Sepedi

Mmetse

Mathematics

3

Kotara 1 | Term 1

Morutiši | Teacher: .....

Bala Wande
Calculating with Confidence

3

Kotara 1 | Term 1

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 ka dipukung tša mešomo tša Kgoro ya Thuto ya Motheo, dipeakanyo tša dithutišo tša go tsenelelana tšeo di šetšego di le gona (GPLMS, Jika iMfundo, NECT le TMU). Mapokisi a didirišwa tša Bala Wande a ngwetšwe ka kgokagano le Jade Education. Mapokisi a neelana ka didirišwa tša boleng bja godimo tšeo e lego karolo ye bohlokwa ya lenaneo la go ruta le go ithuta.

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

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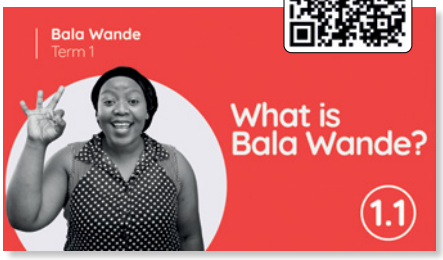
DITENG CONTENTS

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.

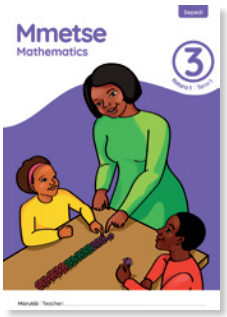


Re tšweletša vidiyo le go gatiša didirišwa go thekga barutiši go ruta mmetse mo Mephatong ya 1-3. Didirišwa tša rena di hwetšagala ntle le tefo ka tlase ga tumelelo ya Creative Commons, ka go realo, yo mongwe le yo mongwe a ka kgona go di šomiša.

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.

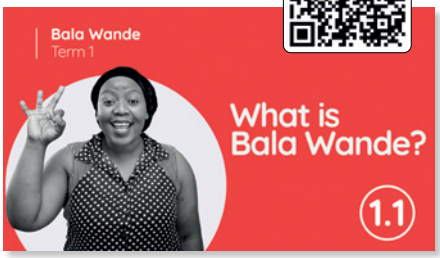
Kelo e agwa lenaneong la Bala Wande ka mokgwa wa go tšwelela. Thutišo ya mafelelo ya beke ye nngwe le ye nngwe e beetšwe go ela le go teefatša thuto yeo e rutilwego ya beke yeo.

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.

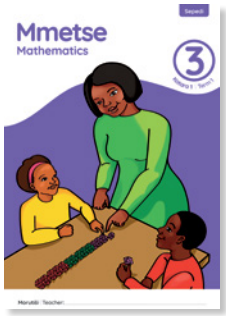


We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande progamme support includes:

1.1 *Bala Wande Teacher Guide*

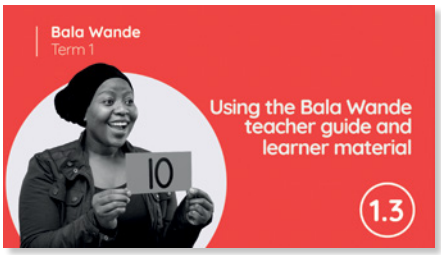
The *Bala Wande Teacher Guide* provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.



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:

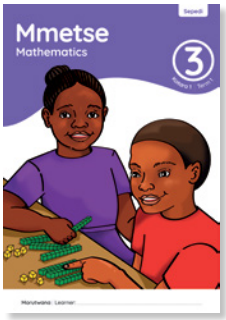
- resources teachers will need for each day's activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

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 tše tharo tša mathomo tša Puku ya Mešomo ya Mphato wa 3 Kotara ya 1 di lokišeditšwe go fetiša didirišwa tša Mphato wa 3. Se se tla gopotša barutwana ka dikgopolo tšeo ba ithutilego tšona ga Mphato wa 3. Re tla aga godimo da dikgopolo tše ka šedi ye kgolo go tloga ga Beke ya 4. Se se ra go re karolo ya mathomo ya mošomo ke poeletšo. Re nyaka gore barutwana ba ikwe ba lokologile gore ba šetše ba ithutile mmetse kudu le go tseba dilo tše dintši.

Mo go Mphato wa 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:
hlakantša	add
tloša	take away
hlakantša 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!

The first three weeks of the Grade 3 Term 1 workbook are designed to go over Grade 1 material. This will remind learners about concepts they learned in Grade 1. We will build on these concepts more carefully from Week 4. This means that the first section of the work is revision. We want learners to feel some confidence that they already have learned a lot of maths and know a lot of things.

In Grade 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:
hlakantša	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

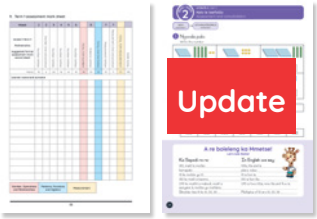
2. Na go na le eng ka lepokising?

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 2-9). • teefatšo (letšatši la bo5 ka dibeke tša 1-10).	
Dividiyo • ditsopolwa tšeo di bontšhago barutiši ba dinkgwete ba ruta le go ahlaahla dithutišo.	
Pukuntšu ya malemepedi • pukuntšu ya malemepedi ya Sehlopha sa Motheo ya mareo a mmetse ya go ba le ditlhalošo le mehlala.	
Puku ya Mešomo ya Morutwana • mešongwana ya tšatši ka tšatši yeo e sepelelanago le mešongwana ya thutišo. • mešongwana ya tšatši ka tšatši yeo morutwana a tlogo e dira ka boyena goba ka dihlopha. • dipapadi tšeo di sepelelanago le mešongwana ya dithutišo.	
Diphoustara • khalentara ya 2022 • diphoustara tša go sepelelana le dipeakanyo tša thutišo.	
Didirišwa tša morutiši • mehutahuta ya didirišwa tšeo o swanetšego go di šomiša ge o ruta.	
Lepokisi la didirišwa tša barutwana • lepokisi le tee la sehlopha sa barutwana ba 6. • lepokisi le na le mehutahuta ya didirišwa tša barutwana tšeo ba swanetšego go di šomiša ge ba dira mešongwana.	
Ditlabelo tša kelo • peakanyo ya kelo ya kotara. • mešongwana ya bomolomo le go itwaetša (2 ka kotara) • mešomo yeo e beakantšwego ya kelo le mešongwana ka letšatši la bo5 la beke ye nngwe le ye nngwe (dibeke tša 2-8). • letlakala la go rekhota meputso leo le ka šomišwago go tšhela meputso go SA SAMS.	

2. What's in the box?

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

Bala Wande Teacher Guide • overview of the concepts to be taught each week • Mental Maths planned for every day (Days 1-4) • enrichment activities (weekly – Days 1-4) • core concept teaching activities supported by posters and manipulatives from the box (Days 1-4) • copies of the *Learner Activity Book* pages for the day (embedded in sequence in the teacher's guide) • assessment for learning (Day 5 Weeks 2-9) • consolidation (Day 5 Weeks 1-10) •	
Videos • clips showing master teachers teaching and discussing the lessons	
Bala Wande bilingual dictionary • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.	
Bala Wande Learner Activity Book • daily activities that align with the lesson activities. • daily activities for learners to work on independently or in groups. • games aligned with the lesson activities	
Posters • a 2022 calendar • posters aligned to the lesson plans	
Manipulatives for the teacher • a variety of manipulatives for you to use in your teaching	
Box of manipulatives for learners • one box for each group of 6 learners • the box contains a variety of manipulatives for learners to use in the activities	
Tools for assessment • assessment year plan • oral and practical activities (2 per term) • planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8). • mark record sheet that can be used to enter marks on SA SAMS.	

Lenaneo la dilo tšeo di lebelelwago

Lenaneo la didirišwa ka moka tša Bala Wande ka lepokising la Mphato wa 3.

1. Tlhahlamorutiši
2. Pukuntšu ya malemepedi
3. Puku ya Mešomo ya Morutwana ya morutwana yo mongwe le yo mongwe
4. Diphoustara
   a. khalentara/tšhupamabaka
   b. mothalopalo (0–10 wa go se be le selo)
   c. mothalopalo (0-20 wa go se be le selo)
   d. sekwere sa 100
   e. sekwere sa 1000
   f. mainapalo 0–20 (Sepedi)
   g. mainapalo 10–100 (Sepedi)
   h. mainapalo 100–1000 (Sepedi)
   i. tšhelete
   j. matšatši a beke
   k. dikgwedi tša ngwaga
   l. phoustara ya nako yeo e fetilego
   m. maboto a frakšene
   n. dibopego tša mahlakore-2
   o. dibopego tša mahlakore-3
5. paka e tee ya dikarata tša go bontšha ya morutiši:
   a. dikarata tša Bala Wande tša dipalo 0-1000 (tša go lekana go bontšha)
   b. dikarata tša Bala Wande tša go aga dipalo 0-1000 (tša go lekana go bontšha)
6. Dipoloko tša multifix
7. Dipoloko tša sehlopha sa lesome (1000, ma100, ma10, metšo)
8. Frakšene khiti ya mmakenete
9. Paka ya tšhelete
10. Sešupanako se se nnyane sa diiri tše 24 (sa go lekana go bontšha)
11. Sete ya dijeke tša go ela
12. Rula ya go phuthwa ya 1 m
13. Dinete tša sebopego (pampiri)
14. Mapokisi a morutwana a 6 a go akaretša:
    a. mataese a ma2 a morutiši
    b. dipaka tše 6 tša dikarata tša morutwana:
    c. 100 Dipoloko tša multifix (ya go abelana)
       - dikarata tša Bala Wande tša dipalo 0-20 (tša go lekana morutwana)
       - dikarata tša Bala Wande tša go aga dipalo 0 -1000 (tša go lekana morutwana)
    d. dipoloko tša sehlopha sa lesome (ma100, ma100, ma10, metšo) tša go abelana
    e. theipi e 1 ya go ela (ya go abelana)
    f. rula ya go phuthwa ya 1 m
    g. dišupanako tše pedi tša diiri tše 24 (tša go abelana)
    h. paka ya tšhelete (ya go abelana)
    i. difrakšene khiti tša mmakenete (tše 2 tša go abelana)
    j. dinete tša sebopego (pampiri – tše 3 tša go abelana)

Checklist

List of all Bala Wande resources in the Grade 3 box.

1. *Bala Wande Teacher Guide*
2. *Bala Wande bilingual dictionary*
3. *Bala Wande Learner Activity Books* for each learner
4. Posters
   a. calendar
   b. number line (0–10 blank)
   c. number line (0-20 blank)
   d. 100 square
   e. 1000 square
   f. number names 0–20 (IsiXhosa)
   g. number names 10–100 (IsiXhosa)
   h. number names 100–1000 (IsiXhosa)
   i. money
   j. days of the week
   k. months of the year
   l. time elapsed poster
   m. fraction walls
   n. 2-D shapes
   o. 3-D shapes
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. Base ten blocks (1000, 100s, 10s, 1s)
8. Magnetic fraction kit
9. Money pack
10. 24-hour small clock (teacher demo)
11. Measuring jugs set
12. 1 m fold up ruler
13. Shape nets (paper)
14. 6 learner boxes that include:
    a. 2 dice per learner
    b. 100 multifix blocks (to share)
    c. 6 learner size packs of cards:
       - Bala Wande number cards 0-20 (learner size)
       - Bala Wande flard cards 0-1000 (learner size)
    d. base ten blocks (100s 10s 1s) to share.
    e. 1 tape measure (to share)
    f. 1 m fold up ruler (to share)
    g. two 24-hour clocks (to share)
    h. money pack (to share)
    i. fractions kits (2 to share)
    j. shape nets (paper – 3 to share)

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

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

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

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

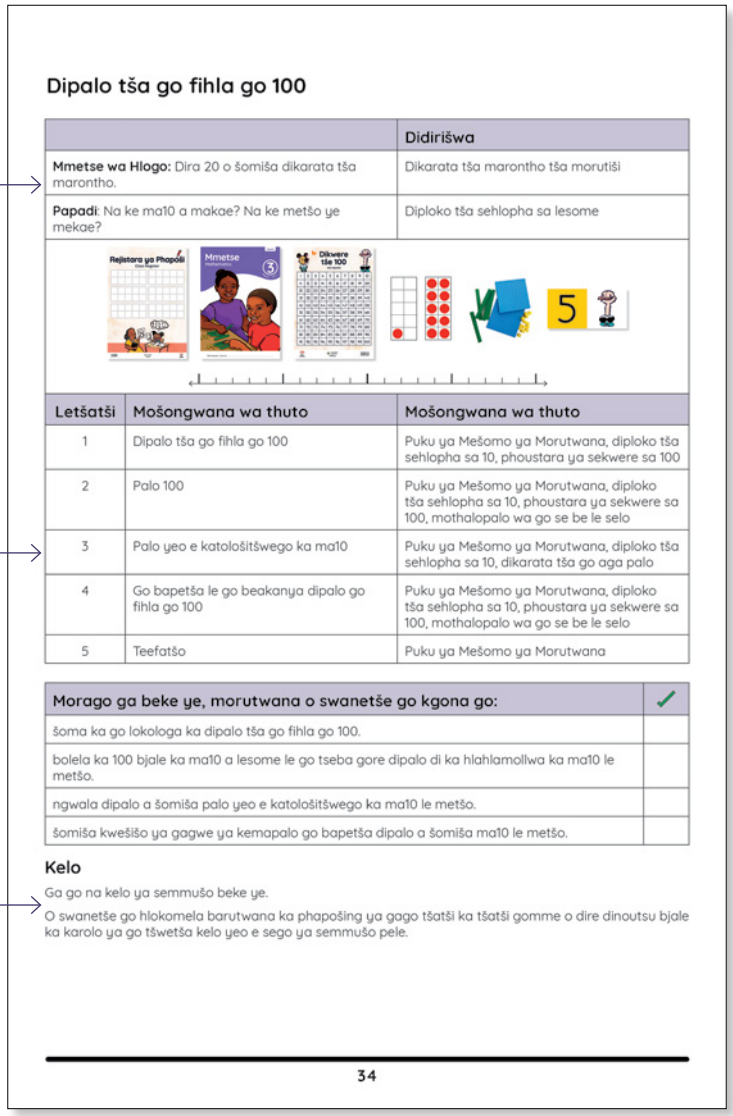
4. Go šomiša dipeakanyo tša thuto le Puku ya Mešomo ya Morutwana

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

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

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

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



Dipalo tša go fihla go 100

	Didirišwa
Mmetse wa Hlogo: Dira 20 o šomiša dikarata tša marontho.	Dikarata tša marontho tša morutiši
Papadi: Na ke ma10 a makae? Na ke metšo ye mekae?	Diploko tša sehlopha sa lesome

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dipalo tša go fihla go 100	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10, phoustara ya sekwere sa 100
2	Palo 100	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10, phoustara ya sekwere sa 100, mothalopalo wa go se be le selo
3	Palo yeo e katološitšwego ka ma10	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10, dikarata tša go aga palo
4	Go bapetša le go beakanya dipalo go fihla go 100	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10, phoustara ya sekwere sa 100, mothalopalo wa go se be le selo
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šoma ka go lokologa ka dipalo tša go fihla go 100.	
bolela ka 100 bjale ka ma10 a lesome le go tseba gore dipalo di ka hlahlamollwa ka ma10 le metšo.	
ngwala dipalo a šomiša palo yeo e katološitšwego ka ma10 le metšo.	
šomiša kwešišo ya gagwe ya kemapalo go bapetša dipalo a šomiša ma10 le metšo.	

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.

34

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

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

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

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

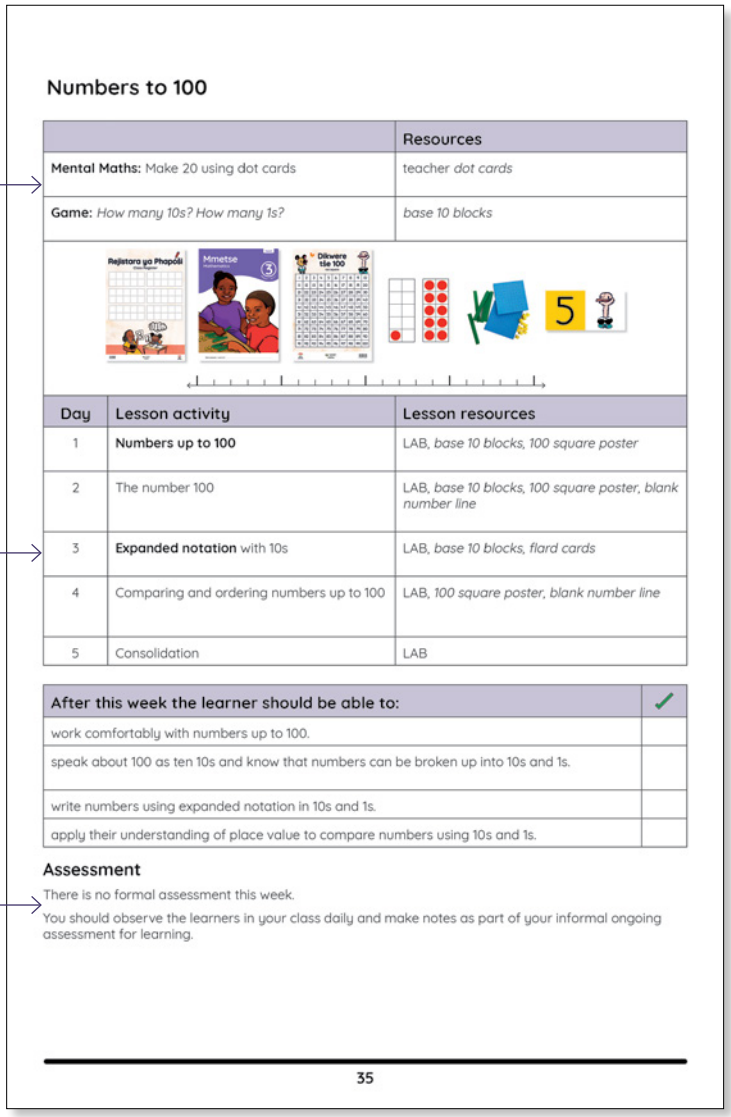
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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

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

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

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



Numbers to 100

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *How many 10s? How many 1s?*	*base 10 blocks*

Day	Lesson activity	Lesson resources
1	**Numbers up to 100**	LAB, *base 10 blocks, 100 square poster*
2	The number 100	LAB, *base 10 blocks, 100 square poster, blank number line*
3	**Expanded notation** with 10s	LAB, *base 10 blocks, flard cards*
4	Comparing and ordering numbers up to 100	LAB, *100 square poster, blank number line*
5	Consolidation	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 100.	
speak about 100 as ten 10s and know that numbers can be broken up into 10s and 1s.	
write numbers using expanded notation in 10s and 1s.	
apply their understanding of place value to compare numbers using 10s and 1s.	

Assessment

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

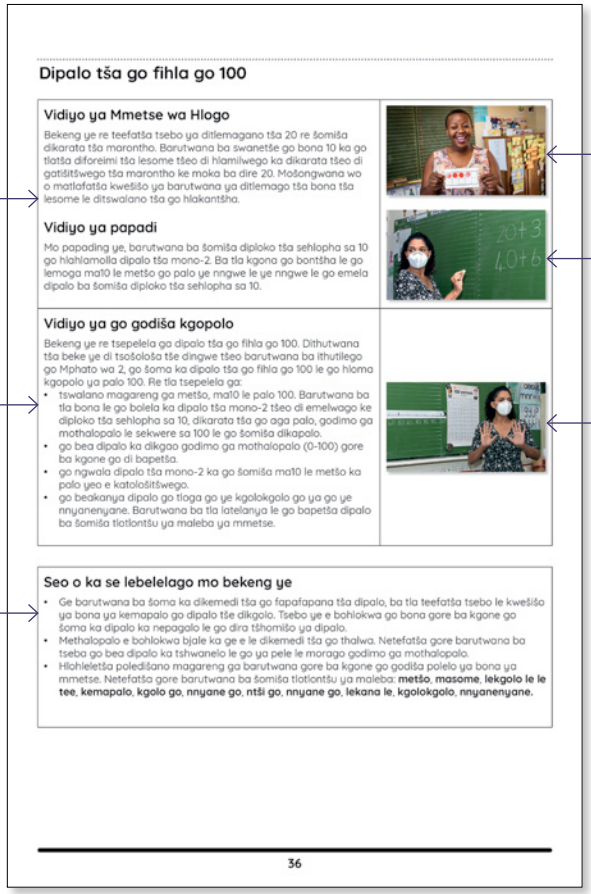
35

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.



Dipalo tša go fihla go 100

Vidiyo ya Mmetse wa Hlogo

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

Vidiyo ya papadi

Mo papading ye, barutwana ba šomiša diploko tša sehlopha sa 10 go hlahlamolla dipalo tša mono-2. Ba tla kgona go bontšha le go lemoga ma10 le metšo go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša diploko tša sehlopha sa 10.

Vidiyo ya go godiša kgopolo

Bekeng ye re tsepelela ga dipalo tša go fihla go 100. Dithutwana tša beke ye di tsošološa tše dingwe tšeo barutwana ba ithutilego go Mphato wa 2, go šoma ka dipalo tša go fihla go 100 le go hloma kgopolo ya palo 100. Re tla tsepelela ga:

- tswalano magareng ga metšo, ma10 le palo 100. Barutwana ba tla bona le go bolela ka dipalo tša mono-2 tšeo di emelwago ke diploko tša sehlopha sa 10, dikarata tša go aga palo, godimo ga mothalopalo le sekwere sa 100 le go šomiša dikapalo.
- go bea dipalo ka dikgao godimo ga mothalopalo (0-100) gore ba kgone go di bapetša.
- go ngwala dipalo tša mono-2 ka go šomiša ma10 le metšo ka palo yeo e katološitšwego.
- go beakanya dipalo go tloga go ye kgolokgolo go ya go ye nnyanenyane. Barutwana ba tla latelanya le go bapetša dipalo ba šomiša tlatlontšu ya maleba ya mmetse.

Seo o ka se lebelelago mo bekeng ye

- Ge barutwana ba šoma ka dikemedi tša go fapafapana tša dipalo, ba tla teefatša tsebo le kwešišo ya bona ya kemapalo go dipalo tše dikgolo. Tsebo ye e bohlokwa go bona gore ba kgone go šoma ka dipalo ka nepagalo le go dira tšhomišo ya dipalo.
- Methalopalo e bohlokwa bjale ka ge e le dikemedi tša go thalwa. Netefatša gore barutwana ba tseba go bea dipalo ka tshwanelo le go ya pele le morago godimo ga mothalopalo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse. Netefatša gore barutwana ba šomiša tlatlontšu ya maleba: **metšo, masome, lekgolo le le tee, kemapalo, kgolo go, nnyane go, ntši go, nnyane go, lekana le, kgolokgolo, nnyanenyane.**

36

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

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

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

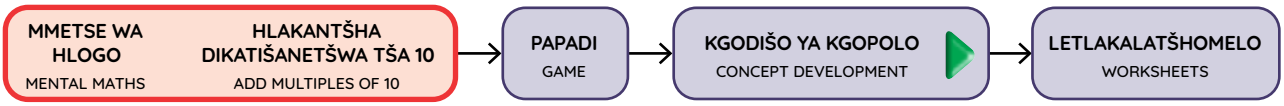
- Bala tlhahlo o be o beakanyetše beke le thutišo ye nngwe le ye nngwe.
- Bogela dividiyo – tšona di bontšha ditsopolwa tša go tšwa phapošing ya nnete moo mešongwana ya thutišo e lekilwego gape moo barutiši bao ba rutilego mešongwana yeo ba fago tsebo le maele a bona.
- Ka morago ga ge o rutile thutišo,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

Letšatši le lengwe le le lengwe

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

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

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

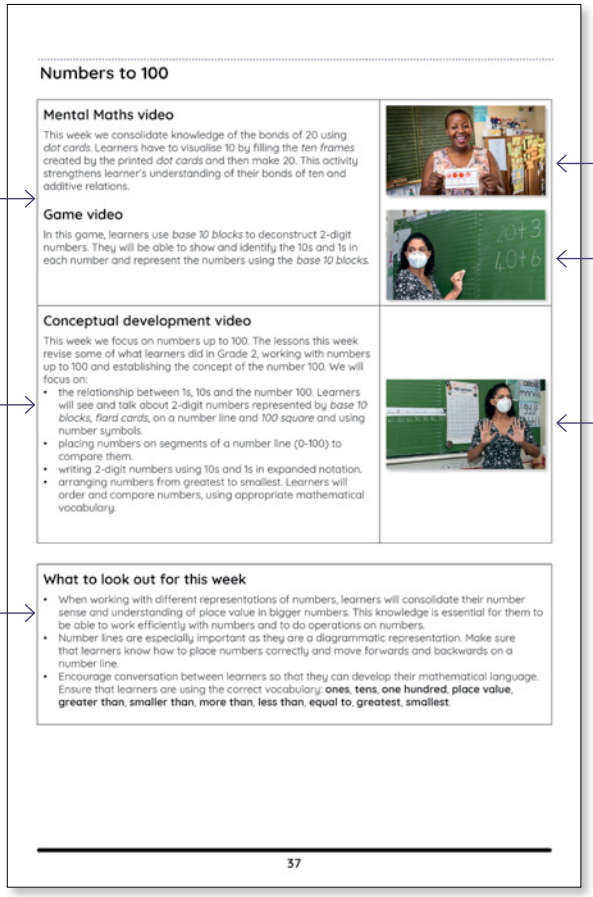


The second page provides more details about the week's activities

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

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

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



Numbers to 100

Mental Maths video

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

Game video

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

Conceptual development video

This week we focus on numbers up to 100. The lessons this week revise some of what learners did in Grade 2, working with numbers up to 100 and establishing the concept of the number 100. We will focus on:

- the relationship between 1s, 10s and the number 100. Learners will see and talk about 2-digit numbers represented by *base 10 blocks*, *flard cards*, on a number line and *100 square* and using number symbols.
- placing numbers on segments of a number line (0-100) to compare them.
- writing 2-digit numbers using 10s and 1s in expanded notation.
- arranging numbers from greatest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.

What to look out for this week

- When working with different representations of numbers, learners will consolidate their number sense and understanding of place value in bigger numbers. This knowledge is essential for them to be able to work efficiently with numbers and to do operations on numbers.
- Number lines are especially important as they are a diagrammatic representation. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **ones**, **tens**, **one hundred**, **place value**, **greater than**, **smaller than**, **more than**, **less than**, **equal to**, **greatest**, **smallest**.

37

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

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

What teachers need to do to prepare for each week

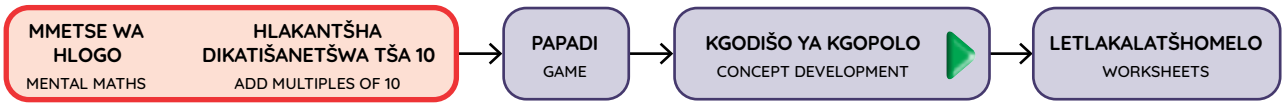
- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes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

Each day

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

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

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

- 

Ahlaahla letšatšikgwedi la lehono le barutwana le šomiša tšhupamabaka

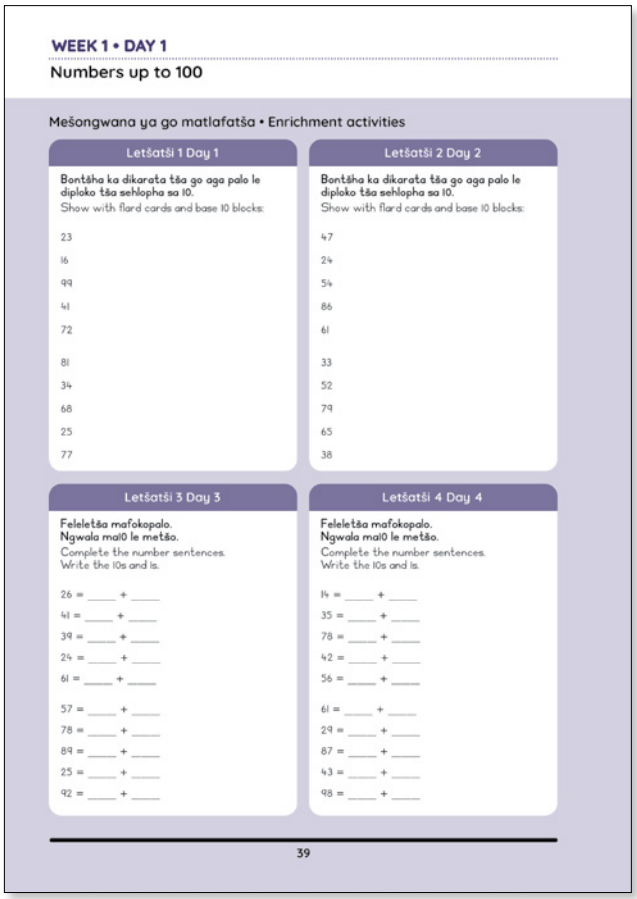
Ka gare ga lepokisi go na le tšhupamabaka. Šupa ngwaga, kgwedi, letšatši le letšatšikgwedi letšatši le lengwe le le lengwe le phapoši. Swaya letšatšikgwedi godimo ga tšhupamabaka ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.

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

Numbers up to 100

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

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

23
16
99
41
72
81
34
68
25
77

Letšatši 2 Day 2

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

47
24
54
86
61
33
52
79
65
38

Letšatši 3 Day 3

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

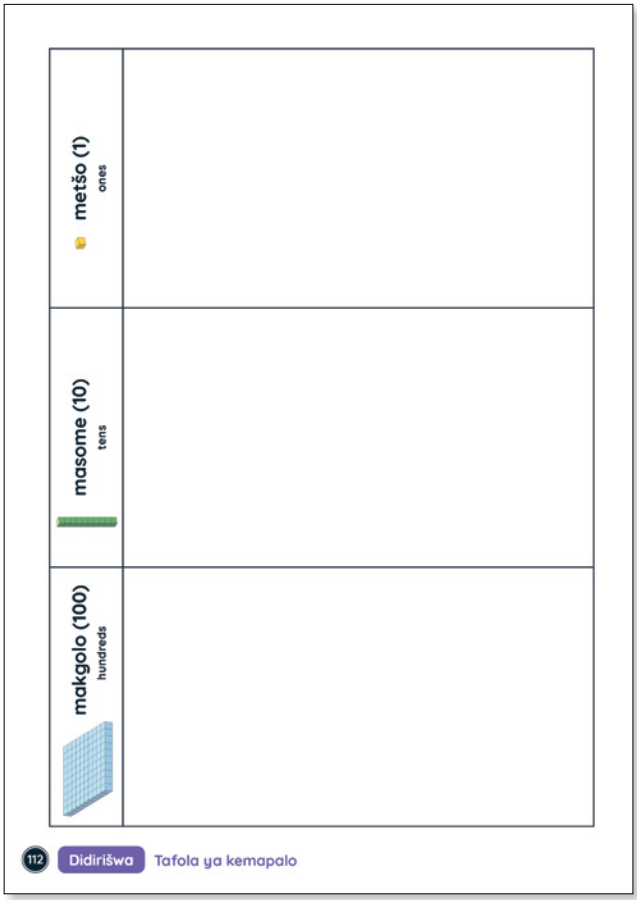
26 = ____ + ____
41 = ____ + ____
39 = ____ + ____
24 = ____ + ____
61 = ____ + ____
57 = ____ + ____
78 = ____ + ____
89 = ____ + ____
25 = ____ + ____
92 = ____ + ____

Letšatši 4 Day 4

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

14 = ____ + ____
35 = ____ + ____
78 = ____ + ____
42 = ____ + ____
56 = ____ + ____
61 = ____ + ____
29 = ____ + ____
87 = ____ + ____
43 = ____ + ____
98 = ____ + ____

39



makgolo (100) hundreds	masome (10) tens	metšo (1) ones

112 Didirišwa Tafola ya kemapalo

Discuss the date with learners using the calendar

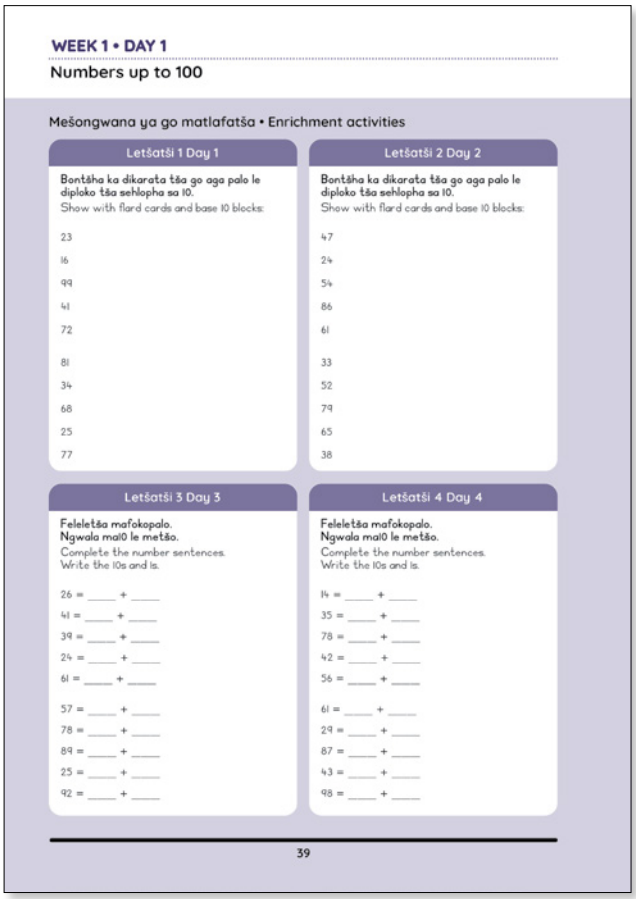
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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

Numbers up to 100

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:

23
16
99
41
72
81
34
68
25
77

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:

47
24
54
86
61
33
52
79
65
38

Letšatši 3 Day 3

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

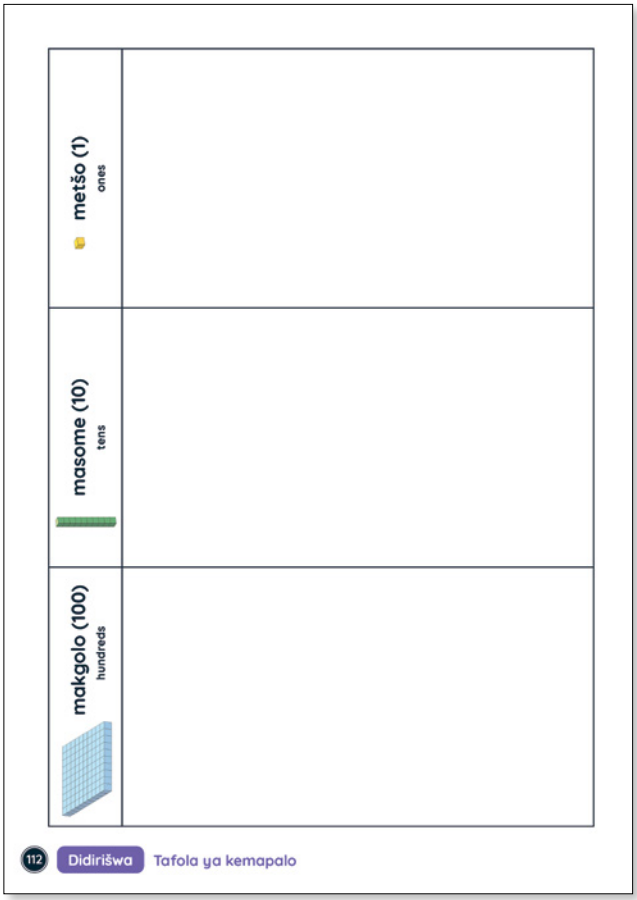
26 = ____ + ____
41 = ____ + ____
39 = ____ + ____
24 = ____ + ____
61 = ____ + ____
57 = ____ + ____
78 = ____ + ____
89 = ____ + ____
25 = ____ + ____
92 = ____ + ____

Letšatši 4 Day 4

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

14 = ____ + ____
35 = ____ + ____
78 = ____ + ____
42 = ____ + ____
56 = ____ + ____
61 = ____ + ____
29 = ____ + ____
87 = ____ + ____
43 = ____ + ____
98 = ____ + ____

39



metšo (1) ones	
masome (10) tens	
makgolo (100) hundreds	

112 Didirišwa Tafola ya kemapalo

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.

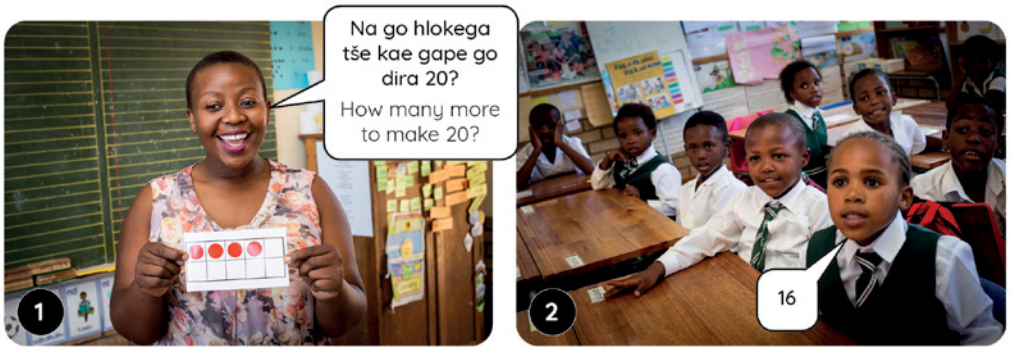
MMETSE WA HLOGO | MENTAL MATHS

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.

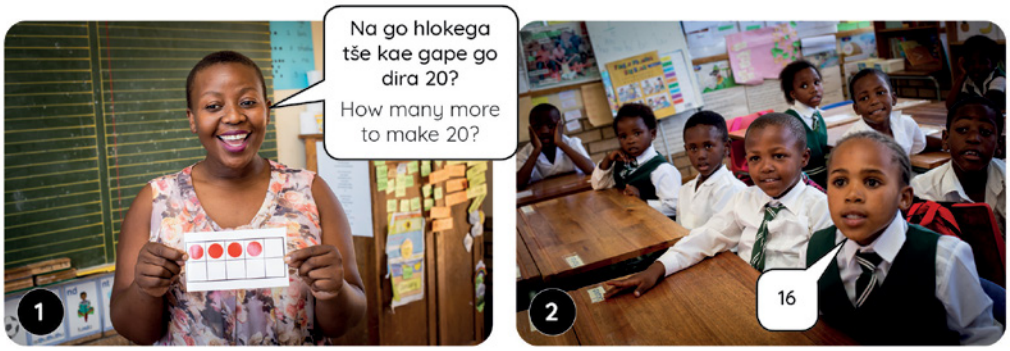
MMETSE WA HLOGO | MENTAL MATHS

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.

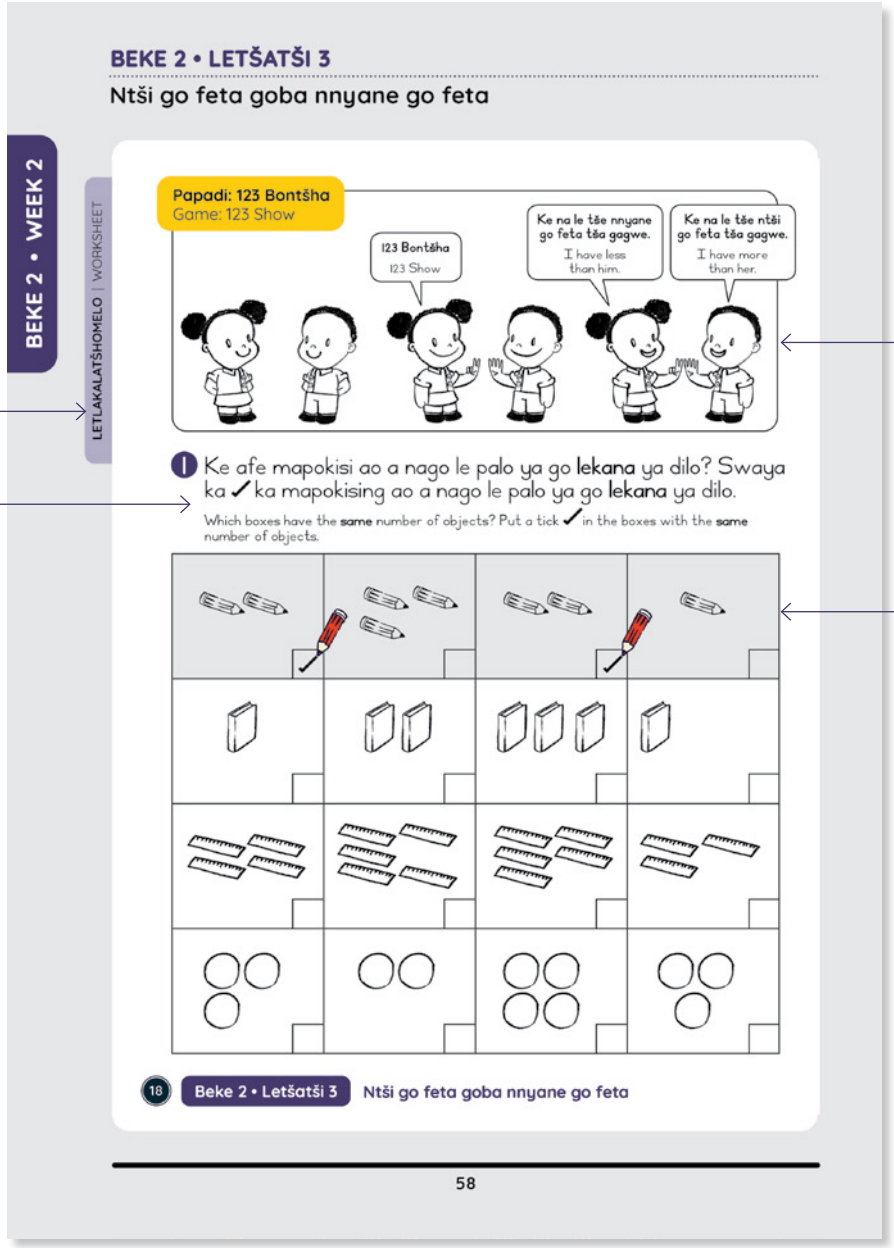
There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

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

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.

Sešupo se setalamorogo se bontša gore ke letlakalatšhomelo.



BEKE 2 • LETŠATŠI 3

Ntši go feta goba nnyane go feta

BEKE 2 • WEEK 2

LETLAKALATŠHOMELO | WORKSHEET

Papadi: 123 Bontša
Game: 123 Show

123 Bontša
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.

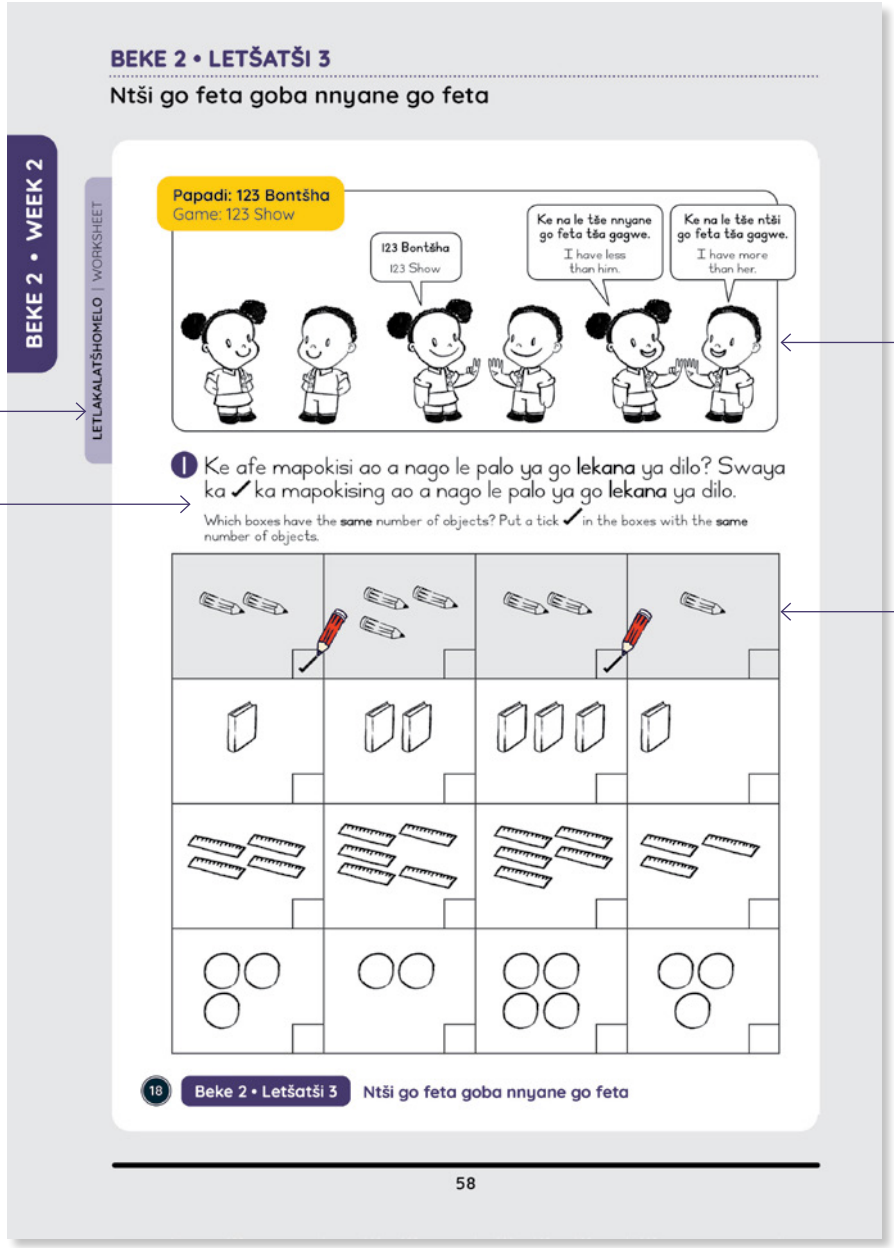
Matlakalatšhomelo barutwana a na le mohlala wa karabo (o laeditšwe ka mmala wo mopududu le phensele ye khubedu).

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 Bontša
Game: 123 Show

123 Bontša
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.
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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

Rejistara, letšatšikgwedi le matšatši a matswalo

↓

Mmetse wa Hlogo
Metsotso 15

↓

Papadi
Metsotso 15

↓

Kgodišo ya kgopolo • Matlakalatšhomelo
Metsosto 75

Šetule ya tšatši ka tšatši ya Letšatši la 5

Dibeke 1, 9 le 10

Rejistara, letšatšikgwedi le matšatši a matswalo

↓

A re boleleng Mmetse!

↓

Teefatša mošomo wa beke
Teefatšo ya matlakalatšhomelo ka gare ga puku ya mešomo ya morutwana

Dibeke 2–8

Rejistara, letšatšikgwedi le matšatši a matswalo

↓

Kelo ya go ngwalwa (ya semmušo)

↓

A re boleleng Mmetse!

↓

Teefatša mošomo wa beke
Teefatšo ya matlakalatšhomelo ka gare ga puku ya mešomo ya morutwana

Dibeke 2 le 7

Feleletša o be o rekhote meputso ya kelo ya bomolomo le ya tirišo ya beke

5. Daily schedule, time table and term plan

Daily schedule Days 1–4

Register, date and birthdays

↓

Mental Maths
15 minutes

↓

Game
15 minutes

↓

Concept development • Worksheets
75 minutes

Daily schedule Day 5

Weeks 1, 9 and 10

Register, date and birthdays

↓

Let's talk Maths!

↓

Consolidate the weeks' work
Consolidation worksheet in LAB

Weeks 2–8

Register, date and birthdays

↓

Written assessment (formal)

↓

Let's talk Maths!

↓

Consolidate the weeks' work
Consolidation worksheet in LAB

Weeks 2 and 7

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

6. Tšhupadipaka

Nako ka letšatši	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
10 mets	**Nako ya mešomo ya tshepedišo: Rejistara/khalentara/matswalo/ditsebišo**				
1 iri 30 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: Kweši šo	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: Kweši šo	*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				
1h 30 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 Dipalo tša go fihla go 100	Dipalo tša go fihla go 100	Palo 100	Palo yeo e katološitšwego ka ma10	Go bapetša le go beakanya dipalo go fihla go 100	Teefatšo
Beke 2 Dipalo tša go fihla go 500	Dipalo tše dikgolo go 100	Dikatišo tša 10	Dipalo tša go fihla go 500	Dipalo tše dingwe gape tša go fihla go 500	Teefatšo le kelo ya thuto
Beke 3 Go bapetša le go latelanya dipalo tša go fihla go 500	Go latelanya le go bapetša dipalo	Go latelanya le go bapetša dipalo	Palo yeo e katološitšwego ka ma100	Go hlakantša le go ntša dikatišo tša 10	Teefašo le kelo ya thuto
Beke 4 Go hlakantša	Mmetse wa hlogo – go hlakantša	Mmetse wa hlogo – go hlakantša ka go rwala	Go hlakantša ka godimo ga 100 ka go šomiša mothalopalo	Go hlakantša ka godimo ga 100 ka go šomiša mokgwa wa kholomo	Teefašo le kelo ya thuto
Beke 5 Go ntša	Mmetse wa hlogo – go ntša	Mmetse wa hlogo – Go ntša ka go adima	Go ntša ka godimo ga 100 ka go šomiša mothalopalo	Go ntša ka go šomiša mokgwa wa kholomo	Teefašo le kelo ya thuto
Beke 6 Go hlakantša le go ntša	Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo	Go hlakantša ka go šomiša mokgwa wa kholomo	Go hlakantša ka go šomiša mokgwa wa kholomo	Go hlakantša le go ntša ka go šomiša ditsela tša go fapafapana	Teefatšo le kelo ya thuto
Beke 7 Mothamo	Mothamo: dilitere	Mothamo: malepolana le dikomiki	Mothamo: dimililitere	Mothamo	Teefatšo le kelo ya thuto
Beke 8 Dipateronepalo	Go bala ka bo2, bo3, bo5 le ma10	Go bala ka ma10, ma20 le ma50	Go bala ka ma10, ma20 le ma100	Go bala ka bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100	Teefatšo le kelo ya thuto
Beke 9 Dipalo tšeo di tlogetšwego le ditaekramo tša go ela	Na ke palo efe yeo e tlogetšwego? (1)	Na ke palo efe yeo e tlogetšwego? (2)	Ditaekramo tša go ela le ditafola	Dipateronepalo, ditaekramo tša go ela le ditafola	Teefatšo
Beke 10 Poeletšo	Dipalo tša go ya go 500	Dipaterone tša go ya ga 500	Dipaterone le dipalo tšeo di tlogetšwego	Go hlakantša le go ntša	Go hlakantša le go ntša

Palo, Diopareišene le Ditswalano	**Dipaterone, Difankšene le Altšebra**	**Kelo**

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Numbers to 100	Numbers up to 100	The number 100	Expanded notation with 10s	Comparing and ordering numbers up to 100	Consolidation
Week 2 Numbers to 500	Numbers greater than 100	Multiples of 10	Numbers up to 500	More numbers up to 500	Assessment and consolidation
Week 3 Comparing and ordering numbers up to 500	Sequencing and comparing numbers	Comparing and ordering numbers	Expanded notation with 100s	Addition and subtraction of multiples of 10	Assessment and consolidation
Week 4 Addition	Mental maths – addition	Mental maths – addition with carrying	Addition over 100 using a number line	Addition using the column method	Assessment and consolidation
Week 5 Subtraction	Mental maths – subtraction	Mental maths – subtraction with borrowing	Subtraction over 100 using a number line	Subtraction using the column method	Assessment and consolidation
Week 6 Addition and subtraction	Addition and subtraction using the column method	Addition using the column method	Subtraction using the column method	Addition and subtraction using various strategies	Assessment and consolidation
Week 7 Capacity	Capacity: litres	Capacity: teaspoons and cups	Capacity: millilitres	Capacity	Assessment and consolidation
Week 8 Number patterns	Counting in 2s, 3s, 4s, 5s and 10s	Counting in 10s, 20s and 50s	Counting in 10s, 20s, 50s and 100s	Counting in 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s	Assessment and consolidation
Week 9 Missing numbers and flow diagrams	What's the missing number? (1)	What's the missing number? (2)	Flow diagrams and tables	Number patterns, flow diagrams and tables	Consolidation
Week 10 Revision	Numbers to 500	Patterns to 500	Patterns and missing numbers	Addition and subtraction	Addition and subtraction

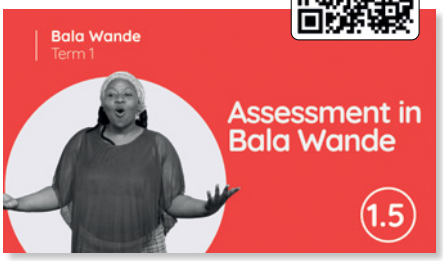
Number, Operations and Relationships	**Patterns, Functions and Algebra**	**Measurement**

8. Peakanyo ya kelo ya Kotara 1

Kelo ya kotara e swantšhitšwe gammogo le dipeakanyo tša dithutišo. Kelo e akaretša ya go Mešongwana ya ngwalwa, bomolomo le ya tirišo. Lenaneo la kelo la Kotara ya 1 le filwe ka tlase.

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

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



Ka dibeke tša 2 le 7 go beakantšwe kelo ya mešongwana ya bomolomo le tirišo. O tla šomiša mešongwana ya tirišo le rubriki yeo e filwego mo go kakaretšo ya beke go ela barutwana. Mešongwana ya bomolomo le tirišo e swanetše go dirwa mo bekeng ka moka ka botee goba ka dihlopha tša barutwana, ge phapoši e swaragane le go dira mešongwana ya go ikema ya phapošing.

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

Dikelo tšeo di lego gona go kotara ya 1 ke tše di latelago.

