IsiXhosa

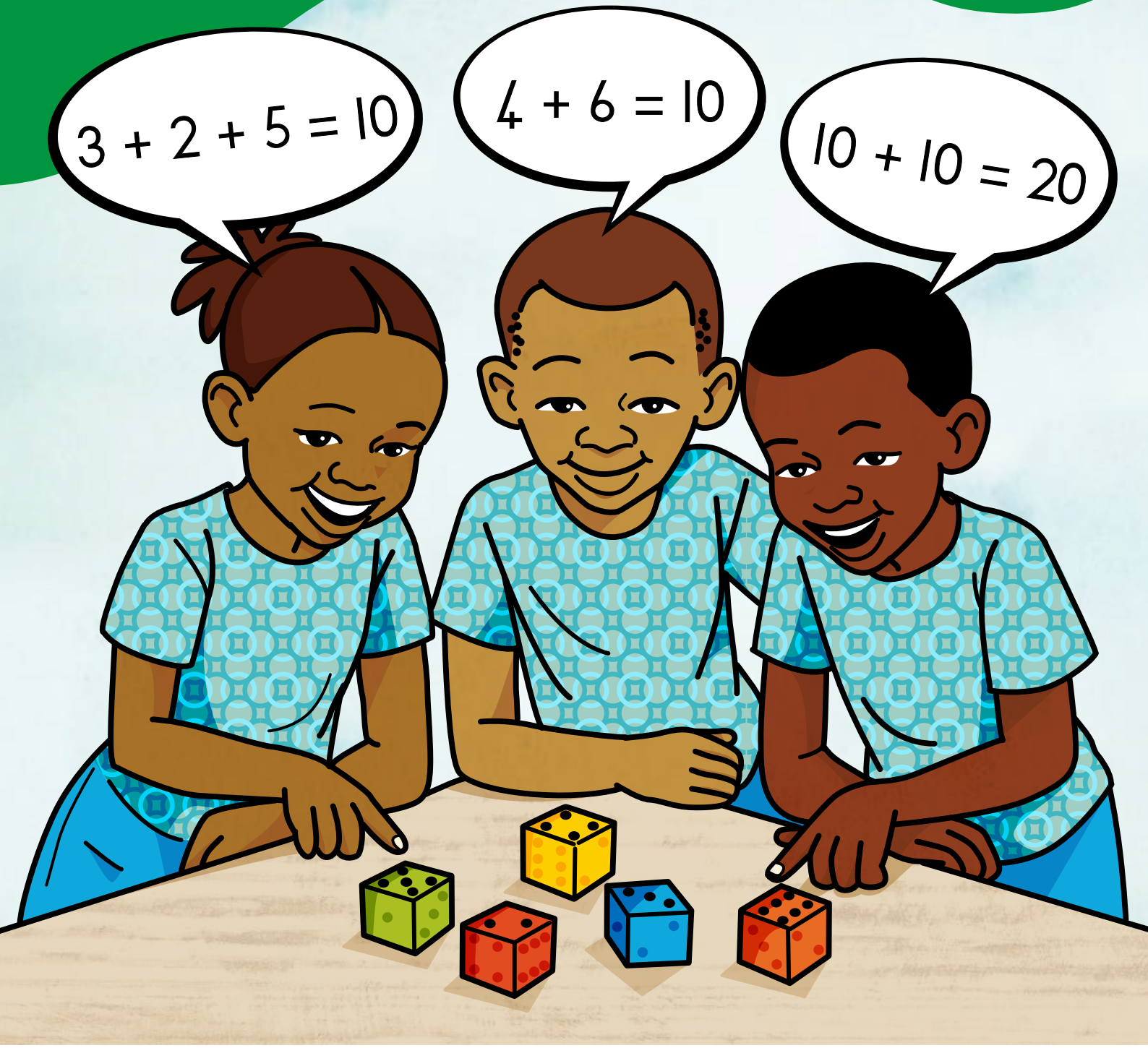
# IMathematika

## Mathematics

2

Ikota 1 | Term 1

PILOT




Umfundi | Learner: .....

Bala Wande
Calculating with Confidence

2

Ikota 1 | Term 1

# IMathematika

## Mathematics

## INcwadi yomFundi

Learner's Book

IsiXhosa | English

**Le ncwadi sisiqhamo sentsebenziswano phakathi kweqela elibizwa ngokuba yi*Bala Wande–Magic Classroom Collective team* kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiiyunivesithi eziliqela ezahlukileyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi zixhobo zokufunda zithathela kwiincwadi zemisebenzi eziqulunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokucebisana nabakwaJade Education. Ezi bhokisi zinezixhobo zodidi oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa nokufunda.**

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

Artists: Mary-Anne Hampton and Angie Bowring

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## Ukusebenzisa INcwadi yomFundi yeBala Wande

Le INcwadi yomFundi inemisebenzi elungiselelwe iintsuku ezingama-50 zokufundisa Kwikota yoku-1. Kukho imisebenzi yophuhliso lwengqiqo, imisebenzi yomfundi ngamnye kwakunye nemidlalo apho abafundi baya kudlala ngababini okanye ngokwamaqela.

Imisebenzi ekule ncwadi ibhalwe ngeelwimi ezimbini. Siyathemba ukuba ukusebenzisa iilwimi ezimbini kuya kubanceda abafundi bafunde baze bawaqhele amagama emathematika ngolwimi lwabo lwasekhaya nangesiNgesi. Ukwenza njalo kuya kubaxhobisa bakulungele ukufunda imathematika ubomi babo bonke.

Ukuba abafundi bathi gqolo ukwenza imisebenzi yabo yonke imihla ngazo zonke iikota, baya kuyigqiba yonke ikharityhulam yemathematika yonyaka. Siyathemba ukuba le misebenzi ilapha iya kuba yindlela enoyolo yokubanceda ekufumaneni ulwazi lwemathematika olusisiseko.

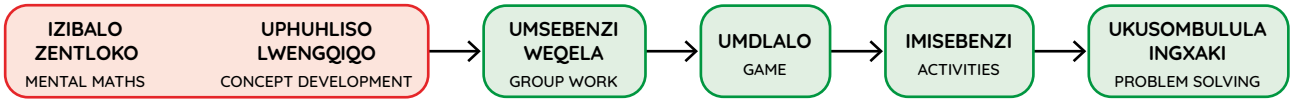
Ukuqala kosuku ngalunye olutsha kuboniswe ngebhanile eluhlaza.

IVEKI • WEEK 1

**USUKU 1 • DAY 1**

## Ukuboniswa kwamanani
Representation of numbers

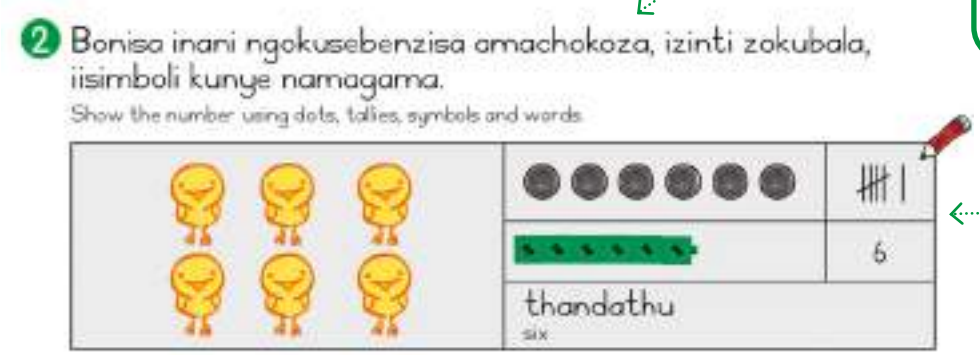
Ngezantsi kwebhanile kukho iflowutshathi eshwankathela ukulandelelana kwemisebenzi yolo suku.




Izibalo zentloko ziya kuba ngumsebenzi wokuqala yonke imihla. Lo msebenzi uya kukhokelwa ngutitshala.

Onke amanye amaphepha asencwadini alungiselelwe abafundi ukuba basebenzele kuwo ngokunokwabo okanye ngokwamaqela kodwa bekhokelwa kwaye bencediswa ngutitshala. La maphepha ingayimisebenzi okanye imidlalo eyenzelwe ukubethelela isigama esifundiswe ngolo suku. Imidlalo iboniswe ngokusebenzisa iikhathuni okanye oopopayi ukubonisa indlela omawudlalwe ngayo umdlalo.

Yonke imiyalelo neenkcukacha zinikwe ngesiXhosa nangenguqulelo yesiNgesi ngezantsi.




Amaphepha emisebenzi yomfundi anemizekelo esele yenziwe (iboniswa ngombala ongwevu nangepensile ebomvu).

Usuku lwesi-5 lweveki nganye lulungiselelwe ukubethelela novavanyo.

# Using the Bala Wande Learner's Book

This Learner's Book has activities planned for 50 days of teaching in Term 1. There are concept development activities, individual learner activities and games for learners to play in pairs and groups.

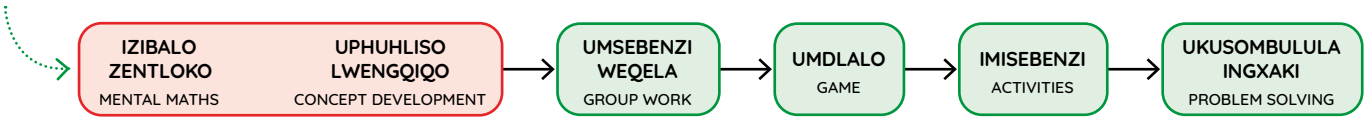
The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

The start of each new day is shown with a green banner.

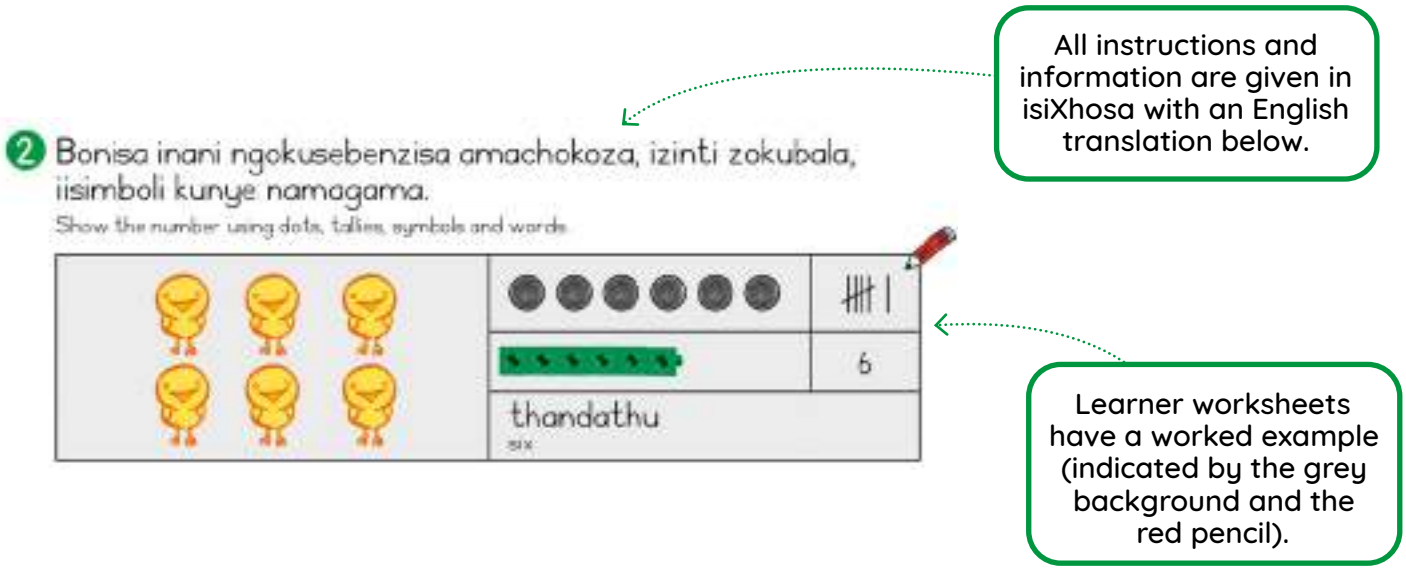



Underneath the banner is a flow diagram that summarises the sequence of activities for the day.




Mental Maths is the first activity every day. The teacher will lead this activity.

All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be activities or games, for consolidation of the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.




Day 5 of each week is planned for consolidation and assessment.

# Ukuboniswa kwamanani
Representation of numbers

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Bala
Game: Tally

- Utitshala wakho uza kubiza inani eliphakathi ko-0 nama-20.
  Your teacher will call out a number between 0 and 20.
- Sebenzisa izinti zokubala ukubonisa amanani.
  Use tallies to show the numbers.

| | |
|---|---|
| 𝍸 | 1 |
| 𝍸 𝍸 | 2 |
| 𝍸 𝍸 𝍸 | 3 |
| 𝍸 𝍸 𝍸 𝍸 | 4 |
| 𝍸 | 5 |
| 𝍸 𝍸 | 5 + 5 = 10 |






Imigca emine emileyo kunye nomgca omnye onqamlezileyo. Yimigca emi-5.
Four vertical lines and one line across. That is 5 lines.

𝍸

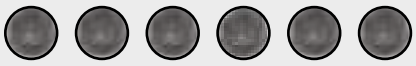


## 1 Bala.
Tally.

| | | | | | |
|---|---|---|---|---|---|
| 15 | 𝍸 𝍸 𝍸 | 12 | | 9 | |
| 14 | | 16 | | 20 | |

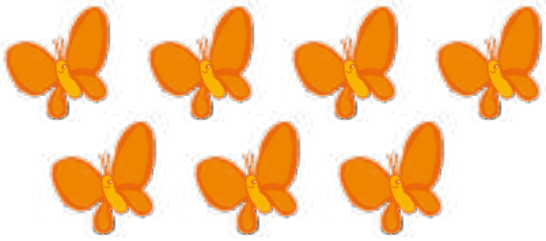
## 2 Bonisa inani ngokusebenzisa amachokoza, izinti zokubala, iisimboli kunye namagama.

Show the number using dots, tallies, symbols and words.

| | | |
|---|---|---|
|  |  |  |
| |  | 6 |
| | thandathu<br>six | |

| | | |
|---|---|---|
|  | | |
| |  | |
| | | |

| | | |
|---|---|---|
|  | | |
| |  | |
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| | | |
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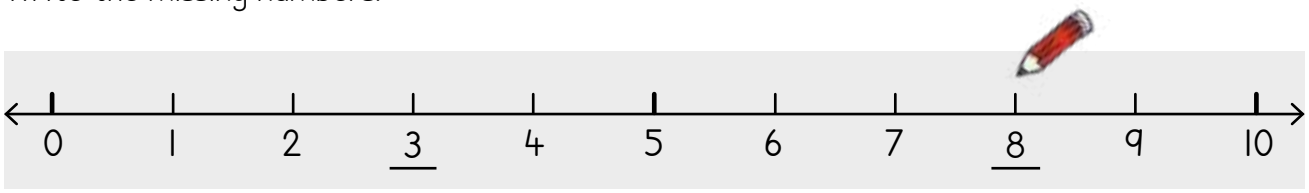
| | | |
|---|---|---|
|  | | |
| |  | |
| | | |

# Imigcamanani
## Number lines

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

**1** Bhala amanani ashiyiweyo.

Write the missing numbers.




0 1 ___ 3 4 5 ___ 7 8 ___ 10

0 ___ 2 3 ___ 5 6 7 8 9 ___

10 11 12 13 ___ 15 ___ 17 18 ___ 20

10 11 ___ 13 14 ___ 16 17 18 19 20

___ 11 12 ___ 14 15 16 ___ 18 19 20

Inani elingaphezulu ngo-1 kunesi-4 sisi-5. Isi-5 singaphezulu ngo-1 kunesi-4. Isi-5 siza emva kwesi-4.

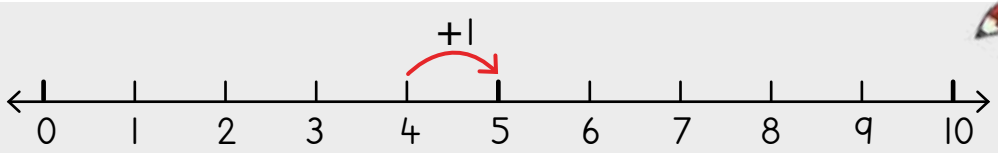
One more than 4 is 5.
5 is bigger than 4 by 1.
5 comes after 4.



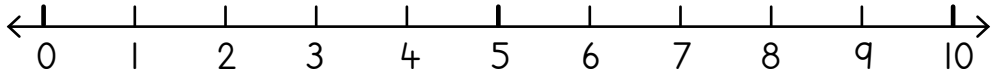
## 2 Dibanisa kumgcamanani.

Add on the number line.

4 + 1 = 5




7 + 1 = ____




Inani elingaphantsi ngo-1 kune-8 sisi-7. Isi-7 singaphantsi ngo-1 kunesi-8. Isi-7 siza phambi kwesi-8.

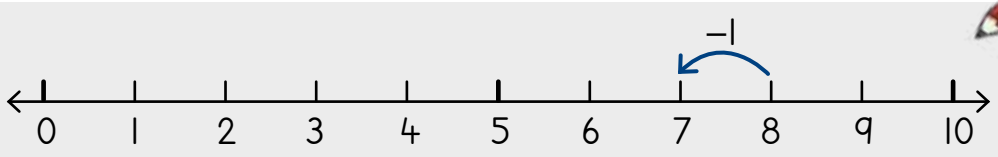
One less than 8 is 7.
7 is smaller than 8 by 1.
7 comes before 8.



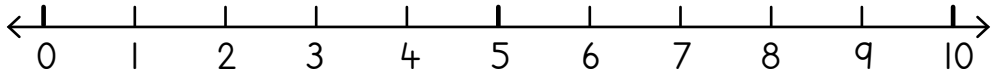
## 3 Thabatha kumgcamanani.

Subtract on the number line.

8 – 1 = 7




10 – 1 = ____




## 4 Bhala inani elingaphezulu ngononye.

Write one more.

| | |
|---|---|
| 7 | 8 |
| 10 | |
| 19 | |

| | |
|---|---|
| 5 | |
| 9 | |
| 0 | |

## 5 Bhala inani elingaphantsi ngononye.

Write one less.

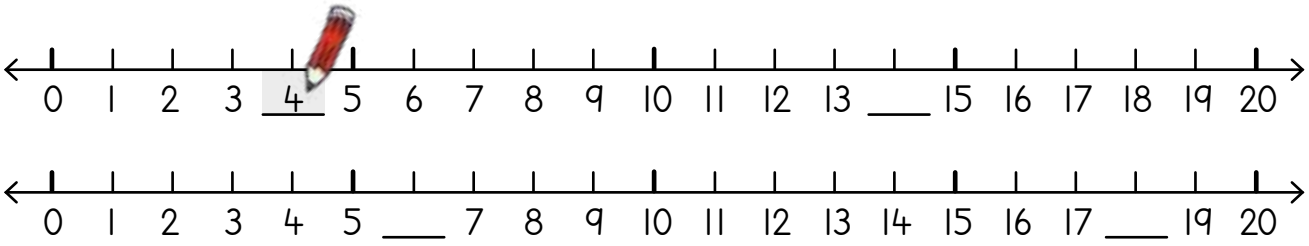
| | |
|---|---|
| 6 | 5 |
| 20 | |
| 11 | |

| | |
|---|---|
| 10 | |
| 18 | |
| 8 | |

# Ukusuka kwelona lincinci uye kwelona likhulu
Smallest to biggest

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1 Bhala amanani ashiyiweyo.
Write the missing numbers.




## 2 Gqibezela ngokubhala <, > okanye =.
Complete by writing <, > or =.

| | |
|---|---|
| 20 > 2 | 10 ___ 5 |
| 15 ___ 5 | 22 ___ 12 |
| 15 ___ 25 | 10 ___ 10 |

**5 > 2**
U-5 mkhulu kuno-2.
U-2 mncinci kuno-5.
5 is bigger than 2.
2 is smaller than 5.

**2 < 5**
U-2 mncinci kuno-5.
U-5 mkhulu kuno-2.
2 is smaller than 5.
5 is bigger than 2.



**Ingwenya iyakhamisa ukuze ityе inani elikhulu!**
The crocodile always opens his mouth to eat the bigger number!

## 3 Cwangcisa amanani aqale kwelona lincinci ukuya kwelona likhulu.
Order numbers from smallest to biggest.

| | | |
|---|---|---|
| 12 2 20<br>2 12 20 | 8 20 18<br>___ ___ ___ | 17 23 13<br>___ ___ ___ |

## 4 Cwangcisa amanani aqale kwelona likhulu ukuya kwelona lincinci.
Order numbers from biggest to smallest.

| | | |
|---|---|---|
| 10 19 7 9<br>19 10 9 7 | 14 26 11 6<br>___ ___ ___ ___ | 20 14 8 18<br>___ ___ ___ ___ |

**Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa**
Game: Fast maths with cards – order

- Xuba amakhadi aqala ku-0 ukuya kuma-20.
  Mix cards from 0 to 20.
- Wabeke apakishane.
  Place in a pile.
- Veza amakhadi amathathu.
  Flip over three cards.
- Wacwangcise aqale ngelona lincinci ukuya kwelona likhulu.
  Order from smallest to biggest.




**5**

| | |
|---|---|
| ULulo uphethe iilitha ezili-15 zamanzi.<br>UNeo uphethe iilitha ezili-12 zamanzi.<br>Ngubani ophethe amanzi amaninzi? _____<br>Maninzi kangakanani? _____<br><br>Lulo carries 15 litres of water.<br>Neo carries 12 litres of water.<br>Who carries more water? _____<br>How much more? _____ | Ikati inobunzima obuziikhilogram ezi-5.<br>Inja encinci inobunzima obuziikhilogram ezili-10.<br>Sesiphi isilwanyana esinzima kakhulu? _____<br>Sinzima ngaphezulu kangakanani? _____<br><br>The cat weighs 5 kilograms.<br>The small dog weighs 10 kilograms.<br>Which animal weighs more? _____<br>How much more? _____ |

**6** Gqibezela iipatheni zamanani.
Complete the number patterns.

| | | | | | |
|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 9 | | | | 5 |
| 22 | 21 | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 15 | 16 | | | | |
| 14 | 13 | | | | |
| 18 | 19 | | | | |

**7** Biyela ngesangqa ingqekembe ebonisa imali eninzi.
Circle the coin that shows more money.



# Isiqingatha
Half

IZIBALO ZENTLOKO
MENTAL MATHS

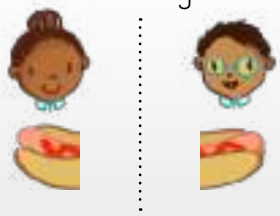
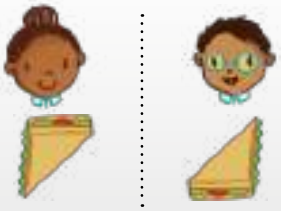
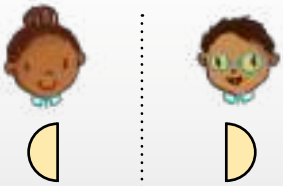
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

| umdundu o-1 | isonka esimnandi esi-1 | ichokoza eli-1 |
|---|---|---|
| 1 hotdog | 1 sandwich | 1 dot |
|  |  |  |
| ihafu half / ihafu half | ihafu half / ihafu half | ihafu half / ihafu half |

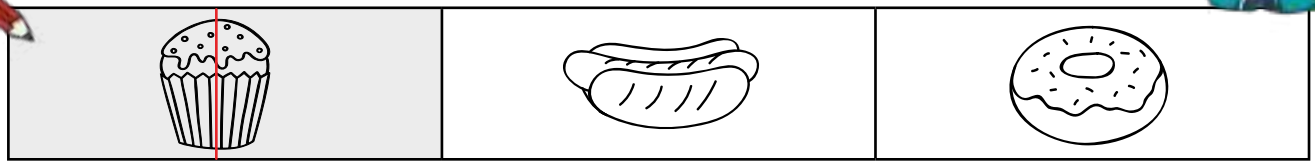
**1** Yabela abantwana aba-2 ngokulinganayo. Krwela umgca. Fakela umbala kwisiqingatha.

Share equally between 2 learners. Draw a line. Colour half.

Ndahlula into ibe ngamacala alinganayo ama-2. Umntwana ngamnye ufumana ihafu.

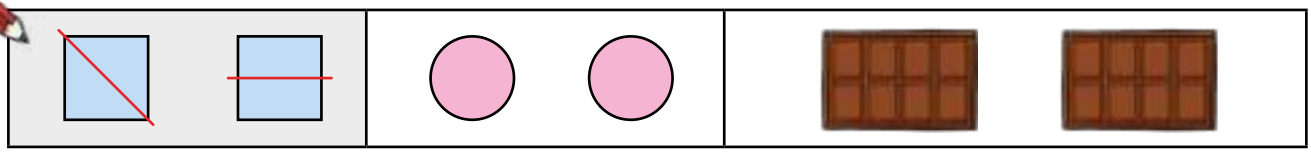
I cut into 2 equal parts. Each learner gets half.





**2** Bonisa iihafu ezi-2 ngeendlela ezimbini ezahlukileyo.

Show 2 halves in two different ways.



**3** Ndahlula ipitsa e-1 phakathi kwabantwana aba-2 ngokulinganayo. Ufumana ipitsa engakanani umntwana ngamnye? ihafu

I share 1 pizza equally between 2 learners. How much of the pizza does each learners get? one half

Ndahlula itshokolethi e-1 ngokulinganayo phakathi kwabantwana aba-2. Ufumana itshokolethi engakanani umntwana ngamnye? _____

I share 1 chocolate equally between 2 learners. How much of the chocolate does each learner get? ___

Ndahlula ilofu yesonka ngokulinganayo phakathi kwabantwana aba-2. Ufumana isonka esingakanani umntwana ngamnye? _____

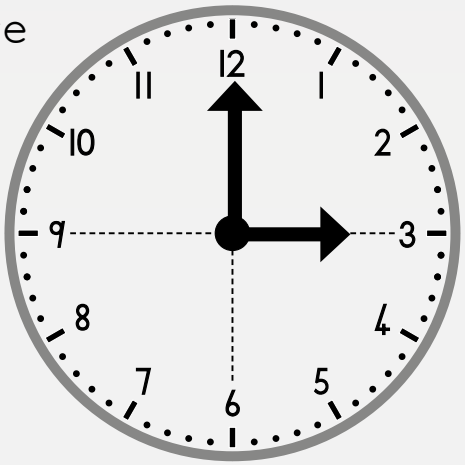
I share 1 loaf of bread equally between 2 learners. How much bread does each learner get? ___

Usuku olunye luneeyure ezingama-24.

Ubuso bewotshi busibonisa iiyure ezili-12.

Iwotshi inamasiba ama-2.

There are 24 hours in one day.
A clock face shows us 12 hours.
A clock has 2 hands.



Usiba olufutshane lwalatha kwiyure yolo suku.

The short hand points to the hours.



