IsiXhosa

# IMathematika

## Mathematics

2

Ikota 1 | Term 1

PILOT




Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

2

Ikota 1 ⋮ Term 1

# IMathematika

## Mathematics

## INcwadi kaTitshala

Teacher's Guide

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.

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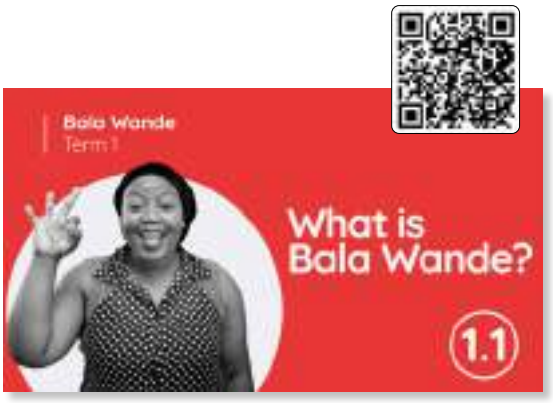
# Inkqubo yeMathematika yeBala Wande

IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya kunjalonje babale ngokuzithemba xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela ukuba abafundi bayiqonde, bayazi imathematika kwaye baqale ukubala ngokuzithemba. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.

Izixhobo zezifundo zeBala Wande zibandakanya Isikhokelo sikaTitshala, INcwadi yomFundi kunye nezinye izixhobo ezisetyenziswa ngootitshala nabafundi ekufundeni (jonga kumaphepha 6 & 7).

## 1. Wamkelekile kwiBanga lesi-2!




Sinqwenela ukuba abafundi babe nemikhwa emihle xa besenza izibalo kwasekuqaleni. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini abazenzela bebodwa abafundi, bacele bajonge emaphepheni baze bakuxelele abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

**Isiqhelo 1:** Siyazikhangela. Ndibona ntoni? Kufuneka ndenze ntoni?
**Isiqhelo 2:** Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?
**Isiqhelo 3:** Sithetha sikhwaza ngezibalo (ngemaths).

Eyona njongo yethu iphambili kulo nyaka kukukhuthaza abafundi ukuba bathethe bakhwaze ngemaths. Yonke imihla, kufuneka ujolise ekubandakanyeni abafundi abaninzi kangangoko kwingxoxo yeklasi yonke. Hamba-hamba uququzelele umsebenzi waseklasini abazenzela bebodwa abafundi – buza imibuzo evavanyayo ngenjongo yokufumanisa ukuba ingaba abafundi bayayiqonda na into abayenzayo. Mamela imibuzo abayibuzayo uze ubaphendule ngokucacileyo.

Beka iliso kubafundi abatsala nzima ngengqiqo yamanani alula. Ukuba kukho abafundi abangawaqondiyo amanani asisiseko aqala ku-0 ukuya kwi-10, banike imisetyenzana eyongeziweyo ukuze basebenze ngamanani akolu luhlu kwaye umane ubabuza ngamanani neebhondi zamanani ezikolu luhlu ude uqonde ukuba bayakwazi ukusebenza ngokuzithemba ngamanani aqala 0 ukuya kwi-10.

Zonke izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inkxaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukutshintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa iilwimi ezininzi xa ucacisa amagama athile emathematika xa kuyimfuneko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba iilwimi xa befundisa ngeenjongo zokunceda abafundi babo babe nokuqonda isigama semathemaetika. Ukuxuba iilwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokunyinwa lulwimi olunye. Esi siqhelo sisetyenziswa nakumazwe ngamazwe kwaye sibizwa ngokuba yi-'translanguaging' ukuwela imida yeelwimi.

KwisiGaba esiSiseko, ukufundisa imathematika nokufundisa ulwimi kwenziwa ngaxeshanye. Inkqubo yeBala Wande ilungiselelwe ukuba ikuxhase kanye ekwenzeni oku.

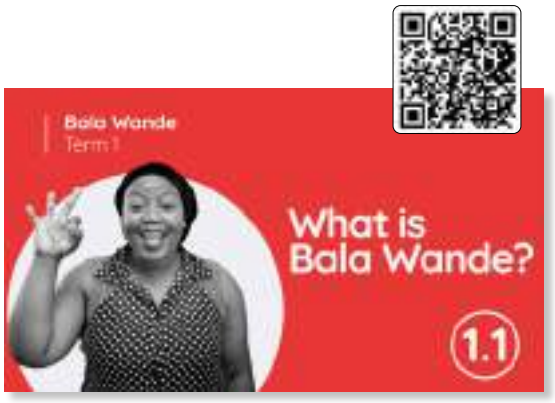
# The Bala Wande Foundation Phase mathematics programme

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

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher's Guide, a Learner's Book and manipulatives for both teacher and learners (see pages 6 & 7).

## 1. Welcome to Grade 2!




We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

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

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

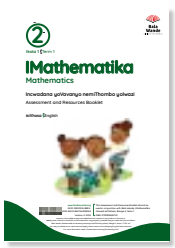
Keep your eye out for learners who are struggling with basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you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

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

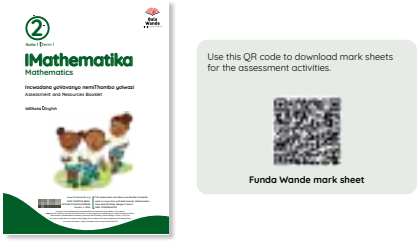
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally and is associated with 'translanguaging'.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

## 2. Izixhobo zokufunda zeBala Wande zabafundi nootitshala

| | |
|---|---|
| **Isikhokelo sikatitshala seBala Wande**<br>• isishwankathelo semiba eza kufundiswa kwiveki nganye<br>• Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4)<br>• imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4)<br>• imisetyenzana yokutyebisa (rhoqo ngeveki – Iintsuku 1–4)<br>• iikopi zamaphepha eeNcwadi zemiSebenzi yabaFundi zeBala Wande zolo suku (ezifakwe ngokulandelelana kwisiKhokelo sikaTishala) ezinezisombululo namanqaku katitshala<br>• uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–8)<br>• ubethelelo (usuku lwesi-5 iiveki 1–10) |  |
| **INcwadi yomFundi yeBala Wande**<br>• imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo<br>• imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela<br>• imidlalo ehambelana nemisebenzi yezifundo |  |
| **Isichazimagama esineelwimi ezimbini**<br>• isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo |  |
| **Iividiyo**<br>• iividiyo zezifundo ezinemifanekiso yaseklasini katitshala efezekisa ezinye zezifundo ezicwangcisiweyo<br>• iividiyo zoqeqesho zinika umfanekiso weklasi enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko |  |
| **Iipowusta**<br>• ikhalenda<br>• irejista yeklasi ekwisakhelo samashumi<br>• iipowusta ezihambelana nezicwangciso zezifundo |  |
| **Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi**<br>• iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini |  |
| **Izixhobo zovavanyo**<br>• isicwangciso sekota sovavanyo<br>• imisebenzi ethethwayo neyenziwayo eneerubriki/enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye)<br>• imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (Iiveki 2–8: jonga Kwincwadana yoVavanyo nemiThombo yolwazi)<br>• Iqhagamshela lekhowudi yeMpendulo eKhawulezayo (QR code) lezakhelo zamaphepha amanqaku | <br> |

## 2. Bala Wande learner and teacher support materials

| | |
|---|---|
| **Bala Wande Teacher's Guide**<br>• overview of the concepts to be taught each week<br>• Mental Maths activities for every day (Days 1–4)<br>• core concept teaching activities supported by posters and manipulatives (Days 1–4)<br>• enrichment activities (weekly – Days 1–4)<br>• copies of the Bala Wande Learner's Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes<br>• assessment for learning (Day 5, Weeks 2–8)<br>• consolidation (Day 5, Weeks 1–10) |  |
| **Bala Wande Learner's Book**<br>• daily activities that align with the lesson activities<br>• daily activities for learners to work on independently or in groups<br>• games aligned with the lesson activities |  |
| **Bilingual dictionary**<br>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples |  |
| **Videos**<br>• lesson videos showing classroom footage of teachers implementing some of the planned lessons<br>• training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase |  |
| **Posters**<br>• a calendar<br>• a ten-frame class register<br>• posters aligned to the lesson plans |  |
| **Manipulatives for the teacher and learners**<br>• a variety of manipulatives for teachers and learners to use in the classroom |  |
| **Tools for assessment**<br>• assessment plan for each term<br>• oral and practical activities with rubrics/checklists (2 per term)<br>• planned assessment tasks and activities for the 5th day of each week (Weeks 2–8: see the Assessment and Resources Booklet)<br>• QR code link to mark sheet templates |  |

# Imithombo ecetyiswayo • Suggested resources

## Iipowusta • Posters

**Ikhalenda**
Calendar




**Irejista yeklasi**
Class register



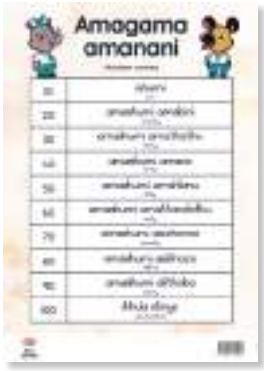

**Izikwere ezili-100 1–100 & 101–200**
100 square
1–100 & 101–200




**Amagama amanani 0–19**
Number names 0–19




**Amagama amanani 10–100 & 100–1000**
Number names 10–100 & 100–1000




**Iintsuku zeveki**
Days of the week




**Iinyanga zonyaka**
Months of the year




**Imali**
Money



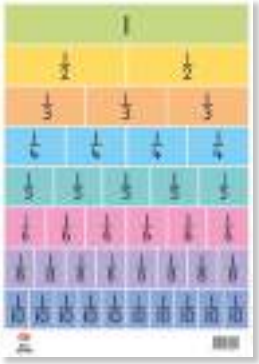
**Iimilo ze-2D**
2-D shapes




**Izinto ezine-3D**
3-D objects




**Udonga lwamaqhezu**
Fraction wall



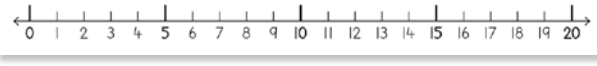
**Iinethi zezinto zemilo ye-3D**
Nets of 3-D objects




**Umgcamanani 0–20 (ongaphawulwanga)**
Number line 0–20 (blank)

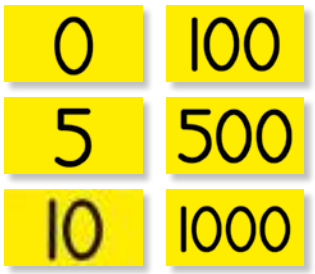


**Umgcamanani 0–20**
Number line 0–20

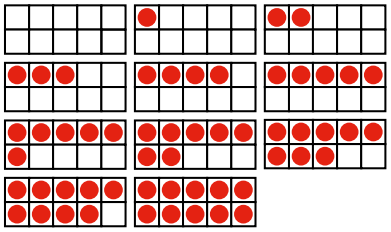


## Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

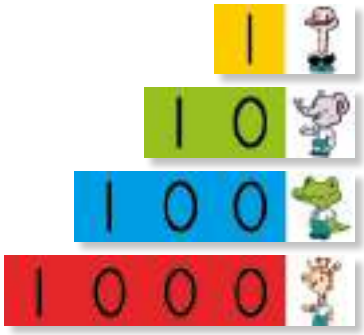
**Amakhadi amanani 0–1000 (ootitshala)**
Number cards 0–1000
(teacher)
**Amakhadi amanani 0–20 (abafundi)**
Number cards 0–20
(learner)




**Amakhadi amachokoza 0–10 (alingene ukubonisa)**
Dot cards 0–10
(demo size)



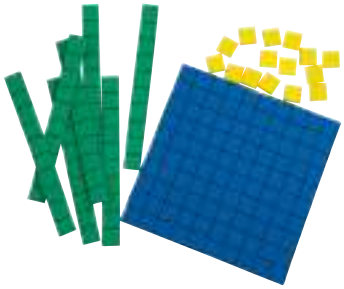
**Oonotsheluza manani 0–1000 (ootitshala nabafundi)**
Flard cards 0–1000
(teacher and learner)




**Iibhloko ezidityaniswayo (ootitshala)**
Multifix blocks
(teacher)



**Iibhloko zesiseko seshumi – ama-100, ama-10, oo-1 (umboniso oncamathelayo)**
Base ten blocks – 100s, 10s, 1s
(demo magnetic)



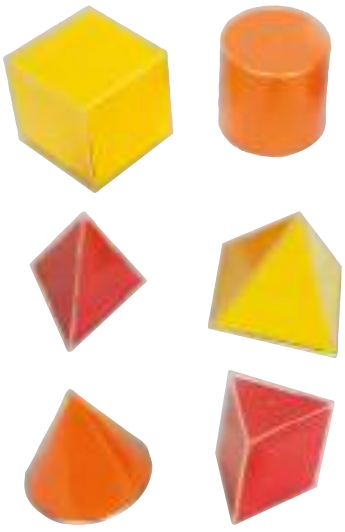
**Iibhloko zesiseko seshumi – ama-100, ama-10, oo-1 (alingene abafundi)**
Base ten blocks – 100s, 10s, 1s
(learner size)



**Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)**
24-hour small clock
(teacher and learner)



**Imilo ezine-3D ezineenethi (ezilingene ukubonisa)**
3-D object nets
(teacher demo)



**Amadayisi amabini kumfundi ngamnye**
2 dice per learner



**Iteyiphu yokulinganisela**
Tape measure



# 3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

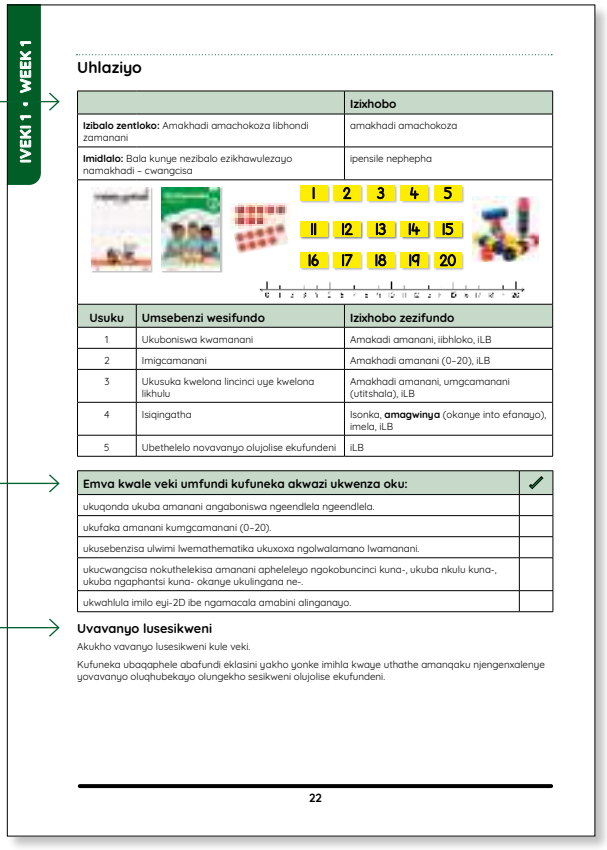
## Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku.

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzilungisile

Uluhlu lweenjongo zeveki onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo (uvavanyo olungekho sikweni)

Inkcazelo yomsebenzi wovavanyo lusesikweni enikwa ngosuku lwesi-5 lweveki


IVEKI 1 • WEEK 1

Uhlaziyo

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Amakhadi amachokoza iibhondi zamanani | amakhadi amachokoza |
| **Imidlalo:** Bala kunye nezibalo ezikhawulezayo namakhadi – cwangcisa | ipensile nephepha |

| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukuboniswa kwamanani | Amakadi amanani, iibhloko, iLB |
| 2 | Imigcamanani | Amakhadi amanani (0–20), iLB |
| 3 | Ukusuka kwelona lincinci uye kwelona likhulu | Amakhadi amanani, umgcamanani (utitshala), iLB |
| 4 | Isiqingatha | Isonka, **amagwinya** (okanye into efanayo), imela, iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela. | |
| ukufaka amanani kumgcamanani (0–20). | |
| ukusebenzisa ulwimi lwemathematika ukuxoxa ngolwalamano lwamanani. | |
| ukucwangcisa nokuthelekisa amanani apheleleyo ngokobuncinci kuna-, ukuba nkulu kuna-, ukuba ngaphantsi kuna- okanye ukulingana ne-. | |
| ukwahlula imilo eyi-2D ibe ngamacala amabini alinganayo. | |

**Uvavanyo lusesikweni**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

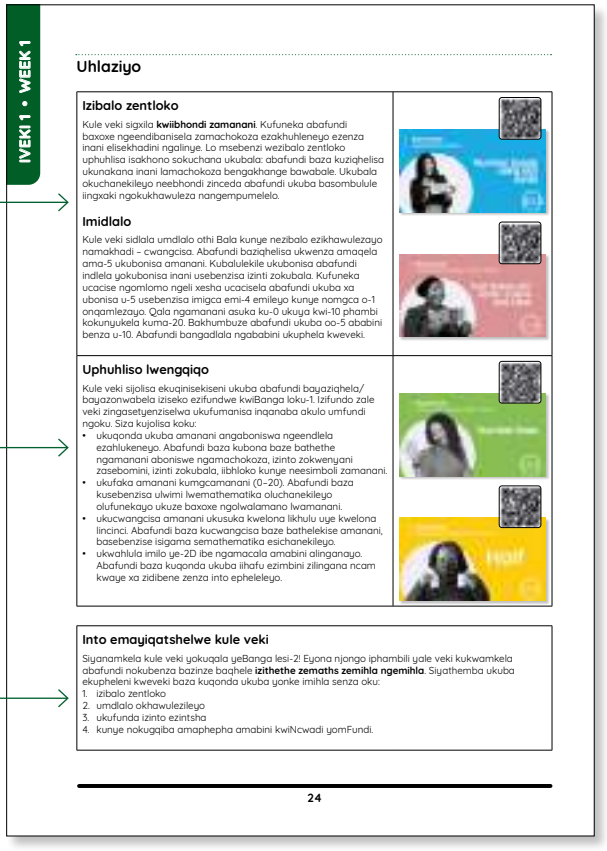
22

Iphepha lesibini lamagqabantshintshi eveki liqulethe oku.

Inkcazelo yeziBalo zeNtloko nomdlalo weveki. Ukuba kukho ividiyo exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) zifumaneka.

Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki. Ukuba kukho ividiyo exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka.

Uluhlu lwezinto ekufuneka ziqatshelwe ngootitshala ezifana neempazamo ezenziwa rhoqo ngabafundi, izimvo ezibalulekileyo ezinokugxininiswa nesigama esingundoqo seveki


IVEKI 1 • WEEK 1

Uhlaziyo

**Izibalo zentloko**

Kule veki sigxila **kwiibhondi zamanani**. Kufuneka abafundi baxoxe ngeendibanisela zamachokoza ezakhuhleneyo ezenza inani elisekhadini ngalinye. Lo msebenzi wezibalo zentloko uphuhlisa isakhono sokuchana ukubala: abafundi baza kuziqhelisa ukunakana inani lamachokoza bengakhange bawabale. Ukubala okuchanekileyo neebhondi zinceda abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo.

**Imidlalo**

Kule veki sidlala umdlalo othi Bala kunye nezibalo ezikhawulezayo namakhadi – cwangcisa. Abafundi baziqhelisa ukwenza amaqela ama-5 ukubonisa amanani. Kubalulekile ukubonisa abafundi indlela yokubonisa inani usebenzisa izinti zokubala. Kufuneka ucacise ngomlomo ngeli xesha ucacisela abafundi ukuba xa ubonisa u-5 usebenzisa imigca emi-4 emileyo kunye nomgca o-1 onqamlezayo. Qala ngamanani asuka ku-0 ukuya kwi-10 phambi kokunyukela kuma-20. Bakhumbuze abafundi ukuba oo-5 ababini benza u-10. Abafundi bangadlala ngababini ukuphela kweveki.

**Uphuhliso lwengqiqo**

Kule veki sijolisa ekuqinisekiseni ukuba abafundi bayaziqhela/bayazonwabela iziseko ezifundwe kwiBanga loku-1. Izifundo zale veki zingasetyenziselwa ukufumanisa inqanaba akulo umfundi ngoku. Siza kujolisa koku:

- ukuqonda ukuba amanani angaboniswa ngeendlela ezahlukeneyo. Abafundi baza kubona baze bathethe ngamanani aboniswe ngamachokoza, izinto zokwenyani zasebomini, izinti zokubala, iibhloko kunye neesimboli zamanani.
- ukufaka amanani kumgcamanani (0–20). Abafundi baza kusebenzisa ulwimi lwemathematika oluchanekileyo olufunekayo ukuze baxoxe ngolwalamano lwamanani.
- ukucwangcisa amanani ukusuka kwelona likhulu uye kwelona lincinci. Abafundi baza kucwangcisa baze bathelekise amanani, basebenzise isigama semathematika esichanekileyo.
- ukwahlula imilo ye-2D ibe ngamacala amabini alinganayo. Abafundi baza kuqonda ukuba ihafu ezimbini zilingana ncam kwaye xa zidibene zenza into epheleleyo.

**Into emayiqatshelwe kule veki**

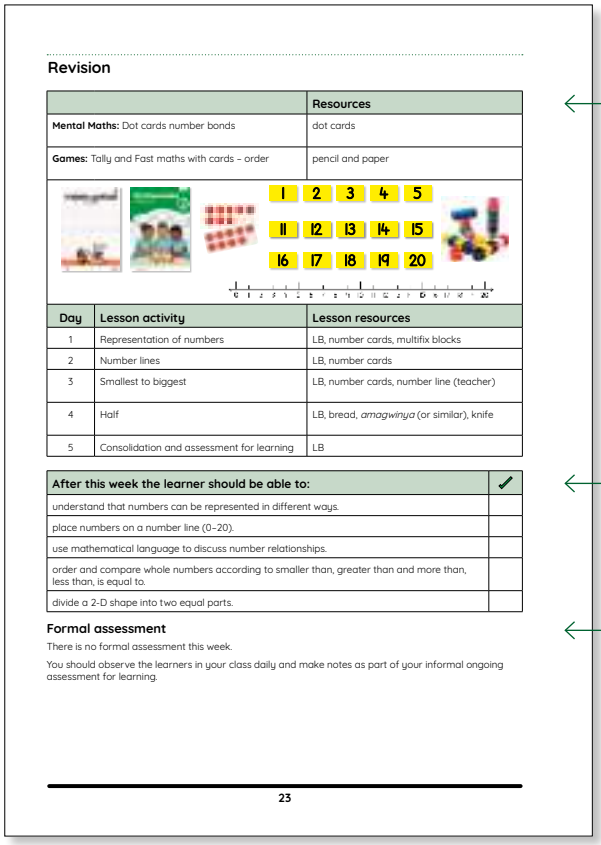
Siyanamkela kule veki yokuqala yeBanga lesi-2! Eyona njongo iphambili yale veki kukwamkela abafundi nokubenza bazinze baqhele **izithethe zemaths zemihla ngemihla**. Siyathemba ukuba ekupheleni kweveki baza kuqonda ukuba yonke imihla senza oku:

1. izibalo zentloko
2. umdlalo okhawulezileyo
3. ukufunda izinto ezintsha
4. kunye nokugqiba amaphepha amabini kwiNcwadi yomFundi.

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# 3. Using the Bala Wande mathematics programme

## Prepare for each week



**Revision**

| | Resources |
|---|---|
| **Mental Maths:** Dot cards number bonds | dot cards |
| **Games:** Tally and Fast maths with cards – order | pencil and paper |




| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Representation of numbers | LB, number cards, multifix blocks |
| 2 | Number lines | LB, number cards |
| 3 | Smallest to biggest | LB, number cards, number line (teacher) |
| 4 | Half | LB, bread, *amagwinya* (or similar), knife |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| understand that numbers can be represented in different ways. | |
| place numbers on a number line (0–20). | |
| use mathematical language to discuss number relationships. | |
| order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to. | |
| divide a 2-D shape into two equal parts. | |

**Formal assessment**

There is no formal assessment this week.

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

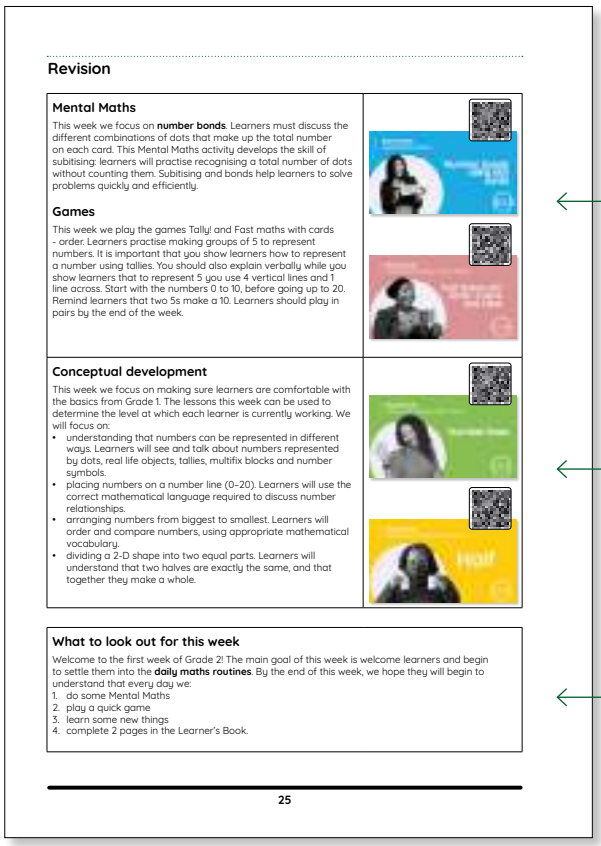
23

Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need

A list of aims for the week that can be used to check whether your class is on track (informal assessment)

A description of the formal assessment activity which is done on Day 5 of the week



**Revision**

**Mental Maths**

This week we focus on **number bonds**. Learners must discuss the different combinations of dots that make up the total number on each card. This Mental Maths activity develops the skill of subitising: learners will practise recognising a total number of dots without counting them. Subitising and bonds help learners to solve problems quickly and efficiently.

**Games**

This week we play the games Tally! and Fast maths with cards – order. Learners practise making groups of 5 to represent numbers. It is important that you show learners how to represent a number using tallies. You should also explain verbally while you show learners that to represent 5 you use 4 vertical lines and 1 line across. Start with the numbers 0 to 10, before going up to 20. Remind learners that two 5s make a 10. Learners should play in pairs by the end of the week.



**Conceptual development**

This week we focus on making sure learners are comfortable with the basics from Grade 1. The lessons this week can be used to determine the level at which each learner is currently working. We will focus on:

- understanding that numbers can be represented in different ways. Learners will see and talk about numbers represented by dots, real life objects, tallies, multifix blocks and number symbols.
- placing numbers on a number line (0–20). Learners will use the correct mathematical language required to discuss number relationships.
- arranging numbers from biggest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.
- dividing a 2-D shape into two equal parts. Learners will understand that two halves are exactly the same, and that together they make a whole.



**What to look out for this week**

Welcome to the first week of Grade 2! The main goal of this week is welcome learners and begin to settle them into the **daily maths routines**. By the end of this week, we hope they will begin to understand that every day we:

1. do some Mental Maths
2. play a quick game
3. learn some new things
4. complete 2 pages in the Learner's Book.

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

A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided.

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided.

A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week

## Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- Funda isikhokelo uze ulungiselele iveki nesifundo ngasinye (bukela ividiyo ukuba ibalulekile).
- **Emva kokufundisa isifundo, cinga ngendlela esihambe ngayo.** Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiiveki 2–8 kuza kufuneka ulungiselele umsebenzi **wovavanyo lusesikweni weveki**. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki iveki yonke.

## Usuku ngalunye

### Sebenzisa irejista ukuze ubale abafundi abaseklasini

Inkqubo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye oonobumba bokuqala bamagama akhe kwirejista leyo yonke imihla. Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.




Ekuqaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlanje.”

Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

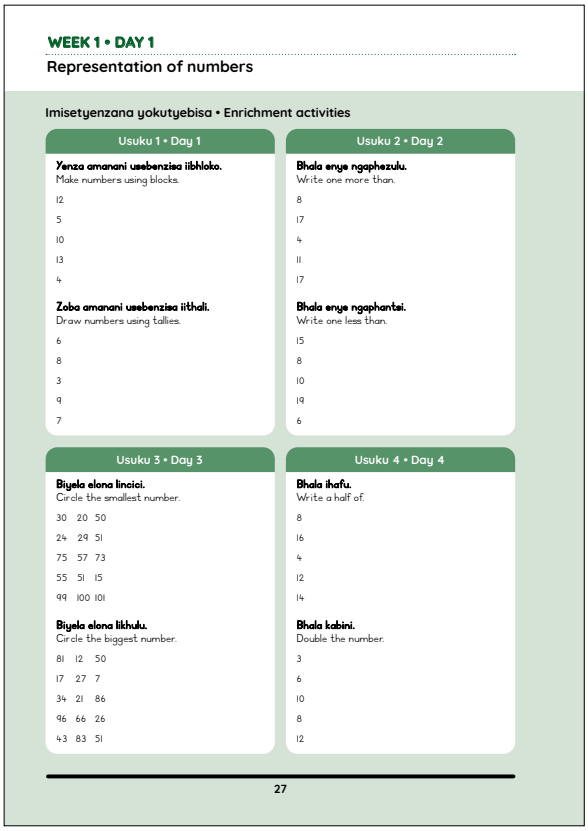
### Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

Sebenza neklasi nichonge unyaka, inyanga, usuku nomhla ngokusebenzisa ikhalenda ngosuku ngalunye. Phawula umhla kwikhalenda yodonga. Qaphela imihla yokuzalwa. Oku kuba yinxalenye yexesha lokufundisa yonke imihla enyakeni.




### Imisetyenzana yokutyebisa

Kukho imisetyenzana yokutyebisa (rhoqo ngeveki – lintsuku 1–4). Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.



WEEK 1 • DAY 1

Representation of numbers

Imisetyenzana yokutyebisa • Enrichment activities

**Usuku 1 • Day 1**

**Yenza amanani usebenzisa iibhloko.**
Make numbers using blocks.

12
5
10
13
4

**Zoba amanani usebenzisa iithali.**
Draw numbers using tallies.

6
8
3
9
7

**Usuku 2 • Day 2**

**Bhala enye ngaphezulu.**
Write one more than.

8
17
4
11
17

**Bhala enye ngaphantsi.**
Write one less than.

15
8
10
19
6

**Usuku 3 • Day 3**

**Biyela elona lincinci.**
Circle the smallest number.

30 20 50
24 29 51
75 57 73
55 51 15
99 100 101

**Biyela elona likhulu.**
Circle the biggest number.

81 12 50
17 27 7
34 21 86
96 66 26
43 83 51

**Usuku 4 • Day 4**

**Bhala ihafu.**
Write a half of.

8
16
4
12
14

**Bhala kabini.**
Double the number.

3
6
10
8
12

27

## What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson (watch the videos if relevant).
- **After teaching the lesson, reflect on how it went**. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the **formal assessment activity** of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner's progress using the rubric or checklist over the course of the week.

## Each day

### Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.




At the start of the maths class, use the register to count the number of learners present. For example, "Ten, twenty, thirty, forty, four. Forty-four learners are present today."

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

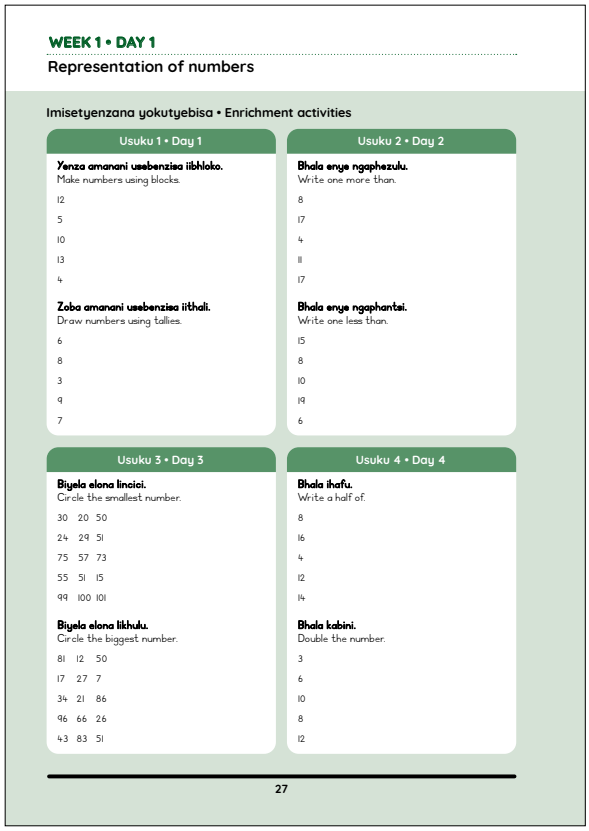
### Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.




### Enrichment activities

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



WEEK 1 • DAY 1

Representation of numbers

Imisetyenzana yokutyebisa • Enrichment activities

**Usuku 1 • Day 1**

**Yenza amanani usebenzisa iibhloko.**
Make numbers using blocks.

12
5
10
13
4

**Zoba amanani usebenzisa iithali.**
Draw numbers using tallies.

6
8
3
9
7

**Usuku 2 • Day 2**

**Bhala enye ngaphezulu.**
Write one more than.

8
17
4
11
17

**Bhala enye ngaphantsi.**
Write one less than.

15
8
10
19
6

**Usuku 3 • Day 3**

**Biyela elona lincinci.**
Circle the smallest number.

30 20 50
24 29 51
75 57 73
55 51 15
99 100 101

**Biyela elona likhulu.**
Circle the biggest number.

81 12 50
17 27 7
34 21 86
96 66 26
43 83 51

**Usuku 4 • Day 4**

**Bhala ihafu.**
Write a half of.

8
16
4
12
14

**Bhala kabini.**
Double the number.

3
6
10
8
12

27

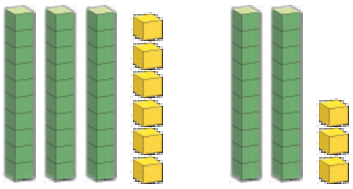
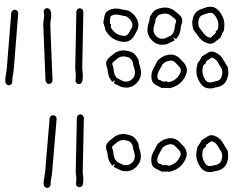
## Masithethe ngeMaths!

Eyona nto iyodwa nge-LAB yeBanga lesi-2 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo lolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlaziye amabinzana namagama angundoqo afundiweyo evekini.




## Xa sifundisa imathematika sisebenzisa indlela ebizwa ngokuba yi*Concrete, Pictorial, Abstract (CPA) approach* esebenzisa izinto eziphathekayo, ezibonwayo nezingaphathekiyo

**INDLELA YE CPA**

| IKHONKRITHI | IMIFANEKISO | ISIMBOLI |
|---|---|---|
|  |  | 36 + 23 = 59 |
| Abafundi baphatha izinto zokwenene. | Imizobo isebenza njengebhuloho phakathi kwezinto eziphathekayo kunye nezinto ezingabonakaliyo. | Abafundi basebenzisa iimpawu ezingabonakaliyo ukusombulula iingxaki. |

## Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwlelwano lwemisebenzi yosuku.

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

## Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. **Ukubala kubandakanyiwe kwicandelo lezibalo zengqondo zesifundo.** Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi. Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.

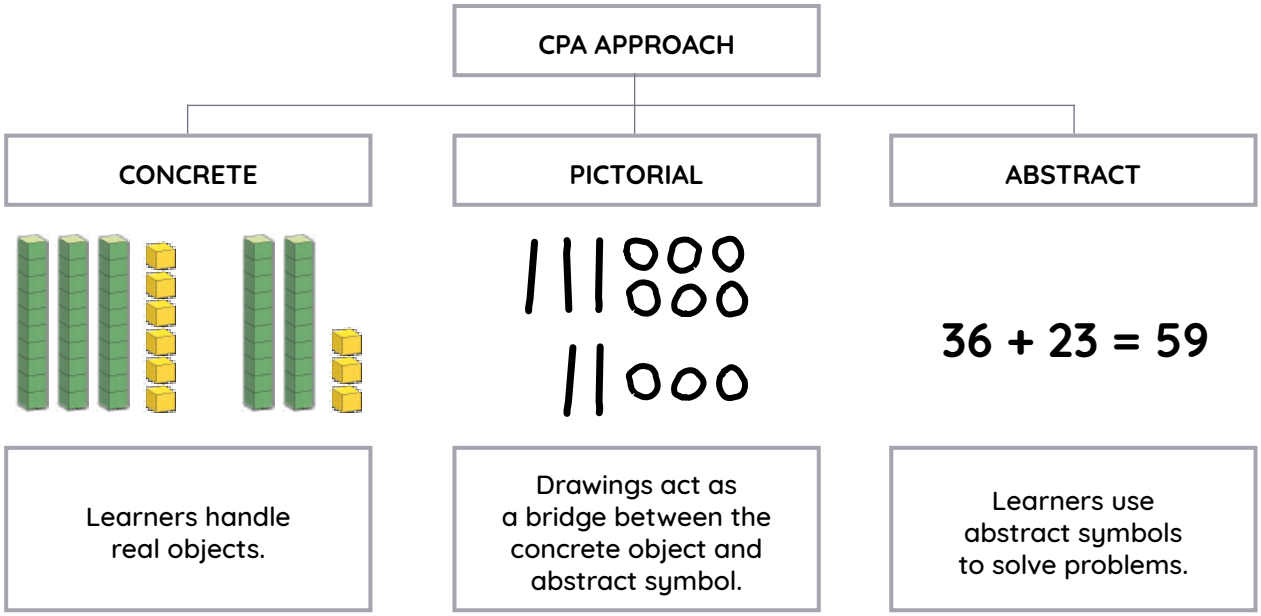


## Let's talk Maths!

A special feature of the Grade 2 LB is that on Day 5 every week, there is a language component to the lesson. This gives you an opportunity to speak maths in English and Afrikaans and revise key phrases and words learned over the week.

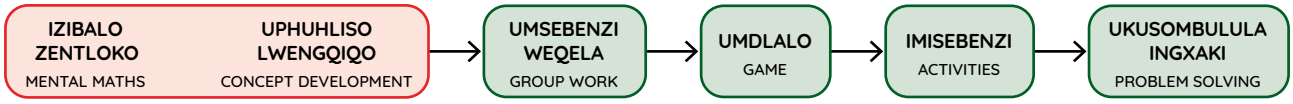



## We use the Concrete, Pictorial, Abstract (CPA) approach when teaching mathematics




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

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




## Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. **Counting is included in the Mental Maths component of the lesson.** We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.



## Yenza umsebenzi weklasi (imizuzu engama-30)

Uphuhliso lwengqiqo kuxa abafundi besebenza kunye beyiklasi bexoxa ngengqiqo engundoqo yeMathematika yolo suku phambi kokuba basebenze ngokwamaqela okanye ngokuzimela bodwa. Kukho iividiyo ezibonisa imisebenzi yophuhliso lwengqiqo isenziwa eklasini, kukwakho nenkcazelo yemisebenzi kwisishwankathelo seveki. Kananjalo kukho ulandelelwano lwemifanekiso eyenzelwe ukubonisa imisebenzi yophuhliso lwengqiqo kwisikhokelo sikatitshala.



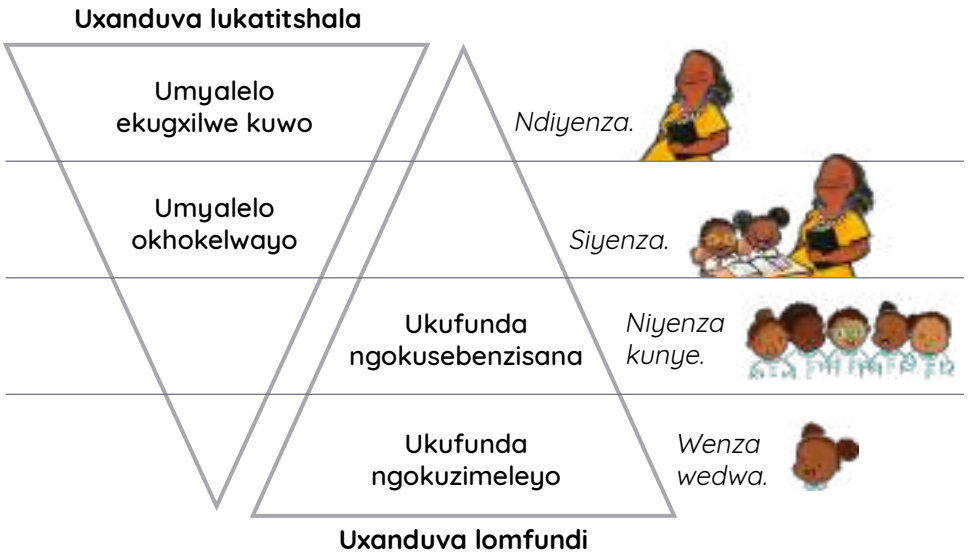

## Dlalani umdlalo (imizuzu eli-15)

Imidlalo inceda abafundi baqhele basebenzise izakhono ngokuzenzekela kwaye bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukufundisa nokubethelela iingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

Imidlalo ekwiLB iboniswa ngemifanekiso yoopopayi/ yeekhathuni. Abafundi bacaciselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.




**Umsebenzi weqela yinxalenye ebalulekileyo yesifundo seziBalo njengoko amava akhuthazayo eqela exhasa ukufunda nokugcina.** Umsebenzi weqela womeleza izakhono ezifanelekileyo kumsebenzi womntu ngamnye. Ootitshala mabawulawule ngenyameko umsebenzi wamaqela ukuze ube neziphumo ezihle. Imisebenzi kufuneka ikhethwe ngokufanelekileyo – ihambelane neengqiqo ezifundiswe phambi kweseshoni yomsebenzi weqela. Kufuneka kunikwe ixesha elaneleyo lokuvumela abafundi ukuba bagqibezele imisebenzi kunye, ukuvumela ukufundisa nokufunda koogxa babo.



## Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher's Guide, there is a daily photographic sequence to demonstrate the concept development activities.



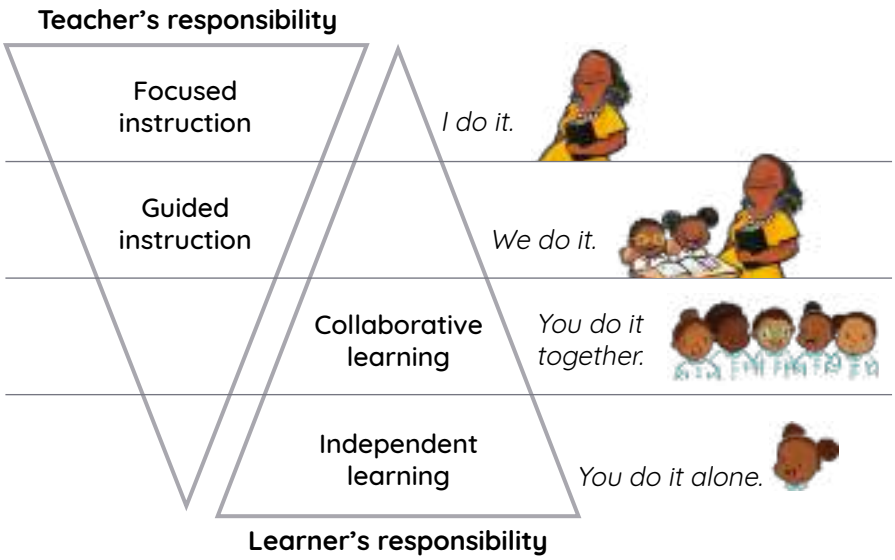

## Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.




**Group work is an important part of a maths lesson since positive group experiences support learning and retention.** Group work can also reinforce skills that are relevant to individual work. Teachers must manage group work carefully in order for it to lead to positive effects. Tasks should be selected that are appropriate - relevant to the concepts taught prior to the group work session. Enough time should be given to allow learners to complete the tasks together, allowing for peer teaching and learning.



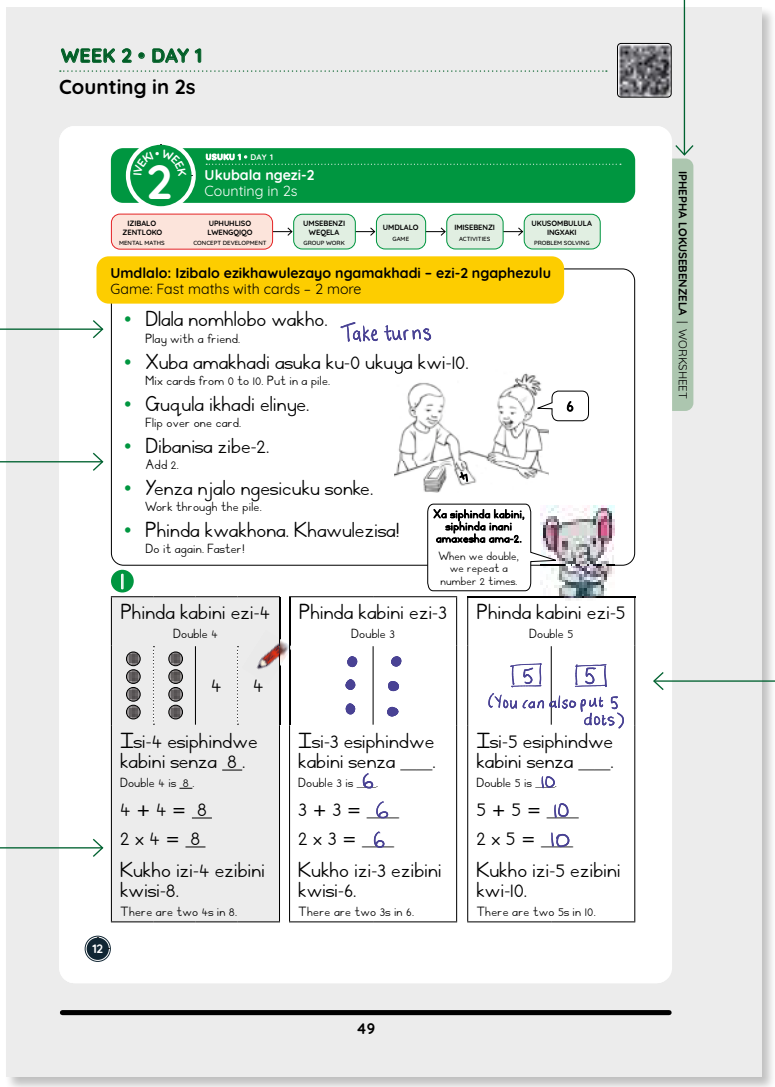
## INcwadi yomFundi iyinxalenye yeNcwadi kaTitshala

Uphawu oluluhlaza luxela ukuba luhlobo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo. Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo mdlalo mtsha kubafundi kufanele ukuba uboniswe kwiklasi iphela phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepensile ebomvu).




