Sepedi

Mmetse

Mathematics

2

Kotara 4 ⁞ Term 4

Morutiši ⁞ Teacher: .....

Bala Wande
Calculating with Confidence

2

Kotara 4 ⋮ Term 4

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.

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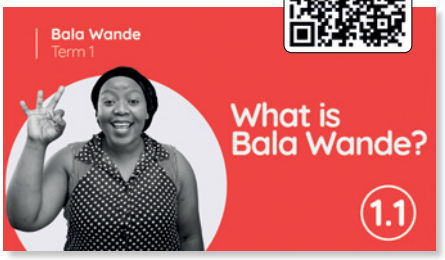
Go šomiša Bala Wande go ruta Mmetse go Sehlopha sa Motheo

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.

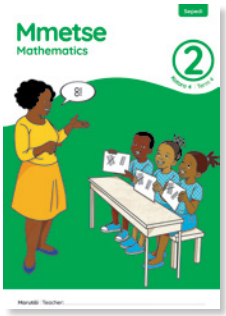


Re tšweletša vidiyo le go gatiša didirišwa go thekga barutiši go ruta mmetse mo Mephatong ya 1-3. Didirišwa tša rena di hwetšagala ntle le tefo ka tlase ga tumelelo ya Creative Commons, ka go realo, yo mongwe le yo mongwe a ka kgona go di šomiša.

Thekgo ya lenaneo la Bala Wande e akaretša:

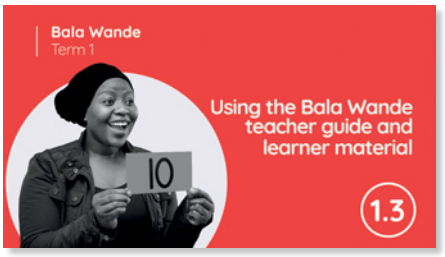
1.1 Tlhahlamorutiši

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.

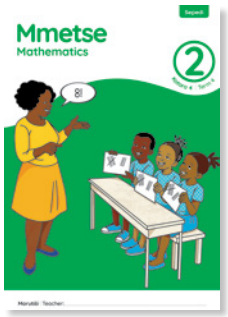
Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics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

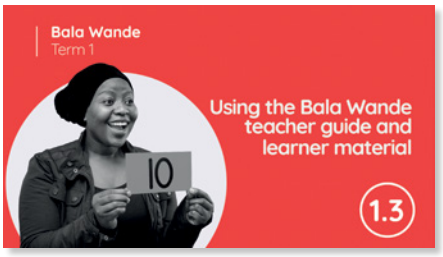
The *Bala Wande Teacher Guide* provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.



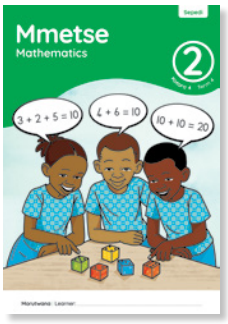
For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- 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 ditlwaelo 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
tloša tee	take away one
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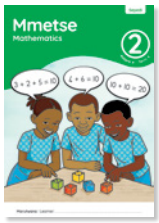
kgomo ke ye kgolo go katse	the cow is bigger than the cat
katse ke ye nnyane go kgomo	the cat is smaller than the cow
nne ke ye kgolo go tharo	four is bigger than three
tharo ke ye nnyane go nne	three is smaller than four

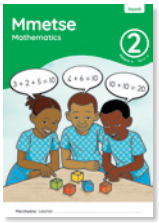
2. Na go na le eng ka lepokising?

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 2023 • 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.

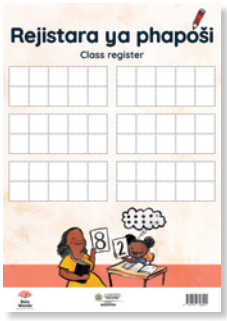
Bala Wande Teacher Guide • overview of the concepts to be taught each week • Mental Maths planned for every day (Days 1-4) • enrichment activities (weekly – Days 1-4) • core concept teaching activities supported by posters and manipulatives from the box (Days 1-4) • copies of the *Learner Activity Book* 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 2023 calendar • posters aligned to the lesson plans	
Manipulatives for the teacher • a variety of manipulatives for you to use in your teaching	
Box of manipulatives for learners • one box for each group of 6 learners • the box contains a variety of manipulatives for learners to use in the activities	
Tools for assessment • assessment 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 • Checklist

Diphoustara • Posters

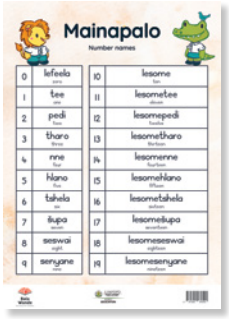
Khalentara
Calendar

Registara
Register

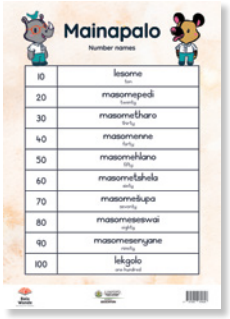


Sekwere sa 100
100 square

Mainapalo 0-20
Number names 0–20



Mainapalo 10-100
Number names 10–100



Mainapalo 100-1000
Number names 100–1000

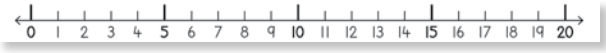
Tšhelete
Money

Matšatši a beke
Days of the week

Dikgwedi tša ngwaga
Months of the year

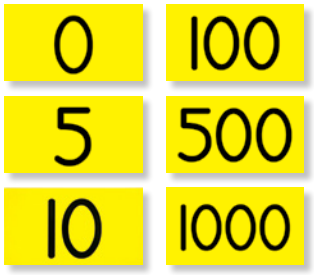
Mothalopalo 0-20 (wa go se be le selo)
Number line 0–20 (blank)

Mothalopalo 0-20
Number line 0–20

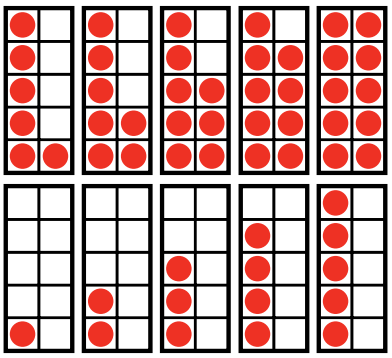


Didirišwa tša morutiši le morutwana • Teacher and learner manipulatives

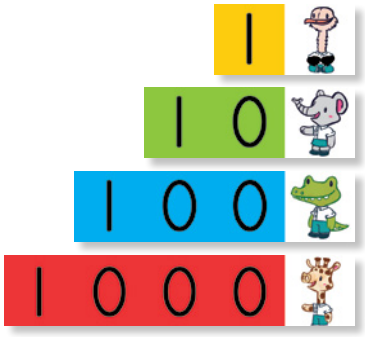
Dikarata tša palo 0-1000 (morutiši)
Number cards 0-1000
(teacher)
Dikarata tša palo 0-20 (morutwana)
Number cards 0-20
(learner)



Dikarata tša palo 0-20 (morutwana)
Dot cards 0-10
(demo size)

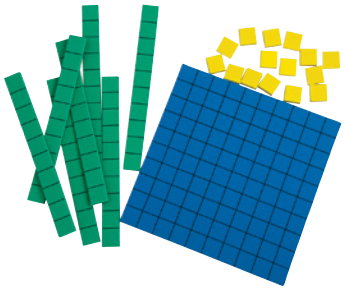


Dikarata tša flard 0-1000 (morutiši le morutwana)
Flard cards 0-1000
(teacher and learner)

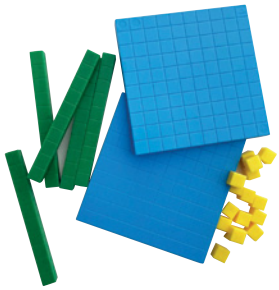


Dipoloko tša multifix (morutiši le morutwana)
Multifix blocks
(teacher and learner)

Dipoloko tša tlase tša lesome – ma100, ma10, metso (tša go šupetša tša maknete)
Base ten blocks – 100s, 10s, 1s
(demo magnetic)

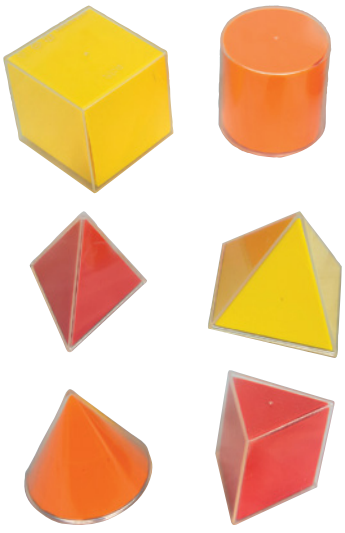


Dipoloko tša tlase tša lesome – ma100, ma10, metso (tša go lekana morutwana)
Base ten blocks – 100s, 10s, 1s
(learner size)

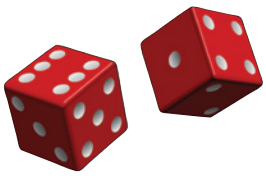


Diiri tše 24 tša sešupanako se sennyane (morutiši le morutwana)
24-hour small clock
(teacher and learner)

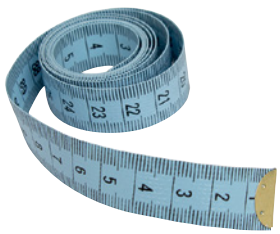
Dibopego tsa mahlakoretharo 3-D (tsa dinete) (tsa morutisi tsa go supetsa)
3-D shape nets
(teacher demo)



Mataese a 2 a morutwana o tee
2 dice per learner



Theipi e 1 ya yo ela (ya go abelana)
1 tape measure (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.

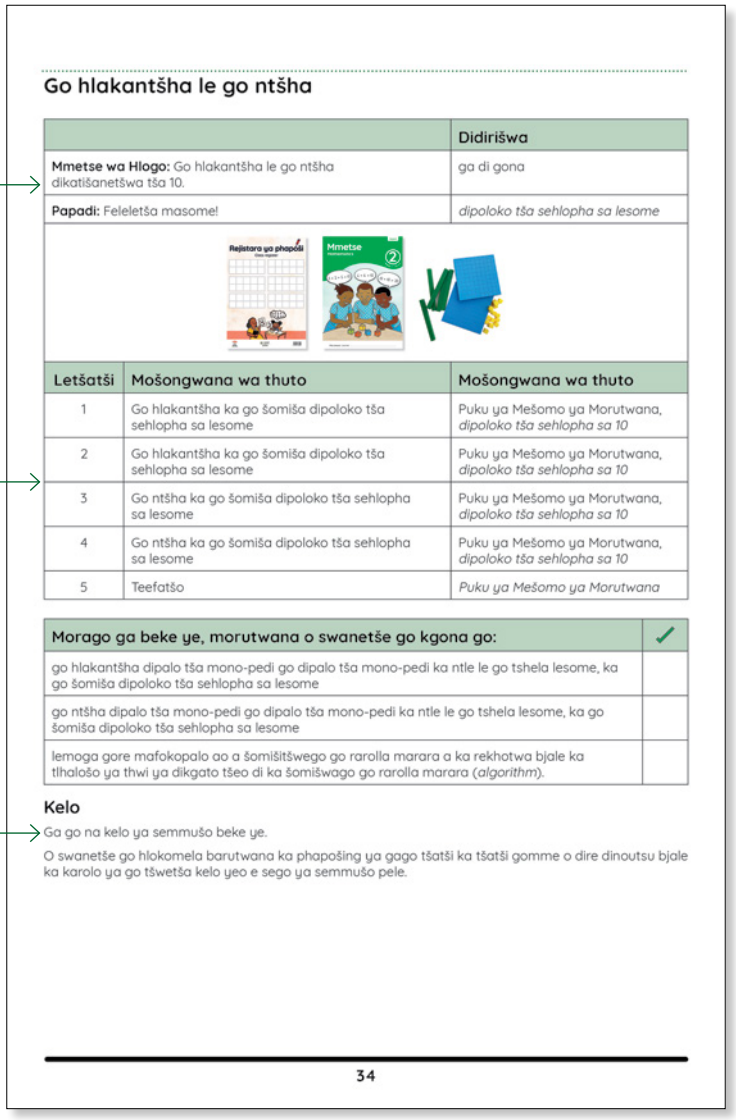
4. Go šomiša dipeakanyo tša thuto le Puku ya Mešomo ya Morutwana

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 hlakantšha le go ntšha

	Didirišwa
Mmetse wa Hlogo: Go hlakantšha le go ntšha dikatišanetšwa tša 10.	ga di gona
Papadi: Feleletša masome!	*dipoloko tša sehlopha sa lesome*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
2	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
3	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
4	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
5	Teefatšo	*Puku ya Mešomo ya Morutwana*

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go hlakantšha dipalo tša mono-pedi go dipalo tša mono-pedi ka ntle le go tshela lesome, ka go šomiša dipoloko tša sehlopha sa lesome	
go ntšha dipalo tša mono-pedi go dipalo tša mono-pedi ka ntle le go tshela lesome, ka go šomiša dipoloko tša sehlopha sa lesome	
lemoga gore mafokopalo ao a šomišitšwego go rarolla marara a ka rekhotwa bjale ka tlhalošo ya thwi ya dikgato tšeo di ka šomišwago go rarolla marara (*algorithm*).	

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 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.

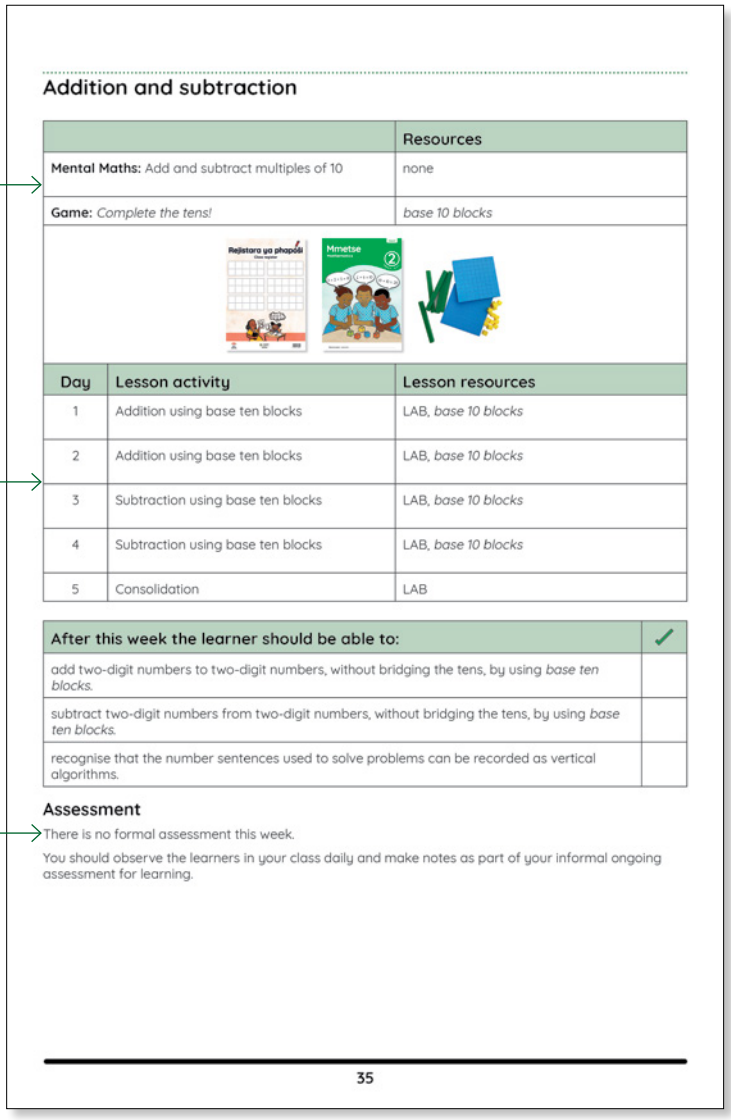
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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.



Addition and subtraction

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

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

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

Assessment

There is no formal assessment this week.

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

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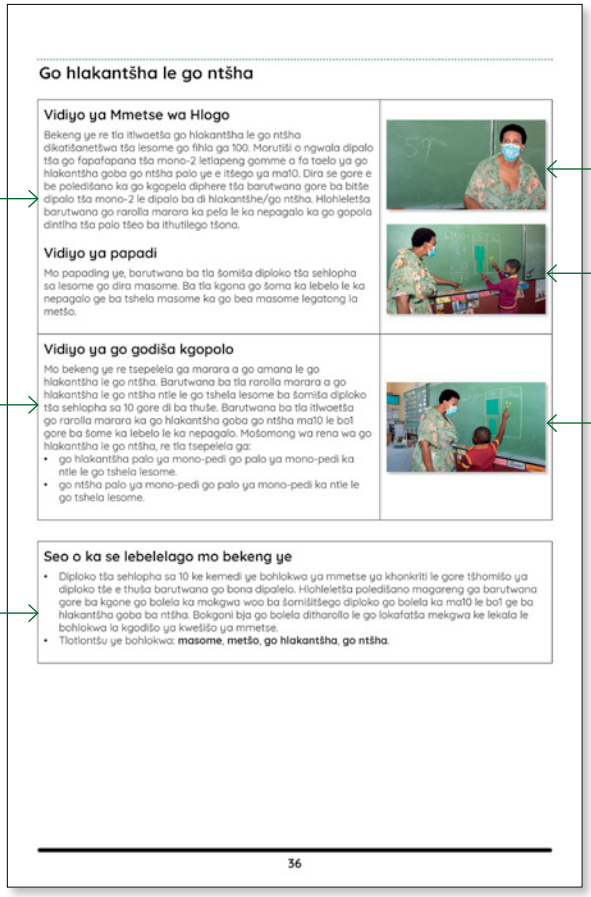
Letlakala la bobedi la kakaretšo ya beke le laetša::

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 hlakantšha le go ntšha

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome go fihla go 100. Morutiši o ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme a fa taelo ya go hlakantšha goba go ntšha palo ye e itšego ya ma10. Dira se gore e be poledišano ka go kgopela diphere tša barutwana gore ba bitše dipalo tša mono-2 le dipalo ba di hlakantšhe/go ntšha. Hlohleletša barutwana go rarolla marara ka pela le ka nepagalo ka go gopola dintlha tša palo tšeo ba ithutilego tšona.

Vidiyo ya papadi

Mo papading ye, barutwana ba tla šomiša diploko tša sehlopha sa lesome go dira masome. Ba tla kgona go šoma ka lebelo le ka nepagalo ge ba tshela masome ka go bea masome legatong la metšo.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga marara a go amana le go hlakantšha le go ntšha. Barutwana ba tla rarolla marara a go hlakantšha le go ntšha ntle le go tshela lesome ba šomiša diploko tša sehlopha sa 10 gore di ba thuše. Barutwana ba tla itlwaetša go rarolla marara ka go hlakantšha goba go ntšha ma10 le bo1 gore ba šome ka lebelo le ka nepagalo. Mošomong wa rena wa go hlakantšha le go ntšha, re tla tsepelela ga:

- go hlakantšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.
- go ntšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.

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 ma10 le bo1 ge ba hlakantšha goba 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, metšo, go hlakantšha, go 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.

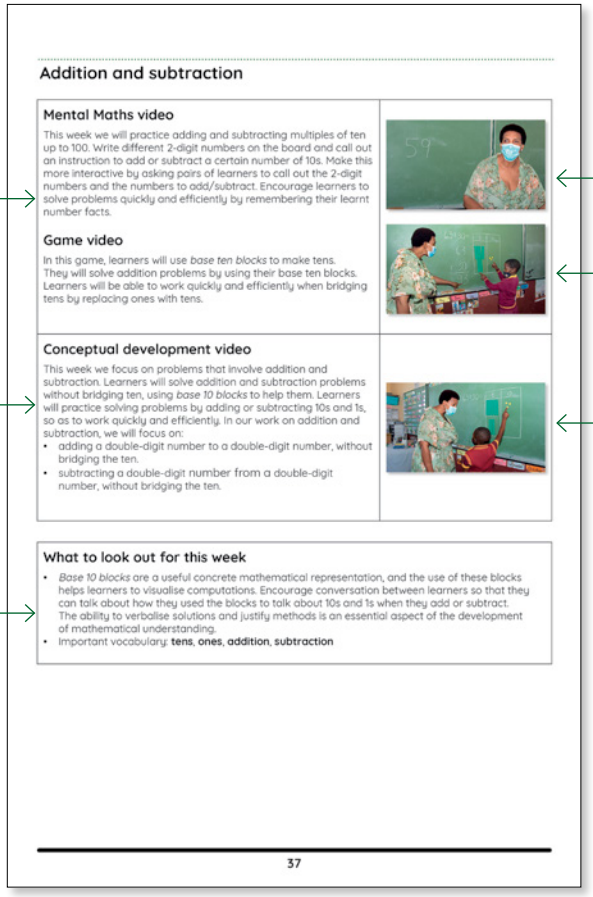
MMETSE WA HLOGO MENTAL MATHS — **HLAKANTŠHA DIKATIŠANETŠWA TŠA 10** ADD MULTIPLES OF 10 → **PAPADI** GAME → **KGODIŠO YA KGOPOLO** CONCEPT DEVELOPMENT → **LETLAKALATŠHOMELO** WORKSHEETS

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.



Addition and subtraction

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

37

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

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

What teachers need to do to prepare for each week

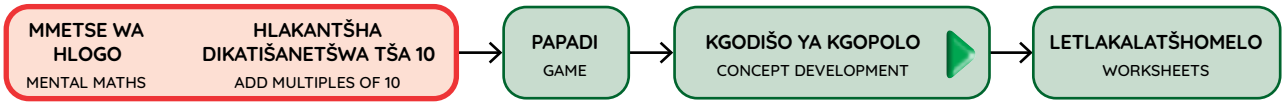
- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes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

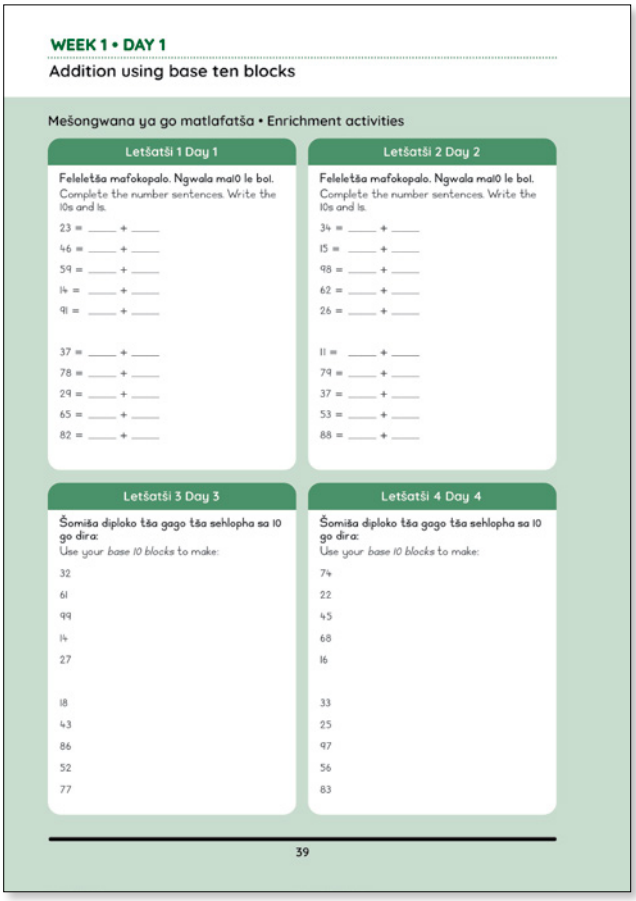
Ka gare ga lepokisi go na le tšhupamabaka. Šupa ngwaga, kgwedi, letšatši le letšatšikgwedi letšatši le lengwe le le lengwe le phaposi. Swaya letšatšikgwedi godimo ga tšhupamabaka ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.

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

Addition using base ten blocks

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

23 = ____ + ____
46 = ____ + ____
59 = ____ + ____
14 = ____ + ____
91 = ____ + ____

37 = ____ + ____
78 = ____ + ____
29 = ____ + ____
65 = ____ + ____
82 = ____ + ____

Letšatši 2 Day 2

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

34 = ____ + ____
15 = ____ + ____
98 = ____ + ____
62 = ____ + ____
26 = ____ + ____

11 = ____ + ____
79 = ____ + ____
37 = ____ + ____
53 = ____ + ____
88 = ____ + ____

Letšatši 3 Day 3

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

32
61
99
14
27

18
43
86
52
77

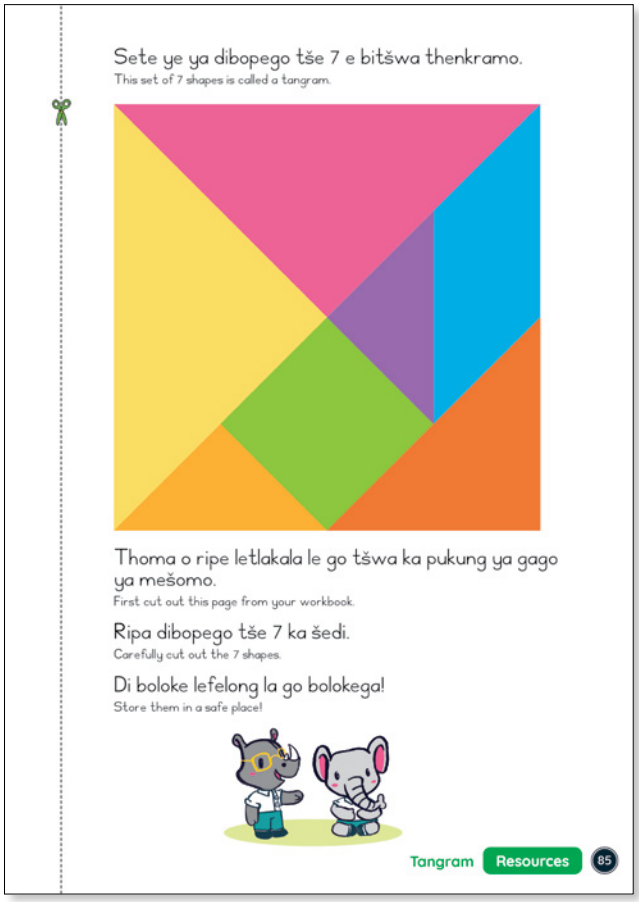
Letšatši 4 Day 4

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

74
22
45
68
16

33
25
97
56
83

39



Sete ye ya dibopego tše 7 e bitšwa thenkramo.
This set of 7 shapes is called a tangram.

Thoma o ripe letlakala le go tšwa ka pukung ya gago ya mešomo.
First cut out this page from your workbook.

Ripa dibopego tše 7 ka šedi.
Carefully cut out the 7 shapes.

Di boloke lefelong la go bolokega!
Store them in a safe place!

Tangram Resources 85

Discuss the date with learners using the calendar

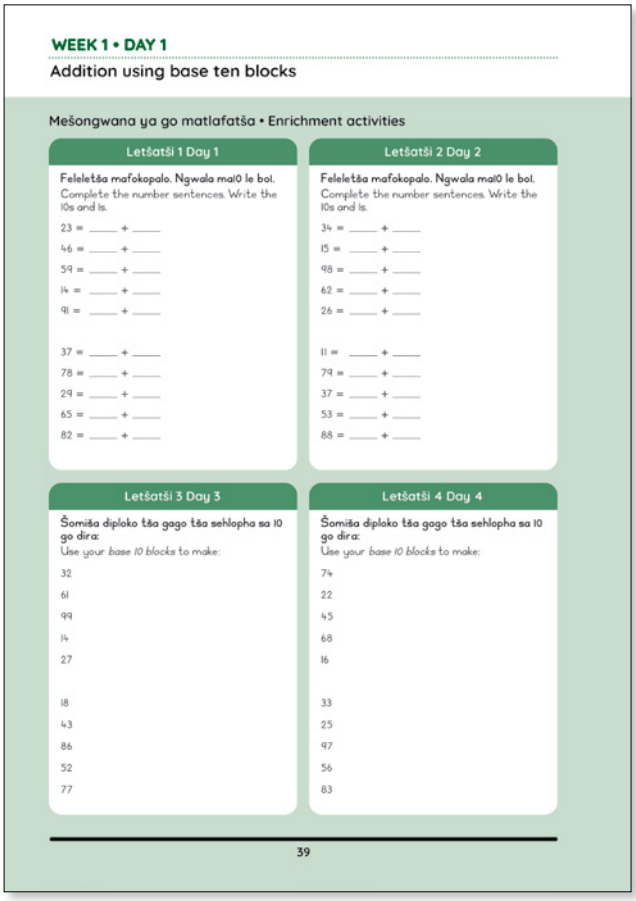
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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

Addition using base ten blocks

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

23 = ____ + ____
46 = ____ + ____
59 = ____ + ____
14 = ____ + ____
91 = ____ + ____

37 = ____ + ____
78 = ____ + ____
29 = ____ + ____
65 = ____ + ____
82 = ____ + ____

Letšatši 2 Day 2

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

34 = ____ + ____
15 = ____ + ____
98 = ____ + ____
62 = ____ + ____
26 = ____ + ____

11 = ____ + ____
79 = ____ + ____
37 = ____ + ____
53 = ____ + ____
88 = ____ + ____

Letšatši 3 Day 3

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

32
61
99
14
27

18
43
86
52
77

Letšatši 4 Day 4

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

74
22
45
68
16

33
25
97
56
83

39

Sete ye ya dibopego tše 7 e bitšwa thenkramo.
This set of 7 shapes is called a tangram.

Thoma o ripe letlakala le go tšwa ka pukung ya gago ya mešomo.
First cut out this page from your workbook.

Ripa dibopego tše 7 ka šedi.
Carefully cut out the 7 shapes.

Di boloke lefelong la go bolokega!
Store them in a safe place!

Tangram Resources 85

Dira mošongwana wa mmetse wa hlogo (metsotso ye 15)

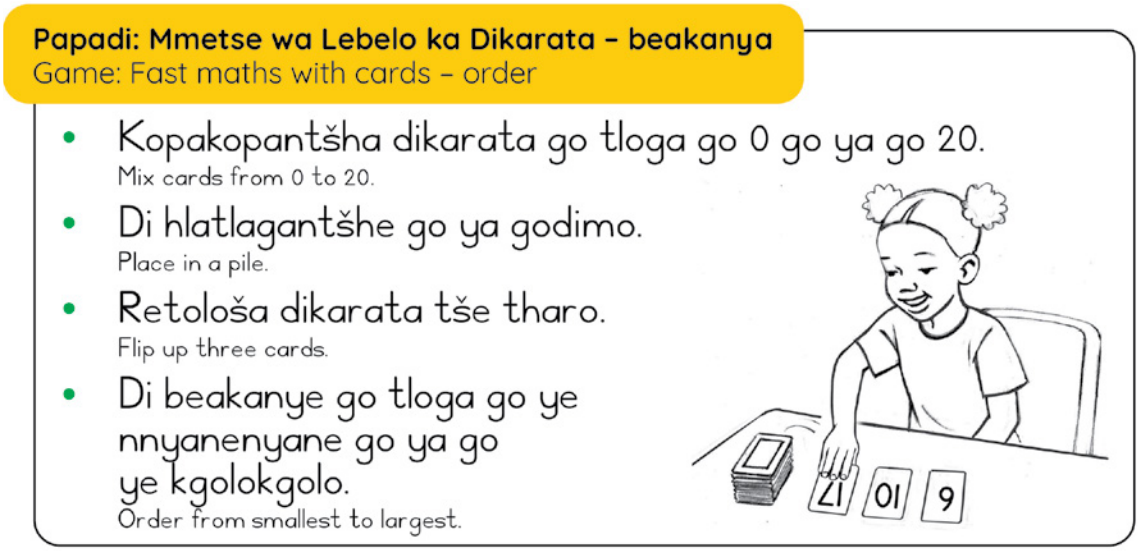
Mmetse wa hlogo ke karolo ye bohlokwa ya thutišo ye nngwe le ye nngwe. Re šomiša mešongwana ya mmetse wa hlogo go netefatša gore barutwana ba tseba dintlha tša motheo ka thelelo. Go na le dividiyo tšeo di bontšhago mešongwana ya mmetse wa hlogo e direga ka phapošing gape go na le tlhalošo ya mešongwana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

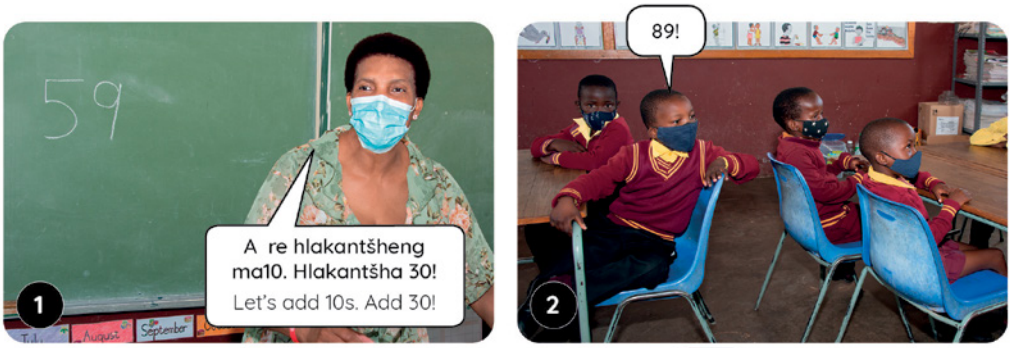
MMETSE WA HLOGO | MENTAL MATHS

Barutwana ba itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome/go tšwa go palo yeo e filwego.

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



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.

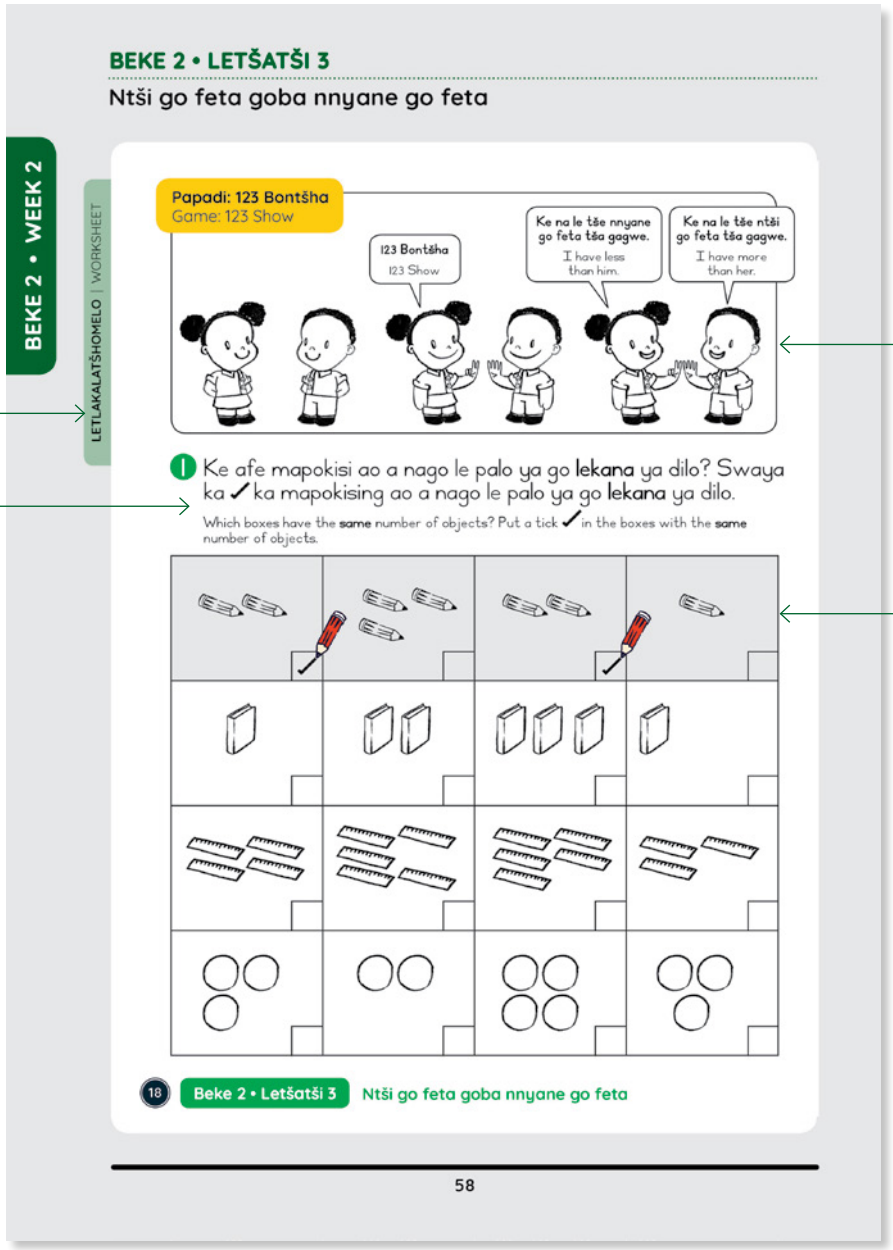
For each day, the *Teacher Guide* provides a photographic sequence of the concept development activity for the day.

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 • 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

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

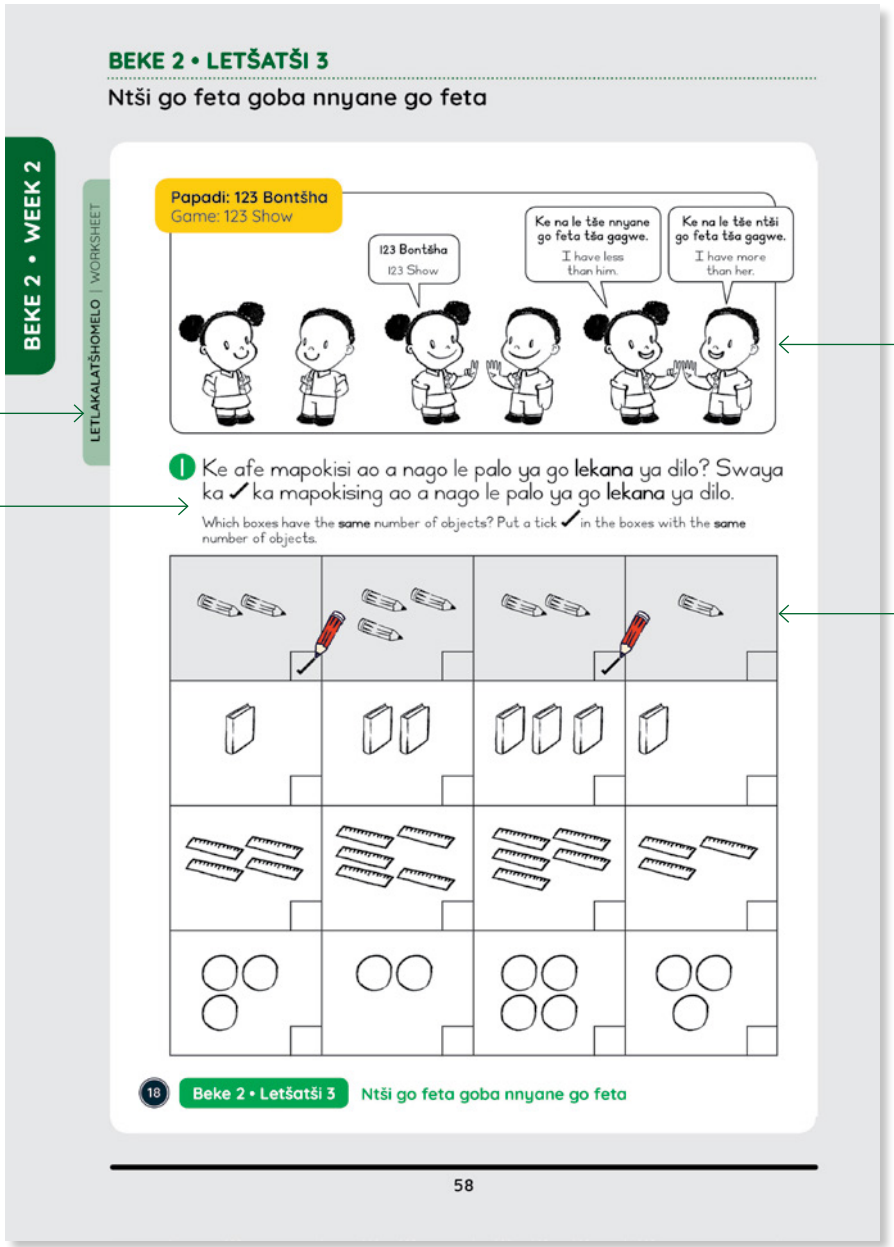
Matlakalatšhomelo barutwana a na le mohlala wa karabo (o laeditšwe ka mmala wo mopududu le phensele ye khubedu).

