



Kotara 4 : Term 4

# Mmetse

## Mathematics

**Puku ya Mošomo ya Morutwana**  
Learner Activity Book

Sepedi : English

Tšweletšo ya puku ye ya mešomo e kgonagetše ka lebaka la tirišano ya sehlopha sa *Bala Wande-Magic Classroom* ka therišano le sehlopha seo se netefaditšego sa go bopša ke batho go tšwa diyunibesithing tše mmalwa, mekgatlo ya mmetse ya go se laolwe ke mmušo (NGOs) le Kgoro ya Thuto ya Motheo. Didirišwa tše di tšeela mošomo woo o dirilwego ka dipukung tša mešomo tša Kgoro ya Thuto ya Motheo, dipeakanyo tša dithutišo tša go tsenelelana tše di šetšego di le gona (GPLMS, Jika iMfundo, NECT le TMU). Mapokisi a didirišwa tša Bala Wande a ngwetšwe ka kgokagano le Jade Education. Mapokisi a neelana ka didirišwa tša boleng bja godimo tše e lego karolo ye bohlokwa ya lenaneo la go ruta le go ithuta.

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

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[www.fundawande.org](http://www.fundawande.org)

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## Go šomiša Puku ya Mošomo ya Morutwana ya Bala Wande

Puku ye ya Mošomo ya Morutwana e na le mešongwana yeo e beakanyeditšwego matšatši a 40 a go ruta ka Kotara ya 4. Go na le mešongwana ya phapoši ka moka, mešongwana ka botee le dipapadi tša barutwana tša go ralokwa ka bobedi le ka dihlopha. Dikarabo tša mešongwana di ka ngwalwa ka pukung ye.

Didirišwa di tšweletšwa ka mokgwa wa malemepedi. Tshepo ya rena ke go re go tšweletša mešongwana ka maleme a mabedi go tla thuša barutwana go tlwaela mantšu a mmetse ka Leleme la Gae le ka Seisemane. Go dira ka mokgwa woo go tla thuša go tlabela barutwana ka ditlabela tša go ithuta mmetse bophelo ka moka.

Ge barutwana ba šoma mešongwana ya puku ye ya mešomo go ya ka peakanyo ya tšatši ka tšatši, ka kotara ye nngwe le ye nngwe, ba tla kgona go fetša kharikhulamo ka moka ya mmetse ya ngwaga. Re tshepa gore mešongwana ye e tla ba tsela ya go kgahliša ya go ba thuša go hwetša tsebo ya motheo ya mmetse.

Mathomo a letšatši le lengwe le le lengwe le leswa go bontšhitšwe ka sefoka se setalamorogo.

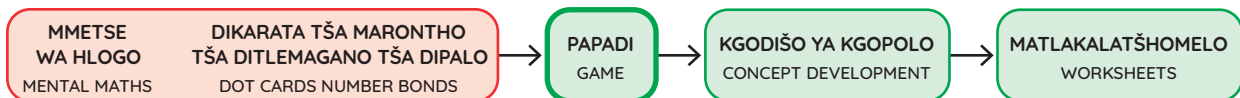


LETŠATŠI 1 • DAY 1

### Dikemedi tša dipalo

Representation of numbers

Ka tlase ga sefoka go na le taekramo ya go ela yeo e akaretšago tatelano ya mešongwana ya letšatši.



Mmetse wa Hlogo ke mošongwana wa mathomo wa letšatši le lengwe le le lengwe. Morutiši o tla eta mošongwana wo pele.

Matlakala a mangwe ka moka ka pukung ye, a diretšwe barutwana gore a šome ka boyena goba ka dihlopha ka tlhahlo le thekgo ya morutiši. Go ka ba le matlakalatšhomelo goba dipapadi, go teefatša dikgopolo tšeo di rutilwego letšatšing leo. Dipapadi di tšweletšwa ka go šomiša dikhathune tša barutwana ba bontšha ka fao papadi e swanetšego go ralokwa ka gona.

Ditaelo ka moka le tshedimošo di filwe ka Sepedi tša fetolelwa go Seisemane.

## 2 Bontšha palo o šomiša marontheo, dipalelo, dika le mantšu.

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

		6
tshela six		

Matlakalatšhomelo a barutwana a na le mohlala woo o šetšego o dirilwe (o bontšhitšwe ka mmala wo mopududu ka morago le ka phensele ye khubedu).

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



## Using the Bala Wandé Learner Activity Book

This Learner Activity Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

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

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

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



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

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

**2** Bontšha palo o šomiša marontho, dipalelo, dika le mantšu.

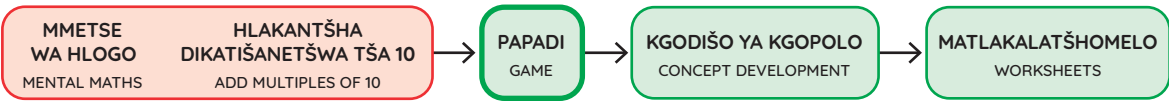
Show the number using dots, tallies, symbols and words.

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

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

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

**Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome**  
Addition using base ten blocks



**Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?**  
Game: How many 10s? How many 1s?

- Šomang ka bobedi ka dipoloko tša lena.  
Work in pairs with your blocks.
- Agang palo ka dipoloko tša lena.  
Build the number using your blocks.
- Na ke ma10 a makae?  
Na ke bo1 ba bakae?  
How many 10s? How many 1s?
- Kepalo efe?  
What number?

$47 + 20 =$

47 e swana le 40 le 7. 47 is the same as 40 and 7.		
Bjale a re hlakantšheng 20. Now let's add 20.		
O ka šomiša dipoloko go hlakantšha. A re hlakantšheng ma10 le bo1. You can use blocks to add. Let's add 10s and 1s.	Go na le masome a 6 ge a hlakana ka moka. There are 6 tens altogether.	Go na le metšo ye 7 ge e hlakana ka moka. There are 7 ones altogether.

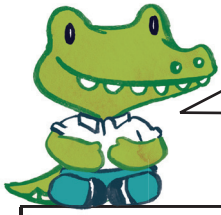
	masome tens	metšo ones
	4	7
+	2	0
	6	7

Ke na le 67 ge di hlakana ka moka.  
I have 67 altogether.

**1 Hlakantšha.**

Add.

$39 + 50 = \underline{89}$	$64 + 20 = \underline{\quad}$	$28 + 70 = \underline{\quad}$
$45 + 30 = \underline{\quad}$	$77 + 10 = \underline{\quad}$	$52 + 40 = \underline{\quad}$



O ka hlakantšha ka go šomiša dipoloko. Ge o hlakantšha bol, na o hwetša eng? Ge o hlakantšha ma10, na o hwetša eng?

You can use blocks to add. When you add the 1s, what do you get? When you add the 10s, what do you get?

Masome a ma3 le masome a ma2 a dira masome a ma5. 3 tens and 2 tens is 5 tens.	Metšo ye me4 le metšo ye 0 e dira metšo ye me4. 4 ones and 0 ones is 4 ones.

t	o
3	4
-----	
+ 2	0
5	4

Ke na le 54 ge di hlakana ka moka.  
I have 54 altogether.

2

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

5	6
-----	
+ 4	0

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

3	7
-----	
+ 5	0

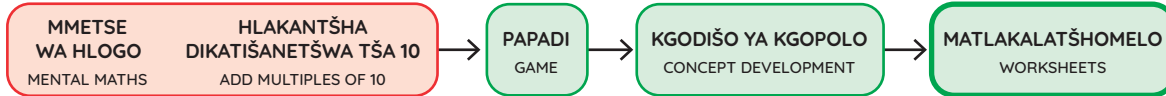
Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

4	9
-----	
+ 3	0

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

2	2
-----	
+ 4	0

**Go hlakantšha ka go šomiša dipoloko tša sehlopha sa lesome**  
Addition using base ten blocks



$26 + 33 =$

<p>26 e swana le 20 le 6. 26 is the same as 20 and 6.</p>		
<p>Go hlakantšha 33 go swana le go hlakantšha 30 le 3. Adding 33 is the same as adding 30 and 3.</p>		
<p>Are hlakantšheng ma10 le bol. Let's add 10s and 1s.</p>	<p>Go na le masome a ma5 ge a hlakana ka moka. There are 5 tens altogether.</p>	<p>Go na le metšo ye 9 ge e hlakana ka moka. There are 9 ones altogether.</p>

	masome tens	metšo ones
	2	6
	-----	
+	3	3
	5	9

Ke na le 59 ge di hlakana ka moka.  
I have 59 altogether.

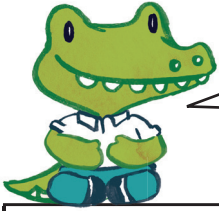
Masome a ma2 le masome a ma3 a dira masome a ma5. Metšo ye 6 le metšo ye me3 e dira metšo ye 9. Ke na le 59 ge di hlakana ka moka.  
2 tens and 3 tens makes 5 tens.  
6 ones and 3 ones makes 9 ones.  
I have 59 altogether.



**I Hlakantšha ka go šomiša dipoloko.**

Add using blocks.

$65 + 12 = \underline{77}$	$43 + 52 = \underline{\quad}$	$37 + 21 = \underline{\quad}$
$56 + 32 = \underline{\quad}$	$47 + 22 = \underline{\quad}$	$76 + 13 = \underline{\quad}$



O ka šomiša dipoloko go hlakantšha. Hlakantšha ma10 le bol. Na ke bokae ka moka ge di hlakana?

You can use blocks to add. Add the 10s and 1s. How much do you have altogether?

Masome a ma2 le lesome le 1 a dira masome a ma3. 2 tens and 1 ten makes 3 tens.	Metšo ye 8 le motšo o 1 e dira metšo ye 9. 8 ones and 1 one makes 9 ones.

t	o
2	8
-----	
+ 1	1
3	9

Ke na le 39 ge di hlakana ka moka.

I have 39 altogether.

2

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

4	3
-----	
+ 3	5

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

5	1
-----	
+ 4	6

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

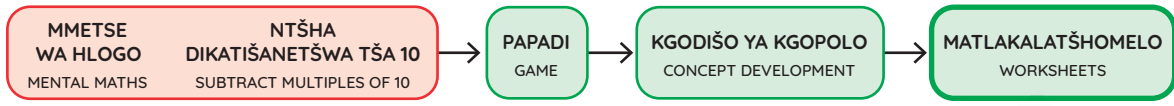
5	6
-----	
+ 1	2

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

3	5
-----	
+ 2	3



Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome  
Subtraction using base ten blocks



$64 - 30 =$

<p>64 e swana le 60 le 4. 64 is the same as 60 and 4.</p>		
<p>Bjale a re ntšheng 30. Now let's subtract 30.</p>		
<p>O ka šomiša dipoloko go ntšha. Ntšha ma10 le bol. You can use blocks to subtract. Subtract the 10s and 1s.</p>	<p>Go šala masome a ma3. There are 3 tens left over.</p>	<p>Go sa na le metšo ye me4. There are still 4 ones.</p>

	masome tens	metšo ones
	6	4
-	3	0
	3	4

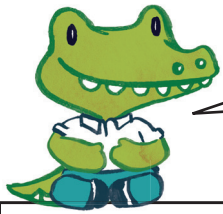
Go šala 34.  
There is 34 left over.

Masome a 6, o tloša masome a ma3 go šala masome a ma3. Masome a ma3 le metšo ye me4 di dira 34.  
6 tens take away 3 tens leaves 3 tens. 3 tens and 4 ones makes 34.



**1** Ntšha.  
Subtract.

$57 - 20 = \underline{37}$	$44 - 30 = \underline{\quad}$	$86 - 50 = \underline{\quad}$
$35 - 10 = \underline{\quad}$	$94 - 40 = \underline{\quad}$	$68 - 20 = \underline{\quad}$
$63 - 30 = \underline{\quad}$	$71 - 50 = \underline{\quad}$	$59 - 40 = \underline{\quad}$



O ka šomiša dipoloko go ntšha. Ntšha ma10 le bol. Na go šala tše kae?  
 You can use blocks to subtract. Subtract the 10s and 1s. How much is left over?

Ge o tloša masome a ma3 go masome a 7 go šala masome a ma4. 7 tens take away 3 tens leaves 4 tens.	Go sa na le metšo ye me3. There are still 3 ones.

t	o
7	3
-----	
- 3	0
-----	
4	3
-----	

Go šala 43.  
There is 43 left over.

2

Go šala ____.	There is ____ left over.

3	9
-----	
- 2	0
-----	

Go šala ____.	There is ____ left over.

5	7
-----	
- 4	0
-----	

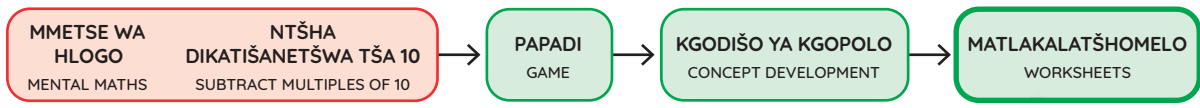
Go šala ____.	There is ____ left over.

4	7
-----	
- 1	0
-----	

Go šala ____.	There is ____ left over.

5	5
-----	
- 3	0
-----	

Go ntšha ka go šomiša dipoloko tša sehlopha sa lesome  
Subtraction using base ten blocks



$49 - 21 =$

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

	masome tens	metšo ones
	4	9
-	2	1
	2	8

Go šala 28.  
There is 28 left over.

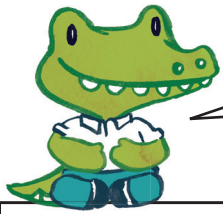
Masome a ma4, o tloša masome a ma2 go šala masome a ma2.  
Metšo ye 9, o tloša metšo o 1 go šala metšo ye 8.  
Masome a ma2 le metšo ye 8 di dira 28.  
4 tens take away 2 tens leaves 2 tens.  
9 ones take away 1 one leaves 8 ones.  
2 tens and 8 ones makes 28.



I Ntšha ka go šomiša dipoloko.

Subtract using blocks.

$67 - 51 = 16$	$84 - 42 = \underline{\quad}$	$59 - 27 = \underline{\quad}$
$45 - 33 = \underline{\quad}$	$77 - 53 = \underline{\quad}$	$98 - 67 = \underline{\quad}$



O ka šomiša dipoloko go ntšha. Ntšha ma<sup>0</sup> le bol. Na go šala bokae?

You can use blocks to subtract. Subtract the 10s and 1s. How much is left over?

Ge o tloša masome a ma <sup>3</sup> go masome a ma <sup>5</sup> go šala masome a ma <sup>2</sup> . 5 tens take away 3 tens leaves 2 tens.	Ge o tloša metšo ye me <sup>4</sup> go metšo ye me <sup>5</sup> go šala motšo o l. 5 ones take away 4 ones leaves 1 one.

t	o
5	5
-----	
- 3	4
-----	
2	1
-----	

Go šala 21.  
There is 21 left over.

2

Go šala ____.	
There is ____ left over.	

5	9
-----	
- 4	7
-----	

Go šala ____.	
There is ____ left over.	

6	3
-----	
- 3	2
-----	

Go šala ____.	
There is ____ left over.	

6	5
-----	
- 2	1
-----	

Go šala ____.	
There is ____ left over.	

4	8
-----	
- 2	3
-----	

## A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:

dipoloko tša sehlopha sa 10

10 le tee le swana le bol ba lesome.

Hlakantšha ma10 le bol.

Ntšha ma10 le bol.

In English we say:

base 10 blocks

One 10 is the same as ten 1s.

Add 10s and 1s.

Subtract 10s and 1s.



1 Rarolla. O ka šomiša dipoloko tša gago.

Solve. You can use your blocks.

	masome tens	metšo ones
	3	7
	-----	
+	5	0

	masome tens	metšo ones
	6	2
	-----	
-	3	0

	masome tens	metšo ones
	5	6
	-----	
+	4	1

	masome tens	metšo ones
	7	8
	-----	
-	5	2

	masome tens	metšo ones
	4	4
	-----	
+	2	5

	masome tens	metšo ones
	5	6
	-----	
-	3	4



- 2 Rarolla ka go šomiša dipoloko. Ngwala seo o se dirilego go bontšha gore o baletše bjang.

Solve using blocks. Write what you did to work it out.

	masome tens	metšo ones
	6	3
	-----	
+	2	5

	masome tens	metšo ones
	7	9
	-----	
-	4	2

	masome tens	metšo ones
	2	4
	-----	
+	5	1

	masome tens	metšo ones
	5	9
	-----	
-	3	6

- 3 Rarolla mararantšu. O ka šomiša dipoloko tša gago.

Solve the word problems. You can use your blocks.

Thembi o rekile puku ka R45 le sebapadišane ka R53.  
Na o šomišetše bokae ge e hlakana ka moka?

Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?



Ntando o be a na le R65 gomme a šomiša R44  
go reka kgwele. Na o šaletšwe ke bokae?

Ntando had R65 and he spent R44 on a ball. How much does he have left?



MMETSE  
WA HLOGO  
MENTAL MATHS

DINTLHA TŠA PALO  
TŠA GO YA GA 20  
NUMBER FACTS TO 20

PAPADI  
GAME

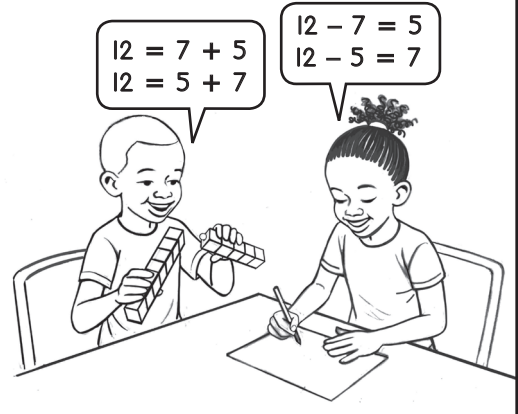
KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**Papadi: Hlahlamolla 12 - karolo-karolo-botlalo**

Game: Break 12 - part-part-whole

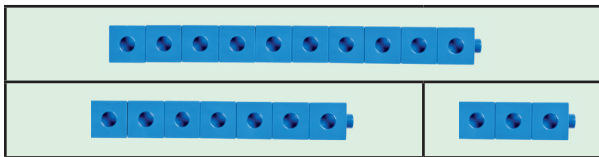
- Dira tora ka dikhube tše 12.  
Make a tower with 12 cubes.
- Hlahlamolla tora ka dikarolo tše 2.  
Break the tower into 2 parts.
- Thala seswantšho sa karolo-karolo-botlalo.  
Draw a part-part-whole picture.
- Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha.  
Write 2 addition and 2 subtraction number sentences.



Re ka hlahlamolla palo ye nngwe le ye nngwe ka dipalo tše nnyane tše 2. Re ka bitša palo ye kgolo gore ke ya go tlala. Dipalo tše nnyane re di bitša dikarolo.

We can break any number into 2 smaller numbers. We call the big number the whole. We call the smaller numbers the parts.

ya go tlala  
whole



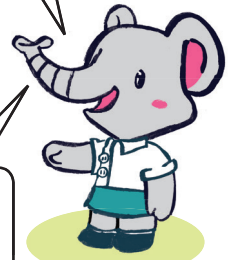
karolo  
part

karolo  
part

10	
7	3

Re ngwala dipalo tše 3 ka gare ga tafola ya dipalo.

We write the 3 numbers in a number table.



**I Feleletša tafola ya dipalo.**

Complete the number tables.

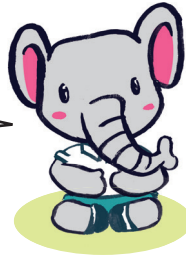






O ka šomiša tafola ya dipalo go hwetša mafokopalo a go hlakantšha le go ntšha.

You can use a number table to find addition and subtraction number sentences.



Go hlakantšha le go ntšha di a nyalelana! Na o kgona go bona?

Addition and subtraction are related! Can you see?



