

★ *Shuters* **TOPKLAS**

★ *Shuters* **TOP CLASS**

Masihambisane

Shuters **PREMIER**

Setswana
Tota

**IsiZulu
Soqobo**

**Ririmi ro Engetela
ro Sungula**



**LULWIMI
Lwasekhaya**



**SUPPORT
LOCAL
PUBLISHERS**



Grades

4 5 6

**CAPS APPROVED
CATALOGUE**



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The Shuters Academy was established in 2016 in response to the increasing need for quality Continuous Professional Teacher Development. We are an accredited training provider and our accreditation allows us to conduct either in-person or online training, depending on our client's needs.

- ETDP SETA Accreditation number – ETDP010941
- SACE Provider number – PR 12058

The Shuters Academy is able to provide training in all nine provinces across South Africa. Teachers can earn SACE Continuous Professional Teacher Development points for all our training. We have in excess of 55 learning programmes/workshops available, which are delivered by well-qualified and experienced trainers/facilitators. All learning material is provided to participants during our training.

Our training focuses on most school subjects and covers teaching, learning and assessment methodology as well as effective classroom practice. We also have training programmes/workshops that focus on school and classroom management.

Besides training, the Shuters Academy also offers General Education Project Management in the following areas:

- Needs and impact analysis
- Strategic planning
- Learner support programmes
- Teacher mentoring and coaching
- Individualised training programmes according to identified needs

The following are our ETDP SETA accredited learning programmes that are offered as both in-person or online programmes:

- Conduct Outcomes-Based Assessment: Unit Standard – 115753 Level 5 (15 Credits)
- Conduct Moderation of Outcomes-Based Assessment: Unit Standard – 115759 Level 6 (10 Credits)
- Facilitate Learning Using a Variety of Given Methodologies: Unit Standard – 117871 Level 5 (10 Credits)

For more information regarding our training offering please contact:

Vickesh Thandray (Email vickesh@shuters.com)

Please note: all prices quoted in this catalogue are our recommended retail prices. Discounts are applicable to trade customers and for high volume purchases. Purchases made through Government's centralised procurement model qualify for the net prices as reflected in the Department of Basic Education's nationally approved CAPS LTSM catalogue.

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SETSWANA

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Why choose our books?



TOP CLASS



Shuters

PREMIER

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Sets

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Fully CAPS
compliant

Lots of activities
and exercises

Relevant
examples
throughout the
books

1

2

3

Improves
learner's results

Assess progress
easily

Reduces the
admin burden



TOP CLASS



Shuters

PREMIER

TOPKLAS

Sets

Masih

Advantages of using our books

swana
Tota
mbisane



Idube
Incwadi Yokufunda

Ririmi ro Engetela
ro Sungula



LULWIMI
Lwasekhaya

Simple language,
written at the
level of the
learner

Easy to plan
lessons and
assessments

Planning
and Tracking
booklets help to
make teaching
easier

4

5

6

Helps save
planning and
preparation time

Follows the CAPS
precisely, making
teaching easier

Most of our titles
are available as
e-Books

swana
Tota
mbisane



Idube
Incwadi Yokufunda

Ririmi ro Engetela
ro Sungula



LULWIMI
Lwasekhaya

All our CORE material is CAPS APPROVED

Components available

Learner's Book

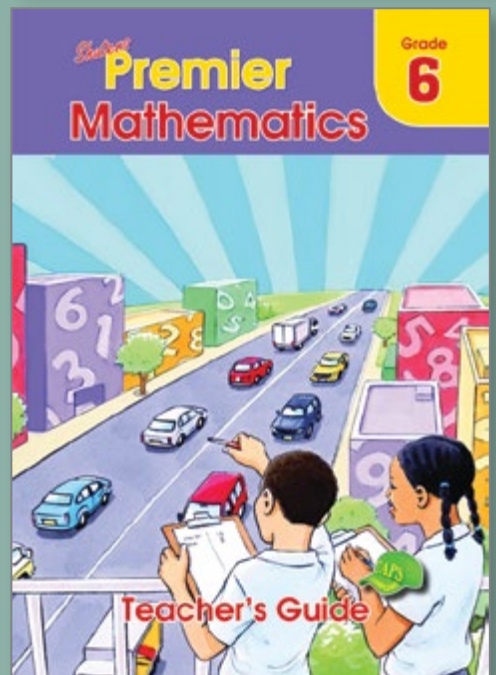
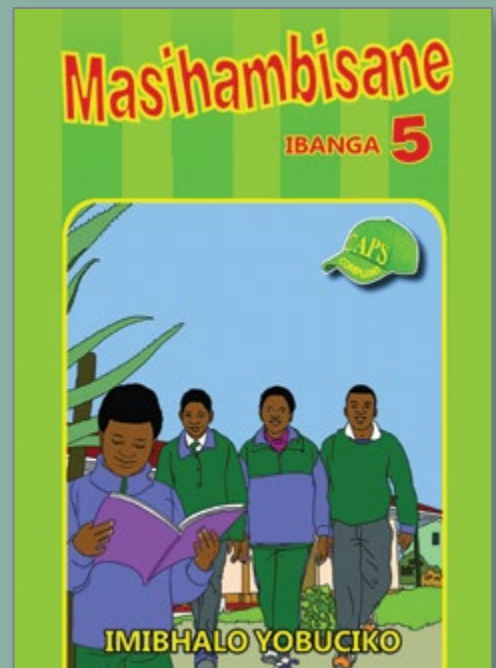
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

Reader (Languages)

- Relevant activities linked to the Teacher's Resource Book and Learner's Book
- All required literature genre in one book
- User friendly layout and attractive illustrations

Teacher's Resource Book / Teacher's Guide

- A practical, week-by-week, teaching programme for all four terms
- Formal Assessment Tasks aligned to the Curriculum and Assessment Policy Statement (CAPS)
- Photocopiable resource material



Features of our Learner's Books

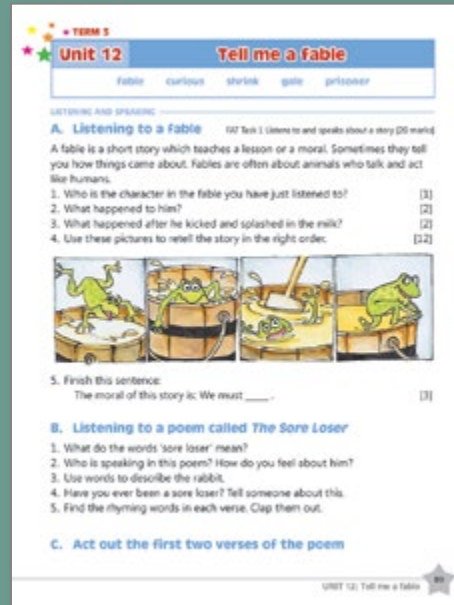
Grade appropriate font



Informative, supportive artwork



Cater for diversity

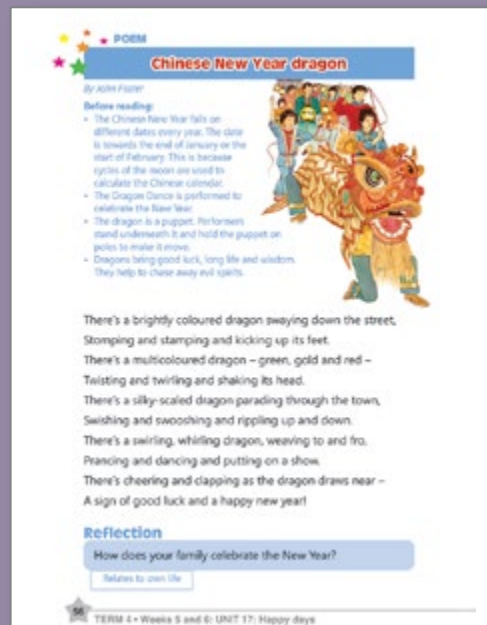


Features of our Readers

A variety of texts



Pre- and Post-reading activities



Accessible font and supportive artwork



Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



A range of assessment activities



Provides
assessment
rubrics



	Additional activities for Listening and Speaking Review or read a poem Individual Guidelines • Learners find a poem either on a family member, or about a pet or dog or cat. • The teacher reading it aloud with expression. • They read or recite their poems to the class.
	Play a game Class Guidelines • Choose two learners. One will give instructions and the other will follow them. • The first learner gives instructions such as Go and sit next to Thandi, reach down to the floor, wear a sun on his head, kick three pencils, the second learner has to carry out the instructions. • The game will be fun if the instructions are slightly ridiculous.
	Analysing a game Groups Guidelines • Groups to do a circle. • The first learner says his/her's name is beginning with A (Angela) and she is subjective beginning with a language, she then to second beginning with a (Johnston) B. • Each learner has to use the letters A, B. • Each group member takes a turn until there are no one of ideas.
	READING AND VIEWING A. Before reading Class Guidelines • Do the prediction activity on page 2 of the Learner's Book. • Ask learners to say what they think the story will be about. • Ask what they think George is and what the fact that he is hungry will have to do with the story.
	B. Reading the story Groups Guidelines • Read the story 'Hungry George' with the class, explaining any new words. • Learners discuss words in pairs and take turns in reading aloud to each other.

 FORMAL ASSESSMENT <i>Resource</i> <i>connects from page 18</i>	5. Planning your story <i>(p12 Task 1)</i> <i>Write a simple story with dialogue</i> <i>Introduce</i> <i>Goal/ability</i> Learners need to ensure that their story has an introduction, a middle and an end (conclusion).															
 FORMAL ASSESSMENT <i>Resource</i> <i>connects from page 18</i>	6. Write and edit your story <i>(p12 Task 2)</i> <i>Write a simple story with dialogue</i> <i>Introduce</i> <i>Goal/ability</i> • Learners write a story of at least 100 words (2-4 paragraphs). • Once their first draft is written, they must give it to a partner to check. • The final, edited copy is handed in for formal assessment. The following assessment task to assess the story.															
	Criteria <table border="1"> <tr> <td>Story has a clear beginning, middle and ending.</td> <td>5</td> </tr> <tr> <td>Fast pace is maintained throughout story.</td> <td>5</td> </tr> <tr> <td>Effective use has been made of dialogue.</td> <td>5</td> </tr> <tr> <td>Described emotions have been used correctly.</td> <td>5</td> </tr> <tr> <td>Events occur in a logical sequence.</td> <td>5</td> </tr> <tr> <td>Language used to create an impact on the reader.</td> <td>5</td> </tr> </table>	Story has a clear beginning, middle and ending.	5	Fast pace is maintained throughout story.	5	Effective use has been made of dialogue.	5	Described emotions have been used correctly.	5	Events occur in a logical sequence.	5	Language used to create an impact on the reader.	5	<table border="1"> <tr> <td>Maximum marks</td> </tr> <tr> <td>Total mark of 30</td> </tr> </table>	Maximum marks	Total mark of 30
Story has a clear beginning, middle and ending.	5															
Fast pace is maintained throughout story.	5															
Effective use has been made of dialogue.	5															
Described emotions have been used correctly.	5															
Events occur in a logical sequence.	5															
Language used to create an impact on the reader.	5															
Maximum marks																
Total mark of 30																
	Total marks for Writing task (30)															
LANGUAGE STRUCTURES AND CONVENTIONS																
<i>Resource</i> <i>connects from page 18</i>	A. Direct speech <i>Write conversation</i> <i>Goal/ability</i> Read the sample script, discuss the answers to the questions to ensure learners' comprehension and explain direct speech. Write new examples on the board and then give the learners three sentences to correct.															
	Answers 1. "At that this is a magic rock!" exclaimed Amand. 2. "It's hot today," said Alioud. 3. "Do you want to take a walk to the end forest with us?" asked Amand.															
<i>Resource</i> <i>connects from page 18</i>	B. Reported speech <i>Write conversation</i> <i>Goal/ability</i> Explain how presents change when using reported speech.															

307-310 Answer Key Page 307

307

Mid-year Examination paper memorandum
Grade 5
Paper 1

Section 1: Oral Reading aloud, listening and speaking

As Reading aloud [30]

Give Julia's story a 5-minuted listening

The following rubric can be used for this reading activity.

Reading aloud rubric:

Name: _____ Date: _____

	5	4	3
Expression	The learner reads clearly and clearly looking at the words as they are read.	The learner reads clearly as though reading aloud in the class.	The learner reads like a robot. Not clear or strong the sound of the words.
Pace	The learner reads at a steady rate and not too fast and not too slow.	The learner read a little fast but at a steady pace.	The learner read too fast or at a very slow rate.
Accent	The learner read each word without stop and did not mispronounce.	The learner read most of the words independently, but a couple of foreign words not understood.	The learner read most words independently, but mispronounced a few.
Phrasing	The learner read phrases to complete the whole word correctly.	The learner read some phrases correctly.	The learner read each word with no awareness of phrasing.
Comprehension	The learner was able to answer all the questions.	The learner was able to answer most of the questions.	The learner was able to answer a few of the questions.

[15]

II: Listening and Speaking

Put learners into small groups to discuss the questions based on the listening text. Use the following rubric to assess each learner's contribution:

The following rubric can be used to assess participation and performance of learners.

Excellent	Good	Absent	Excellent
Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Strong participation participated in all activity 10-12 marks
Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Strong participation participated in all activity 10-12 marks
Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Did not participate at all 0-2 marks	Strong participation participated in all activity 10-12 marks

[15]

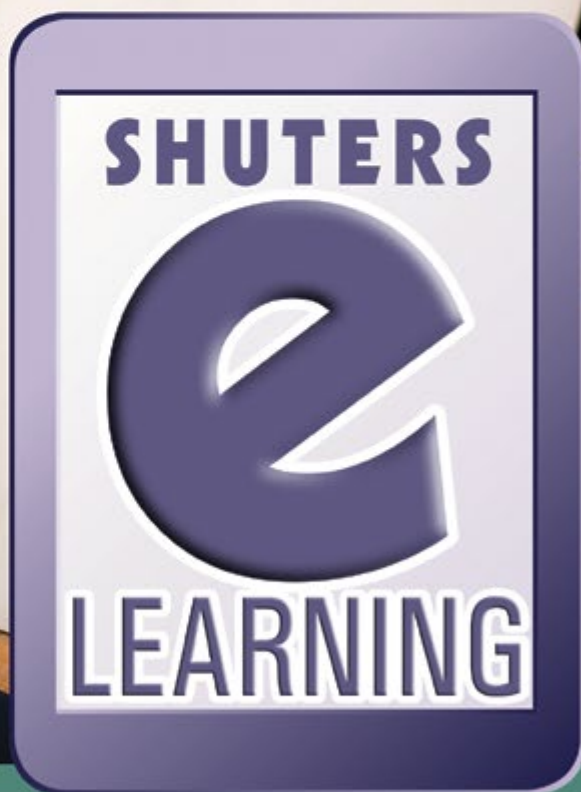
Total 30

Checklist for Best Textbook Selection

- Item 1** ☒ Fully CAPS compliant
- Item 2** ☒ Language at the correct level
- Item 3** ☒ Illustrations support the text
- Item 4** ☒ All components are clearly linked
- Item 5** ☒ Provides opportunities for expanded learning
- Item 6** ☒ Practical and user-friendly layout
- Item 7** ☒ Provides a carefully scaffolded learning experience
- Item 8** ☒ Fully representative of our diverse country
- Item 9** ☒ Provides plenty of opportunity for assessment
- Item 10** ☒ Appropriate examples throughout the book