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

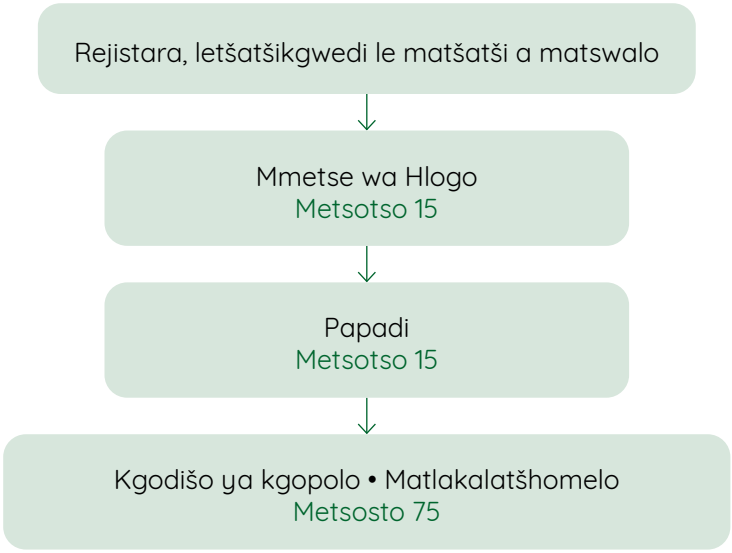
58

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

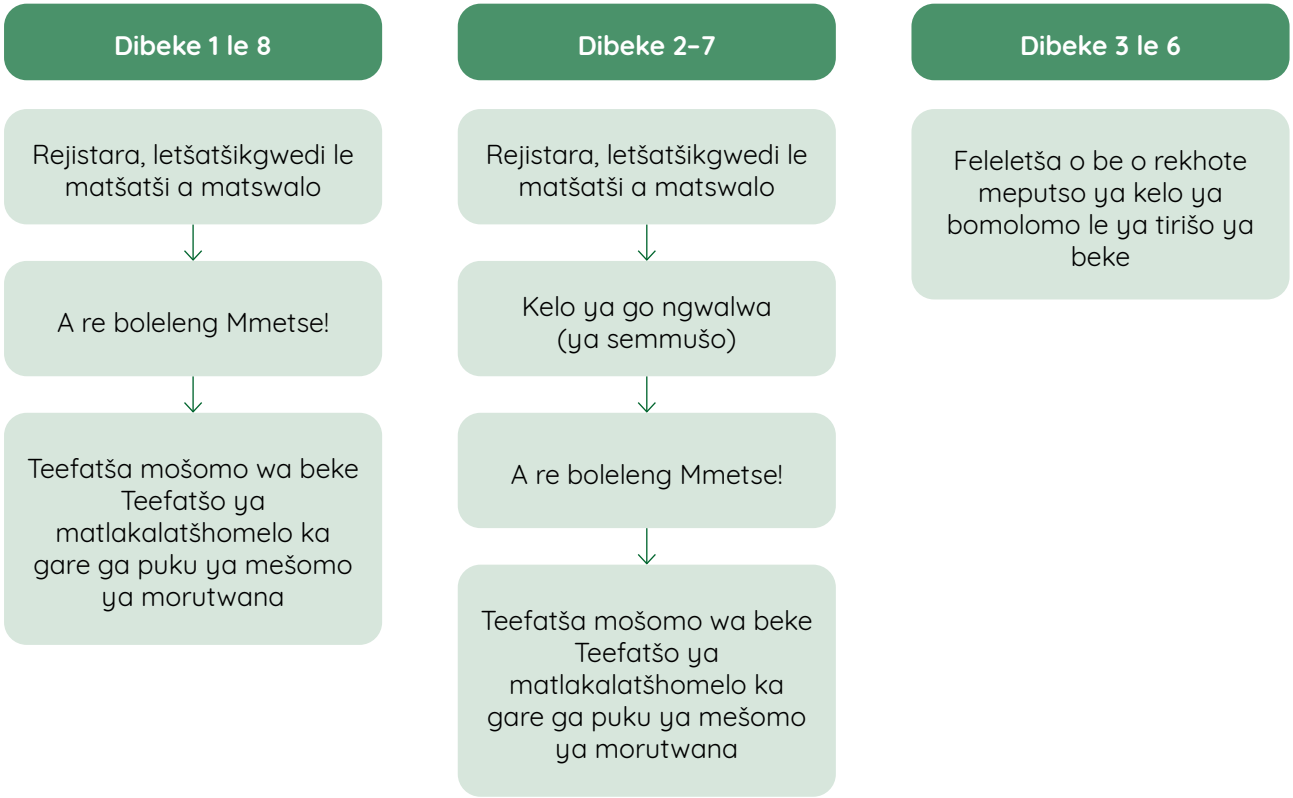
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

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

Šetule ya tšatši ka tšatši ya Matšatši 1 – 4

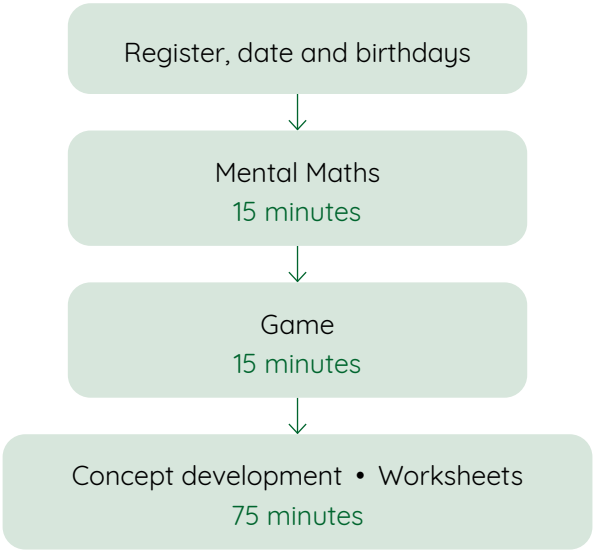


Šetule ya tšatši ka tšatši ya Letšatši la 5

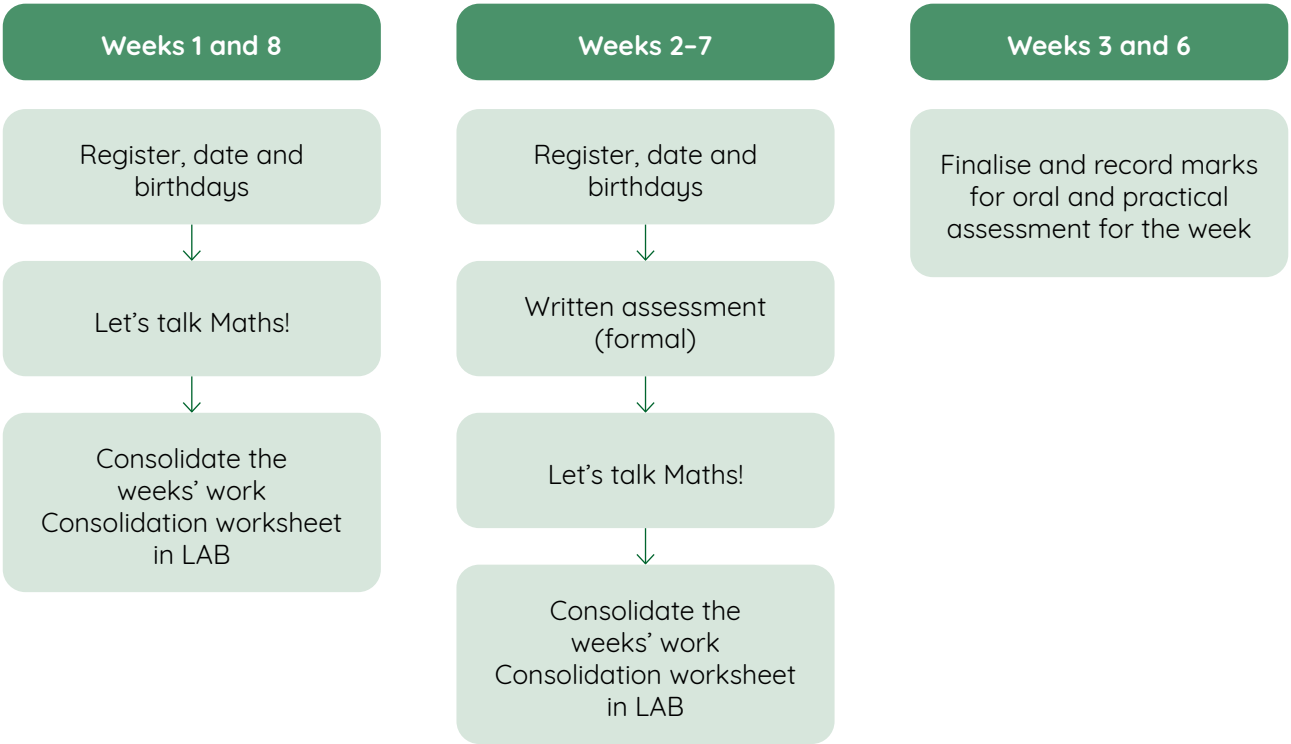


5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5



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 hlakantšha le go ntšha	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Teefatšo
Beke 2 Dibopego tša mahlakore-pedi (2-D)	Dibopego tša mahlakore-pedi (2-D)	Dibopego tša mahlakore-pedi (2-D)	Dibopego tša mahlakore-pedi (2-D)	Dibopego tša mahlakore-pedi (2-D)	Teefatšo le kelo
Beke 3 Go ripa gare ka go lekana, Dilo tša mahlakore-tharo (3-D), Boemo le thoko	Go ripa gare ka go lekana	Go ripa gare ka go lekana	Dilo tša mahlakore-tharo (3-D)	Boemo	Teefašo le kelo
Beke 4 Dipalosešupata telano, go hlopha le go aba	Dipalosešupa tatelano	Dipalosešupa tatelano	Go hlopha	Go aba	Teefašo le kelo
Beke 5 Go pedifatša, go ripa ka bogare, difrakšene	Go pedifatša	Go ripa ka bogare	Dipalophatlo	Dipalophatlo	Teefašo le kelo
Beke 6 Mothamo	Go ela mothamo	Naganela o be o bapetše mothamo	Go šoma ka mothamo	Go naganela le go ela mothamo	Teefatšo le kelo
Beke 7 Go hlakantšha le go ntšha	Go hlakantšha le go ntšha	Go hlakantšha le go ntšha	Go hlakantšha le go ntšha	Go hlakantšha le go ntšha	Teefašo le kelo
Beke 8 Katišo	Dihlopha tša 2, 3, 4, 5 le 10.	Dihlopha tša 3	Dihlopha tša 4	Katišo le tšhelete	Teefatšo le kelo ya thuto

Palo, Diophareišene le Ditswalano	Sekgoba le Sebopego (Tšeometri)	Kelo

7. Term plan

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

Number, Operations and Relationships	**Space and Shape (Geometry)**	**Measurement**

8. Peakanyo ya kelo ya Kotara 4

Ka dibeke tša 1 le 8, ga go na mešomo ya kelo ya semmušo. Ka letšatši la bo5, barutwana ba swanetše go šomana le matlakalatšhomelo ao a filwego ka gare ga Puku ya Mešomo ya Morutwana go teefatša mošomo wa beke. Kelo yeo e sego ya semmušo e ka dirwa.

Ka dibeke tša 3 le 6 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.

Ka dibeke tša 2-7 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.

Beke			Meputso
2	Dibopego tša mahlakore-pedi (2-D)	Ya go ngwalwa	12
3	Go ripa gare ka go lekana	Ya go ngwalwa	8
3	Lebelela barutwana gore o ele bokgoni bja bona bja go lemoga boemo le go latela ditaetšo	Bomolomo le tirišo	6
4	Dipalosešupatatelano, go hlopha le go aba	Ya go ngwalwa	12
5	Difrakšene	Ya go ngwalwa	8
6	Mothamo	Ya go ngwalwa	8
6	Lebelela barutwana go ela bokgoni bja bona bja go šomiša polelo ya mothamo, go naganela, ela, bapetša le go rekhota mothamo.	Bomolomo le tirišo	6
7	Go hlakantšha le go ntšha	Ya go ngwalwa	18

8. Term 4 assessment plan

In Weeks 1 and 8, 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 6, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-7, written assessment activities are planned. These are provided in the *Learner Activity Book*. After they have completed the written assessment activity learners can work on the consolidation worksheets in the learner activity book.

Week			Marks
2	2-D shapes	Written	12
3	Symmetry	Written	8
3	Observe learners to assess their ability to identify positions and follow directions	Oral and practical	6
4	Ordinal numbers, grouping and sharing	Written	12
5	Fractions	Written	8
6	Capacity	Written	8
6	Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity	Oral and practical	6
7	Addition and subtraction	Written	18

9. Kotara ya 4 Letlakala la meputso la tekolo

Beke	4	5	7		2	3	3		6	6		
Mphato 2 Kotara 4 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	Sebopego le Sekgoba: Ya go ngwalwa	Sebopego le Sekgoba: Ya go ngwalwa	Sekgoba le Sebopego: Bomolomo le Tirišo	PALOMOKA YA SEKGOBA LE SEBOPEGO	Kelo: Ya go ngwalwa	Kelo: Bomolomo le Tirišo	PALOMOKA YA KELO	**PALOMOKA YA KOTARA**
Meputso	12	8	18	38	12	8	6	26	8	6	14	78
Leina la morutwana le sefane												

Palo, Diophareišene le Ditswalano	Sekgoba le Sebopego (Tšeometri)	Kelo

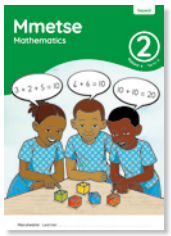
9. Term 4 assessment mark sheet

Week	4	5	7		2	3	3		6	6		
Grade 2 Term 4 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Written	Space and shape: Oral and practical	TOTAL FOR SPACE AND SHAPE	Measurement: Written	Measurement: Oral and practical	TOTAL FOR MEASUREMENT	TERM TOTAL
Marks	12	8	18	38	12	8	6	26	8	6	14	78
Learner name and surname												

Number, operations and relationships	Space and shape (geometry)	Measurement

Go hlakantšha le go ntšha

	Didirišwa
Mmetse wa Hlogo: Go hlakantšha le go ntšha dikatišanetšwa tša 10.	ga di gona
Papadi: Feleletša masome!	*dipoloko tša sehlopha sa lesome*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
2	Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
3	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
4	Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
5	Teefatšo	*Puku ya Mešomo ya Morutwana*

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go hlakantšha dipalo tša mono-pedi go dipalo tša mono-pedi ka ntle le go tshela lesome, ka go šomiša dipoloko tša sehlopha sa lesome	
go ntšha dipalo tša mono-pedi go dipalo tša mono-pedi ka ntle le go tshela lesome, ka go šomiša dipoloko tša sehlopha sa lesome	
lemoga gore mafokopalo ao a šomišitšwego go rarolla marara a ka rekhotwa bjale ka tlhalošo ya thwi ya dikgato tšeo di ka šomišwago go rarolla marara (*algorithm*).	

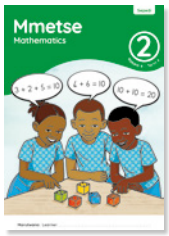
Kelo

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 go tšwetša kelo yeo e sego ya semmušo pele.

Addition and subtraction

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



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

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

Assessment

There is no formal assessment this week.

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

Go hlakantšha le go ntšha

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome go fihla ga 100. Morutiši o ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme a fa taelo ya go hlakantšha goba go ntšha palo ye e itšego ya ma10. Dira se gore e be poledišano ka go kgopela diphere tša barutwana gore ba bitše dipalo tša mono-2 le dipalo ba di hlakantšhe/go ntšha. Hlohleletša barutwana go rarolla marara ka pela le ka nepagalo ka go gopola dintlha tša palo tšeo ba ithutilego tšona.

Vidiyo ya papadi

Mo papading ye, barutwana ba tla šomiša dipoloko tša sehlopha sa lesome go dira masome. Ba tla kgona go šoma ka lebelo le ka nepagalo ge ba tshela masome ka go bea masome legatong la metšo.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga marara a go amana le go hlakantšha le go ntšha. Barutwana ba tla rarolla marara a go hlakantšha le go ntšha ntle le go tshela lesome ba šomiša dipoloko tša sehlopha sa 10 gore di ba thuše. Barutwana ba tla itlwaetša go rarolla marara ka go hlakantšha goba go ntšha ma10 le bo1 gore ba šome ka lebelo le ka nepagalo. Mošomong wa rena wa go hlakantšha le go ntšha, re tla tsepelela ga:

- go hlakantšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.
- go ntšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.

Seo o ka se lebelelago mo bekeng ye

- Dipoloko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya dipoloko tše e thuša barutwana go bona dipalelo. Hlohleletša poledišano magareng ga barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego dipoloko go bolela ka ma10 le bo1 ge ba hlakantšha goba 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**, **metšo**, **go hlakantšha**, **go ntšha**.

Addition and subtraction

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

BEKE 1 • LETŠATŠI 1

Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

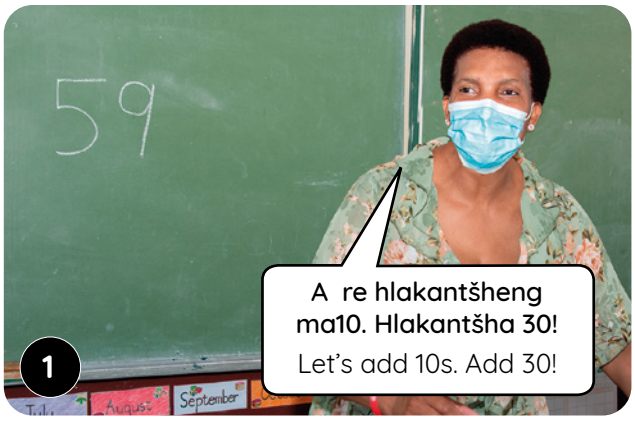
MMETSE WA HLOGO | MENTAL MATHS

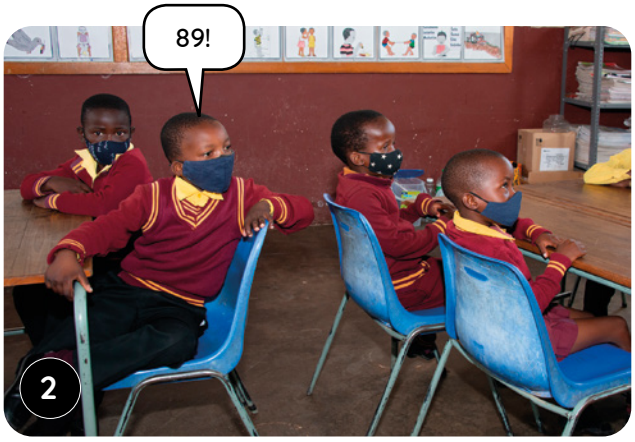
Barutwana ba itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome/go tšwa go palo yeo e filwego.

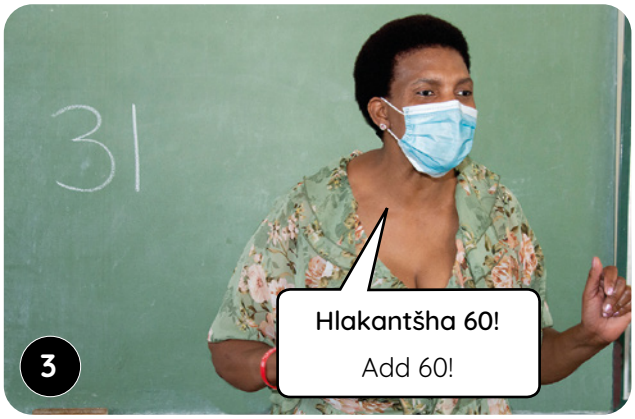
Learners practice adding and subtracting multiples of ten to/from a given number.

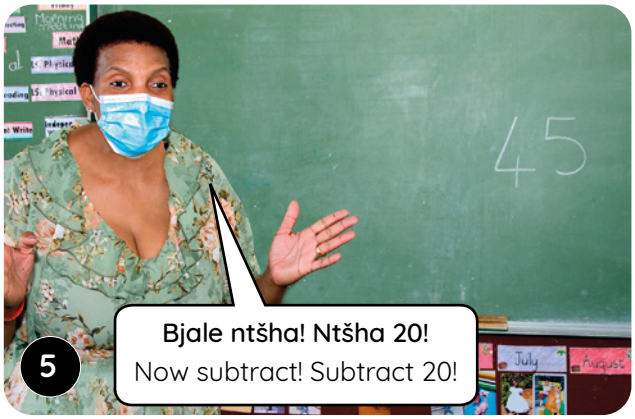
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









Addition using base ten blocks

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the l0s and ls.

23 = _____ + _____

46 = _____ + _____

59 = _____ + _____

14 = _____ + _____

91 = _____ + _____

37 = _____ + _____

78 = _____ + _____

29 = _____ + _____

65 = _____ + _____

82 = _____ + _____

Letšatši 2 Day 2

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the l0s and ls.

34 = _____ + _____

15 = _____ + _____

98 = _____ + _____

62 = _____ + _____

26 = _____ + _____

11 = _____ + _____

79 = _____ + _____

37 = _____ + _____

53 = _____ + _____

88 = _____ + _____

Letšatši 3 Day 3

Šomiša dipoloko tša gago tša sehlopha sa l0 go dira:
Use your *base l0 blocks* to make:

32

61

99

14

27

18

43

86

52

77

Letšatši 4 Day 4

Šomiša dipoloko tša gago tša sehlopha sa l0 go dira:
Use your *base l0 blocks* to make:

74

22

45

68

16

33

25

97

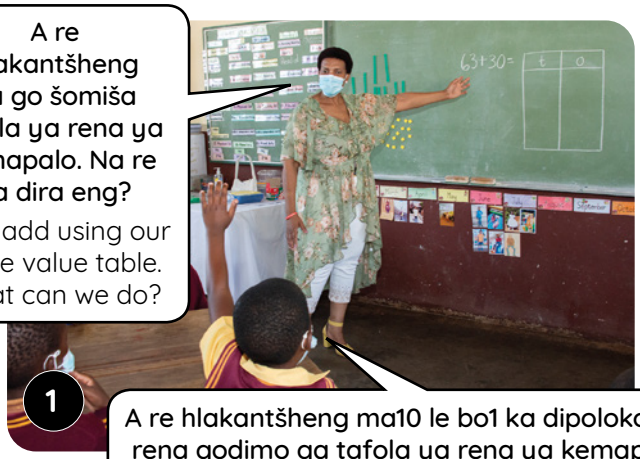
56

83

BEKE 1 • LETŠATŠI 1

Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



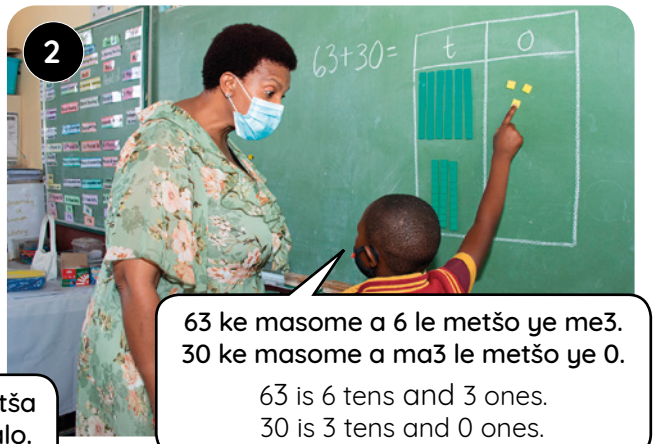
1

A re hlakantšheng ka go šomiša tafola ya rena ya kemapalo. Na re ka dira eng?

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

A re hlakantšheng ma10 le bo1 ka dipoloko tša rena godimo ga tafola ya rena ya kemapalo.

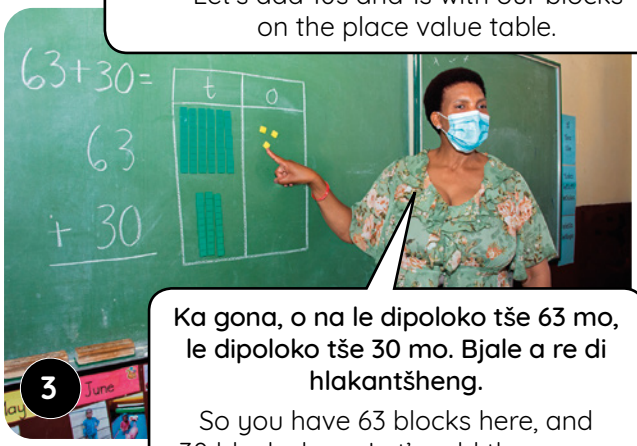
Let's add 10s and 1s with our blocks on the place value table.



2

63 ke masome a 6 le metšo ye me3. 30 ke masome a ma3 le metšo ye 0.

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



3

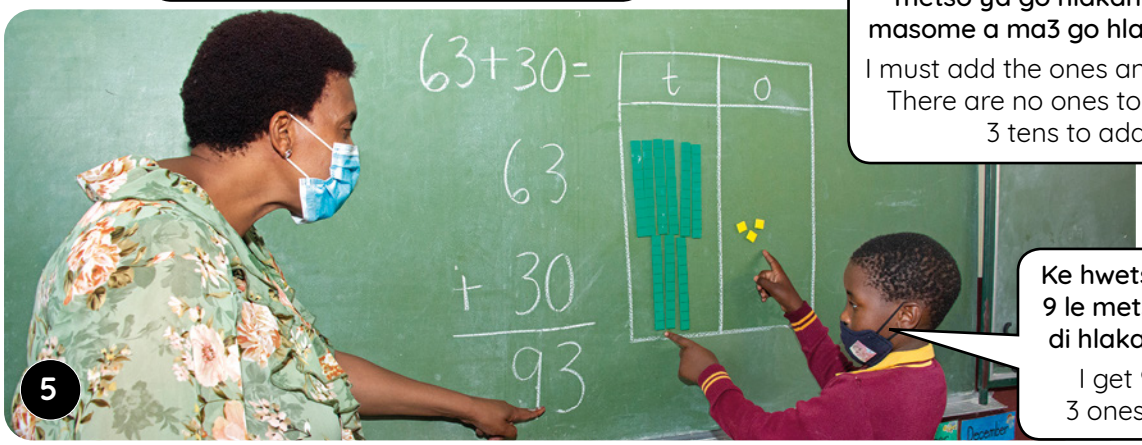
Ka gona, o na le dipoloko tše 63 mo, le dipoloko tše 30 mo. Bjale a re di hlakantšheng.

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

4

Ke swanetše go hlakantšha metšo le masome. Ga go na metšo ya go hlakantšhwa le masome a ma3 go hlakantšhwa.

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



5

Ke hwetša masome a 9 le metšo ye me3 ge di hlakana ka moka.

I get 9 tens and 3 ones altogether.

Efa barutwana menyetla ya go rarolla marara ao a amago go hlakantšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ntle le go tshela 10. Ba kgopele gore ba go hlalošetše gore na tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

Addition using base ten blocks

BEKE • WEEK 1

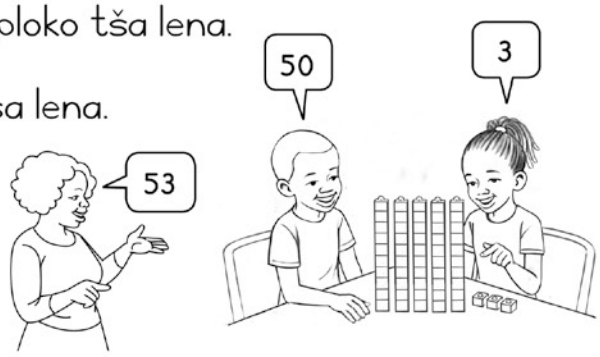
LETŠATŠI 1 • DAY 1

Go hlakantšha ka go šomiša diploko tša sehlopha sa lesome
Addition using base ten blocks

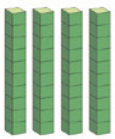
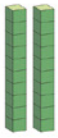
MMETSE WA HLOGO (MENTAL MATHS) HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (ADD MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?
Game: How many 10s? How many 1s?

- Šomang ka bobedi ka diploko tša lena.
  Work in pairs with your blocks.
- Agang palo ka diploko tša lena.
  Build the number using your blocks.
- Na ke mal0 a makae?
  Na ke bol ba bakae?
  How many l0s? How many ls?
- Ke palo efe?
  What number?



47 + 20 =

				masome (tens)	metšo (ones)
47 e swana le 40 le 7. 47 is the same as 40 and 7.				4	7
Bjale a re hlakantšheng 20. Now let's add 20.			+	2	0
O ka šomiša diploko go hlakantšha. A re hlakantšheng mal0 le bol. You can use blocks to add. Let's add l0s and ls. 	Go na le masome a 6 ge a hlakana ka moka. There are 6 tens altogether.	Go na le metšo ye 7 ge e hlakana ka moka. There are 7 ones altogether.		6	7

1 Hlakantšha ka go šomiša diploko.
Add using blocks.

39 + 50 = 89	64 + 20 = ___	28 + 70 = ___
45 + 30 = ___	77 + 10 = ___	52 + 40 = ___

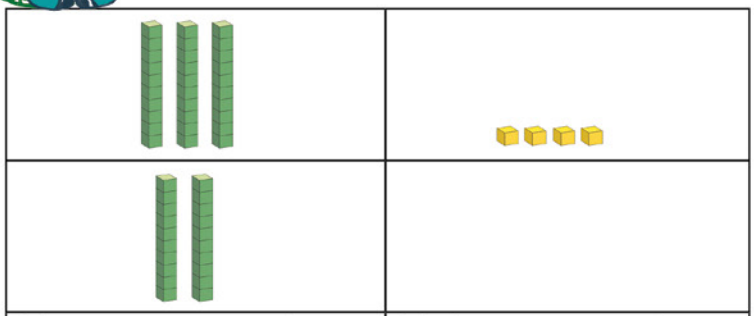
2

BEKE 1 • LETŠATŠI 1

Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome

O ka hlakantšha ka go šomiša diploko. Ge o hlakantšha bo1, na o hwetša eng? Ge o hlakantšha mal0, na o hwetša eng?

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



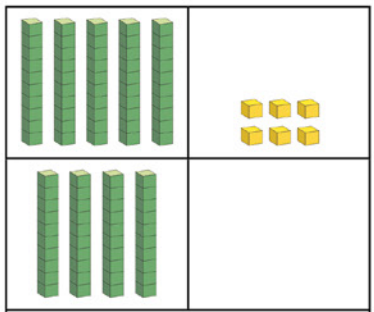
Masome a ma3 le masome a ma2 a dira masome a ma5.
3 tens and 2 tens is 5 tens.

Metšo ye me4 le metšo ye 0 e dira metšo ye me4.
4 ones and 0 ones is 4 ones.

t	o
3	4
+ 2	0
5	4

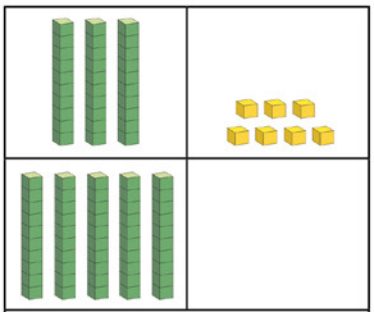
Ke na le 54 ge di hlakana ka moka.
I have 54 altogether.

2



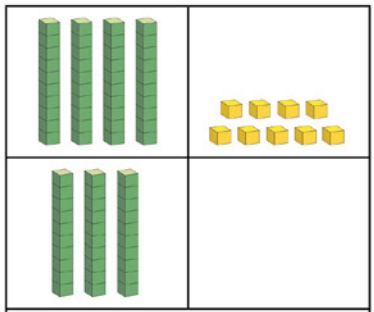
	5	6
+	4	0

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.



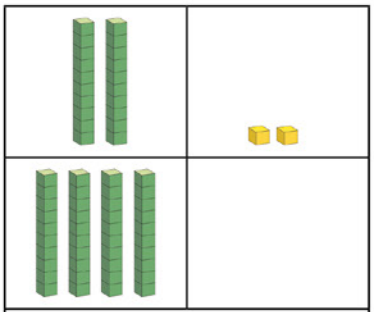
	3	7
+	5	0

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.



	4	9
+	3	0

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.



	2	2
+	4	0

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

Addition using base ten blocks

MMETSE WA HLOGO (MENTAL MATHS) — HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (ADD MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re hlakantšheng ka go šomiša tafola ya rena ya kemapalo. Na re ka dira eng?

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

1

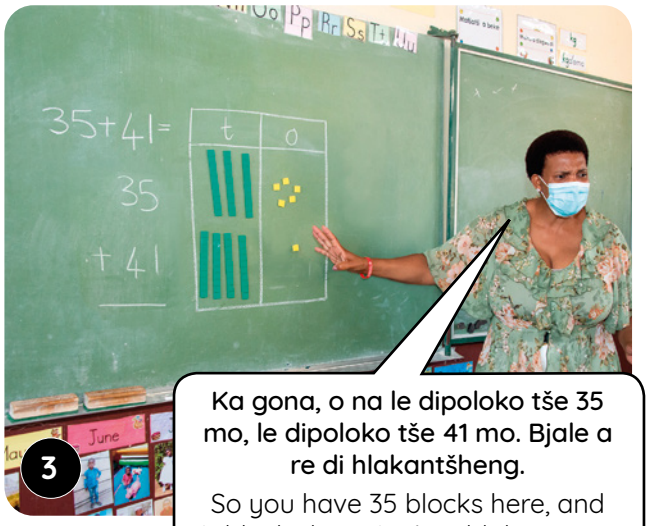
Re ka hlakantšha ma10 le bo1 ka go šomiša dipoloko tša rena godimo ga tafola ya rena ya kemapalo.

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

Masome a ma3 le metšo ye me5 ke 35. Masome a ma4 le motšo o 1 ke 41.

3 tens and 5 ones is 35.
4 tens and 1 one is 41.

2



3

Ka gona, o na le dipoloko tše 35 mo, le dipoloko tše 41 mo. Bjale a re di hlakantšheng.

So you have 35 blocks here, and 41 blocks here. Let's add them now.

4

Ke hlakantšha metšo gape ke hlakantšha masome. Ke hwetša masome a 7 le metšo ye 6 ge di hlakana ka moka.

I add the ones and I add the tens.
I get 7 tens and 6 ones altogether.

Efa barutwana menyetla ya go rarolla marara ao a amago go hlakantšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ntle le go tshela 10. Ba kgopele gore ba go hlalošetše gore na tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

BEKE 1 • LETŠATŠI 2

Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome

BEKE • WEEK 1

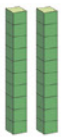
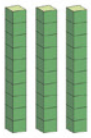
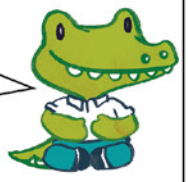
LETŠATŠI 2 • DAY 2

Go hlakantšha ka go šomiša diploko tša sehlopha sa lesome

Addition using base ten blocks

MMETSE WA HLOGO (MENTAL MATHS) → HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (ADD MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

26 + 33 =

		masome (tens)	metšo (ones)
26 e swana le 20 le 6. 26 is the same as 20 and 6.	 	2	6
Go hlakantšha 33 go swana le go hlakantšha 30 le 3. Adding 33 is the same as adding 30 and 3.	 	+ 3	3
 A re hlakantšheng mal0 le bol. Let's add 10s and 1s.	Go na le masome a ma5 ge a hlakana ka moka. There are 5 tens altogether.	5	9
	Go na le metšo ye 9 ge e hlakana ka moka. There are 9 ones altogether.		

Masome a ma2 le masome a ma3 a dira masome a ma5. Metšo ye 6 le metšo ye me3 e dira metšo ye 9. Ke na le 59 ge di hlakana ka moka.

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

1 Hlakantšha ka go šomiša diploko.

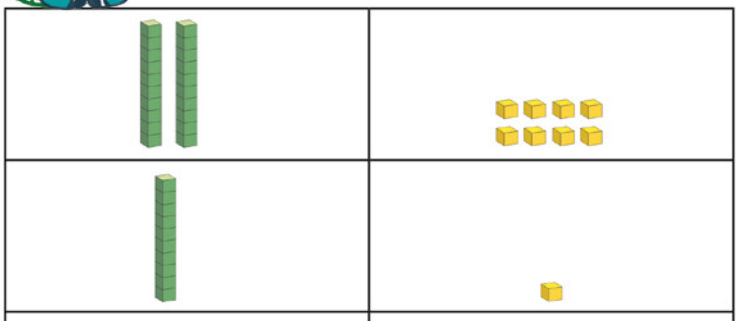
Add using blocks.

65 + 12 = 77	43 + 52 = ____	37 + 21 = ____
56 + 32 = ____	47 + 22 = ____	76 + 13 = ____

Addition using base ten blocks

O ka šomiša diploko go hlakantšha. Hlakantšha mal0 le bol. Na ke bokae ka moka ge di hlakana?

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



Masome a ma2 le lesome le 1 a dira masome a ma3.

2 tens and 1 ten makes 3 tens.

Metšo ye 8 le motšo o 1 e dira metšo ye 9.

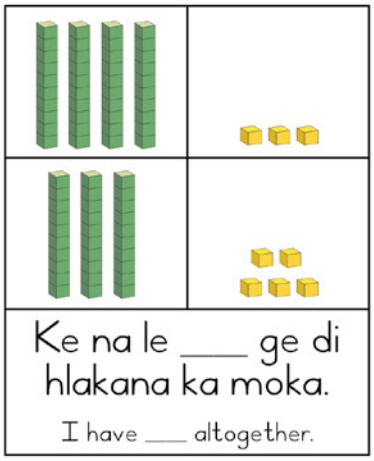
8 ones and 1 one makes 9 ones.

t	o
2	8
+ 1	1
3	9

Ke na le 39 ge di hlakana ka moka.

I have 39 altogether.

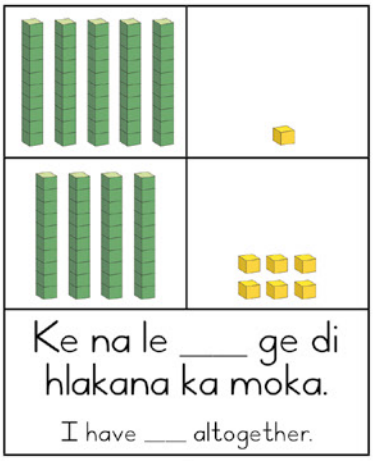
2



4	3
+ 3	5

Ke na le ____ ge di hlakana ka moka.

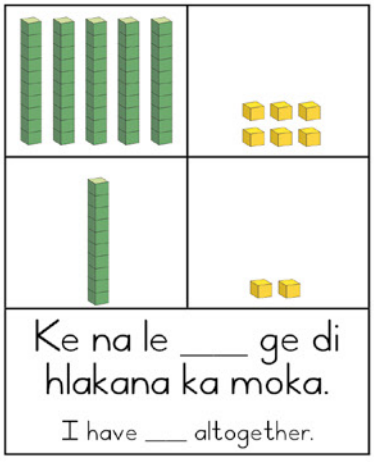
I have ____ altogether.



5	1
+ 4	6

Ke na le ____ ge di hlakana ka moka.

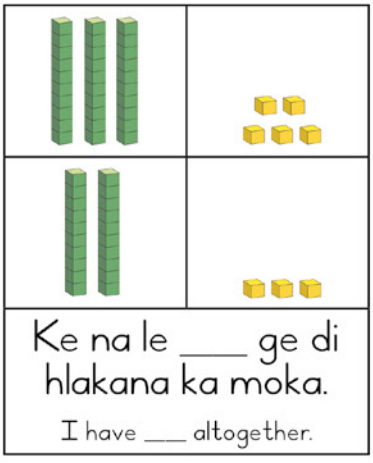
I have ____ altogether.



5	6
+ 1	2

Ke na le ____ ge di hlakana ka moka.

I have ____ altogether.



3	5
+ 2	3

Ke na le ____ ge di hlakana ka moka.

I have ____ altogether.

BEKE 1 • LETŠATŠI 3

Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome

MMETSE WA HLOGO
MENTAL MATHS

NTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

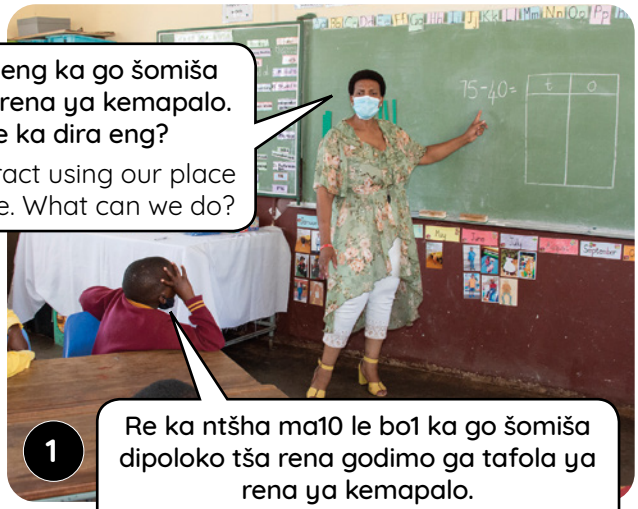
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re ntšheng ka go šomiša tafola ya rena ya kemapalo. Na re ka dira eng?

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



1

Re ka ntšha ma10 le bo1 ka go šomiša dipoloko tša rena godimo ga tafola ya rena ya kemapalo.

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

Go 75, ke swanetše go bea masome a 7 mo le metšo ye me5 mo. Go ntšha 40, ke swanetše go tloša masome a ma4.

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

Ka gona, o na le dipoloko tše 75, ke moka o swanetše go tloša 40. Bjale a re di ntšheng.

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

Ga ke hloke go tloša metšo. Efela ke swanetše go tloša masome a ma4 go masome a 7. Ke šaletšwe ke masome a ma3 le metšo ye me5.

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

Efa barutwana menyetla ya go rarolla marara ao a amago go ntšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ntle le go tshela 10. Ba kgopele gore ba go hlalošetše gore na tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

Subtraction using base ten blocks

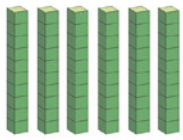
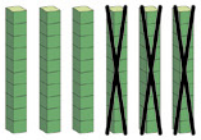
BEKE • WEEK 1

LETŠATŠI 3 • DAY 3

Go ntšha ka go šomiša diploko tša sehlopha sa lesome
Subtraction using base ten blocks

MMETSE WA HLOGO – MENTAL MATHS | HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 – SUBTRACT MULTIPLES OF 10 → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

64 – 30 =

		masome (tens)	metšo (ones)
64 e swana le 60 le 4. 64 is the same as 60 and 4.		6	4
Bjale a re ntšheng 30. Now let's subtract 30.		– 3	0
Go šala masome a ma3. There are 3 tens left over.	Go sa na le metšo ye me4. There are still 4 ones.	3	4

O ka šomiša diploko go ntšha. Ntšha mal0 le bol.
You can use blocks to subtract. Subtract the 10s and 1s.

Masome a 6, o tloša masome a ma3 go šala masome a ma3. Masome a ma3 le metšo ye me4 di dira 34.
6 tens take away 3 tens leaves 3 tens. 3 tens and 4 ones makes 34.

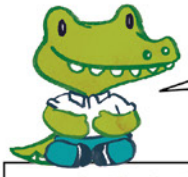
1 Ntšha ka go šomiša diploko.
Subtract using blocks.

57 – 20 = 37	44 – 30 = ____	86 – 50 = ____
35 – 10 = ____	94 – 40 = ____	68 – 20 = ____
63 – 30 = ____	71 – 50 = ____	59 – 40 = ____

6

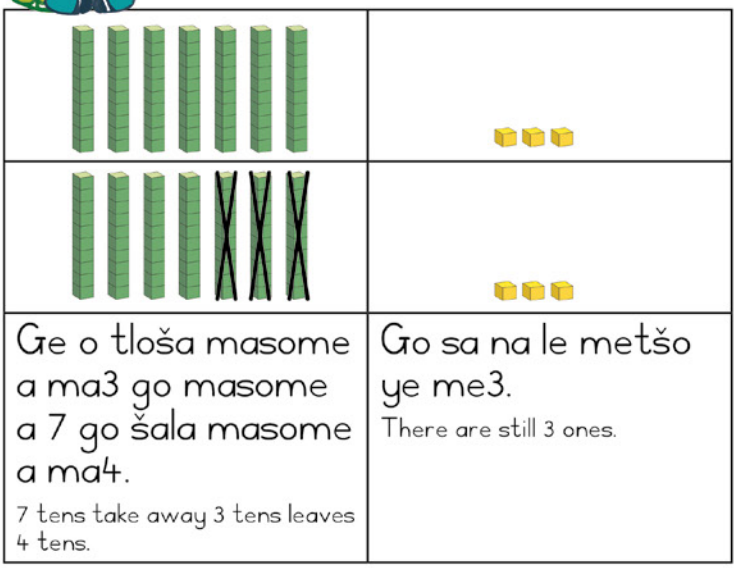
BEKE 1 • LETŠATŠI 3

Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome



O ka šomiša diploko go ntšha. Ntšha mal0 le bol. Na go šala tše kae?

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



Ge o tloša masome a ma3 go masome a 7 go šala masome a ma4.

7 tens take away 3 tens leaves 4 tens.

Go sa na le metšo ye me3.

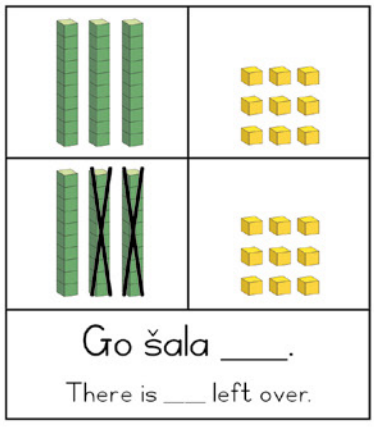
There are still 3 ones.

t	o
7	3
− 3	0
4	3

Go šala 43.

There is 43 left over.

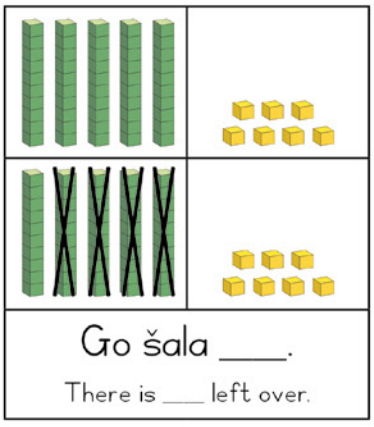
2



3	9
− 2	0

Go šala ____.

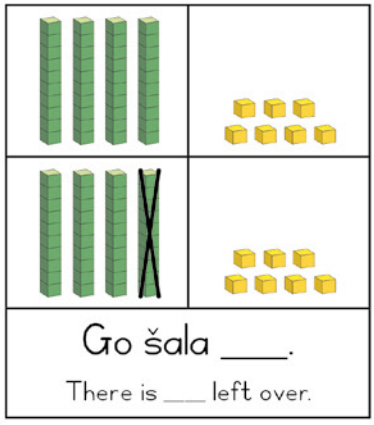
There is ____ left over.



5	7
− 4	0

Go šala ____.

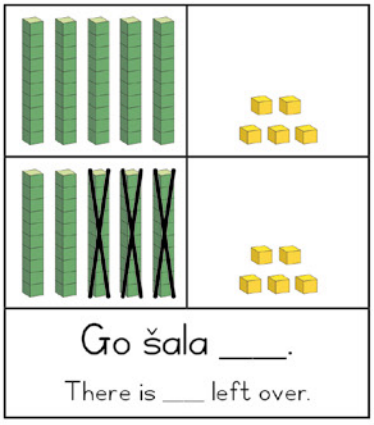
There is ____ left over.



4	7
− 1	0

Go šala ____.

There is ____ left over.



5	5
− 3	0

Go šala ____.

There is ____ left over.

Subtraction using base ten blocks

MMETSE WA HLOGO
MENTAL MATHS

NTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

A re ntšheng ka go šomiša tafola ya rena ya kemapalo. Na re ka dira eng?

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

2

Re ka ntšha ma10 le bo1 ka go šomiša dipoloko tša rena godimo ga tafola ya rena ya kemapalo.

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

3

O be o na le 86, ke moka o be o swanetše go tloša 33. Dira gape ka dipoloko tša gago.

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

4

Ke tloša metšo ye me3 go metšo ye 6. Ke swanetše go tloša masome a ma3 gape go masome a 8. Ke šaletšwe ke masome a ma5 le metšo ye me3.

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

Efa barutwana menyetla ya go rarolla marara ao a amago go ntšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ntle le go tshela 10. Ba kgopele gore ba go hlalošetše gore na tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

BEKE 1 • LETŠATŠI 4

Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome

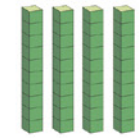
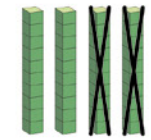
BEKE • WEEK 1

LETŠATŠI 4 • DAY 4

Go ntšha ka go šomiša diploko tša sehlopha sa lesome
Subtraction using base ten blocks

MMETSE WA HLOGO / MENTAL MATHS → HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 / SUBTRACT MULTIPLES OF 10 → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

49 – 21 =

			masome tens	metšo ones
49 e swana le 40 le 9. 49 is the same as 40 and 9.			4	9
Bjale a re ntšheng 21. Now let's subtract 21.			– 2	1
	Go šala masome a ma2. There are 2 tens left over.	Go šala metšo ye 8. There are 8 ones left over	2	8

Masome a ma4, o tloša masome a ma2 go šala masome a ma2.

