

IHlelo lokuThuthukisa  
iimBalo zeGreyidi R

Grade R Mathematics  
Improvement Programme

# UmHlahlandlela wemiSebenzi: Ithemu 2 Activity Guide: Term 2



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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IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo wom**Nyango wezeFundo weGauteng (Gauteng Department of Education)** nombambisani wayo oqakathekileko, i-**Gauteng Education Development Trust**.

Ukwenziwa nokukhiqizwa kweensetjenziswa zebandulo nezetlasi zePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R kukghonakele ngomusa wokusekelwa ngemali yephrojekthi ebuya ku-**United States Agency for International Development** kunye ne-**Zenex Foundation**.

IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R ilawulwa yi-**JET Education Services** ne-**Schools Development Unit** ye-**UCT** kunye ne-**Wordworks** njengababambisani kezobuqharhaqharha.

**ISchools Development Unit (SDU)** ye-**University of Cape Town (UCT)** imbambisani kezobuqharhaqharha beembalo kuPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R. I-SDU iyiyunithi ngaphakathi kwe-School of Education ye-UCT eqalene nokuthuthukiswa kobukghwari babotitjhere beemBalo, iSayensi, ilwazi lokuTlola nokuFunda/iLimi namaKghono wePilo ukusukela kwaGreyidi R ukuya kwaGreyidi 12. I-SDU inikela abotitjhere iziqu zokufundisa neemfundo ze-UCT ezifitjhani eziphasisiweko, umsebenzi onzinze esikolweni, ukwenziwa kwemethiriyeli nerhubhululo ukusekela ukufundisa nokufunda kibo boke ubujamo beSewula Afrika.

Umhlobo lo wemethiriyeli yeembalo uzuze ekuhlanganyeleni ngokubambisana nabasebenzisani be-Wordworks begodu uthuthukiswe ngokulungiswa nemethiriyeli yeHlelo lokuThuthukiswa kweLimi. Kwenziwe ngcono misebenzi yeenkhulu zePhikwana labaNgophisi bokuthuthukiswa kweFundo yabaNtwana nePhikwana labaNgophisi beKharikhyulamu yezeFundo esiSekelo (Ezingeni lesiYingi nesiFunda) womNyango wezeFundo weGauteng abanikele ngokubonakalako kokumumethwe yimethiriyeli begodu bazibandakanye ngokwakhako ukuqinisekisa ukukhambisana nemithethokambiso, imikghwa namagugu weemfunda.

## AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

- ★ Iinkhulu zePhiko labaNgophisi leKharikhyulamu, iPhiko labaNgophisi laboTitjhere bezeFundo nePhiko labaNgophisi leFundo eKhethekileko yomNyango wezeFundo weGauteng, ekutjhugululweni kwemethiriyeli yethu.
- ★ Abasebenzisani be-Wordworks, ababambisani kezobuqharhaqharha belimi mayelana nePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R, ngokusebenzisana ekutlanyweni kwemethiriyeli.
- ★ Abasebenzi nabotitjhere be-Western Cape Education Department (WCED) ngokufaka kwabo isandla epumelweni yokusetjenziswa kwe-Grade R Mathematics Programme (*R-Maths*) eTjhingalanga Kapa phakathi komnyaka we-2016 nowe-2019.
- ★ Isiqhema sokutlola se-*R-Maths*: Abasebenzi nabathintanisi be-SDU nabasebenzi be-WCED.

IHlelo lokuThuthukisa iimBalo zeGreyidi R lisuselwe ku-*R-Maths*, eyakhutjhwakokuthoma yi-Schools Development Unit, University of Cape Town ngo-2017. Ilungelo lokukhuphela le-*R-Maths* liphethwe yi-University of Cape Town.

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Ilayisensi lena ivumela abasebenzisi bagodu bona babelane, bahlanganise godu, bajayeze, bese bayakha ngaphezu kwezinto ezivela nanyana kungiyiphi indlela yokuveza imibono nofana indlela incwadi ijame ngakhona nofana ubukhulu bayo ngesibanga sokungazuzi litho, ikani kukobana ukuhlakanipha bunikelwe umtlami okunguye umenzi. Lokha nawuhlanganisa, ujayeza nofana wakha phezu kwezinto, kufuze ulayisense izinto lezo ozitjhugulule ngeyakho indlela ngaphasi kwemigomo yokufana poro.

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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 2* offers a structure for teaching maths in the second 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 2

The following features form part of *Activity Guide: Term 2*:

- 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>• Recognise and identify number symbols and number words</li><li>• Describe, compare and order numbers</li></ul>	<ul style="list-style-type: none"><li>• More than, fewer than, equal to</li><li>• Number 4</li></ul>	<ul style="list-style-type: none"><li>• Oral counting 1–10 and 5–1</li><li>• Counting objects 1–5</li><li>• Sequencing numbers 1–3</li><li>• Number concept 1–3</li></ul>
<b>New maths vocabulary</b>		
more than	fewer than	equal to

- 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

Ihlelo lokuThuthukisa iimBalo zeGreyidi R (i-Grade R Maths) lisekelwe phezu kwelwazi elihle leembali, ukuzwisisa iragelo phambili lekharikhyulamu yeGreyidi R, nokulemuka bonyana ezinye iindlela zokufundisa zikhambisana ngcono nokukhutjhlulwa kokufunda nemiphumela ethileko.

*UmHlahlandlela wemiSebenzi ye-Grade R Maths: Ithemu 2* inikela isakhiwo sokufundisa iimBalo kuthemu yesibili ye-Greyidi R ngoku:

- landelanisa okumumethweko kwesiGaba sokuMumethweko seemBalo ngasinye eemvekeni ezilitjhumi
- nikela iragelophambili nebelo lokusebenza phakathi kweenGaba zokuMumethweko ezihlanu
- ngophana nesiGaba sokuMumethweko esisodwa esiqakathekileko ngeveke (Nanyana kunjalo, iinhloko ezivela kezinye iinGaba zokuMumethweko zingathulwa bebenziwe phakathi kweveke leyo. Ukufunda nokufundisa okukhambelana neenomboro kwenzeka ngamalanga begodu kuhlanganiswe nazo zoke iinGaba zokuMumethweko.)
- veza imibono ngemisebenzi yetlasi yoke, ehlahlwa ngutitjhere nomsebenzi wesiqhema ozijameleko.

## Amatshwayo womHlahlandlela wemiSebenzi: Ithemu 2

Amatshwayo alandelako akha ingcinye yomHlahlandlela wemiSebenzi: Ithemu 2:

- Ihlathululo yokumumethweko ikhombisa ilwazi elitjha lomnqopho wokuzijayeza ngeveke.
- Ithemu, iveke nomNqopho wesiGaba sokuMumethweko kuthulwe ngokucacileko ekuthomeni kweveke ngayinye.
- Amabhoksi atlolwe linhloko, Ilwazi elitjha noUkujayeza akhombisa lokho okuzakwenziwa evekeni.
- Ilwazimagama elitjha leembali elizakufundiswa lirheliswe ngeveke.
- Irhelo lalokho ofanele ukulungise iveke ngayinye linikelwe.
- Amabhoksi weenyeleliso anikela imibono neenkumbuzi.
- Amabhoksi wokuhlanganisa anikela umbono wokobana iimbalo zingagandelelwa bunjani kezinye iimfundo nemisebenzini yangamalanga ngesikhathi sehlelo leGreyidi R langamalanga.
- Amabhoksi ahlahla ukubona nokuhlola okuragela phambili.
- Ikhasi lokuhlola okuragela phambili linzinze emisebenzini yethemu.
- Iinsetjenziswa nemifuziselo kufakwe ngemva komhlahlandlela.

Iinhloko	Ilwazi elitjha	Ukujayeza
<ul style="list-style-type: none"><li>• Ukukhumbula nokufanisa amatshwayo weenomboro neenomboromagama</li><li>• Ukuthadhlula, ukumadanisa nokurhemisa iinomboro</li></ul>	<ul style="list-style-type: none"><li>• Ngaphezulu kuna-, mbadlwana kuna-, kulingana na-</li><li>• Inomboro 4</li></ul>	<ul style="list-style-type: none"><li>• Ukubala ngomlomo 1–10 naku 5–1</li><li>• Ukubala izinto 1–5</li><li>• Ukulandelanisa iinomboro 1–3</li><li>• Umqondo wenomboro 1–3</li></ul>
<b>Ilwazimagama leembali elitjha</b>		
ngaphezulu kuna-	mbadlwana kuna-	kulingana na-

## I-Grade R Maths ehlelweni langamalanga

Ikambiso iqakathekile begodu abantwana bayakuthabela ukubuyelela begodu bazizwa baphephile lokha nabazi bonyana kufanele benzeni nokobana khuyini okulindelwe kibo.

Ukuplana nakho kuqakathekile ukuqinisekisa bonyana ikambiso ikhamba butjhelela. Funda okumumethweko kweveke bese ulungisa yoke imatheriyali ozayidinga yelanga ngalinye isikhathi sisesekhona. Khupha imatheriyali yelanga ngaphambi kwesikhathi kube yoke into sele ilungile ekuseni.

I-Grade R Maths inesiphakamiso semisebenzi elandelanako ebuyelelwa ngamalanga evekeni yamalanga amahlanu. Ukuhleleka kwetlasi nemisebenzi engasetjenziselwa ukufundisa nokugandelela imiqondo yeembali iyaphakanyiswa ngeveke. Lokhu kufaka hlangana:



## 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

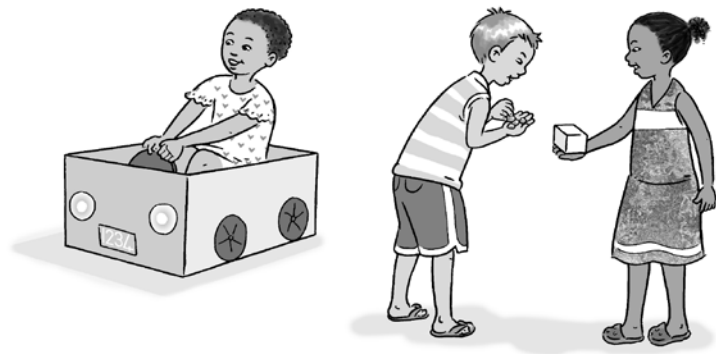
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

- Umlolozelo nofana ingoma
- Ukubala ngomlomo
- Ukubala izinto eziphathekako
- Imisebenzi nemibuzo ehlanganiswe neenhloko zesiGaba sokuMumethweko

Ekupheleni komsebenzi wetlasi yoke, khombisa abafundi lokho ekufanele bakwenze eentetjhini zabo zokusebenzela. Yoke imatheriyali abayidingako ibekwe kuhle kobana bathome benze imisebenzi.



## Ukutjintjana: ukusuka komunye umsebenzi udlulele komunye

Ukutjhida phakathi komada nesitetjhi sokusebenzela sikhathi esihle sokuzijayeza ukubala ngegido nangethabo, indlela zokutjhida ngobukghwari, isibonelo, kancani njengekghuru, weqe njengomqasa, buthule njengekhondlo, ngamunye ngamunye namakarada wegama/wetshwayo lesithombe sakhe.

## Imisebenzi yesiqhema esincani

- Kunomsebenzi munye ohlahlwa ngutitjhere ngelanga.
- Kunemisebenzi emine yeenqhema ezincani ngelanga. Imisebenzi emine ezijameleko le (nofana imisebenzi yangeqadi) kufanele ihlelwe **eentetjhini zokusebenzela** ezine ngetlasini mazombe – kungaba seentafuleni lapha abafundi bahlezi nofana bajame khona, emadeni, nofana ngaphandle. Abafundi badlhegana ngesitetjhi **sokusebenzela** ngasinye iveke yoke, ngokuya ngendlela utitjhere ahlele ngayo imisebenzi. Khumbuza abafundi kobana badlhegane, babelane imatheriyali bebasizane lokha nabasebenzako.

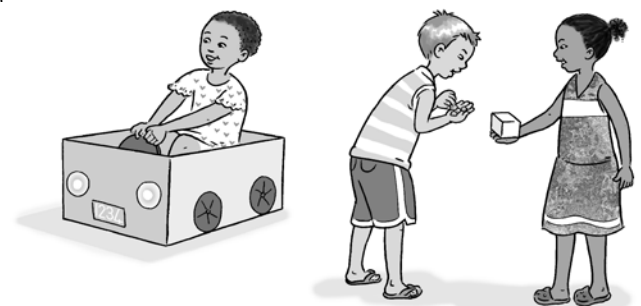
## Isikhathi sokubutha

Abafundi kufanele bazi bonyana imatheriyali ihlala kuphi. Itjhelfu nofana itafula ibekelwe iinsetjenziswa ingasiza abafundi bahleleke. Khuthaza abafundi basizane ngesikhathi sokubutha. Ekuthomeni abafundi bazokudinga ukusizwa begodu kuzakufuneka ubakhumbuze bonyana bazibeke kuphi izinto, kodwana bazakujayela ikambiso yokubeka izinto lapha kufanele khona msinyana. Khetha abadosiphambili beenqhema nabasizi bokubutha iveke ngayinye. Banikele imisebenzi neembopho ezinqophileko.

## Imisebenzi yokuzikhethela ngokutjhaphulukileko

Hlela imisebenzi yobuhlakani, nekarisako bonyana abafundi bazokwazi ukukhetha kiyo lokha nasele baqeda ukwenza imisebenzi yabo yesitetjhini sokusebenzela. Lokhu kungafaka hlangana:

- amabhlogo nofana ezinye iindlalisi zokwakha
- amaphazili
- ihlama yokudlalisa
- iincwadi ekhoneneni lokufundela
- umdlalo weenthombengqondo, isibonelo, ukuthenga
- incwadi yokusebenzela nofana amakhasi wetjhidi lokusebenzela.



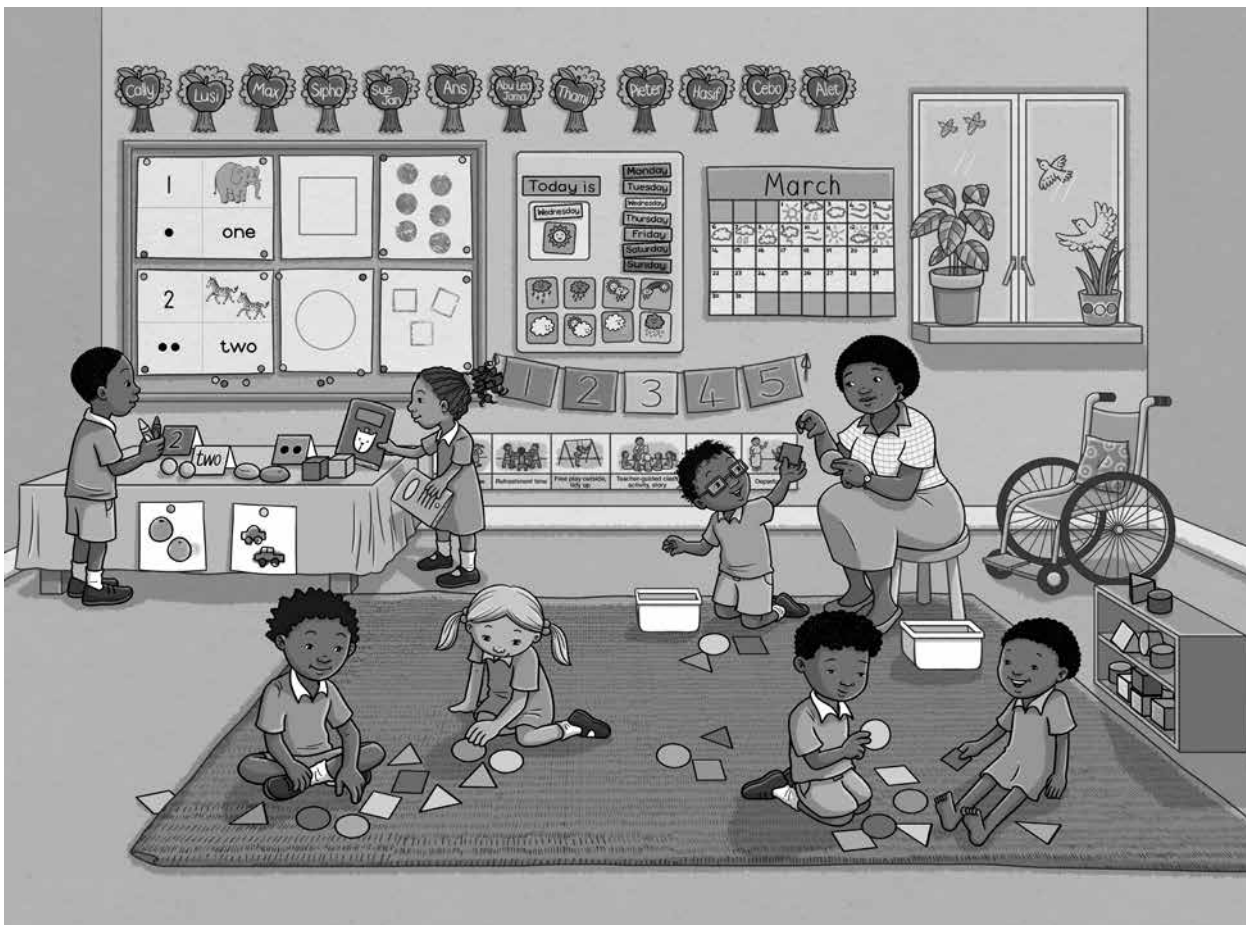
## Assessment

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 2. 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.



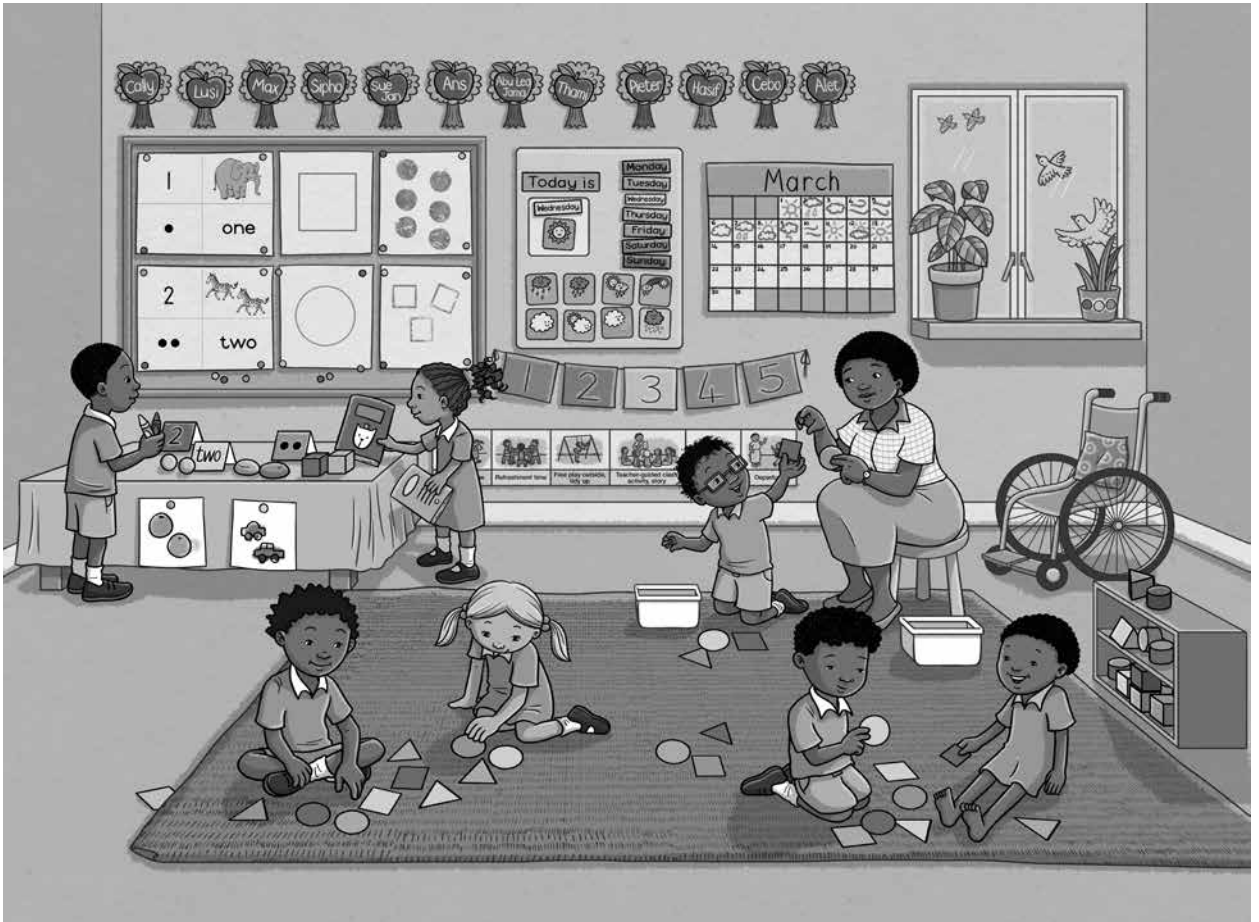
## Ukuhlola

Okutjhejiweko nokuhlola okuragela phambili ngesikhathi semisebenzi ehlahlwa ngutitjhere neyetsi yoke kunikela amathuba welwazi nehlatululo ehle yeragelophambili yomfundi ngamunye. Ilwazi leli liqakathekile ukuhlahla ukufundisa okuragela phambili nokungenelela emntwaneni ngamunye. Irhelo lokuhlola ukuhlola okuragela phambili elisekhasini 191 nele-193 womhlahlandlela lo linzinze kilokho okufundiswe kuThemu 2. Umfuziselo lo ungasetjenziselwa ukurekhoda iragelophambili lomfundi ngamunye ngesikhathi sethemu.

## I-Grade R Maths ngetlasini

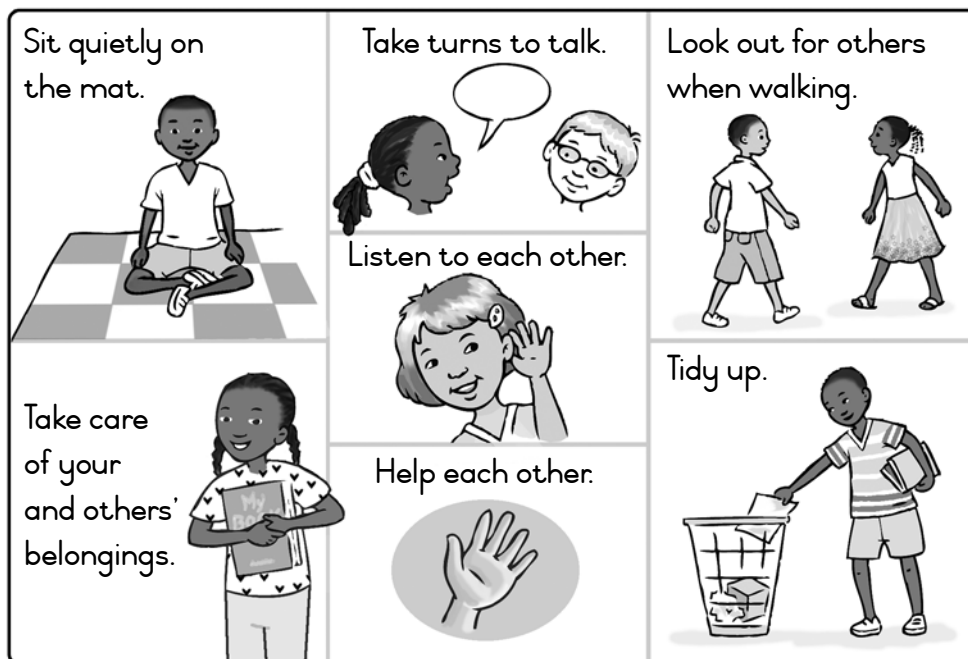
Lungisa indawo ngetlasini oyibekela iimbalo begodu eseduze nomada. Le yindawo ekwabelwana ngayo lapha abafundi banganikela bebazibandakanye nesihloko ebafula ngaso. Indawo yeembalo efanelekileko ifaka hlanguana:

- itafula encani esame ngeboda
- inambalayini eyenziwe ngentambo namaphegi
- itjhadi lobujamo bezulu bangamalanga
- ikhalenda yenyanga ngayinye enamabhlogo welanga ngalinye
- itjhadi elinamagama wamalanga weveke
- ihlelo langamalanga elineenthombe zemisebenzi ehlukeleko
- amakarada namatshwayo wamagama wabafundi ahlelwe ngokuya kwamagama weenqhema zabo
- amatshwayo wabasizi azokukhamba phakathi kwabafundi ngokuya ngokwamalanga weveke
- itjhadi 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

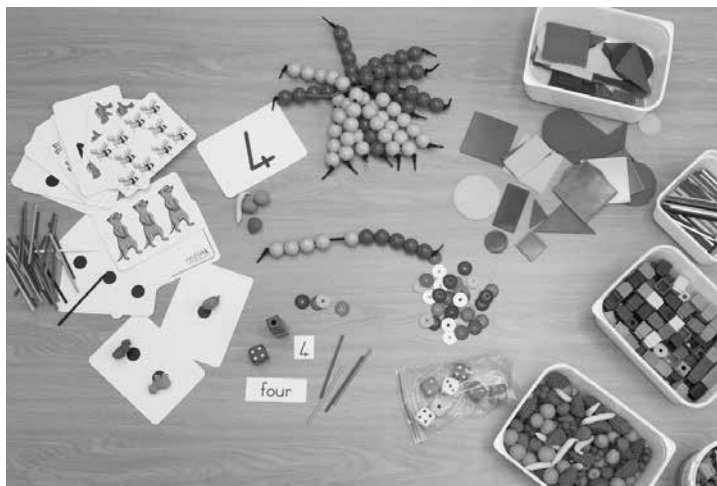


## Resources for Grade R Maths

### 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.

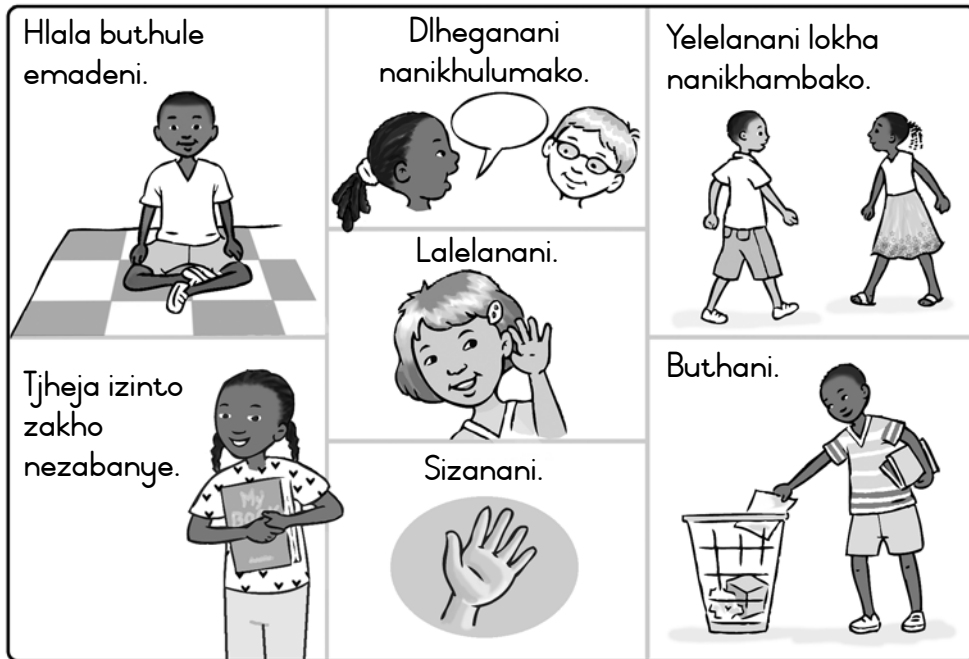


These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.



Yenza iphosta etlolwe 'imithetho yetlasi' nabantwana. Ikhangise lapha bazayibona khona ngobulula. Imithetho ayingadluli kwemithandathu nofana elikhomba.

## Imithetho yetlasi lethu

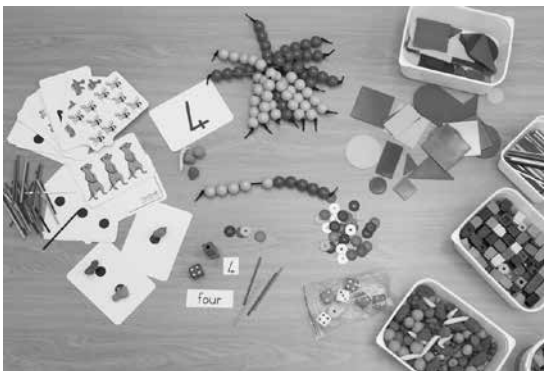


## Iinsetjenziswa ze-Grade R Maths

### IKhidi yeenSetjenziswa ze-Grade R Maths

I-Grade R Maths inikela ikhidi yokufunda nokufundisa iimbalo enikela ngeensetjenziswa zeenqhema ezincani zabafundi abasithandathu ukuya kababunane kobana bazisebenzise. Ikhidi ifaka lokhu okulandelako:

- imatheriyali yokubala, isib. amadiski neengojwana zemibala, iimbalisi zeentlo neenlwana, namabhlogo we-*Unifix*
- idayisi elikhulu
- imitja yemincamo ehlelekileko elitjhumi
- amakarada wamaqatjhazi
- amakarada weenomboro: amatshwayo weenomboro (0–10) iinomboromagama (ziro ukuya etjhumini)
- amabhlogo wamatshwayo.



Lokhu akungabi ngizo zodwa iinsetjenziswa utitjhere nabantwana abangazisebenzisa ngesikhathi semisebenzi yeemibalo. Izinto zangamalanga ezibuya emakhaya zifanelekile ekuhleleni ngamaneko, ukubala nekuhloleni amabumbeko.

## 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

## Imatheriyali eyenziwe kabutjha

Bulunga imatheriyali eyenziwe kabutjha ngeemphathini ezilebuliweko ezineemvalo (njengokuthi: izinto zokufaka iinthelo nemirrorho, iimphathi ze-ayisikhrimu ezimalitha ama-2 neenkhaftinyana ze-feta ezi-500-ml). Beka iimphathi lezi etjhelfini nofana kukuphi lapha abantwana bangazifikela khona. Khuthaza abafundi babuyisele izinto ngesikhathi sokubutha nangabe bazisebenzisile eentetjhini zabo zokusebenzela nofana ngesikhathi semisebenzi yokuzikhethela ngokutjhaphulukileko. Nasi eminye imibono mayelana neensetjenziswa zeemvalo:

- iimvalo zamabhodlelo (amabumbeko, ubukhulu nemibala ehlukeleko)
- amabhoksi wobukhulu obuhlukeleko (isibha sokuhlamba amazinyo, amabhoksi weenthoro zomlilo, isiriyeli, umtjhoga, wokupaka)
- iimphathi zeplastiki (amabhodlelo wama-500 ml, nawelitha eli-1, iinkhaftini zemajarini, iinkhaftini zeyogathi ye-250 ml neye-500 ml, iimphathi ze-ayisikhrimu, neempakana zemirrorho)
- amatjhubhu namasilinda (irolo lengaphakathi kwethitjhu yendlwaneni, ingaphakathi lethawula yephepha yangekhwitjhini, amarolo wengaphakathi lefoyili, amabhlege)
- amabhoksi wamaqanda
- iinkunubhe, iinlodhlhelo ezidala, iingobho zeplastiki, iingoqwana ze-ayisikhrimu, iinkanapelo zokubopha amaphakethe woburotho
- imihlobo ehlukeleko yeemholo, imigodla yeemhontjisi, amahulahuphu.



## Ezinye iinsetjenziswa

Ezinye iinsetjenziswa zokufundisa i-Grade R Maths zifaka hlangana:

- amakhayoni, ipende, isinamathiseli, iinkere
- ihlama yokudlalisa nofana umdaka wokubumba
- iincwadi ezingasetjenziselwa imikhulumiswano yeemvalo
- amabhlogo wokwakha neendlalisi zokwakha (buthelela iinkuni ezisarhiweko nangabe kuyadingeka)
- imihlobohlobo yamaphazili angenelanako nemidlalo, isibonelo, amadomino, iinyoka neenlere, i-Ludo, i-Lotto



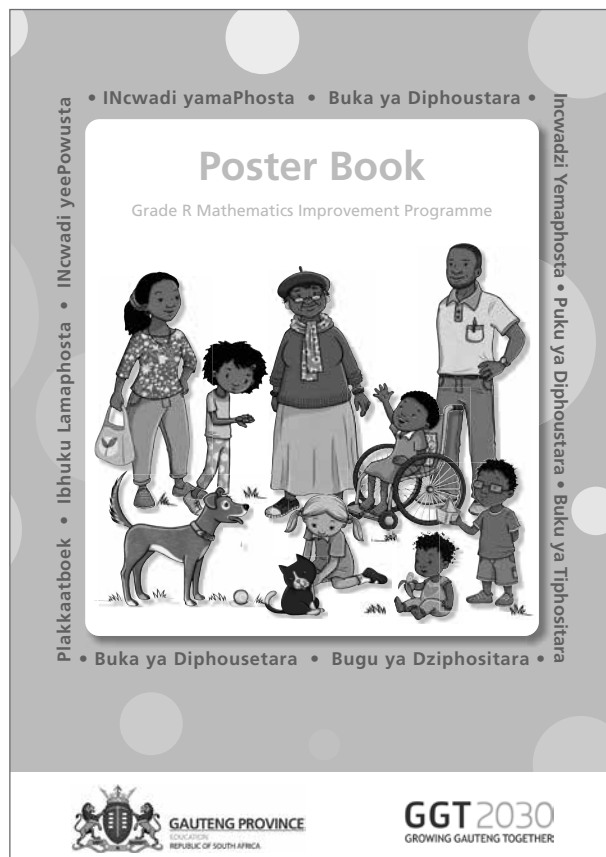
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## 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?



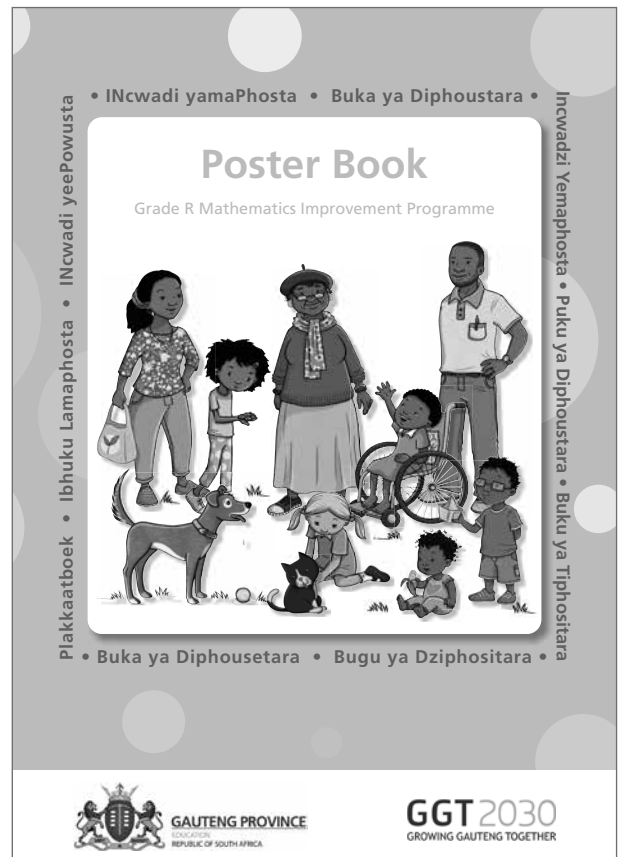
- itjhadi lokuphakama
- amakarada wokudlala amakhulu
- isingamali: iinhlavu namaphepha (yokusetjenziswa esitolo sokudlalisa)
- iwatjhi ekulu yebodeni ye-analogo
- isikala sokudzimelela
- imincamo yokuhlela, ukuphothela nokwenza amaphetheni
- iinsetjenziswa zemidlalo yehlabathi namanzi
- iinsetjenziswa zokukhwelela, ukudzimelela, ukujinka, nokweqayeqa.

## INcwadi yamaPhosta ye-Grade R Maths

*INcwadi yamaPhosta ye-Grade R Maths* inamaphosta alitjumi nanye. Amaphosta la athula ubujamo obujayelekileko lobo abafundi abangazihlobanisa nabo ukubamba amanye amahlangothi weembalo, isibonelo, ngetlasini, etatawini lokudlalela, nangephunyaneni. Amaphosta la anqophe ukuhlahlambisa ikareko nemikhulumiswano yeenhloko zeembalo, okufaka hlangana: iinomboro, amaphetheni, isikhala nebumbeko, ukulandelanisa isikhathi nokumeda. Amaphosta la angasetjenziselwa ukubandakanya abafundi ngokucabangisisa okudephileko. Afaneleke khulu ukuthuthukisa amakghono wokurarulula imiraro nokuphenya ngeembalo.

Abotitjhere bangakhuthaza abafundi bakhulumisane ngamaphosta bese babelane ngemicabango yabo ngokubuza imibuzo yokubahlahla kobana baqalane nephuzu elithileko kuphosta, isibonelo:

- Khuyini okubona esithombeni?
- Ucabanga bonyana abantwana/abantu bakuphi?
- Kwenzekani esithombeni?
- Ungangicocela indatjana mayelana nesithombesi?
- Bangaki ... obabonako? Bekungaba njani nangabe bekukhona ... abanengi/abambalwa?
- Iphi i ...?
- Kuzakwenzekani nange ...?
- Ucabanga bonyana kuzakwenzekani okulandelako?
- Ucabanga bonyana ... babona ini lapha bajame khona ...?
- Ngenjani iphetheni oyibonako? Tlhadlhula iphetheni.
- Ubona amabumbeko anjani?
- Ngiyiphi ... ephakame khulu/efitjhani khulu?
- Ungakwazi ukusebenzisa nofana ngiwaphi amagama weembalo ukutlhadlhula into esesithombeni?



# Content overview: Term 2

Note: Content Area Focus and New knowledge are in blue. 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>	More than, fewer than, equal to Number 4 Oral counting 1–10 and 5–1 Counting objects 1–5 Sequencing numbers 1–3 Number concept 1–3	South African coins Ordinal numbers first to fourth Making groups the same to 4 Counting objects 1–6 Oral counting 1–10 and 5–1 Sequencing numbers 1–4 Number concept 1–4	Oral counting 1–15 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 Counting backwards 5–1	One more, one fewer Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4	Number 5 Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 More, fewer
<b>2. Patterns, Functions and Algebra</b>					
<b>3. Space and Shape (Geometry)</b>			Position: underneath Position: next to, between, in front of, behind, on top Direction: forwards, backwards Shapes: circle, square, triangle	Sorting 3-D objects: similarities and differences Position: above Position: underneath, on, in, out Shapes: circle, square, triangle Twelve-piece puzzles	
<b>4. Measurement</b>		Biggest to smallest, smallest to biggest			
<b>5. Data Handling</b>			Sorting by one attribute		

# Isirhunyezo sokumumethweko: Ithemu 2

Tjheja: UmNqopho wesiGaba sokuMumethweko neLwazi elitjha kutlolwe ngokuhlaza samkayi. Okhunye okumumethweko okwenziweko evekeni kutlolwa ngokutshetlha.

UmNqopho wesiGaba sokuMumethweko	Iveke 1	Iveke 2	Iveke 3	Iveke 4	Iveke 5
1. Iinomboro, ama-Opharetjhini noBudlelwana	Ngaphezulu kuna-mbadlwana kuna-kulingana na-Inomboro 4 Ukubala ngomlomo 1-10 naku-5-1 Ukubala izinto 1-5 Ukulandelanisa iinomboro 1-3 Umqondo wenomboro 1-3	Iinhlavu zemali zeSewula Afrika Iinomborosikhundla kokuthoma ukufika kokwesine Ukwenza iinqhema ezifana no-4 Ukubala izinto 1-6 Ukubala ngomlomo 1-10 naku-5-1 Ukulandelanisa iinomboro 1-4 Umqondo wenomboro 1-4	Ukubala ngomlomo 1-15 Ukubala izinto 1-7 Umqondo wenomboro 1-4 Ukulandelanisa iinomboro 1-4 Ukubala uye emuva 5-1	Ngaphezulu ngayinye, mbadlwana ngayinye Ukubala ngomlomo 1-15 naku-5-1 Ukubala izinto 1-7 Umqondo wenomboro 1-4	Inomboro 5 Ukubala ngomlomo 1-15 naku-5-1 Ukubala izinto 1-7 Umqondo wenomboro 1-4 Ukulandelanisa iinomboro 1-4 Nengi, mbadlwana
2. AmaPhetheni, amaFanktjhini ne-Aljibhra					
3. Isikhala neBumbeko (Ijyomethri)			Isikhundla: ngaphasi Isikhundla: eduze ne, phakathi, ngaphambi kwe, ngemva, ngaphezulu Ikombatjhuba: ukuya phambili, ukuya emuva Amabumbeko: indulungu, isikwere, uncantathu	Ukuhlela izinto ze-3-D ngamananeko: ukufana nokuhluka Isikhundla: ngehla Isikhundla: ngaphasi, phezulu, ngaphakathi, ngaphandle Amabumbeko: indulungu, isikwere, uncantathu Amaphazili weenquntuz ezilitjhumi nambili	
4. Ukumeda		Kulu khulu ukuya kuncani khulu, ncani khulu ukuya kulu khulu			
5. UkuPhatha iDatha			Ukuhlela ngokwe-athribhuthi eyodwa		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Oral counting 1–20</p> <p>Counting backwards 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>Making groups the same</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>More than, fewer than, equal to</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Estimation 1–7</p>	<p>Breaking down and building up numbers</p> <p>Problem-solving techniques</p> <p>Addition and subtraction using concrete objects</p> <p>Numbers in familiar settings</p> <p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>More than, fewer than</p> <p>What number comes before, after?</p>
2. Patterns, Functions and Algebra	<p>Copy and extend simple repeating patterns</p> <p>Create and explain own pattern</p>				
3. Space and Shape (Geometry)		<p>Shapes: circle, square, triangle</p>	<p>Follow directions</p> <p>Midline crossing</p> <p>Shapes: circle, square, triangle</p> <p>Forwards, backwards</p> <p>Reinforce position</p>		<p>Shapes: circle, square, triangle</p>
4. Measurement				<p>Measuring and comparing: length (long, longer, longest; short, shorter, shortest)</p> <p>Length: tall, short</p>	
5. Data Handling		<p>Collect, sort and represent collections of objects</p> <p>Analyse and report on data</p> <p>Sorting and classifying</p>			

UmNgqopho wesiGaba sokuMumethweko	Iveke 6	Iveke 7	Iveke 8	Iveke 9	Iveke 10
1. Iinomboro, ama-Opharetjhini noBudlelwana	<p>Ukubala ngomlomo 1–20</p> <p>Ukubala ukuya emuva 7–1</p> <p>Ukubala izinto 1–7</p> <p>Umqondo wenomboro 1–5</p> <p>Ukulandelanisa iinomboro 1–5</p> <p>Ukwenza iinqhema zifane</p>	<p>Ukubala ngomlomo 1–20 nali-7–1</p> <p>Ukubala izinto 1–7</p> <p>Umqondo wenomboro 1–5</p> <p>Ngaphezulu kuna-, mbadlwana kuna-, kulingana na-</p>	<p>Ukubala ngomlomo 1–20 nali-7–1</p> <p>Ukubala izinto 1–7</p> <p>Umqondo wenomboro 1–5</p>	<p>Ukubala ngomlomo 1–20 nali-7–1</p> <p>Ukubala izinto 1–7</p> <p>Ukulinganisa 1–7</p>	<p>Amano wokurarulula umraro</p> <p>Ukuhlanganisa nokukhupha ngokusebenzisa izinto eziphathekako iinomboro ebujameni obujayekileko</p> <p>Ukubala ngomlomo 1–20 nali-7–1</p> <p>Ukubala izinto 1–7</p> <p>Umqondo wenomboro 1–5</p> <p>Ukulandelanisa iinomboro 1–5</p> <p>Ngaphezulu kuna-, mbadlwana kuna-</p> <p>Ngiyiphi inomboro eza ngaphambili, ngemuva?</p>
2. AmaPhetheni, amaFanktjhini ne-Aljibhra	<p>Ukukopa nokungezelela amaphetheni alula abuyelelako</p> <p>Ukwakha nokuhlathulula amaphetheni wakho</p>				
3. IsiKhala neBumbeko (Ijijomethri)		<p>Amabumbeko: indulungu, isikwere, uncantathu</p>	<p>Ukulandela iinkombatjhuba</p> <p>Ukweqa umuda ophakathi</p> <p>Amabumbeko: indulungu, isikwere, uncantathu</p> <p>Ukuya phambili, ukuya emuva</p> <p>Ukugandelela isikhundla</p>		<p>Amabumbeko: indulungu, isikwere, uncantathu</p>
4. Ukumeda				<p>Ukumeda nokumadanisa: ubude (-de, danyana, de khulu; fitjhani, fitjhezana, fitjhani khulu)</p> <p>Ubude: phakama, fitjhani</p>	
5. UkuPhatha iDatha		<p>Buthelela, hlela ngamananeko nokujamiselela amabuthelelo wezinto</p> <p>Ukuhlaziya nokubika ngedatha</p> <p>Ukuhlela ngamananeko nokuhlukanisa ngeengaba</p>			

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Recognise and identify number symbols and number words
- Describe, compare and order numbers

## New knowledge

- More than, fewer than, equal to
- Number 4

## Practise

- Oral counting 1–10 and 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3

## New maths vocabulary

more than

fewer than

equal to

## Getting ready

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

- number frieze and house template for number 4 (page 208)
- 8 number '4' dot, symbol and word cards
- 1 set of number dot cards 1–4 per learner (with different dot arrangements)
- playdough template: Number 4 per learner (page 212)
- a variety of picture puzzles per learner (Draw or copy a picture onto a sheet of A5-sized paper/cardboard. Cut the picture into four strips and number the strips 1 to 4. See Workstation 2.)
- number symbol and dot strip 1–4: 1 per learner (see the teacher-guided activity, step 3, page 32)
- a set of matching number and picture puzzles 1–4 per pair of learners (see Workstation 4).

## Whole class activities

### Day 1

#### What you need

- Birthday chart
- Number friezes 1–3
- Number frieze: Number 4 (page 208)
- *Number 4 story* (page 194)

1. **Rhyme:** Say a rhyme from Term 1.
2. **Oral counting:** 1–10 and 5–1.



### TIP

Oral counting can take place during transitions. Make this counting active and fun.



# UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

## Iinhloko

- Ukukhumbula nokufanisa amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro

## Ilwazi elitjha

- Ngaphezulu kuna-, mbadlwana kuna-, kulingana na-
- Inomboro 4

## Ukujayeza

- Ukubala ngomlomo 1–10 naku-5–1
- Ukubala izinto 1–5
- Ukulandelanisa iinomboro 1–3
- Umqondo wenomboro 1–3

## Ilwazimagama leembalo elitjha

ngaphezulu kuna-

mbadlwana kuna-

kulingana na-

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 4 (ikhasi 209)
- amakarada abu-8 wamaqatjhazi, itshwayo negama wenomboro 4
- isede yi-1 yamakarada wamaqatjhazi weenomboro 1–4 umfundi ngamunye (anokuhleleka okuhlukileko kwamaqatjhazi)
- umfuziselo wehlama yokudlalisa: Inomboro 4 umfundi ngamunye (ikhasi 213)
- imihlobo ehlukileko yamaphazili weenthombe umfundi ngamunye (Dweba nofana ukopele isithombe phezu kwetjhidi lephepha/ ikhadibhodi le-A5. Sika isithombe sibe mitletlana emine bese unombora imitletana 1 ukuya ku-4. Qala Isitetjhi sokusebenzela 2.)
- umtletlana weenomboro 1–4 wetswayo namaqatjhazi: 1 umfundi ngamunye (qala umsebenzi ohlahlwa ngutitjhere, igadango 3, ikhasi 33)
- isede yeenomboro neenthombe zamaphazili ezikhambelanako 1–4 ipara ngayinye yabafundi (qala Isitetjhi sokusebenzela 4).

## Imisebenzi yetlasi yoke

### Ilanga 1

## ISIYELELISO

Ukubala ngomlomo kungenzeka ngesikhathi sokutjintjana. Yenza ukubala lokhu kube nokusikinyeka begodu kubemnandi.

## Okudingako

- Itjhadi lamalanga wokubelethwa
- Umhlobiso wenomboro: Inomboro 4 (ikhasi 209)
- Imihlobiso yeenomboro 1–3
- Indatjana yenomboro 4 (ikhasi 195)

1. **Umlolozelo:** Yitjho umlolozelo weThemu 1.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.



**TIP**

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

3. **Counting objects 1–5:** Learners look at the birthday chart. Together count the first five months of the year. Discuss the fact that learners have just returned from a holiday and draw their attention to the current month of the year.

**Guiding questions:**

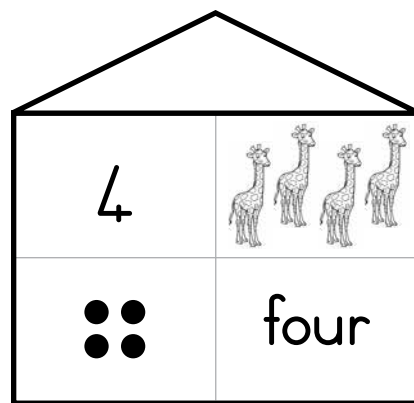
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

4. **Introducing number '4':** Point to number friezes 1 to 3.

**Guiding questions:**

- ★ How many animals do you think will live in the next house?
- ★ Will there be more or fewer than 3?

Tell the *Number 4 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 4, 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. Count the giraffes together.



**Guiding questions:**

- ★ Who has seen a giraffe before? Where?
  - ★ How do you think they move?
  - ★ How does an elephant/a zebra/a meerkat move?
  - ★ How many more giraffes are there than meerkats?
  - ★ How many fewer meerkats are there than giraffes?
  - ★ If one giraffe went to the meerkats' house, how many animals would be in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

**Day 2**

**What you need**

- 5 bananas, 4 oranges, 4 apples, 4 strawberries (*Resource Kit*)
- 8 number '4' dot, symbol and word cards
- Song: *Making fruit salad* (page 194)

1. **Song:** Introduce the song, *Making fruit salad*.

**Guiding questions:**

- ★ Who has eaten fruit salad before?
- ★ What fruit do you like in your fruit salad?
- ★ How many different kinds of fruit did we sing about?

## ISIYELELISO

Khumbula ukukhuluma ngehlelo langamalanga. Khumbula ukwenza ikhalenda, amalanga weveke, iinyanga zomnyaka netjhadi lamalanga wokubelethwa lelanga ngalinye.

3. **Ukubala izinto 1–5:** Abafundi baqala itjhadi lamalanga wokubelethwa. Babala iinyanga ezihlanu zokuthoma zomnyaka ndawonye. Khulumani ngephuzu lokobana abafundi sebabuyile kuholideyi bese ubuyisa ingcondo yabo uyilethe enyangeni ephezulu yomnyaka.

### Imibuzo ehlahlako:

- ★ Ngiyiphi inyanga esikiyo?
- ★ Ngiyiphi inyanga yokuthoma?
- ★ Ingabe zikhona iinyanga ezinamagama wabafundi abahlanu ngakiyo? (Nangabe zikhona, zibaleni ndawonye.)

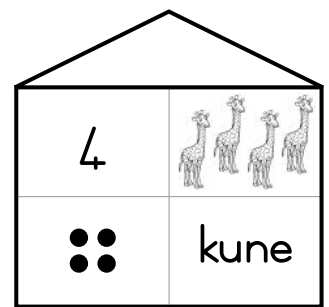
4. **Ukwethula inomboro '4':** Khomba imihlobiso yeenomboro 1 ukuya ku-3.

### Imibuzo ehlahlako:

- ★ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako?
- ★ Zizakuba ngaphezulu nofana mbadlwana kuna-3?

Coca Indatjana yenomboro 4. Izindlu zeenlwana zimunqopho wendatjana.

Khombisa iingcenyane zomhlobiso wenomboro lokha nawuthuthukisa indatjana yeenlwana nemifanekiso yendlu: iinjamiseleli ezihlukileko zenomboro 4, isibonelo, isithombe, amaqatjhazi, itshwayo negama. Khangisa iingcenyane zomhlobiso ngendlini yeenlwana ebodeni elisendaweni yeembalo. Balani iindlulamithi ndawonye.



### Imibuzo ehlahlako:

- ★ Ngubani owakhe wabona indlulamithi ngaphambili? Kuphi?
  - ★ Ucabanga bonyana zikhamba njani?
  - ★ Indlovu/idube/ubudorwana zikhamba njani?
  - ★ Iindlulamithi zingaphezulu kunobudorwana ngazingakhi?
  - ★ Ubudorwana bumbalwa kuneendlulamithi ngabungakhi?
  - ★ Nangabe indlulamithi yinye iya endlini yobudorwana, zingaki iinlwana ezizakuba ngendlini yobudorwana?
5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

## Ilanga 2

### Okudingako

- Amabhanana ama-5, ama-orentji ama-4, amahabhula ama-4, amastrobheri ama-4 (*IKhidi yeenSetjenziswa*)
- Ingoma: *Ukwenza isaladi yeenthelo* (ikhasi 195)
- Amakarada abu-8 wenomboro '4' wamaqatjhazi, itshwayo negama

1. **Ingoma:** Yethula ingoma, *Ukwenza isaladi yeenthelo*.

