Sepedi

Mmetse

Mathematics

3

Kotara 4 | Term 4

Morutiši | Teacher: .....

Bala Wande
Calculating with Confidence

3

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.

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

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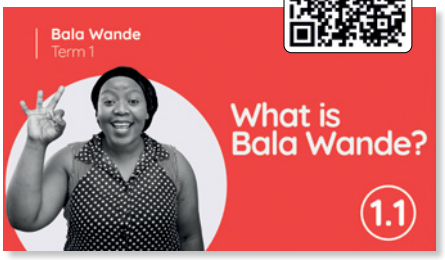
DITENG | CONTENTS

Go šomiša Bala Wande go ruta Mmetse go Sehlopha sa Motheo

1. Na Bala Wande ke eng?

Bala Wande ke lenaneo la Mmetse la Funda Wande.

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

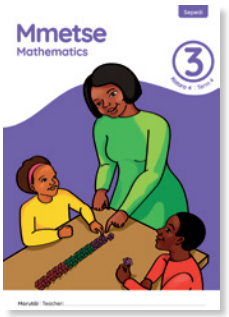


Re tšweletša vidiyo le go gatiša didirišwa go thekga barutiši go ruta mmetse mo Mephatong ya 1-3. Didirišwa tša rena di hwetšagala ntle le tefo ka tlase ga tumelelo ya Creative Commons, ka go realo, yo mongwe le yo mongwe a ka kgona go di šomiša.

Thekgo ya lenaneo la Bala Wande e akaretša:

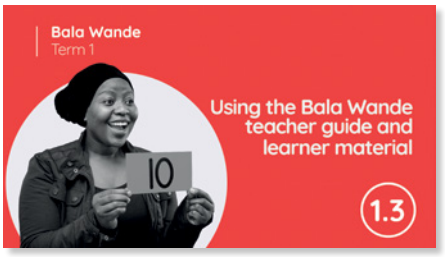
1.1 Tlhahlamorutiši

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



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

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



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

Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

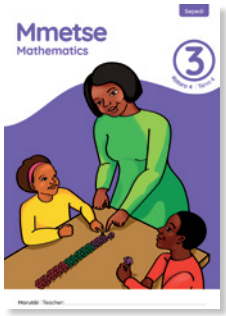
Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics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

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

The Bala Wande progamme support includes:

1.1 *Bala Wande Teacher Guide*

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

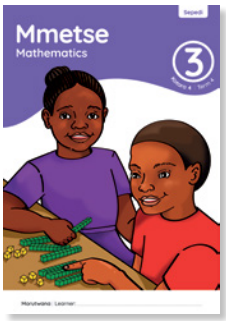


For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

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

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

1.2 Dirišwa tša tlaleletšo tša go thekga morutiši le morutwana



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

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

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

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

1.3 Dividiyo tša Bala Wande tša barutiši ba dinkgwete

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

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

E ka ba Bala Wande e sepelelana le CAPS?

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

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

1.2 Additional LTSM materials

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

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

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

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

1.3 The Bala Wande videos of master teachers

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

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

Is Bala Wande CAPS compliant?

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

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

O amogetšwe go Mphato wa 3!

Dibeke Mo go Mphato wa 3, 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 3 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 3!

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

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

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Every day, you should aim to involve as many learners as possible in the active concept development activity. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible to what they have asked.

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

A special feature of the Grade 3 LAB is that on Day 5 every week there is a language component to the lesson. This gives you an opportunity to speak maths in English and IsiXhosa and revise key phrases and words learned over the week.

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
hlakantšha	add
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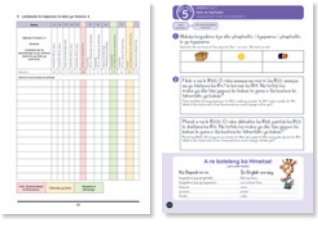
nne ke ye kgolo go tharo	four is bigger than three
tharo ke ye nnyane go nne	three is smaller than four

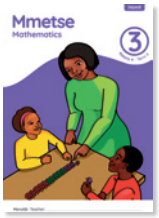
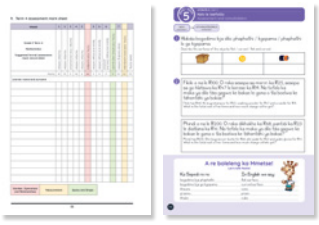
2. Na go na le eng ka lepokising?

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 2-7). • teefatšo (letšatši la bo5 ka dibeke tša 1-8).	
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 2-7). • 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 2-7) • consolidation (Day 5 Weeks 1-8)	
Videos • clips showing master teachers teaching and discussing the lessons	
Bala Wande bilingual dictionary • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.	
Bala Wande Learner Activity Book • daily activities that align with the lesson activities. • daily activities for learners to work on independently or in groups. • games aligned with the lesson activities	
Posters • a 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 2-7). • mark record sheet that can be used to enter marks on SA SAMS.	

Lenaneo la dilo tšeo di lebelelwago • Checklist

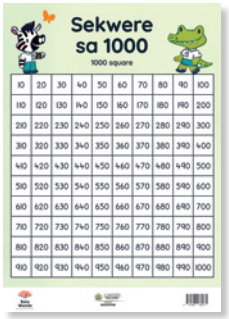
Diphoustara • Posters

Khalentara
Calendar

Mothalopalo
(0-10 le 0-20 wa go se be le selo)
Number line
(0–10 and 0–20 blank)

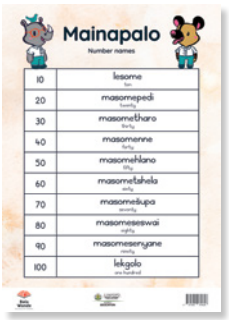
Sekwere sa 100
100 square

Sekwere sa 1000
1000 square

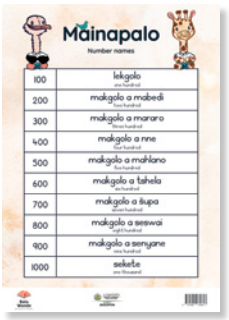


Mainapalo 0-20
Number names
0–20

Mainapalo 10-100
Number names
10–100

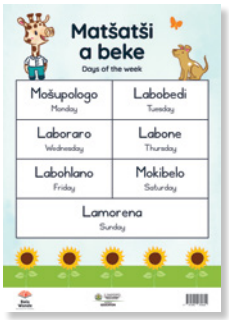


Mainapalo 100-1000
Number names
100–1000



Tšhelete
Money

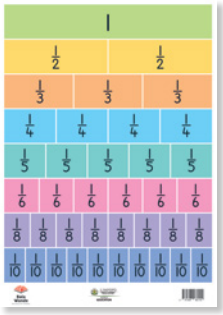
Matšatši a beke
Days of the week



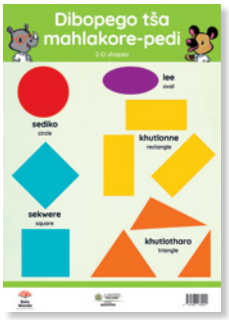
Dikgwedi tša ngwaga
Months of the year

Phoustara ya nako ye fetilego
Time elapsed poster

Maboto a frakšene
Fraction walls



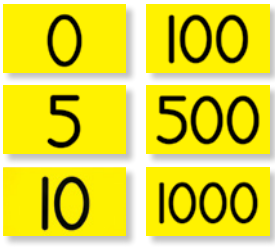
Dibopego tša mahlakore-pedi
2-D shapes



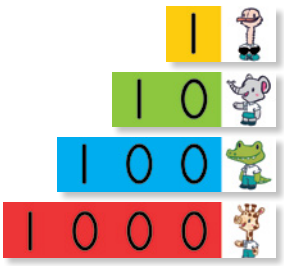
Dilo tša mahlakoretharo
3-D objects

Didirišwa tša morutiši le morutwana • Teacher and learner manipulatives

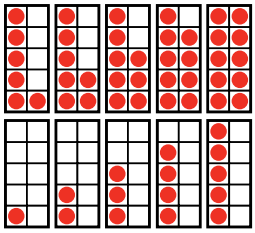
Dikarata tša palo 0-1000 (morutiši)
Number cards 0-1000
(teacher)
Dikarata tša palo 0-20 (morutwana)
Number cards 0-20
(learner)



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



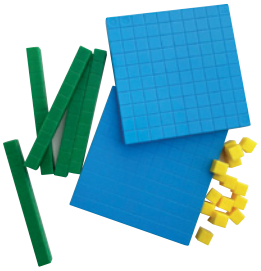
Dikarata tša marontho 0-10 (tša go lekana go šupetša)
Dot cards 0-10
(demo size)



Frakšene khiti ya mmaknete (morutiši)
Magnetic fraction kit
(teacher)

Frakšene khiti ya mmaknete (morutwana)
Fraction kit
(learner)

Dipoloko tša tlase tša lesome – 1000, ma100, ma10, metso (morutiši le morutwana)
Base ten blocks –
1000s, 100s, 10s, 1s
(teacher and learner)



Mataese a 2 a morutwana o tee
2 dice per learner

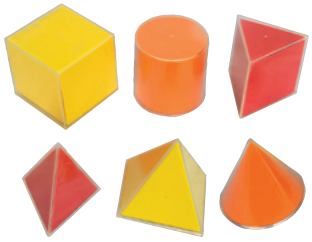
Paka ya tšhelete (morutiši le morutwana)
Money pack
(teacher and learner)

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

Sete ya dijeke tša go ela
Measuring jugs set

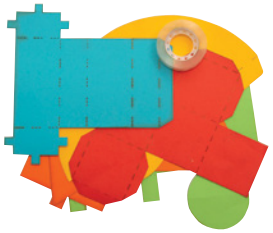
Rula ya go phuthwa ya-1 m
1 m fold up ruler

Dinete tša dibopego (3-D) (tša morutiši tša go lekana go supetša)
3-D shape nets
(teacher demo)



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

Dinete tša dibopego (pampiri)
Shape nets
(paper)



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.

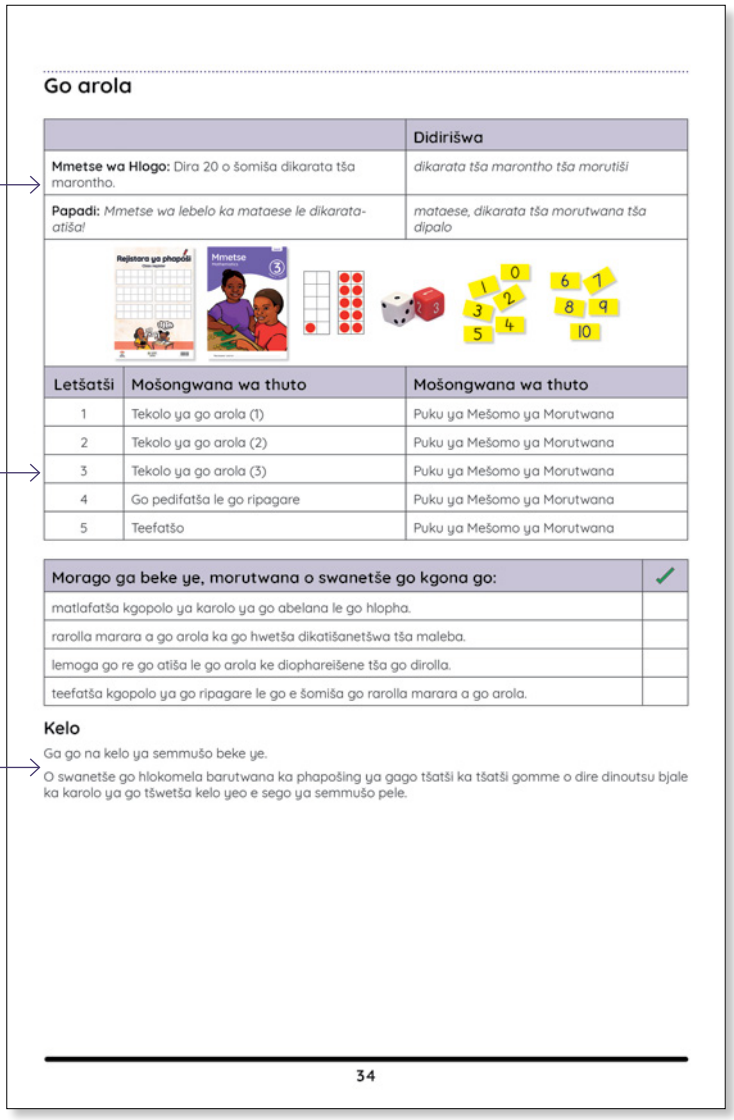
4. Go šomiša dipeakanyo tša thuto le Puku ya Mešomo ya Morutwana

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 arola

	Didirišwa
Mmetse wa Hlogo: Dira 20 o šomiša dikarata tša marontho.	*dikarata tša marontho tša morutiši*
Papadi: *Mmetse wa lebelo ka mataese le dikarata-atiša!*	*mataese, dikarata tša morutwana tša dipalo*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Tekolo ya go arola (1)	Puku ya Mešomo ya Morutwana
2	Tekolo ya go arola (2)	Puku ya Mešomo ya Morutwana
3	Tekolo ya go arola (3)	Puku ya Mešomo ya Morutwana
4	Go pedifatša le go ripagare	Puku ya Mešomo ya Morutwana
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
matlafatša kgopolo ya karolo ya go abelana le go hlopha.	
rarolla marara a go arola ka go hwetša dikatišanetšwa tša maleba.	
lemoga go re go atiša le go arola ke diophareišene tša go dirolla.	
teefatša kgopolo ya go ripagare le go e šomiša go rarolla marara a go arola.	

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.

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

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

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called 'translanguaging'.

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

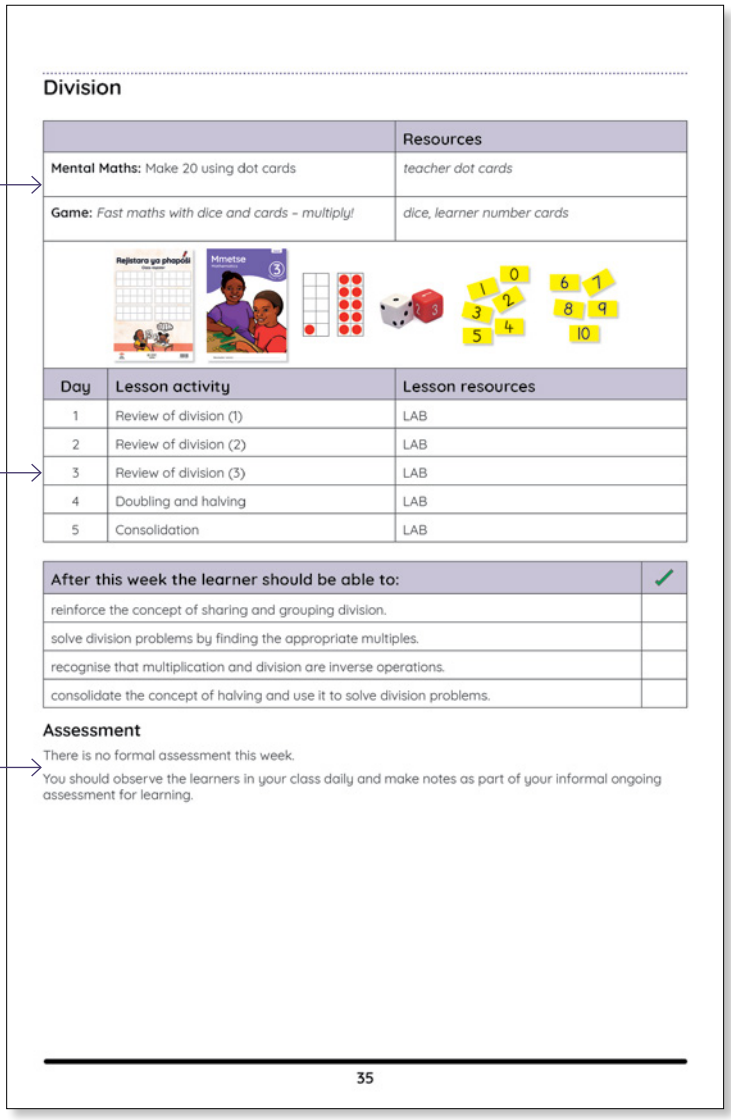
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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

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

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

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



Division

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

Day	Lesson activity	Lesson resources
1	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

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

Assessment

There is no formal assessment this week.
You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

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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 arola

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re teefatša tsebo ya ditlemagano tša 20 re šomiša dikarata tša marontho go swana le ka mokgwa woo re dirilego ga Kotara ya 1. Laela barutwana ba bone 10 ka go tlatša diforeimi tša lesome tšeo di hlamilwego ka dikarata tšeo di gatišitšwego tša marontho ke moka ba dire 20. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemagano tša bona tša lesome le ditswalano tša go hlakantša.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka mataese* le dikarata – atiša! Papadi ye e godiša tsebo yeo e feleletšego ya dintlha tša katiša. Barutwana ba hloka dikarata tša bona tša dipalo tša 0-20 le letaese le tee. Go nolofatša papadi, šomiša dikarata tša dipalo tša mono-tee. Dumelela barutwana bao ba kwešišago go šomiša dikarata ka moka.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa go arola, barutwana ba dira poeletšo ya seo ba ithutilego sona ka go arola. Ba itlwaetša go rarolla marara a go hlopha le go abelana gomme ba dira poeletšo ka go šomiša dikatišanetšwa go rarolla marara. Ba tlo lemoga gore go atiša le go arola ke diopharešene tša go dirolla ge ba šomiša ditafola tša go atiša go ba thuša go rarolla marara a go arola. Mafelelong, barutwana ba rarolla marara a go pedifatša le a go ripagare, ba kwešiša gore ba a atiša le go arola ka 2. Bekeng ye re tsepelela ga:

- tlišeletša kgopolo ya karolo ya go abelana le go hlopha.
- rarolla marara a go arola ka go hwetša dikatišanetšwa tša maleba.
- lemoga go re go atiša le go arola ke diopharešene tša go dirolla.
- teefatša kgopolo ya go ripagare le go e šomiša go rarolla marara a go arola.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa kudu gore barutwana ba bone kgokagano magareng ga go arola le go atiša ge ba di šomiša bjale ka diopharešene tša go dirolla go ba thuša go rarolla marara. Hlohleletša barutwana gore ba ahlaahle mekgwa ya bona ya go rarolla marara le go fa mabaka a ditharollo tša bona.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **dikatišanetšwa, tokologanyo, methaladi, dikholomo, balela, atiša, ga kae, aba, go abela, arola, dihlopha, go hlopha, seripa, bogare, go ripa ka bogare, pedifatšo, go pedifatša, ntši, nnyane.**

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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

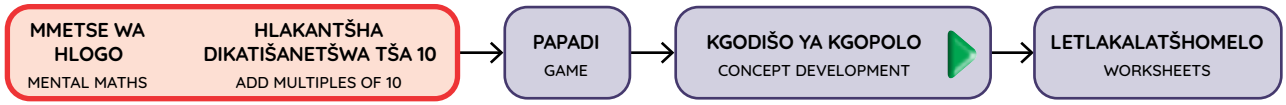
- Bala tlhahlo o be o beakanyetše beke le thutišo ye nngwe le ye nngwe.
- Bogela dividiyo – tšona di bontšha ditsopolwa tša go tšwa phapošing ya nnete moo mešongwana ya thutišo e lekilwego gape moo barutiši bao ba rutilego mešongwana yeo ba fago tsebo le maele a bona.
- Ka morago ga ge o rutile thutišo, 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.
- Ka dibeke tša 2-7 o swanetše go beakanya mošongwana wa kelo wa beke. Go bohlokwa go re ka dibeke tša go ba le kelo ya mešongwana ya bomolomo le tirišo, o beakanye mokgwa woo o tlogo rekhota tšwelo pele ya morutwana yo mongwe le yo mongwe o šomiša rubriki goba lenaneotekolo mo bekeng.

Letšatši le lengwe le le lengwe

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

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

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

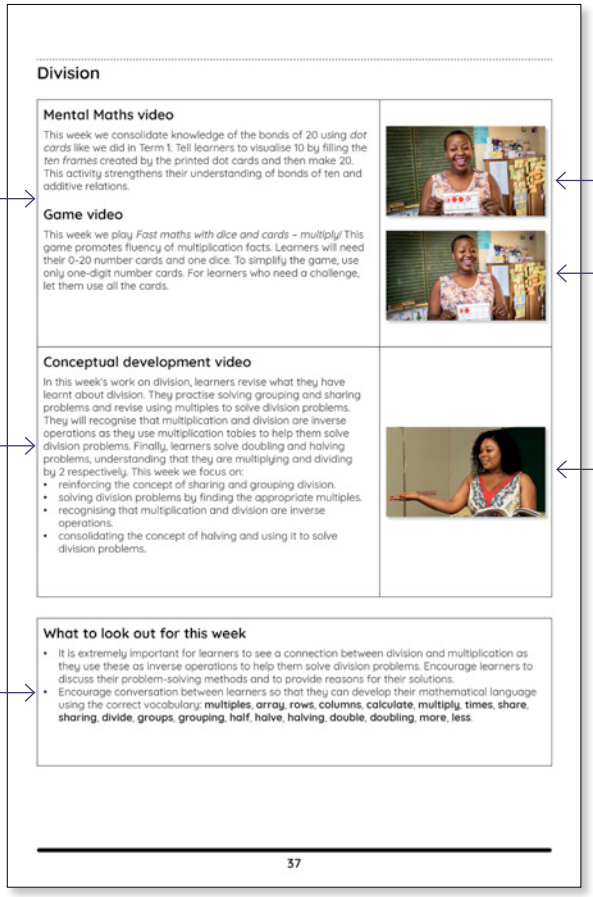


The second page provides more details about the week's activities:

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

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week.

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



Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of bonds of ten and additive relations.

Game video

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

Conceptual development video

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

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

What to look out for this week

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

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

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

What teachers need to do to prepare for each week

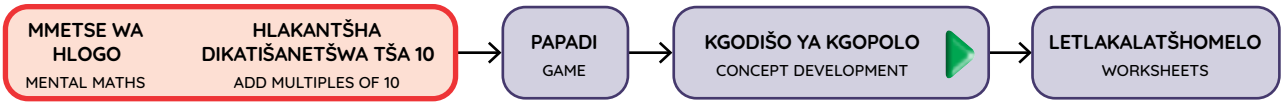
- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2-7 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

Each day

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

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

If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day's video clip.



Ahlaahla letšatšikgwedi la lehono le barutwana le šomiša tšhupamabaka

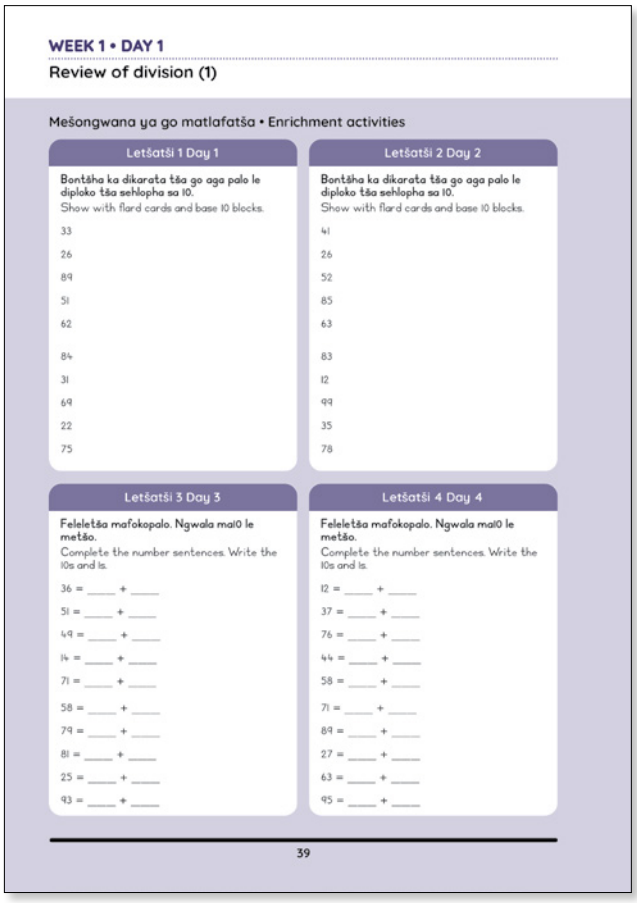
Ka gare ga lepokisi go na le tšhupamabaka. Šupa ngwaga, kgwedi, letšatši le letšatšikgwedi letšatši le lengwe le le lengwe le phaposi. Swaya letšatšikgwedi godimo ga tšhupamabaka ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.

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

Review of division (1)

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

33
26
89
51
62
84
31
69
22
75

Letšatši 2 Day 2

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

41
26
52
85
63
83
12
99
35
78

Letšatši 3 Day 3

Feleletša mafokopalo. Ngwala mat0 le metšo.
Complete the number sentences. Write the 10s and 1s.

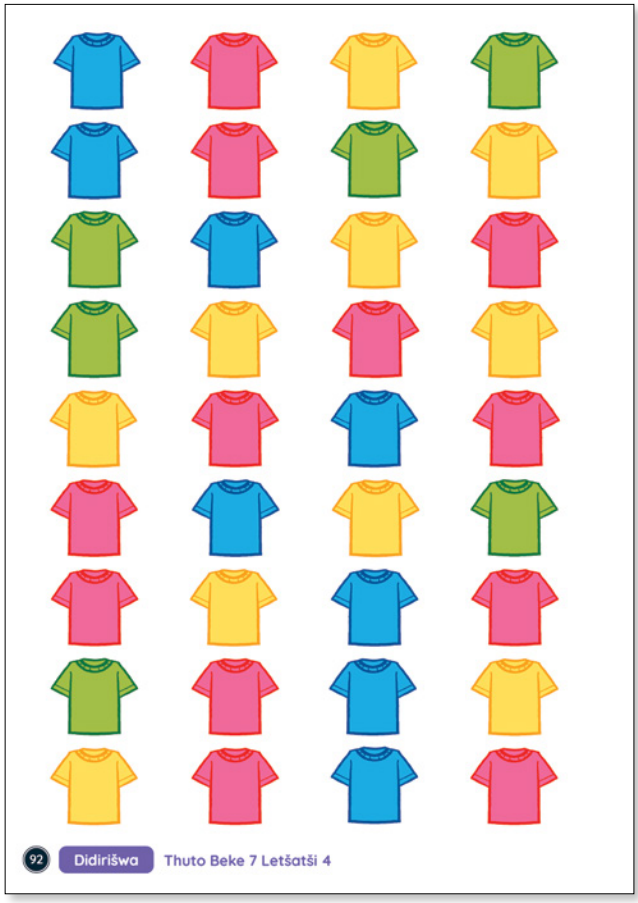
36 = ____ + ____
51 = ____ + ____
49 = ____ + ____
14 = ____ + ____
71 = ____ + ____
58 = ____ + ____
79 = ____ + ____
81 = ____ + ____
25 = ____ + ____
93 = ____ + ____

Letšatši 4 Day 4

Feleletša mafokopalo. Ngwala mat0 le metšo.
Complete the number sentences. Write the 10s and 1s.

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

39


92 Didiriswa Thuto Beke 7 Letšatši 4

Discuss the date with learners using the calendar

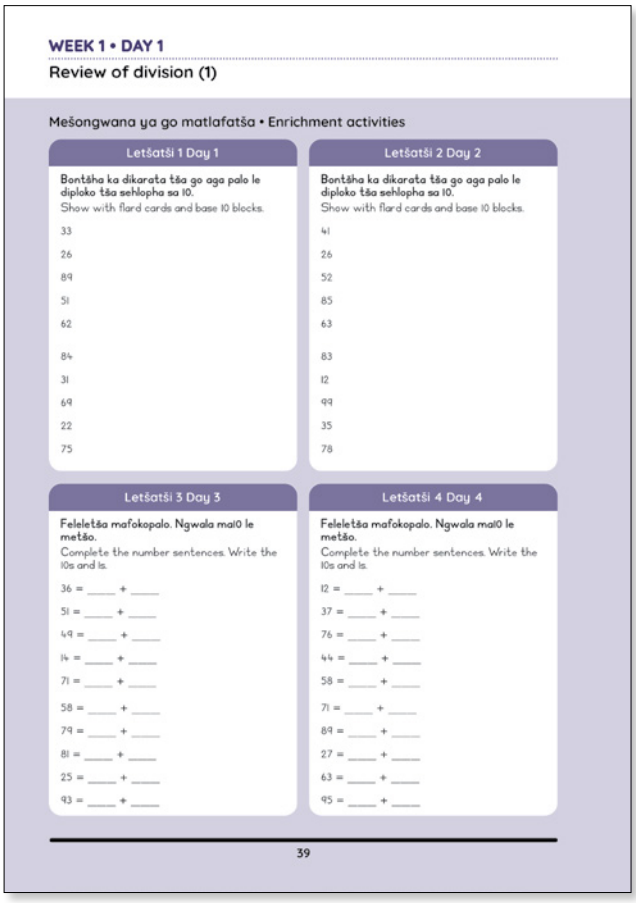
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

There are enrichment activities provided for Days 1-4. 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

Review of division (1)

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

33
26
89
51
62
84
31
69
22
75

Letšatši 2 Day 2

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

41
26
52
85
63
83
12
99
35
78

Letšatši 3 Day 3

Feleletša mafokopalo. Ngwala mai0 le metšo.
Complete the number sentences. Write the 10s and 1s.

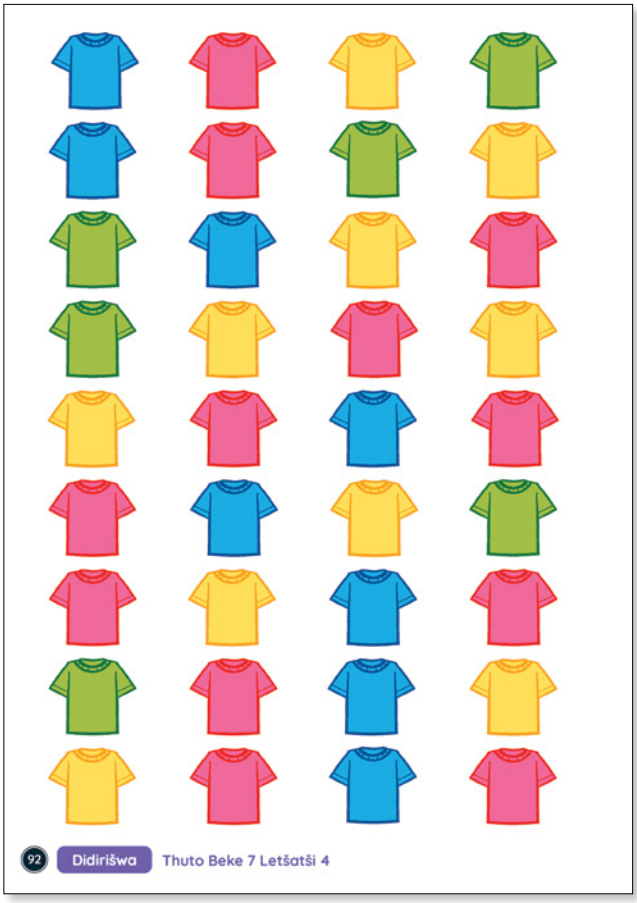
36 = ____ + ____
51 = ____ + ____
49 = ____ + ____
14 = ____ + ____
71 = ____ + ____
58 = ____ + ____
79 = ____ + ____
81 = ____ + ____
25 = ____ + ____
93 = ____ + ____

Letšatši 4 Day 4

Feleletša mafokopalo. Ngwala mai0 le metšo.
Complete the number sentences. Write the 10s and 1s.

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

39



92 Didiriŝwa Thuto Beke 7 Letšatši 4

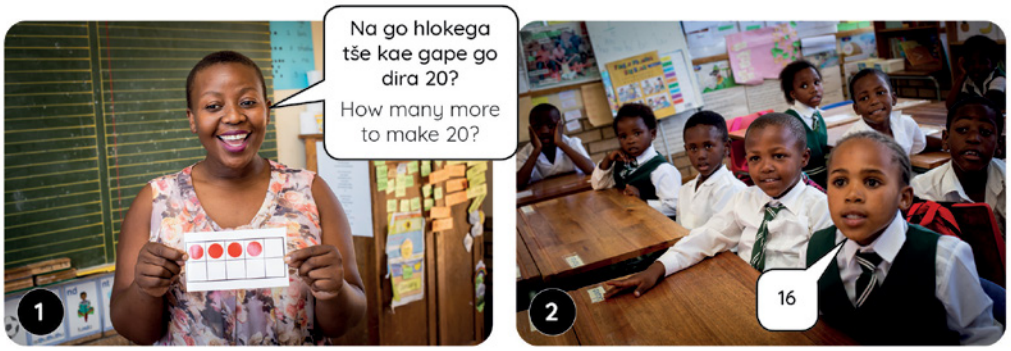
Dira mošongwana wa mmetse wa hlogo (metsotso ye 15)

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.

MMETSE WA HLOGO | MENTAL MATHS

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



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.

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 thora.
  Flip up three cards!
- Di beakanye go tloga go ye nnyanenyane go ya go ye kgolokgolo.
  Order from smallest to largest!

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

On Day 1 of each week, the *Teacher Guide* provides a photographic sequence of the Mental Maths activity for the week.

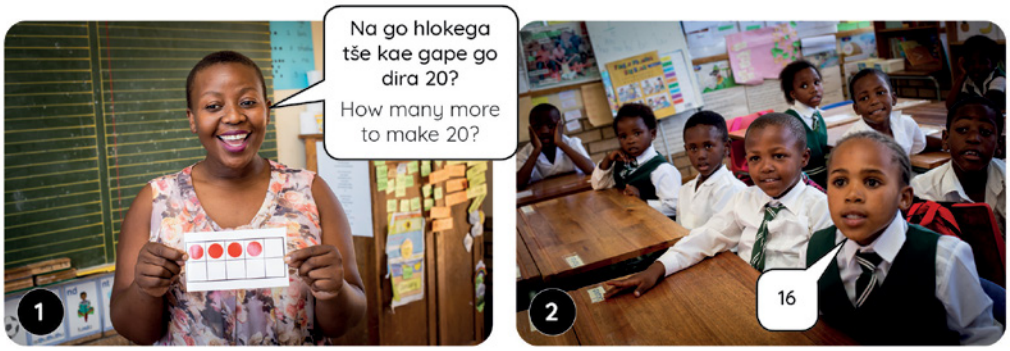
MMETSE WA HLOGO | MENTAL MATHS

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

Learners 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.



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 thora.
  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.

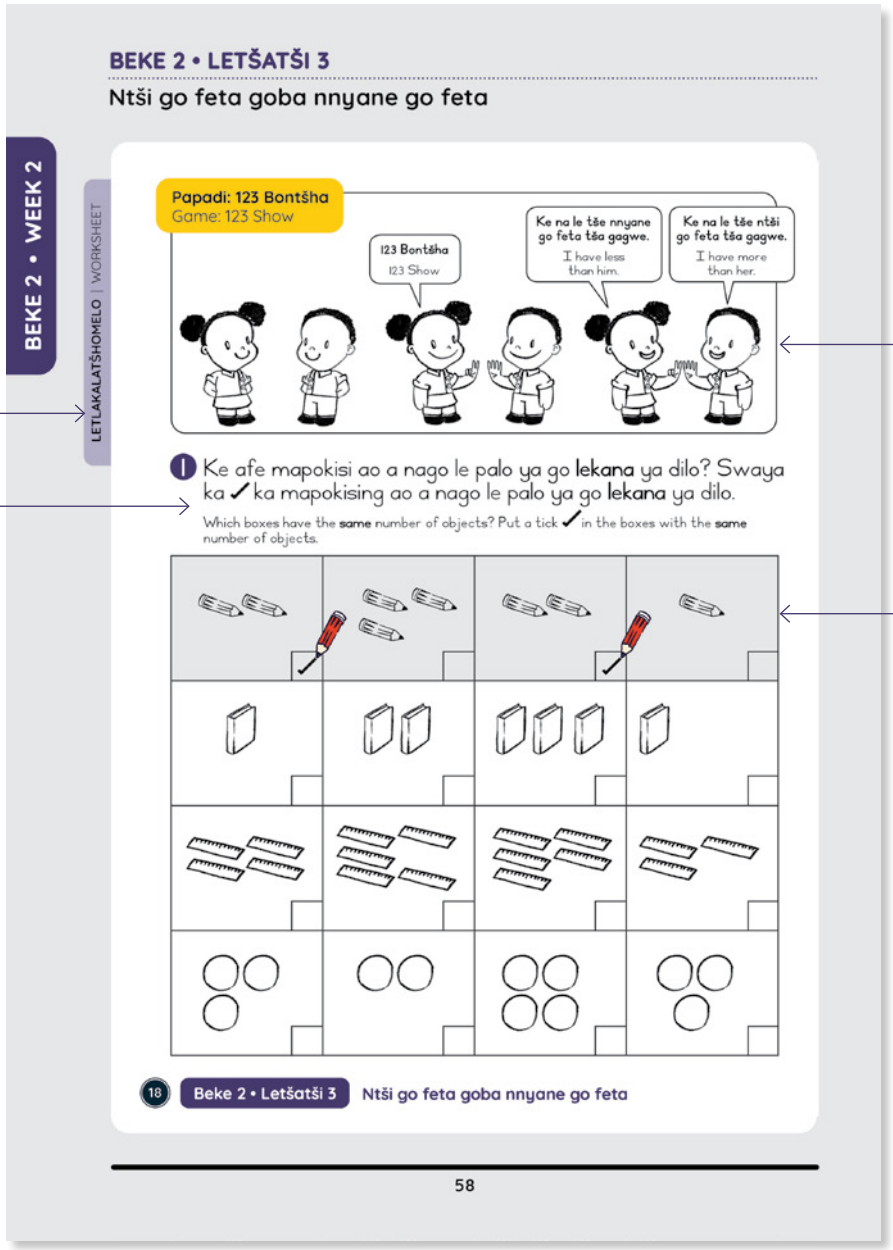
There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

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

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.

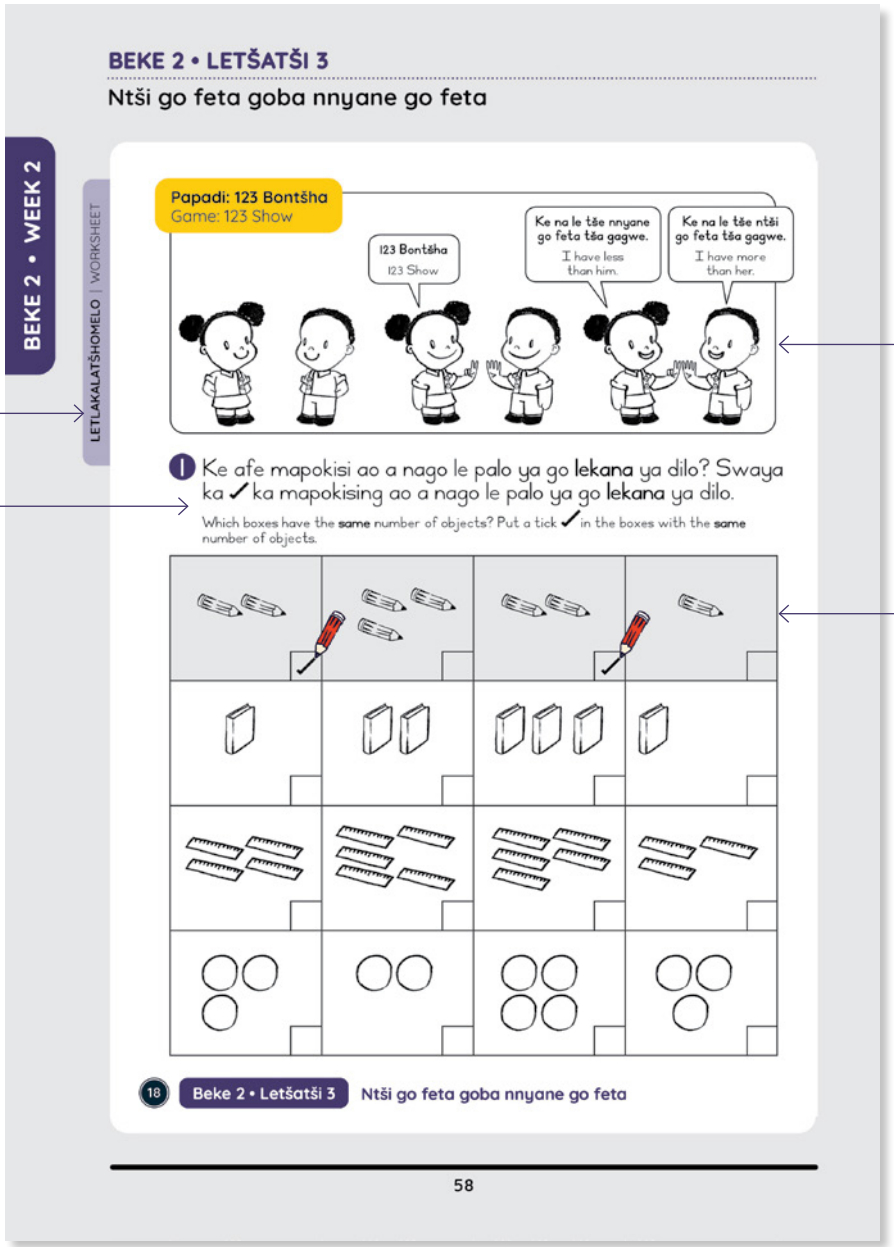
Matlakalatšhomelo barutwana a na le mohlala wa karabo (o laeditšwe ka mmala wo mopududu le phensele ye khubedu).

