

GRADE 2

Mathematics

Learner Toolkit:
Learner
Activity Book
English/**isiZulu**

TERM 1

Published in 2020 by Jika iMfundo.

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

The Programme to Improve Learning Outcomes (PILO)
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193
Tel: + 27 10 880 2431
Email: admin@pilo.co.za

© The National Education Collaboration Trust (NECT)
A partnership involving business, civil society, government and labour that strives to improve education outcomes.

The National Education Collaboration Trust
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163
Tel: +27 12 752 6200
Email: info@nect.org.za
Web: www.nect.org.za

No part of this publication may be reproduced without prior permission from the NECT.
These materials are currently being evaluated and will be improved on the basis of the evaluation.

ISBN: 978-1-990904-30-1

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, www.wordhorse.co.za
Design by COMPRESS.dsl, www.compressdsl.com
Typesetting by The Maas Group, www.themaasgroup.com

These learner activity books were initially developed by the Gauteng Department of Education as part of the Gauteng Primary Literacy and Mathematics Strategy. They are being used in KwaZulu-Natal under a memorandum of agreement between the two provinces. They have been revised for the context of KZN on the advice of district and provincial officials.

These materials were developed through funding provided by the **FirstRand Empowerment Foundation**.

INTRODUCTION

Welcome to the Jika iMfundo Learner Activity Book for Term 1. This resource pack has 40 numbered daily activities for classwork and homework. The activities correspond to the activities in the Jika iMfundo lesson plans. The daily lesson should be followed by classwork and then homework.

Classwork activities should be done in the learners' maths exercise books and the homework activities in their homework books.

This Learner Activity Book is in both isiZulu and English. We hope that presenting the activities in two languages will help learners to learn the maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these maths activities, they will cover the whole curriculum. Hopefully these activities will be a fun way to help them acquire this maths knowledge.

ISETHULO

Siyakwamukela Encwadini Yomsebenzi Womfundi iJika iMfundo yeThemu 1. Le nsiza-kufundisa inemisebenzi yansuku zonke elinganiselwa emashumini amane omsebenzi wasekilasini kanye nomsebenzi wasekhaya. Imisebenzi ivumelana nemisebenzi yezinhlelo zesifundo ezikuJika iMfundo. Isifundo sansukuzonke kufanele silandelwe umsebenzi wasekilasini bese kuba umsebenzi wasekhaya.

Imisebenzi yasekilasini kufanele yenzelwe emabhukwini ezibalo abafundi futhi imisebenzi yomsebenzi wasekhaya emabhukwini abo omsebenzi wasekhaya.

Le Ncwadi Yomsebenzi Womfundi ingesiZulu nangesiNgisi. Sethemba ukuthi ukubeka imisebenzi ngezilimi ezimbili kuzosiza abafundi ukuba bafunde amagama ezibalo ngolimi lwabo lwasekhaya kanye nangesiNgisi. Lokhu kuzobahlomisa ekubeni bafunde izibalo esikhathini esizayo.

Uma abafundi besebenza ngokuhleleka kule misebenzi yezibalo, bazohlenganisa lonke uhlelo lokufunda. Sethemba ukuthi le misebenzi izoba yindlela ejabulisayo yokubasiza ukuba bathole ulwazi lwezibalo.

CONTENTS Grade 2

OKUQUKETHWE Ibanga lesi-2

Lesson Number	Lesson Topic	Page
Lesson 1	Numbers up to 20	4
Lesson 2	Numbers 11 to 20	5
Lesson 3	Numbers 1 to 20 (place value)	7
Lesson 4	Numbers 1 to 25 (place value)	8
Lesson 5	Numbers 20 to 25 (place value)	9
Lesson 6	Length	10
Lesson 7	Length	11
Lesson 8	Counting on and back – addition and subtraction	12
Lesson 9	Number bonds and family facts to 20	13
Lesson 10	Building up and breaking down numbers	14
Lesson 11	Addition doubles – 1 to 20	15
Lesson 12	Near doubles	16
Lesson 13	Mass – starting to understand kilograms	17
Lesson 14	Bridging through 10 and working in tens	18
Lesson 15	Tens and counting in tens	19
Lesson 16	Tens arrays	21
Lesson 17	Tens sharing and grouping	23
Lesson 18	Number patterns of 10	25
Lesson 19	Patterns of 10	26

Inombolo Yesifundo	Isihloko Sesifundo	Ikhasi
Isifundo 1	Izinombolo ezifinyelele e-20	4
Isifundo 2	Izinombolo 11-20	5
Isifundo 3	Izinombolo 1-20 (isikhundla senombolo)	7
Isifundo 4	Izinombolo 1-25 (isikhundla senombolo)	8
Isifundo 5	Izinombolo 20–25 (isikhundla senombolo)	9
Isifundo 6	Ubude	10
Isifundo 7	Ubude	11
Isifundo 8	Ukubala uqhubeke uphinde uhlehle – ukuhlanganisa nokususa ngezombolo	12
Isifundo 9	Izinombolo ezihambisanayo neziyimindeni ezifinyelela ema-20	13
Isifundo 10	Ukwakha nokubhidliza izinombolo	14
Isifundo 11	Ukuhlanganisa okuphindwe kabili – 1 kuya ema-20	15
Isifundo 12	Okuthi makuphindeke kabili	16
Isifundo 13	Isisindo – Ukuqala ukuqonda amakhilogramu	17
Isifundo 14	Ukusebenza ufike e-10 nokusebenza ngamashumi	18
Isifundo 15	Amashumi nokubala ngamashumi	19
Isifundo 16	Amashumi alandelanayo	21
Isifundo 17	Amashumi, ukuhlukanisa nokubeka amaqoqo	23
Isifundo 18	Amaphethini ezinombolo zawo e-10	25
Isifundo 19	Amaphethini e-10	26

Lesson Number	Lesson Topic	Page
Lesson 20	Geometric patterns	27
Lesson 21	Geometric patterns	28
Lesson 22	Data	29
Lesson 23	Data	30
Lesson 24	Data	32
Lesson 25	3-D objects	34
Lesson 26	Building using 3-D objects	35
Lesson 27	Fives and counting in fives	36
Lesson 28	Fives arrays	38
Lesson 29	Fives sharing and grouping	40
Lesson 30	Number patterns – 5s	42
Lesson 31	Patterns of five	44
Lesson 32	Money	45
Lesson 33	Money	46
Lesson 34	Twos and counting in twos	47
Lesson 35	Twos arrays	49
Lesson 36	Twos sharing and grouping	51
Lesson 37	Number patterns – 2s	53
Lesson 38	Patterns of two	55
Lesson 39	Time	56
Lesson 40	Time – calendars	57

Inombolo Yesifundo	Isihloko Sesifundo	Ikhasi
Isifundo 20	Amaphethini ezibalo	27
Isifundo 21	Amaphethini ezibalo	28
Isifundo 22	Imininingwane	29
Isifundo 23	Imininingwane	30
Isifundo 24	Imininingwane	32
Isifundo 25	Onhlangothi-ntathu	34
Isifundo 26	Ukwakha kusetshenziswa onhlangothi-ntathu	35
Isifundo 27	Okuhlano kanye nokubala ngakuhlano	36
Isifundo 28	Okungakuhlano okuhlelekile	38
Isifundo 29	Okungakuhlano, ukuhlukanisa nokubeka amaqoqo	40
Isifundo 30	Amaphethini ezinombolo – okungaku-5	42
Isifundo 31	Amaphethini okungakuhlano	44
Isifundo 32	Imali	45
Isifundo 33	Imali	46
Isifundo 34	Okungakubili kanye nokubala ngakubili	47
Isifundo 35	Okungakubili okuhlelekile	49
Isifundo 36	Okungakubili ukuhlukaniselana nokubeka amaqoqo	51
Isifundo 37	Amaphethini ezinombolo – okungaku-2	53
Isifundo 38	Amaphethini okungakubili	55
Isifundo 39	Izikhathi	56
Isifundo 40	Izikhathi – amakhalenda	57

TERM 1 LESSON 1: NUMBERS UP TO 20

ITHEMU 1 ISIFUNDO 1: IZINOMBOLO EZIFINYELELA E-20

Classwork **Umsebenzi waseklasini**

1. Write the following as numbers:

Bhala okulandelayo kube yizinombolo:

a) Five

kuhlanu

b) Ten

kuyishumi

c) Six

kuyisithupha

d) two

kubili

2. Write 17 as a number name.

Bhala igama lenombolo 17.

3. Which number is smaller? 18 or 13

lyiphi inombolo encane? Yi-18 noma i-13

4. Which number is greater? 11 or 17

lyiphi inombolo enkulu? Yi-11 noma i-17

5. Write the numbers in the correct order starting with the smallest number.

15, 12, 14, 11, 13

Bhala izinombolo zilandelane usukele kwencane kunazo zonke uye kwenkulu kunazo zonke.

15, 12, 14, 11, 13

Homework **Umsebenzi wasekhaya**

1. Write eight as a number symbol.

Bhala isishagalombili ngophawu

2. Write 14 as a number name.

Bhala igama lenombolo 14

3. Which number is smaller? 20 or 12

lyiphi inombolo encane? Ngama-20 noma i-12

4. Write the numbers in the correct order starting with the greatest number.

15, 12, 14, 11, 13

Bhala izinombolo zilandelane usukele kwencane kunazo zonke uye kwenkulu kunazo zonke.

15, 12, 14, 11, 13

TERM 1 LESSON 2: NUMBERS 11 TO 20

ITHEMU 1 ISIFUNDO 2: IZINOMBOLO 11-20

Classwork Umsebenzi waseklasini

1. Write the following as numbers:
Bhala okulandelayo kube zinombolo:
 - a) Seventeen
Ishumi nesikhombisa
 - b) Eleven
Ishumi nanye
 - c) Nineteen
Ishumi nesishiyagalolunye
 - d) Sixteen
Ishumi nesithupha
2. Write 12 as a number name.
Bhala igama lenombolo-12.
3. Which number is one more than 15?
Iyiphi inombolo enkulu ngokukodwa e-15?
4. Which number is one less than 19?
Iyiphi inombolo enkulu ngokukodwa e-19?
5. Which number is equal to 13?
Iyiphi inombolo elingana ne-13?
6. What number is between:
Iyiphi inombolo ephakathi koku-:
 - a) 3 and 5
3 noku-5
 - b) 18 and 20
18 noku-20
7. What number comes after 10?
Iyiphi inombolo elandela i-10?
8. What number comes before 15?
Iyiphi inombolo ngaphambili kwe-15?

Homework Umsebenzi wasekhaya

1. Write the following as number symbols:
Bhala izimpawu zezinombolo ezilandelayo:
 - a) Fifteen
Ishumi nesihlanu
 - b) Thirteen
Ishumi nantathu
2. Write the number names for the following numbers:
Bhala amagama ezinombolo ezilandelayo:
 - a) 18
 - b) 14
3. Write down the number that is:
Bhala inombolo e:
 - a) 1 more than 18
nkulu ngoku-1 e-18
 - b) 1 less than 14
ncane ngoku-1 e-14
4. Write down the number that is equal to 17.
Bhala inombolo elingana ne-17.