Izisombululo zokuxhasa utitshala ziyafumaneka. Kukho izimvo ezingephi ezibhalwe ngesiNgesi kumakhasi athile ezenzelwe isikhokelo esongezelelweyo.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye?

- funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
- bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.

Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.

Kwiiveki 2–8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki okanye uluhlu lwezinto ezifunekayo iveki yonke.

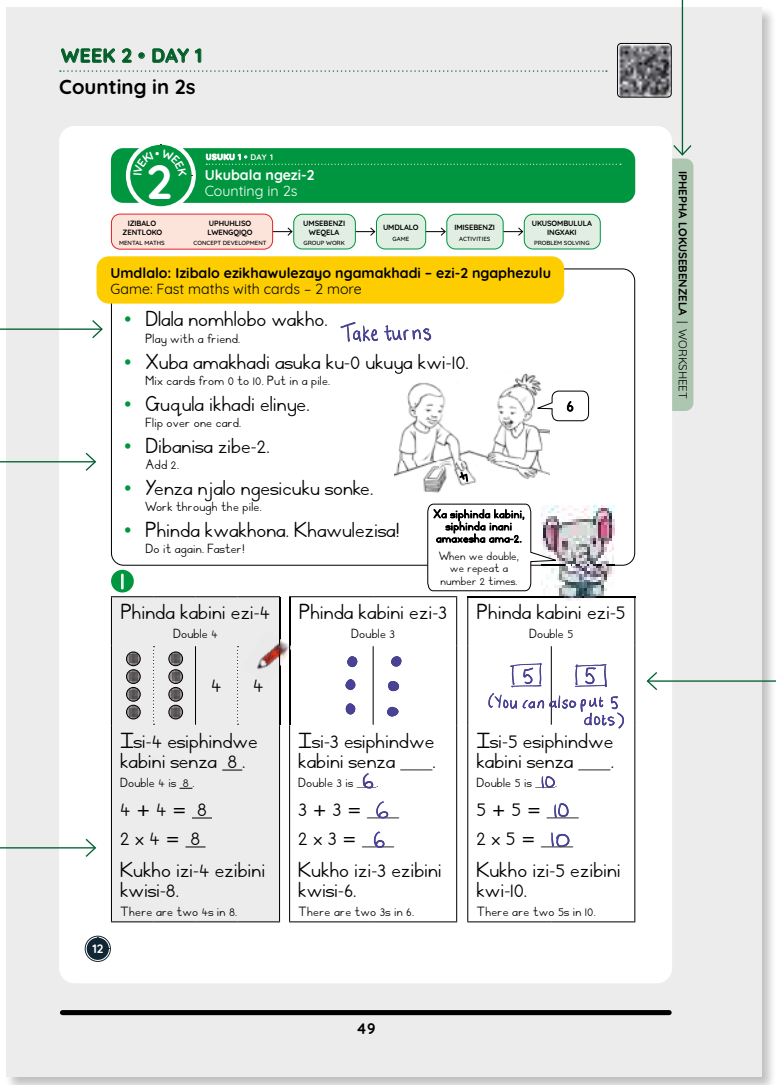
## The *Bala Wande* Learner's Book pages are embedded in the Teacher's Guide

The green tag indicates that this is a worksheet.

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

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

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




Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

To prepare for each week, you need to:

- read the Teacher's Guide and prepare for the week and for each lesson.
- watch the videos – these show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2–8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

## 4. Isicwangciso sekota

| | Usuku 1 | Usuku 2 | Usuku 3 | Usuku 4 | Usuku 5 |
|---|---|---|---|---|---|
| **Iveki 1** Uhlaziyo | Ukuboniswa kwamanani | Imigcamanani | Ukusuka kwelona lincinci uye kwelona likhulu | Isiqingatha | Uvavanyo nobethelelo |
| **Iveki 2** Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5 | Ukubala ngezi-2 | Ukubala ngezi-3 | Ukubala ngezi-4 | Ukubala ngezi-5 | Uvavanyo nobethelelo |
| **Iveki 3** Ukucazulula izi-6, izi-7, izi-8 nezi-9 | Ukucazulula isi-6 | Ukucazulula isi-7 | Ukucazulula isi-8 | Ukucazulula i-9 | Uvavanyo nobethelelo |
| **Iveki 4** Ukufikelela kwi-10 | Ukucazulula i-10 | Fumana ama-10 | I-10 elilandelayo | I-10 elingasemva | Uvavanyo nobethelelo |
| **Iveki 5** Ukutyelela i-10 | Yenza i-10 (ukudibanisa) | Tsibela phambili ukuya kwi-10 | Ukuya kwi-10 (ukuthabatha) | Tsiba ubuye umva ukuya kwi-10 | Uvavanyo nobethelelo |
| **Iveki 6** Ubude | Ubude | Ukulinganisela ubude | Ukulinganisela ubude | Iimitha neesentimitha | Uvavanyo nobethelelo |
| **Iveki 7** Indawo neemilo | Izinto ezinemili-nganiselo ye-3D | Izinto ezikhoyo ezinemili-nganiselo ye-3D | Izinto ezikhoyo ezinemili-nganiselo ye-3D | Indawo neembonakalo | Uvavanyo nobethelelo |
| **Iveki 8** Ukuphinda kabini nesiqingatha | Ukuphinda kabini kwenza amaqela alinganayo amabini | Ukuphinda kabini amanani amakhulu | Ukwahlula kubini | Ukwahlula kubini okunentsalela | Uvavanyo nobethelelo |
| **Iveki 9** Ukuphinda-phinda lumalunga namaqela alinganayo | Ukuphinda-phinda ngo-2 | Ukuphinda-phinda ngo-10 | Ukuphinda-phinda ngo-5 | Ukusombulula iingxaki zemali | Uvavanyo nobethelelo |
| **Iveki 10** Uhlaziyo | Ukudibanisa nokuthabatha | Ukucwangcisa amanani nokwahlula kubini | Ukudibanisa nokuthabatha | Ukuphinda kabini nokuphindaphinda ngo-2 | Phindaphinda ngo-5 nange-10 |

| **Amanani, Ii-Opareyshini Nolwalamamo** | **Iipateni, Isiphumo Sentsebenziswamo Yamanani/ Ifankshini ne-Aljibra** | **Isithuba Nemilo (Ijiyometri)** | **Umlinganiselo** | **Indlela Yokusebenza Ngolwazi Oluqokelelweyo** |
|---|---|---|---|---|

## 4. Term plan

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Week 1** Revision | Representation of numbers | Number lines | Smallest to biggest | Half | Assessment and consolidation |
| **Week 2** Counting in 2s, 3s, 4s and 5s | Counting in 2s | Counting in 3s | Counting in 4s | Counting in 5s | Assessment and consolidation |
| **Week 3** Breaking down 6s, 7s, 8s and 9s | Breaking down 6 | Breaking down 7 | Breaking down 8 | Breaking down 9 | Assessment and consolidation |
| **Week 4** Getting to 10 | Breaking down 10 | Find the 10s | Next 10 | Previous 10 | Assessment and consolidation |
| **Week 5** Visiting the 10 | Make a 10 (addition) | Jump forwards to 10 | Get to 10 (subtraction) | Jump backwards to 10 | Assessment and consolidation |
| **Week 6** Length | Length | Measuring length | Measuring length | Metres and centimetres | Assessment and consolidation |
| **Week 7** Space and shape | 3-D objects | 3-D objects | Building with 3-D objects | Position and views | Assessment and consolidation |
| **Week 8** Double and half | Double is two equal groups | Doubling bigger numbers | Halving | Half with a remainder | Assessment and consolidation |
| **Week 9** Multiplication is about equal groups | Multiplying by 2 | Multiplying by 10 | Multiplying by 5 | Solving money problems | Assessment and consolidation |
| **Week 10** Revision | Addition and subtraction | Ordering numbers and halving | Addition and subtraction | Doubling and multiplication by 2 | Multiply by 5 and 10 |

| **Numbers, Operations and Relationships** | **Patterns, Functions and Algebra** | **Space and Shape (Geometry)** | **Measurement** | **Data Handling** |
|---|---|---|---|---|

## Teacher notes

## Teacher notes

# Uhlaziyo

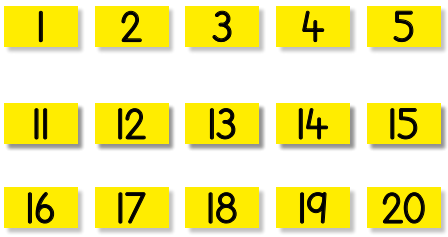
| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Amakhadi amachokoza Iibhondi zamanani | amakhadi amachokoza |
| **Imidlalo:** Bala kunye nezibalo ezikhawulezayo namakhadi – cwangcisa | ipensile nephepha |



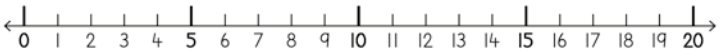











| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukuboniswa kwamanani | Amakadi amanani, iibhloko, iLB |
| 2 | Imigcamanani | Amakhadi amanani (0–20), iLB |
| 3 | Ukusuka kwelona lincinci uye kwelona likhulu | Amakhadi amanani, umgcamanani (utitshala), iLB |
| 4 | Isiqingatha | Isonka, **amagwinya** (okanye into efanayo), imela, iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela. | |
| ukufaka amanani kumgcamanani (0–20). | |
| ukusebenzisa ulwimi lwemathematika ukuxoxa ngolwalamano lwamanani. | |
| ukucwangcisa nokuthelekisa amanani apheleleyo ngokobuncinci kuna-, ukuba nkulu kuna-, ukuba ngaphantsi kuna- okanye ukulingana ne-. | |
| ukwahlula imilo eyi-2D ibe ngamacala amabini alinganayo. | |

## Uvavanyo lusesikweni

Akukho vavanyo lusesikweni kule veki.

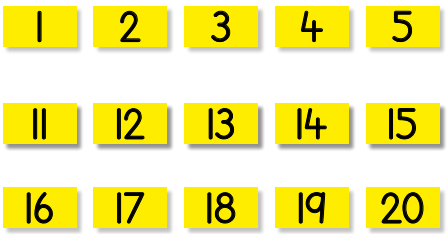
Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

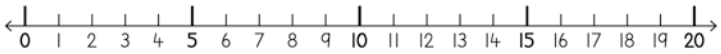
# Revision

| | Resources |
|---|---|
| **Mental Maths:** Dot cards number bonds | dot cards |
| **Games:** Tally and Fast maths with cards – order | pencil and paper |






| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Representation of numbers | LB, number cards, multifix blocks |
| 2 | Number lines | LB, number cards |
| 3 | Smallest to biggest | LB, number cards, number line (teacher) |
| 4 | Half | LB, bread, *amagwinya* (or similar), knife |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| understand that numbers can be represented in different ways. | |
| place numbers on a number line (0–20). | |
| use mathematical language to discuss number relationships. | |
| order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to. | |
| divide a 2-D shape into two equal parts. | |

## Formal assessment

There is no formal assessment this week.

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

# Uhlaziyo

## Izibalo zentloko

Kule veki sigxila **kwiibhondi zamanani**. Kufuneka abafundi baxoxe ngeendibanisela zamachokoza ezakhuhleneyo ezenza inani elisekhadini ngalinye. Lo msebenzi wezibalo zentloko uphuhlisa isakhono sokuchana ukubala: abafundi baza kuziqhelisa ukunakana inani lamachokoza bengakhange bawabale. Ukubala okuchanekileyo neebhondi zinceda abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo.




## Imidlalo

Kule veki sidlala umdlalo othi Bala kunye nezibalo ezikhawulezayo namakhadi – cwangcisa. Abafundi baziqhelisa ukwenza amaqela ama-5 ukubonisa amanani. Kubalulekile ukubonisa abafundi indlela yokubonisa inani usebenzisa izinti zokubala. Kufuneka ucacise ngomlomo ngeli xesha ucacisela abafundi ukuba xa ubonisa u-5 usebenzisa imigca emi-4 emileyo kunye nomgca o-1 onqamlezayo. Qala ngamanani asuka ku-0 ukuya kwi-10 phambi kokunyukela kuma-20. Bakhumbuze abafundi ukuba oo-5 ababini benza u-10. Abafundi bangadlala ngababini ukuphela kweveki.




## Uphuhliso lwengqiqo

Kule veki sijolisa ekuqinisekiseni ukuba abafundi bayaziqhela/bayazonwabela iziseko ezifundwe kwiBanga loku-1. Izifundo zale veki zingasetyenziselwa ukufumanisa inqanaba akulo umfundi ngoku. Siza kujolisa koku:

- ukuqonda ukuba amanani angaboniswa ngeendlela ezahlukeneyo. Abafundi baza kubona baze bathethe ngamanani aboniswe ngamachokoza, izinto zokwenyani zasebomini, izinti zokubala, iibhloko kunye neesimboli zamanani.
- ukufaka amanani kumgcamanani (0–20). Abafundi baza kusebenzisa ulwimi lwemathematika oluchanekileyo olufunekayo ukuze baxoxe ngolwalamano lwamanani.
- ukucwangcisa amanani ukusuka kwelona likhulu uye kwelona lincinci. Abafundi baza kucwangcisa baze bathelekise amanani, basebenzise isigama semathematika esichanekileyo.
- ukwahlula imilo ye-2D ibe ngamacala amabini alinganayo. Abafundi baza kuqonda ukuba iihafu ezimbini zilingana ncam kwaye xa zidibene zenza into epheleleyo.







## Into emayiqatshelwe kule veki

Siyanamkela kule veki yokuqala yeBanga lesi-2! Eyona njongo iphambili yale veki kukwamkela abafundi nokubenza bazinze baqhele **izithethe zemaths zemihla ngemihla**. Siyathemba ukuba ekupheleni kweveki baza kuqonda ukuba yonke imihla senza oku:

1. izibalo zentloko
2. umdlalo okhawulezileyo
3. ukufunda izinto ezintsha
4. kunye nokugqiba amaphepha amabini kwiNcwadi yomFundi.

# Revision

## Mental Maths

This week we focus on **number bonds**. Learners must discuss the different combinations of dots that make up the total number on each card. This Mental Maths activity develops the skill of subitising: learners will practise recognising a total number of dots without counting them. Subitising and bonds help learners to solve problems quickly and efficiently.

## Games

This week we play the games Tally! and Fast maths with cards - order. Learners practise making groups of 5 to represent numbers. It is important that you show learners how to represent a number using tallies. You should also explain verbally while you show learners that to represent 5 you use 4 vertical lines and 1 line across. Start with the numbers 0 to 10, before going up to 20. Remind learners that two 5s make a 10. Learners should play in pairs by the end of the week.







## Conceptual development

This week we focus on making sure learners are comfortable with the basics from Grade 1. The lessons this week can be used to determine the level at which each learner is currently working. We will focus on:

- understanding that numbers can be represented in different ways. Learners will see and talk about numbers represented by dots, real life objects, tallies, multifix blocks and number symbols.
- placing numbers on a number line (0–20). Learners will use the correct mathematical language required to discuss number relationships.
- arranging numbers from biggest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.
- dividing a 2-D shape into two equal parts. Learners will understand that two halves are exactly the same, and that together they make a whole.







## What to look out for this week

Welcome to the first week of Grade 2! The main goal of this week is welcome learners and begin to settle them into the **daily maths routines**. By the end of this week, we hope they will begin to understand that every day we:

1. do some Mental Maths
2. play a quick game
3. learn some new things
4. complete 2 pages in the Learner's Book.

# IVEKI 1 • USUKU 1

## Ukuboniswa kwamanani

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Sebenzisa amakhadi amachokoza ukuze nithethe ngeendibaniselwano ezahlukileyo zamanani.**

Use dot cards to talk about different number combinations.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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


















# Representation of numbers

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Yenza amanani usebenzisa iibhloko.**
Make numbers using blocks.

12

5

10

13

4

**Zoba amanani usebenzisa iithali.**
Draw numbers using tallies.

6

8

3

9

7

### Usuku 2 • Day 2

**Bhala enye ngaphezulu.**
Write one more than.

8

17

4

11

17

**Bhala enye ngaphantsi.**
Write one less than.

15

8

10

19

6

### Usuku 3 • Day 3

**Biyela elona lincici.**
Circle the smallest number.

30 20 50

24 29 51

75 57 73

55 51 15

99 100 101

**Biyela elona likhulu.**
Circle the biggest number.

81 12 50

17 27 7

34 21 86

96 66 26

43 83 51

### Usuku 4 • Day 4

**Bhala ihafu.**
Write a half of.

8

16

4

12

14

**Bhala kabini.**
Double the number.

3

6

10

8

12

## IVEKI 1 • USUKU 1

# Ukuboniswa kwamanani

**UPHUHLISO LWENGQIQO** | CONCEPT DEVELOPMENT













**Bakhuthaze abafundi ukuba bacinge iimpendulo eziliqela ezahlukeneyo zemibuzo ukuze babone iindlela ezahlukeneyo zokubonisa amanani. Babuze imibuzo eliqela usebenzise amanani ukuze bazive bekhululekile ukunika iimpendulo zabo. Cacisela iklasi inkqubo yokuthalisha.**

Encourage learners to think of a variety of answers to the questions so that they can see the different representations of numbers. Ask lots of questions using different numbers so that you give opportunities to learners to feel comfortable giving their answers. Explain the tally system to the class.

# Representation of numbers



IVEKI • WEEK 1

USUKU 1 • DAY 1

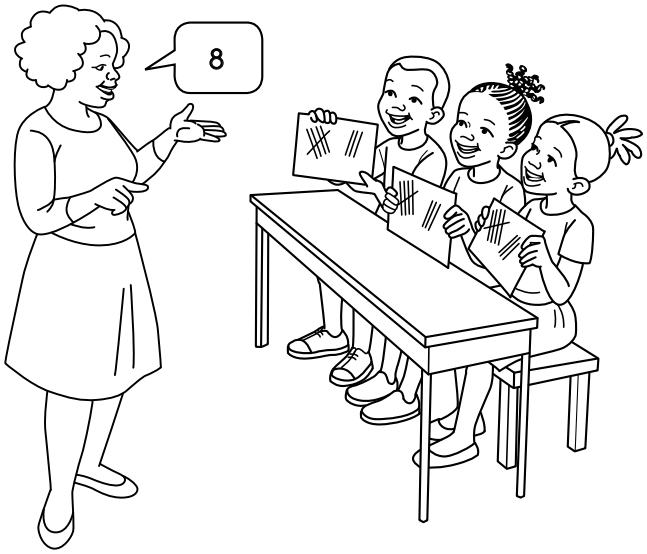
## Ukuboniswa kwamanani
Representation of numbers

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.



**1** Bala.
Tally.

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

**2**

## IVEKI 1 • USUKU 1

## Ukuboniswa kwamanani



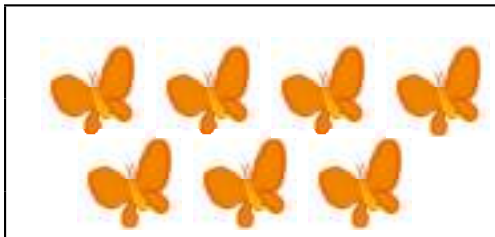
**2** Bonisa inani ngokusebenzisa amachokoza, izinti zokubala, iisimboli kunye namagama.

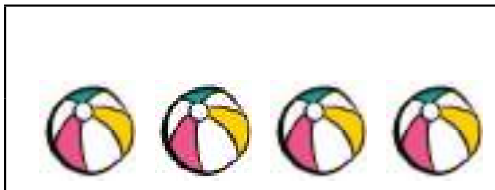
Show the number using dots, tallies, symbols and words.

| | | |
|---|---|---|
|  | ●●●●●● | 𝍸 I |
| | ▬ | 6 |
| | thandathu<br>six | |

| | | |
|---|---|---|
|  | OOOOOOOO | 𝍸 III |
| | ▬ | 8 |
| | eight | |

| | | |
|---|---|---|
|  | OOOOO<br>OOOOO | 𝍸 𝍸 |
| | ▬ | 10 |
| | ten | |

| | | |
|---|---|---|
|  | OOOOOOO | 𝍸 II |
| | ▬ | 7 |
| | seven | |

| | | |
|---|---|---|
|  | OOOO | IIII |
| | ▬ | 4 |
| | four | |

# Number lines

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT













**Phinda la manyathelo ngamakhadi amanani aseleyo ngendlela eyenza abafundi bakwazi ukuxoxa ngamanani ngexesha ngalinye. Bancedise abafundi ukuze bakwazi ukuchaza indawo anokubekwa kuyo amanani ngokubabonisa indlela yokusebenzisa ulwimi lwemathematika.**

Repeat the steps above with all the remaining number cards, allowing learners opportunities to discuss the numbers each time. Help the learners to verbalise where the numbers should be by modelling the correct use of mathematical language.

IVEKI • WEEK 1

USUKU 2 • DAY 2

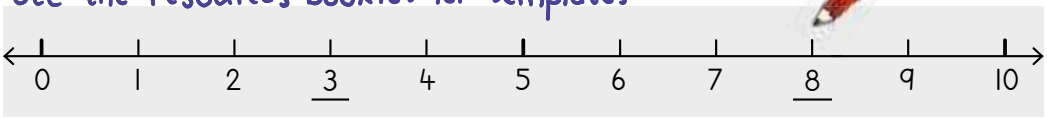
## Imigcamanani
Number lines

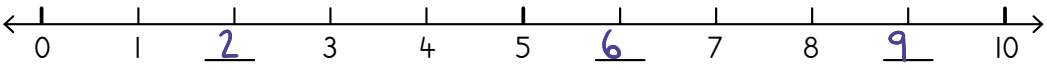
IZIBALO ZENTLOKO (MENTAL MATHS) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

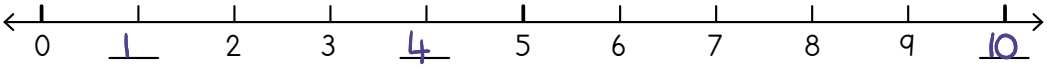
**1** Bhala amanani ashiyiweyo.

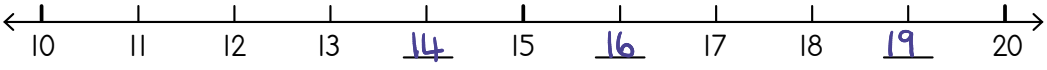
Write the missing numbers.

See the resources booklet for templates



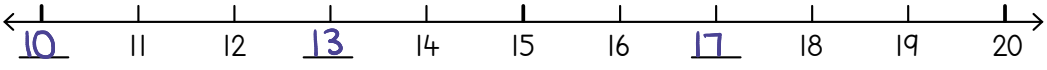









# Number lines



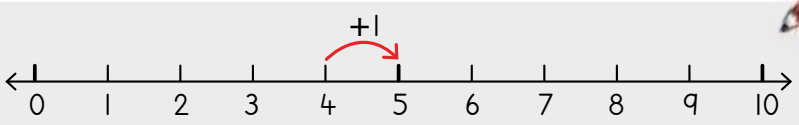
**Inani elingaphezulu ngo-1 kunesi-4 sisi-5. Isi-5 singaphezulu ngo-1 kunesi-4. Isi-5 siza emva kwesi-4.**

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 = 8





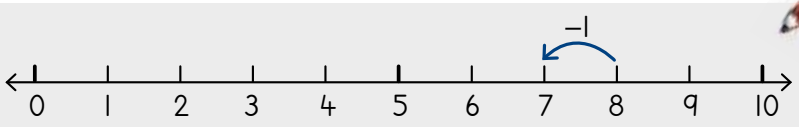

**Inani elingaphantsi ngo-1 kune-8 sisi-7. Isi-7 singaphantsi ngo-1 kunesi-8. Isi-7 siza phambi kwesi-8.**

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 = 9




## 4 Bhala inani elingaphezulu ngononye.

Write one more.

| | |
|---|---|
| 7 | 8 |
| 10 | 11 |
| 19 | 20 |

| | |
|---|---|
| 5 | 6 |
| 9 | 10 |
| 0 | 1 |

## 5 Bhala inani elingaphantsi ngononye.

Write one less.

| | |
|---|---|
| 6 | 5 |
| 20 | 19 |
| 11 | 10 |

| | |
|---|---|
| 10 | 9 |
| 18 | 17 |
| 8 | 7 |

# IVEKI 1 • USUKU 3

## Ukusuka kwelona lincinci uye kwelona likhulu

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

### UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kufuneka abafundi bame njani ukuze amanani aqale kwelona lincinci ukuya kwelona likhulu?
What order must the learners stand in so that the numbers are from smallest to biggest?




UNkazi kufuneka abe ngasekhohlo kwenani u-4 baze uLwandile onenani elingu-7 noKhwezi onenani u-9 babe ngasekunene.
Nkazi must move to the left with the number 4, then Lwandile with the number 7 and Khwezi must be on the right with the number 9.




Waze njani ukuba amanani kufuneka alandelelane ngolo hlobo?
How did you know the numbers must be in that order?




Elona nani lincinci kufuneka libe ngasekhohlo lize inani elikhulu libe ngasekunene.
The smallest number must be on the left and the biggest number must be on the right.

Ungandixelela ntoni ngala manani mathathu?
What can you tell me about the three numbers?




Inani 4 lingaphantsi ngesi-3 kunesi-7.
4 is 3 less than 7.

**Xoxa ngeendlela ezahlukeneyo zokuthelekisa amanani, umzekelo, isi-7 singaphezulu kwesi-4 kodwa singaphantsi kwe-9. Yalela ke ngoku abafundi ukuba basebenze ngababini baze batshintshiselane ukukhetha amakhadi ama-3 baze bachaze indlela yokuwacwangcisa ukusuka kwelona lincinci ukuya kwelona likhulu.**

Discuss different ways of comparing the numbers, for example, 7 is bigger than 4 but smaller than 9. Then ask the learners to work in pairs and take turns to choose 3 cards and explain how to arrange them from smallest to biggest.

**Bakhuthaze abafundi ukuba baxoxe ngamanani kwaye bacacise ukuba ngawaphi amanani amakhulu okanye amancinci. Abafundi bangasebenzisa umgcamanani ukuze ubancede bathethe ngamanani.**

Encourage learners to discuss the numbers and to verbalise which numbers are bigger or smaller. Learners can use the number line to help them talk about the numbers.

# Smallest to biggest



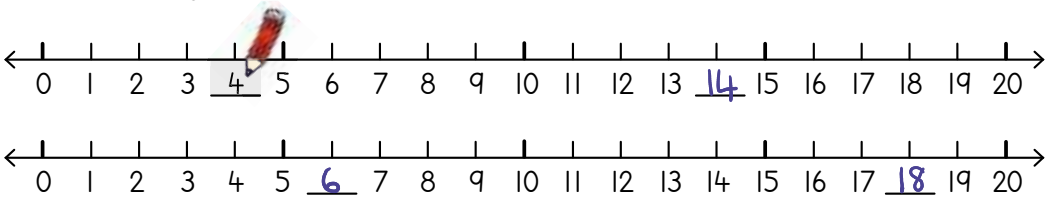
IVEKI • WEEK 1

USUKU 3 • DAY 3

## 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 itye 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 → 2 12 20 | 8 20 18 → 8 18 20 | 17 23 13 → 13 17 23 |

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

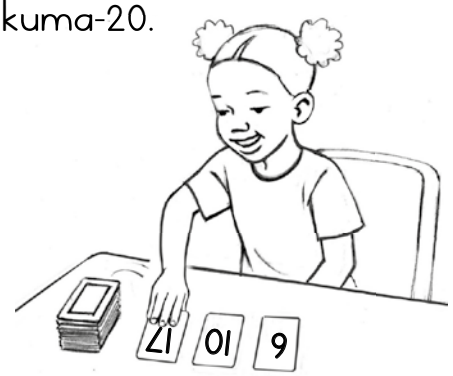
| | | |
|---|---|---|
| 10 19 7 9 → 19 10 9 7 | 14 26 11 6 → 26 14 11 6 | 20 14 8 18 → 20 18 14 8 |

## IVEKI 1 • USUKU 3

# Ukusuka kwelona lincinci uye kwelona likhulu

**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? Lulo<br>How much more? 3 litres | 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? Dog<br>How much more? 5 kilograms |

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

| | | | | | |
|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 9 | 8 | 7 | 6 | 5 |
| 22 | 21 | 20 | 19 | 18 | 17 |

| | | | | | |
|---|---|---|---|---|---|
| 15 | 16 | 17 | 18 | 19 | 20 |
| 14 | 13 | 12 | 11 | 10 | 9 |
| 18 | 19 | 20 | 21 | 22 | 23 |

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




You could copy this question for learners

Smallest to biggest **Week 1 • Day 3** 7

# Half

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kuza kufuneka ndenze ntoni ukuba ndifuna ukwabelana nomhlobo wam?

What would I need to do if I wanted to share this equally with my friend?




Kufuneka wahlule embindini (kubini) uze unike umntu ngamnye iqhekeza elinye.

You need to cut it in half and give one piece to each person.

Xa sisahlula into ibe ngamacala amabini alinganayo, sithi icala ngalinye “sisiqingatha” okanye “yihafu”. Zingaphi iziqingatha ozibonayo?

When we cut something into two equal parts we call each part “one half”. How many halves can you see?







Xa sisahlula into ehafini, la macala mabini kufuneka alingane. Kufuneka afane twatse.

When we cut something in half, the two pieces must be equal in size. They must be exactly the same.

Uqaphela ntoni xa ndidibanisa ezi hafu?

What do you notice when I put the two halves together?




Iihafu ezimbini zenza into enye epheleleyo.

Two halves make one whole.

**Bakhuthaze abafundi bathethe ngeehafu nezinto eziphele leyo. Bacele ukuba bacinge ngezinto ezahlukileyo ezinokwahlulwa kubini, baxoxe ngokuba amacandelo amabini ento epheleleyo afana ncam ngexesha ngalinye.**

**Xa sithetha ngesiqingatha esiXhoseni sisebenzisa amagama afana nala: ihafu, isibini esinye, isiqingatha. Maxa wambi sisebenzisa igama elithi icala elikwathetha ihafu.**

Encourage learners to talk about halves and wholes. Ask them to think of different objects that can be halved, discussing the fact that the two parts of a whole are exactly the same each time.

When we talk about halves in English we could say ‘half’, ‘a half’ or ‘the half of’. They mean the same thing.

# IVEKI 1 • USUKU 4

## Isiqingatha

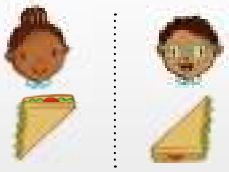
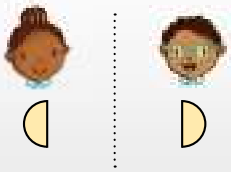


IVEKI • WEEK 1

USUKU 4 • DAY 4

### Isiqingatha
Half

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

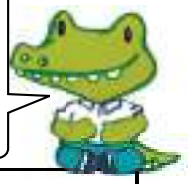
| umdundu o-1<br>1 hotdog | isonka esimnandi esi-1<br>1 sandwich | ichokoza eli-1<br>1 dot |
|---|---|---|
| <br>ihafu half ihafu half | <br>ihafu half ihafu half | <br>ihafu half ihafu half |

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

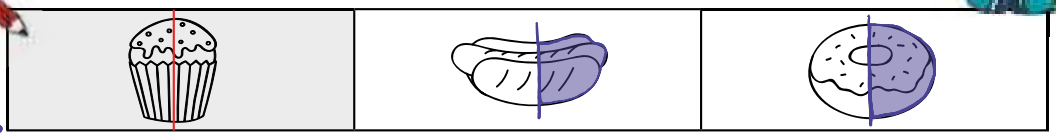
Share equally between 2 learners. Draw a line. Colour half.

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

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

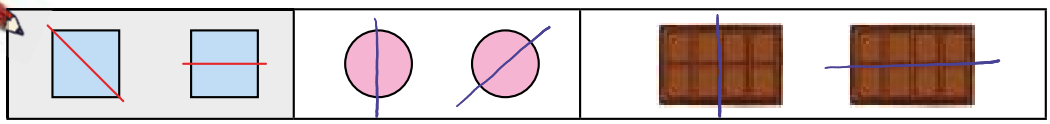


You could copy this question for learners



**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? half

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? half

8

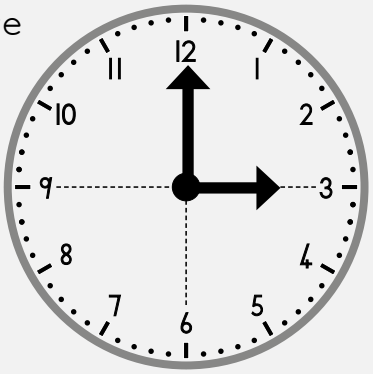
# Half

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.

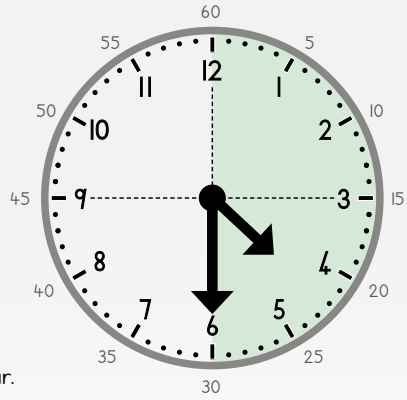
The long hand points to the minutes.



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.

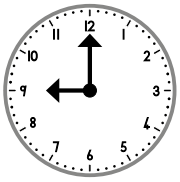
## Ngubani ixesha?

What is the time?

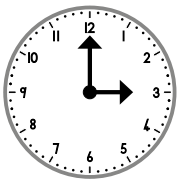


Yintsimbi yoku-1

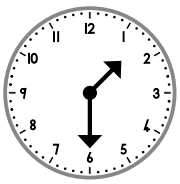
1 o'clock



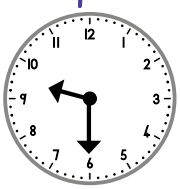
9 o'clock



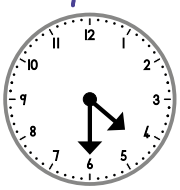
3 o'clock



half past 1



half past 9



half past 4

# IVEKI 1 • USUKU 5

## Uvavanyo nobethelelo



IVEKI • WEEK 1

USUKU 5 • DAY 5

**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 | 𝍸 𝍸 𝍸 \| |

Bala.

Calculate.

| | |
|---|---|
| 14 + 1 = 15 | 20 – 1 = 19 |

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

Order the numbers from smallest to largest.

| | |
|---|---|
| 13 6 9<br>6 9 13 | |
| 12 20 19<br>12 19 20 | |

**3** Bhala elingaphantsi ngononye.

Write one less.

| | |
|---|---|
| 20 | 19 |

Bhala elingaphezulu ngononye.

Write one more.

| | |
|---|---|
| 12 | 13 |

**4** Bhala amanani ashiyiweyo.

Write the missing numbers.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

10

## Assessment and consolidation

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

| | | | | | |
|---|---|---|---|---|---|
| 23 | 22 | 21 | 20 | 19 | 18 |
| 14 | 13 | 12 | 11 | 10 | 9 |
| 7 | 8 | 9 | 10 | 11 | 12 |

| | | | | | |
|---|---|---|---|---|---|
| 16 | 17 | 18 | 19 | 20 | 21 |
| 8 | 9 | 10 | 11 | 12 | 13 |
| 28 | 29 | 30 | 31 | 32 | 33 |

**6** Dibanisa okanye uthabathe.
Add or subtract.

| | | | |
|---|---|---|---|
| 19 + 1 = 20 | 20 – 1 = 19 | 15 – 1 = 14 | 10 + 1 = 11 |
| 8 – 1 = 7 | 20 + 1 = 21 | 18 – 1 = 17 | 10 – 1 = 9 |

**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 |
| 19 15 9 8 | 26 19 16 6 | 15 13 5 3 |

**8** Bhala amanani ashiyiweyo.
Write the missing numbers.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 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, ngezi-3, ngezi-4 nangezi-5

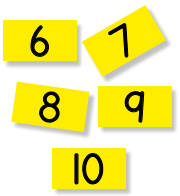
| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Yakha ngeebhloko! | iibhloko |
| **Umdlalo:** Izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu | amakhadi amanani |












| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukubala ngezi-2 | iLB |
| 2 | Ukubala ngezi-3 | Isikwere se-100, iLB |
| 3 | Ukubala ngezi-4 | Isikwere se-100, iLB |
| 4 | Ukubala ngezi-5 | Isikwere se-100, iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukusombulula **iingxaki zamagama zokudibanisa nokuthabatha** ngokukhawuleza nangempumelelo usebenzisa umgcamanani. | |
| ukusebenzisa **ukuphinda kabini nokwahlula kubini** njengobuchule bokusombulula iingxaki. | |
| ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka **ukubala okuqakathayo**. | |
| ukuxela ixesha **ngeeyure nangeziqingatha zeyure**. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

**Uvavanyo olubhalwayo:** Amanani, Ii-Opareyshini Nolwalamamo: Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5

**Uvavanyo oluthethwayo nolwenziwayo:** Iipatheni zamanani nezejometri.

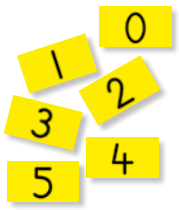
# Counting in 2s, 3s, 4s and 5s

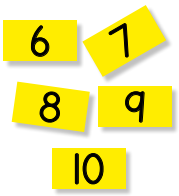
| | Resources |
|---|---|
| **Mental Maths:** Build with blocks | multifix blocks |
| **Game:** Fast maths with cards – 2 more | number cards |












| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Counting in 2s | LB |
| 2 | Counting in 3s | LB, 100 square |
| 3 | Counting in 4s | LB, 100 square |
| 4 | Counting in 5s | LB, 100 square |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| solve **addition** and **subtraction word problems** quickly and efficiently using a number line. | |
| use **doubling** and **halving** as techniques when solving problems. | |
| solve and explain solutions to practical problems involving **skip counting**. | |
| tell **12-hour time** in hours and half hours. | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment**: Numbers, Operations and Relationships: Counting in 2s, 3s, 4s and 5s.

**Oral and practical assessment:** Numeric and geometric patterns.

# Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5

## Izibalo zentloko

Kule veki siqhubeka nokugxila **kwiibhondi zamanani**. Abafundi bakha inani elibizwe ngutitshala ngeebhloko, kwaye basebenze ngokukhawuleza kangangoko benako. Abafundi kufuneka bahlule iibhloko zabo zibe ngamaqela amabini, baze baxoxe ngeendibaniselwano ezahlukileyo zeebhloko ezenza inani elipheleleyo. Kubalulekile ukuba abafundi babe nobuchule bokunakana amanani neebhondi zamanani kuba oku kuza kubanceda ekusombululeni iingxaki ngokukhawuleza.




## Umdlalo

Kule veki sidlala umdlalo Izibalo ezikhawulezayo ngamakhadi – 2 ngaphezulu. Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa neebhondi zokudibanisa ezilula bade bazazi. Ulwazi olululo lweebhondi zamanani kunye nesakhono sokusombulula iingxaki ngobuchule luya kuba sisiseko esomeleleyo sezinye iingxaki ezinzima. Abafundi bangaziqhelanisa nokudibanisa inani elahlukileyo ngosuku ngalunye ukuze bandise ulwazi lwabo lweebhondi zamanani.




## Uphuhliso lwengqiqo

Kwizifundo zeklasi yonke siza kujolisa **kubalo oluqakathayo** kule veki. Abafundi baza kubala beqakatha ukuze basombulule iingxaki. Kwimisetyenzana abayenza ngokuzimela, abafundi baza kubethelela ulwazi lwabo lokudibanisa nokuthabatha, ukuphinda kabini nokwahlula kubini, kwakunye nokuxela ixesha. Siza kugxila koku:

- ukusombulula nokucacisa izisombululo zeengxaki ezenziwayo eziquka ukubala okuqakathayo. ukusetyenziswa kokubala okuqakathayo ekusombululeni iingxaki kuya kukhokelela abafundi ekuqondeni **uphindaphindo**, kubancede nasekusombululeni iingxaki ngokukhawuleza.
- ukusombulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangobuchule besebenzisa umgcamanani.
- ukusebenzisa **ukuphinda kabini** no**kwahlula kubini** njengobuchule xa besombulula iingxaki.
- **ukuxela ixesha leeyure ezili-12** ngokweeyure nangeziqingatha zeyure.




## Into emayiqatshelwe kule veki

- Qinisekisa ukuba uyababonisa abafundi indlela yokubala uqakatha. Xa ubala ngezi-2, bakhuthaze abafundi ukuba bawasebeze amanani ayiminqakathi baze bawakhwaze amanani angoonombini. Xa bebala ngoo-3, oo-4 noo-5, bancedise abafundi ukuba banakane ipatheni ngokubeka iibhloko kwisikwere se-100. Iibhloko zigquma amanani angakhwazwayo xa ebalwa, kwaye oku kunceda abafundi baqaphelisise iipatheni.
- Bakhuthaze abafundi bancokole ukuze bakwazi ukusebenzisa isigama esifanelekileyo xa bexoxa ngeebhondi zamanani nolwalamano (**dibanisa**, **kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**, **incinci kuna-**, **inkulu kuna-/inkudlwana**, **ingaphezulu kuna-**, **ingaphantsi kuna-**).

# Counting in 2s, 3s, 4s and 5s

## Mental Maths

This week we continue to focus on **number bonds**. Learners use multifix blocks to build a number called out by the teacher, working as quickly as possible. Learners must then spilt their multifix blocks into two groups, discussing the different combinations of blocks that make up the total number. It is important for learners to become efficient in recognising numbers and number bonds, as this will help them to solve problems more quickly.




## Game

This week we play the game Fast Maths with cards – 2 more. The purpose of this game is to provide learners with an opportunity to practise simple addition facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practise adding a different number each day in order to extend their understanding of addition facts.




## Conceptual development

In the concept development lessons this week we focus on **skip counting**. Learners will use skip counting to solve problems. In the independent activities this week, learners will consolidate their understanding of addition and subtraction, doubling and halving, and telling the time. We will focus on:

- solving and explaining solutions to practical problems involving skip counting. The use of skip counting to solve problems will lead learners towards an understanding of **multiplication**, helping them to solve problems more quickly.
- solving addition and subtraction word problems quickly and efficiently using a number line.
- using **doubling** and **halving** as techniques when solving problems.
- telling **12-hour time** in hours and half hours.




## What to look out for this week

- Make sure you show learners how to skip count. When counting in 2s, encourage learners to say the odd numbers softly and the even numbers louder. When counting in 3s, 4s or 5s, help learners to recognise the pattern by putting multifix blocks on a 100 square. The multifix blocks cover the numbers that are not counted aloud, and this helps learners to see the patterns more clearly.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and relationships (**add**, **and**, **more**, **subtract**, **take away**, **less**, **smaller than**, **greater than**, **more than**, **less than**).

# IVEKI 2 • USUKU 1

## Ukubala ngezi-2

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

### IZIBALO ZENTLOKO | MENTAL MATHS

**Yakha ngeebhloko! Sebenzisa iibhloko ukuze uthethe ngezibini zamanani ezahlukileyo ezenza inani elithile.**

Use blocks to talk about different number combinations that make a given number. Build with blocks!

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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















# Counting in 2s

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Yenza amanani ngezinti zokubala.**
Draw numbers using tallies.

6

8

3

9

7

12

5

10

13

4

### Usuku 2 • Day 2

**Ufuna ezingaphi ngaphezulu ukuze ufike kwezili-10?**
How much more to get to 10?

4 + ____ = 10

7 + ____ = 10

9 + ____ = 10

1 + ____ = 10

10 + ____ = 10

8 + ____ = 10

6 + ____ = 10

3 + ____ = 10

0 + ____ = 10

2 + ____ = 10

### Usuku 3 • Day 3

**Thabatha kwezili-10.**
Subtract from 10.

10 – 4 = ____

10 – 0 = ____

10 – 6 = ____

10 – 3 = ____

10 – 2 = ____

10 – 1 = ____

10 – 10 = ____

10 – 9 = ____

10 – 7 = ____

10 – 8 = ____

### Usuku 4 • Day 4

**Ufuna ezingaphi ngaphezulu ukuze ufike kuma-20?**
How much more to get to 20?

14 + ____ = 20

17 + ____ = 20

9 + ____ = 20

11 + ____ = 20

10 + ____ = 20

18 + ____ = 20

6 + ____ = 20

13 + ____ = 20

3 + ____ = 20

2 + ____ = 20

# Ukubala ngezi-2



## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



















**Abanye abafundi bangabala ngoo-1, abanye baza kubala ngezi-2. Khuthaza abafundi babale ngezi-2 xa bebala amehlo. Ziqhelanise nokubala ngeziphindwa zika-2 ngokubala inani lamadolo, izihlangu, iindlebe kunye noobhontsi. Bakhuthaze bonke abafundi abaseklasini ukuba babale kunye.**

Some learners may count the eyes in 1s, others will count in 2s. Encourage learners to count in 2s when they count eyes. Practise counting in multiples of 2 by counting the number of knees, shoes, ears and thumbs. Encourage all the learners in the class to count together.

IVEKI • WEEK 2

USUKU 1 • DAY 1

## Ukubala ngezi-2
Counting in 2s

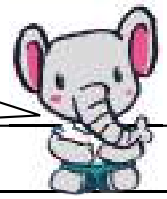
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

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

- Dlala nomhlobo wakho. Take turns
  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!

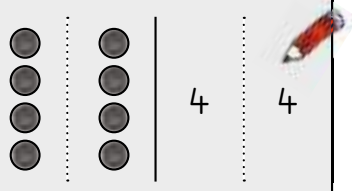



**Xa siphinda kabini, siphinda inani amaxesha ama-2.**
When we double, we repeat a number 2 times.



**1**

### Phinda kabini ezi-4
Double 4



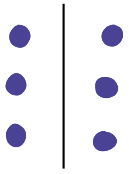

Isi-4 esiphindwe kabini senza 8.
Double 4 is 8.