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

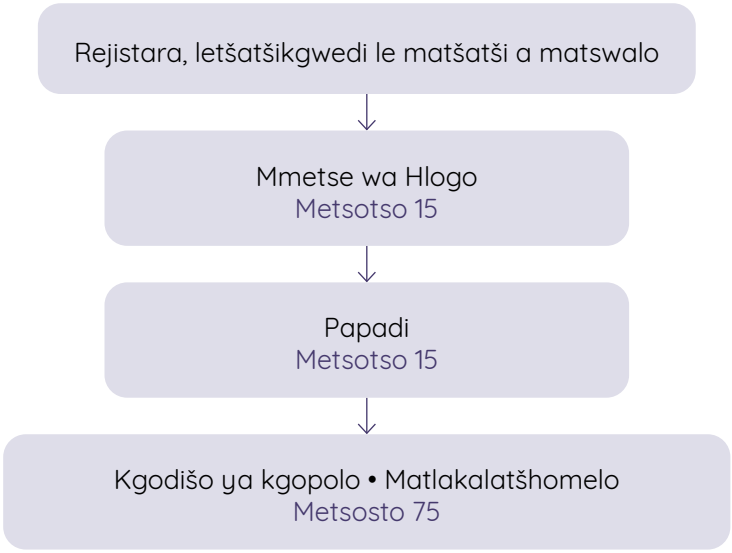
58

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

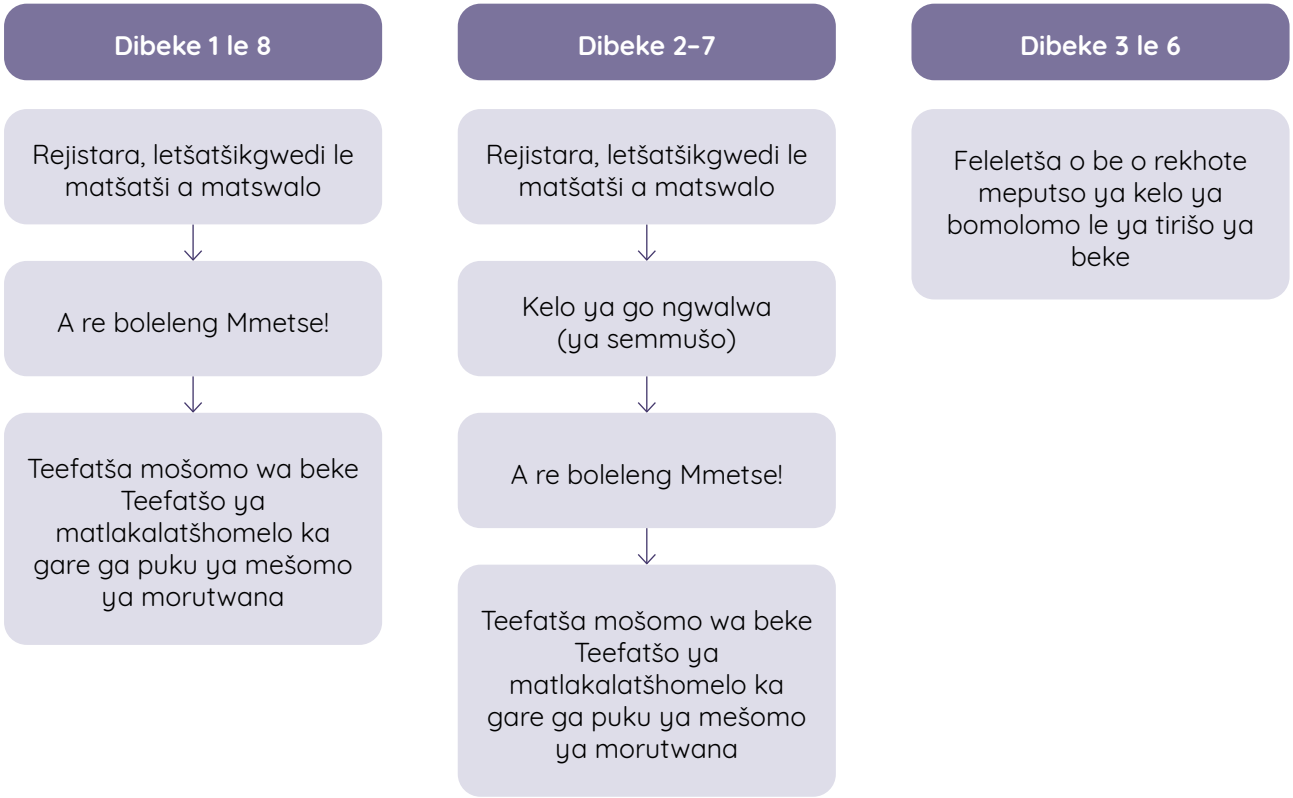
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

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

Šetule ya tšatši ka tšatši ya Matšatši 1 – 4

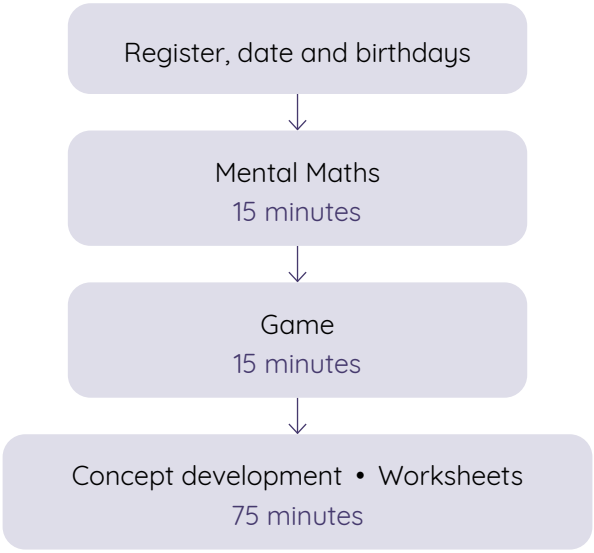


Šetule ya tšatši ka tšatši ya Letšatši la 5

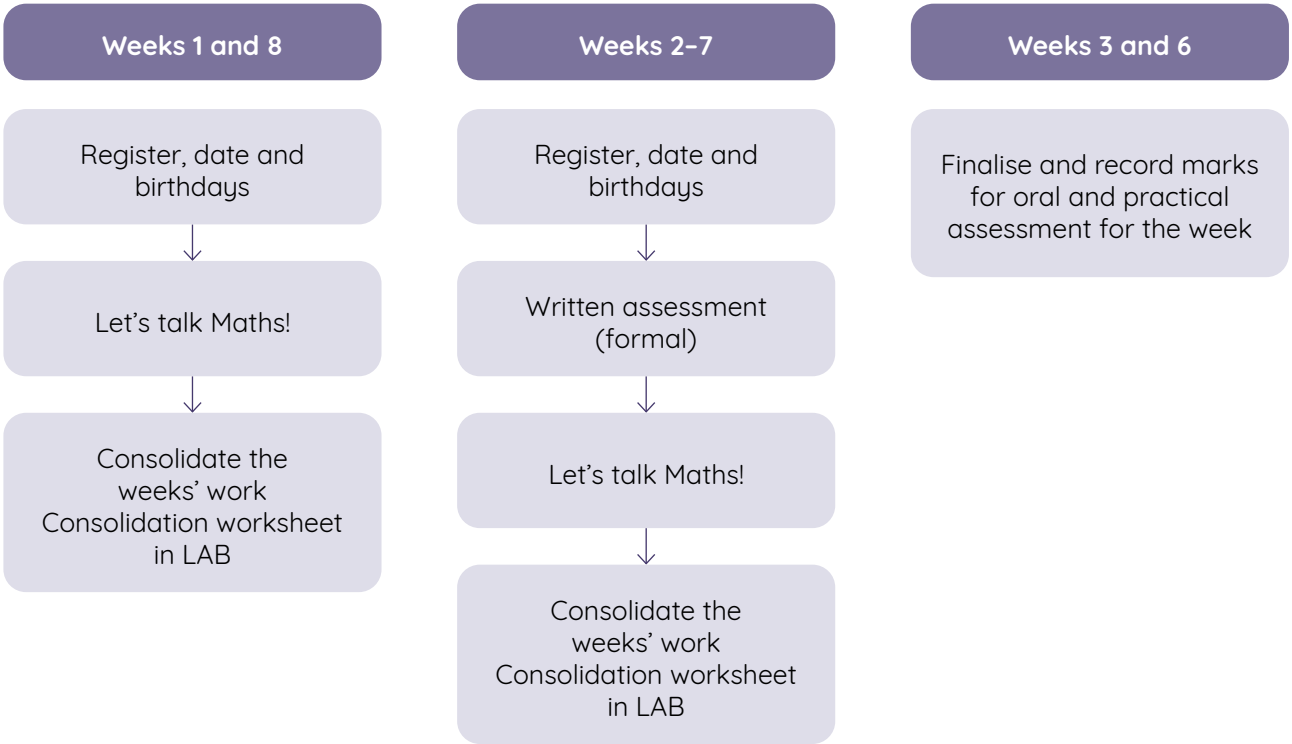


5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5



6. Tšhupadipaka

Nako ka letšatši	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
10 mets	**Nako ya mešomo ya tshepedišo: Rejistara/khalentara/matswalo/ditsebišo**				
5 x 84 mets **5 x 96 mets**	**POLOKO YA MMETSE**				
1 iri 35 mets	**LITERACY BLOCK**				
15 mets	Bomolomo: Ditaba	Bomolomo: Go Theeletša le Go Bolela	Bomolomo: Go Theeletša le Go Bolela	Bomolomo: Go Theeletša le Go Bolela	Bomolomo: Tshekatsheko ya beke
GO FETOLA: go loutša diphetshele, go fa dipuku, mošomo wa diatla					
10 mets	*Ditlhaka	*Ditlhaka	*Ditlhaka	*Ditlhaka	*Ditlhaka A. TWR B. Piletšo
10 mets	*Mongwalo	Mongwalo	Mongwalo	Mongwalo	Mongwalo
GO FETOLA: Go diragatša morumokwano/koša					
15 mets	Go Bala: Morutiši o balela godimo	Go Bala Mmogo: Kwešišo	Go Bala Mmogo: tlotlontšu	Go Bala Mmogo: A. Polelo B. Go itlwaetša thelelo*	Go Bala : Tshekatsheko ya Go šoma o Nnoši
15 mets	EFAL	*Go Ngwala: Kwešišo	*Go Ngwala: Tlotlontšu	*Go Ngwala: Polelo	*Go Ngwala o Nnoši
GO FETOLA: Otlologa o itšhikinye. Sehlopa se ya mmeteng go ya go go dira GBHS					
15 mets	GGR	GGR	GGR	GGR	GGR
15 mets	GGR	GGR	GGR	GGR	GGR
30 mets e lebagana le GBHS	*Go Šoma o Nnoši	*Go Šoma o Nnoši	*Go Šoma o Nnoši	*Go Šoma o Nnoši	*Go Šoma o Nnoši
45 mets	**POLOKO YA EFAL**				
1 iri 25 mets	**POLOKO YA MABOKGONI A BOPHELO**				
30 mets	*Tsebo ya Go Thoma	*Tsebo ya Go Thoma	*Tsebo ya Go Thoma	Tsebo ya Go Thoma Tshekatsheko ya kgopolo	DBE Workbook LS page HL page
GO FETOLA: boitšhidullo bja go hema, go fa didirišwa					
30 mets	Bokgabo bja Go Bonwa Litheresi ya go bonwa/Tirišo	Bokgabo bja Go Bonwa Tirišo	Bokgabo bja Go Diragatša	Bokgabo bja Go Diragatša	
GO FETOLA: Go fetola diaparo, go ya ka ntle, go fa ditlabakelo					
25 mets	Go beakanyetša Thuto ya boitšhidullo (30 mets)	Diteišene tša mešongwnaa ya Thuto ya Boitšhidullo	Diteišene tša mešongwnaa ya Thuto ya Boitšhidullo	Diteišene tša mešongwnaa ya Thuto ya Boitšhidullo	Diteišene tša mešongwnaa ya Thuto ya Boitšhidullo

*E šupa letlakala ka go PMM

6. Timetable

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

*Indicates LAB page

7. Peakanyo ya Kotara

	Letšatši 1	Letšatši 2	Letšatši 3	Letšatši 4	Letšatši 5
Beke 1 Go arola	Tekolo ya go arola (1)	Tekolo ya go arola (2)	Tekolo ya go arola (3)	Go pedifatša le go ripagare	Kelo le Teefatšo
Beke 2 Go arola le dipalophatlo	Go ripagare le dipalophatlo	Dipalophatlo	Go arola ka dikatišanetšwa tša 10	Go arola dipalo tša mono-2	Kelo le Teefatšo
Beke 3 Go arola	Go arola – go hlopha ka lešalela	Go arola le mašalela	Go arola – go abela ka lešalela	Go šomiša katišo go netefatša go arola	Kelo le Teefatšo
Beke 4 Mararantšu	Go arola ka mašalela	Go arola ka mašalela go kamano	Mararantšu a go arola	Mararantšu a go hlakantšha le go ntšha	Kelo le Teefatšo
Beke 5 Mararantšu le dilo tša mahlako-retharo	Mararantšu a go hlakantšha le go ntšha	Mararantšu a go hlakantšha le go ntšha	Dilo tša mahlakoretharo (go kgokologa le go thelela)	Go hlaloša dilo tša mahlakoretharo	Kelo le Teefatšo
Beke 6 Dilo tša mahlako-retharo	Go aga ka dilo tša mahlakoretharo	Go bapetša dilo tša mahlakoretharo	Difahlego tša dilo tša mahlakoretharo	Dilo tša mahlakoretharo	Kelo le Teefatšo
Beke 7 Tšhomišo ya data	Tšhomišo ya data	Tšhomišo ya data	Dikerafo tša diswantšho	Dikerafo tša methalopapetla	Kelo le Teefatšo
Beke 8 Tšhomišo ya data	Dithali le dikerafo tša methalopapetla	Dithali le dikerafo tša methalopapetla	Go hlatholla data	Go hlatholla data	Kelo le Teefatšo

Palo, Diophareišene le Ditswalano	**Tšhomišo ya Data**	**Sekgoba le Sebopego**

7. Term plan

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

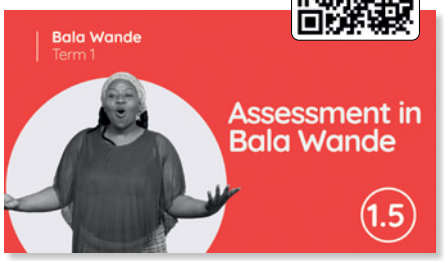
Number, Operations and Relationships	**Measurement**	**Space and Shape**

8. Peakanyo ya kelo ya Kotara 4

Kelo ya kotara e beakantšwe go ya ka boitokišetšo bja dithutwana. Kelo e akaretša ya go ngwalwa, mešongwana ya bomolomo le tirišo. Peakanyo ya kelo ya Kotara ya 3 e filwe ka mo tlase:

Letšatši la bo5 la beke ye nngwe le ye nngwe le beakanyeditšwe kelo le teefatšo

Ka dibeke tša 1 le 8, ga go na mešomo ya kelo ya semmušo yeo e beakantšwego. Ka letšatši la bo5, barutwana ba swanetše go šomana le matlakalatšhomelo ao a filwego ka gare ga *Puku ya Mešomo ya Morutwana* ya Bala Wande 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 phaposi 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* ya Bala Wande. Ka morago ga ge ba feditše mošongwana wa go ngwalwa wa kelo, barutwana ba ka šomana le go teefatša matlakalatšhomelo ka Pukung ya Mešomo ya Morutwana.

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

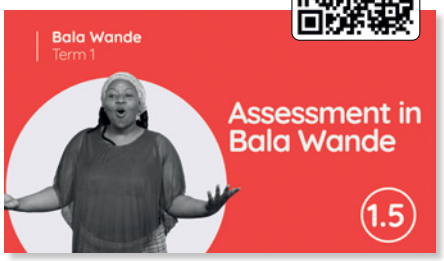
Beke			Meputso
2	Go arola le dipalophatlo	Ya go ngwalwa	10
3	Go arola ka mašalela	Ya go ngwalwa	15
3	Lebelela barutwana o ele bokgoni bja bona bja go rarolla marara a go arola ka goba ka ntle le mašalela	Bomolomo le tirišo	5
4	Mararantšu a go arola	Ya go ngwalwa	10
5	Mararantšu le dilo tša mahlakoretharo	Ya go ngwalwa	3 + 6
6	Dilo tša mahlakoretharo	Ya go ngwalwa	9
6	Lebelela barutwana go ela bokgoni bja bona bja go tseba, go fa leina le semelo sa dilo tša mahlakoretharo.	Bomolomo le tirišo	5
7	Tšhomišo ya data	Ya go ngwalwa	10

8. Term 4 assessment plan

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The assessment plan for Term 4 is provided below.

Day 5 of each week is planned for assessment and consolidation

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



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

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

Term 4 assessments are as follows

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

9. Letlakala la meputso la kelo ya Kotara 4

Beke	2	3	3	4	5		5	6	6		7		
Mphato 3 Kotara 4 **Mmetse** **Letlakala leo le akantšwego la go rekhota meputso ya kelo ya semmušo**	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	Palo: Bomolomo le tirišo	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	PALOMOKA YA PALO	Sekgoba le Sebopego: Ya go ngwalwa	Sekgoba le Sebopego: Ya go ngwalwa	Sekgoba le Sebopego: Bomolomo le tirišo	PALOMOKA YA SEKGOBA LE SEBOPEGO	Tšhomišo ya Data: Ya go ngwalwa	PALOMOKA YA TŠHOMIŠO YA DATA	PALOMOKA YA KOTARA
Meputso	10	15	5	10	6	46	3	9	5	17	10	10	73
Leina la morutwana le sefane													

Palo, Diophareišene le Ditswalano	Tšhomišo ya Data	Sekgoba le Sebopego

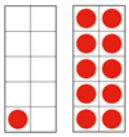
9. Term 4 assessment mark sheet

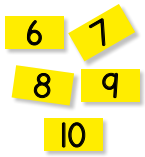
Week	2	3	3	4	5		5	6	6		7		
Grade 3 Term 4 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Oral and practical	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Written	Space and shape: Oral and practical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

Number, Operations and Relationships	Measurement	Space and Shape

Go arola

	Didirišwa
Mmetse wa Hlogo: Dira 20 o šomiša dikarata tša marontho.	*dikarata tša marontho* tša morutiši
Papadi: *Mmetse wa lebelo ka mataese le dikarata-atiša!*	*mataese, dikarata tša palo* tša a morutwana





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Tekolo ya go arola (1)	Puku ya Mešomo ya Morutwana
2	Tekolo ya go arola (2)	Puku ya Mešomo ya Morutwana
3	Tekolo ya go arola (3)	Puku ya Mešomo ya Morutwana
4	Go pedifatša le go ripagare	Puku ya Mešomo ya Morutwana
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
matlafatša kgopolo ya karolo ya go abelana le go hlopha.	
rarolla marara a go arola ka go hwetša dikatišanetšwa tša maleba.	
lemoga go re go atiša le go arola ke diophareišene tša go dirolla.	
teefatša kgopolo ya go ripagare le go e šomiša go rarolla marara a go arola.	

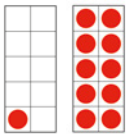
Kelo

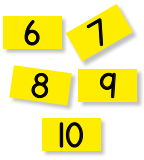
Ga go na kelo ya semmušo beke ye.

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.

Division

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



Day	Lesson activity	Lesson resources
1	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

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

Assessment

There is no formal assessment this week.

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

Go arola

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re teefatša tsebo ya ditlemagano tša 20 re šomiša dikarata tša marontho go swana le ka mokgwa woo re dirilego ga Kotara ya 1. Laela barutwana ba bone 10 ka go tlatša diforeimi tša lesome tšeo di hlamilwego ka dikarata tšeo di gatišitšwego tša marontho ke moka ba dire 20. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemagano tša bona tša lesome le ditswalano tša go hlakantša.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka mataese le dikarata – atiša!* Papadi ye e godiša tsebo yeo e feleletšego ya dintlha tša katišo. Barutwana ba hloka dikarata tša bona tša dipalo tša 0-20 le letaese le tee. Go nolofatša papadi, šomiša dikarata tša dipalo tša mono-tee. Dumelela barutwana bao ba kwešišago go šomiša dikarata ka moka.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa go arola, barutwana ba dira poeletšo ya seo ba ithutilego sona ka go arola. Ba itlwaetša go rarolla marara a go hlopha le go abelana gomme ba dira poeletšo ka go šomiša dikatišanetšwa go rarolla marara. Ba tlo lemoga gore go atiša le go arola ke diophareišene tša go dirolla ge ba šomiša ditafola tša go atiša go ba thuša go rarolla marara a go arola. Mafelelong, barutwana ba rarolla marara a go pedifatša le a go ripagare, ba kwešiša gore ba a atiša le go arola ka 2. Bekeng ye re tsepelela ga:

- tiišeletša kgopolo ya karolo ya go abelana le go hlopha.
- rarolla marara a go arola ka go hwetša dikatišanetšwa tša maleba.
- lemoga go re go atiša le go arola ke diophareišene tša go dirolla.
- teefatša kgopolo ya go ripagare le go e šomiša go rarolla marara a go arola.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa kudu gore barutwana ba bone kgokagano magareng ga go arola le go atiša ge ba di šomiša bjale ka diophareišene tša go dirolla go ba thuša go rarolla marara. Hlohleletša barutwana gore ba ahlaahle mekgwa ya bona ya go rarolla marara le go fa mabaka a ditharollo tša bona.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **dikatišanetšwa**, **tokologanyo**, **methaladi**, **dikholomo**, **balela**, **atiša**, **ga kae**, **aba**, **go abela**, **arola**, **dihlopha**, **go hlopha**, **seripa**, **bogare**, **go ripa ka bogare**, **pedifatšo**, **go pedifatša**, **ntši**, **nnyane.**

Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of bonds of ten and additive relations.

Game video

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

Conceptual development video

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

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

What to look out for this week

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

BEKE 1 • LETŠATŠI 1

Tekolo ya go arola (1)

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

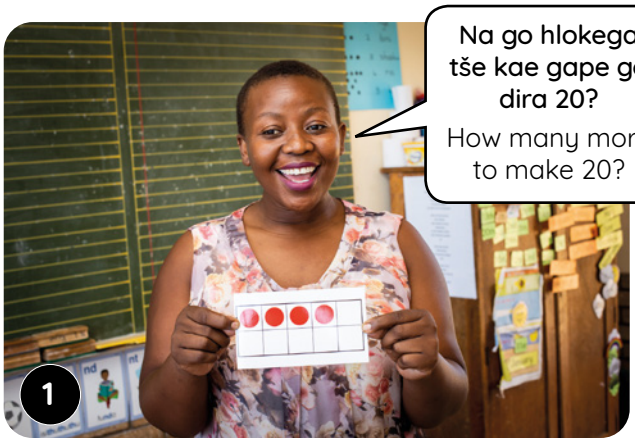
MMETSE WA HLOGO | MENTAL MATHS

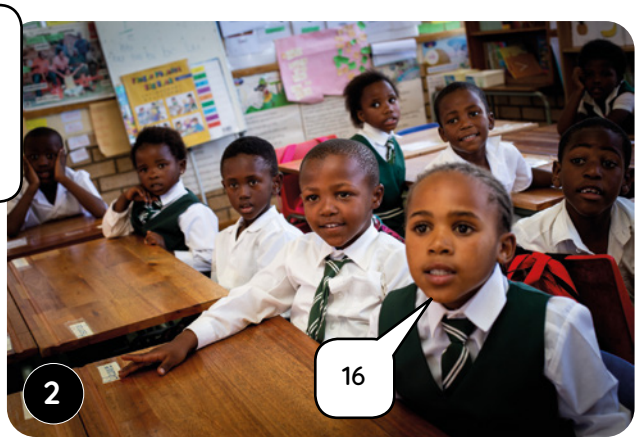
Barutwana ba šomiša dikarata tša marontho go bona gore na go hlokega go oketša tše kae go dira 20.

Learners 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.





Review of division (1)

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

33

26

89

51

62

84

31

69

22

75

Letšatši 2 Day 2

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

41

26

52

85

63

83

12

99

35

78

Letšatši 3 Day 3

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

36 = _____ + _____

51 = _____ + _____

49 = _____ + _____

14 = _____ + _____

71 = _____ + _____

58 = _____ + _____

79 = _____ + _____

81 = _____ + _____

25 = _____ + _____

93 = _____ + _____

Letšatši 4 Day 4

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

12 = _____ + _____

37 = _____ + _____

76 = _____ + _____

44 = _____ + _____

58 = _____ + _____

71 = _____ + _____

89 = _____ + _____

27 = _____ + _____

63 = _____ + _____

95 = _____ + _____

BEKE 1 • LETŠATŠI 1

Tekolo ya go arola (1)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Go na le matšoba a 63 ao a swanetšego go tsena ka gare ga divase tše 7. Na ke matšoba a makae ao a swanetšego go tsena ka gare ga vase e tee?

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

Re swanetše go aba matšoba ka gare ga divase tše 7. Ge e le go re go na le matšoba a 63, matšoba a 9 a tla tsena ka vaseng e tee.

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

Go na le dipisikiti tše 48 tšeo di swanetšego go tšhelwa ka gare ga mapokisi. Na o tla hloka mapokisi a makae?

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

Re swanetše go hlopha dipisikiti. Go na le dipisikiti tše 48 tšeo di swanetšego go ba ka dihlopha tša 6. Re tla hloka mapokisi a 8.

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

Bušeletša dikgato ka mararantšu a mangwe a go hlopha le go abelana. Efa barutwana menyetla ya go bolela ka mokgwa wa go rarolla marara. Hlohleletša barutwana gore ba šomiše seo ba se tsebagp ka ditafola tša dikatišanetšwa le dikatišo go ba thuša go rarolla marara ka lebelo le ka nepagalo.

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

Review of division (1)

BEKE • WEEK 1

LETŠATŠI 1 • DAY 1

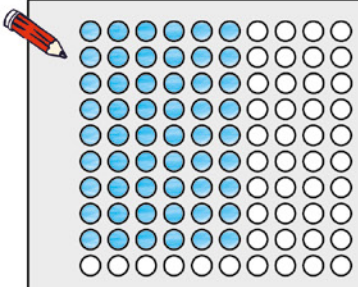
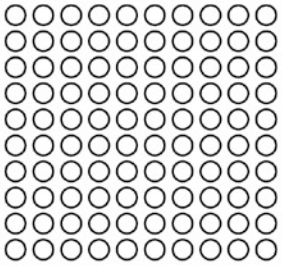
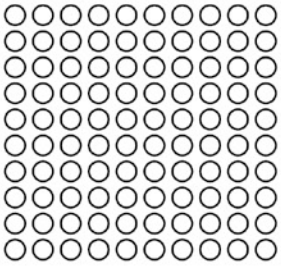
Tekolo ya go arola (1)
Review of division (1)

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: Mmetse wa lebelo ka mataese le dikarata – atiša!
Game: Fast maths with dice and cards – multiply!

- Ralokang ka bobedi.
  Play in pairs.
- Ribolla karata o be o foše letaese.
  Turn a card and throw a dice.
- Atiša!
  Multiply!

1 Khalara
Colour.

54 arolwa ka dihlopha tše 9 tša 6. 54 divided into 9 groups of 6.	64 arolwa ka dihlopha tše 8 tša 8. 64 divided into 8 groups of 8.	50 arolwa ka dihlopha tše 5 tša 10. 50 divided into 5 groups of 10.
		
6 × 9 = 54	___ × ___ = ___	___ × ___ = ___
54 ÷ 9 = 6	___ ÷ ___ = ___	___ ÷ ___ = ___

Lebelela mafokopalo. Bona gore go atiša le go arola go tswalana bjang!
Look at the number sentences. See how multiplication and division are related!

2

BEKE 1 • LETŠATŠI 1

Tekolo ya go arola (1)

2 Abela bagwera diaesekhrimi.

Share the ice creams between friends.

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

3 Abela bagwera ba ba5 dipisikiti tše 45.

Share 45 biscuits between 5 friends.

Thala. Draw.	
lefokopalo la go atiša multiplication number sentence	lefokopalo la go arola division number sentence
Karabo. Answer.	

Go na le ditšhokolete tše 8 ka lepokising. Na o tla hloka mapokisi a makae ka ditšhokolete tše 48?

There are 8 chocolates in a box. How many boxes will you need for 48 chocolates?

Thala. Draw.	
lefokopalo la go atiša multiplication number sentence	lefokopalo la go arola division number sentence
Karabo. Answer.	

Review of division (2)

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

Go na le dimabole tše 48 tšeo di swanetšego go abelwa bagwera ba 7. Na mogwera o tee o tla hwetša dimabole tše kae?

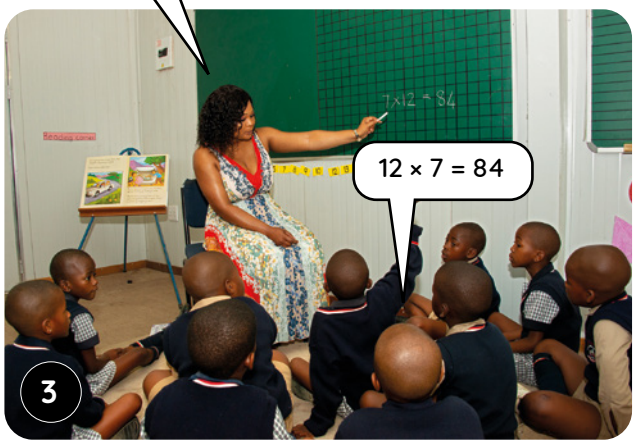
There are 84 marbles that need to be shared between 7 friends. How many marbles will each friend get?

Go na le dimabole tše 84 le bagwera ba 7. Ke a tseba go re 7 x 12 = 84, ka gona, mogwera o tee o tla hwetša dimabole tše 12.

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

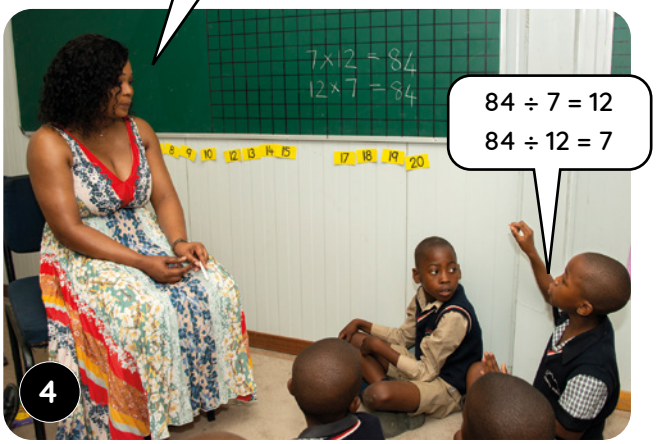
Ee! Ekaba go na le tsela ye nngwe ya go ngwala 7 x 12 = 84?

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



O nepile! Ke afe mafokopalo a go arola ao re ka a šomišago?

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



Bušeletša dikgato ka mararantšu a mangwe a go hlopha le go abelana. Efa barutwana menyetla ya go bolela ka mokgwa wa go rarolla marara. Ba hlohleletše ba nagane ka go atiša le go arola bjale ka diophareišene tša go dirolla le go tseba mafokopalo a mane a go amana le marara a mangwe le a mangwe.

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

BEKE 1 • LETŠATŠI 2

Tekolo ya go arola (2)

BEKE • WEEK 1

LETŠATŠI 2 • DAY 2

Tekolo ya go arola (2)
Review of division (2)

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

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

2 Abela bagwera ba ba4 dipaluni tše 28.
Share 28 balloons between 4 friends.

Thala.
Draw.

lefokopalo la go atiša multiplication number sentence	lefokopalo la go arola division number sentence

Karabo.
Answer.

Go na le mae a 10 ka lepokising. Na o tla hloka mapokisi a makae go mae a 60?
There are 10 eggs in a carton. How many cartons will you need for 60 eggs?

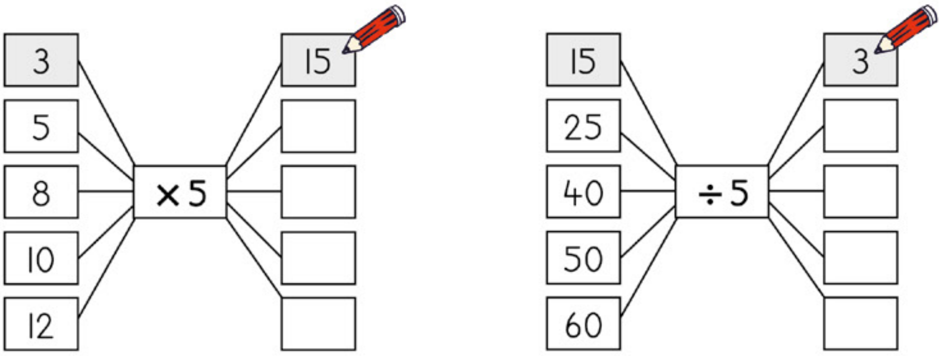
Thala.
Draw.

lefokopalo la go atiša multiplication number sentence	lefokopalo la go arola division number sentence

Karabo.
Answer.

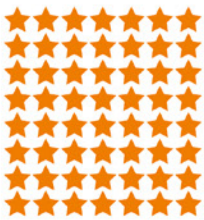
Review of division (2)

3



4 Ngwala mafokopalo a go atiša le go arola.

Write the multiplication and division number sentences.

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

BEKE 1 • LETŠATŠI 3

Tekolo ya go arola (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

Nkanyiso o na le dilollipop tše 40. Phindi o na le dilollipop tše 10. Na dilollipop tša Nkanyiso di feta tša Phindi ga kae?

Nkhanyiso has 40 lollipops. Phindi has 10 lollipops. How many times more lollipops does Nkhanyiso have than Phindi?

Ke thala dilollipop tša Nkanyiso le Phindi ka tsela ye gore ke rarolle palorara.

I draw the lollipops for Nkhanyiso and Phindi like this to solve the problem.

Ee! Šomiša dihlopha tša 10 go bapetša gore dilollipop tšeo Nkanyiso a nago le tšona ke tše dintši ga kae?

Yes! Use the groups of 10 to compare how many times more lollipops Nkhanyiso has.

Phindi o na le sehlopha se tee sa 10 mola Nkanyiso a na le dihlopha tše 4 tša 10.

Phindi has one group of 10 and Nkhanyiso has 4 groups of 10.

Dilollipop tša Nkanyiso di feta tša Phindi ga 4.

Nkhanyiso has 4 times more lollipops than Phindi.

Ke ngwala lefokopalo.

40 ÷ 10 = 4.

I write the number sentence.

Bušeletša dikgato ka mararantšu a mangwe, o hlohleletša barutwana gore ba nagane ka mokgwa woo ba šomišago go arola le dikatišanetšwa go hwetša karabo.

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

Review of division (3)

BEKE • WEEK 1

LETŠATŠI 3 • DAY 3

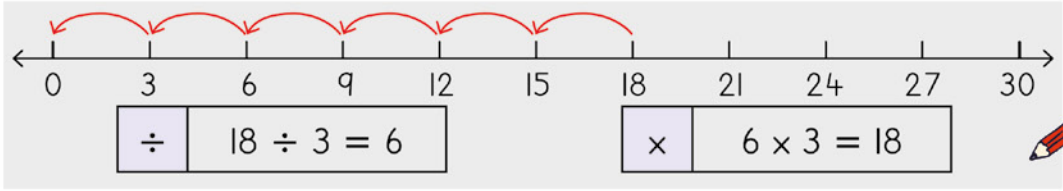
Tekolo ya go arola (3)

Review of division (3)

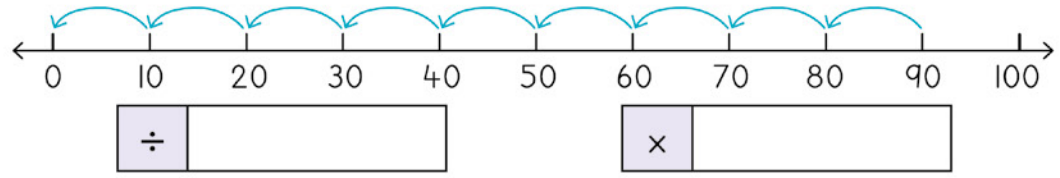
MMETSE WA HLOGO – MENTAL MATHS | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO – MAKE 20 USING DOT CARDS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Šomiša dikatišanetšwa o ngwale mafokopalo a go atiša le go arola.

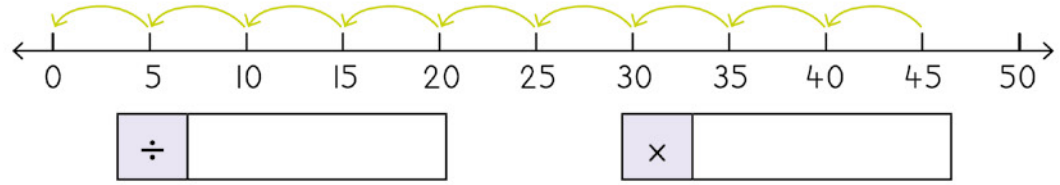
Use the multiples to write multiplication and division number sentences.



÷ | 18 ÷ 3 = 6 × | 6 x 3 = 18



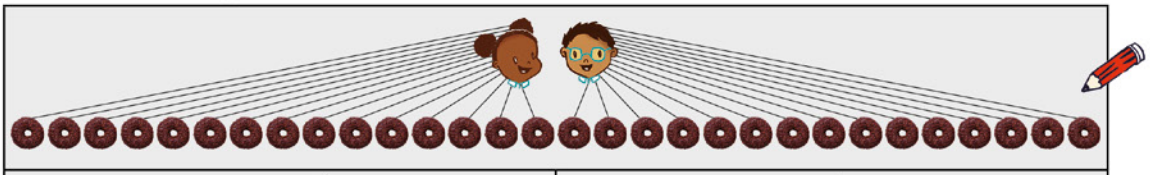
÷ | × |



÷ | × |

2 Aba dikuku magareng ga bagwera.

Share the doughnuts between the friends.



go arola division 30 ÷ 2 = 15	go atiša multiplication 15 x 2 = 30

go arola division	go atiša multiplication

BEKE 1 • LETŠATŠI 3

Tekolo ya go arola (3)

3

Abela bana ba 7 diaesekhrimi tše 56. Share 56 ice creams between 7 children. ____ ÷ ____ = ____ diaesekhrimi ice creams	Abela bana ba 6 dipisikiti tše 30. Share 30 biscuits between 6 children. ____ ÷ ____ = ____ dipisikiti biscuits
Na o ka dira dihlopha tše kae tša 4 ka 28? How many groups of 4 can you make from 28? ____ ÷ ____ = ____ dihlopha groups	Na o ka dira dihlopha tše kae tša 10 ka 90? How many groups of 10 can you make from 90? ____ ÷ ____ = ____ dihlopha groups

4 Ripone ye khubedu ke ya botelele bja 81 m. Ripone ye talaleratadima ke ya botelele bja 9 m. Ekaba ripone ye khubedu ke ye telele ga kae go ripone ye talaleratadima?

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

Thala. Draw.	
Iefokopalo la go arola division number sentence	Karabo. Answer.