15	
8	7

go hlakantšha  
addition

$$\begin{array}{r} 8 + 7 = 15 \\ \hline 7 + 8 = 15 \end{array}$$

go ntšha  
subtraction

$$\begin{array}{r} 15 - 8 = 7 \\ \hline 15 - 7 = 8 \end{array}$$

**2** Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha.

Write 2 addition and 2 subtraction number sentences.

go hlakantšha  
addition

go ntšha  
subtraction

25	
15	10

---

---



---

---

70	
50	20

---

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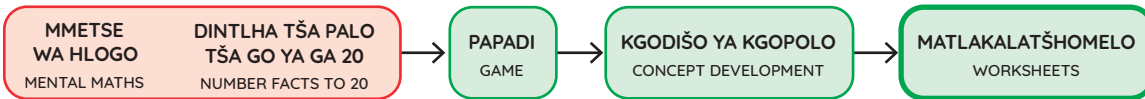
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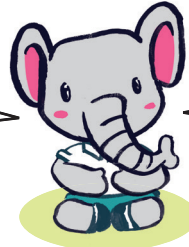
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**Mararantšu a go hlakantšha**  
Addition word problems



Vuyo o nošitše dino tše 7. Neo o nošitše dino tše 4.  
Na ba nošitše dino tše kae ge di hlakana ka moka?  
Bontšha marara ka go šomiša dipoloko.  
Vuyo scored 7 goals. Neo scored 4 goals.  
How many goals did they score altogether?  
Show the problem using blocks.



Ka go hlakantšha, dikarolo tše pedi di hlakana mmogo tša dira selo sa go tlala.  
In addition, two parts come together to make a whole.

karolo  
part

dino tše 7  
7 goals

+

karolo  
part

dino tše 4  
4 goals

=

ya go tlala  
whole

dino tše 11  
11 goals

ya go tlala  
whole

11	
7	4

go hlakantšha  
addition

$7 + 4 = 11$

**I** Nozi o na le dimabole tše 7. Mlu o na le dimabole tše 5.  
Na ba na le dimabole tše kae ge di hlakana ka moka?



Nozi has 7 marbles. Mlu has 5 marbles. How many marbles do they have altogether?

go hlakantšha  
addition

---

Sina o bala dipuku tše 6. Mila o bala dipuku tše 5.  
Na ba badile dipuku tše kae ka moka?

Sina read 6 books. Mila read 5 books. How many books did they read altogether?

go hlakantšha  
addition

---

Owam o kitimile dikhilometara tše 9. Iviwe o kitimile dikhilometara tše 5. Na ba kitimile dikhilometara tše kae ka moka ge di hlakana?

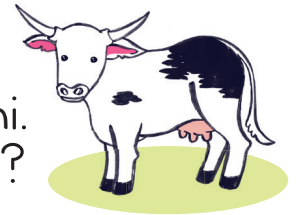
Owam ran 9 kilometres. Iviwe ran 5 kilometres. How many kilometres did they run altogether?




go hlakantšha  
addition

\_\_\_\_\_

TateJola o be a na le dikgomo tše 7 tša Nguni. TateCina yena o be a na le dikgomo tše 3 tša Nguni. Na ba na le dikgomo tše kae ka moka ge di hlakana?



Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows. How many cows do they have altogether?




go hlakantšha  
addition

\_\_\_\_\_

## 2 Feleletša ditafola tša dipalo.

Complete the number tables.

18	7

12	8

20	40

15	6

34	10

30	15

## 3 Ngwala mararantšu a dipalo tša ka gare ga tafola.

Write a word problem for the numbers in the table.



10	5

\_\_\_\_\_

\_\_\_\_\_



**Mararantšu a go ntšha**  
Subtraction word problems

MMETSE  
WA HLOGO  
MENTAL MATHS

DINTLHA TŠA PALO  
TŠA GO YA GA 20  
NUMBER FACTS TO 20

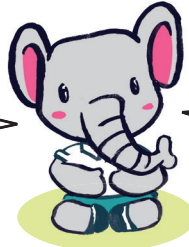
PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

MmaViwe o pakile dikhekhe tše 11. O rekišitše tše 4. Na go šetše dikhekhe tše kae? Bontšha marara ka go šomiša dipoloko.

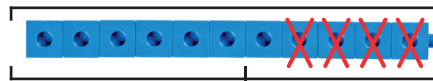
Ma'Viwe baked 11 cakes. She sold 4. How many cakes remain? Show the problem using blocks.



Ge re ntšha, re thoma ka palo ye kgolo ke moka ra tloša karolo ya yona. Re šala le karolo ye nngwe.

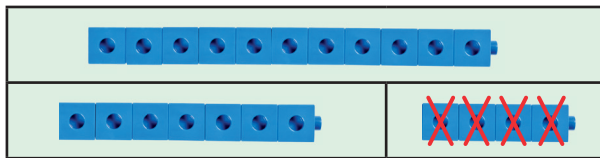
When we subtract, we start with a bigger number and we take away a part from it. We are left with the other part.

ya go tšala  
whole



karolo      karolo  
part            part

ya go tšala  
whole



karolo      karolo  
part            part

11	
7	4

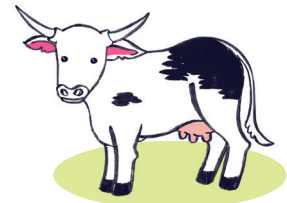
go ntšha  
subtraction

$$11 - 4 = 7$$

**I** Tate o na le dikgomo tše 14. O rekiša tše 5. Na o na le dikgomo tše kae gabjale?

Tata has 14 cows. He sells 5. How many cows does he have now?



go ntšha  
subtraction

TateJola o na le dikgomo tše 12. O rekiša tše 3. Na o na le dikgomo tše kae gabjale?

Tata Jola has 12 cows. He sells 3. How many cows does he have now?



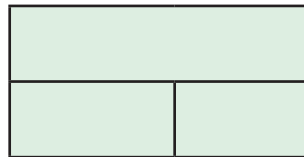

go ntšha  
subtraction

Litha le Ina ba na le dimabole tše 11 ge di hlakane ka moka.  
 Litha o na le dimabole tše 5. Na Ina o na le dimabole tše kae?

Altogether, Litha and Ina have 11 marbles. Litha has 5 marbles.  
 How many marbles does Ina have?



go ntšha  
 subtraction

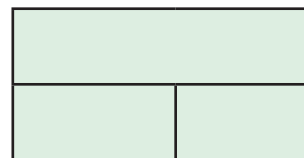


\_\_\_\_\_

Ava le Olu ba badile dipuku tše 13 mo kotareng ye.  
 Ava o badile dipuku tše 6. Na Olu o badile dipuku tše kae?

Ava and Olu read 13 books this term. Ava read 6 books.  
 How many books did Olu read?

go ntšha  
 subtraction



\_\_\_\_\_

**2** Feletša ditafola tša dipalo tša ka tlase. Itirele mararantšu  
 a tafola ye nngwe le ye nngwe ya palo.

Complete the number tables below. Make up a word problem for each number table.

20	
	14

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

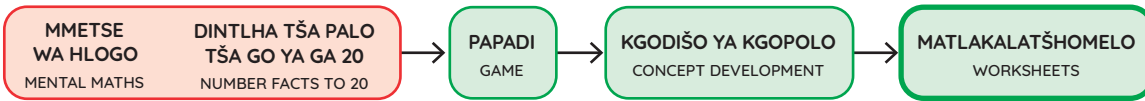
10	
	7

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20	
	8

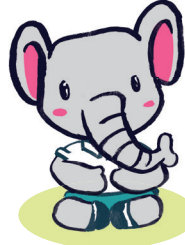
\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Go ntšha bjale ka phapano**  
Subtraction as difference



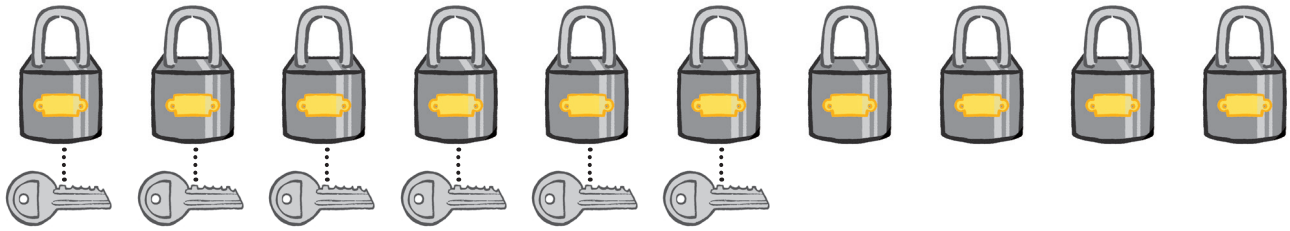
Ke na le diloko tše 10 le dinotlelo tše 6.  
Na ke na le dikgonyo tše ntši ka tše kae go feta  
dinotlelo? Na go hlokega dinotlelo tše kae?

I have 10 locks and 6 keys. How many  
more locks than keys do I have?  
How many keys are missing?

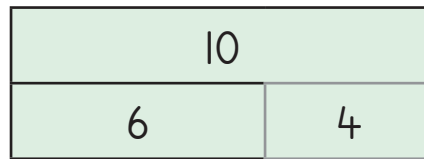
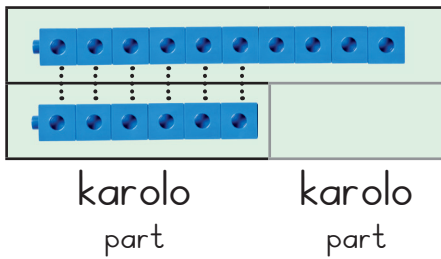


Ge re bapetša, re a ntšha.  
Re bapetša ya go tlala le  
e tee ya dikarolo.

When we compare, we also  
subtract. We compare a whole  
to one of the parts.



ya go tlala  
whole

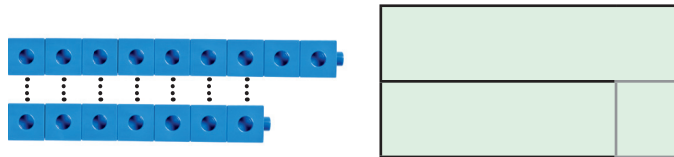


phapano  
difference

$$10 - 6 = 4$$

**I** Go na le diloko tše 9 le dinotlelo tše 7. Na go hlokega  
dinotlelo tše kae?

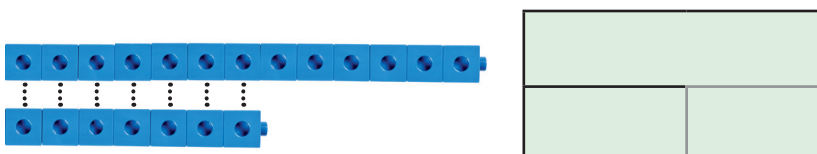
There are 9 locks and 7 keys. How many keys are missing?



phapano  
difference

Go na le dipitša tše 13 le dikhurumelo tše 7.  
Na go hlokega dikhurumelo tše kae?

There are 13 pots and 7 lids. How many lids are missing?

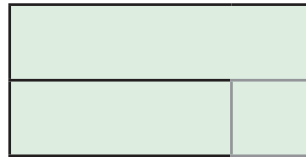
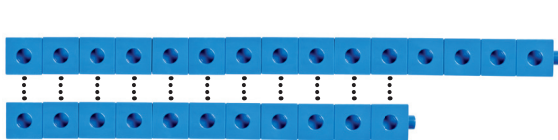


phapano  
difference

Go na le barutwana ba 15 le dinamune tše 11. Na go hlokega dinamune tše kae gape gore barutwana ka moka ba hwetše namune e tee?



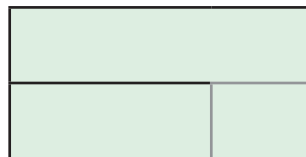
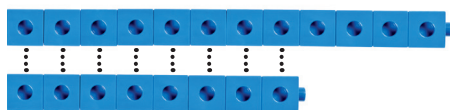
There are 15 learners and 11 oranges. How many more oranges are needed so that all learners get one orange?



phapano  
difference

Go na le barutwana ba 12 le dibaki tša go šireletša pula tše 8. Na ke barutwana ba bakae bao ba sa hwetšego dibaki tša go šireletša pula?

There are 12 learners and 8 raincoats. How many learners do not get a raincoat?



phapano  
difference

## 2 Feleletša ditafola tša dipalo.

Complete the number tables.

20	
14	

15	
8	

30	
20	

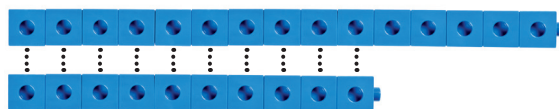
20	
16	

25	
17	

60	
40	

## 3 Ngwala mararantšu a go bapetša dipalo tšeo di bontšhitšwego ka tlase.

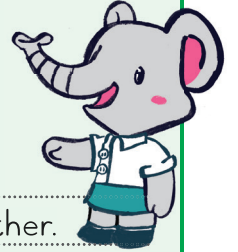
Write a word problem to compare the numbers shown below.



15	
10	

## A re boleleng Mmetse!

Let's talk Maths!



**Ka Sepedi re re:**

karolo-karolo-botlalo

Go hlakantšha: re bea dikarolo mmogo.

Re thoma ka dikarolo tše 2.

Re dira ya go tlala.

Go ntšha: re a tloša.

Re tloša karolo. Re šala le karolo ye nngwe.

Go ntšha: re bapetša palo ye kgolo  
le palo ye nnyane.

Re a botšiša: "Na ke tše dintši ka tše kae?"

Re a botšiša: "Na phapano ke eng?"

**In English we say:**

part-part-whole

Addition: we put parts together.

We start with 2 parts. We make  
a whole.

Subtraction: we take away

We take away a part. We are left with  
another part.

Subtraction: we compare a bigger  
number with a smaller number.

We ask: "How many more?"

We ask: "What is the difference?"

- 1** Sina o badile dipuku tše 8. Mila o badile dipuku tše 6.  
Na ba badile dipuku tše kae ge di hlakana ka moka?

Sina read 8 books. Mila read 6 books. How many books did they  
read altogether?




hlakantšha  
addition

\_\_\_\_\_

- 2** Litha le Ina ba na le dimabole tše 13 ge di hlakana ka moka.  
Litha o na le dimabole tše 7. Na Ina o na le dimabole tše kae?

Litha and Ina have 13 marbles altogether. Litha has 7 marbles.  
How many marbles does Ina have?



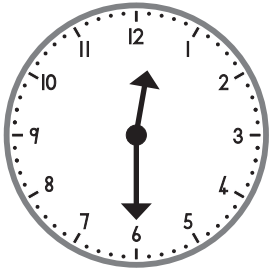

ntšha  
subtraction

\_\_\_\_\_

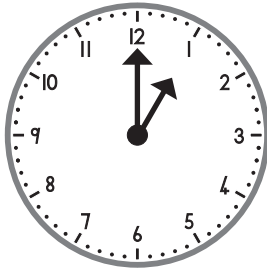


### 3 Ke nako mang?

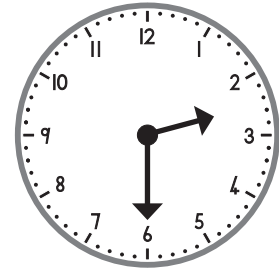
What is the time?



\_\_\_\_\_



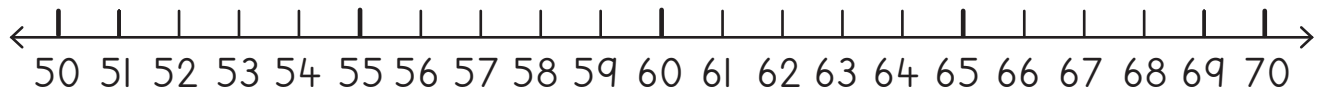
\_\_\_\_\_



\_\_\_\_\_

### 4 Rarolla.

Solve.



$55 + 7 = \underline{\quad}$	$59 + 2 = \underline{\quad}$	$63 - 6 = \underline{\quad}$	$65 - 9 = \underline{\quad}$
------------------------------	------------------------------	------------------------------	------------------------------

### 5 Lefela le tee la go bešwa le bitša R10. Na ke lefela bokae go:

One roasted maize costs R10. How much do I pay for:

mafela a ma2 a go bešwa? 2 roasted mealies?		mafela a ma5 a go bešwa? 5 roasted mealies?	
mafela a 7 a go bešwa? 7 roasted mealies?		mafela a 10 a go bešwa? 10 roasted mealies?	

### 6 Ngwala sekapalo.

Write the number symbol.

masometshela-senyane sixty-nine	
masomešupa-tshela seventy-six	

### 7 Seripa:

Halve:

5		15	
---	--	----	--

### Pedifatšo:

Double:

5		15	
---	--	----	--

**Go ripa gare ka go lekana**  
Symmetry

MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**Papadi: Mmetse wa lebelo ka letaese - kitima go ya go 100**

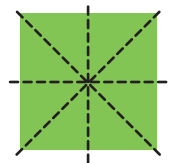
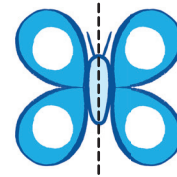
Game: Fast maths with dice - race to 100

- Šiedišanang. Kgokološa letaese.  
Take turns. Roll the dice.
- Gopola palo ya gago.  
Remember your number.
- Hlakantšhang dipalo mmogo.  
Add the numbers together.
- Tšwela pele o be o fihle go 100.  
Keep going till you get to 100.



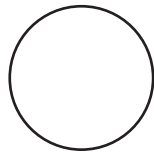
Mothalo wa go ripa gare ka go lekana o ba bjalo ka seipone mo go sebopego sa go ripega gare ka go lekana. Lebelela methalo ye ya go ripa gare ka go lekana.

A line of symmetry acts like a mirror in a symmetrical shape. Look at these lines of symmetry.



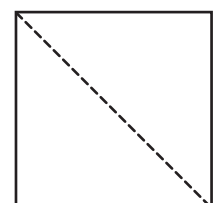
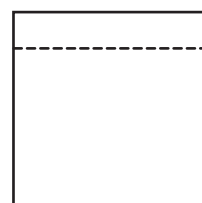
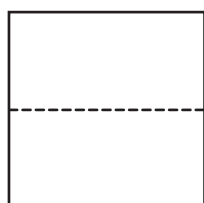
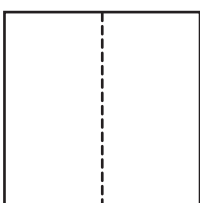
**1** Thala methalo ya go ripa gare ka go lekana go sebopego se sengwe le se sengwe.

Draw lines of symmetry in each shape.



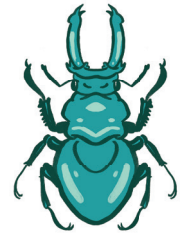
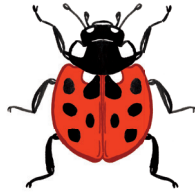
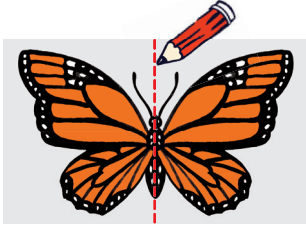
**2** Thala sediko go diboepo tšeo di nago le mothalo wa maleba wa go ripa gare ka go lekana.

Circle the shapes with a correct line of symmetry



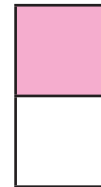
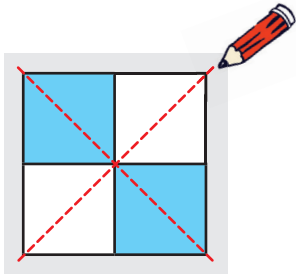
3 Thala methalo ya go ripa gare ka go lekana go dikhunkhwane tše.

Draw the lines of symmetry in these insects.



