

Uhlelo Lokuthuthukisa  
Izibalo Zebanga R

Grade R Mathematics  
Improvement Programme

**Umhlahlandlela  
Wemisebenzi: Ithemu 1  
Activity Guide: Term 1**



The Grade R Mathematics and Language Improvement Project is an initiative of the **Gauteng Department of Education** and its key partner, the **Gauteng Education Development Trust**.

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The Grade R Mathematics and Language Improvement Project is managed by **JET Education Services** with **UCT's Schools Development Unit** and **Wordworks** as technical partners.

The **Schools Development Unit** (SDU) at the **University of Cape Town** (UCT) is the mathematics technical partner to the Grade R Mathematics and Language Improvement Project. The SDU is a unit within UCT's School of Education that focuses on teachers' professional development in Mathematics, Science, Literacy/Language and Life Skills from Grade R to Grade 12. The SDU offers teacher qualifications and approved UCT short courses, school-based work, materials development and research to support teaching and learning in all South African contexts.

This edition of the mathematics materials has benefitted from collegial engagement with Wordworks colleagues and has been improved by their alignment with the materials of the Language Improvement Programme. It has been enriched by the work of officials of the Gauteng Department of Education's Early Childhood Development and Foundation Phase Curriculum Sub-Directorates at District and Provincial level who have made valuable contributions to the content of the materials and engaged constructively to ensure alignment with provincial policies, practices and values.

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Ukuthuthukiswa nokukhiqizwa kokuqeqeshwa kanye nezinsiza zasekilasini zoHlelo Lokuthuthukisa Izibalo neziLimi Zebanga R kuphumelele ngenxa yoxhaso olunobubele lwephrojekthi oluphuma kwi-**United States Agency for International Development** kanye ne-**Zenex Foundation**.

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I-**Schools Development Unit (SDU)** e-**University of Cape Town (UCT)** iwumlingani owuchwepheshe wezibalo kuHlelo Lokuthuthukisa Izibalo neziLimi Zebanga R. I-SDU iyingxenye ephakathi ku-School of Education sase-UCT egxile ekuthuthukiseni kobungcweti bothisha eziBalweni, Isayensi, Ukwazi Ukufunda Nokubhala/Ulimi kanye namaKhono Empilo kusuka Ebangeni R kuya Ebangeni le-12. I-SDU inikeza iziqu zobuthishela kanye nezifundo zesikhathi esifushane ezivunye i-UCT, umsebenzi osekelwe esikoleni ukuthuthukiswa kwezinto kanye nocwaningo ukuze kusekwe ukufundisa nokufunda kuzo zonke izimo zaseNingizimu Afrika.

Lokhu kuhlelwa kwezinto zezibalo kuphuyeleliswe ukuhlanganyela nabasebenzi baka-Wordworks kwase kwenziwa ngcono ngokuqondanisa kwabo izinto zoHlelo Lokuthuthukisa Ulimi. Icetshiswe umsebenzi wezikhulu zomkhakha wohlelo lweziFundo wokuThuthukiswa kwaBantwana Abancane kanye nesiGaba esiyisiSekelo ezingeni lesiFunda kanye nelesiFundazwe koMnyango wezeMfundo wesifundazwe saseGauteng, okuyibona abenze iminikelo ebalulekile kokuqokethwe kwezinto futhi bazibandakanya ngokwakhayo ukuqinisekisa ukuqondana, nemigomo yesifundazwe, okwenziwayo kanye nokungamagugu.

## AMAZWI OKUBONGA

Kubongwa ngokukhethekile:

- ★ Izikhulu zomkhakha woHlelo Lwezifundo, Umkhakha Wokufunda kothisha kanye nomkhakha wokuFunda okukhethekile woMnyango WezeMfundo wesifundazwe saseGauteng, ngokuzinikela kwabo ukulungisa izinsiza kufunda zethu.
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- ★ Izikhulu kanye nothisha be-Western Cape Education Department (WCED) ngokuzinikela ekuqaleni okuyimpumelelo kwe-Grade R Mathematics Programme (*R-Maths*) eNtshonalanga Kapa phakathi konyaka wezi-2016 nonyaka wezi-2019.
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# Introduction

The Grade R Mathematics Improvement Programme (Grade R Maths) is based on a good knowledge of mathematics, an understanding of the progression in the Grade R curriculum, and a realisation that some teaching approaches are better suited to promote particular learning and outcomes.

The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

- sequencing the content of each Mathematics Content Area across ten weeks
- providing progression and pacing within the five Content Areas
- focusing on one main Content Area per week (However, topics from other Content Areas may be introduced and practised during that week. Number-related learning and teaching takes place every day and is integrated into all the Content Areas.)
- suggesting activities for whole class, teacher-guided and independent group work.

## Features of Activity Guide: Term 1

The following features form part of *Activity Guide: Term 1*:

- A content overview shows the new knowledge and practice focus per week.
- Term, week and Content Area Focus are clearly stated at the beginning of each week.
- Topics, New knowledge and Practise boxes show what will be covered in the week.
- New maths vocabulary to be taught is listed per week.

Topics	New knowledge	Practise		
<ul style="list-style-type: none"><li>• Number symbols</li><li>• Number words</li></ul>	<ul style="list-style-type: none"><li>• Number 1</li><li>• Solving problems in everyday contexts</li></ul>	<ul style="list-style-type: none"><li>• Oral counting 1–5</li><li>• Counting objects 1–3</li><li>• Reinforce vocabulary from Week 1</li><li>• Sorting by colour</li></ul>		
<b>New maths vocabulary</b>				
behind	in front	first	second	third

- A list is given of what you need to prepare for each week.
- Tip boxes give ideas and reminders.
- Integration boxes suggest how the maths can be reinforced in other subjects and daily activities during the Grade R daily programme.
- ‘Check that learners are able to’ boxes guide observation and continuous assessment.
- A continuous assessment page is based on the term’s activities.
- Resources and templates are included at the back of the guide.

## Grade R Maths in the daily programme

Routine is important and learners enjoy the repetition and feel secure when they know what to do and what is expected of them.

Planning is also important to ensure that the routine runs smoothly. Read the contents for the week and prepare all the materials you will need for each day in advance. Set out the materials for the day beforehand so that everything is ready in the morning.

Grade R Maths suggests a sequence of activities that are repeated daily over a five-day week.

Classroom organisation and activities that can be used to teach and reinforce maths concepts are suggested per week. These include:

# Isingeniso

Uhlelo Lokuthuthukisa Izibalo ZeBanga R (u-Grade R Maths) lusekelwe olwazini oluhle lwezibalo, ukuqonda inqubekelaphambili kwikharikhulamu Yebanga R, kanye nokuqonda ukuthi ezinye izindlela zokufundisa zifanele ukugqugquzela ukufunda kanye nemiphumela ethile.

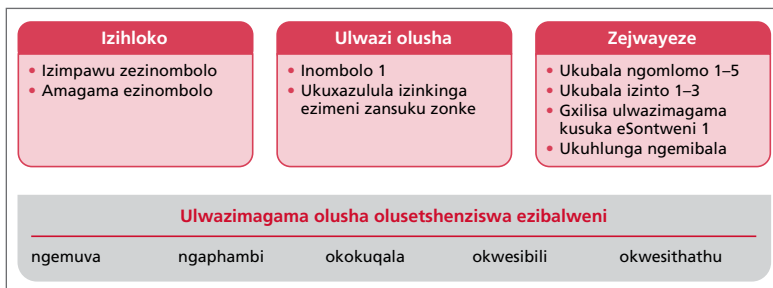
*Umhlahlandlela Wemisebenzi: Ithemu 1* ka-Grade R Maths unikeza uhlaka lokufundisa izibalo kwithemu yokuqala yeBanga R ngoku:

- kulandelanisa okuqukethwe kweZibalo Nolwazi Okugxilwe kulo emasontweni ayishumi
- nikeza inqubekelaphambili kanye nesivinini sokufunda ngaphakathi kweZingxenye Zolwazi ezinhlanu
- gxila kwiNgxenye Yolwazi eyodwa ebalulekile ngesonto. (Nokho izihloko ezikwezinye iZingxenye Zolwazi zingethulwa bese ziyenziwa kulelo sonto. Ukufunda nokufundisa okuphathelene nezinqombolo kwenzeka zonke izinsuku futhi kudidiyelwe kuzo zonke Izingxenye Zolwazi.)
- phakamisa imisebenzi yekilasi lonke, umsebenzi oholwa uthisha nozimele weqembu.

## Izimpawu Zomhlahlandlela Wemisebenzi: Ithemu 1

Lezi zimpawu ezilandelayo zakha ingxenye yoMhlahlandlela Wemisebenzi: Ithemu 1:

- Ukubuka konke okuqukethwe kukhombisa ulwazi olusha kanye nokugxila kokwenziwayo ngesonto ngalinye.
- Ithemu, isonto kanye neNgxenye Yolwazi Okugxilwe Kulo kubekwe kwacaca ekuqaleni kwesonto ngalinye.
- Amabhokisi Ezihloko, Ulwazi olusha kanye namabhokisi okuZejwayeza kukhombisa ukuthi yini ezokwenziwa ngesonto elilandelayo.
- Ulwazimagama lwezibalo olusha oluzofundiswa ngesonto nesonto.



- Unikeziwe uhlu lokumele ukulungiselele kwesonto.
- Amabhokisi amacebo anikeza imibono kanye nezikhumbuzi.
- Amabhokisi okudidiyela abonisa ukuthi izibalo zingagxiliswa kanjani kwezinye izifundo neminye imisebenzi yansuku zonke ngesikhathi sohlelo lwansuku zonke lweBanga R.
- Amabhokisi ka-'Hlola ukuthi abafundi bayakwazi uku-' asiza ukuqaphela nokuhlola okuqhubekayo.
- Ikhasi lokuhlola okuqhubekayo lisuselwe emisebenzini yethemu.
- Izinsiza namathempulethi kufakwe ngemuva komhlahlandlela.

## U-Grade R Maths ohlelweni lwansuku zonke

Inqubo eyejwayelekile ibalulekile futhi nabafundi bayakujabulela ukuphindaphinda bese bezizwa bevikelekile uma bazi okumele bakwenze nokuthi kulindelekeni kubona.

Nokuhlunga kubalulekile ukuqinisekisa ukuthi inqubo eyejwayelekile yenzeka kahle. Funda okuqukethwe kwesonto bese ulungisa zonke izinto ozozidinga zosuku ngalunye ngaphambili. Hlunga izinto zosuku ngaphambili ukuze zonke izinto zibe sezilungile ekuseni.

U-Grade R Maths uphakamisa ukulandelana kwemisebenzi ephindaphindwayo ezinsukwini ezinhlanu esontweni. Ukuhleleka kwekilasi nemisebenzi engasetshenziselwa ukufundisa nokugxilisa ulwazi lwezibalo kuphakanyisiwe ngesonto ngalinye. Lokhu kubandakanya:

## Whole class activities per day

- Rhyme or song
- Oral counting
- Counting concrete objects
- Activities and questions linked to Content Area topics

At the end of the whole class activity, show the learners what they will be required to do at their workstations. All the materials they need should be set out so that they can begin working on the activities.



## Transitions: moving between activities

Moving between the mat and the workstations is a great time to practise rhythmic counting and fun, creative ways to move, for example, slowly like tortoises, hopping like rabbits, quietly like mice, one by one with their name/picture symbol cards.

## Small group activities

- There is one teacher-guided activity per day.
- There are four small group activities per day. These four independent activities (or side activities) should be set out at four **workstations** around the classroom – either at tables where the learners are seated or stand, or on the mat, or outside. The groups rotate to each **workstation** over the course of a week, depending on how the teacher has planned the activities. Remind learners to take turns, share materials and help each other while working.

## Tidy-up time

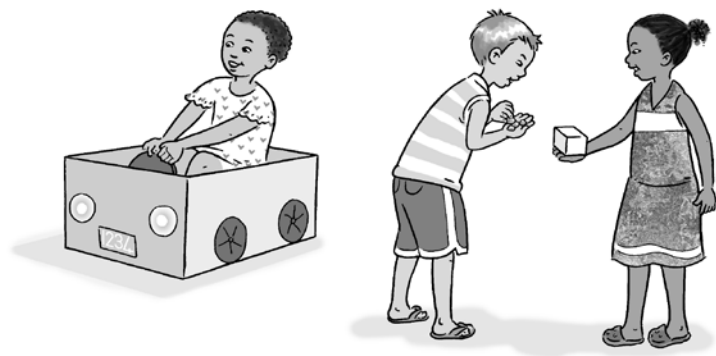
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will soon get into the routine of putting things where they belong.

Choose group leaders and tidy-helpers each week. Give them specific tasks and responsibilities.

## Free choice activities

Set out creative, interesting activities that learners can choose from once they have completed their workstation activity. These could include:

- blocks or other construction toys
- puzzles
- playdough
- books in the reading corner
- fantasy play, for example, shopping
- workbook or worksheet pages.





## Imisebenzi yekilasi lonke ngosuku

- Umlolozelo noma iculo
- Ukubala ngomlomo
- Ukubala izinto eziphathekayo
- Imisebenzi nemibuzo exhumene nezihloko zeNgxenywe Yolwazi

Ekupheleni komsebenzi wekilasi lonke, khombisa abafundi okuzodingeka bakwenze eziteshini zabo zokusebenzela. Izinto zonke abazidingayo kumele sezilungisiwe ukuze baqale ukwenza imisebenzi.



## Ukuguquka: Ukusuka komunye umsebenzi uya komunye

Ukusuka ekusebenzeni kumata kanye neziteshi zokusebenzela kukamata neziteshi zokusebenzela kuyisikhathi esihle sokulungiselela ukubala ngesigqi nangokujabula, izindlela ezinobuciko zokunyakaza, isib. kancane njengofudu, ukugxuma njengonogwaja, buthule njengegundane, ngamunye ngamunye nekhadi lakhe elinegama/isithombe esiwuphawu lwakhe.

## Imisebenzi yamaqembu amancane

- Munye umsebenzi oholwa uthisha ngosuku.
- Mine imisebenzi yamaqembu amancane ngosuku. Le misebenzi mine ezimele (noma imisebenzi esecaleni) kumele ibekwe **eziteshini zokusebenzela** ezine ekilasini – kungaba sematafuleni lapho abafundi behleli noma bemile, noma kumata noma ngaphandle. Amaqembu ayashintshana ukuya **esiteshini sokusebenzela** ngasinye kuze kuphele isonto, kuyangokuthi uthisha uyihlele kanjani imisebenzi. Khumbuza abafundi ukuthi badedelane, babelane ngezinto futhi basizane ngesikhathi besebenza.

## Isikhathi sokuqoqa

Kudingeka abafundi bazi ukuthi ezakuphi izinto. Ishalofu noma itafula elabelwe izinto zezibalo lizosiza abafundi ukuba bahleleke. Khuthaza abafundi ukuthi basizane ngesikhathi sokuqoqa. Ekuqaleni abafundi bazodinga usizo futhi kumele ubakhumbuze ukuthi izinto zibekwaphi, kodwa ngokushesha bazojwayela ukubeka izinto lapho zingezakhona.

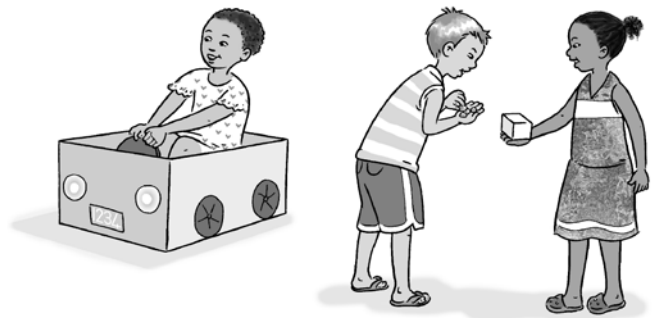
Khetha abaholi bamaqembu kanye nabasizi bokuqoqa ngesonto ngalinye. Banike imisebenzi ethize nezibophezelo.

## Imisebenzi ekhethwe ngokukhululeka

Lungisa imisebenzi yokuziqambela, eehayo abafundi abangakhetha kuyo uma sebeyiqedile imisebenzi yabo yasesiteshini sokusebenzela.

Lokhu kungabandakanya:

- amabhulokhi noma amanye amathoyizi okwakha
- amaphazili
- inhlama yokudlala
- izincwadi ekhoneneni lokufunda
- umdlalo wokuzenzisa, isibonelo, ukuthenga
- ibhuku lokusebenzela noma amakhasi okusebenzela.



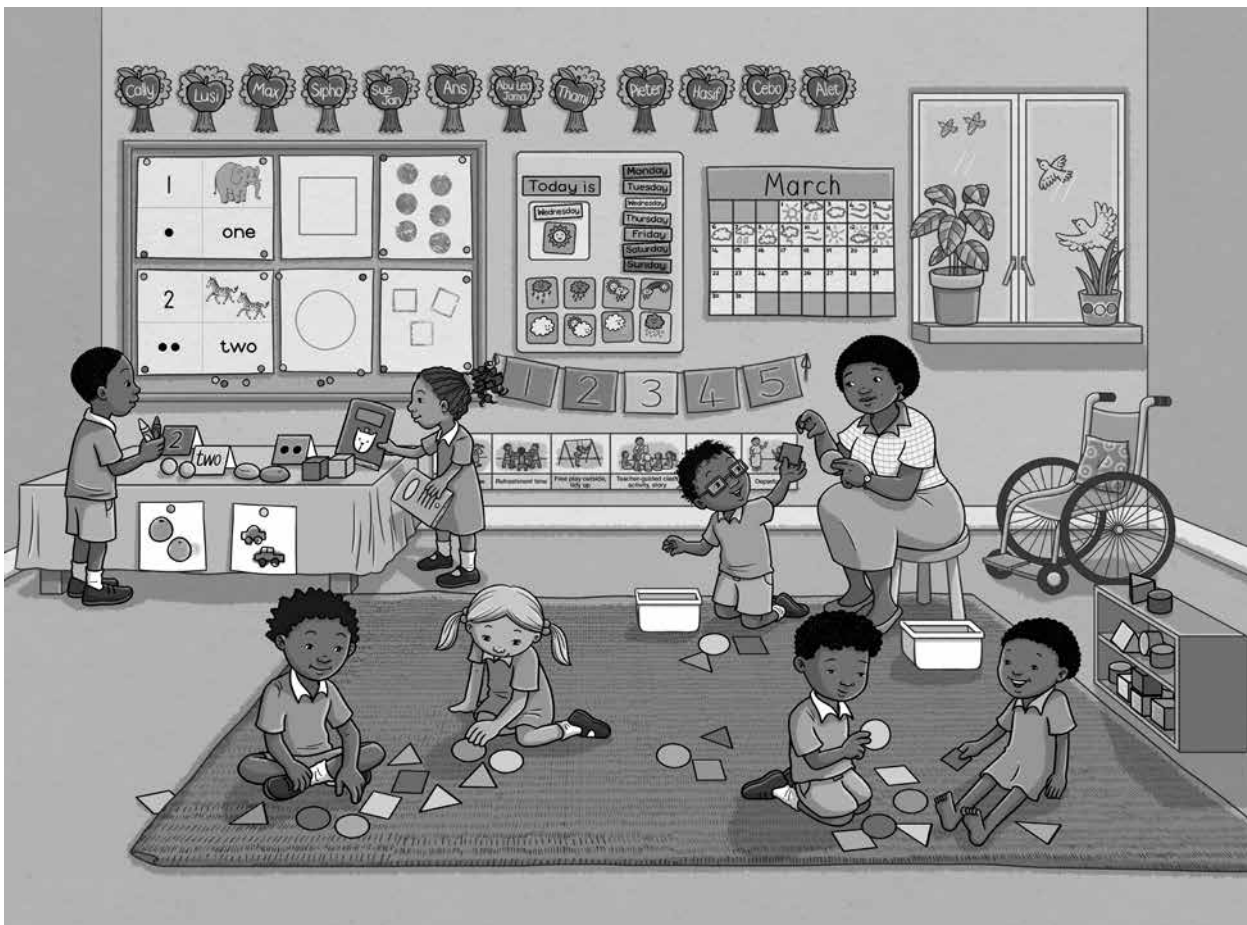
## Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 190 and 192 of this guide is based on the content that has been taught in Term 1. This template can be used to record each learner's progress during the term.

## Grade R Maths in the classroom

Set up an area in the classroom that is dedicated to maths and is near the mat. This is a shared space where learners can contribute to and engage with the topic they are learning about. An ideal maths area will include:

- small table against a wall
- number line made with string and pegs
- daily weather chart
- calendar for each month with blocks for each day
- chart with the names of the days of the week
- daily programme with pictures for the different activities
- learners' name cards and symbols arranged according to their group names
- helpers' symbols to move between learners' names according to each day of the week
- helpers' chart.



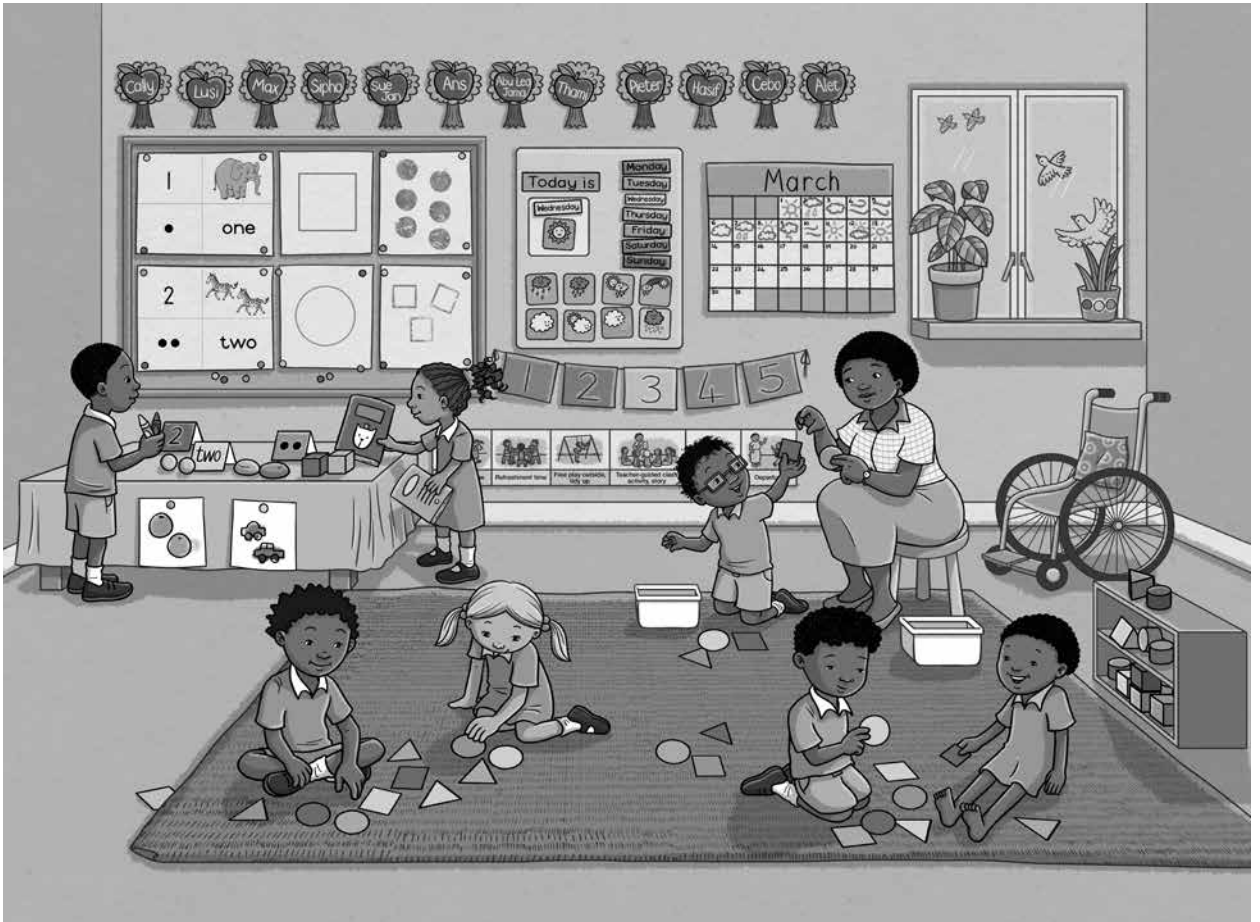
## Ukuhlola

Ukuqaphela kanye nokuhlola okuqhubekayo ngesikhathi semisebenzi eholwa uthisha neyekilasi lonke, kunika amathuba okuqonda kanye nokubheka kahle inqubekelaphambili yomfundi ngamunye. Lolu lwazi lubalulekile ukuqondisa ukufundisa kuyiwa phambili kanye nokungenelela kumfundi ngamunye. Uhlu lokuhlola okuqhubekayo ekhasini 191 no 193 lalo mhlahlandlela lusekelwe kokuqokethwe okufundiswe ngeThemu 1. Le thempulethi ingasetshenziselwa ukuqopha inqubekelaphambili yomfundi ngamunye ngethemu.

## U-Grade R Maths ekilasini

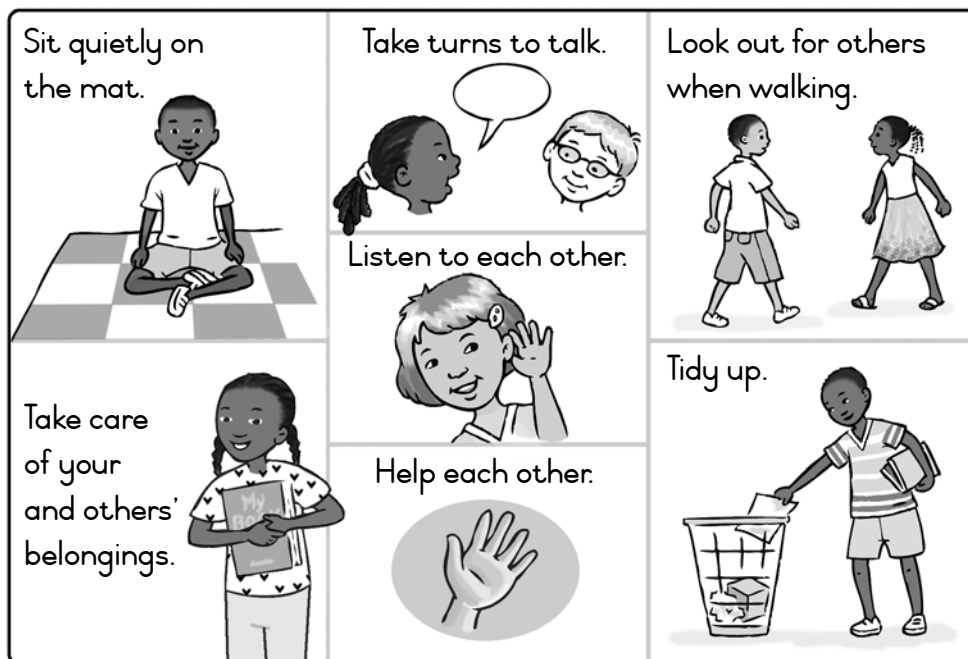
Lungisa indawo ekilasini eyabelwe izibalo futhi ibe seduze nomata. Lena indawo yokwabelana lapho abafundi bengahlanganyela futhi bazibandakanye khona nesihloko abafunda ngaso. Indawo elungele itafula lezibalo ingafaka:

- itafula elincane elincike odongeni
- umugqa wezinombolo owenziwe ngentambo namaphekisi
- ishadi lesimo sezulu sansukuzonke
- ikhalenda lenyanga ngayinye, elinamabhulokhi osuku ngalunye
- ishadi elinamagama ezinsuku zesonto
- uhlelo lwansuku zonke olunezithombe zemisebenzi ehlukeneyo
- amakhadi amagama abafundi nezimpawu ezihlelwe ngokwamagama amaqembu abo
- izimpawu zabasizi ezihamba emagameni abafundi ngokosuku lwesonto ngalinye
- ishadi labasizi.



Make a 'classroom rules' poster with the learners. Display it where they can easily see it. There should be no more than six or seven rules.

## Our classroom rules

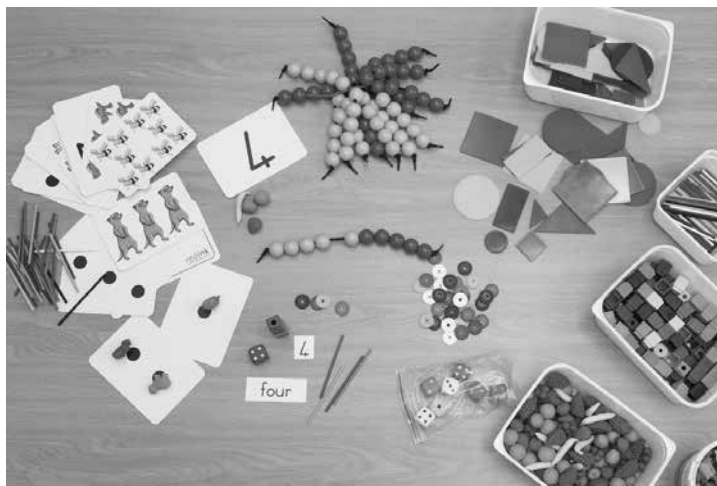


## Resources for Grade R Maths

### Grade R Maths Resource Kit

Grade R Maths provides a kit for learning and teaching maths that provides apparatus for a small group of six to eight learners to use. The kit includes the following items:

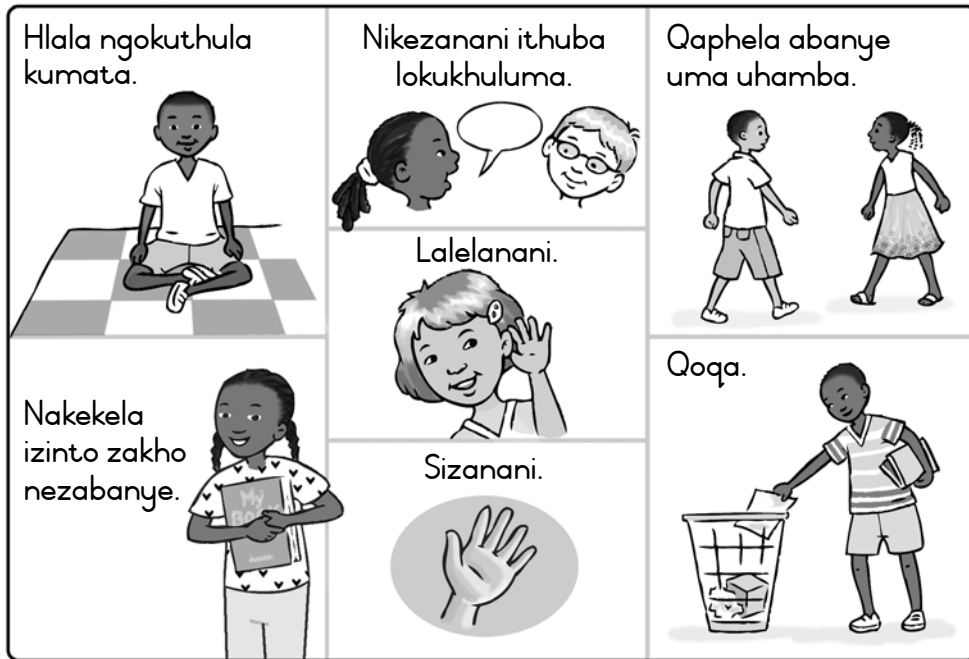
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.

Yenza iphosta 'yemithetho yekilasi' nabafundi. Ivezela lapho bengayibona kalula khona. Kumele kungabi nemithetho engaphezu kweyisithupha noma eyisikhombisa.

## Imithetho yekilasi lethu

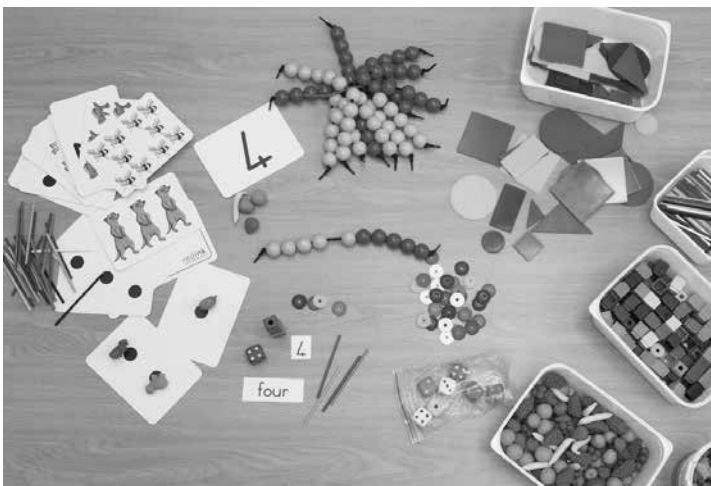


## Izinsiza zika-Grade R Maths

### Ikhithi Yezinsiza ka-Grade R Maths

U-Grade R Maths unikeza ikhithi yokufunda nokufundisa izibalo enikeza amathuluzi angasetshenziswa iqembu labafundi abayisithupha kuya kwabayisishiyagalombili. Ikhithi inalezi zinto ezilandelayo:

- okokubala, isibonelo, izindilinga eziyisicaba ezimibalabala nezinti, izinto zokubala eziyizithelo kanye nezilwane, amabhulokhi axhume kayo
- amadayisi amakhulu
- izintambo zobuhlalu obuhlelwe bayishumi
- amakhadi anamachashazi
- amakhadi ezinombolo: izimpawu zezinombolo (0–10) kanye namagama ezinombolo (ziro–ishumi)
- amabhulokhi ama-athribhuthi.



Lezi zinto akumele kube yizona zodwa izinsiza ezingasetshenziswa othisha nabafundi ngesikhathi semisebenzi yezibalo. Izinto zansuku zonke eziphuma ekhaya zikahle ukhulunga, ukubala, kanye nokuhlola izimo.

## Recycled materials

Store recycled materials in labelled containers with lids (such as: fruit and vegetable packaging, 2-litre ice-cream containers and 500-ml feta tubs). Place the containers on a shelf or somewhere that the learners can reach. Encourage learners to put the objects away during tidy-up time if they have used them at their workstations or during free choice activities. Here are some ideas for maths resources:

- bottle caps and lids (different shapes, sizes and colours)
- different-sized boxes (toothpaste, matchbox, cereal, medicine, packaging)
- plastic containers (500-ml and 1-litre bottles, margarine tubs, 250-ml and 500-ml yoghurt tubs, ice-cream containers, vegetable packaging)
- tubes and cylinders (cardboard toilet roll inners, paper towel inners, foil roll inners, tins)
- egg boxes
- buttons, old keys, plastic spoons, ice-cream sticks, bread packet tags
- variety of balls, beanbags, hula hoops.



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

- crayons, paint, glue, scissors
- playdough or modelling clay
- books that can be used for maths discussions
- building blocks and construction toys (collect wood offcuts if necessary)
- a variety of jigsaw puzzles and games, for example, dominoes, snakes and ladders, Ludo, Lotto

## Izinto ezivuselelwe kabusha

Beka izinto ezivuselelwe kabusha ezitsheni ezinamalebula nezinezivalo (njengalokhu: izinto zokupakisha izithelo nemifino, izitsha zika-ayisikhilimu ezingamalitha ama-2 kanye nezitsha zefetha ezingamamilimitha angama-500). Beka izitsha eshalofini noma lapho abafundi bengafinyelela khona. Khuthaza abafundi ukuthi baqoqe izinto ebebezisebenzisa eziteshini zabo zokusebenzela noma ngesikhathi semisebenzi ekhethwa ngokukhululeka. Nanka amanye amasu ezinsiza zezibalo:

- izivalo zamabhodlela nezinye izivalo (izimo ezihlukene ngobungako nemibala)
- amabhokisi obungako obuhlukene (elomuthi wokuxubha, ibhokisi likamemtshisi, elamasiriyeli, elomuthi, elokubeka)
- izitsha zepulastiki (amabhodlela angamamilimitha angama-500 nayilitha eli-1, izitsha zemajarini, izitsha zeyogathi ezingama-250 nama-500 amamilimitha, izitsha zika-ayisikhilimu, okokubeka imifino)
- amashubhu namasilinda (okwangaphakathi okuyikhadibhodi kwephepha lasendlini encane, okwangaphakathi kwephepha eliyithawula, okwangaphakathi kwefoyili, amathini)
- amabhokisi amaqanda
- izinkinobho, okhiye abadala, izipunu zepulastiki, izinti zika-ayisikhilimu, amathegi ephakethe lesinkwa
- amabhola ahlukene, izikhwama zikabhontshisi, amahulahuphu.



## Ezinye izinsiza

Ezinye izinsiza zasekilasini ezizusizo ekufundiseni u-Grade R Maths zibandakanya:

- amakhrayoni, upende, iglu, isikelo
- inhlama yokudlala noma ubumba lokubumba umfanekiso
- izincwadi ezingasetshenziswa uma kuxoxiswa ngezibalo
- amabhulokhi okwakha namathoyizi okwakha (qoqa okunqunywe okhunini uma kudingekile)
- amaphazili ahlukene anezingxenye ezigobile nemidlalo isibonelo, amadomino, umdlalo wezinyoka namalada, i-Ludo, i-Lotto

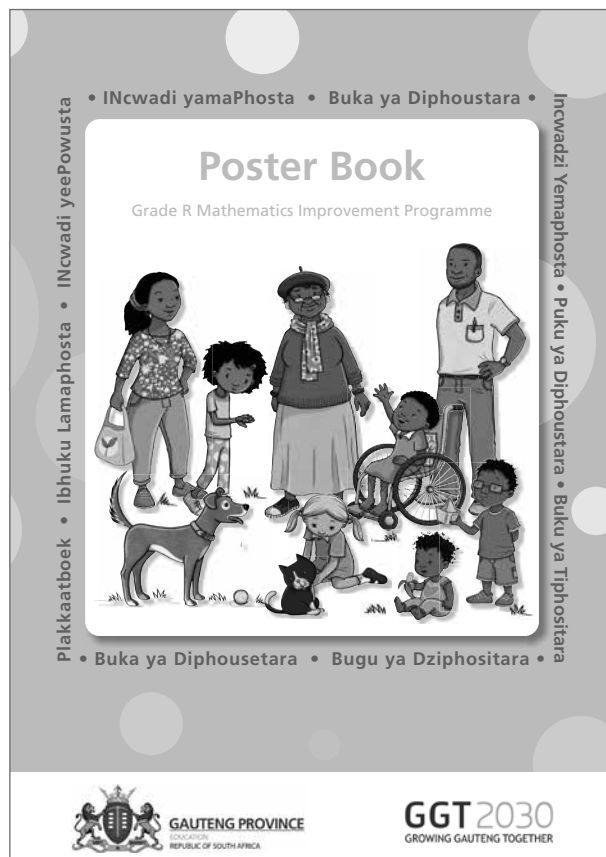
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

There are eleven posters in the Grade R Maths *Poster Book*. The posters present familiar contexts that learners can relate to that capture some aspect of maths, for example, in the classroom, on the playground, and in the kitchen. The posters are intended to stimulate interest and discussion on maths topics, including: number, patterns, space and shape, sequencing of time and measurement. The posters can be used to engage learners in critical thinking and reasoning. They are perfect for developing problem-solving skills and for maths investigations.

Teachers can encourage learners to discuss the posters and share their thinking by asking questions to guide them in focusing on a particular aspect of the poster, for example:

- What do you see in the picture?
- Where do you think the children/people are?
- What is happening in the picture?
- Can you tell me a story about the picture?
- How many ... can you see? What if there was one more/fewer ...?
- Where is the ...?
- What would happen if ...?
- What do you think will happen next?
- What do you think ... can see from where they are standing?
- What pattern can you see? Describe the pattern.
- What shapes can you see?
- Which ... is the tallest/shortest?
- Can you use any maths words to describe something in the picture?





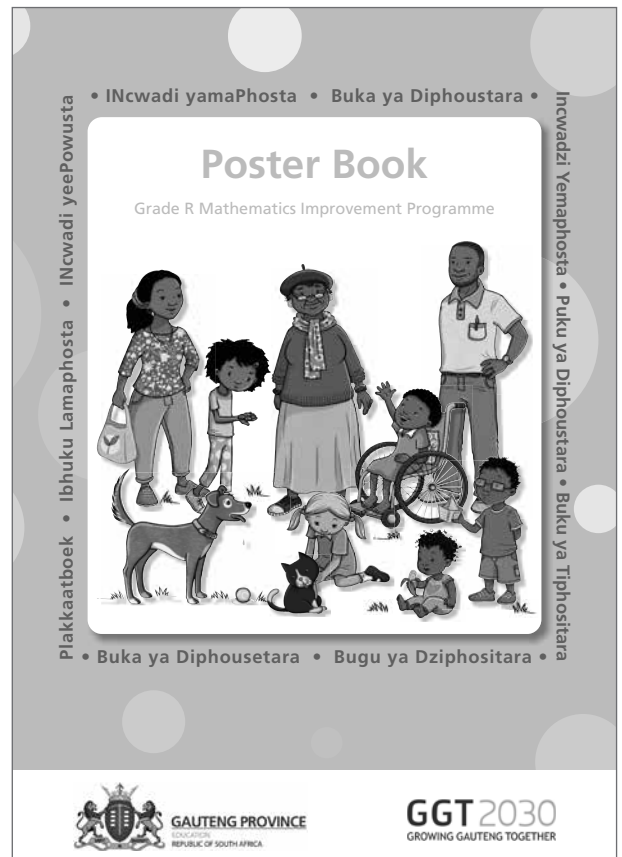
- ishadi lobude
- amakhadi amakhulu okudlala
- imali yokudlala: imali ewuhlweza kanye nengamaphepha (ukukusebenzisa esitolo sokudlala)
- iwashi elikhulu lasodongeni elinezinti
- isikali sokulinganisa
- ubuhlalu bokuhlela, ukuchushisa kanye nokwenza amaphethini
- impahla yokudlala enhlabathini nasemanzini
- izinto zokugibela, ukulinganisa, ukuzwinga kanye nokudlala ingqathu.

## Ibhuku Lamaphosta le-Grade R Maths

Ayishumi nanye amaphosta e*Bhukwini Lamaphosta le-Grade R*. Amaphosta aveza izimo ezijwayelekile abafundi abangaziqonda ezifaka okuthile kwezibalo, isibonelo, ekilasini, enkundleni yokudlala, kanye nasekhishini. Amaphosta ahlose ukukhuthaza uthando nokuxoxa ngezihloko zezibalo, kubandakanya: inombolo, amaphethini, indawo nesimo, ukulandelanisa isikhathi, kanye nesilinganiso. Amaphosta angasetshenziswa ukubandakanya abafundi ekucabangeni okunzulu nokubonisana. Alungele kakhulu ukuthuthukisa amakhono okuxazulula izinkinga kanye nokuphenya ngezibalo.

Othisha bangagqogquzela abafundi ukuthi baxoxe ngamaphosta babelane ngabakucabangayo ngokubuzo imibuzo ukubahola ukuba bagxile ophawini noma esicini esisodwa sephosta, isibonelo:

- Ubonani esithombeni?
- Ucabanga ukuthi zikuphi izingane/abantu?
- Kwenzekani esithombeni?
- Ungangixoxela indaba ngesithombe?
- Zingaki izi-... ozibonayo? Kungenzekani uma kukhona i-... eyodwa ngaphezulu/ngaphansi kwalokhu?
- Ikuphi i-...?
- Kungenzekani uma ...?
- Ucabanga ukuthi kuzokwenzekani emva kwalokhu?
- Ucabanga ukuthi ... bangabona lapho bemi khona?
- Iliphi iphethini olibonayo? Chaza iphethini.
- Iziphi izimo ozibonayo?
- Iyiphi ... ende kakhulu/emfushane kakhulu?
- Ungawasebenzisa noma yimaphi amagama ezibalo ukuchaza into esesithombeni?



# Content overview: Term 1

NOTE: Content Area Focus and New knowledge are in red. Other content covered in the week is in grey.

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
<b>1. Numbers, Operations and Relationships</b>	Oral counting 1–5 Counting objects 1–3 One-to-one correspondence	<b>Number 1</b> Solving problems in everyday contexts Oral counting 1–5 Counting objects 1–3 Reinforce vocabulary from Week 1	Counting objects 1–5 Oral counting 1–5 Reinforce 1	<b>Number 2</b> Oral counting 1–5 Number 1 Counting objects 1–5	Number concepts 1 and 2 Oral counting 1–5 Counting objects 1–5
<b>2. Patterns, Functions and Algebra</b>					
<b>3. Space and Shape (Geometry)</b>	Tidy-up chart Learners' symbols Helpers' chart Building a six-piece puzzle Modelling with playdough/clay Building with blocks		Properties of balls and boxes Objects that roll or slide Position: in and out Big and small Biggest and smallest	Circle Symmetry Six-piece puzzles	2-D shapes: square Direction: forwards and backwards Position: inside and outside Circle Boxes and balls Six-piece puzzles
<b>4. Measurement</b>	Sequencing daily events Birthday chart				
<b>5. Data Handling</b>	Sorting by colour Drawing	Sorting by colour	Sorting by size		

# Ukubuka konke okuqukethwe: Ithemu I

**QAPHELA:** Ingxenywe Yolwazi Okugxilwe Kuyo kanye 'noLwazi Olusha' kubhalwe ngokubomvu. Okunye okuqukethwe okuzokwenziwa ngesonto kubhalwe ngokumpunga.

Ingxenywe Yolwazi Okugxilwe Kuyo	Isonto 1	Isonto 2	Isonto 3	Isonto 4	Isonto 5
<b>1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo</b>	Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Okukodwa okuqondene nokunye	<b>Inombolo 1</b> Ukuxazulula izinkinga ezimeni zansuku zonke Ukubala ngomlomo 1–5 Ukubala izinto 1–3 Gxilisa ulwazimagama kusuka eSontweni 1	Ukubala izinto 1–5 Ukubala ngomlomo 1–5 Gxilisa inombolo 1	<b>Inombolo 2</b> Ukubala ngomlomo 1–5 Inombolo 1 Ukubala izinto 1–5	Umqondo wezinombolo 1 no-2 Ukubala ngomlomo 1–5 Ukubala izinto 1–5
<b>2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')</b>					
<b>3. Indawo Nesimo (Ijijomethri)</b>	Ishadi lokuqoqa Izimpawu zabafundi Ishadi labasizi Ukwakha iphazili yezingcezu eziyisithupha Ukufanekisa ngenhlama yokudlala/ubumba Ukwakha ngamabhulokhi		Izimpawu zamabhola namabhokisi Izinto ezingqikayo noma ezishelelayo Isikhundla: ngaphakathi nangaphandle Okukhulu nokuncane Okukhulu kakhulu nokuncane kakhulu	Indilinga Ukuvumelanisa Iphazili enezingcezu eziyisithupha	Izimo ezingu-2-D: isikwele Inkomba: ukuya phambili, ukuya emuva Isikhundla: ngaphakathi, ngaphandle Indilinga Amabhokisi namabhola Amaphazili anezingcezu eziyisithupha
<b>4. Isilinganiso</b>	Ukulandelanisa izigameko zansuku zonke Ishadi lezinsuku zokuzalwa				
<b>5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')</b>	Ukuhlunga ngombala Ukudweba	Ukuhlunga ngemibala	Ukuhlunga ngobungako		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 3</p> <p>Sequencing numbers 1–3</p> <p>Oral counting 1–5</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1 and 2</p> <p>Problem solving using objects</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1–3</p> <p>Sequencing numbers 1–3</p>	<p>Counting backwards 5–1</p> <p>Oral counting 1–10</p> <p>Sequencing numbers 1–3</p> <p>Counting objects 1–5</p> <p>Reinforce 1–3</p>	<p>Zero</p> <p>Estimation</p> <p>Problem solving</p> <p>Numbers in familiar contexts</p> <p>Counting forwards 1–10</p> <p>Counting backwards 5–1</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p> <p>Problem solving</p>
2. Patterns, Functions and Algebra	<p>Identify patterns</p> <p>Copy patterns</p>				<p>Before and after</p> <p>Copy patterns</p>
3. Space and Shape (Geometry)		<p>2-D shapes: triangle</p> <p>Figure ground</p> <p>Position: in front of and behind</p> <p>Circle, square</p> <p>Symmetry</p> <p>Big, small</p> <p>Six-piece puzzles</p>	<p>Position: on, under, on top, below, next to, between</p>	<p>Direction: up and down</p> <p>Circle, square and triangle</p> <p>Six-piece puzzles</p>	
4. Measurement			<p>Sequencing time: day and night, light and dark</p> <p>Length: height chart</p>		
5. Data Handling		<p>Sorting by shape</p>			<p>Collect, sort and represent collections of objects</p> <p>Discuss and report on sorted collections of objects</p>

Ingxenye Yolwazi Okugxilwe Kuyo	Isonto 6	Isonto 7	Isonto 8	Isonto 9	Isonto 10
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Inombolo 3 Ukulandelanisa izinombolo 1-3 Ukubala ngomlomo 1-5 Ukubala izinto 1-5 Gxilisa ulwazi lwezinombolo 1 no-2 Ukuxazulula izinkinga usebenzisa izinto	Ukubala ngomlomo 1-10 Ukubala izinto 1-5 Gxilisa ulwazi lwezinombolo 1-3 Ukulandelanisa izinombolo 1-3	Ukubala uhlehle 5-1 Ukubala ngomlomo 1-10 Ukulandelanisa izinombolo 1-3 Ukubala izinto 1-5 Gxilisa 1-3	Uziro Ukulinganisela Ukuxazulula izinkinga Izinombolo ezimweni ezijwayelekile Ukubala uya phambili 1-10 Ukubala uhlehla 5-1 Ukubala izinto 1-5 Ukulandelanisa izinombolo 1-3 Ulwazi lwezinombolo 1-3	Ukubala ngomlomo 1-10 Ukubala izinto 1-5 Ukulandelanisa izinombolo 1-3 Ulwazi lwezinombolo 1-3 Ukuxazulula izinkinga
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')	Hlonza amaphethini Kopisha amaphethini				Ngaphambili nangemuva Kopisha amaphethini
3. Indawo Nesimo (Ijyomethri)		Izimo ezingo-2-D: unxantathu Ukuqonda izinto phakathi kwezinye Isikhundla: ngaphambi kwa- kanye nangemuva kwa- Indilinga, isikwele Ukuvumelanisa Okukhulu, okuncane Amaphazili anezingcezu eziyisithupha	Isikhundla: phezu, ngaphansi, phezu kwa-, ngezansi, eduze kwe-, phakathi kwe-	Inkomba: phansi naphezulu Indilinga, isikwele kanye nonxantathu Amaphazili anezingcezu eziyisithupha	
4. Isilinganiso			Ukulandelisa isikhathi: imini nobusuku, ukukhanya nobumnyama Ubude: ishadi lobude		
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')		Ukuhlunga ngokwezimo			Qoqa, hlunga bese kuba nokumele amaqoqo ezinto Xoxa bese ubika ngamaqoqo ezinto ezihlungiwe

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Oral counting
- Counting objects

## New knowledge

- Oral counting 1–5
- Counting objects 1–3
- One-to-one correspondence
- Sequencing daily events
- Birthday chart
- Tidy-up chart
- Learners' symbols
- Helpers' chart
- Build a six-piece puzzle

## Practise

- Sorting by colour
- Modelling with playdough/clay
- Drawing
- Building with blocks

## New maths vocabulary

count	two	four	before	next	sort
one	three	five	after	last	

## Getting ready

For the activities this week, you will need to prepare the following:

- make finger puppets of the Grade R Maths characters (page 216)
- picture symbol for each learner
- picture cards for the activities in the daily programme
- cut out small squares of paper for each learner to draw his/her face on (birthday chart)
- copy and colour pictures of each of the Grade R Maths characters (on the inside front cover of the *Poster Book*)
- prepare a wall display (see Day 5, page 30)
- make 6 six-piece puzzles (page 220)
- collect blocks (or make these from wood offcuts).

## Whole class activities

### Day 1

#### What you need

- Classroom rules poster (see page 12)
- Daily programme picture cards
- Learners' symbols

1. **Introduction:** Talk about how we listen to each other, take turns and help each other.

# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Ukubala ngomlomo
- Ukubala izinto

## Ulwazi olusha

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–3
- Okukodwa okuqondene nokunye
- Ukulandelanisa izigameko zansuku zonke
- Ishadi lezinsuku zokuzalwa
- Ishadi lokuqoqa
- Izimpawu zabafundi
- Ishadi labasizi
- Ukwakha iphazili yezingcezu eziyisithupha

## Zejwayeze

- Ukuhlunga ngombala
- Ukufanekisa ngenhlama yokudlala/ubumba
- Ukudweba
- Ukwakha ngamabhulokhi

## Ulwazimagama olusha olusetshenziswa ezibalweni

bala kunye	kubili kuthathu	kune kuhlanu	ngaphambi ngemuva	okulandelayo okokugcina	hlunga
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## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- yakha amaphaphethi eminwe abalingiswa baka-*Grade R Maths* (ikhasi 216)
- uphawu lwesithombe lomfundi ngamunye
- amakhadi anezithombe zemisebenzi esohlelweni lwansuku zonke
- sika amaphepha amancane ayizikwele yikhona umfundi ngamunye ezodweba ubuso kuwo (ishadi lezinsuku zokuzalwa)
- kopisha bese ufaka imibala kumlingiswa ngamunye ka-*Grade R Maths* (ngaphakathi kwekhava yangaphambili ye-*Bhuku Lamaphosta*)
- lungisa udonga lokubonisa (bheka oSukwini 5, ikhasi 31)
- yakha amaphazili anezingcezu eziyisithupha (ikhasi 220)
- qoqa amabhulokhi (noma ukwenze lokhu ngezinsalela ezinqunywe emapulangweni).

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Iphosta yemithetho yekilasi (bheka ikhasi 13)
- Amakhadi anezithombe zohlelo lwansuku zonke
- Izimpawu zabafundi

1. **Isingeniso:** Khuluma ngokuthi silalalana, sidedelane sisizane kanjani.

2. **Learners' symbols:** Give each learner their own picture symbol to be used as their 'name tag' in the classroom, for example, South African flag, springbok, elephant, beetle, butterfly, lion, flower, car. Ask the learners to identify and describe each picture symbol.
3. **Sequencing daily events:** Show the learners the daily programme picture cards. Discuss the sequence of daily activities pointing to the relevant pictures. Display the daily programme picture cards at the learners' eye level.

**Guiding questions:**

- ★ What did you do *before* you came to school?
- ★ What do we do *before* we have a snack ... and *after* we've had our snack?
- ★ What do we do *next*?
- ★ What is the *last* thing we do *before* we go home?



**TIP**

During the morning ring, talk about the weather and activities that the learners did before coming to school.

4. **Introducing small group activities:** Explain that learners will be working in small groups each day. Show learners the five workstations. Explain the daily rotation. Remind learners of the group names. Remind them of the class rules. Explain and show the activity at each workstation. Explain the tidy-up process.

**Integration**

**Home Language and Life Skills:** sequence of daily events; classroom rules.

## Day 2

**What you need**

- *Poster Book*, inside front cover
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- Classroom rules poster (page 12)
- Tidy-up chart
- Helpers' chart
- Learners' symbols

1. **Introduction:** Remind learners of the classroom rules.
2. **Helpers' chart:** Discuss groups and classroom duties. Introduce the helpers' chart and tidy-up chart. Use the learners' symbols on the helpers' chart and tidy-up chart.
3. **Rhyme:** Introduce the rhyme, *Five in my family*, showing the finger puppets one at a time.



**TIP**

Remember to talk about the daily programme, helpers' chart and tidy-up chart every day.



2. **Izimpawu zabafundi:** Nikeza umfundi ngamunye uphawu lwesithombe lwakhe azolusebenzisa lube 'yithegi yegama' lakhe, isibonelo, ekilasini, ifulegi laseNingizimu Afrika, insephe, indlovu, ibhungezi, uvemvane, ibhubesi, imbali, imoto. Cela abafundi ukuthi bahlonze bese bechaza uphawu lwesithombe ngalunye.
3. **Ukulandelanisa izigameko zansuku zonke:** Khombisa abafundi amakhadi anezithombe zohlelo lwansuku zonke. Xoxa ngokulandelaniswa kwemisebenzi yansuku zonke ube ukhomba ezithombeni ezifanele. Veza amakhadi anezithombe zohlelo lwansuku zonke abe lapho kufinyelela khona amehlo abafundi.

#### Imibuzo ekuholayo:

- ★ Wenzani *ngaphambi* kokuza esikoleni?
- ★ Sensani *ngaphambi* kokuthola okokubamba umoya ... *nangemuva* kokuthola okokubamba umoya?
- ★ Sensani *okulandelayo*?
- ★ Yini into *yokugcina* esiyenzayo *ngaphambi* kokuya ekhaya?



#### ICEBO

Ngesikhathi sendilinga yasekuseni, xoxa ngesimo sezulu kanye nemisebenzi eyenziwe abafundi ngaphambi kokuza esikoleni.

4. **Ukwethula imisebenzi yamaqembu amancane:** Chaza ukuthi abafundi bazosebenza ngamaqembu amancane ngosuku ngalunye. Khombisa abafundi iziteshi zokusebenzela ezinhlanu. Chaza umjikelezo wansuku zonke. Khumbuze abafundi amagama amaqembu. Bakhumbuze ngemithetho yekilasi. Chaza futhi ukhombise umsebenzi esiteshini sokusebenzela ngasinye. Chaza inqubo yokuqoqa.

#### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** Ukulandelana kwezigameko zosuku; imithetho yekilasi.

## Usuku 2

#### Okudingayo

- *Ibhuku Lamaphosta*, ngaphakathi kwekhava yangaphambili
- Amaphaphethi eminwe
- Umlolozelo: *Sibahlanu emndenini wami* (ikhasi 195)
- Iphosta yemithetho yekilasi (ikhasi 13)
- Ishadi lokuqoqa
- Ishadi labasizi
- Izimpawu zabafundi

1. **Isingeniso:** Khumbuze abafundi imithetho yekilasi.
2. **Ishadi labasizi:** Xoxisanani ngemisebenzi yamaqembu kanye neyekilasi. Yethula ishadi labasizi kanye neshadi lokuqoqa. Sebenzisa izimpawu zabafundi eshadini labasizi naseshadini lokuqoqa.
3. **Umlolozelo:** Yethula umlolozelo, *Sibahlanu emndenini wami*, ukhombisa amaphaphethi eminwe, elilodwa ngesikhathi esisodwa.



#### ICEBO







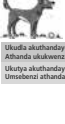

Khumbula ukukhuluma ngohlelo lwansuku zonke, ishadi labasizi kanye neshadi lokuqoqa zonke izinsuku.

4. **The Grade R Maths family story:** Show learners the inside front cover of the *Poster Book*. Talk about each of the characters and read the information about them. Together count the members in this family.

**Guiding questions:**

- ★ What can you see?
- ★ How many people can you see? (Point and count.)
- ★ What do you remember about these people?
- ★ What are their names?
- ★ How many girls/boys are there?
- ★ How old are they?
- ★ How are they different from each other? (for example, short/tall, younger)
- ★ How many people are wearing trousers/shoes, and so on?