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 6.

3 + 3 = 6

2 x 3 = 6

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

### Phinda kabini ezi-5
Double 5

5 | 5
(You can also put 5 dots)

Isi-5 esiphindwe kabini senza ____.
Double 5 is 10.

5 + 5 = 10

2 x 5 = 10

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

# Ukubala ngezi-2



**2**



| | |
|---|---|
| Zingaphi iibhayisekile? How many bicycles? | 5 |
| Mangaphi amavili? How many wheels? | 10 |

**3**



| iibhayisekile bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amavili wheels | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**4**



| | |
|---|---|
| Zingaphi iingqekembe? How many coins? | 4 |
| Zingaphi iirandi? How many rand? | R8 |

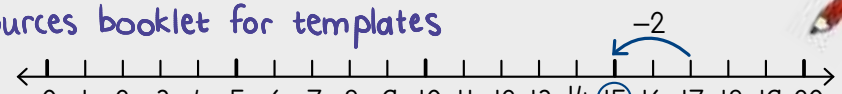
**5** Thabatha kumgcamanani.
Subtract on the number line.

Krwela umgca phantsi kwenani lokuqala. Biyela ngesangqa impendulo.
Underline the first number. Circle the answer.

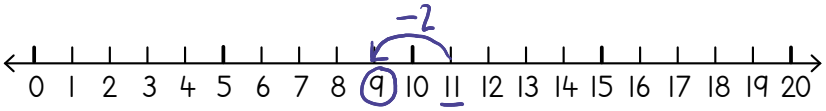


See the resources booklet for templates

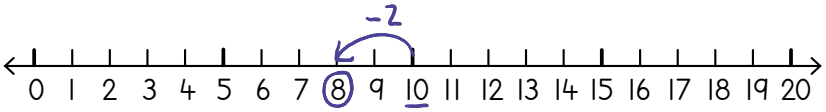
17 – 2 = 15




11 – 2 = 9




10 – 2 = 8




**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 |

# Counting in 3s

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





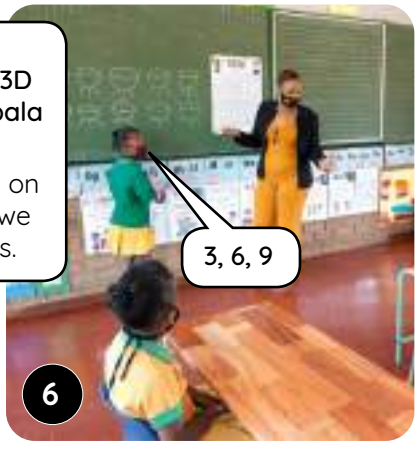














**Ziqhelise ukubala ngezi-3 ngokubala inani lemilenze yoonopotyi abahlukeneyo. Bakhuthaze abafundi eklasini babale kunye bonke.**

Practise counting in 3s by counting the number of legs on a varying number of potjie pots. Encourage all the learners in the class to count together.

IVEKI • WEEK 2

USUKU 2 • DAY 2

## 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.

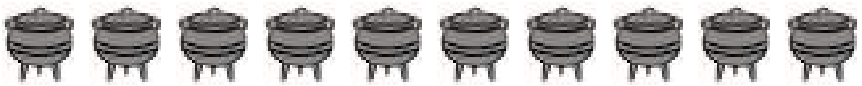
| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |

**2**



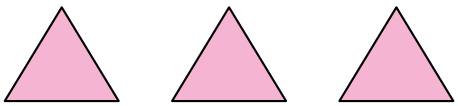
| | |
|---|---|
| Zingaphi iimbiza? How many pots? | 5 |
| Mingaphi imilenze? How many legs? | 15 |

**3**



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iimbiza pots | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| imilenze legs | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |

**4**



| | |
|---|---|
| Bangaphi oonxantathu? How many triangles? | 3 |
| Mangaphi amacala? How many sides? | 9 |

**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?

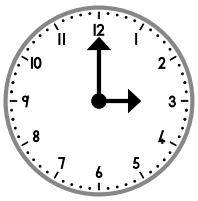
3 + 3 = 6 R6



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

3 + 3 + 3 = 9 R9

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



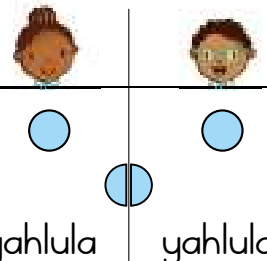
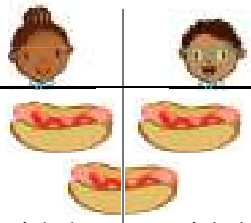
3 o'clock

14

# Counting in 3s




**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 | one and a half |

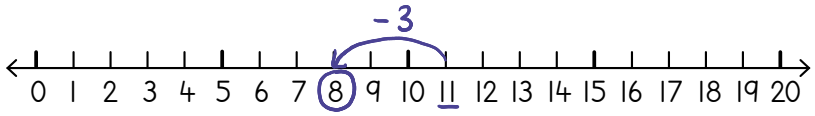



**8** Dibanisa okanye uthabathe kumgcamanani.
Add or subtract on the number line.

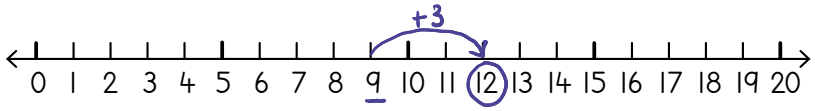
17 + 3 = 20




11 – 3 = 8




9 + 3 = 12




**9** Bhala amanani ashiyiweyo.
Write the missing numbers.

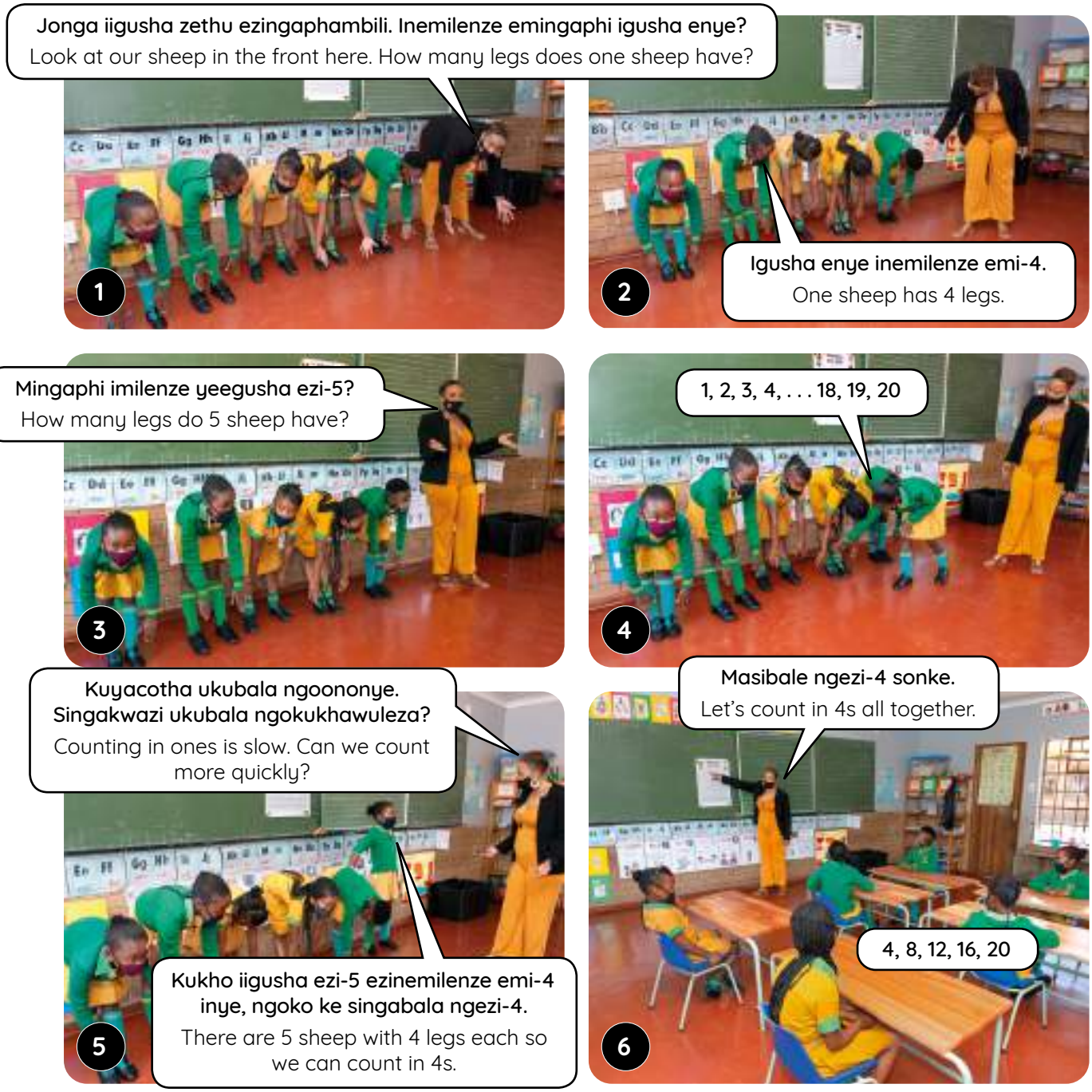
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

# Ukubala ngezi-4



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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT




**Nika abafundi ithuba lokuziqhelanisa nokubala ngezi-4 ngokuthi babale inani lemilenze kumanani ahlukileyo ezilwanyana. Bakhuthaze bonke abafundi ukuba babale kunye eklasini.**

Get learners to practise counting in 4s by counting the number of legs on different numbers of animals, for example, three dogs or ten elephants. Encourage all the learners in the class to count together.

# Counting in 4s



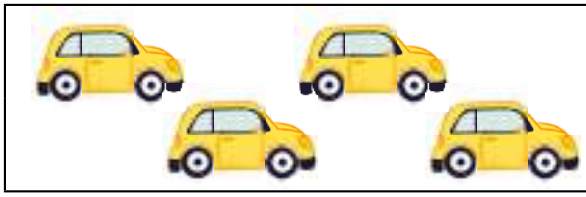
IVEKI • WEEK 2

USUKU 3 • DAY 3

## Ukubala ngezi-4
Counting in 4s

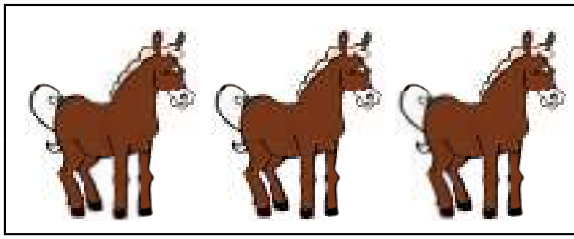
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

**1**



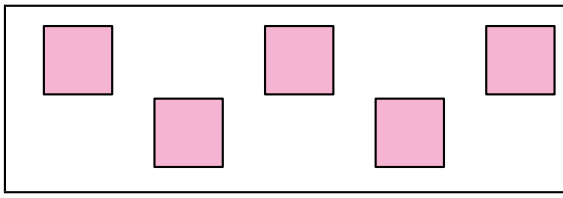
| | |
|---|---|
| Zingaphi iimoto? How many cars? | 4 |
| Mangaphi amavili? How many wheels? | 16 |

**2**



| | |
|---|---|
| Mangaphi amahashe? How many horses? | 3 |
| Mingaphi imilenze? How many legs? | 12 |

**3**



| | |
|---|---|
| Zingaphi izikwere? How many squares? | 5 |
| Mangaphi amacala? How many sides? | 20 |

**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?

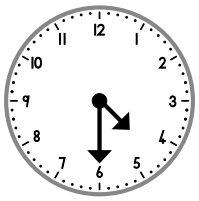
4 + 4 = 8 R8

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

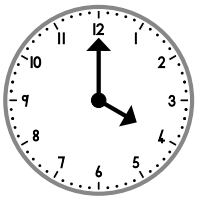
Emihle has R10. She pays R4 to ride the taxi. How much change does she get?

10 − 4 = 6 R6

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



half past 4



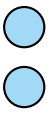
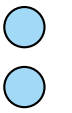
4 o'clock

16

# Ukubala ngezi-4



**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?

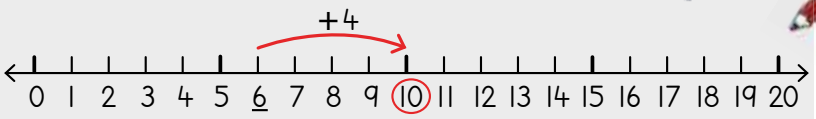
2 hotdogs

**7** Dibanisa okanye uthabathe kumgcamanani.
Add or subtract on the number line.

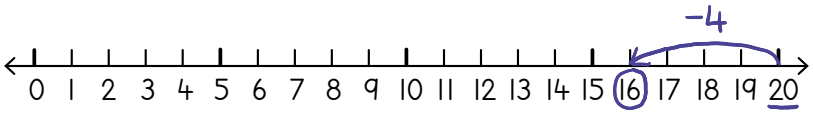
Krwela umgca phantsi kwenani lokuqala. Biyela ngesangqa impendulo.
Underline the first number. Circle the answer.



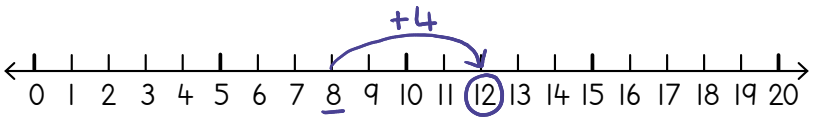
6 + 4 = 10




20 − 4 = 16




8 + 4 = 12




**8** Bhala amanani ashiyiweyo.
Write the missing numbers.

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

# Counting in 5s

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
















**Nika abafundi ithuba lokuziqhelanisa nokubala ngezi-5 ngokubala inani leminwe kwinani elahlukileyo lezandla. Bakhuthaze bonke abafundi eklasini ukuba babale kunye.**

Get learners to practise counting in 5s by counting the number of fingers on a varying number of hands. Encourage all the learners in the class to count together.

IVEKI • WEEK 2

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

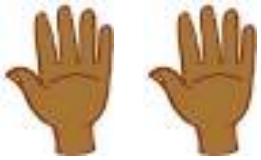
**1** Bala uye phambili ngezi-5.
Count forwards in 5s.

| | | | | | |
|---|---|---|---|---|---|
| 5 | 10 | 15 | 20 | 25 | 30 |
| 25 | 30 | 35 | 40 | 45 | 50 |
| 15 | 20 | 25 | 30 | 35 | 40 |

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

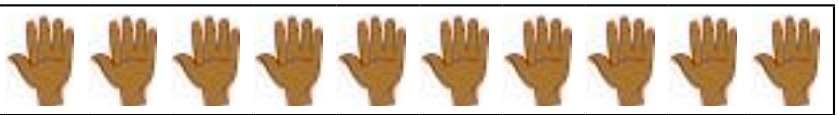
| | | | | | |
|---|---|---|---|---|---|
| 50 | 45 | 40 | 35 | 30 | 25 |
| 35 | 30 | 25 | 20 | 15 | 10 |
| 25 | 20 | 15 | 10 | 5 | 0 |

**3**



| | |
|---|---|
| Zingaphi izandla? How many hands? | 2 |
| Mingaphi iminwe? How many fingers? | 10 |

**4**



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| izandla ezi- hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e- fingers | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

**5**



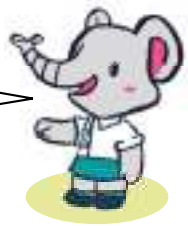
| | |
|---|---|
| Zingaphi iingqekembe? How many coins? | 5 |
| Zingaphi iirandi? How many rand? | R25 |

**6**



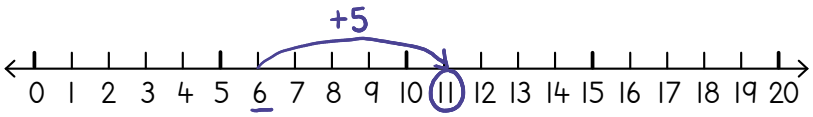
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iingqekembe ezi- coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iirandi ezi- rand | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

# Counting in 5s

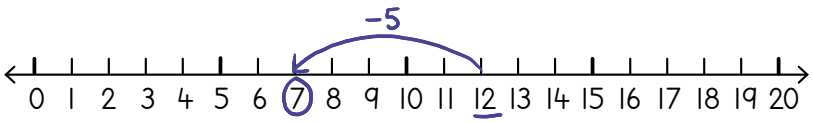



**7** Dibanisa okanye uthabathe kumgcamanani.
Add or subtract using the number line.

6 + 5 = 11




12 – 5 = 7




**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?



5 + 5 + 5 = 15 15 kilograms

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?



5 + 5 + 5 + 5 = 20 20 litres

IVEKI • WEEK 2

USUKU 5 • DAY 5

## 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 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |

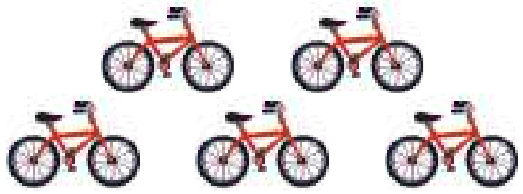
**2**

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 2 | 1 | 3 | $1\frac{1}{2}$ | 3 | 6 | 5 | 10 |
| 4 | 2 | 5 | $2\frac{1}{2}$ | 4 | 8 | 2 | 4 |

Learners can also say:
- one and a half
- two and a half

## Assessment and consolidation

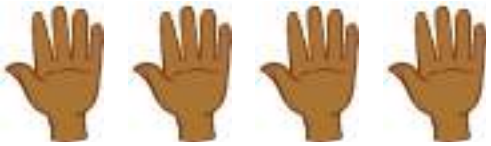
**3**

| | | |
|---|---|---|
|  | Zingaphi iibhayisekile?<br>How many bicycles? | 5 |
| | Mangaphi amavili?<br>How many wheels? | 10 |

**4**

| |  | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| iibhayisekile ezi-<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| amavili ma-<br>wheels | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**5**

| | | |
|---|---|---|
|  | Zingaphi izandla?<br>How many hands? | 4 |
| | Mingaphi iminwe?<br>How many fingers? | 20 |

**6**

| |  | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| izandla ezi-<br>hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e-<br>fingers | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

# Ukucazulula izi-6, izi-7, izi-8 nezi-9

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Ukubala okuqakathayo | isikwere se-100 |
| **Imidlalo:** Izibalo ezikhawulezayo ngedayisi – yenza isi-6 ukuya kwi-9 uphinde ucazulule 6 ukuya 9! | idayisi |










| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukucazulula isi-6 | Iibhloko, iLB |
| 2 | Ukucazulula isi-7 | Iibhloko, iphepha elingange-A4, iLB |
| 3 | Ukucazulula isi-8 | Iibhloko, iLB |
| 4 | Ukucazulula i-9 | Iibhloko, iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukubala uqakatha ngezi-2, ngezi-5 nangama-10. | |
| ukucazulula uze wakhe amanani usebenzisa iibhloko. | |
| ukusebenzisa ulwazi lweebhondi zamanani ekusombululeni iingxaki kunye nokubhala **izivakalisi manani**. | |
| ukuchonga **ulwalamano lwemiguqulwa** phakathi **kokudibanisa nokuthabatha**. | |
| ukusebenzisa **ukuphinda kabini** no**kwahlula kubini** njengobuchule xa usombulula iingxaki. | |
| ukuxela ixesha leeyure ezili-12 **ngeeyure nangeziqingatha zeeyure**. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

**Uvavanyo olubhalwayo:** Amanani, Ii-Opareyshini Nolwalamamo: Ukucazulula izi-6, izi-7, izi-8 nezi-9.

# Breaking down 6s, 7s, 8s and 9s

| | Resources |
|---|---|
| **Mental Maths:** Skip counting | 100 square |
| **Games:** Fast maths with dice - make 6 to 9 and Break 6 to 9! | dice |









| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Breaking down 6 | LB, multifix blocks |
| 2 | Breaking down 7 | LB, multifix blocks, A4 page |
| 3 | Breaking down 8 | LB, multifix blocks |
| 4 | Breaking down 9 | LB, multifix blocks |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| skip count in 2s, 5s and 10s. | |
| break down and build up numbers using multifix blocks. | |
| use knowledge of number bonds to solve problems and write **number sentences**. | |
| identify the **inverse relationship** between **addition** and **subtraction**. | |
| use **doubling** and **halving** as techniques when solving problems. | |
| tell 12-hour time in **hours** and **half hours**. | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Numbers, Operations and Relationships: Breaking down 6s, 7s, 8s and 9s.

# Ukucazulula izi-6, izi-7, izi-8 nezi-9

## Izibalo zentloko

Kule veki abafundi baza kuziqhelanisa **nokubala okuqakathayo**. Kubalulekile ukuba abafundi bakwazi ukubala beqakatha ngezi-2, isi-5 nama-10, ngoko ke, ngosuku ngalunye abafundi baza kuziqhelanisa ngenani elahlukileyo. Abafundi baqala ngokusebenzisa isikwere se-100 ukuze babone kwaye baqonde iipatheni. Emva koko banikwa ithuba lokubala beqakatha baye phambili baphinde babuye umva bekhawulezisa kakhulu ukuze baphuhlise ulwazi lwabo.




## Imidlalo

Izibalo ezikhawulezileyo enye ngaphezulu - yenza u6 ukuya 9 ukuze uze ucazulule u6 ukuya 9! Kulo mdlalo kufuneka abafundi 'batsibele' kwinani elahlukileyo ngosuku ngalunye. Abafundi kufuneka bachaze ukuba 'zingaphi ngaphezulu ezenza i-10' kwinani elivezwe lidayisi eliphosiweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi zamanani, kunye nokukhumbula ngokukhawuleza **iibhondi zabo zamanani**.




## Uphuhliso lwengqiqo

Kwizifundo zeklasi yonke kule veki sigxila **kucazululo nolwakhiwo lwamanani**. Abafundi baza kusebenzisa ulwazi lwabo lweebhondi zamanani ukuze babhale izivakalisi manani zokudibanisa nezokuthabatha. Oku kuza kubanceda baqonde **ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha**. Kwimisetyenzana yokuzimela yale veki, abafundi baza kubethelela ulwazi lwabo lokubala beqakatha, ukudibanisa nokuthabatha, ukuphinda kabini nokwahlula kubini. Kwakunye nokuxela ixesha. Siza kugxila koku:

- **ukubala uqakatha** ngezi-2, izi-5 nama-10.
- **ukucazulula nokwakha amanani** usebenzisa iibhloko.
- ukusebenzisa ulwazi **lweebhondi zamanani** ekusombululeni iingxaki nokubhala izivakalisi manani.
- ukuchaza **ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha**.
- ukusebenzisa **ukuphinda kabini nokwahlula kubini** njengobuchule xa besombulula iingxaki.
- **ukuxela ixesha leeyure ezili-12** ngokweeyure nangeziqingatha zeyure.







## Into emayiqatshelwe kule veki

- Xa ubala ngezi-2, khumbuza abafundi ukuba bangawabiza besebeza amanani ayiminqakathi, baze bakhwaze amanani angoonombini. Oku kuya kubanceda bakwazi ukunakana ipatheni yokubala ngezi-2.
- Bancedise abafundi baqonde ukuba ukudibanisa nokuthabatha yimiguqulwa, ngokubabonisa ukuba kuthetha ntoni oko (ukusebenza ngamanani amathathu umzekelo 2 + 5 =7 nokuba 7 – 5 = 2). Abafundi bangayisebenzisa le miguqulwa ekugqibezeleni izivakalisi manani kwiindibaniselwano zamanani ahlukileyo umzekelo 6, 7, 8 ne-9.
- Bakhuthaze ukuba bancokole ukuze baqhele ukusebenzisa isigama esichanekileyo xa bexoxa ngeebhondi zamanani kunye nezivakalisi manani (**dibanisa**, **kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**).

# Breaking down 6s, 7s, 8s and 9s

## Mental Maths

This week the learners will practise **skip counting**. It is important for learners to be able to skip count in 2s, 5s and 10s so each day learners will practise with a different number. At first they will use a 100 square so that they can see and understand the patterns. After that they practise skip counting forwards and backwards more quickly so they can develop their fluency.




## Games

The games for this week are Fast maths with dice - make 6 to 9 and Break 6 to 9! In these games, learners need to jump to a different number each day. Learners need to identify how many more to make 10 from the number shown on the rolled dice. In this way, learners will practise both their **number bonds** and their rapid recall of number facts.




## Conceptual development

In the concept development lessons this week we focus on **breaking down and building numbers**. Learners will use their knowledge of number bonds to write addition and subtraction number sentences. This will help them to understand the **inverse relationship between addition and subtraction**. In the independent activities, learners will consolidate their understanding of skip counting, addition and subtraction, doubling and halving, and telling the time. We will focus on:

- **skip counting** in 2s, 5s and 10s.
- **breaking down and building up numbers** using multifix blocks.
- using knowledge of **number bonds** to solve problems and write number sentences.
- identifying the **inverse relationship between addition and subtraction**.
- using **doubling** and **halving** as techniques when solving problems.
- **telling 12-hour time** in hours and half hours.







## What to look out for this week

- When counting in 2s, remind learners that they can say the odd numbers softly and the even numbers louder. This will help them to recognise the pattern of counting in 2s.
- Help learners to recognise that addition and subtraction are inverse operations by showing them what this means (working with number triples, for example 2 + 5 = 7 and 7 – 5 = 2). Learners can use these inverse operations to complete number sentences for the different number combinations for 6, 7, 8 and 9.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences (**add**, **and**, **more**, **subtract**, **take away**, **less**).

# Ukucazulula isi-6

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



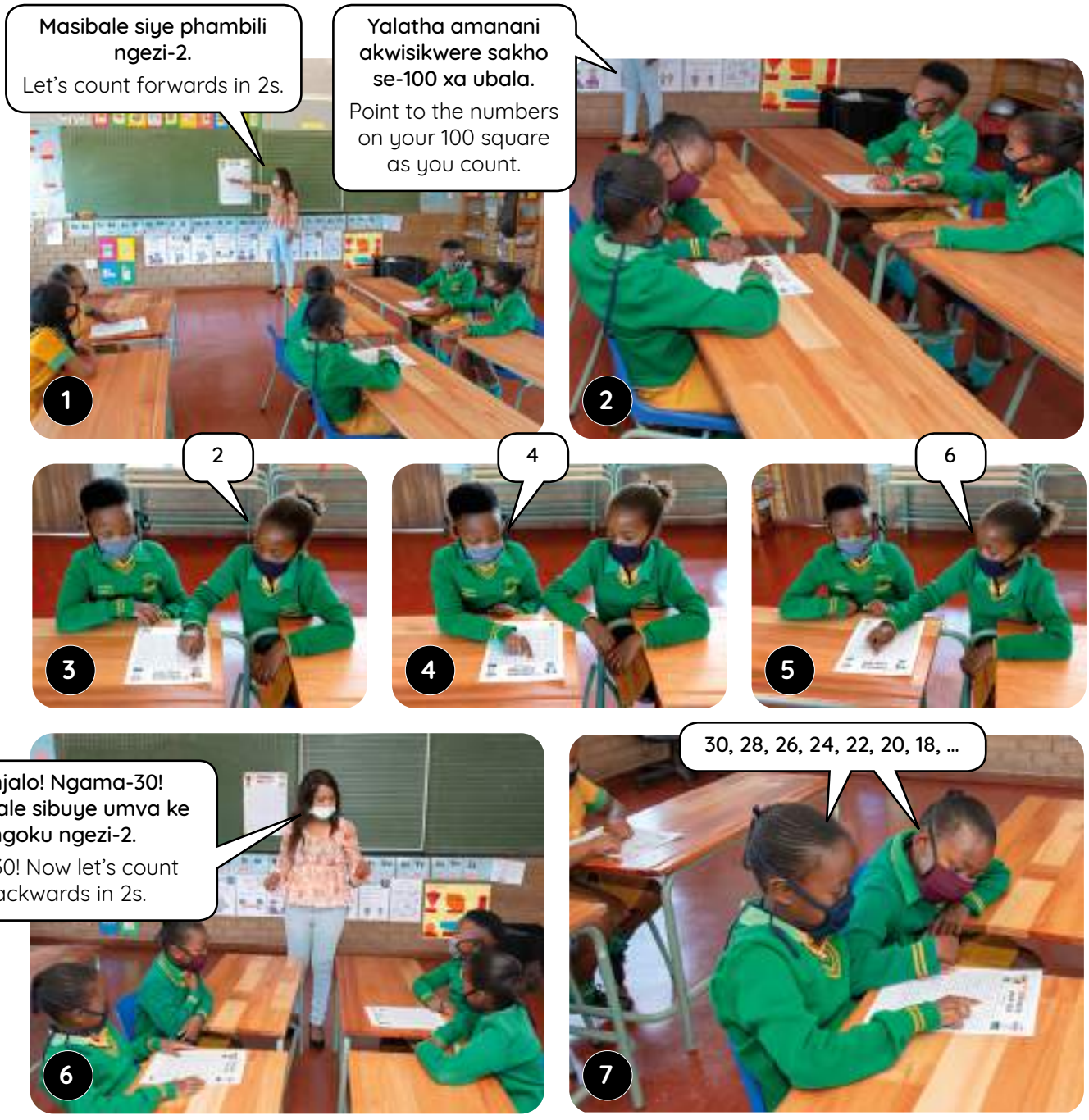
## IZIBALO ZENTLOKO | MENTAL MATHS

**Sebenzisa izikwere ezili-100 ukuze ubale. Bala uye phambili uze uphinde ubale ubuye umva.**

Use 100 squares to count. Count forwards and then backwards.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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



# Breaking down 6

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Zoba usebenzise amachokoza.**
**Biyela ama-10.**
Show using dots. Circle the 10s.

16

38

13

29

17

32

55

60

43

24

### Usuku 2 • Day 2

**Bhala amagama amanani.**
Write the number names.

16

38

13

29

20

32

55

60

43

77

### Usuku 3 • Day 3

**Bhala inani eliphambi kweli.**
Write the number before.

____ 17

____ 29

____ 36

____ 51

____ 78

**Bhala inani eliza emva kweli.**
Write the number after.

21 ____

44 ____

57 ____

82 ____

95 ____

### Usuku 4 • Day 4

**Bhala inani eliphakathi kwala.**
Write the number in between.

11 ____ 13

29 ____ 31

45 ____ 47

62 ____ 64

97 ____ 99

18 ____ 20

33 ____ 35

56 ____ 58

84 ____ 86

90 ____ 92

# Ukucazulula isi-6



## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Thatha incochoyi yeebhloko ezi-6 uyahlule ibe zizahlulo ezi-2. Uqaphela ntoni?**
Take a tower of 6 blocks and break it into 2 pieces. What do you notice?





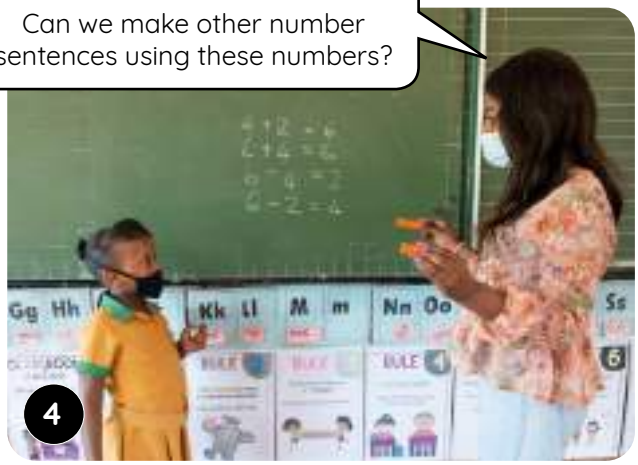


**Ndineebhloko ezi-2 neebhloko ezi-4.**
I have 2 blocks and 4 blocks.

**Bhala izivakalisi manani malunga neebhloko zakho.**
Write a number sentence about your blocks.




**Singakwazi ukwenza ezinye izivakalisi manani sisebenzisa kwa la manani?**
Can we make other number sentences using these numbers?




**Sibhale izivakalisi zamanani zokudibansa nezokuthabatha.**
We have written addition and subtraction number sentences.




**Zonke izivakalisi manani zisebenzise amanani afanayo.**
All the number sentences use the same three numbers.

**Kufuneka abafundi baqhube nokucazulula iincochoyi zabo zesi-6 ngeendlela ezahlukileyo. Bakhuthaze bathethe ngeendibaniselwano zamani ukubethelela ukuqonda kwabo iibhondi zamanani uze ubancede baqonde ulwalamano lwemiguqulwa phakathi kwezibalo.**

Learners should continue breaking their towers of 6 in different ways. Encourage them to talk about the number combinations, consolidating their understanding of number bonds and helping them to see the inverse relationship between the operations.

# Breaking down 6



IVEKI • WEEK 3

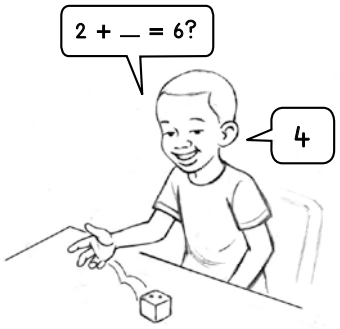
USUKU 1 • DAY 1

## 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.

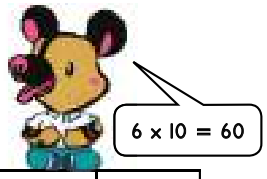
| | | |
|---|---|---|
| 4 + 2 = 6 | 3 + 3 = 6 | 5 + 1 = 6 |
| 2 + 4 = 6 | 0 + 6 = 6 | 1 + 5 = 6 |

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

| | | |
|---|---|---|
| 3 + 3 = 6 | 4 + 2 = 6 | 1 + 5 = 6 |

# Ukucazulula isi-6



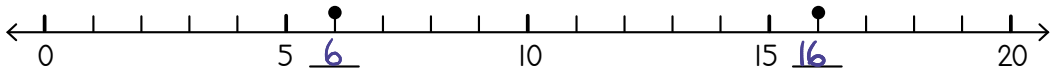



**3** Bala ngezi-6 uqale kwisi-6. Bhala zonke izi-6.
Count in 6s starting at 6. Write the 6s.

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

* notice the pattern

**4** Bhala inani elikwichokoza.
Write the number at the dot.



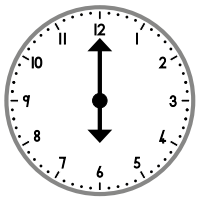

**5** UMusa unamapetyu ama-6. Amapetyu kaIna aphindwe kabini. Mangaphi amapetyu anawo uIna?
Musa has 6 marbles. Ina has double. How many marbles does Ina have?

6 + 6 = 12 Ina has 12 marbles

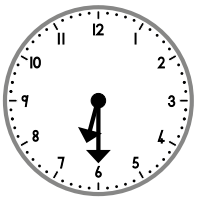
UXola unamapetyu ali-10. Ama-6 azuba. Ashiyekileyo aluhlaza. Mangaphi amapetyu aluhlaza?
Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

10 − 6 = 4 4 green marbles

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



6 o'clock



half past 6

# Breaking down 7

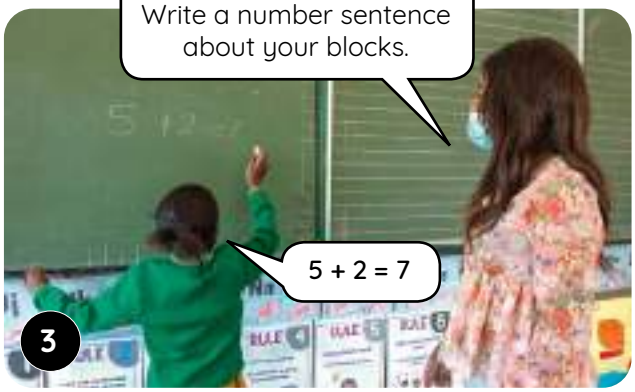
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

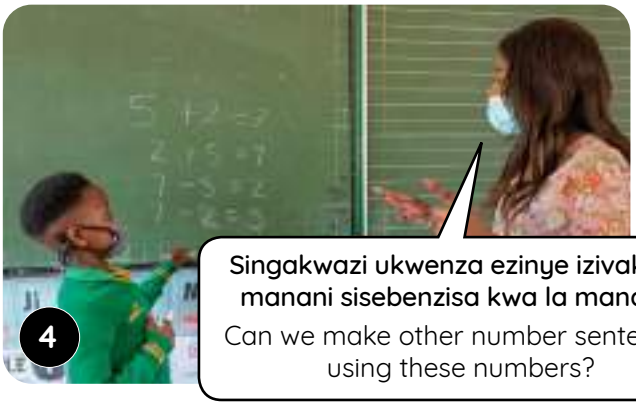
## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT










**Ncedisa abafundi bachonge izivakalisi manani ngokujonga amaqela eebhloko kwicala ngalinye lomgca osephepheni, nangokuthetha ngenani leebhloko ezikhoyo.**

Help learners to identify the number sentences by looking at the groups of blocks on either side of the line on the page, and by talking about how many blocks there are altogether.

Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini?
What do you notice about the number sentences written on the board?




**Ncedisa abafundi bachonge isivakalisi manani ngokudibanisa amaqhekeza eencochoyi zabo baze baphinde bazahlule.**

Help learners to identify the number sentences by putting the pieces of their block towers together and breaking them apart again.

IVEKI • WEEK 3

USUKU 2 • DAY 2

## Ukucazulula isi-7
Breaking down 7

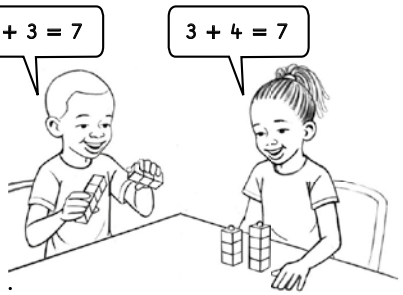
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

### 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.

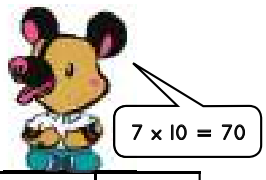
| | | |
|---|---|---|
| 4 + 3 = 7 | 2 + 5 = 7 | 1 + 6 = 7 |
| 3 + 4 = 7 | 5 + 2 = 7 | 6 + 1 = 7 |

**2** Dibanisa okanye uthabathe.
Add or subtract.

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

# Breaking down 7

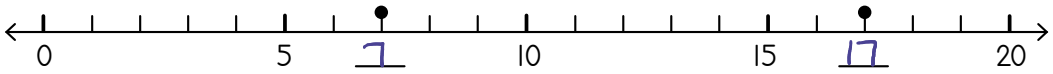
**3** Bala ngezi-7 uqale kwisi-7. Bhala zonke izi-7.
Count in 7s starting at 7. Write the 7s.




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

Do you see the : +10, -3 pattern?

**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?



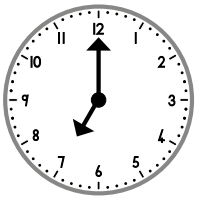
7 + 7 = 14 R14

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?

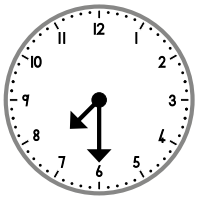


20 - 7 = 13 R13

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



7 o'clock



half past 7

# Ukucazulula isi-8

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Yahlula iibhloko zakho ezisi-8 zibe ngamaqela ama-2 edesikeni yakho. Uqaphela ntoni ngeebhloko zakho ngoku?

Separate 8 blocks into 2 groups on your desk. What do you notice about the blocks now?




Ndithathe iibhloko ezi-3, kwaze kwasala iibhloko ezi-5 edesikeni.

I picked up 3 blocks, and there are 5 blocks still on the desk.




Bhala isivakalisi manani malunga neebhloko zakho.

Write a number sentence about your blocks.




Singakwazi ukwenza ezinye izivakalisi manani sisebenzisa kwa la manani?

Can we make other number sentences using these numbers?




Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini?

What do you notice about the number sentences written on the board?




Sibhale izivakalisi manani zokudibanisa nezokuthabatha.

They are addition and subtraction number sentences.

Zonke izivakalisi manani zisebenzisa amanani amathathu afanayo.

All the number sentences use the same three numbers.

**Abafundi mabaqhube nokuthatha amanani ahlukileyo eebhloko ezidesikeni zabo ukuze benze iindibaniselwano ezahlukileyo zesi-8. Bakhuthaze bathethe ngabakubonayo ngendlela ebanceda ukuba babethelele ukuqonda kwabo iibhondi zamanani kunye nolwalamano lwemiguqulwa phakathi kwezibalo ezo.**

Learners should continue picking up different numbers of blocks from their desks to make different combinations of 8. Encourage them to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

# Breaking down 8



IVEKI • WEEK 3

USUKU 3 • DAY 3

## 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!

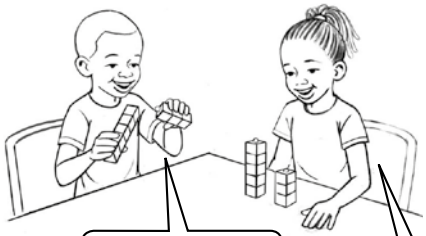





Namhlanje siza kudlala ngeebhloko kwakhona!
Today we play with blocks again!

### 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 – 6 = 2 | 8 – 7 = 1 |
| 8 – 3 = 5 | 8 – 4 = 4 | 8 – 2 = 6 |

### 2 Dibanisa okanye uthabathe.
Add or subtract.

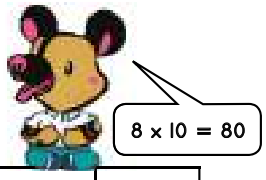
| | | |
|---|---|---|
| 5 + 3 = 8 | 6 + 2 = 8 | 4 + 4 = 8 |
| 8 – 3 = 5 | 8 – 2 = 6 | 8 – 4 = 4 |

26

# Ukucazulula isi-8

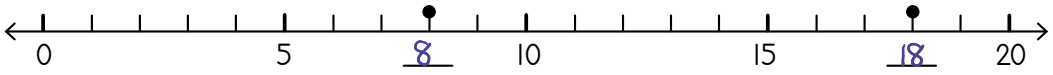


**3** Bala ngezi-8 uqale kwisi-8. Bhala zonke izi-8.
Count in 8s starting from 8. Write the 8s.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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?



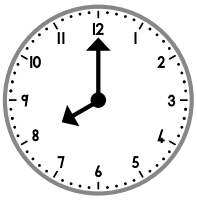
20 − 8 = 12 R12

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?

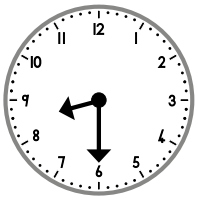


8 + 8 = 16 R16

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



8 o'clock



half past 8

# Breaking down 9

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yahlula iibhloko zakho ezili-9 zibe ngamaqela ama-2 edesikeni yakho. Uqaphela ntoni ngeebhloko zakho ngoku?

Separate your 9 blocks into 2 groups on your desk. What do you notice about the blocks now?







Kukho iibhloko ezi-6 kwelinye icala neebhloko ezi-3 kwelinye icala.

There are 6 blocks on one side and 3 blocks on the other side.

Bhala isivakalisi manani malunga neebhloko zakho.

Write a number sentence about your blocks.




Singakwazi ukwenza ezinye izivakalisi manani sisebenzisa kwa la manani?

Can we make other number sentences using these numbers?




**Ncedisa abafundi bachonge izivakalisi manani ngokujonga kula maqela mabini eebhloko nangokuthetha ngenani leebhloko ezikhoyo zizonke.**

Help learners to identify the number sentences by looking at the two groups of blocks, and by talking about how many blocks there are altogether.

Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini?

What do you notice about the number sentences written on the board?




**Abafundi mabaqhube nokuthatha amanani ahlukileyo eebhloko ezidesikeni zabo ukuze benze iindibaniselwano ezahlukileyo ze-9. Bakhuthaze bathethe ngabakubonayo ngendlela ebanceda ukuba babethelele ukuqonda kwabo iibhondi zamanani kunye nolwalamano lwemiguqulwa phakathi kwezibalo ezo.**

Learners should continue grouping 9 blocks in different ways. Encourage learners to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

IVEKI • WEEK 3

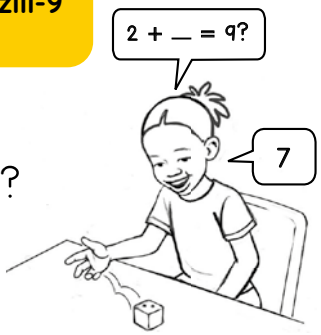
USUKU 4 • DAY 4

## 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 – 2 = 7 | 9 – 5 = 4 |
| 9 – 3 = 6 | 9 – 4 = 5 | 9 – 7 = 2 |

* *

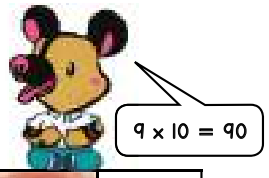
**2** Dibanisa okanye uthabathe.
Add or subtract.

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

* learners make their own sentence

28

# Breaking down 9




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

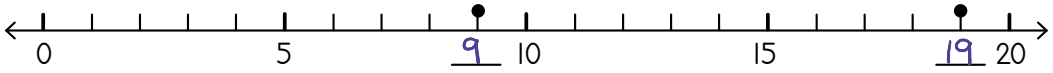
Count in 9s starting from 9. Write the 9s.

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

*Notice the pattern: +10 ; −1

**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?

10 − 9 = 1 1 hour



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

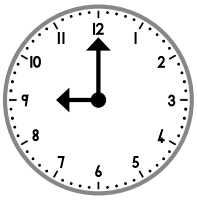
The netball game started at 9.30 in the morning. It ended at 10.30 in the morning. How long was the game?

10:30 − 9:30 = 1 1 hour

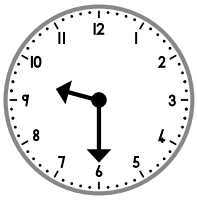


**6** Ngubani ixesha?

What is the time?