Metšo ye 9, o tloša motšo o 1 go šala metšo ye 8.

Masome a ma2 le metšo ye 8 di dira 28.

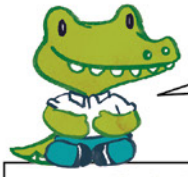
4 tens take away 2 tens leaves 2 tens.
9 ones take away 1 one leaves 8 ones.
2 tens and 8 ones makes 28.

1 Ntšha ka go šomiša diploko.
Subtract using blocks.

67 – 51 = 16	84 – 42 = ____	59 – 27 = ____
45 – 33 = ____	77 – 53 = ____	98 – 67 = ____

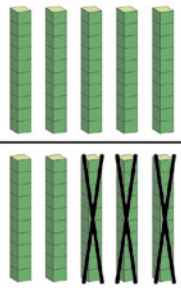
8

Subtraction using base ten blocks



O ka šomiša diploko go ntšha. Ntšha mal0 le bol. Na go šala bokae?

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

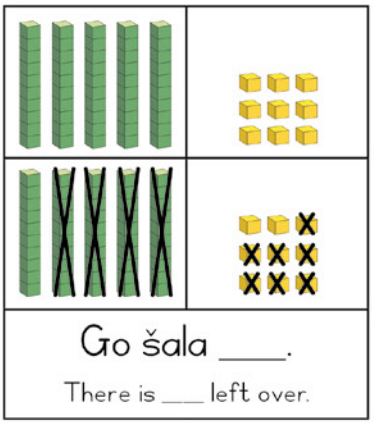
	
	
Ge o tloša masome a ma3 go masome a ma5 go šala masome a ma2. 5 tens take away 3 tens leaves 2 tens.	Ge o tloša metšo ye me4 go metšo ye me5 go šala motšo o 1. 5 ones take away 4 ones leaves 1 one.

t	o
5	5
− 3	4
2	1

Go šala metšo ye 21.

There is 21 left over.

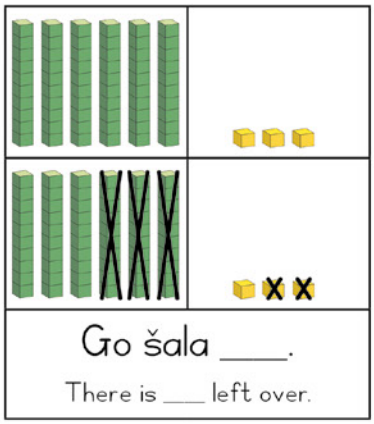
2



Go šala ____.

There is ___ left over.

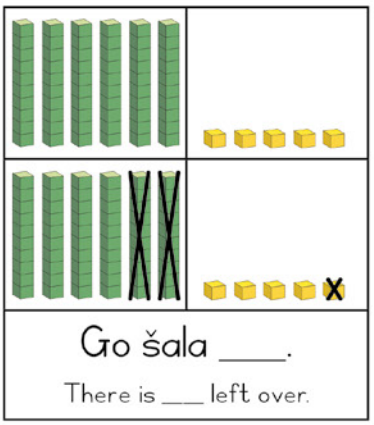
5	9
− 4	7



Go šala ____.

There is ___ left over.

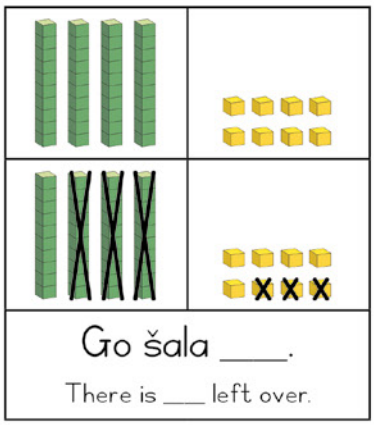
6	3
− 3	2



Go šala ____.

There is ___ left over.

6	5
− 2	1



Go šala ____.

There is ___ left over.

4	8
− 2	3

BEKE 1 • LETŠATŠI 5

Teefatšo

BEKE • WEEK 1

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1 Rarolla. O ka šomiša diploko tša gago. Ngwala seo o se dirilego go bontšha gore o baletše bjang.

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

	masome tens	metšo ones
	3	7
+	5	0

	masome tens	metšo ones
	6	2
−	3	0

	masome tens	metšo ones
	5	6
+	4	1

	masome tens	metšo ones
	7	8
−	5	2

	masome tens	metšo ones
	4	4
+	2	5

	masome tens	metšo ones
	5	6
−	3	4

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.
Hlakantšha mal0 le bol.	Add 10s and 1s.
Ntšha mal0 le bol.	Subtract 10s and 1s.

10

Consolidation

2 Rarolla ka go šomiša diploko. Ngwala seo o se dirilego go bontšha gore o baletše bjang.

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

	masome tens	metšo ones
	6	3
+	2	5

	masome tens	metšo ones
	7	9
−	4	2

	masome tens	metšo ones
	2	4
+	5	1

	masome tens	metšo ones
	5	9
−	3	6

3 Rarolla mararantšu. O ka šomiša diploko tša gago.

Solve the word problems. You can use your blocks.

Thembi o rekile puku ka R45 le sebapadišane ka R53. Na o šomišitše bokae ge e hlakana ka moka?

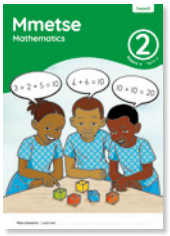
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

Ntando o be a na le R65 gomme a šomiša R44 go reka kgwele. Na o šaletšwe ke bokae?

Ntando had R65 and he spent R44 on a ball. How much does he have left?

Dibopego tša mahlakore-pedi (2-D)

	Didirišwa
Mmetse wa Hlogo: Go hlakantšha goba go ntšha dikatišanetšwa tša 10	Ga di gona
Papadi: *Ke bokgole bjo bo kaakang go ya ga 10 la go latela?*	Dipoloko tša *multifix*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dibopego tša mahlakore-pedi (2-D)	Puku ya Mešomo ya Morutwana, letlakala la go se be le selo
2	Dibopego tša mahlakore-pedi (2-D)	Puku ya Mešomo ya Morutwana, seripana sa thengramo
3	Dithengramo	Puku ya Mešomo ya Morutwana
4	Dibopego tša mahlakore-pedi (2-D)	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:	✓
go lemoga ge eba dibopego tša mahlakore-pedi di na le mahlakore a thwi goba a nkgokolo.	
go lemoga phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego.	
go šomiša dibopego tša motheo go hlama dibopegobopša (dithengramo).	
go lemoga le go hlaola dibopego tša mahlakore-pedi ka go fa maina a dikhutlotharo, dikhutlonnethwi, dikwere le didiko.	

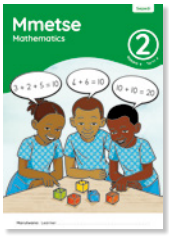
Kelo

Kelo ya go ngwalwa: Dibopego tša mahlakore-pedi

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

2-D shapes

	Resources
Mental Maths: Add or subtract multiples of 10	none
Game: *How far to the next 10?*	*multifix blocks*



Day	Lesson activity	Lesson resources
1	2-D shapes	LAB, sheet of blank paper
2	2-D shapes	LAB
3	Tangrams	LAB, tangram cut out
4	2-D shapes	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify whether 2-D shapes have straight or round sides.	
differentiate between defining and non-defining attributes of shapes.	
use basic shapes to create composite shapes (tangrams).	
identify and sort 2-D shapes by naming triangles, rectangles, squares and circles.	

Assessment

Written assessment: 2-D shapes

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

Dibopego tša mahlakore-pedi (2-D)

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tšwela pele ka go itlwaetša go hlakantša le go ntša dikatišanetšwa tša lesome go fihla ga 100. Ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme a fe taelo ya go hlakantša goba go ntša palo ye e itšego ya 10. Dira se gore e be poledišano ka go kgopela diphere tša barutwana gore ba bitše dipalo tša mono-2 le dipalo ba di hlakantše/go ntša. Hlohleletša barutwana go rarolla marara ka pela le ka nepagalo ka go gopola dintlha tša palo tšeo ba ithutilego tšona.

Vidiyo ya papadi

Mo papading ye, barutwana ba bitša dipalo gomme ba lemoga masome ao a latelago. 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 bekeng ye re tsepelela ga dibopego tša mahlakore-pedi. Barutwana ba tla nyakišiša dilo tšeo di hlaolago dibopego le go di lemoga ka tshwanelo. Barutwana gape ba tla fa maina a maleba a dikhutlotharo, dikhutlonnethwi, dikwere le didiko. Barutwana ba tla fiwa monyetla wa go hlama dibopegobopša ge ba le gare ba aga diphazele tša thengramo. Mošomong wa rena wa dibopego tša mahlakore-pedi, re tla tsepelela ga:

- go lemoga ge eba dibopego tša mahlakore-pedi di na le mahlakore a thwi goba a nkgokolo.
- go lemoga phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego.
- go šomiša dibopego tša motheo go hlama dibopegobopša (dithengramo).
- go lemoga le go hlaola dibopego tša mahlakore-pedi ka go fa maina a dikhutlotharo, dikhutlonnethwi, dikwere le didiko.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa go fa barutwana sebaka sa go ahlaahla ka dibopego le go ba fa menyetla ye mmalwa ya go bona dibopego tša bogolo le mebala ya go fapafapana.
- Hlohleletša barutwana gore ba lemoge phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego, le ge e le gore ga go bonolo go barutwana go tseba mareo ao a lebanego le tše.

2-D shapes

Mental Maths video

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

Game video

In this game 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

This week we focus on 2-D shapes. Learners will investigate the attributes of shapes, and they will identify them accordingly. Learners will also correctly name triangles, rectangles, squares and circles. Learners will have the opportunity to create composite shapes as they build tangram puzzles.
In our work on 2-D shapes, we will focus on:

- identifying whether 2-D shapes have straight or round sides.
- differentiating between defining and non-defining attributes of shapes.
- using basic shapes to create composite shapes (tangrams).
- identifying and sort 2-D shapes by naming triangles, rectangles, squares and circles.

What to look out for this week

- It is important to allow children to engage in discussion about the shapes, and to provide them with multiple opportunities to see shapes of different sizes and colours.
- Encourage learners to differentiate between defining and non-defining attributes, although it is not necessary for learners to know these terms specifically.

BEKE 2 • LETŠATŠI 1

Go fa dibopego tša mahlakore-pedi (2-D) maina

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

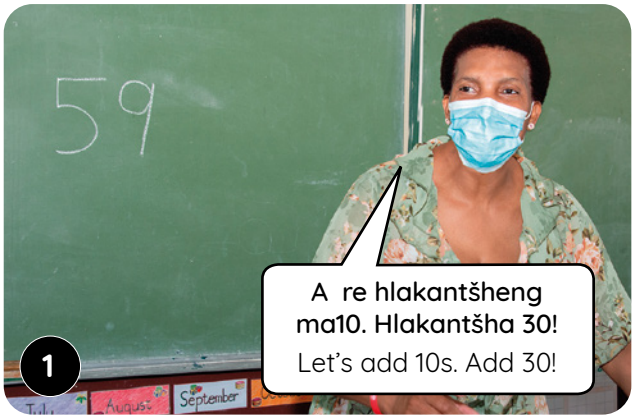
MMETSE WA HLOGO | MENTAL MATHS

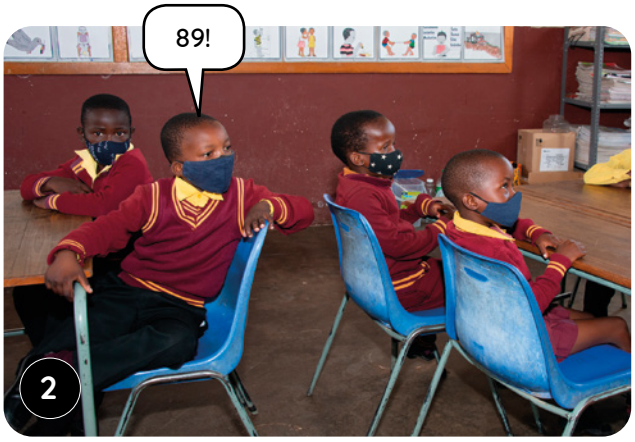
Barutwana ba itlwaetša go hlakantšha le go ntšha dikatišo tša lesome go/go tšwa ga palo yeo e filwego.

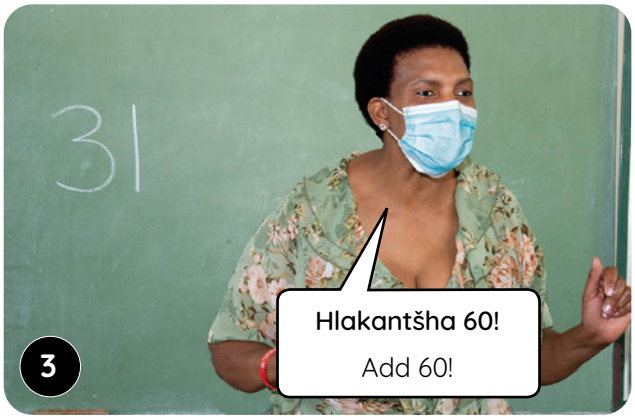
Learners practice adding and subtracting multiples of ten to/from a given number.

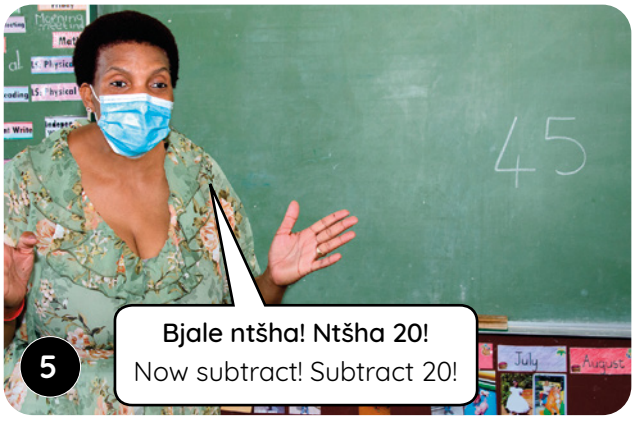
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









Naming 2-D shapes

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Rarolla ka go šomiša dipoloko.
Solve using blocks.

43 + 46 =

35 + 24 =

61 + 34 =

18 + 61 =

52 + 14 =

65 – 24 =

95 – 31 =

39 – 17 =

87 – 44 =

55 – 10 =

Letšatši 2 Day 2

Rarolla ka go šomiša dipoloko.
Solve using blocks.

71 + 22 =

14 + 85 =

37 + 32 =

52 + 43 =

22 + 52 =

96 – 65 =

39 – 16 =

48 – 36 =

83 – 52 =

75 – 44 =

Letšatši 3 Day 3

Rarolla ka go šomiša dipoloko.
Solve using blocks.

53 + 32 =

28 + 71 =

72 + 25 =

64 + 33 =

41 + 18 =

95 – 41 =

45 – 23 =

79 – 37 =

67 – 54 =

86 – 60 =

Letšatši 4 Day 4

Rarolla ka go šomiša dipoloko.
Solve using blocks.

61 + 16 =

24 + 55 =

37 + 42 =

12 + 83 =

54 + 31 =

95 – 31 =

79 – 47 =

39 – 15 =

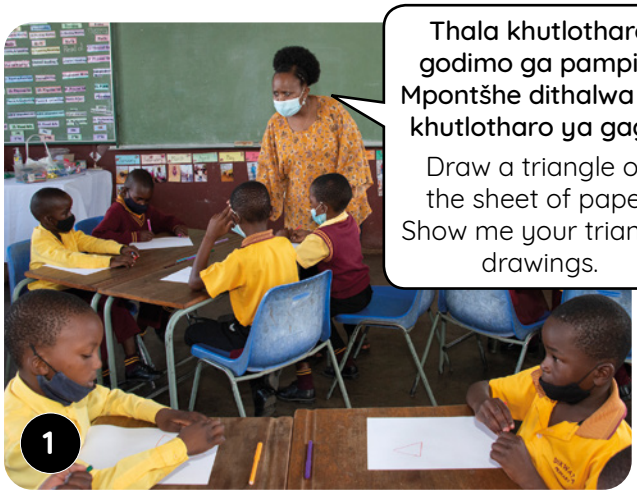
56 – 24 =

82 – 51 =

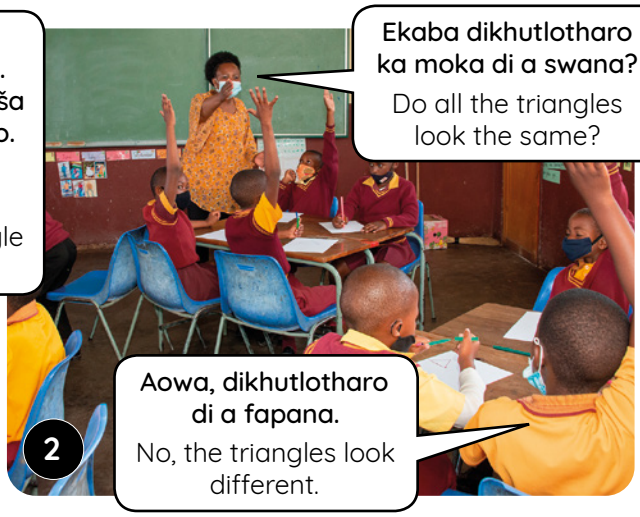
BEKE 2 • LETŠATŠI 1

Go fa dibopego tša mahlakore-pedi (2-D) maina

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



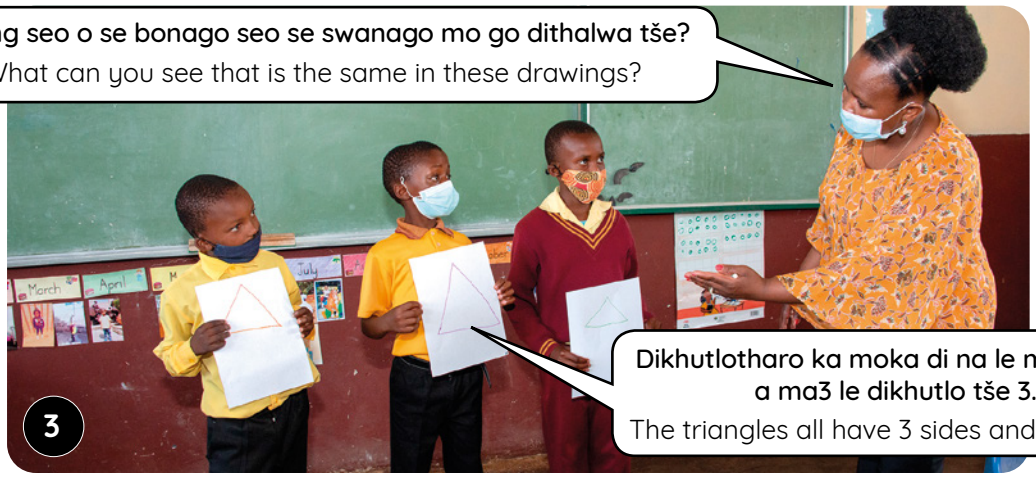
Thala khutlotharo godimo ga pampiri. Mpontšhe dithalwa tša khutlotharo ya gago.
Draw a triangle on the sheet of paper. Show me your triangle drawings.



Ekaba dikhutlotharo ka moka di a swana?
Do all the triangles look the same?

Aowa, dikhutlotharo di a fapana.
No, the triangles look different.

Ke eng seo o se bonago seo se swanago mo go dithalwa tše?
What can you see that is the same in these drawings?



Dikhutlotharo ka moka di na le mahlakore a ma3 le dikhutlo tše 3.
The triangles all have 3 sides and 3 corners.

Ke eng seo o se bonago seo se fapanago mo go dithalwa tše?
What can you see that is different in these drawings?

Dikhutlotharo ka moka di fapana ka bogolo le mebala.
The triangles are all different sizes and different colours.

A re naganeng ka dikhutlonnethwi, didiko le dikwere.
Let's think about rectangles, circles and squares as well.

Bušeletša dikgato tša ka godimo ka dikwere, didiko le dikhutlonnethwi. Efa barutwana menyetla ya go bolela ka seo se swanago le seo se fapanago ka dibopego tšeo ba di thadilego.

Repeat the steps above for squares, circles and rectangles. Give the learners opportunities to speak about what is the same and what is different about the shapes they have drawn.

Naming 2-D shapes

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

Go fa dibopego tša mahlakore-pedi (2-D) maina
Naming 2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

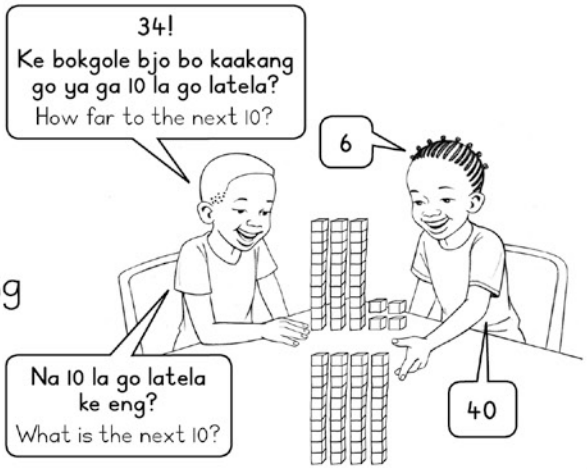
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

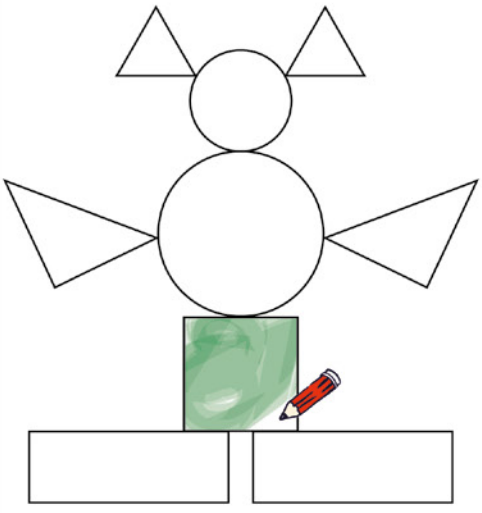
Papadi: Na ke bokgole bjo bo kaakang go ya ga 10 la go latela?
Game: How far to the next 10?

- Šomang ka bobedi.
  Work in pairs.
- Kgetha palo.
  Choose a number.
- Na 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?
- Bušeletša gape!
  Do it again!



1 Efa maina le mebala ya dibopego tše.
Name and colour these shapes.

□	sekwere (square)	talamorogo (green)
○		pinki (pink)
◁		khubedu (red)
○		talaleratadima (blue)
△		serolane (yellow)
▭		namune (orange)

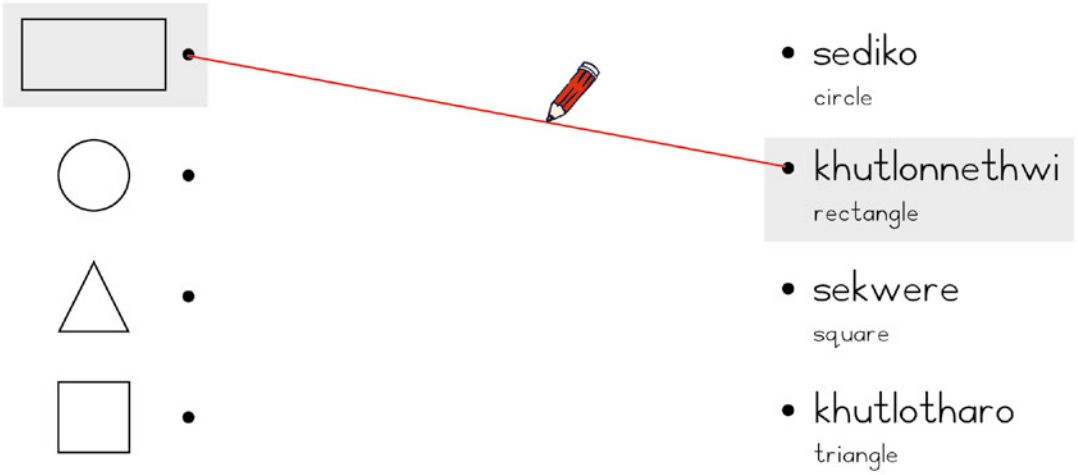


12

Go fa dibopego tša mahlakore-pedi (2-D) maina

2 Thala methalo go nyalanya dibopego tša mahlakorepedi le maina a maleba.

Draw lines to match the 2-D shapes to the correct names.



- sediko
  circle
- khutlonnethwi
  rectangle
- sekwere
  square
- khutlotharo
  triangle

3 Ripa dibopego letlakaleng la 83 o di kgomaretše di nyalane le maina ao a nepagetšego.

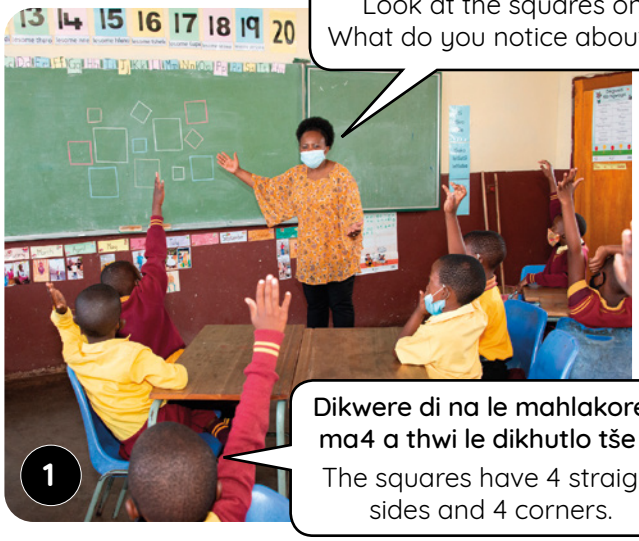
Cut out the shapes on page 83 and paste them to match the correct names.

sediko circle	khutlotharo triangle
sekwere square	khutlonnethwi rectangle

2-D shapes

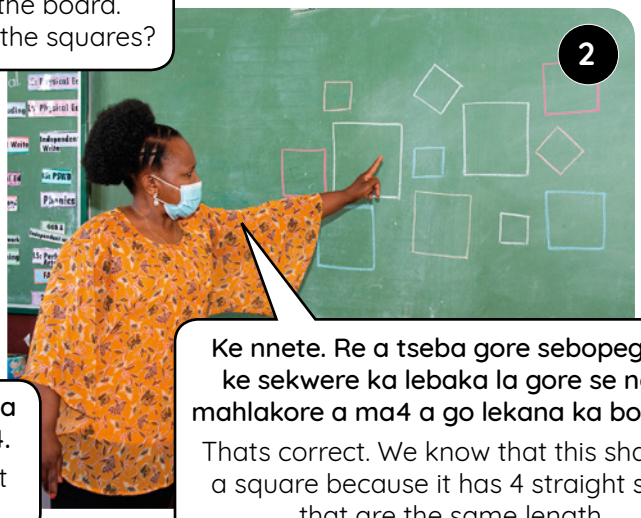
MMETSE WA HLOGO
MENTAL MATHS
HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Lebelela dikwere mo letlapeng. Na o lemoga eng ka dikwere?
Look at the squares on the board. What do you notice about the squares?

Dikwere di na le mahlakore a ma4 a thwi le dikhutlo tše 4.
The squares have 4 straight sides and 4 corners.



Ke nnete. Re a tseba gore sebopego se ke sekwere ka lebaka la gore se na le mahlakore a ma4 a go lekana ka botelele.
Thats correct. We know that this shape is a square because it has 4 straight sides that are the same length.

Ke eng se sengwe seo o se lemogago ka dikwere?
What else do you notice about the squares?

Dikwere ke tša bogolo bja go fapafapana.
The squares are different sizes.

Dikwere ke tša mebala ya go fapafapana.
The squares are different colours.

Ke nnete. Le ge go le bjalo, dilo tše ga di hlaloše gore sebopego ke sekwere. Di re botša kudu ka sebopego.
That's correct. But these things don't tell us that the shape is a square. They just tell us more about the shape.

Bušeletša dikgato tša ka godimo ka dikwere, didiko le dikhutlonnethwi. Efa barutwana menyetla ya go bolela ka seo se swanago le seo se fapanago ka dibopego tšeo ba di thadilego.

Repeat the steps above for rectangles, circles and triangles. Give the learners opportunities to speak about what is the same and what is different about the shapes.

Dibopego tša mahlakore-pedi (2-D)

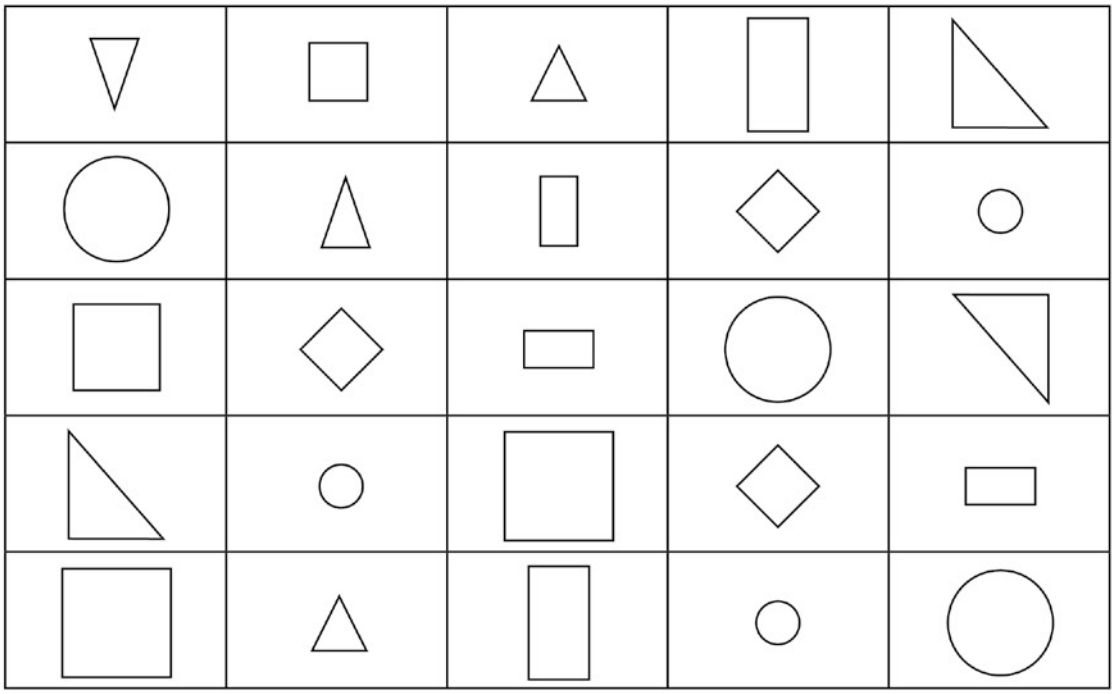
BEKE • WEEK 2

LETŠATŠI 2 • DAY 2

Dibopego tša mahlakore-pedi (2-D)
2-D shapes

MMETSE WA HLOGO – MENTAL MATHS | HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 – ADD MULTIPLES OF 10 → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Hwetša dibopego.
Find the shapes.



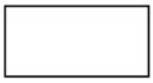
- Thala sediko go dikologa dikwere tše dinnyane.
  Draw a circle around the small squares.
- Khalara dikwere tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big squares blue.
- Bea leswao la ✗ go didiko ka moka tše dikgolo.
  Put a ✗ on all the big circles.
- Khalara didiko ka moka tše dinnyane ka mmala wo mokhubedu.
  Colour all the small circles red.
- Bea leswao la ✓ go dikhutlonnethwi ka moka tše dikgolo.
  Put a ✓ on all the big rectangles.
- Khalara dikhutlonnethwi tše dinnyane ka moka ka mmala wo motalamorogo.
  Colour all the small rectangles green.
- Bea ✷ go dikhutlotharo ka moka tše dinnyane.
  Put a ✷ on all the small triangles.
- Khalara dikhutlotharo tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big triangles blue.

14

2-D shapes

2 Thala phoofolo o šomiša dibopego tše ka moka.

Draw an animal using all these shapes.

sediko	khutlotharo	sekwere	khutlonnethwi
circle	triangle	square	rectangle
			

Na o thadile phoofolo efe?

What animal did you draw?

BEKE 2 • LETŠATŠI 3

Dithengramo

MMETSE WA HLOGO
MENTAL MATHS

NTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ke dife dibopego tšeo o di bonago?
What shapes can you see?

Lehono re ilo dira dibopego ka diphazele tša go ikgetha tšeo di bitšwago dithengramo. Dithengramo ke diphazele tša Sechina tša go ba le dibopego tše 7.
Today we are going to make shapes with special puzzles called tangrams. Tangrams are Chinese puzzles with 7 shapes.

Ke bona dikhutlotharo tše nnyane le dikhutlotharo tše dikgolo.
I can see small triangles and big triangles.

Ke bona sekwere.
I can see a square.

Ripa dibopego go tšwa go thengramo o be o di šomiše go dira seswantšho. Botša mogwera wa gago ka seswantšho seo o se dirilego.
Cut out the shapes from the tangram and use the shapes to make a picture. Tell your friend what picture you made.

Ke dirile sekepe sa ka meetseng.
I made a submarine.

Bjale leka go hlakahlakantšha dibopego gomme o dire diswantšho tša go fapafapana.
Now try to mix up the shapes and make different pictures.

Efa barutwana menyetla ye mmalwa ya go hlama diswantšho tša go fapafapana, go ahlaahla dibopego tšeo ba di dirago le ka mokgwa woo ba beago diripana tšeo ba di ripilego go dira dibopego.

Allow the learners multiple opportunities to create different pictures, to discuss the shapes they make and how they position the cut-out pieces to make the shapes.

Tangrams

BEKE • WEEK 2

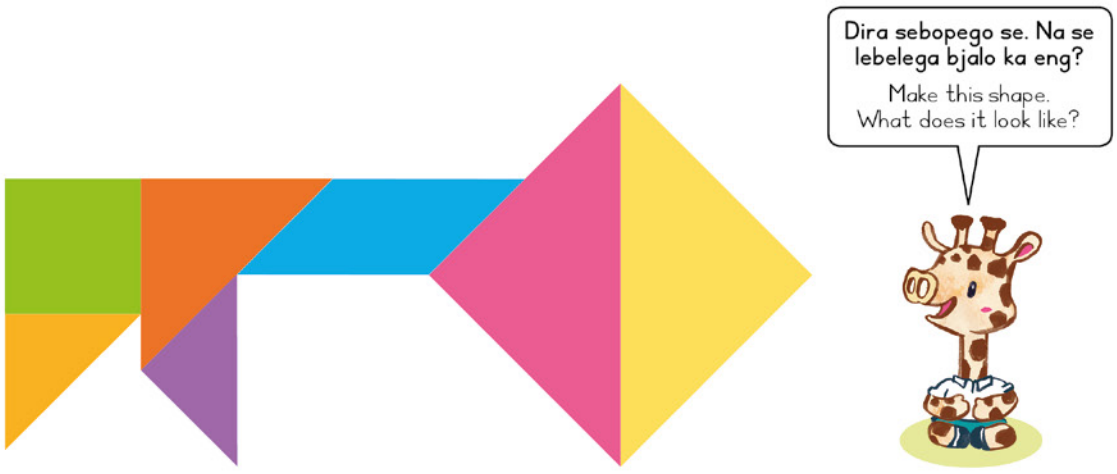
LETŠATŠI 3 • DAY 3

Dithengramo
Tangrams

MMETSE WA HLOGO (MENTAL MATHS) → HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (SUBTRACT MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Ripa dibopego tše 7 (di bitšwa thengramo) mo letlakaleng la 85 o be o di šomiše go dira seswantšho se.

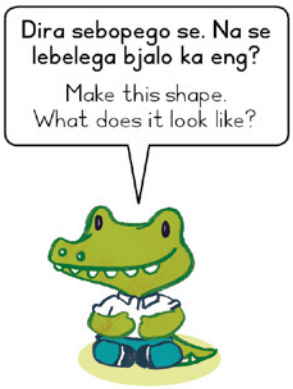
Cut out the 7 shapes (called a tangram) on page 85 and use them to make this picture.

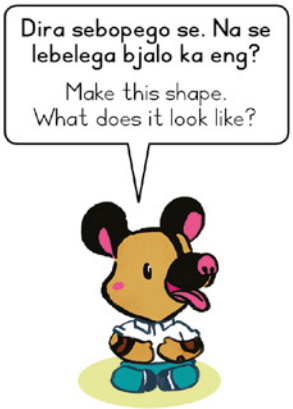


16

BEKE 2 • LETŠATŠI 3

Dithengramo





Tangrams Week 2 • Day 3 17

2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

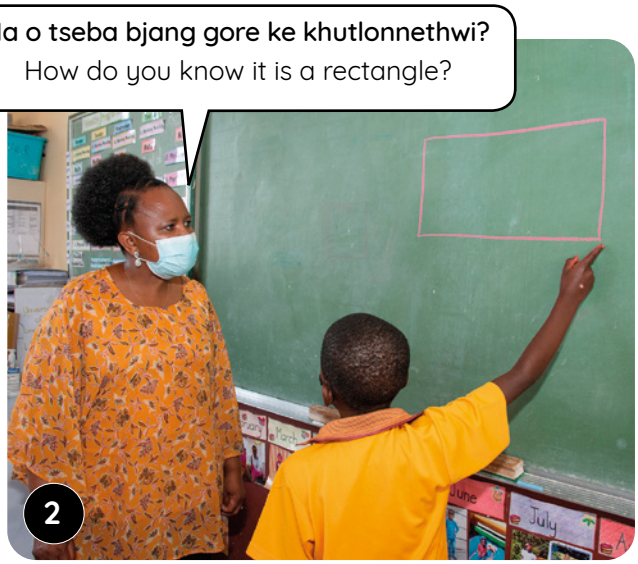
NTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

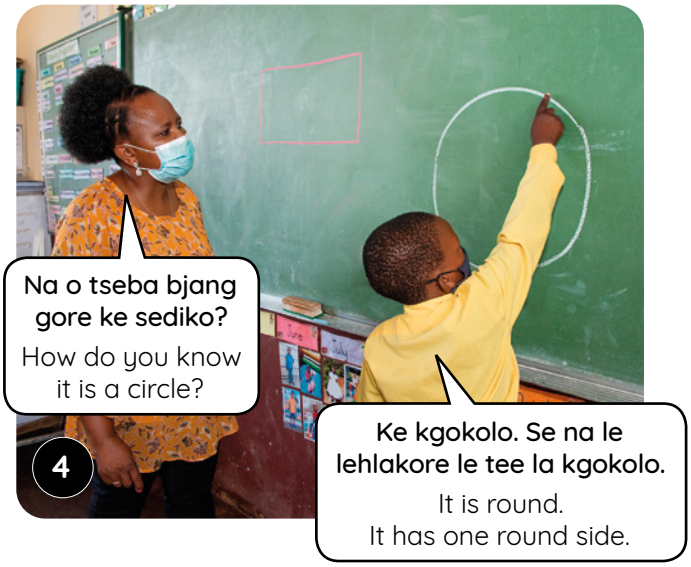
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Efa barutwana sebaka sa go hlaloša gore sebopego se na le mahlakore a ma4: a ma2 a matelele le a ma2 a makopana. Sebopego gape se na le dikhutlo tše 4. Tšeo di dira gore e be khutlonnethwi.

Allow learners to explain that the shape has 4 sides: 2 that are longer and 2 that are shorter. The shape also has 4 corners. That makes it a rectangle.



Bušeletša ka sekwere le khutlotharo, o hlohleletše barutwana go nagana ka seeng sa dibopego.

Repeat with a square and a triangle, encouraging learners to think about the properties of shapes.

Dibopego tša mahlakore-pedi (2-D)

BEKE • WEEK 2

LETŠATŠI 4 • DAY 4

Dibopego tša mahlakore-pedi (2-D)

2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

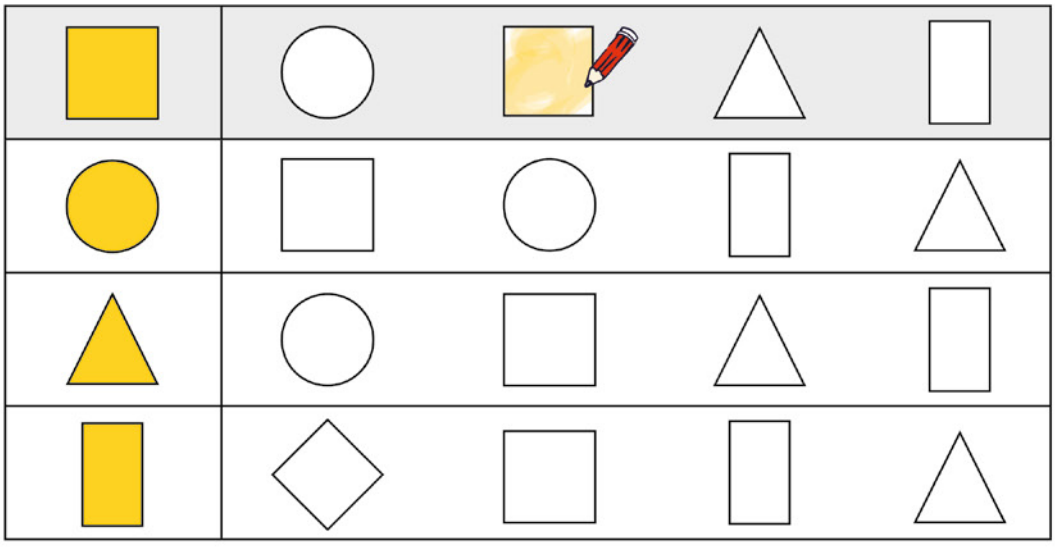
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

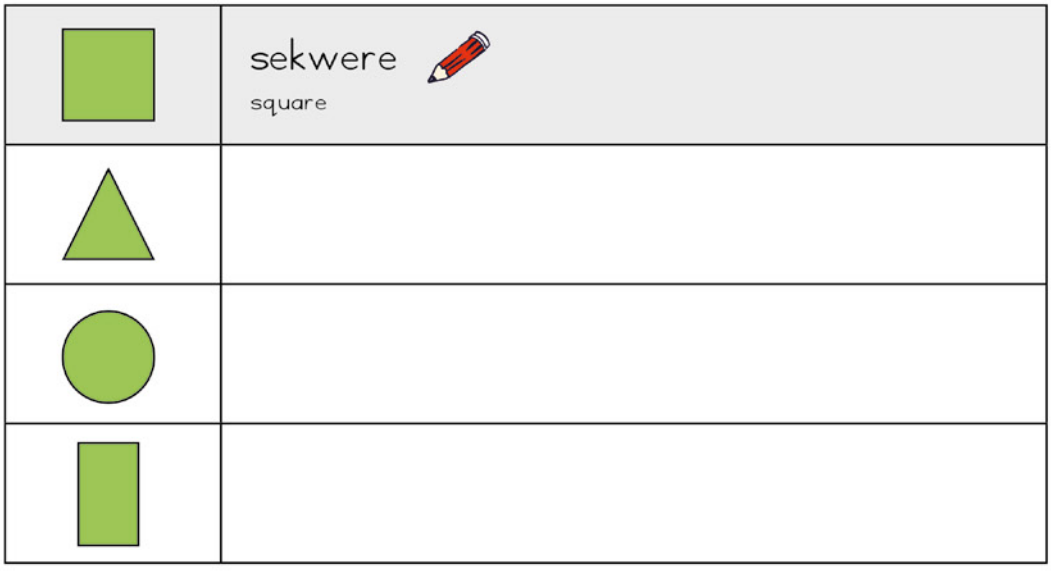
1 Khalara sebopego sa go nyalana le sa mathomo mothalading wo mongwe le wo mongwe.

Shade the shape that matches the first one in each row.



2 Ngwala leina la sebopego se sengwe le se sengwe.

Write the name of each shape.



2-D shapes

3 Khalara mahlakore ka mmala wo motalaleratadima.
Colour the sides blue.

Khalara dikhutlo ka mmala wo mokhubedu.
Colour the corners red.

	mahlakore sides 4 dikhutlo corners 4		mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners		mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners		mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners		mahlakore sides dikhutlo corners

BEKE • WEEK 2

LETŠATŠI 5 • DAY 5

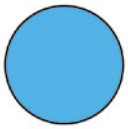
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

Feleletša tafola.

Complete the table.

	efa leina name	ke mahlakore a makae? how many sides?	a nkgokolo goba a thwi? round or straight?
			
			
			
			

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
sekwere	square
khutlotharo	triangle
khutlonnethwi	rectangle
sediko	circle
mahlakore a thwi	straight sides
mahlakore a kgokolo	round sides

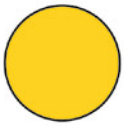
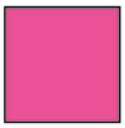
20

Assessment and consolidation

Teefatšo | Consolidation

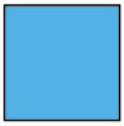
1 Tlatša tafola.

Fill in the table.

sebopego shape	leina name	palo ya dikhutlo number of corners
		
		
		
		

2 Thala mohlala wa moo sebopego se sengwe le se sengwe se hwetšagalago gona mo bophelong bja nnete.

Draw an example of where each shape is found in real life.