Meet the characters • Leer ken die karakters  
Naba abalingiswa • Naba abalingiswa

 <p><b>Mom/Mamma/UMama/UMama</b> Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bingo: on/over/for Gunstelingkeur: orange Gunstelingkwitwit: stap langs die strand of in die berg Umsebenzi: uMama Umbala azeubandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezimbini Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezimbini</p>	 <p><b>Dad/Daddy/UBaba/UTata</b> Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bingo: be/under van 'n supermark Gunstelingkeur: blue Gunstelingkwitwit: lees oor ander lande Umsebenzi: umphuhlisi wezaphakathi Umbala azeubandayo: oluhlaza okwesibhakaba Athanda ukukwenzeka: ukufunda ngamanye amazwe Umsebenzi: ngumhangela wewenkile Umbala azeubandayo: izulu Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwe</p>
 <p><b>Mali/Mali/UMali/UMali</b> Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Outdoors: R Grade: R Gunstelingkeur: rooip Gunstelingkwitwit: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukukhala akukhanyayo: ayikhali Umbala azeubandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Iminyaka: 5 Imibala: R Ukukhala akukhanyayo: ayikhali Umbala azeubandayo: obomvu Umsebenzi athanda ukukwenzeka: ukwenza izinto ezimbini nomisinga</p>	 <p><b>Laylah/Laylah/ULaylah/ULaylah</b> Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Outdoors: R Grade: 2 Gunstelingkeur: green Gunstelingkwitwit: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukukhala akukhanyayo: iphiza Umbala azeubandayo: ophuzi Athanda ukukwenzeka: ukukhwelele ama phuzu kwentlo Iminyaka: 8 Imibala: 2 Ukukhala akukhanyayo: iphiza Umbala azeubandayo: umhlabo Umsebenzi athanda ukukwenzeka: ukugcencela aye kutsho phazulu kwentlo jonke</p>
 <p><b>Erummy/Erummy/UGogo/UMakhu</b> Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bingo: on/over/for Gunstelingkeur: pers Gunstelingkwitwit: sing saam met 'n plaaslike jazz-band Umsebenzi: ukumbhalephansi Umbala azeubandayo: okuhlwebezane Athanda ukukwenzeka: ukucula nabandho yejeji Umsebenzi: ukumbhalephansi Umbala azeubandayo: umfusa Umsebenzi athanda ukukwenzeka: ukucula nepela lomculo wejezi bekuhlaleni</p>	 <p><b>Thami/Thami/UThami/UThami</b> Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Outdoors: 1 Gunstelingkeur: orange Gunstelingkwitwit: sit alles in haar mond Iminyaka: 1 Ukukhala akukhanyayo: ibhanana Umbala azeubandayo: oluhlaza okotshani Athanda ukukwenzeka: ukufaka izinto eminyeni Iminyaka: 1 Ukukhala akukhanyayo: ibhanana Umbala azeubandayo: oluhlaza Umsebenzi athanda ukukwenzeka: ukufaka izinto eminyeni walthe</p>
 <p><b>Dash/Dash/UDash/UDash</b> Occupation: retired Favourite food: sandwiches Favourite activity: running fast Gunstelingkeur: teelbroodjies Gunstelingkwitwit: hardoop winning Ukukhala akukhanyayo: isandwichi Athanda ukukwenzeka: ukugijima kukhulu Ukukhala akukhanyayo: isandwichi Umsebenzi athanda ukukwenzeka: ukubakika ngamandla aqhezu</p>	 <p><b>Pepper/Pepper/UPepper/UPepper</b> Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Gunstelingkeur: vs Gunstelingkwitwit: slap in bokse Ukukhala akukhanyayo: imintzi Athanda ukukwenzeka: ukulala embhokisini Ukukhala akukhanyayo: imintzi Umsebenzi athanda ukukwenzeka: ukulala embhokisini</p>

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5. **Small group activities:** Remind the learners about the activities at each workstation. Explain and show the activity at each workstation. Remind learners about the tidy-up process.

**Day 3**

**What you need**

- Classroom rules poster (page 12)
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- **Helpers' chart**
- **Tidy-up chart**
- **Learners' symbols**
- **Paper plates**
- **Arrow for each plate**









1. **Helpers' chart:** Remind the learners which groups they are in. Also remind them about the classroom duties and rules. Using a different paper plate for each group, glue the learners' symbols onto the paper plate and place an arrow on it. Learners touch and count the number of symbols on each plate. Use the arrow to point to the learner who is the group leader in each group.
2. **Tidy-up chart:** Place a learner symbol next to each tidy-up task and explain that the learner is responsible for that task.
3. **Rhyme:** Say the rhyme, *Five in my family*. Show the finger puppets one at a time and add actions.

4. **Indaba yomndeni ka-Grade R Maths:** Khombisa abafundi ingaphakathi lekhava yangaphambili ye-*Bhuku Lamaphosta*. Khuluma ngabalingiswa ngamunye futhi ufunde ulwazi oluphathelele naye. Nindawonye balani amalungu akulo mndeni.

**Imibuzo ekuholayo:**

- ★ Ubonani?
- ★ Bangaki abantu obabonayo? (Khomba futhi ubale.)
- ★ Ukhumbulani ngalaba bantu?
- ★ Obani amagama abo?
- ★ Mangaki amantombazane/ abafana abakhona?
- ★ Baneminyaka emingaki?
- ★ Bahluke kanjani omunye komunye? (isibonelo, ubufushane/ubude, omncanyana)
- ★ Bangaki abantu abafake amabhulukwe/izicathulo, nokunye?

Meet the characters • Leer ken die karakters  
Naba abalingiswa • Naba abalinganiswa

 <p><b>Mami/Mama/UMama/UMama</b> Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountain Beverage: cranberry Favourite food: orange Greeting/Hello: clap hands die strand of in the hand Umshebenzi: uhlala Ukuba ukuthandayo: ukufunda abizhi Ukuba ukuthandayo: ukufunda abizhi Umshebenzi ehlala Ukuba ukuthandayo: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>	 <p><b>Dadi/Dad/UBaba/UBaba</b> Occupation: captain of the village Favourite colour: blue Favourite activity: reading about other countries Beverage: buttermilk van 'n spaghetti Greeting/Hello: hi Favourite food: spaghetti Umshebenzi: umphahla weqophambili Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda ngamunye Umshebenzi ehlala ukusweza: ukufunda ngamunye Umshebenzi ehlala ukusweza: ukufunda ngamunye</p>
 <p><b>Mali/Mali/UMali/UMali</b> Age: 5 Grade: 8 Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Occupation: 5 Grade: 8 Greeting/Hello: hi Umshebenzi: mooli Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>	 <p><b>Laylah/Laylah/ULaylah/ULaylah</b> Age: 5 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Occupation: 5 Grade: 2 Greeting/Hello: hi Umshebenzi: ukufunda Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>
 <p><b>Gweny/Duma/UGweny/UGweny</b> Occupation: artist Favourite colour: purple Favourite activity: singing with a local jazz band Beverage: grape juice Greeting/Hello: hi Umshebenzi: ukufunda Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>	 <p><b>Thami/Thami/UThami/UThami</b> Age: 5 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Occupation: 5 Greeting/Hello: hi Umshebenzi: ukufunda Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>
 <p><b>Dashi/Dash/UDash/UDash</b> Occupation: dog Favourite food: sandwiches Favourite activity: running fast Greeting/Hello: bark Umshebenzi: ukufunda Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>	 <p><b>Pepper/Pepper/UPepper/UPepper</b> Age: 1 Favourite food: bones Favourite colour: black Favourite activity: sleeping in boxes Greeting/Hello: woof Umshebenzi: ukufunda Ukuba ukuthandayo: ukufunda Ukuba ukuthandayo: ukufunda Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande Umshebenzi ehlala ukusweza: ukufunda abizhi ngasivande</p>

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5. **Imisebenzi yamaqembu amancane:** Khumbuzisa abafundi ngemisebenzi esesiteshini sokusebenzela ngasinye. Chaza bese ukhombisa umsebenzi esiteshini sokusebenzela ngasinye. Khumbuzisa abafundi ngenqubo yokuqoqa.

**Usuku 3**

**Okudingayo**

- Iphosta yemithetho yekilasi (ikhasi 13)
- Amaphaphethi eminwe
- Umlolozelo: *Sibahlanu emndenini wami* (ikhasi 195)
- *Ibhuku Lamaphosta, Iphosta 4*
- Indaba yomndeni ka-Grade R Maths (ikhasi 195)
- Ishadi labasizi
- Ishadi lokuqoqa
- Izimpawu zabafundi
- Amapuleti amaphepha
- Umcibisholo wepuleti ngalinye

1. **Ishadi labasizi:** Khumbuzisa abafundi ukuthi bakumaphi amaqembu. Bakhumbuze futhi ngemisebenzi nemithetho yekilasi. Usebenzisa ipuleti lephepha elihlukile eqenjini ngalinye, namathisela izimpawu zabafundi epuleti lephepha bese ubeka umcibisholo kulona. Abafundi bathinta futhi babale inani lezimpawu epuleti ngalinye. Sebenzisa umcibisholo ukukhomba kumfundi ongumholi weqembu eqenjini ngalinye.
2. **Ishadi lokuqoqa:** Beka uphawu lomfundi eceleni komsebenzi wokuqoqa bese uchaza ukuthi umfundi uyena onesibophezelo salowo msebenzi.
3. **Umlolozelo:** Yisho umlolozi, *Sibahlanu emndenini wami*. Khombisa amaphaphethi eminwe elilodwa ngesikhathi esisodwa bese ufaka iminyakazo.

4. **Oral counting 1–5:** Count from 1 to 5, clapping your hands on each number. Let the learners count and clap with you. Repeat as you say each learner's name by clapping on each syllable.
5. **Grade R Maths family story:** Show the learners Poster 4.

**Guiding questions:**

- ★ What can you see?
- ★ How many children are hiding?
- ★ How many children are behind the door?
- ★ How many more children could fit under the table?
- ★ Why do you think Granny isn't hiding under the table?
- ★ Where could she hide?
- ★ How many pets are there?

Together, point to and count the adults, the children and the animals on the poster. Tell the Grade R Maths family story and act it out with the learners.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

## Day 4

### What you need

- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Small pieces of paper
- 12 paper plates

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Count from 1 to 5, stamping your foot on each number. Let learners count and stamp with you.
3. **Counting objects 1–3:** Show learners Poster 4. Point to and count three different items on the poster (for example, a book, the chair, the dog) with the learners.
4. **Sequencing daily events:** Ask the learners what they did when they woke up. Ask what they did when they arrived at school. Ask a learner to point to the matching picture on the daily programme. Ask questions about the order of activities in the daily programme.

**Guiding questions:**

- ★ What were we doing *before* we did maths?
- ★ What will we do *next*?
- ★ What will we do at the end of the day?
- ★ What will happen *after* that?

4. **Ukubala ngomlomo 1–5:** Bala kusuka koku-1 kuya koku-5, ushaya izandla zakho enombolweni ngayinye. Vumela abafundi babale bese beshaya izandla nawe. Phinda ngesikhathi usho igama lomfundi ushaye izandla elungeni ngalinye.
5. **Indaba yomndeni ka-Grade R Maths:** Khombisa abafundi lphosta 4.

**Imibuzo ekuholayo:**

- ★ Ubonani?
- ★ Zingaki izingane ezicashile?
- ★ Zingaki izingane ezingemuva kwesicabha?
- ★ Zingaki ezinye izingane ezinganela ngaphansi kwetafula?
- ★ Ucabanga ukuthi yini uGogo engacashile ngaphansi kwetafula?
- ★ Angacashaphi?
- ★ Zingaki izilwane zasekhaya ezikhona?

Nindawonye khombani futhi nibale abantu abadala, izingane kanye nezilwane ezikuphosta. Landa indaba yomndeni ka-Grade R Maths bese niyalingisa nabafundi.

6. **Imisebenzi yamaqembu amancane:** Xoxisanani ngemisebenzi esiteshini sokusebenzela ngasinye. Khumbuza abafundi ngenqubo yokuqoqa.

## Usuku 4

### Okudingayo

- Umlolozelo: *Sibahlanu emndenini wami* (ikhasi 195)
- Izingcucu zamaphepha
- *Ibhuku Lamaphosta, lphosta 4*
- Amapuleti ephepha ayi-12

1. **Umlolozelo:** Yisho umlolozele, *Sibahlanu emndenini wami*. Abafundi bakhombisa iminwe eyinani eliyilo njalo uma besho igama lenombolo.
2. **Ukubala ngomlomo 1–5:** Bala kusuka koku-1 kuya koku-5, ugxoba ngonyawo phansi ngenombolo ngayinye. Vumela abafundi babale futhi bagxobe nawe.
3. **Ukubala izinto 1–3:** Khombisa abafundi lphosta 4. Khomba bese ubala izinto ezintathu ezihlukene kwiphosta (isibonelo, ibhuku, isihlalo,inja) nabafundi.
4. **Ukulandelanisa izigameko zosuku:** Buza abafundi ukuthi benzeni ngesikhathi bevuka. Buza ukuthi benzeni ngesikhathi befika esikoleni. Cela abafundi ukuba bakhombe isithombe esihambisana nalokhu ohlelweni lwansuku zonke. Buza imibuzo mayelana nokuhleleka kwemisebenzi ohlelweni lwansuku zonke.

**Imibuzo ekuholayo:**

- ★ Besenzani *ngaphambi* kokwenza izibalo?
- ★ Sizokwenzani *okulandelayo*?
- ★ Sizokwenzani ekupheleni kosuku?
- ★ Kuzokwenzekani *emuva* kwalokho?

5. **Birthdays:** Give each learner a small piece of paper. Let the learners draw their faces on the paper. Seat learners in rows according to the month they were born in.

**Guiding questions:**

- ★ Which month has the most/fewest number of birthdays?
- ★ Which months have the same number of birthdays?

Display 12 paper plates. Write the name of a month on each plate. Paste the learners' face pictures on the paper plates according to the month of their birthday.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

## Day 5

### What you need

- Rhyme: *Five in my family* (page 194)
- Learners' symbols
- Wall display

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Learners lift their arms and count from 1 to 5 each time.
3. **Learners' symbols:** Learners identify their symbols and then place them on the matching block on the wall display.

**Guiding questions:**

- ★ Where is your symbol?
  - ★ What is the colour of your symbol?
  - ★ Tell me about your symbol.
4. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

### Integration

**Home Language and Life Skills:** oral vocabulary development; turn-taking during discussions; fine motor development.

5. **Izinsuku zokuzalwa:** Nika umfundi ngamunye ucezwana lwephepha. Vumela abafundi ukuthi badwebe ubuso babo ephepheni. Hlalisa abafundi ngemigqa kuye ngenyanga abazalwa ngayo.

**Imibuzo ekuholayo:**

- ★ Iyiphi inyanga enezinsuku zokuzalwa eziningi/ezincane kakhulu?
- ★ Iziphi izinyanga ezinezinsuku zokuzalwa ezilinganayo?

Veza amapuleti ephepha ayi-12. Bhala igama lenyanga epuletini ngalinye. Namathisela izithombe zobuso babafundi emapuletini ephepha kuye ngenyanga yosuku lokuzalwa.

6. **Imisebenzi yamaqembu amancane:** Xoxisanani ngemisebenzi esiteshini sokusebenzela ngasinye. Khumbuza abafundi ngenqubo yokuqoqa.

## Usuku 5

### Okudingayo

- Umlolozelo: *Sibahlanu emndenini wami* (ikhasi 195)
- Izimpawu zabafundi
- Udonga lokubonisa

1. **Umlolozelo:** Yisho umlolozele, *Sibahlanu emndenini wami*. Abafundi bakhombisa iminwe eyinani eliyilo njalo uma besho igama lenombolo.
2. **Ukubala ngomlomo 1–5:** Abafundi baphakamisa izingalo bese bebala kusuka koku-1 kuya koku-5 ngaleso naleso sikhathi.
3. **Izimpawu zabafundi:** Abafundi bahlonza izimpawu zabo bese bezibeka ebhulokhini elifanayo nelisodongeni lokubukisa.

**Imibuzo ekuholayo:**

- ★ Lukuphi uphawu lwakho?
  - ★ Yini umbala wophawu lwakho?
  - ★ Ngitshele ngophawu lwakho.
4. **Imisebenzi yamaqembu amancane:** Xoxisanani ngemisebenzi esiteshini sokusebenzela ngasinye. Khumbuza abafundi ngenqubo yokuqoqa.

### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** ukuthuthukiswa kolwazimagama asetshenziswa ngomlomo; ukunikezana amathuba lapho kuxoxiswa; ukuthuthukiswa kokunyakazisa imisipha emincane.

## Small group activities



### TIP

There is no teacher-guided activity in Week 1. Move between each of the workstations to observe and support learners.



### Observe how learners engage during the activities:

- How do they participate?
- Can they follow instructions?
- Are they able to concentrate on the activity?
- Are they able to share?
- How do they communicate with you and each other?
- How do they handle the resources?

### Workstation 1

#### What you need

- A container with different-coloured animal and fruit counters (*Resource Kit*) for each learner

Learners sort counters by colour.



### Workstation 2

#### What you need

- Playdough or clay

Learners use playdough or clay to make a model.

### Workstation 3

#### What you need

- Paper
- Crayons

Learners draw a picture of their own choice.



## Imisebenzi yamaqembu amancane

### ICEBO

Awukho umsebenzi oholwa uthisha esontweni loku-1. Hamba phakathi kwaleso naleso sitheshi sokusebenzela ukuze uqaphele futhi weseke abafundi.



#### Qaphela ukuthi abafundi bazibandakanya kanjani emisebenzini:

- Balibamba kanjani iqhaza?
- Bangakwazi ukulandela imiyalo?
- Bayakwazi ukugxila emsebenzini?
- Bayakwazi ukwabelana?
- Baxhumana kanjani nawe kanye nabanye?
- Baziphatha kanjani izinsiza?

### Isitheshi sokusebenzela 1

#### Okudingayo

- Isitsha esinezinto zokubala eziyizilwane kanye neziyizithelo ezinemibala ehlukene (*Ikhithi Yezinsiza*) zomfundi ngamunye

Abafundi bahlunga izinto zokubala izinombolo ngemibala.



### Isitheshi sokusebenzela 2

#### Okudingayo

- Inhlama yokudlala noma ubumba

Abafundi basebenzisa inhlama yokudlala noma ubumba ukwakha isifanekiso.

### Isitheshi sokusebenzela 3

#### Okudingayo

- Iphepha
- Amakhrayoni

Abafundi badweba isithombe abazikhethela sona.



## TIP

Choose a range of puzzles to suit the different abilities of the learners.

### Workstation 4

#### What you need

- A six-piece puzzle for each learner (see page 220)

Learners build a six-piece puzzle.

### Workstation 5

#### What you need

- Building blocks

Learners use building blocks to create their own constructions.





Khetha amaphazili  
ahlukene ukuze  
alungele amazinga  
ahlukene abafundi.

## Isiteshi sokusebenzela 4

### Okudingayo

- Iphazili enezingcezu eziyisithupha yomfundi ngamunye (bheka ikhasi 220)

Abafundi bakha iphazili enezingcezu eziyisithupha.

## Isiteshi sokusebenzela 5

### Okudingayo

- Amabhulokhi okwakha

Abafundi basebenzisa amabhulokhi okwakha ukwenza izakhiwo zabo.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Number symbols
- Number words

## New knowledge

- Number 1
- Solving problems in everyday contexts

## Practise

- Oral counting 1–5
- Counting objects 1–3
- Reinforce vocabulary from Week 1
- Sorting by colour

## New maths vocabulary

behind

in front

first

second

third

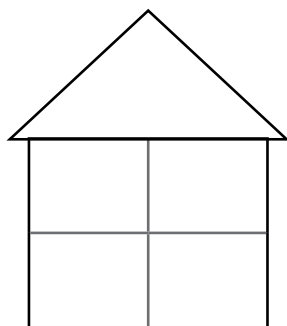
## Getting ready



### TIP

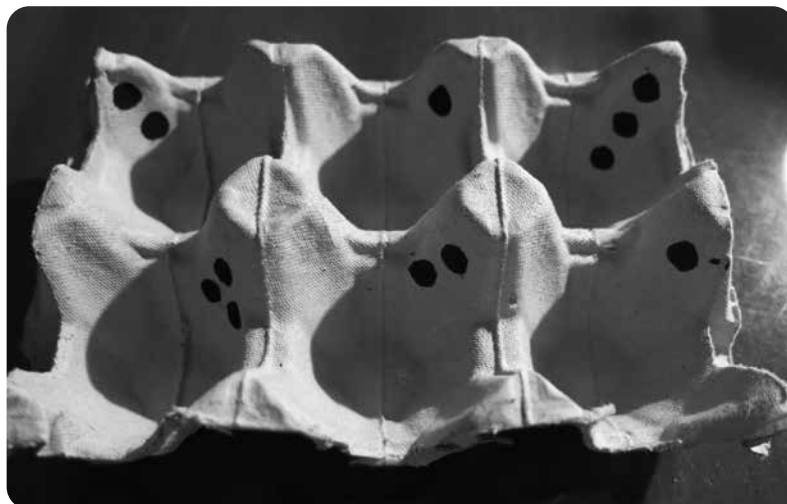
Use opportunities in the daily routine to introduce the new maths vocabulary.

Remember to talk about the daily programme.



For the activities this week, you will need to prepare the following:

- fill a bag with enough different small objects so that you have one for each learner
- a number frieze for number 1:
  - make a house shape on an A3 page
  - copy and colour in the templates on page 204 – *1, one, one dot, one elephant*
  - glue the labels and pictures into the house
- set up the maths area with a focus on '1' – look for pictures of single objects
- make 15 number '1' dot cards
- make 15 number '1' symbol cards (template page 204)
- make 5 number 'one' word cards (template page 204)
- collect 10 egg boxes (Mark each egg cup with one, two or three dots. Make various combinations of dots on each egg box.)



# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Izimpawu zezinombolo
- Amagama ezinombolo

## Ulwazi olusha

- Inombolo 1
- Ukuxazulula izinkinga ezimeni zansuku zonke

## Zejwayeze

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–3
- Gxilisa ulwazimagama kusuka eSontweni 1
- Ukuhlunga ngemibala

## Ulwazimagama olusha olusetshenziswa ezibalweni

ngemuva

ngaphambi

okokuqala

okwesibili

okwesithathu

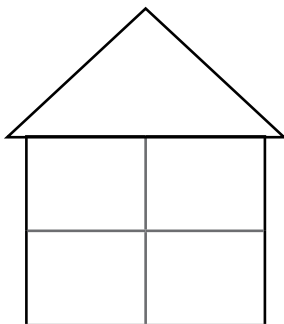
## Ukulungiselela



### ICEBO

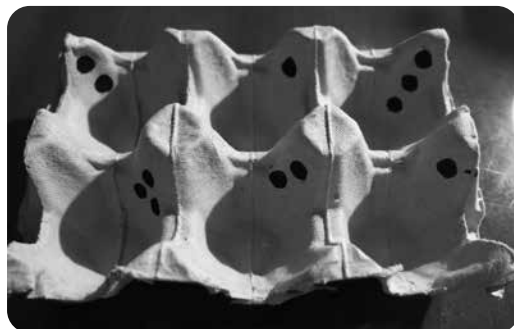
Sebenzisa amathuba enqubeni yansuku zonke ukwethula ulwazimagama olusha olusetshenziswa ezibalweni.

Khumbula ukukhuluma ngohlelo lwansuku zonke.



Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- gcwalisa isikhwama ngezinto ezincane ezihlukene ezanele ukuze ube neyodwa yomfundi nomfundi
- ifrizi yezinombolo kanombolo 1:
  - yenza isimo esiyindlu ephepheni elibungako balo u-A3
  - kopisha bese ufaka imibala emathempulethini ekhasini 205 – 1, kunye, ichashazi elilodwa, indlovu eyodwa
  - namathisela amalebula nezithombe endlini
- lungisa indawo yezibalo ugxile ku-'1' – bheka izithombe ezinezinto ezingazodwa
- yenza amakhadi anamachashazi enombolo '1' ayi-15
- yenza amakhadi anezimpawu ayi-15 enombolo '1' (ithempulethi ikhasi 205)
- yenza amakhadi amagama ama-5 enombolo 'kunye' (ithempulethi ikhasi 205)
- qoqa amabhokisi amaqanda ayi-10 (Beka uphawu lwechashazi elilodwa, amabili noma amathathu enkomishini yeqanda. Yenza inhlanganisela yamachashazi ahlukeni ebhokisini leqanda ngalinye.)



- 8 everyday objects, for example, tennis ball, mug, pen, hairbrush, scissors, teaspoon, key, cellphone
- 8 photocopied 'number 1' templates (page 210) covered in plastic or in a plastic sleeve
- 3 tub lids per learner in a small group (approximately 18 lids).

## Whole class activities

### Day 1



#### TIP

Remind learners of group names and class rules, and the tidy-up process.

#### What you need

- Song: *Hokey Pokey* (page 194)
- *Number 1 story* (page 196)
- 15 number '1' dot cards
- 15 number '1' symbol cards
- Enough different small objects so that you have one for each learner
- Number frieze: Number 1

1. **Song:** Introduce the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Count and stamp your foot on each number. Repeat with learners joining in.
3. **Introducing number '1':** Tell the *Number 1 story*. The animal's house is the focus of the story. Show the parts of the number frieze as you build up the story of the animal and images of the house: the different representations of number 1, for example, the elephant picture, the dot, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.
4. **Body parts:** Talk about body parts that we only have one of, for example, one nose, one mouth, one head, one tongue.
5. **Identifying one object:** Place enough different small objects in a bag for each learner to take one. Learners take turns to take out one object. They describe the objects and say how they would use it. Prompt the use of the word 'one', for example, 'I have one hairbrush.' Now place the objects on a table. Five learners place a number 1 dot card and number 1 symbol card next to five of the objects on the table. Repeat the process with two other groups of five learners.
6. **Small group activities:** Show the learners the four workstations. Demonstrate the activity at each workstation. Explain the tidy-up process.

#### Integration

**Home Language and Life Skills:** packing away according to picture labels on shelves, boxes and containers (emergent literacy); parts of the body.

- izinto zansuku zonke eziyi-8, isibonelo, ibhola letheni, imagi, ipeni, ibhulashi lezinwele, isikelo, ithisipuni, ukhiye, umakhalekhukhwini
- amathempulethi afothokhoshiwe 'kanombolo 1' ayisi-8 (ikhasi 211) ambozwe ngepulastiki noma asemkhonweni wepulastiki
- izivalo zezitsha ezintathu umfundi ngamunye eqenjini elincane (izivalo ezicishe zibe yi-18).

## Imisebenzi yekilasi lonke

### Usuku 1

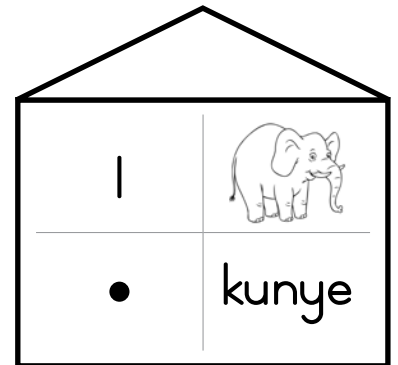


Khumbuza abafundi ngamagama amaqembu kanye nemithetho yekilasi, kanye nendlela yokuqoqa.

#### Okudingayo

- **Iculo:** *Hokhi Phokhi* (ikhasi 195)
- **Indaba yenombolo 1** (ikhasi 197)
- **Amakhadi enombolo '1'** ayi-15
- **Amakhadi ayizimpawu enombolo '1'** ayi-15
- **Izinto ezincane ezihlukene** ukuze abe neyodwa umfundi ngamunye
- **Ifrizi yezinombolo: Inombolo 1**

1. **Iculo:** Yethula iculo, *Hokhi Phokhi*, neminyakazo.
2. **Ukubala ngomlomo 1–5:** Bala bese ugxoba ngonyawo phezu kwenombolo ngayinye. Phinda nabafundi bahlanganyele nawe.
3. **Ukwethula inombolo '1':** Landa *Indaba yenombolo 1*. Indlu yesilwane iyona okugxilwe kuyo endabeni. Khombisa izingxenye zebhodi yezinombolo ngesikhathi wakha indaba yesilwane kanye nezithombe zendlu: ukumelwa okuhlukene kwenombolo 1, isibonelo, isithombe sendlovu, ichashazi, uphawu kanye negama. Bonisa izingxenye zefrizi yezinombolo endlini yesilwane odongeni olusendaweni yezibalo.
4. **Izitho zomzimba:** Khuluma ngezitho zomzimba esinazo ngasinye, isibonelo, ikhala elilodwa, umlomo owodwa, ikhanda elilodwa, ulimi olulodwa.
5. **Ukuhlonza into eyodwa:** Beka izinto ezincane ezanele esikhwameni ukuze umfundi ngamunye athathe eyodwa. Abafundi bayadedelana ngokuthatha into eyodwa. Bachaza izinto bese besho ukuthi bangazisebenzisa kanjani. Gqugquzela ukusebenzisa igama 'kukodwa/kunye', isibonelo, 'Nginebhulashi lezinwele elilodwa.' Manje beka izinto etafuleni. Abafundi abahlanu babeka ikhadi elinechashazi lenombolo 1 kanye nekhadi elinophawu lenombolo 1 eceleni kwezinto eziyisihlanu ezisetafuleni. Phinda inqubo namanye amaqembu amabili anabafundi abahlanu.
6. **Imisebenzi yamaqembu amancane:** Khombisa abafundi iziteshi zokusebenzela ezine. Khombisa ukwenza umsebenzi esiteshini ngasinye sokusebenzela. Chaza inqubo yokuqoqa.



#### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** ukupakisha ngokwamalebula ezithombe emashalofini, emabhokisini naseziqubathini (ukufunda nokubhala okufufusayo); izitho zomzimba.



## TIP

During routine times and lining up, use ordinal numbers such as: first, second, third.

Remember to do the calendar, days of the week, months of the year and birthday chart each day.

## Day 2

## What you need

- Song: *Hokey Pokey* (page 194)
- Number '1' symbol cards and number 'one' word cards
- Number frieze: Number 1

1. **Song:** Sing the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Learners pretend to be elephants and stamp their feet as they count to five.
3. **Number frieze:** Discuss the number frieze and the story from Day 1.

## Guiding questions:

- ★ How many elephants live in the house?
- ★ How many trees are in the garden?
- ★ Why do you think the elephant lives alone?
- ★ Why do you think there is only one bench in the garden?
- ★ Which parts of the story did you enjoy? Why?

Give learners number '1' symbol cards and number 'one' word cards. They match these to '1' and 'one' on the number frieze.

4. **Body parts:** Play a game. Learners must only copy your action if it correctly matches your words:

- ★ I have one nose. (Touch both eyes.)
- ★ I have one mouth. (Touch both ears.)
- ★ I have one neck. (Touch your neck.)
- ★ I have one head. (Touch your toes.)

Learners point to the body parts they have one of. They repeat, 'one head, one nose, one mouth, one chin, one neck' as they point to these parts on their own bodies.

5. **Practising number '1':** Ask, 'Who can see something that there is only one of in the classroom?' Give a number '1' symbol card to each learner who responds. Learners place the card on the object.

Show learners how to 'write' the number symbol '1' in the air. Learners 'write' '1' in the air, on their hands and legs, and on a friend's back.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



## Usuku 2

 ICEBO

Ngesikhathi sokwenziwa njalo nokuma umugqa, sebenzisa izinombolo ezisho isikhundla njengalokhu: okokuqala, okwesibili, okwesithathu.

Khumbula ukwenza ikhalenda, izinsuku zesonto, izinyanga zonyaka kanye neshadi lezinsuku zokuzalwa ngosuku ngalunye.

## Okudingayo

- **Iculo:** *Hokhi Phokhi* (ikhasi 195)
- **Ifrizi yezinombolo:** Inombolo 1
- **Amakhadi anezimpawu zenombolo '1' kanye namakhadi anagama:** 'kunye'

1. **Iculo:** Yethula iculo, *Hokhi Phokhi*, neminyakazo.
2. **Ukubala ngomlomo 1–5:** Abafundi bazenza izindlovu bese begxoba izinyawo zabo ngesikhathi bebala kufike kokuhlano.
3. **Ifrizi yezinombolo:** Xoxa ngebhodi yezinombolo kanye nendaba kusuka oSukwini 1.

## Imibuzo ekuholayo:

- ★ Zingaki izindlovu ezihlala endlini?
- ★ Zingaki izihlahla ezisengadini?
- ★ Ucabanga ukuthi kungani indlovu ihlala yodwa?
- ★ Ucabanga ukuthi kungani kube nebhentshi elilodwa engadini?
- ★ Yiziphi izingxenye zendaba ozithokozele? Kungani?

Nikeza abafundi amakhadi anezimpawu zenombolo '1' kanye namakhadi anagama lenombolo 'kunye'. Baqondanisa lokhu nenombolo-'1' kanye negama: 'kunye' ebhodini yezinombolo.

4. **Izitho zomzimba:** Dlala umdlalo. Abafundi kumele balingise isenzo sakho kuphela uma sihambisana namagama akho:

- ★ Nginekhala elilodwa. (Thinta amehlo womabili.)
- ★ Nginomlomo owodwa. (Thinta izindlebe zombili.)
- ★ Nginomqala owodwa. (Thinta umqala wakho.)
- ★ Nginekhanda elilodwa. (Thinta izinzwane zakho.)

Abafundi bakhomba izitho zomzimba abanazo ngasinye. Bayaphinda, 'ikhanda elilodwa, ikhala elilodwa, umlomo owodwa, isilevu esisodwa, umqala owodwa' ngesikhathi bekhomba lezi zitho emizimbeni yabo.

5. **Ukuzejwayeza inombolo '1':** Buza, 'Ubani ongabona into engayodwa ekilasini?' Nikeza umfundi ophendulile ikhadi eliwuphawu lwenombolo '1'. Abafundi babeka ikhadi entweni.

Khombisa abafundi ukuthi lubhalwa kanjani uphawu lwenombolo '1' emoyeni. Abafundi 'babhala' u-'1' emoyeni, ezandleni zabo nasemilenzeni yabo, nasemhlane womngani.

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Day 3

## What you need

- Song: *Hokey Pokey* (page 194)
- Different objects grouped in 1s, 2s and 3s (for example, toy cars, blocks, socks, balls) and placed around the classroom. The groups of objects should be at learners' eye level and easily visible.

1. **Song:** Sing the song, *Hokey Pokey*. Add another verse in which learners use another part of their bodies, for example, a foot or finger.
2. **Oral counting 1–5:** Learners march on the spot while counting to five.
3. **Counting objects 1–3:** Learners look for objects around the classroom, for example, 1 ball, 2 blocks, and so on.

Play 'I spy', for example, 'I spy with my little eye, one thing that is round.' (one ball); 'I spy with my little eye, two things that you can drive.' (two cars); 'I spy with my little eye, three things that I can use to build a tower.' (three blocks). When a learner correctly identifies the object/s, they bring the objects to the front of the class. Touch and count them together.

4. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 4

## What you need

- Rhyme: *Bananas* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- 5 number '1' dot cards
- 2 soccer balls

1. **Rhyme:** Introduce the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners click their fingers and count to five.
3. **Counting objects 1–3:** Tell the Poster 4 story (Grade R Maths family story (page 194)).



## Guiding questions:

- ★ What are the names of the people and the dog?
- ★ How many children can you see?
- ★ Why do you think Dad isn't in this picture?

Together count how many people there are and how many animals there are.

- ★ Are there more people or more animals in the picture?
- ★ What can you see in the picture that there is only one of?

## Usuku 3

## Okudingayo

- Iculo: *Hokhi Phokhi*, (ikhasi 195)
- Izinto ezihlukene ziqoqelwe ndawonye nga-1, nga-2, nanga-3 (isibonelo, izimoto zamathoyози, amabhulokhi, amasokisi, amabhola) bese zibekwa ekilasini. Kumele amaqoqo ezinto abe lapho kufinyelela khona abafundi futhi abonakale kalula.

1. **Iculo:** Cula iculo, *Hokhi Phokhi*. Faka elinye ivesi lapho abafundi besebenzisa khona esinye isitho semizimba yabo, isibonelo, unyawo noma umunwe.
2. **Ukubala ngomlomo 1–5:** Abafundi bamasha bemi ndawonye bebe bebala kuze kufike kokuhlanu.
3. **Ukubala izinto 1–3:** Abafundi bafuna izinto ekilasini, isibonelo, ibhola eli-1, amabhola ama-2, njalo njalo.  
Dlala umdlalo 'Ngiyahlola', isibonelo, 'Ngiyahlola ngeso lami elincane, into eyodwa eyindilinga.' (ibhola elilodwa); 'Ngiyahlola ngeso lami elincane, izinto ezimbili ongazishayela.' (izimoto ezimbili); 'Ngiyahlola ngeso lami elincane, izinto ezintathu engingazisebenzisa ukwakha umbhoshongo.' (amabhulokhi amathathu). Uma umfundi ekhomba kahle into/izinto, uziletha phambi kwekilasi izinto. Zithinteni bese nizibala ndawonye.
4. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 4

## Okudingayo

- Umlolozelo: *Obhanana* (ikhasi 195)
- *Ibhuku Lamaphosta*, *Iphosta 4*
- *Indaba yomndeni ka-Grade R Maths* (ikhasi 195)
- amakhadi ama-5 anamachashazi enombolo '1'
- amabhola kanobhutshuzwayo ama-2

1. **Umlolozelo:** Yethula umlolozelo, *Obhanana*.
2. **Ukubala ngomlomo 1–5:** Abafundi bashaya iminwe yabo bese bebala bafike kokuhlanu.
3. **Ukubala izinto 1–3:** Landa indaba yePhosta 4 (*Indaba yomndeni ka-Grade R Maths* (ikhasi 195)).

## Imibuzo ekuholayo:

- ★ Obani amagama abantu kanye nenja?
- ★ Zingaki izingane okwazi ukuzibona?
- ★ Ucabanga ukuthi kungani uBaba engekho esithombeni?

Nindawonye balani ukuthi bangaki abantu nokuthi zingaki izilwane.

- ★ Kunabantu abaningi noma izilwane eziningi esithombeni?
- ★ Ubonani esithombeni okuyiyona nto eyodwa kusona?



- ★ What can you see that there are two of?
- ★ If we made a group of three things that belong together in this picture, what would they be?

Learners take turns to come and point to objects in the picture.  
Learners place a number 1 dot card where there is only one object.

4. **Problem solving:** Talk about Poster 4.

**Guiding questions:**

- ★ Who do you think plays with this soccer ball?
- ★ If Laylah and Malusi both want a ball, how many more balls would Mom have to buy? (Use two learners and two soccer balls to demonstrate.)
- ★ How many cats can you see?
- ★ How many mugs are on the table?
- ★ Are there more people or more mugs?
- ★ How many more mugs do we need for all the people in the picture to have one?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 5

### What you need

- Rhyme: *Bananas* (page 194)
- Classroom objects
- Number '1' symbol cards, number '1' dot cards and number 'one' word cards

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners nod their heads and count to five. Repeat.
3. **Counting objects 1–3:** Do a movement sequence using three different actions, for example, one stamp, two nods of the head and three claps. Repeat a few times. Ask learners to suggest three different actions to create a new sequence.
4. **Reinforcing number '1':** Ask a few learners at a time to fetch an object from the classroom and place it on the maths table. Give other learners a '1' number symbol or a dot card to attach to the object on the table. Repeat.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Integration

**Home Language and Life Skills:** look for 'one' in stories and other activities.

- ★ Yikuphi okubonayo okubili?
- ★ Ukuba senza iqembu lezinto ezintathu zandawonye kungaba yiziphi? Abafundi beza ngokudedelana bese bekhomba izinto esithombeni. Abafundi babeka ikhadi elinechashazi lenombolo 1 lapho kunento eyodwa kuphela khona.

4. **Ukuxazulula izinkinga:** Khuluma ngePhosta 4.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi ubani odlala ngaleli bhola lezinyawo?
- ★ Uma uLaylah noMalusi befuna ibhola bobabili, mangaki amanye amabhola uMama okumele awathenge? (Sebenzisa abafundi ababili namabhola kanobhutshuzwayo amabili ukutshengisa lokhu.)
- ★ Mangaki amakati owabonayo?
- ★ Zingaki izimagi ezisetifuleni?
- ★ Ngabe ngabantu abaningi noma yizimagi?
- ★ Zingaki izimagi esizidingayo zabantu abasesithombeni ukuze lowo nalowo athole eyodwa?

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 5

### Okudingayo

- Umlolozelo: *Obhanana* (ikhasi 195)
  - Izinto zasekilasini
  - Amakhadi anezimpawu zenombolo '1', amakhadi
- anamachashazi enombolo '1' kanye namakhadi anagama lenombolo 'kunye'

1. **Umlolozelo:** Yethula umlolozelo, *Obhanana*.
2. **Ukubala ngomlomo 1–5:** Abafundi banqekuzisa amakhanda futhi babale kufike kokuhlanu. Phinda.
3. **Ukubala izinto 1–3:** Yenza ukulandelana kokunyakaza usebenzisa iminyakazo emithathu ehlukeni, isibonelo, ukugxoba kanye, ukunqekuzisa ikhanda kabili kanye nokushaya izandla kathathu. Phinda izikhashana ezimbalwa. Cela abafundi ukuba baphakamise iminyakazo emithathu eyehlukeni ukwakha ukulandelana okusha.
4. **Ukugxilisa inombolo '1':** Buza abafundi abambalwa ngesikhathi esisodwa ukuthi balande izinto ekilasini bese bezibeka etafuleni lezibalo. Nikeza abanye abafundi uphawu lwenombolo '1' noma ikhadi elinamachashazi ukuze banamathisele entweni esethebhuleni. Phinda.
5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** bhaka u-'kunye' ezindabeni nakweminye imisebenzi.

## Small group activities

### Teacher-guided activity

#### What you need

- Handful of counters for each learner
- For each learner, a tub with:
  - Number '1' dot and symbol cards
  - Picture card representing one object
  - 3 animal counters
- 8 objects to match the picture cards
- 3 plastic yoghurt lids for each learner
- Extra animal counters
- Playdough

1. **Counting objects – one-to-one correspondence:** Place a pile of different-coloured counters in front of each learner. Learners touch and count them.
2. **Sorting:** Learners sort their animal counters according to colour. They count how many of each colour they each have.
3. **Practising number '1':** Place the 8 objects that match the picture cards on the mat. Ask each learner to choose one object from the pile in the middle of the circle that matches their picture card. Learners match the number symbol card to their picture cards. Learners swap picture cards with each other and repeat.

Give each learner three plastic yoghurt tub lids. Ask learners to place one animal counter from their tubs on each lid. Learners place dot cards, number symbol and word cards next to each lid. Place a few extra animal counters on one of each learner's lids. Ask the learners to remove the counters to make each lid have 'one' again.

Form/write '1' in the air. Give each learner a small amount of playdough and ask them to make the shape of the number '1' symbol.



## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Inkeshezana yezinto zokubala umfundi ngamunye
- Okomfundi ngamunye, isitsha esinalokhu:
  - Amakhadi anamachashazi kanye namakhadi anezimpawu enombolo '1'
  - Ikhadi elinesithombe esimele into eyodwa
- Izinto zokubala ezi-3 ezinezilwane
- Izinto eziyi-8 ezihambisana namakhadi anezithombe
- Izivalo ezi-3 zeyogathi zepulastiki zomfundi ngamunye
- Izinto ezengeziwe zokubala zezilwane
- Inhlama yokudlala

1. **Ukubala izinto – okukodwa okuqondene nokunye:** Beka inqwaba yezinto zokubala ezehlukene phambi komfundi ngamunye. Abafundi bayazithinta bese bezibala.
2. **Ukuhlunga:** Abafundi bazihlunga ngemibala izinto zokubala zezilwane. Babala ukuthi umuntu ngamunye unawo kangakanani umbala ngamunye.
3. **Ukuzejwayeza ukusebenzisa inombolo '1':** Beka kumata izinto eziyi-8 eziqondene namakhadi anezithombe kumata. Cela umfundi ngamunye ukuthi akhethe into eyodwa enqwabeni ephakathi nendilinga eqondene nekhadi elinesithombe. Abafundi baqondanisa amakhadi anezimpawu zezinombolo namakhadi anezithombe. Abafundi bashintshana ngamakhadi anezithombe babuye baphinde. Nikeza umfundi ngamunye izivalo zepulastiki ezintathu zezitsha zeyogathi. Cela abafundi ukuthi babeke ezivalweni into yokubala zezilwane eyodwa ethathwe ezitsheni. Abafundi babeka amakhadi anamachashazi, amakhadi anezimpawu zezinombolo kanye namakhadi anamagama eduze kwesivalo ngasinye. Beka izinto zokubala zezilwane ezengeziwe ezivalweni zengane ngayinye. Cela abafundi ukuthi basuse izinto zokubala ukwenza isivalo ngasinye sisale nokukodwa' futhi. Yakha/bhala oku-'1' emoyeni. Nikeza umfundi ngamunye inhlama yokudlala encanyana bese ubacela ukuthi bakhe isimo sophawu lwenombolo '1'.



**TIP**

Observe, support and ask questions of learners. It is important to know what the learners can already do so that you can build on their prior knowledge. Keep detailed notes on each learner in the group.



**Check that learners are able to:**

- sort the counters according to colour
- count a group of objects using one-to-one correspondence
- match one object to the picture symbol card and learner's symbol
- match the number '1' symbol to a picture card symbol for '1' and one object

**Workstation 1**

**What you need**

- 10 egg boxes marked with groups of dots from one to three in each egg cup
- A pile of fruit counters for each learner

Learners choose an egg box. They match the number of fruit counters to the number of dots in each egg cup. Learners repeat this using different egg boxes.



**Workstation 2**

**What you need**

- Playdough
- Paper
- Crayons

Learners use playdough to make one object. Learners draw a picture of that object.



## ICEBO

Qaphela, weseke futhi ubuze abafundi imibuzo. Kubalulekile ukwazi ukuthi yini abafundi asebekwazi ukuyenza ukuze wakhele phezu kolwazi lwabo lwaphambili. Gcina amanothi anemidati ngomfundi ngamunye eqenjini.



### Hlola ukuthi abafundi bayakwazi uku-:

- hlunga izinto zokubala ngemibala
- bala iqoqo lezinto besebenzisa okukodwa kokukodwa okuqondene nokunye
- qondanisa into eyodwa nekhadi elinophawu lwesithombe nophawu lomfundi
- qondanisa uphawu lwenombolo '1' nophawu lwekhadi elinesithombe lophawu '1' nento eyodwa

## Isiteshi sokusebenzela 1

### Okudingayo

- Amabhokisi amaqanda ayi-10 amakwe ngamaqoqo amachashazi kusuka kokukodwa kuya kokuthathu enkomishini yeqanda ngayinye
- Inqwaba yezinto zokubala eziyizithelo zomfundi ngamunye

Abafundi bakhetha ibhokisi leqanda. Baqondanisa inani lezinto zokubala eziyizithelo nenani lamachashazi enkomishini ngayinye. Abafundi baphinda lokhu besebenzisa amabhokisi amaqanda ahlukene.



## Isiteshi sokusebenzela 2

### Okudingayo

- Inhlama yokudlala
- Iphepha
- Amakhrayoni

Abafundi basebenzisa inhlama yokudlala ukwenza into eyodwa. Abafundi badweba isithombe saleyo nto.

### Workstation 3

#### What you need

- Playdough template: Number 1
- Playdough per learner (page 210)

Learners use playdough to form the number '1', to roll one ball of playdough to place on the tree, and to roll one ball of playdough to place in the grid.



### Workstation 4

#### What you need

- Building blocks

Learners use building blocks to build anything of their choice.



**TIP**

Independent activities could include threading, peg boards, buttoning, zipping, drawing and painting.

### Isiteshi sokusebenzela 3

#### Okudingayo

- Ithempulethi yenhlama yokudlala: Inombolo 1 yomfundi ngamunye (ikhasi 211)
- Inhlama yokudlala

Abafundi basebenzisa inhlama yokudlala ukwakha inombolo '1', ukugingqa ibhola elilodwa lenhlama yokudlala, ukulibeka esihlahleni, nokugingqa ibhola elilodwa lenhlama yokudlala ulibeke ensimbini, igridi.



### Isiteshi sokusebenzela 4

#### Okudingayo

- Amabhulokhi okwakha

Abafundi basebenzisa amabhulokhi okwakha ukwakha noma yini abazikhethela yona.



**ICEBO**

Imisebenzi ezimele ingahlanganisa ukuchushisa, amabhodi amaphekisi, ukufasa izinkinobho ukufasa uziphu, ukudweba kanye nokupenda.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Recognise, identify and name 3-D objects
- Describe, sort and compare 3-D objects: balls and boxes
- Position, orientation and views: in and out

## New knowledge

- Counting objects 1–5
- Properties of balls and boxes
- Objects that roll or slide
- Position: in and out
- Big and small
- Biggest and smallest

## Practise

- Oral counting 1–5
- Reinforce 1
- Sorting by size

## New maths vocabulary

roll  
slide  
big/biggest

small/smallest  
in  
out

side  
corner  
edge

straight  
flat  
round

## Getting ready

For the activities this week, you will need to prepare the following:

- 5 A4-sized banana pictures
- 5 small cardboard fish
- 1 large cardboard fish, big enough to fit the 5 small cardboard fish into
- 2 medium-sized cardboard boxes, one with a 'big' picture label and one with a 'small' picture label
- a small ramp made from a hardcover book, a wooden board/plank, or a table top resting on a small stone or box
- newspaper
- 12 small cardboard boxes, for example, toothpaste, soap or spice boxes
- a collection of balls of different sizes.

## Whole class activities

### Day 1

#### What you need

- Rhyme: *Bananas* (page 194)
- 5 banana pictures
- A collection of boxes and balls of different sizes

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting:** The learners pat their knees and count from 1 to 5.

# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

## Izihloko

- Qaphela, khomba bese usho izinto ezi-3-D
- Chaza, hlunga ubuye uqhathanise izinto ezi-3-D: amabhola namabhokisi
- Isikhundla, isimo nokubukeka kwento: ngaphakathi nangaphandle

## Ulwazi olusha

- Ukubala izinto 1–5
- Izimpawu zamabhola namabhokisi
- Izinto ezigingqikayo noma ezishelelayo
- Isikhundla: ngaphakathi nangaphandle
- Okukhulu nokuncane
- Okukhulu kakhulu nokuncane kakhulu

## Zejwayeze

- Ukubala ngomlomo 1–5
- Gxilisa inombolo 1
- Ukuhlunga ngobungako

## Ulwazimagama olusha olusetshenziswa ezibalweni

gingqika  
shelela

okukhulu/okukhulu  
kakhulu

okuncane/okuncane  
kakhulu

ngaphakathi  
ngaphandle

icala

ikhona

unqenqema

kuqondile

isicaba

indilinga

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izithombe zikabhanana ezi-5 ezibungako obungu-A4
- izinhlanzi zikakhadibhodi ezincane ezi-5
- inhlanzi enkulu yekhadibhodi e-1, enkulu kahle ukwanela izinhlanzi zikakhadibhodi ezincane eziyisi-5
- amabhokisi ama-2 abungako buphakathi nendawo, elilodwa libe nelebula 'enkulu' yesithombe nelinye libe nelebula 'encane' yesithombe
- umgwaqwana owenziwe ngoqwembe oluqinile lwebhuku, ibhodi ewukhuni, noma ingaphezulu letafula elihleli etsheni elincane noma ibhokisi
- iphephandaba
- amabhokisi amancane amakhadibhodi ayi-12, isibonelo, umuthi wokuxubha, insipho noma amabhokisi ezinongo
- iqoqo lamabhola anobungako obuhlukene.

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Umlolozelo: *Obhanana* (ikhasi 195)
- Izithombe zobhanana aba-5
- Iqoqo lamabhokisi namabhola anobungako obuhlukene

1. **Umlolozelo:** Yisho umlolozelelo, *Obhanana*.
2. **Ukubala ngomlomo:** Abafundi bashaya amadolo abo bese bebala kusuka koku-1 kuya koku-5.

3. **Counting objects 1–5:** Six learners stand at the front. Give one learner the five banana pictures. All the learners say the *Bananas* rhyme while the learner holding the banana pictures gives one to each of the other five learners standing in the front. Discuss:

- ★ How many bananas is *each* learner holding? (Count one for each learner.)
- ★ How many bananas are there all together? (Count these.)

Two learners stay standing. The others give their banana pictures to them and then sit down. Ask the class who has more bananas and who has less. Count the bananas that each learner has.

4. **Discovering properties of boxes:** Place five different-sized boxes on the mat. Count the boxes. Hold up a box and discuss.

**Guiding questions:**

- ★ What can you tell me about this box?
- ★ Can anyone show me where you can see a corner in our classroom? (Ask one learner to stand in a corner.)
- ★ Can anyone show me a corner on this box?
- ★ Let's count all the corners on the box.
- ★ Can you show me one side of the box?
- ★ Can you show me another side of the box?
- ★ How many sides are there altogether?
- ★ Where is the edge of the box?
- ★ Can we count all the edges?

5. **Discovering properties of balls:** Hold up a ball for the class to see.

**Guiding questions:**

- ★ What can you tell me about this ball?

Ask the learners to sit in a circle and pass the ball around. As it is passed from learner to learner, they describe the shape of the ball. Prompt the learners to tell you that it is round and that it has no corners or edges.

- ★ What can you tell me about the surface of the ball?
- ★ Does the ball have corners or edges?

6. **Sliding and rolling:** Learners roll a ball to each other. Describe how the ball moves: we 'roll' it. Show the learners a box.

**Guiding questions:**

- ★ How does the ball move?
- ★ Can we roll the box?
- ★ What would be the best way to move the box across the floor? (Prompt learners to say slide.)

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



**TIP**

When referring to other objects in the classroom, for example, desks, books or blocks, use maths vocabulary such as: round, sides, corners, edges, straight, flat.

3. **Ukubala izinto 1–5:** Abafundi abayisithupha bama phambili. Nikeza umfundi oyedwa izithombe zobhanana abahlanu. Abafundi bonke basho umlolozelo: *Obhanana* ngesikhathi umfundi obambe izithombe zobhanana enikeza owodwa kumfundi ngamunye kulaba bafundi abayisihlanu abami phambili. Xoxani:

- ★ Bangaki obhanana ababanjwe umfundi *ngamunye*? (Bala owodwa womfundi ngamunye.)
- ★ Bangaki obhanana abakhona sebebonke? (Babale.)

Abafundi ababili basala bemile. Abanye banikezela ngezithombe zobhanana babo kubona bese behlala phansi. Buza ikilasi ukuthi ubani onobhanana abaningi nokuthi ubani onobhanana abancane. Bala ukuthi umfundi ngamunye unobhanana abangaki.

4. **Ukuthola izimpawu zamabhokisi:** Beka amabhokisi anobungako obungalingani kumata. Bala amabhokisi. Bamba uphakamise ibhokisi bese niyaxoxa.

**Imibuzo ekuholayo:**

- ★ Ungangitshelani ngaleli bhokisi?
- ★ Ubani ongangikhombisa lapho ungabona khona ikhona ekilasini lethu? (Cela umfundi oyedwa ame ekhoneneni.)
- ★ Ungangikhombisa ikhona kuleli bhokisi?
- ★ Asibaleni wonke amakhona ebhokisini.
- ★ Ungangikhombisa icala elilodwa lebhokisi?
- ★ Ungangikhombisa elinye icala lebhokisi?
- ★ Mangaki amacala esewonke?
- ★ Lukuphi unqenqema lwebhokisi?
- ★ Singazibala zonke izinqenqema?

5. **Ukuthola izimpawu zamabhola:** Bamba uphakamise ibhola ukuze ikilasi lilibone.

**Imibuzo ekuholayo:**

- ★ Ningangitshelani ngaleli bhola?

Cela abafundi ukuthi bahlale benze indilingilizi bese bedlulisa ibhola. Ngesikhathi lidlula lisuka kumfundi liya kumfundi, bachaza isimo sebhola leli. Khuthaza abafundi ukuthi bakutshela ukuthi liyindilinga, alinawo amakhona noma izinqenqema.

- ★ Ungangitshelani ngengaphandle lebhola?
- ★ Ngabe ibhola linawo amakhona noma izinqenqema?

6. **Ukugingqika nokushishiliza:** Abafundi bagingqelana ibhola. Chaza ukuthi ibhola lihamba kanjani: 'siyaligingqa'. Khombisa abafundi ibhokisi.

**Imibuzo ekuholayo:**

- ★ Lihamba kanjani ibhola?
- ★ Singaligingqa ibhokisi?
- ★ Iyiphi indlela engayinhle kakhulu ukuhambisa ibhokisi lapha phansi? (Khuthaza abafundi ukusebenzisa elokushishiliza.)

7. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini zokusebenza ezine. Khumbuza abafundi inqubo yokuqoqa.

## ICEBO

Uma kubhekiswa kwezinye izinto ekilasini, isibonelo, amadeski, izincwadi noma amabhulokhi, sebenzisa ulwazimagama olusetshenziswa ezibalweni njengalolu: indilinga, amacala, amakhona, izinqenqema, kuqondile, isicaba.

## Day 2

## What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- An empty box to put the fish into
- A collection of different-sized balls and boxes
- A tambourine or shakers

1. **Rhyme and counting objects 1–5:** Hold up and count the five cardboard fish as learners say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. These five learners put the fish into a box as everyone says the rhyme together.
2. **Oral counting 1–5:** Count to the rhythm of a tambourine or shakers.
3. **Problem solving:** Use the five fish in the box to solve problems.

## Guiding questions:

★ If I take out enough fish to hold one in each of my hands, how many fish will I be holding?

★ If I take out one more fish, how many fish will I be holding?

Count 1, 2, 3 fish with the class. Take another fish out and count 1, 2, 3, 4 together. Repeat this, counting to 5.

★ How many fish will I be holding if I put one fish back into the box?

4. **Sorting and comparing balls and boxes:** Put a collection of different-sized boxes and balls on the mat. Ask learners to show you something with corners, something that is round, something with edges, something that can roll. Sort the balls and boxes into two groups with the learners. Choose learners to take turns to fetch a box or ball from the collection.

## Guiding questions:

★ Can you tell me about the box/the ball?

★ Which group will you put it in?

★ Why do you think it belongs in this group?

5. **Comparing sizes of boxes:** Learners identify which of the boxes are big and which are small. Compare a big box and a small box.
6. **Comparing sizes of balls:** Learners identify which of the balls are big and which are small. Compare a big ball with a small ball.
7. **Practising 'big' and 'small':** Ask questions about big and small objects.

## Guiding questions:

★ Who can point to the biggest object in the pile?

★ Who can point to the biggest object in the classroom?

★ What makes it the biggest?

★ Who can point to the smallest object in the pile?

★ Is there anything smaller than this in the classroom?

★ Can anyone think of something else that is bigger?

★ Can anyone think of something else that is smaller?

8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



## TIP

Leave the balls and boxes in containers on or next to the maths table for the learners to further explore in their own time.



## Usuku 2

## Okudingayo

- Umlolozelo: *Umntwana wenhlanzi oyedwa* (ikhasi 197)
- Izinhlanzi zikakhadibhodi ezi-5
- Ibhokisi elingenalutho lokufaka izinhlanzi
- Iqoqwana lamabhola namabhokisi anobungako obuhlukene
- Isigubhu noma okuxukuzwayo

1. **Umlolozelo nezinto zokubala 1–5:** Bamba bese ubala izinhlanzi zekhadibhodi ezinhlanu ngesikhathi abafundi besho umlolozele, *Umntwana wenhlanzi oyedwa*. Cela abafundi abahlanu ukuthi bame ngamunye ebambe inhlanzi eyodwa. Laba bafundi babeka izinhlanzi ebhokisini ngesikhathi bonke besho umlolozele kanyekanye.
2. **Ukubala ngomlomo 1–5:** Bala ngesigqi sesigubhu noma sokuxukuzwayo.
3. **Ukuxazulula inkinga:** Sebenzisa izinhlanzi ezinhlanu ezisebhokisini ukuxazulula izinkinga.

## Imibuzo ekuholayo:

- ★ Uma ngithatha izinhlanzi ezanele ukuthi ngibambe eyodwa esandleni ngasinye, zingaki izinhlanzi engizobe ngizibambile?
- ★ Uma ngithatha enye futhi inhlanzi, zingaki izinhlanzi engizobe ngizibambile?

Bala nekilasi izinhlanzi, e-1, ezi-2, ezi-3. Thatha enye inhlanzi bese nibala i-1, zi-2, zi-3, zi-4 kanyekanye. Phinda lokhu ubale ufike koku-5.

- ★ Zingaki izinhlanzi engingabe ngisazibambile uma ngibuyisela inhlanzi eyodwa ebhokisini?

4. **Ukuhlunga nokuqhathanisa amabhola namabhokisi:** Beka iqoqo lamabhokisi namabhola anobungako obuhlukene kumata. Cela abafundi ukuthi bakukhombise into enamakhona, into eyindilinga, into enezinqenqema, into engagingqika. Hlunga amabhola namabhokisi kube amaqoqo amabili nabafundi. Khetha abafundi ukuba badedelane ukulanda ibhokisi noma ibhola eqoqweni.

## Imibuzo ekuholayo:

- ★ Ungangitshela okuthile ngebhokisi/ngebhola?
- ★ Ungalibeka kuliphi iqoqo?
- ★ Kungani ucabanga ukuthi kungelaleli qoqo?

5. **Ukuqhathanisa ubungako bamabhokisi:** Abafundi bahlonza ukuthi yimaphi amabhokisi amakhulu nokuthi yimaphi amancane. Qhathanisa ibhokisi elikhulu nebhokisi elincane.
6. **Ukuqhathanisa ubungako bamabhola:** Abafundi bahlonza ukuthi yimaphi amabhola amakhulu nokuthi yimaphi amancane. Qhathanisa ibhola elikhulu nebhola elincane.
7. **Ukusebenzisa 'okukhulu' nalokho 'okuncane':** Buza imibuzo ngezinto ezinkulu nezincane.

## Imibuzo ekuholayo:

- ★ Ubani ongakhomba into enkulu kakhulu enqwabeni?
- ★ Ubani ongakhomba into enkulu kakhulu ekilasini?
- ★ Yini eyenza ibe nkulu kakhulu?
- ★ Ubani ongakhomba into encane kakhulu enqwabeni?
- ★ Ikhona into encanyana kunale ekilasini?
- ★ Ukhona umuntu ongacabanga enye into enkudlwana?
- ★ Ukhona umuntu ongacabanga enye into encanyana?

8. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

 ICEBO

Shiya amabhola namabhokisi eziqakathini phezu noma eceleni kwetafula lezibalo ukuze abafundi bazihlolele ngesikhathi sabo.

## Day 3

## What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- 1 large cardboard fish
- Prestik
- A collection of different-sized balls and boxes
- A small ramp
- A ball and a box for the maths table

1. **Rhyme:** Hold up the cardboard fish one at a time as you say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. The five learners put the fish into the box as they say the rhyme together.
2. **Oral counting:** Learners nod and count from 1 to 5.
3. **Reinforcing 'big' and 'small':** Put the big fish on the wall above the maths table. Say, 'This big fish wants to eat the small fish in the box.' Hand the five small cardboard fish to five different learners. Say together, 'It eats one fish.' 'It eats another fish.' as each learner attaches a small fish to the large fish. After each fish is added, ask the following question.

**Guiding questions:**

- ★ How many small fish has the big fish eaten?

Continue in this way until the learners have attached all five smaller fish. Ask the learners how many small fish the big fish ate altogether. Count the small fish.

4. **Comparing properties of boxes and balls:** Mix up a collection of boxes and balls. Learners sort the boxes and balls.

**Guiding questions:**

- ★ Why did you sort them like that?
- ★ What is the same about all the things in this group? (Point to the boxes.)
- ★ And in this group? (Point to the balls.)
- ★ Could you sort them another way?
- ★ Why have you put this in this group?
- ★ Where should this one go? Why?
- ★ If you choose an object with corners, which group should you put it in?
- ★ If you choose an object with flat sides, which group should it go into?

5. **Sliding and rolling:** Set up a ramp. Learners choose a ball or a box.

**Guiding questions:**

- ★ Which of these do you think will slide down the ramp?
- ★ Why do you think they will slide?
- ★ Which of these do you think will roll?
- ★ Why do you think they will roll?
- ★ Which one do you think will get to the bottom first? Why?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**TIP**

This ramp activity could be done outside. Give the learners time to experiment with sliding and rolling the boxes and balls.



## Usuku 3

## Okudingayo

- Umlolozelo: *Umntwana wenhlanzi oyedwa* (ikhasi 197)
- Izinhlanzi zikakhadibhodi ezi-5
- Inhlanzi enkulu kakhadibhodi e-1
- Iphrestikhi
- Iqoqo lamabhola namabhokisi anobungako obuhlukene
- Umgwaqwana
- Ibhola nebhokisi letafula lezibalo

1. **Umlolozelo:** Bamba inhlanzi yekhadibhodi ibe yinye ngesikhathi esisodwa ngenkathi usho umlolozelo, *Umntwana wenhlanzi eyodwa*. Cela abafundi abahlanu ukuthi bame bese ngamunye ebamba inhlanzi eyodwa. Abafundi abahlanu babeka izinhlanzi ebhokisini ngesikhathi besho umlolozelo kanyekanye.
2. **Ukubala ngomlomo:** Abafundi banqekuzisa amakhanda bese bebala kusuka koku-1 kuya koku-5.
3. **Ukugxilisa 'okukhulu' nalokho 'okuncane':** Beka inhlanzi enkulu odongeni ngaphezu kwetafula lezibalo. Yisho uthi, 'Le nhlanzi enkulu ifuna ukudla inhlanzi encane ebhokisini.' Nika abanye abafundi abahlukile izinhlanzi ezincane zekhadibhodi. Yishoni kanyekanye, 'Idla inhlanzi eyodwa.' 'Idla enye inhlanzi,' ngesikhathi umfundi ngamunye enamathisela inhlanzi encane enhlanzini enkulu. Ngemuva kokuthi zonke izinhlanzi sezifakiwe, buza umbuzo olandelayo.

## Imibuzo ekuholayo:

- ★ Inhlanzi enkulu idle izinhlanzi ezingaki?

Qhubeka ngale ndlela kuze kube yilapho abafundi sebenamathisele zonke izinhlanzi ezinhlanu ezincane. Buza abafundi ukuthi inhlanzi enkulu idle izinhlanzi ezincane ezingaki sezizonke. Bala izinhlanzi ezincane.

4. **Ukuqhathanisa izimpawu zamabhokisi namabhola:** Hlanganisa ingxube yamabhokisi namabhola. Abafundi bahlunga amabhokisi namabhola.

## Imibuzo ekuholayo:

- ★ Kungani uzihlele kanjalo?
- ★ Yini efanayo ngezinto ezikuleli qoqo? (Khomba amabhokisi.)
- ★ Nakuleli qoqo? (Khomba amabhola.)
- ★ Ungazihlunga ngenye indlela?
- ★ Ukufakeleni lokhu kuleli qoqo?
- ★ Kumele iye kuphi le? Kungani?
- ★ Uma ukhetha into enamakhona, kumele uyifake kuliphi iqoqo?
- ★ Uma ukhetha into enamacala ayisicaba, kumele uyifake kuliphi iqoqo?

5. **Ukushishiliza nokugingqika:** Lungisa umgwaqwana. Abafundi bakhetha ibhola noma ibhokisi.

## Imibuzo ekuholayo:

- ★ Ucabanga ukuthi iziphi ezizoshishiliza zehle ngomgwaqwana?
- ★ Kungani ucabanga ukuthi zizoshishiliza?
- ★ Ucabanga ukuthi iziphi ezizogingqika?
- ★ Kungani ucabanga ukuthi zizogingqika?
- ★ Ucabanga ukuthi iyiphi ezofika ezansi kuqala? Kungani?

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

 ICEBO

Lo msebenzi womgwaqwana ungenziwa ngaphandle. Nika abafundi isikhathi sokufunda ngokushishiliza nokugingqika kwamabhokisi namabhola.



## Day 4

## What you need

- Rhyme: *One baby fish* (page 196)
- A collection of different-sized balls and boxes placed around the classroom

1. **Rhyme:** Say the rhyme, *One baby fish*. Add actions. Choose five learners to be the five fish. Repeat giving five other learners a turn.
2. **Oral counting:** Learners flick their fingers and count from 1 to 5 to the rhythm of the tambourine or shakers.
3. **Reinforcing 1, practising big and small:** Choose a few learners to fetch one large/small object in the classroom and return to the mat. They tell the group what their object is and whether it is big or small. Learners place their objects in groups of big objects and small objects.
4. **Reinforcing sliding and rolling:** Learners describe what happened on Day 3 with the boxes and balls on the ramp. A few learners fetch balls and boxes and roll or slide them to another learner in the circle. Discuss which objects roll and which objects slide.

## Guiding questions:

- ★ Which things roll? Why do you think they roll?
  - ★ Which things slide? Why do you think they slide?
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



## TIP

Find the smoothest floor space for this activity as boxes are often difficult to slide on a mat.

## Day 5

## What you need

- Any rhyme or song from Weeks 1–3
- The big fish picture with 5 smaller fish pictures (from Day 3)
- Hula hoops for half the learners
- Big boxes for climbing into
- Beanbags
- Buckets or other large containers

1. **Rhyme:** Say or sing any of the rhymes or songs from Weeks 1 to 3.
2. **Oral counting:** Learners swing their arms and count from 1 to 5.
3. **Counting 1–5:** Take the pictures of the smaller fish off the big fish, and count them as you put them in the box on the maths table.
4. **Introducing 'in' and 'out':** Talk about where the fish are. This is a movement activity that requires space. Learners work in groups and follow instructions:
  - ★ Jump into a hula hoop and jump out.
  - ★ Stand with one leg in the hula hoop and one leg out.
  - ★ Climb into the box and climb out.
  - ★ Throw a beanbag into a bucket and take it out.
 Learners say where they are, or where the beanbag is.



## TIP

Draw shapes with chalk if you do not have hula hoops or large boxes. Make balls out of newspaper if you do not have beanbags.

## Usuku 4

## Okudingayo

- Umlolozelo: *Umntwana wenhlanzi oyedwa* (ikhasi 197)
- Iqoqo lamabhola namabhokisi anobungako obuhlukene abekwe ekilasini

1. **Umlolozelo:** Yisho umlolozele, *Umntwana wenhlanzi oyedwa*. Faka iminyakazo. Khetha abafundi abahlanu ukuba babe izinhlanzi ezinhlanu. Phinda unikeze abanye abafundi abahlanu ithuba.
2. **Ukubala ngomlomo:** Abafundi baveza iminwe yabo bese bebala kusuka koku-1 kuya koku-5 ngesigqi sesigubhu noma sokuxukuzwayo.
3. **Ukugxilisa koku-1, ukuzejwayeza enkulu kanye nencane:** Khetha abafundi abambalwa ukuba balande into enkulu/encane ekilasini bese bebuyela kumata. Batshela iqembu ukuthi yini into yabo nokuthi inkulu yini noma incane. Abafundi babeka izinto zabo emaqoqweni ezinto ezinkulu nawezinto ezincane.
4. **Ukugxilisa ukushelela nokugingqika:** Abafundi bachaza okwenzeka ngoSuku 3 namabhokisi namabhola emgwaqweni omncane. Abafundi abambalwa balanda amabhola namabhokisi bese bewagingqela noma bawashishilizele komunye umfundi endilingeni. Xoxa ukuthi yiziphi izinto ezigingqikayo futhi yiziphi ezishishilizayo.

## Imibuzo ekuholayo:

- ✦ Yiziphi izinto ezigingqikayo (nqi)? Ucabanga ukuthi kungani zigingqika (nqi)?
  - ✦ Yiziphi izinto ezishishilizayo? Ucabanga ukuthi kungani: zishelela?
5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

 ICEBO

Thola indawo yaphansi eshelela kakhulu ngalo msebenzi ngoba amabhokisi ajwayele ukuba lukhuni ukushishiliza kumata.

## Usuku 5

## Okudingayo

- Noma yimuphi umlolozele noma iculo elisemaSontweni 1-3
- Amabhokisi amakhulu okungagitshelwa kuwo
- Isithombe senhlanzi enkulu sinezithombe zezinhlanzi ezincane ezi-5 (okusuka oSukwini 3)
- Izikhwama zikabhontshisi
- Amahulahuphu anele uhhafu wabafundi
- Amabhakede noma ezinye izitsha ezinkulu

1. **Umlolozelo:** Yisho noma ucule imilolozelo noma amaculo aseSontweni loku-1 kuya kwelesi-3.
  2. **Ukubala ngomlomo:** Abafundi bashwiba izingalo zabo bese bebala kusuka koku-1 kuya koku-5.
  3. **Ukubala 1-5:** Susa izithombe zezinhlanzi ezincane enhlanzini enkulu, bese uzibala ngesikhathi uzibeka ebhokisini elisetafuleni lezibalo.
  4. **Ukwethula ukuthi 'phakathi' nokuthi 'phandle':** Khuluma ngokuthi izinhlanzi zikuphi. Lo msebenzi unomnyakazo odinga indawo. Abafundi basebenza ngamaqembu bese belandela imiyalo:
    - ✦ Gxumela phakathi kuhulahuphu bese ugxumela ngaphandle.
    - ✦ Yima ngomlenze owodwa ophakathi kuhulahuphu nomunye umlenze ungaphandle.
    - ✦ Gibela phakathi ebhokisini bese uphumela ngaphandle.
    - ✦ Jikijela isikhwama sikabhontshisi phakathi ebhakedeni bese usikhiphela ngaphandle.
- Abafundi bayasho ukuthi bakuphi noma sikuphi isikhwama sikabhontshisi.

 ICEBO

Dweba izimo ngoshoki uma ungenawo amahulahuphu noma amabhokisi amakhulu. Yakha amabhola ngamaphephandaba uma ungenazo izikhwama zikabhontshisi.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Integration

**Home Language and Life Skills:** place a number of boxes outdoors for the learners to use to experiment with 'in' and 'out'.

## Small group activities

### Teacher-guided activity

#### What you need

- Selection of ball- and box-shaped everyday objects
- Small ramp
- Big and small building blocks
- 15 big and small objects

1. **Counting 1–5:** Learners hold up a hand and count from 1 to 5 on their fingers.
2. **'Big' and 'small' game:** Put a selection of 15 big and small objects in the centre of the group. Discuss which are big and which are small. Explain the game to learners:  
Call out a learner's name and then say 'big' or 'small'. As quickly as possible the learner takes a big or small object. Each learner has a turn. At the end of the game, learners replace the objects in the centre of the mat. Ask learners if they had a big or a small object, and what the object was.
3. **Sorting objects into 'big' and 'small', counting:** Give each learner five different-sized blocks that can be sorted into big and small. Learners count their blocks. Learners show their biggest and smallest block to the group. Learners order their blocks from smallest to biggest. Learners order the blocks from biggest to smallest.
4. **Properties of balls and boxes game:** Put a selection of ball- and box-shaped objects on the mat. Call out a learner's name and one property of a box or a ball, for example, it has corners, it is round, it has edges, it has sides, it rolls, it slides. Learners identify the object with that property. Learners keep the object once identified. Compare the similarities and differences between their objects.

#### Guiding questions:

- ★ Which have corners?
- ★ Which are round?
- ★ Which have sides?

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

#### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** beka amabhokisi amaningi ngaphandle ukuze abafundi bawasebenzise ukufunda ngoku-'phakathi' noku-'phandle'.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Izinto zansuku zonke ezikhethekile ezimise okwebhola nezimise okwebhokisi
- Umgwaqwana omncane
- Amabhulokhi okwakha amakhulu namancane
- Izinto eziyi-15 ezinkulu nezincane

1. **Ukubala 1–5:** Abafundi baphakamisa izandla bese bebala kusuka koku-1 kuya koku-5 eminweni yabo.
2. **Umdlalo 'okukhulu' nalokho 'okuncane':** Beka izinto ezinkulu nezincane ezikhethiwe eziyi-15 phakathi neqembu. Xoxani ngokuthi yiziphi ezinkulu nokuthi yiziphi ezincane. Chazela abafundi ngomdlalo. Biza igama lomfundi bese uthi 'okukhulu' noma 'okuncane'. Ngokushesha umfundi uthatha into enkulu noma encane. Umfundi ngamunye uthola ithuba.  
Ekugcineni komdlalo abafundi babuyisela izinto ngaphakathi kumata. Buza abafundi ukuthi bebenento enkulu noma encane yini, nokuthi ibiyini leyo nto.
3. **Ukuhlunga izinto zibe 'okukhulu' 'nokuncane', ukubala:** Nika umfundi ngamunye amabhulokhi amahlanu anobungako obuhlukene, obungahlungeka bube okukhulu nokuncane. Abafundi babala amabhulokhi abo. Abafundi bakhombisa iqembu ibhulokhi elikhulu kakhulu nebhulokhi elincane kakhulu. Abafundi bahlunga amabhulokhi kusuka kwamancane kakhulu kuye kwamakhulu kakhulu. Abafundi bahlunga amabhulokhi kusuka kwamakhulu kakhulu kuye kwamancane kakhulu.
4. **Izimpawu zomdlalo wamabhola namabhokisi:** Beka kumata izinto ezikhethiwe ezimise okwebhola nezimise okwebhokisi. Biza igama lomfundi kanye nophawu olulodwa lwebhokisi noma ibhola, isibonelo linamakhona, liyindilinga, linezinqenqema, linamacala, liyagingqika, liyashishiliza. Abafundi bahlonza into enalolo phawu. Abafundi bayayigcina into uma isihlonziwe. Qhathanisa ukufana nokwehluka phakathi kwezinto.

#### Imibuzo ekuholayo:

- ★ Yiziphi ezinamakhona?
- ★ Yiziphi eziyindilinga?
- ★ Yiziphi ezinamacala?

Sort objects that slide and roll. Choose five objects.

- ★ Which objects do you think will roll? Why?
- ★ Which objects do you think will slide? Why?

Learners use the ramp to explore whether the objects roll or slide.

Learners make two piles of objects: those that slide and those that roll.

- ★ How many objects do we have that slide? How many that roll?
- ★ Which group has more? Which group has less?

### Integration

#### Home Language and Life Skills (outdoor activities):

- Vocabulary development (opposites) and responding to instructions.
- Learners work in groups to explore which objects roll or slide down a ramp.
- To reinforce the concept of big and small, the learners roll up into a small ball shape and then stretch out to make themselves as big as they can.



#### Check that learners are able to:

- sort and compare balls and boxes
- identify the properties of balls and boxes
- identify objects that roll and that slide
- understand the positions 'in' and 'out' (Observe during the whole group activity on Day 5.)
- understand the concepts 'big' and 'small'

## Workstation 1

### What you need

- Boxes of various sizes
- Strips of newspaper
- Glue or stickers

Learners use the boxes, glue (or stickers) and strips of newspaper to construct objects of their choice.

## Workstation 2

### What you need

- Playdough
- 2 boxes, one with a 'big' picture label and one with a 'small' picture label

Learners make big and small playdough balls and then sort them by placing them in the boxes with 'big' and 'small' labels on them.



Hlunga izinto ezishishilizayo nezizingqikayo. Khetha izinto ezinhlanu.

- ★ Yiziphi izinto ocabanga ukuthi zizogingqika? Kungani?
- ★ Yiziphi izinto ocabanga ukuthi zizoshishiliza? Kungani?

Abafundi basebenzisa umgwaqwana ukuhlola ukuthi izinto ziyagingqika yini noma ziyashishiliza. Abafundi benza izinqwaba ezimbili zezinto: lezo ezishishilizayo kanye nalezo ezizingqikayo.

- ★ Zingakanani izinto esinazo ezishishilizayo? Zingakanani eziqingqikayo?
- ★ Yiliphi iqoqo elinokuningi? Iliphi iqoqo elinokuncane?

### Ukudidiyela

#### Ulimi Lwasekhaya Namakhono Empilo (imisebenzi yangaphandle):

- Ukuthuthukiswa kolwazimagama (okuphikisanayo) kanye nokulalela wenze imiyalo.
- Abafundi basebenza ngamaqembu behlola ukuthi iziphi izinto ezizingqikayo noma ezishishilizayo emgwaqweni.
- Ukugxilisa umqondo wento enkulu noma encane, abafundi abazizingqike bazenze ibhola elincane bese bayazelula bazenze babe bakhulu ngokungenzeka.



#### Hlola ukuthi abafundi bayakwazi uku-:

- hlunga nokuqhathanisa amabhola namabhokisi
- hlonza izimpawu zamabhola namabhokisi
- hlonza izinto ezizingqikayo nezishishilizayo
- qonda izikhundla 'phakathi' nokuthi 'phandle' (Qaphela ngesikhathi sonke somsebenzi weqembu ngoSuku 5.)
- qondisisa imiqondo 'okukhulu' nokuthi 'okuncane'

## Isiteshi sokusebenzela 1

### Okudingayo

- Amabhokisi ahlukahlukene ngobungako
- Iglu noma izitikha
- Imidweshu yephephandaba

Abafundi basebenzisa amabhokisi, iglu (noma izitikha) kanye nemidweshu yephephandaba ukwakha izinto abazikhethela zona.

## Isiteshi sokusebenzela 2

### Okudingayo

- Inhlama yokudlala
- Amabhokisi ama-2, elilodwa linelebula elinesithombe
- 'esikhulu' nelilodwa elinelebula elinesithombe 'esincane'

Abafundi bakha amabhola enhlama yokudlala bese bewahlunga ngokuwabeka emabhokisini anamalebula, elithi 'okukhulu' nelebula elithi 'okuncane' kuwona.

### Workstation 3



#### TIP

Keep a selection of these prints for display to be discussed in Week 5.

#### What you need

- Paint in trays
- Flat sponges (optional)
- Paper
- Different-sized wooden blocks or cardboard boxes

Pour a thin layer of paint into a tub or plastic tray. Learners dip one side of a block (or small cardboard box, for example, a toothpaste, soap or spice box) into the paint tray. They press the block down onto paper to make prints.



### Workstation 4

#### What you need

- Building blocks of different sizes
- Plastic farm animals

Put out wooden blocks and plastic farm animals. Learners build animal shelters.



### Isiteshi sokusebenzela 3



Bekani la maphrinti akhethiwe okuzobukiswa ngawo ukuze kuxoxwe ngawo ngeSonto 5.

#### Okudingayo

- Upende emathileyini
- Iziponji eziyizicaba (ongakukhetha ngokuzithandela)
- Iphepha
- Amabhokisi noma amabhulokhi okhuni abungako obuhlukene

Thela upende olulana nje esitsheni noma ithileyi lepulastiki. Abafundi bagcobhoza icala elilodwa lebhuloki (noma ibhokisi elincane elifana nelomuthi wokuxubha noma ibhokisi lensipho yokugeza noma lezinongo) ethileyini likapende. Abafundi bacindezela ibhulokhi phansi ephepheni ukwenza amaphrinti.



### Isiteshi sokusebenzela 4

#### Okudingayo

- Amabhulokhi okwakha anobungako obuhlukene
- Izilwane zasepulazini ezakhiwe ngepulastiki

Beka amabhulokhi akhiwe ngokhuni nezilwane zasepulazini zepulastiki. Abafundi bakhela izilwane imipheme yokuhlala.



# Content Area Focus: Space and Shape (Geometry)

## Topics

- Recognise, identify and name 2-D shapes: circle
- Describe, sort and compare 3-D objects and 2-D shapes (circle)
- Symmetry

## New knowledge

- Circle
- Number 2
- Symmetry

## Practise

- Oral counting 1–5
- Number 1
- Counting objects 1–5
- Six-piece puzzles

## New maths vocabulary

circle  
same

curved line  
shape

top  
bottom

middle

## Getting ready

For the activities this week, you will need to prepare the following:

- maths table for number '2'. Clear the objects and cards used for number '1'.
- a number frieze for number 2 using the house outline on page 36 and templates on page 206 (2, two, two dots, two zebras)
- a set of number '2' cards: symbol, word and dot
- a box containing a collection of 16 circular objects, for example, cup, plate, can, bucket, clock, bowl, cardboard toilet roll inner, lids
- 2 large labelled circles
- pictures of a fish and a frog
- 1 picture of a beetle (template on page 217)
- 10 pictures of circles – drawn or cut out of magazines or newspapers
- 8 photocopied 'number 2' templates (page 212) covered in plastic or in a plastic sleeve
- a circle outline drawn on A4 paper for each learner
- 6 six-piece puzzles (template on page 220)
- advertising pamphlets, magazines and newspapers
- 2 plastic yoghurt lids
- picture cards for 1 and 2.

# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

## Izihloko

- Bona, hlonza bese usho izimo ezingu-2-D: indilinga
- Chaza, hlunga bese uqhathanisa izinto ezingu-3-D kanye nezinto ezingu-2-D (indilinga)
- Ukuvumelanisa

## Ulwazi olusha

- Indilinga
- Inombolo 2
- Ukuvumelanisa

## Zejwayeze

- Ukubala ngomlomo 1–5
- Inombolo 1
- Ukubala izinto 1–5
- Iphazili enezingcezu eziyisithupha

## Ulwazimagama olusha olusetshenziswa ezibalweni

indilinga  
okufanayo

umugqa ogobile  
isimo

okuphezulu  
okuphansi

okuphakathi nendawo

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- itafula lezibalo lenombolo '2'. Susa izinto namakhadi asetshenziselwa inombolo '1'.
- ifrizi yezinombolo yenombolo '2' usebenzisa uhlaka oluyindlu ekhasini 37 namathempulethi ekhasini 207 (2, *kubili*, *amachashazi amabili*, *amadube amabili*)
- isethi yamakhadi enombolo '2': uphawu, igama nechashazi
- ibhokisi elinezinto eziyindilinga eziyi-16, isibonelo, inkomishi, ipulethi, ikani, ibhakede, iwashi, indishi encane, okuyikhadibhodi kwangaphakathi kwephepha lasendlini encane, izivalo
- izindilinga ezi-2 ezinkulu ezinamalebula
- izithombe zenhlazi kanye neselesele
- isithombe esi-1 sebhungane (ithempulethi ekhasini 217)
- izithombe eziyi-10 zezindilinga – ezidwetshwe noma ezisikwe komagazini noma emaphephandabeni
- amathempulethi 'enombolo 2' ayi-8 afothokhoshiwe (ekhasini 213) ambozwe ngepulastiki noma asemkhonweni wepulastiki
- uhlaka lwendilinga oludwetshwe ephepheni olubungako buwu-A4 komfundi ngamunye
- amaphazili enezingcezu eziyisithupha (ithempulethi ekhasini 220)
- amaphamfulethi okukhangisa, amamagazini kanye namaphephandaba okukhangisa
- izivalo zepulastiki zeyogathi ezi-2
- amakhadi anezithombe zika-1 no-2.

## Whole class activities

## Day 1



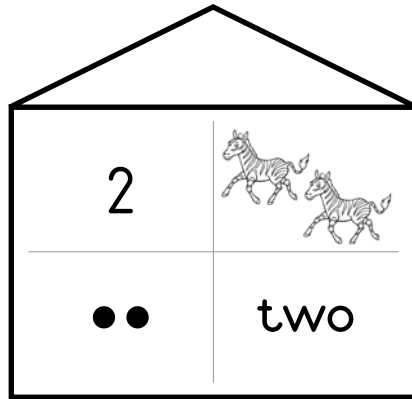
## TIP

Remember to use the toilet routine to practise ordinal numbers (first, second, third) and position (in front of, behind, between, tallest, shortest).

## What you need

- Rhyme: *One baby fish* (page 196)
- *Number 2 story* (page 196)
- Number frieze: Number 2
- Place 5 pairs of objects around the classroom
- 15 number '2' dot, word and symbol cards

1. **Rhyme:** Say the rhyme, *One baby fish*.
2. **Oral counting:** Learners count from 1 to 5 and tap their knees. Repeat while learners tap their shoulders.
3. **Introducing number '2':** Talk about the *Number 1 story*. Tell the *Number 2 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 2, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.



## Guiding questions:

- ★ How many zebras live in this house?
  - ★ What else are there two of in the story?
  - ★ How many more zebras than elephants are there in the pictures?
  - ★ Can you think of two things you would like to add?
4. **Matching dots, pictures, number symbols and words for '2':** Ask learners to match a picture, a dot and a symbol to the Number 2 frieze. Show learners the number word and say the word 'two'. Ask a learner to match the number word to the frieze.
  5. **Finding 2 things:** Select learners to find two of the same objects in the classroom. Give other learners the number '2' cards to match to the objects. Place them on the maths table.
  6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

# Imisebenzi yekilasi lonke

## Usuku 1

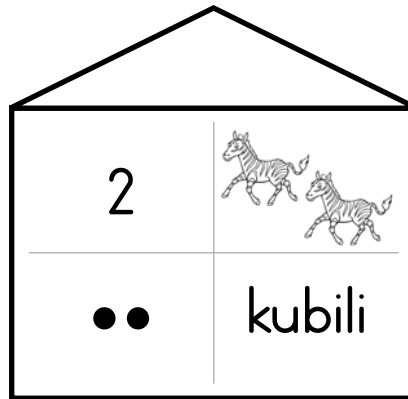
### ICEBO

Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukuzijwayeza izinombolo ezisho izikhundla (okokuqala, okwesibili, okwesithathu) kanye nendawo lapho ikhona (ngaphambili, ngemuva, ngaphakathi nendawo, okude kunakho konke, okufishane kunakho konke).

### Okudingayo

- Umlolozelo: *Umntwana wenhlanzi oyedwa* (ikhasi 197)
- *Indaba kanombolo 2* (ikhasi 197)
- Ifrizi yezinombolo: Inombolo 2
- Beka okungakubili oku-5 kwezinto ezisekilasini
- Amakhadi ayi-15 enombolo '2' anamachashazi, amagama nezimpawu

1. **Umlolozelo:** Yisho umlolozelo, *Umntwana wenhlanzi oyedwa*.
2. **Ukubala ngomlomo:** Abafundi babala kusuka koku-1 kuya koku-5 bese beshaya amadolo. Phinda ngenkathi abafundi sebethinta amahlombe.
3. **Ukwethula inombolo '2':** Khuluma nge*Ndaba kanombolo 1. Xoxa Indaba kanombolo 2*. Into esemqoka kule ndaba yindlu yezilwane. Khombisa izingxenye zebhodi yezinombolo ngokukhula kwendaba kanye nezithombe zendlu: ukumelwa okuhlukene kwenombolo 2, isibonelo kungaba isithombe, amachashazi, uphawu, kanye negama. Beka izingxenye zefrizi yezinombolo endlini yezilwane odongeni endaweni yezibalo.



### Imibuzo ekuholayo:

- ★ Mangaki amadube ahlala kule ndlu?
  - ★ Yikuphi okunye okuhamba ngakubili kule ndaba?
  - ★ Mangaki amadube uma uwaqhathanisa nezindlovu ezithombeni?
  - ★ Ungakwazi ukucabanga izinto ezimbili ongathanda ukwengeza ngazo?
4. **Ukuqondanisa amachashazi, izithombe zimpawu zezinombolo namagama okwenombolo '2':** Cela abafundi baqondanise isithombe, ichashazi kanye nophawu kufrizi yeNombolo 2. Khombisa abafundi igama lenombolo bese uyalisho igama elithi 'okubili'. Cela umfundi aqondanise igama lenombolo nefrizi yezinombolo.
  5. **Ukuthola izinto ezi-2:** Khetha abafundi abazothola izinto ezimbili ezifanayo ekilasini. Nikeza abanye abafundi amakhadi abhalwe inombolo '2' ukuqondanisa nezinto lezo. Zibeke etafuleni lezibalo.
  6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini zokusebenzela ezine. Khumbuza abafundi ngenqubo yokuyoqqa.

## Day 2

## What you need

- Fish picture
- Frog picture
- Rhyme: *One, two, three, four, five* (page 196)
- Soccer ball
- 2 large sheets of paper and a koki
- 16 circular objects
- Shallow tray with paint
- Paper
- Circle attribute blocks (*Resource Kit*)
- 2 large labelled circles

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*, as you show the pictures of the fish and frog. Learners say the rhyme with you.
2. **Oral counting:** Learners jump like frogs and count from 1 to 5.
3. **Counting objects 1–5:** Learners hold up the correct number of fingers as they say the rhyme. Say the rhyme, clapping once for each number. Discuss the rhyme.

## Guiding questions:

- ★ How many fish did the child catch? How many frogs?

4. **Comparing 2-D shapes and 3-D objects:** Discuss 'shape': everything has a shape. There are many different shapes, for example, your body has a shape, the windows in the classroom have a shape, the soccer ball has a shape, the picture has a shape.

## Guiding questions:

- ★ What can you tell me about the shape of the windows?
- ★ What can you tell me about the shape of the soccer ball?
- ★ What other shapes can we see in our classroom?
- ★ What shapes can you remember from your bedrooms at home?

5. **Going from 3-D to 2-D:** Ask one learner to stand. Demonstrate that depending on where you are looking from, you can see a different view of the learner – from the front, back, side and above (use a chair to stand on). Demonstrate that it is possible to turn the learner around, hold him/her and hug him/her.

Let the learner lie on his/her back on a large sheet of paper. Trace around him/her. Draw learners' attention to the line as you draw: 'around his/her head', 'along his/her side'. When the learner stands up, ask what learners can see on the paper (a picture of the learner's body).





## Usuku 2

## Okudingayo

- Isithombe senhlanzi
- Isithombe seselesele
- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Ibhola likanobhutshuzwayo
- Amaphepha amakhulu ama-2 kanye nekhokhi
- Izinto eziyindilinga eziyi-16
- Ithileyi elingashonile phakathi elinopende
- Iphepha
- Amabhulokhi ayindilinga amathribhuthi (*Ikhithi Yezinsiza*)
- Izindilinga ezinkulu ezi-2 ezinamalebula

1. **Umlolozelo:** Yisho umlolozele, *Kunye, kubili, kuthathu, kune, kuhlanu*, ube ukhombisa izithombe zenhlanzi kanye neselesele. Abafundi bawusho nawe umlolozele.
2. **Ukubala ngomlomo:** Abafundi abagxume njengamaselesele babale besuka koku-1 beya koku-5.
3. **Ukubala izinto 1–5:** Abafundi baphakamise iminwe eyisibalo esifanele ngenkathi besho umlolozele. Isho umlolozele, leyo naleyo nombolo uyishaye izandla kanye. Xoxani ngawo lo mlolozele.

**Imibuzo ekuholayo:**

★ Ingane ibambe izinhlanzi ezingaki? Amaselesele amangaki?

4. **Qhathanisa izimo ezingu-2-D kanye nezinto ezingu-3-D:** Xoxa 'ngezimo': yonke into inesimo. Kukhona izimo ezahlukene eziningi, isibonelo, umzimba wakho unesimo, amafasitela asekilasini anesimo, ibhola lezinyawo linesimo, isithombe sinesimo.

**Imibuzo ekuholayo:**

★ Yini ongangitshela yona ngesimo samafasitela?

★ Yini ongangitshela yona ngesimo sebhola?

★ Iziphi ezinye izimo esizibonayo ekilasini?

★ Iziphi izimo okwazi ukuzikhumbula ezikhona, egumbini lakho lokulala ekhaya?

5. **Ukusuka koku-3-D kuye koku-2-D:** Cela umfundi oyedwa ukuthi asukume. Khombisa ukuthi ngokuya ngokuthi ubheke ngakuphi, ungakwazi ukubuka umfundi ngezindlela ezahlukene – kusukela ngaphambili, ngemuva, eceleni nangaphezulu (sebenzisa isihlalo ukuma kusona). Khombisa ukuthi umfundi ungakwazi ukumphendula, umbambe bese uyamsingatha.

Dedela umfundi alale ngomhlane ephepheni elikhulu. Threyisa umzungeze. Gcizelela kubafundi ukuba baqaphele umugqa ngenkathi usawudweba, 'uzungeza ikhanda lakhe' 'ushona nasemaceleni'. Uma umfundi esukuma, buza ukuthi abafundi babonani ephepheni (isithombe somzimba womfundi).





**TIP**

Put two labelled pictures of a circle on the wall above the maths table.



6. **Introducing the circle:** Learners sit in pairs. Place a box containing a collection of circle-shaped objects on the mat. One learner from each pair fetches an object. In pairs, they take turns to run a finger around the circular edges of the objects, for example, the rim of the cup, the edge of the plate.

Take one object, for example, a plate. Say, 'What will happen if we draw around the edge of the plate?'

Put a piece of paper on the mat. Trace around the plate with a koki. Ask learners if they know what this shape is called. Tell them it is a circle. Ask about the shape. Ask the learners to watch the line as you draw. Talk about how the line curves as it goes around the object.

Ask a learner to choose another object and help them to draw around it. Talk about how the line curves. Ask learners if they can see any other circles in the classroom.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Day 3**

**What you need**

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 10 pictures of circles (drawn or cut out of magazines or newspapers)

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*.
2. **Oral counting:** Learners move their arms like fish fins as they count from 1 to 5.
3. **Counting objects 1–5:** Learners show their fingers as they count from 1 to 5.
4. **Reinforcing number '2':** Draw a large number '2' in the air. Learners copy you and draw a '2' on their hands and on a friend's back. Ask what parts of our bodies we have two of (hands, wrists, arms, legs, eyes, ears, feet, knees, ankles, elbows, hips, shoulders). Count body parts as they mention them: '1, 2 hands' and so on.
5. **Song:** Introduce the song, *Circles*. Add actions.
6. **Looking for circles:** Ask a few learners at a time to find two circles in the classroom and place them on the mat. Ask the other learners whether all the shapes are circles. Ask a few learners to put the circles into groups of twos.
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



**TIP**

Use the opportunity to talk about whether everyone has two hands, wrists, arms, and so on.

## ICEBO

Beka izithombe ezimbili zendilinga enelebula odongeni ngaphezulu kwetafula lezibalo.



6. **Ukwethula indilinga:** Abafundi bahlala ngababili. Beka ibhokisi elineqoqo lezinto ezinezimo zezindilinga kumata. Oyedwa umfundi kulaba abahleli ngababili alande into. Ngababili, banikezana amathuba okuhambisa umunwe onqenqemeni lwento eyindilinga, isibonelo, irimu yenkomishi noma unqenqema lwepuleti.

Thatha into enye, isibonelo, ipuleti. Yithi, 'Kuzokwenzekani uma sidweba sizungeza unqenqema lwepuleti?'

Beka ucezu lwephepha kumata. Threyisa uzungeze ipuleti ngekhokhi. Buza abafundi ukuthi bayazi yini ukuthi kuthiwa yini lesi simo. Batshele ukuthi yindilinga. Babuze ngalesi simo. Cela abafundi babukele umugqa usawudweba. Khuluma ngokuthi umugqa uyajika njengoba uhamba uzungeza into nje.

Cela abafundi bakhethe enye into, ubasize badwebe bayizungeze. Khuluma ngokuthi umugqa ujika kanjani. Buza abafundi ukuthi bayazibona yini ezinye izindilinga ekilasini.

7. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 3

### Okudingayo

- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Iculo: *Izindilinga* (ikhasi 197)
- Izithombe zezindilinga eziyi-10 (ezidwetshiwe noma ezisikiwe zakhishwa kumagazini noma ephephandabeni)

1. **Umlolozelo:** Yisho umlolozele: *Kunye, kubili, kuthathu, kune, kuhlanu*.
2. **Ukubala ngomlomo:** Abafundi banyakazisa izingalo zabo njengamaphiko enhlanzi, babale besuka koku-1 kuya koku-5.
3. **Ukubala izinto 1-5:** Abafundi bakhombisa iminwe yabo uma bebala besuka koku-1 kuya koku-5.
4. **Ukugxilisa inombolo '2':** Dweba inombolo '2' enkulu emoyeni. Abafundi bakulingise badwebe inombolo '2' ezandleni zabo noma emihlane yabangani babo. Babuze ukuthi iziphi izitho zomzimba emizimbeni yethu ezihamba ngambili (izandla, izihlakala, izingalo, imilenze, amehlo, izindlebe, izinyawo, amadolo, amaqakala, izindololwane, izinqulu, amahlombe). Bala izitho zomzimba ngesikhathi bezisho: '1, 2 izandla' njalo njalo.
5. **Iculo:** Yethula iculo, *Izindilinga*. Yenza iminyakazo.
6. **Ukufuna izindilinga:** Cela abafundi abambalwa ngesikhathi ngasinye ukuthi bathole izindilinga ezimbili ekilasini bazibeke kumata. Buza abafundi ukuthi ngabe zonke izimo ziyizindilinga yini. Tshela abambalwa ukuthi bazihlukanise izindilinga zibe amaqoqo amabili.
7. **Imisebenzi yamaqoqo amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## ICEBO

Sebenzisa ithuba ukukhuluma ngokuthi ngabe wonke umuntu unokubili yini kulokhu: izandla, izihlakala, izingalo, njalo njalo.

## Day 4

## What you need

- Song: *Circles* (page 196)
- A large ball
- 5 counters (*Resource Kit*)
- Mirrors (optional)

1. **Song:** Sing the song, *Circles*.
2. **Oral counting:** Learners pass a large ball around, counting from 1 to 5. Repeat this until everyone has had a turn to pass the ball.
3. **Counting objects 1–5:** Show five counters and ask how many they think you are holding. Count the counters together.
4. **Reinforcing the circle:** Use chalk to trace around at least five large round objects (for example, a hula hoop, bucket, tyre) on the floor. Learners take turns in groups to walk on the drawn shapes.
5. **Symmetry:** Ask one learner to stand facing the other learners.

## Guiding questions:

- ★ What does \_\_\_\_\_ have on this side of her body (point to the left side of the learner's body, for example, an ear, eye, arm, leg) that she also has on the other side of her body?
- ★ Does she have an arm on the other side? And an ear?

In pairs, learners face each other and identify the body parts they have that match on each side.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



## TIP

If you have mirrors available, let learners look at themselves in the mirrors to explore symmetry in their own bodies by identifying the matching body parts on the left and right sides.

## Day 5

## What you need

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 5 large different-coloured circle attribute blocks (*Resource Kit*)
- *Poster Book, Poster 8*
- Beetle picture (page 217)
- Paint and paintbrush

1. **Rhyme and song:** Say the rhyme, *One, two, three, four, five*, and sing the song, *Circles*.
2. **Oral counting:** Learners tap both their hands on their shoulders and count from 1 to 5. Repeat tapping each shoulder with the opposite hand.
3. **Counting objects 1–5:** Give five learners each a different-coloured circle attribute block. Together count them. Ask how many are red, yellow, blue, and so on.
4. **Looking for circles:** Look at Poster 8. Learners look for the circles on the poster.



## Usuku 4

## Okudingayo

- Iculo: *Izindilinga* (ikhasi 197)
- Ibhola elikhulu
- Izinto zokubala ezi-5 (*Ikhithi Yezinsiza*)
- Izibuko (uma uthanda)

1. **Iculo:** Cula iculo, *Izindilinga*.
2. **Ukubala ngomlomo:** Abafundi banikezana ibhola elikhulu, bebala kusuka koku-1 kuya koku-5. Bakuphinde lokhu ukuze wonke umuntu aze athole ithuba lokudlulisela ibhola komunye.
3. **Ukubala izinto 1-5:** Khombisa izinto zokubala ezinhlanu, ubabuze ukuthi zingaki oziphethe. Balani izinto zokubala ndawonye.
4. **Ukugxilisa indilinga:** Sebenzisa ushoki ukuthreyisa izinto ezinhlanu ezinkulu eziyindilinga (isibonelo, ihulahuphu, ibhakede noma ithaya) eziphansi. Abafundi badedelana ngamaqembu ukuhamba ezimweni ezidwetsiwe.
5. **Ukuvumelanisa:** Cela umfundi oyedwa ukuthi ame abheke abanye abafundi.

## Imibuzo ekuholayo:

- ★ U\_\_\_\_\_ unani ecaleni lomzimba wakhe (khomba icala langakwesokunxele lomzimba womfundi, isibonelo kungaba indlebe, iso, ingalo, umlenze) anakho kuleli elinye icala lomzimba wakhe?
- ★ Unayo ingalo kuleli elinye icala? Indlebe?

Ngababili, abafundi babhekane bakhombe izitho zomzimba ezikhona emacaleni womabili.

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## ICEBO

Uma unezibuko, dedela abafundi bazibuke ezibukweni ukuze babone ukuvumelanisa kwezitho zemizimba yabo bakhombe okufanayo ngakwesokunxele kanye nangakwesokudla.

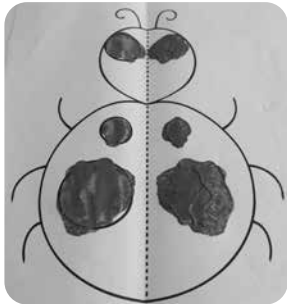
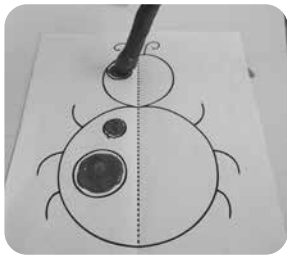
## Usuku 5

## Okudingayo

- Umlolozelo: *Kunye, kubili, kuthathu, kune, kuhlanu* (ikhasi 197)
- Iculo: *Izindilinga* (ikhasi 197)
- Izindilinga ezinkulu ezingamabhulokhi ama-
- athribhuthi ezi-5 ezinemibala ehlukenene (*Ikhithi Yezinsiza*)
- *Ibhuku Lamaphosta, lphosta 8*
- *Isithombe sebhungane* (ikhasi 217)
- *Upende nebhulashi lokupenda*

1. **Umlolozelo neculo:** Yisho umlolozele: *Kunye, kubili, kuthathu, kune, kuhlanu* bese ucula iculo, *Izindilinga*.
2. **Ukubala ngomlomo:** Abafundi bazithinte amahlombe ngezandla zombili bebala kusuka koku-1 kuya koku-5. Phinda uthinte ihlombe ngalinye usuphambanise izandla.
3. **Ukubala izinto 1-5:** Nikeza lowo nalowo kubafundi abahlanu ibhulokhi le-athribhuthi elinesimo sendilinga elimbala owehlukile kweminya. Wabaleni ndawonye. Buza ukuthi mangaki abomvu, aphuzi, aluhlaza okwesibhakabhaka, njalo njalo.
4. **Ukufuna izindilinga:** Buka lphosta 8. Abafundi babheke indilinga kwiphosta.





5. **Symmetry in circles:** Show the learners the beetle picture. Ask them how many circles they can see – the body, head, two spots and one eye. Count the circles together. Tell this Beetle story: ‘Beetle is worried that she doesn’t look like other beetles. Their bodies look exactly the same on each side. She also wants to have two dots on each side of her body.’

**Guiding questions:**

- ★ How do you think we can help this beetle solve her problem?

Put paint on each of the two spots and eye on the one side of the beetle picture. Fold the picture of the beetle in half along the midline, so that two dots and another eye are printed on the other half of the beetle. Discuss with learners whether they think the two sides of the beetle are the same.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Integration**

**Home Language and Life Skills:**

- Vocabulary development (same/different).
- Outdoor activity: Trace the outline of the learners’ bodies using chalk or a stick. Help the learners to draw a line down the middle of their body outlines.

**Small group activities**

**Teacher-guided activity**

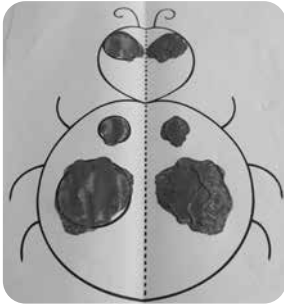
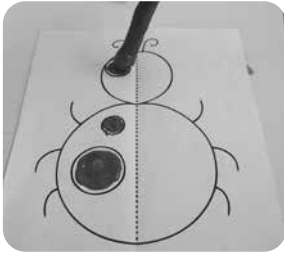
**What you need**

- 30 different-coloured counters
- Small chalkboards, whiteboards or A4 paper
- For each learner:
  - A tub with:
    - Number symbol, picture and dot cards: 1 and 2 (*Resource Kit*)
    - 5 colour counters (*Resource Kit*)
    - ‘Circle’ pictures (page 218)
  - Chalk/whiteboard markers/ crayons
  - 2 plastic yoghurt lids

1. **Practising number ‘2’:** Give each learner a tub. Talk about the contents. Learners take out and place each of their picture cards for ‘one’ and ‘two’ in front of them.

**Guiding questions and instructions:**

- ★ What do you see?
- ★ What is the same? What is the difference between them?
- ★ How many pictures are there on each of your picture cards?
- ★ Match each dot card to a picture card (1 and 2).
- ★ How many counters do you need to match to each of the picture cards?
- ★ Match your number ‘2’ card. (Point to the Number 2 frieze above the maths table.)



5. **Ukuvumelanisa ezindilingeni:** Khombisa abafundi isithombe sebhungane. Babuze ukuthi zingaki izindilinga abazibonayo – umzimba, ikhanda, amabala amabili. Balani izindilinga ndawonye. Xoxa indaba kaBhungane: 'UBhungane ukhathazekile ngokuthi akafani namanye amabhungane. Imizimba yawo iyafana nse omabili amacala. Naye uyafuna ukuba namachashazi amabili ecaleni ngalinye lomzimba wakhe.'

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi singalalisa kanjani leli bhungane ukuxazulula inkinga yalo?

Faka upende echashazini ngalinye kulawa amabili asecaleni elilodwa lelihlo lesithombe sebhungane. Goqa isithombe sebhungane emugqeni ophakathi nendawo, yikhona amachashazi amabili amehlo azoba komunye uhhafu webhungane. Xoxa nabafundi ngokuthi ngabe amacala amabili ebhungane ayafana yini.

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

**Ukudidiyela**

**Ulimi Lwasekhaya Namakhono Empilo:**

- Ukuthuthukiswa kolwazimagama (okufanayo/okuhlukile).
- Umsebenzi wangaphandle: Threyisa ngokulandelela umugqa ohambela ngaphandle kwemizimba yabafundi usebenzisa ushoki noma uthi. Siza abafundi ukuthi badwebe umugqa owehlayo ngaphakathi nendawo yomzimba wabo osudwetshiwe.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

**Okudingayo**

- Izinto zokubala ezinemibala ehlukeni ezingama-30
- Isitsha esinalokhu:
  - Uphawu lwenombolo, amakhadi anesithombe kanye namachashazi: 1 no-2 (*Ikhithi Yezinsiza*)
  - Izinto zokubala eziyimibala emi-5 (*Ikhithi Yezinsiza*)
- Izithombe 'zezindilinga' (ikhasi 218)
- Ibhodi kashoki encane, ibhodi emhlophe noma iphepha lika-A4
- Ushoki/okokumaka ibhodi emhlophe/amakhrayoni
- Izivalo zezitsha zeyogathi ezi-2 zepulastiki

1. **Ukuzejwayeza inombolo '2':** Nikeza umfundi ngamunye isitsha. Khuluma ngokuqokethwe. Abafundi bakhapha babeke amakhadi anezithombe zo-'kunye' kanye no-'kubili' ngaphambi kwabo.

**Imibuzo ekuholayo nemiyalo:**

- ★ Ubonani?
- ★ Ikuphi okufanayo? Yini umehluko phakathi kwakho?
- ★ Zingaki izithombe ezikhona emakhadini akho ngalinye?
- ★ Qondanisa ikhadi lechashazi ngalinye nekhadi elinesithombe (1 no-2).
- ★ Udinga izinto zokubala ezingaki ukuze uqondanise nekhadi elinesithombe: ngasinye?
- ★ Qondanisa ikhadi lenombolo '2'. (Khomba ifrizi yeNombolo 2 ngaphezu kwetafula lezibalo.)



**TIP**

Learners who are not yet ready to write or draw can use playdough to make a '2' and two objects.



Write a large '2' on a chalkboard, whiteboard or paper. Learners copy this and draw two objects on their own chalkboards, whiteboards or paper.

2. **Reinforcing the circle:** Learners take the eight pictures from page 218 out of the tub. They place them on the mat in front of them.

**Guiding questions:**

- ★ What do you see in each of these pictures?
- ★ What can you tell me about the shapes in each of these pictures?
- ★ Point to a shape that is not a circle. Why is this not a circle?
- ★ How do we know if something is a circle?

Hold up a coloured disc counter.

**Guiding questions and instructions:**

- ★ What shape does this look like?

Place a pile of counters on the mat and give instructions. Ask learners to:

- ★ Pick up one blue counter.
- ★ Pick up one red counter.
- ★ Pick up one yellow counter.
- ★ \_\_\_\_\_, take a red counter and give it to \_\_\_\_\_.
- ★ \_\_\_\_\_, take any colour counter.
- ★ \_\_\_\_\_, find a counter exactly like the one \_\_\_\_\_ has.

Give each learner two plastic yoghurt lids.

- ★ Everyone take one counter and put it on a lid.
- ★ Have you all got one? Let's check.
- ★ Everyone take two counters and put them on your other plastic lid.
- ★ Have you all got two? Let's count.
- ★ Can you arrange your two counters differently on your lid?
- ★ Count again.

Learners match their dot cards 1 and 2 to the counters on the lids. Encourage the learners to arrange their counters to match yours.



**Check that learners are able to:**

- match number 2 pictures with two objects, dot cards and symbol cards
- recognise, identify and name a circle



## ICEBO

Abafundi abangakakulungeli ukubhala noma ukudweba bangasebenzisa inhlama yokudlala ukwenza u-'2' benze nezinto ezimbili.



Bhala u-'2' omkhulu ebhodini kashoki (ibhodi), ebhodini emhlophe noma ephepheni. Abafundi bakukopishe lokhu bazidwebele izinto ezimbili emabhodini kashoki (ibhodi), amabhodi amhlophe noma ephepheni.

2. **Ukugxilisa indilinga:** Abafundi abakhiphe izithombe eziyishiyagalombili ekhasini 218 bazikhiphele esitsheni. Bazibeka ngaphambi kwabo kumata.

### Imibuzo ekuholayo:

- ★ Ubonani esithombeni ngasinye?
- ★ Yini ongangitshela yona ngezimo esithombeni ngasinye?
- ★ Khomba isimo esingeyona indilinga. Kungani lokhu kungeyona indilinga?
- ★ Sazi kanjani uma into iyindilinga?

Phakamisa idiski yokubala enombala.

### Imibuzo ekuholayo nemiyalo:

- ★ Le nto ifana nasiphi isimo?

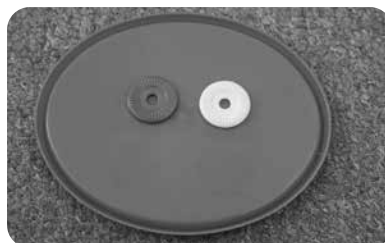
Beka inqwaba yezinto zokubala kumata bese usho imiyalo. Cela abafundi ukuthi:

- ★ Bacoshe into yokubala eluhlaza okwesibhakabhaka eyodwa.
- ★ Bacoshe into yokubala ebomvu eyodwa.
- ★ Bacoshe into yokubala ephuzi eyodwa.
- ★ Wena\_\_\_\_, thatha into yokubala ebomvu uyinike u-\_\_\_\_\_.
- ★ \_\_\_\_\_, thatha into yokubala eyanoma imuphi umbala.
- ★ \_\_\_\_\_, thola into yokubala efana nale ephethwe u-\_\_\_\_\_.

Nikeza umfundi ngamunye izivalo ezimbili zezitsha zeyogathi.

- ★ Wonke umuntu akathathe into yokubala eyodwa bese eyibeka esivalweni.
- ★ Nonke niyitholile eyodwa? Asibheke.
- ★ Wonke umuntu akathathe izinto zokubala ezimbili azibeke phezu kwesivalo esinye sepulastiki.
- ★ Nonke ninazo ezimbili? Asibale.
- ★ Ungakwazi ukuhlunga izinto zokubala ezimbili ngenye indlela esivalweni sakho?
- ★ Bala futhi.

Abafundi baqondanisa amakhadi abo anamachashazi 1 no-2 nezinto zokubala eziphezu kwezivalo. Gqugquzela abafundi ukuhlunga izinto zokubala zifane nezakho.



### Hlola ukuthi abafundi bayakwazi uku-:

- qondanisa izithombe zenombolo 2 nezinto ezimbili, amakhadi anamachashazi, kanye namakhadi anezimpawu
- bona, bahlonze bese besho igama lendilinga

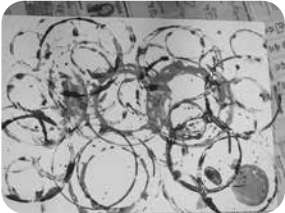
## Workstation 1

### What you need

- Playdough template: Number 2 per learner (page 212)
- Playdough

Learners use playdough to form the number '2', to roll two balls of playdough to place on the tree, and to roll two balls of playdough to place in the grid.

## Workstation 2



### What you need

- Paint in shallow trays
- Large sheets of paper for each learner
- Different-sized objects with circular surfaces (for example, yoghurt containers, tins, toilet roll inners, disposable cups, lids)

Learners print using circle-shaped objects. Press the object into the paint and then onto paper to create a circle print.


## Workstation 3



### What you need

- Pictures of food from advertising pamphlets, magazines and newspapers
- 1 large circle drawn on A4 paper per learner
- Scissors and glue

Learners cut out the circle to make a 'plate'. They cut out and glue pictures of food onto their plates.

 **TIP** Learners who struggle with cutting can tear pictures and can roll playdough into a 'sausage' shape to place on the 'plate' outline.

## Workstation 4

### What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

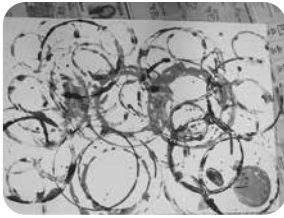
## Isiteshi sokusebenzela 1

### Okudingayo

- Ithempulethi yenhlama yokudlala: Inombolo 2 yomfundi ngamunye (ikhasi 213)
- Inhlama yokudlala

Abafundi basebenzisa inhlama yokudlala ukwenza inombolo '2', ukugingqa amabhola amabili enhlama yokudlala ukuwabeka esihlahleni, bese begingqa amabhola amabili enhlama yokudlala bawafake kwigridi.

## Isiteshi sokusebenzela 2



### Okudingayo

- Upende osethileyini elingashonile phakathi
- Amaphepha amakhulu omfundi ngamunye
- Izinto ezihlukene ngobungako ezinengaphezulu eliyindilinga
- (isibonelo, kungaba izitsha zeyogathi, amathini, ikhadibhodi langaphakathi lephepha langasese, izinkomishi ezibuye zilahlwe, izivalo)

Abafundi babhale besebenzisa izinto ezinesimo sendilinga. Cindezela into kupende bese ubuye uyicindezela uyikhiphele ephepheni ukwenza isithombe esiyindilinga.

## Isiteshi sokusebenzela 3



### Okudingayo

- Izithombe zokudla okukhangiswa kumaphamfulethi, amamagazini kanye namaphephandaba okukhangisa
- Indilinga enkulu e-1 edwetshiwe ephepheni lika-A4, umfundi ngamunye
- Isikelo kanye neglu

Abafundi basika bakhiphe indilinga ukwenza 'ipuleti'. Basika bakhiphe bese benamathisela izithombe zokudla emapuletini abo.



Abafundi abangakwazi ukusika bangadabula izithombe, bathathe inhlama yokudlala bayenze 'sasoseji' bese beyibeka kokusamfanekiso 'wepuleti'.

## Isiteshi sokusebenzela 4

### Okudingayo

- Amaphazili anendikimba 'yomzimba'

Umfundi ngamunye wakha iphazili.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Recognise, identify and name 2-D shapes: square
- Describe, sort and compare 3-D objects and 2-D shapes
- Direction: forwards, backwards
- Position: inside, outside

## New knowledge

- 2-D shapes: square
- Direction: forwards and backwards
- Position: inside and outside

## Practise

- Circle
- Number concepts 1 and 2
- Oral counting 1–5
- Counting objects 1–5
- Boxes and balls
- Six-piece puzzles

## New maths vocabulary

square  
corner

side  
straight

flat  
surface

forwards  
backwards

## Getting ready

For the activities this week, you will need to prepare the following:

- a large box that has at least two square faces
- a large cardboard square and circle
- square shapes of any size and colour
- 5 pages with a red square and 5 pages with a blue square
- colour squares for each learner
- square-shaped objects, for example, wooden blocks, small square notepad, square beanbag, dice, mosaic pieces, square attribute blocks
- circle-shaped objects, for example, plastic milk bottle caps, plastic lids, large buttons, circle attribute blocks
- make 6 sets of 2 dot cards with 1 and 2 dots, 2 picture cards with 1 and 2 pictures of animals for learners' tubs
- 7 pictures of squares
- dot and animal cards (*Resource Kit*).



**TIP**

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

## Izihloko

- Bona, hlonza bese usho izimo ezingu-2-D: isikwele
- Ukuchaza, ukhulunga kanye nokuqhathanisa izimo ezingu-3-D nezingu-2-D
- Inkomba: ukuya phambili, ukuya emuva
- Isikhundla: ngaphakathi, ngaphandle

## Ulwazi olusha

- Izimo ezingu-2-D: isikwele
- Inkomba: ukuya phambili, ukuya emuva
- Isikhundla: ngaphakathi, ngaphandle

## Zejwayeze

- Indilinga
- Umqondo wezinombolo 1 no-2
- Ukubala ngomlomo 1–5
- Ukubala izinto 1–5
- Amabhokisi namabhola
- Amaphazili anezingcezu eziyisithupha

## Ulwazimagama olusha olusetshenziswa ezibalweni

isikwele  
ikhona

icala  
kuqondile

isicaba  
ngaphezulu

ngaphambili  
ngemuva

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ibhokisi elikhulu elinobuso okungenani obuyisikwele obubili
- ikhadibhodi elikhulu eliyisikwele kanye neliyindilinga
- izimo eziyisikwele ezingaba noma yibuphi ubungako noma imuphi umbala
- amakhasi ephepha ama-5 anesikwele esibomvu kanye namakhasi ama-5 anesikwele esiluhlaza okwesibhakabhaka
- izikwele ezinombala zomfundi ngamunye
- izinto eziyizimo zezikwele, isibonelo, amabhulokhi okhuni, incwajana encane yamanothi eyisikwele, isikhwama sikabhontshisi esiyisikwele, amadayisi, izingcezu zamatshe, amabhulokhi e-athribhuthi ayizikwele
- izinto eziyizimo eziyindilinga, isibonelo, izivalo zepulastiki zamabhodlela obisi, izivalo zeplastiki, izinkinobho ezinkulu, amabhulokhi e-athribhuthi ayizindilinga
- yenza amasethi ayi-6 amakhadi anamachashazi amabili, elinechashazi eli-1 nelinamachashazi ama-2, amakhadi anezithombe ama-2, anezithombe zezilwane – esi-1, nezi-2, kwezitsha zabafundi
- izithombe eziyi-7 zezikwele
- amakhadi anamachashazi kanye nanezilwane (*Ikhithi Yezinsiza*).



## ICEBO

Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukujwayela izinombolo ezisho izikhundla: okokuqala, okwesibili, okwesithathu; isikhundla: ngaphambili, ngemuva, phakathi nendawo, omude kubona bonke, omfishane kubona bonke.