### Imibuzo ehlahlako:

- ★ Ngubani owakhe wadla isaladi yeenthelo ngaphambili?
- ★ Ngisiphi isithelo osithandako kusaladi yakho yeenthelo?
- ★ Mingaki imihlobo ehlukeleko yeenthelo esivume ngayo?



**TIP**

Make daily oral counting fun. Include ideas from learners when possible.

2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place four groups of fruit counters on the mat: five bananas, three oranges, two apples and four strawberries.

**Guiding questions:**

- ★ How many bananas/oranges/apples/strawberries do you think there are?
- ★ Which pile has the most/fewest fruit?

Count each pile of fruit together.

4. **More than/fewer than; equal to:** Focus on the oranges and apples.

**Guiding questions:**

- ★ What do we need to do so that the number of oranges/apples is equal to the number of strawberries?
- ★ How can we make the group of oranges/apples have four?

5. **Maths table:** Learners go outside in groups of four. Each learner in a group should collect a similar small object, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what, and how many, they have found. Discuss the similarities and differences between collections. Give each group a number 4 dot, symbol or word card. One at a time, each group puts their objects and number 4 card on the table.

6. **Small group activities:** Describe the activities at each workstation.



**TIP**

The objects that the learners collect must be small enough to fit on the table.

**Integration**

**Home Language and Life Skills:** New maths vocabulary can be used throughout the day, for example, during snack time discussions.

**Day 3**

**What you need**

- Song: *Making fruit salad* (page 194)
- Fruit counters (*Resource Kit*)
- Number friezes 1–4
- 2 bowls
- 7 fruit counters
- 20 number '1–4' dot, symbol and picture cards (*Resource Kit*)

1. **Song:** Sing *Making fruit salad* with actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Together count the fingers on one hand. Discuss which body parts learners have five and fewer of.

## ISIYELELISO

Yenza ukubala ngomlomo kwangamalanga kubemnandi. Faka imibono evela kubafundi nakukghonakalako.

2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–5:** Abafundi bahlala ngokwendulungu. Beka iinqhema ezine zeembali zeentlo emadeni: amabhanana amahlanu, ama-orentji amathathu, amahabhula amabili namastrobheri amane.

### Imibuzo ehlahlako:

- ★ Mangaki amabhanana/ama-orentji/amahabhula/amastrobheri ocabanga bonyana akhona?
- ★ Ngiliphi iwobhu elineentlo ezinengi/ezimbalwa?

Balani ndawonye iwobhu leentlo ngalinye.

4. **Ngaphezulu kuna-/mbadlwana kuna; kulingana na-:** Qalana nama-orentji namahabhula.

### Imibuzo ehlahlako:

- ★ Khuyini okufanele sikwenze kobana inani lama-orentji/amahabhula lilingane nenani lamastrobheri?
- ★ Singasenza njani isiqhema sama-orentji/samahabhula sibe nakune?



5. **Itafula yeembalo:** Abafundi baphumela ngaphandle ngeenqhema zabafundi abane. Umfundi ngamunye esiqhemeni kufanele abuthelele izinto ezincani ezifanako, isibonelo, amaswazana nofana amakari. Abafundi bayabuya bayokuhlala emadeni ngeenqhema zabo. Isiqhema ngasinye sitjho bonyana khuyini, begodu kungaki abakutholileko. Khulumani ngokufana nokuhluka phakathi kwamabuthelelo. Nikela isiqhema ngasinye ikarada lamaqatjhazi, letshwayo nofana legama lenomboro 4. Isiqhema ngasinye sibeka izinto zaso nekarada lenomboro 4 etafuleni.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esisitjhini sokusebenzela ngasinye.

## Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Ilwazimagama leembalo elitjha lingasetjenziswa ilanga loke, isibonelo, ngesikhathi semikhulumiswano yesikhathi sombambandlala.

## Ilanga 3

### Okudingako

- Ingoma: *Ukwenza isaladi yeentlo* (ikhasi 195)
- limbalisi zeentlo (*IKhidi yeenSetjenziswa*)
- Imihlobiso yeenomboro 1–4
- Izitja ezi-2
- limbalisi zeentlo ezi-7
- Amakarada ama-20 wamaqatjhazi, itshwayo nesithombe weenomboro '1–4' (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vumani *Ukwenza isaladi yeentlo* nifake nezenzo.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–5:** Balani imino yesandleni esisodwa ndawonye. Khulumani ngokobana ngiziphi izitho zomzimba abafundi abanazihlanu nalezo abanezimbadlwana zazo.

4. **Dot cards and ordering 1–4:** Show learners dot cards 1–4.

**Guiding questions:**

- ★ What is this? (dot card 3)
- ★ And this? (dot card 1)
- ★ What happens when we put these, 1 and 3, together? (Show dot card 4.)

Repeat with other configurations.

Hold the number dot, picture and symbol cards 1–4 in a fan so that the learners can only see the back of the cards. Learners take turns to take a card. They say the number of dots on the card and show the class.



- ★ Which animals on our number friezes match the card that \_\_\_\_\_ is holding?

Put the number symbol cards 1–4 on the wall in the incorrect order.

- ★ What do you notice about the order of these cards?
- ★ In what other ways can we arrange them?

5. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- 2 see-through plastic containers each with 5 different-sized objects, for example, beans, stones
- Song: *Making fruit salad* (page 194)
- 4 hula hoops (or chalk/rope to make circles)
- 10 wooden blocks
- 20 number '1–4' symbol, word and dot cards
- 10 Unifix blocks
- Musical instrument

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place two containers with five different-sized objects in the middle of the mat.

**Guiding questions:**

- ★ How many objects do you think there are in each container?
- ★ Do you think each container has the same number of objects?

Together count the objects. Remind learners that the size of the objects does not affect the number of objects.

4. **Amakarada wamaqatjhazi nokurhemisa 1–4:** Tjengisa abafundi amakarada wamaqatjhazi 1–4.

**Imibuzo ehlahlako:**

- ★ Khuyini lokhu? (ikarada lamaqatjhazi 3)
- ★ Lokhu-ke? (ikarada leqatjhazi 1)
- ★ Kwenzekani lokha nasibeka lokhu, 1 naku-3, ndawonye? (Tjengisa ikarada lamaqatjhazi 4)

Buyelela ngezinye iindlela.

Phatha amakarada wamaqatjhazi, isithombe netshwayo weenomboro 1–4 ngefeni kobana abafundi bazokwazi ukubona ingemva lamakarada kwaphela. Abafundi bayadlhegana ngokuthatha ikarada. Batjho inani lamaqatjhazi elisekaradeni bese batjengisa itlasi.



- ★ Ngiziphi iinlwana zemihlobiso yeenomboro yethu ezikhambelana nekarada \_\_\_\_ aliphetheko?

Beka amakarada wamatshwayo weenomboro 1–4 ebodeni ngendlela engakahleleki.

- ★ Khuyini okuyelelako mayelana nerhemo lamakarada la?
- ★ Ngiziphi ezinye iindlela esingawahlela ngazo?

5. **Imisebenzi yesiqhema esincani:** Thadhlula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 4

### Okudingako

- limphathi zeplastiki ezikhanyelako ezi-2 ngasinye sibe nezinto ezi-5 zobukhulu obuhlukileko, isibonelo, amabhontjisi, amatje
- Ingoma: *Ukwenza isaladi yeenthelo* (ikhasi 195)
- Amahulahuphu ama-4 (nofana itjhogo/intambo yokwenza iindulungu)
- Amabhlogo weengodo ali-10
- Amakarada ama-20 wetshwayo, igama, namaqatjhazi weenomboro '1–4'
- Amabhlogo we-*Unifix* ali-10
- Iinlilisi zomvumo

1. **Ingoma:** Vumani *Ukwenza isaladi yeenthelo*.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–5:** Abafundi bahlala ngendulungu. Beka iimphathi ezimbili ezinezinto ezihlanu zobukhulu obuhlukileko phakathi komada.

**Imibuzo ehlahlako:**

- ★ Zingaki izinto ocabanga bonyana zingaphakathi kwesiphathi ngasinye?
- ★ Ucabanga bonyana isiphathi ngasinye sinezinto zenani elifanako?

Balani izinto ndawonye. Khumbuza abafundi bonyana ubukhulu bezinto abunamthintela enanini lezinto.



4. **Practising and ordering 1–4:** Place four hula hoops on the mat with one wooden block in one, two blocks in the next, and so on. Let the learners each fetch a number picture, symbol, word or dot card for 1, 2, 3 or 4, or between one and four Unifix blocks from the mat. Play a song and let the learners move to the music. When the music stops, they sit down next to the hula hoop with the matching number of blocks.

**Guiding questions:**

- ★ How can we order these hula hoops?
- ★ Which hula hoop should be first? Why?
- ★ Which comes before, next, after?
- ★ Are there more/fewer learners around this hula hoop or around this hula hoop?

5. **Small group activities:** Describe the activities at each workstation.

**Day 5**

**What you need**

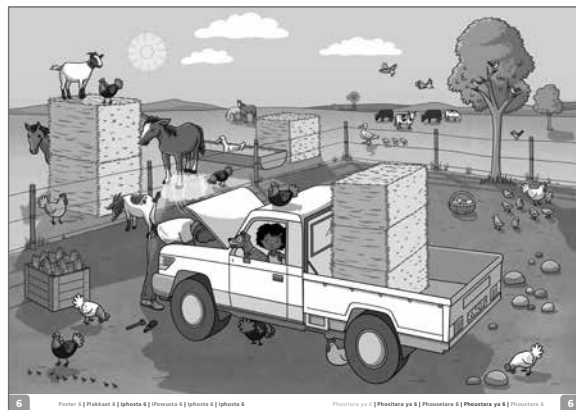
- Groups of five objects placed around the room
- Song: *Making fruit salad* (page 194)
- Poster 6

1. **Song:** Sing *Making fruit salad* and dramatise it.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Place groups of five objects in clearly visible positions around the classroom. Play 'I spy with my little eye', for example: 'I spy with my little eye five bags.' Count the objects together, and repeat with another group of five objects.

4. **Practising 1–4:** Discuss Poster 6. Talk about what the learners can see.

**Guiding questions:**

- ★ Where do you think these people are?
- ★ Can you see four, three, two or one of anything?
- ★ Are there more birds in the tree, or more ducks in the water trough?
- ★ How many bales of hay are on the truck?
- ★ How many bales of hay are on the ground?
- ★ How many bales of hay will be left if the horses eat one of these bales?



**TIP**  
Not all learners will be familiar with a farm scene, like this one. Take time to contextualise it.

Encourage learners to solve the problems on their own. Create opportunities for them to find out for themselves.

5. **Small group activities:** Describe the activities at each workstation.

4. **Ukujayeza nokurhemisa 1–4:** Beka amahulahuphu amane emadeni kube nebhlogo lesigodo ngakelilodwa, amabhlogo amabili ngakelilandelako, njalonjalo. Umfundi ngamunye akathathe ikarada lesithombe, letshwayo, legama nofana lamaqatjhazi lenomboro 1, 2, 3, nofana 4, nofana hlangana nebhlogo linye namane we-*Unifix* emadeni. Dlala ingoma bese abafundi basikinyekela umvumo. Lokha umvumo nawuthulako, bahlala phasi eduze nehulahuphu elinenani elikhambelana namabhlogo.

**Imibuzo ehlahlako:**

- ★ Singawarhemisa njani amahulahuphu lawa?
- ★ Ngiliphi ihulahuphu ekufanele libe ngelokuthoma? Kubayini?
- ★ Ngiliphi eliza ngaphambili, elilandelako, eliza muva?
- ★ Ingabe bangaphezulu/bambadlwana abafundi abazombe ihulahuphu leli nofana ihulahuphu leli?

5. **Imisebenzi yesiqhema esincani:** Thadhlula ngemisebenzi esesitetjhini sokufundela ngasinye.

## Ilanga 5

### Okudingako

- Iinqhema zezinto ezihlanu ezibekwe mazombe ngetlasini
- Ingoma: *Ukwenza isaladi yeenthelo* (ikhasi 195)
- IPhosta 6

1. **Ingoma:** Vumani *Ukwenza isaladi yeenthelo* bese niyayilingisa.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–5:** Beka iinqhema zezinto ezihlanu eendaweni ezibonakala kuhle mazombe ngetlasini. Dlalani, ‘Ngihlola ngelihlo lami elincani’, isibonelo: ‘Ngihlola ngelihlo lami elincani imigodlana emihlanu.’ Balani izinto ndawonye, bese ubuyelela nesinye isiqhema sezinto ezihlanu.

4. **Ukujayeza 1–4:** Khulumani ngePhosta 6. Coca ngalokho abafundi abakubonako.

**Imibuzo ehlahlako:**

- ★ Nicabanga bonyana abantu laba bakuphi?
- ★ Niyakwazi ukubona kune, kuthathu, kubili nofana kunye kwanofana khuyini?
- ★ Ingabe kuneenyoni ezinengi emthini, nofana amadada amanengi ngaphakathi kwekrebhe yamanzi?
- ★ Mangaki amabhali wefolitjhi aphezu kwethraga?
- ★ Mangaki amabhali wefolitjhi aphaasi?
- ★ Mangaki amabhali wefolitjhi azakusala nangabe iimperazidla elilodwa lamabhali lawa?



### ISIYELELISO

Akusibo boke abafundi abazakwazi indawo eyipulasi, njengale. Thatha isikhathi ukuyifaka ebujameni abazabuzwisisa.

Khuthaza abafundi bonyana bazirarululele imiraro ngokwabo. Yakha amathuba wokobana bakwazi ukuzitholela ngokwabo.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub per learner with:
  - Number 1–4 dot, symbol and word cards (*Resource Kit*)
  - 5 coloured counters
- Number 4 dot cards (*Resource Kit*)
- Playdough and a mat per learner
- An A4 page per learner
- Crayons

1. **Oral counting:** Learners sit in pairs. They face each other and clap their hands together and count 1–10 and 5–1.
2. **Counting objects 1–5:** Learners each count 5 counters.
3. **Matching 1–4:** Point to the numbers on the friezes. Learners place their matching number dot, symbol and word cards in front of them. They match groups of counters to these, and order them from 1 to 4.

#### Guiding questions:

- ★ How many counters do you have in each group?
- ★ What is the number before/after 3, between 1 and 3?
- ★ Which group has 1 fewer/more counter than your group with 2 counters?



4. **Practising 4:** Learners arrange their four counters to match different number 4 dot cards.
5. **Practising more than, fewer than, equal to:** Remove a few counters from some of the learners' groups of four.

#### Guiding questions:

- ★ Do any of you have the same number of counters?
- ★ Does \_\_\_\_\_ have more/fewer counters than \_\_\_\_\_?
- ★ How can we make \_\_\_\_\_ and \_\_\_\_\_ have an equal number of counters?



### TIP

The concept of 'fewer' will need support.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

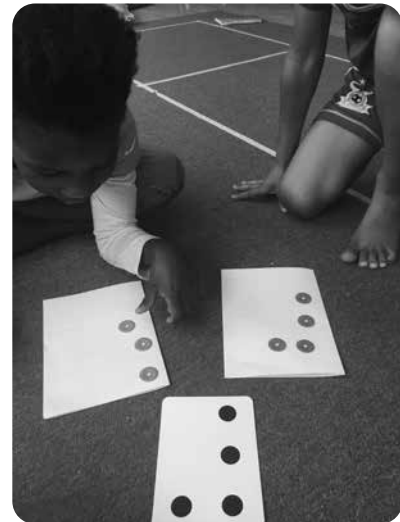
#### Okudingako

- Isikhafthini somfundi ngamunye esine:
  - Amakarada wamaqatjhazi, wetshwayo negama weenomboro 1–4 (*IKhidi yeenSetjenziswa*)
  - Iimbalisi zombala ezi-5
- Amakarada wamaqatjhazi wenomboro 4 (*IKhidi yeenSetjenziswa*)
- Ihlama yokudlalisa nomada umfundi ngamunye
- Ikhasi le-A4 umfundi ngamunye
- Amakhrayoni

1. **Ukubala ngomlomo:** Abafundi bahlala ngababili. Bayaqalana bese babethanisa izandla zabo begodu babale 1–10 naku-5–1.
2. **Ukubala izinto 1–5:** Umfundi ngamunye ubala iimbalisi ezi-5.
3. **Ukukhambelanisa 1–4:** Khomba eenomborweni eziphezu kwemihlobiso. Abafundi babeka amakarada akhambelanako wamaqatjhazi, amatshwayo namagama weenomboro ngaphambi kwabo. Bakhambelanisa iinqhema zeembalisi nalokhu, bese bazirhemisa ukusuka ku-1 ukuya ku-4.

#### Imibuzo ehlahlako:

- ★ Zingaki iimbalisi eninazo esiqhemeni ngasinye?
- ★ Ngiyiphi inomboro engaphambili/ngemva kuka-3, phakathi kuka-1 no-3?
- ★ Ngisiphi isiqhema esimbadlwana/ngaphezulu ngesibalisi si-1 kunesiqhema sakho seembalisi ezi-2?



4. **Ukujayeza 4:** Abafundi bahlela iimbalisi zabo ezine ukuzikhambelanisa namakarada ahlukileko wamaqatjhazi wenomboro 4.
5. **Ukujayeza ngaphezulu kuna-, mbadlwana kuna-, kulingana na-:** Susa iimbalisi ezimbalwa kezinye iinqhema zabafundi abangabane.

#### Imibuzo ehlahlako:

- ★ Ingabe ukhona omunye wenu onenani leembalisi elifanako?
- ★ Ingabe \_\_\_\_\_ uneembalisi ezingaphezulu/ezimbadlwana kuno \_\_\_\_\_?
- ★ Singenza njani bonyana \_\_\_\_\_ no \_\_\_\_\_ babe nenani elilinganako leembalisi?

### ISIYELELISO

Umqondo woku  
'mbadlwana'  
uzakudinga isekelo.

6. **Practising number 4 using playdough:** Learners make the number symbol 4 out of playdough. Support learners who are ready to write 4.



### Check that learners are able to:

- count orally 1–10
- count objects 1–5
- identify more than, fewer than and equal to
- recognise, match, name and order number symbol, number word and dot cards 1–4
- match objects with dot cards 1–4

## Workstation 1

### What you need

- Playdough
- Playdough template: Number 4 per learner (page 212)

Learners use playdough to complete the template.

## Workstation 2

### What you need

- A tub per learner with puzzle strip pictures

Learners put puzzle strips in the correct order to form a picture. Once complete, they replace these and swap with another learner.



6. **Ukujayeza inomboro 4 ngokusebenzisa ihlama yokudlalisa:**  
Abafundi benza itshwayo lenomboro 4 ngehlama yokudlalisa. Sekela abafundi esele balungele ukutlola u-4.



### Tjheja bonyana abafundi bayakwazi uku:

- bala ngomlomo 1–10
- bala izinto 1–5
- ukufanisa ngaphezulu kuna-, mbadlwana kuna- nokulingana na-
- lemuka, ukukhambelanisa, ukutjho nokurhemisa amakarada wamatshwayo, inomboromagama namaqatjhazi weenomboro 1–4
- khambelanisa izinto namakarada wamaqatjhazi 1–4

## Isitetjhi sokusebenzela 1

### Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 4 umfundi ngamunye (ikhasi 213)

Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo.

## Isitetjhi sokusebenzela 2

### Okudingako

- Isikhafthini somfundi ngamunye esinemitletlana yeenhombe zephazili

Abafundi babeka imitletlana yephazili ngendlela efaneleko kobana yenze isithombe. Lokha nabaqedako, babuyisela lokhu bese batjintjana nomunye umfundi.



### Workstation 3

#### What you need

- A tub per learner with:
  - Number and dot strip 1–4
  - Number words one to four
- A container with Unifix blocks from the *Resource Kit*

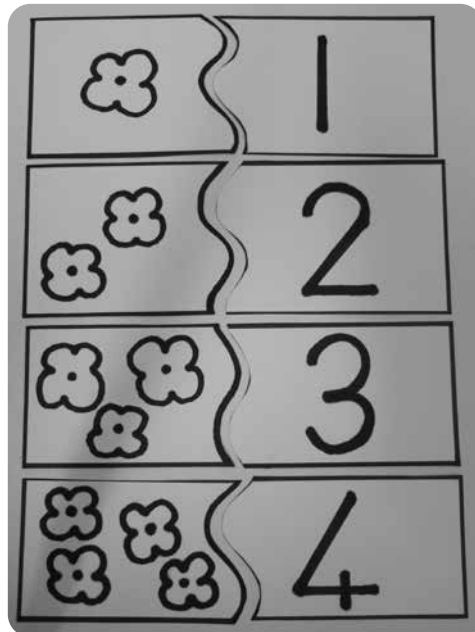
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

### Workstation 4

#### What you need

- A set of matching number and picture puzzles 1–4 per pair of learners

Learners complete the number puzzles. Once complete, they swap with other learners.





## Isitetjhi sokusebenzela 3

## Okudingako

- Isikhafthini somfundi ngamunye esine:
  - Imitletlana yamaqatjhazi neenomboro 1–4
  - Iinomboromagama ukusuka kunye ukuya kune
- Isiphathi esinamabhlogo we-*Unifix* we*Khidi* yeen*Setjenziswa*

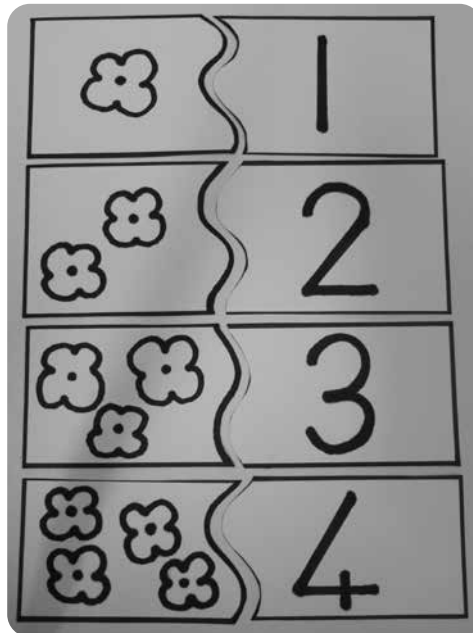
Abafundi bakhambelana iinomboromagama kunye ukufika kune nomtletlana wenomboro (ngokusebenzisa imihlobiso njengesitjengisi). Babeka izinto ngamakholomu ngehla kwenomboro ngayinye.

## Isitetjhi sokusebenzela 4

## Okudingako

- Isede yeenomboro ezikhambelana namaphazili weenthombe 1–4 ipara ngayinye yabafundi

Abafundi baqedelela amaphazili weenomboro. Lokha nabaqedako, batjintjana nabanye abafundi.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Money: develop an awareness of South African coins

## New knowledge

- South African coins
- Ordinal numbers first to fourth
- Making groups the same to 4
- Counting objects 1–6

## Practise

- Oral counting 1–10 and 5–1
- Sequencing numbers 1–4
- Number concept 1–4
- Biggest to smallest, smallest to biggest

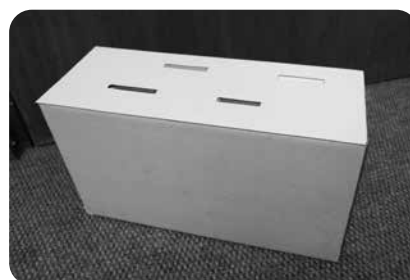
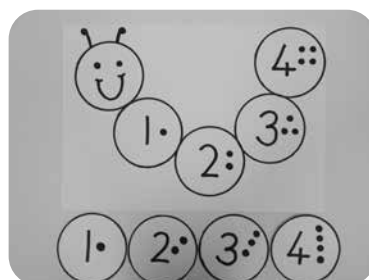
## New maths vocabulary

coins	money	springbok	blue crane	lily
rands	10c, 20c, 50c	kudu	protea	price
cents	R1, R2, R5	wildebeest	strelitzia	cost

## Getting ready

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

- pictures of animals and plants found on South African coins
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (pages 216–217) – 6 per learner, and 4 more of each
- 12 items for 'shopping', for example, cereal/toothpaste boxes, yoghurt tubs, and so on
- a transparent money box with a slot to put cardboard coins in, and an opening to take coins out (Plastic bottles or containers can be used.)
- number symbol cards 1–4
- A4 piece of cardboard or an A4 page with a large circle template drawn on it for each learner
- an A4 page with four circles, each with a number symbol and matching dots 1–4 for each learner
- an A4 page for each learner with a caterpillar outline, each segment with a number symbol and matching dots 1–4
- a number grid page for each learner with number range 1–4 (page 218)
- coin-in-the-bank game (page 196)
- a colour and number posting box.



# UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

## Iinhloko

- Imali: yenza ilemukiso mayelana neenhlabu zemali yeSewula Afrika

## Ilwazi elitjha

- Iinhlabu zemali zeSewula Afrika
- Iinomborosikhundla kokuthoma ukufika kokwesine
- Ukwenza iinqhema ezifana no-4
- Ukubala izinto 1–6

## Ukujayeza

- Ukubala ngomlomo 1–10 naku-5–1
- Ukulandelanisa iinomboro 1–4
- Umqondo wenomboro 1–4
- Kulu khulu ukuya kuncani khulu, ncani khulu ukuya kulu khulu

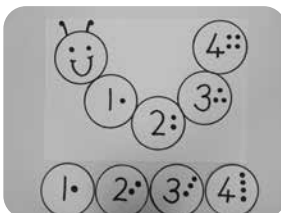
## Ilwazimagama leembalo elitjha

iinhlabu zemali	imali	idzibha	indwe	ilikhwa
amaranda	10c, 20c, 50c	iqudu	iphrothiya	intengo
amaseente	R1, R2, R5	imbuduma	istrelitsiya	iindleko

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iinthombe zeenlwana neentjalo ezitholakala eenhlabini zemali yeSewula Afrika
- iinhlabu zemali ezizotho nezesiliva zekhadibhodi ezisikiweko: 10c, 20c, 50c, R1, R2, R5 (ikhasi 216–217) ezi-6 umfundi ngamunye, nazi-4 ngaphezulu ngayinye
- ama-ayithemu ali-12 woku'thenga', isibonelo, amabhoksi wesirili/wesihlanzamazinyo, isikhafthini seyogathi, njalonzalo
- ibhoksi lemali elikhanyelako elinembotjana yokufaka ihlabu yemali yekhadibhodi ngaphakathi, nomlomo wokukhupha iinhlabu zemali (Kungasetjenziswa amabhodlelo nofana iimphathi zeplastiki.)
- amakarada wamatshwayo weenomboro 1–4
- isiquntu sekhadibhodi le-A4 nofana iphepha le-A4 elinomfuziselo wendulungu ekulu edwetjiweko umfundi ngamunye
- iphepha le-A4 elineendulungu ezine, ngayinye inetshwayo namaqatjhazi weenomboro akhambelanako 1–4 umfundi ngamunye
- iphepha le-A4 umfundi ngamunye elinomdwebo womqoqo wesibungu, ingcinye ngayinye inetshwayo namaqatjhazi weenomboro 1–4 akhambelanako
- iphepha legridi yeenomboro umfundi ngamunye elinerherho leenomboro 1–4 (ikhasi 218)
- umdlalo ihlabu yemali ngebhanga (ikhasi 197)
- ibhoksi lokuphosela/lokuposa umbala weenomboro.



## Whole class activities

### Day 1

#### What you need

- 6 real coins (10c, 20c, 50c, R1, R2, R5)
- 6 cardboard cut-out coins (pages 216–217)
- Poster 7

1. **Song:** Sing a song from previous weeks.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6 (introducing South African coins):** Shake real coins in your hands.

#### Guiding questions:

- ★ What do you think I have in my hands?
- ★ What do we use money for?
- ★ How many different South African coins are there? Let's count. Count cardboard coins as you put them on the wall.

4. **Poster 7:** Discuss Poster 7. Discuss what the learners can see.

#### Guiding questions:

- ★ Have you ever been to a market?
- ★ What are the people on this poster buying?
- ★ How many \_\_\_\_\_ do you think \_\_\_\_\_ is buying?
- ★ Do you go shopping? Tell me about it.
- ★ What does your family usually buy at the shops?



5. **Small group activities:** Describe the activities at each workstation.

### Day 2

#### What you need

- Song: *Five shiny coins* (page 196)
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Prestik
- 4 chairs

1. **Song:** Sing *Five shiny coins*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6; recognise and match coins:** Learners create a shopping table together. They select items from the classroom to place on the table to sell. They choose cardboard coins to attach to the selected items.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Iinhlavu ezi-6 zemali yamambala (10c, 20c, 50c, R1, R2, R5)
- Iinhlavu ezi-6 zemali yekhadibhodi ezisikiweko (ikhasi 216–217)
- IPhosta 7

1. **Ingoma:** Vumani ingoma yeemveke ezidlulileko.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–6 (ukwethula iinhlavu zemali yeSewula Afrika):** Khuhluzisa iinhlavu zemali yamambala esandleni sakho.

#### Imibuzo ehlahlako:

- ★ Nicabanga bonyana ngiphetheni ngezandleni zami?
- ★ Imali siyisebenzisela ini?
- ★ Zingaki iinhlavu zemali ezihlukileko zeSewula Afrika? Asibaleni. Balani iinhlavu zemali yekhadibhodi lokha nawuzibeka ebodeni.

4. **IPhosta 7:** Khulumani ngePhosta 7. Khulumani ngalokho abafundi abakubonako.

#### Imibuzo ehlahlako:

- ★ Wakhe waya emakethe?
- ★ Bathenga ini abantu abakuphosta le?
- ★ Ucabanga bonyana mangaki \_\_\_\_\_ athengwa \_\_\_\_\_?
- ★ Uyaya esitolo uyokuthenga? Ngicocela ngakho.
- ★ Umndeni wakho uvame ukuthenga ini eentolo?



5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 2

### Okudingako

- Ingoma: *Iinhlavu zemali ezihlanu eziphazimako* (ikhasi 197)
- Ama-ayithemu asi-6 woku 'thenga' abekwe mazombe ngetlasini
- Isiphathi esineenhlavu zemali yekhadibhodi ezisikiweko (10c, 20c, 50c, R1, R2, R5) – ma-4 umfundi ngamunye
- Iprestiki
- Iintulo ezi-4

1. **Ingoma:** Vumani *Iinhlavu zemali ezihlanu eziphazimako*.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–6; ukulemuka nokukhambelanisa iinhlavu zemali:** Abafundi benza itafula yokuthengisela ndawonye. Bakhetha ama-ayithemu wangetlasini abazowabeka etafuleni bawathengise. Bakhetha iinhlavu zemali yekhadibhodi abazozinamathisela kuma-ayithemu abawakhethileko.

**Guiding questions:**

- ★ What have you chosen?
- ★ Which coin do you all think should be attached to the \_\_\_\_? Why?
- ★ Which coin matches the coin on the \_\_\_\_?

4. **Ordinal numbers – first to fourth:** Four learners sit on four chairs placed one behind the other as if they are in a taxi going to the shops.

**Guiding questions:**

- ★ Who is sitting on the first/third chair?
- ★ Who is sitting on the chair behind the first chair?
- ★ Who is sitting on the last chair?
- ★ Who is sitting between \_\_\_\_ and \_\_\_\_?

Repeat with four other learners.

5. **Small group activities:** Describe the activities at each workstation.



**TIP**

It is important for learners to sit in a way that they can all see the resources being used.

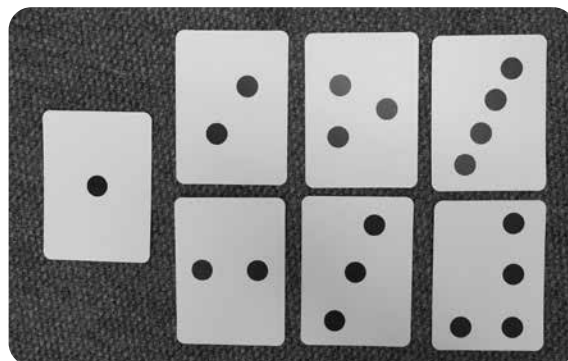


**Day 3**

**What you need**

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Number 1–4 picture, symbol and dot cards (*Resource Kit*)
- Counters (*Resource Kit*)
- Tambourine/shaker

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Repeat Day 2, activity 3.
4. **Practising numbers 1–4:** Show dot cards 1–4 individually. Learners call out the number of dots on each card. Put the cards on the mat in a jumbled order. Together order them from 1 to 4. Put the remaining dot cards 1–4 on the mat. Learners match these to the ordered dot cards.



5. **Matching game:** Give a dot card, picture card, number symbol card, or one, two, three or four counters to each learner. Beat the tambourine while learners move to the beat. When the music stops, learners find a partner with the same number.
6. **Small group activities:** Describe the activities at each workstation.



**TIP**

Give those learners who have not had a turn to shop, a chance to match a coin to an item on the table as they go to their workstations.



### ISIYELELISO

Kuqakathekile bonyana abafundi bahlale ngendlela yokobana boke bakwazi ukubona iinsetjenziswa ezisetjenzisiwako.



#### Imibuzo ehlahlako:

- ★ Nikhethe ini?
- ★ Ngijiphi ihlavu yemali noke enicabanga bonyana kufanele inanyathiselwe ku \_\_\_\_? Kubayini?
- ★ Ngijiphi ihlavu yemali ekhambelana nehluvu yemali eku \_\_\_\_?

4. **linomborosikhundla – kokuthoma ukuya kwesine:** Abafundi abane bahlala eentulweni ezine ezibekwe ngokulandelana esinye ngemva kwesinye kubengathi bangeteksini baya eentolo.

#### Imibuzo ehlahlako:

- ★ Ngubani ohlezi esitulweni sokuthoma/sesithathu?
- ★ Ngubani ohlezi esitulweni esingemva kwesitulo sokuthoma?
- ★ Ngubani ohlezi esitulweni sokugcina?
- ★ Ngubani ohlezi hlangana \_\_\_\_ no \_\_\_\_?

Buyelela nabanye abafundi abane.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

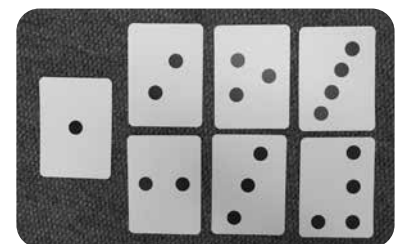
## Ilanga 3

### Okudingako

- Ingoma: *linhlavu zemali ezihlanu eziphazimako* (ikhasi 197)
- *linhlavu zemali ezi-5 zekhadibhodi ezisikiweko, ibhoksi li-1 lemali*
- *Ama-ayithemu asi-6 woku 'thengwa' abekwe mazombe ngetlasini*
- *Isiphathi esineenhlavu zemali yekhadibhodi ezisikiweko*
- (10c, 20c, 50c, R1, R2, R5) – zi-4 ngayinye
- *Amarada weenthombe, amatshwayo namaqatjhazi weenomboro 1–4 (IKhidi yeenSetjenziswa)*
- *Iimbalisi (IKhidi yeenSetjenziswa)*
- *Ithamborini/isikhuhluzi*

1. **Ingoma:** Vumani *linhlavu zemali ezihlanu eziphazimako*. Sebenzisa iinhlavu zemali nebhoksi lemali ukwenza izenzo.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–6:** Buyelela iLanga 2, umsebenzi 3.

4. **Ukujayeza iinomboro 1–4:** Tjengisa amakarada wamaqatjhazi ngalinye. Abafundi babiza inani lamaqatjhazi ekaradeni ngalinye. Beka amakarada emadeni ngokuwahlangahlanganisa. Arhemiseni ndawonye ukusuka ku-1–4. Beka amakarada wamaqatjhazi 1–4 aseleko emadeni. Abafundi bakhambelanisa lokhu namakarada wamaqatjhazi arhenyisiweko.



5. **Umdlalo wokukhambelanisa:** Nikela abafundi ikarada leqatjhazi, ikarada lesithombe nekarada letshwayo lenomboro, nofana kunye, kubili, kuthathu, nofana iimbalisi ezine umfundi ngamunye. Betha ithamborini lokha abafundi nabasikinyekela ibetho. Lokha umvumo nawuthulako, umfundi ufuna umngani onenomboro efana neyakhe.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

### ISIYELELISO

Nikela abafundi labo abangakatholi idlhego lokuthenga, ithuba lokukhambelanisa ihlavu yemali ne-ayithemu etafuleni lokha nabaya eentetjhini zabo zokusebenzela.

Day 4

What you need

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 2 small transparent plastic bags: 6 cardboard cut-out coins in one and 5 in the other
- Number symbols 1–4 in a box

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Learners sit in a circle. Show the learners two plastic bags – one containing six cardboard cut-out coins and the other containing five cut-out coins.

Guiding questions:

- ★ How many coins do you think there are in this bag?
- ★ And in this bag?
- ★ Do you think there are more/fewer coins in this bag? How do you know?

Together count the coins in each bag and put them in two groups on the mat.



4. **Practising more than, fewer than, equal to:** Discuss the two groups of coins.

Guiding questions:

- ★ I only want 4 coins in each group. What can we do? Count 4 coins into each packet. Look at the coins that are left on the mat.
- ★ Are there more coins left in this group or in this group?
- ★ Why does this group have fewer coins left?

5. **Ordering numbers 1–4:** With their eyes closed so they cannot see their number, four learners each take a number symbol card 1–4 out of a box. They stand next to each other and say what they think their number is. The rest of the learners say how they should move to order themselves from 1 to 4. Repeat with four other learners.

Guiding questions:

- ★ Which number comes first?
- ★ Which number comes second/third/fourth?
- ★ Which number comes after \_\_\_\_?
- ★ Who is holding the last number?
- ★ What number is between \_\_\_\_ and \_\_\_\_?

6. **Small group activities:** Describe the activities at each workstation.

## Ilanga 4

## Okudingako

- Ingoma: *linhlavu zemali ezihlanu eziphazimako* (ikhasi 197)
- *linhlavu zemali ezi-5 zekhadibhodi ezisikiweko, ibhoksi li-1 lemali*
- Imigodlana yeplastiki emi-2 ekhanyelako: *linhlavu zemali ezi-6 zekhadibhodi ezisikiweko ngemgodlaneni owodwa nazi-5 ngakomunye*
- *Amatshwayo weenomboro 1–4 ngebhoksini*



1. **Ingoma:** Vumani *linhlavu zemali ezihlanu eziphazimako*. Sebenzisa iinhlavu nebhoksi lemali ukwenza izenzo.

2. **Ukubala ngomlomo:** 1–10 naku-5–1.

3. **Ukubala izinto 1–6:** Abafundi bahlala ngendulungu. Tjengisa abafundi imigodlana yeplastiki emibili – owodwa ube neenhlavu ezisithandathu zemali yekhadibhodi bese omunye ube neenhlavu zekhadibhodi ezihlanu.

**Imibuzo ehlahlako:**

- ★ Zingaki iinhlavu zemali ocabanga bonyana zingemgodlaneni lo?
- ★ Ngakilo umgodlana-ke?
- ★ Ucabanga bonyana kuneenhlavu zemali ezinengi/ezimbadlwana ngemgodlaneni lo? Wazi njani?

Balani iinhlavu zemali ngemgodleni ngamunye nindawonye bese nizibeka ngeenqhema ezimbili emadeni.

4. **Ukujayeza ngaphezulu kuna-, mbadlwana kuna-, kulingana na-:** Khulumani ngeenqhema ezimbili lezi zeenhlavu zemali.

**Imibuzo ehlahlako:**

- ★ Ngifuna iinhlavu zemali ezine kwaphela esiqhemeni ngasinye. Singenza njani?

Bala iinhlavu zemali ezi-4 ngephaketheni ngayinye. Qala iinhlavu zemali ezisele emadeni.

- ★ Kusele iinhlavu zemali ezinengi esiqhemeni lesi nofana kilesi isiqhema?
- ★ Kubayini isiqhema lesi sineenhlavu ezimbadlwana eziseleko?

5. **Ukurhemisa iinomboro 1–4:** Ngokuvala amehlo kobana bangaboni iinomboro zabo, abafundi abane bathatha ikarada letshwayo lenomboro 1–4 ngamunye ngebhoksini. Bajama emaduzana bese batjho lokho abacabanga bonyana yinomboro yabo. Abanye abafundi batjho bonyana kufanele batjhide njani kobana bazirhemise ngokwabo ukusuka ku-1–4. Buyelela nabanye abafundi abane.

**Imibuzo ehlahlako:**

- ★ Ngiyiphi inomboro eza kokuthoma?
- ★ Ngiyiphi inomboro eza kwesibili/kwesithathu/kwesine?
- ★ Ngiyiphi inomboro eza ngemva \_\_\_\_?
- ★ Ngubani ophethe inomboro yokugcina?
- ★ Ngiyiphi inomboro ehlangana \_\_\_\_ na \_\_\_\_?

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esisetjhini sokusebenzela ngasinye.

## Day 5

## What you need

- Song: *Five shiny coins* (page 196)
- Number friezes 1–4
- *Number 4 story* (page 194)
- Poster 7
- 10 coloured counters (Resource Kit)

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Five learners stand in front.

**Guiding questions:**

- ★ How many learners are standing?
- ★ Are there fewer or more than six? (Count them.)
- ★ Were you right?
- ★ If I want six learners standing, how many more learners must come up?

4. **Practising numbers 1–4:** Together recall the *Number 4 story* and frieze. Role-play the animals' movements and/or sounds, for example, one trumpet for the elephant, two trots for the zebras.
5. **Problem solving 1–4:** Discuss Poster 7. Talk about what the learners see.

**Guiding questions:**

- ★ Can you see six/four/three/two of anything?
  - ★ How many different kinds of fruit can you see?
  - ★ Are there more watermelons or more pineapples? How do you know?
  - ★ How many pineapples will be left if Dad buys three?
  - ★ How many people are standing in the queue at the boerewors roll stand?
  - ★ Where is the boy with the skateboard standing in the queue?
  - ★ If he buys three boerewors rolls for his family and eats two of them, how many will he have left?
  - ★ If he walks away, where will Laylah be standing in the queue?
6. **Small group activities:** Describe the activities at each workstation.

**TIP**

We want learners to problem solve in order to become critical thinkers.

**Integration**

**Home Language and Life Skills:** Set up opportunities for shopping in the fantasy area and outdoors; sing shopping songs and dramatise shopping stories.



## Ilanga 5

## Okudingako

- Ingoma: *linhlavu zemali ezihlanu eziphazimako* (ikhasi 197)
- Imihlobiso yeenomboro 1–4
- Indatjana yenomboro 4 (ikhasi 195)
- IPhosta 7
- Iimbalisi zemibala ezi-10 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vumani *linhlavu zemali ezihlanu eziphazimako*. Sebenzisa iinhlavu nebhoksi lemali ukwenza izenzo.
2. **Ukubala ngomlomo:** 1–10 naku-5–1.
3. **Ukubala izinto 1–6:** Abafundi abahlanu bajama ngaphambili.

## Imibuzo ehlahlako:

- ✦ Bangaki abafundi abajamileko?
  - ✦ Ingabe zimbadlwana nofana zingaphezulu kunasithandathu? (Zibaleni.)
  - ✦ Beniqinisile?
  - ✦ Nangabe ngifuna abafundi abasithandathu bajame, bangaki abanye abafundi ekufanele beze?
4. **Ukujayeza iinomboro 1–4:** Khumbulani ndawonye *Indatjana yenomboro 4* nomhlobiso. Dlalani ukulingisa ukukhamba begodu/nofana amatjhada weenlwana, isibonelo, icilongo linye lendlovu, ukurholobha kabili kwedube.
  5. **Ukurarulula umraro 1–4:** Khulumisanani ngePhosta 7. Khulumani ngalokho abafundi abakubonako.

## Imibuzo ehlahlako:

- ✦ Uyakubona okusithandathu/okune/okuthathu/okubili kwanofana khuyini?
  - ✦ Mingaki imihlobo ehlukeleko yeentlo oyibonako?
  - ✦ Ingabe amakhabe nofana maphayinapula amanengi? Wazi njani?
  - ✦ Mangaki amaphayinapula azakusala nangabe uBaba uthenga mathathu?
  - ✦ Bangaki abantu abajame emjejeni weziko lokosa irolo yevoroso?
  - ✦ Umsana wesikeyithibhodi ujame kuphi emjejeni?
  - ✦ Nangabe uthengela umndeni wakhe amarolo wevoroso amathathu bese udla mabili wawo, uzakuba namangaki aseleko?
  - ✦ Nangabe uyakhamba, uLaylah uzabe ajame kuphi emjejeni?
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitethini sokusebenzela ngasinye.


**ISIYELELISO**

Sifuna abafundi bararulule umraro kobana babe nekghono lokucabangisisa.

## Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Hlela amathuba wokuthenga endaweni yokuzakhela nangaphandle; vumani iingoma zokuthenga begodu nilingise iindatjana zokuthenga.



## Small group activities

### Teacher-guided activity

#### What you need

- 6 cardboard cut-out brown and silver coins
- Counters (*Resource Kit*)
- A tub for each learner with:
  - 6 cardboard cut-out brown and silver coins (10c, 20c, 50c, R1, R2, R5)
  - 2 plastic lids
- Maths table items with coins attached for 'shopping'

1. **Counting objects 1–6:** Place six cardboard cut-out coins on the mat. Learners estimate how many there are. Count the coins together.

#### Guiding questions:

- ★ Are there more or fewer than the number you thought of?
- ★ Do you have more or fewer than six coins in your tub?

Learners each count out six coins from their tubs.

- ★ What can you tell me about your coins?
- ★ What numbers, animals, birds or plants do you see? Are the coins the same size/colour?

Learners compare coins.

2. **Shake and break:** Place two lids in front of each learner. Learners shake the counters then 'break' them into two groups. They place their counters on their lids as they have been 'broken up'. They take turns to say how many they have on each lid and how many altogether.

#### Guiding questions:

- ★ How did you break up four?
- ★ Whose groups have the same number of counters?
- ★ Who broke theirs the same/differently?
- ★ Why are the groups the same/different?

Repeat the activity.

3. **Practising making groups equal:** Learners put three counters on one of their lids and one on the other.

#### Guiding questions:

- ★ How can you make the groups of counters on each lid equal?
- ★ Do you have the same number of counters in each group?

4. **Sorting South African coins:** Learners place the coins in a pile in the middle of the circle.

#### Guiding questions:

- ★ How can we sort these?
- ★ Can you sort these another way?



## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Iinhlavu zemali yekhadibhodi ezi-6 ezizotho nezisiliva ezisikiweko
- Iimbalisi (*IKhidi yeenSetjenziswa*)
- Isikhafthini somfundi ngamunye esine:
  - Iinhlavu zemali yekhadibhodi ezi-6 ezizotho nezisiliva
- ezisikiweko (10c, 20c, 50c, R1, R2, R5)
  - Iinvalo zeplastiki ezi-2
- Ama-ayithemu wetafula yeembalo ananyathiselwe ngeenhlavu 'ukuthenga'

1. **Ukubala izinto 1–6:** Beka iinhlavu zemali yekhadibhodi esizithandathu ezisikiweko emadeni. Abafundi balinganisa bonyana zingaki ezikhona. Balani iinhlavu ndawonye.

#### Imibuzo ehlahlako:

- ★ Ingabe zingaphezulu nofana zimbadlwana kunenani obewulicabanga?
- ★ Uneenhlavu zemali ezingaphezulu nofana eziimbadlwana kunezisithandathu ezingesikhafthini sako?

Umfundi ngamunye ubala iinhlavu zemali esizithandathu ngesikhafthini sakhe.

- ★ Ungangitjelani mayelana neenhlavu zakho zemali?
- ★ Ngiziphi iinomboro, iinlwana, iinyoni nofana iintjalo ozibonako? Ingabe iinhlavu zemali zinobukhulu/umbala ofanako?

Abafundi bamadanisa iinhlavu zemali.

2. **Khuhluza bese uyahlukanisa:** Beka iinvalo ezimbili ngaphambi komfundi ngamunye. Abafundi bakhuhluza iimbalisi bese bayazi 'hlukanisa' ngeenqhema ezimbili. Babeka iimbalisi zabo phezu kweemvalo ngendlela 'ezihlukaniswe' ngayo. Bayadl hegana ukutjho bonyana zingaki abaziphetheko esivalweni ngasinye nokobana zingaki nasele zizoke.

#### Imibuzo ehlahlako:

- ★ Uzihlukanise njani ezine?
- ★ Ngezikabani iinqhema ezinenani elifanako leembali?
- ★ Bobani abahlukanise zabo ngokufanako/ngokuhlukileko?
- ★ Kubayini iinqhema zifana/zihlukile?

Buyelela umsebenzi lo.

3. **Ukujayeza ukwenza iinqhema zilingane:** Abafundi babeka iimbalisi ezintathu phezu kwesivalo esisodwa bese isibalisi esisodwa basibeka phezu kwesinye isivalo.

#### Imibuzo ehlahlako:

- ★ Ungazenza njani iinqhema zeembali zilingane esivalweni ngasinye?
- ★ Unenani elifanako leembali esiqhemeni ngasinye?

4. **Ukuhlela iinhlavu zemali yeSewula Afrika ngamaneko:**

Abafundi babeka iinhlavu zemali ngewobhu phakathi kwendulungu.

#### Imibuzo ehlahlako:

- ★ Singakuhlela njani ngamaneko lokhu?
- ★ Ungakuhlela lokhu ngenye indlela?

5. **Ordering; biggest to smallest:** Learners put the coins in order from the smallest in size to the biggest, and then from biggest to smallest.
6. **Matching coins:** Look at the maths shopping table with the learners. Learners match one of their coins to an item and tell the group how the coins match.



### Check that learners are able to:

- make groups equal
- compare two groups and notice differences and similarities using four objects
- recognise South African coins, notice differences and similarities between these, and match them
- order coins according to size

## Workstation 1

### What you need

- An A4 page or piece of cardboard with a large circle per learner
- A pair of scissors per learner
- Crayons, colour pencils
- Examples of South African coins (poster or cardboard cut-outs), placed where learners can see them

Learners cut out the 'coin' from the paper or cardboard. They draw pictures on both sides of their 'coin'. They write a number of their choice on one side. Make extra circles for those who would like to do more.



## Workstation 2

### What you need

- An A4 page with four circles, each with a number symbol and matching dots per learner
- An A4 page with a caterpillar outline with number symbols 1–4 on the body per learner
- Glue
- Crayons
- A pair of scissors per learner

Learners colour and cut out the four circles. They match and paste them on the caterpillar's body. They colour in the caterpillar's face, and draw two legs on each circle.

5. **Ukurhemisa; kulu khulu ukuya kokuncani khulu:** Abafundi babeka iinhlavu zemali ngokuzirhemisa ukusuka kwencani khulu ukuya kwekulu khulu, godu ukusuka kwekulu khulu ukuya kwencani khulu.
6. **Ukukhambelanisa iinhlavu:** Qalani etafuleni yeembalo yokuthengisela nabafundi. Abafundi bakhambelanisa enye yehlavu yemali yabo ne-ayithemu bese batjela isiqhema bonyana iinhlavu zikhambelana njani.



### Tjheja bonyana abafundi bayakwazi uku:

- ukwenza iinqhema zilingane
- madanisa iinqhema ezimbili nokutjheja umahluko nokufana ngokusebenzisa izinto ezine
- lemuka iinhlavu zeSewula Afrika, ukutjheje ukuhluka nokufana phakathi kwazo, nokuzimadanisa
- rhemisa iinhlavu ngokobukhulu

## Isitetji sokusebenzela 1

### Okudingako

- Iphepha le-A4 nofana isiquntu sekhadibhodi esinendulungu ekulu umfundi ngamunye
- Isikere esisodwa umfundi ngamunye
- Amakhrayoni, iimpensela zombala
- Isibonelo seenhlavu zemali yeSewula Afrika (iphosta nofana ikhadibhodi elisikiweko), zibekwe lapha abafundi bazozibona khona

Abafundi basika 'ihlavu yemali' ephepheni nofana ekhadibhodini. Badweba iinthombe ngemahlangothini womabili we 'hlavu yemali'. Batlola inomboro abayithandako ngehlangothini elilodwa 'lehlavu yemali'. Yenza iindulungu zokungezelela zalabo abangafuna ukwenza ngokudluleleko.



## Isitetji sokusebenzela 2

### Okudingako

- Iphepha le-A4 elineendulungu ezine, zibe netshwayo namaqatjhazi wenomboro akhambelanako umfundi ngamunye
- Iphepha le-A4 elinomdwebo wamagega wesibungu onamatshwayo weenomboro 1–4 emzimbeni umfundi ngamunye
- Isinamathiseli
- Amakhrayoni
- Isikere umfundi ngamunye

Abafundi bafaka umbala bese basika iindulungu ezine. Bazikhambelanisa begodu bazinamathisele emzimbeni wesibungu. Bafaka ubuso besibungu umbala, bese badweba imilenze emibili ehlangothini lendulungu ngalinye.