4 Na o bona methalo ye mekae ya go ripa gare ka go lekana mo go dithalwa tše? E thale.

How many lines of symmetry can you see in the drawings below? Draw them.



5 Thala sediko.

Draw a circle.

Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sedikong se?

How many lines of symmetry can you draw on a circle?

Thala sefahlego.

Draw a face.

Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sefahlegong se?

How many lines of symmetry can you draw on a face?



Ke ka lebaka la eng o ka kgona go thala methalo ye mentši ya go ripa gare ka go lekana mo sedikong go feta sefahlegong?

Why can you draw more lines of symmetry on a circle than on a face?

Go ripa gare ka go lekana  
Symmetry

MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

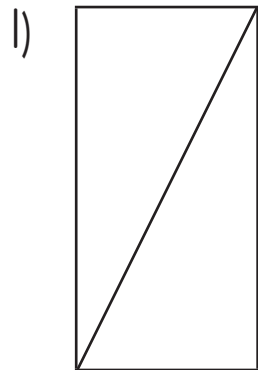
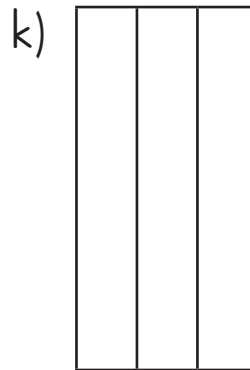
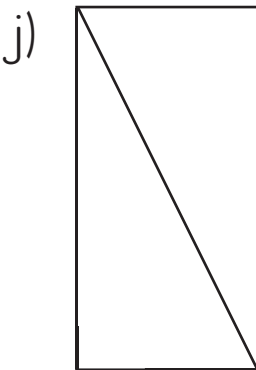
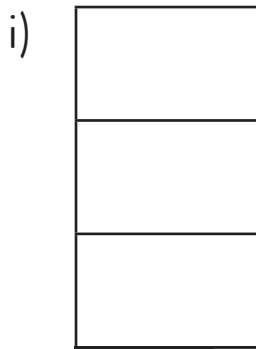
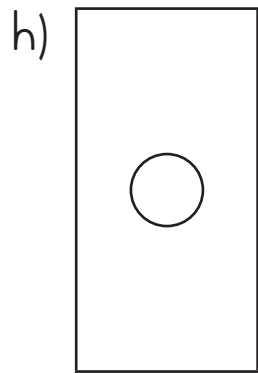
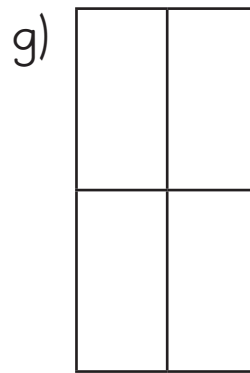
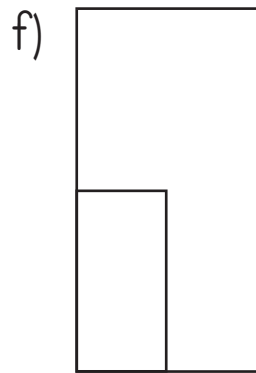
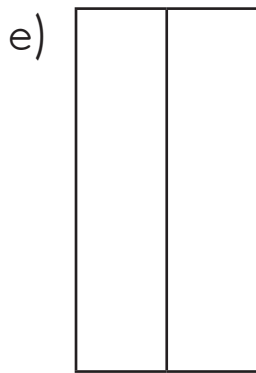
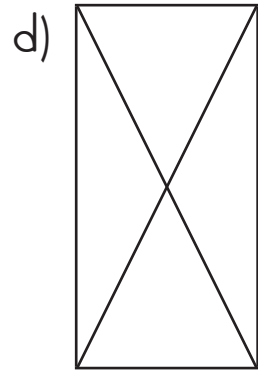
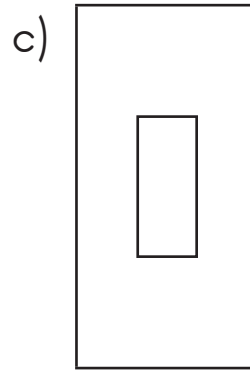
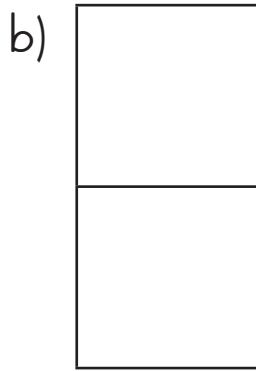
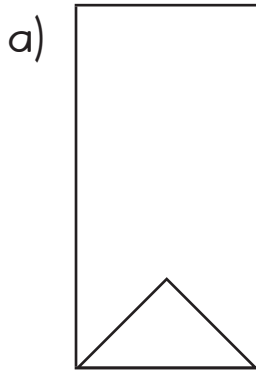
PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**I** Thala methalo ya go ripa gare ka go lekana mo dibopegong tša ka tlase.

Draw the lines of symmetry on the shapes below.

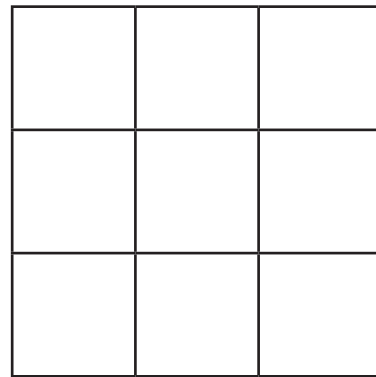
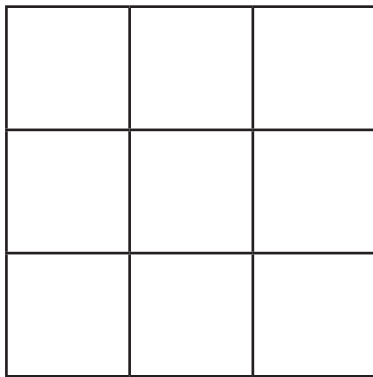
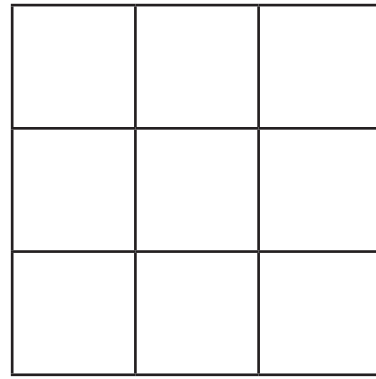
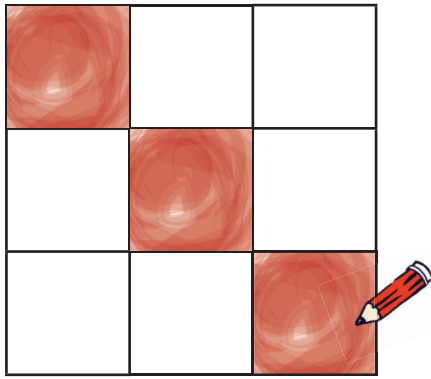


Ga se dithalwa ka moka tšeo di nago le methalo ya go ripa gare ka go lekana! Hlokomela! Leka ka go phutha pampiri.

Not all of the drawings have lines of symmetry! Be careful! Test by folding paper.

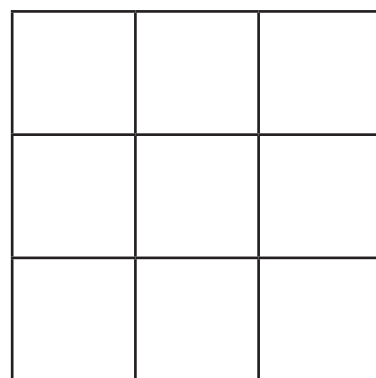
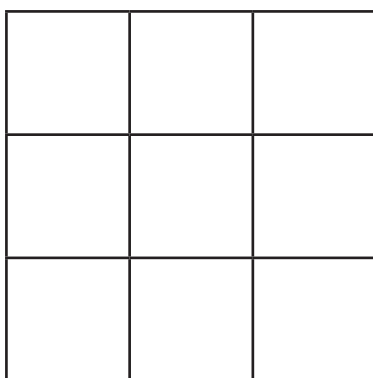
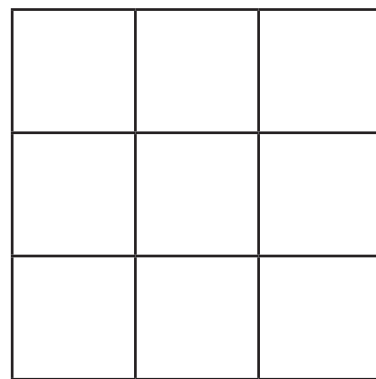
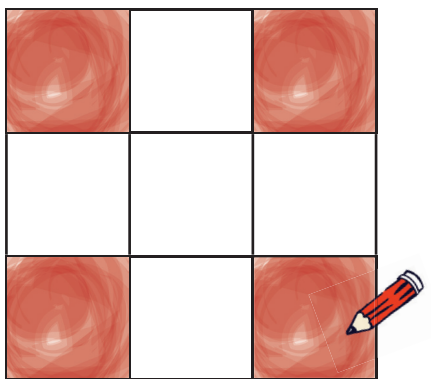
**2** Dira dipaterone tša go ba le methalo ye me2 ya go ripa gare ka go lekana.

Make patterns that have 2 lines of symmetry

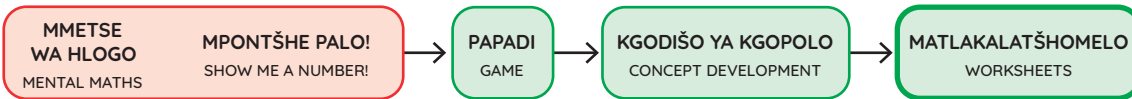


**3** Dira dipaterone tša go ba le methalo ye me4 ya go ripa gare ka go lekana.

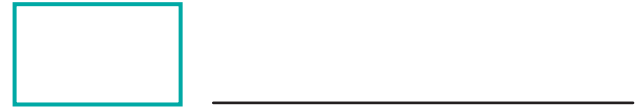
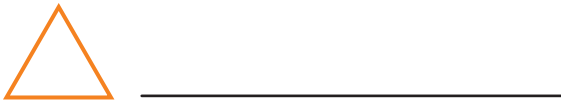
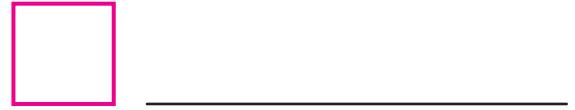
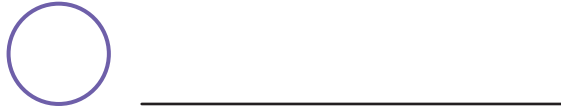
Make patterns that have 4 lines of symmetry



**Dilo tša mahlakore-tharo (3-D)**  
3-D objects



**1** Ngwala leina la sebopego se sengwe le se sengwe.  
Write the name of each shape.



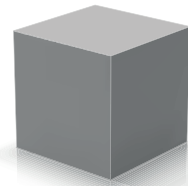
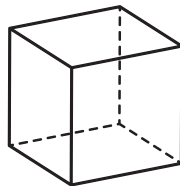
**2** Nyalanya.  
Match.

	<ul style="list-style-type: none"> <li>lepokisi box</li> </ul>
	<ul style="list-style-type: none"> <li>silintere cylinder</li> </ul>
	<ul style="list-style-type: none"> <li>kgolokwe sphere</li> </ul>

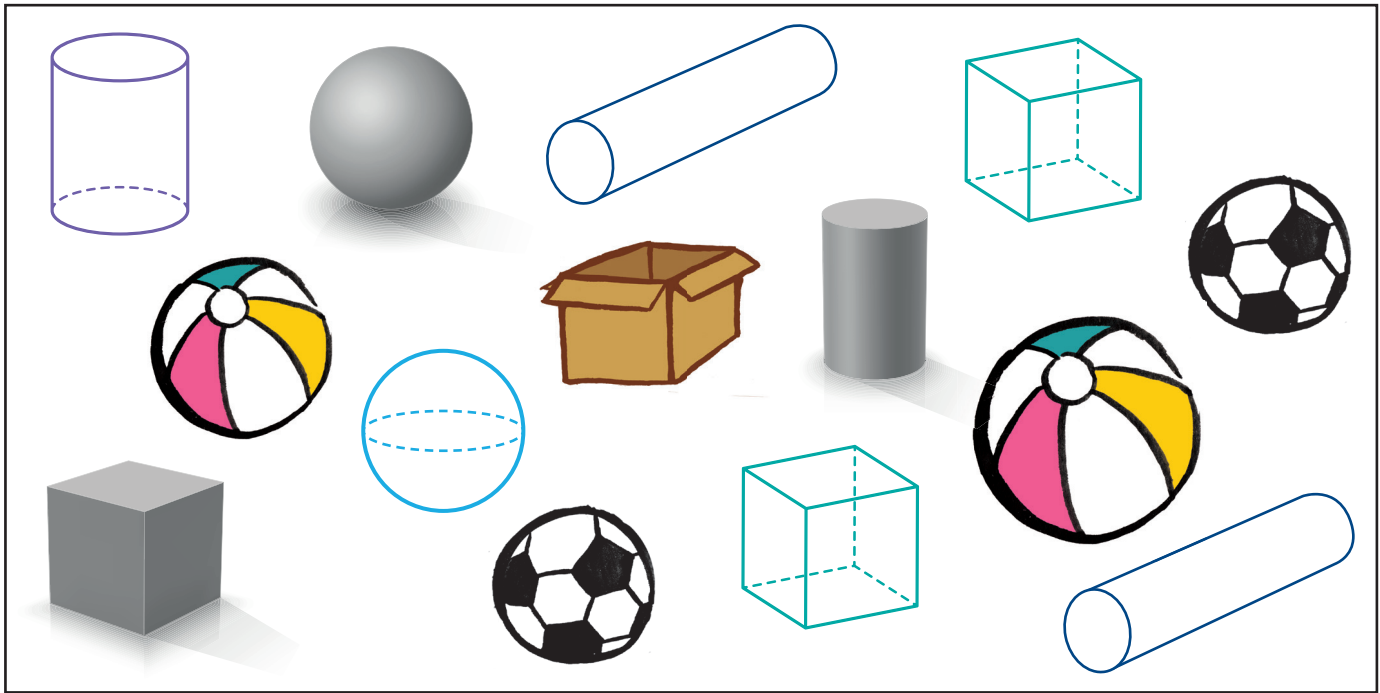
**3** Nyalanya.  
Match.

	<ul style="list-style-type: none"> <li>se a thelela fela slide only</li> </ul>
	<ul style="list-style-type: none"> <li>se a kgokologa fela roll only</li> </ul>
	<ul style="list-style-type: none"> <li>se a thelela le go kgokologa slide and roll</li> </ul>

**4** Ke tše kae?  
How many?

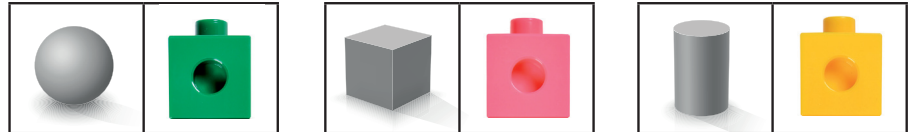


dikhutlo corners	merumo edges	difahlego faces



**5** Bala. Aga ditora!

Count. Build towers!

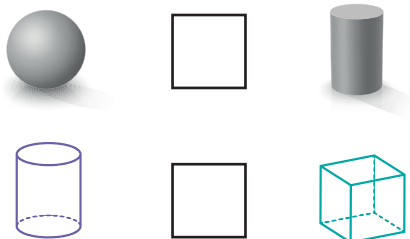


**6** Khalara dipoloko go laetša palo.

Colour in the blocks to show the number.

**7** Bapetša. Ngwala  $>$ ,  $<$  goba  $=$ .

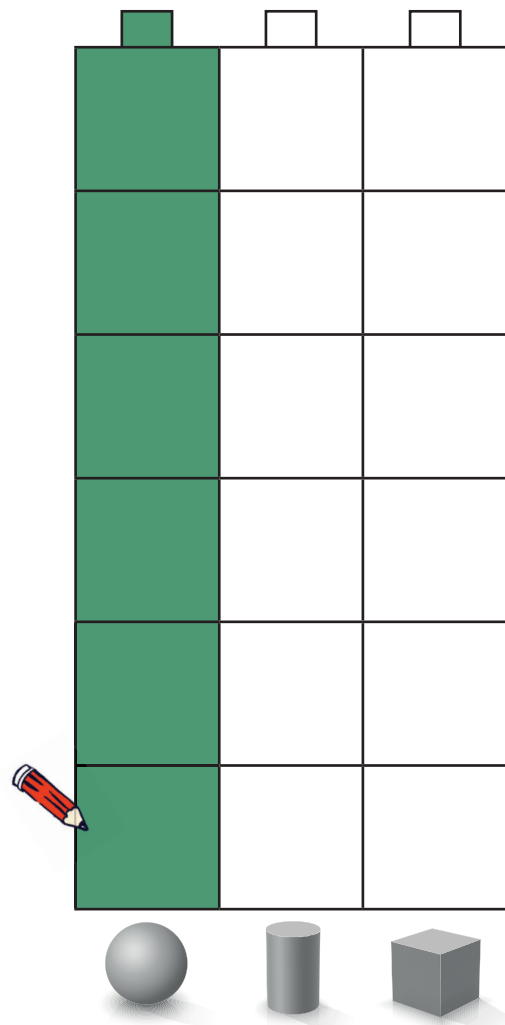
Compare. Write  $>$ ,  $<$  or  $=$ .



**8** Na go na le dikgokolo tše ntši ka tše kae go feta disilintere?

How many more spheres than cylinders are there?

\_\_\_\_\_





MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
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KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS



Šomiša ditšhupo tše  
go khalara diboego.  
Use these clues  
to colour the shapes.



- Khutlotharo ya tlase ke ye talamorogo.

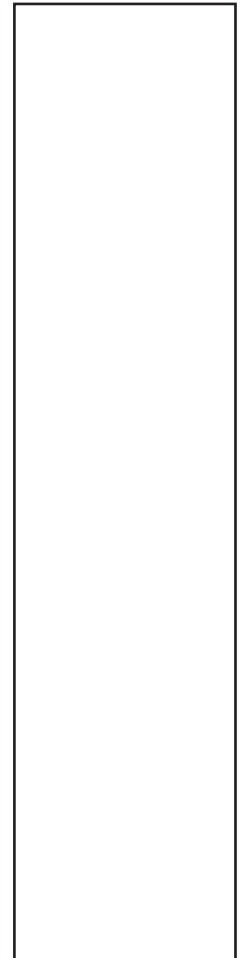
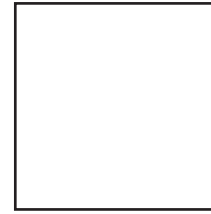
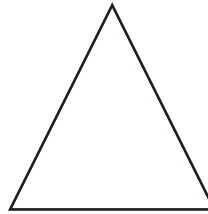
The bottom triangle is green.

- Sediko sa ka la go ja ke se se phifadu.

The circle on the right is blue.

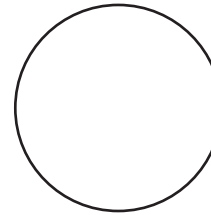
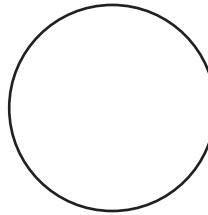
- Sekwere sa godimo ke se se serolane.

The top square is yellow.



- Sebopego sa tlase ga sediko se se taleratadima ke se se khubedu.

The shape below the blue circle is red.

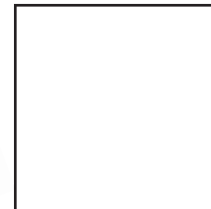
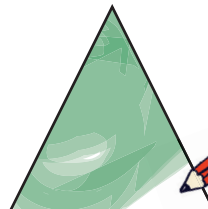


- Sediko sa ka godimo ga khutlotharo ke se se talamorogo.