9 o'clock



half past 9

IVEKI • WEEK 3

USUKU 5 • DAY 5

## 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.

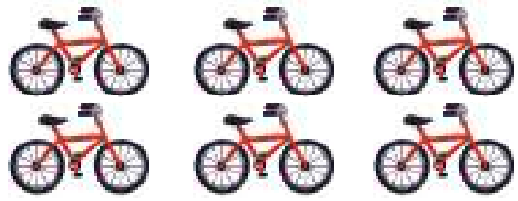
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 70 | 69 | 68 | 67 | 66 | 65 | 64 | 63 | 62 | 61 |
| 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 |

**2**

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 6 | 3 | 8 | 4 | 6 | 12 | 8 | 16 |
| 4 | 2 | 10 | 5 | 4 | 8 | 10 | 20 |

## Assessment and consolidation

**3**

| | | |
|---|---|---|
|  | Zingaphi iibhayisekile?<br>How many bicycles? | 6 |
| | Mangaphi amavili?<br>How many wheels? | 12 |

**4**

| |  | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| iibhayisekile ezi-<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| amavili ma-<br>wheels | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**5**

| | | |
|---|---|---|
|  | Zingaphi izandla?<br>How many hands? | 5 |
| | Mingaphi iminwe?<br>How many fingers? | 25 |

**6**

| |  | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| izandla ezi-<br>hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iminwe e-<br>fingers | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

# Ukufikelela kwi-10

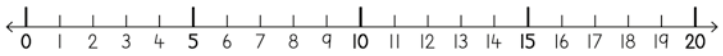
| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Fizz Pop! | isikwere se-100 (ayinyanzelekanga) |
| **Imidlalo:** Izibalo ezikhawulezayo ngedayisi – yenza i-10, Fumana ama-10 uze uCazulula i-10! | idayisi |












| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukucazulula i-10 | Iibhloko, iLB |
| 2 | Fumana ama-10 | iLB |
| 3 | I-10 elilandelayo | Umgcamanani (utitshala), iLB |
| 4 | I-10 elingasemva | Umgcamanani (utitshala), iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukusebenzisa itheyibhile yamanani ekwalatheni nasekubhaleni izivakalisi **manani zeebhondi ze-10**. | |
| ukudibanisa amanani angaphezulu kwesibini ngokufumana amanani enza i-10 xa edityanisiwe. | |
| ukusebenzisa umgcamanani ukuze aqonde ukuba kufuneka ezingaphi ngaphezulu ukuze afike kwishumi elilandelayo. | |
| ukusebenzisa umgcamanani ukuze aqonde ukuba kufuneka ezingaphi ngaphantsi ukuze afike kwishumi elingasemva. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

**Uvavanyo olubhalwayo:** Amanani, Ii-Opareyshini Nolwalamamo: Ukudibanisa ngokwenza ishum.

**Uvavanyo oluthethwayo nolwenziwayo:** Umlinganiselo – Ixesha

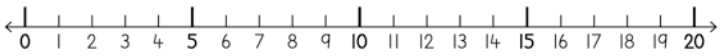
# Getting to 10

| | Resources |
|---|---|
| **Mental Maths:** Fizz Pop! | 100 square (optional) |
| **Games:** Fast maths with dice - make 10, Find the 10s and Break 10! | dice |








| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Breaking down 10 | LB, multifix blocks |
| 2 | Find the 10s | LB |
| 3 | Next 10 | LB, number line (teacher) |
| 4 | Previous 10 | LB, number line (teacher) |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| use a number table to identify and write number sentences for the **bonds of 10**. | |
| add more than two numbers by finding numbers that add up to 10. | |
| use a number line to recognise how many more is needed to get to the next 10. | |
| use a number line to recognise how many less is needed to get to the previous 10. | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Numbers, Operations and Relationships: Adding by making a ten.

**Oral and practical assessment:** Measurement – Time

# Ukufikelela kwi-10

## Izibalo zentloko

Sidlala umdlalo othandwayo othi Fizz Pop! ukuziqhelanisa nokudibanisa i-10 nokuthabatha i-10. Ukukhumbula ngokukhawuleza kwabafundi ezili-10 ngaphezulu nezili-10 ngaphantsi kubalulekile ukuze bakwazi ukusombulula iingxaki ngobuchule. Qinisekisa ukuba uyasisebenzisa isikwere se-100 ukuze uncede abafundi bachaze iipatheni ze-10 ngaphezulu ne-10 ngaphantsi.




## Imidlalo

Imidlalo yale veki Izibalo ezikhawulezayo ngedayisi – yenza i-10, Fumana ama-10 uphinde uCazulula i-10! Abafundi badlala umdlalo ngedayisi ukuze baziqhelanise nokuchaza ‘zingaphi ngaphezulu ukwenza i-10’ kwinani elivezwe lidayisi eliphosiweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi ze-10 kunye nokukhumbula ngokukhawuleza iibhondi zamanani.

## Uphuhliso lwengqiqo

Kwizifundo zeklasi yonke kule veki sigxila kwinani i-10. Sijolisa ekucazululeni nasekwakheni i-10, nama-10 kumgcamanani. Abafundi baza kuphuhlisa isakhono sokukhumbula ngokukhawuleza iibhondi zamanani, baze bakwazi ukusombulula iingxaki ngobuchule. Abafundi basebenzisa iitheyibhile zamanani, nto leyo eza kuphuhlisa ngakumbi ukuqonda kwabo ulwalamano phakathi kokudibanisa nokuthabatha. Siza kujolisa koku:

- ukusebenzisa iitheyibhile zamanani ekuchongeni nasekubhaleni izivakalisi manani zeebhondi ze-10.
- ukudibanisa amanani angaphezulu kwesibini ngokufumana amanani enza i-10 xa edityanisiwe.
- ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo afunekayo ukwenza i-10.
- ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo owathathayo ukubuyela kwi-10 elingasemva.




## Into emayiqatshelwe kule veki

- Khuthaza abafundi ukuba basebenzise ezabo iibhondi zamanani ukuze zibancede ekusombululeni iingxaki ngokukhawuleza nangobuchule.
- Ukunceda abafundi baqonde ukuba **ukudibanisa nokuthabatha yimiguqulwa**. Abafundi bangasebenzisa itheyibhile yamanani ibancede ekuchongeni izivakalisi manani ezahlukileyo ezinokubhalwa kwiindibaniselwano ezithile zamanani.
- Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngeebhondi zamanani nezivakalisi manani: **dibanisa**, **kunye**, **ngaphezulu kuna-**, **thabatha**, **susa**, **ngaphantsi kuna-**, **elandelayo**, **edlulileyo**, **phambi**, **emva**.

# Getting to 10

## Mental Maths

We play a favourite game – Fizz Pop! – to practise adding and subtracting 10. A quick recall of 10 more and 10 less is important for learners to be able to solve problems efficiently. Make sure you use the 100 square to help learners identify the patterns of 10 more and 10 less.

## Games

The games for this week are Fast maths with dice – make 10, Find the 10s and Break 10! Learners play the games with dice to practise identifying how many more to make 10 from the number shown on the rolled dice. In this way, learners will practise their bonds of 10, and their rapid recall of number facts.




## Conceptual development

In the concept development lessons this week we focus on the number 10. We look at breaking down and building 10, and 10s on a number line. Learners will develop their quick recall of number facts, helping them to solve problems efficiently. Learners use number tables, which will continue to develop their understanding of the inverse relationship between addition and subtraction. We will focus on:

- using number tables to identify and write number sentences for the bonds of 10.
- adding more than two numbers by finding numbers that add up to 10.
- using number lines to recognise how many more steps to make a 10.
- using number lines to recognise how many steps back get to the previous 10.




## What to look out for this week

- Encourage learners to use their known number facts to help them solve problems quickly and efficiently.
- Help learners to recognise that addition and subtraction are **inverse operations**. Learners can use their number tables to help them identify the different number sentences that can be written for particular number combinations.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences: **add**, **and**, **more than**, **subtract**, **take away**, **less than**, **next**, **previous**, **before**, **after**.

# Ukucazulula i-10

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Bethelela ukudibanisa nokuthabatha i-10 ukuya kuma-50 usebenzisa umdlalo uFizz Pop!**

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop! game.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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




















# Breaking down 10

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Bhala elingaphantsi ngononye nelingaphezulu ngononye.**
Write one less and one more.

____ 6 ____

____ 11 ____

____ 27 ____

____ 36 ____

____ 52 ____

____ 75 ____

____ 89 ____

____ 63 ____

____ 80 ____

____ 94 ____

### Usuku 2 • Day 2

**Bhala >; < okanye =.**
Fill in >; < or =.

74 ____ 98

35 ____ 18

62 ____ 62

59 ____ 95

41 ____ 42

86 ____ 46

24 ____ 41

13 ____ 3

78 ____ 62

71 ____ 71

### Usuku 3 • Day 3

**Biyela elona nani lincinci.**
Circle the smallest number.

30 20 50

24 29 51

75 57 73

55 51 15

99 100 101

**Biyela elona nani likhulu.**
Circle the biggest number.

17 27 7

34 21 86

96 66 26

43 83 51

81 12 50

### Usuku 4 • Day 4

**Gqibezela ipatheni.**
Complete the pattern.

61 62 63 ____ ____ ____

45 44 43 ____ ____ ____

30 35 40 ____ ____ ____

79 69 59 ____ ____ ____

31 41 51 ____ ____ ____

55 50 45 ____ ____ ____

86 87 88 ____ ____ ____

62 52 42 ____ ____ ____

13 23 33 ____ ____ ____

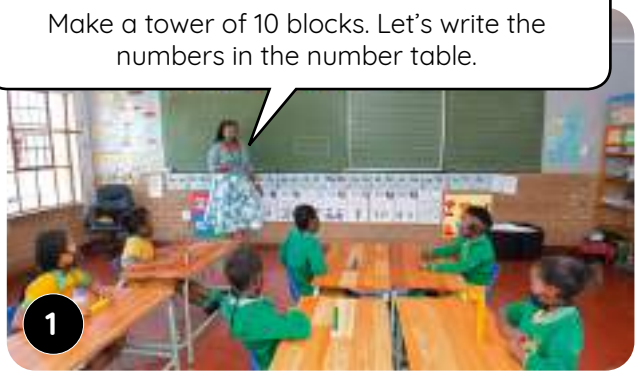
75 70 65 ____ ____ ____

# Ukucazulula i-10

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

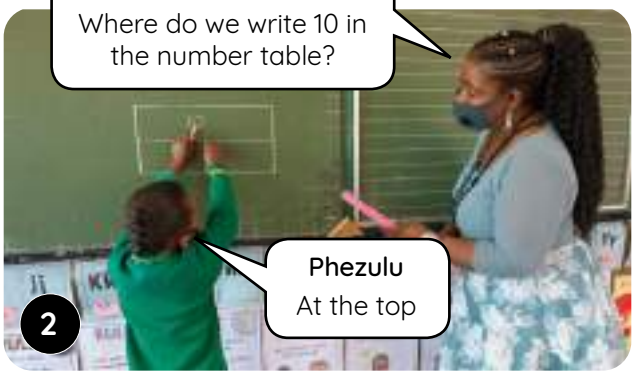
**Yenza incochoyi ngeebhloko ezili-10. Masibhale amanani kwitheyibhile yamanani.**

Make a tower of 10 blocks. Let's write the numbers in the number table.




**Silibhala phi i-10 kule theyibhile yamanani?**

Where do we write 10 in the number table?




**Ewe, i-10 linani elipheleleyo. Ndiwabhale phi amanani ukuze ndibonise iinxalenye?**

Yes, 10 is the whole amount. Where do I write the numbers to show the parts?




**Uchanile! Isi-7 nesi-3 zenza i-10. Zeziphi izivakalisi manani esinokuzibhala sisebenzise amanani akwitheyibhile?**

Yes! 7 and 3 together equal 10. What number sentences can we write using the numbers in the number table?




**Nika abafundi ixesha lokuxoxa ngezivakalisi manani abacinga ukuba bangazibhala kule theyibhile yamanani.**

Give learners time to discuss the number sentences that they think can be written using the number table.




**Abafundi mabaqhube nokwahlula incochoyi ye-10 ibe zizahlulo ezahlukileyo kwakunye nokubhala iiseti ezahlukileyo zezivakalisi manani besebenzisa iindibaniselwano abazenzayo. Bakhuthaze ukuba bathethe ngetheyibhile yamanani, ubancede babone ulwalamano phakathi kwamanani akwitheyibhile leyo.**

Learners can carry on breaking the 10 tower into different parts and writing different sets of number sentences using the combinations they make. Encourage them to talk about the number table and help them see the relationship between the numbers in the table.

# Breaking down 10



IVEKI • WEEK 4

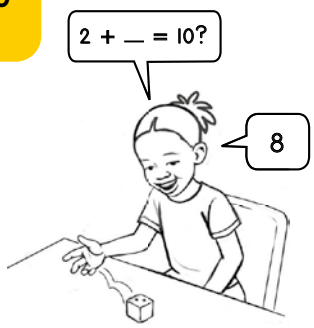
USUKU 1 • DAY 1

## Ukucazulula i-10
Breaking down 10

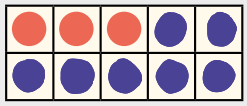
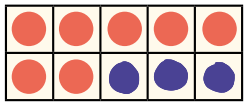
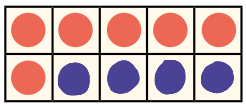
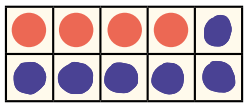
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

### 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!

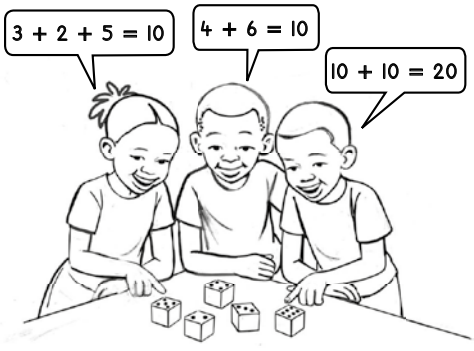



1

| | |
|---|---|
|  Zingaphi? How many? 3 — Zibe ngaphi ukuze wenze i-10? How many to make 10? 7 |  Zingaphi? How many? 7 — Zibe ngaphi ukuze wenze i-10? How many to make 10? 3 |
|  Zingaphi? How many? 6 — Zibe ngaphi ukuze wenze i-10? How many to make 10? 4 |  Zingaphi? How many? 4 — Zibe ngaphi ukuze wenze i-10? How many to make 10? 6 |

### 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.




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# Ukucazulula i-10



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

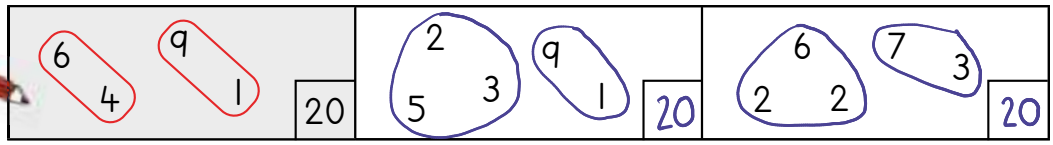
10 learners can fit into Ta' Jola's taxi.



| | |
|---|---|
| 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? 2+4 = 6<br>10 - 6 = 4<br>4 learners |

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

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




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

Find the 10. Then add.

| | | |
|---|---|---|
| 6 + 7 + 4 = 17 | 8 + 7 + 2 = 17 | 7 + 6 + 3 = 16 |
| 5 + 8 + 5 = 18 | 6 + 8 + 4 = 18 | 9 + 5 + 1 = 15 |
| 6 + 9 + 4 = 19 | 7 + 2 + 1 + 5 = 15 | 7 + 5 + 3 = 15 |

## 5 Biyela ama-10. Yimalini?

Circle the 10s. How much money? You could copy this question for learners




## 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?<br>5 learners | Itekisi inesiqingatha senani. Bangaphi abafundi abanokungena etekisini?<br>His taxi is half full. How many more learners can get in the taxi?<br>5 learners |

# Find the 10s

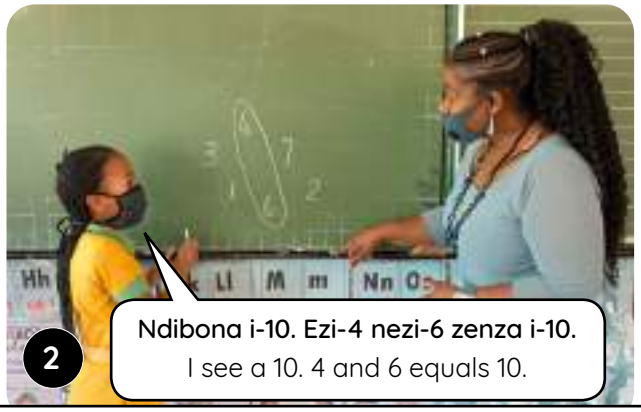
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

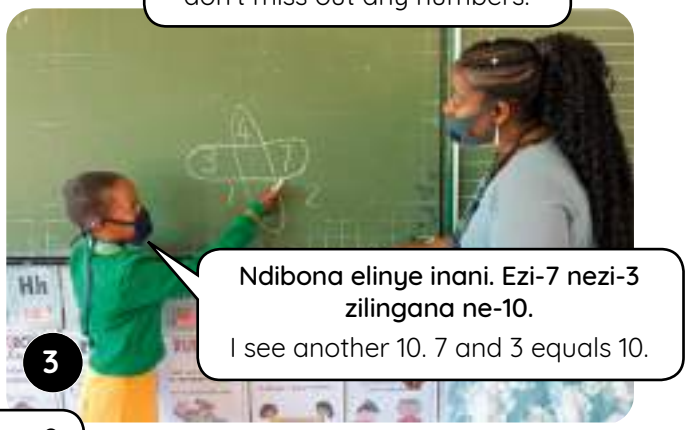
## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Cacisa: Namhlanje siza kufunda indlela ekhawulezayo yokudibanisa amanani amaninzi. Ukuze udibanise ngokukhawuleza, kufuneka sifumane kuqala amanani enza i-10 xa edityanisiwe.**

Explain: Today we're going to learn a quick way of adding lots of numbers. To add numbers quickly, we first find the numbers that add up to 10.

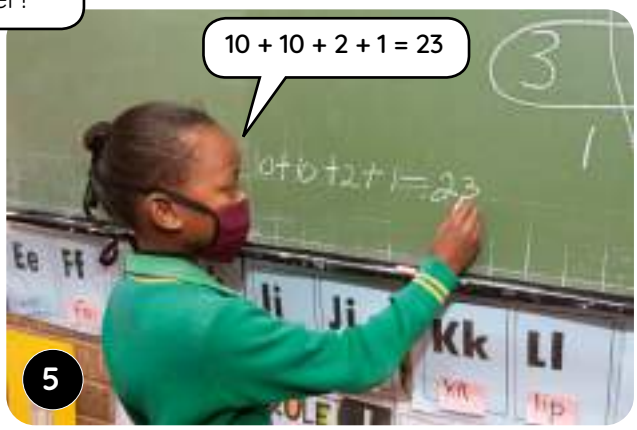









**Phinda amanyathelo angasentla ngezi seti zahlukeneyo zamanani, unike abafundi amathuba aliqela okufumana ama-10 nokudibanisa ngokukhawuleza.**

Repeat the steps above with different sets of numbers, allowing learners multiple opportunities to find the 10s and to add numbers quickly.

# Fumana ama-10



IVEKI • WEEK 4

**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 |
|---|---|
| 6 + 4 = 10 | 10 – 4 = 6 |
| 4 + 6 = 10 | 10 – 6 = 4 |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 8 + 2 = 10 | 10 – 2 = 8 |
| 2 + 8 = 10 | 10 – 8 = 2 |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 9 + 1 = 10 | 10 – 1 = 9 |
| 1 + 9 = 10 | 10 – 9 = 1 |



| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 5 + 5 = 10 | 10 – 5 = 5 |

**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.



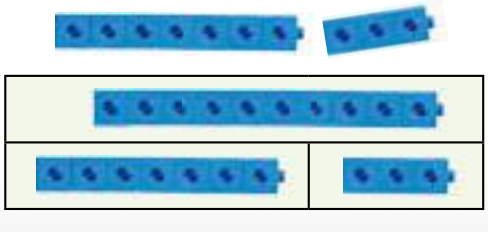
34

# Find the 10s



**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:

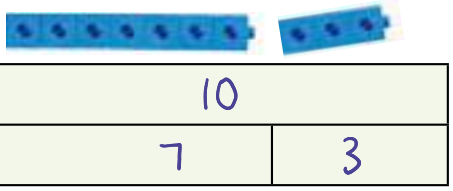


| 10 | |
|---|---|
| 7 | 3 |

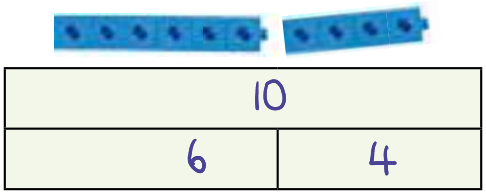
See the resources booklet for templates

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

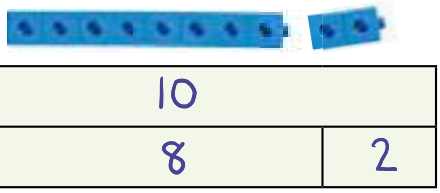
Make 10s. Break them into two parts. Complete the number tables.



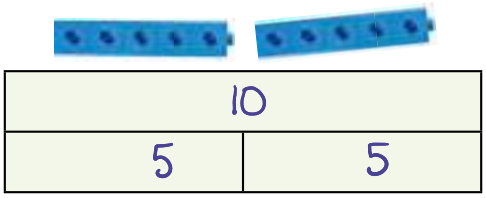
| 10 | |
|---|---|
| 7 | 3 |



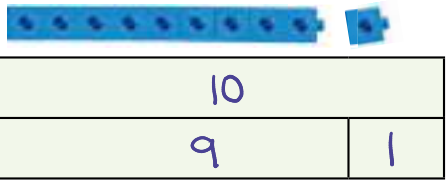
| 10 | |
|---|---|
| 6 | 4 |



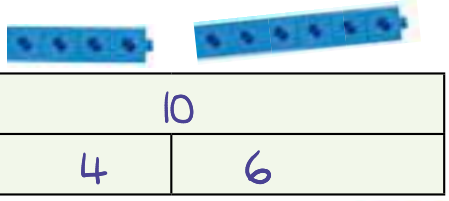
| 10 | |
|---|---|
| 8 | 2 |



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



| 10 | |
|---|---|
| 9 | 1 |



| 10 | |
|---|---|
| 4 | 6 |

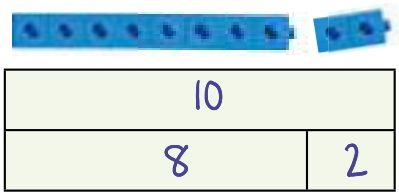
**3** Bhala izivakalisi manani zokudibanisa ezi-2 nezivakalisi manani zokuthabatha ezi-2.

Write 2 addition and 2 subtraction number sentences.

**Zi-4 izivakalisi manani esinokuzibhala.**

There are 4 number sentences we can write.





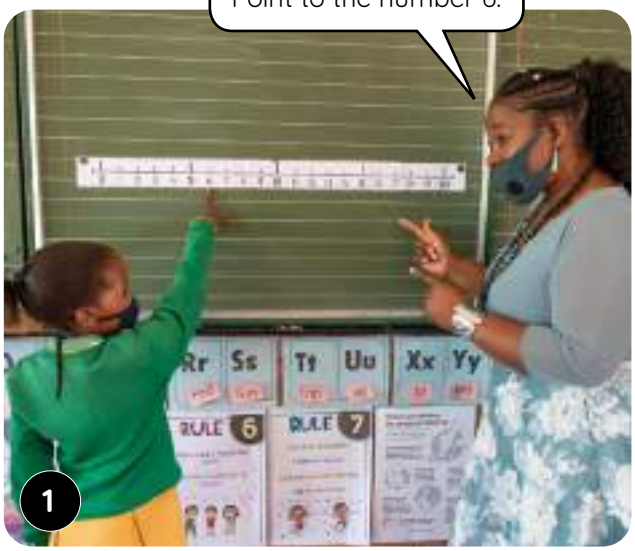
| 10 | |
|---|---|
| 8 | 2 |

| ezokudibanisa<br>addition | ezokuthabatha<br>subtraction |
|---|---|
| 8 + 2 = 10 | 10 − 2 = 8 |
| 2 + 8 = 10 | 10 − 8 = 2 |

# I-10 elilandelayo

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT













**Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi bakwazi ukuziqhelanisa nokwenza imitsi eya kwishumi elilandelayo kumgcamanani.**

Repeat the steps above, using different numbers from 0 to 20 so that the learners can all practise jumping to the next 10 on a number line.

# Next 10



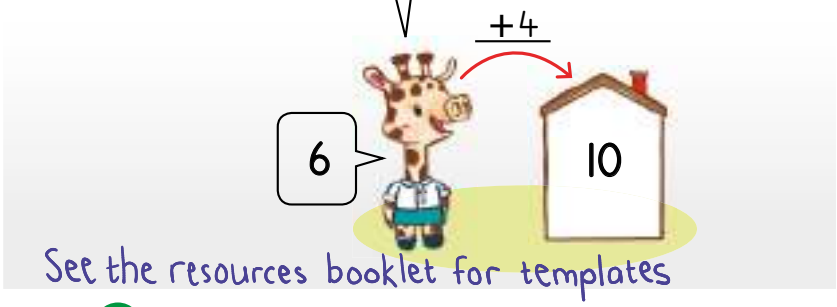
IVEKI • WEEK 4

USUKU 3 • DAY 3

## 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!

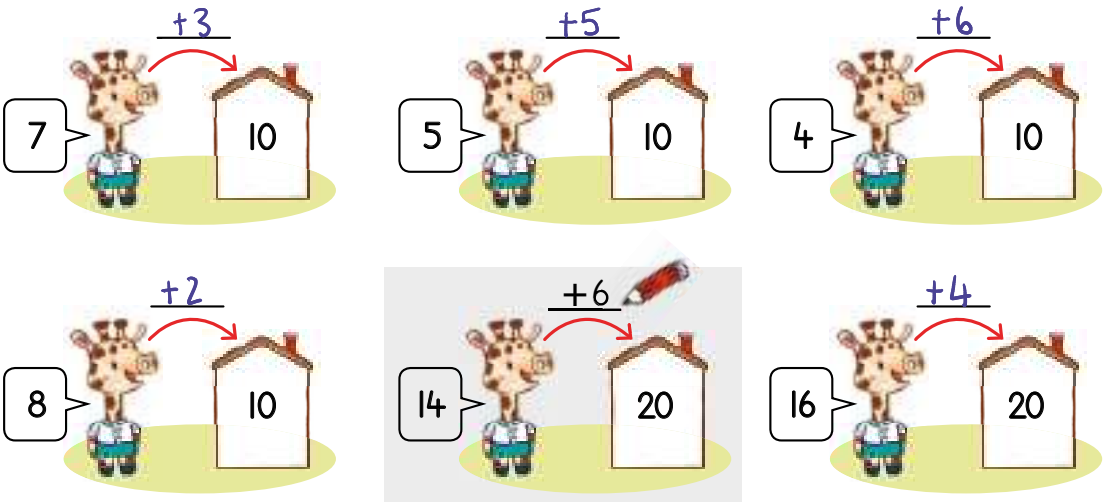



See the resources booklet for templates

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

6 — 10
4 — 10
16 — 20
14 — 20

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



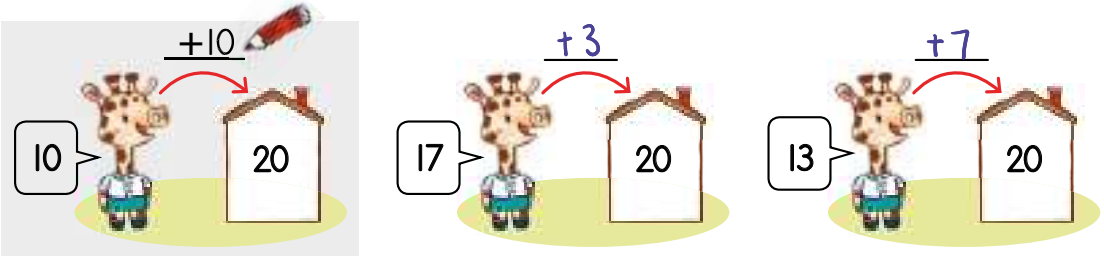

### 3 Bhala amanani ashiyiweyo.
Write the missing numbers.

| | | | |
|---|---|---|---|
| 7 + 3 = 10 | 6 + 4 = 10 | 15 + 5 = 20 | 16 + 4 = 20 |
| 3 + 7 = 10 | 2 + 8 = 10 | 18 + 2 = 20 | 14 + 6 = 20 |

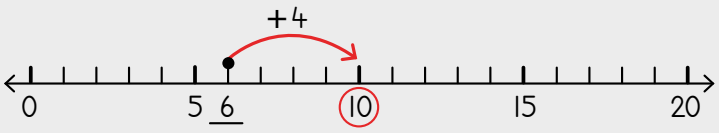
# I-10 elilandelayo



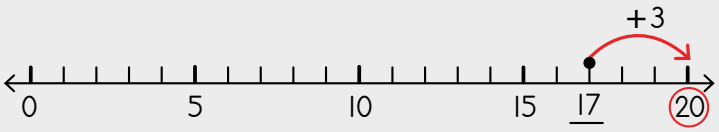
**4** Kukude kangakanani ukuya kwi-10 elilandelayo?
How far to the next 10?



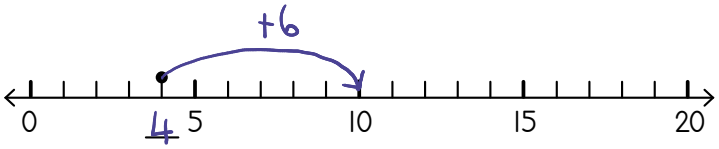

**5** Bhala inani elikwichokoza. Biyela i-10 elilandelayo. Kukude kangakanani ukuya kwi-10 elilandelayo?
Write the number at the dot. Circle the next 10. How far to the next 10?



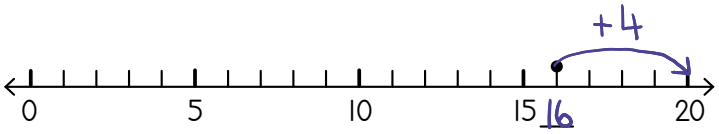

| | |
|---|---|
| i-10 elilandelayo<br>next 10 | 10 |
| kukude kangakanani?<br>how far? | 4 |




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




| | |
|---|---|
| i-10 elilandelayo<br>next 10 | 10 |
| kukude kangakanani?<br>how far? | 6 |




| | |
|---|---|
| i-10 elilandelayo<br>next 10 | 20 |
| kukude kangakanani?<br>how far? | 4 |

Next 10 **Week 4 • Day 3** 37

# Previous 10

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

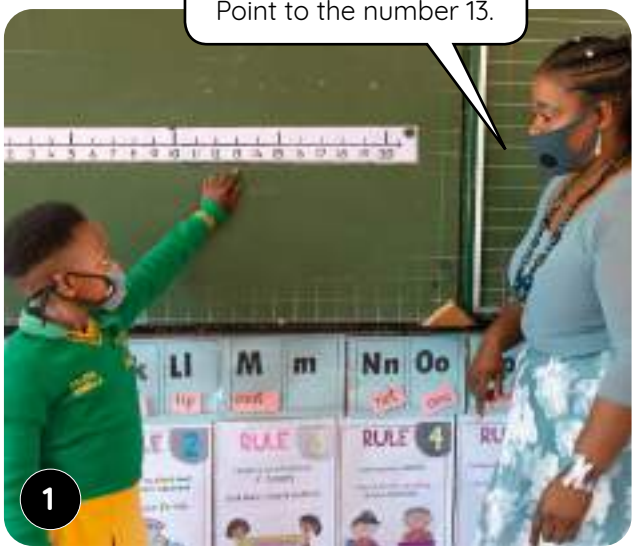
→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

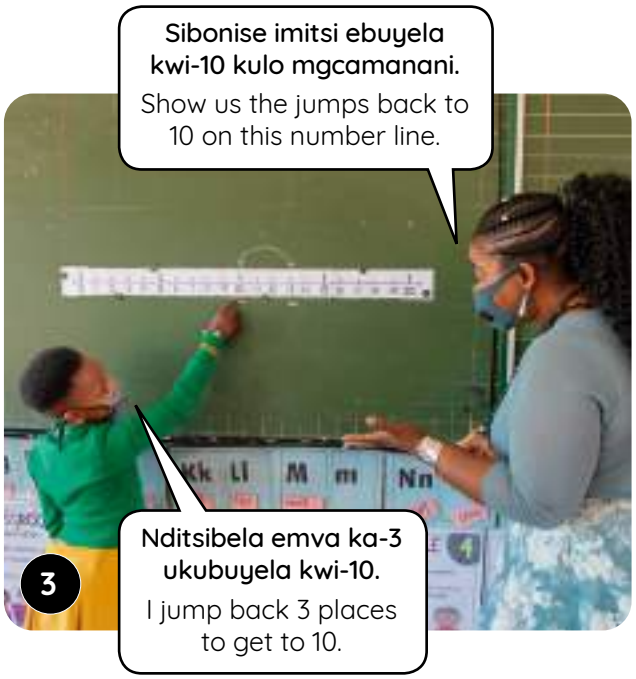
→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT













**Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi baziqhelanise nokutsiba bebuyela kwi-10 elingasemva kumgcamanani.**

Repeat the steps above, using different numbers from 0 to 20, so that the learners can all practise jumping back to the previous 10 on a number line.

# I-10 elimgasemva



IVEKI • WEEK 4

USUKU 4 • DAY 4

## I-10 elingasemva
Previous 10

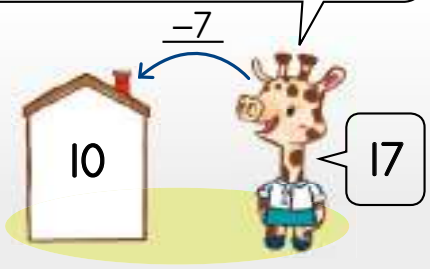
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

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

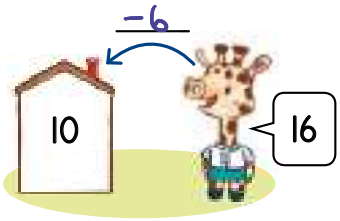
When I subtract, I ask myself, "How far to the previous 10?"

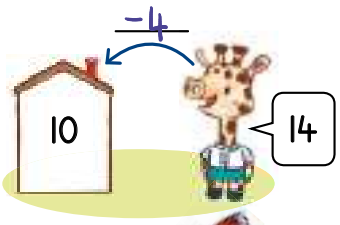
**Xa ndithabatha u-7 kwi-17, ndibuya umva ka-7 ukuze ndifike kwi-10!**

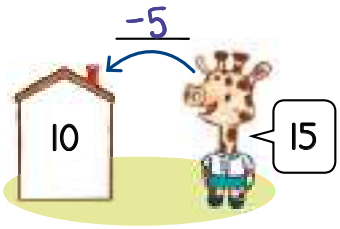
When I subtract 7 from 17, I go back 7 places to get to 10!

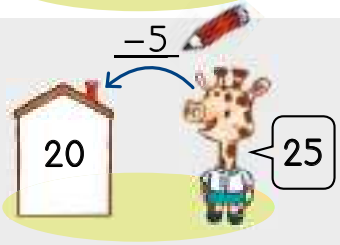



## 1 Kukude kangakanani kwi-10 elingasemva?
How far to the previous 10?

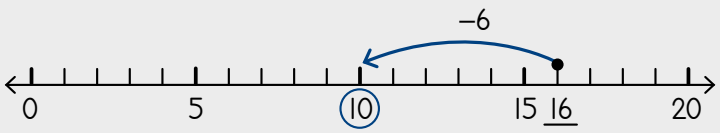


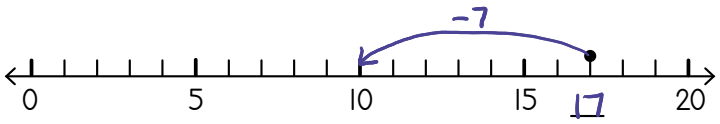




## 2 Bhala inani elikwichokoza. Biyela i-10 elingasemva. Kukude kangakanani kwi-10 elingasemva?
Write the number at the dot. Circle the previous 10. How far to the previous 10?




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




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | 10 |
| kukude kangakanani?<br>how far? | 7 |

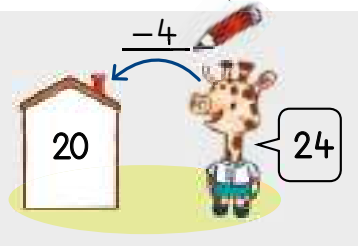
## 3 Bhala amanani ashiyiweyo.
Write the missing numbers.

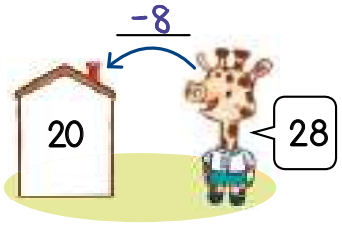
| | | | |
|---|---|---|---|
| 15 – 5 = 10 | 16 – 6 = 10 | 22 – 2 = 20 | 26 – 6 = 20 |
| 12 – 2 = 10 | 19 – 9 = 10 | 24 – 4 = 20 | 28 – 8 = 20 |

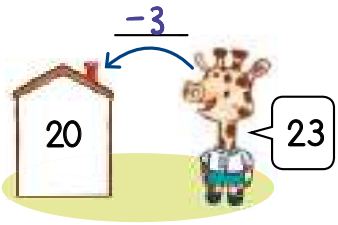
38

# Previous 10

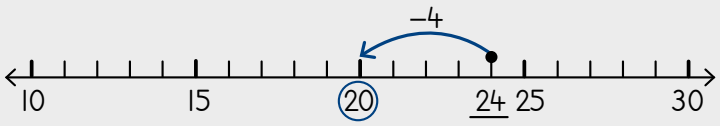
**4** Kukude kangakanani kwi-10 elingasemva?
How far to the previous 10?



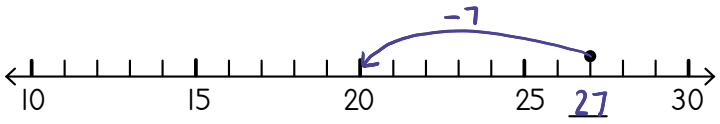



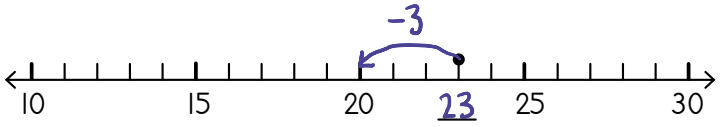

**5** Bhala inani elikwichokoza. Biyela i-10 elingasemva.
Kukude kangakanani kwi-10 elingasemva?
Write the number at the dot. Circle the previous 10. How far to the previous 10?




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




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | 20 |
| kukude kangakanani?<br>how far? | 7 |




| | |
|---|---|
| i-10 elingasemva<br>previous 10 | 20 |
| kukude kangakanani?<br>how far? | 3 |

**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?
14 − 10 = 4 4 will wait

IVEKI • WEEK 4

USUKU 5 • DAY 5

## 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.



| 10 | |
|---|---|
| 6 | 4 |



| 10 | |
|---|---|
| 8 | 2 |

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

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 6 + 4 = 10 | 10 − 4 = 6 |
| 4 + 6 = 10 | 10 − 6 = 4 |

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 8 + 2 = 10 | 10 − 2 = 8 |
| 2 + 8 = 10 | 10 − 8 = 2 |

## Assessment and consolidation

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

Find the 10. Then add.

| | | |
|---|---|---|
| 10<br>8 + 7 + 2 = 17 | 10<br>7 + 6 + 3 = 16 | 10<br>5 + 8 + 5 = 18 |
| 10<br>6 + 8 + 4 = 18 | 10<br>9 + 5 + 1 = 15 | 10<br>7 + 3 + 5 = 15 |
| 10<br>4 + 5 + 6 = 15 | 10<br>1 + 8 + 9 = 18 | 10<br>3 + 7 + 2 = 12 |
| 10<br>2 + 8 + 5 = 15 | 10<br>4 + 6 + 9 = 19 | 10<br>5 + 1 + 5 = 11 |

**3** Gqibezela iipatheni zamanani.

Complete the number patterns.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 83 | 82 | 81 | 80 | 79 | 78 | 77 | 76 | 75 | 74 |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**4** Bala.

Calculate.

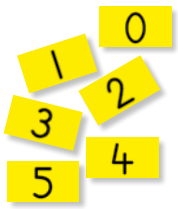
| yahlula kubini<br>halve | | phinda kabini<br>double | | sombulula<br>solve |
|---|---|---|---|---|
| 7 | $3\frac{1}{2}$ | 7 | 14 | 7 + 3 = 10 |
| 8 | 4 | 8 | 16 | 5 + 5 = 10 |
| 9 | $4\frac{1}{2}$ | 9 | 18 | 4 + 6 = 10 |
| 10 | 5 | 10 | 20 | 2 + 8 = 10 |

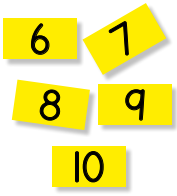
# Ukutyelela i-10

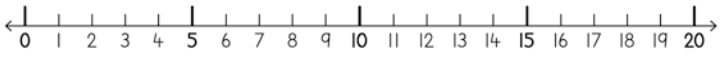
| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Ukubala okuqakathayo | isikwere se-100 |
| **Imidlalo:** Izibalo ezikhawulezayo ngamakhadi – ngaphantsi ngezi-2, Ukudibanisa ngokwenza i-10 kunye nokuthatha ngokuya kwi-10 | amakhadi amanani |










| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Yenza i-10 (ukudibanisa) | Iibhloko, iLB |
| 2 | Tsibela phambili ukuya kwi-10 | Umgcamanani (utitshala), iLB |
| 3 | Ukuya kwi-10 (ukuthabatha) | Iibhloko, iLB |
| 4 | Tsiba ubuye umva ukuya kwi-10 | Umgcamanani (utitshala), iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukudibanisa **inani elinomvo omnye** kwelinye elinomvo omnye okanye kwelinemivo emibini, **uwelele ngaphaya kwe-10**. | |
| ukuthabatha inani elinomvo omnye kwinani **elinemivo emibini**, uwelele ngaphaya kwe-10. | |
| ukusombulula iingxaki ngokwenza i-10 (ukudibanisa nokuthabatha). | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

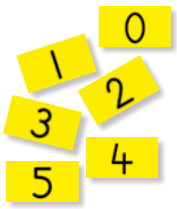
**Uvavanyo olubhalwayo:** Amanani, Ii-Opareyshini Nolwalamamo: Ukudibanisa nokuthabatha okuwelela ngaphaya kwe-10.

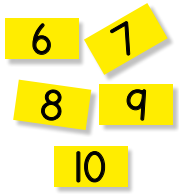
# Visiting the 10

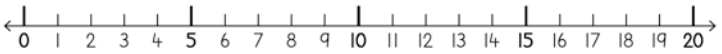
| | Resources |
|---|---|
| **Mental Maths:** Skip counting | 100 square |
| **Games:** Fast maths with cards – 2 less, Add by making a 10 and Subtract by getting to 10 | number cards |










| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Make a 10 (addition) | LB, multifix blocks |
| 2 | Jump forwards to 10 | LB, number line (teacher) |
| 3 | Get to 10 (subtraction) | LB, multifix blocks |
| 4 | Jump backwards to 10 | LB, number line (teacher) |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| add a **single digit** to a single digit or to a double digit, **bridging a 10**. | |
| subtract a single digit from a **double digit**, bridging a 10. | |
| solve problems by making a 10 (addition and subtraction). | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Numbers, Operations and Relationships: Addition and subtraction bridging 10.

# Ukutyelela i-10

## Izibalo zentloko

Kule veki abafundi baza kuziqhelanisa **nokubala okuqakathayo** ngezi-2, ama-10 nezi-5. Baza kubala baye kumanani amakhulu kunokuba bebenzile kwiveki yesi-3. Abafundi baza kusebenzisa isikwere se-100 ukuze babone kwaye baqonde ipatheni. Abafundi baza kukhuthazwa ukuba baziqhelanise nokubala okuqakathayo besiya phambili baphinde babuye umva ngokukhawuleza ukuze bakwazi ukuphuhlisa ubuchule babo.




## Imidlalo

Kule veki siza kudlala imidlalo Izibalo ezikhawulezileyo ngamakhadi – 2 ngapahantsi, Dibanisa ukufumana u10 kwaye uthabatha ngokuya ku10. Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa neenyani **zokuthabatha** ezilula bade babe nobuchule. Ulwazi olululo lweebhondi zamanani kunye nesakhono sokusombulula iingxaki ezilula ngobuchule luya kuba sisiseko esomeleleyo seengxaki ezinzima. Abafundi bangaziqhelanisa nokuthabatha inani elahlukileyo ngosuku ngalunye ukuze bandise ukulwazi lwabo lweenyani zokuthabatha.




## Uphuhliso lwengqiqo

Kule veki sigxila kwiingxaki ezibandakanya **ukuwelela ngaphaya kwe-10**. Abafundi baza kusombulula iingxaki **zokudibanisa** ne**zokuthabatha** eziwelela ngaphaya kwe-10, bencedwa kukusebenzisa iibhloko nemigcamanani. Ukusombulula iingxaki ngokusebenzisa iibhloko kubethelela ulwazi lwabafundi lwexabiso lendawo. Kumsebenzi wethu wokuwelela ngaphaya kweshumi, siza kujolisa koku:

- ukudibanisa inani elinomvo omnye kwe**linomvo omnye okanye** kwe**linemivo emibini**, ukuwelela ngaphaya kwe-10.
- ukusombulula iingxaki **eziwelela ngaphaya kwe-10 zokudibanisa** ngokwenza i-10.
- ukuthabatha inani elinomvo omnye kwelinemivo emibini, ukuwelela ngaphaya kwe-10.
- ukusombulula iingxaki **eziwelela ngaphaya kwe-10 zokuthabatha** ngokutsibela ngasemva kwi-10 elingasemva.
- ukusebenzisa imigcamanani ukwenza ukudibanisa nokuthabatha. Imigcamanani yimiboniso yemathematika ebalulekileyo kwaye abafundi kufuneka babe nokuzithemba ekuyisebenziseni.