Go ripa gare ka go lekana, dilo tša mahlakore-tharo (3-D), boemo le thoko

	Didiriswa	
Mmetse wa hlogo: Mpontšhe palo!	dipoloko tša sehlopha sa *10 tša morutiši le morutwana*	
Papadi: Mmetse wa lebelo ka letaese – kitima go ya ga 100!	*letaese*	

Letšatši	Mošongwana wa thutišo	Didiriswa tša thutišo
1	Go ripa gare ka go lekana	Puku ya Mešomo ya Morutwana
2	Go ripa gare ka go lekana	Puku ya Mešomo ya Morutwana, pampiri yeo e senyegilego
3	Dilo tša mahlakore-tharo (3-D)	Puku ya Mešomo ya Morutwana
4	Boemo le thoko	Puku ya Mešomo ya Morutwana, dilo tša mahlakore-tharo
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
lemoga le go thala methalo ya go ripa gare ka go lekana go dibopego tša mahlakorepedi tša tšeometrikhale le tšeo e sego tša tšeometrikhale.	
lemoga le go nyalanya dipono tša go fapafapana tša dilo tša go swana tša tšatši ka tšatši.	
latela ditaetšo tša go sepelasepela le phapoši.	

Kelo

Kelo ya go ngwalwa: Go ripa gare ka go lekana

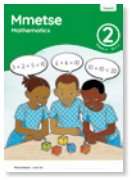
Rekhota moputso godimo ga palomoka ya 8 letlakaleng la meputso la kotara.

Kelo ya bomolomo le tirišo

Lebelela barutwana go ela bokgoni bja bona bja go tseba boemo le go latela ditaetšo.	Moputso 6		
Lenaneo: nepagetše/fošagetše/nyakile a nepile	✓	✗	●
O kgona go lemoga pono ya ka pele/morago ya dibopego tšeo di filwego.			
O kgona go lemoga pono ya ya godimo ya dibopego tšeo di filwego.			
O kgona go lemoga pono ya lehlakore ya dibopego tšeo di filwego.			
O kgona go fa leina la boemo bjoo bo tswalanago le bjo bongwe bja dibopego – kgauswi le, morago bjalebjale.			
O kgona go latela ditaetšo tša ditaelo tšeo di filwego – go ya pele/morago.			
O kgona go latela ditaetšo tša ditaelo tšeo di filwego – go ya ka go la nngele/la go ja.			

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

Symmetry, 3-D objects, position and direction

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

Day	Lesson activity	Lesson resources
1	Symmetry	LAB
2	Symmetry	LAB, scrap paper
3	3-D objects	LAB, real-life examples of patterns or pictures
4	Position and direction	LAB, 3-D objects
5	Consolidation and assessment	LAB

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

Assessment

Written assessment: Symmetry

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

Oral and practical assessment

Observe learners to assess their ability to identify positions and follow directions	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to identify the front/back view of given shapes			
Able to identify the top view of given shapes			
Able to identify the side view of given shapes			
Able to name positions of shapes in relation to each other – next to, behind and so on			
Able to follow direction when given directions – going forwards/backwards			
Able to follow direction when given directions – going left/right			

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

Go ripa gare ka go lekana, dilo tša mahlakore-tharo (3-D), boemo le thoko

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go lemoga ma10 le bo1 go dipalo tša mono-2. Bontšha barutwana ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le go botša phapoši gore ba bitše palo. Tsela ye nngwe e ka ba go bitša palo ke moka wa dumelela barutwana gore ba bontšhe ma10 le bo1 ka dipoloko tša bona tša sehlopha sa 10.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya Mmetse wa lebelo ka letaese: kitima go ya ga 100. Barutwana ba raloka ka bobedi ka letaese le tee. Barutwana ba šiedišana go foša letaese le go tšwela pele ba hlakantša palo ye mpsha yeo e fošitšwego go fihlela ba fihla go 100. Papadi ye e thuša barutwana go rarolla marara a go hlakantša ka hlogo gape le go ba thuša go rarolla marara ka lebelo le ka nepagalo.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga go ripa gare ka go lekana, dipaterone tša tšeometriki le boemo. Barutwana ba tla nyakišiša methalo ya go ripa gare ka go lekana go dibopego tšeo di fapafapanego. Ge ba lebeletše dipaterone tša tšeometriki, barutwana ba tla lemoga poeletšo ya methalo, dibopego le marontho go hlama bobedi dipaterone tšeo di tlwaelegilego le tšeo di sa tlwaelegago mo bophelong bja nnete. Barutwana ba tla šomiša polelo ya boemo go bolela ka dilo tšeo di tswalanago ka botšona, le go sepelasepela le phapoši. Mošomong wa rena ka go ripa gare ka go lekana, dipaterone le boemo, re tla tsepelela ga:

- go lemoga le go thala methalo ya go ripa gare ka go lekana go dibopego tša mahlakorepedi tša tšeometrikhale le tšeo e sego tša tšeometrikhale.
- go lemoga le go nyalanya dipono tša go fapafapana tša dilo tša go swana tša tšatši ka tšatši.
- go latela ditaetšo tša go sepelasepela le phapoši.

Seo o ka se lebelelago mo bekeng ye

- Hlohleletša barutwana go šomiša polelo ya boemo le taetšo ge ba le gare ba hlatholla boemo bja selo se tee sa go amana le se sengwe: **godimo ga**, **ka pele ga**, **morago**, **nngele**, **la go ja**, **kgauswi le**, **pele**, **morago**, **godimo**, **fase bjalebjale**.
- Hlohleletša barutwana gore ba šomiše polelo ya mmetse ya go amana le dibopego le go ripa gare ka go lekana ge o thala le go lemoga methalo ya go ripa gare ka go lekana go dibopego tšeo di fapafapanego tša mahlakore-pedi.

Symmetry, 3-D objects, position and direction

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

Go ripa gare ka go lekana

MMETSE WA HLOGO / MENTAL MATHS | MPONTŠHE PALO! / SHOW ME A NUMBER! → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

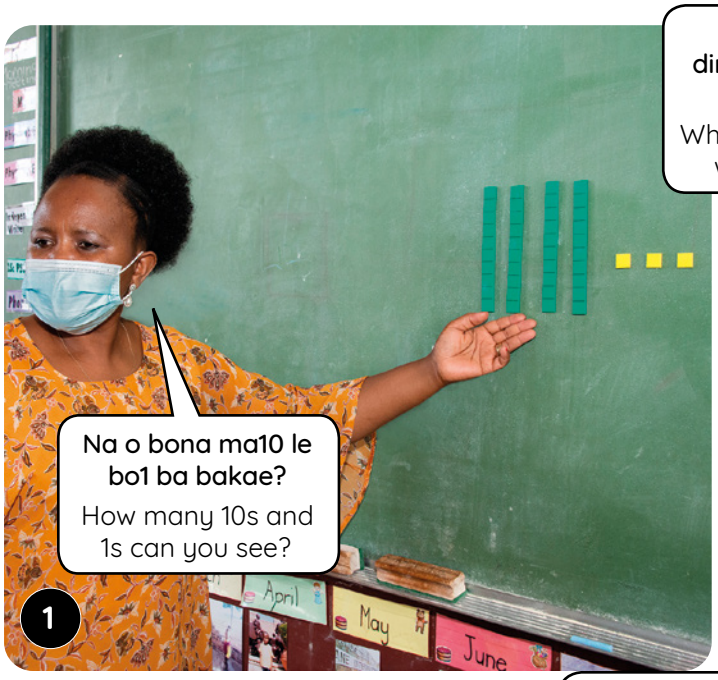
MMETSE WA HLOGO | MENTAL MATHS

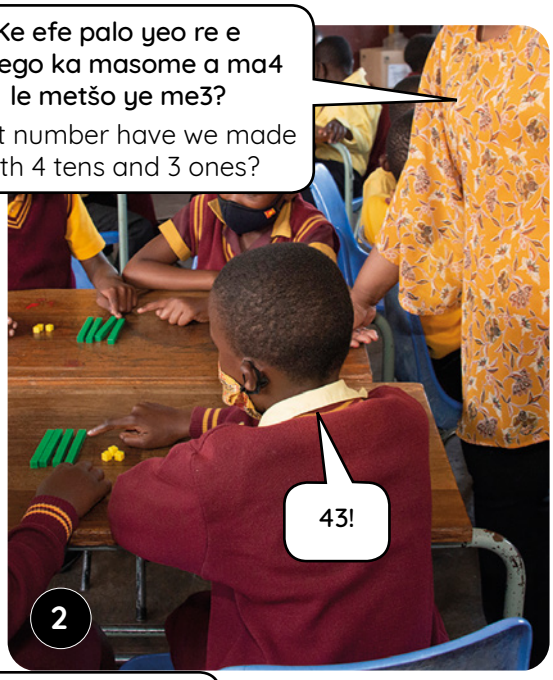
Šomiša dipoloko tša sehlopha sa 10 o dire dipalo le go bolela ka ma10 le bo1.

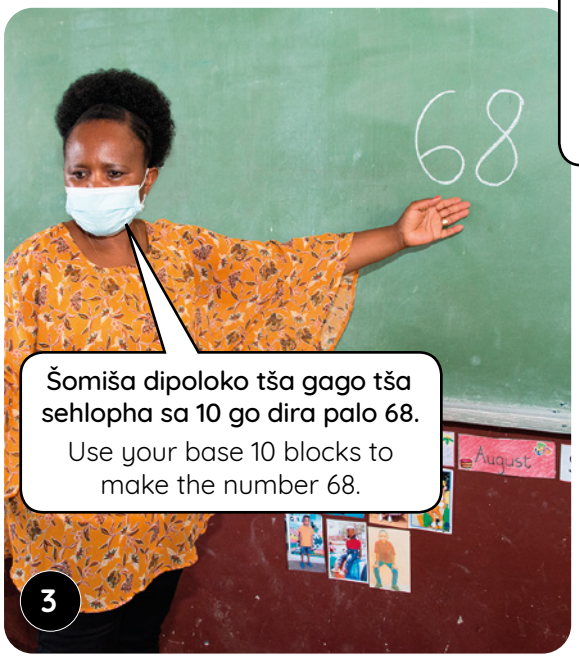
Use *base 10 blocks* to make numbers and to talk about 10s and 1s.

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.







Symmetry

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.
Add.

26 + 53 =

45 + 12 =

31 + 26 =

34 + 21 =

52 + 14 =

13 + 35 =

28 + 11 =

72 + 26 =

55 + 42 =

19 + 50 =

Letšatši 2 Day 2

Hlakantšha.
Add.

51 + 47 =

71 + 15 =

24 + 42 =

61 + 30 =

45 + 31 =

15 + 44 =

35 + 43 =

64 + 13 =

37 + 30 =

92 + 32 =

Letšatši 3 Day 3

Hlakantšha.
Add.

36 + 42 =

43 + 45 =

35 + 22 =

54 + 34 =

12 + 76 =

44 + 34 =

71 + 27 =

42 + 17 =

63 + 33 =

51 + 42 =

Letšatši 4 Day 4

Hlakantšha.
Add.

63 + 34 =

46 + 12 =

53 + 26 =

11 + 65 =

38 + 21 =

71 + 16 =

52 + 15 =

27 + 55 =

83 + 14 =

21 + 66 =

BEKE 3 • LETŠATŠI 1

Go ripa gare ka go lekana

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Gopola ka mothalo woo o sepelago o theoga makgatheng a Thandeka. Na o lemoga eng ka lehlakoreng le lengwe le le lengwe la mothalo wo?

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

O na le tsebe e tee le leihlo le tee ka lehlakoreng le lengwe le le lengwe la mothalo.

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

Gape o na le seatla se tee le leoto le tee ka lehlakoreng le lengwe le le lengwe la mothalo.

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

Na re šomiša lentšu lefe go bolela ka selo sa go swana thwi ka mahlakoreng ka bobedi?

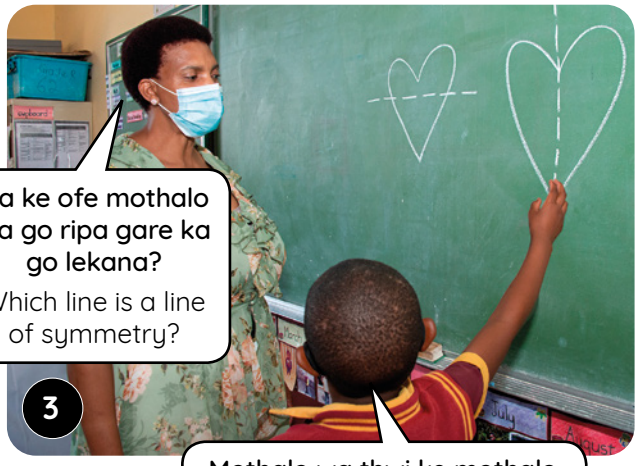
What word do we use to talk about something that is exactly the same on both sides?

Go ripa gare ka go lekana!

Symmetry!

Na ke ofe mothalo wa go ripa gare ka go lekana?

Which line is a line of symmetry?



Mothalo wa thwi ke mothalo wa go ripa gare ka go lekana.

The vertical line is a line of symmetry.

Ke ka lebaka la eng mothalo wa go rapama e se mothalo wa go ripa gare ka go lekana?

Why is the horizontal line not a line of symmetry?

Ge o phutha mothalo woo, diripa tše pedi di ka se nyalane.

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

Lebelela methalo ya go fapafapana ya go ripa gare ka go lekana ga diswantšho tša mehutahuta. Hlohleletša barutwana ba hlaloše gore ke ka lebaka la eng methalo ye mangwe e se methalo ya go ripa gare ka go lekana. Bolela ka tsela yeo mothalo wa go ripa gare ka go lekana o swanago le seipone gare ga sebopego.

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

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

Go ripa gare ka go lekana
Symmetry

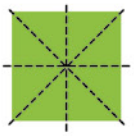
MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Mmetse wa lebelo ka letaese – kitima go ya go 100
Game: Fast maths with dice – race to 100

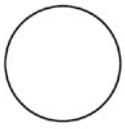
- Šiedišanang. Kgokološa letaese.
  Take turns. Roll the dice.
- Gopola palo ya gago.
  Remember your number.
- Hlakantšhang dipalo mmogo.
  Add the numbers together.
- Tšwela pele o be o fihle go 100.
  Keep going till you get to 100.

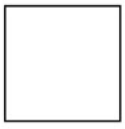
Mothalo wa go ripa gare ka go lekana o ba bjalo ka seipone mo go sebopego sa go ripega gare ka go lekana. Lebelela methalo ye ya go ripa gare ka go lekana.

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

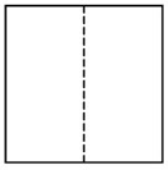


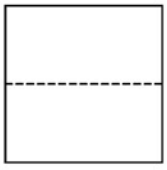
1 Thala methalo ya go ripa gare ka go lekana go sebopego se sengwe le se sengwe.
Draw lines of symmetry in each shape.

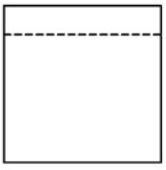


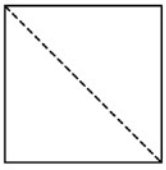


2 Thala sediko go dibopego tšeo di nago le mothalo wa maleba wa go ripa gare ka go lekana.
Circle the shapes with a correct line of symmetry.







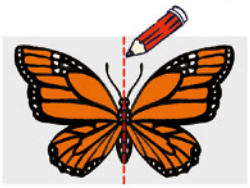


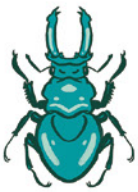
22

Go ripa gare ka go lekana

3 Thala methalo ya go ripa gare ka go lekana go dikhunkhwane tše.

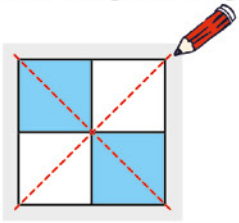
Draw the lines of symmetry in these insects.

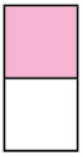


4 Na o bona methalo ye mekae ya go ripa gare ka go lekana mo go dithalwa tše? E thale.

How many lines of symmetry can you see in the drawings below? Draw them.





5

Thala sediko. Draw a circle.	
Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sedikong se? How many lines of symmetry can you draw on a circle?	
Thala sefahlego. Draw a face.	
Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sefahlegong se? How many lines of symmetry can you draw on a face?	

Ke ka lebaka la eng o ka kgona go thala methalo ye mentši ya go ripa gare ka go lekana mo sedikong go feta sefahlegong?

Why can you draw more lines of symmetry on a circle than on a face?

Symmetry

MMETSE WA HLOGO
MENTAL MATHS

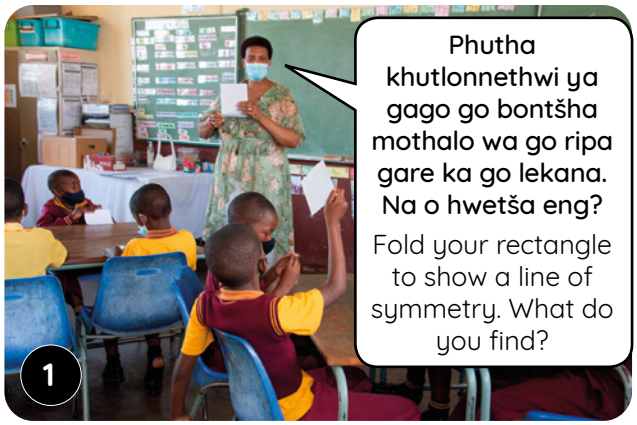
MPONTŠHE PALO!
SHOW ME A NUMBER!

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

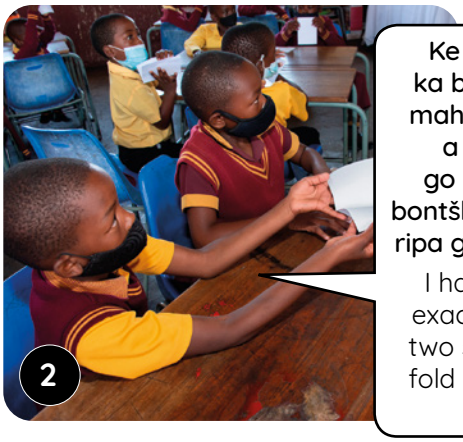
LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Phutha khutlonnethwi ya gago go bontšha mothalo wa go ripa gare ka go lekana. Na o hwetša eng?

Fold your rectangle to show a line of symmetry. What do you find?

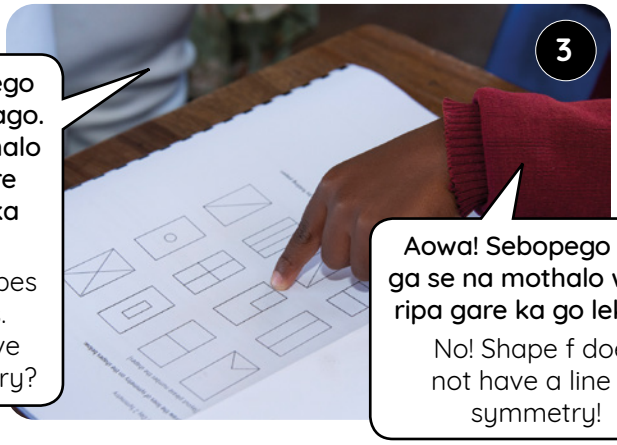


Ke phuthile wa ka ka bogare thwi gore mahlakore a mabedi a nyalane. Moo go phuthilwego go bontšha mothalo wa go ripa gare ka go lekana.

I have folded mine exactly in half so the two sides match. The fold shows the line of symmetry.

Lebelela dibopego ka pukung ya gago. Na di na le methalo ya go ripa gare ka go lekana ka moka?

Look at the shapes in your books. Do they all have lines of symmetry?



Aowa! Sebopego sa 6 ga se na mothalo wa go ripa gare ka go lekana!

No! Shape f does not have a line of symmetry!

Ka lebaka la eng?

Why not?

Ga ke hwetše mothalo woo ke tlo go phutha go wona gore mahlakore ka bobedi a nyalane.

I cannot find a line to fold along so that the 2 sides match.

Na kriti ye e na le methalo ye mekae ya go ripa gare ka go lekana?

How many lines of symmetry does this grid have?

Go na le methalo ye me4 ya go ripa gare ka go lekana mo go kriti ye.

There are 4 lines of symmetry in this grid.

Efa barutwana menyetla ya go hlama dipaterone tša bona ka gare ga dikriti, o netefatše gore di sa na le methalo ye me4 ya go ripa gare ka go lekana. Ahlaahla le phaposi gore o netefatša bjang gore o dule o na le methalo ye me4 ya go ripa gare ka go lekana.

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

Go ripa gare ka go lekana

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Go ripa gare ka go lekana
Symmetry

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

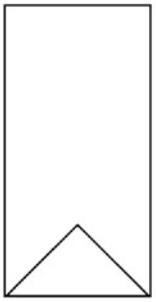
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

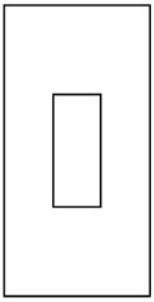
→ MATLAKALATŠHOMELO
WORKSHEETS

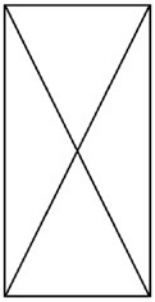
1 Thala methalo ya go ripa gare ka go lekana mo dibopegong tša ka tlase.

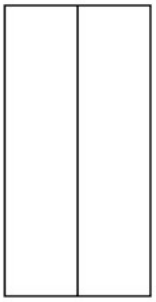
Draw the lines of symmetry on the shapes below.

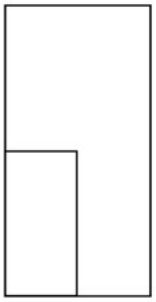
a) 

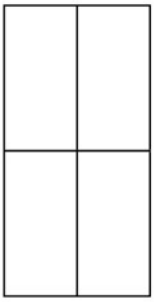
b) 

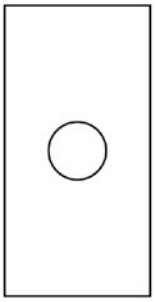
c) 

d) 

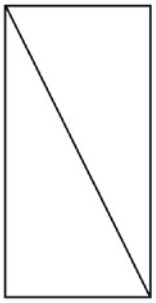
e) 

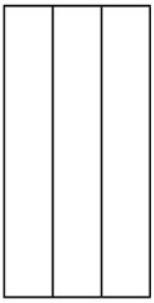
f) 

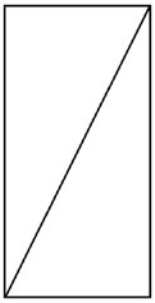
g) 

h) 

i) 

j) 

k) 

l) 

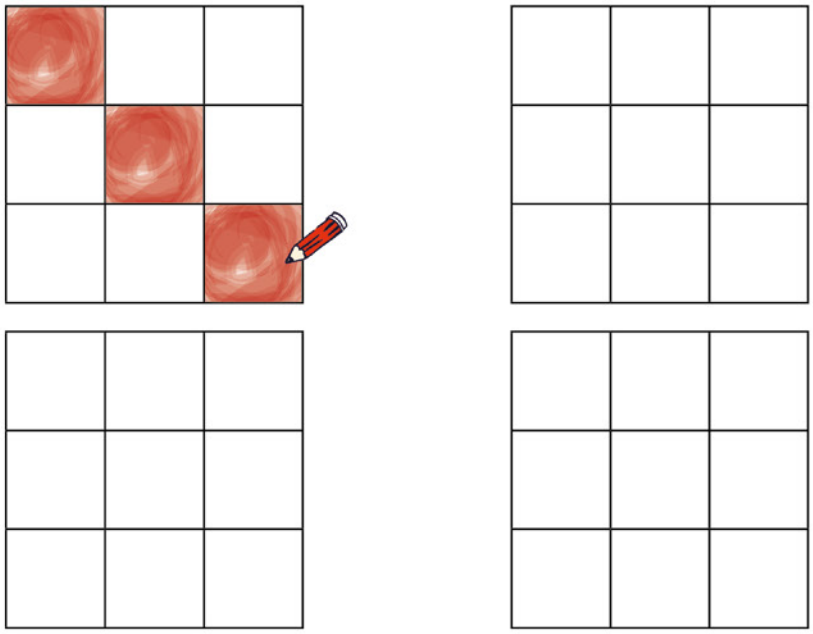
Ga se dithalwa ka moka tšeo di nago le methalo ya go ripa gare ka go lekana! Hlokomela! Leka ka go phutha pampiri.

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

24

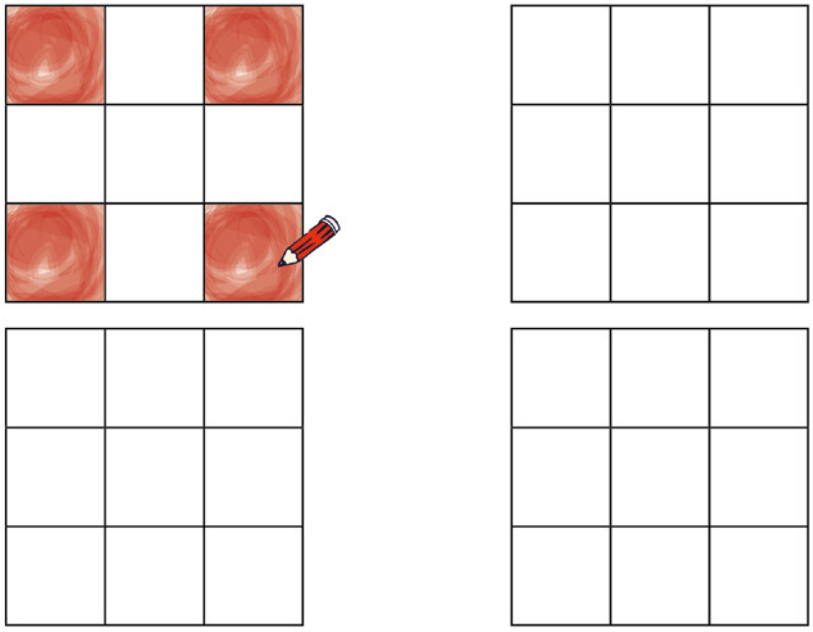
2 Dira dipaterone tša go ba le methalo ye me2 ya go ripa gare ka go lekana.

Make patterns that have 2 lines of symmetry



3 Dira dipaterone tša go ba le methalo ye me4 ya go ripa gare ka go lekana.

Make patterns that have 4 lines of symmetry



Dilo tša mahlakore-tharo (3-D)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ge go bontšhwa phaposi, leka gore go tla direga eng go dilo tše ge o ka di bea moo go sekamego. Kgopela barutwana ba bolele ka seo ba se bonago.

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

Hlohleletša poledišano magareng ga barutwana ge ba le gare ba hlaola dibopego le go nyakišiša gore ke dife dilo tšeo di thelelago le go kgokologa. Ahlaahla le phaposi – dibopego tša kgwele di a kgokologa gomme dibopego tša lepokisi di ka thelela. Bokagodimo bja kgokolo bo dira gore sebopego se kgokologe. Sebopego se ka thelela ga bogodimo bja phaphathi.

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

3-D objects

BEKE • WEEK 3

LETŠATŠI 3 • DAY 3

Dilo tša mahlakore-tharo (3-D)

3-D objects

MMETSE WA HLOGO / MENTAL MATHS — MPONTŠHE PALO! / SHOW ME A NUMBER! → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

1 Ngwala leina la sebopego se sengwe le se sengwe.

Write the name of each shape.

_____

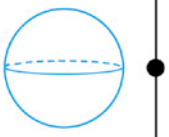
_____

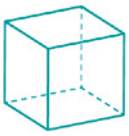
_____

_____

2 Nyalanya.

Match.





- lepokisi — box
- silintere — cylinder
- kgolokwe — sphere

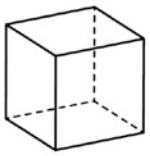
3 Nyalanya.

Match.

- se a thelela fela — slide only
- se a kgokologa fela — roll only
- se a thelela le go kgokologa — slide and roll

4 Ke tše kae?

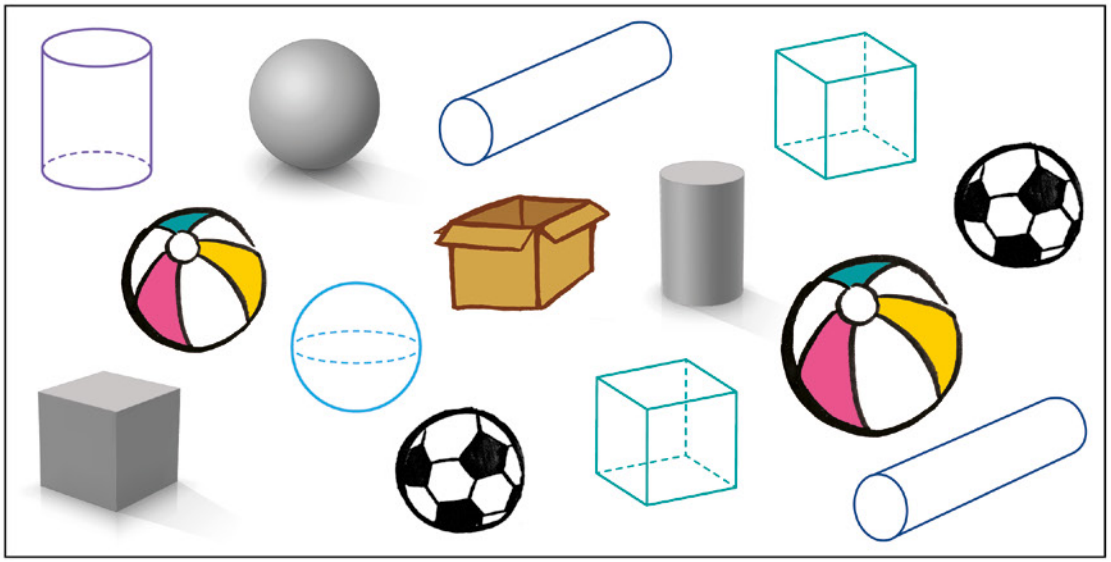
How many?



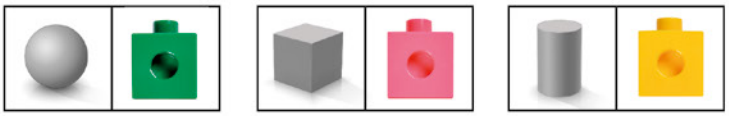
dikhutlo corners	merumo edges	difahlego faces

26

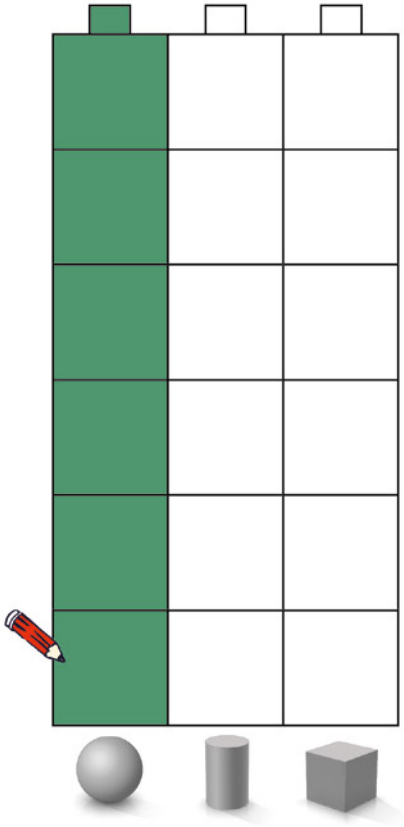
Dilo tša mahlakore-tharo (3-D)



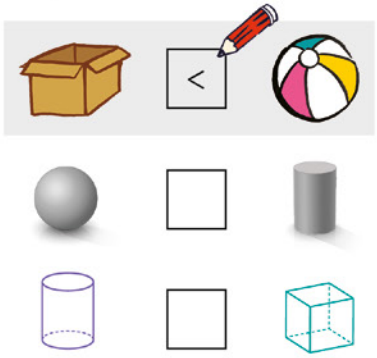
5 Bala. Aga ditora!
Count. Build towers!



6 Khalara diploko go laetša palo.
Colour in the blocks to show the number.



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



8 Na dikgolokwe di feta disilintere ka tše kae?
How many more spheres than cylinders?

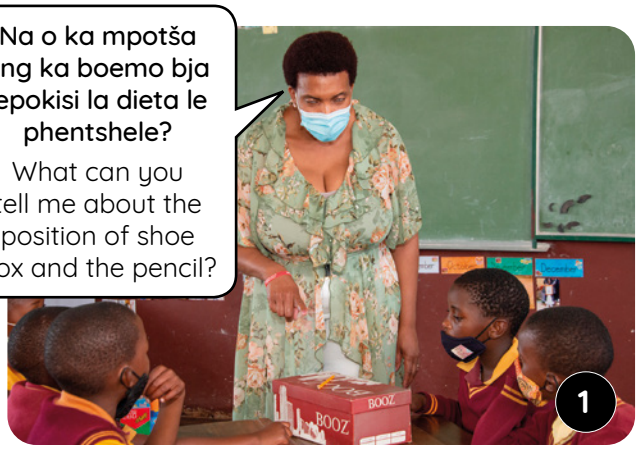
_____

Position and direction

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

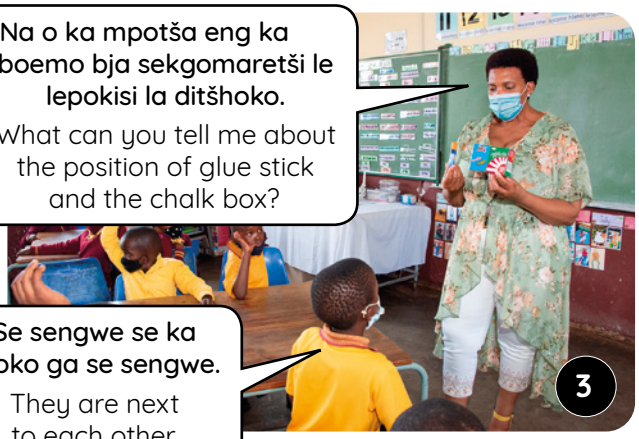
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o ka mpotša eng ka boemo bja lepokisi la dieta le phentshele?
What can you tell me about the position of shoe box and the pencil?



Phentshele e godimo ga lepokisi la dieta.
The pencil is on top of the shoe box.

Na o ka mpotša eng ka boemo bja sekgomaretši le lepokisi la ditšhoko.
What can you tell me about the position of glue stick and the chalk box?



Se sengwe se ka thoko ga se sengwe.
They are next to each other.

Bjale a re itlwaetšeng go fa le go latela ditaetšo!
Now let's practice giving and following directions!

Sepela o ye kua morago ga phaposi, tepogela ka go la nngele o be o sepele dikgato tše 5. Na o feleletša o eme kae?
Walk to the back of the class, then turn left and walk 5 steps. Where do you end up standing?

Ke mo! Kgauswi le Ntando.
I am here! Next to Ntando.

Efa barutwana menyetla ye mmalwa ya go katološa le go akaretša mošongwana wo. Hlohleletša barutwana ba lemoge le go hlatholla dipaterone tša go fapafapana, le go itlwaetša go latela ditaetšo go dikologa le phaposi.

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

Boemo le thoko

BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Boemo le thoko
Position and direction

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

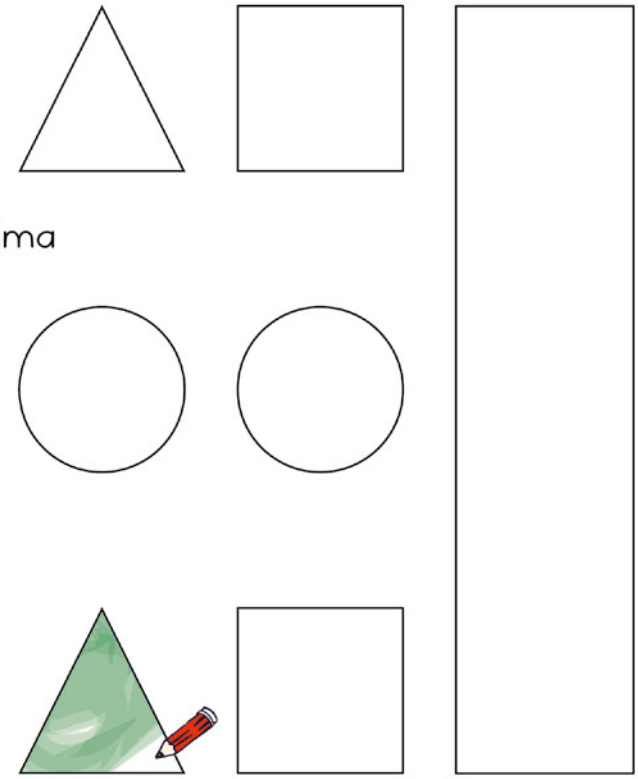
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1

- Khutlotharo ya tlase ke ye talamorogo.
  The bottom triangle is green.
- Sediko sa ka la go ja ke se se phifadu.
  The circle on the right is blue.
- Sekwere sa godimo ke se se serolane.
  The top square is yellow.
- Sebopego sa tlase ga sediko se se talaleratadima ke se se khubedu.
  The shape below the blue circle is red.
- Sediko sa ka godimo ga khutlotharo ke se se talamorogo.
  The circle above the triangle is green.
- Khutlotharo ya godimo ke ye khubedu.
  The top triangle is red.
- Sebopego seo se šetšego ke se se serolane.
  The remaining shape is yellow.



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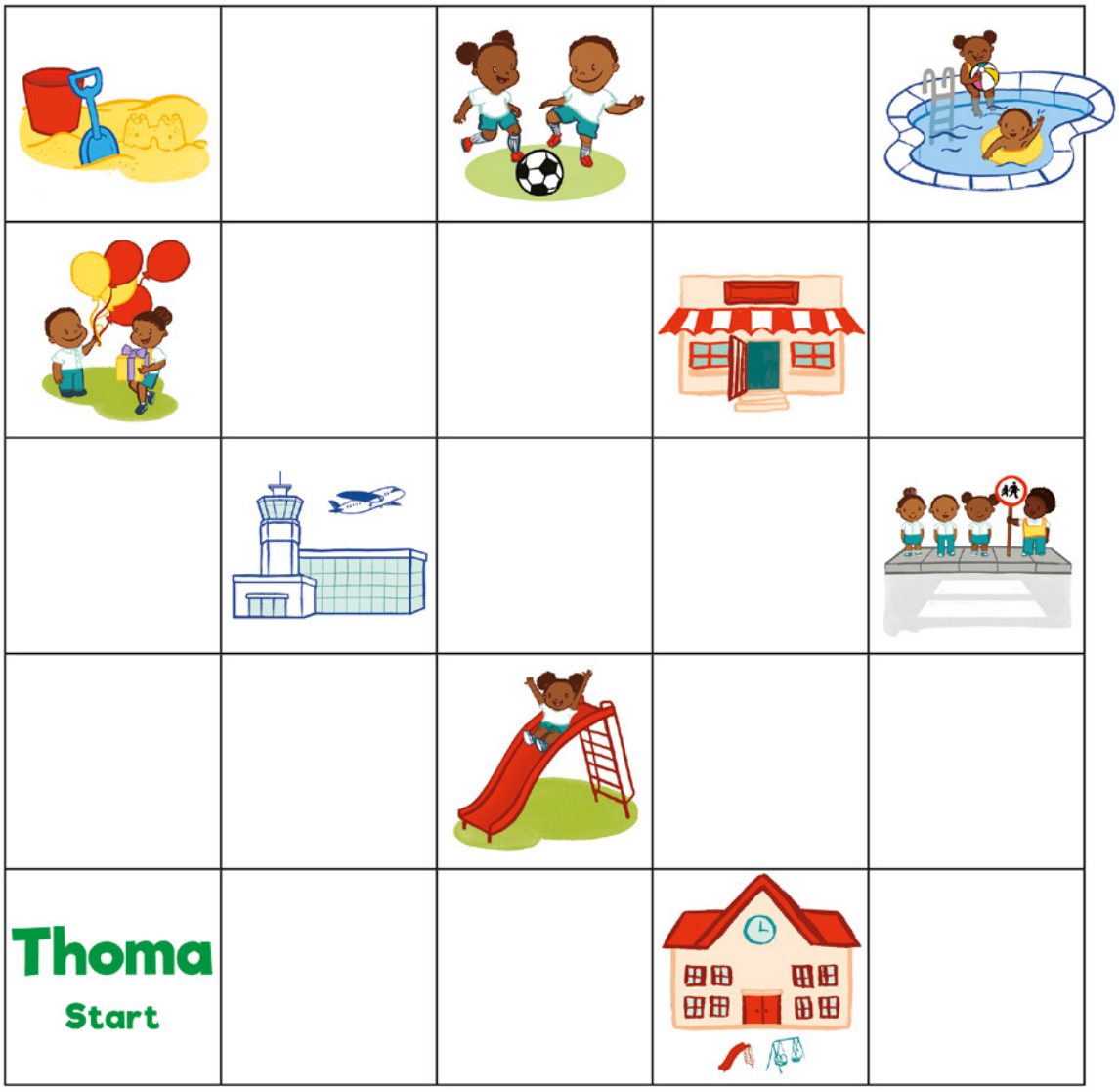
Position and direction

2 Hlalošetša mogwera wa gago tsela ya go tloga lefelong le tee go ya go le lengwe mo kriting ye. Hlama kanegelo ka lefelo leo o yago go lona!

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



pele
forward

morago
backward

la go ja
right

la nngele
left

Position and direction Week 3 • Day 4 29

BEKE • WEEK 3

LETŠATŠI 5 • DAY 5

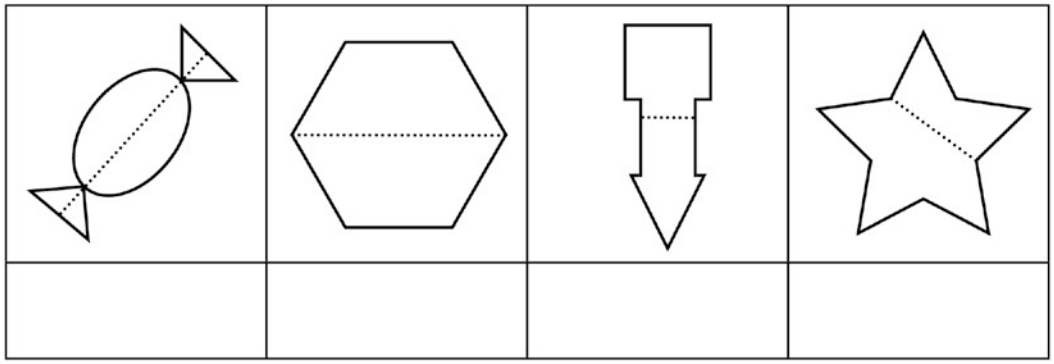
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

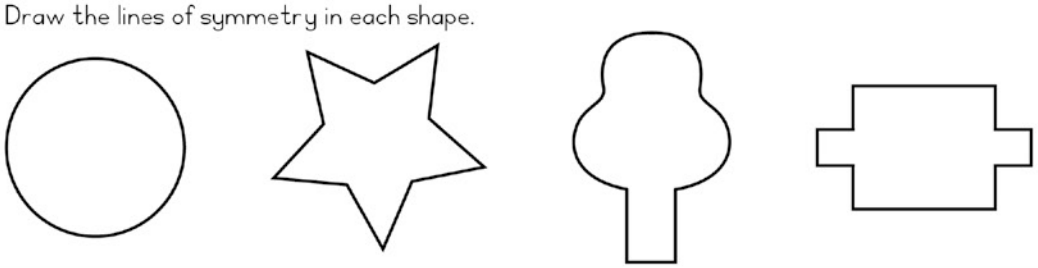
1 Ekaba mothalo wa marontho ke mothalo wa go ripa gare ka go lekana? Ngwala ee goba aowa.

Is the dotted line a line of symmetry? Write yes or no.



2 Thala methalo ya go ripa gare ka go lekana sebopegong se sengwe le se sengwe.

Draw the lines of symmetry in each shape.



A re boleleng Mmetse!

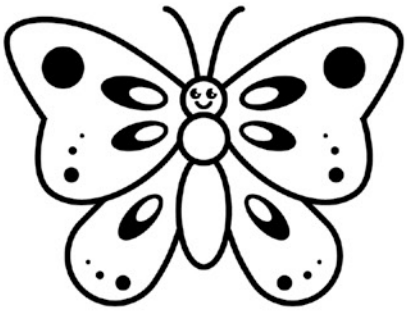
Let's talk Maths!