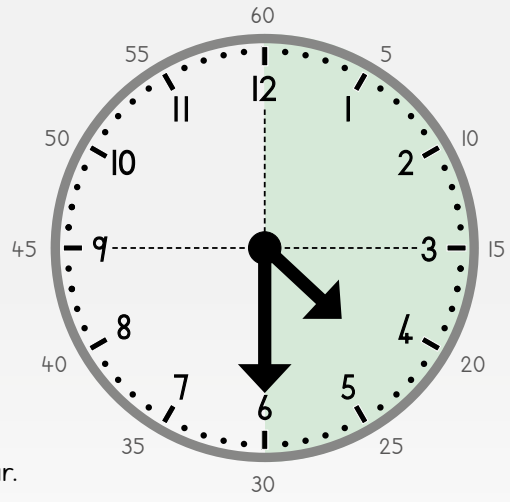
Usiba olude lwalatha kwimizuzu.

The long hand points to the minutes.

Usiba lwemizuzu lujikeleza iwotshi ngazo zonke iiyure.

Kukho imizuzu engama-60 kwiyure enye.

The minute hand goes around the clock every hour.
There are 60 minutes in an hour.




Ama-30 sisiqingatha sama-60. Xa usiba lwemizuzu lusalatha ku-6, sithi ixesha 'licala emva'.

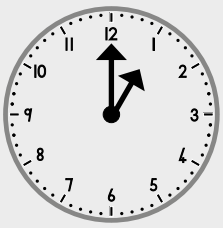
30 is half of 60. When the minute hand points to the 6, we say 'half past'.

Xa usiba lweyure lumi ku-4 luze usiba lwemizuzu lube ku-6, sithi ixesha 'licala emva kweyesi-4'. Sibhala ngolu hlobo 4.30.

When the hour hand is on the 4 and the minute hand is on the 6, we say, 'half past 4'. We write 4.30.

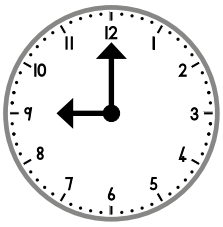
## Ngubani ixesha?

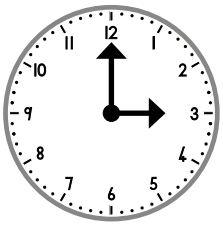
What is the time?

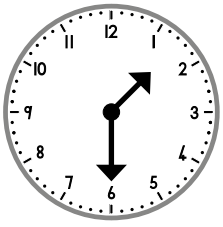


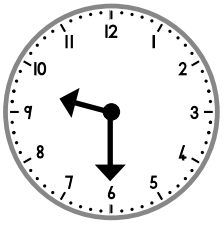
Yintsimbi yoku-1

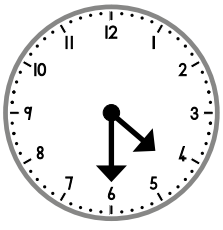
1 o'clock











# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS → UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**

| NgesiXhosa sithi: | In English we say: |
|---|---|
| dibanisa | add |
| thabatha | take away |
| dibanisa ibe nye | add one |
| thabatha ibe nye | take away one |
| thelekisa | compare |
| Inkomo inkulu kunekati. | The cow is bigger than the cat. |
| Ikati incinci kunenkomo. | The cat is smaller than the cow. |
| Isine singaphezulu kunesithathu. | Four is more than three. |
| Isithathu singaphantsi kunesine. | Three is less than four. |



**1** Bala.

Tally.

| | |
|---|---|
| 16 | |

Bala.

Calculate.

| | |
|---|---|
| 14 + 1 = ____ | 20 – 1 = ____ |

**2** Cwangcisa amanani uqale ngelona lincinci uye kwelona likhulu.

Order the numbers from smallest to largest.

13 6 9

____ ____ ____

12 20 19

____ ____ ____

**3** Bhala elingaphantsi ngononye.

Write one less.

| | |
|---|---|
| 20 | |

Bhala elingaphezulu ngononye.

Write one more.

| | |
|---|---|
| 12 | |

**4** Bhala amanani ashiyiweyo.

Write the missing numbers.

0 1 2 3 ___ 5 6 7 8 9 10 11 12 13 ___ 15 16 17 18 19 20

## 5 Gqibezela iipatheni zamanani.

Complete the number patterns.

| | | | | | |
|---|---|---|---|---|---|
| 23 | 22 | | | | 18 |
| 14 | 13 | | | | 9 |
| 7 | 8 | 9 | | | |

| | | | | | |
|---|---|---|---|---|---|
| 16 | 17 | | | | |
| 8 | 9 | | | | |
| 28 | 29 | | | | |

## 6 Dibanisa okanye uthabathe.

Add or subtract.

| | | | |
|---|---|---|---|
| 19 + 1 = ____ | 20 – 1 = ____ | 15 – 1 = ____ | 10 + 1 = ____ |
| 8 – 1 = ____ | 20 + 1 = ____ | 18 – 1 = ____ | 10 – 1 = ____ |

## 7 Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.

Order the numbers from largest to smallest.

| | | |
|---|---|---|
| 15 8 19 9 | 19 16 26 6 | 15 3 13 5 |
| ____ ____ ____ ____ | ____ ____ ____ ____ | ____ ____ ____ ____ |

## 8 Bhala amanani ashiyiweyo.

Write the missing numbers.

0 ___ 2 ___ 4 ___ 6 ___ 8 ___ 10 ___ 12 ___ 14 ___ 16 ___ 18 ___ 20

0 1 2 3 4 5 6 7 ___ ___ 10 ___ ___ 13 14 15 16 17 18 19 20

## 9 Gqibezela ngokubhala <, > okanye =.

Complete by writing <, > or =.

| | | |
|---|---|---|
| 8 ____ 5 | 20 ____ 12 | 2 ____ 20 |
| 12 ____ 18 | 15 ____ 15 | 8 ____ 18 |

# Ukubala ngezi-2
Counting in 2s

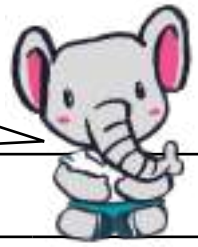
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu
Game: Fast maths with cards – 2 more

- Dlala nomhlobo wakho.
  Play with a friend.
- Xuba amakhadi asuka ku-0 ukuya kwi-10.
  Mix cards from 0 to 10. Put in a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Dibanisa zibe-2.
  Add 2.
- Yenza njalo ngesicuku sonke.
  Work through the pile.
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!

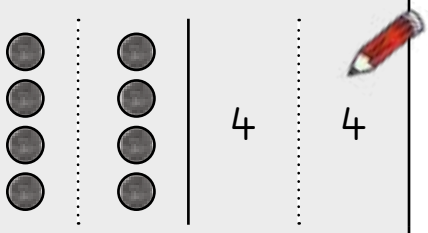



**Xa siphinda kabini, siphinda inani amaxesha ama-2.**
When we double, we repeat a number 2 times.



## 1

### Phinda kabini ezi-4
Double 4




Isi-4 esiphindwe kabini senza 8.
Double 4 is 8.

4 + 4 = 8

2 x 4 = 8

Kukho izi-4 ezibini kwisi-8.
There are two 4s in 8.

### Phinda kabini ezi-3
Double 3

Isi-3 esiphindwe kabini senza ____.
Double 3 is ____.

3 + 3 = ____

2 x 3 = ____

Kukho izi-3 ezibini kwisi-6.
There are two 3s in 6.

### Phinda kabini ezi-5
Double 5

Isi-5 esiphindwe kabini senza ____.
Double 5 is ____.

5 + 5 = ____

2 x 5 = ____

Kukho izi-5 ezibini kwi-10.
There are two 5s in 10.

**2**



| | |
|---|---|
| Zingaphi iibhayisekile?<br>How many bicycles? | |
| Mangaphi amavili?<br>How many wheels? | |

**3**



| iibhayisekile<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amavili<br>wheels | 2 | 4 | | | | | | | | |

**4**



| | |
|---|---|
| Zingaphi iingqekembe?<br>How many coins? | |
| Zingaphi iirandi?<br>How many rand? | |

**5** Thabatha kumgcamanani.

Subtract on the number line.

Krwela umgca phantsi kwenani lokuqala. Biyela ngesangqa impendulo.

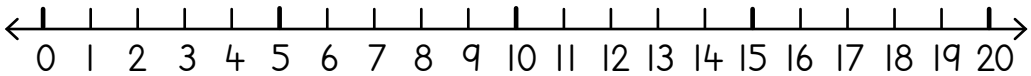
Underline the first number. Circle the answer.



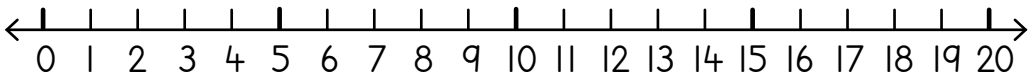
17 – 2 = 15




11 – 2 = ____




10 – 2 = ____




**6** Bala ngezi-2 uqale ku-2. Bhala amanani.

Count in 2s starting from 2. Write the numbers.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

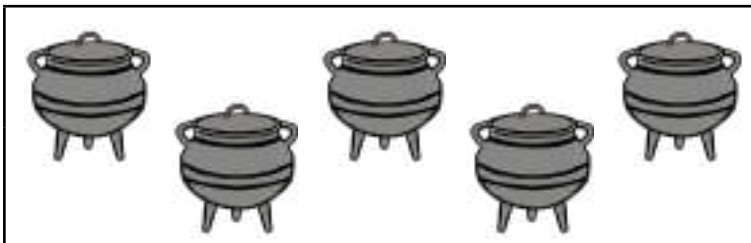
# Ukubala ngezi-3
Counting in 3s

IZIBALO ZENTLOKO (MENTAL MATHS) | UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

## 1 Bala uye phambili ngezi-3.
Count forwards in 3s.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 6 | 9 | | | | | | | | | |

## 2



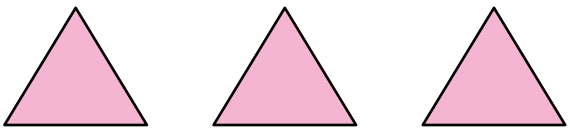
| | |
|---|---|
| Zingaphi iimbiza? How many pots? | |
| Mingaphi imilenze? How many legs? | |

## 3



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iimbiza pots | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| imilenze legs | 3 | 6 | | | | | | | | |

## 4



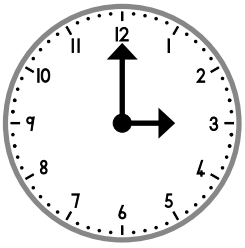
| | |
|---|---|
| Bangaphi oonxantathu? How many triangles? | |
| Mangaphi amacala? How many sides? | |

## 5
Ukukhwela itekisi kuxabisa i-R3. Iza kubiza malini ngabantu aba-2?
The taxi ride costs R3. How much does it cost for 2 people?



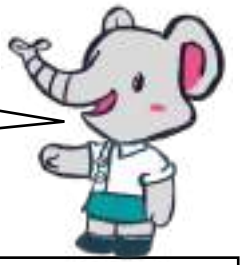
Ukukhwela itekisi kuxabisa i-R3. Iza kubiza malini ngabantu aba-3?
The taxi ride costs R3. How much does it cost for 3 people?

## 6 Ngubani ixesha?
What is the time?

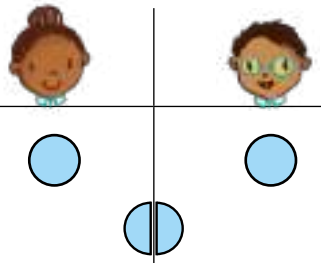
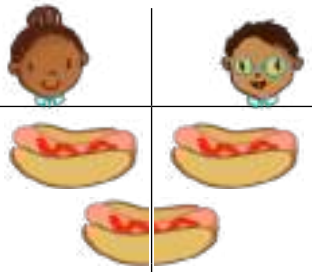


_____

_____

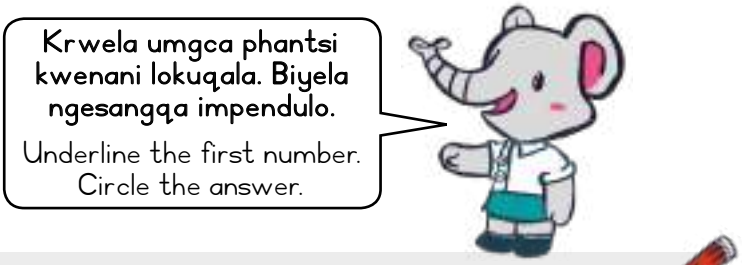



## 7

| amachokoza ama-3<br>3 dots | imidundu emi-3<br>3 hotdogs | Ufumana imidundu emingaphi umfundi ngamnye?<br>How many hotdogs does each learner get? |
|---|---|---|
| <br>yahlula kubini<br>half<br>yahlula kubini<br>half | <br>yahlula kubini<br>half<br>yahlula kubini<br>half | _____ |

## 8 Dibanisa okanye uthabathe kumgcamanani.

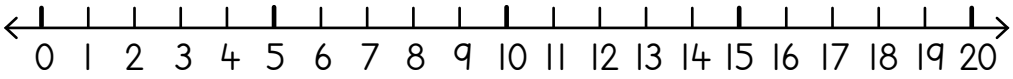
Add or subtract on the number line.



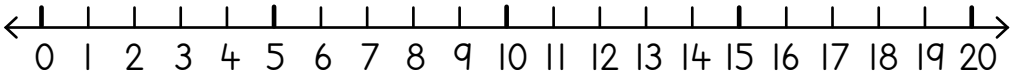

17 + 3 = 20




11 – 3 = ____




9 + 3 = ____




## 9 Bhala amanani ashiyiweyo.

Write the missing numbers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | 7 | 8 | | 10 |
| 11 | | 13 | 14 | | 16 | 17 | | 19 | 20 |
| | 22 | 23 | | 25 | 26 | | 28 | 29 | |

# Ukubala ngezi-4
Counting in 4s

IZIBALO ZENTLOKO (MENTAL MATHS) | UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

**1**



Zingaphi iimoto?
How many cars?

Mangaphi amavili?
How many wheels?

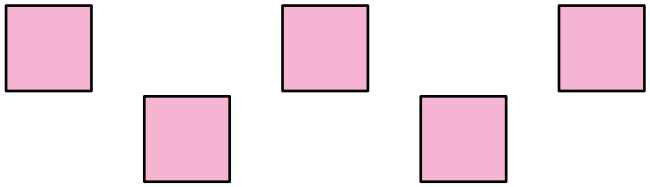
**2**



Mangaphi amahashe?
How many horses?

Mingaphi imilenze?
How many legs?

**3**



Zingaphi izikwere?
How many squares?

Mangaphi amacala?
How many sides?

**4**

Ukukhwela itekisi kuxabisa i-R4. Baza kubhatala malini abahlobo aba-2 xa bekhwele itekisi?

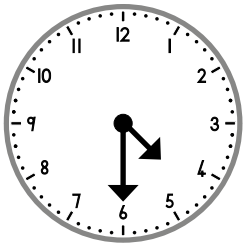


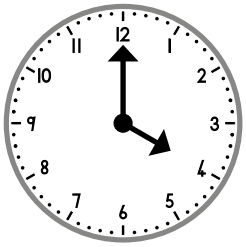
The taxi ride costs R4. How much does it cost for 2 friends to ride the taxi?

U-Emihle une-R10. Ubhatala i-R4 eteksini. Yimalini itshintshi ayifumanayo?

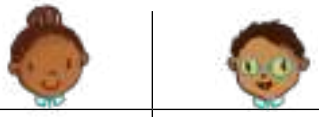
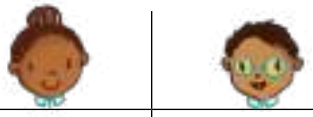
Emihle has R10. She pays R4 to ride the taxi. How much change does she get?

**5** Ngubani ixesha?
What is the time?





## 6

| amachokoza ama-4<br>4 dots | imidundu emi-4<br>4 hotdogs |
|---|---|
|  |  |
| yahlula kubini<br>half | yahlula kubini<br>half |
| yahlula kubini<br>half | yahlula kubini<br>half |

Ufumana imidundu emingaphi umfundi ngamnye?

How many hotdogs does each learner get?

_____

## 7 Dibanisa okanye uthabathe kumgcamanani.

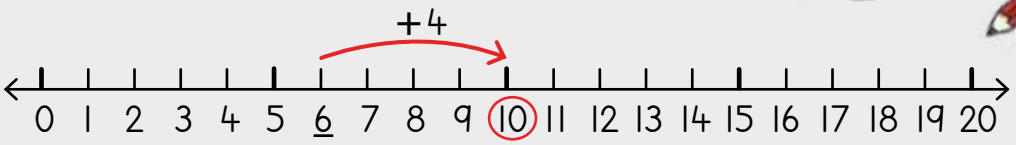
Add or subtract on the number line.

Krwela umgca phantsi kwenani lokuqala. Biyela ngesangqa impendulo.

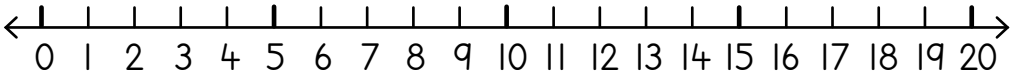
Underline the first number. Circle the answer.



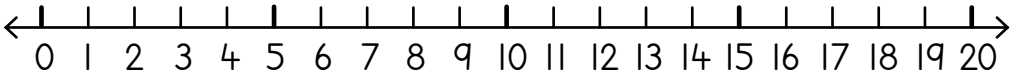
6 + 4 = 10




20 − 4 = ____




8 + 4 = ____




## 8 Bhala amanani ashiyiweyo.

Write the missing numbers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 9 | 10 |
| 11 | 12 | 13 | | 15 | 16 | 17 | | 19 | 20 |
| 21 | 22 | 23 | | 25 | 26 | 27 | | 29 | 30 |
| 31 | 32 | 33 | | 35 | 36 | 37 | | 39 | 40 |

USUKU 4 • DAY 4

# Ukubala ngezi-5
Counting in 5s

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1 Bala uye phambili ngezi-5.
Count forwards in 5s.

| | | | | | |
|---|---|---|---|---|---|
| 5 | 10 | 15 | | | |
| 25 | 30 | | | | |
| 15 | 20 | | | | |

## 2 Bala ubuye umva ngezi-5.
Count backwards in 5s.

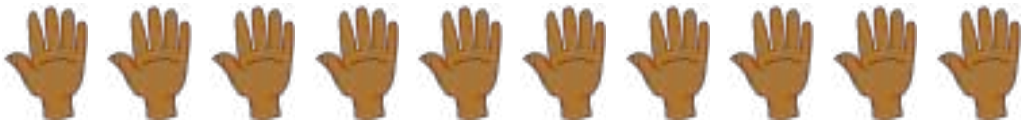
| | | | | | |
|---|---|---|---|---|---|
| 50 | 45 | 40 | | | |
| 35 | 30 | | | | |
| 25 | 20 | | | | |

## 3



| | |
|---|---|
| Zingaphi izandla? How many hands? | |
| Mingaphi iminwe? How many fingers? | |

## 4



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| izandla ezi- hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e- fingers | 5 | 10 | | | | | | | | |

## 5



| | |
|---|---|
| Zingaphi iingqekembe? How many coins? | |
| Zingaphi iirandi? How many rand? | |

## 6



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iingqekembe ezi- coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iirandi ezi- rand | 5 | 10 | | | | | | | | |

Krwela umgca phantsi kwenani lokuqala. Biyela ngesangqa impendulo.

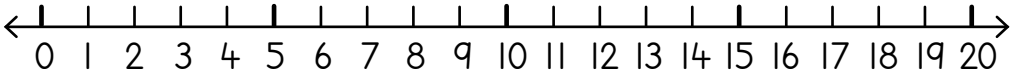
Underline the first number. Circle the answer.



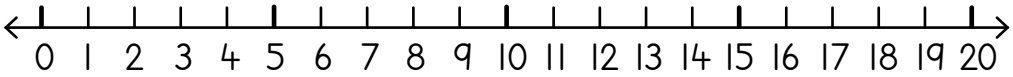
## 7 Dibanisa okanye uthabathe kumgcamanani.

Add or subtract using the number line.

6 + 5 = ____




12 – 5 = ____




## 8 Bala ngezi-5 uqale kwisi-5. Bhala zonke izi-5.

Count in 5s starting at 5. Write all the 5s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

## 9

Ipakethe yeswekile inobunzima obuziikhilogram ezi-5. Zinobunzima obungakanani iipakethe ezi-3?

A pack of sugar weighs 5 kilograms. How much do 3 bags of sugar weigh?



Ibhakethe lamanzi lithatha iilitha ezi-5. Amabhakethe ama-4 aza kuthatha iilitha ezingaphi?

A bucket carries 5 litres. How many litres do 4 buckets carry?



# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS → UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| bala uye phambili | count forwards |
| bala ubuye umva | count backwards |
| bala ngezi-2 uye phambili | count forwards by 2 |
| bala ngezi-2 ubuye umva | count backwards by 2 |
| cwangcisa | order |
| Isine singaphezulu kunesithathu. | Four is more than three. |
| Isithathu singaphantsi kunesine. | Three is less than four. |
| Isine siza emva kwesithathu. | Four comes after three. |
| Isithathu siza phambi kwesine. | Three comes before four. |

## 1 Gqibezela iipatheni zamanani.

Complete the number patterns.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 6 | 9 | | | | | | | |
| 4 | 8 | 12 | | | | | | | |

## 2

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 2 | | 3 | | 3 | | 5 | |
| 4 | | 5 | | 4 | | 2 | |

**3**



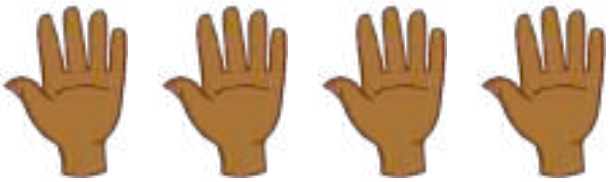
| | |
|---|---|
| Zingaphi iibhayisekile?<br>How many bicycles? | |
| Mangaphi amavili?<br>How many wheels? | |

**4**



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| iibhayisekile ezi-<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| amavili ma-<br>wheels | | | | | | | | | | |

**5**



| | |
|---|---|
| Zingaphi izandla?<br>How many hands? | |
| Mingaphi iminwe?<br>How many fingers? | |

**6**



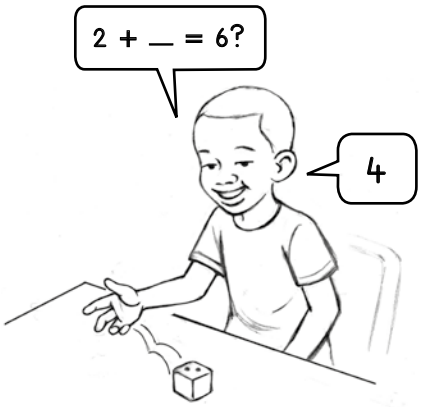
| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| izandla ezi-<br>hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e-<br>fingers | | | | | | | | | | |

# Ukucazulula isi-6
Breaking down 6

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-6
Game: Fast maths with dice – make 6

- Dlala idayisi.
  Roll the dice.
- Kufuneka ezingaphi ukwenza isi-6?
  How many more to make 6?
- Phinda kwakhona. Khawuleza!
  Do it again. Faster!

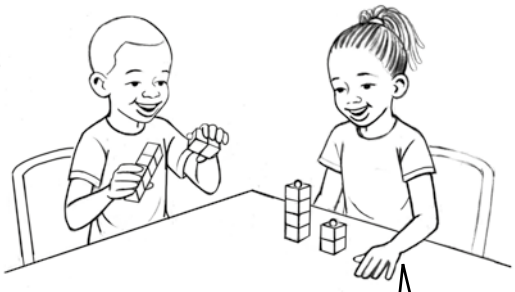






## Umdlalo: Cazulula isi-6!
Game: Break 6!

- Yenza incochoyi ngeebhloko ezi-6.
  Make a tower with 6 blocks.
- Yahlula incochoyi ibe zizahlulo ezi-2.
  Break the tower into 2 parts.
- Xa uyidibanisa cinga ngesivakalisi manani sokudibanisa.
  As you put it together, think about an addition number sentence.
- Bhala izivakalisi manani zokudibanisa ezi-2.
  Write 2 addition number sentences.




## 1 Yahlula incochoyi yesi-6. Bhala isivakalisi manani sokudibanisa.
Break the 6 tower. Write addition number sentences.

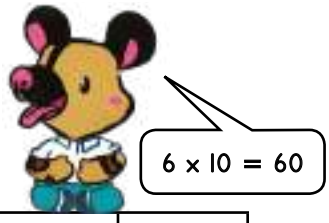
| | | |
|---|---|---|
| 4 + 2 = 6 | ___ + ___ = 6 | ___ + ___ = 6 |
| 2 + 4 = 6 | ___ + ___ = 6 | ___ + ___ = 6 |

## 2 Dibanisa okanye uthabathe ukuze ufumane inani elingekhoyo.
Add or subtract to find the missing number.

| | | |
|---|---|---|
| 3 + ___ = 6 | 4 + ___ = 6 | 1 + ___ = 6 |

## 3 Bala ngezi-6 uqale kwisi-6. Bhala zonke izi-6.

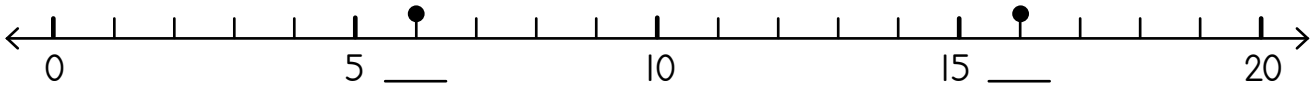
Count in 6s starting at 6. Write the 6s.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

## 4 Bhala inani elikwichokoza.

Write the number at the dot.




## 5

UMusa unamapetyu ama-6. Amapetyu kaIna aphindwe kabini. Mangaphi amapetyu anawo uIna?

Musa has 6 marbles. Ina has double. How many marbles does Ina have?



UXola unamapetyu ali-10. Ama-6 azuba. Ashiyekileyo aluhlaza. Mangaphi amapetyu aluhlaza?

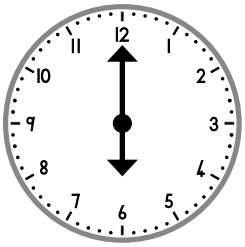
Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

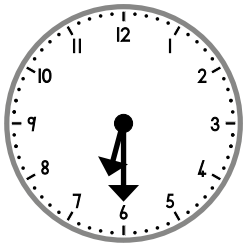




## 6 Ngubani ixesha?

What is the time?





USUKU 2 • DAY 2

# Ukucazulula isi-7
Breaking down 7

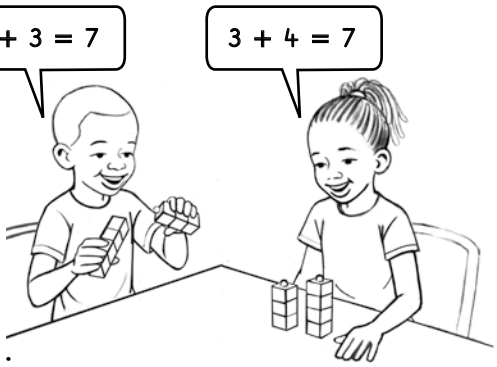
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-7
Game: Fast maths with dice – make 7




- Phosa idayisi.
  Roll the dice.
- Kufuneka ezingaphi ngaphezulu ukwenza isi-7?
  How many more to make 7?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!