### Workstation 3

#### What you need

- A4 page with number grid 1–4
- Crayons/pencils per learner

Learners draw the correct number of pictures (of what 'they would like to buy') next to the rows numbered 1–4. Learners can also match counters or playdough models to the numbers 1–4.



### Workstation 4

#### What you need

- Posting box
- A tub for each learner with 13 counters from the *Resource Kit* (include at least one red, two blue, three yellow and four green counters)
- Coin-in-the-bank game (page 196)
- A bowl for each pair of learners

Learners choose the correct colour and number of counters to post into the matching colour slot on the box. Once they have finished, they use their remaining three counters to play 'Coin in the bank'.



## Isitetjhi sokusebenzela 3

## Okudingako

- Iphepha le-A4 elinegridi yeenomboro 1–4 umfundi ngamunye
- Amakhrayoni/iimpensela

Abafundi badweba inani elifaneleko leenthombe (zalokho 'abafuna ukukuthenga') eduze kwerhemo elinonjorwe 1–4. Abafundi godu bangakhambelanisa iimbalisi nofana imifanekiso yehlama yokudlalisa neenomboro 1–4.



## Isitetjhi sokusebenzela 4

## Okudingako

- Ibhoksi leposi
- Isikhafthini somfundi ngamunye esineembalisi ezili-13 ze*Khidi yeenSetjenziswa* (kufakwe okungasenani sinye esibovu, zimbili ezihlaza samkayi, zintathu ezisarulani nazine ezihlaza satjani)
- Umdlalo ihlavu yemali ngebhanga (ikhasi 197)
- Isikotlelo ipara ngayinye yabafundi

Abafundi bakhetha umbala ofaneleko nenani leembalisi abangaziphosela embotjeni yombala okhambelanako ebhoksini. Nasele baqedile, basebenzisa iimbalisi ezintathu eziseleko ukudlala umdlalo 'Ihlavu yemali ngebhanga'.



# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Describes, sorts and compares 2-D shapes

## New knowledge

- Oral counting 1–15
- Counting objects 1–7
- Position: underneath

## Practise

- Position: next to, between, in front of, behind, on top
- Direction: forwards, backwards
- Number concept 1–4
- Sequencing numbers 1–4
- Counting backwards 5–1
- Shapes: circle, square, triangle
- Sorting by one attribute

## New maths vocabulary

directions

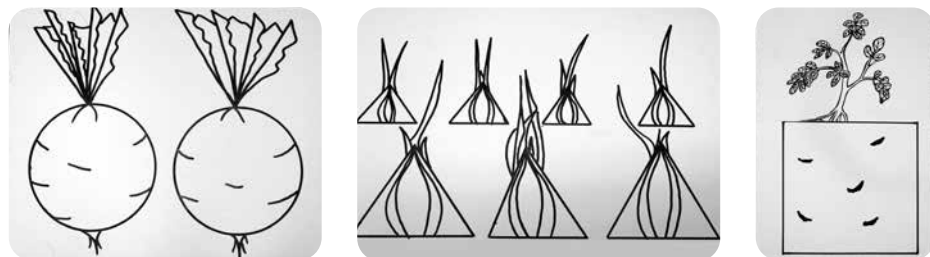
face towards

underneath

## Getting ready

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

- cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 10 cardboard triangles of different sizes and colours
- large cut-outs of vegetables for the story



- playdough
- small cardboard star
- A4 shape page – 1 per learner (Include more triangles of different sizes than other shapes.)
- A4 page with 4 carrots (see Workstation 2)
- 10 green paper strips per learner.



**TIP**

Consolidate previous space and shape vocabulary.



# UmNqopho wesiGaba sokuMumethweko: Isikhala neBumbeko (Ijiyomethri)

## Iinhloko

- Isikhundla, ubujamo nokuqaleka kwento
- Ukutlhadhula, ukuhlela ngamananeke nokumadanisa amabumbeko we-2-D

## Ilwazi elitjha

- Ukubala ngomlomo 1–15
- Ukubala izinto 1–7
- Isikhundla: ngaphasi

## Ukujayeza

- Isikhundla: eduze ne, phakathi, ngaphambi kwe, ngemva, ngaphezulu
- Ikomatjhuba: ukuya phambili, ukuya emuva
- Umqondo wenomboro 1–4
- Ukulandelanisa iinomboro 1–4
- Ukubala uye emuva 5–1
- Amabumbeko: indulungu, isikwere, uncantathu
- Ukuhlela ngokwe-athribhuthi eyodwa

## Ilwazimagama leembalo elitjha

iinkomatjhuba

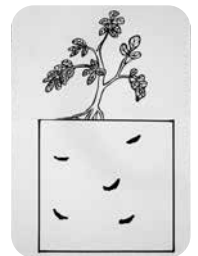
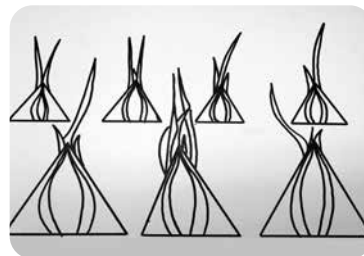
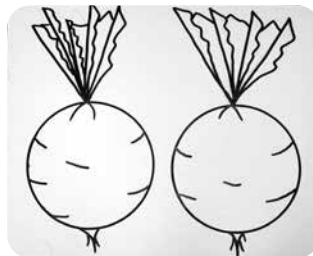
qala ngenca nge

ngaphasi

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- okusikiweko kwekhadibhodi (kobukhulu obuphakathi): aboncantathu aba-4, iindulungu ezi-3, iinkwere ezili-7
- aboncantathu abali-10 bekhadibhodi bobukhulu nombala ohlukileko
- okusikiweko okukhulu kwemirorho yendatjana



## ISIYELELISO

Hlanganisa ilwazimagama langaphambili lesikhala nebumbeko.

- ihlama yokudlalisa
- ikwekwezi encani yekhadibhodi
- iphepha lebumbeko le-A4 – 1 umfundi ngamunye (Faka aboncantathu abanengi bobukhulu nombala ohlukileko kunamanye amabumbeko.)
- iphepha le-A4 elinemihlaza emi-4 (qala Isitetjhi sokusebenzela 2)
- imitletlana eli-10 yebilibili elihlaza satjani umfundi ngamunye.

## Whole class activities

### Day 1

#### What you need

- Cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 16 triangle, circle, square attribute blocks (*Resource Kit*)
- Song: *Making fruit salad* (page 194)
- Number 4 labels from maths table (from Week 1)

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Together look at groups of four triangle, three circle and seven square cardboard cut-outs.

#### Guiding questions:

- ★ How many triangles/circles/squares do you think there are in this group?
- ★ Which group has more/fewer than the group with the triangles/circles/squares?

Count the triangles and circles together 1–7. Then count the squares.

4. **Practising position – next to, between, in front of, behind, on top of:** Learners fetch one shape each from the mat. Play 'Sizwe says'. Give different instructions for each shape as you guide learners.

#### Guiding instructions:

- ★ All those with circles put their shape *in front of* their knee, face, tummy. (Repeat with squares and triangles.)
- ★ Hold your circle *behind* your back, knee, and so on with one hand/both hands.
- ★ Try to fit your triangle *behind* your ear.
- ★ Walk with your shape balancing *on top of* your head.
- ★ Those with a triangle hold it *between* your knees.
- ★ Those with a circle put it *next to* your body. Now put it on the other side of your body. (Repeat with squares and triangles.)

5. **Position:** Introduce 'underneath'.

#### Guiding questions:

- ★ Can you sit/lie with your shape *underneath* you, *underneath* your hand on the floor, *underneath* your foot?
- ★ What other part of your body can you place your shape *underneath*?

6. **Small group activities:** Describe the activities at each workstation.



### TIP

Cardboard is three-dimensional. It has length, breadth (width) and height. In Grade R we use cut-outs to show two-dimensional shapes, such as circles, squares, triangles and rectangles. Focus on the shape: the length, how wide the 'shape' is, the lines, the corners or points.



### TIP

Learners place shapes on the maths table in groups of four next to number 4 cards, as they go to their workstations.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Amakhadibhodi asikiweko (ubukhulu obuphakathi): aboncantathu aba-4, iindulungu ezi-3, iinkwere ezili-7
- Amabhlogo we-athribhuthi kancantathu, weendulungu, weenkwere ali-16 (*IKhidi yeenSetjenziswa*)
- Ingoma: *Ukwenza isaladi yeenthelo* (ikhasi 195)
- Amalebulo wenomboro 4 wetafuleni yeembalo (weVeke 1)

1. **Ingoma:** Vumani *Ukwenza isaladi yeenthelo*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Qalani iinqhema zaboncantathu abane, iindulungu ezintathu neenkwere ezilikhomba zekhadibhodi ezisikiweko ndawonye.

#### Imibuzo ehlahlako:

- ✦ Bangaki aboncantathu/iindulungu/iinkwere ocabanga bonyana zikhona esiqhemeni lesi?
- ✦ Ngisiphi isiqhema esinokungaphezulu/okumbadlwana kunesiqhema esinaboncantathu/iindulungu/iinkwere?

Balani aboncantathu neendulungu 1–7 ndawonye. Bese nibala iinkwere.

4. **Ukujayeza isikhundla – eduze ne, phakathi/hlangana, ngaphambi kwe, ngemva, ngaphezu kwe:** Abafundi bathatha ibumbeko linye ngamunye emadeni. Dlalani 'uSizwe uthi'. Nikela imilayelo ehlukeleko mayelana nebumbeko ngalinye lokha nawuhlahla abafundi.

#### Imilayelo ehlahlako:

- ✦ Boke labo abaneendulungu babeka amabumbeko wabo *ngaphambi* kwamadolo wabo, ubuso, amathumbu. (Buyelela ngeenkwere naboncantathu.)
- ✦ Bamba indulungu yakho *ngemva* kwakho, kwedolo, njalonjalo ngesandla sinye/ngezandla zombili.
- ✦ Zama ukulinganisa uncantathu wakho *ngemva* kwendlebe yakho.
- ✦ Khamba ubambelele ibumbeko lakho *ngaphezu* kwehloko yakho.
- ✦ Labo abaphethe uncantathu mbambeni *phakathi* kwamadolo wenu.
- ✦ Labo abaphethe indulungu ibekeni *eduze* kwemizimba yenu. Kwanjesi ibekeni ngemahlangothini amanye wemizimba yenu. (Buyelela ngeenkwere naboncantathu.)

5. **Isikhundla:** Yethula 'ngaphasi'.

#### Imibuzo ehlahlako:

- ✦ Ungahlala/ungalala nebumbeko lakho *ngaphasi* kwakho, *ngaphasi* kwesandla sakho phasi, *ngaphasi* kwenyawo lakho?
- ✦ Ngisiphi esinye isitho somzimba wakho ongabeka ibumbeko lakho *ngaphasi* kwaso?

6. **Imisebenzi yesiqhema esincani:** Tlhadhula imisebenzi esesitetjhini sokusebenzela ngasinye.

### ISIYELELISO

Ikhadibhodi libubusontathu. Linobude, ububanzi nokuphakama. KwaGreyidi R sisebenzisa okusikiweko ukutjengisa amabumbeko abubusobili, njengendulungu, iinkwere, aboncantathu naboncamane. Qalana 'nebumbeko': ubude, 'ibumbeko' libanzi kangangani, imida, amakhona nofana iimpente.

### ISIYELELISO

Abafundi babeka amabumbeko etafuleni ngeenqhema zangabane eduze namakarada wenomboro 4, lokha nabaya eentetjhini zabo zokusebenzela.

## Day 2

## What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 2 containers
- 7 beanbags/rolled-up socks
- 10 triangle-shaped cut-outs of different sizes and colours, placed around the classroom
- Number symbol cards 1–4 (*Resource Kit*)
- 1 triangle attribute block

1. **Song:** Sing *Head, shoulders, knees and toes*.

## Guiding questions:

- ★ Your head is on top of your \_\_\_\_?
- ★ Your nose is between your \_\_\_\_?
- ★ Your nose is next to your \_\_\_\_?
- ★ The floor is underneath your \_\_\_\_?

2. **Oral counting:** 1–15 and 5–1.

3. **Counting objects 1–7; more/fewer:** Learners sit in a circle. Place two shallow containers in the centre. Place five beanbags/socks in one container and two in the other. Learners estimate how many beanbags/socks are in each. Together count seven learners to each take a beanbag and stand back in their places. They take turns to throw their beanbags into either of the containers. Repeat with another seven learners. Discuss which container has more/fewer beanbags.

4. **Practising properties of the triangle; practising 1–4:** Without letting learners see the shape, hold a triangle-shaped cut-out behind your back. Learners must guess what shape it is. Give them clues, for example: 'It has three sides and three straight lines.'

## Guiding questions:

- ★ How is the triangle different to other shapes in the classroom? Learners look for 10 triangles hidden in the classroom. They place these on the mat next to number symbol cards 1–4.
- ★ Which group has more/fewer?
- ★ How many triangles does the group between 2 and 4 have?
- ★ How can we make the group of 3 have the same number of triangles as the group of 4?

5. **Small group activities:** Describe the activities at each workstation.

## Day 3

## What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 11 wooden blocks from the block area (triangle-, square- and circle-shaped)
- Tambourine



## TIP

Place containers and beanbags with number symbol and word cards in the maths area.

## Ilanga 2

## Okudingako

- Ingoma: *Ihloko, amahlombe, amadolo namazwani* (ikhasi 197)
- limphathi ezi-2
- Imigodla yamabhontjisi/ amakowusu asongiweko ali-7
- Amabumbeko anguncantathu ali-10 asikiweko anobukhulu
- nombala ohlukileko, abekwe mazombe ngetlasini
- Amakarada wamatshwayo weenomboro 1–4 (*IKhidi yeenSetjenziswa*)
- Ibhlogo le-athribhuthi kancantathu li-1

1. **Ingoma:** Vumani *Ihloko, amahlombe, amadolo namazwani*.

**Imibuzo ehlahlako:**

- ★ Ihloko yakho ingaphezu kwe \_\_\_\_?
- ★ Ipumulo yakho ihlangana ne \_\_\_\_?
- ★ Ipumulo yakho iseduze kwe \_\_\_\_?
- ★ Iphasi lingaphasi kwe \_\_\_\_ zakho?

2. **Ukubala ngomlomo:** 1–15 naku-5–1.

3. **Ukubala izinto 1–7; nengi/mbadlwana:** Abafundi bahlala ngendulungu. Beka iimphathi ezimbili ezingatjhingiko phakathi nendawo. Faka imigodla yamabhontjisi/amakowusu ngesiphathini esisodwa bese emibili ngakesinye isiphathi. Abafundi balinganisa bonyana mingaki imigodla yamabhontjisi/amakowusu ngaphakathi kwesiphathi esisodwa. Balani abafundi abalikhomba ndawonye munye athathe umgodla weembhontjisi bese ubuyela ujama endaweni yakhe. Bayadlhegana ukuphosa imigodla yeembhontjisi ngaphakathi kwesinye seemphathi. Buyelela nabanye bafundi abalikhomba. Khulumani ngokobana ngisiphi isiphathi esinemigodla yeembhontjisi/amakowusu amanengi/ambadlwana.
4. **Ukujayeza amatshwayo kancantathu; ukujayeza 1–4:** Ngaphandle kokuvumela abafundi babone ibumbeko, bamba ibumbeko likancantathu elisikiweko ngemva kwakho. Abafundi kufanele baqagele bonyana libumbeko bani. Nikela imithala, isibonelo: 'Inamahlangothi amathathu nemida emithathu enqophileko.'

**Imibuzo ehlahlako:**

- ★ Uncantathu uhluke njani kamanye amabumbeko angetlasini? Abafundi bafuna aboncantathu abali-10 abafihlwe ngetlasini. Bababeka emadeni eduze namakarada wamatshwayo weenomboro 1–4.
- ★ Ngisiphi isiqhema esinamanengi/mbadlwana?
- ★ Bangaki aboncantathu abasesiqhemeni esiphakathi kuka-2 naku-4?
- ★ Singasenza njani isiqhema esina-3 sibenenani elifanako laboncantathu nesiqhema sa-4?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.


**ISIYELELISO**

Beka iimphathi nemigodlana yeembhontjisi enamathshwayo weenomboro namakarada weenomboromagama endaweni yeembalo.

## Ilanga 3

## Okudingako

- Ingoma: *Ihloko, amahlombe, amadolo namazwani* (ikhasi 197)
- Amabhlogo weengodo ali-11 wendaweni yamabhlogo
- (amabumbeko wamabhlogo anguncantathu, asikwere nayindulungu)
- Ithamborini

1. **Song:** Sing *Head, shoulders, knees and toes* with actions.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two groups of blocks on the mat (seven in one group and four in the other).

**Guiding questions:**

- ★ How many blocks do you think there are in this group?
- ★ And this one?

Together count the blocks in each group.

- ★ Whose estimation was close?

4. **More, fewer, equal to:** Compare the groups of blocks.

**Guiding questions:**

- ★ Which group has more/fewer?
- ★ What do we need to do to make the groups equal?

5. **Position – next to, between, underneath:** Give a few learners instructions to place blocks around the classroom using ‘next to’ and ‘between’.

**Guiding instructions:**

- ★ Place a square-shaped block next to the maths table.
- ★ Place a triangle-shaped block between my chair and the door.

Play the tambourine while all the learners move between the blocks. When the music stops they make groups of four and stand next to each other.

**Guiding questions:**

- ★ Who is standing next to \_\_\_\_\_?
- ★ Who is between \_\_\_\_\_ and \_\_\_\_\_?

Learners stand one behind the other.

- ★ Who is in front of/behind you?

Learners move to music and make new groups of four.

6. **Small group activities:** Describe the activities at each workstation.



**TIP**

Discuss where the learners who don't have a full group of four should go to make full groups. Ask learners for ideas on how to solve this problem.

**Day 4**

**What you need**

- Song: *This is the way we make soup* (page 196)
- Shape story and vegetable pictures: *They pulled and they pulled* (page 198)
- A container on the maths table with 8 circle, 8 square and 8 triangle attribute blocks

1. **Song:** Introduce the song, *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.



1. **Ingoma:** Vumani *Ihloko, amahlombe, amadolo namazwani* nezenzo.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iinqhema ezimbili zamabhlogo emadeni (abelikhomba esiqhemeni esisodwa bese abemane kesinye isiqhema).

**Imibuzo ehlahlako:**

- ★ Mangaki amabhlogo ocabanga bonyana akhona kilesi isiqhema?
- ★ Kilesi-ke?

Balani amabhlogo wesiqhema ngasinye ndawonye.

- ★ Ngubani obenesilinganiso esipheze sanemba?

4. **Ngaphezulu, mbadlwana, kulingana na:** Madanisa iinqhema zamabhlogo.

**Imibuzo ehlahlako:**

- ★ Ngisiphi isiqhema esinamanengi/ambadlwana?
- ★ Khuyini esikudingako ukwenza iinqhema lezi zilingane?

5. **Isikhundla – eduze kwe, phakathi/hlangana, ngaphasi:** Nikela abafundi abambalwa imilayelo yokobana babeke amabhlogo mazombe ngetlasini ngokusebenzisa 'eduze kwe' na 'phakathi/hlangana'.

**Imilayelo ehlahlako:**

- ★ Beka amabhlogo webumbeko lesikwere eduze kwetafula yeembalo.
- ★ Beka amabhlogo webumbeko likancantathu phakathi kwesitulo sami nomnyango.

Dlala ithamborini lokha abafundi boke bakhambakhamba hlangana namabhlogo. Lokha umvumo nawuthulako, benza iinqhema zangabane bese bajama emaduzana.

**Imibuzo ehlahlako:**

- ★ Ngubani ojame eduze ko \_\_\_\_\_?
- ★ Ngubani ojame phakathi kwa \_\_\_\_\_ no \_\_\_\_\_?

Abafundi bajama omunye ngemva komunye.

- ★ Ngubani ongaphambili/ongemva kwakho?

Abafundi basikinyekela umvumo bese benza iinqhema ezitjha zangabane.

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## ISIYELELISO

Khulumani ngokobana bafundi abanganasiqhema esizeleko sakune kufanele bayephi ukwenza iinqhema ezizeleko. Bawa abafundi imibono yokobana umraro lo ungararululwa njani.

## Ilanga 4

### Okudingako

- Ingoma: *Le yindlela esenza ngayo isobho* (ikhasi 197)
- Indatjana yebumbeko neenthombe zemirorho: *Baruthula bebaruthula* (ikhasi 199)
- Isiphathi esisetafuleni yeembalo esinamabhlogo abu-8 wama-athribhuthi wendulundu, abu-8 wesikwere na-8 wakancantathu

1. **Ingoma:** Ukwethula ingoma, *Le yindlela esenza ngayo isobho*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.



**TIP**

Place attribute blocks and vegetable shapes on the maths table for matching.

3. **Counting objects 1–7:** Learners sit in a circle. Place the vegetable pictures for the story on the mat. Learners estimate and count the number of vegetable pictures that there are.

**Guiding questions:**

- ★ Have you seen soup being made before?
- ★ Do you notice anything unusual about the shape of these vegetables?

4. **Shape story:** Tell the story using the pictures.

**Guiding questions:**

- ★ What shape are these vegetables normally?
- ★ Can you think of other vegetables that remind you of a circle/triangle shape?
- ★ Have you ever seen a square-shaped vegetable?
- ★ How many potatoes/carrots are there?
- ★ Are there more carrots or potatoes?

5. **Small group activities:** Describe the activities at each workstation.

**Day 5**



**TIP**

Send a note to parents/caregivers suggesting they make vegetable soup with their children.

**What you need**

- Song: *This is the way we make soup* (page 196)
- Shape story: *They pulled and they pulled* (page 198)
- Vegetable pictures
- Poster 9
- 1 small toy car
- 1 small cardboard star

1. **Song:** Sing *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Count the seven onion pictures from the story for Day 4.
4. **Shape story:** Together recall the story, showing the vegetable pictures.

**Guiding questions:**

- ★ Did you notice any vegetables or fruit at home or in the shops yesterday that look like squares, circles or triangles?
- ★ Did you talk to your families about how many vegetables they usually use when they make soup?

Look at examples of vegetable pictures and discuss the shapes.

5. **Directions:** Look at Poster 9. Ask the learners to say what they can see.

**Guiding questions:**

- ★ What can you see that looks like something you have seen before near your home?
- ★ What do you think this is? (Point to a building on the map.)



3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iinthombe zemirorho zendatjana emadeni. Abafundi balinganisa bese babala inani leentombe zemirorho ezikhona.

**Imibuzo ehlahlako:**

- ✦ Wakhe wayibona isobho nayenziwako ngaphambili?
- ✦ Ikhona into engakajayeleki oyitjhejileko mayelana nebumbeko lemrorho le?

4. **Indatjana yebumbeko:** Coca indatjana ngokusebenzisa iinthombe.

**Imibuzo ehlahlako:**

- ✦ Imirorho le ilibumbeko liphi ngokujayelekileko?
- ✦ Ungacabanga eminye imirorho ekukhumbuza ibumbeko lendulungu/uncantathu?
- ✦ Wakhe wawubona umrorho webumbeko lesikwere?
- ✦ Mangaki amazambana/imihlaza ekhona?
- ✦ Ingabe kunemihlaza eminengi nofana amazambana?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

**ISIYELELISO**

Beka amabhlogo wama-athribhuthi namabumbeko wemirorho emadeni kobana kukhambelaniswe.

## Ilanga 5

**ISIYELELISO**

Thumela isibawo kubabelethi/ kubathogomeli ubabawe bonyana bapheke isobho yemirorho nabantwana babo.

**Okudingako**

- Ingoma: *Le yindlela esenza ngayo isobho* (ikhasi 197)
- Indatjana yebumbeko: *Baruthula bebaruthula* (ikhasi 199)
- Iinthombe zemirorho
- IPhosta 9
- Ikoloyana yi-1 encani yokudlalisa
- Ikwekwezi yi-1 encani yekhadibhodi

1. **Ingoma:** Vumani *Le yindlela esenza ngayo isobho*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Bala iinthombe ze-anyanisi ezilikhomba zendatjana yeLanga 4
4. **Indatjana yebumbeko:** Khumbulani indatjana ndawonye, ngokutjengisa iinthombe zemirorho.

**Imibuzo ehlahlako:**

- ✦ Ikhona imirorho nofana iinthelo ozitjhejileko izolo ekhaya nofana eentolo ezifana neenkwere, iindulungu nofana aboncantathu?
- ✦ Nikhulumile nemindeni yenu mayelana nokobana mingaki imirorho ebavame ukuyisebenzisa lokha nabenza isobho?

Qalani iimbonelo zeentombe zemirorho bese nikhuluma ngamabumbeko.

5. **linkombatjhuba:** Qala iPhosta 9. Bawa abafundi batjho lokho abakubonako.

**Imibuzo ehlahlako:**

- ✦ Ubonani eqaleka njengento ekhe wayibona ngaphambili eduze nekhenu?
- ✦ Ucabanga bonyana khuyini lokhu? (Khomba umakhiwo phezu komebhe.)



Place the toy car where Malusi is standing in the picture and a star on his destination. Learners pretend that Malusi is in the car, and direct you as you move the car.

- ★ What does Malusi see around him?
- ★ Should he go straight here? (Point.)
- ★ Which way should he drive to get to \_\_\_\_\_?
- ★ What will he see on his way?
- ★ When must he turn?

Repeat this, with different destinations.

6. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Ask learners to tell their parents/ caregivers the story, *They pulled and they pulled*, discuss how many vegetables they use when they make soup, and to look at the shapes of fruit and vegetables at home and/or in the shops.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub for each learner with:
  - Number 1–4 dot, symbol and word cards
  - 7 mixed attribute blocks (excluding rectangles)
  - 4 animal counters

1. **Oral counting 1–15:** Each learner counts from 1–15.
2. **Counting objects 1–7:** Learners sit in a circle with their tubs. They each count their 7 attribute blocks.
3. **Practising 1–4:** Guide learners to work with their shapes and number 1–4 symbol and dot cards.

#### Guiding questions:

- ★ Can you make two groups? One group with four shapes and one group with three shapes?
  - ★ Can you put your matching dot cards and number symbol cards next to these groups?
  - ★ Can you put your hand next to the group that has more/fewer shapes?
  - ★ How can we make these groups equal?
4. **Sorting:** Put all the shapes in a pile in the middle of the mat.

#### Guiding questions:

- ★ What is the same/different about these shapes?
- ★ What colours do you see?
- ★ How can we sort these shapes?



### TIP

Attribute blocks are three-dimensional objects. In Grade R we talk about 'blocks' that 'look like' two-dimensional shapes, such as circles, squares, triangles and rectangles. Remember to focus on the face of the attribute block when talking about a shape.

Beka ikoloyi yokudlalisa lapha uMalusi ajame khona esithombeni bese ubeka ikwekwezi endaweni aya kiyo. Abafundi benza sengathi uMalusi ungekoloyini, bese bayakulayela lokha nawutjhidisa ikoloyi.

- ★ Khuyini uMalusi akubonako okumzungezileko?
- ★ Angeza anqophe lapha? (Khomba.)
- ★ Ngiyiphi indlela angatjhayela ngayo ukuya e \_\_\_\_\_?
- ★ Uzakubona ini endleleni?
- ★ Kufanele abuye nini?

Buyelela lokhu, ngeendawo ezihlukileko ekuyiwa kizo.

6. **Imisebenzi yesiqhema esincani:** Thadhula imisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**ILimi leKhaya namaKghono wePilo:** Bawa abafundi bacocela ababelethi/abatlhogomeli babo indatjana, *Baruthula bebaruthula*, bakhulume ngokobana basebenzisa imirorho emingaki lokha nabenza isobho, begodu baqale amabumbeko weentelo nemirorho emakhaya begodu/nofana eentolo.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutjhere

#### Okudingako

- Isikhafthini somfundi ngamunye – Amabhlogo wama-athribhuthi esine: avangeneko ali-7 (ngaphandle kwaboncamane)
- Amakarada wamaqatjhazi, amatshwayo namaagama – limbalisi ezi-4 zeenlwana weenomboro 1–4

1. **Ukubala ngomlomo 1–15:** Umfundi ngamunye ubala ukusuka ku-1–15.
2. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu neenkhafthini zabo. Babala ngamunye amabhlogo wama-athribhuthi ali-7.
3. **Ukujayeza 1–4:** Hlahla abafundi basebenze ngamabumbeko wabo namakarada wamatshwayo namaqatjhazi weenomboro 1–4.

#### Imibuzo ehlahlako:

- ★ Ungakwazi ukwenza iinqhema ezimbili? Isiqhema esisodwa sibe namabumbeko amane bese esinye isiqhema sibe namabumbeko amathathu?
  - ★ Ungakwazi ukubeka amakarada wamaqatjhazi akhambelana namakarada wamatshwayo weenomboro eduze neenqhema lezi?
  - ★ Ungakwazi ukubeka isandla sakho eduze kwesiqhema esinamabumbeko amanengi/amabadlwana?
  - ★ Singazenza njani iinqhema lezi kobana zilingane?
4. **Ukuhlela ngamaneko:** Beka woke amabumbeko abe liwobhu phakathi komada.

#### Imibuzo ehlahlako:

- ★ Khuyini okufanako/okuhlukileko ngamabumbeko lawa?
- ★ Ngimiphi imibala oyibonako?
- ★ Singawahlala njani ngamaneko amabumbeko lawa?

### ISIYELELISO

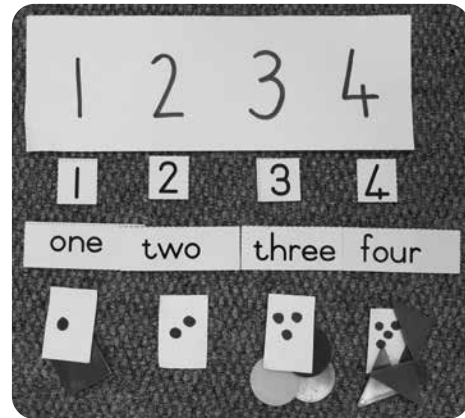
Amabhlogo wama-athribhuthi zizinto ezibobusontathu. KwaGreyidi R sikhuluma 'ngamabhlogo' 'aqaleka' njengamabumbeko abobusombili, anjengeendulungu, iinkwere, aboncantathu naboncamane. Khumbula ukuqalana nobuso bebhlogo ye-athribhuthi lokha nanikhuluma ngebumbeko.

5. **Ordering and position – next to, between, underneath using 1–4:**

Learners order number symbol, word and dot cards 1–4.

**Guiding questions:**

- ★ Can you put your finger on the number next to number 1?
- ★ Is there another number next to 1?
- ★ What number is before/after 3?
- ★ Can you show me the number that is between 1 and 3?
- ★ Can you choose one square to put *underneath* your number 1 dot card?
- ★ How many circles do you need to put *underneath* your number 3 dot card?
- ★ Can you put the right number of triangles *on top of* your number 4 dot card?



6. **Direction and position:** Learners count out four animal counters from their tubs.

**Guiding questions:**

- ★ Can you make all your animals face forwards towards me?
- ★ Can you put your animals one behind the other facing towards the door?
- ★ Which animal is standing in front of/behind \_\_\_\_\_?
- ★ Which animal is standing between \_\_\_\_\_ and \_\_\_\_\_?
- ★ Can you move the \_\_\_\_\_ to stand next to the \_\_\_\_\_?



**Check that learners are able to:**

- sort according to shapes and colours
- understand the position 'underneath'
- demonstrate an understanding of direction
- count orally 1–15
- count objects 1–7
- order number symbol cards 1–4

**Workstation 1**

**What you need**

- Shape page per learner
- Paint or crayons

Learners colour only the triangles on the page.

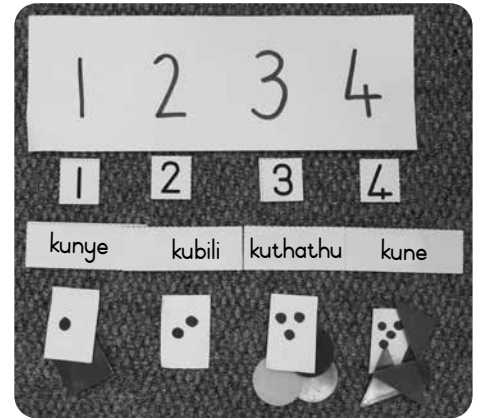




5. **Ukurhemisa nesikhundla – eduze kwe, phakathi, ngaphasi ngokusebenzisa 1–4:** Abafundi barhemisa amakarada wamatshwayo, wamagama newamaqatjhazi weenomboro 1–4.

**Imibuzo ehlahlako:**

- ★ Ungawubeka umuno phezu kwenomboro eseduze kwaka-1?
- ★ Ingabe ikhona enye inomboro eduze kwaka-1?
- ★ Ngiyiphi inomboro engaphambili/engemva kwaka-3?
- ★ Ungangikhombisa inomboro ephakathi kwaka-1 no-3?
- ★ Ungasikhetha isikwere sinye sobeka *ngaphasi* kwekarada leqatjhazi lenomboro 1 yakho?
- ★ Zingaki iindulungu ozidingako zokubeka *ngaphasi* kwekarada leqatjhazi lenomboro 3 yakho?
- ★ Ungabeka inani elifaneleko laboncantathu *ngaphezu* kwekarada leqatjhazi lenomboro 4?



6. **Ikombatjhuba nesikhundla:** Abafundi babala iimbalisi ezine zeenlwana ngeenkhaftininini zabo.

**Imibuzo ehlahlako:**

- ★ Ungazenza zoke iinlwana zakho ziqale phambili ngenca ngakimi?
- ★ Ungazibeka iinlwana zakho enye ibe ngemva kwenye ziqale phambili ngenca ngemnyango?
- ★ Ngisiphi isilwana esijame ngaphambi kwe/ngemva \_\_\_\_\_?
- ★ Ngisiphi isilwana esijame phakathi kwe \_\_\_\_\_ ne \_\_\_\_\_?
- ★ Ungayitjhidisa i \_\_\_\_\_ iyokujama eduze kwe \_\_\_\_\_?



**Tjheja bonyana abafundi bayakwazi uku:**

- hlela ngokwamabumbeko nemibala
- ukuzwisisa isikhundla 'ngaphasi'
- tjengisa ukuzwisisa ikombatjhuba
- bala ngomlomo 1–15
- bala izinto 1–7
- rhemisa amakarada wamatshwayo weenomboro 1–4



**Isitetjhi sokusebenzela 1**

**Okudingako**

- Iphepha lamabumbeko umfundi
- Ipende nofana amakhrayoni ngamunye

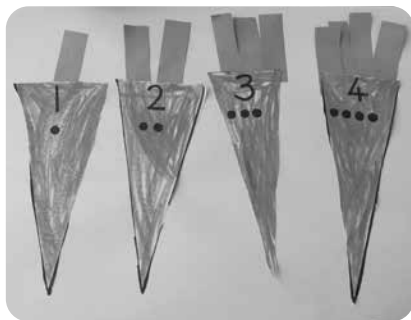
Abafundi bafaka umbala kuboncantathu kwaphela abasephepheni.

## Workstation 2

### What you need

- Carrot A4 template per learner
- An A4 page per learner
- 10 strips for leaves per learner
- Glue

Learners cut out four carrots. They paste them onto the page in order from 1 to 4 and paste the correct number of leaves onto each.



## Workstation 3



### TIP

You could also use beads/mosaics/polystyrene shape cut-outs from your collections of waste for sorting.

### What you need

- Per learner:
  - A sorting tray, for example, egg boxes
  - A tub with a mixture of fruit counters, sticks, Unifix blocks, coloured discs (*Resource Kit*)

Learners sort the objects according to one attribute at a time, for example, colour or shape.



## Workstation 4



### TIP

Discuss the blocks during snack time, using relevant vocabulary, for example, taller, shorter.

### What you need

- Blocks

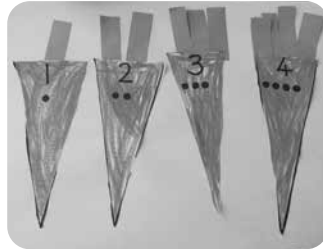
Learners build with blocks.

## Isitetjhi sokusebenzela 2

### Okudingako

- Umfuziselo oyi-A4 womhlaza umfundi ngamunye
- Imitletlana yamakari ali-10 umfundi ngamunye
- Ikhasi le-A4 umfundi ngamunye
- Isinamathiseli

Abafundi basika imihlaza emine. Bayinamathisela ephepheni ngerhemo ukusuka ku-1 ukuya ku-4 bese banamathisela inani elifaneleko lamakari phezu komhlaza ngamunye.



## Isitetjhi sokusebenzela 3

### ISIYELELISO

Ungasebenzisa namabumbeko asikiweko womncamo/ imozeyikhi/ipholisterini ebuthelweni lakho leenzibi kobana kuhlelwe ngamananeke.

### Okudingako

- Umfundi ngamunye:
  - Ithreyi yokuhlelela, isibonelo, amabhoksi wamaqanda
  - Isikhafthini esineembalisi ezivangeneko zeentelo,
- iingojwana, amabhlogo we-*Unifix*, namadiski wemibala (*Ikhidi yeenSetjenziswa*)

Abafundi bahlela izinto ngokwe-athribhuthi eyodwa ngesikhathi sinye, isibonelo, umbala nofana ibumbeko.



### ISIYELELISO

Khulumani ngamabhlogo ngesikhathi sombandlala, nisebenzise ilwazimagama elifaneleko, isibonelo, phakeme khulu, fitjhazana.

## Isitetjhi sokusebenzela 4

### Okudingako

- Amabhlogo

Abafundi bakha ngamabhlogo.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Describes, sorts and compares 3-D objects

## New knowledge

- Sorting 3-D objects: similarities and differences
- One more, one fewer
- Position: above

## Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Position: underneath, on, in, out
- Shapes: circle, square, triangle
- Twelve-piece puzzles

## New maths vocabulary

one fewer

altogether

above

front

back

## Getting ready

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

- a large cardboard circle, square, triangle (big enough for four learners to stand on together)
- 2 small cardboard triangles, squares, circles
- number 3 and 4 dot and symbol cards to add to those in the *Resource Kit* (you need enough for 21 learners)
- create an obstacle course to move an animal counter (from the *Resource Kit*) through (use items such as: boxes, scarves, cardboard tubes and wooden blocks)
- paper cut-outs: circles, squares and triangles of different sizes and colours – approximately 3 per learner
- twelve-piece puzzle (page 221).

## Whole class activities

### Day 1

#### What you need

- Rhyme: *Roly Poly* (page 198)
- 1 big ball
- A large cardboard circle, triangle, square
- Poster 11
- Circle-, square-, triangle-shaped objects placed around classroom – 1 per learner
- Attribute blocks (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *Roly Poly*.

# UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijijomethri)

## Iinhloko

- Isikhundla, ubujamo nokuqaleka kwento
- Ukutlhadlhula, ukuhlela ngamananeko nokumadanisa izinto ze-3-D

## Ilwazi elitjha

- Ukuhlela izinto ze-3-D ngamananeko: ukufana nokuhluka
- Ngaphezulu ngayinye, mbadlwana ngayinye
- Isikhundla: ngehla

## Ukujayeza

- Ukubala ngomlomo 1–15 naku-5–1
- Ukubala izinto 1–7
- Umqondo wenomboro 1–4
- Isikhundla: ngaphasi, phezulu, ngaphakathi, ngaphandle
- Amabumbeko: indulungu, isikwere, uncantathu
- Amaphazili weenquntu ezilitjhumi nambili

## Ilwazimagama leembalo elitjha

mbadlwana ngayinye  
koke/ngokupheleleko

ngehla  
phambili

emuva

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- indulungu, isikwere noncantathu omkhulu wekhadibhodi (zibe zikulu ngokwaneleko kobana abafundi abane bakwazi ukujama phezu kwalo ndawonye)
- aboncantathu, iinkwere, iindulungu ezi-2 ezincani zekhadibhodi
- amakarada wamaqatjhazi namatshwayo wenomboro 3 no-4 ukungezelela kilezo ezingaphakathi kwe*Khidi yeenSetjenziswa* (udinga ezizakwanela abafundi aba-21)
- yakha isiqabo sokutjhidisa isibalisi sekomo (*seKhidi yeenSetjenziswa*) ngokusidlulisa (sebenzisa ama-ayithemu afana nalokhu: amabhoksi, iinkhafu, amatjhubhu wamakhadibhodi namabhlogo weengodo)
- okusikiweko kwamaphepha: iindulungu, iinkwere naboncantathu bobukhulu nemibala ehlukeleko – ukulinganisela kwezi-3 umfundi ngamunye
- iphazili weenquntu ezilitjhumi nambili (ikhasi 221).

## Imisebenzi yetlasi yoke

### Ilanga 1

#### Okudingako

- Umlolozelo: *Gedi Pholi* (ikhasi 199)
- Ibholo yi-1 ekulu
- Indulungu, isikwere, uncantathu wekhadibhodi omkhulu
- IPhosta 11
- Izinto zamabumbeko weendulungu, iinkwere, aboncantathu ezibekwe mazombe ngetlasini – yi-1 umfundi ngamunye
- Amabhlogo wama-athribhuthi (*IKhidi yeenSetjenziswa*)

1. **Umlolozelo:** Yitjho umlolozelo, *Gedi Pholi*.

2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Roll the ball to seven learners one at a time as the class counts 1–7. Repeat a few times with other learners. The learners who have had a turn, clap as you all count together.



4. **Practising shapes; similarities and differences:** Hold up a large cardboard circle, square and triangle. Look at Poster 11.

**Guiding questions:**

- ★ Where can you see these shapes on this poster?
- ★ Can you think of anything in your home/in the world that reminds you of any of these shapes?

Learners look for circle-, square- or triangle-shaped objects around the classroom. They return to their places on the mat when they have found something.

Compare differences and similarities between their objects. Place the objects in groups in the maths area on top of the cardboard shapes.

5. **Small group activities:** Describe the activities at each workstation.

## Day 2

### What you need

- Rhyme: *Roly Poly* (page 198)
- Story: *They pulled and they pulled* (page 198)
- Pictures for story
- 1 big square, 2 circles, 3 big triangles, 4 small triangles – attribute blocks (*Resource Kit*)
- Bag/box
- 7 coloured counters

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Count the vegetable pictures from the story *They pulled and they pulled* from Week 3. Look at 7 counters on the mat.

**Guiding questions:**

- ★ How many counters do you think there are in this group?
- ★ Do you think there are more counters than there are vegetables?

Count and match the counters to the pictures.



2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Gedela ibholo kubafundi abalikhomba ngamunye lokha itlasi nayibalako 1–7. Buyelela kambalwa nabanye abafundi. Abafundi esele bathole idlhego, bayawahla lokha nanibala noke ndawonye.



4. **Ukujayeza amabumbeko; ukufana nokuhluka:** Phakamisela phezulu indulungu, isikwere noncantathu wekhadibhodi omkhulu. Qala iPhosta 11.

**Imibuzo ehlahlako:**

- ★ Niwabona kuphi amabumbeko la kile iPhosta?
- ★ Ingabe ikhona into ongacabanga ngayo ekhaya/ephasini engakukhumbuza ngelinye lamabumbeko lawa?

Abafundi bafuna izinto zebumbeko lendulungu, isikwere nofana uncantathu mazombe ngetlasini. Babuyela eendaweni zabo emadeni bangathola into ethileko.

Madanisa ukufana nokuhluka phakathi kwezinto zabo. Beka izinto ngeenqhema endaweni yeembalo ngehla kwamabumbeko wekhadibhodi.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 2

### Okudingako

- Umlolozelo: *Gedi Pholi* (ikhasi 199)
- Indatjana: *Baruthula bebaruthula* (ikhasi 199)
- Iinthombe zendatjana
- Isikwere si-1 esikhulu, iindulungu ezi-2, aboncantathu aba-3
- abakhulu, aboncantathu aba-4 abancani – amabhlogo wama-athribhuthi (*IKhidi yeenSetjenziswa*)
- Umgodla/ibhoksi
- Iimbalisi ezili-7 zemibala

1. **Umlolozelo:** Yitjho umlolozele, *Gedi Pholi*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Balani iinthombe zemirotho esisendatjaneni *Baruthula bebaruthula* yeVeke 3. Qalani iimbalisi ezili-7 emadeni.

**Imibuzo ehlahlako:**

- ★ Zingaki iimbalisi ocabanga bonyana zikhona esiqhemeni lesi?
- ★ Ucabanga bonyana kuneembalisi ezingaphezulu kunemirorho ekhona? Balani bese nikhambelanisa iimbalisi neenthombe.



## TIP

Remember that each attribute block is three-dimensional, but the learners are focusing on the surface or face of the object that looks like a circle, square or triangle.

4. **Practising shapes:** Show learners a bag with the attribute blocks in it.

**Guiding questions:**

- ★ If the objects in the bag have the same shape as the ones in the story, what shapes are they?
- ★ How many squares/circles/triangles should be in the bag?

One learner feels inside the bag. Learners take turns to say, 'It feels like a \_\_\_\_\_ (circle/square/triangle).'

Learners place the attribute block next to the matching vegetable picture on the maths table.

5. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Dramatise the story, *They pulled and they pulled*.

## Day 3

### What you need

- Song: *If you're holding a square* (page 198)
- 3 containers with 8 circle, 8 square and 8 triangle attribute blocks (*Resource Kit*), as well as 2 cardboard triangles, squares, circles in each



## TIP

Oral counting: 1–15 and 5–1 can be done during a transition time.

1. **Song:** Learners stand in a circle. They fetch one shape each from the three containers on the mat. Sing *If you're holding a square*. Learners hold up matching shapes as they sing.
2. **Counting objects 1–7:** Learners organise themselves into three groups: one holding circles, one holding squares and one holding triangles. Give each group a container. They put their shapes on the mat next to the container.
3. **Practising 1–4; more than, fewer than, equal to:** One learner in each group places seven of the group's shapes into the container as the group counts 1 to 7. Learners look at the three shapes on the mat.

**Guiding questions:**

- ★ How many shapes are on the mat?
- ★ Are there more or fewer than four?
- ★ How many more shapes do you need to make a group of four?
- ★ Can you make another group that has an equal number of shapes to this group?

## ISIYELELISO

Khumbula bonyana ibhlogo le-athribhuthi ngalinye linamahlangothi amathathu, kodwana abafundi baqala iphasi nofana ubuso bento obubonakala kwangathi buyindulungu, isikwere nofana uncantathu.

4. **Ukujayeza amabumbeko:** Tjengisa abafundi umgodla onamabhlogo wama-athribhuthi ngaphakathi.

### Imibuzo ehlahlako:

- ★ Nangabe izinto ezingemgodleni zinamabumbeko afana nalawo asendatjaneni, mabumbeko anjani?
- ★ Zingaki iinkwere/iindulungu/aboncantathu ekufanele babe ngemgodleni?

Umfundi oyedwa uzwelela ngaphakathi komgodla. Abafundi bayadlhegana ukuthi, 'Kuzwakala njenge \_\_\_\_\_ (ndulungu/isikwere/uncantathu).'

Abafundi babeka ibhlogo le-athribhuthi eduze nesithombe esikhambelana nomrorho esisetafuleni yeembalo.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**ILimi leKhaya namaKghono wePilo:** Lingisa indatjana, *Baruthula bebaruthula*.

## Ilanga 3

### Okudingako

- Ingoma: *Nangabe uphethwe isikwere* (ikhasi 199)
- Iimphathi ezi-3 ezinamabhlogo: abu-8 wama-athribhuthi wendulungu, abu-8 wesikwere
- nabu-8 wakancantathu (*IKhidi yeenSetjenziswa*), kunye naboncantathu, iinkwere, iindulungu ezi-2 zamakhadibhodi ngesiphathini ngasinye



## ISIYELELISO

Ukubala ngomlomo: 1–15 naku-5–1 kungenziwa ngesikhathi sokutjintjana.

1. **Ingoma:** Abafundi bajama benze indulungu. Bathatha ibumbeko linye ngamunye ngeemphathini ezintathu ezisemadeni. Vumani *Nangabe uphethwe isikwere*. Abafundi baphakamisela phezulu amabumbeko akhambelanako lokha nabavumako.
2. **Ukubala izinto 1–7:** Abafundi bazihlela ngokweenqhema ezintathu: sinye siphethwe iindulungu, sinye siphethwe iinkwere nesinye siphethwe aboncantathu. Nikela isiqhema ngasinye isiphathi. Babeka amabumbeko wabo emadeni eduze nesiphathi.
3. **Ukujayeza 1–4; ngaphezulu kuna-, mbadlwana kuna-, kulingana na-:** Umfundi oyedwa esiqhemeni ngasinye ubeka amabumbeko wesiqhema alikhomba ngaphakathi kwesiphathi lokha isiqhema nasibalako ku-1 ukuya ku-7. Abafundi baqala amabumbeko amathathu asemadeni.

### Imibuzo ehlahlako:

- ★ Mangaki amabumbeko asemadeni?
- ★ Angaphezulu nofana ambadlwana kunamane?
- ★ Mangaki amabumbeko amanye owadingako ukwenza isiqhema samane?
- ★ Ungasenza esinye isiqhema esinesibalo samabumbeko alingana newesiqhema lesi?



**TIP**

Move between the three groups to support learners.

4. **One more, one fewer:** Learners continue to work with the shapes on the mat.
 

**Guiding questions:**

  - ★ Can you make one of the groups have one fewer shape than the other group?
  - ★ How many shapes does the group have in it now?
  - ★ How many more shapes does the first group have in it?
5. **Practising shapes and position:** Each learner holds a shape. Use instructions with positional words, for example: 'Those with small triangles, walk sideways and put your triangles behind my chair.'
6. **Small group activities:** Describe the activities at each workstation.

**Day 4**

**What you need**

- Song: *If you're holding a square* (page 198)
- Masking tape/chalk
- A large cardboard circle, square, triangle (each big enough for four learners to stand on together)
- Musical instrument
- 24 circle, triangle, square attribute blocks (*Resource Kit*)
- Small cardboard triangles, squares and circles – 2 of each
- Number 3 and 4 dot and symbol cards for 21 learners

1. **Song:** Sing the song, *If you're holding a square* with shapes.
2. **Oral counting:** 1–15 and 5–1. Use masking tape or chalk to create a ladder on the mat for learners to jump along as the class counts. The jumping ladder could be painted in bright enamel paint outside in the Grade R play area.



## ISIYELELISO

Khambakhamba phakathi kweenqhema lezi ezintathu ukusekela abafundi.

4. **Ngaphezulu ngayinye, mbadlwana ngayinye:** Abafundi baragela phambili basebenza ngamabumbeko asemadeni.  
**Imibuzo ehlahlako:**
  - ★ Ungasenza esinye seenqhema lezi sibe namabumbeko ambadlwana ngalinye kunesiqhema esinye?
  - ★ Isiqhema sinamabumbeko amangaki ngakiso njenganje?
  - ★ Isiqhema sokuthoma sinamabumbeko amangaki angaphezulu?
5. **Ukujayeza amabumbeko nesikhundla:** Umfundi ngamunye uphatha ibumbeko. Sebenzisa imilayelo enamagama wesikhundla, isibonelo, 'Labo abanaboncantathu abancani, khambani ngemaqadi bese nibeka aboncantathu benu ngemva kwesitulo sami.'
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 4

### Okudingako

- Ingoma: *Nangabe uphethwe isikwere* (ikhasi 199)
- Itheyiphu yokusitha/itjhogo
- Ikhadibhodi elikhulu lendulungu, isikwere, uncantathu (ngalinye libe likhulu ngokwaneleko kobana abafundi abane bajame phezu kwalo ndawonye)
- Isililisi somvumo
- Amabhlogo ama-24 wama-athribhuthi wendulungu, uncantathu, isikwere (*IKhidi yeenSetjenziswa*)
- Amakhadibhodi amancani waboncantathu, iinkwere neendulungu – ku-2 ngakunye
- Amakarada wamaqatjhazi namatshwayo wenomboro 3 no-4 wabafundi abama-21

1. **Ingoma:** Vumani ingoma, *Nangabe uphethwe isikwere* nezenzo.
2. **Ukubala ngomlomo:** 1–15 naku-5–1. Sebenzisa itheyiphu yokunamathisela nofana itjhogo ukwakha ilere emadeni kobana abafundi beqe kiyo lokha itlasi nayibalako. Ilere eyeqiwako ingapendwa ngepende ekhanyako ye-enameli ngaphandle endaweni yokudlala yeGreyidi R.



3. **Counting objects 1–7:** Learners sit in a circle. Place the large cardboard circle, square and triangle on the mat. Count how many straight sides the triangle and the square have each. Count how many they have altogether.



4. **Practising shapes:** Hide shapes around the classroom. In groups of four, learners take turns to be 'Shape detectives' to find shapes. Learners move to a beat between the three large shapes on the floor. When the music stops, they sit around the shape that matches the one they found in the classroom.