TERM 1 LESSON 3: NUMBERS 1 TO 20 (PLACE VALUE)

ITHEMU 1 ISIFUNDO 3: IZINOMBOLO 1-20 (ISIKHUNDLA SENOMBOLO)

Classwork Umsebenzi waseklasini

1. Draw objects for the number 12, showing tens and units.
Dweba izinto zenombolo 12, ukhombise amashumi nemivo.
2. Show the number 12 with flard cards. / Khombisa inombolo 12 ngamakhadi.
3. Show the number 13 with flard cards. / Khombisa inombolo 12 ngamakhadi.
4. What is one more than 11? / Iyiphi inombolo enkulu ngokukodwa e-11?
5. What is one less than 17? / Iyiphi inombolo encane ngokukodwa e-17?
6. Fill in the missing number $17 = 10 + \square$
Gcwalisa inombolo engekho $17 = 10 + \square$
7. Look at the following: $18 = 1 \text{ ten and } 8 \text{ units}$ OR $10 + 8 = 18$
Buka okulandelayo: $18 = \text{ishumi eli-1 nemivo e-8}$ NOMA $10 + 8 = 18$
Now complete: / Manje qedelela:
 - a) $15 = \square \text{ ten} + \square \text{ units}$ OR $\square + \square =$
 $15 = \text{ishumi eli-}\square + \text{imivo e-}\square$ NOMA $\square + \square = \square$
 - b) $21 = \square \text{ ten} + \square \text{ units}$ OR $\square + \square = \square$
 $21 = \text{amashumi a-}\square + \text{imivo e-}\square$ NOMA $10 + 8 = 18 \square + \square = \square$

Homework Umsebenzi wasekhaya

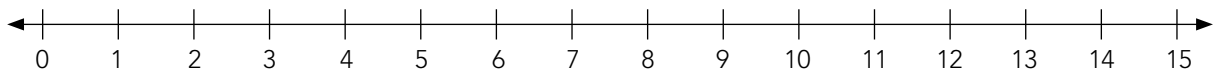
1. Draw a picture of the number 15, showing tens and units.
Dweba isithombe senombolo 15, ukhombise amashumi nemivo.
2. What is: 2 more than 17?
Sithini lapha: okuningana ngoku-2 kokuyi-17
3. What is: 2 less than 16?
Sithini lapha: okuningana ngoku-2 kokuyi-16
4. Complete the following:
Qedela okulandelayo:
 - a) $10 + 3 = \underline{\quad}$
 - b) $\underline{\quad} + 6 = 16$

TERM 1 LESSON 4: NUMBERS 1 TO 25 (PLACE VALUE)

ITHEMU 1 ISIFUNDO 4: IZINOMBOLO 1-25 (ISIKHUNDLA SENOMBOLO)

Classwork Umsebenzi waseklasini

1. Draw objects for the number 23, showing tens and units.
Dweba izinto zenombolo 23, ukhombise amashumi nemivo.
2. Show the number 21 with flard cards.
Khombisa inombolo 21 ngamakhadi.
3. What is one more than 19?
Iyiphi inombolo enkulu ngokukodwa e-19?
4. What is one less than 24?
Iyiphi inombolo encane ngokukodwa ema-24?
Fill in the missing number:
Gcwalisa inombolo engekho:
a) $22 = 20 + \square$ b) $20 = 20 + \square$
c) $24 = 20 + \square$ d) $26 = 20 + \square$
5. Draw a number line like this from 0–15. Start at 0 and do 7 jumps along the line.
Where do you land?
Dweba umugqa wezinombolo ofana nalona usukele e-0–15.
Qala e-0 ugxume izinyathelo ezinga-7 ulandela umugqa. Ufinyelela kuphi?



Homework Umsebenzi wasekhaya

1. Draw a picture of the number 25, showing tens and units.
Dweba isithombe senombolo 25, ukhombise amashumi nemivo.
2. What is: 2 more than 21?
Sithini lapha: okuningana ngoku-2 kokungama-21
3. What is: 2 less than 21?
Sithini lapha: okumbalwa ngoku-2 kokungama-17
4. Complete the following:
Qedela okulandelayo:
a) $20 + 3 = \square$
b) $\square + 2 = 25$

TERM 1 LESSON 5: NUMBERS 20 TO 25 (PLACE VALUE)

ITHEMU 1 ISIFUNDO 5: IZINOMBOLO 20-25 (ISIKHUNDLA SENOMBOLO)

Classwork Umsebenzi waseklasini

1. Draw objects for the number 24, showing tens and units.
Dweba izinto zenombolo 24, ukhombise amashumi nemivo.
2. Show the number 21 with flard cards.
Khombisa inombolo 21 ngamakhadi.
3. What is one more than 24?
Iyiphi inombolo enkulu ngokukodwa ema-24
4. What is one less than 25?
Iyiphi inombolo encane ngokukodwa ema-25
5. Fill in the missing number.
Gcwalisa inombolo engekho:
 - a) $22 = 20 + \square$
 - b) $24 = 20 + \square$
 - c) $16 = 10 + \square$
 - d) $18 = 21 - \square$
6. Write as number names:
Bhala amagama ezinombolo:
 - a) 10
 - b) 18
 - c) 15
 - d) 21
 - e) 23

Homework Umsebenzi wasekhaya

1. Draw objects for the number 21, showing tens and units.
Dweba izinto zenombolo 21, ukhombise amashumi nemivo.
2. What is: 2 more than 20?
Sithini lapha: okuningana ngoku-2 kokungama-20
3. What is: 2 less than 24?
Sithini lapha: okuningana ngoku-2 kokungama-20
4. Complete the following:
Qedela okulandelayo:
 - a) $20 + 1 = \square$
 - b) $\square + 5 = 25$

TERM 1 LESSON 6: LENGTH

ITHEMU 1 ISIFUNDO 6: UBUDE

Classwork Umsebenzi waseklasini

1. Which line is shorter?
Imuphi umugqa omfishane?
a) _____ or b) _____
a) _____ noma b) _____
2. Which line is longer?
Imuphi umugqa omude?
a) _____ or b) _____
a) _____ noma b) _____
3. Draw a rectangle and measure the sides using your index finger.
Dweba unxande ukale izinhlangothi usebenzisa umunwe wokukhomba.
4. Use a pencil to measure the width of the window frame in the classroom.
Sebenzisa ipensela ukukala ububanzi befulemu yefasitela eklasini lakho.
5. Use your hand span to measure the length of your desk.
Sebenzisa isandla ukukala ubude bedeski lakho.
6. Use your steps (one foot in front of the other, with no spaces in between) to measure how many steps it takes to walk around the classroom.
Sebenzisa amanyathelo (izinyawo uzilandelanise eduze, kungasali sikhala phakathi kwazo) ubale amanyathelo owathatha uzungeza eklasini.

Homework Umsebenzi wasekhaya

1. Draw a picture of you and your friend.
Dweba isithombe sakho nomngani wakho.
2. Say whether he or she is taller or shorter than you.
Yisho ukuthi mude noma mfushane kunawe.

TERM 1 LESSON 7: LENGTH

ITHEMU 1 ISIFUNDO 7: UBUDE

Classwork Umsebenzi waseklasini

1. When you measure the length of the classroom will it be more than 1 metre or less than 1 metre in length? / Uma ukala ubude beklasi ngabe lizoba ngaphezulu kwemitha eli-1 noma ngaphansi?
2. When you measure the width of the teacher's table will it be more than 1 metre or less than 1 metre in length? / Uma ukala ububanzi betafula likathisha klasi ngabe lizoba ngaphezulu kwemitha eli-1 noma ngaphansi ngobude?
3. When you measure the height of your table from the floor will it be more than 1 metre or less than 1 metre in length? / Uma ukala ukuphakama kwetafula ukusuka phansi ngabe lizoba ngaphezulu kwemitha eli-1 noma ngaphansi ngobude?
4. When you measure the height of the door will it be more than 1 metre or less than 1 metre in length? / Uma ukala ububanzi besivalo ngabe sizoba ngaphezulu kwemitha eli-1 noma ngaphansi ngobude?
5. Make a drawing of something in the classroom that is 1 metre long. / Yenza umdwebo wento elingana nemitha eli-1 eklasini.
6. Write down the names of five objects in the classroom that are shorter than a metre. Bhala amagama ezinto ezinhlanu eklasini ezimfushane kunemitha.
7. Select and cut out two pictures from old magazines or newspapers of things that you estimate to be more than a metre in length. Stick the pictures in your maths book.
Khetha uphinde usike izithombe emaphephabhukwini amadala noma emaphephandabeni zezinto ezithi kazibe nobude bemitha. Namathisela izithombe encwadini yakho yezibalo.
8. Select and cut out two pictures from old magazines or newspapers of things that you estimate to be less than a metre in length. Stick the pictures in your maths book.
Khetha uphinde usike izithombe emaphephabhukwini amadala noma emaphephandabeni zezinto ezithi kazibe mfushane kunemitha. Namathisela izithombe encwadini yakho yezibalo.

Homework Umsebenzi wasekhaya

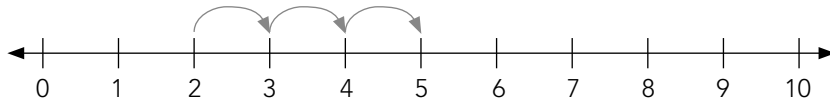
1. When you measure the length of your bed will it be: 1 metre/less than 1 metre/more than 1 metre: / Uma ukala kubude bombhede ngabe uzoba: ngaphezulu/ngaphansi kwemitha ubude?
2. Make a drawing of an object in your kitchen that is 1 metre long. Yenza umdwebo wento esekhishini elingana nemitha eli-1 ubude,
3. Write down the names of 2 objects in your bathroom that are shorter than 1 metre. Bhala amagama ezinto ezimbili ezisendlini yangasese ezimfushane kunemitha eli-1.
4. Write down the names of 2 objects in your yard that are longer than 1 metre/. Bhala phansi amagama ezinto ezi-2 ezisegcekeni ezinde kunemitha eli-1.

TERM 1 LESSON 8: COUNTING ON AND BACK - ADDITION AND SUBTRACTION

ITHEMU 1 ISIFUNDO 8: UKUBALA UQHUBEKE UPHINDE UHLEHLE - UKUHLANGANISA NOKUSUSA

Classwork Umsebenzi waseklasini

Look at the following example:
Buka lesi sibonelo esilandelayo:



Start at 2 and jump 3 places. $2 + 3 = 5$
Qala egabelweni lesi-2 weqe izindawo ezi-3.