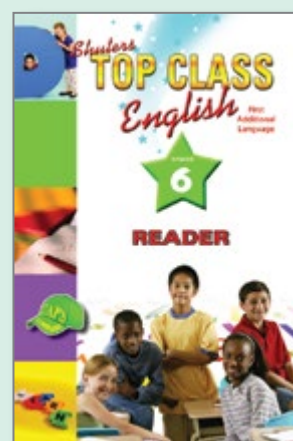
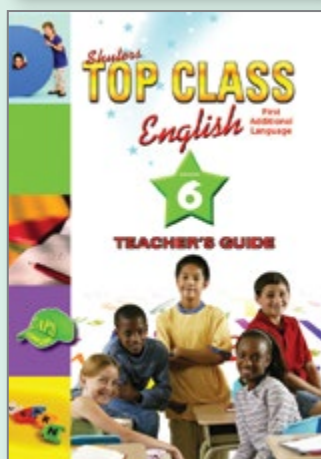
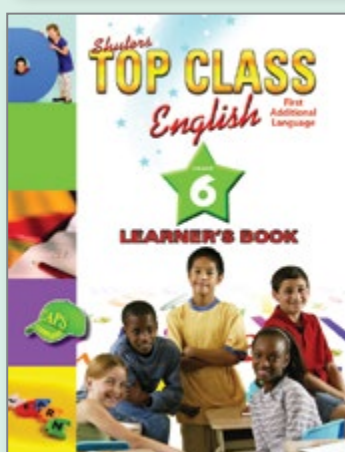
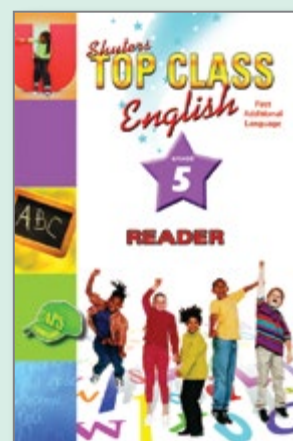
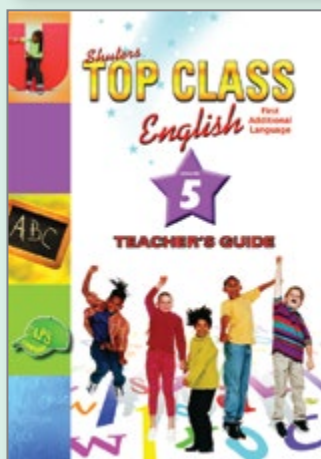
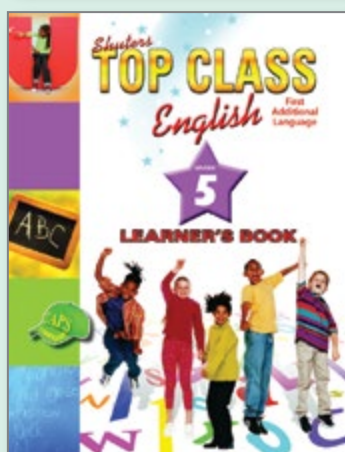
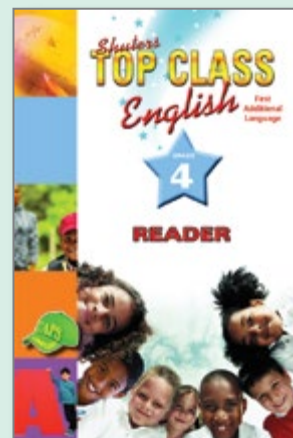
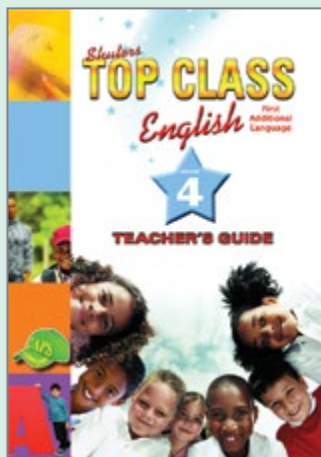
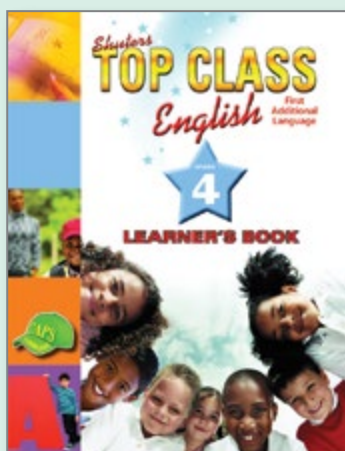


Most of our titles are also available
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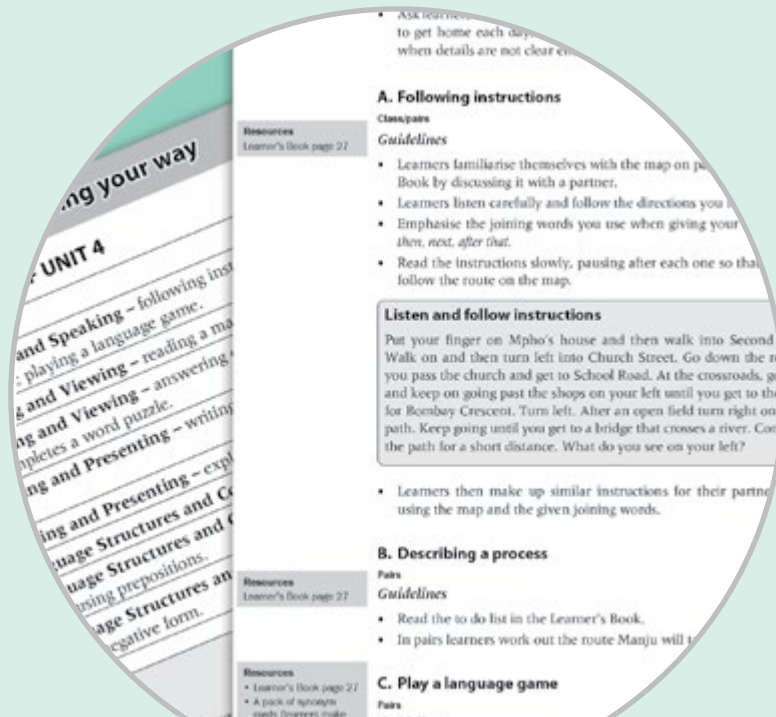
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GRADE 4	GRADE 5	GRADE 6
LEARNER'S BOOK 9780796049360	LEARNER'S BOOK 9780796049421	LEARNER'S BOOK 9780796049483
TEACHER'S GUIDE 9780796049377	TEACHER'S GUIDE 9780796049438	TEACHER'S GUIDE 9780796049490
READER 9780796049384	READER 9780796049445	READER 9780796049506

Shutters TOP CLASS

SHUTER'S TOP CLASS ENGLISH FAL provides a complete and comprehensive teaching and learning programme for First Additional Language Learners.



TEACHER'S GUIDE

- Practical Teaching Plans
- Step-by-step Guidelines and Answers for all Activities
- Formal Assessment Tasks
- Photocopiable resource material

READERS include:

- Stories
- Poems
- Plays
- Pictures and activities
- Information and other texts



LEARNER'S BOOK

- 'On-page' reinforcement texts
- Varied texts and activities
- Colourful artwork promotes visual literacy
- Extension material available to learner



GRADE 4		GRADE 5		GRADE 6	
Me and my family	Wild animals	Stories old and new	Disasters	Colours	Global warming is not cool!
I am special	Time to act!	The Olympic Games	Protecting our trees	Dogs	The wonder of flying
Friends	South Africa – our special country	Messages in time	The Big Five	A friend in need	Air
Fun	Saving planet Earth	Things we do for fun	Anansi the spider	Finding your way	The magic of drama
Fabulous food	Happy days	Rhyme and rhythm	The sea	Playing with poetry	Reach for the stars
We are the champions	Music	South African tales	On stage	Wonderful, powerful words	Endangered animals
What's the weather?		What's in a newspaper?	A new beginning	Trees	School
Beautiful birds		Wonderful water	Caring for our world	Hope and courage	Caring for the environment
The animal world			Super senses	Finding out	
I have a dream				Gandhi – a great soul	
Space travel					
Tell me a fable					



IBANGA 4	IBANGA 5	IBANGA 6
LEARNER'S BOOK 9780796054135	LEARNER'S BOOK 9780796054203	LEARNER'S BOOK 9780796054272
TEACHER'S GUIDE 9780796054180	TEACHER'S GUIDE 9780796054258	TEACHER'S GUIDE 9780796054326
READER 9780796054142	READER 9780796054210	READER 9780796054289

IsiZulu Soqobo

yizincwadi eziluchungechunge ezihlelelwe IsiZulu Ulimi lwaseKhaya. Zisukela ebangeni lokuqala kuya kwele-12. Lezi zincwadi zihlelwe zabhalwa kabusha ngokohlelo lokufunda lwe-CAPS. Esigabeni esiphakathi nendawo (iBanga lesi-4 kuya kwelesi-6) kukhona Incwadi Yomfundi, Incwadi Kathisha kanye nencwadi Yokufunda.

IBIZO **EDUZE** **BUQAMAMA**

IBIZO	EDUZE	BUQAMAMA
1. isithelo	lesi	leso
2. izitshalo	lezi	lezo
3. isaladi	le	leyo
4. imifino	le	leyo
5. amazambane	la	lawo
6. ujusi	lo	lowo

B.Ukufunda Nokubukela Ama-oral (5 amahla)

Indlela yokwenza umsebenzi

Ingxoxo ngaphambi kokufunda

- Hlalisa abafundi ngamaqembu.
 - Abafundi ababuke isihloko sendaba nezithombe bese beqagela ukuthi indaba ingase ixoxe ngani.
 - Abaxoxisane ngezinkomba ezibahlelela ekutheni indaba ingase ixoxe ngani.
 - Abaqagela umqondo wombhalo ukuthi angase abhale ngani.
 - Abasho izizathu ezenza baqagela kanjalo belandela isihloko nezithombe zendaba.

Ukufunda kukathisha kokukhombisa

INCWADI KATHISHA

INCWADI YOMFUNDI

izilwane abantu amanzi

(i) bazobulawa indlala nokoma.
(ii) zifuna utshani obuluhlaza.
(iii) ayencipha emfuleni.
(iv) buzosha bube mhlophe.

Izaga Bhala uqede lezi zaga ngamagama afanele owanikeziwe

Isibonelo: Hamba juba bayokucutha Hamba juba bayokucutha phambili.

(i) Akukho mfula	iyanele
(ii) Isina muva	ungenaliba
(iii) Kulele kunye ukuba kubili	ungahlokomi
(iv) Akukho mmango	liyabukwa
(v) Indlu yegagu	ngabe kuyavusana

Iziganiso

le misho ngezihlanganiso ozinikeziwe

tholampilo. Wabe usufile ukoma. (p) kangaka? (kanti)

Ngakhuluma

uthola izibusiso

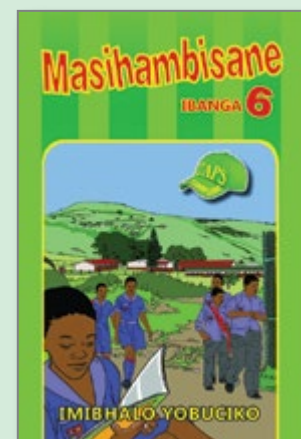
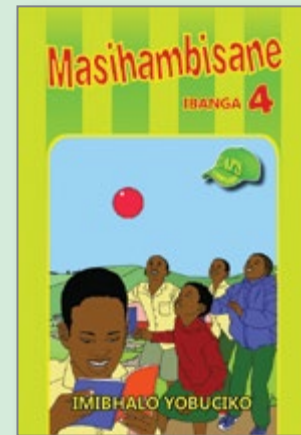
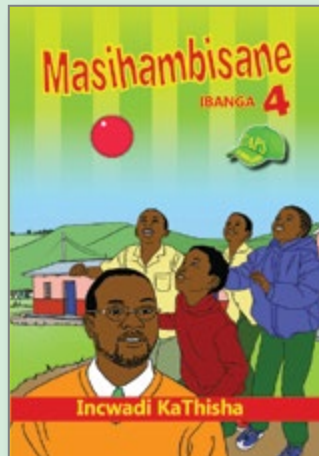
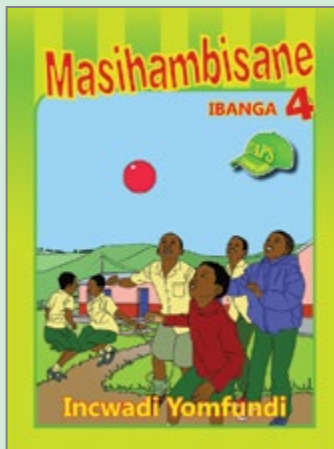


gaze wasindwa bandla umuntu omdala, asimphathiseni b...
uZinhle kubangani bakhe bephuma esikoleni.

ena uma uthanda, mina ngeke ngoba...
ikhwama sezincwadi, kusho uSindi

INCWADI YOKUFUNDA

IBANGA 4	IBANGA 5	IBANGA 6
Imindeni nezihlobo	Ezemindeni	Impilo Yomndeni
Ubunye	Ezokuvakasha	Izinganekwane
Izindaba zasemandulo	Ezisematheni	Isikhangiso
Ezempilo	Izindaba Zasemandulo	Ezempilo
Ezisematheni	Ubunye	Ubunye
Ezemvelo	Ukulandela Imiyalelo	Ukuphepha ezintweni
Ukuphilisana Nabanye Abantu	Ezemvelo	Ukuziphatha komuntu
Ubuntu	Ukukhuthazwa kobuntu	Abantu nezemvelo
Imisebenzi Esiyenzayo	Ubuciko Namagugu EsiZulu	Ezemidlalo
Ezokuvakasha	Ubunye	Ezemidlalo
Amanzi	Ezamazibizini	Ezompothi
Ezasemandulo	Ezasemandulo	Ukuphilisana nabantu
Isimo Sezulu	Isimo sezulu	Ezentuthuko
Ezokuxhumana	Imidlalo	Ezenhlalakahle
Ukuphepha Emgwaqeni	Ezomphakathi	Imidlalo
Ezokuthuthukisa Umphakathi	Ukuphepha Emgwaqeni	Lapho sivela khona
Ezomnotho	Intando Yeningi Ezikoleni	Ukubuyekiswa kombhalo
Izinganekwane	Imisebenzi Esiyenzayo	Ubuciko nempilo yesintu



IBANGA 4	IBANGA 5	IBANGA 6
LEARNER'S BOOK 9780796053626	LEARNER'S BOOK 9780796053695	LEARNER'S BOOK 9780796053763
TEACHER'S GUIDE 9780796053671	TEACHER'S GUIDE 9780796053749	TEACHER'S GUIDE 9780796053817
READER 9780796053633	READER 9780796053701	READER 9780796053770