The circle above the triangle is green.

- Khutlotharo ya godimo ke ye khubedu.

The top triangle is red.








- Sebopego seo se šetšego ke se se serolane.

The remaining shape is yellow.

**2** Hlalošetša mogwera wa gago tsela ya go tloga lefelong le tee go ya go le lengwe mo kriting ye. Hlama kanegelo ka lefelo leo o yago go lona!

Explain to your partner how to move from one place to another on the grid.  
Make a story about where you go!

				
				
				
				
<b>Thoma</b> <b>Start</b>				



pele  
forward



morago  
backward



la go ja  
right



la ngele  
left

## A re boleleng Mmetse!

Let's talk Maths!



**Ka Sepedi re re:**

go ripa gare ka go lekana

mothalo wa go ripa gare ka go lekana

ka godimo ga

ka pele ga

ka morago

kgauswi le

ngele le la go ja

godimo le fase

**In English we say:**

symmetrical

line of symmetry

on top of

in front of

behind

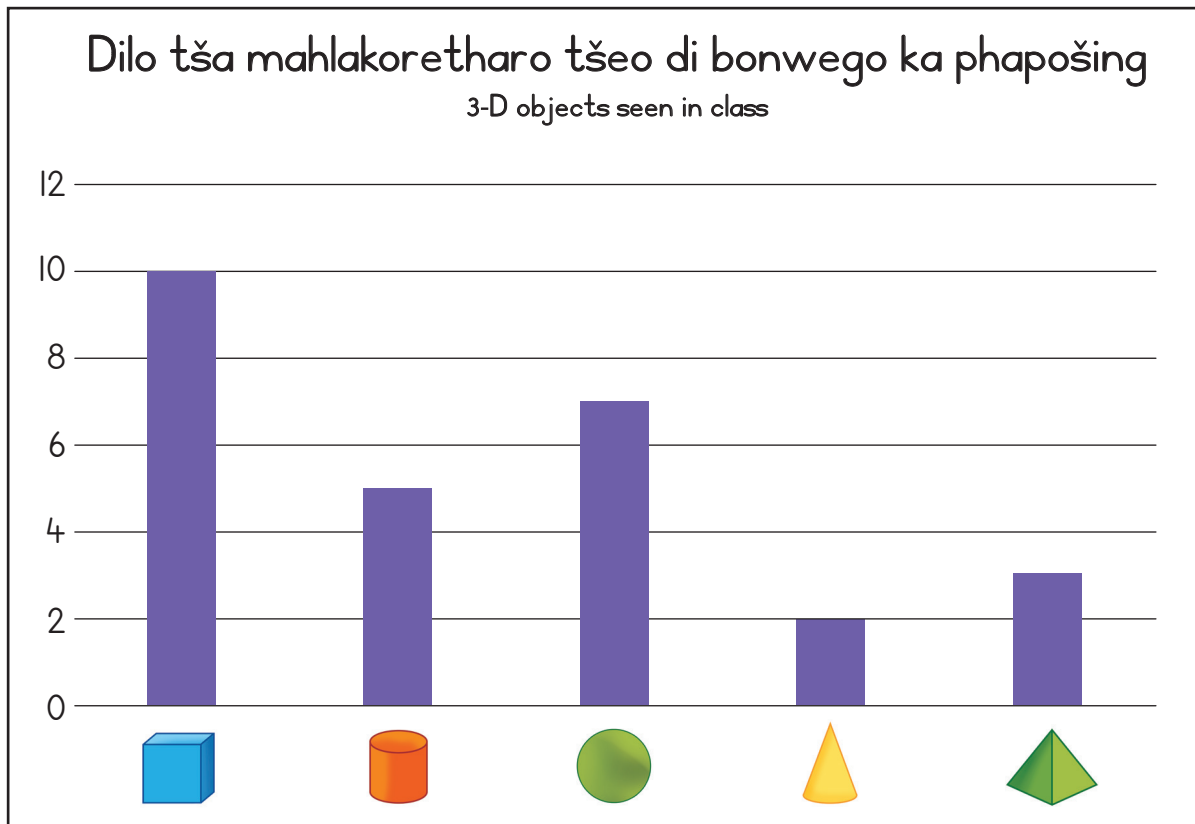
next to

left and right

up and down

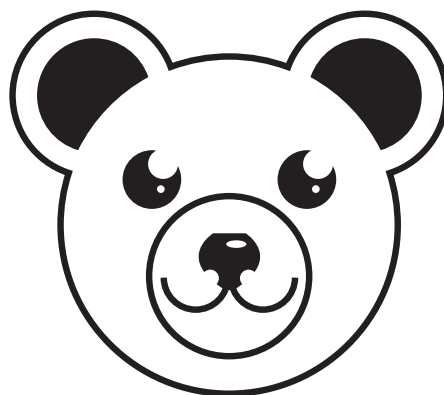
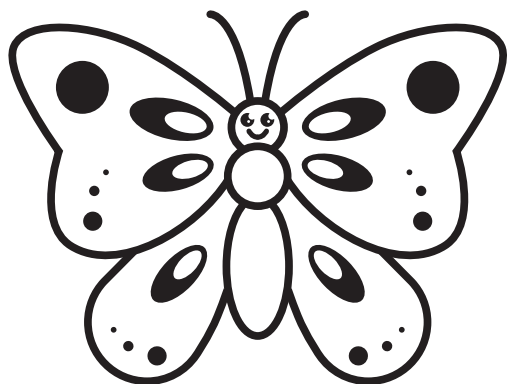
- I** Phapoši e badile dilo tša mahlakoretharo tšeo ba di bonago kgauswi le bona. Seo ba se hweditšego ke se. Bolela le mogwera wa gago ka data yeo e bontšhitšwego kerafong.

The class counted the 3-D objects they could see around them. This is what they found. Talk to your partner about the data shown in the graph.



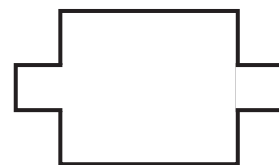
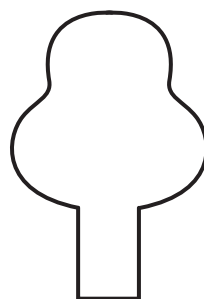
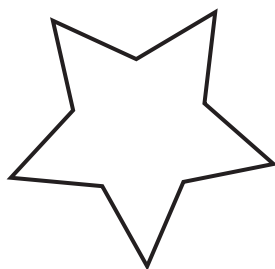
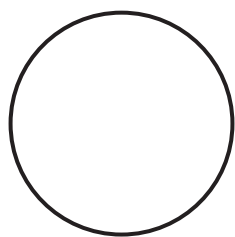
2 Thala mothalo wa go ripa gare ka go lekana sebopegong se sengwe le se sengwe.

Draw a line of symmetry on each picture.



3 Thala methalo ya go ripa gare ka go lekana sebopegong se sengwe le se sengwe.

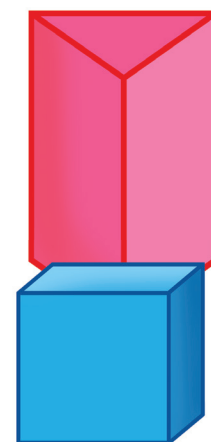
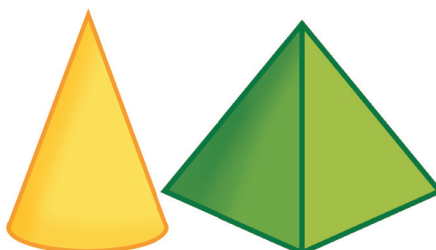
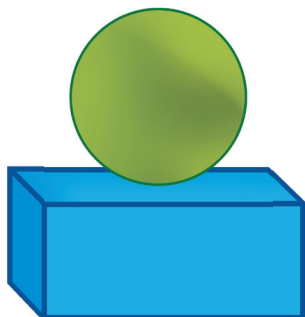
Draw the lines of symmetry in each shape.



4

Bolela le mogwera wa gago ka boemo bja dilo mo seswantšhong.

Talk to your partner about the positions of the objects in the picture.



MMETSE WA HLOGO  
MENTAL MATHS

FIZZ POP -  
DIPALOSEŠUPATATELANO!  
FIZZ POP - ORDINAL NUMBERS!

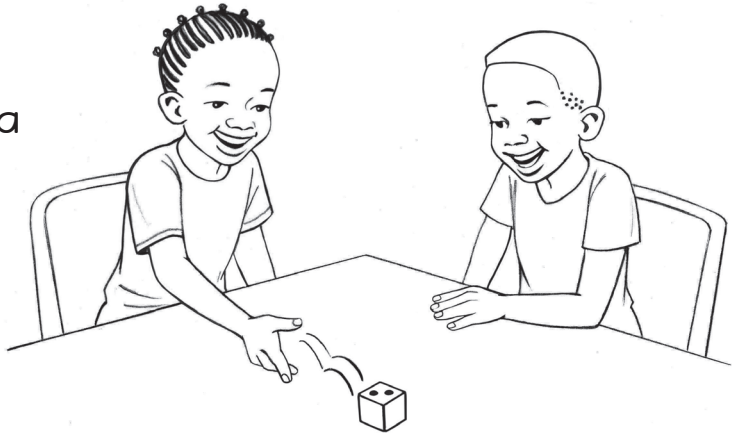
PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**Papadi: Mmetse wa lebelo ka letaese - kitima go ya go 0**  
Game: Fast maths with dice - race to 0

- Ralokang ka bobedi.  
Play in pairs.
- Kgokološa letaese. Ntšha palo ya gago go 100.  
Roll the dice. Subtract your number from 100.
- Šiedišanang. Kgokološa gape.  
Take turns. Roll again.
- Tšwela pele ka go ntšha o be o fihle go 0.  
Keep subtracting till you get to 0.



**I** Na selo seo se khalarilwego se mo maemong a bokae?  
What position is the shaded object in?

ya-1 1 <sup>st</sup>	yabo-2 2 <sup>nd</sup>	yabo-3 3 <sup>rd</sup>	yabo-4 4 <sup>th</sup>	yabo-5 5 <sup>th</sup>	yabo-6 6 <sup>th</sup>	yabo-7 7 <sup>th</sup>	yabo-8 8 <sup>th</sup>	yabo-9 9 <sup>th</sup>	yabo-10 10 <sup>th</sup>
									abo-2 2 <sup>nd</sup>





MMETSE  
WA HLOGO  
MENTAL MATHS

FIZZ POP -  
DIPALOSEŠUPATATELANO!  
FIZZ POP - ORDINAL NUMBERS!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

1 Ke sediko sefe?

Which circle?

Thala sefapano go sediko sa bosenyane go tloga go la go ja.

Cross out the ninth circle from the right.

Thala sefahlego ka sedikong sa boraro go tloga go la go ja.

Draw a face in the third circle from the right.

Thala khutlotharo ka gare ga sediko sa mafelelo go tloga go la go ja.

Draw a triangle in the furthest circle from the right.

Khalara ka sedikong sa mathomo go tloga go la go ja.

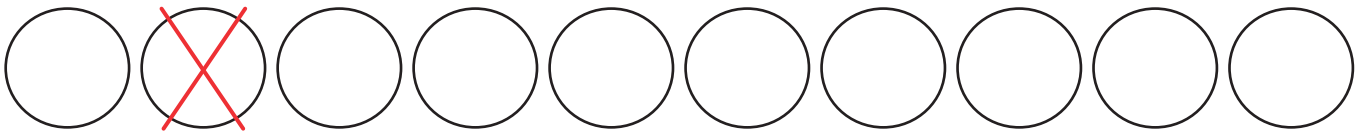
Colour in the first circle from the right.

Thala pelo ka sedikong sa bone go tloga go la go ja.

Draw a heart in the fourth circle from the right.

Thala sekwere ka sedikong sa bošupa go tloga go la go ja.

Draw a square in the seventh circle from the right.



2 Khalara sediko goba didiko tšeo di nepagetšego:

Colour the correct circle or circles:


sediko sa boraro go tloga go la go ja the third circle from the right	○○○○○○○○●○○
didiko tše tharo go tloga go la go ja three circles from the right	○○○○○○○○●●●
sediko sa bohlano go tloga go la ngele the fifth circle from the left	○○○○○○○○○○○○
didiko tše hlano go tloga go la ngele five circles from the left	○○○○○○○○○○○○
sediko sa bošeswai go tloga go la go ja the eighth circle from the right	○○○○○○○○○○○○
didiko tše seswai go tloga go la go ja eight circles from the right	○○○○○○○○○○○○



**3** Šomiša sekwere sa 100 go araba dipotšišo.

Use the 100 square to answer the questions.

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

Palo ya mathomo ke eng? What is the first number?	1 
Palo ya mafelelo ke eng? What is the last number?	
Thala sediko go palo ya bobedi ka go la go ja la palo 31. Circle the second number to the right of the number 31.	
Na palo ya bošupa mo kriting ke eng, ge o thoma go 1? What is the seventh number on the square, starting from 1?	
Na palo ya bošupa ka morago ga palo 1 ke eng? What is the seventh number after the number 1?	
Na ke dife dipalo tše 3 tša mathomo go tloga go la ngele la palo 10? What are the first 3 numbers to the left of the number 10?	
Na palo ya bolesomešupa mo letlapeng ke eng? What is the seventeenth number on the square?	
Na palo ya bohano ka morago ga 10 ke eng? What is the fifth number after 10?	
Na palo ya bolesomehlano ka morago ga 10 ke eng? What is the fifteenth number after 10?	
8 ke palo ya _____. 8 is the _____ number.	

MMETSE  
WA HLOGO  
MENTAL MATHS

FIZZ POP -  
DIPALOSEŠUPATATELANO!  
FIZZ POP - ORDINAL NUMBERS!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

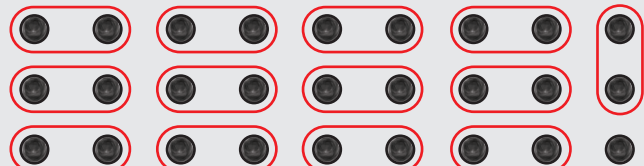
**1** Na go na le dihlopha tše kae?

How many groups are there?

<p>Ge o šomiša diapole tše 11:</p> <p>Using 11 apples:</p>  <p>dihlopha tše <u>3</u> tša 3</p> <p><u>3</u> groups of 3</p> <p>Na go šetše tše kae? <u>2</u></p> <p>How many are left over? <u>2</u></p>	<p>Ge o šomiša diapole tše 9:</p> <p>Using 9 apples:</p>  <p>dihlopha tše _____ tša 5</p> <p>_____ groups of 5</p> <p>Na go šetše tše kae? _____</p> <p>How many are left over? _____</p>
<p>Ge o šomiša diapole tše 14:</p> <p>Using 14 apples:</p>  <p>dihlopha tše _____ tša 3</p> <p>_____ groups of 3</p> <p>Na go šetše tše kae? _____</p> <p>How many are left over? _____</p>	<p>Ge o šomiša diapole tše 13:</p> <p>Using 13 apples:</p>  <p>dihlopha tše _____ tša 2</p> <p>_____ groups of 2</p> <p>Na go šetše tše kae? _____</p> <p>How many are left over? _____</p>

**2** Thala gore o hwetše dihlopha.

Draw to find the groups.

<p>Na o ka dira dihlopha tše kae tša 2 ka 27? <u>13</u></p> <p>How many groups of 2 can you make from 27? <u>13</u></p>  <p>Na go šetše tše kae? <u>1</u></p> <p>How many are left over? <u>1</u></p>	<p>Na o ka dira dihlopha tše kae tša 4 ka 50? _____</p> <p>How many groups of 4 can you make from 50? _____</p> <p>Na go šetše tše kae? _____</p> <p>How many are left over? _____</p>
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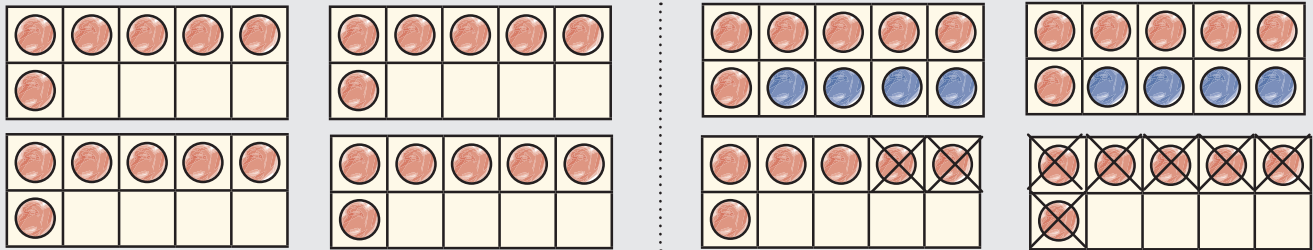
### 3 Na o ka dira mapokisi a makae a 10? Na go šetše a makae?

How many boxes of 10 can you make? How many are left over?



O reka mapokisi a ma4 a go ba le malekere a 6 ka go le lengwe le le lengwe.

You buy 4 boxes with 6 sweets each.



Na o ka dira mapokisi a makae a 10?

How many boxes of 10 can you make?

2

Na go šetše malekere a makae ao a sa phuthelwago?

How many loose sweets are left over?

4

O reka mapokisi a 8 a go ba le diphentshele tše 4 ka go le lengwe le le lengwe.

You buy 8 boxes with 4 pencils each.

Na o ka dira mapokisi a makae a 10?

How many boxes of 10 can you make?

Na ke diphentshele tše kae tšeo di sa phuthelwago?

How many loose pencils are left over?

O reka mapokisi a ma5 a go ba le ditšhokolete tše 9 ka go le lengwe le le lengwe.

You buy 5 boxes with 9 chocolates each.

Na o ka dira mapokisi a makae a 10?

How many boxes of 10 can you make?

Na go šetše ditšhokolete tše kae tšeo di sa phuthelwago?

How many loose chocolates are left over?

O reka mapokisi a 9 a go ba le diswiri tše 7 ka go le lengwe le le lengwe.

You buy 9 boxes with 7 lemons each.

Na o ka dira mapokisi a makae a 10?

How many boxes of 10 can you make?

Na go šetše diswirinamune tše kae tšeo di sa phuthelwago?

How many loose lemons are left over?

MMETSE  
WA HLOGO  
MENTAL MATHS

FIZZ POP -  
DIPALOSEŠUPATATELANO!  
FIZZ POP - ORDINAL NUMBERS!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

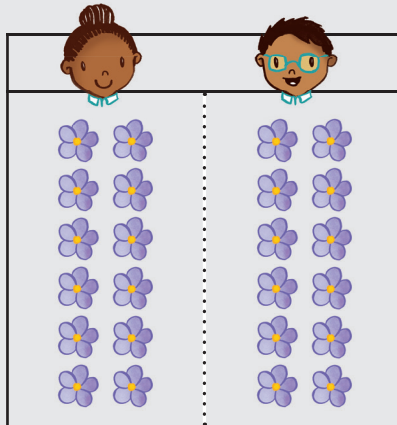
MATLAKALATŠHOMELO  
WORKSHEETS

**I** Aba ka go lekana. Na go šetše tše kae?

Share equally. How many are left over?

Abela bana ba ba2 matšoba a 25.

Share 25 flowers between 2 children.



$$\frac{25}{2} \div \frac{2}{2} = \frac{12}{2} \text{ le le } \underline{1} \text{ la go šala}$$

$$\frac{25}{2} \div \frac{2}{2} = \underline{12} \text{ and } \underline{1} \text{ left over}$$

Abela bana ba ba5 dikgwele tše 19.

Share 19 balls among 5 children.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

le tše      tša go šala

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

and      left over

Abela batho ba 7 matšoba a 30.

