

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

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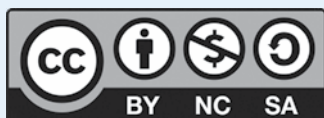
AMAZWI OKUBONGA

Kubongwa ngokukhethekile:

- ★ Izikhulu zomkhakha woHlelo Lwezifundo, Umkhakha Wokufunda kothisha kanye nomkhakha wokuFunda okukhethekile woMnyango WezeMfundo wesifundazwe saseGauteng, ngokuzinikela kwabo ukulungisa izinsiza kufunda zethu.
- ★ Ozakwethu abaphuma e-Wordworks, abalingani abangongcweti bolimi kuPhrojekthi Yothuthukisa Izibalo neziLimi ngokuhlangana ekuthuthukiseni izinto.
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- ★ Iqembu lababhali be-*R-Maths*: Abasebenzi bakwaSDU nabaxhumanisi, kanye nezikhulu zakwaWCED.

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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">• Recognise and identify number symbols and number words• Describe, compare and order numbers	<ul style="list-style-type: none">• More than, fewer than, equal to• Number 4	<ul style="list-style-type: none">• 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

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

Grade R Maths in the daily programme

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

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

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

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

Isingeniso

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

Umhlahlandlela Wemisebenzi: Ithemu 2 ka-Grade R Maths unikeza uhlaka lokufundisa izibalo kwithemu yesibili yeBanga R ngokhu:

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

Izimpawu Zomhlahlandlela Wemisebenzi: Ithemu 2

Lezi zimpawu ezilandelayo zakha ingxenywe yoMhlahlandlela Wemisebenzi: Ithemu 2:

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

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none">• Bona bese uhlonza izimpawu zezinzombolo kanye namagama ezinzombolo• Chaza, qhathanisa bese uhlela izinzombolo ngokulandelana	<ul style="list-style-type: none">• Kuningi kuna-, kuncane kuna-, kulingana na-• Inombolo 4	<ul style="list-style-type: none">• Ukubala ngomlomo 1–10 kanye no-5–1• Ukubala izinto 1–5• Ukulandelanisa izinzombolo 1–3• Ulwazi lwezinzombolo 1–3
Ulwazimagama olusha olusetshenziswa ezibalweni		
kuningi kuna-	kuncane kuna-	kulingana na-

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

U-Grade R Maths ohlelweni lwansuku zonke

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

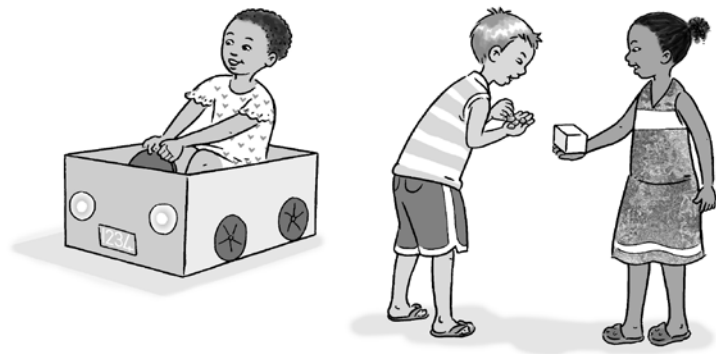
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Imisebenzi yekilasi lonke ngosuku

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

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



Ukuguquka: Ukusuka komunye umsebenzi uya komunye

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

Imisebenzi yamaqembu amancane

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

Isikhathi sokuqoqa

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

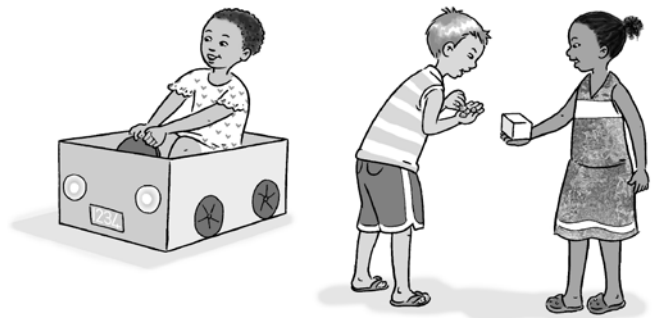
Khetha abaholi bamaqembu kanye nabasizi bokuqoqa ngesonto ngalinye. Banike imisebenzi ethize nezibophezelo.

Imisebenzi ekhethwe ngokukhululeka

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

Lokhu kungabandakanya:

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



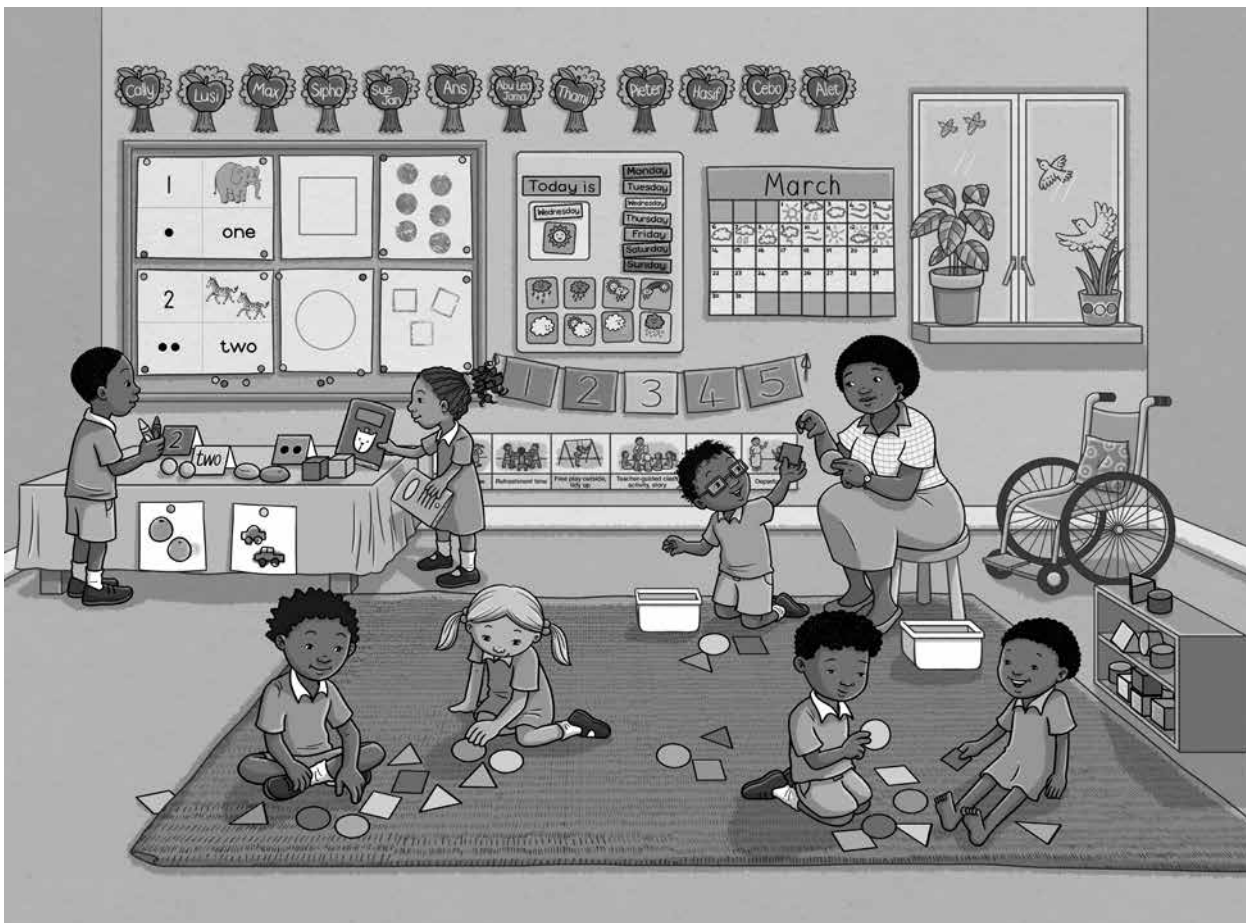
Assessment

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



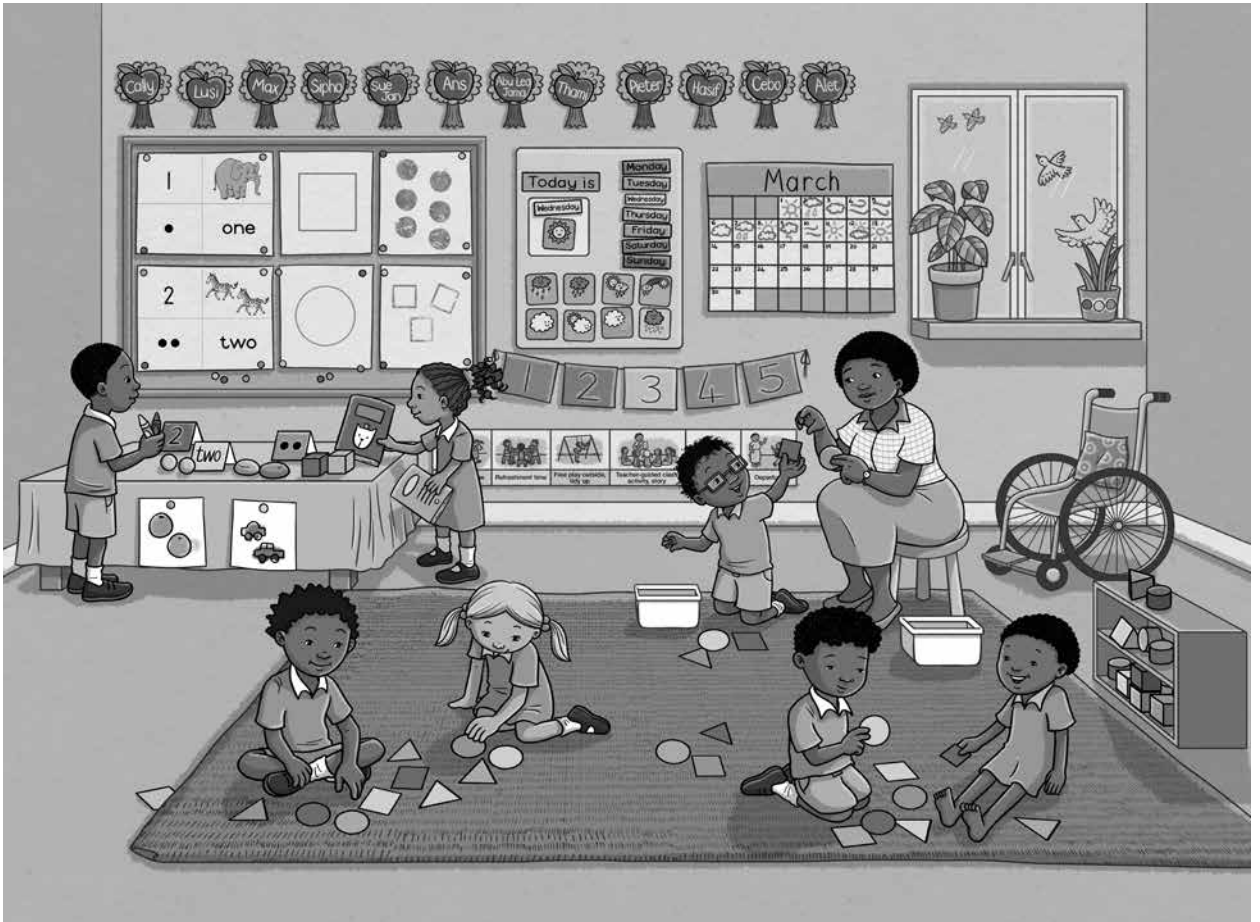
Ukuhlola

Ukuqaphela kanye nokuhlola okuqhubekayo ngesikhathi semisebenzi eholwa uthisha neyekilasi lonke, kunika amathuba okuqonda kanye nokubheka kahle inqubekelaphambili yomfundi ngamunye. Lolu lwazi lubalulekile ukuqondisa ukufundisa kuyiwa phambili kanye nokungenelela kumfundi