**Guiding questions:**

- ★ How many learners do you think would be able to stand on the circle/square/triangle at the same time?
  - ★ Would more learners fit on the square or the circle? Why?
5. **Practising 1–4; more/fewer:** Three learners stand on each of the cardboard shapes.



**Guiding questions:**

- ★ Can one more learner fit onto your cardboard shape?
  - ★ If we want one fewer learner standing on the circle, what must we do?
6. **Small group activities:** Describe the activities at each workstation.



3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka ikhadibhodi elikhulu lendulungu, isikwere noncantathu emadeni. Bala bonyana mangaki amahlangothi anqophileko uncantathu nesikwere ezinawo ngayinye. Balani bonyana mangaki nasele aphelele woke.



4. **Ukujayeza amabumbeko:** Fihla amabumbeko ngetlasini mazombe. Ngeenqhema ezine, abafundi bayadlhedana ukuba 'Basetjhi bamabumbeko' bokuthola amabumbeko.

Abafundi basikinyekela igido phakathi kwamabumbeko amathathu amakhulu aphasisi. Lokha umvumo nawuthulako, bahlala bazombe ibumbeko elikhambelana nalelo abalithole ngetlasini.

**Imibuzo ehlahlako:**

- ★ Bangaki abafundi ocabanga bonyana bangakwazi ukujama phezu kwendulungu/isikwere/uncantathu kanyekanye?
  - ★ Ingabe abafundi abangaphezulu kwalaba bangalingana phezu kwesikwere nofana indulungu? Kubayini?
5. **Ukujayeza 1–4; nengi/mbadlwana:** Abafundi abathathu bajama phezu kwelinye lamabumbeko wekhadibhodi.



**Imibuzo ehlahlako:**

- ★ Umfundi munye godu angalingana phezu kwekhadibhodi lebumbeko?
  - ★ Nangabe sifuna abafundi abambadlwana ngamunye bajame phezu kwendulungu, kufanele senzeni?
6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Day 5

What you need

- Rhyme: *Roly Poly* (page 198)
- 1 large ball
- Animal counters (*Resource Kit*)
- A small 'obstacle' course (see photo below)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Place a group of seven animal counters on the mat.

Guiding questions:

- ★ How many animals do you think there are in this group?
- Count the animal counters together.

4. **Practising position and direction:** Set up a small obstacle course. Follow the learners' instructions to move an animal through the obstacle course.



Guiding questions:

- ★ Which way should the horse walk to get to the top of this block?
- ★ Which way should the horse move so that he is under the box?
- ★ The horse wants to stand in this circle of blocks, how can he get there?
- ★ Is there a different way to get out?

Encourage the learners to use direction and position vocabulary.

5. **Small group activities:** Describe the activities at each workstation.

Small group activities

Teacher-guided activity

What you need

- A big toy car or doll
- Unifix blocks and circle, square and triangle attribute blocks (*Resource Kit*)
- 4 attribute blocks: 1 triangle, 1 square and 2 circles (*Resource Kit*)
- Circular container lids – 2 per learner
- A tub for each learner with 4 attribute blocks: triangles/squares/circles (*Resource Kit*) (Vary the combination in each tub.)



TIP

Place the animals and obstacle course on a box so that they are raised and all the learners can see them.

## Ilanga 5

## Okudingako

- Umlolozelo: *Gedi Pholi* (ikhasi 199)
- Ibholo yi-1 ekulu
- Iimbalisi zeenlwana (*IKhidi yeenSetjenziswa*)
- Umdlalo 'osiqabo' esincani (qala isithombe ngenzasi)

1. **Umlolozelo:** Yitjho umlolozele, *Gedi Pholi*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Beka isiqhema seembali zeenlwana ezilikhomba emadeni.

**Imibuzo ehlahlako:**

- ★ Zingaki iinlwana ocabanga bonyana zikhona esiqhemeni lesi? Balani iimbalisi zeenlwana ndawonye.

4. **Ukujayeza isikhundla nekomatjhuba:** Hlela umdlalo osiqabo esincani. Landela imilayelo yabafundi ukudlulisa isilwana emdlalweni osiqabo.

**Imibuzo ehlahlako:**

- ★ Ngiyiphi indlela iimpera ekufanele zikhambe ngayo ukufika phezu kwebhlogo leli?
- ★ Ngiyiphi indlela ipera ekufanele ikhambe ngayo kobana ibe ngaphasi kwebhoksi?
- ★ Ipera ifuna ukujama ngaphakathi kwendulungu yamabhlogo la, ingafika njani lapho?
- ★ Ingabe ikhona indlela ehlukeleko yokuphuma?

Khuthaza abafundi basebenzise ikomatjhuba bahlalise kuhle nelwazimagama.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



### ISIYELELISO

Beka iinlwana nomdlalo osiqabo phezu kwebhoksi ukwenzela zibe phezulu abafundi bakwazi ukuzibona.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

## Okudingako

- Ikoloyana yokudlalisa ekulu nofana unompopi
- Amabhlogo we-*Unifix* namabhlogo wama-athribhuthi wendulungu, wesikwere newakancantathu (*IKhidi yeenSetjenziswa*)
- Amabhlogo a-4 wama-athribhuthi: uncantathu mu-1, isikwere si-1 neendulungu ezi-2 (*IKhidi yeenSetjenziswa*)
- Iimvalo zeemphathi ezizindulungu – 2 umfundi ngamunye
- Isikhafthini somfundi ngamunye esinamabhlogo wama-athribhuthi amane: aboncantathu/iinkwere/iindulungu (*IKhidi yeenSetjenziswa*) (Hlukanisa ihlanganisela yesikhafthini ngasinye.)

1. **Oral counting:** Clap and count 1–15. Stamp and count 5–1.
2. **Describing an object from different positions:** Put a toy car or doll on the mat. Ask learners to describe what this looks like from where they are sitting, for example: 'I can see the back of the doll's head.'



**Guiding questions:**

- ★ What does it look like from above?
- ★ What does it look like from underneath the car/doll?

**Integration**

**Home Language and Life Skills:** Discuss views of objects from different positions during daily routines, for example, a book at story time.

3. **Counting objects 1–7; similarities and differences:** Place a pile of Unifix and attribute blocks on the mat. Learners take turns to each count seven items. Discuss their choice of items.

**Guiding questions:**

- ★ What is the same/different about the items in your group?
  - ★ Can you sort these?
  - ★ Tell me how you sorted them.
  - ★ Could you sort them another way?
4. **Practising shapes and position; on, under, in and out:** Learners take out and count the attribute blocks in their tubs. They say how many blocks look like circles, squares or triangles.

Play 'Sizwe says'. For example:

- ★ Put your square under your foot.
- ★ Put your circle on your head.
- ★ Put your triangle back in the tub.



1. **Ukubala ngomlomo:** Wahla bese uyabala 1–15. Gida bese uyabala 5–1.
2. **Ukutlhadlhula into ngokobujamo obuhlukileko:** Beka ikoloyana yokudlalisa nofana unompopi emadeni. Bawa abafundi batlhadlhule bonyana lokhu kufana nani lapha bahlezi khona, isibonelo, 'Ngibona ubunzima behloko kanompopi.'



**Imibuzo ehlahlako:**

- ★ Ifana nani nawuyiqalela ngehla?
- ★ Ifana nani nawuyiqalela ngaphasi kwekoloyi/kukanompopi?

**Ukuhlanganisa**

**Ilimi leKhaya namaKghono wePilo:** Khulumani ngokuqaleka kwento ngokwesikhundla esihlukileko ngesikhathi sekambiso yangamalanga, isibonelo, incwadi ngesikhathi sendatjana.

3. **Ukubala izinto 1–7; ukufana nokuhluka:** Beka iwobhu lamabhlogo we-*Unifix* newama-athribhuthi emadeni. Abafundi bayadlhegana ngokubala ama-ayithemu alikhomba ngamunye. Khulumani ngokukhetha kwabo ama-ayithemu.

**Imibuzo ehlahlako:**

- ★ Khuyini okufanako/okuhlukileko mayelana nama-ayithemu wesiqhema sakho?
  - ★ Ungakwazi ukukuhlela ngamananeke lokhu?
  - ★ Ngicocela bonyana uwahlele njani ngamananeke?
  - ★ Ungawahlela ngenye indlela?
4. **Ukujayeza amabumbeko nesikhundla; phezulu, ngaphasi, ngaphakathi nangaphandle:** Abafundi bakhupha bebabale amabhlogo wama-athribhuthi ngeenkhaftthinini zabo. Bayatjho bonyana mangaki amabhlogo aqaleka njengeendulungu, iinkwere nofana aboncantathu.

Dlalani 'uSizwe uthi'. Isibonelo:

- ★ Beka isikwere sakho ngaphasi kweenyawo lakho.
- ★ Beka indulungu yakho phezulu kwehloko yakho.
- ★ Buyisela uncantathu wakho ngesikhafthinini.



5. **Practising 1–4; one more/one fewer:** Learners play the 'shake and break' game with four counters and two lids. (See the teacher-guided activity in Week 2, page 48.)

**Guiding questions:**

- ★ Do I have the same number of counters on each lid?
- ★ How many counters do I have on each lid?
- ★ How many counters do I have altogether?
- ★ If \_\_\_\_ puts one more counter on this lid how many will there be?
- ★ If \_\_\_\_ takes one counter from this lid, how many will there be?
- ★ Which group has one more than 2/3?
- ★ Which group has one fewer than 4/3/2?



**Check that learners are able to:**

- explain similarities and differences between objects and sort these
- describe an object from different views
- demonstrate an understanding of one more and one fewer
- identify a circle, square and triangle

**Workstation 1**

**What you need**

- Paper cut-outs: circles, squares and triangles of different sizes and colours
- Glue
- Paper
- Crayons
- An A4 page per learner

Learners paste a shape or shapes onto their page. They draw details on or around the shapes to create a picture.





5. **Ukujayeza 1–4; kungaphezulu ngakunye/kumbalwa ngakunye:**

Abafundi badlala umdlalo 'Khuhluza uhlukanise' ngeembalisi ezine neemvalo ezimbili. (Qala umsebenzi ohlahlwa ngutitjhere iVeke 2, ikhasi 49.)

**Imibuzo ehlahlako:**

- ★ Ingabe ngineembalisi ezifanako esivalweni ngasinye?
- ★ Zingaki iimbalisi enginazo phezu kwesivalo ngasinye?
- ★ Zingaki iimbalisi enginazo nazipheleleko?
- ★ Nangabe \_\_\_\_\_ ubeka esinye isibalisi ngaphezulu phezu kwesivalo sakhe, zizakuba zingaki?
- ★ Nangabe \_\_\_\_\_ uthatha isibalisi sinye esivalweni lesi, kuzakusala zingaki?
- ★ Ngisiphi isiqhema esingaphezulu ngakunye kunaku-2/3?
- ★ Ngisiphi isiqhema esingaphasi ngakunye kunaku-4/3/2?

**Tjheja bonyana abafundi bayakwazi uku:**

- hlathulula ukufana nokuhluka phakathi kwezinto nokuhlela lokhu ngamananeko
- tlhadlhula into ngokuyiqala ngendlela ehlukeleko
- tjengisa ukuzwisisa ngaphezulu ngakunye nokumbadlwana ngakunye
- fanisa indulungu, isikwere noncantathu

**Isitetjhi sokusebenzela 1****Okudingako**

- Amaphepha asikiweko: iindulungu, iinkwere naboncantathu bobukhulu nombala ohlukileko
- Isinamathiseli
- Iphepha
- Amakhrayoni
- Ikhasi le-A4 umfundi ngamunye

Abafundi banamathisela ibumbeko nofana amabumbeko phezu kwamaphepha wabo. Badweba imihlobiso phezu kwamabumbeko nofana magega nawo ukwakha isithombe.



## Workstation 2

### What you need

- Playdough
- Dough cutters (square, circle, triangle)
- Plastic knives
- Dough mats/boards
- Poster 11

Learners make playdough squares, circles and triangles using their dough cutters. They create a picture using the shapes.



## Workstation 3

### What you need

- Blocks and/or Unifix blocks

Learners build whatever they like from blocks.

## Workstation 4

### What you need

- An assortment of twelve-piece puzzles

Learners build puzzles.



Provide opportunities for learners with differing abilities to work at their own pace.

## Isitetjhi sokusebenzela 2

### Okudingako

- Ihlama yokudlalisa
- Iinsiki zehlama (isikwere, indulungu, uncantathu)
- Imikhwa yeplastiki
- Abomada/amabhodi wehlama
- IPhosta 11

Abafundi benza ihlama yokudlalisa, iinkwere, iindulungu naboncantathu ngokusebenzisa iinsiki zehlama. Bakha isithombe ngokusebenzisa amabumbeko.



## Isitetjhi sokusebenzela 3

### Okudingako

- Amabhlogo begodu/nofana amabhlogo we-*Unifix*

Abafundi bakha nofana khuyini abakufunako ngamabhlogo.

## Isitetjhi sokusebenzela 4

### Okudingako

- Imihlobohlobo yamaphazili weenquntu ezilitjumi nambili

Abafundi bakha amaphazili.

### ISIYELELISO

Nikela abafundi abanamakghono ahlukileko ithuba lokobana basebenze ngebolo labo.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Recognise number symbols and number words
- Describe, compare and order numbers

## New knowledge

- Number 5

## Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Sequencing numbers 1–4
- More, fewer

## New maths vocabulary

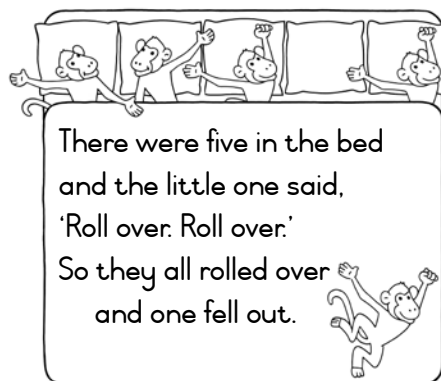
number line

order

## Getting ready

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

- number frieze and house template for number 5 (page 210)
- 5 number '5' dot, symbol and word labels for the maths table (page 210)
- 5 green circle cardboard cut-outs (to fit 5 animal counters)
- *Five in a bed* poster from Term 1, Week 9, adapted to use monkeys



- number washing line made with string, pegs and number symbol cards 1–5 (see Day 3)
- 5 post boxes, marked with number symbols 1–5 (see Day 4)
- playdough template: Number 5 per learner (page 214)
- A4 page per learner with 5 ladybirds drawn on it (see Workstation 2)
- 5 paper plates/lids per learner, each with a number symbol and matching dots 1–5, for example, 1 and one dot, 2 and two dots (see Workstation 3)
- 30 stones
- copy number puzzles (1 per learner in a group) and colour in the pictures (page 219).

# UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

## Iinhloko

- Lemukamula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro

## Ilwazi elitjha

- Inomboro 5

## Ukujayeza

- Ukubala ngomlomo 1–15 naku-5–1
- Ukubala izinto 1–7
- Umqondo wenomboro 1–4
- Ukulandelanisa iinomboro 1–4
- Nengi, mbadlwana

## Ilwazimagama leembalo elitjha

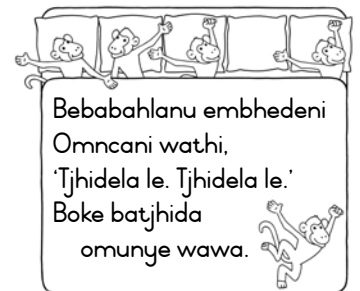
inambalayini

irhemo

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 5 (ikhasi 211)
- amaqatjhazi ama-5 wenomboro '5', amatshwayo namalebula wenomborogama wetafula yeembalo (ikhasi 211)
- iindulungu ezi-5 ezihlaza satjani zekhadibhodi ezisikiweko (zilingane iimbalisi zeenlwana ezi-5)
- iphosta *Bahlanu embhedeni* yeThemu 1, iVeke 9, itjhugululelwe ukusebenzisa iimfene
- idrada yokweneka yeenomboro eyenziwe ngentambo, amaphegsi namakarada wamatshwayo weenomboro 1–5 (qala iLanga 3)
- amabhoksi weposi ama-5, ameregwe ngamatshwayo weenomboro 1–5 (qala iLanga 4)
- umfuziselo wehlama yokudlalisa: Inomboro 5 umfundi ngamunye (ikhasi 215)
- iphepha le-A4 umfundi ngamunye elineenyoni ezihlanu ezidwetjwe phezu kwalo (qala Isitetjhi sokusebenzela 2)
- amapleyidi/iimvalo ezi-5 zamaphepha umfundi ngamunye, ngasinye sibe netshwayo lenomboro namaqatjhazi akhambelanako ukusuka ku-1–5, isibonelo, 1 neqatjhazi elilodwa, 2 namaqatjhazi amabili (qala Isitetjhi sokusebenzela 3)
- amatje ama-30
- kopa amaphazili weenomboro (1 umfundi ngamunye esiqhemeni) nombala eentombeni (ikhasi 220).



## Whole class activities

### Day 1

#### What you need

- Rhyme: *Roly Poly* (page 198)
- 2 hula hoops (or draw circles with chalk)
- 14 animal counters (*Resource Kit*)
- Number friezes 1–4
- Number frieze: Number 5 (page 210)
- *Number 5 story* (page 200)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two hula hoops on the mat. Spread out seven animal counters inside the one hoop, and place seven animal counters close together inside the other hoop.

#### Guiding questions:

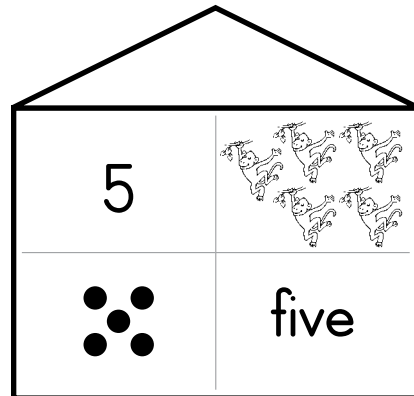
- ★ How many animals are in this group? And in this group?
  - ★ Which group has more/fewer animals?
- Together count the animals 1–7 in each hula hoop.

4. **Introducing number '5':** Point to number friezes 1–4 on the wall.

#### Guiding questions:

- ★ Which house has one more animal than the meerkats' house?
- ★ How do you know?
- ★ How many animals live in the house that was built after the elephant's house?
- ★ How many animals do you think will live in the next house?

Tell the *Number 5 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 5, 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. Count the monkeys together.



- ★ Who has seen a monkey before? Where?
  - ★ What noise does a monkey make?
  - ★ Show me how they move.
  - ★ How many more monkeys are there than meerkats?
  - ★ If one meerkat went to the monkeys' house, how many meerkats would be left in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Umlolozelo: *Gedi Pholi* (ikhasi 199)
- Amahulahuphu ama-2 (nofana dweba iindulungu ngetjhogo)
- Iimbalisi zeenlwana ezili-14 (*IKhidi yeenSetjenziswa*)
- Imihlobiso yeenomboro 1–4
- Umhlobiso wenomboro: Inomboro 5 (ikhasi 211)
- *Indatjana yenomboro 5* (ikhasi 201)

1. **Umlolozelo:** Yitjho umlolozele, *Gedi Pholi*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka amahulahuphu emadeni. Rhatjha iimbalisi zeenlwana ezilikhomba ngaphakathi kwehuphu elilodwa, bese ubeka iimbalisi zeenlwana ezilikhomba zihlalelane ndawonye ngaphakathi kwelinye ihuphu.

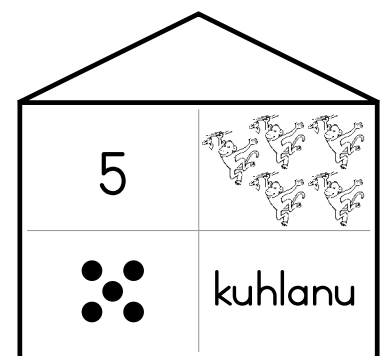
#### Imibuzo ehlahlako:

- ★ Zingaki iinlwana ezikilesisihema? Bese ngakilesi sona?
  - ★ Ngisiphi isiqhema esineenlwana ezingaphezulu/ezimbadlwana? Balani iinlwana 1–7 ndawonye ngakuhulahuphu ngalinye.
4. **Ukwethula inomboro '5':** Khomba kumhlobiso wenomboro 1–4 ebodeni.

#### Imibuzo ehlahlako:

- ★ Ngiyiphi indlu enesilwana sinye ngaphezulu kunangendlini yobudorwana?
- ★ Wazi njani?
- ★ Zingaki iinlwana ezihlala ngendlini eyakhiwa ngemva kwendlu yeendlovu?
- ★ Ucabanga bonyana zingaki iinlwana ezizakuhlala ngendlini elandelako?

Coca *Indatjana yenomboro 5*. Indlu yeenlwana imngopho wendatjana. Tjengisa iingcenyane zomhlobiso wenomboro lokha nawakha indatjana yeenlwana neenthombe zendlu: iinjamiseleli ezihlukileko zenomboro 5, isibonelo, isithombe, amaqatjhazi, itshwayo nenomborogama. Khangisa iingcenyane zomhlobiso ngendlini yesilwana ebodeni endaweni yeembalo. Balani iimfene ndawonye.



- ★ Ngubani owakhe wabona ifene ngaphambili? Kuphi?
  - ★ Ifene yenza itjhada elinjani?
  - ★ Tjengisa bonyana zikhamba njani.
  - ★ Zingaphezulu ngangaki iimfene ezikhona kunobudorwana?
  - ★ Nangabe ubudorwana bunye bukhamba buya ngendlini yeenfene, kuzakusala ubudorwana obungaki ngendlini yobudorwana?
5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



## Day 2

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Number 5 dot, symbol and word cards
- 3 circle cardboard cut-outs
- 19 animal counters (*Resource Kit*)
- 30 animal counters hidden around the classroom (1 per learner)

1. **Song:** Sing the song, *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place three cardboard circles on the mat, one with no animals, one with seven animals spread out, and one with seven animals standing close together.

## Guiding questions:

- ★ How many animals do you think there are in this group?

Point to one of the groups of seven and count the animals, then point to the other group and ask, 'How many animals?'

- ★ Which of these two groups has more/fewer/the same number of animals?

4. **Practising 5:** Discuss the three groups of animals.

## Guiding questions:

- ★ If I only want five animals in each of these groups, what must I do? (Take two away from each group.)

Place four animals on the empty circle.

- ★ How many more animals do we need to add to this group to make five?

5. **Animal hunt:** Place a container with sticks from the *Resource Kit* on the maths table for learners to create 'camps' of five animals. Place animal counters from the *Resource Kit* around the classroom. Learners go on an 'animal hunt' to find the animals. They place these on the table in 'camps' of five.

## Guiding questions:

- ★ What could we do with the animals that can't fit into these camps? (Arrange them individually on the maths table.)

6. **Small group activities:** Describe the activities at each workstation.

## Day 3

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 7 clothes pegs
- Number washing line with number cards 1–5 to peg onto string
- Number symbols 1–5 (*Resource Kit*)
- 5 hula hoops



## TIP

Remind learners to move quietly so that they don't frighten the animals.

## Ilanga 2

## Okudingako

- Ingoma: *limfene ezihlanu embhedeni* (ikhasi 201) neenthombe
- Amakarada wamaqatjhazi, tshwayo nenomborogama wenomboro 5
- Iindulungu ezi-3 zekhadibhodi ezisikiweko
- Iimbalisi zeenlwana ezili-19 (*IKhidi yeenSetjenziswa*)
- Iimbalisi zeenlwana ezima-30 ezifihlwe mazombe ngetlasini (1 umfundi ngamunye)

1. **Ingoma:** Vumani ingoma, *limfene ezihlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iindulungu zekhadibhodi ezintathu emadeni, yinye ingabi nesilwana, yinye ibe neenlwana ezilikhomba ezirhatjhiweko, bese yinye ibe neenlwana ezilikhomba ezijame ndawonye emaduzana.

## Imibuzo ehlahlako:

- ★ Zingaki iinlwana ocabanga bonyana zikhona ngakilesi isiqhema? Khomba esinye seenqhema ezinakhomba bese nibala iinlwana, godu khomba kesinye isiqhema bese uyabuza, 'Ziinlwana ezingaki?'
- ★ Ngisiphi isiqhema kilezi ezimbili esinenani leenlwana ezingaphezulu/ ezimbadlwana/elifanako?

4. **Ukujayeza 5:** Khulumani ngeenqhema zeenlwana ezintathu lezi.

## Imibuzo ehlahlako:

- ★ Nangabe ngifuna iinlwana ezihlanu kwaphela esiqhemeni ngasinye, kufanele ngenzeni? (Khupha zimbili esiqhemeni ngasinye.)

Beka iinlwana ezine ngendulungwini enganalitho.

- ★ Zingaki iinlwana ezinye esizidingako ukungezelela esiqhemeni lesi kobana zibe zihlanu?

5. **Ukuzuma isilwana:** Beka isiphathi esineengojwana ze*Khidi yeenSetjenziswa* emadeni bonyana abafundi bakhe 'iinkampa' zeenkomo ezihlanu. Beka iimbalisi zeenkomo ze*Khidi yeenSetjenziswa* mazombe ngetlasini. Abafundi bayaphuma 'bayokuzuma isilwana' kobana bathole iinlwana lezi. Babeka lokhu etafuleni 'ngeenkampeni' ezihlanu.

## Imibuzo ehlahlako:

- ★ Singenzani ngeenlwana ezingalinganiko ngeenkampeni lezi? (Zihlele ngayinye etafuleni yeembalo.)

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

 ISIYELELISO

Khumbuza abafundi bonyana bakhambe ngesidu ukwenzela bona bangathusi iinlwana.

## Ilanga 3

## Okudingako

- Ingoma: *limfene ezihlanu embhedeni* (ikhasi 201) neenthombe
- Amaphegi wezambatho ali-7
- Idrada yokweneka yeenomboro namakarada weenomboro 1–5
- ziphanyekwe ngamaphegi phezu kwentambo
- Amatshwayo weenomboro 1–5 (*IKhidi yeenSetjenziswa*)
- Amahulahuphu ama-5

1. **Song:** Learners stand in a circle. They dramatise the song *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Ask seven learners to each fetch one object from around the classroom. Place the objects on the mat. Arrange learners so that they can all see what is on the mat.

**Guiding questions:**

- ★ How many objects are on the mat?
- ★ How many objects will be left if we take one away? If we take another one away? If we take two away?
- ★ How many objects do we need to put back to have five? How many more objects do we need to put back to have seven?

4. **Practising and ordering numbers 1–5:** Introduce the number washing line. Take the number cards off the washing line and give them to five learners. Learners arrange themselves in order from 1 to 5.

**Guiding questions:**

- ★ Which number should come first, next, before, after?

Turn a learner around so that other learners can't see their number card.

- ★ Which number is between 2 and 4?



Place the number symbols 1–5 in a muddle on the floor. Ask learners to help peg the cards in order from 1 to 5 on the washing line. Learners peg numbers to the line as you ask questions.

- ★ Which number should come first, next, after?
- ★ Can you point to the number that is before, between?

5. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 30 number '1–5' picture, symbol and dot cards (*Resource Kit*)
- Music or an instrument
- Number washing line with number symbols 1–5 pegged onto string
- 5 post boxes marked 1–5
- Coloured counters
- Number 5 dot cards (*Resource Kit*)

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. Learners count the number of claps and say how many claps there were.

1. **Ingoma:** Abafundi bajama benze indulungu. Balingisa ingoma *limfene ezihlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Bawa abafundi abalikhomba bayokuthatha into yinye ngamunye kilezo ezimazombe ngetlasini. Beka izinto emadeni. Hlela abafundi kobana boke bazokwazi ukubona lokho okusemadeni.

**Imibuzo ehlahlako:**

- ★ Zingaki izinto ezisemadeni?
- ★ Zingaki izinto ezizakusala nangabe sithatha yinye? Nangabe sithatha enye eyodwa godu? Nangabe sithatha zimbili godu?
- ★ Zingaki izinto esifanele ukuzibuyisela sibe nazihlanu godu? Zingaki ezinye izinto esifanele ukuzibuyisela sibe nezilikhomba?



4. **Ukujayeza nokurhemisa iinomboro 1–5:** Yethula idrada yokweneka yeenomboro. Susa amakarada weenomboro edradeni yokweneka bese uwanikela abafundi abahlanu. Abafundi bayazihlela ngerhemo ukusuka ku-1 ukuya ku-5.

**Imibuzo ehlahlako:**

- ★ Ngiyiphi inomboro ekufanele ize kokuthoma, elandelako, ngaphambili, ngemva?

Fulathelisa umfundi kobana abanye abafundi bangakwazi ukubona ikarada lakhe.

- ★ Ngiyiphi inomboro ehlangana no-2 no-4?

Beka amatshwayo weenomboro 1–5 phasi ngokuwahlangahlanganisa. Bawa abafundi basize ukubambisa amakarada ngamaphegi ngerhemo ukusuka ku-1 ukuya ku-5 edradeni yokweneka. Abafundi babambisa iinomboro ngamaphegi edradeni lokha nawubuzo imibuzo.

- ★ Ngiyiphi inomboro ekufanele ibe ngeyokuthoma, elandelako, ngemva?
- ★ Ungayikhomba inomboro esekuthomeni, ephakathi?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitethini sokusebenzela ngasinye.

## Ilanga 4

### Okudingako

- Ingoma: *limfene ezihlanu embhedeni* (ikhasi 201) neenthombe
- Amakarada ama-30 weenthombe, wamatshwayo namaqatjhazi weenomboro '1–5' (*IKhidi yeenSetjenziswa*)
- Umvumo nofana isililisi
- Idrada yokweneka iinomboro namatshwayo weenomboro 1–5 abanjiswe ngamaphegi phezu kwentambo
- Amabhoksi weposi ama-5 ameregwe 1–5
- Ilimbalisi zemibala
- Amakarada wamaqatjhazi wenomboro 5 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Lingisa *limfene ezihlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Ningawahla nofana ngiliphi inani phakathi kuka-1 na-7. Abafundi babala inani lokuwahla okube khona.



## TIP

Use the number cards from the maths table if you need more for each learner for activity 4.

4. **Practising 1–5:** Learners call out the number as you show dot cards 1–5. Discuss which dot cards make 5. Show different combinations of dots to make 5. Look at the number 5 dot cards and discuss what is the same/different about each one.

Hand out a number 1–5 symbol, picture or dot card to each learner. Point to the number friezes. Learners hold up their card if it matches the number on the animal frieze as you point. Play some music or shake a tambourine. Learners move to the music. When the music stops, they form groups of learners who have matching number cards. Place post boxes 1–5 below the washing line. Learners post their cards into the correct boxes when the music stops.



## Guiding questions:

- ★ Which group should post their numbers first, last, and so on? Why?
5. **Small group activities:** Describe the activities at each workstation.

## Day 5

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Poster 2
- Tambourine

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Repeat the counting activity you did on Day 4.
4. **Practising 1–5:** Use the tambourine to beat counts of 1 to 5. Learners jump to the tambourine beats. Between jumps, give instructions using numbers 1–5. For example: 'Shake hands with three friends.' 'Match five fingers on your one hand to five fingers on your friend's hand.'
5. **Practising 4 and 5:** Discuss Poster 2. Talk about what the learners can see.

## Guiding questions:

- ★ Does our playground look like this?
- ★ Is there anything that is the same/different?
- ★ What games are the children playing?

Count together how many children are playing each game. Choose learners to point as you ask questions.

- ★ Can you see the numbers 4 and 5?
- ★ How many children are playing hopscotch? And in the tyres?

## ISIYELELISO

Sebenzisa amakarada weenomboro asetafuleni yeembalo nangabe ufuna amanye womfundi ngamunye womsebenzi 4.

4. **Ukujayeza 1–5:** Abafundi babiza iinomboro lokha nawubatjengisa amakarada wamaqatjhazi weenomboro 1–5. Khulumani ngokobana ngiwaphi amakarada wamaqatjhazi enza ku-5. Tjengisa iinhlanganisela ezihlukileko zamaqatjhazi ezenza ku-5. Qalani amakarada wamaqatjhazi wenomboro 5 bese nikhuluma ngokobana khuyini okufanako/okuhlukileko ngayinye.

Phakisa ikarada letshwayo, isithombe nofana lamaqatjhazi lenomboro 1–5 umfundi ngamunye. Khomba imihlobiso yeenomboro. Abafundi baphakamisela amakarada wabo phezulu nangabe likhambelana nenomboro yomhlobiso wesilwana lokha nawukhombako. Dlala umvumo nofana ukhuhluze ithamborini. Abafundi basikinyekela umvumo. Lokha umvumo nawuthulako, benza iinqhema zabafundi abanamakarada weenomboro ezikhambelanako.

Beka amabhoksi weposi 1–5 ngaphasi kwedrada yokweneka. Abafundi baphosela amakarada wabo ngebhoksini elifaneleko lokha umvumo nawuthulako.



### Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema ekufanele siphosele iinomboro zaso kokuthoma, kokucina, njalonzalo? Kubayini?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 5

### Okudingako

- Ingoma: *limfene ezihlanu embhedeni* (ikhasi 201) neenthombe
- IPhosta 2
- Ithamborini

1. **Ingoma:** Lingisa, *limfene ezihlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 naku-5–1.
3. **Ukubala izinto 1–7:** Buyelela umsebenzi wokubala eniwenze ngeLanga 4.
4. **Ukujayeza 1–5:** Sebenzisa ithamborini ukubala ngokubetha 1 ukuya ku-5. Abafundi bayeqa lokha nakubethwa ithamborini. Phakathi kokweqa, nikela imilayelo ngokusebenzisa iinomboro 1–5. Isibonelo: 'Lotjhisa abangani bakho ngezandla.' 'Khambelanisa imino emihlanu yesandla sakho esisodwa nemino emihlanu yesandla somngani wakho.'
5. **Ukujayeza 4 naku-5:** Khulumani ngePhosta 2: Khulumani ngalokho abafundi abakubonako.

### Imibuzo ehlahlako:

- ★ Ingabe itatawu lethu lokudlalela linje?
- ★ Ikhona into efanako/ehlukileko?
- ★ Ngimiphi imidlalo edlalwa bafundi?

Balani ndawonye bonyana bangaki abantwana abadlala umdlalo ngamunye. Khetha abafundi abazakukhomba lokha nawubuza imibuzo.

- ★ Uyazibona iinomboro 4 naku-5?
- ★ Bangaki abafundi abadlala ihophskotjhi? Ngematayereni ke?

- ★ If one more child joins these children, how many will there be?
- ★ How many things are there in the sandpit?
- ★ If we put one more thing in/took one out, how many things would there be?

6. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** When playing outdoor games refer to, for example, five balls, five times, five throws, five catches.



## Small group activities

### Teacher-guided activity

#### What you need

- 2 plastic lids per learner
- Number 5 dot cards
- Playdough and a mat per learner
- An A4 page per learner
- Crayons
- A tub per learner with:
  - Number dot, symbol, word cards 1–5
  - 5 stones
  - Red and yellow beads (*Resource Kit*)

1. **Matching dot cards:** Show learners a number 5 dot card. They arrange their stones to match this. Repeat with the other five-dot arrangements.





- ★ Nangabe omunye umntwana ujoyina abantwana laba, bazakuba bangaki?
  - ★ Zingaki izinto ezingemgodini wehlabathi?
  - ★ Nangabe sifaka enye into ngaphakathi/sikhupha yinye, zingaki izinto ezizakusala?
6. **Imisebenzi yesiqhema esincani:** Tlhadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**ILimi leKhaya namaKghono wePilo:** Nangabe nidlala imidlalo yangaphandle qalisa kilokhu, isibonelo, iimbholo ezihlanu, buyelela kahlanu, ukuphosa kahlanu, ukubamba kahlanu.



## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Iimvalo zeplastiki ezi-2 umfundi ngamunye
- Amakarada wamaqatjhazi wenomboro 5
- Ihlama yokudlalisa nomada umfundi ngamunye
- Ikhasi le-A4 umfundi ngamunye
- Amakhrayoni
- Isikhafthini somfundi ngamunye esinalokhu:
  - Amakarada wamaqatjhazi, wetshwayo namagama weenomboro 1–5
  - Amatje ama-5
  - Imincamo ebovu nesarulani (*IKhidi yeenSetjenziswa*)

1. **Ukukhambelanisa amakarada wamaqatjhazi:** Khombisa abafundi ikarada lamaqatjhazi lenomboro 5. Bahlela amatje wabo kobana akhambelane nalokhu. Buyelela ngelinye ihlelo lamaqatjhazi ama-5.



2. **Practising 5:** Learners count five stones from their tubs. They match their number 5 word and symbol cards to the five stones.

Place two lids in front of each learner.

Together play the 'shake and break' game for number 5. Learners place their stones on the two lids in front of them as they have 'broken up' the collection. They take turns to say how many they have on each lid.

**Guiding questions:**

- ★ How did you break up your stones?
- ★ Who has something different?

Repeat the activity. Show one learner's lids to the group.

- ★ Who has the same?

Choose a matching set of lids and compare these.

- ★ What is the same/different about these two groups?

3. **Structure beads:** Learners show the number of beads as you ask them.

**Guiding questions:**

- ★ Can you show me two beads?
- ★ Can you show me one more bead?
- ★ Can you show me one less?

Hold two beads in your hand.

- ★ How many more/fewer beads do you need to get to three/four/five?

Encourage learners not to count the beads one at a time but to rather show you the number of beads you have asked for. The beads support learners to count on from a chosen number.

4. **Practising 5 using playdough:** Learners make a 5 using playdough. Support learners who are ready to write 5.



2. **Ukujayeza 5:** Abafundi babala amatje amahlanu ngeenkhaftininini zabo. Bakhambelanisa amakarada wabo wegama netshwayo lenomboro 5 namatje amahlanu. Beka iimvalo ezimbili phambi komfundi ngamunye. Dlalani ndawonye umdlalo 'khuhluzisa uhlukanise' wenomboro 5. Abafundi babeka amatje wabo phezu kweemvalo ezimbili phambi kwabo njengombana 'bahlukanise' ibuthelelo. Bayadlhelgana ukutjho bonyana banamangaki esivalweni ngasinye.



**Imibuzo ehlahlako:**

- ★ Niwahlukanise njani amatje wenu?
- ★ Ngubani onokuhlukileko?

Buyelela umsebenzi lo. Tjengisa isiqhema isivalo somfundi munye.

- ★ Ngubani onokufanako?

Khetha isede yeemvalo ezikhambelanako bese uyazimadanisa.

- ★ Khuyini okufanako/okuhlukileko eenqhemeni ezimbili lezi?

3. **Imincamo ehlelekileko:** Abafundi batjengisa inani lemincamo lokha nawubabuzako.

**Imibuzo ehlahlako:**

- ★ Ungangikhombisa imincamo emibili?
- ★ Ungangikhombisa omunye umncamo owodwa?
- ★ Ungangikhombisa umncamo otjhoda ngamunye?

Bamba imincamo emibili esandleni sakho.

- ★ Mingaki eminye imincamo engaphezulu/embadlwana oyidingako ukufika kwemithathu/emine/emihlanu?

Khuthaza abafundi bangabali imincamo ngamunye ngesikhathi esisodwa kodwana bangakutjengisa inani lemincamo olibawileko. Imincamo isekela abafundi kobana babalele phezu kwenomboro ekhethiweko.

4. **Ukujayeza u-5 ngokusebenzisa ihlama yokudlalisa:** Abafundi benza u-5 ngokusebenzisa ihlama yokudlalisa. Sekela abafundi esele balungele ukutlola u-5.





Check that learners are able to:

- identify number 5 dot, symbol and word cards
- match counters to number 5 dot cards
- notice similarities and differences in two groupings of five objects
- show one more, one fewer
- count on from a given number, up to 5



## Workstation 1

### What you need

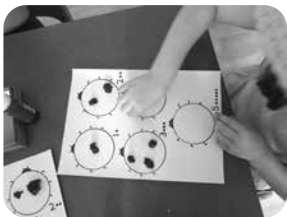
- Playdough
- Playdough template: Number 5 per learner (page 214)

Learners use playdough to complete the playdough template for number 5.

## Workstation 2

### What you need

- A copy of the A4 page with 5 ladybirds drawn on it per learner
- Paper scraps
- Glue



Learners roll up paper balls. They decorate the ladybirds with the appropriate number of balls.

## Workstation 3

### What you need

- 15 pegs and counters per learner
- A set of numbered plates or lids 1–5 per learner



Learners attach the appropriate number of pegs to each plate/lid. They put a counter on each dot.

## Workstation 4

### What you need

- 1 set of number puzzles 1–5 per learner (page 219)

Learners complete the number puzzles.



### Tjheja bonyana abafundi bayakwazi uku:

- fanisa amakarada wamaqatjhazi, itshwayo negama wenomboro 5
- khambelanisa iimbalisi namakarada wamaqatjhazi wenomboro 5
- tjheja ukufana nomehluko weenqhema ezimbili zezinto ezihlanu
- tjengisa ngaphezulu ngayinye, ngaphasi ngayinye
- bala ukusuka enomborweni enikelweko, ukufika esi-5



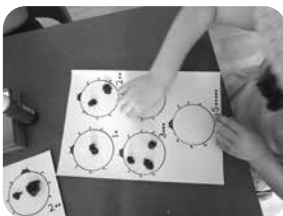
## Isitetjhi sokusebenzela 1

### Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 5 umfundi ngamunye (ikhasi 215)

Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo wehlama yokudlalisa wenomboro 5.

## Isitetjhi sokusebenzela 2



### Okudingako

- Ikhophi yephepha le-A4 elinamabhongani am-5 adwetjiweko umfundi ngamunye
- Iinsalela zephepha
- Isinamathiseli

Abafundi babumba iimbholo zephepha. Bahlobisa amabhongani ngenani leembholo elifaneleko.

## Isitetjhi sokusebenzela 3



### Okudingako

- Amaphegi ali-15 neembalisi umfundi ngamunye
- Isede yamapleyidi nofana iimvalo ezinonjorwe 1-5 umfundi ngamunye

Abafundi banamathisela inani lamaphegi elifaneleko epleyidini/esivalweni ngasinye. Babeka isibalisi phezu kweqatjhazi ngalinye.

## Isitetjhi sokusebenzela 4

### Okudingako

- Isede yi-1 yamaphazili weenomboro 1-5 umfundi ngamunye (ikhasi 220)

Abafundi baqedelela amaphazili weenomboro.

# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Copy and extend simple repeating patterns
- Create own patterns
- Describe the repeat in patterns

## New knowledge

- Copy and extend simple repeating patterns
- Create and explain own pattern
- Oral counting 1–20
- Count backwards 7–1

## Practise

- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- Making groups the same

## New maths vocabulary

carry on

continues

the same

## Getting ready

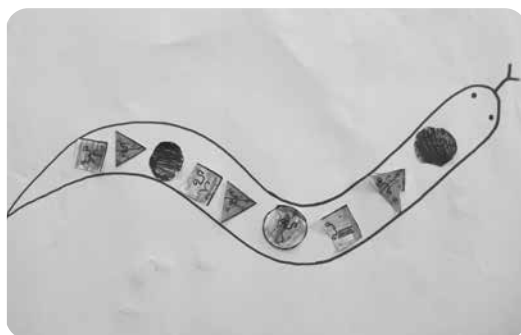
For the activities this week, you will need to prepare the following:

- 30 cards with large red, yellow, blue, green and orange circles (6 of each)
- 7 pictures of potatoes
- a large page with an outline of a tree with 7 leaves (3 big and 4 small), attached in a pattern: big, small, small, big, small, small, big
- 7 other leaf cut-outs
- 6 red and 4 yellow flower cut-outs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 instruments/sound makers (12 altogether)
- string and 12 pegs
- Unifix block pattern cards – 1 per learner for 2 groups
- an A4 page with shape patterns to be extended per learner
- an A4 snake shape and an A4 page with circles, squares and triangles – 1 of each per learner



**TIP**

Instead of a snake, choose a theme-related animal or object.



- bead-threading pattern cards (the beads on the pattern cards must look like those that will be used, in size and colour – see Workstation 4).



# UmNqopho wesiGaba sokuMumethweko: AmaPhetheni, amaFanktjhini ne-Aljibhra

## Iinhloko

- Ukukopa nokungezelela amaphetheni alula abuyelelako
- Ukwakha amaphetheni wakho
- Ukutlhadhula ukubuyelela kwamapheheni

## Ilwazi elitjha

- Ukukopa nokungezelela amaphetheni alula abuyelelako
- Ukwakha nokuhlathulula amaphetheni wakho
- Ukubala ngomlomo 1–20
- Ukubala ukuya emuva 7–1

## Ukujayeza

- Ukubala izinto 1–7
- Umqondo wenomboro 1–5
- Ukulandelanisa iinomboro 1–5
- Ukwenza iinqhema zifane

## Ilwazimagama leembalo elitjha

ragela phambili

kuragela phambili

kuyafana

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amakarada amakhulu ama-30 aneendulungu ezibovu, ezisarulani, ezihlaza samkayi, ezihlaza satjani nezi-orentji (6 umbala ngamunye)
- iinthombe ezili-7 zamazambana
- ikhasi elikhulu elinomphetho womuthi onamakari ali-7 (ama-3 amakhulu nama-4 amancani), ananyathiselwe kuphetheni: khulu, ncani, ncani, khulu, ncani ncani, khulu
- amanye amakari ali-7 asikiweko
- amathuthumbo asikiweko asi-6 abovu nama-4 asarulani
- iinqhema ezi-4 zeenlilisi/zokwenza itjhada (isibonelo, iimbhele, iinkhuhluzi, iingojuana, iingungu) – 1 umfundi ngamunye
- iinthombe ezi-3 zakunye kwalokhu oku-4 kweenlilisi/okwenza itjhada (kuba li-12 nakuhlangeneko)
- iintambo namaphegi ali-12
- amakarada wamabhlogo wephetheni ye-*Unifix* – 1 umfundi ngamunye iinqhema ezi-2
- iphepha le-A4 elinamaphetheni wamabumbeko afanele aqedelwe umfundi ngamunye
- ibumbeko lenyoka lobukhulu be-A4 nephepha le-A4 elineendulungu, iinkwere naboncantathu – 1 umfundi ngamunye
- amakarada wamaphetheni wokuphuthela umncamo (imincamo esemakaradeni wephetheni kufanele ifane nalowo ozakusetjenziswa, ngokobukhulu nombala – qala Isitetjhi sokusebenzela 4).

## ISIYELELISO

Esikhundleni senyoka, khetha esinye isilwana nofana into ekhambelana nomongo.





## Whole class activities

### Day 1

#### What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- Poster 7

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put up the seven pictures of potatoes.

#### Guiding questions:

- ★ How many potatoes do you see?

Repeat the rhyme as you point to each potato.

4. **Copying and extending patterns:** Whisper in the ears of six learners to ask them to sit as follows: straight legs, crossed legs, straight legs, crossed legs, straight legs, crossed legs.

#### Guiding questions:

- ★ What can you tell me about the way these learners are sitting?
- ★ Is this a pattern?
- ★ What makes you say that?
- ★ What is this pattern?

Touch each learner as the class chants: 'Straight legs, crossed legs ...'

- ★ How can we make this pattern carry on in the same way?

Add other learners.

Whisper a new pattern to six other learners: one sitting, two standing, one sitting, two standing. Ask questions about this pattern and ask learners to extend the pattern.

5. **Identifying patterns in a picture:** Discuss Poster 7.



#### Guiding questions:

- ★ What patterns can you see in this picture?

Explain why this is a pattern.

- ★ What can you see that does not have a pattern on it?
- ★ How do we know if something is a pattern?

6. **Small group activities:** Describe the activities at each workstation.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Umlolozelo: *Izambana linye, amazambana amabili* (ikhasi 203)
- Iinthombe zamazambana ezili-7
- IPhosta 7

1. **Umlolozelo obalako:** Yitjho umlolozelo, *Izambana linye, amazambana amabili*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Phakamisa iinthombe ezilikhomba zamazambana.

#### Imibuzo ehlahlako:

- ★ Mangaki amazambana owabonako?

Buyelela umlolozelo lokha nawukhomba izambana ngalinye.

4. **Ukukopa nokuqedelela amaphetheni:** Hlebel abafundi abasithandathu ubabawe bahlale ngalendlela: bathabalale, baphambanise imilenze, bathabalale, baphambanise imilenze, bathabalale, baphambanise imilenze.

#### Imibuzo ehlahlako:

- ★ Ningangitjelani mayelana nendlela abafundi laba abahlezi ngayo?
- ★ Yiphetheni le?
- ★ Khuyini okukwenza utjho njalo?
- ★ Iyini iphethini le?

Thinta umfundi ngamunye lokha abafundi nabavumako: 'Bathabalele, baphambanise imilenze ...'

- ★ Singayenza njani iphetheni le iragele phambili ngendlela efanako? Ngezelela ngabanye abafundi.

Hlebel abafundi abanye abasithandathu iphetheni etja: munye uhlezi, babili bajamile, munye uhlezi, babili bajamile. Buza imibuzo mayelana nephetheni le bese ubawa abafundi baqedelele iphetheni.

5. **Ukufanisa amaphetheni esithombeni:** Khulumani ngePhosta 7.

#### Imibuzo ehlahlako:

- ★ Maphetheni anjani owabonako esithombeni lesi?

Hlathulula bonyana kubayini kube yiphetheni le.

- ★ Khuyini okubonako okunganaphetheni kikho?
- ★ Sazi njani lokha into nayiyiphetheni?

6. **Imisebenzi yesiqhema esincani:** Thadhula imisebenzi esesitethini sokusebenzela ngasinye.



## Day 2

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- 30 colour circle cards

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the rhyme and point to the seven pictures of potatoes.
4. **Identifying patterns in everyday objects:** Learners find patterns on their clothes, and in the classroom.

## Guiding questions:

- ★ Why do you say this is a pattern?
  - ★ What do you see that is repeated?
  - ★ What would come next in the pattern?
5. **Practising patterns:** Give each learner a colour circle card. They find others with matching cards and make groups.

## Guiding questions:

- ★ What is the same/different about your cards?
- ★ Are there more/fewer red circles than green circles?
- ★ How do you know?

Guide learners with red and blue cards to stand holding their cards in the following pattern: red, red, blue, blue, red, red, blue, blue.

Learners extend the pattern.

- ★ What pattern do you see?
- ★ What other patterns can we make?

Guide learners to arrange themselves based on their suggestions.

- ★ What will come next?
  - ★ What came before?
  - ★ How can we carry on in the same way?
6. **Small group activities:** Describe the activities at each workstation. Learners place their cards on the maths table as they go to their workstations, according to the colour you say.

## Day 3

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern (as described on page 104)
- 1 loose leaf
- Prestik
- 3 big and 3 small leaves
- 6 red and 4 yellow flower cut-outs

## Ilanga 2

## Okudingako

- Umlolozelo: *Izambana linye, amazambana amabili* (ikhasi 203)
- Amakarada ama-30 weendulungu zemibala
- Iinthombe ezi-7 zamazambana

1. **Umlolozelo obalako:** Yitjho umlolozele, *Izambana linye, amazambana amabili*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Buyelela umlolozele bese ukhomba iinthombe ezilikhomba zamazambana.
4. **Ukufanisa amaphetheni wezinto zangamalanga:** Abafundi bathola amaphetheni phezu kwezambatho zabo, nangetlasini.

**Imibuzo ehlahlako:**

- ★ Kubayini uthi yiphetheni le?
- ★ Khuyini okubonako okubuyelelweko?
- ★ Khuyini okuzakulandela kuphetheni?

5. **Ukujayeza amaphetheni:** Nikela umfundi ngamunye ikarada lendulungu yombala. Bathola abanye bamakara akhambelanako bese benza iinqhema.

**Imibuzo ehlahlako:**

- ★ Khuyini okufanako/okuhlukileko mayelana namakarada wenu?
- ★ Ingabe kuneendulungu ezinengi/ezimbadlwana ezibovu kuneendulungu ezihlaza satjani?
- ★ Wazi njani?

Hlahla abafundi abanakarada abovu nahlaza samkayi bajame baphathe amakarada wabo ngokwephetheni elandelako: bovu, bovu, hlaza samkayi, hlaza samkayi, bovu, bovu, hlaza samkayi, hlaza samkayi.

Abafundi baqedelela iphetheni.

- ★ Yiphetheni enjani oyibonako?
- ★ Ngiwaphi amanye amaphetheni esingawenza?

Hlahla abafundi bazihlele ngokwabo ngokuya ngokwemibono yabo.

- ★ Khuyini okuzokulandela?
- ★ Khuyini okuze ngaphambili?
- ★ Singaragela njani phambili ngendlela efanako?

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye. Abafundi babeka amakarada wabo etafuleni yeembalo ngokombala owutjhoko, lokha nabaya eentetjhini zabo zokusebenzela.

## Ilanga 3

## Okudingako

- Umlolozelo: *Izambana linye, amazambana amabili* (ikhasi 203)
- Iprestiki
- Isithombe somuthi onamakari asi-6 ananyathiselwe ngokwephetheni (ngokuhlathuliweko ekhasini 105)
- Amakari ama-3 amakhulu namakari ama-3 amancani
- Ikari li-1 elikhamba lodwa
- Amathuthumbo asikiweko asi-6 abovu nama-4 asarulani



## TIP

Use real leaves if possible. Place these on the maths table for learners to create patterns.

