IsiXhosa

IMathematika

Mathematics

1

Ikota 4 | Term 4

PILOT



Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

1

Ikota 4 ⋮ Term 4

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.

Artist: Mary-Anne Hampton

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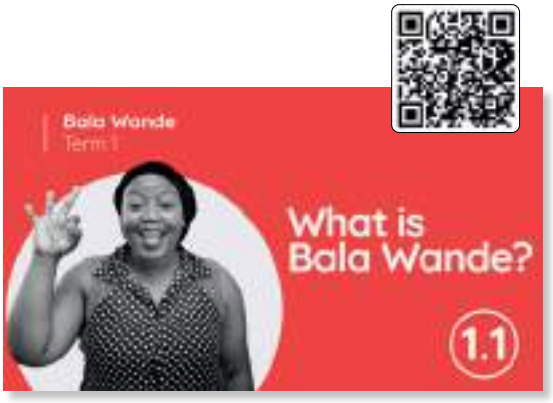
Inkqubo yeMathematika Yesigaba Esisiseko YeBala Wande

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. Ewe, Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana ngqo 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 yoku-1!



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 ngokwabo bebodwa – 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 semathematika. Ukuxuba iilwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokuba balinganiselwe kulwimi 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.

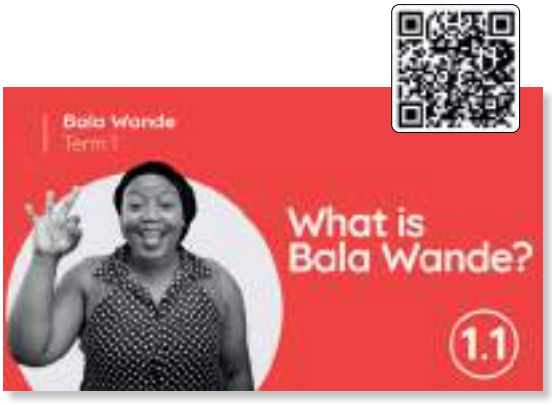
The Bala Wande Foundation Phase mathematics programme

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 get 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 1!



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 things such as 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 also called '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

- isishwankathelo semiba eza kufundiswa kwiveki nganye
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4)
- imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4)
- iikopi zamaphepha INcwadi yomFundi yeBala Wande zolo suku (ezifakwe ngokulandelelana kwisiKhokelo sikaTitshala) ezinezisombululo namanqaku katitshala
- uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–7)
- ukubethelela (usuku lwesi-5 iiveki 1–8)





INcwadi yomFundi yeBala Wande

- imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela
- imidlalo ehambelana nemisebenzi yezifundo



Isichazimagama esineelwimi ezimbini

- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo



Iividiyo

- iividiyo zezifundo ezinemifanekiso yaseklasini katitshala efezekisa ezinye zezifundo ezicwangcisiweyo
- iividiyo zoqeqesho zinika umfanekiso weklasi enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko



Iipowusta

- ikhalenda
- irejista yeklasi ekwisakhelo samashumi
- iipowusta ezihambelana nezicwangciso zezifundo



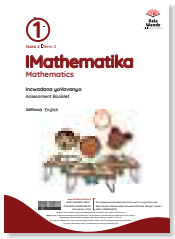
Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi

- iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini



Izixhobo zovavanyo

- isicwangciso sekota sovavanyo
- imisebenzi ethethwayo neyenziwayo eneerubriki/enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye)
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (liveki 2–7: jonga Kwincwadana yoVavanyo)
- Iqhagamshela eziQR code lezakhelo zamaphepha amanqaku





2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- 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
- assessment for learning (Day 5, Weeks 2–7)
- consolidation (Day 5, Weeks 1–8)



Bala Wande Learner's Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities



Bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples



Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- 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

- a calendar
- a ten-frame class register
- posters aligned to the lesson plans



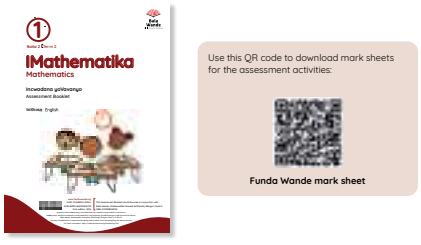
Manipulatives for the teacher and learners

- a variety of manipulatives for teachers and learners to use in the classroom



Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for the 5th day of each week (Weeks 2–7: see the Assessment Booklet)
- QR code link to mark sheet templates



Imithombo ecetyiswayo • Suggested resources

Iipowusta • Posters

Ikhalenda
Calendar



Irejista yeklasi
Class register



Umboniso 1 wemifanekiso yasefama engaxinenanga (amanani ukuya kuma ku-5)
Unclustered farm scene 1 (numbers up to 5)



Umboniso 2 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
Unclustered farm scene 2 (numbers up to 10)



Umboniso 1 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5)
Clustered farm scene 1 (numbers up to 5)



Umboniso 2 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10)
Clustered farm scene 2 (numbers up to 10)



Izikwere ezili-100
100 square



Iintsuku zeveki
Days of the week



Iinyanga zonyaka
Months of the year



Imali
Money



Ipowusta yemithi
Trees poster



Umboniso waseklasini
Classroom scene



Umgcamanani
Number line



Umzilamanani
Number track

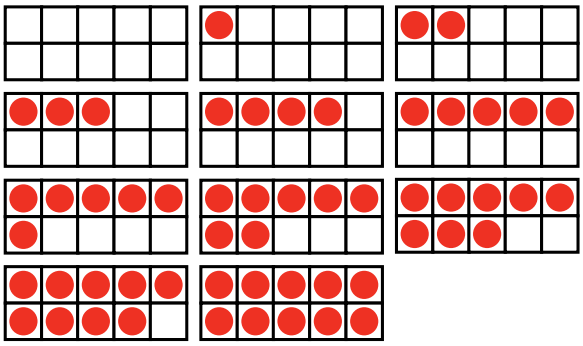


Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

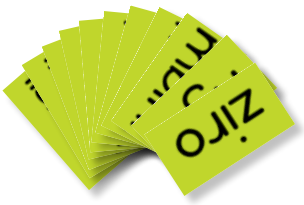
Amakhadi amanani 0–20/0–10 (ootitshala nabafundi)
Number cards 0–20/0–10 (teacher and learner)



Amakhadi amachokoza 0–10 (ootitshala nabafundi)
Dot cards 0–10 (teacher and learner)



Amakhadi amagama amanani 0–10 – isiXhosa (ootitshala nabafundi)
Number name cards 0–10 – isiXhosa (teacher and learner)



Amakhadi amagama amanani 0–10 – English (ootitshala nabafundi)
Number name cards 0–10 – English (teacher and learner)



Umtya wamaso (ootitshala abafundi)
Bead strings (teacher demo and learner)



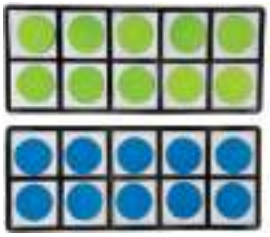
Iibloko ezidityaniswayo (ootitshala nabafundi)
Multifix blocks (teacher and learner)



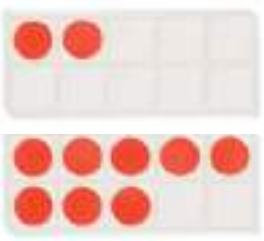
Ikomityi yeplasitiki (ootitshala abafundi)
Plastic cups (teacher and learner)



Isakhelo samashumi esinemagnethi nezibalisi ezinemagnethi (ama-20 iseti nganye)
2 magnetic ten frame with magnetic counters (20 per set)



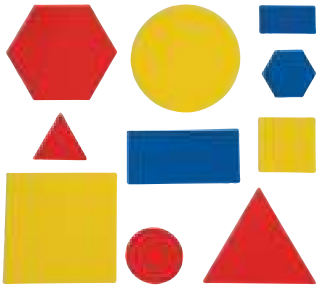
Izakhelo zamashumi nezibalisi
Ten frames and counters



Amadayisi kumfundi ngamnye (elinamachokoza nelinamanani)
Dice (one with dots and one with numbers)



Iibloko ezinemilo ye-2D
2-D shape attribute blocks



3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

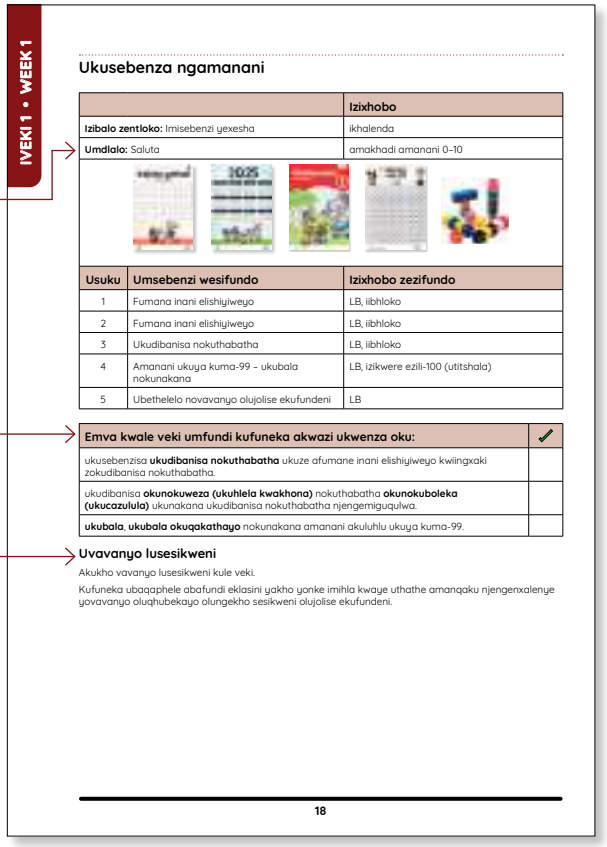
Lungiselela iveki nganye

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

Ukusebenza ngamanani

	Izixhobo
Izibalo zentloko: Imisebenzi yexesha	ikhalenda
Umdlalo: Saluta	amakhadi amanani 0–10

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Fumana inani elishiyiweyo	LB, iibhloko
2	Fumana inani elishiyiweyo	LB, iibhloko
3	Ukudibanisa nokuthabatha	LB, iibhloko
4	Amanani ukuya kuma-99 – ukubala nokunakana	LB, izikwere ezili-100 (utitshala)
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa **ukudibanisa nokuthabatha** ukuze afumane inani elishiyiweyo kwiingxaki zokudibanisa nokuthabatha.	
ukudibanisa **okunokuweza (ukuhlela kwakhona)** nokuthabatha **okunokuboleka (ukucazulula)** ukunakana ukudibanisa nokuthabatha njengemiguqulwa.	
ukubala, ukubala okuqakathayo nokunakana amanani akuluhlu ukuya kuma-99.	

Uvavanyo lusesikweni

Akukho vavanyo lusesikweni kule veki.

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

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Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku.

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

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

Ukusebenza ngamanani

Izibalo zentloko

Kule veki kwizibalo zentloko sigxila kwingqiqo **ngexesha**. Abafundi basebenzisa isigama esibonisa ukuhamba kwexesha. Abafundi baza kuthetha ngeziganeko zemihla ngemihla besebenzisa isigama esithi **izolo**, **namhlanje**, **ngomso**.

Umdlalo

Saluta

Uphuhliso lwengqiqo

Kule veki sijolisa ekufumaneni inani elishiyiweyo kwiingxaki zokudibanisa nezokuthabatha. Abafundi baza kubethelela abakufundileyo malunga **nezivakalisi manani** kunye neengxaki **eziwelela ngaphaya kweshumi**. Siza kujolisa koku:

- ukusombulula iingxaki ngenjongo yokubethelela isakhono sokukwazi ukufumana inani elishiyiweyo kwisivakalisi manani.
- ukudibanisa **okunokuweza (ukuhlela kwakhona)** nokuthabatha **okunokuboleka (ukucazulula)**
- ukusebenzisa iibhloko neetheyibhile zamanani ukuze basombulule iingxaki nokubethelela ukuqonda **imiguqulwa**.
- ukusebenzisa **iibhondi zamanani** xa udibanisa naxa uthabatha.
- ukunakana, ukwalatha nokufunda amanani ukusuka ku-0 ukuya kuma-99 ngokusebenzisa izikwere ezili-100.

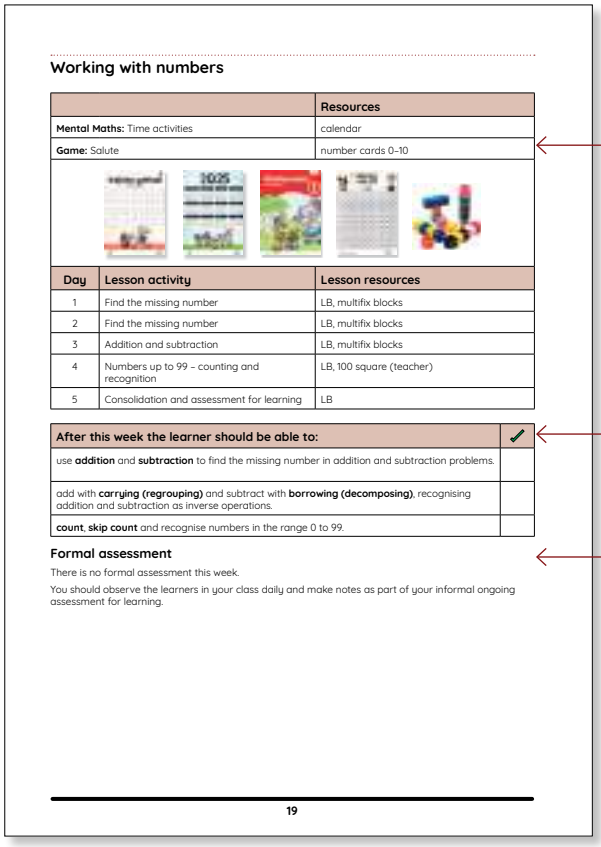
Into emayiqatshelwe kule veki

- Ukuncedisa abafundi bagonde ukuba **ukudibanisa** nokuthabatha yimiguqulwa nokuba kusebenza njani na oku (ukuthabatha kucima into eyenziwe kukudibanisa, nokudibanisa kwenza njalo). Abafundi bangayisebenzisa imiguqulwa xa befuna inani elishiyiweyo kwisivakalisi manani.
- Ukukhuthaza abafundi bancokole ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngeendlela zokusombulula kunye neesimboli zamanani ukusuka ku-0 ukuya kuma-99 (**dibanisa, kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**, **phambi**, **emva**, **phakathi**)

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3. Using the Bala Wande mathematics programme

Prepare for each week



Working with numbers

	Resources
Mental Maths: Time activities	calendar
Game: Salute	number cards 0–10

Day	Lesson activity	Lesson resources
1	Find the missing number	LB, multifix blocks
2	Find the missing number	LB, multifix blocks
3	Addition and subtraction	LB, multifix blocks
4	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
use **addition** and **subtraction** to find the missing number in addition and subtraction problems.	
add with **carrying (regrouping)** and subtract with **borrowing (decomposing)**, recognising addition and subtraction as inverse operations.	
count, **skip count** and recognise numbers in the range 0 to 99.	

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.

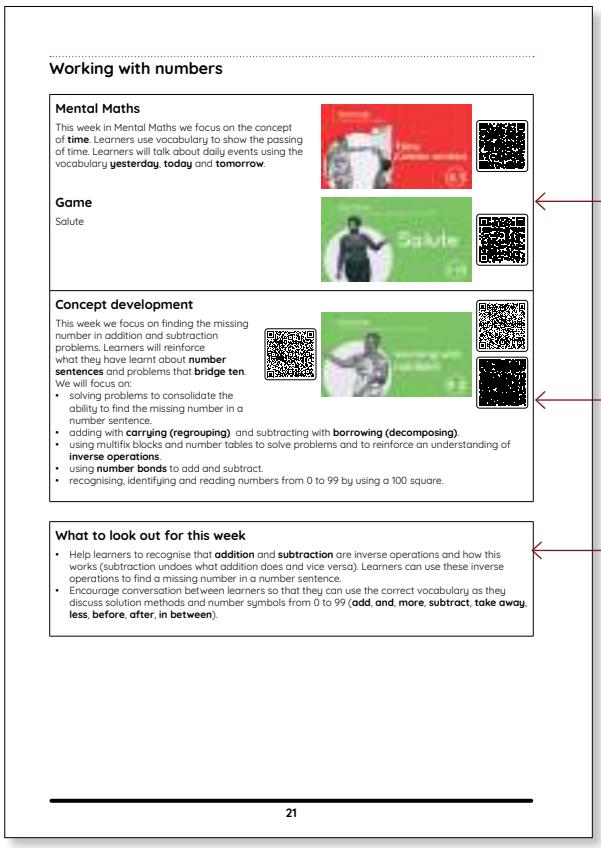
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Use the overview on the first page to prepare for the week.

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



Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday**, **today** and **tomorrow**.

Game

Salute

Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**. We will focus on:

- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 to 99 by using a 100 square.

What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 to 99 (**add**, **and**, **more**, **subtract**, **take away**, **less**, **before**, **after**, **in between**).

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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

Okufuneka kwenziwe ngootitshala ukuba bakwazi 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 2–7 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.”

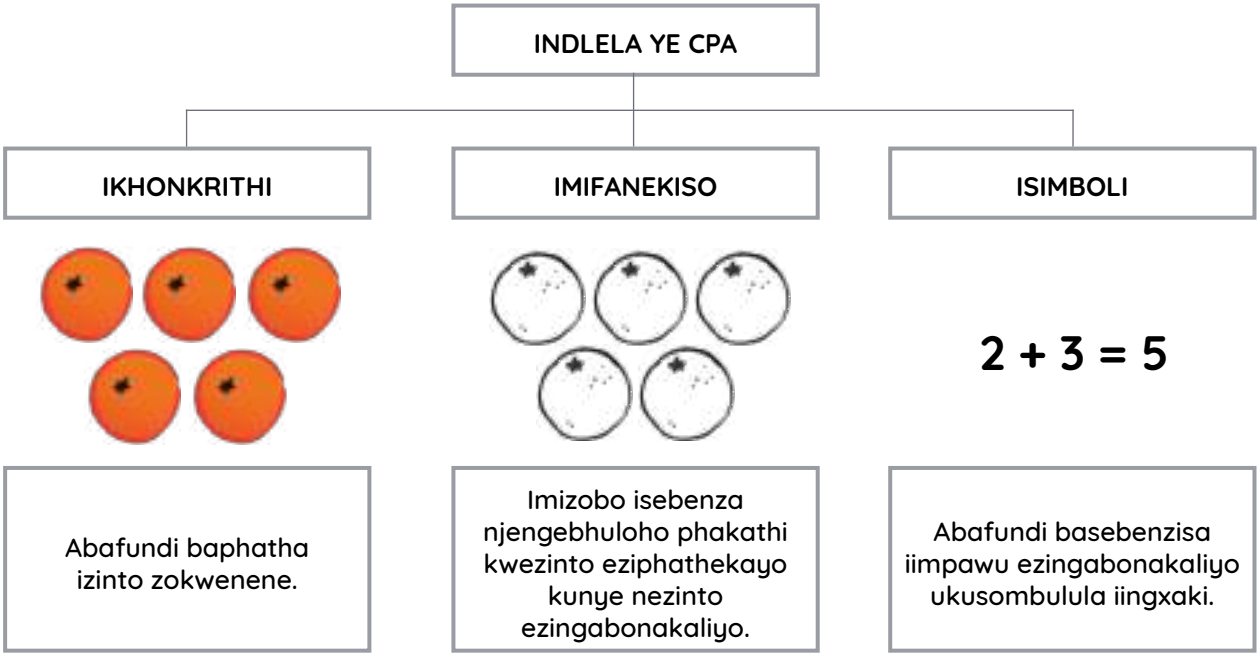


Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

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.

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



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 2–7, 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.

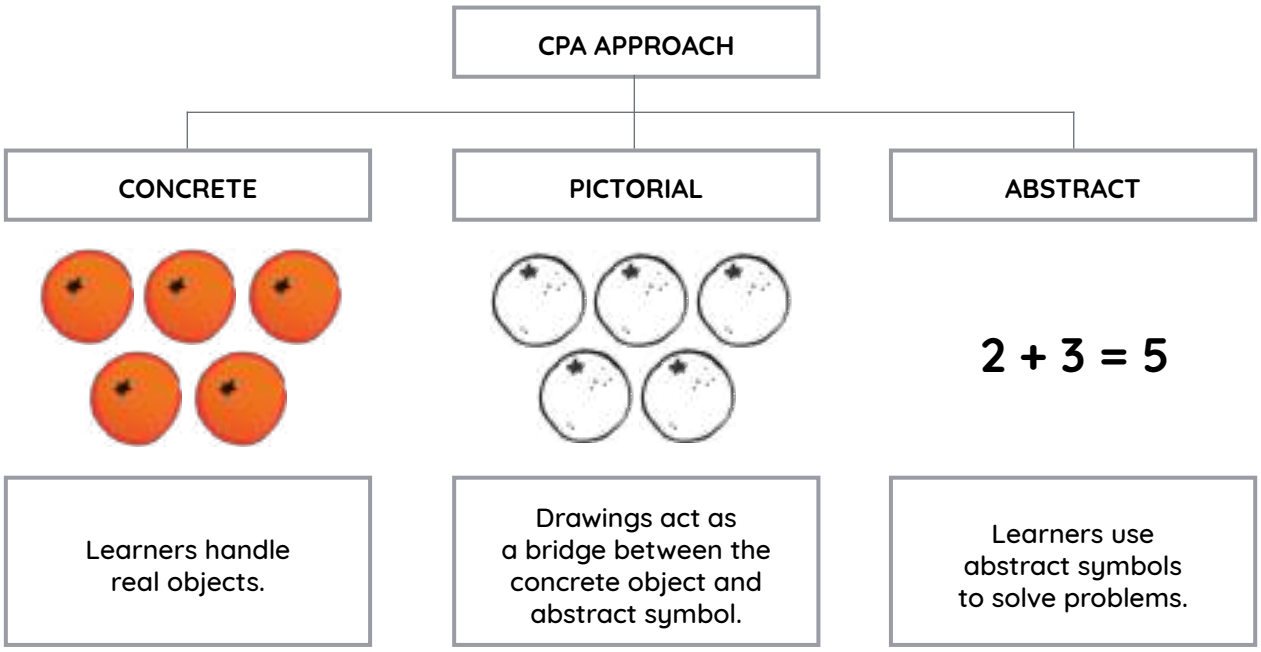


Discuss the date with learners using the calendar

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.

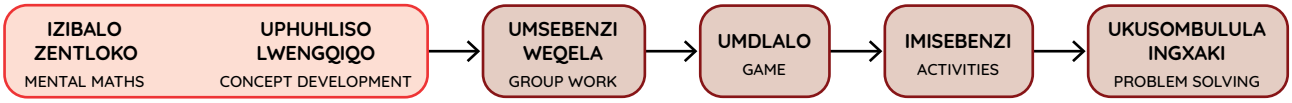


We use the Concrete, Pictorial, Abstract (CPA) approach when teaching mathematics



Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandelelwano lwemisebenzi yosuku.



Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

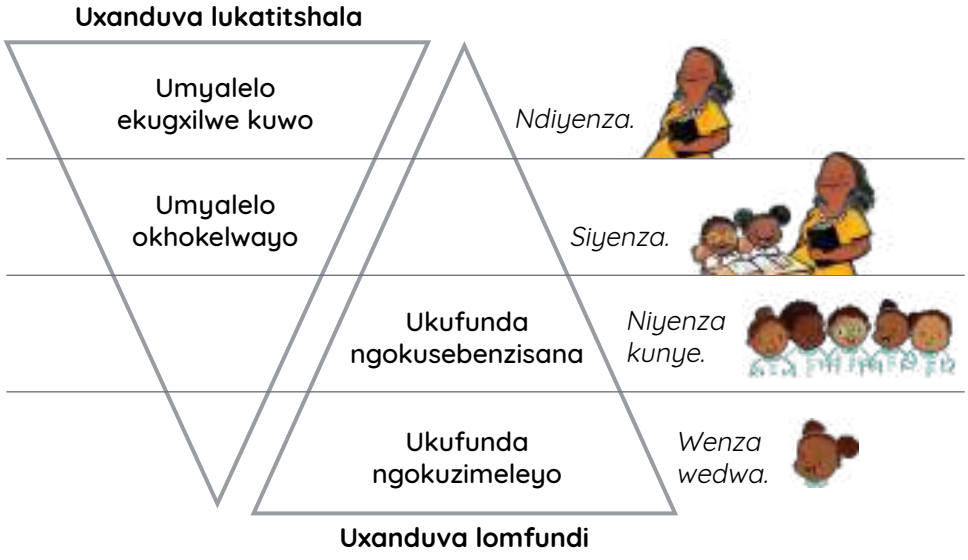


Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. **Ukubala kubandakanyiwe kwicandelo lezibalo zengqondo zesifundo.** Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko zisenziwa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

Yenza umsebenzi weklasi (imizuzu engama-30)

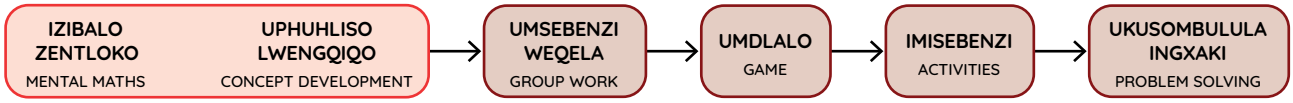
Uphuhliso lwengqiqo kuxa abafundi besebenza kunye beyiklasi bexoxa ngengqiqo engundoqo yeMathematika yolo suku phambi kokuba basebenze ngokwamaqela okanye ngokuzimela bodwa. Kukho iividiyo ezibonisa imisebenzi yophuhliso lwengqiqo isenziwa eklasini, kukwakho nenkcazelo yemisebenzi kwisishwankathelo seveki.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

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.



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)

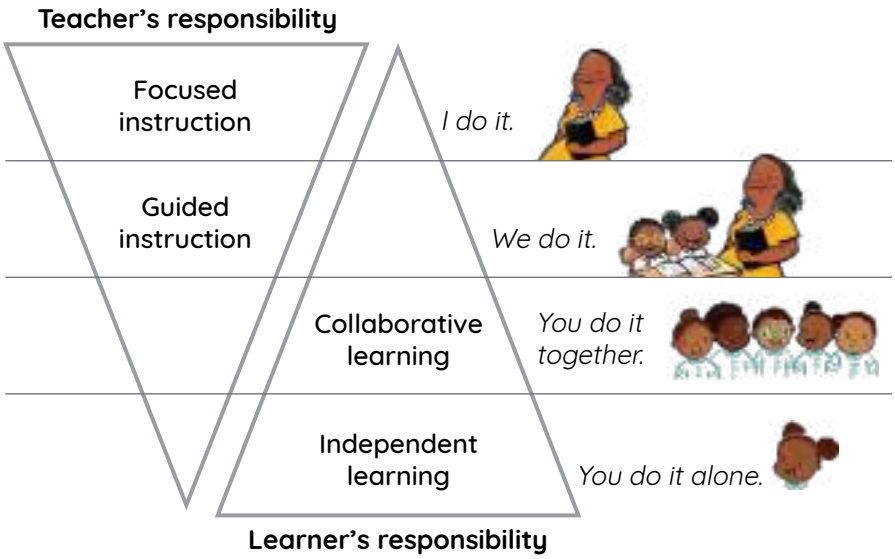


Mental Maths is an important component of every lesson. **Counting is included in the Mental maths component of the lesson.** We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom 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.

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.

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.

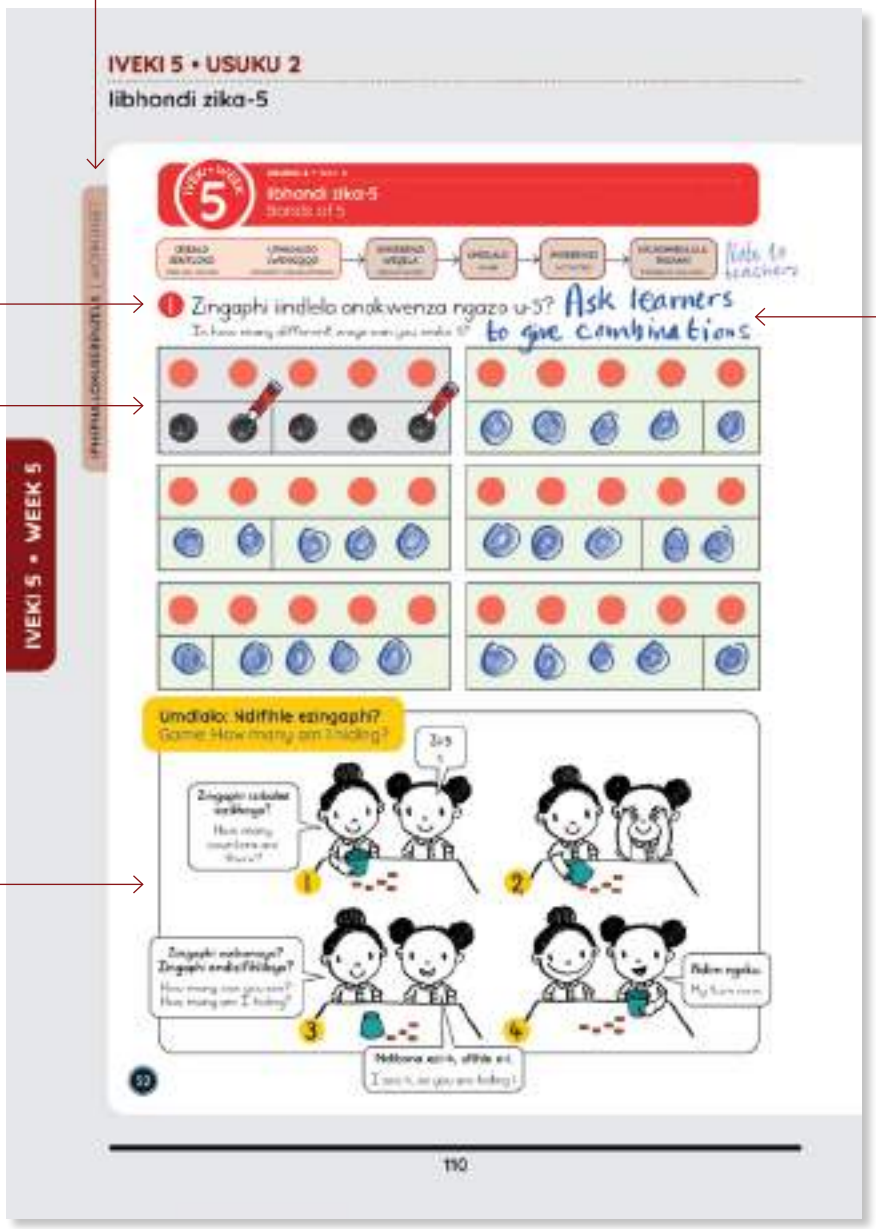


INcwadi yomFundi iyinxalenye yeNcwadi kaTitshala

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

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.



Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepensile ebomvu).

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.

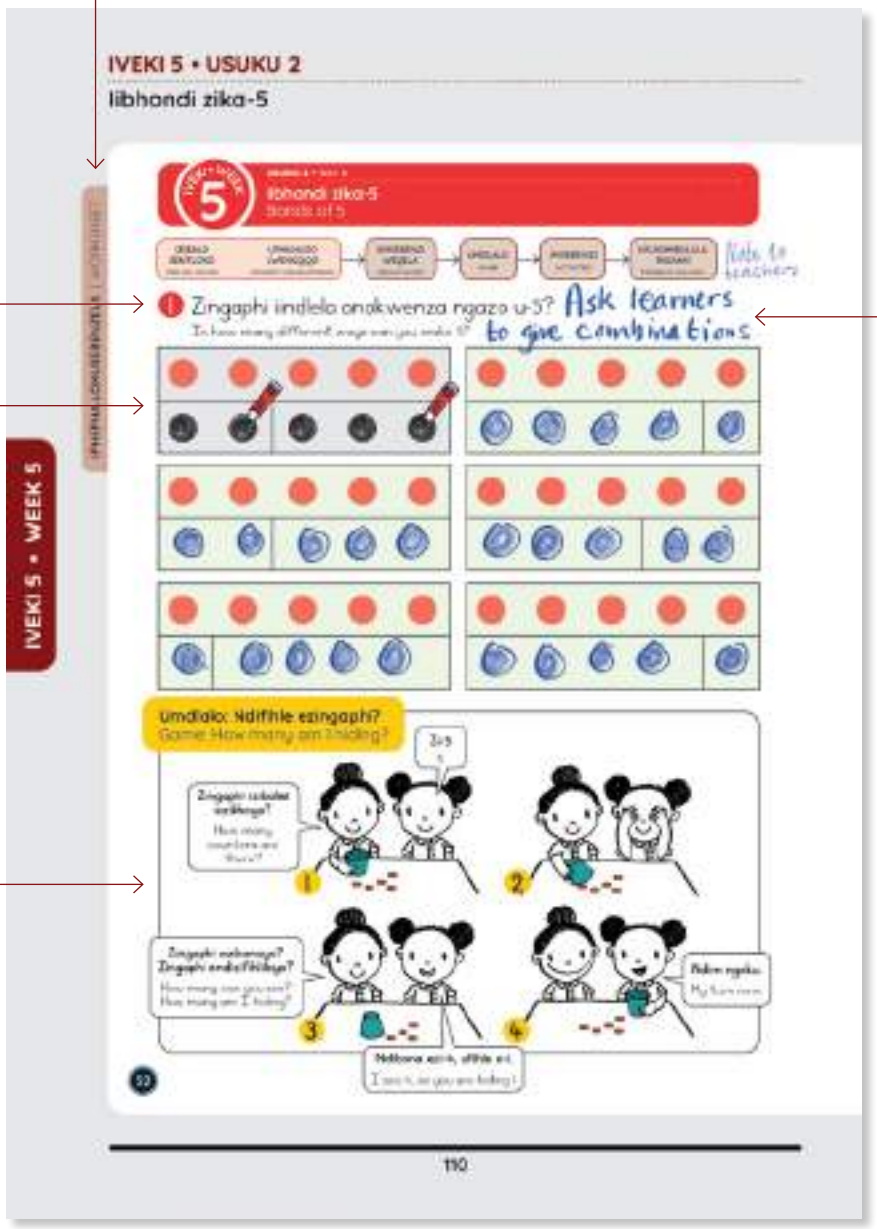
Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Qala ngokulinganisa ubonise umdlalo phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

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

The burgundy tag indicates that this is a worksheet.

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

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



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

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. Demonstrate the game to the whole class before letting learners play in pairs or groups.

4. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Ukusebenza ngamanani	Fumana inani elishiyiweyo	Fumana inani elishiyiweyo	Ukudibanisa nokuthabatha	Amanani ukuya kuma-99 Ukubala nokunakana	Uvavanyo nobethelelo
Iveki 2 Amanani ukuya kuma-99	Amanani ukuya kuma-99 – ukubala nokunakana	Amanani ukuya kuma-99 – ukubala nokunakana	Ukucwangcisa nokuthelekisa amanani	Ukucwangcisa nokuthelekisa amanani	Uvavanyo nobethelelo
Iveki 3 Imali, ukudibanisa nokuthabatha	Ukusebenza ngemali	Izibalo zemali	Ingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)	Ingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)	Uvavanyo nobethelelo
Iveki 4 Ukudibanisa, ukuthabatha neepatheni	Ukudibanisa nokuthabatha	Ukudibanisa nokuthabatha	Iipatheni zamanani kunye neepatheni zejiyometri	Iipatheni zamanani	Uvavanyo nobethelelo
Iveki 5 Ixesha nezibalo zamagama	Ixesha – imini, ubusuku, izolo, namhlanje, ngomso	Ixesha – iinyanga zonyaka neentsuku zeveki	Iingxaki zamagama zokudibanisa nokuthabatha	Iingxaki zamagama zokudibanisa nokuthabatha	Uvavanyo nobethelelo
Iveki 6 Ulingano-macala, ukuphinda kabini nokwahlula kubini	Ulingano-macala	Ulingano-macala	Ukuphinda kabini nokwahlula kubini	Ukuphinda kabini nokwahlula kubini	Uvavanyo nobethelelo
Iveki 7 Ukuhlela nokwaba	Ukuhlela	Ukwabelana	Ukuhlela nokwaba/ nokwabelana	Ukuhlela nokwaba okunentsalela	Uvavanyo nobethelelo
Iveki 8 Ukudibanisa okuphindiweyo, ukuphinda kabini nokwahlula kubini	Ukudibanisa okuphindiweyo	Ukudibanisa okuphindiweyo	Ukuphinda kabini nokwahlula kubini	Ukuphinda kabini nokwahlula kubini	Uvavanyo nobethelelo

Amanani, Ii-Opareyshini Nolwalamamo	**Iipatheni, Imisebenzi neAljebra**	**Isithuba Nemilo (Ijiyometri)**	**Umlinganiselo**	**Indlela Yokusebenza Ngolwazi Oluqokelelweyo**

4. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Working with numbers	Finding the missing number	Finding the missing number	Addition and subtraction	Numbers up to 99 – counting and recognition	Assessment and consolidation
Week 2 Numbers up to 99	Numbers up to 99 – counting and recognition	Numbers up to 99 – counting and recognition	Ordering and comparing numbers	Ordering and comparing numbers	Assessment and consolidation
Week 3 Money, addition and subtraction	Working with Money	Money calculations	Addition and subtraction word problems (money context)	Addition and subtraction word problems (money context)	Assessment and consolidation
Week 4 Addition subtraction and patterns	Addition and subtraction	Addition and subtraction	Number patterns	Number patterns	Assessment and consolidation
Week 5 Time and word problems	Time – day, night, yesterday, today and tomorrow	Time – months of the year and days of the week	Addition and subtraction word problems	Addition and subtraction word problems	Assessment and consolidation
Week 6 Symmetry, doubling and halving	Symmetry	Symmetry	Doubling and halving	Doubling and halving	Assessment and consolidation
Week 7 Grouping and sharing	Grouping	Sharing	Grouping and sharing	Grouping and sharing with remainders	Assessment and consolidation
Week 8 Repeated addition, doubling and halving	Repeated addition	Repeated addition	Doubling and halving	Doubling and halving	Assessment and consolidation

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

Ukusebenza ngamanani

	Izixhobo
Izibalo zentloko: Imisebenzi yexesha	ikhalenda
Umdlalo: Saluta	amakhadi amanani 0–10











Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Fumana inani elishiyiweyo	LB, iibhloko
2	Fumana inani elishiyiweyo	LB, iibhloko
3	Ukudibanisa nokuthabatha	LB, iibhloko
4	Amanani ukuya kuma-99 – ukubala nokunakana	LB, izikwere ezili-100 (utitshala)
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa **ukudibanisa nokuthabatha** ukuze afumane inani elishiyiweyo kwiingxaki zokudibanisa nokuthabatha.	
ukudibanisa **okunokuweza (ukuhlela kwakhona)** nokuthabatha **okunokuboleka (ukucazulula)** ukunakana ukudibanisa nokuthabatha njengemiguqulwa.	
ukubala, **ukubala okuqakathayo** nokunakana amanani akuluhlu ukuya kuma-99.	

Uvavanyo lusesikweni

Akukho vavanyo lusesikweni kule veki.

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

Working with numbers

	Resources
Mental Maths: Time activities	calendar
Game: Salute	number cards 0–10











Day	Lesson activity	Lesson resources
1	Find the missing number	LB, multifix blocks
2	Find the missing number	LB, multifix blocks
3	Addition and subtraction	LB, multifix blocks
4	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
use **addition** and **subtraction** to find the missing number in addition and subtraction problems.	
add with **carrying (regrouping)** and subtract with **borrowing (decomposing)**, recognising addition and subtraction as inverse operations.	
count, **skip count** and recognise numbers in the range 0 to 99.	

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.

Ukusebenza ngamanani

Izibalo zentloko

Kule veki kwizibalo zentloko sigxila kwingqiqo **ngexesha**. Abafundi basebenzisa isigama esibonisa ukuhamba kwexesha. Abafundi baza kuthetha ngeziganeko zemihla ngemihla besebenzisa isigama esithi **izolo**, **namhlanje**, **ngomso**.



Umdlalo

Saluta



Uphuhliso lwengqiqo

Kule veki sijolisa ekufumaneni inani elishiyiweyo kwiingxaki zokudibanisa nezokuthabatha. Abafundi baza kubethelela abakufundileyo malunga **nezivakalisi manani** kunye neengxaki **eziwelela ngaphaya kweshumi**. Siza kujolisa koku:



- ukusombulula iingxaki ngenjongo yokubethelela isakhono sokukwazi ukufumana inani elishiyiweyo kwisivakalisi manani.
- ukudibanisa **okunokuweza (ukuhlela kwakhona)** nokuthabatha **okunokuboleka (ukucazulula)**
- ukusebenzisa iibhloko neetheyibhile zamanani ukuze basombulule iingxaki nokubethelela ukuqonda **imiguqulwa**.
- ukusebenzisa **iibhondi zamanani** xa udibanisa naxa uthabatha.
- ukunakana, ukwalatha nokufunda amanani ukusuka ku-0 ukuya kuma-99 ngokusebenzisa izikwere ezili-100.

Into emayiqatshelwe kule veki

- Ukuncedisa abafundi baqonde ukuba **ukudibanisa** noku**thabatha** yimiguqulwa nokuba kusebenza njani na oku (ukuthabatha kucima into eyenziwe kukudibanisa, nokudibanisa kwenza njalo). Abafundi bangayisebenzisa imiguqulwa xa befuna inani elishiyiweyo kwisivakalisi manani.
- Ukukhuthaza abafundi bancokole ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngeendlela zokusombulula kunye neesimboli zamanani ukusuka ku-0 ukuya kuma-99 (**dibanisa**, **kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**, **phambi**, **emva**, **phakathi**)

Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday**, **today** and **tomorrow**.



Game

Salute



Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**. We will focus on:



- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 to 99 by using a 100 square.

What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 to 99 (**add**, **and**, **more**, **subtract**, **take away**, **less**, **before**, **after**, **in between**).

IVEKI 1 • USUKU 1

Fumana inani elishiyiweyo

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 isigama esichanekileyo kunye nekhalenda yeBala Wande ukuze ulandelelanise iziganeko zemihla ngemihla.

Use the correct vocabulary and the Bala Wande calendar to sequence daily events.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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









Find the missing number

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



1

Ungalibala njani inani elingekhoyo?
How would you work out the missing number?

Ndiyazi ukuba 9 + 5 = 14, ngoko ke singabhala u-5 ebhokisini.
I know that 9 + 5 = 14, so we can write a 5 in the box.



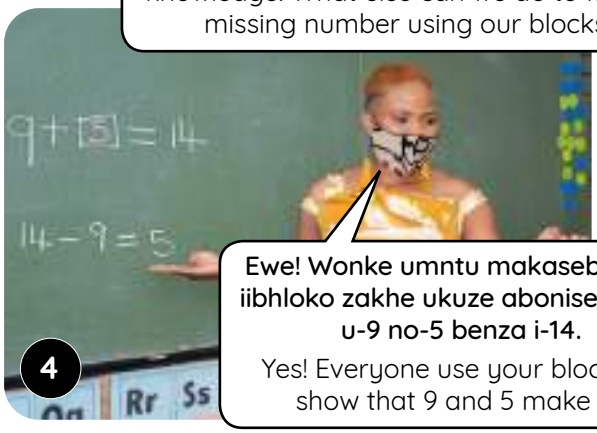
2

Ngxatsho ke! UPortia usebenzise ulwazi lwakhe lwamanani. Yintoni enye esinokuyenza ukuze sifumane inani elishiyiweyo, sisebenzisa iibhloko zethu?
Good! Portia has used her number knowledge. What else can we do to find the missing number using our blocks?