## Umdlalo: Cazulula isi-7!
Game: Break 7!




- Yenza incochoyi ngeebhloko ezisi-7.
  Make a tower with 7 blocks.
- Yahlula incochoyi kabini.
  Break the tower into 2 parts.
- Xa uyidibanisa kwakhona, cinga ngesivakalisi manani sokudibanisa.
  As you put it back together, think about an addition number sentence.
- Bhala izivakalisi manani zokudibanisa ezi-2.
  Write 2 addition number sentences.

## 1 Yahlula incochoyi yesi-7. Bhala izivakalisi manani zokudibanisa.
Break the 7 tower. Write addition number sentences.

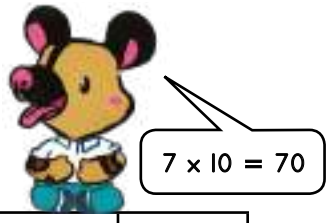
| | | |
|---|---|---|
| 4 + 3 = 7 | ___ + ___ = 7 | ___ + ___ = 7 |
| 3 + 4 = 7 | ___ + ___ = 7 | ___ + ___ = 7 |

## 2 Dibanisa okanye uthabathe.
Add or subtract.

| | | | |
|---|---|---|---|
| 3 + 4 = ___ | 5 + 2 = ___ | 4 + 3 = ___ | 2 + 5 = ___ |
| 7 – 3 = ___ | 7 – 5 = ___ | 7 – 4 = ___ | 7 – 2 = ___ |

## 3 Bala ngezi-7 uqale kwisi-7. Bhala zonke izi-7.

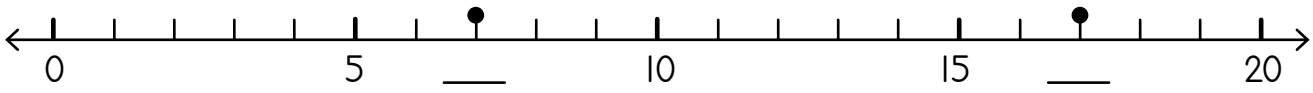
Count in 7s starting at 7. Write the 7s.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

## 4 Bhala inani elikwichokoza.

Write the number at the dot.




## 5 Kubiza i-R7 ukuya edolophini. Kuyimalini ukuya nokubuya edolophini?



It costs R7 to get to town. How much does it cost to travel to town and back?

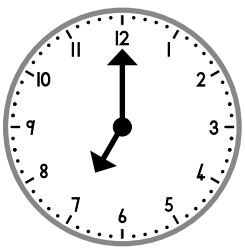
## USithe une-R20. Uthenga iapile le-R7. Yimalini itshintshi ayifumanayo?

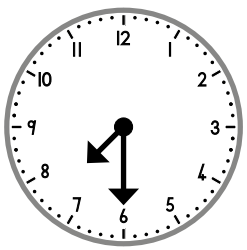


Sithe has R20. He buys an apple for R7. How much change does he get?

## 6 Ngubani ixesha?

What is the time?

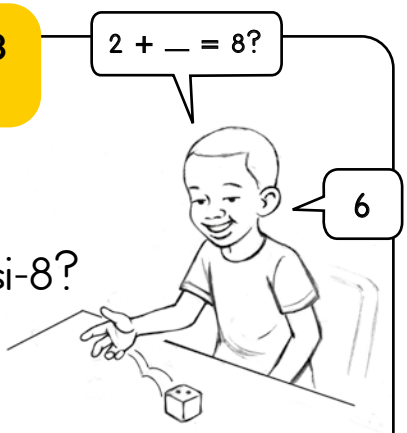




# Ukucazulula isi-8
Breaking down 8

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-8
Game: Fast maths with dice – make 8



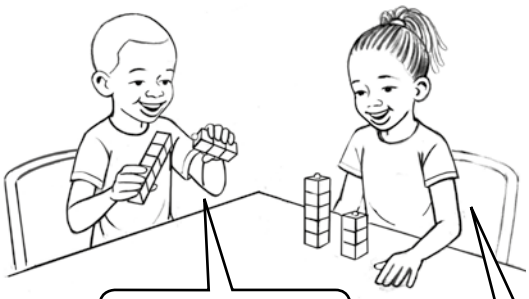

- Phosa idayisi.
  Roll the dice.
- Kufuneka ezingaphi ngaphezulu ukwenza isi-8?
  How many more to make 8?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!



Namhlanje siza kudlala ngeebhloko kwakhona!
Today we play with blocks again!

## Umdlalo: Cazulula isi-8!
Game: Break 8!

- Yenza incochoyi ngeebhloko ezi-8.
  Make a tower with 8 blocks.
- Yahlula incochoyi kabini.
  Break the tower into 2 parts.
- Cinga ngesivakalisi manani sokuthabatha.
  Think about a subtraction number sentence.
- Bhala isivakalisi manani sokuthabatha.
  Write the subtraction number sentence.



Ndithatha ezi-5 kwezisi-8.
I take away 5 from 8.

8 – 5 = 3

## 1 Yahlula incochoyi yesi-8. Bhala izivakalisi manani zokuthabatha.
Break the 8 tower. Write the subtraction number sentences.

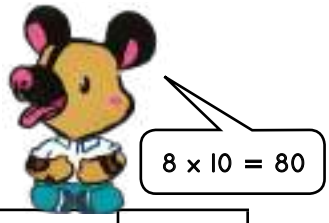
| | | |
|---|---|---|
| 8 – 5 = 3 | 8 – ___ = ___ | 8 – ___ = ___ |
| 8 – 3 = 5 | 8 – ___ = ___ | 8 – ___ = ___ |

## 2 Dibanisa okanye uthabathe.
Add or subtract.

| | | |
|---|---|---|
| 5 + 3 = ___ | 6 + 2 = ___ | 4 + 4 = ___ |
| 8 – 3 = ___ | 8 – 2 = ___ | 8 – 4 = ___ |

## 3 Bala ngezi-8 uqale kwisi-8. Bhala zonke izi-8.

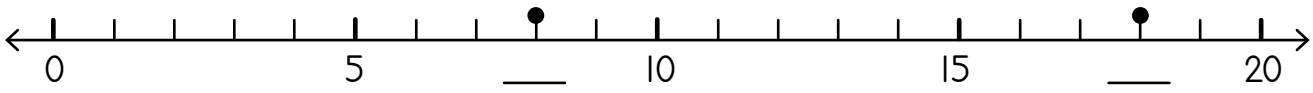
Count in 8s starting from 8. Write the 8s.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

## 4 Bhala inani elikwichokoza.

Write the number at the dot.




## 5 UAfikile une-R20. Uthenga iziqhamo ze-R8. Yimalini itshintshi ayifumanayo?

Afikile has R20. He buys fruit for R8. How much change does he get?



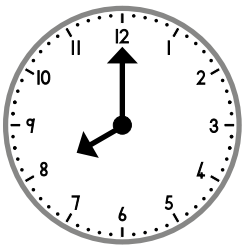
Ukukhwela itekisi kuxabisa i-R8. Kuza kuxabisa malini xa kukhwele abantu aba-2?

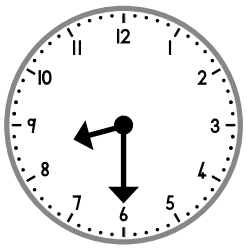
The taxi ride costs R8. How much will it cost for 2 people?



## 6 Ngubani ixesha?

What is the time?





# Ukucazulula i-9
Breaking down 9

IZIBALO ZENTLOKO (MENTAL MATHS) | UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

## Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza ezili-9
Game: Fast maths with dice – make 9

- Phosa idayisi.
  Roll the dice.
- Zibe ngaphi ngaphezulu ukuze wenze i-9?
  How many more to make 9?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!




## Umdlalo: Cazulula i-9!
Game: Break 9!

- Yenza incochoyi ngeebhloko ezi-9.
  Make a tower with 9 blocks.
- Yahlula incochoyi kabini.
  Break the tower into 2 parts.
- Bhala izivakalisi manani zokuthabatha ezi-2.
  Write 2 subtraction number sentences.




## 1 Yahlula incochoyi ye-9. Bhala izivakalisi manani zokuthabatha.
Break the 9 tower. Write the subtraction number sentences.

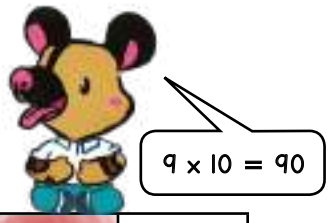
| | | |
|---|---|---|
| 9 – 6 = 3 | 9 – ___ = ___ | 9 – ___ = ___ |
| 9 – 3 = 6 | 9 – ___ = ___ | 9 – ___ = ___ |

## 2 Dibanisa okanye uthabathe.
Add or subtract.

| | | |
|---|---|---|
| 9 – ___ = ___ | 7 + 2 = ___ | 4 + 5 = ___ |
| 8 – ___ = ___ | 9 – 2 = ___ | 9 – 4 = ___ |

## 3 Bala ngezi-9 uqale kwisi-9. Bhala zonke izi-9.

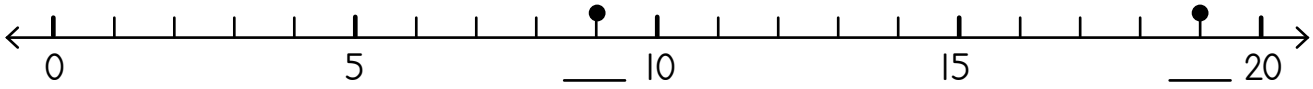
Count in 9s starting from 9. Write the 9s.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

## 4 Bhala inani elikwichokoza.

Write the number at the dot.




## 5

Umdlalo wesoka uqale ngentsimbi ye-9 kusasa. Uphele ngentsimbi yeshumi kusasa. Ubumde kangakanani umdlalo?

The soccer game started at 9 in the morning. It ended at 10 in the morning. How long was the game?



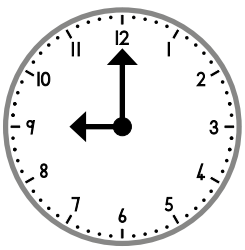
Umdlalo webhola yomnyazi uqale nge-9.30 kusasa. Uphele nge-10.30 kusasa. Ubumde kangakanani umdlalo?

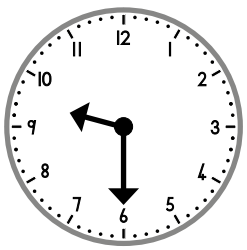
The netball game started at 9.30 in the morning. It ended at 10.30 in the morning. How long was the game?



## 6 Ngubani ixesha?

What is the time?





# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| ukudibanisa | addition |
| dibanisa | add |
| dibanisa zibe mbini | add two |
| ezine nezintlanu zenza ezilithoba | four and five is nine |
| ukuthabatha | subtraction |
| thabatha okanye susa | take away |
| thabatha zibe mbini | take away two |
| Kwezisibhozo thabatha zibe ntathu kusala ezintlanu. | Eight take away three is five. |
| zenza okanye zilingana | equal |
| ziyafana ne- | is the same as |

**1** Gqibezela iipatheni zamanani.

Complete the number patterns.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 70 | 69 | 68 | | | | | | | |
| 22 | 24 | 26 | | | | | | | |

**2**

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 6 | | 8 | | 6 | | 8 | |
| 4 | | 10 | | 4 | | 10 | |

**3**



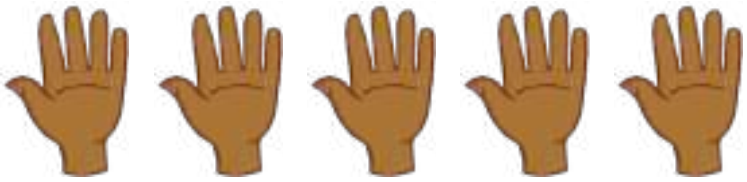
| | |
|---|---|
| Zingaphi iibhayisekile?<br>How many bicycles? | |
| Mangaphi amavili?<br>How many wheels? | |

**4**



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| iibhayisekile ezi-<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| amavili ma-<br>wheels | | | | | | | | | | |

**5**



| | |
|---|---|
| Zingaphi izandla?<br>How many hands? | |
| Mingaphi iminwe?<br>How many fingers? | |

**6**



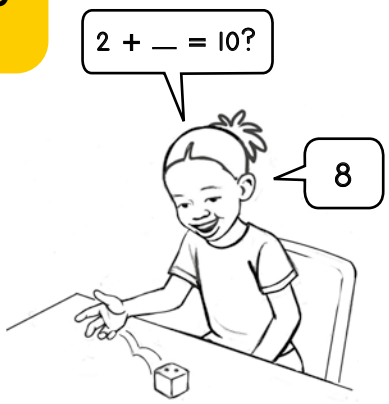
| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| izandla ezi-<br>hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e-<br>fingers | | | | | | | | | | |

# Ukucazulula i-10
Breaking down 10

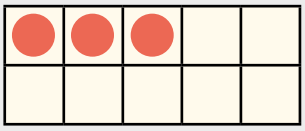
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza i-10
Game: Fast maths with dice – make 10

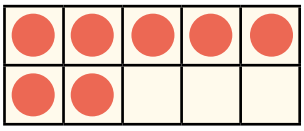
- Phosa idayisi.
  Roll the dice.
- Zibe ngaphi ngaphezulu ukwenza i-10?
  How many more to make 10?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!



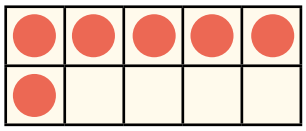

**1**



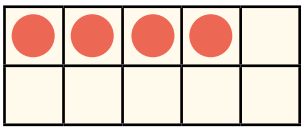
| Zingaphi? How many? | Zibe ngaphi ukuze wenze i-10? How many to make 10? |
|---|---|
| 3 | 7 |



| Zingaphi? How many? | Zibe ngaphi ukuze wenze i-10? How many to make 10? |
|---|---|
| | |



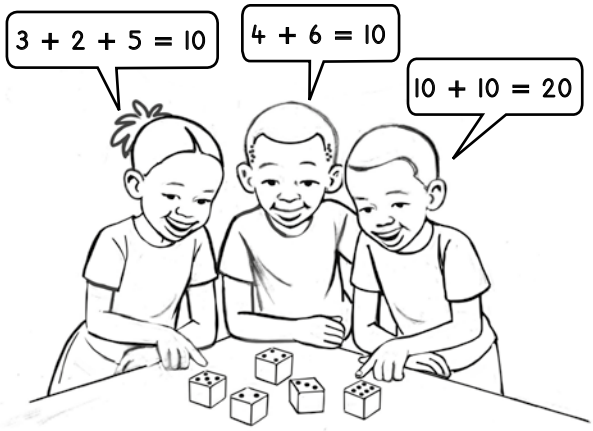
| Zingaphi? How many? | Zibe ngaphi ukuze wenze i-10? How many to make 10? |
|---|---|
| | |



| Zingaphi? How many? | Zibe ngaphi ukuze wenze i-10? How many to make 10? |
|---|---|
| | |

## Umdlalo: Fumana ama-10
Game: Find the 10s

- Dlala nabahlobo aba-2.
  Play with 2 friends.
- Phosa amadayisi ama-5.
  Roll 5 dice.
- Fumana ama-10.
  Find the 10s.
- Dibanisa isiphumo.
  Add the total.



## 2 Itekisi kaTa' Jola ithwala abafundi abali-10.



10 learners can fit into Ta' Jola's taxi.

| | |
|---|---|
| Kukho abafundi aba-2 etekisini. Kufuneka abafundi abangaphi ngaphezulu ukuze izale itekisi?<br>There are 2 learners in the taxi. How many more learners can get in before it is full?<br>10 – 2 = 8 | Bekukho abafundi aba-2 etekisini. Kwafika abanye aba-4. Bangaphi abafundi abanokungena etekisini?<br>2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi? |

## 3 Bhala amanani. Biyela ama-10. Zingaphi zizonke?

Write the numbers. Circle the 10s. What is the total?

| | | |
|---|---|---|
| 6 4 9 1 20 | 2 9 5 3 1 ___ | 6 7 3 2 2 ___ |

## 4 Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

| | | |
|---|---|---|
| 10<br>6 + 7 + 4 = 17 | 8 + 7 + 2 = ___ | 7 + 6 + 3 = ___ |
| 5 + 8 + 5 = ___ | 6 + 8 + 4 = ___ | 9 + 5 + 1 = ___ |
| 6 + 9 + 4 = ___ | 7 + 2 + 1 + 5 = ___ | 7 + 5 + 3 = ___ |

## 5 Biyela ama-10. Yimalini?

Circle the 10s. How much money?




## 6 Itekisi kaTa' Jola ithwala abafundi abali-10.



Ta' Jola's taxi can take 10 learners.

| | |
|---|---|
| Itekisi yakhe inesiqingatha senani. Bangaphi abafundi abasetekisini?<br>His taxi is half full. How many learners are in the taxi? | Itekisi inesiqingatha senani. Bangaphi abafundi abanokungena etekisini?<br>His taxi is half full. How many more learners can get in the taxi? |

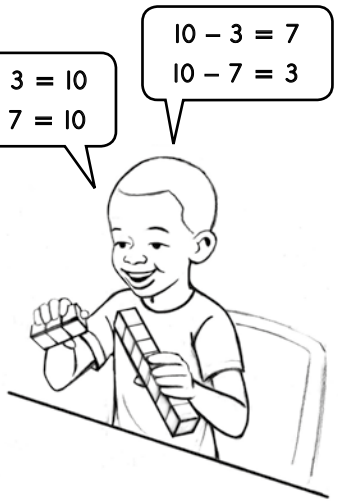
USUKU 2 • DAY 2

# Fumana ama-10
Find the 10s

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Cazulula i-10!
Game: Break 10!

- Yenza incochoyi ngeebhloko ezili-10.
  Make a tower out of 10 blocks.
- Yahlula incochoyi ibe zizahlulo ezi-2.
  Break the tower into 2 parts.
- Bhala izivakalisi manani zokudibanisa ezi-2.
  Write 2 addition number sentences.
- Bhala izivakalisi manani zokuthabatha ezi-2.
  Write 2 subtraction number sentences.
- Phinda kwakhona!
  Do it again!




## 1 Bhala izivakalisi manani.
Write the number sentences.



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 7 + 3 = 10 | 10 – 3 = 7 |
| 3 + 7 = 10 | 10 – 7 = 3 |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |

**Xa ndizahlula zibe ngamaqhekeza amabini alinganayo, kukho isivakalisi manani sokudibanisa esinye nesivakalisi manani sokuthabatha esinye.**

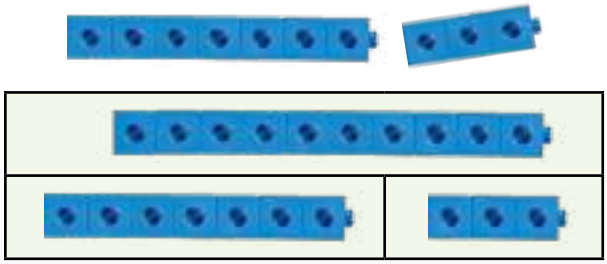
When I break something into two equal pieces, there is only one addition number sentence and one subtraction number sentence.





**Singohlula neliphi na inani libe ngamanani amancinci ama-2. Singawabhala oma-3 la manani kwitheyibhile yamanani ngolu hlobo:**

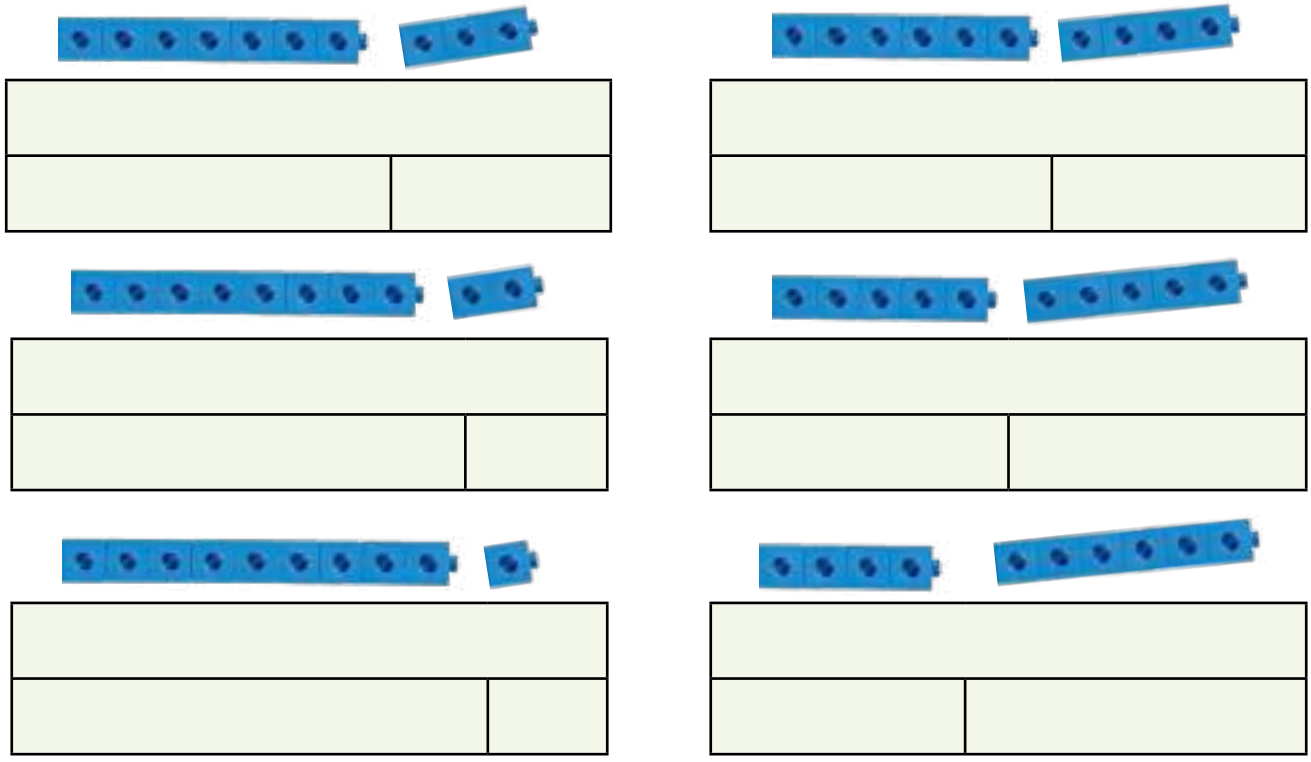
We can break any number into 2 smaller numbers. We can write the 3 numbers in a number table like this:



| 10 | |
|---|---|
| 7 | 3 |

## 2 Yenza i-10. Yahlule ibe zizahlulo ezibini. Gqibezela iitheyibhile zamanani.

Make 10s. Break them into two parts. Complete the number tables.



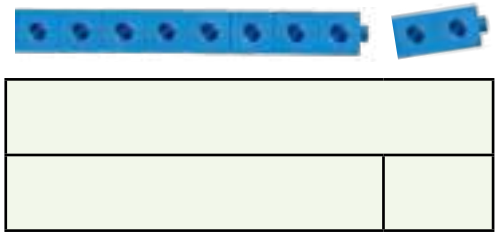
## 3 Bhala izivakalisi manani zokudibanisa ezi-2 nezivakalisi manani zokuthabatha ezi-2.

Write 2 addition and 2 subtraction number sentences.

**Zi-4 izivakalisi manani esinokuzibhala.**

There are 4 number sentences we can write.



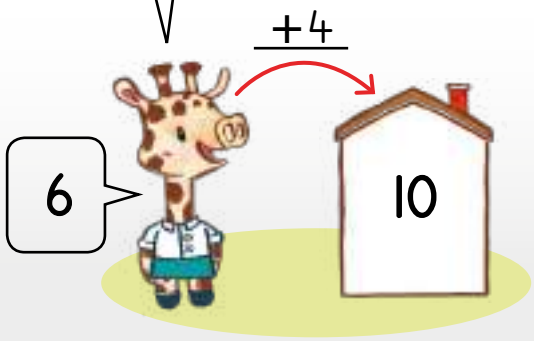


| ezokudibanisa<br>addition | ezokuthabatha<br>subtraction |
|---|---|
| | |
| | |

# I-10 elilandelayo
Next 10

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

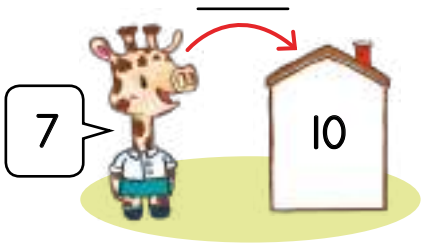
Xa ndidibanisa ndiyazibuza, "Kukude kangakanani ukuya kwi-10 elilandelayo?"
When I add, I ask myself, "How far to the next 10?"
**Kufuneka nditsibe ka-4 ukuya kwi-10!**
I must jump 4 places to get to 10!

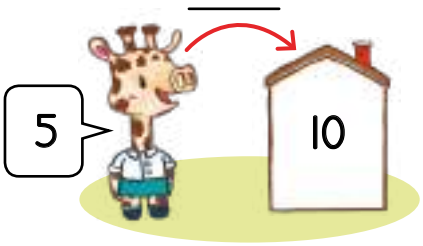


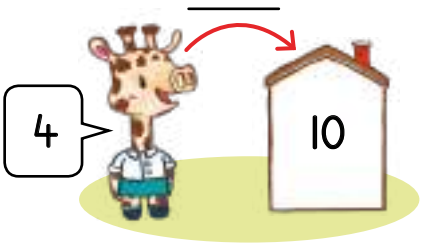

## 1 Ngubani i-10 elilandelayo?
What is the next 10?

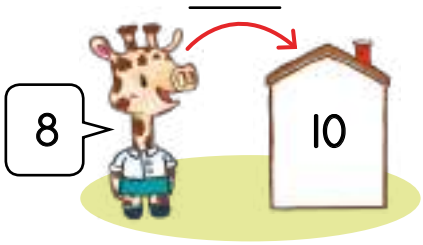
| | |
|---|---|
| 6 | 10 |
| 4 | |
| 16 | |
| 14 | |

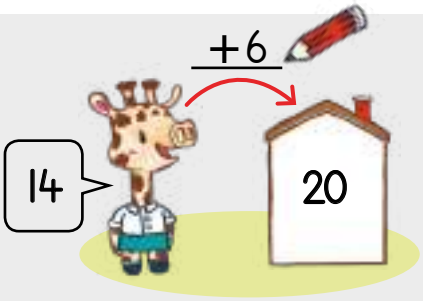
## 2 Kukude kangakanani kwi-10 elilandelayo?
How far to the next 10?