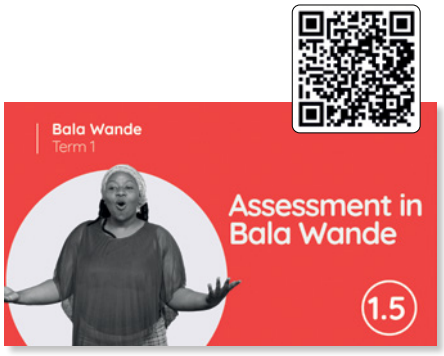
Beke			Meputso
2	Dipalo tša go ya go 500	Ya go ngwalwa	10
2	Lebelela barutwana go ela bokgoni bja bona bja go šoma ka dipalo tša go fihla go 500.	Bomolomo le tirišo	6
3	Go bapetša le go latelanya dipalo	Ya go ngwalwa	20
4	Go hlakantša	Ya go ngwalwa	16
5	Go ntša	Ya go ngwalwa	16
6	Go hlakantša le go ntša	Ya go ngwalwa	10
7	Mothamo	Ya go ngwalwa	25
7	Lebelela barutwana go ela bokgoni bja bona bja go naganela, ela, bapetša le go rekhota mothamo ba šomiša dilo tšeo di sego molaong tša go ela, dilitere le dimililitere	Bomolomo le tirišo	6
8	Dipateronepalo	Ya go ngwalwa	10

8. Term 1 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 1 is provided below.

Day 5 of each week is planned for assessment and consolidation

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



In Weeks 2 and 7, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

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

The assessments that are in Term 1 are as follows:

Week			Marks
2	Numbers to 500	written	10
2	Observe learners to assess their ability to work with numbers up to 500	oral and practical	6
3	Comparing and ordering numbers to 500	written	20
4	Addition	written	16
5	Subtraction	written	16
6	Addition and subtraction	written	10
7	Capacity	written	25
7	Observe learners to assess their ability to estimate, measure, compare, order and record capacity using non-standard measures, litres and millilitres	oral and practical	5
8	Number patterns	written	10

9. Letlakala la meputso la kelo ya Kotara 1

Beke	2	2	3	4	5	6		8		7	7		
Mphato 3 Kotara 1 **Mmetse** **Letlakala leo le akantšwego la go rekhota meputso ya kelo ya semmušo**	Palo: Ya go ngwalwa	Palo: Bomolomo le Tirišo	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	PALOMOKA YA PALO	Dipaterone: Ya go ngwalwa	PALOMOKA YA DIPATERONE	Kelo: Ya go ngwalwa	Kelo: Bomolomo le Tirišo	PALOMOKA YA KELO	PALOMOKA YA KOTARA
Meputso	10	6	20	16	16	10	78	25	25	10	5	15	118
Leina la morutwana le sefane													

Palo, Diopareišene le Ditswalano	Dipaterone, Difankšene le Altšebra	Kelo

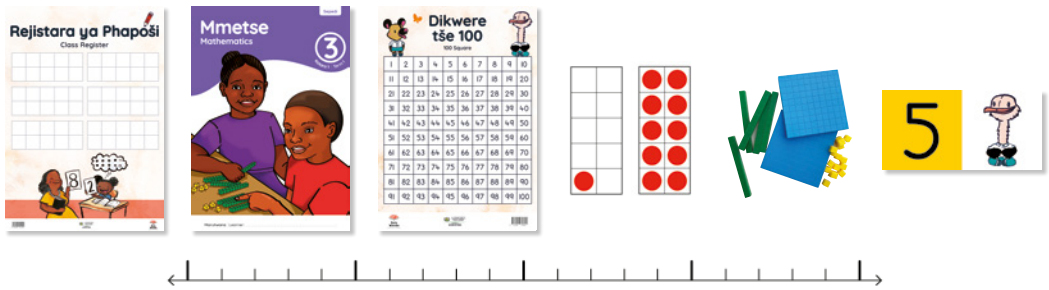
9. Term 1 assessment mark sheet

Week	2	2	3	4	5	6		8		7	7		
Grade 3 Term 1 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Oral and practical	Number: Written	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Patterns: Written	TOTAL FOR PATTERNS	Measurement: Written	Measurement: Oral and practical	TOTAL FOR MEASUREMENT	TERM TOTAL
Marks	10	6	20	16	16	10	78	25	25	10	5	15	118
Learner name and surname													

Number, Operations and Relationships	Patterns, Functions and Algebra	Measurement

Dipalo tša go fihla go 100

	Didirišwa
Mmetse wa Hlogo: Dira 20 o šomiša dikarata tša marontho.	Dikarata tša marontho tša morutiši
Papadi: Na ke ma10 a makae? Na ke metšo ye mekae?	Dipoloko tša sehlopha sa lesome



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dipalo tša go fihla go 100	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, phoustara ya sekwere sa 100
2	Palo 100	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, phoustara ya sekwere sa 100, mothalopalo wa go se be le selo
3	Palo yeo e katološitšwego ka ma10	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, dikarata tša go aga palo
4	Go bapetša le go beakanya dipalo go fihla go 100	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, phoustara ya sekwere sa 100, mothalopalo wa go se be le selo
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šoma ka go lokologa ka dipalo tša go fihla go 100.	
bolela ka 100 bjale ka ma10 a lesome le go tseba gore dipalo di ka hlahlamollwa ka ma10 le metšo.	
ngwala dipalo a šomiša palo yeo e katološitšwego ka ma10 le metšo.	
šomiša kwešišo ya gagwe ya kemapalo go bapetša dipalo a šomiša ma10 le metšo.	

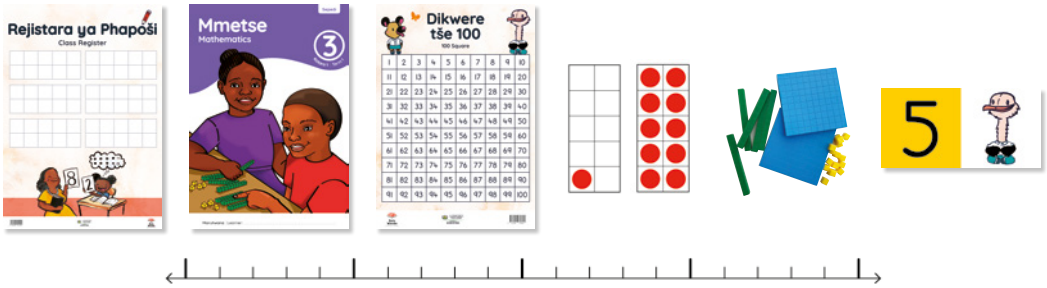
Kelo

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.

Numbers to 100

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *How many 10s? How many 1s?*	*base 10 blocks*



Day	Lesson activity	Lesson resources
1	**Numbers up to 100**	LAB, *base 10 blocks, 100 square poster*
2	The number 100	LAB, *base 10 blocks, 100 square poster, blank number line*
3	**Expanded notation** with 10s	LAB, *base 10 blocks, flard cards*
4	Comparing and ordering numbers up to 100	LAB, *100 square poster, blank number line*
5	Consolidation	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 100.	
speak about 100 as ten 10s and know that numbers can be broken up into 10s and 1s.	
write numbers using expanded notation in 10s and 1s.	
apply their understanding of place value to compare numbers using 10s and 1s.	

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.

Dipalo tša go fihla go 100

Vidiyo ya Mmetse wa Hlogo

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

Vidiyo ya papadi

Mo papading ye, barutwana ba šomiša dipoloko tša sehlopha sa 10 go hlahlamolla dipalo tša mono-2. Ba tla kgona go bontša le go lemoga ma10 le metšo go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša dipoloko tša sehlopha sa 10.

Vidiyo ya go godiša kgopolo

Bekeng ye re tsepelela ga dipalo tša go fihla go 100. Dithutwana tša beke ye di tsošološa tše dingwe tšeo barutwana ba ithutilego go Mphato wa 2, go šoma ka dipalo tša go fihla go 100 le go hloma kgopolo ya palo 100. Re tla tsepelela ga:

- tswalano magareng ga metšo, ma10 le palo 100. Barutwana ba tla bona le go bolela ka dipalo tša mono-2 tšeo di emelwago ke dipoloko tša sehlopha sa 10, dikarata tša go aga palo, godimo ga mothalopalo le sekwere sa 100 le go šomiša dikapalo.
- go bea dipalo ka dikgao godimo ga mothalopalo (0-100) gore ba kgone go di bapetša.
- go ngwala dipalo tša mono-2 ka go šomiša ma10 le metšo ka palo yeo e katološitšwego.
- go beakanya dipalo go tloga go ye kgolokgolo go ya go ye nnyanenyane. Barutwana ba tla latelanya le go bapetša dipalo ba šomiša tlotlontšu ya maleba ya mmetse.

Seo o ka se lebelelago mo bekeng ye

- Ge barutwana ba šoma ka dikemedi tša go fapafapana tša dipalo, ba tla teefatša tsebo le kwešišo ya bona ya kemapalo go dipalo tše dikgolo. Tsebo ye e bohlokwa go bona gore ba kgone go šoma ka dipalo ka nepagalo le go dira tšhomišo ya dipalo.
- Methalopalo e bohlokwa bjale ka ge e le dikemedi tša go thalwa. Netefatša gore barutwana ba tseba go bea dipalo ka tshwanelo le go ya pele le morago godimo ga mothalopalo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse. Netefatša gore barutwana ba šomiša tlotlontšu ya maleba: **metšo**, **masome**, **lekgolo le le tee**, **kemapalo**, **kgolo go**, **nnyane go**, **ntši go**, **nnyane go**, **lekana le**, **kgolokgolo**, **nnyanenyane.**

Numbers to 100

Mental Maths video

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

Game video

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

Conceptual development video

This week we focus on numbers up to 100. The lessons this week revise some of what learners did in Grade 2, working with numbers up to 100 and establishing the concept of the number 100. We will focus on:

- the relationship between 1s, 10s and the number 100. Learners will see and talk about 2-digit numbers represented by *base 10 blocks*, *flard cards*, on a number line and *100 square* and using number symbols.
- placing numbers on segments of a number line (0-100) to compare them.
- writing 2-digit numbers using 10s and 1s in expanded notation.
- arranging numbers from greatest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.

What to look out for this week

- When working with different representations of numbers, learners will consolidate their number sense and understanding of place value in bigger numbers. This knowledge is essential for them to be able to work efficiently with numbers and to do operations on numbers.
- Number lines are especially important as they are a diagrammatic representation. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **ones**, **tens**, **one hundred**, **place value**, **greater than**, **smaller than**, **more than**, **less than**, **equal to**, **greatest**, **smallest**.

BEKE 1 • LETŠATŠI 1

Dipalo tša go fihla go 100

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)

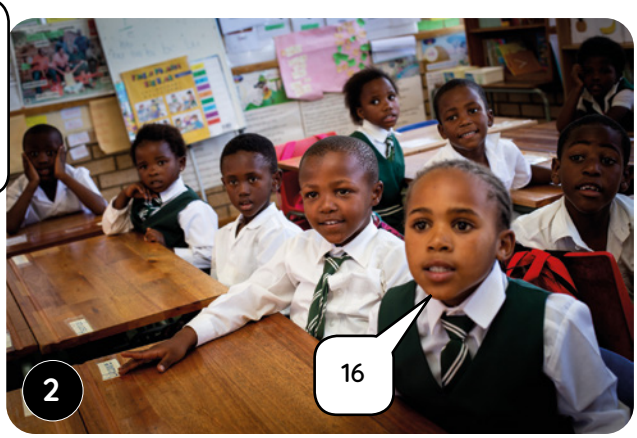
MMETSE WA HLOGO | MENTAL MATHS

Barutwana ba šomiša dikarata tša marontho go bona gore 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.



Numbers up to 100

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

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

23

16

99

41

72

81

34

68

25

77

Letšatši 2 Day 2

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

47

24

54

86

61

33

52

79

65

38

Letšatši 3 Day 3

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

26 = _____ + _____

41 = _____ + _____

39 = _____ + _____

24 = _____ + _____

61 = _____ + _____

57 = _____ + _____

78 = _____ + _____

89 = _____ + _____

25 = _____ + _____

92 = _____ + _____

Letšatši 4 Day 4

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

14 = _____ + _____

35 = _____ + _____

78 = _____ + _____

42 = _____ + _____

56 = _____ + _____

61 = _____ + _____

29 = _____ + _____

87 = _____ + _____

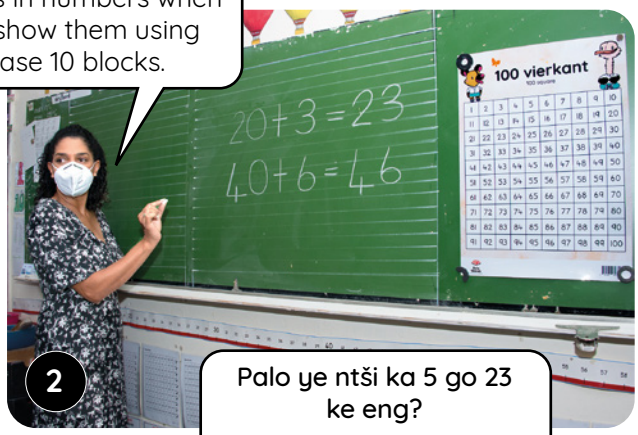
43 = _____ + _____

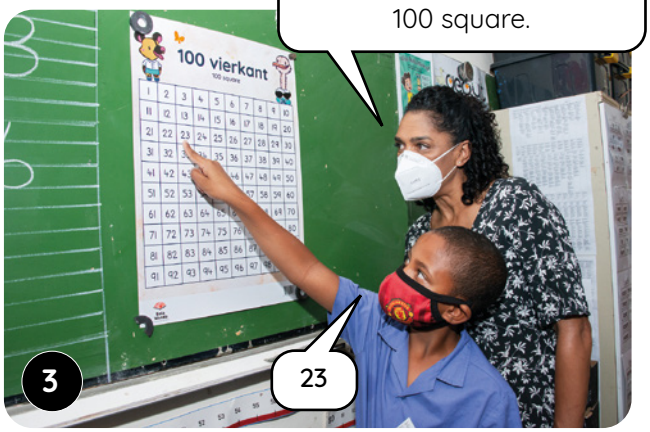
98 = _____ + _____

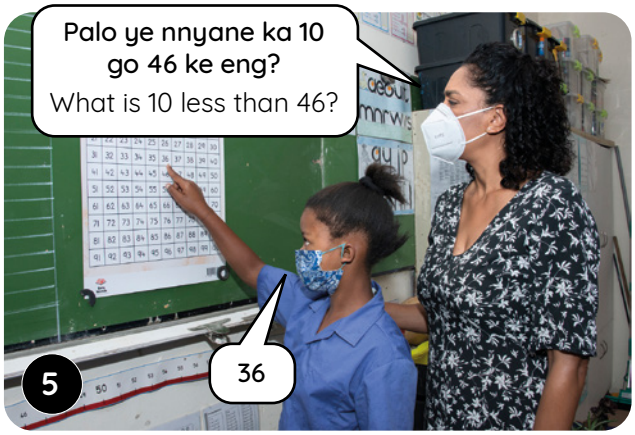
BEKE 1 • LETŠATŠI 1

Dipalo tša go fihla go 100

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Ke moka o fe barutwana nako (ka bobedi) go aga dipalo ba šomiša dipoloko tša bona tša sehlopha sa 10 ba be ba lemoge dipalo ba šomiša dikwere tša 100. Ba ka hwetša gape dipalo tše dikgolo goba tše dinnyane go tšeo ba di hweditšego.

Repeat the steps above using different numbers. Then give learners time (in pairs) to make numbers using their *base 10 blocks* and identify numbers using their *100 squares*. They can also find numbers bigger than or smaller than those they found.

Numbers up to 100

BEKE • WEEK 1

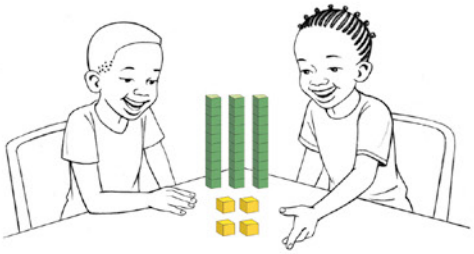
LETŠATŠI 1 • DAY 1

Dipalo tša go fihla go 100
Numbers up to 100

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

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

- Šomang ka bobedi. Agang palo ka diploko tša lena.
  Work in pairs. Build a number using your blocks.
- Na ke mal0 a makae?
  Na ke metšo ye mekae?
  How many 10s? How many 1s?
- Ke palo efe?
  What number?



1 Hwetša dipalo tšeo di khupeditšwego ke diswantšho.
Find the numbers that these objects are covering.

1	2	3							10
11									
21									
31									
61									
81									

2

BEKE 1 • LETŠATŠI 1

Dipalo tša go fihla go 100

2 Tlatša dipalo ka moka ka:

Fill in all the numbers with:

masome a ma2 2 tens	masome a ma4 4 tens	masome a 8 7 ones
metšo ye me5 5 ones	metšo ye 7 8 tens	metšo ye 9 9 ones

1	2	3							10
11									
21									
31									
61									
81									

3 Ngwala mal0 le metšo.

Write the 10s and 1s.

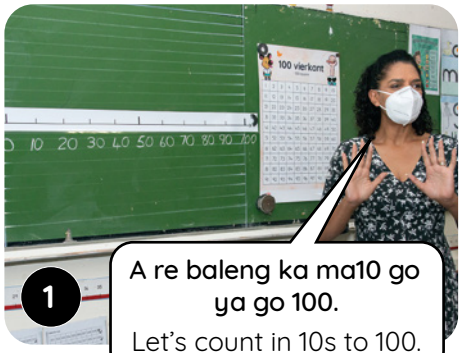
18	=	10	+	8
56	=		+	
21	=		+	
48	=		+	
99	=		+	

43	=		+	
27	=		+	
74	=		+	
68	=		+	
39	=		+	

The number 100

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



1

A re baleng ka ma10 go ya go 100.
Let's count in 10s to 100.

100 ke palo ye kgolokgolo godimo ga sekwere sa 100. Ke palo efe yeo e tlago pele ga 100.
100 is the biggest number on the 100 square. What number comes before 100?

2

99 e tla pele ga 100.
99 comes before 100.

Šomiša dipoloko tša gago tša sehlopha sa 10 o mpontšhe gore go na le ma10 a makae ka go 100.
Show me how many 10s in 100 using your base 10 blocks.

Šomiša dipoloko tša gago tša sehlopha sa 10 o mpontšhe gore go na le metšo ye mekae ka go 10.
Show me how many 1s in 10 using your base 10 blocks.

3

100 le le tee le lekana le ma10 a lesome.
One 100 is equal to ten 10s.

4

Metšo ye lesome e dira 10 le le tee.
Ten 1s makes one 10.

Re kgona go bolela ka dipalo re šomiša ma10 le metšo. Na go na le ma10 le metšo ye mekae ka go palo 65?
We can talk about numbers using 10s and 1s. How many 10s and 1s in the number 65?

5

Amashumi ma-6, imivo mi-5.
6 tens and 5 ones.

Bolela ka palo 100 le dipalo tše dingwe go ya ka ma10 le metšo. Netefatša gore barutwana ba kwešiša tswalano magareng ga metšo, ma10 le 100. Se ke kgodišo ye bohlokwa ya kwešišo ya bona ya kemapalo. Ba fe menyetla ya go bolela le wena ka yona le go bolela ka bobona ba bontšha gore seo ba se bolelago se ra go reng ba šomiša dipoloko tša sehlopha sa 10.

Talk about the number 100 and other numbers in terms of 10s and 1s. Make sure learners understand the relationship between 1s, 10s and 100s. This is a key development in their understanding of place value. Give them opportunities to talk about it to you and to each other showing what they mean using *base 10 blocks.*

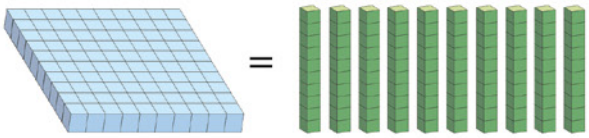
BEKE • WEEK 1

LETŠATŠI 2 • DAY 2

Palo 100

The number 100

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)



100 le le tee — one 100 = mal0 a lesome — ten 10s

100 le le tee le lekana le mal0 a lesome. Re ka šomiša mal0 go dira 100.

One 100 is equal to ten 10s. We can use 10s to make 100.

1 Na ke tše kae tšeo di ka dirago 100?

How much to make 100?

10 + 90 = 100	30 + ____ = 100	60 + ____ = 100
40 + ____ = 100	100 + ____ = 100	20 + ____ = 100
90 + ____ = 100	50 + ____ = 100	80 + ____ = 100
70 + ____ = 100	0 + ____ = 100	

2 Bala ka mal0. Tlatša mothalopalo.

Count in 10s. Label the number line.

0 — 10 — ___ — ___ — ___ — ___ — ___ — ___ — ___ — ___ — 100

3 Feleletša mafokopalo.

Complete the number sentences.

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

4

The number 100

4 Bala ka bo5. Tlatša mothalopalo.

Count in 5s. Label the number line.

0 5 10 __ 20 __ 30 __ 40 __ 50 __ 60 __ 70 __ 80 __ 90 __ 100

5 Feleletša mafokopalo.

Complete the number sentences.

10 + 5 = 15	30 – 5 = 25	40 + 5 = ____
70 – 5 = ____	80 + 5 = ____	50 – 5 = ____
60 + 10 = ____	80 – 5 = ____	95 + 5 = ____
100 – 5 = ____	85 + 15 = ____	100 – 50 = ____

10 le le tee
one 10

=

metšo ye lesome
ten 1s

10 le le tee le lekana le metšo ye lesome. Re ka bala ka mal0 le ka metšo.

One 10 is equal to ten 1s. We can count in 10s and 1s.

6 Feleletša dipaterone tše di latelago.

Complete the following patterns.

67	68	69	70	71	72	73
40		60	70		90	
83	84			87		
100		98	97		95	
90		70		50	40	
43	42			39	38	

BEKE 1 • LETŠATŠI 3

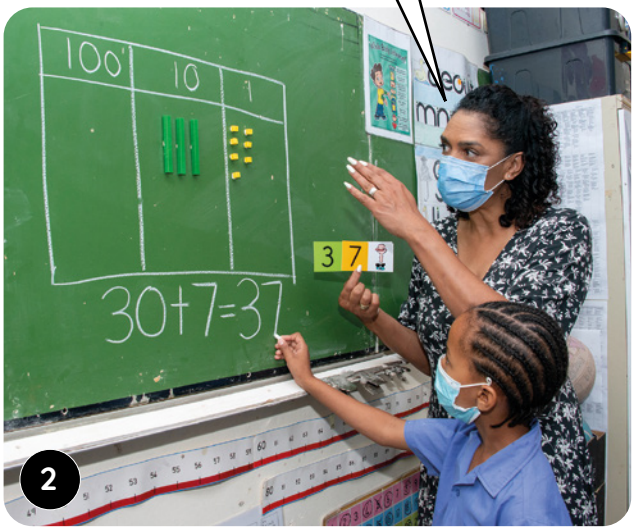
Palo yeo e katološitšwego ka ma10

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

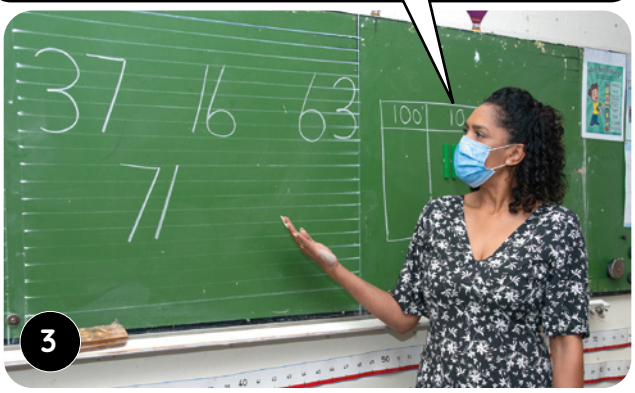
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Šomiša dipoloko tša gago tša sehlopha sa 10 go bontšha 37. Na ke ma10 a makae? Na ke metšo ye mekae?
Use your base 10 blocks to show 37. How many 10s? How many 1s?

37 ke ye, ke 30 le 7. Ngwala lefokopalo la palo ye.
Here is 37, which is 30 and 7. Write a number sentence for this.



A re bapetšeng dipalo tše go bona gore ke efe palo ye kgolokgolo, ke efe ye nnyanenyane. Na ke ma10 a makae? Na ke metšo ye mekae?
Let's compare these numbers to see which is the biggest and which is the smallest. How many 10s? How many 1s?



71 ke ye kgolokgolo! E na le masome a 7.
71 is the biggest! It has 7 tens.

16 ke ye nnyanenyane. E na le lesome le le tee.
16 is the smallest. It has 1 ten.

Bušeletša dikgato tša ka godimo gore barutwana ba hwetše menyetla ye mmalwa ya go bontšha le go bapetša dipalo ba šomiša palo yeo e katološitšwego go ma10 le metšo. Ka go dira se ba šomiša le go teefatša kweišišo ya bona ya kemapalo. Barutwana ba swanetše go thoma go kwa ba lokologile ba na le boitshepo go šomiša dipoloko tša sehlopha sa 10 le dikarata go emela dipalo.

Repeat the steps above to allow learners several opportunities to display and compare numbers using expanded notation in 10s and 1s. This applies and consolidates their understanding of place value. Learners should begin to be comfortable using *base 10 blocks* and *flard cards* to represent numbers.

Expanded notation with 10s

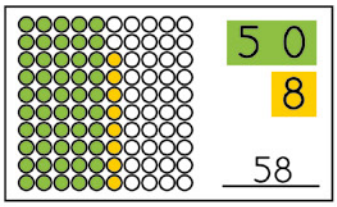
BEKE • WEEK 1

LETŠATŠI 3 • DAY 3

Palo yeo e katološitšwego ka ma10

Expanded notation with 10s

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)

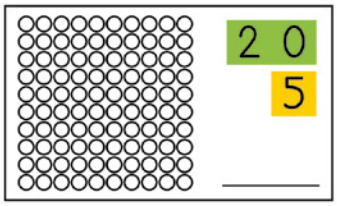


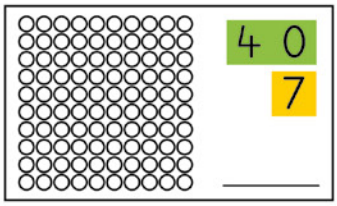
Go na le didiko tše 10 ka kholomong e tee. Šomiša mebala ya go fapana go mal0 le ga metšo.

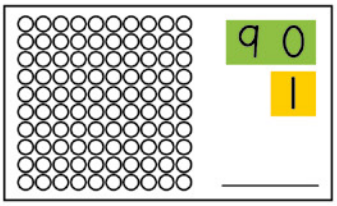
There are 10 circles in one column. Use a different colour for the 10s and the 1s.

1 Khalara didiko o be o ngwale palo.

Colour the circles and write the number.







2

	Ke mal0 a makae? How many 10s?	Ke metšo ye mekae? How many 1s?		Ke mal0 a makae? How many 10s?	Ke metšo ye mekae? How many 1s?
58	5	8	47		
25			91		
39			62		
74			86		

3 Ngwala lefokopalo.

Write the number sentence.

6 0 8 60 + 8 = 68	8 0 6 _____	5 0 3 _____
7 0 1 _____	9 0 5 _____	6 0 9 _____

6

BEKE 1 • LETŠATŠI 3

Palo yeo e katološitšwego ka ma10

4 Thala sediko go palo ye kgolo.

Circle the biggest number.

20 8 28	40 2 42	20 4 24
10 8 18	80 1 81	80 8 88
50 3 53	30 1 31	30 5 35

5 Thala sediko go palo ye nnyane.

Circle the smallest number.

10 6 16	60 6 66	60 1 61
40 3 43	30 4 34	30 3 33
70 2 72	70 7 77	20 7 27

6 Na ke mal0 a makae? Na ke metšo ye mekae? Ngwala lefokopalo le leinapalo.

How many 10s? How many 1s? Write the number sentence and number name.

14 = 10 + 4	lesomenne	fourteen
23 = ____ + ____		
32 = ____ + ____		
51 = ____ + ____		
87 = ____ + ____		
99 = ____ + ____		

Comparing and ordering numbers up to 100

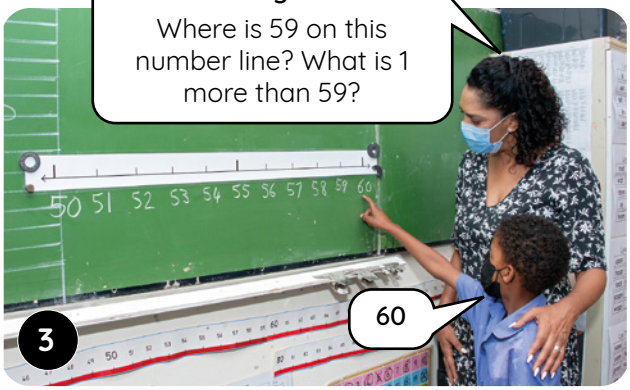
MMETSE WA HLOGO (MENTAL MATHS) | DIRA 20 O ŠOMIŠA DIKARATA TŠA MARONTHO (MAKE 20 USING DOT CARDS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re beeng dipalo tše ka tatelano go tloga go ye nnyanenyane go ya go ye kgolokgolo. Na re dira bjang?
Let's put these numbers in order from smallest to greatest. How do we do this?

Na 59 e mo kae mo godimo ga mothalopalo? Palo ye ntši ka 1 go 59 ke eng?
Where is 59 on this number line? What is 1 more than 59?

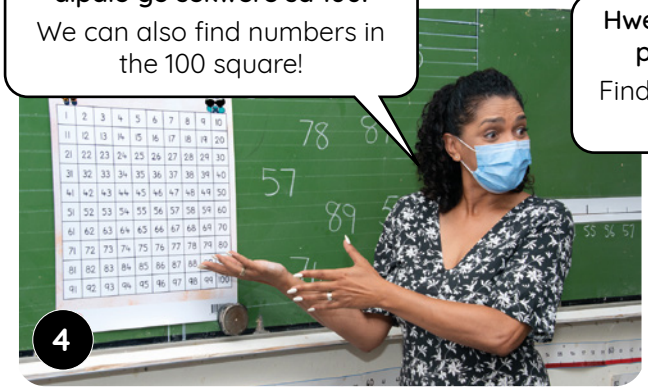
Ee! Thoma ka go lebelela ma10 ke moka o lebelele metšo.
Yes! Look at the 10s first and then the 1s.



Bitša barutwana ba go fapafapana ba tle ba bee dipalo tše: 59, 53, 57, 52, 54, 56, 55, 58 godimo ga mothalopalo. Bolela le bona ka tsela yeo ba ka hwetšago palo ka yona le ka tsela yeo ba ka hwetšago dipalo tšeo e lego tše ntši/nnyane ka 1 goba 2 go palo yeo e filwego.

Call different learners to point to the numbers 59, 53, 57, 52, 54, 56, 55, 58 on the number line. Speak to them about how to find the number and how to find numbers that are 1 or 2 more/less than the given number.

Re ka kgona gape go hwetša dipalo go sekwere sa 100!
We can also find numbers in the 100 square!



Hwetša 93 o be o mpontšhe palo ye ntši ka 2 go 93.
Find 93 and show me 2 more than 93.

95 ke ye ntši ka 2 go 93.
95 is 2 more than 93.

Thala dikgao tše di fapafapanego tša mothalopalo (go swana le 30-40, 90-100, 60-70) gore o fe barutwana menyetla ye mentši ya go bea dipalo ka tshwanelo godimo ga mothalopalo le go balela dipalo tši ntši/tše nnyane ke 1 goba 2 go palo yeo e filwego.

Draw different number line segments (such as 30-40, 90-100, 60-70) to provide multiple opportunities for learners to place numbers correctly on a number line and work out numbers 1 or 2 more/less than the given number.

BEKE 1 • LETŠATŠI 4

Go bapetša le go beakanya dipalo go fihla go 100

BEKE • WEEK 1

LETŠATŠI 4 • DAY 4

Go bapetša le go beakanya dipalo go fihla go 100

Comparing and ordering numbers up to 100

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)

Feleletša ditafola. Šomiša sekwere sa 100 letlakaleng la 113 ge o hloka thušo.

Complete the tables. Use the 100 square on page 113 if you need help.

1

	palo yeo e tlago pele ga the number before	palo yeo e tlago ka morago ga the number after		palo yeo e tlago pele ga the number before	palo yeo e tlago ka morago ga the number after
55	54	56	73		
91			87		

	ye ntši ka 1 go 1 more than	ye ntši ka 2 go 2 more than	ye nnyane ka 1 go 1 less than	ye nnyane ka 2 go 2 less than
67	68	69	66	65
42				
38				
36				

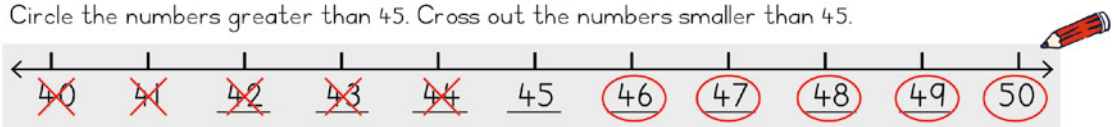
Ke efe palo ya magareng ga? What is the number between?			
56 le 58 56 and 58	57	37 le 39 37 and 39	
42 le 44 42 and 44		85 le 87 85 and 87	

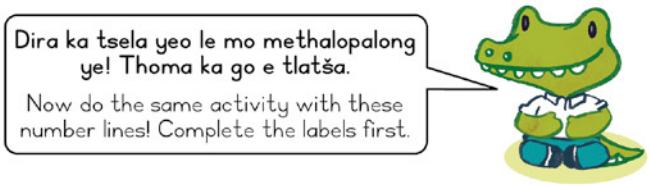
8

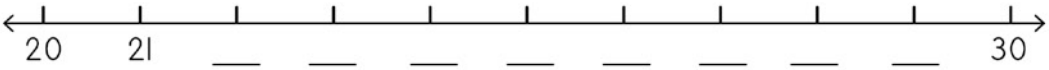
Comparing and ordering numbers up to 100

2 Thala sediko go dipalo tša ka godimo ga 45.
Thala sefapano go dipalo tše nnyane go 45.

Circle the numbers greater than 45. Cross out the numbers smaller than 45.

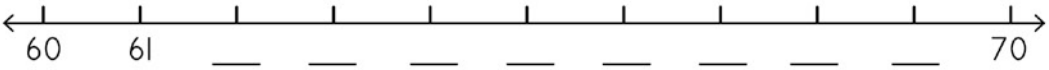






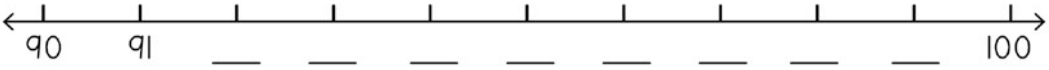
Thala sediko go dipalo tša ka godimo ga 25.
Thala sefapano go dipalo tše nnyane go 25.

Circle the numbers greater than 25. Cross out the numbers smaller than 25.



Thala sediko go dipalo tša ka godimo ga 67.
Thala sefapano go dipalo tše nnyane go 67.

Circle the numbers greater than 67. Cross out the numbers smaller than 67.



Thala sediko go dipalo tša ka godimo ga 93.
Thala sefapano go dipalo tše nnyane go 93.

Circle the numbers greater than 93. Cross out the numbers smaller than 93.

3 Beakanya dipalo go tloga go ye nnyane go ya go ye kgolo.

Order the numbers from smallest to greatest.

69, 45, 78, 54	45, 54, 69, 78
91, 19, 99, 92	
33, 73, 13, 37	

4 Beakanya dipalo go tloga go ye kgolo go ya go ye nnyane.

Order the numbers from greatest to smallest.

69, 45, 78, 54	78, 69, 54, 45
91, 19, 99, 92	
33, 73, 13, 37	

BEKE • WEEK 1

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1 Šomiša sekwere sa 100 go tlatša dipalo ka moka ka:

Use the 100 square to fill in all the numbers with:

3 lefelong la motšo o tee. 3 in the 1s place.	1 lefelong la mal0. 1 in the 10s place.
4 lefelong la motšo o tee. 4 in the 1s place.	5 lefelong la mal0. 5 in the 10s place.
8 lefelong la motšo o tee. 8 in the 1s place.	9 lefelong la mal0. 9 in the 10s place.

1	2	3							10
11									
21									
31									
61									
81									

2

	Ke mal0 a makae? How many 10s?	Ke metšo ye mekae? How many 1s?		Ke mal0 a makae? How many 10s?	Ke metšo ye mekae? How many 1s?
24			55		
79			92		

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
mal0 le metšo	10s and 1s
kemapalo	place value
67 ke mal0 a tshela le metšo ye šupa.	67 is six 10s and seven 1s.
10 ke metšo ye lesome.	10 is ten 1s.
100 ke mal0 a lesome.	100 is ten 10s.
ye kgolo go feta le ye nnyane go	greater than and smaller than
ye kgolokgolo le ye nnyanenyane	greatest and smallest

10

Consolidation

Šomiša sekwere sa gago sa 100, dikarata goba diploko tša sehlopha sa 10 ge go hlokega.

Use your 100 square, flard cards or base 10 blocks if you want to.

3 Na ke tše kae tšeo di ka dirago 100?

How much to make 100?

20 + ____ = 100	50 + ____ = 100	80 + ____ = 100
90 + ____ = 100	70 + ____ = 100	100 + ____ = 100

4 Ngwala lefokopalo o bontšhe mal0 le metšo.

Write a number sentence to show 10s and 1s.

8 0 2 ____	2 0 7 ____	9 0 1 ____
3 0 5 ____	4 0 8 ____	6 0 6 ____

5 Feleletša dipaterone tše di latelago.

Complete the following patterns.

60	50		30		10	
15		17	18	19		

6 Na ke mal0 a makae? Na ke metšo ye mekae? Ngwala lefokopalo le leinapalo.

How many 10s? How many 1s? Write the number sentence and the number name.

39 = ____ + ____		
56 = ____ + ____		
71 = ____ + ____		
42 = ____ + ____		
95 = ____ + ____		
68 = ____ + ____		

Dipalo tša go fihla go 500

	Didirišwa
Mmetse wa Hlogo: Go hlakantša le go ntša dikatišo tša 10	Ga di gona
Papadi: *Ke bokgole bjo bo kaakang go ya ga 10 la go latela?*	Dipoloko tša *sehlopha sa 10*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dipalo tše dikgolo go 100	Puku ya Mešomo ya Morutwana, *dipoloko* tša *sehlopha sa 10*
2	Dikatišo tša 10	Puku ya Mešomo ya Morutwana, *dipoloko* tša *sehlopha sa 10*, sekwere sa 1000
3	Dipalo tša go fihla go 500	Puku ya Mešomo ya Morutwana, *dikarata tša go aga palo, dipoloko* tša *sehlopha sa 10*
4	Dipalo tše dingwe gape tša go fihla go 500	Puku ya Mešomo ya Morutwana, *dipoloko* tša *sehlopha sa 10*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šoma ka dipalo tša go fihla go 500 ka go lokologa.	
šoma ka dikatišo tša 10 go dipalo tša go fihla go 500.	
bolela ka ma100, ma10 le metšo go dipalo tša go fihla go 500.	

Kelo

Kelo ya go ngwalwa: Dipalo tša go ya go 500

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

Kelo ya bomolomo le tirišo

Lebelela barutwana go ela bokgoni bja bona bja go šoma ka dipalo tša go fihla go 500.	Moputso 6		
Lenaneo: nepagetše/fošagetše/nyakile a nepile	✓	✗	●
O kgona go lemoga ma10 le metšo go dipalo tša mono-2.			
O kgona go ngwala dipalo tša mono-2 a šomiša palo yeo e katološitšwego go ma10 le metšo.			
O kgona go bapetša dipalo tša mono-2 a šomiša ma10 le metšo.			
O kgona go lemoga, go bala le go fa maina a dipalo tša mono-3 go fihla ka 500.			
O kgona go lemoga ma100, ma10 le metšo go dipalo tša mono-3 go fihla go 500.			
O kgona go šoma ka dikatišo tša 10 go dipalo tša go fihla go 500.			

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

Numbers to 500

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

Day	Lesson activity	Lesson resources
1	**Numbers greater than 100**	LAB, *base 10 blocks*
2	**Multiples of 10**	LAB, *base 10 blocks, 1000 square*
3	**Numbers up to 500**	LAB, *flard cards, base 10 blocks*
4	More numbers up to 500	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 500.	
work with multiples of 10 in numbers up to 500.	
speak about 100s, 10s and 1s in numbers up to 500.	

Assessment

Written assessment: Numbers to 500

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

Oral and practical assessment

Observe learners to assess their ability to work with numbers up to 500	Mark 6		
Checklist: correct/incorrect/almost	✓	✗	●
Able to identify the 10s and 1s in 2-digit numbers			
Able to write 2-digit numbers using expanded notation in 10s and 1s			
Able to compare 2-digit numbers using 10s and 1s			
Able to recognise, read and name 3-digit numbers up to 500			
Able to identify the 100s, 10s and 1s in 3-digit numbers up to 500			
Able to work with multiples of 10 in numbers up to 500			

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

Dipalo tša go fihla go 500

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla itlwaetša go hlakantša le go ntša dikatišanetšwa tša lesome go fihla ga 100. Morutiši o ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme a fa taelo ya go hlakantša goba go ntša 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 hlakantše/go ntša. Hlohleletša barutwana go rarolla marara ka pela le ka nepagalo ka go gopola dintlha tša palo tšeo ba ithutilego tšona.

Vidiyo ya papadi

Mo papading ye, barutwana ba bitša dipalo gomme ba tseba masome ao a di latelago. Barutwana ba tla balela gore ke bokgole bjo bo kaakang go ya ga lesome la go latela. Go bohlokwa gore barutwana ba kgone go tseba masome ka lebelo le ka nepagalo.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga dipalo tša go fihla go 500. Re tšwetša pele mošomo woo re o dirilego bekeng ya go feta (dipalo tša go fihla go 100). Re tla tsepelela ga:

- go šoma ka dikatišo tša 10 go aga dipalo tša go fihla ga makgolo.
- go šoma ka dipaterone go dikatišo tša 10.
- tswalano magareng ga ma100, ma10 le metšo. Barutwana ba tla bona le go bolela ka dipalo tša mono-3 tša go fihla ga 500 di emelwa ke dipoloko tša sehlopha sa 10, dikarata tša go aga palo, sekwere sa 1000 le go šomiša dikapalo.

Seo o ka se lebelelago mo bekeng ye

- Dikemedi tšeo barutwana ba tlogo šoma ka tšona di swana le tša pele, efela mo bekeng ye, go šomišwa sekwere sa 1000. Thuša barutwana go dira dikgokagano magareng ga sekwere sa 100 le sekwere sa 1000. Go dira kgokagano (dikatišo tša 10) go tla tšwela pele go teefatša tsebo le kwešišo ya bona ya kemapalo. Lebelela ka šedi ge eba barutwana ba diradikgokagano tšeo di hlokegago magareng ga diyuniti tšeo di balwago le gore ba ka thoma go bona phapano magareng le go tseba ma100, ma10 le metšo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse. Netefatša gore barutwana ba šomiša tlotlontšu yeo e nepagetšego: **dikatišo**, **metšo**, **ma10**, **ma100**, **kemapalo**.

Numbers to 500

Mental Maths video

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

Game video

In this game, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to be able to identify tens quickly and efficiently.

Conceptual development video

This week we focus on numbers up to 500. We build on work done in the previous week (numbers up to 100). We will focus on:

- working with multiples of 10 to build up to hundreds.
- working with patterns in multiples of 10.
- the relationship between 100s, 10s and 1s. Learners will see and talk about 3-digit numbers up to 500 represented by *base 10 blocks*, *flard cards*, a *1000 square* and using number symbols.

What to look out for this week

- The representations that learners will work with are the same as before, but this week, the *1000 square* is used. Help learners to make connections between the *100 square* and the *1000 square*. Making the link (multiples of 10) will further consolidate their number sense and understanding of place value. Watch carefully that learners are making the necessary connections between the units being counted and that they can start to differentiate between and identify 100s, 10s and 1s.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **multiples**, **1s**, **10s**, **100s**, **place value.**

BEKE 2 • LETŠATŠI 1

Dipalo tše dikgolo go 100

MMETSE WA HLOGO / MENTAL MATHS — HLAKANTŠHA LE GONTSHA DIKATIŠANETŠWA TŠA 10 / ADD AND SUBTRACT MULTIPLES OF 10 → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

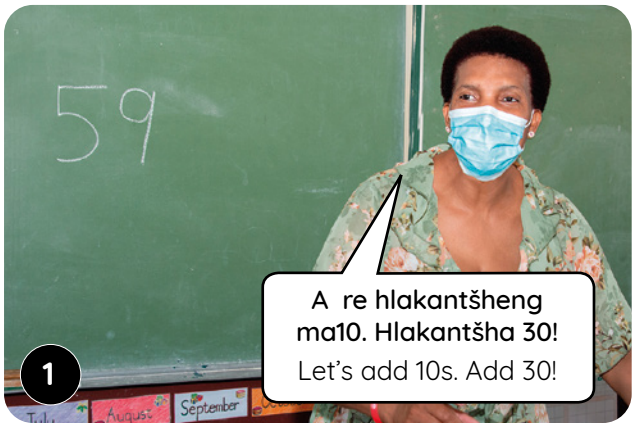
MMETSE WA HLOGO | MENTAL MATHS

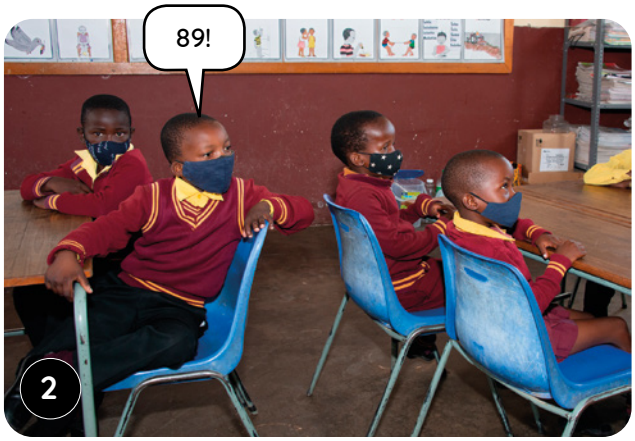
Barutwana ba itlwaetša go hlakantša le go ntša dikatišo tša lesome go ya le go tšwa go palo yeo e filwego.

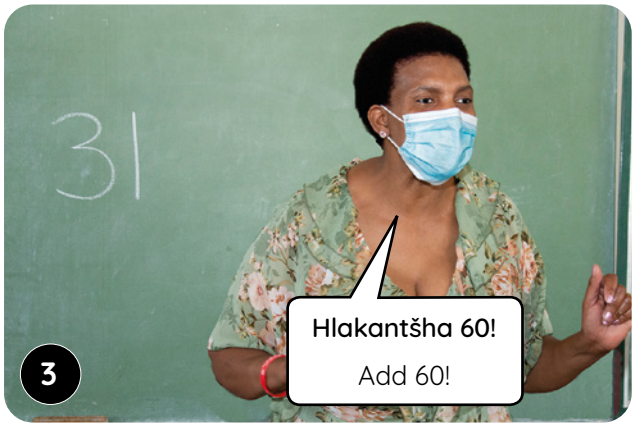
Learners practice adding and subtracting multiples of ten to and from a given number.

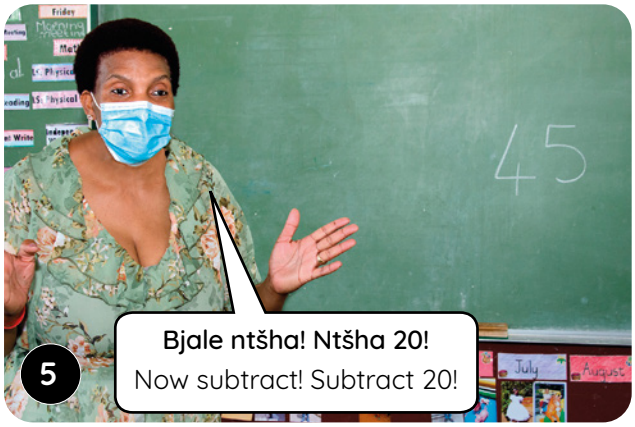
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









Numbers greater than 100

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

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

132

421

399

214

257

418

143

286

428

307

Letšatši 2 Day 2

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

174

422

425

368

163

133

255

371

256

413

Letšatši 3 Day 3

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

235 = _____ + _____ + _____

416 = _____ + _____ + _____

391 = _____ + _____ + _____

142 = _____ + _____ + _____

221 = _____ + _____ + _____

373 = _____ + _____ + _____

438 = _____ + _____ + _____

249 = _____ + _____ + _____

154 = _____ + _____ + _____

425 = _____ + _____ + _____

Letšatši 4 Day 4

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

345 = _____ + _____ + _____

115 = _____ + _____ + _____

468 = _____ + _____ + _____

272 = _____ + _____ + _____

326 = _____ + _____ + _____

311 = _____ + _____ + _____

189 = _____ + _____ + _____

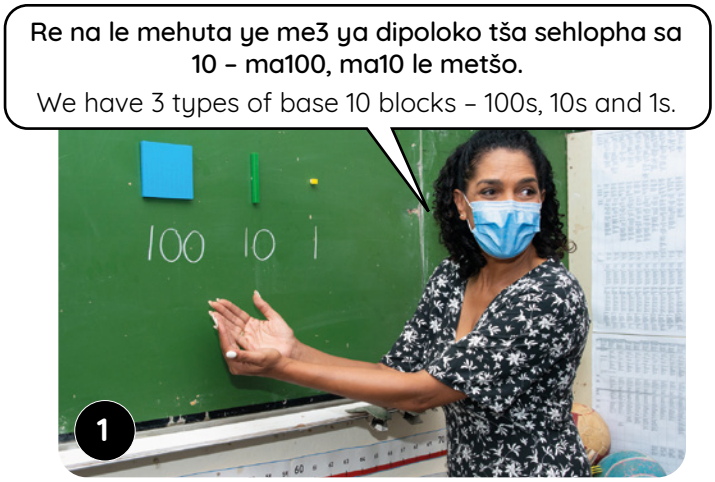
347 = _____ + _____ + _____

434 = _____ + _____ + _____

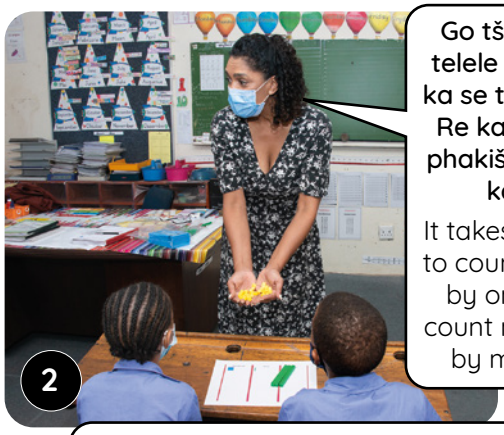
218 = _____ + _____ + _____

Dipalo tše dikgolo go 100

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Re na le mehuta ye me3 ya dipoloko tša sehlopha sa 10 – ma100, ma10 le metšo.
We have 3 types of base 10 blocks – 100s, 10s and 1s.



Go tšea nako ye telele go bala dilo ka se tee ka se tee. Re ka bala ka go phakiša ge re bala ka ma10.
It takes a long time to count things one by one. We can count more quickly by making 10s.

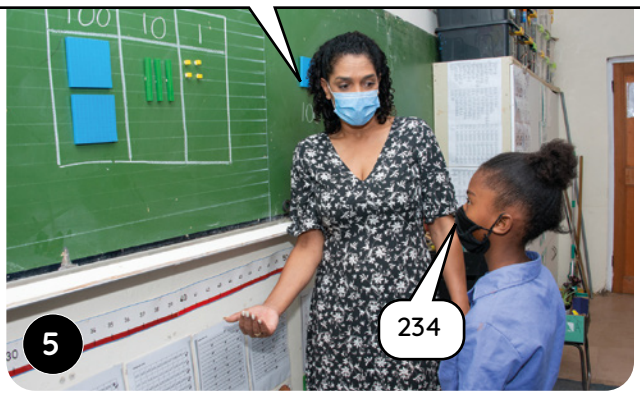
Na go na le metšo ye mekae ka go 10?
How many 1s in 10?

10!

Go bjalo! Na go na le ma10 a makae ka go 100?
Yes! And how many 10s in 100?

Ma10 a lesome ka go 100!
Ten 10s in 100!

Ee! Re ka bontšha dipalo ka go šomiša dipoloko tša sehlopha sa 10. Na ke palo efe yeo ke e bontšhitšego mo?
Yes! We can show numbers using base 10 blocks. What number have I shown here?



234

Ee! Go na le ma100 a mabedi, ma10 a mararo le metšo ye mene.
Yes! There are two 100s, three 10s and four 1s.

Dira mehlala ye mengwe ye mentši ya go swana le wa ka godimo go fa barutwana menyetla ya go lemoga dipalo tša mono-3. Ba swanetše go bitša dipalo ka botlalo le ka tshwanelo. Ba hlohleletše go bitša dipalo tšeo ba di bonago ba šomiša ma100, ma10 le metšo.

Work through many more examples like the one above to provide opportunities for learners to identify 3-digit numbers. They must name the numbers fully and correctly. Encourage them to name the numbers they see using 100s, 10s and 1s.