3

Ndiyabona ukuba i-14 – 9 zenza u-5. Ngoko ke inani elishiyiweyo ngu-5.
I can see that 14 – 9 is 5. So, the missing number is 5.



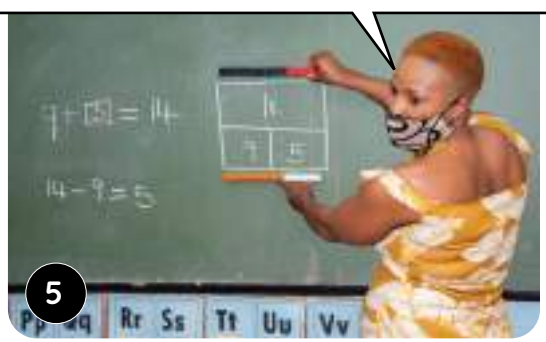
4

Ewe! Wonke umntu makasebenzise iibhloko zakhe ukuze abonise ukuba u-9 no-5 benza i-14.
Yes! Everyone use your blocks to show that 9 and 5 make 14.

Sebenzisa itheyibhile yamanani ukuze ucacise ukuba isahlulo esidibene nesahlulo zenza into epheleleyo. Nika abafundi ixesha lokuba basebenze ngeebhloko zabo ukuze babe nemiboniso emithathu yemibala ngemibala ebonisa ukuba 9 + 5 = 14. Qamba amabali anxulumanisa izivakalisi manani ukuze uncede abafundi abatsala nzima.

Use the number table to explain that a part plus a part makes a whole. Give learners time to work with their blocks to make three colour displays that show 9 + 5 = 14. Make up stories to link to the number sentences to help struggling learners.

Masibhale la manani mathathu kwitheyibhile yamanani. Ungenza izivakalisi manani ezingaphi xa usebenzisa la manani mathathu?
Let's write the three numbers into a number table. How many number sentences can you make using these three numbers?



5

Bakhuthaze abafundi baqaphele ukuba kwiingxaki ezinolongezelelo, ukudibanisa nokuthabatha kungasetyenziselwa ukufumana isisombululo kuba enye ichitha into eyenziwe ngenye (ukudibanisa kuchitha into eyenziwe kukuthabatha). Phinda la manyathelo angasentla kwezinye iingxaki ezifana nezi:

Encourage learners to realise that for **additive problems**, **addition** and **subtraction** can both be used to find the solution because the one undoes what the other one does. Repeat the steps above in other problems such as:

7 + □ = 12
5 + □ = 13
15 – □ = 7
11 – □ = 3

IVEKI 1 • USUKU 1

Fumana inani elishiyiweyo

IVEKI • WEEK 1

USUKU 1 • DAY 1

Fumana inani elishiyiweyo
Find the missing number

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

1 Fumana inani elishiyiweyo. Bhala isivakalisi manani esahlukileyo emgceni usebenzisa kwa la manani.

Find the missing number. Write a different number sentence on the line using the same numbers.

Explain that different types of number sentences can be written

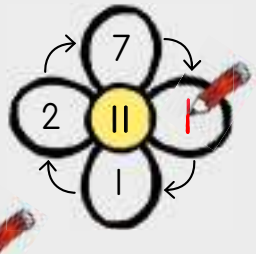
7 + 8 = 15 15 / 7 | 8 15 − 7 = 8	5 + 6 = 11 11 / 5 | 6 11 − 5 = 6	9 + 3 = 12 12 / 3 | 9 12 − 9 = 3
8 + 6 = 14 14 / 8 | 6 14 − 8 = 6	9 + 9 = 18 18 / 9 | 9 18 − 9 = 9	9 + 7 = 16 16 / 7 | 9 16 − 9 = 7
17 − 8 = 9 17 / 8 | 9 8 + 9 = 17	13 − 5 = 8 13 / 5 | 8 5 + 8 = 13	12 − 6 = 6 12 / 6 | 6 6 + 6 = 12
11 − 4 = 7 11 / 4 | 7 4 + 7 = 11	14 − 9 = 5 14 / 9 | 5 9 + 5 = 14	13 − 4 = 9 13 / 4 | 9 4 + 9 = 13

2

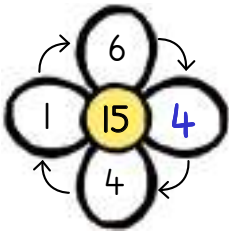
Find the missing number

2 Fumana inani elishiyiweyo. Inani elisembindini sisiphumo.

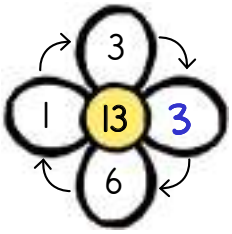
The number in the middle is the total. Find the missing number.



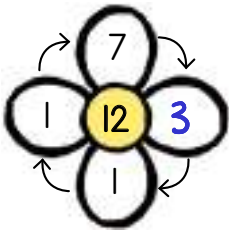
7 + 1 + 1 + 2 = 11



6 + 4 + 4 + 1 = 15



3 + 3 + 6 + 1 = 13



7 + 3 + 1 + 1 = 12

3 Sombulula uze ufakele imibala.

Solve and colour.

13 – 6 = 7	14 – 12 = 2
15 – 8 = 7	18 – 7 = 11
11 – 5 = 6	13 – 3 = 10
12 – 2 = 10	11 – 9 = 2
17 – 8 = 9	15 – 9 = 6
16 – 3 = 13	12 – 8 = 4

2 3 4 5 6 7 8 9 10 11 12 13

IVEKI 1 • USUKU 2

Fumana inani elishiyiweyo

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masicinge ngebali elinokuhambelana nesi sivakalisi manani.

Let's think of a story to match this number sentence.

Kunjalo kanye! Uqale ngamapetyu amangaphi? Ungabala njani? Sebenzisa iibhloko zakho zikuncede.

Yes! How many marbles did you start with? How can you work it out? Use your blocks to help you.

Ndinamapetyu endithi xa ndiphise ngama-6 ndisalelwe ngasi-7.

I have some marbles. When I give away 6, I still have 7 left over.





Qhubeka nokusebenzisa iitheyibhile zamanani ukusebenza ngezahlulo nento epheleleyo. Nika abafundi ithuba lokusebenza ngeebhloko zabo. Kufuneka babonise ukuba inani u li-13 lenziwa ngu-6 (amapetyu ekuphiswe ngawo) no-7 (amapetyu ashiyekileyo).

Continue using number tables to work with the parts and the whole. Give learners time to work with their blocks. They need to show the number 13 is made up of 6 (marbles given away) and 7 (marbles which remain).

Siwabhale phi amanani kule theyibhile yanamanani ukuze sibonise oku?

Where do we write the numbers in the number table to show this?





Amanani abhalwa ngolu hlobo. Ndinokudibanisa u-6 no-7 ukuze ndifumane inani elishiyiweyo, elingu-13.

The numbers are written like this. I can add 6 and 7 to find the missing number, which is 13.

Nika abafundi ithuba lokusebenza ngeebhloko zabo ukuze babonise imiboniso emithathu yemibala enxulumanisa neengxaki zokuthabatha. Ungenza amabali anxulumana nezivakalisi manani ezifana nezi:

Give learners time to work with their blocks to show three colour displays that link to subtraction problems. You can make stories that link to number sentences such as:

□ – 5 = 9

□ – 8 = 4

Find the missing number

IVEKI • WEEK 1

USUKU 2 • DAY 2

Fumana inani elishiyiweyo
Find the missing number

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

1 Fumana inani elishiyiweyo. Bhala isivakalisi manani esahlukileyo emgceni usebenzise kwa la amanani.

Find the missing number. Write a different number sentence on the line using the same numbers.

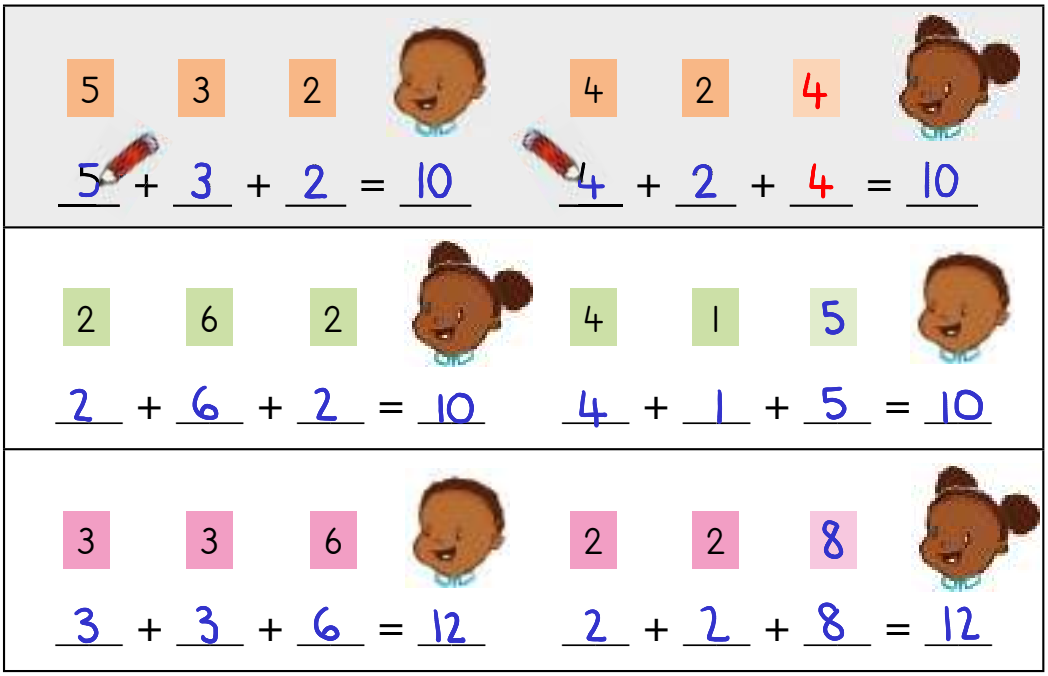
15 – 9 = 6 15 / 9 | 6 9 + 6 = 15	11 – 7 = 4 11 / 7 | 4 7 + 4 = 11	16 – 8 = 8 16 / 8 | 8 8 + 8 = 16
8 + 5 = 13 13 / 8 | 5 13 – 8 = 5	6 + 8 = 14 14 / 6 | 8 14 – 6 = 8	5 + 6 = 11 11 / 5 | 6 11 – 5 = 6
16 – 9 = 7 16 / 9 | 7 9 + 7 = 16	11 – 3 = 8 11 / 3 | 8 3 + 8 = 11	17 – 9 = 8 17 / 9 | 8 9 + 8 = 17
4 + 8 = 12 12 / 4 | 8 12 – 4 = 8	7 + 7 = 14 14 / 7 | 7 14 – 7 = 7	6 + 7 = 13 13 / 6 | 7 13 – 6 = 7

IVEKI 1 • USUKU 2

Fumana inani elishiyiweyo

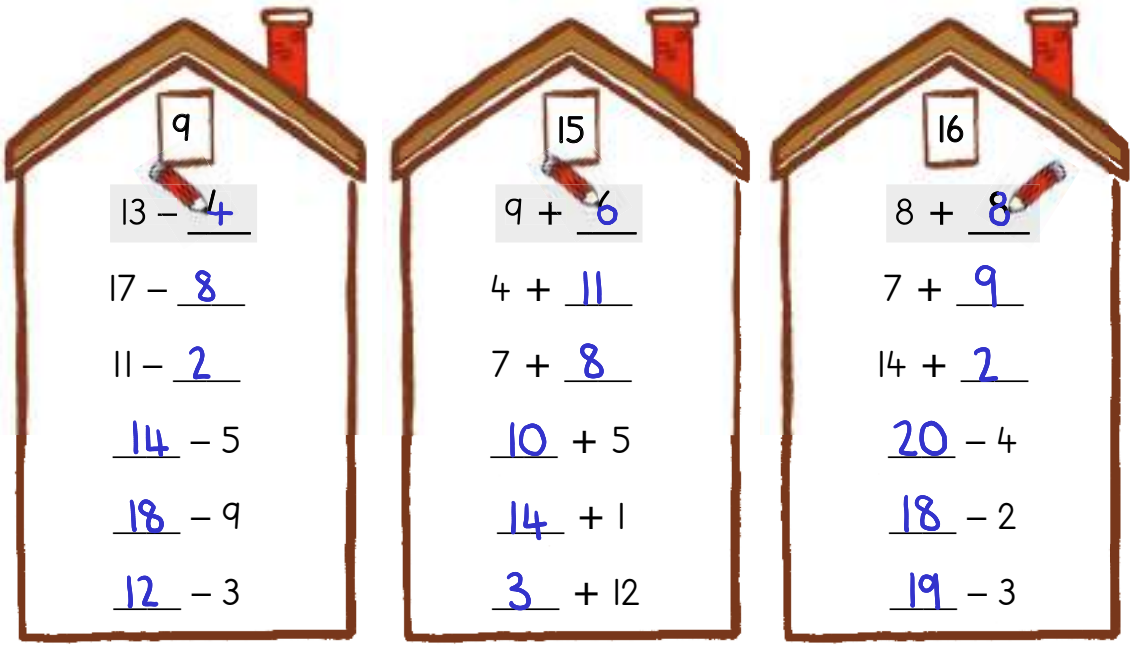
2 Amakhadi abahlobo ababini enza isiphumo esifanayo xa edityanisiwe. Fumana inani elishiyiweyo.

Two friends have cards that add up to the same number. Find the missing number.



3 Gqibezela ukuze ufumane inani elingasentla.

Complete to match the number at the top.



Find the missing number **Week 1 • Day 2** 5

Addition and subtraction

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masenze ibali ngala manani.
Let's make a story about these numbers.



Sebenzisa iibhloko zakho ukuze ufumane inani elishiyiweyo.
Use your blocks to find the missing number.



Ndinama-apile ali-12 ze ndiphise ngama-apile asi-7. Mangaphi ama-apile aseleyo?
I have 12 apples and I give away 7 apples. How many apples do I have left?

Nika abafundi ithuba lokusebenza ngeebhloko zabo. Kufuneka babonise ukuba inani u li-12 lenziwa ngu-7 (ama-apile ekuphiswe ngawo) kunye no-5 (ama-apile aseleyo). La manani ma-3 abizwa ngokuba lusapho lwamanani.

Give learners time to work with their blocks. They need to show the number 12 is made up of 7 (apples given away) and 5 (apples which remain). These 3 numbers are called a number family.

Siwabhala phi amanani kule theyibhile yamanani ukubonisa oku?
Where do we write the numbers in the number table to show this?



Ndibhala u-5 ecaleni kuka-7 kuba u 5 + 7 = 12.
I write 5 next to 7 because 5 + 7 = 12.



Zingaphi izivakalisi manani onokuzenza usebenzisa la manani mathathu.
Make as many number sentences as you can with these 3 numbers.

Bakhuthaze abafundi ukuze baqaphele ukuba zonke izivakalisi manani zisebenzisa la manani mathathu akwitheyibhile yamanani. Bangadibanisa okanye bathabathe ukuze bafumane amanani ashiyiweyo kuba enye ichitha eyakhiwe ngenye. Phinda la manyathelo angasentla usebenzise amanani ahlukileyo akwitheyibhile yamanani.

Encourage learners to realise that all the **number sentences** use the same three numbers from the **number table**. They can add or subtract to find missing numbers because the one undoes what the other one does. Repeat the steps above, using different numbers in the number table.

IVEKI 1 • USUKU 3

Ukudibanisa nokuthabatha

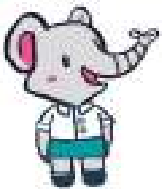
IVEKI • WEEK 1

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 Bhala izivakalisi manani ezine ezohlukileyo kwitheyibhile nganye yamanani.
Write four number sentences for each number table.

	14 = 8 + 6	8 + 6 = 14 6 + 8 = 14	14 − 6 = 8 14 − 8 = 6
	11 = 5 + 6	5 + 6 = 11 6 + 5 = 11	11 − 5 = 6 11 − 6 = 5
	15 = 6 + 9	6 + 9 = 15 9 + 6 = 15	15 − 6 = 9 15 − 9 = 6
	16 = 7 + 9	7 + 9 = 16 9 + 7 = 16	16 − 7 = 9 16 − 9 = 7
	12 = 8 + 4	8 + 4 = 12 4 + 8 = 16	12 − 8 = 4 12 − 4 = 8
	13 = 5 + 8	5 + 8 = 13 8 + 5 = 13	13 − 5 = 8 13 − 8 = 5

2 Sombulula ezi ngxaki uze ubhale unobumba ngezantsi kwesiphumo.

Solve the problems and write the letter underneath the answer.

9 + 3 = 12	A	9 + 6 = 15	T	9 + 9 = 18	N
9 + 10 = 19	D	8 + 3 = 11	Y	8 + 5 = 13	Z
8 + 8 = 16	H	8 + 9 = 17	A	8 – 5 = 12	I
7 + 7 = 14	I	10 + 10 = 20	A	20 – 10 = 10	I
13 – 4 = 9	S	13 – 8 = 5	I	12 – 6 = 6	N
12 – 4 = 8	A	11 – 4 = 7	J	12 – 8 = 4	Z

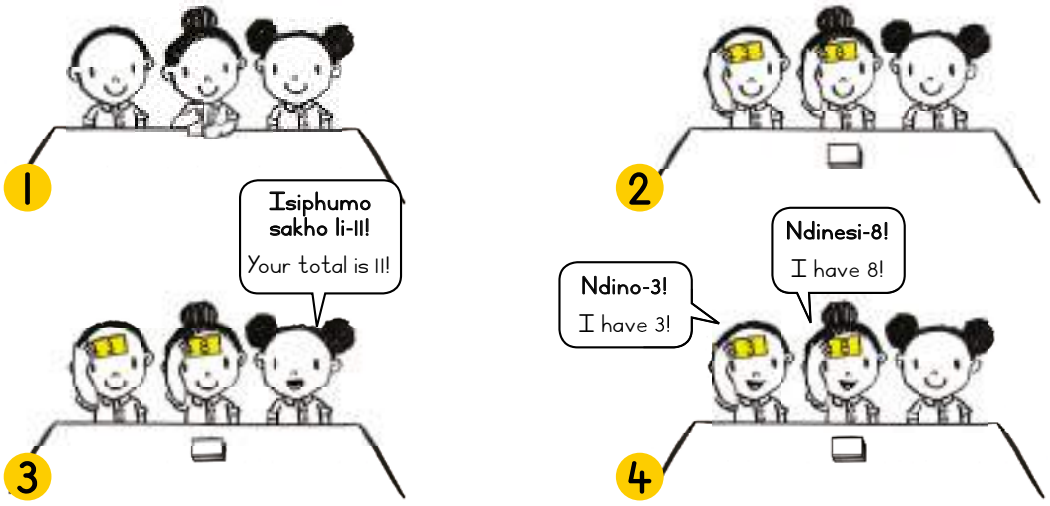
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
I	Z	I	N	J	A	S	I	Y	A	Z	I	T	H	A	N	D	A

Umdlalo: Saluta
Game: Salute

Remember to demonstrate the game

Dlalani ngamakhadi enu amanani 0–10.

Play with your 0–10 number cards.



Qhubekani nokudlala ade wonke ubani abe udlale imijikelo eliqela esebenzisa amakhadi awohlukileyo ukuze baqhele ukudibanisa nokuthabatha.

Keep playing until everyone has had lots of turns using different cards to practise addition and subtraction.

IVEKI 1 • USUKU 4

Amanani ukuya kuma-99 – ukubala nokunakana

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

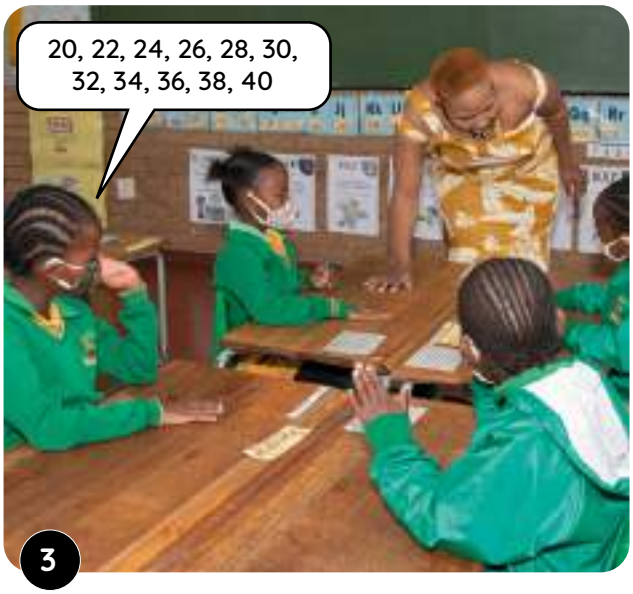
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Xa kubalwa ngezihlanu, abafundi abanokusilela bangabala ngeminwe edesikeni besebeza ukusukela ku-1 ukuya ku-4 baze babethe ngesandla edesikeni xa bebiza u-5, baphinde babale ngeminwe besebeza 6, 7, 8, 9 baze babethe ngesandla edesikeni xa bebiza i-10.

For skip counting in 5s, the weaker learners can tap their fingers on the desk and count softly from 1 to 4, then slap their whole hand on the desk as they say 5. Then they tap their fingers again as they softly say 6, 7, 8, 9, and slap the desk again as they say 10.







Zinike ixesha lokubala ngezi-5, ama-10 nangezi-2 kwitshathi yekhulu. Abafundi kufuneka balathe kwitshathi yamanani ekwi-LB yabo. Umzekelo:

- **ngezi-5 ukusuka kuma-50 ukuya kwi-100.**
- **ngama-10 ukusuka kwi-10 ukuya kwi-100.**

njl-njl

Take time to count in 5s, 10s and 2s on the hundred chart. Learners should point to the number charts in their LBs. For example:

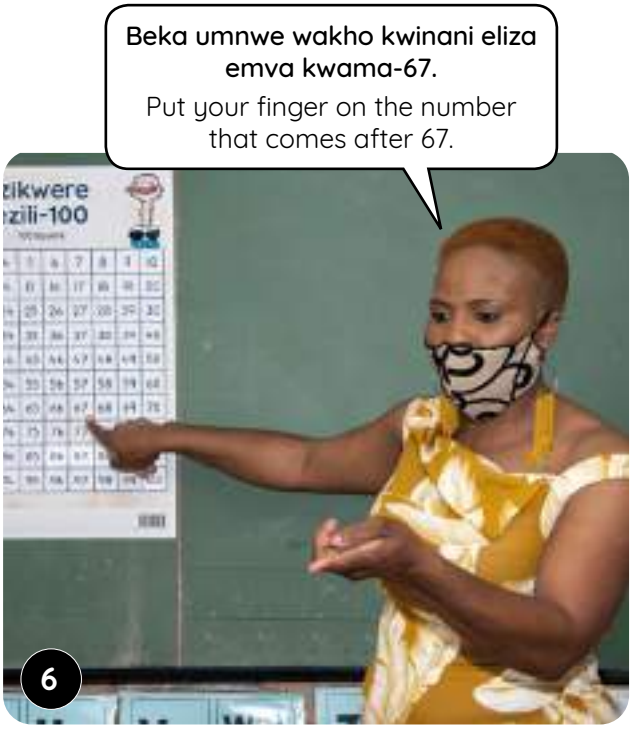
- 5s from 50 to 100.
- 10s from 10 to 100.

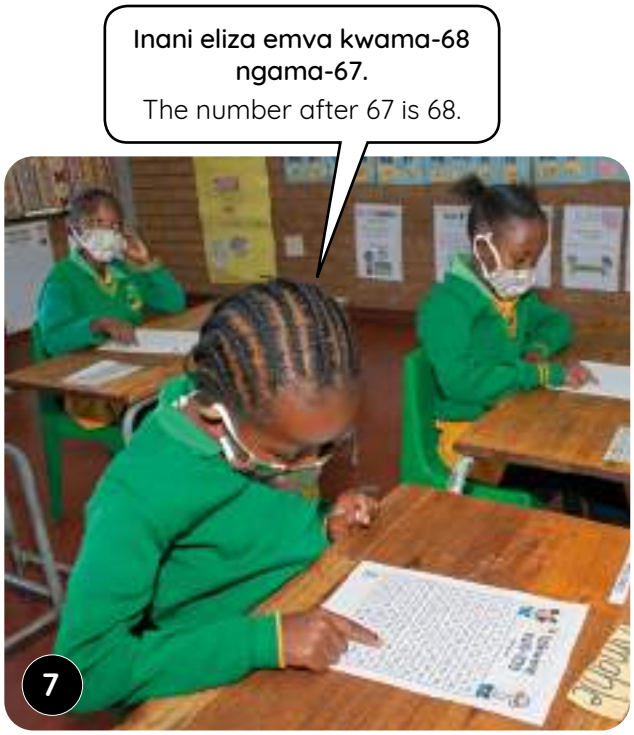
etc.

Numbers up to 99 – counting and recognition









Buza imibuzo emininzi kangangoko usebenzise isigama esithi 'phambi', 'emva' kunye no-'phakathi'. Bakhuthaze abafundi ukuba banakane, balathe kwaye bafunde iisimboli zamanani ukusukela ku-0 ukuya kuma-99.

Ask many questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 to 99.

Amanani ukuya kuma-99 – ukubala nokunakana

IVEKI • WEEK 1

USUKU 4 • DAY 4

Amanani ukuya kuma-99 – ukubala nokunakana

Numbers up to 99 – counting and recognition

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

Izikwere ezili-100

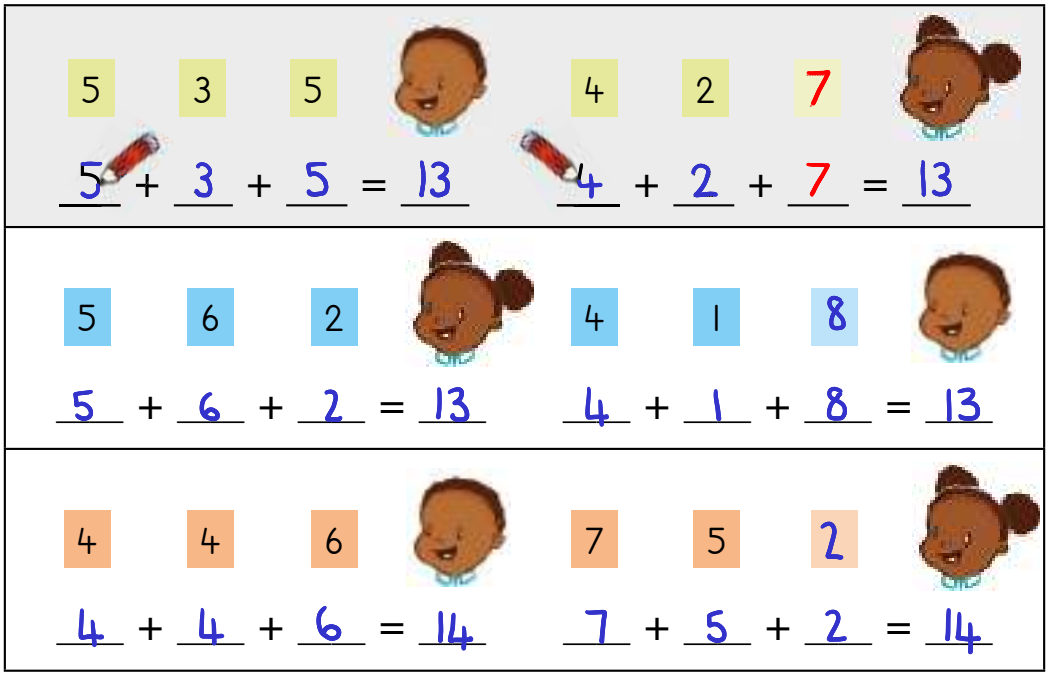
100 square

Help learners grasp the patterns in the 100 square

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

1 Amakhadi abahlobo ababini enza isiphumo esifanayo xa edityanisiwe. Fumana inani elishiyiweyo.

Two friends have cards that add up to the same number. Find the missing number.



Numbers up to 99 – counting and recognition

2 Bhala unobumba ngamnye kwibhokisi echanekileyo.
Write each letter in the correct box.

1	2	3	A	5	6	B	8	9	10
11	12	13	A	15	16	17	18	19	N
21	T	23	24	25	26	27	28	29	30
31	32	W	34	35	A	37	38	N	40
41	A	43	44	45	46	47	48	49	B
A	52	53	Y	55	56	57	A	59	T
61	62	63	64	H	66	A	68	N	70
D	72	A	74	U	76	77	78	K	80
81	82	83	84	85	U	87	88	89	90
91	B	93	94	A	96	L	98	A	100

4	7	14	20	22	33	36	39	42
A	B	A	N	T	W	A	N	A

50	51	54	58	60	65	67	69	71	73
B	A	Y	A	T	H	A	N	D	A

75	79	86	92	95	97	99
U	K	U	B	A	L	A

3 Fakela umbala kula manani.
Colour the numbers.

10 ukuya ku-20 10 to 20	21 ukuya ku-30 21 to 30	31 ukuya ku-40 31 to 40
15 22 37 12	30 33 20 21	14 11 23 38
29 40 41 24	34 49 27 36	43 28 39 50
25 13 18 35	8 19 17 31	26 10 16 32

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)

1 Fumana inani elishiyiweyo. Bhala isivakalisi manani esahlukileyo emgceni usebenzise kwa la manani.
Find the missing number. Write a different number sentence on the line using the same numbers.

15 – 6 = 9 15 / 6 / 9 6 + 9 = 15	11 – 7 = 4 11 / 7 / 4 7 + 4 = 11	16 – 8 = 8 16 / 8 / 8 8 + 8 = 16
8 + 5 = 13 13 / 8 / 5 13 – 8 = 5	6 + 8 = 14 14 / 6 / 8 14 – 6 = 8	5 + 6 = 11 11 / 5 / 6 11 – 5 = 6

2 Amakhadi ababini enza isiphumo esinye xa edityanisiwe. Fumana inani elishiyiweyo.
Two friends have cards that add up to the same number. Find the missing number.

6 5 4 6 + 5 + 4 = 15	3 9 3 3 + 9 + 3 = 15
3 8 3 3 + 8 + 3 = 14	7 5 2 7 + 5 + 2 = 14

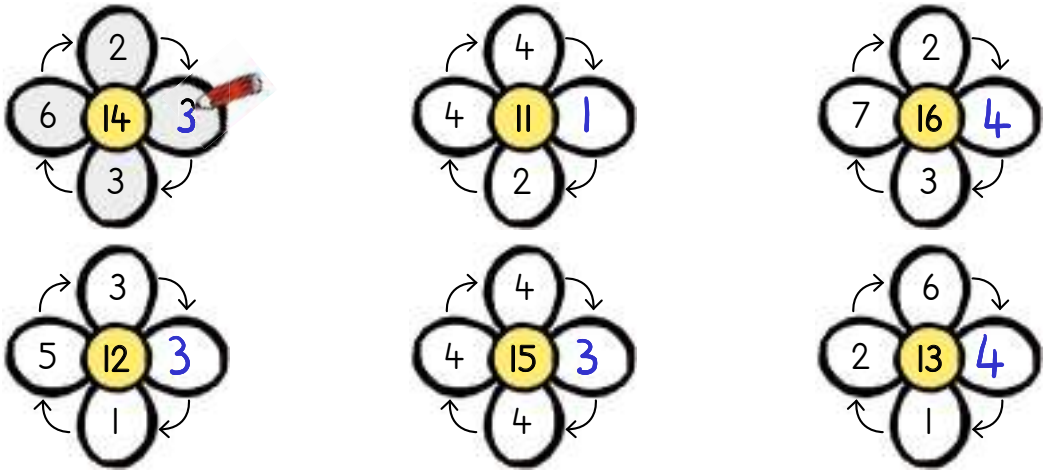
Assessment and consolidation

3

Bhala inani eliza phambi kwala. Write the number that comes before.				Bhala inani eliza emva kwala. Write the number that comes after.			
21	22	44	45	30	31	55	56
68	69	87	88	79	80	99	100

4 Fumana inani elishiyiweyo. Inani elisembindini sisiphumo.

The number in the middle is the total. Find the missing number.



5 Sombulula uze ufakele imibala.

Solve and colour.

13 – 0 = 13		17 – 10 = 7	
11 – 8 = 3		15 – 3 = 12	
19 – 9 = 10		12 – 5 = 7	
11 – 9 = 2		16 – 8 = 8	
14 – 3 = 11		12 – 4 = 8	
16 – 7 = 9		14 – 6 = 8	

2 3 4 5 6 7 8 9 10 11 12 13

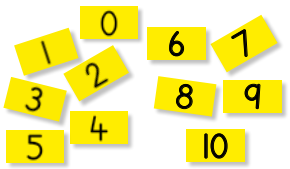
Amanani ukuya kuma-99

	Izixhobo
Izibalo zentloko: Ukubala okuqakathayo	izikwere ezili-100
Umdlalo: Bhingo	izibalisi











Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani ukuya kuma-99 – ukubala nokunakana	LB, izikwere ezili-100 (utitshala), izakhelo zamashumi nezibalisi
2	Amanani ukuya kuma-99 – ukubala nokunakana	LB, izikwere ezili-100 (utitshala)
3	Ukucwangcisa nokuthelekisa amanani	LB
4	Ukucwangcisa nokuthelekisa amanani	LB, umgcamanani
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubala, ukubala okuqakathayo nokunakana amanani akuluhlu ukuya kuma-99.	
ukucwangcisa nokuthelekisa amanani apheleleyo ngokwale ndlela: lincinci kuna-, likhulu kuna-, lingaphezulu kuna-, lingaphantsi kuna-, liyalingana.	
wazi amanani esingaphi: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th ,10th, kwaye akwazi ukuzisebenzisa ekwalatheni indawo yento ethile kwizinto ezilandelelanayo.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

Uvavanyo olubhalwayo: Amanani, Ii-Opareyshini Nolwalamamo – Ukunakana, ukucwangcisa nokuthelekisa amanani.

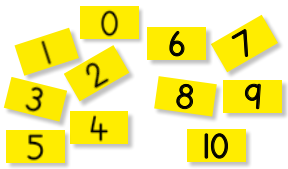
Numbers up to 99

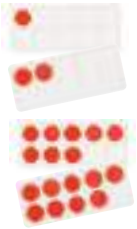
	Resources
Mental Maths: Skip counting	100 square
Game: Bingo	counters











Day	Lesson activity	Lesson resources
1	Numbers up to 99 – counting and recognition	LB, 100 square (teacher), ten frames and counters
2	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
3	Ordering and comparing numbers	LB
4	Ordering and comparing numbers	LB, number line
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
count, **skip count** and recognise numbers in the range up to 99.	
order and **compare** whole numbers according to **smaller than**, **greater than** and **more than**, **less than**, **is equal to**.	
know the ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th, and be able to use them to identify the **position** of an object in a **sequence**.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Recognising, ordering and comparing numbers.

Amanani ukuya kuma-99

Izibalo zentloko

Abafundi baziqhelisa ukubala, ukubala okuqakathayo kuluhlu lwamanani asuka ku-0 ukuya kuma-99 bekhokelwa ngutitshala. Utitshala unika uluhlu lwamanani **azii-intavali** aze atsho ukuba kubalwe ngezi-2, izi-5 okanye ngama-10 phakathi kwamanani amabini anikiweyo.



Umdlalo

Bhingo



Uphuhliso lwengqiqo

Kule veki sigxila ekunakaneni, ekucwangciseni nasekuthelekiseni amanani. Abafundi baza kusebenzisa izikwere ezili-100 kunye nomgcamanani xa bephanda ngamanani. Siza kujolisa koku:



- **ukunakanana, ukwalatha nokufunda** amanani ukusuka ku-0 ukuya kuma-99 kwiizikwere ezili-100.
- ukubala usiya **phambili** nokubuya **umva** ngoononye, nokubala okuqakathayo okuya phambili ngezi-2, izi-5 nangama-10.
- ukusebenzisa **amanani esingaphi** ukubonisa indawo kwiseti ecwangcisiweyo yezinto ezithile.
- ukucwangcisa nokuthelekisa amanani akwimigcamanani ngokuxoxa **ngeepatheni zamanani**.

Into emayiqatshelwe kule veki

- Ukunceda abafundi bakwazi ukuqonda ukuba ingqiqo **ngamanani** esingaphi yahlukile kwingqiqo **ngamanani okwenene aqhelekileyo**.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngamanani ukusuka ku-0 ukuya kuma-99 (**ngaphezulu**, **ngaphantsi**, **phambi**, **emva**, **phakathi**, **inkulu kuna-**, **incinci kuna-**, **iyalingana**, **amanani olandelelwano**, **indawo**, **yokuqala**, **yesibini**, **yesithathu**, **yesine**, **yesihlanu**, **yesithandathu**, **yesixhenxe**, **yesibhozo**, **yethoba**, **yeshumi)**.

Numbers up to 99

Mental Maths

Learners practise counting and skip counting in the number range 0 to 99 following the teacher's lead. The teacher gives an **interval** and calls out whether to count in 2s, 5s or 10s between two given numbers.



Game

Bingo



Concept development

This week we focus on recognising, ordering and comparing numbers. Learners will use a 100 square and a number line as they investigate numbers. We will focus on:



- **recognising**, **identifying** and **reading** numbers from 0 to 99 by using a 100 square.
- counting **forwards** and **backwards** in ones, and skip counting forwards in 2s, 5s and 10s.
- using **ordinal numbers** to indicate the position in an ordered set of objects.
- order and compare numbers on number lines, by discussing **number patterns**.

What to look out for this week

- Help learners to recognise that **ordinal** number concept is different to pure (**cardinal**) number concept.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0 to 99 (**more**, **less**, **before**, **after**, **in between**, **bigger than**, **smaller than**, **is equal to**, **ordinal numbers**, **position**, **first**, **second**, **third**, **fourth**, **fifth**, **sixth**, **seventh**, **eighth**, **ninth**, **tenth**).

IVEKI 2 • USUKU 1

Amanani ukuya kuma-99 – ukubala nokunakana

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

IZIBALO ZENTLOKO | MENTAL MATHS

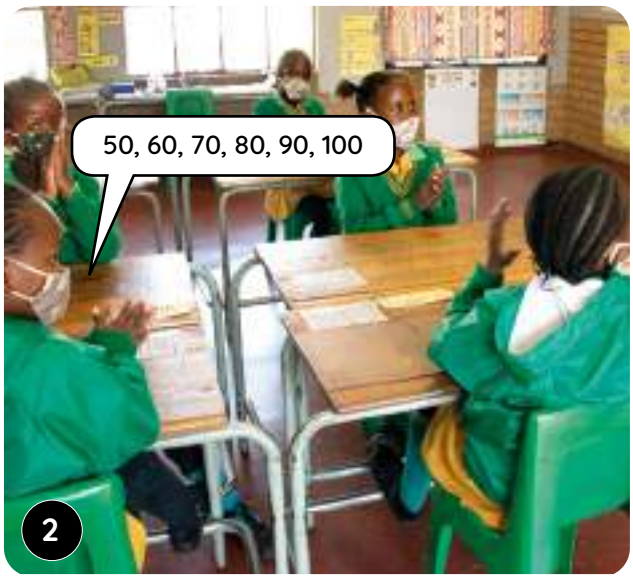
Yalela iklasi iphela, amaqela okanye abafundi nganye-nganye ukuba babale ngezi-2, izi-5 okanye ngama-10 phakathi kwamanani amabini owakhethileyo kuluhlu oluqala ku-0 ukuya kwi-100. Yenza kube mnandi ngokufakelela ukuqhwaba, ukungqisha okanye ezinye iintshukumo.

Call on the whole class, groups or individual learners to count in 2s, 5s or 10s between two numbers that you select in the range 0 to 100. Make it fun by adding claps or stamps or other physical movements.

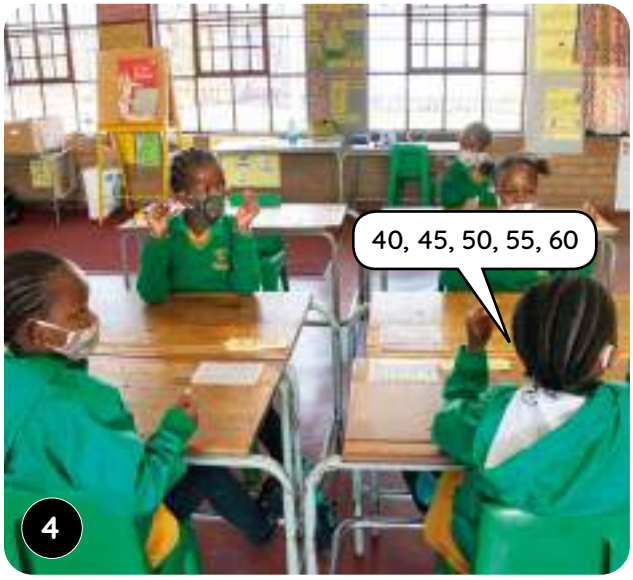
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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



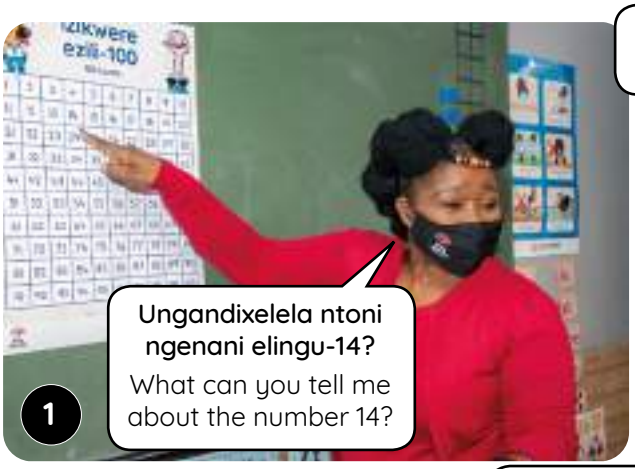






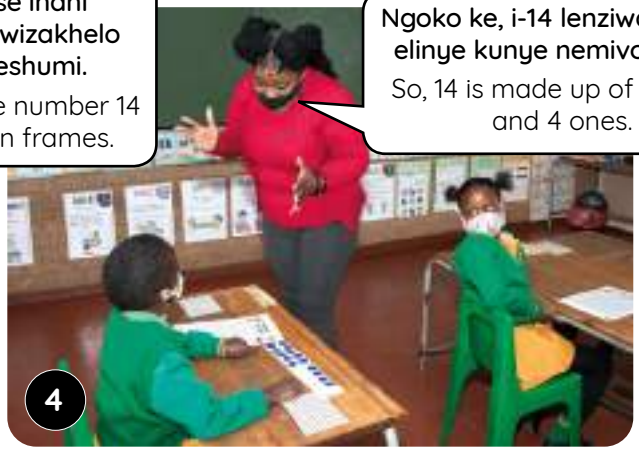
Numbers up to 99 – counting and recognition

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

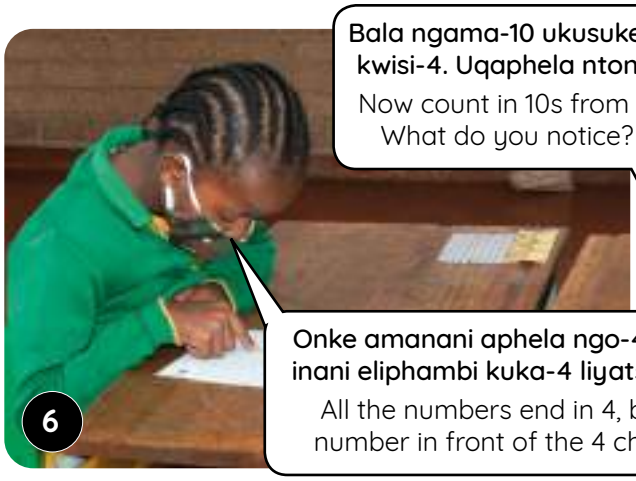












Phinda la manyathelo angasentla ngamanani asuka kwi-11 ukuya kwi-19. Bakhuthaze abafundi baqonde ukuba la manani enziwe lishumi elinye nemivo nokuba mingaphi na. Kwakhona, bancede abafundi bakwazi ukunakana ipatheni njengokuba bebala ngamashumi kwitshathi yamanani.