## Into emayiqatshelwe kule veki

- Xa usenza i-10 kwiingxaki zokudibanisa, abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulula ukwenza i-10 ngamanani amakhulu 9, 8, 7 no-6.
- Kuthabatho, imisebenzi eyenziwayo ibandakanya ukubuyela kwabafundi kwishumi elingasemva Kufuneka abafundi baziqhelanise nokuthabatha inani ukuze babuyele kwishumi elingasemva phambi kokugqibezela ingxaki.
- Bakhuthaze abafundi bancokole ukuze babelane ngeendlela zabo zokusombulula iingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **i-10**, **dibanisa**, **kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**, **tsiba**.

# Visiting the 10

## Mental Maths

This week the learners will practise **skip counting** in 2s, 10s and 5s. They will count to higher number ranges than they did in Week 3. Learners will use a 100 square so that they can see and understand the pattern. Learners will also be encouraged to practise skip counting forwards and backwards more quickly so that they can develop their fluency.




## Games

This week we play the games Fast maths with cards – 2 less, Add by making a 10 and Subtract by getting to 10. The purpose of the games is to provide learners with an opportunity to practise simple **subtraction** facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practise subtracting a different number each day in order to extend their understanding of subtraction facts.




## Conceptual development

This week we focus on problems that involve **bridging 10**. Learners will solve **addition** and **subtraction** problems that bridge ten, using multifix blocks and number lines to help them. Solving problems by using multifix blocks consolidates learners' understanding of place value. In our work on bridging ten, we will focus on:

- adding a **single digit** to a single digit or to a **double digit**, bridging a 10.
- solving **addition bridging 10** problems by making a 10.
- subtracting a single digit from a double digit, bridging a 10.
- solving **subtraction bridging 10** problems by jumping back to the previous 10.
- using number lines to do addition and subtraction. Number lines are an important mathematical representation and learners need to be confident in their use of these.




## What to look out for this week

- When making a 10 for addition problems, learners will realise that it is quicker and easier to make a 10 from the bigger numbers 9, 8, 7 and 6.
- For subtraction, activities involve learners getting back to the previous 10. Learners need to practise subtracting a number so that they can get back to the previous 10 before completing the problem.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **a 10**, **add**, **and**, **more**, **subtract**, **take away**, **less**, **jump**.

# Yenza i-10 (ukudibanisa)

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

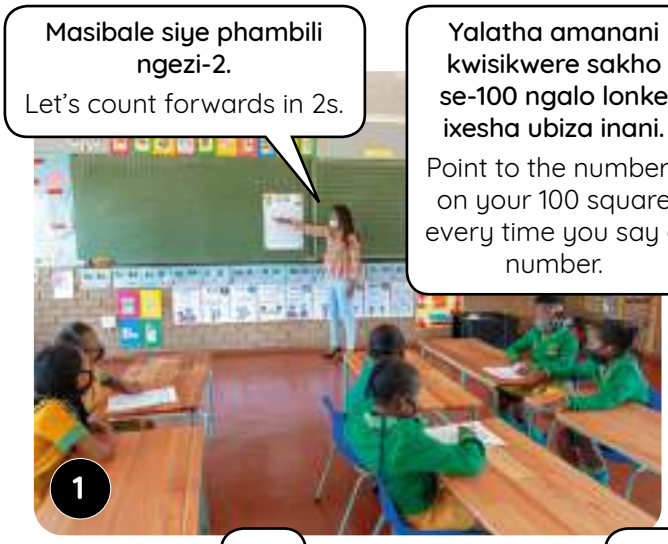
## IZIBALO ZENTLOKO | MENTAL MATHS

**Sebenzisa izikwere ezili-100 ukuze ubale. Bala uye phambili uphinde ubuye umva.**

Use 100 squares to count. Count forwards and then backwards.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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









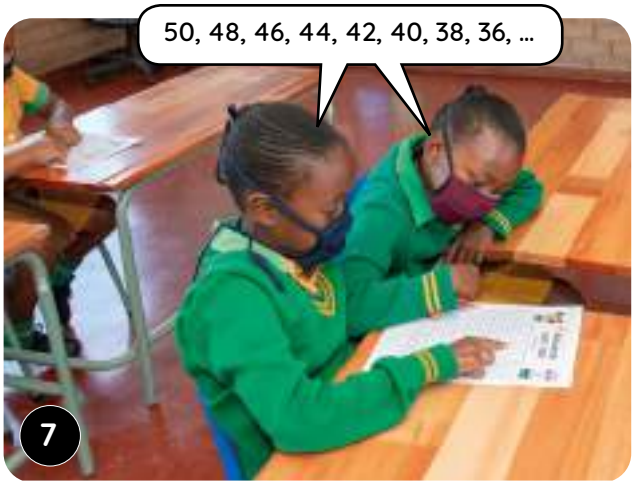












# Make a 10 (addition)

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Cazulula ibe ngama-10 nemivo.**
Break up into 10s and units.

11

27

36

52

68

75

63

89

83

94

### Usuku 2 • Day 2

**Bonisa inani. Sebenzisa amabala no-◯ kwi-10.**
Show the number. Use tallies and ◯ for 10.

17

23

34

58

62

75

67

81

87

96

### Usuku 3 • Day 3

**Cazulula ibe ngama-10 nemivo.**
Break up into 10s and units.

31

27

46

52

68

75

63

49

53

64

### Usuku 4 • Day 4

**Bonisa inani. Sebenzisa amabala no-◯ kwi-10.**
Show the number. Use tallies and ◯ for 10.

11

27

36

52

68

75

63

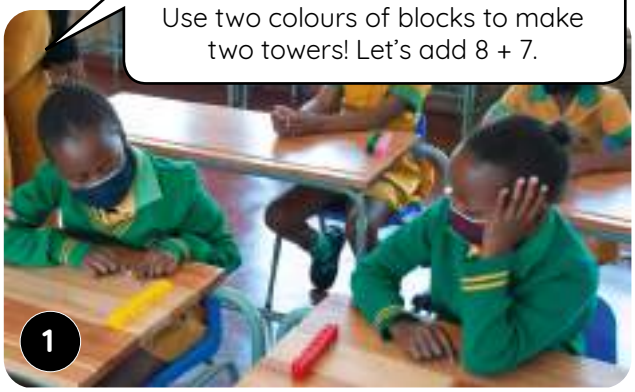
89

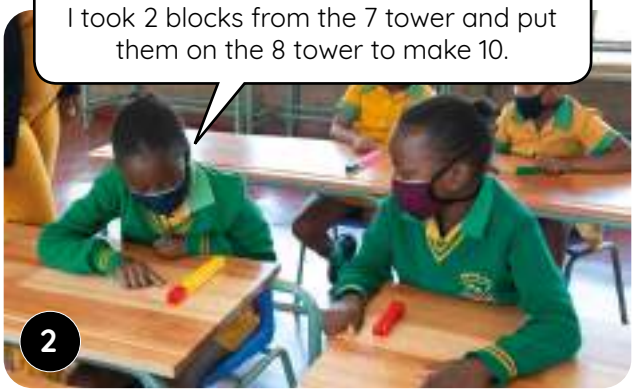
80

94

# Yenza i-10 (ukudibanisa)

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
















**Qhuba kwa ngale ndlela ingasentla. Unike abafundi iingxaki ezininzi bazisombulule besebenzisa iibhloko ukuze bathethe ngenani emalisetyenziswe ekwenzeni i-10. Kulula ukwenza i-10 xa usebenzisa inani elikhulu, ngoko ke abafundi kufuneka batshintshe ukulandelelana kwamanani baqale ngelikhulu xa kuyimfuneko.**

Continue in the same way as above, allowing learners to do many problems where they use blocks to talk about which number should be used to make a 10. It is easier to make a 10 using the bigger number, so learners should change the order of the numbers to start with the bigger number when necessary.

# Make a 10 (addition)



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!



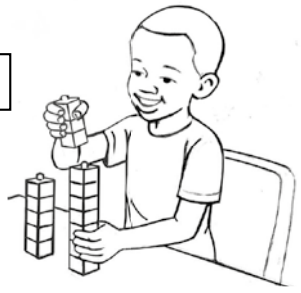



Siyekile ukubala ngoononye ngoku xa sidibanisa. Yenza i-10!
No more counting in ones when we add. Make a 10!

### 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!

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 = 13 | 8 + 5 = 13 | 6 + 8 = 14 |
| 5 + 7 = 12 | 6 + 5 = 11 | 8 + 7 = 15 |

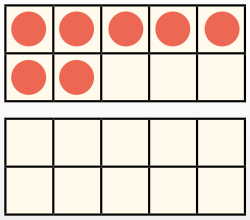
# Yenza i-10 (ukudibanisa)



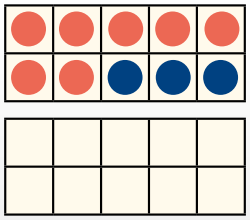


7 + 8

Ndiqala ngesi-7.
I start with 7.

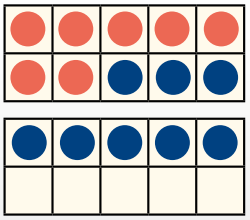


Ndidibanisa ezi-3 ukwenza i-10.
I add 3 to make a 10.



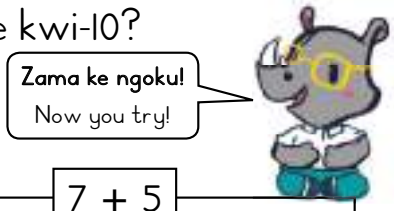
7 + 8 = 15
10 3 5

Ndidibanisa isi-5 ngaphezulu.
I add 5 more.

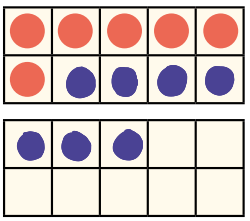


10 + 5 = 15

**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.

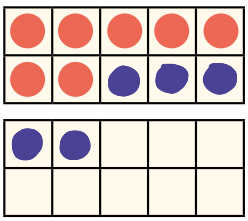



6 + 7



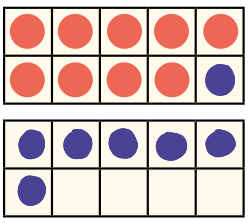
6 + 7 = 13
10 4 3

7 + 5



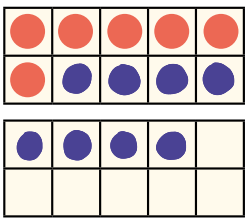
7 + 5 = 12
10 3 2

9 + 7



9 + 7 = 16
10 1 6

6 + 8



6 + 8 = 14
10 4 4

# Jump forwards to 10

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Simbonisa njani u-7 + 8 kumgcamanani?
How do we show 7 + 8 on the number line?




Qala kwisi-7 uze wenze imitsi esi-8 uye phambili.
Start at 7 and then take 8 jumps forward.

Kulula ukusombulula iingxaki ngokutsibela kwi-10. Mingaphi imitsi eya phambili uyokufika kwi-10?
It is easier to solve problems by jumping to a 10. How many jumps forward to get to 10?







Kufuneka nditsibe iindawo ezi-3 ukuze ndifike kwi-10.
I must jump 3 places to get to 10.

Kufuneka utsibe iindawo ezisi-8 zizonke. Mingaphi imitsi ekufuneka uyenze ngaphezulu?
You must jump 8 places in total. How many more jumps must you do?




Nditsibe ka-3. Kufuneka nditsibe ka-5 ngaphezulu.
I have jumped 3 places. I must jump 5 more places.

Siyazi ukuba. Ngoko ke utsibe iindawo ezi-3 ukuya kwi-10. Emva koko utsibe iindawo ezi-5 ukuya kwi-15.
We know that 3 + 5 = 8. You jumped 3 places to get to 10. Then you jumped 5 places to get to 15.




**Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuziqhelanisa nokusombulula iingxaki zokudibanisa okuwelela ngaphaya kwe-10.**

Repeat the steps above, using different numbers from 0 to 20, so that learners have multiple opportunities to practise solving addition problems that bridge 10.

# Tsibela phambili ukuya kwi-10





IVEKI • WEEK 5

USUKU 2 • DAY 2

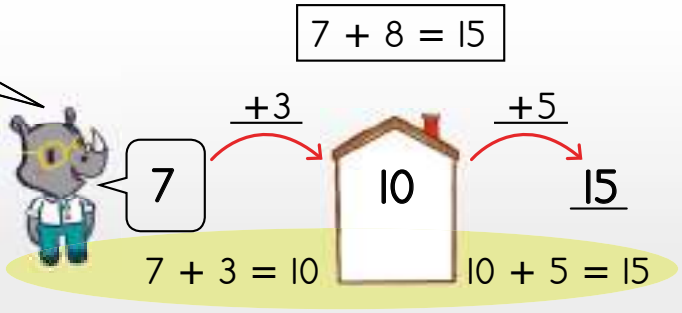
## Tsibela phambili ukuya kwi-10
Jump forwards to 10

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?

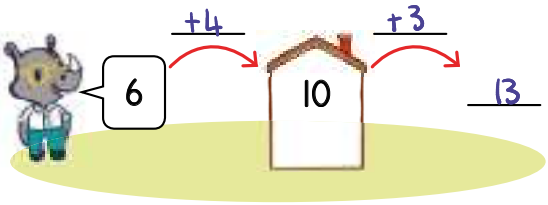
Nditsiba ka-3 ukuya kwi-10.
I jump 3 times to get to 10.

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

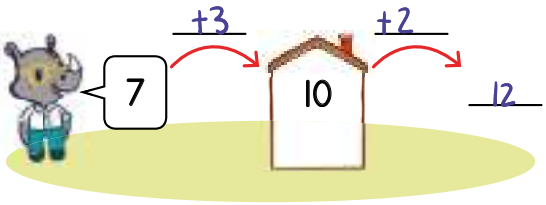



**1** Dibanisa ngokuya kwi-10.
Add by visiting the 10. See the resources booklet for templates

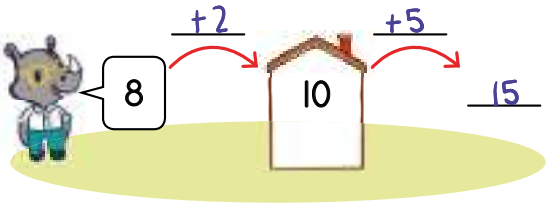
6 + 7 = 13



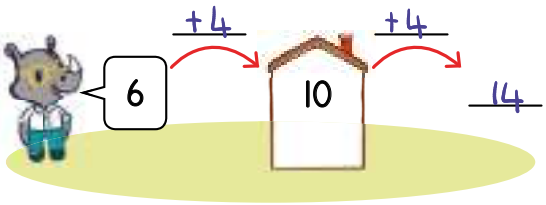

7 + 5 = 12



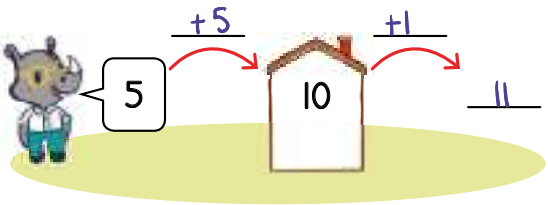

8 + 7 = 15



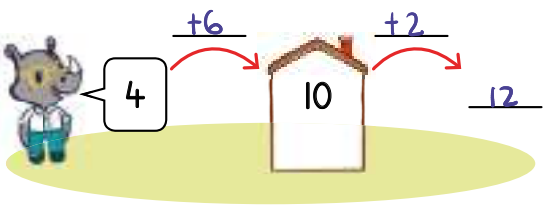

6 + 8 = 14




5 + 6 = 11

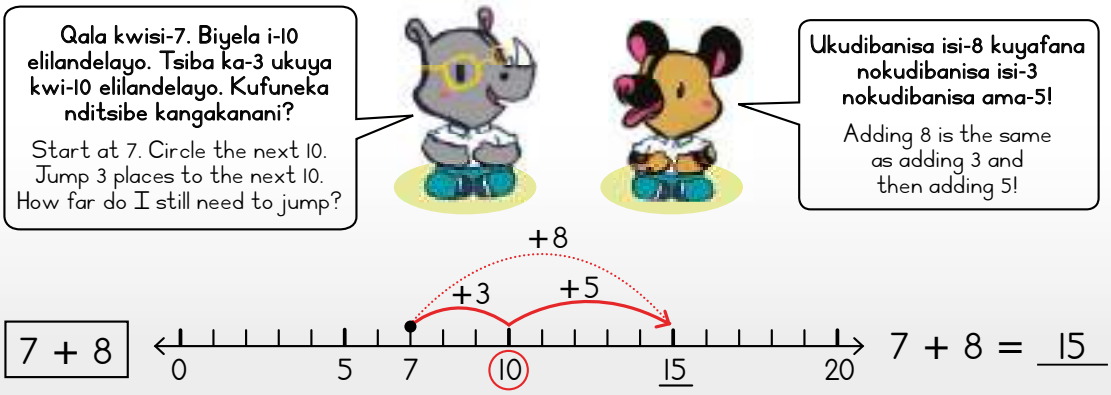



4 + 8 = 12




44

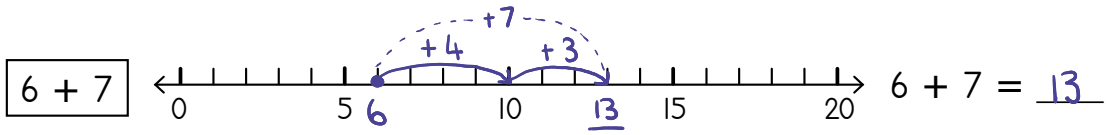
# Jump forwards to 10

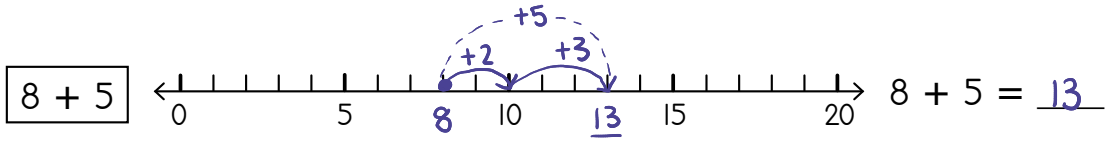


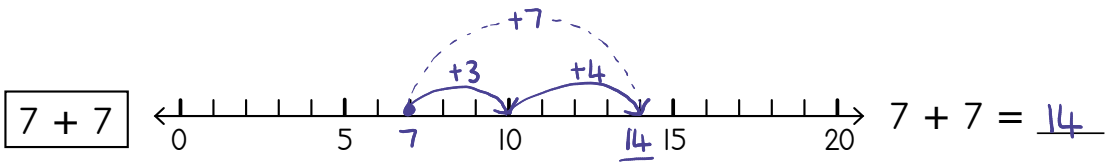

## 2 Dibanisa ubonise kumgcamanani.

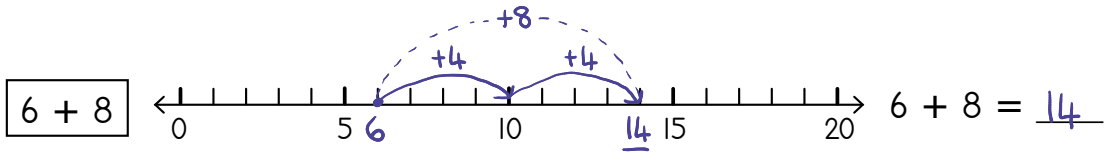
Add by showing on the number line.

See the resources booklet for templates



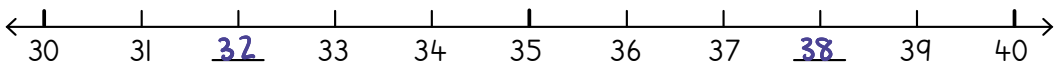




## 3 Gqibezela.

Complete.



# Ukuya kwi-10 (ukuthabatha)

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

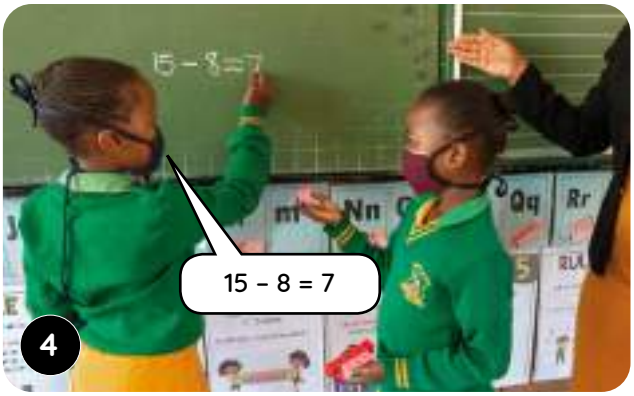
## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

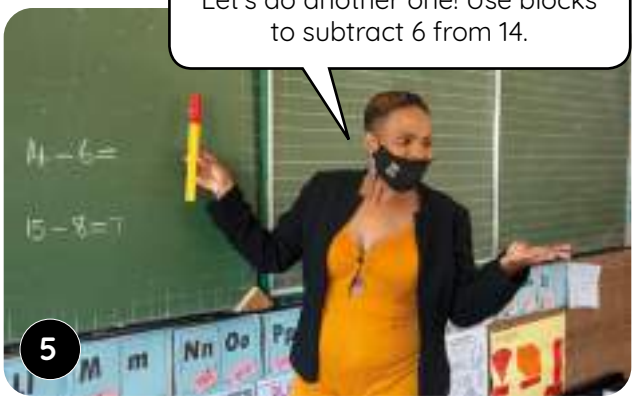









**Qhuba kwa ngale ndlela ingasentla unike abafundi ithuba lokusombulula iingxaki eziliqela besebenzisa iibhloko nalapho bathetha ngendlela yokuthabatha ukuze ufumane i-10.**

Continue in the same way as above, allowing learners to do many problems where they use blocks and talk about how to subtract to get to a 10.

# Get to 10 (subtraction)



IVEKI • WEEK 5

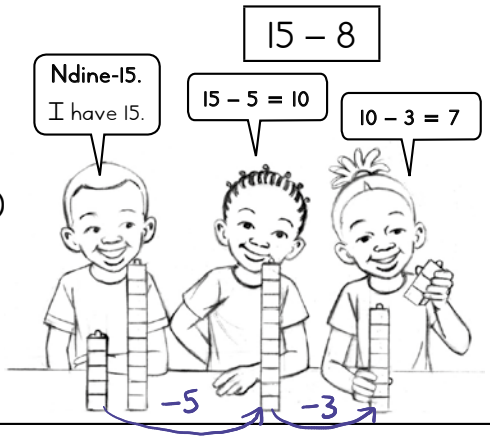
USUKU 3 • DAY 3

## 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?

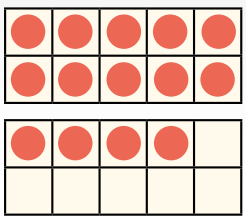



**1** Sebenzisa iibhloko ukwakha inani ngalinye. Susa iibhloko ukuze uye kwi-10. Sombulula.
Use blocks to build each number. Take away blocks to get 10. Then solve.

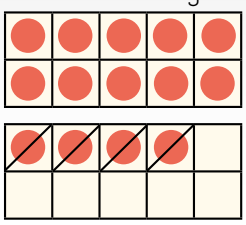
| | | |
|---|---|---|
| 14 – 6 = 8 | 12 – 5 = 7 | 15 – 8 = 7 |
| 13 – 7 = 6 | 16 – 9 = 7 | 15 – 7 = 8 |

14 – 6

Ndiqala nge-14.
I start with 14.

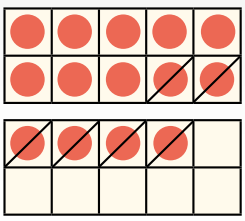


Ndithabatha ezi-4 ukuze ndifike kwi-10.
I subtract 4 to get to the 10.



14 – 6 = 8
10 4 2

Ndithabatha ezinye ezi-2.
I subtract 2 more.



14 – 6 = 8

# Ukuya kwi-10 (ukuthabatha)



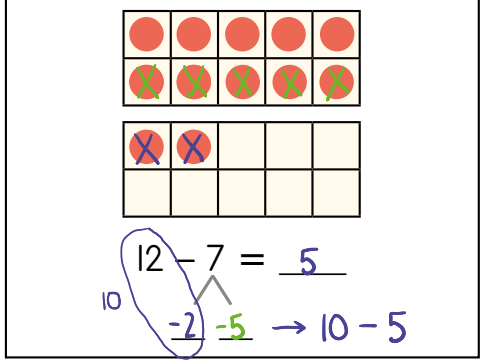


**2** Kufuneka uthabathe ezingaphi ukuze wenze i-10? Biyela i-10. Bhala amanani ashiyiweyo.

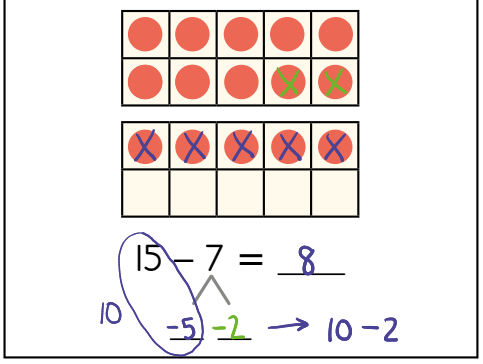
What must you subtract to make 10? Circle the 10. Write the missing numbers.



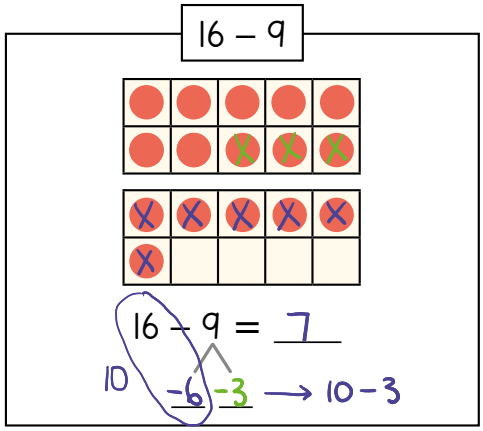

12 – 7



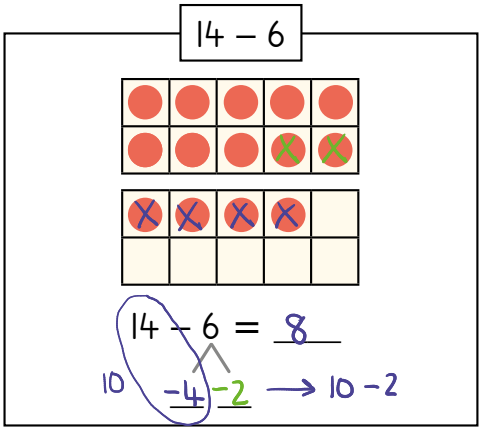

15 – 7



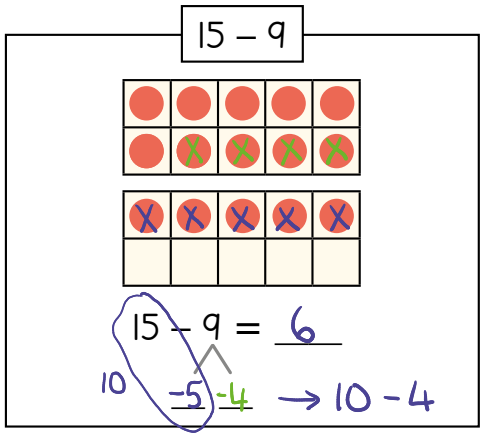

16 – 9



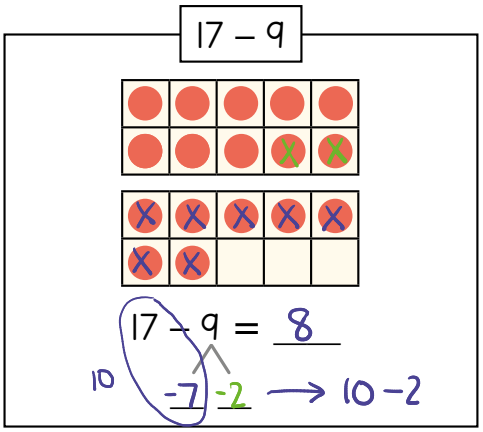

14 – 6




15 – 9

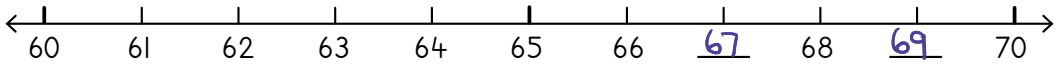



17 – 9




**3** Gqibezela.

Complete.



# Jump backwards to 10

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Singayifumana njani impendulo ka-14 – 6 sisebenzisa umgcamanani?**
How can we find 14 – 6 using a number line?

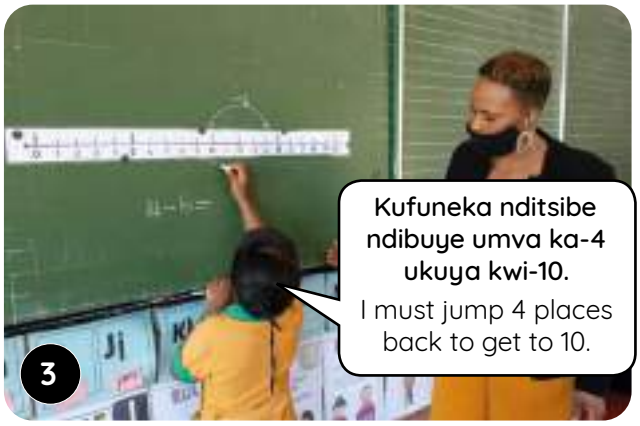



**Qala kwi-14 uze utsibe ka-6 ubuye umva.**
Start at 14 and jump backwards 6 places.

**Kulula ukusombulula iingxaki ngokutsibela kwi-10. Mingaphi imitsi ebuya emva ukuya kwi-10?**
It is easier to solve problems by jumping to a 10. How many jumps back to get to 10?




**Kufuneka utsibe iindawo ezi-6 zizonke. Kufuneka wenze imitsi emingaphi ngaphezulu?**
You must jump 6 places in total. How many more jumps must you do?




**Kufuneka nditsibe ndibuye umva ka-4 ukuya kwi-10.**
I must jump 4 places back to get to 10.




**Nditsibe ka-4. Kufuneka nditsibe ka-2 ngaphezulu.**
I have jumped 4 places. I must jump 2 more.

**Siyazi ukuba 6 – 4 = 2. Ngoko ke utsibe iindawo ezi-4 ukubuyela kwi-10. Waze watsiba ezinye iindawo ezi-2 waya kuma kwisi-8.**
We know that 6 – 4 = 2. First you jumped 4 places to get back to 10. Then you jumped another 2 places and landed on 8.




**Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuziqhelanisa nokusombulula iingxaki zokuthabatha eziwelela ngaphaya kwe-10.**

Repeat the steps above, using different numbers from 0 to 20, so that learners have multiple opportunities to practise solving subtraction problems that bridge 10.

# Tsiba ubuye umva ukuya kwi-10



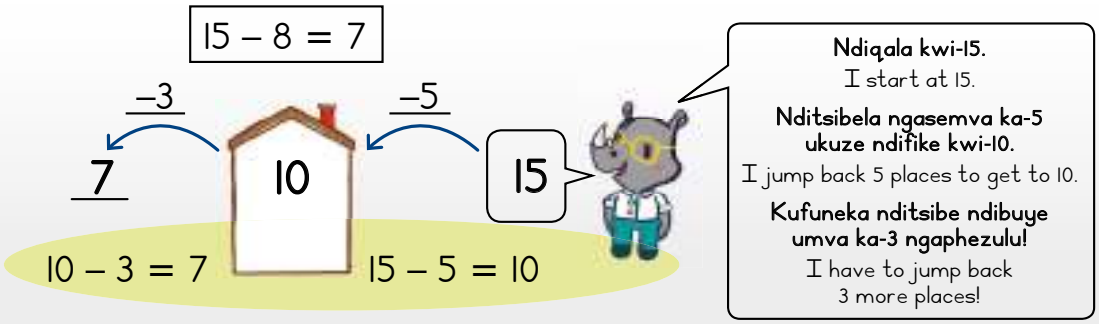
IVEKI • WEEK 5

USUKU 4 • DAY 4

## Tsiba ubuye umva ukuya kwi-10

Jump backwards to 10

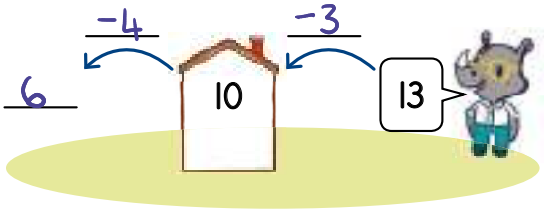
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING



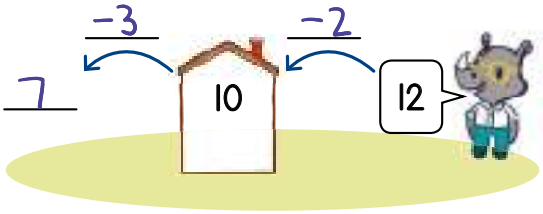

## 1 Thabatha ngokuya kwi-10.

Subtract by visiting the 10.

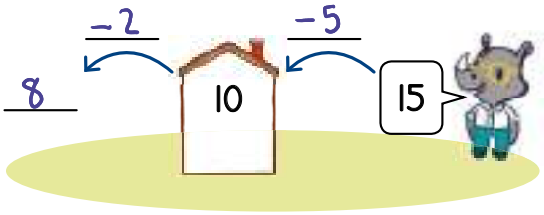
13 – 7 = 6



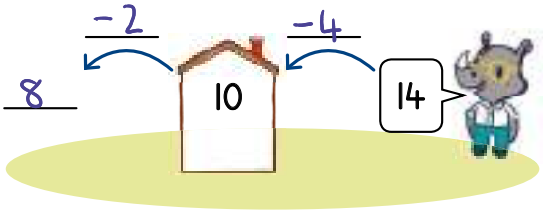

12 – 5 = 7



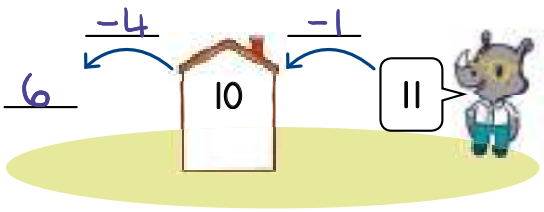

15 – 7 = 8



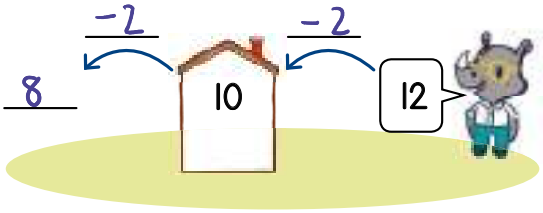

14 – 6 = 8




11 – 5 = 6

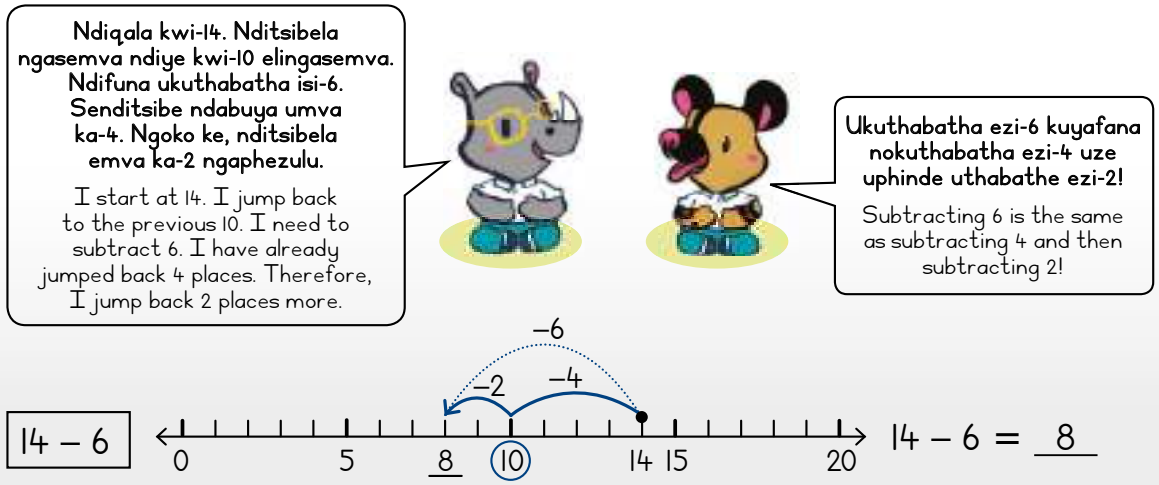



12 – 4 = 8



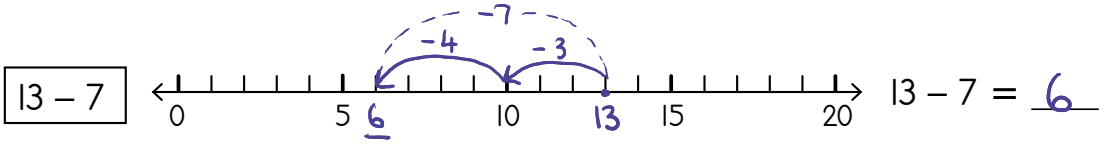

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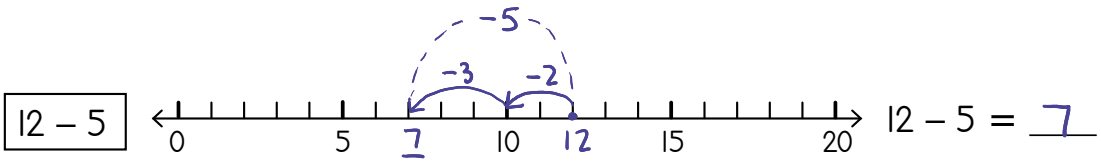
# Jump backwards to 10

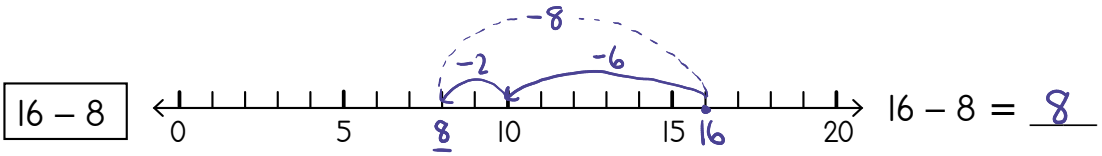


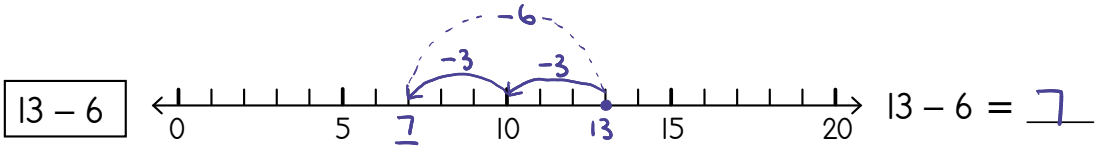

## 2 Thabatha ngokubonisa kumgcamanani.

Subtract by showing on the number line.



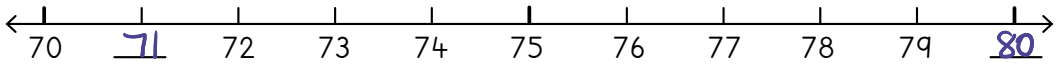




## 3 Gqibezela.

Complete.



IVEKI • WEEK 5

USUKU 5 • DAY 5

## 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.



| | |
|---|---|
| 8 | |
| 6 | 2 |

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

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 6 + 2 = 8 | 8 − 2 = 6 |
| 2 + 6 = 8 | 8 − 6 = 2 |

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

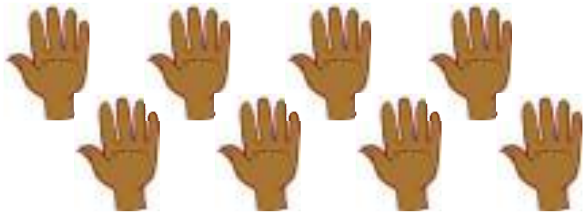
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 |
| 40 | 38 | 36 | 34 | 32 | 30 | 28 | 26 | 24 | 22 |

## Assessment and consolidation

**3** Fumana i-10. Dibanisa ke ngoku.
Find the 10. Then add.

| | |
|---|---|
| 5 + 6 + 5 + 4 + 8 = 28 (10, 10) | 8 + 7 + 2 + 3 + 5 = 25 (10, 10) |
| 5 + 3 + 2 + 7 + 8 + 3 = 28 (10, 10) | 8 + 4 + 2 + 6 + 7 = 27 (10, 10) |
| 4 + 2 + 6 + 7 + 1 + 3 = 23 (10, 10) | 5 + 3 + 2 + 5 + 8 = 23 (10, 10) |
| 6 + 1 + 2 + 4 + 9 + 5 = 27 (10, 10) | 7 + 2 + 7 + 8 + 3 = 27 (10, 10) |

**4**



| | |
|---|---|
| Zingaphi izandla? How many hands? | 8 |
| Mingaphi iminwe? How many fingers? | 40 |

**5**



| izandla ezi- hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iminwe e- fingers | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

**6**

| Isiqingatha se- Half of | | | | Phinda kabini Double | | | |
|---|---|---|---|---|---|---|---|
| 2 | 1 | 4 | 2 | 2 | 4 | 4 | 8 |
| 6 | 3 | 7 | $3\frac{1}{2}$ | 6 | 12 | 7 | 14 |
| 5 | $2\frac{1}{2}$ | 8 | 4 | 5 | 10 | 8 | 16 |

* Can also say: 2 and a half
3 and a half

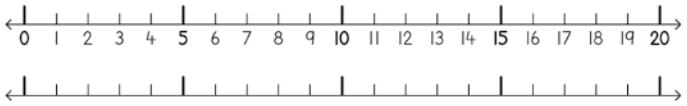
# Ubude

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Imigcamanani | imigcamanani (0–20 nengenanto) |
| **Umdlalo:** 1, 2, 3, veza! – ukuthabatha | amakhadi 0–20 |








| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ubude | iLB, izandla, iipensile |
| 2 | Ukulinganisela ubude | iLB |
| 3 | Ukulinganisela ubude | iLB, iibhloko |
| 4 | Iimitha neesentimitha | iLB, iibhloko, iteyipu/umtya yokulinganisela |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni. | |
| qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi esemgangathweni yobude. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

**Uvavanyo olubhalwayo:** Umlinganiselo – Ubude

**Uvavanyo oluthethwayo nolwenziwayo:** Umlinganiselo – Ubude

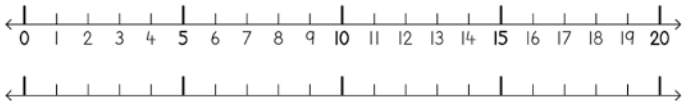
# Length

| | Resources |
|---|---|
| **Mental Maths:** Number lines | number lines (0–20 and blank) |
| **Game:** 1, 2, 3, show! – subtraction | 0–20 cards |










| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Length | LB, hands, pencils |
| 2 | Measuring length | LB |
| 3 | Measuring length | LB, multifix blocks |
| 4 | Metres and centimetres | LB, multifix blocks, tape measure |
| 5 | Consolidation and assessment for learning | LB |

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

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Measurement – Length

**Oral and practical assessment:** Measurement – Length

# Ubude

## Izibalo zentloko

Kule veki siza kuziqhelisa ukusebenzisa imigcamanani ekusombululeni iingxaki zokudibanisa nokuthabatha. Abafundi baza kubethelela abakufundileyo ngokudibanisa imivo kumashumi, amashumi nemivo ngokuwelela ngaphaya okanye ungaweleli ngaphaya kweshumi. Bakhuthaze abafundi basombulule iingxaki ngokukhawuleza ngangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

## Imidlalo

Kule veki siza kudlala umdlalo othi 1, 2, 3, veza! – ukuthabatha. Kulo mdlalo baza kuziqhelisa ukuthabatha. Xa bedlala ngesandla esinye umntu ngamnye, baza kuthabatha ngokusebenzisa amanani ukuya kwisi-5 baze xa bedlala ngezandla zozibini bathabathe besebenzisa amanani ukuya kwi-10. Naxa abanye abafundi beseza kuthabatha besebenzisa iminwe nokubala, kubalulekile ukubakhuthaza ukuba bafunde ukuzisombulula ngentloko iingxaki.




## Uphuhliso lwengqiqo

Kule veli sigxila ekusebenzeni ngeeyunithi ezingekho mgangathweni ukuze siqonde ixabiso lokusebenzisa iiyunithi zomlinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi beyiqonda ingxaki yokusebenzisa iiyunithi ezahlukileyo zokulinganisela ubude, singaqalisa ukubafundisa iiyunithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufunda imilinganiselo yeemitha kwaye baqonde ukuba imele ntoni.

- qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.
- qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi esemgangathweni yobude.




## Into emayiqatshelwe kule veki

- Iyunithi engekho mgangathweni asinto iqhele ukusetyenziselwa ukulinganisela. Umzekelo, ukusebenzisa izandla okanye iinyawo ukulinganisela ubude beklasi. Siqala ngeeyunithi ezingekho mgangathweni kuba zinentsingiselo kubafundi kwaye zifumaneka lula. Kubalulekile ukunika abafundi ixesha lokuhlola kwaye bachaze ukubaluleka kokusebenzisa iiyunithi ezisemgangathweni. Sisebenzisa iiyunithi ezisemgangathweni kuba kufuneka sibe nenkqubo yokulinganisela enentsingiselo efanayo kumntu wonke oyisebenzisayo.
- Isigama esibalulekileyo: **ngaphezulu kuna-, ngaphantsi kuna-, ubude, imitha, inde, imfutshane, inde kuna-, imfutshane kuna-.**

# Length

## Mental Maths

This week we will practise using number lines to solve addition and subtraction problems. Learners will consolidate what they have learnt about adding ones to tens, both with and without bridging the tens. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

## Game

This week we will play the game 1,2,3, show! – subtraction. When they play with one hand each, learners will subtract using numbers up to 5 and when they play with two hands, they will subtract using numbers up to 10. While some learners may still subtract using their fingers and counting, it is important to encourage learners to work towards solving the problems mentally.




## Conceptual development

This week we focus on working with non-standard units in order to realise the value of using standard units to measure length. Once learners realise the problem of using different units to measure length, we can then move onto introducing the standard unit of a metre. Learners should be able to read measurements given in metres and understand approximately what they represent.

- estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.