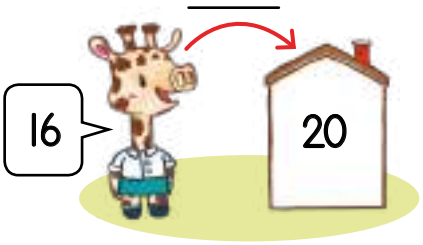


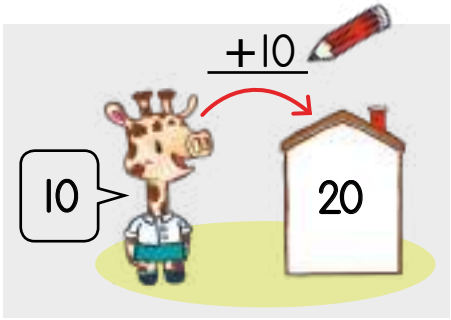



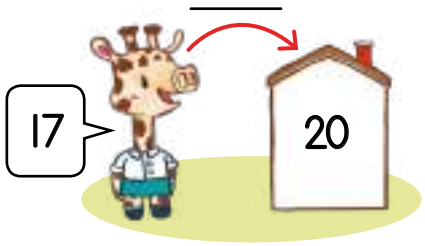

## 3 Bhala amanani ashiyiweyo.
Write the missing numbers.

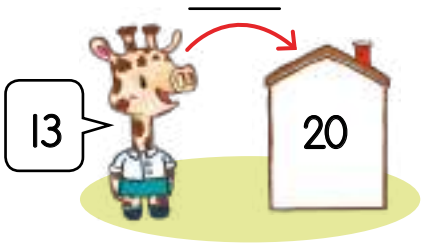
| | | | |
|---|---|---|---|
| 7 + ____ = 10 | 6 + ____ = 10 | 15 + ____ = 20 | 16 + ____ = 20 |
| 3 + ____ = 10 | 2 + ____ = 10 | 18 + ____ = 20 | 14 + ____ = 20 |

## 4 Kukude kangakanani ukuya kwi-10 elilandelayo?

How far to the next 10?

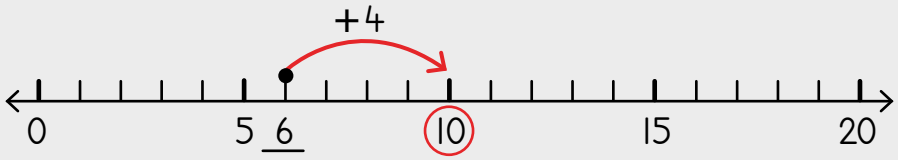


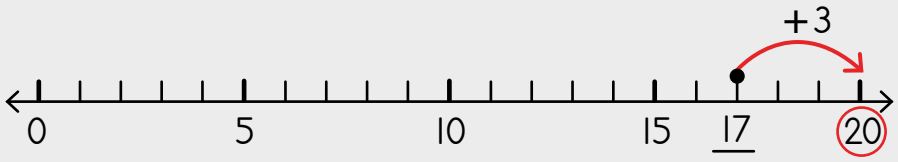




## 5 Bhala inani elikwichokoza. Biyela i-10 elilandelayo. Kukude kangakanani ukuya kwi-10 elilandelayo?

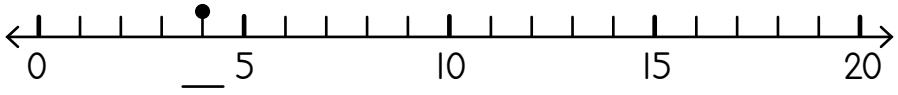
Write the number at the dot. Circle the next 10. How far to the next 10?



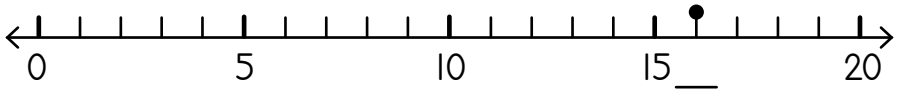

| i-10 elilandelayo<br>next 10 | 10 |
|---|---|
| kukude kangakanani?<br>how far? | 4 |




| i-10 elilandelayo<br>next 10 | 20 |
|---|---|
| kukude kangakanani?<br>how far? | 3 |




| i-10 elilandelayo<br>next 10 | |
|---|---|
| kukude kangakanani?<br>how far? | |




| i-10 elilandelayo<br>next 10 | |
|---|---|
| kukude kangakanani?<br>how far? | |

# I-10 elingasemva
Previous 10

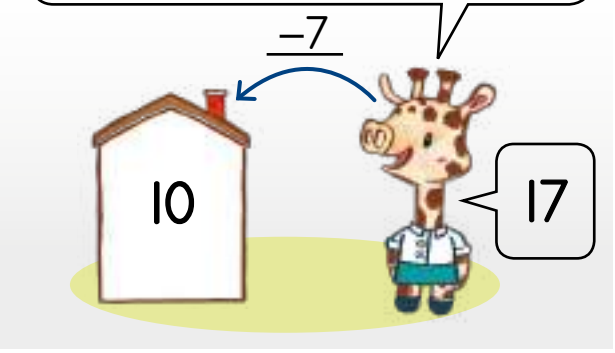
IZIBALO ZENTLOKO / MENTAL MATHS · UPHUHLISO LWENGQIQO / CONCEPT DEVELOPMENT → UMSEBENZI WEQELA / GROUP WORK → UMDLALO / GAME → IMISEBENZI / ACTIVITIES → UKUSOMBULULA INGXAKI / PROBLEM SOLVING

**Xa ndithabatha ndiyazibuza, "Kukude kangakanani kwi-10 elingasemva?"**

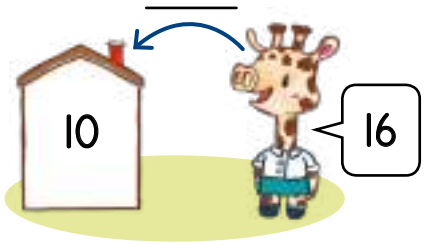
When I subtract, I ask myself, "How far to the previous 10?"

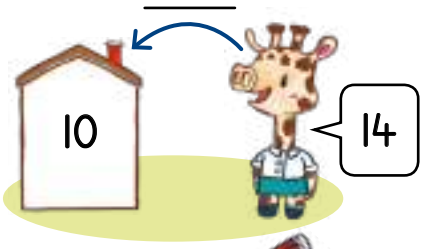
**Xa ndithabatha u-7 kwi-17, ndibuya umva ka-7 ukuze ndifike kwi-10!**

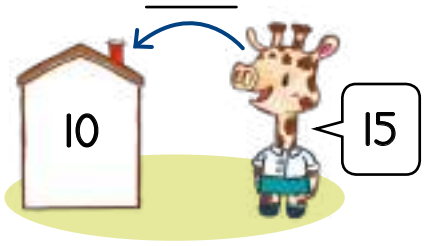
When I subtract 7 from 17, I go back 7 places to get to 10!

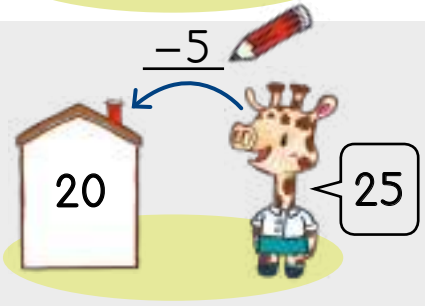



## 1 Kukude kangakanani kwi-10 elingasemva?
How far to the previous 10?

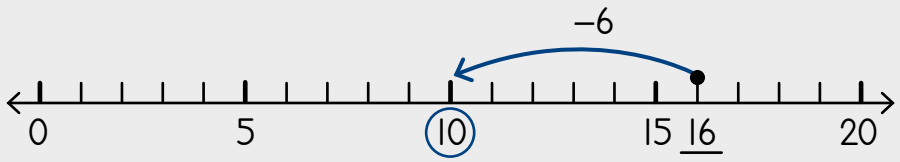


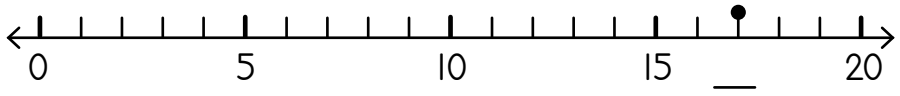




## 2 Bhala inani elikwichokoza. Biyela i-10 elingasemva. Kukude kangakanani kwi-10 elingasemva?
Write the number at the dot. Circle the previous 10. How far to the previous 10?




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | 10 |
| kukude kangakanani?<br>how far? | 6 |



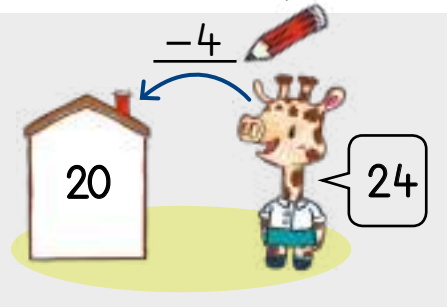

| | |
|---|---|
| i-10 elingasemva<br>previous 10 | |
| kukude kangakanani?<br>how far? | |

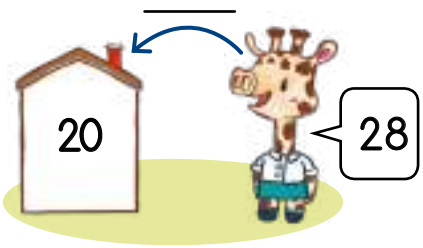
## 3 Bhala amanani ashiyiweyo.
Write the missing numbers.

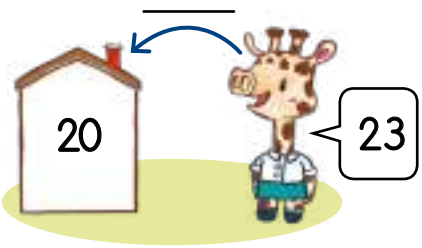
| | | | |
|---|---|---|---|
| 15 − ____ = 10 | 16 − ____ = 10 | 22 − ____ = 20 | 26 − ____ = 20 |
| 12 − ____ = 10 | 19 − ____ = 10 | 24 − ____ = 20 | 28 − ____ = 20 |

## 4 Kukude kangakanani kwi-10 elingasemva?

How far to the previous 10?

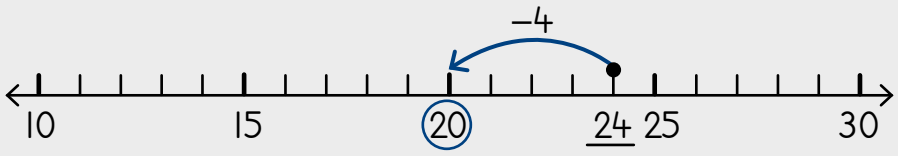


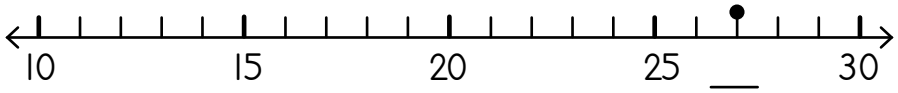




## 5 Bhala inani elikwichokoza. Biyela i-10 elingasemva. Kukude kangakanani kwi-10 elingasemva?

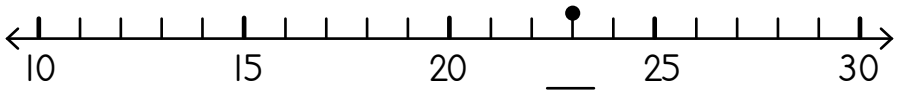
Write the number at the dot. Circle the previous 10. How far to the previous 10?




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | 20 |
| kukude kangakanani?<br>how far? | 4 |




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | |
| kukude kangakanani?<br>how far? | |




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | |
| kukude kangakanani?<br>how far? | |

## 6 Itekisi kaTa' Jola ithatha abafundi abali-10.

Ta' Jola's taxi can fit 10 learners.



Le tekisi ayinamntu. Kukho abantu abali-14 esitopini. Bangaphi ekuza kufuneka balinde itekisi elandelayo?

The taxi is empty. There are 14 people at the stop. How many will have to wait for the next taxi?

# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| Ndiyawathanda ama-10! | I love the 10s! |
| Funa ama-10! | Find the 10s! |
| Mangaphi? | How many? |
| Zingaphi ezenza i-10? | How many to make 10? |
| Kukude kangakanani kwi-10 elilandelayo? | How far to the next 10? |
| Ukusuka kwisi-7 nditsiba ndiye phambili ka-3 ukuze ndifike kwi-10. | From 7, I jump forward 3 places to get to 10. |
| Kukude kangakanani kwi-10 elingasemva? | How far to the previous 10? |
| Ukusuka kwi-12, nditsiba ndibuye umva ka-2 ukuze ndifike kwi-10. | From 12, I jump backwards 2 places to get to 10. |

## 1 Gqibezela iitheyibhile zamanani.

Complete the number tables.



| | |
|---|---|
| | |



| | |
|---|---|
| | |

## Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.

Write 2 addition and 2 subtraction number sentences.

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |

## 2 Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

| | | |
|---|---|---|
| 8 + 7 + 2 = 17 (10) | 7 + 6 + 3 = ___ | 5 + 8 + 5 = ___ |
| 6 + 8 + 4 = ___ | 9 + 5 + 1 = ___ | 7 + 3 + 5 = ___ |
| 4 + 5 + 6 = ___ | 1 + 8 + 9 = ___ | 3 + 7 + 2 = ___ |
| 2 + 8 + 5 = ___ | 4 + 6 + 9 = ___ | 5 + 1 + 5 = ___ |

## 3 Gqibezela iipatheni zamanani.

Complete the number patterns.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 83 | 82 | 81 | | | | | | | |
| 100 | 90 | 80 | | | | | | | |
| 57 | 58 | 59 | | | | | | | |
| 10 | 20 | 30 | | | | | | | |

## 4 Bala.

Calculate.

| yahlula kubini<br>halve | | phinda kabini<br>double | | sombulula<br>solve |
|---|---|---|---|---|
| 7 | $3\frac{1}{2}$ | 7 | 14 | 7 + 3 = 10 |
| 8 | | 8 | | 5 + ___ = 10 |
| 9 | | 9 | | 4 + ___ = 10 |
| 10 | | 10 | | 2 + ___ = 10 |

IVEKI • WEEK 5

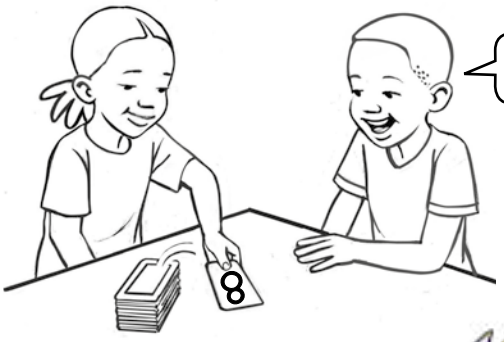
USUKU 1 • DAY 1

# Yenza i-10 (ukudibanisa)
Make a 10 (addition)

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ngaphantsi ngezi-2
Game: Fast maths with cards – 2 less

- Xuba amakhadi ukusuka ku-2–12. Wabeke abe sisicuku.
  Mix cards from 2–12. Put in a pile.
- Guqula ikhadi libe linye. Thabatha ezi-2.
  Flip over one card. Subtract 2.
- Yenza njalo kwisicuku sonke.
  Work through the pile.
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!




## Umdlalo: Ukudibanisa ngokwenza i-10
Game: Add by making a 10

- Yakha amanani amabini usebenzisa iibhloko.
  Build two numbers using blocks.
- Susa iibhloko ukuze ugqibezele i-10.
  Move blocks to complete a 10.
- Qala nge-7.
  Start with 7.
- Hambisa iibhloko ezi-3 ukusukela kwi-8 ukuze wenze i-10.
  Move 3 blocks from the 8 to make 10.
- Zenza i-10 nemivo emi-5. 15!
  That makes 10 and 5 ones. 15!



Siyekile ukubala ngoononye ngoku xa sidibanisa. Yenza i-10!
No more counting in ones when we add. Make a 10!

7 + 8



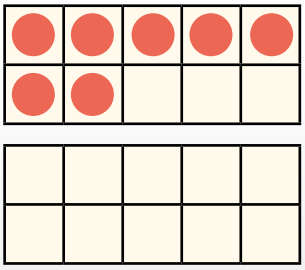
**1** Sebenzisa iibhloko ukuze wakhe inani ngalinye. Yaba iibhloko ukuze wenze i-10.
Use blocks to build each number. Share blocks to make a 10.

| | | |
|---|---|---|
| 7 + 6 = ____ | 8 + 5 = ____ | 6 + 8 = ____ |
| 5 + 7 = ____ | 6 + 5 = ____ | 8 + 7 = ____ |

7 + 8

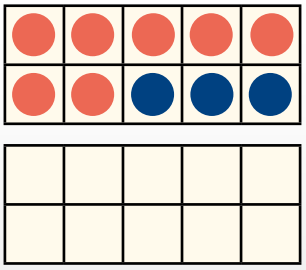
Ndiqala ngesi-7.

I start with 7.



Ndidibanisa ezi-3 ukwenza i-10.

I add 3 to make a 10.

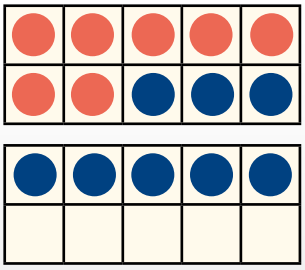


7 + 8 = 15

10 3 5

Ndidibanisa isi-5 ngaphezulu.

I add 5 more.



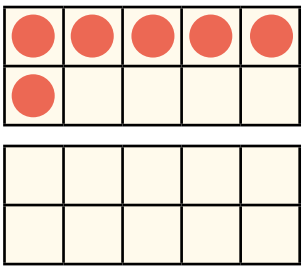
10 + 5 = 15

## 2 Kufuneka wongeze ezingaphi ukuze ufike kwi-10? Biyela i-10. Bhala amanani ashiyiweyo.

What must you add to make 10?
Circle the 10. Write the missing numbers.



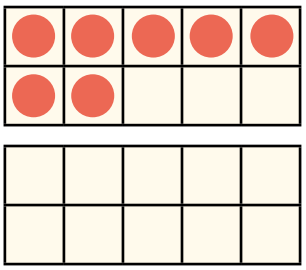

6 + 7



6 + 7 = ___

___ ___

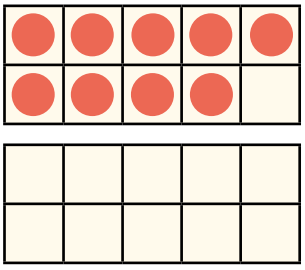
7 + 5



7 + 5 = ___

___ ___

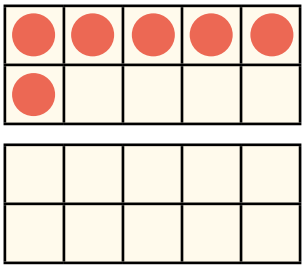
9 + 7



9 + 7 = ___

___ ___

6 + 8



6 + 8 = ___

___ ___

USUKU 2 • DAY 2

# Tsibela phambili ukuya kwi-10
## Jump forwards to 10

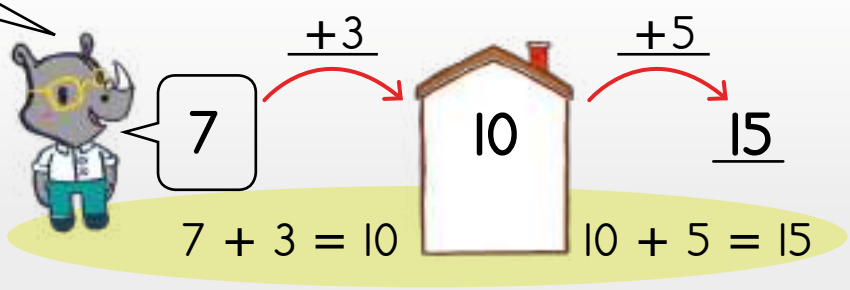
IZIBALO ZENTLOKO — MENTAL MATHS | UPHUHLISO LWENGQIQO — CONCEPT DEVELOPMENT → UMSEBENZI WEQELA — GROUP WORK → UMDLALO — GAME → IMISEBENZI — ACTIVITIES → UKUSOMBULULA INGXAKI — PROBLEM SOLVING

Ndiqala kwisi-7. Kukude kangakanani kwi-10 elilandelayo?
I start at 7. How far to the next 10?

Nditsiba ka-3 ukuya kwi-10.
I jump 3 times to get to 10.

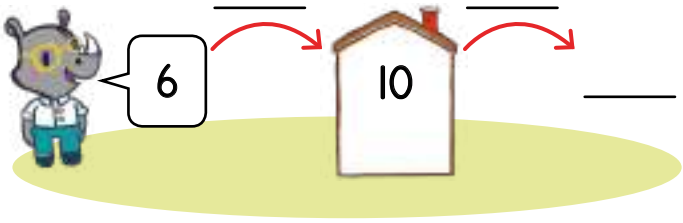
Nditsiba eminye imitsi emi-5 ukuya kwi-15.
I jump 5 more to get to 15.

7 + 8 = 15

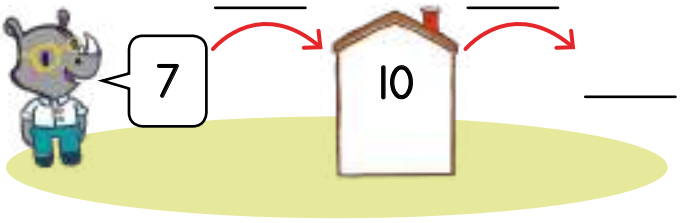



## 1 Dibanisa ngokuya kwi-10.
Add by visiting the 10.

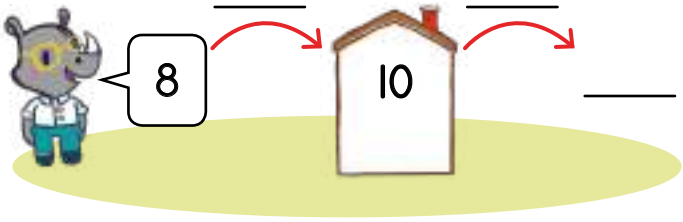
6 + 7 =



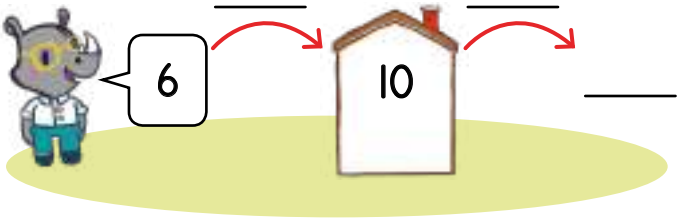

7 + 5 =



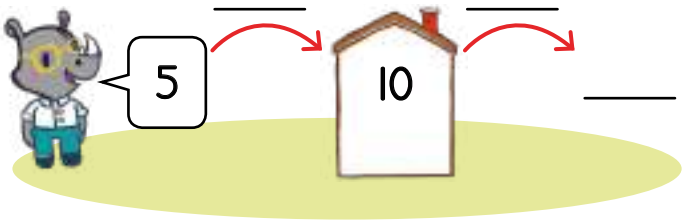

8 + 7 =



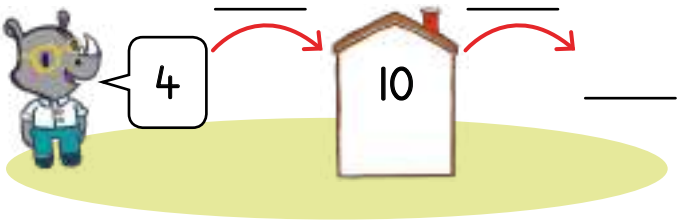

6 + 8 =




5 + 6 =




4 + 8 =



Qala kwisi-7. Biyela i-10 elilandelayo. Tsiba ka-3 ukuya kwi-10 elilandelayo. Kufuneka nditsibe kangakanani?

Start at 7. Circle the next 10. Jump 3 places to the next 10. How far do I still need to jump?

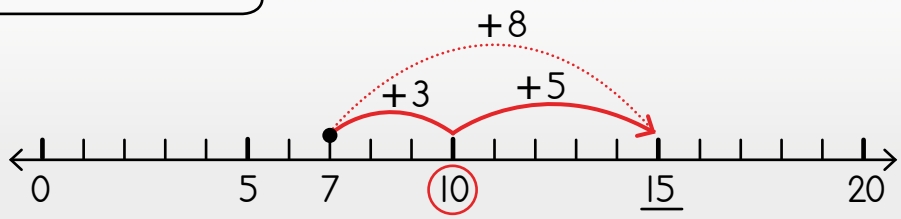




Ukudibanisa isi-8 kuyafana nokudibanisa isi-3 nokudibanisa ama-5!

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

7 + 8

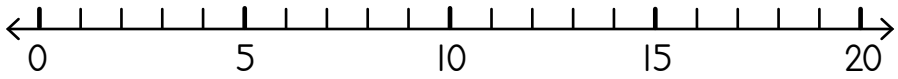



7 + 8 = 15

## 2 Dibanisa ubonise kumgcamanani.

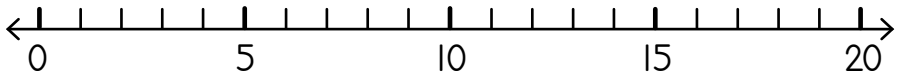
Add by showing on the number line.

6 + 7



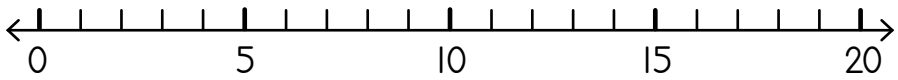

6 + 7 = ____

8 + 5



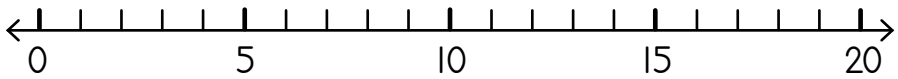

8 + 5 = ____

7 + 7




7 + 7 = ____

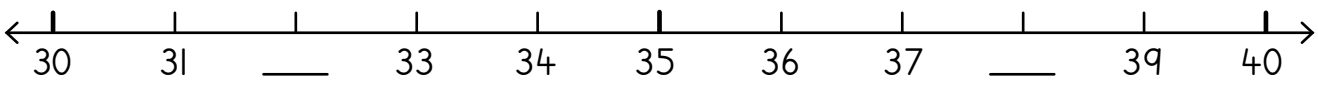
6 + 8




6 + 8 = ____

## 3 Gqibezela.

Complete.

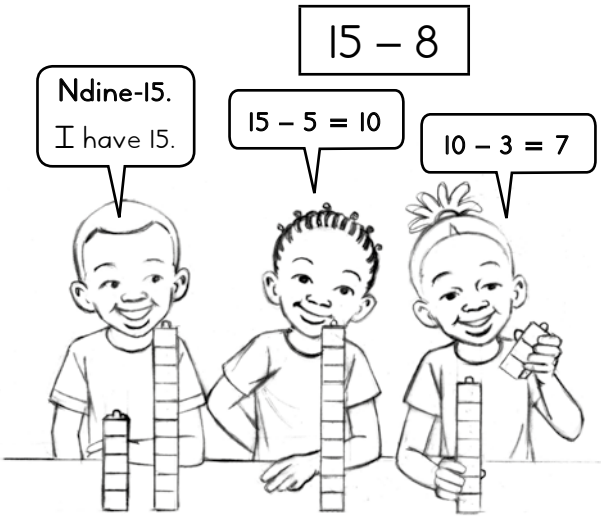


# Ukuya kwi-10 (ukuthabatha)
Get to 10 (subtraction)

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Thabatha ngokuya kwi-10
Game: Subtract by getting to 10

- Yakha inani lokuqala.
  Build the first number.
- Susa iibhloko ukuze uye kwi-10
  Take away blocks to get to 10.
- Kufuneka ususe zibe ninzi kangakanani?
  How many more must you take away?