Repeat the steps above with numbers from 11 to 19. Encourage learners to see that these numbers are made up of one ten and however many ones. Also help learners to recognise the pattern as they count in tens on the number chart.

IVEKI • WEEK 2

USUKU 1 • DAY 1

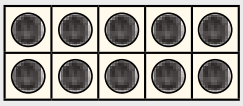
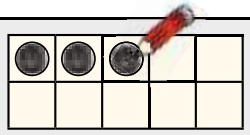
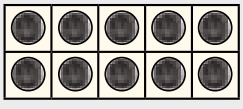
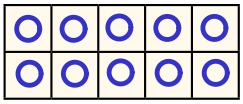
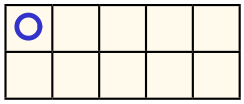
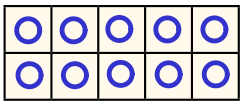
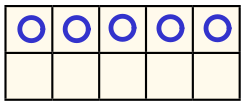
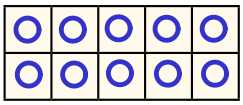
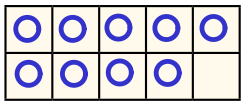
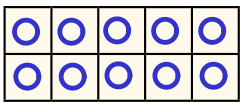
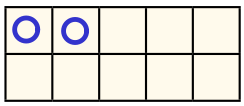
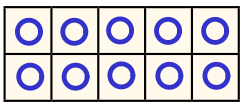
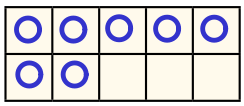
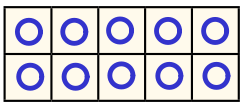
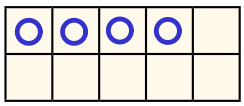
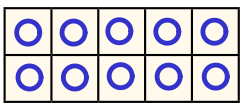
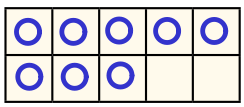
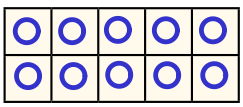
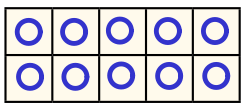
Amanani ukuya kuma-99 – ukubala nokunakana

Numbers up to 99 – counting and recognition

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

1 Bhala isivakalisi manani uze wenze amachokoza kwizakhelo zeshumi ukuze ubonise amanani.

Write a number sentence and draw dots in the ten frames to show the numbers.

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

Numbers up to 99 – counting and recognition

2 Bala uye phambili.

Count forwards.

Encourage learners to describe the patterns

33	34	35	36	37	38	39	40	41	42
78	79	80	81	82	83	84	85	86	87
20	22	24	26	28	30	32	34	36	38

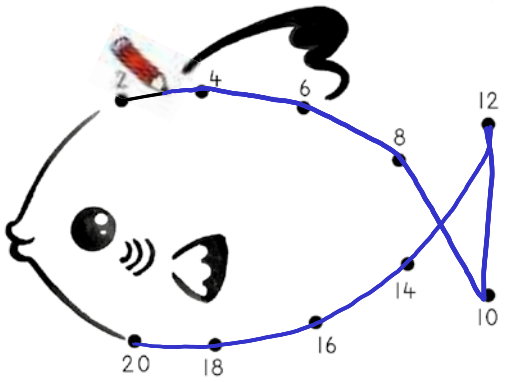
3 Bala ubuye umva.

Count backwards.

50	49	48	47	46	45	44	43	42	41
26	25	24	23	22	21	20	19	18	17
42	40	38	36	34	32	30	28	26	24

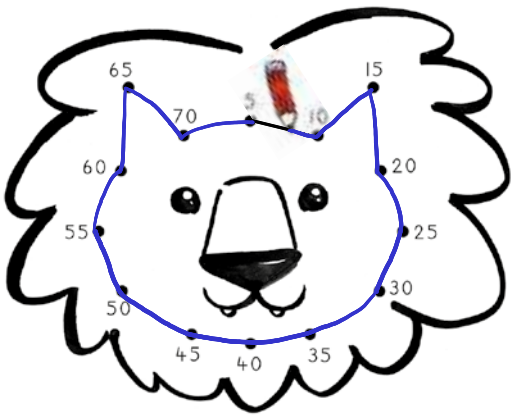
4 Dibanisa amachokoza ngokubala ngezi-2.

Join the dots by counting in 2s.



5 Dibanisa amachokoza ngokubala ngezi-5.

Join the dots by counting in 5s.



Amanani ukuya kuma-99 – ukubala nokunakana

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

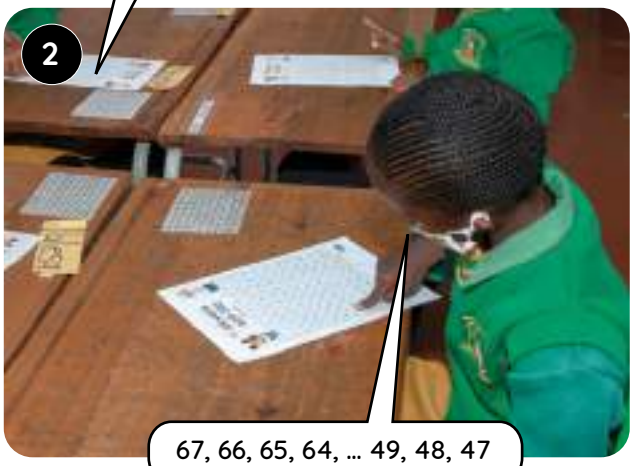
Masalathe amanani akwizikwere ezili-100 ze sibale ngoo-1 siye phambili ukusukela kwi-13 ukuya kuma-33.

Now, let's point at the numbers on our 100 squares and count forwards in 1s from 13 to 33.



Masalathe amanani akwizikwere ezili-100 ze sibale ngoo-1 sibuye umva ukusukela kuma-67 ukuya kuma-47.

Let's point at the numbers on our 100 squares and count backwards in 1s from 67 to 47.



67, 66, 65, 64, … 49, 48, 47

Leliphi inani eliphakathi kwama-81 nama-83?

What number is in between 81 and 83?



Inani eliphakathi kwama-81 nama-83 ngama-82.

The number in between 81 and 83 is 82.

Leliphi inani eliza emva kwe-19?

What number comes after 19?



Inani eliza emva kwe-19 ngama-20.

The number after 19 is 20.

Qhubeka nokubuza imibuzo usebenzisa isigama esithi 'phambi', 'emva' no-'phakathi'. Bakhuthaze abafundi ukuba bakwazi ukunakana, ukwalatha nokufunda iisimboli zamanani ukusukela ku-0 ukuya kuma-99.

Continue asking questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 to 99.

Numbers up to 99 – counting and recognition

IVEKI • WEEK 2

USUKU 2 • DAY 2

Amanani ukuya kuma-99 – ukubala nokunakana
Numbers up to 99 – counting and recognition

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

1 Gqibezela ipatheni. Tikisha iibhokisi ezichanekileyo.
Complete the pattern. Tick the correct boxes.

34	36	38	40	42	44	46	48	50	52

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☑	ngezi-5 in 5s ☐

71	70	69	68	67	66	65	64	63	62

Bala usiya phambili Count forwards ☐	Bala ubuya umva Count backwards ☑

ngoo-1 in 1s ☑	ngezi-2 in 2s ☐	ngezi-5 in 5s ☐

45	50	55	60	65	70	75	80	85	90

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☐	ngezi-5 in 5s ☑

10	20	30	40	50	60	70	80	90	100

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☐	ngama-10 in 10s ☑

Amanani ukuya kuma-99 – ukubala nokunakana

2 Fakela imibala kumanani akwisikwere se-100.

Colour these numbers on the 100 square.

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

writing answers is optional

kwelingaphezulu nge-10 kunesi-5
10 more than 5 ●

kwelingaphantsi ngesi-5 kunama-50
5 less than 50 45 ●

kwelingaphezulu ngesi-4 kunama-20
4 more than 20 24 ●

kweliza emva kwama-41
comes after 41 42 ●

kwelingaphezulu nge-10 kunama-66
10 more than 66 76 ●

kwisi-8 esiphindwe kabini
double 8 16 ●

kwelingaphezulu ngesi-5 kunama-65
5 more than 65 70 ●

kwelingaphezulu ngesi-2 kunama-54
2 more than 54 56 ●

kwelingaphantsi nge-10 kunama-71
10 less than 71 61 ●

kweliphakathi kwama-86 nama-88
between 86 and 88 87 ●

kweliza emva kwama-25
comes after 25 26 ●

kwelingaphezulu ngesi-3 kunama-80
3 more than 80 83 ●

kwelingaphezulu nge-10 kunama-23
10 more than 23 33 ●

kweliza phambi kwama-80
comes before 80 79 ●

kwelingaphantsi ngesi-2 kunama-90
2 less than 90 88 ●

kweliphakathi kwama-35 nama-37
between 35 and 37 36 ●

kwelingaphantsi nge-10 kunama-96
10 less than 96 72 ●

kwelingaphantsi ngesi-2 kunama-46
2 less than 46 66 ●

Ordering and comparing 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

Masifakele umbala ozuba kwisangqa esiphezulu nesisezantsi.
Let's colour the top and the bottom circles blue.



Sisangqa esiphezulu esi. Siphezulu kanye enkcochoyini.
This is the top circle. It is at the top of the tower.



Sisangqa esisezantsi esi. Sisezantsi kanye enkcochoyini.
This is the bottom circle. It is at the bottom of the tower.

Zoba intliziyo ebomvu kwisangqa sesi-4 ukusuka ezantsi.
Draw a red heart in the 4th circle from the bottom.



Sisangqa sesi-4 esi. Ndibale ndafika ku-4 ukusuka ezantsi.
This is the 4th circle. I counted up 4 from the bottom.



Fakela umbala oluhlaza kwisangqa sesi-3 ukusuka ngasentla.
Colour the 3rd circle from the top green.





Sisangqa sesi-3 esi. Ndibale ka-3 ukusuka ngasentla.
This is the 3rd circle. I counted down 3 from the top.

Nika eminye imiyalelo efana nale zide zibe nemibala zonke izangqa. Umzekelo, zoba inkwenkwezi emthubi kwisangqa sesi-2 nesesi-6 ukusukela phezulu. Zoba enye inkcochoyi eza kufakelwa imibala ukuba ufuna eminye imisebenzi efana nale.

Give more instructions like this until all the circles are coloured. For example, draw a yellow star in the 2nd and 6th circles from the top. Draw another tower to colour if you want to do more like this.

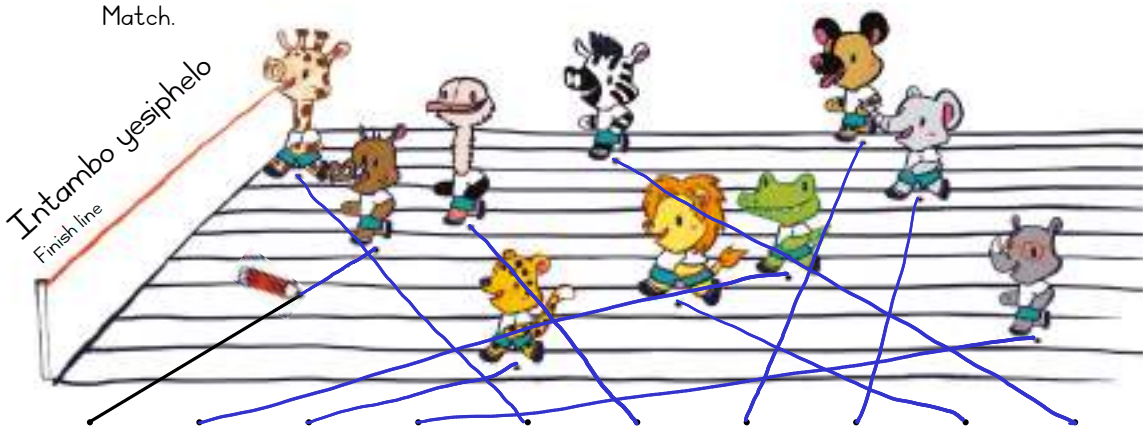
IVEKI • WEEK 2

USUKU 3 • DAY 3

Ukucwangcisa nokuthelekisa amanani
Ordering and comparing numbers

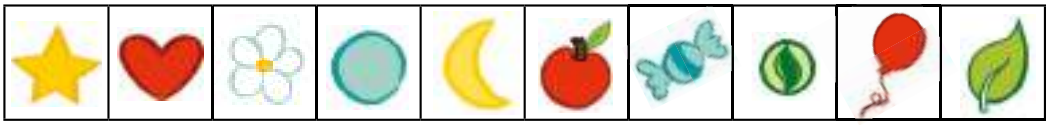
IZIBALO ZENTLOKO (MENTAL MATHS) | UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

1 Tshatisa.
Match.



yesi-2 2nd	yesi-7 7th	yesi-4 4th	ye-10 10th	yoku-1 1st	yesi-3 3rd	yesi-8 8th	ye-9 9th	yesi-6 6th	yesi-5 5th

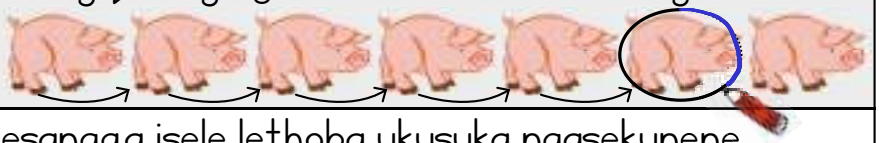
2



Zoba imilo esendaweni … Draw the shape that is …			
yoku-1 1st		yesixhenxe seventh	
yethoba ninth		yesi-3 3rd	
yesi-6 6th		yesi-5 5th	
yesine fourth		yesi-8 8th	
ye-10 10th		yesibini second	
phambi before the		emva after the	

Ordering and comparing numbers

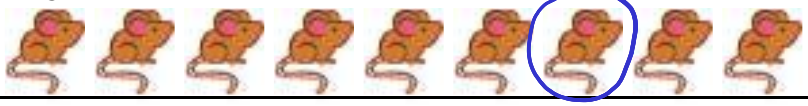
3 Biyela ngesangqa ihagu yesithandathu ukusuka ngasekhohlo.
Circle the sixth pig from the left.



Biyela ngesangqa isele lethoba ukusuka ngasekunene.
Circle the ninth frog from the right.



Biyela ngesangqa impuku yesithathu ukusuka ngasekunene.
Circle the third mouse from the right.



Biyela ngesangqa umvundla wesihlanu ukusuka ngasekhohlo.
Circle the fifth rabbit from the left.



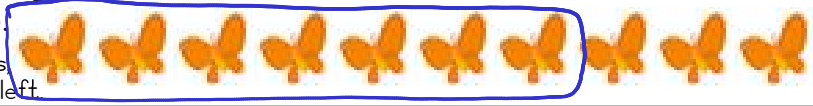
Biyela ngesangqa ikati yokuqala ukusuka ngasekhohlo.
Circle the first cat from the left.



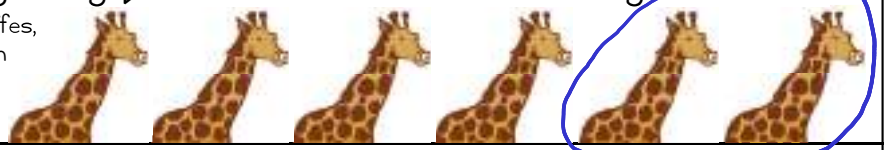
Biyela ngesangqa izikhova ezi-4 ukusuka ngasekunene.
Circle 4 owls, starting from the right.



Biyela ngesangqa amabhabhathane asi-7 ukusuka ngasekhohlo.
Circle 7 butterflies, starting from the left.



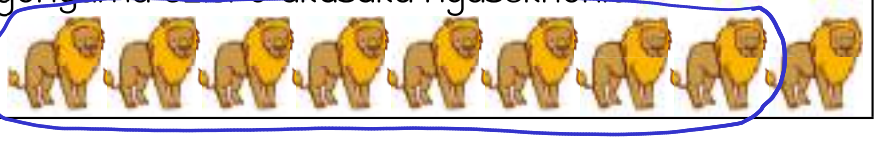
Biyela ngesangqa iindlulamthi ezi-2 ukusuka ngasekunene.
Circle 2 giraffes, starting from the right.



Biyela ngesangqa amadada ama-4 ukusuka ngasekunene.
Circle 4 swans, starting from the right.



Biyela iingonyama ezisi-8 ukusuka ngasekhohlo.
Circle 8 lions, starting from the left.



IVEKI 2 • USUKU 4

Ukucwangcisa nokuthelekisa amanani

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uqaphela ntoni ngala manani ndiwabhalileyo?
What do you notice about the numbers on this number line?

Leliphi inani elifanele ukuba lapha?
What number goes after 6?







Xoxani ngepatheni yokubala ngezi-2. Xa ubala ngezi-2 ubiza inani uze utsibe elinye inani. Bala ngezi-2 uyokuma kuma-20. Emva koko bala ngezi-5 nangama-10 ukuyokuma kuma-20.

Discuss the pattern of counting in 2s. When you count in 2s, you say a number then skip out a number. Count to 20 in 2s. Then count in 5s and 10s to 20.





Ziqhelise ukubala ngezi-2, izi-5 nangama-10. Bakhuthaze abafundi ukuze bakwazi ukunakana iipatheni nokuthetha ngazo. Bacele ukuba bathelekise amanani, ubakhuthaze ukuba basebenzise isigama esithi incinci kuna-, inkulu kuna- okanye ilingana ne-.

Practise counting in 2s, 5s and 10s. Encourage learners to recognise the patterns and to talk about them. Ask learners to compare numbers, encouraging them to use the vocabulary **smaller than**, **greater than** and **is equal to**.

IVEKI • WEEK 2

USUKU 4 • DAY 4

Ukucwangcisa nokuthelekisa amanani
Ordering and comparing numbers

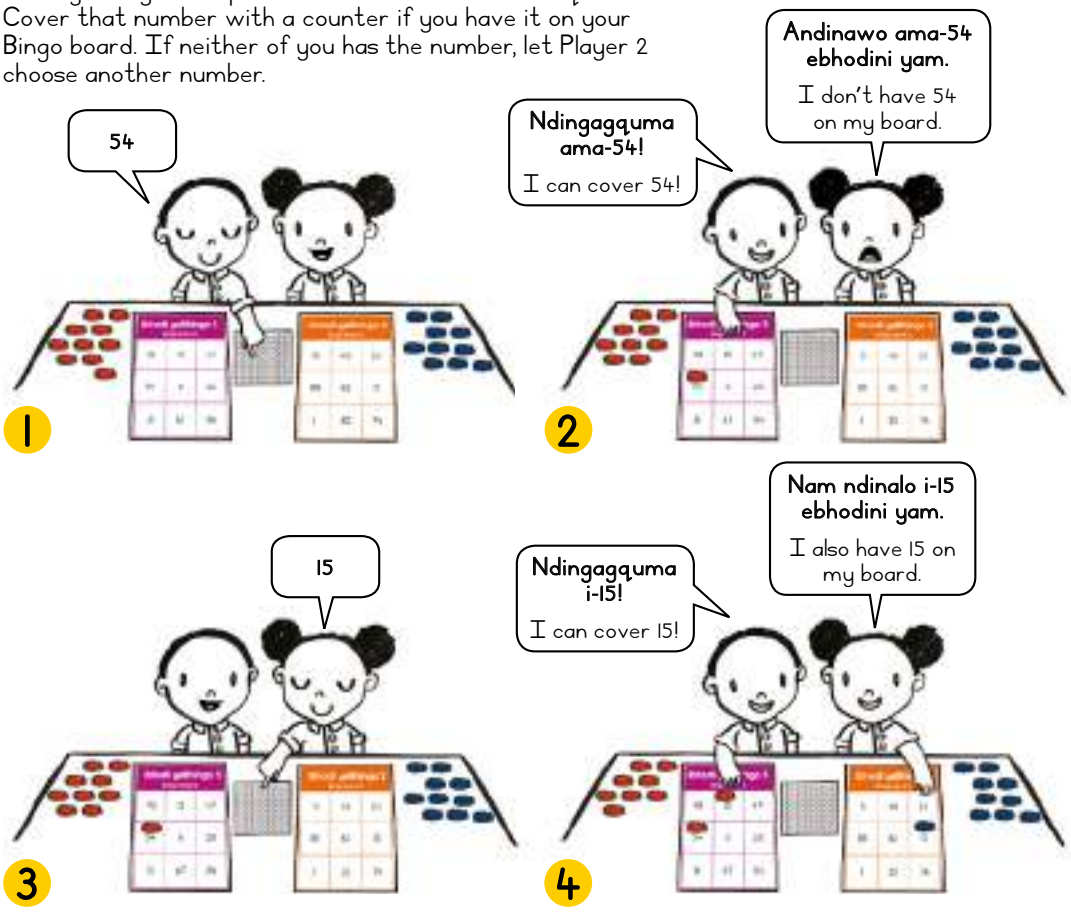
IZIBALO ZENTLOKO (MENTAL MATHS) · UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

Umdlalo: Bhingo
Game: Bingo

Remember to demonstrate first

Vala amehlo uze walathe inani. Khangela ukuba unalo na elo nani kwikhadi lakho leBhingo. Ungaligqumа inani ukuba unalo kwibhodi yeBhingo. Ukuba akukho mntu unalo elo nani, uMdlali 2 makakhethe elinye inani.

Close your eyes and point to a number on the 100 square. Cover that number with a counter if you have it on your Bingo board. If neither of you has the number, let Player 2 choose another number.



Umntu wokuqala ukugquma onke amanani akwibhodi yeBingo nguye ophumeleleyo.

The first person to cover all the numbers on their Bingo board is the winner.

18

Ibhodi yeBhingo 1 Bingo board 1		
33	2	42
64	58	99
14	76	27

Ibhodi yeBhingo 2 Bingo board 2		
51	48	23
88	62	15
1	35	74

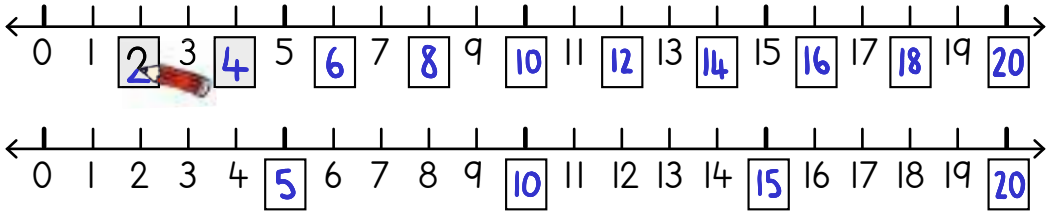
Ibhodi yeBhingo 3 Bingo board 3		
93	15	47
54	6	28
31	67	84

Ibhodi yeBhingo 4 Bingo board 4		
39	64	4
76	91	42
21	53	19

Ordering and comparing numbers

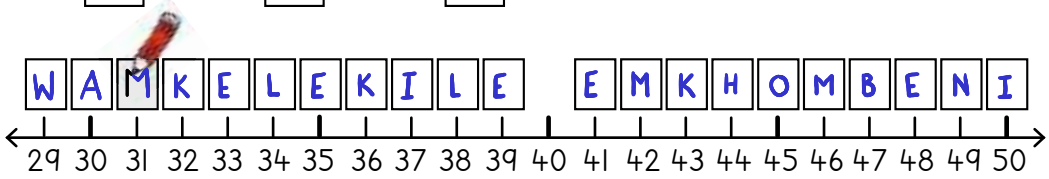
Ask learners to describe the pattern of the numbers filled in

1 Fakela amanani ashiyiweyo kule migcamanani.
Fill in the missing numbers on the number lines.

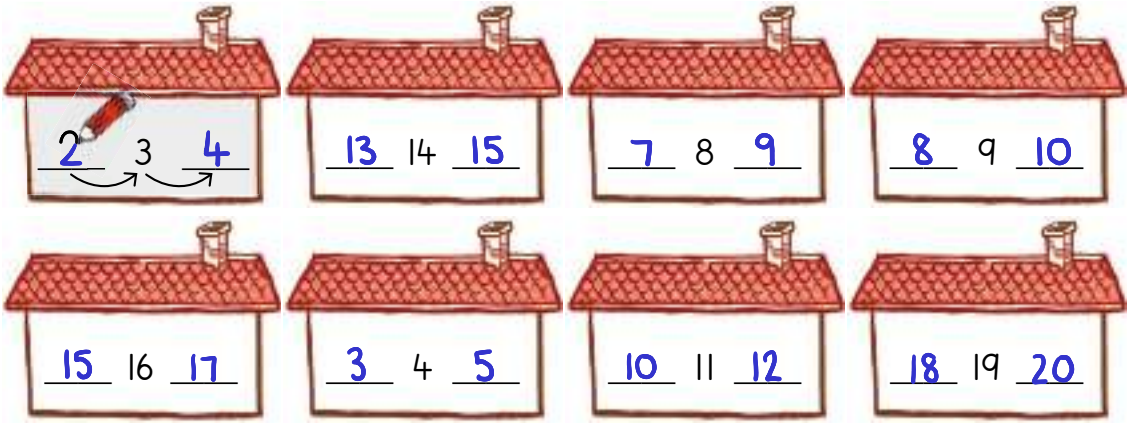


2 Bhala oonobumba abachanekileyo ngentla kwamanani achanekileyo kumgcamanani.
Write the correct letters above the correct numbers on the number line.

31→M	30→A	32→K	29→W	33→E	37→I
36→K	35→E	34→L	42→M	43→K	38→L
39→E	45→O	47→B	44→H	41→E	49→N
48→E	50→I	46→M			



3 Bhala inani eliza **phambi** nasemva kwenani elinikiweyo.
Write the number that comes **before** and **after**.



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

1 Biyela umvundla wesine ukusuka ngasekunene.
Circle the fourth rabbit from the right.



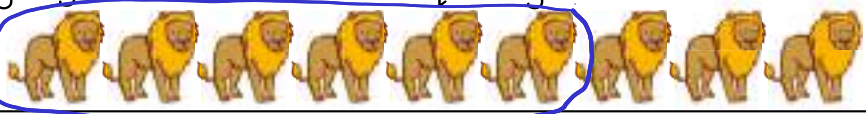
Biyela impuku yesibini ukusuka ngasekhohlo.
Circle the second mouse from the left.



Biyela oontamonde aba-3 ukusuka ngasekunene.
Circle 3 swans, starting from the right.



Biyela iingonyama ezintandathu uqale ngasekhohlo.
Circle 6 lions, starting from the left.



Biyela isikhova sokuqala ukusuka ngasekunene.
Circle the first owl from the right.



2 Bala uye phambili.
Count forwards.

53	54	55	56	57	58	59	60	61	62
56	58	60	62	64	66	68	70	72	74

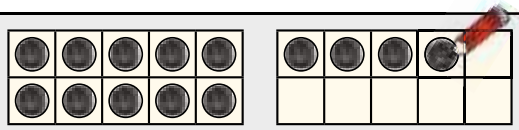
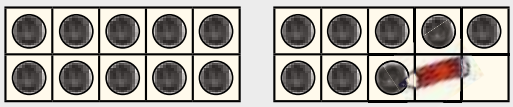
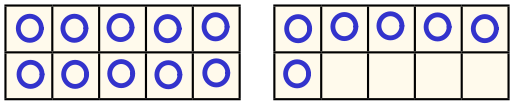
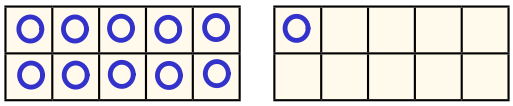
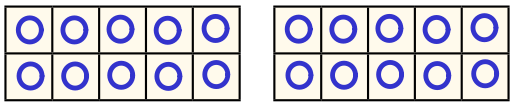
3 Bala ubuye umva.
Count backwards.

44	43	42	41	40	39	38	37	36	35
72	71	70	69	68	67	66	65	64	63

Assessment and consolidation

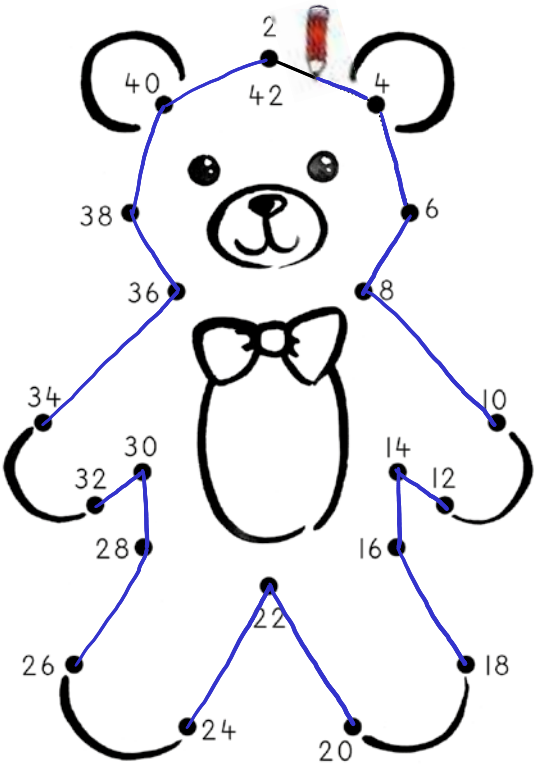
4 Bhala isivakalisi manani uze wenze amachokoza kwizakhelo zeshumi ukuze ubonise amanani.

Write the number sentence and draw dots in the ten frames to show the numbers.

14	10 + 4	
18	10 + 8	
16	10 + 6	
11	10 + 1	
20	10 + 10	

5 Bala ngezi-2 ukuze ugqibezele lo mfanekiso.

Count in 2s to complete the picture.



Imali, ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: 1, 2, 3, veza! - ukudibanisa (izandla ezibini)	azikho
Umdlalo: azikho	







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukusebenza ngemali	LB, ipowsta yemali
2	Izibalo zemali	LB, ipowusta yemali
3	Iingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)	LB, ipowusta yemali
4	Iingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)	LB, ipowusta yemali
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukunakana nokwalatha imali yaseMzantsi Afrika eziingqekembe 10c, 20c, 50c, R1, R2, R5; nengamaphepha R10, R20.	
ukudibanisa nokuthabatha uyokuma kuma-20 usebenzisa imeko yemali.	
ukusombulula iingxaki zamagama zemali ezibandakanya iitotali netshintshi kwi-R20 neesenti ukuya kuma-20c.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

Uvavanyo olubhalwayo: Amanani, Ii-Opareyshini Nolwalamamo – Iingxaki zokudibanisa nokuthabatha kusetyenziswa imali njengemeko ekhoyo.

Money, addition and subtraction

	Resources
Mental Maths: 1, 2, 3, show! – addition (two hands)	none
Game: none	







Day	Lesson activity	Lesson resources
1	Working with money	LB, money poster
2	Money calculations	LB, money poster
3	Addition and subtraction word problems (money context)	LB, money poster
4	Addition and subtraction word problems (money context)	LB, money poster
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
recognise and identify South African coins: 10c, 20c, 50c, R1, R2, R5 and **bank notes:** R10, R20.	
add and subtract up to 20 using money as a context.	
solve money word problems involving **totals** and **change** to R20, and in cents up to 20c.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships - Addition and subtraction problems using money as a context.

Imali, ukudibanisa nokuthabatha

Izibalo zentloko



Sigxila kwiingxaki zokudibanisa ezinezisombululo ezifikelela kuma-20 kule veki, kwaye sisebenzisa iminwe yethu ukubonisa iindibaniselwano zamanani. Abafundi baza kusebenza kwesi sifundo, ukuze bancedakale ekusombululeni iingxaki zokudibanisa ezilula ngokukhawuleza nangempumelelo. Oku kuya kuphuhlisa izakhono zabafundi zokukhumbula iibhondi zamanani kamva.

Umdlalo

Akukho mdlalo kule veki

Uphuhliso lwengqiqo



Kule veki sigxila ekusebenzeni ngemali. Abafundi baza kunakana imali eziingqekembe **nengamaphepha**, baze babale iingxaki zemali zokudibanisa nokuthabatha. Siza kujolisa koku:

- ukunakana iirandi neesenti ngokuthi sixoxe ngeempawu zemali **eziingqekeme** nengamaphepha.
- ukudibanisa nokuthabatha kusetyenziswa imali. abafundi kufuneka babe nokuqiqa ukuba zeziphi iingqekembe emazisetyenziswe, kusetyenziswa imeko yokwenyani yasevenkileni.
- ukusombulula iingxaki eziquka **iitotali nentshintshi** ukuya kuma-20.

Into emayiqatshelwe kule veki

- Ukuqinisekisa ukuba uphandile ngeempawu zemali engamaphepha neziingqekembe ukuze ukwazi ukwabelana nabafundi ngolwazi olunika umdla.
- Ukukhuthaza abafundi ukuba basebenzise iindlela ezinobuchule zokudibanisa abazifundileyo enyakeni ukuze zibancede ekusombululeni **iingxaki zemali**, endaweni yokubala nje.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngemali nangeengxaki zemali (**imali**, **ikharensi**, **imali eziingqekembe/eziinkozo**, **iisenti**, **iirandi**, **itshintshi**, **imali engamaphepha**, **ixabiso**, **yimalini**, **dibanisa**, **ilingana/zenza**).

Money, addition and subtraction

Mental Maths

We focus on addition problems with solutions up to 20 this week, and use our fingers to show the number combinations. Learners will be actively involved in the lesson, solving simple addition problems quickly and efficiently. This will develop learners' ability to recall their number facts at a later stage.



Game

No game

Concept development

This week we focus on working with money. Learners will recognise coins and **notes**, and calculate addition and subtraction problems with money as the context. We will focus on:

- recognising rands and cents by discussing the features of **coins** and notes.
- adding and subtracting using money as the context. Using a shop as a real-life context, learners will need to consider which coins should be used to pay for things.
- solving problems involving **totals** and **change** up to 20.



What to look out for this week

- Make sure you have investigated the features of the notes and the coins so that you can share new and interesting information with the learners.
- Encourage learners to use the addition strategies that they have learnt over the course of the year to help them solve **money problems**, rather than simply counting.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss money and money problems (**money**, **currency**, **coins**, **cents**, **rands**, **change**, **notes**, **value**, **how much**, **add**, **equals**).

Ukusebenza ngemali

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

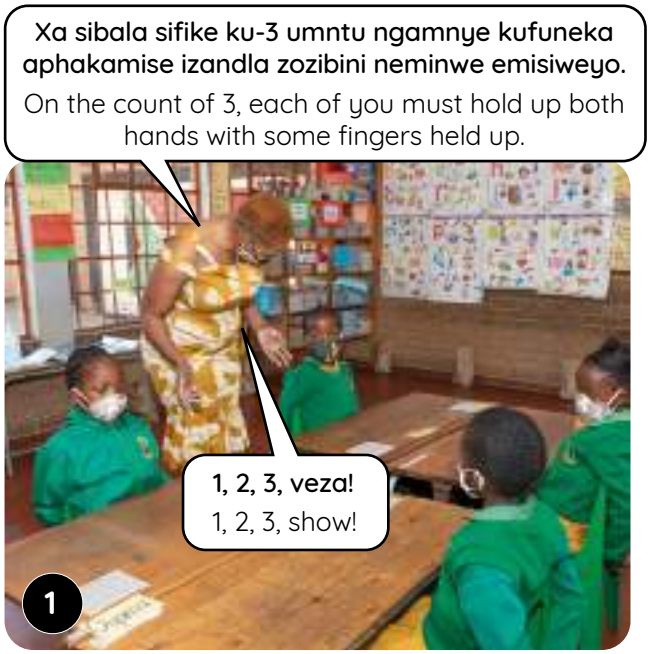
IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo wokudibanisa othi 1, 2, 3, veza! – ukudibanisa.

Play the 1, 2, 3, show! – addition game.

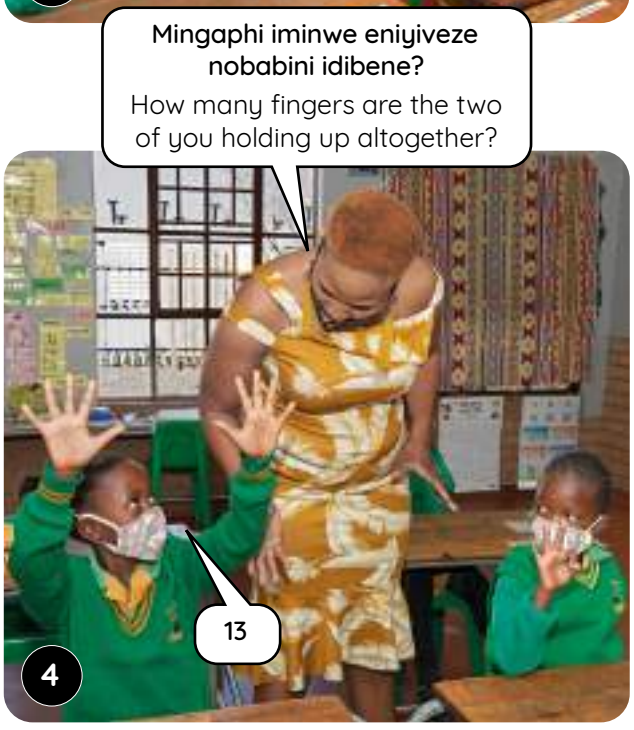
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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









Working with money

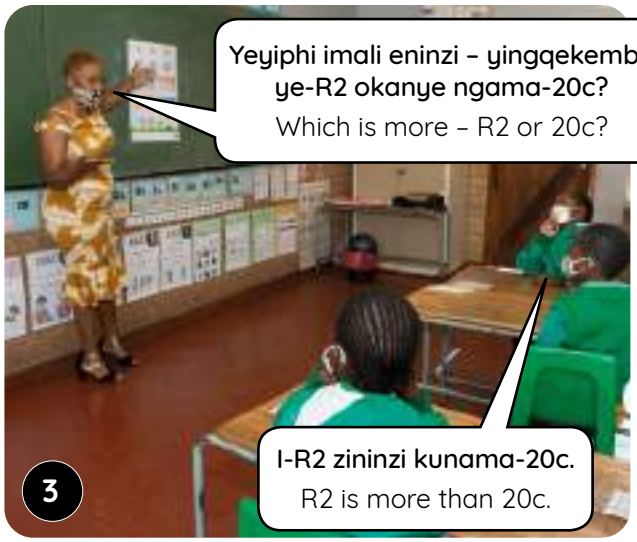
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Xoxani ngombala , ubungakanani beengqekembe ezahlukileyo kunye nomfanekiso wembasa yombuso (coat of arms) kwingqekembe ngamnye. Qaphela ukuba ingqekembe nganye inemifanekiso emithandathu eqaphelekayo ongafumanisa ukuba abantu abangaboniyo bangaqaphela ngayo.

Discuss the colour and size of the different coins and the picture and coat of arms on each one. Notice that coins have six distinct features you can feel that visually-impaired people use to recognise them.





Bakhuthaze abafundi ukuba baxoxe ngabakwaziyo ngeerandi neesenti, nto leyo eya kubanceda ukuba bakwazi ukuyalatha lula imali eziingqekembe nengamaphepha. Babonise abafundi ukuba zibhalwa njani iirandi neesenti. Zinike ixesha lokuthetha ngexabiso lemali kwaye uthelekise amaxabiso eengqekembe.

Encourage learners to discuss what they know about rands and cents, helping them to easily identify the coins and notes. Show learners how rands and cents are written. Take time to talk about and compare the value of the coins.

IVEKI • WEEK 3

USUKU 1 • DAY 1

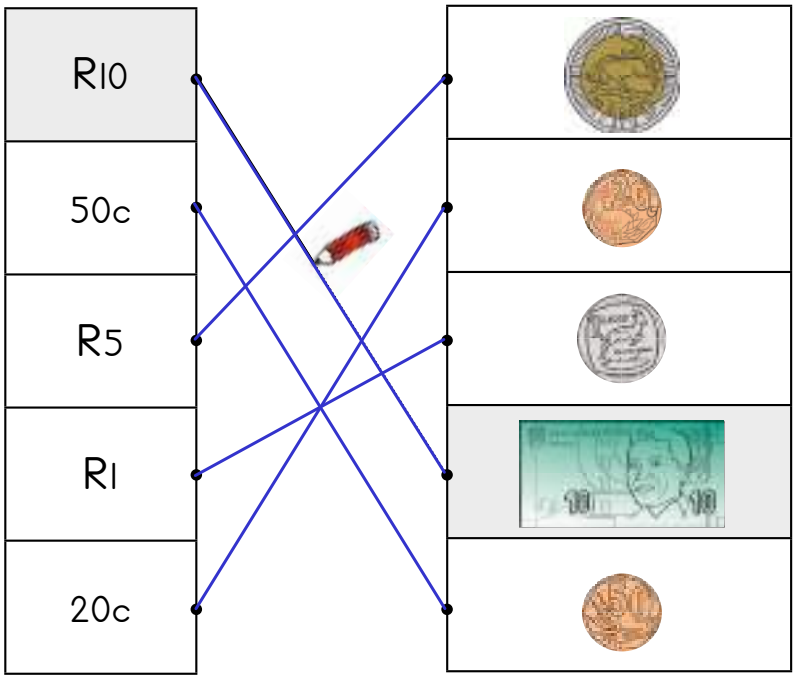
Ukusebenza ngemali
Working with money

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

1 Biyela le mali ngesangqa.
Circle the coins.

Iingqekembe ze-R1 R1 coins	Iingqekembe ze-R2 R2 coins	Iingqekembe ze-R5 R5 coins
		

2 Krwela umgca otshatisa isixa-mali nomfanekiso.
Draw a line from the amount of money to the matching picture.



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Working with money

3 Zoba iingqekembe ukuze wenze isixa-mali osinikiweyo.
Draw coins to make the amounts.

Accept all appropriate answers

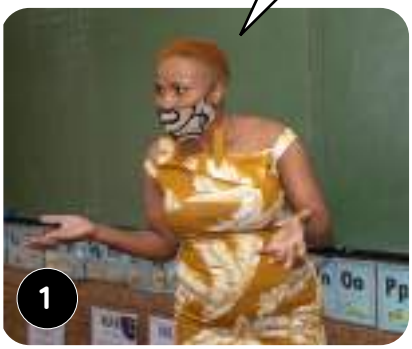
	20c	10c 10c
	30c	20c 10c
	40c	20c 20c
	50c	50c
	50c	20c 20c 10c
	R5	R5
	R10	R5 R5

Izibalo zemali

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungazalatha iingqekembe esinokuzisebenzisa ukwenza ama-70c?
Point to the coins that we can use to make up 70c?



Singasebenzisa iingqekembe ezisixhenxe ze-10c ukwenza ama-70c.
We could use seven 10c coins to make 70c.



Singasebenzisa ingqekembe yama-50c neyama-20c ukwenza ama-70c.
We could use a 50c coin and a 20c coin to make 70c.



Phinda oku ngezixa ezahlukileyo (ngeesenti) ukuze uncede abafundi babone ukuba siyakwazi ukwenza izixa-mali ngeendlela ezahlukileyo.

Repeat with different amounts (in cents) to help learners see that we can make up money amounts in different ways.

Zeziphi iingqekembe onokuzisebenzisa ukwenza ii-R4?
Which coins would you use to make R4?