1. Draw a number line from 0 to 20. Start at 3 and jump 6 places. Now write what you have done as a sum.
Dweba umugqa wezinombolo usuke e-0 uye ema-20. Qala endaweni yesi-3 ugxume izindawo eziyi-6. Bhala okwenzile kube yisibalo.
2. Draw a number line from 0 to 20. Start at 2 and jump 12 places. Now write this as a sum.
Dweba umugqa wezinombolo usuke e-0 uye ema-20. Qala ugxume izindawo eziyi-12. Bhala isibalo salokho.
3. You have 14 sweets and you give your friend 2. Write this as a subtraction number sentence.
Unama swidi ama-14, upha umngani wakho ama-2. Bhala lesi sibalo sibe wumusho wezinombolo wokususa.

Homework Umsebenzi wasekhaya

1. $12 + 3 = \square$
2. $19 - 6 = \square$
3. $15 + 3 = \square$
4. $20 - 9 = \square$

TERM 1 LESSON 9: NUMBER BONDS AND FAMILY FACTS TO 20

ITHEMU 1 ISIFUNDO 9: IZINOMBOLO EZIHAMBISANAYO NEZIYIMINDENI EZIFINYELELA EMA-20

Classwork Umsebenzi waseklasini

1. Draw circles to show $4 + 6 = \square$.
Use two different colours to show what you have done.
Dweba iziyingi ukukhombisa $4 + 6 = \square$.
Sebenzisa imibala emibili engafani ukukhombisa okwenzile.
2. Draw squares to show $7 + 4 = \square$.
Use two different colours to show what you have done.
Dweba izikwele ukukhombisa $7 + 4 = \square$.
Sebenzisa imibala emibili engafani ukukhombisa okwenzile.
3. Fill in the missing numbers:
Gcwalisa izinombolo ezingekho:
 - a) $16 + \square = 20$
 - b) $11 + \square = 20$
4. Show the following on a number line:
Khombisa lokhu okulandelayo ngomusho wezinombolo:
 - a) $13 + 7 = 20$
 - b) $7 + 13 = 20$
5. Write an equal sum, e.g. $4 + 2 = 3 + 3$.
Bhala isibalo sokulinganisa, isb. $4 + 2 = 3 + 3$.

Homework Umsebenzi wasekhaya

1. $6 + \square = 10$
2. $15 + \square = 20$
3. $17 - \square = 10$
4. $20 - \square = 10$

TERM 1 LESSON 10: BUILDING UP AND BREAKING DOWN NUMBERS

ITHEMU 1 ISIFUNDO 10: UKWAKHA NOKUBHIDLIZA IZINOMBOLO

Classwork Umsebenzi waseklasini

1. Example: Draw 14 with tens and ones/units. Write a number sentence to express breaking down 14 into tens and units. / Isibonelo: dweba izibalo ezi-14 ezinamashumi nemivo. Bhala umusho wezinombolo uveze ukubhidlizwa kwe-14 lenziwa amashumi nemivo.
2. Draw 18 with tens and ones/units. Write a number sentence to express breaking down 18 into tens and units.
Dweba izibalo ezi-18 ezinamashumi nemivo. Bhala umusho wezinombolo uveze ukubhidlizwa kwe-18 lenziwa amashumi nemivo.
3. Draw 16 with tens and ones/units. Write a number sentence to express breaking down 16 into tens and units.
Dweba izibalo ezi-16 ezinamashumi nemivo. Bhala umusho wezinombolo uveze ukubhidlizwa kwe-16 lenziwa amashumi nemivo.
4. $1 \text{ ten} + 3 \text{ units} = \square$ / Ishumi eli-1 nemivo emi-3 = \square
5. $1 \text{ ten} + 8 \text{ units} = \square$ / Ishumi eli-1 nemivo eyi-8 = \square
6. $12 = 10 + \square$
7. $15 = \square + \square$
8. $10 + \square = 13$
9. $\square + 6 = 16$
10. $\square + 9 = 19$

Homework Umsebenzi wasekhaya

1. $1 \text{ ten} + 5 \text{ units} = \square$ / Ishumi eli-1 nemivo emi-5 = \square
2. $1 \text{ ten} + 0 \text{ units} = \square$ / Ishumi eli-1 nemivo eyi-0 = \square
3. $17 = \square \text{ tens} + \square \text{ units}$ / $17 = \text{ishumi eli-} \square + \text{imivo e-} \square$
4. $19 = \square \text{ tens} + \square \text{ units}$ / $19 = \text{ishumi eli-} \square + \text{imivo e-} \square$

TERM 1 LESSON 11: ADDITION DOUBLES - 1 TO 20

ITHEMU 1 ISIFUNDO 11: UKUHLANGANISA OKUPHINDWE KABILI - 1 KUYA EMA-20

Classwork Umsebenzi waseklasini

1. Complete the following:

Qedela okulandelayo:

a) $1 + 1 = \square$

b) $2 + 2 = \square$

c) $3 + 3 = \square$

2. Make a drawing using counters to show the following:

Sebenzisa izibali ukuzenzela umdwebo ukhombise okulandelayo:

a) Double 6

b) Double 8

Phinda kabili okuyi-6

Phinda kabili okuyi-8

3. Make a drawing using a number line to show the following:

Yenza umdwebo ukukhombisa okulandelayo:

a) Double 6

b) Double 8

Phinda kabili okuyi-6

Phinda kabili okuyi-8

4. Write a number sentence and calculate:

Bhala umusho wezinombolo bese uyabala:

a) Double 7

b) Double 10

Phinda kabili okuyi-7

Phinda kabili okuyi-10

c) Double 5

Phinda kabili oku-5

Homework Umsebenzi wasekhaya

1. $4 + 4 = \square$

2. $8 + 8 = \square$

3. Make a drawing using counters to show the following:

Sebenzisa izibali ukuzenzela umdwebo ukhombise okulandelayo:

a) Double 5

b) Double 7

Phinda kabili oku-5

Phinda kabili okuyi-7

4. Write a number sentence and calculate:

Bhala umusho wezinombolo bese ubala:

a) Double 3

b) Double 9

Phinda kabili oku-3

Phinda kabili okuyi-9

TERM 1 LESSON 12: NEAR DOUBLES

ITHEMU 1 ISIFUNDO 12: OKUTHI MAKUPHINDEKE KABILI

Classwork **Umsebenzi waseklasini**

1. Write a number sentence for:
Bhala umusho wezinombolo:
 - a) five plus six
okuhlano ukuhlanganise nokuyisithupha
 - b) five plus five plus one
okuhlano ukuhlanganisa nokuhlano ukuhlanganisa nokukodwa
2. Write a number sentence for:
Bhala umusho wezinombolo
 - a) double 2
phinda kabili oku-2
 - b) double 5
phinda kabili oku-5
3. Write a number sentence for:
Bhala umusho wezinombolo:
 - a) double 8 plus 1
phinda kabili okuyi-8 ukuhlanganise noku-1
 - b) double 5 plus 1
phinda kabili oku-5 ukuhlanganise noku-1

Homework **Umsebenzi wasekhaya**

1. Show double 7 on a number line.
Khombisa isi-7 esiphindwe kabili emgqeni wezinombolo.
2. Show double 9 on a number line.
Khombisa isi-9 esiphindwe kabili emgqeni wezinombolo.
3. Write a number sentence for double 4.
Bhala umusho wezinombolo woku-4 okuphindwe kabili.
4. Write a number sentence for double 7 plus 1.
Bhala umusho wezinombolo woku-7 okuphindwe kabili kwahlaniswa noku-1.

TERM 1 LESSON 13: MASS - STARTING TO UNDERSTAND KILOGRAMS

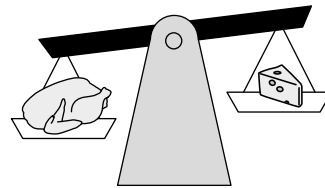
ITHEMU 1 ISIFUNDO 13: ISISINDO - UKUQALA UKUQONDA AMAKHILOGRAMU

Classwork Umsebenzi waseklasini

1. Which is lighter, a brick or a pencil? / Yikuphi okulula kunokunye, isitini nepensela?
2. Which is heavier, an eraser or a soccer ball? / Yikuphi okusindayo kunokunye, irabha nebhola lezinyawo?
3. Draw a scale with a 3 kg object on one side and a 1 kg object on the other side and show which is heavier? / Dweba isikali esinentsi esinda ngama-3 kg ohlangothini kanye nenye esinda nge-1 kg kolunye uhlangothi ukhombise okusinda kakhulu kunokunye?

Here is an example of a drawing of a scale:

Nasi isibonelo somdwebo wesikali:



4. Draw a scale with a 1 kg object on one side and two 1 kg objects on the other side and show which is heavier. / Dweba isikali esinentsi esinda nge-1 kg ohlangothini kanye nezinye ezimbili ezisinda nge-1 kg ngayinye ngakolunye uhlangothi ukhombise okusinda kakhulu kunokunye.
5. Draw a scale with a 2 kg object on one side and two 1 kg objects on the other side and show which is heavier. / Dweba isikali esinentsi esinda ngama-2 kg ohlangothini kanye nezinye ezimbili ezisinda nge-1 kg kolunye uhlangothi ukhombise okusinda kakhulu kunokunye.

Homework Umsebenzi wasekhaya

1. Find three objects in your kitchen that have the same mass and make a drawing of them. / Thola izinto ezintathu ekhishini ezinesisindo esilinganayo wenze umdwebo ngazo.
2. Find and draw another 3 objects that have a different mass. / Thola ezinye izinto ezi-3 ezinesisindo esingalingani.
3. Who is the heaviest and who is the lightest person at your home? / Ekhaya kini ubani umuntu osinda kakhulu kunabo bonke futhi ubani olula kunabo bonke?
4. What is heavier, a 2 kg packet of rice OR three 1 kg packets of sugar? Draw a picture to show your answer. / Yini esinda kakhulu kunenye, iphakethe lerayisi elingama-2 kg NOMA amaphakethe kashukela amathathu asinda nge-1 kg lilinye? Dweba isithombe ukukhombisa impendulo yakho.

TERM 1 LESSON 14: BUILDING THROUGH 10 AND WORKING IN TENS

ITHEMU 1 ISIFUNDO 14: UKUSEBENZA UFIKE E-10 NOKUSEBENZA NGAMASHUMI

Classwork Umsebenzi waseklasini

1. Calculate: / Bala:

a) $8 + 5 = \square$

b) $10 + \square = 13$

c) $7 + 8 = \square$

d) $10 + \square = 15$

2. On a number line show: / Emgqeni wezinombolo khombisa:

a) $8 + 6 = 14$

b) $7 + 4 = 11$

3. You have 10 red and 2 blue beads. How many beads are there altogether?

Write this as a number sentence. / Unobuhlalu obuyishumi obubomvu nobubili obusasibhakabhaka. Unobuhlalu obungaki sebubonke?