## What to look out for this week

- A non-standard unit is an object that is not normally used for measurement. For example, using hands or feet to measure the length of the classroom. We begin with non-standard units as they are meaningful to the learner and are readily available. It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that means the same to everyone who uses it.
- Important vocabulary: **more than, less than, length, metre, long, short, longer, shorter**.

# Ubude

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

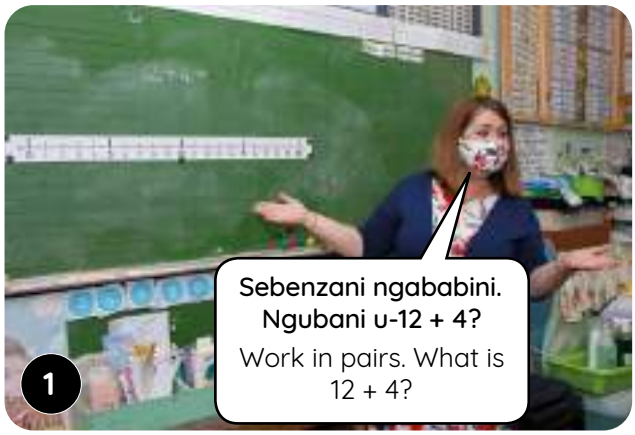
## IZIBALO ZENTLOKO | MENTAL MATHS

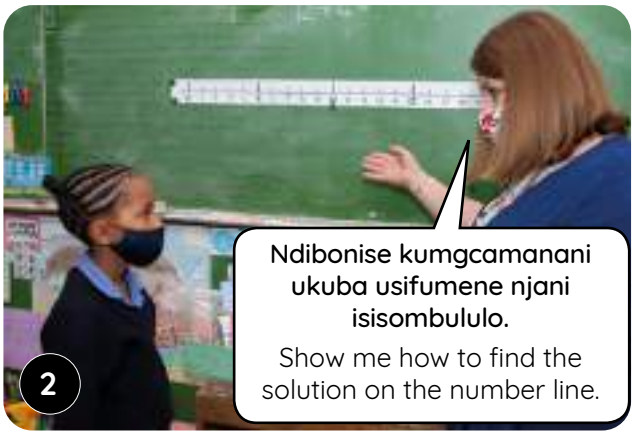
**Sebenzisa imigcamanani ukuze udibanise kwaye uthabathe.**

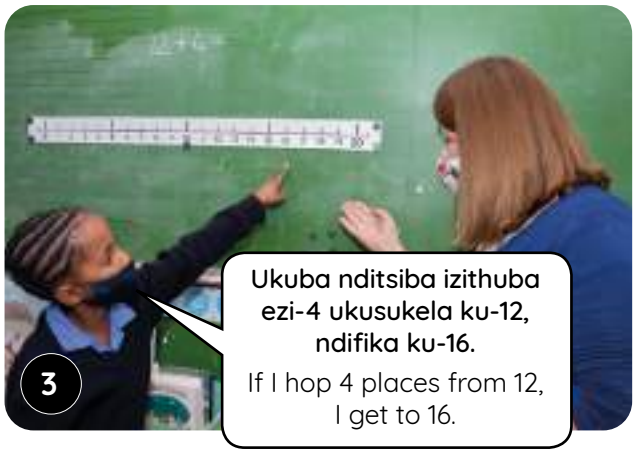
Use number lines to add and subtract.

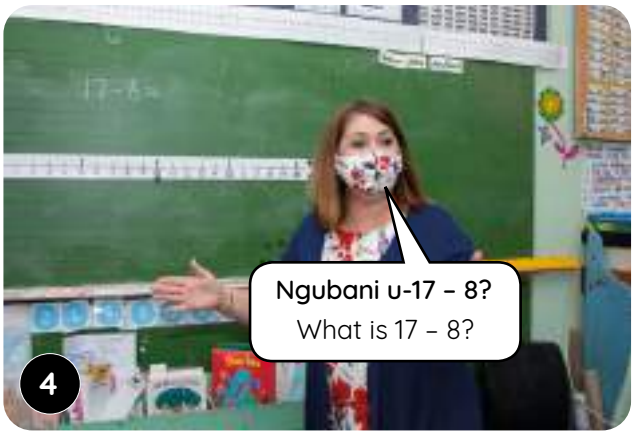
**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

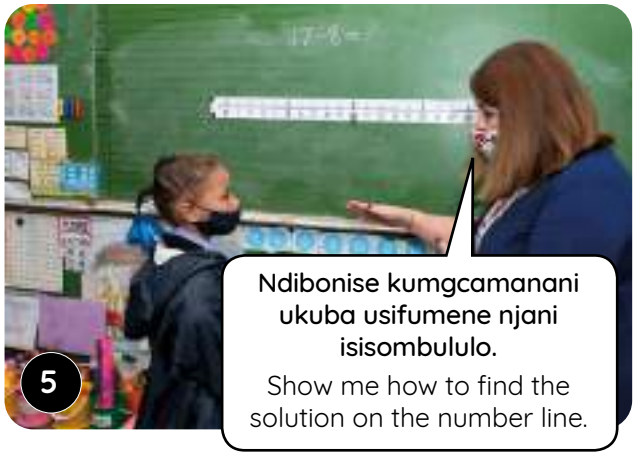
Remember to check the date and mark the register every day.






# Length

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Dibanisa.**
Add.

37 + 5 =

25 + 8 =

49 + 3 =

68 + 7 =

17 + 7 =

54 + 8 =

29 + 6 =

12 + 9 =

75 + 6 =

88 + 3 =

### Usuku 2 • Day 2

**Thabatha.**
Subtract.

56 – 9 =

83 – 7 =

65 – 6 =

24 – 5 =

42 – 4 =

36 – 8 =

21 – 6 =

15 – 7 =

73 – 5 =

27 – 9 =

### Usuku 3 • Day 3

**Dibanisa.**
Add.

44 + 8 =

67 + 5 =

26 + 6 =

89 + 2 =

58 + 3 =

47 + 7 =

19 + 5 =

35 + 8 =

16 + 6 =

77 + 6 =

### Usuku 4 • Day 4

**Thabatha.**
Subtract.

43 – 7 =

94 – 5 =

25 – 8 =

61 – 4 =

35 – 7 =

72 – 5 =

86 – 9 =

53 – 5 =

17 – 9 =

22 – 6 =

# Ubude

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Singasebenzisa ntoni ukulinganisela ubude bedesika?**
What can we use to measure the length of the desk?




**Ndingalinganisela ngesandla sam.**
I can measure it using my hand.

**Idesika yakho inde kangangezandla ezingaphi?**
How many hands long is your desk?




**Idesika yam inde kangangezandla ezi-6.**
My desk is 6 hands long.

**Idesika yam inde kangangezandla ezisi-7.**
My desk is 7 hands long.

**Usebenzise izandla zakho ukulinganisela ubude bedesika yakho. Khawuqikelele ke ngoku ukuba ibhodi inde kangangezandla ezingaphi.**
You have used your hands to measure the length of your desk. Now estimate how many hands long the chalkboard is.




**Ndiqikelela ukuba ibhodi ingande kangangezandla ezili-14.**
I estimate the chalkboard is 14 hands long.

**Masiqinisekise uqikelelo lwethu.**
Let's check your estimation.




**Ibhodi inde kangangezandla ezili-12. Uqikelelo lwethu belusondele noko.**
The chalkboard is 12 hands long. Our estimation was quite close.




**Nika abafundi amathuba aliqela okuqikelela nokulinganisela izinto eziseklasini besebenzisa iiyunithi zokulinganisela ezingekho sesikweni ezifana nezandla okanye iipensile.**

Allow the learners multiple opportunities to estimate and measure classroom items using informal units of measurement such as hand or pencils.

# Length



IVEKI • WEEK 6

USUKU 1 • DAY 1

## 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.

You could copy this question for learners

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

**2** Linganisela ubude.
Measure these lengths. * These are only guidelines

| |
|---|
| Ifesitile inobubanzi obungangeepensile ezi-_____.<br>The window is 7 pencils wide. |
| Idesika inde kangangezandla ezi-_____.<br>The desk is 8 hands long. |
| Ngamanyathelo a_____ ukujikeleza iklasi.<br>It takes 40 steps to walk around the classroom. |

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# Ubude





Informal units of measurement.

## 3 Linganisela ngesandla sakho:

Use your hand to measure:

Answers could differ.

| | |
|---|---|
| ububanzi bocango.<br>the width of the door. | 6 |
| ubude bebhodi.<br>the length of the board. | 17 |
| ukuphakama kwesitulo sakho.<br>the height of your chair. | 6 |
| ubude bedesika katitshala.<br>the length of the teacher's desk. | 8 |

## 4 Linganisela ngepensile yakho:

Use your pencil to measure:

| | |
|---|---|
| ubude bencwadi yakho.<br>the length of your book. | 2 |
| ububanzi bedesika yakho.<br>the width of your desk. | 4 |
| isihlalo sesitulo sakho.<br>the seat of your chair. | 3 |

## 5 Sebenzisa iinyawo zakho ukuliganisela:

Use your feet to measure:

| | |
|---|---|
| ubude beklasi.<br>the length of the classroom. | 25 |
| ububanzi beklasi.<br>the width of the classroom. | 30 |
| ububanzi bepaseji engaphandle kweklasi.<br>the width of the corridor outside the classroom. | 60 |

# Measuring length

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Nceda ulinganisele ububanzi beklasi ngokubala inani lamanyathelo owathathayo ukuya kwelinye icala.

Please measure the width of the classroom by counting how many steps you take to get to get to the other side.




Ingaba ngamanyathelo amangaphi ububanzi bale klasi?

How many steps wide is the classroom?




Kutheni uneempendulo ezahlukileyo nje?

Why did you get different answers?




Nicinga ukuba kufuneka senze ntoni ukuze sibe nemilinganiselo echanekileyo?

What do you think we need to do to get an accurate measurement?

Kufuneka sisebenzise into efanayo xa silinganisela ubude.

We each need to use the same thing to measure the length.




Bafumene iimpendulo ezahlukileyo kuba amanyathelo kaKhwezi makhulu kunakaLindo.

They got different answers because Khwezi's steps are much bigger than Lindo's steps.

**Bakhuthaze abafundi ukuba baqaphele ukuba bafumana imilinganiselo eyahlukileyo xa besebenzisa iiyunithi zemilinganiselo ezingekho sesikweni. Bancede bayibone imfuneko yeyunithi yemilinganiselo esemgangathweni ukuze bakwazi ukuthatha imilinganiselo echanekileyo.**

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.

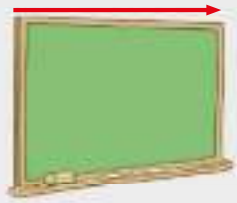
IVEKI • WEEK 6

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.

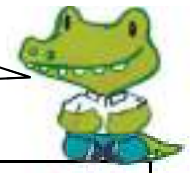
| | umlinganiselo measurement | | umlinganiselo measurement |
|---|---|---|---|
|  | 25 feet  |  | 20 feet  |
|  | 15 blocks  |  | 10 blocks  |
|  | 5 blocks  |  | 4 blocks  |
|  | 9 pencils  |  | 4 pencils  |

Answers could vary

# Measuring length

**2** Sebenzisa iipensile ezimbini ezinobude obahlukileyo ukuze ulinganisele:
Use two pencils of different lengths to measure:

Kutheni le nto ufumana ubude obahlukileyo maxa wambi?
Why do you sometimes get different lengths?



| | 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  |
|  | 4 pencils | 8 pencils | 4 pencils |
|  | 5 pencils | 10 pencils | 5 pencils |
|  | 3 pencils | 6 pencils | 3 pencils |
|  | 3 pencils | 6 pencils | 3 pencils |
|  | 2 pencils | 4 pencils | 2 pencils |
|  | 5 pencils | 10 pencils | 5 pencils |

(Answers could vary)

# Ukulinganisela ubude

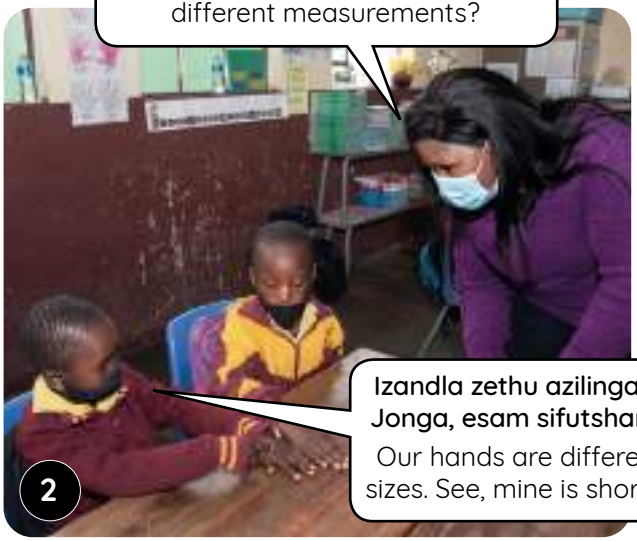
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungakwazi ukulinganisela ukuphakama kwedesika usebenzisa izandla zakho?
Can you measure the height of the desk using your hands?




Ucinga ukuba kutheni ufumene imilinganiselo engafaniyo nje?
Why do you think you got different measurements?




Izandla zethu azilingani. Jonga, esam sifutshane.
Our hands are different sizes. See, mine is shorter.

Ungayisebenzisa incochoyi yeebhloko ukuze ulinganisele ukuphakama kwedesika yakho?
Can you use the multifix block tower to measure the height of your desk?




Ucinga ukuba kutheni nifumene umlinganiselo ofanayo nje ngoku?
Why do you think you got the same measurement this time?




Sifumene umlinganiselo ofanayo kuba iincochoyi zeebhloko ziphakame ngokulinganayo.
The multifix block towers are all the same height, so we got the same measurement.

**Nika abafundi amathuba amaninzi okulinganisela ngeencochoyi zeebhloko zabo. Xoxa nabo ubabonise ukuba naxa incochoyi yeebhloko ibanika imilinganiselo efanayo, ayisosixhobo sokulinganisela esisebenzayo sokulinganisela ubude.**

Provide multiple opportunities for learners to measure with their multifix block tower. Remind them that while the multifix block tower gives more consistent measurements, it is still not a practical measuring tool when measuring longer lengths.

# Measuring length



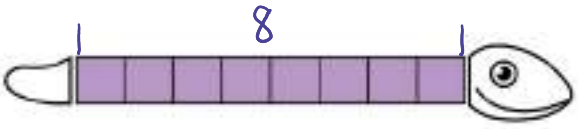
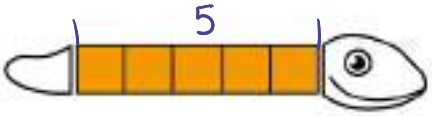
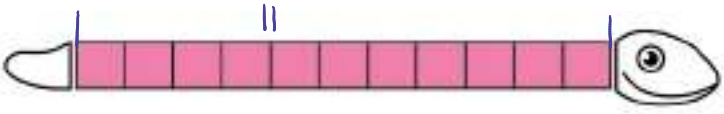
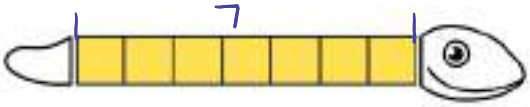
IVEKI • WEEK 6

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 |
|   | 8 |
|   | 5 |
|   | 11 |
|   | 7 |
|   | 12 |

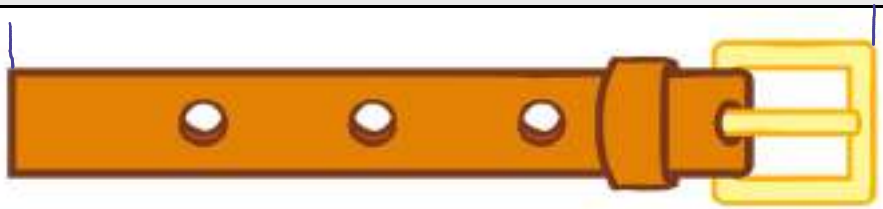
## Ukulinganisela ubude





**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. See the resources booklet for the template

| | |
|---|---|
|  | Iibhloko ezi-3 <br>3 blocks |
|  | Iibhloko ezi-____<br>9 blocks |
|  | Iibhloko ezi-____<br>4 blocks |
|  | Ibhloko e-____<br>1 block |
|  | Iibhloko ezi-____<br>8 blocks |
|  | Iibhloko ezi-____<br>5 blocks |

# Metres and centimetres

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Ingaba ucinga ukuba kulungile ukulinganisela ubude bedesika ngeebhloko?**
Do you think it is a good idea to measure the length of this desk using a block?




**Hayi, kuba ibhloko incinci kakhulu kwaye idesika inde. Kuya kuthatha ixesha elide kakhulu ukulinganisela ngolo hlobo.**
No, because the block is small and the desk is long. It will take a very long time to measure like that!




**Singasebenzisa lo mtya wokulinganisela ukuze silinganise ubude bedesika.**
We can use this tape measure to measure the length of the desk.

**Beka isiqalo seteyiphu yokulinganisela ngolu hlobo. Inde kangakanani idesika?**
Put the start of the tape measure at the one end, like this. How long is the desk?




**Thatha umlinganiselo wobubanzi bedesika yakho.**
Now measure the width of your desks.




**Idesika inobubanzi obungama-44 cm.**
The desk is 44 cm wide.




**Xoxani ngeempawu ezikwiteyiphu yomlinganiselo (iisentimitha). Bonisa abafundi indlela yokubeka iteyiphu xa uthatha umlinganiselo. Qala kuphawu luka-0. Xoxani ngendlela yokufunda umlinganiselo. Leliphi inani olibonayo kwiteyiphu yokulinganisela ekupheleni komgca?**

Discuss the markings on the tape measure (centimetres). Show the learners how to place the tape measure when they measure. Start from the 0 mark. Discuss how to read the measurement. What number is on the other end of the tape measure?

**Nika abafundi amathuba aliqela okulinganisela izinto ngezinto besebenzisa iteyiphu yokulinganisela. Xa abafundi beqinisekile ngoku, bafundise ingqiqo yemitha e-1.**

Allow learners multiple opportunities to measure items and objects using the tape measure. When learners are comfortable with this, then introduce them to the notion of 1 metre.

IVEKI • WEEK 6

USUKU 4 • DAY 4

## limitha 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-:
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-:
The longest distance to roll a marble is:

| | | | | |
|---|---|---|---|---|
| 70 cm | 90 cm | 80 cm | 100 cm | 60 cm |

# Metres and centimetres

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

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

**Ukuqikelela kukucingela okuchanekileyo.**

To estimate is to make a good guess.



| | uqikelelo<br>estimation | umlinganiselo<br>measurement | Yintoni umlinganiselo?<br>What is the difference? |
|---|---|---|---|
|  | 80 cm | 85 cm | 5 cm |
|  | 100 cm | 120 cm | 20 cm |
|  | 30 cm | 30 cm | 0 cm |
|  | 20 cm | 21 cm | 1 cm |
|  | 50 cm | 70 cm | 20 cm |
|  | 30 cm | 32 cm | 2 cm |
|  | 100 cm | 80 cm | 20 cm |

The answer could vary

IVEKI • WEEK 6

USUKU 5 • DAY 5

## 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 |



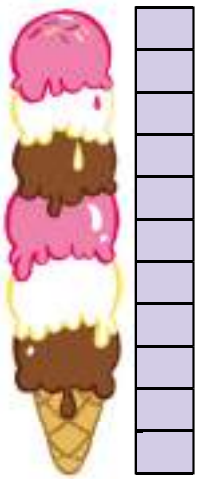
**1** Imalunga neebhloko ezingaphi ikhowuni yeayisikhrimu?
About how long is each ice cream cone in blocks?



Iibhloko ezi-____
7 blocks



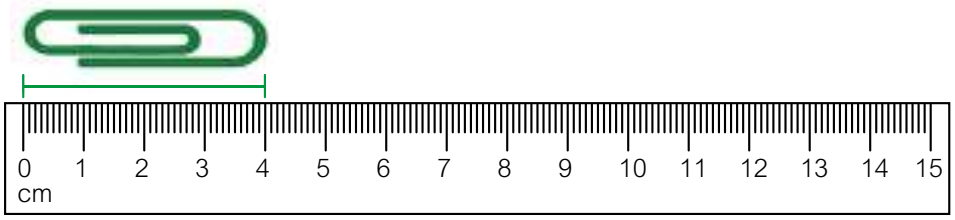
Iibhloko ezi-____
9 blocks



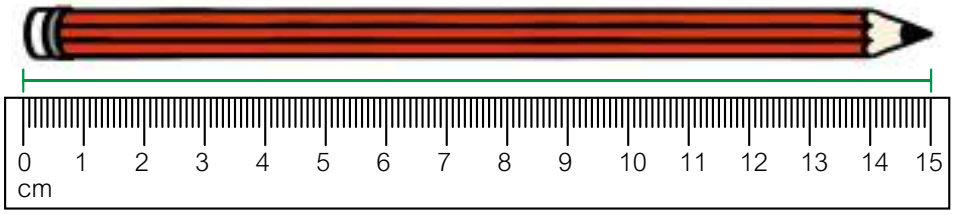
Iibhloko ezi-____
11 blocks

## Assessment and consolidation

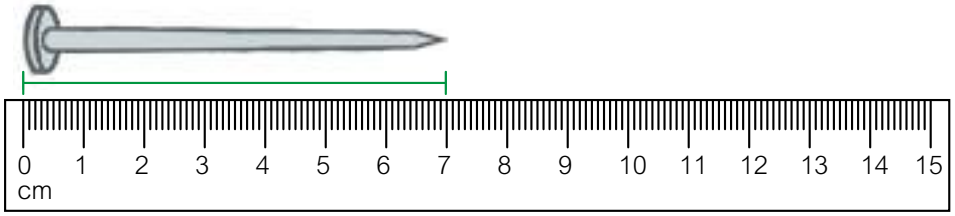
**2** Sebenzisa irula ukuze ulinganisele ubude bento nganye.
Use the ruler to measure the length of each object.



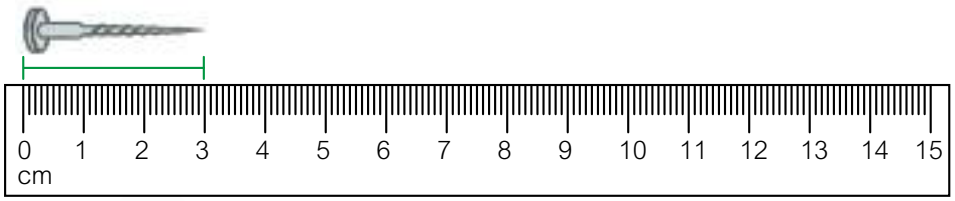

4cm



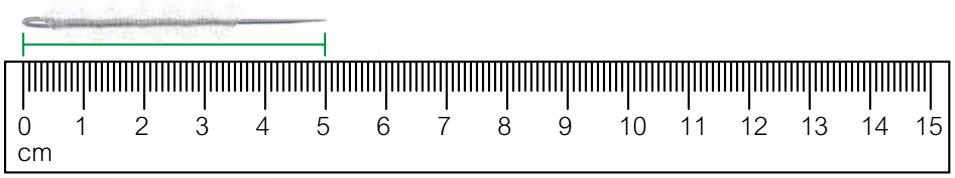

15cm




7cm




3cm




5cm

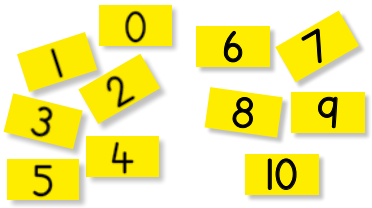
# Indawo neemilo

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Fizz Pop! Ukucazulula nokwakha | azikho |
| **Umdlalo:** IMath ekhawulezayo ngamakhadi – thabatha kuma-20 | amakhadi amanani 1–10 |










| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Izinto ezikhoyo ezinemilinganiselo ye-3D | iLB, izinto ezine-3D, iisilinda, iibhola neebhokisi |
| 2 | Izinto ezikhoyo ezinemilinganiselo ye-3D | iLB, izinto ezine-3D, iisilinda, iibhola neebhokisi |
| 3 | Ukwakha ezinemilinganiselo ye-3D | iLB, izinto ezine-3D |
| 4 | Indawo neembonakalo | iLB, izinto ezine-3D |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukunakana, ukuchaza, ukuhlela nokuthelekisa izinto ezine-3D (iisilinda, izazinge neeprizimu). | |
| ukwakha izinto ezine-3D kwizinto ezahlukeneyo (linga ngeemilo zeebhola neebhokisi). | |
| ukutshatisa iimbonakalo zento eqhelekileyo yemihla ngemihla. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

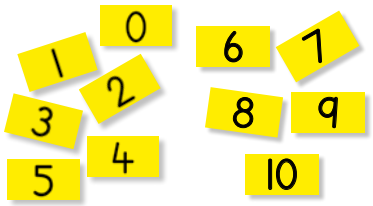
**Uvavanyo olubhalwayo:** Isithuba Neemilo, noku Indlela Yokusebenza Ngolwazi Oluqokelelweyo (Ihlanganisiwe)

# Space and shape

| | Resources |
|---|---|
| **Mental Maths:** Fizz Pop! Breaking down and building up | none |
| **Game:** Fast maths with cards – subtract from 20 | number cards 1–10 |








| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | 3-D objects | LB, 3-D objects, cylinders, balls and boxes |
| 2 | 3-D objects | LB, 3-D objects, cylinders, balls and boxes |
| 3 | Building with 3-D objects | LB, 3-D objects |
| 4 | Position and views | LB, 3-D objects |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| recognise, describe, sort and compare 3-D objects (cylinders, spheres and prisms). | |
| build 3-D objects from materials (experiment with ball and box shapes). | |
| match different views of the same everyday object. | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Space and Shape, and Data Handling (integrated)

# Indawo neemilo

## Izibalo zentloko

Kule veki siza kudlala umdlalo othi Fizz Pop!, sijolise ekucazululeni nasekwakheni amanani. Abafundi baza kunikwa amathuba okucazulula amanani abe ngamashumi nemivo ngoSuku loku-1 nolwesi-3, ukuze ngoSuku lwesi-2 nolwesi-4 bakhe amanani anemivo emibini. Oku kuza kubethelela ingqiqo yamanani yabafundi.



## Umdlalo

Kule veki siza kudlala umdlalo othi IMaths ekhawulezayo ngamakhadi – thabatha kuma-20. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokukhawuleza ngokukhumbula iibhondi zamanani. Abafundi baya kuthabatha inani elahlukileyo ngosuku ngalunye (umzekelo, kuma-50, 60, 70 okanye kuma-80-) ngokuhamba kweveki.




## Uphuhliso lwengqiqo

Kwizifundo zophuhliso lwengqiqo kule veki sigxila kwizinto ezine-3D. Abafundi baza kunikwa ithuba lokuchaza, ukuhlela nokuthelekisa izinto ezine-3D, ngokuthelekisa ubukhulu, kunye nokukwazi ukutyibilika okanye ukuqengqeleka. Abafundi baza kulinga ngokwakha izakhiwo eziliqela ezahlukeneyo besebenzisa izinto eziziibhola neebhokisi. Kubalulekile ukuba abafundi baqhube nokusebenzisa izinto zokwenyani ukuze bafumane kwaye baqonde iimpawu zezinto ezine-3D. Okokugqibela, abafundi baza kufunda ngendawo nangembonakalo. Isihloko seembonakalo sinceda abafundi baphuhlise isakhono sabo sokuba nomfanekiso ngqondweni (babone ngeliso lengqondo) weemilo zejometri (nezizezinye) nezinto ezikhoyo. Kumsebenzi wethu wezinto ezine-3D nendawo siza kujolisa koku:

- ukunakana, ukuchaza, ukuhlela nokuthelekisa izinto ezine-3D (iisilinda, izazinge neeprizimu).
- ukwakha izinto ezine-3D kwizinto ezikhoyo zokwenza (ukulinga ngeemilo zeebhola neebhokisi).
- ukutshatisa iimbonakalo ezahlukeneyo zale nto iqhelekileyo.




## Into emayiqatshelwe kule veki

- **Izinto ezine-3D** (izinto ezinemilinganiselo emithathu) zinobude, ububanzi nobunzulu. Phambi kokufundisa isifundo kule veki, qinisekisa ukuba uqokelela izinto ezine-3D ezifana neerolo zamaphepha endlu yangasese (nezinye iimilo eziziisilinda), iibhola ezinobukhulu obahlukileyo, iibhokisi ezinobukhulu obahlukileyo.
- Kubaluleke kakhulu ukunika abafundi ixesha lokuhlala babe nomfanekiso ngqondweni. Kufuneka ubakhuthaze ukuba bacimele baze 'bajonge imifanekiso abayibona ngaphakathi ezingqondweni zabo' yezinto enixoxa ngazo. Kukwabalulekile ukuba ezi zinto zinxulunyaniswe namava abafundi emihla ngemihla ukuze ufundo lwabo lube nokusekelwa kunxulumano olomeleleyo lwelizwe labo.
- Isigama esibalulekileyo: **ingqukumba**, **isilinda**, **iprizimu**, **qengqeleka**, **tyibilika**, **imile okwebhokisi**, **imile okwebhola**, **chaza**, **hlela**, **thelekisa**, **ubukhulu**, **ngaphezulu/ngasentla**, **ngaphantsi**, **indawo**, **iimbonakalo (eyangaphezulu, ecaleni, ngaphambili)**, **tshatisa**.

# Space and shape

## Mental Maths

This week we will play Fizz Pop!, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into tens and ones on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. This consolidates learners' number concept.



## Game

This week we will play Fast maths with cards – subtract from 20. Learners will practise solving problems quickly by recalling number facts. The learners subtract from a different number each day (for example from 50, 60, 70 or 80) as the week goes by.




## Conceptual development

In the conceptual development lessons, this week we focus on 3-D objects. Learners will be given the opportunity to describe, sort and compare 3-D objects, by comparing size, and their ability to slide or roll. Learners will also experiment with building a variety of structures using ball and box objects. It is important that the learners continue to use real objects in order to discover and understand the properties of the 3-D objects. Finally, learners will learn about position and views. The topic of views helps learners to develop their ability to visualise (see in their mind's eye) geometric (and other) shapes and objects. In our work on 3-D objects and position, we will focus on:

- recognising, describing, sorting and comparing 3-D objects (cylinders, spheres and prisms).
- building 3-D objects from materials (experimenting with ball and box shapes).
- matching different views of the same everyday object.




## What to look out for this week

- **3-D objects** (three-dimensional objects) have length, width and depth. Before teaching the lessons this week, make sure you collect 3-D objects such as toilet rolls (and other cylindrical shapes), different sized balls, different sized boxes.
- It is very important to give the learners time to sit and visualise. You should encourage them to close their eyes and 'look at the images they can see inside their heads' of the objects you are discussing. It is important that these are related back to the learners' everyday experiences, so that their learning can be based upon strong connections to their world.
- Important vocabulary: **sphere**, **cylinder**, **prism**, **roll**, **slide**, **box-shaped**, **ball-shaped**, **describe**, **sort**, **compare**, **size**, **on top**, **underneath**, **position**, **views (top, side, front)**, **match**.

# Izinto ezikhoyo ezinemilinganiselo ye-3D

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Abafundi bacazulula baze bakhe amanani abe ngama-10 nemivo.**

Learners break down and build up numbers into 10s and 1s.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

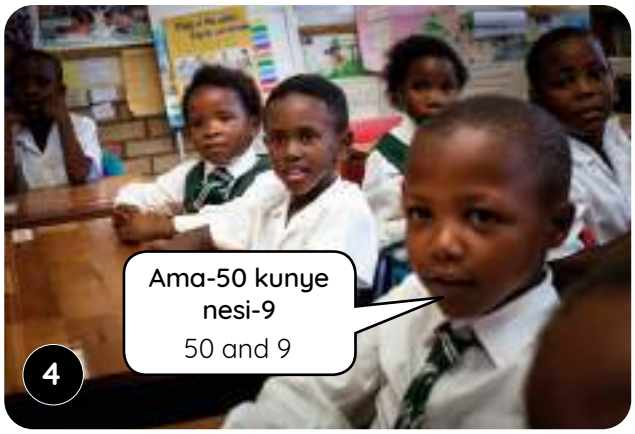
Remember to check the date and mark the register every day.















# 3-D objects

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Sombulula.**
Solve.

33 + 36 =

25 + 14 =

51 + 24 =

48 + 11 =

32 + 24 =

75 – 14 =

55 – 31 =

49 – 27 =

37 – 34 =

65 – 50 =

### Usuku 2 • Day 2

**Sombulula.**
Solve.

61 + 12 =

44 + 25 =

17 + 42 =

32 + 23 =

12 + 62 =

56 – 45 =

49 – 26 =

28 – 16 =

73 – 62 =

35 – 14 =

### Usuku 3 • Day 3

**Sombulula.**
Solve.

33 + 42 =

25 + 31 =

12 + 55 =

44 + 23 =

31 + 38 =

65 – 51 =

55 – 33 =

49 – 17 =

37 – 24 =

75 – 60 =

### Usuku 4 • Day 4

**Sombulula.**
Solve.

51 + 12 =

44 + 25 =

17 + 32 =

22 + 33 =

34 + 41 =

55 – 41 =

39 – 27 =

69 – 45 =

58 – 36 =

42 – 21 =

# Izinto ezikhoyo ezinemilinganiselo ye-3D

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Le milo yebhola ibizwa ngokuba yingqukumba. Zeziphi ezinye iingqukumba ozibonayo eklasini?**
This ball shape is called a sphere. What other spheres do you see in the class?




**Ndibona ibhola yesoka yingqukumba.**
I see a soccer ball that is a sphere.

**Le milo yebhokisi ibizwa ngokuba yiprizimu. Zeziphi ezinye iiprizimu ozibonayo eklasini?**
This box shape is called a prism. What other prisms do you see in the class?




**Ndibona ibhokisi yeethisyu eyiprizimu.**
I see a tissue box that is a prism.

**Le milo ibizwa ngokuba yisilinda. Zeziphi ezinye iisilinda ozibonayo eklasini?**
This shape is called a cylinder. What other cylinders do you see in the class?




**Ndibona iphepha lendlu yangasese eliyisilinda.**
I see a toilet roll that is a cylinder.

**Abafundi kufuneka bakhangele izazinge, iiprizimu, neesilinda eklasini. Bakhuthaze bathethe ngezinto ezahlukeneyo ezinemilo engu-3D. Bancedise baqaphele ubukhulu obahlukeneyo bezinto ezikhoyo nokunakana iimilo zemathematika kwizinto ezikhoyo zokwenyani.**

Learners should look for **spheres**, **prisms** and **cylinders** in the classroom. Encourage them to talk about different 3-D objects. Help them to notice the different sizes of objects, and to recognise the mathematical shapes in real life objects.

# 3-D objects



IVEKI • WEEK 7

USUKU 1 • DAY 1

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

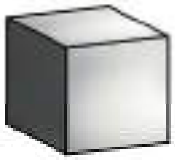
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

**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!



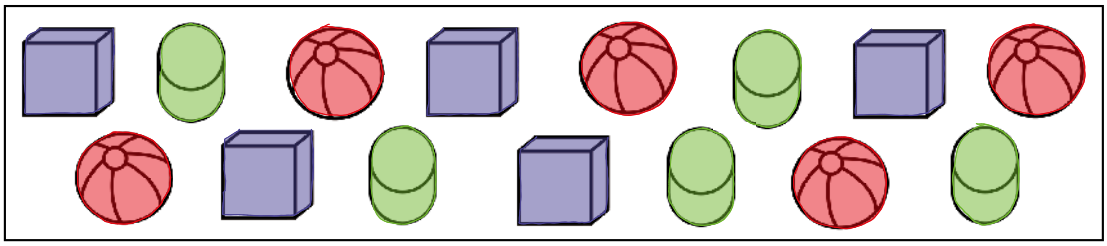

1 Learners may use their finger to trace. They could trace all the words, or just one language.

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

Khuphela amagama ezinto ezikhoyo.
Trace the object names.



2 Fakela umbala obomvu kwiingqukumba, ozuba kwiiprizimu noluhlaza kwiisilinda. You could copy this question for learners
Colour all the spheres red, the prisms blue and the cylinders green.



## Izinto ezikhoyo ezinemilinganiselo ye-3D





**3** Ingqukumba, isilinda okanye iprizimu?
Sphere, cylinder or prism?

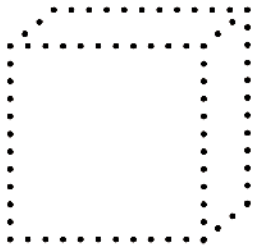
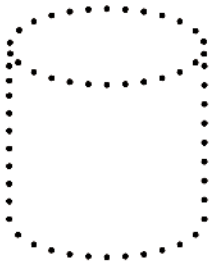
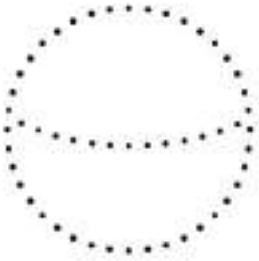
| | | | |
|---|---|---|---|
|  |  |  |  |
| ingqukumba<br>sphere | iprizimu<br>prism | isilinda<br>cylinder | cylinder |

| | | | |
|---|---|---|---|
|  |  |  |  |
| cylinder | prism | sphere | cylinder |

| | | | |
|---|---|---|---|
|  |  |  |  |
| prism | sphere | prism | sphere |

**4** Khuphela uze ufakele umbala kwizinto ezikhoyo.
Trace and colour the objects.

Trace the dotted line

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

You could copy this question for learners

# 3-D objects

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







**Xa ubonisa iklasi, khangela ukuba kuza kwenzeka ntoni kwezi zinto xa uzibeka phezulu ethambekeni. Buza abafundi ukuba baqaphela ntoni na.**

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







**Bakhuthaze abafundi ukuba bancokole xa behlela iimilo naxa bephanda ngokuba zeziphi eziqengqelekayo izeziphi ezityibilikayo. Xoxa neklasi – iimilo eziziibhola ziyaqengqeleka kwaye iimilo eziziibhokisi ziyatyibilika. Imiphezulu engqukuva yenza ukuba imilo iqengqeleke. Imilo iyakwazi ukutyibilika kumphezulu omcaba.**

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

IVEKI • WEEK 7

USUKU 2 • DAY 2

## 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 |
|---|---|---|---|
|  | ✓ | | |
|  | | ✓ | |
|  | | | ✓ |
|  | | | ✓ |
|  | | ✓ | |
|  | ✓ | | |
|  | | ✓ | |
|  | | | ✓ |

# 3-D objects

## 2 Amacala angqukuva okanye asicaba?

Curved sides or flat sides?

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

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

## 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 | curved | roll |
| isilinda<br>cylinder | flat and curved | slide and roll |

# Ukwakha ngezinto ezinemilinganiselo ye-3D

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ucinga ukuba ungakwazi ukwakha incochoyi usebenzisa iibhokisi? Ngoba kutheni?
Do you think you could build a tower using boxes? Why?




Ewe! Amacala eebhokisi asicaba ukuze ndikwazi ukuwapakisha.
Yes! The sides of the boxes are flat so I can stack them.

Ucinga ukuba ungakwazzi ukwakha incochoyi ngeebhola?
Do you think you could build a tower using balls? Why?




Hayi! Iibhola ziya kuqengqeleka.
No! The balls will roll away.

Ucinga ukuba ungakwazi ukwakha incochoyi usebenzisa iibhokisi neebhola?
Do you think you could build a tower using boxes and balls?




Maxa wambi ibhola iyakwazi ukuzinza ngaphezulu.
Sometimes a ball can balance on the top.

**Kufuneka abafundi benze ilinga ukuze babone ukuba bangakwazi na ukwenza iincochoyi besebenzisa iibhola neebhokisi kuphela okanye indibanisela yezi milo zimbini.**

Learners should experiment to see whether they can make towers by using only balls and boxes or a mixture of the two kinds of shapes.

# Building with 3-D objects



IVEKI • WEEK 7

USUKU 3 • DAY 3

## 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

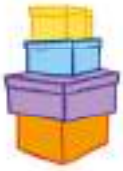
Incochoyi eyenziwe ngeeprizm iyakwazi ukuzinza! Amacala amcaba ayakwazi ukuzinza. Amacala angqukuva awakwazi ukuzinza!

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 |
|---|---|---|
|  | ✓ | |
|  | | ✓ |
|  | ✓ | |
|  | | ✓ |
|  | ✓ | |

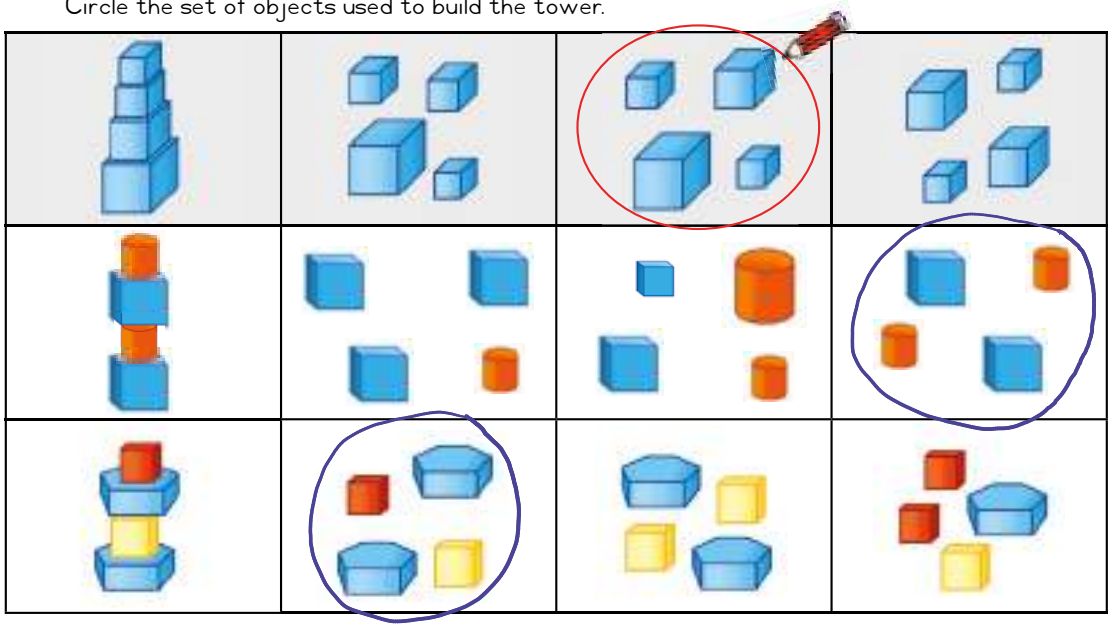
## Ukwakha ngezinto ezinemilinganiselo ye-3D





**2** Biyela ngesangqa iseti yezinto ezikhoyo ezisetyenzisiweyo ukwakha incochoyi. You could copy this question for learners

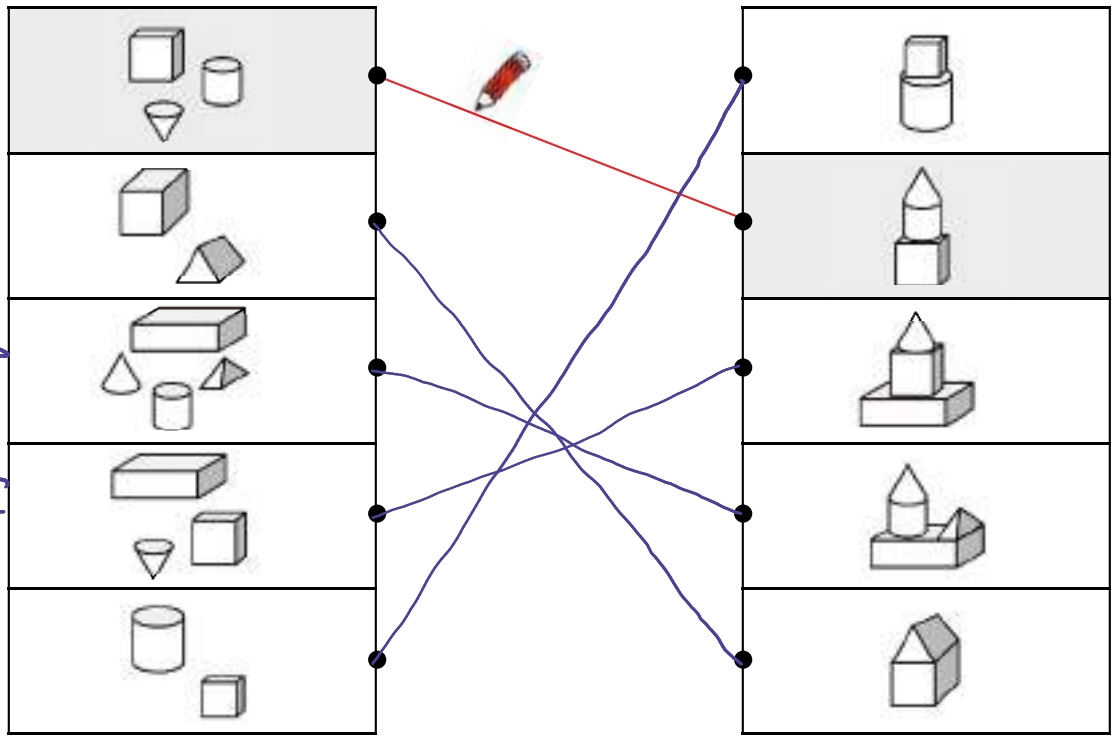
Circle the set of objects used to build the tower.