Ndingasebenzisa iingqekembe ezimbini ze-R2 ukwenza i-R4.
I would use two R2 coins to make R4.



Ndingasebenzisa iingqekembe ezine ze-R1 ukuze ndenze i-R4.
I would use four R1 coins to make R4.



Bakhuthaze abafundi ukuba baziqhelise ukwenza izixa zemali ezahlukileyo ngokusebenzisa iingqekembe ezahlukileyo. Banike ithuba lokuziqhelisa izibalo ezahlukileyo zemali ngokusebenzisa iibhondi zamanani abazaziyo. Ungabayalela benze iziphindwa kabini okanye iziqingatha zezixa-mali.

Encourage learners to practise making different amounts of money using a variety of coins. Allow learners time to practise different **money calculations** using known number facts. You could also ask them to do **doubles** and **halves** of money amounts.

Money calculations

IVEKI • WEEK 3

USUKU 2 • DAY 2

Izibalo zemali
Money calculations

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

1 Zoba iingqekembe onokuzisebenzisa ukwenza ezi zixa-mali.
Draw coins to make up these amounts.

30c	10c 10c 10c	20c 10c	
40c	20c 20c	20c 10c 10c	10c 10c 10c 10c
60c	50c 10c	20c 20c 20c	20c 20c 10c 10c
80c	50c 10c 20c	20c 20c 20c 20c	50c 10c 10c 10c
R7	R2 R1 R2 R2	R2 R5	R1 R1 R1 R1 R1 R1 R1
R3	R2 R1	R1 R1 R1	R2 50c 50c
R16	R5 R5 R5 R1	R5 R5 R2 R2 R2	R5 R5 50c R5 50c

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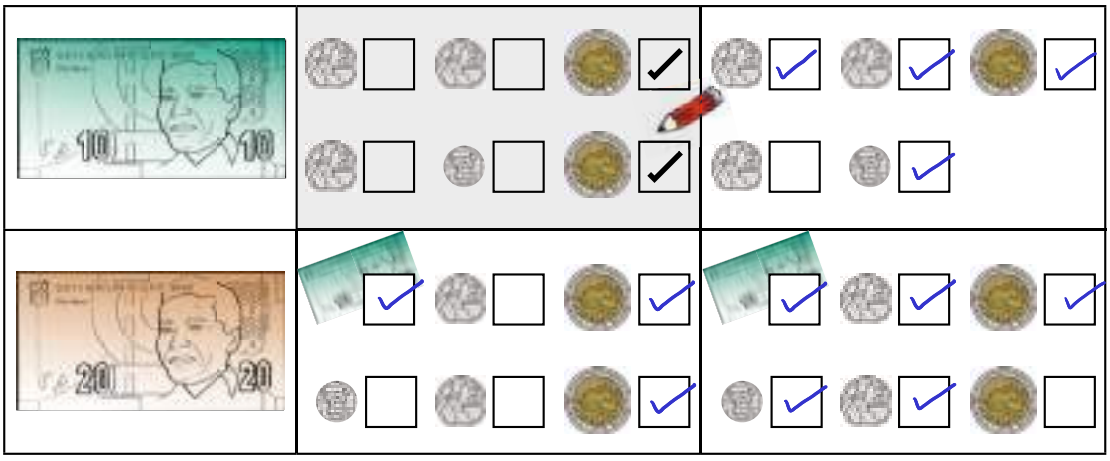
2 Yimalini ekhoyo?

How much money is there?

+ = R2	+ = R10
+ = R4	+ = R3
+ = R6	+ = R7
+ + = R3	+ + = R6
+ + + = R8	
+ + = R15	

3 Tikisha ukuze ubonise imali efanayo.

Tick to show the same amount.



Addition and subtraction word problems (money context)

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndinengqekembe enye ye-R1, iingqekembe ezimbini ze-R2 nengqekembe enye ye-R5. Ndinamalini?
I have one R1 coin, two R2 coins and one R5 coin. How much money do I have?





Ndiya evenkileni ndiyokuthenga itshokolethi ye-R2, iilekese nge-R1 kunye nesiselo nge-R3. Yimalini endiza kuyisebenzisa?
I go to the shop and I buy a chocolate for R2, a sweet for R1 and a drink for R3. How much money will I spend?





Kufuneka ndibhatale i-R6. Zeziphi iingqekembe endinokuzisebenzisa?
I need to pay R6. What coins can I use?





Kukho imali eyaneleyo. Kuza kushiyeka i-R4.
There is enough money. There will be R4 left over.



Phinda la manyathelo angasentla usebenzise izixa ezahlukileyo zemali nezinto ezithengwayo. Nika abafundi amathuba aliqela okuba basombulule iingxaki zemali ezifikelela kwii-R20 nakwisenti ezifikelela kuma-20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals to R20 and in cents up to 20c.

IVEKI • WEEK 3

USUKU 3 • DAY 3

lingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)

Addition and subtraction word problems (money context)

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

1 Uza kubhatala malini?

How much will you pay?

Uyathenga You buy	Uyabhatala You pay
 R10  R5	R10 + R5 = R15
 R7  R10	R7 + R10 = R17
 R7  R10	R7 + R10 = R17
 R8  R3	R8 + R3 = R11
 R12  R7	R12 + R7 = R19
   R5 R5 R5	R5 + R5 + R5 = R15

Addition and subtraction word problems (money context)

2 Sebenzisa olu luhlu lwamaxabiso uze ubale itshintshi xa ubhatala nge-R10.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	Ubhatala You pay	Itshintshi Change
	R1 + R2 = R3	R10 − R3 = R7
	R1 + R1 = R2	R10 − R2 = R8
	R5 + R5 = R10	R10 − R10 = 0

3 Ndithenga iapile le-R2, iorenji ye-R2 kunye nejusi ye-R6. Kufuneka ndibhatale malini?

I buy an apple for R2, an orange for R2 and juice for R6. How much must I pay?



R2 + R2 + R6 = R10

Ndine-R15 aze udadewethu abe ne-R5. Umnakwethu yena une-R1. Yimalini imali yethu idibene?

I have R15 and my sister has R5. My brother has R1. How much money do we have altogether?



R15 + R5 + R1 = R21

Iingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)

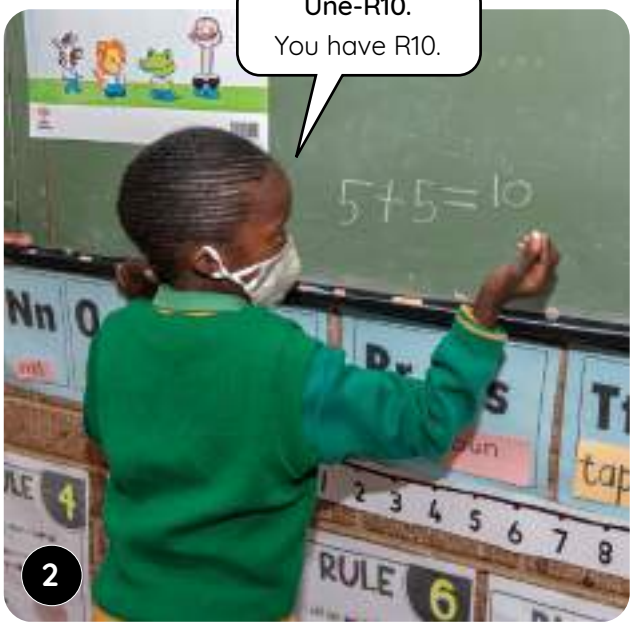
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndineengqekembe ze-R5 ezimbini. Ndinamalini iyonke?
I have two R5 coins. How much money do I have?



Une-R10.
You have R10.



Ndiya evenkileni ndiyokuthenga ibhola ye-R4. Ndibhatala nge-R5. Ndiza kufumana itshintshi yamalini?
I go to the shop and I buy a ball for R4. I pay with R5. How much change will I get?



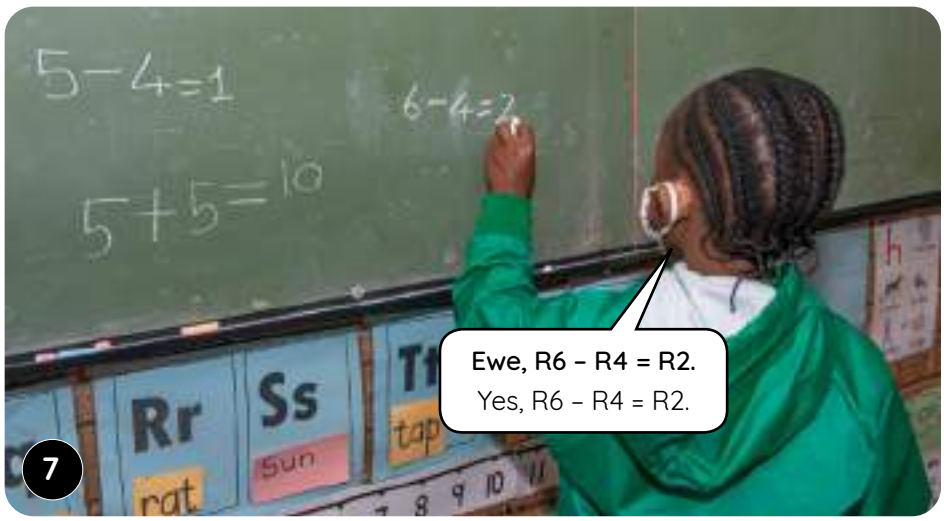
Uza kufumana itshintshi ye-R1.
You will get R1 change.



Addition and subtraction word problems (money context)







Phinda la manyathelo angasentla usebenzise izixa ezahlukileyo zemali nezinto ezithengwayo. Nika abafundi amathuba aliqela okuba basombulule iingxaki zemali ezifikelela kwi-R20 neesenti ezingama-20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals and to change to both R20 and 20c.

IVEKI • WEEK 3

USUKU 4 • DAY 4

lingxaki zamagama zokudibanisa nokuthabatha (imeko yemali)

Addition and subtraction word problems (money context)

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

1 Yimalini itshintshi ukuba ubhatala nge-R20?

How much change will you get if you pay with R20?

Uyathenga You buy	Itshintshi Change
 R5 + R7 = R12	R20 – R12 = R8
 R10 + R3 = R13	R20 – R13 = R7
 R8 + R7 = R15	R20 – R15 = R5
 R10 + R5 = R15	R20 – R15 = R5
 R15 + R3 = R18	R20 – R18 = R2
 R12 + R8 = R20	R20 – R20 = 0
 R13 + R7 = R20	R20 – R20 = 0

29

Addition and subtraction word problems (money context)

Allow learners to use blocks if needed

2 Ndinamalini eseleyo?
How much money do I have left over?

Ndine-R10. Ndithenga ijusi ye-R7. I have R10. I buy juice for R7.  R10 – R7 = R3
Ndine-R15. Ndithenga iorenji ye-R4. I have R15. I buy an orange for R4.  R15 – R4 = R11

3

	Lithini ixabiso? What is the cost?	Yimalini itshintshi? How much change?
Ndine-R20. Ndithenga ithoyi ye-R6 nencwadi ye-R5. I have R20. I buy a toy for R6 and a book for R5. 	R6 + R5 = R11	R20 – R11 = R9
Ndine-R14. Ndithenga incwadi ye-R5 nebhaluni ye-R4. I have R14. I buy a book for R5 and a balloon for R4. 	R5 + R4 = R9	R14 – R9 = R5
Ndine-R17. Ndithenga ibhola ye-R4 nebhaluni ye-R4. I have R17. I buy a ball for R4 and a balloon for R4. 	R4 + R4 = R8	R17 – R8 = R9

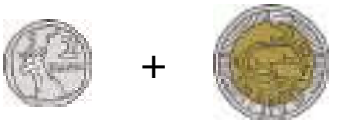
IVEKI • WEEK 3

USUKU 5 • DAY 5

Ukubethelela
Consolidation

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

1 Yimalini ekhoyo?
How much money is there?

 + + = R5	 + + = R3
 + = R7	 + = R6
 + + + + = R10	
 + + + = R20	

2 Sombulula ingxaki ngokubhala isivakalisi manani.
Solve the problem by writing the number sentence.

Ndine-R12 aze udadethu abe ne-R8. Umnakwethu une-R3. Sinamalini sisonke?

I have R12 and my sister has R8. My brother has R3. How much money do we have altogether?



R12 + R8 + R3 = R23

Ndithenga iapile nge-R7, iorenji nge-R6 nejusi nge-R10. Kufuneka ndibhatale malini?

I buy an apple for R7, an orange for R6 and juice for R10. How much must I pay?



R7 + R6 + R10 = R23

Assessment and consolidation

3

USipho une-R10. Uthenga umbona we-R7. Ufumana itshintshi yamalini? Sipho has R10. He buys mealies for R7. How much change must he get? 	Bhala isivakalisi manani. Write the number sentence. R10 – R7 = R3

4

Une-R10. You have R10.	Ubhatala You pay	Itshintshi Change
 R4  R5	R4 + R5 = R9	R10 – R9 = R1
 R7  R2	R7 + R2 = R9	R10 – R9 = R1
 R5  R1	R5 + R1 = R6	R10 – R6 = R4

5 Dibanisa.
Add.

 R5 + R10 = R15	 R2 + R1 = R3
 R10 + R5 = R15	 R5 + R5 = R10
 R3 + R2 = R5	 R5 + R10 = R15
 R5 + R5 = R10	 R3 + R2 = R5

Ukudibanisa, ukuthabatha neepatheni

	Izixhobo
Izibalo zentloko: Phinda kabini	azikho
Umdlalo: Uyolo lokudibanisa	amadayisi ama-3



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa nokuthabatha	LB, iibhloko
2	Ukudibanisa nokuthabatha	LB, amadayisi ama-3, izakhelo zeshumi, izibalisi
3	Amanani neepatheni zejometri	LB, izikwere ezili-100 (utitshala), iibhloko ezinokumila kwe-2D
4	Iipatheni zamanani	LB, izikwere ezili-100 (utitshala)
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubethelela ulwazi **lokudibanisa nokuthabatha** usebenzisa iibhloko, imigcamanani kunye neetheyibhile zamanani.	
ukuziqhelisa **ukubala usiya phambili okanye ubuya** umva ngoo-1.	
ukuziqhelisa **ukubala okuqakathayo** ngezi-2, izi-5 nama-10, unxulumanisa nezivakalisi manani zokudibanisa okuphindaphindayo.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

Uvavanyo olubhalwayo: Amanani, Ii-Opareyshini Nolwalamamo – Ukudibanisa nokuthabatha neepatheni.

Uvavanyo oluthethwayo nolwenziwayo: Indlela Yokusebenza Ngolwazi Oluqokelelweyo: Qwalasela abafundi ukuze uvavanye izakhono zabo zokufunda nokutolika ipikthografu.

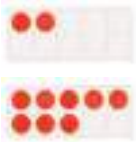
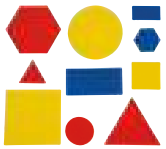
Addition, subtraction and patterns

	Resources
Mental Maths: Doubling	none
Game: Addition fun	3 dice







Day	Lesson activity	Lesson resources
1	Addition and subtraction	LB, multifix blocks
2	Addition and subtraction	LB, 3 dice, ten frame, counters
3	Number and geometric patterns	LB, 100 square (teacher), 2-D shapes
4	Number patterns	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
consolidate understanding of **addition** and **subtraction** using multifix blocks, number lines and number tables.	
practise **counting forwards and backwards** in 1s.	
practise **skip counting** in 2s, 5s and 10s, making the connection to repeated addition number sentences.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Addition and subtraction and patterns.

Oral and practical assessment: Data Handling – Observe learners to assess their ability to read and interpret a pictograph.

Ukudibanisa, ukuthabatha neepatheni

Izibalo zentloko

Kule veki sidlala umdlalo othi *Phinda kabini* ukuze sinike abafundi ithuba elaneleyo lokuphuhlisa izakhono zabo zokuphindaphinda kabini. Lo mdlalo mawudlalwe yiklasi iphela ukuze emva koko kube ngababini.



Umdlalo

Uyolo lokudibanisa



Uphuhliso lwengqiqo

Kule veki sigxila kudibaniso, uthabatho neepatheni zamanani. Abafundi baza kusebenzisa iibhloko, imigcamanani neetheyibhile zamanani ukusombulula iingxaki zokudibanisa nokuthabatha. Baza kusebenzisa izikwere ezili-100 nomgcamanani xa behlola iipatheni. Siza kujolisa koku:



- ukudibanisa nokuthabatha amanani ukuya kuma-20 kusetyenziswa iingxaki ezahlukileyo.
- ukubala okuya phambili nokubuya umva ngoononye, nokubala okuqakathayo okuya phambili ngezi-2, izi-5 nangama-10.
- ukucwangcisa nokuthelekisa amanani ngokunakana iipatheni. Abafundi baza kuqalisa ukwenza unxulumano phakathi kweepatheni nokudibanisa okuphindayo.

Into emayiqatshelwe kule veki

- Ukunceda abafundi babethelele ukuqonda kwabo amanani nokuqalisa ukusombulula iingxaki kakuhle besebenzisa ulwazi lwabo lwebhondi zamanani.
- Ukunceda abafundi babone ukuba kukho iindidi ezahlukileyo zeepatheni, nokuba iipatheni zisinceda ekuqondeni oko sikubonayo. Iipatheni zikwasinceda ekusombululeni iingxaki ezifana nokudibanisa okuphindaphindayo ngokuchanekileyo.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngamanani ukusuka ku-0 ukuya kuma-99 (**dibanisa**, **kunye**, **ngaphezu kuna-**, **ilingana/ zenza**, **thabatha**, **susa**, **ingaphantsi kuna-**).

Addition, subtraction and patterns

Mental Maths

This week we play the game Doubling to give learners time to practise their doubling skills. Play the game as a whole class and then in pairs.



Game

Addition fun



Concept development

This week we focus on addition, subtraction and number patterns. Learners will use multifix blocks, number lines and number tables to solve addition and subtraction problems. They will use a 100 square and a number line as they investigate patterns. We will focus on:



- adding and subtracting with numbers up to 20 using a variety of problems.
- counting forwards and backwards in ones, and skip counting forwards in 2s, 5s and 10s.
- ordering and comparing numbers by recognising patterns. Learners will begin to make the connection between patterns and repeated addition.

What to look out for this week

- Help learners to consolidate their understanding of number and to begin solving problems efficiently using their knowledge of number facts.
- Help learners to see that there are different types of patterns, and that patterns help us to make sense of what we see. Patterns also help us to solve problems like repeated addition efficiently.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0 to 99 (**add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less than**).

IVEKI 4 • USUKU 1

Ukudibanisa nokuthabatha

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

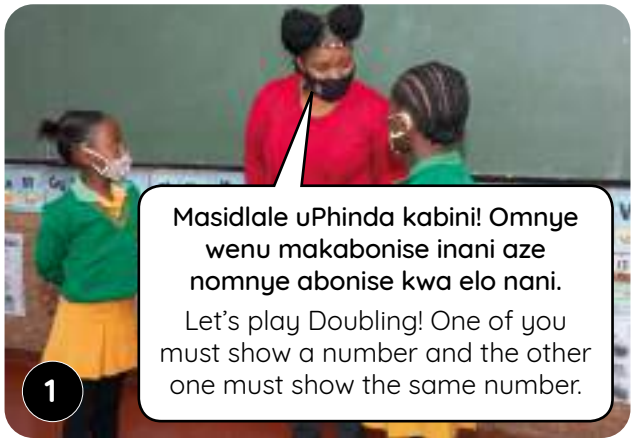
IZIBALO ZENTLOKO | MENTAL MATHS

Sidlala umdlalo othi Phinda kabini.

We play a game called Doubling.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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











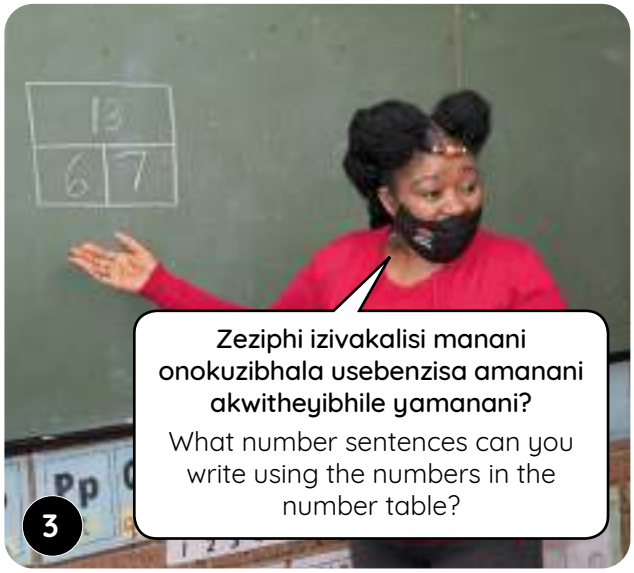


Addition and subtraction

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









Xoxani: Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini.
- **Sibhale izivakalisi zokudibanisa nokuthabatha.**
- **Zonke izivakalisi manani zisebenzisa amanani amathathu akwitheyibhile yamanani. La manani ma-3 abizwa ngokuba lusapho lwamanani.**

Discuss: What do you notice about the number sentences written on the board?
- We have written addition and subtraction number sentences.
- All the number sentences use the same three numbers from the number table. These 3 numbers are called a number family.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo kwitheyibhile yamanani. Bakhuthaze abafundi ukuba babone ukuba singasebenzisa ntoni kwimiguqulwa ukusincedisa ekufumaneni inani elishiyiweyo.

Repeat the steps above, using different numbers in the number table. Encourage learners to see that we can use inverse operations to help us find a missing number.

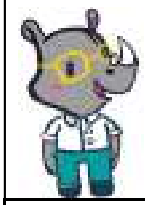
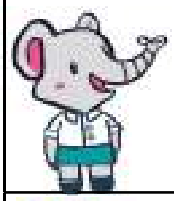
IVEKI • WEEK 4

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

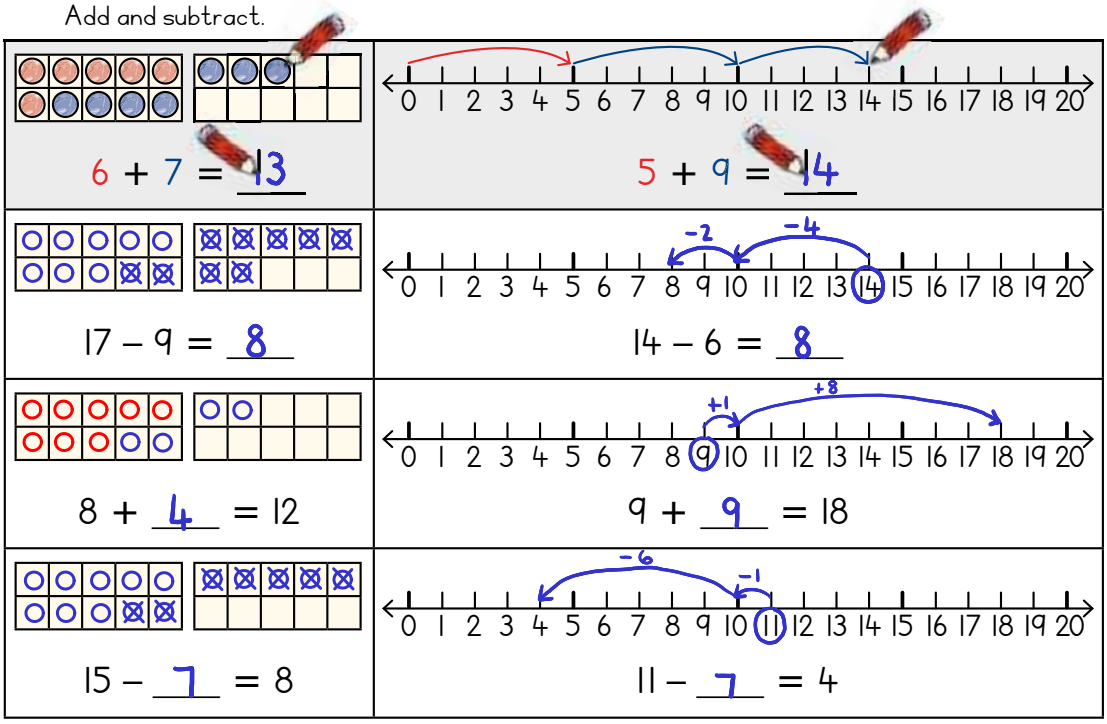
1 Gqibezela itheyibhile. Bhala izivakalisi manani ezine ezahlukileyo.
Complete the table. Write four different number sentences.

	16 7 | 9	7 + 9 = 16 9 + 7 = 16	16 − 9 = 7 16 − 7 = 9
	13 5 | 8	5 + 8 = 13 8 + 5 = 13	13 − 5 = 8 13 − 8 = 5
	11 4 | 7	4 + 7 = 11 7 + 4 = 11	11 − 4 = 7 11 − 7 = 4
	17 8 | 9	8 + 9 = 17 9 + 8 = 17	17 − 8 = 9 17 − 9 = 8
	15 9 | 6	9 + 6 = 15 6 + 9 = 15	15 − 9 = 6 15 − 6 = 9
	14 6 | 8	6 + 8 = 14 8 + 6 = 14	14 − 6 = 8 14 − 8 = 6

Addition and subtraction

2 Dibanisa uze uthabathe.

Add and subtract.

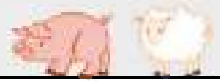


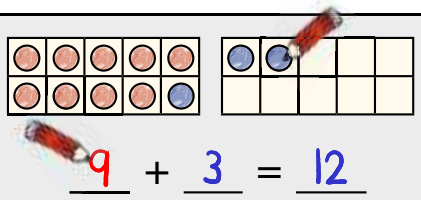
3 Sombulula ezi ngxaki.

Solve the problems.

Kukho iihagu ezi-9 neegusha ezi-3. Zingaphi izilwanyana ezikhoyo?

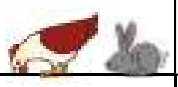
There are 9 pigs and 3 sheep. How many animals are there?

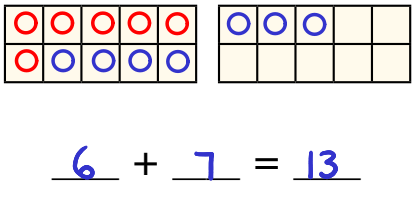




Kukho iinkuku ezi-6 nemivundla esi-7 efama. Zingaphi izilwanyana ezikhoyo?

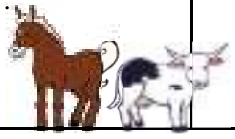
There are 6 chickens and 7 rabbits on the farm. How many animals are there?

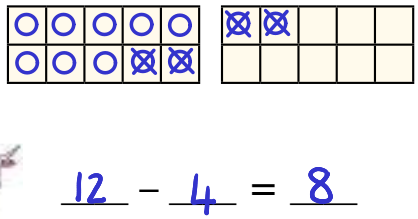




Kukho izilwanyana ezili-12, ezi-4 kuzo ngamahashe. Ezinye ziinkomo. Zingaphi iinkomo ezikhoyo?

There are 12 animals and 4 are horses. The rest are cows. How many cows are there?





Ukudibanisa nokuthabatha

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 uqinisekise ukuba esi sivakalisi manani sichanekile na okanye hayi.
Please can you check to see if this number sentence is correct or not.



Misa ubhontsi ukuba isivakalisi manani sichanekile okanye ujongise ubhontsi ezantsi ukuba asichanekanga.
Show me thumbs up if the number sentence is correct or thumbs down if it is incorrect.



Jongisisa esi sivakalisi manani, uze ubonise ngobhontsi omileyo ukuba sichanekile okanye ubhontsi osezantsi ukuba asichanekanga.
Check this number sentence and show me thumbs up if it is correct or thumbs down if it is incorrect.







8 + 5 = 13, hayi i-14. Oku ndikubona kwizakhelo zam zeshumi.
8 + 5 = 13, not 14. I can see this on my ten frames.

Phinda oku ngeengxaki zokudibanisa nokuthabatha eziliqela, ezifana nezi:

Repeat with many addition and subtraction problems, such as:

- **11 – 6 = 5**
- **16 – 8 = 9**
- **4 + 10 = 15**
- **6 + 7 = 12**

Addition and subtraction

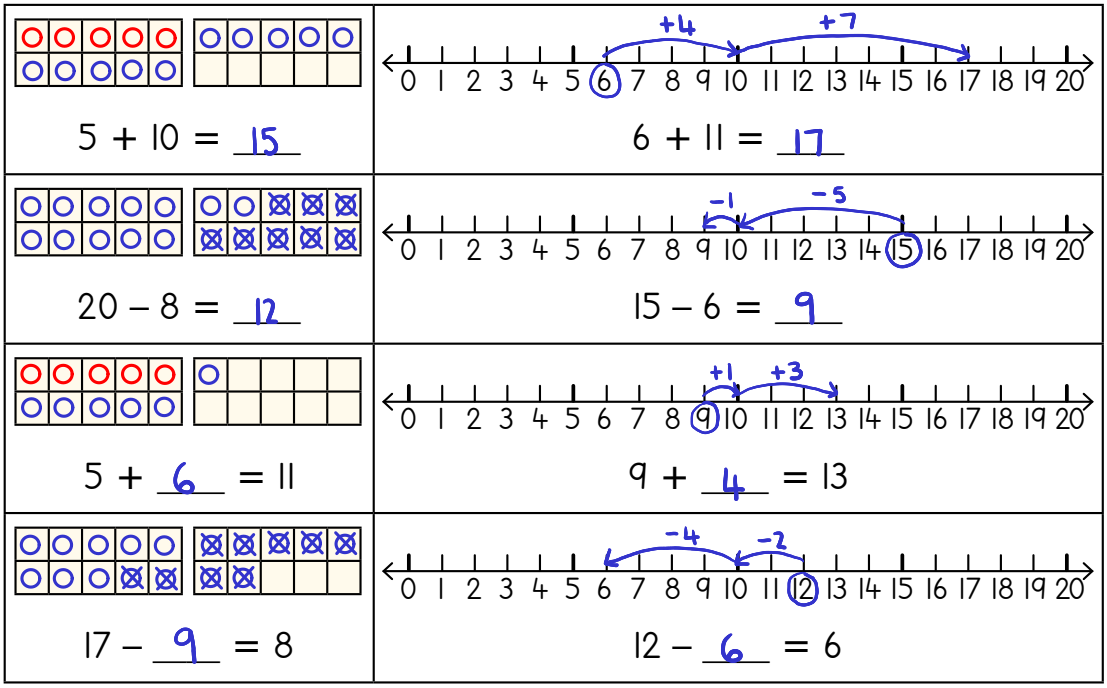
IVEKI • WEEK 4

USUKU 2 • DAY 2

Ukudibanisa nokuthabatha
Addition and subtraction

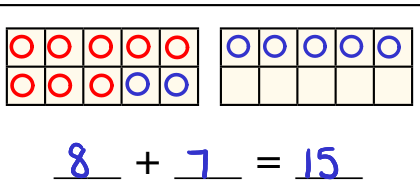
IZIBALO ZENTLOKO (MENTAL MATHS) · UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

1 Dibanisa uze uthabathe.
Add and subtract.

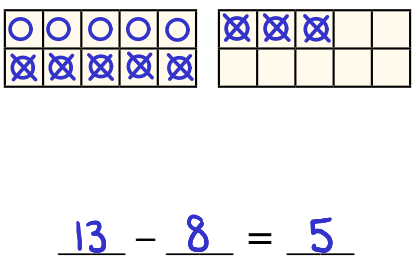


2 Sombulula ezi ngxaki.
Solve the problems.

Kukho izikhova ezisi-8 namadada asi-7. Zingaphi iintaka ezikhoyo?
There are 8 owls and 7 ducks.
How many birds are there?



Kukho iintyatyambo ezili-13. Iintyatyambo ezisi-8 zipinki. Ezinye zibomvu. Zingaphi iintyatyambo ezibomvu?
There are 13 flowers. 8 flowers are pink. The rest are red.
How many flowers are red?

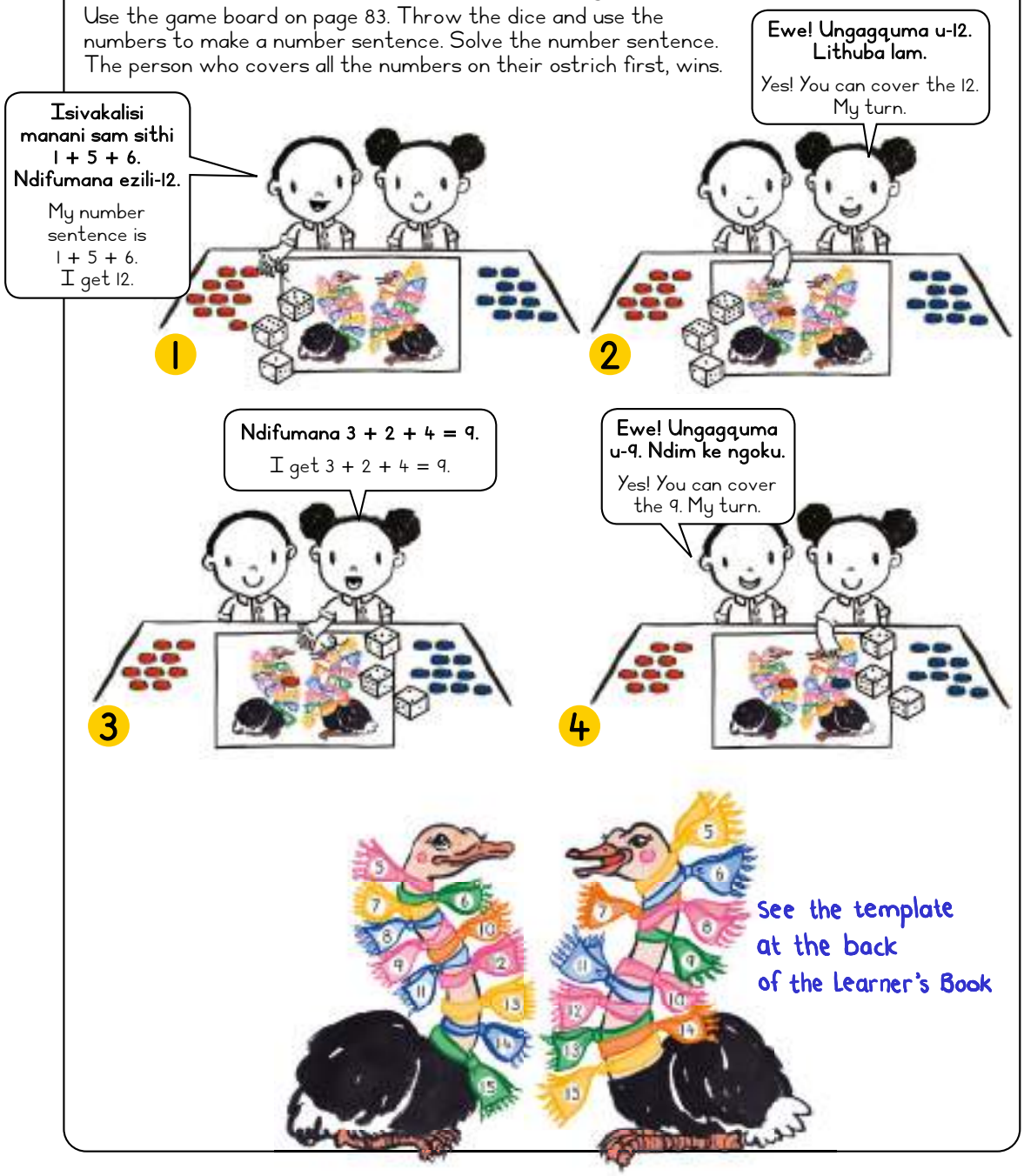


35

Umdlalo: Uyolo lokudibanisa
Game: Addition fun

Sebenzisa ibhodi yemidlalo ekwiphepha lama-83. Phosa idayisi uze wenze isivakalisi manani ngamanani owaphosileyo. Sombulula isivakalisi manani. Umntu owagquma kuqala onke amanani akwinciniba yakhe nguye ophumelelayo.

Use the game board on page 83. Throw the dice and use the numbers to make a number sentence. Solve the number sentence. The person who covers all the numbers on their ostrich first, wins.



See the template at the back of the Learner's Book

Number and geometric patterns

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

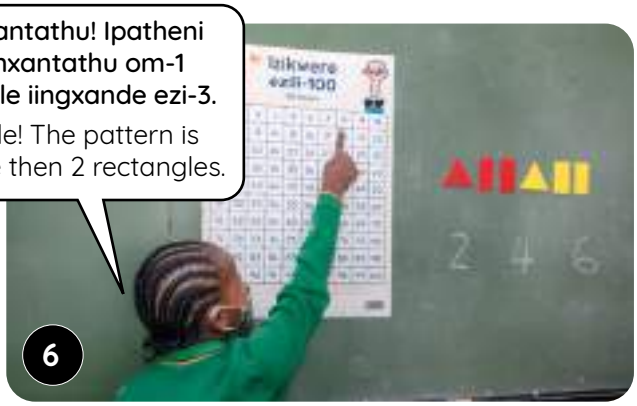












Phinda la manyathelo angasentla ngeepatheni ezahlukileyo (usebenzise ukuqhwaba, ukungqisha, amanani neemilo). Bakhuthaze abafundi ukuba baxoxe ngabakuqaphelayo malunga nendlela ezikhula ngayo iipatheni.

Repeat the steps above with a variety of patterns (using claps, stamps, numbers and shapes). Encourage learners to discuss what they notice about the way the patterns grow.

IVEKI • WEEK 4

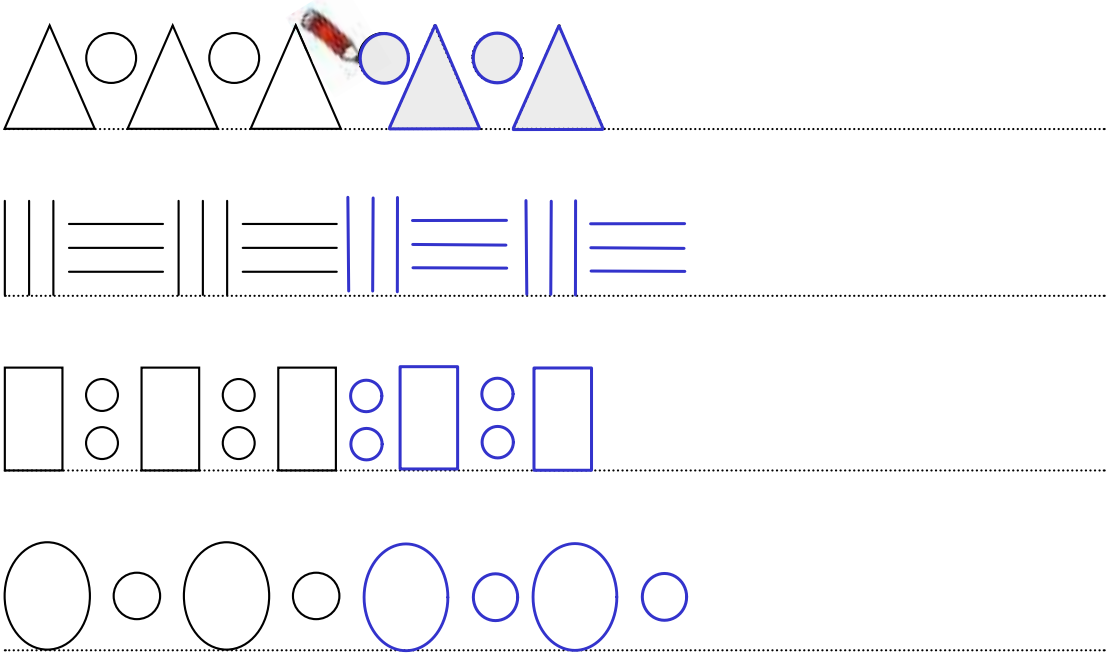
USUKU 3 • DAY 3

Iipatheni zamanani kunye neepatheni zejiyometri
Number and geometric patterns

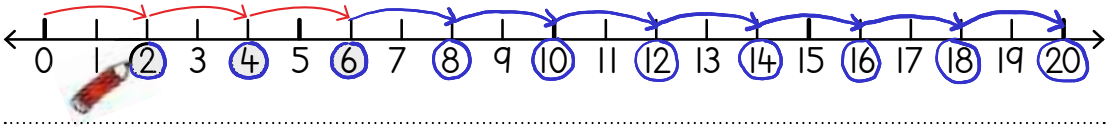
IZIBALO ZENTLOKO MENTAL MATHS | UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMSEBENZI WEQELA GROUP WORK → UMDLALO GAME → IMISEBENZI ACTIVITIES → UKUSOMBULULA INGXAKI PROBLEM SOLVING

1 Qhubeka neepatheni.
Continue the patterns.

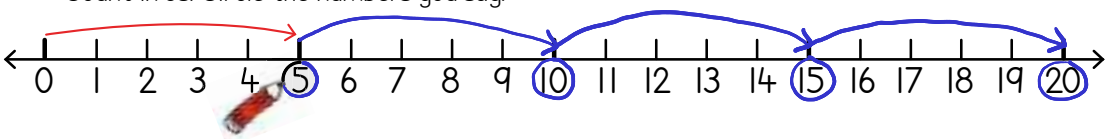
Ask learners to describe the patterns



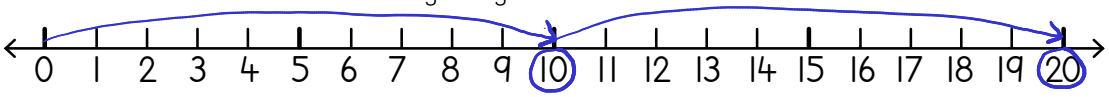
2 Bala ngezi-2. Biyela ngesangqa amanani owabizayo.
Count in 2s. Circle the numbers you say.



Bala ngezi-5. Biyela ngesangqa amanani owabizayo.
Count in 5s. Circle the numbers you say.



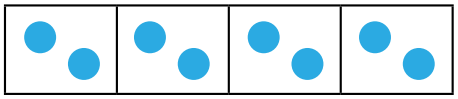
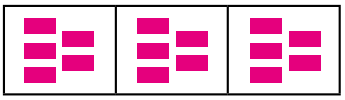
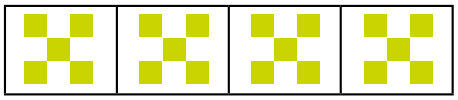
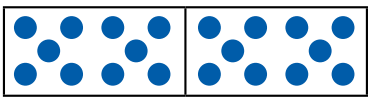
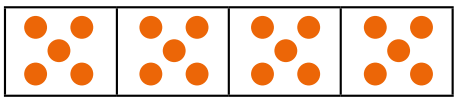
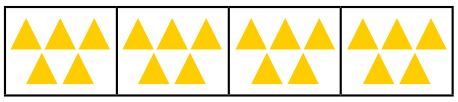
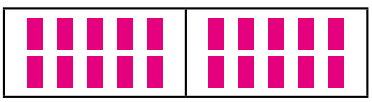
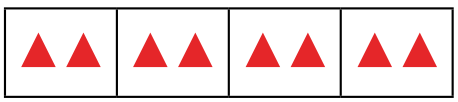
Bala ngama-10. Biyela ngesangqa amanani owabizayo.
Count in 10s. Circle the numbers you say.



37

Number and geometric patterns

3 Bala uze ubhale izivakalisi manani.
Count and write the number sentences.

oonxantathu triangles  2 + 2 + 2 = 6	izangqa circles  2 + 2 + 2 + 2 = 8
iingxande rectangles  5 + 5 + 5 = 15	izikwere squares  5 + 5 + 5 + 5 = 20
izangqa circles  10 + 10 = 20	izangqa circles  5 + 5 + 5 + 5 = 20
izikwere squares  2 + 2 + 2 = 6	oonxantathu triangles  5 + 5 + 5 + 5 = 20
iingxande rectangles  10 + 10 = 20	oonxantathu triangles  2 + 2 + 2 + 2 = 8

Ipatheni zamanani

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masalathe amanani akwiizikwere ezili-100 ze sibale ngoo-1 siye phambili ukusukela kuma-66 ukuya kuma-86. Uqaphela ntoni?