Doubling and halving

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

Ka lebelo ka moo o ka kgonago … mpotše go re seripa sa 40 ke eng.
As quickly as you can … tell me what is half of 40?

Na o baletše bjang ka lebelo?
How did you work it out so quickly?

Ke arotše 40 ka 2. Ke a tseba go re go na le dihlopha tše 2 tša 20 ka go 40.
I divided 40 by 2. I know that there are 2 groups of 20 in 40.

O nepile! Ke mang yoo a baletšego ka mokgwa wa go fapana le wo?
That's right! Who did it in a different way?

Ke a tseba go re pedifatšo ya 20 ke 40.
I know that double 20 is 40.

O nepile! O ka mpotša eng ka go pedifatša le go ripagare?
Correct! So, what can you tell me about doubling and halving?

Nka šomiša go pedifatša gore ke hwetše diripa. Pedifatšo ke x 2 gomme seripa ke ÷ 2.
I can use doubling to find halves. Double is × 2 and half is ÷ 2.

Hlohleletša barutwana gore ba bolele ka go ripagare, ba lemoge gore dipedifatšo le diripa di balelwa ka go atiša le go arola ka 2. Thuša barutwana go šoma ka go pedifatša le go ripagare bjale ka diophareišene tša go dirolla.

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

BEKE 1 • LETŠATŠI 4

Go pedifatša le go ripagare

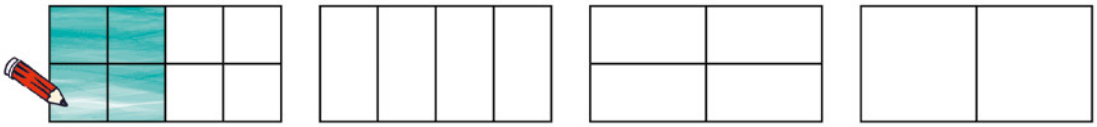
BEKE • WEEK 1

LETŠATŠI 4 • DAY 4

Go pedifatša le go ripagare
Doubling and halving

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

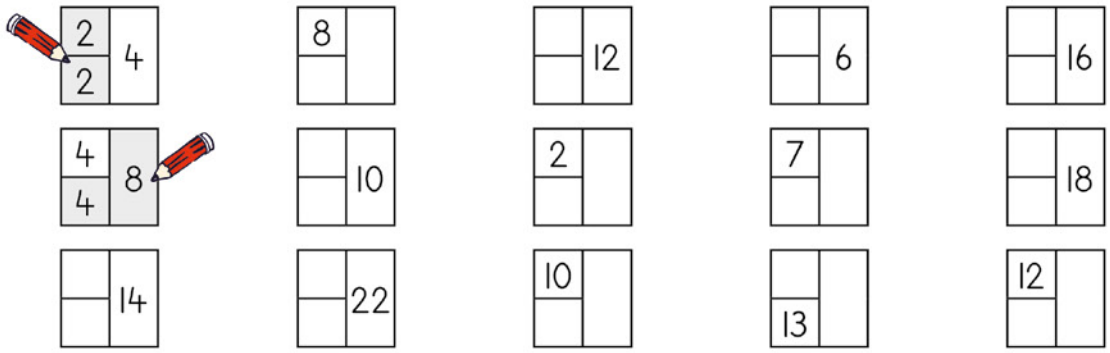
1 Khalara seripa.
Colour half.



2

Pedifatšo ya. Double.		Seripa sa. Halve.	
7 ke 14. 7 is 14.	8 ke ____. 8 is ____.	14 ke 7. 14 is 7.	16 ke ____. 16 is ____.
9 ke ____. 9 is ____.	11 ke ____. 11 is ____.	18 ke ____. 18 is ____.	22 ke ____. 22 is ____.
40 ke ____. 40 is ____.	25 ke ____. 25 is ____.	80 ke ____. 80 is ____.	50 ke ____. 50 is ____.
50 ke ____. 50 is ____.	35 ke ____. 35 is ____.	100 ke ____. 100 is ____.	60 ke ____. 60 is ____.

3 Feleletša ditafola tša dipalo ka go šomiša dipedifatšo goba diripa.
Complete the number tables using doubles or halves.



Doubling and halving

4 Thala sediko go dipedifatšo o be o ngwale lefokopalo.

Circle the doubles and write the number sentence.

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

7 + 7 = 14

____ + ____ = ____

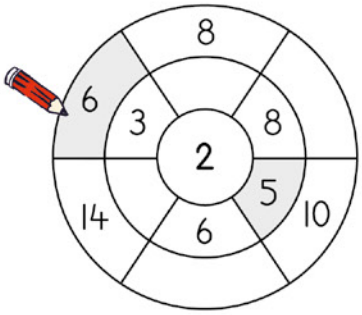
____ + ____ = ____

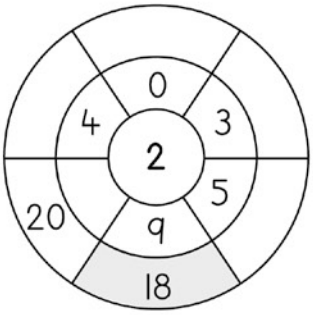
____ + ____ = ____

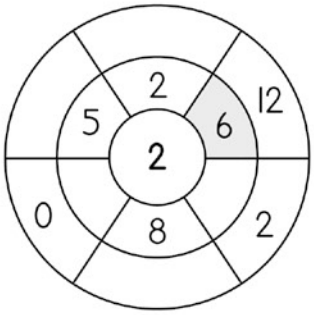
____ + ____ = ____

5 Atiša goba o arole ka 2.

Multiply or divide by 2.







6 Khalara dikarolo tša palophatlo.

Colour in the fraction parts.

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

Na o lemoga eng ka diripa tšeo o di khalarilego?

What do you notice about the halves you shaded?

BEKE 1 • LETŠATŠI 5

Teefatšo

BEKE • WEEK 1

LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1

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

2 Fetoša lefokopalo la go arola e be tafola ya go atiša o ngwale lefoko leo le tlogetšwego.

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

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

A re boleleng ka Mmetse!

Let's talk Maths!

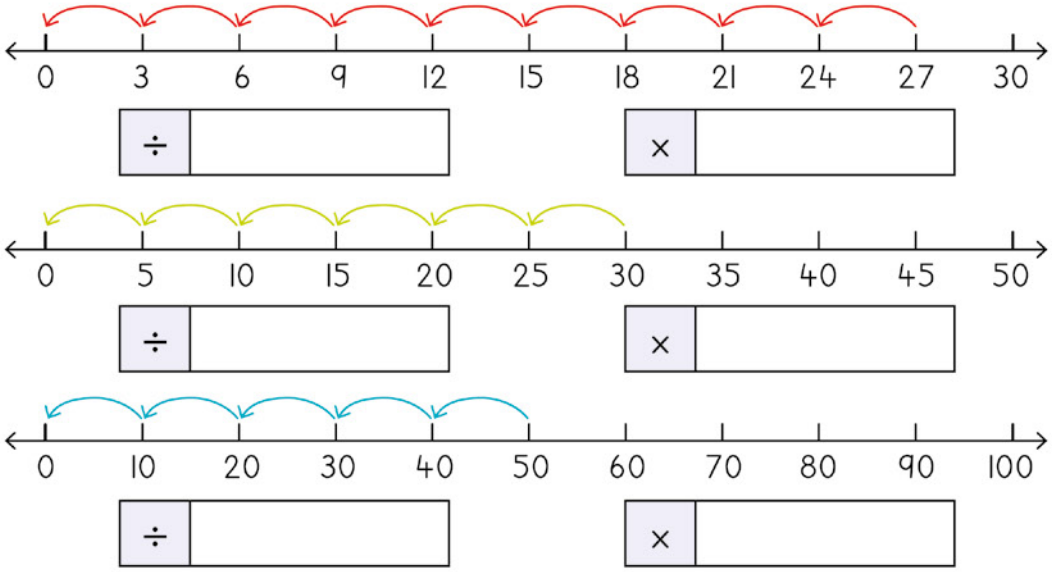
Ka Sepedi re re:	In English we say:
abela	share
dihlopha	group
seripa	half
seripa sa	halve
pedifatšo	double
atiša ka 2	multiply by 2
arola ka 2	divide by 2

10

Consolidation

3 Šomiša dikatišanetšwa di go thuše go ngwala mafokopalo a go atiša le go arola.

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



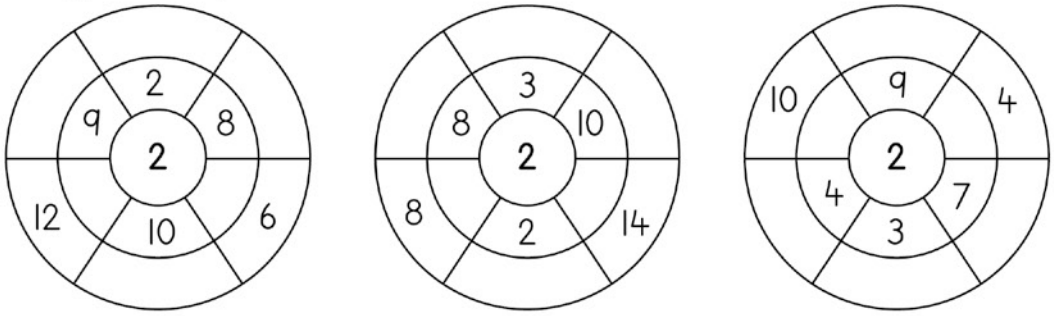
4 Hwetša dipedifatšo le diripa.

Find the doubles and halves.

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

5 Atiša goba o arole ka 2.

Multiply or divide by 2.



Go arola le dipalophatlo

	Didirišwa
Mmetse wa Hlogo: Go hlakantšha le go ntšha dikatišanetšwa tša 10	ga di gona
Papadi: *Mmetse wa lebelo ka mataese le dikarata-atiša!*	*mataese, dikarata tša palo* tša a morutwana

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go ripagare le dipalophatlo	Puku ya Mešomo ya Morutwana, *khiti ya dipalophatlo ya morutiši*
2	Dipalophatlo	Puku ya Mešomo ya Morutwana, *khiti ya dipalophatlo ya morutiši*
3	Go arola ka dikatišanetšwa tša 10	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa lesome*
4	Go arola dipalo tša mono-2	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa lesome*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša tsebo ya go ripagare go rarolla marara.	
arola dikatišanetšwa tša lesome ka dipalo tša mono-tee.	
arola dipalo tša mono-pedi ka dipalo tša mono-tee.	

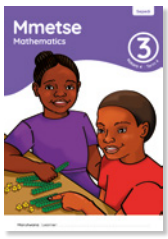
Kelo

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

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

Division and fractions

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





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

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

Assessment

Written assessment: Addition and subtraction problems and number sentences

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

Go arola le dipalophatlo

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome go fihla ga 100. Ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme o fe 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 dipalo tšeo ba ithutilego tšona.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka mataese le dikarata – atiša!* Papadi ye e godiša tsebo yeo e feleletšego ya dintlha tša katišo. Barutwana ba hloka dikarata tša bona tša dipalo tša 0-20 le letaese le tee. GO nolofatša papadi, šomiša dikarata tša dipalo tša mono-tee. Dumelela barutwana bao ba kwešišago go šomiša dikarata ka moka.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa go arola le dipalophatlo, barutwana ba šomiša tsebo ya bona ya go ripagare le go pedifatša go ba thuša go balela dikarabo ka lebelo le ka nepagalo. Ba matlafatša seo ba ithutilego sona go Kotara ya 3 le go rarolla marara a go akaretša dipalophatlo tša kgoboketšo. Ba itlwaetša gape marara a go arola ka dipalo tšeo di arolwago tša go fihla go 99. Bekeng ye re tla tsepelela ga:

- šomiša tsebo ya go ripagare go rarolla marara.
- arola dikatišanetšwa tša lesome ka dipalo tša mono-tee.
- arola dipalo tša mono-pedi ka dipalo tša mono-tee.

Seo o ka se lebelelago mo bekeng ye

- Ge o šoma ka dikarolo tša go phatloga, efa barutwana menyetla ya go hwetša dikarolo tša go phatloga tša dipalogohle le go re ba arole dipalo tšeo di bago ka dikarabo tša go akaretša dipalophatlo.
- Hlohleletša barutwana ba tsebe dikatišanetšwa le go di šomiša go rarolla marara ka nepagalo. Netefatša go re dipalo tša mono-2 tšeo di šomišitšwego go marara (dipalo tšeo di arolwago) ke dikatišanetšwa tša dipalo tšeo go arolwago ka tšona.
- Mo nakong ye ya kotara, marara a go arola ga se a swanela go ba ka mašalela.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse. Netefatša gore barutwana ba šomiša tlotlontšu ya maleba: **seripa, bogare, go ripa ka bogare, pedifatšo, go pedifatša, ntši, nnyane, dikatišanetšwa, balela, atiša, ga kae, aba, go abela, arola, dihlopha, go hlopha, go hlopha.**

Division and fractions

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

BEKE 2 • LETŠATŠI 1

Go ripagare le dipalophatlo

MMETSE WA HLOGO – MENTAL MATHS | HLAKANTŠHA LE GO NTŠHA DIKATIŠANETŠWA TŠA 10 – ADD AND SUBTRACT MULTIPLES OF 10 → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

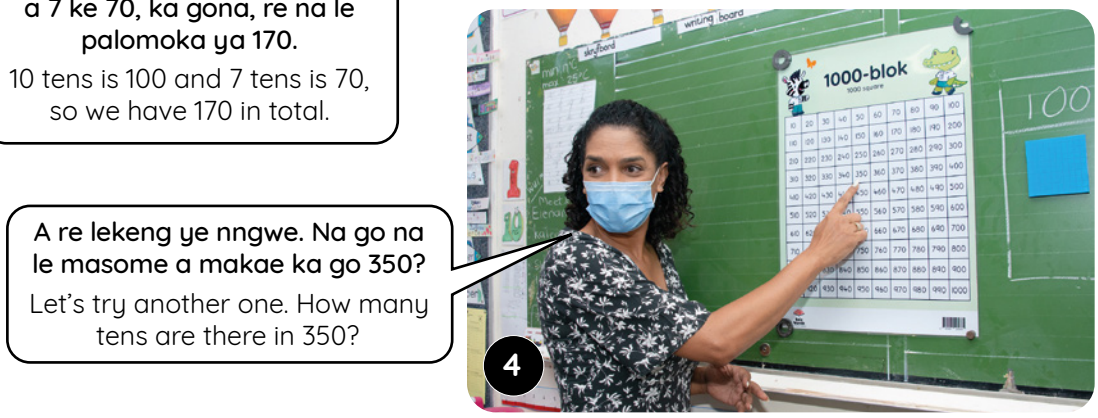
MMETSE WA HLOGO | MENTAL MATHS

Barutwana ba itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome go/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.



Halving and fractions

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

143

468

324

234

571

648

953

716

888

309

Letšatši 2 Day 2

Bontšha ka dikarata tša go aga palo le diploko tša sehlopha sa 10.
Show with flard cards and base 10 blocks.

287

694

472

351

513

689

147

732

940

123

Letšatši 3 Day 3

Feleletša mafokopalo. Ngwala mal00, mal0 le metšo.
Complete the number sentences. Write the 100s, 10s and 1s.

146 = _____ + _____ + _____

527 = _____ + _____ + _____

281 = _____ + _____ + _____

359 = _____ + _____ + _____

875 = _____ + _____ + _____

428 = _____ + _____ + _____

673 = _____ + _____ + _____

794 = _____ + _____ + _____

962 = _____ + _____ + _____

487 = _____ + _____ + _____

Letšatši 4 Day 4

Feleletša mafokopalo. Ngwala mal00, mal0 le metšo.
Complete the number sentences. Write the 100s, 10s and 1s.

456 = _____ + _____ + _____

227 = _____ + _____ + _____

579 = _____ + _____ + _____

383 = _____ + _____ + _____

147 = _____ + _____ + _____

911 = _____ + _____ + _____

654 = _____ + _____ + _____

753 = _____ + _____ + _____

852 = _____ + _____ + _____

951 = _____ + _____ + _____

BEKE 2 • LETŠATŠI 1

Go ripagare le dipalophatlo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mma o go fa R20. O šomiša $\frac{1}{2}$ sa tšhelete yeo. Na o šomišitše bokae?

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

Na palophatlo ya $\frac{1}{2}$ e ra go reng?

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

Palo, 1 ka godimo ga palophatlo e bontšha go re re tšea karolo e 1 ya dikarolo tše 2 tša go lekana.

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

Palo, 2 yeo e lego ka fase ga palophatlo e bontšha go re re arola palogohle ka dikarolo tše 2 tša go lekana.

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

Go bjalo! Bjale re swanetše go dira eng gore re rarolle palorara ye?

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

Ka arola R20 ka 2. Ke šomiša R10.

I divide R20 by 2. I spend R10.

Bušeletša dikgato ka mararantšu a mangwe a go ripagare. Hlohleletša barutwana gore ba rarolle marara ka go nagana ka seripa sa palophatlo, ka go arola ka 2 le go gopola dipedifatšo tša bona.

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

Halving and fractions

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

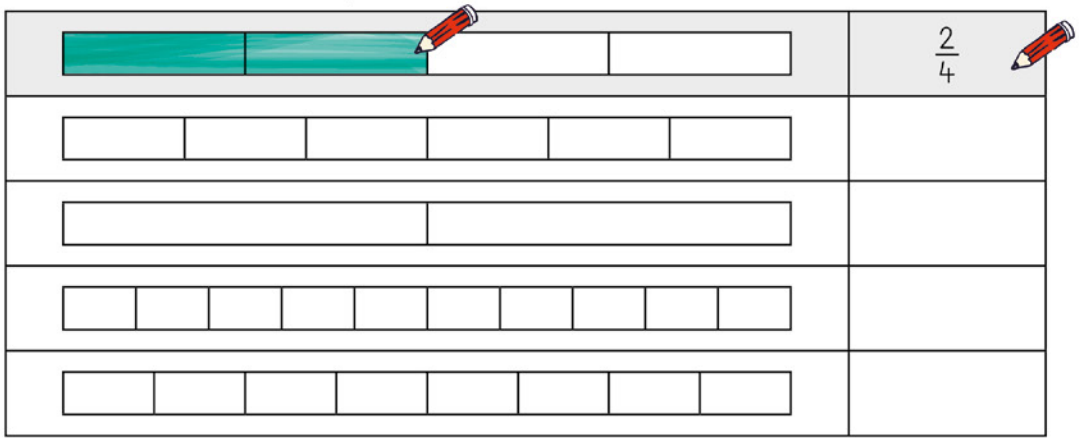
Go ripagare le dipalophatlo
Halving and fractions

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

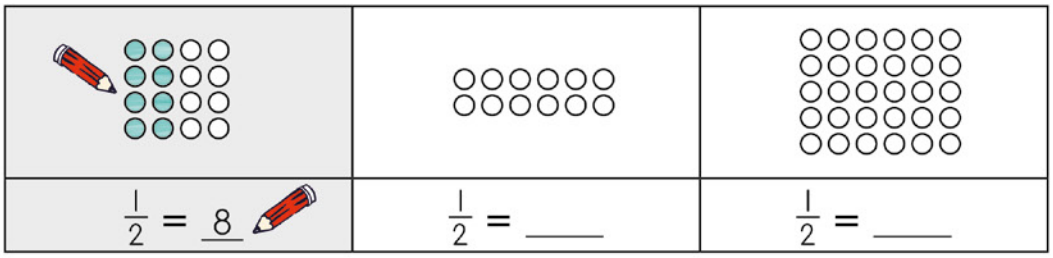
Papadi: Mmetse wa lebelo ka mataese le dikarata – atiša!
Game: Fast maths with dice and cards – multiply!

- Ralokang ka bobedi.
  Play in pairs.
- Ribolla karata o be o foše letaese.
  Turn a card and throw a dice.
- Atiša!
  Multiply!

1 Khalara seripa sa moseto wa palophatlo ye nngwe le ye nngwe o be o ngwale palophatlo.
Shade half of each fraction strip and write the fraction.

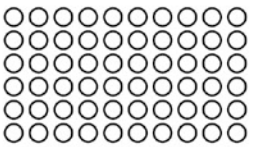
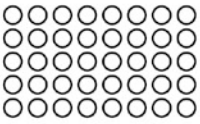


2 Khalara seripa.
Colour half.



12

Go ripagare le dipalophatlo

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

3 Themba o na le dipaluni tše 30. O fa mogwera wa gagwe seripa sa tšona. Na o fa mogwera wa gagwe dipaluni tše kae?

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

Thala. Draw.

palogohle ke 30
whole is 30

$\frac{1}{2}$ ke 15
$\frac{1}{2}$ is 15

$\frac{1}{2}$ ke 15
$\frac{1}{2}$ is 15

lefokopalo
number sentence

30 ÷ 2 = 15

Fikile o na le dipuku tše 48. O fa buti wa gagwe seripa sa tšona. Na o fa buti wa gagwe dipuku tše kae?

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

Thala. Draw.

palogohle ke ____
whole is ____

$\frac{1}{2}$ ke ____
$\frac{1}{2}$ is ____

$\frac{1}{2}$ ke ____
$\frac{1}{2}$ is ____

lefokopalo
number sentence

Fractions

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA LE GO NTŠHA DIKATIŠANETŠWA TŠA 10
ADD AND SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ntokozo o na le diphentshele tše 18. O šia $\frac{1}{3}$ ya diphentshele gae. Na o ya sekolong le diphentshele tše kae?

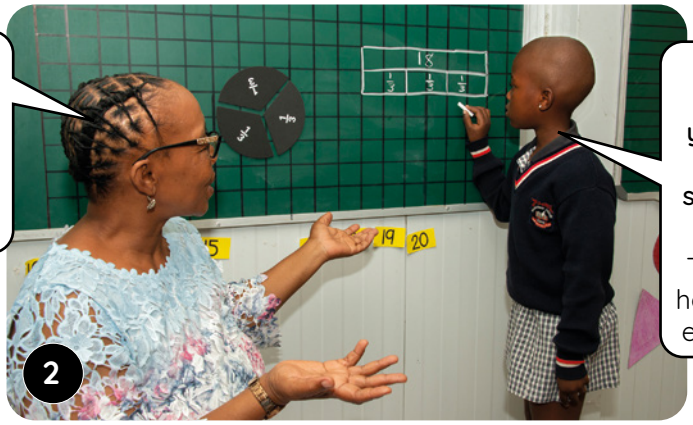
Ntokozo has 18 pencils. He leaves $\frac{1}{3}$ of the pencils at home. How many pencils will he take to school?

Re swanetše go arola palomoka ya diphentshele ka dihlopha tše 3 gore re kgone go balela palo ya diphentshele tšeo Ntokozo a yago le tšona sekolong. 18 ke palogohle. Re swanetše go hwetša tharong ya 18.

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

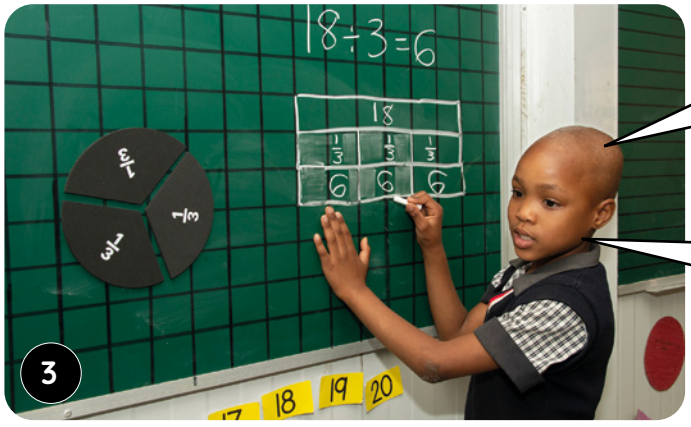
Na re rarolla bjang palorara ye?

So, how do we solve this problem?



Go hwetša tharong, ke swanetše go hwetša palo ya diphentshele tšeo di lego gona go se sengwe le se sengwe sa dihlopha tše 3 tša bogolo bja go lekana.

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



Ke a arola gore ke hwetše palo.

18 ÷ 3 = 6

I divide to find the number.

Ntokozo o ile le diphentshele tše $\frac{2}{3}$ sekolong. O tšere diphentshele tše 12.

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

Efa barutwana menyetla ya go rarolla marara a go fapafapana. Ba swanetše go hwetša palophatlo ya kgoboketšo. Ba hlohleletše gore ba ahlaahle seo ba se dirago gore ba nagane gore ba nyakana le karolo ya palogohle bjale ka karabo ya marara.

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

Dipalophatlo

BEKE • WEEK 2

LETŠATŠI 2 • DAY 2

Dipalophatlo
Fractions

MMETSE WA HLOGO
MENTAL MATHS

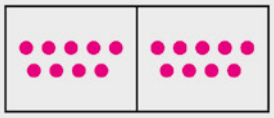
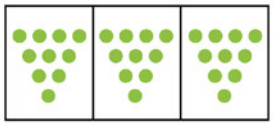
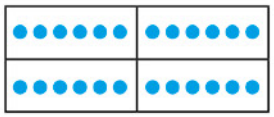
HLAKANTŠHA LE GO NTŠHA DIKATIŠANETŠWA TŠA 10
ADD AND SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

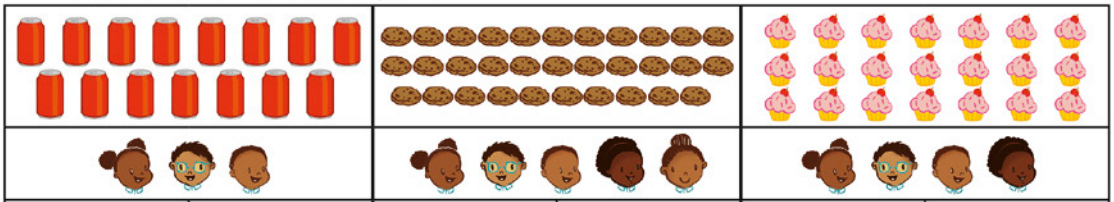
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Šomiša marontho go hwetša dikarolo tša palophatlo.
Use the dots to find the fraction parts.

	dihlopha groups	marontho go sehlopha se tee dots per group	palophatlo fraction
	2	× 9 = 18	18 ÷ 2 = 9 $\frac{1}{2}$ of 18 = 9
	___	× ___ = ___	___ ÷ ___ = ___ ___ of ___ = ___
	___	× ___ = ___	___ ÷ ___ = ___ ___ of ___ = ___

2 Abela o be o hwetše dikarolo tša palophatlo.
Share and find the fraction parts.



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

14

Fractions

3 Khalara marontho o bontšhe dipalophatlo.

Colour the dots to show the fractions.

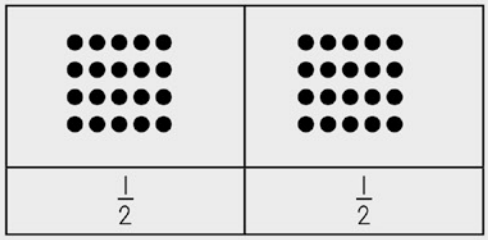
$\frac{1}{3}$	$\frac{2}{5}$	$\frac{2}{3}$	$\frac{4}{5}$	$\frac{1}{2}$
○○○ ○○○ ○○○	○○○○○ ○○○○○	○○○○○○○○○ ○○○○○○○○○ ○○○○○○○○○	○○○○○○○○○○ ○○○○○○○○○○	○○○○ ○○○○ ○○○○ ○○○○ ○○○○ ○○○○

4 Priya o na le malekere a 40. O fa mogwera wa gagwe $\frac{1}{2}$ sa malekere. Na o mo file malekere a makae?

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

Thala.

Draw.



lefokopalo: $\frac{1}{2}$ ya 40 ke number sentence: $\frac{1}{2}$ of 40	Karabo. Answer.
$40 \div 2 = 20$	malekere a ma20 20 sweets

Ntando o na le dimabole tše 33. O fa mogwera wa gagwe $\frac{1}{3}$ ya dimabole tša gagwe. Na o mo file dimabole tše kae?

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

Thala.

Draw.

lefokopalo: $\frac{1}{3}$ ya 33 number sentence: $\frac{1}{3}$ of 33	Karabo. Answer.

BEKE 2 • LETŠATŠI 3

Go arola ka dikatišanetšwa tša 10

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA LE GO NTŠHA DIKATIŠANETŠWA TŠA 10
ADD AND SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Thandi o reka dikgwele tše 3 ka R60. Na kgwele e tee e bitša bokae? A re šomišeng diploko tša rena tša sehlopha sa 10 re bontšhe seo re se tsebago mo go palorara ye.

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

Ke na le diploko tša sehlopha sa lesome tše 6 go bontšha R60. Ke swanetše go balela go re kgwele e tee e bitša bokae.

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

Go na le dikgwele tše 3, ka gona, o swanetše go bea diploko tša sehlopha sa lesome ka dihlopha tše 3 tša go lekana.

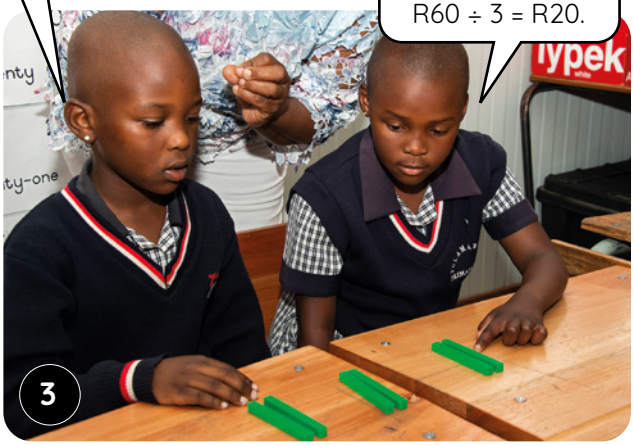
There are 3 balls, so you need to put the base ten blocks into 3 equal groups.

Sehlopha se tee se na le masome a ma2. Seo se ra go re kgwele e tee e bitša R20.

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

Seo se ra go re, R60 ÷ 3 = R20.

So that means R60 ÷ 3 = R20.



Bušeletša dikgato ka mararantšu a mangwe, o hlohleletša barutwana gore ba nagane ka mokgwa woo ba šomišago dikatišanetšwa go hwetša karabo. Bontšha phapoši gore ba šoma bjang ka masome – o ba thuše go dira kgokagano magareng ga 60 ÷ 3 = 20 le 6 ÷ 3 = 2.

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

Division with multiples of 10

BEKE • WEEK 2

LETŠATŠI 3 • DAY 3

Go arola ka dikatišanetšwa tša 10
Division with multiples of 10

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

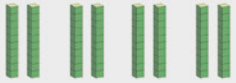
1 Na ke masome a makae?
How many tens?

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

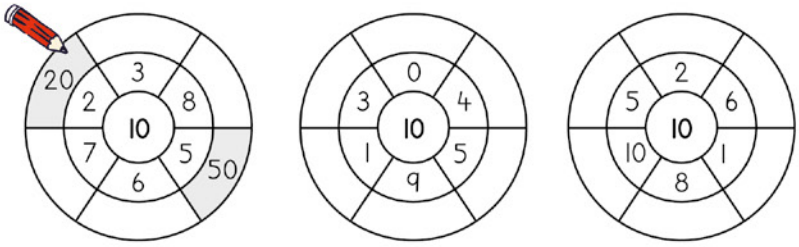
2

80 e lekana le masome a 8. Masome a 8 arolwa ka 4 e lekana le masome a ma2! O ka šomiša diploko tša gago.

80 equals 8 tens. 8 tens divided by 4 equals 2 tens! You can use your blocks.

	Thala masome. Draw the tens.	Arola masome. Divide the tens.	Ngwala lefokopalo. Write the number sentence.
80 ÷ 4 = ____		8 ÷ 4 = 2	80 ÷ 4 = 20
100 ÷ 5 = ____			
90 ÷ 3 = ____			
80 ÷ 8 = ____			
20 ÷ 2 = ____			
80 ÷ 2 = ____			
30 ÷ 3 = ____			
60 ÷ 3 = ____			
100 ÷ 2 = ____			

3 Atiša.
Multiply.



16

Go arola ka dikatišanetšwa tša 10

Šomiša diploko tša gago go bea mal0 le metšo (bol).
Use your blocks to lay out 10s and 1s.

4 Nomsa o na le ditšhokolete tše 60. O aba ditšhokolete tša gagwe ka go lekana magareng ga bagwera ba bararo. Na mogwera o tee o tla hwetša ditšhokolete tše kae?

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

Thala. Draw.	Go na le masome a 6. There are 6 tens. 

Arola masome. Divide the tens.	lefokopalo number sentence
6 ÷ 3 = 2	60 ÷ 3 = 20

Fikile o na le ribone ya 80m. A e kgaola ka diripa tse pedi tsa go lekana. Na seripa se sengwe le se sengwe ke botelele bjo bo kakaang.

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

Thala. Draw.	Go na le masome a _____. There are _____ tens.

Arola masome. Divide the tens.	lefokopalo number sentence

Thabile o na le dimabole tše 100. O aba dimabole tša gagwe ka go lekana magareng ga bagwera ba ba5. Na mogwera o tee o tla hwetša dimabole tše kae?

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

Thala. Draw.	Go na le masome a _____. There are _____ tens.

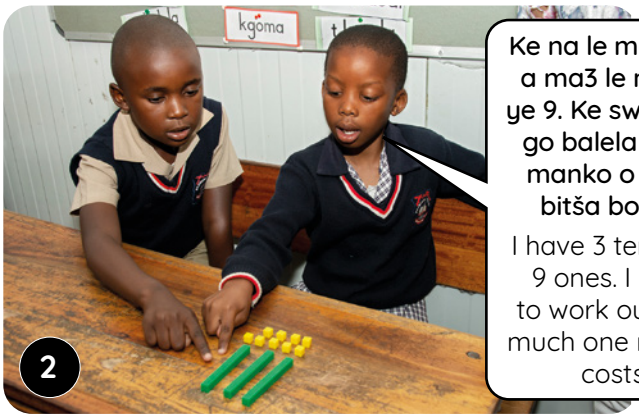
Arola masome. Divide the tens.	lefokopalo number sentence

Division of 2-digit numbers

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Dimanko di bitša R39. Na manko o tee o bitša bokae? A re šomišeng diploko tša rena tša sehlopha sa 10 re bontšhe seo re se tsebago mo go palorara ye.
3 mangoes cost R39. How much does one mango cost? Let's use our base ten blocks to show what we know in this problem.

1

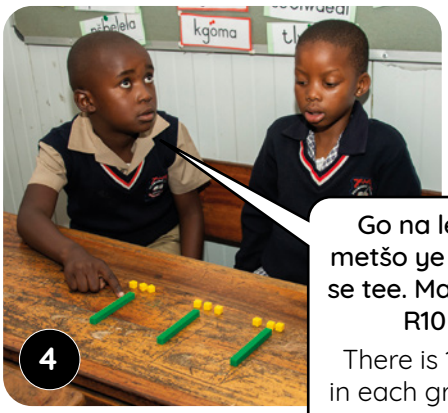


2

Ke na le masome a ma3 le metšo ye 9. Ke swanetše go balela go re manko o tee o bitša bokae.
I have 3 tens and 9 ones. I need to work out how much one mango costs.

3

Go na le dimanko tše 3. Nka arola 30 ka masome a ma3, le metšo ye 9 ka dihlopha tše 3 tša 3.
There are 3 mangoes. I can divide the 30 into 3 tens, and 9 ones into 3 groups of 3.



4

Go na le lesome le 1 le metšo ye me3 sehlopheng se tee. Manko o tee o bitša R10 + R3 = R13.
There is 1 ten and 3 ones in each group. One mango costs R10 + R3 = R13.

Re ka balela bjang 39 ÷ 3 ka go arola?
How can we work out 39 ÷ 3 by dividing?

5

Re hlahlamolla 39 ka masome le metšo. Manko o tee o bitša R13.
We break 39 into tens and ones. One mango costs R13.

Bušeletša dikgato ka mararantšu a mangwe, o hlohleletša barutwana gore ba hlahlamolle dipalo tša mono-2 ka masome le metšo, ka gona, ba thuše go rarolla marara ka nepagalo. Ba hlalošetše go re go hlahlamolla palo 39 ka masome le metšo go re thuša go rarolla palorara gabonolo.

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

Go arola dipalo tša mono-2

BEKE • WEEK 2

LETŠATŠI 4 • DAY 4

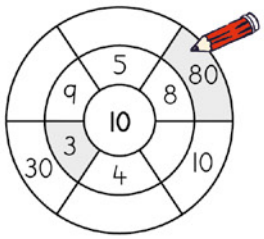
Go arola dipalo tša mono-2
Division of 2-digit numbers

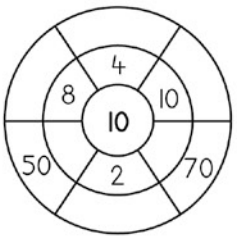
MMETSE WA HLOGO (MENTAL MATHS) — HLAKANTŠHA LE GO NTŠHA DIKATIŠANETŠWA TŠA 10 (ADD AND SUBTRACT MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

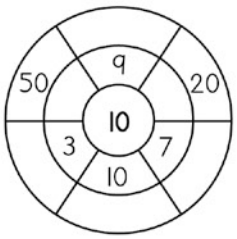
1 Na ke masome le metšo ye mekae?
How many tens and ones?

	masome (tens)	metšo (ones)		masome (tens)	metšo (ones)
47	4	7	82		
68			75		
21			92		
59			36		

2 Atiša goba o arole ka 10.
Multiply or divide by 10.







3 Nomsa o na le thapo ya 62 m. O ripa thapo ka dikarolo tše 2 tša go lekana. Na karolo e tee ke ye telele gakaakang?
Nomsa has a 62 m rope. She cuts the rope into 2 equal parts. How long is each part?

Thala. Draw.

Go na le masome a 6.
There are 6 tens.

Go na le metšo ye me 2.
There are 2 ones.

Arola masome.
Divide the tens.

Arola metšo.
Divide the ones.

Hlakantšha masome le metšo.
Add the tens and ones.

3 tens + 1 = 30 + 1 = 31

lefokopalo
number sentence

62 m ÷ 2 = 31 m

18

Division of 2-digit numbers

Šomiša diploko tša gago go bea mal0 le metšo (bol).

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

Ntobe o na le R84. O aba tšhelete ka go lekana magareng ga bagwera ba ba4. Na mogwera o tee o hwetša bokae?

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

Thala.
Draw.

Go na le masome a _____.
There are _____ tens.

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

Arola masome.	Arola metšo.
Divide the tens.	Divide the ones.

Hlakantšha masome le metšo.
Add the tens and ones.

lefokopalo
number sentence

46 e lekana le masome a ma4 le metšo ye 6.
Nka arola masome le metšo gore ke arole!

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

4	Thala masome le metšo. Draw tens and ones.	Arola masome le metšo. Divide the tens and ones.	Hlakantšha masome le metšo. Add the tens and ones.	lefokopalo number sentence
46 ÷ 2		4 ÷ 2 = 2 6 ÷ 2 = 3	2 tens + 3 ones 20 + 3 = 23	46 ÷ 2 = 23
93 ÷ 3				
86 ÷ 2				
84 ÷ 4				
69 ÷ 3				
42 ÷ 2				
66 ÷ 6				
28 ÷ 2				

BEKE • WEEK 2

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Khalara marontho o bontšhe dipalophatlo.

Colour the dots to show the fractions.

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

2 Bheki o na le matšoba a 30. O fa sesi wa gagwe $\frac{3}{5}$ ya matšoba a gagwe. Na o fa sesi wa gagwe matšoba a makae?

Bheki has 30 flowers. He gives $\frac{3}{5}$ of his flowers to his sister. How many flowers does he give to his sister?

Thala.
Draw.

lefokopalo: $\frac{3}{5}$ ya 30
number sentence: $\frac{3}{5}$ of 30

Karabo.
Answer.

3

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

A re boleleng ka Mmetse!

Let's talk Maths!