Share 30 flowers among 7 people.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

le tše      tša go šala

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

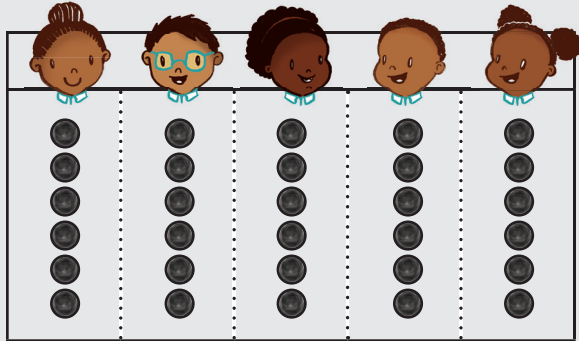
and      left over

## 2 Aba ka go lekana. Na go šetše tše kae?

Share equally. How many are left over?

Abela bana ba ba5 dikgwele tše 34.

Share 34 balls among 5 children.



$$\frac{34}{5} \div \frac{5}{5} = \frac{6}{5}$$

le tše 4 tša go šala

$$34 \div 5 = 6 \text{ and } 4 \text{ left over}$$



Abela batho ba ba4 ditšhokolete tše 27.

Share 27 chocolates among 4 people.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

le tše      tša go šala

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

and      left over

Abela bana ba 7 diphentshele tše 33.

Share 33 pencils among 7 children.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

le tše      tša go šala

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

and      left over

Abela bana ba 8 dinamune tše 45.

Share 45 oranges among 8 learners.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

le tše      tša go šala

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

and      left over

## A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:

palosešupatatelano

mathomo

mafelelo

boemo

sehlopha

aba

In English we say:

ordinal number

first

last

position

group

share



- 1 Thandeka o paka dikhekhe tša dikomikana tše 32 tša go rekiša sekolong. O tšhela dikhekhe tša dikomikana tše 4 ka lepokising le tee. Na a ka dira mapokisi a makae?

Thandeka bakes 32 cupcakes to sell at school. She puts 4 cupcakes in each box. How many boxes of cupcakes can she make?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Thandeka a ka dira mapokisi a  $\underline{\quad}$  a dikhekhe tša dikomikana.

Thandeka can make  $\underline{\quad}$  boxes of cupcakes.

- 2 Khanye o aba dipisikiti tše 20 magareng ga bagwera ba ba4. Na mogwera o tee o tla hwetša dipisikiti tše kae? Na go tla šala dipisikiti tše kae?

Khanye shares 20 biscuits among her 4 friends. How many biscuits will each friend get? How many biscuits are left over?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Khanye o fa mogwera o tee dipisikiti tše  $\underline{\quad}$ . Go na le dipisikiti tše  $\underline{\quad}$  tša go šala.

Khanye gives each friend  $\underline{\quad}$  biscuits. There are  $\underline{\quad}$  biscuits left over.

### 3 Khalara:

Shade:

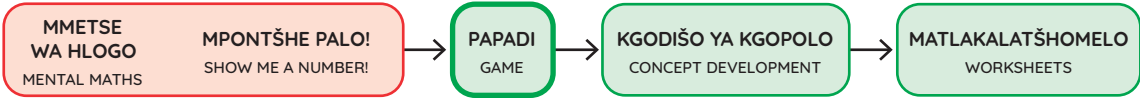
sediko sa bobedi go tloga go la go ja the second circle from the right	○○○○○○○○○○○○○○		
didiko tše pedi go tloga go la go ja two circles from the right	○○○○○○○○○○○○○○		
sediko sa bolesome go tloga go la ngele the tenth circle from the left	○○○○○○○○○○○○○○		
didiko tše lesome go tloga go la ngele ten circles from the left	○○○○○○○○○○○○○○		
sediko sa mathomo go tloga go la go ja the first circle from the right	○○○○○○○○○○○○○○		
sediko se tee go tloga go la go ja one circle from the right	○○○○○○○○○○○○○○		
sediko sa bone go tloga go la ngele the fourth circle from the left	○○○○○○○○○○○○○○		
didiko tše nne go tloga go la ngele four circles from the left	○○○○○○○○○○○○○○		
sediko sa boraro go tloga fase the third circle from the bottom	○ ○ ○ ○ ○ ○	sediko sa botshelela go tloga godimo the sixth circle from the top	○ ○ ○ ○ ○ ○
didiko tše tharo go tloga fase three circles from the bottom	○ ○ ○ ○ ○ ○	didiko tše tshela go tloga godimo six circles from the top	○ ○ ○ ○ ○ ○

### 4 Rarolla.

Solve.

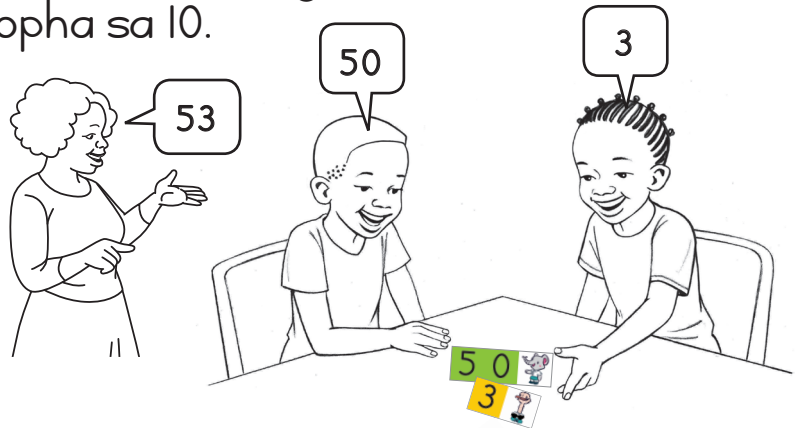
Na o ka dira dihlopha tše kae tša 10 ka 19? How many groups of 10 can you make from 19?			
Na ke dihlopha tše kae tša 10? How many groups of 10?		Na go šetše eng? What is left over?	





**Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?**  
Game: How many 10s? How many 1s?

- Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.  
Work in pairs. Show the number using your base 10 number cards.
- Na ke ma10 a makae? Na ke bo1 ba bakae?  
How many 10s? How many 1s?
- Ke palo efe?  
What number?



A re pedifatšeng 13. 13 e swana le 10 le 3. Go pedifatša 13 go ra go re re tšea bo13 ba babedi.  
Let's double 13. 13 is the same as 10 and 3. Doubling 13 means we take two 13s.

Go na le masome a ma2 ge a hlakana ka moka. There are 2 tens altogether.	Go na le metšo ye 6 ge e hlakana ka moka. There are 6 ones altogether.

	masome tens	metšo ones
	1	3
	-----	
+	1	3
	2	6

Ke na le 26 ge di hlakana ka moka.  
I have 26 altogether.

**1 Pedifatša. Šomiša dipoloko tša gago.**  
Double. Use your blocks.

11	22	21		32	
42		12		24	

Metšo ye me3 le metšo ye me3 e dira metšo ye 6. Lesome le le 1 le lesome le le 1 a dira masome a ma2. Ke na le 26 ge a hlakana ka moka.  
3 ones and 3 ones makes 6 ones. 1 ten and 1 ten makes 2 tens. I have 26 altogether.



# Pedifatša 22.

Double 22.


	t	o
	2	2
	-----	
+	2	2
	4	4



Pedifatša dipalo!  
Na ke bokae ge di  
hlakana ka moka?  
  
Double the  
numbers!  
How much is there  
altogether?

2

# Pedifatša 31.

Double 31.


	t	o
	-----	
+		

3

# Pedifatša 14.

Double 14.

	t	o
	-----	
+		

# Pedifatša 24.

Double 24.

	t	o
	-----	
+		

# Pedifatša 23.

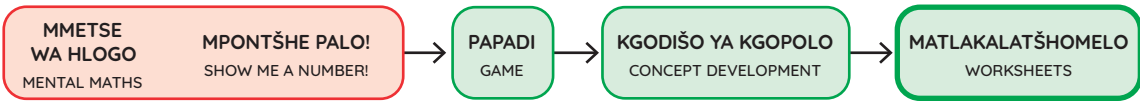
Double 23.

	t	o
	-----	
+		

# Pedifatša 33.

Double 33.

	t	o
	-----	
+		



82 e swana le 80 le 2. Nka hwetša seripa sa 82 ka go hwetša seripa sa 80 le seripa sa 2.

82 is the same as 80 and 2. I can find half of 82 by finding half of 80 and half of 2.

masome tens	metšo ones
Seripa sa masome a 8 ke masome a ma4. Half of 8 tens is 4 tens.	Seripa sa metšo ye me2 ke motšo o 1. Half of 2 ones is 1 one.

Seripa sa 82 ke 41.  
Half of 82 is 41.



**1** Hwetša seripa sa palo ye nngwe le ye nngwe ka go šomiša dipoloko tša gago.

Find half of each number using your blocks.

28	14	64		42	
86		48		66	

<b>2</b> Seripa sa 22 Half of 22		Seripa sa 60 Half of 60	
Seripa sa 46 Half of 46		Seripa sa 82 Half of 82	

3

masome tens	metšo ones
Seripa sa 26 ke <u>13</u> . Half of 26 is <u>13</u> .	
Seripa sa 64 ke _____. Half of 64 is _____.	
Seripa sa 82 ke _____. Half of 82 is _____.	



Šomiša dipoloko  
tša gago go  
hwetša seripa.  
Use your blocks  
to find half.

Go hwetša  
seripa, hwetša  
seripa sa  
masome le  
seripa sa  
metšo.

To find half, find  
half of the tens  
and half of the  
ones.



4

Seripa sa 42 Half of 42		Seripa sa 50 Half of 50	
Seripa sa 80 Half of 80		Seripa sa 86 Half of 86	

MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**I** Swaya lepokisi o bontšhe gore ke palophatlo efe yeo e thaletšwego ka sediko.

Tick the box to show what fraction has been circled.

tee tharong one third	<input checked="" type="checkbox"/> seripa se tee one half	seripa se tee one half	tee hlanong one fifth
kotara e tee one quarter	tee tharong one third	seripa se tee one half	kotara e tee one quarter
tee tharong one third	seripa se tee one half	kotara e tee one quarter	tee tharong one third
seripa se tee one half	tee tharong one third	tee tharong one third	tee tshelela one sixth
tee tharong one third	seripa se tee one half	seripa se tee one half	tee hlanong one fifth

Ge re abela bana ba ba3 ka go lekana, ngwana yo mongwe le yo mongwe o hwetša tee tharong.

When we share equally among 3 children, each child gets one third.

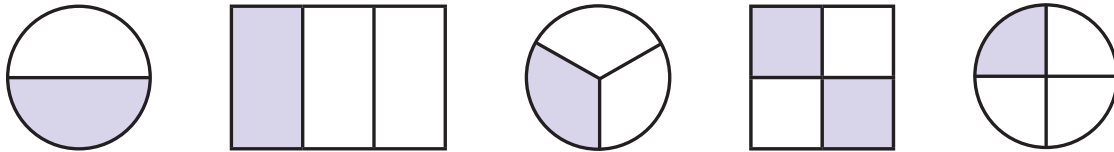


2

	<p>Na go na le dikarolo tše kae tša go lekana?</p>	<p>Leina la palophatlo:</p>
	<p>How many equal parts are there? <input type="text"/></p>	<p>Fraction name: <input type="text"/></p>

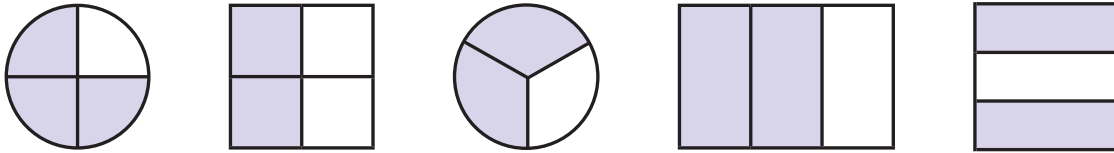
Thala sediko go diswantšho tšeo di bontšhago tee tharong.

Circle the pictures that show one third.



Thala sediko go diswantšho tšeo di bontšhago pedi tharong.

Circle the pictures that show two thirds.



Ge re abela bana ba ba4 ka go lekana, ngwana yo mongwe le yo mongwe o hwetša kotara e tee.

When we share equally among 4 children, each child gets one quarter.

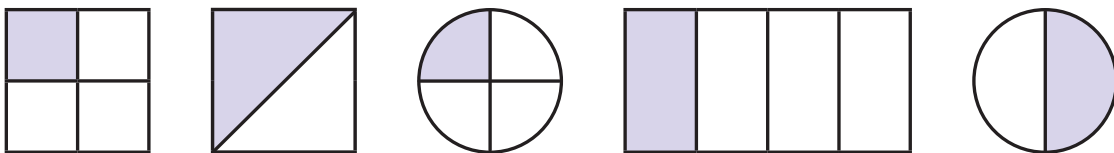


3

	<p>Na go na le dikarolo tše kae tša go lekana?</p>	<p>Leina la palophatlo:</p>
	<p>How many equal parts are there? <input type="text"/></p>	<p>Fraction name: <input type="text"/></p>

Thala sediko go diswantšho tšeo di bontšhago kotara e tee.

Circle the pictures that show one quarter.



4

	<p>Na go na le dikarolo tše kae tša go lekana?</p>	<p>Leina la palophatlo:</p>
	<p>How many equal parts are there? <input type="text"/></p>	<p>Fraction name: <input type="text"/></p>



Dikotara tše nne di swana le selo se tee sa go felela. Na o a bona?

Four quarters is the same as one whole. Can you see?

MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

- 1** Sizwe o a sepela go ya sekolong letšatši le lengwe le le lengwe. Seripa gare sa leeto la go ya sekolong, go na le mohlare. Thala mohlare godimo ga mothalopalo.

Sizwe walks to school every day. Halfway to school, there is a tree. Draw the tree on the number line.



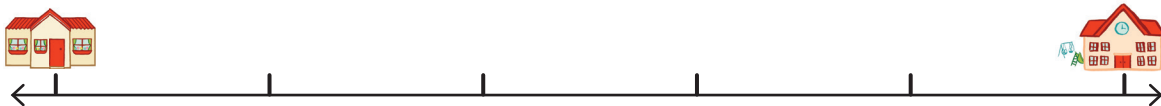
Ntlo ya bomogwera wa gagwe ke leeto la kotara e tee go ya sekolong. Thala sekwere go bontšha ntlo ya gabo mogwera wa gagwe godimo ga mothalopalo.

His friend's house is one quarter of the way to school. Draw a square to show his friend's house on the number line.



Tee hlanong ya leeto la go ya sekolong, go na le noka. Thala mothalo go bontšha noka godimo ga mothalopalo.

One fifth of the way to school, there is a river. Draw a line to show the river on the number line.



Tee tshelela ya leeto la go ya sekolong, go na le mpša. Thala lerontho go bontšha mpša godimo ga mothalopalo.

One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.



- 2** Ngwala palo yeo e lego seripa gare mo methalopalong ye.

Write the number that is halfway along these number lines.

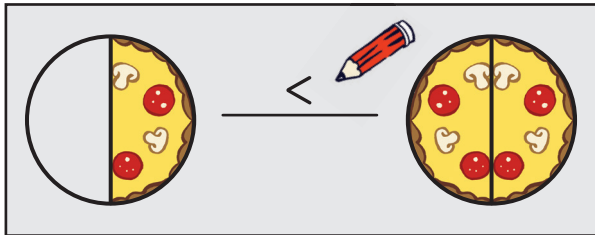
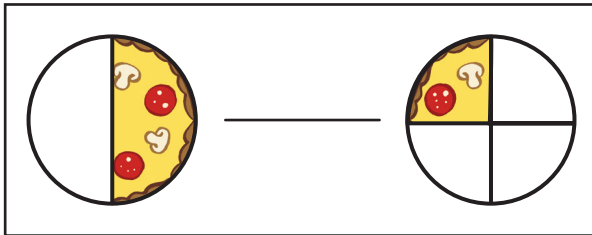
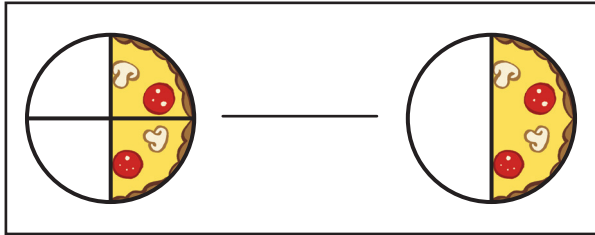
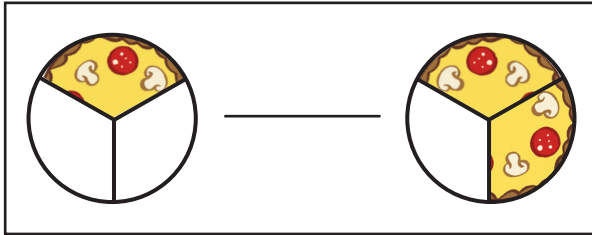
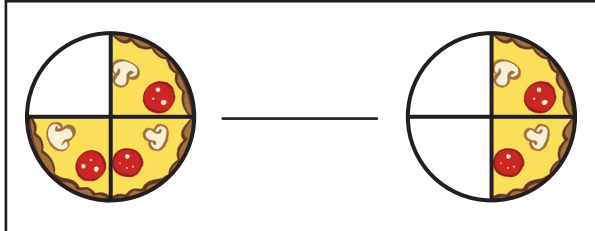
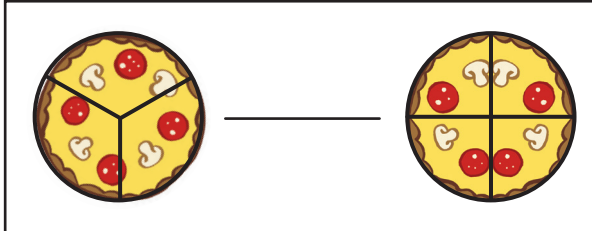




**3** Lebelela dikarolo tšeo di khalarilwego tša pizza?

Ngwala  $>$ ,  $<$  goba  $=$ .

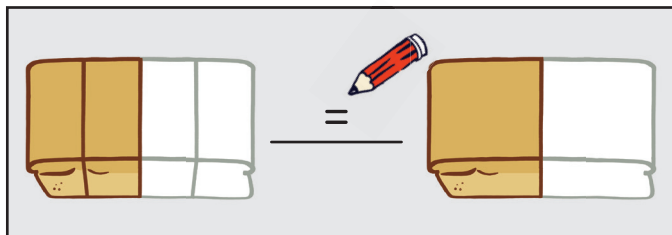
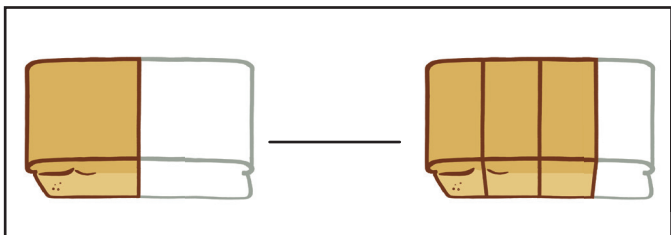
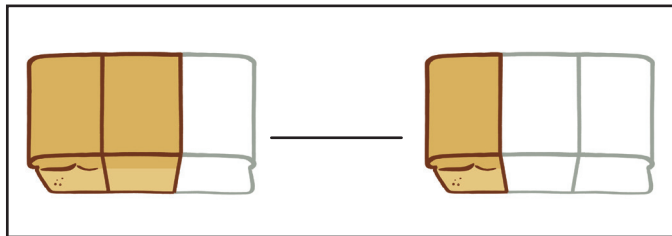
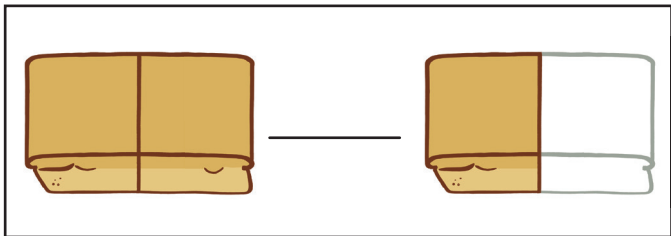
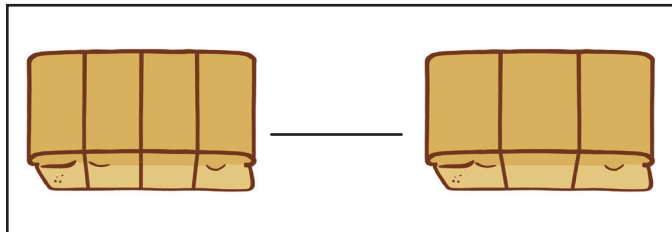
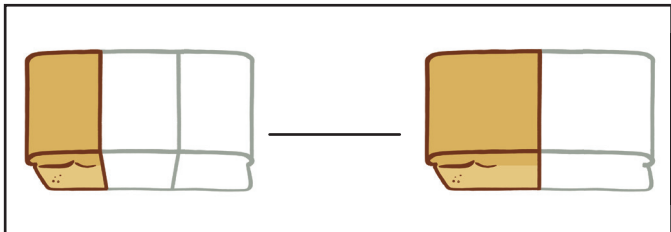
Look at the coloured parts of the pizza. Write  $>$ ,  $<$  or  $=$ .