Numbers greater than 100

BEKE • WEEK 2

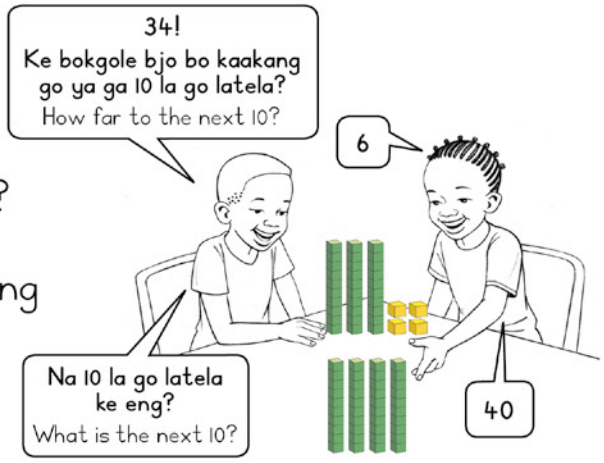
LETŠATŠI 1 • DAY 1

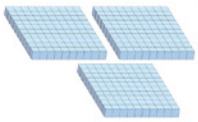
Dipalo tše dikgolo go 100
Numbers greater than 100

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

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

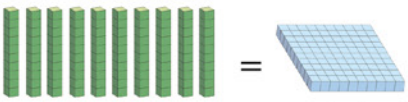
- Šomang ka bobedi.
  Work in pairs.
- Kgetha palo.
  Choose a number.
- Na 10 la go latela ke eng?
  What is the next 10?
- Ke bokgole bjo bo kaakang go ya ga 10 la go latela?
  How far to the next 10?
- Bušeletša gape.
  Do it again!



makgolo hundreds	masome tens	metšo ones
		
3	2	0

makgolotharo-masomepedi
three hundred and twenty

metšo ye lesome = 10 le le tee
ten 1s = one 10



mal0 a lesome = 100 le le tee
ten 10s = one 100

1 Bontšha dipalo tše o šomiša diploko tša sehlopha sa 10.
Show these numbers using base 10 blocks.

137	423	110	495	356	299

12

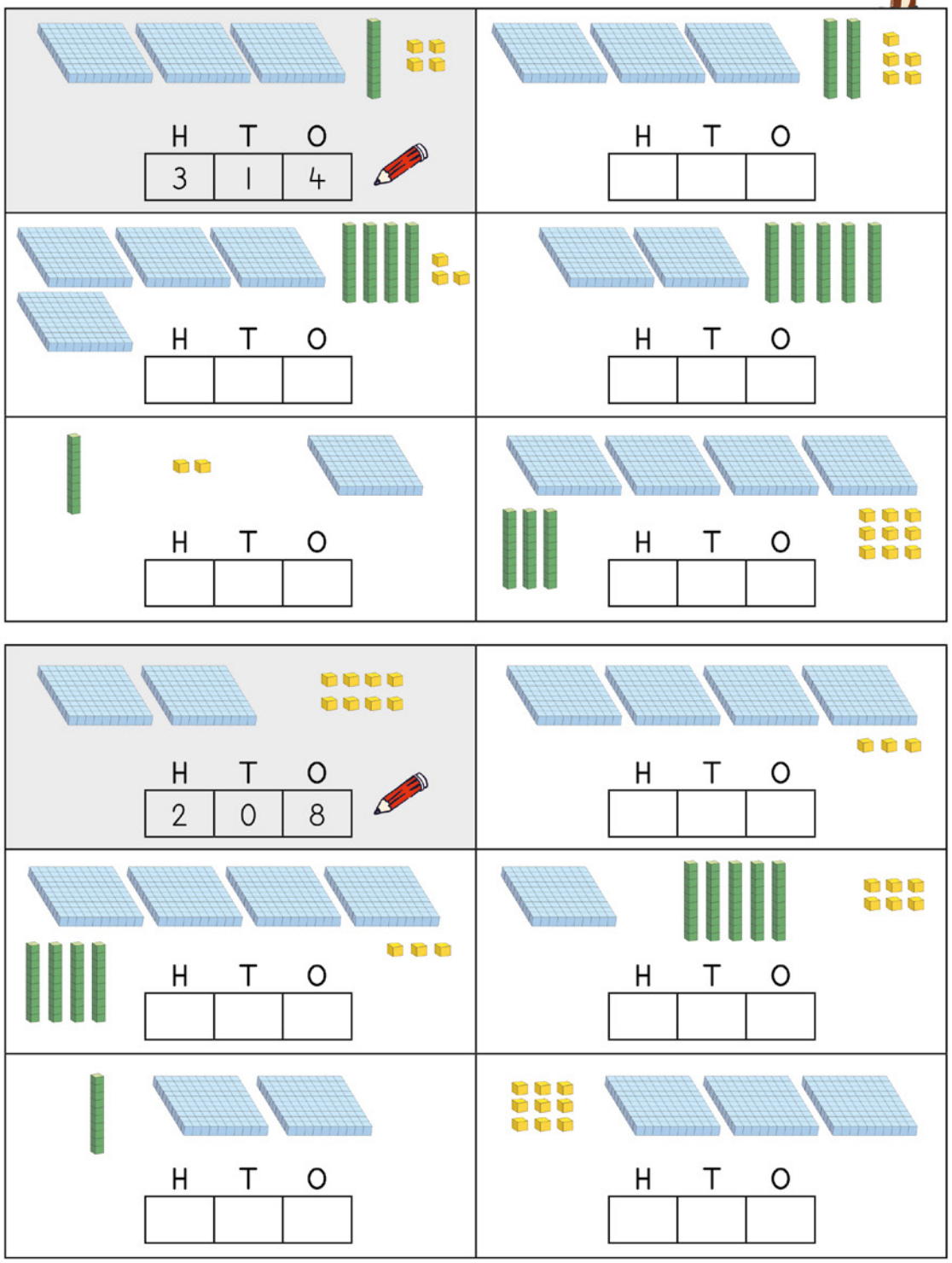
Dipalo tše dikgolo go 100

2 Ngwala palo.

Write the number.

Gopola, ge go se na mal0, ngwala lefeela lefelong la mal0.

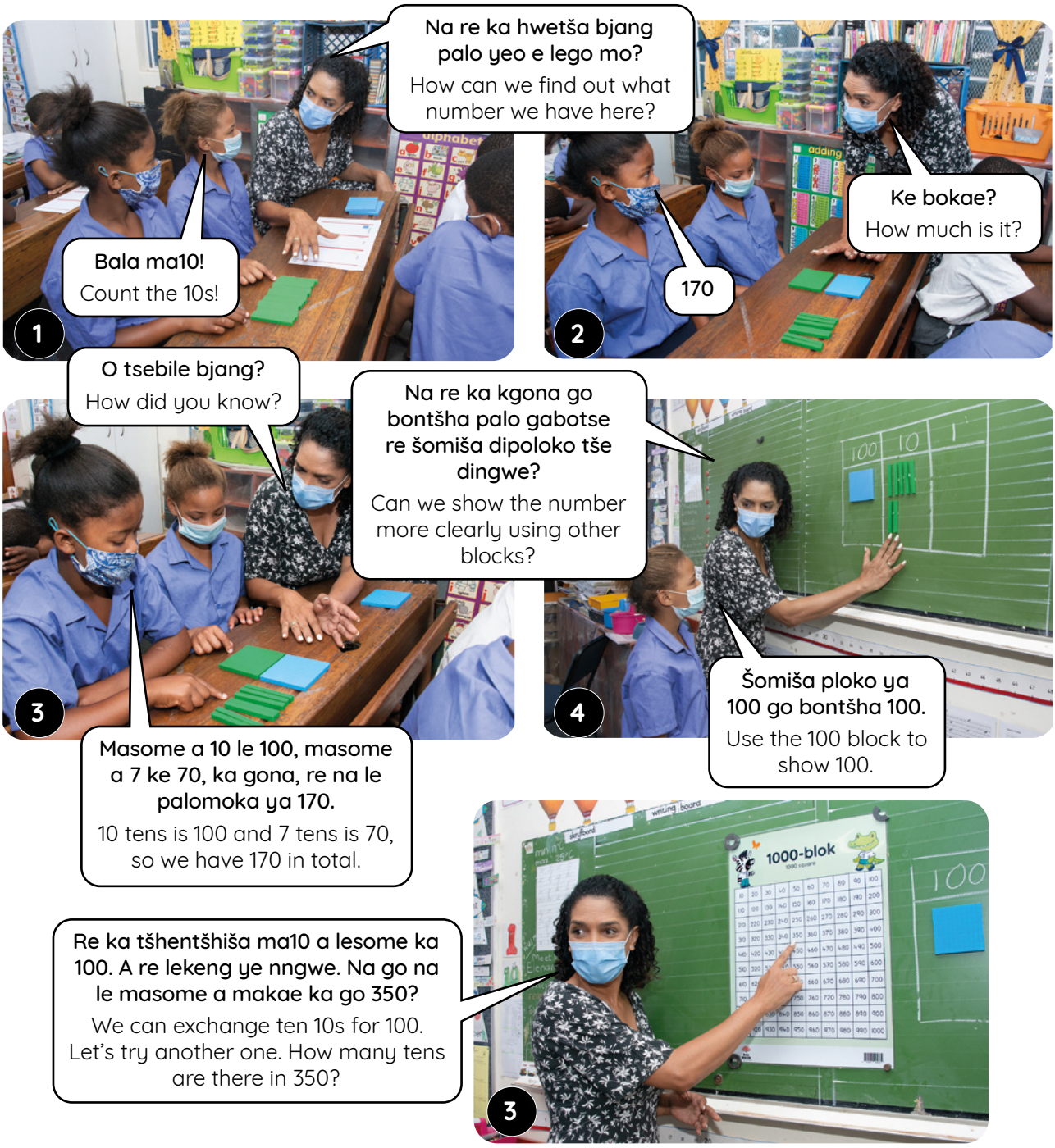
Remember, if there are no 10s, write a zero in the 10s place.



Multiples of 10

MMETSE WA HLOGO — MENTAL MATHS: HLAKANTŠHA LE GONTSHA DIKATIŠANETŠWA TŠA 10 — ADD AND SUBTRACT MULTIPLES OF 10 → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO — WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Efa barutwana menyetla ye mentši ya go šoma ka dikatišo tša 10 le go tšhentšhiša ma10 a lesome ka 100 le le tee.

Provide multiple opportunities for learners to work with multiples of 10 and to exchange ten 10s for one 100.

Dikatišo tša 10 Multiples of 10

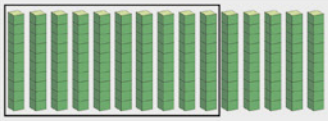
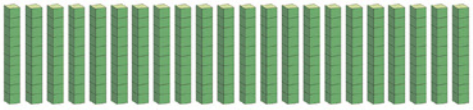
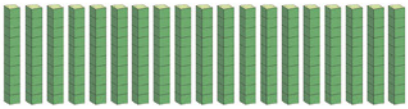
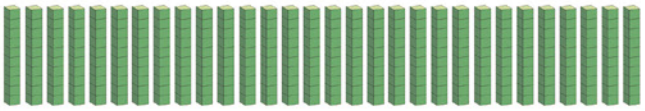
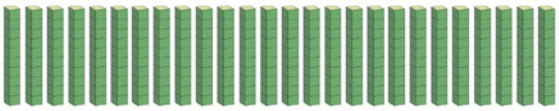
BEKE • WEEK 2

LETŠATŠI 2 • DAY 2

Dikatišo tša 10
Multiples of 10

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

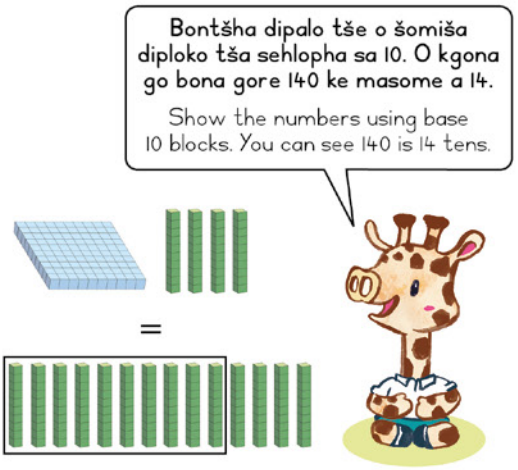
1

	Ke mal0 a makae? How many 10s?	Ke palo efe? What number?
	15	150
		
		
		
		

2 Ke masome a makae?

How many tens?

	masome tens
140	14
320	
490	
280	
430	
370	



14

Multiples of 10

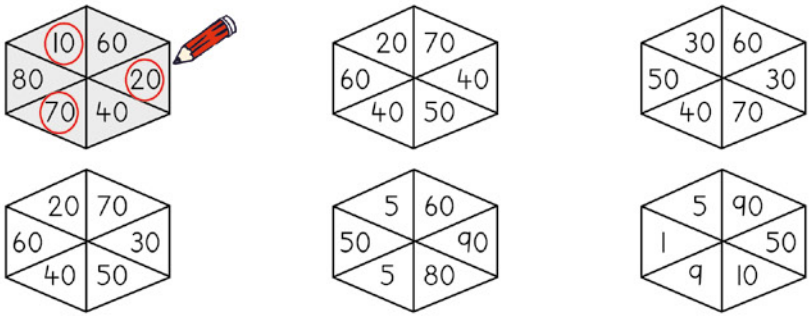
3 Na ke tše kae tšeo di ka dirago 100?

How much to make 100?

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

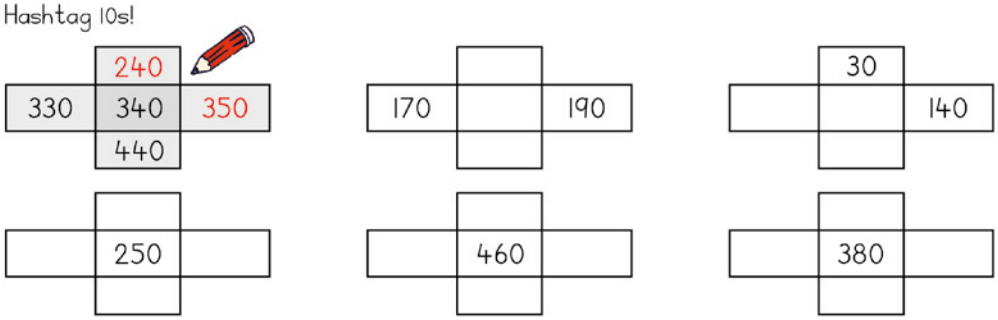
4 Thala sediko go dipalo tše 3 tšeo di dirago 100 ge di hlakana ka sebopegong se sengwe le se sengwe.

Circle 3 numbers that add up to 100 in each shape.



5 Heshtheg mal10!

Hashtag 10s!



6 Feleletša dipaterone tša mal10.

Complete the 10s patterns.

110, 120, 130, 140, 150, 160, 170, ____

340, 350, ____, ____, ____, ____, 400, ____

230, 220, 210, ____, ____, ____, 170, ____

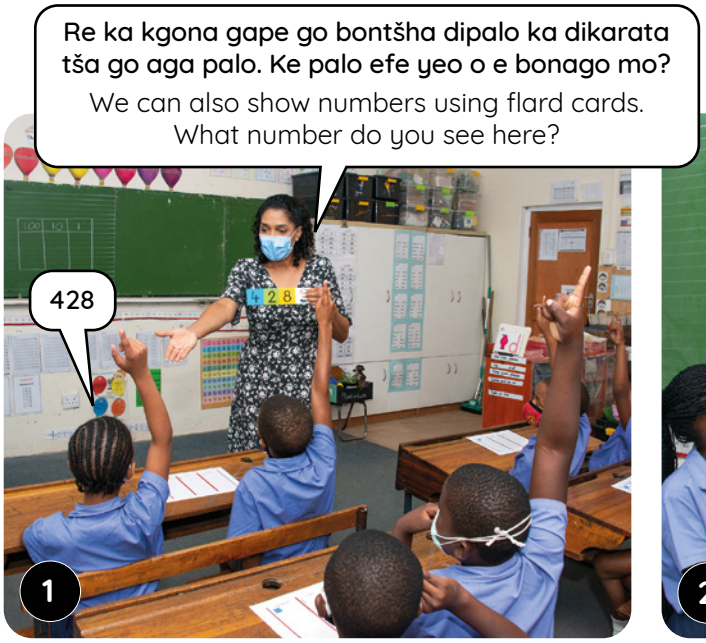
300, ____, ____, ____, ____, 250, 240, ____

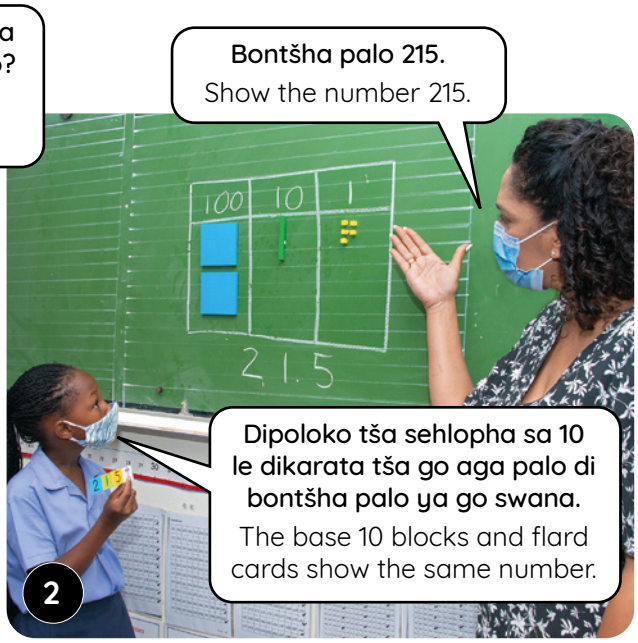
BEKE 2 • LETŠATŠI 3

Dipalo tša go fihla go 500

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ye mentši ya go lemoga le go fa maina a dipalo tša mono-3 ba šomiša dikarata. Bontša dipalo ka mafeela mafelong a ma10 le metšo le go tsebiša barutwana kgonagalo ya go re lefeela e ka ba kemafelo go palo yeo e se nago ma10 le metšo.

Provide multiple opportunities for learners to identify and name 3-digit numbers using flard cards. Show numbers with zeros in the 10s and 1s places as well to familiarise learners with the possibility that there can be a zero as a place holder in a number which has no 10s or 1s.

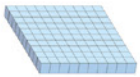
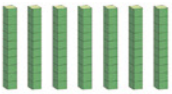
Day 3 Numbers up to 500

BEKE • WEEK 2

LETŠATŠI 3 • DAY 3

Dipalo tša go fihla go 500
Numbers up to 500

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

makgolo hundreds	masome tens	metšo ones
		
1 0 0	7 0	6

1 7 6

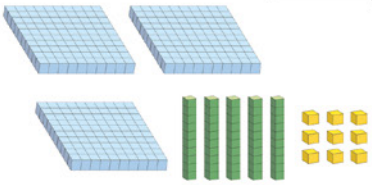
H	T	O
1	7	6

Re ka šomiša dikarata go bontšha dipalo tša mono-3. Bona gore o ka bontšha bjang palo 176.

We can use flard cards to show 3-digit numbers. Look at how to show the number 176.

O dira ka tsela ye! Bontšha 359.

This is how you do it! Show 359.



3 5 9

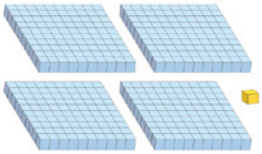
1 Bontšha ka dikarata le diploko tša sehlopha sa 10.

Show with flard cards and base 10 blocks.

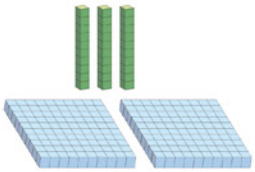
421	115	297
426	352	283

Bontšha 401 le 230. Lebelela bolefeela lefelong la mal0 le metšo.

Show 401 and 230. Look out for zeros in the 10s and 1s place.



4 0 1



2 3 0

2 Bontšha ka dikarata le diploko tša sehlopha sa 10.

Show with flard cards and base 10 blocks.

101	250	405	208	360	500

16

Dipalo tša go fihla go 500

3 Ngwala palo.

Write the number.

5 100 20 H T O 1 2 5	200 8 90 H T O 	70 400 2 H T O
200 5 H T O 	4 100 H T O 	60 300 H T O
7 80 H T O 	8 200 H T O 	400 90 H T O
400 8 H T O 	5 300 H T O 	10 100 H T O

4 Thala sediko ga dipalo tšeo di dirago palo ya ka godimo.

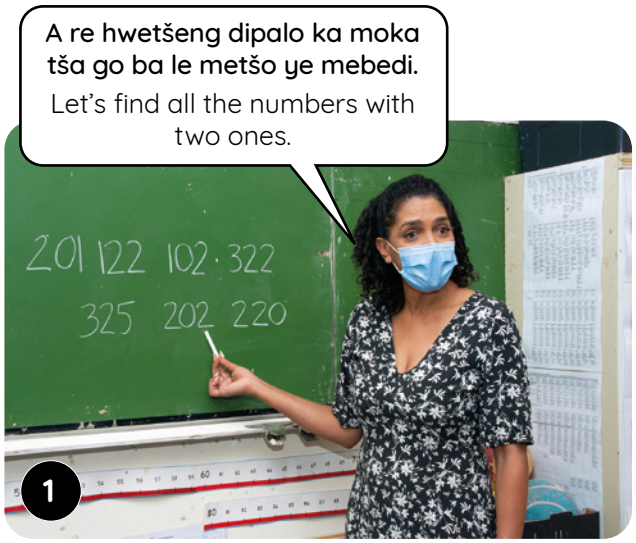
Circle the numbers that make the number at the top.

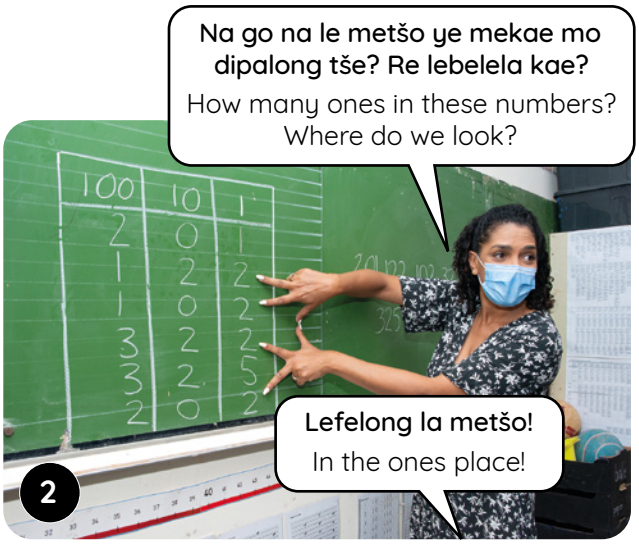
2 3 1 300 200 30 20 2 1	4 2 5 5 40 20 4 500 400	2 7 0 20 7 2 70 200 700
3 1 5 100 300 50 30 10 5	1 0 6 60 100 6 0 10 1	4 0 3 300 400 30 40 10 3
2 6 1 600 200 20 60 1 2	3 9 5 50 90 900 500 300 5	2 0 7 200 70 2 20 7 700

More numbers up to 500

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Iphe nako ya go ahlaahla dipalo ka moka mošongwaneng wa mathomo. Na go na le metšo ye mekae? Netefatša gore barutwana ba kgona go šomiša tafola ya kemapalo.

Take time to discuss all the numbers in the first activity. How many 1s are there? Make sure learners know how to use the place value table.

Hlohleletša barutwana ba šomiše tafola ya kemapalo go dira gore go be bonolo go lemoga ma100, ma10 le metšo go palo yeo e filwego. Ba fe menyetla yeo e lekanego ya go šoma mmogo ka mehlala pele ga ge ba fetela pele ga mošomo wa go ikemela.

Encourage learners to use a place value table to make it easier to identify the 100s, 10s and 1s in a given number. Allow ample opportunities for learners to work through examples together before moving on to the independent work.

Dipalo tše dingwe gape tša go fihla go 500

BEKE • WEEK 2

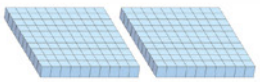
LETŠATŠI 4 • DAY 4

Dipalo tše dingwe gape tša go fihla go 500

More numbers up to 500

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

Ga go na mal0.
Lefelo le tšewa ke lefeela.
There are no 10s. Zero holds the place.

makgolo hundreds	masome tens	metšo ones
		
2	0	1

makgolopedi-tee
two hundred and one

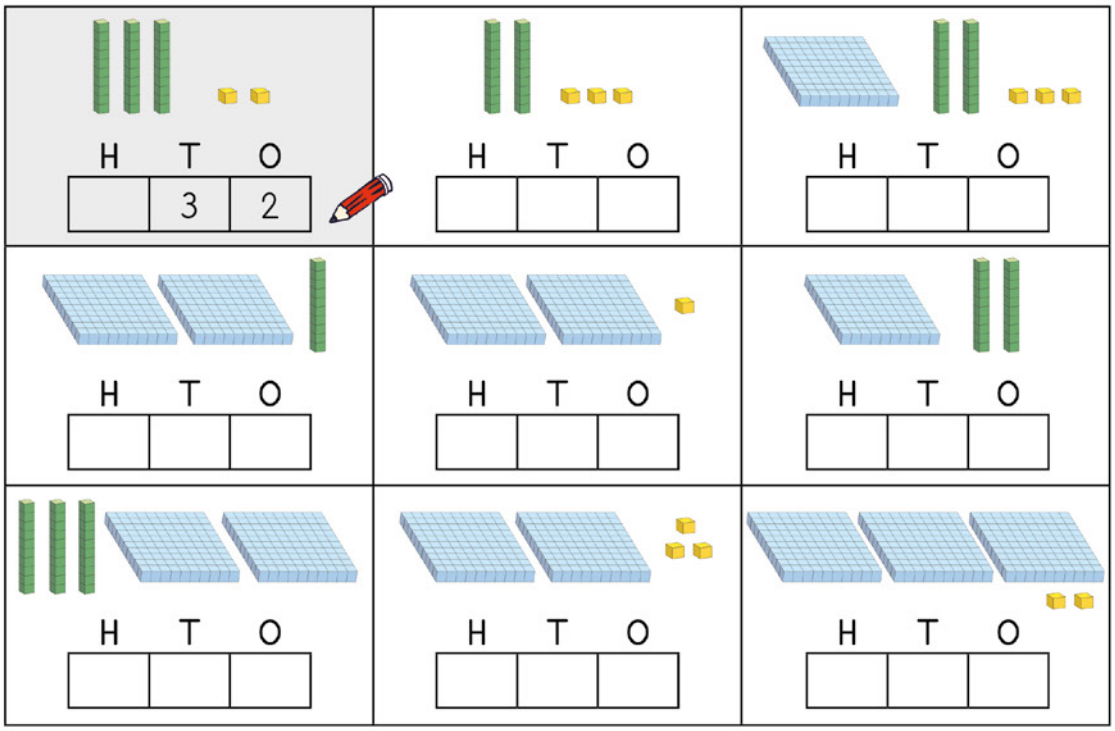
metšo ye 10 = lesome le 1
10 ones = 1 ten

masome a 10 = lekgolo le 1
10 tens = 1 hundred

1 Bontša palo o šomiša diploko tša sehlopha sa 10.
Show the number using base 10 blocks.

305	220	355	409	184	506

2 Ngwala palo.
Write the number.



18

More numbers up to 500

3 Thala sediko go dipalo tša maleba mothalading wo mongwe le wo mongwe.

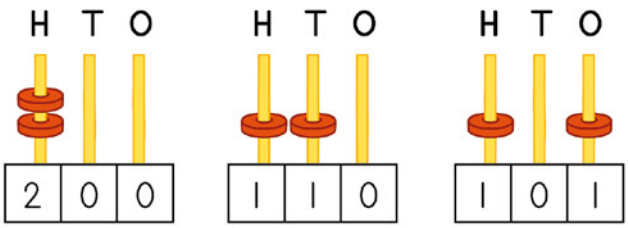
Circle the suitable numbers in each row.

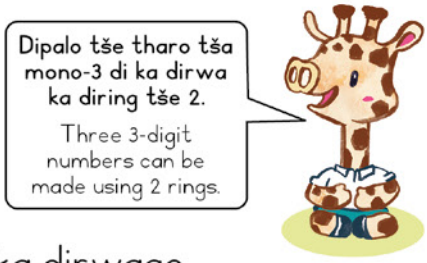
Go na le makgolo a mararo. There are three hundreds.	130	310	403	103	318	133	301
Ga go na makgolo. There are zero hundreds.	500	100	80	99	401	75	109
Ga go na metšo. There are zero ones.	301	400	410	320	20	101	202
Go na le motšo o tee. There is one one.	101	11	110	100	1	111	112
Ga go na masome. There are zero tens.	400	410	301	205	210	10	101
Go na le makgolo a ma2 le metšo ye me2. There are 2 hundreds and 2 ones.	122	202	422	292	422	252	212

4 Rarolla.

Solve.

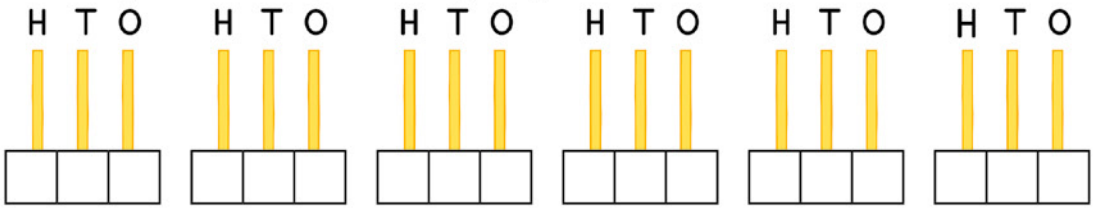
27 + 7 = ____	17 + 17 = ____	32 – 14 = ____
35 – 16 = ____	37 – 27 = ____	46 + 9 = ____





5 Na ke dipalo dife tša mono-3 tšeo di ka dirwago ka diring tše 3? Thala o be o ngwale palo.

Which 3-digit numbers can you make using 3 rings? Draw and write the number.



Kelo le teefatšo

BEKE • WEEK 2

LETŠATŠI 5 • DAY 5

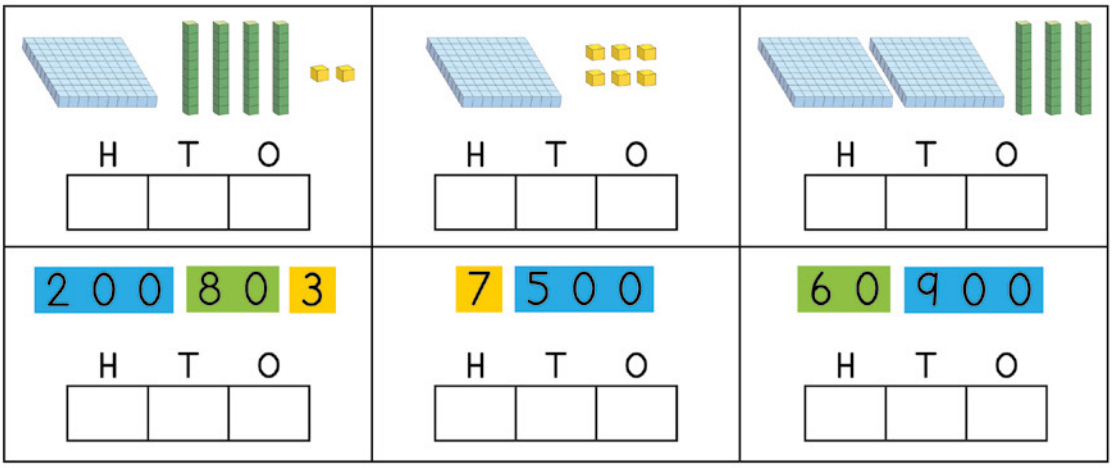
Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Ngwala palo.

Write the number.



2 Ke masome a makae?

How many tens?

150		480	

3 Thala sediko go dipalo tšeo di nago le masome a ma5.

Circle the numbers that have 5 tens.

150	510	405	105	518	155	501

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
100, mal0 le metšo	100s, 10s and 1s
kemapalo	place value
10 ke metšo ye 10.	10 is ten 1s.
100 ke mal0 a lesome.	100 is ten 10s.
295 ke mal00 a mabedi, mal0 a senyane le metšo ye mehlano.	295 is two 100s, nine 10s and five 1s.
Dikatišo tša 10 ke 10, 20, 30 ...	Multiples of 10 are 10, 20, 30 ...

20

Assessment and consolidation

Teefatšo | Consolidation

1 Bontšha ka diploko tša sehlopha sa 10 le dikarata.

Show with base 10-blocks and flard cards.

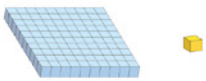
133	331	313	205
250	400	490	409

Lebelela kemapalo ya mono wo mongwe le wo mongwe ka šedi mo palong. Netefatša gore o tšea palo yeo e nepagetšego ya mal00, mal0 le metšo. Somang ka bobedi!

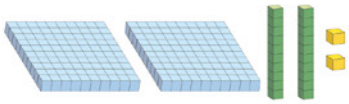
Look carefully at the place value of each digit in the number. Make sure you put out the correct number of 100s, 10s and 1s. Work in pairs!

2 Ngwala palo.

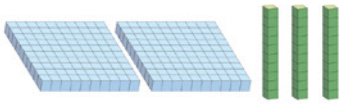
Write the number.



H T O



H T O



H T O

300 70	50 9 400	8 200
H T O	H T O	H T O

3 Heshtheg mal0!

Hashtag 10s!

	170	

	320	

	440	

4 Feleletša dipaterone tša 10.

Complete the patterns of 10.

220, 230, _____, _____, _____, _____, 280, _____

340, 330, 320, _____, _____, _____, 280, 270

380, 390, _____, _____, _____, 430 440, _____

Go bapetša le go latelanya dipalo tša go fihla go 500

	Didirišwa
Mmetse wa hlogo: Mpontšhe palo!	Dikarata tša go aga palo (morutiši le morutwana)
Papadi: Na ke ma10 a makae? Na ke metšo ye mekae?	Dikarata tša go aga palo

Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go latelanya le go bapetša dipalo	Puku ya Mešomo ya Morutwana, mothalopalo wa go se be le selo
2	Go latelanya le go bapetša dipalo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
3	Palo yeo e katološitšwego ka ma100	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, dikarata tša go aga palo
4	Go hlakantša le go ntša dikatišo tša 10	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
šomiša kwešišo ya gagwe ya kemapalo go bapetša dipalo tša go fihla go 500.	
šoma ka go lokologa ka dipalo tša go fihla go 500.	
bolela ka ma100, ma10 le metšo go dipalo tša go fihla go 500.	
ngwala dipalo a šomiša palo yeo e katološitšwego ka ma100, ma10 le metšo.	
šoma ka dikatišo tša 10.	

Kelo

Kelo ya go ngwalwa: Go bapetša le go latelanya dipalo

Rekhota moputso godimo ga palomoka ya 20 letlakaleng la meputso la kotara.

Comparing and ordering numbers up to 500

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

Day	Lesson activity	Lesson resources
1	Sequencing and comparing numbers	LAB, *blank number line*
2	Comparing and ordering numbers	LAB, *base 10 blocks*
3	Expanded notation with 100s	LAB, *base 10 blocks, flard cards*
4	Addition and subtraction of multiples of 10	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
apply their understanding of place value to compare numbers up to 500.	
work comfortably with numbers up to 500.	
speak about 100s, 10s and 1s in numbers up to 500.	
write numbers using expanded notation in 100s, 10s and 1s.	
work with multiples of 10.	

Assessment

Written assessment: Comparing and ordering numbers

Record a mark out of 20 in the term mark sheet.

Go bapetša le go latelanya dipalo tša go fihla go 500

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 morutiši a ka bitša palo ke moka a botša barutwana gore ba e bontšhe ba šomiša dikarata tša bona tša go aga palo.

Vidiyo ya papadi

Mo papading ye, barutwana ba hlahlamolla dipalo tša mono-2. Ba swanetše go bontšha le go tseba ma10 le metšo go palo ye nngwe le ye nngwe le go emela dipalo ba šomiša dikarata tša go aga palo. Katološa mohlwaela wa palo go ya ga dipalo tša mono-3 ge barutwana ba raloka gabotse ka dipalo tša mono-2.

Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga go bapetša le go beakanya dipalo go fihla go 500. Re tla šoma ka dipalo tša go fihla go 500 le go feta palo 100 yeo e tsebišitšwego mo bekeng ya go feta. Re tla tsepelela ga:

- tswalano magareng ga metšo, ma10 le ma100 ge ba le gare ba šoma ka dikemedi tša mehutahuta tša dipalo.
- go latelanya le go bapetša dipalo godimo ga methalopalo le dikamanong tše dingwe.
- go ngwala dipalo tša mono-3 ka go šomiša ma100, ma10 le metšo go palo yeo e katološitšwego le go hlakantša dikatišo tša 10.
- go šoma ka dikatišo tša 10.

Seo o ka se lebelelago mo bekeng ye

Tšwela pele ka go lebelela barutwana go bona gore ba teefatša ba teefatša tsebo le kwešišo ya bona ya kemapalo go dipalo tša go fihla ga 500, tša go akaretša ma100, ma10 le metšo.

- Go šomišwa methalopalo beke ye go bapetša dipalo le go bontšha dikatišo tša 10. Netefatša gore barutwana ba tseba go bea dipalo ka tshwanelo le go ya pele le morago godimo ga mothalopalo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go godiša polelo ya bona ya mmetse. Netefatša gore barutwana ba šomiša tlotlontšu ya maleba: **metšo**, **ma10**, **ma100**, **kemapalo**, **kgolo/kgolokgolo go**, **nnyane go**, **ntši go**, **nnyane go**, **lekana le**, **kgolokgolo/ kgolokgolokgolo**, **nnyanenyane.**

Comparing and ordering numbers up to 500

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 *flard cards*, and the learners will call out the number. Alternatively, call out a number and tell learners to show it using their flard cards.

Game video

In this game, learners deconstruct 2-digit numbers. They must show and identify the 10s and 1s in each number and represent the numbers using the flard cards. Extend the number range to 3-digit numbers when learners are playing fluently with 2-digit numbers.

Conceptual development video

This week we focus on comparing and ordering numbers up to 500. We will work with numbers up to 500 going beyond the number 100 which was introduced in the previous week. We will focus on:

- the relationship between 1s, 10s and 100s while working with various representations of numbers.
- sequencing and comparing numbers on number lines and in other contexts.
- writing 3-digit numbers using 100s, 10s and 1s in expanded notation and adding multiples of 10.
- working with multiples of 10.

What to look out for this week

- Continue observing learners closely to see that they are consolidating their knowledge and understanding of place value in numbers up to 500, involving 100s, 10s and 1s.
- Number lines are used this week to compare numbers and show multiples of 10. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **1s**, **10s**, **100s**, **place value**, **bigger/greater than**, **smaller than**, **more than**, **less than**, **equal to**, **biggest/greatest**, **smallest**.

Go bapetša le go latelanya dipalo

MMETSE WA HLOGO / MENTAL MATHS → MPONTŠHE PALO (DIKARATA) / SHOW ME A NUMBER (FLARD CARDS) → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

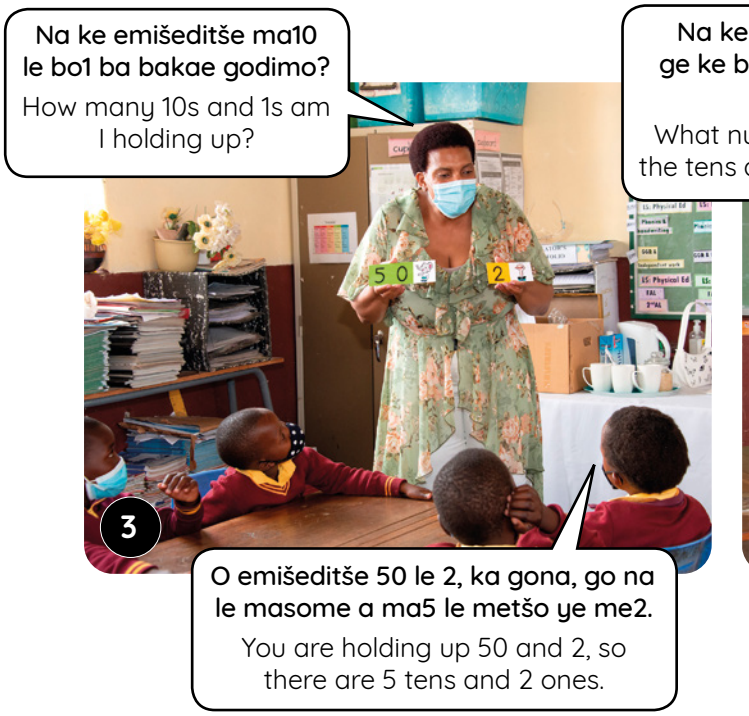
MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata tša go aga palo go aga dipalo le go bolela ka ma10 le metšo.

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

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

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



Sequencing and comparing numbers

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Šomiša dipoloko go rarolla.
Solve using blocks.

43 + 36 = _____

35 + 44 = _____

61 + 24 = _____

18 + 51 = _____

52 + 34 = _____

65 – 14 = _____

95 – 61 = _____

39 – 27 = _____

87 – 54 = _____

55 – 11 = _____

Letšatši 2 Day 2

Šomiša dipoloko go rarolla.
Solve using blocks.

71 + 22 = _____

14 + 85 = _____

37 + 32 = _____

52 + 43 = _____

22 + 52 = _____

96 – 65 = _____

39 – 16 = _____

48 – 36 = _____

83 – 52 = _____

75 – 44 = _____

Letšatši 3 Day 3

Šomiša dipoloko go rarolla.
Solve using blocks.

43 + 32 = _____

18 + 71 = _____

62 + 25 = _____

54 + 33 = _____

71 + 18 = _____

85 – 41 = _____

35 – 23 = _____

59 – 37 = _____

87 – 54 = _____

96 – 60 = _____

Letšatši 4 Day 4

Šomiša dipoloko go rarolla.
Solve using blocks.

61 + 26 = _____

24 + 45 = _____

37 + 32 = _____

12 + 73 = _____

54 + 41 = _____

95 – 61 = _____

79 – 27 = _____

39 – 25 = _____

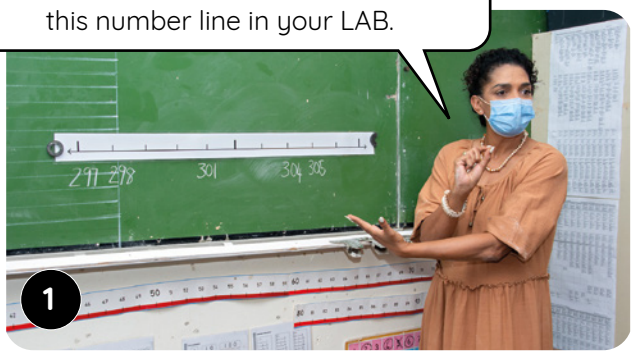
56 – 44 = _____

82 – 61 = _____

Go bapetša le go latelanya dipalo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

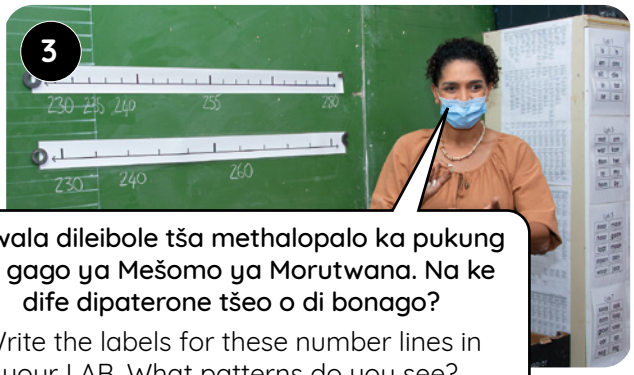
Ngwala dileibole tša dipalo ka moka godimo ga mothalopalo ka pukung ya gago ya Mešomo ya Morutwana.
Write the labels for all the numbers on this number line in your LAB.



Thala sediko go dipalo tše nnyane go 301 o be o thale khutlonne go dikologa dipalo tše dikgolo.
Circle the numbers less than 301 and draw a rectangle around the bigger numbers.

Ahlaahlang ka tsela yeo dipalo di golago ka gona godimo ga mothalopalo ge o eya go la go ja, le ka moo di nyenyefalago ka gona ge o eya go la nngele. Efa barutwana sebaka sa go lebelela ba lemoge dipalo tše dikgolo le tše nnyane go 301. Bušeletša ka dipalo tše dingwe godimo ga mothalopalo (go fa mohlala, 234-244, 100-209, 458-468).

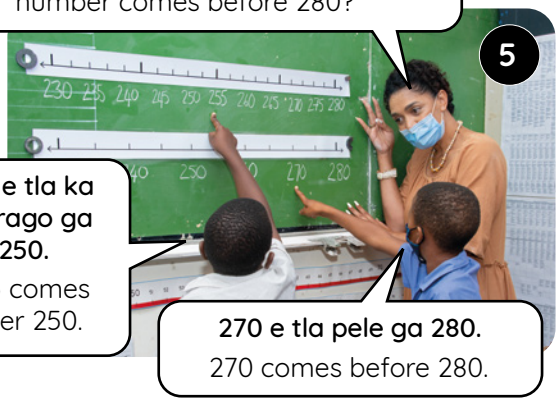
Discuss the way numbers get bigger on a number line when you go to the right, and smaller when you go to the left. Let learners identify the numbers bigger and smaller than 301. Repeat with other numbers on the number line (for example, 234-244; 199-209, 458-468).



Ngwala dileibole tša methalopalo ka pukung ya gago ya Mešomo ya Morutwana. Na ke dife dipaterone tšeo o di bonago?
Write the labels for these number lines in your LAB. What patterns do you see?

Di ngwetšwe ka ma10 le ka bo5.
They are labelled in 10s and in 5s.

Ke palo efe yeo e tlago ka morago ga 250, ke palo efe yeo e tlago pele ga 280?
What number comes after 250 and what number comes before 280?



255 e tla ka morago ga 250.
255 comes after 250.

270 e tla pele ga 280.
270 comes before 280.

Barutwana ba hloka go itlwaetša kudu ka go latelanya le go bapetša dipalo tša mohlwaela wa godimo wa dipalo tša go ya go 500. Ba fe menyetla ye mentši ya go tlatša le go bapetša methalopalo le go ba hlohleletša go bolela ka dilo tšeo ba di šomišago go bapetša dipalo.

Learners need a lot of practice with sequencing and comparing numbers in the higher number range to 500. Provide multiple opportunities for them to label and compare number lines and encourage them to talk about what they use to compare the numbers.

Sequencing and comparing numbers

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

Go latelanya le go bapetša dipalo
Sequencing and comparing numbers

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

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

- Bontšha palo o šomiša dikarata tša gago dikarata.
  Show the number using your flard cards.
- Na ke mal0 a makae?
  Na ke metšo ye mekae?
  How many 10s? How many 1s?
- Ke palo efe?
  What number?
- E leke ka mal00, mal0 le metšo.
  Try it with 100s, 10s and 1s.

1 Feleletša go tlatša dipalo tša methalopalo.
Complete the numbering of the number lines.

297 298 ___ ___ 301 ___ ___ 304 305 ___ ___

230 ___ 240 ___ ___ ___ 260 ___ ___ ___ ___

2 Mothalong wo mongwe le wo mongwe, thala sediko go dikologa palo ye nnyanenyane o be o thale khutlonne go dikologa palo ye kgolokgolo.
In each row, draw a circle around the smallest number and a rectangle around the biggest one.

165	38	59	132	209	170	62
83	114	162	58	91	136	108
148	161	94	138	183	115	149
190	172	128	176	118	127	104
82	103	64	152	37	117	135
167	127	119	191	146	163	185

22

Go bapetša le go latelanya dipalo

3 Feleletša go tlatša dipalo tša methalopalo.

Complete the numbering of the number lines.

291 292 293 294 295 ___ ___ ___ ___ ___ ___

105 ___ 115 ___ 125 ___ 135 ___ ___ ___ ___

350 351 ___ ___ ___ ___ 356 ___ ___ ___ ___

220 230 ___ ___ 260 ___ ___ ___ ___ 310 ___

412 ___ ___ 415 416 417 ___ ___ ___ ___ 422

370 380 390 ___ ___ ___ ___ ___ ___ ___ 470

285 290 295 300 ___ ___ ___ ___ 325 ___ ___

4 Ke efe palo ye kgolo? E bontšhe godimo ga mothalopalo.

Which number is bigger? Show it on the number line.

410 goba (or) 380 — 380 | 410

810 goba (or) 930 — ___ ___

770 goba (or) 690 — ___ ___

5 Ngwala dipalo tše ka tatelano, o thome ka ye nnyanenyane go ya go ye kgolokgolo.

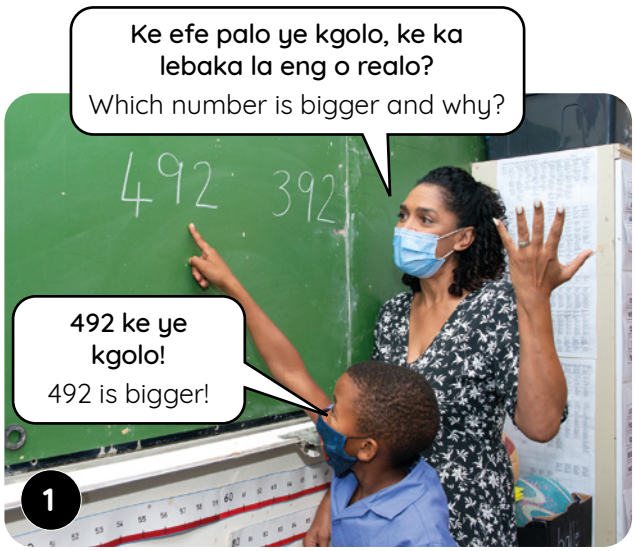
Write these numbers in order from smallest to biggest.

305, 350, 335	305, 335, 350	480, 88, 189	
209, 219, 129		89, 98, 88	

Comparing and ordering numbers

MMETSE WA HLOGO MENTAL MATHS | MPONTŠHE PALO (DIKARATA) SHOW ME A NUMBER (FLARD CARDS) → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO WORKSHEETS

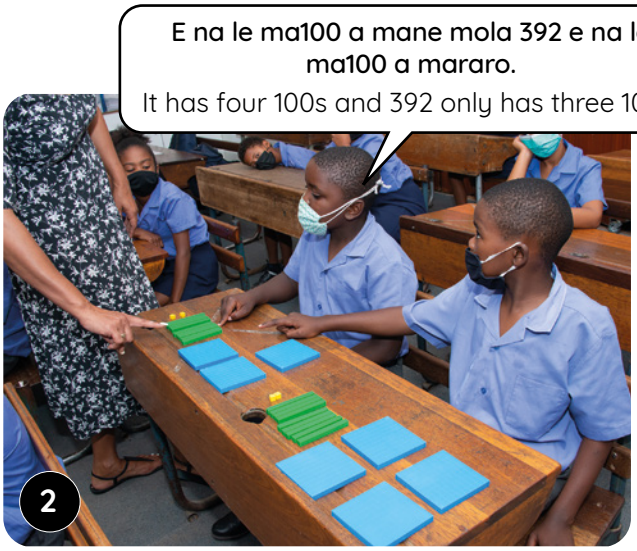
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ke efe palo ye kgolo, ke ka lebaka la eng o realo?
Which number is bigger and why?

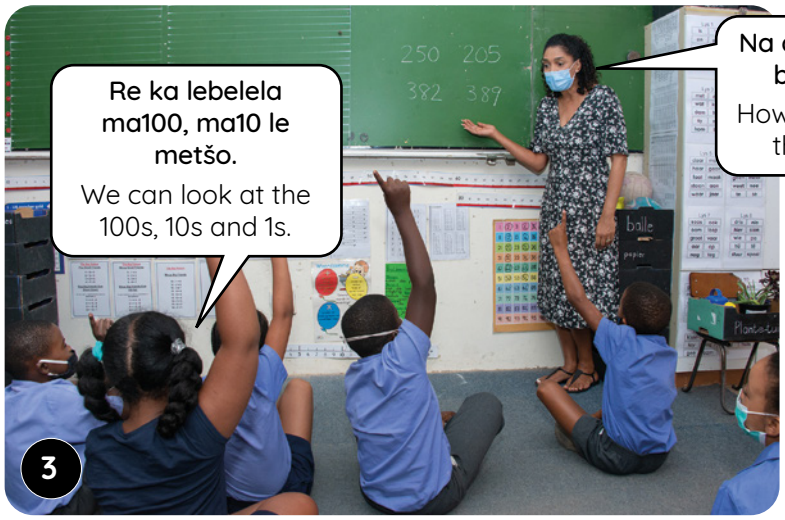
492 ke ye kgolo!
492 is bigger!

1



E na le ma100 a mane mola 392 e na le ma100 a mararo.
It has four 100s and 392 only has three 100s.

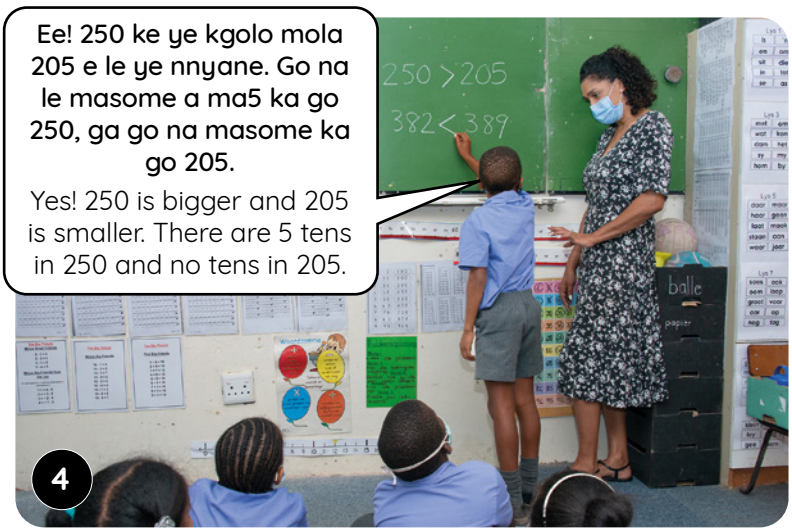
2



Na dipalo tše re ka di bapetša bjang?
How can we compare these numbers?

Re ka lebelela ma100, ma10 le metšo.
We can look at the 100s, 10s and 1s.

3



Ee! 250 ke ye kgolo mola 205 e le ye nnyane. Go na le masome a ma5 ka go 250, ga go na masome ka go 205.
Yes! 250 is bigger and 205 is smaller. There are 5 tens in 250 and no tens in 205.

4

Efa barutwana menyetla ye mentši ya go bapetša le go latelanya dipalo go mohlwaela wa dipalo tša go ya go 500. Ba hlohleletše go bolela ka dipapetšo magareng ga ma100, ma10 le metšo ge ba dira bjalo.

Provide multiple opportunities for learners to compare and order numbers in the range up to 500. Encourage them to talk about the comparisons between 100s, 10s and 1s as they do so.

Go bapetša le go latelanya dipalo

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Go bapetša le go latelanya dipalo

Comparing and ordering numbers

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

1

	100	10	1
379	3	7	9
101			
290			
38			
493			
70			
405			
211			
300			

Bontša dipalo ka diploko tša sehlopha sa 10. Na ke mal00, mal0 le metšo ye mekae?

Show these numbers with base 10 blocks. How many 100s, 10s and 1s?

2 Tlatša maswao ao a nepagetšego.

Fill in the correct signs.

> ye kgolo go- greater than	< e fetwa ke- less than	= e lekana le equal to
100 _>_ 90	380 ____ 380	31 ____ 44
101 ____ 110	430 ____ 423	46 ____ 360
398 ____ 398	253 ____ 252	375 ____ 357
411 ____ 390	156 ____ 266	500 ____ 500
257 ____ 157	180 ____ 210	478 ____ 200

24

Comparing and ordering numbers

3 Bala ka metšo. Ke palo efe yeo e tlago pele le ka morago?

Count in 1s. Which number comes before and after?