ngamunye. Uhlu lokuhlola okuqhubekayo ekhasini 191 no 193 lalo mhlahlandlela lusekelwe kokuqukethwe okufundiswe ngeThemu 2. Le thempulethi ingasetshenziselwa ukuqopha inqubekelaphambili yomfundi ngamunye ngethemu.

U-Grade R Maths ekilasini

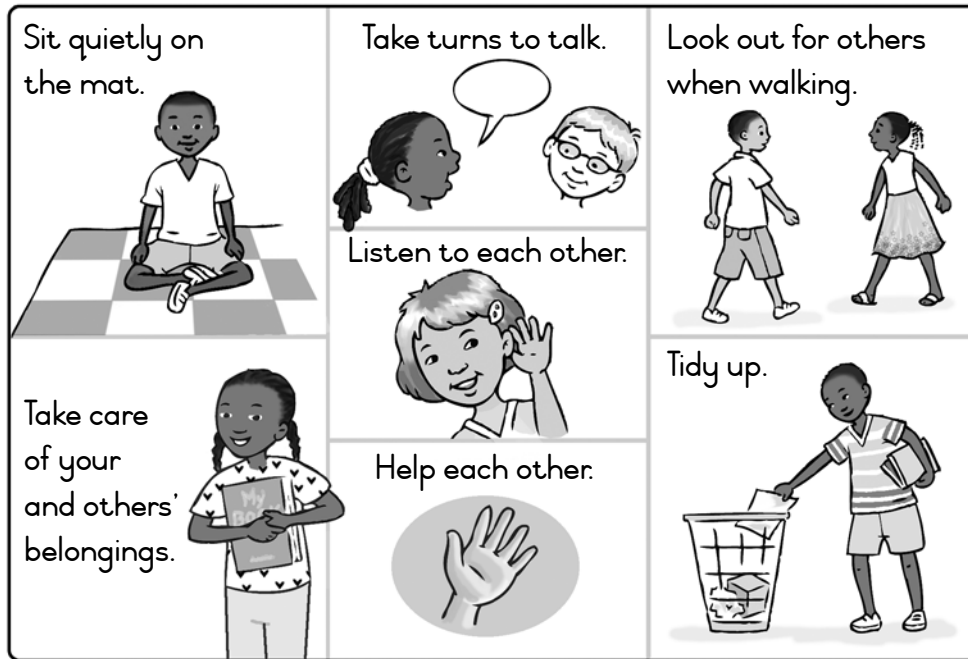
Lungisa indawo ekilasini eyabelwe izibalo futhi ibe seduze nomata. Lena indawo yokwabelana lapho abafundi bengahlanganyela futhi bazibandakanye khona nesihloko abafunda ngaso. Indawo elungele itafula lezibalo ingafaka:

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



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

Our classroom rules

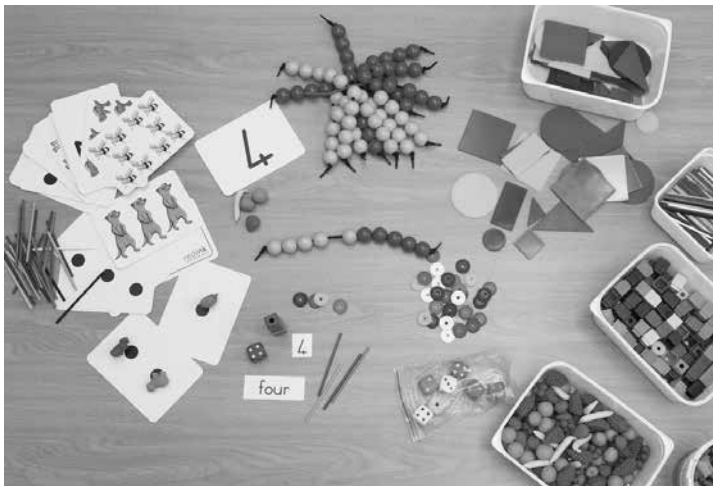


Resources for Grade R Maths

Grade R Maths Resource Kit

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

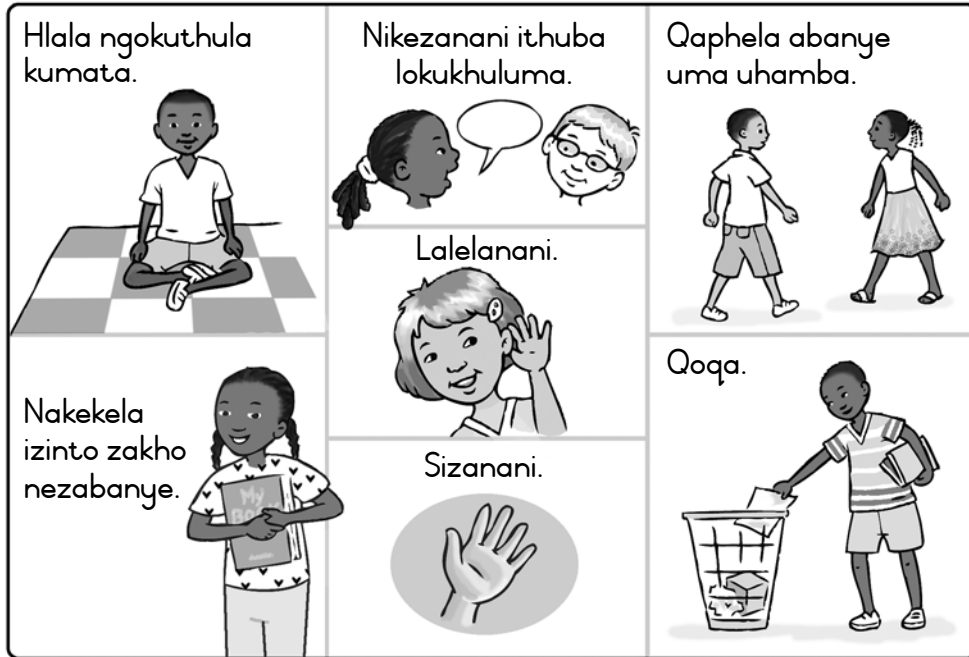
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Imithetho yekilasi lethu