## Whole class activities

### Day 1

#### What you need

- 3-D objects such as blocks, boxes of different sizes, square containers for the maths table
- 1 large box
- 1 large sheet of paper
- 1 large cardboard square
- A koki

1. **Rhyme:** Say any of the counting rhymes from the previous weeks.
2. **Oral counting:** Learners pat their tummies and count from 1 to 5.
3. **Counting objects 1–5:** Place the boxes and blocks on the mat. Ask learners to fetch one block and one box.

#### Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

Repeat until there are five objects. The learners count as they touch each object.

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

4. **Making squares:** Talk about one of the boxes in the classroom. Trace around a large square box to draw a square. Talk about how the line goes straight along, makes a sharp turn at a corner and then goes straight again, along all the edges.

#### Guiding questions:

- ★ Do you know what this shape is called?
- ★ How many straight lines does the square have?
- ★ How many corners does this square have?
- ★ Which other sides could I use on this box to make another square shape on the paper?
- ★ Will it be the same? Why?

Trace around the side learners identify, describing the lines as you do so.

5. **Properties of a square:** Show the cardboard square.

#### Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Is this shape the same as the one we have just drawn? Why?



As you trace around the box, focus on the lines being straight rather than curved (discussed when tracing around a circle in Week 4).

# Imisebenzi yekilasi lonke

## Usuku 1

### Okudingayo

- Izinto ezi-3-D njengamabhulokhi, amabhokisi anobungako obuhlukene, iziqukathi eziyizikwele zetafula lezibalo
- Isikwele esi-1 esikhulu sekhadibhodi
- Ibhokisi elikhulu eli-1
- Iphepha elikhulu eli-1
- Ikhokhi

1. **Umlolozelo:** Isho noma imuphi umlolozelo wokubala wamasonto adlulile.
2. **Ukubala ngomlomo:** Abafundi bashaya izisu zabo kancane bebala kusukela koku-1 kuye koku-5.
3. **Ukubala izinto 1–5:** Beka amabhokisi namabhulokhi kumata. Cela abafundi ukuthi balande ibhulokhi elilodwa kanye nebhokisi elilodwa.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto esinazo?

Bacele balande elinye ibhulokhi.

- ★ Zingaki izinto esinazo manje?

Phinda zize zibe nhlanu izinto. Abafundi babale ngesikhathi bethinta into ngayinye.

- ★ Ngabe okuningi ngamabhokisi noma ngamabhulokhi?

- ★ Ikuphi esinakho okuyingcosana kunokunye?

4. **Ukwenza izikwele:** Khuluma ngelinye lamabhosiki akhona ekilasini. Threyisa uzungeze ibhokisi eliyisikwele elikhulu ukudweba isikwele. Khuluma ngokuthi umugqa uyaqonda bese uyajika kabukhali ekhoni bese uyaqonda futhi, eduze nazo zonke izingqema.

#### Imibuzo ekuholayo:

- ★ Uyazi ukuthi lesi simo sibizwa ngokuthini?

- ★ Isikwele sinemigqa emingaki eqondile?

- ★ Sinamakhona amangaki lesi sikwele?

- ★ Imaphi amacala ebhokisi engingawasebenzisa ukwenza esinye isimo sesikwele ephetheni?

- ★ Kuzofana? Kungani?

Threyisa uzungeze icala abafundi abalikhombayo, uchaze imigqa ngesikhathi ukwenza lokhu.

5. **Izimpawu zesikwele:** Khombisa isikwele sekhadibhodi.

#### Imibuzo ekuholayo:

- ★ Ukhona owaziyo ukuthi lesi simo sibizwa ngokuthini?

- ★ Lesi simo siyafana nalesi esisanda kusidweba? Kungani?

### ICEBO

Ngesikhathi uthreyisa uzungeza ibhokisi, gxila emigqeni eqondile kunale egobile (kuxoxwe ngalokhu ngesikhathi kuthreyiswa kuzungezwa indilinga eSontweni 4).





**TIP**

At the end of the day ask the learners to bring square-shaped objects from home for Day 2.

Pass the square attribute blocks around the class for learners to feel and explore the properties.

- ★ What do you feel around the edge of the objects?
- ★ What do the sides look like? And the corners?
- ★ What else can you see and feel on your square?
- ★ How is this different to the circle shapes we looked at last week?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

**Day 2**

**What you need**

- Rhyme: *Five happy tortoises* (page 196)
- Square-shaped objects brought from home
- 1 large square and 1 circle-shaped cardboard cut-out

1. **Rhyme:** Say the rhyme, *Five happy tortoises*.
2. **Oral counting:** Learners blink their eyes slowly and count from 1 to 5. Repeat, blinking faster.
3. **Counting objects 1–5:** Place square-shaped objects, for example, book, box, lid or block on the mat. Ask five learners each to fetch an object and stand in front. Count from 1 to 5 together. Learners describe their object and count the corners, the sides and the edges.

**Guiding questions:**

- ★ What makes these objects square?
- ★ \_\_\_\_\_ fetch another square-shaped object.
- ★ What is the same about the object \_\_\_\_\_ is holding and the one that \_\_\_\_\_ is holding?
- ★ Can you think of anything else you could have brought from home that is square-shaped?

4. **Compare squares and circles:** Place the large cardboard squares and circles on the wall. Ask the learners what the shapes are called. Ask learners to 'walk' a circle, then a square. Ask learners to draw a square and a circle in the air. Discuss the differences and similarities between the square and the circle.

**Guiding questions:**

- ★ What is different about these two shapes?
- ★ Which one has straight lines? (Count these.)
- ★ Which one has a curved line?
- ★ Which one has corners? (Count these.)

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



**TIP**

Be prepared to provide extra square-shaped objects, for example, tiles, mosaics, lids, blocks, mirrors, Lego, Duplo and so on.




**ICEBO**

Ekupheleni kosuku cela abafundi ukuthi baphathe izinto eziyizimo zesikwele ekhaya ezizosebenza Osukwini 2.

Dlulisa amabhulokhi ama-athribhuthi ayisikwele ekilasini ukuze abafundi bezwe futhi bahlole izimpawu.

- ★ Uzwa kunjani onqenqemeni lwezinto?
- ★ Amacala abukeka kunjani? Amakhona wona?
- ★ Yini enye oyibonayo noyizwayo esikweleni sakho?
- ★ Kuhluka ngani lokhu ezimweni zendilinga esizibuke ngesonto elidlule?

6. **Imisebenzi yamaqembu amancane:** Chaza iziteshi ezine zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.

## Usuku 2

### Okudingayo

- Umlolozelo: *Izimfudu ezinhlanu ezijabulile* (ikhasi 197)
- Izinto eziyizimo eziyisikwele ezithathwe ekhaya
- Isikwele esikhulu esi-1 nekhadibhodi eliyisimo sendilinga esisikiwe sakhishwa

1. **Umlolozelo:** Yethula umlolozele, *Izimfudu ezinhlanu ezijabulile*.
2. **Ukubala ngomlomo:** Abafundi bacwayizisa amehlo kancane bese bebala kusuka koku-1 kuya koku-5. Phinda, ucwayize ngokushesha.
3. **Ukubala izinto 1-5:** Beka kumata izinto eziyizimo zesikwele, isibonelo, incwadi, isivalo noma ibhulokhi. Cela abafundi abahlanu ukuthi lowo nalowo alande into bese bema phambi kwekilasi. Balani kusuka koku-1 kuya koku-5 ndawonye. Abafundi bachaza into yabo bese bebala amakhona, amacala nezinqenqema.

#### Imibuzo ekuholayo:

- ★ Yini eyenza lezi zinto zibe yisikwele?
- ★ Wena\_\_\_\_\_ landa enye into eyisimo sesikwele.
- ★ Yini efanayo ngento u\_\_\_\_\_ ayibambile nento u\_\_\_\_\_ ayibambile?
- ★ Ungacabanga okunye ongabe ukulethile usuka ekhaya okuyisimo sesikwele?

4. **Qhathanisa izikwele nezindilinga:** Beka amakhadibhodi amakhulu ezikwele nezindilinga odongeni. Buza abafundi ukuthi izimo zibizwa ngokuthini. Cela abafundi ukuthi ba – ‘hambe’ endilingeni bese kuba sesikweleni. Cela abafundi ukuthi badwebe isikwele nendilinga emoyemi. Xoxa ngokuhluka nokufana phakathi kwesikwele nendilinga.

#### Imibuzo ekuholayo:

- ★ Yini ehlukile ngalezi zimo zombili?
- ★ Isiphi esinemigqa eqondile? (Ibale.)
- ★ Isiphi esinomugqa ogobile?
- ★ Isiphi esinamakhona? (Abale.)

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi yasesiteshini sokusebenzela nenqubo yokuqoqa.


**ICEBO**

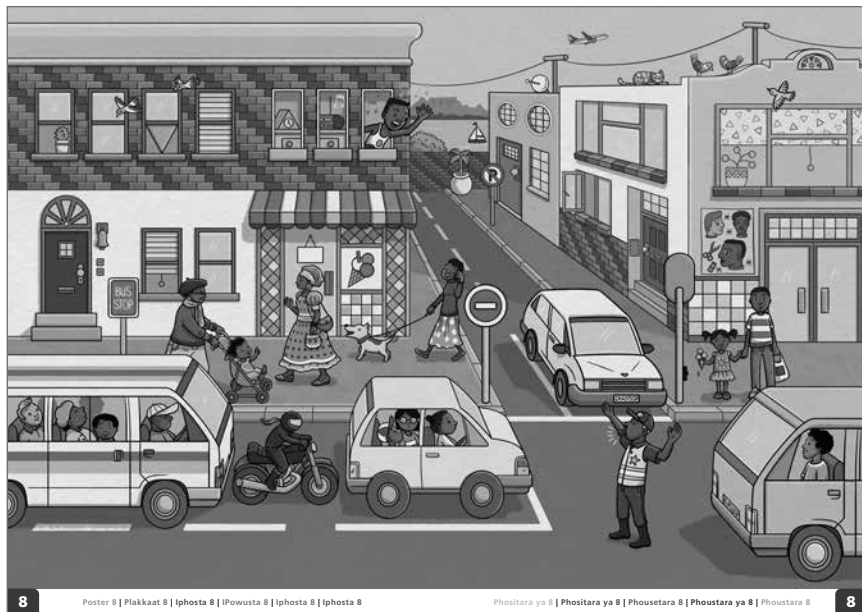
Zilungiselele ukuhlinzeka ngezinye futhi izimo eziyisikwele, isibonelo, amathayili, imosayikhi, izivalo, amabhulokhi, izibuko, i-Lego, i-Duplo nokunye.

## Day 3

## What you need

- Rhyme: *Five happy tortoises* (page 196)
- *Poster Book, Poster 8*
- 5 pictures of squares of any size and any colour

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, adding actions.
2. **Oral counting:** Learners move slowly and count from 1 to 5.
3. **Counting objects 1–5:** Put up five pictures of squares around the classroom. Learners take turns to find the pictures of squares. Learners discuss whether they agree that the pictures the learners have found are of squares, and they explain why.
4. **Problem solving:** Talk about Poster 8.



## Guiding questions:

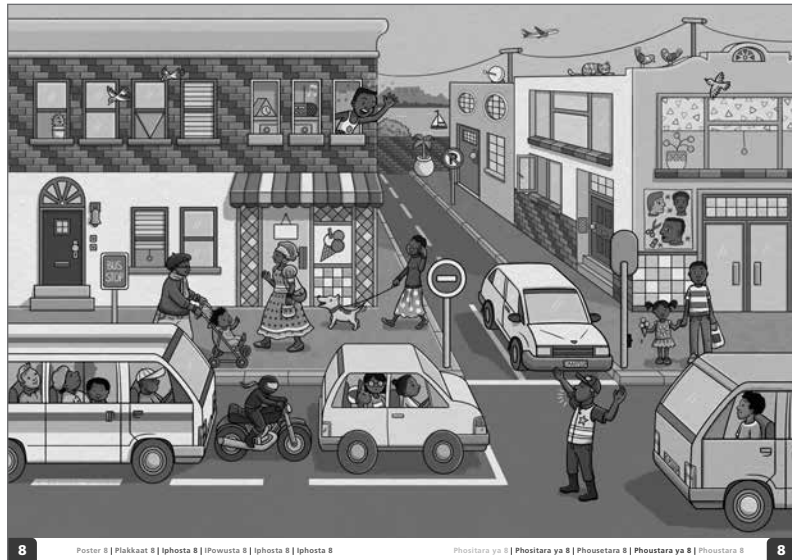
- ★ What do you see in this picture? What are the people doing?
  - ★ Can you see any squares? (Count these.)
  - ★ How do we know that these are squares?
  - ★ Can you see any circles?
  - ★ Are there more squares or more circles? How do you know? (Count them.)
  - ★ How many cars are waiting for the traffic officer to say they can go?
  - ★ How many motorbikes are there?
  - ★ If the white car drives away (cover this car in the picture), how many will be left? (Count the cars together.)
  - ★ How many people do you see inside the small yellow car?
  - ★ Which has more people in it: the small yellow car or the taxi?
  - ★ How many people do you see on the pavement?
  - ★ Can you see any people inside the buildings?
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Usuku 3

## Okudingayo

- Umlolozelo: *Izimfudu ezinhlano ezijabulile* (ikhasi 197)
- *Ibhuku Lamaphosta, Iphosta 8*
- Izithombe ezi-5 zezikwele zanoma yibuphi ubungako nanoma yimuphi umbala

1. **Umlolozelo:** Yisho umlolozele, *Izimfudu ezinhlano ezijabulile*, wengeze neminyakazo.
2. **Ukubala ngomlomo:** Abafundi banyakaza kancane bese bebala kusuka koku-1 kuya koku-5.
3. **Ukubala izinto 1–5:** Beka izithombe ezinhlano zesikwele ezindaweni zonke ekilasini. Abafundi bayadedelana ukuze bathole izithombe zezikwele. Abafundi baxoxa ngokuthi bayavumelana yini ngokuthi izithombe abazitholile ziyizikwele, baphinde bachaze ukuthi basho ngani.
4. **Ukuxazulula izinkinga:** Khuluma ngePhosta 8.



## Imibuzo ekuholayo:

- ★ Ubonani kulesi sithombe? Benzani abantu?
  - ★ Zikhona izikwele ozibonayo? (Zibale.)
  - ★ Wazi kanjani ukuthi yizikwele lezi?
  - ★ Zikhona izindilinga ozibonayo?
  - ★ Ngabe yizikwele eziningi noma yizindilinga? Wazi kanjani? (Zibale.)
  - ★ Zingaki izimoto ezilinde iphoyisa lomgwaqo ukuba lisho ukuthi zingahamba?
  - ★ Zingaki izithuthuthu?
  - ★ Uma imoto emhlophe isuka (mboza le moto esesithombeni) zingaki ezizosala? (Balani izimoto ndawonye.)
  - ★ Bangaki abantu obabona ngaphakathi emotweni encane ephuzi?
  - ★ Iyiphi enabantu abaningi kuyona: imoto encane ephuzi noma itekisi?
  - ★ Bangaki abantu obabona kuphevementi?
  - ★ Bakhona yini abantu obabonayo abangaphakathi emabhilidini?
5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi yasesiteshini sokusebenzela kanye nenqubo yokuqoqa.

## Day 4



## TIP

If space is limited, do these activities outdoors.

## What you need

- Rhyme: *Five happy tortoises* (page 196)
- A big toy car

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners shrug their shoulders and count from 1 to 5.
3. **Counting objects 1–5:** Ask three learners to stand in front. Ask how many learners there will be if another one is added. Another learner stands in front. Count together. Repeat until there are five learners in front.
4. **Introducing 'forwards' and 'backwards':** Learners move slowly like a tortoise forwards and backwards in different ways, for example, they walk forwards and then crawl backwards, crawl forwards and then jump backwards. Point out the difference between 'walking backwards' and 'walking back towards'.  
Move a big toy car forwards and backwards in different ways. Ask learners to explain whether you are moving the car forwards or backwards. Say the words 'forwards' and 'backwards' together as you do this. Give a few learners turns to move the car forwards and backwards and say how they are moving it.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 5

## What you need

- Rhyme: *Five happy tortoises* (page 196)
- 30 objects from around the classroom
- 5 pages with a red square
- 5 pages with a blue square

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners march forwards counting from 1 to 5. Repeat, with learners marching backwards.
3. **Counting objects 1–5:** Place the objects from around the classroom on the mat. Together count from 1 to 5 as a learner takes out five objects. Repeat as other learners make groups of five objects.
4. **Reinforcing the square using pattern:** Show learners a page with a red square.

## Guiding questions:

- ★ What is the shape on this page called?
- ★ What colour is the shape?



## TIP

If space is limited, do these activities outdoors.

## Usuku 4



Uma isikhala sisincane, yenzani le misebenzi phandle.

## Okudingayo

- Umlolozelo: *Izimfudu ezinhlanu ezijabulile* (ikhasi 196)
- Imoto enkulu yethoyizi

1. **Umlolozelo:** Yethula umlolozele, *Izimfudu ezinhlanu ezijabulile*, kube neminyakazo.
2. **Ukubala ngomlomo:** Abafundi baqhikiza (bahlikihla) amahlombe babale kusukela koku-1 kuya koku-5.
3. **Ukubala izinto 1–5:** Cela abafundi abathathu ukuthi bame ngaphambili. Buza ukuthi bangaki abafundi abazoba khona uma kukhona omunye umfundi ofakwayo. Omunye umfundi uma ngaphambili. Babaleni ndawonye. Phindani kuze kube khona abafundi abahlanu ngaphambili.
4. **Ukwethula ukuthi 'phambili' nokuthi 'emuva':** Abafundi banyakaza kancane njengofudu baye phambili nasemuva ngezindlela ezihlukile, isibonelo, bahamba baye phambili bese bayakhasa beshona emuva, bakhasele phambili bese begxumela emuva. Khombisa umehluko phakathi koku-'hamba uye emuva' kanye noku-'bheka emuva'. Nyakazisa imoto enkulu yethoyizi iye phambili nasemuva ngezindlela ezihlukene. Cela abafundi ukuthi basho ukuthi imoto uyisa phambili yini noma uyisa emuva. Yishoni amazwi 'phambili' nelithi 'emuva' ndawonye uma nenza lokhu. Nika abafundi isikhathi sokuyisa imoto phambili nasemuva bese uyasho ukuthi bayihambisa kanjani.
5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisibenzi yasesiteshini sokusebenzela nenqubo yokuqoqa.

## Usuku 5



Uma isikhala sisincane, yenzani le misebenzi ngaphandle.

## Okudingayo

- Umlolozelo: *Izimfudu ezinhlanu ezijabulile* (ikhasi 196)
- Izinto ezingama-30 zasekilasini
- Amakhasi ayi-5 anesikwele esibomvu
- Amakhasi ayi-5 anesikwele esiluhlaza okwesibhakabhaka

1. **Umlolozelo:** Yisho umlolozele, *Izimfudu ezinhlanu ezijabulile*, kube neminyakazo.
2. **Ukubala ngomlomo:** Abafundi bamasha beya phambili bebala kusukela koku-1 kuye koku-5. Phinda, nabafundi bemasha beya emuva.
3. **Ukubala izinto 1–5:** Beka izinto ezisekilasini kumata. Nindawonye balani kusukela koku-1 kuye koku-5 umfundi ethatha izinto eziyisihlanu. Phindani lapho abanye abafundi benza amaqoqa ezinto eziyisihlanu.
4. **Ukugxilisa isikwele usebenzisa iphethini:** Khombisa abafundi ikhasi elinesikwele esibomvu.

## Imibuzo ekuholayo:

- ★ Sibizwa ngokuthini isimo esikuleli khasi?
- ★ Unjani umbala wesimo?

- ★ Can you see anything else in the classroom that reminds you of a square?
- ★ Can you see anything else that is the same colour?

Repeat with the blue square.

Give two learners a red square each, and two learners a blue square each. Arrange them into a red, blue, red, blue pattern so that others can see their shapes. Learners say the colours together as you point.

- ★ What can you tell me about the way the squares are arranged?
- ★ What comes after the first red square? What comes next?
- ★ Should I add a red square or a blue square to the end of this pattern?
- ★ Why do you think that?

Give six other learners pages with red or blue squares and ask them to stand so that they can make a longer pattern.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Integration

#### Home Language and Life Skills:

- Discussing pictures, vocabulary development (shapes).
- Outside play: Provide a variety of large cardboard packaging boxes for the learners to play in and explore with. They can build with these as part of fantasy play.
- Outside play: Shape hopping – use masking tape or chalk to draw a square on the ground and play a hopping or musical squares game.

## Small group activities

### Teacher-guided activity

#### What you need

- For each learner, a tub with:
  - 3 animal counters (1 of one kind and 2 of another)
  - Number dot, word and symbol cards 1 and 2
  - 2 picture cards of animals that match the selected counters
- A feely bag with balls and boxes
- 1 large square cardboard box
- Large sheets of paper
- A koki

1. **Oral counting:** Learners tap the floor moving their hands forwards as they count from 1 to 5. Repeat, with learners moving their hands backwards.
2. **Counting objects 1–5:** Learners face each other in pairs and match one hand with their partner's. They touch each matching finger and thumb, counting from 1 to 5 as they do so. Learners repeat with the other hand.

- ★ Ikhona enye into oyibonayo ekilasini ekukhumbuza isikwele?
- ★ Ikhona enye into oyibonayo enombala ofanayo?

Phinda ngesikwele esiluhlaza okwesibhakabhaka.

Nika abafundi ababili isikwele esibomvu ngamunye, nabafundi ababili isikwele esiluhlaza okwesibhakabhaka ngamunye. Hlunga kube iphethini lokubomvu, okuluhlaza okwesibhakabhaka, okubomvu, okuluhlaza okwesibhakabhaka ukuze abanye bakwazi ukubona izimo ezikhona. Abafundi kumele basho imibala ndawonye ngenkathi ukhomba.

- ★ Yini ongangitshela yona ngendlela lezi zikwele ezihlelwe ngayo?
- ★ Yini eza ngaphambi kwesikwele esibomvu sokuqala? Yini elandelayo?
- ★ Ngenezezele isikwele esibomvu noma esiluhlaza okwesibhakaka ekupheleni kwaleli phethini?
- ★ Kungani ucabanga kanjalo?

Nika abanye abafundi abayisithupha amakhasi anezikwele ezibomvu noma eziluhlaza okwesibhakabhaka ubacele ukuthi bame ukuze benze iphethini elide.

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi yasesiteshini sokusebenzela nenqubo yokuqoqa.

### Ukudidiyela

#### Ulimi Lwasekhaya Namakhono Empilo:

- Ukuxoxa ngezithombe, ukuthuthukiswa kolwazimagama (izimo).
- Ukudlala ngaphandle: Nikeza abafundi ingxube yamabhokisi amakhadibhodi amakhulu okupakisha ukuze bakwazi ukudlala nokufundela kuwona. Bangakha ngawo njengengxenywe yomdlalo wokuzenzisa.
- Ukudlala ngaphandle: Ukugxuma kwezimo – sebenzisa itheyiphu noma ushoki ukuze udwebe isikwele phansi udlale ukugxuma noma umdlalo womculo wezikwele.

## Imisebenzi yamaqembu amancane

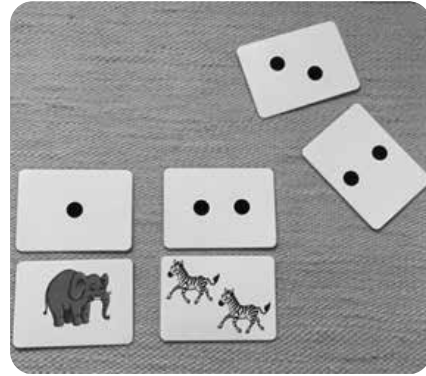
### Umsebenzi oholwa uthisha

#### Okudingayo

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Kumfundi ngamunye, isitsha esisodwa esinalokhu:               <ul style="list-style-type: none"> <li>– Izinto ezi-3 zokubala zezilwane (e-1 yenhlobo eyodwa nezi-2 zenye inhlobo)</li> <li>– Amakhadi, eloku-1 nelesi-2, enombolo enamachashazi, igama nophawu</li> <li>– Amakhadi ezithombe ama-2 ezilwane aqonde nezinto zokubala ezikhethiwe</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Isikhwama osithinta uzwe okuphakathi esinamabhola namabhokisi</li> <li>• Ibhokisi lekhadibhodi elikhulu eliyisikwele</li> <li>• Amakhasi amakhulu ephepha</li> <li>• Ikhokhi</li> </ul> |
|---|--|

1. **Ukubala ngomlomo:** Abafundi bathinta phansi beyisa izandla zabo phambili bebala kusukela koku-1 kuya koku-5. Akuphindwe lokhu, abafundi beyisa izandla zabo emuva.
2. **Ukubala izinto 1–5:** Abafundi babhekana ngababili omunye alinganise isandla esisodwa nesikamlingani wakhe. Bathinte umunwe nesithupha okuhambisanayo, babale kusukela koku-1 kuya koku-5 benza lokho. Abafundi baphinde ngalesi esinye isandla.

3. **Matching dot cards 1 and 2:**  
 Show the 1 and 2 dot cards (from the *Resource Kit*) and place them on the mat. Show the elephant and zebra pictures. Learners match the elephant to the 1 dot card, and the zebras to the 2 dot card.



**Guiding questions:**

- ★ Can you match the zebras to another card?

Learners take out their dot cards and put them face down on the mat. They turn over any card and take turns to say what number their dot card represents. They match the correct number of animal counters to the card. Repeat with another dot card.

- ★ Which animal do you have one of?
- ★ Which animal do you have two of?
- ★ How many animals do you have altogether? (Count them.)

Learners match their picture cards to their dot cards. They match their number symbol and number word cards to their picture cards.

4. **Reinforcing boxes and balls:** Explain to the group how to use the feely bag. Without looking at it, a learner feels for an object inside the bag and describes what it feels like. The other learners says what they think it is. The learner takes the object out of the bag and learners look at it together, discussing all the properties. Encourage learners to use vocabulary such as: sides, smooth, round, sharp corners and straight sides.
5. **Exploring the properties of a box – 3-D activity:** Learners explore the inside and outside of a large cardboard box. They climb inside the box and then stand outside the box, walk around it tracing the edges with their hands, touch the corners and turn the box over. Count the sides of the box together.
6. **Exploring the square – 2-D activity:** On a large sheet of paper, trace around one of the faces of a big box.

**Guiding questions:**

- ★ What do you think this shape will look like?
- ★ How do you know it is a square?
- ★ Could we trace around another side of this box if we want to make another square?
- ★ How many lines does the square have? Tell me about them.

**TIP**

Draw a face on each side of the box to assist learners in counting the sides.

**TIP**

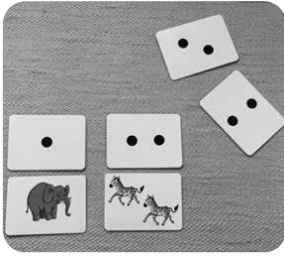
Observe the learners' progress across other Grade R Mathematics Content Areas that have been covered in previous weeks.



**Check that learners are able to:**

- recognise, name and describe a square
- identify properties of a box and a square shape
- follow instructions to move forwards and backwards
- follow instructions related to inside and outside
- match objects to dot, picture and number symbol cards





3. **Ukuqondanisa amakhadi amachashazi enombolo 1 no-2:** Khombisa amakhadi amachashazi, eloku-1 nelesi (kuphuma e-Khithini Yezinsiza) bese uwabeka kumata. Khombisa izithombe zendlovu namadube. Abafundi baqondanisa indlovu nekhadi lamachashazi 1, kanti idube nekhadi lamachashazi 2.

**Imibuzo ekuholayo:**

- ★ Uyakwazi ukuqondanisa amadube nelye ikhadi?

Abafundi bakhapha amakhadi abo amachashazi bawabeka abheke phansi kumata. Baphendula noma iliphi ikhadi bese bayadedelana (be) uma sebesho ukuthi ikhadi labo lamachashazi limele ukuthini. Baqondanisa inombolo efanele yezinto zokubala zezilwane nekhadi. Phinda nangelye ikhadi elinamachashazi.

- ★ Isiphi isilwane onaso kanye kuphela?
- ★ Isiphi isilwane onaso kabili?
- ★ Zingaki izilwane onazo uma seziphelile? (Zibale.)

Abafundi baqondanisa izithombe zamakhadi namakhadi anamachashazi. Baqondanisa uphawu lwenombolo nekhadi lamagama ezinombolo nekhadi lezithombe.

4. **Ukugxilisa amabhokisi namabhola:** Chaza eqenjini ukuthi sisetshenziswa kanjani isikhwama osithinta uzwe okuphakathi. Ngaphandle kokusibuka, umfundi uyayizwa nje into ephakathi esikhwameni bese echaza ukuthi kuzwakala kuyini. Abanye abafundi bayasho ukuthi bacabanga ukuthi yini. Umfundi uyikhiphela ngaphandle le nto ebisesikhwameni bese beyibuka bonke ndawonye, bexoxa ngezimpawu zayo. Khuthaza abafundi ukuthi basebenzise ulwazimagama njengalolu: amacala, kuyashelela, indilinga, ikhona elicijile, namacala aqondile.

5. **Ukuhlola izimpawu zebhokisi – umsebenzi ka-3-D:** Abafundi bahlola ingaphakathi nengaphandle lebhokisi elikhulu lekhadibhodi. Bagxuma phakathi ebhokisini, bese bema ngaphandle kwebhokisi, bahambe balizungeze bethreyisa izinqenqema ngezandla zabo, bethinta amakhona bese bayaliphendula Balani amacala ebhokisi nindawonye.
6. **Ukuhlola isikwele – umsebenzi ka-2-D:** Ephepheni elikhulu, threyisa uzungeze obunye ubuso bebhokisi elikhulu.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi isimo sizobukeka kanjani?
- ★ Wazi kanjani ukuthi yisikwele?
- ★ Singathreyisa sizungeze elinye icala laleli bhokisi, uma sifuna ukwenza esinye isikwele?
- ★ Isikwele sinemigqa emingaki? Ngitshela ngayo.

**ICEBO**

Dweba ubuso emacaleni wonke ebhokisi ukuze usize abafundi uma bebala amacala.

**ICEBO**

Qaphela inqubekelaphambili yabafundi kwizibalo zeBanga R kwezinye Izingxenywe Zolwazi okugxilwe kuzo ezenziwe emasontweni adlule.



**Hlola ukuthi abafundi bayakwazi uku-:**

- qaphela, ukusisho nokusichaza isikwele
- hlonza izimpawu zebhokisi nesimo esiyisikwele
- landela imiyalo yokuya phambili ubuye uye emuva
- landela imiyalo ehlobene nokuphakathi nokungaphandle
- qondanisa izinto nechashazi, isithombe kanye namakhadi awuphawu lwenombolo



## Workstation 1

### What you need

- Playdough
- Playdough boards for each learner
- Rollers and dough cutters (square and circle)

Learners make playdough shapes using circle- and square-shaped dough cutters. They use these shapes to make models of their choice.

## Workstation 2

### What you need

- Coloured paper
- Scissors and glue
- Plain paper for each learner
- Cubes or blocks

Learners trace around cubes or blocks to draw a square. They cut out the squares of different sizes and colours. They paste them onto plain paper to make a picture.



### TIP

Prepare squares for those learners who struggle with tracing.

## Workstation 3 (This is a group activity.)

### What you need

- For each learner: square- and circle-shaped everyday objects
- A large piece of paper with a square drawn on it
- A large piece of paper with a circle drawn on it

Learners sort the objects into two groups – square objects and circular objects. They place the objects on the piece of paper with the matching shape.



## Workstation 4

### What you need

- A six-piece puzzle for each learner (see page 220)

Learners build puzzles with a minimum of six puzzle pieces.



### TIP

Choose puzzles based on the learners' abilities.



### Isiteshi sokusebenzela 1

#### Okudingayo

- Inhlama yokudlala
- Amabhodi enhlama yokudlala yomfundi ngamunye
- Amarola nezisikahlama (isikwele nendilinga)

Abafundi benza izimo ngenhlama yokudlala besebenzisa izisikahlama esiyisimo sendilinga kanye nesiyisimo sesikwele. Basebenzisa lezi zimo ukuzenzela izifanekiso abazikhethela zona.

### Isiteshi sokusebenzela 2

#### Okudingayo

- Iphepha elinombala
- Isikelo neglu
- Iphepha elingabhalwe lutho lomfundi ngamunye
- Amakhiyubhi noma amabhulokhi

Abafundi bathreyisa bazungeze amakhiyubhi noma amabhulokhi badwebe isikwele. Basika izikwele ezinobungako nemibala okwehlukene. Banamathisela ephepheni elingabhalwe lutho ukwenza isithombe.

### Isiteshi sokusebenzela 3 (Lona umsebenzi wamaqembu.)

#### Okudingayo

- Okomfundi ngamunye: izinto zansuku zonke eziwumumo wesikwele kanye nowendilinga
- Iphepha elikhulu okudwetshwe indilinga kulona
- Iphepha elikhulu okudwetshwe isikwele kulona

Abafundi bahlunga izinto zibe amaqoqo amabili – izinto eziyizikwele kanye nezinto eziyizindilinga. Babeka izinto ephepheni elinezimo ezihambisanayo.



### Isiteshi sokusebenzela 4

#### Okudingayo

- Iphazili enezingcezu eziyisithupha yomfundi ngamunye (bheka ikhasi 220)

Abafundi bakha amaphazili okungenani ngezizingcezu eziyisithupha.



## ICEBO

Lungisa izikwele zalabo bafundi abanekinga yokuthreyisa.



## ICEBO

Khetha amaphazili kuye ngezina lokwenza asebekulo abafundi.

# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Geometric patterns

## New knowledge

- Identify patterns
- Copy patterns
- Number 3
- Sequencing numbers 1–3

## Practise

- Oral counting 1–5
- Counting objects 1–5
- Reinforce number concepts 1 and 2
- Problem solving using objects

## New maths vocabulary

same as	different	copy	next	end
not the same as	pattern	repeat	beginning	

## Getting ready

For the activities this week, you will need to prepare the following:

- a number frieze for number 3 (page 208)
- a set of number symbol, word and dot cards 1–3
- 3 big red paper circles, 3 big blue paper circles and 3 small blue paper circles
- collection of everyday objects – to be used to make groups, for example, buttons, matchboxes, same-sized candles, crayons, bottle tops, plastic cups, spoons
- picture cards, dot cards and number symbol cards for 3 (1 set per learner in a group)
- set of 3 circle-shaped and 3 square-shaped stamps made out of sponge, wood or cork (1 set per learner in a group)
- 10 pattern strips made with the stamps
- sheets of paper with space for the learners to fingerprint a worm's body (see page 116)
- 10 pattern cards using sticks and counters from the *Resource Kit* (the items can be repeated in 1–3 number range)
- playdough template: Number 3 (page 214).



**TIP**

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

# Ingxenye Yolwazi Okugxilwe Kuyo: Amaphethini, Amafankshini kanye ne-Aljebhra

## Izihloko

- Amaphethini ejiyomethri

## Ulwazi olusha

- Hlonza amaphethini
- Kopisha amaphethini
- Inombolo 3
- Ukulandelanisa izinombolo 1–3

## Zejwayeze

- Ukubala ngomlomo 1–5
- Ukubala izinto 1–5
- Gxilisa ulwazi lwezombolo 1 no-2
- Ukuxazulula izinkinga usebenzisa izinto

## Ulwazimagama olusha olusetshenziswa ezibalweni

kufana na-  
akufani na-

kuhlukile  
iphethini

kopisha  
phinda

okulandelayo  
ekuqaleni

ekugcineni

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yezinombolo yenombolo 3 (ikhasi 209)
- isethi yezimpawu zenombolo, amakhadi amagama kanye nawamachashazi 1–3
- izindilinga ezi-3 ezinkulu ezibomvu zephepha, izindilinga ezi-3 ezinkulu eziluhlaza sasibhakabhaka zephepha kanye nezindilinga ezi-3 ezincane eziluhlaza sasibhakabhaka zephepha
- amaqoqo ezinto zansuku zonke – zizosetshenziswa ukwenza amaqoqo, isibonelo, izinkinobho, amabhokisi kamentshisi, amakhandlela anobungako obulinganayo, amakhrayoni, izivalo zamabhodlela, izinkomishi zepulastiki, izipunu
- amakhadi ezithombe, amakhadi anamachashazi kanye namakhadi anezimpawu zenombolo 3 (isethi e-1 kumfundi ngamunye eqenjini)
- isethi yezimo eziyindilinga ezi-3 kanye nezitembu ezi-3 eziyisikwele ezakhiwe ngesiponji, noma ukhokho (isethi e-1 kumfundi ngamunye eqenjini)
- imidweshu yamaphethini ayi-10 enziwe ngezitembu
- amakhasi amaphepha anesikhala sokuba abafundi banyathelise ngomunwe okusasibungu (bheka ikhasi 117)
- amakhadi amaphethini ayi-10 kusetshenziswa izinti kanye nezinto zokubala eziphuma ku-*Khithi Yezinsiza* (izinto zingaphindwa ebangeni lezinombolo 1–3)
- Ithempulethi yenhlama yokudlala: Inombolo 3 (ikhasi 215)

## ICEBO

Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukuzejwayeza izinombolo ezisho isikhundla: okokuqala, okwesibili, okwesithathu; isikhundla: phambi kwe-, ngemuva, phakathi nendawo, okude kakhulu, okufushane kakhulu.

## Whole class activities

## Day 1

## What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number friezes 1–3
- Numbers 1, 2 and 3 symbol, word and dot cards
- *Number 3 story* (page 198)
- 3 paper plates or paper circles of the same size (on the maths table)

1. **Rhyme:** Say the rhyme, *Five happy tortoises* from Week 5.
2. **Oral counting:** Learners clap hands as they count from 1 to 5. Drum a beat on a box or table top. Tap alternate soft and loud beats. Learners count softly and loudly.

## Guiding questions:

- ★ What pattern do you hear?

3. **Counting objects 1–5:** Ask learners to show one, two or three objects in the class. All count as they point.
4. **Introducing number '3':** Point to 'Number 1' and 'Number 2' friezes.

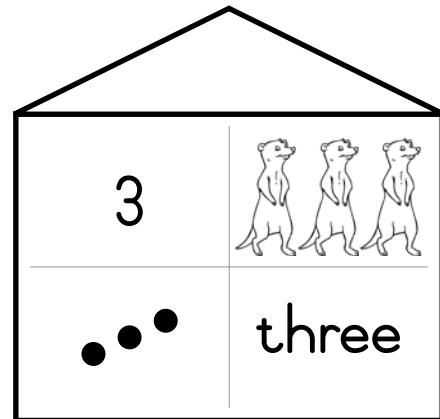
## Guiding questions:

- ★ Who lives in the first house? (Point to this.)
- ★ How many elephants live there? Who lives in the next house?
- ★ How many zebras live there?
- ★ Are there more zebras or more elephants? How many more?
- ★ How many animals do you think will live in the next house?
- ★ Will there be more or less than two?

5. **Introducing number '3':** Tell the *Number 3 story* and talk about the 'Number 3' frieze.

## Guiding questions:

- ★ Who has seen a meerkat before? Where do meerkats live?
  - ★ How many more meerkats are there than zebras?
  - ★ What is the difference between the elephant's house and the meerkats' house?
  - ★ How many fewer animals are there in the elephant's house than in the meerkats' house?
  - ★ If one meerkat went to the zebras' house, how many animals would be in the zebras' house? And in the meerkats' house?
6. **Matching number cards to frieze number 3:** Give learners one number symbol, dot and word card for 1, 2 and 3. Learners take turns to match their cards to each frieze.



# Imisebenzi yekilasi lonke

## Usuku 1

### Okudingayo

- Umlolozelo: *Izimfudu ezinhlanu ezijabulile* (ikhasi 197)
- Ifrizi yezinombolo kusuka koku-1 kuya koku-3
- Amakhadi anezimpawu, amakhadi amagama kanye namakhadi anamachashazi ezinombolo 1, 2 no-3
- *Indaba kanombolo 3* (ikhasi 199)
- Amapuleti ephepha ama-3 noma izindilinga zamaphepha ezibungako obulinganayo (etafuleni lezibalo)

1. **Umlolozelo:** Yisho umlolozele, *Izimfudu ezinhlanu ezijabulile* kusukela eSontweni (evikini) lesi 5.
2. **Ukubala ngomlomo:** Abafundi bashaya izandla bebe bebala kusukela koku-1 kuya koku-5. Shaya njengakokuya ebhokisini noma phezu kwetafula. Shaya ushintshanise umsindo oshayelwa phansi kanye nomsindo ozwakala kakhulu. Abafundi babala kancane babuye babale kakhulu.

#### Imibuzo ekuholayo:

- ★ Iliphi iphethini olizwayo?

3. **Ukubala izinto 1–5:** Cela abafundi bakukhombise into eyodwa, ezimbili noma ezintathu ezisekilasini. Babala bonke bebe bekhomba.
4. **Ukwethula inombolo '3':** Khomba amafrizi 'eNombolo 1' kanye 'neNombolo 2'.

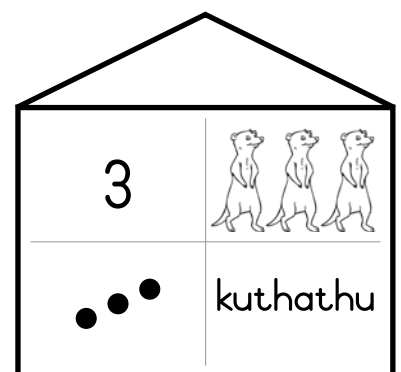
#### Imibuzo ekuholayo:

- ★ Ubani ohlala endlini yokuqala? (Khomba kuyo.)
- ★ Zingaki izindlovu ezihlala lapho? Ubani ohlala endlini elandelayo?
- ★ Mangaki amadube ahlala lapha?
- ★ Kunamadube amaningi noma yizindlovu eziningi? Kuningi kangakanani?
- ★ Zingaki izilwane ocabanga ukuthi zizohlala endlini elandelayo?
- ★ Zizoba ziningi noma zizoba ngaphansi kwezimbili?

5. **Ukwethula inombolo '3':** Xoxa *Indaba kanombolo 3* bese ukhuluma ngefrizi 'yeNombolo 3'.

#### Imibuzo ekuholayo:

- ★ Ubani owake wabona ububhibhi ngaphambilini? Buhlalaphi ububhibhi?
- ★ Buningi kangakanani ububhibhi kunamadube?
- ★ Yini umehluko phakathi kwendlu yendlovu kanye nendlu yobubhibhi?
- ★ Zimbalwa kangakanani izilwane ezisendlini yezindlovu kunalezo ezisendlini yobubhibhi?
- ★ Uma ububhibhi obubodwa buya endlini yedube, zingaki izilwane ezizoba sendlini yedube? Ezizoba sendlini yobubhibhi-ke?



6. **Ukuqondanisa amakhadi ezinombolo nefrizi yenombolo 3:** Nika abafundi uphawu lwenombolo eyodwa, ikhadi lamagama kanye nekhadi elinamachashazi kwezinombolo 1, 2 noku-3. Abafundi bayadedelana ukuqondanisa amakhadi abo nefrizi yenombolo ngayinye.

**Guiding questions:**

- ★ What does \_\_\_\_\_ have in her hand?
- ★ Which house does it match? Why?
- ★ Who is holding the dot card with the most dots? And the least dots?

Tell learners that the one with the least dots should go first.

- ★ Which learner should put their card up first?
- ★ Who should be next? Why?

7. **Look for 3 objects:** Learners get into groups of three. They go outside and look for three things to bring inside. Back in the classroom each group shows what they have found.

**Guiding questions:**

- ★ Who also found \_\_\_\_\_? Let us count them.

Learners put groups of three objects on the maths table and match number symbol and word cards.

8. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

**TIP**

Remind learners that they can explore the maths table and change objects later in the day.

**Day 2****What you need**

- Song: *I have a little wheelbarrow* (page 198)
- 1 additional small blue paper circle and 3 big blue paper circles
- 3 big red paper circles and 2 small blue paper circles

1. **Song:** Sing the song, *I have a little wheelbarrow*. Ask learners to listen for how many spades of sand are put into the wheelbarrow. Sing the song together with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Count from 1 to 5 together as five learners come to the front and take a shape. Learners hold the shape facing the class.

**Guiding questions:**

- ★ How many shapes can we see?
- ★ How many shapes is each learner holding?
- ★ What is the same about the shapes?
- ★ What is the difference between them?
- ★ Can you make a group of blue circles and a group of red circles?
- ★ Which group has more circles? And fewer circles?
- ★ What do we need to do so that each group has the same number of circles?



**Imibuzo ekuholayo:**

- ★ Uphetheni u-\_\_\_\_\_esandleni sakhe?
- ★ Iyiphi indlu eqondana nakho? Kungani?
- ★ Ubani ophethe ikhadi elinamachashazi amaningi kakhulu? Kanye nophethe elinamachashazi amancane kakhulu?

Tshela abafundi ukuthi lelo elinamachashazi amancane kumele lize kuqala.

- ★ Yimuphi umfundi okumele aphakamise ikhadi lakhe kuqala?
- ★ Ubani okumele alandele? Kungani?

7. **Funa izinto ezi-3:** Abafundi babe ngabathathu eqenjini. Baya phandle bafune izinto ezintathu abazoziletha ngaphakathi. Sebebucane ekilasini iqembu ngalinye likhombise lokho elikutholile.

**Imibuzo ekuholayo:**

- ★ Ngobani futhi abathole \_\_\_\_\_? Asibabale.

Abafundi babeka amaqoqo ezinto ezintathu ethebhuleni lezibalo bese beqondanisa uphawu lwenombolo kanye namakhadi amagama.

8. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eseziteshini ezine zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.

**Usuku 2****Okudingayo**

- Iculo: *Nginebhala elincane* (ikhasi 199)
- Izindilinga ezi-3 ezinkulu zephepha elibomvu kanye nezindilinga ezi-2 ezincane zephepha eliluhlaza sasibhakabhaka
- Indilinga yokunezezela e-1 encane yephepha eliluhlaza sasibhakabhaka kanye nezindilinga ezi-3 zephepha eliluhlaza sasibhakabhaka

1. **Iculo:** Culani iculo, *Nginebhala elincane*. Cela abafundi balalele ukuthi mangaki amafosholo omhlabathi afakwe ebhaleni. Cula iculo libe neminyakazo.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuthi yiziphi izitho zomzimba abafuna ukuzisebenzisa ukubala kusukela koku-1 kuya koku-5, njengasoSukwini 1. Cela abafundi abehlukene benze iziphakamiso zabo ngokuthi yiziphi izitho zomzimba abazozisebenzisa.
3. **Ukubala izinto 1-5:** Balani kusukela koku-1 kuya koku-5 ndawonye ngesikhathi abafundi abayisihlanu beza phambili bathathe isimo esithile. Abafundi babamba isimo lesobebheke ikilasi.

**Imibuzo ekuholayo:**

- ★ Zingaki izimo esizibonayo?
- ★ Umfundi ngamunye uphetha izimo ezingaki?
- ★ Yini efanayo ngezimo?
- ★ Yini umehluko phakathi kwazo?
- ★ Ungalenza iqoqo lezindilinga eziluhlaza sasibhakabhaka kanye neqoqo lezindilinga ezibomvu?
- ★ Iliphi iqoqo elinezindilinga eziningana? Yiliphi elinezindilinga ezimbalwa?
- ★ Yini okufanele siyenze ukuze iqembu ngalinye libe nezindilinga ezilinganayo?



## TIP

Keep the sequences short and simple and focus on either the sizes or colours of the circles.

4. **Exploring pattern:** Give another learner the remaining small blue circle. Ask learners with blue circles to remain standing and those with red circles to place them on the mat. Give three learners the three big blue circles. Arrange the learners in a line with their circles so that they make a pattern: small, big, small, big. Ask the class what size circle should come next. Repeat until all the learners are standing in the line with their circle.



## Guiding questions:

- ★ Can you see a pattern? Tell me about it.
- ★ Where does the pattern start?
- ★ What size circle is at the beginning? What size circle comes next?
- ★ If we added another circle to the end of the pattern, what size would it have to be? And next?

5. **Identifying patterns in the classroom:** Ask learners to look for patterns on their clothing and/or in the classroom and to describe the patterns.

## Guiding questions:

- ★ What pattern do you see? Why do you think it is a pattern?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 3

## What you need

- Song: *I have a little wheelbarrow* (page 198)
- *Poster Book, Poster 7*
- 3 red paper circles and 3 blue paper circles all the same size

1. **Song:** Sing the song, *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Count from 1 to 5. Clap, stamp, clap, stamp, clap.
3. **Counting objects 1–5:** Identify patterns in Poster 7. Identify and count objects 1–5.

## ICEBO

Gcina ukulandelana kube kufishane futhi kube lula bese ugxila kubungako noma imibala yezindilinga.

4. **Ukuhlola iphethini:** Nikeza omunye umfundi izindilinga ezincane ezisele. Cela abafundi abanezindilinga eziluhlaza sasibhakabhaka basale bemile bese abanezindilinga ezibomvu bezibeke kumata. Nikeza abafundi abathathu izindilinga ezintathu ezinkulu eziluhlaza sasibhakabhaka. Hlunga abafundi babe semggeni nezindilinga zabo ukuze benze iphethini elithi: encane, enkulu, encane, enkulu. Buza ikilasi uthi engakanani indilinga ekumele ilandele. Phinda baze bonke abafundi babe semggeni nendilinga yabo.



### Imibuzo ekuholayo:

- ★ Likhona iphethini olibonayo? Ngitshele ngalo.
  - ★ Liqalaphi iphethini?
  - ★ Ingakanani ngobukhulu indilinga esekuqaleni? Ingakanani indilinga elandelayo?
  - ★ Uma sengeza ngenye indilinga ekugcineni kwephethini, kuyomele ibe ngakanani? Elandela lokho-ke?
5. **Ukuhlonza amaphethini ekilasini:** Cela abafundi babheke amaphethini ezingutsheni zabo kanye/noma ekilasini bese bechaza amaphethini lawo.

### Imibuzo ekuholayo:

- ★ Iliphi iphethini olibonayo? Kungani ucabanga ukuthi yiphethini?
6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 3

### Okudingayo

- **Iculo:** *Nginebhala elincane* (ikhasi 199)
- *Ibhuku Lamaphosta, Iphosta 7*
- Izindilinga ezi-3 ezibomvu zephepha kanye nezindilinga ezi-3 zephepha eziluhlaza sasibhakabhaka zonke ezibungako buyalingana

1. **Iculo:** Cula iculo, *Nginebhala elincane*, iculo libe neminyakazo.
2. **Ukubala ngomlomo:** Bala kusuka koku-1 kuya koku-5. Shaya izandla, gxoba ngezinyawo, shaya izandla, gxoba ngezinyawo, shaya izandla.
3. **Ukubala izinto 1-5:** Hlonza amaphethini kuPhosta 7. Khomba ubuye ubale izinto kusukela koku-1 kuya koku-5.

4. **Problem solving 1–3:** Talk about Poster 7.

**Guiding questions:**

- ★ What time of day do you think it is? Why?
- ★ What do you think Dad will buy next? How many?
- ★ How many pineapples are there? How many would be left if we bought one?

5. **Reinforcing pattern:** Three learners hold the three red circles. Ask how many learners you need to hold the blue circles. Learners make two groups, one holding red and one holding blue circles. Arrange learners so that they are holding circles as follows: blue, red, blue, red, and say the colour names.

**Guiding questions:**

- ★ Tell me about the pattern.
- ★ What colour did we start with? What came next?

Ask learners if it is possible to hear patterns or whether they can only be seen. Make a body sound pattern, making each sound twice, for example, clap, clap, stamp, stamp, clap, clap, stamp, stamp. Repeat this pattern a few times.

**Guiding questions:**

- ★ What did you hear?
- ★ How many times did I clap? (Clap and count together.)
- ★ How many times did I stamp? (Stamp and count together.)
- ★ What did I do next?
- ★ What were the first two sounds?
- ★ What came after that?
- ★ What were the two sounds that we repeated?
- ★ What pattern did I make?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



**TIP**

Let some learners make a short body sound pattern that other learners can copy. They may need guidance. For example, ask, 'Which sound do you want at the beginning?', 'Which sound do you want to make next?' and so on.

## Day 4

### What you need

- Song: *I have a little wheelbarrow* (page 198)
- Animal counters
- 1–5 numbers on the washing line

1. **Song:** Sing *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Learners choose five duck and five chicken counters and count them.

4. **Ukuxazulula izinkinga 1–3:** Khuluma ngePhosta 7.**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi yisikhathi sini sosuku manje? Kungani?
- ★ Yini ocabanga ukuthi uBaba uzoyithenga ngokulandelayo? Kuzoba ngaki?
- ★ Bangaki ophayinaphu abalapho? Kuzosala abangaki uma sithenge owodwa?

5. **Ukugxilisa iphethini:** Abafundi abathathu babamba izindilinga ezintathu ezibomvu. Buza ukuthi bangaki abafundi obadingayo ukubamba izindilinga eziluhlaza sasibhakabhaka. Abafundi benza amaqembu amabili, elilodwa libambe izindilinga ezibomvu kanti elinye libambe izindilinga eziluhlaza sasibhakabhaka. Hlunga abafundi ukuze babambe izindilinga kanje: eluhlaza sasibhakabhaka, ebomvu, eluhlaza sasibhakabhaka, ebomvu, bese usho amagama emibala.**Imibuzo ekuholayo:**


- ★ Ngitshele ngephethini.
- ★ Siqale ngamuphi umbala? Yini elandelile?

Buza abafundi ukuthi kulula yini ukuzwa amaphethini noma ayabonakala kuphela. Yenza iphethini ngomsindo womzimba, wenze umsindo ngamunye kabili, isibonelo, shaya izandla, shaya izandla, gxoba ngezinyawo, gxoba ngezinyawo, shaya izandla, shaya izandla, gxoba ngezinyawo, gxoba ngezinyawo. Phinda leli phethini izikhathi ezimbalwa.

**Imibuzo ekuholayo:**

- ★ Ngabe uzweni?
- ★ Ngizishaye kangaki izandla? (Shayani izandla nibale ndawonye.)
- ★ Ngigxobe kangaki ngezinyawo? (Gxobani ngezinyawo nibale ndawonye.)
- ★ Yini engiyenzile elandelile?
- ★ Bekungeyani imisindo yokuqala emibili?
- ★ Yini elandele lokho?
- ★ Ibithini imisindo emibili esiyiphindile?
- ★ Ngenze liphi iphethini?

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi yaseziteshini zokusebenzela kanye nenqubo yokuqoqa.

 **ICEBO**

Vumela abanye abafundi benze iphethini lomsindo womzimba elifishane abanye abafundi abangase bakwazi ukulilingisa. Bangadinga ukuba ubalekelele. Isibonelo, buza, 'Imuphi umsindo eniwufuna ekuqaleni?', 'Yimuphi umsindo enifuna ukuwenza ozolandela?'

**Usuku 4****Okudingayo**

- **Iculo:** *Nginebhala elincane* (ikhasi 199)
- **Izinto zokubala eziyizilwane**
- **Izinombolo 1–5 kulayini wokuneka**

1. **Iculo:** Cula iculo *Nginebhala elincane*, kube neminyakazo.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuthi iziphi izitho zomzimba abafuna ukuzisebenzisa bebe bebala kusuka koku-1 kuya koku-5 njengasoSukwini 1. Buza abafundi abahlukene ngeziphakamiso zabo ngezitho zomzimba abazozisebenzisa.
3. **Ukubala izinto 1–5:** Abafundi bakhetha izinto zokubala ezingamadada eziyisihlanu kanye neziyizinkukhu eziyisihlanu bese bezibala.

4. **Reinforcing pattern:** Ten learners stand at the front, each holding a duck or chicken counter. Each learner says what kind of farm animal they have. Ask them to arrange themselves into two groups: one with chickens and the other with ducks. Ask what is the same about the animals the learners are holding in their groups, and what is different. Ask how you can arrange the learners to make a pattern using the animals. Together with the class, arrange learners to stand in a line to create a pattern. Ask the class who to call next. Say the name of the animals in the pattern, for example, duck, chicken, duck, chicken, duck, chicken.

**Guiding questions:**

- ★ What animal do we put next to carry on this pattern?
- ★ Can we make a different pattern using the animals the learners are holding? (for example, duck, duck, chicken, duck, duck, chicken)

Complete the pattern together.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 5

### What you need

- Song: *I have a little wheelbarrow* (page 198)
- Counters (*Resource Kit*)
- 2 hula hoops
- 2 number '3' dot and number symbol cards

1. **Song:** Sing *I have a little wheelbarrow*.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5. Ask different learners for their suggestions of which body parts to use.
3. **Counting 1–5:** Together count a group of five learners to stand at the front to do the actions for the song. Sing the song a few times, with the learners in the front doing the actions.
4. **Problem solving 1–3:** Put two hula hoops next to each other in the middle of the mat. Ask two learners to stand in each hula hoop.

**Guiding questions:**

- ★ How many learners are in the hula hoops?
- ★ What do I need to do to make one group more than the other?

Add another learner to one of the hula hoop groups.

- ★ Are the groups the same or are they different? How are they different?
- ★ How many more does this group have? (Point to the group with three learners.)

4. **Ukugxilisa iphethini:** Abafundi abayishumi bama ngaphambili, ngamunye ephethe into yokubala eyidada noma eyinkukhu. Umfundi ngamunye usho ukuthi uphethe hlobo luni lwesilwane sasepulazini. Bacele bazihlele babe ngamaqembu amabili: elilodwa libe nezinkukhu bese elinye liba namadada. Buza ukuthi yini efanayo ngezilwane abafundi abaziphethe emaqenjini abo, nokuthi yini ehlukile. Buza ukuthi ungabalandelanisa kanjani abafundi ukwenza iphethini usebenzisa izilwane. Nindawonye nekilasi, landelanisani abafundi ukwenza iphethini. Buza ikilasi ukuthi kubizwe bani olandelayo. Yisho igama lesilwane esisephethinini, isibonelo, idada, inkukhu, idada, inkukhu, idada, inkukhu.

**Imibuzo ekuholayo:**

- ★ Isiphi isilwane esisibeka ngokulandelayo ukuqhuba leli phethini?
- ★ Singalenza yini iphethini elehlukile sisebenzisa izilwane eziphethwe abafundi? (isibonelo, idada, idada, inkukhu, idada, idada, inkukhu) Qedelani iphethini ndawonye.

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eseziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 5

### Okudingayo

- Iculo: *Nginebhala elincane* (ikhasi 199)
- Izinto zokubala (*Ikhithi Yezinsiza*)
- Amahulahuphu ama-2
- Amakhadi ama-2 enombolo '3' anamachashazi nezimpawu zezinombolo

1. **Iculo:** Cula *Nginebhala elincane*.
2. **Ukubala ngomlomo:** Abafundi bakhetha ukuthi iziphi izitho zomzimba abafuna ukuzisebenzisa bebe bebala kusuka koku-1 kuya koku-5. Buza abafundi abehlukene ngeziphakamiso zabo zezitho zomzimba abazozisebenzisa.
3. **Ukubala 1–5:** Nindawonye balani iqembu elinabafundi abayisihlanu bame ngaphambili ukwenza iculo elinemyakazo. Culani iculo izikhathi ezimbalwa, abafundi abangaphambili benze iminyakazo.
4. **Ukuxazulula inkinga 1–3:** Beka amahulahuphu amabili asondelane phakathi nendawo nomata. Cela abafundi ababili bame kuhulahuphu ngayinye.

**Imibuzo ekuholayo:**

- ★ Bangaki abafundi abakumahulahuphu?
- ★ Yini okumele ngiyenze ukwenza iqembu elilodwa libe liningi kunelinye?

Yengeza ngomunye umfundi eqenjini elilodwa elikuhulahuphu.

- ★ Ngabe amaqembu ayafana noma ehlukene? Ehlukene kanjani?
- ★ Linabangingi ngabangaki leli qembu? (Khomba iqembu elinabafundi abathathu.)

Count how many learners there are in each group.

- ★ What do we need to do to make the group of two the same as the group of three?

Add another learner to the group of two. Count each group. Two learners fetch the dot cards from the maths table that match each group. Two learners fetch the number symbol cards that match the groups.

Two learners from the one group and one from the other group sit with the rest of the class. Count the number of learners left in each group.

- ★ Do these number cards still match the groups?
- ★ What must we do to match the cards?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



**TIP**

Focus on practising 1, 2 and 3 by placing objects in the hula hoop that fall within this range.