239	240	241
	402	
	296	
	350	
	391	
	396	
	108	

	123	
	417	
	405	
	119	
	477	
	312	
	214	

	449	
	152	
	219	
	452	
	375	
	476	
	479	

4 Ngwala dipalo ka tatelano go tloga go ye kgolokgolo go ya go ye nnyanenyane.

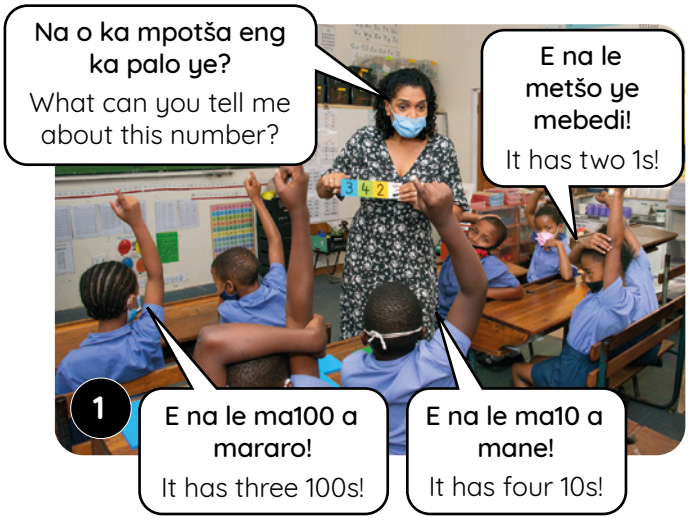
Write in order from biggest to smallest.

434, 444, 344	444, 434, 344
77, 78, 87	
333, 404, 440	
289, 298, 288	
180, 280, 99	

Palo yeo e katološitšwego ka ma100

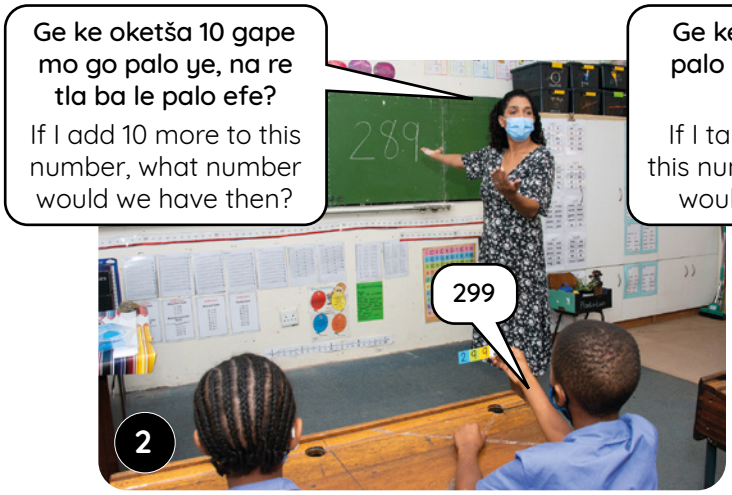
MMETSE WA HLOGO (MENTAL MATHS): MPONTŠHE PALO (DIKARATA) (SHOW ME A NUMBER (FLARD CARDS)) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

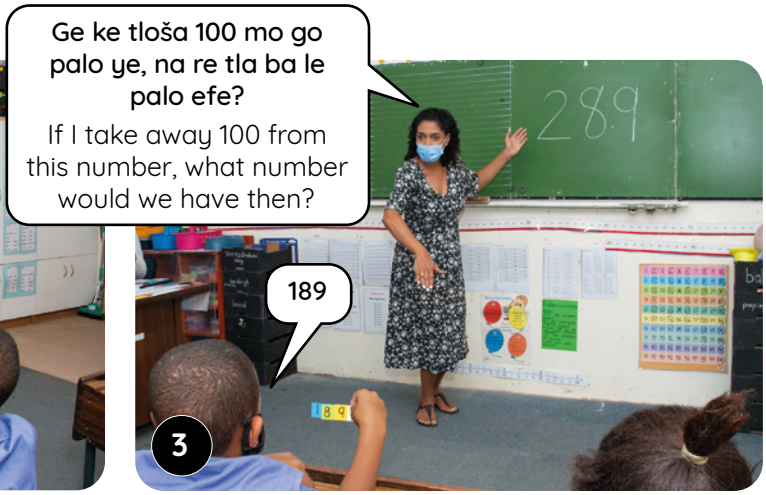
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

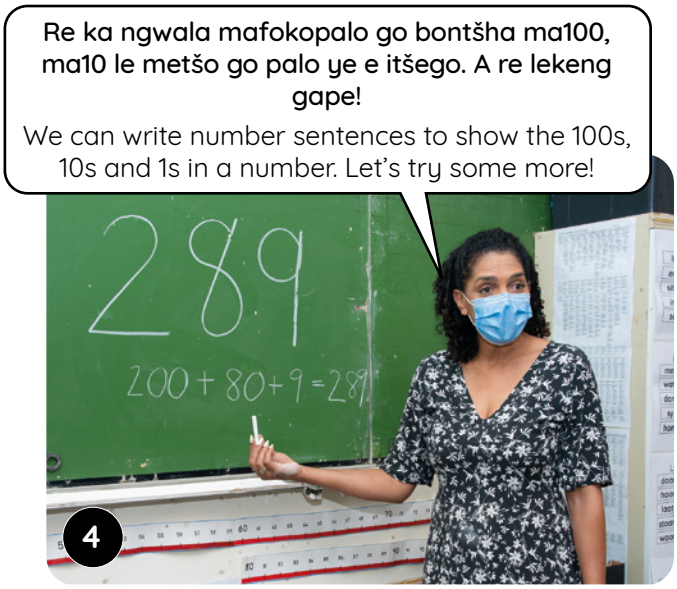


Bitša dipalo tše mmalwa tša mono-tharo o kgopele barutwana ba di bontšhe ka dipoloko tša sehlopha sa 10 le dikarata tša go aga palo. Efa barutwana menyetla ya go bolela ka dipalo go ya ka ma100, ma10 le metšo. Šomiša dipalo tša go ba le lefeela mafelong a ma10 le metšo.

Call out several three-digit numbers and ask learners to show them with *base 10 blocks* and *flard cards*. Give learners opportunities to speak about the numbers in terms of 100s, 10s and 1s. Include numbers with zero in the 10s and 1s places.







Kemapalo e ka gakantšha, ka gona, barutwana ba hloka menyetla ye mentši ya go bolela kwešišo ya bona ka yona le go šoma ka yona. Go ngwala dipalo ka palo yeo e katološitšwego go thekga tsebo ya bona ya ma100, ma10 le metšo go dipalo. Hlohleletša barutwana go fa mabaka a dikarabo tša bona.

Place value can be confusing so learners need many opportunities to verbalise their understanding of it and work with it. Writing numbers in expanded notation supports their knowledge of 100s, 10s and 1s in numbers. Encourage learners to give reasons for their answers.

Expanded notation with 100s

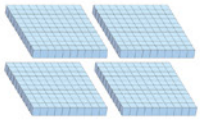
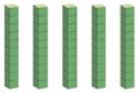
BEKE • WEEK 3

LETŠATŠI 3 • DAY 3

Palo yeo e katološitšwego ka ma100

Expanded notation with 100s

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

makgolo hundreds	masome tens	metšo ones
		
4	5	9

Bolela le mogwera wa gago ka palo ye. Na ke mal00 a makae? Na ke mal0 a makae? Na ke metšo ye mekae?

Talk to your partner about this number. How many 100s? How many 10s? How many 1s?

459

400 + 50 + 9 = 459

1 Ngwala mafokopalo.

Write the number sentences.

268 200 + 60 + 8 = 268	386 _____	153 _____
471 _____	295 _____	369 _____

2

	Ke mal00 a makae? How many 100s?	Ke mal0 a makae? How many 10s?	Ke metšo ye mekae? How many 1s?
358	3	5	8
205			
394			
174			
437			
291			
460			
186			

26

Palo yeo e katološitšwego ka ma100

3 Thala sediko go palo ye kgolokgolo.

Circle the biggest number.

309	400	299
18	81	88
53	31	35

4 Thala sediko go palo ye nnyanenyane.

Circle the smallest number.

301	210	201
433	334	339
172	177	127

5 Na ke mal0 a makae?
Na ke metšo ye mekae?
Ngwala lefokopalo le leinapalo.

How many 10s? How many 1s? Write the number sentence and the number name.

Šomiša diploko tša gago tša sehlopha sa 10 go bapetša dipalo ge eba seo se go thuša go bona phapano.

Use your base 10 blocks to compare numbers if it helps you see the difference.

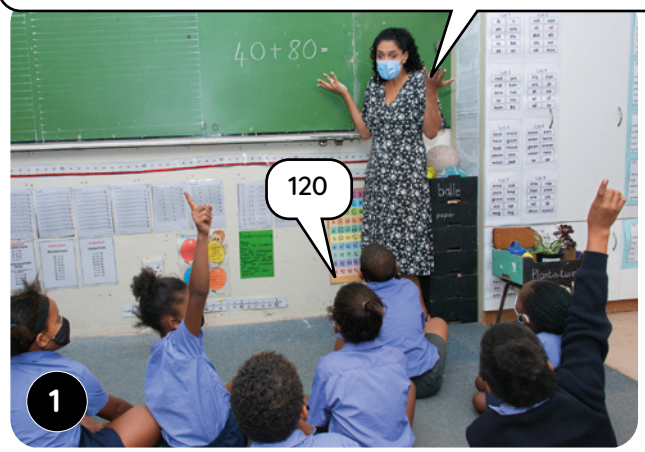
127 = 100 + 20 + 7	lekgolotee-masomepedi šupa one hundred and twenty seven
203 = ____ + ____ + ____	
352 = ____ + ____ + ____	
450 = ____ + ____ + ____	
146 = ____ + ____ + ____	
299 = ____ + ____ + ____	

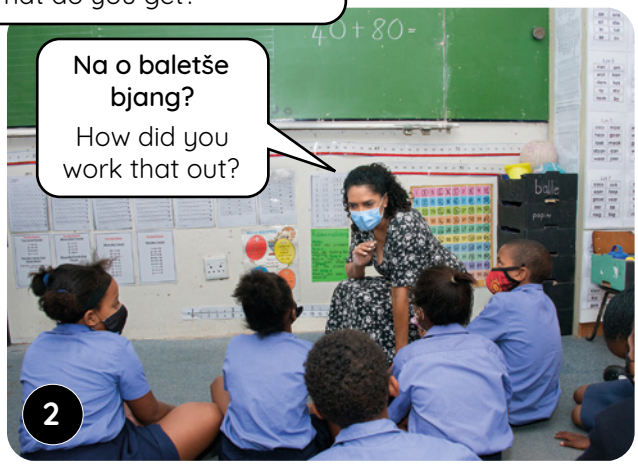
Addition and subtraction of multiples of 10

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Šomiša dipoloko tša gago tša sehlopha sa 10 go balela tše. Na o hwetša eng?
Work this out using your base 10 blocks. What do you get?





Na o baletše bjang?
How did you work that out?

Ke beile dipoloko tša masome a 4 le tša masome a 8. Ke hweditše dipoloko tša masome a 12 tšeo di lekanago le 120.
I put 4 tens and 8 tens blocks. I had 12 tens blocks which is the same as 120.

Ee, o ka bala ka ma10.
Yes, you can count in 10s.

Na o ka ngwala mafokopalo a makae ge o šomiša 40, 80 le 120?
How many number sentences can you write using 40, 80 and 120?

Ge barutwana ba hlakantša le go ntša dikatišo tša 10, ba teefatša kwešišo le tsebo ya bona ya kemapalo. Ba ithuta go šoma ka ma10. Ba fe mehlala ye mentši o be o ba hlohleletše go bolela ka seo ba se dirago ge ba šoma ka dipalo.

When learners add and subtract multiples of 10, they consolidate their number sense and knowledge of place value. They learn how to work with 10s. Provide many examples and encourage them to talk about what they are doing when they operate on numbers.

Go hlakantša le go ntša dikatišo tša 10

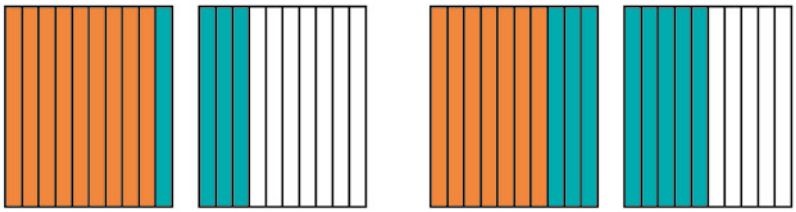
BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Go hlakantša le go ntša dikatišo tša 10

Addition and subtraction of multiples of 10

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



90 + 40 = 130
130 – 40 = 90
40 + 90 = 130
130 – 90 = 40

70 + 80 = 150
150 – 80 = 70
80 + 70 = 150
150 – 70 = 80

Lebelela gore re šoma bjang ka mal0. Re ka tshela 100 re šomiša mal0. Re ka ngwala mafokopalo a ma4!

Look at how we work with 10s. We can bridge 100 using 10s. We can write 4 number sentences!

1 Bontša ka diploko tša sehlopha sa 10. Ngwala mafokopalo.

Show with base 10 blocks. Write the number sentences.

80 + 50 = ____ ____ – ____ = ____ ____ + ____ = ____ ____ – ____ = ____	60 + 70 = ____ ____ – ____ = ____ ____ + ____ = ____ ____ – ____ = ____

2 Rarolla.

Solve.

90 + 20 = 110	110 – 20 = ____	70 + 70 = ____
90 + 50 = ____	110 – 50 = ____	60 + 90 = ____
80 + 60 = ____	120 – 60 = ____	40 + 80 = ____
80 + 70 = ____	120 – 80 = ____	140 – 50 = ____
60 + 60 = ____	130 – 60 = ____	150 – 60 = ____
60 + 50 = ____	130 – 70 = ____	160 – 90 = ____

28

Addition and subtraction of multiples of 10

60 + 50 = 110

makgolo hundreds	masome tens	metšo ones

160 + 50 = 210

makgolo hundreds	masome tens	metšo ones

Dipateronepalo di a thuša.
Na o a e bona paterone?
Number patterns are useful.
Do you see the pattern?

3 Rarolla.

Solve.

60 + 70 = 130	160 + 70 = 230	260 + 70 = 330
70 + 80 = ____	170 + 80 = ____	270 + 80 = ____
180 + 90 = ____	280 + 90 = ____	380 + 90 = ____

Leka ka go ntšha!
Try it with subtraction!

230 – 60 = 170

makgolo hundreds	masome tens	metšo ones

330 – 60 = 270

makgolo hundreds	masome tens	metšo ones

4 Rarolla.

Solve.

110 – 30 = 80	210 – 30 = 180	310 – 30 = 280
170 – 80 = ____	270 – 80 = ____	370 – 80 = ____
250 – 60 = ____	350 – 60 = ____	450 – 60 = ____

Kelo le teefatšo

BEKE • WEEK 3

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Bala ka metšo. Ke palo efe yeo e tlago pele le ka morago?

Count in 1s. What numbers come before and after?

	209	

2 Feleletša go tlatša dipalo tša mothalopalo.

Complete the numbering of the number line.

390 ___ ___ 420 430 440 ___ ___ 470 480 ___

3 Ngwala >, < goba =.

Write >, < or =.

114 ___ 118	409 ___ 490	391 ___ 299	499 ___ 500

4 Rarolla.

Solve.

440 + 20 = ____	290 – 50 = ____	150 – 80 = ____

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
dikatišo tša 10	multiples of 10
bapetša	compare
beakanya	order
e tla pele gape e tla ka morago	comes before and comes after
ke ye kgolo go goba ke ye nnyane go	greater than or smaller than
kgolokgolo go ya go ye nnyanenyane	biggest to smallest
ye nnyanenyane go ya go ye kgolokgolo	smallest to biggest

30

Assessment and consolidation

Teefatšo | Consolidation

1 Bontša dipalo ka dipoloko tša sehlopha sa 10. Na ke mal00, mal0 le metšo ye mekae?

Show the numbers with base 10 blocks. How many 100s, 10s and 1s?

	100	10	1
195			
270			
403			
20			
322			

2 Feleletša go tlatša dipalo tša methalopalo.

Complete the numbering of the number lines.

155 156 157 ___ 159 ___ ___ ___ ___ ___ 165

215 ___ 225 ___ 235 ___ 245 ___ 255 ___ ___

330 340 ___ ___ 370 ___ ___ ___ ___ ___ 430

3 Ngwala dipalo ka tatelano go tloga go ye nnyanenyane go ya go ye kgolokgolo.

Write in order from smallest to biggest.

59, 50, 90		111, 110, 101	
266, 246, 426		340, 430, 304	
409, 194, 149			

4 Rarolla.

Solve.

450 + 40 = ____	300 – 30 = ____	940 + 60 = ____
360 + 40 = ____	500 – 60 = ____	710 + 80 = ____
490 + 10 = ____	700 – 40 = ____	900 – 90 = ____

Go hlakantša

	Didirišwa
Mmetse wa Hlogo: Mpontšhe palo!	Dikarata tša sehlopha sa 10 (morutiši le morutwana)
Papadi: *Ke palo efe?*	Dikarata tša sehlopha sa 10

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Mmetse wa hlogo – go hlakantša	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
2	Mmetse wa hlogo – go hlakantša ka go rwala	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
3	Go hlakantša ka godimo ga 100 ka go šomiša mothalopalo	Puku ya Mešomo ya Morutwana, mothalopalo wa go se be le selo
4	Go hlakantša ka godimo ga 100 ka go šomiša mokgwa wa kholomo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
hlakantša dipalo tša mono-1 goba 2 go goba go tšwa go dipalo tša mono 1 goba 2 a šomiša dipoloko tša sehlopha sa 10 le mekgwanakgwana ya hlogo ntle le go tshela masome.	
lemoga gore mošomo wa go ngwalwa wa marara a go hlakantša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe.	

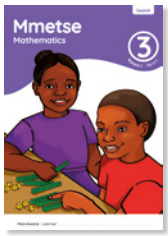
Kelo

Kelo ya go ngwalwa: Go hlakantša

Rekhota moputso godimo ga palomoka ya 16 letlakaleng la meputso la kotara.

Addition

	Resources
Mental Maths: Show me a number!	teacher and learner *base 10 blocks*
Game: *What number?*	*base 10 blocks*



Day	Lesson activity	Lesson resources
1	Mental maths – **addition**	LAB, *base 10 blocks*
2	Mental maths – **addition with carrying**	LAB, *base 10 blocks*
3	Addition over 100 using a number line	LAB, *blank number line*
4	Addition over 100 using the column method	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add 1- or 2-digit numbers to 1- or 2-digit numbers using base 10 blocks and mental strategies, without bridging the tens.	
recognise that the written working for addition problems can be recorded using columns or other strategies.	

Assessment

Written assessment: Addition

Record a mark out of 16 in the term mark sheet.

Go hlakantša

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go tseba ma100, ma10 le metšo go dipalo tša mono-3. Bontša barutwana ma100, ma10 le metšo ka go šomiša dikarata tša sehlopha sa 10 ke moka o botše barutwana ba bitše palo. Tsela ye nngwe ke go re morutiši o bitša palo ke moka wa botša barutwana gore ba e bontšhe ba šomiša dikarata tša bona tša sehlopha sa 10.

Vidiyo ya papadi

Mo bekeng ye, barutwana ba raloka papadi ya 'Ke palo efe?' ba šomiša dipoloko tša sehlopha sa 10. Morutwana o tee o dira palo ya mono-3 gomme yo mongwe a fa leina la yona. Ka morago ga go aga palo, ba fe sebaka sa go bolela ka seo ba se bontšhitšego – Na ke ma100 a makae? Na ke ma10 a makae? Na ke metšo ye mekae? Ba swanetše go šiedišana go bitša le go bontša dipalo.

Vidiyo ya go godiša kgopolo

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

- go hlakantša dipalo tša mono-1 goba 2 go dipalo tša mono 2 goba 3 ntle le go tshela masome, a šomiša dipoloko tša sehlopha sa 10 le dikemedi tše dingwe.
- go lemoga gore mošomo wa go ngwalwa wa marara a go hlakantša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe, go tšwetša pele mošomo woo o dirilwego ka go Mphato wa 2.

Seo o ka se lebelelago mo bekeng ye

- Dipoloko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya dipoloko tše e thuša barutwana go bona dipalelo tša go amana le ma100, ma10 le metšo. Hlohleletša barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego dipoloko ge ba hlakantša. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse. Barutwana ba swanetše go kgona go hlakantša ka go lokologa ntle le go tshela 10
- Tlotlontšu ye bohlokwa: **ma100**, **ma10**, **metšo**, go **hlakantša**, go **ntša**, **lefokopalo**.

Addition

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 *base 10 blocks* and tell them to call out the number. Alternatively, call out a number, and the learners can show it with their base 10 blocks.

Game video

This week learners play the game *What number?* using *base 10 blocks*. One learner makes a 3-digit number and the other one names it. When they have built the number, let them talk about what they have shown – how many 100s? how many 10s? how many 1s? They must take turns to call and show numbers.

Conceptual development video

Learners will solve addition problems using *base 10 blocks* in order to consolidate their mental maths and understanding of problems that do not bridge ten. Get them to practice solving problems by adding 10s and 1s, working quickly and efficiently. We will focus on:

- adding 1- and 2-digit numbers to 2- and 3-digit numbers, without bridging the tens, using *base 10 blocks* and other representations.
- recognising that written work for addition problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage learners to talk about how they use the blocks when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add comfortably without bridging 10.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**

Mmetse wa hlogo – go hlakantša

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

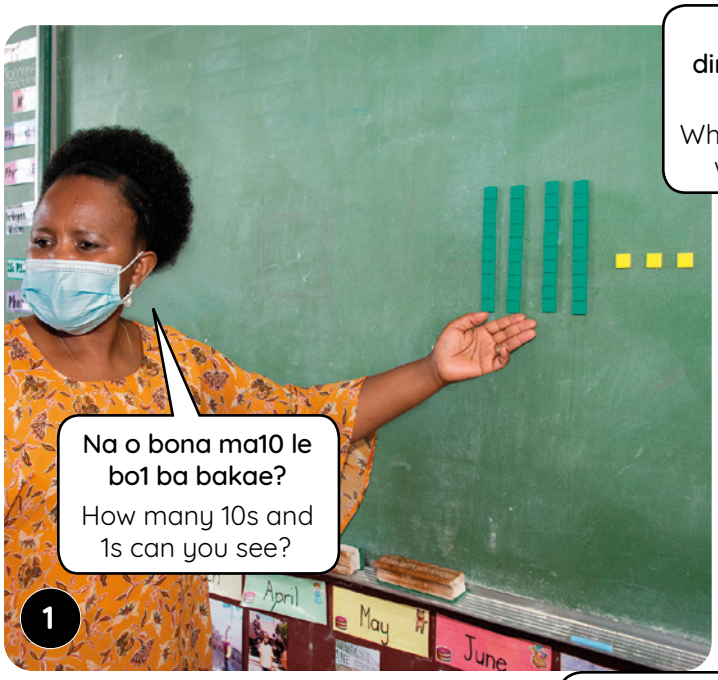
MMETSE WA HLOGO | MENTAL MATHS

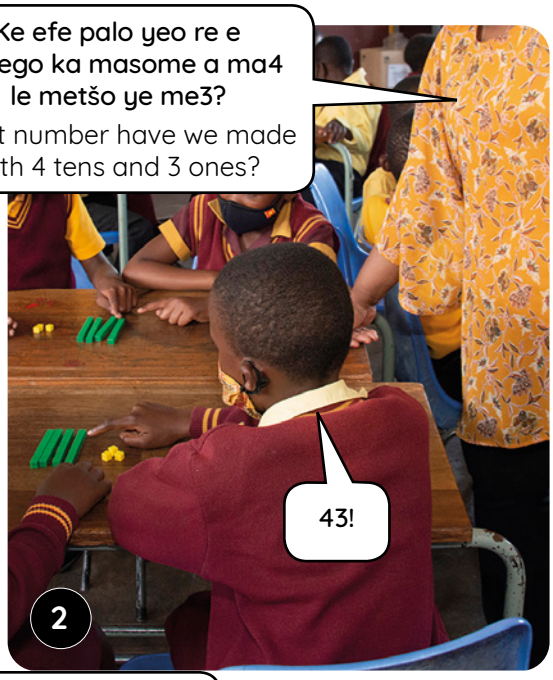
Šomiša dipoloko tša sehlopha sa 10 go aga dipalo le go bolela ka ma10 le metšo.

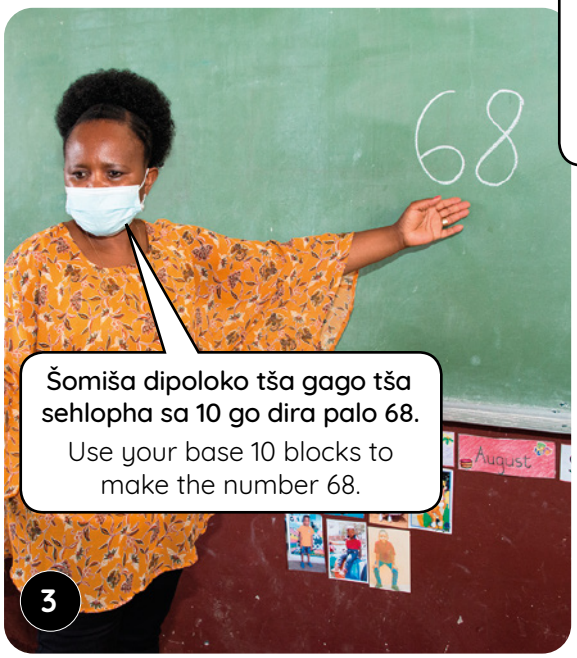
Use base 10 blocks to make numbers and to talk about 10s and 1s.

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

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







Mental maths – addition

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantša.
Add.

26 + 50 = _____

40 + 12 = _____

31 + 20 = _____

30 + 21 = _____

52 + 10 = _____

10 + 30 = _____

28 + 11 = _____

70 + 20 = _____

55 + 40 = _____

10 + 50 = _____

Letšatši 2 Day 2

Hlakantša.
Add.

50 + 47 = _____

71 + 10 = _____

20 + 42 = _____

61 + 30 = _____

40 + 31 = _____

15 + 40 = _____

30 + 43 = _____

64 + 10 = _____

30 + 30 = _____

92 + 30 = _____

Letšatši 3 Day 3

Hlakantša.
Add.

36 + 42 = _____

43 + 45 = _____

35 + 22 = _____

54 + 34 = _____

12 + 76 = _____

44 + 34 = _____

71 + 27 = _____

42 + 17 = _____

63 + 33 = _____

51 + 42 = _____

Letšatši 4 Day 4

Hlakantša.
Add.

63 + 34 = _____

46 + 12 = _____

53 + 26 = _____

11 + 65 = _____

38 + 21 = _____

71 + 16 = _____

52 + 15 = _____

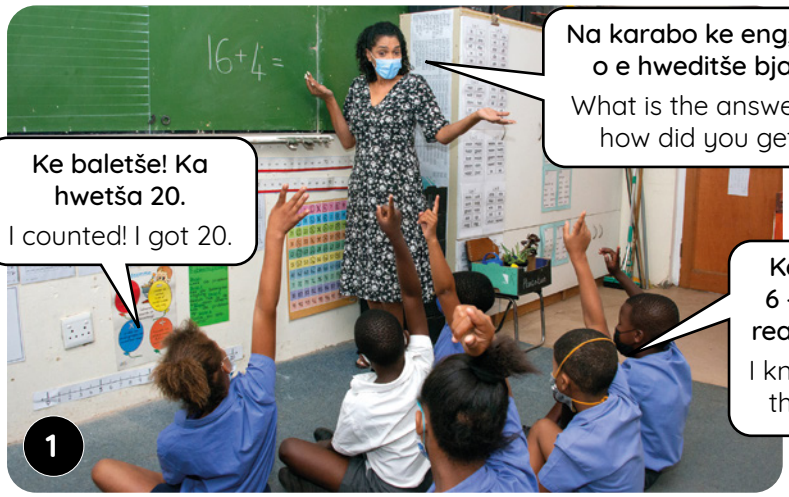
27 + 52 = _____

83 + 14 = _____

21 + 66 = _____

Mmetse wa hlogo – go hlakantša

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Na karabo ke eng, gona o e hweditše bjang?
What is the answer and how did you get it?

Ke baletše! Ka hwetša 20.
I counted! I got 20.

Ke a tseba go re 6 + 4 ke 10, ka go realo karabo ke 20.
I know 6 + 4 is 10, so the answer is 20.

1

Go bjalo, ge o hlakantša metšo, o hwetša bokae?
Yes, if you put the ones together – what do you get?

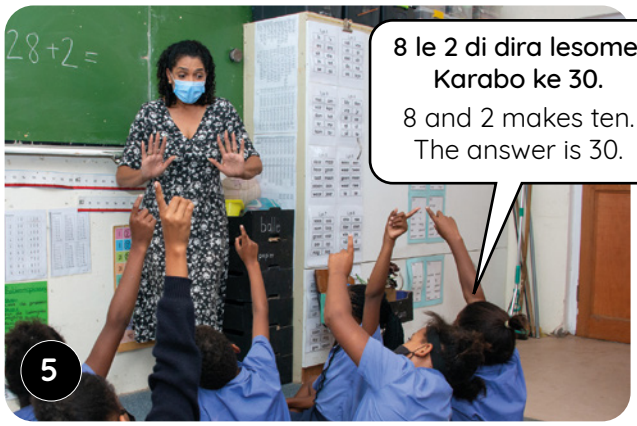
2

Ke na le 10 le le tee le metšo ye lesome. Ke na le 20.
I have one 10 and ten 1s. I have 20.

3

Leka ye. Na o ka dira lesome?
Try this one. Can you make a ten?

4



8 le 2 di dira lesome. Karabo ke 30.
8 and 2 makes ten. The answer is 30.

5

Go dira lesome (goba katišo ya 10) ke leano la hlogo leo barutwana ba ka itlwaetšago lona gomme ba le kgona kudu. Se se tla ba thuša ge ba šoma ka go balela dipalo tše dikgolo. Hlohleletša barutwana gore ba tsebe leano le gabotse.

Making a ten (or a multiple of 10) is a mental strategy learners can practice and become very good at. This will help them when they work on calculations with bigger numbers. Encourage learners to become fluent in this strategy.

Mental maths – addition

BEKE • WEEK 4

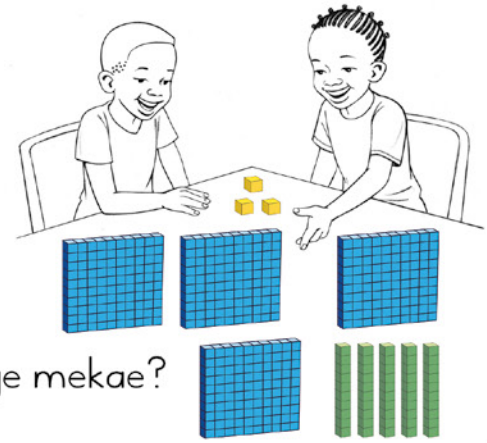
LETŠATŠI 1 • DAY 1

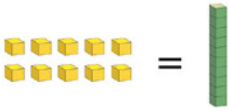
Mmetse wa hlogo – go hlakantša
Mental Maths – addition

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

Papadi: Ke palo efe?
Game: What number?

- Šomang ka bobedi. Agang palo ka diploko tša lena.
  Work in pairs. Build the number using your blocks.
- Ke palo efe?
  What number?
- Na ke mal00 a makae? Na ke mal0 a makae? Na ke metšo ye mekae?
  How many 100s? How many 10s? How many 1s?





Balela ka hlogo ka dinako ka moka ge o ka kgona. Šomiša diploko ge go hlokega. Gopola, metšo ye lesome e dira 10 le le tee.

Always work in your head if you can. Use blocks if you need to. Remember ten 1s makes one 10.

1 Feleletša mafokopalo.
Complete the number sentences.

34 + 6 = 40	44 + 6 = ____	29 + 1 = ____
37 + 3 = ____	36 + 4 = ____	39 + 1 = ____
47 + 3 = ____	26 + 4 = ____	42 + 8 = ____

32

Mmetse wa hlogo – go hlakantša

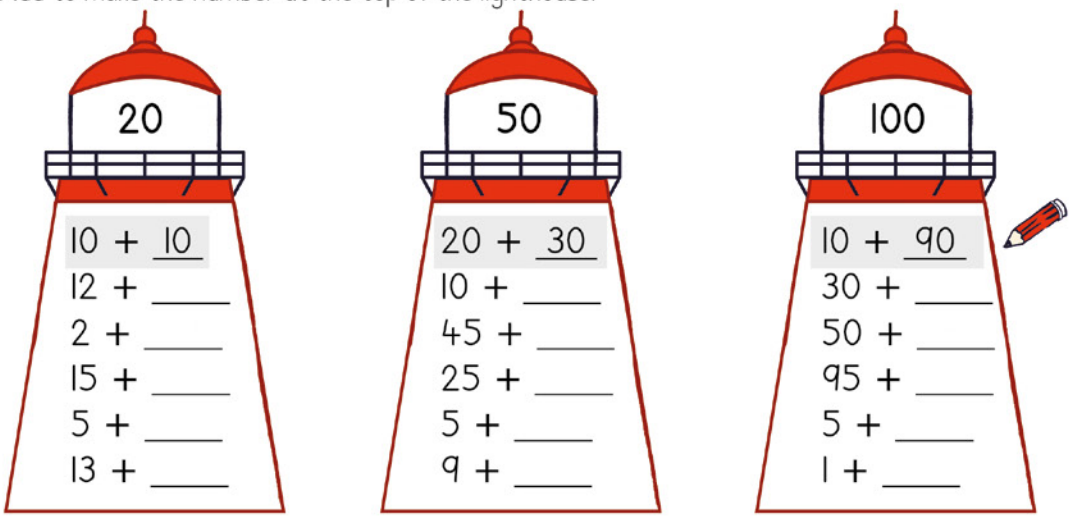
2 Rarolla.

Solve.

37 + 3 = 40	46 + 4 = ____	41 + 9 = ____
71 + 9 = ____	21 + 9 = ____	37 + 3 = ____
82 + 8 = ____	74 + 6 = ____	28 + 2 = ____
55 + 5 = ____	38 + 2 = ____	65 + 5 = ____
63 + 7 = ____	57 + 3 = ____	84 + 6 = ____

3 Hlakantša gore o dire palo ya ka godimo ya ntlo ya go bonegela.

Add to make the number at the top of the lighthouse.



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

- Dira mokgobo wa dikarata tša dipalo 0 go ya go 10.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip one card.
- Na ke tše kae tšeo di ka dirago 20?
  How much to make 20?
- Balela ka lebelo! Dira 30, 40, 50, 60, 90 goba 100.
  Work fast! Make 30, 40, 50, 60, 90 or 100.

Mental maths – addition with carrying

MMETSE WA HLOGO
MENTAL MATHS

MPONTŠHE PALO (DIPOLOKO)
SHOW ME A NUMBER (BLOCKS)

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Na karabo ke eng, gona o e hweditše bjang?
What is the answer and how did you get it?

23. Ke baletše ke eya pele go tloga go 19.
23! I counted on from 19.

1

Na o ka dira bjang ge o šomiša dipoloko tša gago?
How can you do it using your blocks?

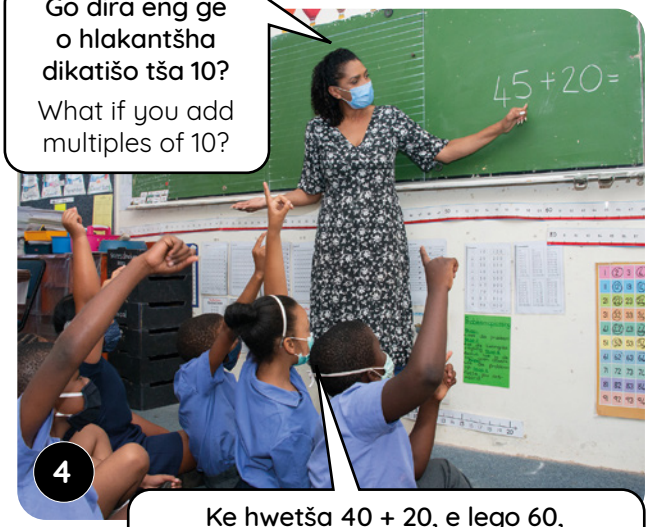
19 + 1 = 20 le 3 ye nngwe di dira 23.
19 + 1 = 20 and another 3 makes 23.

2

Ee, o ka šomiša dipoloko go dira 10!
Yes, you can use blocks to make a 10!

3

Go dira eng ge o hlakantša dikatišo tša 10?
What if you add multiples of 10?



Ke hwetša 40 + 20, e lego 60, hlakantša le 5 di dira 65.
I get 40 + 20, which is 60, plus 5 is 65.

4

Lehono barutwana ba bone ka tsela yeo leano le šomišwago ka gona go dira lesome go ba thuša ge ba šoma ka dipalelo tša hlogo tša go tshela lesome. Hlohleletša barutwana gore ba hwetše gore lesome le dirwa bjang go ba thuša go nolofatša dipalelo tša go hlakantša ka dipalo.

Today learners have seen how to use the strategy of making a ten to help them when working on mental calculations that bridge ten. Encourage learners to look for how to make a ten to help them simplify addition calculations with numbers.

Mmetse wa hlogo – go hlakantša ka go rwala

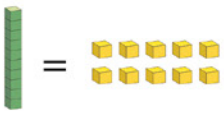
BEKE • WEEK 4

LETŠATŠI 2 • DAY 2

Mmetse wa hlogo – go hlakantša ka go rwala

Mental Maths – addition with carrying

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



Balela ka hlogo ka dinako ka moka ge o ka kgona. Šomiša diploko ge go hlokega. Gopola, metšo ye lesome e dira 10 le le tee.

Always work in your head if you can. Use blocks if you need to. Remember ten Is make one 10.

1 Feleletša mafokopalo.

Complete the number sentences.

36 + 5 = 41	29 + 4 = ____	37 + 6 = ____
38 + 4 = ____	39 + 5 = ____	47 + 6 = ____
28 + 4 = ____	45 + 9 = ____	38 + 4 = ____

2 Rarolla.

Solve.

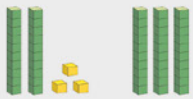
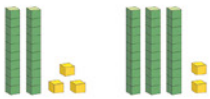
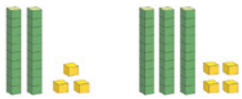
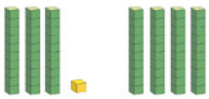
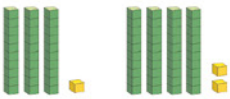
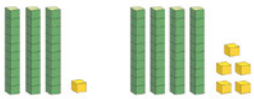
9 + 3 = 12	6 + 6 = ____	25 + 5 = ____	27 + 6 = ____
8 + 5 = ____	7 + 7 = ____	26 + 6 = ____	28 + 7 = ____
7 + 8 = ____	8 + 8 = ____	27 + 7 = ____	29 + 8 = ____
9 + 6 = ____	9 + 9 = ____	28 + 8 = ____	29 + 9 = ____

34

Mental maths – addition with carrying

3 Hlakantšha. Ngwala mafokopalo.

Add. Write the number sentences.

 23 + 30 = 53	 _____	 _____
 _____	 _____	 _____

4 Rarolla.

Solve.

9 + 20 = 29	9 + 40 = ____	9 + 50 = ____	9 + 60 = ____
17 + 20 = ____	17 + 30 = ____	17 + 40 = ____	17 + 60 = ____
24 + 20 = ____	24 + 30 = ____	24 + 40 = ____	24 + 50 = ____
38 + 10 = ____	38 + 20 = ____	38 + 30 = ____	38 + 40 = ____

5 Rarolla. Ngwala tlhaka ka tlase ga karabo.

Solve. Write the letter below the answer.

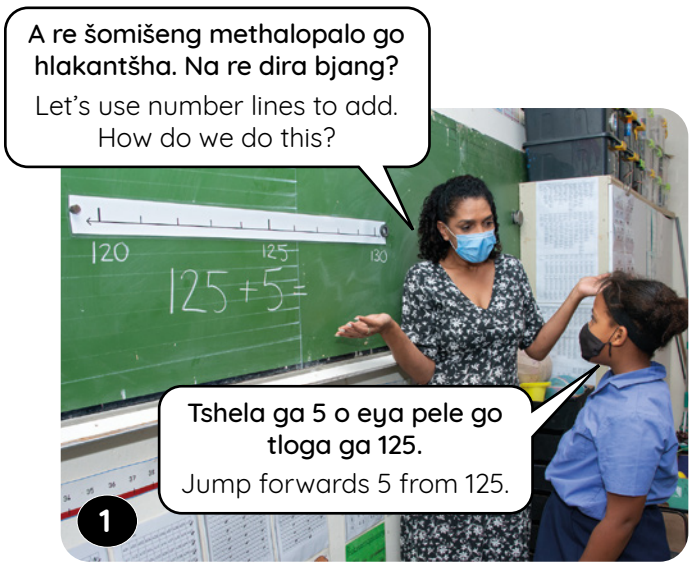
29 + 3 = ____	I	22 – 6 = ____	T	18 + 5 = ____	T
24 – 5 = ____	A	19 + 2 = ____	E	21 – 7 = ____	D
17 + 7 = ____	Š	23 – 8 = ____	I	26 + 8 = ____	W
31 – 3 = ____	Š	25 + 8 = ____	S	32 – 6 = ____	I
29 + 2 = ____	D	35 – 8 = ____	T	38 + 2 = ____	A
33 – 4 = ____	E				

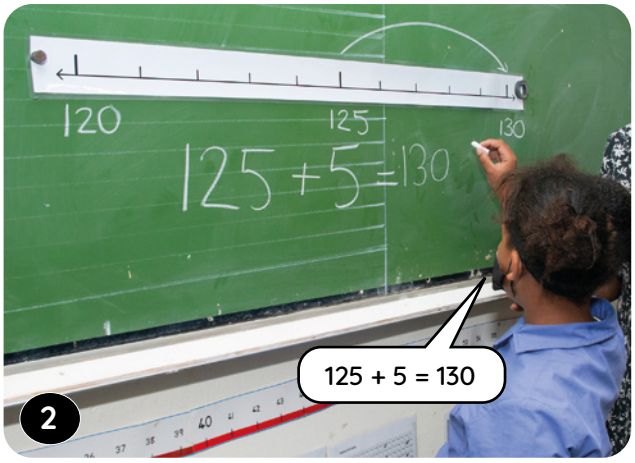
14	15	16	19	21	23	24	26	27	28	29	31	32	33	34	40

Go hlakantša ka godimo ga 100 ka go šomiša mothalopalo

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

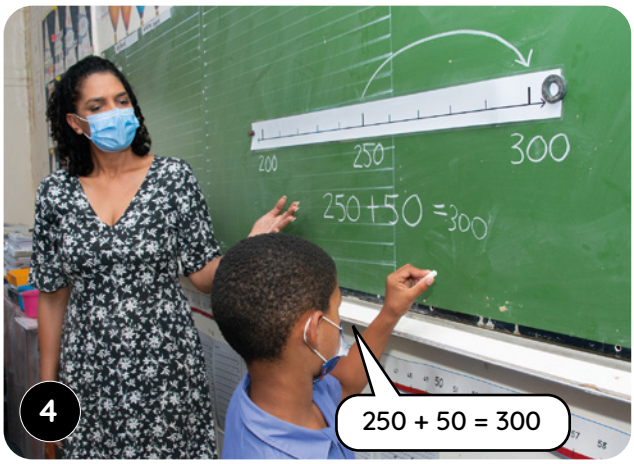
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Efa mehlala ye mmalwa ya go tlatša 10 godimo ga mothalopalo go mohlwaela wa dipalo tša 100 go ya go 500.

Provide several examples of filling up the 10 on a number line in the number range 100 to 500.



Efa barutwana menyetla ye mentši ya go šomiša methalopalo go hlakantša metšo le ma10. Se se tla ba thuša go akaretša mokgwa wa dira lesome go mohlwaela wa dipalo tša godimo (go tshela ka metšo le ma10) seo se tla ba thušago go balela dipalo tše dikgolo tša go feta 100 ka hlogo.

Provide multiple opportunities to learners to use number lines to add 1s and 10s. This will enable them to generalise the make-a-10 method in a higher number range (jumping in 1s and 10s) which will help them work mentally with numbers bigger than 100.

Addition over 100 using a number line

BEKE • WEEK 4

LETŠATŠI 3 • DAY 3

Go hlakantšha ka godimo ga 100 ka go šomiša mothalopalo

Addition over 100 using a number line

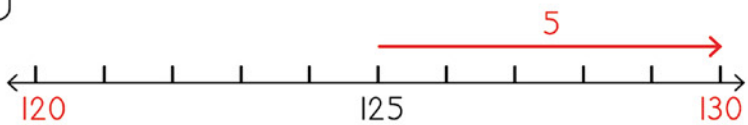
MMETSE WA HLOGO (MENTAL MATHS) → MPONTŠHE PALO (DIPLOKO) (SHOW ME A NUMBER (BLOCKS)) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Lebelela gore re ka tlatša mal0 bjang re šomiša mothalopalo!

Look at how we can fill up 10s using a number line!

10 le tletše.

A 10 is filled up.

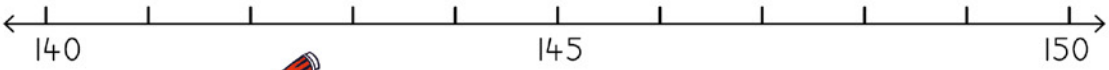


Bapetša: 125 + 5 = 130

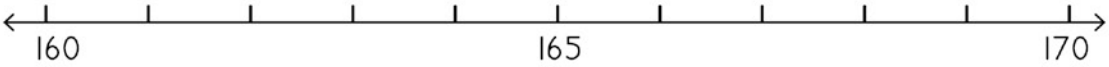
Compare: 25 + 5 = 30

1 Rarolla. Šomiša mothalopalo.

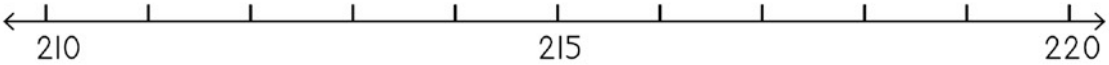
Solve. Use the number line.



142 + 6 = 148	143 + 7 = ____	145 + 4 = ____	144 + 6 = ____



161 + 4 = ____	164 + 6 = ____	165 + 5 = ____	168 + 1 = ____



217 + 3 = ____	210 + 7 = ____	211 + 6 = ____	216 + 4 = ____

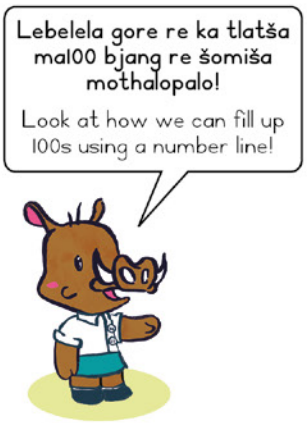
2 Rarolla.

Solve.

35 + 5 = 40	62 + 8 = ____	31 + 9 = ____	77 + ____ = 80
135 + 5 = 140	162 + 8 = ____	131 + 9 = ____	177 + ____ = 180
235 + 5 = 240	262 + 8 = ____	231 + 9 = ____	277 + ____ = 280

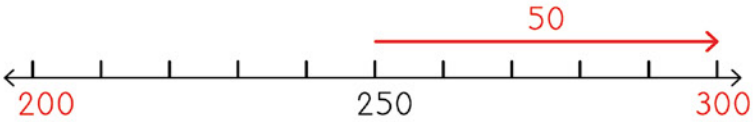
36

Go hlakantša ka godimo ga 100 ka go šomiša mothalopalo



Makgolo a tletše.

100s are filled up.

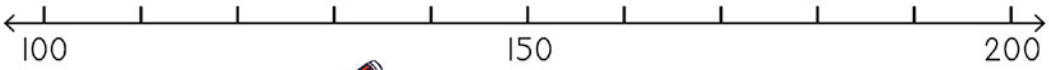


Bapetša: 250 + 50 = 300

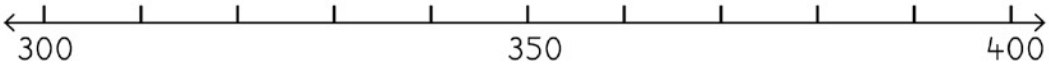
Compare: 50 + 50 = 100

3 Rarolla. Šomiša mothalopalo.

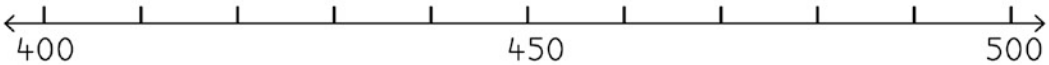
Solve. Use the number line.



170 + 30 = 200	150 + 40 = ____	110 + 90 = ____
140 + 30 = ____	150 + 50 = ____	160 + 30 = ____



340 + 30 = ____	330 + 40 = ____	350 + 40 = ____
390 + 10 = ____	360 + 20 = ____	350 + 50 = ____



450 + 60 = ____	410 + 40 = ____	440 + 50 = ____
450 + 30 = ____	470 + 30 = ____	430 + 70 = ____

4 Rarolla.

Solve.

80 + 20 = 100	20 + 60 = ____	60 + 20 = ____
70 + ____ = 100	140 + 50 = ____	260 + 40 = ____

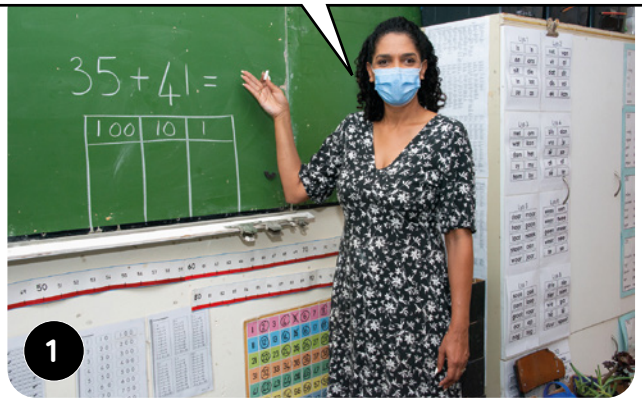
Addition over 100 using a number line | Week 4 • Day 3 | 37

Addition using the column method

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

A re šomišeng tafola ya rena ya kemapalo go hlakantša. Na re dira eng?
Let's add using our place value table. What do we do?



1

Re ka hlakantša ma10 le metšo re šomiša dipoloko tša rena godimo ga tafola ya kemapalo.
We can add 10s and 1s using our blocks on the place value table.

2

3

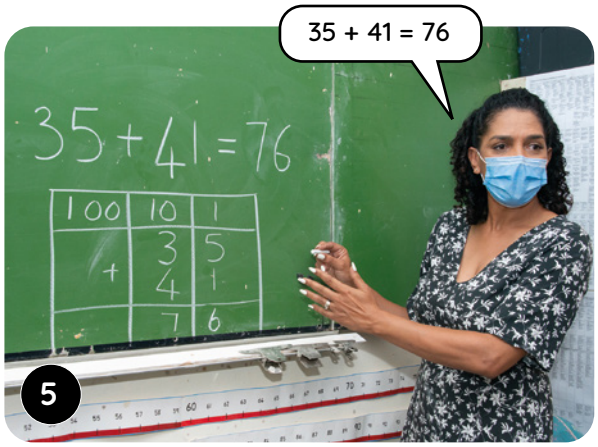
Masome a ma3 le metšo ye me5 ke 35.
3 tens and 5 ones is 35.

Masome a ma4 le motšo o 1 ke 41.
4 tens and 1 one is 41.

4

Ke hlakantša metšo, ka ba ka hlakantša masome. Ke hwetša metšo ye 6 le masome a šupa. Ke 76 ge di hlakana ka moka.
I add the ones and I add the tens. I get 6 ones and 7 tens altogether. That is 76.

35 + 41 = 76



5

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go hlakantša ma10 le metšo ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ba se ke ba tshela 10. Ba kgopele gore ba go hlalošetše gore tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le metšo.

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

Go hlakantša ka go šomiša mokgwa wa kholomo

BEKE • WEEK 4

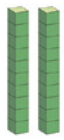
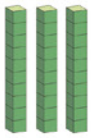
LETŠATŠI 4 • DAY 4

Go hlakantša ka go šomiša mokgwa wa kholomo

Addition using the column method

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

26 + 33 = 59

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

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

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

1 Šomiša diploko go hlakantša.

Add using blocks.

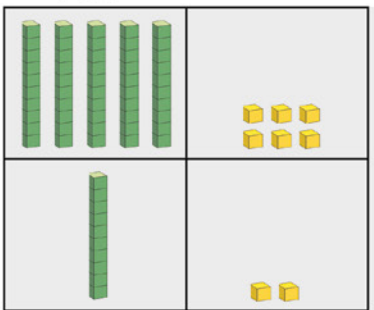
47 + 32 = 79	51 + 22 = ____	25 + 46 = ____
31 + 61 = ____	83 + 22 = ____	54 + 13 = ____

38

Addition using the column method

2 Hlakantša.

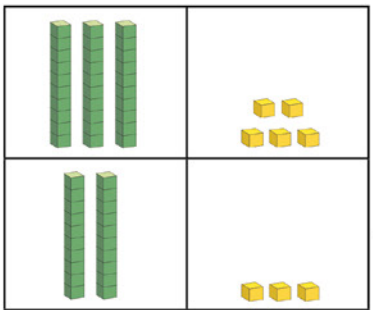
Add.



5	6
+ 1	2
6	8

Ke na le 68 ka moka ge di hlakana.

I have 68 altogether.



3	5
+ 2	3

Ke na le ___ ka moka ge di hlakana.

I have ___ altogether.

3 Hlakantša. Šomiša diploko tša gago.

Add. Use your blocks.

26 + 13 = ____

masome tens	metšo ones
2	6
+ 1	3
3	9

25 + 51 = ____

masome tens	metšo ones
+	

22 + 32 = ____

masome tens	metšo ones
+	

36 + 11 = ____

masome tens	metšo ones
+	

33 + 52 = ____

masome tens	metšo ones
+	

34 + 45 = ____

masome tens	metšo ones
+	

42 + 34 = ____

masome tens	metšo ones
+	

55 + 24 = ____

masome tens	metšo ones
+	

61 + 38 = ____

masome tens	metšo ones
+	

Kelo le teefatšo

BEKE • WEEK 4

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Rarolla.

Solve.

6 + ____ = 10	5 + 9 = ____	4 + 50 = ____
18 + ____ = 20	18 + 4 = ____	15 + 20 = ____
27 + ____ = 30	27 + 7 = ____	27 + 30 = ____

2 Hlakantšha.

Add.