Ka Sepedi re re:	In English we say:
go ripa gare ka go lekana	symmetrical
mothalo wa go ripa gare ka go lekana	line of symmetry
ka godimo ga	on top of
ka pele ga	in front of
ka morago	behind
kgauswi le	next to
nngele le la go ja	left and right
godimo le fase	up and down

Teefatšo | Consolidation

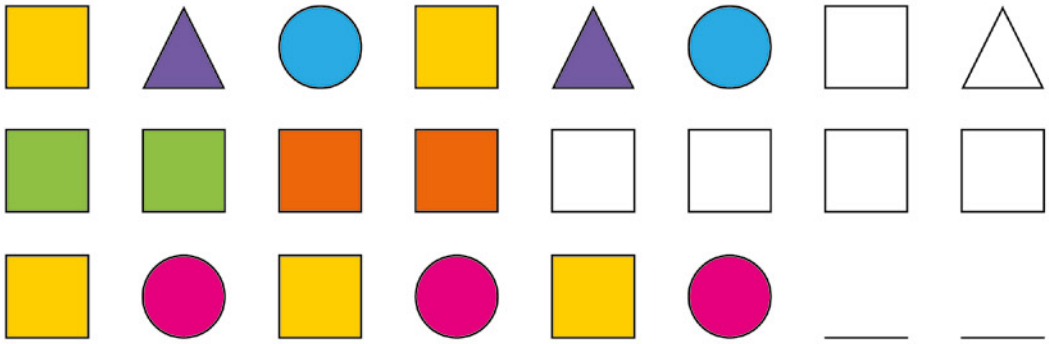
1 Thala mothalo wa go ripa gare ka go lekana sebopegong se sengwe le se sengwe.

Draw a line of symmetry on each picture.



2 Tšwetša paterone pele.

Continue the pattern.



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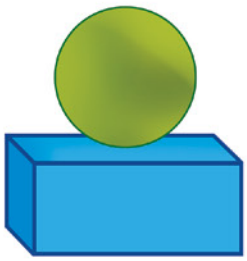
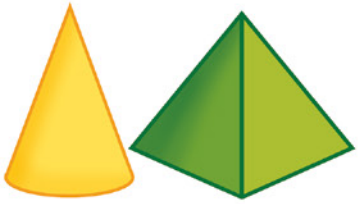
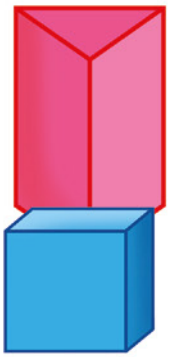
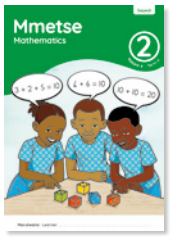






Dipalosešupatatelano, go hlopha le go aba

	Didirišwa
Mmetse wa hlogo: Fizz Pop – Dipalosešupatatelano	ga di gona
Papadi: *Mmetse wa lebelo ka letaese: Kitima go ya ga 0*	*letaese*



Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Dipalosešupatatelano	Puku ya Mešomo ya Morutwana
2	Dipalosešupatatelano	Puku ya Mešomo ya Morutwana
3	Go hlopha	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
4	Go aba	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go šomiša dipalosešupatatelano go bontšha peakanyo, lefelo le boemo.	
go rarolla le go hlaloša ditharollo tša marara a tirišo a go akaretša go hlopha ka dikarabo tšeo di ka akaretšago mašalela.	
go rarolla le go hlaloša ditharollo tša marara a tirišo a go akaretša go abela ka dikarabo tšeo di ka akaretšago mašalela.	

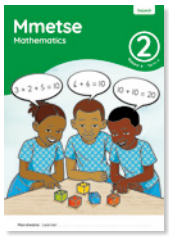
Kelo

Kelo ya go ngwalwa: Dipalosešupatatelano, go hlopha le go aba

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

Ordinal numbers, grouping and sharing

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



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

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

Assessment

Written assessment: Ordinal numbers, grouping and sharing

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

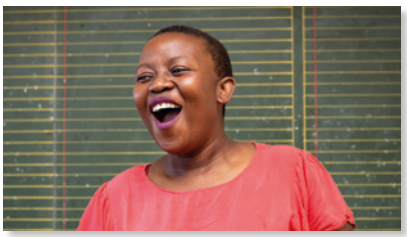
Dipalosešupatatelano, go hlopha le go aba

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop ka tsepelelo ga dipalosešupatatelano. Go bohlokwa gore barutwana ba kgone go lemoga dipalosešupatatelano bjale ka ge di šomišwa go beakanya le go bea dilo le dipalo. Bitša palosešupatatelano gomme o kgopele barutwana ba bitše palosešupatatelano yeo e tlago pele goba ka morago ga yona. Kgopela barutwana ba bitše gape le dipalo tša mathomo go dira gore di tsenelelane gabotse.

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 ntša, ka go bušeletša go ntša palo yeo e kgokološitšwego go fihlela o fihla ga 0. Barutwana ba bangwe ba ka ba ba sa rarolla marara a go ntša ka go balela morago go tšwa ga palo. Go bohlokwa go hlohleletša barutwana go šoma ba lebišitše mošomo wa bona ga go rarolla marara ka hlogo.



Vidiyo ya go godiša kgopolo

Bekeng ye, re tsepelela go dipalosešupatatelano, go hlopha le go abela. Barutwana ba tla utolla gore dipalosešupatatelano di laetša boemo, le gore taetšo ya lefelo e bohlokwa ge o šoma ka dipalosešupatatelano. Ka go hlopha, dilo di arotšwe go ya ka dihlopha tša bogolo bjoo bo filwego le gore barutwana ba swanetše go nyakišiša gore dihlopha tšeo di ka dirwago ke tše kae. Barutwana ba tla lebelela gape ka go abela. Ba tla rarolla marara a go akaretša mašalela. Mošomong wa rena ka dipalosešupatatelano, go hlopha le go abela, re tla tsepelela ga:

- go šomiša dipalosešupatatelano go bontšha peakanyo, lefelo le boemo.
- go rarolla le go hlatholla ditharollo tša marara a tirišo a go akaretša go hlopha le go abela ka dikarabo tšeo di ka akaretšago mašalela.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa gore barutwana ba kwešiše phapano magareng ga dipalosešupabontši le dipalosešupatatelano. Dipalosešupabontši di re botša ka palomoka sehlopheng mola dipalosešupatatelano di re botša ka boemo. Barutwana ba swanetše go lemoga gore ba swanetše go tseba lefelo la go thoma ge ba tšea sephetho sa boemo.
- Barutwana ba swanetše go nagana gore kgopolo ya bohlokwa ya **karolo ya go hlopha** ke bogolo bja sehlopha, le go re potšišo yeo ba ipotšišago yona e swanetše e be, *Na nka dira dihlopha tše kae tša bogolo bjo?* Ka **karolo ya go hlopha**, kgopolo ya bohlokwa ke palo ya (go fa mohlala) batho bao selo se swanetšego go abelwa magareng ga bona, le go re potšišo yeo ba ipotšišago yona e swanetše e be, *Na motho yo mongwe le yo mongwe o tla hwetša dilo t*še kae?
- Tlotlontšu ye bohlokwa e akaretša: **mathomo**, **mafelelo**, **tše kae**, **bontši bja**, **dihlopha tša**, **e lekana le**, **go abela**, **go hlopha**.

Ordinal numbers, grouping and sharing

Mental Maths video

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

Game 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, encourage them to work towards solving the problems mentally.

Conceptual development video

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

- use ordinal numbers to show order, place and position
- solve and explain solutions to practical problems involving grouping and sharing with answers that may include remainders.

What to look out for this week

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

BEKE 4 • LETŠATŠI 1

Dipalosešupatatelano

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP! DIPALOSEŠUPATATELANO! – FIZZ POP! ORDINAL NUMBERS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Itlwaetše ka go šomiša dipalosešupatatelano ka go raloka papadi ya Fizz Pop. Theeletša go bona gore barutwana ba bolela mantšu ka nepagalo.

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

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.

Ordinal numbers

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntšha.
Subtract.

86 – 53 =

45 – 12 =

39 – 26 =

64 – 61 =

52 – 34 =

99 – 32 =

28 – 11 =

67 – 46 =

59 – 18 =

79 – 58 =

Letšatši 2 Day 2

Ntšha.
Subtract.

59 – 47 =

77 – 35 =

24 – 12 =

61 – 50 =

45 – 31 =

89 – 28 =

39 – 19 =

64 – 13 =

37 – 27 =

92 – 32 =

Letšatši 3 Day 3

Ntšha.
Subtract.

66 – 49 =

83 – 75 =

35 – 27 =

54 – 38 =

92 – 16 =

46 – 37 =

71 – 52 =

22 – 18 =

63 – 34 =

51 – 42 =

Letšatši 4 Day 4

Ntšha.
Subtract.

63 – 34 =

84 – 17 =

45 – 29 =

91 – 65 =

32 – 28 =

61 – 46 =

52 – 15 =

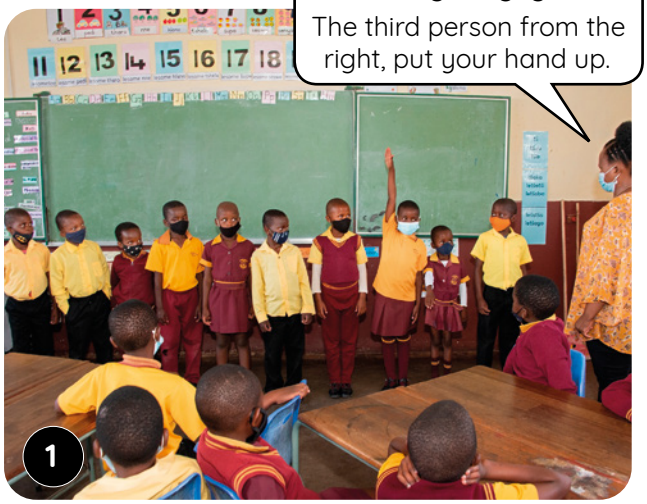
77 – 59 =

93 – 74 =

31 – 19 =

Dipalosešupatatelano

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Go taelo ya mathomo, ke motho o tee fela yoo a emišitšego letsogo la gagwe, efela go taelo ya bobedi, batho ba bararo ba emišitše matsogo a bona.

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

Lentšu le, *tharo* le go botša gore ke batho ba bakae ka palomoka, ke moka lentšu le, *boraro* le bontšha boemo mo mothalong.

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

Botšiša dipotšišo tše dintši ka go fetola palo ya batho le boemo bja motho. Thuša barutwana go bona gore palosešupabontši e fa palomoka ya bontši, mola palosešupatatelano e laetša boemo.

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

Ordinal numbers

BEKE • WEEK 4

LETŠATŠI 1 • DAY 1

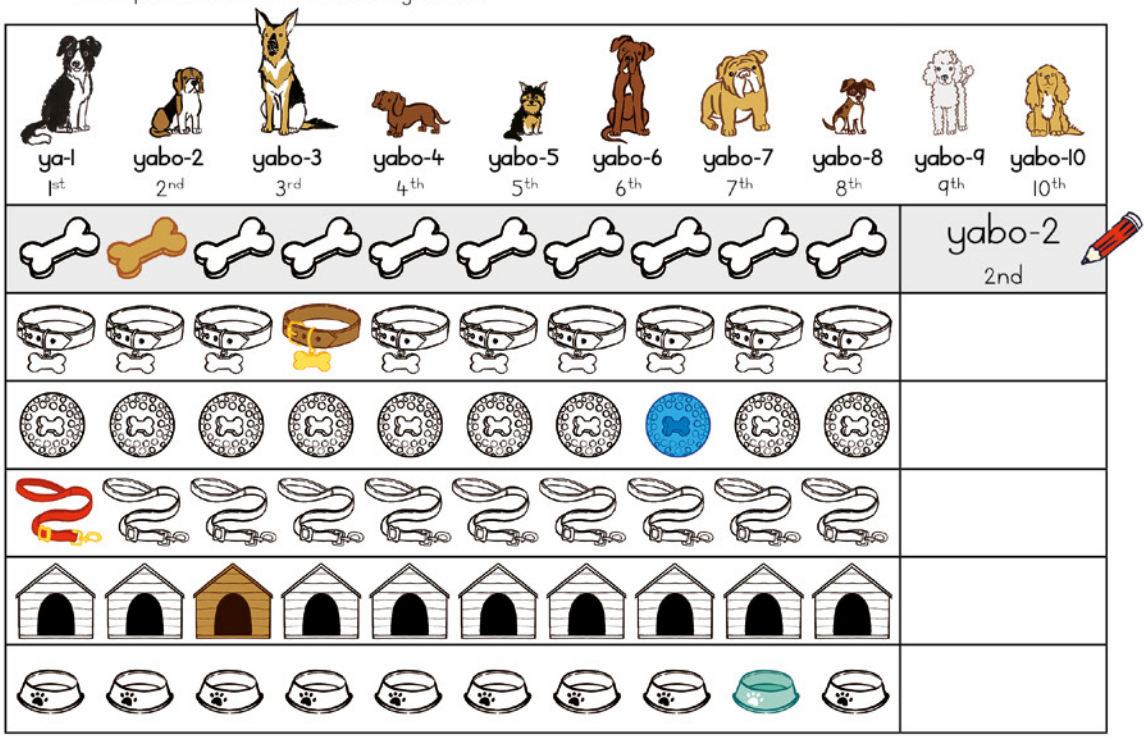
Dipalosešupatatelano
Ordinal numbers

MMETSE WA HLOGO (MENTAL MATHS) → FIZZ POP! DIPALOSEŠUPATATELANO (FIZZ POP! ORDINAL NUMBERS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Mmetse wa lebelo ka letaese – kitima go ya go 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 ka go ntšha o be o fihle go 0.
  Keep subtracting till you get to 0.

1 Na selo seo se khalarilwego se mo maemong afe?
What position is the shaded object in?



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Dipalosešupatatelano

2 Thala sediko go karabo yeo e nepagetšego.
Circle the correct answer.

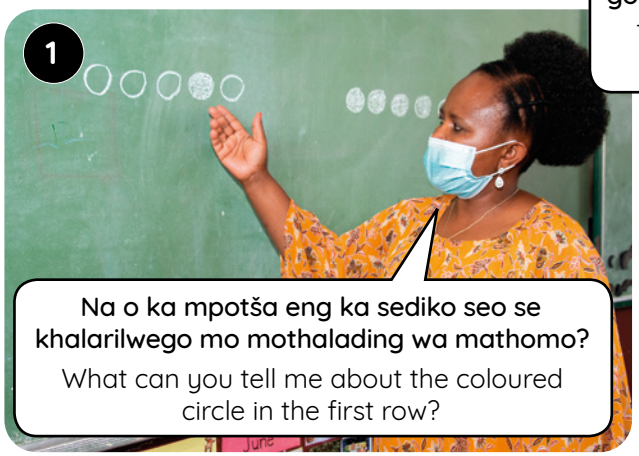
Ke mang a lego maemong a pele? Who came first?	kgama buck	lepogo cheetah
Ke mang a lego maemong a mafelelo? Who came last?	kgopa snail	khudu tortoise
Ke mang a lego maemong a boraro? Who came third?	kgama buck	mmutla rabbit
Ke mang a lego maemong a bošupa? Who came seventh?	tlou elephant	katse cat
Ke mang a lego maemong a bobedi? Who came second?	thutlwa giraffe	kgama buck
Ke mang a lego maemong a boseswai? Who came eighth?	segwagwa frog	katse cat
Ke mang a lego maemong a bone? Who came fourth?	tlou elephant	mpša dog
Ke mang a lego maemong a bosenyane? Who came ninth?	khudu tortoise	kgopa snail
Ke mang a lego maemong a bohlano? Who came fifth?	lepogo cheetah	katse cat
Ke mang a lego maemong a botshelela? Who came sixth?	thutlwa giraffe	mpša dog

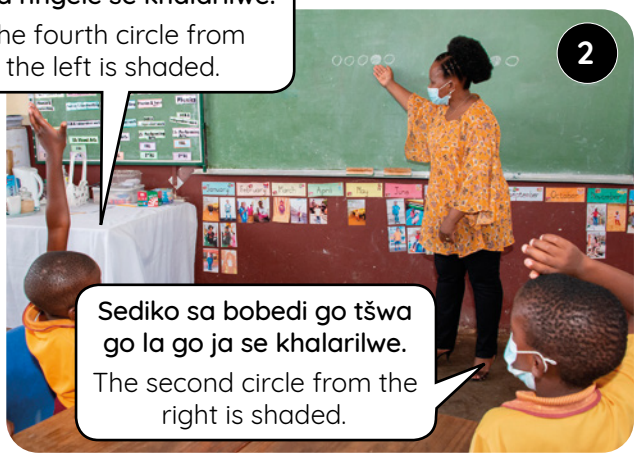
3 Khalara sediko seo se nepagetšego.
Colour the correct circle.

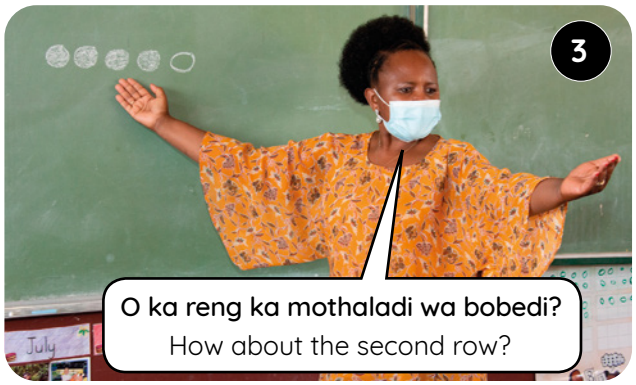
Sediko sa boraro go tloga go la go ja. 3rd circle from the right	○○○○○○○○○○

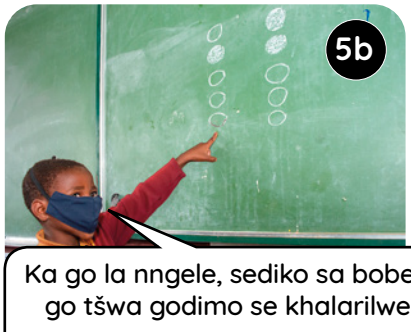
Ordinal numbers

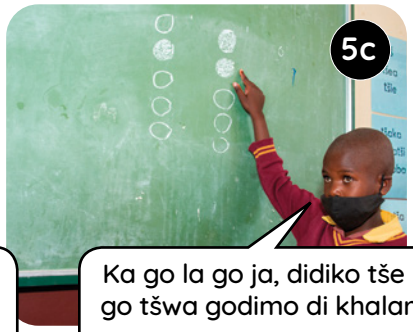
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT











Efa barutwana menyetla ye mmalwa ba bone gore boemo le thoko di bohlokwa ge go bolelwa ka dipalosešupatatelano. Bolela ka didiko tšeo di khalarilwego/di sa khalariwago, di khalarilwe go tloga go la nngele le la go ja, godimo le tlase.

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

BEKE • WEEK 4

LETŠATŠI 2 • DAY 2

Dipalosešupatatelano
Ordinal numbers

MMETSE WA HLOGO (MENTAL MATHS) | FIZZ POP! DIPALOSEŠUPATATELANO (FIZZ POP! ORDINAL NUMBERS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Ke sediko sefe?
Which circle?

Thala sefapano go sediko sa bosenyane go tloga go la ja.
Cross out the ninth circle from the right.

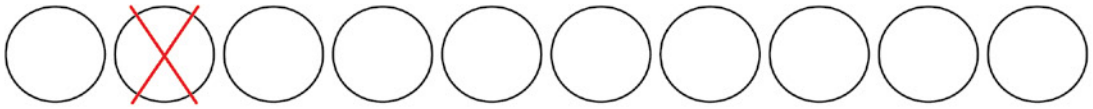
Thala sefahlego ka sedikong sa boraro go tloga go la ja.
Draw a face in the third circle from the right.

Thala khutlotharo ka sedikong sa mafelelo go tloga go la ja.
Draw a triangle in the last circle from the right.

Kalara ka sedikong sa mathomo go tloga go la ja.
Colour in the first circle from the right.

Thala pelo ka sedikong sa bone go tloga go la ja.
Draw a heart in the fourth circle from the right.

Thala sekwere ka sedikong sa bošupa go tloga go la ja.
Draw a square in the seventh circle from the right.



2 Khalara sediko goba didiko tšeo di nepagetšego.
Colour the correct circle or circles.

sediko sa boraro go tloga go la go ja third circle from the right	
didiko tše tharo go tloga go la go ja three circles from the right	
sediko sa bohlano go tloga go la nngele fifth circle from the left	
didiko tše hlano go tloga go la nngele five circles from the left	
sediko sa boseswai go tloga go la go ja eighth circle from the right	
didiko tše seswai go tloga go la go ja eight circles from the right	

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Ordinal numbers

3 Šomiša sekwere sa 100 go araba dipotšišo.

Use the 100 square to answer the questions.

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

Palo ya mathomo ke eng? What is the first number?	1
Palo ya mafelelo ke eng? What is the last number?	
Thala sediko go palo ya bobedi ka go la go ja la palo 70. Circle the second number to the right of the number 70.	
Na palo ya bošupa mo kriting ke eng, ge o thoma go 1? What is the seventh number on the grid, starting from 1?	
Na palo ya bošupa ka morago ga palo 1 ke eng? What is the seventh number after the number 1?	
Na ke dife dipalo tše 3 tša mathomo go tloga go la nngele la palo 10? What are the first 3 numbers from the left of the number 10?	
Na palo ya bolesomešupa mo letlapeng ke eng? What is the seventeenth number on the board?	
Na palo ya bohlano ka morago ga 10 ke eng? What is the fifth number after 10?	
Na palo ya bolesomehlano ka morago ga 10 ke eng? What is the fifteenth number after 10?	
8 ke palo ya _____. 8 is the _____ number.	

Go hlopha

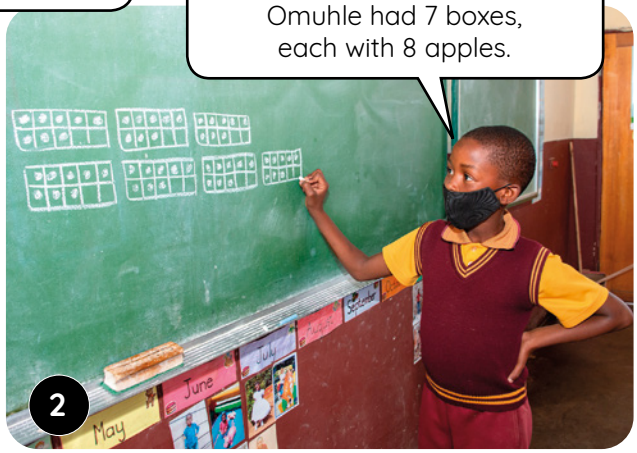
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Omuhle o rekile mapokisi a 7 a go ba le diapole ka go le lengwe le le lengwe. O pakile diapole ka leswa ka mapokising a 10. Na o tla ba le mapokisi a makae a diapole tše 10 ka go le lengwe le le lengwe, gape le gore na go tla šala diapole tše kae ka ntle ga mapokisi?

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

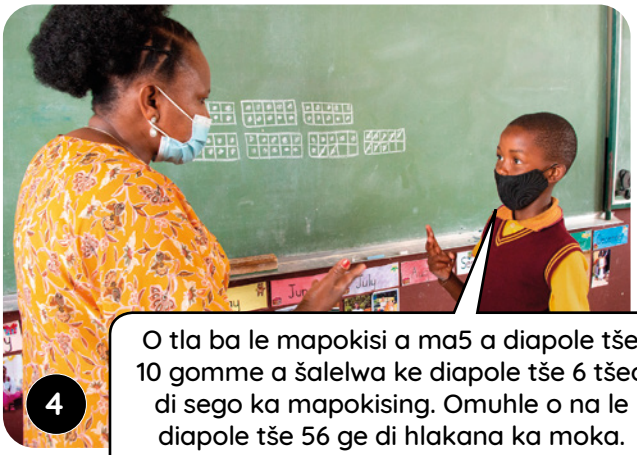
Omuhle o be a na le mapokisi a 7, le lengwe le le lengwe le be le na le diapole tše 8.

Omuhle had 7 boxes, each with 8 apples.



Re swanetše go paka diapole ka leswa ka mapokising a 10. Ke šuthiša diapole tša ka ka tsela ye.

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



O tla ba le mapokisi a ma5 a diapole tše 10 gomme a šalelwa ke diapole tše 6 tšeo di sego ka mapokising. Omuhle o na le diapole tše 56 ge di hlakana ka moka.

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

O ka thoma thuto ye ka poeletšo ya mešongwana ye mangwe ya go hlopha. Bušeletša dikgato tša thuto ka marara a mangwe a go hlopha. Hlohleletša barutwana gore ba šomiše goba ba thale diforeimi tše lesome ge ba paka ka mapokising a 10.

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

Grouping

BEKE • WEEK 4

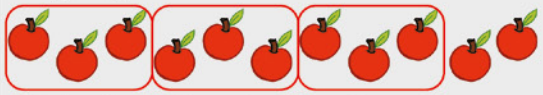
LETŠATŠI 3 • DAY 3

Go hlopha
Grouping

MMETSE WA HLOGO (MENTAL MATHS) | FIZZ POP! DIPALOSEŠUPATATELANO (FIZZ POP! ORDINAL NUMBERS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Ke dihlopha tše kae?
How many groups?

Ge o šomiša diapole tše 11:
Using 11 apples:



dihlopha tše 3 tša 3

3 groups of 3

Na go šetše tše kae? 2

How many are left over? 2

Ge o šomiša diapole tše 10:
Using 10 apples:

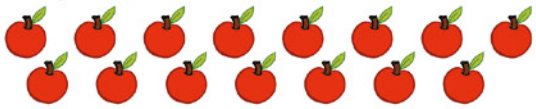
dihlopha tše _____ tša 5

_____ groups of 5

Na go šetše tše kae? _____

How many are left over? _____

Ge o šomiša diapole tše 15:
Using 15 apples:



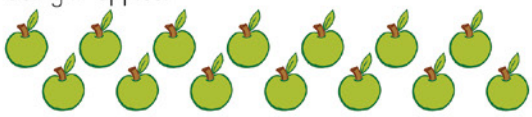
dihlopha tše _____ tša 3

_____ groups of 3

Na go šetše tše kae? _____

How many are left over? _____

Ge o šomiša diapole tše 14:
Using 14 apples:



dihlopha tše _____ tša 2

_____ groups of 2

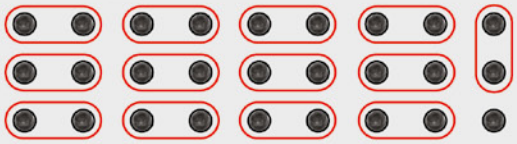
Na go šetše tše kae? _____

How many are left over? _____

2 Thala gore o hwetše dihlopha.
Draw to find the groups.

Na o ka dira dihlopha tše kae tša 2 ka 27? 13

How many groups of 2 can you make from 27? 13



Na go šetše tše kae? 1

How many are left over? 1

Na o ka dira dihlopha tše kae tša 4 ka 50? _____

How many groups of 4 can you make from 50? _____

Na go šetše tše kae? _____

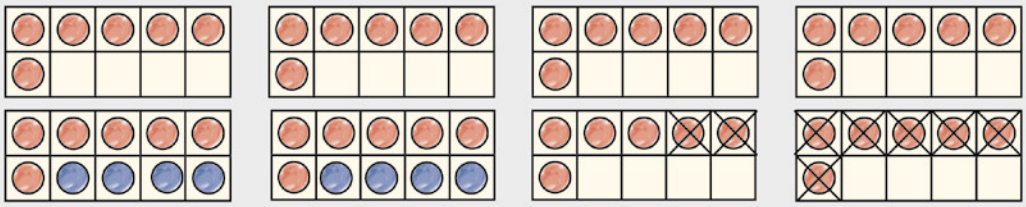
How many are left over? _____

36

Go hlopha

3 Na ke mapokisi a makae a 10? Na go šetše a makae?
How many boxes of 10? How many left over?

O reka mapokisi a ma4 a go ba le malekere a 6 ka go le lengwe le le lengwe.
You buy 4 boxes with 6 sweets each.



Mapokisi a go ba le 10? Boxes of 10?	2
Malekere ao a sego ka lepokising? Loose sweets?	4

O reka mapokisi a 8 a go ba le diphentshele tše 4 ka go le lengwe le le lengwe.
You buy 8 boxes with 4 pencils each.

Mapokisi a go ba le 10? Boxes of 10?	
Diphentshele tšeo di sego ka lepokising? Loose pencils?	

O reka mapokisi a ma5 a go ba le ditšhokolete tše 9 ka go le lengwe le le lengwe.
You buy 5 boxes with 9 chocolates each.

Mapokisi a go ba le 10? Boxes of 10?	
Ditšhokolete tšeo di sego ka lepokising? Loose chocolates?	

O reka mapokisi a 9 a go ba le diswiri tše 7 ka go le lengwe le le lengwe.
You buy 9 boxes with 7 lemons each.

Mapokisi a go ba le 10? Boxes of 10?	
Diswiri tšeo di sego ka lepokising? Loose lemons?	

Sharing

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Go na le dipisikiti tše 42. Efa barutwana dipisikiti tše 6. Na morutwana yo mongwe le yo mongwe o tla hwetša dipisikiti tše kae?

There are 42 biscuits. Give the biscuits to 6 learners. How many biscuits will each learner get?

Go na le barutwana ba 6 le dipisikiti tše 42, ka gona, ke swanetše go aba dipisikiti magareng ga bona.

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

Ekaba o ilo aba dipisikiti ka e tee ke e tee?

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

Aowa. Ke a tseba gore bo5 ba tshela ke 30. Ka gona, ke tla thoma ka go fa motho yo mongwe le yo mongwe dipisikiti tše 5.

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

Ke abetše dipisikiti tše 30, ke sa na le tše 12 gape tšeo ke swanetšego go di aba. Motho yo mongwe le yo mongwe o tla hwetša dipisikiti tše 2 gape.

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

Morutwana yo mongwe le yo mongwe o tla hwetša dipisikiti tše 7. 42 ge e abelwa 6 ke 7.

Each learner will get 7 biscuits. 42 shared by 6 is 7.

Bušeletša dikgato ka mararantšu a mangwe a go abela. Hlohleletša barutwana go aba ka nepagalo go feta gore ba abelane ka go fa ka e tee ka e tee.

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

Go aba

BEKE • WEEK 4

LETŠATŠI 4 • DAY 4

Go aba
Sharing

MMETSE WA HLOGO (MENTAL MATHS) | FIZZ POP! DIPALOSEŠUPATATELANO (FIZZ POP! ORDINAL NUMBERS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

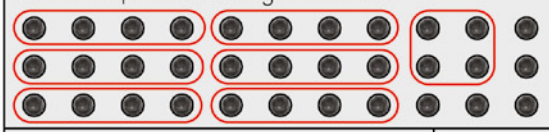
1 Aba ka go lekana. Na go šala tše kae?
Share equally. How many left over?

Abela bana ba 8 diphentshele tše 20. Share 20 pencils among 8 children. 		Abela bana ba ba2 matšoba a 25. Share 25 flowers between 2 children. 	
Ngwana o tee o hwetša tše kae? How many each?	2	Ngwana o tee o hwetša a makae? How many each?	
Na go šala tše kae? How many are left over?	4	Na go šala tše kae? How many are left over?	
Abela bana ba ba3 dipuku tše 15. Share 15 books among 3 children.		Abela bana ba ba5 dikgwele tše 19. Share 19 balls among 5 children.	
Ngwana o tee o hwetša tše kae? How many each?		Ngwana o tee o hwetša tše kae? How many each?	
Na go šala tše kae? How many are left over?		Na go šala tše kae? How many are left over?	
Abela bagwera ba ba5 malekere a 23. Share 23 sweets among 5 friends.		Abela batho ba 7 matšoba a 30. Share 30 flowers among 7 people.	
Mogwera o tee o hwetša a makae? How many each?		Motho o tee o hwetša a makae? How many each?	
Na go šala tše kae? How many are left over?		Na go šala tše kae? How many are left over?	

38

Sharing

2 Aba ka go lekana. Na go šala tše kae?
Share equally. How many left over?

Abela bana ba 7 diphentshele tše 33. Share 33 pencils among 7 children. 		Abela batho ba ba4 ditšhokolete tše 27. Share 27 chocolates among 4 people.	
Ngwana o tee o hwetša tše kae? How many each?	4	Motho o tee o hwetša tše kae? How many each?	
Na go šala tše kae? How many are left over?	5	Na go šala tše kae? How many are left over?	
Abela bana ba 8 dinamune tše 45. Share 45 oranges among 8 learners.		Abela bana ba ba5 dikgwele tše 34. Share 34 balls among 5 children.	
Ngwana o tee o hwetša tše kae? How many each?		Ngwana o tee o hwetša tše kae? How many each?	
Na go šala tše kae? How many are left over?		Na go šala tše kae? How many are left over?	
Abela batho ba 9 dipene tše 29. Share 29 pens among 9 people.		Abela bana ba 6 diploko tše 41. Share 41 blocks among 6 children.	
Motho o tee o hwetša tše kae? How many each?		Ngwana o tee o hwetša tše kae? How many each?	
Na go šala tše kae? How many are left over?		Na go šala tše kae? How many are left over?	

Kelo le teefatšo

BEKE • WEEK 4

LETŠATŠI 5 • DAY 5

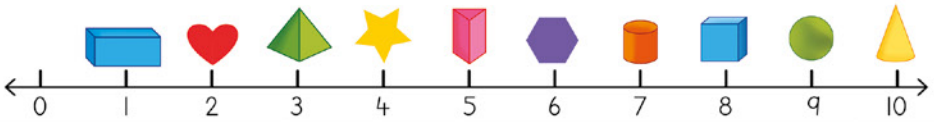
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Lebelela mothalopalo o be o arabe ka mo tafoleng. Thoma ka go la nngele. Thala sediko go karabo yeo e nepagetšego.

Look at the number line and answer in the table. Start on the left. Circle the correct answer.



Ke sefe sa bobedi? Which is second?			Ke sefe sa bosenyane? Which is ninth?		
Ke sefe sa mafelelo? Which is last?			Ke sefe sa bone? Which is fourth?		
Ke sefe sa bošupa? Which is seventh?			Ke sefe sa mathomo? Which is first?		
Ke sefe sa bohlano? Which is fifth?			Ke sefe sa boraro? Which is third?		

2 Rarolla.

Solve.

O reka mapokisi a 8 a go ba le dipisikiti tše 8 ka go le lengwe le le lengwe. You buy 8 boxes with 8 biscuits each.			
Mapokisi a go ba le 10? Boxes of 10?		Tšeo di sego ka lepokising? Loose?	

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
palosešupatatelano	ordinal number
mathomo	first
mafelelo	last
boemo	position
sehlopha	group
aba	share

40

Assessment and consolidation

Teefatšo | Consolidation

1 Khalara.

Shade.

sediko sa bobedi go tloga go la go ja second circle from the right	○○○○○○○○○○
didiko tše pedi go tloga go la go ja two circles from the right	○○○○○○○○○○
sediko sa bolesome go tloga go la nngele tenth circle from the left	○○○○○○○○○○
didiko tše lesome go tloga go la nngele ten circles from the left	○○○○○○○○○○
sediko sa mathomo go tloga go la go ja first circle from the right	○○○○○○○○○○
sediko se tee go tloga go la go ja one circle from the right	○○○○○○○○○○
sediko sa bone go tloga go la nngele fourth circle from the left	○○○○○○○○○○
didiko tše nne go tloga go la nngele four circles from the left	○○○○○○○○○○

sediko sa boraro go tloga fase third circle from the bottom ○ ○ ○ ○ ○ ○	sediko sa botshelela go tloga godimo sixth circle from the top ○ ○ ○ ○ ○ ○
didiko tše tharo go tloga fase three circles from the bottom ○ ○ ○ ○ ○ ○	didiko tše tshela go tloga godimo six circles from the top ○ ○ ○ ○ ○ ○

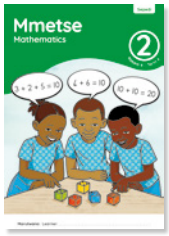
2 Rarolla.

Solve.

Na o ka dira dihlopha tše kae tša 10 ka 19? How many groups of 10 can you make from 19?			
Dihlopha tša 10? Groups of 10?		Tša go se felele? Loose?	

Go pedifatša, go ripa ka bogare, difrakšene

	Didirišwa
Mmetse wa hlogo: Mpontšhe palo!	*dikarata*
Papadi: *Na ke ma10 a makae? Na ke bo1 ba bakae?*	*dikarata*



Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go pedifatša	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
2	Go ripa gare	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
3	Dipalophatlo	Puku ya Mešomo ya Morutwana
4	Dipalophatlo	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:	✓
lemoga dipalophatlo ka sebopego sa ditaekramo.	
hlahlamolla le go aga dipalotlalo goba dilo tšeo di feleletšego.	
ngwala dipalophatlo o šomiša mantšu seripa, boraro, kotara, bohlano le botshelela.	

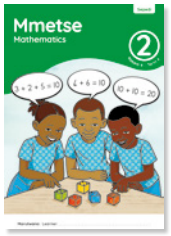
Kelo

Kelo ya go ngwalwa: Dipalophatlo

Rekhota moputso godimo ga palomoka ya 8 letlakaleng la meputso la kotara.

Doubling, halving and fractions

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



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

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

Assessment

Written assessment: Fractions

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

Go pedifatša, go ripa ka bogare, difrakšene

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go lemoga ma10 le bo1 go dipalo tša mono-2. Bontšha barutwana ma10 le bo1 ka go šomiša dikarata gomme barutwana ba tla bitša palo. Tsela ye nngwe e ka ba go bitša palo ke moka wa dumelela barutwana gore ba bontšhe ma10 le bo1 ba šomiša dikarata tša bona.

Vidiyo ya papadi

Mo papading ye, barutwana ba tla šomiša dikarata go hlahlamolla dipalo tša mono-2. Ba tla kgona go bontšha le go lemoga ma10 le bo1 go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša dikarata.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga dipalophatlo. Go bohlokwa gore re thome ka go šomiša dithušathuto tša khonkriti tša go swana le pampiri go ruta dipalophatlo. Ge barutwana ba phutha goba ba ripa pampiri go ya ka dikarolo tša dipalophatlo tša go fapafapana, ba kgona go hwetša boitemogelo-ka go dira bja go dira dikarolo tša palophatlo, seo se ba fago tsebo ya go tsenelela ka sebopego sa dipalophatlo. Mošomong wa rena ka dipalophatlo, re tla tsepelela ga:

- go lemoga dipalophatlo ka sebopego sa ditaekramo.
- go hlahlamolla le go aga dilo tšeo di feleletšego.
- go ngwala dipalophatlo o šomiša mantšu seripa, boraro, kotara, bohlano le botshelela.

Seo o ka se lebelelago mo bekeng ye

- Ge barutwana ba šetše ba kgona go emela dipalophatlo ba šomiša dithušathuto tša khonkriti, re tšwela pele ka dikemedi tša diswantšho. Barutwana ba swanetše go kwešiša gore dipalophatlo tša khonkriti ke dikarolo tša seo se feleletšego ka mehla. Seripa sa khutlonnethwi ga se fela seripa, ke seripa sa khutlonne. Se amana le seo se feleletšego.
- Go bohlokwa gore barutwana ba kwešiše gore dikarolo tša go swana tša palophatlo di swanetše go lekana ka bogolo.

Doubling, halving and fractions

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

Go pedifatša

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

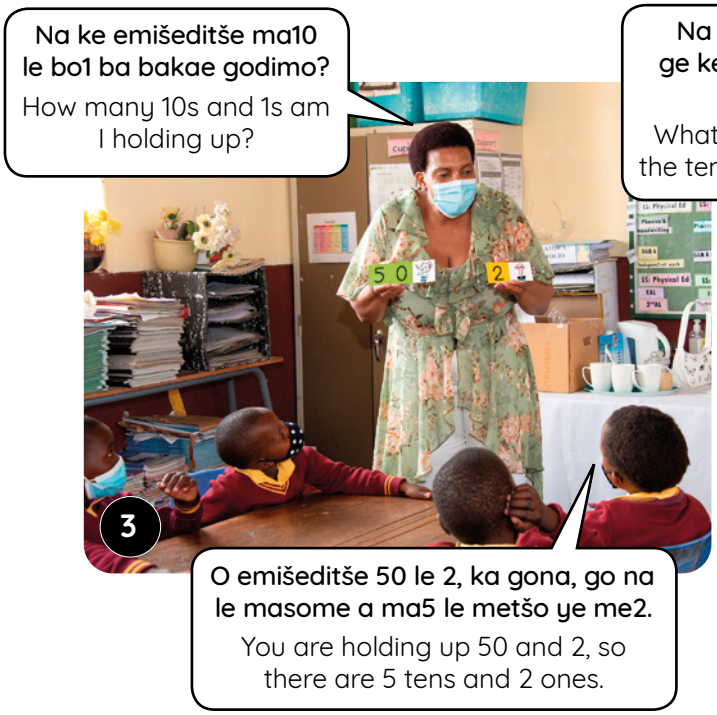
MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata go dira dipalo le go bolela ka ma10 le bo1.

Use flard cards to make numbers and to talk about 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.



Doubling

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Na ke dihlopha tše kae tša 3? Na go šala bokae?

How many groups of 3? How many left over?

14

38

95

76

28

Na ke dihlopha tše kae tša 4? Na go šala bokae?

How many groups of 4? How many left over?

33

83

91

46

62

Letšatši 2 Day 2

Na ke dihlopha tše kae tša 5? Na go šala bokae?

How many groups of 5? How many left over?

27

83

78

52

64

Na ke dihlopha tše kae tša 2? Na go šala bokae?

How many groups of 2? How many left over?

19

49

71

25

47

Letšatši 3 Day 3

Abela bana ba ba4. Na ngwana yo mongwe le yo mongwe o hwetša tše kae? Na go šala tše kae?

Share between 4 children. How many each? How many left over?

27

82

38

71

42

Abela bana ba ba4. Na ngwana yo mongwe le yo mongwe o hwetša tše kae? Na go šala tše kae?

Share between 6 children. How many each? How many left over?

17

29

52

44

61

Letšatši 4 Day 4

Abela bana ba ba3. Na ngwana yo mongwe le yo mongwe o hwetša tše kae? Na go šala tše kae?

Share between 3 children. How many each? How many left over?

32

25

98

41

68

Abela bana ba ba5. Na ngwana yo mongwe le yo mongwe o hwetša tše kae? Na go šala tše kae?

Share between 5 children. How many each? How many left over?

38

57

68

26

72

Go pedifatša

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re pedifatšeng ka go šomiša ditafola tša rena tša kemapalo!
Let's double using our place value tables!

Go pedifatša, re hlakantšha palo ya go swana gape. Re bontšhe gore re e dira bjang.
To double we add the same number again. Show us how to do it.

Go pedifatša 23, ke swanetše go ba le bo23 ba babedi. Ke bea masome a ma2 le metšo ye me3 mo ke moka masome a ma2 le metšo ye me3 mola.
To double 23, I must lay out two lots of 23.
I put 2 tens and 3 ones here and then 2 tens and 3 ones there.

O na le dipoloko tše 23 mo, le dipoloko tše 23 mola. A re di hlakantšheng.
You have 23 blocks here, and 23 blocks there. Let's add them.

Ke hlakantšha bo1 ka ba ka hlakantšha ma10. Ke hwetša masome a ma4 le metšo ye 6 ka moka ge di hlakana.
I add the 1s and I add the 10s. I get 4 tens and 6 ones altogether.

Efa barutwana menyetla ye mentši ya go rarolla marara a go pedifatša ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Ba hlohleletše gore ba lemoge gore peakanyo ya dipoloko tša sehlopha sa lesome godimo ga tafola ya kemapalo e ba thuša go rarolla marara ka nepagalo.

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

Doubling

BEKE • WEEK 5

LETŠATŠI 1 • DAY 1

Go pedifatša
Doubling

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

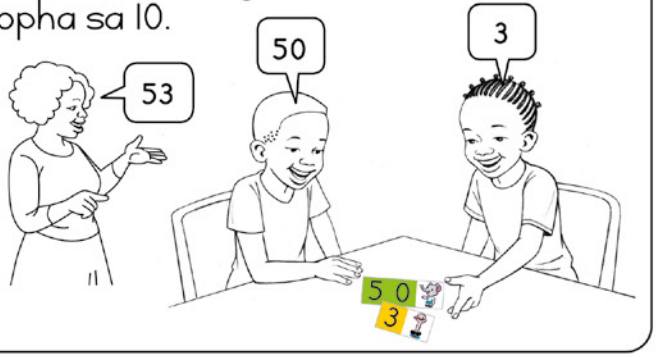
PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

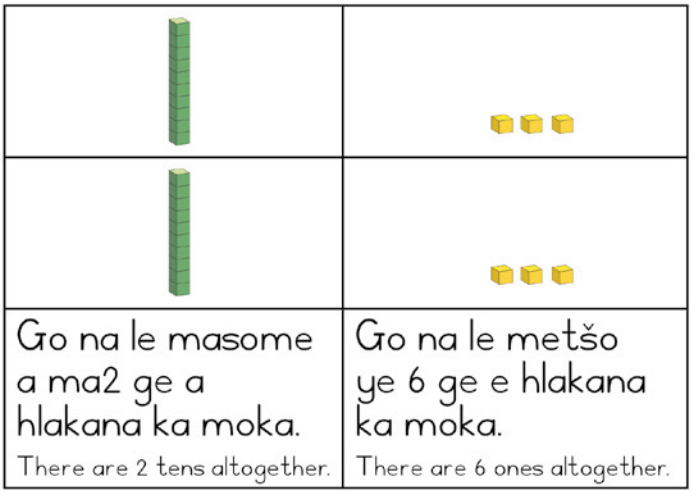
Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?
Game: How many 10s? How many 1s?

- Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.
  Work in pairs. Show the number using your base 10 number cards.
- Na ke mal0 a makae? Na ke bol ba bakae?
  How many 10s? How many 1s?
- Ke palo efe?
  What number?



A re pedifatšeng 13. 13 e swana le 10 le 3. Go pedifatša 13 go ra go re re tšea bol3 ba babedi.

Let's double 13. 13 is the same as 10 and 3. Doubling 13 means we take two 13s.



	masome tens	metšo ones
	1	3
+	1	3
	2	6

Go na le masome a ma2 ge a hlakana ka moka.
There are 2 tens altogether.

Go na le metšo ye 6 ge e hlakana ka moka.
There are 6 ones altogether.

1 Pedifatša. Šomiša diploko tša gago.
Double. Use your blocks.

11	22	21		32	
42		12		24	

Metšo ye me3 le metšo ye me3 e dira metšo ye 6. Lesome le le 1 le lesome le le 1 a dira masome a ma2. Ke na le 26 ge a hlakana ka moka.

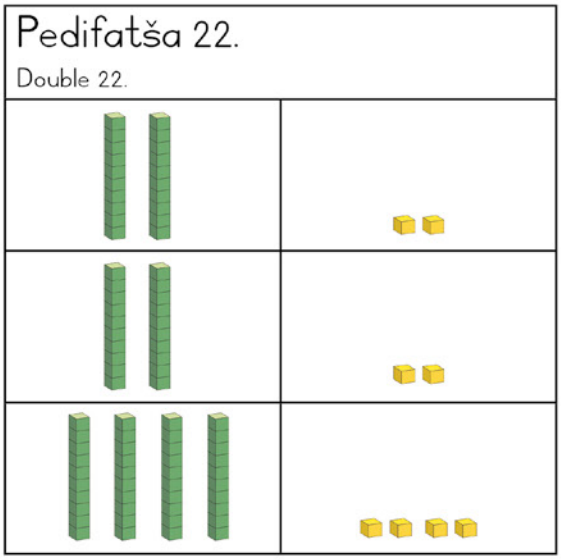
3 ones and 3 ones makes 6 ones.
1 ten and 1 ten makes 2 tens.
I have 26 altogether.

42

Go pedifatša

Pedifatša 22.

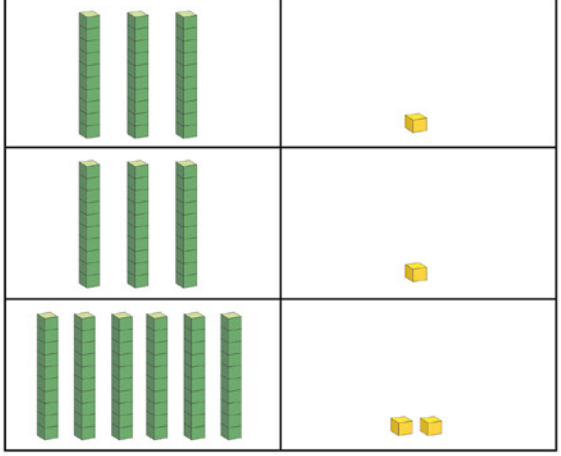
Double 22.



	t	o
	2	2
+	2	2
	4	4

2 Pedifatša 31.

Double 31.



	t	o
+		

3

Pedifatša 14.	Pedifatša 24.	Pedifatša 23.	Pedifatša 33.
Double 14.	Double 24.	Double 23.	Double 33.

	t	o
+		

	t	o
+		

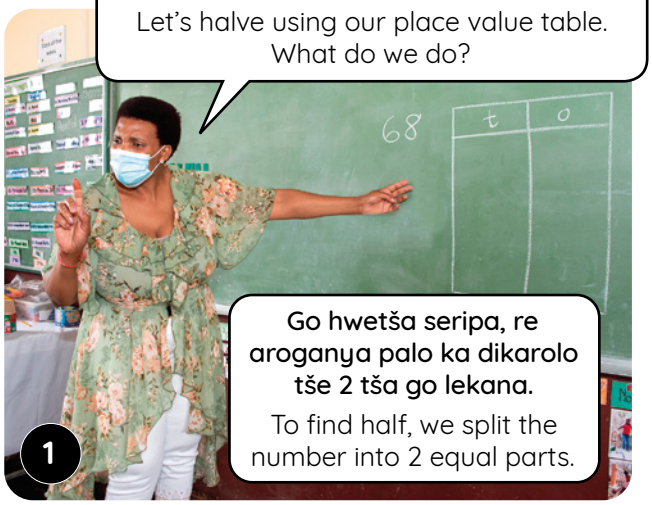
	t	o
+		

	t	o
+		

Halving

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



A re aroleng ka bogare re šomiša tafola ya rena ya kemapalo. Na re dira eng?
Let's halve using our place value table. What do we do?

Go hwetša seripa, re aroganya palo ka dikarolo tše 2 tša go lekana.
To find half, we split the number into 2 equal parts.

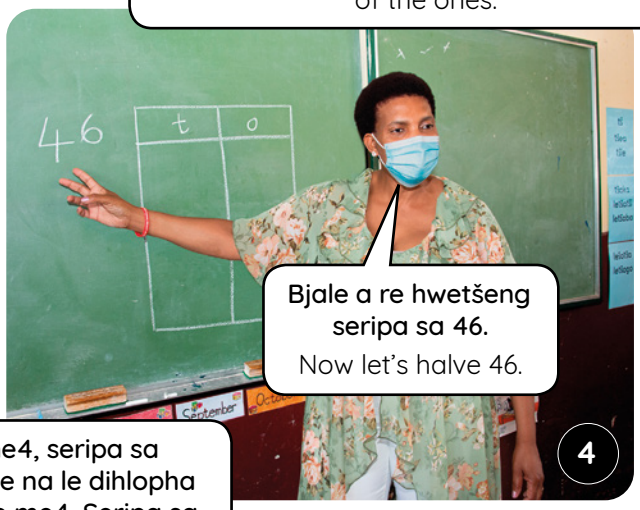
1

2

Ka 68, ke bea masome a 6 mo le metšo ye 8 mola. Go hwetša seripa, ke swanetše go hwetša seripa sa masome le seripa sa metšo.
For 68, I put 6 tens here and 8 ones there. To find half, I must find half of the tens and half of the ones.

3

Seripa sa metšo ye 8 ke metšo ye me4, seripa sa masome a 6 ke masome a ma3. Bjale ke na le dihlopha tše pedi tša masome a ma3 le metšo ye me4. Seripa sa 68 ke 34.
Half of 8 ones is 4 ones, and half of 6 tens is 3 tens. Now I have two groups of 3 tens and 4 ones. Half of 68 is 34.



Bjale a re hwetšeng seripa sa 46.
Now let's halve 46.

4

Efa barutwana menyetla ye mentši ya go rarolla marara a go pedifatša ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Ba hlohleletše gore ba bone gore ge ba e na le seripa sa palo, ba swanetše go hlahlamolla palo ka dikarolo tše pedi tša go lekana.

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

Go ripa ka bogare

BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Go ripa ka bogare
Halving

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

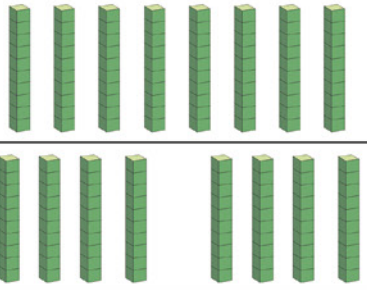
PAPADI
GAME

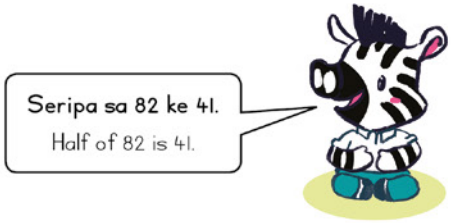
KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

82 e swana le 80 le 2. Nka hwetša seripa sa 82 ka go hwetša seripa sa 80 le seripa sa 2.

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

masome tens	metšo ones
	
Seripa sa masome a 8 ke masome a ma4. Half of 8 tens is 4 tens.	Seripa sa metšo ye me2 ke motšo o l. Half of 2 ones is l one.



1 Hwetša seripa sa palo ye nngwe le ye nngwe ka go šomiša diploko tša gago.

Find half of each number using your blocks.

28	14	64		42	
86		48		66	

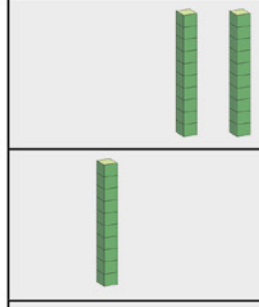
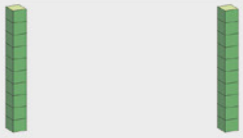
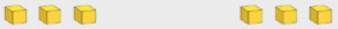
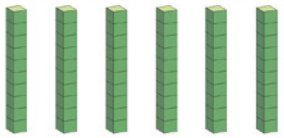
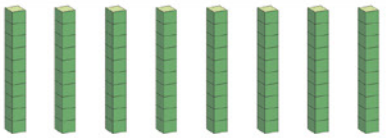
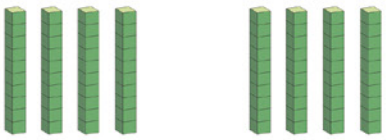
2

Seripa sa 22 Half of 22		Seripa sa 60 Half of 60	
Seripa sa 46 Half of 46		Seripa sa 82 Half of 82	

44

Halving

3

masome tens	metšo ones
	
	
Seripa sa 26 ke 13. Half of 26 is 13.	
	
	
Seripa sa 64 ke _____. Half of 64 is _____.	
	
	
Seripa sa 82 ke _____. Half of 82 is _____.	

Šomiša diploko tša gago go hwetša seripa.

Use your blocks to find half.

Go hwetša seripa, hwetša seripa sa masome le seripa sa metšo.

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

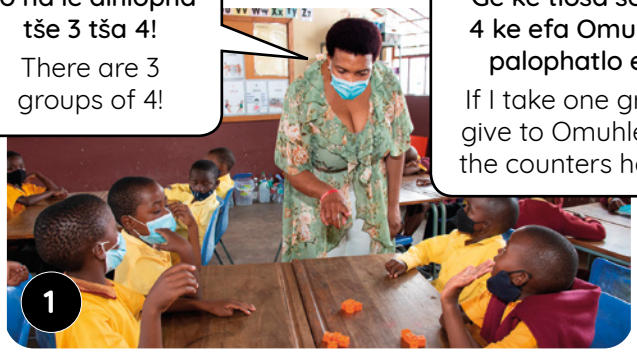
4

Seripa sa 64 Half of 64		Seripa sa 50 Half of 50	
Seripa sa 80 Half of 80		Seripa sa 86 Half of 86	

Dipalophatlo

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Efa barutwana nako ya go bolela ka go beakanya dibaledi ka dikarolo tša dipalophatlo. Hlohleletša barutwana go elelwa gore dipalophatlo di ka dirwa ka dihlopha tša palo (bogolo) bja go lekana e se feela dikarolo tša bogolo bja go lekana.

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

Fractions

BEKE • WEEK 5

LETŠATŠI 3 • DAY 3

Dipalophatlo
Fractions

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

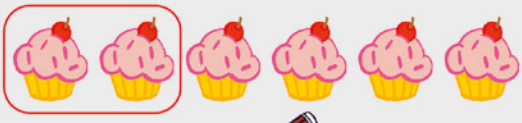
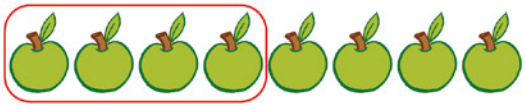
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Swaya lepokisi o bontšhe gore ke palophatlo efe yeo e thaletšwego ka sediko.

Tick the box to show what fraction has been circled.

	tee tharong one third	✓	seripa se tee one half		seripa se tee one half		tee hlanong one fifth
	kotara e tee one quarter		tee tharong one third		seripa se tee one half		kotara e tee one quarter
	tee tharong one third		seripa se tee one half		kotara e tee one quarter		tee tharong one third
	seripa half		tee tharong one third		tee tharong one third		tee tshelela one sixth
	tee tharong one third		seripa half		seripa half		tee hlanong one fifth

Dipalophatlo

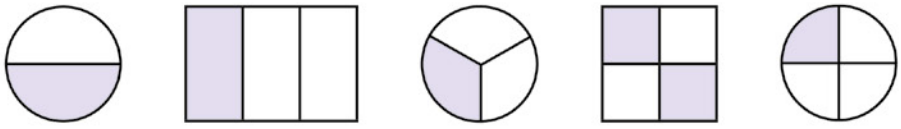
Ge re abela bana ba ba3 ka go lekana, ngwana yo mongwe le yo mongwe o hwetša tee tharong.
When we share equally among 3 children, each child gets one third.

2

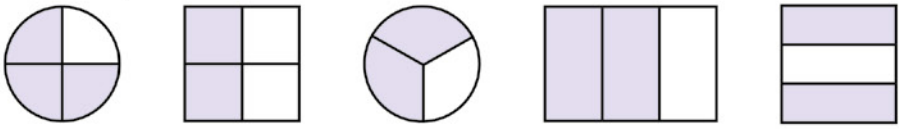
Na ke diripa tše kae tša go lekana?
How many equal parts? ☐

Leina la palophatlo:
Fraction name:

Thala sediko go diswantšho tšeo di bontšhago tee tharong.
Circle the pictures that show one third.



Thala sediko go diswantšho tšeo di bontšhago pedi tharong.
Circle the pictures that show two thirds.



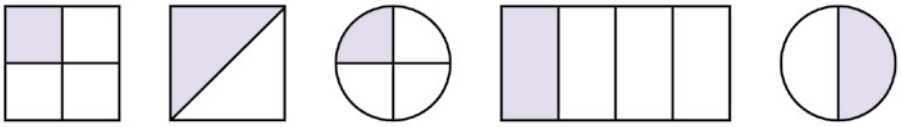
Ge re abela bana ba ba4 ka go lekana, ngwana yo mongwe le yo mongwe o hwetša kotara e tee.
When we share equally among 4 children, each child gets one quarter.

3

Na ke diripa tše kae tša go lekana?
How many equal parts? ☐

Leina la palophatlo:
Fraction name:

Thala sediko go diswantšho tšeo di bontšhago kotara e tee.
Circle the pictures that show one quarter.



4

Na ke diripa tše kae tša go lekana?
How many equal parts? ☐

Leina la palophatlo:
Fraction name:

Dikotara tše nne di swana le selo se tee sa go felela. Na o a bona?
Four quarters is the same as one whole. Can you see?

Fractions

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Bheki o ka gae. O ya sekolong ka maoto, ge a fihla tseleng, o ema ka tlase ga mohlare a ikhutša.
Bheki is at home. He needs to walk to school but on the way, he stops by a tree for a rest.

Na Bheki o sepetše bokgole bjo bo kaakang?
How far has Bheki walked?

Bheki o sepetše seripagare sa leeto go ya sekolong.
Bheki walked halfway to school.

Na o tseba bjang gore Bheki o sepetše seripagare sa leeto?
How do you know Bheki walked halfway?

Na Bheki o sepetše bokgole bjo bo kaakang?
How far has Bheki walked now?

Bheki o sepetše leeto ka moka go ya sekolong.
Bheki walked the whole way to school.

Bokgole bja go tloga gae go ya mohlareng bo swana le bokgole bja go tloga mohlareng go ya sekolong. Seo se ra gore Bheki o sepetše seripa sa leeto.
The distance from the house to the tree is the same as the distance from the tree to the school. That means Bheki walked half the distance.

Efa barutwana menyetla ya go bolela ka dipalophatlo ka go thala maswao godimo ga mothalo go bontšha ya boraro, dikotara, ya bohlano le ya botshelela. Hlohleletša barutwana gore ba bone gore bokgole bja go tloga go leswao la mathomo go ya go la mafelelo e tla ba ya go felela, le gore moo go kgaolantšwego go bontšha dikarolo tša palophatlo.

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

BEKE • WEEK 5

LETŠATŠI 4 • DAY 4

Dipalophatlo
Fractions

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

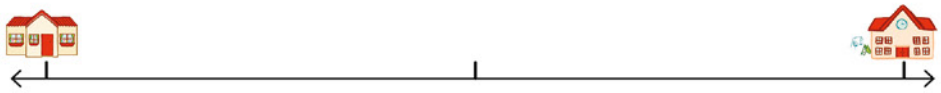
PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

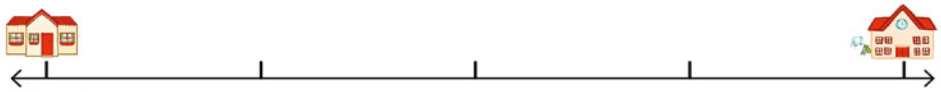
1 Sizwe o a sepela go ya sekolong letšatši le lengwe le le lengwe. Seripa gare sa leeto la go ya sekolong, go na le mohlare. Thala mohlare godimo ga mothalopalo.

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



Ntlo ya gabo mogwera wa gagwe ke kotara e tee go ya moo. Thala sekwere go bontšha ntlo ya gabo mogwera wa gagwe godimo ga mothalopalo.

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

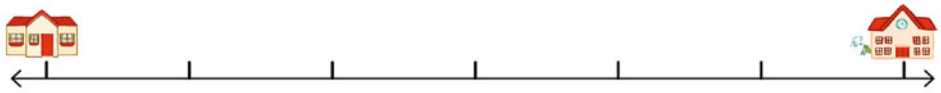


Tee hlanong ya leeto la go ya sekolong, go na le noka. Thala mothalo go bontšha noka godimo ga mothalopalo.

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

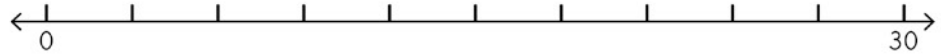
Tee tshelela ya leeto la go ya sekolong, go na le mpša. Thala lerontho go bontšha mpša godimo ga mothalopalo.

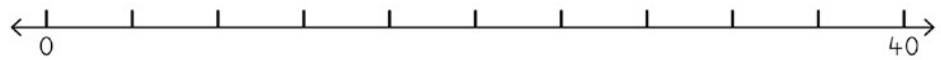
One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.



2 Ngwala palo yeo e lego seripa gare mo methalopalong ye.

Write the number that is halfway along these number lines.

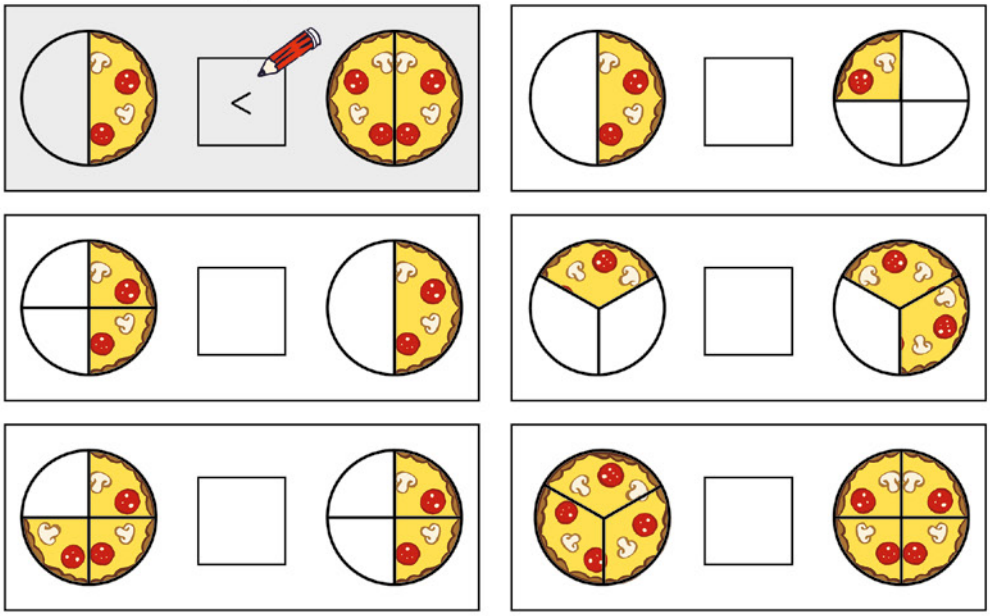




48

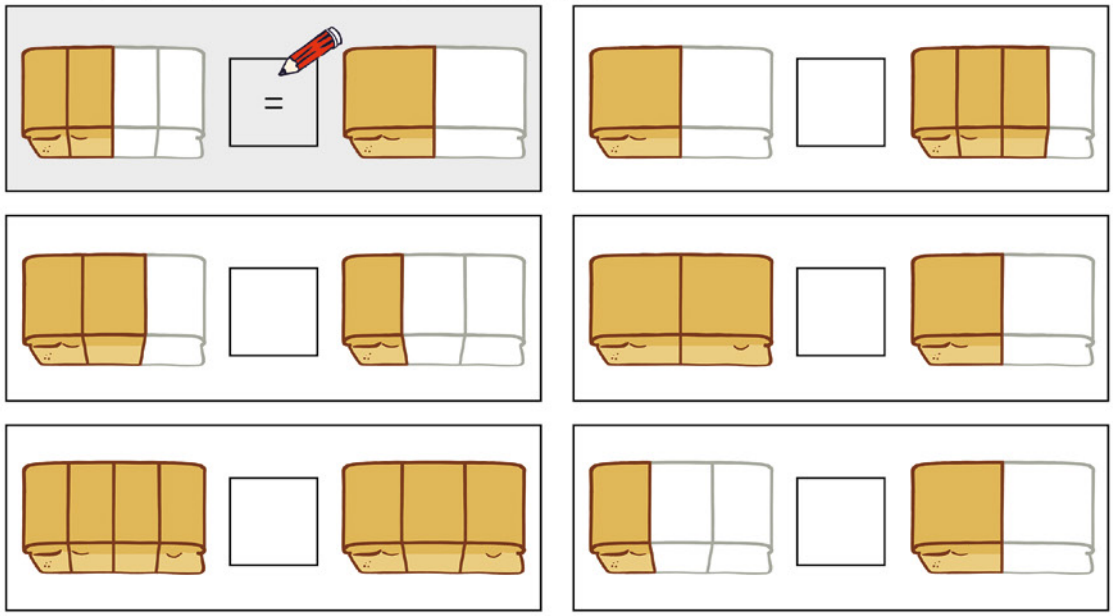
3 Lebelela dikarolo tšeo di khalarilwego tša pizza? Ngwala >, < goba =.

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



4 Lebelela dikarolo tšeo di khalarilwego tša borotho? Ngwala >, < goba =.

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



Bolela le mogwera wa gago ka dikarolo tša palophatlo tšeo o di bonago mo letlakaleng le.

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

Kelo le teefatšo

BEKE • WEEK 5

LETŠATŠI 5 • DAY 5

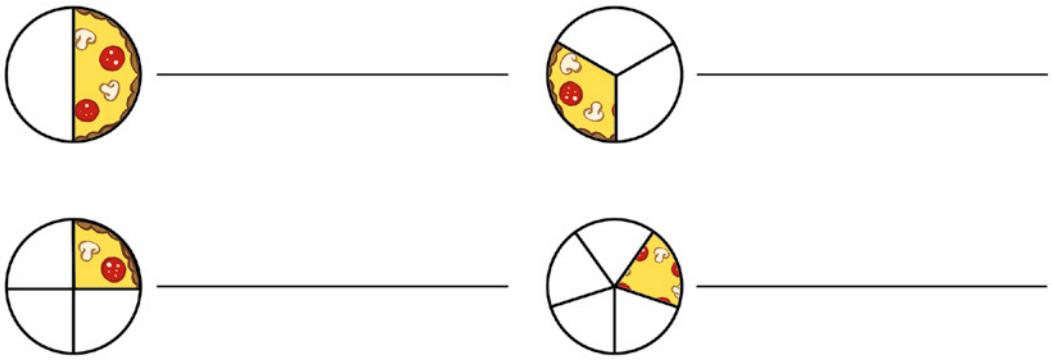
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

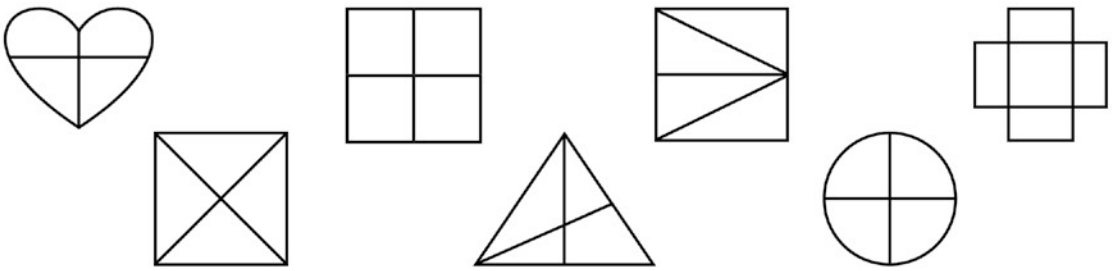
1 Efa leina la palophatlo.

Name the fraction.



2 Thala sediko go diswantšho tšeo di bontšhago dikotara.

Circle the pictures that show quarters.



A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
pedifatša	double
seripa	half
ripa ka bogare	halve
seripa se tee	one half
tee tharong	one third
kotara e tee	one quarter
tee hlanong	one fifth
tee tshelela	one sixth

50

Assessment and consolidation

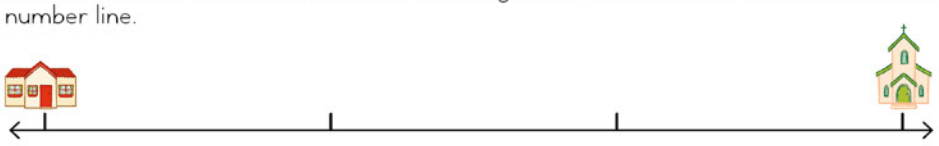
Teefatšo ⁞ Consolidation

1 Sizwe o khutša ka fase ga mohlare tee tharong ya leeto la go ya sekolong. Thala mohlare godimo ga mothalopalo.

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

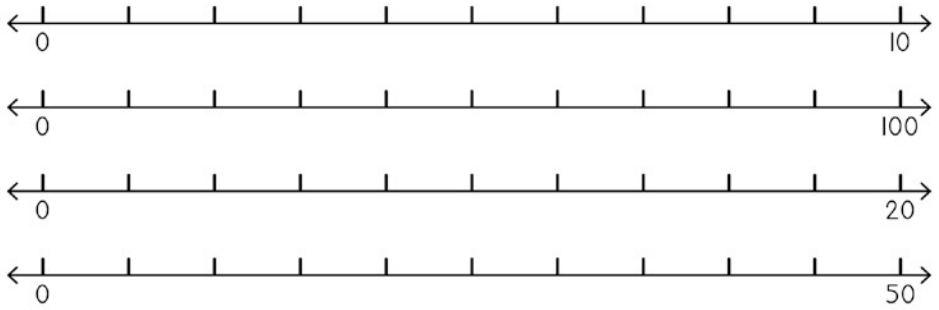
2 Buhle o kopana le mogwera wa gagwe pedi tharong ya leeto la go ya kerekeng. Thala sefahlego sa mogwera wa gagwe godimo ga mothalopalo.

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



3 Ngwala palo yeo e lego seripa gare mo methalopalong ye.

Write the number that is halfway along these number lines.



4 Pedifatša palo. Šomiša diploko tša gago.

Double the number. Use your blocks.

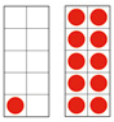
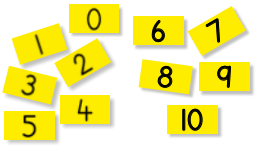
24		13		41	
34		20		32	

5 Šomiša diploko tša gago go hwetša seripa.

Find half using your blocks.

26		88		42	
60		84		18	

Mothamo

	Didirišwa	
Mmetse wa hlogo: Dira 20 ka go šomiša dikarata	*Dikarata tša marontho tša morutiši*	   
Papadi: *1, 2, 3 bontšha – go hlakantšha*	*Dikarata tša dipalo 0-20 tša morutwana*	

Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go ela mothamo	Puku ya Mešomo ya Morutwana, dikomiki, mapotlelo, lelepola, meetse
2	Naganela o be o bapetše mothamo	Puku ya Mešomo ya Morutwana, mapotlelo a go se le selo (a mantši), meetse
3	Go šoma ka mothamo	Puku ya Mešomo ya Morutwana, mapotlelo a go se le selo (dilitere tše 10, 5, 2, 1)
4	Go naganela le go ela mothamo	Puku ya Mešomo ya Morutwana, dinkgo tša go ela, mapotlelo a go se be le selo, meetse
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
naganela, ela, bapetša, hlaola le go rekhota mothalo o šomiša dilo tša go se be molaong tša go ela bjale ka karolo ya kelo yeo e sego ya semmušo.	
naganela, ela, bapetša, hlaola le go rekhota mothalo o šomiša dilitere bjale ka yuniti yeo e tlwaelegilego ya mothamo.	

Kelo

Kelo ya go ngwalwa: Mothamo

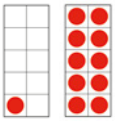
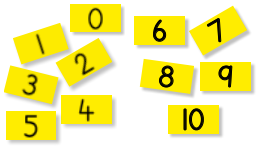
Rekhota moputso godimo ga palomoka ya 8 letlakaleng la meputso la kotara.

Kelo ya bomolomo le tirišo

Lebelela barutwana go ela bokgoni bja bona bja go šomiša polelo ya mothamo, go naganela, ela, bapetša le go rekhota mothamo.	Moputso 6		
Lenaneo: nepagetše/fošagetše/nyakile a	✓	✗	●
O kgona go fa tlhalošo ya lereo la mothamo a šomiša mohlala.			
O kgona go naganela mothamo wa setšhelo ka dikomiki/dilitere.			
O kgona go ela mothamo wa setšhelo ka dikomiki/dilitere.			
O kgona go rekhota mothamo wa setšhelo ka dikomiki/dilitere.			
O kgona go bapetša mothamo wa setšhelo ka dikomiki/dilitere.			
O kgona go hlaola ditšhelo go ya ka mothamo (wo monnyane go ya go wo montši).			

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

Capacity

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

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

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

Assessment

Written assessment: Capacity

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

Oral and practical assessment

Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity.	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to explain the meaning of the term capacity using an example			
Able to estimate the capacity of a container in cups/litres			
Able to measure the capacity of a container in cups/liters			
Able to record the capacity of a container in cups/liters			
Able to compare containers according to capacity – more/less than			
Able to order containers according to capacity (least to most)			

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

Mothamo

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re teefatša tsebo ya ditlemagano tša 20 re šomiša dikarata tša marontho. Barutwana ba swanetše go bona 10 ka go tlatša diforeimi tša lesome ka dikarata tšeo di gatišitšwego tša marontho ke moka ba dire 20. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemago tša lesome le ditswalano tša go hlakantša.

Vidiyo ya papadi

Mo papading ya bekeng ye, barutwana ba itlwaetša go hlakantša dipalo tše pedi. Nepo ke go hlakantša dipalo ka lebelo le go godiša dintlha tša bona tša palo tša go gopola. Se se tla ba thuša go rarolla marara ka nepagalo.

Vidiyo ya go godiša kgopolo

Bekeng ye re tla tsepelela ga go šoma ka diyuniti tšeo di sego molaong gore re kgone go gopola boleng bja go šomiša diyuniti go ela mothamo. Ge barutwana ba gopola bothata bja go šomiša diyuniti tša go fapafapana go ela mothamo, re ka fetela pele ra tsebiša yuniti ya semmušo ya litere. Barutwana ba swanetše go kgona go bala dikelo tšeo di filwego ka dilitere, ba be ba kwešiše seo ba se emelago. Re tla tsepelela ga:

- go naganela, ela, bapetša, hlaola le go rekhota mothalo o šomiša dilo tša go se be molaong tša go ela bjale ka karolo ya kelo yeo e sego ya semmušo.
- go naganela, ela, bapetša, hlaola le go rekhota mothalo o šomiša dilitere bjale ka yuniti yeo e tlwaelegilego ya mothamo.

Seo o ka se lebelelago mo bekeng ye

- Yuniti yeo e sego molaong ke selo seo se sa tlwaelegago go šomišwa go ela ka sona. Go fa mohlala, ge o šomiša malepola goba mapotlelo a dijamo go ela mothamo wa lepotlelo goba nkgo. Re thoma ka yuniti yeo e sego molaong bjale ka ge barutwana ba kgona go e kwešiša le gona e hwetšagala ka bokgauswi.
- Go bohlokwa go fa barutwana nako ya go utolla le go lemoga bohlokwa bja go šomiša diyuniti tšeo di lego molaong. Re šomiša diyuniti tšeo di lego molaong bjale ka ge re nyaka go ba le mokgwa wa go ela woo o fago dipoelo tša go swana nako le nako ge o šomišwa.
- Thuša barutwana go tseba lereo la mothamo – palo yeo setšhelo se ka rwalago ge se tletše.
- Go bohlokwa gore o fe barutwana sebaka sa go šoma ka ditšhelo ka bobona goba gore o ka laetša mešongwana ya tirišo mo pele ga phaposi (le barutwana ba tšea karolo ge go kgonega). Gopola, barutwana ba Sehlopha sa Motheo ba ithuta bokaone ge ba tšea karolo ka mafolofolo.
- Tlotlontšu ye bohlokwa: **ntši go feta**, **nnyane go**, **mothamo**, **litere**, **tletše**, **go se be le selo**.

Capacity

Mental Maths video

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

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

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

What to look out for this week

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

Go ela mothamo

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

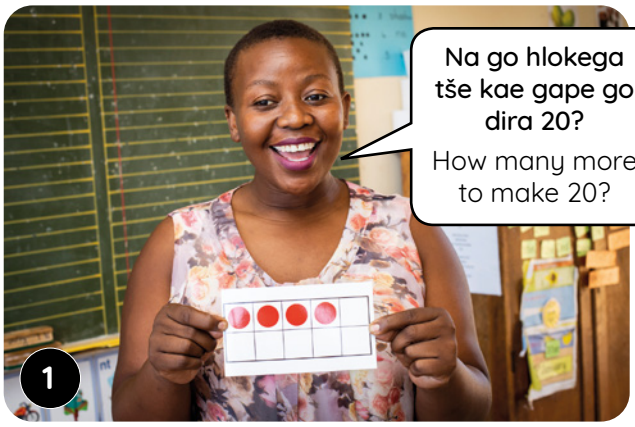
MMETSE WA HLOGO | MENTAL MATHS

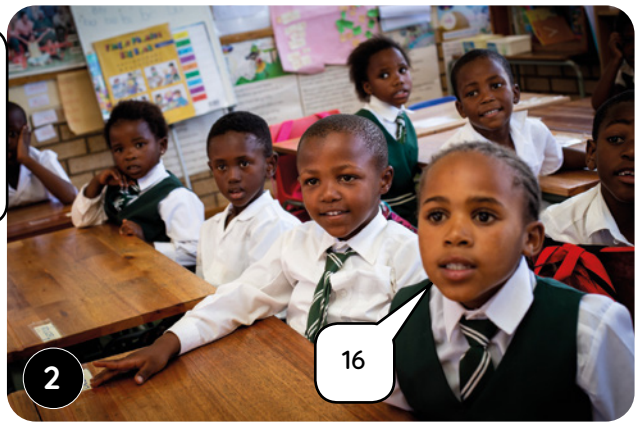
Barutwana ba tla šomiša dikarata tša marontho go bona gore go hlokega tše kae gape go dira 20.

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

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.





Measuring capacity

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

89 = _____ + _____

56 = _____ + _____

38 = _____ + _____

79 = _____ + _____

27 = _____ + _____

43 = _____ + _____

68 = _____ + _____

83 = _____ + _____

38 = _____ + _____

56 = _____ + _____

Letšatši 2 Day 2

Feleletša mafokopalo. Ngwala mal0 le bol.
Complete the number sentences. Write the 10s and 1s.

29 = _____ + _____

92 = _____ + _____

37 = _____ + _____

55 = _____ + _____

81 = _____ + _____

26 = _____ + _____

65 = _____ + _____

58 = _____ + _____

83 = _____ + _____

35 = _____ + _____

Letšatši 3 Day 3

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

19

68

81

52

26

33

74

48

96

15

Letšatši 4 Day 4

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

68

39

81

43

92

27

54

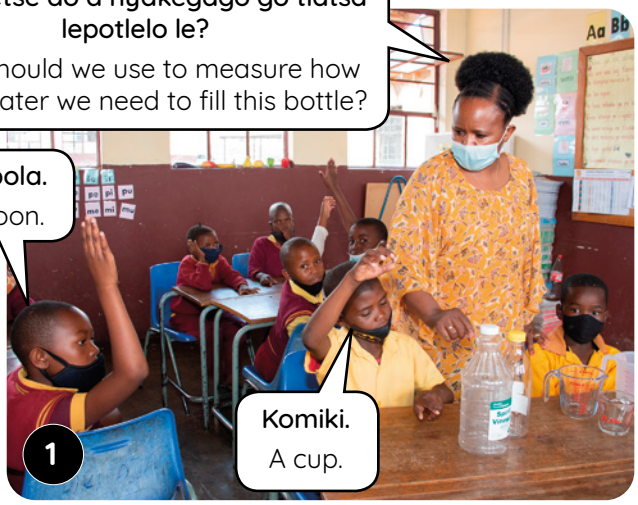
86

75

38

Go ela mothamo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ke re ke dikomiki tše 8 ka lebaka la gore ye ke ye kgolo gabedi.
I say 8 cups because it is twice as big.

Efa barutwana menyetla ye mentši ya go thoma ka go naganela ke moka ba ele mothamo wa mapotlelo, dinkgo le dikomiki. Efa barutwana sebaka sa go dira diteko ka go ela dikomiki tša go fapafapana le go bolela ka dikutollo tša bona. Netefatša gore barutwana ba kwešiša tlhalošo ya lentšu le, naganela.

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

Measuring capacity

BEKE • WEEK 6

LETŠATŠI 1 • DAY 1

Ukulinganisela umthamo
Measuring capacity

MMETSE WA HLOGO (MENTAL MATHS) → DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO (MAKE 20 USING DOT CARDS) → 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.
- Bobedi bja barutwana ba ribolla karata.
  Both learners flip a card.
- Hlakantšha! Tšea karata ge e le gore o e kgonne.
  Add! Keep the cards if you get it right.
- Bušeletšang!
  Go again!

komiki e 1
1 cup

dikomiki tše 2
2 cups

dikomiki tše 4
4 cups

Litere e 1 e lekana le dikomiki tše 4.
1 litre is the same as 4 cups.

1 Ekaba setšhelo se rwala go feta goba ga nnyane go feta litere e 1? Thala sediko go karabo yeo e nepagetšego.
Does the container hold more or less than 1 litre? Circle the correct answer.

ntši (more)	nnyane (less)

ntši (more)	nnyane (less)

52

Go ela mothamo

2 Na o hloka dikomiki tše kae gore o tlatše lepotlelo le lengwe le le lengwe?

How many cups do you need to fill each bottle?

Ge o akanya o naganela gore boleng e tla ba eng. Kakanyo e swanetše go ba kgauswi le karabo ya maleba gore e be kakanyo yeo e lokilego.

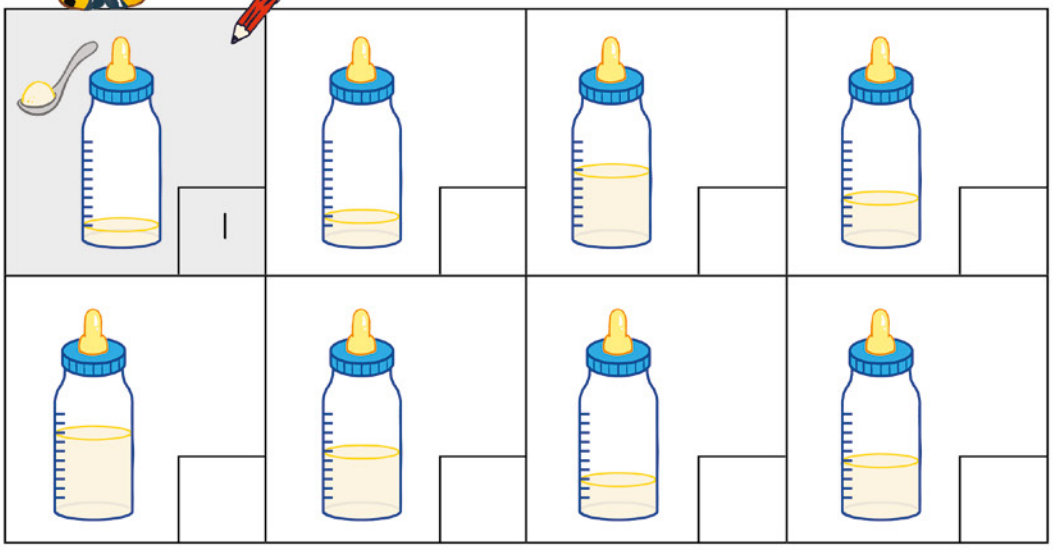
When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.

	kakanyo estimation	kelo measurement
	4	4
		
		

Lelepola le tee la meetse le tlatša lepotlelo le go fihla morumong wa mathomo. Na go tšhetšwe malepola a makae a meetse go tlatša lepotlelo?

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

3



Estimate and compare capacity

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

→ PAPADI
GAME

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CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o lemoga eng ka ditšhelo tše?
What do you notice about the containers?

Mapotlelo a a rwala mothamo wa go fapafapana wa meetse. Mothamo wa mapotlelo o ngwetšwe mo go wona. Lepotlelo le le rwala litere e tee.
These bottles hold different amounts of water. The capacity of the bottles is written on them. That bottle holds one litre.

Ditšhelo ke tša bogolo bja go fapafapana.
The containers are different sizes.

1

2

Na o nagana gore ditšhelo tše pedi tše di na le mothamo wa go lekana?
Do you think these two containers hold the same amount?

3

Ke nagana gore se rwala gannyane ka lebaka la gore ke se se kopana.
I think it holds less because it is shorter.

A re lekeng re bone. Di rwala mothamo wa go swana!
Let's test it to see. They hold the same amount!

4

Hlohleletša barutwana ba nagane ka (naganele) gore na ditšhelo di ka rwala ga kaakang le go bapetša mothamo woo di ka o rwalago. Ba swanetše ba lemoge gore ditšhelo tša dibopego tša go fapafapana di ka rwala mothamo wa go lekana wa meetse. Ba šomiša meetse go leka phapano ya mothomo wa ditšhelo tša go fapafapana.

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

Naganela o be o bapetše mothamo

BEKE • WEEK 6

LETŠATŠI 2 • DAY 2

Naganela o be o bapetše mothamo
Estimate and compare capacity

MMETSE WA HLOGO (MENTAL MATHS) | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO (MAKE 20 USING DOT CARDS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 mothamo ka dikomiki
capacity in cups

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	ketlele (kettle)	senwelo (mug)	sebjana (bowl)	nkgo (jug)

Kerafo ya diswantšho e bontšha gore setšhelo se sengwe le se sengwe se kgona go rwala dikomiki tše kae.

The pictograph shows how many cups each container can hold.

Bolela le mogwera wa gago ka dipotšišo tše.

Talk to your friends about these questions.

Na ke tše kae tšeo di tlatšago ? 10
How many fill the ?

Na ke tše kae tšeo di tlatšago ? ☐
How many fill the ?

Na ke tše kae tšeo di tlatšago ? ☐
How many fill the ?

Na ke tše kae tšeo di tlatšago ? ☐
How many fill the ?

O laleditše bagwera ba 7 go tla ga geno. Na o ka ba rekela litere e 1 ya juse gore ba nwe, ka lebaka la eng?

You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why?

Mma o reka dilitere tše 2 tša maswi. Go na le batho ba ba3 ka lapeng la gešo. Yo mongwe le yo mongwe wa bona o nwa litere e 1 ya maswi letšatši le lengwe le le lengwe. Ekaba Mma o rekile maswi ao a lekanego?

Mom buys 2 litres of milk. There are 3 people in our family Each of them drinks 1 litre of milk every day. Did Mom buy enough milk?

54

Estimate and compare capacity

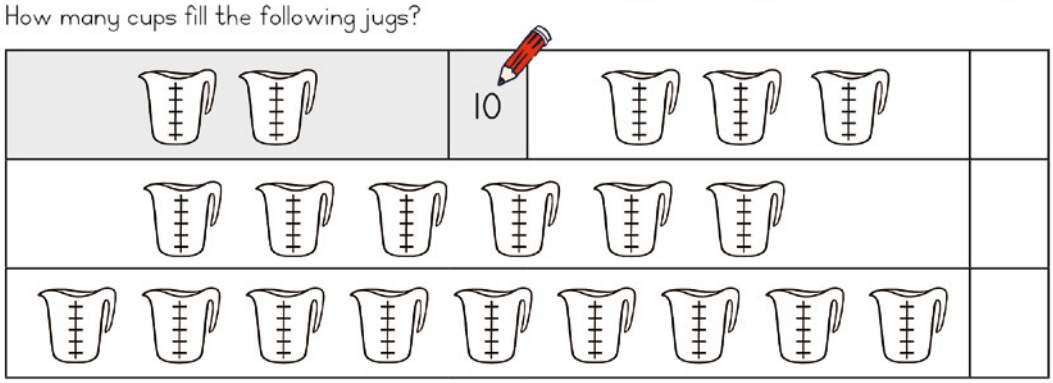
2

Dikomiki tše 5 di tlatša nkgo e tee.