Let's point at the numbers on the 100 square and count forwards in 1s from 66 to 86. What do you notice?



1

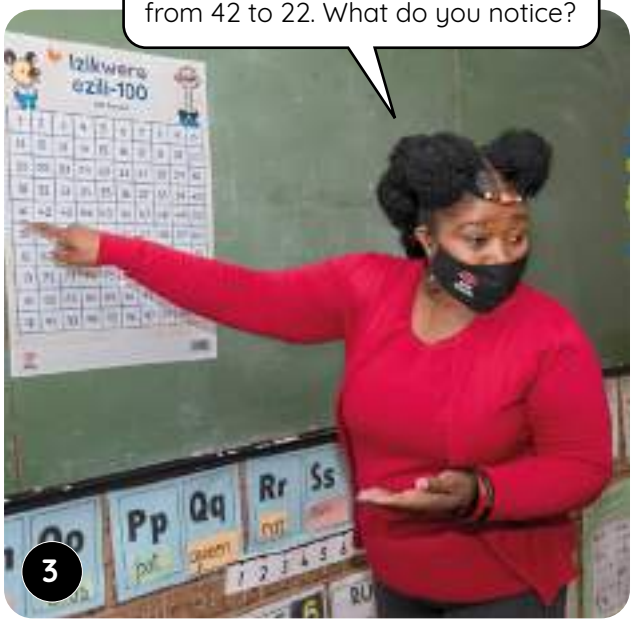
Amanani aye esenyuka ngo-1 ngexesha ngalinye.

The numbers get bigger by 1 each time.


2

Masibale ngoo-1 sibuye umva ke ngoku ukusukela kuma-42 ukuya kuma-22. Uqaphela ntoni?

Now let's count backwards in 1s from 42 to 22. What do you notice?



3

Amanani aya esiba mancinci ngo-1 ngexesha ngalinye.

The numbers get smaller by 1 each time.


4

Number patterns



Masibale ngama-10 siye phambili ukusukela ku-7. Uqaphela ntoni?
Let's count forwards in 10s from 7. What do you notice?



Amanani anyuka nge-10 kwaye onke amanani aphela ngo-7.
The numbers go up in 10s and all of the numbers end in 7.



Onke amanani akwi kholamu enye.
The numbers are all in one column.

Phinda la manyathelo angasentla ngeepatheni ezahlukileyo. Bakhuthaze abafundi ukuba baxoxe ngabakuqaphelayo ngeepatheni kwaye bachaze indlela akhula ngayo amanani.

Repeat the steps above with a variety of patterns. Encourage learners to discuss what they notice about the patterns and to identify how they grow.

IVEKI • WEEK 4

USUKU 4 • DAY 4

Ipatheni zamanani
Number patterns

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

1 Gqibezela ipatheni. Tikisha ibhokisi echanekileyo.
Complete the pattern. Tick the correct boxes.

72	74	76	78	80	82	84	86	88	90

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☑	ngezi-5 in 5s ☐

29	28	27	26	25	24	23	22	21	20

Bala usiya phambili Count forwards ☐	Bala ubuya umva Count backwards ☑

ngoo-1 in 1s ☑	ngezi-2 in 2s ☐	ngezi-5 in 5s ☐

15	20	25	30	35	40	45	50	55	60

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☐	ngezi-5 in 5s ☑

10	20	30	40	50	60	70	80	90	100

Bala usiya phambili Count forwards ☑	Bala ubuya umva Count backwards ☐

ngoo-1 in 1s ☐	ngezi-2 in 2s ☐	ngama-10 in 10s ☑

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Number patterns

2 Gqibezela ipatheni. Tikisha ibhokisi echanekileyo.
Complete the pattern. Tick the correct boxes.

48	50	52	54	56	58	60	62	64	66

Bala usiya phambili Count forwards	✓	Bala ubuya umva Count backwards			
ngoo-1 in 1s		ngezi-2 in 2s	✓	ngezi-5 in 5s	

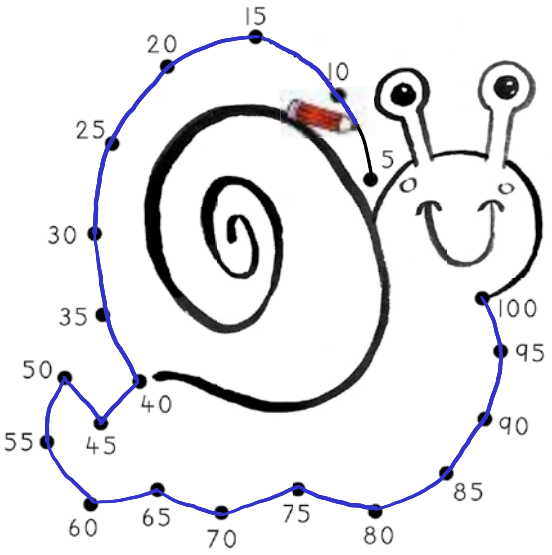
13	14	15	16	17	18	19	20	21	22

Bala usiya phambili Count forwards	✓	Bala ubuya umva Count backwards			
ngoo-1 in 1s	✓	ngezi-2 in 2s		ngezi-5 in 5s	

30	35	40	45	50	55	60	65	70	75

Bala usiya phambili Count forwards	✓	Bala ubuya umva Count backwards			
ngoo-1 in 1s		ngezi-2 in 2s		ngezi-5 in 5s	✓

3 Dibanisa amachokoza ngokubala ngezi-5.
Join the dots by counting in 5s.



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

1 Qwalasela ipikthografu engenani lamapetyu abaliweyo engxoweni. Xoxa neqabane lakho.

Study the pictograph about the number of marbles that have been counted in a bag. Discuss it with your partner.

Imibala yamapetyu
Marble colours

Guide learners to point out the most, least, same, total and so on



Isikhokelo
Key
= 1

2 Gqibezela iipatheni. Tikisha iibhokisi ezichanekileyo.

Complete the patterns. Tick the correct boxes.

35	40	45	50	55	60	65	70	75	80

Bala uye phambili Count forwards ✓	Bala ubuye umva Count backwards	
ngoo-1 in 1s	ngoo-2 in 2s	ngoo-5 in 5s ✓

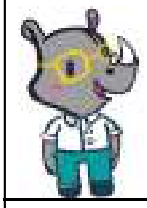
46	44	42	40	38	36	34	32	30	28

Bala uye phambili Count forwards	Bala ubuye umva Count backwards ✓	
ngoo-1 in 1s	ngoo-2 in 2s ✓	ngoo-5 in 5s

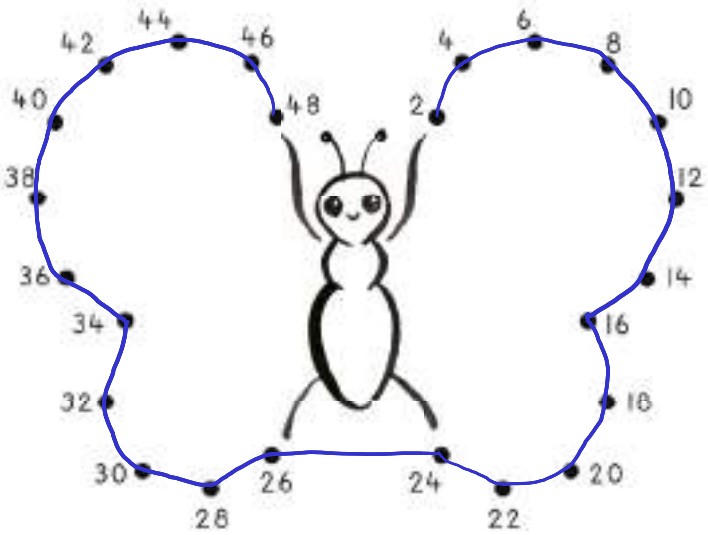
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Assessment and consolidation

3 Gqibezela itheyibhile. Bhala izivakalisi manani ezine ezahlukileyo.
Complete the table. Write four different number sentences.

	12 5 | 7	5 + 7 = 12 7 + 5 = 12	12 − 5 = 7 12 − 7 = 5
	11 4 | 7	4 + 7 = 11 7 + 4 = 11	11 − 4 = 7 11 − 7 = 4
	14 6 | 8	6 + 8 = 14 8 + 6 = 14	14 − 6 = 8 14 − 8 = 6
	17 9 | 8	9 + 8 = 17 8 + 9 = 17	17 − 9 = 8 17 − 8 = 9

4 Dibanisa amachokoza ngokubala ngezi-2.
Count in 2s and join the dots.



Ixesha nezibalo zamagama

	Izixhobo
Izibalo zentloko: Imisebenzi yexesha	azikho
Umdlalo: Yenza inani lam!	amakhadi amanani 0–10











Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ixesha – imini, ubusuku, izolo, namhlanje, ngomso	LB
2	Ixesha – iinyanga zonyaka neentsuku zeveki	LB, ipowusta yekhalenda, ipowusta yeentsuku zeveki, ipowusta yeenyanga zonyaka
3	Iingxaki zamagama zokudibanisa nokuthabatha	LB, izakhelo zeshumi, izibalisi
4	Iingxaki zamagama zokudibanisa nokuthabatha	LB, izakhelo zeshumi, izibalisi
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuthetha ngokuhamba kwexesha ngokusebenzisa ulwimi oluchanekileyo **ukulandelelanisa** iziganeko.	
ukuchaza xa kusenzeka into ngokusebenzisa ulwimi oluchanekileyo.	
ukuxela nokuxoxa **ngeentsuku zeveki neenyanga zonyaka**.	
ukusombulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo usebenzisa izakhelo zeshumi nezibalisi.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

Uvavanyo olubhalwayo: Umlinganiselo – Ixesha

Time and word problems

	Resources
Mental Maths: Time activities	none
Game: Make my number!	number cards 0–10











Day	Lesson activity	Lesson resources
1	Time – day, night, yesterday, today, tomorrow	LB
2	Time – months of the year and days of the week	LB, calendar poster, days of the week poster, months of the year poster
3	Addition and subtraction word problems	LB, ten frames, counters
4	Addition and subtraction word problems	LB, ten frames, counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
talk about the passing of time by using the correct language to **sequence** events.	
describe when something happens by using the correct language.	
name and discuss **days of the week** and **months of the year**.	
solve addition and subtraction word problems quickly and efficiently using ten frames and counters.	

Formal assessment (see the Assessment Booklet)

Written assessment: Measurement – Time

Iingxaki zexesha nezamagama

Izibalo zentloko

Kule veki sigxila kumba wexesha, xa abafundi besebenzisa isigama bebonisa ubude bexesha. Abafundi baza kuthetha ngeziganeko nemisebenzi besebenzisa isigama esithi **inde**, **imfuthsnae**, **iyacotha**, **iyakhawuleza**.



Umdlalo

Yenza inani lam!



Uphuhliso lwengqiqo

Kule veki sigxila kwixesha nakudibaniso nothabatho. Abafundi baza kusebenza ngomba wokuhamba kwexesha xa bephuhlisa isigama esiyimfuneko. Abafundi baza kusombulula iingxaki zamagama zokudibanisa nokuthabatha, bebethelela oko bakufunde enyakeni. Siza kujolisa koku:



- ukuthetha ngokuhamba kwexesha **ngokucwangcisa** iziganeko ezenzeka rhoqo kubomi bethu.
- ukusebenzisa ulwimi **ukulandelelanisa iziganeko**, **njengo- izolo**, **namhlanje**, **ngomso**.
- ukuchonga ukulandelelana kweentsuku zeveki neenyanga zonyaka.
- ukusombulula iingxaki zokudibanisa nokuthabatha ngokusebenzisa izakhelo zeshumi nezibalisi ukuze baqalise ukuphuhlisa ulwazi lwexabiso lendawo.

Into emayiqatshelwe kule veki

- Kukho isigama esininzi esintsonkothileyo esinxulumene nesihloko sexesha. Sebenzisa ezi zifundo ukuze unike abafundi amathuba amaninzi kangangoko okusebenzisa esi sigama kwiingxoxo ukuze uncede abafundi babethelele ulwazi lwabo lwamagama exesha. Bakhuthaze abafundi basisebenzise esi sigama.
- Ngokuvumela abafundi basombulule iingxaki ezininzi besebenzisa izakhelo zeshumi nemigca manani, baye baqalise ukuqonda ukuba akunyanzelekanga babale ukuze basombulule iingxaki. Bakhuthaze ukuba babale ngentloko besebenzisa amanani.
- Qinisekisa ukuba abafundi bayasisebenzisa isigama ngokwabo ukuze bafunde ulwimi lwemathematika kwaye baphucule ulwazi lwabo lwexesha (**ixesha**, **inde kuna-**, **imfutshane kuna-**, **iyakhawuleza kuna-**, **iyacotha kuna-**, **izolo**, **namhlanje**, **ngomso**, **kusasa**, **emva kwemini**, **ebusuku**, **ixesha elifutshane**, **ixesha elide**, **iintsuku zeveki**, **iinyanga zonyaka**, **usuku lokuzalwa**, **usuku**, **ubusuku**, **ngethuba/phambi kwexesha**, **emva kwexesha**, **phambi**, **emva**, **elandelayo**) kunye nokudibanisa nokuthabatha (**ishumi**, **imivo**, **dibanisa**, **kunye**, **ngaphezulu kuna-**, **ilingana**, **thabatha**, **susa**, **ngaphantsi kuna-**, **iyalingana**).

Time and word problems

Mental Maths

This week we focus on the notion of time, as learners use vocabulary to show the length of time. Learners will talk about events and activities using this vocabulary: **longer**, **shorter**, **slower**, **faster**.



Game

Make my number!



Concept development

This week we focus on time and addition and subtraction. Learners will work with the notion of time passing as they develop the necessary vocabulary. Learners will also solve addition and subtraction word problems, consolidating what they have learnt over the year. We will focus on:



- talking about the passing of time by **ordering** regular events from our own lives.
- using language to **sequence** events such as **yesterday**, **today**, **tomorrow**.
- identifying the sequence of days of the week and months of the year.
- solving addition and subtraction word problems by using counters and ten frames so as to begin to develop an understanding of place value.

What to look out for this week

- There is a lot of abstract vocabulary related to the topic of time. Use these lessons to give learners as many opportunities as possible to use this vocabulary in discussion to help them consolidate their knowledge of the 'time' words. Encourage learners to use the vocabulary themselves.
- By allowing learners to solve many problems using ten frames and number lines, they begin to realise that they do not need to count to solve problems. Encourage learners to do calculations mentally using numbers.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of time (**time**, **longer than**, **shorter than**, **faster than**, **slower than**, **yesterday**, **today**, **tomorrow**, **morning**, **afternoon**, **evening**, **short time**, **long time**, **days of the week**, **months of the year**, **birthday**, **day**, **night**, **early**, **late**, **before**, **after**, **next**) and addition and subtraction (**a ten**, **ones**, **add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less than**).

IVEKI 5 • USUKU 1

Ixesha – imini, ubusuku, izolo, namhlanje, ngomso

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 isigama sexesha ukuze uxoxe ngemisebenzi. Bhala amagama ebhodini uze umana uwalatha. Yalela abantwana ukuba benze izinto ezininzi ezahlukileyo – besebenzisa la magama: iyakhawuleza, iyacotha, iyakhawuleza kuna-, iyacotha kuna-, ixesha elifutshane, ixesha elidana.

Use the time vocabulary to discuss activities. Write the words on the board and point to them at times. Ask the learners to do many different things – using the words: **fast**, **slow**, **faster**, **slower**, **shorter time** and **longer time**.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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













Time – day, night, yesterday, today, tomorrow

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Ndibhale amagama amabini ebhodini: imini nobusuku. Ingaba amaxesha asemini nasebusuku ayafana okanye ohlukile?

I have written two words on the board: day and night. Are daytime and night time the same or different?

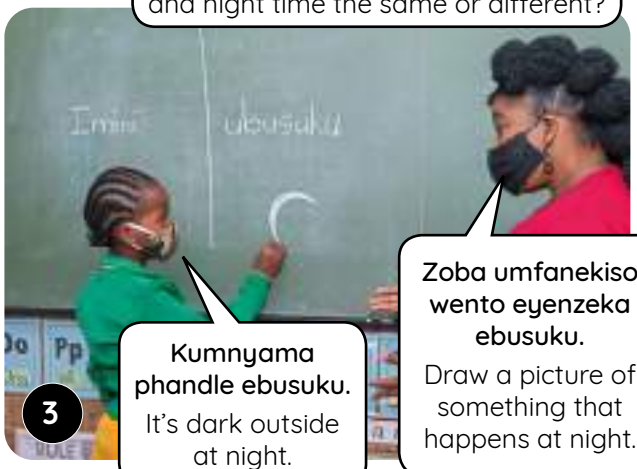


Ilanga liyakhanya emini.

The sun shines during the day.

Zoba umfanekiso wento eyenzeka emini.

Draw a picture of something that happens in the daytime.



Kumnyama phandle ebusuku.

It's dark outside at night.

Zoba umfanekiso wento eyenzeka ebusuku.

Draw a picture of something that happens at night.



Masicinge ke ngoku ngezinye izinto esizenza kusasa, emva kwemini nasebusuku.

Now let's think of things that we do in the morning, afternoon and evening.



Wenza ntoni emva kwemini?

What do you do in the afternoon?

Ndigoduka ngeenyawo.

I walk home.



Wenza ntoni ebusuku?

What do you at night?

Ndiyalala.

I go to bed.

Khuthaza abafundi ukuba bacinge ngezinto ezininzi ezingumahluko phakathi kwemini nobusuku. Bakhuthaze bathethe ngeziganeko kwaye bazilandelelanise besebenzisa amagama kusasa, emva kwemini, ebusuku, kwangethuba, emva kwexesha, phambi, emva, elandelayo.

Encourage learners to think of a variety of differences between day and night. Encourage learners to talk about and sequence events using the words **morning**, **afternoon**, **evening**, **early**, **late**, **before**, **after** and **next**.

IVEKI • WEEK 5

USUKU 1 • DAY 1

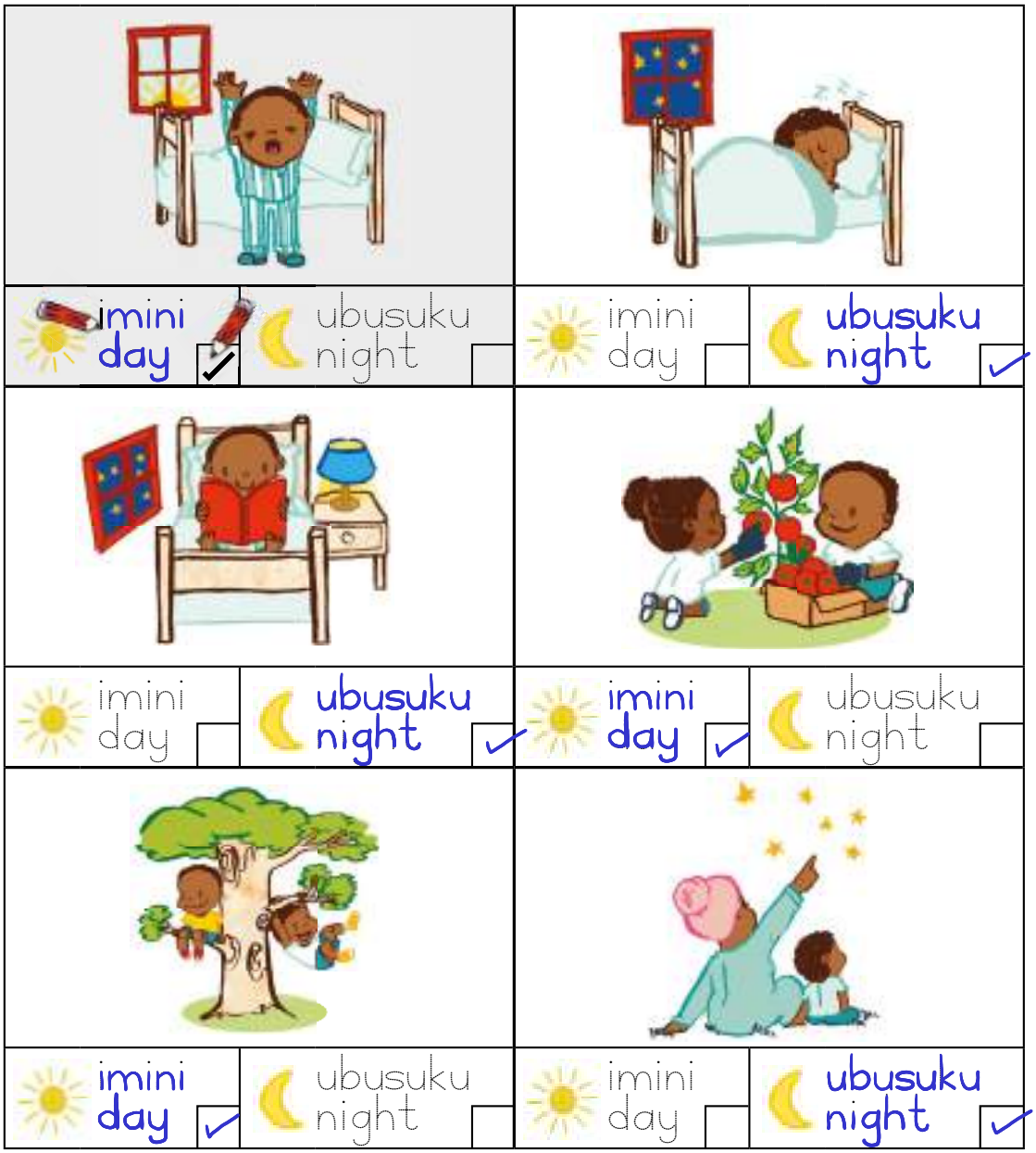
Ixesha – imini, ubusuku, izolo, namhlanje, ngomso

Time – day, night, yesterday, today, tomorrow

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

1 Jonga imifanekiso. Ingaba kusemini okanye kusebusuku? Phawula ibhokisi uze ukhuphele igama. Get learners to talk about each picture

Look at the pictures. Is it day or night? Tick the box and trace the word.



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Time – day, night, yesterday, today, tomorrow

2 Zoba into:
Draw something:

oyenze izolo. you did yesterday. any appropriate drawing
oyenzayo namhlanje. you are doing today. any appropriate drawing
oza kuyenza ngomso. you will do tomorrow. any appropriate drawing

Ixesha – iinyanga zonyaka neentsuku zeveki

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masithethe ngeenyanga zonyaka neentsuku zeveki.
Let's talk about the months of the year and the days of the week.



1

Phakamisa isandla ukuba usuku lokuzalwa kwakho lungenyanga yoMqungu.
Put up your hand if your birthday is in January.



2

Phinda lo mbuzo kuzo zonke iinyanga zonyaka.
Repeat question for all the months of the year.



3

Time – months of the year and days of the week









Kwesi sifundo yiba nengxoko emalunga neenyanga zonyaka kunye neentsuku zeveki. Bhekisela kwikhalenda nakwiipowusta ukuze uncede abafundi baqhele ukusebenzisa ikhalenda.

In this lesson, have a general discussion about the months of the year and the days of the week. Refer to the calendar and the posters to help learners become familiar with using a calendar.

IVEKI • WEEK 5

USUKU 2 • DAY 2

Ixesha – iinyanga zonyaka neentsuku zeveki

Time – months of the year and days of the week

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

1 Khuphela iinyanga zonyaka. Fakela umbala kwinyanga ozalwa ngayo.

Trace the months of the year. Colour in your birthday month.

eyoMqungu January	eyoMdumba February
eyoKwindla March	ekaTshazimpuzi April
ekaCanzibe May	eyeSilimela June
eyeKhala July	eyeThupha August
eyoMsintsi September	eyeDwarha October
eyeNkanga November	eyoMnga December

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Time – months of the year and days of the week

Ask learners to relate activities to their experiences

2 Khuphela iintsuku zeveki. Thetha nomhlobo wakho mayela nokwenziwa ngabantwana.

Trace the days of the week. Talk to your friend about what the children are doing.

UMvulo Monday 	ULwesibini Tuesday 
ULwesithathu Wednesday 	ULwesine Thursday 
ULwesihlanu Friday 	UMgqibelo Saturday 
ICawa Sunday 	

Iingxaki zamagama zokudibanisa nokuthabatha

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Addition and subtraction word problems









Phinda la manyathelo ngezinye iingxaki zokudibanisa zamagama eziwelela ngaphaya kwe-10. Sebenzisa izakhelo zeshumi neetheyibhile zamanani. Thetha ngendawo akuyo amanani kwitheyibhile yamanani. Izahlulo ezibini ezenza into epheleleyo ziba ngasezantsi. Into epheleleyo iba ngasentla.

Repeat the steps with other addition word problems that bridge 10. Use ten frames and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.

IVEKI • WEEK 5

USUKU 3 • DAY 3

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

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

1 Sombulula iingxaki zamagama.
Solve the word problems.

□□□□□□□□□□ izikwere ezili-10 10 squares △△△ oonxantathu aba-3 3 triangles Zingaphi iimilo? How many shapes are there?	13 10 | 3 10 + 3 = 13
Kukho iinyosi ezi-4 neenkumba ezisi-7 egadini. Zingaphi izidalwa ezisegadini? There are 4 bees and 7 snails in the garden. How many creatures are there in the garden?	11 4 | 7 4 + 7 = 11
Kukho iinkumba ezi-6 neembovane ezi-5 egadini. Zingaphi izidalwa ezisegadini? There are 6 snails and 5 ants in the garden. How many creatures are there in the garden?	11 6 | 5 6 + 5 = 11
Kukho iinyosi ezili-13 egadini. Ezisi-7 zibhabhe zemka. Zingaphi iinyosi ezishiyekileyo? There are 13 bees. 7 fly away. How many bees are left?	13 7 | 6 13 − 7 = 6
Kukho iinkumba ezili-16 neenyosi ezi-9 egadini. Yintoni umahluko phakathi kwenani leenkumba nenani leenyosi? There are 16 snails and 9 bees in the garden. What is the difference between the number of snails and the number of bees?	16 9 | 7 16 − 9 = 7
Kukho iimbovane ezili-18 egqabini. Iimbovane ezili-9 ziyokufuna ukutya. Zingaphi iimbovane ezishiyekileyo egqabini? There are 18 ants on the leaf. 9 ants go to find food. How many ants are left on the leaf?	18 9 | 9 18 − 9 = 9

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Addition and subtraction word problems

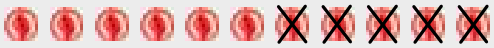
2 Balisela iqabane lakho ibali lokudibanisa lamapetyu. Bhala isivakalisi manani.

Tell your partner an addition story about the marbles. Write the number sentence.

Ibali lokudibanisa Addition story	Isivakalisi manani Number sentence
 Ndinamapetyu abomvu asi-7 namapetyu azuba asi-8. Mangaphi amapetyu endinawo ewonke? I have 7 red marbles and 8 blue marbles. How many marbles do I have altogether?	7 + 8 = 15
	6 + 8 = 14
	9 + 9 = 18
	2 + 9 = 11
	7 + 5 = 12

3 Balisela iqabane lakho ibali lokuthabatha ngamapetyu. Bhala isivakalisi manani.

Tell your partner a subtraction story about the marbles. Write the number sentence.

Ibali lokudibanisa Addition story	Isivakalisi manani Number sentence
 Bendinamapetyu ali-11. Ndiphe umhlobo wam ama-5. Mangaphi amapetyu endinawo aseleyo? I had 11 marbles. I gave 5 to my friend. How many marbles do I have left?	11 − 5 = 6
	16 − 9 = 7
	13 − 8 = 5
	20 − 10 = 10
	13 − 6 = 7

Iingxaki zamagama zokudibanisa nokuthabatha

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bekukho iibhisikithi ezili-12 etafileni. USeliki utye zasi-7. Zingaphi iibhisikithi ezishiyekileyo?
There were 12 biscuits on the table. Seliki ate 7 of them. How many biscuits are there now?



Sebenzisa izakhelo zeshumi nezibalisi zakho ukuze ubonise ukuba zingaphi iibhisikithi ezishiyekileyo.
Use your ten frames and counters to show how many biscuits were left.



Ndibeka izibalisi ezili-12 kwizakhelo zeshumi ezi-2 ngolu hlobo ukubonisa iibhisikithi ezili-12.
I put 12 counters into 2 ten frames like this to show 12 biscuits.



Nika abafundi ithuba lokucacisa indlela abazisebenzise ngayo izakhelo zeshumi nezibalisi ukuze bafumane isisombululo.
Give learners time to explain how they use the ten frames and counters to find the solution.

Addition and subtraction word problems

Ndithathe isi-7 kwi-10 elizeleyo. Ndinezibalisi ezi-3 nezi-2 ezishiyekileyo. Kushiyeke iibhisikithi ezi-5.

I took away 7 from the full 10. I have 3 and 2 counters left. There are 5 biscuits left.



Ndithatha izibalisi ezisi-7 ngendlela eyahlukileyo. Ndinezibalisi ezi-5 ezishiyekileyo. Ndiyavuma ukuba kusele iibhisikithi ezi-5.

I took away 7 counters in a different way. I also have 5 also counters left. I agree that there were 5 biscuits left.



Siwabhala phi amanani kwitheyibhile yamanani ukuze sibonise oku?

Where do we write the numbers in the number table to show this?





Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha eziwelela ngaphaya kwe-10. Sebenzisa izakhelo zeshumi neetheyibhile zamanani. Thetha ngendawo akuyo amanani kwitheyibhile yamanani. Izahlulo ezibini ezenza into epheleleyo ziba ngasezantsi. Into epheleleyo iba ngasentla.

Repeat the steps with other subtraction word problems that bridge 10. Use *ten frames* and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.

IVEKI • WEEK 5

USUKU 4 • DAY 4

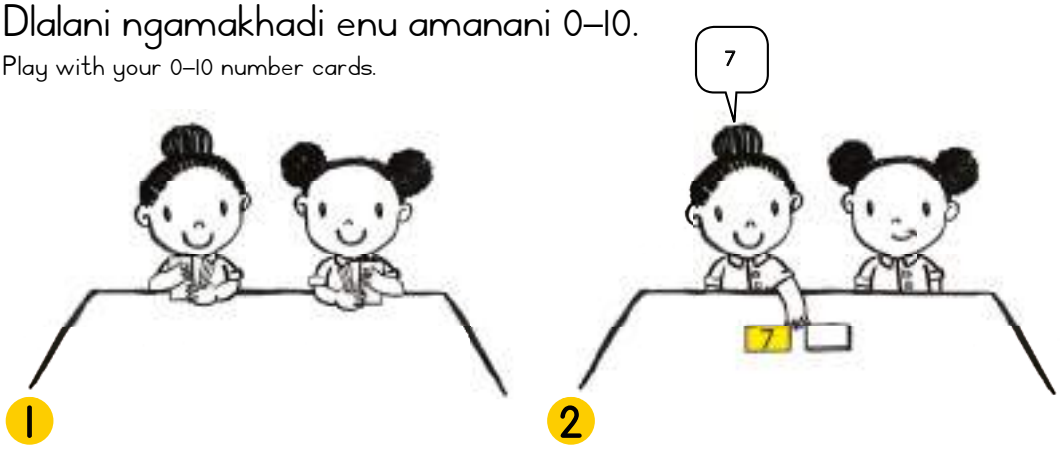
lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

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

Umdlalo: Yenza inani lam!
Game: Make my number!

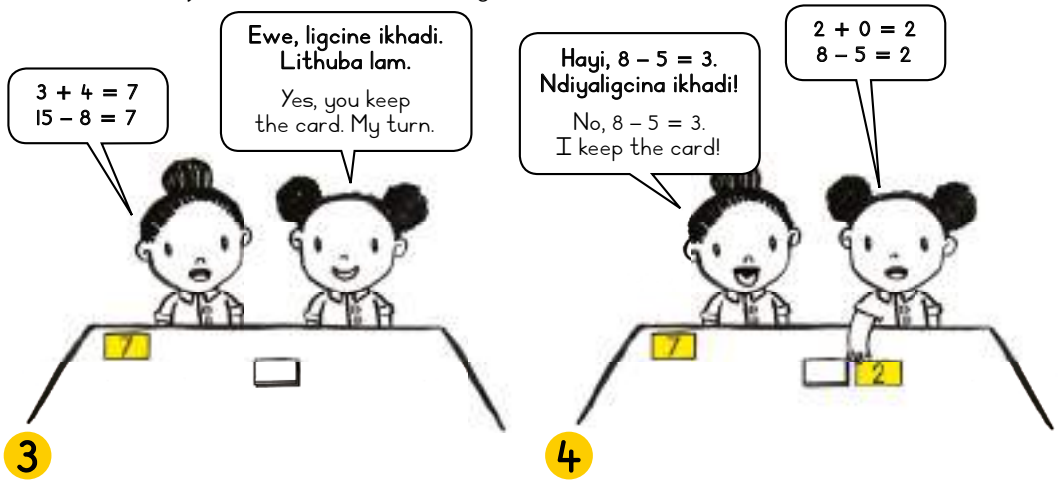
Demonstrate how to play the game

Dlalani ngamakhadi enu amanani 0–10.
Play with your 0–10 number cards.



1 2

Xa uthathe ikhadi, yenza isivakalisi manani sokudibanisa nesinye isivakalisi manani sokuthabatha esilingana inani elikwikhadi lakho.
When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.



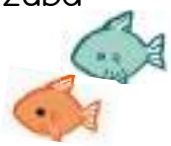
3 4

Qhuba ade asetyenziswe onke amakhadi. Umdlali onamakhadi amaninzi nguye ophumeleleyo.
Keep going until all the cards are used. The player who kept the most cards, wins.

Addition and subtraction word problems

Sombulula iingxaki zamagama. Bhala amanani kwitheyibhile yamanani.

Solve the word problems. Write the numbers in the number table.

Kukho oononkala abali-11 neentlanzi ezisi-7. Zingaphi izidalwa ezikhoyo zizonke? There are 11 crabs and 7 fish. How many creatures are there altogether? 	18 11 | 7 11 + 7 = 18
Kukho ookrebe aba-3 neentlanzi ezi-9. Zingaphi iintlanzi? There are 3 sharks and 9 fish. How many are there altogether? 	12 3 | 9 3 + 9 = 12
Kukho iintlanzi ezili-16. Ezisi-7 zidade zemka. Zingaphi iintlanzi eziseleyo? There are 16 fish. 7 fish swim away. How many fish are left? 	16 7 | 9 16 − 7 = 9
Kukho iminenga eli-11. Emi-6 idade yemka. Mingaphi iminenga eseleyo? There are 11 whales. 6 swim away. How many whales are left? 	11 6 | 5 11 − 6 = 5
Kukho iintlanzi ezizuba ezili-14 neentlanzi eziorenji ezisi-7. Yintoni umahluko phakathi kwenani leentlanzi ezizuba nenani leentlanzi eziorenji? There are 14 blue fish and 7 orange fish. What is the difference between the number of blue fish and the number of orange fish? 	14 7 | 7 14 − 7 = 7
ULwandile unoonokrwece abangama-20. Uphe umhlobo wakhe oonokrwece abali-10. Bangaphi oonokrwece abashiyekileyo? Lwandile has 20 shells. She gives 10 shells to her friend. How many shells are left? 	20 10 | 10 20 − 10 = 10

IVEKI • WEEK 5

USUKU 5 • DAY 5

Ukubethelela
Consolidation

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

1 Thetha nomhlobo wakho ngento eqhubekayo kumfanekiso ngamnye. Tikisha imisebenzi ethatha ixesha elide uze ufake unonxa kwimisebenzi ethatha ixesha elifutshane.

Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

 ✓	 ✗
Ukuya esikolweni ngeenyawo. Walk to school.	Ukuya esikolweni ngesithuthi. Drive to school.
 ✗	 ✓
Ukwenza isonka esimnandi. Make a sandwich.	Ukubhaka ikeyiki. Bake a cake.
 ✓	 ✗
Ukusebenza esikolweni. Work at school.	Ukudlala umdlalo wesoka. Play a game of soccer.
 ✓	 ✗
Ukupeyinta indlu. Paint a house.	Ukupeyinta umfanekiso. Paint a picture.

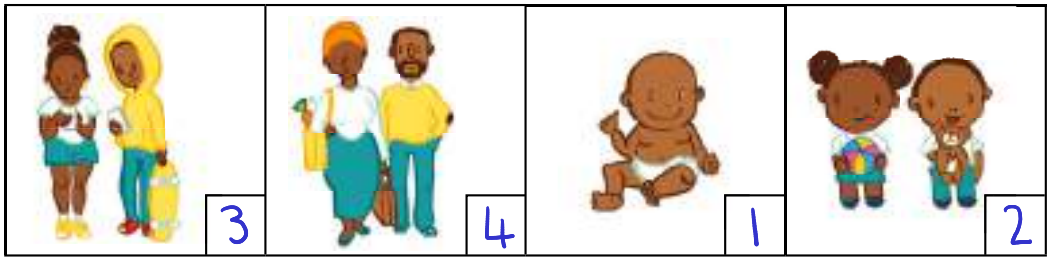
51

Assessment and consolidation

Ask learners to talk about each picture

2 Bhala amanani 1–4 kwezi bloko ukuze ubonise amanqanaba okukhula komntu.

Write the numbers 1–4 in the blocks to show the order in which a person grows.



Phawula ubonise ukuba yeyiphi oyenza ngokukhawuleza.

Tick to say which you would do fastest.



3 Sombulula iingxaki zamagama. Bhala amanani kwitheyibhile yamanani.

Solve the word problems. Write the numbers in the number table.

Kukho iintyatyambo ezimthubi ezi-9 neentyatyambo ezipinki ezi-2. Zingaphi iintyatyambo ezikhoyo zizonke? There are 9 yellow flowers and 2 pink flowers. How many flowers are there altogether?	11 9 | 2 9 + 2 = 11
Kukho iintyatyambo ezili-13 eziorenji. Kukho iintyatyambo ezizuba ezi-6. Zingaphi iintyatyambo ezikhoyo zizonke? There are 13 orange flowers. There are 6 blue flowers. How many flowers are there altogether?	19 13 | 6 13 + 6 = 19
Kukho iintyatyambo ezili-15. Ndinika umama iintyatyambo ezili-10. Zingaphi iintyatyambo ezishiyekileyo? There are 15 flowers. I give 10 flowers to my mom. How many flowers are left?	15 10 | 5 15 – 10 = 5

Ulingano-macala, ukuphinda kabini nokwahlula kubini

	Izixhobo
Izibalo zentloko: Fizz Pop! – ukuphinda kabini	azikho
Umdlalo: Phinda kabini	azikho








Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ulingano-macala	LB, imisiko yamaphepha, ipowusta yemali
2	Ulingano-macala	LB
3	Ukuphinda kabini nokwahlula kubini	LB, iibhloko
4	Ukuphinda kabini nokwahlula kubini	LB, ipowusta yemali
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukunakana nokukrwela umgca wolingano-macala kwiimilo zejometri nezingezo zejometri ezi-2D.	
ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule xa besombulula iingxaki.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

Uvavanyo olubhalwayo: Ulingano-macala, ukuphinda kabini nokwahlula kubini

Uvavanyo oluthethwayo nolwenziwayo: Isithuba Nemilo – Qwalasela izakhono zabafundi zokuchonga nokunakana imigca yolingano-macala kwiimilo zejometri nezingezo zejometri ezine-2D.

Symmetry, doubling and halving

	Resources
Mental Maths: Fizz Pop! – doubling	none
Game: Doubling!	none








Day	Lesson activity	Lesson resources
1	Symmetry	LB, paper cut outs, money poster
2	Symmetry	LB
3	Doubling and halving	LB, multifix blocks
4	Doubling and halving	LB, money poster
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.	
use doubling and halving as techniques when solving problems.	

Formal assessment (see the Assessment Booklet)

Written assessment: Symmetry, doubling and halving

Oral and practical assessment: Space and Shape – Observe learners to assess their ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes.

Ulingano-macala, ukuphinda kabini nokwahlula kubini

Izibalo zentloko

Sidlala umdlalo othandwayo – uFizz Pop! – ukuze siziqhelise ukuphinda kabini. Ukuphinda kabini sisakhono esibalulekileyo esiyinxalenye yolwazi olusisiseko olufunekayo kuphindaphindo.



Umdlalo

Phinda kabini



Uphuhliso lwengqiqo



Kule veki sigxila kulingano-macala, ukuphinda kabini nokwahlula kubini. Xa abafundi befunda ngolingano-macala, baza kusebenza ngeemilo zejometri nezingezo zejometri ezi-2D. Kuphindaphindo kabini nokwahlula kubini abafundi baza kubethelela oko bekufundwe Kwikota yesi-3. Siza kujolisa koku:

- ukunakana nokukrwela **imigca yolingano-macala** kwiimilo zejometri nezingezo zejometri ezi-2D.
- ukusombulula iingxaki usebenzisa ubuchule **bokuphinda kabini nokwahlula kubini**.
- ukusebenzisa ukuphinda kabini nokwahlula kubini kwiirandi neesenti ukuze ubethelele okufundwe kwisihloko esithi Imali.

Into emayiqatshelwe kule veki

- Ukunceda abantwana baqonde ukuba omabini amacala emilo kwicala ngalinye lomgca wolingano-macala asoloko efana twatse, nokuba imigca yolingano-macala ayisoloko imi nkqo lonke ixesha.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngolingano-macala (**iimilo ezi-2D**, **iimilo zejometri**, **iimilo ezingezo zejometri**, **ulingano-macala**, **zinolingano-macala**, **ziyafana**, **umgca wolingano-macala**, **uthe tyaba**, **ume nkqo**) kunye nokuphinda kabini nokwahlula kubini (**phinda kabini**, **yahlula kubini**, **isiqingatha/ihafu**, **imali**, **iingqekembe**, **iisenti**, **iirandi**, **yimalini**, **dibanisa/yongeza**, **zilingana**).

Symmetry, doubling and halving

Mental Maths

We play a favourite game – Fizz Pop! – to practise doubling. Doubling is an important skill which is part of the foundational knowledge needed for multiplication.



Game

Doubling



Concept development

This week we focus on **symmetry**, **doubling** and **halving**. When learning about symmetry, learners will work with 2-D shapes and non-geometrical shapes. For doubling and halving, learners will consolidate what was learnt in Term 3. We will focus on:



- recognising and drawing **lines of symmetry** in 2-D geometrical and non-geometrical shapes.
- solving problems using **doubling and halving techniques**.
- using doubling and halving with rands and cents to consolidate what was learnt in the topic Money.

What to look out for this week

- Help learners to realise that both sides of the shape on either side of the line of symmetry always match exactly, and that lines of symmetry are not necessarily always vertical.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss symmetry (**2-D shapes**, **geometric shapes**, **non-geometric shapes**, **symmetry**, **symmetrical**, **the same**, **line of symmetry**, **horizontal**, **vertical**) and doubling and halving (**double**, **half**, **halve**, **money**, **coins**, **cents**, **rands**, **how much**, **add**, **equals**).

Ulingano-macala

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 uFizz Pop!

Consolidate doubling using the Fizz Pop! game.