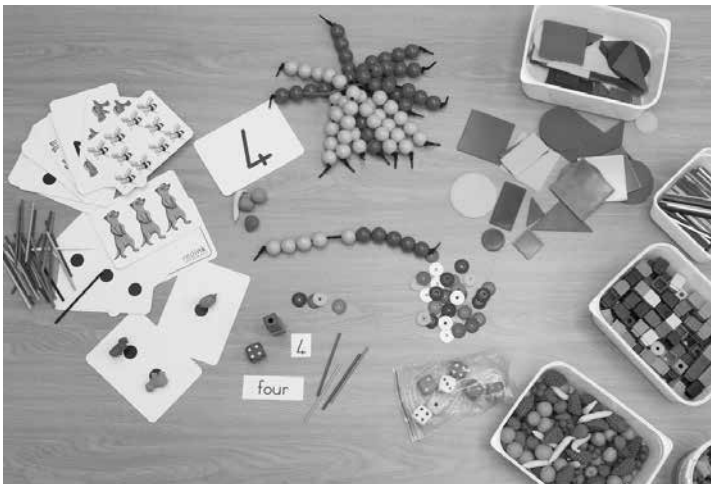


Izinsiza zika-Grade R Maths

Ikhithi Yezinsiza ka-Grade R Maths

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Izinto ezivuselelwe kabusha

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

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



Ezinye izinsiza

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

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

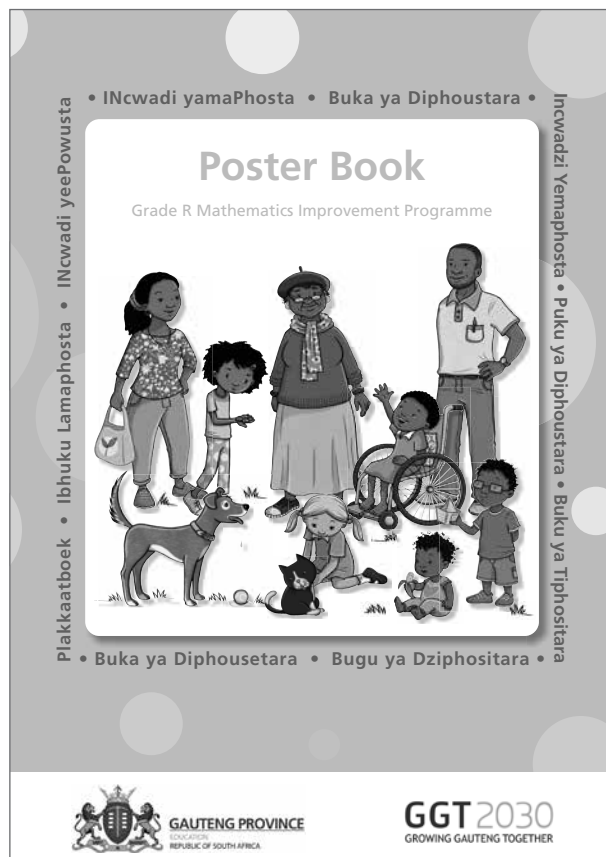
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



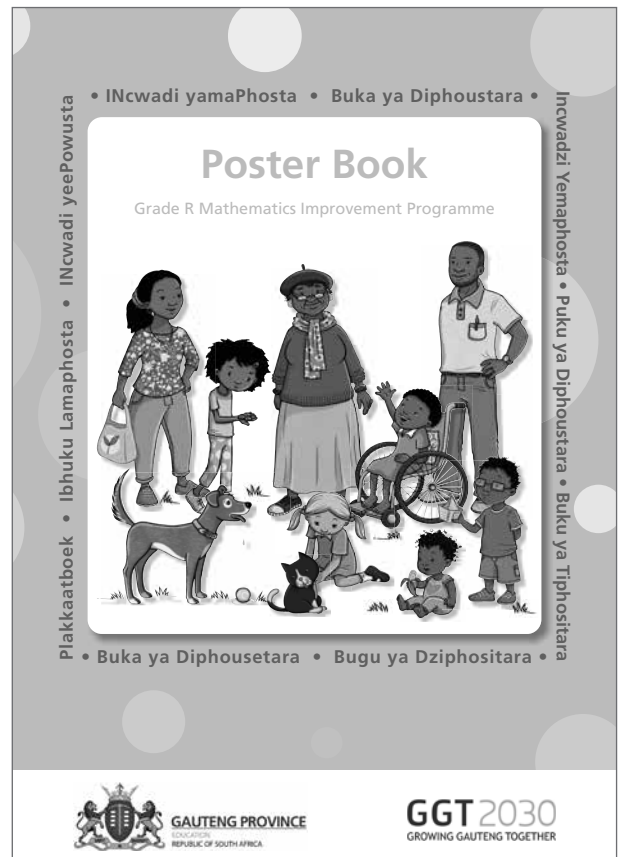
- ishadi lobude
- amakhadi amakhulu okudlala
- imali yokudlala: imali ewuhlweza kanye nengamaphepha (ukukusebenzisa esitolo sokudlala)
- iwashi elikhulu lasodongeni elinezinti
- isikali sokulinganisa
- ubuhlalu bokuhlela, ukuchushisa kanye nokwenza amaphethini
- impahla yokudlala enhlabathini nasemanzini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

Ibhuku Lamaphosta le-Grade R Maths

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

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

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



Content overview: Term 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
1. Numbers, Operations and Relationships	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
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			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	
4. Measurement		Biggest to smallest, smallest to biggest			
5. Data Handling			Sorting by one attribute		

Ukubuka konke okuqukethwe:

Ithemu 2

Qaphela: Ingxenywe Yolwazi Okugxilwe Kuyo kanye 'noLwazi Olusha' kubhalwe ngokuluhlaza okwesibhakabhaka. Okunye okuqukethwe okuzokwenziwa ngesonto kubhalwe ngokumpunga.

Ingxenywe Yolwazi Okugxilwe Kuyo	Isondo 1	Isondo 2	Isondo 3	Isondo 4	Isondo 5
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Kuningi kuna-, kuncane kuna-, kulingana na- Inombolo 4 Ukubala ngomlomo 1-10 kanye no-5-1 Ukubala izinto 1-5 Ukulandelanisa izinombolo 1-3 Ulwazi lwezinombolo 1-3	Imali ewuhlweza yaseNingizimu Afrika Izinombolo ezisho isikhundla sokuqala kuya kwesesine Ukwenza amaqembu afanayo no-4 Ukubala izinto 1-6 Ukubala ngomlomo 1-10 kanye no-5-1 Ukulandelanisa izinombolo 1-4 Ulwazi lwezinombolo 1-4	Ukubala ngomlomo 1-15 Ukubala izinto 1-7 Ulwazi lwezinombolo 1-4 Ukulandelanisa izinombolo 1-4 Ukubala uhlehle 5-1	Kuningi ngokukodwa, kuyingcosane ngokukodwa Ukubala ngomlomo 1-15 kanye no-5-1 Ukubala izinto 1-7 Ulwazi lwezinombolo 1-4	Inombolo 5 Ukubala ngomlomo 1-15 kanye no-5-1 Ukubala izinto 1-7 Ulwazi lwezinombolo 1-4 Ukulandelanisa izinombolo 1-4 Kuningi (kunokunye) kuyingcosane (kunokunye)
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')					
3. Indawo Nesimo (Ijyomethri)			Isikhundla: ngaphansi Isikhundla: eduze kwa-, phakathi kwa-, phambi kwa-, ngemva kwa-, ngaphezu kwa- Inkomba: ukuya phambili, ukuhlehlela emuva Izimo: indilinga, isikwele, unxantathu	Ukuhlela izinto ezingu-3-D: okufanayo kanye nokuhlukile Isikhundla: ngaphezulu Isikhundla: ngaphansi, phezu, phakathi, ngaphandle Izimo: indilinga, isikwele, unxantathu Amaphazili ayizingcezu eziyishumi nambili	
4. Isilinganiso		Okukhulu kunakho konke ukuya kokuncane kunakho konke, okunancane kunakho konke ukuya kokukhulu kunakho konke			
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')			Ukuhlunga ngophawu olulodwa		