4. Add the following:

Hlanganisa okulandelayo:

a) $8 + 6 = \square$

b) $6 + 5 = \square$

c) $9 + 3 = \square$

d) $8 + 8 = \square$

e) $7 + 6 = \square$

Homework Umsebenzi wasekhaya

1. Find the missing numbers: / Thola izinombolo ezingekho:

a) $6 + 9 = \square$

b) $6 + \square + 5 = 15$

c) $10 + \square = 15$

2. Find the missing numbers: / Thola izinombolo ezingekho:

a) $7 + 12 = \square$

b) $7 + \square + 9 = 19$

c) $\square + 9 = 19$

3. Show $6 + 6 = 12$ and $6 + 4 + 2 = 12$ on a number line.

Khombisa lokhu emgqeni wezinombolo: $6 + 6 = 12$ no- $6 + 4 + 2 = 12$

TERM 1 LESSON 15: TENS AND COUNTING IN TENS

ITHEMU 1 ISIFUNDO 15: AMASHUMI NOKUBALA NGAMASHUMI

Classwork Umsebenzi waseklasini

1. Draw 2 children both with their hands up in the air.
Write a number sentence of how many fingers you count.
Dweba abantwana aba-2 abaphakamise izandla.
Bhala umusho wezinombolo ukhombise ukuthi iminwe yabo mingaki.
2. Draw 6 pairs of hands.
Dweba amapheya ayi-6 ezandla.
 - a) How many fingers can you count?
Mingaki iminwe?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
3. Draw 2 groups of ten cubes each. Answer the following questions:
Dweba amaqoqo ama-2 amabhokisi ayishumi eqoqweni ngalinye.
Phendula le mibuzo:
 - a) How many groups are there?
Mangaki amaqoqo?
 - b) How many counters are there altogether?
Zingaki izibali sezizonke?
4. Draw 3 faces. Under each face draw a bag with 10 sweets in it.
Dweba ubuso obu-3. Ngaphansi kobuso ngabunye dweba isikhwama esinamaswidi ayi-10 kuso.
 - a) How many sweets altogether?
Mangaki amaswidi asephelele?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
5. Draw 4 empty bags. Draw 10 sweets in each bag.
Dweba izikhwama ezi-4 ezingenalutho.
Dweba amaswidi ayi-10 esikhwameni ngasinye.
 - a) How many sweets are there altogether?
Mangaki amaswidi asephelele?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.

Homework Umsebenzi wasekhaya

1. Draw 20 stones and put them in groups of ten each.
Dweba amatshe angama-20 uwabeke ngamaqoqo aneshumi lamatshe iqoqo ngalinye.
 - a) How many groups are there?
Mangaki amaqoqo avelayo?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
2. Draw 4 hands in your book.
Dweba izandla ezi-4 encwadini yakho.
 - a) How many fingers are there altogether?
Mingaki iminwe ongayibala?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
3. Draw any other part of your body (not your fingers) that will make a group of ten if you put them next to one another.
Dweba isitho esisodwa somzimba wakho (hhayi iminwe) esizoba namaqoqo ayishumi uma uwabeka ndawonye.

TERM 1 LESSON 16: TENS ARRAYS

ITHEMU 1 ISIFUNDO 16: AMASHUMI ALANDELANAYO

Classwork Umsebenzi waseklasini

1. Draw 2 rows with 10 circles in each row.
Dweba imigqa emi-2 eneziyingi eziyi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many circles per row?
Kuneziyingi ezingaki emgqeni ngamunye?
 - c) How many circles are there altogether?
Kuneziyingi ezingaki sezizonke?
2. Draw 5 rows with 10 triangles in each row.
Dweba imigqa emi-5 enawonxantathu abayi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many triangles per row?
Kunawonxantathu abangaki emgqeni ngamunye?
 - c) How many triangles are there altogether?
Kunawonxantathu abangaki sebebonke?
3. Draw 3 rows with 10 rectangles in each row.
Dweba imigqa emi-3 enonxande abayi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many rectangles per row?
Kunawonxande abangaki emgqeni ngamunye?
 - c) How many rectangles are there altogether?
Kunawonxande abangaki sebebonke?
4. Draw 1 row with 10 blocks in the row.
Dweba umugqa o-1 onamabhulokhi ayi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many blocks per row?
Kunamabhulokhi amangaki emgqeni ngamunye?
 - c) How many blocks are there altogether?
Kunamabhulokhi amangaki esewonke?

Homework Umsebenzi wasekhaya

1. Draw 3 rows with 10 flowers in each row.
Dweba imigqa emi-3 enezimbali ezi-10 emgqeni ngamunye
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many flowers per row?
Zingaki izimbali emgqeni ngamunye?
 - c) How many flowers are there altogether?
Zingaki izimbali sezizonke?
2. Draw 1 row with 10 triangles in the row.
Dweba umugqa o-1 onawonxantathu abayi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many triangles per row?
Bangaki onxantathu emgqeni ngamunye?
 - c) How many triangles are there altogether?
Bangaki onxantathu sebebonke?
3. Draw 5 rows with 10 squares in each row.
Dweba imigqa emi-5 enezikwele eziyi-10 emgqeni ngamunye.
 - a) How many rows are there?
Kunemiqga emingaki?
 - b) How many squares per row?
Zingaki izikwele emgqeni ngamunye?
 - c) How many squares are there altogether?
Zingaki izikwele sezizonke?

TERM 1 LESSON 17: TENS SHARING AND GROUPING

ITHEMU 1 ISIFUNDO 17: AMASHUMI, UKUHLUKANISELANA NOKUBEKA AMAQOQO

Classwork Umsebenzi waseklasini

1. Draw 20 triangles. / Dweba onxantathu abangama-20.
 - a) Share them equally into ten groups.
Hlukanisela amaqoqo ayishumi abantwana ngokulinganayo.
 - b) Are any triangles left or not?
Akhona asele noma cha?
2. Write: _____ shared amongst _____ is _____. _____ triangles are left.
Bhala uthi: onxantathu aba-_____ bahlukaniselwe amaqoqo a-_____ aba-_____.
Kusala onxantathu aba-_____.
3. Draw 11 flowers. / Dweba izimbali ezi-11.
 - a) Share the flowers equally amongst ten children.
Hlukanisela amaqoqo ayishumi abantwana ngokulinganayo izimbali.
 - b) Are there any flowers left?
Zikhona izimbali ezisele noma cha?
 - c) Write: _____ shared amongst _____ is _____. _____ flower is left.
Bhala uthi: izimbali ezi-_____ zihlukaniselwe amaqoqo a-_____ zi-_____.
Kusala izimbali ezi-_____.
4. Draw 19 circles.
Dweba iziyingi ezi-19.
 - a) Share them equally into ten groups.
Hlukanisela amaqoqo ayi-10 ngokulinganayo.
 - b) Are there any circles left or not?
Zikhona iziyinki ezisalayo noma cha?
 - c) Write: _____ shared amongst _____ is _____. _____ circles are left.
Bhala uthi: iziyingi ezi-_____ zihlukaniselwe amaqoqo a-_____ zi-_____.
Kusala iziyingi ezi-_____.
5. Draw 10 squares.
Dweba izikwele eziyi-10.
 - a) Share them equally into ten groups.
Hlukanisela amaqoqo ayishumi abantwana ngokulinganayo.
 - b) Are there any squares left or not?
Zikhona izikwele ezisele yebo noma cha?
 - c) Write: _____ shared amongst _____ is _____. _____ squares are left.
Bhala uthi: izikwele ezi-_____ zihlukaniselwe amaqoqo a-_____ zi-_____.
Kusala izikwele ezi-_____.

Homework Umsebenzi wasekhaya

1. Draw 20 rectangles.

Dweba onxande abangama-20.

a) Share the rectangles equally amongst 10 bags.

Hlukanisela amaqoqo ayishumi abantwana ngokulinganayo.

b) Write: _____ rectangles shared amongst _____ bags is _____.

_____ rectangles are left.

Bhala uthi: onxande aba-_____ bahlukaniselwe amaqoqo a-_____ ba-_____.

Kusala onxande aba-_____.

2. Draw 17 suckers.

Dweba amaswidi ayi-17.

a) Share the suckers equally amongst 10 children.

Hlukanisela amaqoqo ayishumi abantwana ngokulinganayo.

b) Write: _____ suckers shared amongst _____ children is _____.

_____ suckers are left.

Bhala uthi: amaswidi a-_____ ahlukaniselwe amaqoqo a-_____ a-_____.

Kusala amaswidi a-_____.

TERM 1 LESSON 18: NUMBER PATTERNS OF 10

ITHEMU 1 ISIFUNDO 18: AMAPHETHINI EZINOMBOLO ZAWO E-10

Classwork Umsebenzi waseklasini

- Fill in the blanks.
Gcwalisa okungekho.
 - 10, 20, 30, _____, _____, 60, _____, _____, _____, 100
 - 100, 90, 80, _____, _____, _____, _____, _____, _____, 10.
 - _____, _____, _____, _____, _____, 50, _____, _____, 20, _____.
- Continue the pattern:
Qhubeka nephethini:
 - 10, 20, 30, _____, _____.
 - 30, 40, 50, _____, _____.
 - 100, 90, 80, _____, _____.
 - 70, 60, 50, _____, _____.
- Draw 3 friends. How many toes do they have altogether?
Dweba abangani abathathu? Zingaki izinzwane zabo sezizonke?
- Draw 10 friends. How many hands do they have altogether?
Dweba abangani abayisishumi? Zingaki izandla zabo sezionke?

Homework Umsebenzi wasekhaya

- Complete the following:
10, 20, 30, _____, _____, _____, _____, _____, _____, 100.
Qedela okulandelayo:
10, 20, 30, _____, _____, _____, _____, _____, _____, 100.
- Fill in the missing numbers:
30, 40, _____, _____, _____, 80, _____, 100.
Gcwalisa izinombolo ezingekho:
30, 40, _____, _____, _____, 80, _____, 100
- Continue the pattern:
Qhubeka nephethini:
 - 60, 50, _____, _____, _____.
 - 90, 80, _____, _____, _____, 40, _____, _____.

TERM 1 LESSON 19: PATTERNS OF 10

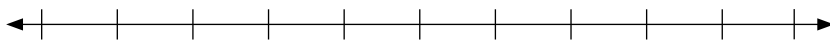
ITHEMU 1 ISIFUNDO 19: AMAPHETHINI E-10

Classwork Umsebenzi waseklasini

1. Draw a tens number line filling in the multiples from 10 to 100.
Dweba amashumi emgqeni wezinombolo ugqwalise ngezinombolo ezihlukaniseka ngama-10 nama-100.



2. Draw a number line in 5s from 50 to 100.
Dweba umugqa wezinombolo onokungaku-5 osuka ema-50 uye e-100.



3. Circle the following numbers on your number line: 60, 80, 100.
Kokelezela lezi zinombolo ezilandelayo emgqeni wezinombolo:

4. Complete:

Qedela:

a) $3 + 10 = \square$

b) $13 + 10 = \square$

c) $23 + 10 = \square$

d) $33 + 10 = \square$

e) $43 + 10 = \square$

5. Complete the following:

Qedela okulandelayo:

a) $95 - 10 = \square$

b) $85 - 10 = \square$

c) $75 - 10 = \square$

d) $65 - 10 = \square$

e) $55 - 10 = \square$

Homework Umsebenzi wasekhaya

1. Susan's family has 10 pairs of shoes. How many shoes do they have altogether?

Make a drawing.