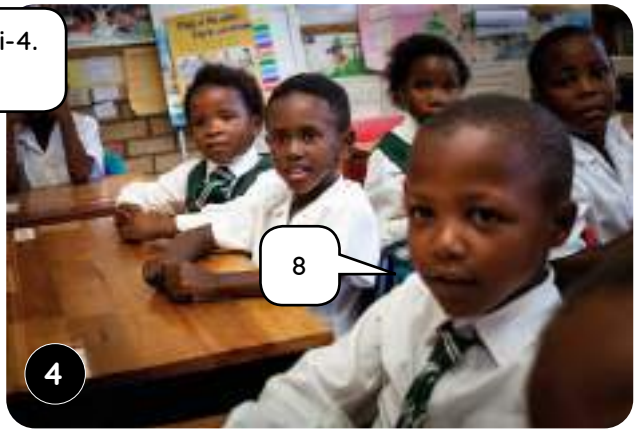
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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











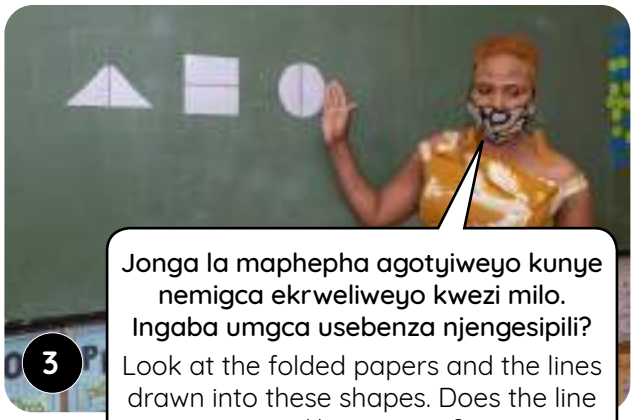


Symmetry

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







Xoxa nabafundi malunga nokuba umgca ochokoziweyo ubizwa ngokuba 'ngumgca wolingano-macala' okanye 'umgca kamatwatotse'. Lo mgca uchokoziweyo wahlula imilo embindini ukuze amacala ayo amabini abe zizithunzi, njengasesipilini.

Tell learners that the dotted line is called the 'line of symmetry'. The dotted line divides the shape in half so that the two sides are reflections of each other, like in a mirror.





Nika abafundi oonxantathu, izikwere nezangqa zamaphepha ukuze bakwazi ukuzisonga bazibonele imigca yolingano-macala kwezi milo. Qinisekisa ukuba basebenzisa ulwimi lwemathematika – imilo enolingano-macala, umgca wolingano-macala, ilele tyaba okanye ime nkqo.

Give learners paper triangles, squares and circles so that they can fold them and see the lines of symmetry in shapes for themselves. Make sure they use the mathematical language – **symmetrical shape**, **line of symmetry**, **horizontal** and **vertical**.

Ulingano-macala

IVEKI • WEEK 6

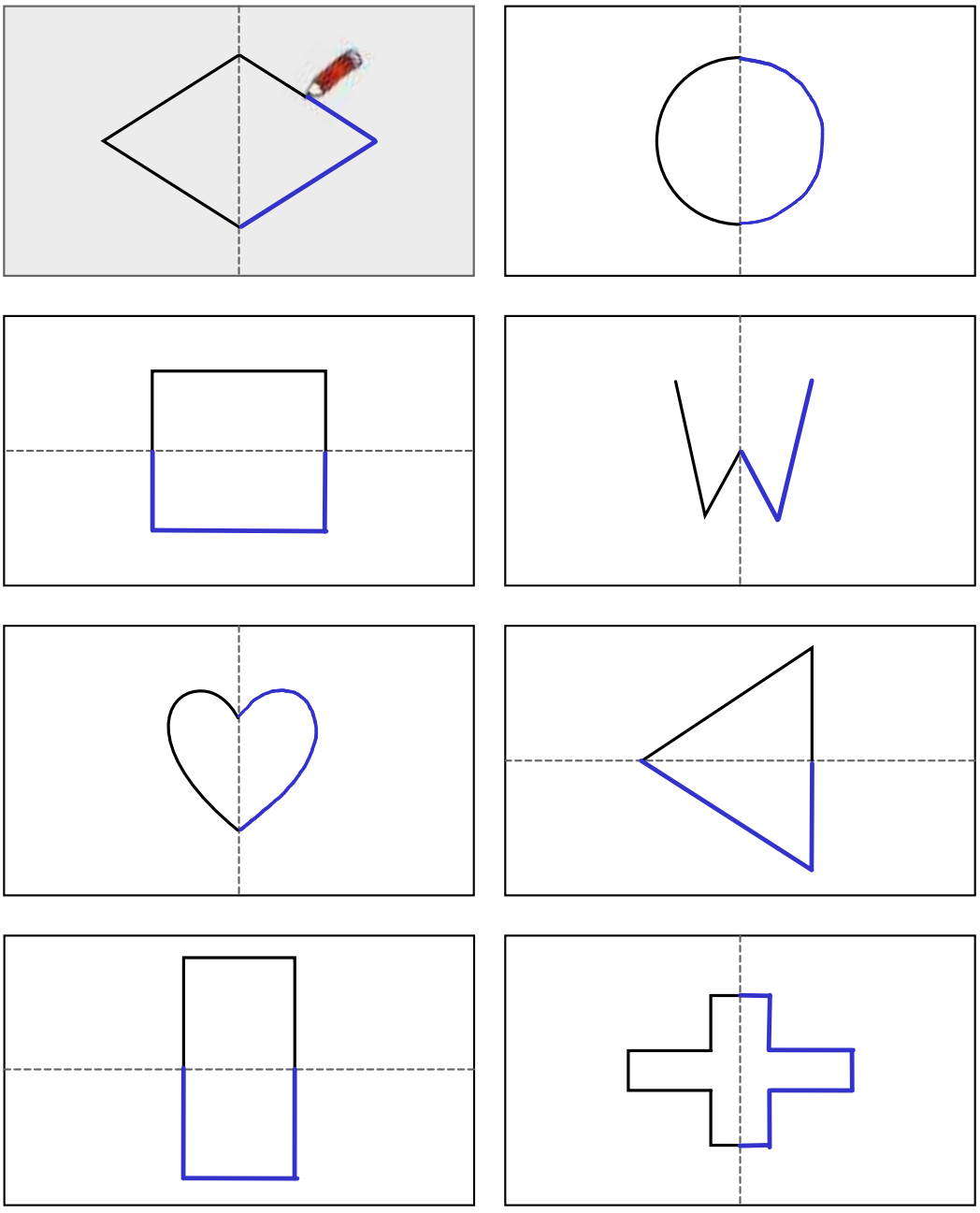
USUKU 1 • DAY 1

Ulingano-macala
Symmetry

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

1 Zoba esinye isiqingatha semilo.

Draw the other half of these shapes.



53

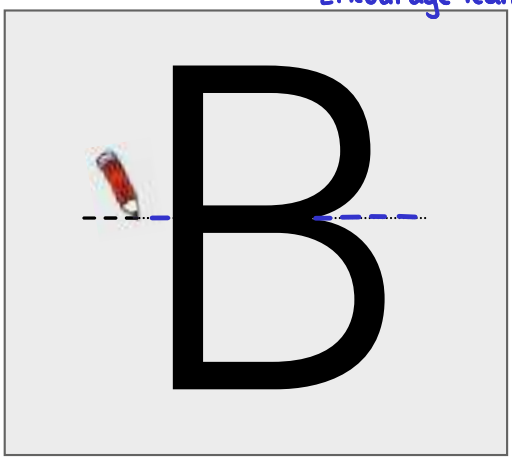
Symmetry

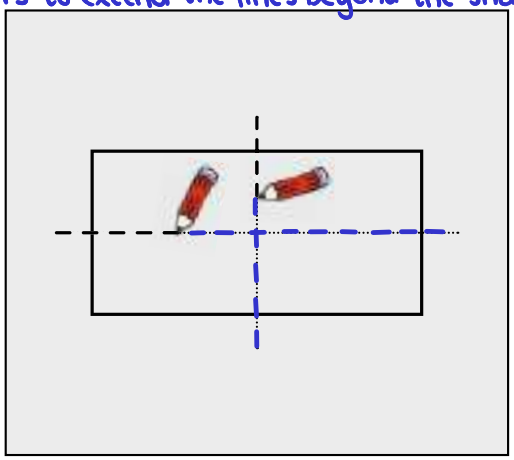
A line of symmetry is usually a dotted line

2 Krwela imigca yolingano-macala.

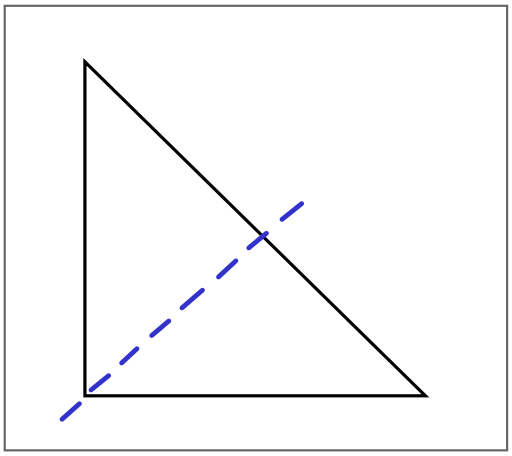
Draw the lines of symmetry.

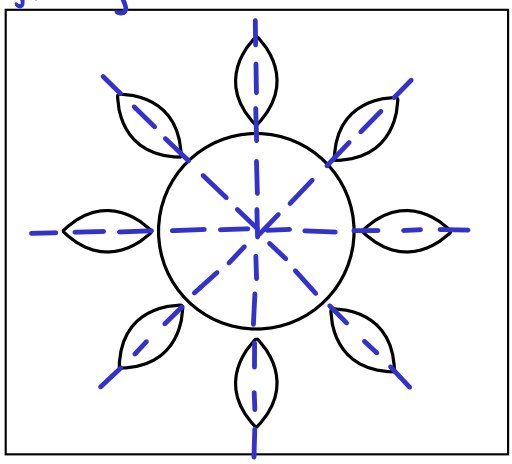
Encourage learners to extend the lines beyond the shape

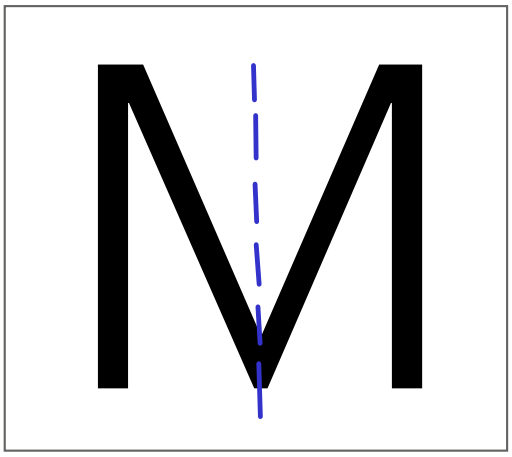


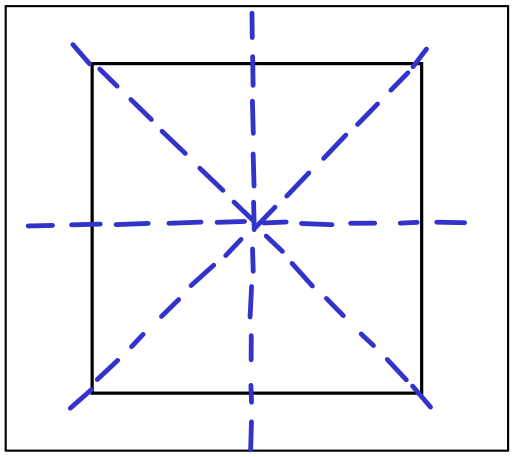


There can be more than one line of symmetry









Ulingano-macala

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Iihafu ezimbini kwicala ngalinye lomgca wolingano-macala kufuneka zifane twatse. Qhuba nokubiza abafundi beze ngaphimbili bazokufakela imibala kwizibini zamachokoza afana twatse kwicala ngalinye lolingano-macala kwisikwere.

The two halves on either side of the line of symmetry must be mirror images. Continue calling learners to the front to colour pairs of symmetrical dots on either side of the line of symmetry in the square.

Symmetry

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Phinda la manyathelo angasentla usebenzise iimilo ezahlukileyo ezi-2D kunye neemilo ezingezo zejometri. Kubalulekile ukubonisa abafundi ukuba imigca yolingano-macala isenokulala tyaba okanye ime kqo.

Repeat the steps above using different 2-D shapes and non-geometrical shapes. It is important to show learners that lines of symmetry can be horizontal or vertical.

IVEKI • WEEK 6

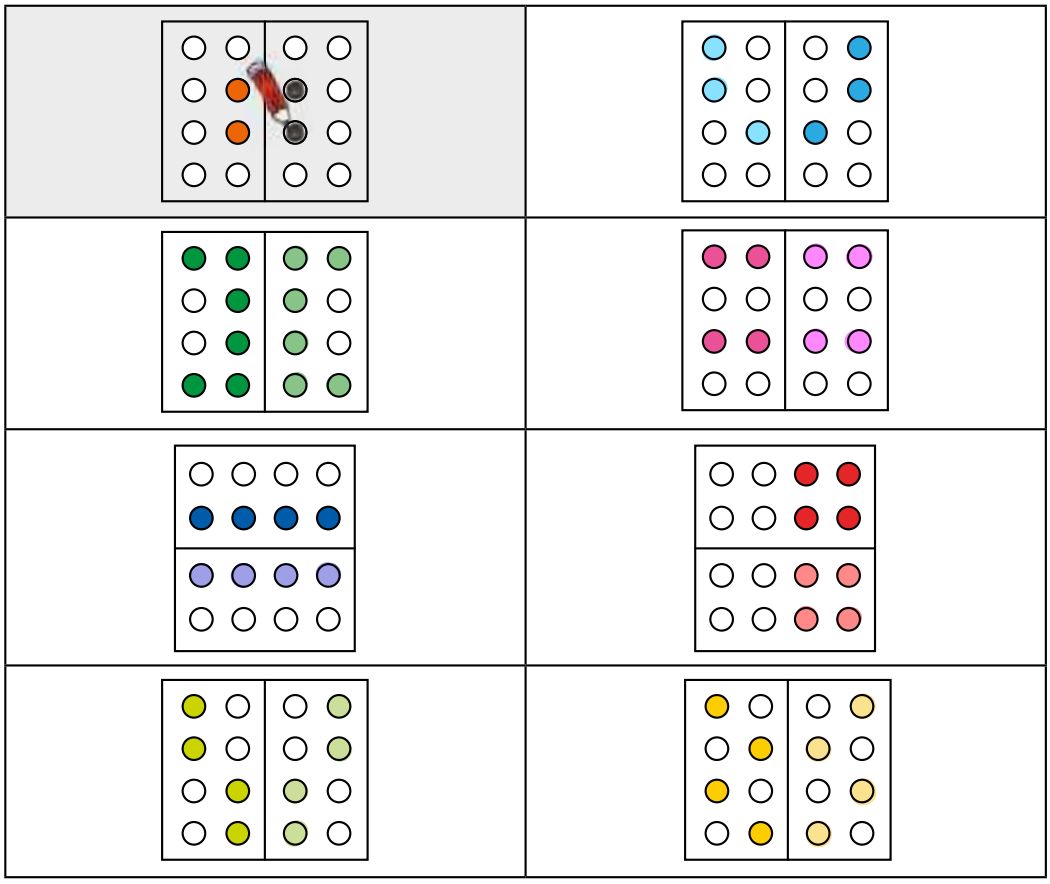
USUKU 2 • DAY 2

Ulingano-macala
Symmetry

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

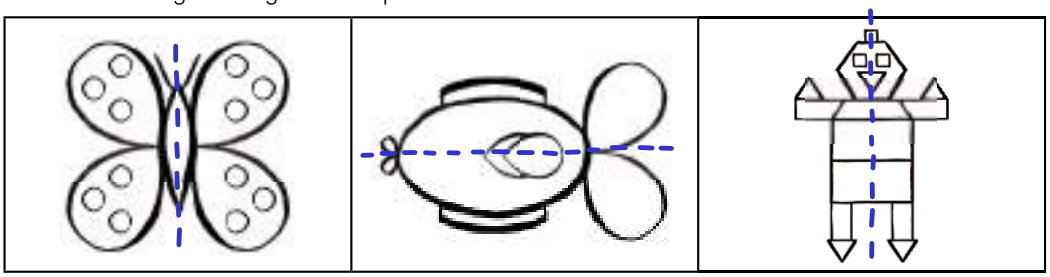
1 Fakela imibala kula machokoza akwelinye icala ukuze imizobo ifane twatse.

Colour the dots in the other half to make the drawing symmetrical.



2 Krwela umgca wolingano-macala kumfanekiso ngamnye.

Draw a line of symmetry for each picture.

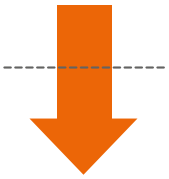
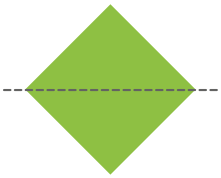
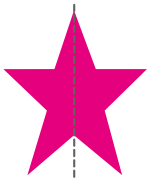
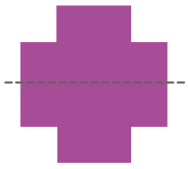
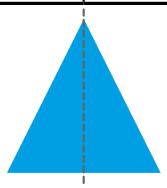
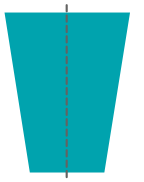


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Symmetry

3 Ingaba umgca onamachokoza ngumgca wolingano-macala? Phawula (✓) u-ewe okanye u-hayi.

Is the dotted line a line of symmetry? Tick (✓) yes or no.

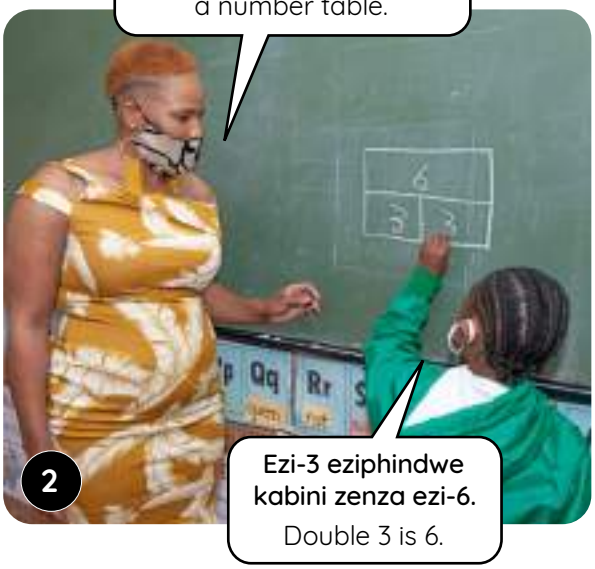
	ewe yes		hayi no	✓		ewe yes	✓	hayi no	
	ewe yes		hayi no	✓		ewe yes	✓	hayi no	
	ewe yes	✓	hayi no			ewe yes		hayi no	✓
	ewe yes	✓	hayi no			ewe yes	✓	hayi no	
	ewe yes	✓	hayi no			ewe yes	✓	hayi no	

Ukuphinda kabini nokwahlula 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









Khumbuza abafundi ngomsebenzi abawenze Kwikota yesi-3 xa bedibanisa izandla zabo ukuze benze inani eliphindwe kabini. Bakhuthaze abafundi ukuba bathethe ngolwalamano phakathi kokuphinda kabini nokwahlula kubini.

Remind learners of the activity done in Term 3 when learners put their hands together to make double a number. Encourage learners to talk about the relationship between doubling and halving.

Doubling and halving

IVEKI • WEEK 6

USUKU 3 • DAY 3

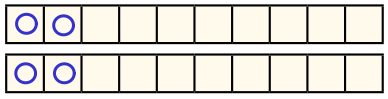
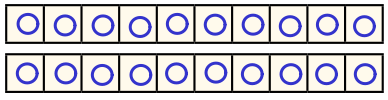
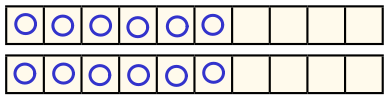
Ukuphinda kabini nokwahlula kubini
Doubling and halving

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

1 Dibanisa. Bhala **iziphindwa kabini**.
Add. Write the **doubles**.

2 + 2 =	4	Ezi-2 **eziphindwe ka**-2 zenza **Double** 2 is	4
6 + 6 =	12	Ezi-6 **eziphindwe ka**-2 zenza **Double** 6 is	12
9 + 9 =	18	Ezili-9 **eziphindwe ka**-2 zenza **Double** 9 is	18
3 + 3 =	6	Ezi-3 **eziphindwe ka**-2 zenza **Double** 3 is	6

2 Yenza amachokoza kwimigca emibini. Bala **isiqingatha**.
Draw dots in two rows. Calculate **half**.

14		**Isiqingatha** se-14 sisi- **Half** of 14 is	7
8		**Isiqingatha** sesi-8 sisi- **Half** of 8 is	4
4		**Isiqingatha** sesi-4 sisi- **Half** of 4 is	2
20		**Isiqingatha** sama-20 li- **Half** of 20 is	10
12		**Isiqingatha** se-12 sisi- **Half** of 12 is	6

Ukuphinda kabini nokwahlula kubini

3 Sombulula uze ufakele umbala.

Solve and colour.

I-10 eliphindwe kabini ngama-20.
Double 10 is 20.

Isi-4 esahlulwe kubini sisi-2.
Half of 4 is 2.

Isi-5 esiphindwe kabini li-10.
Double 5 is 10.

Isi-7 esipindwe kabini li-14.
Double 7 is 14.

Isi-8 esahlulwe kubini sisi-4.
Half of 8 is 4.

Isi-8 esiphindwe kabini li-16.
Double 8 is 16.

I-12 elahlulwe kubini sisi-6.
Half of 12 is 6.

Isi-6 esiphindwe kabini li-12.
Double 6 is 12.

I-16 elahlulwe kubini sisi-8.
Half of 16 is 8.

I-9 eliphindwe kabini li-18.
Double 9 is 18.

Isi-6 esahlulwe kubini sisi-3.
Half of 6 is 3.

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

4 Gqibezela ezi theyibhile ubonise ukuphinda kabini nokwahlula kubini.

Complete the number tables to show double and half.

14	
7	7

20	
10	10

18	
9	9

2	
1	1

16	
8	8

12	
6	6

Doubling and halving

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masisebenzise imali ukuze sifumane iziphindwa kabini neziqingatha. Zeziphi iingqekembe ezimbini onokuzisebenzisa ukuze wenze i-R4?
Let's use money to find double and half.
What two coins can you use to make R4?



Ndingasebenzisa iingqekembe ze-R2 ezimbini.
I would use two R2 coins.

1

Yintoni i-R4 eziphindwe kabini?
What is double R4?



Ndifuna iingqekembe ezi-2 zengqekembe nganye. I-R4 eziphindwe kabini ziza kundinika i-R8.
I need 2 of each coin.
R4 doubled will give me R8.

2

Zeziphi iingqekembe ezimbini onokuzisebenzisa zenze ama-20c?
What two coins can you use to make 20c?



Ndingasebenzisa iingqekembe ezimbini ze-10c.
I would use two 10c coins.

3

Yimalini isiqingatha se-R6?
What is half of R6?



Isiqingatha se-R6 zi-R3.
Half of R6 is R3.

4

Phinda la manyathelo angasentla uphinde kabini kwaye wahlule kubini izixa mali ezahlukeneyo.
Repeat the steps above doubling and halving different money amounts.

Ukuphinda kabini nokwahlula kubini

IVEKI • WEEK 6

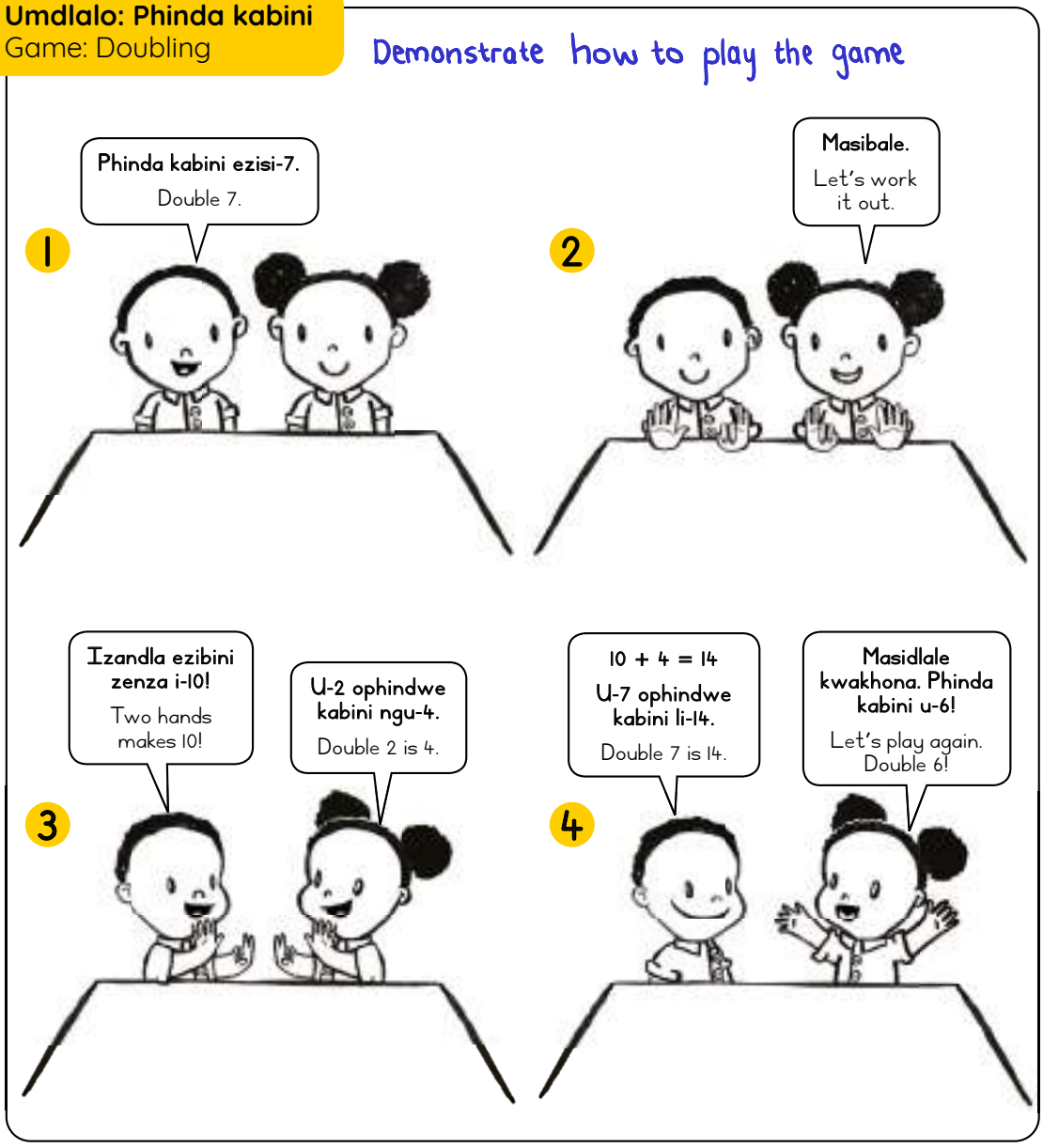
USUKU 4 • DAY 4

Ukuphinda kabini nokwahlula kubini
Doubling and halving

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

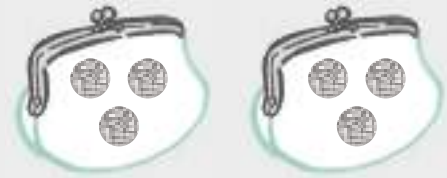
Umdlalo: Phinda kabini
Game: Doubling

Demonstrate how to play the game

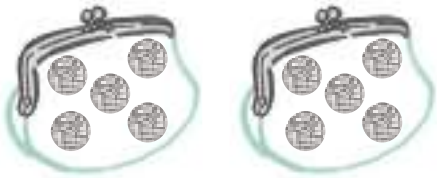


Doubling and halving

1 Phinda le mali kabini. Yimalini iyonke?
Double the money. How much altogether?



R3 + R3 = R6



R5 + R5 = R10



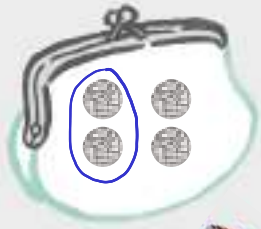
R10 + R10 = R20



R1 + R1 = R2

2 Yahlula kubini le mali. Unamalini?
Halve the money. What do you have?

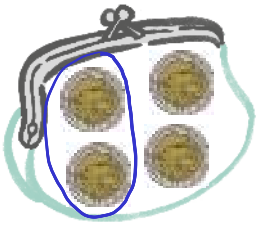
Let learners circle half



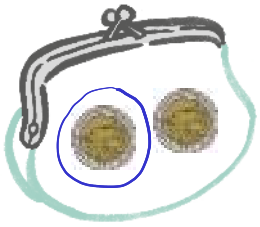
Isiqingatha se-R4 zi-R2.
Half of R4 is R2.



Isiqingatha sama-20c li-10c.
Half of 20c is 10c.



Isiqingatha se-R20 zi-R10.
Half of R20 is R10.



Isiqingatha se-R10 zi-R5.
Half of R10 is R5.

IVEKI • WEEK 6

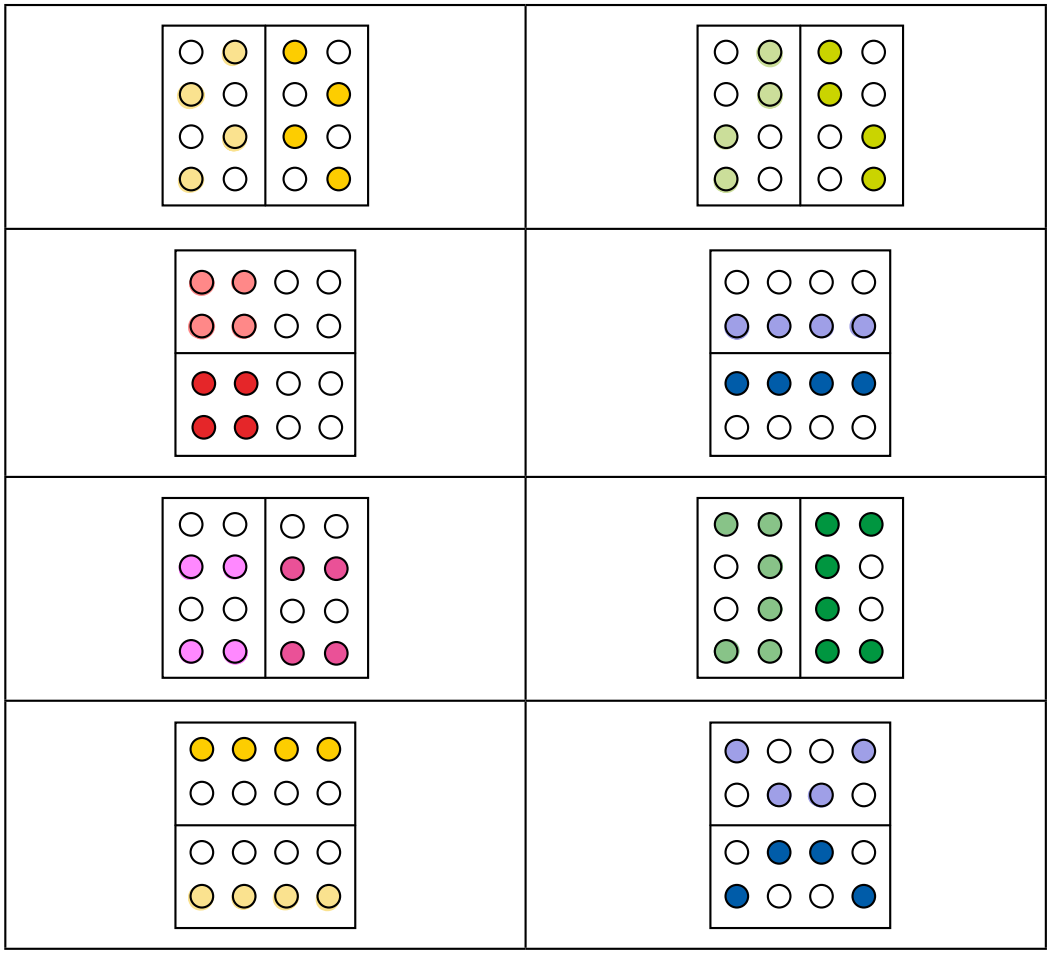
USUKU 5 • DAY 5

Ukubethelela
Consolidation

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

1 Fakela umbala kumachokoza akwelinye icala ukuze wenze umzobo onolingano-macala.

Colour the dots in the other half to make the drawing symmetrical.



2 Gqibezela iitheyibhile zamanani ukuze ubonise ukuphinda kabini neehafu.

Complete the number tables to show double and half.

14	
7	7

8	
4	4

6	
3	3

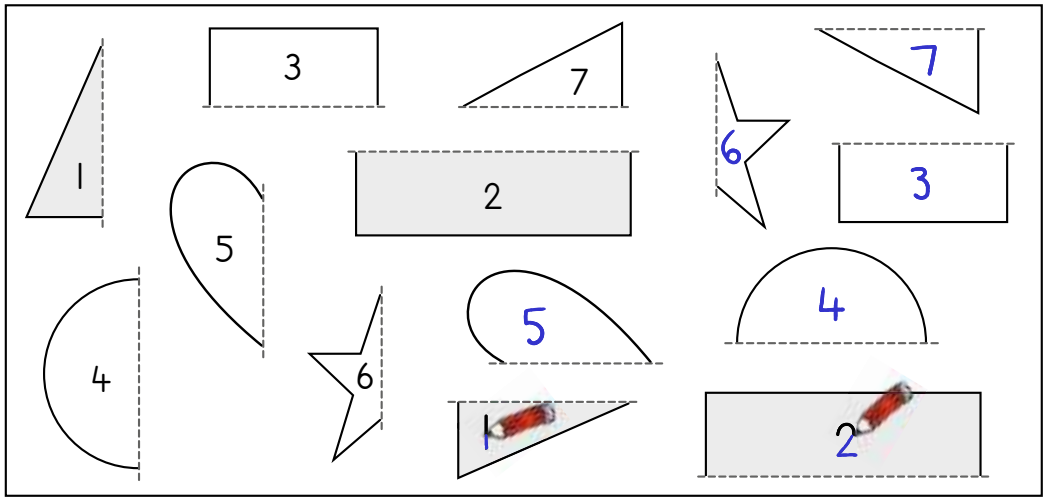
10	
5	5

61

Assessment and consolidation

3 Bhala inani elikwiimilo ezifanayo ukuze wenze imilo enolingano-macala.

Write the same number in the shapes that match to make a symmetrical shape.



4 Phinda kabini amachokoza. Gqibezela izivakalisi manani.

Double the dots. Finish the number sentences.

		
Isi-3 esiphindwe kabini sisi-6. Double 3 is _____.	Isi-7 esiphindwe kabini li-14. Double 7 is _____.	Isi-5 esiphindwe kabini li-10. Double 5 is _____.
3 + 3 = 6	7 + 7 = 14	5 + 5 = 10

5 Yahlula kubini amachokoza. Gqibezela izivakalisi manani.

Halve the dots. Finish the number sentences.

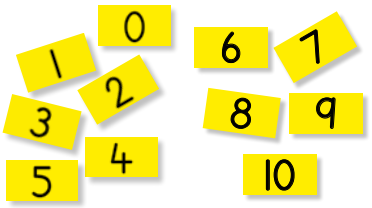
		
Isiqingatha se-12 sisi-6. Half of 12 is _____.	Isiqingatha sesi-8 sisi-4. Half of 8 is _____.	Isiqingatha se-16 sisi-8. Half of 16 is _____.

Ukwenza amaqela nolwabiwo

	Izixhobo
Izibalo zentloko: Iibhondi ze-10 usebenzisa amakhadi amanani	oonotsheluza bamanani, amakhadi amanani abafundi 0–10
Umdlalo: Ulwabiwo olukholisayo/olwanelisayo	izibalisi









Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuhlela	LB, izibalisi
2	Ukwabelana	LB, izibalisi
3	Ukuhlela nokwaba/nokwabelana	LB, izibalisi
4	Ukuhlela nokwaba okunentsalela	LB, izibalisi
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusombulula nokucacisa izisombululo kwiingxaki ezilula eziquka ukwenza amaqela alinganayo ngamanani apheleleyo ukuya kuma-20 nangamanani asenokuba neentsalela.	
ukusombulula nokucacisa izisombululo kwiingxaki ezilula eziquka ulwabiwo/ukwaba ngokulinganayo ngamanani apheleleyo ukuya kuma-20 nangamanani asenokuba neentsalela.	

Uvavanyo lusesikweni (jonga Kwincwadana yoVavanyo nemiThombo yolwazi)

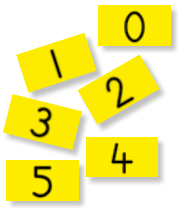
Uvavanyo olubhalwayo: Amanani, Ii-Opareyshini Nolwalamamo – Ukuhlela nokwaba

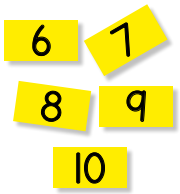
Grouping and sharing

	Resources
Mental Maths: Bonds of 10 using number cards	number flash cards, number cards 0–10 (learners)
Game: Fair share	counters












Day	Lesson activity	Lesson resources
1	Grouping	LB, counters
2	Sharing	LB, counters
3	Grouping and sharing	LB, counters
4	Grouping and sharing with remainders	LB, counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
solve and explain solutions to practical problems involving equal grouping with whole numbers up to 20 and with answers that may include remainders.	
solve and explain solutions to practical problems involving equal sharing with whole numbers up to 20 and with answers that may include remainders.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Grouping and sharing

Ukwenza amaqela nolwabiwo

Izibalo zentloko

Sigxila **kwiibhondi ze-10** kule veki kwaye sisebenzisa amakhadi amanani okudibanisa ukuze sibonise **iindibaniselwano zamanani**. Le yindlela elungileyo yokugcina abafundi besebenza kwisifundo, kwaye ikwayindlela elula yokufumanisa ukuba abantwana bayazazi na iibhondi zabo. Ukuthi krwaqu eklasini kwenza ukuba ubone ukuba ngabaphi abafundi abaphakamise amakhadi achanekileyo. Uya kuhoya ukungaqondi okukhoyo ngeli xesha ubajongileyo.



Umdlalo

Ulwabiwo olukholisayo/olwanelisayo



Uphuhliso lwengqiqo

Kule veki sijolisa **ekwenzeni amaqela nasekwahluleni**. Abafundi baza kufuna umahluko phakathi kokuhlela nokwaba/nokwahlula. Kumsebenzi wethu wokwenza amaqela nokwaba siza kugxila koku:



- ukusombulula iingxaki eziquka **ukuhlela** okunokuba **nentsalela**. Kolu hlobo **lokwahlula**, izinto ezikhoyo zahlulwa ngokobukhulu obunikiweyo bamaqela apho abafundi kufuneka bafumanise ukuba mangaphi amaqela anjalo anokwenziwa.
- ukusombulula iingxaki eziquka **ulwabiwo** olunokuba **nentsalela**. Kolu hlobo **lokwahlula**, izinto ezikhoyo zahlulwa phakathi kwenani elikhoyo labantu (umzekelo) kwaye kufuneka abafundi bafumanise ukuba uza kufumana izinto ezingaphi umntu ngamnye kwezo zabiwayo.

Into emayiqatshelwe kule veki

- Ukukhumbula ukuba ukwahlula **kungumguqulwa** wophindaphindo. Bhekisela **kwiziphindwa** xa ufumana amaqela enza inani elithile. Unganceda abafundi babone ulwamano lwemiguqulwa phakathi kolwahlulo nophindaphindo.
- **Kulwahlulo lwamaqela** umba ophambili bubukhulu beqela kwaye umbuzo kukuba *Mangaphi amaqela anobukhulu obungaka endinokuwenza*?
- **Kulwahlulo lolwabiwo** umba ophambili linani labantu (umzekelo) abohlulelwa ngezinto ezikhoyo kwaye umbuzo ngowokuba *Zingaphi izinto eziya kufunyanwa ngumntu ngamnye*?
- Ukukhuthaza incoko phakathi kwabafundi ukuze babelane ngeendlela zokusombulula. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**zingaphi**, **amaqela e-**, **iqela le-**, **ilingana**, **intsalela**, **ukwenza amaqela**, **ulwabiwo**).

Grouping and sharing

Mental Maths

We focus on the **bonds of 10** this week and use our number cards to show the **number combinations**. This is a good way to keep learners actively involved in the lesson and is an easy way for you to see if they know their bonds. A quick glance around the classroom will show which learners are holding up the correct card. You can then address any misconceptions you see.



Game

Fair share



Concept development

This week we look at the difference between **grouping** and **sharing**. We will focus on:

- solving problems involving **grouping** with the possibility of a **remainder**. In this kind of **division**, objects are divided into groups of a given size and learners have to find out how many such groups can be made.
- solving problems involving **sharing** with the possibility of a **remainder**. In this kind of **division**, objects are divided among a given number of people (for example) and learners have to find out how many of the items being shared each person will get.



What to look out for this week

- Remember that division is the **inverse** of multiplication. Refer to **multiples** when you find groups that make up a given number. You could help learners to see the inverse relationship between division and multiplication.
- In **grouping division**, the key idea is the group size and the question should be: How many groups of this size can I make?
- In **sharing division**, the key idea is the number of people (for example) among whom the items must be shared and the question should be: How many items will each person get?
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**how many**, **groups of**, **lots of**, **equals**, **remainder**, **grouping**, **sharing**).

Ukuhlela

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

IZIBALO ZENTLOKO | MENTAL MATHS

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Ziqhelise iibhondi ze-10 usebenzise amakhadi akho okudibanisa.

Practice bonds of 10 using your addition cards.



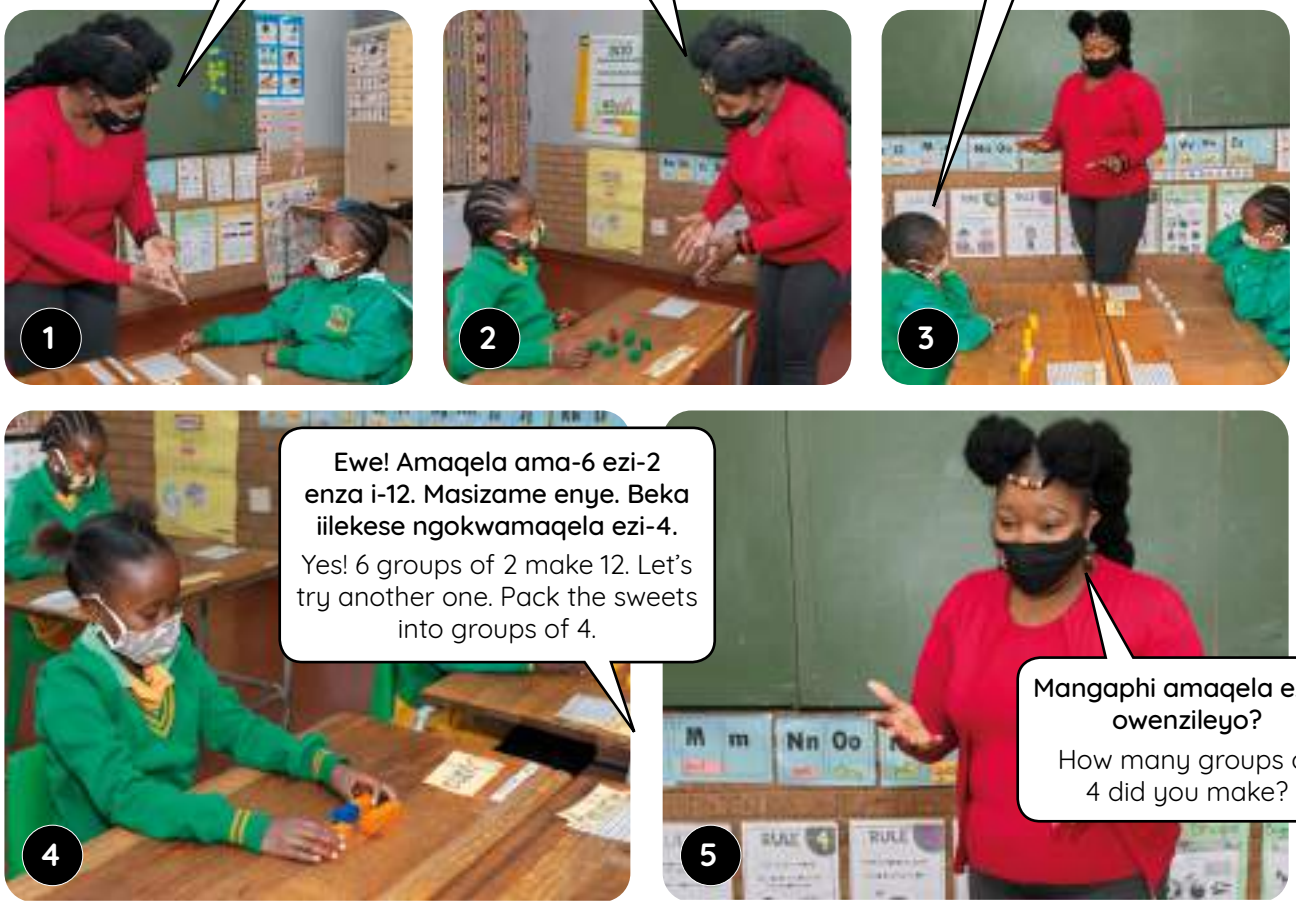






Grouping

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Phinda la manyathelo ngamanye amanani afana nala: 14, 15, 20. Thetha ngenani lamaqela onokuwenza ngexesha ngalinye, nobungakanani beqela.