5 cups fill one jug.

Na ke dikomiki tše kae tšeo di tlatšago dinkgo tše di latelago?

How many cups fill the following jugs?



5 × 1 = ___	5 × 4 = ___	5 × 3 = ___	5 × 2 = ___

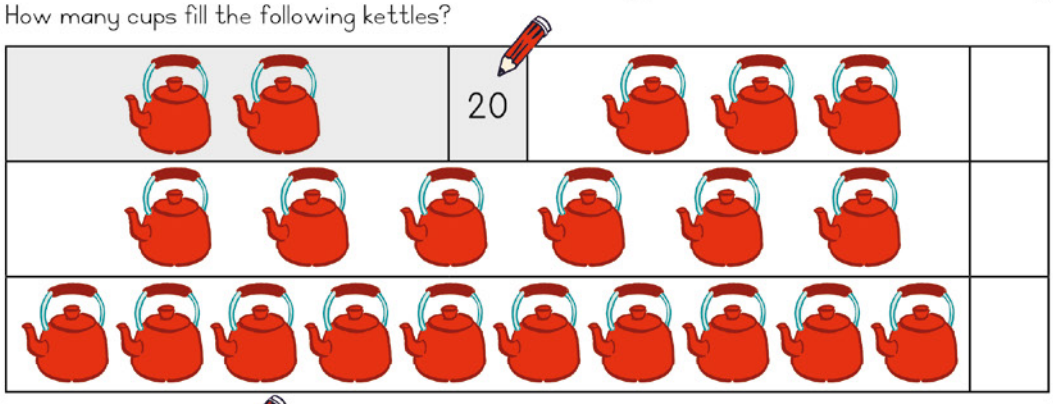
3

Dikomiki tše 10 di tlatša ketlele e tee.

10 cups fill one kettle.

Na ke dikomiki tše kae tšeo di tlatšago diketlele tše di latelago?

How many cups fill the following kettles?



10 × 1 = 10	10 × 3 = ___	10 × 2 = ___	10 × 5 = ___

Go šoma ka mothamo

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
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CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Hlaola ditšhelo tše go tloga ka seo se rwalago gannyane go ya ga seo se rwalago kudu.
Sort these containers from the one that holds the least to the one that holds the most.

Se se rwala kudu gomme sela se rwala gannyane.
This one holds the most and that one holds the least.

Na setšhelo se sengwe le se sengwe se ka rwala dilitere tše kae?
How many litres can each container hold?

1 ℓ, 2 ℓ, 5 ℓ goba 10 ℓ.
1 ℓ, 2 ℓ, 5 ℓ and 10 ℓ.

Na phapano ya mothamo wa ditšhelo tše ke eng?
What is the difference between the capacity of these containers?

O swanetše go ntšha, o šomiše methamo.
5 ℓ – 2 ℓ = 3 ℓ
You need to subtract, using the capacities.
5 ℓ – 2 ℓ = 3 ℓ

Kgetha ditšhelo tša go fapafapana gomme o fe barutwana menyetla ye mentši ya go rarolla marara a go fapafapana a go hlakantšha le go ntšha a go amana le dilitere.

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

Working with capacity

BEKE • WEEK 6

LETŠATŠI 3 • DAY 3

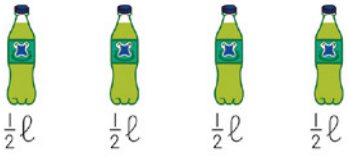
Go šoma ka mothamo
Working with capacity

MMETSE WA HLOGO (MENTAL MATHS) → DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO (MAKE 20 USING DOT CARDS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1

	Na ke mapotlelo a makae? How many bottles?	3
	Na ke dilitere tše kae? How many litres?	3

	Na ke mapotlelo a makae? How many bottles?	
	Na ke dilitere tše kae? How many litres?	

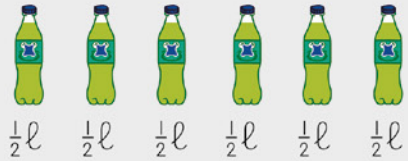
	Na ke mapotlelo a makae? How many bottles?	
	Na ke dilitere tše kae? How many litres?	

2

Mma o reka dilitere tše 2 tša maswi, Tate o reka dilitere tše dingwe tše 5. Na ke dilitere tše kae ge di hlakana ka moka? Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether?	Jabu o reka dilitere tše 2 tša cola gomme Vusi o reka litere e 1. Na ba na le dilitere tše kae tša cola ge di hlakana ka moka? Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola they have together?

Go šoma ka mothamo

3



Na ke mapotlelo a makae? How many bottles?	6
Na ke dilitere tše kae? How many litres?	3

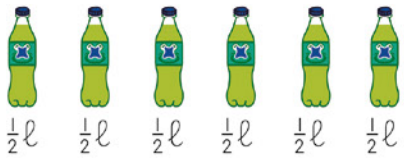
Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	

Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	

Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	

4 Na ke dilitere tše kae ka lepokising le lengwe le le lengwe?
How many litres in each box?

A



B

Ke lefe lepokisi leo le nago le dilitere tše dintši? Which box has more litres?	
Ke tše dintši ka tše kae? How many more?	

Estimating and measuring capacity

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na re ka šomiša bjang nkgo ya go ela gore e re thuše go hwetša mothamo wa setšhelo se sengwe le se sengwe?

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

Nkgo e rwala litere e 1. Re ka e šomiša go ela mothamo wa setšhelo se sengwe le se sengwe.

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

Ekaba o nagana gore lepotlelo le le ka rwala kudu go feta, gannyane goba mothamo wa go lekana wa meetse go swana le litere e 1 ya nkgo?

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

Ke nagana gore le ka rwala gannyane ka lebaka la gore ke lepotlelo le lennyane. A re lekeng!

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

Efa barutwana nako ya go naganela le go ela mothalo wa lepotlelo le lengwe le le lengwe. Ngwala dikakanyo le dikelo ka gare ga tafola. Efa barutwana nako ya go bapetša dikakanyo le diko tša bona le go ba hlohleletša go naganela ka nepagalo ka moo ba ka kgonago.

- **Šomiša dinkgo tša go fapafapana go bapetša dikelo tša go fapafapana.**
- **Hlohleletša barutwana ba bolele ka mokgwa woo mapotlelo a ka bonalago a fapana ka sebopego le bogolo, efela ka nako ye nngwe a ba le mothamo wa go swana.**

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

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

BEKE • WEEK 6

LETŠATŠI 4 • DAY 4

Go naganela le go ela mothamo
Estimating and measuring capacity

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

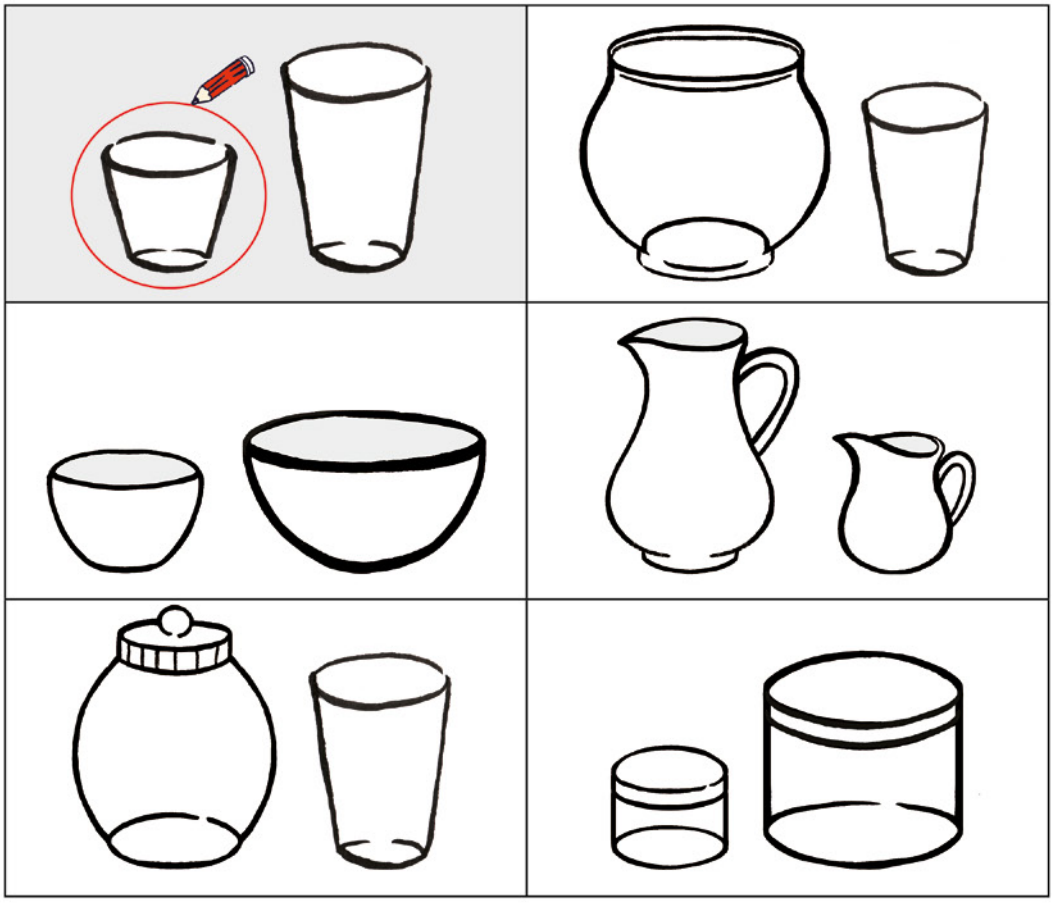
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Thala sediko go setšhelo seo se ka swarago meetse a mannyane.

Circle the container that will hold less water.



2 Jabu o gile meetse a go lekana 3 ℓ pomping. Mmagwe o mo kgopetše gore a ge 10 ℓ. Na o sa swanetšwe ke go ga dilitere tše kae gape?

Jabu has collected 3 ℓ of water from the tap. His mother asked him to collect 10 ℓ. How many more litres must he collect?

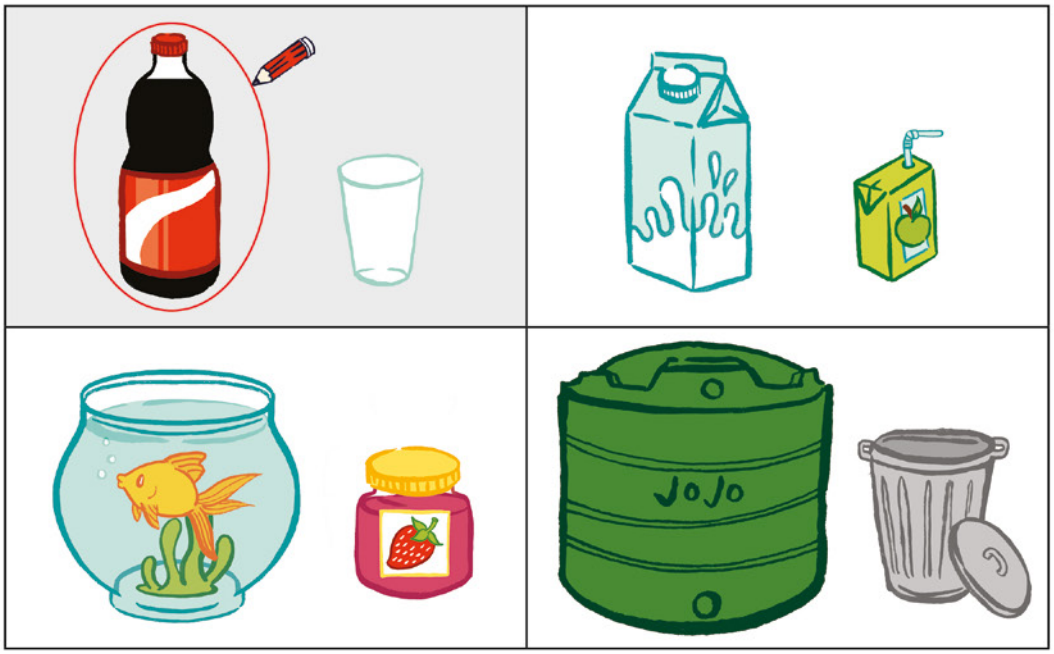
Re re setšhelo seo se ka swarago kudu se na le mothamo wo mogolo.

We say the container that can hold more has a greater capacity

Estimating and measuring capacity

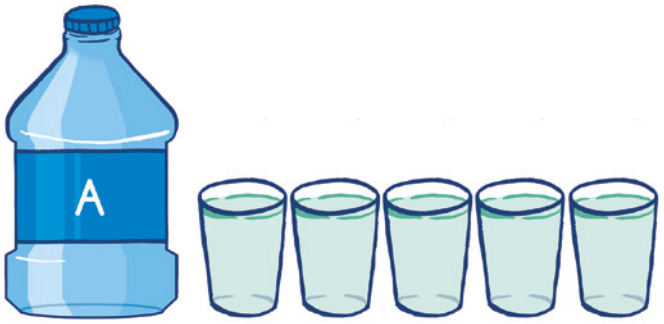
3 Thala sediko go setšhelo seo se ka rwalago meetse a mantši.

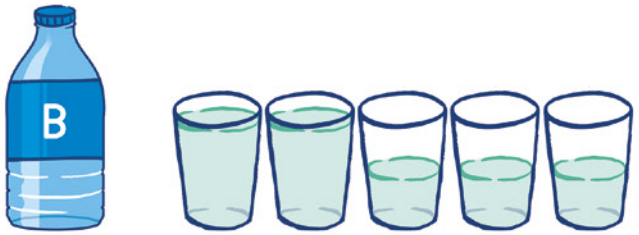
Circle the container that will hold more.



4 Ke sefe setšhelo seo se rwalago kudu?

Which container holds more?





Kelo le teefatšo

BEKE • WEEK 6

LETŠATŠI 5 • DAY 5

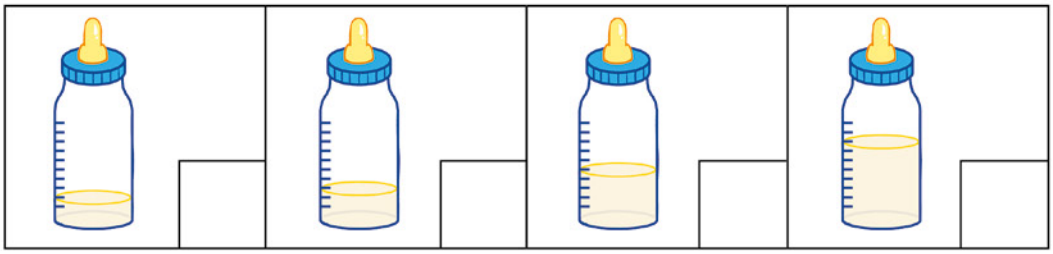
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

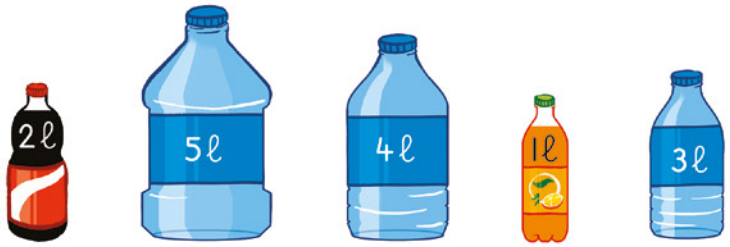
1 Lelepola le tee la meetse le tlatša lepotlelo le go fihla morumong wa mathomo. Na go tšhetšwe malepola a makae a meetse go tlatša lepotlelo?

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



2 Ngwala methamo ye e latelago go tloga ka wo monnyane go ya go wo montši: dilitere tše 2, dilitere tše 5, dilitere tše 4, litere e 1 le dilitere tše 3.

Write the following amounts from the least to the most: 2 litres, 5 litres, 4 litres, 1 litre and 3 litres.



_____ _____ _____ _____ _____

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
mothamo	capacity
Lepotlelo le rwala dikomiki tše 4 tša meetse.	The bottle holds 4 cups of water.
Litere e tee e swana le dikomiki tše 4.	One litre is the same as 4 cups.
Setšhelo se segolo se na le mothamo wo mogolo.	A big container has a large capacity.
Setšhelo se sennyane se na le mothamo wo monnyane.	A small container has a small capacity.

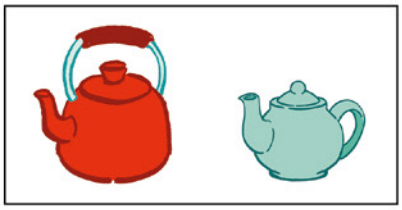
60

Assessment and consolidation

Teefatšo | Consolidation

1 Thala sediko go setšhelo seo se ka rwalago meetse a mannyane.

Circle the container that will hold less.



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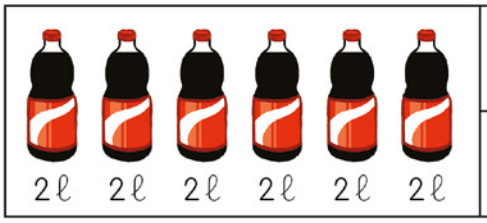
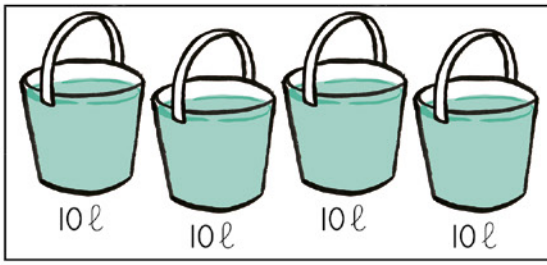
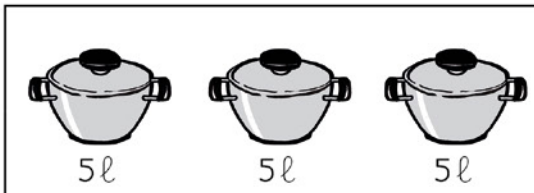


Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	



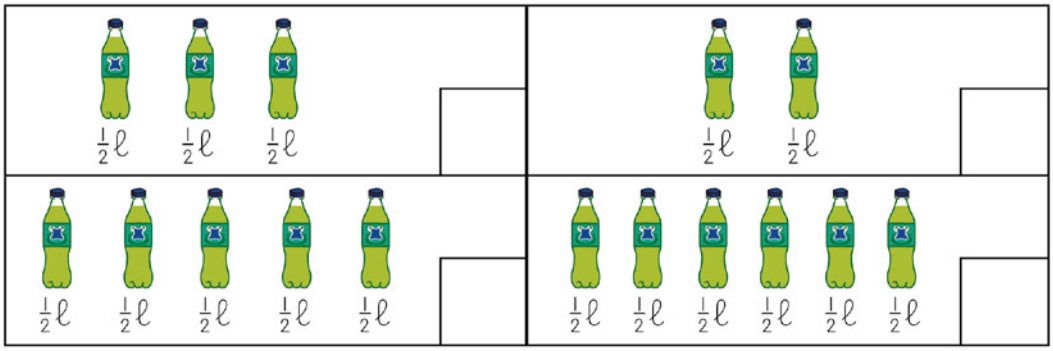
Na ke dipakete tše kae? How many buckets?	
Na ke dilitere tše kae? How many litres?	



Na ke dipitša tše kae? How many pots?	
Na ke dilitere tše kae? How many litres?	

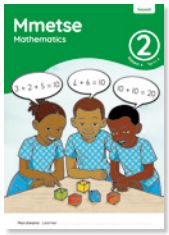
3 Na ke dilitere tše kae?

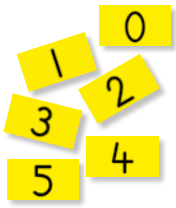
How many litres?

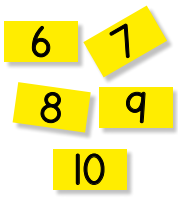


Go hlakantšha le go ntšha

	Didirišwa
Mmetse wa Hlogo: Mpontšhe palo!	dipoloko tša sehlopha sa 10 tša morutiši le morutwana
Papadi: *Mmetse wa lebelo ka dikarata – ntšha!*	dikarata tša palo tša *morutwana 0-10*







Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10 tša morutiši le morutwana*
2	Go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10 tša morutiši le morutwana*
3	Go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10 tša morutiši le morutwana*
4	Go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10 tša morutiši le morutwana*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
hlakantšha le go ntšha dipalo go ya goba go tšwa ga dipalo tša mono-pedi ka ntle le go tshela lesome.	
hlakantšha le go ntšha dipalo go ya goba go tšwa ga dipalo tša mono-pedi ka go tshela masome, o šomiša dipoloko tša sehlopha sa lesome.	
lemoga gore mafokopalo ao a šomišitšwego go rarolla marara a ka rekhotwa bjale ka tlhalošo ya thwi ya dikgato tšeo di ka šomišwago go rarolla marara (*algorithm*).	

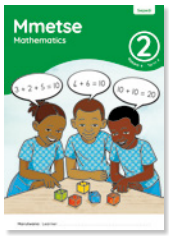
Kelo

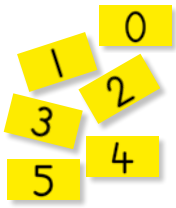
Kelo ya go ngwalwa: Go hlakantšha le go ntšha

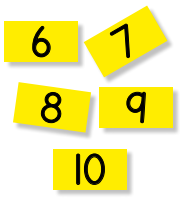
Rekhota moputso godimo ga palomoka ya 18 letlakaleng la meputso la kotara.

Addition and subtraction

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





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

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

Assessment

Written assessment: Addition and subtraction

Record a mark out of 18 in the term mark sheet.

Go hlakantšha le go ntšha

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga go lemoga ma10 le bo1 go dipalo tša mono-2. Morutiši o tla bontšha barutwana ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10, gomme barutwana ba tla bitša palo. Tsela ye nngwe e ka ba go bitša palo ke moka wa dumelela barutwana gore ba bontšhe ma10 le bo1 ka dipoloko tša bona tša sehlopha sa 10.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya, *Mmetse wa lebelo ka dikarata – ntšha!* Barutwana ba tla itlwaetša go rarolla marara ka lebelo ka go gopola dintlha tša palo. Barutwana ba swanetše go ntšha go tšwa gao palo ya go fapana tšatši ka tšatši (50, 60, 70 le 80). Go bohlokwa gore barutwana ba kgone go rarolla marara a bonolo ka nepagalo gore ba fe motheo woo o tiilego wa marara a bothata nakong yeo e tlago.

Vidiyo ya go godiša kgopolo

Barutwana ba tla rarolla marara a go hlakantšha le go ntšha ba šomiša dipoloko tša sehlopha sa 10. Barutwana ba tla teefatša kwešišo ya bona ya marara ao a sa tshelego lesome, pele ba leka marara ao a a tshelago lesome. Barutwana ba tla itlwaetša go rarolla marara ka go hlakantšha le go ntšha ma10 le bo1, gore ba kgone go šoma ka lebelo le ka nepagalo. Mošomong wa rena wa go ntšha, re tla tsepelela ga:

- go hlakantšha le go ntšha dipalo tše pedi tša mono-pedi go ya goba go tšwa ga dipalo tša mono-pedi ka ntle le (gape le) go tshela masome, ka go šomiša dipoloko tša sehlopha sa lesome.
- go lemoga gore mafokopalo ao a šomišitšwego go rarolla marara a ka rekhotwa bjale ka tlhalošo ya thwi ya dikgato tšeo di ka šomišwago go rarolla marara (*algorithm*).

Seo o ka se lebelelago mo bekeng ye

- Dipoloko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya dipoloko tše e thuša barutwana go bona dipalelo. Hlohleletša poledišano magareng ga barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego dipoloko ge ba hlakantšha goba ba ntšha ka go šomiša ma10 le bo1. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse. Barutwana ba swanetše go kgona go hlakantšha le go ntšha ka go lokologa ntle le go tshela 10. Hlohleletša barutwana go šoma ka dipoloko gore ba kwešiše gore ba tshela bjang lesome.
- Tlotlontšu ye bohlokwa: **masome**, **metšo**, **go hlakantšha**, **go ntšha**.

Addition and subtraction

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

Go hlakantšha le go ntšha

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

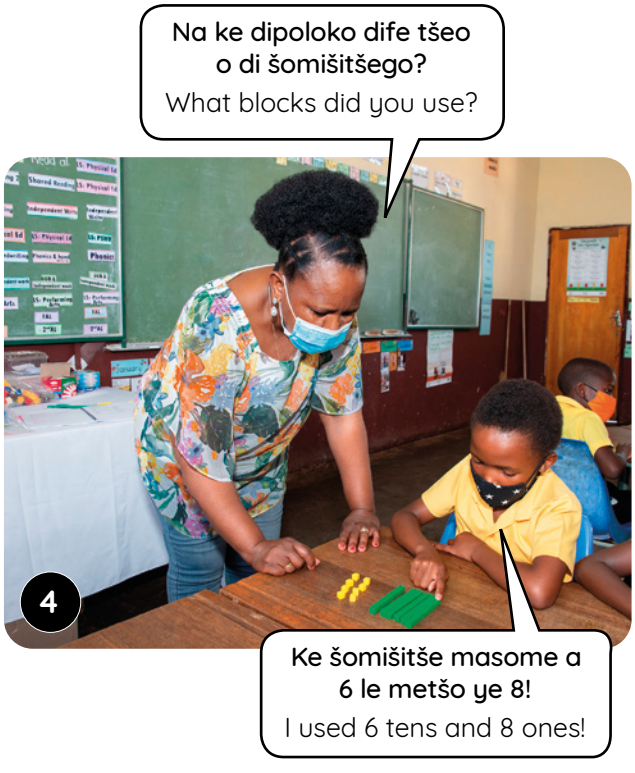
MMETSE WA HLOGO | MENTAL MATHS

Šomiša dipoloko tša sehlopha sa 10 o dire dipalo le go bolela ka ma10 le bo1.

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



Addition and subtraction

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Rarolla ka go šomiša dipoloko.
Solve using blocks.

43 + 46 = _____

55 + 24 = _____

61 + 34 = _____

43 + 15 = _____

12 + 54 = _____

65 – 24 = _____

75 – 41 = _____

59 – 37 = _____

27 – 14 = _____

95 – 80 = _____

Letšatši 2 Day 2

Rarolla ka go šomiša dipoloko.
Solve using blocks.

51 + 22 = _____

42 + 35 = _____

37 + 52 = _____

62 + 13 = _____

25 + 42 = _____

46 – 35 = _____

39 – 16 = _____

78 - 56 = _____

83 – 62 = _____

55 – 14 = _____

Letšatši 3 Day 3

Rarolla ka go šomiša dipoloko.
Solve using blocks.

43 + 52 = _____

35 + 41 = _____

22 + 65 = _____

54 + 33 = _____

41 + 48 = _____

95 – 81 = _____

46 – 32 = _____

79 – 47 = _____

58 – 26 = _____

65 – 50 = _____

Letšatši 4 Day 4

Rarolla ka go šomiša dipoloko.
Solve using blocks.

61 + 22 = _____

54 + 35 = _____

27 + 42 = _____

32 + 53 = _____

44 + 11 = _____

85 – 61 = _____

69 – 47 = _____

24 - 12 = _____

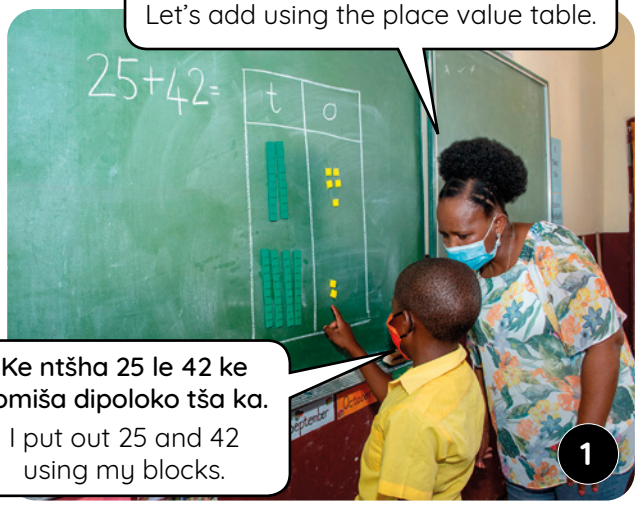
78 – 56 = _____

32 – 21 = _____

Go hlakantšha le go ntšha

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

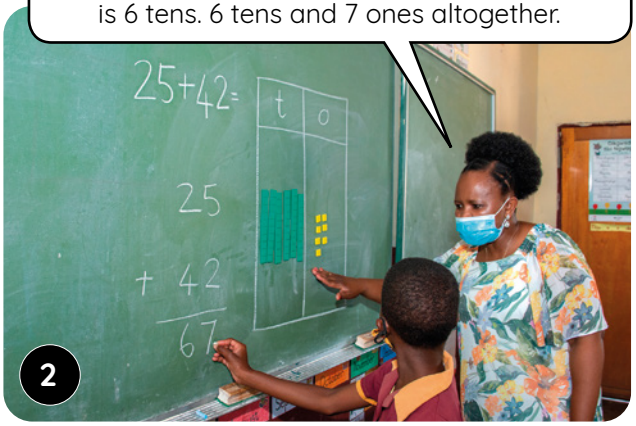
A re hlakantšheng ka go šomiša tafola ya kemapalo.
Let's add using the place value table.



1

Ke ntšha 25 le 42 ke šomiša dipoloko tša ka.
I put out 25 and 42 using my blocks.

Metšo ye me5 hlakantšha le metšo ye me2 ke metšo ye 7. Masome a ma2 hlakantšha le masome a ma4 ke masome a 6. Masome a 6 le metšo ye 7 ka moka ge di hlakana.
5 ones plus 2 ones is 7 ones. 2 tens plus 4 tens is 6 tens. 6 tens and 7 ones altogether.



2

A re ntšheng ka go šomiša tafola ya kemapalo.
Let's subtract using the place value table.

3

Ke swanetše go bea masome a 8 mo le metšo ye 7 mola. Go ntšha 36, ke swanetše go tloša metšo ye 6 le masome a ma3.
I must put 8 tens here and 7 ones there. To subtract 36, I need to take away 6 ones and 3 tens.

4

Ke tloša metšo ye 6 go metšo ye 7. Go šala motšo o 1. Ke tloša masome a ma3 go masome a 8. Ke šalelwa ke masome a ma5. Ke šalelwa ke masome a ma5 le motšo o 1.
I take away 6 ones from the 7 ones. That leaves 1 one. I take away 3 tens from the 8 tens. I am left with 5 tens. I am left with 5 tens and 1 one.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go hlakantšha le go ntšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Bolela le bona ka mokgwa woo tafola ya kemapalo e ba thušago ka gona go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

Addition and subtraction

BEKE • WEEK 7

LETŠATŠI 1 • DAY 1

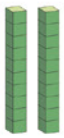
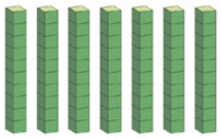
Go hlakantšha le go ntšha
Addition and subtraction

MMETSE WA HLOGO – MENTAL MATHS | MPONTŠHE PALO! – SHOW ME A NUMBER! → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – ntšha
Game: Fast maths with cards – subtract

- 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 tloga ga 50.
  Subtract from 50.
- Bjale leka go ntšha go tloga ga 60, 70 le 80.
  Now try to subtract from 60, 70 and 80.

26 + 71 =

26 e swana le masome a ma2 le metšo ye 6. 26 is the same as 2 tens and 6 ones.		
Bjale a re hlakantšheng 71. Now let's add 71.		
	Go na le masome a 9 ge a hlakana ka moka. There are 9 tens altogether.	Go na le metšo ye 7 ge e hlakana ka moka. There are 7 ones altogether.

	t	o
	2	6
+	7	1
	9	7

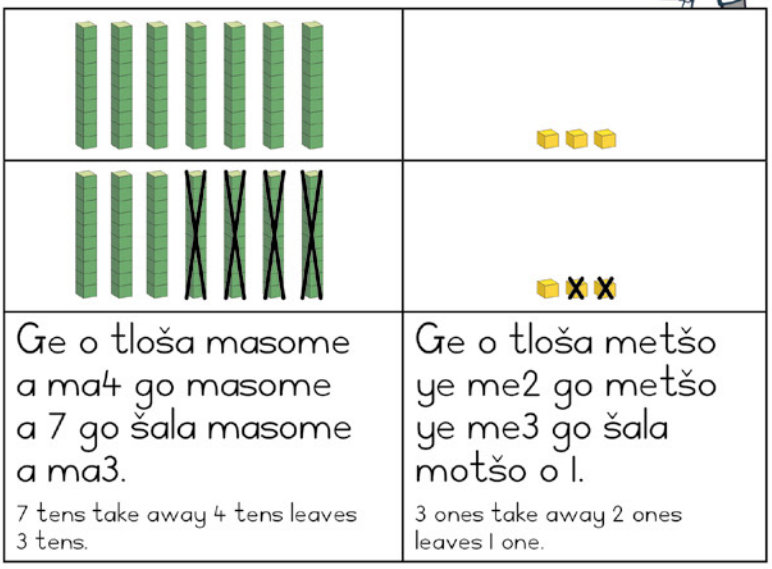
1 Hlakantšha ka go šomiša diploko.
Add using blocks.

18 + 51 = 69	34 + 42 = ____	63 + 25 = ____
75 – 14 = ____	56 – 32 = ____	44 – 23 = ____

62

Go hlakantšha le go ntšha

73 – 42 =



Ge o tloša masome a ma4 go masome a 7 go šala masome a ma3.
7 tens take away 4 tens leaves 3 tens.

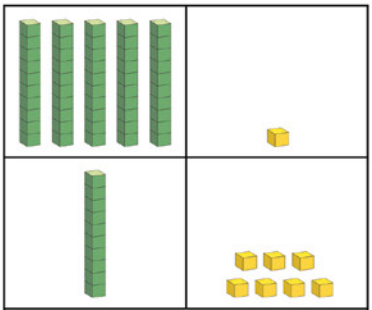
Ge o tloša metšo ye me2 go metšo ye me3 go šala motšo o 1.
3 ones take away 2 ones leaves 1 one.

	t	o
	7	3
–	4	2
	3	1

Go šala 31.
There is 31 left over.

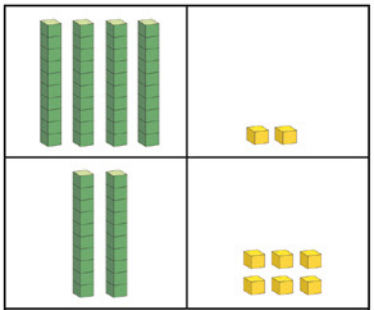
2 Hlakantšha goba o ntšhe.

Add or subtract.



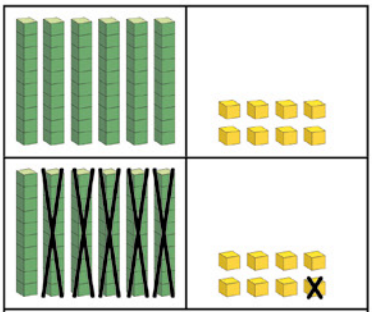
Ke na le ___ e di hlakana ka moka.
I have ___ altogether.

	5	1
+	1	7



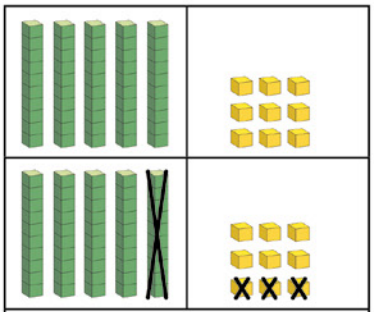
Ke na le ___ e di hlakana ka moka.
I have ___ altogether.

	4	2
+	2	6



Go šetše tše ____.
There is ___ left over.

	6	8
–	5	1



Go šetše tše ____.
There is ___ left over.

	5	9
–	1	3

Addition and subtraction

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re hlakantšheng 32 le 63 ka go šomiša tafola ya kemapalo.
Let's add 32 and 63 using the place value table.

1

Ke bea 32 le 63 ke šomiša dipoloko tša ka.
I put out 32 and 63 using my blocks.

2

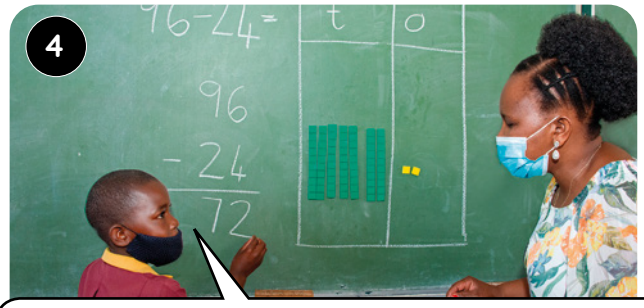
Ge ke hlakantšha metšo, ke hwetša metšo ye me5. Ge ke hlakantšha masome, ke hwetša masome a 9. Ke moka ke hlakantšha masome a 9 le metšo ye me5 ka moka.
When I add the ones, I get 5 ones. When I add the tens, I get 9 tens. Then I add 9 tens and 5 ones altogether.

A re ntšheng ka go šomiša tafola ya kemapalo.
Let's subtract 24 from 96 using the place value table.

3

Ke bea 96 ke moka ka ntšha 24 ke šomiša dipoloko tša ka.
I put out 96 and then I subtract 24 using my blocks.

4



Ge ke tloša metšo ye me4 go metšo ye 6, ke šalelwa ke metšo ye me2. Ge ke tloša masome a ma2 go tšwa go masome a 9, ke šalelwa ke masome a 7. Ke šalelwa ke masome a 7 le metšo ye me2.
If I take away 4 ones from 6 ones, I am left with 2 ones. If I take away 2 tens from the 9 tens, I am left with 7 tens. I am left with 7 tens and 2 ones.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go hlakantšha le go ntšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Bolela le bona ka mokgwa woo tafola ya kemapalo e ba thušago ka gona go rarolla marara ka nepagalo ka go hlopha ma10 le bo1.

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

Go hlakantšha le go ntšha

BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha
Addition and subtraction

MMETSE WA HLOGO
MENTAL MATHS

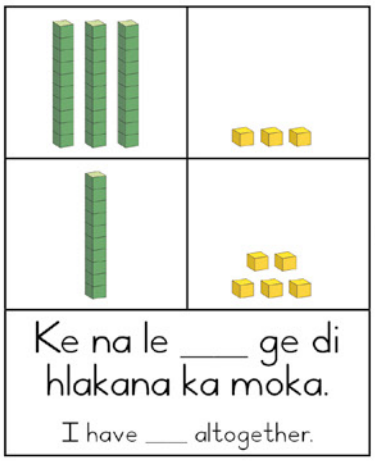
MPONTŠHE PALO!
SHOW ME A NUMBER!

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

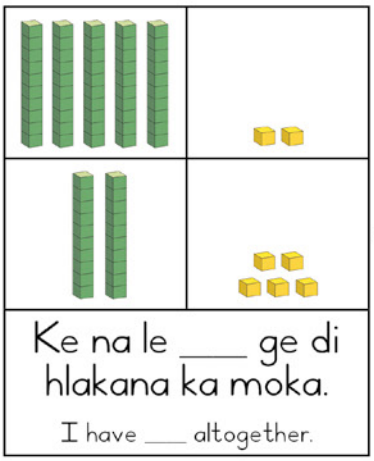
→ MATLAKALATŠHOMELO
WORKSHEETS

1 Hlakantšha.
Add.



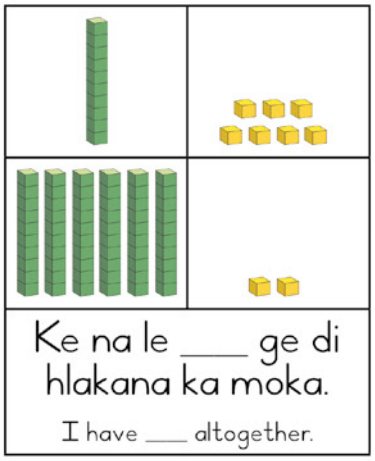
	3	3
+	1	5

Ke na le ____ ge di hlakana ka moka.
I have ____ altogether.



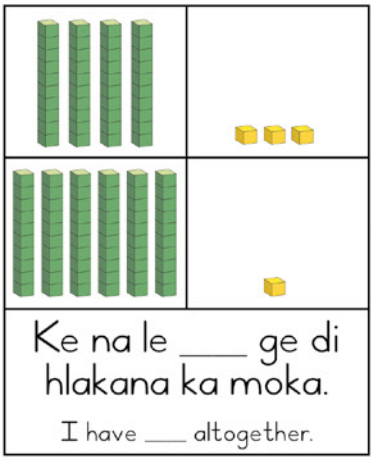
	5	2
+	2	5

Ke na le ____ ge di hlakana ka moka.
I have ____ altogether.



	1	7
+	6	2

Ke na le ____ ge di hlakana ka moka.
I have ____ altogether.



	4	3
+	6	1

Ke na le ____ ge di hlakana ka moka.
I have ____ altogether.

2 Hlakantšha! Šomiša diploko tša gago.
Add! Use your blocks.

Hlakantšha metšo o be o hlakantšhe masome.
Add the ones and add the tens.

24 + 33 = 57	56 + 13 = ____	11 + 47 = ____
36 + 51 = ____	71 + 22 = ____	84 + 15 = ____
14 + 75 = ____	56 + 32 = ____	23 + 44 = ____
52 + 12 = ____	27 + 72 = ____	43 + 33 = ____

64

Addition and subtraction

3 Ntšha.

Subtract.

27 − 11 = 16	Go šetše tše 16. There is 16 left over.	
39 − 17 = 22	Go šetše tše 22. There is 22 left over.	
48 − 21 = ___	Go šetše tše ___. There is ___ left over.	
47 − 14 = ___	Go šetše tše ___. There is ___ left over.	
56 − 35 = ___	Go šetše tše ___. There is ___ left over.	
68 − 47 = ___	Go šetše tše ___. There is ___ left over.	

4 Ntšha! Šomiša diploko tša gago.

Subtract! Use your blocks.

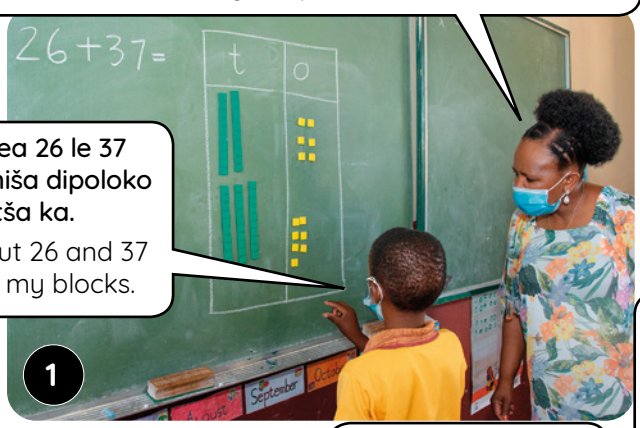
97 − 35 = 62	46 − 15 = ___	84 − 63 = ___

Go hlakantšha ka go tshela 10

MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

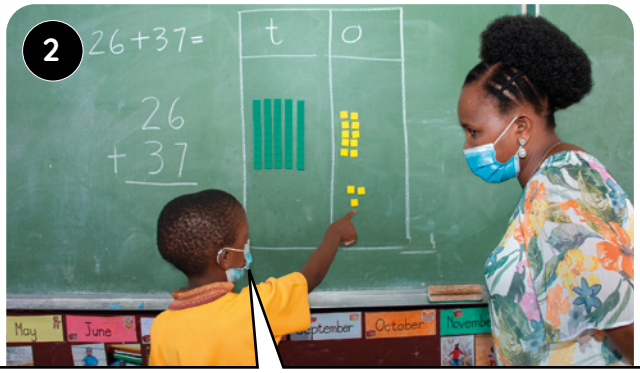
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re hlakantšheng ka go šomiša tafola ya kemapalo.
Let's add using the place value table.



1

Ke bea 26 le 37 ke šomiša dipoloko tša ka.
I put out 26 and 37 using my blocks.