Umndeni kaSusana unamapheya ayi-10 ezicathulo.

2. Complete: / Qedela:

a) $6 + 10 = \square$

b) $16 + 10 = \square$

c) $26 + 10 = \square$

3. Complete the following: / Qedela okulandelayo:

a) $76 - 10 = \square$

b) $66 - 10 = \square$

c) $56 - 10 = \square$

TERM 1 LESSON 20: GEOMETRIC PATTERNS

ITHEMU 1 ISIFUNDO 20: AMAPHETHINI EZIBALO

Classwork **Umsebenzi waseklasini**

1. Draw a pattern using one triangle and two squares.
Copy and extend the pattern.
Dweba iphethini usebenzise unxantathu oyedwa nezikwele ezimbili.
Kopisha uphinde uqhube iphethini.
2. Draw a pattern using a circle a square and a triangle.
Copy and extend the pattern.
Dweba iphethini usebenzise isiyingi, isikwele, nonxantathu.
Kopisha uphinde uqhubeke nephethini.
3. Draw a pattern with three circles that get bigger each time.
Copy and extend the pattern.
Dweba iphethini elineziyingi ezintathu ezilokhu zikhula njalo.
Kopisha uphinde uqhubeke nephethini.
4. Draw a pattern using one object but change the colours of the object in a regular way.
Copy and extend the pattern in your book.
Dweba iphithini usebenzise into eyodwa kodwa eguqula imibala njalo nje.
Kopisha uphinde uqhubeke nephethini.

Homework **Umsebenzi wasekhaya**

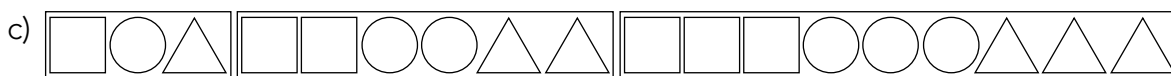
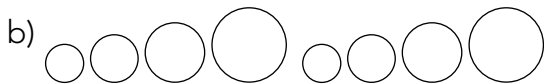
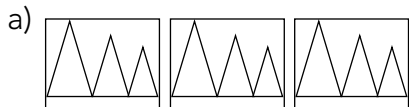
1. Draw and colour in 4 red circles, 4 blue circles and 4 yellow circles.
Dweba ufake umbala obomvu iziyingi ezi-4, osasibhakabhaka kwezinye ezi-4 bese ziba phuzi ezinye ezi-4.
2. Draw a pattern with coloured circles – make up your own order of the colours.
Dweba iphethini elineziyingi ezimibalabala – landelanisa imibala ngendlela oyithandayo.
3. Make your own pattern by pasting pictures into your books.
Yenza iphethini lakho ngokunamathisela izithombe encwadini yakho.

TERM 1 LESSON 21: GEOMETRIC PATTERNS

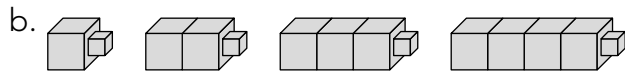
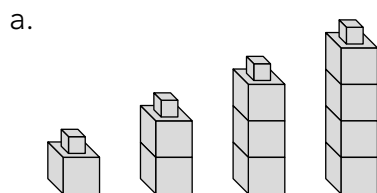
ITHEMU 1 ISIFUNDO 21: AMAPHETHINI EZIBALO

Classwork Umsebenzi waseklasini

1. Draw the next set of shapes in the given patterns below.
Dweba ezinye izimo eziyisethi ulandele iphethini onikezwe lona ngezansi.



2. Copy and extend these patterns in your book:
Kopisha bese welula iphethini encwadini yakho:



3. Draw your own pattern of squares that grows in a regular way.
Dweba iphethini lakho lezikwele ezikhulayo ngendlela efanayo njalo nje.

Homework Umsebenzi wasekhaya

1. Draw your own pattern using shapes.
Dweba iphethini lakho, sebenzisa lezi zimo.

TERM 1 LESSON 22: DATA

ITHEMU 1 ISIFUNDO 22: IMININGWANE

Classwork Umsebenzi waseklasini

1. Work in pairs. Take out all your crayons.
Sort them according to colour.
Draw a picture of what you have sorted.
Sebenzani ngababili. Khiphani wonke amakhrayoni enu.
Wahleleni ngemibala.
Dwebani isithombe esiveza nikhombise lokho enikuhlelile.
2. Use this picture to draw a pictograph.
Sebenzisani isithombe lesu ukudweba igrafu yezithombe.
3. Sort the crayons according to length.
Now draw what you have sorted.
Hlelani amakhrayoni ngobude manje.
Dwebani nikhombise lokho enikuhlelile.
4. Use this picture to draw a pictograph.
Sebenzisani isithombe lesu ukudweba igrafu yezithombe.

Homework Umsebenzi wasekhaya

1. Collect a handful of cutlery from the kitchen. e.g. teaspoons (small spoons), forks and tablespoons (big spoons).
Qoqa izitsha zasekhishini ezimbalwa. Isb. Amathisipunu, izimfologo kanye nezipunu.
2. Sort the cutlery.
Kuhlele kahle lokhu.
3. Draw a picture of your sorting.
Dweba isithombe sakho sekuhleliwe.
4. Draw a pictograph to show your data. (The topic is Cutlery)
Dweba igrafu yezithombe ukhombise imininingwane yakho. (Isihloko sithi Izitsha)

TERM 1 LESSON 23: DATA

ITHEMU 1 ISIFUNDO 23: IMINININGWANE

Classwork Umsebenzi waseklasini

1. Draw this bar graph into your maths book.
Dweba igrafu eyibha encwadini yakho yezibalo.
2. Ask 20 children in your class what month their birthday falls in.
Buza abantwana abangama-20 eklasini ukuthi izinsuku zabo zokuzalwa zikuziphi izinyanga.
3. Tally up the number of birthdays per month.
Beka ndawonye inani lezinsuku zokuzalwa enyangeni ngayinye.
4. Complete the graph.
Gcwalisa igrafu.

Jan Masi	Feb Nhlol	Mar Ndas	Apr Mbas	May Nhlab	Jun Nhlang	Jul Ntul	Aug Ncwa	Sept Mand	Oct Mfu	Nov Lwez	Dec Zib

2. Now answer these questions.
Phendula le mibuzo.
 - a) The most common birthday month is _____.
Inyanga enezinsuku eziningi kakhulu zokuzalwa ngu-_____
 - b) The least common birthday month is _____.
Inyanga enezinsuku ezimbalwa kakhulu zokuzalwa ngu-_____

Homework Umsebenzi wasekhaya

1. Count up the number of 5 different kinds of furniture items you have at home, e.g. chairs, tables, beds, cupboards, sofas.
Bala izinhlobo ezinhlanu ezahlukene zefenisha ekhona ekhaya, isb. Izihlalo, amatafula, imibhede, amakhabethe, osofa.
2. Make a tally table of your counted items.
Beka ndawonye amatafula ezintweni ozibalile.
3. Draw your own bar graph showing the numbers of 5 different items you have at home (The topic is Household Items.)
Dweba igrafu yakho eyibha ukhombise amanani ezinto ezi-5 ezahlukene eninazo ekhaya (Isihloko masithi Izinto Zasekhaya.)

TERM 1 LESSON 24: DATA

ITHEMU 1 ISIFUNDO 24: IMINININGWANE

Classwork Umsebenzi waseklasini

1. Work in pairs. Put what you both have in your school bags together.
Sebenzani ngababili. Bekani ndawonye izinto eninazo nizifake ezikwameni zesikole.
2. Tally up the items.
Bekani ndawonye izinto.
3. Draw a bar graph which shows at least 6 of the items and how many there are of each.
Dwebani igrafu eyibha nikhombise okungenani eziyi-6 izinto, niveze nokuthi zingaki izinto ohlotsheni ngalunye.
4. We have made some suggestions. Change them if your items are different.
Sizenzile iziphakamiso ezimbalwa. Ziguqule uma ezakho zehlukile.

Lunch boxes Ukudla kwasesikoleni	Pencils Amapensela	Writing books Izincwadi zokubhalela	Reading books Izincwadi zokufundwa	Rulers Amarula	Erasers Amarabha

5. Now answer these questions.
Phendula le mibuzo.
 - a) The most common item is _____.
Izinto eziningi kakhulu _____.
 - b) The least common item is _____.
Izinto ezimbalwa _____.

Homework Umsebenzi wasekhaya

1. Count up the number of 5 different kinds of clothing items you have at home, e.g. shorts, trousers, pairs of socks, blouses, pairs of shoes.
Bala izinhlobo ezinhlanu ezahlukene zempahla yokugqoka ekhona ekhaya, isb. Izikhindi, amabhulukwe, amasokisi, amahembe, izicathulo.
2. Make a tally table of your counted items.
Beka ndawonye amahulukwe ezintweni ozibalile.
3. Draw your own bar graph showing the data you have at home
(The topic is Clothing items.)
Dweba igrafu yakho eyibha ukhombise imininingwane yezinto ezahlukene eninazo ekhaya (Isihloko masithi Impahla Yokugqoka.)

TERM 1 LESSON 25: 3-D OBJECTS

ITHEMU 1 ISIFUNDO 25: IZINTO EZINHLANGOTHI-NTATHU

Classwork Umsebenzi waseklasini

1. Draw a picture of a box shape and a ball shape in your book.
Dweba isithombe sesimo sebhokisi kanye nebhola encwadini yakho.
2. Give the names of two 3-D objects you can see in the classroom.
Nikeza amagama ezinto ezimbili eziwonhlangothi-ntathu ozibonayo eklasini.
3. Do they have round or straight edges?
Ngabe zinamachopho aqondile noma agobile?
4. Say if the following will roll or slide:
Yisho ukuthi lokhu okulandelayo kuyagingqika noma kuyashelela yini:
 - a) a ball
ibhola
 - b) a box
ibhokisi
 - c) a can of cool drink.
ikani lesiphuzo.