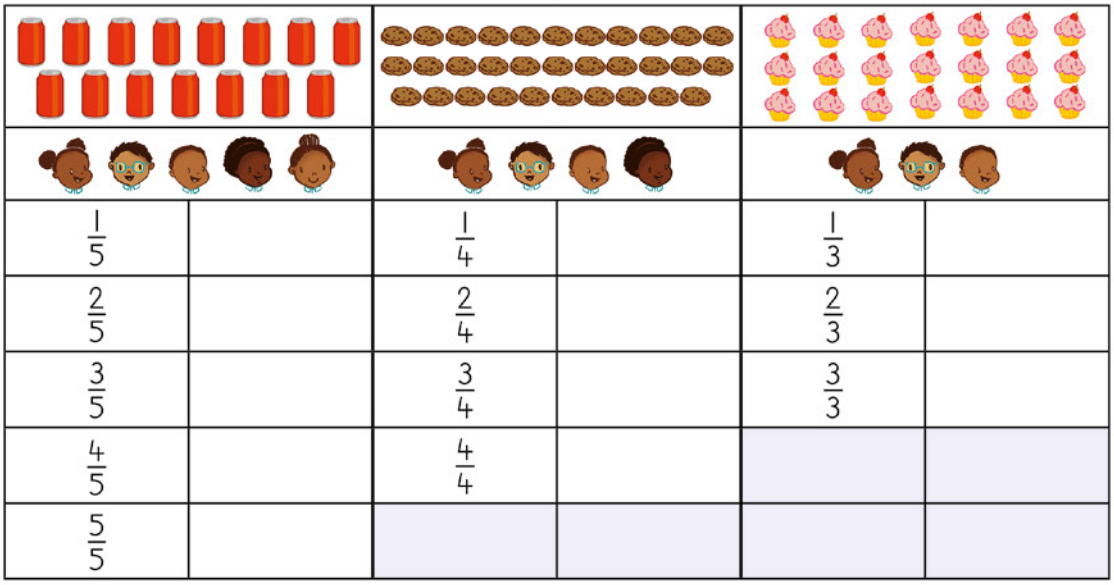
Ka Sepedi re re:	In English we say:
arola	divide
dikatišo tša 10	multiples of 10
palophatlo ya kgoboketšo	fraction of a collection
dikarolo tša go lekana	equal parts
Na mogwera o tee o tla hwetša tše kae?	How many will each friend get?

Assessment and consolidation

Teefatšo ⋮ Consolidation

1 Hwetša dikarolo tša palophatlo.

Find the fraction parts.



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

2 Mbali o na le ripone ya botelele bja 50 m. O fa mogwera wa gagwe seripa sa ripone ya gagwe. Na seripa sa ripone seo mogwera wa gagwe a se hwetšago ke se setelele gakaakang?

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

Thala. Draw.

palogohle ke _____
whole is _____

$\frac{1}{2}$ ke _____
$\frac{1}{2}$ is _____

$\frac{1}{2}$ ke _____
$\frac{1}{2}$ is _____

lefokopalo
number sentence

_____ ÷ _____ = _____

3 Nomsa o na le 28 kg ya flouru. O aba flouru ka go lekana magareng ga bagwera ba ba2. Na mogwera o tee o tla hwetša flouru ye kaakang?

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

_____ ÷ _____ = _____

Go arola

	Didirišwa
Mmetse wa Hlogo: Mpontšhe palo	*dikarata tša go aga palo* tša morutiši le morutwana
Papadi: *Na ke ma10 a makae? Na ke metšo ye mekae?*	*dikarata tša go aga palo* tša morutwana

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go arola – go hlopha ka lešalela	Puku ya Mešomo ya Morutwana
2	Go arola le mašalela	Puku ya Mešomo ya Morutwana
3	Go arola – go abela ka lešalela	Puku ya Mešomo ya Morutwana
4	Go šomiša katišo go netefatša go arola	Puku ya Mešomo ya Morutwana
5	Teefatšo le Kelo ye thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
godiša kwešišo ya go arola (go hlopha le go abelana) ka lešalela.	
lemoga gore lešalela le swanetše go ba le lennyane go palo yeo go arolwago ka yona.	
netefatša dikarabo tša marara a go arola ka go atiša palo yeo e arolwago le palo yeo e bago gona ka go arola ye nngwe, ke moka o hlakantšhe le lešalela.	

Kelo

Kelo ya go ngwalwa: Go arola ka mašalela

Rekhota moputso godimo ga palomoka ya 15 letlakaleng la meputso la kotara.

Kelo ya bomolomo le tirišo

Lebelela barutwana o ele bokgoni bja bona bja go rarolla marara a go arola ka goba ka ntle le mašalela	**Moputso 5**		
Lenaneo: nepagetše/fošagetše/nyakile	✓	✗	●
O kgona go arola ka go abela.			
O kgona go arola ka go hlopha.			
O kgona go šoma ka lešalela leo le ka hlahlamollwago ka dikarolo tša palophatlo.			
O kgona go šoma ka lešalela leo le ka se hlahlamollwego.			
O kgona go šomiša katišo go netefatša karolo.			

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

Division

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

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

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

Assessment

Written assessment: Division with remainders

Record a mark out of 15 in the term mark sheet.

Oral and practical assessment

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

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

Go arola

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go tseba ma100, ma10 le metšo go dipalo tša mono-3. Bontšha barutwana ma100, ma10 le metšo ka go šomiša dikarata tša go aga palo ke moka barutwana ba tla bitša palo. Tsela ye nngwe ke go re o ka bitša palo ke moka wa botša barutwana gore ba e bontšhe ba šomiša dikarata tša bona tša go aga palo. O ka šoma ka dipalo tša mono-2 goba tša mono-3.

Vidiyo ya papadi

Mo papading ye ya, *Na ke ma100, ma10 le metšo ye mekae?* barutwana ba šomiša dikarata tša go aga palo go hlahlamolla dipalo tša mono-3. Ba tla bontšha le go tseba ma100, ma10 le metšo go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša dikarata tša go aga palo.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa go arola, barutwana ba rarolla marara a go hlopha le go abelana ao a tšweletšago lešalela. Ba swanetše ba nagane ka go re go swanetše go direga eng ka lešalela. Ba šomiša tsebo ya bona ya ditafola tša go atiša go ba thuša go rarolla marara gape ba tlo lemoga gore lešalela le swanetše go ba le lennyane go palo yeo go arolwago ka yona. Barutwana ba itlwaetša go netefatša dikarabo tša bona tša marara a go arola ka go šomiša tsebo ya bona ya go atiša bjale ka opareišene ya go dirolla go karolo. Ba netefatša gape le ditharollo tša bona ka go atiša le go hlakantšha lešalela. Bekeng ye re tsepelela ga:

- godiša kwešišo ya go arola (go hlopha le go abelana) ka lešalela.
- lemoga gore lešalela le swanetše go ba le lennyane go palo yeo go arolwago ka yona.
- netefatša dikarabo tša marara a go arola ka go atiša palo yeo e arolwago le palo yeo e bago gona ka go arola ye nngwe, ke moka o hlakantšhe le lešalela.

Seo o ka se lebelelago mo bekeng ye

- Barutwana ba tlo nagana gabotse ka mašalela le go re go swanetše go direga eng ka lešalela. Barutwana ba tlo šomiša tsebo ya bona ya go feta ya dipalophatlo ge ba balela dipalophatlo tša kgoboketšo le dipalophatlo tša palogohle.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **dikatišanetšwa, balela, atiša, ga kae, aba, go abela, arola, dihlopha, go hlopha, go hlopha, lešalela.**

Division

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

Go arola – go hlopha ka lešalela

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 tša go aga palo o dire dipalo le be le bolele ka ma100, ma10 le metšo.
Use flard cards to make numbers and talk about 100s, 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.

Na o bona ma100, ma10 le metšo ye mekae?
How many 100s, 10s and 1s do you see?

Makgolo a 6, masome a ma5 le metšo ye 7.
6 hundreds, 5 tens and 7 ones.

Ke palo efe yeo re e dirilego ka makgolo a 6, masome a ma5 le metšo ye 7?
What number have we made with 6 hundreds, 5 tens and 7 ones?

Šomiša dikarata tša go aga dipalo go dira palo, 782.
Use your flard cards to make the number 782.

Ke dife dikarata tšeo o di šomišitšego go dira palo, 782?
What cards did you use to make the number 782?

Ke šomišitše makgolo a 7, masome a 8 le metšo ye me2!
I used 7 hundreds, 8 tens and 2 ones!

Division – grouping with a remainder

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Šomiša diploko go rarolla.
Solve using blocks.

53 + 31 = _____

22 + 35 = _____

88 + 11 = _____

31 + 57 = _____

64 + 25 = _____

69 – 35 = _____

86 – 42 = _____

32 – 21 = _____

99 – 66 = _____

77 – 33 = _____

Letšatši 2 Day 2

Šomiša diploko go rarolla.
Solve using blocks.

85 + 41 = _____

24 + 65 = _____

48 + 21 = _____

63 + 34 = _____

42 + 57 = _____

76 – 41 = _____

59 – 25 = _____

97 – 14 = _____

83 – 62 = _____

65 – 53 = _____

Letšatši 3 Day 3

Šomiša diploko go rarolla.
Solve using blocks.

48 + 31 = _____

28 + 61 = _____

51 + 48 = _____

12 + 74 = _____

87 + 11 = _____

74 – 32 = _____

35 – 23 = _____

88 – 42 = _____

96 – 63 = _____

69 – 51 = _____

Letšatši 4 Day 4

Šomiša diploko go rarolla.
Solve using blocks.

51 + 35 = _____

65 + 24 = _____

47 + 41 = _____

23 + 66 = _____

34 + 53 = _____

84 – 52 = _____

69 – 24 = _____

58 – 37 = _____

27 – 16 = _____

45 – 33 = _____

Go arola – go hlopha ka lešalela

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Go na le ditšhokolete tše 21. Morutwana yo mongwe le yo mongwe o hwetša ditšhokolete tše 5. Na ke barutwana ba bakae bao ba tlo hwetšago ditšhokolete?

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

Re swanetše go arola 21 ka 5.

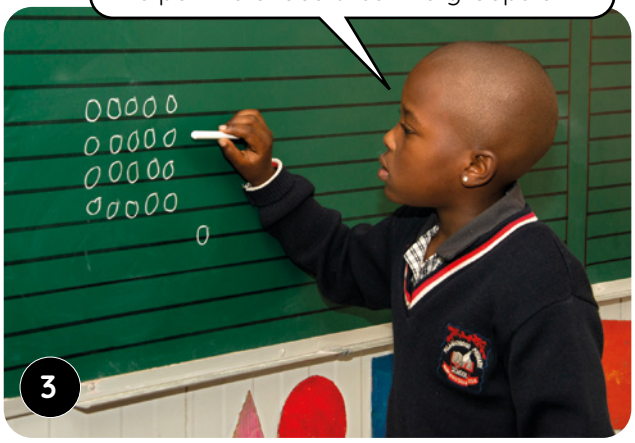
We need to divide 21 by 5.

Re ka šomiša ditafola tša rena tša go atiša di re thuše. Ke a tseba go re 5 x 4 = 20.

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

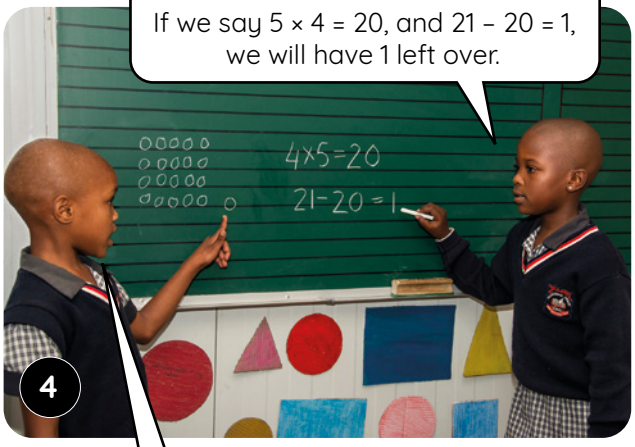
Re bea ditšhokolete ka dihlopha tša 5.

We put the chocolates into groups of 5.



Ge re re 5 x 4 = 20, 21 – 20 = 1, re tlo ba le lešalela le 1.

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



Barutwana ba ba4 ba tla hwetša ditšhokolete tše 5 yo mongwe le yo mongwe wa bona. Go šala tšhokolete e tee. Re ka fa morutiši tšhokolete e tee goba ra e abela barutwana ba ba4.

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

Bušeletša dikgato ka mararantšu a mangwe a go hlopha ao a tšweletšago lešalela. Efa barutwana menyetla ya go bolela ka mokgwa wa go rarolla marara le seo ba tlo se dirago ka lešalela. Ba hlohleletše ba nagane ka go re na ba ka kgona goba ba ka se kgone go arola lešalela ka dikarolo tša palophatlo.

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

Division – grouping with a remainder

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

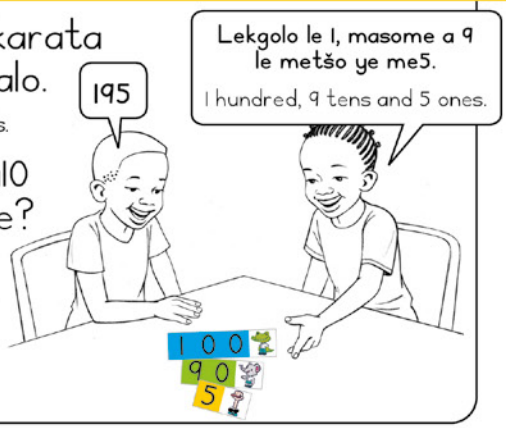
Go arola – go hlopha ka lešalela

Division – grouping with a remainder

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

Papadi: Na ke ma100 a makae? Na ke ma10 a makae? Na ke metšo ye mekae?
Game: How many 100s? How many 10s? How many 1s?

- Šomang ka bobedi. Šomišang dikarata tša lena tša go aga palo le age palo.
  Work in pairs. Build a number using your flard cards.
- Na ke mal00 a makae? Na ke mal0 a makae? Na ke metšo ye mekae?
  How many 100s? How many 10s? How many 1s?
- Ke palo efe?
  What number?



1 Feleletša mafokopalo.
Complete the number sentences.

	Thala marontho. Draw dots.	Karabo. Answer.
36 ÷ 5 =	●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●	36 ÷ 5 = 7 lešalela 1 remainder 1
24 ÷ 9 =		
28 ÷ 3 =		
34 ÷ 6 =		
37 ÷ 10 =		

22

Go arola – go hlopha ka lešalela

2 Thala marontho gore o rarolle.

Draw dots and solve.

Na o ka dira dihlopha tše kae tša 4 ka 33? How many groups of 4 can you make from 33? ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ● 33 ÷ 4 = 8 lešalela 1 remainder 1	Na o ka dira dihlopha tše kae tša 3 ka 11? How many groups of 3 can you make from 11?
Na o ka dira dihlopha tše kae tša 8 ka 26? How many groups of 8 can you make from 26?	Na o ka dira dihlopha tše kae tša 9 ka 27? How many groups of 9 can you make from 27?

3

	dihlopha tša groups of	Thala marontho. Draw dots.	dihlopha groups	lešalela left over	lefokopalo number sentence
50	4	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●	12	2	50 ÷ 4 = 12 lešalela 2 remainder 2
23	5				
16	6				
29	3				
43	7				
34	3				

Division and remainders

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

Thoko o bea dinamune tše 4 ka mokotleng wo mongwe le wo mongwe. Go na le dinamune tše 18. Na Thoko a ka kgona go dira mekotla ye mekae le go re na go tla šala dinamune tše kae?

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

Re swanetše go arola 18 ka 4. Ke a tseba go re 3 x 4 = 12.

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

Ee, efela 18 – 12 = 6, re ka kgona go dira sehlopha se sengwe sa 4.

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

Ka gona, re a tseba go re 4 x 4 = 16, le go re 18 – 16= 2. Seo se ra go re go šala 2.

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

Go tlo ba le mekotla ye me4 le dinamune tše 2 tša go šala.

There will be 4 bags and 2 oranges left over!

Bušeletša dikgato ka mararantšu a mangwe a go hlopha ao a tšweletšago lešalela. Efa barutwana menyetla ya go bolela ka mokgwa wa go rarolla marara le seo ba tlo se dirago ka lešalela. Ba hlohleletše ba nagane ka go re na ba ka kgona go arola lešalela ka dikarolo tša palophatlo.

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

Go arola le mašalela

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Go arola le mašalela
Division and remainders

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

1 Thala marontho go hwetša karabo.

Draw dots to find the answer.

Gopola, lešalela le swanetše go ba ka tlase ga bogolo bja sehlopha!

Remember, the remainder must be smaller than the group size!

	Thala marontho. Draw dots.	Karabo. Answer.
28 ÷ 3 =	●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●	28 ÷ 3 = 9 lešalela 1 remainder 1
26 ÷ 4 =		
17 ÷ 5 =		
20 ÷ 6 =		
22 ÷ 3 =		
18 ÷ 4 =		
33 ÷ 5 =		
37 ÷ 6 =		

2 Dilollipo tše 21 di arolwa ka dihlopha tša 5. Na ke dihlopha tše kae le go re go šetše tše kae?

21 lollipops are divided into groups of 5. How many groups and how many left over?

Thala taekramo. Draw a diagram.	Na ke dihlopha tše kae? How many groups?	Lešalela? Remainder?	Iefokopalo number sentence
●●●●● ●●●●● ●●●●● ●●●●● ●	4 dihlopa 4 groups	lešalela 1 1 left over	21 ÷ 5 = 4 lešalela 1 remainder 1

24

Division and remainders

Dimonamonane tše 18 di arolwa ka dihlopha tša 5.
Na ke dihlopha tše kae le go re go šetše tše kae?

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

Matšoba a 23 a arolwa ka dihlopha tša 6. Na ke dihlopha tše kae le go re go šetše a makae?

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

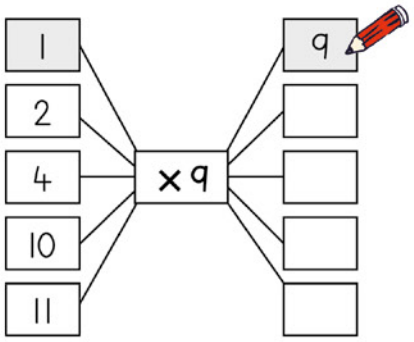
Dikhekhe tše 22 tša dikomikaneng di arolwa ka dihlopha tša 3.
Na ke dihlopha tše kae le go re go šetše tše kae?

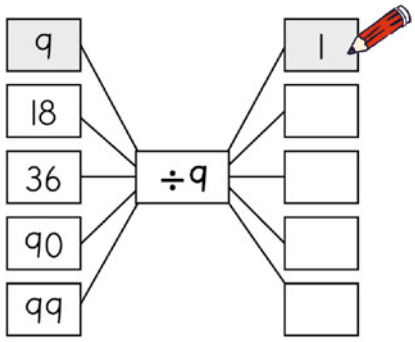
22 cupcakes are divided into groups of 3. How many groups and how many left over?

Dipisikiti tše 39 di arolwa ka dihlopha tša 4. Na ke dihlopha tše kae le go re go šetše tše kae?

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

3





Go arola – go abela ka lešalela

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

Go na le diapole tše 16. Di abelwa barutwana ba ba3 ka go lekana. Na morutwana o tee o hwetša diapole tše kae le go re na go šala tše kae?
There are 16 apples. They are shared equally amongst 3 learners. How many apples does each learner get and how many apples are left over?

Re ka aba diapole magareng ga barutwana ba ba3.
We can share the apples between 3 learners.

Re ka nagana ka ditafola tša rena tša go atiša.
We can think about our multiplication tables.

3 × 5 = 15
Go tlo ba le lešalela ge re arola 16 ka 3.
There will be a remainder if we divide 16 by 3.

Ge re re 3 x 5 = 15, 16 – 15 =1, re tlo ba le lešalela le 1.
If we say 3 × 5 = 15 and 16 – 15 = 1, we will have 1 left over.

Ee! Karabo ya palorara ya rena ke eng?
Yes! So, what is the answer to our problem?

Mogwera yo mongwe le yo mongwe o tlo hwetša diapole tše 5, go tlo šala apole e tee!
Each friend will get 5 apples and there will be one apple left over!

Bušeletša dikgato ka mararantšu a mangwe a go abelana ao a tšweletšago lešalela. Efa barutwana menyetla ya go bolela ka mokgwa wa go rarolla marara le seo ba tlo se dirago ka lešalela. Go abela lešalela ka dikarolo tša palophatlo go ba fa monyetla wa go matlafatša seo ba ithutilego sona ka dipalophatlo.

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

Division – sharing with a remainder

BEKE • WEEK 3

LETŠATŠI 3 • DAY 3

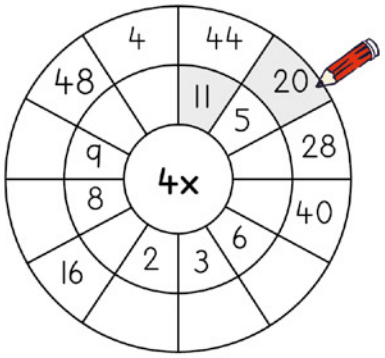
Go arola – go abela ka lešalela

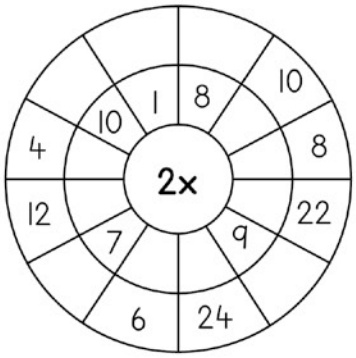
Division – sharing with a remainder

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

1 Atiša goba o arole.

Multiply or divide.





2 Thala methalo o nyalantšhe mafokopalo le karabo ya nnete.

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

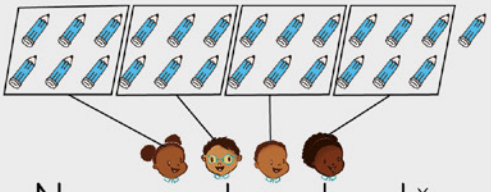
34 ÷ 5 =	4 lešalela remainder 3
65 ÷ 9 =	6 lešalela remainder 2
19 ÷ 4 =	4 lešalela remainder 1
29 ÷ 7 =	7 lešalela remainder 3
38 ÷ 6 =	8 lešalela remainder 3
42 ÷ 5 =	6 lešalela remainder 4
35 ÷ 4 =	8 lešalela remainder 2
45 ÷ 6 =	7 lešalela remainder 2

Go arola – go abela ka lešalela

3

Abela bana ba 25 diphentshele tše 4.

Share 25 pencils between 4 children.



Ngwana o tee o hwetša diphentshele tše 6.
Go šala e 1.

Each child gets 6 pencils. 1 is left over.

25 ÷ 4 = 6

lešalela 1
remainder

Abela bana ba ba2 matšoba a 19.

Share 19 flowers between 2 children.

____ ÷ ____ = ____

lešalela
remainder ____

Abela bagwera ba ba4 malekere a 15.

Share 15 sweets between 4 friends.

____ ÷ ____ = ____

lešalela
remainder ____

Abela batho ba ba5 matšoba a 27.

Share 27 flowers between 5 people.

____ ÷ ____ = ____

lešalela
remainder ____

4

Abela bana ba ba5 diaesekhrimi tše 19.

Share 19 ice creams between 5 children.

____ ÷ ____ = ____

lešalela
remainder ____

Abela bana ba ba3 dipisikiti tše 29.

Share 29 biscuits between 3 children.

____ ÷ ____ = ____

lešalela
remainder ____

Using multiplication to check division

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

Malekere a 19 a swanetše go abelwa barutwana ba ba5. Na morutwana o tee o tlo hwetša malekere a makae le go re na go šala a makae?
19 sweets need to be shared amongst 5 learners. How many sweets will each learner get and how many sweets will be left over?

Re swanetše go arola 19 ka 5. Ke a tseba go re 5 x 3 = 15.
We need to divide 19 by 5. I know that 5 × 3 = 15.

Ee, le go re 19 – 15 = 4, ka gona, go tlo šala 4. Morutwana yo mongwe le yo mongwe o tlo hwetša malekere a ma3 le go re go tlo šala malekere a ma4.
Yes, and 19 – 15 = 4 so there would be 4 left over. Each learner will get 3 sweets and there will be 4 sweets left over.

O rile 19 ÷ 5 = 3 , le lešalela la 4. Na o ka šomiša bjang ditafola tša gago tša go atiša go lekola ge eba o nepile?
You said that 19 ÷ 5 = 3 with 4 left over. How can you use your multiplication tables to check if you are correct?

3 x 5 = 15 le 15 – 4 = 19. Ke be ke nepile.
3 × 5 = 15 and 15 + 4 = 19. I was right.

Bušeletša dikgato ka mararantšu a mangwe a go hlopha le go abelana ao a tšweletšago lešalela. Efa barutwana menyetla ya go lekola dikarabo tša bona ka go šomiša ditafola tša bona tša katišo le go hlakantšha go lešalela nako le nako.

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

Go šomiša katišo go netefatša go arola

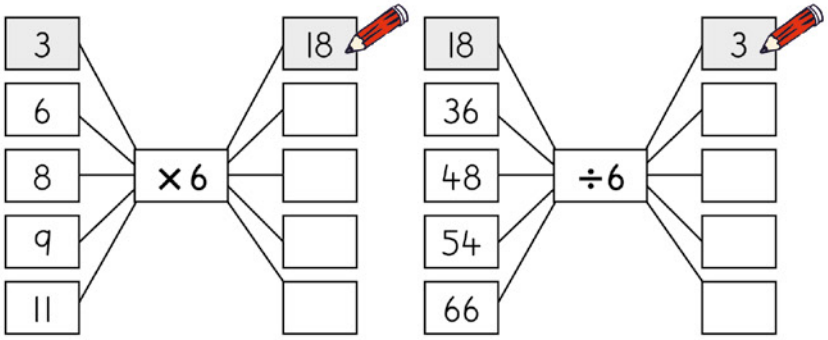
BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Go šomiša katišo go netefatša go arola
Using multiplication to check division

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

1 Atiša o be o arole.
Multiply and divide.



Rarolla marara! Thala dihlopha gore o hwetše lešalela o be o ngwale lefokopalo le karabo.
Solve the problems! Draw the groups to find what is left over and write the number sentence with the answer.

2 Dikgwele tše 23 di arolwa ka dihlopha tša 5. Na ke dihlopha tše kae le go re go šetše tše kae?
23 balls are divided into groups of 5. How many groups and how many left over?

Dipisikiti tše 39 di arolwa ka dihlopha tša 5. Na ke dihlopha tše kae le go re go šetše tše kae?
39 biscuits are divided into groups of 5. How many groups and how many left over?

Matšoba a 21 a arolwa ka dihlopha tša 4. Na ke dihlopha tše kae le go re go šetše a makae?
21 flowers are divided into groups of 4. How many groups and how many left over?

Matšoba a 47 a arolwa ka dihlopha tša 7. Na ke dihlopha tše kae le go re go šetše a makae?
47 flowers are divided into groups of 7. How many groups and how many left over?

28

Using multiplication to check division

3 Netefatša karabo ka go atiša. Lokiša diphošo moo go hlokegago.

Use multiplication to check. Correct the mistakes where necessary.

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

Kelo le teefatšo

BEKE • WEEK 3

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1

	Thala marontho. Draw dots.	Karabo. Answer.	lešalela remainder
41 ÷ 5 =		____ ÷ ____ = ____	
17 ÷ 2 =		____ ÷ ____ = ____	
34 ÷ 3 =		____ ÷ ____ = ____	

2 Balela.

Calculate.

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

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
13 magareng ga bagwera ba ba3	13 between 3 friends
Na ke dihlopha tše kae tša 4?	How many groups of 4?
Na go šetše tše kae?	How many are left over?
lešalela ke 3	remainder 3
Netefatša karabo ya gago.	Check your answer.

30

Assessment and consolidation

Teefatšo ⁞ Consolidation

1

Na o ka dira dihlopha tše kae tša 4 ka 19? How many groups of 4 can you make from 19?	Na o ka dira dihlopha tše kae tša 5 ka 17? How many groups of 5 can you make from 17?
Na o ka dira dihlopha tše kae tša 6 ka 26? How many groups of 6 can you make from 26?	Na o ka dira dihlopha tše kae tša 3 ka 31? How many groups of 3 can you make from 31?

2 Netefatša karabo ka go atiša. Lokiša diphošo moo go hlokegago.

Use multiplication to check. Correct the mistakes where necessary.

	netefatša check	phošollo corrections
26 ÷ 5 = 5 lešalela 1 remainder 1		
12 ÷ 2 = 5 lešalela 4 remainder 4		
43 ÷ 6 = 7 lešalela 2 remainder 2		
31 ÷ 7 = 4 lešalela 3 remainder 3		
39 ÷ 4 = 9 lešalela 2 remainder 2		

Mararantšu

	Didirišwa
Metse wa Hlogo: Mpontšhe palo	*dikarata tša go aga palo* tša morutiši *le diploko tša sehlopha sa lesome* tša morutwana
Papadi: *Na ke ma10 a makae? Na ke metšo ye mekae?*	*dikarata tša sehlopha sa 10*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go arola ka mašalela	Puku ya Mešomo ya Morutwana
2	Go arola ka mašalela go kamano	Puku ya Mešomo ya Morutwana
3	Mararantšu a go arola	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa10*
4	Mararantšu a go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *tšhelete ya go ralokiša, phoustara ya tšhelete*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
rarolla marara a go hlopha le go arola ao a bago ka lešalela.	
ahlaahla tharollo ya marara a go arola ka lešalela go kamano.	
šomiša tsebo ya go feta go rarolla marara a go hlakantšha le go ntšha.	

Kelo

Kelo ya go ngwalwa: Mararantšu a go arola

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

Word problems

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



Day	Lesson activity	Lesson resources
1	Division with remainders	LAB
2	Division with remainders in context	LAB
3	Division word problems	LAB, *base 10 blocks*
4	Addition and subtraction word problems	LAB, *play money, money poster*
5	Consolidation and assessment for learning	LAB

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

Assessment

Written assessment: Division word problems

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

Mararantšu

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go tseba ma100, ma10 le metšo go dipalo tša mono-3. Bontšha barutwana ma100, ma10 le metšo ka go šomiša dikarata tša gago tša go aga palo ke moka ba bitše palo. Ka morago ga moo, botša barutwana gore ba go bontšhe dipalo ba šomiša diploko tša bona tša sehlopha sa 10. O ka šoma ka dipalo tša mono-2 goba tša mono-3.

Vidiyo ya papadi

Mo papading ye ya, *Na ke ma100, ma10 le metšo ye mekae?* barutwana ba šomiša diploko tša sehlopha sa lesome go hlahlamolla dipalo tša mono-3. Ba tla bontšha le go tseba ma100, ma10 le metšo go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša diploko tša sehlopha sa lesome.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa mararantšu, barutwana ba teefatša tsebo ya bona ya go kwešiša go arola ge ba rarolla marara ao a tšweletšago lešalela. Ba lebelela thuto ya bona ya go feta gomme ba rarolla ba šomiša ditafola tša go atiša, dikatišanetšwa le go hlahlamola dipalo tša mono-2 ka masome le metšo. Barutwana ba swanetše ba nagane go re ba tlo dira eng ka mašalela. Beke ye e matlafatša tsebo ya bona ya go hlakantšha le go ntšha ge ba itlwaetša mararantšu a mehutahuta. Bekeng ye re tsepelela ga:

- rarolla marara a go hlopha le go arola ao a bago ka lešalela.
- ahlaahla tharollo ya marara a go arola ka lešalela go kamano.
- šomiša tsebo ya go feta go rarolla marara a go hlakantšha le go ntšha.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa gore barutwana ba lemoge gore diemo tša go akaretša mašalela di ka direga mo bophelong bja nnete le go re ba swanetše go tseba gore ba tlo šoma bjang ka mašalela a.
- Bjale ka ge beke ye e gapeletša tiišeletšo ya thuto ya go feta, ke monyetla wo mobotse wa go re barutwana ba rarolle marara a go akaretša boima, botelele le tšhelete.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **dikatišanetšwa, tokologanyo, methaladi, dikholomo, balela, atiša, ga kae, aba, go abela, arola, dihlopha, go hlopha, lešalela.**

Word problems

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

BEKE 4 • LETŠATŠI 1

Go arola ka mašalela

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 diploko tša sehlopha sa 10 le dikarata tša go aga palo o age dipalo o be o bolele ka ma100, ma10 le metšo.

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

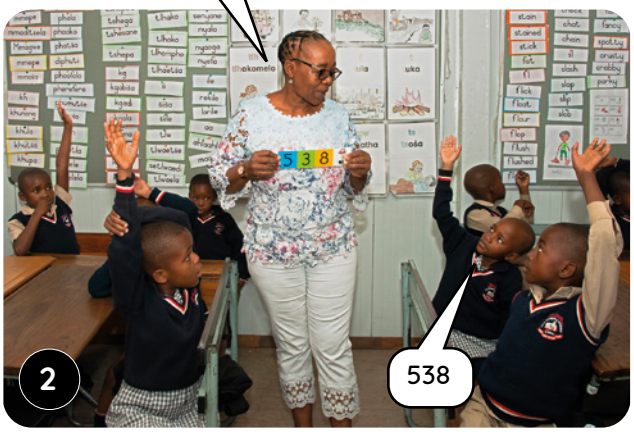
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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

Na o bona ma100, ma10 le metšo ye mekae?
How many 100s, 10s and 1s do you see?

Makgolo a ma5, masome a ma3 le metšo ye 8.
5 hundreds, 3 tens and 8 ones.

Ke palo efe yeo re e dirilego ka makgolo a ma5, masome a ma3 le metšo ye 8?
What number have we made with 5 hundreds, 3 tens and 8 ones?



Šomiša diploko tša gago tša sehlopha sa 10 go dira palo, 361.
Use your base 10 blocks to make the number 361.

Ke dife diploko tšeo o di šomišitšego go dira palo 361?
What blocks did you use to make the number 361?

Ke šomišitše makgolo a ma3, masome a 6 le motšo o 1!
I used 3 hundreds, 6 tens and 1 one!

Division with remainders

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.
Add.

36 + 61 = _____

52 + 17 = _____

43 + 45 = _____

62 + 32 = _____

78 + 21 = _____

40 + 50 = _____

37 + 22 = _____

10 + 60 = _____

46 + 20 = _____

24 + 24 = _____

Letšatši 2 Day 2

Hlakantšha.
Add.

40 + 51 = _____

82 + 12 = _____

30 + 63 = _____

61 + 30 = _____

58 + 21 = _____

26 + 42 = _____

50 + 19 = _____

72 + 20 = _____

21 + 21 = _____

78 + 20 = _____

Letšatši 3 Day 3

Hlakantšha.
Add.

37 + 52 = _____

53 + 46 = _____

45 + 33 = _____

21 + 65 = _____

62 + 16 = _____

54 + 44 = _____

62 + 35 = _____

24 + 21 = _____

17 + 71 = _____

35 + 11 = _____

Letšatši 4 Day 4

Hlakantšha.
Add.

53 + 24 = _____

47 + 11 = _____

73 + 16 = _____

22 + 66 = _____

67 + 22 = _____

51 + 34 = _____

46 + 42 = _____

63 + 32 = _____

82 + 16 = _____

14 + 75 = _____

Go arola ka mašalela

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Go na le dimafini tše 34. Barutwana ba ba5 ba abelana dimafini. Na morutwana yo mongwe le yo mongwe o tlo hwetša dimafini tše kae?

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

Re swanetše go arola 34 ka 5. Ke a tseba go re 5 x 6 = 30.

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

Ee, 34 – 30 = 4, ka gona, go tlo šala 4.

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

Ge e le go re morutwana o tee o hwetša dimafini tše 6, gape go tlo šala dimafini tše 4, na o ka dira eng ka dimafini tša go šala?

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

Re ka di fa motho yo mongwe.

We could give them to someone else.

Re ka ripa mafini ye nngwe le ye nngwe ka teehlanong ra fa barutwana ya bohlano go tšwa go mafini ye nngwe le ye nngwe.

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

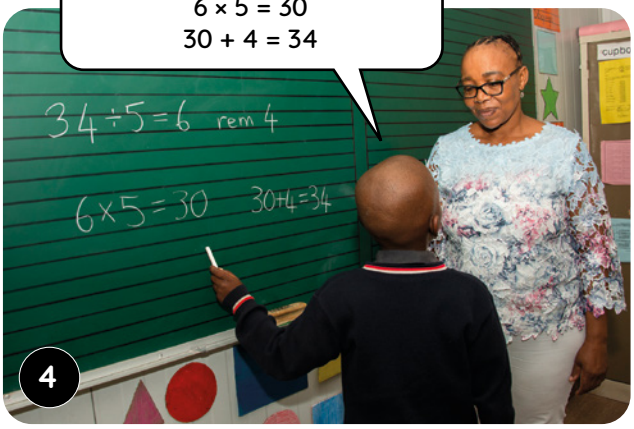
Re baletše go re 34 ÷ 5 = 6 le lešalela la 4. Na re ka lekola bjang karabo ya rena?

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

Re ka e balela ka tsela ye.

We can work it out like this.

6 × 5 = 30
30 + 4 = 34



Bušeletša dikgato ka mararantšu a mangwe a go hlopha le go abelana ao a tšweletšago lešalela. Ba hlohleletše ba nagane ka go re go swanetše go direga eng ka lešalela. Efa barutwana menyetla ya go lekola dikarabo tša bona ka go šomiša ditafola tša bona tša katišo le go hlakantšha go lešalela nako le nako.

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

Division with remainders

BEKE • WEEK 4

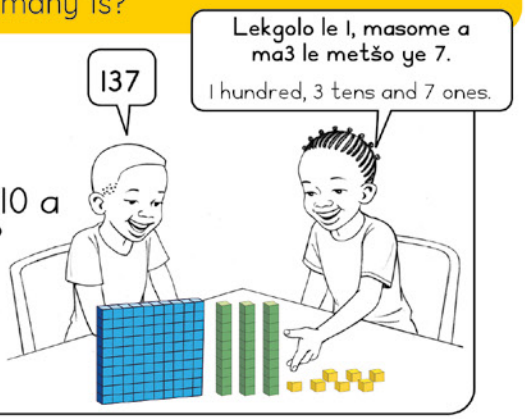
LETŠATŠI 1 • DAY 1

Ulwahlulo oluneentsalela
Division with remainders

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

Papadi: Na ke ma100 a makae? Na ke ma10 a makae? Na ke metšo ye mekae?
Game: How many 100s? How many 10s? How many 1s?

- Šomang ka bobedi. Šomišang diploko tša lena go aga palo.
  Work in pairs. Build a number using your blocks.
- Na ke ma100 a makae? Na ke ma10 a makae? Na ke metšo ye mekae?
  How many 100s? How many 10s? How many 1s?
- Ke palo efe?
  What number?



1

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

Rarolla marara! Ekaba go na le lešalela? Ngwala lefokopalo le karabo.
Solve the problems! Is something left over? Write the number sentence with the answer.

2 Dipisikiti tše 39 di arolwa ka dihlopha tša 5. Na ke dihlopha tše kae le go re go šetše tše kae?
39 biscuits are divided into groups of 5. How many groups and how many left over?

Aba dipaluni tše 45 magareng ga bagwera ba ba4. Na mogwera o tee o hwetša tše kae, go šala tše kae?
Share 45 balloons between 4 friends. How many does each friend get and how many left over?

Go arola ka mašalela

3 Šomiša katišo go netefatša karabo. Lokiša diphošo moo go hlokegago.

Use multiplication to check. Correct the mistakes where necessary.

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

Division with remainders in context

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

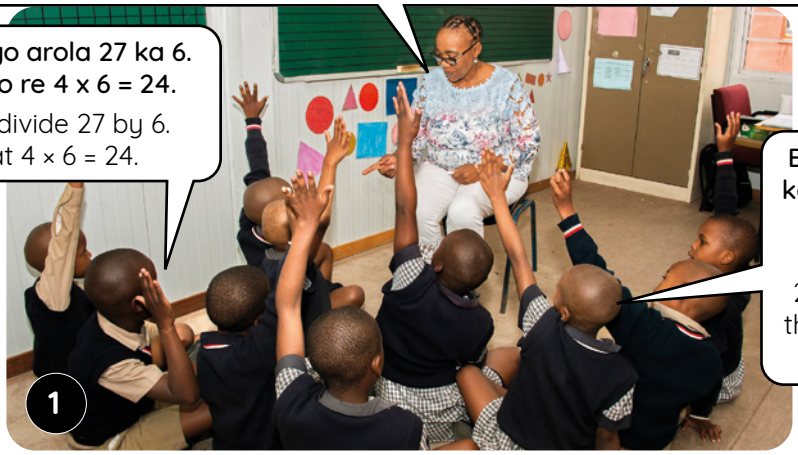
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Go na le barutwana ba 27 gomme ka moka ga bona ba swanetše go dula godimo ga dipanka ka nako ya kopano. Barutwana ba 6 ba ka dula godimo ga panka. Na re hloka dipanka tše kae?