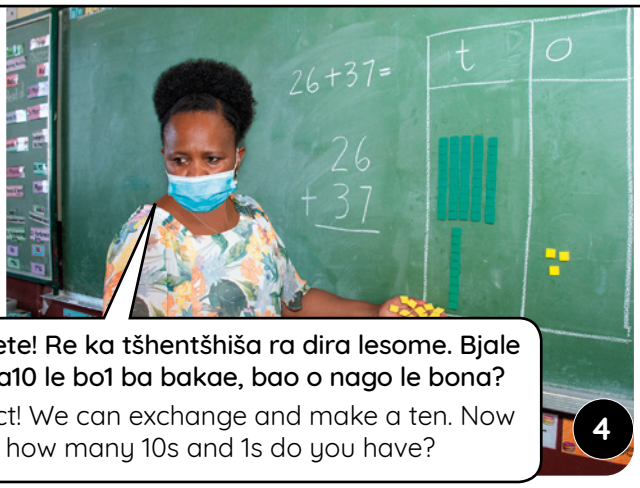
2

Ke hlakantšha metšo ye 6 le metšo ye 7 go hwetša metšo ye 13. Ke hlakantšha masome a ma2 le masome a ma3 go hwetša masome a ma5. Ka gona, ke na le masome a ma5 le metšo ye 13 ka moka ge di hlakana.
I add 6 ones and 7 ones to get 13 ones. I add 2 tens and 3 tens to get 5 tens. So, I have 5 tens and 13 ones altogether.

O tseba eng ka metšo ye 13?
What do you know about 13 ones?

3

Ke na le masome a 6 le metšo ye me3.
13 ones is the same as 1 ten and 3 ones.



4

Ka nnete! Re ka tšhentšhiša ra dira lesome. Bjale ke ma10 le bo1 ba bakae, bao o nago le bona?
Correct! We can exchange and make a ten. Now how many 10s and 1s do you have?

5

Ke na le masome a 6 le metšo ye me3.
I have 6 tens and 3 ones.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go hlakantšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Ba fe menyetla ya go bona gore ge ba tshela lesome ba tla tšhentšhiša metšo ye 10 ka lesome le 1.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using base 10 blocks and a place value table. Provide opportunities for them to see that when bridging the ten they will exchange 10 ones for 1 ten.

Addition bridging 10

BEKE • WEEK 7

LETŠATŠI 3 • DAY 3

Go hlakantšha ka go tshela 10
Addition bridging 10

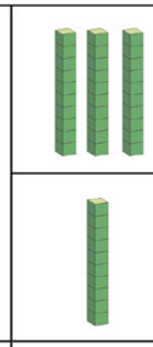
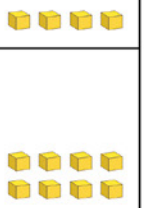
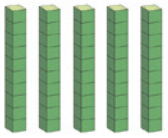
MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO!
SHOW ME A NUMBER!

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

Masome a ma3 le lesome le 1 di dira masome a ma4. 3 tens and 1 ten makes 4 tens.		34 + 18 = Metšo ye me4 le metšo ye 8 e dira metšo ye 12. 4 ones and 8 ones makes 12 ones.	
		Metšo ye 12 = lesome le 1 le metšo ye me2. 12 ones = 1 ten and 2 ones.	
Masome a ma4 le lesome le 1 di dira masome a ma5. 4 tens and 1 ten makes 5 tens.		Metšo ye me2. 2 ones	

t	o
3	4
+ 1	8

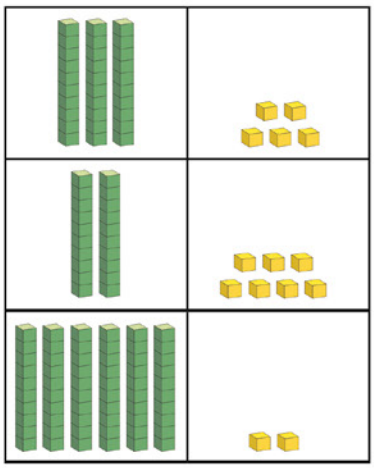
Ge o e na le metšo ya go feta 10, e tšhentšhiše ka lesome.

When you have more than 10 ones, exchange for a ten!

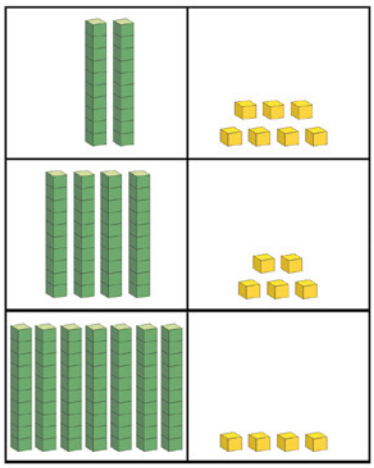
5	2

1 Hlakantšha! Šomiša diploko tša gago.

Add! Use your blocks.



	3	5
+	2	7



	2	9
+	4	5

66

Go hlakantšha ka go tshela 10

67 + 25 =		
Metšo ye 12 = lesome le 1 le metšo ye me2. 12 ones = 1 ten and 2 ones.		
Ka moka. Altogether.		

	t	o
	6	7
+	2	5

	9	2

2 Rarolla ka go šomiša diploko.

Solve using blocks.

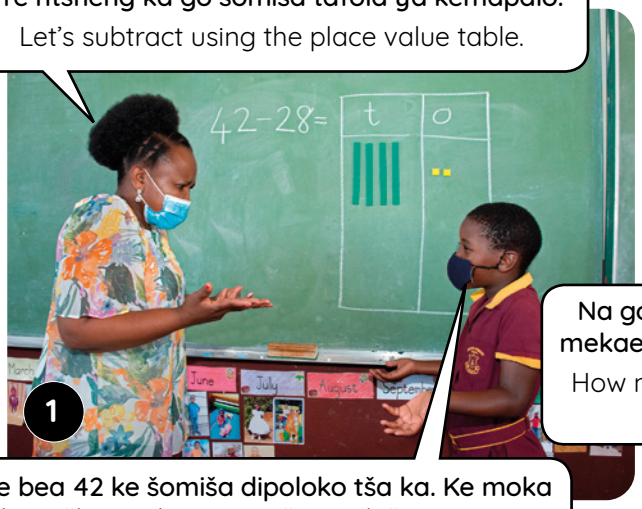
36 + 47 = 83	57 + 35 = ____	78 + 16 = ____
65 + 29 = ____	49 + 16 = ____	28 + 45 = ____
55 + 29 = ____	39 + 26 = ____	76 + 14 = ____
64 + 28 = ____	44 + 18 = ____	82 + 18 = ____

Subtraction bridging 10

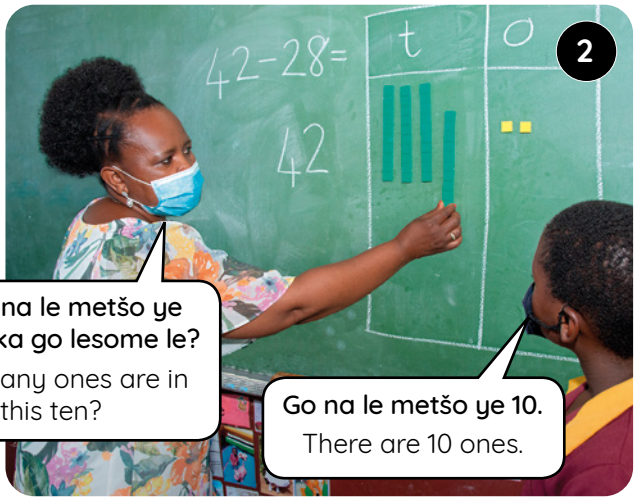
MMETSE WA HLOGO
MENTAL MATHS
MPONTŠHE PALO!
SHOW ME A NUMBER!
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re ntšheng ka go šomiša tafola ya kemapalo.
Let's subtract using the place value table.

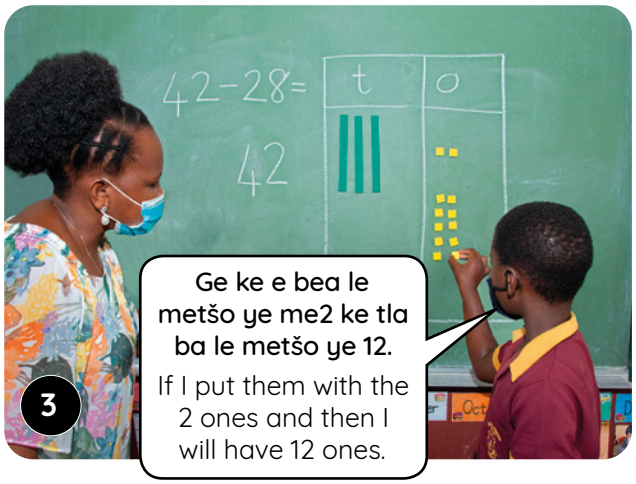


Ke bea 42 ke šomiša dipoloko tša ka. Ke moka ka ntšha 28, ke swanetše go tloša masome a ma2 le metšo ye 8. Efela ke na le metšo ye me2 fela, bjale ke swanetše go dira eng?
I put out 42 using my blocks. Then to subtract 28, I need to take away 2 tens and 8 ones. But I only have 2 ones so what must I do?



Na go na le metšo ye mekae ka go lesome le?
How many ones are in this ten?

Go na le metšo ye 10.
There are 10 ones.



Ge ke e bea le metšo ye me2 ke tla ba le metšo ye 12.
If I put them with the 2 ones and then I will have 12 ones.

Ke na le metšo ye 12. Ge ke tloša metšo ye 8, ke šalelwa ke metšo ye me4. Bjale ke na le masome a ma3. Ge ke tloša masome a ma2, ke šalelwa ke lesome le 1. Ke šalelwa ke lesome le 1 le metšo ye me4.
I have 12 ones. If I take away 8 ones, I have 4 ones left. I have 3 tens now. If I take away 2 tens, I have 1 ten left. I have 1 ten and 4 ones left.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go ntšha ma10 le bo1 ka go šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Ba fe menyetla ya go bona gore ge ba tshela lesome ba tla tšhentšhiša lesome le tee ka metšo ye lesome. Šomiša tafola ya kemapalo go bopa dipalelo ka dipoloko.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using base 10 blocks and the place value table. Provide opportunities for them to see that when bridging the ten they will exchange one ten with ten ones. Use the place value table to structure the working with the blocks.

Go hlakantšha ka go tshela 10

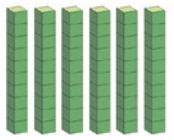
BEKE • WEEK 7

LETŠATŠI 4 • DAY 4

Go ntšha ka go tshela 10
Subtraction bridging 10

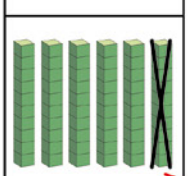
MMETSE WA HLOGO MENTAL MATHS | MPONTŠHE PALO! SHOW ME A NUMBER! → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

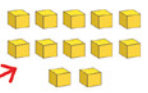
Masome a 6 tloša lesome le 1 go šala masome a ma5.
6 tens take away 1 ten leaves 5 tens.



62 – 29 =

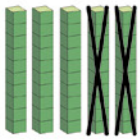
Metšo ye 10 le metšo ye me2 e dira metšo ye 12.
10 ones and 2 ones makes 12 ones.





t	o
6	2
– 2	9
3	3

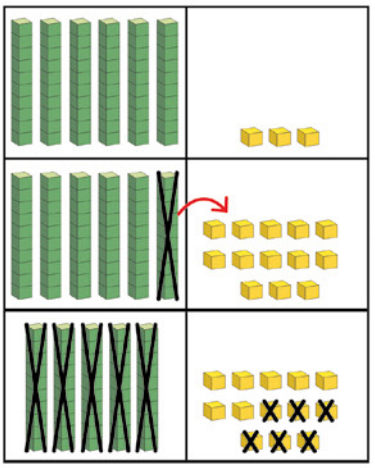
Masome a ma5 tloša masome a ma2 go šala masome a ma3.
5 tens take away 2 tens leaves 3 tens.



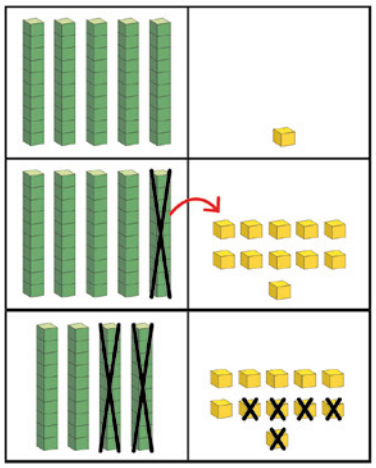
Metšo ye 12 tloša metšo ye 9 go šala metšo ye me3.
12 ones take away 9 ones leaves 3 ones.

O gopole go tšhentšhiša ge go hlokega.
Remember to exchange if you need to.

1 Ntšha! Šomiša diploko tša gago.
Subtract! Use your blocks.



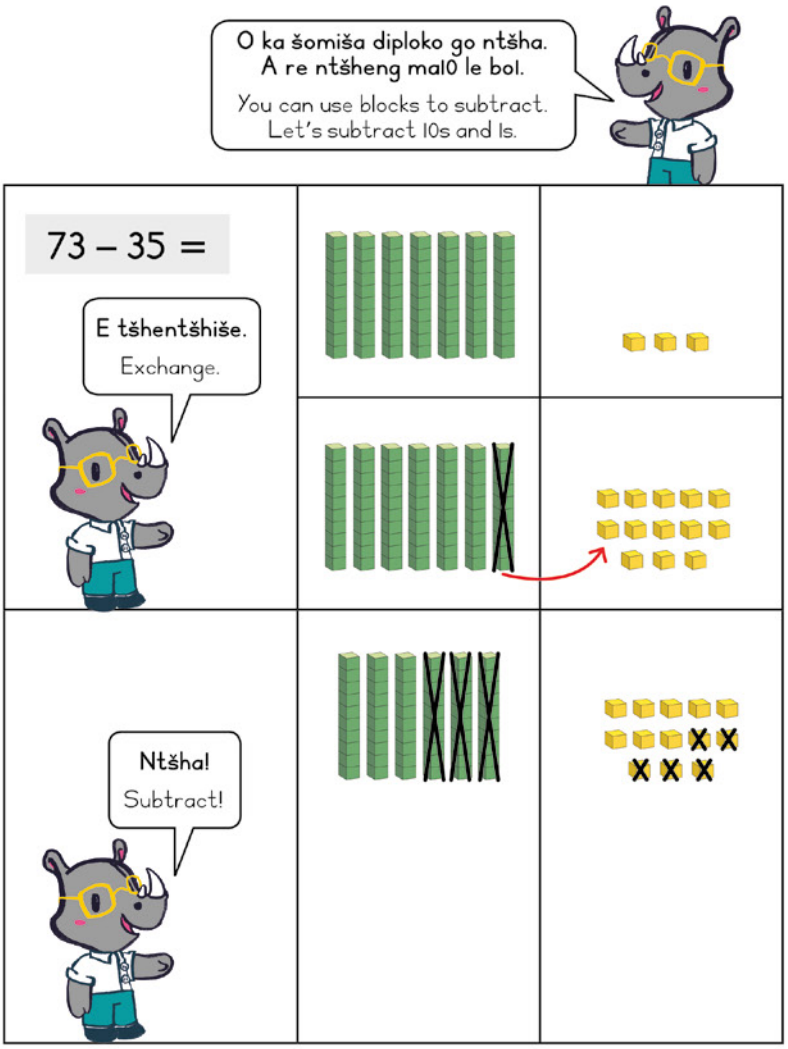
	6	3
–	5	6



	5	1
–	2	5

68

Subtraction bridging 10



	t	o
	7	3
–	3	5
	3	8

2 Rarolla ka go šomiša diploko.

Solve using blocks.

66 – 27 = 39	31 – 18 = ____	52 – 36 = ____
45 – 29 = ____	53 – 15 = ____	75 – 48 = ____
84 – 39 = ____	92 – 64 = ____	61 – 25 = ____
73 – 56 = ____	64 – 25 = ____	33 – 14 = ____
56 – 12 = ____	89 – 45 = ____	48 – 17 = ____

BEKE • WEEK 7

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 bontšha gore o baletše bjang.

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

26 + 42 =		
	t	o
+		

95 – 22 =		
	t	o
–		

35 + 51 =		
	t	o
+		

67 – 34 =		
	t	o
–		

68 + 15 =		
	t	o
+		

82 – 35 =		
	t	o
–		

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 ls.
hlakantšha	add
ntšha	subtract
e tšhentšhiše	exchange

70

Assessment and consolidation

Teefatšo | Consolidation

1 Rarolla ka go šomiša diploko. Ngwala seo o se dirilego go bontšha gore o baletše bjang.

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

55 + 14 =

	t	o
+		

81 – 37 =

	t	o
–		

36 + 47 =

	t	o
+		

64 – 29 =

	t	o
–		

2 Rarolla mararantšu. O ka šomiša diploko tša gago.

Solve the word problems. You can use your blocks.

Thembi o rekile puku ka R45 le sebapadišane ka R53. Na o šomišitše bokae ge e hlakana ka moka?

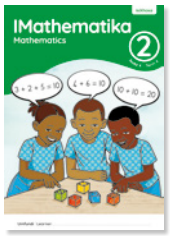
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

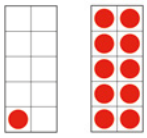
Ntando o be a na le R65 gomme a šomiša R44 go reka kgwele. Na o šaletšwe ke bokae?

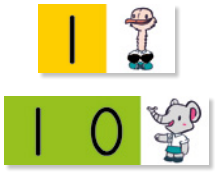
Ntando had R65 and he spent R44 on a ball. How much does he have left?

Katišo

	Didirišwa
Mmetse wa Hlogo: Šomiša dikarata tša marontho go dira 20?	*Dikarata tša marontho tša morutiši*
Papadi: *Na ke ma10 a makae? Na ke bo1 ba bakae?*	*Dikarata*







Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Dihlopha t*ša* 2, 3, 4, 5 le 10.	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
2	Dihlopha t*ša* 3	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
3	Dihlopha t*ša* 4	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
4	Katišo le tšhelete	Puku ya Mešomo ya Morutwana, *dipoloko tša multifix*
5	Teefatšo le kelo ya thuto	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, 3, 4, 5 le 10.	
rarolla marara ka go lemoga dihlopha tša 2, 3, 4, 5, le 10.	
lemoga le go šomiša mafokopalo a go atiša.	
rarolla marara a ditšhelete a go amana le dipalomoka le tšhentšhi.	

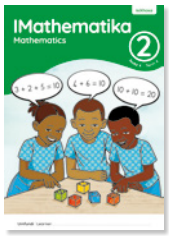
Kelo

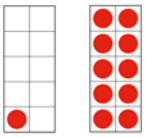
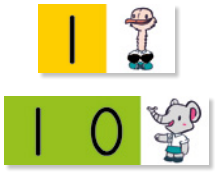
Ga go na kelo ya semmušo beke ye.

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

Multiplication

	Resources
Mental Maths: Make 20 using *dot cards*	teacher *dot cards*
Game: *How many 10s? How many 1s?*	*flard cards*



Day	Lesson activity	Lesson resources
1	Groups of 2, 5 and 10	LAB, *multifix blocks*
2	Groups of 3	LAB, *multifix blocks*
3	Groups of 4	LAB, *multifix blocks*
4	Multiplication and money	LAB, *multifix blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 3, 4, 5 and 10.	
solve problems by identifying groups of 2, 3, 4, 5 and 10.	
identify and use multiplication number sentences	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

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

Katišo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re teefatša tsebo ya ditlemagano tša 10 re šomiša dikarata tša marontho go swana le ka mokgwa woo re dirilego ka Beke 6. 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 lesome le ditswalano tša go hlakantša.

Vidiyo ya papadi

Mo papading ye, barutwana ba tla šomiša dikarata go hlahlamolla dipalo tša mono-2. Ba tla kgona go bontšha le go lemoga ma10 le bo1 go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša dikarata.

Vidiyo ya go godiša kgopolo

Bekeng ye, re tsepelela ga dikatišo. Barutwana ba tla lemoga gore katišo e mabapi le dihlopha tša go lekana, le gore ba tla šomiša go bala ka go tshela go rarolla marara a go atiša. Barutwana ba tla šoma ka dihlopha tša 2, 5 le 10. rolla marara a go ntšha ntle le go tshela lesome ba šomiša dipoloko tša sehlopha sa 10 go ba thuša. Mošomong wa rena wa dikatišo, re tla tsepelela ga:

- Šomiša go bala ka go tshela go atiša ka 2, 3, 4, 5 le 10.
- Rarolla marara ka go lemoga dihlopha tša 2, 3, 4, 5, le 10.
- Lemoga le go šomiša mafokopalo a go atiša.
- Rarolla marara a ditšhelete a go amana le dipalomoka le tšhentšhi

Seo o ka se lebelelago mo bekeng ye

- Gopotša barutwana gore katišo e akaretša go bušeletša dihlopha tša go lekana. Barutwana ba swanetše go ba le boitshepo bja go bala ka go tshela gore ba kgone go rarolla marara a ka lebelo le ka nepagalo.
- Hlohleletša barutwana gore ba kgone go bolela ka mafokopalo a go atiša le go hlatholla dikarabo tša bona tša marara gore ba kgone go godiša kwešišo ya bona ya dikgopolo.
- Tlotlontšu ye bohlokwa: **dihlopha tša go lekana**, **katišo**.

Multiplication

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Week 6. Tell learners to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of ten and additive relations.

Game video

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

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, 3, 4, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- solving problems quickly and efficiently by identifying groups of 2, 3, 4, 5 and 10.
- identifying and use multiplication number sentences.
- solving money problems involving totals and change.

What to look out for this week

- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
- Important vocabulary: **equal groups**, **multiplication**

Dihlopha tša 2, 5 le 10

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

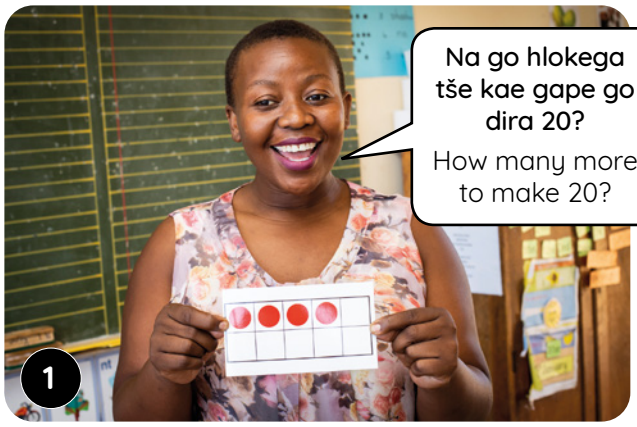
MMETSE WA HLOGO | MENTAL MATHS

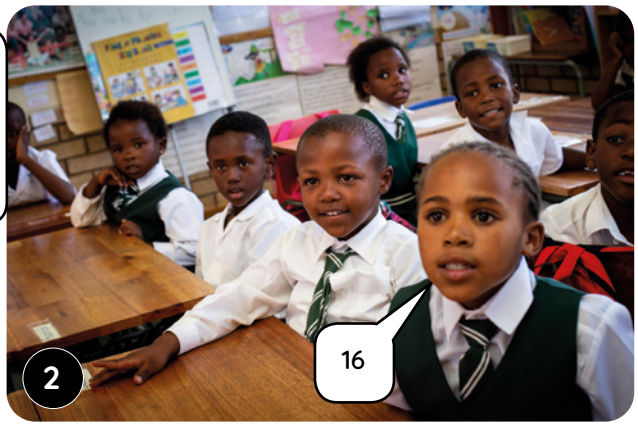
Barutwana ba tla šomiša dikarata tša marontho go bona gore go hlokega tše kae gape go dira 20.

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

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, 5 and 10

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Na go nyakega tše kae gape gore o fihle ga 20?
How many more to get to 20?

11 + _____ = 20

8 + _____ = 20

5 + _____ = 20

16 + _____ = 20

10 + _____ = 20

2 + _____ = 20

4 + _____ = 20

19 + _____ = 20

12 + _____ = 20

9 + _____ = 20

Letšatši 2 Day 2

Na go nyakega tše kae gape gore o fihle ga 30?
How many more to get to 30?

21 + _____ = 30

10 + _____ = 30

8 + _____ = 30

16 + _____ = 30

25 + _____ = 30

12 + _____ = 30

9 + _____ = 30

20 + _____ = 30

18 + _____ = 30

24 + _____ = 30

Letšatši 3 Day 3

Na go nyakega tše kae gape gore o fihle ga 40?
How many more to get to 40?

22 + _____ = 40

39 + _____ = 40

15 + _____ = 40

6 + _____ = 40

27 + _____ = 40

11 + _____ = 40

32 + _____ = 40

9 + _____ = 40

26 + _____ = 40

30 + _____ = 40

Letšatši 4 Day 4

Na go nyakega tše kae gape gore o fihle ga 50?
How many more to get to 50?

28 + _____ = 50

11 + _____ = 50

45 + _____ = 50

36 + _____ = 50

7 + _____ = 50

9 + _____ = 50

32 + _____ = 50

13 + _____ = 50

44 + _____ = 50

20 + _____ = 50

Dihlopha tša 2, 5 le 10

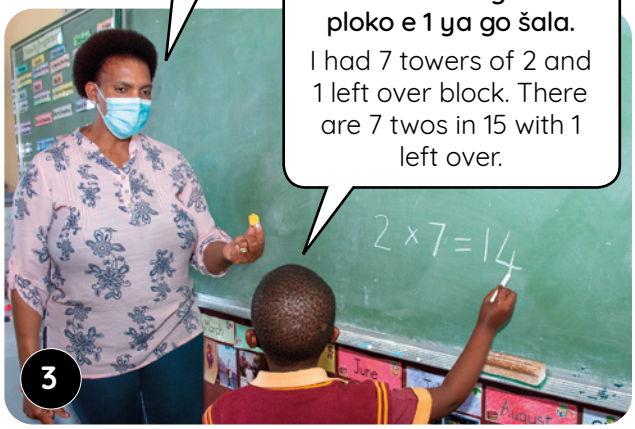
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Šomang ka bobedi. Na o ka dira ditora tše kae tša 2 o šomiša dipoloko tše 15?
Work in pairs. How many towers of 2 can you make using 15 blocks?

Nka dira ditora tše 7 tša 2, ke na le ploko e 1 ya go šala.
I can make 7 towers of 2, and I have 1 block left over.

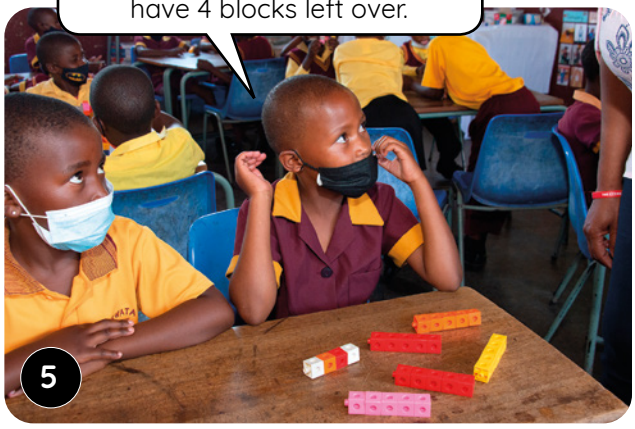
Ngwala lefokopalo go bontšha dihlopha tša gago tša 2.
Write a number sentence to show your groups of 2.

Ke be ke na le ditora tše 7 tša 2 le ploko e 1 ya go šala. Go na le bo7 ba babedi ka go 15 le ploko e 1 ya go šala.
I had 7 towers of 2 and 1 left over block. There are 7 twos in 15 with 1 left over.



Na o ka dira ditora tše kae tša 5 o šomiša dipoloko tše 29?
How many towers of 5 can you make using 29 blocks?

Nka dira ditora tše 5 tša 5, ke na le dipoloko tše 4 tša go šala.
I can make 5 towers of 5, and I have 4 blocks left over.



Efa barutwana menyetla ye mentši ya go dira dihlopha tša 2, 5 le 10 ba šomiša dipalo tša go fapafapana tša dipoloko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora le tša le tša go šala tšeo ba di hwetšago.

Allow the learners several opportunities to make groups of 2, 5 and 10 using different numbers of blocks. Encourage them to write and verbalise the number sentences corresponding to the tower and the left overs that they find.

Groups of 2, 5 and 10

BEKE • WEEK 8

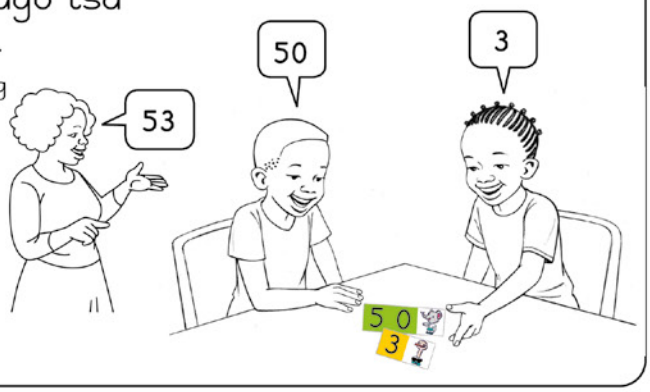
LETŠATŠI 1 • DAY 1

Dihlopha tša 2, 5 le 10
Groups of 2, 5 and 10

MMETSE WA HLOGO — MENTAL MATHS
DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO — MAKE 20 USING DOT CARDS
→ PAPADI — GAME
→ KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT
→ MATLAKALATŠHOMELO — WORKSHEETS

Papadi: Na ma10 ke a makae? Na bo1 ke ba bakae?
Game: How many 10s? How many 1s?

- Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.
  Work in pairs. Show a number using your base 10 number cards.
- Na mal0 ke a makae? Na bol ke ba bakae?
  How many 10s? How many 1s?
- Ke palo efe?
  What number?



1 Na bo2 ke ba bakae? Go šetše bokae?
How many 2s? How many left over?

palo number	Na dihlopha ke tše kae? How many groups?	Go šetše bokae? How many left over?
10	5	0
25		
18		

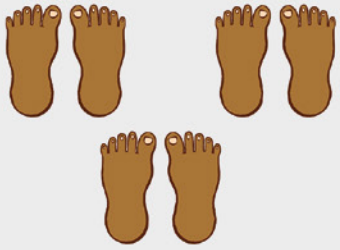
2 Na bo5 ke ba bakae? Go šetše bokae?
How many 5s? How many left over?

palo number	Na dihlopha ke tše kae? How many groups?	Go šetše bokae? How many left over?
41	8	1
26		
19		

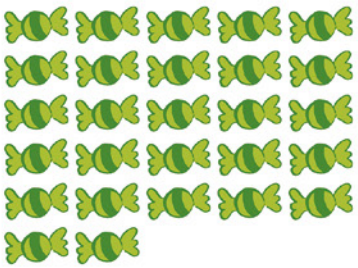
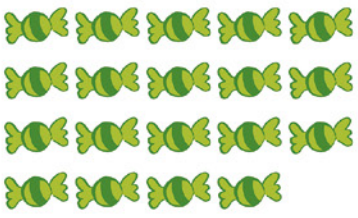
72

Dihlopha tša 2, 5 le 10

3 Menwana ye me5 leotong.
5 toes on a foot.

	Na maoto ke a makae? How many feet?	6
	Na menwana ke ye mekae? How many toes?	30
	Go šetše ye mekae? How many left over?	0
	Na maoto ke a makae? How many feet?	
	Na menwana ke ye mekae? How many toes?	
	Go šetše ye mekae? How many left over?	

4 Malekere a 10 ka mokotleng.
10 sweets in a bag.

	Na mekotla ke ye mekae? How many bags?	5
	Na malekere ke a makae? How many sweets?	50
	Go šetše a makae? How many left over?	0
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	

Groups of 3

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

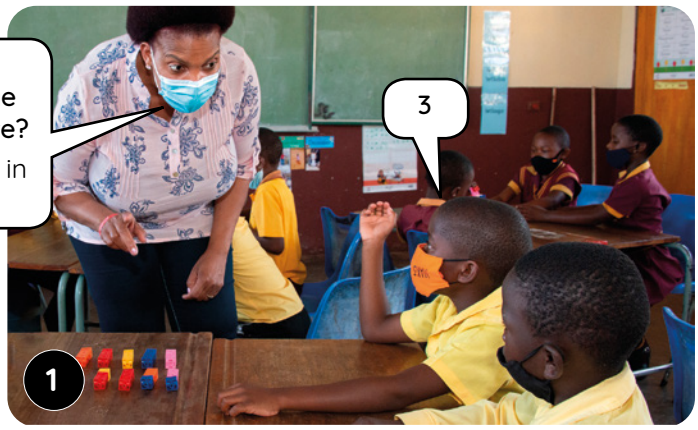
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na ke dipoloko tše kae go tora ye nngwe le ye nngwe?
How many blocks in each tower?



Ge e le gore re na le ditora tše 5, go ra gore re na le dipoloko tše kae?
If we have 5 towers, then how many blocks do we have?

Re na le dipoloko tše 15, ka lebaka la go re re na le ditora tše 5 le dipoloko tše 3 ka go tora ye nngwe le ye nngwe.
15 blocks, because we have 5 towers with 3 blocks in each.

Efa barutwana menyetla ye mentši ya go dira dihlopha tša 3 ba šomiša dipalo tša go fapafapana tša dipoloko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora tša 3 (le tša go šala) tšeo ba di hwetšago.

Allow the learners several opportunities to make groups of 3 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 3 (and left overs) that they find.

Dihlopha tša 3

BEKE • WEEK 8

LETŠATŠI 2 • DAY 2

Dihlopha tša 3
Groups of 3

MMETSE WA HLOGO — MENTAL MATHS | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO — MAKE 20 USING DOT CARDS → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

1 Na bo3 ke ba bakae? Go šetše bokae?

How many 3s? How many left over?

palo number	dihlopha tša 3 groups of 3	ya go šala left over
16	5	1
24	8	0
30		
7		
22		
14		
9		
45		
39		
41		
36		

Šomiša diploko tša gago go hwetša bo3. Leka go balela ka hlogo pele ke moka o kgonthišiše ka morago ga moo.

Use your blocks to find the 3s. Try to work it out in your head first, then check.

2 Mokotla o tee o na le diapole tše 3.

One bag has 3 apples.

Na mekotla ke ye mekae? How many bags?	1
Na diapole ke tše kae? How many apples?	3

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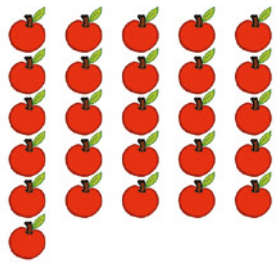
Groups of 3

Mokotla o tee o na le diapole tše 3. One bag has 3 apples.		
	Na diapole ke tše kae? How many apples?	
	Na mekotla ke ye mekae? How many bags?	
	Na go šetše diapole tše kae? How many apples left over?	
	Na diapole ke tše kae? How many apples?	
	Na mekotla ke ye mekae? How many bags?	
	Na go šetše diapole tše kae? How many apples left over?	

3 Bala ka bo3 gore o arabe.
Count in 3s to answer.

diapole apples	mekotla bags	diapole tša go šala left over apples
12	4	0
31	10	1
17		
25		
42		
39		
27		
46		
30		

Dihlopha tša 4

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Efa barutwana menyetla ye mentši ya go dira dihlopha tša 3 ba šomiša dipalo tša go fapafapana tša dipoloko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora tša 3 (le tša go šala) tšeo ba di hwetšago.

Allow the learners several opportunities to make groups of 4 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 4 (and left overs) that they find.

Groups of 4

BEKE • WEEK 8

LETŠATŠI 3 • DAY 3

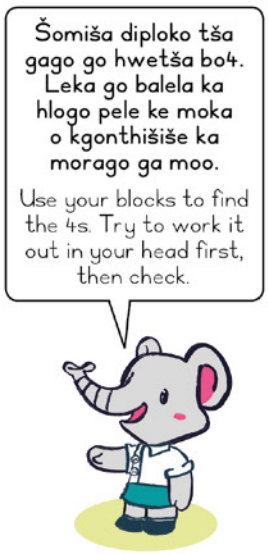
Dihlopha tša 4
Groups of 4

MMETSE WA HLOGO (MENTAL MATHS) | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO (MAKE 20 USING DOT CARDS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Na bo4 ke ba bakae? Go šetše bokae?

How many 4s? How many left over?

palo number	dihlopha tša 4 groups of 4	tša go šala left over
40	10	0
22	5	2
16		
31		
28		
50		
44		
18		
37		
25		
49		
34		

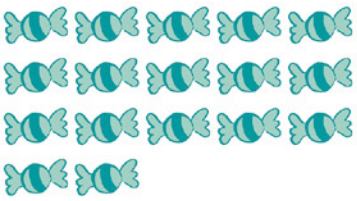
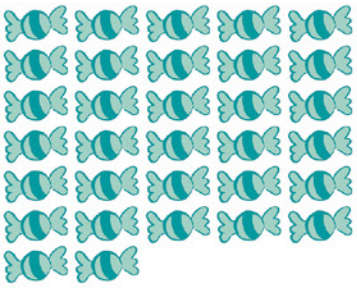


2 Mokotla o tee o na le malekere a ma4.

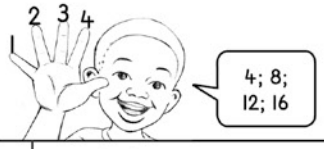
One bag has 4 sweets.

Na mekotla ke ye mekae? How many bags?	1
Na malekere ke a makae? How many sweets?	4

Dihlopha tša 4

Mokotla o tee o na le malekere a ma4. One bag has 4 sweets.		
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	

3 Bala ka ma4 gore o hwetše karabo.
Count in 4s to answer.



malekere sweets	mekotla bags	malekere a go šala left over sweets
8	2	0
23	5	3
44		
17		
9		
49		
31		
29		
35		

Multiplication and money

MMETSE WA HLOGO
MENTAL MATHS

DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO
MAKE 20 USING DOT CARDS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Lelekere le bitša R2. Ntando o na le R23. Na Ntando a ka reka malekere a makae? Šomiša dipoloko tša gago go balela.

A sweet costs R2. Ntando has R23. How many sweets can Ntando buy? Use your blocks to work it out.

Ke tla šomiša dipoloko tše 23. Lelekere le tee le bitša R2, ka gona, ke dira ditora tša 2. Nka dira ditora tše 11 tša 2, ka gona Ntando a ka reka malekere a 11. O tla šalelwa ke R1.

I will use 23 blocks. One sweet costs R2 so I make towers of 2. I can make 11 towers of 2, so Ntando can buy 11 sweets. He will have R1 left over.

Aesekhirimi e bitša R5. Mandla o na le R37. Na Mandla a ka reka diaesekhirimi tše kae?

An ice cream costs R5. Mandla has R37. How many ice creams can Mandla buy?

Ke šomiša dipoloko tše 37 go dira ditora tša 5. Nka dira ditora tše 7 tša 5, ka gona Mandla a ka reka diaesekhirimi tše 7. O tla šalelwa ke R2.

I use 37 blocks and make towers of 5. I can make 7 towers of 5 so Mandla can buy 7 ice creams. He will have R2 left over.

Bušeletša dikgato ka mararantšu a mangwe a go aba ka go lekana. Efa barutwana menyetla ye mentši ya go šoma ka dihlopha tša 2, 3, 4, 5 le 10.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 3, 4, 5 and 10.

Dikatišo le tšhelete

BEKE • WEEK 8

LETŠATŠI 4 • DAY 4

Dikatišo le tšhelete
Multiplication and money

MMETSE WA HLOGO — MENTAL MATHS | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO — MAKE 20 USING DOT CARDS → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

1 Senwamaphodi se tee se bitša R2.
One cooldrink costs R2.

	Na dinwamaphodi ke tše kae? How many cooldrinks?	4
	Na diranta ke tše kae? How many Rands?	R8
	Na dinwamaphodi ke tše kae? How many cooldrinks?	
	Na diranta ke tše kae? How many Rands?	
	Na dinwamaphodi ke tše kae? How many cooldrinks?	
	Na diranta ke tše kae? How many Rands?	

2  Na o lefela bokae go:
How much do you pay for:

 × 3 = R6	 × 4 = ___	 × 5 = ___	 × 8 = ___
R2 × 4 = R8	R2 × 6 = ___	R2 × 8 = ___	R2 × 11 = ___
R2 × 5 = ___	R2 × 3 = ___	R2 × 7 = ___	R2 × 12 = ___

3 Thami o na le R20. O reka dinwamaphodi tše 2. Na o šalelwa ke bokae?
Thami has R20. She buys 2 cooldrinks. How much change does she get?

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Multiplication and money

4 Aesekhirimi e tee e bitša R5.
One ice cream costs R5.

	Na diaesekhirimi ke tše kae? How many ice creams?	
	Na diranta ke tše kae? How many Rands?	
	Na diaesekhirimi ke tše kae? How many ice creams?	
	Na diranta ke tše kae? How many Rands?	

5  =  Na o lefela bokae go:
How much do you pay for:

 × 3 = ___	 × 4 = ___	 × 5 = ___	 × 8 = ___
R5 × 4 = ___	R5 × 5 = ___	R5 × 8 = ___	R5 × 10 = ___

6 Pakana e tee ya ditšhipisi e bitša R10.
One packet of chips costs R10. 

	Na go na le mekotla ye mekae? How many bags?	
	Na diranta ke tše kae? How many rands?	

7  =  Na o lefela bokae go:
How much do you pay for:

 × 3 = ___	 × 4 = ___	 × 5 = ___	 × 8 = ___
R10 × 4 = ___	R10 × 5 = ___	R10 × 8 = ___	R10 × 10 = ___

BEKE • WEEK 8

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1 Feleletša ditafola.
Complete the tables.

								
Dikhoine tša R2 R2 coins	4	7	10	14	16	19	21	25
Diranta Rands								

								
Dikhoine tša R5 R5 coins	2	4	5	7	8	9	11	12
Diranta Rands								

						
R10 tša tšheletepampiri R10 notes	2	4	5	7	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 3 tša 2 ke 6.	3 groups of 2 is 6.
Dihlopha tše 6 tša 3 ke 18.	6 groups of 3 is 18.
Dihlopha tše 4 tša 4 ke 16.	4 groups of 4 is 16.
Dihlopha tše 5 tša 5 ke 25.	5 groups of 5 is 25.
Dihlopha tše 2 tša 10 ke 20.	2 groups of 10 is 20.
ya go šala	left over

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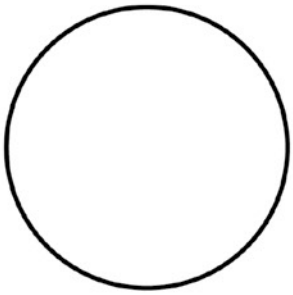
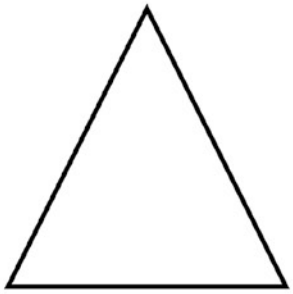
Consolidation

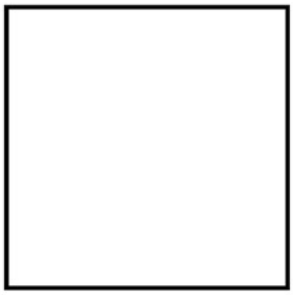
2

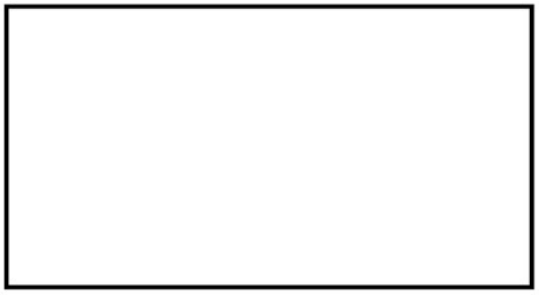
Puku e tee e bitša R10. One book costs R10. 	Omuhle o na le R33. Omuhle has R33.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	
Aesekhirimi e tee e bitša R5. One ice cream costs R5. 	Ntando o na le R48. Ntando has R48.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	
Lelekere le tee le bitša R2. One sweet costs R2. 	Bheki o na le R27. Bheki has R27.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	
Apole e tee e bitša R3. One apple costs R3. 	Fikile o na le R31. Fikile has R31.	O ka reka tše kae? How many can she buy?	
		Tšhentšhi? Change?	
Pene e tee e bitša R4. One pen costs R4. 	Noni o na le R25. Noni has R25.	O ka reka tše kae? How many can she buy?	
		Tšhentšhi? Change?	
Puku e tee e bitša R10. One book costs R10. 	Omuhle o na le R49. Omuhle has R49.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	
Aesekhirimi e tee e bitša R5. One ice cream costs R5. 	Ntando o na le R27. Ntando has R27.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	
Lelekere le tee le bitša R2. One sweet costs R2. 	Bheki o na le R33. Bheki has R33.	O ka reka tše kae? How many can he buy?	
		Tšhentšhi? Change?	

masome tens	metšo ones







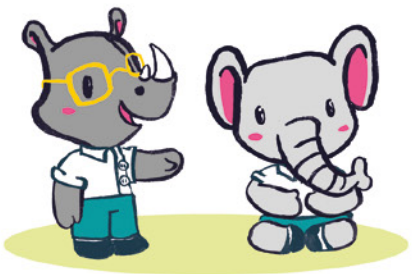


Sete ye ya dibopego tše 7 e bitšwa thenkramo.
This set of 7 shapes is called a tangram.

Thoma o ripe letlakala le go tšwa ka pukung ya gago ya mešomo.
First cut out this page from your workbook.

Ripa dibopego tše 7 ka šedi.
Carefully cut out the 7 shapes.

Di boloke lefelong la go bolokega!
Store them in a safe place!



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