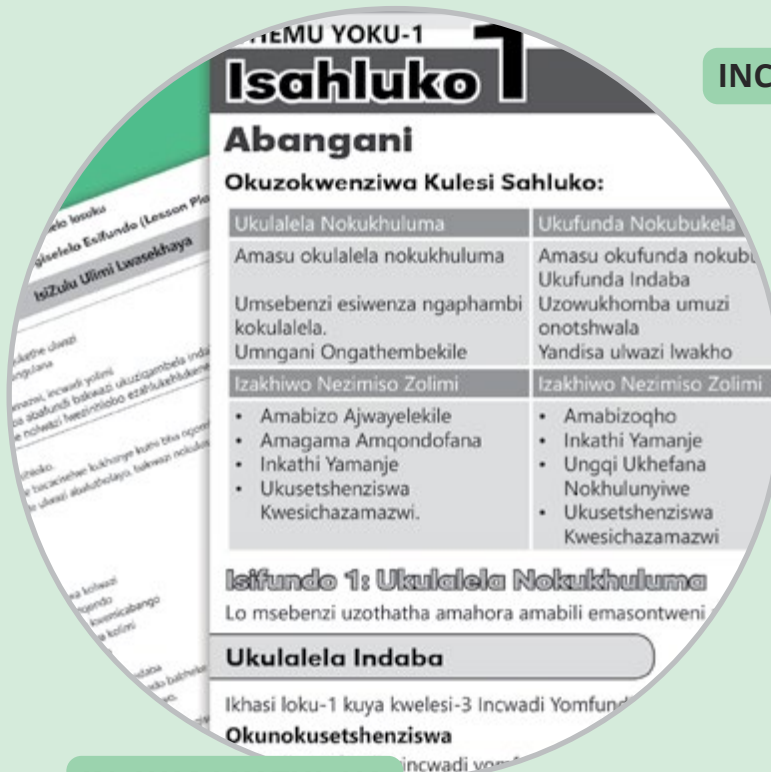
Masihambisane

Kukhona Incwadi Yokufunda equkethe izindaba ezimfishane, imibhalo yolwazi, amaphephandaba, izinkondlo, imidlalo, ubuciko bomlomo namanovelana; Incwadi Yomfundi nekaThisha. Uthisha ufakelwe:

- Imisebenzi yonyaka wonke nezimpendulo zakhona
- Amaphepha okuhlola kwaphakathi nonyaka kanye nokokuphela konyaka
- AmaRubhrikhi azowasebenzisa ukumaka amatheksthi



INCWADI YOMFUNDI



INCWADI KATHISHA



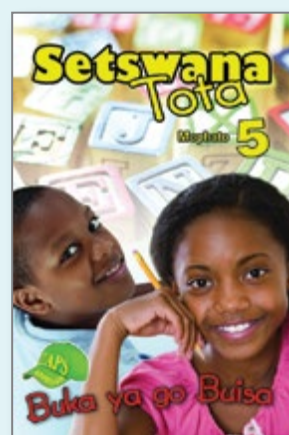
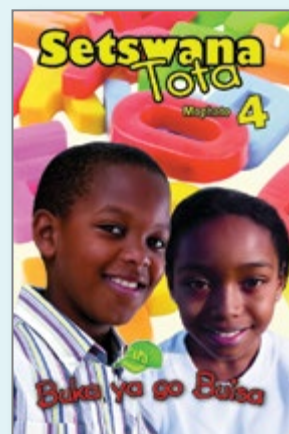
IMIBHALO YOKUBUCIKO

IBANGA 4	IBANGA 5	IBANGA 6
Esikoleni	Abangani	Usuku Lwami Lokuzalwa
Ikhaya	Siyapheka	Amaguga Akithi
Ukwethembeka	Amalungelo Ethu	Imisebenzi Esingayenza
Siyapheka	Izilwane	Ukuzinakekela
Intuthuko	Amakhono	Ezokungcebeleka
Ukudla	Amasiko	Ukudla Okunempilo
Izitshalo	Inkolo	Amaqhawwe Akithi
Zimnandi Ngokuphindwa	Imfuno	Izilwane
Ukuvikeleka Emphakathini	Izifo	Ezemidlalo
Ukuphathwa Kwemali	Ukuhweba	UHulumeni Wethu
Amakhosi Akithi	Ukuxhumana	Ulwandle
Ukhetho	Ezokuthutha	Ezokuphepha
Izithuthi	Isimo Sezulu	Ezemihlaba
Ezemidlalo	Izimbiwa	Imali
Uhwebo	Ezolimo	Izikhathi Zonyaka
Ubuchwepheshe	Ukuhlukumezana	Ukusakaza
Amanzi	Ukuzilolonga	Ukubambisana
Izihlahla	Ezokuvakasha	Ubuchwepheshe

■ SETSWANA

SETSWANA TOTA

CAPS MOPHATO 4•5•6



MOPHATO 4	MOPHATO 5	MOPHATO 6
LEARNER'S BOOK 9780796051059	LEARNER'S BOOK 9780796051127	LEARNER'S BOOK 9780796051196
TEACHER'S GUIDE 9780796051103	TEACHER'S GUIDE 9780796051172	TEACHER'S GUIDE 9780796051240
READER 9780796051066	READER 9780796051134	READER 9780796051202

BUKA YA BARUTWANA

E tlhalosa ka tsenelelo bokgoni mo kharikhulamong. Ditiro tse di filweng barutwana di ba thusa go tlhloganya le go nna le kitso e e tseneletseng ya go kwala dikgangkhutshwe, diathikele tsa makwalo-dikgang le go itirela bukatsatsi.



bosa a tlhwa ke go fetogafetoga ga tlelaemete. Koo re neng re tla...
a thata teng, pula e, e a kgala e fudugela kwa mafatsheng a mangwe.
o le rona mo Aforika Borwa re itemogelang pula fa go le mariga le merv...
la di na.

Tiro 2: Dipotso

tse di latelang ka molomo

ba tsa botlhokwa go tswa mo pegelong e o e...
antshong.

ba iwa tshedimosetso

BUKA YA GO BUISA

Barutwana ba tla itumelela go buisa maboko, dikgangkhutshwe, dinaane, diterama le dipadi.

ne ba itumela thata, ba opela, ba binabina fa fatshe...
o. Ba ne ba bona sentle gore ba tla ja, ba kgore, mmogo...
nalapa a bona. Banna ba, ba ne ba na le ntlonyana e ba neng...
baya mo go yona se ba se tshwereng kwa nageng.



le ka letsatsi le, ba ya kwa ntlong eo.
ba ya go baya nama ya bona go
fitlha ka moso gore ba tle ba e
arogane sentle.

KAEDI YA MORUTABANA

E naya morutabana tshedimosetso e e tseneletseng ka kharikhulamo le go mo kaela go dirisa buka ya morutabana le buka ya go buisa.

MOPHATO 4

Bomefutafuta
Botshelo jo bo itekanetseng
Le nna ke arabilwe
Go tsaya ditaelo
Itse go boka
Jaanong o tla itse
Mpolelele dilo o mpolelele
Ke sa ntse ke reeditse
Tswelelo ya go tsaya ditaelo
Tla ke go lome tsebe
Ke gopotse kae?
Ntlotle
Maemo a bosa
Mokaragana
Dikgang tsa lekwalo-dikgang
(kuranta)
O mang?
Re ya marekelong
A ke nnete

MOPHATO 5

A re itapoloseng
Ntshale morago
Podi ya tsela
Nthute ngwao
Re ipela jang
Go sala ditaelo morago
A ke wena tota?
Boikgantsho jwa rona
Ntlhabele dinaane
Ke lebile kae?
A re yeng marekelong
Ga di bonwe bonolo
Bo tla sa jang
Metshameko
Re eta ka dikakanyo
Tlhokwa la tsela
Tshedimosetso
Le kae ka koo?

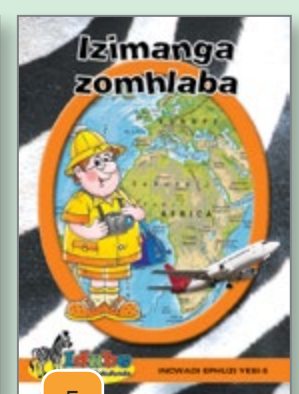
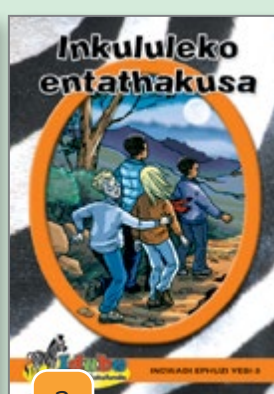
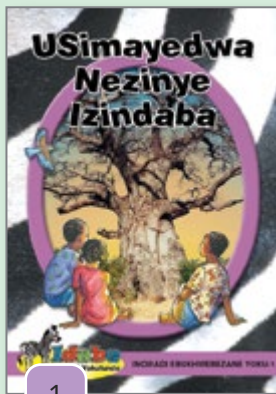
MOPHATO 6

Bomefutafuta
A o a dumela kgotsa nyaa?
Le ka go metsa
Ditumelo le setso
Monwana le lenala
Go sala ditaelo morago
Ke yo ke leng ene
Metlheng ya ga Bila!
Ke tla nna nao ka metlha
Nkitseng
Tla re buisane
Ntlotlele tsa maloba
O re bone re go bone
Mokaragana
O Mang?
Loeto lwa pene
Ikgakolole
A re ipeleng

ISIZULU

IDUBE IZINCWADI ZOKUFUNDA

CAPS READING SERIES IBANGA 4•5•6



G4 B1	9780796044600	G5 B1	9780796044440	G6 B1	9780796044198
G4 B2	9780796044617	G5 B2	9780796044563	G6 B2	9780796044204
G4 B3	9780796044624	G5 B3	9780796044570	G6 B3	9780796044396
G4 B4	9780796044631	G5 B4	9780796044587	G6 B4	9780796044402
G4 B5	9780796044648	G5 B5	9780796044594	G6 B5	9780796044433

...ezabalazela ukuphuma em...
...ulwembe impisi nomntanayo uMahlafuna...
...benza kahle kakhulu emishishilizweni yabo.
Babesendaweni yesithathu.



Ekugcineni uJuju wamthola uHalala. Okwamang...
...hi wayehleli noJomo. "Hhayi bo, akufan...
...abe ulinde uBaba eduze kw...

IBANGA 4

...ezwe uBantu...
...eni eliseduze nolwandle iTheku...
...eGoli eliseGauteng. Ubizwa nge-N3.



Ungasibabanga isizathu esenza kubanikeke u...
kubehomngwago omuhle phakathi
kweTheku neGoli?

Itheke laseThekwini lingesishiyagalolunye ubukhulu
uma liqhathaniswa namanye umhlaba wonke. Liyitheku
lempahla eliphithizela kunawo wonke e-Afrika futhi
liyisikhumulo samakhonteyna. Abavakashi abachitha
amaholide emikhunjini emikhulukazi nasezikebheni
bavamile ukuchitha isikhathi sabo eThekwini.



Ichweba laseThekwini



Kukhona okwakumkhathaza u-Ayize, lapho
esephindela ekhaya ngaleyo ntambama. Wayethole
ithuba lokusho isifiso sakhe, kodwa akazange. Ngani?
Wayelokhu ezibuza. Ngabe wayeyisilima ngempela
ngoba uThabisa wayesho?

ezwa ukuduma kwamagagasi kude buduze...
ehamba khona. Yilapho uMnumz...
ona namhlanje.

IBANGA 5



Imbongi esencane yaseNingizimu Afrika uZolani Mkiva,
imbongi yase-Afrika, uvule umcimbi ngomnyakazo
oyisimangaliso. Kube sekugcwala eshashalazini abasini
engoma abayi-1 500 bezimo, ubungako neminyaka
ehlukene obekungathi banamadlingozi.

iculi odumile we-R&B u-R Kelly ucule iculo le...
i-"Sign of Victory" ephlekezelwa yi-S...

...ka emanzini. I...
...ele ushwibele emuva udobo lwak...
...ele phambili ngokushesha, kanje. Lapho le...
...zi, lungiselela ukuba ulushwibele emuva futhi."
...umi wayesho emkhombisa uMandla.

"Kulungile, ngizozama." UMandla wafola nabanye
osebeni lwesiziba, ephosa abuye awusonge ulayini wakhe.



IBANGA 6

Izithombe ezibazi



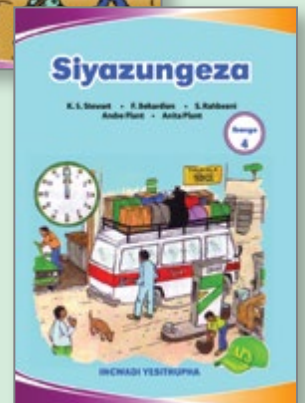
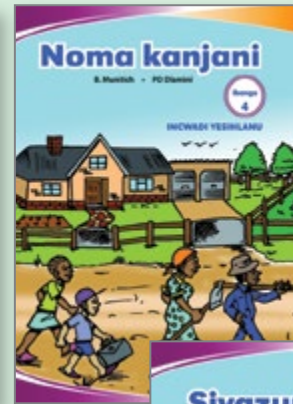
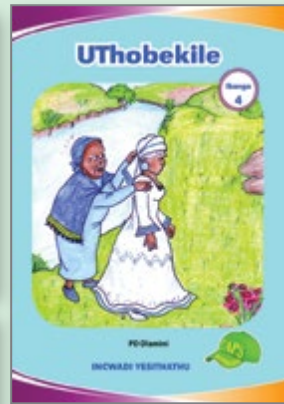
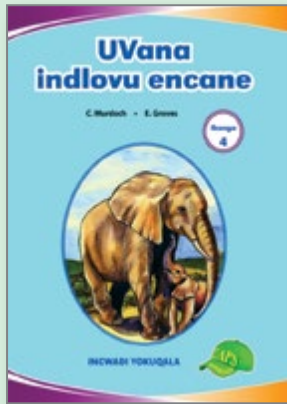
I-Statue of Liberty...
esiqhingini esibizwa nge...
Island ekungeneni kwezibuk...
lolwandle i-New York Harbour.
Lesi sithombe sesithixokazi
samaRoma senkululeko esiphethe
ithoshi nento yokulobela saziwa
kakhulu kangangoba size
sisetshenziswe njengophawu
lwezwe laseMelika lonke futhi
njengophawu lwenkululeko
nentando yeningi umhlaba
wonke. Abavakashi bayakwazi
ukungena phakathi kwesithombe
bakhuphuke ngezitebhisi
bayofika emqhelani waso.