## Small group activities

### Teacher-guided activity

#### What you need

- For each learner, a tub with:
  - Number symbol cards 1–3
  - Dot cards 1–3
  - 10 fruit counters (*Resource Kit*)
  - 6 coloured sticks
  - Dot cards (*Resource Kit*)
- Paper plates or small plastic yoghurt containers – 2 per learner (OR A4 sheets of paper with 2 circles on each – 1 per learner)
- A length of string

1. **Counting 5 objects:** Give each learner a tub. Learners each count out five fruit counters.
2. **Dot cards 1–3:** Show dot cards for 1 and 2. Show one '3' dot card and ask, 'How many dots?' Ask learners to place counters in the same arrangement. Ask if they can arrange the counters another way. Repeat for different '3' dot card arrangements.

3. **Matching dot cards and counters 1–3:** Learners use the fruit counters to count and match to each of the dot cards.

**Guiding questions:**

- ★ How many fruit counters do you need to match the first dot card?
- ★ How many more will you need for the next dot card?

4. **Matching dot cards and number symbol cards 1–3:** Learners keep their fruit counters and dot cards in order in front of them. Place a set of number symbol cards 1, 2 and 3 in front of them. Ask them if they can remember which animals from the number stories go with each number card. Point to each card and ask learners to say the numbers. Learners discuss which number symbol and word cards match their dot cards. They match the number symbol cards from their tubs to their counters and dot cards.





## ICEBO

Gxila ekuzejwayezeni oku-1, oku-2 noku-3 ngokubeka izinto kuhulaphu ezihambisana nobudlelwano bobungako bezinombolo ezikulesi sibalo.

Bala ukuthi bangaki abafundi abaseqenjini ngalinye?

- ★ Yini okumele siyenze ukuze iqembu elinababili lifane neqembu elinabathathu?

Yengeza ngomunye umfundi eqenjini lababili. Bala iqembu ngalinye. Abafundi ababili bathatha amakhadi anamachashazi etafuleni lezibalo aqondane neqembu ngalinye. Abafundi ababili bathathe amakhadi anezimpawu zezinombolo ahambisana neqembu.

Abafundi ababili bakwelinye iqembu noyedwa wakuleli elinye iqembu bahlala nekilasi lonke. Bala inani labafundi abasele eqenjini ngalinye.

- ★ Ngabe lawa makhadi ezinombolo asaqondana namaqembu?
- ★ Yini ekumele siyenze ukuqondanisa amakhadi?

5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Imisebenzi yamaqembu amancane Umsebenzi oholwa uthisha

### Okudingayo

- Okomfundi ngamunye, isitsha esinalokhu:
  - Amakhadi ezimpawu zezinombolo 1–3
  - Amakhadi amachashazi 1–3
  - Izinto zokubala eziyizithelo eziyi-10 (*Ikhithi Yezinsiza*)
  - Izinti eziyisi-6 ezinombala
- Amakhadi anamachashazi (*Ikhithi Yezinsiza*)
- Amapuleti ephepha noma izitsha ezincane ezifaka iyogathi ezi-2 umfundi (NOMA amakhasi ephepha awu-A4 anezindilinga ezi-2 ephepheni ngalinye-eli-1 umfundi ngamunye)
- Intambo enobude obuthile

1. **Ukubala izinto eziyi-5:** Nikeza umfundi ngamunye isitsha. Umfundi ngamunye ubala akhiphe izinto zokubala eziyisihlanu zezithelo.
2. **Amakhadi anamachashazi 1–3:** Khombisa amakhadi anamachashazi ano-1 kanye no-2. Khombisa elilodwa ikhadi elinamachashazi 'ama-3' bese ubuza, 'Mangaki amachashazi?' Cela abafundi bahlele izinto zokubala ngendlela efanayo. Babuze ukuthi bangazihlunga kanjani ngenye indlela futhi. Phinda kumakhadi anamacashazi oku'3' okuhleleke ngokuhlukana.
3. **Ukuqondanisa amakhadi anamachashazi nezinto zokubala 1–3:** Abafundi basebenzisa izinto zokubala zezithelo ukubala baqondanise amakhadi anechashazi ngalinye.

**Imibuzo ekuholayo:**

- ★ Udinga izinto zokubala zezithelo ezingaki ukuqondanisa nekhadi elinechashazi lokuqala?
- ★ Udinga ezingaki kwelilandelayo ikhadi elinamachashazi?

4. **Ukuqondanisa amakhadi anamachashazi kanye namakhadi anezimpawu zezinombolo 1–3:** Abafundi babeka izinto zabo zokubala zezithelo namakhadi anamachashazi ngokuhleleka ngaphambi kwabo. Beka isethi yamakhadi anezimpawu zezinombolo eyoku-1, 2 no-3 phambi kwabo. Babuze ukuthi bayakhumbula yini ukuthi iziphi izilwane ezisendabeni zezinombolo ezihambisana nekhadi lezinombolo ngalinye. Khomba ikhadi ngalinye bese ucela abafundi basho izinombolo. Abafundi baxoxa ngokuthi yimaphi amakhadi ophawu lwenombolo kanye namakhadi amagama aqondana namakhadi abo anamachashazi. Baqondanisa amakhadi ezimpawu zezinombolo eziseziteshini zabo nezinto zabo zokubala namakhadi anamachashazi.



5. **Reinforcing pattern:** Make a simple pattern with fruit counters, for example, banana, berries, banana, berries. The learners say the names of the fruit in the order in which they appear.

**Guiding questions:**

- ★ How do you know if this is a pattern?
- ★ Which fruit do you see at the beginning of the pattern?
- ★ Which fruit do you see next?

6. **Copying a pattern:** Make another pattern using the fruit. Ask learners to copy the pattern with their counters.

7. **Making groups the same 1–3:** Put a piece of string down the middle of the mat. Ask one learner to stand on each side.

**Guiding questions:**

- ★ How many learners are on this side? And on the other side?
- ★ How are both sides the same?

Add another learner to one side. Discuss the difference between the two sides.

- ★ What do we need to do to make both sides the same?

Add two learners to one of the sides.

- ★ Tell me what to do to make both sides the same.

8. **Problem solving using objects:** Give each learner two small yoghurt containers and six sticks. Ask them to place the sticks in the containers so that both containers have the same number of sticks. Ask what 'the same' means. Give each learner a turn to count the objects in each container to check if they are the same.



**TIP**

Learners can group their fruit counters 1, 2 and 3 in any way. The focus is on having the correct number of counters. Learners will see that three objects can be grouped in any way and they remain three objects.

**Integration**

**Home Language and Life Skills:** visual literacy (patterns in pictures); patterns in songs and rhythms.



**Check that learners are able to:**

- recognise, match and name number symbols, number words and dot cards 1–3
- match objects with dot cards 1–3
- identify patterns
- copy patterns

5. **Ukugxilisa iphethini:** Yenza iphethini elilula nje ngezitsha zezithelo, isibonelo, ubhanana, amajikijolo, ubhanana, amajikijolo. Abafundi basho amagama ezithelo ngendlela ezivezwa ngayo.

**Imibuzo ekuholayo:**

- ✦ Wazi kanjani ukuthi iphethini leli?
- ✦ Isiphi isithelo osibonayo ekuqaleni kwephethini?
- ✦ Isiphi isithelo esilandelayo osibonayo?

6. **Ukukopisha iphethini:** Yenza elinye iphethini usebenzisa izithelo. Cela abafundi bakopishe iphethini ngezinto zabo zokubala.

7. **Ukwenza amaqembu afane 1–3:** Beka phansi isinqamu sentambo phakathi nendawo kumata. Cela umfundi oyedwa ame ngapha omunye ngale kwentambo.

**Imibuzo ekuholayo:**

- ✦ Bangaki abafundi abangakuleli cala? Nasecaleni elingale-ke?
- ✦ Yini eyenza amacala womabili afane?

Yengeza ngomunye umfundi kwelinye icala. Xoxani ngomehluko okhona phakathi kwamacala omabili.

- ✦ Yini okumele siyenze ukuze amacala omabili afane?

Yengeza ngabafundi ababili kwelinye lamacala.

- ✦ Ngitshele ukuthi ngenzeni ukwenza amacala womabili afane.

8. **Ukuxazulula izinkinga usebenzisa izinto:** Nikeza umfundi ngamunye izitsha zeyogathi ezincane ezimbili kanye nezinti eziyisithupha. Bacele bafake izinti phakathi ezitsheni ukuze zozimbili izitsha zibe nezibalo zezinti ezifanayo. Buza ukuthi kusho ukuthini ukuthi 'okufanayo'. Nikeza umfundi ngamunye ithuba lokubala izinto ezisesitsheni ukubheka ukuthi ziyefana yini.

## ICEBO

Abafundi bangenza amaqoqo ezinto zabo zokubala zezithelo ngoku-1, ngoku-2 nangoku-3 noma ingayiphi indlela. Kugxilwa kuphela ekubeni babe nenombolo yezinto zokubala okuyiyo. Abafundi bazobona ukuthi izinto ezintathu zingafakwa emaqoqweni noma ikanjani, kodwa zihlala zizintathu.

### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:** ukufunda ngokubukela (amaphethini ezithombeni); amaphethini emaculweni kanye nezigqi.

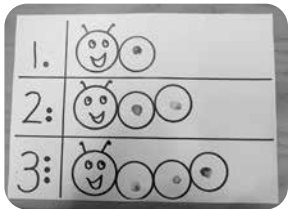


### Hlola ukuthi abafundi bayakwazi uku-:

- bona, baqondanise futhi basho inombolo, amagama ezinombolo anamakhadi anamachashazi 1–3
- qondanisa izinto namakhadi anamachashazi 1–3
- hlonza amaphethini
- kopisha amaphethini

**TIP**

Use two pattern strips if the group is large so that they can all see. Once the pattern strip paint has dried, paste the drawings on the pages with the borders.



### Workstation 1

#### What you need

- Pattern strips
- Sponge, wood or cork stamps
- 1 piece of A5 paper per learner
- Paint in polystyrene trays
- 1 piece of A4 paper per learner
- Crayons

Learners use the stamps to copy a pattern to make a border on the A4 paper. Place a pattern strip in the middle of the table for them to copy. On the A5 paper, they draw a picture with any three objects they like.

### Workstation 2

#### What you need

- Paint
- 1 worm counting page per learner
- 1 piece of A4 paper per learner
- A basin with water
- A towel

Learners dip their finger into the paint and make the correct number of fingerprints – 1, 2 or 3 – to form the body of each worm on their worm counting page.

When they have finished the worm, they use finger paint to make their own images representing three things.

### Workstation 3

#### What you need

- Paper and crayons
- Pattern cards (representing counters and stick patterns)
- Counters and sticks from the *Resource Kit* – enough for each learner to copy the pattern cards

Learners choose a pattern card. They copy the pattern using the counters and sticks.

### Workstation 4

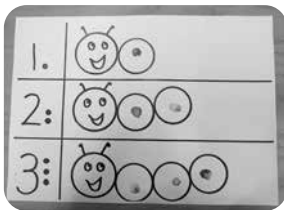
#### What you need

- Playdough
- Playdough template: Number 3 per learner (page 214)

Learners form the playdough and place it in the correct positions on the playdough template. They should use playdough to form the number '3', to roll three balls of playdough to place on the tree, and to roll three balls of playdough to place in the grid.

## ICEBO

Sebenzisa imidweshu enamaphethini amabili uma iqembu lilikhulu ukuze bonke babone. Uma upende womdweshu wephethini sewomile, namathisela imidwebo emakhasini anemigqa noma amabhoda emaceleni.



### Isiteshi sokusebenzela 1

#### Okudingayo

- Amaphethini ayimidweshu
- Izitembu zesiponji, ukhuni noma ukhokho
- Iphepha eli-1 eliwu-A4 umfundi ngamunye
- Iphepha eli-1 eliwu-A5 umfundi ngamunye
- Upende okumathileyi epolistayirini
- Amakhrayoni

Abafundi basebenzise izitembu ukukupisha iphethini ukwenza ibhoda ephepheni eliwu-A4. Beka umdweshu wephethini phakathi nendawo netafula ukuze bakwazi ukukupisha.

Ephepheni eliwu-A5, badwebe isithombe esinanoma yiziphi izinto ezintathu abazithandayo.

### Isiteshi sokusebenzela 2

#### Okudingayo

- Upende
- Ikhasi eli-1 lokubala elisasibungu umfundi ngamunye
- Iphepha eli-1 eliwu-A4 umfundi ngamunye
- Indishi enamanzi
- Ithawula

Abafundi bagcobhoza iminwe yabo kupende bese benza inombolo eyiyo yeminyatheliso yeminwe 1, 2 noma 3 ukwenza umzimba wokusasibungu ngakunye ekhasini labo lokubala.

Uma sebekuqedile okusasibungu, basebenzisa upende osemunweni ukwenza izithombe zabo ezimele izinto ezintathu.

### Isiteshi sokusebenzela 3

#### Okudingayo

- Iphepha kanye namakhrayoni
- Amakhadi amaphethini (amele izinto zokubala kanye namaphethini ezinti)
- Izinto zokubala kanye nezinti eziphuma ku-*Khithi Yezinsiza* – okwanele umfundi ngamunye ukuba akopishe amakhadi amaphethini

Abafundi bakhetha amakhadi amaphethini. Bakopisha iphethini besebenzisa izinto zokubala nezinti.

### Isiteshi sokusebenzela 4

#### Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 3 umfundi ngamunye (ikhasi 215)

Abafundi benza inhlama yokudlala bese beyibeka ezikhundleni eziyizo kuthempulethi yenhlama yokudlala. Kuzomele basebenzise inhlama yokudlala ukwenza inombolo '3' ukugingqela amabhola amathathu enhlamba yokudlala bayibeke esihlahleni, futhi bagingqele amabhola amathathu enhlamba yokudlala ibekwe kwigradi.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Recognise, identify and name 2-D shapes: triangle
- Compare 3-D objects and 2-D shapes
- Sort 2-D shapes
- Figure ground
- Symmetry

## New knowledge

- Oral counting 1–10
- 2-D shapes: triangle
- Figure ground
- Position: in front of and behind

## Practise

- Circle, square
- Counting objects 1–5
- Reinforce number concepts 1–3
- Sequencing numbers 1–3
- Symmetry
- Big, small
- Sorting by shape
- Six-piece puzzles

## New maths vocabulary

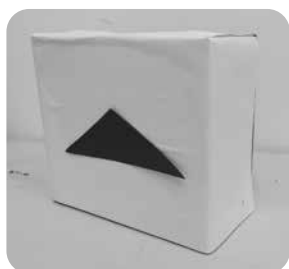
triangle  
corner points

smooth  
in front of

behind  
smaller

bigger

## Getting ready



For the activities this week, you will need to prepare the following:

- 3 different-sized paper bag puppets (make sure the sizes are clearly differentiated: big, bigger, biggest)
- 3 tins as stands for the puppets
- make 1 big and 1 small post box
- small (all same size) and big (all same size) paper triangles made from newspaper, magazines or plain paper
- triangle, circle, square and rectangle cardboard cut-outs of different sizes and colours
- a copy of the A4 page with triangles (page 219) per learner in a group
- small circle, square and triangle cut-outs of coloured paper for each learner
- make six-piece puzzles if you don't have any (page 220)
- paint a number track 1–10 outdoors.



# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

## Izihloko

- Ukubona, uhlonze bese usho izimo ezingo-2-D: unxantathu
- Qhathanisa izinto ezingo-3-D kanye nezimo ezingo-2-D
- Hlunga izimo ezingo-2-D
- Ukuqonda izinto phakathi kwezinye
- Ukuvumelanisa

## Ulwazi olusha

- Ukubala ngomlomo 1–10
- Izimo ezingo-2-D: unxantathu
- Ukuqonda izinto phakathi kwezinye
- Isikhundla: ngaphambi kwa- kanye nangemuva kwa-

## Zejwayeze

- Indilinga, isikwele
- Ukubala izinto 1–5
- Gxilisa ulwazi lwezimbobo 1–3
- Ukulandelanisa izimbobo 1–3
- Ukuvumelanisa
- Okukhulu, okuncane
- Ukuhlunga ngokwezimo
- Amaphazili anezingcezu eziyisithupha

## Ulwazimagama olusha olusetshenziswa ezibalweni

unxantathu

ukucija kwamakhona

okubushelelezi

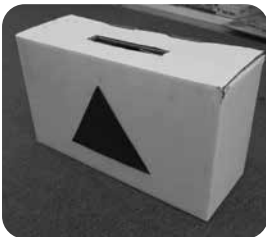
ngaphambi kwa-

ngemuva kwa-

okuncanyana

okukhudlwana

## Ukulungiselela



Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amaphaphethi amaphephabhegi ama-3 ehlukene ngobukhulu (qiniseka ukuthi kukhona umehluko ogqamile ebukhulwini bakhona: omkhulu, omkhudlwana, omkhulu kakhulu)
- amathini ama-3 okuzoma kuwo amaphaphethi
- yenza ibhokisi leposi eli-1 elikhulu kanye neli-1 elincane
- onxantathu bephepha abenziwe ngephephandaba, omagazini noma iphepha elingenalutho, abancane (balingane bonke) kanye nabakhulu (balingane bonke)
- unxantathu, indilinga, isikwele kanye nonxande okusikwe kukhadibhodi kube osayizi abangalingani kanye nemibala engafani
- ikhophi yekhasi eliwu-A4 elinonxantathu (ikhasi 219) yomfundi ngamunye eqenjini
- indilinga encane, isikwele kanye nonxantathu emaphepheni anombala okusikwe kwakhishwa komfundi ngamunye
- yenza amaphazili anezingcezu eziyisithupha uma ungenawo (ikhasi 220)
- penda umkhondo wezinombolo 1–10 ngaphandle.



## Whole class activities

### Day 1

#### What you need

- Song: *This is a triangle* (page 198)
- Number friezes 1–3
- 3 square, 4 circle and 5 triangle attribute blocks (*Resource Kit*)
- Large cardboard circle, square and triangle
- A large piece of paper
- A koki

1. **Song:** Introduce the song, *This is a triangle*. Show a picture of a triangle and point to the corners and sides as learners sing. Learners raise their arms above their heads and join their fingertips to form a triangle shape.
2. **Oral counting 1–10:** Learners hop or jump along the number track outside while counting from 1 to 10.
3. **Practising 1–3 with the number friezes:** Point to the number friezes.

#### Guiding questions:

- ★ Which animal is there only one of?
  - ★ Which house has the most animals?
  - ★ Are there more zebras or more meerkats?
  - ★ If a zebra friend came to visit the two zebras, how many zebras would there be in their house?
  - ★ If one meerkat moved in with the elephant, how many meerkats would be left in the meerkats' house?
4. **Counting objects 1–5:** Place the square, circle and triangle attribute blocks on the mat. Together count the squares and place these in a group. Do the same for the circles and triangles.

#### Guiding questions:

- ★ Which group has the most shapes?
  - ★ Which group has the least shapes?
  - ★ How can we make sure?
5. **Introducing triangles:** Point to the circle and square attribute blocks. Ask if learners remember the names of these shapes. Hold up a triangle.

#### Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Can anyone see a shape like this anywhere else in the classroom?

Hold up the large cardboard triangle.

- ★ How many sides does this shape have? (Count these.)
- ★ How many corners does it have? (Count these.)



# Imisebenzi yekilasi lonke

## Usuku 1

### Okudingayo

- Iculo: *Lona ngunxantathu* (ikhasi 199)
- Amafrizi ezinombolo 1–3
- Izikwele ezi-3, izindilinga ezi-4 kanye nonxantathu aba-5 bamabhulokhi angama-athributhi (*Ikhithi Yezinsiza*)
- Ikhadibhodi enkulu yendilinga, eyesikwele kanye nekanxantathu
- Iphepha elikhulu
- Ikhokhi

1. **Iculo:** Yethula iculo, *Lona ngunxantathu*. Khombisa isithombe sikanxantathu ukhombisa amakhona kanye namacala abafundi bebe becula. Abafundi baphakamisa izingalo ngaphezu kwamakhanda abo bese bexhuma iminwe ukwakha isimo sikanxantathu.
2. **Ukubala ngomlomo 1–10:** Abafundi bakheleza noma bagxume eduze komkhondo wezinombolo bengaphandle bebe bebala kusukela koku-1 kuya kokuyi-10.
3. **Ukuzejwayeza 1–3 ngamafrizi ezinombolo:** Khomba amafrizi ezinombolo.

#### Imibuzo ekuholayo:

- ★ Isiphi isilwane okuyisona esisodwa?
  - ★ Iyiphi indlu enezilwane eziningi kakhulu?
  - ★ Ngabe ngamadube yini amaningi noma ububhibhi?
  - ★ Uma umngani wedube efikile ezovakashela amadube amabili, aseyoba mangaki amadube endlini yawo?
  - ★ Uma ububhibhi sebuyohlala nendlovu, kuyosala ububhibhi obungaki endlini yobubhibhi?
4. **Ukubala izinto 1–5:** Beka kumata amabhulokhi angama-athributhi esikwele, indilinga kanye nonxantathu. Nindawonye balani izikwele bese nizibeka zibe seqoqweni lazo. Yenzani okufanayo ngezindilinga nonxantathu.

#### Imibuzo ekuholayo:

- ★ Iliphi iqembu elinezimo eziningi kakhulu?
  - ★ Iliphi iqembu elinezimo ezincane kakhulu?
  - ★ Singaqiniseka kanjani ngalokhu?
5. **Ukwethula unxantathu:** Khomba indilinga kanye nesikwele samabhulokhi angama-athributhi. Buza ukuthi abafundi basawakhumbula yini amagama alezi zimo? Phakamisani unxantathu.

#### Imibuzo ekuholayo:

- ★ Ukhona owaziyo ukuthi sibizwa ngokuthini lesi simo?
- ★ Ukhona obona umumo onjengalona noma ikuphi lapha ekilasini? Phakamisa unxantathu omkhulu wekhadibhodi.
- ★ Sinamacala amangaki lesi simo? (Abale.)
- ★ Sinamakhona amangaki? (Abale.)

6. **Exploring triangles:** Trace around the cardboard triangle onto a large piece of paper.

**Guiding questions:**

- ★ What is the shape on the paper called?
- ★ Is this shape the same as the ones on the mat?

Tell me about the triangle we have drawn.

- ★ How many lines does it have?
- ★ What can you tell me about the lines?

Hand out triangles from the *Resource Kit*. In pairs, learners explore the triangle, feeling the straight sides and touching the points.

- ★ How many sides are there? How many corners?
- ★ What do they feel like?

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



## Day 2

### What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- 10 triangle attribute blocks (*Resource Kit*)
- Song: *This is a triangle* (page 198)
- A large cardboard circle, square and triangle attached to the wall behind the maths table
- Plate
- *Poster Book, Poster 8*

1. **Rhyme:** Introduce the rhyme, *Hear me count*.
2. **Oral counting 1–10:** Learners stamp and count to the beat from 1 to 10 as you play the tambourine.
3. **Counting objects 1–5:** Put 10 triangle attribute blocks on the maths table. Together count five learners to come to the front. Ask how many triangles you will need for each learner to hold one. Ask another learner to give each learner who is in the front one triangle.

**Guiding questions:**

- ★ How many learners gave out the triangles?
- ★ How many learners are holding a triangle?
- ★ If one learner gives me their triangle (one learner sits down), how many triangles are left? (Count together.)

Repeat until all the learners are sitting down. Each time ask how many learners/triangles are left.



Encourage learners to jump on the number ladder from 1 to 10 during outside play.

6. **Ukuhlola onxantathu:**

Theyisa uzungeze unxantathu wekhadibhodi ephepheni elikhulu.

**Imibuzo ekuholayo:**

- ★ Sibizwa ngokuthini isimo esisephepheni?
- ★ Ngabe siyafana lesi simo nalezo ezikumata?

Ngitshela ngonxantathu esiwudwebile.

- ★ Unemigqa emingaki?
- ★ Ungangitshelani ngale migqa?

Nikeza onxantathu abaphuma ku-*Khithi Yezinsiza*. Ngababili, abafundi abahlale unxantathu, bathinte amacala aqondile futhi bathinte lapho kucije khona.

- ★ Mangaki amacala akhona? Mangaki amakhona?
- ★ Ezwakala kanjani uma uwathintha?

7. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini ezine zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.**Usuku 2****Okudingayo**

- Umlolozelo: *Ngizwe ngibala* (ikhasi 199)
- Isigubhu
- Onxantathu abayi-10 bamabhulokhi ama-athribhuthi (*Ikhithi Yezinsiza*)
- Iculo: *Lona ngunxantathu* (ikhasi 199)
- Ikhadibhodi enkulu yendilinga, ikhadibhodi yesikwele nekanxantathu kunanyathiselwe odongeni emuva kwetafula lezibalo
- Ipuleti
- *Ibhuku Lamaphosta, Iphosta 8*


**ICEBO**

Khuthaza abafundi ukuba bagxume eladini lezinombolo kusukela koku-1 kuya kokuyi-10 ngesikhathi sokudlala phandle.

1. **Umlolozelo:** Yethula umlolozelo, *Ngizwe ngibala*.
2. **Ukubala ngomlomo 1–10:** Abafundi bagxoba phansi ngezinyawo bese bebala isigqi kusuka koku-1 kuya kokuyi-10 wena ube udlala isigubhu.
3. **Ukubala izinto 1–5:** Beka onxantathu bamabhulokhi angama-athribhuthi etafuleni lezibalo. Nindawonye balani abafundi abayisihlanu beze phambili. Buza ukuthi uzodinga onxantathu abangaki ukuze umfundi ngamunye aphaathe owodwa. Cela omunye umfundi ukuba anike umfundi ngamunye ophambili unxantathu owodwa.

**Imibuzo ekuholayo:**

- ★ Bangaki abafundi abakhiphe onxantathu?
- ★ Bangaki abafundi abaphethe onxantathu?
- ★ Uma umfundi oyedwa enginika unxantathu wakhe (umfundi oyedwa ahlale phansi), bangaki onxantathu abasele? (Balani kanyekanye.)

Phinda lokhu bonke abafundi baze bahlale phansi. Njalo nje buza ukuthi bangaki abafundi/onxantathu abasele.

4. **Identifying triangles:** Point to the large triangle on the wall.  
**Guiding questions:**
- ★ What do you remember about the triangle? What makes it a triangle?
  - ★ How many corners does it have? How many sides? How many lines?
- Sing *This is a triangle*.
5. **Comparing shapes:** Point to the large circle, square and triangle.  
**Guiding questions:**
- ★ Which shape has straight lines like the triangle?
  - ★ How many sides does the triangle have? And the square?
  - ★ Which shape has more sides, the square or the triangle?
  - ★ How is the circle different to the square? And the triangle?
6. **Solving problems 1–5:** Talk about Poster 8. Learners look for triangle shapes in the picture.  
**Guiding questions:**
- ★ Can you see any triangles? Show me where they are.
  - ★ What other shapes can you see?
  - ★ (Point to a square or circle shape.) Is this shape a triangle? Why/why not?
  - ★ How many scoops of ice cream does the girl have?
  - ★ How many scoops will she have left if she eats one scoop?
  - ★ What time of the day do you think it is? How do you know?
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Day 3

#### What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- Number 1–3 dot, animal and symbol cards
- Skipping rope

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Jump slowly while counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Count five learners to say the rhyme, *Hear me count*, together. Repeat with five other learners.
4. **Practising numbers 1–3:** Show number 1–3 dot, animal and symbol cards. Ask learners to fetch the number of objects represented on the card from the maths table.

4. **Ukuhlonza onxantathu:** Khomba unxantathu omkhulu osodongeni.  
**Imibuzo ekuholayo:**
- ★ Yini oyikhumbulayo ngonxantathu? Yini eyenza ibe unxantathu?
  - ★ Unamakhona amangaki? Unamacala amangaki? Unemigqa emingaki? Cula *Lona ngunxantathu*.
5. **Ukuqhathanisa izimo:** Khomba lokhu okukhulu: indilinga, isikwele kanye nonxantathu.  
**Imibuzo ekuholayo:**
- ★ Iziphi izimo ezinemigqa eqondile njengonxantathu?
  - ★ Unamacala amangaki unxantathu? Isikwele-ke?
  - ★ Isiphi isimo esinamacala amaningi, isikwele noma unxantathu?
  - ★ Ihluke kanjani indilinga esikweleni? Unxantathu yena?
6. **Ukuxazulula izinkinga 1–5:** Xoxa ngePhosta 8 Abafundi bafuna izimo ezingonxantathu esithombeni.  
**Imibuzo ekuholayo:**
- ★ Bakhona onxantathu obabonayo? Ngikhombise ukuthi bakuphi.
  - ★ Isiphi esinye isimo osibonayo?
  - ★ (Khomba isikwele noma isimo esiyindilinga.) Ngabe lesi simo singunxantathu? Kungani?/Kungani kungenjalo?
  - ★ Inezikuphu zika-ayisikhilimu ezingaki intombazane?
  - ★ Izosala nezikuphu ezingaki uma idla esisodwa?
  - ★ Isikhathi sini sosuku uma ucabanga? Wazi kanjani?
7. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

### Usuku 3

#### Okudingayo

- Umlolozela: *Ngizwe ngibala* (ikhasi 199)
- Isigubhu
- Amakhadi enombolo 1–3 anamachashazi, izilwane kanye nezimpawu
- Intambo yengqathu

1. **Umlolozelo:** Yisho umlolozele, *Ngizwe ngibala*, wenze neminyakazo.
2. **Ukubala ngomlomo 1–10:** Gxuma kancane ngenkathi ubala kusuka koku-1 kuya kokuyi-10 uhambisana nesigqi sesigubhu.
3. **Ukubala izinto 1–5:** Bala abafundi abayi-5 ukuba basho umlolozele, *Ngizwe ngibala*, ndawonye. Phinda ngabanye abafundi abayi-5 futhi.
4. **Ukusebenzisa izinombolo 1–3:** Khombisa amakhadi anamachashazi ezinombolo 1–3, awezilwane kanye nawezimpawu. Cela abafundi bathathe izinto ezimelwe izinombolo emakhadini etafuleni lezibalo.



**TIP**

Explain the body parts that you have two of that are found on both sides of the body.

5. **Exploring position:** Put learners into twos. Give each learner a number 'one' or 'two'.

**Guiding instructions:**

- ★ One stand behind two.
- ★ One stand next to two.
- ★ Two stand in front of one.

6. **Exploring symmetry:** A learner stands facing the class. Hold the skipping rope so that it hangs in front of the learner, down their midline.

**Guiding questions:**

- ★ How many eyes/ears/feet does \_\_\_\_ have on one side of her/his body? And the other side?
- ★ Where on her/his body do you see only one body part?
- ★ What happens to her/his nose when the skipping rope hangs down the middle of the front of her/his body?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Day 4**

**What you need**

- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners swing their hips counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Together count five different learners from Day 3 to say the rhyme, *Hear me count*. Repeat with five other learners.
4. **Exploring big and small:** Display the puppets on the tin stands.

**Guiding questions:**

- ★ Which one is the biggest/smallest? How do you know?
- ★ Is this one bigger than this one?
- ★ What makes it bigger/smaller?

Give three learners each a puppet. Ask them to stand in front holding the puppets from biggest to smallest. Repeat with three different learners. Muddle the order of the puppets and ask them to arrange themselves from smallest to biggest. Ask the class to point to the smallest, biggest, and so on.



## ICEBO

Chaza izitho zomzimba onazo ezihamba ngambili ezitholakala emacaleni omabili omzimba.

5. **Ukuhlola isikhundla:** Beka abafundi ngababili. Nikeza umfundi ngamunye inombolo 'kunye' noma 'kubili'.

**Imiyalo ekuholayo:**

- ★ Oyedwa makame emuva kwababili.
- ★ Oyedwa makame eduze kwababili.
- ★ Ababili mabame ngaphambi koyedwa.

6. **Ukuhlola ukuvumelanisa:** Umfundi makame abheke ikilasi. Bamba ingqathu ukuze ilenge ngaphambi komfundi, phakathi nomzimba.

**Imibuzo ekuholayo:**

- ★ Mangaki amehlo/izindlebe/izinyawo u-\_\_\_\_\_ anakho ecaleni elilodwa lomzimba wakhe? Kwelinye icala-ke?
- ★ Yikuphi emzimbeni wakhe lapho ubona khona isitho esisodwa somzimba?
- ★ Kwenzekani ekhaleni lakhe uma ingqathu ilengela phansi phakathi nendawo ngaphambili nomzimba wakhe?

7. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 4

### Okudingayo

- Umlolozelo: *Ngizwe ngibala* (ikhasi 199)
- Isigubhu
- Iqoqo lezinto ezi-3 ezisekilasini
- Amakhadi ezinombolo 1–3 anesithombe, namachashazi nezimpawu
- Amaphaphethi ama-3 obungako obuhlukene
- Amathini amathathu okumisa amaphaphethi
- Onxantathu bephepha abakhulu kanye nabancane bomfundi ngamunye
- Amabhokisi eposi elikhulu kanye nelincane

1. **Umlolozelo:** Yisho umlolozelo, *Ngizwe ngibala*, wenze neminyakazo.
2. **Ukubala ngomlomo 1–10:** Abafundi bajwiba izingulu lapho bebala kusukela koku-1 kuya kokuyi-10 behambisana nesigqi sesigubhu.
3. **Ukubala izinto 1–5:** Nindawonye balani abafundi abayisihlanu abahlukene bangoSuku 3 ukusho umlolozelo, *Ngizwe ngibala*. Phinda nabanye abafundi abayisihlanu.
4. **Ukuhlola okukhulu nokuncane:** Bukisa ngamaphaphethi ezintweni sokumisa amathini.

**Imibuzo ekuholayo:**

- ★ Iyiphi (iphaphethi) enkulu/encane kakhulu kunamanye? Wazi kanjani?
- ★ Ngabe le inkudlwana kunale?
- ★ Yini eyenza ibe nkudlwana/ibe ncanyana?

Nikeza abafundi abathathu iphaphethi ngamunye. Bacele bame phambili babambe amaphaphethi kusuka kwenkulu kuye kwencane. Phinda ngabafundi abanye abathathu. Didanisa ukuhleleka kwamaphaphethi bese ubacela bawalungise kusukela kwencane kakhulu kuya kwenkulu kakhulu. Cela ikilasi ukuthi likhombe kwencane kakhulu, kwenkulu kakhulu, njalo njalo.



**TIP**

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

**Guiding questions:**

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Day 5**

**What you need**

- Rhyme: *Hear me count* (page 198)
- 5 classroom objects
- Number 1–3 picture, dot and symbol cards
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

**Guiding instructions:**

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Integration**

**Home Language and Life Skills:**

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.





Gcina amabhokisi eposi etafuleni lezibalo.

5. **Ukuhlunga – okukhulu nokuncane:** Khombisa abafundi amabhokisi eposi.

**Imibuzo ekuholayo:**

- ★ Iliphi ibhokisi elikhudlwana? Iliphi elincanyana?

Nikeza abafundi unxantathu omkhulu noma omncane. Baposa onxantathu abakhulu eposini elikhulu kuthi onxantathu abancane babafake eposini elincane.

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 5

### Okudingayo

- Umlolozelo: *Ngizwe ngibala* (ikhasi 199)
- Izinto ezi-5 zasekilasini
- Amakhadi enombolo 1–3 anesithombe, amachashazi nophawu
- Izikhwama zikabhontshisi

1. **Umlolozelo; ukubala 1–10:** Yisho uthi *Ngizwe ngibala*, wenze neminyakazo.
2. **Ukubala ngomlomo 1–10:** Abafundi bame babe yindilinga bese bebala kusukela koku-1 kuya kokuyi-10. Bagxuma baye phambili kanye nasemuva bebala ngakunye bese begxuma beya phezulu kokwe-10.
3. **Ukubala izinto 1–5:** Abafundi bakhombisa inombolo yeminwe lapho usuthi, 'Ngifisa sengathi ngabe nginoswidi ababili, nginoswidi abane,' kanjalo kanjalo, kusuka kokokuqala kuye kokwesihlanu.
4. **Ukuhlola ukuvumelana:** Abafundi bama babe yindilinga. Yisho uthi, 'Thinta izindlebe zakho, amehlo, amahlombe, amadolo.' Buza, 'Unakho kungaki lokhu: izinyawo, izandla, izilevu, amakhala, nezisu?'
5. **Ukuzejwayeza isikhundla:** Nikeza umfundi ngamunye isikhwama sikabhontshisi noma into azoyibamba. Yima ufulathele abafundi bese wenza nabo iminyakazo.

**Imiyalo ekuholayo:**

- ★ Beka isikhwama sikabhontshisi kuleli cala lomzimba wakho. Nakwelinye icala. (Yenza umnyakazo.)
  - ★ Beka isikhwama sikabhontshisi phambi komzimba wakho. Kanye nasemuva komzimba wakho.
  - ★ Sibeke eduze kwezinyawo zakho. Naphezu kwezinyawo zakho.
6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.



### Ukudidiyela

**Ulimi Lwasekhaya Namakhono Empilo:**

- Ukuthuthukiswa kolwazimagama (izandiso/izinkomba).
- Xoxa izindaba ukugxilisa lokhu: okuncane, okuncanyana, okuncane kakhulu; okukhulu, okukhudlwana, okukhulu kakhulu.
- Abafundi mabadlule kokuneziphazamiso okulula. Gxila ezinkombeni, isibonelo, ngaphezu, ngaphansi, ngemuva, phezu kwa-.

## Small group activities

### Teacher-guided activity

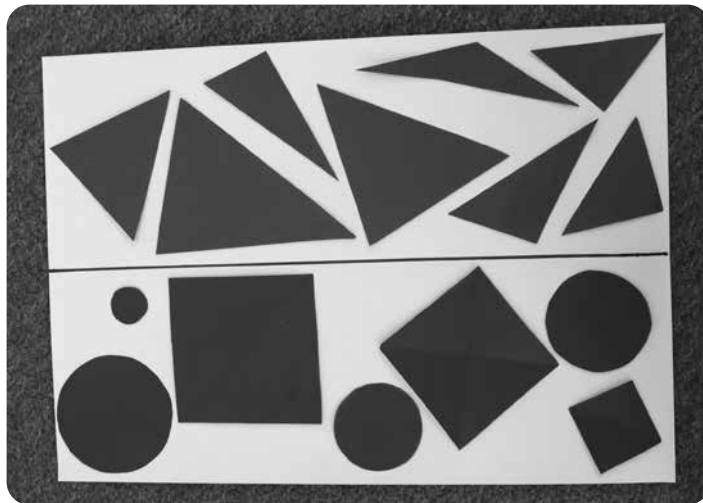
#### What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

#### Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
  - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



#### Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



#### Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

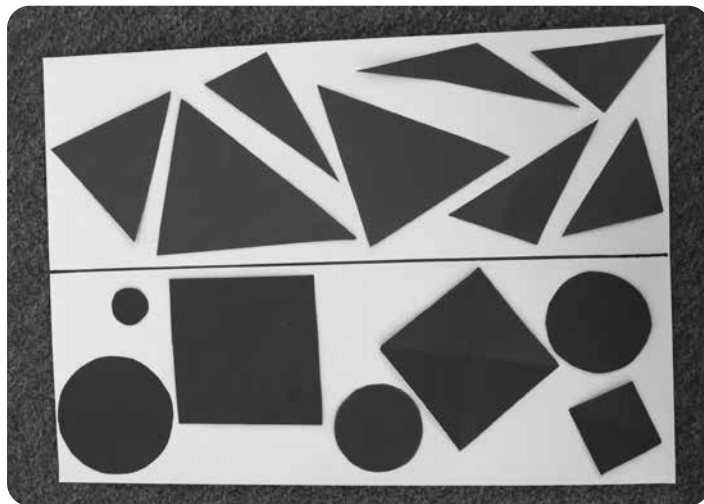
#### Okudingayo

- Inqwaba yamabhulokhi axhumanayo omfundi ngamunye
- Indilinga, isikwele kanye namabhulokhi ama-athribhuthi
- angonxantathu (onxantathu babebaningi kunezinye izimo)
- Unxantathu, indilinga, isikwele, unxande okusikwe kwakhishwa

1. **Ukubala 1–10:** Abafundi bakhombisa iminwe yabo bebe bebala kusukela koku-1 kuya kokuyi-10.
2. **Ukubala izinto 1–5:** Nika abafundi inqwaba yamabhulokhi axhumanayo. Bacele bakhe umbhoshongo ngamabhulokhi ayisihlanu.
3. **Ukugxilisa unxantathu:** Cela abafundi ukuba bakukhombise indilinga, isikwele kanye nesimo sikanxantathu.

#### Imibuzo ekuholayo:

- ★ Isiphi lesi simo? (indilinga, isikwele, unxantathu) Wazi ngani?
  - ★ Yini ongangitshela yona ngalesi simo?
4. **Ukuhlunga izimo:** Abafundi benza amaqoqo amabili ezimo ngamabhulokhi ama-athribhuthi: onxantathu kanye nezinye izimo.



#### Imibuzo ekuholayo:

- ★ Ukubekeleni lokhu kuleli qoqo?
- ★ Singahlola kanjani ukuthi lona ngunxantathu?
- ★ Iliphi iqoqo elinezimo eziningi/ezimbalwa?
- ★ Iliphi iqoqo elinezimo eziningi/ezincane kakhulu?



#### Hlola ukuthi abafundi bayakwazi uku-:

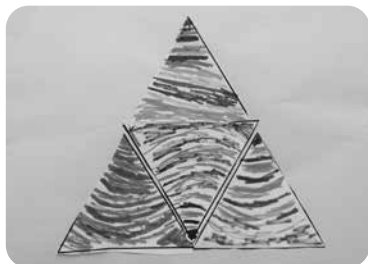
- bala ngomlomo oku-1–10
- bala izinto ezi-5
- bona kanye nokusho onxantathu bese bechaza izimpawu
- hlunga izimo ezingo-2-D zibe ngonxantathu kanye nezinye izimo

## Workstation 1

### What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

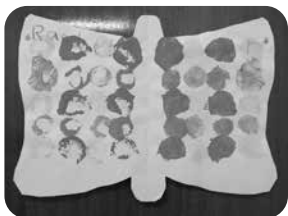
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



## Workstation 2

### What you need

- A4 paper folded in half
- Paint



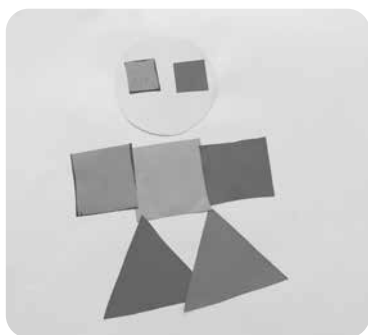
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

## Workstation 3

### What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



**TIP**

You will need to demonstrate this before learners begin the activity.

## Workstation 4

### What you need

- Shape puzzles, minimum six pieces, for each learner

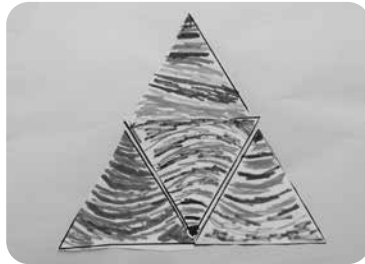
Learners complete shape puzzles.

## Isiteshi sokusebenzela 1

### Okudingayo

- Ikhophi yekhasi eliwu-A4 elinonxantathu (ikhasi 219) yomfundi ngamunye
- Ikhasi elingabhaliwe eli-1 lomfundi ngamunye
- Izikelo, amakhrayoni kanye neglu

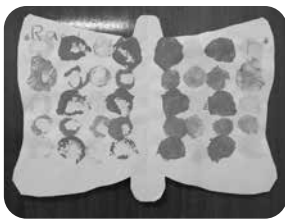
Abafundi basika emigqeni ukwenza onxantathu abane. Bahlobisa onxantathu babo babanamathisele ekhasini ngendlela ozokwenza unxantathu owodwa omkhulu, njengoba bekunjalo kwasekuqaleni.



## Isiteshi sokusebenzela 2

### Okudingayo

- Iphepha eliwu-A4 eligoqwe laba ngohhafu
- Upende



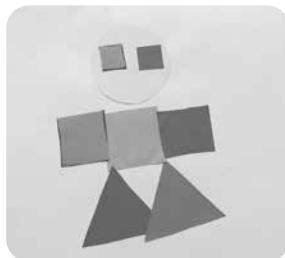
Abafundi babeka amachashazi kapende komunye uhhafu wekhasi. Bagoqa ikhasi libe nguhhafu ukuze izibhadu zikapende zisalele komunye uhhafu.

## Isiteshi sokusebenzela 3

### Okudingayo

- Iphepha kanye neglu
- Ikhasi eli-1 elingabhalwe lutho eliwu-A4 umfundi ngamunye
- Amaphepha amancane anombala ayizindilinga, izikwele, onxantathu

Abafundi banamathisela ngegulu izimo ekhasini lephepha ukwenza isimo somuntu.



### ICEBO

Uzodinga ukukukhombisa lokhu ngaphambi kokuba abafundi baqale lo msebenzi.

## Isiteshi sokusebenzela 4

### Okudingayo

- Izimo zamaphazili, amaphazili okungenani ayizingcezu eziyisithupha umfundi ngamunye

Abafundi baqedela izimo zamaphazili.

# Content Area Focus:

## Measurement

### Topics

- Time: day and night
- Height
- Compare and order objects to describe length

### New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

### Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

### New maths vocabulary

on top	under	between	morning	dark	tallest
below	underneath	day	evening	taller	shortest
on	next to	night	light	shorter	

## Getting ready



### TIP

Remember to use the toilet routine to practise ordinal numbers and position.

For the activities this week, you will need to prepare the following:

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

# Ingxenye Yolwazi Okugxilwe Kuyo: Isilinganiso

## Izihloko

- Isikhathi: imini nobusuku
- Ukuphakama
- Qhathanisa bese ulandelanisa izinto ukuchaza ubude

## Ulwazi olusha

- Ukulandelisa isikhathi: imini nobusuku, ukukhanya nobumnyama
- Ubude: ishadi lobude
- Isikhundla: phezu, ngaphansi, phezu kwa-, ngezansi, eduze kwe-, phakathi kwe-
- Ukubala uhlehle 5–1

## Zejwayeze

- Ukubala ngomlomo 1–10
- Ukulandelanisa izinombolo 1–3
- Ukubala izinto 1–5
- Gxilisa 1–3

## Ulwazimagama olusha olusetshenziswa ezibalweni

phezu kwa-  
ezansi  
phezu

phansi  
ngaphansi  
eduze kwa-

phakathi  
nendawo  
imini

ubusuku  
ekuseni  
kusihlwa

ukukhanya  
ubumnyama  
kujana

fushanyana  
kude kakhulu  
kufishane  
kakhulu

## Ukulungiselela

### ICEBO

Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukuzejwayeza izinombolo ezisho isikhundla kanye nokuma ngokwesikhundla.

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ilanga eli-1 elikhulu kanye nenyanga e-1 enkulu okusikiwe kwakhishwa
- amafu ama-5 amakhulu (ubukhulu obungu-A4), inkanyezi, inyanga kanye nelanga okusikwe kwakhishwa
- amalambu ama-3 kanye namakhandlela ama-2 okusikiwe kwakhishwa
- izinto eziningi zasekhaya ezizomela imisebenzi yasemini kanye neyasebusuku, isibonelo, izixubho, ibhulashi lezinwele, indishi yesidlo sasekuseni kanye nesipuni, incwadi yezindaba enezithombe, ithoshi ikhandlela, iswishi yokukhanyisa, umcamelo
- amakhadi anezithombe alezi zinto
- itafula kanye nobhulankethi abanele ukumboza konke
- izithombe zobusuku ezi-5 kanye nezithombe zemini ezi-5 (isibonelo, ukubuka izinkanyezi, ukukhanyisa ikhandlela, ukulala embhedeni, ogesi basemgwaqweni, ukugqoka amaphijama; ukudlala ibhola lezinyawo, ukufika esikoleni, ukubhukuda ngosuku libalele, ukosa ngaphandle, ukupha isilwane sasendlini ukudla)
- okusamaphakethe kwemini nobusuku okungafaka izithombe zendaba (bheka ikhasi 151)
- ikhasi elinemini nobusuku lomfundi ngamunye eqenjini (bheka ikhasi 153)
- ikhasi eli-1 eliwu-A4 lomfundi ngamunye elinezindilinga elinobungako nemibala okwehlukene
- amasethi ama-5 ezithombe zemini/zobusuku ezi-5 zamaphazili afanayo (ezenziwe ngamamagazini noma ezidwetshiwe).

## Whole class activities

### Day 1

#### What you need

- Song: *The sun is in the sky* (page 198)
- 1 sun and 1 moon cut-out
- A length of string per learner

1. **Song:** Introduce the song, *The sun is in the sky*. Use the sun and moon cut-outs.
2. **Oral counting 1–10:** Learners count from 1 to 10 as they jump. They clap and count backwards from 5 to 1 as you point to the number washing line.
3. **Day and night:** Discuss day and night.

#### Guiding questions:

- ★ What did you do last night?
- ★ Could you have done this in the day? Why not?
- ★ What do you do in the morning when you wake up?
- ★ What do you do in the evening before it gets dark?
- ★ Have you ever seen the moon?
- ★ What do you do during the day?
- ★ What do you do at night?

4. **Measuring:** Guide learners to discuss different ways of measuring things.

#### Guiding questions:

- ★ If we wanted to know who was the tallest between \_\_\_\_\_ and \_\_\_\_\_, what could we do?
- ★ What could we do to measure people and/or things?
- ★ Have you ever seen anybody measuring anything before? How did they do it?

5. **Measurement:** Call a group of learners to stand one next to the other in front of the class.

#### Guiding questions:

- ★ Who is the tallest in this group? How do you know?
- ★ Who is the shortest in this group? How do you know?
- ★ Is anyone the same height? How do you know?
- ★ How can we find out?

Learners stand back to back to compare height.

- ★ Is there another way we could measure the height of each learner?

The group of learners stand with their backs against the wall. Draw a line with chalk above their heads.



## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Iculo: *Ilanga lisesibhakabhakeni* (ikhasi 199)
- Ilanga eli-1 kanye nenyanga e-1 okusikiweyo kwakhishwa
- Intambo enobude obuthile yomfundi ngamunye

1. **Iculo:** Yethula iculo, *Ilanga lisesibhakabhakeni*. Sebenzisa ilanga nenyanga okusikiwe kwakhishwa.
2. **Ukubala ngomlomo 1–10:** Abafundi babala kusukela koku-1 kuya kokuyi-10 bebe begxuma. Babala bashaye izandla beya emuva kusukela koku-5 ukuya ku-1 bekhomba ulayini wokweneka izingubo wezinombolo.
3. **Imini nobusuku:** Xoxani ngemini nobusuku.

#### Imibuzo ekuholayo:

- ★ Wenzani izolo ebusuku?
- ★ Ubungakwazi ukukwenza emini lokhu? Kungani ubungeke ukwazi?
- ★ Yini oyenzayo ekuseni uma uvuka?
- ★ Yini oyenzayo kusihlwa ngaphambi kokuba kube mnyama?
- ★ Wake wayibona inyanga?
- ★ Wenzani ngesikhathi sasemini?
- ★ Wenzani ebusuku?

4. **Ukulinganisa:** Hola abafundi ukuxoxa ngezindlela ezehlukene zokulinganisa izinto.

#### Imibuzo ekuholayo:

- ★ Uma sifuna ukwazi ukuthi ubani omude kunomunye phakathi kuka-\_\_\_\_ no-\_\_\_\_, kumele senze njani?
- ★ Singenza njani ukulinganisa abantu kanye/noma izinto?
- ★ Ukhona owake wambona ngaphambili elinganisa noma yini? Wakwenza kanjani lokho?

5. **Isilinganiso:** Biza iqembu labafundi bame omunye eduze komunye ngaphambi kwekilasi.

#### Imibuzo ekuholayo:

- ★ Ubani omude kakhulu kuleli qembu? Wazi kanjani?
- ★ Ubani omfishane kakhulu kuleli qembu? Wazi kanjani?
- ★ Bakhona abalinganayo? Wazi kanjani?
- ★ Singakuthola kanjani lokho?

Abafundi bame bafulathelane ukuqhathanisa ukuphakama kwabo.

- ★ Ikhona enye indlela esingalinganisa ngayo ukuphakama komfundi ngamunye?

Iqembu labafundi bami edongeni bancike kulo ngemihlane yabo. Dweba umugqa ngoshoki ngaphezu kwamakhanda abo.

Write each learner's name on the line. Cut individual lengths of string for each learner according to their height. Attach the string to each learner's name as they are measured. Ask one learner to come and point to the name of the shortest person in the group, and one to point to the name of the tallest person in the group. Discuss whether learners think that someone else in the class will be taller than/shorter than the learners in this group.



6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

## Day 2

### What you need

- Song: *The sun is in the sky* (page 198)
- Number 1, 2 and 3 symbol, word, dot and picture cards
- Tambourine
- 5 large star cut-outs and 5 large cloud cut-outs
- 1 moon and 1 sun cut-out
- String lengths for one group for the height chart

1. **Song:** Sing the song, *The sun is in the sky*, with actions.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Point to the number washing line as learners count backwards from 5 to 1 to the beat of a tambourine.
3. **Counting objects 1–5:** Place five clouds and five star cut-outs on the walls around the classroom. Ask learners to find the clouds and put them on the wall in the maths area. Ask other learners to find the stars and put them on the wall. Together, count the clouds and stars as the learners find them.

#### Guiding questions:

- ★ Do we see clouds in the sky in the daytime or the night-time?
  - ★ Do we see stars in the sky in the daytime or the night-time?
  - ★ How many stars have been collected so far? And clouds?
4. **Practising numbers 1–3:** Put number symbol cards 1, 2 and 3 on the wall below the number friezes. Place dot cards, picture cards and number word cards for 1, 2 and 3 in a box. Learners take turns to reach into the box without looking and take one card. They attach the card to the wall next to either 1, 2 or 3.

#### Guiding questions:

- ★ Is this card in the right place? How do we know?

Ask three learners to put one moon or sun next to number symbol 1, two stars next to number symbol 2 and three clouds next to number symbol 3.

Bhala igama lomfundi ngamunye emgqeni. Nquma intambo yobude bomfundi ngamunye ilingane nokuphakama kwabo. Beka intambo egameni lomfundi ngamunye njengoba belinganiswa. Biza umfundi oyedwa eze bese ekhomba egameni lomuntu omfishane kakhulu eqenjini, omunye akhombe egameni lomuntu omude kakhulu eqenjini. Xoxani ukuthi abafundi bacabanga ukuthi kungenzeka yini kube khona omunye ekilasini ongaba mujana/mfishanyana kunabafundi abakuleli qembu.



6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.

## Usuku 2

### Okudingayo

- **Iculo: *Ilanga lisesibhakabhakeni*** (ikhasi 199)
- **Amakhadi enombolo 1, 2 no-3** anezimpawu, amagama, amachashazi nezithombe
- **Isigubhu**
- **Izinkanyezi ezinkulu ezi-5** ezisikwe zakhishwa namafu amakhulu ama-5 asikwe akhishwa
- **Inyanga e-1 kanye nelanga eli-1** elisikwe lakhishwa
- **Intambo enobude obuthile** yeqembu elilodwa yeshadi lobude

1. **Iculo:** Cula iculo, *Ilanga lisesibhakabhakeni*, wenze neminyakazo.
2. **Ukubala ngomlomo 1–10:** Abafundi babalela phambili kusukela koku-1 kuye kokuyi-10. Khomba kulayini wokweneka izingubo wezinombolo ngesikhathi abafundi bebala behlehla kusuka koku-5 kuya koku-1 belalele isigqi sesigubhu.
3. **Ukubala izinto 1–5:** Beka ezindongeni ekilasini amafu ayisihlanu kanye nezinkanyezi eziyisihlanu okusikwe kwakhishwa. Cela abafundi bathole amafu bese bewabeka odongeni engxenyeni yezibalo. Cela abanye abafundi bathole izinkanyezi bese bezibeka odongeni. Nindawonye, balani amafu kanye nezinkanyezi njengoba abafundi bekuthola nje.

#### Imibuzo ekuholayo:

- ★ Amafu siwabona esibhakabhakeni ngesikhathi sasemini noma ngesikhathi sasebusuku na?
  - ★ Izinkanyezi sizibona esibhakabhakeni ngesikhathi sasemini noma ngesikhathi sasebusuku na?
  - ★ Zingaki izinkanyezi eseqoqiwe njengamanje? Amafu-ke?
4. **Ukuzejwayeza inombolo 1–3:** Beka amakhadi ezimpawu zezinombolo 1, 2 no-3 odongeni ngezansi kwamafrizi ezinombolo. Beka amakhadi anamachashazi ezinombolo, amakhadi ezithombe kanye namakhadi amagama ezinombolo 1, 2 no-3 ebhokisini. Abafundi bazodedelana ukucaphuna ebhokisini ngaphandle kokubuka bese bethatha ikhadi elilodwa. Banamathisela ikhadi odongeni eduze kokungaba yinombolo 1, 2 noma 3.

#### Imibuzo ekuholayo:

- ★ Ngabe leli khadi lisendaweni efanele na? Sazi kanjani?
- Cela abafundi abathathu babeke inyanga eyodwa noma ilanga eduze kophawu lwenombolo 1, izinkanyezi ezimbili eduze kophawu lwenombo 2 kanye namafu amathathu eduze kophawu lwenombolo 3.

5. **Day and night:** Discuss day and night with learners.

**Guiding questions:**

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

**Guiding questions:**

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is \_\_\_\_\_ taller or shorter than \_\_\_\_\_?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Day 3

#### What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.



#### TIP

Link sequencing daily events to the activities in the daily programme.



#### TIP

Do oral counting activities in a new and exciting way every day.

5. **Imini nobusuku:** Xoxisana nabafundi ngemini nobusuku.

**Imibuzo ekuholayo:**

- ★ Bekukhanya noma bekumnyama ngesikhathi uvuka ekuseni?
- ★ Yini oyenzayo kuqala uma uvuka: uyadla, uyageza, uyagqoka?
- ★ Ulandelise ngokwenzani?
- ★ Bekukhanya noma bese kunmyama ngesikhathi ufika ekhaya usubuya esikoleni izolo?
- ★ Yini oyenzile ngesikhathi ufika ekhaya?
- ★ Wenzeni emva kwalokho?
- ★ Uthanda isikhathi sasemini noma esasebusuku? Kungani?
- ★ Yini othanda kakhulu ukuyenza ebusuku?
- ★ Yini oyithanda kakhulu mayelana nesikhathi sasemini?
- ★ Yini ozoyenza uma uphuma esikoleni namuhla?

6. **Isilinganiso:** Bheka eshadini lobude. Linganisa elinye iqembu labafundi. Ikilasi liyalinganisela ukuthi ubani kuleli qembu ozoba mfishane noma ozoba mude kunabafundi abalinganiswe izolo.

**Imibuzo ekuholayo:**

- ★ Ubani ocabanga ukuthi uzoba mude kakhulu namhlanje?
- ★ Ubani ocabanga ukuthi uzoba mfishane kakhulu namhlanje?
- ★ Kungani usho kanjalo?

Misa abafundi bafulathelane ukukubheka lokhu.

- ★ Ngabe u-\_\_\_\_\_ mujana noma mfishanyana kuno-\_\_\_\_\_?

7. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

 **ICEBO**

Xhuma ukulandelana kwezigameko zansuku zonke nemisebenzi yohlelo lwansuku zonke.

### Usuku 3

**Okudingayo**

- Umlolozelo: *Izimfudu ezinhlanu ezijabulile* (ikhasi 197)
- Amakhadi enombolo 1, 2 no-3 anezimpawu, izithombe kanye namachashazi (*Ikhithi Yezinsiza*)
- Izilwane zokubala ezi-5 ezifakwe esitsheni esibonisa ngaphakathi
- Ubhontshisi noma izinkinobho oku-5 okufakwe esitsheni esibonisa ngaphakathi
- Intambo enobude obuthile yeqembu elilodwa yeshadi lobude

1. **Umlolozelo:** Yisho umlolozelo, *Izimfudu ezinhlanu ezijabulile*, kusukela eSontweni 5. Buza abafundi ukuthi bacabanga ukuthi zenzani izimfudu emini kanye nasebusuku. Yenza umnyakazo wokungena kwezimfudu emagobolondweni azo.
2. **Ukubala ngomlomo 1–10:** Abafundi babala beya phambili kusukela koku-1 kuya kokuyi-10 futhi bahlehle kusukela koku-5 kuya koku-1. Bagxuma baye phambili nasemuva ngaphandle kumkhondo wezinombolo.

 **ICEBO**

Yenza imisebenzi yokubala ngomlomo ngendlela entsha ejabulisayo zonke izinsuku.

3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.

**Guiding questions:**

- ★ Whose answer was the closest?
- ★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

- ★ Are there the same number of objects in each container?
4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 4

### What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.

**Guiding questions:**

- ★ Are there more stars or more candles?
- ★ If one star falls from the sky, how many stars are left?
- ★ Which groups have the same number of objects?
- ★ I want to have the same number of lamps and candles as the stars. What must I do?



### TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

3. **Ukubala izinto 1–5:** Khombisa izitsha ezimbili ezinezilwane zokubala kanye nobhontshisi noma izinkinobho okuphakathi. Cela abafundi babale ukuthi bacabanga ukuthi zingaki esitsheni ngasinye. Zibaleni ndawonye.  
**Imibuzo ekuholayo:**
  - ★ Ekabani impendulo ebe seduzane kakhulu nokuyikho?
  - ★ Ngabe kukhona izinto zokubala ezilinganayo esitsheni ngasinye na? Khulumani ngokuthi izilwane zokubala zithathe indawo eningi ezitsheni kunobhontshisi noma izinkinobho, kodwa bekusalingana konke ngokwezinombolo esitsheni ngasinye.
  - ★ Ngabe kunezinto ezilinganayo ngesibalo esitsheni ngasinye?
4. **Ukuzejwayeza izinombolo 1–3:** Shova amakhadi amachashazi, ezithombe kanye nawezimpawu zezinombolo. Wakhombise abafundi. Dlala umdlalo ukubona ukuthi bashesha kangakanani ukusho ukuthi inombolo imeleni.
5. **Isilinganiso:** Ikilasi lilinganisela ukuthi ubani eqenjini elilandelayo ozoba mfushanyana noma mujana kunabafundi bayizolo. Linganisa iqembu elilandelayo labafundi bese ubhala amagama abo odongeni. Abafundi bama bafulathelane ukuqhathanisa ukuphakama.
6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi ezitsheni zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 4

### Okudingayo

- Iculo: *Ilanga lisesibhakabhakeni* (ikhasi 199)
- Amakhadi enombolo '3' ophawu, amagama kanye nanamachashazi
- Izinto ezihlukahlukene zasendlini ukumela imisebenzi yasemini neyasebusuku
- Okusikiwe kwamakhandlela ama-3, amalambu ama-3 kanye nezinkanyezi ezi-3
- *Ibhuku Lamaphosta*, Amaphosta 1 ne-4
- Intambo yeqembu elilodwa yeshadi lobude

1. **Iculo:** Culani *Ilanga lisesibhakabhakeni*.
2. **Ukubala ngomlomo 1–10:** Bala, gxoba ngezinyawo ushaye izandla kusukela koku-1 kuya kokuyi-10.
3. **Ukubala izinto 1–5:** Beka inombolo ehlukele yezinto ezinobukhulu obehlukele ezitsheni ezibonisa ngaphakathi. Abafundi balinganisela ukuthi zingaki ezitsheni bese bebala ukuhlola ubuqiniso bokuqagela kwabo.
4. **Ukuzejwayeza inombolo 1–3:** Beka kumata lokhu okusikiwe kwakhishwa: ikhandlela, ilambu nenkanyezi. Abafundi banikezana amathuba ukuthatha amakhandlela amathathu, izinkanyezi ezintathu kanye namalambu amathathu. Benza amaqoqo akho ngakunye bese benamathisela odongeni. Qondanisa amakhadi ophawu lwenombolo 3, amachashazi, kanye namagama eqoqweni elinezinto ezintathu. Balani iqoqo ngalinye lezinto nekilasi.

### Imibuzo ekuholayo:

- ★ Ngabe okuningi izinkanyezi noma amakhandlela?
- ★ Uma kuqathaka inkanyezi eyodwa esibhakabhakeni, zingaki izinkanyezi ezisele?
- ★ Yimaphi amaqoqo ezinto anesibalo sezinto ezilinganayo?
- ★ Ngifuna ukuba nenombolo elinganayo yamalambu kanye namakhandlela njengezinkanyezi. Yini okumele ngiyenze?

## ICEBO

Sebenzisa izinto ezisetifuleni lezibalo (ezimele imini nobusuku) noma izinto ezihlobene nendikimba yemisebenzi yokubala.

- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

**Guiding questions:**

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?



Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?



6. **Position:** Talk about Poster 4.

**Guiding questions:**

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



- ★ Uma abantu ababili becisha amalambu abo mangaki azosala ekhanya? (Susa amabili.)
- ★ Ngabe okuyingcosane ngamakhandlela yini noma ngamalambu?

5. **Ubusuku nemini:** Khuluma ngePhosta 1.

**Imibuzo ekuholayo:**

- ★ Ubani ombonayo kulesi sithombe?
- ★ Wenzani?
- ★ Ucabanga ukuthi yisikhathi sasemini noma esasebusuku? Wazi kanjani?
- ★ Siyawavula amakhethini emini? Usho ngani?
- ★ Yini oyenzayo ekuseni?
- ★ Ubezokwenzani umntwana uThami ukuba bekuyisebusuku?
- ★ Bebezokwenzani bonke ukuba bekuyisikhathi sasebusuku?



Khuluma ngePhosta 4.

- ★ Ubani okwazi ukumbona kulesi sithombe?
- ★ Wenzani?
- ★ Ucabanga ukuthi uMama uphumaphi? Wazi kanjani?
- ★ Ubani emndenini wakho oya emsebenzini emini?
- ★ Ucabanga ukuthi kusekuseni noma kuntambama?
- ★ Ucabanga ukuthi uzokwenzani okulandelayo?
- ★ Yini oyenza ntambama?
- ★ Yini oyenza kusihlwa?
- ★ Yini uMalusi acashe phansi kwetafula?



6. **Isikhundla:** Khuluma ngePhosta 4.

**Imibuzo ekuholayo:**

- ★ Uphi uGogo?
- ★ Uphi uPepper?
- ★ Uphi uMalusi?
- ★ Ngabe ukhona omunye emndenini ongene ngaphansi kwetafula? Kungani?
- ★ Yini okwazi ukuyibona phezu kwetafula?
- ★ Ucashephi uLaylah?
- ★ Kukhona isithombe esilenga odongeni Ubani osesithombeni?
- ★ Ikhona enye into esodongeni ngezansi kwesithombe?
- ★ Yini oyibonayo eduze kwesihlalo?
- ★ Ubani ongaphandle?
- ★ Ngabe uMama ungaphakathi noma ungaphandle kwendlu?

7. **Ukugxilisa isilinganiso – ukuphakama:** Ikilasi lilinganisa ukuthi ubani eqenjini elilandelayo labafundi ozoba mfishanyana noma ozoba mujana kunabafundi bayizolo. Linganisa iqembu elilandelayo labafundi bese ubhala amagama abo odongeni. Abafundi bama bafulathelane ukuqhathanisa ukuphakama kwabo.

8. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Day 5

## What you need

- Song: *The sun is in the sky* (page 198)
- 5 large star, moon and sun pictures
- Sun, moon, star, cloud, lamp and candle cut-outs
- Number 1, 2 and 3 dot, symbol, word and picture cards
- 6 chairs
- Tambourine
- Story: *Malik gets it wrong* (page 200)
- 5 night pictures and 5 day pictures

1. **Song:** Sing the song, *The sun is in the sky*. Use a sun and a moon picture to show the sun coming up and going down, and the sun and moon in the sky.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Learners count backwards from 5 to 1 and jump once on each count as you point to the number washing line.
3. **Counting objects 1–5:** Count the five stars. Count five other things on the maths table that shine at night, for example, moon, candles, lamps (use cut-outs).
4. **Practising numbers 1–3:** Hand out the number dot, picture, symbol and word cards to some learners to match with the number friezes on the wall.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.

## Guiding questions:

- ★ Who is the tallest in the class?
  - ★ Who is the shortest in the class?
  - ★ Is there anyone you live with who is very tall? Tell us about him/her.
  - ★ Is there anyone at home who is shorter than you? Tell us about him/her.
  - ★ Who is the tallest person you know?
6. **Position:** Place six chairs in front of the class. Place these pictures on the mat behind the chairs: three moons, one sun and three stars. Select learners to follow instructions.

## Guiding instructions:

- ★ Put two moons on a chair.
- ★ Put one sun next to a chair.
- ★ Put one moon under a chair.
- ★ Fetch one star. Where do you want to put the star?
- ★ Fetch two stars and tell us where you are going to put them.
- ★ What do tortoises do at night when they sleep? Learners lie down and go into their tortoise shells.



## TIP

Highlight ways in which learners may be discriminated against as this relates to physical appearance and height.

## Usuku 5

## Okudingayo

- Iculo: *Ilanga lisesibhakabhakeni* (ikhasi 199)
- Izinkanyezi ezi-5, izithombe zenyanga kanye nelanga okukhulu
- Okusikwe kwakhishwa ilanga, inyanga, izinkanyezi, amafu, ilambu kanye nekhandlela
- Amakhadi enombolo 1, 2, 3, enamachashazi, uphawu, amagama nezithombe
- Izihlalo eziyi-6
- Isigubhu
- Indaba: *UMalik wenza iphutha* (ikhasi 201)
- Izithombe ezi-5 zobusuku kanye nezithombe ezi-5 zemini

1. **Iculo:** Cula iculo, *Ilanga lisesibhakabhakeni*. Sebenzisa isithombe selanga kanye nesenyanga ukukhombisa ilanga liphuma nalapho seliyoshona, kanye nelanga nyanga esibhakabhakeni.
2. **Ukubala ngomlomo 1–10:** Abafundi babala kuya phambili kusukela koku-1 kuya kokuyi-10. Abafundi babala behlehla kusukela koku-5 kuya koku-1 bagxume kanye ekubaleni ngakunye ngenkathi ukhomba inombolo emgqeni wokweneka wezinombolo.
3. **Ukubala izinto 1–5:** Bala izinkanyezi eziyisihlanu. Bala ezinye izinto eziyisihlanu ezisetafuleni lezibalo ezikhanyayo ebusuku, isibonelo, inyanga, amakhandlela, amalambu (sebenzisa izinto ezisikwe zakhishwa).
4. **Ukuzejwayeza izinombolo 1–3:** Nikeza amakhadi anamachashazi, anezithombe, anezimpawu kanye nawamagama kubafundi abambalwa ukuqhathanisa namafrizi ezinombolo asodongeni.
5. **Isilinganiso:** Ikilasi lilinganisele ukuthi ubani eqenjini elilandelayo labafundi ozoba mfishanyana noma ozoba mujana kunabafundi bayizolo. Linganisa iqembu elilandelayo labafundi bese ubhala amagama abo odongeni. Abafundi bame bafulathelane ukuqhathanisa ukuphakama.

## Imibuzo ekuholayo:

- ★ Ubani omude kakhulu ekilasini?
- ★ Ubani omfishane kakhulu ekilasini?
- ★ Ngabe ukhona ohlala naye omude kakhulu? Sitshele ngaye.
- ★ Ngabe ukhona umuntu ekhaya omfishane kunawe? Sitshele ngaye.
- ★ Ubani umuntu omude kakhulu omaziyo?

6. **Isikhundla:** Beka izihlalo eziyisithupha phambi kwekilasi. Beka lezi zithombe kumata emuva kwezihlalo izinyanga ezintathu, ilanga elilodwa kanye nezinkanyezi ezintathu. Khetha abafundi ukulandela imiyalo.

## Imiyalo ekuholayo:

- ★ Beka izinyanga ezimbili esihlalweni.
- ★ Beka ilanga elilodwa eduze kwesihlalo.
- ★ Beka inyanga eyodwa ngaphansi kwesihlalo.
- ★ Letha inkanyezi eyodwa. Ufuna ukuyibekaphi inkanyezi?
- ★ Letha izinkanyezi ezimbili bese usitshela ukuthi uzozibekaphi.
- ★ Zenzani izimfudu ebusuku uma zilala? Abafundi balala phansi bese beya emagobolondweni abo ezimfudu.

 ICEBO

Gqamisa izindlela ezingenza abafundi bacwaseke ngazo njengoba lokhu kuhlobene nokubukeka komuntu ngayo kanye nokuphakama kwakhe.

7. **Day and night:** Tell the story, *Malik gets it wrong*.

**Guiding questions:**

- ★ What was the story about?
- ★ Did the daytime or the night-time come first in the story?
- ★ How do we know? What happened at the beginning of the story?
- ★ What happened during the night/day? Why?
- ★ What would happen if we went to school at night?

8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Integration

**Home Language and Life Skills:** Talk about which activity learners did first in the day and which will follow. Ask learners how long different activities will take to complete. The daily weather chart, days of the week and weather calendar are linked to the concept of time.

## Small group activities

### Teacher-guided activity

#### What you need

- 5 candle, 5 lamp, 5 star and 5 moon cut-outs
- 3 blankets
- Day and night pockets and pictures
- 5 different animal counters in each learner's tub (the same animals for each learner)
- 10 blocks

1. **Oral counting:** Learners count from 1 to 10. They 'walk' their fingers forwards on the floor to show 1–5, and then backwards to show 6–10.
2. **Counting objects 1–5:** Learners count the moon, lamp, candle and star cut-outs.

**Guiding questions:**

- ★ How many stars are there? If I take one away how many will be left?
- ★ If I only have three candles, but I want five candles, how many more candles do I need?
- ★ Are there more stars or more candles? How do we know?

3. **Exploring dark and light:** Learners sit underneath the blankets.

**Guiding questions:**

- ★ What does it feel like underneath the blanket?
- ★ What can you see underneath the blanket?
- ★ Why is it so dark?



**TIP**

Don't force learners to sit underneath the blankets as some may be afraid of the dark.

7. **Imini nobusuku:** Xoxa indaba ethi, *UMalik wenza iphutha.*

**Imibuzo ekuholayo:**

- ★ Indaba ibimayelana nani?
- ★ Ngabe yisikhathi sasemini noma yisikhathi sasebusuku esifike kuqala endabeni?
- ★ Sazi kanjani? Kwenzekeni ekuqaleni kwendaba?
- ★ Kwenzekeni ngesikhathi sasebusuku/sasemini? Usho ngani?
- ★ Bekungenzekani uma besingaya esikoleni ebusuku?

8. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

**Ukudidiyela**

**Ulimi Lwasekhaya NamaKhono Empilo:** Khuluma ngokuthi imuphi umsebenzi abafundi abawenze kuqala osukwini nokuthi imuphi ozolandela. Buza abafundi ukuthi imisebenzi eyehlukene izothatha isikhathi esingakanani ukuphela. Ishadi lesimo sezulu sansuku zonke, izinsuku zesonto kanye nekhulanda lesimo sezulu kuxhumene nolwazi lwesikhathi.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

**Okudingayo**

- Okusikiwe – amakhandlela ama-5, amalambu ama-5, izinkanyezi ezi-5 kanye nezinyanga ezi-5
- Obhulankethi aba-3
- Okusamaphakethe kanye nezithombe zemini nobusuku
- Izinto zokubala eziyizilwane ezi-5 ezihlukene esitsheni somfundi ngamunye (izilwane ezifanayo kumfundi ngamunye)
- Amabhulokhi ayi-10

1. **Ukubala ngomlomo:** Abafundi babala kusukela koku-1 kuya kokuyi-10. 'Bahambisa' iminwe yabo iye phambili phansi ukukhombisa oku-1–5, babuye bahlehle ukukhombisa okuyi-6–10.

2. **Ukubala izinto 1–5:** Abafundi babala inyanga, ilambu, ikhandlela kanye nenkanyezi okusikiwe kwakhishwa.

**Imibuzo ekuholayo:**

- ★ Kukhona izinkanyezi ezingaki? Uma ngithatha eyodwa zingaki ezizosala?
- ★ Uma nginamakhandlela amathathu kuphela, kodwa ngifuna amakhandlela ayisihlanu, ngidinga amanye amangaki?
- ★ Ngabe yizinkanyezi eziningi noma amakhandlela? Sazi kanjani?

3. **Ukuhlola ubumnyama nokukhanya:** Abafundi bahlala ngaphansi kobhulankethi.

**Imibuzo ekuholayo:**

- ★ Kuzwakala kanjani ukuba ngaphansi kukabhulankethi?
- ★ Yini ongayibona ungaphansi kukabhulankethi?
- ★ Yini kube mnyama kangaka?



Ungabaphoqi abafundi ukuhlala ngaphansi kobhulankethi ngoba abanye kungenzeka basabe ubumnyama.



**TIP**

Remember to give learners time to think and respond when you ask questions. Be sensitive to quieter learners who may find it difficult to speak in a group.

Ask learners to sit on top of the blankets.

- ★ How do you feel when it's dark at night?
- ★ What do you do at night when it gets dark?
- ★ Why does it feel different to be out in the light again?
- ★ What do you do in the light during the daytime that you can't do in the dark at night?

Show the day and night pictures to the group and talk about them. Spread the pictures on the mat. Learners take turns to find a day or night picture and put it in the correct pocket.



4. **Position:** Give each learner five animal counters and two blocks.

**Guiding instructions:**

- ★ Put the cow on the mat in front of you.
  - ★ Put the sheep next to the cow.
  - ★ Put the cow between the duck and the sheep.
  - ★ Put the horse on top of the block.
  - ★ Put the chicken under the block.
  - ★ Put all your animals underneath a blanket.
  - ★ Put all your animals in your tub.
5. **Height chart:** Ask learners to stand in a line from tallest to shortest. Ask the tallest learner to stand next to their name on the wall. Ask the shortest learner to stand next to their name on the wall. Ask the learner standing between \_\_\_\_\_ and \_\_\_\_\_ to go to their name. Repeat, asking for taller or shorter learners, until each learner is standing against the height chart.



**Check that learners are able to:**

- sort pictures into day or night
- position themselves against the height chart
- follow instructions about positions: on, under, on top of, below, next to, between

## ICEBO

Khumbula ukunika abafundi ithuba lokucabanga baphendule uma ubabuza imibuzo. Yiba nozwelo kubafundi abathulayo abangakuthola kunzima ukukhuluma eqenjini.

Cela abafundi ukuba bahlale ngaphezu kobhulankethi.

- ★ Uzizwa kanjani uma sekumnyama ebusuku?
- ★ Yini oyenzayo ebusuku uma sekuqala ukuba mnyama?
- ★ Yini kuzwakale kunomehluko ukuphinde uphumele ekukhanyeni futhi?
- ★ Yini oyenzayo ekukhanyeni ngesikhathi sasemini ongeke wakwazi ukuyenza ebumnyameni ebusuku?

Khombisa iqembu izithombe zemini kanye nobusuku bese nikhuluma ngazo. Yendlala izithombe kumata. Abafundi banikezana amathuba ukuthola isithombe semini noma sobusuku bese besifaka ephaketheni elifanele.



4. **Isikhundla:** Nikeza umfundi ngamunye izinto zokubala eziyizilwane kanye namabhulokhi amabili.

**Imiyalo ekuholayo:**

- ★ Beka inkomo kumata ngaphambi kwakho.
  - ★ Beka imvu eduze kwenkomo.
  - ★ Beka inkomo phakathi kwedada nemvu.
  - ★ Beka ihhashi ngaphezu kwebhulokhi.
  - ★ Beka inkukhu ngaphansi kwebhulokhi.
  - ★ Donsa zonke izilwane ezingaphansi kukabhulankethi.
  - ★ Faka zonke izilwane zakho esitsheni sakho.
5. **Ishadi lobude:** Cela abafundi bame emgqeni kusukela komude kakhulu kuya komfishane kakhulu. Cela umfundi omude kunabo bonke ukuba ame eduze kwegama lakhe elisodongeni. Cela umfundi omfishane kunabo bonke ukuba ame eduze kwegama lakhe elisodongeni. Cela umfundi ome phakathi kwa-\_\_\_\_\_ kanye no-\_\_\_\_\_ ukuba aye egameni lakhe. Phinda, ukucela abafundi abajana noma abafishanyana, umfundi ngamunye aze ame ancike eshadini lobude.



**Hlola ukuthi abafundi bayakwazi uku-:**

- hlunga izithombe ngokwemini noma ngobusuku
- thatha izikhundla ngakwishadi lobude
- landela imiyalo emayelana nezikhundla: phezu, ngaphansi, phezu kwa-, ezansi, eduze na-, phakathi nendawo

## Workstation 1

### What you need

- Scissors, glue, crayons
- Magazines, newspapers, advertising pamphlets
- A day and night page for each learner

Learners draw or cut out day- and night-themed pictures. They glue them to the correct side of the page.



## Workstation 2

### What you need

- Crayons
- Paper for each learner



Learners draw a picture of their family members from the tallest to the shortest.

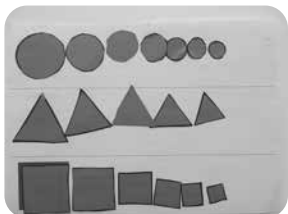
## Workstation 3

### What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue



Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

## Workstation 4

### What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.



## Isiteshi sokusebenzela 1

### Okudingayo

- Isikelo, iglu, amakhrayoni
- Omagazini, amaphephandaba, amaphepha okukhangisa
- Ikhasi lomfundi ngamunye elinemini nobusuku

Abafundi badweba noma basike bakhiphe izithombe ezinendikimba yemini nobusuku. Bazinamathisela ohlangothini olufanele lwekhasi.



## Isiteshi sokusebenzela 2



### Okudingayo

- Amakhrayoni
- Iphepha lomfundi ngamunye

Abafundi badweba izithombe zamalungu emindeni yabo kusukela komude kakhulu kuya komfishane kakhulu.

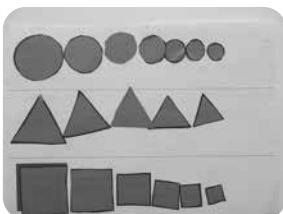
## Isiteshi sokusebenzela 3



Sika ukhiphe izimo zabafundi abadinga ukulekelelwa.

### Okudingayo

- Izithombe zezindilinga, onxantathu kanye nezikwele okwehlukene ngobukhulu nemibala
- Isikelo kanye neglu



Abafundi basika bakhiphe izindilinga, onxantathu kanye nezikwele okunobukhulu nemibala okwehlukene, bese bekunamathisela kusukela kokukhulu kakhulu kuya kokuncane kakhulu.

## Isiteshi sokusebenzela 4

### Okudingayo

- amasethi ama-5 ezithombe ezi-5 zokuqondanisa imini nobusuku – e-1 kubafundi ngababili

Ngababili, abafundi baqondanisa izithombe zemini nobusuku. Bakhipha isethi bese bethatha enye aze aphelele wonke ayisihlanu.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Numbers in familiar contexts
- Describe, compare and order numbers
- Problem solving
- Direction

## New knowledge

- Zero
- Estimation
- Direction: up and down
- Problem solving
- Numbers in familiar contexts

## Practise

- Counting forwards 1–10
- Counting backwards 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Circle, square and triangle
- Six-piece puzzles

## New maths vocabulary

before  
after  
guess

estimate  
more  
less

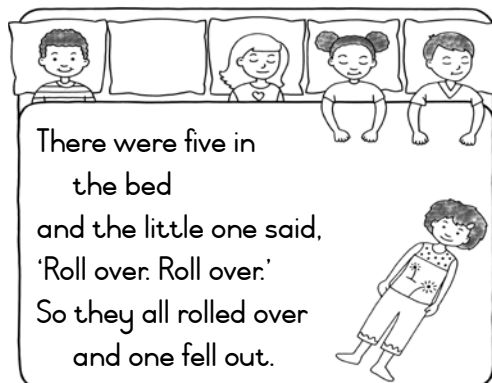
one more  
one less  
up

down  
zero

## Getting ready

For the activities this week, you will need to prepare the following:

- group symbol cards
- 5 pegs, each with a number 1–5 written on it
- 5 boxes: box 1 has any 10 small objects in it; box 2 has number symbol cards 1–3; box 3 has number word cards one, two and three; box 4 has dot cards 1–3; box 5 has number picture cards 1–3
- a poster with *Five in a bed* lyrics written on the bed 'cover', number symbol cards that can be removed and 5 cut-out pictures of children



- 3 see-through containers with 5, 3 and 1 objects respectively
- 2 large arrow cut-outs
- tambourine or other musical instrument
- percussion instruments for about 21 learners, for example, sticks, blocks, cans, buckets, plastic bottles filled with rice, beans, stones
- 3 hula hoops.

# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Izinombolo ezimweni eziwayelekile
- Chaza, qhathanisa bese uhlunga izinombolo
- Ukuxazulula inkinga
- Inkomba

## Ulwazi olusha

- Uziro
- Ukulinganisela
- Inkomba: phansi naphezulu
- Ukuxazulula izinkinga
- Izinombolo ezimweni eziwayelekile

## Zejwayeze

- Ukubala uya phambili 1–10
- Ukubala uhlehla 5–1
- Ukubala izinto 1–5
- Ukulandelanisa izinombolo 1–3
- Ulwazi lwezinombolo 1–3
- Indilinga, isikwele kanye nonxantathu
- Amaphazili anezingcezu eziyisithupha

## Ulwazimagama olusha olusetshenziswa ezibalweni

ngaphambili  
ngemuva  
qagela

linganisela  
okuningi  
okuncane

okuningi ngokukodwa  
okuncane ngokukodwa  
phezulu

phansi  
iqanda/uziro

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amakhadi amaqembu ezimpawu
- amaphekisi ayi-5, ngalinye libhalwe izinombolo 1–5
- amabhokisi ama-5: ibhokisi 1 linanoma yiziphi izinto eziyi-10 kulona; ibhokisi 2 linamakhadi ezimpawu zezinombolo 1–3; ibhokisi 3 linamakhadi amagama ezinombolo kunye, kubili, kuthathu; ibhokisi 4 linamakhadi anamachashazi 1–3; ibhokisi 5 linesithombe zezinombolo 1–3
- iphosta enamagama eculo *Zinhlanu embhedeni* abhalwe 'kukhava' yombhede, amakhadi ezimpawu zezinombolo angasuswa kanye nezithombe eziyi-5 ezisikiwe zakhishwa zezingane
- izitsha ezibonakalisa phakathi ezi-3 zibe nezinto ezi-5, ezi-3, kanye ne-1 ngokulandelana
- imicibisholo esikwe yakhishwa emikhulu emi-2
- isigubhu noma ezinye izinsimbi zokudlala umculo
- izinsimbi zomculo wephekheshini (njengokusakubhulwa nokuxukuzwa) zabafundi abangaba ama-21, izibonelo, izinti, amabhulokhi, amathini, amabhakede, amabhodlela epulastiki agcwele irayisi, ubhontshisi, amatshe
- amahulahuphu ama-3.



## Whole class activities

### Day 1



#### TIP

Remember to use the toilet routine to practise ordinal numbers and position.

#### What you need

- Group symbol cards
- 3 numbered pegs
- 5 boxes of items (see 'Getting ready')
- Tambourine or other musical instrument
- Percussion instruments for 21 learners
- 3 hula hoops

1. **Oral counting:** Ask groups of five learners to stand and count from 1 to 10 as you show them their group symbol cards. Learners count backwards from 5 to 1 and sit as you touch them individually on the shoulder.
2. **Counting numbers 1–5:** Learners sit in a circle. Show learners the box that has ten objects in it. Count five objects together as you take them out of the box. Count the remaining objects to make a second group of five objects.
3. **Ordering and matching groups of 1–3:** Ask one learner to fetch one object, one to fetch two objects and one to fetch three objects. Ask these three learners to arrange their groups of objects in order from 1 to 3 on the mat.

Three other learners fetch dot cards and match the groups. Another three fetch number symbol cards and match the correct group. Another three learners fetch number word cards and match them to groups of objects.

#### Guiding questions:

- ★ Are there more objects in this group or in this group? How do we know?
- ★ Which group has the most objects? Which has the fewest?

Ask three learners to put the numbered pegs 1, 2 and 3 in order onto the three empty boxes on the maths table. Ask another learner to collect all the things belonging to the number 1 group and to put them into the correct box. Repeat with 2 and 3.

4. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

# Imisebenzi yekilasi lonke

## Usuku 1



Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukuzejwayeza izinombole ezisho isikhundla kanye nokuma kwazo esikhundleni.

### Okudingayo

- Amakhadi ezimpawu zeqembu
- Amaphekisi ama-3 anezinombolo
- Amabhokisi ama-5 ezinto (bheka 'Ukuzilungiselela')
- Isigubhu noma ezinye izinsimbi zokudlala umculo
- Izinsimbi zomculo wephekhashini zabafundi abangaba ama-21
- Amahulahuphu ama-3

1. **Ukubala ngomlomo:** Cela abafundi babe yiqembu labayisihlanu basukume bese bebala kusuka koku-1 kuya kokuyi-10, ube ubakhombisa amakhadi ezimpawu zamaqembu abo. Abafundi babale bahlele kusukela koku-5 kuya koku-1 bese behlala lapho usubathinta ngamunye ehlobo.
2. **Ukubala izinto 1–5:** Abafundi bahlala benze indilinga. Khombisa abafundi ibhokisi elinezinto eziyishumi kulona. Balani izinto eziyisihlanu ndawonye ngenkathi uzikhipha ebhokisini. Bala izinto ezisele ukwenza iqoqo lesibili lezinto eziyisihlanu.
3. **Ukuhlunga kanye nokuqondanisa amaqoqo oku-1–3:** Cela umfundi oyedwa athathe into eyodwa, omunye athathe izinto ezimbili bese omunye athathe izinto ezintathu. Cela laba bafundi balungise amaqoqo ezinto zabo kusukela koku-1 kuya koku-3 bazihlele kumata. Abanye abafundi abathathu mabathathe amakhadi anamachashazi baqondanise namaqoqo. Abanye abathathu bathathe amakhadi ezimpawu zezinombolo bese beqondanisa neqoqo eliyilo. Abanye abafundi abathathu balande amakhadi anamagama ezinombole bese bewaqondanisa namaqoqo ezinto.

### Imibuzo ekuholayo:

- ★ Ngabe izinto ziningi ngokungaphezulu kuleli qoqo elingapha noma kuleli elinye? Sazi kanjani?
- ★ Iliphi iqoqo elinezinto eziningi kakhulu? Iliphi elinezinto ezimbalwa kakhulu?

Cela abafundi abathathu babeke amaphekisi anezinombolo 1, 2 no-3 ahleleke ngendlela phezu kwamabhokisi amathathu angenalutho etafuleni lezibalao. Cela omunye umfundi aqoqe zonke izinto ezihambisana neqoqo lenombolo 1 bese ezifaka ebhokisini eliyilo. Phinda ngenombolo 2, nenombolo 3.

4. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini ezine zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.

## Day 2

## What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- 2 sets of number 1–3 number word, symbol and dot cards
- Set of dot and number symbol cards (*Resource Kit*)
- 2 clear containers, one with 3 fruit counters and the other with 5 fruit counters
- Tambourine

1. **Song:** Introduce the song, *Five in a bed*.
2. **Oral counting:** Learners stand in a circle and count from 1 to 10 as they skip together. They stop and face the front of the class. They count backwards from 5 to 1, sitting on 1.
3. **Counting objects 1–5:** Show learners the *Five in a bed* poster. Count the five empty beds on the poster. Ask learners to count the cut-outs of children as you put them into bed.

**Guiding questions:**

- ★ How many children can you see in the bed?
- ★ How many children are there if I put one more in? And then another one?

Take one cut-out child out of the bed as you count backwards.

- ★ How many children would be left in the bed if one fell out?
- ★ If two children fell out of the bed, how many would be left?

4. **Matching numbers 1–3 game:** Choose nine learners. The others stand in a circle around them. Keep a set of number 1–3 cards and hand the other set out to nine learners. Place three hula hoops on the mat with a number symbol 1, 2 or 3 inside each one. Beat the tambourine. When the music stops, hold up any card. Learners check their cards and jump into the hula hoop if their card corresponds to the number you are holding up. Continue in this way for all the numbers. Repeat with other learners.
5. **Estimate and count 1–5:** Show the two containers with fruit counters.

**Guiding questions:**

- ★ How many fruit counters do you think there are in this container?
- ★ And in this container?
- ★ Which container do you think has the most fruit counters in it?
- ★ How do you know?

Show the container with five fruit counters in it.

- ★ How many fruit counters do you think are in this container?
- ★ Do you think there are more/fewer than three fruit? Let's count.
- ★ Did anyone guess this number correctly?

## Usuku 2

## Okudingayo

- Iculo: *Zinhlanu embhedeni* (ikhasi 201)
- Iphosta ethi, *Zinhlanu embhedeni* nokwezingane okusikwe kwakhishwa
- Amasethi ama-2 ezinombolo zamagama 1–3, amakhadi ezimpawu kanye nawamachashazi
- Isethi yamakhadi anamachashazi nezimpawu zezinombolo (*Ikhithi Yezinsiza*)
- Izitsha ezi-2 ezikhanyayo esisodwa sibe nezinto zokubala eziyizithelo ezi-3, kanti esinye sibe nezinto zokubala eziyizithelo ezi-5
- Isigubhu

1. **Iculo:** Yethula iculo, *Zinhlanu embhedeni*.
2. **Ukubala ngomlomo:** Abafundi bama babe yindilinga bese bebala kusukela koku-1 kuya kokuyi-10 bebe beqa bendawonye. Bayayeka bese bema babheke phambi kwekilasi. Babala bahlehle kusuka koku-5 kuze kufike koku-1, bahlale-ke nxa sebefike koku-1.
3. **Ukubala izinto 1–5:** Khombisa abafundi iphosta ethi, *Zinhlanu embhedeni*. Bala imibhede engenalutho kule phosta. Cela abafundi kuthi babale izingane ezisikwe zakhishwa ngesikhathi uzibeka embhedeni.

**Imibuzo ekuholayo:**

- ★ Zingaki izingane ongazibona embhedeni?
- ★ Zingaki izingane ezilapho uma ngifaka eyodwa futhi? Uma kungafika eyodwa futhi?

Thatha okusikwe kwakhishwa okuyingane ukususe embhedeni ngenkathi ubala uhlehla.

- ★ Kuzosala izingane ezingaki embhedeni uma eyodwa isiphumile?
- ★ Uma izingane ezimbili ziphuma embhedeni, zingaki ezizosala?

4. **Imidlalo yokuqondanisa izinombolo 1–3:** Khetha abafundi abayisishiyagalolunye. Abanye bame benze isikokela babazungeze. Gcina isethi yamakhadi enezinombolo 1–3 bese unika abafundi abayisishiyagalolunye enye isethi. Beka amahulahuphu amathathu kumata abe nophawu lwenombolo 1, 2 noma 3 ngaphakathi kwehulahuphu ngayinye. Shaya isigubhu. Uma umculo uthula, phakamisa noma iliphi ikhadi. Abafundi babheka amakhadi abo bese begxuma bangene kuhulahuphu uma ikhadi labo lihambelana nenombolo oyiphakamisile. Qhubeka ngale ndlela kuzo zonke izinombolo. Phinda nangabanye abafundi.
5. **Linganisela bese ubala oku-1–5:** Khombisa izitsha ezimbili zezinto zokubala eziyizithelo.

**Imibuzo ekuholayo:**

- ★ Zingaki izitsha zezinto zokubala eziyizithelo ocabanga ukuthi zikulesi sitsha?
- ★ Nakulesi sitsha?
- ★ Isiphi isitsha ocabanga ukuthi sinezinto eziningi zokubala eziyizithelo?
- ★ Wazi kanjani?

Khombisa isitsha esinezinto zokubala eziyisihlanu kusona.

- ★ Zingaki izinto zokubala eziyizithelo ocabanga ukuthi zikulesi sitsha?
- ★ Ucabanga ukuthi ziningi/zibalwa kunezithelo ezintathu? Ake sibale.
- ★ Ukhona oyiqagele ngokuyiyo le nombolo?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

### Day 3

#### What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

#### Guiding questions:

- ★ How many objects do you think are here? (Count together.)
  - ★ If I take one away, how many will be left? (Count together.)
  - ★ If I take two away, how many are left? (Count together.)
  - ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)
5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other arrow down and ask which way it is pointing. Point the arrows to show the direction (up or down) that the birds are flying. Put the arrows on the wall to show the birds' direction. When you point the arrow up, learners stand up. When you point the arrow down, learners sit down.



Khombisa isitsha esinezinto zokubala zezithelo ezintathu kusona.

- ★ Zingaki izinto zokubala zezithelo ocabanga ukuthi ziphakathi la? Asizibale.

Khiphela izinto zokubala eziyizithelo ngaphandle kwesitsha. Zibeke ndawonye njengoba zinjalo ezitsheni.

- ★ Iliphi iqoqo elinezithelo eziningi?

6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi ezitsheni zokusebenzela kanye nenqubo yokuqoqa.

### Usuku 3

#### Okudingayo

- Iculo: *Zinhlanu embhedeni* (ikhasi 201)
- Iphosta ethi, *Zinhlanu embhedeni* nokwezingane okusikwe kwakhishwa
- Ubhulankethi/ishidi
- Amaphekisi anezinombolo 1–5
- Amakhadi ezilwane 1–3 (*Ikhithi Yezinsiza*)
- Izinto ezi-5 ezihlobene nendikimba
- Imicibisholo emikhulu emi-2 esikiwe yakhishwa
- Amakhasi ama-2 awu-A-4 nomdwebo wenyoni ekhasini ngalinye

1. **Iculo:** Cula iculo, *Zinhlanu embhedeni*.
2. **Ukubala ngomlomo:** Yima bese ubala uya phambili kusukela koku-1 kuya kokuyi-10. Qoshama bese ubala uhlehla kusukela koku-5 kuya koku-1, ugxume uma usufika koku-1.
3. **Ukubala izinto 1–5:** Bala izingane ezisembhedeni. Bala izingane eziyisihlanu ezizolingisa kuleli culo. Izingane zilala phansi zenze uhla. Zimboze ngobhulankethi noma ishidi. Cula iculo ngenkathi seziphuma embhedeni ngayinye ngayinye. Abasekilasini babala ngezinombolo 1–5 ngenkathi izingane ziphuma.
4. **Ukuxazulula izinkinga ngezinto 1–5:** Beka izinto ozikhethile kumata.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto ocabanga ukuthi zilapha? (Balani ndawonye.)
  - ★ Uma ngithatha eyodwa ngiyisusa, kuzosala ezingaki? (Balani ndawonye.)
  - ★ Uma ngithatha ezimbili ngizisusa, kuzosala ezingaki? (Balani ndawonye.)
  - ★ Zingaki okumele ngizibuyisele ukuze kube nezinto eziyisihlanu kumata futhi? (Balani ndawonye ngenkathi nibuyisela izinto.)
5. **Izinkomba – phezulu, phansi:** Uma uthi ‘phezulu’, abafundi bakhomba phezulu kusilingi kanti uma uthi ‘phansi’, bakhombe phansi. Khetha umfundi ame ngaphambili. Uma ephakamisa izandla zakhe, abafundi basukume. Uma ezehlisa izandla zakhe, abafundi bahlale phansi. Phinda nangabanye abafundi ababili.  
Beka isithombe esisodwa senyoni ekuphakameni okufinyelela kukho ikhanda bese esinye usibhekisa phansi ezansi nodonga. Khombisa abafundi imicibisholo eya phezulu kanye neya phansi. Khomba umcibisholo phezulu bese ubuza ukuthi ukhomba kuphi umcibisholo. Khomba omunye umcibisholo phansi bese ubuza ukuthi ukhomba kuphi. Khomba imicibisholo ukutshengisa izinkomba (phezulu noma phansi) lapho izinyoni zindiza. Beka imicibisholo odongeni ukhombise lapho izinyoni ziya ngakhona. Uma ukhomba umcibisholo phezulu, abafundi basukume. Uma ukhomba umcibisholo phansi, abafundi bahlale phansi.

- Practising 1–3:** Show the animal cards 1–3. Hold them ‘up’ or ‘down’ and learners say ‘one elephant up’, ‘two zebras down’, and so on.
- Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 4

### What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket
- Number 1–3 symbol and dot cards
- *Poster Book, Poster 1*
- Tambourine

- Song:** Sing the song, *Five in a bed*.
- Oral counting:** Girls count forwards from 1 to 5. Boys count from 6 to 10. All learners count backwards from 5 to 1 and clap on 1.
- Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
- Practising numbers 1–3:** Learners move to the beat of the tambourine. When the music stops, show a number 1, 2, or 3 number symbol or dot card. Learners make groups according to the card that has been shown.
- Problem solving – more and less:** Talk about Poster 1. Learners use their fingers to show the correct number to answer your questions.



### TIP

It is important to include parents/ caregivers in their children’s development. Encourage parents to be involved and support their children’s mathematical learning at home and in the community.



- ★ How many people are in the kitchen?
  - ★ If one goes outside, how many would we see?
  - ★ How many animals are there?
  - ★ How many chairs are there? How many bowls? How many spoons?
  - ★ How many mugs can you see in the picture?
  - ★ How many mugs are on the table?
  - ★ How many other mugs can you see?
  - ★ How many plates do you see?
  - ★ How many blocks do we need for each person in this picture to have one?
- Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

6. **Ukuzejwayeza 1–3:** Khombisa amakhadi ezilwane 1–3. Waphakamise akhombe 'phezulu' noma 'phansi' bese abafundi bethi 'indlovu eyodwa phezulu', 'amadube amabili phansi', njalo njalo.
7. **Imsebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 4

### Okudingayo

- Iculo: *Zinhlanu embhedeni* (ikhasi 201)
- Iphosta ethi, *Zinhlanu embhedeni* nokwezingane okusikwe kwakhishwa
- Ubhulankethi
- Amakhadi enombolo 1–3 anophawu namachashazi
- *Ibhuku Lamaphosta*, Iphosta 1
- Isigubhu

1. **Iculo:** Cula iculo, *Zinhlanu embhedeni*.
2. **Ukubala ngomlomo:** Amantombazane abala kuya phambili kusuka koku-1 kuya koku-5. Abafana babala kusukela kokuyisi-6 kuya kokuyi-10. Bonke abafundi babala bahlehle kusuka koku-5 kuya koku-1 bese beshaya izandla koku-1.
3. **Ukubala izinto 1–5:** Bala abafundi abayisihlanu ukuba bazokwenza samdlalo iculo njengasoSukwini 3.
4. **Ukuzejwayeza izinombolo 1–3:** Abafundi benza umnyakazo wesigqi sesigubhu. Uma umculo uthula, khombisa ikhadi lophawu lwezinombolo 1, 2 noma 3 noma elinamachashazi. Abafundi benza amaqembu kuhambisane nekhadi eselikhonjisiwe.
5. **Ukuxazulula izinkinga – okuningi (ngaphezulu) kanye nokuncane (ngaphansi):** Khuluma ngePhosta 1. Abafundi basebenzisa iminwe ukukhombisa inombolo eyiyo ukuphendula imibuzo yakho.

### ICEBO

Kubalulekile ukubandakanya abazali/abanakekeli bezingane ekukhulisweni kwezingane zabo. Khuthaza abazali ukubamba iqhaza futhi balekelele izingane ekufundeni izibalo ekhaya kanye nasemphakathini.



- ★ Bangaki abantu abasekhishini?
  - ★ Uma oyedwa ephumela phandle, bangaki esingababona?
  - ★ Zingaki izilwane ezilapho?
  - ★ Zingaki izihlalo ezikhona? Zingaki izindishi? Zingaki izipunu?
  - ★ Zingaki izimagi ozibonayo esithombeni?
  - ★ Zingaki izimagi ezisetifuleni?
  - ★ Zingaki ezinye izimagi ozibonayo?
  - ★ Mangaki amapuleti owabonayo?
  - ★ Mangaki amabhulokhi esiwadingayo ukuze umuntu ngamunye okulesi sithombe abe nelilodwa?
6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Day 5

## What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A collection of 10 everyday objects
- Number 1–3 symbol, dot and word cards

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1. Then all sit down.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Give each learner a number symbol, word or dot card. They don't show their cards to each other. They move around until they find the other learners with matching numbers.
5. **Using numbers in familiar contexts:** Look for numbers in the classroom. Learners point to the number.

**Guiding questions:**

★ What numbers can you see in the classroom?  
Look at the birthday chart and discuss learners' birthdays.

- ★ How old are you?
- ★ When is your birthday? What date is your birthday?
- ★ Can you show me that number on the calendar?

Learners point to their picture and say their birth date.

6. **Practising position and direction:** Play 'Sizwe says'. Learners follow the 'Sizwe says' actions. If you don't say 'Sizwe says' then learners must keep still and not do the action.

**Guiding instructions:**

- ★ Put your hands behind your back.
- ★ Put your hands on your head.
- ★ Put this hand in front of this shoulder.
- ★ Stretch up and turn.
- ★ Bend down and touch your toes.

**TIP**

Identifying numbers in familiar contexts can be done during routine times, between activities and in games, for example, when using the register, playing card games, and doing weather and calendar activities.

**TIP**

Use actions that encourage midline crossing. Focus on positional words such as: this side, that side, up, down, on, under, on top, below, next to, between, in, out, inside, forwards, backwards, in front of, behind.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Usuku 5

## Okudingayo

- Iculo: *Zinhlanu embhedeni* (ikhasi 201)
- Iphosta ethi, *Zinhlanu embhedeni* nokwezingane okusikwe kwakhishwa
- Iqoqo lezinto eziyi-10 zansuku zonke
- Uphawu lwezimbobo 1–3 amakhadi anamachashazi kanye nanamagama

1. **Iculo:** Cula iculo, *Zinhlanu embhedeni*.
2. **Ukubala ngomlomo:** Yima bese ubala uya phambili kusukela koku-1 kuya kokuyi-10. Qoshama bese ubala uhlehle kusukela koku-5 kuya koku-1, ugxume uma usukoku-1. Bonke bese behlala phansi.
3. **Ukubala izinto 1–5:** Bala abafundi abayisihlanu bazokwenza samdlalo iculo njengasoSukwini 3.
4. **Ukuzejwayeza izimbobo 1–3:** Nikeza umfundi ngamunye ikhadi elinophawu lwenombolo, igama noma ichashazi. Bangakhombisani amakhadi abo. Bahamba bazungeze baze bamthole omunye umfundi onezinombolo ezihambisanayo nokwabo.
5. **Ukusebenzisa izimbobo ezimweni ezijwayelekile:** Bheka izimbobo ezisekilasini. Abafundi bakhomba inombolo.

## Imibuzo ekuholayo:

- ★ Yiziphi izimbobo ozibonayo ekilasini?  
Buka ishadi losuku lokuzalwa bese nixoxa ngezinsuku zokuzalwa zabafundi.
- ★ Uneminyaka emingaki?
- ★ Lunini usuku lwakho lokuzalwa? Lumhla zingaki usuku lwakho lokuzalwa?
- ★ Ungangikhombisa leyo nombolo ekhalendeni?  
Abafundi mabakhombe izithombe zabo bese besho izinsuku zabo zokuzalwa.

6. **Ukuzejwayeza isikhundla kanye nezinkomba:** Dlala ukuthi, 'USizwe uthi'. Abafundi balandele iminyakazo yomdlalo 'USizwe uthi'. Uma ungashongo ukuthi 'USizwe uthi' abafundi bayama banganyakazi.

## Imiyalo ekuholayo:

- ★ Beka izandla zakho emhlané wakho.
- ★ Beka izandla zakho ekhanda lakho.
- ★ Beka lesi sandla ngaphambi kwaleli hlombe.
- ★ Zelule uye phezulu bese ujika.
- ★ Goba uye phansi bese uthinta izinzwane zakho.



## ICEBO

Ukuhlonza izimbobo ezimweni ezijwayelekile kungenziwa ngezikhathi zezinqubo ezejwayelekile nje, phakathi nemisebenzi kanye nasemidlalweni, isibonelo uma usebenzisa irejista, ukudlala imidlalo yamakhadi, nalapho kwenziwa imisebenzi yesimo sezulu kanye nekhanda.



## ICEBO

Sebenzisa iminyakazo ekhuthaza ukweqa umugqa ophakathi nendawo. Gxila emagameni esikhundla anjengokuthi: ngakuleli cala, kulelo cala, phezulu, phansi, phezu, ngaphansi, phezu kwa-, ngezansi, eduze kwa-, phakathi nendawo, phakathi, phandle, ngaphakathi, phambili, emuva, phambi kwa-, emuva kwa-.

7. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Small group activities

### Teacher-guided activity

#### What you need

- 6 small toy cars
- 3 cardboard boxes with openings cut out for cars to 'drive' into
- Number 1–3 word, dot and symbol cards
- A tub for each learner with number 1–3 symbol, word and dot cards, and 6 fruit counters (from the *Resource Kit*)
- A clear container with no more than 5 fruit counters
- 2 large round plastic lids for each learner

1. **Oral counting 1–10:** Learners clap as they count from 1 to 10. Learners tap the mat as they count backwards from 5 to 1.
2. **Matching number symbols to cars:** Make garages by placing three cardboard boxes in a row with the openings facing the learners. Display a 1, 2 or 3 number symbol card on top of each box. Give three learners number 1–3 dot cards. They choose the correct number of cars to match their dot cards and park their cars in the correct garage.

#### Guiding questions:

- ★ Where are you going to park your car/s? Why?
  - ★ How many cars should you park in this garage?
  - ★ Which garage has more/fewer cars?
  - ★ Which garage has two cars in it?
3. **Matching numbers and fruit counters:** Give each learner a tub. They pack out the counters in order from 1 to 3. Then they match the number symbol, word and dot cards.

#### Guiding questions:

- ★ How many fruit counters do you have in each group?
  - ★ Can you show me the group that has two fruits in it?
  - ★ What number comes after 2? Show me the group with that number.
- Focus on the group with three counters:
- ★ Give me one fruit. How many fruit do you have now?
  - ★ Does the group of fruit still match the number cards?
  - ★ How many fruit do I need to give you to make that number again?
4. **Estimating:** Place fruit counters (not more than five) in a clear container. Ask learners to estimate how many there are. Then count the items.
  5. **Shake and break:** Show the learners the three fruit counters in your hands. Count them. Play 'Shake and break' with the fruit counters.



### TIP

Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

#### Guiding questions:

- ★ How many fruit counters do I have in this hand? And in this hand?
- ★ When I put them together how many do I have?

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Izimoto ezincane ezingamathoyizi eziyi-6
- Amabhokisi ekhadibhodi ama-3 avuliwe asikwa ukuze izimoto zikwazi 'ukungena' ngaphakathi
- Amakhadi enombolo 1–3, anamagama, amachashazi nophawu
- Isitsha somfundi ngamunye esinezimpawu zezinombolo 1–3,
- amakhadi amagama kanye nawamachashazi kanye nezinto zokubala zezitsha zezithelo (eziphuma ku-*Khithi Yezinsiza*)
- Isiqukathi esikhanyayo esinezinto zokubala zezithelo ezingekho ngaphezu kwezi-5
- Izivalo ezi-2 ezinkulu zepulastiki zomfundi ngamunye

1. **Ukubala ngomlomo 1–10:** Abafundi bashaya izandla ngenkathi bebala kusukela koku-1 kuya kokuyi-10. Abafundi bashaya umata kancane ngonyawo ngenkathi bebala behlehla kusukela koku-5 kuya koku-1.
2. **Ukuziqondanisa nezimoto izimpawu zezinombolo:** Yenza amagalaji ngokubeka amabhokisi amakhadibhodi amathathu emgqeni, indawo evulekile ibheke ngakubafundi. Bukisa amakhadi ezimpawu zezinombolo 1, 2 noma 3 ngaphezu kwebhokisi ngalinye. Nika abafundi abathathu amakhadi anamachashazi ezinombolo 1–3. Bakhetha inombolo yezimoto eyiyo ukuqondanisa namakhadi abo anamachashazi bese bepaka izimoto zabo emagalaji ayiwo.

#### Imibuzo ekuholayo:

- ★ Uzoyipakaphi imoto noma izimoto zakho? Ukusho ngani?
  - ★ Zingaki izimoto ongazipaka kuleli galaji?
  - ★ Yiliphi igalaji elinezimoto eziningi/ezimbalwa?
  - ★ Yiliphi igalaji elinezimoto ezimbili kulona?
3. **Ukuqondanisa izinombolo nezitsha zezithelo:** Nikeza umfundi ngamunye isitsha. Bafaka izinto zokubala ezitsheni ngokulandelana kusukela koku-1 kuya koku-3. Baqondanisa amakhadi anezimpawu zezinombolo, amagama kanye namachashazi.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala zezithelo onazo eqoqweni ngalinye?
- ★ Ungangikhombisa iqoqo elinezithelo ezimbili?
- ★ Iyiphi inombolo eza emuva kweyesi-2? Ngikhombise iqoqo elinalayo nombolo.

Gxila eqoqweni elinezinto zokubala ezintathu:

- ★ Nginike isithelo esisodwa. Zingaki izithelo osunazo manje?
- ★ Ngabe iqoqo lezithelo lisahambelana namakhadi ezinombolo?
- ★ Zingaki izithelo okumele ngikunike zona ukwenza leyo nombolo futhi?

4. **Ukulinganisa:** Beka izinto zokubala zezithelo (zingabi ngaphezu kweziyisihlanu) esitsheni esikhanyayo. Cela abafundi balinganisele ukuthi zingaki. Bese nizibala.

5. **Xukuza bese wehlukana:** Khombisa abafundi izinto zokubala zezithelo ezisesandleni sakho. Zibale. Dlala umdlalo 'Xukuza bese wehlukana' ngezinto zokubala zezithelo.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala zezithelo engiziphethe kulesi sandla? Kanti kulesi?
- ★ Uma ngizibeka zonke ndawonye senginezingaki?



### ICEBO

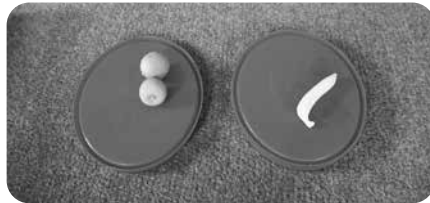
Ukulinganisa  
kuwukuzama  
ukuqagela inombolo  
ngokusondela  
ekunembeni.  
Ukuqagela  
okungalawuleki  
akusiyikho  
ukulinganisa.



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



6. **Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
7. **Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



#### Check that learners are able to:

- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3

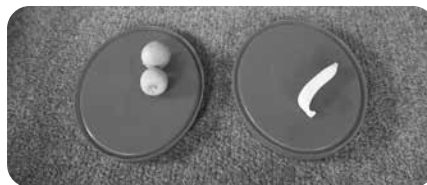




Abafundi babala izinto zokubala zezithelo ezintathu ezitsheni zabo bese bezibeka kumata ongaphambi kwabo. Nikeza umfundi ngamunye izivalo ezimbili. Dlalani ndawonye umdlalo 'Xukuza bese wehlukanisa': Abafundi babeka izinto zabo zokubala ezivalweni zabo ezimbili ngoba 'sebezephulile' bese benikana amathuba ukusho ukuthi banezingaki esivalweni ngasinye.

- ★ Uzihlukanise kanjani izinto zakho zokubala?
- ★ Unezingaki esivalweni ngasinye?
- ★ Ezobani ezifanayo? Ubani owenze into ehluke? Kungani zifane/zehluke?

Phinda, ucele abafundi ukuba bahlukanise izinto zokubala ngezindlela eziningi ngokungenzeka.



6. **Ukwethula uziro:** Uma umfundi engenazo izinto zokubala esivalweni esisodwa kube kuneziyisihlanu kwesinye isivalo, xoxani ngesivalo esingenalutho. Khulumani ngokungabi nalutho noma uziro esivalweni esisodwa kanye nokuyisihlanu kwesinye isivalo.
7. **Inkomba:** Dlala umdlalo usebenzisa imicibisholo yamakhadi. Abafundi balandela ukuya phezulu kanye nokuya phansi besebenzisa iminwe yabo, izingalo, imilenze kanye nemizimba.



### Hlola ukuthi abafundi bayakwazi uku:-

- linganisela isibalo sezinto
- sebenzisa amasu okuxazulula izinkinga: ukubala konke
- hlonza okukodwa okuningi (okungaphezudlwana) kanye nokukodwa okuncane (okungaphansana) eqoqweni lezinto
- landela izinkomba ukuya phezulu kanye naphansi
- ukuhlonza kanye nokulandelanisa amaqoqo oku-1, 2 noku-3

### Workstation 1



#### What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

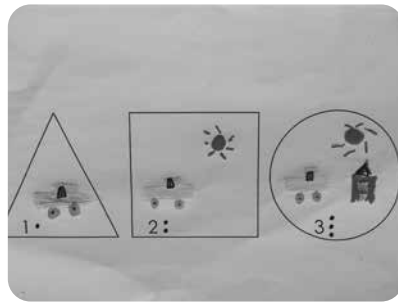
Learners make playdough objects of their choice and place them next to each number.

### Workstation 2

#### What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



### Workstation 3



#### What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

### Workstation 4

#### What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

#### Integration

**Home Language and Life Skills:** While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.



#### TIP

Provide puzzles that are developmentally appropriate.

## Isiteshi sokusebenzela 1

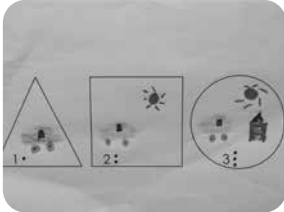


### Okudingayo

- Iphepha eli-1 elilungisiwe (njengoba kukhonjiswe esithombeni) umfundi ngamunye
- Inhlama yokudlala

Abafundi benza izinto abazikhethela zona ngenhlama yokudlala bese bezibeka eduze kwenombolo ngayinye.

## Isiteshi sokusebenzela 2



### Okudingayo

- Ikhasi eli-1 elilungisiwe (njengoba kukhonjiswe esithombeni) umfundi ngamunye
- Amakhrayoni

Abafundi badweba into noma izinto ukuqondanisa nezinombolo ezisezimweni ezisemakhasini abo.

## Isiteshi sokusebenzela 3



### Okudingayo

- Ikhasi eli-1 elilungisiwe (njengoba kukhonjiswe esithombeni) umfundi ngamunye
- Okusikwe kwakhishwa okuyizihlahla ezi-2,
- inyanga e-1 kanye nezinkanyezi ezi-3 esitsheni somfundi ngamunye
- Iglu kanye namakhrayoni

Abafundi benza isithombe ngokunamathisela emakhasini abo izinkanyezi ezi-3, izihlahla ezi-2 kanye nenyanga e-1. Bayazicabangela ukuthi yini okumele ibe phezulu esibhakabhakeni kanye nokufanele ibe phansi emhlabathini babuye badwebe neminye imininingwane abazikhethela bona.

## Isiteshi sokusebenzela 4



**ICEBO**  
Nikeza amaphazili ahambisana nokuthuthuka nokufanele.

### Okudingayo

- Iphazili e-1 (okungenani enezingcezu eziyisithupha) umfundi ngamunye

Abafundi bakha amaphazili.

### Ukudidiyela

**ULimi Lwasekhaya Namakhono Empilo:** Ngesikhathi abafundi bedlala ngaphandle, sebenzisa ulwazimagama olunezinkomba, isibonelo, phezulu ngelada, phansi ngomshushuluzo. Dlalani umdlalo wokugxuma ningene phakathi niphume. Sebenzisa intambo bese wenza sengathi elinye icala liwumfula kanti elinye icala liwusebe lomfula. Abafundi bagxuma bangene emfuleni bese begxuma baphume ngaphambi kokuba 'ingwenya' ifike kubona.

# Content Area Focus:

## Data Handling

### Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

### New knowledge

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

### Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

### New maths vocabulary

collect  
collection  
group

sort  
compare  
match

always  
sometimes  
never

column  
row  
all

some  
altogether  
calendar

## Getting ready

For the activities this week, you will need to prepare the following:

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



**TIP**

Remember to use the toilet routine to practise ordinal numbers and position.

# Ingxenye Yolwazi Okugxilwe Kuyo: Ukusetshenziswa Kolwazi

## Izihloko

- Qoqa bese uhlunga izinto
- Beka okumele amaqoqo ezinto ezihlungiwe
- Xoxani bese nibika ngamaqoqo ezinto eziphathekayo ezihlungiwe

## Ulwazi olusha

- Qoqa, hlunga bese kuba nokumele amaqoqo ezinto
- Xoxa bese ubika ngamaqoqo ezinto ezihlungiwe

## Zejwayeze

- Ukubala ngomlomo 1–10
- Ukubala izinto 1–5
- Ukulandelanisa izinombolo 1–3
- Ulwazi lwezinyombolo 1–3
- Ngaphambili nangemuva
- Kopisha amaphethini
- Ukuxazulula izinkinga

## Ulwazimagama olusha olusetshenziswa ezibalweni

qoqa	hlunga	njalo	ikholomu	okunye
iqoqo	qhathanisa	ngesinye isikhathi	umugqa	sekuhlangene
iqembu	qondanisa	ngeke kwenzeke	konke	ikhalenda

## Ukulungiselela

Kokwemisebenzi kuleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- isithombe sethekisi
- amakhadi amancane ayi-10 adwetshwe ubuso obumamathekayo amele izingane ezisethekisini
- izinto ezenziwe kabusha ezihlanzekile eziyizinhlobo ezehlukahlukene: amabhodlela obisi ayipulastiki, izikhwama zamapulastiki, izitsha zepulastiki, amabhodlela obisi angamakhadibhodi, amabhokisi ekhadibhodi, izivalo
- amalebuli ezimpawu zesimo sezulu akhombisa ukuthi liyashisa, liyana, liguqubele nezinsuku ezinomoya
- ikhalenda laleyo nyanga abafundi abaqopha ngayo isimo sezulu sansuku zonke. Yenza amalebuli enele alinganayo ngobukhulu kuleso simo sezulu esikhonjiswe ekhalendeni: liyashisa, liyana, liguqubele, linomoya.
- iphepha elibanzi lokwenza uphawu lwesimo sezulu ngezithombe. Dweba izimpawu ezine zesimo sezulu eduzane nasezansi kwephepha lokudweba.
- izingubo eziqoqiwe: izikhafu, izigqoko, izikhwama, amagilavu, amasokisi, amabhande, othayi
- isitsha somfundi ngamunye esinezinto eziqoqiwe ezingamaqoqo angoku-4, noku-3 noku-2 ezinto zokubala eziyizilwane ezithathwe ku-*Khithi Yezinsiza*
- ikhasi lephepha eliwu-A4 lomfundi ngamunye libe namakhalamu ama-3 nemigqa emi-4.