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

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

You could copy this question for learners



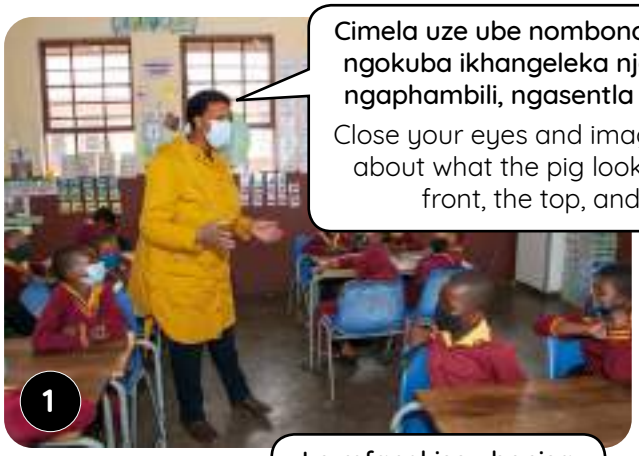
# Position and views

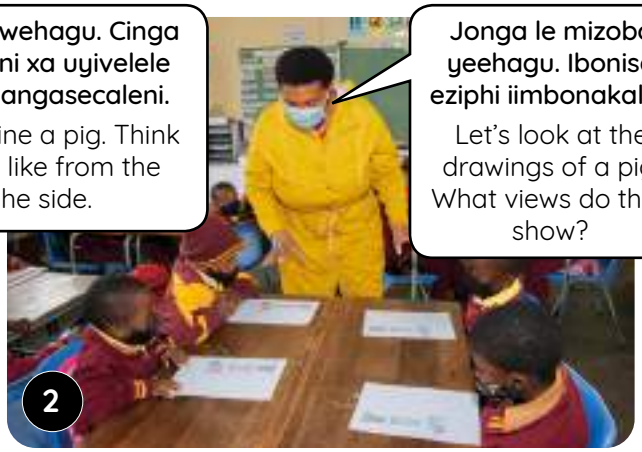
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Xoxa ngembonakalo yangaphambili, yangaphezulu neyasecaleni yezinto eziseklasini imihla ngemihla. Nika abafundi ithuba lokuphatha ezi zinto kwaye bazibonele ngokwabo ezi mbonakalo.**

Discuss the front, top and side views of several everyday objects with the class. Allow learners to hold the **objects** and look at the views for themselves.















# Indawo neembonakalo





IVEKI • WEEK 7

USUKU 4 • DAY 4

## 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 | top | top | side |
|  |  |  |  |
| front | front | top | side |
|  |  |  |  |
| front | side | top | side |

# Position and views

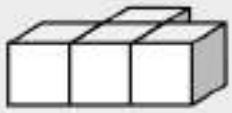
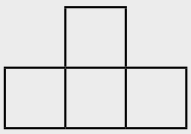
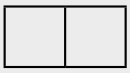
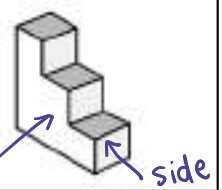
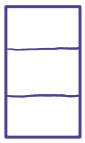
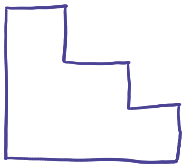
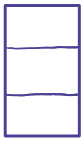
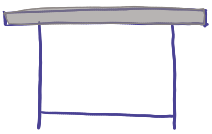
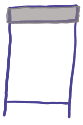
## 2 Bhala impendulo echanekileyo.

Write the correct answer.

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

## 3 Zoba iimbonakalo.

Draw the views.

| | imbonakalo yangaphezulu top view | imbonakalo yangaphambili front view | imbonakalo yasecaleni side view |
|---|---|---|---|
|  |  |  |  ✎ |
|  front side |  |  |  |
|  |  |  |  |

detail not needed

IVEKI • WEEK 7

USUKU 5 • DAY 5

## Ukubethelela
Consolidation

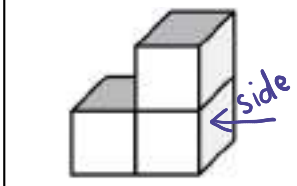
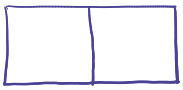
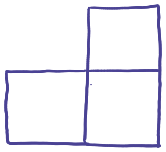
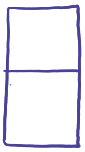
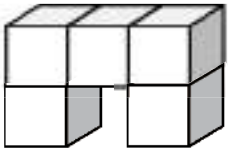
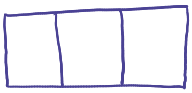
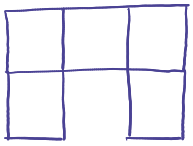
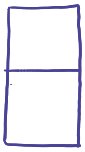
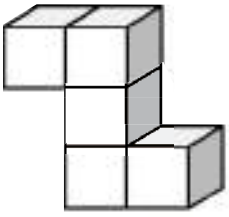
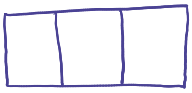
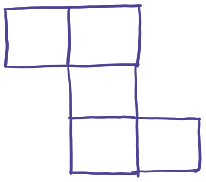
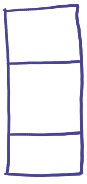
IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 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 top view | imbonakalo yangaphambili front view | imbonakalo yasecaleni side view |
|---|---|---|---|
|   |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Assessment and consolidation

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

| | iyaqengqeleka<br>roll | iyatyibilika<br>slide | iyaqengqeleka kwaye iyatyibilika<br>roll and slide |
|---|---|---|---|
|  | A pure cylinder does not have a hole down its centre | |  |
|  | ✓ | | |
|  | | ✓ | |
|  | | ✓ | |
|  | ✓ | | |
|  | ✓ | | |
|  | | ✓ | |
|  | | | ✓ |
|  | | | ✓ |

# Ukuphinda kabini nesiqingatha

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Fizz Pop! | azikho |
| **Imidlalo:** Izibalo ezikhawulezayo ngamakhadi – ukuphinda kabini nokwahlula kubini ngeebhloko | isikwere se-100 |








| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukuphinda kabini kwenza amaqela alinganayo amabini | iLB |
| 2 | Ukuphinda kabini amanani amakhulu | iLB |
| 3 | Ukwahlula kubini | Iphepha elingasebenziyo, izibalisi, iLB |
| 4 | Ukwahlula kubini okunentsalela | Ama-apile, iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukuphinda kabini amanani aphakathi kuka-0 nama-20. | |
| ukwahlula kubini amanani aphakathi kuka-0 nama-20. | |
| ukwahlula kubini amanani aba nentsalela. | |

## Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

**Uvavanyo olubhalwayo:** Amanani, Ii-Opareyshini Nolwalamamo: Ukuphinda kabini nokwahlula kubini.

# Double and half

| | Resources |
|---|---|
| **Mental Maths:** Fizz Pop! | none |
| **Games:** Fast maths with cards – double and half with blocks | 100 square |








| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Double is two equal groups | LB |
| 2 | Double bigger numbers | LB |
| 3 | Halving | LB, scrap paper, counters |
| 4 | Half with a remainder | LB, apples |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| double numbers between 0 and 20. | |
| halve numbers between 0 and 20. | |
| halve numbers that result in a remainder. | |

## Formal assessment (see the Assessment and Resources Booklet)

**Written assessment:** Numbers, Operations and Relationships: Double and half.

# Ukuphinda kabini nesiqingatha

## Izibalo zentloko

Kule veki siza kudlala umdlalo uFizz Pop! kwakhona, sijolise kuphindaphindo kabini. Kubalulekile ukuba abafundi baziqhelanise nokuphinda kabini ukuze babe nobuchule bokusebenzisa le ndlela yokubala. Ukuqonda ukuphinda kabini kuyafuneka xa abafundi beqala ukufunda ngophindaphindo.




## Imidlalo

Kule veki sidlala Izibalo ezikhawulezileyo ngamakhadi - ukuphinda kabini nokwahlula kubini ngeebhloko. Le midlalo inika abafundi ithuba lokuziqhelisa ukuphinda kabini nokwahlula kubini ukuze bakwazi ukusombulula iingxaki ngokukhawuleza nalula. Basebenzisa amakhadi neebhloko ukudlala le midlalo.




## Uphuhliso lwengqiqo

Kule veki sigxila ekuphindeni kabini nasekwahluleni kubini. Abafundi baza kusebenzisa izibalisi ukuze baziqhelanise nokuphinda kabini nokwahlula kubini. Baza kubona ukuba xa uphinda kabini uphindaphinda inani elinye ngexesha ngalinye, kwaye xa usahlula kubini isiqingatha esinye sifana nqwa nesinye. Kumsebenzi wethu wokuphinda kabini nowokwahlula kubini siza kujolisa koku:

- ukuphinda kabini amanani aphakathi kuka-0 nama-20.
- ukwahlula kubini amanani aphakathi kuka-0 nama-20.
- ukwahlula amanani aba nentsalela.







## Into emayiqatshelwe kule veki

- Ukwahlula kubini okuneentsalela sisakhono esibalulekileyo kuba sinceda abafundi banxulumanise imathematika neemeko zobomi bokwenyani. Kufuneka abafundi bacinge ngokuba kwenzeka ntoni xa kukho intsalela, nokuba ingahlulwa njani le ntsalela.
- Ukuphinda kabini nokwahlula kubini ziindlela zobuchule zokubala ezibalulekileyo ezinceda abafundi ekusombululeni ngokukhawuleza nangobuchule. Abafundi kufuneka bazi ukuba ukuphinda kabini kuthetha ukuthatha inani elinye kabini nokuba ukwahlula kubini kuthetha ukwahlula inani libe zizahlulo ezilinganayo ezibini.
- Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukwabelana ngeendlela zabo zokusombulula. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **amashumi, imivo, phambi, emva, phakathi, ngaphezu kuna-, ngaphantsi kuna-, phinda kabini, yahlula kubini, isiqingatha/ihafu.**

# Double and half

## Mental Maths

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




## Games

This week we play the games Fast Fast maths with cards – double and half with blocks. The games give learners an opportunity to practise doubling and halving so that they can solve problems quickly and easily. They use cards and blocks to play the games.




## Conceptual development

This week we focus on doubling and halving. Learners will use counters to practise doubling and halving. They will see that for doubling them, the same number is repeated each time, and that for halving, each half is exactly the same. In our work on doubling and halving, we will focus on:

- doubling numbers between 0 and 20.
- halving numbers between 0 and 20.
- halving numbers that result in a remainder.







## What to look out for this week

- Halving with remainders is an important skill as this helps learners connect mathematics to real life situations. Learners need to think about what happens when there is a remainder, and how this remainder can be shared out.
- Doubling and halving are essential calculation strategies that help learners solve problems quickly and efficiently. They need to understand hat doubling means taking the same number twice while halving means sharing a number into two equal parts.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens ones, before, after, in between, more than, less than, double, halve, half**.

# Ukuphinda kabini kwenza amaqela alinganayo amabini

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Bethelela ukuphinda kabini usebenzise umdlalo othi Fizz Pop!**

Consolidate doubling using the Fizz Pop! game.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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


















# Double is two equal groups

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Sombulula.**
Solve.

16 + 3 = ____

21 + 6 = ____

42 + 4 = ____

34 + 2 = ____

65 + 3 = ____

72 + 7 = ____

83 + 6 = ____

64 + 1 = ____

96 + 3 = ____

57 + 2 = ____

### Usuku 2 • Day 2

**Sombulula.**
Solve.

26 – 3 = ____

15 – 1 = ____

37 – 4 = ____

49 – 6 = ____

68 – 3 = ____

39 – 4 = ____

54 – 3 = ____

78 – 6 = ____

86 – 2 = ____

97 – 5 = ____

### Usuku 3 • Day 3

**Sombulula.**
Solve.

13 + 6 = ____

26 + 1 = ____

44 + 2 = ____

32 + 4 = ____

63 + 5 = ____

77 + 2 = ____

86 + 3 = ____

61 + 4 = ____

93 + 6 = ____

52 + 7 = ____

### Usuku 4 • Day 4

**Sombulula.**
Solve.

25 – 1 = ____

17 – 4 = ____

39 – 6 = ____

48 – 3 = ____

69 – 4 = ____

25 – 1 = ____

17 – 4 = ____

39 – 6 = ____

48 – 3 = ____

69 – 4 = ____

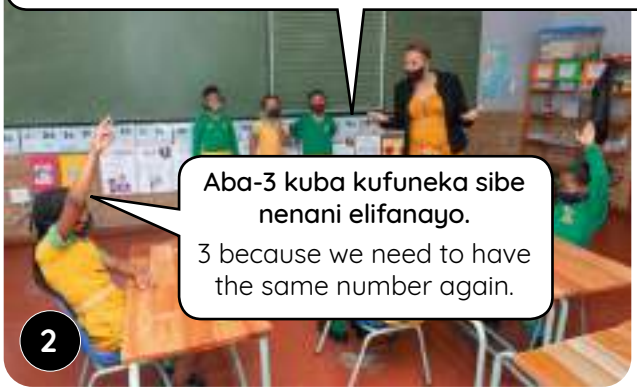
# Ukuphinda kabini kwenza amaqela alinganayo amabini

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Bangaphi abafundi esinabo ngaphambili eklasini?**
How many learners do we have in front of the class?




**Ukuba siliphinda kabini inani labafundi, kufuneka sibize abafundi abangaphi ngaphezulu?**
If we want to double the number of learners, how many more learners do we need to call up?




**Kukho iminwe eli-12. Singaliphinda kabini njani inani leminwe?**
There are 12 fingers. How can we double the number of fingers?




**Kufuneka sibe nomnye umfundi oza kumisa iminwe eli-10, nomnye oza kumisa iminwe emi-2.**
We need another learner to hold up 10 fingers and another learner to hold up 2 fingers.




**Kuthetha ntoni ukuphinda kabini?**
What is double 12?

**Sinokudibanisa iminwe eli-10 + neminye iminwe eli-10 ukuze sifumane ama-20. Emva koko singadibanisa iminwe emi-2 neminye emi-2.**
We can add 10 fingers + 10 fingers to get 20. Then we can add 2 fingers + 2 fingers to get 4.




**20 + 4 = 24, ngoko ke xa siphinda kabini i-12 sifumana ama-24.**
20 + 4 = 24 so double 12 is 24.

**Nika abafundi amathuba okuqhubeka nokuphinda kabini amanani ngababini. Umfundi omnye angamisa iminwe aze omnye abonise inani elifanayo leminwe.**

Allow the learners opportunities to continue to double numbers in pairs. One learner can hold up some fingers, and the other learner must mirror the number of fingers help up.

# Double is two equal groups



IVEKI • WEEK 8

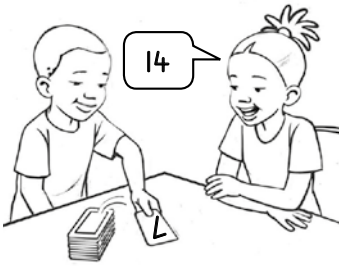
USUKU 1 • DAY 1

## 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 ____.<br>Double 3 is 6.<br>3 + 3 = 6<br>2 x 3 = 6<br>Zingaphi izi-3 kwisi-6? ____<br>How many 3s in 6? 2 | Ezi-2 eziphindwe kabini zenza ____.<br>Double 2 is 4.<br>2 + 2 = 4<br>2 x 2 = 4<br>Zingaphi izi-2 kwisi-4? ____<br>How many 2s in 4? 2 | Ezi-4 eziphindwe kabini zenza ____.<br>Double 4 is 8.<br>4 + 4 = 8<br>2 x 4 = 8<br>Zingaphi izi-4 kwisi-8? ____<br>How many 4s in 8? 2 |

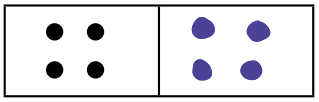
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# Ukuphinda kabini kwenza amaqela alinganayo amabini



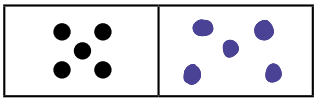
## 2 Gqibezela amachokoza edomino ukuze uphinde kabini.

Complete the domino dots to double.



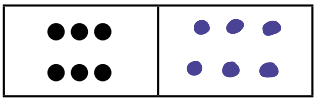
Ezi-4 eziphindwe kabini zenza ____.

Double 4 is 8.



Ezi-5 eziphindwe kabini zenza ____.

Double 5 is 10.



Ezi-6 eziphindwe kabini zenza ____.

Double 6 is 12.

## 3

| Xa ndiphinda kabini<br>When I double | zenza<br>I get |
|---|---|
| 1 | 2 |
| 2 | 4 |
| 3 | 6 |
| 4 | 8 |
| 5 | 10 |
| 6 | 12 |
| 7 | 14 |
| 8 | 16 |
| 9 | 18 |
| 10 | 20 |

| Phinda kabini<br>Double | |
|---|---|
| 1 | 2 |
| 2 | 4 |
| 3 | 6 |
| 4 | 8 |
| 5 | 10 |
| 6 | 12 |
| 7 | 14 |
| 8 | 16 |
| 9 | 18 |
| 10 | 20 |

## 4 Masiphinde kabini imali yethu.

Let's double our money.



Phinda kabini i-R2

Double R2 R4



Phinda kabini i-R5

Double R5 R10



Phinda kabini i-R10

Double R10 R20

## 5 Fumana isiphindwa kabini. Dibanisa.

Find the double. Then add.

| | | |
|---|---|---|
| 10<br>5 + 3 + 5 = 13 | 8<br>4 + 4 + 3 = 11<br>6<br>3 + 5 + 3 = 11<br>20<br>10 + 4 + 10 = 24 | 12<br>6 + 3 + 6 = 15<br>14<br>7 + 7 + 4 = 18<br>16<br>8 + 8 + 4 = 20 |

# Doubling bigger numbers

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Leliphi inani endilibonise apha?
What number have I shown here?




Li-11 kuba une-10 no-1.
11 because you have 10 and 1.

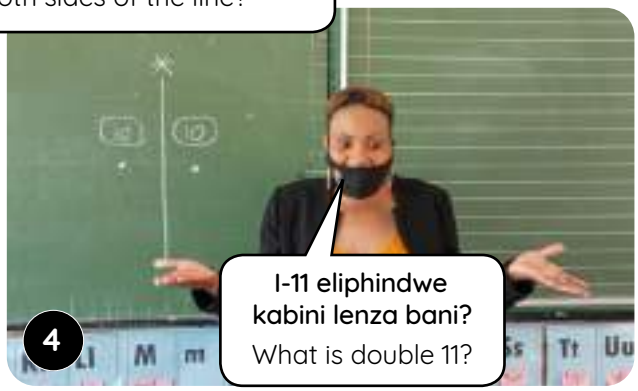
Kunjalo! Akunyanzelekanga ukuba wenze amachokoza ali-11. Sibonisa i-10 no-1 ngolu hlobo.
Yes! We don't need to draw 11 dots. We can show 10 and 1 like this.




Ngumgca wesipili onemilingo kwaye siza kuwusebenzisela ukuba usincede siphinde kabini amanani amakhulu.
This is our magic mirror line and we use it to help us double bigger numbers. What do we do to make it look the same on both sides of the line?




Beka i-10 no-1 nakwelinye icala lomgca.
Put 10 and 1 on the other side of the line as well.




I-11 eliphindwe kabini lenza bani?
What is double 11?

Singadibanisa i-10 kunye ne-10 ukuze sifumane ama-20. Emva koko singadibanisa u-1 no-1 sifumane ezi-2. I-11 eliphindwe kabini lenza ama-22.
We can add 10 and 10 to get 20. Then we can add 1 and 1 to get 2. Double 11 is 22.




**Nika abafundi amathuba aliqela okuphinda kabini amanani besebenzisa umgca wesipili omangalisayo. Bonisa abafundi indlela yokubonisa amanani usebenzisa amashumi nemivo, uze ubakhuthaze ukuba bathethe ngeendlela abasombulula ngazo iingxaki.**

Allow learners many opportunities to double numbers using the magic mirror line. Show them how to represent the numbers using tens and ones and encourage them to talk about how they are solving the problems.

# Ukuphinda kabini amanani amakhulu



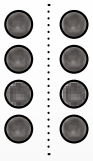
IVEKI • WEEK 8

USUKU 2 • DAY 2

## 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



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.

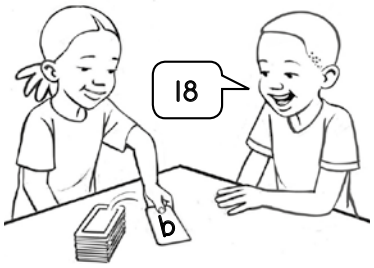
Double.

| | | |
|---|---|---|
| 5<br>5 \| 5<br>Isi-5 esiphindwe kabini li-____.<br>Double 5 is 10. | 6<br>5 \| 5<br>Isi-6 esiphindwe kabini li-____.<br>Double 6 is 12. | 8<br>5 \| 5<br>Isi-8 esiphindwe kabini li-____.<br>Double 8 is 16. |
| 10<br>10 \| 10<br>I-10 eliphindwe kabini ngama-____.<br>Double 10 is 20. | 13<br>10 \| 10<br>I-13 eliphindwe kabini ngama-____.<br>Double 13 is 26. | 15<br>10 + 5 \| 10 + 5<br>I-15 eliphindwe kabini ngama-____.<br>Double 15 is 30. |

# Doubling bigger numbers

**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 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

## 3 Phinda kabini.

Double.

| | | |
|---|---|---|
| 7<br>5 5<br>Isi-7 esiphindwe kabini li-____.<br>Double 7 is 14. | 17<br>10 10<br>5 5<br>I-17 eliphindwe kabini ngama-____.<br>Double 17 is 34 | 20<br>10 10<br>10 10<br>Ama-20 aphindwe kabini ngama-____.<br>Double 20 is 40 |

## 4 Phinda kabini.

Double.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | 10 | 10 | 20 | 6 | 12 | 4 | 8 |
| 8 | 16 | 9 | 18 | 15 | 30 | 19 | 38 |

## 5 Fumana iziphindwa kabini. Dibanisa emva koko.

Find the doubles. Then add.

| | |
|---|---|
| 10<br>5 + 6 + 5 = 16 | 8<br>4 + 8 + 4 = 16 |
| 6<br>3 + 11 + 3 = 17 | 12<br>6 + 8 + 6 = 20 |

# Ukwahlula kubini

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kufuneka senze ntoni ukuze sabele abafundi ababini iphepha elinye ngokulinganayo?
What must we do to share 1 page equally between 2 learners?




Uza kufumana ntoni umfundi ngamnye?
What will each learner get?




Singazaba njani iilekese ezi-6 ngokulinganayo phakathi kwabafundi aba-2?
How can we share these 6 sweets equally between 2 learners?




Uza kufumana ezingakanani umfundi ngamnye?
What will each learner get?




**Nika abafundi ithuba lokwahlula amanani kubini ngokwaba izibalisi. Bakhuthaze abafundi ukuba bathethe ngeendlela ekufuneka zilingane ngayo iziqingatha.**

Allow the learners opportunities to halve many numbers by sharing out counters. Encourage learners to talk about how each half must be equal in size.

# Halving

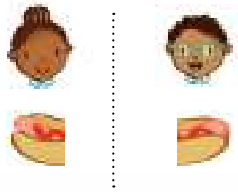
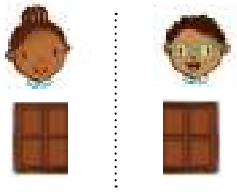
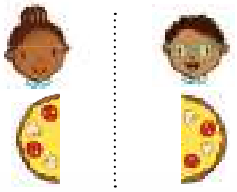


IVEKI • WEEK 8

USUKU 3 • DAY 3

## 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, ihafu half | ihafu half, ihafu half | ihafu half, ihafu half |

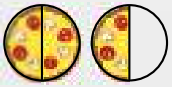
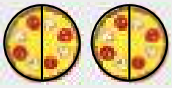


**Xa sisabela abafundi aba-2 ngokulinganayo, umfundi ngamnye ufumana isiqingatha.**

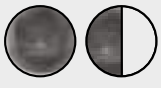
When we share equally between 2 learners, each learner gets half.

## Zingaphi?
How many?



| | Iihafu<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 |
|---|---|---|
|  |  |  |

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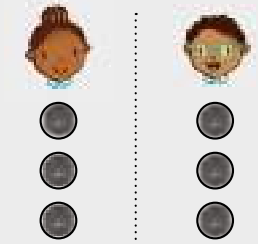
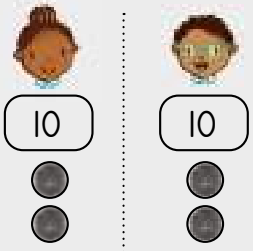
## Ukwahlula kubini

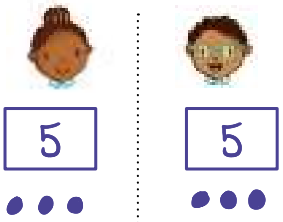
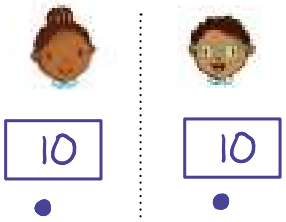


**2** Qhezu lini elifunyanwa ngumfundi ngamnye? Zingaphi iilekese ezifunyanwa ngumfundi ngamnye?
What fraction does each learner get?
How many sweets does each learner get?



**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: half | iqhezu:<br>fraction: half | iqhezu:<br>fraction: half |
| iileskese:<br>sweets: 5 | iileskese:<br>sweets: 8 | iileskese:<br>sweets: 11 |

**3** Isiqingatha se-
Half of

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | 3 | 8 | 4 | 10 | 5 | 12 | 6 |

# Half with a remainder

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Singamnika njani umfundi ngamnye isiqingatha sama-apile?**
How can we give each of these learners half of the apples?




**Kufuneka sahlule ama-apile ngokulinganayo phakathi kwabafundi aba-2.**
We need to share 7 apples equally between 2 learners.

**Mangaphi ama-apile afunyanwa ngumfundi ngamnye?**
How many apples will each learner get?




**Sifumana ama-apile ama-3 emnye, kwaye kushiyeka iapile elinye.**
We each get 3 apples, and there is 1 apple left over.

**Sithini ke ngeli apile lishiyekileyo?**
What must we do with the leftover apple?




**Kufuneka silahlule nalo phakathi kwabafundi aba-2.**
We also need to share the leftover apple between the 2 learners.

**Mangaphi ama-apile afunyanwa ngumfundi ngamnye?**
How many apples does each learner get?




**Emnye ufumana isiqingatha senani lama-apile.**
They each get half the number of apples.

**Isiqingatha sama-apile asi-7 ngama-apile ama-3 anehafu.**
Half of 7 apples is 3 and a half apples.

**Nika abafundi amathuba okwahlula amanani kubini ngokwaba izibalisi. Baxelele ukuba basebenzise amanani amnqakathi ukuze bacinge ngento abanokuyenza ngentsalela. Kufuneka becingile ukuba bangenza ntoni na kuba abazokukwazi ukusika phakathi izibalisi!**

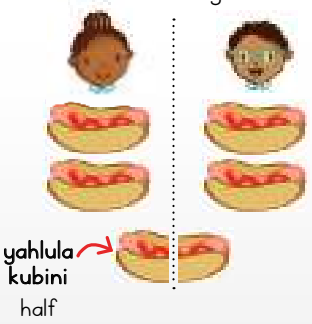
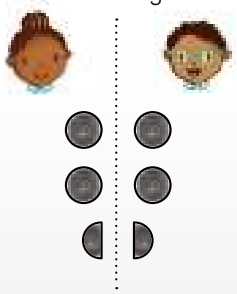
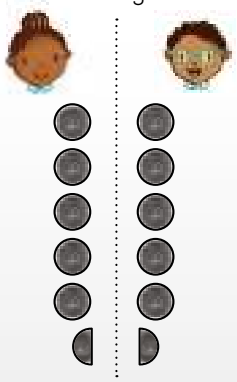
Allow the learners opportunities to halve numbers by sharing out counters. Tell them to use odd numbers so they have to think about what to do with the remainder. They have to imagine what to do because they cannot cut the counters!

IVEKI • WEEK 8

USUKU 4 • DAY 4

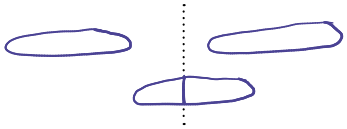
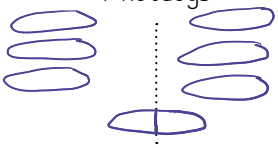
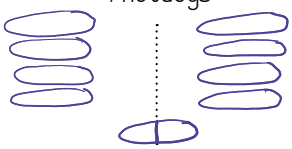
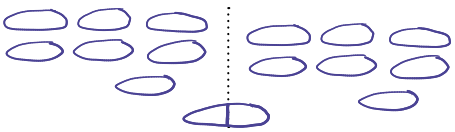
## Ukwahlula kubini okunentsalela
Half with a remainder

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

| imidundu emi-5 | imidundu emi-5 | imidundu eli-11 |
|---|---|---|
| 5 hotdogs | 5 hotdogs | 11 hotdogs |
|   |  |  |
| Ihafu ka-5 ngu-2 onehafu.<br>Half of 5 is 2 and a half. | Ihafu ka-5 ngu-2 onesiqingatha.<br>Half of 5 is 2 and a half. | Ihafu ka-11 ngu-5 onesiqingatha.<br>Half of 11 is 5 and a half. |

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




| imidundu emi-3 | imidundu esi-7 |
|---|---|
| 3 hotdogs | 7 hotdogs |
|  |  |
| Ihafu ka-3 ngu-____.<br>Half of 3 is one and a half | Ihafu ka-7 ngu-____.<br>Half of 7 is 3 and a half |
| **imidundu eli-9** | **imidundu eli-15** |
| 9 hotdogs | 15 hotdogs |
|  |  |
| Ihafu ka-9 ngu-____.<br>Half of 9 is 4 and a half | Ihafu ka-15 ngu-____.<br>Half of 15 is 7 and a half |

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# Half with a remainder

**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.

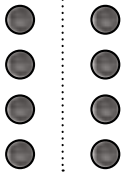




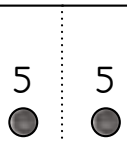
**Cinga ngolwalamano oluphakathi kokwahlula kubini nokuphinda kabini.**
Think about the relationship between half and double.

## 2 Fumana isiphindwa kabini nesiqingatha.

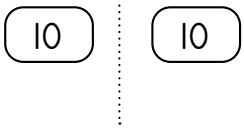
Find double and half.



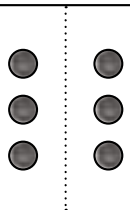
Isi-4 esiphindwe kabini sisi-____.
Double 4 is 8.
Isiqingatha sika-8 sisi-____.
Half of 8 is 4.



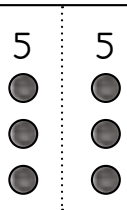

Isi-6 esiphindwe kabini li-____.
Double 6 is 12.
Isiqingatha se-12 sisi-____.
Half of 12 is 6.



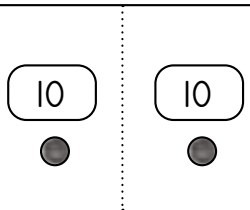

I-10 eliphindwe kabini ngama-____.
Double 10 is 20.
Isiqingatha sama-20 li-____.
Half of 20 is 10.



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




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




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

IVEKI • WEEK 8

USUKU 5 • DAY 5

## 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.



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



| | |
|---|---|
| 11 | |
| 4 | 7 |

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

| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 6 + 5 = 11 | 11 − 5 = 6 |
| 5 + 6 = 11 | 11 − 6 = 5 |

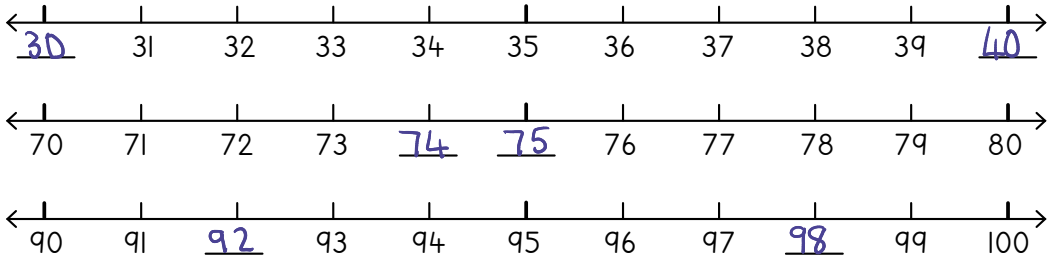
| ezokudibanisa addition | ezokuthabatha subtraction |
|---|---|
| 4 + 7 = 11 | 11 − 7 = 4 |
| 7 + 4 = 11 | 11 − 4 = 7 |

## Assessment and consolidation

**2** Yandisa ipatheni.
Extend the pattern.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |
| 100 | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 |

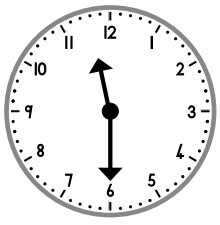
**3** Gqibezela.
Complete.




**4** Dibanisa okanye uthabathe.
Add or subtract.

| | | |
|---|---|---|
| 92 + 4 = 96 | 94 + 3 = 97 | 96 + 4 = 100 |
| 95 – 3 = 92 | 98 – 4 = 94 | 97 – 3 = 94 |

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



half past 11

**6**

| isiqingatha<br>halve | | phinda kabini<br>double |
|---|---|---|
| 5 | 10 | 20 |
| 25 | 50 | 100 |
| $2\frac{1}{2}$ | 5 | 10 |
| 6 | 12 | 24 |

# Uphindaphinda lumalunga namaqela alinganayo

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Ukubala okuqakathayo | isikwere se-100 |
| **Umdlalo:** Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2 | amakhadi amanani |








| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukuphindaphinda ngo-2 | iLB |
| 2 | Ukuphindaphinda ngo-10 | iLB, likhrayoni, ibhokisi |
| 3 | Ukuphindaphinda ngo-5 | iLB |
| 4 | Ukusombulula iingxaki zemali | iLB |
| 5 | Ubethelelo novavanyo olujolise ekufundeni | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukusebenzisa ukubala okuqakathayo ukuze aphindaphinde ngo-2, 5 nange-10. | |
| ukusebenzisa ukubala okuqakathayo ukufumanisa inani loo-2, oo-5 kunye nama-10 kwelinye inani. | |
| ukusombulula iingxaki zophindaphindo kwimeko yemali. | |

## Uvavanyo lusesikweni

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

# Multiplication is about equal groups

| | Resources |
|---|---|
| **Mental Maths:** Skip counting | 100 square |
| **Game:** Fast maths with cards – multiply by 2 | number cards |








| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Multiplying by 2 | LB |
| 2 | Multiplying by 10 | LB, crayons, box |
| 3 | Multiplying by 5 | LB |
| 4 | Solving money problems | LB |
| 5 | Consolidation and assessment for learning | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| use skip counting to multiply by 2, 5 and 10. | |
| use skip counting to determine the number of 2s, 5s or 10s in another number. | |
| solve multiplication problems using the context of money. | |

## Formal assessment

There is no formal assessment this week.

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

# Uphindaphinda lumalunga namaqela alinganayo

## Izibalo zentloko

Kule veki abafundi baza kuziqhelanisa nokubala okuqakathayo ngoo-2, 10 nangoo-5 kuluhlu lwamanani anyusiweyo. Bavumele abafundi ukuba bajonge kwisikwere se-100 ukuze babone kwaye babe nokuqonda iipatheni. Bakhuthaze abafundi baziqhelanise nokubala okuqakathayo besiya phambili okanye bebuya umva ngokukhawuleza ukuze baphuhlise ubuciko babo.



## Umdlalo

Kule veki sidlala umdlalo Izibalo ezikhawulezileyo ngamakhadi – phinda ngo-2. Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa nokuphinda kabini ukuze bakwazi ukusombulula iingxaki lula nangokukhawuleza. Bakhuthaze abafundi ukuba bacazulule amanani amakhulu ukuze kube lula ukuphinda kabini. Umzekelo, 7 = 5 + 2. U-5 ophindwe kabini li-10 kwaye u-2 ophindwe kabini ngu-4. 10 + 4 = 14 ngoko ke u-7 ophindwe kabini li-14.

## Uphuhliso lwengqiqo

Kule veki sigxila kuphindaphindo. Abafundi baza kusebenzisa ukubala okuqakathayo ukusombulula iingxaki zophindaphindo. Kwakhona baza kuchaza inani lamaqela abanokuwenza ngenani elithile. Abafundi baza kusebenzisa ulwazi abalufundileyo ngophindaphindo xa besombulula iingxaki zobomi bokwenyani besebenzisa iimeko zokuya kuthenga evenkileni. Kumsebenzi wethu wokuphinda kabini nokwahlula kubini siza kujolisa koku:

- ukusebenzisa ukubala okuqakathayo ukuphindaphinda ngo-2, 5 nango-10. Uphindaphindo kukuphinda amaqela alinganayo amaxesha amaninzi, ngoko ke kufuneka abafundi bakwazi ukubala beqakatha ngokuzithemba.
- ukusebenzisa ukubala okuqakathayo ukuze bafumane inani loo-2, oo-5 okanye elama-10 kwelinye inani. Xa siphindaphinda sicinga ngokuba mangaphi amaqela oo-2, awama-10 nawoo-5 akwinani elinikiweyo.
- ukusombulula iingxaki zophindaphindo besebenzisa imeko yemali.







## Into emayiqatshelwe kule veki

- Khumbuza abafundi ukuba uphindaphindo lubandakanya ukuphinda kwakhona amaqela alinganayo. Abafundi kufuneka bazithembe ekubaleni okuqakathayo kuba oko kuza kubanceda ekusombululeni iingxaki zophindaphindo ngokhawuleza nangobuchule.
- Bancede abafundi baqonde intsingiselo yezivakaisi manani zophindaphindo ngokucinga ngokuba mangaphi amaqela oo-2, oo-5 nawama-10 akhoyo kumanani anikiweyo.

# Multiplication is about equal groups

## Mental Maths

This week the learners will practise skip counting in 2s, 10s and 5s in an increased number range. Allow learners to use a 100 square so that they can see and understand the patterns. Encourage them to practise skip counting forwards and backwards more quickly so that they can develop their fluency.



## Game

This week we play the game Fast maths with cards – multiply by 2. The game gives learners an opportunity to practise doubling so that they can solve problems quickly and easily. Encourage them to break up larger numbers in order to simplify the doubling. For example, 7 = 5 + 2. Double 5 is 10 and double 2 is 4. 10 + 4 = 14 so double 7 is 14.

## Conceptual development

This week we focus on multiplication. Learners will use skip counting to solve multiplication problems. They will also identify how many groups they can make with a given number. Learners will apply what they have learnt about multiplication as they solve real life problems using the context of shopping. In our work on doubling and halving, we will focus on:

- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups and so learners need to be able to skip count confidently.
- using skip counting to determine the number of 2s, 5s or 10s in another number. When we multiply, we think about how many groups of 2, 10 and 5 there are in given numbers.
- solving multiplication problems using the context of money.







## What to look out for this week

- Remind learners that multiplication involves repeating equal sized groups. Learners need to be confident in skip counting as it will help them solve multiplication problems quickly and efficiently.
- Help learners understand what multiplication number sentences mean by thinking about how many groups of 2, 5 and 10 there are in given numbers.

# Ukuphindaphinda ngo-2

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Bala ngezikwere ze-100. Bala usiya phambili uze uphinde ubale ubuya umva.**

Use 100 squares to count. Count forwards and then backwards.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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









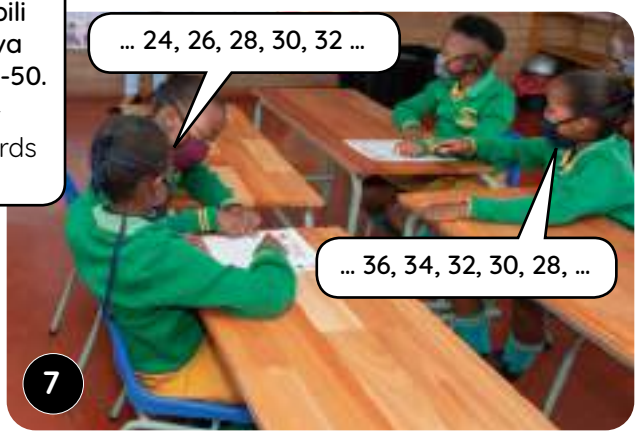












# Multiplying by 2

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Yabela abafundi aba-2.**
Share between 2 learners.

6

8

12

16

14

4

18

10

2

20

### Usuku 2 • Day 2

**Yabela abafundi aba-2.**
Share between 2 learners.

46

28

42

26

32

34

48

22

24

44

### Usuku 3 • Day 3

**Yabela abafundi aba-2.**
Share between 2 learners.

6

5

3

9

7

12

5

11

13

4

### Usuku 4 • Day 4

**Yabela abafundi aba-2.**
Share between 2 learners.

26

25

31

28

47

14

44

45

43

34

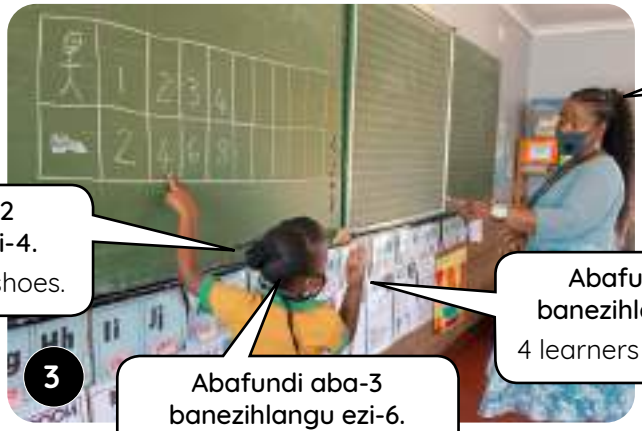
# Ukuphindaphinda ngo-2

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
















**Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde ngo-2. Bakhuthaze abafundi bathethe ngendlela abanokubala ngayo ngoo-2 ukuze ubancede baphindaphinde ngo-2.**

Continue using the table to help learners multiply by 2. Encourage learners to talk about how they can count in 2s to help them multiply by 2.

# Multiplying by 2



IVEKI • WEEK 9

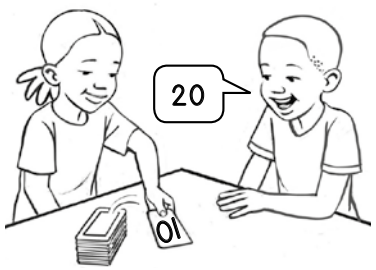
USUKU 1 • DAY 1

## 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 | 8 | 2 x 4 = 8 |
| 5 | 10 | 2 x 5 = 10 |
| 3 | 6 | 2 x 3 = 6 |

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



**2**



| | |
|---|---|
| iiperi zezihlangu<br>pairs of shoes | 4 |
| izihlangu<br>shoes | 8 |



| | |
|---|---|
| iiperi zezihlangu<br>pairs of shoes | 10 |
| izihlangu<br>shoes | 20 |

**3**

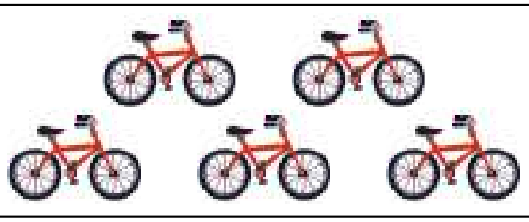
| abafundi<br>learners | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| izihlangu<br>shoes | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

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# Ukuphindaphinda ngo-2

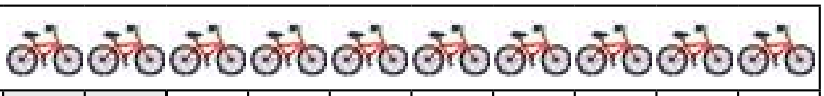


**4**



| | |
|---|---|
| Zingaphi iibhayisekile? How many bicycles? | 5 |
| Mangaphi amavili? How many wheels? | 10 |

**5**



| iibhayisekile bicycle | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amavili wheels | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**6** Mangaphi amavili?
How many wheels?

| | |
|---|---|
| 3 ____6____ amavili wheels | 6 ____12____ amavili wheels |
| 7 ____14____ amavili wheels | 10 ____20____ amavili wheels |

**7** Bangaphi:
How many:

| | | | |
|---|---|---|---|
| oo-2 ku-6? 2s in 6? | 3 | oo-2 ku-8? 2s in 8? | 4 |
| oo-2 ku-10? 2s in 10? | 5 | oo-2 ku-12? 2s in 12? | 6 |
| oo-2 ku-16? 2s in 16? | 8 | oo-2 ku-20? 2s in 20? | 10 |

**8** Itekisi ibiza i-R2 ngomfundi omnye.
The taxi costs R2 for one learner.



| | |
|---|---|
| Ibiza malini ngabafundi aba-5? How much does it cost for 5 learners? | R10 |
| Ibiza malini ngabafundi abasi-8? How much does it cost for 8 learners? | R16 |

# Multiplying by 10

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



















**Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde nge-10. Bakhuthaze abafundi bathethe ngendlela ababala ngayo ngama-10 ukuze ubancede basombulule iingxaki.**

Continue using the table to help learners multiply by 10. Encourage learners to talk about how they can count in 10s to help them solve problems.