100 + 5 = ____	276 + ____ = 280	240 + 600 = ____

3 Šomiša dikholomo go hlakantšha.

Add using columns.

26 + 33 = ____

masome tens	metšo ones
+	

39 + 57 = ____

masome tens	metšo ones
+	

41 + 32 = ____

masome tens	metšo ones
+	

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
dira 10	make a 10
Metšo ye lesome e swana le 10 le le tee.	Ten ones is the same as one 10.
lefokopalo	number sentence
hlakantšha	add
Hlakantšha dikatišo tša 10.	Add multiples of 10.
Mal0 a lesome a swana le 100 le le tee.	Ten 10s is the same as one 100.
Tlatša mal00.	Fill the 100s.

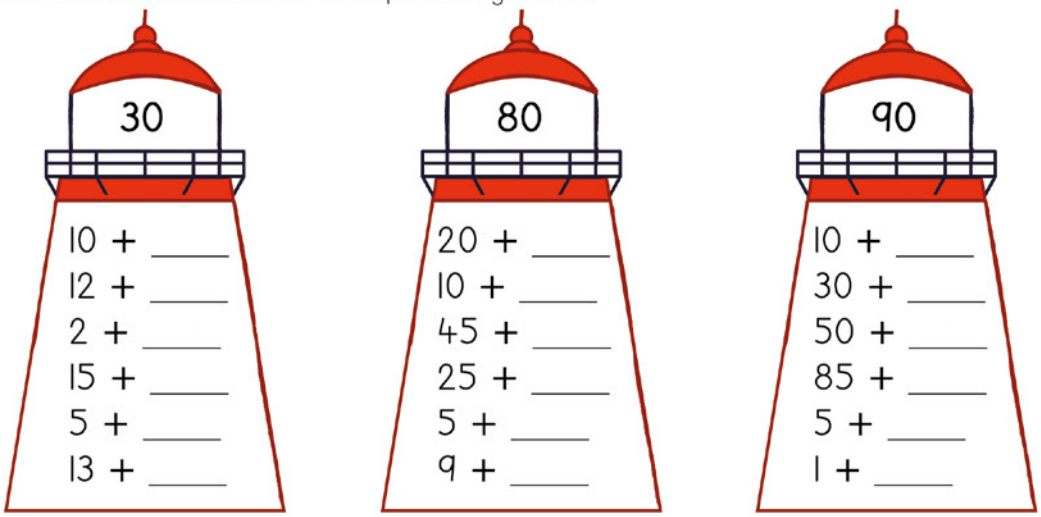
40

Assessment and consolidation

Teefatšo ⁞ Consolidation

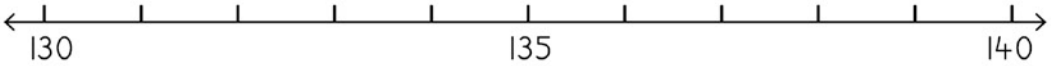
1 Hlakantša gore o dire palo ya ka godimo ya ntlo ya go bonegela.

Add to make the number at the top of the lighthouse.



2 Šomiša mothalopalo go hlakantša.

Add using the number line.



130 + 10 = ____	134 + 5 = ____	134 + 6 = ____

3 Rarolla.

Solve.

235 + 5 = ____	142 + 7 = ____	333 + ____ = 340
178 + ____ = 180	330 + 50 = ____	260 + 40 = ____

4 Hlakantša.

Add.

14 + 52 = ____

masome tens	metšo ones
+	

65 + 24 = ____

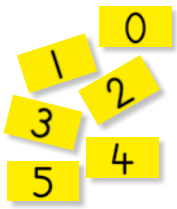
masome tens	metšo ones
+	

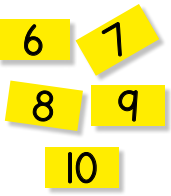
33 + 56 = ____

masome tens	metšo ones
+	

Go ntša

	Didirišwa
Mmetse wa Hlogo: Mphe tše dintši go feta...!	Dikarata tša go aga palo
Papadi: Mmetse wa lebelo ka dikarata – ntša!	Dikarata tša dipalo 0-10 tša morutwana





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Mmetse wa hlogo – go ntša	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
2	Mmetse wa hlogo – Go ntša ka go adima	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
3	Go ntša ka godimo ga 100 ka go šomiša mothalopalo	Puku ya Mešomo ya Morutwana, mothalopalo wa go se be le selo
4	Go ntša ka go šomiša mokgwa wa kholomo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
ntša dipalo tša mono-1 goba 2 go tšwa go dipalo tša mono 1 goba 2 a šomiša dipoloko tša sehlopha sa 10 le mekgwanakgwana ya hlogo ntle le go tshela masome.	
lemoga gore mošomo wa go ngwalwa wa marara a go ntša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe.	

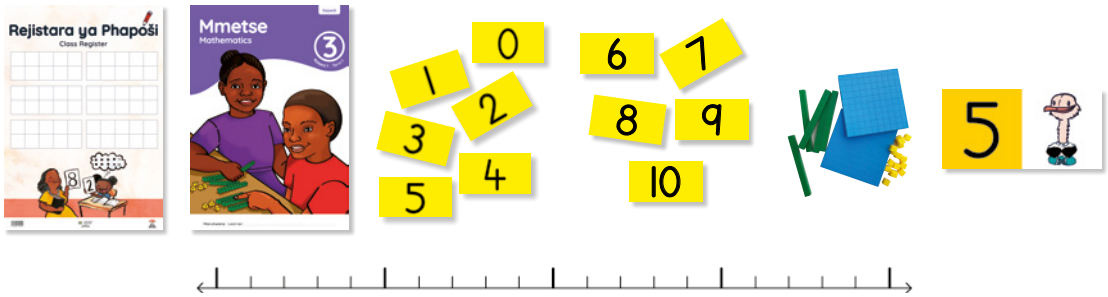
Kelo

Kelo ya go ngwalwa: Go bapetša le go latelanya dipalo

Rekhota moputso godimo ga palomoka ya 16 letlakaleng la meputso la kotara.

Subtraction

	Resources
Mental Maths: Give me more than…	*flard cards*
Game: *Fast maths with cards – subtract!*	learner *number cards 0-10*



Day	Lesson activity	Lesson resources
1	Mental maths – subtraction	LAB, *base 10 blocks*
2	Mental maths – subtraction with borrowing	LAB, *base 10 blocks*
3	Subtraction over 100 using a number line	LAB, *blank number line*
4	Subtraction using the column method	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
subtract 1- or 2-digit numbers to or from 1- or 2-digit numbers, using *base 10 blocks* and mental strategies, without bridging tens.	
recognise that the written working for subtraction problems can be recorded using columns or other strategies.	

Assessment

Written assessment: Subtraction

Record a mark out of 16 in the term mark sheet.

Go ntša

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša 'ntši go' ka Mmetse wa Hlogo. Morutiši o tla bontša palo ya mono2 goba 3 ka go šomiša dipoloko tša go aga palo gomme barutwana ba swanetše go šomiša dikarata tša go aga palo go bontša palo 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.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya, *Mmetse wa lebelo ka dikarata – ntša!* Barutwana ba tla itlwaetša go rarolla marara ka lebelo ka go gopola dintlha tša palo. Barutwana ba swanetše go ntša go tšwa ga dipalo tša go fapafapana (50, 60, 70, 80, 90 goba 100). Go bohlokwa gore barutwana ba kgone go rarolla marara a bonolo ka nepagalo gore ba fe motheo woo o tiilego wa marara a mangwe a bothata nakong yeo e tlago.

Vidiyo ya go godiša kgopolo

Barutwana ba tla rarolla marara a go ntša ba šomiša dipoloko tša sehlopha sa 10. Barutwana ba tla teefatša mmetse wa bona wa hlogo le kwešišo ya bona ya marara ao a sa tshelego lesome. Barutwana ba tla itlwaetša go rarolla marara ka go ntša ma10 le metšo, gore ba kgone go šoma ka lebelo le ka nepagalo. Re tla tsepelela ga:

- go ntša dipalo tša mono-1 goba 2 go tšwa go dipalo tša mono 1 goba 2 ntle le go ka ntle le go tshela masome, ka go šomiša dipoloko tša sehlopha sa 10 le dikemedi tše dingwe.
- go lemoga gore mošomo wa go ngwalwa wa marara a go ntša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe, go tšwetša pele mošomo woo o dirilwego ka go Mphato wa 2.

Seo o ka se lebelelago mo bekeng ye

- Dipoloko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya dipoloko tše e thuša barutwana go bona dipalelo tša go akaretša ma100, ma10 le metšo. Hlohleletša barutwana go bolela ka mokgwa woo ba šomišitšego dipoloko ka gona ge ba ntša. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse. Barutwana ba swanetše go kgona go ntša ka go lokologa ntle le go tshela 10.
- Tlotlontšu ye bohlokwa: **ma100**, **ma10**, **metšo**, **go hlakantša**, **go ntša**, **lefokopalo**.

Subtraction

Mental Maths video

This week we focus on the concepts of more than in Mental Maths. The teacher will show a 2- or 3-digit number using her *flard card* and learners must show a number 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 will play *Fast maths with cards – subtract*! Learners will practice solving problems quickly by recalling number facts. They must subtract from different numbers (50, 60, 70, 80, 90 or 100). It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

Conceptual development video

Learners will solve subtraction problems using *base 10 blocks*. Learners will consolidate their mental maths and understanding of problems that do not bridge ten. Learners will practice solving problems by subtracting 10s and 1s, so as to work quickly and efficiently. We will focus on:

- subtracting 1- and 2-digit numbers from 2- and 3-digit numbers, without bridging the tens, using *base 10 blocks* and other representations.
- recognising that written work for subtraction problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage learners to talk about how they use the blocks when they subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to subtract comfortably without bridging 10.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**

Mmetse wa hlogo – go ntša

MMETSE WA HLOGO (MENTAL MATHS) – NTŠI GO FETA (MORE THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata tša go aga palo go bontša 1, 2, 3, 4, 5 goba 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.

Mpontšhe ya godimo ka 2.
Show me 2 more.

1

78 e feta 76 ka 2.
78 is 2 more than 76.

2

Mpontšhe ya godimo ka 4.
Show me 4 more.

3

369 e feta 365 ka 4.
369 is 4 more than 365.

4

Mental maths – subtraction

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntša.
Subtract.

86 – 50 = _____

45 – 10 = _____

39 – 20 = _____

64 – 60 = _____

52 – 30 = _____

99 – 30 = _____

28 – 10 = _____

67 – 40 = _____

59 – 10 = _____

79 – 50 = _____

Letšatši 2 Day 2

Ntša.
Subtract.

59 – 40 = _____

77 – 30 = _____

24 – 10 = _____

61 – 50 = _____

45 – 30 = _____

89 – 20 = _____

39 – 10 = _____

64 – 10 = _____

37 – 20 = _____

92 – 30 = _____

Letšatši 3 Day 3

Ntša.
Subtract.

66 – 40 = _____

83 – 70 = _____

35 – 20 = _____

54 – 30 = _____

92 – 10 = _____

46 – 30 = _____

71 – 50 = _____

22 – 10 = _____

63 – 30 = _____

51 – 40 = _____

Letšatši 4 Day 4

Ntša.
Subtract.

63 – 30 = _____

84 – 10 = _____

45 – 20 = _____

91 – 60 = _____

32 – 20 = _____

61 – 46 = _____

52 –50= _____

77 – 50 = _____

93 – 70 = _____

31 – 10 = _____

Mmetse wa hlogo – go ntša

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na karabo ke eng, gona o e hweditše bjang?
What is the answer and how did you get it?

1

Na o ka dira bjang ge o šomiša dipoloko tša gago?
How can you do it using your blocks?

Ke tšhentšhiša 10 ka metšo ye lesome.
I exchange a 10 for ten 1s.

2

Ke šaletšwe ke 26.
I am left with 26.

3

Leka ye.
Try this one.

4

Go ya ga 10 (goba katišo ya 10) ke leano la hlogo leo barutwana ba ka itlwaetšago lona gomme ba le kgona kudu. Se se tla ba thuša ge ba šoma ka go balela dipalo tše dikgolo. Hlohleletša barutwana gore ba tsebe leano le gabotse.

Getting to 10 (or a multiple of 10) is a mental strategy learners can practice and become very good at. This will help them when they work on calculations with bigger numbers. Encourage learners to become fluent in this strategy.

Mental maths – subtraction

BEKE • WEEK 5

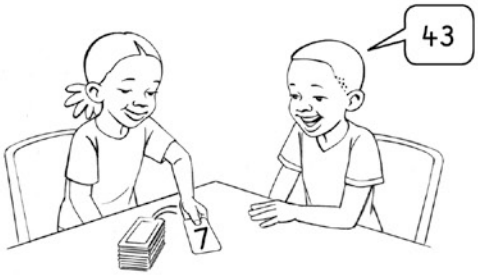
LETŠATŠI 1 • DAY 1

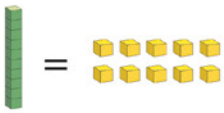
Mmetse wa hlogo – go ntša
Mental Maths – subtraction

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

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

- Dira mokgobo wa dikarata tša dipalo 0 go ya go 10.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip one card.
- Ntša go 50.
  Subtract from 50.
- Bjale ntša go 60, 70, 80, 90 le 100.
  Next subtract from 60, 70, 80, 90 and 100.





Balela ka hlogo ka dinako ka moka ge o ka kgona. Šomiša dipoloko ge go hlokega. Tšhentšhiša 10 le le tee ka metšo ye lesome.

Always work in your head if you can. Use blocks if you need to. Exchange one 10 for ten 1s.

1 Feleletša mafokopalo.
Complete the number sentences.

40 – 6 = 34	30 – 5 = ____	20 – 1 = ____
50 – 2 = ____	20 – 7 = ____	60 – 4 = ____
30 – 4 = ____	20 – 4 = ____	40 – 8 = ____

42

Mmetse wa hlogo – go ntša

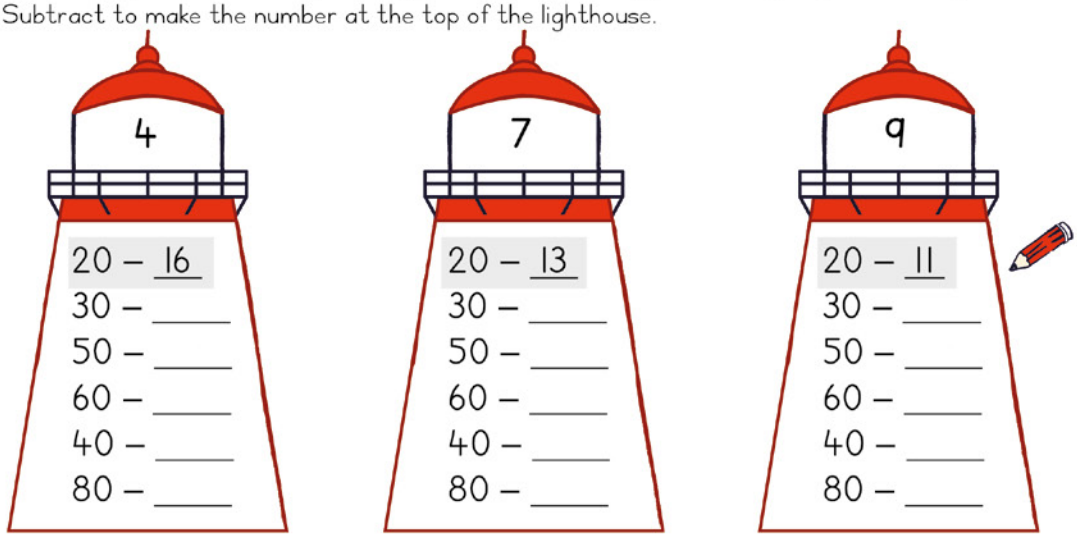
2 Rarolla.

Solve.

10 – 2 = 8	10 – 3 = ____	10 – 6 = ____
20 – 2 = ____	20 – 3 = ____	20 – 6 = ____
30 – 4 = ____	30 – 7 = ____	30 – 1 = ____
40 – 4 = ____	40 – 7 = ____	40 – 1 = ____
50 – 5 = ____	50 – 4 = ____	50 – 8 = ____
60 – 5 = ____	60 – 4 = ____	60 – 8 = ____

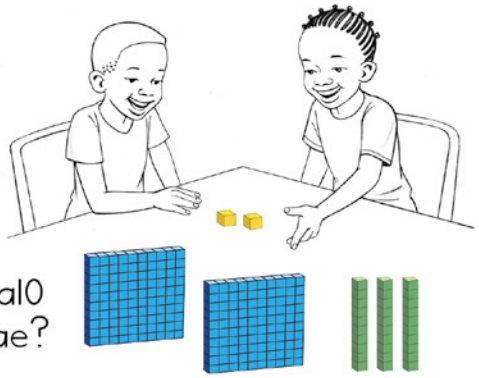
3 Ntša gore o dire palo ya ka godimo ya ntlo ya go bonegela.

Subtract to make the number at the top of the lighthouse.



Papadi: Ke palo efe?
Game: What number?

- Šomang ka bobedi. Agang palo ka diploko tša lena.
  Work in pairs. Build the number using your blocks.
- Ke palo efe?
  What number?
- Na ke mal00 a makae? Na ke mal0 a makae? Na ke metšo ye mekae?
  How many 100s? How many 10s? How many 1s?



Mental maths – subtraction with borrowing

MMETSE WA HLOGO / MENTAL MATHS — NTŠI GO FETA / MORE THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na karabo ke eng, gona o e hweditše bjang?
What is the answer and how did you get it?

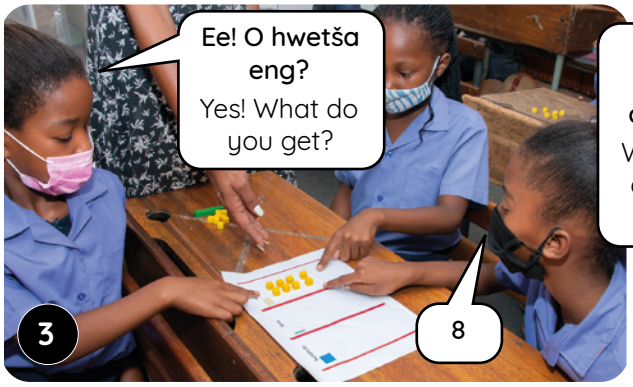
1

8! Ke baletše ke boela morago go tloga go 17.
8! I counted back from 17.

Na o ka dira bjang ge o šomiša dipoloko tša gago?
How can you do it using your blocks?

2

Nka tšhentšhiša 10 ka metšo ye lesome. Ke moka nka tloša 9.
I can exchange the 10 for ten 1s. Then I can take away 9.



3

Ee! O hwetša eng?
Yes! What do you get?

8

4

Go direga eng ge o tloša dikatišo tša 10?
What if you take away multiples of 10?

5

Ke bea 55 ka thoko.
I put out 55.

6

Ke tloša masome a ma2. Ke šaletšwe ke 35.
I take away 2 tens. I have 35 left.

Lehono barutwana ba bone ka tsela yeo leano le šomišwago ka gona go fihla ga lesome go ba thuša ge ba šoma ka dipalelo tša hlogo tša go tshela lesome. Hlohleletša barutwana gore ba hwetše tsela ya go fihla ga lesome go ba thuša go nolofatša dipalelo tša go ntša ka dipalo.

Today learners have seen how to use the strategy of getting to a ten to help them when working on mental calculations that bridge ten. Encourage them to look for the way to get to ten to help them simplify subtraction calculations with numbers.

Mmetse wa hlogo – Go ntša ka go adima

BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Mmetse wa hlogo – go ntša ka go adima

Mental Maths – subtraction with borrowing

MMETSE WA HLOGO (MENTAL MATHS) / NTŠI GO FETA (MORE THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Feleletša mafokopalo.

Complete the number sentences.

41 – 5 = 36	32 – 5 = ____	24 – 7 = ____
56 – 8 = ____	45 – 6 = ____	37 – 8 = ____
44 – 9 = ____	54 – 6 = ____	33 – 5 = ____

2 Ntša.

Subtract.

12 – 4 = 8	11 – 7 = ____	30 – 5 = ____	42 – 4 = ____
11 – 5 = ____	12 – 8 = ____	32 – 6 = ____	43 – 5 = ____
13 – 6 = ____	13 – 7 = ____	34 – 7 = ____	44 – 7 = ____
15 – 8 = ____	14 – 8 = ____	36 – 8 = ____	52 – 5 = ____

35 – 23 = 12

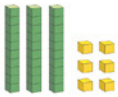
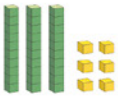
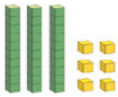
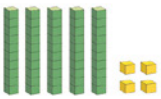
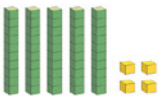
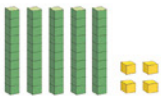
Thoma ka go ntša metšo ke moka o ntšhe mal0.

First subtract the 1s and then subtract the 10s.

Mental maths – subtraction with borrowing

3 Ntša.

Subtract.

 36 – 20 = ____	 36 – 24 = ____	 36 – 26 = ____
 54 – 30 = ____	 54 – 32 = ____	 54 – 52 = ____

4

39 – 20 = 19	49 – 40 = ____	69 – 50 = ____	69 – 60 = ____
47 – 20 = ____	57 – 30 = ____	67 – 40 = ____	77 – 60 = ____
54 – 20 = ____	54 – 40 = ____	74 – 40 = ____	74 – 50 = ____
38 – 10 = ____	38 – 30 = ____	78 – 20 = ____	88 – 40 = ____

5 Ntša. Khalara karabo godimo ga kriti.

Subtract. Colour the answer on the grid.

25 – 20 = 5
36 – 30 = ____
26 – 12 = ____
39 – 22 = ____
44 – 21 = ____
83 – 32 = ____
94 – 34 = ____
75 – 13 = ____
99 – 30 = ____

59 – 31 = ____
46 – 14 = ____
59 – 20 = ____
64 – 23 = ____
92 – 42 = ____
89 – 11 = ____
98 – 14 = ____
99 – 12 = ____
100 – 5 = ____

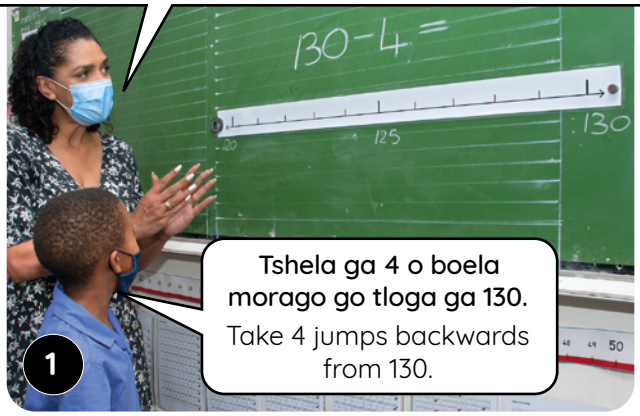
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Go ntša ka godimo ga 100 o šomiša mothalopalo

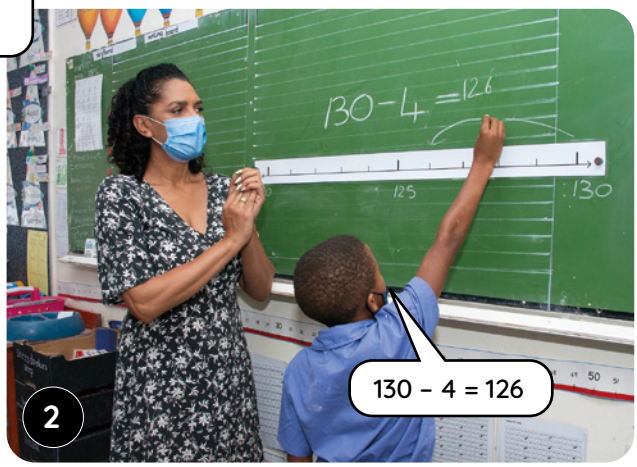
MMETSE WA HLOGO MENTAL MATHS | NTŠI GO FETA MORE THAN → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re šomišeng methalopalo go ntša. Na re dira bjang?
Let's use number lines to subtract. How do we do this?



Tshela ga 4 o boela morago go tloga ga 130.
Take 4 jumps backwards from 130.

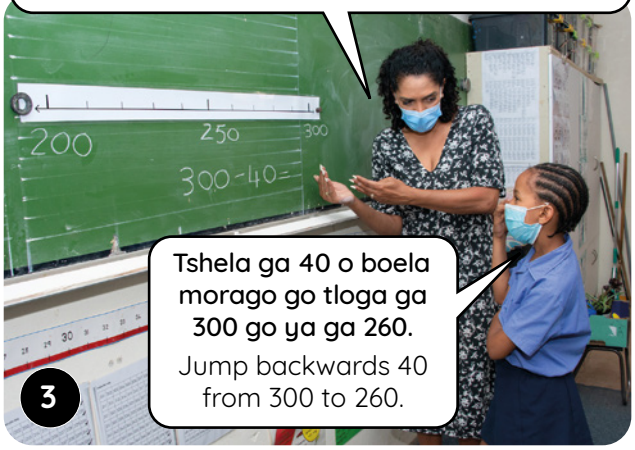


130 – 4 = 126

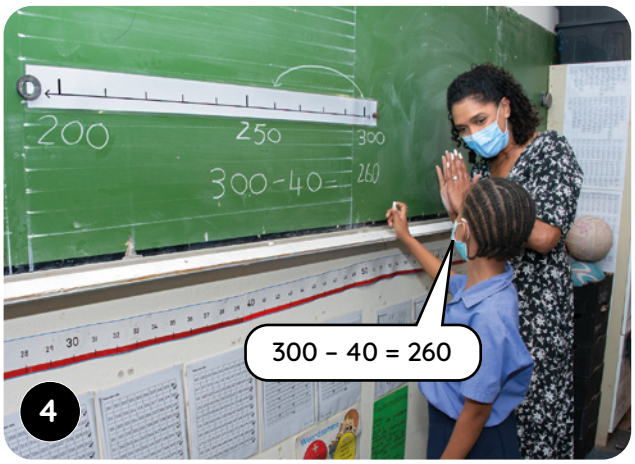
Efa mehlala ye mmalwa ya go ntša go tšwa ga 10 la go tlala godimo ga mothalopalo go mohlwaela wa dipalo tša 100 go ya go 500.

Provide several examples of subtracting from a full 10 on a number line in the number range 100 to 500.

Bjale a re tsheleng ka ma10! Na re dira bjang?
Now let's jump in 10s! How do we do this?



Tshela ga 40 o boela morago go tloga ga 300 go ya ga 260.
Jump backwards 40 from 300 to 260.



300 – 40 = 260

Efa barutwana menyetla ye mentši ya go akaretša go šomiša methalopalo go ntša dipalo tše nnyane go dipalo tše dikgolo. Balela go tšwa go masome a go tlala le makgolo. Se se ka ba thuša go balela dipalo tše dikgolo tša go feta 100 ka hlogo.

Provide multiple opportunities that involve using number lines to subtract small numbers from bigger numbers. Work from full tens and from hundreds. This can help learners to work mentally with numbers bigger than 100.

Subtraction over 100 using a number line

BEKE • WEEK 5

LETŠATŠI 3 • DAY 3

Go ntša ka godimo ga 100 ka go šomiša mothalopalo

Subtraction over 100 using a number line

MMETSE WA HLOGO / MENTAL MATHS → NTŠI GO FETA / MORE THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

Lebelela gore re ka ntša go mal0 bjang re šomiša mothalopalo!

Look at how we can subtract from the 10s using a number line.

Ntša go 10 la go tlala.

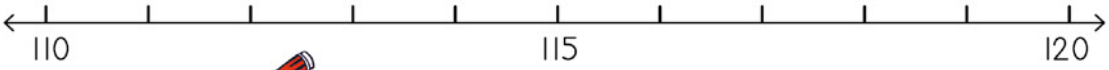
Subtract from a full 10.

Bapetša: 130 – 4 = 126

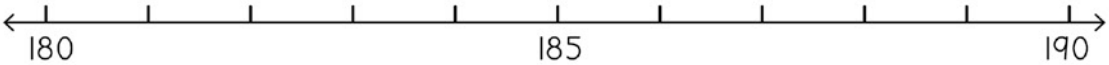
Compare: 30 – 4 = 26

1 Rarolla. Šomiša mothalopalo.

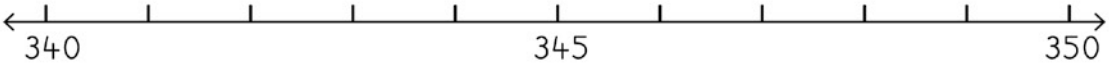
Solve. Use the number line.



120 – 6 = 114	120 – 2 = ____	120 – 1 = ____	120 – 10 = ____



190 – 3 = ____	190 – 5 = ____	190 – 8 = ____	190 – 5 = ____



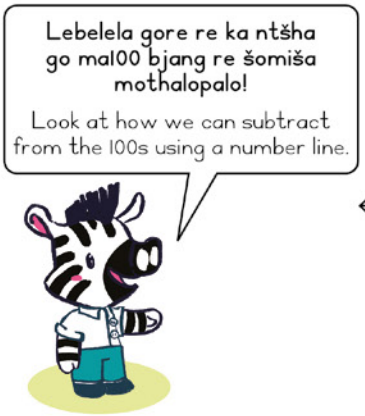
350 – 1 = ____	350 – 10 = ____	350 – 4 = ____	350 – 8 = ____

2 Rarolla.

Solve.

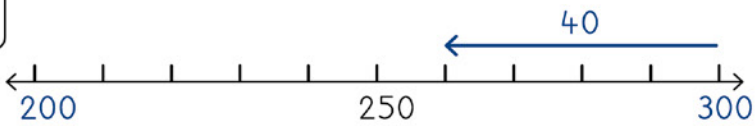
40 – 5 = 35	60 – 8 = ____	30 – 2 = ____	80 – ____ = 77
140 – 5 = 135	160 – 8 = ____	130 – 2 = ____	180 – ____ = 177
240 – 5 = 235	260 – 8 = ____	230 – 2 = ____	280 – ____ = 277

Go ntša ka godimo ga 100 o šomiša mothalopalo



Ntša go mal00.

Subtract from the 100s.

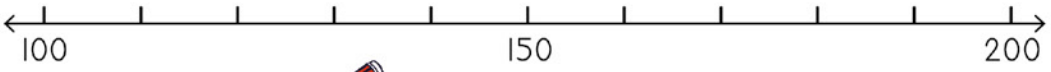


Bapetša: 300 – 40 = 260

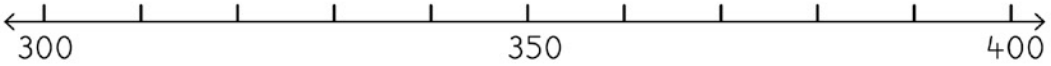
Compare: 100 – 40 = 60

3 Rarolla. Šomiša mothalopalo.

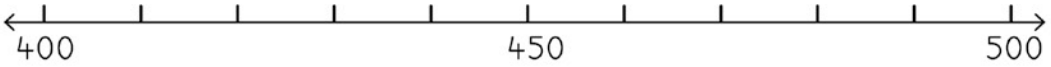
Solve. Use the number line.



200 – 30 = 170	200 – 20 = ____	200 – 80 = ____
200 – 10 = ____	160 – 30 = ____	160 – 60 = ____



400 – 60 = ____	400 – 50 = ____	400 – 10 = ____
400 – 100 = ____	400 – 30 = ____	380 – 80 = ____



500 – 90 = ____	500 – 30 = ____	500 – 70 = ____
500 – 60 = ____	450 – 40 = ____	450 – 50 = ____

4 Rarolla.

Solve.

100 – 20 = 80	100 – 60 = ____	200 – 40 = ____
200 – ____ = 150	200 – 40 = ____	300 – ____ = 260

Subtraction over 100 using a number line | Week 5 • Day 3 | 47

Subtraction using the column method

MMETSE WA HLOGO / MENTAL MATHS: NTŠI GO FETA / MORE THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

A re šomišeng tafola ya rena ya kemapalo go ntša. Na re dira eng?

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

Re ka ntša ma10 le metšo re šomiša dipoloko tša rena godimo ga tafola ya kemapalo.

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

2

O be o na le 86, wa swanelwa ke go tloša 33. Dira ka dipoloko tša gago.

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

3

Ke thoma ka go bea 86 ka thoko. Ke moka ka ntša 33, ke swanetše go tloša masome a ma3 le metšo ye me3.

First, I put out 86. Then to subtract 33, I need to take away 3 tens and 3 ones.

4

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

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

5

86 – 33 = 55

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go ntša ma10 le metšo ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ba se ke ba tshela 10. Ba kgopele gore ba go hlalošetše gore tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le metšo.

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

Go ntša ka go šomiša mokgwa wa kholomo

BEKE • WEEK 5

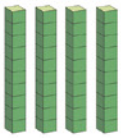
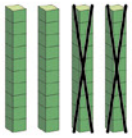
LETŠATŠI 4 • DAY 4

Go ntša ka go šomiša mokgwa wa kholomo

Subtraction using the column method

MMETSE WA HLOGO / MENTAL MATHS → NTŠI GO FETA / MORE THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

49 – 21 = 28

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

Masome a ma4 re tloša masome a ma2 go šala masome a ma2.

Metšo ye 9 re tloša motšo o tee go šala metšo ye 8.

Masome a ma2 le metšo ye 8 ke 28.

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

1 Šomiša diploko go ntša.

Subtract using blocks.

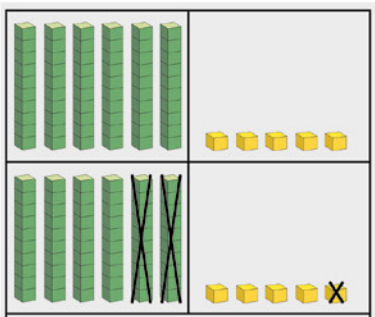
58 – 16 = 42	49 – 23 = ____	68 – 37 = ____
36 – 13 = ____	74 – 21 = ____	94 – 42 = ____

48

Subtraction using the column method

2 Ntša.

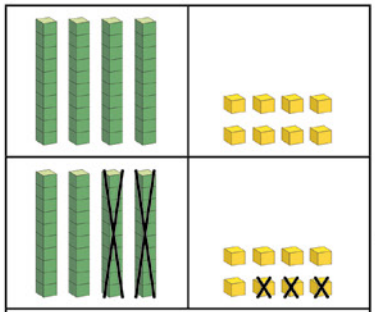
Subtract.



6	5
− 2	1
4	4

Go šala 44.

There is 44 left over.



4	8
− 2	3

Go šala ___.

There is ___ left over.

3 Ntša. Šomiša diploko tša gago.

Subtract. Use your blocks.

26 − 13 = ____

masome tens	metšo ones
2	6
− 1	3
3	9

35 − 11 = ____

masome tens	metšo ones
−	

47 − 25 = ____

masome tens	metšo ones
−	

36 − 11 = ____

masome tens	metšo ones
−	

43 − 22 = ____

masome tens	metšo ones
−	

58 − 45 = ____

masome tens	metšo ones
−	

49 − 34 = ____

masome tens	metšo ones
−	

65 − 24 = ____

masome tens	metšo ones
−	

89 − 38 = ____

masome tens	metšo ones
−	

Kelo le teefatšo

BEKE • WEEK 5

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Rarolla.

Solve.

10 – ____ = 7	14 – 8 = ____	40 – 5 = ____
30 – ____ = 27	24 – 6 = ____	65 – 20 = ____
60 – ____ = 52	37 – 9 = ____	98 – 40 = ____

2 Ntša.

Subtract.

100 – 50 = ____	300 – ____ = 280	250 – 10 = ____

3 Šomiša dikholomo go ntša.

Subtract using columns.

65 – 24 = ____

	masome tens	metšo ones
–		

87 – 52 = ____

	masome tens	metšo ones
–		

53 – 21 = ____

	masome tens	metšo ones
–		

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
Metšo ye lesome e swana le 10 le le tee.	Ten 1s is the same as one 10.
lefokopalo	number sentence
ntša	subtract
ntša dikatišo tša 10	subtract multiples of 10
Mal0 a lesome a swana le 100 le le tee.	Ten 10s is the same as one 100.
ntša go mal0	subtract from the 10s
ntša go mal00	subtract from the 100s

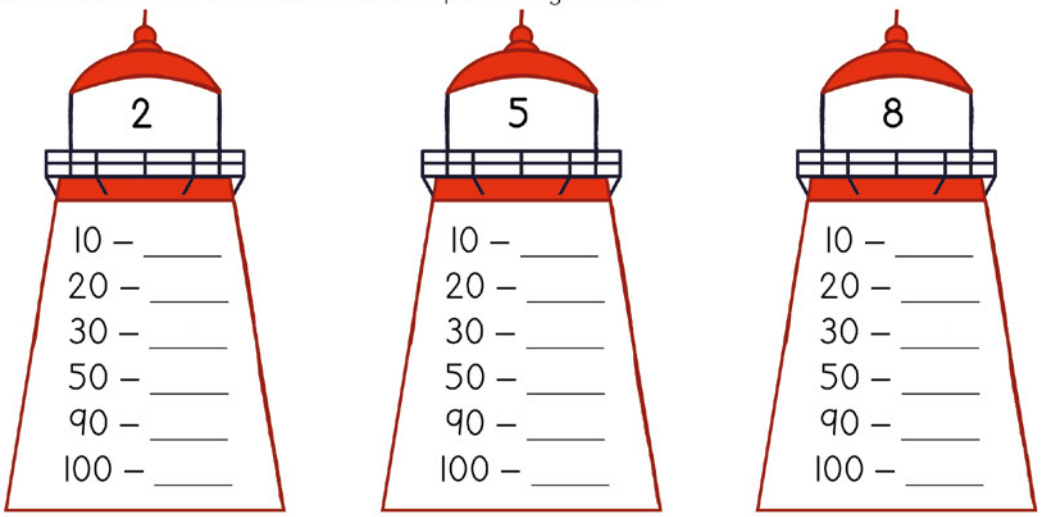
50

Assessment and consolidation

Teefatšo ⁞ Consolidation

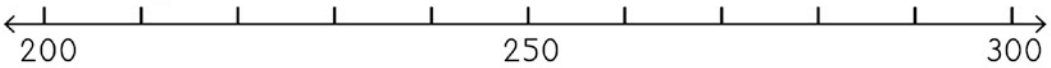
1 Ntša gore o dire palo ya ka godimo ya ntlo ya go bonegela.

Subtract to make the number at the top of the lighthouse.



2 Šomiša mothalopalo go ntša.

Subtract using the number line.



300 – 40 = ____	280 – 80 = ____	300 – 70 = ____

3 Rarolla.

Solve.

240 – 5 = ____	140 – 7 = ____	340 – ____ = 333
180 – ____ = 171	500 – 50 = ____	200 – 40 = ____

4 Ntša.

Subtract.

74 – 51 = ____

	masome tens	metšo ones
–		

93 – 53 = ____

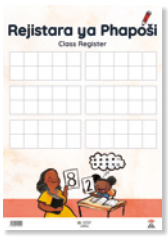
	masome tens	metšo ones
–		

56 – 24 = ____

	masome tens	metšo ones
–		

Go hlakantša le go ntša

	Didirišwa
Mmetse wa Hlogo: Mphe ye nnyane go ...!	Dikarata tša go aga palo
Papadi: *Ke palo efe?*	Dikarata tša go aga palo



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
2	Go hlakantša ka go šomiša mokgwa wa kholomo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
3	Go hlakantša ka go šomiša mokgwa wa kholomo	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10
4	Go hlakantša le go ntša ka go šomiša ditsela tša go fapafapana	Puku ya Mešomo ya Morutwana, dipoloko tša sehlopha sa 10, mothalopalo wa go se be le selo
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
hlakantša dipalo tša mono-1 goba 2 go goba go tšwa go dipalo tša mono 1 goba 2 o šomiša dipoloko tša sehlopha sa 10 le mekgwanakgwana ya hlogo (ntle le go tshela masome).	
hlakantša dipalo tša mono-1 goba 2 go goba go tšwa go dipalo tša mono 1 goba 2 o šomiša dipoloko tša sehlopha sa 10 le mekgwanakgwana ya hlogo le methalopalo (ka go tshela masome).	
lemoga gore mošomo wa go ngwalwa wa marara a go hlakantša le go ntša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe.	

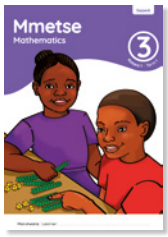
Kelo

Kelo ya go ngwalwa: Marara a go hlakantša le go ntša le mafokopalo

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

Addition and subtraction

	Resources
Mental Maths: Give me less than...	*flard cards*
Game: *What number?*	*flard cards*



Day	Lesson activity	Lesson resources
1	Addition and subtraction using the column method	LAB, *base 10 blocks*
2	Addition using the column method	LAB, *base 10 blocks*
3	Subtraction using the column method	LAB, *base 10 blocks*
4	Addition and subtraction using various strategies	LAB, *base 10 blocks, blank number line*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add and subtract 1 or 2-digit numbers to or from 1 or 2-digit numbers using *base 10 blocks* and mental strategies (no bridging 10).	
add and subtract 1 or 2-digit numbers to or from 1 or 2-digit numbers using mental strategies, *base 10 blocks* and number lines (bridging 10).	
recognise that the written working for addition and subtraction problems can be recorded using columns or other strategies.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

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

Go hlakantša le go ntša

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga dikgopolo tša 'nnyane go' ka Mmetse wa Hlogo. Morutiši o tla bontša 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 bontša palo 1, 2, 3, 4, 5 goba 10. Dikarata tša go aga palo di thuša barutwana go godiša kwešišo le tsebo ya bona ya palo ge ba le gare 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

Mo bekeng ye, barutwana ba raloka papadi ya 'Ke palo efe?' ba šomiša dikarata tša go aga dipalo. Morutwana o tee o dira palo ya mono-3 gomme yo mongwe a fa leina la yona. Ka morago ga go aga palo, ba fe sebaka sa go bolela ka seo ba se bontšhitšego – Na ke ma100 a makae? Na ke ma10 a makae? Na ke metšo ye mekae? Ba swanetše go šiedišana go bitša le go bontša dipalo.

Vidiyo ya go godiša kgopolo

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

- go hlakantša dipalo tša mono-1 goba 2 go dipalo tša mono 2 goba 3 ntle le (le ka) go tshela masome, a šomiša *dipoloko tša sehlopha sa 10* le dikemedi tše dingwe.
- go lemoga gore mošomo wa go ngwalwa wa marara a go hlakantša le go ntša o ka rekhotwa ka go šomiša dikholomo goba mekgwanakgwana ye mengwe, go tšwetša pele mošomo woo o dirilwego ka go Mphato wa 2.

Seo o ka se lebelelago mo bekeng ye

- Dipoloko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya dipoloko tše e thuša barutwana go bona dipalelo tša go amana le ma100, ma10 le metšo. Hlohleletša barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego dipoloko ge ba hlakantša le go ntša. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse. Barutwana ba swanetše go kgona go hlakantša ka go lokologa ntle le go tshela 10 ge ba šoma ka dipalo tše dikgolo mo kotareng ye – ba hlohleletše gore ba šome ka dipoloko gore ba thekge kgodišo ye ya tsebo.
- Tlotlontšu ye bohlokwa: **ma100**, **ma10**, **metšo**, **go hlakantša**, **go ntša**, **lefokopalo**.

Addition and subtraction

Mental Maths video

This week we focus on the concept of less than in Mental Maths. The teacher will show a 2- or 3-digit number using her *flard card* and learners must 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 the cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game video

This week learners play the game *What number?* using *flard cards*. One learner makes a 3-digit number and the other one names it. When they have built the number, let them talk about what they have shown – how many 100s? how many 10s? how many 1s? They should take turns to call and show numbers.

Conceptual development video

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

- adding and subtracting 1- and 2-digit numbers to or from 2- and 3-digit numbers, without (and with) bridging the tens, using *base 10 blocks* and other representations.
- recognising that written work for addition and subtraction problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage them to talk about how they use the blocks when they add and subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add and subtract comfortably without bridging 10. They also learn how to bridge 10 when working with bigger numbers this term – encourage them to work with blocks to support this development of knowledge.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**

Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo

MMETSE WA HLOGO – MENTAL MATHS: NNYANE GO! – 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 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

Addition and subtraction using the column method

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantša.
Add.

126 + 10 = _____

140 + 20 = _____

311 + 40 = _____

320 + 30 = _____

252 + 50 = _____

210 + 20 = _____

185 + 10 = _____

370 + 30 = _____

225 + 40 = _____

103 + 50 = _____

Letšatši 2 Day 2

Hlakantša.
Add.

250 + 14 = _____

101 + 11 = _____

203 + 41 = _____

361 + 32 = _____

400 + 34 = _____

151 + 44 = _____

300 + 24 = _____

254 + 12 = _____

350 + 43 = _____

200 + 17 = _____

Letšatši 3 Day 3

Hlakantša.
Add.

232 + 14 = _____

413 + 24 = _____

335 + 22 = _____

254 + 34 = _____

127 + 73 = _____

423 + 34 = _____

221 + 17 = _____

332 + 41 = _____

230 + 30 = _____

111 + 44 = _____

Letšatši 4 Day 4

Hlakantša.
Add.

103 + 34 = _____

426 + 11 = _____

253 + 12 = _____

111 + 63 = _____

338 + 21 = _____

210 + 11 = _____

302 + 21 = _____

421 + 15 = _____

113 + 21 = _____

421 + 50 = _____

Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re hlakantšheng ka go šomiša tafola ya kemapalo.

Let's add using the place value table.

1

Ke ntšhitše 125 le 42 ke šomiša dipoloko tša ka.

I put out 125 and 42 using my blocks.

Metšo ye me5 hlakanya le metšo ye me2 e dira metšo ye 7. Masome a ma2 hlakanya le masome a ma4 a dira masome a 6. Ke moka hlakantša le 100. Ke na le 167 ge di hlakana ka moka.

5 ones plus 2 ones is 7 ones. 2 tens plus 4 tens is 6 tens. Then add the 100. I have 167 altogether.

2

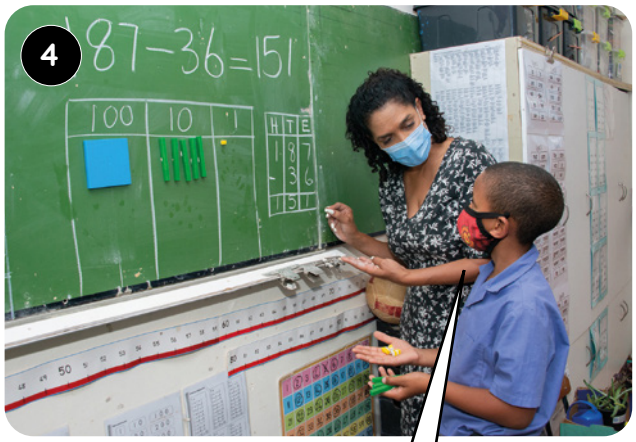
A re ntšheng ka go šomiša tafola ya kemapalo.

Let's subtract using the place value table.

3

Ke ntšhitše 187 ke šomiša dipoloko tša ka. Gore ke ntšhe 36, ke swanetše go tloša metšo ye 6 le masome a ma3.

I put out 187 using my blocks. To subtract 36, I need to take away 6 ones and 3 tens.



4

Ke tloša metšo ye 6 go metšo ye 7. Go šala motšo o 1. Ke tloša masome a ma3 go masome a 8. Ke šalelwa ke masome a ma5. Ke sa na le 100. Ke sa šaletšwe ke 151.

I take away 6 ones from the 7 ones. That leaves 1 one. I take away 3 tens from the 8 tens which leaves 5 tens. I still have 100. I have 151 left.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go hlakantša le go ntša ma10 le metšo ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Bolela le bona ba go hlalošetše gore tafola ya kemapalo e ba thuša bjang go rarolla marara ka nepagalo ka go hlopha ma10 le metšo.

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

Addition and subtraction using the column method

BEKE • WEEK 6

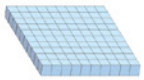
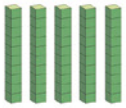
LETŠATŠI 1 • DAY 1

Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo
Addition and subtraction using the column method

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

Papadi: Ke palo efe?
Game: What number?

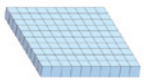
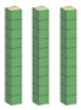
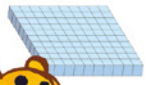
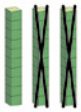
- Šomang ka bobedi. Šomišang dikarata tša lena tša sehlopha sa 10 le bontšhe palo.
  Show the number using your flard cards.
- Ke palo efe?
  What number?
- Na ke mal00 a makae? Na ke mal0 a makae? Na ke metšo ye mekae?
  How many 100s? How many 10s? How many 1s?

H	T	O
		

	H	T	O
	1	5	6
+		1	2
	1	6	8

Lebelela dipalelo ka gare ga dikholomo. Gopola go thoma ka go hlakantša metšo ke moka go latele mal0. Na o hwetša eng?

Look at the working in the columns. Remember to add the 1s first, then the 10s. What do you get?

H	T	O
		
		

	H	T	O
	1	3	5
−		2	3
	1	1	2

Lebelela dipalelo ka gare ga dikholomo. Gopola go thoma ka go ntša metšo ke moka go latele mal0. Na go šala eng?

Look at the working in the columns. Remember to subtract the 1s first, then the 10s. What is left?

52

Go hlakantša le go ntša ka go šomiša mokgwa wa kholomo

1 Hlakantša o be o ntšhe ka go šomiša diploko.

Add and subtract using blocks.

133 + 24 = 157	156 + 41 = ____	127 + 62 = ____
187 – 56 = 131	165 – 32 = ____	138 – 32 = ____

2 Hlakantša.

Add.

174 + 35 = ____

H	T	O

+

H	T	O

123 + 56 = ____

H	T	O

+

H	T	O

3 Ntša.

Subtract.

167 – 45 = ____

H	T	O

–

H	T	O

148 – 37 = ____

H	T	O

–

H	T	O

4 Šomiša diploko go hlakantša.

Add using blocks.

153 + 45 = ____

H	T	O

+

166 + 12 = ____

H	T	O

+

5 Šomiša diploko tša gago go ntša.

Subtract using blocks.

167 – 45 = ____

H	T	O

–

148 – 37 = ____

H	T	O

–

Addition and subtraction using the column method **Week 6 • Day 1** 53

Addition using the column method

MMETSE WA HLOGO (MENTAL MATHS) — NNYANE GO! (LESS THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

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

2

Ke ntšhitše 125 le 42 ke šomiša dipoloko tša ka.
I put out 86 and 43 using my blocks.

Ke hlakantša metšo ye 6 le metšo ye me3 go hwetša metšo ye 9. Ke hlakantša masome a 8 le masome a ma4 go hwetša masome a 12. Bjale ke na le masome a 12 le metšo ye 9 ge di hlakana ka moka.
I add 6 ones and 3 ones to get 9 ones. I add 8 tens and 4 tens to get 12 tens. So, I have 12 tens and 9 ones altogether.

3

Na o tseba eng ka masome a 12?
What do you know about 12 tens?

4

Masome a 12 a swana le lekgolo le 1 le masome a ma2.
12 tens is the same as 1 hundred and 2 tens.

O nepile! Re ka tšhentšhiša ra dira lekgolo le 1. Na o na le bokae ge di hlakana ka moka?
Correct! We can exchange and make 1 hundred. How much do you have altogether?

5

6

Ke na le lekgolo le 1, masome a ma2 le metšo ye 9.
I have 1 hundred, 2 tens and 9 ones.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go ntša ma100, ma10 le metšo ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo. Ba fe menyetla ya gore ba bone gore go na le nako yeo ba swanetšego go tšhentšhiša masome a 10 ka lekgolo le 1.

Allow learners multiple opportunities to solve problems that involve adding 100s, 10s and 1s using *base 10 blocks* and a place value table. Provide opportunities for them to see that there are times when they must exchange 10 tens for 1 hundred.

Go ntša ka go šomiša mokgwa wa kholomo

BEKE • WEEK 6

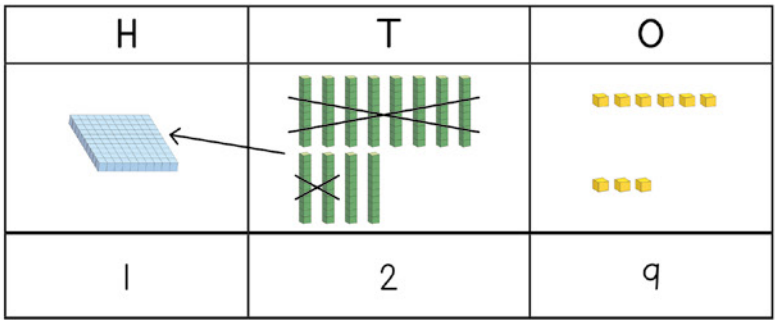
LETŠATŠI 2 • DAY 2

Go hlakantša ka go šomiša mokgwa wa kholomo

Addition using the column method

MMETSE WA HLOGO / MENTAL MATHS → NTŠI GO FETA / MORE THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

86 + 43 = 129



	H	T	O
		8	6
+		4	3
	1	2	9

Go na le masome a 12 ge a hlakana ka moka. Seo se dira lekgolo le 1 le masome a ma2.

There are 12 tens altogether. That makes 1 hundred and 2 tens.

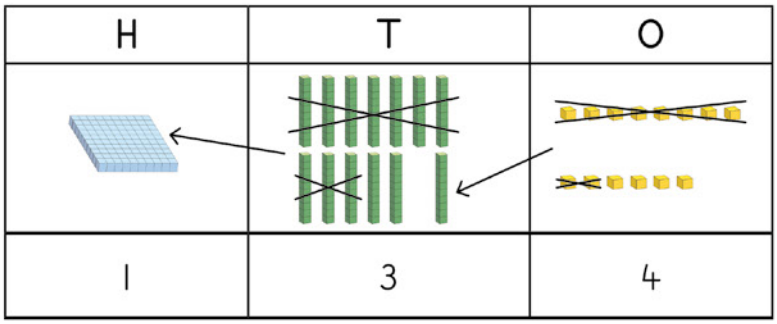
Go na le metšo ye 9 ge e hlakana ka moka.

There are 9 ones altogether.

Ke tšhentšhiša masome a 10 ka lekgolo le 1. Ke na le 129 ge a hlakana ka moka.

I exchanged 10 tens for 1 hundred. I have 129 altogether.