**ICEBO**

Khumbula ukusebenzisa inqubo yokuya endlini yangasese ukuzejwayeza izinombolo ezisho isikhundla kanye nokuma kwesikhundla.

## Whole class activities

### Day 1

#### What you need

- Number friezes 1–3
- Number 1–3 dot, word, symbol and picture cards (*Resource Kit*)
- A rubbish bag filled with clean recycled objects
- Cards with learners' names and symbols

1. **Song/rhyme:** Practise a song or rhyme taught this term.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** Place the recycled objects on the mat. Talk about what these objects are used for. Together count a group of five objects.
4. **Practising numbers 1–3:** Give learners dot, word, symbol and picture cards for numbers 1–3. Other learners count out groups of three recycled objects. Learners match the cards to the groups.
5. **Sorting and classifying:** Put all the recycled objects together in one pile.

#### Guiding questions:

- ★ How do you think we should sort these objects?
- ★ Why do you think we should sort them like that?
- ★ Can we sort them another way?
- ★ Which of these objects are the same? Why? (Collect them and put them together into a group.)
- ★ What can we call this group? (for example, objects made out of plastic, objects we use to keep food in)

Put the objects together in a different group.

- ★ What can we call this group?

Repeat so that you have three groups, for example, milk containers, plastic bags and boxes.

- ★ Are the materials used to make any of the objects in any of the groups the same?

Put the objects all together in one big group again.

- ★ Can you think of any other groups we could make using these objects?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

### Day 2

#### What you need

- Rhyme: *Taxi, taxi* (page 200)
- Picture of a taxi and 10 smiling faces
- Number 1–3 symbol cards
- A box with a collection of clothes, for example, scarves, hats, bags, gloves, socks, belts, ties

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Amafrizi ezinombolo 1–3
- Amakhadi anamachashazi anezimpawu nezithombe ezinombolo 1–3 (*Ikhithi Yezinsiza*)
- Isikhwama sokufaka udoti esigcwele izinto ezihlanzekile ezingabuye zisetshenziswe
- Amakhadi anamagama abafundi nezimpawu

1. **Iculo/umlolozelo:** Zejwayeze iculo noma umlolozelo okufundwe kule themu.
2. **Ukubala ngomlomo:** Bala uya phambili kusuka koku-1 kuya kokuyi-10 bese ubala uhlehla kusuka koku-5 kuya koku-1.
3. **Ukubala izinto 1–5:** Beka kumata izinto ezibuye zisetshenziswe kabusha. Shono ukuthi lezi zinto zisetshenziselwani.
4. **Ukuzejwayeza izinombolo 1–3:** Nikeza abafundi amakhadi anamachashazi, amagama, nezimpawu ezinombolo 1–3. Abanye abafundi babala bakhipe amaqoqo okuthathu kwezinto ezibuye zisetshenziswe. Abafundi baqondanisa amakhadi namaqoqo.
5. **Ukuhlunga nokuhlukanisa:** Beka zonke izinto ezibuye zisetshenziswe kabusha ndawonye zibe inqwaba eyodwa.

#### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi singazihlunga kanjani lezi zinto?
- ★ Kungani ucabanga ukuthi kumele zihlelwe kanje?
- ★ Singazihlunga ngenye indlela?
- ★ Yiziphi kulezi zinto ezifanayo? Usho ngani? (Ziqoqe uzibeke ndawonye zibe yiqoqo.)
- ★ Singalibiza ngokuthini leli qoqo? (isibonelo, izinto ezenziwe ngepulastiki, izinto esizisebenzisa ukugcina ukudla)

Beka izinto ndawonye kube iqoqo elehlukile.

- ★ Singalibiza ngokuthini leli qoqo?

Phinda ukuze ube namaqoqo amathathu, isibonelo, iziqukathi zobisi, izikhwama zepulastiki namabhokisi.

- ★ Ngabe ziyafana izinto okwakhiwe ngazo noma iliphi iqoqo?

Beka izinto zonke ndawonye eqoqweni elilodwa futhi.

- ★ Ungalicabanga elinye iqoqo esingalenza sisebenzisa lezi zinto?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi eziteshini ezine zokusebenzela. Khumbuza abafundi ngenqubo yokuqoqa.

### Usuku 2

#### Okudingayo

- Umlolozelo: *Thekisi, thekisi* (ikhasi 201)
- Isithombe sethekisi nezithombe eziyi-10 zobuso obumamathekayo
- Amakhadi anezimpawu ezinombolo 1–3
- Ibhokisi elinezingubo eziquqiwe: izikhafu, izigqoko, izikhwama, amagilavu, amasokisi, amabhande, othayi

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

**Guiding questions:**

- ★ If we make a line with these learners, who should stand first? Second? Third?
- ★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

- ★ Does \_\_\_\_\_ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



**Guiding questions:**

- ★ How can we group these items?
  - ★ Which of these items are the same? Why? (Collect them and put them together into a group.)
  - ★ What can we call this group? (for example, socks, scarves, belts, hats)
  - ★ Can we group them into clothes we wear when it is hot or cold?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



1. **Umlolozelo:** Yethula umlolozele, *Thekisi, thekisi*. Beka odongeni izithombe zobuso obumamathekayo ethekisini ngesikhathi usho umlolozele.
2. **Ukubala ngomlomo:** Bala uya phambili kusuka koku-1 kuya kokuyi-10 bese ubala uhlehla kusuka koku-5 kuya koku-1, ukhomba izithombe zethekisi.
3. **Ukubala izinto 1–5:** Nindawonye balani ubuso obumamathekayo obu-1–5. Bese nibala obunye obu-1–5.
4. **Ukuzejwayeza izinombolo 1–3:** Nika abafundi abathathu amakhadi ezimpawu zezinombolo 1, 2 noma 3, ngendlela engahlelekile nje. Abakhombise ikilasi amakhadi abo. Tshela ikilasi ukuthi laba bafundi balindele ithekisi.

**Imibuzo ekuholayo:**

- ★ Uma senza umugqa ngalaba bafundi, ubani okumele ame abe owokuqala? Owesibili? Owesithathu?
- ★ Iyiphi inombolo egcinile kulo mugqa?  
Cela umfundi onenombolo 2 ukuba akhethe umngani, ukuze babe ngababili.
- ★ Ngabe u-\_\_\_ ophethe ikhadi elinenombolo 1 kumele akhethe noma imuphi umngani eqenjini lakhe? Kungani engezukukhetha?  
Cela umfundi onenombolo 3 ukuba akhethe abangani ababili ukuze babe bathathu.

5. **Ukuqoqa nokuhlunga ulwazi olutholakele:** Yeneka okugqokwayo.



**Imibuzo ekuholayo:**

- ★ Singazibeka kanjani ngamaqoqa lezi zinto ezigqokwayo?
  - ★ Iziphi kulezi zinto ezifanayo? Usho ngani? (Zibuthe bese uzibeka ndawonye eqoqweni.)
  - ★ Singalibiza ngokuthini leli qoqa? (isibonelo, amasokisi, izikhafu, amabhande, izigqoko)
  - ★ Singazihlukanisa ngamaqoqa izingubo esizigqoka uma kushisa noma kubanda?
6. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Day 3

## What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Picture of a taxi and 10 smiling faces
- 5 hats
- Number 1–3 symbol, dot and word cards
- A bag filled with clean recycled objects of different types

1. **Rhyme:** Say *Taxi, taxi*, pointing to the faces in the taxi as you say it.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi picture.
3. **Counting objects 1–5:** Count out five chairs and place them in a row. Count another five chairs and make a second row next to these, as in a taxi. Ask how many learners you will need to fill each of the two rows. Together count five learners for one row. Repeat for the next row. Ask five learners to stand next to the 'taxi'. Together count five hats for each of the learners.



## TIP

Use this opportunity to reinforce behind, in front of and next to.

## Guiding questions:

- ★ How many learners wearing hats are waiting for the taxi?
  - ★ How many seats are there in this row?
  - ★ Will there be enough seats in this row for the learners wearing hats?
  - ★ Will there be enough seats in this row for those without hats?
  - ★ How do we know if there are enough seats for all these learners who are waiting?
4. **Counting backwards 5–1:** Count as learners from each row go back to their places.
  5. **Practising numbers 1–3:** Sort the clean recycled objects into groups of three with the learners. Learners match number word, symbol and dot cards 1–3 to the groups of recycled objects.
  6. **Collecting and sorting data:** Say, 'I wonder how many learners are wearing socks.' Learners stand in a circle. Call out different attributes, and the learners who match these, step into the centre.

## Guiding instructions:

- ★ Learners who are wearing socks stand together.
- ★ Learners who are wearing sandals stand together.
- ★ Learners who are not wearing shoes stand together. (Make sure to say the shoe type to include all learners.)

## Guiding questions:

- ★ Is it easy to see how many learners are wearing socks?
  - ★ How can we arrange ourselves so that we can easily see this?
7. **Represent the data:** Learners suggest ways of arranging themselves. Guide them to sit in rows to represent learners wearing socks, sandals, and so on.

## Usuku 3

## Okudingayo

- Umlolozelo: *Thekisi, thekisi* (ikhasi 201)
- Izihlalo eziyi-10 ezilingana nabafundi
- Isithombe sethekisi kanye nobuso obuyi-10 obumamathekayo
- Izigqoko ezi-5
- Amakhadi enombolo 1–3, anezimpawu, amachashazi, namagama
- Isikhwama esigcwele izinto ezingabuye zisetshenziswe ezihlanzekile eziyizinhlobonhlobo

1. **Umlolozelo:** Yithi *Thekisi, thekisi*, ukhomba ubuso obusethekisini njengoba usho lokhu.
2. **Ukubala ngomlomo:** Bala uya phambili kusuka koku-1 kuya kokuyi-10 bese ubala uhlehla kusuka koku-5 kuya koku-1, ukhomba isithombe sethekisi.
3. **Ukubala izinto 1–5:** Bala ukhiphe izihlalo ezi-5 uzibeke zibe semugqeni. Bala ezinye izihlalo eziyisihlanu bese wenza umugqa wesibili eduze kwalezi, njengasethekisini. Buza ukuthi udinga abafundi abangaki abazogcwalisa umugqa ngamunye kule emibili. Nindawonye balani abafundi abayisihlanu nenzela umugqa owodwa. Phindani emgqeni olandelayo. Cela abafundi abayisihlanu bame eduze kwe-‘thekisi’. Nindawonye balani izigqoko eziyisihlanu zomfundi ngamunye.

## Imibuzo ekuholayo:

- ✦ Bangaki abafundi abafake izigqoko abalinde ithekisi?
  - ✦ Zingaki izihlalo kulo mugqa?
  - ✦ Zizokwanela nje izihlalo kulo mugqa kubafundi abagqoke izigqoko?
  - ✦ Zizokwanela izihlalo kulo mugqa kulabo abangazigqokile izigqoko?
  - ✦ Sazi kanjani ukuthi kunezihlalo ezanele zabo bonke abafundi abalindile?
4. **Ukubala uhlehla 5–1:** Bala ngesikhathi abafundi besuka emgqeni ngamunye beya ezindaweni zabo.
  5. **Ukuzejwayeza izinombolo 1–3:** Hlunga nabafundi izinto ezingabuye zisetshenziswe kabusha ezihlanzekile zibe semaqoqweni ahamba ngakuthathu. Abafundi baqondanisa amakhadi 1–3 amagama ezinombolo, izimpawu kanye namachashazi namaqoqo ezinto ezingabuye zisetshenziswe kabusha.
  6. **Ukuqoqa nokuhlunga ulwazi olutholakele:** Yisho uthi, ‘Ngiyazibuza ukuthi bangaki abafundi abagqoke amasokisi.’ Abafundi bame babe yisikokela. Biza izimpawu ezifanayo ezehlukahlukene, bese abafundi abaqondana nalokho okubizayo bangene ngaphakathi endilingeni.

## Imiyalo ekuholayo:

- ✦ Abafundi abagqoke amasokisi bame ndawonye.
  - ✦ Abafundi abafake amasandali bame ndawonye.
  - ✦ Abafundi abangazifakile izicathulo bame ndawonye. (Qinisekisa ukusho uhlobo lwezicathulo sekubandakanya bonke abafundi.)
- Imibuzo ekuholayo:**
- ✦ Ngabe kulula ukubona ukuthi bangaki abafundi abagqoke amasokisi?
  - ✦ Singazihlunga kanjani thina ukuze kube lula ukubona?
7. **Ukumela ulwazi olutholakele:** Abafundi baphakamisa izindlela zokuzihlunga. Bahole ukuba bahlale ngemigqa ukuze bamele abafundi abagqoke amasokisi, amasandali, nokunye njalo njalo.



## ICEBO

Sebenzisa leli thuba ukugxilisa umqondo wokuthi ngemuva, ngaphambili, eduze kwa-

8. **Analyse and report on the data:** Discuss the groups of learners.

**Guiding questions:**

- ★ Which group has more/fewer/the same number of learners?
- ★ How many learners are wearing socks?

9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

**Day 4**

**What you need**

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

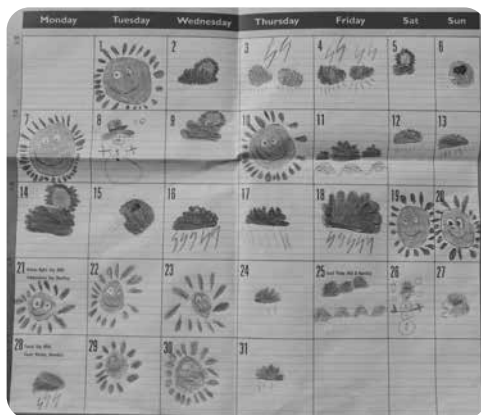
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

**Guiding questions:**

- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month’s calendar on which learners have recorded the daily weather.



**Guiding questions:**

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?

8. **Hlaziya bese ubika ngolwazi olutholakele:** Xoxani ngamaqembu abafundi.  
**Imibuzo ekuholayo:**
- ★ Iliphi iqembu elinabafundi abaningi/ abancane/ inani labafundi elilinganayo?
  - ★ Bangaki abafundi abagqoke amasokisi?
9. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Usuku 4

### Okudingayo

- Umlolozelo: *Thekisi, thekisi* (ikhasi 201)
- Izihlalo eziyi-10 ezilingana nabafundi
- Ikhasi elilungisiwe legrafu yezithombe
- Amakhadi enombolo 1–3 anezimpawu, namagama namachashazi
- Ikhanda laleyo nyanga lapho kuqoshwe khona isimo sezulu
- Izithombe ezimele isimo sezulu sosuku ngalunye lwenyanga

1. **Umlolozelo:** Yisho umlolozele, *Thekisi, thekisi*. Phinda umsebenzi wezihlalo zethekisi owenziwe ngoSuku 3 neqembu elisha labafundi.
2. **Ukubala ngomlomo:** Khombisa ngeminwe ngenkathi ubala uya phambili kusukela koku-1 kuya kokuyi-10 kanye nokubala uhlehla kusukela koku-5 kuya koku-1.
3. **Ukubala izinto 1–5:** Abafundi babala izithombe zelanga ezi-5, zemvula ezi-5, zomoya ezi-5 kanye nezamafu ezi-5. Beka lezi zinto kumata ngokwamaqembu ube ubala.
4. **Ukuzejwayeza izinombolo 1–3:** Sebenzisa ifrizi yezinombolo 1–3. Khomba inombolo ngayinye ngenkathi abafundi bebala.

### Imibuzo ekuholayo:

- ★ Iyiphi inombolo yendlu eza ngaphambi koku-2?
- ★ Ithini inombolo yendlu eza phakathi kweyesi-2 neyesi-3?
- ★ Ithini inombolo yendlu engaphezulu ngokukodwa koku-2?
- ★ Ithini inombolo yendlu engaphansi ngokukodwa koku-3?

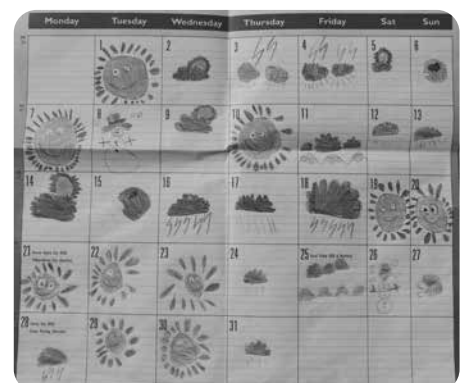
Abafundi abathathu banamathisela 1, 2 noma 3 okuyifu, ilanga, noma izithombe zemvula ngezansi kwefrizi yezinombolo efanele.

5. **Ukuqoqa ulwazi olutholakele:**

Bheka ikhanda laleyo nyanga lapho kuqoshwe khona isimo sezulu sansuku zonke.

### Imibuzo ekuholayo:

- ★ Leli khanda lisikhombisani?
- ★ Singathola kanjani ukuthi sibe nezinsuku eziningi yini ezibalele kunezinye izinsuku kule nyanga?



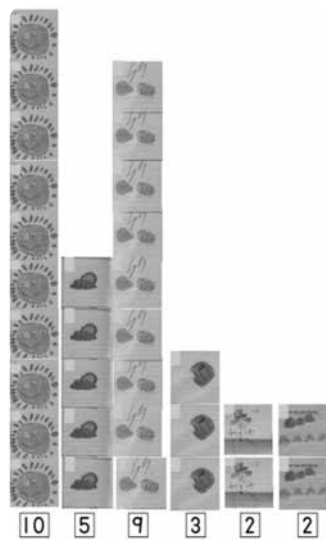
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

**Guiding questions:**

- ★ Which weather did we have the most/least/same number of? How do you know?
- ★ Did we have more rainy, cloudy, windy or sunny days?

9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 5

### What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph



### TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



### TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.

Linga ukubala ngalunye, yenza isiboniso sokuthi kunzima kangakanani ukulandelela ukubala. Cela abafundi ukuba baphakamise isixazululo. Qondanisa izithombe zesimo sezulu nemidwebo yekhalenda ngenkathi abafundi bebala.

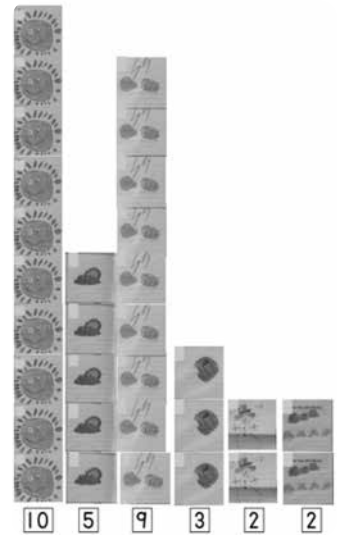
★ Singazibeka kanjani ngamaqoqo lezi zithombe?

6. **Ukuhlunga ulwazi olutholakele:** Buza abafundi ukuthi singazihlunga kanjani lezi zithombe. Beka izithombe ngamaqoqo: linamafu, libalele, liyana futhi linomoya.

★ Sizolibiza ngokuthini iqoqo ngalinye?

7. **Ukumela ulwazi olutholakele:** Buza abafundi ukuthi singazihlunga kanjani izithombe ukuze sikwazi ukubona kalula ukuthi zibe ziningi yini izinsuku elalibalele ngazo kunezinye izinsuku enyangeni. Hlo abafundi ukubeka izithombe zibe kumakholomu. Beka ikhadi elinenombolo ukukhombisa isimo sezulu ngezansi kwekhalamu ngayinye. Abafundi abambalwa babeka izithombe kumakholomu afanele.

8. **Ukuhlaziya kanye nokubika ngolwazi olutholakele:** Buka igrafu yezithombe yesimo sezulu.



**Imibuzo ekuholayo:**

- ★ Isiphi isimo sezulu esibenaso kakhulu/ kancane/ esinenombolo efanayo? Wazi kanjani?
- ★ Sibe nezinsuku eziningi ezinemvula, eziguqubele, ezinomoya noma ezibalele?

9. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## ICEBO

Izingcezu zekhadibhodi okudwetshwe kuzo izithombe zesimo sezulu kumele zilingane ncamashi ngobukhulu. Zibeke ngenhla kwezinye kukhalamu kungabi nazikhala ezizehlukanisayo ukuze abafundi babone kalula ukuthi iyiphi ikhalamu eneziningi, ezincane noma ezilinganayo.

## Usuku 5

### Okudingayo

- Umlolozelo: *Thekisi, thekisi* (ikhasi 201)
- Amasethi ama-2 ezinombolo 1–3 anezimpawu amagama kanye namachashazi
- Izihlalo eziyi-10 ezilingana nabafundi
- Igrafu yezithombe yesimo sezulu

## ICEBO

Lungiselela 'ithekisi' endaweni yomdlalo wokuzenzisa ukuze abafundi bayisebenzise ngesikhathi sokudlala esikhululekile.

1. **Umlolozelo:** Shono umlolozelelo, *Thekisi, thekisi*. Phinda umsebenzi wezihlalo zethekisi njengowoSuku 3 neqoqo elisha labafundi.
2. **Ukubala ngomlomo:** Ukubala uya phambili kusukela koku-1 kuya kokuyi-10 ubuye uhlehle kusukeka koku-5 uya koku-1 emlolozelweni wokumasha.

- Practising numbers 1–3:** Give nine learners one number symbol, word or dot card each. Rearrange the 'taxi' chairs into three rows of three. Place number cards on the back of each chair. Learners sit in the chair that matches their card when you call out their number.
- Practising data collection and representation:** Look at the weather pictograph from Day 4.

**Guiding questions:**

- ★ Which picture can we add for today's weather? Which column?
- ★ What weather have we had the most/least/same number of days? Is this different from what we said yesterday? How do you know?

Count the weather cards for each type of weather on the pictograph. Change the number below the column that has today's picture added.

- Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub for each learner with varying collections of 4, 3 and 2 groups of animal counters (from the *Resource Kit*)
- A page for each learner with 3 columns and 4 rows

- Counting 1–10:** Learners sit in pairs and face each other. They slowly clap their hands against each other as they count to 10. Repeat.
- Counting objects 1–5:** Place animal counters on the mat. Learners take turns to count from 1 to 5.
- Sorting and classifying:** Ask learners to arrange the animal counters in another way and check that there are still five. Ask learners to take the animal counters out of their tubs and sort them.

**Guiding questions:**

- ★ How did you sort the animals? Tell me why you sorted them like that.
- ★ Can you sort them another way?
- ★ Are any of the groups the same? (colour, animal type)

Place a pile of 3 ducks, 2 chickens and 1 horse in the middle of the circle.

- ★ How can we see if there are more ducks than chickens in the group?
- Sorting data:** Organise the animals into groups.

**Guiding questions:**

- ★ Can we see if there are more ducks than chickens now?
- ★ How can we check?



3. **Ukuzejwayeza izinombolo 1–3:** Nika abafundi abayisishiyagalololunye, ngamunye ikhadi lophawu lwenombolo, amagama noma amachashazi. Hlunga kabusha izihlalo ze-‘thekisi’ zibe imigqa emithathu yabathathu umunye. Beka amakhadi ezinombolo ngemuva kwesihlalo ngasinye. Abafundi bahlala esihlalweni esihambisana nenombolo yabo ngesikhathi uyibiza.
4. **Ukuzejwayeza ukuqoqa ulwazi kanye nokumela:** Buka igrafu yezithombe yesimo sezulu kusukela oSukwini 4.  
**Imibuzo ekuholayo:**
  - ★ Isiphi isithombe esingasengeza esimweni sezulu sanamuhla? Kuyiphi ikholomu?
  - ★ Isiphi isimo sezulu esibe naso kakhulu/kancane/izinsuku ezilinganayo? Ngabe lokhu kuhlukile kulokhu esikushilo izolo? Wazi kanjani?  
Bala amakhadi esimo sezulu ngasinye kugrafu yezithombe. Shintsha inombolo engezansi kwekhalamu enesithombe sanamuhla esengeziwe.
5. **Imisebenzi yamaqembu amancane:** Khumbuza abafundi ngemisebenzi eziteshini zokusebenzela kanye nenqubo yokuqoqa.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Isitsha somfundi ngamunye esinokuhlanganisiwe okwehlukahlukene okungamaqoqo oku-4, oku-3 kanye noku-2 kwezinto
- zokubala eziyizilwane (aphuma ku-*Khithi Yezinsiza*)
- Ikhasi lomfundi ngamunye elinamakhalamu ama-3 nemigqa emi-4

1. **Ukubala 1–10:** Abafundi bahlala ngababili babhekane. Bashayane izandla zabo kancane ngenkathi bebala kuya kokuyi-10. Baphinde.
2. **Ukubala izinto 1–5:** Beka izinto zokubala eziyizilwane kumata. Abafundi banikezana amathuba okubala kusukela koku-1 kuya koku-5.
3. **Ukuhlunga nokubeka ngezigaba:** Cela abafundi bahlele izinto zokubala eziyizilwane ngenye indlela babheke ukuthi ziseyisihlanu yini. Cela abafundi bakhophe ezitsheni zabo izinto zokubala eziyizilwane bazihlele.  
**Imibuzo ekuholayo:**
  - ★ Uzihlele kanjani izilwane? Ngitshele ukuthi kungani uzihlele kanjalo.
  - ★ Ungazihlunga ngenye indlela?
  - ★ Akhona amaqoqo afanayo? (ngombala, ngohlobo lwesilwane)  
Beka iqoqo lamadada ama-3, izinkukhu ezi-2 kanye nehhashi eli-1 phakathi nendawo nendilinga.
  - ★ Sizobona kanjani ukuthi kukhona amadada amaniningi kunezinkukhu eqoqweni?
4. **Ukuhlunga ulwazi olutholakele:** Lungisa izilwane zibe amaqoqo.  
**Imibuzo ekuholayo:**
  - ★ Siyabona yini ukuthi kunamadada amaningi kunezinkukhu manje?
  - ★ Singaqinisekisa kanjani?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.
6. **Interpreting and reporting on data:** Look at the columns.

**Guiding questions:**

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



**Check that learners are able to:**

- collect, sort and represent collections of objects
- count 1–5 objects

**Workstation 1**

**What you need**

- A collection of recycled objects
- 5 boxes for each pair of learners

This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



5. **Ukumela ulwazi olutholakele:** Beka kumata ikhasi elinamakhalamu amathathu kanye nemigqa emine. Beka isilwane ngasinye ezansi nekhalamu ngayinye. Abafundi babeka izilwane zabo kumakhalamu asemakhasini abo.
6. **Ukhumusha kanye nokubika ngolwazi olutholakele:** Bheka amakhalamu.

**Imibuzo ekuholayo:**

- ★ Ngabe okuningi ngamadada noma izinkukhu? Sazi ngani?
- ★ Iyiphi ikholomu enezilwane eziningi/ezimbalwa?
- ★ Akhona amakholomu afanayo?

Nikeza umfundi ngamunye izilwane ezi-4, 3, 2. Chaza ukuthi ngamunye unamaqoqo ezilwane ahlukene. Buza umfundi ngamunye umbuzo oqondene nenombolo yezilwane eziseqoqweni lakhe, isibonelo:

- ★ Unezimvu eziningi noma ngamahhashi amaningi?
- ★ Uzokuthola kanjani lokho?
- ★ Ungalihlunga kanjani leli qoqo libe amaqoqwana ukuthola impendulo?
- ★ Yini ozoyenza emva kokuba usuzihlelile izilwane zakho ngamaqoqo namaqoqwana?

Hola abafundi ukuba baqale ngokubeka izilwane ngasinye ngokwehluka kwazo ezansi kwekhalamu lekhasi labo. Humushani ulwazi ndawonye niqhathanise amaqoqo abafundi abahlukene. Cela umfundi ngamunye ukuba achaze ukuthi wazi kanjani ukuthi yiziphi izilwane eziningi anazo.



**Hlola ukuthi abafundi bayakwazi uku-:**

- qoqa, bahlele bese bebeka izinto eziqoqiwe
- bala izinto kusuka koku-1 kuya koku-5

**Isiteshi sokusebenzela 1**

**Okudingayo**

- Izinto eziqoqiwe ezingabuye zisetshenziswe kabusha
- Amabhokisi ama-5 abafundi abahamba ngababibili

Lo msebenzi kumele wenziwe kumata njengoba abafundi bezodinga indawo ebanzana. Ngababili, abafundi bahlunga izinto eziqoqiwe ezingabuye zisetshenziswe zifakwe emabhokisini.



## Workstation 2

### What you need

- Red, blue, green and yellow items for sorting
- Containers for colour sorting with a label indicating the colour

Learners sort the items into the correct colour containers.

## Workstation 3

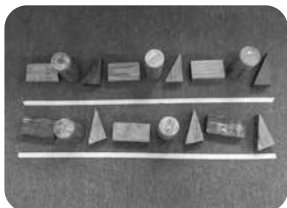
### What you need

- Sorting trays or boxes
- Natural items for sorting: leaves, twigs, petals, pebbles, seed pods, shells, feathers

Learners sort the items into boxes or trays.



## Workstation 4



### What you need

- String or masking tape
- Blocks
- Prepare the block corner – create one pattern per pair of learners

Learners work in pairs to copy patterns in the block area. They move to a different pattern as they complete one. They can create their own patterns once all four patterns have been completed.

### Integration

#### Home Language and Life Skills:

- Using symbols to represent something (emergent literacy).
- Interpreting symbols.
- Play games where the learners are sorted according to certain criteria, for example, those who had juice that morning, those who are going to play sport after school, those who walked to school.

## Isiteshi sokusebenzela 2

### Okudingayo

- Izinto ezizohlelwa ezibomvu, eziluhlaza sasibhakabhaka, eziluhlaza satshani kanye neziphuzi
- Iziqukathi zokuhlunga imibala ezinamalebulo akhombisa imibala

Abafundi bahlunga izinto bazifake eziqukathini ezinombala oyiwo.

## Isiteshi sokusebenzela 3

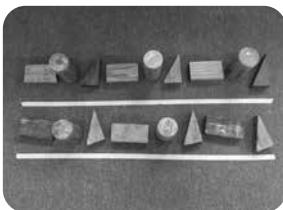
### Okudingayo

- Amathileyi okuhlunga noma amabhokisi
- Ukuhlunga izinto zemvelo: amaqabunga, amahlumela, izigcebe zezimbali, amatshe amancane, imidumba yembewu, amagobolondo, izimpaphe

Abafundi bahlunga izinto bazifake emabhokisini noma emathileyini.



## Isiteshi sokusebenzela 4



### Okudingayo

- Intambo noma ithubu yokumboza
- Amabhulokhi
- Lungisa ikhona lamabhulokhi – yenza iphethini elilodwa kubafundi abahamba ngababili

Abafundi basebenza ngababili ukukopisha amaphethini endaweni enamabhulokhi. Bedlulela kwelinye iphethini uma beqeda elilodwa. Bangazenzela amaphethini abo uma sebewaqede wonke amane.

### Ukudidiyela

#### ULimi Lwasekhaya Namakhono Empilo:

- Ukusebenzisa izimpawu ukumela into ethile (ukufunda nokubhala okusathuthuka).
- Ukuhumusha izimpawu.
- Ukudlala imidlalo lapho abafundi behlungwa khona ngokwemibandela ethile, isibonelo, labo abaphuze ijusi ekuseni, labo abazodlala imidlalo emva kokuphuma kwesikole, labo abahambe ngezinyawo ukuya esikoleni.

# Assessment

## Term 1: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	PATTERNS, FUNCTIONS AND ALGEBRA	COMMENTS	Final coding						
<b>✓</b> = competent <b>●</b> = partially competent <b>X</b> = not yet competent	Counts forwards to 10	Counts forwards to 10	Identifies patterns in environment Recognises the 'repeat' in patterns Copies and completes patterns Copies patterns using body percussion Copies, completes and creates own patterns Explains own pattern (repeating rule)							
	Estimates and counts objects: 1–5	Estimates and counts objects: 1–5								
	Counts backwards: 5–1	Counts backwards: 5–1								
	Recognises numbers in familiar contexts	Recognises numbers in familiar contexts								
	Understands ordinal numbers, e.g. lining up	Understands ordinal numbers, e.g. lining up								
	Identifies dot/picture cards: 1–3	Identifies dot/picture cards: 1–3								
	Identifies number symbols: 1	Identifies number words: one								
	Orders numbers: 1–3	Orders numbers: 1–3								
	Understands one-to-one correspondence	Understands one-to-one correspondence								
	Distinguishes between many and fewer	Distinguishes between many and fewer								
	Solves problems with concrete objects	Solves problems with concrete objects								
	Solves problems using fingers or counters	Solves problems using fingers or counters								
	Learners' names									
Date										

# Ukuhlola

## Ithemu 1: Isibonelo sokuhlola okuqhubekayo

Ukhiye	IZINOMBOLO, ZIMPAWU KANYE NOBUDLELWANE BAZO	AMAPHETHINI, AMAFANKSHINI KANYE NE-ALJEBHRA	UKUPHAWUJULA
✓ = usefanele ● = ufanele ngokungaphelele ✗ = akakafaneli	Uyabala aye phambili kuya kokuyi-10 Ulinganisele bese ebala izinto: 1-5 Ubala ahlele: 5-1 Uyazibona izinombole esimweni esiwayelekile Uyaziqonda izinombole ezisho isikhundla, isib. ukuma emqeni Uyawahlonza amakhadi amachashazi/ ezithombe: 1-3 Uyazihlonza izimpawu zezinombole: 1 Uyawabona amagama ezinombole: kunye Uyazihlunga izinombole: 1-3 Ukugqonda okukodwa okuqondene nokunye Uyahlukanisa phakathi kokuningi kanye nokumbalwa Uyazixazulula izinkinga ngezinto eziphathekayo Uyazixazulula izinkinga ngokusebenzisa iminwe noma izinto zokubala	Uyawabona amaphethini endaweni Uyawabona amaphethini 'aphindayo' Uyakopisha bese ewaqedela amaphethini Uyakopisha amaphethini esebenzisa ukshaywa komzimba Uyakopisha, awaqedele bese ezenzela awakhe amaphethini Uchaza amaphethini akhe (umthetho wokuphindaphinda)	Ikhodi yokuphelelisa
<b>Amagama abafundi</b> Usuku			

Key	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p> <p>Learners' names</p>	<p>Describes position, e.g. in front of, behind, on, on top of, under, below, in, out, next to, between</p> <p>Follows directions, e.g. forwards, backwards, up, down</p> <p>Follows directions from instructions</p> <p>Identifies and names 3-D objects: balls and boxes</p> <p>Sorts, compares and describes 3-D objects that slide or roll</p> <p>Identifies and names 2-D shapes: circle</p> <p>Identifies and names 2-D shapes: square</p> <p>Identifies and names 2-D shapes: triangle</p> <p>Sorts, compares and describes 2-D shapes according to properties</p> <p>Recognises line of symmetry in body</p>	<p>Understands morning, afternoon and evening/night</p> <p>Uses words like day and night, light and dark, morning and afternoon</p> <p>Sequences recurring events in the daily programme</p> <p>Identifies activities in a daily programme</p> <p>Shows an awareness of days of the week, seasons and weather</p> <p>Distinguishes between tall, taller, tallest and short, shorter, shortest (height chart)</p>	<p>Collects objects according to one attribute</p> <p>Sorts objects according to one attribute</p> <p>Represents objects according to one attribute</p> <p>Answers questions about representation</p>	<p>Final coding</p>
Date				



Ukhiye	INDAWO NESIMO (IJIYOMETHRI)	ISILINGANISO	UKUSETSHENZISWA KOLWAZI	UKUPHAWULA
<p>✓ = usefanele</p> <p>● = fanele ngokungaphelele</p> <p>✗ = akakafaneli</p>	<p>Uyasichaza isikhundla, isib. ngaphambi kwa-, ngemva, phezu, phezu kwa-, ngaphansi, ezanzi, phakathi, ngaphandle, eduze kwa-, phakathi nendawo</p> <p>Uyazilandela izinkomba, isib. (ukuya) phambili, ukuya emuva (ukuhlehla), (ukuya) phezulu, (ukuya) phansi</p> <p>Uyazilandela izinkomba ngokwemiyalo</p> <p>Uyazihlonza bese ezisho izinto ezingu-3-D: amabhola kanye namabhokisi</p> <p>Uyahlunga, aqhathanise bese echaza izinto ezingu-3-D ezishishlilizayo noma ezigingqikayo</p> <p>Uhlonza asho ngamagama izimo ezingu-2-D: Indilinga</p> <p>Uhlonza asho ngamagama izimo ezingu-2-D: isikwele</p> <p>Uhlonza asho ngamagama izimo ezingu-2-D: unxantathu</p> <p>Uhlunga, aqhathanise bese echaza izimo ezingu-2-D ngokwezimpawu</p> <p>Ubona umugqa nokuvumelanisa emzimbeni</p>	<p>Uyakugonda ukuba sekuseni, ntambama kanye nakusihwa/ebusuku</p> <p>Usebenzisa amagama anjengemini kanye nobusuku, ukukhanya nobumnayama, ekuseni, ntambama</p> <p>Ulandelanisa izehlakalo ezenzekayo zohlelo lwansuku zonke</p> <p>Uhlonza imisebenzi esohlelweni lwansuku zonke</p> <p>Ukhombisa ulwazi ngezinsuku zesonto, izinkathi zonyaka kanye nesimo sezulu</p> <p>Uyahlukenisa phakathi kokude, okujana, okude kakhulu kanye nokufishane, okufishanya, nokufishane kakhulu (ishadi lobude)</p>	<p>Uqopa izinto ngendlela ye-athribhuthi eyodwa</p> <p>Uhlunga izinto ngendlela ye-athribhuthi eyodwa</p> <p>Ubeka okumele okunye ngendlela ye-athribhuthi eyodwa</p> <p>Uphendula imibuzo ngalokho okumele okunye</p>	<p>Ukufaka amakhodi okugcina</p>
Amagama abafundi	Usuku			

# Resources

## Songs, rhymes and stories

### Week 1

#### Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sshh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

#### Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?  
Here I am, here I am, we have 1.

Father finger, Father finger, where are you?  
Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?  
Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?  
Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?  
Here I am, here I am, now we have 5.

### Week 2

#### Counting song: *Hokey Pokey*

You put your one arm in,  
You put your one arm out,  
You put your one arm in,  
And you shake it all about.  
You do the Hokey Pokey  
And you turn yourself around.  
That's what it's all about!

*(Repeat using the other arm and then different body parts.)*

#### Counting rhyme: *Bananas*

One banana, two bananas,  
three bananas and four.  
Five bananas in a bunch,  
let us eat them all.

# Izinsiza

## Amaculo, imilozelo nezindaba

### Isonto 1

#### Indaba: Ukwethula *umndeni ka-Grade R Maths* kuhambisana nePhosta 4

Lona ngumndeni weBhuku Lamaphosta. UGogo nezingane basegunjini lokuhlala balindele uMama ukuthi abuye emsebenzini eze ekhaya. UGogo uhleli esihlalweni uyafunda abuye alalele uThami olele embhedeni wakhe. UBaba akakabuyi ekhaya, kodwa ungambona yena noThami esithombeni somndeni esisodongeni. Uyababona? ULaylah noMalusi bacashile. Bafuna ukugxuma baphume bamangaze uMama wabo uma esengena endlini.

'Sshh, thula Malusi, uzokona ukumangaza kwethu,' kusho uLaylah.

Ikati uPepper ulalela izingane, wenza sengathi ulele kanti uDash yena udlala engadini. Ngokushesha uDash aqale ukukhonkotha, agijime ezungeza bese etshikizisa umsila kakhulu.

'Kufanele ukuba umama usesekhaya,' kuhleba uMalusi. 'Thula du, unganyakazi.'

UMama uvula isicabha bese ebona uGogo kuphela. 'Sawubona,' ememeza. UGogo abingelele, kodwa agcine imfihlo yokuthi izingane zicashephi.

UMama uthi, 'Kwathuleka nje lapha. Ziphi izingane?'

'Angazi,' kusho uGogo emamatheka kancane, ecifa iso.

'Waa!' kumemeza uMalusi noLaylah bephuma ngokushesha ezindaweni ebebecashe kuzo. UPepper ugxumela ngaphandle kwebhokisi lakhe ethukile noDash agxume aye phezulu aye phansi ngenjabulo. UMama umangele kakhulu, uhleka nezingane.

'Wa-a-a!' kukhala uThami.

'Hawu bantu,' besho bonke.

#### Umlolozelo wokubala: *Sibahlanu emndenini wami*

Munw' owumama, munw' owuMama ukuphi na? Ngila, ngila, sinoku-1, sinoku-1.

Munw' owuBaba, munw' owuBaba ukuphi na? Ngila, ngila, sesinoku-2, sesinoku-2.

Munw' owuLaylah, munw' owuLaylah ukuphi na? Ngila, ngila, sesinoku-3, sesinoku-3.

Munw' owuMalusi, munw' owuMalusi ukuphi na? Ngila, ngila, sesinoku-4, sesinoku-4.

Munw' owuThami, munw' owuThami ukuphi na? Ngila, ngila, sesinoku-5.

### Isonto 2

#### Iculo lokubala: *Hokhi Phokhi*

*(Sisebenzisa ishuni kaHokhi Phokhi noma enye eyaziwa noma engaqanjwa nguthisha.)*

Ufak' ingal' eyodwa

Ukhiph' igal' eyodwa,

Ufak' ingal' eyodwa,

Unyakazis' umzimba.

Wenza iHokhi Phokhi,

Ujik' ujik' ujike,

Kuyilokho nje!

*(Phinda ususebenzisa enye ingalo bese usebenzisa izitho zomzimba ezehlukene.)*

#### Umlolozelo wokubala: *Obhanana*

Munye ubhanana, babil' obhanana,

Bathath' obhanana, bane obhanana.

Bahlan' obhanan' esihlekeni sobhanana.

Asibadle bonke,

Asibadle bonke.

## Story: **Number 1 story (with Number 1 frieze template)**

Some of the animals wanted to live together. 'Let's build houses next door to each other,' they said. 'That would be fun!'

And so the animals began to build their houses.

The first house belonged to Elephant. He was big and lived all alone in his house. He painted a big number 1 on the roof of his house. His house had one door and one window. In Elephant's garden, there was one flower, one banana tree and one bench. Elephant loved to sit on the bench under the tree every day and smell the flower. He also loved to look up at the sky and look for things that could fly. What do you think he saw?

## Week 3

### Counting rhyme: **One baby fish**

One baby fish alone and new,  
She finds a friend, and then there are two.  
Two baby fish swim in the sea,  
They find another one, and then there are three.  
Three baby fish swimming near the shore,  
They find another one, and then there are four.  
Four baby fish go for a dive,  
Up swims another one, and then there are five.

## Week 4

### Story: **Number 2 story (with Number 2 frieze template)**

Do you remember that some of the animals wanted to live together and have fun building their own houses next door to one another? Who remembers who the first house belonged to? That's right – Elephant!

A family called the Zebras built their house next to Elephant's house. The Zebras painted a big number 2 on the roof of their house because there were two of them.

Elephant was very happy when they built their house because he wasn't alone anymore.

The Zebras' house had two doors and two windows. In the garden they had two flowers, two apple trees and two benches.

After they had eaten grass under the trees, the Zebras liked to play with their two soccer balls and watch Elephant while he looked up at the sky and flapped his two big ears.

### Counting rhyme: **One, two, three, four, five**

One, two, three, four, five  
Once I caught a fish alive.  
'Why did you let it go?'  
Because it bit my finger so.  
One, two, three, four, five  
Then I caught a frog alive.  
'What did you do with that?'  
I said hello and put it back.

### Song: **Circles**

Start at the top  
Loop around to the floor  
Swing back around ...  
Let's make more!

## Week 5

### Counting rhyme: **Five happy tortoises**

One slow tortoise walks down the road,  
Two slow tortoises carry a heavy load.  
Three slow tortoises take a rest,  
Four slow tortoises do their best.  
Five slow tortoises hurry along,  
Happy little tortoises sing a song.  
(Clap hands on each word.)

## **Indaba: Indaba kanombolo 1 (kubethempulethi yeFrizi kanombolo 1)**

Kunezilwane ezazifuna ukuhlala ndawonye. 'Masakhe izindlu zisondelane,' kusho zona. 'Kuyoba mnandi lokho!'

Izilwane zase ziqala-ke ukwakha izindlu zazo. Indlu yokuqala kwakungekaNdlovu. Wayemkhulu, ehlala yedwa endlini yakhe. Wapenda inombolo 1 enkulu ophahleni lwendlu yakhe. Indlu yakhe yayinomnyango owodwa kanye nefasitela elilodwa. Esivandeni sikaNdlovu kwakukhona imbali eyodwa, isihlahla sikabhanana esisodwa kanye nebhentshi elilodwa. UNdlovu wayethanda ukuhlala ebhentshini zonke izinsuku ngaphansi kwesihlahla bese ehogela imbali. Wayethanda futhi ukubheka phezulu esibhakabhakeni bese ebuka izinto ezindiza khona. Ucabanga ukuthi wabonani?

### **Isonto 3**

#### **Umlolozelo wokubala: Umntwana wenhlanzi oyedwa**

Munye umntwana wenhlanzi, Usethol' umngane, manje sebebabili. Izinhlanzan' ezimbili zibhukuda olwandle, Zithola omuny' umngani, manje sezintathu. Izinhlanzan' ezintathu, sezibhukuda olwandle, Zithola omuny' umngani, manje sezizine. Izinhlanzana ezine sezibhukuda olwandle, Kufika eyesihlanu, sezibhukuda ndawonye!

### **Isonto 4**

#### **Indaba: Indaba kanombolo 2 (kubethempulethi yeFrizi yenombolo 2)**

Usakhumbula ukuthi kunezilwane ezazifuna ukuhlala ndawonye zizithokozise zakhe izindlu zazo zisondelane? Ubani okhumbula ukuthi kwakungekabani indlu yokuqala? Usho khona – uNdlovu!

Abomndeni wakwaDube bakha indlu yabo eduze kwendlu kaNdlovu. ODube bapenda inombolo 2 enkulu ophahleni lwendlu yabo ngoba babebabili.

UNdlovu wajabula kakhulu uma bakha indlu yabo ngoba wayengasezukuba yedwa.

Indlu yakwaDube yayinomnyango emibili kanye namafasitela amabili. Esivandeni babenezimbali ezimbili, imithi yama-aphula emibili kanye namabhentshi amabili.

Emva kokuba sebedle utshani ngaphansi kwezihlahla, oDube babethanda ukudlala ngamabhola ezinyawo abo amabili, bese bebuka uNdlovu ebheke phezulu esibhakabhakeni ephephezelisa izindlebe zakhe ezimbili ezinkulu.

#### **Umlolozelo wokubala: Kunye, kubili, kuthathu, kune, kuhlanu**

Kunye, kubili, kuthathu, kune, kuhlanu, Ngake ngabamba inhlanz' iphila. 'Was' uyidedelani na?' Ngoba yaluma umunwe wami. Kunye, kubili, kuthathu, kune, kuhlanu, Ngase ngibamb' ixoxo liphila. 'Wase wenzani ngalo na?' Ngalibingelela, ngalidedela.

#### **Iculo: Izindilinga**

(Uthisha angaziqambela ishuni yakhe.)

Qala phezulu,  
Jikelez' uye phansi,  
Shwib' uzungez' ubuye,  
Asenz' eziny' izindilinga!

### **Isonto 5**

#### **Umlolozelo wokubala: Izimfudu ezinhlanu ezijabulile**

Ufud' olulodw' olunyonyobayo lwehla ngomgwaqo, Izimfud' ezimbil' ezinyonyobayo zipheth' umthwal' omkhulu.

Izimfud' ezintath' ezinyonyobayo zaphumula. Izimfud' ezin' ezinyonyobayo zenza kahle kakhulu. Izimfud' ezinhlan' ezinyonyobayo ziyashesha. Izimfud' ezincane ezijabulile zicul' iculo.

(Shaya izandla egameni ngalinye.)

## Week 6

### Story: *Number 3 story (with Number 3 frieze template)*

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

#### Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

### Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,  
wheelbarrow  
I have a little wheelbarrow, I fill it up with sand.  
I fill it up with one spade, one spade, one spade  
I fill it up with two spades, I fill it up with sand.  
I fill it up with three spades, three spades,  
three spades  
I fill it up with four spades, I fill it up with sand.  
Last I put in five spades, five spades, five spades  
Last I put in five spades, and off I go again.

## Week 7

### Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,  
Look and you will see.  
With three corners and three sides.  
Count them one, two, three!

### Counting rhyme: *Hear me count*

I can count, want to see?  
Here are my fingers – one, two, three.  
Four and five, this hand is done,  
Now I'll count the other one.  
Six, seven, eight and nine,  
Just one more, I'm doing fine.  
The last little finger is number ten,  
Now I'll count them all again.

## Week 8

### Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,  
Hot and bright it gives us light,  
The sun is in the sky.  
The moon is in the sky, the moon is in the sky,  
It's late and dark, we tuck up tight,  
The moon is in the sky.

## Isonto 6

### Indaba: *Indaba kanombolo 3 (kubane nethempulethi yeFrizi kanombolo 3)*

Nisakhumbula ukuthi kunezilwane eZweni Lezinombolo ezazifuna ukuhlala ndawonye zijabulele ukwakha izindlu zazo zisondelane? Omakhelwane bakaNdlovu abakwaDube ngasohlangothini olulodwa. UNdlovu akanabo omakhelwane ngakolunye uhlangothi.

#### Imibuzo:

- Kungani abakwaDube bapenda inombolo 2 enkulu ophahleni lwendlu yabo?
- Ubani ongangikhumbuza ukuthi yini umehluko phakathi kwendlu kaNdlovu nendlu yabakwaDube?
- Ucabanga ukuthi ngabe ubani okumele akhe indlu yakhe eduze kwendlu yabakwaDube? Pho zingaki izilwane ocabanga ukuthi kumele zihlale kuleyo ndlu?

Abomndeni onezinsizwa ezintathu ezikhulile ezelamanayo ezazibizwangoBubhibhi izona zilwane ezalandela ukwakha indlu eZweni Lezinombolo. AbakwaBubhibhi bakha indlu yabo eduze kweyakwaDube.

Lena kwakungeyona indlu yokuqala eyakhiwa abakwaBubhibhi. Ngesikhathi besuka ekhaya yingoba base bekhule baba bakhulu ngokwanele, bazakhela izindlu zabo-ke. Kodwa ngeshwa, izindlu zabo zokuqala zazingaqinile ngokwanele. Owokuqala uBubhibhi wakha indlu ngotshani kanti owesibili uBubhibhi wakha indlu ngezinti. Noma-ke uBubhibhi wesithathu wakha indlu ngezitini, akazanga ukuthi kwakumele asebenzise usimende phakathi nezitini yingakho-ke kwathi lapho uMpungushe efika, zonke zontathu izindlu zabo zapheshulwa zadilizwa ukupheshulwa nokupheshethwa wuMpungushe.

AbakwaBubhibhi banquma ukwakha indlu eqinile eduze kweyakwaDube ukuze bakwazi ukuba nomakhelwane eduze kwabo, bazizwe bephephile. Babekhumbulana ngesikhathi bengasahlali ndawonye, ngakho-ke babengeve bejabulile ukuthi imibhede yabo emithathu isisondelene futhi. Babejabule kakhulu futhi ukuthi babenemigodi emithathu ehamba ngaphansi komhlaba, amatshe amathathu nezihlala ezintathu engadini yabo. Manje sebezisebenzisa kakhulu njengoba bethanda ukudlala umacashelana nje. Babuye bathamele ilanga ematsheni uma bezizwa begodola.

### Iculo lokubala: *Nginebhala elincane*

(Ishuni: 'Kwakukhon' ikhehla, elasel' igugile', noma enye ishuni eyobonwa uthisha.)

Nginebhal' elincane, elincane, elincane,  
Nginebhal' elincane, ngiligcwalis' is'hlabathi.  
Ngagcwalisa ngefoshol' elilodwa, elilodwa, elilodwa  
Ngagcwalisa ngefoshol' elilodwa lesihlabathi  
Ngagcwalisa ngamafoshol' amabil' amabil' amabili,  
Ngagcwalisa ngamafoshol' amabil' esihlabathi.  
Ngagcwalisa, ngamafoshol' amathath'  
amathath' amathathu,  
Ngagcwalisa, ngamafoshol' amathath' esihlabathi.  
Ngagcwalisa ngamafosholo amane, amane, amane,  
Ngagcwalisa ngamafosholo amane esihlabathi.  
Ngagcina ngamafoshol' amahlan' amahlan' amahlanu,  
Ngagcina ngamafoshol' amahlanu, ngase ngihamba.

## Isonto 7

### Iculo likaNxantathu: *Lona ngunxantathu*

(Ishuni: 'Mina ngiy'ithibhothi' noma enye eyokhethwa nguthisha.)

Lona ngunxantathu,  
Wubhek' uzobonani?  
Amakhona amathathu,  
Namacala amathathu.  
Wabale bo! Kunye, kubili, kuthathu!  
Wabale bo! Kunye, kubili, kuthathu!

### Umlolozelo wokubala: *Ngizwe ngibala*

(Indlela: kungaba yinoma iyiphi uthisha akwazi ukuyisebenzisa.)

Ngingabala, ufun' ukubona?  
Nans' iminwe yami – kunye, kubili, kuthathu.  
Kune, kuhlanu, lesi sandla siphelile,  
Manje sengibal' esinye:  
Isithupha, isikhombisa,  
Isishiyagalombili, isishiyagalolunye.  
Kusele nje owodwa, ngiza kahle.  
Umunwe omncane wokugcina inombolo yeshumi  
Manje ngizoyibala yonke futhi.

## Isonto 8

### Iculo lemini nobusuku: *Ilanga lisesibhakabhakeni*

(Ishuni: *The farmer's in the den* noma enye uthisha angayisebenzisa.)

Ilang' es'bhakabhakeni, Ilang' es'bhakabhakeni,  
Liyashisa futhi likhanya bha.  
Ilang' es'bhakabhakeni.  
Inyang' es'bhakabhakeni, inyang' es'bhakabhakeni,  
Kuhlwile kumnyama, masiqoqe.  
Inyang' isises'bhakabhakeni.

## Day and night story: *Malik gets it wrong*

Malik was fast asleep in his bed. He was having such a happy dream, but suddenly he woke up and jumped out of bed.

'I'm going to be late for school,' worried Malik. 'I'd better hurry.'

So he brushed his teeth, put on his clothes and ran to the kitchen to find his breakfast.

But when he got to the kitchen, all was quiet. There was no breakfast and the family wasn't there either.

'What's going on?' wondered Malik. 'Where are Mom and Dad? Where is everyone else? And, where is my breakfast?'

Malik stopped. He looked around. Everything was dark. He reached for the wall to switch the light on.

Malik looked around. What was going on? He opened the curtains and looked outside. He saw a beautiful shiny moon and a sprinkle of stars.

'That's not right,' thought Malik. 'If it is school time, why is it still so dark outside?'

Malik listened to the sounds of the house. It was so quiet. But then he heard something that he knew well – Dad was snoring! He went to the bedroom and saw Dad fast asleep.

Mom woke up. 'What's going on, Malik? Why are you in your school clothes? It's still the middle of the night. Go on, back to bed you go. Sleep tight until morning,' she said and gave him a big hug.

Malik went back to bed. He didn't bother to put his pyjamas back on. Soon he fell fast asleep and when he woke up, it was morning.

Malik hurried to the kitchen and this time everything was normal. He could see the sun just coming up, his breakfast was on the table and his family were already eating.

Soon Dad called out, 'Hurry everyone, the school taxi will leave without us.'

The children hurried to the door with their father. Malik smiled. Everything was back to normal.

## Week 9

### Counting song: *Five in a bed*

There were five in the bed  
and the little one said,  
'Roll over. Roll over.'

So they all rolled over and one fell out.  
(Repeat for four, three, two)

There was one in the bed  
and the little one said,  
'Good night. Sleep tight.'

## Week 10

### Counting rhyme: *Taxi, taxi*

Taxi driver stop for us,  
We want to catch your taxi bus.  
We get in 1, 2, 3, 4, 5.  
Taxi driver now you can drive.  
Taxi driver stop for them.  
We get in 6, 7, 8, 9 and 10.  
Thank you driver, we're all in.



## **Indaba yemini nobusuku: *UMalik wenza iphutha***

UMalik wayelele ja embhedeni wakhe. Wayenephupho elijabulisayo, kodwa masinyane waphaphama wavuka wagxuma waphuma embhedeni.

'Ngizophuza ukufika esikoleni,' esho ekhathazekile uMalik. 'Kumele ngisheshise.'

Ngakho-ke waxubha amazinyo, wagqoka izingubo zakhe wase egijima eya ekhishini eyothola isidlo sasekuseni.

Kodwa ngesikhathi efika ekhishini, konke kwakuthule. Sasingekho isidlo sasekuseni kanti nomndeni wawungekho.

'Kwenzekani?' UMalik emangala ukuthi ukuphi umama kanye nobaba wakhe. 'Baphi bonke abantu? Futhi siphi isidlo sami sasekuseni?'

UMalik wama. Waqalaza. Kwakumnyama yonke indawo. Wafinyelela odongeni ukukhanyisa ugesi.

UMalik waqalaza. Kwenzekani? Wavula amakhethini wabheka ngaphandle. Wabona inyanga enhle ecwebezelayo kanye nezinkanyezi ezisakazekile.

'Lokhu akulungile,' kucabanga uMalik. 'Uma kuyisikhathi sesikole, kungani kumnyama kangaka ngaphandle?'

UMalik walalela imisindo yendlu. Kwakuthule cwaka. Kodwa-ke wezwa into ayeyazi kahle – ubaba wakhe wayehonqa! Waya egunjini lokulala wabona uBaba elele ezumekile.

Umama wakhe wavuka. 'Kwenzenjani, Malik? Kungani ugqoke izingubo zakho zesikole? Kuphakathi kobusuku. Hamba, phindela embhedeni wakho. Ulale kahle kuze kuse,' esho emwola ngezingalo kakhulu.

UMalik waphindela embhedeni. Akazange azihluphe ngokufaka amaphijama akhe. Masishane wazumeka walala, kwathi ngesikhathi evuka, kwase kusekuseni.

UMalik waphuthuma ekhishini kanti manje yonke into yabe isihamba ngokujwayelekile. Wayeselibona ilanga liphuma, isidlo sakhe sasekuseni sasisetafuleni nomndeni wakhe wawusuqalile ukudla.

Ngokushesha uBaba wamemeza, 'Sheshani nonke, ithekisi yesikole izohamba isishiye.'

Izingane zaphuthuma emnyango noyise. UMalik wamamatheka. Yonke into yayisibuyele esimweni esejwayelekile.

## **Isonto 9**

### **Umlolozelo wokubala: *Zinhlanu embhedeni***

Zazizinhlanu embhedeni

Nanso-ke le encane ithi,

'Gingqika, wena gingqika,'

Ngokushesha bonke bagingqika, eyodwa yawa.

*(Phinda ukuthi ezine, ezintathu, ezimbili)*

Kwakukhona oyedwa embhedeni

Nango-ke omncane esethi,

'Ubusuku obuhle. Nilale kahle.'

## **Isonto 10**

### **Umlolozelo wokubala: *Thekisi, thekisi***

Mshayeli wethekisi simele, simele,

Sigibel' ithekisi.

Siyangena manje, 1, 2, 3, 4, 5.