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

Re swanetše go arola 27 ka 6. Ke a tseba go re 4 x 6 = 24.

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



Ee, 27 – 24 = 3 ka gona, go tlo šala 3.

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

Ge e le go re re na le dipanka tše 4 gomme go šala barutwana ba ba3, ekaba barutwana bao ba swanetše go no ema ka maoto ka nako ya kopano?

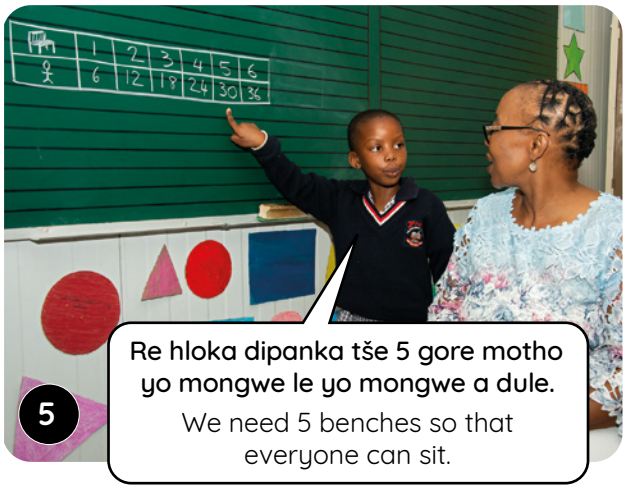
So, if we have 4 benches and 3 learners are left over, do those learners need to just stand during assembly?

Palorara e re barutwana ka moka ba swanetše go dula ka nako ya kopano.

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

Ka gona, re tlo hloka panka ye nngwe ya barutwana le ge e le gore panka yeo e ka se tlale.

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



Re hloka dipanka tše 5 gore motho yo mongwe le yo mongwe a dule.

We need 5 benches so that everyone can sit.

Bušeletša dikgato ka mararantšu ao a tšweletšago lešalela. Hlohleletša barutwana ba nagane ka lešalela kamanong ye e itšego. Ba swanetše go nagana go re go tlo direga eng ka lešalela gore ba kgone go balela tharollo ya nnete ya palorara.

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

BEKE • WEEK 4

LETŠATŠI 2 • DAY 2

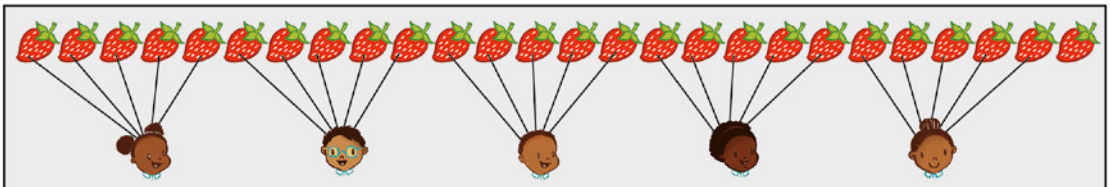
Go arola ka mašalela go kamano

Division with remainders in context

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

1 Go na le diritekenywa tše 26. Abela bagwera.

There are 26 strawberries. Share them between the friends.

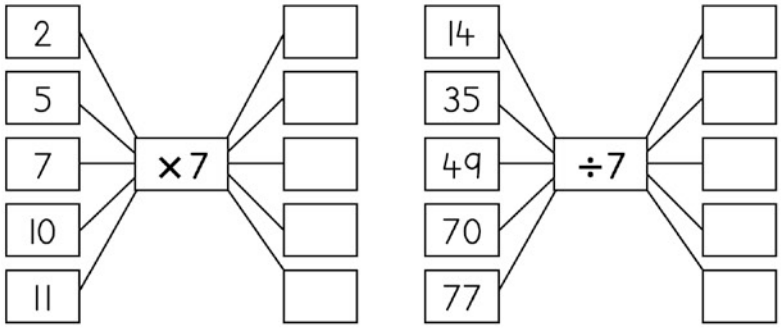


Na mogwera o tee o tla hwetša tše kae? How many will each friend get?	5
Na go tla šala tše kae? How many will be left over?	1
Ngwala lefokopalo. Write the number sentence.	26 ÷ 5 = 5 lešalela 1 remainder 1

Na mogwera o tee o tla hwetša tše kae? How many will each friend get?	
Na go tla šala tše kae? How many will be left over?	
Ngwala lefokopalo. Write the number sentence.	

2 Atiša o be o arole.

Multiply and divide.



Division with remainders in context

3 Go na le batho ba 44. Go na le dikoloi tšeo di ka rwalago banamedi ba 7 go koloi e tee. Na o hloka dikoloi tše kae go nametša batho ba ka moka?

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

palo ya dikoloi number of cars	1	2	3	4	5	6	7
palo ya batho number of people	7	14	21	28	35	42	49

lefokopalo number sentence	$44 \div 7 = 6$ lešalela 2 remainder 2
Karabo. Answer.	dikoloi tše 6 le batho ba 2 ba gošalela 6 cars with 2 people left over
Na go hlokega dikoloi tše kae? How many cars are needed?	7 dikoloi 7 cars

Go na le dipoleiti tše 29. Go na le ditherei tšeo di ka rwalago dipoleiti tše 3 go therei e tee. Na o hloka ditherei tše kae go rwala dipoleti ka moka?

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

palo ya ditherei number of trays								
palo ya dipoleiti number of plates								

lefokopalo number sentence	
Karabo. Answer.	
Na go hlokega ditherei tše kae? How many trays are needed?	

Mararantšu a go arola

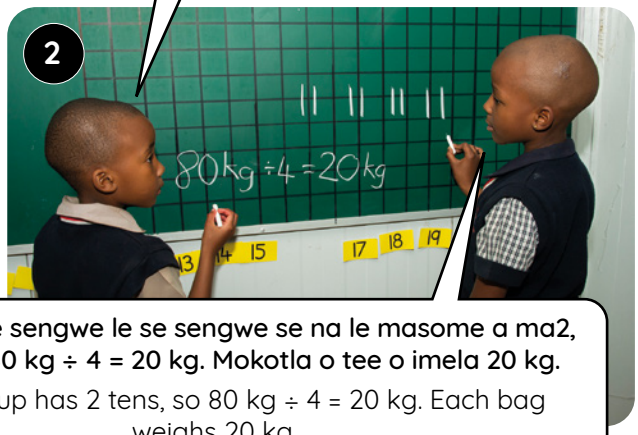
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Fikile o nyaka go šuthiša 80 kg ya ditena. O tšhela ditena ka gare ga mekotla ye me4. Na mokotla o tee o imela bokae?

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

Nka hlopha masome a 8 ka dihlopha tše 4 tša masome a ma2 ka tsela ye gore ke balele.

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



Sehlopha se sengwe le se sengwe se na le masome a ma2, ka gona, 80 kg ÷ 4 = 20 kg. Mokotla o tee o imela 20 kg.

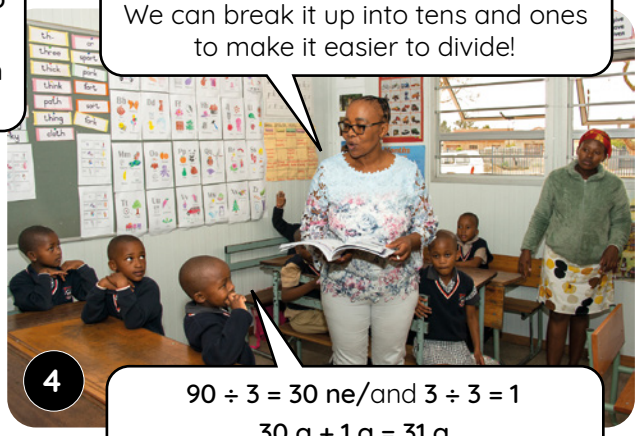
Each group has 2 tens, so 80 kg ÷ 4 = 20 kg. Each bag weighs 20 kg.

Ntobe o na le 93 g ya ditšhokolete. O nyaka go di abela bagwera ba ba3. Na mogwera yo mongwe le yo mongwe o tlo hwetša ditšhokolete tše kae?

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

Re ka e hlahlamolla ka masome le metšo gore go be bonolo go arola!

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



90 ÷ 3 = 30 ne/and 3 ÷ 3 = 1

30 g + 1 g = 31 g

Ntobe o tlo fa mogwera yo mongwe le yo mongwe 31 g.

Ntobe would give 31 g to each friend.

Efa barutwana mararantšu a go fapafapana a go arola ba a rarolle. Ba gopotše go re ba šomiše mekgwanakgwana yeo ba ithutilego yona, go akaretša ditafola tša go atiša, dikatišanetšwa le go hlahlamolla dipalo ka masome le metšo.

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

Division word problems

BEKE • WEEK 4

LETŠATŠI 3 • DAY 3

Mararantšu a go arola
Division word problems

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

1 Feleletša mafokopalo.
Complete the number sentences.

	Thala marontho. Draw dots.	Karabo. Answer.
22 ÷ 4 =	●●●● ●●●● ●●●● ●●●● ●●●● ●●	22 ÷ 4 = 5 lešalela 2 remainder 2
67 ÷ 6 =		
35 ÷ 4 =		

2 Na ke masome le metšo ye mekae?
How many tens and ones?

	masome tens	metšo ones		masome tens	metšo ones
31	3	1	99		
29			53		
84			45		

3

	Thala masome le metšo. Draw the tens and ones.	Arola masome le metšo. Divide the tens and ones.	Hlakantšha masome le metšo. Add the tens and ones.	lefokopalo number sentence
48 ÷ 2 =	||||	||||	20 + 4	48 ÷ 2 = 24
62 ÷ 2 =				
66 ÷ 3 =				

36

Mararantšu a go arola

4 Thabile o na le 24 kg ya swikiri. O aba swikiri ka go lekana magareng ga bagwera ba ba2. Na mogwera o tee o tla hwetša swikiri ye kaakang?

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

Thala masome le metšo. Draw the tens and ones.	Arola masome le metšo. Divide the tens and ones.	Hlakantša masome le metšo. Add the tens and ones.	lefokopalo number sentence
		10 + 2	24 ÷ 2 = 12

Latela mohlala. Arola masome le metšo gore o rarolle. Ngwala lefokopalo.

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

Ntobe o na le R88. O aba tšhelete ka go lekana magareng ga bagwera ba ba4. Na mogwera o tee o hwetša bokae?

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

Thala. Draw.	Arola. Divide.	Hlakantša. Add.	lefokopalo number sentence

Mbali o na le thapo ya 99 m. O ripa thapo ka diripana tše 3 tša botelele bja go lekana. Na botelele bja thapo e tee ke bjo bo kaakang?

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

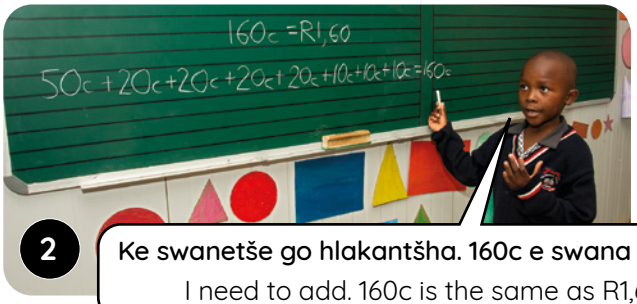
Thala. Draw.	Arola. Divide.	Hlakantša. Add.	lefokopalo number sentence

Addition and subtraction word problems

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

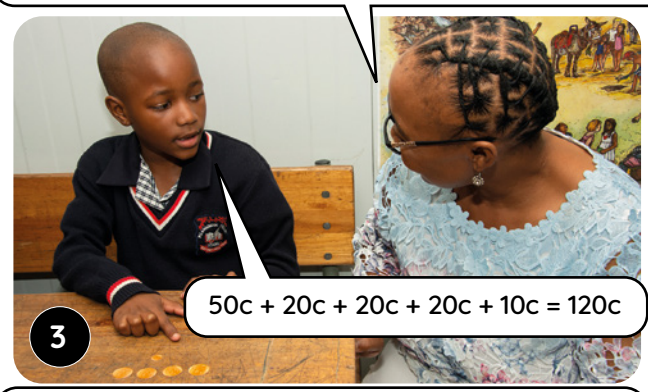
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mbali o na le khoine e tee ya 50c, dikhoine tše nne tša 20c le dikhoine tše tharo tša 10c. Na o na le bokae?
Mbali has one 50c coin, four 20c coins and three 10c coins. How much money does she have?



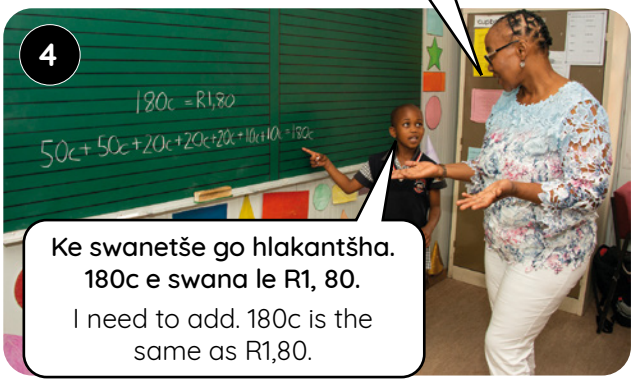
Ke swanetše go hlakantšha. 160c e swana le R1,60.
I need to add. 160c is the same as R1,60.

Mbali o nyaka go reka pakete ya malekere yeo e bitšago R1, 20. Ke dife dikhoine tšeo a ka di šomišago go lefela tefelo yeo e lekanego thwi?
Mbali wants to buy a packet of sweets which costs R1,20. Which coins should she use to pay the exact amount?



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

Thina o na le dikhoine tše pedi tša 50c, dikhoine tše tharo tša 20c le dikhoine tše pedi tša 10c. Na Thina o na le bokae?
Thina has two 50c coins, three 20c coins, and two 10c coins. How much money does Thina have?



Ke swanetše go hlakantšha. 180c e swana le R1, 80.
I need to add. 180c is the same as R1,80.

Thina o nyaka go reka pakete ya dipisikiti yeo e bitšago R1, 50. Na o tlo hwetša tšhentšhi ya bokae ge a lefela ka tšhelete ya gagwe ka moka?
Thina wants to buy a packet of biscuits which costs R1,50. How much change will she get if she pays with all of her money?

Ke swanetše go ntšha theko ya dipisikiti go tšwa go tšhelete yeo Thina a nago le yona. O tlo hwetša tšhentšhi ya 30c.
I need to subtract the price of the biscuits from the money Thina has. She'll get 30c change.

Marara a ditšhelete a fa kamano ye bohlokwa ya go fahlela ka ditharollo tša mmetse tšeo di amanago le bophelo bja nnete. Efa barutwana menyetla ye mentši ya go hlaloša go re ke ka lebaka la eng ba kgethile mekgwa yeo ba e šomišitšego go hwetša ditharollo. Se se tla ba thuša go re ba kgone go godiša bokgoni bja bona bja go fahlela.

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

Mararantšu a go hlakantšha le go ntšha

BEKE • WEEK 4

LETŠATŠI 4 • DAY 4

Mararantšu a go hlakantšha le go ntšha
Addition and subtraction word problems

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

1 Fetoša ditšhelete tše di latelago e be Diranta.

Convert the following amounts into Rands.

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

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

2 Fetoša ditšhelete tše di latelago e be disente.

Convert the following amounts into cents.

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

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

3 Rarolla.

Solve.

Lepokisi le tee la dipisikiti le bitša R7, 00. Na mapokisi a 8 a tla bitša bokae? One box of biscuits costs R7,00. How much will 8 boxes cost? 	R7 x 8 = R56
Khathune e tee ya mae e bitša R13,00. Na dikhathune tše 6 di tla bitša bokae? One carton of eggs costs R13,00. How much will 6 cartons cost? 	
Vusi o lefela R24, 00 ge a namela thekisi ya go etela rakgadi wa gagwe. Na o lefela bokae go ya le go boa? Vusi pays R24,00 to take a taxi to his aunt's house. What does it cost him to get there and back? 	
Ditheraka tše hlano di sepela tseleng ya go lefelwa gomme di lefišwa R35 theraka e tee. Na di lefela bokae ka moka? Five trucks drive on a toll road and are charged R35 each. How much do they pay in total? 	

38

Addition and subtraction word problems

4 Lebelela ditheko tša malekere ka lebenkeleng.
Look at the prices of sweets in the tuck shop.

o reka you buy	o lefela you pay	tšhentšhi go R20 change from R20
	R2,50 + R2,50 + R1,50 + R1,50 + R1,00 = R9,00	R20,00 – R9,00 = R11,00
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____

BEKE • WEEK 4

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1

Matšoba a 13 a arolwa ka dingata tše 4. Na ke dingata tše kae le go re go šetše a makae? 13 flowers are divided into bunches of 4. How many bunches and how many flowers left over? ____ ÷ ____ = ____ lešalela ____ remainder	Abela bana ba 6 matšoba a 38. Share 38 flowers between 6 children. ____ ÷ ____ = ____ lešalela ____ remainder

2 Ke reka dipuku tše pedi tša go bitša R24 e tee. Ke reka gape dikgwele tše tharo tša go bitša R15 e tee. Na tefelo ya tšona ka moka ke bokae le gona ke tla boelwa ke bokae ge ke lefela ka R100?

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

tefelo ka moka total cost	tšhentšhi go R100 change from R100

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
lešalela	remainder
Diranta	Rands
disente	cents
botelele	length
khilogramo	kilogram
gramo	gram

40

Assessment and consolidation

Teefatšo ⋮ Consolidation

1 Ntando o na le dikgwele tše 24 tša go pampa. O fa mogwera wa gagwe 2/6 ya dikgwele tša go pampa. Na o mo file dikgwele tše kae tša go pampa?

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

1	2	3	4	5	6

$\frac{2}{6}$ ya 24 $\frac{2}{6}$ of 24		Karabo. Answer.	

Nomsa o na le R64. O abela bagwera ba ba2 tšhelete. Na mogwera o tee o hwetša bokae?

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

Thala taekramo ka masome le metšo.

Draw a diagram with tens and ones.

Arola masome. Divide the tens.	Arola metšo. Divide the ones.
Hlakantšha masome le metšo. Add the tens and ones.	lefokopalo number sentence

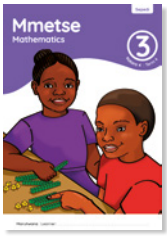
2 Šomiša katišo go netefatša karabo. Lokiša diphošo moo go hlokegago.

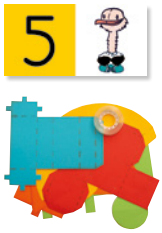
Use multiplication to check. Correct the mistakes where necessary.

	netefatša check	phošollo corrections
17 ÷ 3 = 5 lešalela 1 remainder 1		
39 ÷ 6 = 5 lešalela 9 remainder 9		

Mararantšu le dilo tša mahlakoretharo

	Didirišwa
Mmetse wa Hlogo: Mphe ye ntši go feta! (fapantšha: 1, 2, 3, 4, 5 le ntši ka 10)	*dikarata tša go aga palo* tša morutiši le morutwana
Papadi: *Mmetse wa lebelo ka dikarata le mataese: 1, 2, 3, 4, 5 goba ntši ka 6*	*dikarata* tša morutwana *tša go aga palo le mataese*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Mararantšu a go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *phoustara ya tšhelete, tšhelete ya go ralokiša*
2	Mararantšu a go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana
3	Dilo tša mahlakoretharo (go kgokologa le go thelela)	Puku ya Mešomo ya Morutwana, *mehutahuta ya dilo tša mahlakoretharo (dikgwele, mapokisi le disilintere), phoustara ya dilo tša mahlakoretharo*
4	Go hlaloša dilo tša mahlakoretharo	Puku ya Mešomo ya Morutwana, *phoustara ya dilo tša mahlakoretharo, dinete tša sebopego sa mahlakoretharo*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša tsebo ya go feta go rarolla mararantšu a go hlakantšha le go ntšha.	
hlaloša le go bapetša dimelo tša dilo tša mahlakoretharo.	

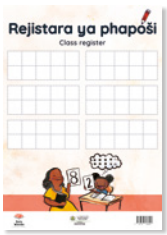
Kelo

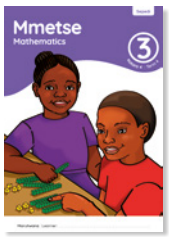
Kelo ya go ngwalwa: Sekgoba le sebopego le Palo le diophareišene

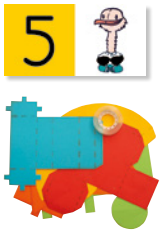
Rekhota moputso wa 3 (Sekgoba le sebopego) le 6 (Mararantšu) letlakaleng la meputso la kotara.

Word problems and 3-D objects

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





Day	Lesson activity	Lesson resources
1	Addition and subtraction word problems	LAB, *money poster, play money*
2	Addition and subtraction word problems	LAB
3	3-D objects – roll and slide	LAB, an assortment of *3-D objects* (balls, boxes and cylinders), *3-D objects poster*
4	Describing 3-D objects	LAB, *3-D objects poster, 3-D shape nets*
5	Consolidation and assessment for learning	LAB

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

Assessment

Written assessment: Space and shape and Number and operations

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

Mararantšu le dilo tša mahlakoretharo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša 'ntši go' ka Mmetse wa Hlogo. Bontšha palo ya mono-2 goba 3 ka go šomiša dikarata *tša go aga dipalo* gomme barutwana ba swanetše go šomiša dikarata tša go aga palo go bontšha palo yeo e lego ye ntši ka 1, 2, 3, 4, 5 goba 10. Dikarata tša go aga palo di thuša barutwana go godiša kwešišo le tsebo ya bona ya palo – ba šoma ka dikarata go aga dipalo tša go ba le metšo, ma10, le ma100. Bolela le bona ka dipalo tšeo ba di dirago.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka dikarata le mataese –1, 2, 3, 4, 5 goba ntši ka 6!* Papadi e fa barutwana menyetla ya go hlakantšha 1, 2, 3, 4, 5 goba 6 go palo. Morutwana o tee o bontšha palo ya mono -2 goba 3 a šomiša *dikarata tša go aga palo*. Morutwana yo mongwe o foša *mataese* gomme o swanetše go hlakantšha ka 1, 2, 3,4, 5 goba 6 go palo yeo e bontšhitšwego. Papadi ye e tlo thuša barutwana go itlwaetša go hlakantšha dipalo tša mono tee ka lebelo, gabonolo.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa mararantšu le dilo tša mahlakoretharo, barutwana ba tšwela pele go itlwaetša go hlakantšha le go ntšha pele ba ka fetela ga dilo tša mahlakoretharo. Ba tlo matlafatša tsebo ya bona ya go hlakantšha le go ntšha ge ba itlwaetša mararantšu a mehutahuta. Ba ahlaahla gape le dimelo tša dilo tša go fapafapana tša mahlakoretharo le go lebelela ge eba di a thelela goba di a kgokologa. Bekeng ye re tsepelela ga:

- godiša kwešišo ya tswalano magareng ga dipalophatlo tše e sego tša metšo le tša go tlala.
- emela dipalophatlo ka go šomiša mothalopalo

Seo o ka se lebelelago mo bekeng ye

- Bjale ka ge beke ye e gapeletša tiišeletšo ya thuto ya go feta, ke monyetla wo mobotse wa go re barutwana ba rarolle marara a go akaretša boima, botelele le tšhelete.
- Go bohlokwa gore barutwana ba šome ka dibopego tša nnete ge ba bolela ka dimelo tša dibopego tše, gore ba kgone go bona dilo tše ka bobona. Ge e le go re ga o na dibopego tšeo di lekanego tša go fa dihlopha ka moka tša barutwana sete, o swanetše go šomiša dibopego go ba bontšha o be o fe barutwana sebaka sa go tla ka pele ga phapoši go dira mohlala wa go bontšha ka dilo tša nnete ge ba hloka go dira seo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **balela, hlakantšha, le, go hlakantšha, hlakana ka moka, lekana, ntšha, tloša, phapano, lekola, dibopego tša mahlakorepedi, dilo tša mahlakoretharo, dibopego tša kgwele, dikgokolo, dibopego tša lepokisi, diprisimo, disilintere, diphiramiti, dikhoune, bogodimo bja go kgopama, kgokologa, thelela, lehlakore, bogodimo bja phaphathi, khube, prisimo ya khutlonnethwi, ntši go feta, nnyane go, sefahlego.**

Word problems and 3-D objects

Mental Maths video

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

Game video

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

Conceptual development video

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

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

What to look out for this week

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

Mararantšu a go hlakantšha le go ntšha

MMETSE WA HLOGO
MENTAL MATHS
MPHE YE NTŠI GO FETA
GIVE ME MORE THAN
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata tša go aga palo o bontšhe dipalo tša godimo ka 1, 2, 3, 4, 5 goba ka 10.

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

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 word problems

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntšha.
Subtract.

75 – 41 = _____

56 – 22 = _____

28 – 14 = _____

82 – 61 = _____

67 – 30 = _____

89 – 40 = _____

38 – 20 = _____

56 – 30 = _____

69 – 50 = _____

98 – 60 = _____

Letšatši 2 Day 2

Ntšha.
Subtract.

92 – 60 = _____

68 – 40 = _____

35 – 10 = _____

72 – 30 = _____

56 – 20 = _____

78 – 50 = _____

24 – 10 = _____

93 – 70 = _____

35 – 20 = _____

88 – 80 = _____

Letšatši 3 Day 3

Ntšha.
Subtract.

74 – 50 = _____

88 – 60 = _____

43 – 30 = _____

65 – 40 = _____

56 – 20 = _____

97 – 80 = _____

24 – 10 = _____

36 – 20 = _____

47 – 30 = _____

69 – 60 = _____

Letšatši 4 Day 4

Ntšha.
Subtract.

72 – 60 = _____

96 – 70 = _____

54 – 30 = _____

81 – 50 = _____

22 – 10 = _____

34 – 21 = _____

49 – 40= _____

68 – 50 = _____

91 – 80 = _____

75 – 30 = _____

Mararantšu a go hlakantšha le go ntšha

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Thandeka o rekile puku, kgwele le paesekele. Puku e bitša R33, kgwele e bitša R27 gomme paesekele e bitša R51. Na o kolota bokae?

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

Re swanetše go hlakantšha.
R33 + R27 + R51 = R111.

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

Ge e le go re Thandeka o lefeletše ka tekano ya tšhelete thwi, ke dife dikhoine le tšhelete ya pampiri yeo a tlogo e šomiša?

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

A ka šomiša R100 ya pampiri, R10 ya pampiri le R1 ya khoine.

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

A ka šomiša gape diR50 tše pedi tša pampiri, dikhoine tše pedi tša R5 le R1 ya khoine.

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

Ge e le go re Thandeka o na le R150, na o tlo hwetša tšhentšhi ya bokae ge e le go re o reka dilo ka moka tše tharo?

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

Re swanetše go ntšha. O tlo šalelwa ke R39.

We need to subtract. She will get R39 change.

Bušeletša dikgato ka mararantšu a mangwe a go hlakantšha le go ntšha. Hlohleletša barutwana gore ba nagane ka mekgwanakgwana yeo ba e šomišago go rarolla marara. Ba dumelele ba lebelele phoustara ya tšhelete le go šomiša tšhelete ge go hlokega.

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

Addition and subtraction word problems

BEKE • WEEK 5

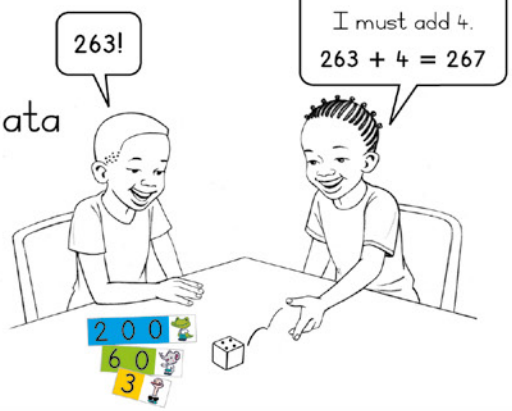
LETŠATŠI 1 • DAY 1

Mararantšu a go hlakantšha le go ntšha
Addition and subtraction word problems

MMETSE WA HLOGO – MENTAL MATHS | MPHE YE NTŠI GO FETA – GIVE ME MORE THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – hlakantšha
Game: Fast maths with cards – add

- Ralokang ka bobedi.
  Play in pairs.
- Bontšha palo o šomiša dikarata tša gago tša go aga palo.
  Show a number using your flard cards.
- Foša letaese - hlakantšha!
  Throw a dice – add!
- Bušeletša gape!
  Do it again!



1 Rarolla.
Solve.

Mandla o reka borotho le maswi lebenkeleng. Borotho bo bitša R1,40, maswi a bitša R2,30. Na o šomiša bokae ka moka ge e hlakana?

Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?

Paeseke e tee e bitša R320. Na dipaesekele tše pedi di tla bitša bokae?

One bicycle costs R320. How much will two bicycles cost?

Nkanyiso o rekile diphere tše nne tša marokgo a makopana ka R55 ka botee. Na o tla boelwa ke tšhentšhi ya bokae go R300?

Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?

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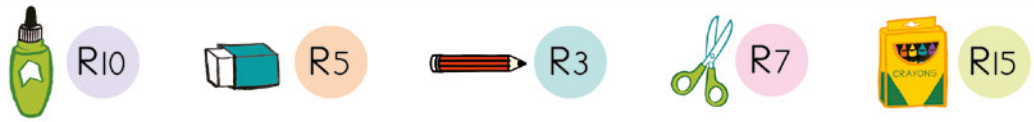
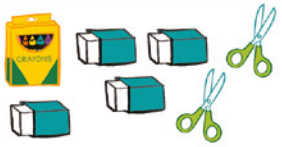
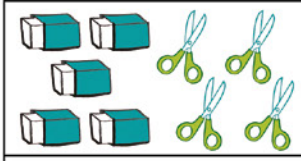
2 Na tšhentšhi ke bokae ge o lefela ka R100?

How much change if you pay with R100?



o reka you buy	tefelo ka moka total cost	tšhentšhi change
	R10 + R10 + R10 + R15 + R5 = R50	R100 – R50 = R50
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____

Addition and subtraction word problems Week 5 • Day 1 43

Addition and subtraction word problems

MMETSE WA HLOGO (MENTAL MATHS) — MPHE YE NTŠI GO FETA (GIVE ME MORE THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ntobe o na le diripana tše 2 tša thapo. E tee ke ya botelele bja 153 cm, ye nngwe ke ya botelele bja 429 cm. Na diripana ka bobedi ke tše di telele gakaakang ge di hlakana ka moka?

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

Re swanetše go hlakantšha botelele bja dithapo tše pedi.

153 cm + 429 cm = 582 cm

We need to add the two lengths together.

Ge e le go re Ntobe o šomiša botelele bja ye nngwe ya thapo ya gagwe go bontšha botelele bja 287 cm, ke seripana sefe seo a tlo se šomišago?

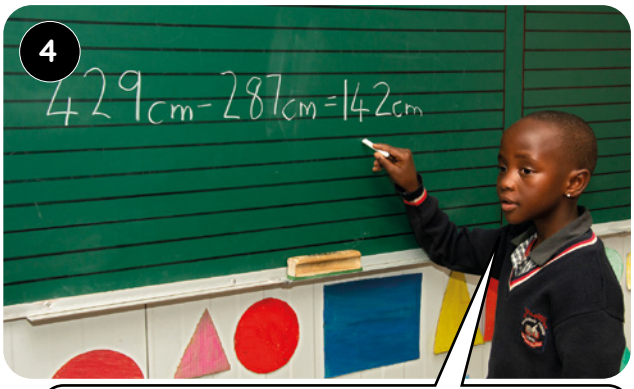
If Ntobe had to use one of her lengths of rope to show a length of 287 cm, which piece would she use?

O swanelwa ke go šomiša thapo ya 429 cm ka lebaka la gore ye nngwe ke ye kopana kudu.

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

Ge e le go re Ntobe o ripa seripana sa 287cm go tšwa go thapo ya gagwe ya 429 cm, na o tlo šalelwa ke thapo ye kaakang?

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



Re ka ntšha.

O tlo šalelwa ke thapo ya go lekana 142 cm.

429 cm – 287 cm = 142 cm.

We can subtract.

She would have 142 cm left over.

Bušeletša dikgato ka mararantšu a mangwe a go hlakantšha le go ntšha. Hlohleletša barutwana gore ba nagane ka mekgwanakgwana yeo ba e šomišago go rarolla marara.

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

BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Mararantšu a go hlakantšha le go ntšha
Addition and subtraction word problems

MMETSE WA HLOGO – MENTAL MATHS | MPHE YE NTŠI GO FETA – GIVE ME MORE THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Ke na le R150. Ke dife dilo tšeo nka di rekago ka lebenkeleng la sekolo? Dira lenaneo la dilo tše nne tšeo o ka kgethago go tšona.

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

1	Nka reka hempe, borokgo bjo bo kopana, kepisi le pokathe. I can buy a shirt, shorts, a cap and jeans.
2	
3	
4	

2 Hlakantšha.

Add.

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

3 Ke na le 15 kg ya flouru. Mogwera wa ka o na le 12 kg ya swikiri. Buti wa ka o na le 35 kg ya ditapole. Na ditswaki tše ka moka di imela bokae ge di hlakane ka moka?

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

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Addition and subtraction word problems

Fana o reka 625 g ya dipodišwa. O fa Mandla 134 g. Na Fana o šaletšwe ke dipodišwa tše kaakang?

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

Nosipho o na le dithapo tše 5 tša botelele bja go fapafapana. Dithapo di ela 35 m, 29 m, 45 m, 11 m le 52 m. Na palomoka ya botelele bja dithapo ke bokae?

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

4 Ntando o na le R130. O reka sebapadišwa ka R37, puku ya noutu ka R16, kgwele ka R11 le jese ka R54. Na tefelo ka moka ya dilo tša gagwe ke bokae?

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

Na o tla hwetša tšhentšhi ya bokae?

How much change will he get?

Thandekile o na le R200. O reka sethuthuthu ka R113, lepokisi la ditšhokolete ka R27 le puku ka R45. Na tefelo ka moka ya dilo tša gagwe ke bokae?

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

Na o tla hwetša tšhentšhi ya bokae?

How much change will she get?

Dilo tša mahlakoretharo (go kgokologa le go thelela)

MMETSE WA HLOGO
MENTAL MATHS
MPHE YE NTŠI GO FETA
GIVE ME MORE THAN
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ke difi dilo tšeo o naganago gore o ka di kgokološa mo go tše?
Which of the objects do you think you can roll?

Di bitšwa dikgokolo!
They are called spheres!

Dilo tša sebopego sa kgwele di ka kgokologa ka lebaka la go re di kgopamile.
The ball-shaped objects can roll because they are curved.

Ke difi dilo tšeo o naganago gore di ka thelela?
Which of the objects do you think you can slide?

Tšona di bitšwa diprisimo!
Those are called prisms!

Dilo tša sebopego sa lepokisi di ka thelela ka lebaka la go re di na le mahlakore a phaphathi.
The box-shaped objects can slide because they have flat sides.

Ke difi dilo tšeo o naganago gore di ka thelela tša ba tša kgokologa?
Which of the objects do you think you can slide and roll?

Disilintere!
Cylinders!

Disilintere di ka thelela tša ba tša kgokologa ka lebaka la go re di na le difahlego tša go kgopama le tša phaphathi.
Cylinders can slide and roll because they have both curved and flat faces.

Efa barutwana menyetla ya go neetšana dilo ka go di thelediša goba go di kgokološa. Ba hlohleletše ba ahlaahle seo ba se lemogago ka dilo tšeo le mosepelo wa tšona.

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

3-D objects (roll and slide)

BEKE • WEEK 5

LETŠATŠI 3 • DAY 3

Dilo tša mahlakoretharo (go kgokologa le go thelela)

3-D objects (roll and slide)

MMETSE WA HLOGO — MENTAL MATHS → MPHE YE NTŠI GO FETA — GIVE ME MORE THAN → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

1 Lebelela bogodimo bja dilo tše. Ngwala ge eba bogodimo ke bja phaphathi goba bja go kgopama.

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

dilo objects	bogodimo bja phaphathi goba bja go kgopama flat or curved surfaces
dikgwele balls 	
mapokisi boxes 	
disilintere cylinders 	
diphiramiti pyramids 	
dikhoune cones 	

2 Araba dipotšišo.

Answer the questions.

selo object	bogodimo bja go kgopama / phaphathi? flat surfaces / curved surfaces?	kgokologa / thelela? roll / slide?
	kgopama curved	kgokologa roll
		
		

Dilo tša mahlakoretharo (go kgokologa le go thelela)

3 Lebelela dilo tša mahlakoretharo go dikologa le phaposi. Šomiša tše go tlatša tafola ya ka tlase.

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

Thala selo. Draw the object.	bogodimo bja phaphathi / bogodimo bja go kgopama / bogodimo bja phaphathi le bogodimo bja go kgopama flat surfaces / curved surfaces / flat and curved surfaces	kgokologa /thelela / kgokologa le go thelela roll / slide / roll and slide

Describing 3-D objects

MMETSE WA HLOGO
MENTAL MATHS
MPHE YE NTŠI GO FETA
GIVE ME MORE THAN
→ PAPADI
GAME
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CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Tšhela seatla sa gago ka mokotleng o kwe selo se tee.
Put your hand in the bag and feel one object.

Ke kwa selo sa go ba le mahlakore a go kgopama. Ke kgwele.
I feel an object that has curved sides. It is a ball.

Ee! Leina le lengwe la kgwele ke kgokolo.
Yes! Another name for a ball is a sphere.

Ke kwa selo sa go ba le mahlakore ka moka a phaphathi. Mahlakore ka moka a kwagala a swana, ke nagana go re ke khube.
I feel an object that has flat sides all around. All the sides feel about the same, so I think it is a cube.

Ke kwa selo sa go ba le botlase bja kgokolo, bja phaphathi le gona se ya godimo go swana le khoune ya aesekhirimi.
I feel an object that has a round, flat bottom and it comes up to a point like an ice cream cone.

Ee! Ke khoune!
Yes! That is a cone!

Efa barutwana menyetla ya go kwa dilo ka moka tša mahlakoretharo ka gare ga mokotla. Šomiša sebaka se go šomiša mareo a maleba ka dilo tša mahlakoretharo: kgokolo, prisimo ya khutlonnethwi, silintere, phiramiti, dikhoune le khube. Bolela ka dimelo tša tšona.

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

BEKE • WEEK 5

LETŠATŠI 4 • DAY 4

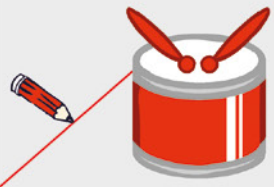
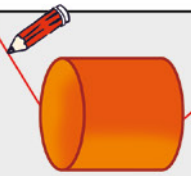
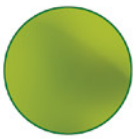
Go hlaloša dilo tša mahlakoretharo

Describing 3-D objects

MMETSE WA HLOGO (MENTAL MATHS) | MPHE YE NTŠI GO FETA (GIVE ME MORE THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Thala methalo o nyalantšhe dilo le selo sa maleba sa mahlakoretharo.

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

silintere cylinder		
khoune cone		
prisimo ya khutlonnethwi rectangular prism		
phiramiti pyramid		
khube cube		
kgokolo sphere		

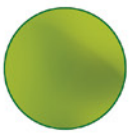
48

Describing 3-D objects

2 Šomiša mantšu go tšwa bolota mantšu o fe maina a dilo tša mahlakoretharo.