1. **Counting rhyme:** Learners stand in groups of four to eight. They do the actions in the counting rhyme and game, *One potato, two potatoes*, while the whole class says the words of the rhyme together.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree with six leaves attached in a pattern.

**Guiding questions:**

- ★ How many leaves are there on this tree?
- ★ How many will there be if I add one more leaf?

Add another leaf. Count the leaves together.

4. **Problem solving 1–5 using patterns:** Put four flower cut-outs in a row under the tree in the pattern red, yellow, red, yellow.

**Guiding questions:**

- ★ How many flowers are there?
- ★ Can you see a pattern? Tell me about the pattern.
- ★ What colour is the first/second/third/fourth flower?
- ★ What colours must I add next to carry on the pattern?
- ★ How many flowers are there now?
- ★ Are there more/fewer red flowers or yellow flowers?
- ★ If we carry on this pattern, what will it look like?

Place extra flower cut-outs on the maths table for learners to use during the day.

5. **Copying and extending patterns:** Learners create a sound and action pattern, for example: clap, pat, clap, pat.

**Guiding questions:**

- ★ What did you see and hear?
- ★ Is this a pattern? Why/why not?

Together repeat the pattern.

- ★ What do you notice about this pattern?
- ★ What comes after the clap?
- ★ Can you carry on?

Change the pattern, for example: hop, hop, clap, clap, hop, hop, and discuss it.

6. **Small group activities:** Describe the activities at each workstation.

## Day 4

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern
- 7 other leaves
- Everyday objects – such as pens, pencils, books, spoons and forks – to make patterns
- 6 containers each with 30 coloured sticks (*Resource Kit*)


**ISIYELELISO**

Sebenzisa amakari wamambala nangabe kuyakghoneka. Beka lokhu etafuleni yeembalo kobana abafundi bakhe amaphetheni.

1. **Umlolozelo obalako:** Abafundi bajama ngeenqhema zangabane ukuya ngababunane. Benza izenzo zomlolozele obalako nomdlalo, *Izambana linye, amazambana amabili*, ngesikhathi itlasi yoke itjho amagama womlolozele ndawonye.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Qalani umuthi onamakari asithandathu ananyathiselwe ngephetheni.  
**Imibuzo ehlahlako:**
  - ✦ Mangaki amakari asemuthini lo?
  - ✦ Azakuba mangaki nangabe ngingezelela ngekari linye ngaphezulu? Faka ikari linye. Balani amakari ndawonye.
4. **Ukurarulula umraro 1–5 ngokusebenzisa amaphetheni:** Beka amathuthumbo amane asikiweko ngerherho ngaphasi komuthi ngokwephetheni yokubovu, okusarulani, okubovu, okusarulani.  
**Imibuzo ehlahlako:**
  - ✦ Mangaki amathuthumbo akhona?
  - ✦ Uyayibona iphetheni? Ngicocela ngephetheni.
  - ✦ Linombala onjani ithuthumbo lokuthoma/lesibili/lesithathu/lesine?
  - ✦ Kufanele ngifake miphi imibala ukuqedelela iphetheni le?
  - ✦ Mangaki amathuthumbo akhona kwanjesi?
  - ✦ Ingabe kunamathuthumbo amanengi/ambadlwana abovu nofana asarulani?
  - ✦ Nangabe siragela phambili ngephetheni le, izakuba njani? Beka amanye amathuthumbo asikiweko etafuleni yeembalo kobana abafundi bawasebenzise emini.
5. **Ukukopa nokuqedelela amaphetheni:** Abafundi bakha amaphetheni wetjhada nezenzo, isibonelo, wahla, bhambada, wahla, bhambada.  
**Imibuzo ehlahlako:**
  - ✦ Uboneni begodu wezwani?
  - ✦ Ingabe lokhu yiphetheni? Kubayini kungiyi/kungasiyo? Buyelelani iphetheni ndawonye.
  - ✦ Khuyini okuyelelako mayelana nephetheni le?
  - ✦ Khuyini okuza ngemva kokuwahla?
  - ✦ Ungaragela phambili? Tjhugulula iphetheni, isibonelo, pharuma, pharuma, wahla, wahla, pharuma, pharuma, bese nikhuluma ngayo.
6. **Imisebenzi yesiqhema esincani:** Tlhadhula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 4

### Okudingako

- Umlolozelo: *Izambana linye, amazambana amabili* (ikhasi 203)
- Isithombe somuthi onamakari asi-6 ananyathiselwe ngokwephetheni
- Amanye amakari ali-7
- Izinto zangamalanga – njengamapeni, iimpensela, iincwadi, iingobho neemforogo – ukwenza amaphetheni
- Iimphathi ezi-6 ezineengodo zemibala ezima-30 (*IKhidi yeenSetjenziswa*)

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree picture with six leaves, and the seven leaves on the mat.

**Guiding questions:**

- ★ Are there more/fewer leaves on the tree or on the mat?

Count the leaves together.

4. **Copying and extending patterns:** Learners identify the pattern of the leaves on the tree.

**Guiding questions:**

- ★ How would we carry on this pattern?

They discuss patterns they see on their clothes. Create a sound and action pattern as on Day 3.

5. **Practising patterns:** Make patterns using everyday objects, for example: koki, pencil, koki, pencil. Ask guiding questions about the pattern. Learners should describe and extend the pattern.

Learners gather in groups of five. Give each group a container with coloured sticks. Learners count six sticks each. They create their own patterns and together discuss these. Move between groups to give support.

6. **Small group activities:** Describe the activities at each workstation. Learners place the stick patterns on the maths table as they go to their workstations.

## Day 5

### What you need

- Rhyme: *One potato, two potatoes* (page 202)
- String and 12 pegs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 sound makers

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place a group of seven shakers and a group of seven bells on the mat.

**Guiding questions:**

- ★ How many instruments do you think there are in this group?
- ★ And in this group?
- ★ Which group do you think has more/fewer?

Count the instruments together.

- ★ Who said the correct number?



### TIP

Use objects such as yoghurt cups, sticks and blocks if you do not have instruments.



1. **Umlolozelo obalako:** Dlalani umdlalo, *Izambana linye, amazambana amabili*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Qalani isithombe somuthi onamakari asithandathu, namakari alikhomba asemadeni.

**Imibuzo ehlahlako:**

★ Ingabe kunamakari amanengi/ambadlwana emuthini nofana emadeni? Balani amakari ndawonye.

4. **Ukukopa nokuqedelela amaphetheni:** Abafundi bafanisa iphetheni yamakari emuthini.

**Imibuzo ehlahlako:**

★ Ungayiragisela njani phambili iphetheni le?

Bakhuluma ngamaphetheni abawabona phezu kwezambathwo zabo. Yakhani amaphetheni wetjhada nezenzo ngeLanga 3.

5. **Ukujayeza amaphetheni:** Yenzani amaphetheni ngokusebenzisa izinto zangamalanga, isibonelo: ikhokhi, ipensela, ikhokhi, ipensela. Buza imibuzo ehlahlako emayelana nephetheni. Abafundi kufanele batlhadhule begodu baqedelele iphetheni.

Abafundi babuthelelana ngokweenqhema ezihlanu. Nikela isiqhema ngasinye isiphathi esineengojwana zemibala. Umfundi ngamunye ubala iingojwana ezisithandathu. Bakha amaphetheni wabo bese bakhuluma ngawo ndawonye. Khambakhamba phakathi kweenqhema ukunikela isekelo.

6. **Imisebenzi yesiqhema esincani:** Tlhadhula imisebenzi esesitetjhini sokusebenzela ngasinye. Abafundi babeka iphetheni yeengojwana etafuleni yeembalo lokha nabaya eentetjhini zabo zokusebenzela.

## Ilanga 5

### Okudingako

- Umlolozelo: Dlalani umdlalo, *Izambana linye, amazambana amabili* (ikhasi 203)
- Intambo namaphegi ali-12
- Iinqhema ezine zeenlilisi/ izenzimatjhada (isibonelo, iimbhele, iinkhuhluzi, iingojwana, iingungu) – 1 umntwana ngamunye
- Iinthombe ezi-3 zezenzimatjhada ezi-4 ngasinye

1. **Umlolozelo obalako:** Yitjho umlolozele, *Izambana linye, amazambana amabili* nezenzo.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iinqhema zeenkhuhluzi ezilikhomba nesiqhema seembhele ezilikhomba emadeni.

**Imibuzo ehlahlako:**

★ Zingaki iinlilisi ocabanga bonyana zikhona esiqhemeni lesi?

★ Ngakilesi sona?

★ Ngisiphi isiqhema ocabanga bonyana sinakunengi/mbadlwana?

Balani iinlilisi ndawonye.

★ Ngubani otjho inomboro ekungiyoyi?

### ISIYELELISO

Sebenzisa izinto ezifana neemphathi zeyogathi, iingojwana namabhlogo nangabe awunazo iinlilisi.

Add two other groups of instruments. Learners fetch instruments and all the learners with the same instruments sit next to each other in the circle.

**Guiding questions:**

- ★ If there are seven shakers, how many learners should we count for each learner to have one?
- ★ How many learners are left who don't have an instrument? (For the last group.) Give these learners an instrument.

4. **Sound patterns:** Show learners four picture cards of the four instrument groups. They play their instruments as you show these cards, one at a time. Place the cards on the washing line in different patterns for them to follow. They play as you point.

**Guiding questions:**

- ★ What pattern do you see?
- ★ How will this pattern continue?
- ★ Which picture comes next?
- ★ Which group will play first/last in this pattern?

5. **Small group activities:** Describe the activities at each workstation.



**TIP**

Ask learners to keep their hands in their laps with their instruments on the floor in front of them. They must not wake them up until all learners have an instrument.

**Integration**

**Home Language and Life Skills:** Art activities that focus on pattern (for example: rhythmic patterns, low and high sound patterns, making and decorating picture frames), drawing patterns that develop fine motor skills as part of Emergent Handwriting.

## Small group activities

### Teacher-guided activity

**What you need**

- Number washing line with cards 1–5 in the incorrect order
- 2 plastic lids/paper plates per learner
- Unifix blocks sorted by colour into containers
- A tub per learner each with:
  - Structure beads
  - 5 Unifix blocks
  - A Unifix block pattern card

1. **Oral counting:** 1–20 and 7–1.
2. **Practising 5; structure beads:** Learners use the beads from their tubs.

**Guiding questions:**

- ★ Are there the same number of red and yellow beads? How do you know?
- ★ Count the red beads. How many are there?



Ngezelela ngeenqhema ezinye ezimbili zeenlilisi. Abafundi bathatha iinlilisi bese boke abafundi abaneenlilisi ezifanako bahlala phasi emaduzana endulungwini.

**Imibuzo ehlahlako:**

- ★ Nangabe kuneenlilisi ezilikhomba, zingaki ekufanele sizibale kobana umfundi ngamunye athole sinye?
- ★ Bangaki abafundi abaseleko abangananlilisi? (Zesiqhema sokugcina.) Nikela abafundi laba isililisi.

 **ISIYELELISO**

Bawa abafundi babeke izandla zabo phezu kwamathanga wabo neenlilisi zibe phasi phambi kwabo. Akukafaneli bazivuse abafundi boke be bathole isililisi.

4. **Amaphetheni wetjhada:** Tjengisa abafundi iinthombe ezine zeenqhema ezine zeenlilisi. Badlala ngeenlilisi zabo lokha nawubatzjengisa amakarada, ngalinye. Beka amakarada phezu kwedrada yokweneka ngokwamaphetheni ahlukileko kobana balandele. Bayalilisa lokha nawukhombako.

**Imibuzo ehlahlako:**

- ★ Yiphetheni enjani oyibonako?
- ★ Ingaragela njani phambili iphetheni le?
- ★ Ngisiphi isithombe esilandelako?
- ★ Ngisiphi isiqhema esizakudlala kokuthoma/kokugcina ephethenini le?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

**Ukuhlanganisa**

**ILimi leKhaya namaKghono wePilo:** Imisebenzi yobukghwari enqophene nephetheni (isibonelo: amagido wamaphetheni, amaphetheni wamatjhada aphasi naphezulu, ukwenza nokuhlobisa amafremu weenthombe), ukudweba amaphetheni athuthukisa amakghono wemisipha emincani njengengcinye yokuTlola ngeSandla okusaThomako.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

**Okudingako**

- Idrada yokweneka yeenomboro enamakarada 1–5 ngerhemo ekungasilo
- Iimvalo zeplastiki/amapleyidi wephepha ama-2 umfundi ngamunye
- Amabhlogo we-*Unifix* ahlelwe ngokwemibala ngeemphathini
- Isikhaftini somfundi ngamunye esinalokhu:
  - Imincamo ehlelekileko
  - Amabhlogo ama-5 we-*Unifix*
  - Ikarada lephetheni yamabhlogo we-*Unifix*



1. **Ukubala ngomlomo:** 1–20 nali-7–1.
2. **Ukujayeza 5; imincamo ehlelekileko:** Abafundi basebenzisa imincamo engeenkhaftininini zabo.

**Imibuzo ehlahlako:**

- ★ Ingabe kunenani elifanako lemincamo ebovu nesarulani? Wazi njani?
- ★ Balani imincamo ebovu. Mingaki ekhona?

- ★ Count the yellow beads. How many are there?
- ★ Show me two. Show me one more bead. Show me one less.
- ★ Hold four beads. How many more beads do you need to show five?

Learners count on to five, starting at different numbers. For example, they hold three beads and count from there up to five.

3. **Practising 1–5; number line:**

Together look at the number cards 1–5 on the washing line.

**Guiding questions:**

- ★ What do we need to do to put these numbers in the correct order?
- ★ Which card should come first, second, third, fourth and fifth?
- ★ Which number is before/after 4?

4. **Practising 1–5; Unifix blocks:**

Learners each count five Unifix blocks. They shake and break these onto the two lids in front of them.

**Guiding questions:**

- ★ How can you make both of your lids have the same number of blocks?
- ★ Do you need more blocks to make this happen?
- ★ Is there another way?
- ★ What will happen if I take one of your blocks away from this lid? Will your groups still be the same/equal?

Take a block from a lid from each of the learners.

- ★ What do you need to do to make your groups the same/equal again?

5. **Practising patterns:** Create a pattern using Unifix blocks. Discuss the pattern with the learners. Place containers with Unifix blocks on the mat. Learners use the Unifix blocks to copy the pattern. Learners work with a partner to create a Unifix block pattern. Each learner chooses a colour they want to add.

They take turns adding a colour to extend the pattern. Learners use the Unifix blocks and copy pattern cards.

**Guiding questions:**

- ★ What pattern do you see on your card?
- ★ How can you continue this pattern?
- ★ How many of each colour block do you need to use for each part of this pattern?

6. **Creating and explaining patterns:** Learners create their own pattern using the Unifix blocks. They explain their pattern to the group.

**Guiding questions:**

- ★ Can you tell us about your pattern?
- ★ Can you explain what you have repeated?



- ★ Balani imincamo esarulani. Mingaki ekhona?
- ★ Ngitjengisani mibili. Ngitjengisani umncamo munye. Ngitjengisani omncani ngamunye.
- ★ Phatha imincamo emine. Mingaki eminye imincamo oyidingako kobana ungitjengise imincamo emihlanu?

Abafundi babala ukufika kuhlanu, bathoma eenomborweni ezihlukileko. Isibonelo, baphatha imincamo emithathu bese babala ukusuka lapho bafike kemihlanu.



3. **Ukujayeza 1–5; inambalayini:** Qalani amakarada wenomboro 1–5 edaradeni yokweneka ndawonye.

**Imibuzo ehlahlako:**

- ★ Sidinga ukwenza ini ukubeka iinomboro lezi ngerhemo elifaneleko?
- ★ Ngiliphi ikarada ekufanele libe ngelokuthoma, lesibili, lesithathu, lesinye, lesihlanu?
- ★ Ngiyiphi inomboro engaphambili/engemuva ku-4?

4. **Ukujayeza 1–5; amabhlogo we-Unifix:** Abafundi babala amabhlogo amahlanu we-*Unifix* ngamunye. Bayakhuhluza bese bahlukanisela lokhu phezu kweemvalo ezimbili eziphambi kwabo.

**Imibuzo ehlahlako:**

- ★ Ungenza njani bonyana iimvalo zakho zombili zibe nenani elifanako lamabhlogo?
- ★ Udinga amanye amabhlogo ukwenza lokhu kuphumelele?
- ★ Ingabe ikhona enye indlela?
- ★ Kuzakwenzekani nangabe ngisusa ibhlogo lakho elilodwa phezu kwesivalo? Ingabe iinqhema zakho zizabe zisafana/zilingana?

Thatha ibhlogo phezu kwesivalo somfundi ngamunye.

- ★ Udinga ini ukwenza iinqhema zifane/zilingane godu?

5. **Ukujayeza amaphetheni:** Yakha iphetheni ngokusebenzisa amabhlogo we-*Unifix*. Khuluma nabafundi ngephetheni. Beka iimphathi ezinamabhlogo we-*Unifix* emadeni. Abafundi basebenzisa amabhlogo we-*Unifix* ukukopa iphetheni. Abafundi basebenza nabalingani ukwenza iphetheni yamabhlogo we-*Unifix*. Umfundi ngamunye ukhetha umbala afuna ukuwufaka.

Bayadlhegana ukufaka umbala wokuqedelela iphetheni. Abafundi basebenzisa amabhlogo we-*Unifix* bakope iphetheni yamakarada.

**Imibuzo ehlahlako:**

- ★ Ngiyiphi iphetheni oyibona ekaradeni lakho?
- ★ Ungayiragisela njani phambili iphetheni le?
- ★ Mangaki amabhlogo wombala ngamunye odinga ukuwasebenzisa ehlangothini ngalinye lephetheni le.

6. **Ukwakha nokuhlathulula amaphetheni:** Abafundi bakha amaphetheni wabo ngokusebenzisa amabhlogo we-*Unifix*. Bahlathululela isiqhema iphetheni yabo.

**Imibuzo ehlahlako:**

- ★ Ungasicocela ngephetheni yakho?
- ★ Ungakuhlathulula lokho okubuyeleleko?



**Check that learners are able to:**

- count orally 1–20 and 7–1
- count on between 1 and 5, using the structure beads
- order numbers 1–5
- make groups the same/equal up to 5
- identify, copy and extend patterns
- create and explain their own patterns



**Workstation 1**

**What you need**

- A shape pattern sheet per learner
- Pencil crayons

Learners extend patterns. If drawing is a challenge, let learners use the attribute blocks from the *Resource Kit*.



**Workstation 2**

**What you need**

- 1 snake template (see page 104)
- 1 shape pattern sheet per learner

Learners cut and paste the shapes in a pattern on the snake.

**Workstation 3**

**What you need**

- Unifix block pattern cards
- Unifix blocks

Learners use Unifix blocks to copy patterns.

**Workstation 4**

**What you need**

- A tub per learner with:
  - Threading beads and string
- Bead pattern cards

Learners string beads according to the pattern cards.





### Tjheja bonyana abafundi bayakwazi uku:

- bala ngomlomo 1–20 nali-7–1
- bala phakathi 1 naku-5, ngokusebenzisa imincamo ehlelekileko
- rhemisa iinomboro 1–5
- enza iinqhema ezifanako/ezilinganako ukufika ku-5
- fanisa, ukukopa nokuqedelela amaphetheni wabo
- ukwenza nokuhlathulula amaphetheni wabo



### Isitetjhi sokusebenzela 1

#### Okudingako

- Itjhidi lephetheni yamabumbeko
- Amakhrayoni wepensela umfundi ngamunye

Abafundi baqedelela amaphetheni. Nangabe ukudweba kumraro, abafundi abasebenzise amabhlogo wama-athribhuthi we*Khidi yeenSetjenziswa*.

### Isitetjhi sokusebenzela 2

#### Okudingako

- Umfuziselo 1 wenyoka (qala ikhasi 105)
- Itjhidi li-1 lephetheni yamabumbeko umfundi ngamunye

Abafundi basika bebanamathisele amabumbeko kuphetheni phezu kwenyoka.



### Isitetjhi sokusebenzela 3

#### Okudingako

- Amakarada wephetheni yamabhlogo we-*Unifix*
- Amabhlogo we-*Unifix*

Abafundi basebenzisa amabhlogo we-*Unifix* ukukopa amaphetheni.

### Isitetjhi sokusebenzela 4

#### Okudingako

- Isikhafthini somfundi ngamunye esinalokhu:
  - Imincamo yokuphothelwa nentambo
- Amakarada wephetheni yomncamo

Abafundi bafaka umncamo entanjeni ngokuya ngamakarada wephetheni.





# 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
- Analyse and report on data

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- More than, fewer than, equal to
- Sorting and classifying
- Shapes: circle, square, triangle

## New maths vocabulary

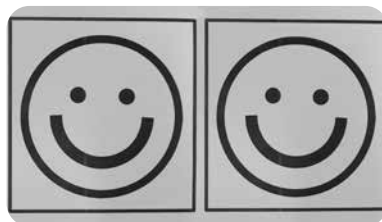
similarities

pictograph

## Getting ready

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

- 10 individual small aeroplane pictures
- 1 picture of a circle and 1 of a square
- 7 A4-sized circles and 5 squares
- 2 small pictures each of: walking, taxi, car and bus (all the same size)
- small 5 cm × 5 cm card with a smiling face (all the same size) – 2 per learner (see Day 3 and Day 4)



- 2 large sheets for pictographs each with 4 columns
- a collection of wooden and plastic construction toys, for example, blocks, Lego
- magazines with transport pictures
- 1 A4 graph page (4 columns and 6 rows) per learner: The left column has number symbols and dots 1–5. The bottom row has a colour in each – red, blue and yellow
- a different shape graph page for each learner (Each should have five columns labelled at the bottom, for example, 2 circles, 3 squares, 1 triangle, 2 squares, 1 circle, with space above each (see Workstation 3))
- cut-out circles, squares and triangles from previous weeks – approximately 12 per learner.

# UmNqopho wesiGaba sokuMumethweko: UkuPhatha iDatha

## Iinhloko

- Ukubuthelela nokuhlela izinto ngamananeko
- Ukujamiselela amabuthelelo wezinto ahlelwe ngamananeko
- Ukukhulumisana nokubika ngamabuthelelo wezinto ahlelwe ngamananeko

## Ilwazi elitjha

- Buthelela, hlela ngamananeko nokujamiselela amabuthelelo wezinto
- Ukuhlaziya nokubika ngedatha

## Ukujayeza

- Ukubala ngomlomo 1–20 nali-7–1
- Ukubala izinto 1–7
- Umqondo wenomboro 1–5
- Ngaphezulu kuna-, mbadlwana kuna-, kulingana na-
- Ukuhlela ngamananeko nokuhlukanisa ngeengaba
- Amabumbeko: indulungu, isikwere, uncantathu

## Ilwazimagama leembalo elitjha

okufanako

igrafu yeenthombe

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iinthombe ezili-10 ezincanani ezihlukeneko zeemphamthjini
- isithombe si-1 sendulungu nasi-1 sesikwere
- iindulungu zobukhulu be-A4 ezili-7 neenkwere ezi-5
- iinthombe ezincanani ezi-2 zalokhu: ukukhamba ngeenyawo, teksi, koloji bhesi (zobukhulu obulinganako zoke)
- amakarada amancani we-5 cm x 5 cm anobuso obumomothekako (zobukhulu obulinganako zoke) – 2 umfundi ngamunye (qala iLanga 3 neLanga 4)
- amatjhidi ama-2 amakhulu wegrafu yeenthombe anamakholomu ama-4 ngayinye
- ibuthelelo leendlalisi zeengodo nezeplastiki zokwakha, isibonelo, amabhlogo, i-Lego
- amamegezini aneenthombe zeenthuthi
- iphepha le-A4 legrafu (amakholomu ama-4 nemida esi-6) umfundi ngamunye: Ikholumu engesinceleni inamatshwayo namaqatjhazi weenomboro 1–5. Umuda ongaphasi ngamunye unombala – obovu, ohlaza samkayi nosarulani
- iphepha legrafu yamabumbeko ehlukeleko umfundi ngamunye (munye kufanele abe namakholomu amahlanu alebulwe ngaphasi, isibonelo, iindulungu ezi-2, iinkwere ezi-3, uncantathu 1, iinkwere ezi-2 indulungu 1, kube nesikhala ngaphezu kwenye nenye (qala Isitetjhi sokusebenzela 3))
- iindulungu ezisikiweko, iinkwere naboncantathu bemveke ezidlulileko – zingaba li-12 umfundi ngamunye.



## Whole class activities

### Day 1

#### What you need

- An A4 picture of a circle and a square for the maths table
- Circle-shaped objects (for example, cups, wastepaper bin, yoghurt containers, lids) hidden in the classroom
- Square- and rectangle-shaped objects (for example, boxes, dice, blocks, lunch boxes) hidden in the classroom

1. **Rhyme:** Learners choose a song or rhyme from previous weeks to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners go on a hunt to find objects in the classroom that look like circles, squares or rectangles. (Make sure that you have enough objects so that there is one per learner.) Learners place the objects in the middle of the mat and sit in a circle. Together sort the objects into two groups: one with objects that are circular and another with objects that have corners, flat sides and straight edges (square and rectangular objects). Discuss why the objects have been sorted into these groups. Focus on the properties of the objects and discuss the shape.

#### Guiding questions:

- ★ Does this group of objects look as though it has more or fewer than seven objects?

Together count out seven objects that have a circular shape and point out that there are more than seven circle-shaped objects altogether in that group. Repeat this with the other group of square- and rectangle-shaped objects. Put the seven items from each group on the maths table next to the circle and square/rectangle pictures.

4. **Sorting; more than, fewer than, equal to:** Look at the objects that are left.

#### Guiding questions:

- ★ Do you think there are more objects that look like circles, or more objects that have straight edges and corners?
- ★ What do we need to do to find out?

Together sort the objects into two groups and talk about them.

- ★ Do you think these two groups have an equal number of objects in them?
- ★ Which of these two groups do you think has more/fewer objects?
- ★ Which is the smallest/biggest object in this group?
- ★ What different colours can you see in this group?
- ★ What are the objects in this group made of?
- ★ How else can we sort these objects?



#### TIP

Properties of 3-D objects include length, width, height. Talk about sides, edges and corners.



#### TIP

To help learners as they sort, provide two big containers, one labelled with a picture of a square and a rectangle, and another labelled with a picture of a circle.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Isithombe se-A4 sendulungu nesikwere zetafula yeembalo
- Izinto ezinebumbeko lendulungu (isibonelo, ikopi, ithunga leenzibi, iimphathi zeyogathi, iimvalo) ezifihlwe ngetlasini
- Izinto ezinebumbeko lesikwere noncamane (isibonelo, amabhoksi, amadayisi, amabhlogo, iimphathi zokudla kwemini) ezifihlwe ngetlasini

### ISIYELELISO

Amatshwayo wezinto ze-3D afaka hlangana ubude, ububanzi, ukuphakama. Khulumani ngamahlangothi, imiphetho namakhona.

1. **Umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo keye yemveke ezidlulileko kobana bazivume nofana bayitjho.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bayakhamba bayokuzuma bafuna izinto ngetlasini ezifana neendulungu, iinkwere nofana aboncantathu. (Qinisekisa bonyana unezinto ezaneleko kobana umfundi ngamunye abe nayinye.) Abafundi babeka izinto phakathi komada bese bahlala ngendulungu. Hlelani izinto ndawonye ngamananeke weenqhema ezimbili: sinye sibe nezinto eziyindulungu esinye sibe nezinto ezinamakhona, amahlangothi asipara nezinemiphetho onqophileko (izinto ezisikwere neziboncamane). Khulumani ngokobana kubayini izinto zihlelwe ngamananeke weenqhema lezi. Qalana namatshwayo wezinto begodu nikhulume ngamabumbeko.

#### Imibuzo ehlahlako:

- ★ Ingabe isiqhema sezinto lesi sibonakala kwangathi sinezinto ezinengi nofana ezimbalwa kunezinto ezilikhomba?

Balani izinto ezilikhomba nindawonye ezinebumbeko eliyindulungu bese niyatjengisa bonyana zinengi kunezinto ezilikhomba zamabumbeko ayindulungu nakahlangeneko esiqhemeni. Buyelela lokhu nezinye iinqhema zezinto zamabumbeko wesikwere newakancamane. Beka ama-ayithemu alikhomba wesiqhema ngasinye emadeni eduze neenthombe zendulungu nezesikwere/nezikancamane.

4. **Ukuhlela ngamananeke; kunengi ngaphezulu kwe, kumbadlwana kuna, kulingana naku:** Qala izinto eziseleko.

#### Imibuzo ehlahlako:

- ★ Ucabanga bonyana kunezinto ezinengi eziqaleka njengeendulungu, nofana kunezinto ezinengi ezinemiphetho namakhona?
- ★ Khuyini okufanele sikwenze kobana sikwazi ukuthola? Hlelani izinto ngeenqhema ezimbili bese nikhuluma ngazo.
- ★ Ucabanga bonyana iinqhema ezimbili lezi zinenani elilinganako lezinto ngakizo?
- ★ Ngisiphi seenqhema ezimbili lezi esinezinto ezinengi/mbadlwana?
- ★ Ngiyiphi into ekulu khulu/encani khulu esiqhemeni lesi?
- ★ Ngimiphi imibala ehlukeleko oyibonako esiqhemeni lesi?
- ★ Izinto ezisesiqhemeni lesi zenziwe ngani?
- ★ Singazihlela njani ngamananeke izinto lezi godu?

### ISIYELELISO

Ukusiza abafundi lokha nabahlela ngamananeke, banikele iimphathi ezimbili ezikulu, esisodwa silebuliwe ngesithombe sesikwere nesikancamane, bese esinye silebuliwe ngesithombe sendulungu.

Learners sort objects into groups, as decided on by the class.  
Leave the objects in the maths area for further exploration.

5. **Small group activities:** Describe the activities at each workstation.

## Day 2

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 small toy cars/trucks
- Poster 8
- 7 large circles, 5 large squares

1. **Song:** Sing the song, *Little aeroplanes*. Show the aeroplane pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven toy cars or trucks on the mat.

#### Guiding questions:

- ★ How many vehicles do you think there are?

Together count the cars or trucks from 1 to 7.

4. **Data collection, sorting:** Learners stand in a circle. Call out different questions about how learners came to school today. Ask questions based on what you know of your learners' experience and how they come to school.

#### Guiding questions:

- ★ Did you walk to school today?
- ★ Did you come to school in a car today?
- ★ Did you come to school in a taxi today?
- ★ Did you come to school by bus today?

Learners who answer yes, step into the circle. Discuss the learners' responses.

- ★ Who only stepped in once?
- ★ Who stepped in more than once? Why?

Learners think of other ideas, based on transport and call out categories.

5. **Talk about different kinds of transport:** Discuss Poster 8. Talk about what types of transport learners can see.

#### Guiding questions:

- ★ How many different kinds of transport can you see?
- ★ Are there more/fewer on the ground or in the air?
- ★ What is the same about the transport on the ground?



If learners do not fit into these categories suggest that they choose the transport that they have used most often or even once in the past to get to school.

Abafundi bahlela izinto ngeenqhema, njengesiqunto esithethwe yitlasi. Lisa izinto endaweni yeembalo kobana zisazakuhlolwa godu.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 2

### Okudingako

- Ingoma: *limphaphamtjhini ezincani* (ikhasi 203)
- Iinthombe ezili-10 zeemphaphamtjhini
- Iinkoloyi/amathraga amancani ali-7 wokudlalisa
- IPhosta 8
- Iindulungu ezikulu ezili-7, iinkwere ezikulu ezi-5

1. **Ingoma:** Vumani ingoma, *limphaphamtjhini ezincani*. Tjengisa iinthombe zeemphaphamtjhini.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iinkoloyana nofana amathraga wokudlalisa alikhomba emadeni.

#### Imibuzo ehlahlako:

- ★ Zingaki iinkoloyi ocabanga bonyana zikhona?

Balani iinkoloyi nofana amathraga nindawonye ukusuka ku-1 ukuya ku-7.

4. **Ukubuthelela idatha, ukuhlela ngamaneko:** Abafundi bajama benze indulungu. Buza imibuzo ehlukeleko ngokobana abafundi beze njani esikolweni namhlanjisi. Buza imibuzo ngokuya ngalokho okwaziko mayelana nelemuko labafundi bakho nokobana beza njani esikolweni.

#### Imibuzo ehlahlako:

- ★ Ukhambe ngeenyawo ukuya esikolweni namhlanjisi?
- ★ Uze ngekoloyi esikolweni namhlanjisi?
- ★ Uze ngeteksi esikolweni namhlanjisi?
- ★ Uze ngebhesi esikolweni namhlanjisi?

Abafundi abaphendula ngo-iyee, bangena ngendulungwini. Khulumani ngeempendulo zabafundi.

- ★ Ngubani ongene kanye kwaphela?

- ★ Ngubani ongene ngaphezu kokukodwa? Kubayini?

Abafundi bacabanga ngeminye imibono, mayelana neenthuthi bese babiza iingaba.

5. **Khulumani ngemihlobo ehlukeleko yeenthuthi:** Khulumani ngePhosta 8. Khulumani ngokobana mhlobo onjani wesithuthi abafundi abawubonako.

#### Imibuzo ehlahlako:

- ★ Mingaki imihlobo ehlukeleko yeenthuthi oyibonako?
- ★ Ingabe zinengi/zimbadlwana phasi nofana emmoyeni?
- ★ Khuyini okufanako ngeenthuthi ezikhamba phasi?



### ISIYELELISO

Nangabe abafundi abalingani kilezi iingaba beka umbono wokobana bakhethe isithuthi ekhe basisebenzisa kanengi nofana kanye ngaphambili ukuya esikolweni.

- ★ How are they different?
- ★ How many vehicles have four wheels and how many have two wheels?
- ★ What kinds of transport have two wheels?

6. **Small group activities:** Describe the activities at each workstation.

### Day 3

#### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 toy boats
- 4 small pictures: walking, a taxi, a car, a bus
- Small cards with a smiley face (all the same size) – 1 per learner
- Prepared pictograph page

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Repeat the counting activity from Day 2 using boats instead of cars and count from 1 to 7. Place the boats on the maths table for learners to sort according to colour.

Note: If you don't have boats, these can be made from polystyrene trays with a stick pushed through the centre and paper for a sail. The sails could be different colours.



4. **Collecting data:** Discuss how learners travelled to school today.

#### Guiding questions:

- ★ If we want to know if more learners travel to school by taxi than those who walk or who travel by car or bus, what do we need to do?

Show four pictures of different forms of transport, and ask learners what these represent. Place these at each of the four corners of the mat. Learners collect a smiley face from a container on the mat and sit next to the picture that represents how they travel to school.

#### Guiding questions:

- ★ Which group do you think has the most learners?
- ★ Which group has the fewest learners?

5. **Representing data; more than, fewer than, equal to:** Ask learners how they can make a picture of how many learners use each type of transport. Guide them to place the four transport pictures in four columns to make a pictograph. Learners place their smiley face cards in the appropriate column above the correct mode of transport to complete the pictograph. Cards must be placed touching one another without spaces between them (see page 128).



#### TIP

The question about types of transport must be appropriate to the context of your learners.



#### TIP

Learners' cards must be the same size.



- ★ Zihluke njani?
- ★ Zingaki iinkoloyi ezinamavilo amane bese zingaki ezinamavilo amabili?
- ★ Mihlobo bani yeenthuthi ezinamavilo amabili?

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitethini sokusebenzela ngasinye.

### Ilanga 3

#### Okudingako

- Ingoma: *limphaphamtjhini ezincani* (ikhasi 203)
- linthombe ezili-10 zeemphaphamtjhini
- linkepe zeendlalisi ezili-7
- linthombe ezincani ezi-4: ukukhamba ngeenyawo, iteksi, ikoloyi, ibhesi
- Amakarada amancani anobuso obumomothekako (abe nobukhulu obulinganako woke) – 1 umfundi ngamunye
- Ikhasi legrafu yeenthombe elilungisiweko



#### ISIYELELISO

Umbuzo mayelana nemihlobo yesithuthi kufanele ikhambisane nobujamo babafundi bakho.

1. **Ingoma:** Vumani ingoma, *limphaphamtjhini ezincani*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Buyelela umsebenzi wokubala weLanga 2 ngokusebenzisa isikepe esikhundleni sekoloyi nokubala ukusuka ku-1 ukuya ku-7. Beka iinkepe etafuleni yeembalo kobana abafundi bazihlele ngokwemibala.  
Tjheja: Nangabe awunazo iinkepe, zingenziwa ngamathreyi wepholisterini kube nesigodo esihlonywako siphumele phakathi bese kuba nephepha elizokuba yiseyila. Amaseyila angaba mihlobo ehlukekileko yemibala.
4. **Ukubuthelela idatha:** Khulumani ngokobana abafundi beze njani esikolweni namhlanjesi.

#### Imibuzo ehlahlako:

- ★ Nangabe sifuna ukwazi bona abafundi abanengi bakhamba ngeteksi ukuya esikolweni kunalabo abakhamba ngeenyawo nofana abakhwela ikoloyi nofana ibhesi, khuyini ekufanele sikwenze?

Tjengisa iinthombe ezine ezihlukileko zemihlobo yeenthuthi, bese ubuza abafundi kobana lokhu kujamele ini. Beka lokhu ngakunye emakhoneni womane womada. Abafundi bathatha ubuso obumomothekako ngesiphathini emadeni bese bahlala eduze nesithombe esijamele bonyana bakhamba njani ukuya esikolweni.

#### Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema ocabanga bonyana sinabafundi abanengi khulu?
- ★ Ngisiphi isiqhema esinabafundi abambalwa khulu?

5. **Ukujamiselela idatha; ngaphezulu kuna-, mbadlwana kuna-, kulingana na-:** Buza abafundi bonyana bangasenza njani isithombe sokobana bangaki abafundi abasebenzisa umhlobo ngamunye wesithuthi. Bahlahle babeke iinthombe zeenthuthi ezine ngaphakathi kwamakholomu amane ukwenza igrafu yeenthombe. Abafundi babeka amakarada wabo wobuso obumomothekako ngaphakathi kwekhholomu efaneleko ngehla komhlobo ofaneleko wesithuthi ukuqedelela igrafu yeenthombe. Amakarada kufanele abekwe athintane kungabi nesikhala phakathi kwawo (qala ikhasi 129).

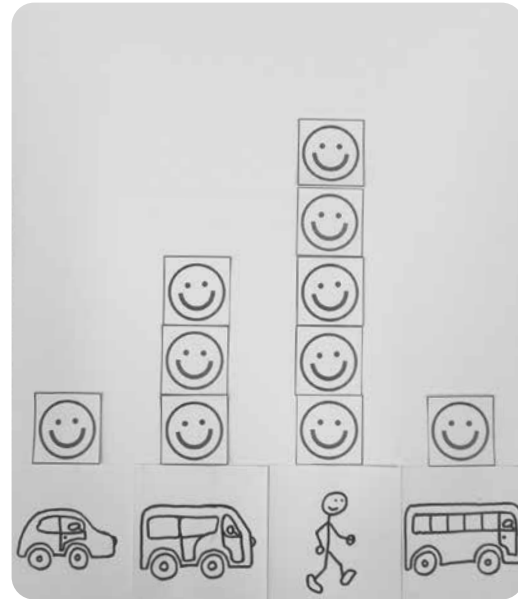
#### ISIYELELISO

Amakarada wabafundi kufanele abe nobukhulu obulinganako.

6. **Interpreting data:** Look at the pictograph.

**Guiding questions:**

- ★ Do more learners travel to school by taxi than any other form of transport?
- ★ How do you know?
- ★ Do more learners travel to school by car or by bus?
- ★ How do you know?
- ★ Do more learners walk or come by car?



7. **Small group activities:** Describe the activities at each workstation.

**Day 4**

**What you need**

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- Transport pictograph from Day 3
- Another pictograph as on Day 3 with the same four pictures of transport
- Small cards with a smiley face (all the same size) – 1 per learner
- Boats and cars from the maths table

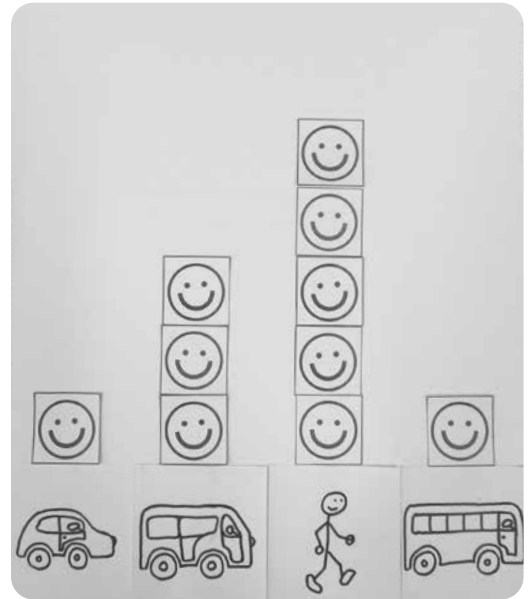
1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Whisper ‘6 boats’ into a learner’s ear. He/she fetches these from the maths table, and places them on the mat. Whisper ‘7 cars’ into another learner’s ear. He/she does the same as the first learner. Learners estimate how many objects there are in each group. Together count the objects from 1 to 6 and 1 to 7.
4. **Interpreting data:** Discuss the information shown on the pictograph learners completed on Day 3.

**Guiding questions:**

- ★ What did we do yesterday to find out how you all come to school?
- ★ How do most learners come to school?
- ★ What kind of transport is used by the fewest learners?

6. **Ukurhumutjha idatha:** Qala igrafu yeenthombe.**Imibuzo ehlahlako:**

- ★ Ingabe abafundi abanengi bakhamba ngeteksi ukuya esikolweni kuneminye imihlobo yeenthuthi?
- ★ Wazi njani?
- ★ Ingabe abafundi abanengi bakhamba ngekoloyi nofana ngebhesi ukuya esikolweni?
- ★ Wazi njani?
- ★ Ingabe abafundi abanengi beza ngeenyawo nofana ngekoloyi?

7. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.**Ilanga 4****Okudingako**

- Ingoma: *limphaphamtjhini ezincani* (ikhasi 203)
- Iinthombe ezili-10 zeemphaphamtjhini
- Igrafu yeenthombe zeenthuthi yeLanga 3
- Enye igrafu yeenthombe zeenthuthi efana neyeLanga 3
- ibe neenthombe zona leziya zeenthuthi ezine
- Amakarada amancani anobuso obumomothekako (woke abe nobukhulu obulinganako) – 1 umfundi ngamunye
- linkepe neenkoloyi zetafula yeembalo

1. **Ingoma:** Vumani ingoma, *limphaphamtjhini ezincani*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Hlebeli umfundi ngendlebeni 'iinkepe ezisi-6'. Uzakuyozithatha etafuleni yeembalo, azibeke emadeni. Hlebeli umfundi ngendlebeni 'iinkoloyi ezili-7'. Wenza njengombana umfundi wokuthoma enzile. Abafundi bayalinganisa bonyana zingaki izinto ezisesiqhemeni ngasinye. Balani izinto ndawonye ukusuka ku-1 ukuya ku-6 nokusuka ku-1 ukuya kuli-7.
4. **Ukurhumutjha idatha:** Khulumani ngelwazi elikhonjiswe kugrafu yeenthombe eyenziwa ngeLanga 3.

**Imibuzo ehlahlako:**

- ★ Khuyini esikwenze izolo ukuthola bonyana noke nize njani esikolweni?
- ★ Abafundi abanengi beza njani esikolweni?
- ★ Mhlobo bani wesithuthi osetjenziswa bafundi abambalwa khulu?

5. **Practising data collection and representation:** Discuss whether the learners used a different form of transport to get to school today. Create a pictograph as you did on Day 3, activity 4 and 5. Compare the pictographs for Day 3 and Day 4.

**Guiding questions:**

- ★ What do you see on our transport pictograph today?
  - ★ What is the same as yesterday?
  - ★ What is different?
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- A collection of wooden and plastic construction toys, for example, blocks, Lego

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners stand in a circle. Touch seven learners, as the class counts 1–7. Learners sit down as you touch them. Move around the circle until everyone has had a turn. When you get to the last group, learners estimate whether there are still seven learners standing before you count.
4. **Sorting, classifying and comparing:** Show the learners a plastic object and a wooden object from the classroom, for example, a building block and a Lego block.

**Guiding questions:**

- ★ What can you tell me about these things?

Invite some learners to feel and describe the objects.

- ★ What do they feel like?
- ★ What is the same or different about them?

Place a collection of wooden and plastic blocks and construction toys on the mat. Learners each take an object from the group. Ask the learners to make two groups, one of wooden objects and the other of plastic objects.

- ★ Which group do you think has more/fewer?
- ★ Has anyone got anything in their group that is exactly the same? What is the same about them?
- ★ How else could we sort these items?



### TIP

Consider attributes such as colour, size, shape and texture when sorting objects.

5. **Ukujayeza ukubuthelela nokujamiselela idatha:** Khulumisanani ukufumana nangabe abafundi basebenzise umhlobo ohlukileko weenthuthi ukuza esikolweni namhlanjisi. Yakha igrafu yeenthombe njengombana wenzile ngeLanga 3, umsebenzi 4 no-5. Madanisa igrafu yeenthombe yeLanga 3 neyeLanga 4.

**Imibuzo ehlahlako:**

- ★ Khuyini okubonako kugrafu yethu yeenthuthi namhlanjisi?
- ★ Khuyini okufana nayizolo?
- ★ Khuyini okuhlukileko?

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 5

### Okudingako

- Ingoma: *limphaphamtjhini ezincani* (ikhasi 203)
- *linthombe ezili-10 zeemphaphamtjhini*
- Ukubuthelela iindlalisi zokwakha zesigodo nezeplastiki, isibonelo, amabhlogo, i-Lego

1. **Ingoma:** Vumani ingoma, *limphaphamtjhini ezincani*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bajama benze indulungu. Thinta abafundi abalikhomba, lokha itlasi nayibalako 1–7. Abafundi bahlala phasi lokha nawubathintako. Khambakhamba mazombe eduze nendulungu bebathole idlhego boke. Lokha nawufika esiqhemeni sokugcina, abafundi balinganisa kobana basesekhona na abafundi abalikhomba abajamileko ngaphambi kobana uthome ukubala.
4. **Ukuhlela ngamaneko, ukuhlukanisa nokumadanisa:** Tjengisa abafundi into yeplastiki nento yesigodo zangetlasini, isibonelo, amabhlogo wokwakha nebhlogo le-Lego.

**Imibuzo ehlahlako:**

- ★ Khuyini ongangitjela khona mayelana nezinto lezi?  
Biza abanye abafundi bazokuzwelela bese batlhadhlula izinto lezi.
- ★ Khuyini abakuzwelelako?
- ★ Khuyini okufanako nofana okuhlukileko ngazo?  
Beka ibuthelelo lamabhlogo weengodo naweplastiki neendlalisi zokwakha emadeni. Umfundi ngamunye uthatha into ebuthelweni. Bawa abafundi benze amabuthelelo amabili, linye lezinto zeengodo bese elinye libe ngelezinto zeplastiki.
- ★ Ucabanga bonyana ngiliphi ibuthelelo elinokunengi/mbadlwana?
- ★ Ingabe ukhona esiqhemeni sakhe othole into efana ngokunembako? Khuyini okufanako ngazo?
- ★ Ngiyiphi enye indlela esingahlela ngayo ama-ayithemu lawa ngamaneko?

### ISIYELELISO

Tjheja ama-athribhuthi anjengombala, ubukhulu, ibumbeko nobunjalo lokha nakuhlelwa izinto ngamaneko.

5. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Learners use the construction toys to make cars, boats, taxis and other vehicles. They create groups of these to place on the maths table and talk about the vehicles they made and the groups that they sorted them into.

## Small group activities

### Teacher-guided activity

#### What you need

- 60 animal counters (*Resource Kit*)
- A4 graph grid per learner
- A tub per learner with red, yellow and blue animals, in groups of 5, 4 and 3 animals
- (*Resource Kit*) (Vary the combinations for each learner, for example, 5 red, 4 yellow and 3 blue animals.)
- Red, yellow and blue crayons

1. **Counting objects 1–7:** Place animal counters on the mat. Each learner chooses and counts out seven animals.

#### Guiding questions:

- ★ Is there anything the same/different about the animals in your group?
- ★ Do you have any that are the same as the learner sitting next to you? How many are the same?
- ★ What colour animals have you chosen?
- ★ How many of each colour do you have?

2. **More/fewer:** Learners compare the number of different-coloured animals they have in their groups.

#### Guiding questions:

- ★ Do you have more/fewer red animals than other colour animals in your group?

3. **Collecting and sorting:** Learners put their animal counters from their tubs on the mat.



#### Guiding questions:

- ★ Do you have more red animals than other colour animals in your group?
- ★ How can we find out the answer to this question?

They sort their animals into colour groups.

5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Abafundi basebenzisa iindlalisi zokwakha ukwenza iinkoloyi, iinkepe, amateksi nezinye iinthuthi. Bakha iinqhema zalokhu bese bakubeka etafuleni yeembalo begodu bakhulume ngeenthuthi abazenzileko neenqhema abazihlele ngazo.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Iimbalisi zeenlwana ezima-60 (*IKhidi yeenSetjenziswa*)
  - Igrafu yegradi eyi-A4 umfundi ngamunye
  - Isikhafthini somfundi ngamunye esineenlwana ezibovu, sarulani, nezihlaza samkayi, ngeenqhema zeenlwana ezi-5, ezi-4 nezi-3
- (*IKhidi yeenSetjenziswa*) (Yenza ihlanganisela yomfundi ngamunye, isibonelo, iinlwana ezi-5 ezibovu, ezi-4 ezisarulani nezi-3 ezihlaza samkayi.)
- Amakhrayoni abovu, asarulani nahlaza samkayi

1. **Ukubala izinto 1-7:** Beka iimbalisi zeenlwana emadeni. Umfundi ngamunye uyakhetha bese ubala izinto ezilikhomba.

#### Imibuzo ehlahlako:

- ★ Kukhona okufanako/hlukileko mayelana neenlwana esiqhemeni sakho?
- ★ Unazo ezifana nezomfundi ohlezi eduze kwakho? Zingaki ezifanako?
- ★ Ukhetha iinlwana zombala onjani?
- ★ Unazingaki umbala ngamunye?

2. **Nengi/mbadlwana:** Abafundi bamadanisa iinlwana zemibala ehlukileko ebanazo eenqhemeni zabo.

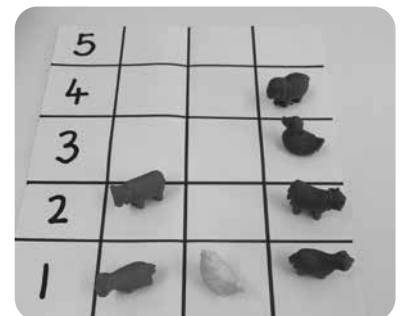
#### Imibuzo ehlahlako:

- ★ Uneenlwana ezibovu ezinengi/ezimbadlwana kuneenlwana zombala esiqhemeni sakho?

3. **Ukubuthelela nokuhlela ngamananeko:** Abafundi babeka iimbalisi zeenlwana zabo ezibuya ngeenkafthininini zabo emadeni.

#### Imibuzo ehlahlako:

- ★ Ingabe uneenlwana ezibovu ezinengi kuneenlwana zemibala eminye esiqhemeni sakho?
- ★ Singayithola njani ipendulo yombuzo lo?



Bahlela iinlwana zabo ngokeenqhema zemibala.



4. **Representing data:** Show learners the A4 graph.

**Guiding questions:**

- ★ How can we show what colour animals each of you has in your groups?

Guide learners towards putting the animals into the red, blue and yellow columns. They colour in the blocks where each animal is standing.



**TIP**

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.

5. **Interpreting data:** Learners look at their graphs together and compare them.

**Guiding questions:**

- ★ Do you have more red animals than other colour animals?
- ★ Who has fewer red animals than other colour animals?
- ★ Do you have more yellow or more blue blocks on your page?
- ★ Does anyone have the same number of red animals?
- ★ Who has fewer/more than this number of animals?
- ★ What is the difference/the same between \_\_\_\_'s and \_\_\_\_'s graphs?



**Check that learners are able to:**

- sort objects according to colour
- colour a graph according to concrete objects in a group
- answer questions based on their own picture
- compare their picture with others and notice similarities and differences

## Workstation 1

### What you need

- Magazines with transport pictures
- Scissors
- 3 containers, each with a picture label for air travel, water travel and road travel

Learners cut out pictures and place them into the container with the matching picture.

### Integration

**Home Language and Life Skills:** These pictures can be discussed as a Listening and Speaking activity and/or as a Beginning Knowledge activity.

4. **Ukujamiselela idatha:** Tjengisa abafundi igrafu ye-A4.**Imibuzo ehlahlako:**

- ★ Singatjengisa njani bonyana uneenlwana zemibala enjani esiqhemeni sakho?