78 + 56 = 134



	H	T	O
		1 7	8
+		5	6
	1	3	4

Go na le masome a 13. Seo se dira lekgolo le 1 le masome a ma3 ge a hlakana ka moka.

There are 13 tens. That makes 1 hundred and 3 tens altogether.

Go na le metšo ye 14. Seo se dira lesome le 1 le metšo ye me4 ge di hlakana ka moka.

There are 14 ones. That makes 1 ten and 4 ones altogether.

Nka tšhentšhiša mal0 le metšo! Lebelela mohlala wo.

I can exchange 10s and 1s! Look at this example.

54

Addition using the column method

1 Šomiša diploko go hlakantša.

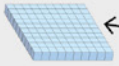
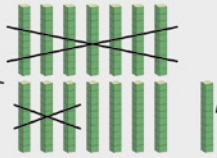
Add using blocks.

57 + 81 = 138	85 + 33 = ____	91 + 46 = ____	64 + 72 = ____
56 + 75 = 131	84 + 47 = ____	39 + 84 = ____	67 + 58 = ____

2 Hlakantša.

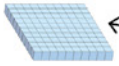
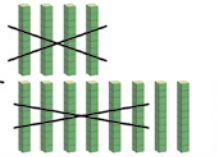
Add.

79 + 74 = 153

H	T	O
		
1	5	3

	H	T	O
		1 7	9
+		7	4
	1	5	3

48 + 84 = ____

H	T	O
		 

	H	T	O
		4	8
+		8	4

3 Hlakantša. Šomiša diploko tša gago.

Add. Use your blocks.

39 + 78 = ___

	H	T	O
+			

43 + 99 = ___

	H	T	O
+			

65 + 89 = ___

	H	T	O
+			

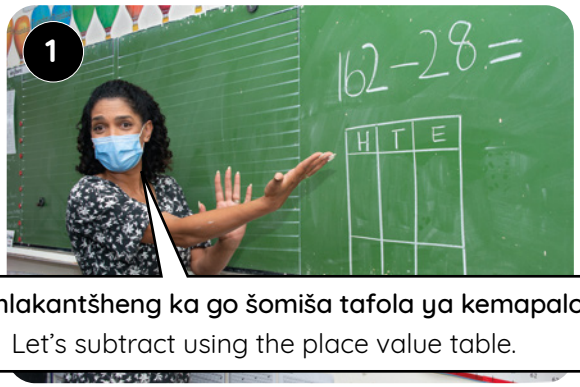
74 + 59 = ___

	H	T	O
+			

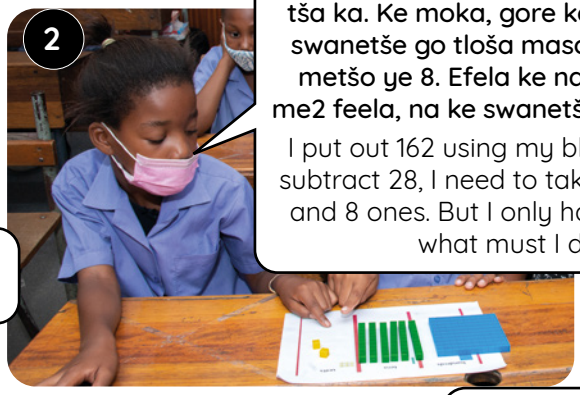
Go ntša ka go šomiša mokgwa wa kholomo

MMETSE WA HLOGO – MENTAL MATHS: NNYANE GO! – LESS THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



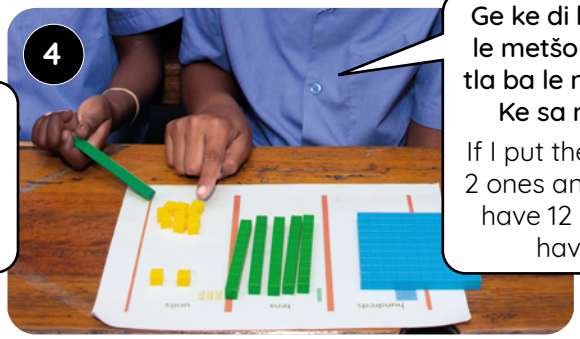
A re hlakantšheng ka go šomiša tafola ya kemapalo.
Let's subtract using the place value table.



Ke ntšhitše 162 ke šomiša dipoloko tša ka. Ke moka, gore ke ntšhe 28, ke swanetše go tloša masome a ma2 le metšo ye 8. Efela ke na le metšo ye me2 feela, na ke swanetše go dira eng?
I put out 162 using my blocks. Then to subtract 28, I need to take away 2 tens and 8 ones. But I only have 2 ones so what must I do?

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

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



Ge ke di hlakantša le metšo ye me2 ke tla ba le metšo ye 12. Ke sa na le 100.
If I put them with the 2 ones and then I will have 12 ones. I still have 100.

Ke na le metšo ye 12. Ge ke tloša metšo ye 8, ke šalelwa ke metšo ye me4. Bjale ke na le masome a ma5. Ge ke tloša masome a ma2, ke šalelwa ke masome a ma3. Ke šaletšwe ke lekgolo le 1, masome a ma3 le metšo ye me4.
I have 12 ones. If I take away 8 ones, I have 4 ones left. I have 5 tens now. If I take away 2 tens, I have 3 ten left. I have 1 hundred, 3 tens and 4 ones left.

Efa barutwana menyetla ya go rarolla marara a go amana le go ntša ma10 le metšo ba šomiša dipoloko tša sehlopha sa 10 le tafola ya kemapalo, ba se ke ba tshela 10. Ba fe menyetla ya gore ba bone gore go na le nako yeo ba swanetšego go tšhentšhiša lekgolo le 1 ka masome a 10.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using *base 10 blocks* and the place value table. Provide opportunities for them to see that there are times when they must exchange 1 hundred for 10 tens.

Subtraction using the column method

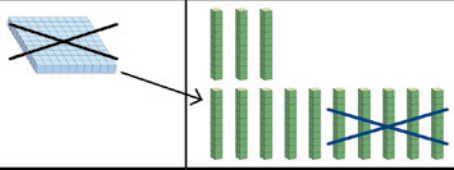
BEKE • WEEK 6

LETŠATŠI 3 • DAY 3

Go ntša ka go šomiša mokgwa wa kholomo
Subtraction using the column method

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

138 – 53 = 85

H	T	O
		
0	8	5

	H	T	O
	1	3	8
–		5	3
		8	5

Ke tšhentšhiša lekgolo le 1 ka masome a 10. Bjale ke na le masome a 13. Ke ntša masome a ma5.

I exchanged 1 hundred for 10 tens. I have 13 tens now. I subtract 5 tens.

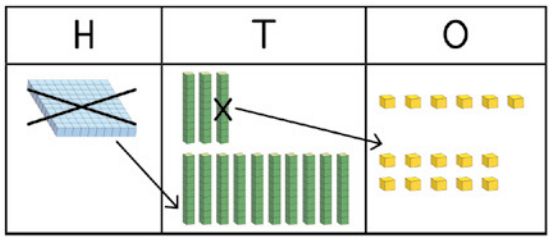
Ke ntša metšo ye me3.

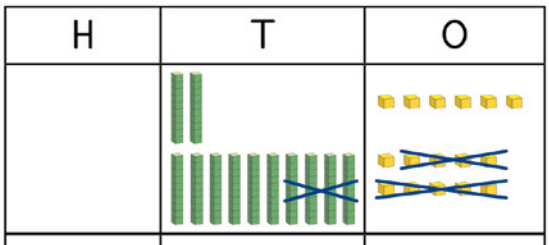
I subtract 3 ones.

Ke šaletšwe ke 85.

I have 85 left.

136 – 49 = 87

H	T	O
		

H	T	O
		
0	8	7

Ke tšhentšhiša lekgolo le 1 ka masome a 10. Bjale ke na le masome a 13. Ke tšhentšhiša lesome le 1 ka metšo ye 10. Bjale ke na le metšo ye 16.

I exchanged 1 hundred for 10 tens. I have 13 tens now. I exchanged 1 ten for 10 ones. I have 16 ones now.

Ke ntša 49.
Ke šaletšwe ke 87.

I subtract 49. I have 87 left.

	H	T	O
		2	1
	1	~~3~~	6
–		4	9
		8	7

E ngwale ka tsela ye. Bontša gore o tšhentšhišitše ka eng.

Write it like this. Show what you exchanged.

56

Go ntša ka go šomiša mokgwa wa kholomo

1 Šomiša dipoloko tša gago go ntša.

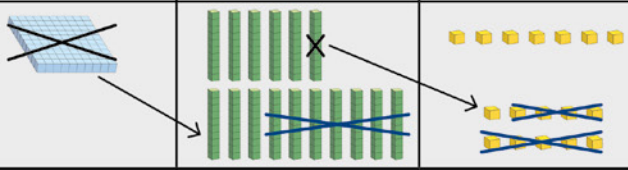
Subtract using blocks.

114 – 52 = 62	135 – 56 = ____	168 – 87 = ____	136 – 63 = ____
124 – 45 = 79	131 – 64 = ____	164 – 87 = ____	142 – 75 = ____

2 Ntša.

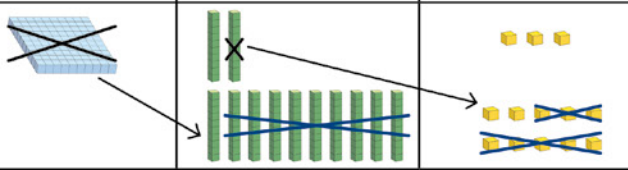
Subtract.

167 – 79 = 88

H	T	O
		
0	8	8

	H	T	O
	1	5 ~~6~~	1 7
–		7	9
		8	8

123 – 98 = ____

H	T	O
		

	H	T	O
	1	2	3
–		9	8

3 Ntša. Šomiša dipoloko tša gago.

Subtract. Use your blocks.

167 – 85 = ____

	H	T	O
–			

148 – 72 = ____

	H	T	O
–			

152 – 61 = ____

	H	T	O
–			

126 – 43 = ____

	H	T	O
–			

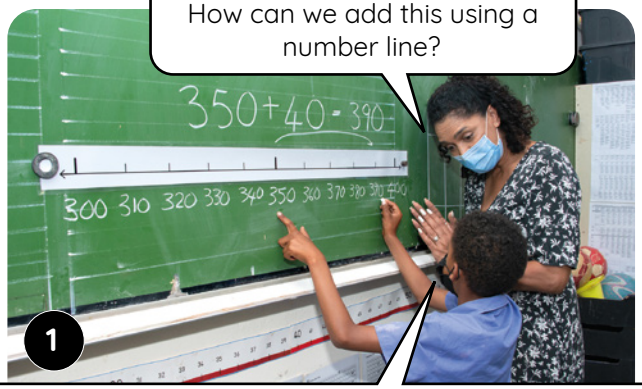
Subtraction using the column method Week 6 • Day 3 57

Addition and subtraction using various strategies

MMETSE WA HLOGO MENTAL MATHS — NNYANE GO! LESS THAN → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

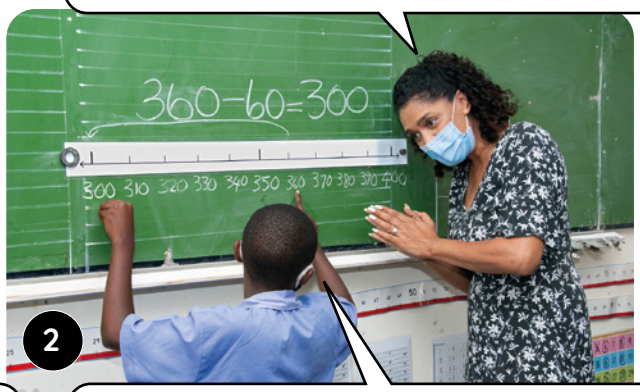
Na re ka hlakantša bjang tše ka go šomiša mothalopalo?
How can we add this using a number line?



1

Ge ke fofa mefofo ye me4 ya 10 ke eya pele go tloga go 350, ke ema go 390.
If I jump 4 jumps of 10 forwards from 350, I land on 390.

Na re ka ntša bjang tše ka go šomiša mothalopalo?
How can we subtract using a number line?



2

Ge ke fofa ke boela morago mefofo ye 60 go tloga go 360, ke ema go 300.
If I jump backwards 60 from 360, I land on 300.

Na re ka hlakantša bjang tše ka go šomiša dipoloko le go ngwala ka dikholomo?
How can we add this using blocks and writing in columns?

3

Ke šomiša dipoloko tša ka go hlakantša. Ke ngwala ka tsela ye. Ke hwetša 189.
I use my blocks to add. I write it like this. I get 189.

Na re ka ntša bjang tše ka go šomiša dipoloko le go ngwala ka dikholomo?
How can we subtract this using blocks and writing in columns?

4

Ke šomiša dipoloko tša ka go ntša. Ke ngwala ka tsela ye. Ke hwetša 125.
I use my blocks to subtract. I write it like this. I get 125.

Efa barutwana menyetla ye mentši ya go šomiša methalopalo le dipoloko go hlakantša le go ntša. Go fofa godimo ga mothalopalo ke mošongwana wa bohlokwa wa seka-khonkhriti woo o tla thušago barutwana go šoma ka dipalo tša ka godimo ga 100 ka hlogo. Go šoma ka dikholomo go thuša barutwana go šomiša kemapalo go aga seo ba se ngwalago.

Provide multiple opportunities to learners to use number lines and blocks to add and subtract. Jumping on a number line is a useful semi-concrete activity that will help learners to work mentally with numbers bigger than 100. Working in columns is efficient and helps learners to use place value to structure what they write.

Go hlakantša le go ntša ka go šomiša ditsela tša go fapafapana

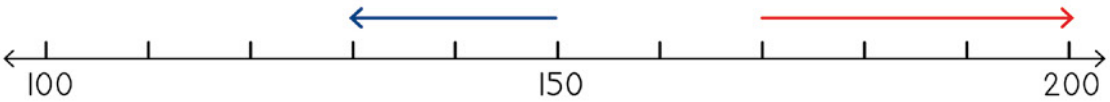
BEKE • WEEK 6

LETŠATŠI4 • DAY 4

Go hlakantša le go ntša ka go šomiša ditsela tša go fapafapana Addition and subtraction using various strategies

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

150 – 20 = 130 170 + 30 = 200

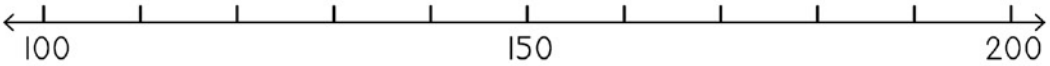


Šomiša mothalopalo go hlakantša le go ntša.
Ge o ntša, o ya ka go la nngele.
Ge o hlakantša, o ya ka go la go ja.

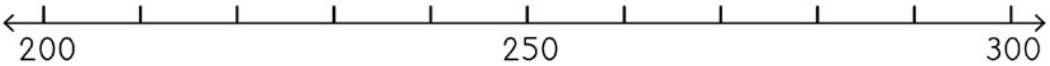
Add and subtract using a number line.
To subtract, move left
To add, move right.

1 Šomiša mothalopalo go hlakantša.

Add using the number line.



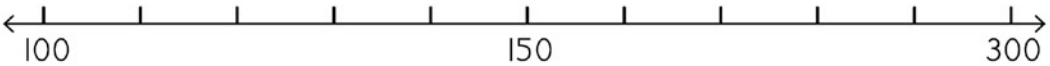
100 + 50 = ____	150 + 50 = ____	180 + 20 = ____



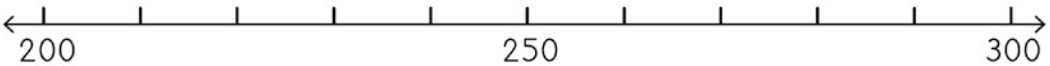
200 + ____ = 220	210 + ____ = 300	240 + ____ = 280

2 Šomiša mothalopalo go ntša.

Subtract using the number line.



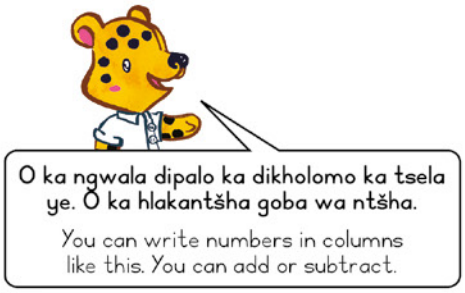
190 – 30 = ____	170 – 70 = ____	200 – 60 = ____



290 – ____ = 210	230 – ____ = 200	300 – ____ = 200

58

Addition and subtraction using various strategies



	1	2	4
+		5	3
	1	7	7

	1	7	8
–		2	6
	1	5	2

3 Ngwala dipalo ka gare ga dikholomo o be o hlakantšhe.

Write the numbers in columns and add.

113 + 35 = _____

	1	1	3
+		3	5
	1	4	8

182 + 25 = _____

156 + 31 = _____

127 + 52 = _____

161 + 17 = _____

124 + 75 = _____

4 Ngwala dipalo ka gare ga dikholomo o be o ntšhe.

Write the numbers in columns and subtract.

153 – 42 = _____

	1	5	3
–		4	2
	1	1	1

186 – 64 = _____

178 – 43 = _____

169 – 55 = _____

148 – 36 = _____

195 – 81 = _____

Kelo le teefatšo

BEKE • WEEK 6

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Rarolla.

Solve.

62 + 31 = ____	462 + 31 = ____	78 – 25 = ____	278 – 25 = ____

2 Šomiša mothalopalo go hlakantša.

Use the number line to add.

300 350 400

300 + 40 = ____

310 + 90 = ____

3 Šomiša mothalopalo go hlakantša.

Use the number line to subtract.

200 250 300

300 – 30 = ____

280 – 70 = ____

4 Šomiša dikholomo go hlakantša.

Add using columns.

65 + 74 = ____

	H	T	O
+			

5 Šomiša dikholomo go ntša.

Subtract using columns.

136 – 52 = ____

	H	T	O
–			

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
Metšo ye lesome e swana le 10 le tee.	Ten 1s is the same as one 10.
Mal0 a lesome a swana le 100 le tee.	Ten 10s is the same as one 100.
lefokopalo	number sentence
hlakantša o be o ntšhe	add and subtract
Dira mefofo godimo ga mothalopalo.	Make jumps on a number line.
Šomiša diploko go balela ka metšo, mal0 le mal00.	Use blocks to work with 1s, 10s and 100s.

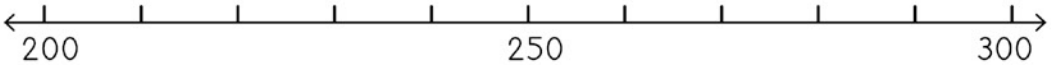
60

Assessment and consolidation

Teefatšo ⁞ Consolidation

1 Šomiša mothalopalo go hlakantša.

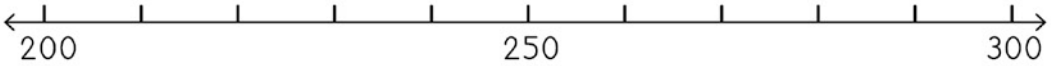
Add using the number line.



200 + 40 = ____	220 + 80 = ____	240 + 20 = ____

2 Šomiša mothalopalo go ntša.

Subtract using the number line.



290 – 40 = ____	280 – 60 = ____	300 – 40 = ____

3 Rarolla.

Solve.

240 + 50 = ____	230 + 70 = ____	220 + ____ = 300
300 – 50 = ____	300 – 40 = ____	300 – ____ = 210

4 Hlakantša.

Add.

76 + 62 = ____

43 + 91 = ____

154 + 25 = ____

5 Ntša.

Subtract.

174 – 93 = ____

156 – 84 = ____

141 – 26 = ____

Mothamo

	Didirišwa	
Mmetse wa hlogo: *Fizz Pop – Go ripagare*	*Ga di gona*	
Papadi: *Mmetse wa lebelo ka letaese – kitimela go 100*	*Mataese*	

Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Mothamo: dilitere	Puku ya Mešomo ya Morutwana, dijeke, dikomiki, mapotlelo a go be le selo, (litere e 1, tše 5, 2) meetse
2	Mothamo: mahwana le dikomiki	Puku ya Mešomo ya Morutwana, mahwana, lelepola, ditšhelo tše nnyane tša go se be le selo
3	Mothamo: dimililitere	Puku ya Mešomo ya Morutwana, dijeke, ditšhelo tša go se be le selo (tše nnyane le tše dikgolo)
4	Mothamo	Puku ya Mešomo ya Morutwana, dijeke
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
naganela, ela, bapetša, hlaola le go rekhota mothalo wa ditšhelo ka dilitere le dimililitere.	
naganela, ela, bapetša mothamo wa dikomiki ka go šomiša dikelo tša go se be molaong (malepola le dikomiki)	

Kelo

Kelo ya go ngwalwa: Mothamo

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

Kelo ya bomolomo le tirišo

Lebelela barutwana go ela bokgoni bja bona bja go naganela, ela, bapetša, go hlaola le go rekhota mothamo ba šomiša dikelo tšeo di sego molaong, dilitere le dimililitere.	**Moputso 5**		
Lenaneo: nepagetše/fošagetše/nyakile a	✓	✗	●
O kgona go fa tlhalošo ya lereo la mothamo a šomiša mohlala.			
O kgona go naganela mothamo wa ditšhelo a šomiša dilitere le dimililitere.			
O kgona go hlaola ditšhelo go ya ka mothamo ka tatelano ya go ya godimo le go theoga			
O kgona go rekhota mothamo wa ditšhelo ka dikelo tšeo di sego molaong			
O kgona go bala sekala godimo ga jeke ya go ela			

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

Capacity

	Resources	
Mental Maths: *Fizz Pop* – halve!	none	
Game: *Fast maths with dice – race to 100W*	*dice*	

Day	Lesson activity	Lesson resources
1	Capacity: litres	LAB, jugs, empty bottles (5, 2, 1 litre), water
2	Capacity: teaspoons and cups	LAB, teaspoons, tablespoon, small empty containers
3	Capacity: millilitres	LAB, jugs, empty containers (small and large)
4	Capacity	LAB, jugs
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
estimate, measure, compare, order and record the capacity of containers in litres and millilitres	
estimate, measure and compare capacity of cup using non-standard measures (tablespoons and cups)	

Assessment

Written assessment: Capacity

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

Oral and practical assessment

Observe learners to assess their ability to estimate, measure, compare, order and record capacity using non-standard measures, litres and millilitres	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to explain the meaning of the term capacity using an example			
Able to estimate the capacity of containers using litres and millilitres			
Able to order containers according to capacity in ascending and descending order			
Able to record the capacity of containers in non-standard measures			
Able to read the scale on a measuring jug			

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

Mothamo

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop gape ka tsepelelo ya go ripa gare. Go bohlokwa gore barutwana ba itlwaetše go ripa gare gore ba kgone go šomiša mokgwa wo wa go balela ka nepagalo. Kwešišo ya go ripa gare e a hlokega bjale ka ge barutwana ba thoma go ithuta ka dipalophatlo.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya *Mmetse wa lebelo ka letaese – kitima go ya ga 100*. Barutwana ba raloka ka bobedi ka mataese a ma2 goba a ma3. Barutwana ba šiedišana go foša mataese le go tšwela pele ba hlakantša palo yeo e sa tšogo fošwa go fihlela ba fihla go 100. Papadi ye e thuša barutwana go rarolla marara a go hlakantša ka hlogo le go ba thuša go rarolla marara ka lebelo le ka nepagalo.

Vidiyo ya go godiša kgopolo

Bekeng ye re tla tsepelela ga go šoma ka diyuniti tšeo di sego molaong gore re kgone go ela mothamo. Barutwana ba tla kgona go naganela, go bapetša le go rekhota dikelo tša bona litere. Barutwana ba swanetše go kgona go tšea sephetho so gore ba šomiša neng dimililitere le dilitere bjale ka yuniti ya maleba ya kelo. Re tla tsepelela ga:

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

Seo o ka se lebelelago mo bekeng ye

Thuša barutwana go tseba lereo la mothamo – palo yeo setšhelo se ka rwalago ge se tletše.

- Go bohlokwa gore o fe barutwana nako ya go utolla le go lemoga bohlokwa bja go šomiša diyuniti tšeo di lego molaong. Re šomiša diyuniti tša go ba molaong bjale ka ge re nyaka mokgwa wa kelo woo o fago dipoelo tša go swana nako le nako ge o šomišwa.
- Go bohlokwa gore o fe barutwana sebaka sa go šoma ka ditšhelo ka bobona goba gore o laetše mešongwana ya tirišo mo pele ga phaposi (le barutwana ba tšea karolo ge go kgonega). Gopola, barutwana ba Sehlopha sa Motheo ba ithuta bokaone ge ba tšea karolo ka mafolofolo.
- Tlotlontšu ye bohlokwa: **ntši go feta**, **nnyane go**, **mothamo**, **litere**, **mililitere**, **tletše**, **go se be le selo.**

Capacity

Mental Maths video

This week we will play *Fizz Pop* again, with a focus on halving. It is important for learners to practice halving, and to 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 *Fast maths with dice – race to 100*. Learners play in pairs with 2 or 3 dice. Learners take turns to throw the dice and keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to solve problems quickly and efficiently.

Conceptual development video

This week we will focus on working with non-standard and standard units to measure capacity. Learners will be able to estimate, compare and record their measurements. Learners should be able to decide when to use millilitres and litres as an appropriate unit of measurement. We will focus on:

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

What to look out for this week

- Help learners to establish the concept of **capacity** – the amount a container can hold when it is full.
- It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that gives the same results every time it is used.
- It is important that you allow learners to work with containers themselves or that you demonstrate the practical activities in front of the class (with learners participating if possible). Remember, learners in the Foundation Phase learn best when they are actively involved.
- Important vocabulary: **more than**, **less than**, **capacity**, **litre**, **millilitre**, **full**, **empty**

Mothamo: dilitere

MMETSE WA HLOGO – MENTAL MATHS: *FIZZ POP* – GO RIPAGARE! / *FIZZ POP* – HALVE! → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

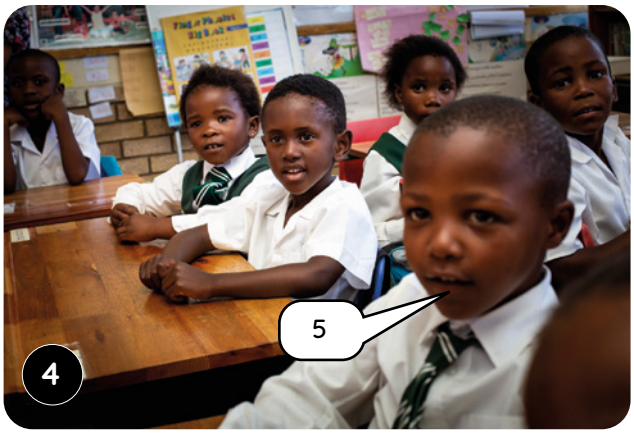
MMETSE WA HLOGO | MENTAL MATHS

Ralokang Fizz Pop gore le itlwaetše go ripa gare.

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.



Capacity: litres

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntša.
Subtract.

261 – 50 = _____

456 – 10 = _____

394 – 20 = _____

143 – 60 = _____

325 – 30 = _____

199 – 30 = _____

288 – 10 = _____

474 – 40 = _____

292 – 10 = _____

396 – 50 = _____

Letšatši 2 Day 2

Ntša.
Subtract.

269 – 41 = _____

377 – 33 = _____

234 – 12 = _____

455 – 53 = _____

145 – 35 =_____

349 – 28 =_____

179 – 65 = _____

294 – 12 = _____

357 – 21 = _____

487 – 34 = _____

Letšatši 3 Day 3

Ntša.
Subtract.

146 – 20 = _____

353 – 10 = _____

375 – 30 = _____

274 – 50 = _____

452 – 40 = _____

186 – 60 = _____

261 – 50 = _____

292 – 70 = _____

393 – 20 = _____

491 – 90 = _____

Letšatši 4 Day 4

Ntša.
Subtract.

135 – 31 = _____

346 – 23 = _____

456 – 44 = _____

215 – 12 = _____

329 – 18 = _____

117 – 26 = _____

229 –19 = _____

378 – 37 = _____

439 – 15 = _____

347 – 22 = _____

Mothamo: dilitere

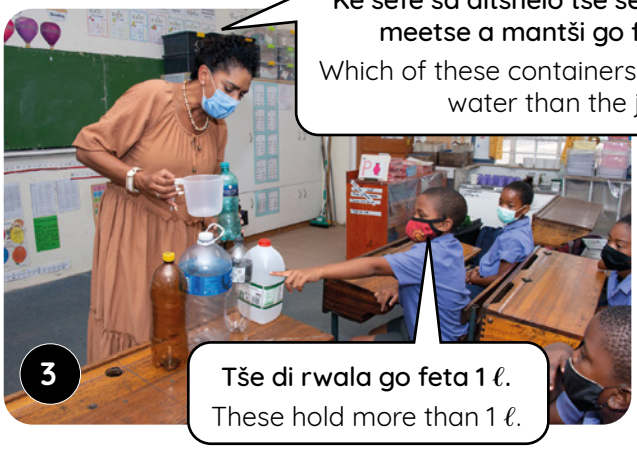
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mothamo ke bokaalo bjoo setšhelo se ka rwalago ka gona. Jeke ye e na le mothalo wa go lekana litere e 1.
Capacity is about how much a container can hold. This jug can hold 1 litre.

Ke sefe sa ditšhelo tše seo se rwalago meetse a mannyane go jeke?
Which of these containers hold less water than the jug?

Tše di rwala ka tlase ga 1 ℓ.
These hold less than 1 ℓ.

Ke sefe sa ditšhelo tše seo se rwalago meetse a mantši go feta jeke?
Which of these containers will hold more water than the jug?



Tše di rwala go feta 1 ℓ.
These hold more than 1 ℓ.

Naganela gore ke dijeke tše kae tša meetse tšeo di hlokegago go tlatša lepotlelo le.
Estimate how many jugs of water are needed to fill this bottle.

Ke šomišitše dijeke tše 5 tša meetse. Le rwala 5 ℓ.
I used 5 jugs of water. It holds 5 ℓ.

O dirile botse! Bjale a re naganeleng gore na se sengwe le se sengwe sa ditšhelo tše se ka rwala dijeke tše kae tša meetse ke moka o di beakanye.
Very good! Now let's estimate how many jugs of water each of these containers can hold and then arrange them

Efa barutwana sebaka sa go naganela le go ela mothamo wa ditšhelo tše dingwe. Ka morago ga moo ba swanetše go di beakanya ka tatelano go tloga ka setšhelo sa mothamo wo mogolo go ya go sa mothomo wo monnyane. Ahlaahlang ka tsela ya go naganela gabotse.

Allow learners to estimate and measure the capacity of the other containers. After that they should arrange them in order from the containers with the largest capacity, to the container that holds the least. Discuss how to make good estimations.

Capacity: litres

BEKE • WEEK 7

LETŠATŠI 1 • DAY 1

Mothamo: dilitere
Capacity: litres

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

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

- Kgokološa letaese.
  Roll the dice.
- Hlakantša dipalo mmogo.
  Add the numbers together.
- Fanang sebaka.
  Take turns.
- Tšwela pele o hlakantšhe o be o fihle ga 100.
  Keep adding till you get to 100.

1 Šomiša ditšhelo tšeo o di kgobokeditšego o di hlaole go ya ka dihlopha tše tharo.
Use the containers that you have collected and sort them into three groups.

Dirang mešongwana ye ka sehlopha.
Do these activities in a group.

Sa ka tlase ga litere e 1 Less than 1 litre	Sa go nyaka se lekane le litere Almost a litre	Sa go feta litere e 1 More than 1 litre

2 Beakanya ditšhelo tša ka godimo ka tatelano go tloga ka ditšhelo tšeo di ka rwalago gannyane go ya ga tšeo di ka rwalago ka bontši. Thala/ngwala maina ka tatelano ya nnete.
Arrange the containers above in order from the containers that can hold the least to the containers that can hold the most. Draw/write the names in the correct order.

_____

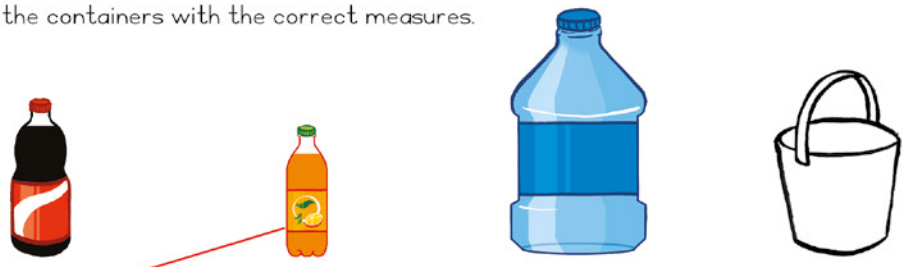
_____

_____

Mothamo: dilitere

3 Nyalanya ditšhelo le dikelo tša nnete.

Match the containers with the correct measures.



litere e 1	dilitere tše 2	dilitere tše 5	dilitere tše 8
1 litre	2 litres	5 litres	8 litres

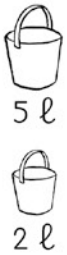
4 Lepotlelo le lengwe le le lengwe le rwala 3 ℓ. Maswi ka moka a tšhollelwa ka pitšeng. Pitša e šaletše go tlala. Na mothamo wa go tlatša pitša ke wo mokaakang?

Each bottle holds 3 ℓ. All the milk is poured into a pot. he pot is half full. What is the full capacity of the pot?

_____

5 Lebo o na le pakete ya dilitere tše 5 le pakete ya dilitere tše 2. O nyaka go tlatša sedibana se sennyane ka dilitere tše 19 tša meetse. Na Lebo a ka šomiša dikopantšho dife tša dipakete tša meetse tša 5 ℓ le 2 ℓ?

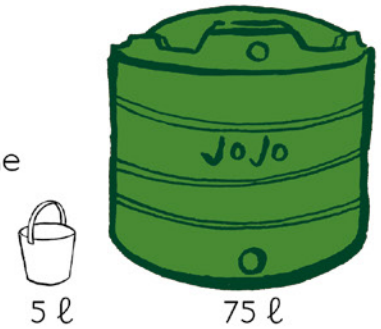
Lebo has a 5 litre bucket and 2 litre bucket. She needs to fill a little pond with 19 litres of water. What combination of 5 ℓ and 2 ℓ buckets of water can Lebo use?



_____

6 Tanka ye nnyane ya meetse e rwala 75 ℓ ya meetse. Pakete e rwala 5 ℓ ya meetse. Go kgelwe dipakete tše senyane go tšwa ka thankeng. Na go šetše meetse a makaakang ka tankeng?

A small water tank holds 75 ℓ of water. A bucket holds 5 ℓ of water. Nine buckets are taken from a full tank. How much water is left in the tank?



_____

Capacity: teaspoons and cups

MMETSE WA HLOGO MENTAL MATHS — *FIZZ POP* – GO RIPAGARE! *FIZZ POP* – HALVE! → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na nka šomiša eng go ela meetse ao a ka rwalwago ke jeke ye? Lehwana goba komiki.

What should I use to measure how much water that this jug can hold? The teaspoon or the cup?

Šomiša komiki, go tla tšea nako go šomiša lehwana.

Use the cup, it will take too long to use the teaspoon.

1

Na nka šomiša eng go ela meetse ao a ka rwalwago ke jeke ye?

Which item should I use to measure how much water that this cup can hold?

Lehwana, jeke e rwala meetse a mantši go feta komiki.

The teaspoon, the jug holds more water than the cup.

2

Ahlaahlang kgetho ya setlabela sa go ela. Re šomiša diyuniti tše dinnyane go ela mothamo wa komiki, ra šomiša diyuniti tše dikgolo go ela mothamo wa jeke. Ahlaahlang se ka botlalo mabapi le dikelo tše dingwe.

Discuss the choice of measuring instrument. We use smaller units to measure the capacity of the cup and bigger units to measure the capacity of the jug. Discuss this generally in relation to other measurements.

A re naganeleng re be re ele mothamo wa ditšhelo tše. Ngwalang dikelo tša lena ka dipukung tša Mešomo ya Morutwana.

Let's estimate and measure the capacity of these containers. Write your measurements in your LABs.

A re thomeng ka komiki.

Let's try the cup first.

3

Ahlaahlang gore ke ka lebaka la eng dikelo tše dingwe di fapane, mohlala, mekgobo ye mengwe ke ye megolo go feta ye mengwe, bjalobjalo. Ahlaahlang gore ke ka lebaka la eng gantši dikelo tša lehwana di sa tshepiše le gona e se tšeo di nepegilego.

Discuss why some measurements are different. Discuss why the teaspoon measures are not the most reliable and accurate measure.

Mothamo: mahwana le dikomiki

BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Mothamo: mahwana le dikomiki

Capacity: teaspoons and cups

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

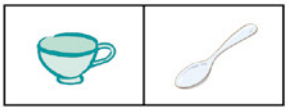
Dirang mešongwana ye ka sehlopha.
Do these activities in a group.

1

	ela ka measure with	naganela estimate	kelo measurement	phapano difference
		20 malepola spoons	17 malepola spoons	3 malepola spoons
				
				
				
				

2 Na o ka šomiša eng go ela mothamo wa ditšhelo tše di latelago?

What will you use to measure the capacity of the following containers?



64

BEKE 7 • WEEK 7

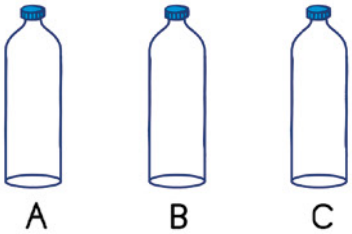
Capacity: teaspoons and cups

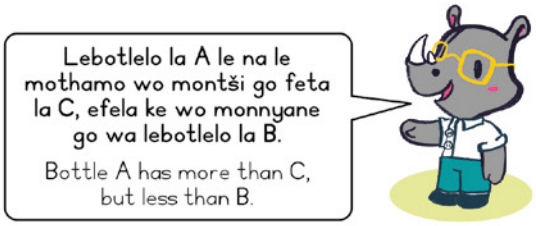
3 Thala go fihla moo o naganago gore dikomiki di ka tlatša go fihla gona lebotlelo le lengwe le le lengwe.

Draw up to where you think the cups will fill each bottle.

4 Bala dišupo, ke moka o khalare go bontšha bokaalo bja seela seo se lego ka gare ga lebotlelo le lengwe le le lengwe.

Read the clues, then colour to show how much liquid is in each bottle.





5 Go na le dikomiki tše 4 tša juse ka go litere e tee. Na go na le dikomiki tše kae ka go:

There are 4 cups of juice in one litre. How many cups of juice in:

	dilitere tše 2 2 litres	8
	dilitere tše 3 3 litres	
	dilitere tše 5 5 litres	

6 Juse ye e swanetše go tswakwa le meetse. Komiki e 1 ya juse + dikomiki tše 3 tša meetse = dikomiki tše 12 tša senwamaphodi. Na ke dikomiki tše kae tša senwamaphodi tšeo Lebo a ka di dirago ka litere e 1 ya juse?

This juice must be mixed with water. 1 cup of juice + 3 cups of water = 12 cups of cooldrink. How many cups of cooldrink can Lebo make with 1 litre of juice?

_____

Mothamo: dimililitere

MMETSE WA HLOGO – MENTAL MATHS: *FIZZ POP* – GO RIPAGARE! / *FIZZ POP* – HALVE! → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ye ke jeke ya go ela. E swailwe ka dimililitere.
This is a measuring jug. It is marked in millilitres.

Sekala se se ya godimo ka ma100.
This scale goes up in 100s.

Hlalošetša barutwana gore sekala sa jekeng se re bontša gore litere e arotšwe bjang ka dimililitere. Se se dira gore go be bonolo ge re ela mothamo wa ditšhelo tše dinnyane.

Explain to learners that the scale on the jug shows us how the litre has been divided up into millilitres. This makes it easier when we measure the capacity of the smaller containers.

Na re ka šomiša jeke efe go ela mothamo wa ditšhelo tše?
Which jug should we use to measure the capacity of these containers?

Tše di rwala go feta 1 ℓ. Re ka šomiša jeke ya litere go di ela.
These hold more than 1 ℓ. We can use the litre jug to measure their capacity.

Na ke meetse a makaakang ao ke a tšhetšego ka gare ga komiki ye?
How much water have I poured into this cup?

Tše di rwala ka tlase ga 1 ℓ. Re ka šomiša jeke ya litere go di ela.
These hold less than 1 ℓ. We can use the 500 *ml* jug to measure their capacity.

Hlalošetša barutwana gore khotsofatšo ya mililitere ke ml. Mililitere ke yuniti ya semolao ya kelo. I-1000 ml = 1 l. Re šomiša dimililitere go ela methamo ye mennyane, ra šomiša dilitere go ela methamo ye megolo. Efa barutwana menyetla ye mentši ya go ela mothamo wa ditšhelo tša go fapafapana le go tlatša ditšhelo go fihla ka ditekanetšo tša go fetafetana, ba šomiša dijeke tša go ela.

Explain that we abbreviate millilitres as *ml*. The millilitre is a standard unit of measurement. 1000 *ml* = 1 ℓ. We use millilitres to measure smaller capacities and litres to measure bigger capacities. Give learners several opportunities to measure the capacity of various containers and to fill containers up to different levels, using the measuring jugs.

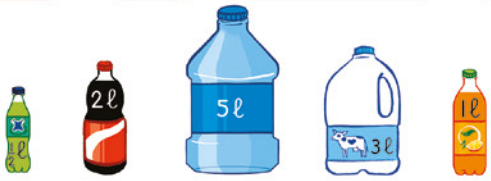
Capacity: millilitres

BEKE • WEEK 7

LETŠATŠI 3 • DAY 3

Mothamo: dimililitere
Capacity: millilitres

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



1 Ithute ditšhelo tše. Na ke mabotlelo a makae a Spritzer ao a ka tlatšago:

Study the containers. How many Sprite bottles will fill the:

lebotlelo la juse? juice bottle?	lebotlelo la Cola? Cola bottle?	lebotlelo la maswi? milk bottle?	lebotlelo la meetse? water bottle?
2			

Na ke mabotlelo a makae a juse ao a ka tlatšago:

How many juice bottles will fill the:

lebotlelo la Cola? Cola bottle?	lebotlelo la maswi? milk bottle?	lebotlelo la meetse? water bottle?	lebotlelo la Spritzer? Spritzer bottle?
2			

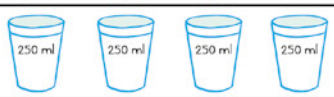
2 Lebo o na le moletlo. O nyaka go netefatša gore motho yo mongwe le yo mongwe moletlong wa gagwe o nwa komiki e tee ya Cola. Komiki e na le mothamo wa go lekana 250 ml. Na lebotlelo la dilitere tše 2 la Cola le ka tlatša dikomiki tše kae?

Lebo is having a party. She wants to make sure that everyone at her party has 1 cup of Cola. The cup can hold 250 ml. How many cups will a 2 litre bottle of Cola fill?

_____

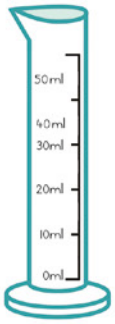
3 Komiki e tee e rwala mothamo wa go lekana 250 ml. Balela:

One cup holds 250 ml. Calculate:

	= _____ ml
	= _____ ml
	= _____ ml = _____ ℓ

Mothamo: dimililitere

Mothamo wa lehwana ke 5 ml.
The capacity of a teaspoon is 5 ml.



4 Khalara bokaalo bja meetse ka gare ga silintere.
Colour in the amount of water in the cylinder.

5 Na ke malepola a makae a meetse ao o a hlokago gore o tlatše setšhelo go fihla:
How many spoons of water do you need to fill the container to:

10 ml = malepola a 2 spoons	20 ml = malepola a ____ spoons
40 ml = malepola a ____ spoons	50 ml = malepola a ____ spoons

6 Kgetha kakanyo ye kaone ya mothamo wa setšhelo se sengwe le se sengwe.
Choose the best estimate of capacity for each container.

200 ml	2 ℓ

7 ℓ	750 ml

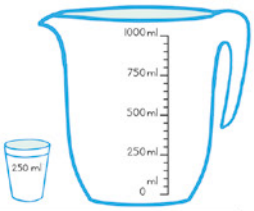
170 ℓ	170 ml

300 ml	30 ℓ

2 ℓ	250 ml

100 ml	1 ℓ

7 Ge e le gore komiki e tee e tlatša jeke go fihla ga leswao la 250 ml, na o hloka dikomiki tše kae gore o tlatše litere ya jeke go fihla:
If one cup fills the jug to the 250 ml mark, how many cups do you need to fill the litre jug to:

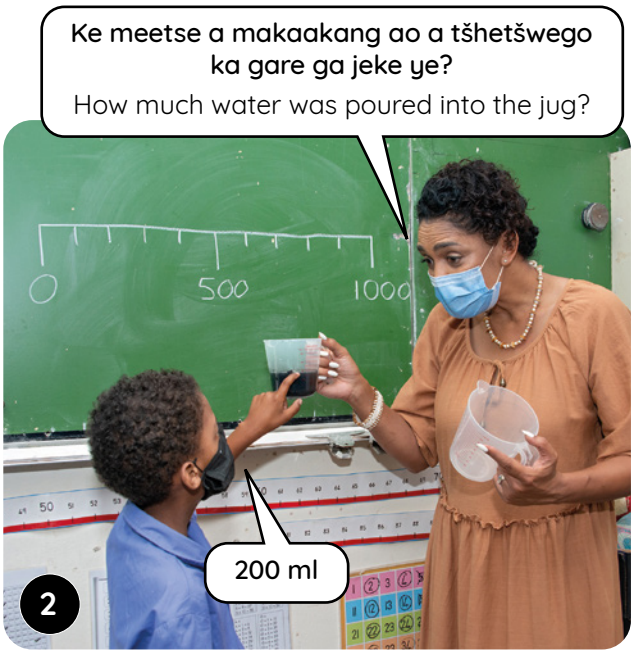


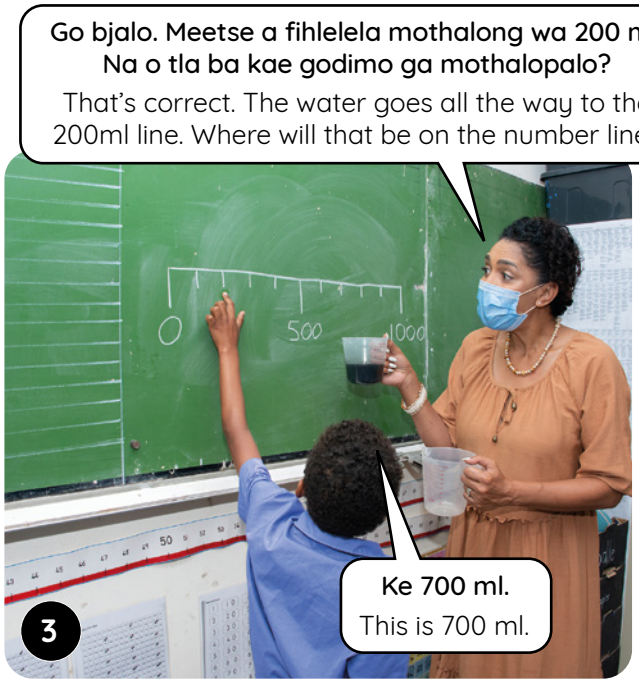
500 ml = dikomiki tše ____ ____ cups	1000 ml = dikomiki tše ____ ____ cups
750 ml = dikomiki tše ____ ____ cups	1 ℓ = dikomiki tše ____ ____ cups

Capacity

MMETSE WA HLOGO (MENTAL MATHS): *FIZZ POP* – GO RIPAGARE! / *FIZZ POP* – HALVE! → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Ahlaahlang gore dikelo di balwa bjang ka go šomiša sekala seo se lego ka thoko ga jeke (methalo ya go fapafapana ya jekeng). Bontšha barutwana gore se se swana bjang le go bala mothalopalo.

Discuss how to read the measurements by using the scale on the side of the jug (the calibrations on the jug). Show learners how it is similar to reading a number line.

Mothamo

BEKE • WEEK 7

LETŠATŠI 4 • DAY 4

Mothamo
Capacity

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

1 Tlatša setšhelo ke moka o be o šomiše dijeke go ela mothamo.

Fill the container then use the jugs to measure the capacity.

Šomiša ditšhelo tšeo o di kgobokeditšego tša go se be le selo.

Use the empty containers that you have collected.

	naganela estimate	ela (ml) measure	phapano difference
			
			
			
			
			

2 Lebo o dira jeli le khasetete tša moletlo wa gagwe. O šomiša dikomiki tše 2 tša maswi go khasetete. Ge a pedifatša resepi, na o tla hloka maswi a makaakang?

Lebo is making jelly and custard for her party She uses 2 cups of milk for the custard. If she doubles the recipe, how much milk will she need?

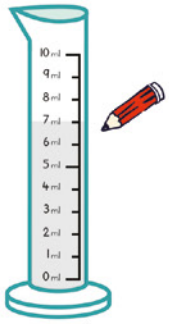
dikomiki tše ____ tša maswi ____ cups of milk	____ ml ya maswi ____ ml of milk	dilitere tše ____ tša maswi ____ litres of milk

68

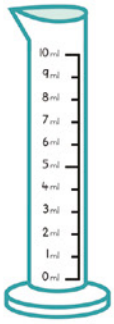
Capacity

3 Khalara jeke ye nngwe le ye nngwe o bontšhe mothamo.

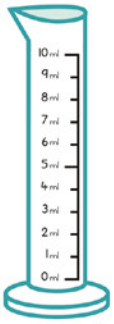
Colour each jug to show the volume.



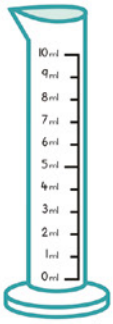
7 ml



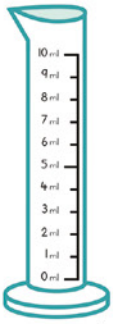
5 ml



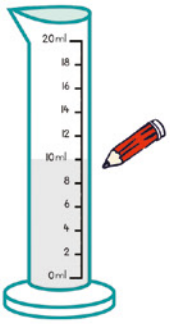
10 ml



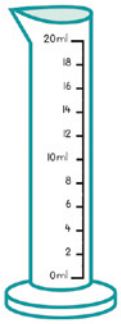
2 ml



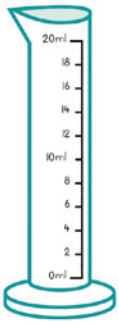
9 ml



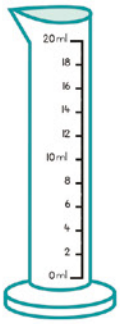
10 ml



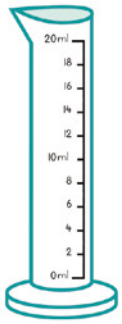
18 ml



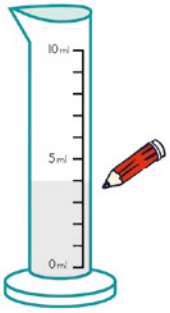
8 ml



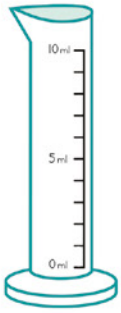
9 ml



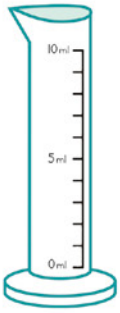
15 ml



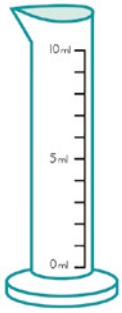
4 ml



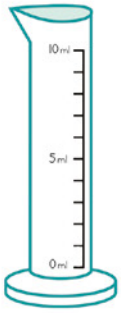
2 ml



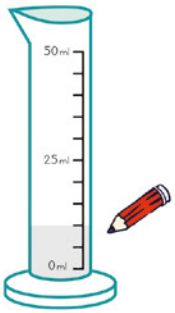
6 ml



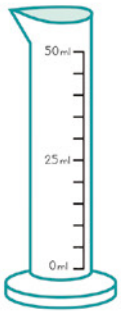
8 ml



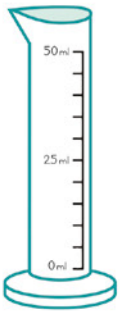
5 ml



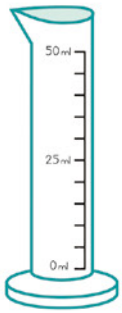
10 ml



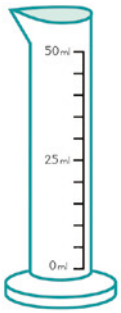
20 ml



30 ml



45 ml



15 ml

Kelo le teefatšo

BEKE • WEEK 7

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Naganela mothamo wa ditšhelo tše.

Estimate the capacity of these containers.

a. 	b. 	c. 	d. 

Beakanya dilo ka tatelano ya go ya godimo go tloga ga mothamo wo monnyane (1) go ya ga mothamo wo mogolo (4).

Now order the objects in ascending order from the smallest capacity (1) to the largest capacity (4).

2

	mothamo ka diml capacity in ml		mothamo ka dikomiki capacity in cups
 340 ml		 1 ℓ	
 1000 ml		 500 ml	

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
litere	litre
dimililitere	millilitres
mothamo	capacity
bapetša	compare
naganela	estimate

70

BEKE 7 • WEEK 7

Assessment and consolidation

Teefatšo ⁞ Consolidation

1. Digalase tše nne tša meetse di tlatša jeke e tee. Thato o na le digalase tše ma20 tša meetse. Na a ka tlatša dijeke tše kae?

Four glasses of water fill one jug. Thato has 20 glasses of water. How many jugs can he fill?

_____

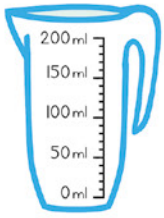
2. Beakanya ditšhelo ka tatelano go tloga ka tšeo di ka swarago seela se sentši go ya ga seo se ka swarago gannyane.

Arrange the containers in order from the ones that can hold the most liquid to the least.

☐ ☐ ☐ ☐ ☐

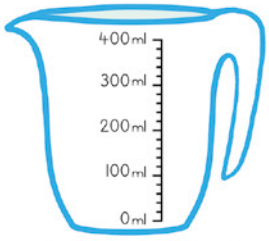
3. Ithuteng dikala tša jeke ye nngwe le ye nngwe.

Study the scale of each jug.



Mo go jeke ye, sekala se ya godimo ka dikgala tša _____ ml.

On this jug the scale goes up in intervals of _____ ml.



Mo go jeke ye, sekala se ya godimo ka dikgala tša _____ ml.

On this jug the scale goes up in intervals of _____ ml.