**4** Lebelela dikarolo tšeo di khalarilwego tša borotho?

Ngwala  $>$ ,  $<$  goba  $=$ .

Look at the coloured parts of the loaves. Write  $>$ ,  $<$  or  $=$ .



Bolela le mogwera wa gago ka dikarolo tša palophatlo tšeo o di bonago mo letlakaleng le.

Talk to your friend about the fraction parts you can see on this page.

## A re boleleng Mmetse!

Let's talk Maths!

**Ka Sepedi re re:**

pedifatša

seripa

ripa ka bogare

seripa se tee

tee tharong

kotara e tee

tee hlanong

tee tshelela

**In English we say:**

double

half

halve

one half

one third

one quarter

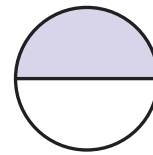
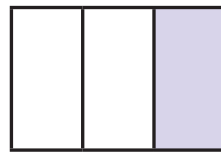
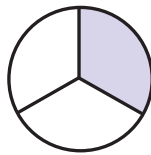
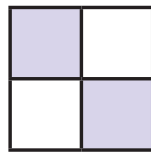
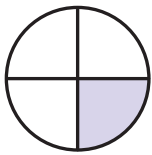
one fifth

one sixth



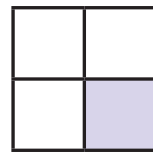
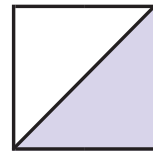
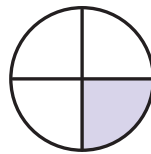
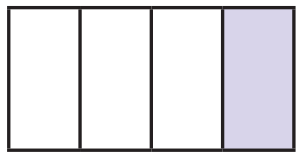
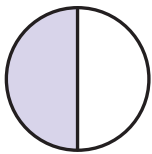
**1** Thala sediko go diswantšho tša go bontšha tee tharo.

Circle the pictures that show one third.



**2** Thala sediko go diswantšho tša go bontšha kotara e tee.

Circle the pictures that show one quarter.



<b>3</b> Pedifatša 12.	Pedifatša 25.	Pedifatša 23.	Pedifatša 34.
Double 12.	Double 25.	Double 23.	Double 34.

t	o
+	

t	o
+	

t	o
+	

t	o
+	

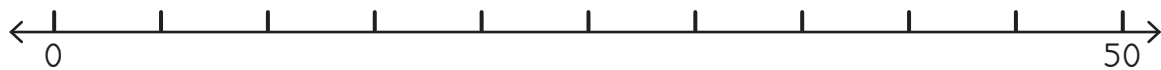
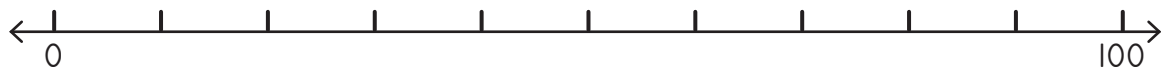
- 4 Sizwe o khutša ka fase ga mohlare tee tharong ya leeto la go ya sekolong. Thala mohlare godimo ga mothalopalo. Sizwe rests at a tree one third of the way to school. Draw the tree on the number line.



- 5 Buhle o kopana le mogwera wa gagwe pedi tharong ya leeto la go ya kerekeng. Thala sefahlego sa mogwera wa gagwe godimo ga mothalopalo. Buhle meets her friend two thirds of the way to church. Draw her friend's face on the number line.



- 6 Ngwala palo yeo e lego seripa gare mo methalopalong ye. Write the number that is halfway along these number lines.



- 7 Pedifatša palo. Double the number.

24		13		41	
34		20		32	

- 8 Hwetša seripa. Find half.

26		88		42	
60		84		18	

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS

PAPADI  
GAME

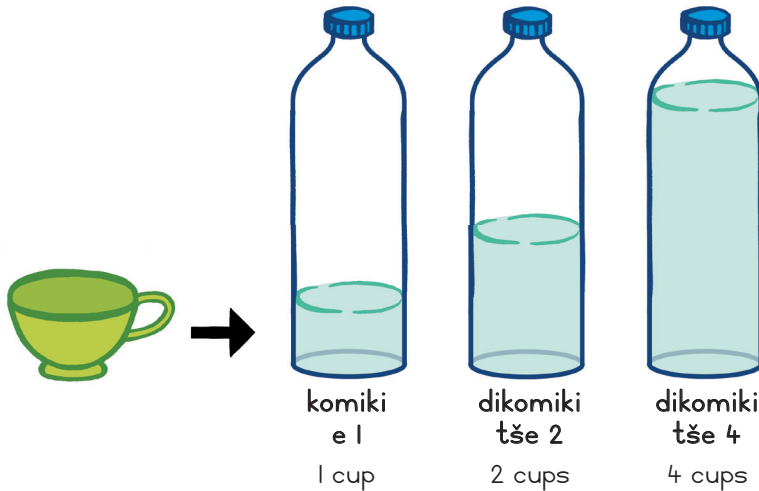
KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**Papadi: 1, 2, 3 Bontšha - go hlakantšha**

Game: 1, 2, 3 Show - addition

- Ralokang ka bobedi ka dikarata tša lena tša 0–20.  
Play in pairs with your 0–20 cards.
- Bobedi bja barutwana ba ribolla karata.  
Both learners flip a card.
- Hlakantšha! Tšea karata ge e le gore o e kgonne.  
Add! Keep the cards if you get it right.
- Bušeletšang!  
Go again!



Litere e 1 e lekana le dikomiki tše 4.  
1 litre is the same as 4 cups.



**I** Ekaba setšhelo se rwala go feta goba ga nnyane go feta litere e 1? Thala sediko go karabo yeo e nepagetšego.

Does the container hold more or less than 1 litre? Circle the correct answer.

ntšhi more	nnyane less	ntšhi more	nnyane less

**2** Na o hloka dikomiki tše kae gore o tlatše mapotlelo?

How many cups do you need to fill the bottles?

Ge o akanya o naganela gore boleng e tla ba eng. Kakanyo e swanetše go ba kgauswi le karabo ya maleba gore e be kakanyo yeo e lokilego.

When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.



	kakanyo estimation	kelo measurement
	4	4



Lelepola le tee la meetse le tlatša lepotlelo le go fihla morumong wa mathomo. Na go tšhetšwe malepola a makae a meetse go tlatša lepotlelo?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?

**3**


**Naganela o be o bapetše mothamo**  
Estimate and compare capacity

MMETSE WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS

PAPADI  
GAME

























KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**I**

**mothamo ka dikomiki**

capacity in cups

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	 ketlele kettle	 senwelo mug	 sebjana bowl	 nkgo jug





Kerafo ya diswantšho e bontšha gore setšhelo se sengwe le se sengwe se kgona go rwa dikomiki tše kae.

The pictograph shows how many cups each container can hold.





Bolela le mogwera wa gago ka dipotšišo tše.



Talk to your friends about these questions.

Na ke  tše kae tšeo di tlatšago  ?



How many fill the ?

Na ke  tše kae tšeo di tlatšago  ?

How many fill the ?

Na ke  tše kae tšeo di tlatšago  ?

How many fill the ?

Na ke  tše kae tšeo di tlatšago  ?

How many fill the ?

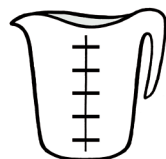
O laleditše bagwera ba 7 go tla ga geno. Na o ka ba rekela litere e 1 ya juse gore ba nwe, ka lebaka la eng?

You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why?

Mma o reka dilitere tše 2 tša maswi. Go na le batho ba ba3 ka lapeng la gešo. Yo mongwe le yo mongwe wa bona o nwa litere e 1 ya maswi letšatši le lengwe le le lengwe. Ekaba Mma o rekile maswi ao a lekanego?

Mom buys 2 litres of milk. There are 3 people in our family. Each of them drinks 1 litre of milk every day. Did Mom buy enough milk?

2



Dikomiki tše 5 di tlatša nkgò e tee.  
5 cups fill one jug.

Na ke dikomiki tše kae tšeò di tlatšago dinkgo tše di latelago?

How many cups fill the following jugs?

	10		

$5 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
----------------------------------	----------------------------------	----------------------------------	----------------------------------

3



Dikomiki tše 10 di tlatša ketele e tee.  
10 cups fill one kettle.

Na ke dikomiki tše kae tšeò di tlatšago diketlele tše di latelago?

How many cups fill the following kettles?

	20		

$10 \times 1 = \underline{10}$	$10 \times 3 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$
--------------------------------	-----------------------------------	-----------------------------------	-----------------------------------



**Go šoma ka mothamo**  
Working with capacity

MMETSE  
WA HLOGO  
MENTAL MATHS


DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS


PAPADI  
GAME

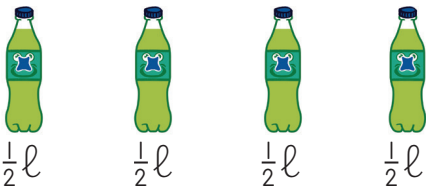
KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

1

 <p>1l      1l      1l</p>	<p>Na ke mapotlelo a makae?</p> <p>How many bottles?</p>	3
	<p>Na ke dilitere tše kae?</p> <p>How many litres?</p>	3

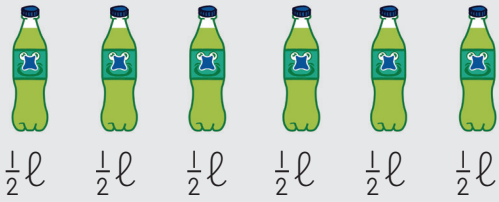
 <p>1l   1l   1l   1l   1l   1l   1l   1l</p>	<p>Na ke mapotlelo a makae?</p> <p>How many bottles?</p>	
	<p>Na ke dilitere tše kae?</p> <p>How many litres?</p>	


 <p><math>\frac{1}{2}l</math>   <math>\frac{1}{2}l</math>   <math>\frac{1}{2}l</math>   <math>\frac{1}{2}l</math></p>	<p>Na ke mapotlelo a makae?</p> <p>How many bottles?</p>	
	<p>Na ke dilitere tše kae?</p> <p>How many litres?</p>	


2


<p>Mma o reka dilitere tše 2 tša maswi, Tate o reka dilitere tše dingwe tše 5. Na ba rekile dilitere tše kae tša maswi ge di hlakana ka moka?</p> <p>Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres of milk did they buy altogether?</p>	<p>Jabu o reka dilitere tše 2 tša cola gomme Vusi o reka litere e 1. Na ba na le dilitere tše kae tša cola ge di hlakana ka moka?</p> <p>Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola do they have altogether?</p>
--	---

3

 <p><math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math></p>	<p>Na ke mapotlelo a makae? How many bottles?</p>	6
	<p>Na ke dilitere tše kae? How many litres?</p>	3

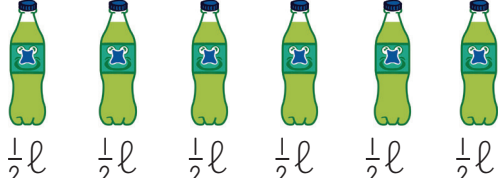
 <p>2l 2l 2l</p>	<p>Na ke mapotlelo a makae? How many bottles?</p>	
	<p>Na ke dilitere tše kae? How many litres?</p>	


 <p>2l 2l 2l 2l 2l 2l</p>	<p>Na ke mapotlelo a makae? How many bottles?</p>	
	<p>Na ke dilitere tše kae? How many litres?</p>	

 <p>2l 2l 2l 2l</p>	<p>Na ke mapotlelo a makae? How many bottles?</p>	
	<p>Na ke dilitere tše kae? How many litres?</p>	

4 Na ke dilitere tše kae ka lepokising le lengwe le le lengwe?

How many litres in each box?

<p>A</p>  <p><math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math> <math>\frac{1}{2}l</math></p>	
---	--

<p>B</p>  <p>2l 2l</p>	
---	--

<p>Ke lefe lepokisi leo le nago le dilitere tše dintši? Which box has more litres?</p>	
<p>Ke tše dintši ka tše kae? How many more?</p>	

**Go naganela le go ela mothamo**  
Estimating and measuring capacity

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS

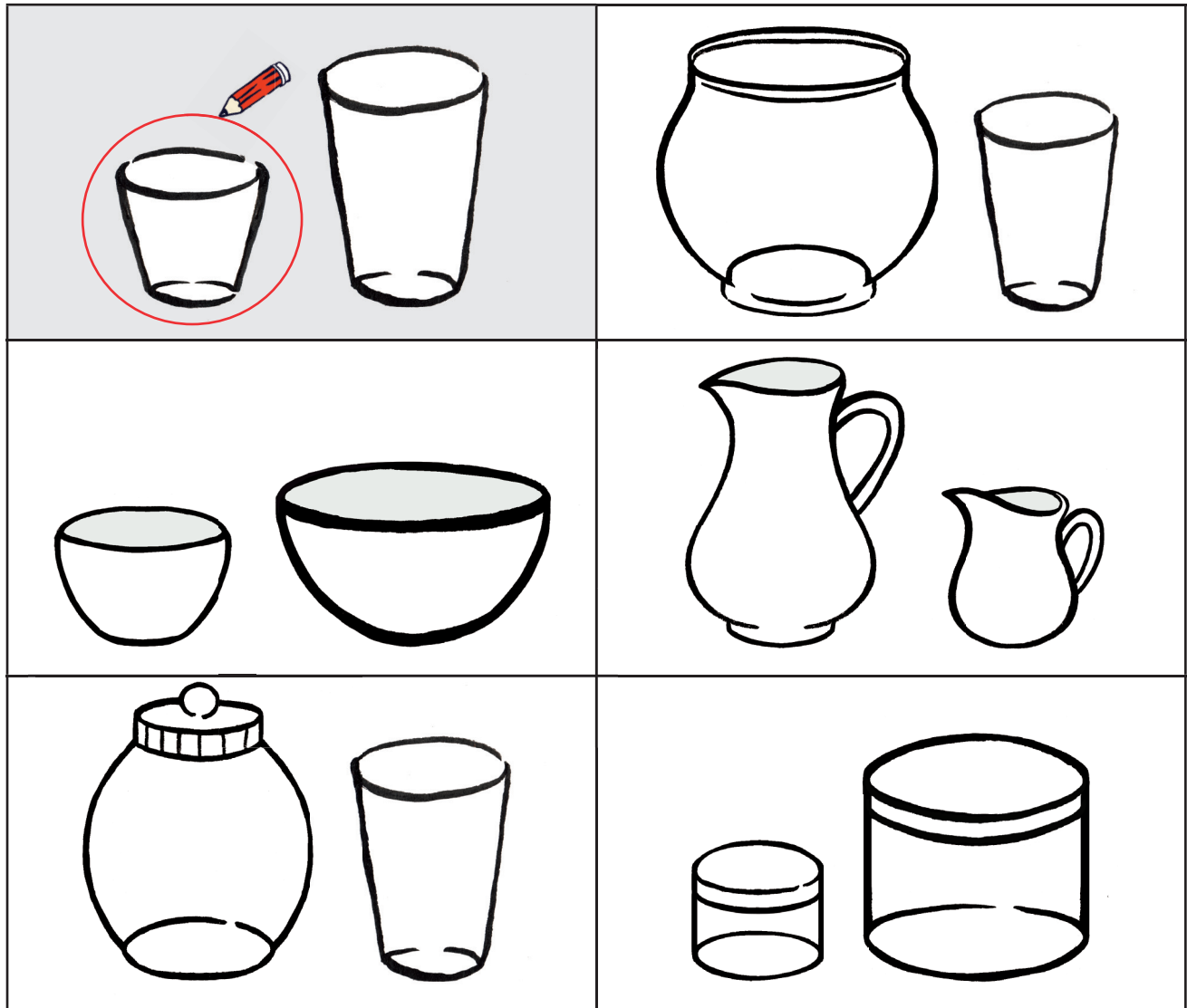
PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**1** Thala sediko go setšhelo seo se ka swarago meetse a manyane.

Circle the container that will hold less water.



**2** Jabu o gile meetse a go lekana 3ℓ pomping. Mmagwe o mo kgopetše gore a ge 10ℓ. Na o sa swanetšwe ke go ga dilitere tše kae gape?

Jabu has collected 3ℓ of water from the tap. His mother asked him to collect 10ℓ. How many more litres must he collect?

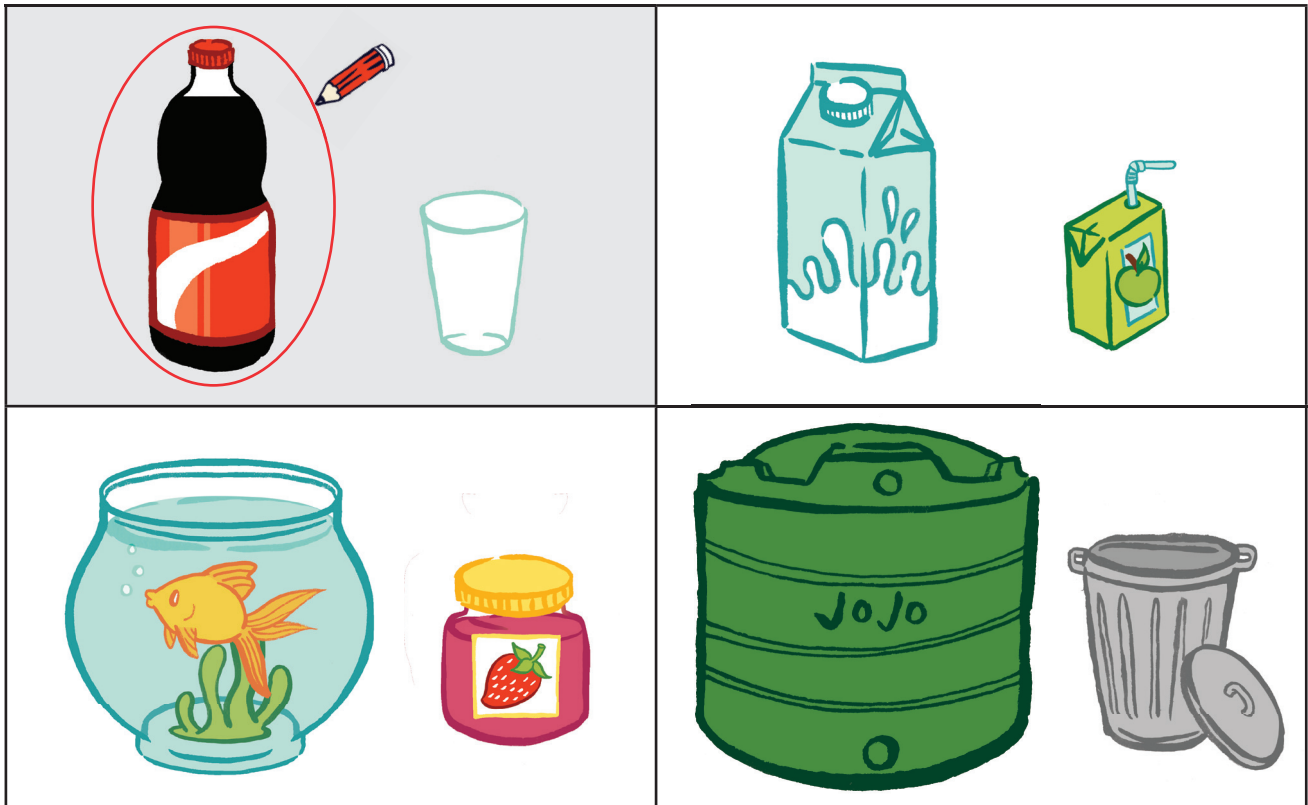
Re re setšhelo seo se ka swarago kudu se na le mothamo wo mogolo.