Homework Umsebenzi wasekhaya

1. Find 3 different objects in your kitchen at home that are ball shaped.
Thola izinto ezi-3 ekhishini ezingafani ezinesimo sebhola.
2. Put the objects in order from the smallest to the biggest and then draw them.
Zibeke ngokulandelana kuqale encane kunazo zonke kugcine enkulu bese uzidweba.
3. Find 3 different box shaped objects in your bedroom/any room at home.
Thola izinto ezi-3 ezingafani ezinesimo sebhokisi ekamelweni lakho lokulala noma endlini nje.
4. Put the objects in order from the biggest to the smallest and draw them.
Zibeke ngokulandelana kuqale enkulu kunazo zonke kugcine encane bese uzidweba

TERM 1 LESSON 26: BUILDING USING 3-D OBJECTS

ITHEMU 1 ISIFUNDO 26: UKWAKHA KUSETSHENZISWA ONHLANGOTHI-NTATHU

Classwork **Umsebenzi waseklasini**

1. Can you build a tower with 4 different sized boxes and 2 different sized balls?
Ungasakha isitezi ngamabhokisi ama-4 angalingani kanye namabhola ama-2 angalingani?
2. Can you build a tower just with balls? Why or why not?
Ungasakha isitezi ngamabhola kuphela? Kungani?
3. Can you build a tower with just boxes? Why or why not?
Ungasakha isitezi ngamabhokisi kuphela? Kungani?
4. Draw a tower made of 4 boxes.
Dweba isitezi esakhiwe ngamabhokisi.
5. Draw your own picture using balls and boxes.
Sebenzisa amabhola namabhokisi ukudweba isithombe sakho.

Homework **Umsebenzi wasekhaya**

1. Name 3 round objects in your house.
Nikeza amagama ezinto ezintathu ezikhona endlini eziyindilinga.
2. Name 3 box shaped objects in your house.
Nikeza amagama ezinto ezintathu ezikhona endlini ezingamabhokisi.
3. Try to build a tower using box shapes. Does it work well? Why/why not?
Zama ukwenza isitezi usebenzisa izinto ezingamabhokisi. Siyakheka? Ngasizathu sini?
4. Try to build a tower using round shapes. Does it work well? Why/why not?
Zama ukwenza isitezi usebenzisa izinto eziyindilinga. Siyakheka? Ngasizathu sini?

TERM 1 LESSON 27: FIVES AND COUNTING IN FIVES

ITHEMU 1 ISIFUNDO 27: OKUHLANU KANYE NOKUBALA NGAKUHLANU

Classwork Umsebenzi waseklasini

1. If 2 children stand in front of the class how many fingers will you see?
Uma izingane ezi-2 zima phambili kweklasi, uzobona iminwe emingaki?
2. If 3 children stand in front of the class how many fingers will you see?
Uma izingane ezi-3 zima phambili kweklasi, uzobona iminwe emingaki?
3. If you have 4 groups of 5 unifix cubes:
Uma unamaqoqo ama-4 anamabhokisi ama-5 eqoqweni ngalinye:
 - a) How many groups of 5 do you have?
Mangaki amaqoqo anoku-5 onawo?
 - b) How many cubes are there altogether?
Mangaki amabhokisi esephelele?
4. If you have 3 groups of 5 unifix cubes:
Uma unamaqoqo ama-3 anamabhokisi ama-5 eqoqweni ngalinye:
 - a) How many groups of 5 do you have?
Mangaki amaqoqo anoku-5 onawo?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
5. If you have 6 groups of 5 unifix cubes:
Uma unamaqoqo ama-6 anamabhokisi ama-5 eqoqweni ngalinye:
 - a) How many groups of 5 do you have?
Mangaki amaqoqo anoku-5 onawo?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
6. Draw 4 empty bags.
Draw 5 sweets in each bag:
Uma unamaqoqo ama-4 anamabhokisi ama-5 eqoqweni ngalinye:
 - a) How many sweets there are altogether?
Kunamaswidi amangaki asephelele?
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.

Homework **Umsebenzi wasekhaya**

1. Collect 15 stones and put them in groups of five each.
Qoqa amatshe ayi-15 uwabeke abe ngamaqoqo anokuhlano.
 - a) Write down the number of groups.
Bhala phansi inani lamaqoqo.
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
2. Draw 5 hands in your book.
Dweba izandla ezi-5 encwadini yakho.
 - a) Write down how many fingers there are.
Bhala phansi ukuthi kuneminwe emingaki.
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.
3. Draw 4 bags in your book.
Draw 5 apples inside of each bag.
Dweba izikhwama ezi-4 encwadini yakho.
Dweba ama-aphula ama-5 abe phakathi esikhwameni ngasinye.
 - a) Write down how many apples there are.
Bhala phansi ukuthi kunama apula amangaki.
 - b) Write a number sentence to express this.
Bhala umusho wezinombolo ukukhombisa lokhu.

TERM 1 LESSON 28: FIVES ARRAYS

ITHEMU 1 ISIFUNDO 28: OKUNGAKUHLANU OKUHLELEKILE

Classwork Umsebenzi waseklasini

1. Draw 2 rows with 5 flowers in each row.
Dweba imigqa emi-2 nezimbali ezi-5 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many flowers per row?
Zingaki izimbali emgqeni ngamunye?
 - c) How many flowers altogether?
Zingaki izimbali sezizonke?
2. Draw 5 rows with 5 circles in each row.
Dweba imigqa emi-5 neziyingi ezi-5 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many circles are there per row?
Zingaki iziyingi emgqeni ngamunye?
 - c) How many circles altogether?
Zingaki iziyingi sezizonke?
3. Draw 3 rows with 5 squares in each row.
Dweba imigqa emi-3 nezikwele ezi-5 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many squares per row?
Zingaki izikwele emgqeni ngamunye?
 - c) How many squares altogether?
Zingaki izikwele sezizonke?
4. Draw 1 row with 5 triangles in the row.
Dweba umugqa o-1 nonxantathu aba-5 emgqeni ngamunye.
 - a) How many rows of triangles are there?
Mingaki imigqa enonxantathu?
 - b) How many triangles per row?
Bangaki onxantathu emgqeni ngamunye?
 - c) How many triangles altogether?
Bangaki onxantathu sebephelele?

Homework Umsebenzi wasekhaya

1. Draw 5 rows with 5 cars in each row.
Dweba imigqa emi-5 enezimoto ezi-5 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa seyiyonke?
 - b) How many cars are there in a row?
Zingaki izimoto emgqeni ngamunye?
 - c) How many cars altogether?
Zingaki izimoto sezizonke?
2. Draw 2 rows with 5 stars in each row.
Dweba imigqa emi-2 enezinkanyezi ezi-5 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa seyiyonke?
 - b) How many stars are there in a row?
Zingaki izinkanyezi emgqeni ngamunye?
 - c) How many stars altogether?
Zingaki izinkanyezi sezizonke?

TERM 1 LESSON 29: FIVES SHARING AND GROUPING

ITHEMU 1 ISIFUNDO 29: OKUNGAKUHLANU, UKUHLUKANISA NÓKUBEKA AMAQOQO

Classwork Umsebenzi waseklasini

1. Draw 15 triangles. Share them equally amongst five groups.
Dweba onxantathu abayi-15. Hlukanisela amaqoqo amahlanu ngokulinganayo.
 - a) Are any triangles left or not?
Bakhona onxantathu abasele noma cha?
 - b) Write: _____ shared amongst _____ is _____. _____ triangles are left.
Bhala uthi: onxantathu aba- _____ behlukaniselwa amaqoqo a- _____ kuba _____.
Kusala aba- _____.
2. Draw 11 suckers. Share the suckers equally amongst five children.
Dweba amaswidi ayi-11. Hlukanisela amaqoqo amahlanu ngokulinganayo.
 - a) Are there any suckers left?
Akhona amaswidi asele noma cha?
 - b) Write: _____ shared amongst _____ is _____. _____ sucker is left.
Bhala uthi: amaswidi a- _____ ehlukaniselwa amaqoqo a- _____ kuba _____.
Kusala a- _____.
3. Draw 20 circles. Share them equally amongst five groups.
Dweba iziyingi ezingama-20. Hlukanisela amaqoqo amahlanu ngokulinganayo.
 - a) Are there any circles left or not?
Zikhona iziyingi ezisele noma cha?
 - b) Write: _____ shared amongst _____ is _____. _____ circles are left.
Bhala uthi: iziyingi ezi- _____ zehlukaniselwa amaqoqo a- _____ kuba _____.
Kusala ezi- _____.
4. Draw 17 squares. Share them equally amongst five groups.
Dweba izikwele eziyi-17. Hlukanisela amaqoqo amahlanu ngokulinganayo.
 - a) Are there any squares left or not?
Zikhona izikwele ezisele noma cha?
 - b) Write: _____ shared amongst _____ is _____. _____ squares are left.
Bhala uthi: izikwele ezi- _____ zehlukaniselwa amaqoqo a- _____ kuba _____.
Kusala ezi- _____.

Homework Umsebenzi wasekhaya

1. Draw 10 cars.

Share them between five children.

Dweba izimoto eziyi-10.

Hlukanisela amaqoqo amahlanu abantwana.

a) Are any cars left or not? ?

Zikhona izimoto ezisele noma cha?

b) Write: _____ shared amongst _____ is _____. _____ cars are left.

Bhala uthi: izimoto ezi-_____ zehlukaniselwa amaqoqo a-_____ kuba _____.

Kusala ezi-_____.

2. Draw 17 suckers.

Share the suckers equally amongst five children.

Dweba amaswidi ayi-11.

Hlukanisela amaqoqo amahlanu ngokulinganayo.

a) Are there any suckers left?

Akhona amaswidi asele noma cha?

b) Write: _____ shared amongst _____ is _____. _____ suckers are left.

Bhala uthi: amaswidi a-_____ ehlukaniselwa amaqoqo a-_____ kuba _____.

Kusala a-_____.

TERM 1 LESSON 30: NUMBER PATTERNS – 5s

ITHEMU 1 ISIFUNDO 30: AMAPHETHINI EZINOMBOLO – OKUNGAKU-5

Classwork Umsebenzi waseklasini

1. Use a 1-100 number board on which the multiples of 5 are left blank.
Complete the number board.
Sebenzisa ibhodi lezinombolo eziyi-100 ushiye izikhala zokuhlukaniseka ngoku-5 zingenalutho. Qedela ibhodi.

2. Complete the patterns:
Qedela amaphethini:
- a) 5, 10, 15, _____, _____, _____, _____, _____, _____, 50
 - b) 50, 45, 40, _____, _____, _____, _____, _____, _____, 5.
 - c) 50, _____, _____, _____, _____, 25, _____, _____, 10, _____.
 - d) 10, 20, 30, _____, _____.
 - e) 30, 40, 50, _____, _____.
 - f) 100, 90, 80, _____, _____.
 - g) 70, 60, 50, _____, _____.

Homework Umsebenzi wasekhaya

1. Complete the following: 1

5, 20, 25, _____, _____, _____, _____, _____, _____, 60.

Qedela okulandelayo:

15, 20, 25, _____, _____, _____, _____, _____, _____, 60.

2. Fill in the missing numbers:

35, 40, _____, _____, _____, 60, _____, 70.

Gcwalisa izinombolo ezingekho:

35, 40, _____, _____, _____, 60, _____, 70.

3. Complete the pattern:

55, 50, _____, _____, _____.

Qedela iphethini:

55, 50, _____, _____, _____.

4. Complete the pattern:

85, 80, _____, _____, _____, 60, _____, _____.

Qedela iphethini:

85, 80, _____, _____, _____, 60, _____, _____.