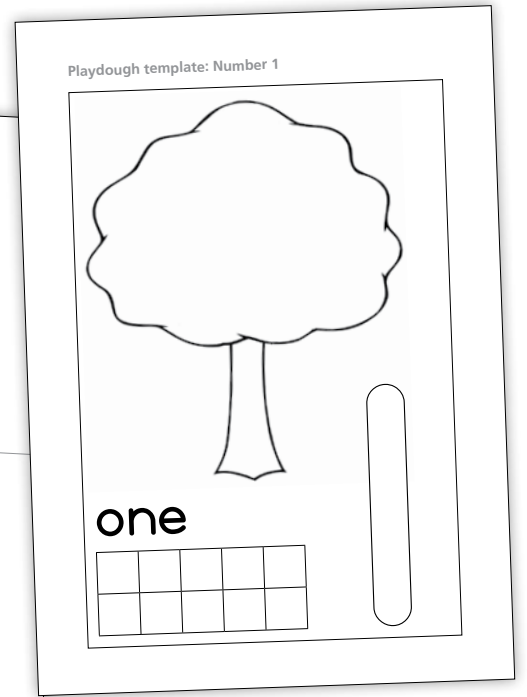
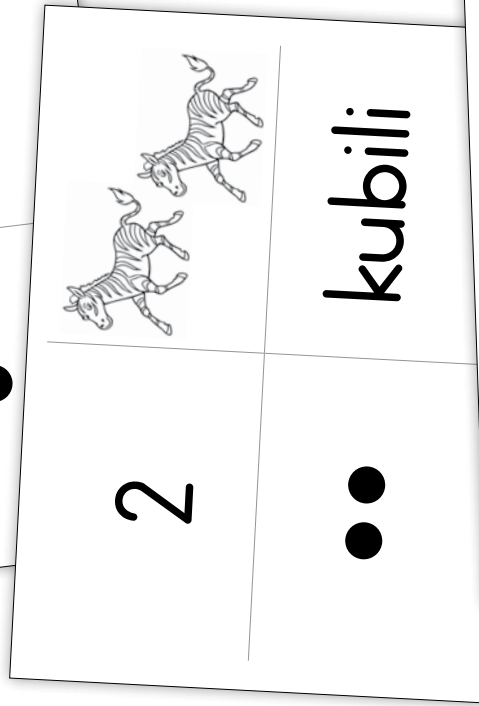
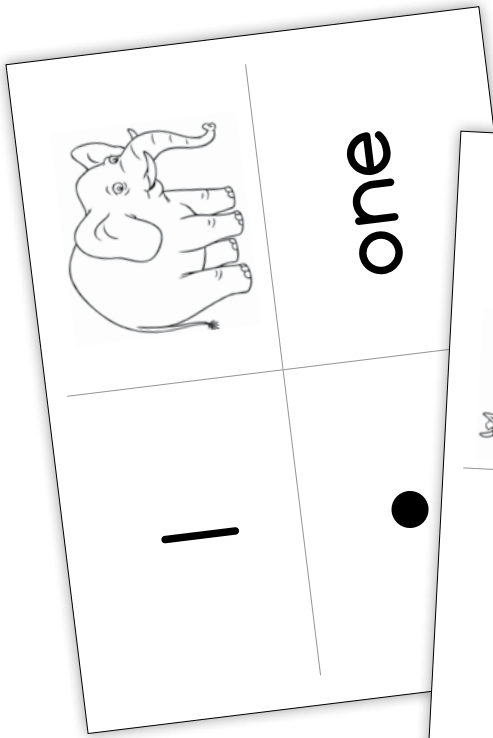
Shayela manje.

Bamele Mshayeli.

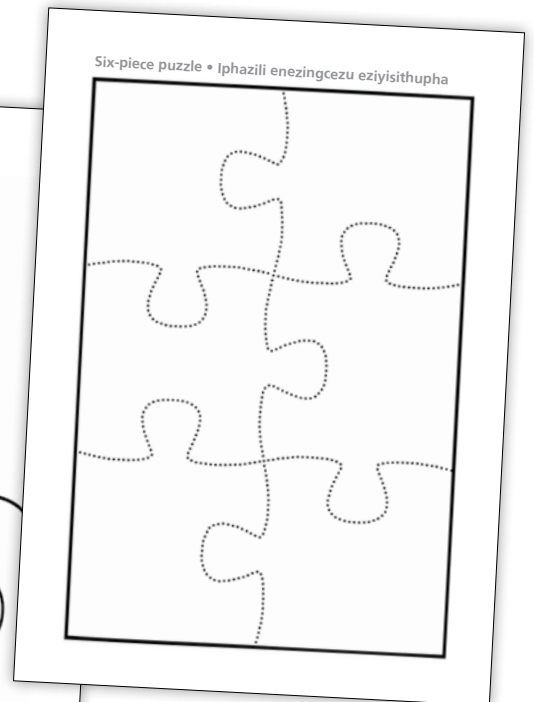
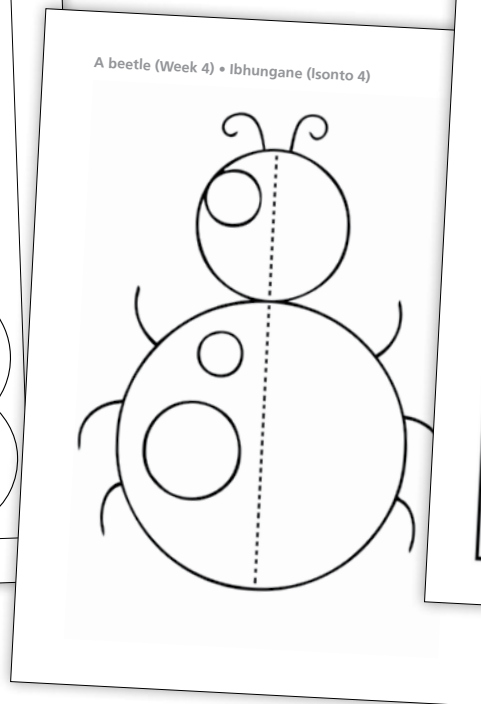
Siyangena manje: 6, 7, 8, 9, 10.

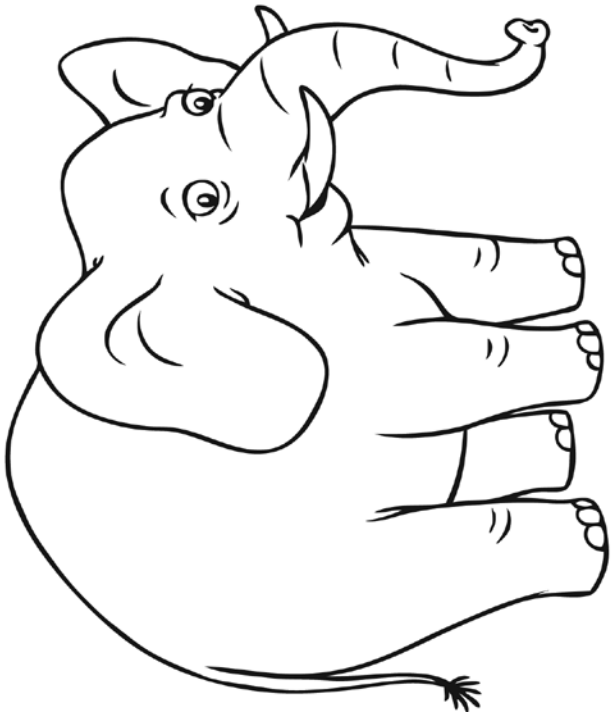
Siyabonga mshayeli, sonke sesiphakathi.





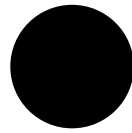
## Templates • Amathempulethi

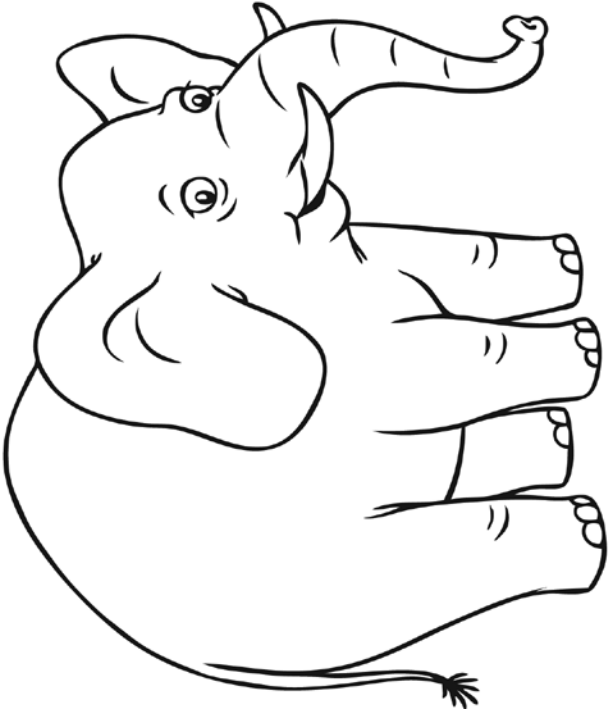




one

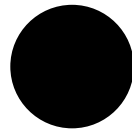
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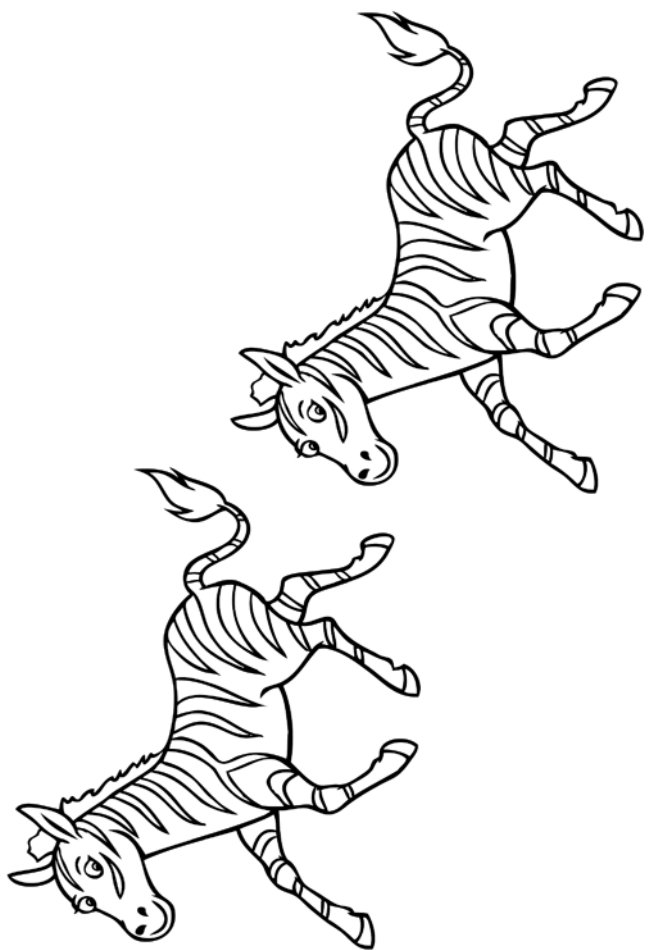




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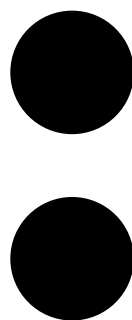
kunye

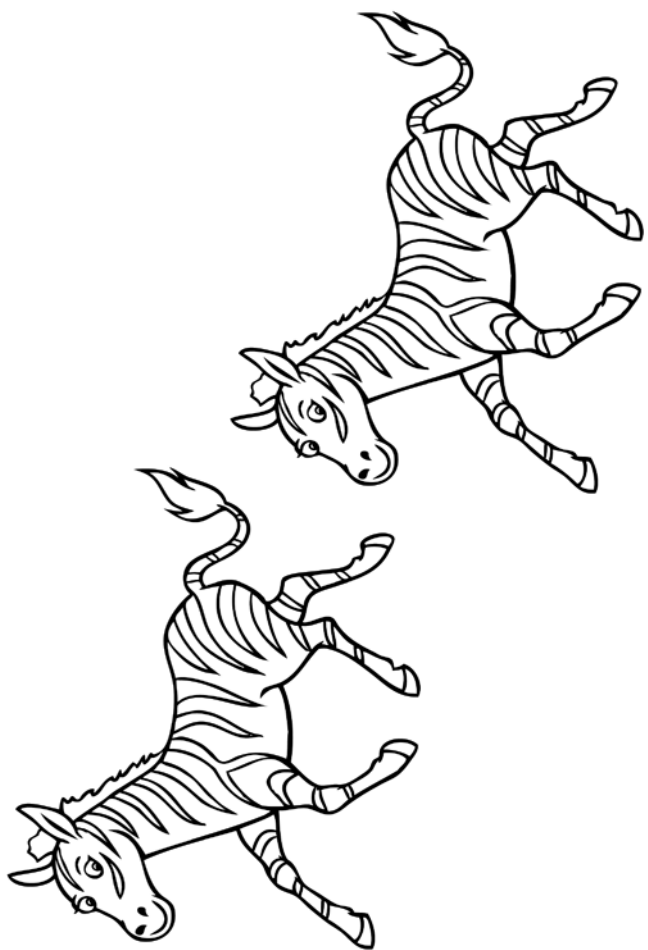




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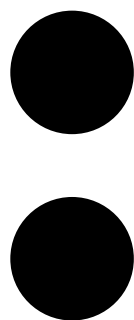
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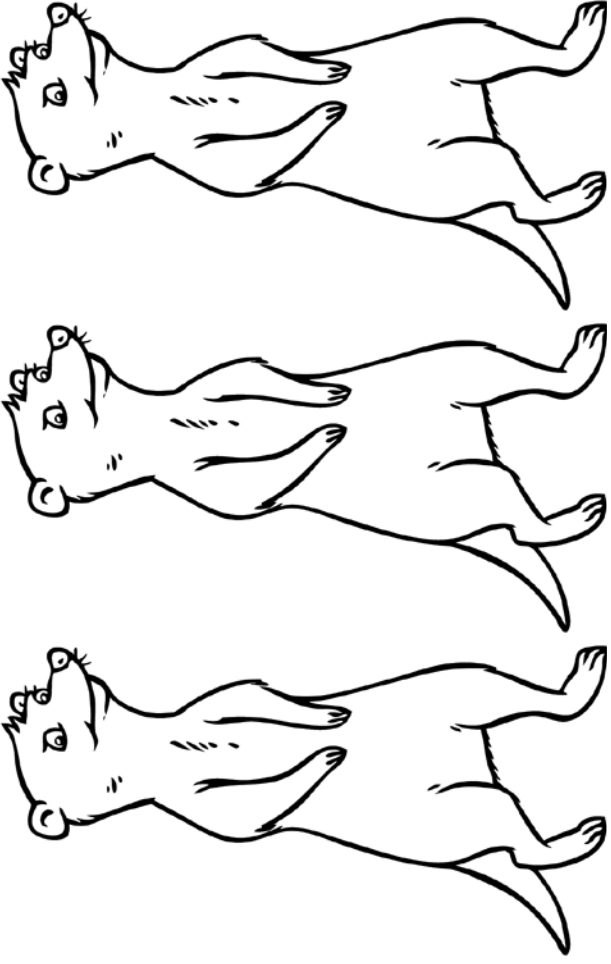




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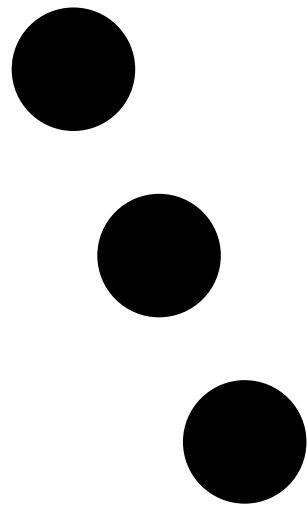
kubili





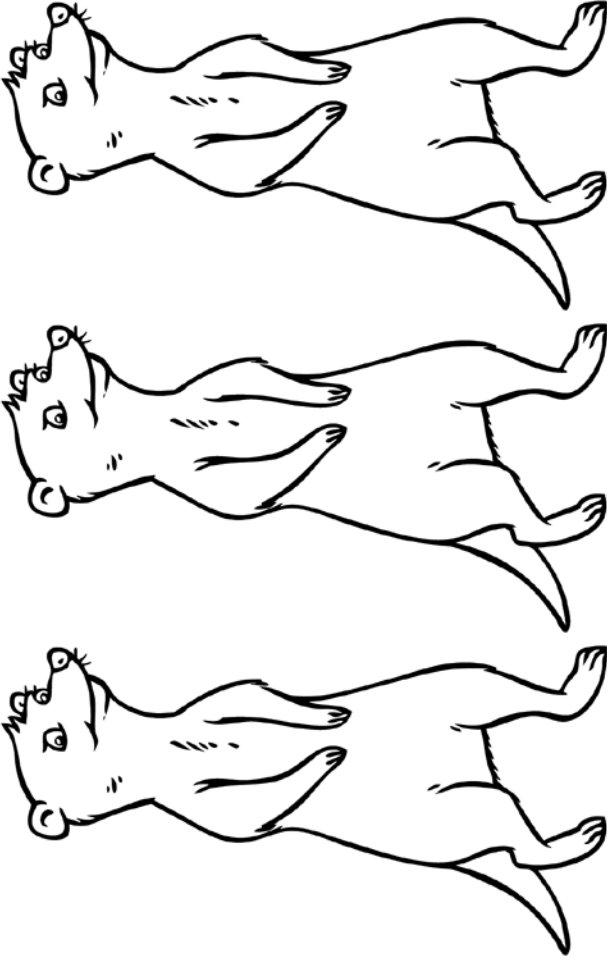
3

three

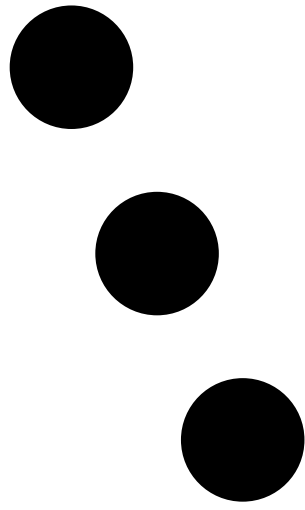




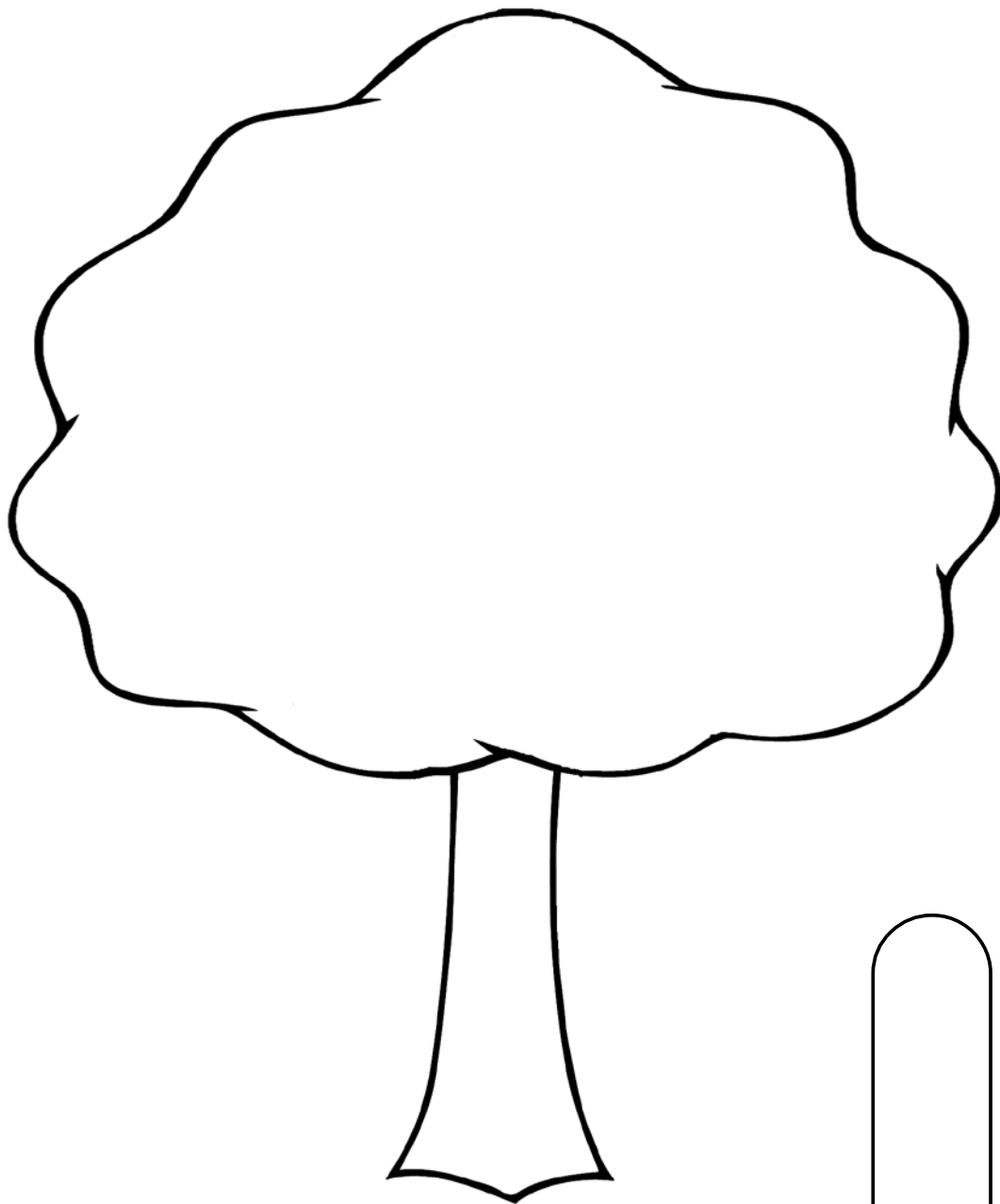
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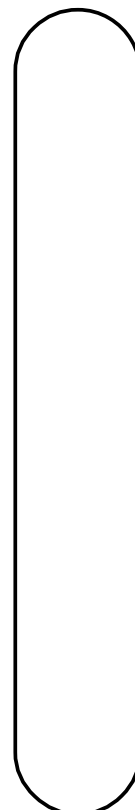
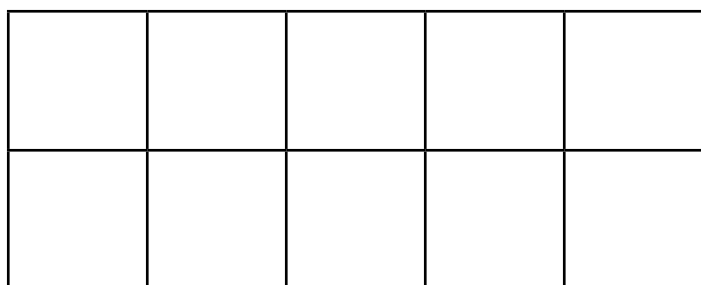
kutthathu



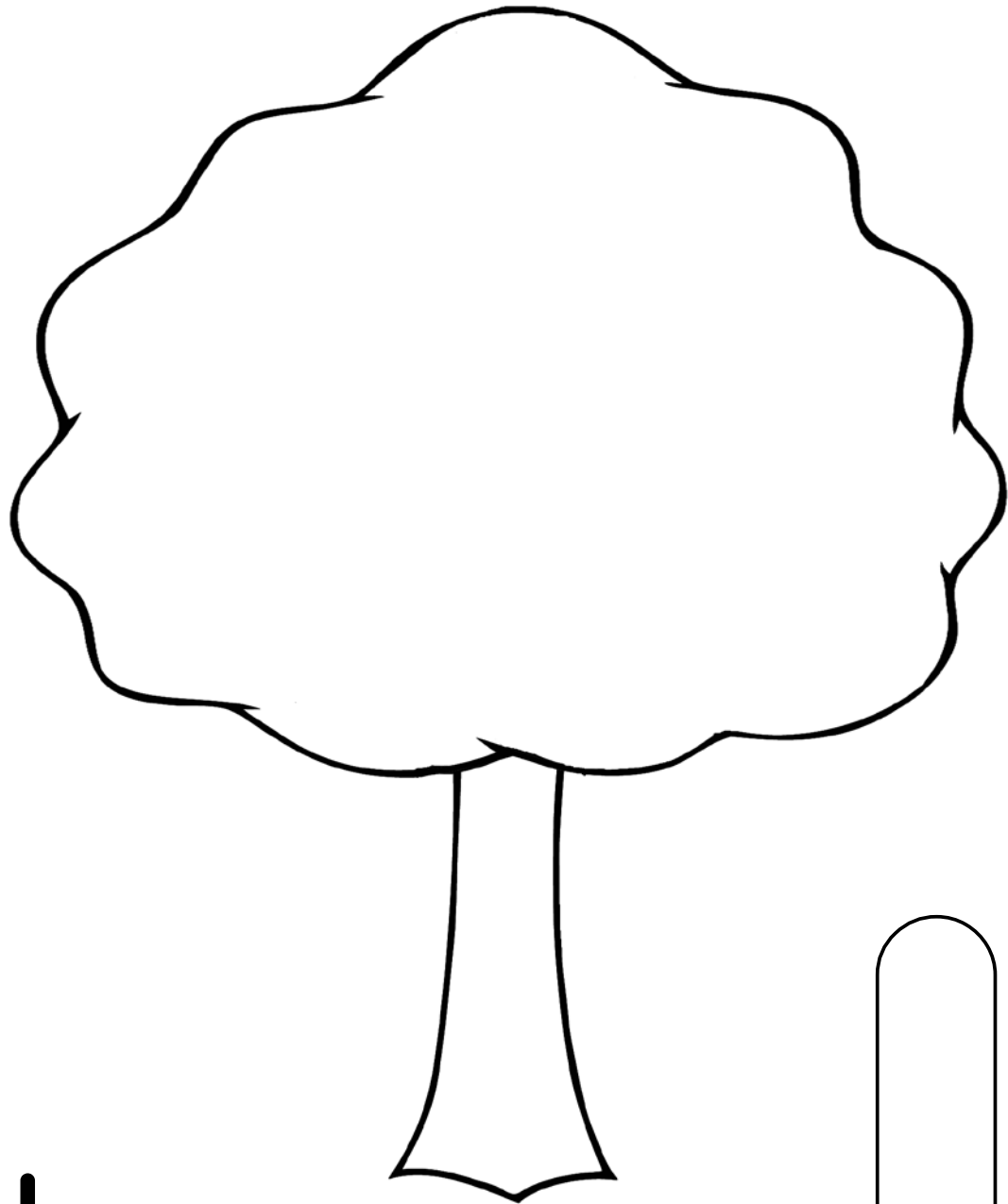
# Playdough template: Number 1



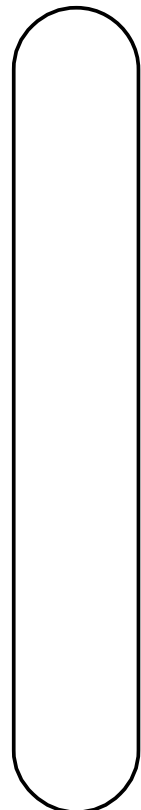
one



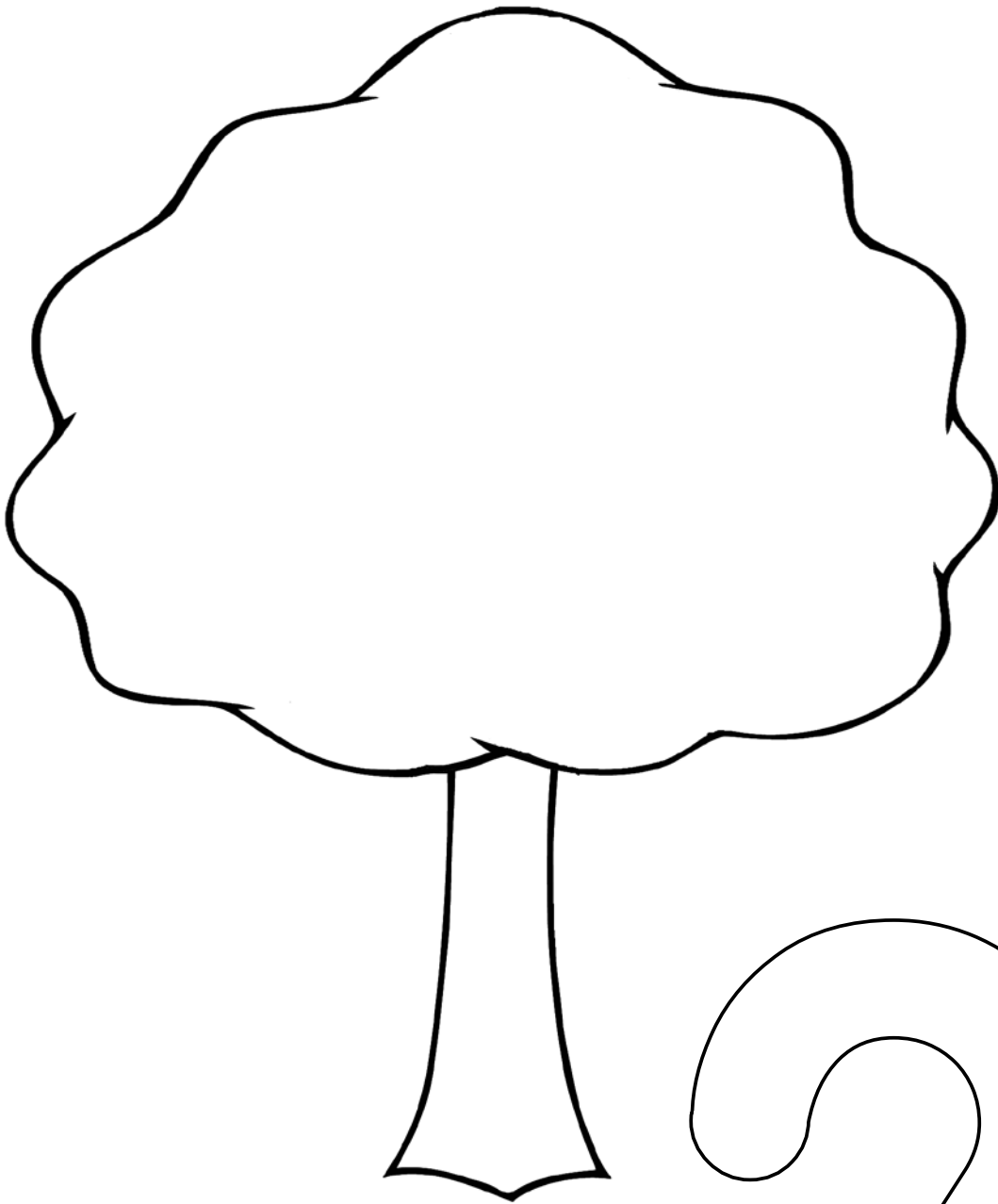
Ithempulethi yenhlama yokudlala: Inombolo 1



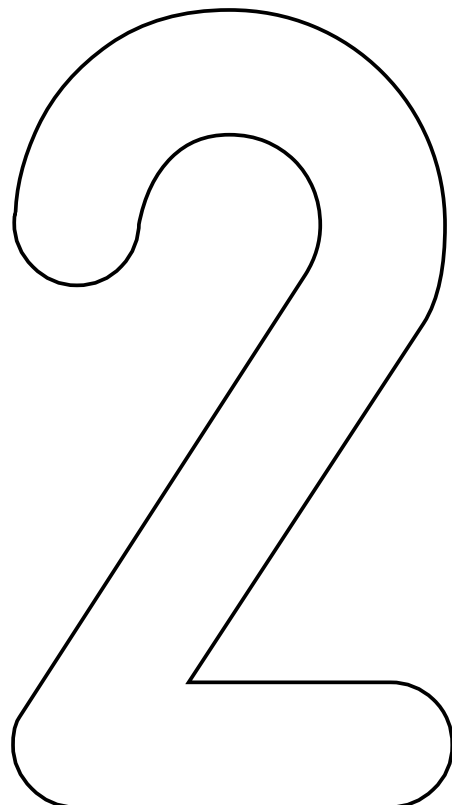
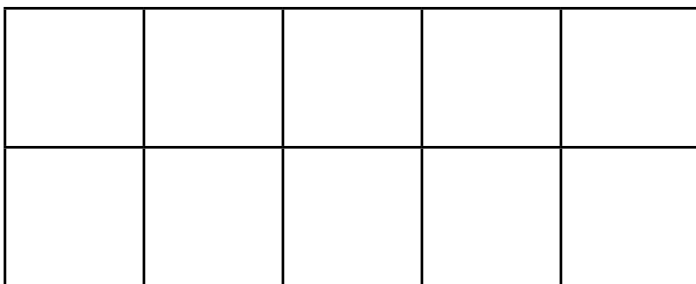
kunye

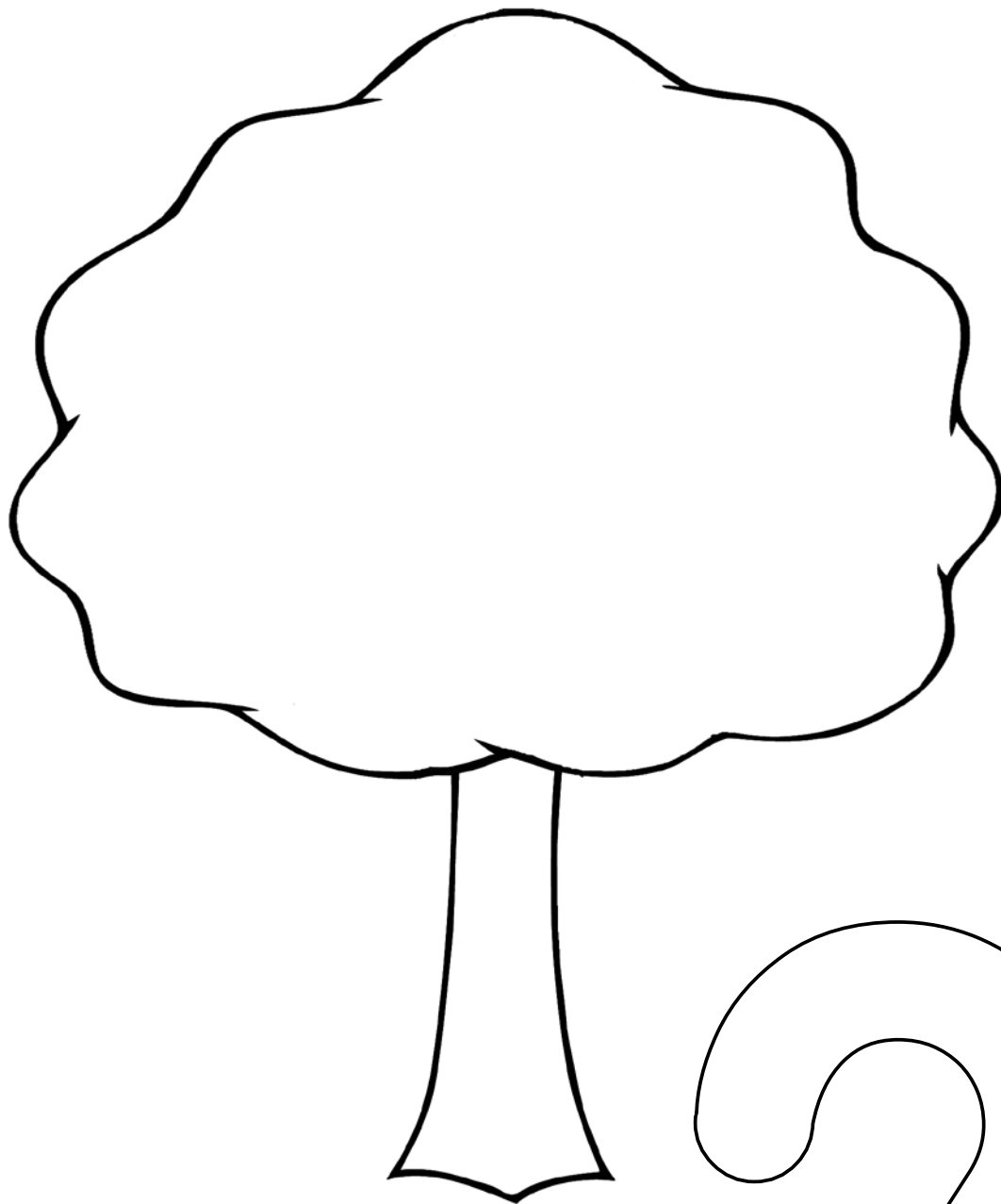
# Playdough template: Number 2



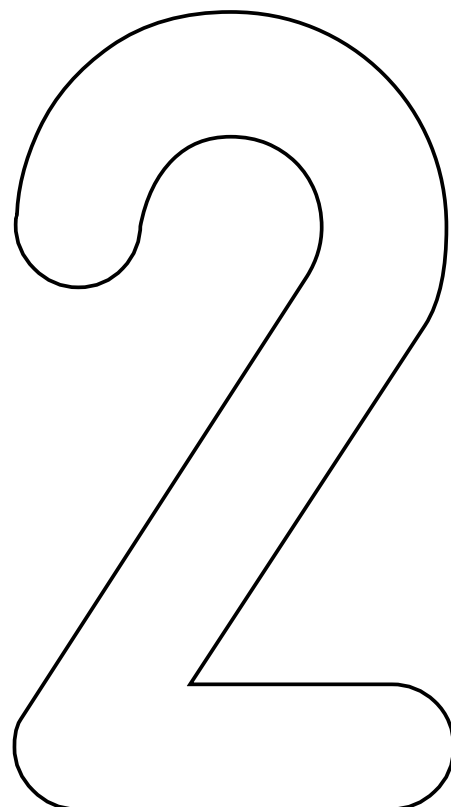
two



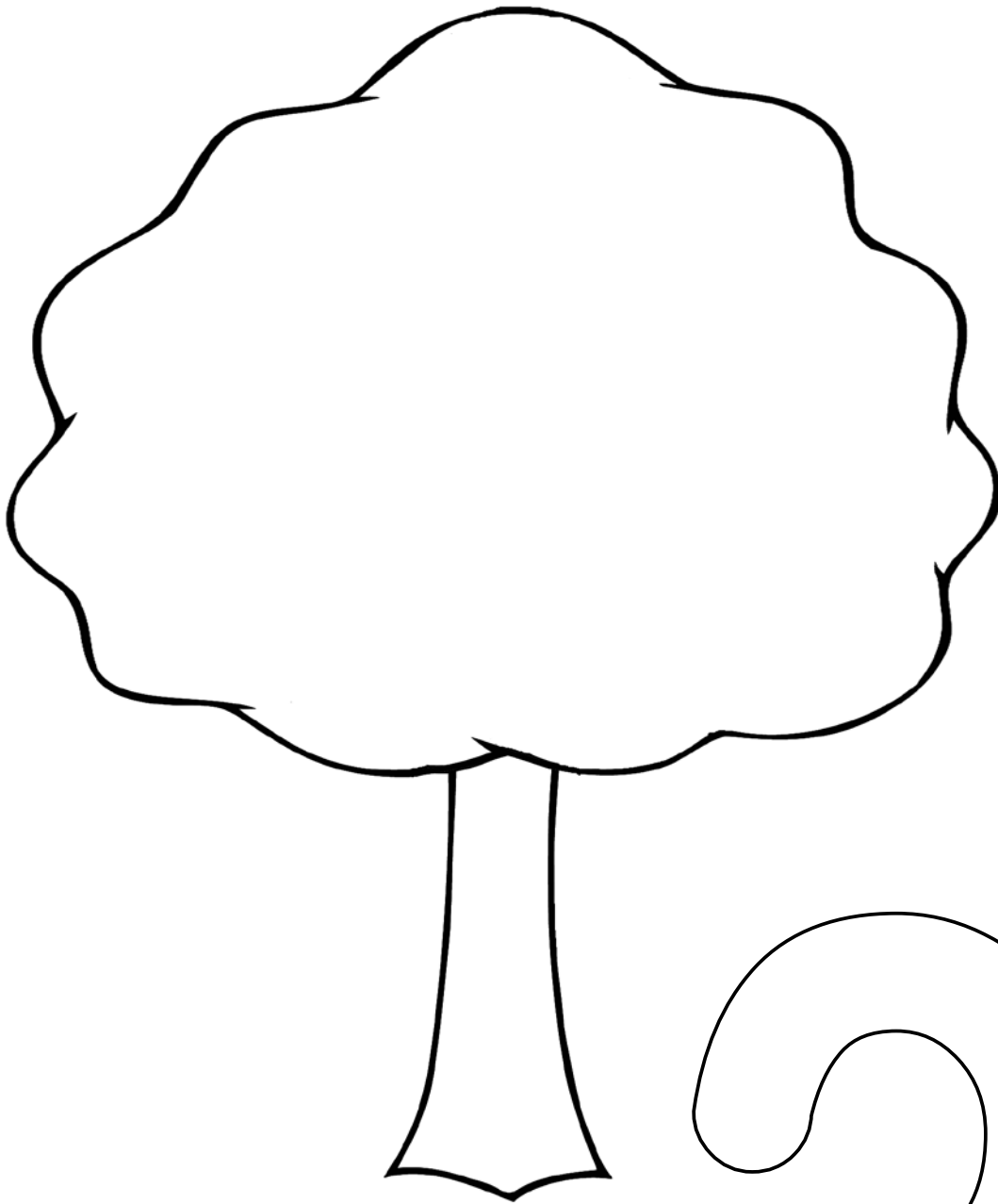
Ithempulethi yenhlama yokudlala: Inombolo 2



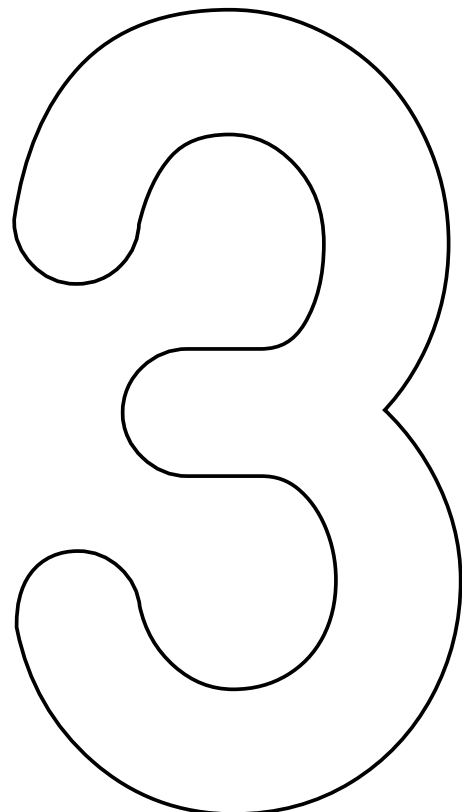
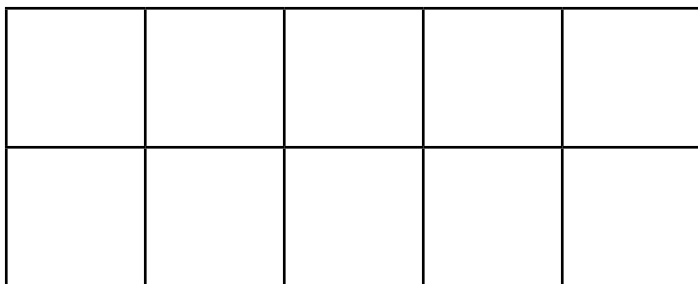
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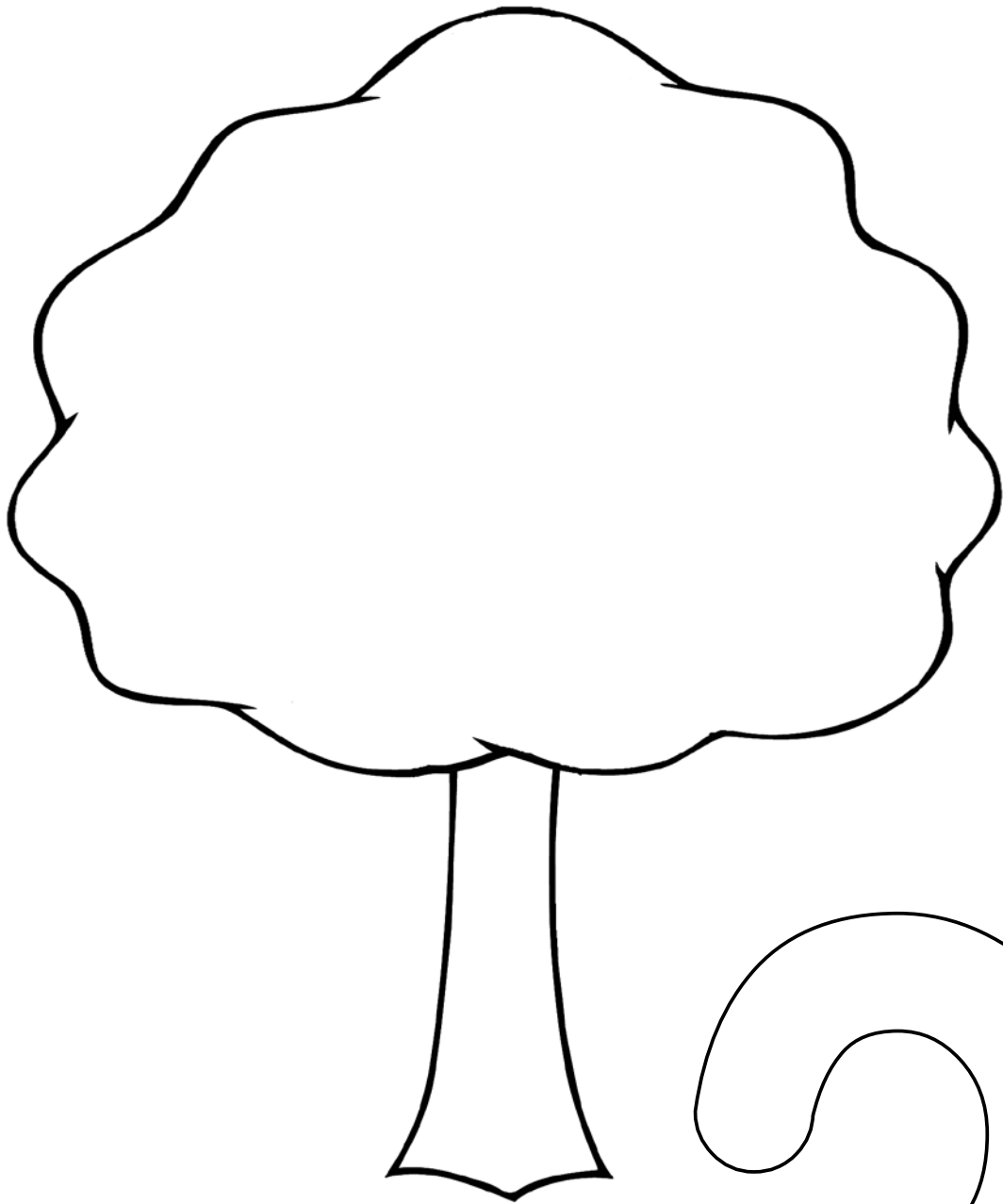
# Playdough template: Number 3



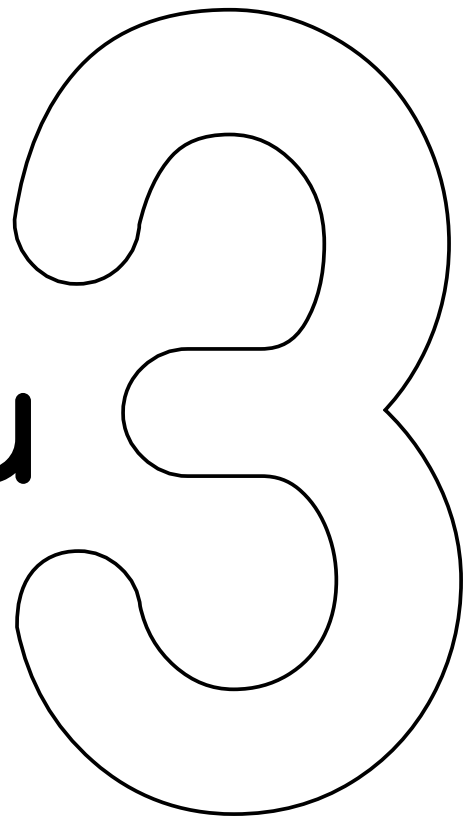
three



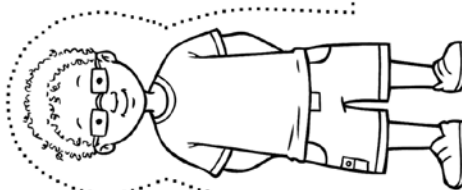
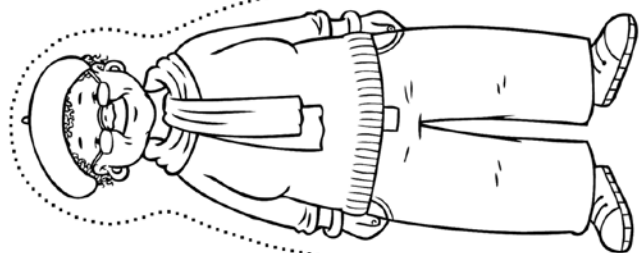
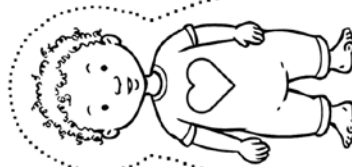
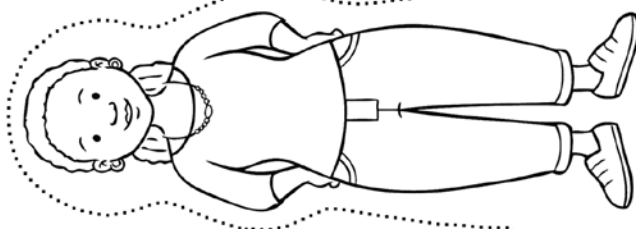
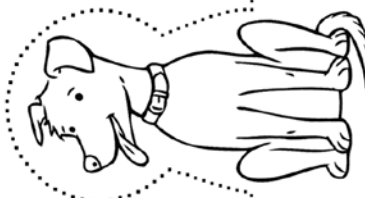
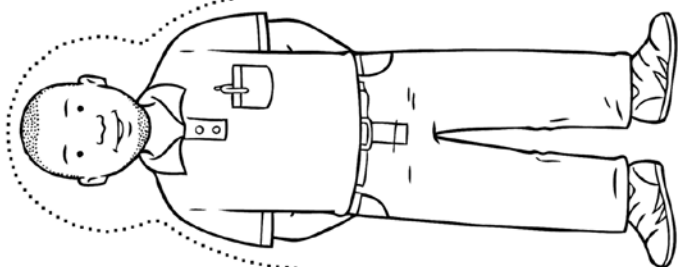
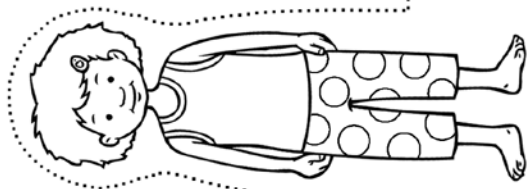
Ithempulethi yenhlama yokudlala: Inombolo 3



kuthathu

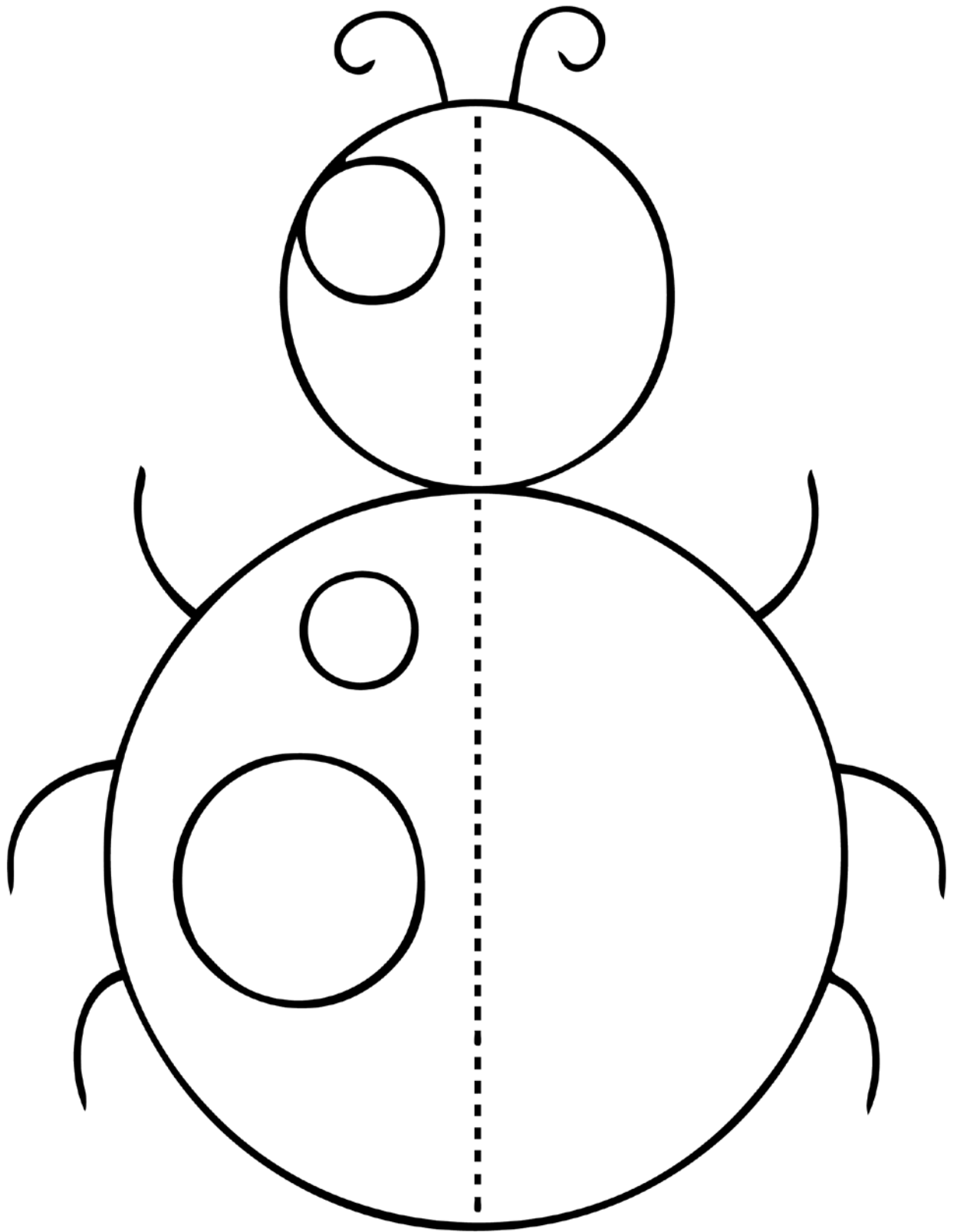



# Finger puppets (Week 1) • Amaphaphethi eminwe (Isonto 1)

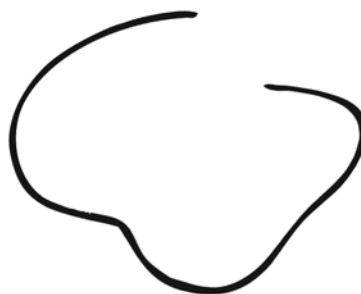
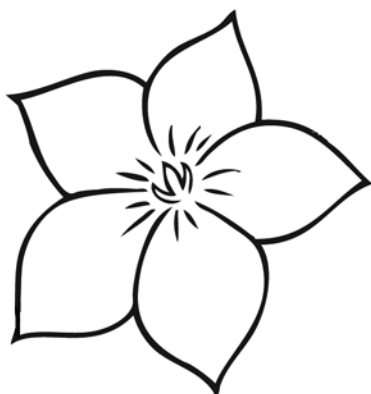
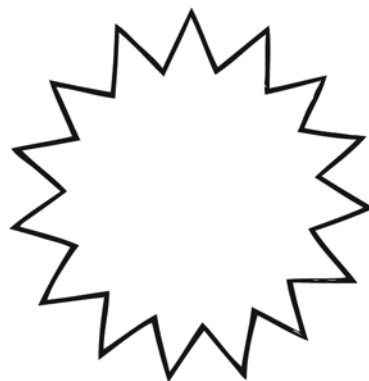
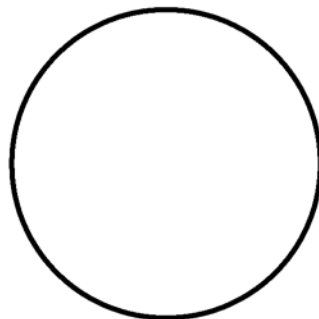
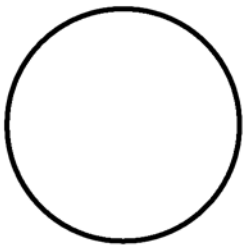
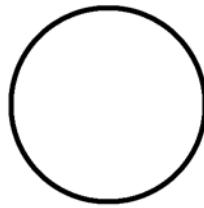
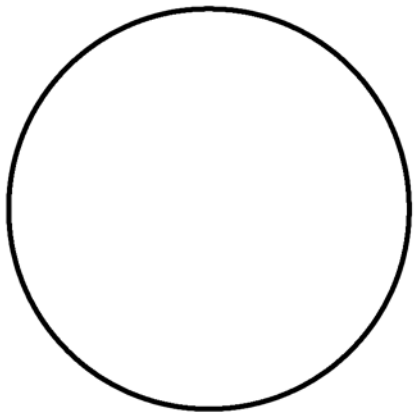




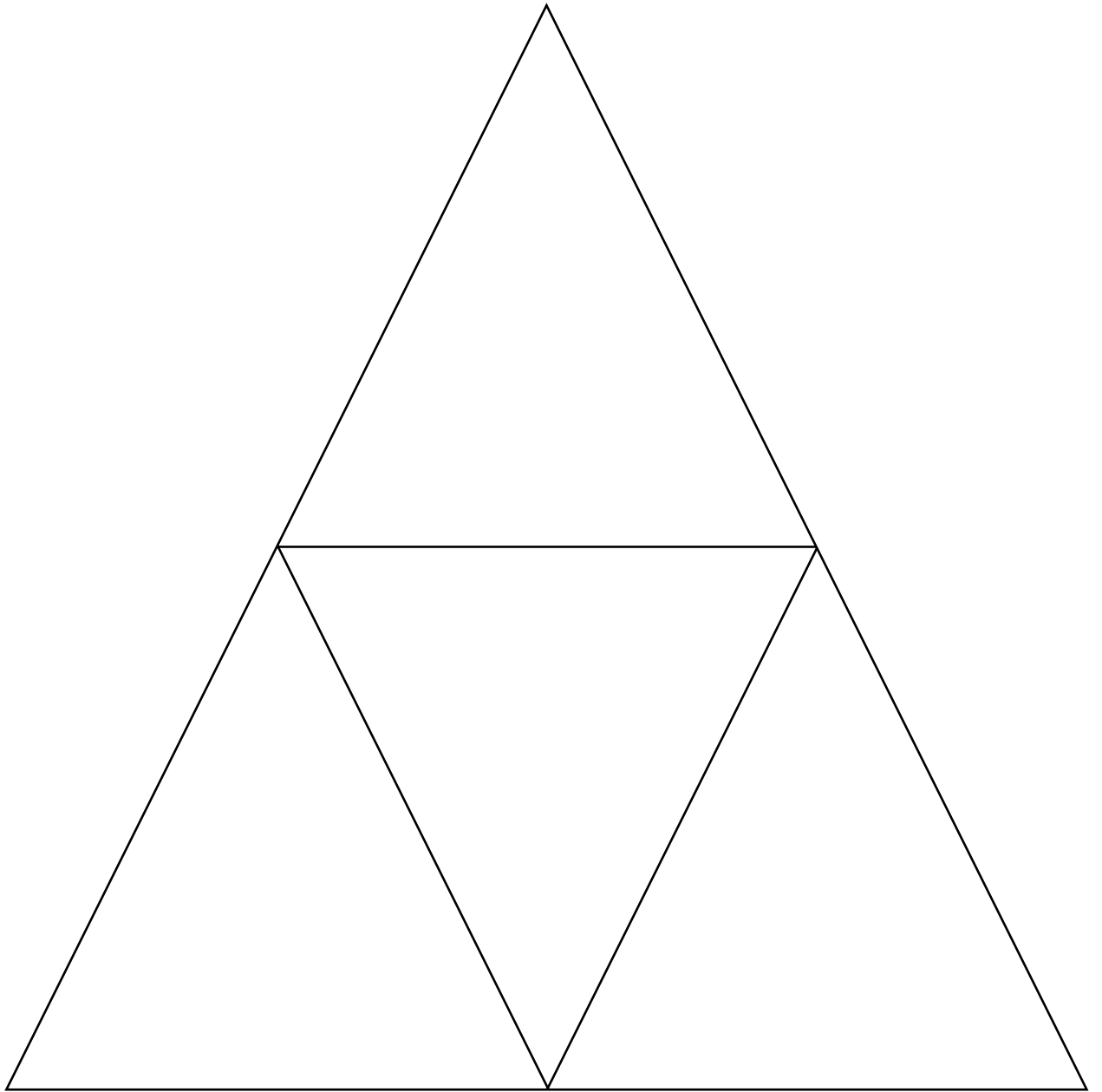
A beetle (Week 4) • Ibhungane (Isonto 4)



Circles (Week 4) • Izindilinga (Isonto 4)



## Triangles (Week 7) • Onxantathu (Isonto 7)











## Notes • Amanothi

A series of horizontal dashed lines for writing notes, spanning the width of the page.