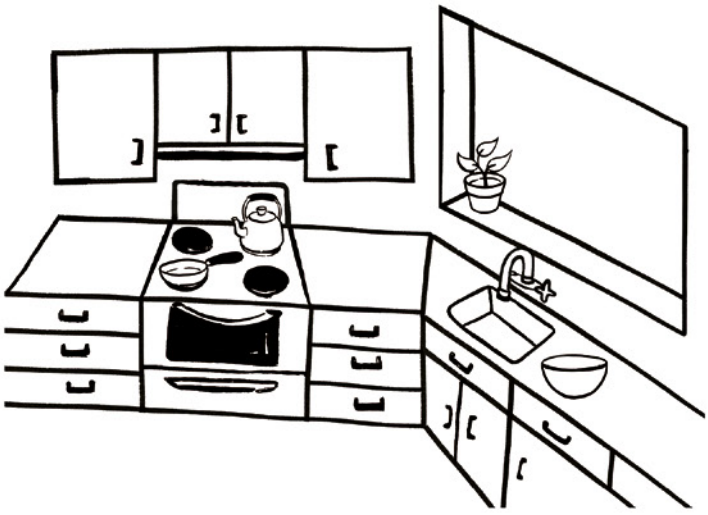
Use the words from the word bank to name the 3-D objects.

kgokolo sphere	prisimo ya khutlonnethwi rectangular prism	silinda cylinder	phiramiti pyramid	khoune cone	khube cube

3 Na o bona dibopego tše kae?
Bolela le mogwera wa gago.

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



BEKE • WEEK 5

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Hlaloša bogodimo bja dilo: phaphathi / kgopama / phaphathi le go kgopama.

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

2 Fikile o na le R100. O reka sesepa sa meriri ka R25, sesepa sa go hlatswa ka R47 le kerese ka R19. Na tefelo ka moka ya dilo tša gagwe ke bokae le gona o tla boelwa ke tšhentšhi ya bokae?

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

Phindi o na le R200. O reka dikhokho ka R68, pantiši ka R23 le diatlana ka R41. Na tefelo ka moka ya dilo tša gagwe ke bokae le gona o tla boelwa ke tšhentšhi ya bokae?

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

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
bogodimo bja phaphathi	flat surface
bogodimo bja go kgopama	curved surface
khoune	cone
prisimo	prism
khube	cube

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Assessment and consolidation

Teefatšo ⋮ Consolidation

1 Ntando o reka 500 g ya flouru. O fa Thandi 350 g. Na Ntando o šaletšwe ke flouru ye kaakang?

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

Fana o reka lešela le le khubedu, le le talaleratadima, le le talamorogo le le serolana. Lešela le le khubedu ke 79 m, le le talaleratadima ke 64 m, le le talamorogo ke 53 m, le le serolana ke 88 m. Na palomoka ya botelele bja mašela ka moka ke bokae?

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

2

kgokolo sphere	prisimo ya khutlonnethwi rectangular prism	silintere cylinder	phiramiti pyramid	khoune cone	khube cube
					

Efa maina a dilo tša go ba le mahlakoretharo.

Name these objects as 3-D objects.

3 Thala seswantšho o šomiše dilo tša mahlakoretharo.

Draw a picture using 3-D objects.

Dilo tša mahlakoretharo

	Didirišwa
Mmetse wa Hlogo: Mphe ye nnyane go: 1, 2, 3, 4, 5 goba ye nnyane go 10!	*dikarata tša go aga dipalo* tša morutiši le morutwana
Papadi: *Mmetse wa lebelo ka dikarata le letaese: 1, 2, 3, 4, 5 goba ye nnyane go 6!*	*dikarata tša go aga dipalo le letaese*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go aga ka dilo tša mahlakoretharo	PMM, *mehutahuta ya dilo tša mahlakoretharo (dikgwele, mapokisi le disilintere), phoustara ya dilo tša mahlakoretharo*
2	Go bapetša dilo tša mahlakoretharo	PMM, *mehutahuta ya dilo tša mahlakoretharo (dikgwele, mapokisi le disilintere), phoustara ya dilo tša mahlakoretharo, dinete tša sebopego sa mahlakoretharo*
3	Difahlego tša dilo tša mahlakoretharo	PMM, *mehutahuta ya dilo tša mahlakoretharo (dikgwele, mapokisi le disilintere), phoustara ya dilo tša mahlakoretharo, dinete tša sebopego sa mahlakoretharo, pampiri yeo e senyegilego*
4	Dilo tša mahlakoretharo	PMM, *mehutahuta ya dilo tša mahlakoretharo (dikgwele, mapokisi le disilintere), phoustara ya dilo tša mahlakoretharo*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
aga le go hlahlamolla diswantšho tša mahlakoretharo ka go šomiša dilo tša mahlakoretharo.	
tseba dimelo tša dilo tša mahlakoretharo.	
lemoga dibopego tša mahlakoretharo tšeo di šomišitšwego go dira difahlego tša dilo tša mahlakoretharo.	

Kelo

Kelo ya go ngwalwa: Sekgoba le sebopego – dilo tša mahlakoretharo
Rekhota moputso godimo ga palomoka ya 9 letlakaleng la meputso la kotara.

Kelo ya bomolomo le tirišo

Lebelela barutwana go ela bokgoni bja bona bja go tseba, go fa leina le semelo sa dilo tša mahlakoretharo.	**Moputso 5**		
Lenaneo: nepagetše/fošagetše/nyakile a nepile	✓	✗	●
O kgona go aga ka go šomiša dilo tša mahlakoretharo.			
O kgona go tseba le go fa maina a dilo tša mahlakoretharo.			
O kgona go tseba dilo tša go kgokologa.			
O kgona go tseba dilo tša go thelela.			
O kgona go lemoga dibopego tša mahlakorepedi tšeo di šomišitšwego go dira difahlego tša dilo tša mahlakoretharo.			

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

3-D objects

		Resources
Mental Maths: Give me less than: 1, 2, 3, 4, 5 or 10 less		teacher and learner *flard cards*
Game: *Fast maths with cards and dice: 2, 3, 4 or 5 less*		learner *flard cards* and *dice*
Day	**Lesson activity**	**Lesson resources**
1	Building with 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
2	Comparing 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets*
3	Faces of 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets,* scrap paper
4	3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
5	Consolidation and assessment for learning	LAB

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

Assessment

Written assessment: Space and shape – 3-D objects
Record a mark out of 9 in the term mark sheet.

Oral and practical assessment

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

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

Dilo tša mahlakoretharo

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga kgopolo ya 'nnyane go' ka Mmetse wa Hlogo. Bontšha barutwana palo ya mono-2 goba 3 ka go šomiša *dikarata tša gago tša go aga dipalo* gomme o botše bautwana gore ba bontšhe palo yeo e lego ye nnyane ka 1, 2, 3, 4, 5 goba ka 10 ba šomiša dikarata tša bona tša go aga palo. *Dikarata tša go aga palo* di thuša barutwana go godiša kwešišo ya bona ya palo ge ba šoma ka tšona go aga dipalo tša go ba le metšo, ma10 le ma100. Bolela le bona ka dipalo tšeo ba di dirago.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka dikarata le mataese –1, 2, 3, 4, 5 goba nnyane ka 6!* Papadi e fa barutwana menyetla ya go ntšha 1, 2, 3, 4, 5 goba 6 go palo. Morutwana o tee o bontšha palo ya mono -2 goba 3 a šomiša *dikarata tša go aga palo*. Morutwana yo mongwe o foša *mataese* gomme o swanetše go ntšha 1, 2, 3,4, 5 goba 6 go palo yeo e bontšhitšwego. Papadi ye e tlo thuša barutwana go itlwaetša go ntšha dipalo tša mono tee ka lebelo, gabonolo.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa dilo tša mahlakoretharo, barutwana ba teefatša tsebo ya bona ya dimelo tša dilo tša mahlakoretharo. Ba ahlaahla difahlego tša dilo tša mahlakoretharo le go tseba dibopego tšeo di dirago difahlego tše. Ba šomiša gape dilo tša mahlakoretharo go aga le go hlahlamolla diswantšho, ba nagana ka seo se dirago gore selo se lekanetše. Bekeng ye re tsepelela ga

- aga le go hlahlamolla diswantšho tša mahlakoretharo ka go šomiša dilo tša mahlakoretharo.
- tseba dimelo tša dilo tša mahlakoretharo.
- lemoga dibopego tša mahlakoretharo tšeo di šomišitšwego go dira difahlego tša dilo tša mahlakoretharo.

Seo o ka se lebelelago mo bekeng ye

- Hlohleletša barutwana gore ba sware dilo tša mahlakoretharo ka mafolofolo ge ba ithuta ka dimelo tša tšona. Ge e le go re ga o na dibopego tšeo di lekanego tša go fa dihlopha ka moka tša barutwana sete, o swanetše go šomiša dibopego go ba bontšha o be o fe barutwana sebaka sa go tla ka pele ga phaposi go dira mohlala wa go bontšha ka dilo tša nnete ge ba hloka go dira seo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **dibopego tša mahlakorepedi, dilo tša mahlakoretharo, dibopego tša kgwele, dikgokolo, dibopego tša lepokisi, diprisimo, disilintere, diphiramiti, dikhoune, bogodimo bja go kgopama, kgokologa, thelela, lehlakore, bogodimo bja phaphathi, khube, prisimo ya khutlonnethwi, sefahlego**.

3-D objects

Mental Maths video

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

Game video

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

Conceptual development video

In this week's work on 3-D objects, learners consolidate their knowledge of the characteristics of 3-D objects. They discuss the faces of the 3-D objects and identify the 2-D shapes that make up these faces. They also use 3-D objects to construct and deconstruct models, thinking about what makes items balance. This week we focus on:

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

What to look out for this week

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

Go aga ka dilo tša mahlakoretharo

MMETSE WA HLOGO
MENTAL MATHS
MPHE YE NNYANE GO
GIVE ME LESS THAN
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata tša go aga palo o bontšhe dipalo tše nnyane ka 1, 2, 3, 4, 5 goba ka 10.

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

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.

Mpontšhe ye nnyane ka 3.
Show me 3 less.

1

80 ke ye nnyane ka 3 go 83.
80 is 3 less than 83.

2

Mpontšhe ye nnyane ka 10.
Show me 10 less.

3

489 ke ye nnyane go 499.
489 is 10 less than 499.

4

Building with 3-D objects

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.
Add.

146 + 372 = _____

452 + 246 = _____

668 + 121 = _____

533 + 465 = _____

758 + 250 = _____

420 + 366 = _____

277 + 721 = _____

154 + 643 = _____

331 + 567 = _____

204 + 704 = _____

Letšatši 2 Day 2

Hlakantšha.
Add.

742 + 151 = _____

205 + 644 = _____

509 + 430 = _____

175 + 821 = _____

600 + 288 = _____

263 + 111 = _____

549 + 250 = _____

156 + 442 = _____

381 + 318 = _____

642 + 184 = _____

Letšatši 3 Day 3

Hlakantšha.
Add.

252 + 144 = _____

344 + 534 = _____

471 + 222 = _____

692 + 303 = _____

537 + 461 = _____

111 + 888 = _____

231 + 437 = _____

542 + 551 = _____

320 + 350 = _____

661 + 222 = _____

Letšatši 4 Day 4

Hlakantšha.
Add.

213 + 266 = _____

461 + 436 = _____

553 + 112 = _____

678 + 321 = _____

341 + 555 = _____

241 + 251 = _____

511 + 411 = _____

432 + 234 = _____

612 + 331 = _____

521 + 160 = _____

Go aga ka dilo tša mahlakoretharo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

O nagana gore nka lekanetša lepokisi godimo ga kgwele?
Do you think I can get the box to balance on the ball?

Aowa – lepokisi le tlo wa.
No – the box will fall off.

Ke ka lebaka la eng o nagana gore lepokisi le ka se lekanetše godimo ga kgwele?
Why do you think the box won't balance on the ball?

Kgwele e na le mahlakore a go kgopama. Ge nka leka go bea lepokisi godimo ga yona, kgwele e tla kgokologa gomme lepokisi le tlo wa.
The ball has curved sides. If I try put the box on top of it, the ball will roll and the box will fall.

O nagana gore go tlo direga eng ge nka leka go bea kgwele godimo ga lepokisi?
What do you think will happen if I try put the ball on top of the box?

Lepokisi le na le mahlakore a phaphathi, ka gona le ka se šuthe. Kgwele e ka no se kgokologe ge nka hlokomela.
The box has flat sides so it will stay still. The ball might not roll off if I am careful.

O ka kgona go bona selo sa go fapana sa mahlakoretharo seo se ka lekanetšago bokaone godimo ga lepokisi?
Can you see a different 3-D object that would balance better on the box?

O ka bea phiramiti godimo ga lepokisi. E na le botlase bja phaphathi, ka gona, e tla dula godimo ga lepokisi.
You could put the pyramid on top of the box. It has a flat bottom so it will stay on the box.

Bušeletša dikgato tša ka godimo ka dilo tša go fapafapana tša mahlakoretharo. Hlohleletša barutwana ba ikagele diswantšho, ba di leke go bona seo se lekanetšago goba se emago gabotse. Ba thuše ba tsebe go re ke ka lebaka la eng go kgonega go hlama dikago ka dilo tše dingwe mola tše dingwe di sa kgonege.

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

Building with 3-D objects

BEKE • WEEK 6

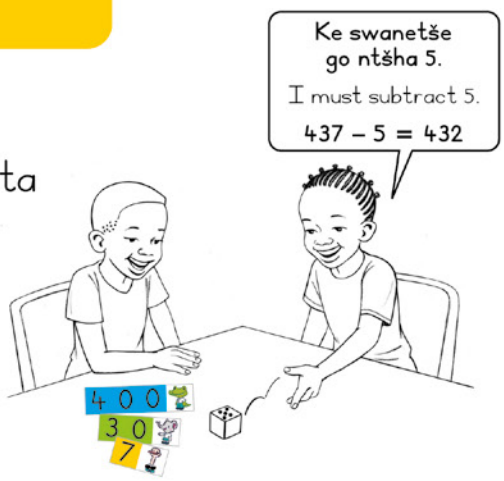
LETŠATŠI 1 • DAY 1

Go aga ka dilo tša mahlakoretharo
Building with 3-D objects

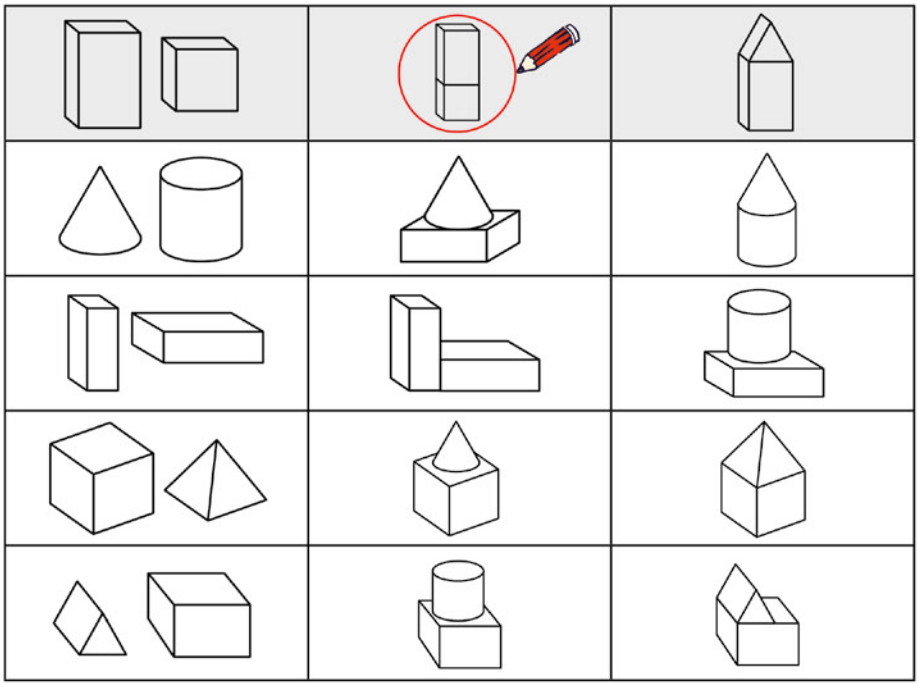
MMETSE WA HLOGO – MENTAL MATHS | MPHE YE NNYANE GO – GIVE ME LESS THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

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

- Ralokang ka bobedi.
  Play in pairs.
- Bontšha palo o šomiša dikarata tša gago tša go aga palo.
  Show a number using your flard cards.
- Foša letaese – ntšha!
  Throw a dice – subtract!
- Bušeletša gape!
  Do it again!



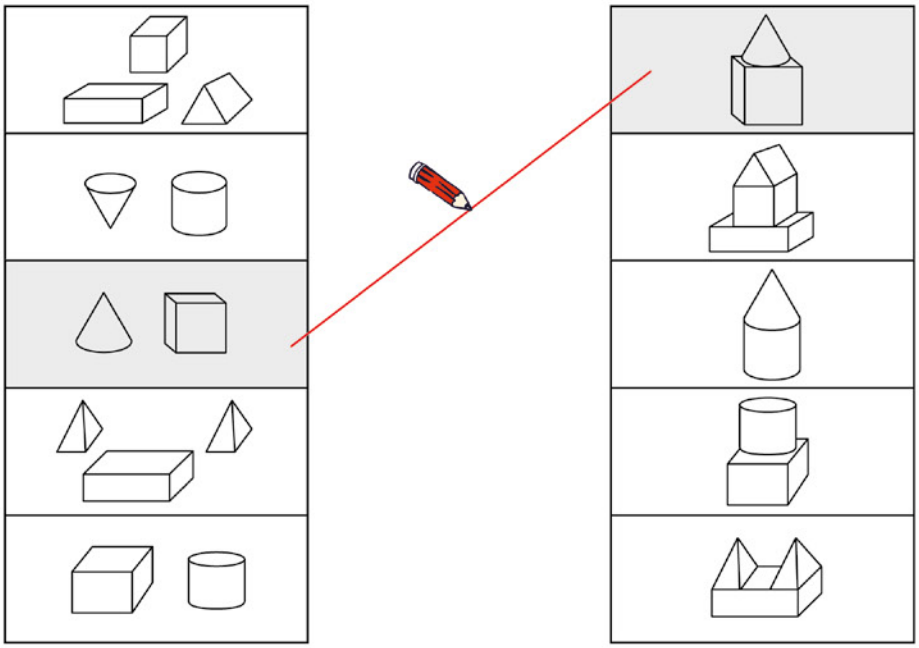
1 Thala sediko go meago yeo re ka e agago ka dilo tše pedi tša mahlakoretharo mo kholomong ya mathomo.
Circle the constructions that can be built using the two 3-D objects in the first column.



Ukwakha ngezinto ezine-3-D

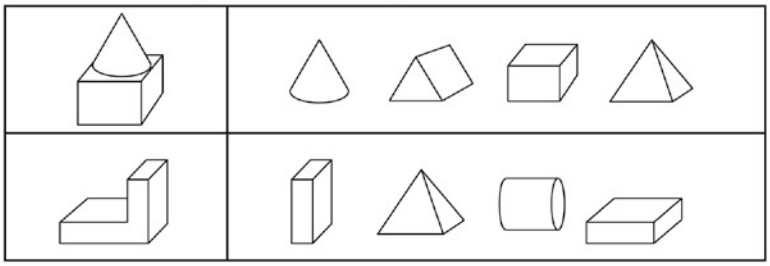
2 Nyalantšha dilo tša mahlakoretharo le moago wa maleba.

Match the 3-D objects to the correct construction.



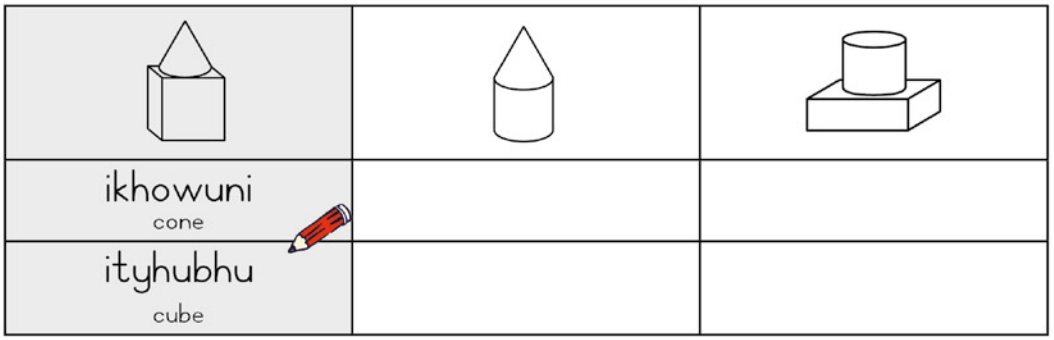
3 Khalara dilo tša mahlakoretharo tšeo di dirago moago wo mongwe le wo mongwe.

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



4 Ke dife dilo tša mahlakoretharo tšeo o di bonago? Ngwala maina a tšona.

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



Comparing 3-D objects

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Aga dilo tša gago tša mahlakoretharo o šomiša dinete! Bolela le mogwera wa gago. Mmotše go re sebopego se sengwe le se sengwe se na le difahlego tše kae.

Build your 3-D objects using nets! Talk to your partner. Tell them how many faces each object has.

Efa barutwana nako ya go aga dilo tša bona tša mahlakoretharo. Ba swanetše go bolela ka dilo tša bona ge ba le gare ba di aga, ba šomiša polelo ya mmetse.

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

Lebelela khoune le silintere. Di swana bjang?

Look at the cone and the cylinder. How are they the same?

Dilo ka bobedi di na le bogodimo bja phaphathi le go kgopama.

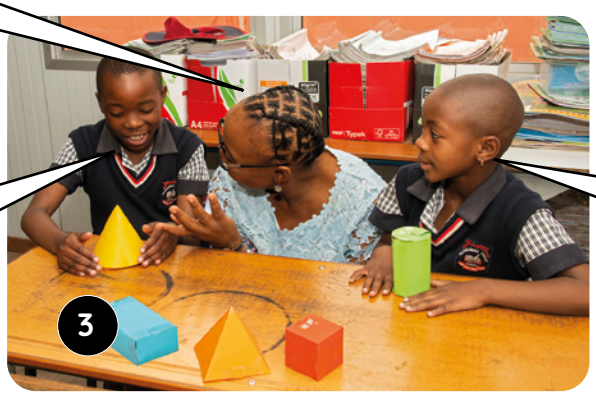
Both objects have flat and curved surfaces.

Dilo tše di fapana ka eng?

What is different about these objects?

Khoune e na le lehlakore le tee la ntlha efela mahlakore ka bobedi a silintere ke a phaphathi.

The cone has one pointy end but both ends of the cylinder are flat.



Silintere e na le bogodimo bjo bobedi bja phaphathi efela khoune e na le bogodimo bjo tee bja phaphathi.

The cylinder has two flat surfaces but the cone has one flat surface.

Bušeletša dikgato tša ka godimo ka dilo tše dingwe tša mahlakoretharo, go di bapetša go ya ka dimelo tša tšona. Hlohleletša barutwana ba ahlaahle go swana le go fapana magareng ga diphere tša dilo tša go swana le khube le prisimo ya khutlonnethwi, khoune le phiramiti, goba kgokolo le prisimo ya khutlonnethwi.

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

Go bapetša dilo tša mahlakoretharo

BEKE • WEEK 6

LETŠATŠI 2 • DAY 2

Go bapetša dilo tša mahlakoretharo
Comparing 3-D objects

MMETSE WA HLOGO / MENTAL MATHS | MPHE YE NNYANE GO / GIVE ME LESS THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

1 Swaya disilintere, mapokisi le dikgwele ka mo tlase.

Label the cylinders, boxes and balls below.

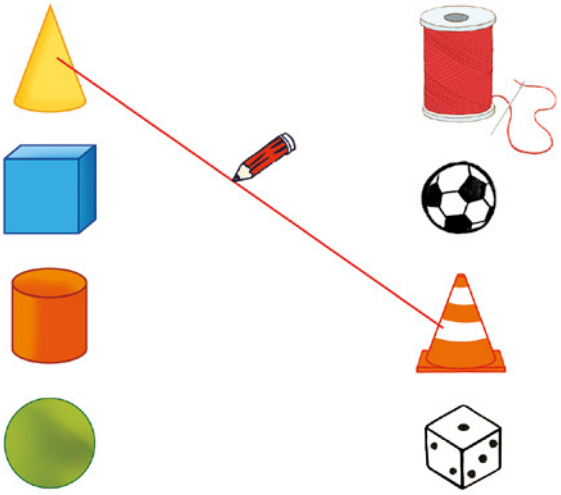
2 Lebelela go dikologa le phapoši o hwetše selo seo o ka se thalago ka lepokising le lengwe le le lengwe.

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

kgwele ball	lepokisi box	silintere cylinder

3 Thala methalo o nyalantšhe dilo tša mahlakoretharo.

Draw lines to match the 3-D objects.



Comparing 3-D objects

4 Thala sediko go karabo ya nnete.

Circle the correct answer.

Tamatisi e na le sebopego sa kgwele / lepokisi / silintere.

A tomato is a ball / box / cylinder shape.

Galase ya go nwela e na le sebopego sa kgwele / lepokisi / silintere.

A drinking glass is a ball / box / cylinder shape.

Puku e na le sebopego sa kgwele / lepokisi / silintere.

A book is a ball / box / cylinder shape.

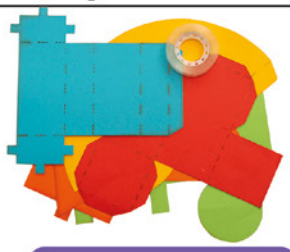
5 Thala sediko go kgetho ye nnete ya selo se sengwe le se sengwe.

Circle the correct choices for each object.

silintere cylinder	khoune cone	kgokolo sphere
		
mohuta wa bogodimo kind of surface		
phaphathi / kgopama / phaphathi le go kgopama flat / curved / flat and curved	phaphathi / kgopama / phaphathi le go kgopama flat / curved / flat and curved	phaphathi / kgopama / phaphathi le go kgopama flat / curved / flat and curved
se kgokologa bjang how it rolls		
kgole / mothalong wa thwi / thoko ye nngwe le ye nngwe far / in a straight line / any direction	kgole / mothalong wa thwi / thoko ye nngwe le ye nngwe far / in a straight line / any direction	kgole / mothalong wa thwi / thoko ye nngwe le ye nngwe far / in a straight line / any direction

Sebopego sa phaphathi seo se ka phuthelago go ya godimo sa dira seswantšho sa go bitšwa nete. Bolela le mogwera wa gago ka dilo tšeo le di dirilego le šomiša dinete lehono.

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



Difahlego tša dilo tša mahlakoretharo

MMETSE WA HLOGO
MENTAL MATHS
MPHE YE NNYANE GO
GIVE ME LESS THAN
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o lemoga eng ka selo sa mahlakoretharo?
What do you notice about this 3-D object?

Se na le difahlego tša phaphathi tša bogolo bja go lekana ka moka. Nka bala difahlego tše 6.
It has flat faces that are all the same size. I can count 6 faces.

Sefahlego se bopegile bjang?
What shape are the faces?

Difahlego di bopegile bjale ka sekwere.
The faces are square-shaped.

O lemoga eng ka selo se sa mahlakoretharo?
What do you notice about this 3-D object?

Le sona se na le difahlego tša phaphathi efela ga di lekane ka moka ka bogolo. Go na le difahlego tše 2 tše nnyane le difahlego tše 4 tše kgolo.
It also has flat faces but they're not all the same size. There are 2 smaller faces, and 4 bigger faces.

Sefahlego se bopegile bjang?
What shape are the faces?

Sefahlego se ke khutlonnethwi. Se sengwe ke sekwere.
This face is a rectangle. The other face is a square.

Bušeletša dikgato tša ka godimo ka dilo tše dingwe tša mahlakoretharo. Thuša barutwana go tseba dibopego tša go fapafapana tša dilo tša mahlakorepedi tšeo di dirago difahlego tša dilo tša mahlakoretharo.

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

Faces of 3-D objects

BEKE • WEEK 6

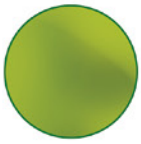
LETŠATŠI 3 • DAY 3

Difahlego tša dilo tša mahlakoretharo
Faces of 3-D objects

MMETSE WA HLOGO – MENTAL MATHS | MPHE YE NNYANE GO – GIVE ME LESS THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Thala mohlala wa selo se sengwe le se sengwe sa mahlakoretharo.

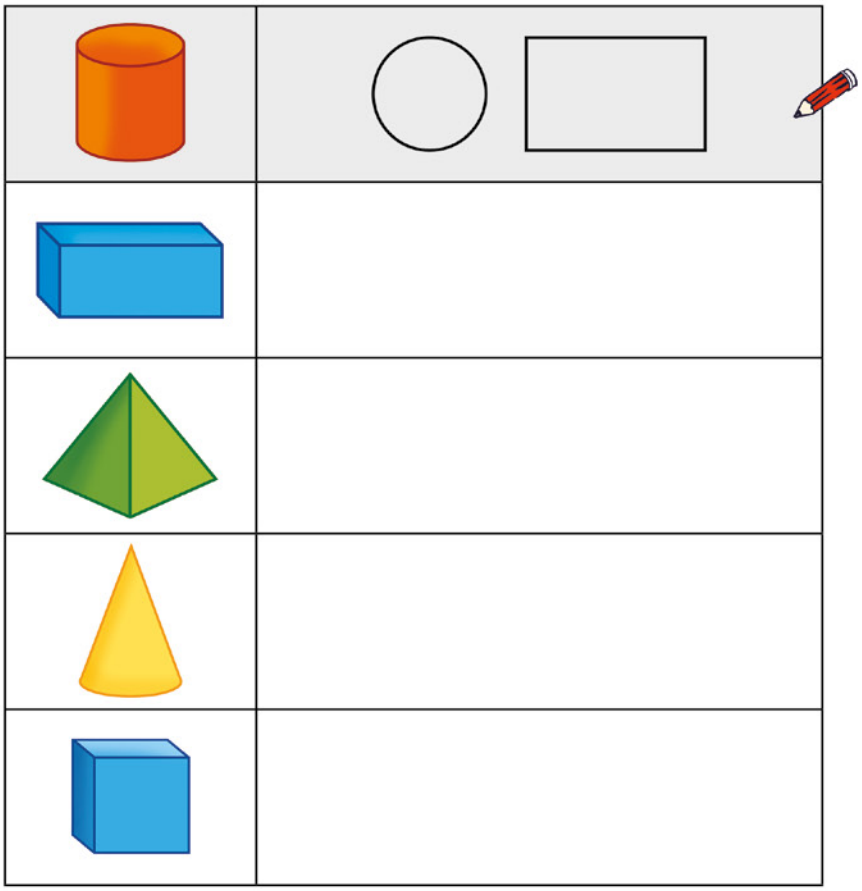
Draw an example of each 3-D object.

	Efa leina la selo sa mahlakoretharo. Name the 3-D object.	Mohlala wa bophelo bja nnete. Real life example.
	prisimo ya khutlonnethwi rectangular prism	
		
		
		
		
		

Difahlego tša dilo tša mahlakoretharo

2 Thala dibopego tša mahlakorepedi tšeo di dirago dilo tša mahlakoretharo.

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

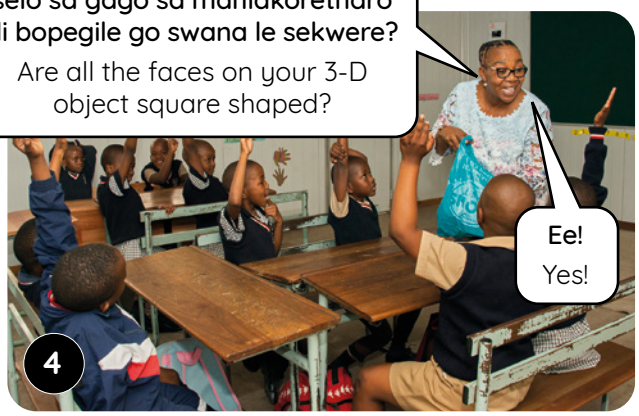


3 Thala seswantšho o šomiša dilo tša mahlakoretharo le dibopego tša mahlakorepedi.

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

3-D objects

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ralokang papadi ka dilo ka moka tša mahlakoretharo. Thuša barutwana ba hwetše dilo ka go botšiša dipotšišo ka dimelo tša selo. Netefatša go re dipotšišo tša gago di botšiša semelo se tee ka nako e tee.

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

Dilo tša mahlakoretharo

BEKE • WEEK 6

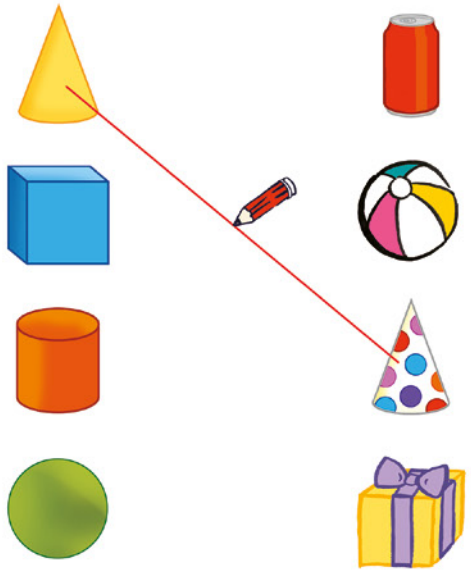
LETŠATŠI 4 • DAY 4

Dilo tša mahlakoretharo
3-D objects

MMETSE WA HLOGO (MENTAL MATHS) | MPHE YE NNYANE GO (GIVE ME LESS THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Thala methalo o nyalantšhe dilo tša mahlakoretharo.

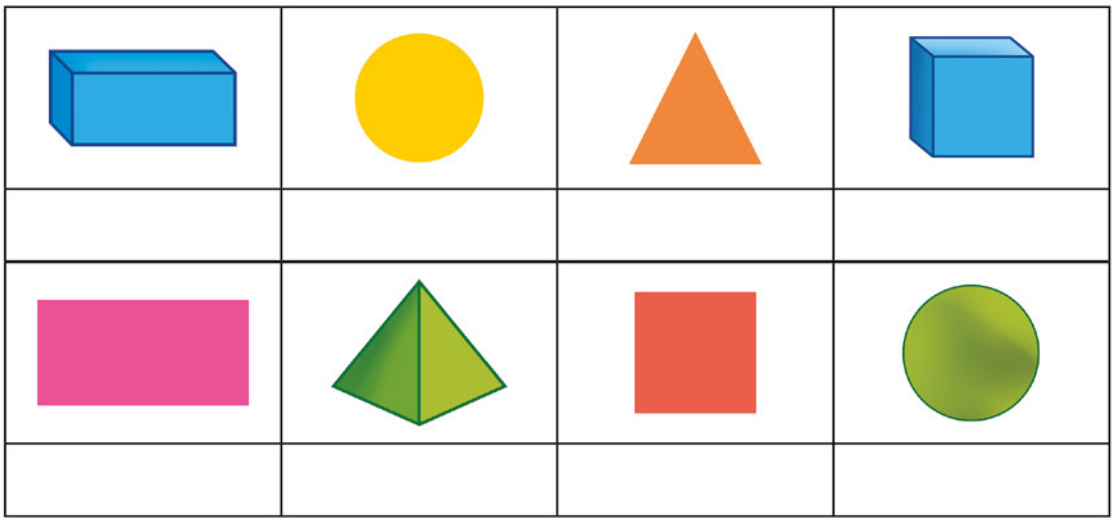
Draw lines to match the 3-D objects.



2 Ngwala maina a dilo tše le dibopego lefelong la maleba ka mo tlase.

Write the names of these objects and shapes in the right place below.

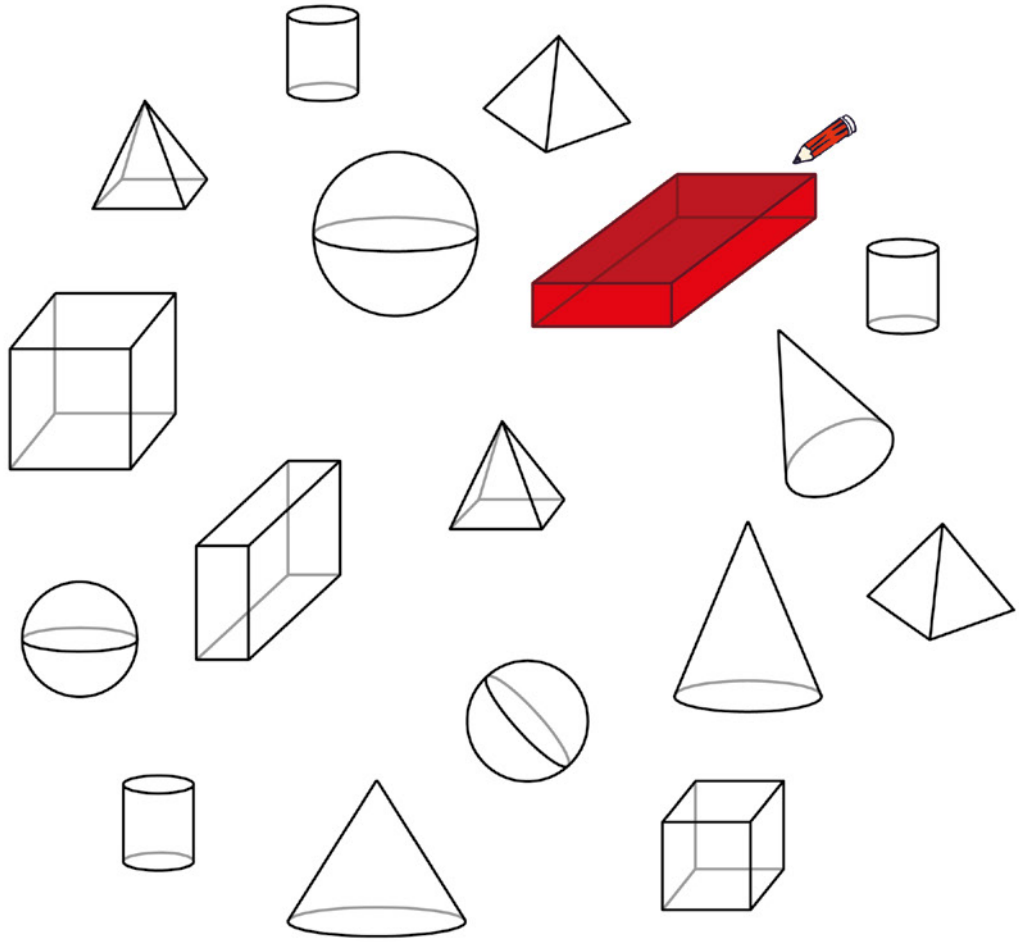
kgokolo sphere	sediko circle	prisimo ya khutlonnethwi rectangular prism	khutlonnethwi rectangle	phiramiti pyramid	khube cube	sekwere square	khutlotharo triangle



3-D objects

3 Khalara dilo o šomiša mebala ye.

Colour the objects using these colours.



4 Ngwala maina a dilo ka moka tša mahlakoretharo tšeo o di tsebago.

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

BEKE • WEEK 6

LETŠATŠI 5 • DAY 5

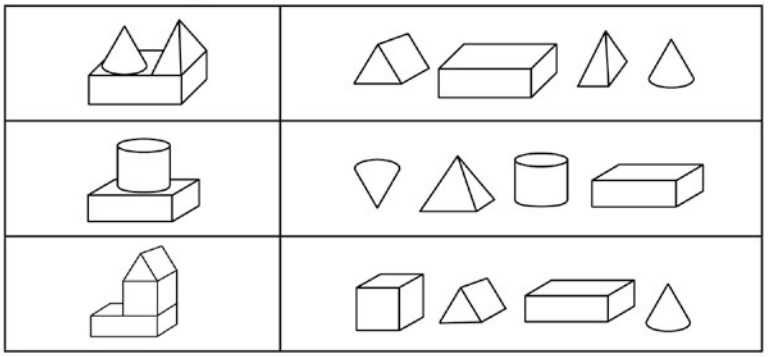
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

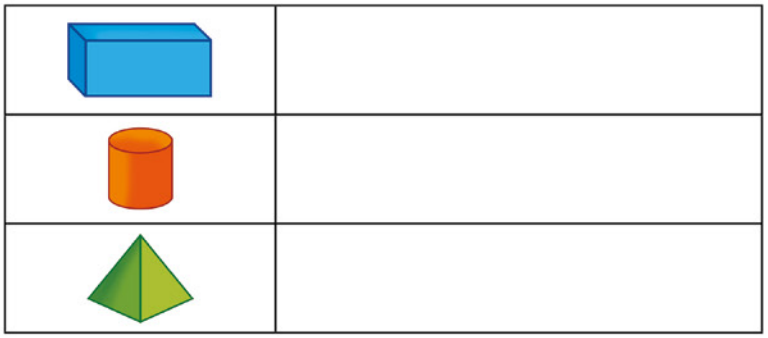
1 Khalara dilo tša mahlakoretharo tšeo di dirago moago wo mongwe le wo mongwe.