We say the container that can hold more has a greater capacity



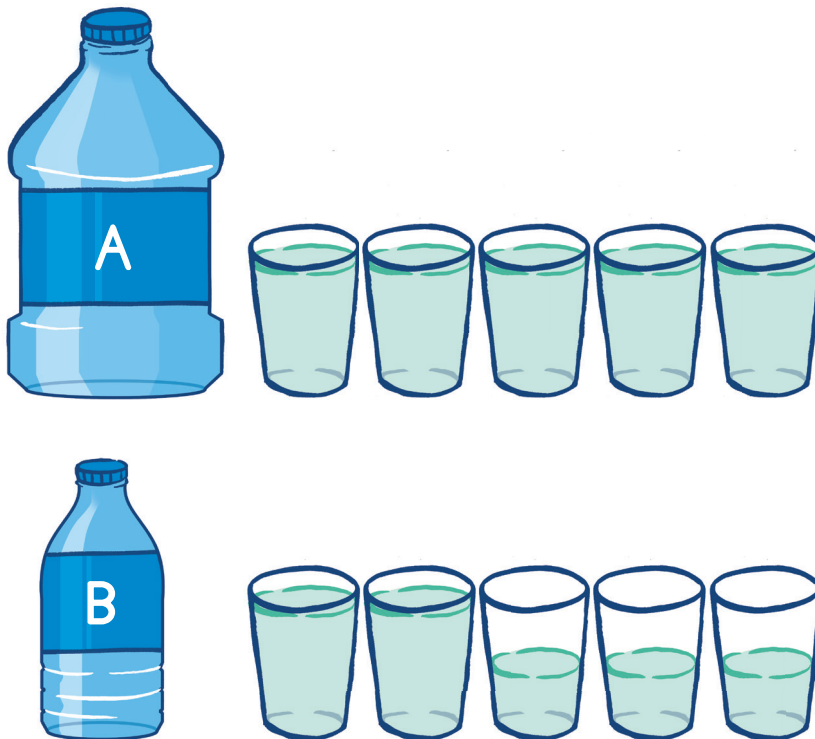
3 Thala sediko go setšhelo seo se ka rwalago meetse a mantši.

Circle the container that will hold more.



4 Ke sefe setšhelo seo se rwalago kudu?

Which container holds more?



Bolela le bagwera ba gago ka dipotšišo tše.  
Talk to your friends about these questions.



## A re boleleng Mmetse!

Let's talk Maths!



**Ka Sepedi re re:**

mothamo

Lepotlelo le rwala dikomiki tše 4 tša meetse.

Litere e tee e swana le dikomiki tše 4.

Setšhelo se segolo se na le mothamo wo mogolo.

Setšhelo se sennyane se na le mothamo  
wo monnyane.

**In English we say:**

capacity

The bottle holds 4 cups of water.

One litre is the same as 4 cups.

A big container has a large capacity.

A small container has a small  
capacity.

1



1l 1l 1l 1l 1l 1l 1l

Na go na le  
mapotlelo a makae?

How many bottles are there?

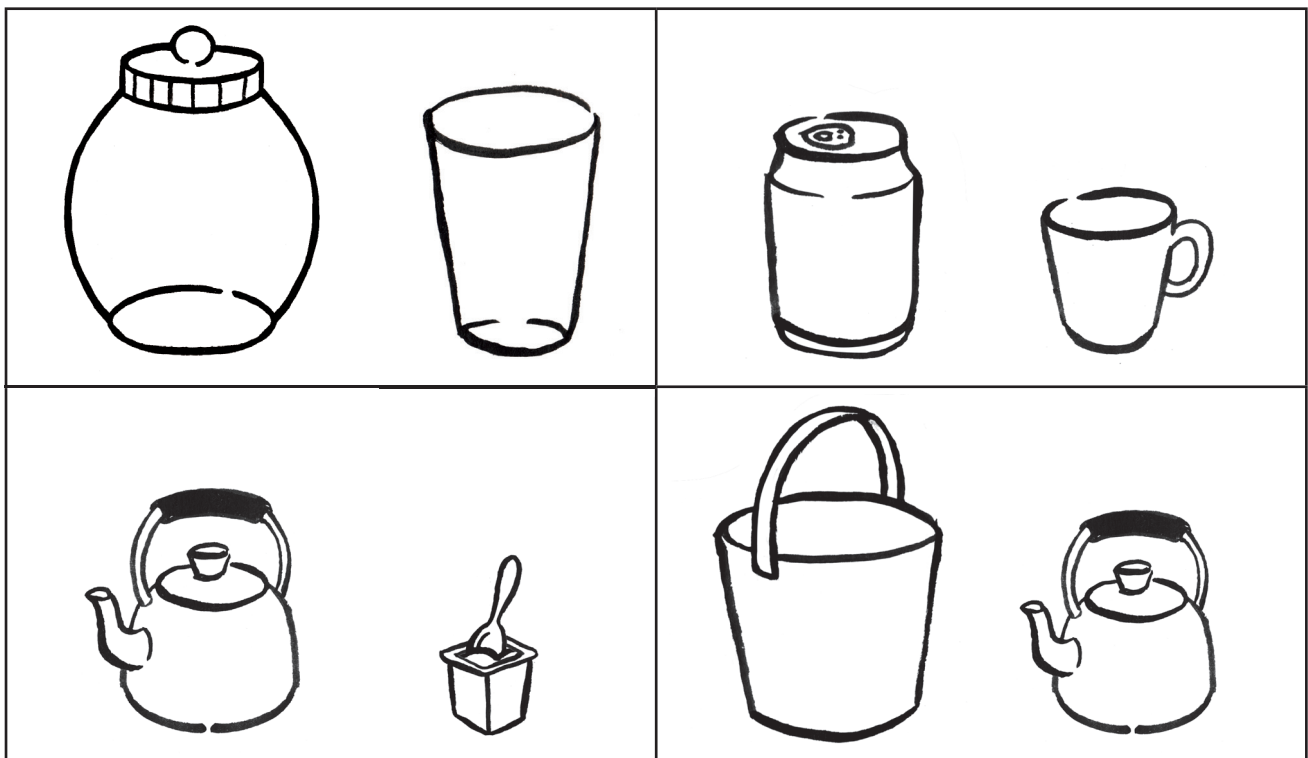
Na go na le dilitere  
tše kae?

How many litres?

2

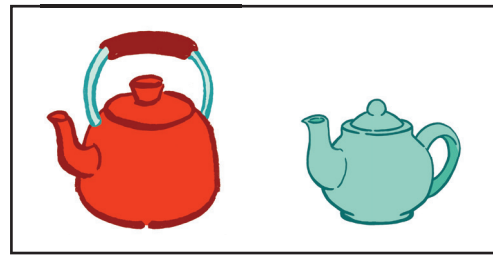
Thala sediko go setšhelo seo se ka tšhelago meetse a mantši.

Circle the container that will hold more water.

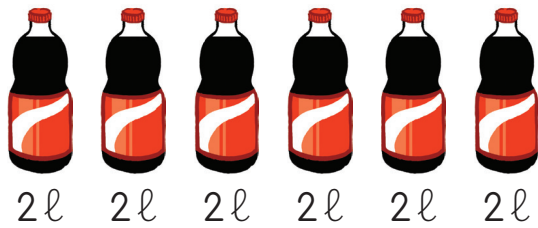


**3** Thala sediko go setšhelo seo se ka rwalago meetse a manyane.

Circle the container that will hold less.



**4**

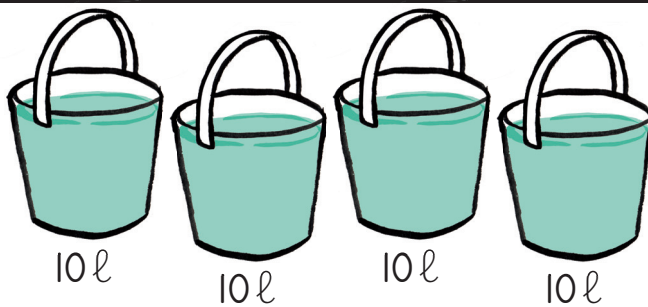


Na ke mapotlelo a makae?

How many bottles?

Na ke dilitere tše kae?

How many litres?

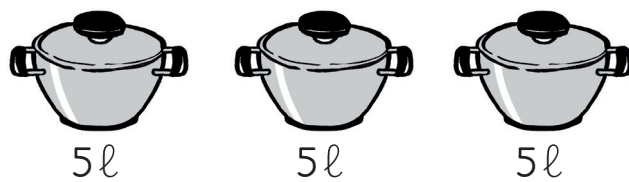


Na ke dipakete tše kae?

How many buckets?

Na ke dilitere tše kae?

How many litres?



Na ke dipitša tše kae?

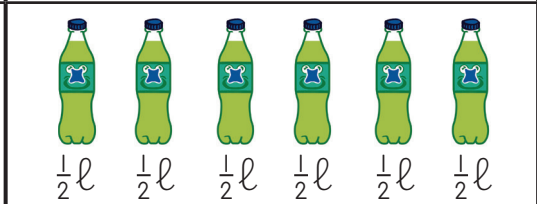
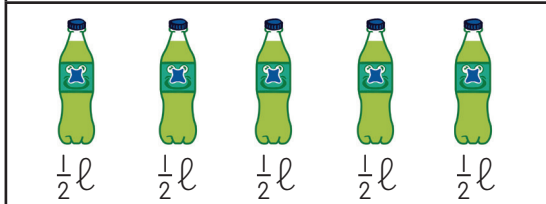
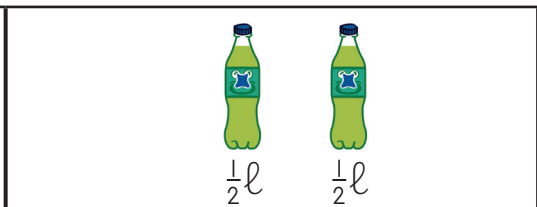
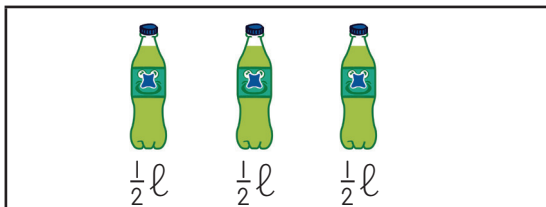
How many pots?

Na ke dilitere tše kae?

How many litres?

**5** Na ke dilitere tše kae?

How many litres?



MMETSE WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

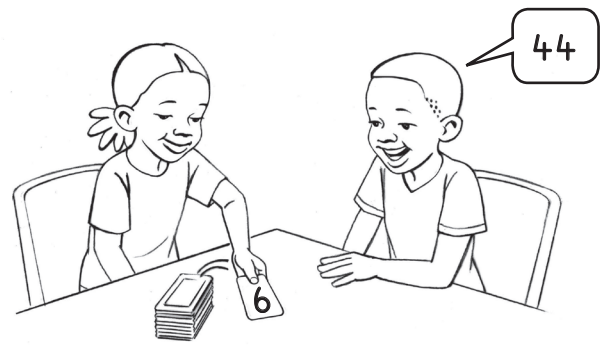
PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

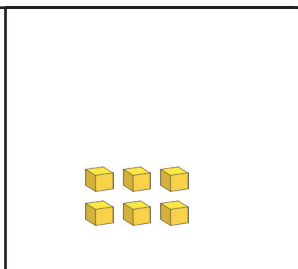
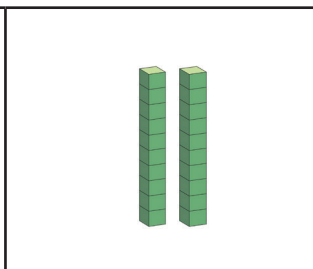
**Papadi: Mmetse wa lebelo ka dikarata - ntšha**  
Game: Fast maths with cards - subtract

- Bea dikarata tšha dipalo 0 go ya ga 10 ka mokgobo.  
Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.  
Flip one card.
- Ntšha go tloga ga 50.  
Subtract from 50.
- Bjale leka go ntšha go tloga ga 60, 70 le 80.  
Now try to subtract from 60, 70 and 80.

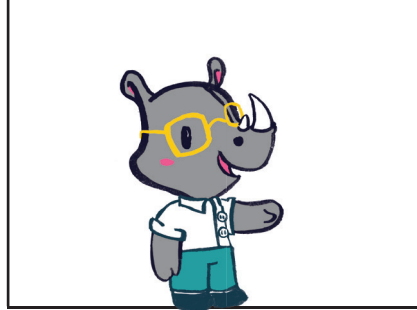
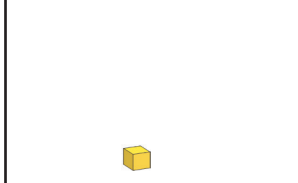
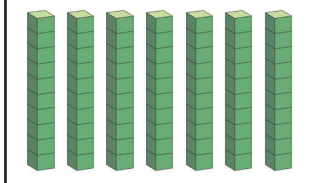


$26 + 71 =$

26 e swana le masome a ma2 le metšo ye 6.  
26 is the same as 2 tens and 6 ones.



Bjale a re hlakantšheng 71.  
Now let's add 71.



Go na le masome a 9 ge a hlakana ka moka.  
There are 9 tens altogether.

Go na le metšo ye 7 ge e hlakana ka moka.  
There are 7 ones altogether.

	t	o
	2	6
	-----	
+	7	1
	9	7
	-----	
	Ke na le 97 ge di hlakana ka moka. I have 97 altogether.	

**I** Hlakantšha ka go šomiša dipoloko.  
Add using blocks.

$18 + 51 = \underline{69}$	$34 + 42 = \underline{\quad}$	$63 + 25 = \underline{\quad}$
$75 - 14 = \underline{\quad}$	$56 - 32 = \underline{\quad}$	$44 - 23 = \underline{\quad}$



$73 - 42 =$

Rarolla marara a go ntšha.  
Solve the subtraction problem.



<p>Ge o tloša masome a ma<sup>4</sup> go masome a 7 go šala masome a ma<sup>3</sup>.</p> <p>7 tens take away 4 tens leaves 3 tens.</p>	<p>Ge o tloša metšo ye me<sup>2</sup> go metšo ye me<sup>3</sup> go šala motšo o 1.</p> <p>3 ones take away 2 ones leaves 1 one.</p>

t	o
7	3
-----	
- 4	2
3	1

Go šala 31.  
There is 31 left over.

## 2 Hlakantšha goba o ntšhe.

Add or subtract.

Ke na le ____ ge di hlakana ka moka.	
I have ____ altogether.	

5	1
-----	
+ 1	7

Ke na le ____ ge di hlakana ka moka.	
I have ____ altogether.	

4	2
-----	
+ 2	6

Go šala ____.	
There is ____ left over.	

6	8
-----	
- 5	1

Go šala ____.	
There is ____ left over.	

5	9
-----	
- 1	3

MMETSE  
WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**1 Hlakantšha.**

Add.

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

3	3
-----	
+ 1	5
-----	

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

5	2
-----	
+ 2	5
-----	

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

1	7
-----	
+ 6	2
-----	

Ke na le ____ ge di hlakana ka moka. I have ____ altogether.	

4	3
-----	
+ 6	1
-----	

**2 Hlakantšha! Šomiša dipoloko tša gago.**

Add! Use your blocks.

Hlakantšha metšo o be  
o hlakantšhe masome.

Add the ones and add the tens.



$24 + 33 = \underline{57}$	$56 + 13 = \underline{\quad}$	$11 + 47 = \underline{\quad}$
$36 + 51 = \underline{\quad}$	$71 + 22 = \underline{\quad}$	$84 + 15 = \underline{\quad}$
$14 + 75 = \underline{\quad}$	$56 + 32 = \underline{\quad}$	$23 + 44 = \underline{\quad}$
$52 + 12 = \underline{\quad}$	$27 + 72 = \underline{\quad}$	$43 + 33 = \underline{\quad}$

### 3 Ntšha.

Subtract.

Ntšha metšo o be o ntšhe masome.  
Subtract the ones and subtract the tens.



		2	7
-----			
		-	1 1
-----			
Go šetše tše <u>16</u> .		1	6
There is <u>16</u> left over.			

		3	9
-----			
		-	1 7
-----			
Go šetše tše <u>22</u> .		2	2
There is <u>22</u> left over.			

		4	8
-----			
		-	2 1
-----			
Go šetše tše ____.			
There is ____ left over.			

		4	7
-----			
		-	1 4
-----			
Go šetše tše ____.			
There is ____ left over.			

		5	6
-----			
		-	3 5
-----			
Go šetše tše ____.			
There is ____ left over.			

		6	8
-----			
		-	4 7
-----			
Go šetše tše ____.			
There is ____ left over.			

### 4 Ntšha! Šomiša dipoloko tša gago.

Subtract! Use your blocks.

$97 - 35 = \underline{62}$	$46 - 15 = \underline{\quad}$	$84 - 63 = \underline{\quad}$
----------------------------	-------------------------------	-------------------------------

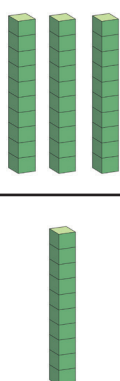
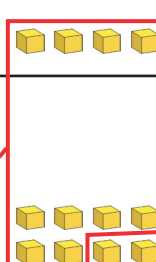


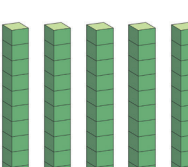

MMETSE WA HLOGO  
MENTAL MATHS

MPONTŠHE PALO!  
SHOW ME A NUMBER!

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

<p>Masome a ma3 le lesome le 1 di dira masome a ma4. 3 tens and 1 ten makes 4 tens.</p>		<p><math>34 + 18 =</math></p> <p>Metšo ye me4 le metšo ye 8 e dira metšo ye 12. 4 ones and 8 ones makes 12 ones.</p>	
		<p>Metšo ye 12 = lesome le 1 le metšo ye me2. 12 ones = 1 ten and 2 ones.</p>	
<p>Masome a ma4 le lesome le 1 di dira masome a ma5. 4 tens and 1 ten makes 5 tens.</p>		<p>Metšo ye me2. 2 ones</p>	

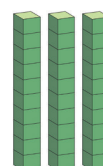

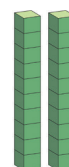

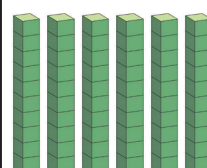

	t	o
	3	4
	-----	
+	1	8

Ge o e na le metšo ya go feta 10, e tšhentšhiše ka lesome.  
When you have more than 10 ones, exchange for a ten!