Hlahla abafundi mayelana nokubeka iinlwana ngakumakholomu abovu, asarulani nahlaza satjani. Bafaka umbala ngebhlogweni lapha isilwana ngasinye sijame ngakhona.

5. **Ukurhumutjha idatha:** Abafundi baqala amagrafu wabo ndawonye bese bayawamadanisa.**Imibuzo ehlahlako:**

- ★ Ingabe uneenkomo ezibovu ezinengi kuneenlwana zeminye imibala?
- ★ Ngubani oneenkomo ezibovu eziimbawlana kuneenlwana zeminye imibala?
- ★ Unamabhlogo asarulani amanengi nofana ahlaza samkayi amanengi ephepheni lakho?
- ★ Ingabe bakhona abanesibalo esifanako seenlwana ezibovu?
- ★ Ngubani oneenlwana eziimbawlana/ezinengi kunenani leli leenlwana?
- ★ Khuyini umahluko/ukufana phakathi kwamagrafu we \_\_\_\_ newe \_\_\_\_?

 **ISIYELELISO**

Amagrafu wabafundi azakuhluka. Bazakuphendula ngokuya ngokombala weenlwana ezingeenkhafthinini zabo.

**Tjheja bonyana abafundi bayakwazi uku:**

- hlela izinto ngokwemibala
- faka igrafu umbala ngokwezinto eziphathekako esiqhemeni
- phendula imibuzo ephathelene neenthombe zabo
- madanisa iinthombe zabo nezinye bese bayelela ukufana nokuhluka

**Isitetjhi sokusebenzela 1****Okudingako**

- Amamegezini abaneenthombe zeenthuthi
- linkere
- Iimphathi ezi-3 ngasinye sibe nelebula yokukhamba emmoyeni, ukukhamba emanzini nokukhamba endleleni

Abafundi basika iinthombe bese bazibeka ngesiphathini esinesithombe esikhambelana nazo.

**Ukuhlanganisa**

**ILimi leKhaya namaKghono wePilo:** Iinthombe lezi kungakhulunywa ngazo njengomsebenzi wokuLalela nokuKhuluma begodu/nofana njengomsebenzi weLwazi lokuThoma.

## Workstation 2

### What you need

- Masking tape/string to create 4 columns on the mat/table
- A box with polystyrene, plastic, foil and paper/cardboard waste items
- Place one of each kind of waste item in each of the 4 columns

Learners sort objects according to what they are made of.

## Workstation 3

### What you need

- Shape graph page – different for each learner
- A container with cut-out circles, squares and triangles
- Glue

Learners paste or draw the correct number of shapes in each column.



## Workstation 4



### What you need

- Items from the *Resource Kit*: fruit, counters, sticks, Unifix blocks, coloured discs
- 5 containers with red, blue, yellow, green and black stickers/labels – a different colour on each
- Egg box with 6 spaces – 1 per learner

Learners sort the items from the *Resource Kit* according to colour. They then replace these and sort and classify the items in any other way using the egg boxes.

### Integration

**Home Language and Life Skills (outdoor play):** Make a grid in the outdoor play area. Learners collect and sort different outdoor objects in the grid.

## Isitetjhi sokusebenzela 2

### Okudingako

- Itheyiphu yokusitha/intambo yokwakha amakholomu ama-4 emadeni/etafuleni
- Ibhoksi lepholisterini, iplastiki, ifoyili nama-ayithemu wephepha/ikhadibhodi
- Beka i-ayithemu yinye yomhlobo omunye nomunye kumakholomu ama-4 ngayinye

Abafundi bahlela izinto ngokuya ngokwalokho ezenziwe ngakho.

## Isitetjhi sokusebenzela 3

### Okudingako

- Ikhasi legrafu yamabumbeko – elihlukileko umfundi ngamunye
- Isiphathi esineendulungu, iinkwere naboncantathu abasikiweko
- Isinamathiseli

Abafundi banamathisela nofana badweba inani elifaneleko lamabumbeko ngakukholomu ngayinye.



## Isitetjhi sokusebenzela 4



### Okudingako

- Ama-ayithemu we*Khidi yeenSetjenziswa*: iimbalisi zeentelo, iingojwana, amabhlogo we-*Unifix*, amadiski wemibala
- Ilimphathi ezi-5 ezinamalebula/iintikha ezibovu, ezihlaza
- samkayi, esisarulani, ezihlaza satjani nezinzima – umbala ehlukeleko ngasinye
- Ibhoksi lamaqanda elineenkhal ezisi-6 – 1 umfundi ngamunye

Abafundi bahlela ama-ayithemu we*Khidi yeenSetjenziswa* ngokwemibala. Babuyisela lokhu bese bahlele bebahlukanise ama-ayithemu nganofana ngiyiphi indlela ngokusebenzisa amabhoksi wamaqanda.

### Ukuhlanganisa

**ILimi leKhaya namaKghono wePilo (umdlalo wangaphandle):** Yenza igridi endaweni yokudlalela ngaphandle. Abafundi babuthelela izinto ezihlukeleko zangaphandle bese bazihlela kugridi.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Properties of shapes – compare same and different, sort according to properties
- Position
- Orientation and views

## New knowledge

- Follow directions
- Midline crossing

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Shapes: circle, square, triangle
- Forwards, backwards
- Reinforce position

## New maths vocabulary

opposite

around

along

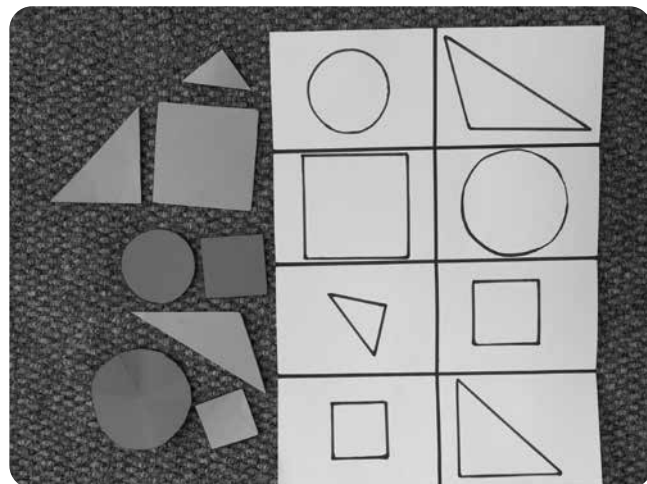
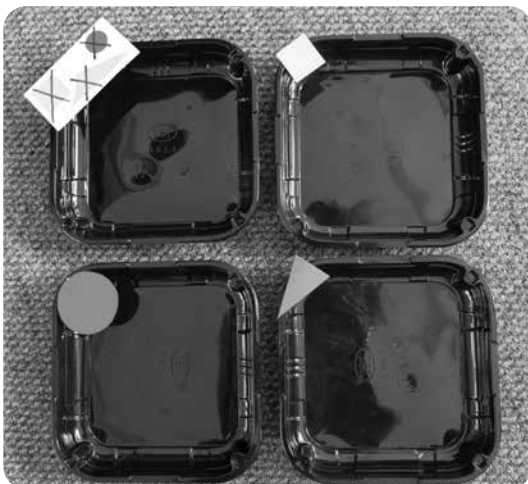
through

over

## Getting ready

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

- pictures of 7 ducklings
- 2 large cardboard circles – 1 red, 1 green
- big cardboard circles, squares and triangles – 3 of each
- 7 playdough/plastic ducks
- 40 cardboard triangles, circles and squares similar in size to the attribute blocks
- 30 cardboard circles, squares and triangles of various sizes and colours
- 30 other cardboard shapes, for example, diamonds, hearts, stars
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them
- shape matching boards and shapes that can be placed on the board – a different board for each learner.



# UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijijomethri)

## Iinhloko

- Amatshwayo wamabumbeko – ukumadanisa ukufana nokuhluka, ukuhlela ngokwamatshwayo
- Isikhundla
- Ubujamo nokuqaleka kwento

## Ilwazi elitjha

- Ukulandela iinkombatjhuba
- Ukweqa umuda ophakathi

## Ukujayeza

- Ukubala ngomlomo 1–20 nali-7–1
- Ukubala izinto 1–7
- Umqondo wenomboro 1–5
- Amabumbeko: indulungu, isikwere, uncantathu
- Ukuya phambili, ukuya emuva
- Ukugandelela isikhundla

## Ilwazimagama leembalo elitjha

phambena na mazombe

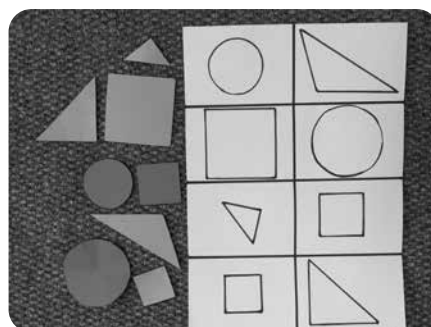
kanye na ukudlula kokhunye

ngehla/ngale

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iinthombe zamadada ali-7
- iindulungu ezikulu ezi-2 zamakhadibhodi – 1 ebovu, 1 ehlaza satjani
- iindulungu, iinkwere, naboncantathu abakhulu bekhadibhodi – 3 ngakunye
- amadada wehlama yokudlalisa/weplastiki ali-7
- aboncantathu, iindulungu neenkwere zekhadibhodi ezima-40 ezilingana namabhlogo wama-athribhuthi ngobukhulu
- iindulungu, iinkwere naboncantathu abama-30 bobukhulu nombala ohlukileko
- amabumbeko ama-30, isibonelo, amadayimani, iinhliziyo, iinkwekwezi
- iimphathi ezi-4 ezilebuliweko – 1 ngendulungu, 1 ngesikwere, 1 ngoncantathu, 1 ngesithombe samabumbeko amathathu la anesiphambano esivavundlileko
- amabhodi wokukhambelanisa amabumbeko namabumbeko angabekwa phezu kwebhodi – ibhodi ehlukeleko umfundi ngamunye.



## Whole class activities

### Day 1

#### What you need

- Song: *Seven little ducks* (page 202)
- Pictures of 7 ducklings
- 5 hula hoops
- 1 red and 1 green cardboard circle

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Count the duckling pictures from 1 to 7.
4. **Practising position:** Learners sit in a circle. Put five hula hoops in the middle of the circle. Learners move *between* the hula hoops when you show a green circle and sit *next to* a hula hoop when you show a red circle.



**TIP**

This activity can be done outside.

Then let five learners stand together *in* each of the hula hoops. Learners demonstrate actions according to the guiding questions.

#### Guiding questions:

- ★ How high/low can you reach?
- ★ How wide can you stretch?
- ★ Do you all have the same amount of space in your hula hoops?
- ★ Why/why not?

Let another learner stand *in* each hoop.

- ★ Now that there is one more learner in your hula hoop, has the amount of space that you each have changed?
- ★ How many more learners do you think could fit into the space in your hula hoop before all the space is taken?

Learners move *between* the hula hoops again, *forwards* and *backwards*. Then let five different learners stand together *in* each of the hula hoops.

- ★ How many learners could sit *inside* the hula hoop to fill up all the space?

Learners sit *in* the hula hoop to see how many will fit into one hula hoop. They move *around* the hula hoop they have been sitting in. They sit *outside* the hula hoop with their feet *on* the hula hoop.

5. **Small group activities:** Describe the activities at each workstation.





# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Ingoma: *Amadada amancani alikhomba* (ikhasi 203)
- Amahulahuphu ama-5
- Iindulungu yi-1 ebovu nayi-1 ehlaza satjani zekhadibhodi
- Iinthombe zamadada ali-7

1. **Ingoma:** Vumani ingoma, *Amadada amancani alikhomba* neenthombe.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Bala iinthombe zamadada ukusuka ku-1 ukuya ku-7.
4. **Ukujayeza isikhundla:** Abafundi bahlala ngendulungu. Beka amahulahuphu amahlanu ngaphakathi kwendulungu. Abafundi bakhamba *hlangana* namahulahuphu lokha nawubatjengisa indulungu ehlaza satjani bese bahlala *eduze* nehulahuphu lokha nawubatjengisa indulungu ebovu.

Abafundi abahlanu abajame ndawonye *ngaphakathi* kwelinye lamahulahuphu. Abafundi batjengisa izenzo ngokuya ngokwemibuzo ehlahlako.

#### Imibuzo ehlahlako:

- ★ Ungafikela phezulu/phasi kangangani?
- ★ Ungazilula ngobubanzi kangangani?
- ★ Ingabe noke ninesikhala esilinganako ngakumahulahuphu wenu?
- ★ Kubayini/kubayini kungasinjalo?

Umfundi omunye akajame *ngaphakathi* kwehulahuphu ngalinye.

- ★ Njengombana kunomfundi munye ngaphezulu ngakuhulahuphu yakho, ingabe ubungako besikhala lesi eninaso ngamunye sitjhugulukile?
- ★ Bangaki abanye abafundi ocabanga bonyana bangalingana esikhaleni samahulahuphu ukuzalisa isikhala soke?

Abafundi bakhamba *hlangana* namahulahuphu godu, *phambili nemuva*. Abafundi abahlanu abahlukileko abajame ndawonye *ngaphakathi* kwehulahuphu ngalinye.

- ★ Bangaki abafundi abangahlala *ngaphakathi* kwehulahuphu ukuzalisa isikhala soke?

Abafundi bahlala *ngaphakathi* kwamahulahuphu ukubona bonyana bangaki abazakulingana ngakuhulahuphu yinye. Bakhamba *mazombe* ngakuhulahuphu egade bahlezi ngaphakathi kwalo. Bahlala *ngaphandle* kwehulahuphu babeke iinyawo zabo *phezu* kwehulahuphu.

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



## Day 2

## What you need

- Song: *Seven little ducks* (page 202) and pictures
- 7 plastic/playdough ducks
- Plastic lid
- Big cardboard circles, squares and triangles – 3 of each

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put a lid with a group of seven ducks on the mat. Learners estimate how many ducks there are. Together count the ducks.
4. **Practising shapes:** Learners play the game, 'I spy ... (shape)' and identify circles, triangles and squares around the classroom. For example: 'I spy with my little eye a shape that has three corners and is stuck up on the wall.'
5. **Practising shapes and direction:** Place large cardboard shapes on the ground. Learners follow instructions to move to a specific shape. For example: 'Jump and stop at a circle, crawl to a shape with three corners, twirl to a shape with four straight sides.'
6. **Small group activities:** Describe the activities at each workstation.



## TIP

This activity could be done outside. Use chalk to draw shapes instead of using cardboard shapes.

## Day 3

## What you need

- Song: *Seven little ducks* (page 202) and pictures of ducks and ducklings
- 7 plastic/playdough ducks
- 7 circle attribute blocks (*Resource Kit*)
- Dot cards 1–5 (*Resource Kit*)
- Big cardboard circles, squares and triangles – 3 of each
- 3 beanbags

1. **Song:** Sing the song, *Seven little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and a group of seven circles on the mat. Learners estimate how many there are in each group. Together count each group.

## Guiding questions:

- ★ Do you think these groups have an equal number of objects?

4. **Practising circles and 1–5:** Discuss the ducks and circles with the learners.

## Guiding questions:

- ★ Can you see any part of the ducks or ducklings that look like circles?
- ★ Where in the room do you see circle shapes?

## Ilanga 2

## Okudingako

- Ingoma: *Amadada amancani alikhomba* (ikhasi 203) neenthombe
- Amadada weplastiki/wehlama yokudlalisa ali-7
- Iimvalo zeplastiki
- Iindulungu, iinkwere naboncantathu bekhadibhodi abakhulu – 3 ngakunye

1. **Ingoma:** Vumani ingoma, *Amadada amancani alikhomba* neenthombe.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka isivalo nesiqhema samadada alikhomba emadeni. Abafundi balinganisa bonyana mangaki amadada akhona. Balani amadada ndawonye.
4. **Ukujayeza amabumbeko:** Abafundi badlala umdlalo, 'Ngihlola ... (ibumbeko)' bese bafanisa iindulungu, aboncantathu neenkwere mazombe ngetlasini. Isibonelo: 'Ngihlola ngelihlo lami elincani ibumbeko elinamakhona amathathu begodu linamathiselwe ebodeni.'
5. **Ukujayeza amabumbeko nekomatjhuba:** Beka amabumbeko amakhulu wekhadibhodi phasi. Abafundi balandela imilayelo yokutjhidiswa kwebumbeko elithileko. Isibonelo: 'Yeqa bese uyajama endulungwini, khasela ebumbekweni elinamakhona amathathu, yenza isizunguzungu uye ebumbekweni elinamahlangothi amane anqophileko.'
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

 ISIYELELISO

Umsebenzi lo kufanele wenzelwe ngaphandle. Sebenzisa itjhogo ukudweba amabumbeko esikhundleni sokusebenzisa amabumbeko wamakhadibhodi.

## Ilanga 3

## Okudingako

- Ingoma: *Amadada amancani alikhomba* (ikhasi 203) neenthombe zamadada namadajana
- Amadada weplastiki/wehlama yokudlalisa ali-7
- Amabhlogo wama-athribhuthi weendulungu ali-7 (*IKhidi yeenSetjenziswa*)
- Amakarada wamaqatjhazi wenomboro 1–5 (*IKhidi yeenSetjenziswa*)
- Amakhadibhodi amakhulu weendulungu, iinkwere naboncantathu – ma-3 ngakunye
- Imigodla yamabhontjisi emi-3

1. **Ingoma:** Vumani ingoma, *Amadada amancani alikhomba*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Beka amadada alikhomba nesiqhema seendulungu ezilikhomba emadeni. Abafundi bayalinganisa bonyana mangaki esiqhemeni ngasinye. Balani isiqhema ngasinye ndawonye.

**Imibuzo ehlahlako:**

★ Ucabanga bonyana iinqhema lezi zinenani elinganako lezinto?

4. **Ukujayeza iindulungu naku-1–5:** Khulumani ngamadada neendulungu nabafundi.

**Imibuzo ehlahlako:**

★ Kukhona iingcenywe zamadada nofana zamadajana ozibonako eziqaleka njengeendulungu?

★ Uwabona kuphi ngetlasinapha amabumbeko wendulungu?

Show the learners dot cards 1–5.

- ★ What shape are the dots?
- ★ How many dots do you see on these cards?

Show two cards with different numbers of dots.

- ★ Does this card have more/fewer dots than this one?

5. **Practising shapes:** Place cardboard shapes in the middle on the mat. Play a beanbag game. Give three learners each a beanbag. They follow instructions, for example: ‘Throw your beanbag onto the shape that has three corners, the shape that has one more than three corners, the shape that has four sides.’ The learners name the shape on which the beanbag lands and discuss the properties. Repeat with other learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- Song: *If you’re holding a square* (page 198)
- 24 circle, square, triangle attribute blocks (*Resource Kit*)
- Big cardboard circles, squares and triangles – 2 of each
- 7 boxes (3 that have square faces and 4 that have rectangular faces)
- Song: *What can I do?* (page 204)

1. **Song:** Hand out 24 circle, square and triangle attribute blocks and 6 cardboard shapes. Sing *If you’re holding a square*. Learners cross their midline by passing their shapes from one hand to the other when they stand up.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven different-sized boxes on the mat. Learners estimate how many boxes there are and then count them.

#### Guiding questions:

- ★ Do any of the boxes have square-shaped sides?
  - ★ How do you know? How many?
  - ★ Are all the sides of the box square?
  - ★ Are there any boxes that don’t have square sides? How many?
4. **More than, fewer than, equal to:** Sort the boxes into two groups: those that have a square side and those that don’t.

#### Guiding questions:

- ★ Which group has more/fewer boxes? How many are there in each group?
- ★ What do we need to do to make these groups equal?

Tjengisa abafundi amakarada wamaqatjhazi weenomboro 1–5.

- ★ Amaqatjhazi anebumbeko elinjani?
- ★ Mangaki amaqatjhazi owabonako phezu kwamakarada lawa? Batjengise amakarada amabili anesibalo esihlukileko samaqatjhazi.
- ★ Ingabe ikarada leli linamaqatjhazi amanengi ngaphezulu/ambadlwana kunaleli?

5. **Ukujayeza amabumbeko:** Beka amabumbeko wekhadibhodi phakathi komada. Dlalani umdlalo womgodla weembhontjisi. Nikela abafundi abathathu umgodla weembhontjisi ngamunye. Balandela imilayelo, isibonelo: 'Phosela umgodla wakho weembhontjisi phezu kwebumbeko elinamakhona amathathu, ibumbeko elinalinye ngaphezulu kunamakhona amathathu, ibumbeko elinamahlangothi amane.' Abafundi batjho ibumbeko lapha umgodla weembhontjisi uwela khona bese bakhuluma ngamatshwayo. Buyelela nabanye abafundi.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 4

### Okudingako

- Ingoma: *Nangabe uphethe isikwere* (ikhasi 199)
- Amabhlogo wama-athribhuthi weendulungu, weenkwere, naboncantathu abama-24 (*IKhidi yeenSetjenziswa*)
- Amakhadibhodi amakhulu weendulungu, iinkwere naboncantathu – ma-2 ngakunye
- Amabhoksi ali-7 (3 anobuso besikwere nama-4 anobuso bukancamane)
- Ingoma: *Ngingenzani?* (ikhasi 205)

1. **Ingoma:** Phakisa amabhlogo wama-athribhuthi wendulungu, wesikwere newakancantathu abama-24 namabumbeko wamakhadibhodi ama-6. Vumani, *Nangabe uphethe isikwere*. Abafundi beqa umuda ophakathi badlulisa amabumbeko wabo ukusuka ngakwesinye isandla ukuya kesinye lokha nabasukumako.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Beka amabhoksi wobukhulu obuhlukileko emadeni. Abafundi balinganisa bonyana mangaki amabhoksi akhona bese bayawabala.

#### Imibuzo ehlahlako:

- ★ Ingabe likhona ibhoksi elinebumbeko elinamahlangothi wesikwere?
- ★ Wazi njani? Mangaki?
- ★ Ingabe woke amahlangothi webhoksi asikwere?
- ★ Ingabe akhona amabhoksi anganawo amahlangothi wesikwere? Mangaki?

4. **Ngaphezulu kuna-, mbadlwana kuna-, kulingana na-:** Hlela amabhoksi ngeenqhema ezimbili: lezo ezinamahlangothi asikwere nalezo ezinganawo.

#### Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema esinamabhoksi amanengi ngaphezulu/ambadlwana? Mangaki ngesiqhemeni ngasinye?
- ★ Khuyini ekufanele sikwenze ukwenza iinqhema lezi zilingane?

5. **Practising shapes:** Learners sit in a circle. Place a triangle, circle and square attribute block behind three learners. One learner skips around the outside of the seated learners as the class sings the song *What can I do?* He or she picks up the correct attribute block from behind a learner and places it behind another learner. Repeat with different learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *What can I do?* (page 204)
- Hula hoops, boxes, chairs and other objects for obstacle course

1. **Song:** Learners sing the song, *What can I do?* while you play the game as described in Day 4, activity 5. Choose different learners from those who played the game on Day 4.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap your hands any number of times from 1 to 7. Learners count the claps.
4. **Practising direction – backwards, forwards:** Learners follow a simple obstacle course outdoors, for example, moving over, under, around, between, along, through, in and out. They follow directions to move forwards and backwards on the course.
5. **Small group activities:** Describe the activities at each workstation.



### TIP

Learners cross their midline when following instructions, like touch your foot with your opposite hand, or touch your shoulder with your opposite hand.



### Integration

**Home Language and Life Skills:** Play a game of musical shapes. Place large shape cut-outs in a circle on the floor. Learners step from shape to shape when the music plays. When it stops, they say what shape they are standing on.

5. **Ukujayeza amabumbeko:** Abafundi bahlala ngendulungu. Beka ibhlogo le-athribhuthi likancantathu, lendulungu nelesikwere ngemva kwabafundi abathathu. Umfundi oyedwa weqa mazombe ngaphandle kwabafundi abahleziko lokha itlasi nayivumani ingoma *Ngingenzani?* Udobha ibhlogo le-athribhuthi elifaneleko ngemva komfundi bese ulibeka ngemva komunye umfundi. Phinda lokhu nabafundi abahlukileko.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 5

### Okudingako

- Ingoma: *Ngingenzani?* (ikhasi 205)
- Amahulahuphu, amabhoksi, iintulo nezinye izinto zomdlalo osiqabo

1. **Ingoma:** Abafundi bavumani ingoma, *Ngingenzani?* lokha nawudlala umdlalo ohlathululwe ngeLanga 4, umsebenzi 5. Khetha abafundi abahlukileko kilabo abadlale umdlalo wangeLanga 4.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Wahlani izandla zenu nofana kukangaki ukusuka ku-1 ukuya ku-7. Abafundi babala amawahlo.
4. **Ukujayeza ikombatjhuba – ukuya emuva, ukuya phambili:** Abafundi balandela umdlalo osiqabo esilula ngaphandle, isibonelo, ukudlulela ngale, ngaphasi, mazombe, phakathi, kanye na, dlula kokhanye, ngaphakathi nangaphandle. Balandela iinkombatjhuba ukuya phambili nokuya emuva phezu kwesiqabo.
5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

### ISIYELELISO

Abafundi beqa umuda wabo ophakathi lokha nabalandela imilayelo, njengokuthinta inyawo lakho ngesandla esiphambene nalo, nofana thinta ihlombe lakho ngesandla esiphambene nalo.



### Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Dlalani umdlalo wamabumbeko womvumo. Beka amabumbeko amakhulu asikiweko phasi ngaphakathi kwendulungu. Abafundi bagadanga ukusuka kwelinye ibumbeko ukuya kwelinye lokha nakudlala umvumo. Lokha nawuthulako, batjho ibumbeko abajame phezu kwalo.



## Small group activities

### Teacher-guided activity

#### What you need

- 24 attribute blocks (triangle, circle, square)
- Sticks (*Resource Kit*)
- A tub for each learner with:
  - 7 plastic/cardboard shapes (triangles, circles, squares)
  - 1 small car or animal counter

1. **Counting objects 1–7:** Place 24 attribute blocks on the mat. Learners take turns to each count seven attribute blocks. They count how many of each shape they have in their group of seven attribute blocks.

#### Guiding questions:

- ★ Which shape does \_\_\_\_\_ have one of/two of?

2. **Practising shapes; creating images:** Place attribute blocks on the mat to make an image. Learners copy the image using their attribute blocks.

#### Guiding questions:

- ★ Do you have all the shapes you need for this?
- ★ Which shapes are you missing?
- ★ How many of each of these do you need?



### TIP

Learners practise crossing the midline by having their shapes on one side of their body and building their shape image on the other side.



Learners use the attribute blocks and cardboard shapes from their tubs to create their own image.

- ★ What shapes did you use?
  - ★ Why did you use a triangle for a hat?
  - ★ What if we added this circle here?
  - ★ How many shapes did you use?
  - ★ Who used the most circles?
  - ★ Is there anyone who doesn't have a square?
3. **Practising shapes; using sticks:** Create a triangle or square using coloured sticks. Discuss it with the learners. Cover it and ask them to copy it. Repeat the activity, varying the size of the shape. Attempt to create a circle with the sticks.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Amabhlogo wama-athribhuthi ama-24 (uncantathu, indulungu, isikwere)
- Iingojwana (*IKhidi yeenSetjenziswa*)
- Isikhafthini somfundi ngamunye esine:
  - Amabumbeko weplastiki/wekhadibhodi ali-7 (uncantathu, indulungu, isikwere)
  - Ikoloyana yi-1 encani nofana isibalisi si-1 sekomo

1. **Ukubala izinto 1–7:** Beka amabhlogo wama-athribhuthi ama-24 emadeni. Abafundi bayadlhegana ngokubala amabhlogo wama-athribhuthi alikhomba ngamunye. Babala bonyana mangaki amabumbeko ngalinye abanawo esiqhemeni samabhlogo wama-athribhuthi alikhomba.

#### Imibuzo ehlahlako:

- ★ Ngiliphi ibumbeko eli \_\_\_\_\_ kunye kwe/kubili kwe?

2. **Ukujayeza amabumbeko; ukwakha umfanekiso:** Beka amabhlogo wama-athribhuthi emadeni ukwenza umfanekiso. Abafundi bakopa umfanekiso ngokusebenzisa amabhlogo wama-athribhuthi.

#### Imibuzo ehlahlako:

- ★ Unawo woke amabumbeko owafuanako walokhu?
- ★ Ngiwaphi amabumbeko owahlileko?
- ★ Udinga mangaki ngalinye walawa?

Abafundi basebenzisa ama-athribhuthi wamabumbeko wamakhadibhodi wangeenkafthini zabo ukwakha imifanekiso yabo.

- ★ Usebenzise liphi ibumbeko?
- ★ Kubayini usebenzise uncantathu mayelana nengwani?
- ★ Bekuzokwenzekani nangabe bengingezelele indulungu le lapha?
- ★ Mangaki amabumbeko owasebenzisileko?
- ★ Ngubani osebenzise iindulungu ezinengi khulu?
- ★ Ingabe kukhona onganaso isikwere?

3. **Ukujayeza amabumbeko:** ukusebenzisa iingojwana: Yakha uncantathu nofana isikwere ngokusebenzisa iingojwana ezinemibala. Khulumani ngayo nabafundi. Ivale bese ubabawe bayikope. Buyelela umsebenzi, ngokuvanganisa ubukhulu bamabumbeko. Zama ukwakha indulungu ngeengojwana.

#### ISIYELELISO

Abafundi bazijayeza ukweqa umuda ophakathi ngokobana amabumbeko wabo abe ngehlangothini linye lemizimba yabo bese bakha iinthombe zamabumbeko wabo abe ngakelinye ihlangothi.



**Guiding questions:**

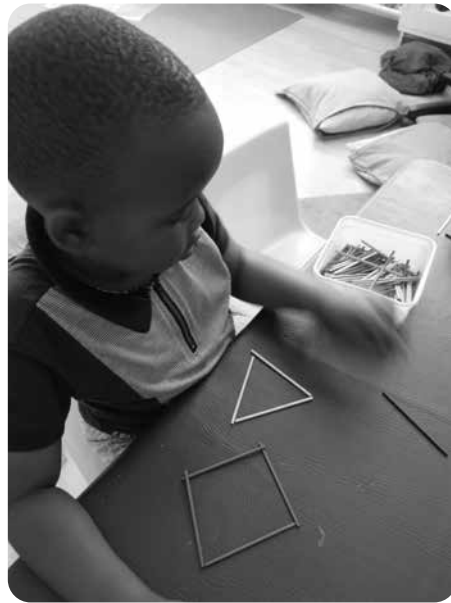
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



**TIP**

Encourage the use of position and direction vocabulary.

4. **Directions and position:** Learners use the sticks to create their own shapes. They follow instructions using the car or animal counter from their tubs. For example: 'Move the car/animal forwards around your shapes, backwards in between your shapes, forwards over the green/blue/yellow stick, reverse to park/stand inside a shape.' Ask each learner to give an instruction to the group.



**Check that learners are able to:**

- copy images made with shapes
- create images using shapes and respond to related questions
- respond to instructions with different directions and positions

**Workstation 1**

**What you need**

- 40 cardboard circles, triangles and squares
- 30 other shapes (for example, rectangle, kite, oval)
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them (see page 138)

Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.

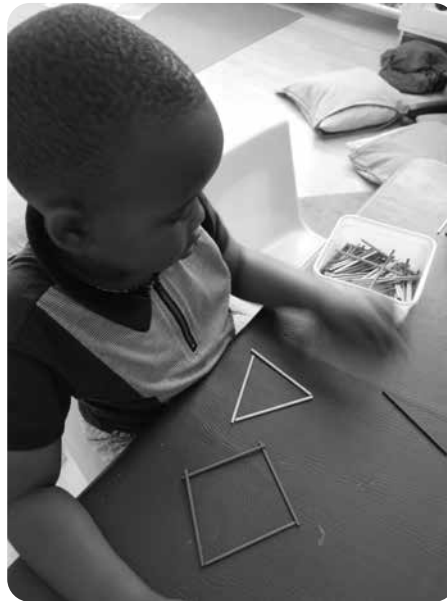
**Imibuzo ehlahlako:**

- ★ Ingabe lokhu kuqaleka njengendulungu? Kubayini ucabange njalo/ungacabangi njalo?
- ★ Ungayenza indulungu nganofana ngiyiphi indlela? (Gadangisa ikomitjhi mazombe.)


**ISIYELELISO**

Khuthaza  
ukusetjenziswa  
kwelwazimagama  
lesikhundla  
nelekomatjhuba.

4. **Ikombatjhuba nesikhundla:** Abafundi basebenzisa iingojuwana ukwakha amabumbeko wabo. Balandela imilayelo ngokusebenzisa isibalisi sekoloyi nofana sesisilwana zeenkhafthini zabo. Isibonelo: 'Tjhidisela ikoloyi/isilwana phambili mazombe nebumbeko lakho, ukuya phambili hlangana namabumbeko wakho, ukuya phambili ngehla kwesigojwana esihlaza satjani/esihlaza samkayi/esisarulani, ibuyisele emuva uyoyiphaga/uyoyijamisa ngaphakathi kwebumbeko.' Bawa umfundi ngamunye anikele isiqhema umlayelo.

**Tjheja bonyana abafundi bayakwazi uku:**

- kopa imifanekiso eyenziwe ngamabumbeko
- akha umfanekiso ngokusebenzisa amabumbeko bese uphendula imibuzo ekhambelanako
- phendula imilayelo eneenkomatjhuba neenkhundla ezihlukileko

**Isitetjhi sokusebenzela 1****Okudingako**

- lindulungu, aboncantathu neenkwere ezima-40 zekhadibhodi
- Amabumbeko ama-30 (isibonelo, uncamane, ikhayithi, i-ovali)
- limphathi ezi-4 ezilebuliweko – indulungu yi-1, isikwere si-1, yi-1 enesithombe samabumbeko
- Ama-3 aneemphambano ezivundlako (qala ikhasi 139)

Abafundi bahlela amabumbeko ngaphakathi kweemphathi ezi-4 ezilebuliweko. Bakha imifanekiso yabo ngokusebenzisa amabumbeko.

## Workstation 2



### What you need

- Wooden blocks (triangle-, square- and circle-shaped)
- Playdough
- 1 plastic knife or stick (*Resource Kit*) per learner

Learners press the playdough flat. They cut around the blocks and create images with their shapes.



**TIP**

Use other objects if you don't have blocks, for example, tiles, plastic cups or rulers, to create shapes such as triangles, circles and squares.

## Workstation 3

### What you need

- Masking tape/hula hoops
- Unifix blocks/Duplo/wooden blocks

Use hula hoops and masking tape to make shapes on the floor. Learners place blocks along the hoops and tape.



## Workstation 4

### What you need

- 1 shape board per learner (see page 138)
- Matching shape cut-outs

Learners match shapes to those on their boards. They swap boards once they have finished.

## Isitetjhi sokusebenzela 2



### Okudingako

- Amabhlogo weengodo (abumbeke njengoncantathu-, njengesikwere-, njengendulungu)
- Ihlama yokudlalisa
- Umukghwa weplastiki nofana isigojwana si-1 (*IKhidi yeenSetjenziswa*) umfundi ngamunye

Abafundi bagandelela ihlama yokudlalisa ibe sipara. Basika amabhlogo mazombe bese bakha imifanekiso ngamabumbeko wabo.



### ISIYELELISO

Sebenzisa ezinye izinto nangabe awunawo amabhlogo, isibonelo, amathayela, amakomitji weplastiki nofana amarula, ukwakha amabumbeko anjengoncantathu, indulungu nesikwere.

## Isitetjhi sokusebenzela 3

### Okudingako

- Itheyiphu yokusitha/ amahulahuphu
- Amabhlogo we-*Unifix*/we-*Duplo*/ amabhlogo weengodo

Sebenzisa amahulahuphu netheyiphu yokunamathisela ukwenza amabumbeko phezu kwephasi. Abafundi babeka amabhlogo malunga namahulahuphu netheyiphu.



## Isitetjhi sokusebenzela 4

### Okudingako

- Ibhodi yebumbeko li-1 umfundi ngamunye (qala ikhasi 139)
- Amabumbeko akhambelanako asikiweko

Abafundi bamadanisa amabumbeko nalawo aphezu kwamabhodi wabo. Batjintjisana ngamabhodi lokha nabaqedileko.



# Content Area Focus:

## Measurement

### Topics

- Length – compare and order objects using appropriate vocabulary

### New knowledge

- Measuring and comparing: length (long, longer, longest; short, shorter, shortest)

### Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Estimation 1–7
- Length: tall, short

### New maths vocabulary

long

short

longer

longest

length

## Getting ready

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

- pictures of 4 long worms and 3 short worms
- 4 × 20–30 cm long, and 3 shorter playdough worms
- a length of string per learner and learners' names
- scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- lengths of cardboard that should all be the same width, but different lengths – 1 per learner
- strips of coloured paper of the same width, but different lengths – 10 per learner
- A4 page per learner with line down the middle; a short strip pasted to the top of one side and a long strip pasted to the top of the other side
- A3/A4 page per learner with a different length worm on each
- A4 page per learner with 5 lines of different lengths running across the page.


**TIP**

Place various items from nature on the maths table during the week, for example, feathers, sticks, leaves. These can be used for measuring and ordering.

## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 playdough worms
- 1 A3 page
- 2 A4 pages
- Term 1 height chart
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.



# UmNqopho wesiGaba sokuMumethweko: Ukumeda

## Iinhloko

- Ubude – madanisa bese urhemisa izinto ngokusebenzisa ilwazimagama elifaneleko

## Ilwazi elitjha

- Ukumeda nokumadanisa: ubude (-de, danyana, de khulu; fitjhani, fitjhazana, fitjhani khulu)

## Ukujayeza

- Ukubala ngomlomo 1–20 nali-7–1
- Ukubala izinto 1–7
- Ukulinganisa 1–7
- Ubude: phakama, fitjhani

## Ilwazimagama leembali elitjha

phakama

ubufitjhani

ubudanyana

de khulu

ubude

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iinthombe ezi-4 zeembungu ezide nazi-3 zeembungu ezifitjhani
- iimbungu zehlama yokudlalisa ezinobude obuyi 4 × 20–30 cm, nazi-3 ezifitjhazana
- intambo ede umfundi ngamunye namagama wabafundi
- iinkhafu, amaribhoni, amabhande, imitja yamanyathelo, iintambo – okuli-7 ngamunye, ubude boke obuhlukileko
- ubude bekhadibhodi elifanele libe nobubanzi obufanako, kodwana ubude obuhlukileko – li-1 umfundi ngamunye
- imitletlana yephepha enombala enobubanzi obulinganako, kodwana enobude obuhlukileko – eli-10 umfundi ngamunye
- iphepha le-A4 umfundi ngamunye elinomuda phakathi, umtletlana omfitjhani onanyathiselwe ngaphezulu ngehlangothini elilodwa nomtletlana omude onanyathiselwe ngaphezulu ngakwelinye ihlangothi
- iphepha le-A3/A4 umfundi ngamunye elinobude obuhlukileko besibungu phezu kwephepha ngalinye
- iphepha le-A4 umfundi ngamunye elinemida emi-5 yobude obuhlukileko evundle iphepha.

## ISIYELELISO

Beka ama-ayithemu amihlobohlobo wemvelo etafuleni yeembali phakathi kweveke, isibonelo, amasiba, iingojuana, amakari. Lokhu kungasetjenziselwa ukumeda nokurhemisa.

## Imisebenzi yetlasi yoke

### Ilanga 1

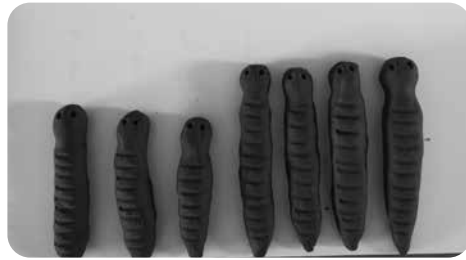
#### Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Iinthombe zeembungu ezili-7
- Iimbungu zehlama yokudlalisa ezili-7
- Iphepha le-A3 eli-1
- Amaphepha we-A4 ama-2
- Ithemu 1 itjhadi lokuphakama
- Intambo namagama wesiqhema esisodwa sabafundi

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani* neenthombe.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle. Look at the seven playdough worms on an A3 page.



**Guiding questions:**

- ★ How many worms do you think there are?

Count the worms together.

4. **Long and short:** Place a long and a short worm on an A4 page.

**Guiding questions:**

- ★ What is the same/different about these worms?
- ★ What else can you see in our classroom that is long/short?
- ★ How can we find out if an object is longer or shorter than another object?
- ★ What are some of the different ways we can measure objects?

5. **Reinforcing length:** Look at the height chart from Term 1. Measure the height of one group of learners and add their measurements to the height chart. Discuss and compare similarities and differences in learners' heights.

**Guiding questions:**

- ★ Is your height the same as the last time we measured you, or are you taller than you were?
- ★ How can we find out how tall you are?
- ★ Is there another way?

6. **Small group activities:** Describe the activities at each workstation.



**TIP**

Remember to measure from the ground to the top of the learner's head. Measure one group each day.

## Day 2

### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for one group
- Sticks (*Resource Kit*)
- Scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Display seven belts and six scarves in two separate groups.

**Guiding questions:**

- ★ How many belts/scarves do you think there are in each group?
- ★ Do you think each group has an equal number of objects?

Count the belts and scarves and discuss.

- ★ What do we need to do to make the groups equal? (Add one more scarf.)



### ISIYELELISO

Khumbula ukumeda ukusuka phasi ukuya phezu kwehloko yomfundi. Meda isiqhema sinye ilanga ngalinye.

2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Qala iimbungu zehlama yokudlalisa ezilikhomba phezu kwephepha le-A3.  
**Imibuzo ehlahlako:**
  - ★ Zingaki iimbungu ocabanga bonyana zikhona? Balani iimbungu ndawonye.
4. **Ubude nobufitjhani:** Beka isibungu eside nesifitjhani phezu kwephepha le-A4.  
**Imibuzo ehlahlako:**
  - ★ Khuyini okufanako/okuhlukileko ngeembungwezi?
  - ★ Khuyini okunye okubonako ngetlasini yethu okude/okufitjhani?
  - ★ Singathola njani bonyana nangabe into yide nofana yifitjhani kunenye into?
  - ★ Ngiziphi ezinye iindlela ezihlukileko esingameda ngazo izinto?
5. **Ukugandelela ubude:** Qala itjhadi lokuphakama leThemu 1. Meda ukuphakama kwesiqhema esisodwa sabafundi bese ufaka iinlinganiso zabo etjhadini lokuphakama. Khulumani bese nimadanise ukufana nokuhluka ekuphakameni kwabafundi.  
**Imibuzo ehlahlako:**
  - ★ Ingabe ukuphakama kwakho kusafana nokwesikhathi esagcina ukukumeda ngaso, nofana sewumudanyana kunalokho obewungikho?
  - ★ Singathola njani bonyana umude kangangani?
  - ★ Ingabe ikhona enye indlela?
6. **Imisebenzi yesiqhema esincani:** Tlhadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

## Ilanga 2

### Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Iinthombe zeembungu ezili-7
- Intambo namagama wabafundi besiqhema sinye
- Iingojuana (*IKhidi yeenSetjenziswa*)
- Iinkhafu, amaribhoni, amabhande, imitja yamanyathelo, imitja – okuli-7 ngakunye, koke kube nobude obuhlukileko
- Itheyiphu yokusitha/itjhogo

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani* neenthombe.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Khangisa amabhande alikhomba neenkhafu ezisithandathu eenqhemeni ezimbili ezihlukileko.  
**Imibuzo ehlahlako:**
  - ★ Mangaki amabhande/iinkhafu ocabanga bonyana zikhona esiqhemeni ngasinye?
  - ★ Ucabanga bonyana isiqhema ngasinye sinenani elilinganako lezinto? Balani amabhande neenkhafu bese nikhuluma ngazo.
  - ★ Khuyini ekufanele sikwenze ukwenza iinqhema zilingane? (Ngezelela isikhafu esisodwa ngaphezulu.)

Count the items again. Put them in two rows, matching the belts and scarves to show that each group has the same number of objects.

4. **Exploring length:** Display the scarves, ribbons, belts, shoelaces and string.

**Guiding questions:**

- ★ How did you measure your objects (in Day 1)?

Learners compare the length of the scarves, ribbons, belts, shoelaces and string by placing them next to each other and discussing which is longer/shorter.

- ★ How do you know that one is short and one is long?
- ★ Can you use your hand/foot/a stick to measure your object?

Learners sit in five groups. They measure scarves, belts and so on, and discuss length using hands/feet/sticks.



Use masking tape or draw a line with chalk. Learners place the items on the line and arrange them from longest to shortest.

- ★ Why did we put all the belts and scarves on the line when we arranged them from longest to shortest?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

**Day 3**



**TIP**

If there is not enough time to complete measuring the learners' height and adding the measurements to the height chart, continue to do this at other times in the daily programme, for example, at snack time.

**What you need**

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 wooden sticks of different lengths
- 23 coloured plastic sticks (*Resource Kit*)
- String and names for one group of learners
- Lengths of cardboard of the same width and different lengths – 1 per learner
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven coloured plastic sticks (from the *Resource Kit*) and the seven wooden sticks on the mat in two separate groups.

Bala ama-ayithemu godu. Abeke ngamarherho amabili, umadanise amabhande neenkhafu ukutjengisa bonyana isiqhema ngasinye sinenani elifanako lezinto.

4. **Ukuhlola ubude:** Khangisa iinkhafu, amaribhoni, amabhande, imitja yamanyathelo nentambo.

**Imibuzo ehlahlako:**

- ★ Uzimede njani izinto zakho (ngeLanga 1)?

Abafundi bamadanisa ubude beenkhafu, amaribhoni, amabhande, imitja yamanyathelo nemitja ngokuzibeka emaduzana bese bayakhuluma bonyana ngikuphi okudanyana/okufitjhezana.

- ★ Wazi njani bonyana eyodwa yifitjhani begodu enye eyodwa yide?
- ★ Ungasisebenzisa isandla/inyawo/isigojwana ukumeda into yakho?

Abafundi bahlala ngeenqhema ezihlanu. Bameda iinkhafu, amabhande njalonjalo, bese bakhuluma ngobude ngokusebenzisa izandla/iinyawo/iingojwana.



Sebenzisa itheyiphu yokusitha nofana dweba umuda ngetjhogo. Abafundi babeka ama-ayithemu phezu komuda bese bayawahlala ukusuka kwede khulu ukuya kefitjhani khulu.

- ★ Kubayini sibeke woke amabhande neenkhafu phezu komuda lokha nasizihlela ukusuka kwede khulu ukuya kefitjhani khulu?

5. **Itjhadi lokuphakama:** Meda isiqhema esilandelako sabafundi bese uhlanganisa iinlinganiso zabo etjhadini lokuphakama.
6. **Imisebenzi yesiqhema esincani:** Tlhadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

## ISIYELELISO

Nangabe akunasikhathi esaneleko ukuqeda ukumeda ukuphakama kwabafundi nokuhlanganisa iinlinganiso etjhadini lokuphakama, ragela phambili ukwenze lokhu ngesinye isikhathi sehlelo langamalanga, isibonelo, isikhathi sombambandlala.

## Ilanga 3

### Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Iinthombe zeembungu ezili-7
- Iingojwana ezili-7 zobude obuhlukileko
- Iingojwana zeplastiki zombala ezima-23 (*IKhidi yeenSetjenziswa*)
- Intambo namagama wabafundi besiqhema esisodwa
- Ubude bamakhadibhodi wobubanzi obufanako nobude obuhlukileko – li-1 umfundi ngamunye
- Itheyiphu yemaski/itjhogo

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani* neenthombe.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iingojwana zeplastiki zombala ezilikhomba (*zeKhidi yeenSetjenziswa*) neengojwana ezilikhomba emadeni ngeenqhema ezimbili ezihlukileko.

**Guiding questions:**

- ★ How many sticks do you think there are in each of these groups?

Count the sticks and discuss.  
Compare the lengths of the sticks.

- ★ What do you think we could measure in our classroom with the short plastic sticks/longer wooden sticks?
- ★ Why?

Learners measure objects in the classroom with sticks.



4. **Reinforcing measurement – length:** Discuss the items that learners measured with sticks.

**Guiding questions:**

- ★ What did you find in the classroom that is long/short?
- ★ Whose object was longest/shortest?
- ★ What object can you think of outside of our classroom that is long/short?

Place the cardboard strips in the middle of the mat. Show the learners two of the strips.

- ★ Which of these two strips is long/short?

Repeat with two other strips.

Learners each fetch one strip from the middle of the mat. Put one strip down as a guide.

- ★ If we want to arrange our strips according to length from shortest to longest what do we need to do?
- ★ How should we line them up?



Line the strips up alongside a masking tape or a chalk line. Learners take turns to place their strips from shortest to longest. Remind learners why it is important to align the ends of the strips with the bottom of the masking tape/chalk line when measuring. They estimate where their strip will go, and help each other if a strip needs to be moved.

- ★ What do you think about where \_\_\_\_\_ has put their strip?
- ★ Should we move \_\_\_\_\_'s strip? Why?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



Use questions to guide the learners to problem solve around the arrangement of the strips.



**Imibuzo ehlahlako:**

- ★ Zingaki iingojwana ocabanga bonyana zikhona eenqhemeni lezi ngasinye?

Balani iingojwana bese niyakhuluma. Madanisa ubude beengojwana.

- ★ Khuyini ocabanga bonyana singakumeda ngetlasini yethu ngeengojwana zeplastiki esifitjhani/ ngeengojwana ezidanyana?
- ★ Kubayini?

Abafundi bameda izinto ezingetlasini ngeengojwana.



4. **Ukugandelela ukumeda – ubude:** Khulumani ngama-ayithemu abafundi abawamede ngeengojwana.

**Imibuzo ehlahlako:**

- ★ Khuyini okuthole ngetlasini okude/okufitjhani?
- ★ Ngeyakabani into egade iyide khulu/iyifitjhani khulu?
- ★ Khuyini into ongayicabanga engaphandle kwetlasi yethu ede/efitjhani?

Beka imitletlana yekhadibhodi phakathi komada. Tjengisa abafundi imitletlana emibili.

- ★ Ngiwuphi umtletlana kemibili le omude/omfitjhani?

Buyelela ngemitletlana eminye emibili.

Abafundi bathatha umtletlana ngamunye phakathi komada. Beka umtletlana owodwa phasi njengomhlahlandlela.

- ★ Nangabe sifuna ukuhlela imitletlana yethu ngokobude ukusuka komfitjhani khulu ukuya komude khulu, kufanele senzeni?

- ★ Siyirhemisa njani?

Rhemisa imitletlana kunye namatheyiphu wokusitha nofana itjhogo. Abafundi bayadlhegana ukubeka imitletlana ukusuka komfitjhani khulu ukuya komude khulu. Khumbuza abafundi kobana kubayini kuqakathekile ukulinganisa iimpenta zemitletlana nengaphasi letheyiphu yokunamathisela/itjhogo lokho nawumedako. Bayalinganisa bonyana imitletlana yabo izakufika kuphi, begodu bayasizana nangabe umtletlana kufanele utjhidiswe.

- ★ Khuyini okucabangako mayelana nalapho \_\_\_\_ babeke khona imitletlana yabo?
- ★ Nasingatjhidisa \_\_\_\_ umtletlana? Kubayini?

5. **Itjhadi lokuphakama:** Meda isiqhema esilandelako bese uhlanganisa iinlinganiso zabo etjhadini lokuphakama.
6. **Imisebenzi yesiqhema esincani:** Tlhadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.



**ISIYELELISO**

Sebenzisa imibuzo ukuhlela abafundi kobana bararulule umraro mayelana nokuhlelwa kwemitletle.



## Day 4

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 different lengths of rope
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle, while you stand holding five pieces of rope. Learners estimate how many you are holding. Count these together.

**Guiding questions:**

- ★ How many more pieces of rope do we need to have seven pieces?

Add two more and count again.

4. **Exploring length:** Discuss the pieces of rope you are holding.

**Guiding questions:**

- ★ How many of these pieces of rope are touching the floor?
- ★ Why don't they all touch the floor?
- ★ How can we find out which is the shortest/longest piece of rope?

Draw a line on the floor and ask learners to guide you in arranging the pieces of rope from longest to shortest. Remove five pieces of rope.

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



## Day 5

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for the last group of learners
- Term 1 height chart
- Birthday chart

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. As you clap, learners count and say how many claps there are.

## Ilanga 4

## Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Ubude obuhlukileko beentambo ezili-7
- Iinthombe zeembungu ezili-7
- Intambo namagama wesiqhema esisodwa sabafundi

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani* neenthombe.

2. **Ukubala ngomlomo:** 1–20 nali-7–1.

3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu, lokha nawujamileko uphethe iinquntu ezihlanu zeentambo. Abafundi balinganisa bonyana uphethe iintambo ezingaki. Balani lokhu nindawonye.

**Imibuzo ehlahlako:**

- ★ Zingaki ezinye iinquntu zeentambo esizidingako kobana sibe neenquntu ezilikhomba?

Ngezelela ngazimbili ngaphezulu bese niyabala godu.