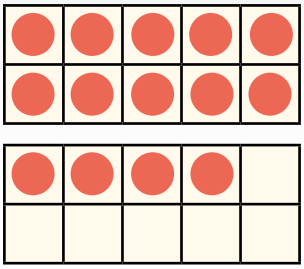



**1** Sebenzisa iibhloko ukwakha inani ngalinye. Susa iibhloko ukuze uye kwi-10. Sombulula.
Use blocks to build each number. Take away blocks to get 10. Then solve.

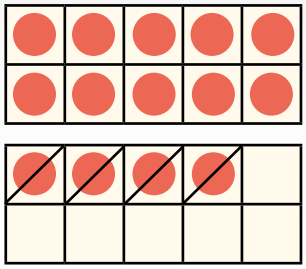
| | | |
|---|---|---|
| 14 – 6 = ____ | 12 – 5 = ____ | 15 – 8 = ____ |
| 13 – 7 = ____ | 16 – 9 = ____ | 15 – 7 = ____ |

14 – 6

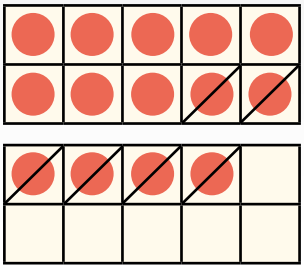
Ndiqala nge-14.
I start with 14.



Ndithabatha ezi-4 ukuze ndifike kwi-10.
I subtract 4 to get to the 10.



Ndithabatha ezinye ezi-2.
I subtract 2 more.



14 – 6 = 8
10 4 2

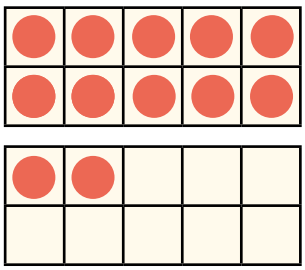
14 – 6 = 8

## 2 Kufuneka uthabathe ezingaphi ukuze wenze i-10? Biyela i-10. Bhala amanani ashiyiweyo.

What must you subtract to make 10? Circle the 10. Write the missing numbers.



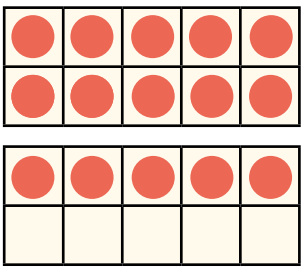

**12 – 7**



12 – 7 = ____

__ __

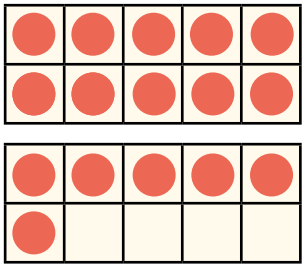
**15 – 7**



15 – 7 = ____

__ __

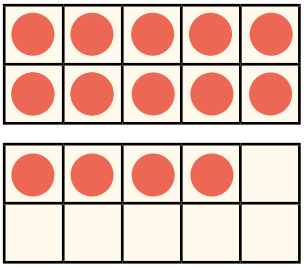
**16 – 9**



16 – 9 = ____

__ __

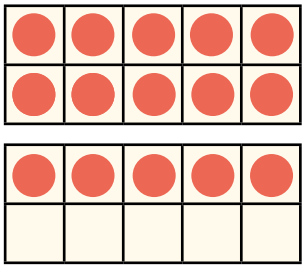
**14 – 6**



14 – 6 = ____

__ __

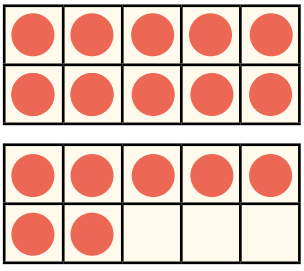
**15 – 9**



15 – 9 = ____

__ __

**17 – 9**

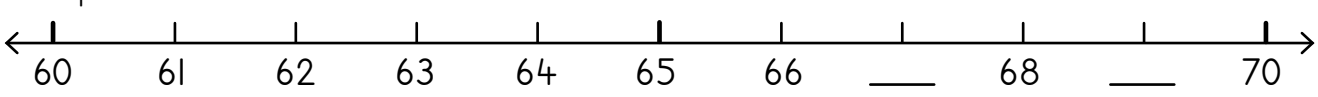


17 – 9 = ____

__ __

## 3 Gqibezela.

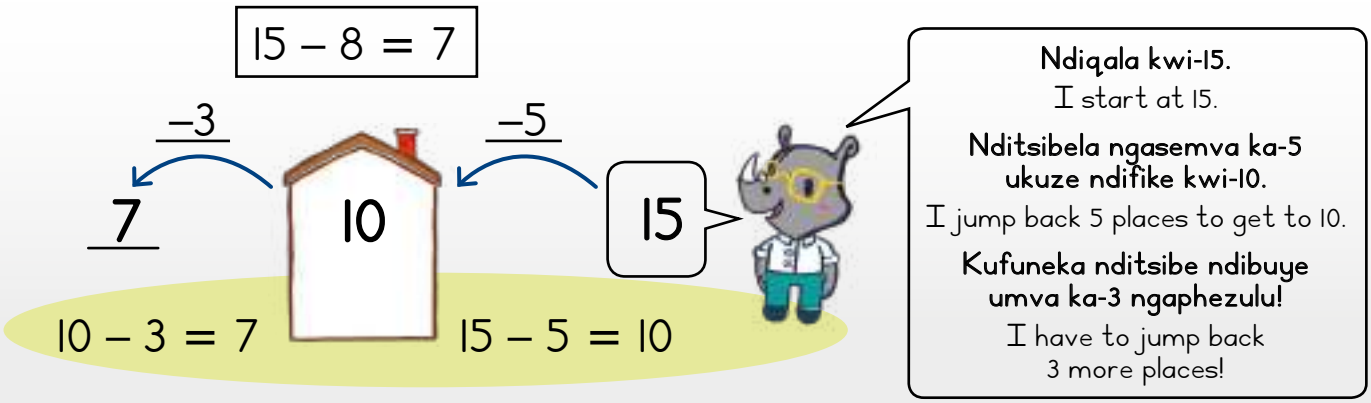
Complete.



USUKU 4 • DAY 4

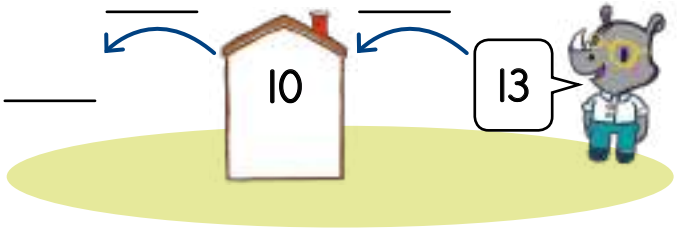
# Tsiba ubuye umva ukuya kwi-10
## Jump backwards to 10

IZIBALO ZENTLOKO – MENTAL MATHS | UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → UMSEBENZI WEQELA – GROUP WORK → UMDLALO – GAME → IMISEBENZI – ACTIVITIES → UKUSOMBULULA INGXAKI – PROBLEM SOLVING

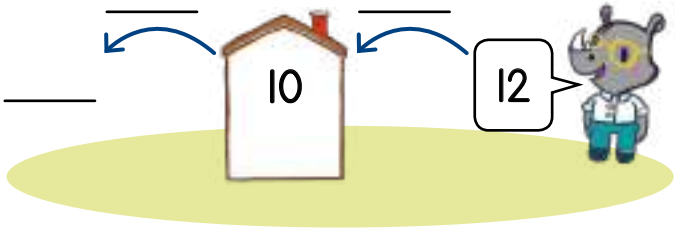



## 1 Thabatha ngokuya kwi-10.
Subtract by visiting the 10.

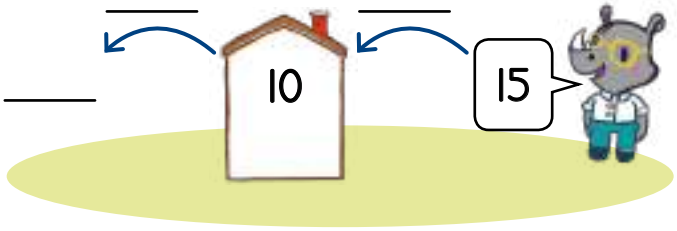
13 – 7 =



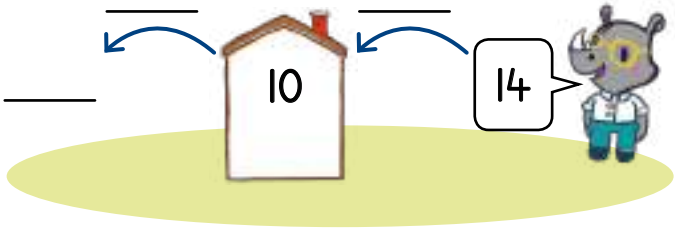

12 – 5 =



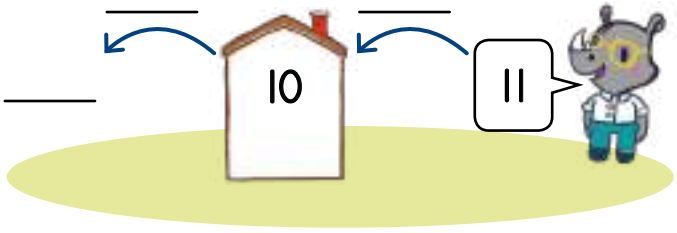

15 – 7 =



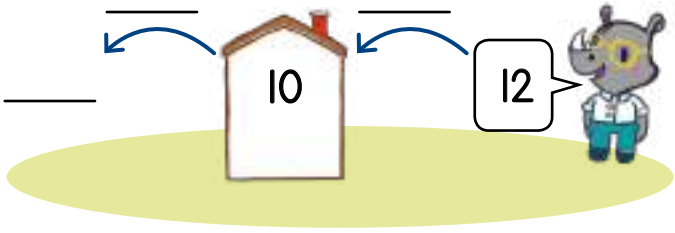

14 – 6 =




11 – 5 =




12 – 4 =



Ndiqala kwi-14. Nditsibela ngasemva ndiye kwi-10 elingasemva. Ndifuna ukuthabatha isi-6. Senditsibe ndabuya umva ka-4. Ngoko ke, nditsibela emva ka-2 ngaphezulu.

I start at 14. I jump back to the previous 10. I need to subtract 6. I have already jumped back 4 places. Therefore, I jump back 2 places more.

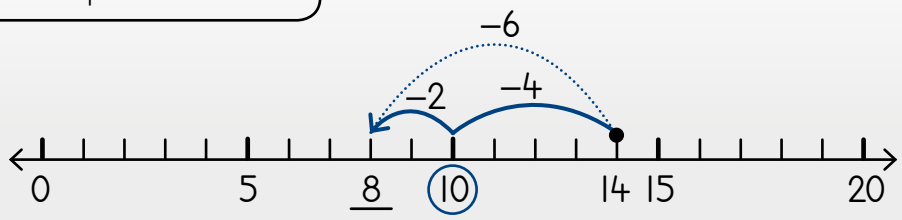




Ukuthabatha ezi-6 kuyafana nokuthabatha ezi-4 uze uphinde uthabathe ezi-2!

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

14 – 6

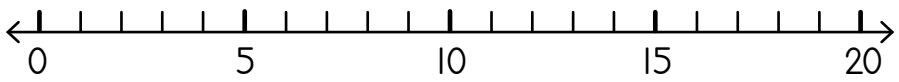



14 – 6 = 8

## 2 Thabatha ngokubonisa kumgcamanani.

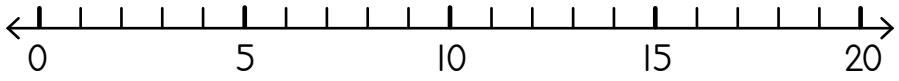
Subtract by showing on the number line.

13 – 7



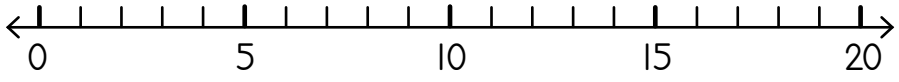

13 – 7 = ____

12 – 5



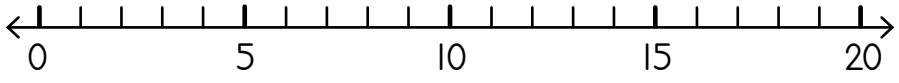

12 – 5 = ____

16 – 8




16 – 8 = ____

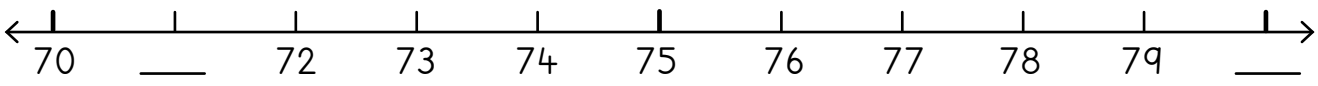
13 – 6




13 – 6 = ____

## 3 Gqibezela.

Complete.



# Ubethelelo
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!
**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| thelekisa | compare |
| Impuku incinci. | The mouse is small. |
| Ikati inkudlwana. | The cat is bigger. |
| Inkomo yeyona inkulu. | The cow is the biggest. |
| Inkomo inkulu. | The cow is big. |
| Ikati incinane. | The cat is smaller. |
| Impuku yeyona incinci. | The mouse is the smallest. |
| I-10 likhulu kunesi-5. | 10 is bigger than 5. |
| I-10 lincinane kune-15. | 10 is smaller than 15. |

## 1 Gqibezela itheyibhile yamanani.
Complete the number table.



| | |
|---|---|
| | |

## Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
Write 2 addition and 2 subtraction number sentences.

| ezokudibanisa<br>addition | ezokuthabatha<br>subtraction |
|---|---|
| | |
| | |

## 2 Gqibezela iipatheni zamanani.
Complete the number patterns.

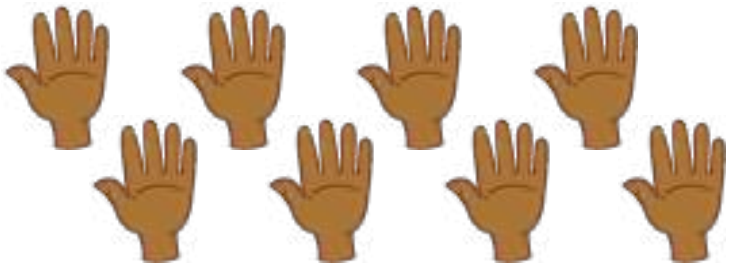
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 24 | 26 | 28 | | | | | | | |
| 40 | 38 | 36 | | | | | | | |

## 3 Fumana i-10. Dibanisa ke ngoku.

Find the 10. Then add.

| | |
|---|---|
| 10 5 + 6 + 5 + 4 + 8 = 28 (10) | 8 + 7 + 2 + 3 + 5 = ____ |
| 5 + 3 + 2 + 7 + 8 + 3 = ____ | 8 + 4 + 2 + 6 + 7 = ____ |
| 4 + 2 + 6 + 7 + 1 + 3 = ____ | 5 + 3 + 2 + 5 + 8 = ____ |
| 6 + 1 + 2 + 4 + 9 + 5 = ____ | 7 + 2 + 7 + 8 + 3 = ____ |

## 4



| | |
|---|---|
| Zingaphi izandla? How many hands? | |
| Mingaphi iminwe? How many fingers? | |

## 5



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| izandla ezi- hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e- fingers | | | | | | | | | | |

## 6

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 2 | | 4 | | 2 | | 4 | |
| 6 | | 7 | | 6 | | 7 | |
| 5 | | 8 | | 5 | | 8 | |

# Ubude
Length

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: 1, 2, 3, veza! – ukuthabatha
Game: 1, 2, 3, show! – subtraction

- Sebenzani ngababini. Yithi 1, 2, 3, veza! Veza isandla esi-1 umntu ngamnye.
  Work in pairs. Say 1, 2, 3, show! Show 1 hand each.
- Thabatha iminwe!
  Subtract the fingers!
- Yithi 1, 2, 3, veza! Veza izandla ezi-2 umntu ngamnye.
  Say 1, 2, 3, show! Show 2 hands each.
- Thabatha iminwe! Khangela ama-10.
  Subtract the fingers! Look for 10s.
- Hamba kwakhona, ukhawuleze.
  Go again, subtract faster.




## 1 Dibanisa umgca negama elichanekileyo.
Join the line to the correct word.

| | | | |
|---|---|---|---|
| mdana<br>longer | mfutshanana<br>shorter | mdana<br>longer | mfutshanana<br>shorter |
| _____ | _____ | _____ | _____ |

## 2 Linganisela ubude.
Measure these lengths.

| |
|---|
| Ifesitile inobubanzi obungangeepensile ezi-_____.<br>The window is _____ pencils wide. |
| Idesika inde kangangezandla ezi-_____.<br>The desk is _____ hands long. |
| Ngamanyathelo a_____ ukujikeleza iklasi.<br>It takes _____ steps to walk around the classroom. |

## 3 Linganisela ngesandla sakho:

Use your hand to measure:

| | |
|---|---|
| ububanzi bocango.<br>the width of the door. | |
| ubude bebhodi.<br>the length of the board. | |
| ukuphakama kwesitulo sakho.<br>the height of your chair. | |
| ubude bedesika katitshala.<br>the length of the teacher's desk. | |

## 4 Linganisela ngepensile yakho:

Use your pencil to measure:

| | |
|---|---|
| ubude bencwadi yakho.<br>the length of your book. | |
| ububanzi bedesika yakho.<br>the width of your desk. | |
| isihlalo sesitulo sakho.<br>the seat of your chair. | |

## 5 Sebenzisa iinyawo zakho ukuliganisela:

Use your feet to measure:

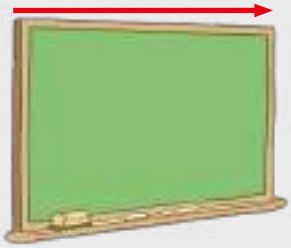
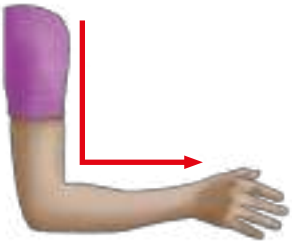
| | |
|---|---|
| ubude beklasi.<br>the length of the classroom. | |
| ububanzi beklasi.<br>the width of the classroom. | |
| ububanzi bepaseji engaphandle kweklasi.<br>the width of the corridor outside the classroom. | |

USUKU 2 • DAY 2

# Ukulinganisela ubude
## Measuring length

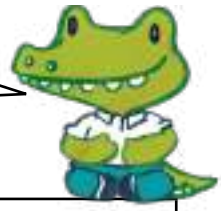
IZIBALO ZENTLOKO (MENTAL MATHS) | UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

## 1 Inde kangakanani? Linganisela ubude.
How long? Measure the length.

| | umlinganiselo<br>measurement | | umlinganiselo<br>measurement |
|---|---|---|---|
|  |  25 |  | ____  |
|  | ____  |  | ____  |
|  | ____  |  | ____  |
|  | ____  |  | ____  |

## 2 Sebenzisa iipensile ezimbini ezinobude obahlukileyo ukuze ulinganisele:

Use two pencils of different lengths to measure:




| | ipensile 1<br>pencil 1  | ipensile 2<br>pencil 2  | Yintoni umahluko?<br>What is the difference? |
|---|---|---|---|
|  | Ipensile e-1<br>1 pencil | Iipensile ezi-2<br>2 pencils | Ipensile e-1 <br>1 pencil |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

USUKU 3 • DAY 3

# Ukulinganisela ubude
Measuring length

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

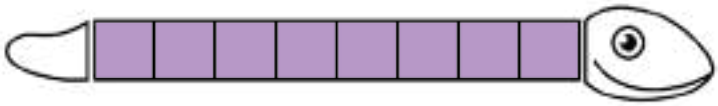
→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

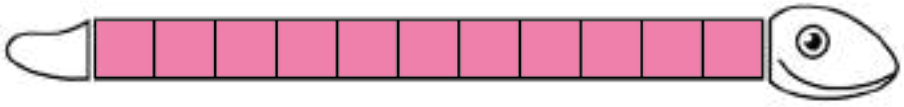
## 1 Ingaba le nyoka inde kangangeebhloko ezingaphi?
How many blocks long is the snake?



14











## 2 Utitshala wakho uza kukunika iphepha elinerula yenyoka. Yisike uze uyisebenzise ukulinganisela imifankekiso.

Your teacher will give you a page with a snake ruler. Cut it out and use it to measure the pictures.

| | |
|---|---|
|  | Iibhloko ezi-_3_<br>_3_ blocks |
|  | Iibhloko ezi-____<br>___ blocks |
|  | Iibhloko ezi-____<br>___ blocks |
|  | Ibhloko e-____<br>___ block |
|  | Iibhloko ezi-____<br>___ blocks |
|  | Iibhloko ezi-____<br>___ blocks |

# Iimitha neesentimitha
## Metres and centimetres

IZIBALO ZENTLOKO – MENTAL MATHS | UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → UMSEBENZI WEQELA – GROUP WORK → UMDLALO – GAME → IMISEBENZI – ACTIVITIES → UKUSOMBULULA INGXAKI – PROBLEM SOLVING

## 1 Bhala impendulo echanekileyo.
Write the correct answer.

| | | | |
|---|---|---|---|
| Isikhafuthina<br>A lunchbox is | singaphantsi kune<br>shorter than | singaphezulu kune<br>longer than | 10 cm |
| Ipensile<br>A pencil is | ingaphantsi kune<br>shorter than | ingaphezulu kune<br>longer than | 10 cm |
| Ipali yefowni<br>A telephone pole is | ingaphantsi kune<br>shorter than | ingaphezulu kune<br>longer than | 10 cm |
| Isiloli sepensile<br>A sharpener is | singaphantsi kune<br>shorter than | singaphezulu kune<br>longer than | 10 cm |
| Ifriji<br>A fridge is | ingaphantsi kune<br>shorter than | ingaphezulu kune<br>longer than | 10 cm |
| Umnwe<br>A finger is | ungaphantsi kune<br>shorter than | ungaphezulu kune<br>longer than | 10 cm |
| Iglu<br>A glue stick is | ingaphantsi kune<br>shorter than | ingaphezulu kune<br>longer than | 10 cm |
| Irabha<br>An eraser is | ingaphantsi kune<br>shorter than | ingaphezulu kune<br>longer than | 10 cm |

## 2 Bhala impendulo echanekileyo.
Write the correct answer.

| Obona bude bufutshane ukusika isiqwentshu somtya ngama-:<br>The shortest length to cut a piece of string is: | | | | |
|---|---|---|---|---|
| 20 cm | 30 cm | 10 cm | 40 cm | 50 cm |
| **Owona mgama mde wokuqengqa ipetyu ngama-:**<br>The longest distance to roll a marble is: | | | | |
| 70 cm | 90 cm | 80 cm | 100 cm | 60 cm |

## 3 Qikelela uze emva koko ulinganisele ubude ngeteyiphu yokulinganisela.

Estimate and then use your tape measure to measure the length.




| | uqikelelo<br>estimation | umlinganiselo<br>measurement | Yintoni umlinganiselo?<br>What is the difference? |
|---|---|---|---|
|  | 80 cm | 85 cm | 5 cm |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS · UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**

| NgesiXhosa sithi: | In English we say: |
|---|---|
| ubude | length |
| ububanzi | width |
| ukuphakama | height |
| inde, indana | long, longer |
| imfutshane, imfutshanana | short, shorter |
| ukulinganisela | measuring |
| imitha | metre |
| isentimitha | centimetre |



**1** Imalunga neebhloko ezingaphi ikhowuni yeayisikhrimu?

About how long is each ice cream cone in blocks?



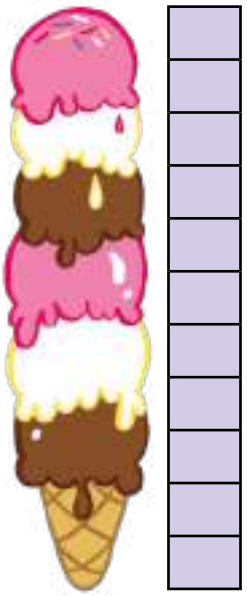
Iibhloko ezi-____

___ blocks



Iibhloko ezi-____

___ blocks

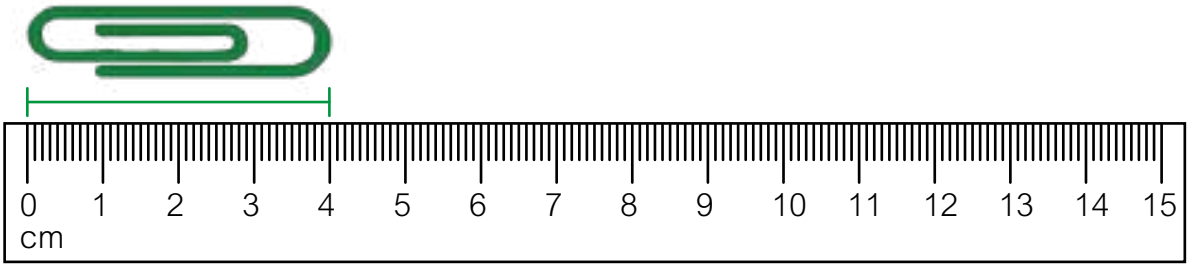


Iibhloko ezi-____

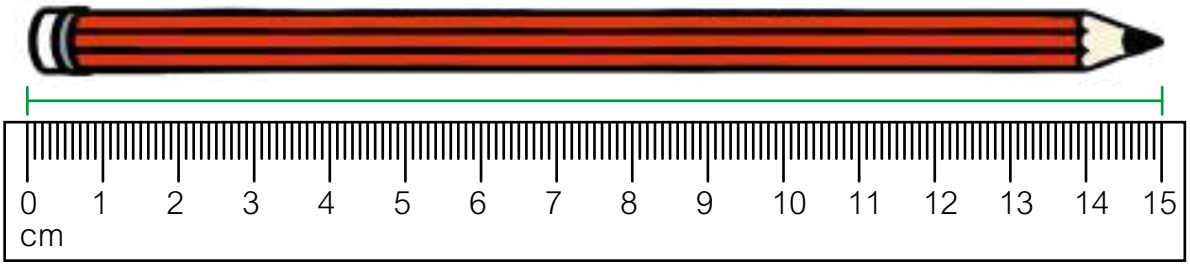
___ blocks

## 2 Sebenzisa irula ukuze ulinganisele ubude bento nganye.

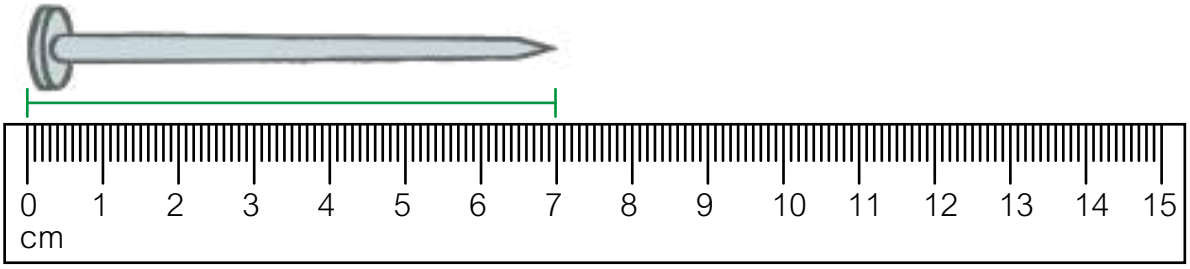
Use the ruler to measure the length of each object.