Repeat the steps with other numbers such as 14, 15 and 20. Speak about the number of groups you can make each time, and the group size.

Ukuhlela

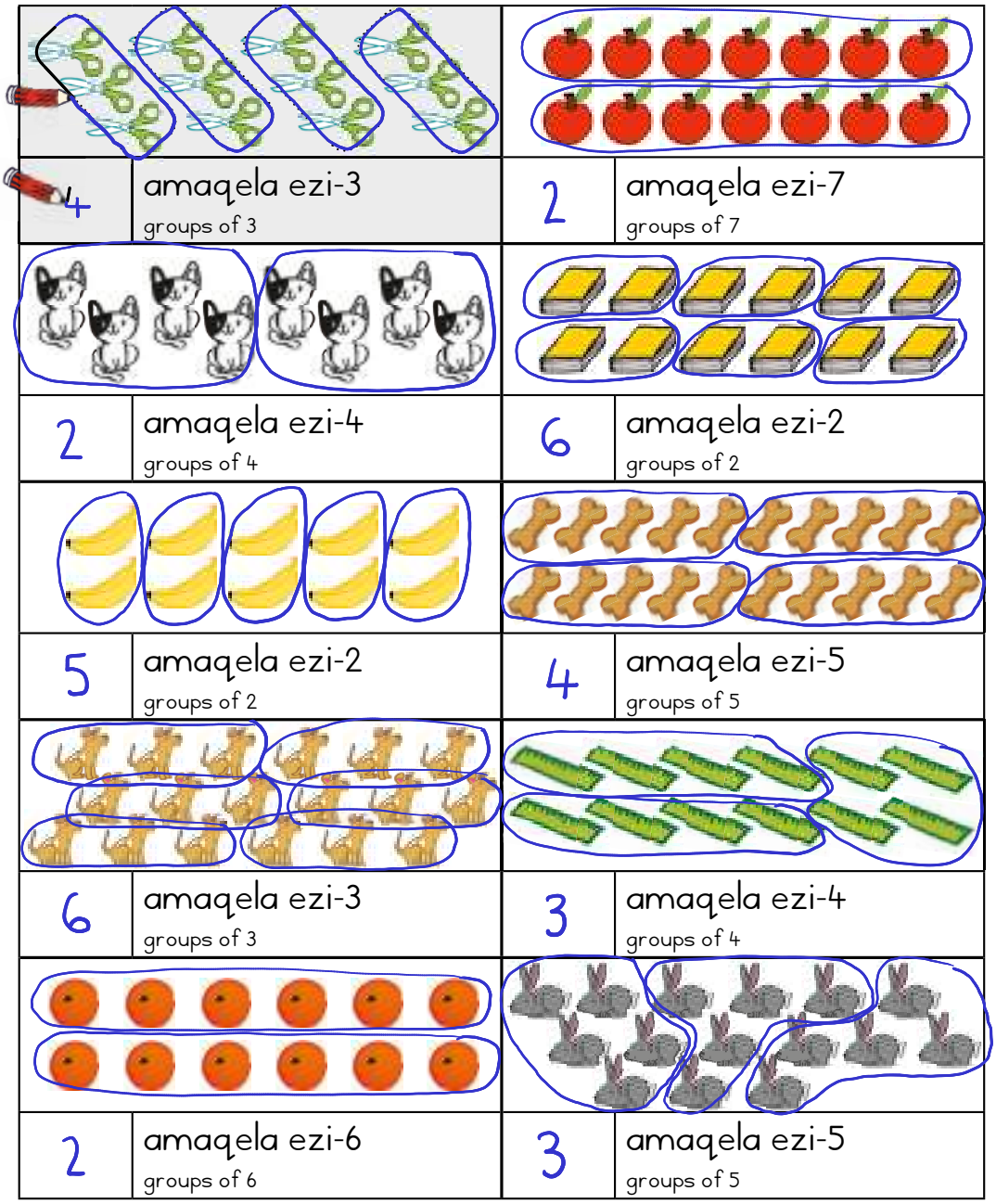
IVEKI • WEEK 7

USUKU 1 • DAY 1

Ukuhlela
Grouping

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

1 Biyela, ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?

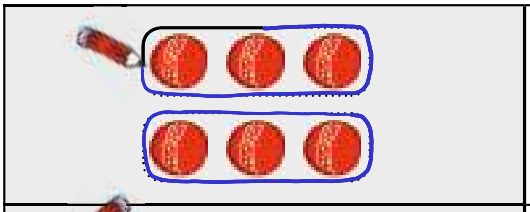
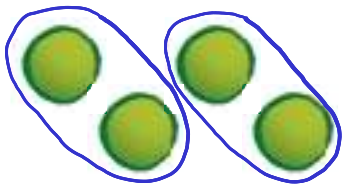
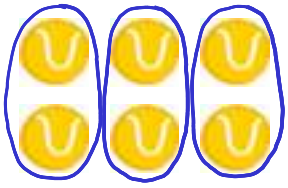
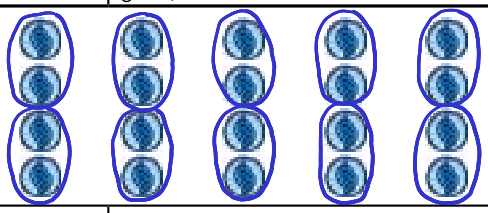
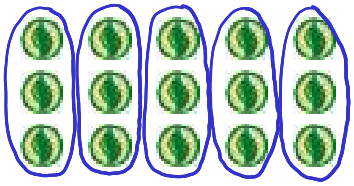
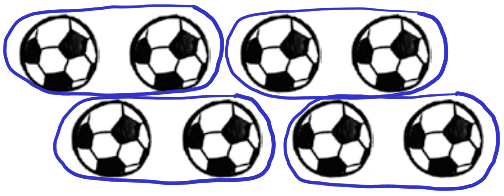
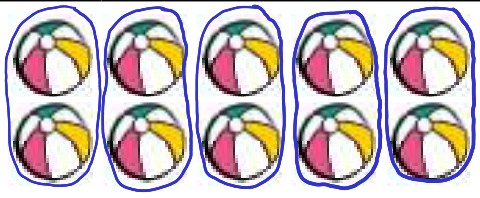
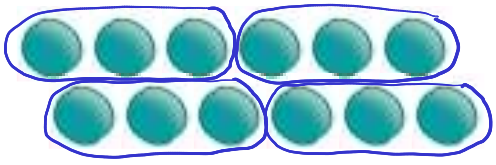
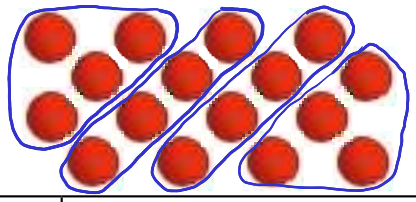


4 amaqela ezi-3 groups of 3	2 amaqela ezi-7 groups of 7
2 amaqela ezi-4 groups of 4	6 amaqela ezi-2 groups of 2
5 amaqela ezi-2 groups of 2	4 amaqela ezi-5 groups of 5
6 amaqela ezi-3 groups of 3	3 amaqela ezi-4 groups of 4
2 amaqela ezi-6 groups of 6	3 amaqela ezi-5 groups of 5

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Grouping

2 Biyela, ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?

	
2 amaqela ezi-3 groups of 3	4 amaqela ezi-2 groups of 2
	
2 amaqela ezi-2 groups of 2	3 amaqela ezi-2 groups of 2
	
10 amaqela ezi-2 groups of 2	5 amaqela ezi-3 groups of 3
	
4 amaqela ezi-2 groups of 2	5 amaqela ezi-2 groups of 2
	
4 amaqela ezi-3 groups of 3	4 amaqela ezi-4 groups of 4

Ukwabelana

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masenze ngathi sineelekese esiza kwabelana ngazo. Yabela abantwana aba-2 iilekese ezili-14 ngokulinganayo usebenzise izibalisi zakho.

Let's pretend we have sweets to share. Share 14 sweets equally between 2 learners using your counters.



Enye yeyakho, enye yeyam, enye yeyakho, enye yeyam ...

One for you, one for me, one for you, one for me ...



Umntwana ngamnye ufumene ezingaphi?

How many did each learner get?



Ewe! U-14 owabiwe kabini kabini ngoku linganayo wenza u-7. Masabe ke ngoku iibhloko ezi-12 phakathi kwabantwana aba-3.

Yes! 14 shared equally between 2 is 7. Now let's share 12 blocks between 3 people.



Phinda la manyathelo ngamanye amanani afana ne-10 kunye ne-18, usahlula kwixesha ngalinye ukuze kungabikho ntsalela. Xoxa ngokuba kulungile ukwaba ngokulinganayo ukuze wonke umntu afumane inani elilinganayo lezibalisi nokuba akunyanzelekanga bohlulelane nganye nganye: banganikisa ngezinto ezimbalwa ngexesha ukuze kwabiwe ngokukhawuleza.

Repeat the steps with other numbers such as 10 and 18, sharing each time so that there is no remainder. Discuss that it is fair to share equally so everyone gets the same number of counters and that they do not have to share one by one. They can give a few items at a time to make the sharing go quicker.

Sharing

IVEKI • WEEK 7

USUKU 2 • DAY 2

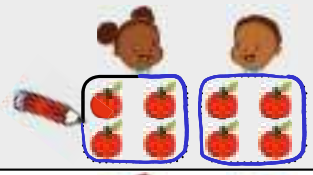
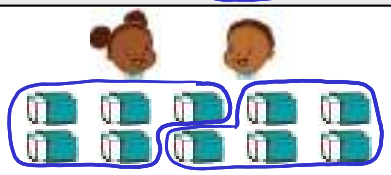
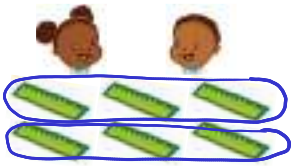
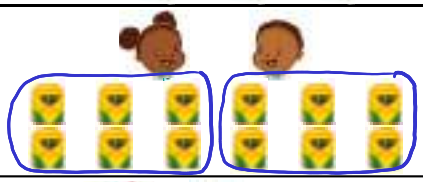
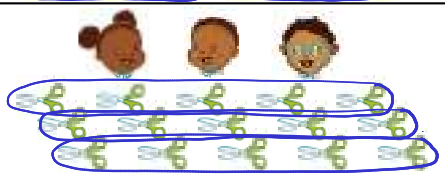
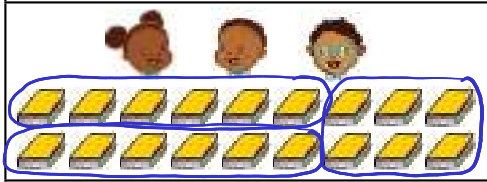
Ukwabelana
Sharing

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

1 Yabela abantwana ngokulinganayo.

Share equally among the children.

The sharing here is done using groups – it is quicker than sharing in ones. Learners who don't see how to share using groups should use blocks and share in ones

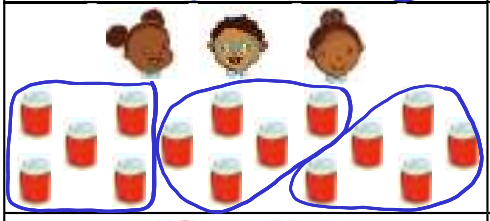
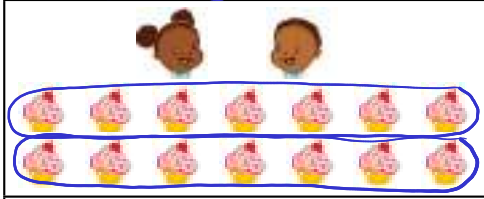
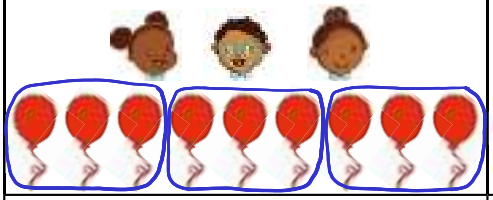
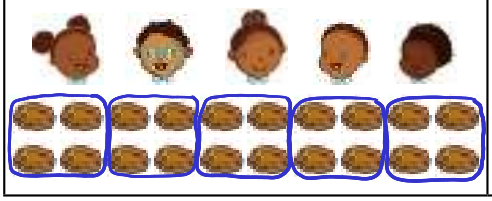
Yahlula/Yabela. Share.	Umntwana ngamnye ufumana Each child gets
	4
	5
	3
	6
	5
	6
	3

65

2 Yabela abantwana ngokulinganayo.

Share equally among the children.

Let learners use blocks where needed

Yahlula/Yabela. Share.	Umntwana ngamnye ufumana Each child gets
	3
	2
	5
	7
	3
	3
	4

Grouping and sharing

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

ULwandile unamaqebengwana angama-20 ekufuneka epakishwe ezibhokisini. Ibhokisi nganye inamaqebengwana ama-5. Uza kufuna iibhokisi ezingaphi?

Lwandile has 20 cookies that must be packed into boxes. 5 cookies go in each box. How many boxes will she need?



Ukuba ibhokisi nganye inamaqebengwana ama-5, uza kufuna iibhokisi ezi-4.

If 5 cookies go in each box, she will need 4 boxes.



UNkazi unamaqanda ali-12. Wabelana ngamaqanda nomhlobo wakhe. Uza kufumana amaqanda amangaphi umntu ngamnye.

Nkazi has 12 eggs. He shares the eggs with his friend. How many eggs will they each get?



UNkazi nomhlobo wakhe baza kufumana amaqanda ama-6.

Nkazi and his friend will each get 6 eggs.



Phinda la manyathelo nangezinye iingxaki zamagama zokwenza amaqela nokwaba. Nika abafundi amathuba aliqela okusombulula iingxaki ezifana nezi kwaye nithethe ngazo ngeli xesha basebenzayo.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems like these and talk about it while they work.

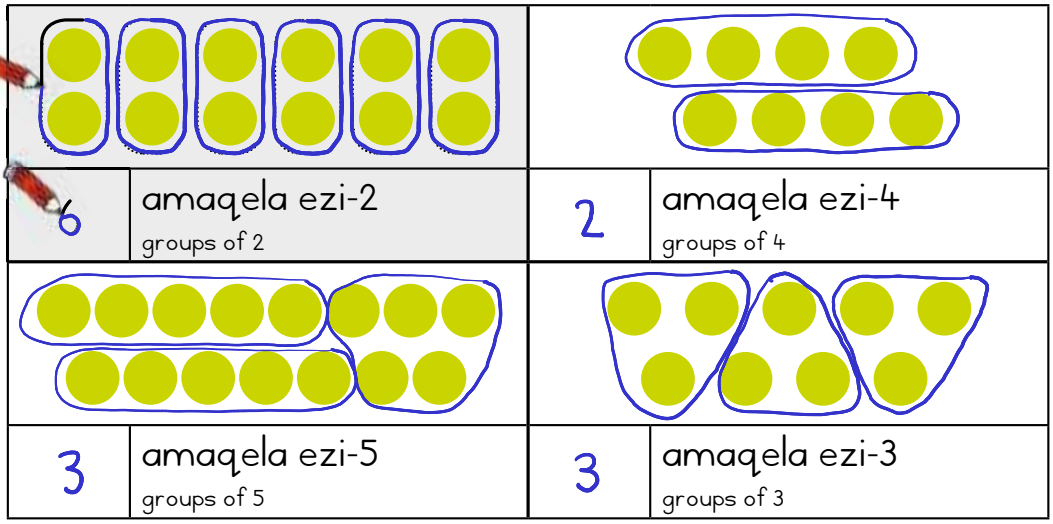
IVEKI • WEEK 7

USUKU 3 • DAY 3

Ukuhlela nokwaba/nokwabelana
Grouping and sharing

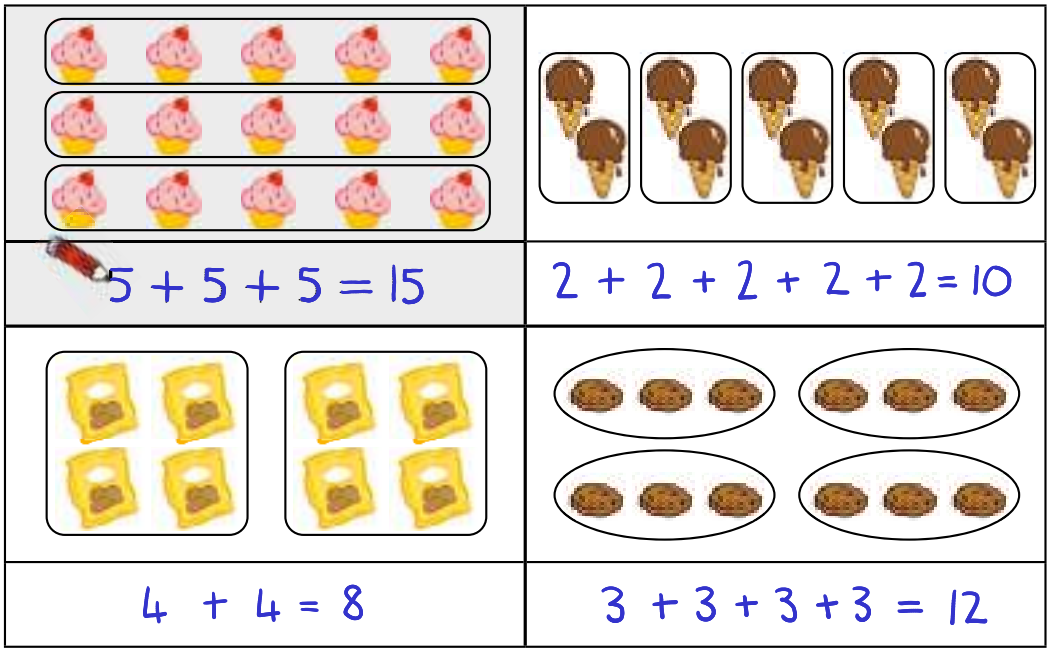
IZIBALO ZENTLOKO (MENTAL MATHS) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMSEBENZI WEQELA (GROUP WORK) → UMDLALO (GAME) → IMISEBENZI (ACTIVITIES) → UKUSOMBULULA INGXAKI (PROBLEM SOLVING)

1 Biyela, ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?



6 amaqela ezi-2 (groups of 2)	2 amaqela ezi-4 (groups of 4)
3 amaqela ezi-5 (groups of 5)	3 amaqela ezi-3 (groups of 3)

2 Bhala izivakalisi manani.
Write the number sentences.



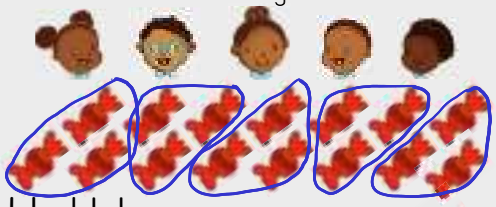
67

Grouping and sharing

Again we show sharing using groups here.
Learners who don't see how to share using groups should use blocks and share in ones.

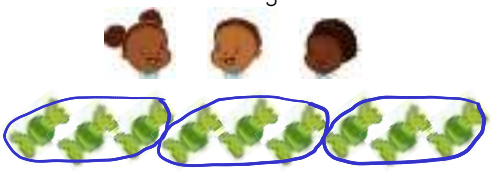
3

Yabela abahlobo aba-5 ezi lekese.
Share the sweets among 5 friends.



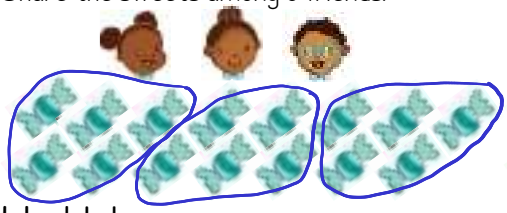
Umhlobo ngamnye uza kufumana iilekese ezi-3.
Each friend will get 3 sweets.

Yabela abahlobo aba-3 ezi lekese.
Share the sweets among 3 friends.



Umhlobo ngamnye uza kufumana iilekese ezi-3.
Each friend will get _____ sweets.

Yabela abahlobo aba-3 ezi lekese.
Share the sweets among 3 friends.



Umhlobo ngamnye uza kufumana iilekese ezi-5.
Each friend will get _____ sweets.

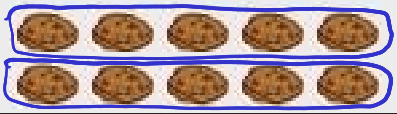
Yabela abahlobo aba-4 ezi lekese.
Share the sweets among 4 friends.



Umhlobo ngamnye uza kufumana iilekese ezi-5.
Each friend will get _____ sweets.

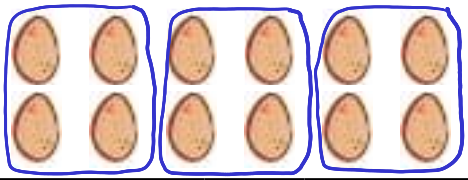
4

Unamaqebengwana ali-10 aza kufakwa ezibhokisini. Ibhokisi nganye ingena amaqebengwana ama-5. Uza kufuna iibhokisi ezingaphi?
You have 10 cookies to put into boxes. 5 cookies go in each box. How many boxes will you need?



Ndifuna iibhokisi ezi-2 boxes.
I need

Unamaqanda ali-12 aza kufakwa ezibhokisini. Kungena amaqanda ama-4 kwibhokisi nganye. Uza kufuna iibhokisi ezingaphi?
You have 12 eggs to put into boxes. 4 eggs go in each box. How many boxes will you need?



Ndifuna iibhokisi ezi-3 boxes.
I need

Ukuhlela nokwaba okunentsalela

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

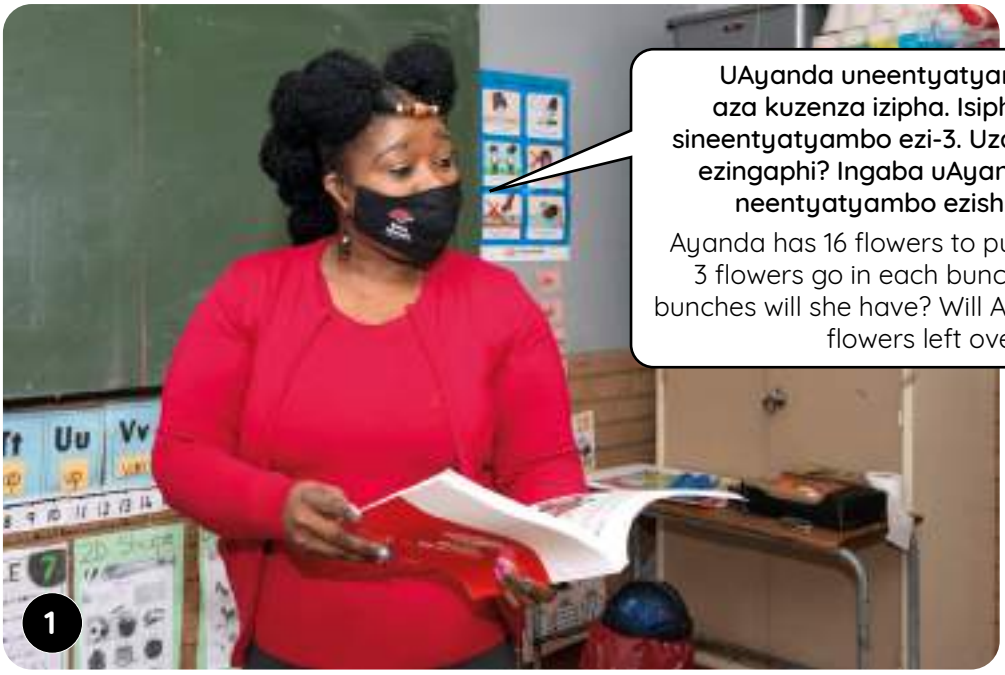
→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

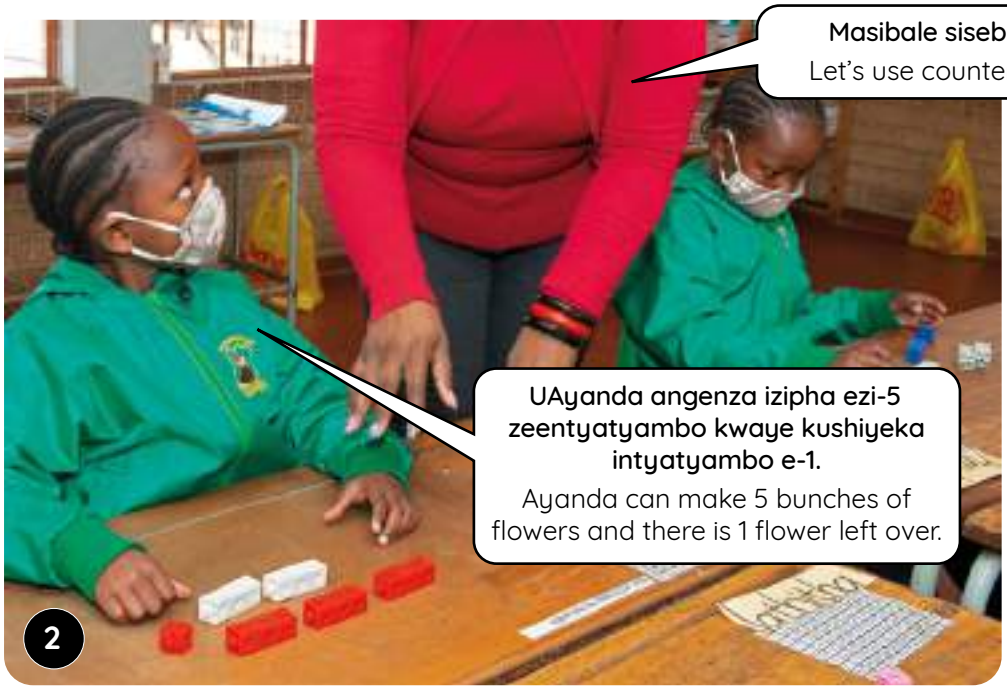
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



1

UAyanda uneentyatyambo ezili-16 aza kuzenza izipha. Isipha ngasinye sineentyatyambo ezi-3. Uza kuba nezipha ezingaphi? Ingaba uAyanda uza kuba neentyatyambo ezishiyekileyo?

Ayanda has 16 flowers to put into bunches. 3 flowers go in each bunch. How many bunches will she have? Will Ayanda have any flowers left over?



2

Masibale sisebenzise izibalisi.

Let's use counters to work it out.

UAyanda angenza izipha ezi-5 zeentyatyambo kwaye kushiyeka intyatyambo e-1.

Ayanda can make 5 bunches of flowers and there is 1 flower left over.

Thetha ngeentsalela. Singenza ntoni ngale ntyatyambo ishiyekileyo? Mhlawumbi uAyanda angazigcinela!

Talk about remainders. What can we do with the flower that is left over? Maybe Ayanda can keep the leftover flower for herself!

Grouping and sharing with remainders





Phinda la manyathelo usebenzise nezinye iingxaki zokwenza amaqela nokwabelana. Nika abafundi amathuba aliqela okusombulula iingxaki ezineentsalela. Qinisekisa ukuba abafundi bathetha ngento enokwenziwa ngeentsalela ukuze baqonde ukuba azinakuyekwa nje zingahoywa.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make learners talk about what can be done with remainders so that learners realise that they can't be ignored.

IVEKI • WEEK 7

USUKU 4 • DAY 4

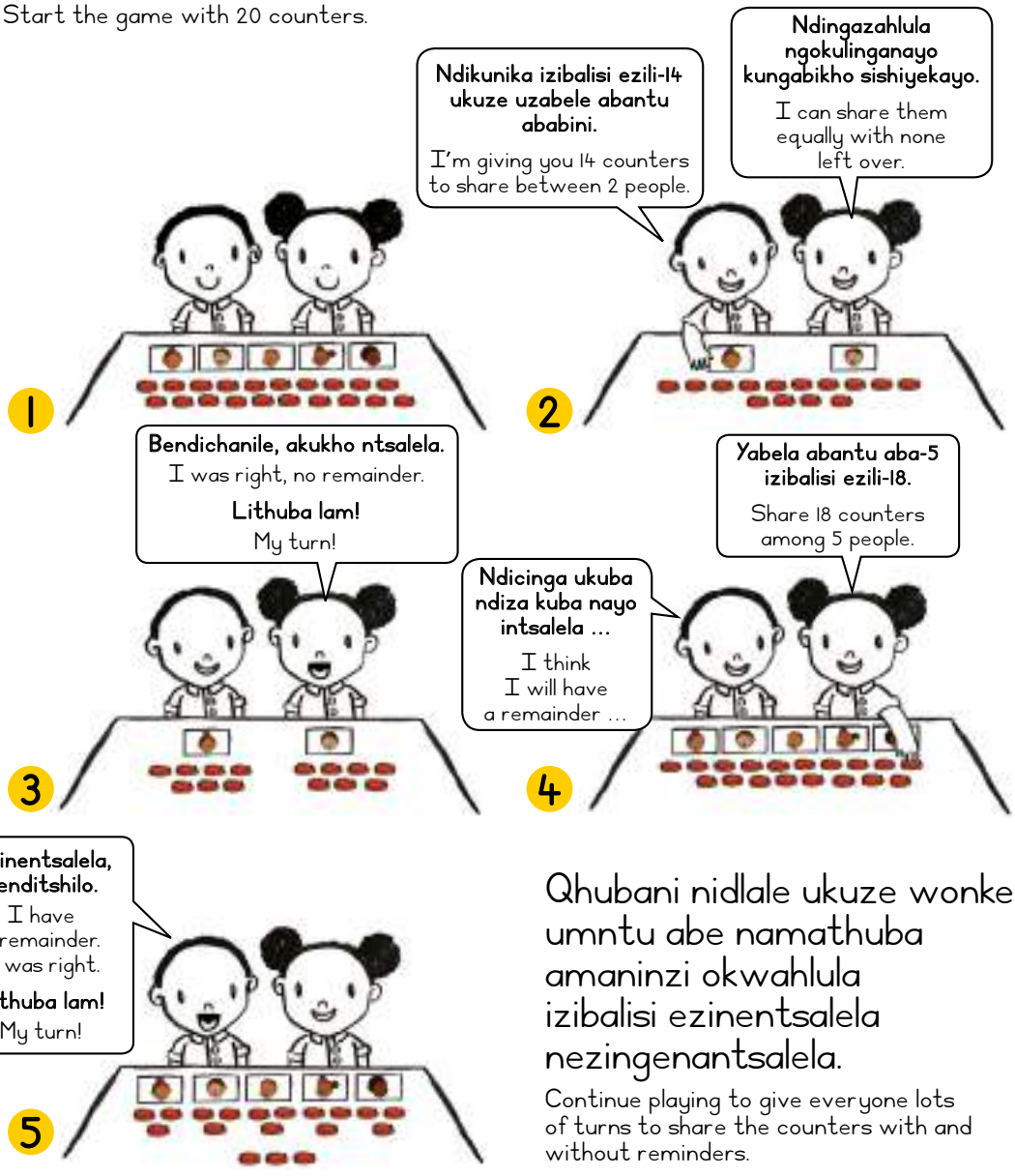
Ukuhlela nokwaba okunentsalela
Grouping and sharing with remainders

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

Umdlalo: Ulwabiwo olukholisayo/olwanelisayo
Game: Fair share

Qala umdlalo ngezibalisi ezingama-20.

Start the game with 20 counters.



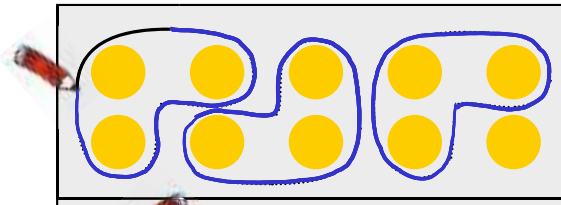
Qhubani nidlale ukuze wonke umntu abe namathuba amaninzi okwahlula izibalisi ezinentsalela nezingenantsalela.

Continue playing to give everyone lots of turns to share the counters with and without reminders.

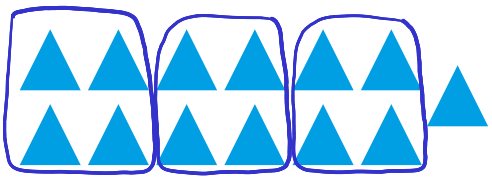
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Grouping and sharing with remainders

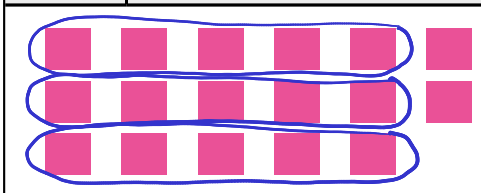
1 Biyela, ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?



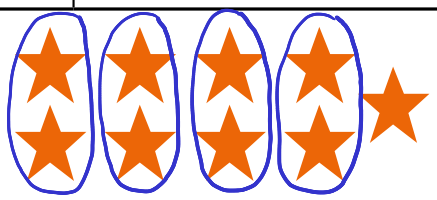
3	amaqela ezi-3 groups of 3
1	intsalela. left over.



3	amaqela ezi-4 groups of 4
1	intsalela. left over.

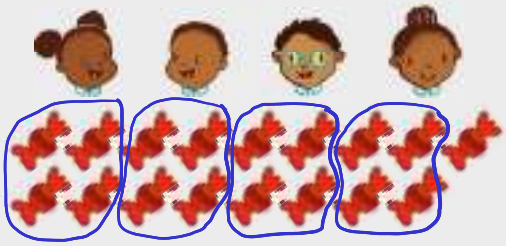


3	amaqela ezi-5 groups of 5
2	intsalela. left over.

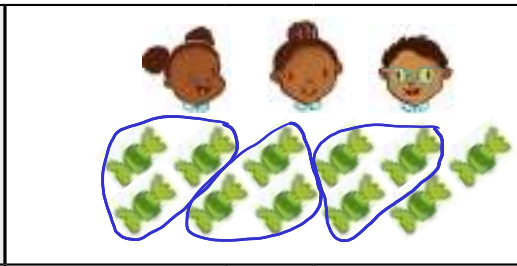


4	amaqela ezi-2 groups of 2
1	intsalela. left over.

2 Yahlula iilekese ngokulinganayo.
Share the sweets equally.



Umhlobo ngamnye ufumana iilekese ezi- Each friend gets	4	sweets.
Iza kuba- There will be	1	eshiyekayo. left over.



Umhlobo ngamnye ufumana iilekese ezi- Each friend gets	3	sweets.
Ziza kuba- There will be	2	ezishiyekayo. left over.

Uvavanyo nobethelelo

IVEKI • WEEK 7

USUKU 5 • DAY 5

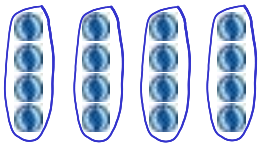
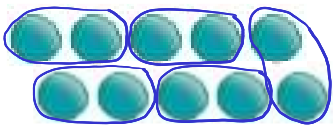
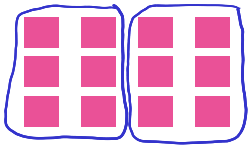
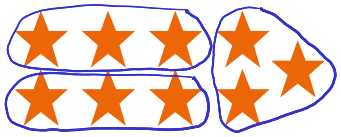
Ukubethelela
Consolidation

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

1

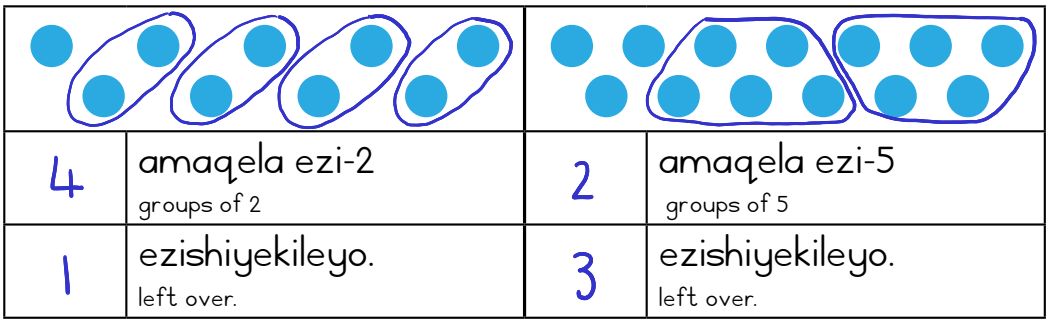
Unezitoki ezili-11 oza kwabelana ngazo nomhlobo wakho. Uza kufumana izitoki ezingaphi umntu ngamnye? You have 11 lollipops that you share with your friend. How many lollipops will you each get?			Uneencwadi ezili-15 oza kuzipakisha ezibhokisini. Kungena iincwadi ezi-4 kwibhokisi nganye. Kuza kufuneka iibhokisi ezingaphi? You have 15 books to put into boxes. 4 books go in each box. How many boxes will you need?		
Umntu ngamnye uza kufumana izitoki ezi- You will each get	5	lollipops.	Kufuneka iibhokisi ezi- I need	3	boxes.
Kuza kushiyeka ezi- There will be	1	left over.	Ndiza kuba neencwadi ezi- I will have	3	ezishiyekileyo. books left over.

2 Biyela ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?

			
4	amaqela ezi-4 groups of 4	5	amaqela ezi-2 groups of 2
			
2	amaqela ezi-6 groups of 6	3	amaqela ezi-3 groups of 3

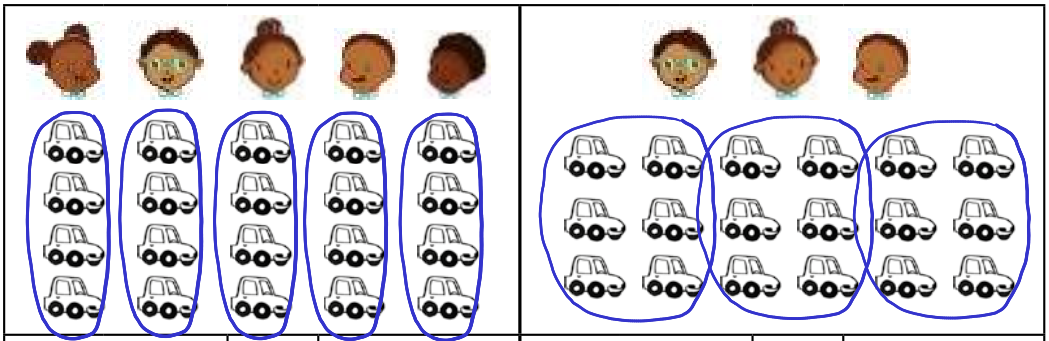
Assessment and consolidation

3 Biyela, ukuze wenze amaqela. Mangaphi amaqela akhoyo?
Circle to make groups. How many groups are there?



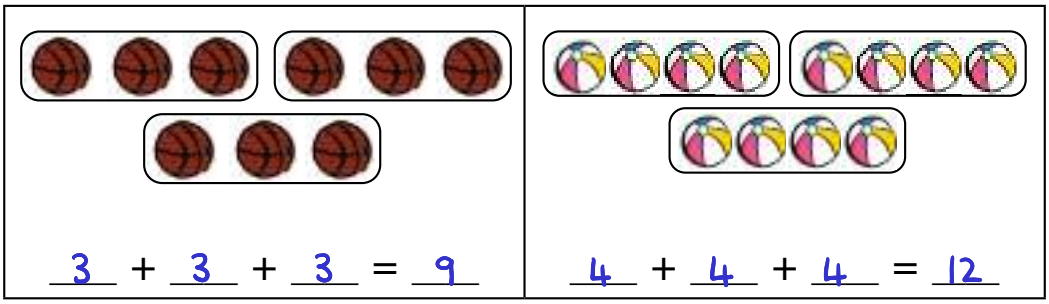
4	amaqela ezi-2 groups of 2	2	amaqela ezi-5 groups of 5
1	ezishiyekileyo. left over.	3	ezishiyekileyo. left over.

4 Yabela abahlobo ezi moto ngokulinganayo.
Share the cars equally.



Umntwana ngamnye ufumana Each child gets	4	seemoto. cars.	Umntwana ngamnye ufumana Each child gets	6	seemoto. cars.
0	intsalela. left over.		0	intsalela. left over.	

5 Bhala isivakalisi manani.
Write the number sentences.



3 + 3 + 3 = 9

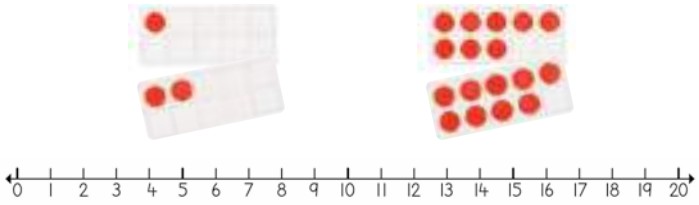
4 + 4 + 4 = 12

Ukudibanisa okuphindiweyo, ukuphinda kabini nokwahlula kubini

	Izixhobo
Izibalo zentloko: Yenza i-10 usebenzise amakhadi amachokoza	amakhadi amachokoza katitshala
Umdlalo: Phinda kabini	azikho







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa okuphindiweyo	LB
2	Ukudibanisa okuphindiweyo	LB, umgcamanani (utitshala), izibalisi ezingama-20
3	Ukuphinda kabini nokwahlula kubini	LB, izibalisi ezingama-20
4	Ukuphinda kabini nokwahlula kubini	LB, izibalisi ezingama-20
5	Ubethelelo novavanyo olujolise ekufundeni	LB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubala ngokweziphindwa njengendllela yokuqalisa ukudibanisa okuphindiweyo.	
ukusombulula izivakalisi manani neengxaki zamagama ngokusebenzisa ukudibanisa okuphindiweyo.	
ukusebenzisa ukuphinda kabini nokwahlula kubini njengeendlela zokusombulula iingxaki.	

Uvavanyo lusesikweni

Akukho vavanyo lusesikweni kule veki.