4. **Ukuhlola ubude:** Khulumani ngeenquntu zeentambo oziphetheko.

**Imibuzo ehlahlako:**

- ★ Zingaki iinquntu zeentambo ezithinta phasi?
- ★ Kubayini zingathinti phasi zoke?
- ★ Singathola njani bonyana ngisiphi isiquntu sentambo esifitjhani khulu/eside khulu?

Dweba umuda phasi bese ubawa abafundi bakuhlahle ekuhleleni iinquntu zeentambo ukusuka kwede khulu ukuya kwefitjhani khulu. Susa iinquntu ezihlanu zeentambo.

5. **Itjhadi lokuphakama:** Meda isiqhema esilandelako bese uhlanganisa iinlinganiso zabo netjhadi.

6. **Imisebenzi yesiqhema esincani:** Tlhadhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.



## Ilanga 5

## Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Intambo namagama wesiqhema sokugcina sabafundi
- Iinthombe zeembungu ezili-7
- Ithemu 1 Itjhadi lokuphakama
- Itjhadi lamalanga wokubelethwa

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani* neenthombe.

2. **Ukubala ngomlomo:** 1–20 nali-7–1.

3. **Ukubala izinto 1–7:** Wahla nofana kukangaki phakathi ku-1 nali-7. Lokha nawuwahlako, abafundi bayabala bese bathi mangaki amawahlo akhona.

4. **Height chart:** Measure the last group of learners and add their measurements to the height chart. Discuss the Term 2 height chart.

**Guiding questions:**

- ★ Who is taller/shorter than you?
- ★ How do you know?
- ★ Are there any learners that are the same height as each other?

Compare Term 1 and 2 height charts.

- ★ Has anything changed since Term 1?
- ★ Who is taller this term than they were last term?

Look at the birthday chart and count together how many months have passed since you did the Term 1 height chart.

- ★ Do you think the height chart will look different if we do it again at the end of the year, in the last month?
- ★ Why?

5. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Outdoor activities can include measuring long and short breaths before and after running, and measuring long and short shadows at different times of the day. When reading stories to the learners, point out words that are long (have a lot of letters in them) and words that are short (have only one or two letters in them).

## Small group activities

### Teacher-guided activity

#### What you need

- 7 toilet roll tubes
- 1 small chair per learner
- Unifix blocks (*Resource Kit*)
- Different lengths of string and paper, sticks (*Resource Kit*)

1. **Practising length; sorting objects:** Place string, paper and sticks in a pile on the mat. Learners sort these into two groups: long and short.

**Guiding questions:**

- ★ How did you decide what to put into each group?

2. **Practising length; comparing objects:** Place a toilet roll tube lengthways on the mat.



4. **Itjhadi lokuphakama:** Meda isiqhema esilandelako bese uhlanganisa iinlinganiso zabo etjhadini lokuphakama. Khulumani ngeThemu 2 itjhadi lokuphakama.

**Imibuzo ehlahlako:**

- ★ Ngubani omudanyana/omfitjhezana kunawe?
- ★ Wazi njani?
- ★ Ingabe kukhona abafundi abaphakeme ngokulinganako nabanye? Madanisa lthemu 1 neyesi-2 itjhadi lokuphakama.
- ★ Kukhona okutjhugulukileko ukusukela ngeThemu 1?
- ★ Ngubani omudanyana kilethemu kunakuthemu yokugcina?

Qala itjhadi lamalanga wokubelethwa bese niyabala bonyana zingaki iinyanga ezidlulileko soloko wenza iThemu 1 itjhadi lokuphakama.

- ★ Ucabanga bonyana itjhadi lokuphakama lizakuqaleka lihlukile lokha nasingalenza godu ekupheleni komnyaka, enyangeni yokugcina?
- ★ Kubayini?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Imisebenzi yangaphandle ingafaka hlangana ukumeda ubude nobufitjhani bokuphefumula ngaphambili nangemva kokugijima, nokumeda ubude nobufitjhani beenthunzi ngeenkhati ezihlukileko zelanga. Lokha nawufundela abafundi iindatjana, khomba amagama amade (anamaledere amanengi) namagama amafitjhani (aneledere linye nofana amabili).

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Amatjhubhu werolo yephepha lendlwani ali-7
- Isitulo esincani si-1 umfundi ngamunye
- Amabhlogo we-*Unifix* (*IKhidi yeenSetjenziswa*)
- Ubude obuhlukileko bentambo nephepha, neengojwana (*IKhidi yeenSetjenziswa*)

1. **Ukujayeza ubude; ukuhlela izinto ngamaneko:** Beka intanjana, iphepha nesigojwana ewobhini emadeni. Abafundi bahlela lokhu ngokweenqhema: okude nokufitjhani.

**Imibuzo ehlahlako:**

- ★ Usithethe njani isiqunto sokobana ufaka ini ngesiqhemeni ngasinye?

2. **Ukujayeza ubude; ukumadanisa izinto:** Beka itjhubhu lerolo yephepha lendlwani ngobude emadeni.



**Guiding questions:**

- ★ Can you find anything in the classroom that is longer/shorter than this?

Learners each fetch two things, and take turns to explain what they have found and why they are longer/shorter than the toilet roll tube.

3. **Counting objects 1–7; measuring chairs:** Place seven toilet roll tubes in a line lengthways touching one another.

**Guiding questions:**

- ★ How many toilet roll tubes do you think there are?

Count the toilet roll tubes together.

- ★ Can you see anything in the classroom that you think is the same length as these seven toilet roll tubes lined up together?
- ★ How can we use one toilet roll tube to measure the height of your chair?

Learners explore this.

- ★ Where could we start measuring?

Discuss and guide them in marking where they start and end. Together count how many toilet roll tubes were needed to measure the height of the chair.

- ★ How many toilet roll tubes do you think we will need to measure the length of the seat of the chair?
- ★ Do you think we will need more or fewer toilet roll tubes to measure the seat?
- ★ What else could we use to measure different parts of your chairs?

Learners find something in the classroom that they would like to use to measure with. They explore measuring different parts of the chair using the objects they found, paper and string lengths.



**Imibuzo ehlahlako:**

★ Ikhona into ongayithola ngetlasini edanyana/efitj hazana kunale? Umfundi ngamunye uthatha izinto ezimbili, bayadl hegana ukuhlathulula lokho abakutholileko nokobana kubayini kukudanyana/kukufitj hazana kunetjhubhu lerolo yephepha lendlwaneni.

3. **Ukubala izinto 1-7; ukumeda iintulo:** Beka amatjhubhu werolo yephepha lendlwaneni alikhomba ngokuwarhemisa ngobude athintane.

**Imibuzo ehlahlako:**

★ Mangaki amatjhubhu werolo yephepha lendlwaneni ocabanga bonyana akhona?

Balani amatjhubhu werolo yephepha lendlwaneni nindawonye.

★ Kukhona okubonako ngetlasini ocabanga bonyana kunobude obulingana nobamatjhubhu werolo yephepha lendlwaneni alikhomba lawa arhenyiswe ndawonye?

★ Singalisebenzisa njani itjhubhu lerolo yephepha lendlwaneni ukumeda ukuphakama kwesitulo sakho?

Abafundi bayazama ukwenza lokhu.

★ Singathoma kuphi ukumeda?

Khulumani bese uyabahlahla ukumerega lapha bathoma khona nalapho bagcina khona. Balani ndawonye bonyana mangaki amatjhubhu werolo yephepha lendlwaneni afunekako ukumeda ukuphakama kwesitulo.

★ Mangaki amatjhubhu werolo yephepha lendlwaneni ocabanga bonyana sizawadinga ukumeda ubude besihlalo sesitulo?

★ Ucabanga bonyana sizakudinga amatjhubhu werolo yephepha lendlwaneni amanye nofana ambadlwana wokumeda isihlalo?

★ Khuyini okunye esingakusebenzisa ukumeda iingceny ezihlukileko zesitulo?

Abafundi bathola into ngetlasini abangathanda ukuyisebenzisela ukumeda ngayo. Bameda iingceny ezihlukileko zesitulo ngokusebenzisa izinto ebazitholileko, iphepha nentambo yobude.



4. **Reinforcing length; Unifix blocks:** Show learners a length of five Unifix blocks joined together. They choose string and pieces of paper that are longer than the blocks. Repeat with lengths of up to seven Unifix blocks.



**Guiding questions:**

- ★ How do you know that this is longer than the blocks?
- ★ Can you find something that is shorter/the same length?

Learners create their own lengths using the blocks and arrange these from shortest to longest.



**TIP**

Use appropriate non-standard units to measure objects, for example, small blocks to measure books, plastic sticks to measure the seat of the chair and longer objects or pieces of string to measure the top of the desk.



**Check that learners are able to:**

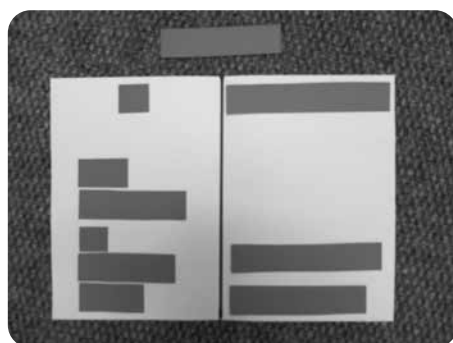
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

**Workstation 1**

**What you need**

- 10 strips of paper per learner
- Sheet of paper
- Glue
- Kokis
- 1 medium-length cardboard strip placed in the middle of the table

Learners measure paper strips against the cardboard strip. They paste strips onto the 'long' or the 'short' side of the page. They use kokis to turn the strips into anything they like.





4. **Ukugandelela ubude; amabhlogo we-*Unifix*:** Tjengisa abafundi ubude bamabhlogo we-*Unifix* ahlanganisiweko. Bakhetha intambo neenqundu zephepha ezide kunamabhlogo. Buyelela ngobude obungangamabhlogo alikhomba we-*Unifix*.



**Imibuzo ehlahlako:**

- ★ Wazi njani bonyana lokhu kude kunamabhlogo?
- ★ Ungayithola into efitjhezana/efanako ngobude?

Abafundi bakha ubude babo ngokusebenzisa amabhlogo bese bahlela ukusukela kokude khulu ukuya kokufitjhani khulu.

**ISIYELELISO**

Sebenzisa iinlinganiso ezingakahleleki ukumeda izinto, isibonelo, amabhlogo amancani ukumeda iincwadi, iingojuana zeplastiki ukumeda isihlalo sesitulo nezinto ezidanyana nofana iinquntu zentanjana ukumeda ingaphezulu ledeske.



**Tjheja bonyana abafundi bayakwazi uku:**

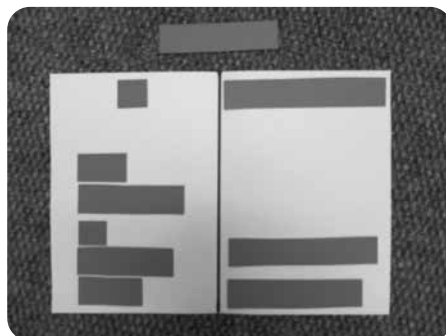
- madanisa bese barhemisa izinto ngokobude – ubude nobufitjhani
- tjengisa ukuzwisisa ubude nobufitjhani; ukuphakama nobufitjhani

**Isitetjhi sokusebenzela 1**

**Okudingako**

- Imitletlana eli-10 yephepha umfundi ngamunye
- Itjhidi lephepha
- Isinamathiseli
- Amakhokhi
- Umtletlana wekhadibhodi onobude obulingeneko mu-1 obekwe phakathi kwetafula

Abafundi bameda imitletlana yamaphepha bayilinganisa nemitletlana yekhadibhodi. Banamathisela imitletlana ehlangothini lephepha 'elide' nofana 'elifitjhani'. Basebenzisa Amakhokhi ukutjhugulula imitletlana kobana ibe yinofana yini abayithandako.



## Workstation 2

### What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

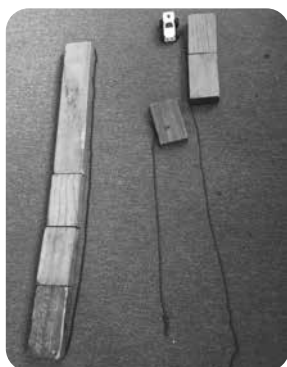


## Workstation 3

### What you need

- Wooden blocks
- Lengths of string

Learners build long and short trains/trucks/roads in the block area. They use lengths of string to measure these.



## Workstation 4

### What you need

- Playdough
- A4 page per learner with 5 lines of different lengths
- Sticks (*Resource Kit*)

Learners make lengths of playdough that match each of the lines on the template. They decorate these using sticks to make patterns.

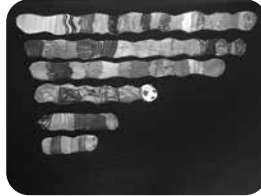


## Isitetjhi sokusebenzela 2

### Okudingako

- Umfuziselo weembungu zobude obuhlukileko – iphepha eli-1 umfundi ngamunye
- linkere
- Amakhrayoni

Abafundi bahlobisa iimbungu bese bayazisika.

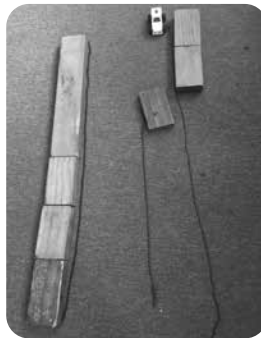


## Isitetjhi sokusebenzela 3

### Okudingako

- Amabhlogo weengodo
- Ubude bentambo

Abafundi bakha iintimela/amathraga/iindlela ezide nezifitjhani endaweni yebhlogo. Basebenzisa ubude bemitletana ukumeda lokhu.



## Isitetjhi sokusebenzela 4

### Okudingako

- Ihlama yokudlalisa
- Iphepha le-A4 umfundi ngamunye elinemida emi-5 yobude obuhlukileko
- Iingojuana (*IKhidi yeenSetjenziswa*)

Abafundi benza ubude behlama yokuhlalisa obukhambelana nomuda ngamunye okumfuziselo. Bahlobisa lokhu ngokusebenzisa iingojuana ukwenza amaphetheni.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Describe, compare and order numbers
- Addition and subtraction (oral)
- Problem solving

## New knowledge

- Breaking down and building up numbers
- Problem-solving techniques
- Addition and subtraction using concrete objects
- Numbers in familiar settings

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- More than, fewer than
- What number comes before, after?
- Shapes: circle, square, triangle

## New maths vocabulary

add

take away

## Getting ready

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

- 7 plastic cups and 7 plastic saucers (from fantasy area)
- small boxes/containers numbered 1, 2, 3, 4, 5
- 2 plates
- 7 Unifix blocks
- 7 Duplo blocks
- 5 chairs
- 5 A4 sheets with animal frieze phone numbers for houses 1–5: Elephant: 53 412, Zebras: 43 215, Meerkats: 33 212, Giraffes: 41 224, Monkeys: 21 543
- learners' phone numbers on individual sheets
- a different shape-tracing page for each learner in a group
- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups each with a variety of small objects up to 5. Cut the toe-end off a stocking and put the stocking over the open end of each box/cup. The objects inside should not be visible. (see Workstation 3)
- 1 set of matching number and picture cards 1–5 per learner (similar to Week 5)
- ask learners to find out their address and phone number.



# UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

## Iinhloko

- Tlhadhlhula, madanisa bese urhemisa iinomboro
- Ukuhlanganisa nokukhupha (ngomlomo)
- Ukurarulula umraro

## Ilwazi elitjha

- Amano wokurarulula umraro
- Ukuhlanganisa nokukhupha ngokusebenzisa izinto eziphathekako
- Iinomboro ebujameni obujayelekileko

## Ukujayeza

- Ukubala ngomlomo 1–20 nali-7–1
- Ukubala izinto 1–7
- Umqondo wenomboro 1–5
- Ukulandelanisa iinomboro 1–5
- Ngaphezulu kuna-, mbadlwana kuna-
- Ngiyiphi inomboro eza ngaphambili, ngemuva?
- Amabumbeko: indulungu, isikwere, uncantathu

## Ilwazimagama leembalo elitjha

hlanganisa

susa

## Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amakomitjhi weplastiki ali-7 namapiringhi ali-7 (endaweni yeenthombengqondo)
- amabhoksi/iimphathi ezincani ezinonjorwe 1, 2, 3, 4, 5
- amapleyidi ama-2
- amabhlogo we-*Unifix* ali-7
- amabhlogo we-*Duplo* ali-7
- iintulo ezi-5
- amatjhidi ama-5 we-A4 anomhlobiso wesilwana seenomboro zomtato zezindlu 1–5: Indlovu: 53 412, Amadube: 43 215, Ubudorwana: 33 212, lindlulamithi: 41 224, limfene: 21 543
- iinomboro zeenfowuni zabafundi phezu kwetjhidi ngalinye
- iphepha lokugadangisa lebumbeko elihlukileko lomfundi ngamunye esiqhemeni
- isede yi-1 yamakarada wamaqatjhazi 1–5 umfundi ngamunye
- isede yi-1 yamakarada wamatshwayo weenomboro 1–5 umfundi ngamunye
- amabhoksi/amakomitjhi ali-10 ngakunye anemihlobohlobo yezinto ezincani ezifika esi-5. Sika umphetho wamazwazi bese ubeka ikowusu elisefelako phezu komlomo webhoksi/wekomitjhi ngalinye. Izinto ezingaphakathi azikafaneli ukubonakala. (qala Isitetjhi sokusebenzela 3)
- isede yi-1 yeenomboro ezikhambelanako namakarada weenthombe 1–5 umfundi ngamunye (kufana neVeke 5)
- bawa abafundi bathole iimphande zabo neenomboro zamafowuni.



## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 plastic cups and 7 plastic saucers (fantasy area)
- A variety of counters from the *Resource Kit*
- Dot cards 1–5
- Small boxes/containers numbered 1, 2, 3, 4, 5

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven cups and seven saucers on a box in the middle of the circle.

#### Guiding questions:

- ★ How many cups and saucers do you think there are in these two groups?
- ★ Do you think there are the same number in each group?

Together count the cups and saucers, discuss learners' estimations and match the cups to the saucers.



### TIP

Make sure all learners are able to see the cups and saucers.



4. **Practising numbers 1–5:** Show learners the dot cards quickly without holding them up for a long time. Learners say how many dots are on each card. Show a dot card with an instruction linked to the number of dots on the card, for example: 'Find two friends wearing shoes.' 'Clap your hands three times.' Learners take turns to think of action instructions linked to the number of dots.
5. **Ordering numbers 1–5; more than, fewer than, equal to:** Place the dot cards face down. Learners take turns to pick up two cards. If the cards match, they keep them and if not they put the cards back. When learners find a matching pair they put them in the appropriate box.

# Imisebenzi yetlasi yoke

## Ilanga 1

### Okudingako

- Ingoma: *Ubude nobufitjhani* (ikhasi 205)
- Amakomitjhi weplastiki ali-7 namapiringhi ali-7 (endaweni yesithombengqondo)
- Iimbali ezimihlobohlobo ze*Khidi yeenSetjenziswa*
- Amakarada wamaqatjhazi 1–5
- Amabhoksi/iimphathi ezincani ezinonjorwe 1, 2, 3, 4, 5

### ISIYELELISO

Qinisekisa bonyana boke abafundi bayakwazi ukubona amakomitjhi namapiringhi.

1. **Ingoma:** Vumani umlozelo, *Ubude nobufitjhani*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka amakomitjhi alikhomba namapiringhi alikhomba phezu kwebhoksi phakathi kwendulungu.

#### Imibuzo ehlahlako:

- ★ Mangaki amakomitjhi namapiringhi ocabanga bonyana akhona eenqhemeni ezimbili lezi?
- ★ Ucabanga bonyana alinani lesilinganiso esiqhemeni ngasinye?

Balani amakomitjhi namapiringhi ndawonye, khulumani ngeenlinganiso zabafundi bese nikhambelanisa amakomitjhi namapiringhi.



4. **Ukujayeza iinomboro 1–5:** Tjengisa abafundi amakarada wamaqatjhazi msinyana ngaphandle kobana bawabambe isikhathi eside. Abafundi bayatjho bonyana mangaki amaqatjhazi ekaradeni ngalinye. Batjengise ikarada leqatjhazi elinomlayelo ohlanganiswe nenani lamaqatjhazi asekaradeni, isibonelo: 'Thola abangani ababili abafake amanyathelo.' 'Wahlani izandla kathathu.' Abafundi bayadlhegana ngokucabanga ngesenzo somlayelo esihlanganiswe nenani lamaqatjhazi.
5. **Ukurhemisa iinomboro 1–5, nengi kuna-, mbadlwana kuna-, lingana na-:** Beka amakarada wamaqatjhazi aqale phasi. Abafundi bayadlhegana ngokuthatha amakarada amabili. Nangabe amakarada ayakhambelana, bayawabamba kodwana nangabe awakhambelani babuyisela akarada emuva. Lokha abafundi nabathola ipara ekhambelanako bawafaka ngebhoksini elifaneleko.



**Guiding questions:**

- ★ How many dots are on \_\_\_\_\_'s cards?
- ★ Are the cards the same?
- ★ Which card has more dots?
- ★ Which card has fewer dots?
- ★ What would we need to do to make both cards have the same number of dots?

6. **Small group activities:** Describe the activities at each workstation.

**Day 2**

**What you need**

- 2 plates with 7 Unifix blocks on one and 7 Duplo blocks on another
- 5 chairs

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two plates on a box in the middle of the circle, one with seven Unifix blocks, and one with seven Duplo blocks. Learners estimate the number of blocks on each plate.



**TIP**

Make sure all learners are able to see the blocks on the plates.



**Guiding questions:**

- ★ Do you think there are more/fewer blocks on this plate?
  - ★ How can we tell if they have the same number of blocks?
- Count the blocks on each plate and discuss learners' estimations.

4. **Adding using objects:** Two learners stand.

**Guiding questions:**

- ★ How many learners are standing?
- ★ If we add one more learner, how many will there be?

One more learner stands. Together count the learners who are standing. Continue adding one learner at a time, until there are five, counting them together each time you add one. Repeat the activity using chairs. A learner fetches two chairs.

**Imibuzo ehlahlako:**

- ★ Mangaki amaqatjhazi aphezu \_\_\_\_\_ kwamakarada?
- ★ Ingabe amakarada ayafana?
- ★ Ngiliphi ikarada elinamaqatjhazi amanengi?
- ★ Ngiliphi ikarada elinamaqatjhazi ambadlwana?
- ★ Khuyini ekufanele sikwenze ukwenza amakarada womabili abe nenani elifanako lamaqatjhazi.

6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

**Ilanga 2****Okudingako**

- Amapleyidi ama-2 anamabhlogo ali-7 wama-*Unifix* kelilodwa namabhlogo we-*Duplo* kwelinye
- Iintulo ezihlanu

1. **Ingoma/umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo kuThemu 1 nofana 2, bayavumani nofana bayatjho.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka amapleyidi amabili phezu kwebhoksi phakathi kwendulungu, linye libe namabhlogo we-*Unifix*, elinye libe namabhlogo we-*Duplo*. Abafundi balinganisela inani lamabhlogo ngepleyidini ngalinye.

**ISIYELELISO**

Qinisekisa bonyana boke abafundi bayakwazi ukubona amabhlogo phezu kwamapleyidi.

**Imibuzo ehlahlako:**

- ★ Ucabanga bonyana amabhlogo angaphezulu/ambadlwana kileli iplelyidi?
- ★ Sizokwazi njani nangabe anenani elilinganako lamabhlogo? Bala amabhlogo ngepleyidini ngalinye bese nikhuluma ngesilinganiso sabafundi.

4. **Ngezelela ngokusebenzisa izinto:** Abafundi ababili bayajama.

**Imibuzo ehlahlako:**

- ★ Bangaki abafundi abajamileko?
- ★ Nangabe singezelela ngomfundi munye ngaphezulu, bazakuba bangaki?

Omunye umfundi uyajama. Balani abafundi abajamileko ndawonye. Ragela phambili ungezelele ngomfundi munye, baze babe bahlanu, nibabale ndawonye ngaso soke isikhathi ungezelela ngamunye. Buyelela umsebenzi lo ngokusebenzisa isitulo. Umfundi uthatha iintulo ezimbili.

- ★ If \_\_\_\_\_ fetches one more chair, how many will there be?
  - ★ If three learners have a chair, how many more chairs will we need for all of them to have a chair?
5. **Small group activities:** Describe the activities at each workstation.

### Day 3

#### What you need

- 1 container with 7 paint brushes and 1 container with 5 kokis
- 5 chairs
- Game: Musical chairs (page 204)
- Tambourine/music

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place the two containers on a box in the middle of the circle, one containing seven paint brushes, and the other containing five kokis. Discuss the containers.

#### Guiding questions:

- ★ How many things do you think are in this container?
  - ★ Do you think there are more/fewer in this container?
4. **Subtracting objects:** Five learners stand.
 

#### Guiding questions:

    - ★ How many learners are standing?
    - ★ If \_\_\_\_\_ goes and sits at his/her table, how many learners will be left standing?
    - ★ How do you know?
    - ★ If we take another learner away, how many learners will be left standing?

Repeat this with up to five learners. Take away one learner at a time.
  5. **Subtraction game:** Play the game, Musical chairs.
  6. **Small group activities:** Describe the activities at each workstation.

### Day 4

#### What you need

- Number washing line 1–5
- Poster 1

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say. Let learners 'vote' for the song/rhyme they want. Count how many hands are held up for different song/rhyme options.

- ✦ Nangabe \_\_\_\_\_ uthatha isitulo esinye, zizakuba zingaki?
  - ✦ Nangabe abafundi abathathu banesitulo esisodwa, zingaki ezinye iintulo esizazinga kobana boke babe neentulo?
5. **Imisebenzi yesiqhema esincani:** Thadlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

### Ilanga 3

#### Okudingako

- Isiphathi esineembhrajhi zepende ezili-7 nesiphathi esi-1 esinamakhokhi ama-5
- Iintulo ezihlanu
- Umdlalo: lintulo zomvumo (ikhasi 205)
- Ithamborini/umvumo

1. **Ingoma/umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo kuThemu 1 nofana 2 kobana bayivume nofana batjho.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala ngendulungu. Beka iimphathi ezimbili phezu kwebhoksi phakathi kwendulungu, esisodwa sineembhrajhi zepende ezilikhomba, bese esinye sinamakhokhi amahlanu. Khulumani ngeemphathi.

#### Imibuzo ehlahlako:

- ✦ Zingaki izinto ocabanga bonyana zingesiphathini lesi?
  - ✦ Ucabanga bonyana zinengi ngaphezulu/zimbadlwana ngesiphathini lesi?
4. **Ukukhupha izinto:** Abafundi abahlanu bayajama.
- #### Imibuzo ehlahlako:
- ✦ Bangaki abafundi abajamileko?
  - ✦ Nangabe \_\_\_\_\_ uyakhamba bese uhlala etafuleni yakhe, bangaki abafundi abazokusala bajamile?
  - ✦ Wazi njani?
  - ✦ Nangabe sisusa omunye umfundi, bangaki abafundi abazokusala bajamile?
- Buyelela lokhu bekufike ebafundini abahlanu. Thatha umfundi oyedwa ngesikhathi esisodwa.
5. **Umdlalo wokukhupha:** Dlalani umdlalo, lintulo zomvumo.
  6. **Imisebenzi yesiqhema esincani:** Thadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

### Ilanga 4

#### Okudingako

- Idrada yokweneka yeenomboro 1–5
- IPhosta 1

1. **Ingoma/umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo kuThemu 1 nofana 2 kobana bayivume nofana bawutjho. Abafundi 'abavowudele' ingoma/umlolozelo abawufunako. Bala bonyana zingaki izandla eziphakamele ingoma ehlu-kileko.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Two learners stand with their backs to the class. The class says, 'Ready, steady, number!' On 'number', the learners turn and hold up any number of fingers from 1 to 7. Discuss who has the most/fewest fingers showing. Together count the number of fingers each learner is showing. Repeat with other learners.



**Guiding questions:**

- ★ Who is showing more/fewer fingers?
- ★ Who is showing the same number of fingers?
- ★ How do you know?
- ★ How many fingers is \_\_\_\_\_ showing?

Ask learners to show numbers 1–5 on the number washing line for those learners who show fingers between 1 and 5.

- ★ Does this number come before/after/between 2, 3, 4?

4. **Talk about number:** Discuss Poster 1. Talk about what learners see in the picture. Learners use their fingers to show their answers.

**Guiding questions:**

- ★ How many people are missing from the family in this picture? Who is missing?
- ★ Are there enough chairs for the number of people in the kitchen?
- ★ If one chair is taken away, how many chairs will be left?
- ★ How many bowls are on the table?
- ★ If two bowls are taken away, how many will be left on the table?
- ★ How many spoons are on the table?
- ★ If Granny joined them at the table and needed a spoon, how many spoons should we add? How many would there be altogether?

5. **Small group activities:** Describe the activities at each workstation.



Learners may use their fingers to solve the problems.

## Day 5

### What you need

- Number friezes 1–5
- Number symbol and dot cards 1–5 (*Resource Kit*)
- 5 A4 sheets with animal frieze phone numbers for houses 1–5
- 2 old/toy phones
- Learners' phone numbers on individual sheets

2. **Ukubala ngomlomo:** 1–20 nali-7–1.

3. **Ukubala izinto 1–7:**

Abafundi ababili bayajama bafulathela itlasi. Itlasi ithi, 'Lunga, nzinza, inomboro!' nabathi 'inomboro', abafundi bayatjhuguluka bese bathatha nofana ngiliphi inani lemimo ukusuka ku-1 ukuya ku-7. Khulumani ngokobana ngubani otjengisa imino eminengi ngaphezulu khulu/embalwa khulu. Balani inani lemimo nindawonye umfundi ngamunye ayitjengisileko. Buyelela nabanye abafundi.



**Imibuzo ehlahlako:**

- ★ Ngubani otjengisa imino eminengi ngaphezulu/embadlwana?
- ★ Ngubani otjengisa inani elifanako lemimo?
- ★ Wazi njani?
- ★ Mingaki imino \_\_\_\_\_ etjengisiweko?

Bawa abafundi batjengise iinomboro 1–5 phezu kwedrada yokweneka yeenomboro ukwenzela abafundi abatjengisa imino phakathi kwaku-1 ukuya esi-5.


- ★ Ingabe inomboro le iza ngaphambili/ngemva/phakathi kwaku-2, 3, 4?

4. **Cocani ngenomboro:** Khulumani ngePhosta 1. Cocani ngalokho abafundi abakubonako esithombeni. Abafundi basebenzisa imino yabo ukutjengisa iimpendulo zabo.

**Imibuzo ehlahlako:**

- ★ Bangaki abantu abangekho emndenini osesithombeni lesi? Ngubani ongekho?
- ★ Ingabe kuneentulo ezaneleko zenani labantu abangephunyaneni?
- ★ Nangabe isitulo esisodwa nasibuswako, zingaki iintulo ezizakusala?
- ★ Zingaki iinkotlelo ezisetifuleni?
- ★ Nangabe iinkotlelo ezimbili nazibuswako, zingaki ezizakusala etifuleni?
- ★ Zingaki iingobho ezisetifuleni?
- ★ Nangabe uGogo abajoyina etifuleni begodu afune isigobho, zingaki iingobho ekufanele sizingezelele? Zingaki ezizakuba khona nazihlangeneko?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

 **ISIYELELISO**  
Abafundi bangasebenzisa imino yabo ukurarulula imiraro.

## Ilanga 5

### Okudingako

- Imihlobiso yeenomboro 1–5
- Itshwayo lenomboro namakarada wamaqatjhazi 1–5 (*IKhidi yeenSetjenziswa*)
- Amatjhidi we-A4 ama-5 anemihlobiso yeenomboro zomhala zezindlu zeenlwana 1–5
- Imirhala emidala/yokudlalisa emi-2
- Iinomboro zemirhala yabafundi ephepheni ngalinye

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the activity from Day 4 with guiding questions.
4. **Practising numbers 1–5; addition, subtraction:** Show dot cards and number symbol cards 1–5. Learners organise themselves into groups according to the dot card or number symbol card that you show.



Support learners based on their level of number knowledge.

**Guiding questions:**

- ★ How many learners are in your group?
- ★ If one learner joins another group, how many learners will be left in your group?
- ★ If one more learner joins your group, how many will there be in your group altogether?
- ★ How many groups of five learners are there?
- ★ This group has one learner too few. Who can we ask to join this group so that they have the correct number?

5. **Practising addresses and phone numbers; reinforcing numbers 1–5:** Tell the learners that the meerkats phoned the animals in house numbers 1, 2, 4 and 5 to invite them to a party. Place the phone numbers for each house below the correct house.

Dramatise calling the animals. Dramatise the animals in house numbers 1, 2, 4 and 5 phoning the meerkats to say they would love to go to the party. Learners repeat the numbers with you as you role-play phoning each number.

**Guiding questions:**

- ★ If you had a party, where would you tell your friends to go?
- ★ If they got lost, what number could they phone you on?


Guide two learners to dramatise telling each other their phone number on the phone. Write these on paper. Repeat with other learners.

- ★ Are any numbers repeated in this phone number?



1. **Ingoma/umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo ukusuka ngeThemu 1 nofana 2 ukuvumani nofana ukutjho.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Buyelela umsebenzi ukusuka ngeLanga 4 nemibuzo ehlahlako.
4. **Ukujayeza iinomboro 1–5; ukungezelela, ukukhupha:** Tjengisa amakarada wamaqatjhazi namakarada wamatshwayo 1–5. Abafundi bazihlela ngeenqhema ngokuya ngokwekarada leqatjhazi nofana ngokwekarada letshwayo lenomboro olitjengisako.



 **ISIYELELISO**  
Sekela abafundi ngokuya ngokwezinga lelwazi labo leenomboro.

#### Imibuzo ehlahlako:

- ★ Bangaki abafundi abasesiqhemeni sakho?
  - ★ Nangabe omunye umfundi ajoyina esinye isiqhema, kuzakuba nabafundi abangaki abazokusala esiqhemeni sakho?
  - ★ Nangabe omunye umfundi ajoyina isiqhema sakho, kuzakuba nabafundi abangaki esiqhemeni sakho nabandawonye?
  - ★ Zingaki iinqhema zabafundi abahlanu ezikhona?
  - ★ Isiqhema lesi singaphasi ngomfundi oyedwa. Ngubani esingambawa ajoyine isiqhema lesi babe nenani elifaneleko?
5. **Ukujayeza iimphande neenomboro zomrhala; ukugandelela iinomboro 1–5:** Tjela abafundi bonyana ubudorwana budosele iinlwana umrhala ngeenomboro zezindlu 1, 2, 4 nenomboro 5 ukubamemela emnyanyeni. Beka iinomboro zomrhala zendlu ngayinye ngenzasi kwendlu efaneleko.

Lingisa ukudosela iinlwana umrhala. Lingisela iinlwana inomboro 1, 2, 4, naku-5 ngendlini zidosela ubudorwana ukubutjela bonyana bafuna ukuya emgidini. Abafundi babuyelela iinomboro kunye nawe lokha nawenza ngathi udosela inomboro ngayinye.

#### Imibuzo ehlahlako:

- ★ Nangabe bewunomgidi, abangani bakho uzabalayela bonyana beze njani?
- ★ Nangabe bayalahleka, ngiyiphi inomboro abangakudosela kiyo? Hlahla abafundi bonyana balingise ngokutjelana iinomboro zabo zomrhala. Tlola lokhu ephepheni. Buyelela nabanye abafundi.
- ★ Zikhona iinomboro ezibuyeleleko kilezi iinomboro zomrhala?

6. **Practising phone numbers; reinforcing numbers 1–5:** Learners each hold a copy of their phone number. They follow your directions, for example: 'Stand if you have a 4 in your phone number.' 'Wave if you have a 3.'
7. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Write numbers 1 to 5 in a circle outdoors with chalk. Learners count as they move around the circle and step on each number. Create an outdoor pathway of number words from one to five by writing them in order over and over again. Let the learners 'read' the words as they walk down the path.

## Small group activities

### Teacher-guided activity

#### What you need

- Number washing line
- Dot cards 1–5
- Animal counters
- Unifix blocks
- A tub per learner with number symbol cards 1–5 and 5 coloured counters

1. **Point and count 1–5:** Learners look at the number washing line. Give instructions to individual learners, for example: 'Show me number 1/3/5, show me the number that comes before/after 4, show me the number that is between 1 and 3.'
2. **Dot cards 1–5; matching numbers; estimating:** Place 10 dot cards face down on the mat. Each learner has a turn to pick up a card and to say how many dots there are. Together count the dots.



3. **Ordering numbers 1–5:** Together order the dot cards 1–5. Learners count animal counters to match the number of dots. They each order their number symbol cards 1–5. They build Unifix towers to match each number.

6. **Ukujayeza iinomboro zomrhala; ukugandelela iinomboro 1–5:** Abafundi baphatha amakhophi wabo weenomboro zomrhala. Balandela iinkombatjhuba zakho, isibonelo, 'Jama nangabe uno-4 enomborweni yakho yomrhala.' 'Phaya isandla nangabe uno-3.'
7. **Imisebenzi yesiqhema esincani:** Thadhlhula ngemisebenzi esesitetjhini sokusebenzela ngasinye.

### Ukuhlanganisa

**Ilimi leKhaya namaKghono wePilo:** Tlola iinomboro ukusuka ku-1 ukuya esi-5 ngetjhogo ngaphandle ngendulungwini. Abafundi bayabala lokha nabakhambakhamba bazomba indulungu bese bagadanga inomboro ngayinye. Yakha indledlana eya ngaphandle yeenomborogama ukusuka kunye ukuya kuhlanu ngokuwatlola ngerhemo uwaphindaphinde. Abafundi 'abafunde' amagama lokha nabakhamba endledlaneni.

## Imisebenzi yesiqhema esincani

### Umsebenzi ohlahlwa ngutitjhere

#### Okudingako

- Idrada yokweneka iinomboro
- Amakarada wamaqatjhazi 1–5
- Iimbalisi zeenlwana
- Amabhlogo we-*Unifix*
- Isikhafthini somfundi ngamunye esinalokhu: amakarada wetshwayo lenomboro 1–5 neembalisi zombala ezi-5

1. **Khomba bese uyabala 1–5:** Abafundi baqala idrada yokweneka yeenomboro. Nikela umfundi ngamunye imilayelo, isibonelo, 'Ngitjengisa inomboro 1/3/5, ngitjengisa inomboro eza ngaphambili/ngemva kwaka-4, ngitjengisa inomboro ehlangana no-1 no-3.'
2. **Amakarada wamaqatjhazi 1–5; iinomboro ezikhambelanako; ukulinganisa:** Beka amakarada wamaqatjhazi ali-10 aqale phasi emadeni. Umfundi ngamunye unedlhego lokuthatha ikarada bese atjho bonyana linamaqatjhazi amangaki. Balani amaqatjhazi ndawonye.



3. **Ukurhemisa iinomboro 1–5:** Hlelani amakarada wamaqatjhazi 1–5 nindawonye. Abafundi babala iimbalisi zeenlwana kobana bazikhambelanise nenani lamaqatjhazi. Bahlela amakarada wamatshwayo weenomboro 1–5 ngamunye. Bakha imibhotjhongo yama-*Unifix* ukukhambelanisa inomboro ngayinye.

4. **Counting; more than/fewer than; using counters:** Each learner counts five counters from their tub. Give instructions, for example: 'Show me three counters; one fewer than three; one more than four.'
5. **Matching counters to dot cards:** Learners use their counters to match the dot cards 1–5. Discuss the different ways each number is shown.
6. **Dot cards; breaking up numbers:** Show learners a dot card with 3 dots and a dot card with 1 dot. They put their counters into two groups matching these.



**Guiding questions:**

- ★ How many counters are there in each of your groups?
- ★ How many counters are there altogether?
- ★ Show me the dot card that matches this group.

Now show them dot card 5.

- ★ How many more counters do you need to add to the group to have this many?
- ★ How many counters do you need to take away from this group if you only want three counters left?

Repeat with dot cards and matching counters 4 and 1; 3 and 2; 2 and 2, using guiding questions.

7. **Familiar numbers:** Guide learners in remembering their phone numbers and addresses.



**Check that learners are able to:**

- break down and build up numbers between 1 and 5
- solve problems with numbers 1–5
- demonstrate an understanding of more and fewer
- demonstrate an understanding of what number comes before and after
- demonstrate an understanding of their address and phone number

4. **Ukubala; ngaphezulu kuna-/mbadlwana kuna-; ngokusebenzisa iimbalisi:** Umfundi ngamunye ubala iimbalisi ezisihlanu ngeenkhaftininini zabo. Nikela imilayelo, isibonelo: 'Ngitjengisa iimbalisi ezintathu; zimbadlwana ngayinye kwezintathu; kungaphezulu ngayinye kwezinye.'
5. **Ukukhambelanisa iimbalisi namakarada wamaqatjhazi:** Abafundi basebenzisa iimbalisi zabo ukukhambelanisa amakarada wamaqatjhazi 1–5. Khulumani ngendlela ezihlukileko ezitjengiswa yinomboro ngayinye.
6. **Amakarada wamaqatjhazi; ukuhlukanisa iinomboro:** Tjengisa abafundi ikarada leqatjhazi elinamaqatjhazi ama-3 nekarada leqatjhazi eli-1. Babeka iimbalisi zabo ngeenqhema ezimbili ezikhambelana nalokhu.



#### Imibuzo ehlahlako:

- ★ Zingaki iimbalisi ezikhona esiqhemeni ngasinye sakho?
- ★ Zingaki iimbalisi ezikhona nasele zindawonye?
- ★ Ngitjengisa ikarada lamaqatjhazi elikhambelana nesiqhema lesi. Kwanjesi batjengise ikarada lamaqatjhazi lenomboro 5.
- ★ Zingaki iimbalisi ezinye ezingaphezulu ozidingako ukungezelela esiqhemeni kobana zibe zinengi kangaka?
- ★ Zingaki iimbalisi okufanele uzisuse kilesi isiqhema nangabe ufuna kusale iimbalisi ezintathu kwaphela?

Buyelela ngamakarada wamaqatjhazi neembalisi ezikhambelana naku-4 naku-1; ku-3 naku-2; ku-2 naku-2, ngokusebenzisa imibuzo ehlahlako.

7. **Iinomboro ezijayelekileko:** Hlahla abafundi ekukhumbuleni iinomboro zemirhala neemphande zabo.



#### Tjheja bonyana abafundi bayakwazi uku:

- hlukanisa nokwakha iinomboro hlangana naku-1 naku-5
- rarulula umraro ngeenomboro 1–5
- khombisa ukuzwisisa okungaphezulu kuna nokumbadlwana kuna
- khombisa ukuzwisisa kobana ngiyiphi inomboro eza ngaphambili neza ngemva
- khombisa ukuzwisisa iimphande neenomboro zabo zemirhala



### Workstation 1

#### What you need

- 1 blank A4 page in a plastic sleeve per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number washing line
- Sticks (*Resource Kit*)

Learners write the numbers 1 to 5 with kokis using the number washing line as a guide. They count out the number of sticks to match each number.

### Workstation 2

#### What you need

- Circle, square and triangle attribute blocks (*Resource Kit*)
- Shape-tracing page – a different page for each learner

Learners trace around the attribute blocks from the *Resource Kit* according to the number symbols on the page.



### Workstation 3

#### What you need

- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups with stocking over the open end of each and objects inside (up to 5)

Learners reach into the cups and feel how many objects there are. They match dot cards and number symbol cards according to the number of objects in each cup.

### Workstation 4

#### What you need

- Number and picture matching cards

Learners choose cards. They find the matching number or picture cards.



## Isitetjhi sokusebenzela 1

### Okudingako

- Iphepha le-A4 eli-1 elinganalitho ngaphakathi komsakana weplastiki
- Amakhokhi webhodi emhlophe
- Isiquntu setjhila separa yabafundi ngayinye
- Idrada yokweneka yeenomboro
- Iingojuana (*IKhidi yeenSetjenziswa*)

Abafundi batlola iinomboro ku-1 ukuya esi-5 ngamakhokhi basebenzisa idrada yokweneka yeenomboro njengomhlahlandlela. Babala inani leengojuana ukukhambelanisa inomboro ngayinye.

## Isitetjhi sokusebenzela 2



### Okudingako

- Amabhlogo wama-athribhuthi wendulungu, isikwere noncantathu (*IKhidi yeenSetjenziswa*)
- Iphepha lokugadangisa ibumbeko – iphepha elihlukileko umfundi ngamunye

Abafundi bagadangisa bazomba amabhlogo we-athribhuthi ku*Khidi yeenSetjenziswa* ngokuya ngokwamatshwayo weenomboro asephepheni.

## Isitetjhi sokusebenzela 3

### Okudingako

- Isede yi-1 yamakarada wamaqatjhazi 1–5 umfundi ngamunye
- Isede yi-1 yamakarada wamatshwayo weenomboro 1–5 umfundi ngamunye
- Amabhoksi/amakomitjhi ali-10 anamakowusu akhanyelako phezu kwemilomo yento ngayinye engaphakathi (ukufika esi-5)

Abafundi bafika emakomitjhini bese bayazwelela bonyana mangaki amakomitjhi akhona. Bakhambelanisa amakarada wamaqatjhazi namakarada wamatshwayo weenomboro ngokuya ngokwezinto ezingekomitjhini ngalinye.

## Isitetjhi sokusebenzela 4

### Okudingako

- Amakarada wokukhambelanisa inomboro neenthombe

Abafundi bakhetha amakarada. Bathola inomboro ekhambelanako nofana amakarada weenthombe.





# Ukuhlola

## Ithemu 2: Isibonelo seRekhodi yokuHlola okuRagela phambili

Okuqakathekileko	IINOMBORO, AMA-OPHARETJHINI NOBUDLELWANA	IMIBONO
✓ = unekghono ● = unekghono kancani ✗ = akakabi nekghono	Ukuhlukanisa phakathi kokungaphezulu kuna-, kumbadlwana kuna-, kulingana na- Ukuhlukanisa amatshwayo weenomboro: 4 Ukuhlukanisa iinhlayu zemali yeSewula Afrika: 10c, 20c, 50c, R1, R2, R5 Ukuhlukanisa iinhlayu zemali yeSewula Afrika: 10c, 20c, 50c, R1, R2, R5 Ukuhlukanisa iinomborosikhundla; kokuthoma, kwesibili, kwesithathu nokwesine Ukubala izinto: 1-6 Ukufanisa amatshwayo weenomboro: 5 Ukurulula umraro ngezinto eziphathekako: 1-4 Ukurulula umraro ngokusebenzisa iimbalisi nofana ilere: 1-4 Ukungezelela nokukhupha ngokusebenzisa izinto: 1-4 Ukubona iinomboro ebuyameni obufanako Ukubala ngomlomo: 1-20 Ukubala uye emuva: 7-1 Ukubala ngomlomo: 1-15 Ukubala izinto: 1-7	Ukukhowuda kokugcina
Amabizo wabafundi		
Ilanga		

Key ✓ = competent ● = partially competent ✗ = not yet competent	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
Learners' names	Identifies simple repeating patterns Copies and extends simple repeating patterns Creates own pattern with pictures	Describes position: underneath Sorts 3-D objects according to similarities and differences Distinguishes between one more, one fewer Follows directions Recognises and applies crossing the midline	Measures and compares objects according to length Distinguishes between long, longer, longest and short, shorter, shortest	Collects objects according to sizes Sorts collections of objects Represents collections of objects Analyses data using questions Reports on data based on own pictures or own sorted objects	Final coding
Date					

Okuqakathekileko	AMAPHETHENI, AMAFANKTJHINI NE-AJIBHRA	ISIKHALA NEBUMBENI (UJYOMETHRI)	UKUMEDA	UKUPHATHA IDATHA	IMIBONO
<p>✓ = unekghono</p> <p>● = unekghono kancani</p> <p>✗ = akakabi nekghono</p>	<p>Ukufanisa amaphetheni alula azibuyelako</p> <p>Ukukopa nokqedelela amaphetheni alula azibuyelako</p> <p>Ukwakha amaphetheni wakho ngeentombi</p>	<p>Ukuthadhlula isikhundla: ngaphasi</p> <p>Ukukhala izinto ze-3D ngokwamananeke wokufana nokuhluka</p> <p>Ukukhulukanisa phakathi kokungaphezulu ngakunye, okungaphasi ngakunye</p> <p>Ukukhuluka ngokusebenzisa ukweqa umda ophakathi</p>	<p>Ukumeda nokumadanisa izinto ngokuya ngobude</p> <p>Ukukhuluka nokubonisa phakathi kobude, ubudanyana, ubude khulu nobutjhani, ubutjhanazana, nobutjhani khulu</p>	<p>Ukubuthela izinto ngokobukhulu</p> <p>Ukukhala ibuthelo lezinto ngamananeke</p> <p>Ukujamselela ibuthelo lezinto</p> <p>Ukukhazisa idatha ngokusebenzisa imibuza</p> <p>Ukubika ngedatha ngokuya ngokwehlo zakho ezihlelwe ngamananeke</p>	<p>Ukukhazisa idatha ngokusebenzisa imibuza</p> <p>Ukubika ngedatha ngokuya ngokwehlo zakho ezihlelwe ngamananeke</p>
<p>Amabizo wabafundi</p> <p>Ilanga</p>					<p>Ukukhazisa idatha ngokusebenzisa imibuza</p> <p>Ukubika ngedatha ngokuya ngokwehlo zakho ezihlelwe ngamananeke</p>

# Resources

## Songs, rhymes and stories

### Week 1

#### Counting song: *Making fruit salad*

(To the tune of *Here we go round the mulberry bush*)

This is the way we make salad, make salad, make salad,

This the way we make salad,

Let us get the fruit.

We fetch one banana, one banana, one banana,

We fetch one banana,

Let's get more fruit.

We fetch two apples, two apples, two apples,

We fetch two apples,

Let's get more fruit.

*(Repeat with three oranges, four grapes.)*

We fetch five berries, five berries, five berries,

We fetch five berries,

And add some juice.

#### Story: *Number 4 story (with Number 4 frieze template)*

Next came the Giraffes. There were four of them. They looked at the other three houses and wondered how they would manage to fit into a house with their long necks. They decided that because there were four of them, they would need four high windows so that they could open them wide and stretch their long necks out.

The number symbol 4 and number word four, went on the front of the house where everyone could see them. And the four doorbells went on the door.

When the Giraffes went outside, they had to bend down very low to fit through the door, just as they did when they drank water from the nearby stream. When they stood up straight, they were tall enough to look into their house through the high windows, and could almost see over the top of their house. They loved living next to the Meerkats and chatted to them every day.

# Iinsetjenziswa

## Iingoma, imilolozelo neendatjana

### Iveke 1

#### **Ingoma ebalako: Ukwenza isaladi yeenthelo**

(Ngokwetjhuni ye *Here we go round the mulberry bush*)

Le yindlela esenza ngayo isaladi, senza isaladi, senza isaladi,

Le yindlela esenza ngayo isaladi,

Asitholeni iinthelo.

Sithatha ibhanana linye, ibhanana linye, ibhanana linye,

Sithatha ibhanana linye,

Asitholeni iinthelo ezinengi.

Sithatha amahabhula amabili, amahabhula amabili, amahabhula amabili,

Sithatha amahabhula amabili,

Asitholeni iinthelo ezinengi.

(*Buyelela ngama-orentji amathathu, amadribe amane.*)

Sithatha amabheri amahlanu, amabheri amahlanu, amabheri amahlanu,

Sithatha amabheri amahlanu,

Bese singezelela ngejuzi.

#### **Indatjana: Indatjana yenomboro 4 (nomfuziselo womhlobiso weNomboro 4)**

Kwalandela kweza bakwaNdlulamithi. Babe babane. Baqale izindlu ezinye ezintathu bazibuza bonyana bazokuphumelela njani ukungena ngendlini ngeentamo zabo ezide. Bathatha isiqu nto sokobana ngombana babane, bazakudinga amafesdere amane aphakamileko kobana bawavule khulu bese balulela iintamo zabo ezide ngaphandle.

Itshwayo lenomboro 4 nenomborogama kune, kwaya ngaphambi kwendlu lapha woke umuntu azazibona khona. Neentlogo zomnyango ezine zaya phezu kweminyango.

Lokha bakwaDlulamithi nabaphumela ngaphandle, bekufanele bagobe khulu kobana balingane emnyango, njengalokha nabasela amanzi emithonjeni eseduze. Lokha nabajama poro, bebabade ngokwaneleko kobana bangabona ngeendlini zabo ngamafesdere, begodu bebapheze babone ngaphezulu kwezindlu zabo. Bebakuthanda ukuhlala eduze nebakwaBudorwana bese bakhuluma nabo ngamalanga.

## Week 2

### Money song: *Five shiny coins*

(To the tune of *Ten green bottles hanging on the wall*)

Five shiny coins in my pocket today,  
Five shiny coins in my pocket today,  
Five shiny coins and with one of them I pay,  
Now there are four shiny coins in my pocket today.

(Repeat with four, three, two, one, no shiny coins – nothing to pay.)