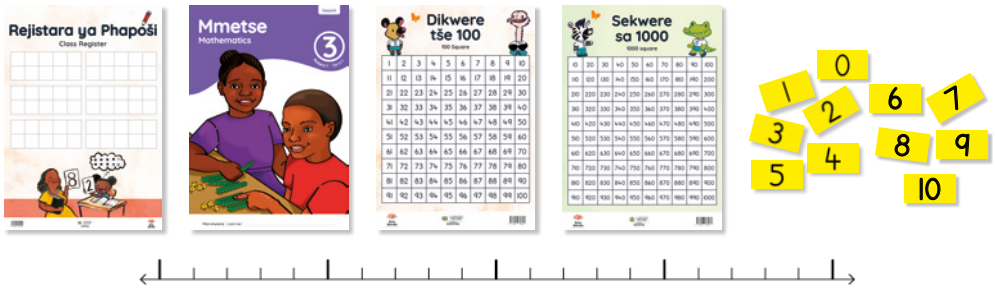
4. Ge e le gore komiki e tee e tlatša jeke go fihla ga leswao la 200 ml, na o hloka dikomiki tše kae gore o tlatše litere ya jeke go fihla:

If one cup fills the jug to the 200 ml mark, how many cups do you need to fill the litre jug up to:

400 ml = dikomiki tše _____ _____ cups	600 ml = dikomiki tše _____ _____ cups
800 ml = dikomiki tše _____ _____ cups	1 ℓ = dikomiki tše _____ _____ cups

Dipatronepalo

	Didirišwa
Mmetse wa Hlogo: *Fizz pop – pedifatša!*	Ga di gona
Papadi: *Mmetse wa lebelo ka dikarata – pedifatša!*	Dikarata tša dipalo *0 -20*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go bala ka bo2, bo3, bo4, bo5 le ma10	Puku ya Mešomo ya Morutwana, *methalopalo ya go se be le selo*
2	Go bala ka ma10, ma20 le ma50	Puku ya Mešomo ya Morutwana, *methalopalo ya go se be le selo*
3	Go bala ka ma10, ma20, ma50 le ma100	Puku ya Mešomo ya Morutwana, *sekwere sa 1000*
4	Go bala ka bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100	Puku ya Mešomo ya Morutwana, *sekwere sa 100, sekwere sa 1000*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
tseba le go utolla dipatrone ka go šomiša bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100.	
lemoga melao le go e šomiša go tšweletša dipatrone, go hwetša mareo ao a tlogetšwego le go katološa dipatrone.	
šomiša tsebo ya bona ya bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100 go dira dikgokagano magareng ga dipatronepalo tša go fapafapana.	

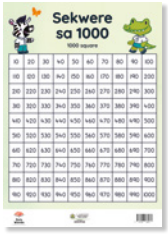
Kelo

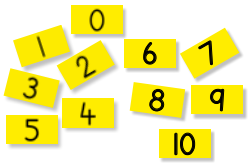
Kelo ya go ngwalwa: Marara a go hlakantša le go ntša le mafokopalo

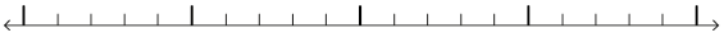
Rekhota moputso godimo ga palomoka ya 25 letlakaleng la meputso la kotara.

Number patterns

	Resources
Mental Maths: *Fizz Pop – double!*	none
Game: *Fast maths with cards – double!*	*number cards 0-20*







Day	Lesson activity	Lesson resources
1	Counting in 2s, 3s, 4s, 5s and 10s	LAB, *blank number lines*
2	Counting in 10s, 20s and 50s	LAB, *blank number lines*
3	Counting in 10s, 20s, 50s and 100s	LAB, *1000 square*
4	Counting in 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s	LAB, *100 square, 1000 square*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify and explore patterns using 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s.	
recognise rules and use them to generate patterns, find missing terms and extend patterns.	
use their knowledge of 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s to make connections between different number patterns.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 25 in the term mark sheet.

Dipatronepalo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop ka tsepelelo ya go pedifatša. Go bohlokwa gore barutwana ba itlwaetše go pedifatša gore ba kgone go šomiša mokgwa wo wa go balela ka nepagalo. Kwešišo ya go pedifatša e a hlokega bjale ka ge barutwana ba thoma go ithuta ka dipalophatlo.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya *Mmetse wa Lebelo ka dikarata – pedifatša.* Papadi ye e fa barutwana monyetla wa go itlwaetša go pedifatša, gore ba kgone go rarolla marara ka lebelo, gabonolo. Hlohleletša barutwana go hlahlamolla dipalo tše dikgolo gore pedifatšo e be bonolo. Go fa mohlala, 17 = 10 + 7. Pedifatšo ya 10 ke 20, pedifatšo ya 7 ke 14. 20 + 14 = 34, ka gona, pedifatšo ya 17 ke 34.

Vidiyo ya go godiša kgopolo

Barutwana ba tla godiša tsebo le kwešišo ya bona ya dipatronepalo le go bala ba eya pele le go boela morago ka dikatišo tša go fapafapana mo bekeng ye. Ba tla šomiša methalopalo go šoma ka bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100 le sekwere sa 1000 go šoma ka ma10, ma20, ma50 le ma100. Re tla tsepelela ga:

- go šomiša methalopalo le sekwere sa 1000 go šoma ka dipatrone tša dikatišo tša go fapafapana go mohlwaela wa go fapafapana wa dipalo go fihla a 500.
- go šomiša tsebo ya barutwana ya bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100 go dira dikgokagano magareng ga ditatelano le mareo a go fapafapana a dipatronepalo.

Seo o ka se lebelelago mo bekeng ye

- Bekeng ye, barutwana ba tla tseba le go utolla dipatrone ka go šomiša bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100. Ge o le gare o šoma ka dipatrone, netefatša gore o bontšha barutwana gore ba ka lemoga bjang molao wa go tšweletša patrone ye nngwe le ye nngwe.
- Barutwana ba hloka go kgona go lemoga melao wa patrone ka lebaka la gore ba swanetše go šomiša melao ye go hwetša mareo ao a tlogetšwego go tatelano yeo e filwego le go katološa dipatrone ka go šomiša molao.
- Tlotlontšu ye bohlokwa: **bo2**, **bo3**, **bo4**, **bo5**, **ma10**, **ma20**, **ma50**, **ma100**, **go ya pele**, **go boela morago**, **patronepalo**, **ditatelano**, **lereo la go latela**, **mothalopalo**.

Number patterns

Mental Maths video

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

Game video

This week we play the game *Fast Maths with cards – double!* The game gives learners an opportunity to practise doubling so that they can solve problems quickly and easily. Encourage them to break up larger numbers in order to simplify the doubling. For example, 17 = 10 + 7. Double 10 is 20 and double 7 is 14. 20 + 14 = 34 so double 17 is 34.

Conceptual development video

Learners will develop their knowledge and understanding of number patterns and counting forwards and backwards in different multiples this week. They will use numbers lines to work with 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s and the 1000 square to work with 10s, 20s, 50s and 100s. We will focus on:

- using number lines and the 1000 square to work with patterns of different multiples in different number ranges up to 500.
- using learners' knowledge of 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s to make connections between the sequences and terms of different number patterns.

What to look out for this week

- This week learners will identify and explore patterns using 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s. While you work with patterns, be sure to show learners how they can recognise the rule that generates each pattern. Learners need to be able to recognise the rule for a pattern because they need to use these rules to find missing terms in given sequences and to extend patterns, using the rule.
- Important vocabulary: **2s**, **3s**, **4s**, **5s**, **10s**, **20s**, **50s and 100s**, **forwards**, **backwards**, **number pattern**, **sequence**, **next term**, **number line**

Go bala ka bo2, bo3, bo5 le ma10

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

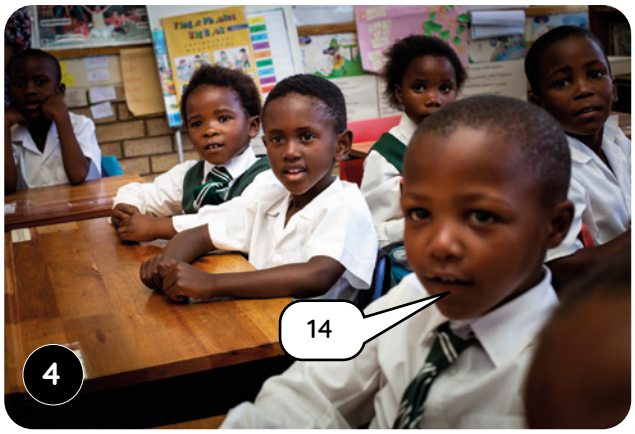
MMETSE WA HLOGO | MENTAL MATHS

Ralokang papadi ya Fizz Pop gore le itlwaetše go pedifatša.

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.



Counting in 2s, 3s, 4s, 5s and 10s

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Pedifatša
Double

3 _____
13 _____
4 _____
14 _____
24 _____

12 _____
22 _____
15 _____
25 _____
35 _____

Letšatši 2 Day 2

Pedifatša
Double

6 _____
16 _____
7 _____
17 _____
27 _____

18 _____
28 _____
19 _____
29 _____
39 _____

Letšatši 3 Day 3

Pedifatša
Double

23 _____
33 _____
24 _____
34 _____
44 _____

32 _____
42 _____
25 _____
35 _____
45 _____

Letšatši 4 Day 4

Pedifatša
Double

16 _____
26 _____
27 _____
37 _____
47 _____

38 _____
48 _____
29 _____
39 _____
49 _____

Go bala ka bo2, bo3, bo5 le ma10

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

A re baleng ka bo2 le bo4. Tlatšang methalopalo ya ka dipukung tša lena tša Mešomo ya Morutwana.

Let's count in 2s and 4s. Label the number lines in your LABs.

Efa barutwana nako ya go feleletša go tlatša methalopalo ka dipukung tša bona tša Mešomo ya Morutwana. Netefatša gore ba bala gabotse ka bo2 le bo4.

Give learners' time to complete the labels of the numbers lines in their LABs. Check that they count correctly in 2s and 4s.

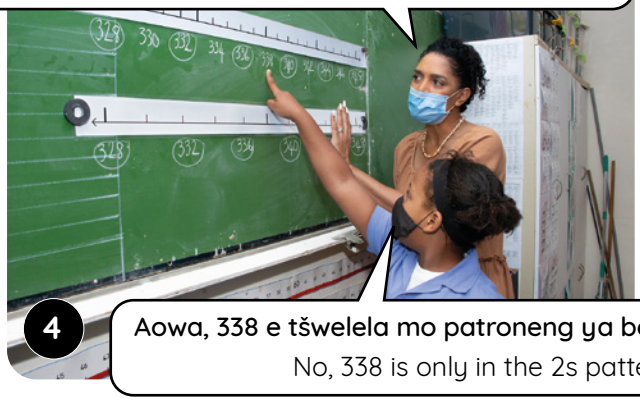
Bala o eya pele ka bo2 go tloga go 340.
Count forwards in 2s from 340.

2

Bala o boela morago ka bo4 go tloga go 360 go ya go 340.
Count backwards in 4s from 360 to 340.

3

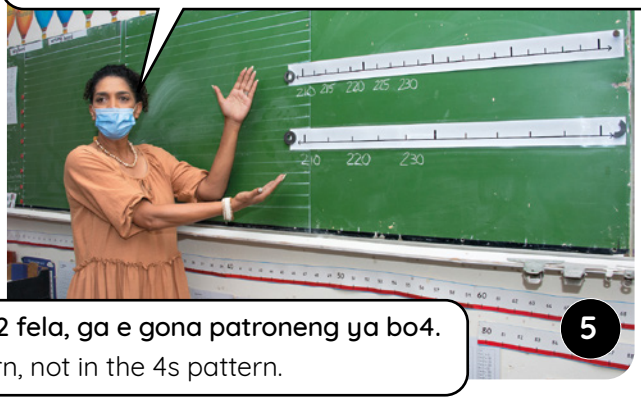
Ekaba palo, 338 e tšwelela mo go dipatrone ka bobedi?
Is 338 common to both patterns?



4

Aowa, 338 e tšwelela mo patroneng ya bo2 fela, ga e gona patroneng ya bo4.
No, 338 is only in the 2s pattern, not in the 4s pattern.

A re bapetšeng dipatrone tše dingwe. Bo5 le ma10.
Let's compare other patterns. 5s and 10s.



5

Efa barutwana menyetla ye mentši ya go tlatša methalopalo dipatroneng tša bo2, bo3, bo4, bo5 la ma10. Šoma ka diphere tša methalopalo o be o lebelele dipalo tšeo di tšwelelago dipatroneng tšeo tše pedi. Se se tla ba fa monyetla wa go itlwaetša go tlatša methalopalo le go dira dikakanyo mabapi le dikgokagano magareng ga tatelano ya dipalo tša go fapafapana.

Allow multiple opportunities for learners to label number lines in patterns of 2s, 3s, 4s, 5s, and 10s. Work with pairs of number lines and look for numbers that occur in both patterns. This will give them practice in labeling number lines and making conclusions about connections between different number sequences.

Counting in 2s, 3s, 4s, 5s and 10s

BEKE • WEEK 8

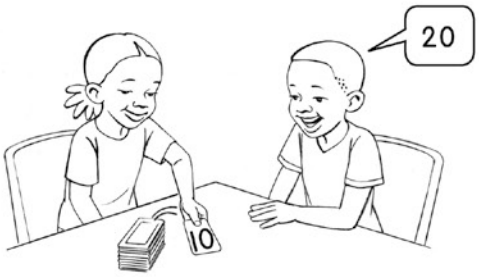
LETŠATŠI 1 • DAY 1

Go bala ka bo2, bo3, bo5 le ma10
Counting in 2s, 3s, 4s, 5s and 10s

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

Papadi: Mmetse wa lebelo ka dikarata – go pedifatša
Game: Fast maths with cards – double

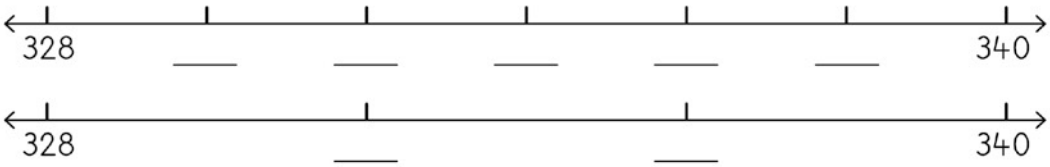
- Bea dikarata tša dipalo 0 go ya ga 20 ka mokgobo.
  Place number cards 0 to 20 in a pile.
- Ribolla karata e tee.
  Flip over one card.
- Pedifatša!
  Double!



Lebelela methalopalo ye mebedi ka šedi. E a lekana ka botelele efela e swailwe ka go fapana. Bolela le mogwera wa gago ka phapano yeo.

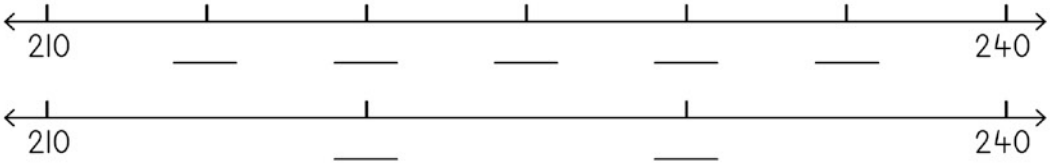
Look closely at the two number lines. They are the same length, but the markings are different. Talk to your partner about the difference.

1 Feleletša go tlatša methalopalo ka bo2 le bo4.
Complete the labels of the number lines in 2s and 4s.



Thala sediko ga dipalo tšeo di lego ka bo2 gape le ka bo4.
Circle the numbers that are in both the 2s and the 4s.

2 Tlatša methalopalo ka bo5 le mal0.
Fill in the labels of the number lines in 5s and 10s.



Thala sediko ga dipalo tšeo di lego ka bo5 gape le ka mal0.
Circle the numbers that are in both the 5s and the 10s.

Go bala ka bo2, bo3, bo5 le ma10

3 Feleletša go tlatša methalopalo ka bo2 le bo3.

Complete the labels of the number lines in 2s and 3s.

300 ___ ___ ___ ___ ___ 312

300 ___ ___ ___ 312

Thala sediko ga dipalo tšeo di lego ka bo5 gape le ka ma10.

Circle the numbers that are in both the 2s and the 3s.

4 Katološa patrone.

Extend the pattern.

112	116	120	124	128	132				
400	398	396							
201	204	207							
300	297	294							
100	104	108							
400	396	392							
250	255	260							
500	495	490							
300	310	320							
100	90	80							

5 Ngwala palo.

Write the number.

pele ga before	
	148
	133
	128

magareng ga between		
138		140
142		144
146		148

ka morago ga after	
129	
137	
149	

Counting in 10s, 20s and 50s

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

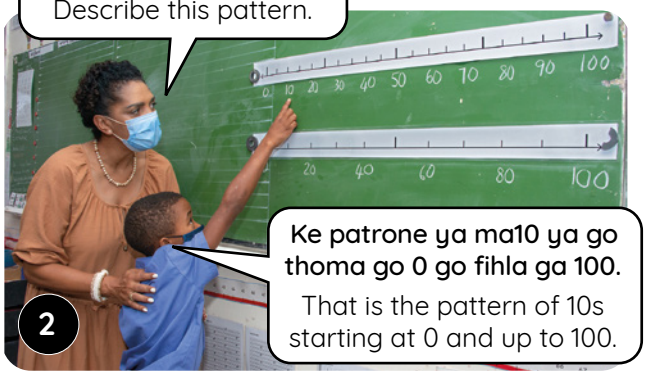
1

A re baleng ka ma10 le ma20. Tlatšang methalopalo ya ka dipukung tša lena tša Mešomo ya Morutwana.

Let's count in 10s and 20s. Label the number lines in your LABs.

Efa barutwana nako ya go feleletša go tlatša methalopalo ka dipukung tša bona tša Mešomo ya Morutwana. Netefatša gore ba bala gabotse ka ma10 le ma20.

Give learners' time to complete the labels of the number lines in their LABs. Check that they count correctly in 10s and 20s.



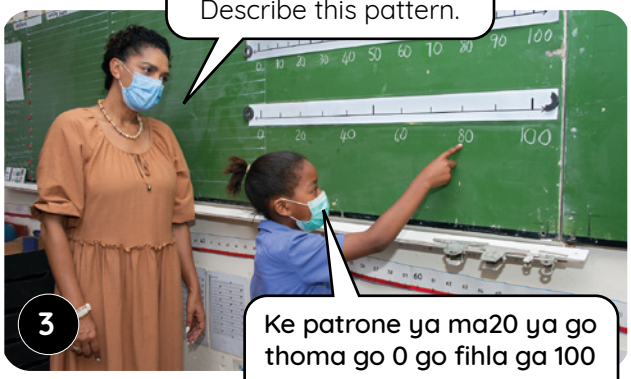
2

Hlaloša patrone ye.

Describe this pattern.

Ke patrone ya ma10 ya go thoma go 0 go fihla ga 100.

That is the pattern of 10s starting at 0 and up to 100.



3

Hlaloša patrone ye.

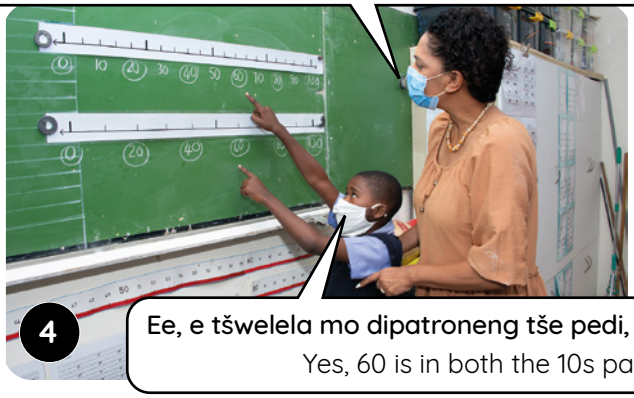
Describe this pattern.

Ke patrone ya ma20 ya go thoma go 0 go fihla ga 100

That is the pattern of 20s starting at 0 and up to 100.

Ekaba palo, 60 e tšwelela mo go dipatrone tše pedi?

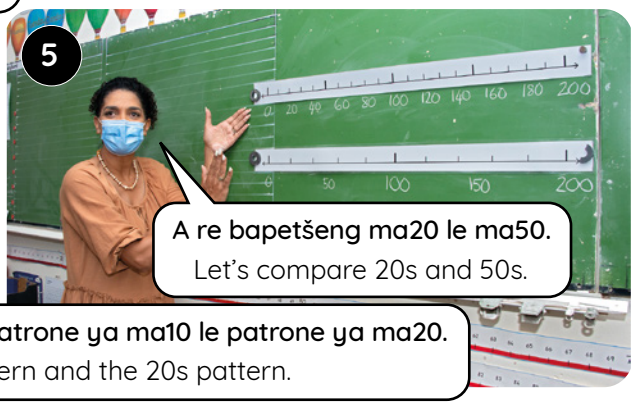
Is 60 common to both patterns?



4

Ee, e tšwelela mo dipatroneng tše pedi, patrone ya ma10 le patrone ya ma20.

Yes, 60 is in both the 10s pattern and the 20s pattern.



5

A re bapetšeng ma20 le ma50.

Let's compare 20s and 50s.

Efa barutwana menyetla ye mentši ya go tlatša methalopalo dipatroneng tša ma10, ma20 le ma50. Šoma ka diphere tša methalopalo o be o lebelele dipalo tšeo di tšwelelago dipatroneng tšeo tše pedi. Se se tla ba fa monyetla wa go itlwaetša go tlatša methalopalo le go dira dikakanyo mabapi le dikgokagano magareng ga tatelano ya dipalo tša go fapafapana.

Allow multiple opportunities for learners to label number lines in patterns of 10s, 20s and 50s. Work with pairs of number lines and look for numbers that occur in both patterns. This will give them practice in labeling number lines and making conclusions about connections between different number sequences.

Go bala ka ma10, ma20 le ma50

BEKE • WEEK 8

LETŠATŠI 2 • DAY 2

Go bala ka ma10, ma20 le ma50

Counting in 10s, 20s and 50s

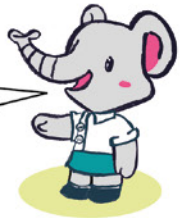
MMETSE WA HLOGO / MENTAL MATHS → FIZZ POP! GO PEDIFATŠA! / FIZZ POP! DOUBLE! → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

1 Feleletša go tlatša methalopalo ka mal0 le ma20.

Complete the labels of the number lines in 10s and 20s.

O ka šomiša methalopalo go hwetša dipalo tšeo di tlwaelegilego go dipatrone ka bobedi. Ke dife dipalo tšeo di tšwelelago go tšona ka bobedi?

You can use the number lines to find numbers that are common to both number patterns. Which numbers are on both?



0 ___ ___ ___ ___ 50

0 ___ ___ ___ ___ 100

Thala sediko ga dipalo tšeo di lego ka mal0 gape le ka ma20.

Circle the numbers that are in both the 10s and the 20s.

2 Feleletša go tlatša methalopalo ka ma20 le ma50.

Complete the labels of the number lines in 20s and 50s.

0 ___ ___ ___ ___ 100

0 ___ ___ ___ ___ 250

Thala sediko ga dipalo tšeo di lego ka ma20 gape le ka ma50.

Circle the numbers that are in both the 20s and the 50s.

3 Feleletša go tlatša methalopalo ka mal0 le ma50.

Complete the labels of the number lines in 10s and 50s.

0 ___ ___ ___ ___ 50

0 ___ ___ ___ ___ 250

Thala sediko ga dipalo tšeo di lego ka mal0 gape le ka ma50.

Circle the numbers that are in both the 10s and the 50s.

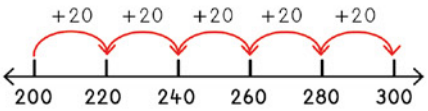
74

Counting in 10s, 20s and 50s

4 Ke efe palo yeo e tlwaelegilego ge ke bala:

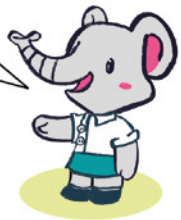
What is common if I count:

ka mal0 le ma20 go tloga ga 200 go ya ga 300? in 10s and 20s from 200 to 300? 200, 220, 240, 260, 280, 300
ka ma20 le ma50 go tloga ga 200 go ya ga 300? in 20s and 50s from 200 to 300?
ka mal0 le ma50 go tloga ga 100 go ya ga 500? in 10s and 50s from 100 to 500?



Patrone ye e bala e eya pele ka ma20 go thoma go 200 go ya godimo ga 300.

This pattern is counting forwards in 20s starting at 200 and up to 300.



5 Hlaloša dipatrone tše. Bolela le mogwera wa gago.

Describe these patterns. Talk to your partner.

100, 120, 140, 160, 180, 200

400, 380, 360, 340, 320, 300

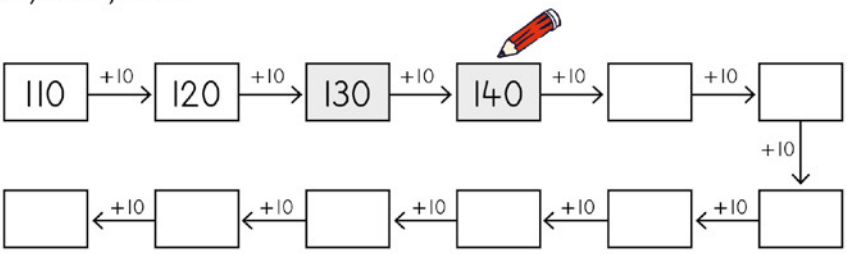
500, 450, 400, 350, 300

200, 250, 300, 350, 400, 450, 500

300, 310, 320, 330, 340, 350

6 Hlakantša le 10 nako le nako.

Always add 10.



7 Ngwala palo.

Write the number.

pele ga before	
	321
	439
	350

magareng ga between		
248		250
226		228
232		234

ka morago ga after	
339	
429	
479	

Go bala ka ma10, ma20 le ma100

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

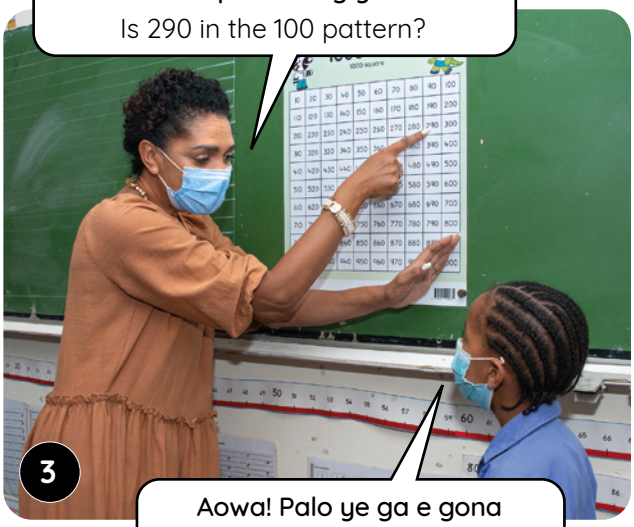
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na ke dife dipatrone tšeo o di bonago?
What number patterns do you see here?

Ke bona masomehlano!
I see fifties!

Ke bona makgolo!
I see hundreds!

1



Ekaba 290 e patroneng ya ma100?
Is 290 in the 100 pattern?

Aowa! Palo ye ga e gona kholomong ya ma100.
No! It is not in the 100s column.

3

Ke efe palo yeo e sa tsenelanego le patrone ye?
Which number does not fit into this pattern?

275. Palo ye ga e gona patroneng ya ma50.
275. It is not in the pattern of 50s.

4

Efa barutwana menyetla ye mentši ya go lebelela dipatrone o be o di hlaloše go sekwere sa 1000. Barutwana ba ka šomiša dipatrone ka sekwereng sa 1000 go ba thuša go tlatša methalopalo, go hwetša mareo ao a tlogetšetšwego, go katološwa dipatrone le go hwetša dipalo tšeo di SA tsenelanego le patrone yeo e filwego. Šomiša diphoustara tša mainapalo go godiša tlotlontšu ya palo.

Allow multiple opportunities for learners to look for patterns and describe them in the 1000 square. Learners can use the patterns in the 1000 square to help them label number lines, find missing terms in patterns, extend number patterns and work out which numbers do NOT fit in a given pattern. Use the number name posters to develop number vocabulary.

Counting in 10s, 20s, 50s and 100s

BEKE • WEEK 8

LETŠATŠI 3 • DAY 3

Go bala ka ma10, ma20 le ma100

Counting in 10s, 20s, 50s and 100s

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

1 Khalara dipatrone ka sekwereng sa 1000 ka tatelano ye.

Colour the patterns in the 1000 square in this order.

Diploko tše dingwe di ka khalarwa go feta gatee. Bolela le mogwera wa gago. Ke ka lebaka la eng se se direga?

Some blocks can be coloured more than once. Speak to your partner. Why does this happen?

ma100 / 100s		ma20 / 20s		ma50 / 50s		ma10 / 10s	

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500

2 Thala sediko go dipalo tšeo di sa sepelelanego le dipatrone tše.

Circle the numbers that do not belong in the patterns.

200, 210, 220, 230, 235, 240

405, 410, 415, 420, 423, 425

80, 180, 290, 380, 480, 580

100, 200, 300, 350, 400, 500

300, 325, 350, 370, 375, 600

320, 240, 250, 360, 380, 400

3 Methalopalo e ngwetšwe ka bo5 le bo3.

The number lines are labelled in 5s and 3s.

120 125 130 135 140 145 150 155 160 165

120 123 126 129 132 135 138 141 144 147 150 153 156 159 162 165

Thala sediko ga dipalo tšeo di lego ka bo3 gape le ka bo5.

Circle the numbers that are in both the 3s and the 5s.

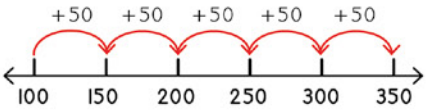
76

Go bala ka ma10, ma20 le ma100

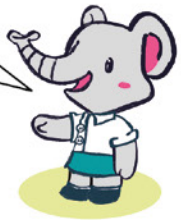
4 Ke efe palo yeo e tlwaelegilego ge ke bala:

What is common if I count:

ka ma20 le ma50 go tloga ga 300 go ya ga 500? in 20s and 50s from 300 to 500? 300 , 400 , 500	ka ma50 le mal00 go tloga ga 200 go ya ga 500? in 50s and 100s from 200 to 500?
ka mal0 le ma50 go tloga ga 400 go ya ga 500? in 10s and 50s from 400 to 500?	ka ma20 le ma50 go tloga ga 100 go ya ga 400? in 20s and 50s from 100 to 400?



Patrone ye e bala e eya pele ka ma50 go thoma go 100 go ya godimo ga 300.
This pattern is counting forwards in 50s starting at 100 up to 350.



5 Hlaloša dipatrone tše. Bolela le mogwera wa gago.

Describe these patterns. Talk to your partner.

100, 200, 300, 400, 500

220, 230, 240, 250, 260

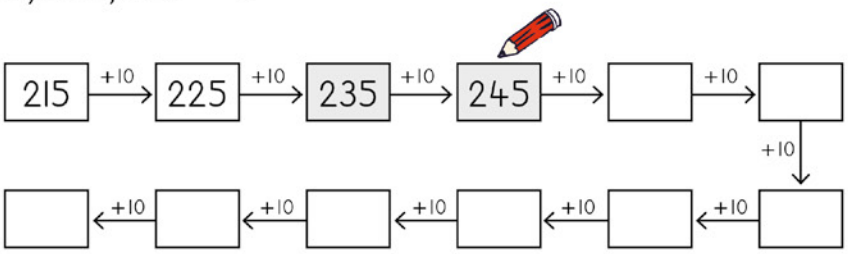
500, 400, 300, 200, 100

460, 440, 420, 400, 380

250, 300, 350, 400, 450

6 Hlakantša le 10 nako le nako.

Always add 10.



7 Ngwala palo.

Write the number.

pele ga before	
	148
	443
	340

magareng ga between		
348		350
342		344
346		348

ka morago ga after	
446	
342	
241	

Counting in 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

Re ka šomiša dikwere tše go hwetša dipatrone tše dintši tša dipalo.
We can use these squares to find lots of number patterns.

Bo2 ba ya dikholomong tša go ema thwi.
The 2s go in vertical columns.

Ma2o a ya dikholomong tša go ema thwi.
The 20s go in vertical columns.

Ekaba 440 e patroneng ya ma50?
Is 440 in the 50s pattern?

2

Aowa! Palo ye ga se ye nngwe ya ma50.
No! It is not one of the 50s.

Ke efe palo yeo e sa tsenelanego le patrone ye?
Which number does not fit into this pattern?

3

Palo ye ga e gona patroneng ya bo4.
30. It is not in the pattern of 4s.

Efa barutwana menyetla ye mentši ya go lebelela dipatrone o be o di hlaloše go dikwere tša 100 le 1000. Barutwana ba ka šomiša dipatrone ka sekwereng sa 1000 go ba thuša go tlatša methalopalo, go hwetša mareo ao a tlogetšetšwego, go katološwa dipatrone le go hwetša dipalo tšeo di SA tsenelanego le patrone yeo e filwego. Šomiša diphoustara tša mainapalo go godiša tlotlontšu ya palo.

Allow multiple opportunities for learners to look for patterns and describe them in the 100 and 1000 squares. They can use the patterns in the squares to help them label number lines, find missing terms in patterns, extend number patterns and work out which numbers do NOT fit in a given pattern. Refer to the number name posters to develop number vocabulary.

Go bala ka bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100

BEKE • WEEK 8

LETŠATŠI 4 • DAY 4

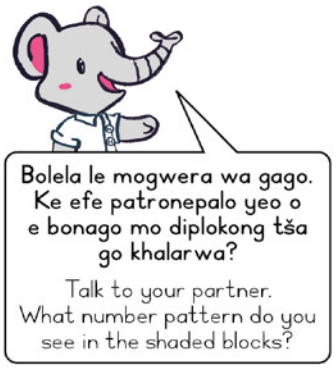
Go bala ka bo2, bo3, bo4, bo5, ma10, ma20, ma50 le ma100

Counting in 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s

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

1 Feleletša sekwere sa 100.

Complete the 100 square.



1	2			5		7		9	
		13						19	20
		23	24		26		28		
		33			36				
							48		
					56	57			
61	62	63						69	
	72	73							
		83	84						90
									100

2 Feleletša sekwere sa 1000.

Complete the 1000 square.

10	20	30	40		60	70		90	100
110		130	140	150	160	170	180	190	200
210	220		240	250		270	280	290	300
310	320	330		350	360	370	380	390	400
410	420	430	440		460	470	480	490	

3 Thala sediko go dipalo tšeo di sa sepelelanego le dipatrone tše.

Circle the numbers that do not belong in the patterns.

5, 10, 15, 18, 20, 25, 30

105, 110, 111, 115, 120, 125

440, 460, 480, 500, 510

4, 8, 12, 16, 18, 22, 24

200, 240, 250, 300, 350

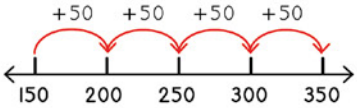
320, 240, 250, 360, 380, 400

78

Counting in 2s, 3s, 4s, 5s, 10s, 20s, 50s and 100s

Bolela le mogwera wa gago ka dipatrone tšeo di lego mo letlakaleng le. Na di gola bjang? Na molao o reng?

Talk to your partner about the patterns on this page. How do they grow? What is the rule?



Patrone ye e gola ka go ba ye kgolo ka 50 ka nako e tee. Molao wa patrone o re, hlakantšha le 50.

This pattern grows by getting bigger by 50 each time. The rule for the pattern is add 50.

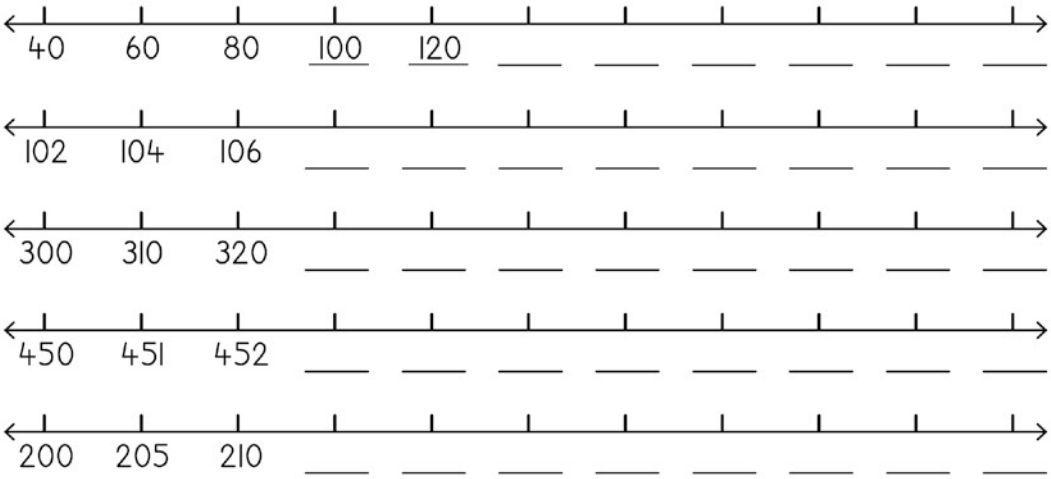
4 Feleletša dipatrone tše. Na di gola bjang? Na molao o reng?

Complete these patterns. How do they grow? What is the rule?

127	130	133	136	139	142				
108	105	102							
244	246	248							
406	404	402							
300	305	310							
260	255	250							
		400	450	500					
	150	200	250						

5 Tlatša methalopalo. Na molao o reng?

Label the number lines. What is the rule?



Kelo le teefatšo

BEKE • WEEK 8

LETŠATŠI 5 • DAY 5

Kelo le teefatšo

Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Tlatša methalopalo.

Label the number lines.

301 302 303 304 305 ____ ____ ____ 309 ____ ____

100 120 ____ 160 ____ ____ 220 240 ____ ____ 300

2 Ke efe palo yeo e tlwaelegilego ge ke bala:

What is common if I count:

ka mal0 le ma50 go tloga ga 100 go ya ga 200? in 10s and 50s from 100 to 200?	ka ma20 le mal00 go tloga ga 200 go ya ga 400? in 20s and 100s from 200 to 400?

3 Feleletša dipaterone.

Complete the patterns.

_____, 400, 405, 410, 415, _____

100, _____, 300, 400, _____

4 Thala sediko go dipalo tšeo di sa sepelelanego le dipaterone tše.

Circle the number that does not belong in each pattern.

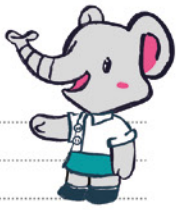
180, 190, 200, 205, 210, 220

303, 306, 309, 312, 315, 316

A re boleleng ka Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
go ya pele	forwards
go boela morago	backwards
patronepalo	number pattern
tatelano	sequence
palo yeo e latelago	next term
mothalopalo	number line



80

BEKE 8 • WEEK 8

Assessment and consolidation

Teefatšo ⁞ Consolidation

1 Feleletša sekwere sa 1000.

Complete the 1000 square.

10		30	40		60	70		90	100
110		130			160			190	
	220		240			270			
310		330		350			380		400
410		430			460		480		

Ke efe patrone yeo o e bonago ge o theoga ka dikholomo tše ditalamorogo?

What pattern do you see when you go down the green columns? Talk to your partner.

2 Feleletša go tlatša methalopalo ka bo5 le bo10.

Complete the labels of the number lines in 5s and in 10s.

200 ___ ___ ___ ___ ___ ___ ___ ___ ___ 250

200 ___ ___ ___ ___ 250

Thala sediko ga dipalo tšeo di lego ka bo5 gape le ka mal0.

Circle the numbers that are in both the 5s and the 10s.

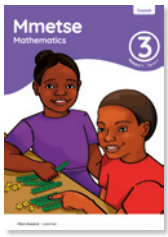
3 Hlakantša le 10 nako le nako.

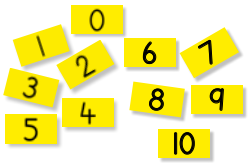
Always add 10.

330 →(+10) 340 →(+10) 350 →(+10) ☐ →(+10) ☐ →(+10) ☐ →(+10) ☐ →(+10) ☐ →(+10) ☐ →(+10) ☐ →(+10) ☐

Dipalo tšeo di tlogetšwego le ditaekramo tša go ela

	Didirišwa
Mmetse wa Hlogo: Bapetša dipalo	*Dikarata tša dipalo tša morutiši*
Papadi: Mmetse wa lebelo ka letaese – kitimela go 0	*Mataese*





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Na ke palo efe yeo e tlogetšwego? (1)	Puku ya Mešomo ya Morutwana
2	Na ke palo efe yeo e tlogetšwego? (2)	Puku ya Mešomo ya Morutwana
3	Ditaekramo tša go ela le ditafola	Puku ya Mešomo ya Morutwana
4	Dipatronepalo, ditaekramo tša go ela le ditafola	Puku ya Mešomo ya Morutwana
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
rarolla marara a go akaretša dipalo tšeo di tlogetšwego tša go fihla go 20, ba šomiša tsebo ya bona ya dipatronepalo le go lekanetša mafokopalo.	
šomiša ditaekramo tša go ela le ditafola go šoma ka dipatrone tša go atiša le melao ya bo2, bo3, bo4, bo5 le ma10 go fihla go 100.	

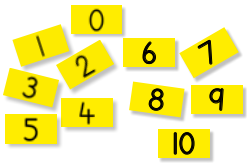
Kelo

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.

Missing numbers and flow diagrams

	Resources
Mental Maths: Compare numbers	teacher *number cards*
Game: *Fast maths with dice – race to 0*	dice



Day	Lesson activity	Lesson resources
1	What's the missing number? (1)	LAB
2	What's the missing number? (2)	LAB
3	Flow diagrams and tables	LAB
4	Number patterns, flow diagrams and tables	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
solve problems that involve missing numbers up to 20, using knowledge of number patterns and balancing number sentences.	
use flow diagrams and tables to work with multiplication patterns and rules of 2s, 3s, 4s, 5s and 10s up to 100.	

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.

Dipalo tšeo di tlogetšwego le ditaekramo tša go ela

Vidiyo ya Mmetse wa hlogo

Bekeng ye barutwana ba bapetša dipalo. Morutiši o ba bontšha dipalo tše pedi ka go šomiša dikarata tša gagwe tša dipalo goba tša go *aga dipalo*. Barutwana ba kgetha palo ye kgolo/ye nnyane. Ba swanetše go hlaloša dikgetho tša bona tša dipalo.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya *Mmetse wa Lebelo ka* Letaese – *kitima go ya go 0*. Mo papading ye barutwana ba tla itlwaetša go ntša, ka go bušeletša go ntša palo yeo e kgokološitšwego ka mataese a ma2 goba a ma3 go fihlela ba fihla ga 0. Barutwana ba bangwe ba ka ba ba sa rarolla marara a go ntša ka go bala ba boela morago go tšwa ga palo, ba hlohleletše go šoma ba lebišitše mošomo wa bona ga go rarolla marara ka hlogo.

Vidiyo ya go godiša kgopolo

Bekeng ye, barutwana ba tla rarolla dipalorara tšeo di tlogetšwego. Ba tla šoma ka mafokopalo. Ba tla šoma gape ka ditaekramo tša go ela le ditafola tšeo di bontšhago dipatronepalo tša go atiša. DIpatrone tša go atiša di tla šetša dipatrone tša bo2, bo3, bo4, bo5 le ma10. Re tla tsepelela ga:

- go rarolla marara a go akaretša dipalo tšeo di tlogetšwego tša go fihla go 20, ba šomiša tsebo ya bona ya dipatronepalo le go lekanetša mafokopalo.
- go šomiša ditaekramo tša go ela le ditafola go šoma ka dipatrone tša go atiša le melao go fihla go 100.

Seo o ka se lebelelago mo bekeng ye

- Mphatong wa 2, barutwana ba tsebišitšwe tlhakantšhopoeletšo le katišo. Ba thuše gore ba šome ka ditaekramo tša go ela le go bala ditafola ka tshwanelo bjale ka ge se se tla ba fa tsela ye nngwe ya go bontša dipatrone tša go atiša. Barutwana ba tla ithuta gape le go fetolela dipatrone tšeo di tšweletšwago ka tsela ye. Ba swanetše go kgona go lemoga molao wa taekramo ya go ela woo o swanago le go lemoga molao wa patronepalo. Ba tla šomiša melao ye go hwetša dipalo tšeo di tlogetšwego le go rarolla marara.
- Tlotlontšu ye bohlokwa e akaretša: katišo, patronepalo, taekramo ya go ela, tafola, go ya pele, go **boela morago**, **palo yeo e tlogetšwego**.

Missing numbers and flow diagrams

Mental Maths video

This week learners compare numbers. The teacher shows two numbers to the class using her number cards or *flard cards*. Learners choose which one is bigger/smaller. They should explain their choice of numbers.

Game video

This week we will play the game *Fast maths with dice – race to 0*. In this game learners will practice subtraction by repeatedly subtracting the number rolled with 2 or 3 dice until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, encourage them to work towards solving the problems mentally.

Conceptual development video

This week learners will solve missing number problems. They will work with number sentences. They will also work with flow diagrams and tables that show multiplication number patterns. The multiplication patterns will concentrate on the patterns of 2s, 3s, 4s, 5s and 10s. We will focus on:

- solving problems that involve missing numbers and balancing number sentences (up to 20).
- using knowledge of the inverse relationship between addition and subtraction to find missing numbers.
- using flow diagrams and tables to work with multiplication patterns and rules up to 100.

What to look out for this week

- In Grade 2, learners were introduced to repeated addition and multiplication. Help them to work with flow diagrams and read the tables correctly as this will give them another way to show patterns of multiplication. Learners will also learn to interpret patterns presented in this way. They need to be able to recognise the rule for a flow diagram, which is similar to recognising the rule for a number pattern. They will use these rules to find missing numbers and solve problems.
- Important vocabulary: **multiplication**, **number pattern**, **flow diagram**, **table**, **forwards**, **backwards**, **missing number**

Na ke palo efe yeo e tlogetšwego? (1)

MMETSE WA HLOGO / MENTAL MATHS: THELEKISA AMANANI / COMPARE NUMBERS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

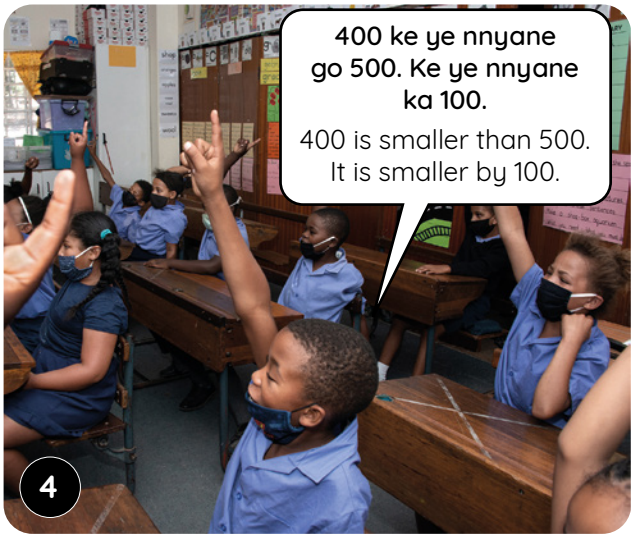
MMETSE WA HLOGO | MENTAL MATHS

Bapetša dipalo – hlaloša phapano nako le nako.

Compare numbers – explain the difference each time.

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.



What's the missing number? (1)

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ngwala palo ye nnyane ka 1 le ye kgolo ka 1.
Write 1 less and 1 more.

___ 143 ___

___ 325 ___

___ 446 ___

___ 442 ___

___ 267 ___

___ 182 ___

___ 467 ___

___ 333 ___

___ 378 ___

___ 294 ___

Letšatši 2 Day 2

Ngwala palo ye nnyane ka 2 le ye kgolo ka 2.
Write 2 less and 2 more.

___ 143 ___

___ 325 ___

___ 446 ___

___ 442 ___

___ 267 ___

___ 182 ___

___ 467 ___

___ 333 ___

___ 378 ___

___ 294 ___

Letšatši 3 Day 3

Ngwala palo ye nnyane ka 3 le ye kgolo ka 3.
Write 3 less and 3 more.

___ 143 ___

___ 325 ___

___ 446 ___

___ 442 ___

___ 267 ___

___ 182 ___

___ 467 ___

___ 333 ___

___ 378 ___

___ 294 ___

Letšatši 4 Day 4

Ngwala palo ye nnyane ka 10 le ye kgolo ka 10.
Write 10 less and 10 more.

___ 143 ___

___ 325 ___

___ 446 ___

___ 442 ___

___ 267 ___

___ 182 ___

___ 467 ___

___ 333 ___

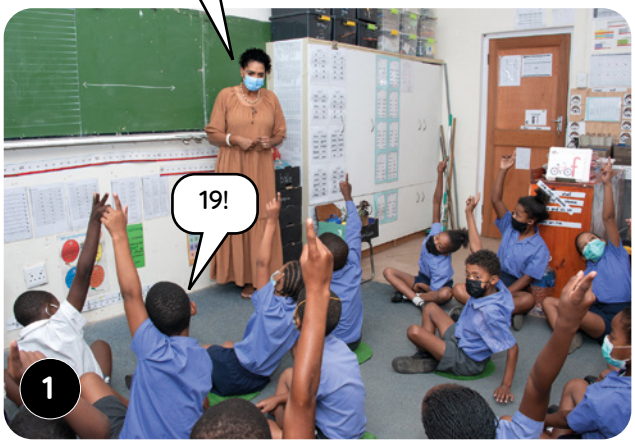
___ 378 ___

___ 294 ___

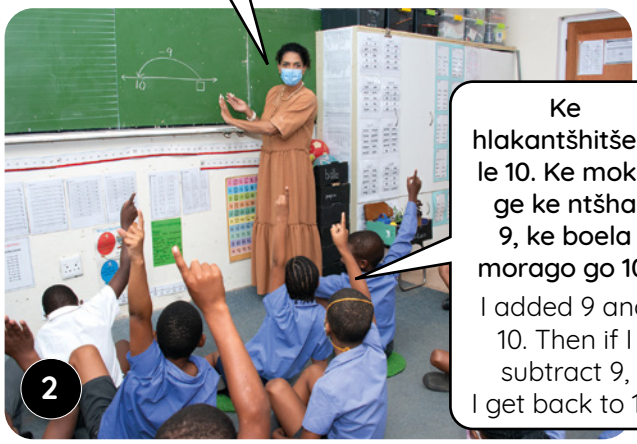
Na ke palo efe yeo e tlogetšwego? (1)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ke nagana ka palo. Ge ke tloša 9 go tšwa go palo ye, karabo ya ka ke 10. Na palo ya ka ke eng?
I am thinking of a number. When I take 9 away from the number my answer is 10. What is my number?



O baletše bjang?
How did you work that out?

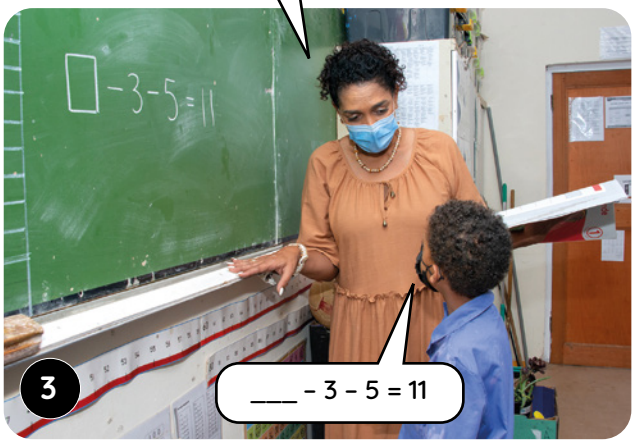


Ke hlakantšhitše 9 le 10. Ke moka ge ke ntša 9, ke boela morago go 10.
I added 9 and 10. Then if I subtract 9, I get back to 10.

Go na le barutwana ba bangwe ka phapošing. Sa pele, barutwana ba ba3 ba a tšwa, ke moka ba ba5 gape ba a latela. Go šetše barutwana ba 11. Na mathomong go be go na le barutwana ba bakae?

There are some learners in a classroom. First, 3 learners go out, then 5 more learners follow. There are 11 learners left. How many learners were there at the beginning?

Na se re ka se ngwala bjang ka lefokopalo?
How can we write this as a number sentence?



Ke palo efe yeo o ka ntšhago 3 le 5 go yona gomme gwa šala 11?
What number can you subtract 3 and 5 from and leave 11?

Ahlaahla le barutwana ka tsela yeo ba ka šomišago ka gona go hlakantša ge ba rarolla marara a go ntša. Leka se ka marara a mangwe le mafokopalo a go swana le: __ + 4 + 5 = 15; __ – 2 + 6 = 11. Ba ka thala mothalopalo wa go bulega ge ba nyaka gore ba nagane ka ditharollo tše.

Discuss with the learners how they can use addition to solve a subtraction problem. Try this with other problems and number sentences such as __ + 4 + 5 = 15 and __ – 2 + 6 = 11. They can draw an open number line if they want to when thinking about these solutions.

What's the missing number? (1)

BEKE • WEEK 9

LETŠATŠI 1 • DAY 1

Na ke palo efe yeo e tlogetšwego? (1)

What's the missing number? (1)

MMETSE WA HLOGO – MENTAL MATHS | YE KGOLO GOBA YE NNYANE GO – MORE THAN AND LESS THAN → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka letaese – go kitimela go 0

Game: Fast maths with dice – race to 0

- Foša letaese. O fošitše eng?
  Roll the dice. What did you throw?
- Ntša palo ya gago go 100.
  Subtract your number from 100.
- Tšwela pele ka go ntša o be o fihle ga 0.
  Keep subtracting till you get to 0.
- Šiedišanang.
  Take turns.

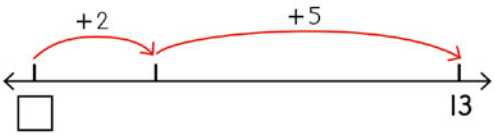
Re ka šomiša methalopalo go hwetša dipalo tšeo di tlogetšwego! Lebelela gore seo se dirwa bjang.

We can use number lines to find missing numbers! Look at how it is done.

Thala mothalopalo o be o ngwale ekhweišene ye mpsha.

Draw the number line and write the new equation.

____ + 5 + 2 = 13



13 – 5 – 2 = 6

Karabo ke 6.

The solution is 6.

1 Šomiša mothalopalo go rarolla.

Use a number line to solve.