Esinye isithombe
esidume cishe ukulingana
nesingenhla yi-Christ
the Redeemer esimi
siqongweni sentaba
covado ebhekene
hakazi i-Rio de
le-South



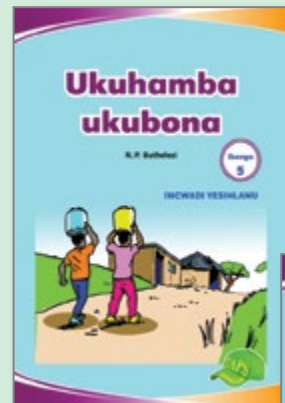
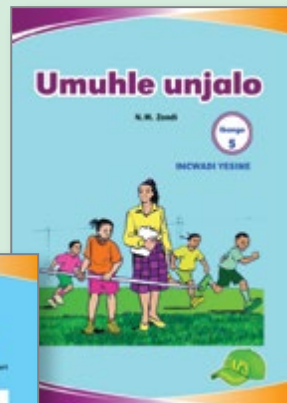
ISIZULU

IMVUBELO IZINCWADI ZOKUFUNDA CAPS READING SERIES IBANGA 4•5•6



IBANGA 4

IBANGA 5



UVana indlovu encane	9781775711216	Ujana ubhejane omncane	9781775711278
UKeke iqhawekazi	9781775711223	Imikhuba yezilokazane	9781775711285
UTHobekile	9781775711230	Izindaba zaseMzansi	9781775711292
Ugogo, umama nezimbiza--	9781775711247	Umuhle unjalo	9781775711308
Noma kanjani	9781775711254	Ukuhamba ukubona	9781775711315
Siyazungeza	9781775711261	Ngaxoxelwa ngugogo	9781775711322



IBANGA 4



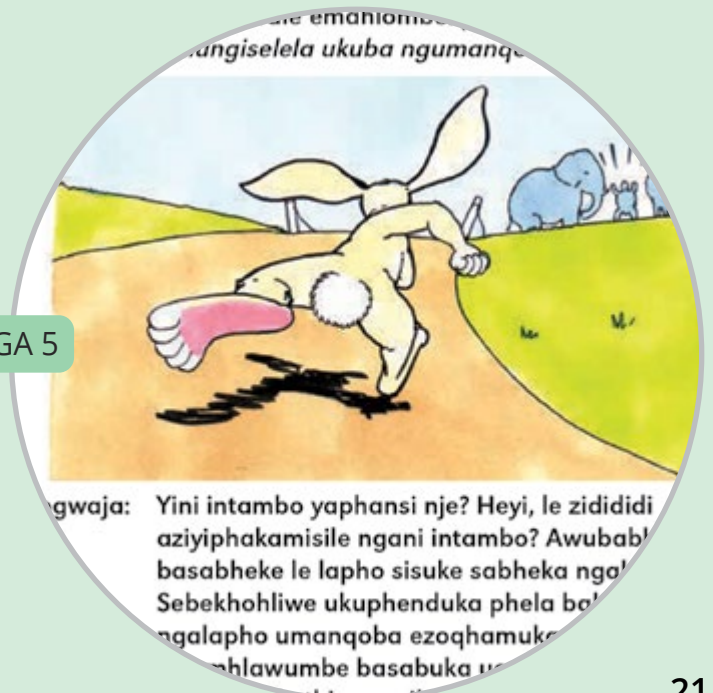
IBANGA 4



IBANGA 5

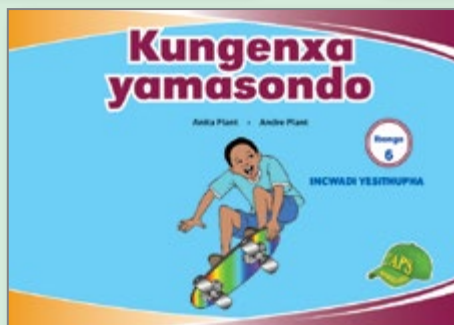
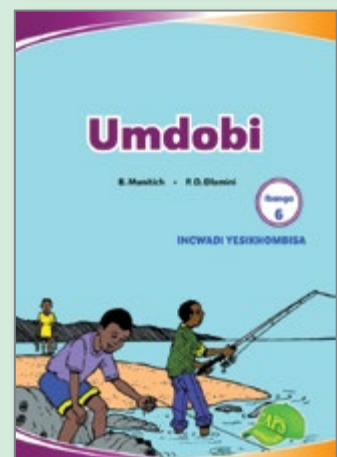
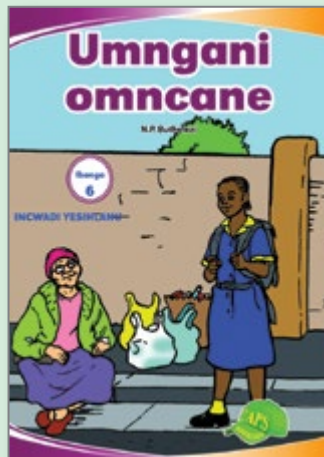
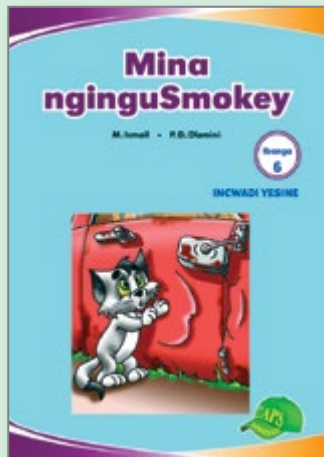
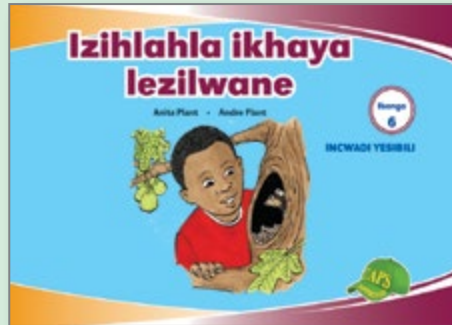
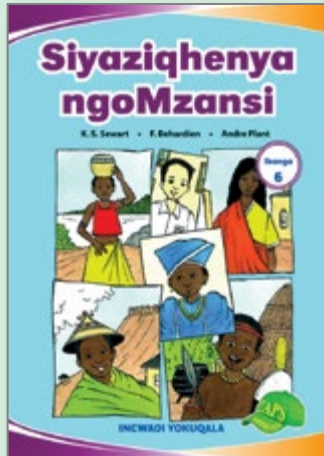


IBANGA 5



IMVUBELO IZINCWADI ZOKUFUNDA

CAPS READING SERIES IBANGA 4•5•6



IBANGA 6

Siyaziqhenya ngoMzansi	9781775711339
Izihlahla ikhaya lezilwane	9781775711346
UMthokozisi epulazini	9781775711353
Mina nginguSmokey	9781775711360
Umngani omncane	9781775711377
Kungenxa yamasondo	9781775711384
Umdobi	9781775711391
Sabelana ngezindaba	9781775711407



ni ubona engaswabuluki.
Wamthatha baya esitokofeleni.

Ngabo lo
uThabani wabu
nomalume uDelani e
Laphaya egalaji abash
babegeza izimoto ze
Babematasatasa bon
bengaboni ukuthi umalume
uDelani umile uyababul
Bathi sebegcwal
uphethiloli, bambo
'Liphi elakho iteki
Bamb

'Lephukile,' kuphend
umalume uDe
'anginayo imali
yoku

nie ukuba ubuyilunga le
li vethu vesit



UBafane
Akakuzwan
Wagxumela p
eceleni kwalo u
UZanele wayese
nilindele noma n
UBafana wathul
Kunento eyayiny
Wasondela wak
yemikhothane
Yayilandelw
ngemilen



ngithi niyafunda nje, nenziwa yini ningafundi iz
e phezulu ukuthi uhla luphethe mpahlani? Ninc
nde nina? Angikholwa ukuthi ningathi ni
nuyihlo nicabange ukuganga. Bese ngi
asebengiqedile ngokungintshont
ha." Sasuka lapho sesinam
Siawili wayevit



Uqinis
Sengiyakh
sengicabang
Kuchaza uKats
Wehla-ke uKatsh
'Ngiyajabula ukuz
Kusho uBhova ezw
uyakhululeka emoy
ubuqhuba kanjani
UKatshana waml
ngamadoda and
nothando amh
nokudla. 'Ab
banomus
ubon



ekhaya unina elindele ukuthi uMbali uzonikez
o lwakhe kodwa phinde. Wayesejahe
zakhe ngoba wawumningi umseb
ada kwayima ebuya ezoxoxa
ubhla kwaga



ekhaya. Basebenzisa
ukukhipha amasondo
indalo ngokuthi sisebenzise
ani.
ekisi wena.'
u abafana.
isayo lapho?'
isa indalo, uyakuzwa lokho
saqhubeka nokuhleka.
semncane mshana,'
eka.
iThulani
gakha inqola.'

SISWATI

LULWIMI LWASEKHAYA

CAPS READING SERIES LIBANGA 4•5•6



1



2



3



4



5

LIBANGA 4

LIBANGA 5



1



2



3



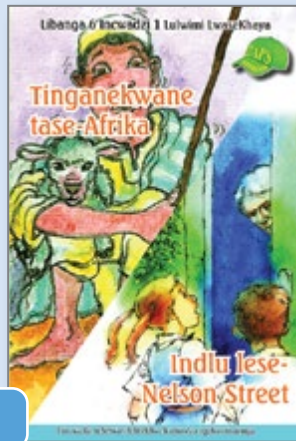
4



5

G4B1	9780796041371	G5B1	9780796041432	G6B1	9780796043344
G4B2	9780796041388	G5B2	9780796041456	G6B2	9780796043351
G4B3	9780796041395	G5B3	9780796041463	G6B3	9780796043368
G4B4	9780796041418	G5B4	9780796041470	G6B4	9780796043375
G4B5	9780796041425	G5B5	9780796043337	G6B5	9780796043382

LIBANGA 6



1



2



3



4



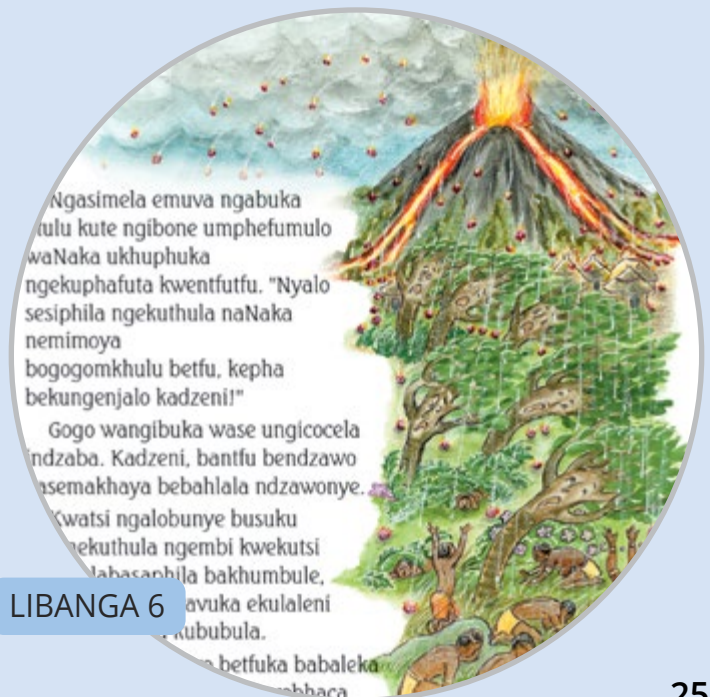
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LIBANGA 4



LIBANGA 5

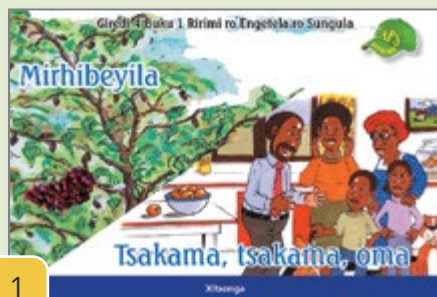


LIBANGA 6

XITSONGA

RIRIMI RO ENGETELA RO SUNGULA

CAPS READING SERIES GIREDI 4•5•6



1



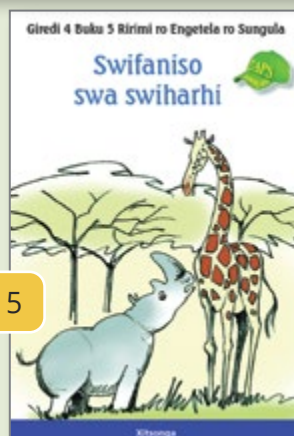
2



3



4



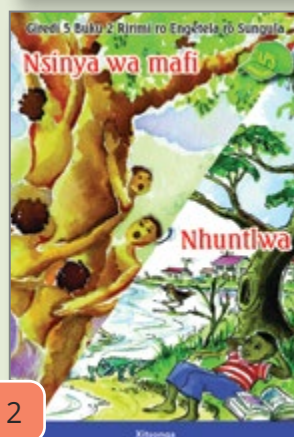
5

GIREDI 4

GIREDI 5



1



2



3



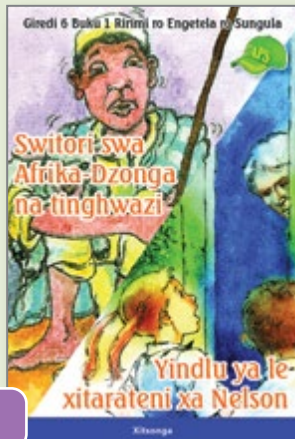
4



5

G4B1	9780796043399	G5B1	9780796046604	G6B1	9780796046659
G4B2	9780796043405	G5B2	9780796046611	G6B2	9780796046666
G4B3	9780796043412	G5B3	9780796046628	G6B3	9780796046673
G4B4	9780796043429	G5B4	9780796046635	G6B4	9780796046680
G4B5	9780796046598	G5B5	9780796046642	G6B5	9780796046697

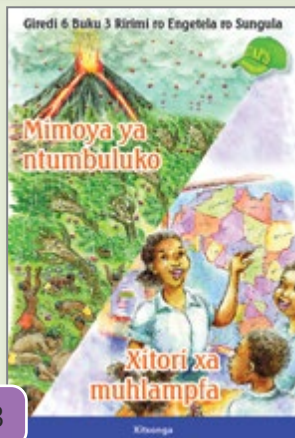
GIREDI 6



1



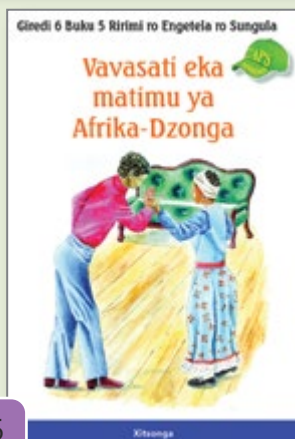
2



3



4



5



GIREDI 4



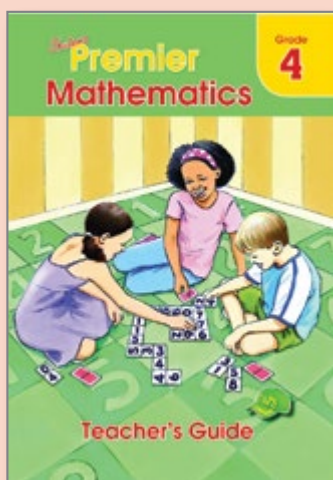
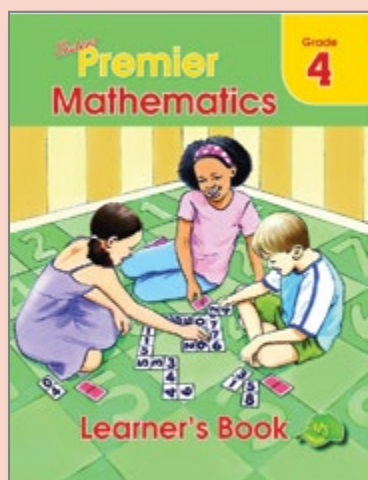
GIREDI 5