TERM 1 LESSON 31: PATTERNS OF FIVE

ITHEMU 1 ISIFUNDO 31: AMAPHETHINI OKUNGAKUHLANU

Classwork Umsebenzi waseklasini

1. Draw a fives number line from 0 to 40.

Dweba umugqa wokungakuhlano wezinombolo usukele e-0 uye ema-40.

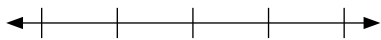


2. Circle the following multiples on the number line: 0, 5, 15 and 35.

Kokelezela okwehlukaniseka ngalokhu emgqeni wezinombolo: 0, 5, 15 nama-35.

3. Draw a fives number line from 30 to 50.

Dweba umugqa wokungakuhlano wezinombolo usukele ema-30 uye ema-40.



4. Circle the following multiples on the number line: 35, 45, 50.

Kokelezela okwehlukaniseka ngalokhu emgqeni wezinombolo: 35, 45, 50.

5. Complete the following: / Qedela okulandelayo:

a) $5 + 5 = \square$

b) $10 + 5 = \square$

c) $15 + 5 = \square$

d) $20 + 5 = \square$

e) $25 + 5 = \square$

6. Complete the following: / Qedela okulandelayo:

a) $85 - 5 = \square$

b) $90 - 5 = \square$

c) $95 - 5 = \square$

d) $100 - 5 = \square$

Homework Umsebenzi wasekhaya

1. Complete the following: / Qedela okulandelayo:

a) $70 + 5 = \square$

b) $75 + 5 = \square$

2. Complete the following: / Qedela okulandelayo:

a) $65 - 5 = \square$

b) $60 - 5 = \square$

TERM 1 LESSON 32: MONEY

ITHEMU 1 ISIFUNDO 32: IMALI

Classwork **Umsebenzi waseklasini**

Draw the following:
Dweba okulandelayo:

1. Coins that will make up 50c.
Imali eyizinhlamvu eyakha ama-50c.
2. Coins that will make up 20c.
Imali eyizinhlamvu eyakha ama-20c.
3. Notes or coins that will make up R10.
Imali engamaphepha eyakha ama-R10c.
4. Notes or coins that will make up R50.
Imali eyizinhlamvu eyakha ama-R50.
5. Notes and/or coins that will make up R26.
Imali engamaphepha kanye/noma eyizinhlamvu eyakha ama-R26.

Homework **Umsebenzi wasekhaya**

Draw the following, showing two different ways of reaching that sum of money:
Dweba okulandelayo, ukhombise izindlela ezimbili zokuthola leli nani lemali:

1. Money that will make up 15c.
Imali ezokwenza ama-15c.
2. Money that will make up R20.
Imali ezokwenza ama-R20.
3. Money that will make up R45.
Imali ezokwenza ama-R45.
4. Money that will make up R26.
Imali ezokwenza ama-R26.

TERM 1 LESSON 33: MONEY

ITHEMU 1 ISIFUNDO 33: IMALI

Classwork Umsebenzi waseklasini

1. Thandi has 10 cents. Her mom gives her 10 cents. How much money does she now have?
UThandi unamasenti angama-10. Umama umupha amasenti angama-10.
Unamalini seyiyonke manje?
2. I have 20c. I buy a sweet for 10c. How much money do I have left?
Mina nginamasenti angama-20. Ngithenga iswidi ngamasenti angama-10. Ngisele namalini?
3. I have 40c. Can I share it equally amongst four children?
Nginama-40c. ngingawahlukanisela abantwana abane ngokulinganayo?
4. Toffees cost 10c each. Busi spent 50c buying toffees. How many toffees did she buy?
Uswidi ukbiza ama-10c ngamunye. UBusi uwuthenga ngama-50c. Uthenge uswidi omngaki?
5. A fizz pop costs R2,50. Palesa wants to buy 4 fizz pops.
Ufizipopo ubiza ama-R2,50. UPalisa ufuna ukuthenga o-4.
 - a) She has R8, 00. Can she buy four fizz pops?
Unama-R8,00. Angawuthenga ufizipopo omune?
 - b) How much more money does Palesa need in order to buy the 4 fizz pops?
Udinga malini ngaphezulu uPalisa ukuthi athenge ufizipopo o-4?

Homework Umsebenzi wasekhaya

1. Ask someone at home to show you some coins from their wallet.
How much money did they take out of their wallet?
Cela oyedwa ekhaya akukhombise imali eyizinhlamvu esikhwameni semali.
Ukhiphe malini esikhwameni sakhe lowo?
2. I have R15. I buy a packet of chips for R2,50 and a Fanta Orange for R8, 00. How much do I have to pay? Is there any change? If so, how much?
Nginama-R15. Ngithenga iphakethe lamashipsi ngama-R2,50 neFanta Orange ngama-R8,00. Kufanele ngikhokhe malini? Ngabe ukhona ushintshi engizowuthola? Uma kunjalo, umalini?
3. Thenje pays R5 to travel by taxi to school in the morning and R6,50 to go home after school in the afternoon. She pays with a R20 note in the morning and uses the change to pay for her ride home. How much change does she have when she arrives home?
UThenjiwe ukhokha ama-R5 etekisini uma eya esikoleni ekuseni, akhokhe ama-R6,50 ukubuyela ekhaya ntambama uma kuphuma isikole. Ukhipha ama-R20 ayiphepha ekuseni, bese esebenzisa ushintshi uma esebuyela ekhaya. Ufika noshintshi ongakanani ekhaya?

TERM 1 LESSON 34: TWOS AND COUNTING IN TWOS

ITHEMU 1 ISIFUNDO 34: OKUNGAKUBILI KANYE NOKUBALA NGAKUBILI

Classwork Umsebenzi waseklasini

1. If there are 4 children:
Uma kunezingane ezi-4:
 - a) How many pairs of shoes will you see?
Uzobona amapheya amangaki ezicathulo?
 - b) How many shoes altogether?
Zingaki izicathulo sezizonke?
2. If there are 8 children:
Uma kunezingane eziyi-8:
 - a) How many pairs of shoes will you see?
Uzobona amapheya amangaki ezicathulo?
 - b) How many shoes altogether?
Zingaki izicathulo sezizonke?
3. Complete the following. We have done the first one for you.
Qedela okulandelayo. Sikwenzele okokuqala.
 - a) 4 groups of 2 = $2 = 2 + 2 + 2 + 2 = 4 \times 2 = 8$
Amaqoqo ama-4 okungaku-2 = $2 + 2 + 2 + 2 = 4 \times 2 = 8$
 - b) 5 groups of 2 =
Amaqoqo ama-5 okungaku-2 =
 - c) 6 groups of 2 =
Amaqoqo ayi-6 okungaku-2 =
4. Draw 3 bags with 2 sweets in each bag.
Dweba izikhwama ezi-3 namaswidi ama-2 esikhwameni ngasinye.
 - a) How many sweets altogether?
Mangaki amaswidi esewonke?
 - b) Write this in a number sentence.
Bhala lokhu emshweni wezinombolo.
5. Draw 4 empty bags. Draw 2 sweets in each bag.
Dweba izikhwama ezi-4 ezingenalutho. Dweba amaswidi a-2 esikhwameni ngasinye.
 - a) How many sweets altogether?
Mangaki amaswidi esewonke?
 - b) Write this in a number sentence.
Bhala lokho emshweni wezinombolo.

Homework Umsebenzi wasekhaya

1. Collect 6 stones and put them into groups of two.
Write down how many stones there are.
Qoqa amatshe ayi-6 uwabeke amaqoqo amabili.
Bhala ukuthi mangaki amatshe esewonke.
2. Draw 8 pairs of feet in your book.
Write down how many feet there are.
Dweba amapheya ayi-8 ezinyawo encwadini yakho.
Bhala ukuthi zingaki izinyawo sezizonke.
3. Draw 4 bags in your book.
Draw 2 apples inside of each bag.
Write down how many apples there are.
Dweba izikhwama ezi-4 encwadini yakho.
Dweba ama-aphula ama-2 esikhwameni ngasinye.
Bhala ukuthi mangaki ama-aphula esewonke.

TERM 1 LESSON 35: TWOS ARRAYS

ITHEMU 1 ISIFUNDO 35: OKUNGAKUBILI OKUHLELEKILE

Classwork Umsebenzi waseklasini

1. Draw 2 rows with 2 circles in each row.
Dweba imigqa emi-2 neziyingi ezi-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many circles are there in a row?
Zingaki iziyingi emgqeni ngamunye?
 - c) How many circles altogether?
Zingaki iziyingi sezizonke?
2. Draw 5 rows with 2 triangles in each row?
Dweba imigqa emi-5 nonxantathu aba-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many triangles are there in a row?
Bangaki onxantathu emgqeni ngamunye?
 - c) How many triangles altogether?
Bangaki onxantathu sebebonke?
3. Draw 3 rows with 2 squares in each row.
Dweba imigqa emi-3 nezikwele ezi-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many squares are there in a row?
Zingaki izikwele emgqeni ngamunye?
 - c) How many squares altogether?
Zingaki izikwele sezizonke?
4. Draw 4 rows with 2 blocks in each row.
Dweba imigqa emi-4 namabhulokhi a-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many blocks are there in a row?
Mangaki amabhulokhi emgqeni ngamunye?
 - c) How many blocks altogether?
Mangaki amabhulokhi esewonke?

Homework Umsebenzi wasekhaya

1. Draw 3 rows with 2 flowers in each row.
Dweba imigqa emi-3 nezimbali ezi-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many flowers are there in a row?
Zingaki izimbali emgqeni ngamunye?
 - c) How many flowers altogether?
Zingaki izimbali sezizonke?
2. Draw 5 rows with 2 cars in each row.
Dweba imigqa emi-5 nezimoto ezi-2 emgqeni ngamunye.
 - a) How many rows are there?
Kunemigqa emingaki?
 - b) How many cars are there in a row?
Zingaki izimoto emgqeni ngamunye?
 - c) How many cars altogether?
Zingaki izimoto sezizonke?
3. Draw 2 rows with 2 cats in each row.
Dweba imigqa emi-2 namakati a-2 emgqeni ngamunye.
 - a) How many rows are there?
Mingaki imigqa?
 - b) How many cats are there in a row?
Mangaki amakati emgqeni ngamunye?
 - c) How many cats altogether?
Mangaki amakati esewonke?