____ – 5 – 6 = 8

____ + 2 – 9 = 11

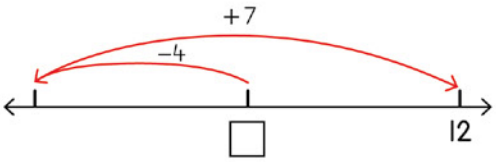
____ – 6 + 7 = 9

Na ke palo efe yeo e tlogetšwego? (1)

Thala mothalopalo o be o ngwale ekhweišene ye mpsha.

Draw the number line and write the new equation.

____ – 4 + 7 = 12



12 – 7 + 4 = 9

Karabo ke 9.

The solution is 9.

2 Rarolla. Šomiša mothalopalo o go thuše.

Solve. Use a number line to help you.

____ – 4 – 5 = 2

____ + 7 + 1 = 12

____ – 6 + 3 = 7

____ + 9 – 1 = 11

____ – 8 – 8 = 4

____ + 5 + 7 = 20

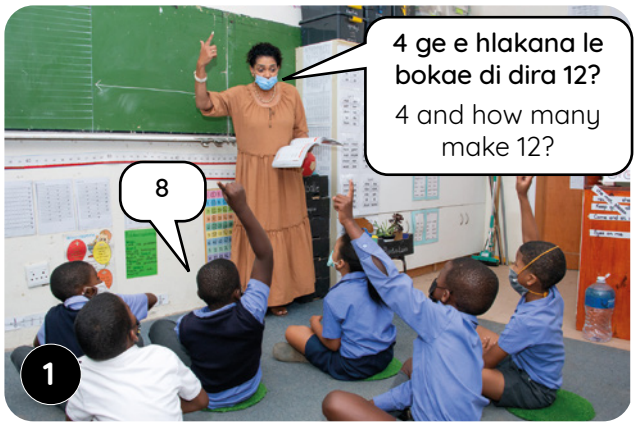
____ – 4 + 6 = 15

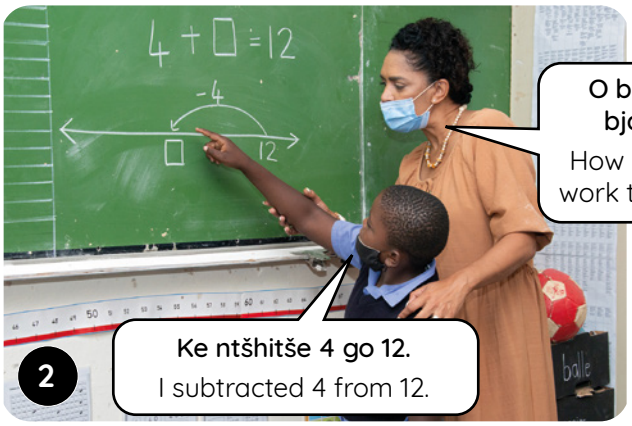
____ + 3 – 7 = 13

What's the missing number? (2)

MMETSE WA HLOGO / MENTAL MATHS — THELEKISA AMANANI / COMPARE NUMBERS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

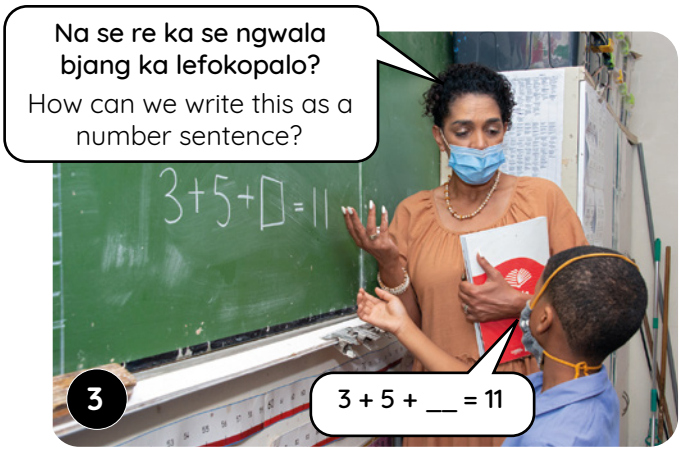
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

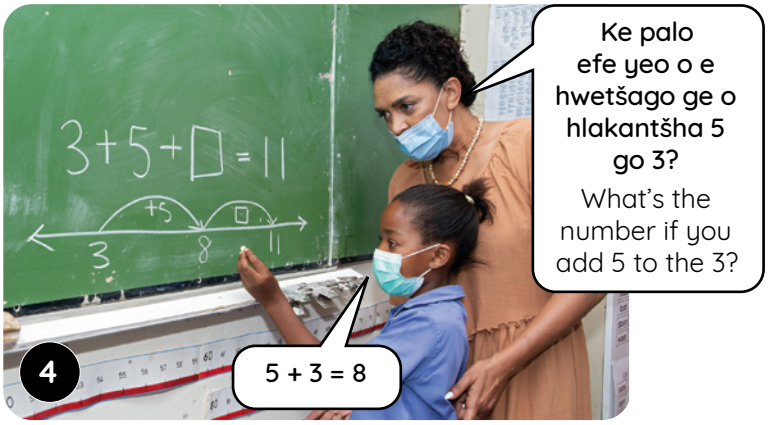


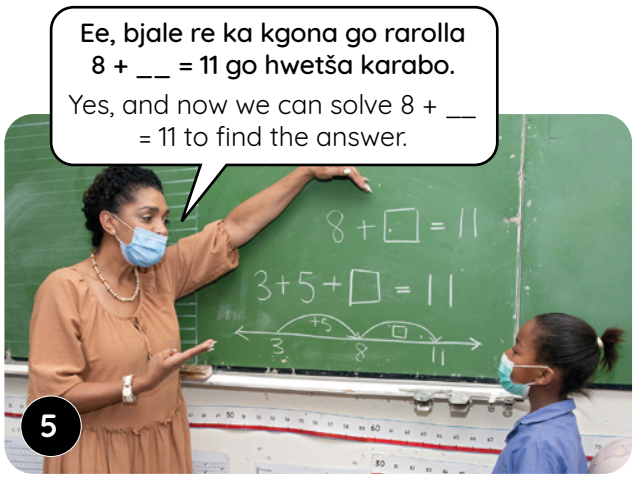


Go na le malekere a ma3 ka sebjaneng. Silo o tšhela malekere a ma5 ka gare ga sona, ke moka Thoko o tšhela a mangwe gape. Gabjale go na le malekere a 11 ka sebjaneng. Na Thoko o tšhetše malekere a makae ka sebjaneng?

There are 3 sweets in a bowl. Silo put 5 sweets in it, then Thoko put some more sweets. There are now 11 sweets in the bowl. How many sweets did Thoko put into the bowl?







Ahlaahla le barutwana ka tsela yeo ba ka šomišago ka gona methalopalo go balela mafokopalo ao ba ka a šomišago go rarolla marara. Ba hlohleletše ba thale mothalopalo wa go bulega ge ba nyaka gore ba nagane ka go rarolla marara.

Discuss with the learners how they can use number lines to work out what number sentences to use to solve problems. Encourage them to draw an open number line if they want to when thinking about solving problems.

Na ke palo efe yeo e tlogetšwego (2)

BEKE • WEEK 9

LETŠATŠI 2 • DAY 2

Na ke palo efe yeo e tlogetšwego? (2)

What's the missing number? (2)

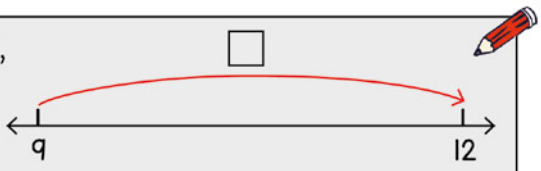
MMETSE WA HLOGO / MENTAL MATHS → YE KGOLO GOBA YE NNYANE GO / MORE THAN AND LESS THAN → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

1 Rarolla. Šomiša mothalopalo o go thuše.

Solve. Use a number line to help you.

Ge e le gore ke na le malekere a 9, na ke hloka a makae gape gore ke be le malekere a 12?

If I have 9 sweets, how many more do I need to have 12 sweets?



9 + 3 = 12

Ge e le gore ke na le malekere a 8, na ke hloka a makae gape gore ke be le malekere a 17?

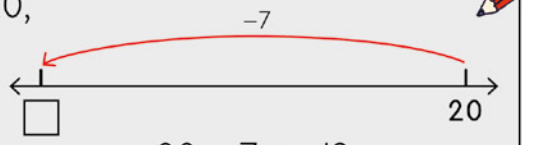
If I have 8 sweets, how many more do I need to have 17 sweets?

Ge e le gore ke na le malekere a 6, na ke hloka a makae gape gore ke be le malekere a 16?

If I have 6 sweets, how many more do I need to have 16 sweets?

Ge e le gore ke na le malekere a 20, gomme ka fa batho a 7, na ke šaletšwe ke malekere a makae?

If I have 20 sweets and I give away 7, how many sweets do I have left?



20 − 7 = 13

Ge e le gore ke na le malekere a 15, gomme ka fa batho a 8, na ke šaletšwe ke malekere a makae?

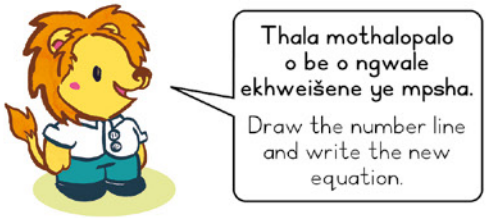
If I have 15 sweets and I give away 8, how many sweets do I have left?

Ge e le gore ke na le malekere a 17, gomme ka fa batho a 9, na ke šaletšwe ke malekere a makae?

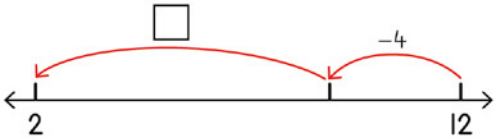
If I have 17 sweets and I give away 9, how many sweets do I have left?

84

What's the missing number? (2)



12 – 4 – ____ = 2



8 – ____ = 2

Karabo ke 6.

The solution is 6.

2 Šomiša mothalopalo go rarolla.

Use a number line to solve.

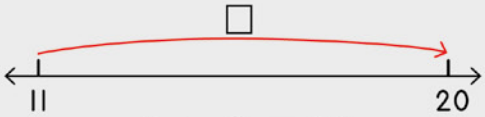
8 + 5 + ____ = 14

12 + 7 – ____ = 16

3 + 10 + ____ = 17

15 – 10 + ____ = 12

3

11 le hlakana le bokae go dira 20? 11 and how many make 20?  11 + 9 = 20	13 le hlakana le bokae go dira 18? 13 and how many make 18?
8 se hlakana le bokae go dira 17? 8 and how many make 17?	9 se hlakana le bokae go dira 18? 9 and how many make 18?

Ditaekramo tša go ela le ditafola

MMETSE WA HLOGO MENTAL MATHS: THELEKISA AMANANI COMPARE NUMBERS → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

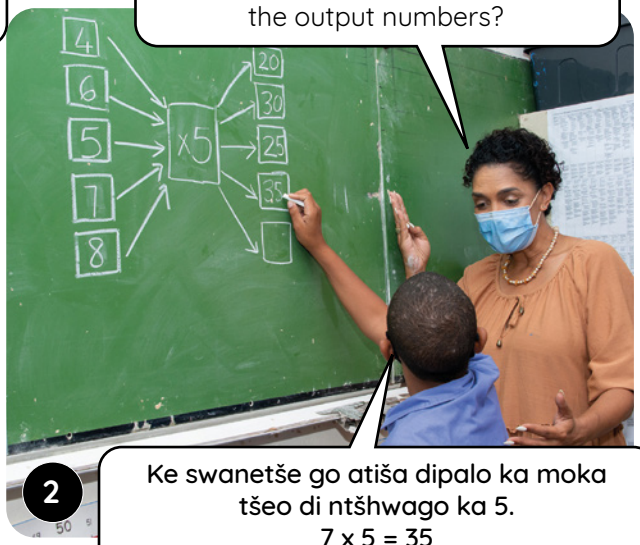
Ye ke taekramo ya go ela. Re e šomiša go bontšha boleng bja tšeo di tšhelwago le tšeo di ntšhwago.

This is a flow diagram. We use it to show input and output values.

1

Ge e le gore molao o re, atiša ka 5, na dipalo tšeo di ntšhwago ke dife?

If the rule is multiply by 5, what are the output numbers?



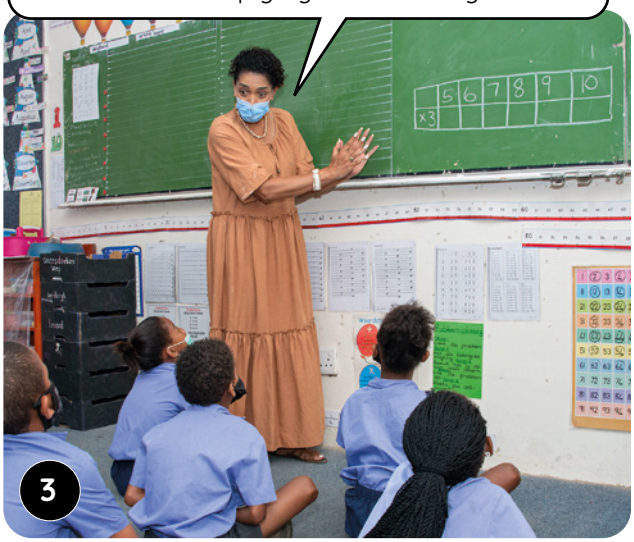
2

Ke swanetše go atiša dipalo ka moka tšeo di ntšhwago ka 5.
7 x 5 = 35

I must multiply all the input numbers by 5.

Re ka ngwala dipalo ka tafoleng. Mo, molao o re, atiša ka 3. Na o ilo dira eng?

We can also write numbers in a table. Here the rule is multiply by 3. What will you do?



3

Ke swanetše go atiša dipalo ka moka ka 3.

I must multiply all the numbers by 3.

4

Šomiša ditaekramo tša go ela le ditafola go bontšha melao ye mengwe ya dikatišo (x2, x3, x4, x5, x10). Efa barutwana menyetla ya go šomiša tlotlontšu ya ditaekramo tša go ela le ditafola.

Use flow diagrams and tables to show other multiplication rules (x2, x3, x4, x5, x10). Give learners opportunities to use the vocabulary of flow diagrams and tables.

Flow diagrams and tables

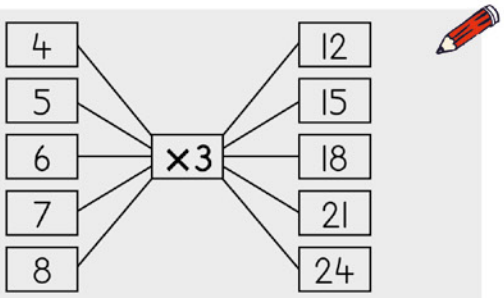
BEKE • WEEK 9

LETŠATŠI 3 • DAY 3

Ditaekramo tša go ela le ditafola
Flow diagrams and tables

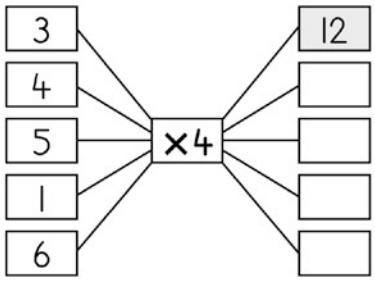
MMETSE WA HLOGO (MENTAL MATHS) → YE KGOLO GOBA YE NNYANE GO (MORE THAN AND LESS THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Feleletša ditaekramo tša go ela. Na molao o reng?
Complete the flow diagrams. What is the rule?



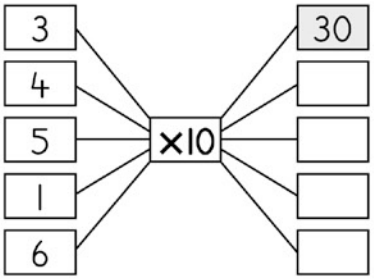
Molao o re atiša ka 3.

The rule is multiply by 3.



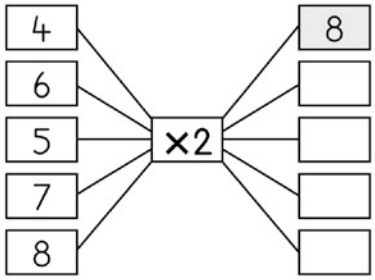
Molao o re _____.

The rule is _____.



Molao o re _____.

The rule is _____.



Molao o re _____.

The rule is _____.

2 Feleletša ditaekramo tša go ela. Na molao o reng?
Complete the tables. What is the rule?

	5	6	7	8	9	10
×2	10	12	14	16	18	20

Molao o re atiša ka 2.

The rule is multiply by 2.

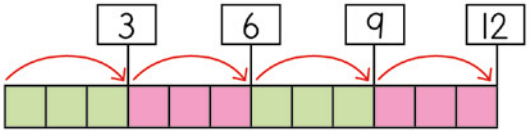
	1	2	3	4	5
×3					

Molao o re _____.

The rule is _____.

86

Ditaekramo tša go ela le ditafola



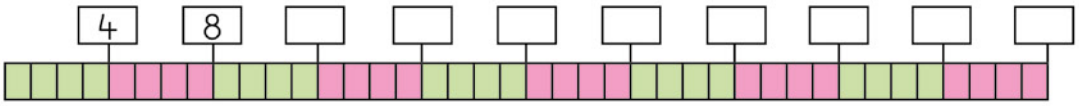
3 x 4 = 12

3 Hlakantšha le 2 ka dinako ka moka. 10 × 2 = ____

Always add 2.

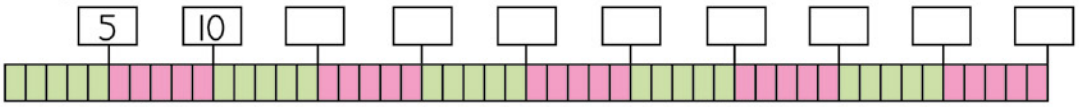
Hlakantšha le 4 ka dinako ka moka = ____

Always add 4.



Hlakantšha le 5 ka dinako ka moka = ____

Always add 5.

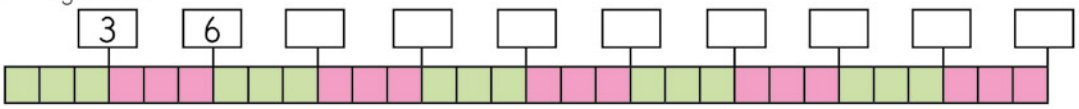


Hlakantšha le 10 ka dinako ka moka. 10 × 10 = ____

Always add 10.

Hlakantšha le 3 ka dinako ka moka. 10 × 3 = ____

Always add 3.



4 Ke efe palo yeo e tlwaelegilego:

What is common:

ge ke bala ka bo2 le bo4 go ya ga 20?

when I count in 2s and 4s to 20?

4, 8, 12, 16, 20

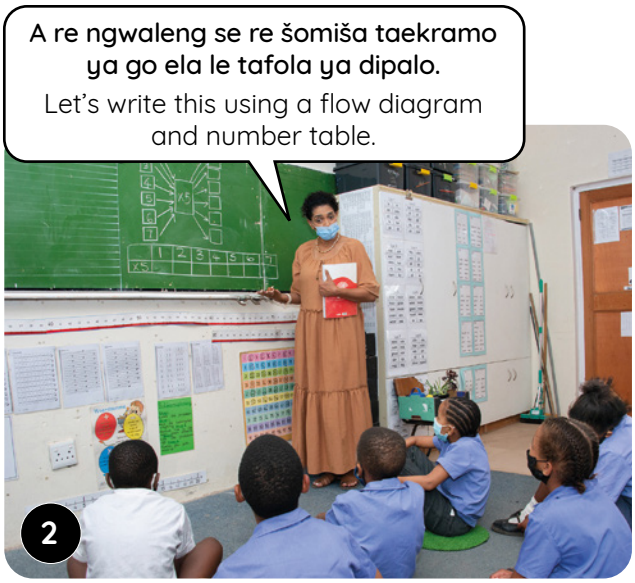
ge ke bala ka bo5 le mal0 go ya ga 50?

when I count in 5s and 10s to 50?

Number patterns, flow diagrams and tables

MMETSE WA HLOGO (MENTAL MATHS): THELEKISA AMANANI (COMPARE NUMBERS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Dira mehlala ye mmalwa gore barutwana ba tlwaele go šomiša ditafola le ditaekramo tša go ela gore ba hwetše ditharollo tša marara a go atiša. Ahlaahlang ka tswalano magareng ga tafola le taekramo ya go ela.

- **Taekramo ya go ela e kgokaganya dipalo tšeo di tšhelwago le tšeo di ntšhwago ka go šomiša molao.**
- **Tafola e bontša dipalo tšeo di tšhelwago ka mothalading wa ka godimo ke moka dipalo tšeo di ntšhwago di ba ka tlase.**

Do several examples so that learners can become familiar with using tables and flow diagrams to find solutions to multiplication problems. Discuss the relationship between the table and the flow diagram.

- The flow diagram links input numbers to output numbers using a rule.
- The table shows the input numbers in the top row and the output numbers in the bottom row.

Dipatronepalo, ditaekramo tša go ela le ditafola

BEKE • WEEK 9

LETŠATŠI 4 • DAY 4

Dipatronepalo, ditaekramo tša go ela le ditafola

Number patterns, flow diagrams and tables

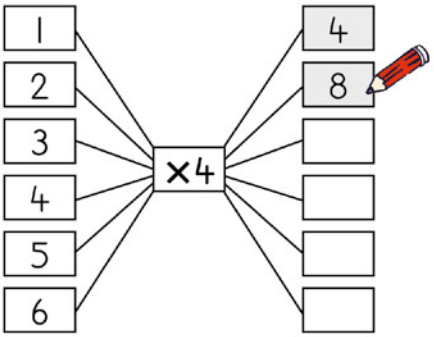
MMETSE WA HLOGO (MENTAL MATHS) → YE KGOLO GOBA YE NNYANE GO (MORE THAN AND LESS THAN) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Re ka šomiša ditaekramo tša go ela le ditafola go bontšha katišo! Itekele le wena.

We can use flow diagrams and tables to show multiplication! Try it for yourself.

1 Vuyo o kgoboketša disetikara tše 4 tša ka Shoprite beke ye nngwe le ye nngwe. Na o tla ba le disetikara tše kae ka morago ga dibeke tše 6?

Vuyo collects 4 stickers each week from Shoprite. How many stickers will she have after 6 weeks?



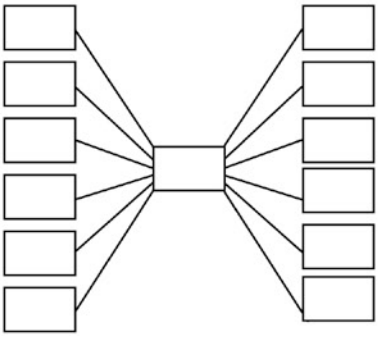
dibeke weeks	1	2	3	4	5	6
×4	4	8				

dibeke weeks

disetikara tše ____ ____ stickers

2 Mmapula o hwetša R10 beke ye nngwe le ye nngwe. Na o tla ba le bokae ka morago ga dibeke tše 6?

Mmapula gets R10 each week. How much will she have after 6 weeks?



dibeke weeks						

dibeke weeks

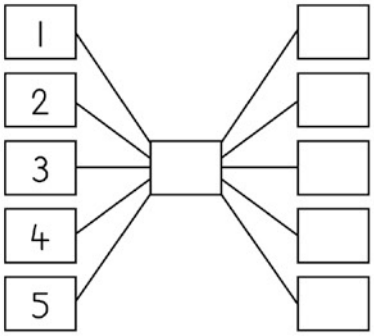
R_____

88

Number patterns, flow diagrams and tables

3 Thobeka o ja diapole tše 3 ka beke. Na o tla ba a jele diapole tše kae ka morago ga dibeke tše 5?

Thobeka eats 3 apples a week. How many apples will she have eaten after 5 weeks?



dibeke weeks					

dibeke
weeks

diapole tše ____
_____ apples

Re ka šomiša gape le ditaekramo tša go ela le ditafola go bontša go hlakantša le go ntša! Itekele le wena.

We can also use flow diagrams and tables to show addition and subtraction! Try it for yourself.

4 Hlakantša 10.

Add 10.

14	+10	24	+10	34
12	+10		+10	
18	+10		+10	

Hlakantša 20.

Add 20.

12	+20		+20	
18	+20		+20	
17	+20		+20	

Hlakantša 30.

Add 30.

12	+30		+30	
15	+30		+30	
18	+30		+30	

5 Ntša 10.

Subtract 10.

34	−10	24	−10	14
30	−10		−10	
35	−10		−10	

Ntša 20.

Subtract 20.

50	−20		−20	
60	−20		−20	
55	−20		−20	

Ntša 30.

Subtract 30.

80	−30		−30	
95	−30		−30	
79	−30		−30	

Teefatšo

BEKE • WEEK 9

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1 Rarolla ka go šomiša mothalopalo.
Use the number line to solve.

____ – 3 – 7 = 9

3 + 7 + ____ = 19

____ – 5 – 6 = 8

4 + 7 + ____ = 19

____ – 2 + 3 = 7

9 – 3 + ____ = 15

A re boleleng ka Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
palo yeo e tlogetšwego	missing number
atiša	multiply
seo se tšhetšwego	input
poelo	output
taekramo ya go ela	flow diagram
tafola	table
mothalo wa ka fase	bottom row

90

Consolidation

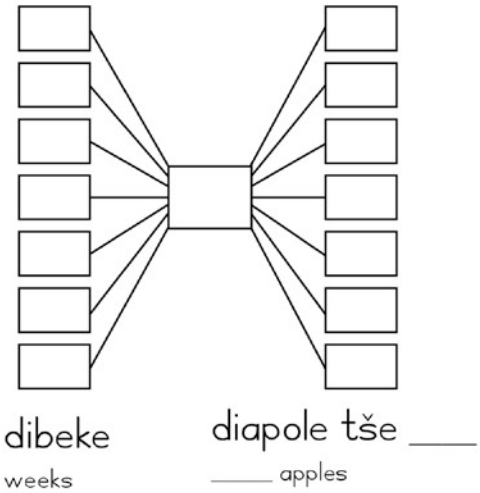
2

13 le hlakana le bokae go dira 15? 13 and how many make 15? ↔	11 le hlakana le bokae go dira 16? 11 and how many make 16? ↔
7 e hlakana le bokae go dira 13? 7 and how many make 13? ↔	6 e hlakana le bokae go dira 13? 6 and how many make 13? ↔

3 Sam o ja diapole tše 4 ka beke ye nngwe le ye nngwe. Na o tla ba a jele diapole tše kae ka morago ga dibeke tše 7?

Sam eats 4 apples each week. How many apples will he have eaten after 7 weeks?

dibeke weeks							

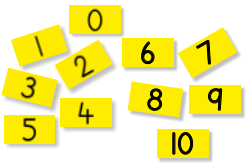


4

Ge e le gore ke na le malekere a 8, na ke hloka a makae gape gore ke be le malekere a 20? If I have 8 sweets, how many more do I need to have 20? ↔	Ge e le gore ke na le malekere a 19, gomme ka fa batho a 11, na ke šaletšwe ke malekere a makae? If I have 19 sweets and I give away 11, how many sweets do I have left? ↔

Poeletšo

	Didirišwa
Mmetse wa Hlogo: Diopareišene tša go dirolla	Ga di gona
Papadi: Mmetse wa lebelo ka dikarata – go hlakantša le go ntša	Dikarata tša morutwana tša *0 – 10*



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dipalo tša go ya go 500	Puku ya Mešomo ya Morutwana
2	Dipatrone tša go ya ga 500	Puku ya Mešomo ya Morutwana
3	Dipatrone le dipalo tšeo di tlogetšwego	Puku ya Mešomo ya Morutwana
4	Go hlakantša le go ntša	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:	✓
šoma ka dipalo tša go fihla go 500 ka go lokologa.	
šoma ka dikatišo tša 10 go dipalo tša go fihla go 500.	
bolela ka ma100, ma10 le metšo go dipalo tša go fihla go 500.	

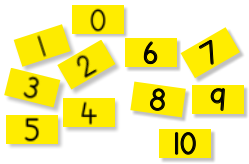
Kelo

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.

Revision

	Resources
Mental Maths: Inverse operations	none
Game: *Fast maths with cards – add and subtract!*	learner *number cards 0-10*



Day	Lesson activity	Lesson resources
1	Numbers to 500	LAB
2	Patterns to 500	LAB
3	Patterns and missing numbers.	LAB
4	Addition and subtraction	LAB
5	Addition and subtraction	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 500.	
find missing numbers, extend and complete patterns up to 500.	
add and subtract 1- and 2-digit numbers using various strategies including the column method.	

Assessment

There is no formal assessment this week.

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

Poeletšo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tla itlwaetša go ngwala mafokopalo a go hlakantša le go ntša. Re tla šomiša tafola ya dipalo go thuša barutwana go lemoga kamano magareng ga dipalo. Go bohlokwa gore barutwana ba lemoge gore ba ka ngwala mafokopalo a go hlakantša le go ntša go tšwa ga dipalo tša gare ga tafola.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya, *Mmetse wa lebelo ka dikarata – ntša!* Barutwana ba tla itlwaetša go rarolla marara ka lebelo ka go gopola dintlha tša palo. Barutwana ba swanetše go hlakantša le go ntša go tšwa ga dipalo tša go fapafapana. Go bohlokwa gore barutwana ba kgone go rarolla marara a bonolo ka nepagalo gore ba fe motheo woo o tiilego wa marara a mangwe a bothata nakong yeo e tlago.

Revision

Mental Maths video

This week we will practice writing addition and subtraction number sentences. We will use a number table to help learners identify the **inverse relationship** between numbers. It is important that learners recognise they can write addition and subtraction number sentences from the numbers in the number table.

Game video

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

Poeletšo

Bekeng ye re bušeletša dikgopolo tšeo di dirilwego mo kotareng ye. Barutwana ba tla fiwa menyetla ya go itlwaetša seo ba ithutilego sona le go godiša mabokgoni a bona a go rarolla marara ka nepagalo. Re tla tsepelela go:

Letšatši 1 Go šoma ka dipalo tša go ya go 500

Barutwana ba swanetše go kgona go šomiša dipoloko tša sehlopha sa 10 le dikarata tša go aga palo ba be ba nagane ka kemapalo (metšo, ma10, ma100) go dipalo tša go fihla go 500. Tsebo yeo e tseneletšego ya dipalo e kgontše ba dira mmetse.

Letšatši 2 Go šoma ka dipatronepalo (tša go ya ga 500)

Barutwana ba swanetše go ba le menyetla ye mentši ya go katološa dipatronepalo le go hwetša dipalo tšeo di tlogetšwego go ditatelano tšeo di filwego mo ga mohlwaela wa dipalo. Go šoma ka dipatrone le go nagana ka melao ya patrone go godiša bokgoni bja barutwana bja go fahlela ka mmetse.

Letšatši 3 Go hwetša dipalo tšeo di feleletšago patrone

Se se aga tsebo ya barutwana le kweši̧šo ya bona ya go rarolla palo yeo ba 'sa e tsebego', e sego 'karabo' fela. Se se fa barutwana didirišwa tšeo ba di hlokago go godiša kweši̧šo ya bona ya dikgopolo tša go rarolla diikhweišene.

Letšatši 4 Go šoma ka diophareišene tša go hlakantša le go ntša go mohlwaela wa dipalo tša go ya go 500

Mešongwana ya letšatši la 4 e hloka gore barutwana ba šomiše mekgwa ya go šoma ka hlogo le methalopalo. Mešongwana ya go amana le methalopalo e tšweletšwa ka mohlwaela wa dipalo tša godimo, yeo e sepelelanago le dipatronepalo.

Letšatši 5 Go šoma ka diophareišene tša go hlakantša le go ntša go mohlwaela wa dipalo tša go ya go 2 00

Mešongwana ya letšatši la 5 e hloka gore barutwana ba šomiše mekgwa ya go šoma ka hlogo le dipoloko tša sehlopha sa lesome (ge ba hloka go dira seo).

Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1 Working with numbers up to 500

Learners should be able to use *base 10 blocks* and *flard cards* and think about place value (1s, 10s, 100s) in numbers up to 500. Deep knowledge of numbers enables learners to use them meaningfully when they do mathematics.

Day 2 Working with numeric patterns (up to 500)

Learners should have multiple opportunities to extend number patterns and find missing numbers in given sequences in this number range. Working with patterns and thinking about pattern rules develops learners' ability to reason mathematically.

Day 3 Finding numbers that complete a pattern or display

This builds learners' knowledge and understanding of solving for the 'unknown' number not just the 'answer'. This provides the raw material learners need to develop their conceptual understanding of solving equations.

Day 4 Working with the operations addition and subtraction in the number range to 500

The activities on day 4 require learners to use mental strategies and number lines. Activities related to numbers lines are presented in a higher number range, aligned with number patterns.

Day 5 Working with the operations addition and subtraction in the number range to 200

The activities on day 5 require learners to use mental strategies and base ten blocks (if they need to).

Dipalo tša go ya go 500

MMETSE WA HLOGO / MENTAL MATHS → DIOPAREIŠENE TŠA GO DIROLLA / INVERSE OPERATIONS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

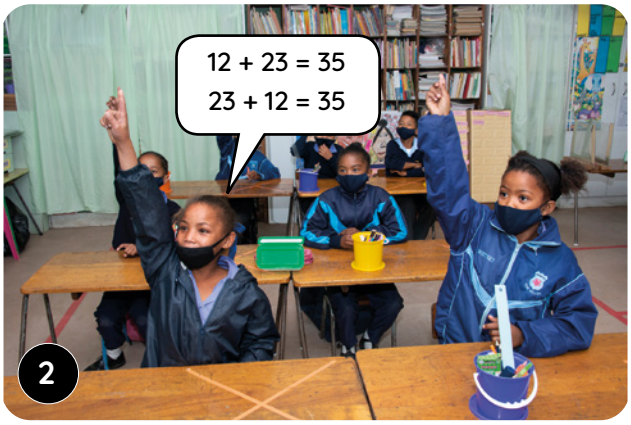
MMETSE WA HLOGO | MENTAL MATHS

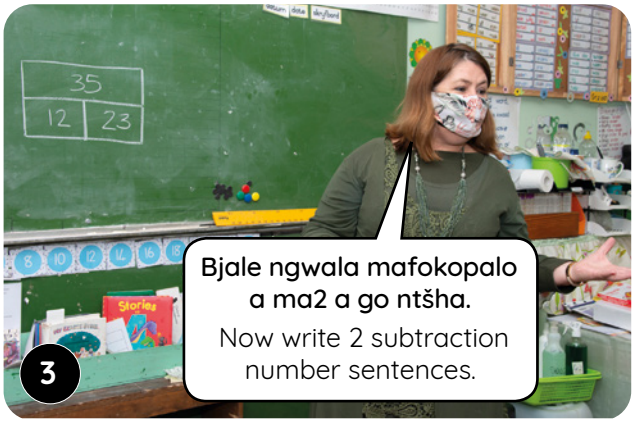
Šomiša diopareišene tša go dirolla go šoma ka dipalo tša mono-pedi.

Use inverse operations to work with 2-digit numbers.

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.





Numbers to 500

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Šomiša dipoloko go rarolla.
Solve using blocks.

45 + 36 = _____

37 + 44 = _____

61 + 29 = _____

18 + 55 = _____

53 + 37 = _____

65 – 18 = _____

95 – 64 = _____

35 – 27 = _____

88 – 59 = _____

53 – 16 = _____

Letšatši 2 Day 2

Šomiša dipoloko go rarolla.
Solve using blocks.

77 + 15 = _____

19 + 74 = _____

47 + 28 = _____

25 + 59 = _____

36 + 55 = _____

96 – 47 = _____

32 – 16 = _____

45 – 38 = _____

83 – 54 = _____

75 – 28 = _____

Letšatši 3 Day 3

Šomiša dipoloko go rarolla.
Solve using blocks.

44 + 38 = _____

18 + 65 = _____

52 + 39 = _____

47 + 46 = _____

75 + 18 = _____

85 – 48 = _____

31 – 23 = _____

55 – 26 = _____

82 – 54 = _____

96 – 59 = _____

Letšatši 4 Day 4

Šomiša dipoloko go rarolla.
Solve using blocks.

53 + 38 = _____

26 + 46 = _____

47 + 29 = _____

15 + 78 = _____

54 + 41 = _____

95 – 67 = _____

74 – 47 = _____

32 – 25 = _____

66 – 49 = _____

92 – 55 = _____

Dipalo tša go ya go 500

BEKE • WEEK 10

LETŠATŠI 1 • DAY 1

Dipalo tša go ya go 500
Numbers to 500

MMETSE WA HLOGO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → PAPADI GAME → MATLAKALATŠHOMELO WORKSHEETS

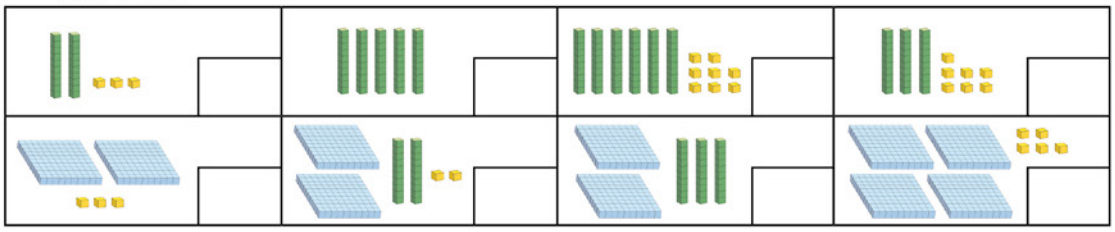
Papadi: Mmetse wa lebelo ka dikarata – go hlakantša le go ntša
Game: Fast maths with cards – add and subtract

- Bea dikarata tša dipalo 0 go ya go 10 ka mokgobo.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip one card.
- A makae go dira 20
  How much to make 20?
- Bala ka lebelo!
  Dira 30, 40, 50, 60, 90, goba 100.
  Work fast! Make 30, 40, 50, 60, 90 or 100.
- Bjale leka ka go ntša! Ntša go 40, 50, 70, 80 le 100.
  Now try with subtraction! Subtract from 40, 50, 70, 80 and 100.

1 Bontša ka dipoloko le dikarata tša go aga palo.
Show with blocks and flard cards.

30	49	71	105	111	101	110	305	500	490	210	201	354	304

2 Ke bokae?
How much?



3 Ke bokae?
How much?

5 1 0 _____	4 0 6 _____	2 7 0 _____	5 1 0 0 _____
5 0 1 0 0 _____	4 0 0 6 0 _____	7 0 9 2 0 0 _____	6 8 0 3 0 0 _____

92

Numbers to 500

4 Feleletša diripana tša sekwere sa 100.

Complete the pieces of the 100 square.

	25	
	35	

	49	

	19	

	28	

	66	
75		

59		
69		

		79
	98	

	79	
88		

	7	
	17	

	36	
		47

	63	
		74

	74	75

5 Feleletša diripana tša sekwere sa 1000.

Complete the pieces of the 1000 square.

280	290	
	390	

350	360	
		470

		390
	480	

	150	
	350	

	270	
	370	

180		200

		350
	440	

	130	
	230	

		290
	480	

6 Beakanya dipalo go tloga go ye nnyane go ya go ye kgolo.

Order from smallest to biggest.

195, 302, 714, 317	
368, 638, 836, 683	
409, 465, 482, 397	

7 Beakanya dipalo go tloga go ye kgolo go ya go ye nnyane.

Order from biggest to smallest.

115, 121, 119, 125	
423, 432, 342, 344	
210, 340, 304, 200	

Dipatrone tša go ya ga 500

BEKE • WEEK 10

LETŠATŠI 2 • DAY 2

Dipatrone tša go ya ga 500

Patterns to 500

MMETSE WA HLOGO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → PAPADI GAME → MATLAKALATŠHOMELO WORKSHEETS

Bolela le mogwera wa gago ka melao ya dipatrone tše.

Talk to your partners about these pattern rules.

1 Katološa dipaterone pa lo. Molao o reng?

Extend the number patterns. What is the rule?

3	6	9	12						
57	54	51	48						
150	160	170	180						
265	260	255	250						
208	218	228	238						
380	360	340	320						
312	316	320	324						
408	404	400	396						
367	377	387	397						
500	450	400	350						

2 Feleletša dipaterone pa lo. Molao o reng?

Complete the number patterns. What is the rule?

2			8	10			16
		60	70			100	
	255	260		270		280	
300	320			380		420	
500			470	460		440	
450		350				150	100

94

Patterns to 500

3 Lebelela dipatrone tšeo di khalarilwego ka gare ga dikwere tša 100. Na ke dipatronepalo dife tšeo o di bonago? Na mebala e dira patrone efe?

Look at the shaded patterns in the 100 squares. What number patterns do you see? What pattern does the shading make?

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

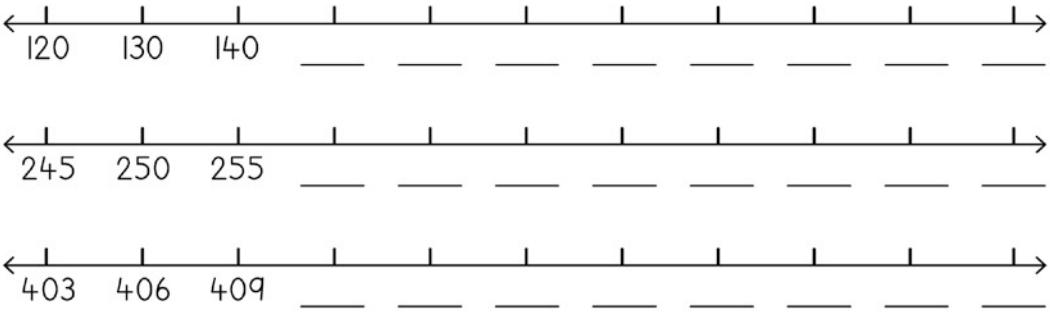
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	63	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	76	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

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

4 Tlatša methalopalo. Na molao o reng?

Label the number lines. What is the rule?



Dipatrone le dipalo tšeo di tlogetšwego

BEKE • WEEK 10

LETŠATŠI 3 • DAY 3

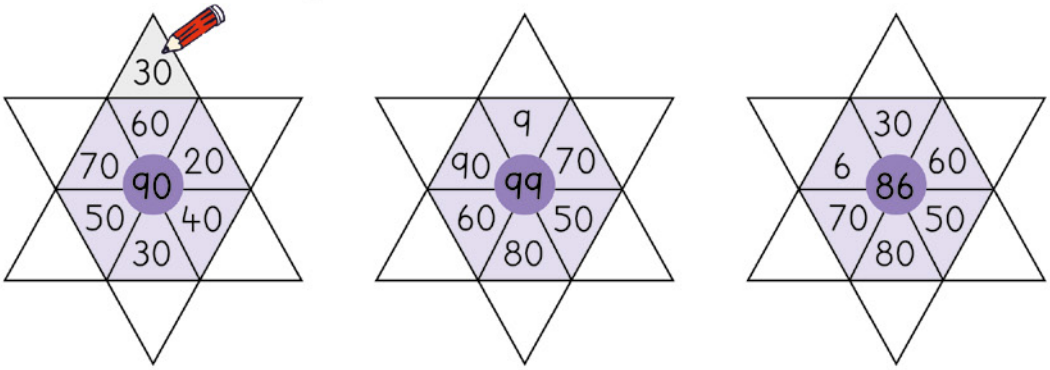
Dipatrone le dipalo tšeo di tlogetšwego

Patterns and missing numbers

MMETSE WA HLOGO / MENTAL MATHS → IMIGUQULWA / INVERSE OPERATIONS → PAPADI / GAME → MATLAKALATŠHOMELO / WORKSHEETS

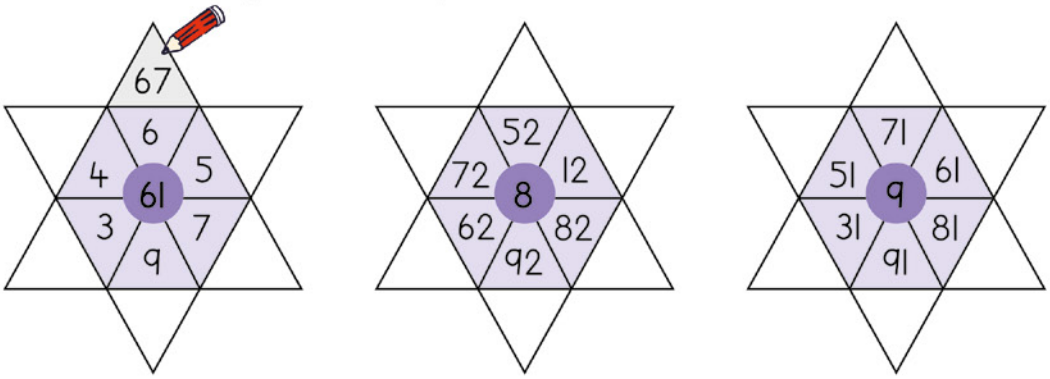
1 Ntša gore o hwetše palo yeo e tlogetšwego mo makgatheng a naledi.

Subtract to find the missing numbers in the points of the star.



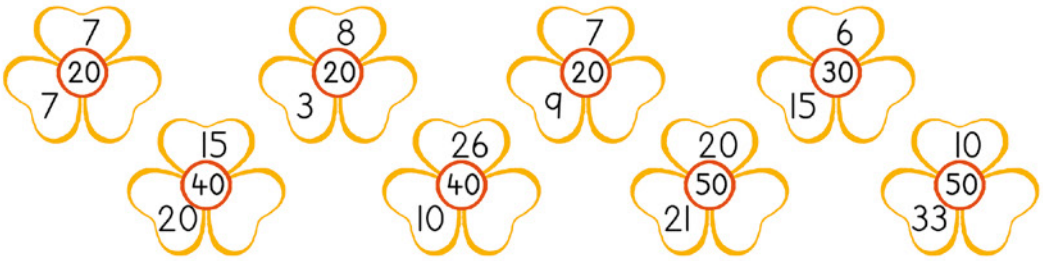
2 Hlakantša gore o hwetše palo yeo e tlogetšwego mo makgatheng a naledi.

Add to find the missing numbers in the points of the star.



3 Karabo e mo gare. Tlatša palo yeo e tlogetšwego.

The sum is in the middle. Fill in the missing number.



96

Patterns and missing numbers

4 Hlakantša le 2 nako le nako.

Always add 2.

96				
114				

136				
155				

Hlakantša le 10 nako le nako.

Always add 10.

70				
150				

105				
155				

5 Ntša 1 nako le nako.

Always subtract 1.

500				
603				

1000				
912				

Ntša 10 nako le nako.

Always subtract 10.

120				
230				

333				
425				

Ntša 100 nako le nako.

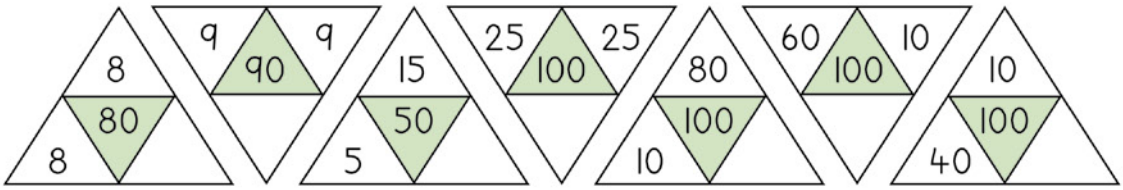
Always subtract 100.

900				
410				

505				
404				

6 Karabo e mo gare. Tlatša palo yeo e tlogetšwego.

The sum is in the middle. Find the missing number.



Go hlakantša le go ntša

BEKE • WEEK 10

LETŠATŠI 4 • DAY 4

Go hlakantša le go ntša
Addition and subtraction

MMETSE WA HLOGO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → PAPADI GAME → MATLAKALATŠHOMELO WORKSHEETS

1 Hlakantša o be o ntšhe.
Add and subtract.

6 + 6 = ____	12 – 6 = ____	4 + 8 = ____	7 + 7 = ____
14 – 7 = ____	7 + 8 = ____	8 + 8 = ____	18 – 9 = ____
13 – 7 = ____	9 + 9 = ____	16 – 8 = ____	13 – 9 = ____

2 Hlakantša o be o ntšhe.
Add and subtract.

9 + 7 = ____	14 – 8 = ____	8 + 9 = ____	29 + 7 = ____
34 – 8 = ____	88 + 9 = ____	49 + 7 = ____	64 – 8 = ____
15 – 9 = ____	69 + 7 = ____	94 – 8 = ____	35 – 9 = ____

3 Hlakantša.
Add.

18 + ____ = 20	18 + 6 = ____	15 + 20 = ____	19 + ____ = 20
19 + 5 = ____	27 + 30 = ____	27 + ____ = 30	27 + 7 = ____
36 + 40 = ____	36 + ____ = 40	36 + 8 = ____	62 + 20 = ____

4 Ntša.
Subtract.

20 – ____ = 40	14 – 8 = ____	32 – 10 = ____	30 – ____ = 22
22 – 9 = ____	46 – 30 = ____	50 – ____ = 45	45 – 7 = ____
28 – 20 = ____	80 – ____ = 72	72 – 5 = ____	78 – 40 = ____

98

Addition and subtraction

5 Šomiša mothalopalo go hlakantša.

Add using the number line.

250 300 350

250 + 50 = ____
280 + 30 = ____
300 + ____ = 350
330 + ____ = 350

6 Šomiša mothalopalo go ntša.

Subtract using the number line.

190 195 200

200 – 3 = ____
200 – 7 = ____
200 – ____ = 195
198 – ____ = 190

7 Hlakantša o be o ntšhe.

Add and subtract.

140 145 150

146 + 6 = 148
145 + 4 = ____
143 + 7 = ____
141 + 9 = ____

150 155 160

160 – 2 = ____
160 – 5 = ____
160 – 8 = ____
160 – 10 = ____

8 Hlakantša o be o ntšhe.

Add and subtract.

300 350 400

310 + 30 = 340
340 + 40 = ____
360 + 40 = ____
320 + 80 = ____

400 450 500

490 – 30 = ____
480 – 40 = ____
500 – 20 = ____
500 – 60 = ____

Go hlakantša le go ntša

BEKE • WEEK 10

LETŠATŠI 5 • DAY 5

Go hlakantša le go ntša
Addition and subtraction

MMETSE WA HLOGO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → PAPADI GAME → MATLAKALATŠHOMELO WORKSHEETS

1 Hlakantša ka dikholomo.
Add in columns.

	3	6
+	2	4

	2	5
+	4	6

	1	9
+	1	8

	2	4
+	2	7

	1	8
+	2	3

	1	7
+	4	7

	1	6
+	3	9

	3	8
+	2	9

	2	1
+	2	4

	2	1
+	9	6

	6	6
+		8

	6	4
+	1	7

2 Ntša ka dikholomo.
Subtract in columns.

	3	2
–	1	3

	4	1
–	2	3

	5	1
–	1	4

	5	5
–	2	6

	7	1
–	3	2

	5	3
–	2	6

	7	0
–	3	2

	6	0
–	1	5

	8	1
–	7	6

	7	2
–	2	5

	9	0
–	8	2

	8	4
–	2	6

100

3 Ngwala dipalo ka dikholomong o be o hlakantše.
Write the numbers in columns and add.

106 + 71 = ____ 93 + 105 = ____ 38 + 121 = ____

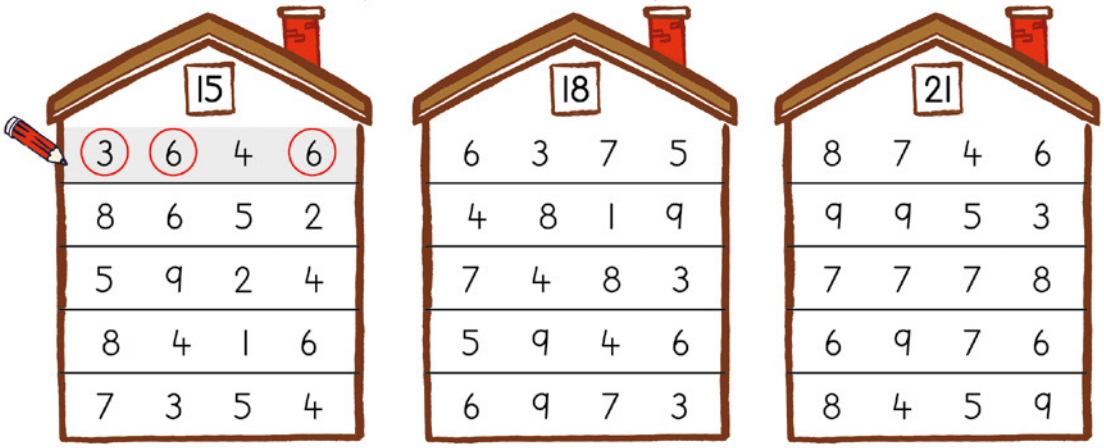
4 Ngwala dipalo ka dikholomong o be o ntše.
Write the numbers in columns and subtract.

178 – 43 = ____ 194 – 64 = ____ 187 – 35 = ____

5 Rarolla.
Solve.

114 + 26 = ____	79 + 108 = ____	47 + 137 = ____
183 – 51 = ____	164 – 32 = ____	127 – 89 = ____

6 Thala sediko go dipalo tše 3 tšeo di dirago palo ya ka godimo ge di hlakana.
Circle 3 numbers that add up to the number at the top.



Itheyibhile yexabiso lendawo / Place value table

makgolo (100) hundreds	masome (10) tens	metšo (1) ones

Dikwere tše 100

100 Square

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

Sekwere sa 1000

1000 square

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000

Mainapalo

Number names

1	tee one	11	lesometee eleven
2	pedi two	12	lesomepedi twelve
3	tharo three	13	lesometharo thirteen
4	nne four	14	lesomenne fourteen
5	hlano five	15	lesomehlano fifteen
6	tshela six	16	lesometshela sixteen
7	šupa seven	17	lesomešupa seventeen
8	seswai eight	18	lesomeseswai eighteen
9	senyane nine	19	lesomesenyane nineteen
10	lesome ten	20	masomepedi twenty

Mainapalo

Number names

100	lekgolo one hundred
200	makgolo a mabedi two hundred
300	makgolo a mararo three hundred
400	makgolo a nne four hundred
500	makgolo a mahlano five hundred
600	makgolo a tshela six hundred
700	makgolo a šupa seven hundred
800	makgolo a seswai eight hundred
900	makgolo a senyane nine hundred
1000	sekete one thousand

Bala Wande

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