GIREDI 6

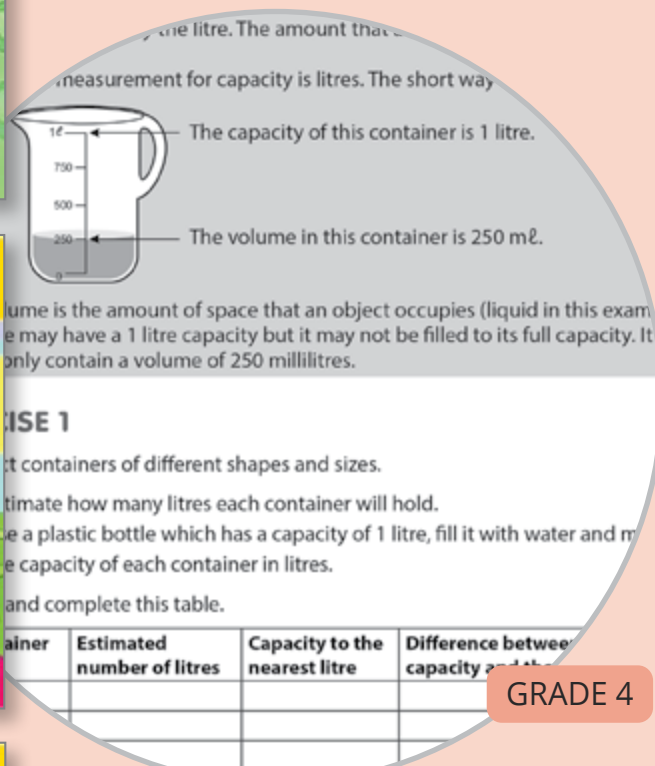
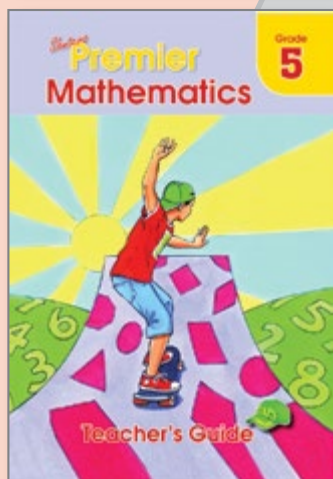
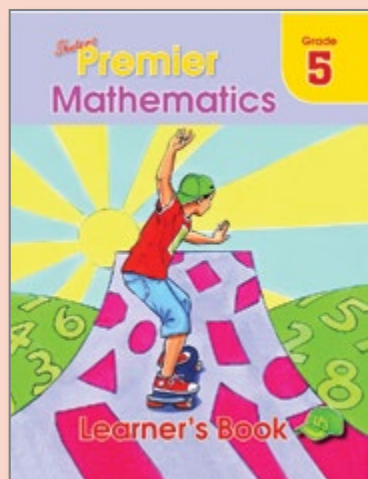
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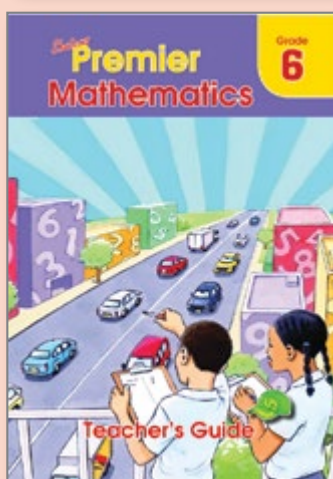
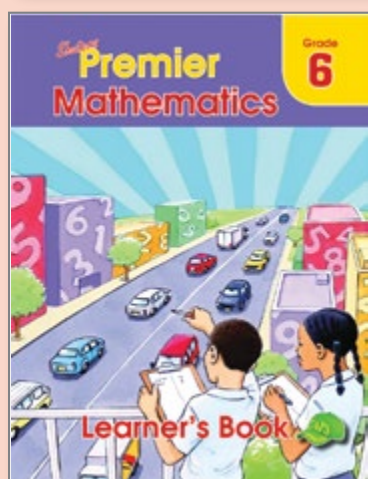


SHUTERS PREMIER MATHEMATICS

A carefully structured and well-paced learning experience for learners studying Mathematics in the Intermediate Phase.



GRADE 4



LEARNER'S BOOK

- Scaffolded presentation of content
- Clear explanations of new concepts and well-constructed examples
- Layout is accessible and easy to navigate
- Activities move from simple to complex and stimulate critical thinking

GRADE 4	GRADE 5	GRADE 6
LEARNER'S BOOK 9780796058904	LEARNER'S BOOK 9780796058928	LEARNER'S BOOK 9780796058942
TEACHER'S GUIDE 9780796058911	TEACHER'S GUIDE 9780796058935	TEACHER'S GUIDE 9780796058959

Shutters Premier

TEACHER'S GUIDE

- Step-by-step guidelines for all lessons
- All assessment tasks required by CAPS
- Photocopiable tests, exams, with memoranda
- Photocopiable, daily mental maths programme, also available on a CD

EACH TERM COVERS:

- NUMBERS, OPERATIONS & RELATIONSHIPS
- PATTERNS, FUNCTIONS & ALGEBRA
- MEASUREMENT
- DATA HANDLING
- SPACE & SHAPE

EXERCISE 4

Adding and subtracting common fractions with the same denominators

When adding or subtracting fractions with the same denominator, only the numerator changes. The denominator stays the same. In other words you do not add or subtract the denominators, only the numerators are added or subtracted.

For example:

$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$

$$\frac{1}{12} + \frac{3}{12} + \frac{1}{12} = \frac{5}{12}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$

$$\frac{7}{8} - \frac{3}{8} - \frac{1}{8} = \frac{3}{8}$$



the following fractions.



GRADE 5

GRADE 4

- Whole numbers
- Number sentences
- Addition and subtraction
- Numeric patterns
- Multiplication & Division
- Time
- Collecting, organising and analysing data
- Properties of 2-D shapes
- Common fractions
- Length
- Properties of 3-D objects
- Geometric patterns
- Symmetry
- Capacity and volume
- Counting, ordering, comparing, representing and place value of digits
- Viewing objects
- Transformations
- Mass
- Perimeter, area and volume
- Position and movement
- Probability

GRADE 5

- Whole numbers
- Counting, ordering, comparing and representing and place value of digits
- Number sentences
- Addition and subtraction
- Numeric patterns
- Multiplication and division
- Time
- Collecting, organising, representing, analysing, interpreting and reporting data
- 2-D shapes
- Capacity and volume
- Common fractions
- Length
- Properties of 3-D objects
- Geometric patterns
- Symmetry
- Mass
- Viewing objects
- Properties of 2-D shapes
- Transformations
- Temperature
- Properties of 3-D objects
- Perimeter, area and volume
- Position and movement
- Probability

GRADE 6

- Whole numbers
- Counting, ordering, comparing, representing and place value
- Number sentences
- Addition and subtraction
- Common fractions
- Time
- Properties of 2-D Shapes
- Collecting, organising, representing, analysing, interpreting and reporting data
- Numeric patterns
- Multiplication & division
- Properties of 3-D objects
- Geometric patterns
- Symmetry
- Decimal fractions
- Capacity & Volume
- Mass
- Viewing objects
- Transformations
- Temperature
- Percentages
- Length
- Perimeter, area and volume
- Brief history of weights and measures
- Location and directions
- Probability

Unit 3

Whole Numbers – Addition and Subtraction

NUMBERS, OPERATIONS AND RELATIONSHIPS

Overview

This unit focuses on teaching learners techniques for both context and context free situations. Learners are introduced to 'rounding off' to estimate a solution, addition and subtraction, and consolidation of the concept of adding and subtracting. The use of calculators is introduced for



MENTAL MATHS • 10 minutes daily

You may photocopy the applicable pages of this unit for questions or, write the questions on the chalkboard.

Guidelines for lessons

Exercise 1

- Learner's Book page 10.
- Explain the meaning of the words 'ascending' and 'descending' to learners; ascending from biggest to smallest, descending from smallest to biggest.
- Explain to learners what prime numbers are and which numbers can only be divided by 1 and themselves.

GRADE 6

Year examination

Question 9



- What unit of measurement is shown on the ruler?
 - What is the length of the teaspoon to the nearest cm?
 - What would the length of 5 teaspoons be?
- What are the divisions on this jug?
 - What volume of liquid is in the jug?
 - If this jug holds 2 litres, how much liquid could be added?
- What is the mass shown at A? _____ B? _____
 - What is the total mass of A and B? _____
- 5 kg 50 g = _____ g
 - 4 125 m = _____ km _____ m

GRADE 4

AFRIKAANS WISKUNDE KABV INTERMEDIÊRE FASE



SHUTERS TOPKLAS WISKUNDE

ontwikkel die leerder se wiskundige konsepte, vaardighede en kennis deur middel van probleemoplossing, sowel as analitiese en kreatiewe denke. Interaktiewe en individuele aktiwiteite help die leerders om die doelwitte van die KABV vir Wiskunde te bereik.



AKTIWITEIT 6
Begin met optel

1. Gebruik jou spreikaarte om die antwoord te vind. Hoeveel lekkers is daar altesaam?
2. Hierdie is 'n optel-sirkel.
3. Teken die sirkels en vul die ontbrekende getalle in. Die getalle in die middelste sirkel en die in die buite-sirkel moet saam optel tot 40.
4. Sorteer hierdie getalle en skryf dit dan van die grootste tot die kleinste.

Teken die sirkels en vul dan die getalle in die sirkels in. Gebruik 3 verskillende getalle op elke lyn om sodoen altesaam 100 te maak. Gebruik altyd die 20 in die middel.

GRAAD 4

LEERDERSBOEK

- Gebruik geskikte wiskundige taal
- Bevorder noodsaaklike wiskundige woordeskat terwyl konsepte, kennis en vaardighede ontwikkel word
- Moedig hersiening aktief aan, as 'n integrale deel van die leerproses.
- Bied leerders geleenthede om take, toetse en eksamens te voltooi

GRAAD 4	GRAAD 5	GRAAD 6
LEERDERSBOEK 9780796047281	LEERDERSBOEK 9780796047304	LEERDERSBOEK 9780796047328
ONDERWYERSGIDS 9780796047298	ONDERWYERSGIDS 9780796047311	ONDERWYERSGIDS 9780796047335

ONDERWYSGIDS

- Beklemtoon geskikte wiskundige taal om aktiewe leerderdeelname aan te moedig.
- Lesplanne bevat noodsaaklike wiskundige woordeskat sodat leerders se konsepte, kennis en vaardighede ontwikkel word.
- Riglyne en antwoorde vir al die aktiwiteite in die Leerdersboek word verskaf.
- Formele assesseringsidees, soos bepaal deur die KABV, is ingesluit.

Desimale bre

EIT 81

desimale breuke bekend

Die sakrekenaar vertoon gewone breuke in die vorm van desimale breuke.

Voorbeeld

Om dit beter te verstaan gebruik die sakrekenaar

- om $1 \div 10$ te verdeel.
- (a) Wat is die antwoord?
- (b) $\frac{1}{10} = 0.1$

Om op die sakrekenaar te kontroleer of 10 maal 0,1 ons 1 geheel gee, tik in:

0,1 + = = = = = = = = = = = =

Ons het die gelykaan teken 10 keer gedruk.
Ons by 1 uitgekom.
Ons weet nou dat $\frac{1}{10} \times 10 = 1$ en dat $0,1 \times 10 = 1$
dus is $\frac{1}{10} = 0,1$.

1. Teken en voltooi die tabel om verder te bewys hoe desimale breuke en gewone breuke saam kan werk. Nommer (a) is alreeds vir jou gedoen:

GRAAD 6

Feit

Tiendes:
Wanneer 'n geheel in tien gelyke dele verdeel word, is elke deel $\frac{1}{10}$ van die geheel.

**IN DIE
ONDERWYERSGIDS:**

- JAARPLAN
- UITGEBREIDE LESPLANNEN
- TAKE
- TOETSE EN EKSAMENS MET ANTWOORDE
- AANVULLENDE MATERIAAL

EENHEID 3.9 Datahantering

Projektrigtighe

Hierdie projek moet aan die einde van Eenheid 3.9 deur die leerders gedoen word.

Wat die onderwyser moet doen:

- Die projek is bedoel om 'n reeks vaardighede te assesseer. In hierdie projek om 'n opname te doen, data in te samel, data te organiseer deur telling en dit te orden, en die ingesamelde data te interpreteer en te analiseer. vermoë bemeester het om die data deur middel van 'n gepaste grafiek.
- Voordat ons met hierdie projek begin, is dit belangrik om te versek die ordening en rangskikking van data, piktogramme, staafgrafiek.
- U kan die leerders help om die beste moontlike benadering te met die leerders praat oor die gief praat oor die voordele verbonde data.
- U kan die leerders herinner aan die a dat hulle besef dat hierdie projek 'n uitbreiding herinner dat hulle al die afdelings wat hulle.
- U mag ook besluit om die leerders

ASSESSING:

U kan enige van die drie aktiwiteite of u kan elemente van die eenheid w

EENHEID 1.3 Heelgetalle: Optel en aft

AKTIVITEIT 6-12

- Telefoon
- Demonstratie getalfeite, getaltablet en sprekearte

Material benodig

- Getalshygië
- Getalstabelle
- Kinkrste voorwerpe
- Sprekkoorte (Petrovoplete hievoor is in die Onderwysersgidsboek.)

AKTIWITEIT 6

kan oplos.

Werk deur aktiwiteite 6 tot 12
Gedurende hierdie aktiwiteite, wat selfverduideliken, vordering en begrip te kan bevorder.

★ **Begin met optel**

Hoofrekene en Mondeling:

Aan die begin van hierdie aktiwiteit moet die leerwerk. Dit kan in Afdeling B van hierdie boek gevind

Elke Winkundeel moet met telaktiviteit begin-
nen: tel deur gebruik te maak van tellingsmerk-
wat u mag hê. Minste 300 te tel in 10e en 100e

GRAAD 4

GRAAD 4

- | | |
|---|---|
| <ul style="list-style-type: none"> • Heelgetalle: – Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (3- en 4-syfergetalle) – Vermenigvuldiging (2-syfer met 1-syfer; 1-syfer met 1-syfer; 2-syfer met 2-syfer) – Deling (3-syfer deur 1-syfer) – Optel en aftrek (3-syfergetalle; 4-syfergetalle) – Numeriese patrone – Tyd • Getalsinne • Datahantering | <ul style="list-style-type: none"> • Eienskappe van 2D- en 3D-vorms • Gewone breuke • Lengte • Geometriese patrone • Simmetrie • Kapasiteit/ Volume • Kyk na voorwerpe • Transformasies • Massa • Omtrek, oppervlakte en volume • Posisie en beweging • Waarskynlikheid |
|---|---|