TERM 1 LESSON 36: TWOS SHARING AND GROUPING

ITHEMU 1 ISIFUNDO 36: OKUNGAKUBILI UKUHLUKANISELANA NOKUBEKA AMAQOQO

Classwork Umsebenzi waseklasini

1. Draw 10 squares. Share them equally between two groups.
Dweba izikwele ezi-10. Hlukanisela amaqembu amabili ngokulinganayo.
 - a) Are there any squares left or not?
Zikhona izikwele ezisele noma cha?
 - b) _____ shared between _____ is _____. _____ squares are left.
Izikwele ezi-_____ zehlukaniselwa amaqoqo a-_____ kuba _____. Kusala ezi-_____.
2. Draw 15 triangles. Share them equally between two groups.
Dweba onxantathu aba-15. Hlukanisela amaqembu amabili ngokulinganayo.
 - a) Are there any triangles left over or not?
Bakhona onxantathu abasele noma cha?
 - b) _____ shared between _____ is _____. _____ triangle is left.
Onxantathu aba-_____ behlukaniselwa amaqoqo a-_____ kuba _____. Kusala aba-_____.
3. Draw 11 crosses. Share the crosses equally between two groups.
Dweba iziphambano ezi-11. Hlukanisela amaqembu amabili ngokulinganayo.
 - a) Are there any crosses left?
Zikhona iziphambano ezisele?
 - b) _____ shared between _____ is _____. _____ cross is left.
Iziphambano ezi-_____ zehlukaniselwa amaqoqo a-_____ kuba _____. Kusala ezi-_____.
4. Draw 19 circles. Share them equally between two groups.
Dweba iziyingi ezi-19. Hlukanisela amaqembu amabili ngokulinganayo.
 - a) Are there any circles left or not?
Zikhona iziyingi ezisele noma cha?
 - b) _____ shared between _____ is _____. _____ circle is left.
Iziyingi ezi-_____ zehlukaniselwa amaqoqo a-_____ kuba _____. Kusala ezi-_____.
5. Toffees cost 2c each. Thembi spent 20c buying toffees. How many toffees did she buy?
Uswidi ukbiza ama-10c ngamunye. UThembi uwuthenga ngama-50c. Uthenge uswidi omngaki?

Homework Umsebenzi wasekhaya

1. Draw 16 cars and 2 blocks. Share the cars equally between the blocks.
Dweba izimoto ezi-16 namabhulokhi ama-2. Hlukanisela amabhulokhi izimoto ngokulinganayo.
 - a) Are there any cars left?
Zikhona izimoto ezisele noma cha?
 - b) _____ cars shared between _____ blocks is _____. _____ cars are left.
Izimoto ezi-_____ zehlukaniselwa amabhulokhi a-_____ kuba _____. Kusala ezi-_____.
2. Draw 21 rectangles and 2 girls. Share the rectangles equally between the girls.
Dweba onxande aba-21 namantombazana ama-2. Hlukanisela amantombazana onxande ngokulinganayo.
 - a) Are there any rectangles left?
Bakhona onxande abasele?
 - b) _____ rectangles shared between _____ girls is _____. _____ rectangle is left.
Onxande aba-_____ behlukaniselwa amantombazana a-_____ kuba _____.
Kusala aba-_____.
3. Draw 17 suckers and 2 boys. Share the suckers equally between the boys.
Dweba amaswidi a-17 nabafana aba-2. Hlukanisela abafana amaswidi ngokulinganayo.
 - a) Are there any suckers left?
Akhona asalayo?
 - b) _____ suckers shared between _____ boys is _____. _____ sucker is left.
Amaswidi a-_____ ahlukaniselwa abafana aba-_____ kuba _____. Kusala a-_____.

TERM 1 LESSON 37: NUMBER PATTERNS – 2s

ITHEMU 1 ISIFUNDO 37: AMAPHETHINI EZINOMBOLO – OKUNGAKU-2

Classwork Umsebenzi waseklasini

1. Use a 1-100 number board on which the multiples of 2 are left blank.
Complete the number board.
Sebenzisa ibhodi lezinombolo 1-100 lapho okuhlukaniseka ngoku-2 kushiywe kungenalutho. Qedela ibhodi lezinombolo.

2. Complete the pattern:
Qedela iphethini:
- a) 2, 4, 6, _____, _____, _____, _____, _____, 20
 - b) 50, 48, 46, _____, _____, _____, _____, _____, 32.
 - c) 28, _____, _____, _____, _____, 18, _____, _____, 12, _____.
 - d) 12, 14, 16, _____, _____.
 - e) 38, 40, 42, _____, _____.
 - f) 100, 98, 96, _____, _____.
 - g) 74, 72, _____, _____, _____.

Homework Umsebenzi wasekhaya

1. Complete:

12, 14, 16, _____, _____, _____, _____, _____, _____, 30.

Qedela:

12, 14, 16, _____, _____, _____, _____, _____, _____, 30.

2. Fill in the missing numbers:

38, 40, _____, _____, _____, 48, _____, 52.

Gcwalisa izinombolo ezingekho:

38, 40, _____, _____, _____, 48, _____, 52

3. Complete the pattern:

56, 54, _____, _____, _____.

Qedela iphethini:

56, 54, _____, _____, _____.

4. Complete the pattern:

82, 80, _____, _____, _____, 72, _____, _____.

Qedela iphethini:

82, 80, _____, _____, _____, 72, _____, _____.

TERM 1 LESSON 38: PATTERNS OF TWO

ITHEMU 1 ISIFUNDO 38: AMAPHETHINI OKUNGAKUBILI

Classwork Umsebenzi waseklasini

1. Draw a 2s number line from 0 to 20.

Dweba umugqa wezinombolo onokungaku-2 usuke e-0 uye ema-20.

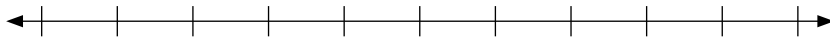


2. Circle the following multiples of 2 on the number line: 0, 2, 4 and 20.

Kokelezela okuphindaphindeka ngoku-2 emgqeni wezinombolo: 0, 2, 4 nama-20.

3. Draw a 2s number line from 40 to 60.

Dweba umugqa wezinombolo onokungaku-2 usuke ema-40 uye ema-60.



4. Circle the following multiples of 2 on the number line: 40, 42, 44 and 60.

Kokelezela okuphindaphindeka ngoku-2 emgqeni wezinombolo: 40, 42, 44 nama-60.

5. Complete the following:

Qedela okulandelayo:

a) $52 + 2 = \square$

b) $54 + 2 = \square$

c) $56 + 2 = \square$

d) $58 + 2 = \square$

e) $60 + 2 = \square$

6. Complete the following:

Qedela okulandelayo:

a) $98 - 2 = \square$

b) $96 - 2 = \square$

c) $94 - 2 = \square$

d) $92 - 2 = \square$

e) $90 - 2 = \square$

Homework Umsebenzi wasekhaya

1. There are 6 children. How many feet are there altogether? Draw a picture of the children showing how many feet there are. / Kunezingane ezi-6. Kunezinyawo ezingaki sezizonke? Dweba isithombe sezingane esikhombisa ukuthi kunezinyawo ezingaki.

TERM 1 LESSON 39: TIME

ITHEMU 1 ISIFUNDO 39: ISIKHATHI

Classwork Umsebenzi waseklasini

Use a copy of a calendar month, e.g. March this year.

Sebenzisa ikhophi yekhalenda ubheke inyanga eyodwa, isb. uNdasa walo nyaka.

- a) Put a triangle on the 26 March to indicate the Maths quiz.
Faka unxantathu kumhla zingama-26 kuNdasa ukuveze kukhwizi yezibalo.
- b) Put a square on the 12 March to indicate the school play.
Faka isikwele kumhla ziyi-12 kuNdasa uveze umdlalo weshashalazi esikoleni.
- c) Put a red circle around 21 March to indicate a public holiday and discuss this public holiday (Human Right's Day) with your peers.
Kokelezela ngesiyingi esibomvu umhla zingama-21 kuNdasa uveze iholidi lomphakathi bese uxoxa ngalo leli holidi (Usuku Lwamalungelo) nabangani bakho.
- d) Put a rectangle on 24 March to indicate the sports day.
Faka kunxande kumhla zingama-24 kuNdasa uveze usuku lwezemidlalo esikoleni.
- e) Put a circle around all the Sundays.
Kokelezela zonke izinsuku zeSonto.
- f) How many days in March?
Zingaki izinsuku zikaNdasa?
- g) How many days from Human Right's Day to the Maths Quiz day?
Zingaki izinsuku kusukela Osukwini Lwamalungelo kukhwizi yezibalo?
- h) How many days between the school play and the sports day.
Zingaki izinsuku phakathi komdlalo weshashalazi kanye nosuku lwezemidlalo?

Homework Umsebenzi wasekhaya

1. In which month of the year is your birthday?
Usuku lwakho lokuzalwa lungayiphi inyanga?
2. What is the date of birthday in that month?
Yiluphi lona usuku kuleyo nyanga?
3. What day does your birthday fall on this year?
Usuku lwakho lokuzalwa lungolwesingaki kulo nyaka?
4. Draw a picture of something you that you do on Saturdays and that takes you a very long time to complete.
Dweba isithombe sento oyenza ngeMigqibelo ekuthatha isikhathi eside ukuyiqeda.

TERM 1 LESSON 40: TIME - CALENDARS

ITHEMU 1 ISIFUNDO 40: ISIKHATHI - AMAKHALENDI

Classwork Umsebenzi waseklasini

Make a birthday calendar showing all the months from January to December.
Yenza ikhalenda yezinsuku zokuzalwa uveze zonke izinyanga kusukela kuMasingana kuya kuZibandlela.

1. Write your birthday on the calendar. / Khombisa usuku lwakho lokuzalwa ekhalendeni.
2. Add 3 of your friends' birthdays to the calendar.
Faka izinsuku zokuzalwa zabangani bakho aba-3 ekhalendeni.
3. Which day comes before Wednesday? / Yiluphi usuku olufika ngaphambili koLwesithathu?
4. Which day comes between Monday and Wednesday?
Yiluphi usuku oluphakathi koMsombuluko noLwesithathu?
5. If Monday is the first day of the week, then Friday is the ____ day.
Uma uMsombuluko kuwusuku lokuqala lwesonto, uLwesihlanu wusuku ____.
6. Draw an analogue clock to show 4 o'clock.
Dweba iwashi lezinti ukhombise ihora lesi-4 nqo.
7. Draw a clock to show 6 o'clock.
Dweba iwashi ukhombise ihora lesi-6 nqo.
8. How many hours from 4 o'clock to 6 o'clock?
Mangaki amahora phakathi kwehora lesi-4 nelesi-6?

Homework Umsebenzi wasekhaya

1. Which is the first month of the year? / Iyiphi inyanga yokuqala yonyaka?
2. Which two months come between April and July?
Yiziphi izinyanga ezimbili eziphakathi kukaMbaso noNtulikazi?
3. Which is the last month of the year? / Iyiphi inyanga yokugcina yonyaka?
4. Draw an analogue clock to show 2 o'clock.
Dweba iwashi lezinti ukhombise ihora lesi-2 nqo.
5. Draw a clock to show 7 o'clock.
Dweba iwashi ukhombise ihora lesi-7 nqo.
6. How many hours from 2 o'clock to 7 o'clock?
Mangaki amahora phakathi kwehora lesi-2 nelesi-7?



Jika iMfundo

what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

ISBN: 978-1-990904-30-1