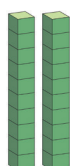

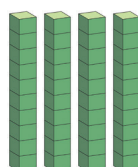

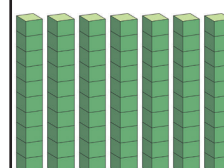



5	2

**1** Hlakantšha! Šomiša dipoloko tša gago.  
Add! Use your blocks.

	3	5
	-----	
+	2	7

	2	9
	-----	
+	4	5

O ka šomiša dipoloko go hlakantšha. A re hlakantšheng ma10 le bol.

You can use blocks to add. Let's add 10s and 1s.



$67 + 25 =$		
<p>Metšo ye 12 = lesome le 1 le metšo ye me2. 12 ones = 1 ten and 2 ones.</p>		
<p>Ka moka. Altogether.</p>		



	t	o
	6	7
	-----	
+	2	5
	-----	
	9	2
	-----	
	$67 + 25 = 92$	

O gopole go tšhentšhiša. Remember to exchange.



## 2 Rarolla ka go šomiša dipoloko.

Solve using blocks.

$36 + 47 = 83$	$57 + 35 = \underline{\quad}$	$78 + 16 = \underline{\quad}$
$65 + 29 = \underline{\quad}$	$49 + 16 = \underline{\quad}$	$28 + 45 = \underline{\quad}$
$55 + 29 = \underline{\quad}$	$39 + 26 = \underline{\quad}$	$76 + 14 = \underline{\quad}$
$64 + 28 = \underline{\quad}$	$44 + 18 = \underline{\quad}$	$82 + 18 = \underline{\quad}$

**Go ntšha ka go tshela 10**  
Subtraction bridging 10

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

<p>Masome a 6 tloša lesome le 1 go šala masome a ma5. 6 tens take away 1 ten leaves 5 tens.</p>		<p><math>62 - 29 =</math></p> <p>Metšo ye 10 le metšo ye me2 e dira metšo ye 12. 10 ones and 2 ones makes 12 ones.</p>		<table border="1"> <tr> <td>t</td> <td>o</td> </tr> <tr> <td>5</td> <td>1</td> </tr> <tr> <td><del>5</del></td> <td>2</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>- 2</td> <td>9</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2"><math>62 - 29 = 33</math></td> </tr> </table>	t	o	5	1	<del>5</del>	2	-----		- 2	9	-----		3	3	-----		$62 - 29 = 33$	
t	o																					
5	1																					
<del>5</del>	2																					
-----																						
- 2	9																					
-----																						
3	3																					
-----																						
$62 - 29 = 33$																						
<p>Masome a ma5 tloša masome a ma2 go šala masome a ma3. 5 tens take away 2 tens leaves 3 tens.</p>		<p>Metšo ye 12 tloša metšo ye 9 go šala metšo ye me3. 12 ones take away 9 ones leaves 3 ones.</p>																				

O gopole go tšhentšhiša ge go hlokega.  
Remember to exchange if you need to.

**I** Ntšha! Šomiša dipoloko tša gago.  
Subtract! Use your blocks.


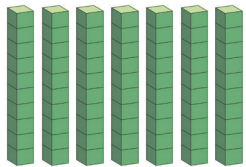


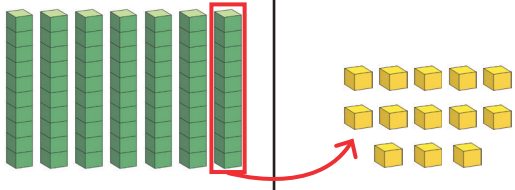
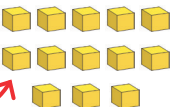

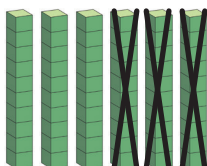
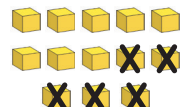
	<p>6 3</p>	
	<p>- 5 6</p>	

	<p>5 1</p>	
	<p>- 2 5</p>	

O ka šomiša dipoloko go ntšha.  
A re ntšheng ma10 le boi.  
You can use blocks to subtract.  
Let's subtract 10s and 1s.



<p><math>73 - 35 =</math></p> <p>E tšhentšhiše. Exchange.</p> 		
		
<p>Ntšha! Subtract!</p> 		

	t	o
	6	1
	7	3
-	3	5
	3	8
	$73 - 35 = 38$	

**2** Rarolla ka go šomiša dipoloko.

Solve using blocks.

$66 - 27 = \underline{39}$	$31 - 18 = \underline{\quad}$	$52 - 36 = \underline{\quad}$
$45 - 29 = \underline{\quad}$	$53 - 15 = \underline{\quad}$	$75 - 48 = \underline{\quad}$
$84 - 39 = \underline{\quad}$	$92 - 64 = \underline{\quad}$	$61 - 25 = \underline{\quad}$
$73 - 56 = \underline{\quad}$	$64 - 25 = \underline{\quad}$	$33 - 14 = \underline{\quad}$
$56 - 12 = \underline{\quad}$	$89 - 45 = \underline{\quad}$	$48 - 17 = \underline{\quad}$



LETLAKALATŠHOMELO  
WORKSHEET

LETLAKALATŠHOMELO  
WORKSHEET

## A re boleleng Mmetse!

Let's talk Maths!

**Ka Sepedi re re:**

dipoloko tša sehlopha sa 10

10 le tee le swana le bol ba lesome.

hlakantšha

ntšha

e tšhentšhiše

**In English we say:**

base 10 blocks

One 10 is the same as ten 1s.

add

subtract

exchange



### 1 Hlakantšha goba o ntšhe.

Add or subtract.

Ke na le ____ ka moka ge di hlakana. I have ____ altogether.	

3	5
-----	
+	2 1
-----	

Ke na le ____ ka moka ge di hlakana. I have ____ altogether.	

4	3
-----	
+	2 2
-----	

Go šetše tše ____. There is ____ left over.	

5	9
-----	
-	2 5
-----	

Go šetše tše ____. There is ____ left over.	

6	6
-----	
-	5 3
-----	

**2** Rarolla ka go šomiša dipoloko.

Solve using blocks.

$53 + 12 = \underline{\quad}$	$12 + 46 = \underline{\quad}$	$22 + 45 = \underline{\quad}$
$32 - 14 = \underline{\quad}$	$46 - 29 = \underline{\quad}$	$91 - 65 = \underline{\quad}$

**3** Rarolla ka go šomiša dipoloko. Ngwala seo o se dirilego go bontšha gore o baletše bjang.

Solve using blocks. Write what you did to work it out.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><math>55 + 14 =</math></div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-right: 1px solid black;">t</td> <td style="width: 50%; text-align: center;">o</td> </tr> <tr> <td style="border-top: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black; border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; border-right: 1px solid black;">+</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;"></td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> </table>	t	o					+						<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><math>81 - 37 =</math></div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-right: 1px solid black;">t</td> <td style="width: 50%; text-align: center;">o</td> </tr> <tr> <td style="border-top: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black; border-bottom: 1px dashed black;"></td> <td style="border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; border-right: 1px solid black;">-</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;"></td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> </table>	t	o					-					
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**4** Rarolla mararantšu. O ka šomiša dipoloko tša gago.

Solve the word problems. You can use your blocks.

Thembi o rekile puku ka R48 le sebakadišane ka 35.  
Na o šomišetše bokae ge e hlakana ka moka?

Thembi bought a book for R48 and a toy for R35.  
How much did she spend altogether?

Ntando o be a na le R65 gomme a šomiša R49 go reka kgwele. Na o šaletšwe ke bokae?

Ntando had R65 and he spent R49 on a ball.  
How much does he have left?

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**Papadi: Na ma10 ke a makae? Na bo1 ke ba bakae?**

Game: How many 10s? How many 1s?

- Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.

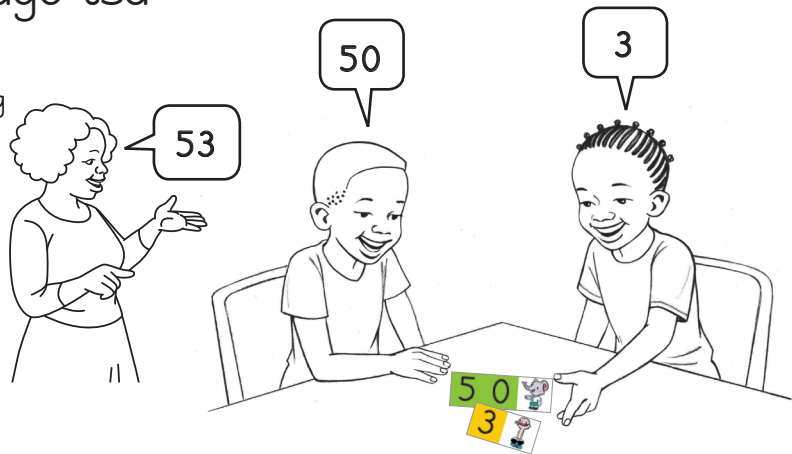
Work in pairs. Show a number using your base 10 number cards.

- Na ma10 ke a makae?  
Na bo1 ke ba bakae?

How many 10s? How many 1s?

- Ke palo efe?

What number?



**1 Na bo2 ke ba bakae? Go šetše bokae?**

How many 2s are there? How many left over?

palo number	Na dihlopha ke tše kae? How many groups?	Go šetše bokae? How many left over?
10	5	0
25		
18		

**2 Na bo5 ke ba bakae? Go šetše bokae?**

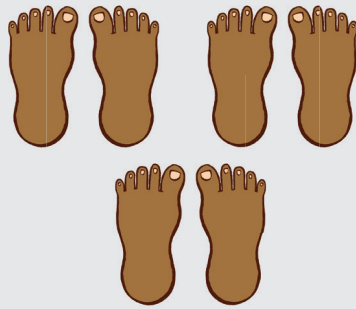

How many 5s are there? How many left over?

palo number	Na dihlopha ke tše kae? How many groups?	Go šetše bokae? How many left over?
41	8	1
26		
19		

3

### Menwana ye me5 leotong.

5 toes on a foot.

	Na menwana ya maoto ke ye mekae? How many toes?	30
	Na ke bo5 ba bakae? How many 5s?	6
	Na ke ma10 a makae? How many 10s?	3
	Na menwana ya maoto ke ye mekae? How many toes?	
	Na ke bo5 ba bakae? How many 5s?	
	Na ke ma10 a makae? How many 10s?	

4

### Malekere a 10 ka mokotleng.

10 sweets in a bag.

	Na mekotla ke ye mekae? How many bags?	5
	Na malekere ke a makae? How many sweets?	50
	Go šetše a makae? How many left over?	0
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
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MATLAKALATŠHOMELO  
WORKSHEETS

1 Na bo3 ke ba bakae? Go šetše bokae?

How many 3s? How many left over?

palo number	dihlopha tša 3 groups of 3	ya go šala left over
16	5	1
24	8	0
30		
7		
22		
14		
9		
45		
39		
41		
36		

Šomiša dipoloko tša gago go hwetša bo3. Leka go balela ka hlogo pele ke moka o kgonthiše ka morago ga moo.

Use your blocks to find the 3s. Try to work it out in your head first, then check.



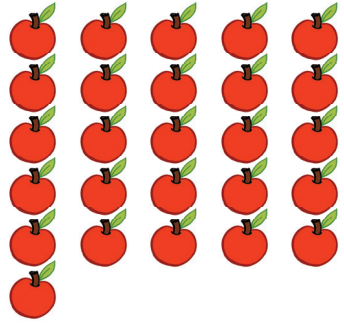
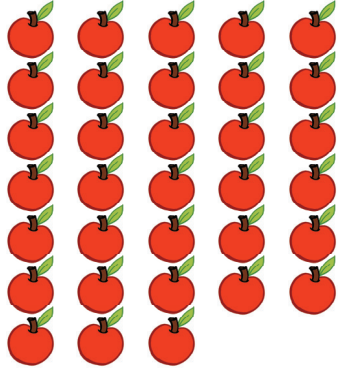
2 Mokotla o tee o na le diapole tše 3.

One bag has 3 apples.

	Na mekotla ke ye mekae? How many bags?	1
	Na diapole ke tše kae? How many apples?	3

## Mokotla o tee o na le diapole tše 3.

One bag has 3 apples.

	<p>Na diapole ke tše kae?</p> <p>How many apples?</p>	
	<p>Na mekotla ke ye mekae?</p> <p>How many bags?</p>	
	<p>Na go šetše diapole tše kae?</p> <p>How many apples left over?</p>	
	<p>Na diapole ke tše kae?</p> <p>How many apples?</p>	
	<p>Na mekotla ke ye mekae?</p> <p>How many bags?</p>	
	<p>Na go šetše diapole tše kae?</p> <p>How many apples left over?</p>	

### 3 Bala ka bo3 gore o arabe.

Count in 3s to answer.

diapole apples	mekotla bags	diapole tša go šala left over apples
12	4	0
31	10	1
17		
25		
42		
39		
27		
46		
30		

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
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KGODIŠO YA KGOPOLO  
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MATLAKALATŠHOMELO  
WORKSHEETS

**1** Na bo<sup>4</sup> ke ba bakae? Go šetše bokae?

How many 4s? How many left over?

palo number	dihlopha tša 4 groups of 4	tša go šala left over
40	10	0
22	5	2
16		
31		
28		
50		
44		
18		
37		
25		
49		
34		

Šomiša dipoloko tša gago go hwetša bo<sup>4</sup>. Leka go balela ka hlogo pele ke moka o kgonthišiše ka morago ga moo.

Use your blocks to find the 4s. Try to work it out in your head first, then check.



**2** Mokotla o tee o na le malekere a ma<sup>4</sup>.

One bag has 4 sweets.

	Na mekotla ke ye mekae? How many bags?	1
	Na malekere ke a makae? How many sweets?	4



## Mokotla o tee o na le malekere a ma4.

One bag has 4 sweets.

	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	
	Na malekere ke a makae? How many sweets?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše malekere a makae? How many sweets left over?	

### 3 Bala ka ma4 gore o hwetše karabo.

Count in 4s to answer.

malekere sweets	mekotla bags	malekere a go šala leftover sweets
8	2	0
23	5	3
44		
17		
9		
49		
31		
29		
35		

MMETSE  
WA HLOGO  
MENTAL MATHS

DIRA 20 O ŠOMIŠA  
DIKARATA TŠA MARONTHO  
MAKE 20 USING DOT CARDS

PAPADI  
GAME

KGODIŠO YA KGOPOLO  
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO  
WORKSHEETS

**1**

Senwamaphodi se tee se bitša R2. 

One cooldrink costs R2.

	<p>Na dinwamaphodi ke tše kae? How many cooldrinks?</p>	4
	<p>Na diranta ke tše kae? How many Rands?</p>	R8
	<p>Na dinwamaphodi ke tše kae? How many cooldrinks?</p>	
	<p>Na diranta ke tše kae? How many Rands?</p>	
	<p>Na dinwamaphodi ke tše kae? How many cooldrinks?</p>	
	<p>Na diranta ke tše kae? How many Rands?</p>	

**2**







=



Na o lefela bokae go:

How much do you pay for:

 × 3 = <u>R6</u>	 × 4 = ____	 × 5 = ____	 × 8 = ____
R2 × 4 = <u>R8</u>	R2 × 6 = ____	R2 × 8 = ____	R2 × 11 = ____
R2 × 5 = ____	R2 × 3 = ____	R2 × 7 = ____	R2 × 12 = ____

**3**


Thami o na le R20. O reka dinwamaphodi tše 2. Na o šalelwa ke bokae?





Thami has R20. She buys 2 cooldrinks. How much change does she get?

4 Aesekehrimi e tee e bitša R5. 

One ice cream costs R5.


	Na diaesekehrimi ke tše kae? How many ice creams?	
	Na diranta ke tše kae? How many Rands?	
	Na diaesekehrimi ke tše kae? How many ice creams?	
	Na diranta ke tše kae? How many Rands?	

5  =  Na o lefela bokae go:  
How much do you pay for:





 × 3 = ____	 × 4 = ____	 × 5 = ____	 × 8 = ____
R5 × 4 = ____	R5 × 5 = ____	R5 × 8 = ____	R5 × 10 = ____

6 Pakana e tee ya ditšhipisi e bitša R10. 

One packet of chips costs R10.

	Na go na le mekotla ye mekae? How many packets?	
	Na diranta ke tše kae? How many rands?	

7  =  Na o lefela bokae go:  
How much do you pay for:

 × 3 = ____	 × 4 = ____	 × 5 = ____	 × 8 = ____
R10 × 4 = ____	R10 × 5 = ____	R10 × 8 = ____	R10 × 10 = ____

## A re boleleng Mmetse!

Let's talk Maths!

**Ka Sepedi re re:**

dihlopha tša go lekana

Dihlopha tše 3 tša 2 ke 6.

Dihlopha tše 6 tša 3 ke 18.

Dihlopha tše 4 tša 4 ke 16.

Dihlopha tše 5 tša 5 ke 25.

Dihlopha tše 2 tša 10 ke 20.

ya go šala

**In English we say:**

equal groups

3 groups of 2 is 6.

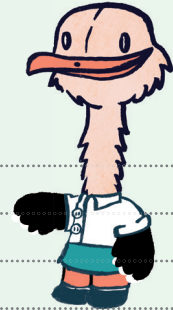
6 groups of 3 is 18.

4 groups of 4 is 16.

5 groups of 5 is 25.























2 groups of 10 is 20.

left over



### I Feletša ditafola.

Complete the tables.

								
Dikhoine tša R2 R2 coins	4	7	10	14	16	19	21	25
Diranta Rands								
								
Dikhoine tša R5 R5 coins	2	4	5	7	8	9	11	12
Diranta Rands								
								
R10 tša tšheletepampiri R10 notes	2	4	5	7	9	10		
Diranta Rands								

2

<p>Puku e tee e bitša R10.</p> <p>One book costs R10.</p> 	<p>Omuhle o na le R33.</p> <p>Omuhle has R33.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	
<p>Aesekehrimi e tee e bitša R5.</p> <p>One ice cream costs R5.</p> 	<p>Ntando o na le R48.</p> <p>Ntando has R48.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	
<p>Lelekere le tee le bitša R2.</p> <p>One sweet costs R2.</p> 	<p>Bheki o na le R27.</p> <p>Bheki has R27.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	
<p>Apole e tee e bitša R3.</p> <p>One apple costs R3.</p> 	<p>Fikile o na le R31.</p> <p>Fikile has R31.</p>	O ka reka tše kae? How many can she buy?	
		Tšhentshi? Change?	
<p>Pene e tee e bitša R4.</p> <p>One pen costs R4.</p> 	<p>Noni o na le R25.</p> <p>Noni has R25.</p>	O ka reka tše kae? How many can she buy?	
		Tšhentshi? Change?	
<p>Puku e tee e bitša R10.</p> <p>One book costs R10.</p> 	<p>Omuhle o na le R49.</p> <p>Omuhle has R49.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	
<p>Aesekehrimi e tee e bitša R5.</p> <p>One ice cream costs R5.</p> 	<p>Ntando o na le R27.</p> <p>Ntando has R27.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	
<p>Lelekere le tee le bitša R2.</p> <p>One sweet costs R2.</p> 	<p>Bheki o na le R33.</p> <p>Bheki has R33.</p>	O ka reka tše kae? How many can he buy?	
		Tšhentshi? Change?	

<p><b>masome</b> tens</p>	<p><b>metšo</b> ones</p>



# Matšatši a beke



Days of the week

Mošupologo

Monday

Labobedi

Tuesday

Laboraro

Wednesday

Labone

Thursday

Labohlano

Friday

Mokibelo

Saturday

Lamorena

Sunday







# Dikgwedi tša ngwaga



Months of the year



Pherekong January	Dibokwane February
Hlakola March	Moranang April
Mopitlo May	Phupu June
Mosegamanye July	Phato August
Lewedi September	Diphallane October
Dibatsela November	Manthole December