GRAAD 5

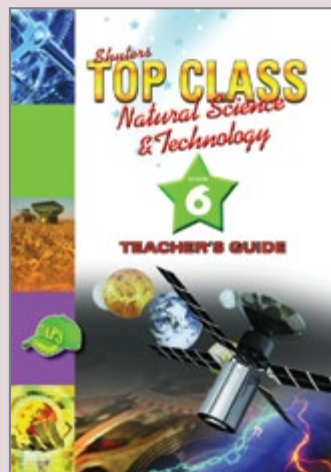
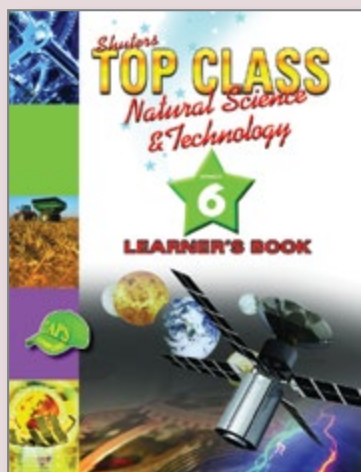
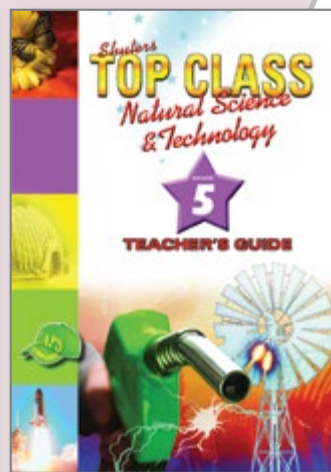
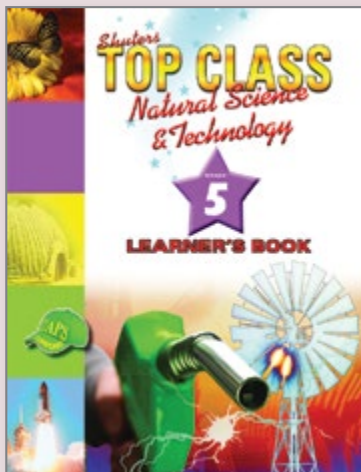
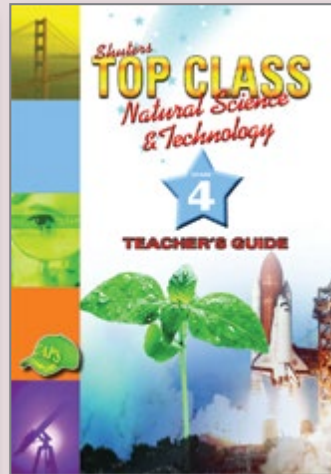
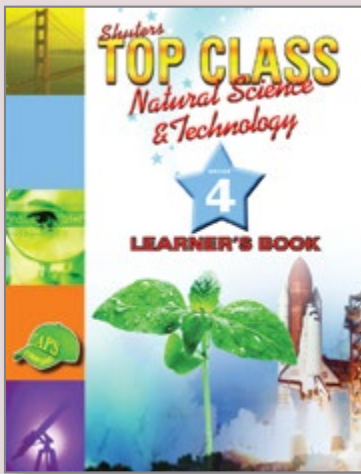
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|--|---|
| <ul style="list-style-type: none"> • Heelgetalle: – Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (4-, 6-syfergetalle) – Vermenigvuldiging (3-syfer met 2-syfer) – Deling (3-syfer deur 1-syfer; 3-syfer deur 2-syfer; 4-syfer deur 2-syfer) – Optel en aftrek (5-syfergetalle) – Numeriese patrone – Tyd • Getsinsinne • Kapasiteit en volume • Gewone breuke | <ul style="list-style-type: none"> • Lengte • Eienskappe van 2D- en 3D-voorwerpe • Geometriese patrone • Simmetrie • Massa • Transformasies • Temperatuur • Datahantering • Oppervlakte, omtrek en volume • Posisie en beweging • Getsinsinne • Waarskynlikheid |
|--|---|

GRAAD 6

- | | |
|--|---|
| <ul style="list-style-type: none"> • Heelgetalle: - Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (6-, 9-syfergetalle) - Optel en aftrek (5-, 6-syfergetalle) - Vermenigvuldiging (6-syfer met 2-syfer; 4-syfer met 3-syfer) - Deling (4-syfer deur 2-syfer) - Numeriese patrone - Tyd • Getalsinne • Gewone breuke • Eienskappe van 2D- en 3D-vorms en -voorwerpe | <ul style="list-style-type: none"> • Datahantering • Geometriese patrone • Simmetrie • Desimale breuke • Kapasiteit/ Volume • Massa • Kyk na voorwerpe • Transformasies • Temperatuur • Persentasies • Lengte • Oppervlakte, omtrek en volume • Geskiedenis van meting • Posisie en beweging • Waarskynlikheid |
|--|---|

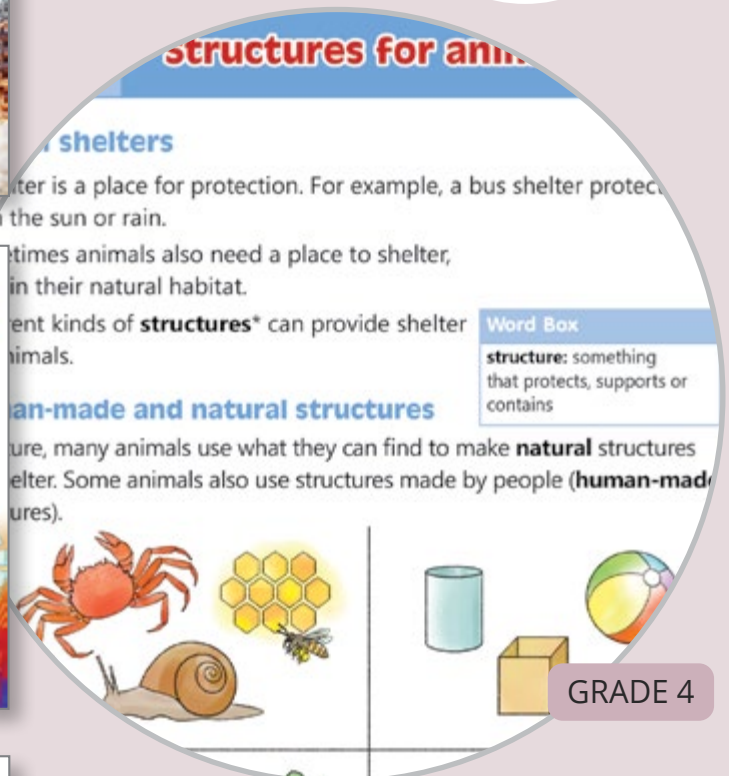
NATURAL SCIENCES & TECHNOLOGY

CAPS INTERMEDIATE PHASE



IN THE
TEACHER'S GUIDE:

- RESOURCES
- WORKSHEETS
- FORMAL ASSESSMENTS
- ANSWERS



LEARNER'S BOOK

- Written in clear and simple language
- Wide range of hands-on experiments and investigations
- Step-by-step guidelines
- Accurate, relevant illustrations
- Explains any new and difficult words where they are used

GRADE 4	GRADE 5	GRADE 6
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TEACHER'S GUIDE 9780796045560	TEACHER'S GUIDE 9780796045584	TEACHER'S GUIDE 9780796045607

TEACHER'S GUIDE

- Provides methodological guidance for every unit and activity
- Includes a user-friendly year plan
- Makes helpful cross-references to the Learner's Book
- Assessments and worksheets with answers
- Many pages of additional resources
- Easy-to-navigate page layout

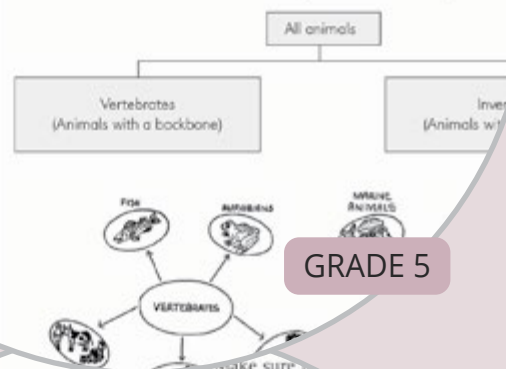
Vertebrates and invertebrates

This introduces learners to the broad categorisation of animals based on the presence or absence of a backbone.

Teacher's background information

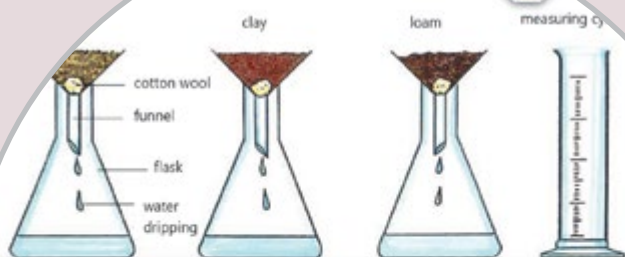
Scientists do not always agree about the groups for sorting animals. The following broad classification is agreed with.

These two groups can be further classified in several ways. This shows a broad classification that helps understanding.



GRADE 5

Do different soils hold?



Step 1 Line the three funnels with folded filter paper or plug them with the same small size of cotton wool. Measure the same amount of dry sandy, clayey and loamy soil. Put one soil type into each funnel. If the clayey soil has big, dry clods in it, break them up first. Rest each funnel on the neck of a jam bottle or glass flask.

You will need:

- sandy, clayey and loamy soil
- three jam bottles with narrow necks or glass flasks that are the same size
- three funnels
- three pieces of filter paper or plugs of cotton wool
- a measuring cylinder
- water

GRADE 5

MAJOR PRACTICAL TASK

Read the topic on page 71 of the Learner's Book. Working with a partner or in a small group, discuss the following things:

1. Write a question that shows exact understanding of the topic.

2. Write a question that shows exact understanding of the topic.

3. Write a question that shows exact understanding of the topic.

4. Write a question that shows exact understanding of the topic.

5. Write a question that shows exact understanding of the topic.

6. Write a question that shows exact understanding of the topic.

7. Write a question that shows exact understanding of the topic.

8. Write a question that shows exact understanding of the topic.

9. Write a question that shows exact understanding of the topic.

10. Write a question that shows exact understanding of the topic.

Resources

- Four large sheets of paper
- Felt-tipped pens

The Sun, Planets and Asteroids

Guidelines

- Learners are introduced to the presence of the Sun, planets and asteroids.
- They find out about the features of each.
- There is lots of information about the Sun, planets and asteroids in the Learner's Book. Read through it to ensure that they understand the information.

Worksheet 16.1 Use a mnemonic

Learners may enjoy making up their own mnemonic to remember the planets from the Sun. Allow time for this. Perhaps the class could vote for the best one.

Moons

Guidelines

- Encourage learners to share their knowledge of the Moon.
- If any learner has a model of the Moon, show it to the class.

GRADE 6

GRADE 4

- Living and non-living things
- Structure of plants and animals
- What plants need to grow
- Habitats of animals
- Structures for animal shelters
- Materials around us
- Solid materials
- Strengthening materials
- Strong frame structures

- Energy and energy transfer
- Energy around us
- Movement and energy in a system
- Energy and sound
- Planet Earth
- The Sun
- The Moon
- Rocket systems

GRADE 5

- Plants and animals on Earth
- Animal skeletons
- Skeletons as structures
- Food chains
- Life cycles
- Metals and non-metals
- Uses of metals
- Processing materials
- Processed materials
- Stored energy in fuels
- Energy and electricity

- Energy and movement
- Systems for moving things
- Planet Earth
- Surface of the Earth
- Sedimentary rocks
- Fossils

GRADE 6

- Photosynthesis
- Nutrients in food
- Nutrition
- Food processing
- Ecosystems and food webs
- Solids, liquids and gases
- Mixtures
- Solutions as special mixtures
- Dissolving
- Mixtures and water resources
- Processes to purify water

- Electric circuits
- Electrical conductors and insulators
- Systems to solve problems
- Mains electricity
- The Solar System
- Movements of the Earth and planets
- The movement of the Moon
- Systems for looking into space
- Systems to explore the Moon and Mars

RESOURCES FOR THE INTERMEDIATE PHASE

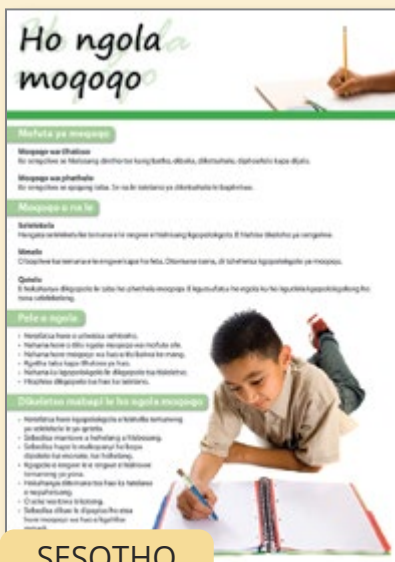
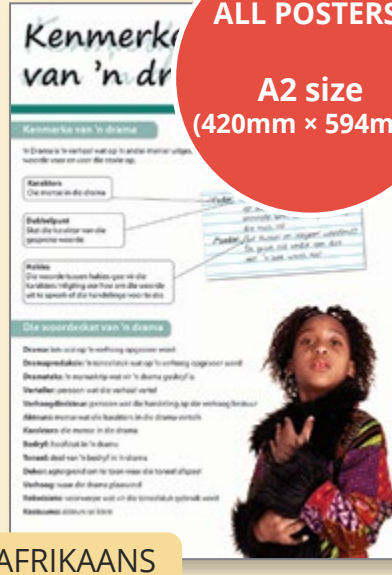
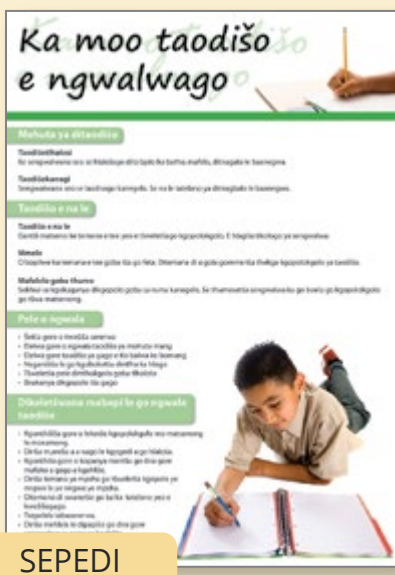
LANGUAGES – CONCEPT REINFORCEMENT CHARTS

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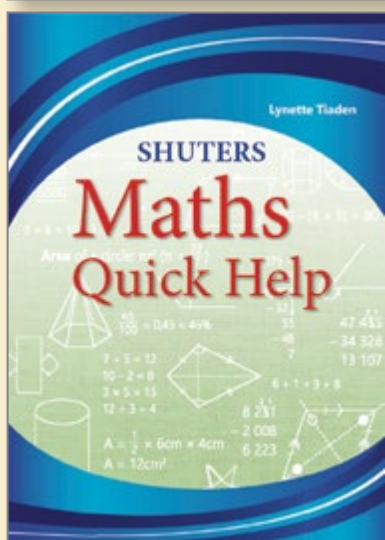
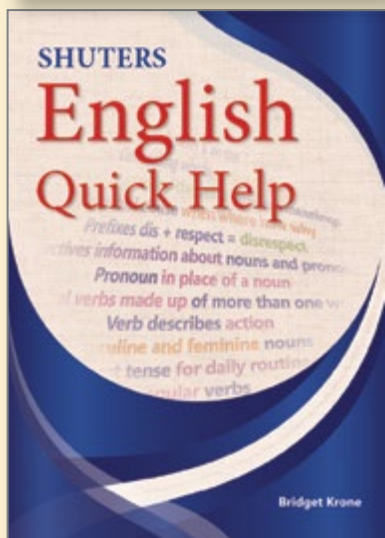
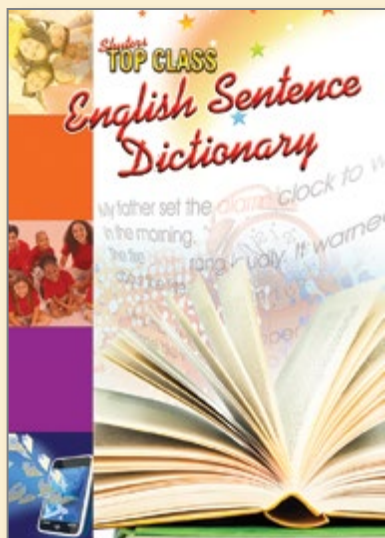
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LANGUAGES – CONCEPT REINFORCEMENT CHARTS



RESOURCES FOR THE INTERMEDIATE PHASE

ENGLISH and MATHEMATICS LTSMs



blanket on my bed.
It is very cold.

bleed If you cut your finger it will **bleed**.

bled My nose **bled** after I fell on my face.

blood (rhymes with mud) Thabane's finger is red with **blood**.
Thabane has cut his finger.