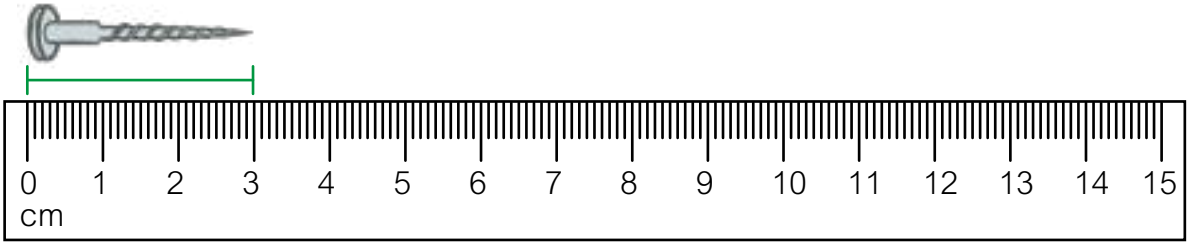

_____



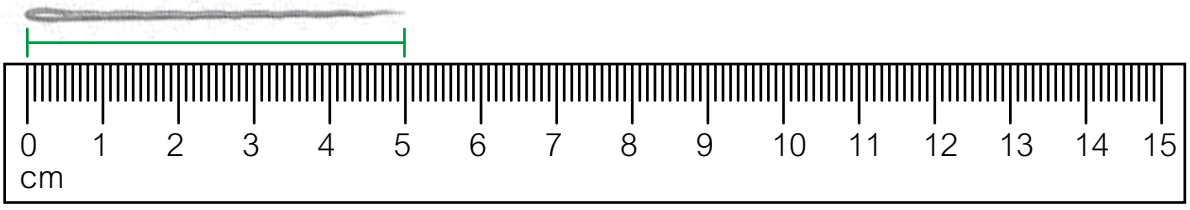

_____




_____




_____




_____

# Izinto ezikhoyo ezinemilinganiselo ye-3D
3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha kuma-20
Game: Fast maths with cards – subtract from 20

- Beka amakhadi amanani 0 ukuya kwi-10 abe sisicuku.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Thabatha kuma-20!
  Subtract from 20!



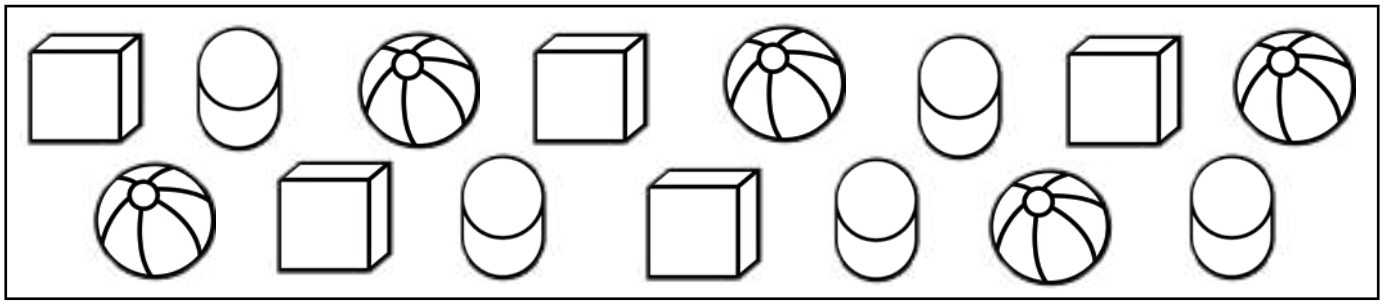

**1**

| | |
|---|---|
|  | ingqukumba / sphere |
|  | isilinda / cylinder |
|  | iprizimu / prism |

Khuphela amagama ezinto ezikhoyo.
Trace the object names.



**2** Fakela umbala obomvu kwiingqukumba, ozuba kwiiprizimu noluhlaza kwiisilinda.
Colour all the spheres red, the prisms blue and the cylinders green.

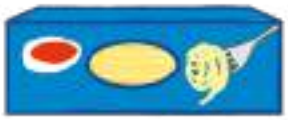


## 3 Ingqukumba, isilinda okanye iprizimu?

Sphere, cylinder or prism?

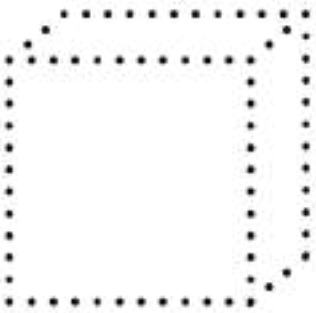
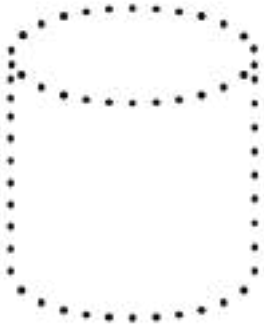
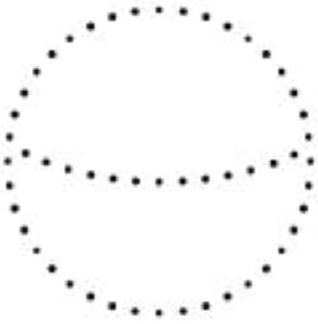
| | | | |
|---|---|---|---|
|  |  |  |  |
| ingqukumba<br>sphere | iprizimu<br>prism | isilinda<br>cylinder | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| | | | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| | | | |

## 4 Khuphela uze ufakele umbala kwizinto ezikhoyo.

Trace and colour the objects.

| iprizimu<br>prism | isilinda<br>cylinder | ingqukumba<br>sphere |
|---|---|---|
|  |  |  |

# Izinto ezikhoyo ezinemilinganiselo ye-3D
3-D objects

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

## 1 Bhala iimpendulo ezichanekileyo.
Write the correct answers.

Isilinda iyakwazi ukuqengqeleka nokutyibilika! Inamacala asicaba nangqukuva.

A cylinder can roll and slide!
It has flat and curved sides.



| | iyaqengqeleka<br>roll | iyatyibilika<br>slide | iyaqengqeleka kwaye iyatyibilika<br>roll and slide |
|---|---|---|---|
|  | ✓ | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|   | | | |
|  | | | |

## 2 Amacala angqukuva okanye asicaba?

Curved sides or flat sides?

|  |  |  |  |
|---|---|---|---|
| angqukuva | asicaba | asicaba | angqukuva |
| curved | flat | flat | curved |

|  |  |  |  |
|---|---|---|---|
| asicaba | | | |
| flat | | | |

## 3 Bhala iimpendulo ezichanekileyo ukuze ugqibezele itheyibhile.

Write the correct answers to complete the table.

**Khumbhula ukuba iprizimu inamacala amabini afana twatse namacala asicaba onke.**

Remember, a prism has two identical bases and all sides are flat.



| | **amacala asicaba/ angqukuva**<br>**flat/curved sides** | **iyaqengqeleka/iyatyibilika/ iyaqengqeleka kwaye iyatyibilika**<br>**roll/slide/roll and slide** |
|---|---|---|
| iprizimu<br>prism | isicaba<br>flat | iyatyibilika<br>slide |
| ingqukumba<br>sphere | | |
| isilinda<br>cylinder | | |

# Ukwakha ngezinto ezinemilinganiselo ye-3D
## Building with 3-D objects

IZIBALO ZENTLOKO / MENTAL MATHS | UPHUHLISO LWENGQIQO / CONCEPT DEVELOPMENT → UMSEBENZI WEQELA / GROUP WORK → UMDLALO / GAME → IMISEBENZI / ACTIVITIES → UKUSOMBULULA INGXAKI / PROBLEM SOLVING

Incochoyi eyenziwe ngeeprizm iyakwazi ukuzinza! Amacala amcaba ayakwazi ukuzinza. Amacala angqukuva awakwazi ukuzinza!

A tower made of prisms can balance because the sides are flat. Curved sides can't balance!



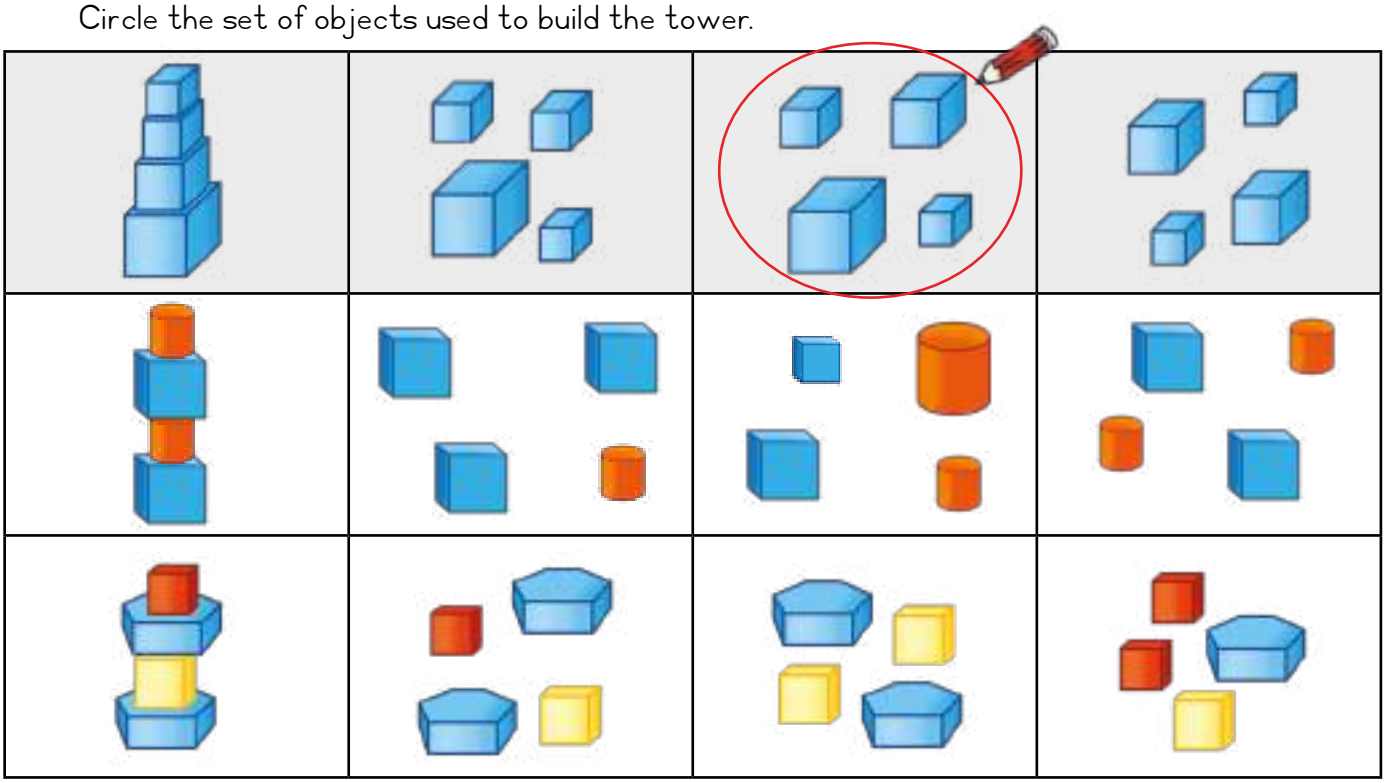
**1** Jonga imifanekiso. Bhala **iyazinza** okanye **ayizinzi**.

Look at the pictures. Write **balance** or **cannot balance**.

| | iyazinza<br>balance | ayizinzi<br>cannot balance |
|---|---|---|
|  | ✓ | |
|  | | |
|  | | |
|  | | |
|  | | |

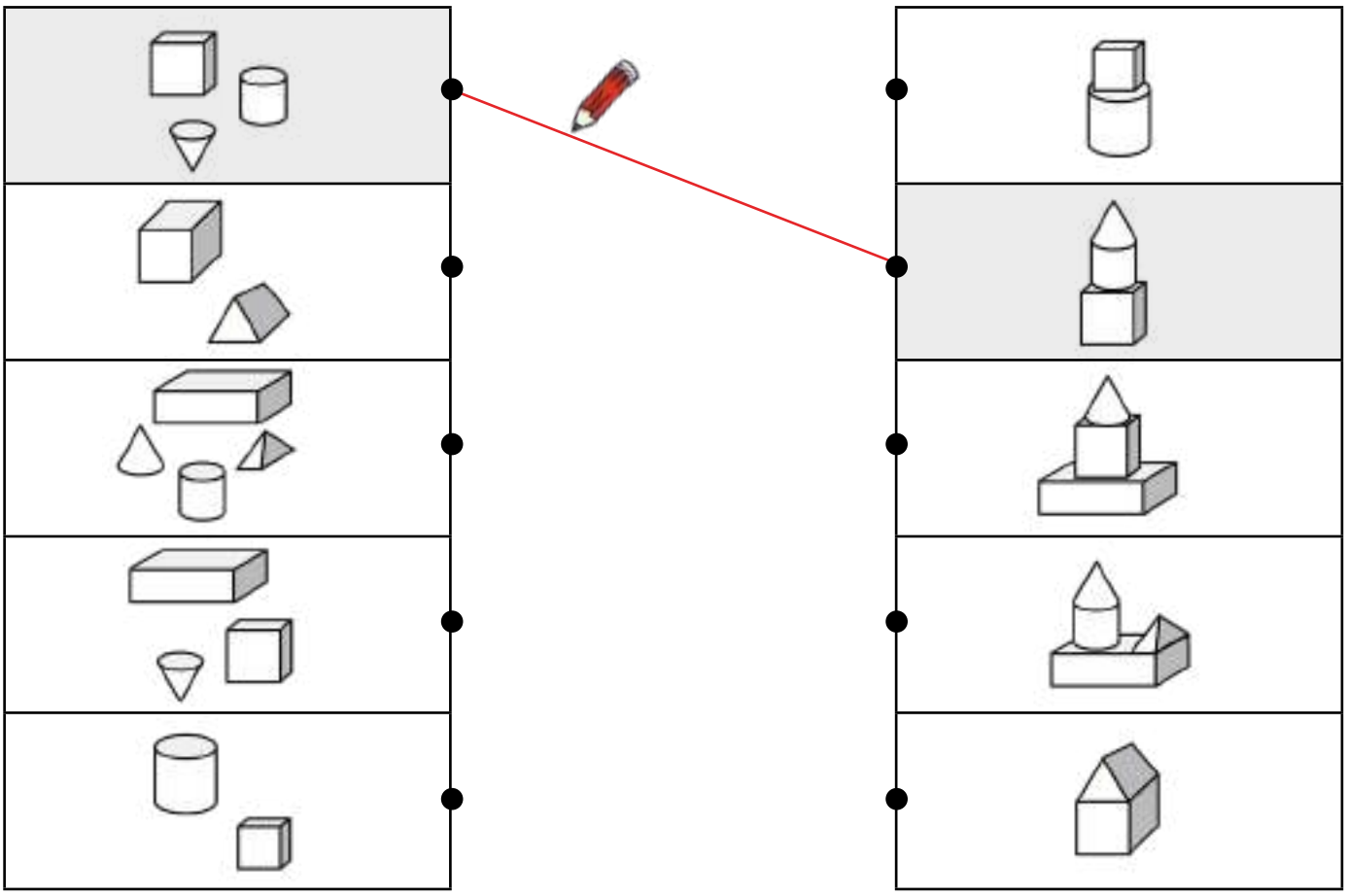
## 2 Biyela ngesangqa iseti yezinto ezikhoyo ezisetyenzisiweyo ukwakha incochoyi.

Circle the set of objects used to build the tower.



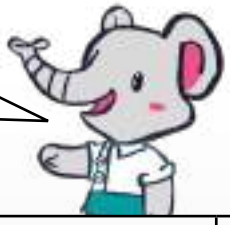
## 3 Krwela imigca ukuze utshatise izinto ezine-3D neencochoyi.

Draw lines to match the 3-D objects to the towers.



# Indawo neembonakalo
## Position and views

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING




| imbonakalo yangaphambili<br>front view | imbonakalo yangaphezulu<br>top view | imbonakalo yasecaleni<br>side view |
|---|---|---|
|  |  |  |

**1** Jonga le mifanekiso. Yeyiphi imbonakalo oyibonayo: **yeyangaphambili**, **yeyasecaleni** okanye **yeyangaphezulu**?
Look at the pictures. What view do you see: **front view**, **side view** or **top view**?

| | | | |
|---|---|---|---|
|  |  |  |  |
| yeyangaphambili<br>front view | | | |
|  |  |  |  |
| | | | |
|  |  |  |  |
| | | | |

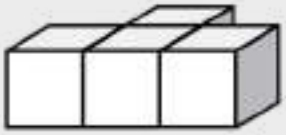
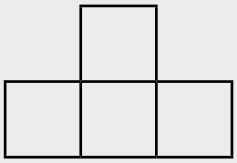
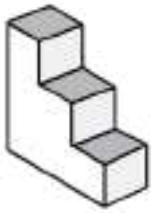
## 2 Bhala impendulo echanekileyo.

Write the correct answer.

| Ibhola ... ibhokisi.<br>The ball is ... the box. | | | | |
|---|---|---|---|---|
| | ingasemva<br>behind | ingaphambili<br>in front of | isecaleni<br>next to | ingaphezulu<br>on top of |
|  | | | | ✓ |
|  | | | | |
|  | | | | |
|  | | | | |

## 3 Zoba iimbonakalo.

Draw the views.

| | imbonakalo yangaphezulu<br>top view | imbonakalo yangaphambili<br>front view | imbonakalo yasecaleni<br>side view |
|---|---|---|---|
|  |  |  |  |
|  | | | |
|  | | | |

# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

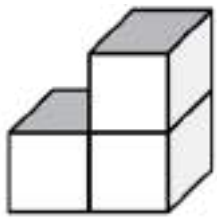
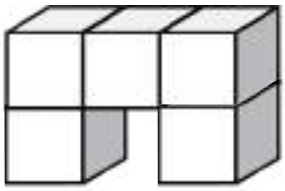
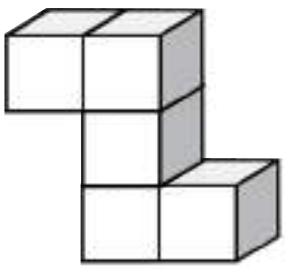
**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| iprizimu | prism |
| isilinda | cylinder |
| ingqukumba | sphere |
| iyaqengqeleka kwaye iyatyibilika | roll and slide |
| amacala asicaba nangqukuva | flat and curved sides |
| imbonakalo yangaphambili, eyasecaleni neyangaphezulu | front, side and top view |

## 1 Zoba iimbonakalo.

Draw the views.

| | imbonakalo yangaphezulu<br>top view | imbonakalo yangaphambili<br>front view | imbonakalo yasecaleni<br>side view |
|---|---|---|---|
|  | | | |
|  | | | |
|  | | | |

## 2 Bhala impendulo echanekileyo.

Write the correct answer.

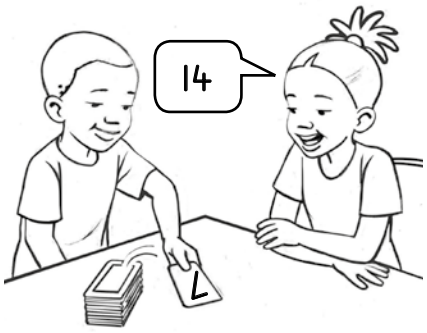
| | iyaqengqeleka<br>roll | iyatyibilika<br>slide | iyaqengqeleka kwaye iyatyibilika<br>roll and slide |
|---|---|---|---|
|   | | |  |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

# Ukuphinda kabini kwenza amaqela alinganayo amabini
Double is two equal groups

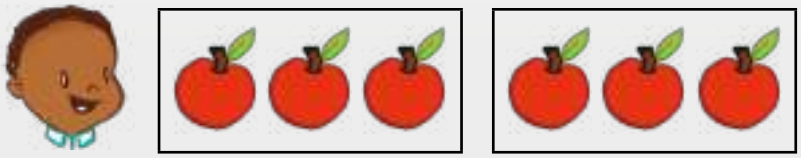
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phinda kabini
Game: Fast maths with cards – double

- Beka amakhadi amanani aqala ku-0 ukuya kwi-10 abe sisicuku.
  Put the 0 to 10 number cards into a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Liphinde kabini!
  Double!




UAli unama-apile ama-3. Ufumana amanye ama-3 ngaphezulu.
Ali has 3 apples. He gets 3 more.





**Ukuphinda kabini ngamaqela ama-2 alinganayo. Siphinda inani ka-2.**
Double is 2 equal groups. We repeat a number 2 times.

**Ezi-3 eziphindwe kabini zenza ezi-6.**
Double 3 is 6.

3 + 3 = 6
2 x 3 = 6

## 1 Kopa amachokoza ukuphinda kabini.
Copy the dots to double.



Ezi-3 eziphindwe kabini zenza ____.
Double 3 is ____.

3 + 3 = ____

2 x 3 = ____

Zingaphi izi-3 kwisi-6? ____
How many 3s in 6? ____



Ezi-2 eziphindwe kabini zenza ____.
Double 2 is ____.

2 + 2 = ____

2 x 2 = ____

Zingaphi izi-2 kwisi-4? ____
How many 2s in 4? ____



Ezi-4 eziphindwe kabini zenza ____.
Double 4 is ____.

4 + 4 = ____

2 x 4 = ____

Zingaphi izi-4 kwisi-8? ____
How many 4s in 8? ____

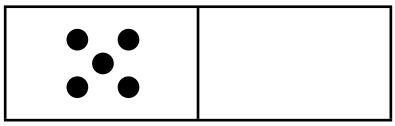
## 2 Gqibezela amachokoza edomino ukuze uphinde kabini.

Complete the domino dots to double.



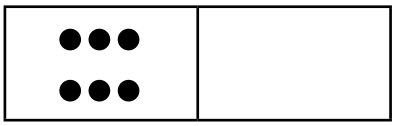
Ezi-4 eziphindwe kabini zenza ____.

Double 4 is ____.



Ezi-5 eziphindwe kabini zenza ____.

Double 5 is ____.



Ezi-6 eziphindwe kabini zenza ____.

Double 6 is ____.

## 3

| Xa ndiphinda kabini<br>When I double | zenza<br>I get |
|---|---|
| 1 | 2 |
| 2 | 4 |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

| Phinda kabini<br>Double | |
|---|---|
| 1 | 2 |
| 2 | 4 |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

## 4 Masiphinde kabini imali yethu.

Let's double our money.



Phinda kabini i-R2

Double R2 R4



Phinda kabini i-R5

Double R5



Phinda kabini i-R10

Double R10

## 5 Fumana isiphindwa kabini. Dibanisa.

Find the double. Then add.

10

5 + 3 + 5 = 13

4 + 4 + 3 = ____

3 + 5 + 3 = ____

10 + 4 + 10 = ____

6 + 3 + 6 = ____

7 + 7 + 4 = ____

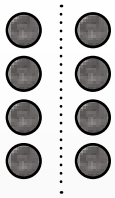
8 + 8 + 4 = ____

# Ukuphinda kabini amanani amakhulu
## Doubling bigger numbers

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

### Phinda kabini isi-4

Double 4



Phinda kabini isi-4: 8

Double 4: 8

4 + 4 = 8

2 x 4 = 8

Kukho oo-4 ababini kusi-8.

There are two 4s in 8.

### Phinda kabini i-10

Double 10

10 | 10

Phinda kabini i-10: 20

Double 10: 20

10 + 10 = 20

2 x 10 = 20

Kukho ama-10 amabini kuma-20.

There are two 10s in 20.

### Phinda kabini i-12

Double 12

10 | 10

10 | 10

Phinda kabini i-12: 24

Double 12: 24

12 + 12 = 24

2 x 12 = 24

Kukho oo-12 ababini ku-24.

There are two 12s in 24.



**Ukuphinda kabini inani kumalunga nokuthatha inani elinye ka-2.**

Doubling a number is about taking the same number 2 times.

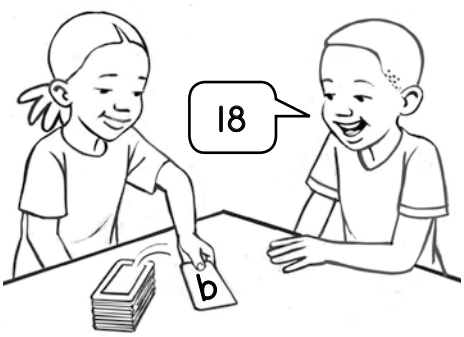
## 1 Phinda kabini.

Double.

| | | |
|---|---|---|
| 5<br>Isi-5 esiphindwe kabini li-____.<br>Double 5 is ___. | 6<br>Isi-6 esiphindwe kabini li-____.<br>Double 6 is ___. | 8<br>Isi-8 esiphindwe kabini li-____.<br>Double 8 is ___. |
| 10<br>I-10 eliphindwe kabini ngama-____.<br>Double 10 is ___. | 13<br>I-13 eliphindwe kabini ngama-____.<br>Double 13 is ___. | 15<br>I-15 eliphindwe kabini ngama-____.<br>Double 15 is ___. |

**Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phinda kabini**
Game: Fast maths with cards – double

- Yenza isicuku ngamakhadi amanani aqala ku-0 ukuya ku-10.
  Place number cards 0 to 10 into a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Liphinde kabini!
  Double!




## 2 Gqibezela itheyibhile yokuphinda kabini.

Complete the doubles table.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| phinda kabini<br>double | 2 | 4 | | | | | | | | |

## 3 Phinda kabini.

Double.

| 7 | 17 | 20 |
|---|---|---|
| Isi-7 esiphindwe kabini li-____.<br>Double 7 is ____. | I-17 eliphindwe kabini ngama-____.<br>Double 17 is ____. | Ama-20 aphindwe kabini ngama-____.<br>Double 20 is ____. |

## 4 Phinda kabini.

Double.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | | 10 | | 6 | | 4 | |
| 8 | | 9 | | 15 | | 19 | |

## 5 Fumana iziphindwa kabini. Dibanisa emva koko.

Find the doubles. Then add.

| | |
|---|---|
| 10<br>5 + 6 + 5 = 16 | 4 + 8 + 4 = ____ |
| 3 + 11 + 3 = ____ | 6 + 8 + 6 = ____ |

# Ukwahlula kubini
Halving

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

| umdundu o-1<br>1 hotdog | itshokolethi e-1<br>1 chocolate | ipitsa e-1<br>1 pizza |
|---|---|---|
|  |  |  |
| ihafu half<br>ihafu half | ihafu half<br>ihafu half | ihafu half<br>ihafu half |

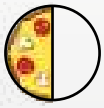


**Xa sisabela abafundi aba-2 ngokulinganayo, umfundi ngamnye ufumana isiqingatha.**

When we share equally between 2 learners, each learner gets half.