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>			

Ingxenye Yolwazi Okugxilwe Kuyo	Isonoto 6	Isonoto 7	Isonoto 8	Isonoto 9	Isonoto 10
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	<p>Ukubala ngomlomo 1–20</p> <p>Ukubala uhlehle 7–1</p> <p>Ukubala izinto 1–7</p> <p>Ulwazi lwezinombolo 1–5</p> <p>Ukulandelanisa izinombolo 1–5</p> <p>Ukwenza amaqoqo afane</p>	<p>Ukubala ngomlomo 1–20 kanye no-7–1</p> <p>Ukubala izinto 1–7</p> <p>Ulwazi lwezinombolo 1–5</p> <p>Kuningi kuna-, kuyingcosane kuna-, kulingana na-</p>	<p>Ukubala ngomlomo 1–20 kanye no-7–1</p> <p>Ukubala izinto 1–7</p> <p>Ulwazi lwezinombolo 1–5</p>	<p>Ukubala ngomlomo 1–20 kanye no-7–1</p> <p>Ukubala izinto 1–7</p> <p>Ukulinganisela 1–7</p>	<p>Ukuhlakaza kanye nokwakha izinombolo</p> <p>Izindlela zokuzazulula izinkinga</p> <p>Ukuhlanganisa nokususa kusetshenziswa izinto eziphathekayo</p> <p>Izinombolo ezintweni ezijwayelekile</p> <p>Ukubala ngomlomo 1–20 kanye no-7–1</p> <p>Ukubala izinto 1–7</p> <p>Umqondo wezinombolo 1–5</p> <p>Ukulandelanisa izinombolo 1–5</p> <p>Kuningi kuna-, kuyingcosane kuna-lyiphi inombolo eza ngaphambili, ngemuva kwenye?</p>
2. Amaphethini, Amafankshini kanye ne-Aljebra ('Amaphethini, ukuxhumana kanye ne-Aljebra')	<p>Kopisha bese welula amaphethini alula aphindayo</p> <p>Yakha bese uchaza iphethini lakho</p>				
3. Indawo Nesimo (Ijyomethri)		<p>Izimo: indilinga, isikwele, unxantathu</p>	<p>Landela imiyalo Ukunqamula umugqa ophakathi nendawo</p> <p>Izimo: indilinga, isikwele, unxantathu</p> <p>Ukuya phambili, ukuya emuva</p> <p>Gxilisa isikhundla</p>		<p>Izimo: indilinga, isikwele, unxantathu</p>
4. Isilinganiso				<p>Ukulinganisa nokuqhathanisa: ubude (kude, kujana, kude kakhulu; kufushane, kufushanyana, kufushane kakhulu)</p> <p>Ubude: kude, kufushane</p>	
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')		<p>Qoqa, hlunga bese wenza okumela izinto eziqoqiwe</p> <p>Hlaziya bese ubika ngolwazi olutholakele</p> <p>Ukuhlela nokuhlukanisa ngokohlobo</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.

Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none"> Bona bese uhlonza izimpawu zezinombolo kanye namagama ezinombolo Chaza, qhathanisa bese uhlela izinombolo ngokulandelana 	<ul style="list-style-type: none"> Kuningi kuna-, kuncane kuna-, kulingana na- Inombolo 4 	<ul style="list-style-type: none"> Ukubala ngomlomo 1–10 kanye no-5–1 Ukubala izinto 1–5 Ukulandelanisa izinombolo 1–3 Ulwazi lwezinombolo 1–3

Ulwazimagama olusha olusetshenziswa ezibalweni

kuningi kuna-

kuncane kuna-

kulingana na-


Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ibhodi yezinombolo kanye nethempulethi yasekhaya yenombolo 4 (ikhasi 209)
- 8 inombolo '4' amakhadi anamachashazi, izimpawu namagama
- isethi e-1 yamakhadi ezinombolo anamachashazi 1–4 yomfundi ngamunye (enokuhleleka kwezinombolo okwehlukile)
- ithempulethi yenhlama yokudlala: Inombolo 4 yomfundi ngamunye (ikhasi 213)
- izinhlobo ezahlukene zamaphazili zomfundi ngamunye (Dweba noma ukopishele isithombe ephepheni/ikhadibhodi elingubukhulu obungu-A5. Sika isithombe sibe yimidweshu emine bese ubhala inombolo engu-1 ukuya ku-4 emdweshwini. Bona Isiteshi sokusebenzela 2.)
- uphawu lwenombolo kanye nomdweshu wamachashazi 1–4: 1 komfundi ngamunye (bheka umsebenzi oholwa uthisha, isinyathelo 3, ikhasi 33)
- isethi yezinombolo eziqondene kanye namaphazili ezithombe 1–4 kulabo nalabo bafundi abangababili (bheka Isiteshi sokusebenzela 4).