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



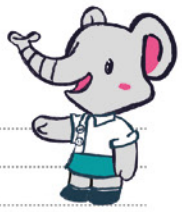
2 Thala dibopego tša mahlakorepedi tšeo di dirago dilo tša mahlakoretharo.

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



A re boleleng ka Mmetse!

Let's talk Maths!



Ka Sepedi re re:	In English we say:
difahlego	faces
prisimo	prism
phiramiti	pyramid
silintere	cylinder
moago	construction
aga	build

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Assessment and consolidation

Teefatšo | Consolidation

1 Thala diswantšho.

Draw the pictures.

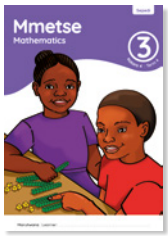
lepokisi le lekanetše godimo ga silentere a cube balancing on a cylinder	kgwele e lekanetše godimo ga silentere a sphere balancing on a cylinder	silintere e lekanetše godimo ga lepokisi a cylinder balancing on a cube

2 Khalara diprisimo tša khutlonnethwi ka mmala wo motalaleratadima.

Colour the rectangular prisms blue.

Tšhomišo ya data

	Didirišwa
Mmetse wa hlogo: Fizz Pop – go ripagare!	ga di gona
Papadi: *1 2 3 bontšha – bapetša*	*dikarata tša go aga dipalo*



Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Tšhomišo ya data	Puku ya Mešomo ya Morutwana
2	Tšhomišo ya data	Puku ya Mešomo ya Morutwana, tafola ya thali (ka morago ga puku ya Mešomo ya Morutwana)
3	Dikerafo tša diswantšho	Puku ya Mešomo ya Morutwana, thempleiti ya kerafo ya diswantšho (ka morago ga puku ya Mešomo ya Morutwana)
4	Dikerafo tša methalopapetla	Puku ya Mešomo ya Morutwana, diswantšho tša dikhipa (ka morago ga puku ya Mešomo ya Morutwana)
5	Kelo le Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
emela data ka tafola ya thali.	
kgoboketša, beakanya le go emela data ka kerafo ya diswantšho le kerafo ya methalopapetla le go hlatholla data go tšwa ga dikemedi.	

Kelo

Kelo ya go ngwalwa: Tšhomišo ya data

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

Data handling

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

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

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

Assessment

Written assessment: Data handling

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

Tšhomišo ya data

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop gape ka tsepelelo ya go ripagare. Go bohlokwa gore barutwana ba itlwaetše go ripagare gore ba kgone go šomiša mokgwa wo wa go balela ka nepagalo. Kwešišo ya go ripagare e a hlokega bjale ka ge barutwana ba thoma go ithuta ka dipalophatlo.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya 1 2 3 Bontšha – bapetša. Papadi ye e fa barutwana menyetla ya go bapetša dipalo tša mono-2. Barutwana ka bobedi ba bontšha palo ya mono-2 ba šomiša *dikarata tša go aga dipalo*. Ba boledišana ka go re ke palo ya mang ye kgolo, le go re ke ya mang ye nnyane. Papadi ye e teefatša kgopolo ya palo.

Vidiyo ya go godiša kgopolo

Mošomong wa beke ye wa tšhomišo ya data, barutwana ba ahlaahla tšhomišo ya maswao a thali. Ba šomiša dithali go emela data le go bona go re ba ka di šomiša go bala ka nepagalo. Ba teefatša tsebo ya bona ya dikerafo tša diswantšho pele ba ka ithuta go emela data ka kerafo ya methalopapetla. Bekeng ye re tla tsepelela ga:

- emela data ka tafola ya thali.
- kgoboketša, beakanya le go emela data ka kerafo ya diswantšho le kerafo ya methalopapetla le go hlatholla data go tšwa ga dikemedi.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa gore barutwana ba tsebe ka go swaya goba dileibole le hlogo ya kerafo bjale ka ge se se tla ba thuša go kwešiša seo kerafo e ba botšago sona. Netefatša gore ba kwešiša gore data e emelwa bjang godimo ga kerafo ya methalopapetla. Ba swanetše go lemoga go re bogodimo bja methalopapetla bo swanetše go nyalelana le palo ya dilo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **thali, tafola ya thali, bapetša, kholomo, tafola, rekhota, data, beakanya, kerafo ya methalopapetla, methalogare, swaya, hlogo ya kerafo, emela, ntši, nnyane, mmalwa, go ya pele, go ya morago, balela, kerafo ya diswantšho**.

Data handling

Mental Maths video

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

Game video

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

Conceptual development video

In this week's work on data handling, learners discuss the use of tally marks. They use tallies to represent data and see that they can use them to count more efficiently. They also consolidate their knowledge of pictographs before learning how to represent data in a bar graph. This week we focus on:

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

What to look out for this week

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

Tšhomišo ya data

MMETSE WA HLOGO
MENTAL MATHS
FIZZ POP – RIPAGARE!
FIZZ POP – HALVING
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

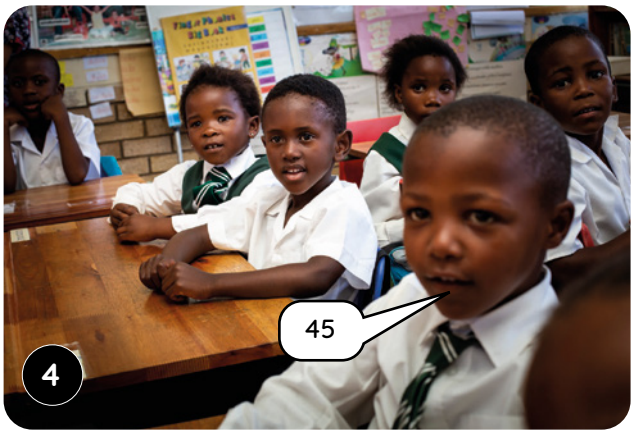
MMETSE WA HLOGO | MENTAL MATHS

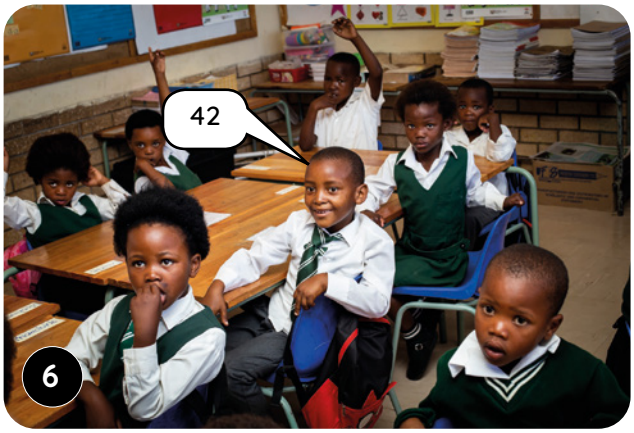
Ralokang *Fizz Pop* gore le itlwaetše go ripagare.

Play *Fizz Pop* to practise halving.

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

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





Data handling

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntšha.
Subtract.

877 – 244 = _____

999 – 444 = _____

694 – 363 = _____

543 – 123 = _____

725 – 510 = _____

286 – 161 = _____

347 – 236 = _____

597 – 597 = _____

777 – 444 = _____

466 – 352 = _____

Letšatši 2 Day 2

Ntšha.
Subtract.

357 – 142 = _____

587 – 235 = _____

724 – 313 = _____

955 – 553 = _____

155 – 145 = _____

849 – 628 = _____

678 – 465 = _____

483 – 312 = _____

255 – 121 = _____

979 – 534 = _____

Letšatši 3 Day 3

Ntšha.
Subtract.

765 – 321 = _____

159 – 140 = _____

885 – 463 = _____

474 – 246 = _____

679 – 350 = _____

987 – 853 = _____

464 – 364 = _____

582 – 161 = _____

683 – 460 = _____

781 – 270 = _____

Letšatši 4 Day 4

Ntšha.
Subtract.

446 – 132 = _____

999 – 524 = _____

588 – 445 = _____

315 – 134 = _____

729 – 218 = _____

687 – 426 = _____

529 – 119 = _____

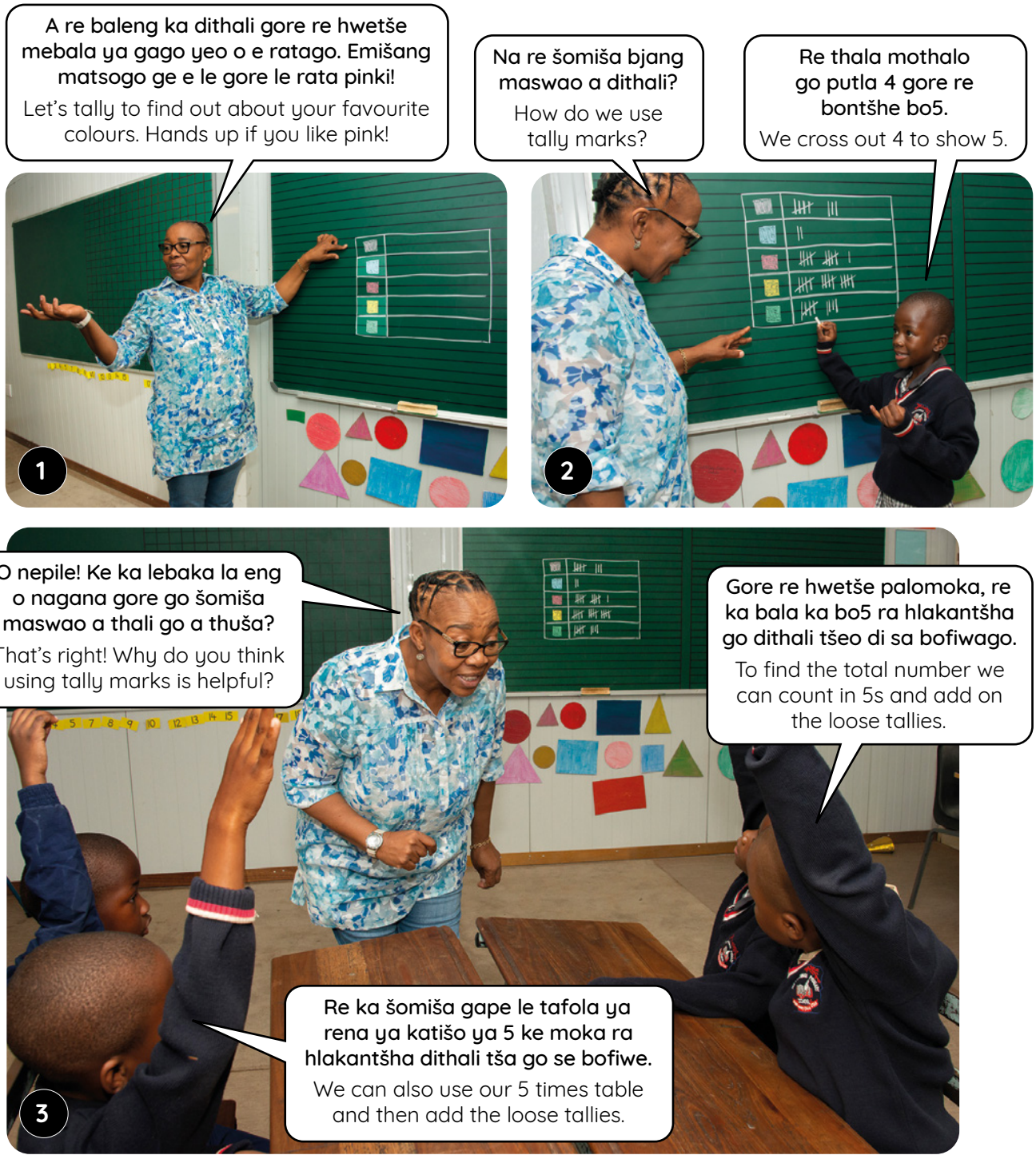
778 – 637 = _____

840 – 140 = _____

947 – 222 = _____

Tšhomišo ya data

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušeletša dikgato tša ka godimo ka mebala ye mengwe yeo e ngwetšwego letlapeng. Šomiša maswao a thali go rekhota diphetolo tša barutwana le go ahlaahla go balwa ga tše le phapoše. Thuša barutwana ba bone go re go šomiša maswao a thali go re thuša go bala ka nepagalo.

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

Data handling

BEKE • WEEK 7

LETŠATŠI 1 • DAY 1

Tšhomišo ya data
Data handling

MMETSE WA HLOGO – MENTAL MATHS → FIZZ POP – RIPA KA BOGARE – FIZZ POP - HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: 1 2 3 Bontšha – bapetša!
Game: 1, 2, 3 Show – compare!

- Ralokang ka bobedi. Bontšha palo ka go šomiša dikarata tša go aga palo.
  Work in pairs. Show a number using flard cards.
- Ke palo efe? Ke efe ye kgolo?
  What number? Which one is bigger?
- Ke efe ye nnyane? Ka bokae?
  Which one is smaller? How much?
- Bušeletšang gape!
  Do it again!

1 Thala maswao a thali a dipalo tše.
Draw the tally marks to match the numbers.

13	𝍸 𝍸 |||
21	
35	
42	
67	

2 Ngwala dipalo tša go nyalelana le maswao a thali.
Write the numbers to match the tally marks.

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

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Tšhomišo ya data

3 Šomiša diswantšho tša dithini tšeo di kgobokeditšwego o feleletše tafola ya dipalelo. Tlatša dipalomoka.

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

senomaphodi fizzy drink	thali tally	palomoka total
Cola		
Fizz		
Spritz		
POP		

Ke sefe senomaphodi sa go ratega kudu? Which fizzy drink is the most popular?
Ke sefe senomaphodi sa go se ratega kudu? Which fizzy drink is the least popular?
Na ke batho ba bakae bao ba ratago Cola le Fizz? How many people like Cola and Fizz?
Na go be go na le batho ba bakae ge ba hlakana ka moka? How many people were there altogether?

Data handling

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

O ka mpotša eng ka tshedimošo ye?
What can you tell me about this information?

E bontšha dithali tša dikoloi tša go fapafapana.
It shows tallies of different vehicles.

Ee! Ke šomišitše maswao a thali go rekhota dikoloi tšeo ke di bonego di feta motse wa gešo ka Mokibelo. Na o lemogile eng?
Yes! I used tally marks to record the vehicles I saw driving past my house on Saturday. What do you notice?

Ga se diterekere tše dintši tšeo di fetilego ntlo ya gešo. Tše 3 fela!
Not many tractors went past your house. Only 3!

Ee! O ka mpotša eng gape?
Yes! What else can you tell me?

5, 10, 15, 20 … go fetile dikoloi tše 20!
5, 10, 15, 20 … there were 20 cars!

Dikoloi ke tšona tša go tsebega kudu tšeo o di bonego.
Cars were the most common vehicle that you saw.

Hlohleletša dikahlaahlo tša tshedimošo tšeo di ka hwetšagalago go tšwa tšhateng ya thali. Efa barutwana menyetla ya go bala dithali, gore ba lemoge gore go bala ka bo5 go ba thuša go bala ka nepagalo.

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

BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Tšhomišo ya data
Data handling

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – RIPA KA BOGARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

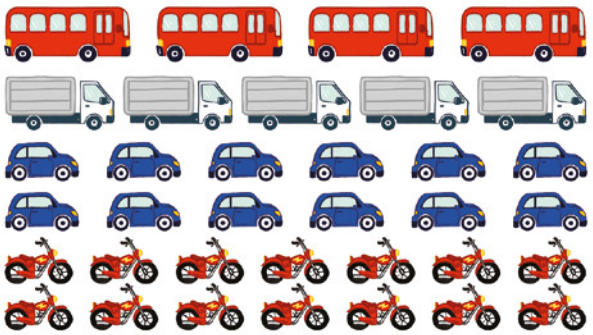
1 Thala maswao a thali a dipalo tše.
Draw the tally marks for these numbers.

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

2 Ngwala palo ya go nyalana le maswo a thali.
Write the numbers to match the tally marks.

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

3 Phindi o badile dikoloi tša go feta sekolong. Feleletša tšhate ya gagwe ya thali.
Phindi counted the vehicles passing the school. Complete the tally chart for her.



dikoloi vehicle	thali tally	palomoka total
		
		
		
		

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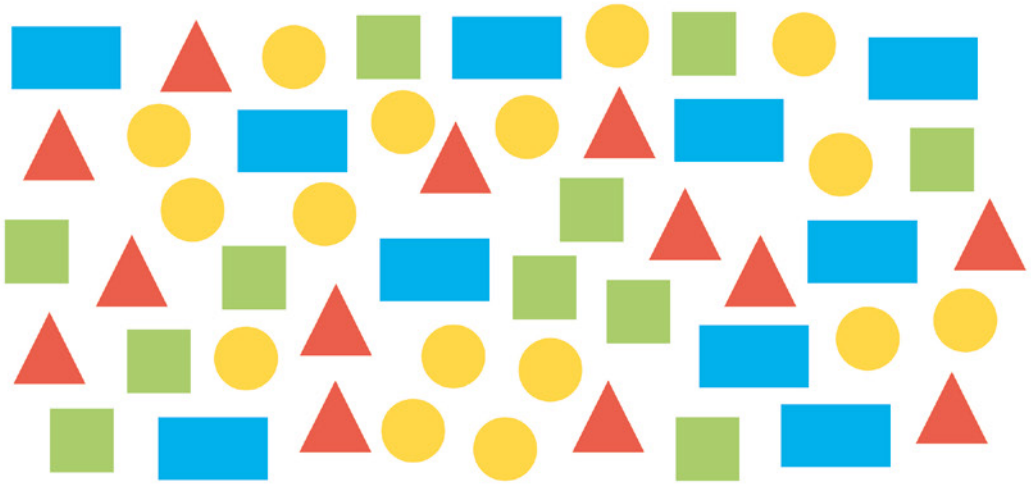
4 Feleletša tafola ya thali ya kgoboketšo ye ya dibopego.
Complete the tally table for this collection of shapes.



sebopego shape	thali tally	palomoka total
		
		
		

Ke sefe sebopego seo se nago le palo ye ntši? Which shape has the most?
Ke sefe sebopego seo se nago le palo ye nnyane? Which shape has the least?
Na go na le didiko le dikwere tše kae ge di hlakana ka moka? How many circles and squares are there altogether?
Na go na le dibopego tše kae ge di hlakana ka moka? How many shapes are there altogether?

Dikerafo tša diswantšho

MMETSE WA HLOGO – MENTAL MATHS: FIZZ POP – RIPAGARE! – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Makhanikhe o nyaka go tseba gore na ke dikoloi tše kae tšeo di tsenago dikeiting tša lebenkele la go lokiša dikoloi. Senotlelo se bontšha ditsela tše pedi ka koloi e tee, ka ge koloi ye nngwe le ye nngwe e tsena e be e tšwe ka keiti.

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

O ka mpotša eng ka palo ya dikoloi tšeo di ilego ka lebenkeleng la go lokiša dikoloi ka Labohlano?

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

Dikoloi tše 6 di ra go re dikoloi di feta ga 12 ka go re koloi ye nngwe le ye nngwe e feta gabedi. Re bala ka bo2.

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

Go na le dikoloi tše 6 ka kholomong ya Labohlano.

There are 6 cars in the Friday column.

Phapano ke eng magareng ga palo ya dikoloi tšeo di fetago ka Mokibelo le Sontaga.

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

Kerafo ya diswantšho e bontšha gore go na le palo ya dikoloi ya tlase ka tee, seo se ra go re palo ya dikoloi tšeo di fetilego e fase ka 2.

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

Tšwela pele ka go botšiša dipotšišo tša go amana le kerafo ya diswantšho go hlohleletša barutwana gore ba e hlatholle. Botšitša ka dilo tša go swana le letšatši la mešomo ye mentši/ letšatši la go homola kudu, phapano magareng ga palo ya dikoloi tšeo di fetago ka letšatši.

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

Pictographs

BEKE • WEEK 7

LETŠATŠI 3 • DAY 3

Dikerafo tša diswantšho
Pictographs

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – RIPA KA BOGARE – FIZZ POP - HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Maphodisa a mahlano ba dira mešomo ya go fapafapana.
Five policemen do different jobs.

			
Serufe			✗
Maria	✗		
Sam	✗		
Amos		✗	
Dudu			✗

Na mang o mo kae? Ngwala maina.
Who is where? Write the names.

2 Šomiša kerafo ya diswantšho go araba dipotšišo.
Use the pictograph to answer the questions.

Senotlelo / Key  = 2

Mosupologo Monday	
Labobedi Tuesday	
Laboraro Wednesday	
Labone Thursday	

Na go jelwe dikhekhe tša dikomikaneng tše kae ka Mosupologo?
How many cupcakes were eaten on Monday?

Na go jelwe dikhekhe tša dikomikaneng tše kae ka Laboraro?
How many cupcakes were eaten on Wednesday?

66

Dikerafo tša diswantšho

3 Tafola e bontšha gore na bana ba gohla meno a bona gakae ka letšatši.

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

Senotlelo / Key:  = ga 1 / 1 time

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

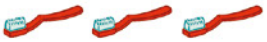
Bala maswao go feleletša tšhate ya dithali.

Count the ticks to complete the tally chart.

	thali tally	palomoka total
		
		
		

Thala kerafo ya diswantšho ka bana ba go gohla meno a bona.

Draw the pictograph about children brushing their teeth.

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

Bar graphs

MMETSE WA HLOGO – MENTAL MATHS: FIZZ POP – RIPAGARE! / FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Lehono re ilo ithuta go bontšha data ye godimo ga kerafo ya methalopapetla. A re baleng dikhipa.
Today we're going to learn to show data in a bar graph. Let's tally the T-shirts!

Go na le dikhipa tše 6 tše ditalamorogo, dikhipa tše 10 tše diserolana, dikhipa tše 8 tše ditalaleratadima le dikhipa tše 12 tše dipinki.
There are 6 green T-shirts, 10 yellow T-shirts, 8 blue T-shirts and 12 pink T-shirts.

Ee. Bjale re tlo thala kerafo ya methalopapetla. Re thoma ka go thala le go swaya methalogare.
Yes. Now we will draw the bar graph. First we draw and label the axes.

Na botelele bja methalopapetla wo mongwe le wo mongwe o bontšha eng?
What does the height of each bar show?

Botelele bja methalopapetla bo bontšha palo ya dikhipa tšeo re di badilego.
The height of the bars shows the number of T-shirts we counted.

Ahlaahla le barutwana ka go thala dikerafo tša diswantšho. Thuša barutwana ba lemoge dintlha tše bohlokwa tša kemelo ya data ba šomiša kerafo ya diswantšho ke moka o ba botšiše dipotšišo tša go hlathollega mabapi le dikhipa tša go tsebega, bjalobjalo.

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

BEKE • WEEK 7

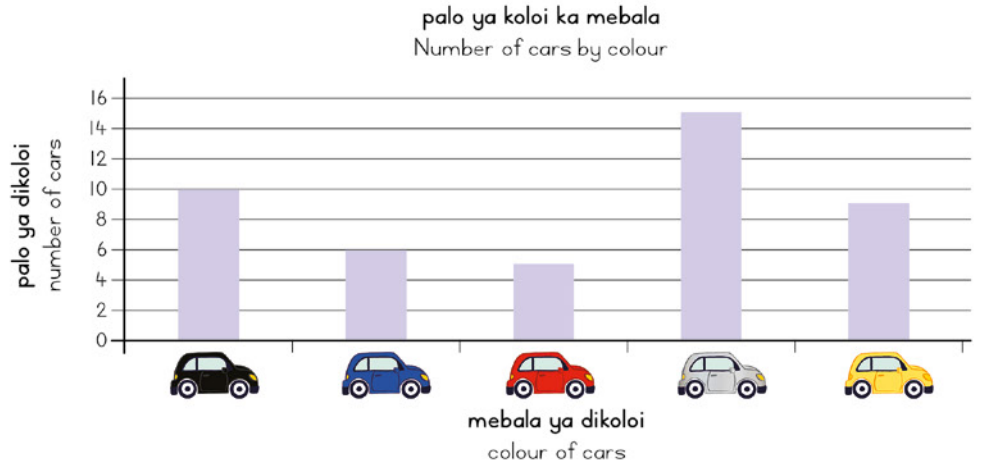
LETŠATŠI 4 • DAY 4

Dikerafo tša methalopapetla
Bar graphs

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – RIPA KA BOGARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

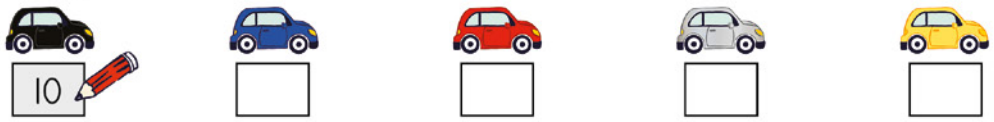
1 Šomiša kerafo ye ya methalopapetla o arabe dipotšišo tša ka tlase.

Use this bar graph to answer the questions below.



Na ke dikoloi tše kae tša mmala wo mongwe le wo mongwe?

How many cars of each colour?



Ke ofe mmala wa go ratega kudu?

What is the most popular colour?

Ke ofe mmala wa go se ratege kudu?

What is the least popular colour?

Na dikoloi tše ntsho ke tše dintši gakaakang go tše serolana?

How many more black cars are there than yellow cars?

Na dikoloi tše talaleratadima ke tše dinnyane gakaakang go tše silibera?

How many less blue cars are there than silver cars?

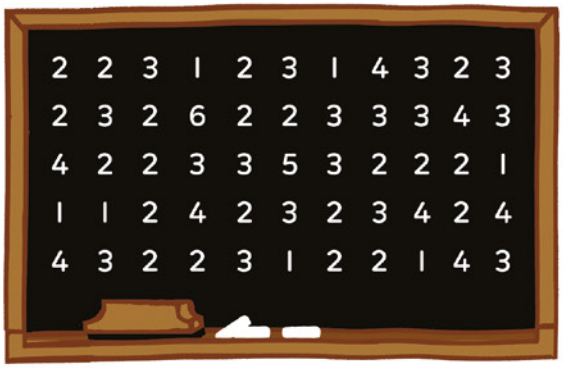
Palomoka ya dikoloi ke bokae?

What is the total number of cars?

Bar graphs

2 Dipalo tša mo letlapeng di bontšha bogolo bja dieta tša barutwana ka phapošing ya Moh Cele.

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



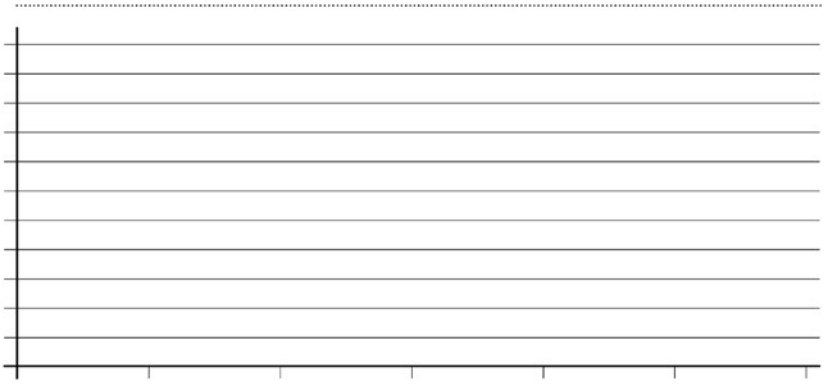
Feleletša tšhate ya thali.

Complete the tally chart.

bogolo bja seeta shoe size	thali tally	palomoka total
1		
2		
3		
4		
5		
6		

Thala kerafo ya methalopapetla ya go emela data ya gago.

Draw a bar graph to represent your data.



O gopole go swaya methalogare le go fa hlogo ya kerafo.

Remember to label the axes and give a graph title.

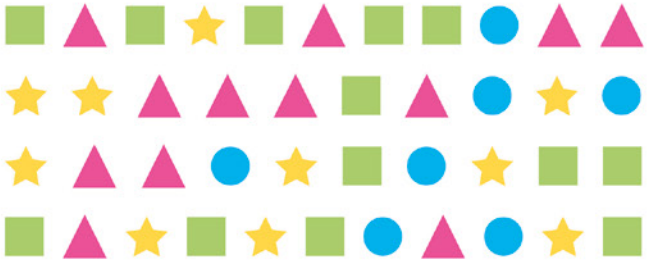
BEKE • WEEK 7

LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Feleletša tafola ya thali ya kgoboketšo ye ya dibopego.
Complete the tally table for this collection of shapes.



sebopego shape	thali tally	palomoka total
▲		
●		
■		
★		

2 Sebopego sa go tsebega kudu ke:
The most common shape is:

Phapano ke eng magareng ga palo ya ▲ le palo ya ●?
What is the difference between the number of ▲ and the number of ●?

A re boleleng ka Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
maswao a thali	tally marks
kerafo ya diswantšho	pictograph
hlogo	heading
methalogare	axis/axes
swaya	label
kerafo ya methalopapetla	bar graph

70

Assessment and consolidation

Teefatšo ⋮ Consolidation

1 Thala kerafo ya diswantšho o bontšhe data ya dibopego tšeo o di baletšego.

Draw the pictograph for the shapes data that you tallied.

O gopole go swaya methalogare le go fa hlogo ya kerafo.

Remember to label the axes and give a graph title.

15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	★	▲	●	■

Bolela le mogwera wa gago ka data. Ke sefe sebopego sa go tsebega kudu? Ke sefe sa go se tsebege kudu? Phapano ke eng magareng ga dipalo tša go fapafapana tša dibopego?

Talk to your partner about the data. Which shape is most common? Least common? What is the difference between numbers of different shapes?

Tšhomišo ya data

	Didirišwa
Mmetse wa Hlogo: Fizz pop – go pedifatša	ga di gona
Papadi: *1 2 3 bontšha – Bapetša*	*dikarata tša go aga dipalo*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dithali le dikerafo tša methalopapetla	Puku ya Mešomo ya Morutwana, *kerafo ya methalopapetla* (ka morago ga Puku ya Mešomo ya Morutwana)
2	Dithali le dikerafo tša methalopapetla	Puku ya Mešomo ya Morutwana, *kerafo ya methalopapetla le tafola ya thali* (ka morago ga Puku ya Mešomo ya Morutwana)
3	Go hlatholla data	Puku ya Mešomo ya Morutwana
4	Go hlatholla data	Puku ya Mešomo ya Morutwana, *kerafo ya methalopapetla* (ka morago ga 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:	✓
emela data ka tafola ya thali.	
emela data ka kerafo.	
hlatholla data go tšwa ga dikemedi tšeo di filwego (ka ditafola le dikerafo tša methalopapetla)	

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.

Data handling

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

Day	Lesson activity	Lesson resources
1	Tallies and bar graphs	LAB, bar graph (back of LAB)
2	Tallies and bar graphs	LAB, bar graph and tally table (back of LAB}
3	Interpreting data	LAB
4	Interpreting data	LAB, bar graph (back of LAB)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
represent data in a table with tallies.	
represent data in a graph.	
analyse data from representations provided (in tables and bar graphs).	

Assessment

There is no formal assessment this week.

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

Tšhomišo ya data

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop ka tsepelelo ga go ripagare. Go bohlokwa gore barutwana ba itlwaetše go ripagare gore ba kgone go šomiša mokgwa wo wa go balela ka nepagalo. Kwešišo ya go ripagare e a hlokega bjale ka ge barutwana ba thoma go ithuta ka dipalophatlo.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *1 2 3 Bontšha – bapetša*. Papadi ye e fa barutwana menyetla ya go bapetša dipalo tša mono-3 le go bolela gore ke palo efe ye kgolo, ke efe ye nnyane. Barutwana ka bobedi ba bontšha palo ya mono-3 ba šomiša *dikarata tša go aga dipalo*. Ba boledišana ka go re ke palo ya mang ye kgolo, le go re ke ya mang ye nnyane. Papadi ye e teefatša kgopolo ya palo.

Mošomong wa beke ye wa tšhomišo ya data, barutwana ba tšwela pele go godiša tsebo ya bona ya go beakanya maswao a thali ka tafoleng le go thala dikerafo tša methalopapetla. Ba hlatholla data yeo e filwego ka tafoleng le ka kerafong ya methalopapetla. Go bohlokwa go fa barutwana menyetla ya go ahlaahla tshedimošo yeo ba ka kgonago go e bala go tšwa kerafong. Ba kwešiša gape le tshedimošo ye ka go sekaseka le go hlatholla tshedimošo.
Bekeng ye re tla tsepelela ga:

- emela data ka tafola ya thali.
- emela data ka kerafo.
- hlatholla data go tšwa ga dikemedi tšeo di filwego (ka ditafola le dikerafo tša methalopapetla).

Seo o ka se lebelelago mo bekeng ye

- Barutwana ba tlo godiša kwešišo ya tšhomišo ya data, ba lemoga go re dikerafo le ditafola di šomišwa go bolela tshedimošo ka tsela ye bonolo ya go phakiša le ye bonolo go e hlatholla.
- Barutwana ba tlo bona dikgokagano magareng ga dikemedi ge ba šomiša tshedimošo yeo e filwego ka ditafola (bjale ka dipalo goba dithali) go thala dikholomo ka dikerafo tša methalopapetla go bontšha tshedimošo ye ka tsela ye bonolo. go arola le go atiša ge ba di šomiša bjale ka diophareišene tša go dirolla go ba thuša go rarolla marara. Hlohleletša barutwana gore ba ahlaahle mekgwa ya bona ya go rarolla marara le go fa mabaka a ditharollo tša bona.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse ba šomiša tlotlontšu ya maleba: **kerafo ya methalopapetla, thali, tafola ya thali, swaya, bontši, bonnyane, data, kerafo ya diswantšho, emela, sekaseka, hlatholla, tshedimošo**.

Data handling

Mental Maths video

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

Game video

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

Conceptual development video

In this week's work on Data handling, learners continue to develop their understanding of organising tally marks on a table and drawing bar graphs. They interpret data given in a table and in a bar graph. It is important to allow them opportunities to discuss what information they can read from the graph. They also make sense of this information by analysing and interpreting the information. This week we focus on:

- representing data in a table with tallies.
- representing data in a graph.
- analysing data from representations provided (in tables and bar graphs).

What to look out for this week

- Learners will develop an understanding of data handling, recognising that graphs and tables are used to communicate information in a simple way that is quick and easy to interpret.
- Learners will see the connections between representations as they use information provided in tables (as numbers or tallies) to draw up columns in bar graphs to show this information in a simple way.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **bar graph**, **tally**, **tally table**, **label**, **most**, **least**, **data**, **pictograph**, **represent**, **analyse**, **interpret**, **information**.

Dithali le dikerafo tša methalopapetla

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP! PEDIFATŠA
FIZZ POP – DOUBLING

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

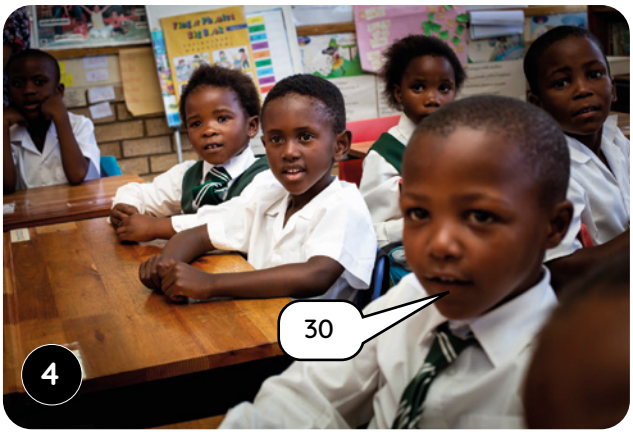
MMETSE WA HLOGO | MENTAL MATHS

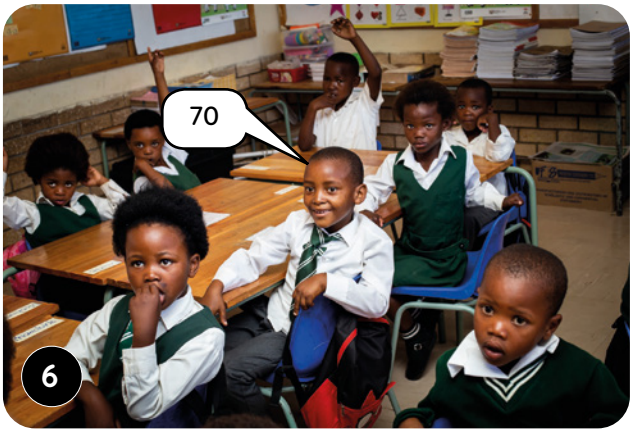
Ralokang Fizz Pop gore le itlwaetše go ripagare.

Play Fizz Pop to practice doubling.

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.





Tallies and bar graphs

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Pedifatša.
Double.

10 _____

60 _____

50 _____

90 _____

200 _____

900 _____

200 _____

500 _____

400 _____

100 _____

Letšatši 2 Day 2

Pedifatša.
Double.

90 _____

60 _____

80 _____

40 _____

600 _____

440 _____

620 _____

350 _____

180 _____

950 _____

Letšatši 3 Day 3

Pedifatša.
Double.

445 _____

222 _____

846 _____

567 _____

358 _____

684 _____

741 _____

182 _____

888 _____

914 _____

Letšatši 4 Day 4

Pedifatša.
Double.

426 _____

336 _____

247 _____

192 _____

557 _____

928 _____

789 _____

573 _____

648 _____

582 _____

Dithali le dikerafo tša methalopapetla

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re lebeleleng kerafo ya methalopapetla ya mebala ya go ratega ya dikhipa.
Let's look at the bar graph of favourite t-shirt colours.

Methalogare e re botša eng?
What do the axes tell us?

Mothalogare wa thwi o re botša palo ya barutwana bao ba ratago mmala wo mongwe le wo mongwe.
The vertical axis tells us the number of learners that like each colour.

Mothalogare wa ka tlase o re botša mebala yeo e badilwego.
The bottom axis tells us the colours that were counted.

Mmala wa go tsebega kudu ke ofe?
What is the most popular colour?

Ke wo motalamorogo.
Green.

Tšwela pele o botšiše dipotšišo tša go hlathollega go hlohleletša barutwana go re ba šomiše kerafo ya methalopapetla go kwešiša data.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data.

Tallies and bar graphs

BEKE • WEEK 8

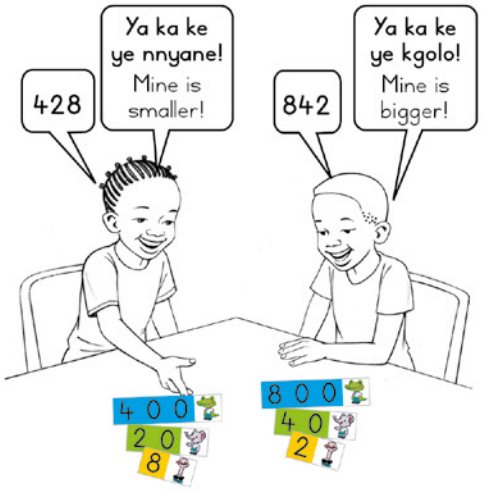
LETŠATŠI 1 • DAY 1

Dithali le dikerafo tša methalopapetla
Tallies and bar graphs

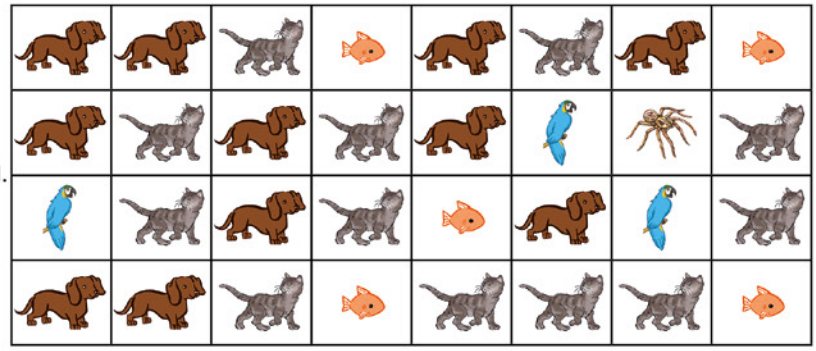
MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP - GO PEDIFATŠA – FIZZ POP - DOUBLING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: 1 2 3 Bontšha – bapetša
Game: 1, 2, 3 Show – compare

- Ralokang ka bobedi. Bontšha palo ka go šomiša dikarata tša go aga palo.
  Work in pairs. Show a number using flard cards.
- Ke palo efe? Ke efe ye kgolo?
  What number? Which one is bigger?
- Ke efe ye nnyane? Ka bokae?
  Which one is smaller? How much?
- Bušeletšang gape!
  Do it again!