## Zingaphi?
How many?

| | Ihafu<br>Halves | Ezipheleleyo<br>Wholes |
|---|---|---|
|  | ihafu e-1<br>1 half | ihafu e-1<br>1 half |
|  | ihafu ezi-2<br>2 halves | into epheleleyo e-1<br>1 whole |
|  | ihafu ezi-3<br>3 halves | into e-1 enesiqingatha<br>1 and a half |
|  | ihafu ezi-4<br>4 halves | izinto ezipheleleyo ezi-2<br>2 wholes |

## 1 Zoba iipitsa!
Draw the pizzas!

| e-1 enehafu<br>1 and a half | 2 | ezi-2 ezinehafu<br>2 and a half | 3 |
|---|---|---|---|
|  |  | | |
| ezi-3 ezinehafu<br>3 and a half | 4 | ezi-4 ezinehafu<br>4 and a half | |

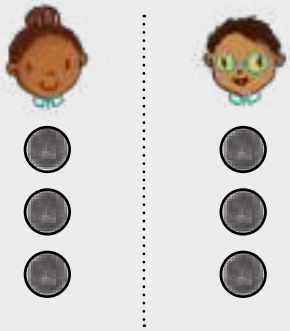
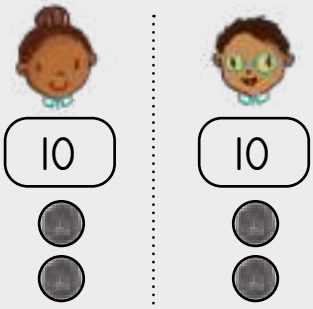
## 2 Qhezu lini elifunyanwa ngumfundi ngamnye? Zingaphi iilekese ezifunyanwa ngumfundi ngamnye?

What fraction does each learner get?
How many sweets does each learner get?



**Xa sisabela abafundi aba-2 ngokulinganayo, umfundi ngamnye ufumana isiqingatha.**

When we share equally between 2 learners, each learner gets half.

| iilekese ezi-6<br>6 sweets | iilekese ezili-12<br>12 sweets | iilekese ezingama-24<br>24 sweets |
|---|---|---|
|  |  |  |
| iqhezu: sisiqingatha<br>fraction: half | iqhezu: sisiqingatha<br>fraction: half | iqhezu: sisiqingatha<br>fraction: half |
| iileskese: 3<br>sweets: | iileskese: 6<br>sweets: | iileskese: 12<br>sweets: |

| iilekese ezili-10<br>10 sweets | iilekese ezili-16<br>16 sweets | iilekese ezingama-22<br>22 sweets |
|---|---|---|
|  |  |  |
| iqhezu:<br>fraction: | iqhezu:<br>fraction: | iqhezu:<br>fraction: |
| iileskese:<br>sweets: | iileskese:<br>sweets: | iileskese:<br>sweets: |

## 3 Isiqingatha se-

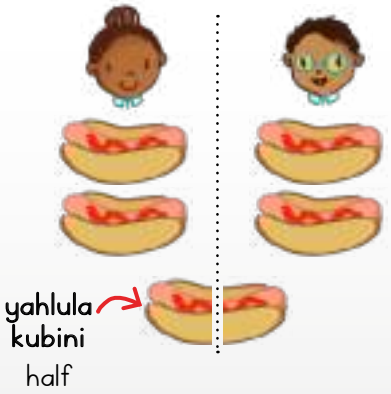
Half of

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | | 8 | | 10 | | 12 | |

# Ukwahlula kubini okunentsalela
## Half with a remainder

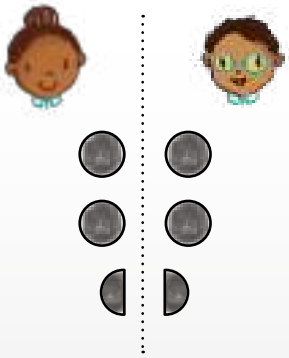
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

### imidundu emi-5
5 hotdogs



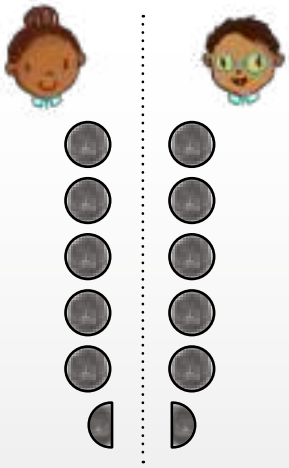

Ihafu ka-5 ngu-2 onehafu.
Half of 5 is 2 and a half.

### imidundu emi-5
5 hotdogs



Ihafu ka-5 ngu-2 onesiqingatha.
Half of 5 is 2 and a half.

### imidundu eli-11
11 hotdogs



Ihafu ka-11 ngu-5 onesiqingatha.
Half of 11 is 5 and a half.



**Ungasebenzisa amachokoza ukubonisa imidundu.**
You can use dots to show hotdogs.

## 1 Yabela abafundi aba-2 ngokulinganayo.
Share equally between 2 learners.

### imidundu emi-3
3 hotdogs

Ihafu ka-3 ngu-____.
Half of 3 is ___.

### imidundu esi-7
7 hotdogs

Ihafu ka-7 ngu-____.
Half of 7 is ___.

### imidundu eli-9
9 hotdogs

Ihafu ka-9 ngu-____.
Half of 9 is ___.

### imidundu eli-15
15 hotdogs

Ihafu ka-15 ngu-____.
Half of 15 is ___.

**Umdlalo: Phinda kabini – yahlula kabini ngeebhloko**
Game: Double and half with blocks



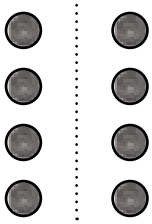
- Yakha u-4.
  Build 4.
- Yakha u-4 ophindwe kabini.
  Build double 4.
- Yahlula u-4 ophindwe kabini kubini.
  Break double 4 in half.
- Phinda kwakhona ngala manani 3, 5, 6, no-10.
  Do again with numbers 3, 5, 6 and 10.



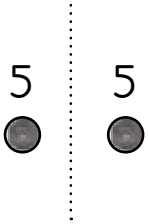
**Cinga ngolwalamano oluphakathi kokwahlula kubini nokuphinda kabini.**
Think about the relationship between half and double.

## 2 Fumana isiphindwa kabini nesiqingatha.

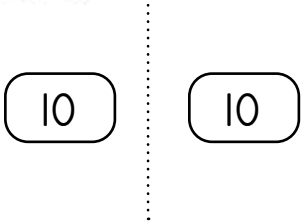
Find double and half.



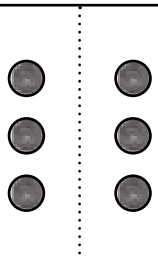
Isi-4 esiphindwe kabini sisi-____.
Double 4 is ____.
Isiqingatha sika-8 sisi-____.
Half of 8 is ____.



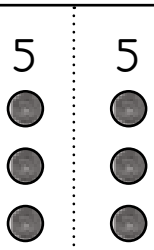

Isi-6 esiphindwe kabini li-____.
Double 6 is ____.
Isiqingatha se-12 sisi-____.
Half of 12 is ____.



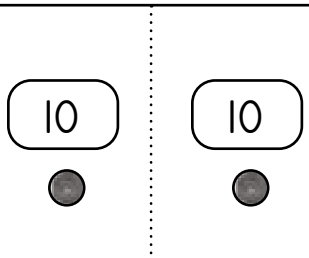

I-10 eliphindwe kabini ngama-____.
Double 10 is ____.
Isiqingatha sama-20 li-____.
Half of 20 is ____.



Isi-3 esiphindwe kabini sisi-____.
Double 3 is ____.
Isiqingatha sika-6 sisi-____.
Half of 6 is ____.




Isi-8 esiphindwe kabini li-____.
Double 8 is ____.
Isiqingatha sika-16 sisi-____.
Half of 16 is ____.




I-11 eliphindwe kabini ngama-____.
Double 11 is ____.
Isiqingatha sama-22 li-____.
Half of 22 is ____.

# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

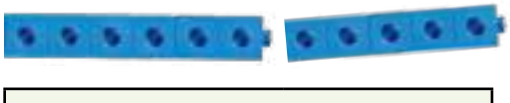
**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| phinda kabini | double |
| Iikeyiki ezi-3 eziphindwe kabini zenza iikeyiki ezi-6. | Double 3 cakes is six cakes. |
| isi-3 esiphindwe kabini sisi-6 | double 3 is 6 |
| Xa ndisahlulela abafundi aba-2 ngokulinganayo, umfundi ngamnye ufumana isiqingatha. | When I share something equally between 2 learners, each learner receives half. |
| Isiqingatha sesithandathu sisithathu. | Half of six is three. |
| isiqingatha esinye | one half |
| iziqingatha ezibini | two halves |
| into enye epheleleyo | one whole |

## 1 Gqibezela iitheyibhile zamanani.

Complete the number tables.





## Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.

Write 2 addition and 2 subtraction number sentences.

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| | |
| | |

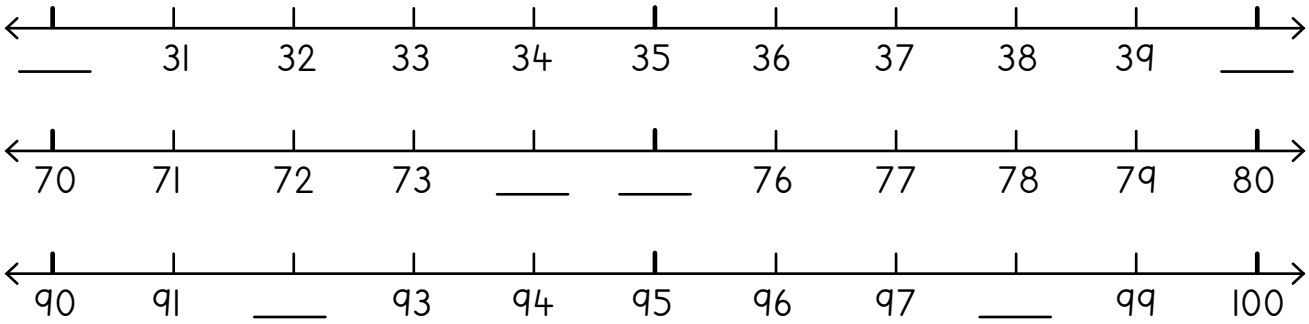
## 2 Yandisa ipatheni.

Extend the pattern.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 31 | 32 | 33 | | | | | | | |
| 38 | 39 | 40 | | | | | | | |
| 100 | 99 | 98 | | | | | | | |

## 3 Gqibezela.

Complete.



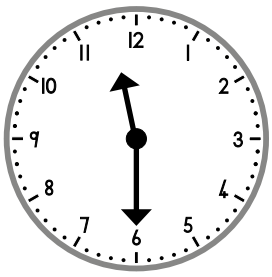

## 4 Dibanisa okanye uthabathe.

Add or subtract.

| | | |
|---|---|---|
| 92 + 4 = ___ | 94 + 3 = ___ | 96 + 4 = ___ |
| 95 – 3 = ___ | 98 – 4 = ___ | 97 – 3 = ___ |

## 5 Ngubani ixesha?

What is the time?



_____

_____

## 6

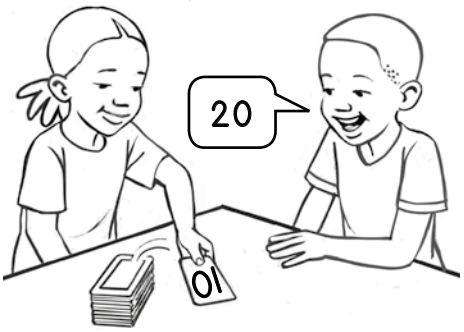
| isiqingatha<br>halve | | phinda kabini<br>double |
|---|---|---|
| 5 | 10 | 20 |
| | 50 | |
| | 5 | |
| | 12 | |

# Ukuphindaphinda ngo-2
Multiplying by 2

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2
Game: Fast maths with cards – multiply by 2

- Yenza isicuku samakhadi aqala ku-0 aye kwi-10.
  Place number cards 0 to 10 into a pile.
- Guqula ikhadi libe linye.
  Flip over one card.
- Phindaphinda ngo-2.
  Multiply by 2.




**1**

| abafundi<br>learners | izihlangu<br>shoes | isivakalisi manani<br>number sentence |
|---|---|---|
| 1 | 2 | 1 x 2 = 2 |
| 4 | | |
| 5 | | |
| 3 | | |

Uphindaphindo lumalunga nokuphinda kwakhona amaqela alinganayo.
Multiplication is about repeating equal groups.



**2**



| | |
|---|---|
| iiperi zezihlangu<br>pairs of shoes | |
| izihlangu<br>shoes | |



| | |
|---|---|
| iiperi zezihlangu<br>pairs of shoes | |
| izihlangu<br>shoes | |

**3**

| abafundi<br>learners | 1 | 2 | 3 | 4 | | | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| izihlangu<br>shoes | 2 | | | | 10 | 12 | | | | |

**4**



| | |
|---|---|
| Zingaphi iibhayisekile?<br>How many bicycles? | |
| Mangaphi amavili?<br>How many wheels? | |

**5**



| iibhayisekile<br>bicycle | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amavili<br>wheels | 2 | 4 | | | | | | | | |

**6** Mangaphi amavili?

How many wheels?

| | |
|---|---|
| 3 _____ amavili<br>wheels | 6 _____ amavili<br>wheels |
| 7 _____ amavili<br>wheels | 10 _____ amavili<br>wheels |

**7** Bangaphi:

How many:

| | | | |
|---|---|---|---|
| oo-2 ku-6?<br>2s in 6? | | oo-2 ku-8?<br>2s in 8? | |
| oo-2 ku-10?<br>2s in 10? | | oo-2 ku-12?<br>2s in 12? | |
| oo-2 ku-16?<br>2s in 16? | | oo-2 ku-20?<br>2s in 20? | |

**8** Itekisi ibiza i-R2 ngomfundi omnye.

The taxi costs R2 for one learner.



| | |
|---|---|
| Ibiza malini ngabafundi aba-5?<br>How much does it cost for 5 learners? | |
| Ibiza malini ngabafundi abasi-8?<br>How much does it cost for 8 learners? | |

USUKU 2 • DAY 2

# Ukuphindaphinda ngo-10
Multiplying by 10

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1



| | |
|---|---|
| abafundi? learners? | |
| iminwe? fingers? | |



| | |
|---|---|
| abafundi? learners? | |
| iminwe? fingers? | |

**Xa siphindaphinda nge-10, sicinga ngamaqela ama-10.**
When we multiply 10s, we think about groups of 10.



## 2 Bala ngama-10.
Count in 10s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 20 | 30 | | | | | | | |

## 3

| abafundi learners | 1 | 2 | 3 | 4 | | | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iminwe fingers | 10 | 20 | | | 50 | 60 | | | | |

## 4

| abafundi learners | iminwe fingers | isivakalisi manani number sentence |
|---|---|---|
| 1 | 10 | 1 x 10 = 10 |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 10 | | |

## 5



| | |
|---|---|
| Zingaphi iibhokisi?<br>How many boxes? | |
| Zingaphi iikhrayoni?<br>How many crayons? | |

| iibhokisi<br>boxes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iikhrayoni<br>crayons | 10 | 20 | | | | | | | | |

## 6 Zingaphi iikhrayoni?

How many crayons?

| | |
|---|---|
| 3 _____ iikhrayoni<br>crayons | 6 _____ iikhrayoni<br>crayons |
| 5 _____ iikhrayoni<br>crayons | 10 _____ iikhrayoni<br>crayons |

## 7

| | | | |
|---|---|---|---|
| 3 x 10 = ____ | 5 x 10 = ____ | 6 x 10 = ____ | 2 x 10 = ____ |
| 1 x 10 = ____ | 4 x 10 = ____ | 8 x 10 = ____ | 10 x 10 = ____ |

## 8 Mangaphi:

How many:

| | | | |
|---|---|---|---|
| ama-10 kuma-60?<br>10s in 60? | | ama-10 kuma-40?<br>10s in 40? | |
| ama-10 kwi-100?<br>10s in 100? | | ama-10 kuma-50?<br>10s in 50? | |

## 9 Ipeni enye ixabisa i-R10.

One pen costs R10.



| | |
|---|---|
| Zixabisa malini iipeni ezi-4?<br>How much do 4 pens cost? | |
| Zixabisa malini iipeni ezisi-7?<br>How much do 7 pens cost? | |

# Ukuphindaphinda ngo-5
Multiplying by 5

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1



| | |
|---|---|
| izandla? hands? | |
| iminwe? fingers? | |



| | |
|---|---|
| izandla? hands? | |
| iminwe? fingers? | |

Sibala ngezi-5. Isandla esinye sineminwe emi-5!
We count in 5s. One hand has 5 fingers!



## 2 Bala ngezi-5.
Count in 5s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | 15 | | | | | | | |

## 3

| izandla hands | 1 | 2 | 3 | 4 | | | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iminwe fingers | 5 | | | | 25 | 30 | | | | |

## 4

| izandla hands | iminwe fingers | isivakalisi manani number sentence |
|---|---|---|
| 1 | 5 | 1 x 5 = 5 |
| 4 | 20 | 4 x 5 = 20 |
| 3 | | |
| 5 | | |
| 6 | | |
| 2 | | |
| 7 | | |
| 10 | | |

**5**



| | |
|---|---|
| Zingaphi izitafishi?<br>How many starfish? | |
| Zingaphi iingalo zizonke?<br>How many arms altogether? | |

| istafishi<br>starfish | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iingalo<br>arms | 5 | 10 | | | | | | | | |

**6** Zingaphi iingalo?

How many arms?

| | |
|---|---|
| 3 _____ iingalo<br>arms | 6 _____ iingalo<br>arms |
| 5 _____ iingalo<br>arms | 10 _____ iingalo<br>arms |

**7**

| | | | |
|---|---|---|---|
| 3 x 5 = ____ | 5 x 5 = ____ | 6 x 5 = ____ | 2 x 5 = ____ |
| 1 x 5 = ____ | 4 x 5 = ____ | 8 x 5 = ____ | 10 x 5 = ____ |

**8** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-5 kwi-15?<br>5s in 15? | | izi-5 kwi-10?<br>5s in 10? | |
| izi-5 kuma-25?<br>5s in 25? | | izi-5 kuma-20?<br>5s in 20? | |

**9** Iapile elinye lixabisa i-R5.

One apple costs R5.

| | |
|---|---|
| Axabisa malini ama-apile ama-5?<br>How much do 5 apples cost? | |
| Axabisa malini ama-apile ali-9?<br>How much do 9 apples cost? | |

USUKU 4 • DAY 4

# Ukusombulula iingxaki zemali
## Solving money problems

IZIBALO ZENTLOKO / MENTAL MATHS → UPHUHLISO LWENGQIQO / CONCEPT DEVELOPMENT → UMSEBENZI WEQELA / GROUP WORK → UMDLALO / GAME → IMISEBENZI / ACTIVITIES → UKUSOMBULULA INGXAKI / PROBLEM SOLVING

**1**



| | |
|---|---|
| Zingaphi iingqekembe? How many coins? | |
| Zingaphi iirandi? How many rand? | |

**2**



| iingqekembe coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iirandi rand | 2 | 4 | | | | | | | | |

**3**

| | | | |
|---|---|---|---|
| 2 x 2 = ____ | 10 x 2 = ____ | 3 x 2 = ____ | 4 x 2 = ____ |
| 1 x 2 = ____ | 5 x 2 = ____ | 6 x 2 = ____ | 8 x 2 = ____ |

**4** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-2 kwisi-4? 2s in 4? | | izi-2 kwi-10? 2s in 10? | |
| izi-2 kwi-14? 2s in 14? | | izi-2 kuma-20? 2s in 20? | |

**5**



| | |
|---|---|
| Zingaphi iimali ezingamaphepha? How many notes? | |
| Zingaphi iirandi? How many rand? | |

**6**



| imali engamaphepha notes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iirandi rand | 10 | 20 | | | | | | | | |

**7**

| | | | |
|---|---|---|---|
| 2 x 10 = ____ | 5 x 10 = ____ | 3 x 10 = ____ | 4 x 10 = ____ |
| 1 x 10 = ____ | 10 x 10 = ____ | 6 x 10 = ____ | 8 x 10 = ____ |

**8** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-5 kuma-30?<br>5s in 30? | | izi-5 kuma-80?<br>5s in 80? | |
| izi-5 kuma-50?<br>5s in 50? | | izi-5 kwi-100?<br>5s in 100? | |

**9**



| | |
|---|---|
| Zingaphi iingqekembe?<br>How many coins? | |
| Zingaphi iirandi?<br>How many rand? | |

**10**



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iingqekembe<br>coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iirandi<br>rand | 5 | 10 | | | | | | | | |

**11**

| | | | |
|---|---|---|---|
| 2 x 5 = ____ | 5 x 5 = ____ | 3 x 5 = ____ | 4 x 5 = ____ |
| 1 x 5 = ____ | 10 x 5 = ____ | 6 x 5 = ____ | 8 x 5 = ____ |

**12** Mangaphi:

How many:

| | | | |
|---|---|---|---|
| ama-10 kuma-30?<br>10s in 30? | | ama-10 kuma-80?<br>10s in 80? | |
| ama-10 kuma-70?<br>10s in 70? | | ama-10 kuma-90?<br>10s in 90? | |

# Ukubethelela
Consolidation

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Masithethe ngeMaths!

**Let's talk Maths!**



| NgesiXhosa sithi: | In English we say: |
|---|---|
| isibini esiphindaphindwe kane | two multiplied by four |
| Zingaphi izibini kwisi-8? | How many twos in 8? |
| isihlanu esiphindaphindwe kathathu | five multiplied by three |
| Zingaphi izihlanu kwi-15? | How many fives in 15? |
| ishumi eliphindaphindwe kane | ten multiplied by four |
| Mangaphi amashumi kuma-40? | How many tens in 40? |
| Amashumi amane angaphezulu ngeshumi kunamashumi amathathu. | Forty is ten more than thirty. |
| Amashumi amathathu angaphantsi ngeshumi kunamashumi amane. | Thirty is ten less than forty. |
| Amashumi amane aza emva kwamashumi amathathu. | Forty comes after thirty. |
| Amashumi amathathu aza phambi kwamashumi amane. | Thirty comes before forty. |

**1**



| | |
|---|---|
| Zingaphi iibhayisekile? How many bicycles? | |
| Mangaphi amavili? How many wheels? | |



| | |
|---|---|
| izandla? hands? | |
| iminwe? fingers? | |



| | |
|---|---|
| iibhokisi? boxes? | |
| iikhrayoni? crayons? | |



| | |
|---|---|
| iingqekembe? coins? | |
| iirandi? rand? | |

## 2 Zoba iipitsa!

Draw the pizzas!

| e-1 enehafu<br>1 and a half | 2 | ezi-2 ezinehafu<br>2 and a half | 3 |
|---|---|---|---|

## 3 Gqibezela itheyibhile yamanani.

Complete the number table.



| | |
|---|---|
| | |

## Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.

Write 2 addition and 2 subtraction number sentences.

| ezokudibanisa<br>addition | ezokuthabatha<br>subtraction |
|---|---|
| 7 + 4 = 11 | 11 – 4 = 7 |
| | |

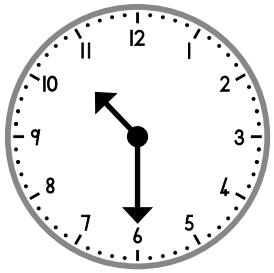
## 4 Dibanisa okanye uthabathe.

Add or subtract.

| | | |
|---|---|---|
| 54 + 3 = ____ | 75 + 3 = ____ | 82 + 6 = ____ |
| 59 – 3 = ____ | 76 – 5 = ____ | 87 – 4 = ____ |

## 5 Ngubani ixesha?

What is the time?

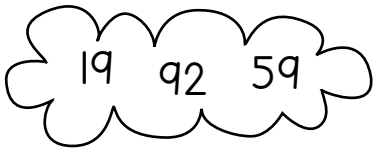


_____

_____

## 6 Cwangcisa uqale kwelona lincinci uye kwelona likhulu.

Order from small to large.




____ ____ ____

## 7 Bala.

Calculate.

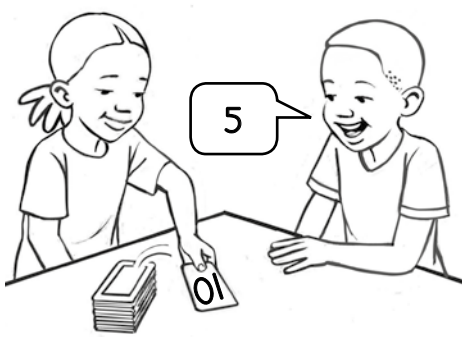
| yahlula kubini<br>halve | | | | phinda kabini<br>double | | | |
|---|---|---|---|---|---|---|---|
| 9 | | 10 | | 9 | | 10 | |

# Ukudibanisa nokuthabatha
Addition and subtraction

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini
Game: Fast maths with cards – halve

- Yenza isicuku samakhadi aqala ku-0 ukuya kwi-10.
  Put number cards 0 to 10 in a pile.
- Guqula ikhadi libe linye.
  Flip over one card.
- Bala isiqingatha!
  Calculate half!




## 1 Bhala amanani ashiyiweyo.
Write the missing numbers.

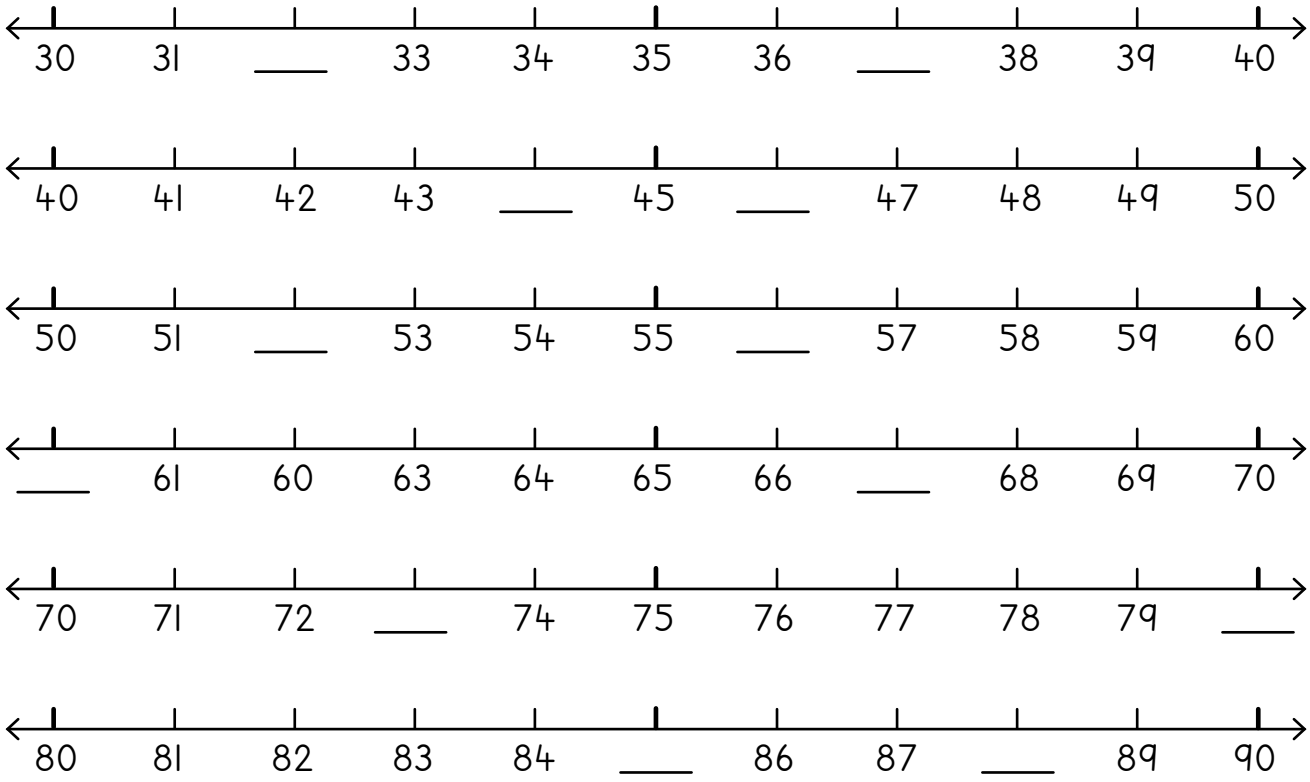
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| | | | | | | | | | |
| | 52 | | | | | | | | 60 |
| | | | | | | | | | |
| | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| | | | | | | | | | |

## 2 Dibanisa okanye uthabathe.
Add or subtract.

| | | |
|---|---|---|
| 35 + 3 = ____ | 41 + 5 = ____ | 63 + 6 = ____ |
| 48 – 4 = ____ | 57 – 5 = ____ | 78 – 4 = ____ |
| 45 + 10 = ____ | 68 + 10 = ____ | 89 + 10 = ____ |
| 43 – 10 = ____ | 56 – 10 = ____ | 78 – 10 = ____ |

## 3 Gqibezela.

Complete.