(rhymes with mud) and can

the most common prepositions that

3 to 7.
subtract 3 **from** 9.
Multiply 7 **with** 3.
Divide 10 **by** 2.
Five plus two is equal **to** seven.

Pronouns

Pronouns are words that take the place of nouns.

For example: **Jo** cooks **pies** for fun. **He** cooks **them** all the time.

There are different **mixed numbers to common fractions**.

can write mixed numbers as common fractions.
The answer is always an improper fraction.

Quick method to convert a mixed number to a common fraction

For example: $3\frac{2}{9}$

1. Multiply the denominator of the fraction with the whole number: $9 \times 3 = 27$.
2. Add the numerator of the fraction to your previous answer: $27 + 2 = 29$.
3. Write an improper fraction with your previous answer as the numerator. Keep the original denominator: $\frac{29}{9}$

$3\frac{2}{9} = \frac{29}{9}$

Equivalent fractions

fractions represent the same

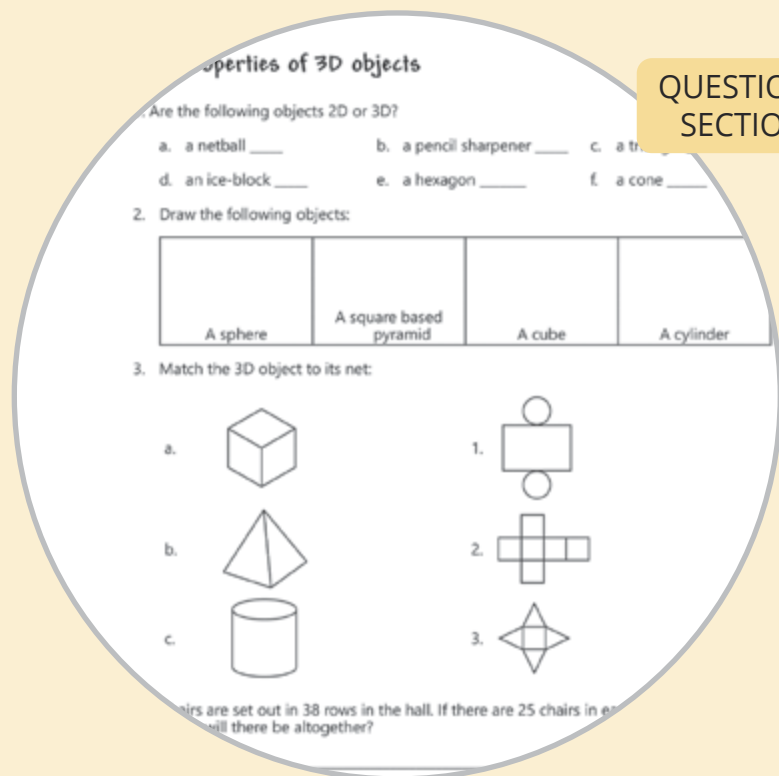
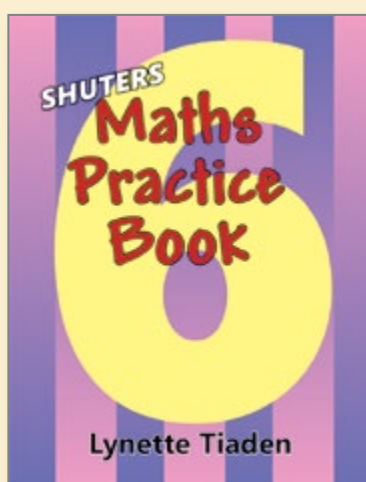
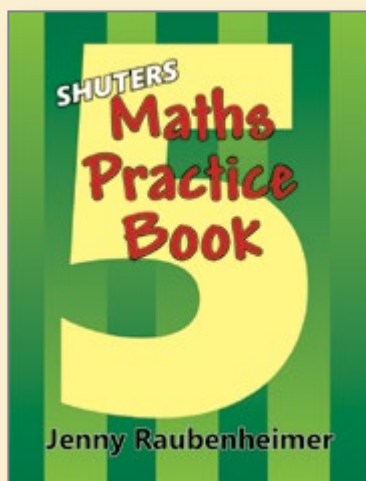
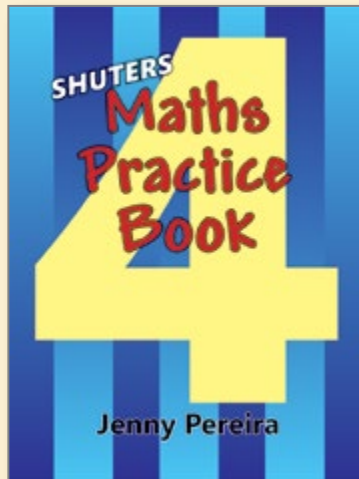
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RESOURCES FOR THE INTERMEDIATE PHASE

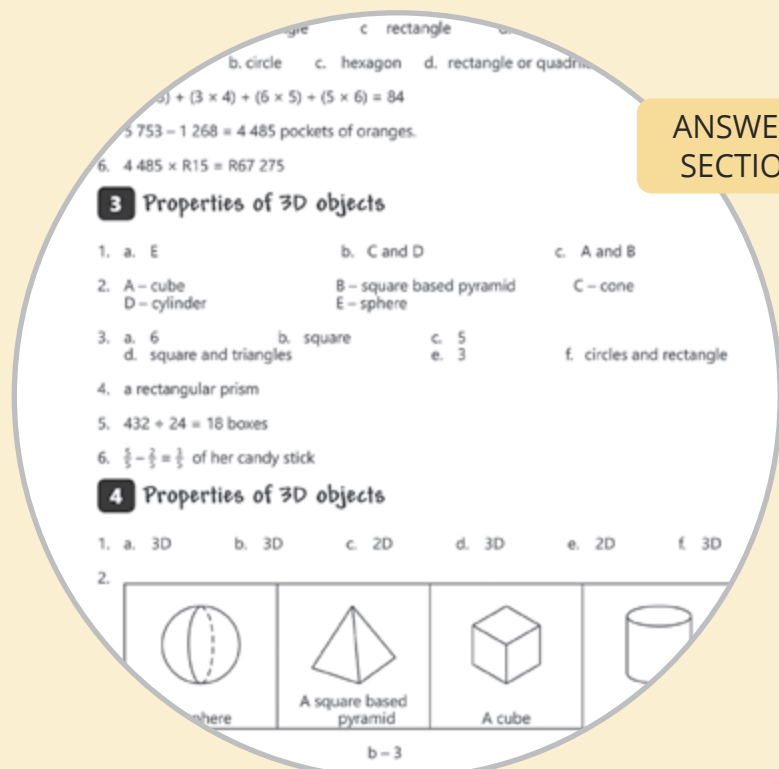
Purpose-written Practice Books for the Intermediate Phase in the subject area of **MATHEMATICS**.

20 Exercises per term.

MATHEMATICS



QUESTIONS
SECTION



ANSWERS
SECTION

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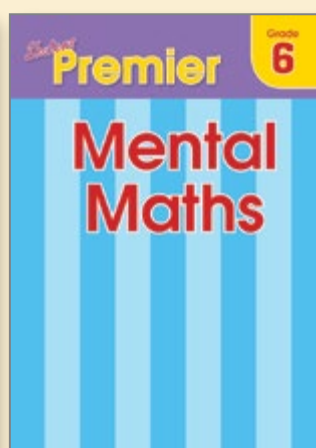
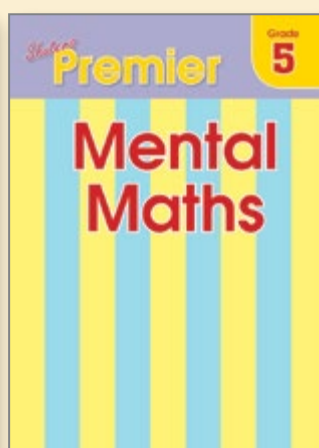
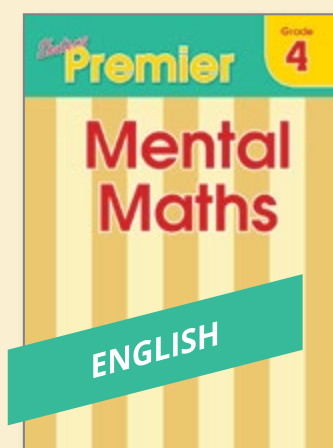
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RESOURCES FOR THE INTERMEDIATE PHASE

MATHEMATICS



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MENTAL MATHS

- 40 Exercises per grade
10 exercises per term: 1 per week.
- Increase the speed, focus and confidence of learners work.
- Each exercise is designed to take no more than 10 minutes.
- Answers provided.

Replace * with <, > or =

- $(3 + 4) \times 7 * (3 \times 7) + (4 \times 7)$
- $(3 + 4) \times 7 * 3 + (4 \times 7)$
- $5 \times 6 \times 0 * 6 \times 0 \times 5$
- $4 + 7 + 8 * 7 + 8 + 4$
- $450 \times 90 \times 50$
- $10 \times 3 \times 6 \times 30 \times 6$
- Three million and twelve * 3 000 120
- Two thousand + 8 000 * 28 000
- $80\,000 + 12\,000 * 62\,000$
- $10 \times 5\,067 * 3\,456\,278 \times 0$

Exercise 7

1. 7; 2. 124 787; 3. 48; 4. 269 645
5. 10 100; 10 099; 6. 18 789; 7. 62 000
9. 69 608; 10. 30 567; 29 567; 11. 80; 13. 109; 14. 67 548; 15. 10 830; 16. 9 900
17. 52; 18. 481 981; 19. 100; 20. 4 000 or 4 thousands

Exercise 8

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

Exercise 9

1. 8; 2. 93 487; 3. 48; 4. 95 445; 5. 10 345; 9 345; 6. 302 219; 7. 36 012; 8. 34 000
9. 92 703; 10. 84 821; 94 821; 11. 60; 12. 0
13. 127; 14. 13 678; 15. 4 696; 16. 3 231 87
17. 6; 18. 151 301; 19. 3 866; 20. 483; 48

Exercise 10

1. T; 2. T; 3. T; 4. T; 5. F; 6. F; 7. F

500 - 450 =

3. Voltooi die ry:
13; 20; 26; ____
4. $56 + 8 =$
- 23; 39; ____; 71; 87
Vul die ontbrekende getal in.
- Hoveel dae is daar in 'n skrikkeljaar?
- Riviek het om 5 nm. na 'n rolprent begin kyk en om 7:25 opgehou kyk. Hoe lank was die rolprent?
- Voltooi die tabel.

1	2	3	4	5	6	7	8	9	10
$\times 9$		27		45		63		81	

9. Gebruik die onderstaande tabel om Vrae 9-11 te beantwoord:

Oefening 24

1. 1 u. 20 min. 2. 7 3. Nee
6. 7 7. 144 8. 4 9. 240 10. vm.
12. Op / by die 6 13. 21 eiers 14. 79

Oefening 25

1. 07:00 2. 12 3. 3 4. 976; 978; 980; 982
7. 6 521 8. Vyf-en-twintig oor ses in die middag
10. 135; 139; 143 11. 200 minute 12. 30 13. = 14. 4 ure 15. 31

Oefening 26

1. 61 2. < 3. 0 4. 90 minute 5. Negeduisend, vyfhonderd vier-en-sestig 6. 20; 25; 30; 35; 40; 45
7. 66 8. 100 9. > 10. 2 11. 365 buiten skrikkeljaar 12. 51 13. 8 14. Tien voor 12 middernag 15. Nee

Oefening 27

1. 12; 15 2. 26 (meervoud van 4) 3. 70 4. 10; 6 5. 6 6. 8:20 vm. 7. 12 8. 3 9. Onwaar 10. 6 11. 30 min. 12. Tellingstabel 13. Gewilde vakansiebestemmings 14. Johannesburg 15. 11

Oefening 28

1. 25; 0 2. 40; 45 3. 44 4. 67 5. R1,00 6. 8; 12 7. 8 8. 7 sek. vinniger 9. Soma 10. 48 11. 23 12. Onwaar
13. 40 14. $120 - 80 = 40$ 15. 18

Oefening 29

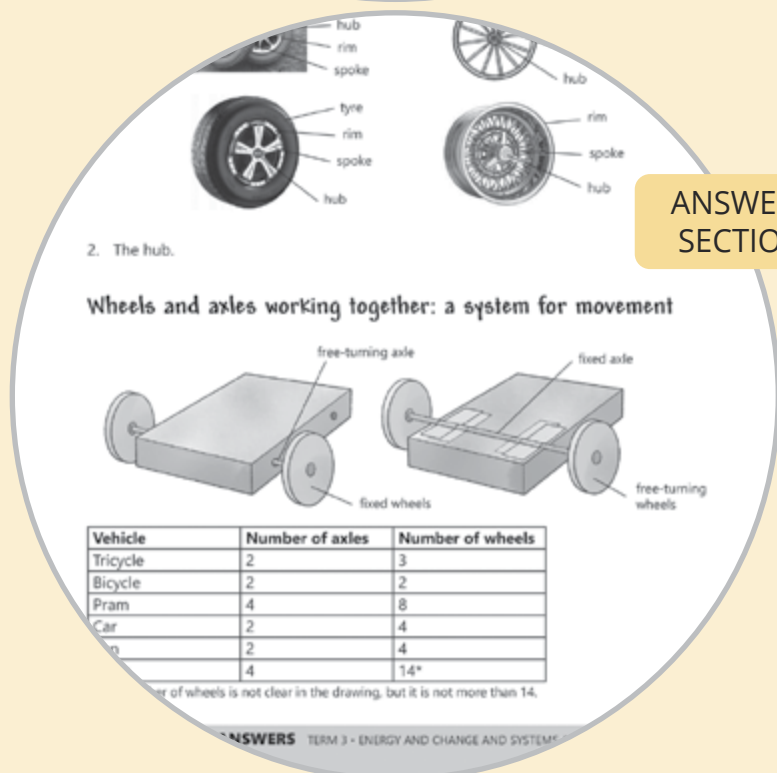
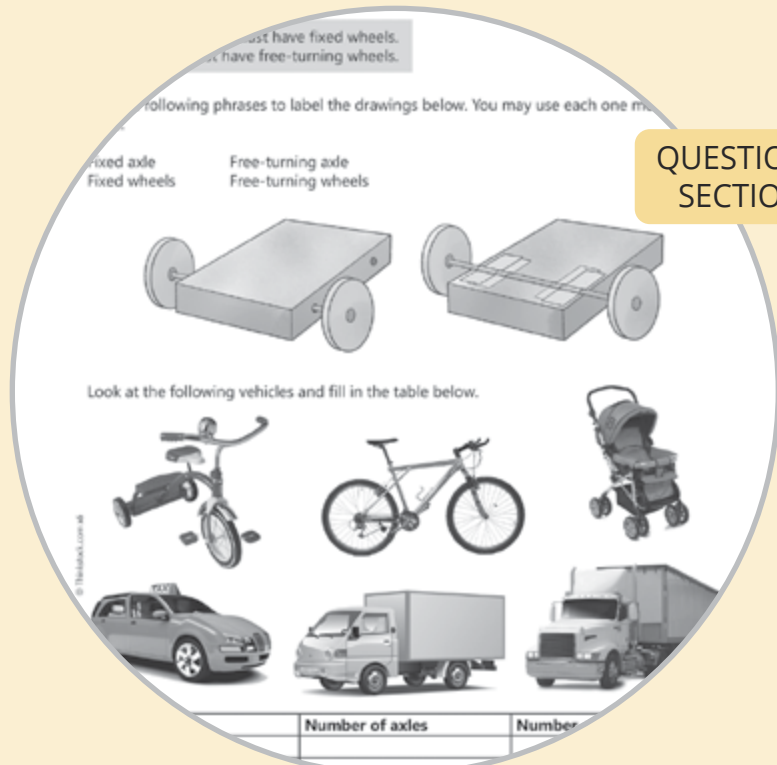
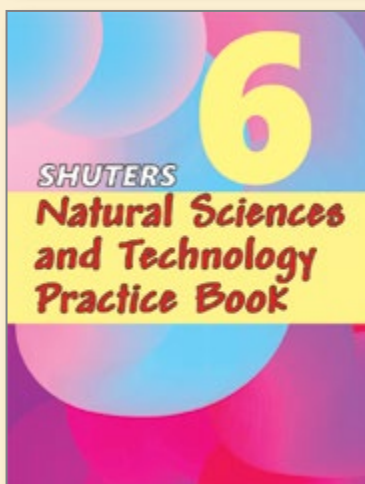
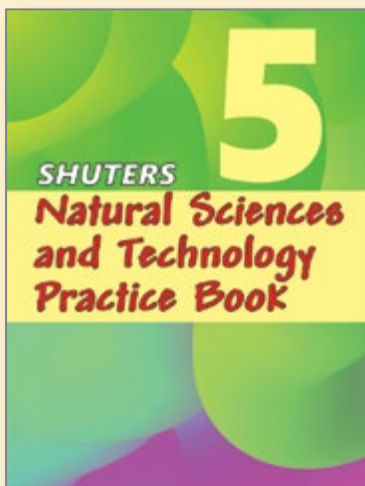
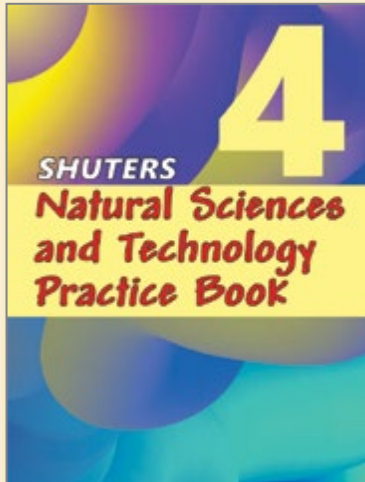
1. $30 + 10 = 40$; Werklik 45 2. 68 3. 60; 75
4. 19 (+2; +3; +4; +5) 5. 19; 23
- 6.