1 Feleletša tšhate ya thali ka diruiwaratwa.
Complete the tally chart about pets.



seruiwaratwa pet	thali tally	palomoka total
		
		
		
		
		

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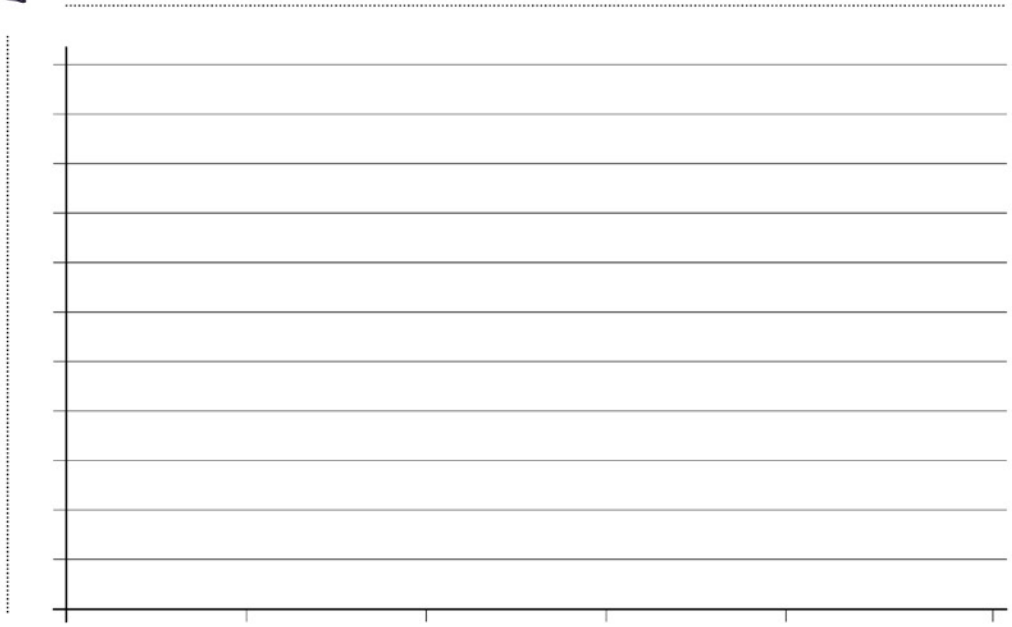
Dithali le dikerafo tša methalopapetla

2 Thala kerafo ya methalopapetla o bontšhe data ka diruiwaratwa.

Draw a bar graph to show the data about pets.



Šomiša kerafo go araba dipotšišo.

Use the graph to answer the questions.

Ke sefe seruiwaratwa sa go ratega kudu? What is the most popular pet?
Ke sefe seruiwaratwa sa go se ratege kudu? What is the least popular pet?
Na go na le bana ba bakae ka phapošing? How many learners are there in the class?

Tallies and bar graphs

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na dithali di re bontšha eng?
What do the tallies show us?

Methalo ya dithali e emela barutwana. E re botša go re ke barutwana ba bakae bao ba ratago mohuta wo mongwe le wo mongwe wa lelekere.
The tally lines represent the learners. They tell us how many learners like each type of sweet.

Lebelela kerafo ya methalopapetla ka pukung ya gago. O ka mpotša eng ka Chappies?
Look at the bar graph in your book. What can you tell me about Chappies?

Go na le maswao a thali a 25 ka tafoleng ya thali le gona, mothalopapetla wa godimo ga kerafo o rotogela godimo go 25. Barutwana ba 25 ba kgethile Chappies.
There are 25 tally marks in the tally table, and the bar on the graph goes up to 25. 25 learners chose Chappies.

Ee! Ekaba go bonolo go bona go re ke 25 godimo ga tafola ya thali goba godimo ga kerafo ya methalopapetla?
Yes! Is it easier to see that it's 25 on the tally table or on the bar graph?

Ke nagana gore go bonolo godimo ga kerafo ya methalopapetla.
I think it's easier on the bar graph.

Tšwela pele o botšiše dipotšišo tša go hlathollega go hlohleletša barutwana go re ba šomiše kerafo ya methalopapetla go kwešiša data. Re šomiša kerafo ya methalopapetla go bontšha tshedimošo ka tsela yeo e lego bonolo go bona le go kwešiša.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data. We use a bar graph to show information in a way that is easy to see and understand.

BEKE • WEEK 8

LETŠATŠI 2 • DAY 2

Dithali le dikerafo tša methalopapetla

Tallies and bar graphs

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

1 Thala maswao a thali o a nyalantšhe le dipalo.

Draw the tally marks to match the numbers.

65		11	
84		37	
43		26	

2 Lebelela kerafo ya diswantšho o arabe dipotšišo.

Look at the pictographs and answer the questions.

Mosupologo Monday	🧁 🧁
Labobedi Tuesday	🧁 🧁 🧁 🧁 🧁
Laboraro Wednesday	🧁 🧁 🧁 🧁
Labone Thursday	🧁 🧁

Senotlelo / Key: 🧁 = 5

Na go jelwe dikhekhe tša dikomikaneng tše kae ka Mosupologo?

How many cupcakes were eaten on Monday?

Na go jelwe dikhekhe tša dikomikaneng tše kae ka Laboraro?

How many cupcakes were eaten on Wednesday?

Labone Thursday	🍎 🍎 🍎 🍎
Labohlano Friday	🍎 🍎 🍎 🍎 🍎
Mokibelo Saturday	🍎 🍎 🍎 🍎 🍎 🍎
Sontaga Sunday	🍎 🍎 🍎

Senotlelo / Key: 🍎 = 2

Na go rekišitšwe diapole tše kae ka Labone le ka Labohlano?

How many apples were sold on Thursday and Friday?

Na go rekišitšwe diapole tše kae ka Mokibelo le ka Sontaga?

How many apples were sold on Saturday and Sunday?

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Tallies and bar graphs

3 Šomiša dithali go feleletša tšhate ya thali.

Use the tallies to complete this tally chart.

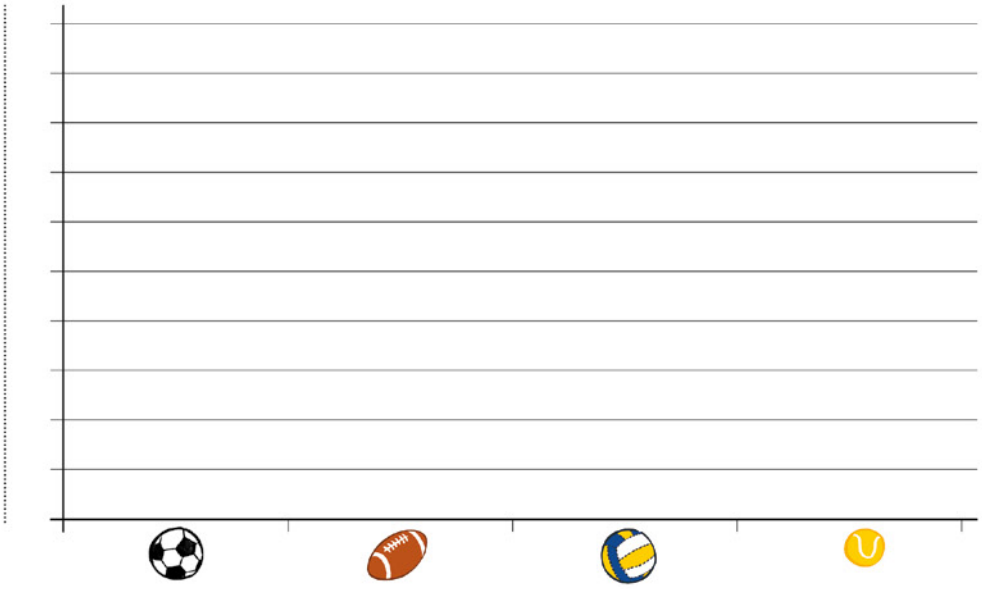
papadi sport	thali tally	palomoka total
	𝍸 𝍸	
	𝍸 ||	
	𝍸 𝍸	
	|||	

4 Šomiša dipalomoka tša thali go thala kerafo ya methalopapetla ka dipapadi tšeo di ratwago.

Use the tally totals to draw a bar graph about favourite sports.

O gopole go swaya methalogare le go fa hlogo ya kerafo.

Remember to label the axes and give a graph title.



Bolela le mogwera wa gago ka data. Ke eng seo o se lemogago?

Talk to your partner about the data. What do you notice?

Go hlatholla data

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Batho ba rekile tšeo di latelago lebenkeleng la dijo ka Labohlano bošego. Bolela le mogwera wa gago ka data.

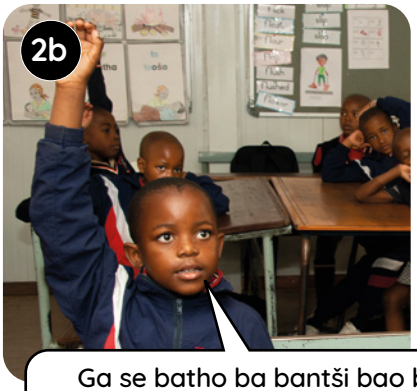
This is what people bought at a restaurant on Friday night. Talk to a partner about the data.

O ka mpotša eng ka dijo tšeo di otarilwego lebenkeleng la dijo?

What can you tell me about the food ordered at the restaurant?

Go otarilwe diphae tša kheri tše dintši go feta dilo tše dingwe.

There were more curry pies ordered than anything else.



Ga se batho ba bantši bao ba otarilego dihot dog.

Not many people ordered hot dogs.

O nagana go re ke ka lebaka la eng mong wa lebenkele la dijo a ka ba le kgahlego ya go tseba tshedimošo ye?

Why do you think the restaurant owner would be interested in knowing this information?

Gore a kgone go tseba ditswaki tšeo a swanetšego go di reka.

So that he knows which ingredients to buy.

E tlo ba tshenyo ya dijo ge a ka ba le dihot dog tše dintši efela go se na yoo a di rekago ka lebaka la go re ba rata diphae tša kheri.

It would be a waste of food if he had lots of hot dogs but nobody bought them because they prefer the curry pies.

Thuša barutwana ba bone kamano ya bophelo bja nnete ya kgoboketšo le kemedi ya data. Botšiša dipotšišo ka dijo tša go fapafapana, phapano magareng ga tšona le bontši bja dijo ka palomoka gore barutwana ba kgone go itlwaetša go fetleka data.

Help learners to see the real-life relevance of data collection and representation. Ask questions about the different food items, the difference between them, and the quantity of meals in total so that learners can practice analysing the data.

Interpreting data

BEKE • WEEK 8

LETŠATŠI 3 • DAY 3

Go hlatholla data
Interpreting data

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

1 Lebelela kerafo ya diswantšho o arabe dipotšišo.
Look at the pictograph and answer the questions.

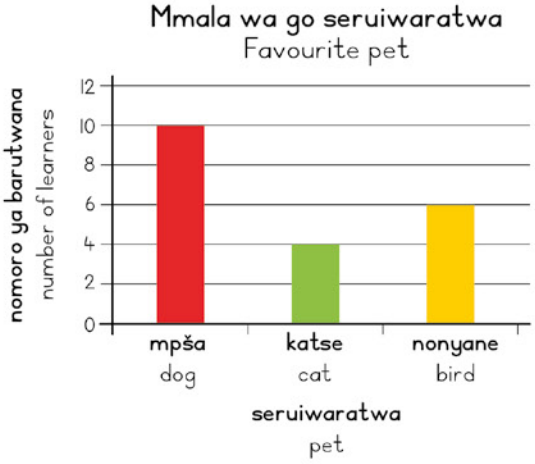
Mosupologo Monday	🍦🍦🍦🍦🍦🍦🍦
Labobedi Tuesday	🍦🍦🍦🍦
Laboraro Wednesday	🍦🍦🍦🍦🍦
Labone Thursday	🍦🍦🍦
Labohlano Friday	🍦🍦🍦🍦🍦🍦🍦🍦

Senotlelo / Key: 🍦 = 5

Na go jelwe diaesekhirimi tše kae ka Mosupologo le Labobedi?
How many ice creams were eaten on Monday and Tuesday?

Na go jelwe diaesekhirimi tše kae ka Laboraro?
How many ice creams were eaten on Wednesday?

2 Šomiša kerafo ya methalopapetla ka diruiwaratwa tša go ratega o arabe dipotšišo.
Use the bar graph on favourite pets to answer the questions.



Ke dife diruiwaratwa tše 3 tšeo di emelwago mo go kerafo ya methalopapetla?
Which 3 pets are represented in the bar graph?

Ke sefe seruiwaratwa sa go ratega kudu?
Which pet is the most popular?

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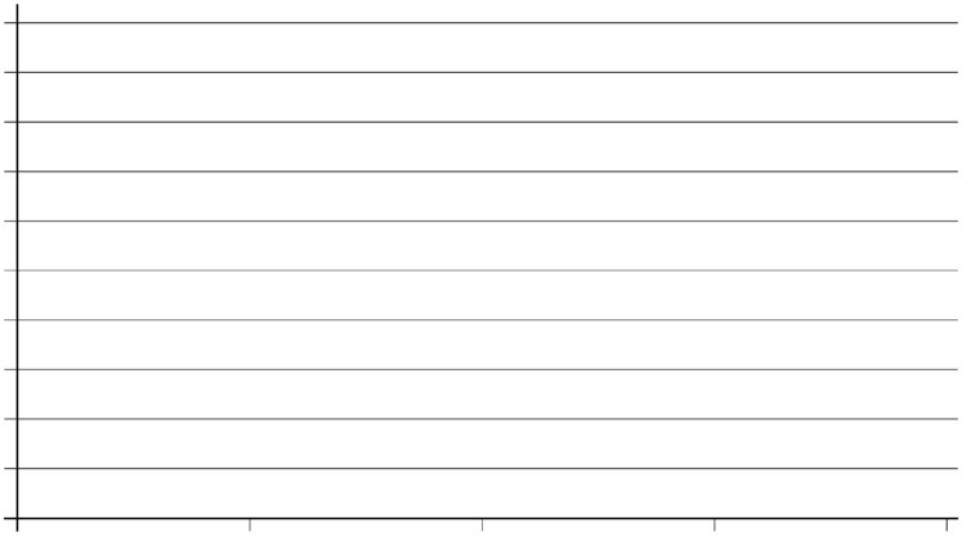
Go hlatholla data

Ke sefe seruiwaratwa sa go se ratege kudu?
Which pet is the least popular?

Phapano ya palo ke eng magareng ga barutwana bao ba ratago dimpša le barutwana bao ba ratago dinonyana?
What is the difference in number between learners who like dogs and learners who like birds?

3 Bontšha data ya dijo tša go ratega tša moletlo ka kerafo ya methalopapetla.
Show this data about favourite party food in a bar graph.

				
	10	17	10	15



Bolela le mogwera wa gago ka data.
Ke eng seo o se lemogago?

Talk to your partner about the data.
What do you notice?

Interpreting data

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Morekiši wa dienywa wa mmarakeng o botšišitše batho bao ba tlago mmarakeng wa gagwe ka seenywa seo ba se ratago. Bolela le mogwera ka seo kerafo e le botšago sona.

A fruit seller in the market asked the people at his stall about their favourite fruit. Talk to a partner about what the graph tells you.

Ke ka lebaka la eng morekiši wa dienywa a nyaka go tseba seenywa seo batho ba se ratago?

Why does the fruit seller want to know about people's favourite fruit?

O swanetše go tseba go re batho ba rata go reka seenywa sefe.

He needs to know which fruit people like to buy.

O nepile! Morekiši wa dienywa o swanetše go dira tšhelete ye ntši ka moo a ka kgonago. O nagana gore go tlo direga eng ge a ka be a na le dipanana tše dintši ka mmarakeng wa gagwe?

Correct! The fruit seller needs to make as much money as he can. What do you think would happen if he had lots of bananas at his stall?

Dipanana di tlo senyega ka morago ga nako gomme morekiši o tlo lahlegelwa ke tšhelete ka lebaka la go re o tlo swanelwa ke go di lahla.

The bananas would go bad after a while and then he would lose money because he would have to throw them away.

Ga go na motho yoo a ka di rekago.

No one would buy them.

Thuša barutwana go re ba kgone go bona go re go šomiša kerafo ya methalopapetla go fa tshedimošo ka pela le gona seo se ka re thuša go dira dikgetho tše kaone.

Help learners to see that using a bar graph provides information at a glance that can help us make informed (better) choices.

BEKE • WEEK 8

LETŠATŠI 4 • DAY 4

Go hlatholla data

Interpreting data

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

1 Dikolo tše hlano di phadišana ka go bona go re ke mang yo a ka bjalago mehlare ye mentši ka Letšatši la go Bjala Mehlare.

Five schools compete to see which can plant the most trees on Arbour Day.

Klipspruit	🌳🌳🌳🌳🌳🌳🌳
Mthonjeni	🌳🌳🌳🌳🌳
Sonskyn	🌳🌳🌳🌳🌳🌳🌳🌳
Thutong	🌳🌳🌳🌳
Mosiba	🌳🌳🌳🌳🌳🌳🌳

Ge e le go re 🌳 = 10, na sekolo se sengwe le se sengwe se bjetše mehlare ye mekae?

If 🌳 = 10, how many trees did each school plant?

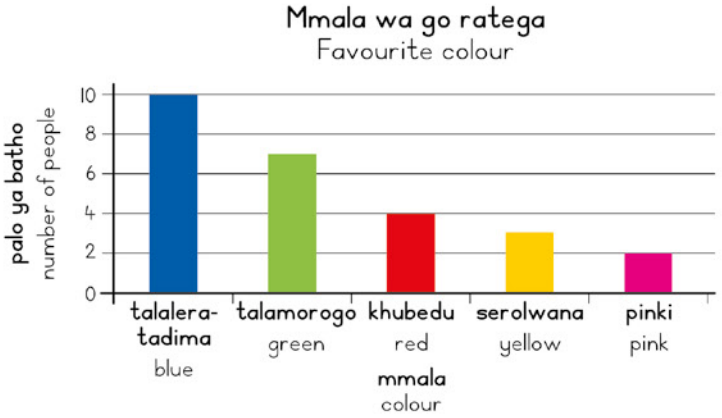
Klipspruit	Mthonjeni	Sonskyn	Thutong	Mosiba

Na sekolo se bjetše mehlare ye mekae ge e hlakana ka moka?

How many trees did the schools plant altogether?

2 Šomiša kerafo ya methalopapetla o arabe dipotšišo.

Use the bar graph to answer the questions.



Ke ofe mmala wa go ratega?

What is the favourite colour?

Ke ofe mmala wa go se ratege kudu?

What is the least favourite colour?

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Interpreting data

Phapano ke eng magareng ga palo ya batho bao ba ratago mmala wo motalamorogo le palo ya batho bao ba ratago mmala wo mokhubedu?

What is the difference between the number of people who like green and the number of people who like red?

Na ke batho ba bakae bao ba botšišitšwego?

How many people were interviewed?

3 Araba dipotšišo ka mebala ya dikoloi yeo batho ba e ratago.

Answer the questions about people's favourite car colours.

mmala wa koloi car colour	palo number	mmala wa koloi car colour	palo number
	22		20
	65		15

Na ke batho ba bakae bao ba ratago dikoloi tša mebala ye?

How many people like cars in these colours?

			
22 			

Ke ofe mmala wa go se ratege kudu?

What is the least popular colour?

Ke ofe mmala wa go ratega kudu?

What is the most popular colour?

Phapano ke eng magareng ga palo ya batho bao ba ratago dikoloi tša mmala wo mosilibera le palo ya batho bao ba ratago dikoloi tša mmala wo montsho?

What is the difference between the number of people who like silver cars and the number of people who like black cars?

Phapano ke eng magareng ga palo ya batho bao ba ratago dikoloi tša mmala wo mosilibera le palo ya batho bao ba ratago dikoloi tša mmala wo mokhubedu?

What is the difference between the number of people who like silver cars and the number of people who like red cars?

Bontšha data go kerafo ya methalopapetla. Šomiša thempleiti ya letlakaleng la 96.

Show this data in a bar graph. Use the template on page 96.

Teefatšo

BEKE • WEEK 8

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

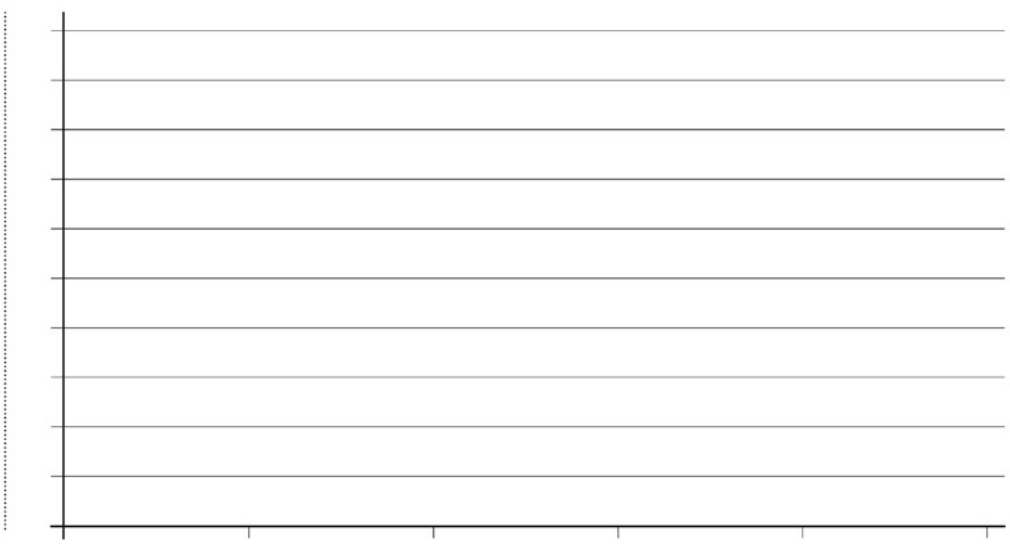
1 Šomiša data ya ka tafoleng o thale kerafo ya methalopapetla.

Use the data in the table to draw a bar graph.

sehlopha team	palo ya dipapadi tša kgwele ya maoto tšeo di thopilwego number of soccer matches won
Super Stars	7
Bright Players	5
Black Cats	10
Fast Movers	6
Blue Pirates	2

Kemelo ya data go kerafo ya methalopapetla.

Represent the data in a bar graph.



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Consolidation

2 Šomiša kerafo ya methalopapetla o arabe dipotšišo.
Use your bar graph to answer the questions.

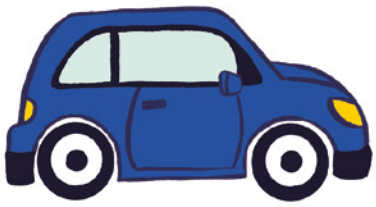
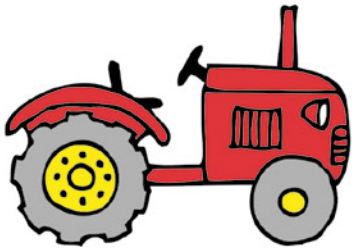
Na ke dipapadi tše kae tšeo se sengwe le se sengwe sa dihlopha tše se di thopilego? How many matches did each of these teams win?					
Super Stars		Black Cats		Fast Movers	
Bright Players		Blue Pirates			
Ke bafe bao ba thopilego dipapadi tše dintši? Who won the most matches?					
Ke bafe bao ba thopilego dipapadi tše mmalwa? Who won the fewest matches?					
Ke bafe bao ba tšwilego maemo a bobedi? Who came second?					
Ke bafe bao ba tšwilego maemo a bobedi go tšwa mafelelong? Who came second last?					
Phapano ke eng magareng ga dipapadi tšeo di thopilwego ke sehlopha sa Super Stars le sehlopha sa Black Cats? What is the difference in wins between the Super Stars and Black Cats?					
Na ke dihlopha tše kae tšeo di botšišitšwego? How many teams were interviewed?					

3 Thala maswao a thali o a nyalantšhe le dipalo.
Draw the tally marks to match the numbers.

29	
48	
56	
31	
13	

4 Ngwala palo ya go nyalana le maswao a thali.
Write the number to match the tally marks.

𝍸 𝍸 𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
𝍸 |||	
𝍸 𝍸 𝍸 𝍸 𝍸	
𝍸 𝍸 𝍸 |	

dikoloi tšeo di badilwego counted vehicles	maswo a thali tally marks
	𝍸 𝍸 𝍸 𝍸
	𝍸 𝍸 𝍸
	𝍸 ||
	𝍸 𝍸 |
	𝍸

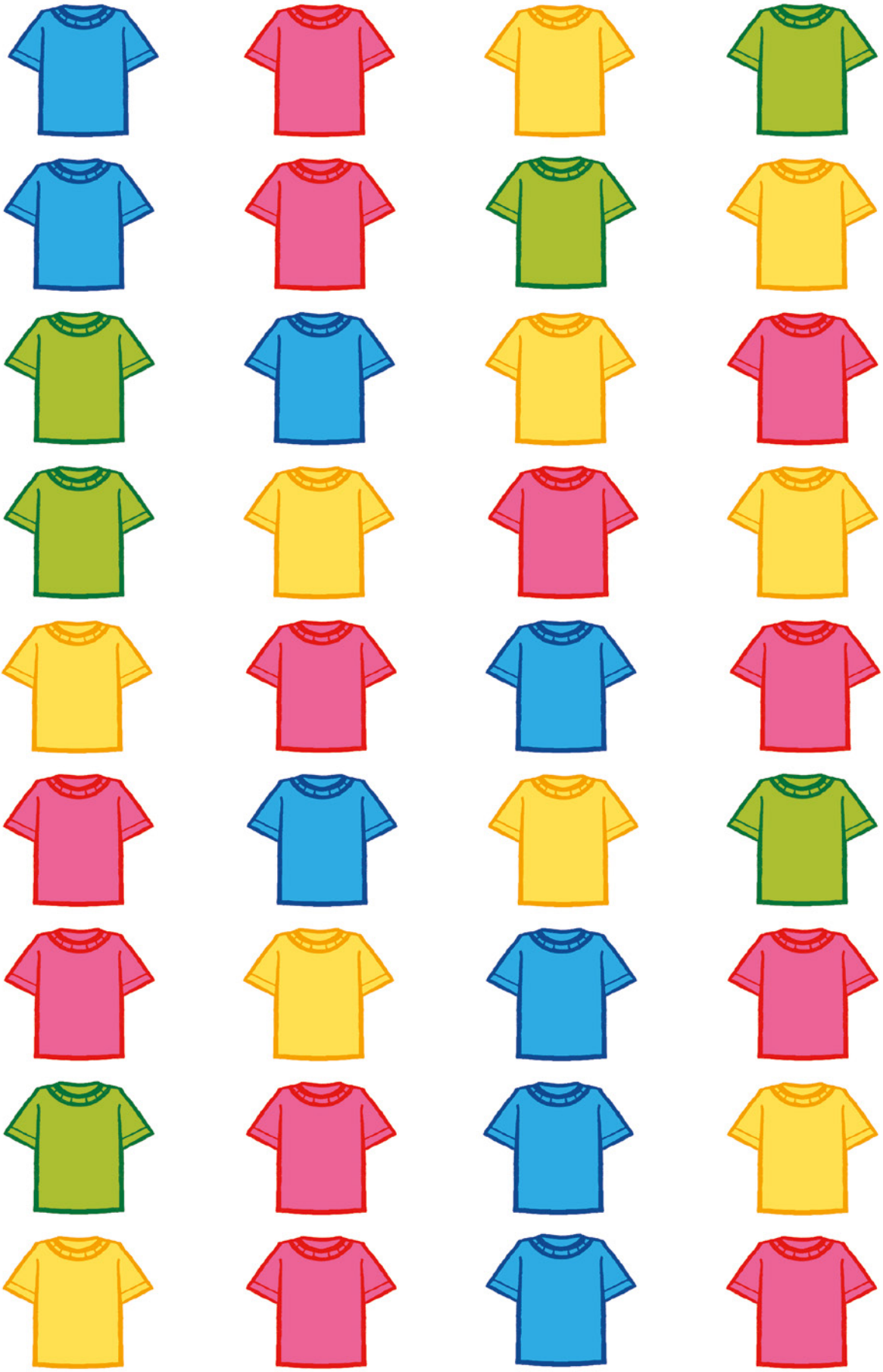
Dikoloi tšeo di fetago keiting ya lebenkele la go lokiša dikoloi

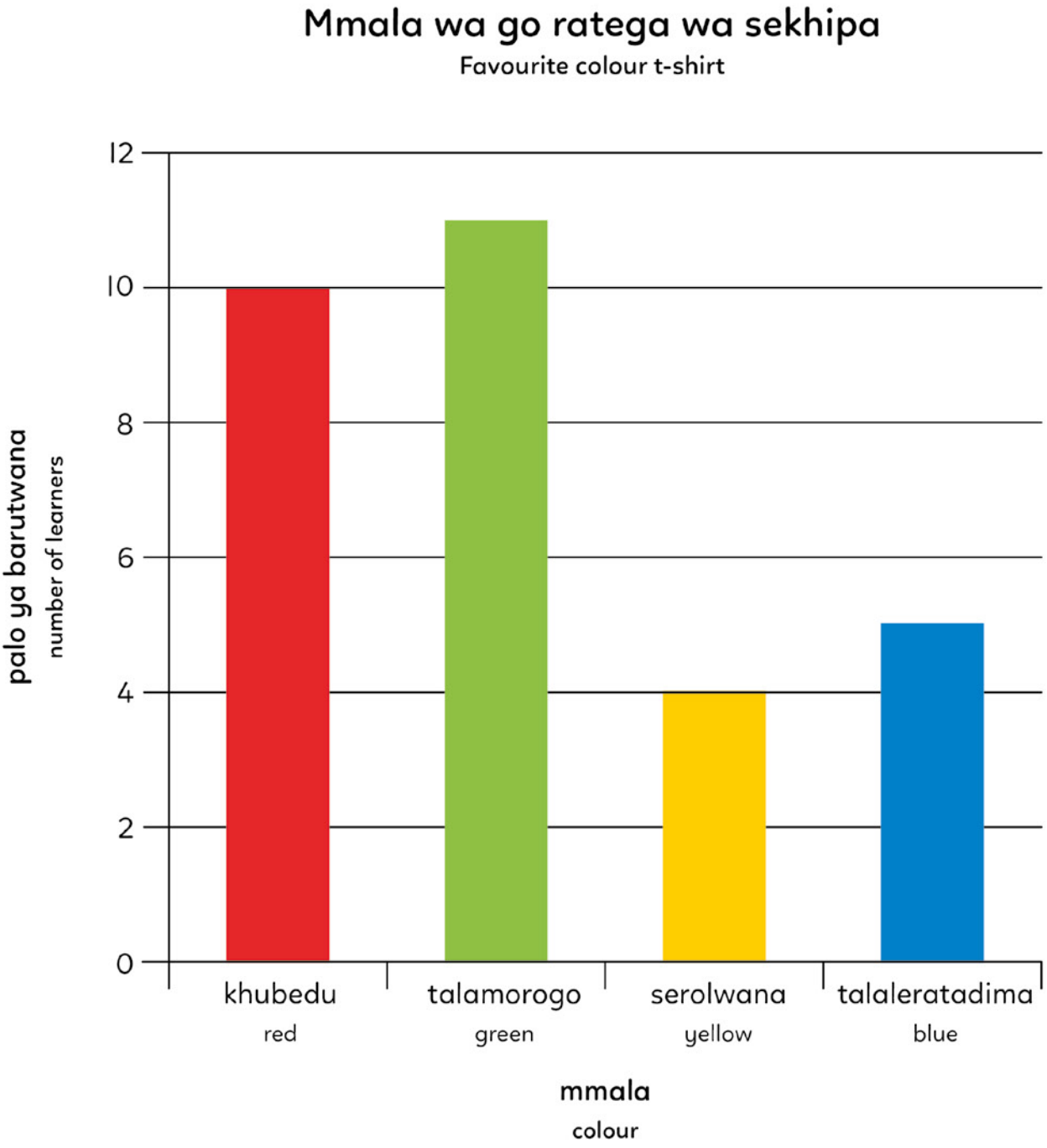
Cars going past the gate at the repair shop

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Labohlano Friday	**Mokibelo** Saturday	**Sontaga** Sunday	**Mosupologo** Monday

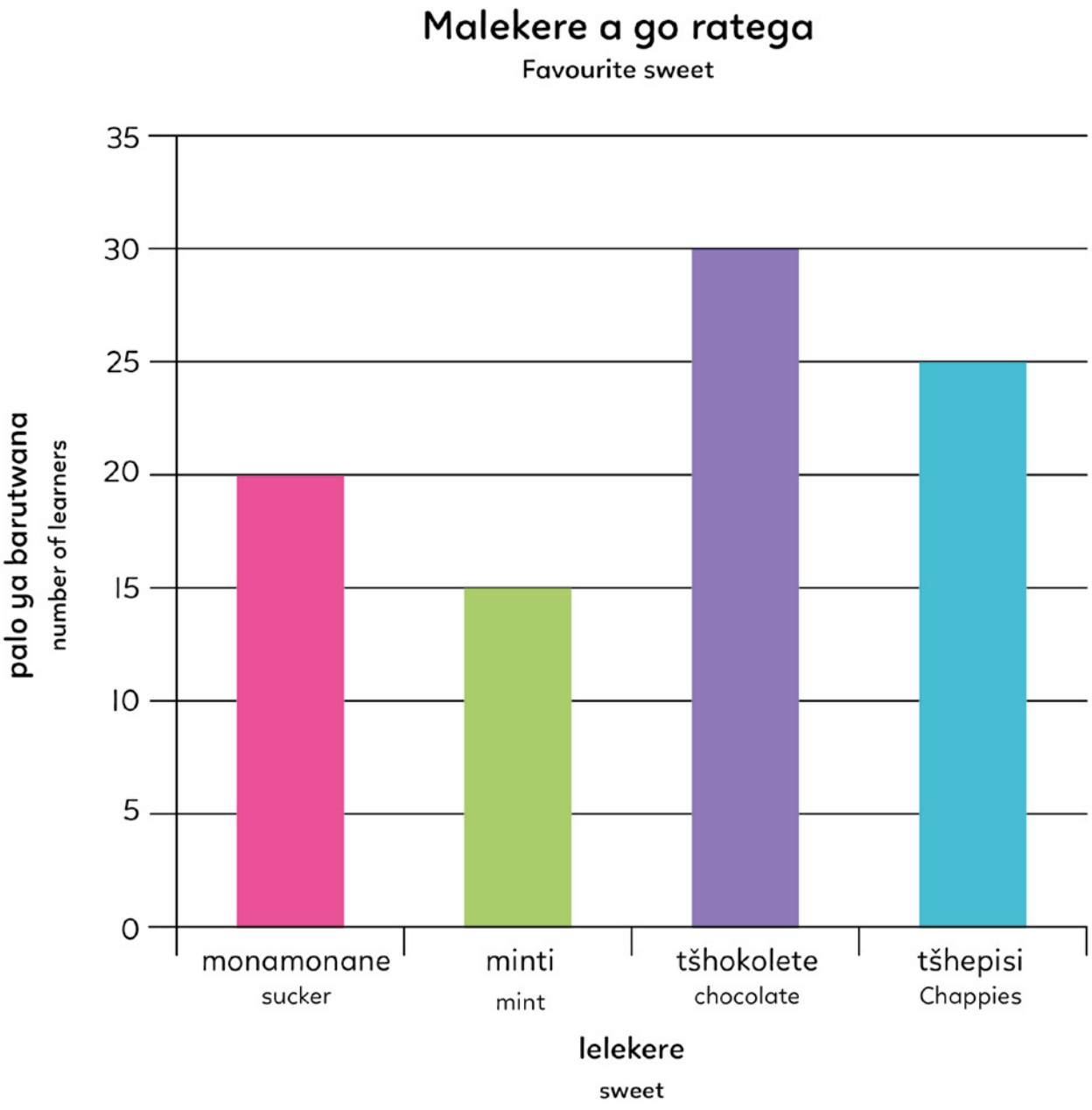
Senotlelo
Key

= 2



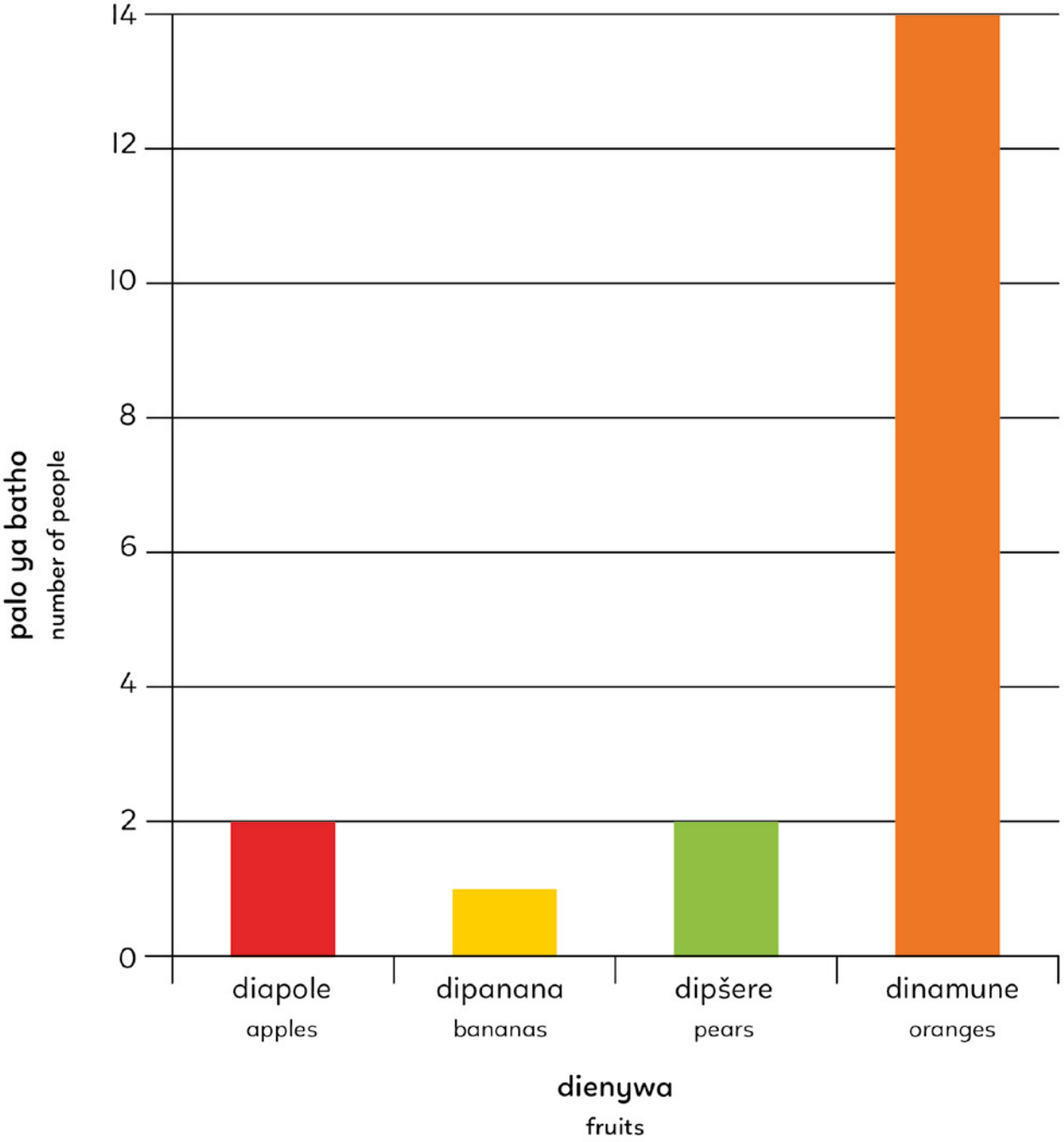

Mmala wa go ratega wa sekhipa
Favourite colour t-shirt
palo ya barutwana
number of learners
12
10
8
6
4
2
0
khubedu
red
talamorogo
green
serolwana
yellow
talaleratadima
blue
mmala
colour

lelekere sweet	thali tally	palomoka total
monamonane sucker	𝍸 𝍸 𝍸 𝍸	20
minti mint	𝍸 𝍸 𝍸	15
tšhokolete chocolate	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	30
tšhepisi Chappies	𝍸 𝍸 𝍸 𝍸 𝍸	25



Seenywa sa go ratega

Favourite fruit



Bala Wande

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