## 4 Yandisa ipatheni.

Extend the pattern.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 76 | 77 | 78 | | | | | | | |
| 84 | 83 | 82 | | | | | | | |
| 3 | 13 | 23 | | | | | | | |
| 109 | 99 | 89 | | | | | | | |
| 102 | 92 | 82 | | | | | | | |
| 94 | 93 | 92 | | | | | | | |

# Ukucwangcisa amanani nokwahlula kubini
## Ordering numbers and halving

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

### 1 Bala ngezi-2.
Count in 2s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 4 | | | | | | | | |
| 84 | 82 | | | | | | | | |

### Bala ngezi-5.
Count in 5s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | | | | | | | | |
| 45 | 40 | | | | | | | | |

### Bala ngama-10.
Count in 10s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 20 | | | | | | | | |
| 110 | 100 | | | | | | | | |

### 2 Cwangcisa amanani uqale kwelona lincinci uye kwelona likhulu.
Order numbers from smallest to greatest.

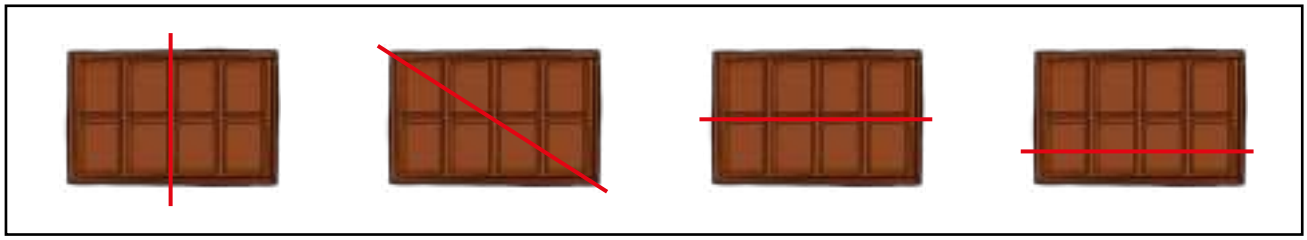
| | | |
|---|---|---|
| 30 40 70 100<br>___ ___ ___ ___ | 83 39 58 18<br>___ ___ ___ ___ | 72 27 70 58<br>___ ___ ___ ___ |

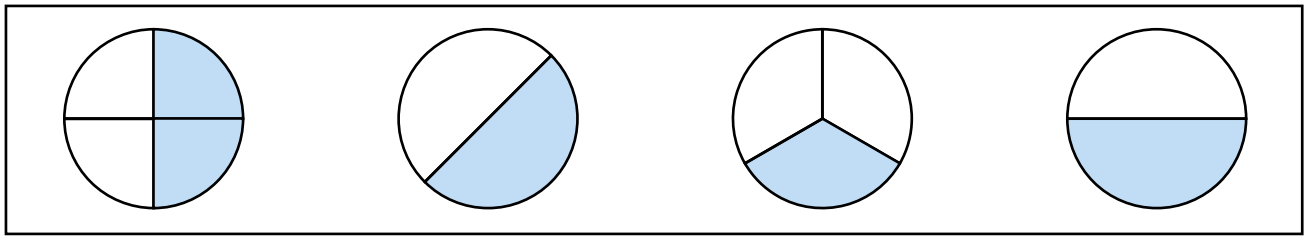
### 3 Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
Order numbers from greatest to smallest.

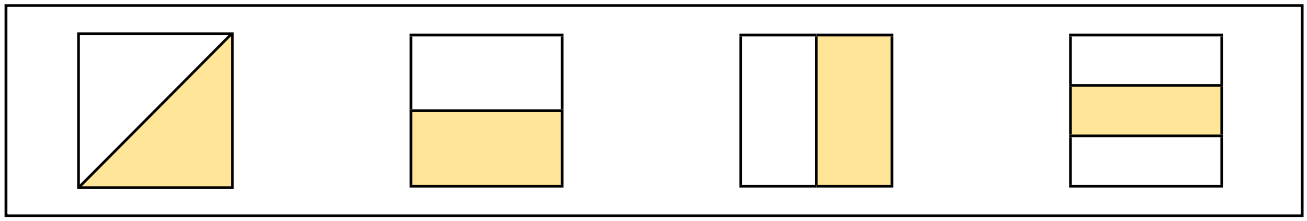
| | | |
|---|---|---|
| 6 66 16 60<br>___ ___ ___ ___ | 93 56 26 41<br>___ ___ ___ ___ | 47 72 81 85<br>___ ___ ___ ___ |

## 4 Biyela imifanekiso ebonisa isiqingatha kwiqela ngalinye.

Circle the pictures in each group that show half.







## 5 Tshatisa.

Match.

| | |
|---|---|
| iihafu ezi-2<br>2 halves | e-1 nehafu e-1<br>1 and 1 half |
| iihafu ezi-3<br>3 halves | ezimbini eziphelelelyo<br>two wholes |
| iihafu ezi-4<br>4 halves | enye ephelelelyo<br>one whole |
| iihafu ezi-5<br>5 halves | ezi-2 ezinehafu e-1<br>2 and 1 half |

## 6 Zoba iipitsa.

Draw the pizzas.

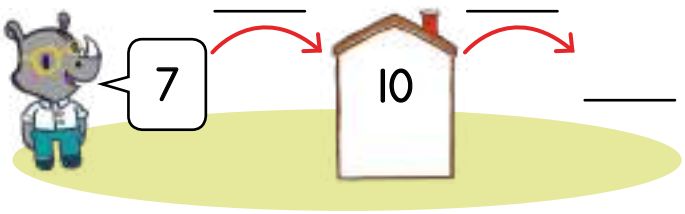
| | | | |
|---|---|---|---|
| e-1 enehafu<br>1 and a half | 3 | ezi-3 ezinehafu<br>3 and a half | 4 |

# Ukudibanisa nokuthabatha
## Addition and subtraction

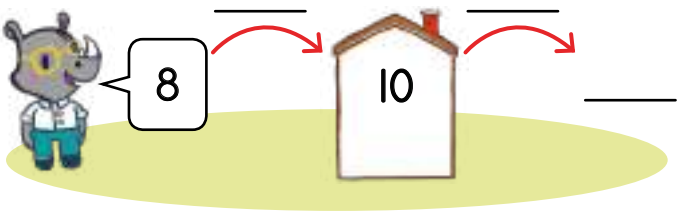
IZIBALO ZENTLOKO (MENTAL MATHS) · UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

## 1 Dibanisa ngokuya kwi-10.
Add by visiting the 10.

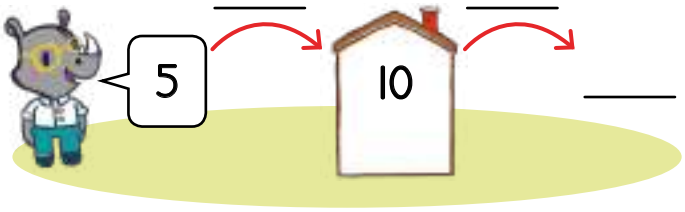
7 + 5 =



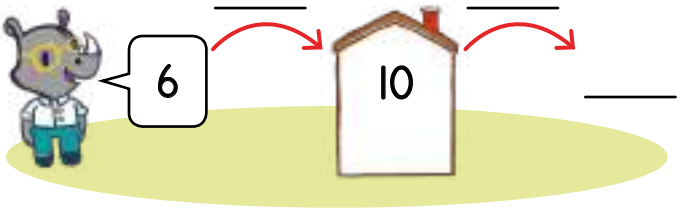

8 + 6 =




5 + 9 =

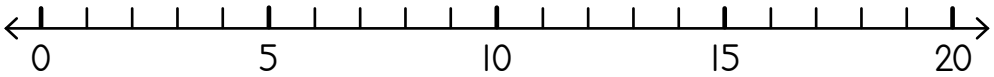



6 + 8 =

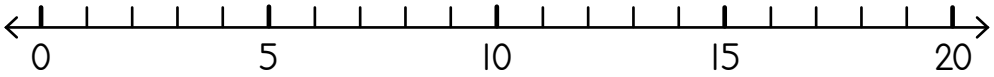



## 2 Dibanisa kumgcamanani. Tyelela i-10!
Add on the number line. Visit the 10!

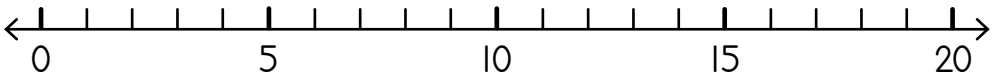
8 + 6 = ____




5 + 7 = ____




7 + 6 = ____




## 3

| | | |
|---|---|---|
| 7 + 5 = ____ | 8 + 4 = ____ | 6 + 5 = ____ |
| 4 + 8 = ____ | 7 + 9 = ____ | 6 + 8 = ____ |

## 4
ULitha uthwala amabhakethi amanzi asi-8. USethu uthwala amabhakethi amanzi ali-9. Mangaphi amabhakethi amanzi abawathweleyo bebobabini?

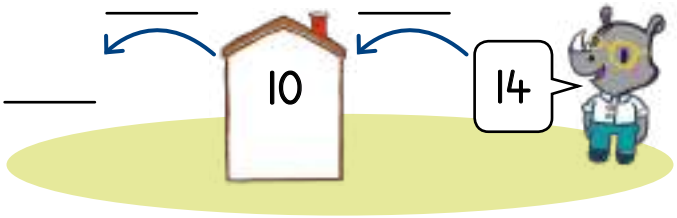


Litha carried 8 buckets of water. Sethu carried 9 buckets.
How many buckets did they carry altogether?

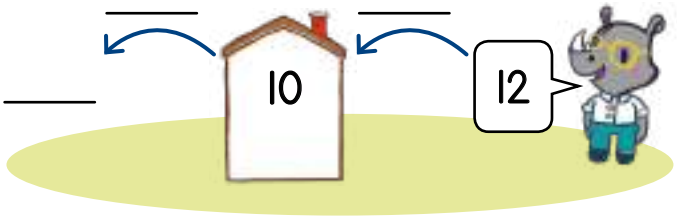
## 5 Thabatha ngokuya kwi-10.

Subtract by visiting the 10.

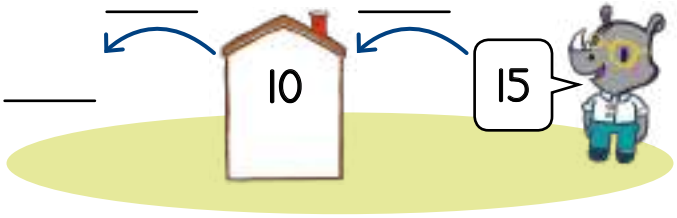
14 – 8 =



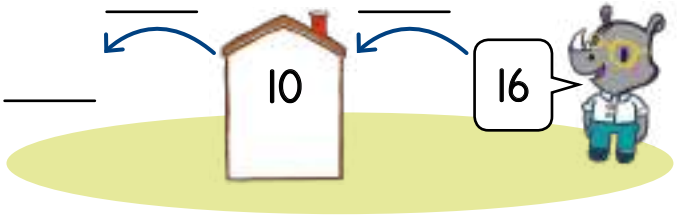

12 – 7 =




15 – 8 =



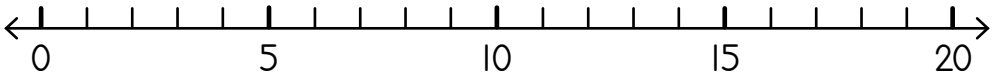

16 – 8 =



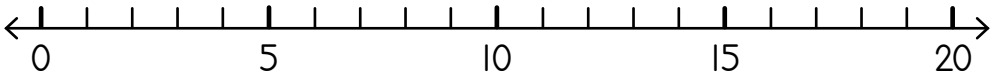

## 6 Thabatha kumgcamanani. Tyelela i-10!

Subtract on the number line. Visit the 10!

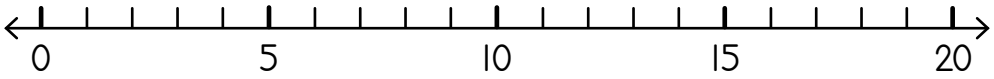
14 – 8 = ____




17 – 9 = ____




13 – 7 = ____




## 7

| | | |
|---|---|---|
| 14 – 6 = ____ | 13 – 7 = ____ | 16 – 9 = ____ |
| 15 – 7 = ____ | 12 – 5 = ____ | 13 – 8 = ____ |

## 8 USina ubhake iikeyiki ezili-13. Uthengise ezisi-7. Zingaphi iikeyiki anazo ngoku?

Sina baked 13 cakes. She sold 7. How many does she have now?



# Ukuphinda kabini nokuphindaphinda ngo-2
## Doubling and multiplying by 2

IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1 Phinda kabini.

Double.

| imidundu eli-12 | imidundu eli-13 | imidundu eli-14 |
|---|---|---|
| 12 hotdogs | 13 hotdogs | 14 hotdogs |
|  |  |  |
| _____ | _____ | _____ |

## 2 Gqibezela itheyibhile yokuphinda kabini.

Complete the doubles table.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| phinda kabini<br>double | 2 | 4 | | | | | | | | |

## 3 Phinda kabini.

Double.

| 8 | 16 | 11 |
|---|---|---|
| Isi-8 esiphindwe kabini senza ____.<br>Double 8 is ____. | I-16 eliphindwe kabini lenza ____.<br>Double 16 is ____. | I-11 eliphindwe kabini lenza ____.<br>Double 11 is ____. |

## 4

| Isiqingatha se-<br>Half of | | | | | | Phinda kabini<br>Double | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | | 20 | | 14 | | 8 | | 10 | | 7 | |

**5**



| | |
|---|---|
| Bangaphi abafundi?<br>How many learners? | |
| Mangaphi amehlo?<br>How many eyes? | |

| abafundi<br>learners | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amehlo<br>eyes | 2 | 4 | | | | | | | | |

**6** Mangaphi?

How many?

| | |
|---|---|
| 3  _____ amehlo<br>eyes | 6  _____ amehlo<br>eyes |
| 5  _____ amehlo<br>eyes | 10  _____ amehlo<br>eyes |

**7**

| | | | |
|---|---|---|---|
| 2 x 3 = ____ | 2 x 5 = ____ | 2 x 6 = ____ | 2 x 2 = ____ |
| 2 x 1 = ____ | 2 x 4 = ____ | 2 x 8 = ____ | 2 x 10 = ____ |

**8** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-2 kwisi-4?<br>2s in 4? | | izi-2 kwisi-8?<br>2s in 8? | |
| izi-2 kwi-10?<br>2s in 10? | | izi-2 kwi-14?<br>2s in 14? | |

**9** Ilekese enye ixabisa i-R2. 

One sweet costs R2.

| | |
|---|---|
| Zixabisa malini iilekese ezi-5?<br>How much do 5 sweets cost? | |
| Zixabisa malini iilekese ezisi-8?<br>How much do 8 sweets cost? | |

# Phindaphinda ngo-5 nange-10
Multiply by 5 and 10

IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 1



| | |
|---|---|
| Zingaphi iibhokisi? How many boxes? | |
| Zingaphi iikhrayoni? How many crayons? | |

| iibhokisi boxes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iikhrayoni crayons | 10 | 20 | | | | | | | | |

## 2 Zingaphi iikhrayoni?
How many crayons?

| | |
|---|---|
| 2 _____ iikhrayoni crayons | 5 _____ iikhrayoni crayons |
| 8 _____ iikhrayoni crayons | 10 _____ iikhrayoni crayons |

## 3

| | | |
|---|---|---|
| 2 x 5 = ____ | 6 x 5 = ____ | 3 x 5 = ____ |
| 2 x 10 = ____ | 6 x 10 = ____ | 3 x 10 = ____ |

## 4 Zingaphi/Mangaphi:
How many:

| | | | |
|---|---|---|---|
| izi-2 kuma-30? 2s in 30? | | izi-5 kuma-50? 5s in 50? | |
| ama-10 kuma-70? 10s in 70? | | izi-5 kwi-100? 5s in 100? | |

## 5 Ijusi enye ixabisa i-R10.
One juice costs R10.



| | |
|---|---|
| Zixabisa malini iijusi ezi-3? How much do 3 juices cost? | Zixabisa malini iijusi ezi-5? How much do 5 juices cost? |

**6**

| | | |
|---|---|---|
|  | izandla?<br>hands? | |
| | iminwe?<br>fingers? | |

**7** Bhala amanani. Biyela ngesangqa amanani athi xa edityanisiwe enze i-10.

Write the numbers. Circle the numbers that add up to 10.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10<br>5 | 0 | 3<br>6 | 4<br>3 | 5 | 1<br>6 | 7<br>1 | 1 | 2<br>9 | 8<br>5 | 7 | 5<br>2 | 4<br>1 | 8 | 3<br>6 |

**8** Mingaphi?

How many?

| | |
|---|---|
| 2  _____ iminwe<br>fingers | 6  _____ iminwe<br>fingers |
| 5  _____ iminwe<br>fingers | 10  _____ iminwe<br>fingers |

**9**

| | | | |
|---|---|---|---|
| 3 x 5 = ____ | 5 x 5 = ____ | 6 x 5 = ____ | 2 x 5 = ____ |
| 1 x 5 = ____ | 4 x 5 = ____ | 8 x 5 = ____ | 10 x 5 = ____ |

**10** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-5 kwi-15?<br>5s in 15? | | izi-5 kuma-25?<br>5s in 25? | |
| izi-5 kuma-20?<br>5s in 20? | | izi-5 kuma-50?<br>5s in 50? | |

**11** Ipakethe yamandongomani ixabisa i-R5.

One bag of peanuts costs R5.



| | |
|---|---|
| Iipakethe ezi-3 zamandongomani zixabisa malini?<br>How much do 3 bags of peanuts cost? | Zixabisa malini iipakethe zamandongomani ezili-10?<br>How much do 10 bags of peanuts cost? |



# Izikwere ezili-100

100 square

(1–100)



| 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 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



# Izikwere ezili-100

100 square

(101–200)



| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
|---|---|---|---|---|---|---|---|---|---|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |
| 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 |
| 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |



# Amagama amanani

Number names



| | |
|---|---|
| 0 | ziro/nothi<br>zero |
| 1 | nye<br>one |
| 2 | mbini<br>two |
| 3 | ntathu<br>three |
| 4 | ne<br>four |
| 5 | ntlanu<br>five |
| 6 | ntandathu<br>six |
| 7 | sixhenxe<br>seven |
| 8 | sibhozo<br>eight |
| 9 | lithoba<br>nine |

| | |
|---|---|
| 10 | ishumi<br>ten |
| 11 | ishumi elinanye<br>eleven |
| 12 | ishumi elinesibini<br>twelve |
| 13 | ishumi elinesithathu<br>thirteen |
| 14 | ishumi elinesine<br>fourteen |
| 15 | ishumi elinesihlanu<br>fifteen |
| 16 | ishumi elinesithandathu<br>sixteen |
| 17 | ishumi elinesixhenxe<br>seventeen |
| 18 | ishumi elinesibhozo<br>eighteen |
| 19 | ishumi elinethoba<br>nineteen |



# Amagama amanani

Number names



| | |
|---|---|
| 10 | ishumi<br>ten |
| 20 | amashumi amabini<br>twenty |
| 30 | amashumi amathathu<br>thirty |
| 40 | amashumi amane<br>forty |
| 50 | amashumi amahlanu<br>fifty |
| 60 | amashumi amathandathu<br>sixty |
| 70 | amashumi asixhenxe<br>seventy |
| 80 | amashumi asibhozo<br>eighty |
| 90 | amashumi alithoba<br>ninety |
| 100 | ikhulu elinye<br>one hundred |



# limilo ze-2D

2-D shapes



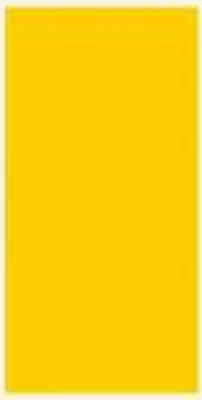


**izangqa**
circle



**okweqanda**
oval





**iingxande**
rectangle





**izikwere**
square









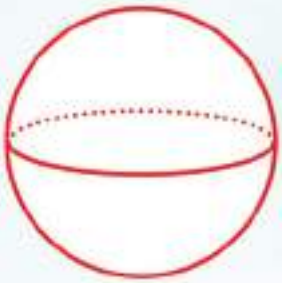
**oonxantathu**
triangle



# Izinto ezine-3D

3-D objects





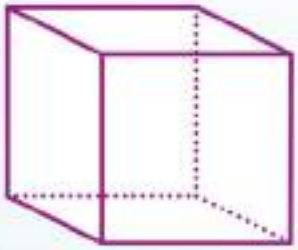
**ingqukumba**
sphere



**ikhowuni**
cone



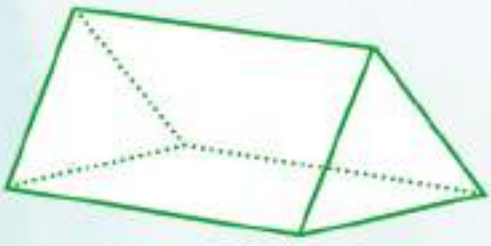
**isilinda**
cylinder



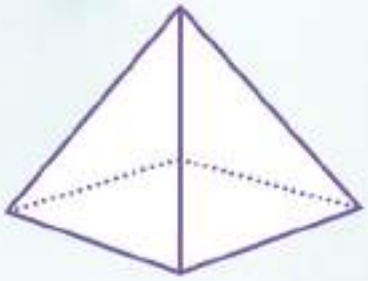
**ityhubhu**
cube



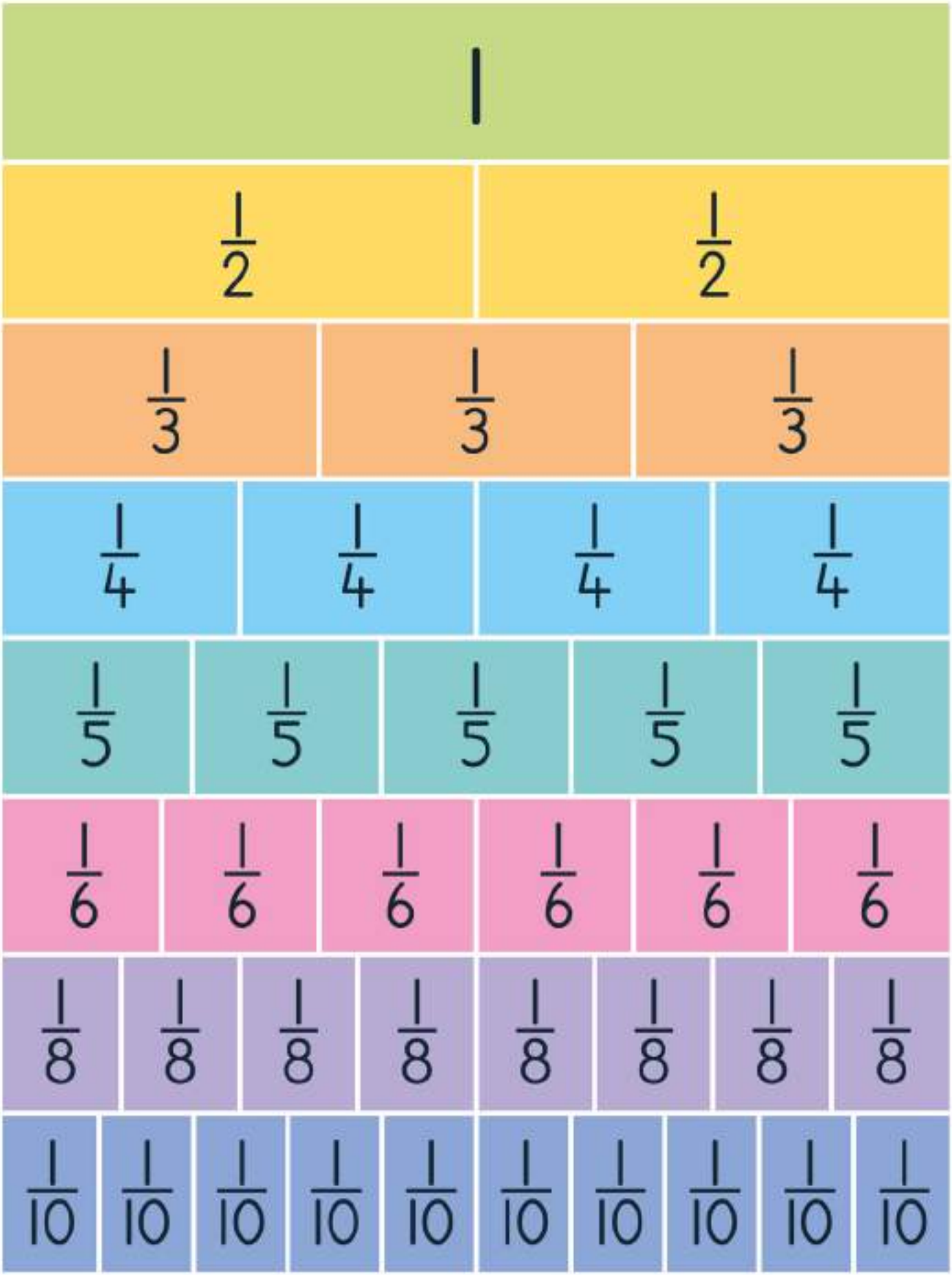
**iprizimu engxande**
rectangular prism



**iprizimu engunxantathu**
triangular prism



**iphiramidi**
pyramid


1
1/2 1/2
1/3 1/3 1/3
1/4 1/4 1/4 1/4
1/5 1/5 1/5 1/5 1/5
1/6 1/6 1/6 1/6 1/6 1/6
1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8
1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10

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