### Game: Coin in the bank

Place a bowl ('bank') on the table that learners are seated at, or in the middle of the circle of learners on the mat. Each learner attempts to flip counters into the bowl. They then count how many times they got their counters into the bowl, and which colour counters (out of the two colours they have) they got in more often.

## Week 3

### Song: *Head, shoulders, knees and toes*

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose  
Head, shoulders, knees and toes, knees and toes.

### Counting song: *This is the way we make soup*

(To the tune of *Here we go round the mulberry bush* – adaptation of *Making fruit salad* from Week 1)

This is the way we make soup, make soup, make soup,  
This the way we make soup,  
Let us get the veggies.  
We fetch one potato, one potato, one potato,  
We fetch one potato,  
Let's get some more.  
We fetch two carrots, two carrots, two carrots,  
We fetch two carrots,  
Let's get some more.

(Repeat with three big onions.)

We fetch four small onions, four small onions, four small onions,  
We fetch four small onions,  
And add some stock.



## Iveke 2

### **Ingoma yemali: *linhlavu zemali ezihlanu eziphazimako***

(Ngokwetjhuni ethi, *Ten green bottles hanging on the wall*)

linhlavu zemali ezihlanu eziphazimako ngesikhwameni sami namhlanje,  
linhlavu zemali ezihlanu eziphazimako ngesikhwameni sami namhlanje,  
linhlavu zemali ezihlanu eziphazimako begodu ngayinye yazo ngiyabhadela,  
Kwanjesi kuneenhlavu zemali ezine eziphazimako ngesikhwameni  
sami namhlanje.

*(Buyelela ngakune, kuthathu, kubili, kunye, akusenahlavu zemali ephazimako – akubhadelwako litho.)*

### **Umdlalo: Ihlavu yemali ngebhanga**

Beka isitja ('ibhanga') etafuleni lapha kuhlezi khona abafundi, nofana phakathi kwendulungu yabafundi emadeni. Umfundi ngamunye uzama ukuphosela iimbalisi ngaphakathi kwesitja. Babala bonyana bazifake kangaki iimbalisi ngesitjeni, nokobana mubala onjani wesibalisi (emibaleni emibili abanayo) ebawufake ngobunengi.

## Iveke 3

### **Ingoma: *Ihloko, amahlombe, amadolo namazwani***

Ihloko, amahlombe, amadolo namazwani, amadolo namazwani  
Ihloko, amahlombe, amadolo namazwani, amadolo namazwani  
Namehlo, iindlebe, umlomo nepumulo  
Ihloko, amahlombe, amadolo namazwani, amadolo namazwani.

### **Ingoma ebalako: *Le yindlela esenza ngayo isobho***

(Ngokwetjhuni ethi, *Here we go round the mulberry bush* – kutjhugululwe yeVeke 1 *Ukwenza isaladi yeenthelo*)

Le yindlela esenza ngayo isobho, senza isobho, senza isobho,  
Le yindlela esenza ngayo isobho,  
Asitholeni imirorho.

Sithatha izambana linye, izambana linye, izambana linye,  
Sithatha izambana linye,

Asitholeni okhunye okunengi ngaphezulu.

Sithatha imihlaza emibili, imihlaza emibili, imihlaza emibili,  
Sithatha imihlaza emibili,

Asitholeni okhunye okungaphezulu.

*(Buyelela ngama-anyanisi amathathu amakhulu.)*

Siletha ama-anyanisi amane amancani, amane amancani, amane amancani  
Siletha ama-anyanisi amane amancani  
Sifaka nesinungo.

## Shape story: *They pulled and they pulled*

One day a farmer went to his fields to pull up some vegetables for supper. He went to the potatoes and began to pull one out of the ground. The farmer pulled and pulled, but he couldn't pull up the potato. He called his wife to help. The farmer pulled and his wife pulled and finally the potato came out of the ground. 'What is going on?' asked the farmer. 'This potato is square!'

Next, the farmer and his wife went to get some carrots. They pulled and they pulled and they pulled and finally two carrots came out of the ground. 'What is going on?' asked the farmer's wife. 'These carrots are circle-shaped!'

The farmer and his wife wanted onions with their supper so they went to the onion patch. The farmer pulled and his wife pulled. They both pulled and pulled, but the onions wouldn't come out. They called their four children to help. Then the family pulled and pulled and finally three onions came out of the ground. 'What is going on?' they asked. 'These onions are triangle-shaped!'

They decided to make vegetable soup, so they needed four more onions. They needed more help and called one neighbour. It took them a long time to pull four more onions out of the ground. And even though they were smaller, they were also triangle-shaped!

The farmer and his wife took their potato, carrots and onions to the kitchen and made soup for supper. They invited their neighbour. 'Delicious!' all seven of them said at the same time.

## Week 4

### Rhyme: *Roly Poly*

*(Learners roll their hands around each other as they move them according to the directions.)*

Roly Poly, Roly Poly, up, up, up. *(hands move up)*

Roly Poly, Roly Poly, down, down, down. *(hands move down)*

Roly Poly, Roly Poly, out, out, out. *(hands move away from each other)*

Roly Poly, Roly Poly, in, in, in. *(hands move towards each other)*

Roly Poly, Roly Poly, hide both hands.

### Shape song: *If you're holding a square*

*(To the tune of If you're happy and you know it)*

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding a square,

If you're holding a square, stand up.

*(Repeat with other shapes.)*

## Indatjana yebumbeko: *Baruthula bebaruthula*

Ngelinye ilanga umlimi waya esimini yakhe ukuyokukha imirorho yesidlo santambama. Watjinga emazambaneni wase uruthula linye ehlabathini. Umlimi waruthula wabuyelela waruthula, kodwana akhange liruthuleke izambana. Wabiza umkakhe bona azokusiza. Umlimi waruthula nomkakhe waruthula, ekugcineni izambana laphuma ehlabathini. 'Kwenzekani?' kwabuza umlimi. 'Izambana leli lisikwere!'

Ngokulandelako, umlimi nomkakhe bakhamba bayokukha imihlaza. Baruthula bebaruthula babuyelela godu baruthula kodwana ekugcineni imihlaza emibili yaphuma ehlabathini. 'Kwenzekani?' kwabuza ikosikazi yomlimi. 'Imihlaza le inebumbeko lendulungu!'

Umlimi nomkakhe bebefuna ama-anyanisi ekudleni kwabo kwantambama ngalokho base baya endinyaneni ye-anyanisi. Umlimi waruthula nomkakhe waruthula. Bobabili baruthula bebaruthula, kodwana ama-anyanisi akhange aphume. Babiza abantwana babo abane bona bazokusiza. Umndeni waruthula wabuyelela waruthula ekugcineni ama-anyanisi amathathu aphuma ehlabathini. 'Kwenzekani?' babuza. 'Ama-anyanisi la anebumbeko likancantathu!'

Bathatha isiqunto sokwenza isobho yemirorho, ngalokho bebandinga ama-anyanisi amanye amane. Bebandinga elinye isizo elingaphezulu base babiza umakhelwana munye. Kwabathatha isikhathi eside ukuruthula amanye ama-anyanisi amane ehlabathini. Nanyana bekamancazana, nawo bekanebumbeko likancantathu!

Umlimi nomkakhe bathatha amazambana, imihlaza nama-anyanisi bakusa ngephunyaneni benza isobho yesidlo santambama. Bamema abomakhelwana babo. 'Kumnandi!' boke batjho kanyekanye.

## Iveke 4

### Umlolozelo: *Gedi Pholi*

*(Abafundi bahlikihla izandla zabo bese bazikhambisa ngokweenkombatjhuba.)*

Gedi Pholi, Gedi Pholi, phezulu, phezulu, phezulu. *(izandla ziyaphezulu)*

Gedi Pholi, Gedi Pholi, phasi, phasi, phasi. *(izandla ziya phasi)*

Gedi Pholi, Gedi Pholi, ngaphandle, ngaphandle, ngaphandle.

*(izandla ziyahlukana)*

Gedi Pholi, Gedi Pholi, ngaphakathi, ngaphakathi, ngaphakathi.

*(izandla ziyatjhidelana)*

Gedi Pholi, Gedi Pholi, fihla izandla zombili.

### Ingoma yebumbeko: *Nangabe uphethe isikwere*

*(Ngokwetjhuni ethi, If you are happy and you know it)*

Nangabe uphethe isikwere, sikima!

Nangabe uphethe isikwere, sikima!

Nangabe uphethe isikwere, nangabe uphethe isikwere,

Nangabe uphethe isikwere, sikima!

*(Buyelela ngamanye amabumbeko.)*

## Week 5

### Counting song: *Five monkeys 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.'

### Story: *Number 5 story (with Number 5 frieze template)*

The five Monkeys love to swing between the five branches of the tree in their garden. They also have five poles in between the tree and their house. To get inside they often swing from these onto the roof of their house and in through the windows. They do this instead of going through the door. Next to the door is a big flowerpot with five flowers. When the Monkeys get tired and need a rest, they often swing down from the roof through one of the five windows instead of going into the house through one of the five doors. Otherwise they rest on their five hammocks outside. There are five so each one has their own.

All the animals stood in the road together to look at their marvellous houses: Elephant was in number 1, the Zebras were in number 2, the Meerkats were in number 3, the Giraffes were in number 4 and the Monkeys were in number 5. They had a party to celebrate their friendship and their smart houses.

## Iveke 5

### Ingoma ebalako: *limfene ezihlanu embhedeni*

Bebabahlanu embhedeni

Omncani wathi,

'Tjhidela le. Tjhidela le.'

Boke batjhida omunye wawa.

*(Buyelela ngabane, bathathu, babili, munye.)*

Beka munye embhedeni

Omncani wathi,

'Ubusuku obuhle. Nilale kamnandi.'

### Indatjana: *Indatjana yenomboro 5 (nomfuziselo womhlobiso weNomboro 5)*

limFene ezihlanu ziyakuthanda ukujinka hlangana namagaja amahlanu womuthi osengadini yazo. Begodu zinamapala amahlanu hlangana nomuthi nendlu yazo. Nazingena ngaphakathi zivame ukujinka ukusuka lapha zeqele phezu komfulelo wendlu yazo bese zingena ngefesdere. Zenza lokhu kunokobana zingene ngomnyango. Eduze nomnyango kunepoto ekulu yethuthumbo enamathuthumbo amahlanu.

Lokha iimFene nasele zidiniwe zifuna ukuphumula, zivame ukujinkela phasi ukusuka phezu kwendlu ngelinye lamafesdere amahlanu esikhundleni sokungena ngendlini ngomunye weminyango emihlanu. Nakungasinjalo ziphumula ngaphandle phezu kweminjinko esanethi emihlanu. Yayimihlanu ngombana enye nanye kufanele ibe neyayo.

Zoke iinlwana zajama endleleni ndawonye ukubukela izindlu zazo ezikarisako: kwaNdlovu bekusenomboro 1, kwaDube kusenomboro 2, kwaBudorwana kusenomboro 3, kwaNdlulamithi bekukwaNomboro 4 bese bakwaFene bakwanomboro 5. Benza umgidi wokugidinga ubungani babo nezindlu zabo ezihle.

## Week 6

### Counting rhyme and game: *One potato, two potatoes*

One potato, two potatoes,  
Three potatoes, four,  
Five potatoes, six potatoes,  
Seven potatoes, I want more!

#### **Playing the potato game:**

Eight learners stand in a circle, each holding out one fist in front of their bodies. Walking around the inside of the circle, one learner uses his or her fist and begins saying the rhyme to count off each fist by gently tapping it. The learner then counts back from 7 to 1 as they return to their place in the circle. The next learner then has a turn.

## Week 7

### Counting song: *Little aeroplanes*

One little, two little, three little aeroplanes  
Four little, five little, six little aeroplanes  
Seven little, eight little, nine little aeroplanes  
Ten little aeroplanes fly.

Ten little, nine little, eight little aeroplanes  
Seven little, six little, five little aeroplanes  
Four little, three little, two little aeroplanes  
One little aeroplane flies.

## Week 8

### Counting song: *Seven little ducks*

Seven little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only six little ducks came back.

Six little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only five little ducks came back.

*(Repeat counting backwards each time.)*

## Iveke 6

### **Umlolozelo ngomdlalo obalako: *Izambana linye, amazambana amabili***

Izambana linye, amazambana amabili,  
Amazambana amathathu, amazambana amane,  
Amazambana amahlanu, amazambana asithandathu,  
Amazambana alikhomba, ngifuna amanye ngaphezulu!

#### **Ukudlala umdlalo wezambana:**

Abafundi ababunane bajama benze indulungu, omunye nomunye uphakamisela ifeyisi eyodwa phambi komzimba wakhe. Bakhamba mazombe ngaphakathi kwendulungu, umfundi munye usebenzisa ifeyisi yakhe bese uthoma ukutjho umlolozelo ukubala ifeyisi ngayinye ngokuyithinta kancani. Umfundi godu ubala ukuya emuva ukusuka ku-7 ukuya ku-1 lokha nababuyela eendaweni zabo ngendulungwini. Umfundi olandelako uzakuba nedlhego.

## Iveke 7

### **Ingoma ebalako: *limphaphamtjhini ezincani***

Isiphaphamtjhini sinye esincani, zimbili ezincani, zintathu ezincani  
limphaphamtjhini ezine ezincani, ezihlanu ezincani, ezisithandathu ezincani  
limphaphamtjhini ezilikhomba ezincani, ezibunane ezincani,  
ezilithoba ezincani  
limphaphamtjhini ezilitjhumi ezincani ziyaphapha.  
limphaphamtjhini ezilitjhumi ezincani, ezilithoba ezincani,  
ezibunane ezincani  
limphaphamtjhini ezilikhomba ezincani, ezisithandathu ezincani,  
ezihlanu ezincani  
limphaphamtjhini ezine ezincani, ezintathu ezincani, ezimbili ezincani  
Isiphaphamtjhini sinye esincani siyaphapha.

## Iveke 8

### **Ingoma ebalako: *Amadada amancani alikhomba***

Amadada alikhomba amancani ngelinye ilanga ayekhamba abathazela  
ngale kwentaba kude le.  
Umma wedada wathi, 'Khwaak, khwaak, khwaak,'  
kwabuya amadada amancani asithandathu kwaphela.  
Amadada asithandathu amancani ngelinye ilanga ayekhamba abathazela  
ngale kwentaba kude le.  
Umma wedada wathi, 'Khwaak, khwaak, khwaak,'  
kwabuya amadada amahlanu amancani kwaphela.  
(Buyelela ukubala uye emuva ngaso soke isikhathi.)



## Shape song and game: *What can I do?*

(To the tune of *Skip to my Lou*)

I've lost my circle, what can I do?

I've lost my triangle, what can I do?

I've lost my square, what can I do?

Can you help me, please?

## Week 9

### Length song: *Long and short*

(To the tune of *Three blind mice*)

Long and short (*hold hands wide apart and then close together*)

Long and short (*hold hands wide apart and then close together*)

See the worms (*wiggle hands*)

See the worms (*wiggle hands*)

I like to see them wiggle around

I like to see them dig in the ground

I like them 'cos they don't make a sound

Long and short. (*hold hands wide apart and then close together*)

## Week 10

### Game: Musical chairs

Each learner has one chair.

Learners move between all their chairs while the teacher plays music.

When the music stops, they sit on a chair.

Before starting the music again remove between one and five chairs.

Learners count with you as you do this and say how many fewer learners will be able to sit down the next time the music stops.

Those who don't find a chair, sit and clap with the beat.

Repeat until there is only one chair remaining.

## Umdlalo nengoma yebumbeko: *Ngingenzani?*

(Ngokwetjhuni ethi, *Skip to my Lou*)

Ngilahlekelwe yindulungu yami, ngingenzani?

Ngilahlekelwe nguncantathu wami, ngingenzani?

Ngilahlekelwe sikwere sami, ngingenzani?

Ungangisiza, ngiyakubawa?

## Iveke 9

### Umlolozelo wobude: *Ubude nobufitjhani*

(Ngokwetjhuni ethi, *Three blind mice*)

Ubude nobufitjhani (*bambanani ngezandla nibemaqalanga bese niyatjhidelana godu*)

Ubude nobufitjhani (*bambanani ngezandla nibemaqalanga bese niyatjhidelana godu*)

Qalani iimbungu (*songasongani izandla*)

Qalani iimbungu (*songasongani izandla*)

Ngiyathanda ukuzibukela nazisisongasonga mazombe

Ngiyathanda ukuzibukela nazemba ehlabathini

Ngiyazithanda ngombana azenzi itjhada

Ubude nobufitjhani. (*bambanani ngezandla nibemaqalanga bese niyatjhidelana godu*)

## Iveke 10

### Umdlalo: *Iintulo zomvumo*

Umfundi ngamunye unesitulo sinye.

Abafundi bakhambakhamba phakathi kweentulo zabo zoke lokha utitjhere nakadlala umvumo.

Lokha umvumo nawuthulako, bahlala phezu kwesitulo.

Ngaphambi kokuthoma umvumo godu susa iintulo phakathi kwesokuthoma nesesihlanu. Abafundi babala kunye nawe lokha nawenza lokhu bese niyatjho bonyana bambadlwana kangangani abafundi abazokwazi ukuhlala phasi ngesikhathi esilandelako lokha umvumo nawuthulako.

Labo abangatholi isitulo, bayahlala bese bawahla izandla ngokukhambisana nebetho.

Buyelela lokhu bekusale isitulo sinye.



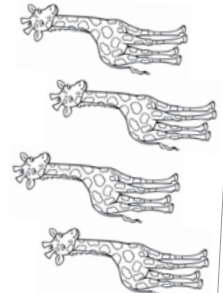
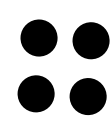
five

5



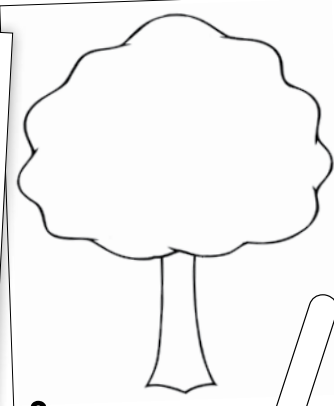
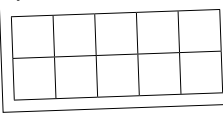
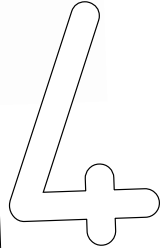

kune

4

Playdough template: Number 4

four

## Templates • Imfuziselo

Coins (Week 2) • Iinhlavu zemali (Iveke 2)

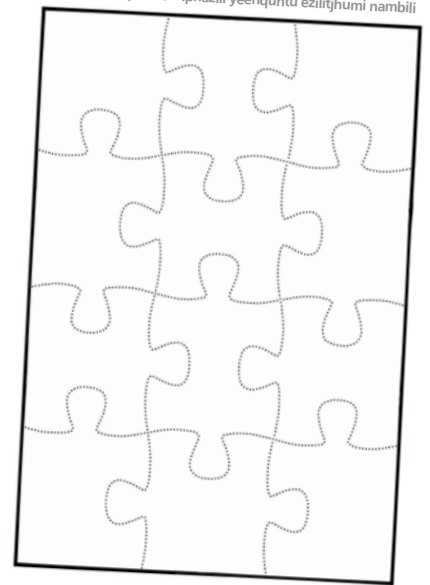


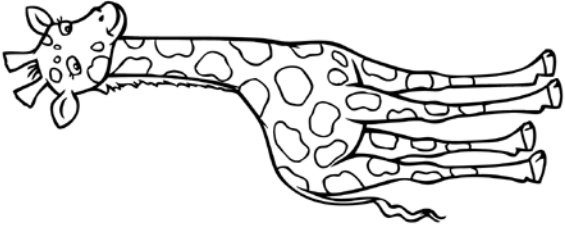
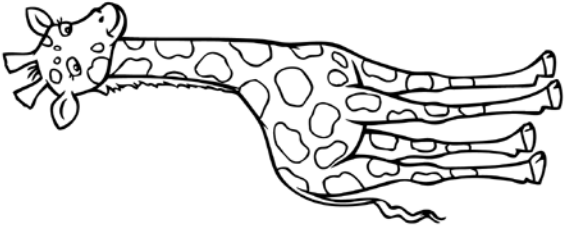
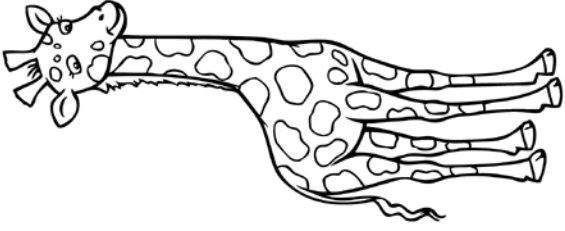
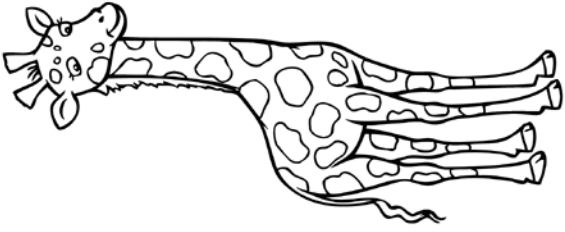


Iphazili yeenomboro (Iveke 5)

1	kunye	
2	kubili	
3	kuthathu	
4	kune	
5	kuhlanu	

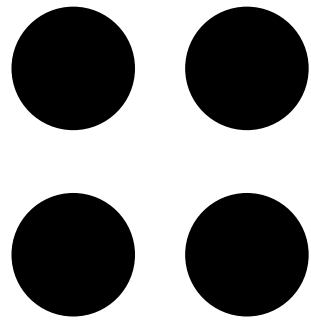
Twelve-piece puzzle • Iphazili yeenquntu eziliithumi nambili

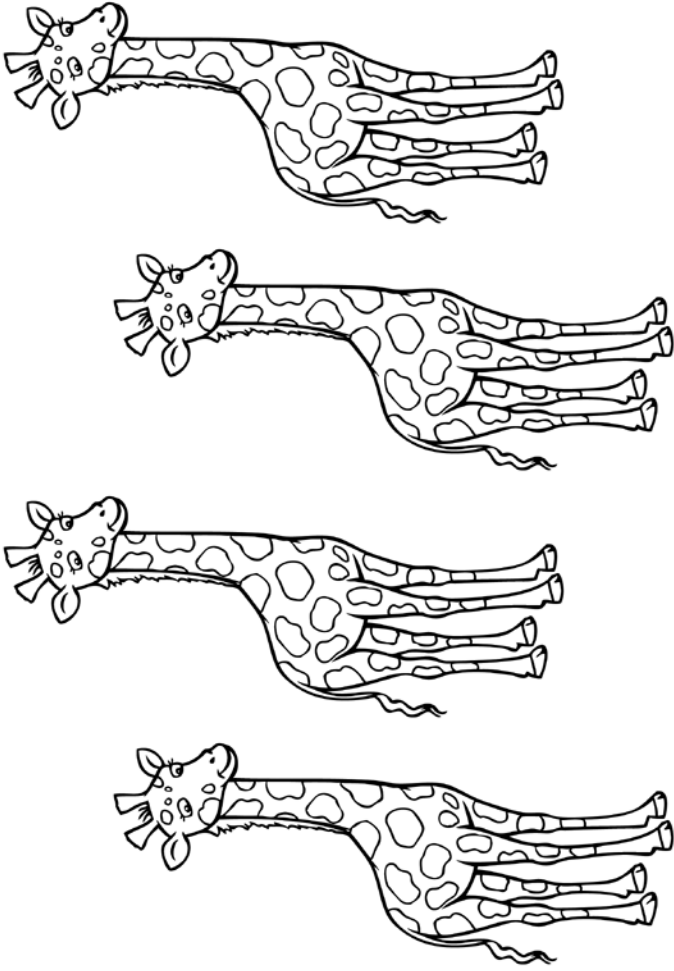




four

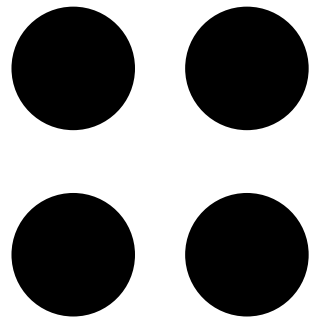
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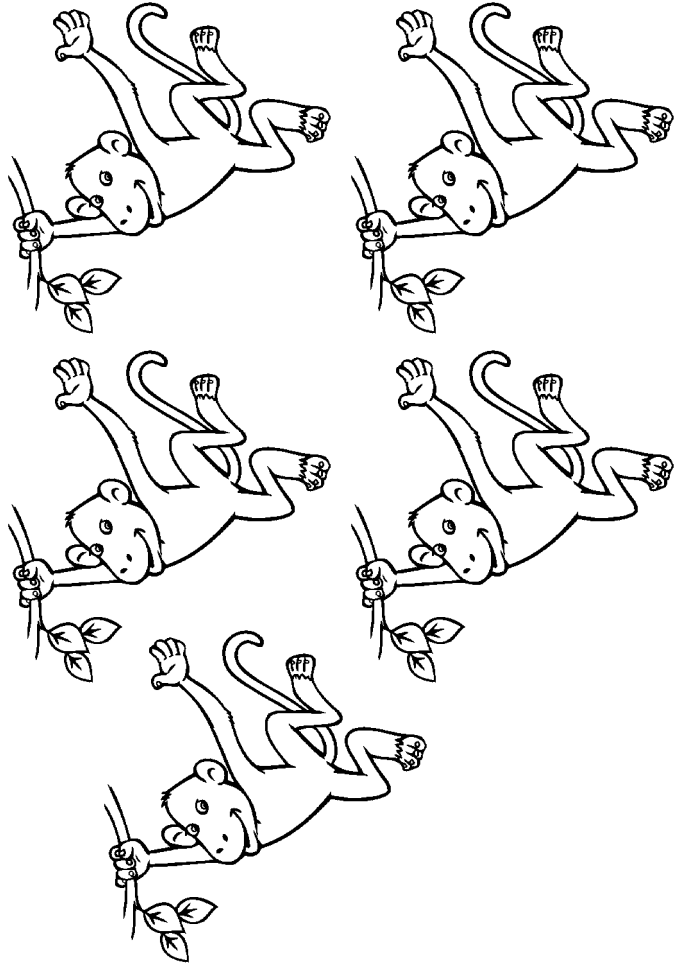




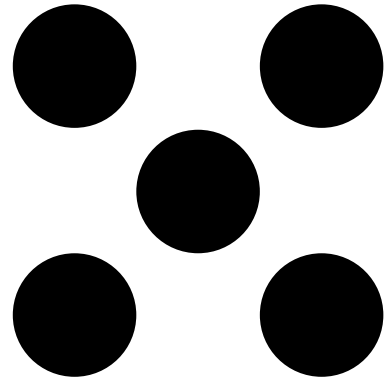
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kune



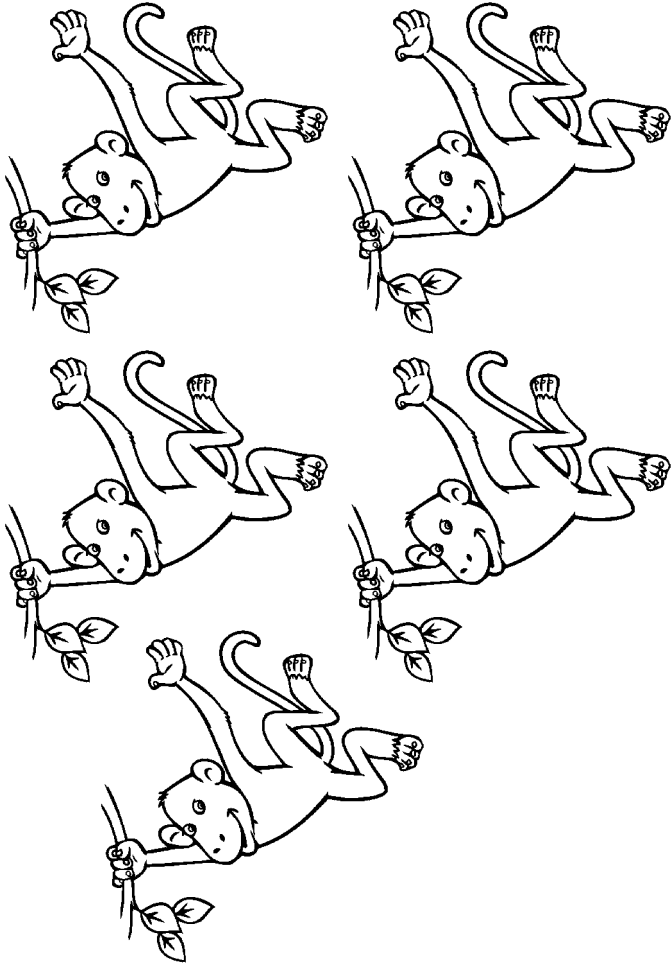


5

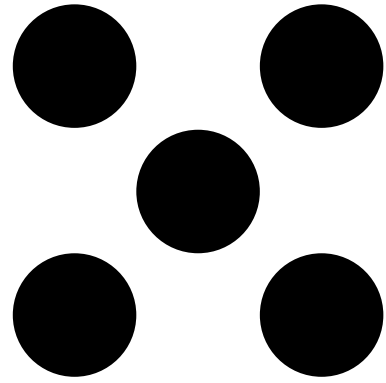


five



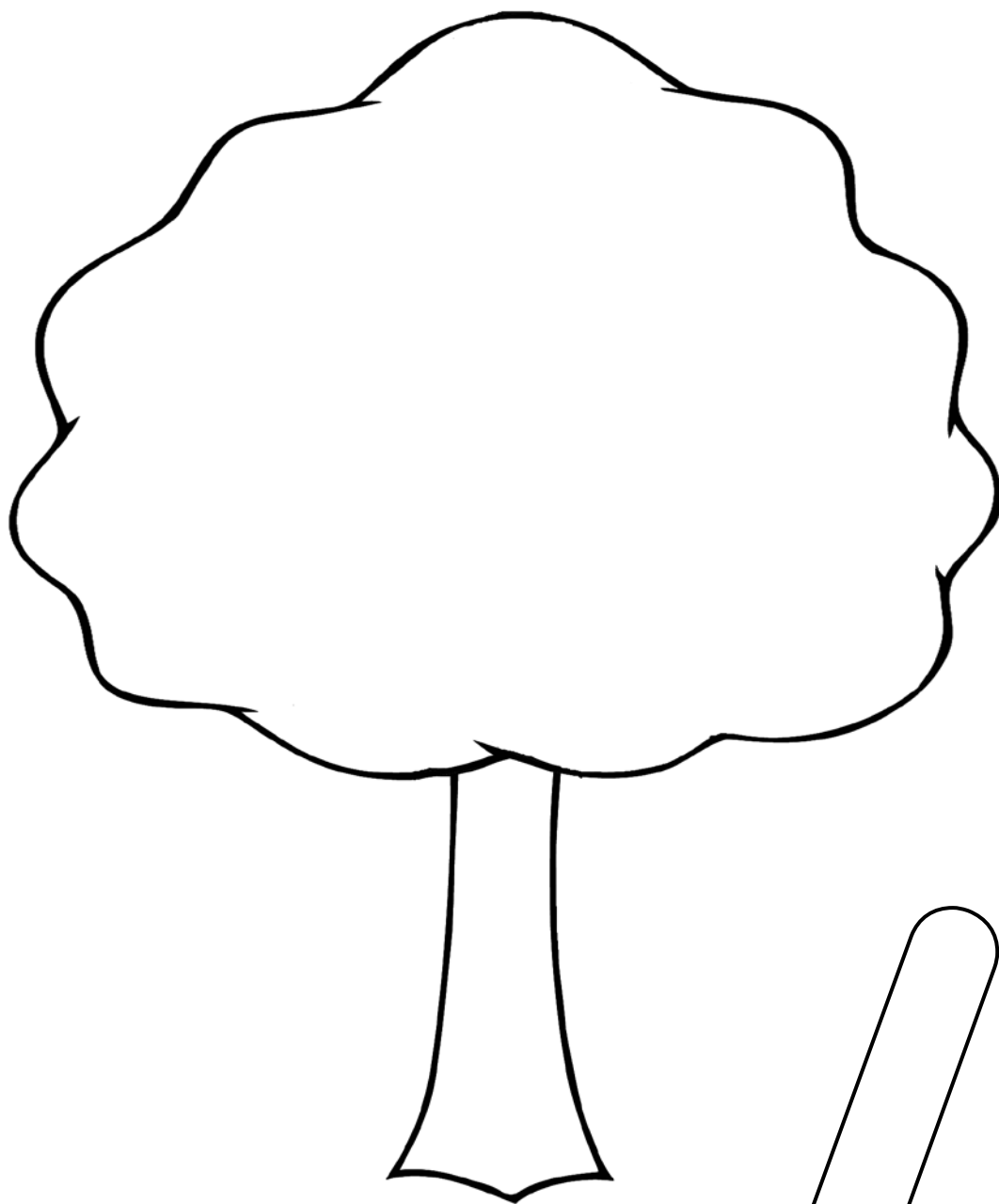


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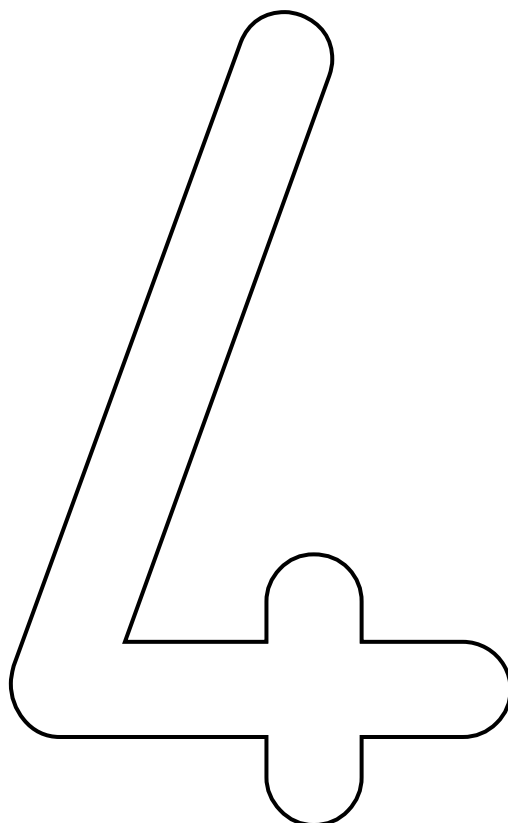
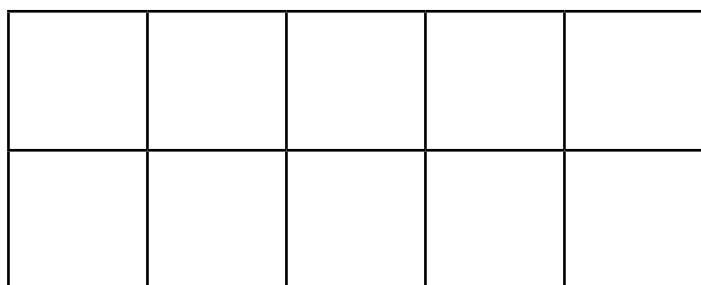


kuhlanu

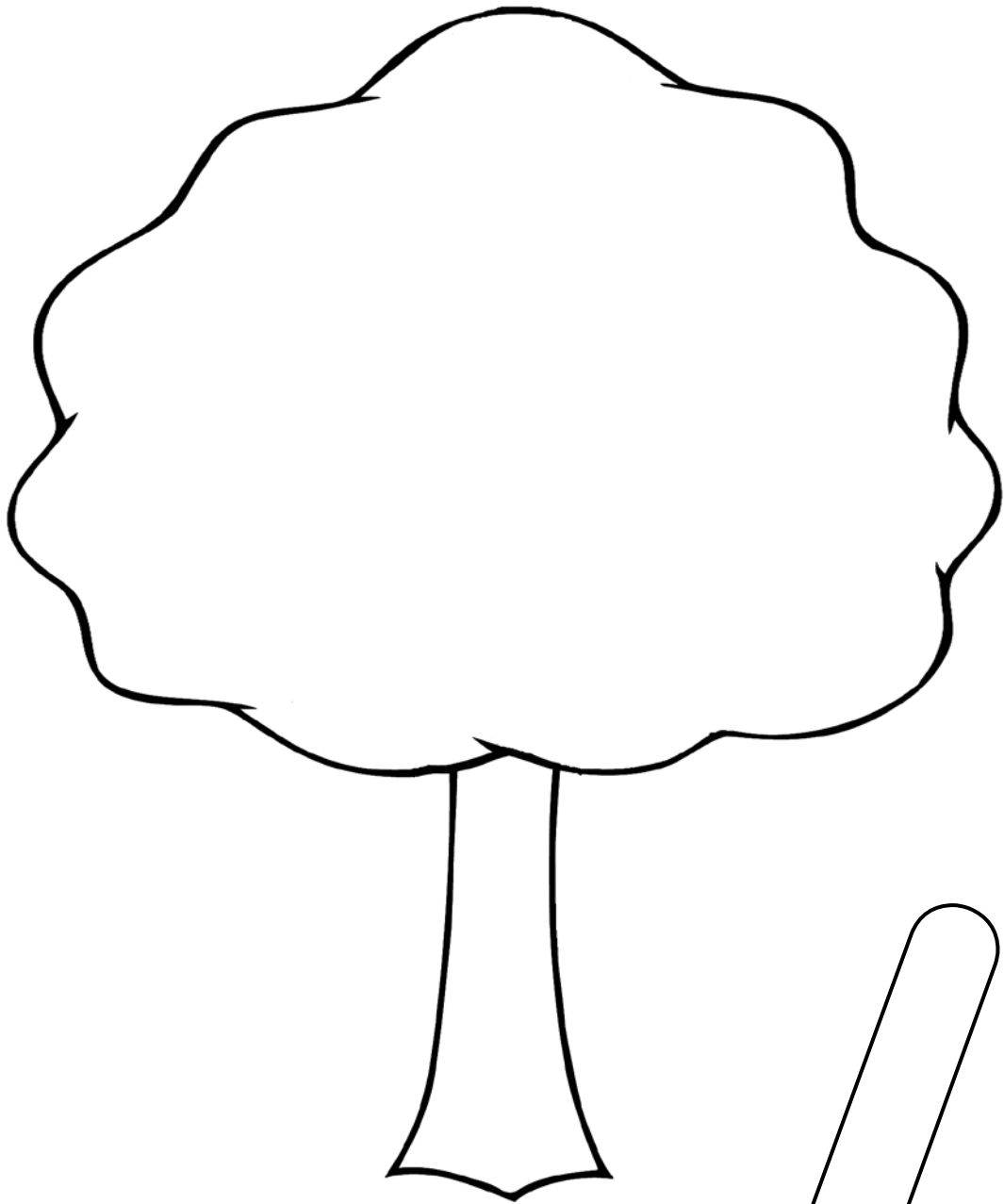
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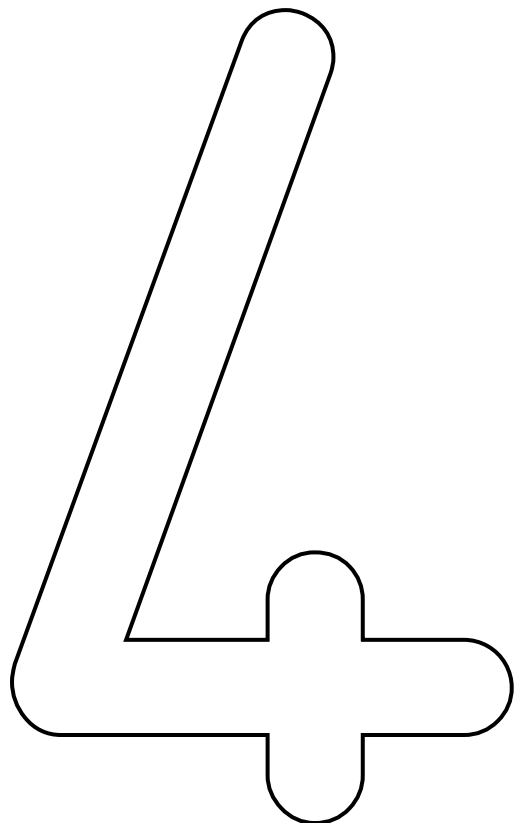
four



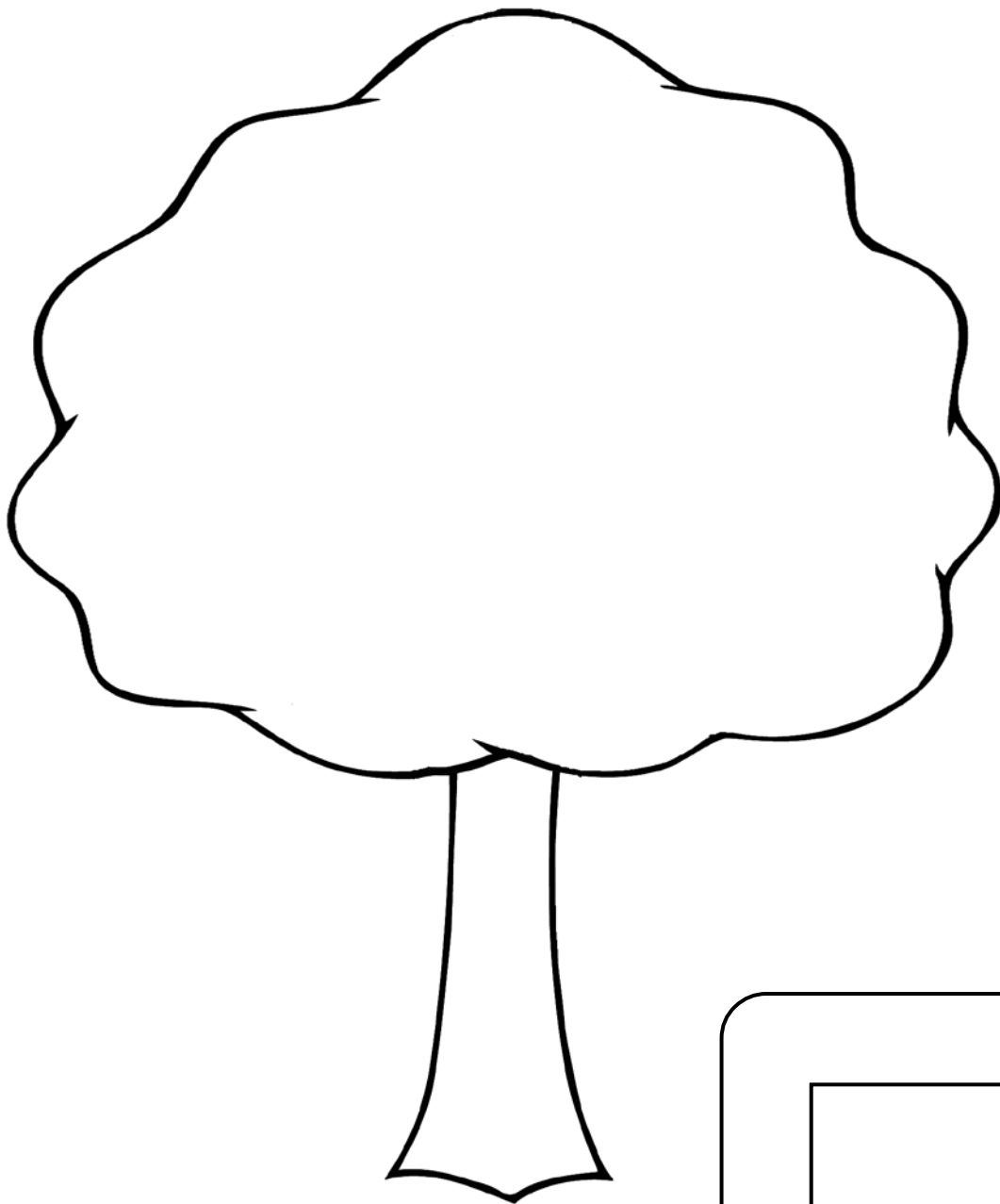
Umfuziselo wehlama yokudlalisa: Inomboro 4



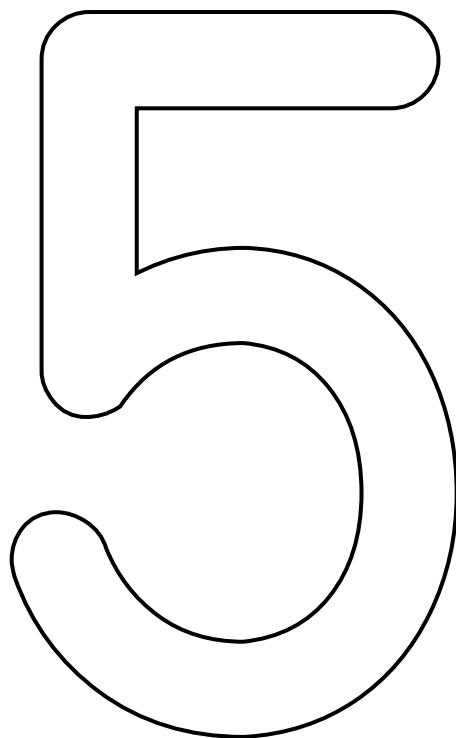
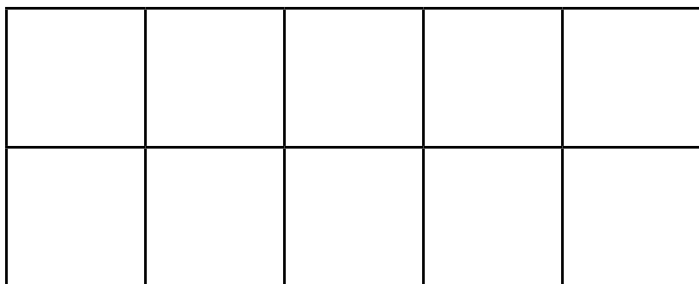
kune

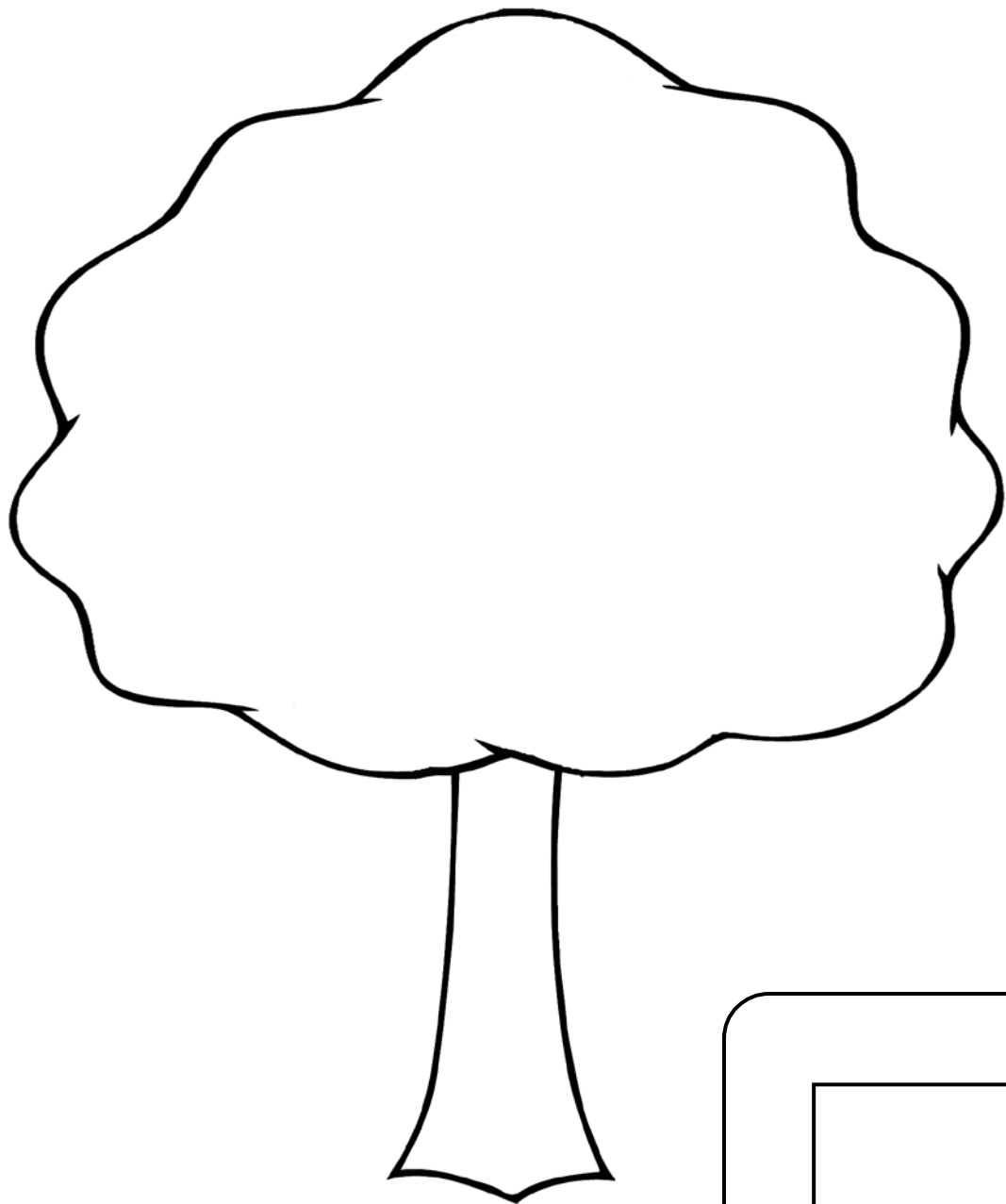
# Playdough template: Number 5



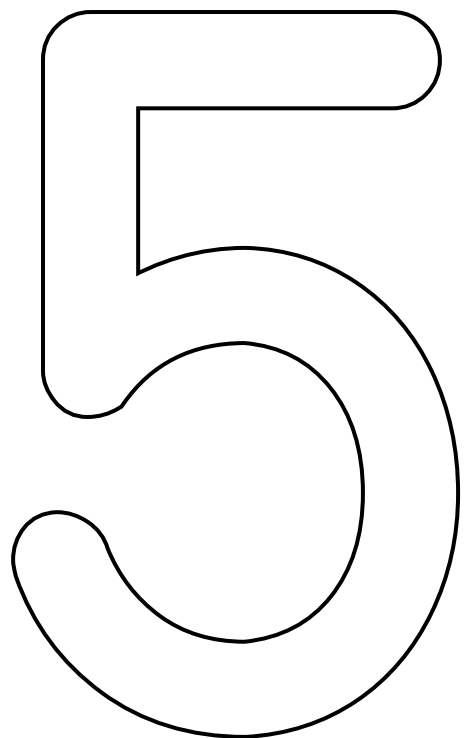
five



Umfuziselo wehlama yokudlalisa: Inomboro 5



kuhlanu

## Coins (Week 2) • linhlavu zemali (Iveke 2)



## Coins (Week 2) • linhlavu zemali (Iveke 2)





Number grid (Week 2) • Igridi yeenomboro (Iveke 2)

4	
2	
1	
3	

# Number puzzle (Week 5)

1

one



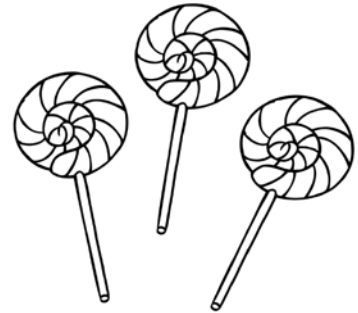
2

two



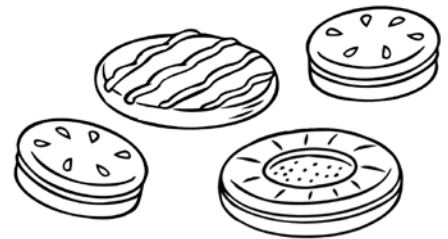
3

three



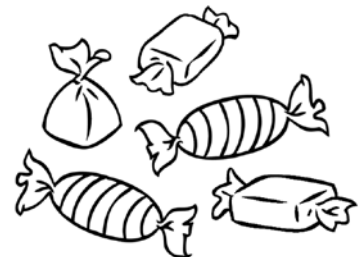
4

four



5

five



Iphazili yeenomboro (Iveke 5)

1

kunye



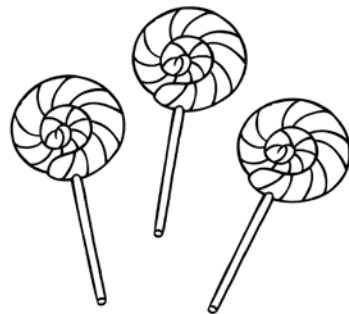
2

kubili



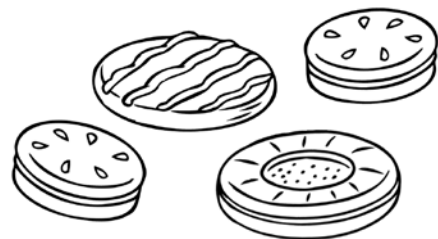
3

kuthathu



4

kune



5

kuhlanu



Twelve-piece puzzle • Iphazili yeenquntu ezilitjhumi nambili