IVEKI • WEEK 9

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? | 4 |
| iminwe? fingers? | 40 |



| | |
|---|---|
| abafundi? learners? | 10 |
| iminwe? fingers? | 100 |

**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 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**3**

| abafundi learners | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iminwe fingers | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**4**

| abafundi learners | iminwe fingers | isivakalisi manani number sentence |
|---|---|---|
| 1 | 10 | 1 x 10 = 10 |
| 2 | 20 | 2 x 10 = 20 |
| 3 | 30 | 3 x 10 = 30 |
| 4 | 40 | 4 x 10 = 40 |
| 5 | 50 | 5 x 10 = 50 |
| 6 | 60 | 6 x 10 = 60 |
| 7 | 70 | 7 x 10 = 70 |
| 10 | 100 | 10 x 10 = 100 |

# Multiplying by 10

**5**



| | |
|---|---|
| Zingaphi iibhokisi? How many boxes? | 4 |
| Zingaphi iikhrayoni? How many crayons? | 40 |

| iibhokisi boxes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iikhrayoni crayons | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**6** Zingaphi iikhrayoni?
How many crayons?

| | |
|---|---|
| 3 ____30____ iikhrayoni crayons | 6 ____60____ iikhrayoni crayons |
| 5 ____50____ iikhrayoni crayons | 10 ____100____ iikhrayoni crayons |

**7**

| | | | |
|---|---|---|---|
| 3 x 10 = 30 | 5 x 10 = 50 | 6 x 10 = 60 | 2 x 10 = 20 |
| 1 x 10 = 10 | 4 x 10 = 40 | 8 x 10 = 80 | 10 x 10 = 100 |

**8** Mangaphi:
How many:

| | | | |
|---|---|---|---|
| ama-10 kuma-60? 10s in 60? | 6 | ama-10 kuma-40? 10s in 40? | 4 |
| ama-10 kwi-100? 10s in 100? | 10 | ama-10 kuma-50? 10s in 50? | 5 |

**9** Ipeni enye ixabisa i-R10.
One pen costs R10.

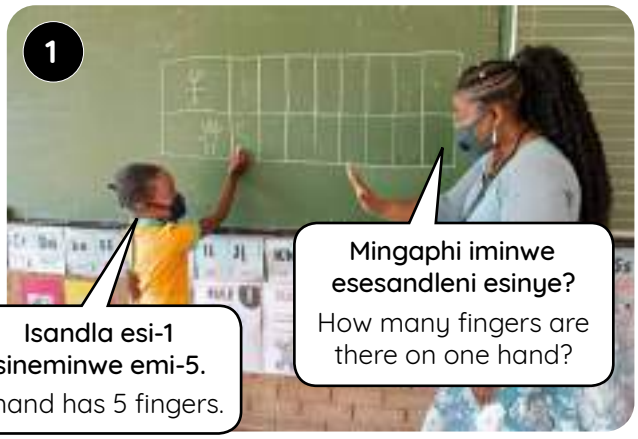


| | |
|---|---|
| Zixabisa malini iipeni ezi-4? How much do 4 pens cost? | R 40 |
| Zixabisa malini iipeni ezisi-7? How much do 7 pens cost? | R70 |

# Ukuphindaphinda ngo-5

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

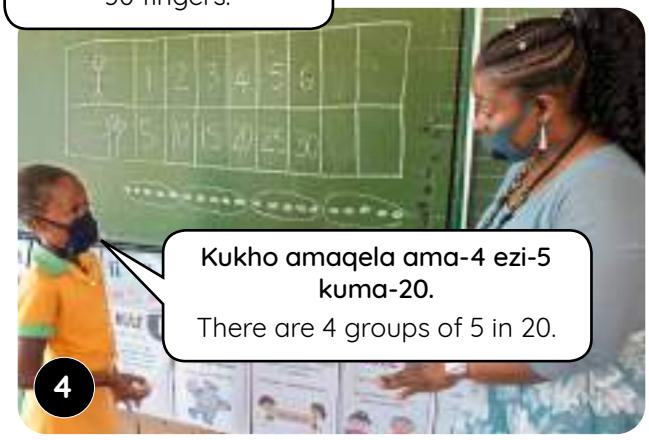
## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
















**Qhubeka nokusebenzisa itheyibhile ukunceda abafundi baphindaphinde ngesi-5. Khuthaza abafundi bathethe ngendlela abanokubala ngayo ngezi-5 ukuze ubancede basombulule iingxaki.**

Continue using the table to help learners multiply by 5. Encourage learners to talk about how they can count in 5s to help them solve problems.

# Multiplying by 5



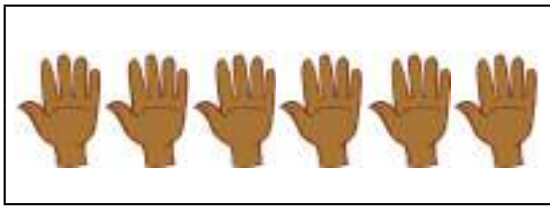
IVEKI • WEEK 9

USUKU 3 • DAY 3

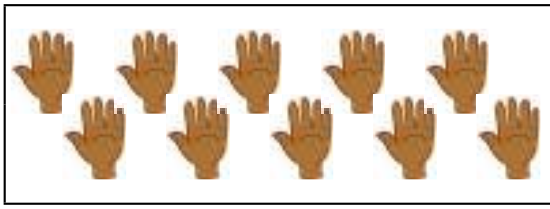
## Ukuphindaphinda ngo-5
Multiplying by 5

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

**1**



| | |
|---|---|
| izandla? hands? | 6 |
| iminwe? fingers? | 30 |



| | |
|---|---|
| izandla? hands? | 10 |
| iminwe? fingers? | 50 |

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

**3**

| izandla hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iminwe fingers | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

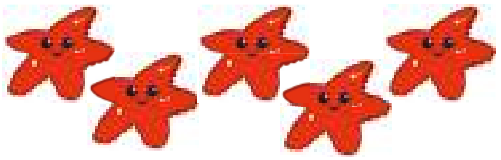
**4**

| izandla hands | iminwe fingers | isivakalisi manani number sentence |
|---|---|---|
| 1 | 5 | 1 x 5 = 5 |
| 4 | 20 | 4 x 5 = 20 |
| 3 | 15 | 3 x 5 = 15 |
| 5 | 25 | 5 x 5 = 25 |
| 6 | 30 | 6 x 5 = 30 |
| 2 | 10 | 2 x 5 = 10 |
| 7 | 35 | 7 x 5 = 35 |
| 10 | 50 | 10 x 5 = 50 |

# Ukuphindaphinda ngo-5



**5**



| | |
|---|---|
| Zingaphi izitafishi?<br>How many starfish? | 5 |
| Zingaphi iingalo zizonke?<br>How many arms altogether? | 25 |

| istafishi<br>starfish | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iingalo<br>arms | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

**6** Zingaphi iingalo?
How many arms?

| | |
|---|---|
| 3 ★ 15 iingalo<br>arms | 6 ★ 30 iingalo<br>arms |
| 5 ★ 25 iingalo<br>arms | 10 ★ 50 iingalo<br>arms |

**7**

| | | | |
|---|---|---|---|
| 3 x 5 = 15 | 5 x 5 = 25 | 6 x 5 = 30 | 2 x 5 = 10 |
| 1 x 5 = 5 | 4 x 5 = 20 | 8 x 5 = 40 | 10 x 5 = 50 |

**8** Zingaphi:
How many:

| | | | |
|---|---|---|---|
| izi-5 kwi-15?<br>5s in 15? | 3 | izi-5 kwi-10?<br>5s in 10? | 2 |
| izi-5 kuma-25?<br>5s in 25? | 5 | izi-5 kuma-20?<br>5s in 20? | 4 |

**9** Iapile elinye lixabisa i-R5.
One apple costs R5.



| | |
|---|---|
| Axabisa malini ama-apile ama-5?<br>How much do 5 apples cost? | R25 |
| Axabisa malini ama-apile ali-9?<br>How much do 9 apples cost? | R45 |

# Solving money problems

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

## UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



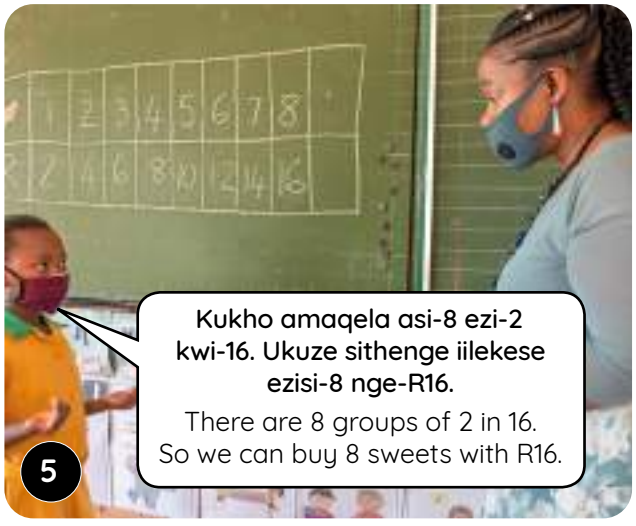













**Qhubeka nokusebenzisa itheybhile ukunceda abafundi basombulule iingxaki zemali. Yenza ngathi uthenga ama-apile axabisa i-R5 lilinye, neetshokolethi ezixabisa i-R10 inye. Bakhuthaze abafundi ukuba bathethe ngendlela abanokubala ngayo ngezi-2, izi-5 nangama-10 ukuze bakwazi ukusombulula iingxaki.**

Continue using the table to help learners solve money problems. Pretend that you are buying apples which cost R5 each, and chocolates that cost R10 each. Encourage learners to talk about how they can count in 2s, 5s and 10s to help them solve problems.

IVEKI • WEEK 9

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? | 5 |
| Zingaphi iirandi? How many rand? | R10 |

**2**



| iingqekembe coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iirandi rand | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**3**

| | | | |
|---|---|---|---|
| 2 x 2 = 4 | 10 x 2 = 20 | 3 x 2 = 6 | 4 x 2 = 8 |
| 1 x 2 = 2 | 5 x 2 = 10 | 6 x 2 = 12 | 8 x 2 = 16 |

**4** Zingaphi:
How many:

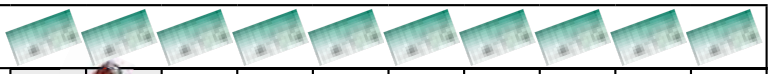
| | | | |
|---|---|---|---|
| izi-2 kwisi-4? 2s in 4? | 2 | izi-2 kwi-10? 2s in 10? | 5 |
| izi-2 kwi-14? 2s in 14? | 7 | izi-2 kuma-20? 2s in 20? | 10 |

**5**



| | |
|---|---|
| Zingaphi iimali ezingamaphepha? How many notes? | 3 |
| Zingaphi iirandi? How many rand? | R30 |

**6**



| imali engamaphepha notes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iirandi rand | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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# Solving money problems

**7**

| | | | |
|---|---|---|---|
| 2 x 10 = 20 | 5 x 10 = 50 | 3 x 10 = 30 | 4 x 10 = 40 |
| 1 x 10 = 10 | 10 x 10 = 100 | 6 x 10 = 60 | 8 x 10 = 80 |

**8** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-5 kuma-30?<br>5s in 30? | 6 | izi-5 kuma-80?<br>5s in 80? | 16 |
| izi-5 kuma-50?<br>5s in 50? | 10 | izi-5 kwi-100?<br>5s in 100? | 20 |

**9**



| | |
|---|---|
| Zingaphi iingqekembe?<br>How many coins? | 4 |
| Zingaphi iirandi?<br>How many rand? | R20 |

**10**



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| iingqekembe<br>coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| iirandi<br>rand | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

**11**

| | | | |
|---|---|---|---|
| 2 x 5 = 10 | 5 x 5 = 25 | 3 x 5 = 15 | 4 x 5 = 20 |
| 1 x 5 = 5 | 10 x 5 = 50 | 6 x 5 = 30 | 8 x 5 = 40 |

**12** Mangaphi:

How many:

| | | | |
|---|---|---|---|
| ama-10 kuma-30?<br>10s in 30? | 3 | ama-10 kuma-80?<br>10s in 80? | 8 |
| ama-10 kuma-70?<br>10s in 70? | 7 | ama-10 kuma-90?<br>10s in 90? | 9 |

IVEKI • WEEK 9

USUKU 5 • DAY 5

## Ukubethelela
Consolidation

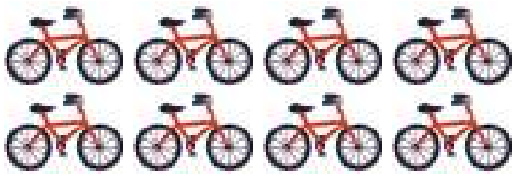
IZIBALO ZENTLOKO MENTAL MATHS | UVAVANYO ASSESSMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

## 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? | 7 |
| Mangaphi amavili? How many wheels? | 14 |



| | |
|---|---|
| izandla? hands? | 7 |
| iminwe? fingers? | 35 |



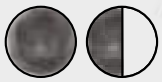
| | |
|---|---|
| iibhokisi? boxes? | 5 |
| iikhrayoni? crayons? | 50 |



| | |
|---|---|
| iingqekembe? coins? | 4 |
| iirandi? rand? | R20 |

## Assessment and consolidation

### 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.



| | |
|---|---|
| 11 | |
| 7 | 4 |

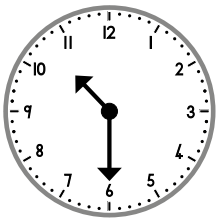
### Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
Write 2 addition and 2 subtraction number sentences.

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

### 4 Dibanisa okanye uthabathe.
Add or subtract.

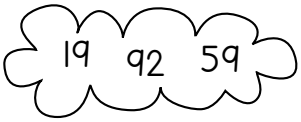
| | | |
|---|---|---|
| 54 + 3 = 57 | 75 + 3 = 78 | 82 + 6 = 88 |
| 59 – 3 = 56 | 76 – 5 = 71 | 87 – 4 = 83 |

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



half past 10

### 6 Cwangcisa uqale kwelona lincinci uye kwelona likhulu.
Order from small to large.




19 59 92

### 7 Bala.
Calculate.

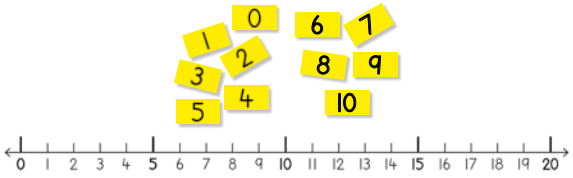
| yahlula kubini<br>halve | | | | phinda kabini<br>double | | | |
|---|---|---|---|---|---|---|---|
| 9 | $4\frac{1}{2}$ | 10 | 5 | 9 | 18 | 10 | 20 |

4 and a half

# Uhlaziyo

| | Izixhobo |
|---|---|
| **Izibalo zentloko:** Fizz Pop! – ukwahlula kubini | azikho |
| **Umdlalo:** Izibalo ezikhawulezayo ngamakhadi – yahlula kubini | azikho |




| Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
|---|---|---|
| 1 | Ukudibanisa nokuthabatha | iLB, isikwere sekhulu |
| 2 | Ukucwangcisa amanani nokwahlula kubini | iLB, amakhadi amanani, umgcamanani (utitshala) |
| 3 | Ukudibanisa nokuthabatha | iLB, umgcamanani (utitshala) |
| 4 | Ukuphinda kabini nokuphindaphinda ngo-2 | iLB, iphepha (lokusongwa) |
| 5 | Phindaphinda ngesi-5 nange-10 | iLB |

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: | ✓ |
|---|---|
| ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha inani elinomvo omnye kwinani elinemivo emibini. | |
| ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha ishumi kwinani elinemivo emibini. | |
| ukucwangcisa nokuthelekisa amanani apheleleyo ngokobuncinci kuna-, ubukhulu kuna- nangokuba ngaphezulu kuna-, ukuba ngaphantsi kuna okanye ukulingana ne. | |
| ukwahlula imilo ene-2D ibe zizahlulo ezibini ezilinganayo. | |
| ukudibanisa inani elinomvo omnye nenani elinemivo emibini, ukuwelela ngaphaya kweshumi. | |
| ukuthabatha inani elinomvo omnye kwinani elinemivo emibini, ukuwelela ngaphaya kweshumi. | |
| ukusombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha). | |
| ukusebenzisa ukubala okuqakathayo ngokuphindaphinda ngo-2, 5, nango-10. | |
| ukusebenzisa ukubala okuqakathayo ukuze ufumane inani loo-2, 5 okanye 10 kwelinye inani. | |

## Uvavanyo lusesikweni

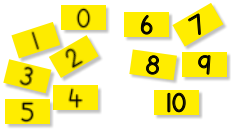
Akukho vavanyo lusesikweni kule veki.

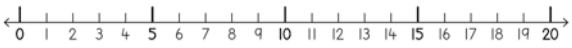
Kufuneka ubabeke esweni abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

# Revision

| | Resources |
|---|---|
| **Mental Maths:** Fizz Pop! – halving | none |
| **Game:** Fast maths with cards – halve | none |






| Day | Lesson activity | Lesson resources |
|---|---|---|
| 1 | Addition and subtraction | LB, 100 square |
| 2 | Ordering numbers and halving | LB, number cards, number line (teacher) |
| 3 | Addition and subtraction | LB, number line (teacher) |
| 4 | Doubling and multiplying by 2 | LB, paper (to fold) |
| 5 | Multiply by 5 and 10 | LB |

| After this week the learner should be able to: | ✓ |
|---|---|
| use the 100 square to add or subtract a single digit to or from a double digit. | |
| use the 100 square to add or subtract a ten to or from a double digit. | |
| order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to. | |
| divide a 2-D shape into two equal parts. | |
| add a single digit to a single digit or to a double digit, bridging a ten. | |
| subtract a single digit from a double digit, bridging a ten. | |
| solve problems by making a ten (addition and subtraction). | |
| use skip counting to multiply by 2, 5 and 10. | |
| use skip counting to determine the number of 2s, 5s or 10s in another number. | |

## Formal assessment

There is no formal assessment this week.

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

# Uhlaziyo

## Izibalo zentloko



Siza kudlala umdlalo uFizz Pop! kwakhona kule veki, sijolise ekwahluleni kubini. Kubalulekile ukuba abafundi babe nobuchule bokusebenzisa ukwahlula kubini njengendlela enobuchule yokubala. Khumbula ukuba kulula ukwahlula kubini amanani angoonombini, kodwa namanani ayiminqakathi sinako ukuwahlula. Kuba amanani ayiminqakathi enentsalela xa siwohlula kubini, kufuneka ukulungele ukuba neencoko malunga nezi ndidi zeengxaki.

## Umdlalo

Kule veki sidlala umdlalo Izibalo ezikhawulezileyo ngamakhadi – yahlula kubini. Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa nokuphinda kabini ukuze bakwazi ukusombulula iingxaki lula nangokukhawuleza.

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule. Siza kujolisa koku:

## Usuku 1

Ukuhlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi) ngokwenza oku:

- ukudibanisa inani elinomvo omnye kwinani elinemivo emibini
- ukudibanisa ishumi kwinani elinemivo emibini
- ukuzalisa amanani ashiyiweyo kungcamanani.

Ukujonga **kwiVeki yesi-3 Usuku lwesi-2 nolwesi-3**.

## Usuku 2

Ukuhlaziya ukulandelelana kwamanani kunye nengqiqo yesiqingatha ngokwenza oku:

- ukuqhubeka neepatheni zamanani angaphezulu ngo-1, angaphantsi ngo-1, angaphezulu nge-10 nangaphantsi nge-10
- ukuhlaziya ukubala ngezi-2, izi-5 nama-10
- ukucwangcisa amanani uqale kwelona lincinci uye kwelona likhulu nokusuka kwelona likhulu uye kwelona lincinci
- ukuthetha ngeziqingatha (iihafu) nangendlela iiziqingatha ezibini ezenza ngayo into epheleleyo.

Ukujonga **kwiVeki yoku-1 Usuku lwesi-3 nolwesi-4**.

## Usuku 3

Ukuhlaziya ukudibanisa nokuthabatha (ukuwelela ngaphaya kweshumi) ngokwenza oku:

- ukuhlaziya ubuchule bokwenza ishumi xa udibanisa okanye uthabatha amanani anomvo omnye abangela ukuwelela ngaphaya kweshumi.

Bhekisela **kwiVeki yesi-5** ngezicwangciso zezifundo ezineenkcukacha.

## Usuku 4

Hlaziya ukuphinda kabini nokuphindaphinda ngesibini ngokwenza oku:

- ukuhlaziya ukuphinda kabini usebenzisa umgca wesipili
- ukuhlaziya ukuphindaphinda ngoo-2 ngokubala ngoo-2
- ukuhlaziya ukubala ngoo-2 ukuze uphendule ukuba ‘bangaphi oo-2 ku-____’.

Bhekisela **kwiVeki yesi-8 neye-9**.

## Usuku 5

Ukuhlaziya ukuphindaphinda ngeshumi nangesihlanu ngokwenza oku:

- ukuhlaziya ukuphindaphinda nge-10 nangesi-5 ngokubala ngama-10 nangezi-5
- ukuhlaziya ukubala ngama-10 nangezi-5 ukuze uphendule ukuba ‘bangaphi oo-10 okanye oo-5 ku-____’.

Bhekisela **kwiVeki yesi-9**.

# Revision

## Mental Maths

This week we will play Fizz Pop! again, with a focus on halving. It is important for learners to become efficient at using halving as a calculation strategy. Remember that it is easier to halve even numbers, but that odd numbers can also be halved. Because odd numbers have a remainder when they are halved, you should be prepared for additional conversations about these types of problems.



## Game

This week we play the game Fast maths with cards – halve. The game gives learners an opportunity to practise halving so that they can solve problems quickly and easily.

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. The focus each day is outlined below.

### Day 1

Addition and subtraction (without bridging ten) by:
- adding a single digit to a double digit
- adding ten to a double digit
- filling in missing numbers on number line.

Refer to **Week 3 Day 2 and 3**.

### Day 2

The order of numbers and the concept of half by:
- continuing patterns of 1 more, 1 less, 10 more, 10 less
- revising counting in 2s, 5s and 10s
- ordering numbers from smallest to biggest and biggest to smallest
- talking about halves, and about how two halves make one whole.

Refer to **Week 1 Day 3 and 4**.

### Day 3

Addition and subtraction (bridging ten) by:
- revising the 'make a 10' strategy when adding and subtracting single digits that result in bridging ten.

Refer to **Week 5** for detailed lesson plans.

### Day 4

Doubling and multiplying by two by:
- revising doubling using a mirror line
- revising multiplying by 2 by counting in 2s
- revising counting in 2s to work out how many 2s in ____.

Refer to **Weeks 8 and 9**.

### Day 5

Multiplying by ten and by five by:
- revising multiplying by 10 and 5 by counting in 10s and 5s
- revising counting in 10s and 5s to work out how many 10s / 5s in ____.

Refer to **Week 9**.

# Ukudibanisa nokuthabatha

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

## IZIBALO ZENTLOKO | MENTAL MATHS

**Bethelela ukwahlula kubini usebenzise umdlalo othi Fizz Pop!**

Consolidate halving using the Fizz Pop! game.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**

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


















# Addition and subtraction

## Imisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 • Day 1

**Zibe ngaphi ngaphezulu ukuya kufika kuma-20?**
How much more to get to 20?

2 + ____ = 20

3 + ____ = 20

13 + ____ = 20

6 + ____ = 20

18 + ____ = 20

12 + ____ = 20

16 + ____ = 20

9 + ____ = 20

11 + ____ = 20

1 + ____ = 20

### Usuku 2 • Day 2

**Sombulula.**
Solve.

7 + 6 = ____

8 + 3 = ____

9 + 4 = ____

5 + 6 = ____

9 + 3 = ____

67 + 2 = ____

56 + 3 = ____

41 + 4 = ____

83 + 6 = ____

32 + 7 = ____

### Usuku 3 • Day 3

**Thabatha.**
Subtract.

11 – 4 = ____

16 – 9 = ____

12 – 8 = ____

13 – 7 = ____

15 – 7 = ____

45 – 1 = ____

27 – 4 = ____

59 – 3 = ____

38 – 6 = ____

79 – 2 = ____

### Usuku 4 • Day 4

**Gqibezela ipatheni.**
Complete the pattern.

41 42 43 ____ ____ ____

75 74 73 ____ ____ ____

60 65 70 ____ ____ ____

69 59 49 ____ ____ ____

21 31 41 ____ ____ ____

85 80 75 ____ ____ ____

16 17 18 ____ ____ ____

52 42 32 ____ ____ ____

63 73 83 ____ ____ ____

35 30 25 ____ ____ ____

IVEKI • WEEK 10

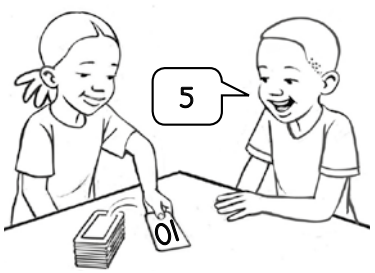
USUKU 1 • DAY 1

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

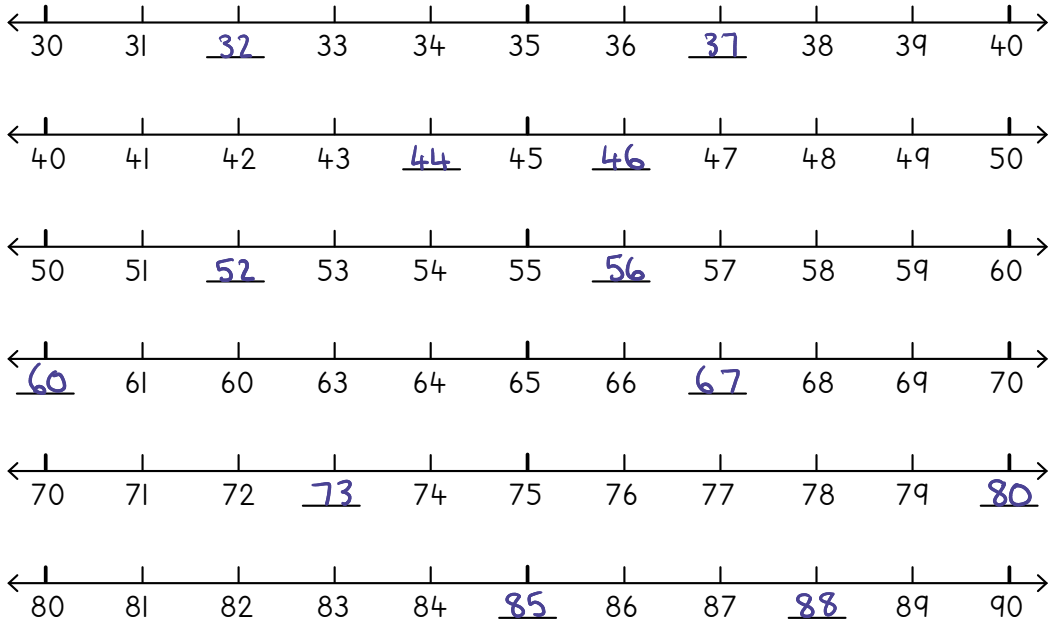
### 2 Dibanisa okanye uthabathe.
Add or subtract.

| | | |
|---|---|---|
| 35 + 3 = 38 | 41 + 5 = 46 | 63 + 6 = 69 |
| 48 – 4 = 44 | 57 – 5 = 52 | 78 – 4 = 74 |
| 45 + 10 = 55 | 68 + 10 = 78 | 89 + 10 = 99 |
| 43 – 10 = 33 | 56 – 10 = 46 | 78 – 10 = 68 |

92

## 3 Gqibezela.

Complete.




## 4 Yandisa ipatheni.

Extend the pattern.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 |
| 84 | 83 | 82 | 81 | 80 | 79 | 78 | 77 | 76 | 75 |
| 3 | 13 | 23 | 33 | 43 | 53 | 63 | 73 | 83 | 93 |
| 109 | 99 | 89 | 79 | 69 | 59 | 49 | 39 | 29 | 19 |
| 102 | 92 | 82 | 72 | 62 | 52 | 42 | 32 | 22 | 12 |
| 94 | 93 | 92 | 91 | 90 | 89 | 88 | 87 | 86 | 85 |

IVEKI • WEEK 10

USUKU 2 • DAY 2

## 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 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 84 | 82 | 80 | 78 | 76 | 74 | 72 | 70 | 68 | 66 |

Bala ngezi-5.
Count in 5s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 | 5 | 0 |

Bala ngama-10.
Count in 10s.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| 110 | 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 |

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

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

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

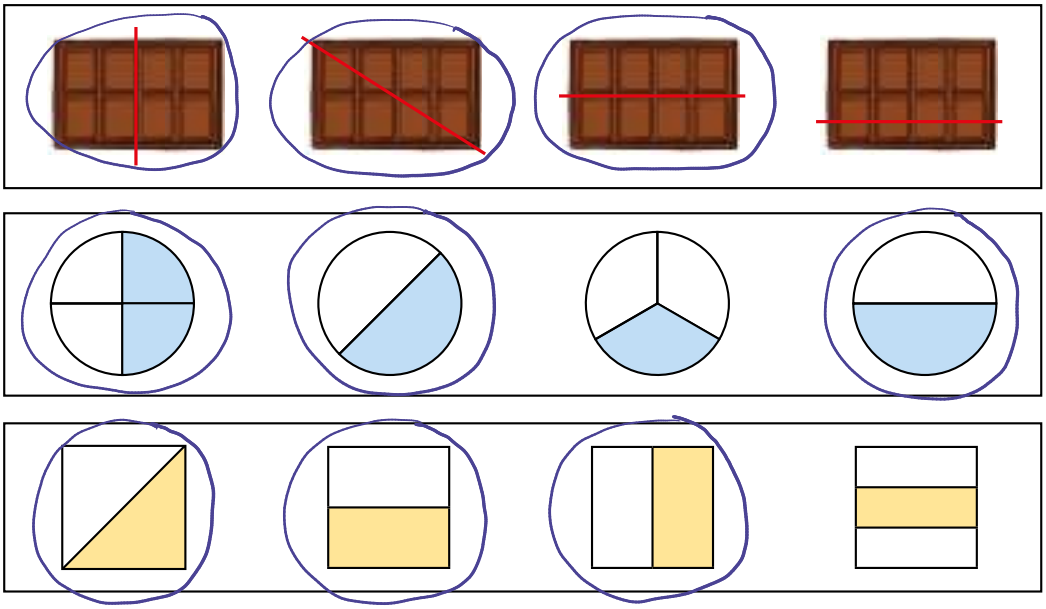
| | | |
|---|---|---|
| 6 66 16 60<br>66 60 16 6 | 93 56 26 41<br>93 56 41 26 | 47 72 81 85<br>85 81 72 47 |

# Ordering numbers and halving

You could copy this question for learners

**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 |

IVEKI • WEEK 10

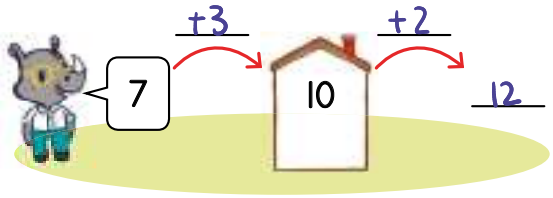
USUKU 3 • DAY 3

## Ukudibanisa nokuthabatha
Addition and subtraction

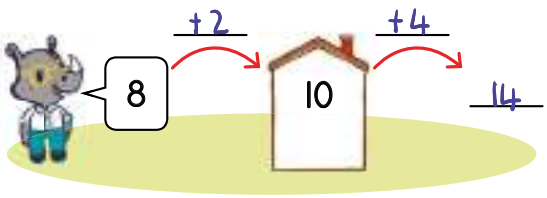
IZIBALO ZENTLOKO MENTAL MATHS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

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

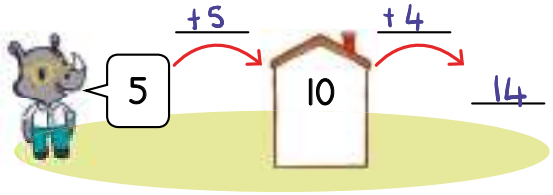
7 + 5 = 12



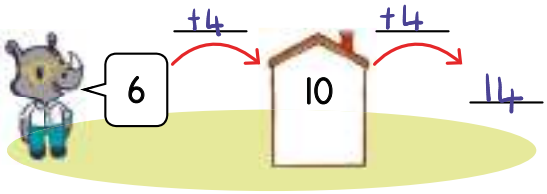

8 + 6 = 14




5 + 9 = 14

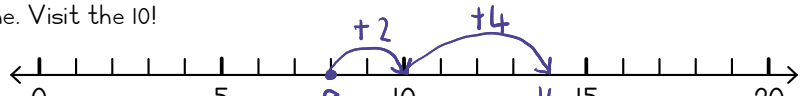



6 + 8 = 14

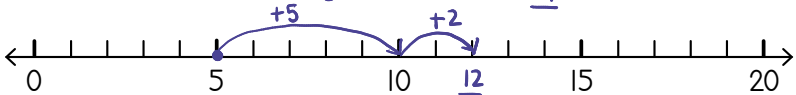



### 2 Dibanisa kumgcamanani. Tyelela i-10!
Add on the number line. Visit the 10!

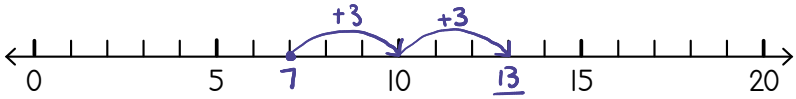
8 + 6 = 14




5 + 7 = 12




7 + 6 = 13




### 3

| | | |
|---|---|---|
| 7 + 5 = 12 | 8 + 4 = 12 | 6 + 5 = 11 |
| 4 + 8 = 12 | 7 + 9 = 16 | 6 + 8 = 14 |

### 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? 8 + 9 = 17 buckets

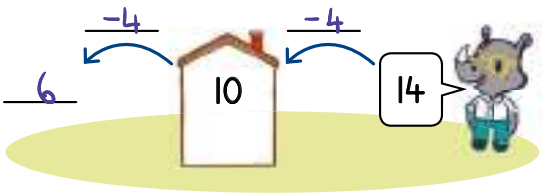


96

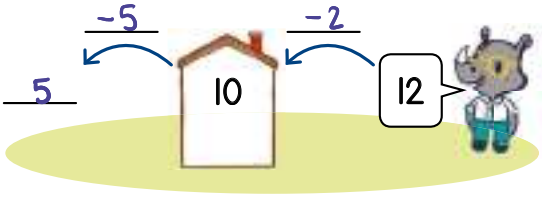
## 5 Thabatha ngokuya kwi-10.

Subtract by visiting the 10.

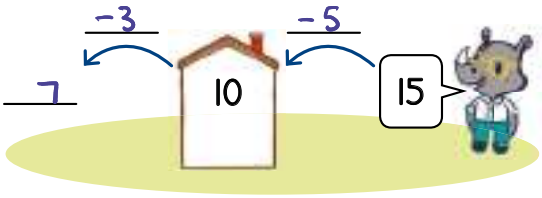
14 – 8 = 6



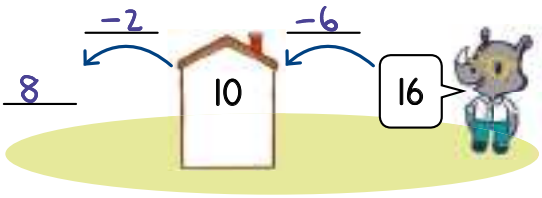

12 – 7 = 5




15 – 8 = 7



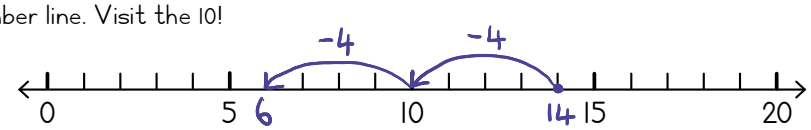

16 – 8 = 8



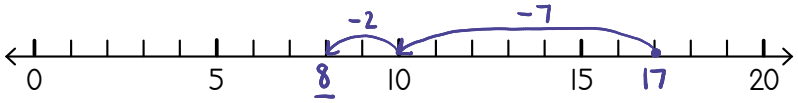

## 6 Thabatha kumgcamanani. Tyelela i-10!

Subtract on the number line. Visit the 10!

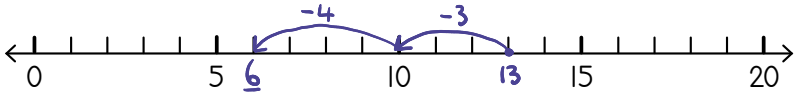
14 – 8 = 6




17 – 9 = 8




13 – 7 = 6




## 7

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

## 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?



13 – 7 = 6

She has 6 cakes

IVEKI • WEEK 10

USUKU 4 • DAY 4

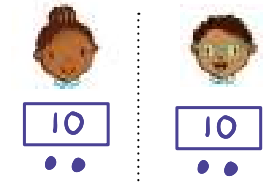
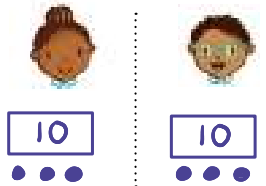
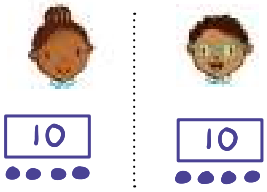
# Ukuphinda kabini nokuphindaphinda ngo-2

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 |
|  |  |  |
| 24 | 26 | 28 |

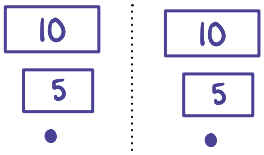
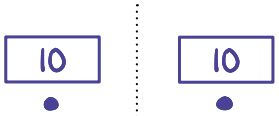
## 2 Gqibezela itheyibhile yokuphinda kabini.

Complete the doubles table.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| phinda kabini<br>double | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

## 3 Phinda kabini.

Double.

| 8 | 16 | 11 |
|---|---|---|
|  |  |  |
| Isi-8 esiphindwe kabini senza ____.<br>Double 8 is 16. | I-16 eliphindwe kabini lenza ____.<br>Double 16 is 32. | I-11 eliphindwe kabini lenza ____.<br>Double 11 is 22. |

## 4

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

# Doubling and multiplying by 2

**5**



| | |
|---|---|
| Bangaphi abafundi?<br>How many learners? | 7 |
| Mangaphi amehlo?<br>How many eyes? | 14 |

| abafundi<br>learners | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| amehlo<br>eyes | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

**6** Mangaphi?
How many?

| | |
|---|---|
| 3  __6__ amehlo<br>eyes | 6  __12__ amehlo<br>eyes |
| 5  __10__ amehlo<br>eyes | 10  __20__ amehlo<br>eyes |

**7**

| | | | |
|---|---|---|---|
| 2 x 3 = 6 | 2 x 5 = 10 | 2 x 6 = 12 | 2 x 2 = 4 |
| 2 x 1 = 2 | 2 x 4 = 8 | 2 x 8 = 16 | 2 x 10 = 20 |

**8** Zingaphi:
How many:

| | | | |
|---|---|---|---|
| izi-2 kwisi-4?<br>2s in 4? | 2 | izi-2 kwisi-8?<br>2s in 8? | 4 |
| izi-2 kwi-10?<br>2s in 10? | 5 | izi-2 kwi-14?<br>2s in 14? | 7 |

**9** Ilekese enye ixabisa i-R2. 
One sweet costs R2.

| | |
|---|---|
| Zixabisa malini iilekese ezi-5?<br>How much do 5 sweets cost? | R10 |
| Zixabisa malini iilekese ezisi-8?<br>How much do 8 sweets cost? | R16 |

# Phindaphinda ngesi-5 nange-10



IVEKI • WEEK 10

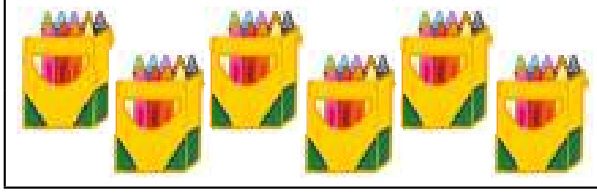
USUKU 5 • DAY 5

## 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? | 6 |
| Zingaphi iikhrayoni? How many crayons? | 60 |

| iibhokisi boxes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| iikhrayoni crayons | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**2** Zingaphi iikhrayoni?

How many crayons?

| | |
|---|---|
| 2 ____20____ iikhrayoni crayons | 5 ____50____ iikhrayoni crayons |
| 8 ____80____ iikhrayoni crayons | 10 ____100____ iikhrayoni crayons |

**3**

| | | |
|---|---|---|
| 2 x 5 = 30 | 6 x 5 = 50 | 3 x 5 = 60 |
| 2 x 10 = 10 | 6 x 10 = 40 | 3 x 10 = 80 |

**4** Zingaphi/Mangaphi:

How many:

| | | | |
|---|---|---|---|
| izi-2 kuma-30? 2s in 30? | 15 | izi-5 kuma-50? 5s in 50? | 10 |
| ama-10 kuma-70? 10s in 70? | 7 | izi-5 kwi-100? 5s in 100? | 20 |

**5** Ijusi enye ixabisa i-R10.

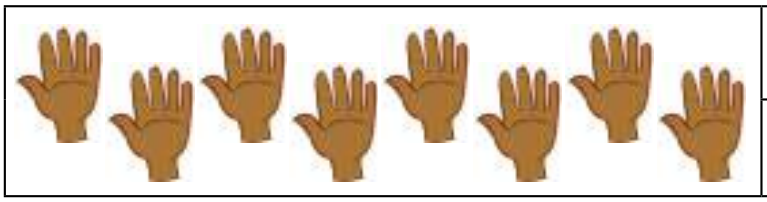
One juice costs R10.



| | |
|---|---|
| Zixabisa malini iijusi ezi-3? How much do 3 juices cost? R30 | Zixabisa malini iijusi ezi-5? How much do 5 juices cost? R50 |

# Multiply by 5 and 10

**6**



| | |
|---|---|
| izandla? hands? | 8 |
| iminwe? fingers? | 40 |

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

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

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

↳ can also circle 6, 4

↳ can also circle 6, 4

**8** Mingaphi?

How many?

| | |
|---|---|
| 2 ___10___ iminwe fingers | 6 ___30___ iminwe fingers |
| 5 ___25___ iminwe fingers | 10 ___50___ iminwe fingers |

**9**

| | | | |
|---|---|---|---|
| 3 x 5 = 15 | 5 x 5 = 25 | 6 x 5 = 30 | 2 x 5 = 10 |
| 1 x 5 = 5 | 4 x 5 = 20 | 8 x 5 = 40 | 10 x 5 = 50 |

**10** Zingaphi:

How many:

| | | | |
|---|---|---|---|
| izi-5 kwi-15? 5s in 15? | 3 | izi-5 kuma-25? 5s in 25? | 5 |
| izi-5 kuma-20? 5s in 20? | 4 | izi-5 kuma-50? 5s in 50? | 10 |

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

One bag of peanuts costs R5.



| | |
|---|---|
| Iipakethe ezi-3 zamandongomani zixabisa malini? How much do 3 bags of peanuts cost? R15 | Zixabisa malini iipakethe zamandongomani ezili-10? How much do 10 bags of peanuts cost? R50 |

# ISicwangciso seSifundo seMathematika (umzekelo)

| Ngeveki nganye: iyure e-1. imizuzu engama-45 × iintsuku ezi-4 + iyure e-1 (Ngolwesihlanu) = iiyure ezi-8 | |
|---|---|
| Izibalo zeNgqondo: imizuzu eli-10 ukuya kweli-15<br>Uphuhliso lweNgqiqo: imizuzu engama-30 ukuya kwengama-40 | imizuzu engama-50 ukuya kwengama-60 |
| Imidlalo kunye nemisebenzi ezimeleyo<br>Umsebenzi weQela | 3 × imizuzu eli-15 = imizuzu engama-45 |

| **MVULO** | | **Iveki** _____ |
|---|---|---|
| Iyure e-1 | Ingqwalasela: | |
| | Izixhobo ezifunekayo: | |
| | Izibalo Zengqondo: | |
| | **Uphuhliso lweNgqiqo** | |
| | NDIYENZA: | |
| | SIYENZA: | |
| imizuzu engama-45 | UYENZA:<br>Imisebenzi ezimeleyo:<br>Imidlalo: | |
| | **Umsebenzi weQela (EMETHINI)** | |
| | Iqela 1: | Izixhobo ezifunekayo: |
| | Iqela 2: | |
| | Iqela 3: | |
| Ukucamngca | | |

# Mathematics Lesson Plan (exemplar)

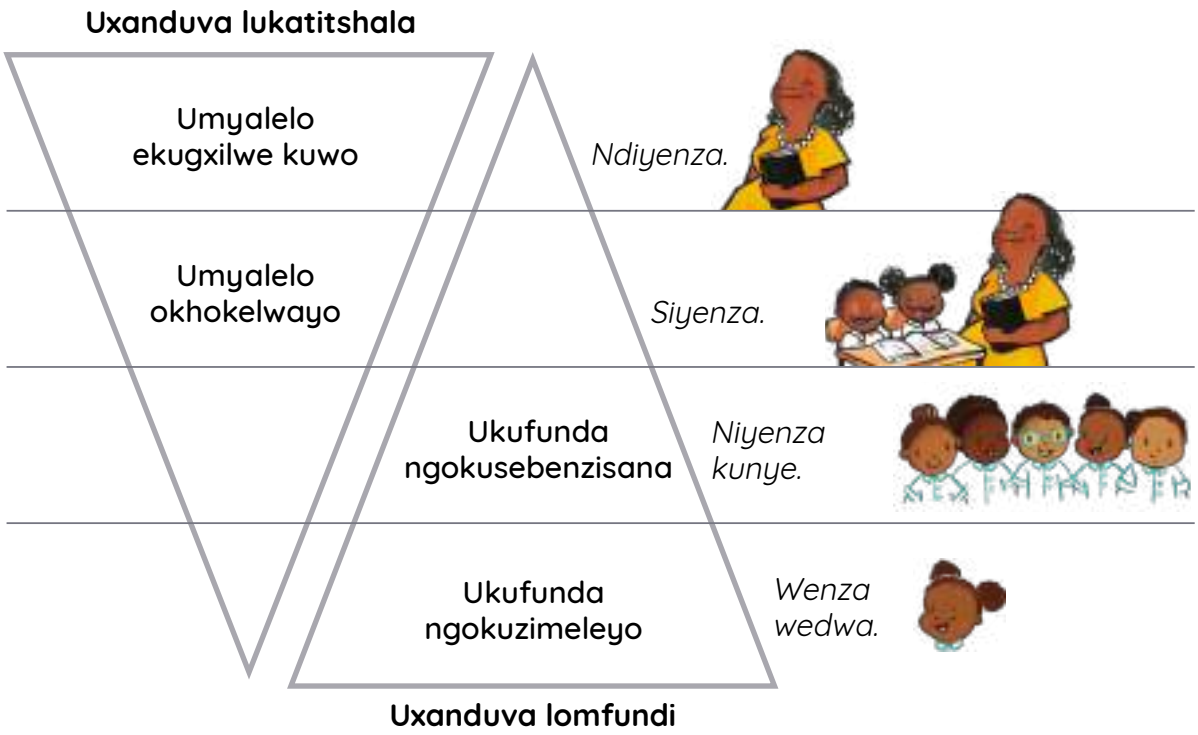
| Per week: 1 hr 45 min × 4 days + 1 hour (Friday) = 8 hours | |
|---|---|
| Mental Mathematics: 10–15 minutes<br>Concept Development: 30–40 min | 50–60 min |
| Games and Independent Work<br>Group work | 3 × 15 min = 45 min |

| **MONDAY** | | **Week _____** |
|---|---|---|
| 1 hour | Focus: | |
| | Resources required: | |
| | Mental Mathematics: | |
| | **Concept Development** | |
| | I DO: | |
| | WE DO: | |
| 45 min | YOU DO:<br>Independent activities:<br>Games: | |
| | **Group work (MAT)** | |
| | Group 1: | Resources needed: |
| | Group 2: | |
| | Group 3: | |
| Reflection | | |

## Teacher notes

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VERSION 4