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RESOURCES FOR THE INTERMEDIATE PHASE

NATURAL SCIENCES & TECHNOLOGY

Fully illustrated, purpose-written Practice Books for the Intermediate Phase in the subject area of **NATURAL SCIENCES & TECHNOLOGY**. 20 Exercises per term.



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TOPIC 1 Internet and e-communications

What do you remember?

1. What does this symbol mean?
Choose the correct answer from the boxes.

☐ offline or ☐ online



2. Explain to a partner how to do the following using a smartphone or tablet:

a) Make a phone call.

b) Send a text message.



c) Make a video call.



3. State whether each statement is **true** or **false**. If false, give the correct answer.

a) The person who gets the message is called the sender.

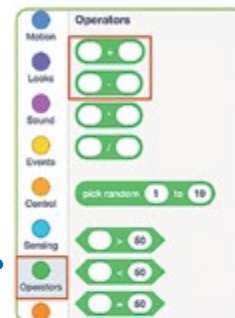
b) The person who answers the phone call is called the receiver.

2 Term 1 • Week 1

Important prior knowledge from the previous grade or term is activated at the start of each topic.

Where to find the + and - operator blocks

The operator blocks are green. You will find them under Operators in the block palette. There are four operator blocks (addition, subtraction, multiplication and division). You will learn about multiplication and division later.



The Operators in the Scratch block palette.

Read these instructions to find out how to use the addition operator block.

How to use the + operator

- Step 1** Create a number variable called age.
Step 2 Use the ask block to ask: "How old are you?"
Step 3 Set the age to the user's answer.
Step 4 Use the say block to say: "In a year from now you will be."
Step 5 Use the addition operator to set up the rest of the script.



Explanations and instructions with computer screenshots make it easy for learners to understand the principles of coding in Scratch.

How to boxes show learners step-by-step how to perform a new skill.

E. Insert illustrations

Illustrations (or pictures) make a document look better. They can help to explain difficult ideas. They can also make the text easier to understand.

To insert illustrations, you have to select the Insert ribbon. Then you can choose whether you want to insert shapes or pictures.

Shapes

Text editor apps have shapes that you can insert. You can change how they look, their size and much more.

How to create a drawing

Step 1 Click on the Shapes menu.



Step 2 Select the shape you want to insert.



Step 3 Draw the shape you have selected on your page. Move it to where you want it.



Pictures

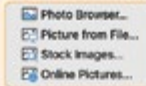
Text editor apps allow you to insert pictures from different places.

How to insert a picture

Step 1 Click on the Pictures menu.



Step 2 Select the place that you want to insert the picture from.



Step 3 Decide on the type of image.

- If you select Picture from File, you will insert a picture that has been saved on your computer. You will need to go to where the picture is saved and then select the picture.
- If you select Stock Images, you will insert a picture from the library of the text editor app. A library will open on your screen. Search for the picture you want and select the picture.



Activity 2.3 Insert illustrations

1. Open your text editor app. Save a new document with the name: YourName TIT2A3.
2. Insert two shapes into your document.
3. Insert two pictures into your document.
4. Save your work and close your text editor app.

For now, we will only focus on Pictures from File and Stock Images.



Topic: Application skills 15

Activities allow learners to apply and practise their new skills.

A robot helper gives hints and tips.

Easy definitions for the subject vocabulary appear in a keyword box on the same page.

Presentation applications

Keywords

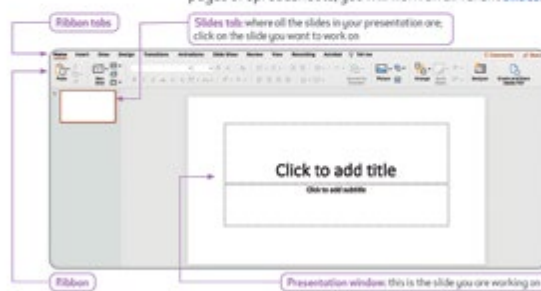
visual aid – things we can see that help us to understand a presentation better
presentation – giving information on a topic to a group of people
slide – a page in a presentation

When you present on oral, you can also show a poster to make your oral more interesting. A **visual aid**, like a poster, can also help the people listening to understand you better. To make a visual aid on a computer, you use a **presentation** app. Presentation apps like Microsoft® PowerPoint allow you to make presentations.



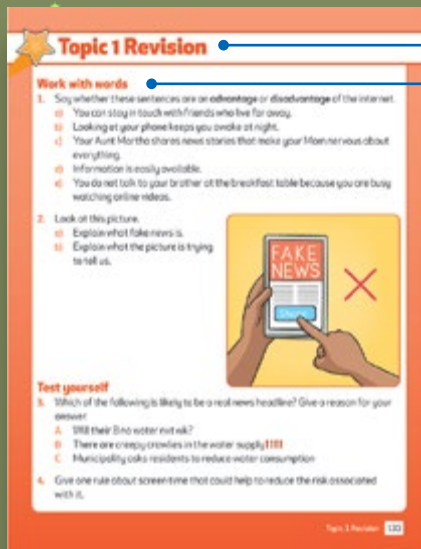
A presentation

When you open a presentation app, you will see a blank presentation. There are many things that look the same as text editor and spreadsheet apps. But, instead of different pages or spreadsheets, you will work on different **slides**.



The workspace of a presentation app

Subject vocabulary is shown in blue where it appears for the first time.



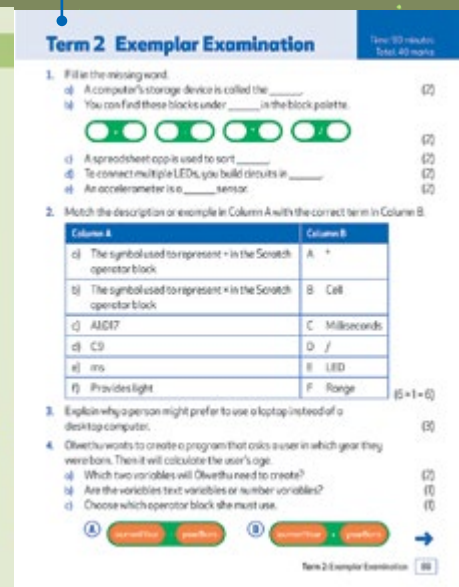
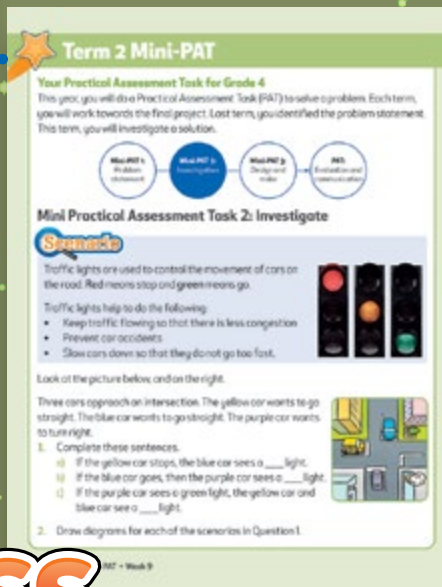
New concepts and skills are revised at the end of each topic.

The topic revision includes a section that addresses language across the curriculum.

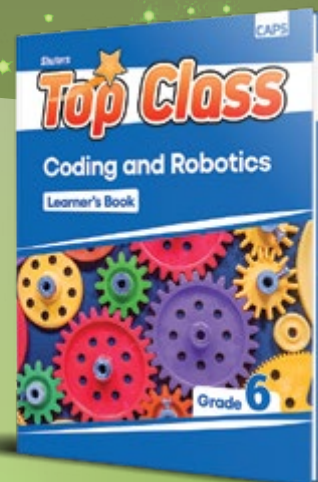
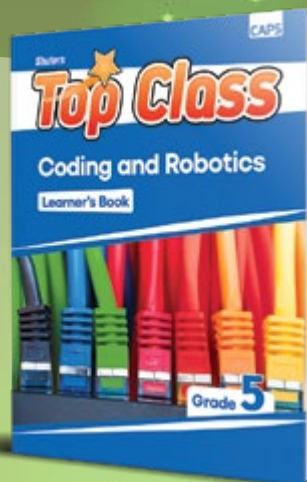
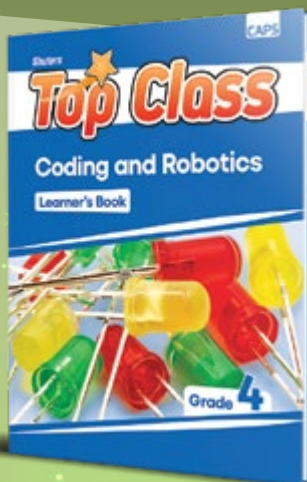
Formal Assessment Exemplars are provided at the end of each term.



The appropriate Practical Assessment Task for each term is provided.



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GRADE 5	9781779921956	9781779921963	CODING AND ROBOTICS LEARNER'S BOOK
GRADE 5	9781779921970	9781779921987	CODING AND ROBOTICS TEACHER'S GUIDE
GRADE 6	9781779921994	9781779922007	CODING AND ROBOTICS LEARNER'S BOOK
GRADE 6	9781779922014	9781779922021	CODING AND ROBOTICS TEACHER'S GUIDE

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Coding and Robotics Kit



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ISBN - 9781779921406

Discover the stimulating world of Coding and Robotics with this curriculum-compliant kit.

It is an excellent way to spark excitement in both learners and teachers who are introduced to the subject for the first time.

- The contents are easy to use for teacher demonstrations and learner activities.
- Technical specifications and visual representations for all components are included in the kit. This will enable teachers and learners to easily code and build their own robots!



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RESOURCES FOR THE INTERMEDIATE PHASE

ASSESSMENT & USING COGNITIVE LEVELS

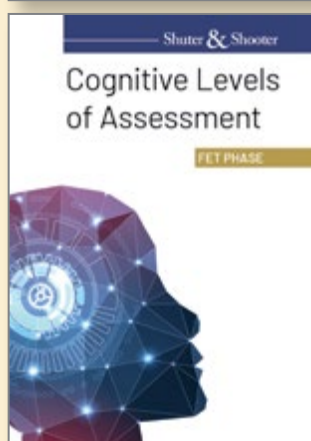
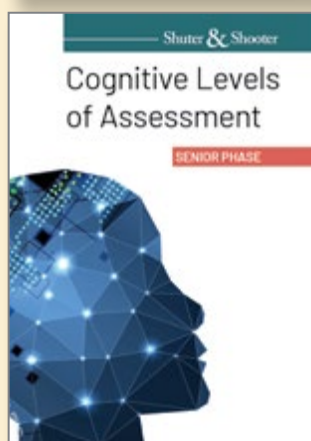
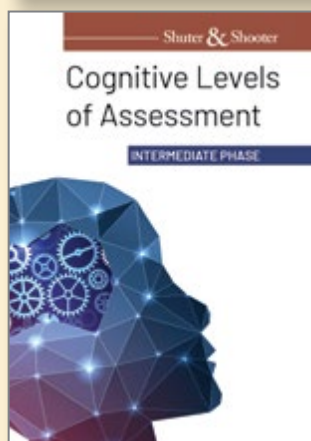
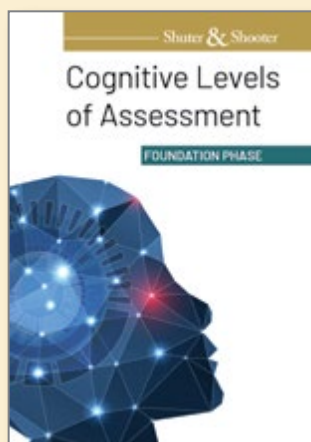
COGNITIVE LEVELS OF ASSESSMENT

The Department of Basic Education updated formal assessment tasks in various subjects to improve the focus on teaching and learning. Assessment needs to be carefully planned around the appropriate cognitive levels.

Each book unpacks all there is to know about the changes to assessment and the use of cognitive levels.

The amendments must be read in conjunction with the relevant Curriculum and Assessment Policy Statement for the identified subjects in the relevant phase band.

This series of books is both useful and motivational.



Social Sciences
Programme of Formal Assessment
Grade 4

TERM	SUBJECT	RECOMMENDED FORMS OF ASSESSMENT	CONTENT	School-Based Assessment 75%	STANDARD OF COGNITIVE LEVELS Recommended minimum for Formal Assessment including exams
Term 1	History	Project	Local History		
	Geography	Test: Source-based	Places where people live		
Term 2	History	Mid-Year Examinations	Qualities of a good leader		
	Geography	Mid-Year Examinations	Map skills		
Term 3	History	Test: Source-based	Transport through time		
	Geography	Test: Data-handling, case study	Food and farming in South Africa		
	History	End-of-year Examinations	Communication through time	Year-end exam 25%	

INTERMEDIATE PHASE

COGNITIVE LEVELS OF ASSESSMENT
FOR THE FOUNDATION PHASE

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COGNITIVE LEVELS OF ASSESSMENT
FOR THE INTERMEDIATE PHASE

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