Imisebenzi yekilasi lonke

Usuku 1

 **ICEBO**
Ukubala ngomlomo kungenzeka ngesikhathi sokudlulela kokunye. Yenza lokhu kubala kuvuse umdlandla futhi kube mnandi.

Okudingayo

- Ishadi lezinsuku zokuzalwa
- Ibhodi yezinombolo 1–3
- Ibhodi yezinombolo: Inombolo 4 (ikhasi 209)
- Indaba kanombolo 4 (ikhasi 195)

- Umlolozelo:** Shono Umlolozelo ovela kuThemu 1.
- Ukubala ngomlomo:** 1–10 kanye no-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:

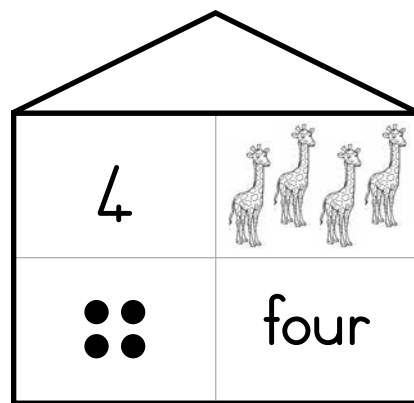
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

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?

ICEBO

Khumbula ukuxoxa ngohlelo lokwenziwa nsuku zonke.

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

3. **Ukubala izinto 1–5:** Abafundi babheka ishadi lezinsuku zokuzalwa. Nindawonye balani izinyanga ezinhlanu zokuqala zonyaka. Xoxani ngokuthi abafundi basanda kubuya emaholidini bese ubazisa ngenyanga yonyaka enikuyo njengamanje.

Imibuzo ekuholayo:

- ★ Sikuyiphi inyanga?
- ★ Iyiphi inyanga yokuqala?
- ★ Ngabe zikhona izinyanga ezinamagama abafundi abahlanu kuzo? (Uma zikhona, zibaleni ndawonye.)

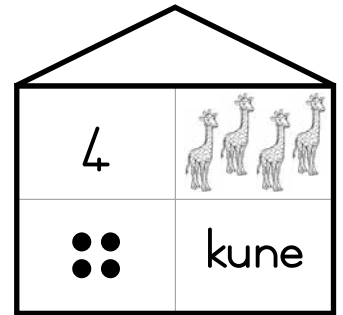
4. **Sethula inombolo '4':** Khomba ibhodi yezinombolo u-1 ukuya ku-3.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi zingaki izilwane ezihlala endlini elandelayo?
- ★ Ngabe kuzoba khona eziningi noma ezincane kunoku-3?

Xoxa *Indaba kanombolo 4*. Indlu yezilwane yiyona okugxilwa kuyo endabeni.

Khombisa izingxenye zebhodi yezinombolo ngesikhathi uqhubeka nendaba yezilwane kanye nezithombe zendlu: ukumeleleka okwehlukene kwenombolo 4, isibonelo, isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenye zebhodi endlini yezilwane esodongeni endaweni yezibalo. Balani izindlulamithi ndawonye.



Imibuzo ekuholayo:

- ★ Ubani osewake wabona indlulamithi phambilini? Kuphi?
 - ★ Ngabe ucabanga ukuthi zihamba kanjani?
 - ★ Ngabe ihamba kanjani indlovu/idube/ububhibhi?
 - ★ Kukhona izindlulamithi eziningi kangaki kunobubhibhi?
 - ★ Kukhona ukubhibhi obuyingcosane kangakanani kunezindlulamithi?
 - ★ Uma indlulamithi eyodwa iye endlini yobubhibhi, ngabe zingaki izilwane ezizoba sendlini yobubhibhi?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Obhanana aba-5, amawolintshi ama-4, ama-aphula ama-4, izitrobheri ezi-4 (*Ikhithi Yezinsiza*)
- Amakhadi ayi-8 enombolo '4', enamachashazi, izimpawu namagama
- Iculo: *Ukwenza isaladi yezithelo* (ikhasi 195)

1. **Iculo:** Yethula iculo, *Ukwenza isaladi yezithelo*.

Imibuzo ekuholayo:

- ★ Ubani oke wadla isaladi yezithelo phambilini?
- ★ Uthanda ziphi izithelo esaladini yakho yezithelo?
- ★ Zingaki izinhlobo ezahlukene zezithelo esicule ngazo?



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.