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

Repeated addition, doubling and halving

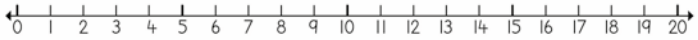
	Resources
Mental Maths: Make 10 using dot cards	teacher dot cards
Game: Doubling	none











Day	Lesson activity	Lesson resources
1	Repeated addition	LB
2	Repeated addition	LB, number line (teacher), 20 counters
3	Doubling and halving	LB, 20 counters
4	Doubling and halving	LB, 20 counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
count in **multiples** as an introduction to repeated addition.	
solve **number sentences** and **word problems** by using repeated addition.	
use **doubling** and **halving** as techniques when solving problems.	

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.

Ukudibanisa okuphindiweyo, ukuphinda kabini nokwahlula kubini

Izibalo zentloko

Kule veki sibethelela ulwazi **lweebhondi ze-10** sisebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 'lizalisa' isakhelo seshumi esakhiwe ngamakhadi amachokoza ashicilelweyo. Lo msebenzi uqinisa ulwazi lwabafundi lweebhondi zeshumi **nolwalamano olongezwayo**.



Umdlalo

Phinda kabini



Uphuhliso lwengqiqo

Kule veki sigxila **kudibaniso oluphindiweyo**, **ukuphinda kabini nokwahlula kubini**. Abafundi baza kusombulula **izivakalisi manani neengxaki zamagama** besebenzisa ukudibanisa okuphindiweyo, ukuphinda kabini nokwahlula kubini. Siza kujolisa koku:



- **Ukubala ngeziphindwa** ukulungiselela ukudibanisa okuphindiweyo. Kubalulekile kubafundi ukuba baqonde ukuba ukubala ngeziphindwa yeyona ndlela isebenzayo yokubala.
- Ukusombulula izivakalisi manani neengxaki zamagama ngokusebenzisa ukudibanisa okuphindwayo kwimigcamanani. Kufuneka abafundi baqalise ukusebenzisa imigcamanani kwangethuba kuba ziyimiboniso ebalulekileyo yemathematika.
- Ukusombulula iingxaki ngokusebenzisa ubuchule **bokuphindaphinda kabini nokwahlula kubini**.

Into emayiqatshelwe kule veki

- Bakhuthaze abafundi ukuba bacinge kanzulu **ngokudibanisa okuphindwayo** endaweni yokusuka ngokubala ngoo-2. Njengokuba abafundi beqhubela phambili ngemisebenzi yabo kufuneka baqonde ukuba babethelela ukudibanisa ngokufumanisa ukuba banezinto ezingaphi zizonke.
- Kubalulekile kubafundi ukuqonda ukuba basebenzisa ubuchule obufana **nokuphindaphinda kabini** okanye **ukwahlula kubini** ukuze bakwazi ukusombulula iingxaki ngokuchanekileyo.
- Qinisekisa ukuba abafundi basebenzisa isigama ngokwabo ukuze bafunde ulwimi lwemathematika kwaye baphucule ulwazi lwabo lokudibanisa okuphindwayo, ukuphinda kabini nokwahlula kubini (**zingaphi**, **amaqela**, **ezininzi**, **zenza**, **ukudibanisa**, **isivakalisi manani**, **ukudibanisa okuphindwayo**, **izibini**, **izihlanu**, **ukuphinda kabini**, **ihafu/isiqingatha**, **iyafana**, **dibanisa**, **zenza**).

Repeated addition, doubling and halving

Mental Maths

This week we consolidate our knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames shown by the printed dot cards. This activity strengthens learners' understanding of their bonds of ten and **additive relations**.



Game

Doubling



Concept development

This week we focus on **repeated addition**, **doubling** and **halving**. Learners will solve **number sentences** and **word problems** by using repeated addition, doubling and halving. We will focus on:



- **counting in multiples** in preparation for repeated addition. It is important for learners to understand that counting in multiples is a more efficient way of counting.
- solving number sentences and word problems by using repeated addition on number lines. Learners need to start using number lines early on as they are an important mathematical representation.
- solving problems using **doubling** and **halving** techniques.

What to look out for this week

- Encourage learners to think about **repeated addition** rather than simply counting in 2s. As learners progress through the activities, they should recognise that they are consolidating addition by finding out how many they have altogether.
- It is important for learners to recognise that they use techniques such as **doubling** and **halving** to solve problems more efficiently.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of repeated addition, doubling and halving (**how many**, **groups**, **lots of**, **equals**, **addition**, **number sentence**, **repeated addition**, **twos**, **fives**, **double**, **halve**, **half**, **the same**, **plus**).

Ukudibanisa okuphindiweyo

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

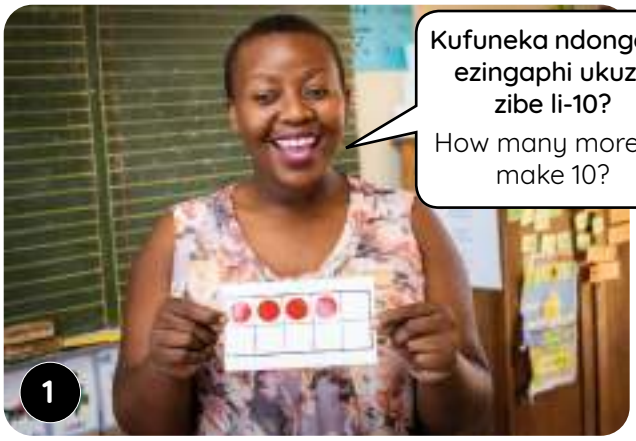
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza i-10 usebenzise amakhadi amachokoza.

Practise making 10 using dots cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







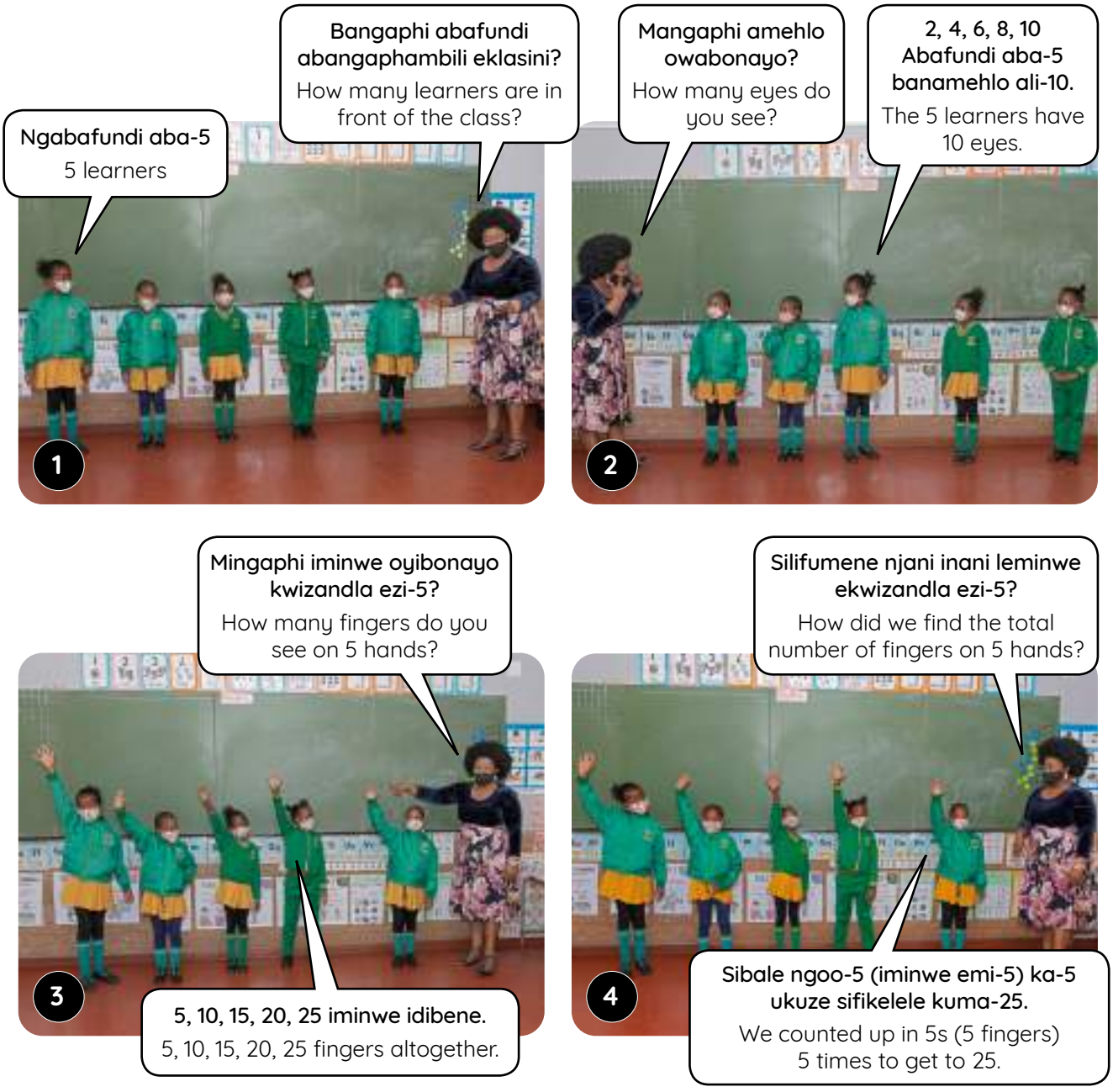






Repeated addition

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Bhala ezi zivakalisi manani zilandelayo ebhodini uze uxoxe ngokudibanisa okuphindiweyo.

Write the following number sentences on the board and discuss the idea of repeated addition.
2 + 2 + 2 + 2 + 2 = 10 **5 + 5 + 5 + 5 + 5 = 25**

Utitshala angaphinda la manyethelo angasentla abhekisele kwezinye izinto ezinokubalwa ngeziphindwa. Umzekelo, bala iingalo, imilenze (ngoo-2); iminwe kwizandla zozibini (ngoo-10); njl-njl.

Repeat these steps using other objects that allow counting in multiples, for example, arms and legs (2s); fingers on both hands (10s); and so on.

IVEKI • WEEK 8

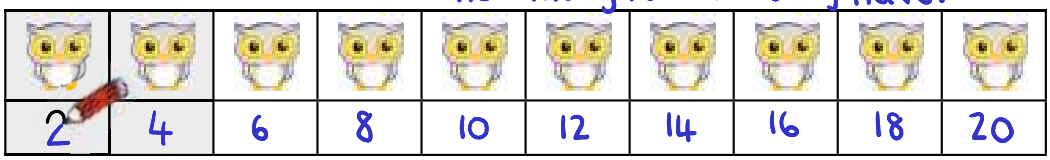
USUKU 1 • DAY 1

Ukudibanisa okuphindiweyo
Repeated addition

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

1 Bala amehlo. Bala ngezi-2. Ask: if these 10 owls have 20 eyes, how many feet do they have?

Count the eyes. Count in 2s.



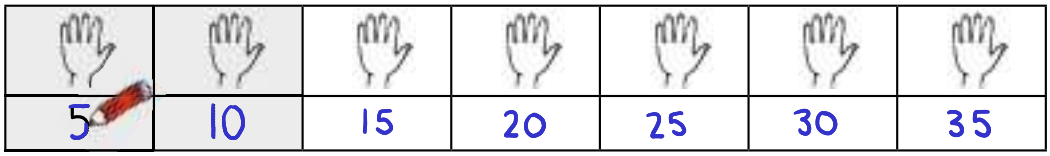
Bala imilenze. Bala ngezi-2.

Count the legs. Count in 2s.



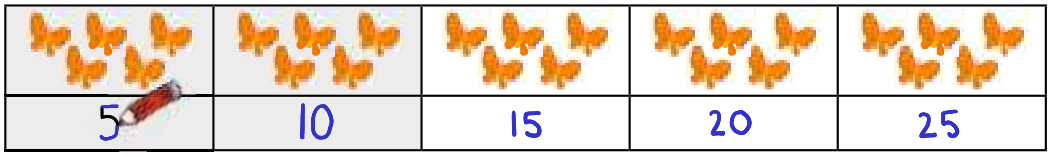
Bala iminwe. Bala ngezi-5.

Count the fingers. Count in 5s.



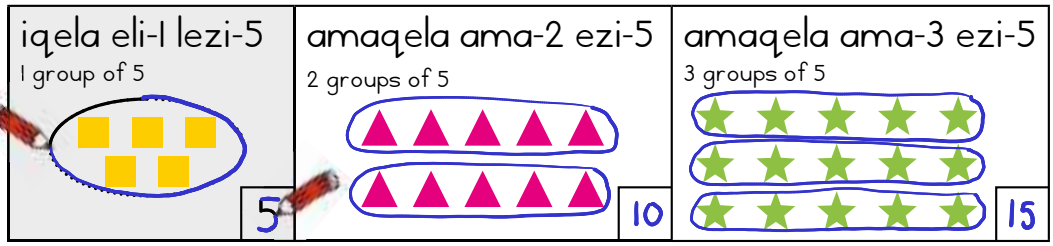
Bala amabhabhathane. Bala ngezi-5.

Count the butterflies. Count in 5s.



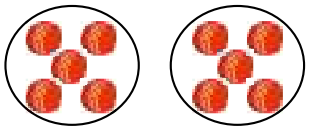
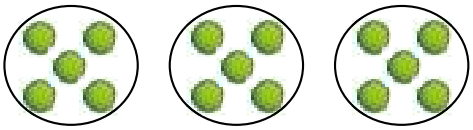
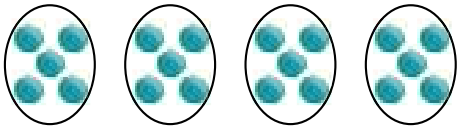
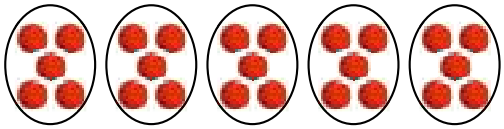
2 Biyela izi-5 ngezangqa ukuze ubale ukuba zingaphi iimilo ezikhoyo.

Draw circles around the 5s to work out how many shapes.

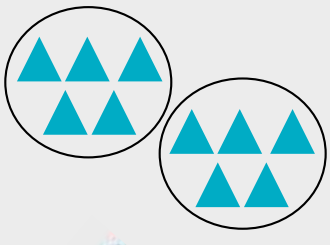
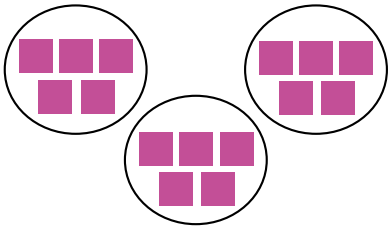
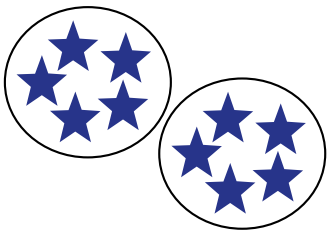


Repeated addition

3 Bhala isivakalisi manani uze usombulule ingxaki.
Write a number sentence and solve the problem.

 2 + 2 + 2 = 6	 2 + 2 + 2 + 2 = 8
 2 + 2 = 4	 2 + 2 + 2 = 6
 5 + 5 = 10	 5 + 5 + 5 = 15
 5 + 5 + 5 + 5 = 20	 5 + 5 + 5 + 5 + 5 = 25

4 Bhala isivakalisi manani.
Write number sentences for these shapes.

 5 + 5 = 10	 5 + 5 + 5 = 15	 5 + 5 = 10

Ukudibanisa okuphindiweyo

IZIBALO ZENTLOKO
MENTAL MATHS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMSEBENZI WEQELA
GROUP WORK

→ UMDLALO
GAME

→ IMISEBENZI
ACTIVITIES

→ UKUSOMBULULA INGXAKI
PROBLEM SOLVING

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

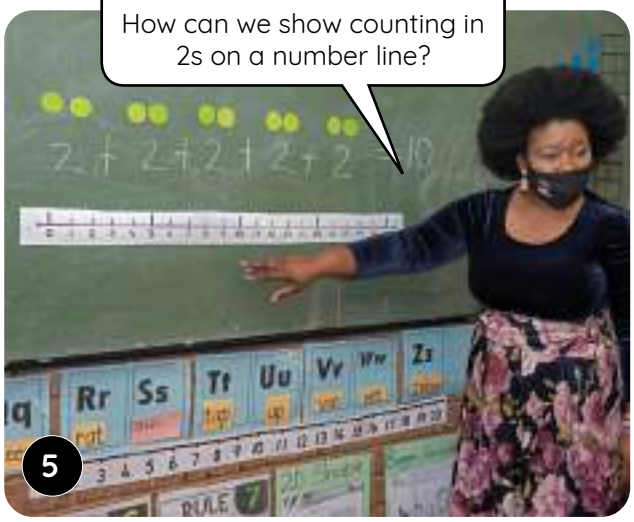




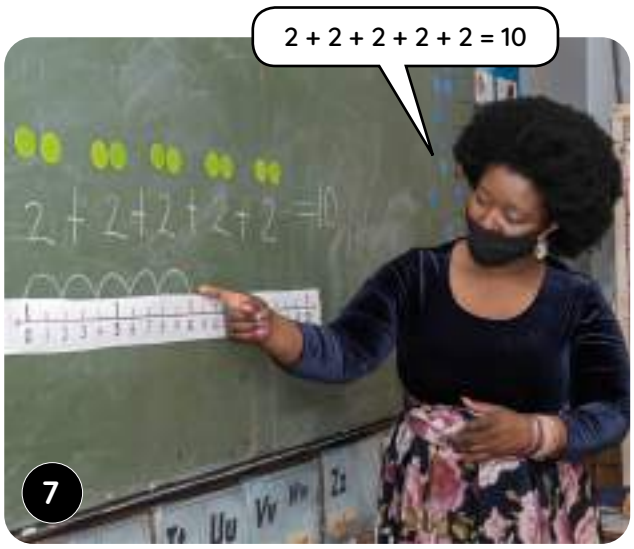


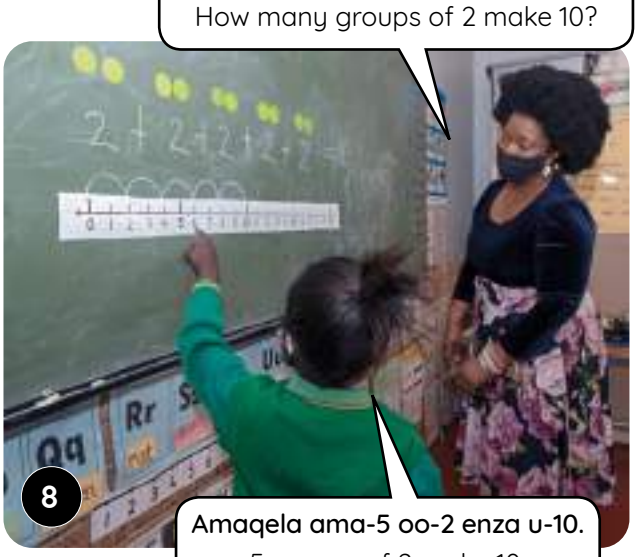


Repeated addition











Landela kwa la manyathelo angasentla ukuze wenze ukudibanisa okuphindiweyo. Bhekisela kwizinto eziziphindayo ngokwendalo yazo. Umzekelo, sonke sineengalo ezi-2, imilenze emi-2, iindlebe ezi-2, iinzwane ezi-5 kunyawo olunye, njl-njl.

Follow the same steps as above to practise repeated addition. Refer to objects or things that repeat naturally, for example, 2 arms, 2 legs, 2 ears, 5 toes on one foot, and so on.

IVEKI • WEEK 8

USUKU 2 • DAY 2

Ukudibanisa okuphindiweyo
Repeated addition

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

1 Bala iindlebe.
Count the ears.

					
2	4	6	8	10	12

Bala iingqekembe zemali. Bala ngezi-2.
Count the coins. Count in 2s.

						
2	4	6	8	10	12	14

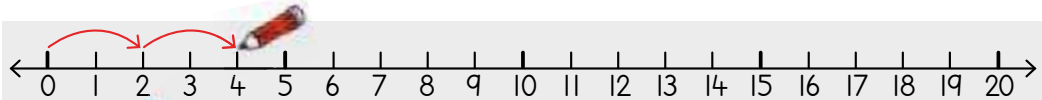
Bala iminwe.
Count the fingers.

						
5	10	15	20	25	30	35

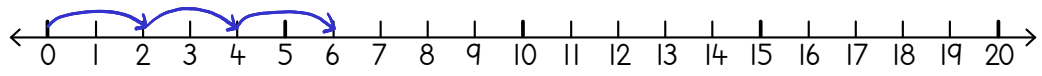
Bala iingqekembe zemali. Bala ngezi-5.
Count the coins. Count in 5s.

						
5	10	15	20	25	30	35

2 Bala ngezi-2 kumgcamanani.
Count in 2s on the number line.



2 + 2 = 4



2 + 2 + 2 = 6

75

Repeated addition

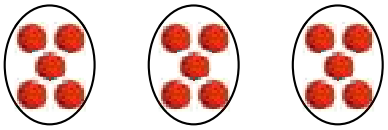
3 Bhala izivakalisi manani uze usombulule ezi ngxaki.
Write the number sentences and solve the problems.



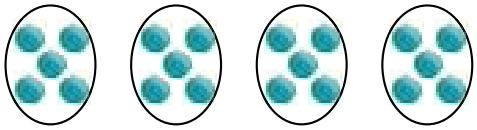
2 + 2 + 2 + 2 = 8



2 + 2 + 2 + 2 + 2 = 10



5 + 5 + 5 = 15



5 + 5 + 5 + 5 = 20

4 Sombulula ezi ngxaki zamanani.
Solve the word problems.

UNkazi uneengxowa ezisi-7 ezineelekese ezi-2 kwingxowa nganye. Zingaphi iilekese anazo zizonke? Zoba iilekese ezikwingxowa nganye.

Nkazi has 7 bags with 2 sweets in each bag. How many sweets does he have altogether? Draw the sweets in the bags.



Bhala isivakalisi manani.
Write the number sentence.

2 + 2 + 2 + 2 + 2 + 2 + 2 = 14

ULwandile uneebhokisi ezi-4. Ibhokisi nganye inemivundla emi-5. Mingaphi imivundla ekhoyo iyonke?

Lwandile has 4 boxes. Each box has 5 rabbits in it. How many rabbits are there altogether?



Bhala isivakalisi manani.
Write the number sentence.

5 + 5 + 5 + 5 = 20

Ukuphinda kabini nokwahlula 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

Beka izibalisi ezi-3. Mangaphi amaqela onawo ezibalisi ezi-3?
Put out 3 counters. How many groups of 3 counters do you have?



Sineqela elinye lezibalisi ezi-3.
We have one group of 3 counters.

Beka elinye iqela lezibalisi ezi-3.
Put out another group of 3 counters.

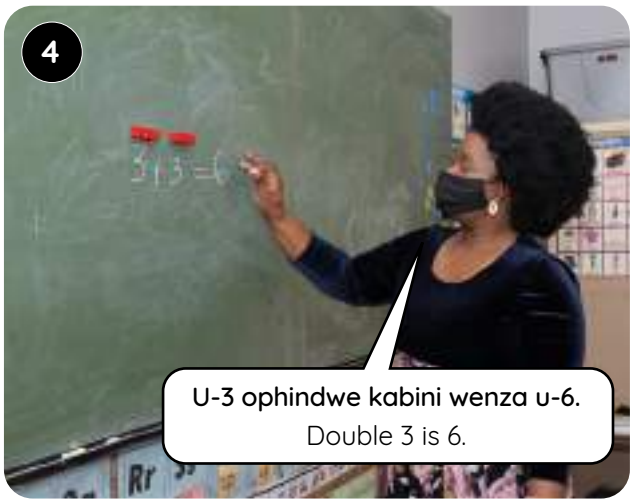


Ngoku sinamaqela ama-2 ezibalisi ezi-3. Sinezibalisi ezi-6 xa zidibene zonke.
Now we have two groups of 3 counters. We have 6 counters altogether.

Ukhona umntu owaziyo ukuba senza ntoni xa sidibanisa inani kwakulo?
Does anyone know what word we use when we add the same number to itself?



Sithi 'siphinda kabini'.
We use the word 'double'.



U-3 ophindwe kabini wenza u-6.
Double 3 is 6.

Abafundi mabaxoxe ngala magama athi phinda kabini kwaye bachaze ukuba kuthetha ntoni oko besebenzisa amazwi abo. Yenza imizekelo yokuphinda kabini eliqela kunye neklasi.

Allow learners to discuss the word **double** and to explain what it means using their own words. Do more examples of doubling with the class.

Doubling and halving

Jonga izibalisi ezi-6 ezisedesikeni yakho. Yabelana ngokulinganayo ngezi zibalisi zi-6 kunye neqabane lakho.

Look at the 6 counters on your desk. Share the 6 counters equally between you and your partner.



Ufumene izibalisi ezingaphi umntu ngamnye?

How many counters did you each get?



Sifumene ezi-3.

We each got 3.

Sifumene inani elilinganayo umntu ngamnye.

We each got the same number.

Sithi sifumene ihafu ka-6. Xa sahlule kubini u-6, sabele abahlobo aba-2 ngokulinganayo.

We say that we found half of 6. When we halved 6, we shared 6 equally between 2 friends.



Ihafu ka-6 ngu-3.

Half of 6 is 3.



Nika abafundi ithuba lokuxoxa ngamagama athi *ihafu* okanye *isiqingatha* kunye *nokwahlula kubini* kwaye bacacise ukuba athetha ntoni la magama ngamazwi abo. Yenza imizekelo eliqela okwahlula kubini kunye neklasi.

Allow learners to discuss the words ***half*** and ***halve*** and to explain what they mean using their own words. Do more examples of halving with the class.

Nika abafundi amathuba aliqela okusebenzisa ulwimi lwemathematika kwesi sifundo. Qinisekisa ukuba basebenzisa amagama afana nala: phinda kabini, ihafu/isiqingatha, yahlula kubini, ukuphinda kabini, ukwahlula kubini.

Allow the learners many opportunities to use the maths language in this lesson. Ensure that they use the words **double**, **half**, **doubling** and **halving**.

IVEKI • WEEK 8

USUKU 3 • DAY 3

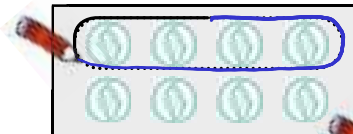
Ukuphinda kabini nokwahlula kubini
Doubling and halving

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

1 Phinda kabini amapetyu.
Double the marbles.

 U-3 ophindwe kabini ngu-6. **Double** 3 is 6.	 U-1 ophindwe kabini ngu-2. **Double** 1 is _____.
 U-4 ophindwe kabini ngu-8. **Double** 4 is _____.	 U-2 ophindwe kabini ngu-4. **Double** 2 is _____.
 U-6 ophindwe kabini ngu-12. **Double** 6 is _____.	 U-5 ophindwe kabini ngu-10. **Double** 5 is _____.

2 Yahlula amapetyu ngokulinganayo phakathi kwabahlobo ababini.
Share the marbles equally between two friends.

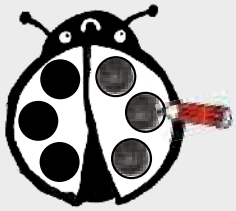
 Ihafu yesi-8 ngu-4. **Half** of 8 is 4.	 Ihafu yesi-6 ngu-3. **Half** of 6 is _____.
 Ihafu yesi-2 ngu-1. **Half** of 2 is _____.	 Ihafu ye-10 ngu-5. **Half** of 10 is _____.
 Ihafu yesi-4 ngu-2. **Half** of 4 is _____.	 Ihafu ye-12 ngu-6. **Half** of 12 is _____.

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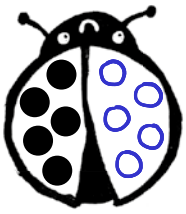
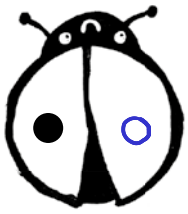
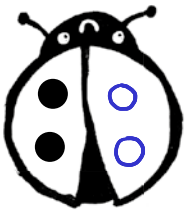
Doubling and halving

3 **Phinda kabini** amachokoza.
Double the dots.

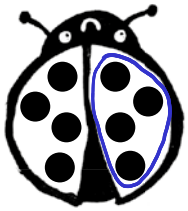
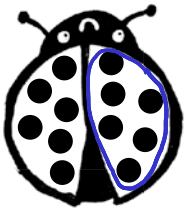
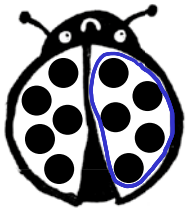
Yahlula kubini amachokoza.
Halve the dots.

	
U-3 **ophindwe kabini** ngu-6. **Double** 3 is 6.	**Ihafu** yesi-8 ngu-4. **Half** of 8 is 4.
3 + 3 = 6	

Phinda kabini amachokoza.
Double the dots.

		
U-5 **ophindwe kabini** ngu-10. **Double** 5 is _____.	U-1 **ophindwe kabini** ngu-2. **Double** 1 is _____.	U-2 **ophindwe kabini** ngu-4. **Double** 2 is _____.
5 + 5 = 10	1 + 1 = 2	2 + 2 = 4

Yahlula kubini amachokoza.
Halve the dots.

		
Ihafu yesi-8 ngu-4. **Half** of 8 is _____.	**Ihafu** ye-12 ngu-6. **Half** of 12 is _____.	**Ihafu** ye-10 ngu-5. **Half** of 10 is _____.

Ukuphinda kabini nokwahlula 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

Mingaphi iminwe ekwisandla esinye?
How many fingers on one hand?



Mingaphi iminwe ekwizandla ezibini?
How many fingers on two hands?



U-5 ophindwe kabini wenza u-10.
Double 5 is 10.

Masibhale amanani kwiitheyibhile zamanani njengoko besenzile ngaphambili.
Let's write the numbers in a number table like before.



Iminwe emi-5 kwisandla ngasinye.
5 fingers on each hand.
5 + 5 = 10



Gqibezela iitheyibhile zamanani kunye neklasi. Thethani ngamanani njengoko niwabhala kwitheyibhile – ukhumbule ukutsho ukuba inani uliphindaphinda kabini. Yenza imizekelo eliqela.

Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are doubling the number. Do many such examples.

Doubling and halving









Gqibezela iitheyibhile zamanani kunye neklasi. Thethani ngamanani njengoko niwabhala kwitheyibhile – ukhumbule ukutsho ukuba inani ulahlula kubini. Yenza imizekelo eliqela.

Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are halving the number. Do many such examples.

Lo msebenzi wenzelwe ukuba uncede abafundi babone ulwalamano phakathi kokuphindaphinda kabini nokwahlula kubini. Phinda la manyathelo angasentla usebenzise amanani ahlukileyo aliqela, ukhuthaze abafundi babone ukuba bangazibhala njani iingxaki kwitheyibhile kwixesha ngalinye.

This activity is designed to help learners see the relationship between doubling and halving. Repeat the steps above using a variety of different numbers, encouraging learners to see how they would write the problems in the table each time.

IVEKI • WEEK 8

USUKU 4 • DAY 4

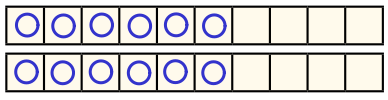
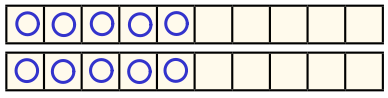
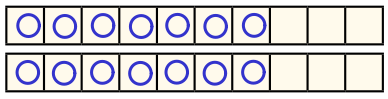
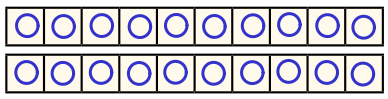
Ukuphinda kabini nokwahlula kubini
Doubling and halving

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

1 Dibanisa. Bhala iziphindwa kabini.
Add. Write the **doubles**.

4 + 4 =	8	U-4 ophindwe kabini ngu- **Double** 4 is	8
8 + 8 =	16	u-8 ophindwe kabini ngu- **Double** 8 is	16
3 + 3 =	6	u-3 ophindwe kabini ngu- **Double** 3 is	6
7 + 7 =	14	u-7 ophindwe kabini ngu- **Double** 7 is	14
2 + 2 =	4	u-2 ophindwe kabini ngu- **Double** 2 is	4

2 Yenza amachokoza kwimigca emibini. Bala ihafu.
Draw dots in two rows. Calculate **half**.

18		Ihafu ye-18 ngu- **Half** of 18 is	9
12		Ihafu ye-12 ngu- **Half** of 12 is	6
10		Ihafu ye-10 ngu- **Half** of 10 is	5
14		Ihafu ye-14 ngu- **Half** of 14 is	7
20		Ihafu yama-20 ngu- **Half** of 20 is	10

Doubling and halving

3 Gqibezela ezi theyibhile ubonise **ukuphinda kabini nokwahlula kubini**.

Complete the tables to show **double** and **half**.

6	
3	3

8	
4	4

14	
7	7

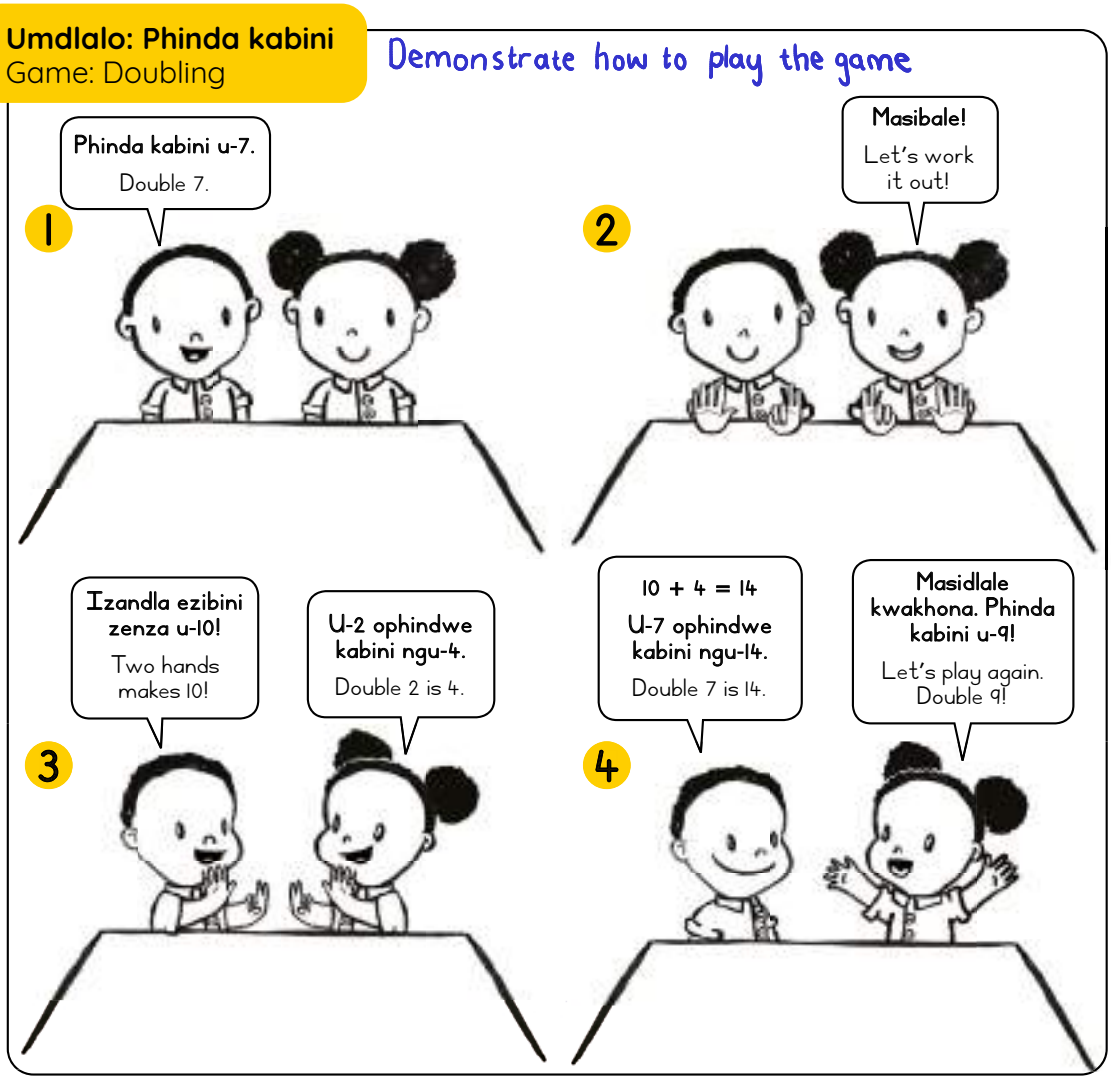
10	
5	5

12	
6	6

18	
9	9

Umdlalo: Phinda kabini
Game: Doubling

Demonstrate how to play the game



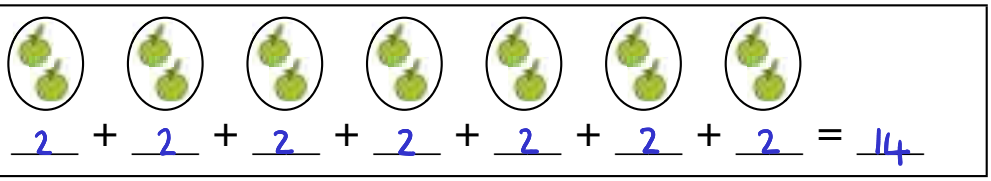
IVEKI • WEEK 8

USUKU 5 • DAY 5

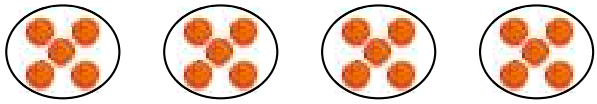
Ukubethelela
Consolidation

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

1 Bhala izivakalisi manani uze usombulule ezi ngxaki.
Write the number sentences and solve these problems.



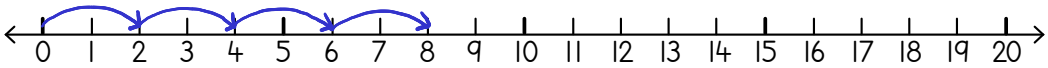
2 + 2 + 2 + 2 + 2 + 2 + 2 = 14



5 + 5 + 5 + 5 = 20

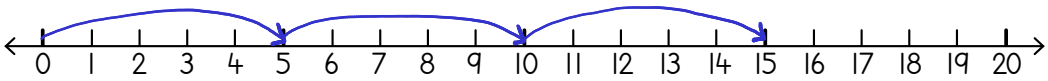
2 Bala ngezi-2 kumgcamanani.
Count in 2s on the number line.

2 + 2 + 2 + 2 = 8



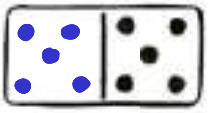
Bala ngezi-5 kumgcamanani.
Count in 5s on the number line.

5 + 5 + 5 = 15



3 **Phinda kabini** amachokoza.
Double the dots.

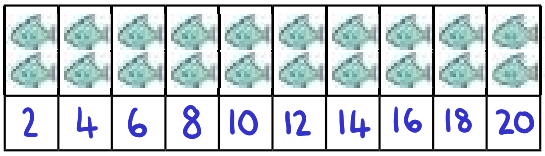
Yahlula kubini amachokoza.
Halve the dots.

	
U-5 **ophindwe kabini** ngu-10. **Double** 5 is _____.	amachokoza ama-12. _____ dots
5 + 5 = 10	**Ihafu** ye-12 ngu-6. **Half** of 12 is _____.

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Assessment and consolidation

4 Bala iintlanzi.
Bala ngezi-2.
Count the fish. Count in 2s.



2	4	6	8	10	12	14	16	18	20

Bala iingqekembe zemali.
Bala ngezi-5.
Count the coins. Count in 5s.



5	10	15	20	25	30	35

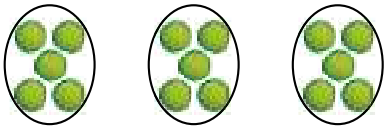
5 Bhala izivakalisi manani uze usombulule iingxaki.
Write the number sentences and solve the problems.



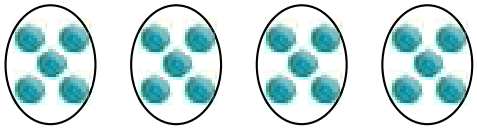
2 + 2 + 2 + 2 = 8



2 + 2 + 2 + 2 + 2 = 10

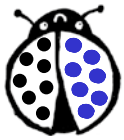


5 + 5 + 5 = 15



5 + 5 + 5 + 5 = 20

6



U-7 ophindwe kabini ngu-14.
Double 7 is _____.

7 + 7 = 14



Ihafu ye-10 ngu-5.
Half of 10 is _____.



U-4 ophindwe kabini ngu-8.
Double 4 is _____.

4 + 4 = 8



Ihafu ye-16 ngu-8.
Half of 16 is _____.



U-9 ophindwe kabini ngu-18.
Double 9 is _____.

9 + 9 = 18



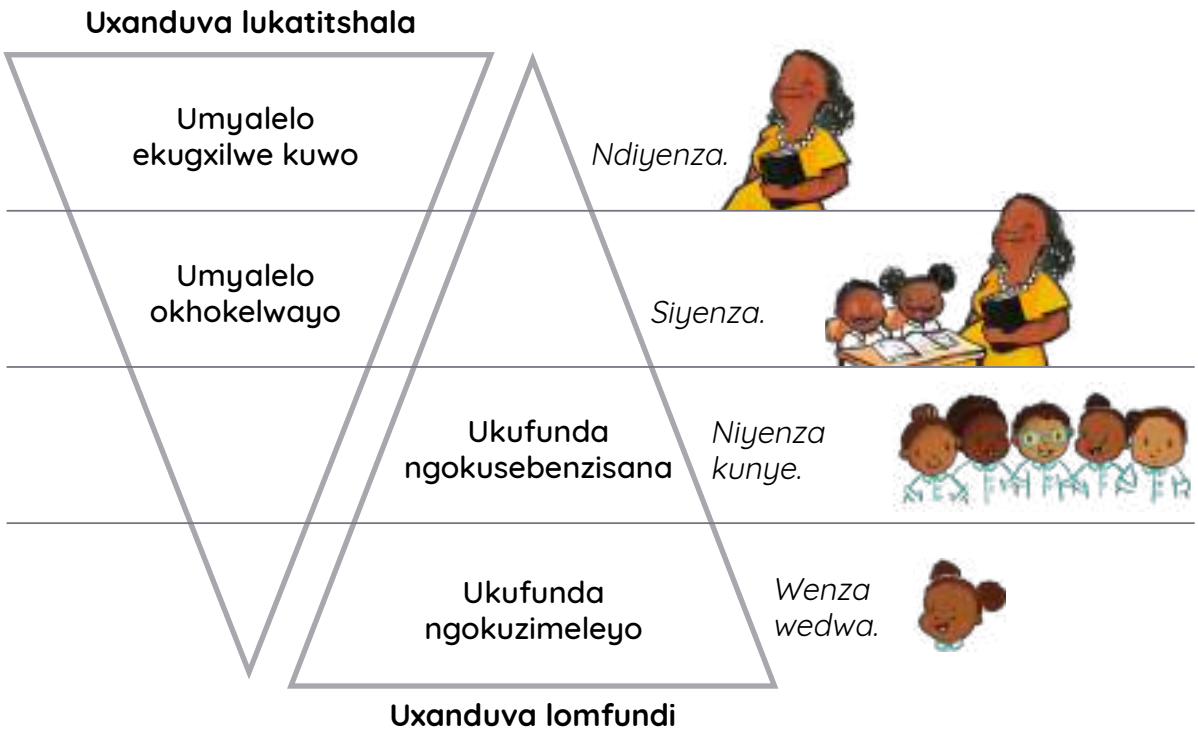
Ihafu ye-14 ngu-7.
Half of 14 is _____.

Teacher notes

Teacher notes

Bala Wande

Calculating with Confidence



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