ICEBO

Yenza ukubala ngomlomo nsuku zonke kube mnandi. Faka namacebo abafundi lapho kungenzeka khona.

2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.
3. **Ukubala izinto 1–5:** Abafundi bahlala babe indilinga. Beka amaqoqo amane ezinto zokubala zezithelo kumata: obhanana abahlanu, amawolintshi amathathu, ama-aphula amabili nezitrobheri ezine.

Imibuzo ekuholayo:

- ★ Ucabanga ukuthi kukhona obhanana/amawolintshi/ama-aphula/izitrobheri okungaki?
- ★ Ngabe iyiphi inqwaba enezithelo eziningi kakhulu/eziyingcosane kakhulu kunezinye?

Balani inqwaba yezithelo ngayinye ndawonye.

4. **Kuningi kuna-/kuyingcosane kuna; kulingana na-:** Gxila kumawolintshi nama-aphula.

Imibuzo ekuholayo:

- ★ Yini okumele siyenze ukuze inombolo yamawolintshi/ama-a-aphula ilingane nenombolo yezitrobheri?
- ★ Singenza kanjani ukuthi iqoqo lamawolintshi/lama-aphula libe nokune?



5. **Itafula lezibalo:** Abafundi baphumela ngaphandle ngamaqembu abane. Umfundi ngamunye eqenjini uqoqa into encane efanayo, isibonelo, izinswazi noma amaqabunga. Abafundi babuyela ekuhlaleni kumata emaqenjini abo. Iqembu ngalinye lisho ukuthi yini, futhi kungaki elikutholile. Xoxani ngokufanayo kanye nokwehlukile phakathi kwamaqoqo. Nikeza iqembu ngalinye ikhadi lenombolo 4 elinamachashazi, uphawu noma igama. Ngesikhathi esisodwa, iqembu ngalinye libeka izinto zalo kanye nekhadi lenombolo 4 etafuleni.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Ulwazimagama olusha olusetshenziswa ezibalweni lungasetshenziswa osukwini lonke, isibonelo, ngesikhathi sengxoxo yesidlo esilulana.

Usuku 3

Okudingayo

- Iculo: *Ukwenza isaladi yezithelo* (ikhasi 195)
- Izinto zokubala eziyizithelo (*Ikhithi Yezinsiza*)
- Ibhodi yezinombolo 1–4
- Izindishi ezi-2
- Izinto zokubala eziyizithelo eziyi-7
- Amakhadi angama-20 enombolo '1–4' anamachashazi, izimpawu nezithombe (*Ikhithi Yezinsiza*)

1. **Iculo:** Cula *Ukwenza isaladi yezithelo* kube neminyakazo.
2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.
3. **Ukubala izinto 1–5:** Balani ndawonye iminwe esandleni esisodwa. Xoxani ukuthi yiziphi izitho zomzimba ezinokuhlalu kanye nokuyingcosane kunokunye.

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. **Amakhadi anamachashazi kanye nokuhlela ngokulandelana u-1-4:** Khombisa abafundi amakhadi anamachashazi 1-4.

Imibuzo ekuholayo:

- ★ Yini le? (ikhadi 3 elinamachashazi)
- ★ Lokhu-ke? (ikhadi 1 elinechashazi)
- ★ Kwenzakalani uma sibeka lokhu, oku-1 kanye noku-3, ndawonye? (Khombisa ikhadi 4 elinamachashazi.)

Phinda ngokumisa ngezinye izindlela.

Bamba amakhadi 1-4 anamachashazi, isithombe kanye nophawu enze ifeni ukuze abafundi babone ingemuva lamakhadi. Abafundi bayadedelana ngokuthatha ikhadi. Basho inombolo yamachashazi asekhadini bese bekhombisa ikilasi.



- ★ Yiziphi izilwane ebhodini yezinombolo yethu ehambisana nekhadi elibanjwe u-_____?

Beka amakhadi 1-4 anezimpawu zezinombolo odongeni ngokuhleleka ngokulandelana okufanele.

- ★ Yini oyiqaphela ngokulandelana kwala makhadi?
- ★ Singaphinde siwahlele ngaziphi izindlela?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Iziqukathi ezi-2 zeplastiki ezibonisa ngaphakathi ngasinye kuzo sibe nezinto ezi-5 eziwubungako obehlukene, isibonelo, ubhontshisi, amatshe
- Iculo: *Ukwenza isaladi yezithelo* (ikhasi 195)
- Amahulahuphu ama-4 (noma ushoki/indophu ukuze wenze izindilinga)
- Amabhulokhi okhuni ayi-10
- Amakhadi angama-20 enombolo '1-4' anezimpawu, amagama, namachashazi
- Amabhulokhi ayi-10 axhume kayo
- Okokudlala umculo

1. **Iculo:** Cula *Ukwenza isaladi yezithelo*.
2. **Ukubala ngomlomo:** 1-10 kanye no-5-1.
3. **Ukubala izinto 1-5:** Abafundi bahlala babe indilinga. Beka phakathi nendawo kumata izitsha ezimbili ezinezinto eziwubungako obehlukene.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kunezinto ezingaki esiqukathini ngasinye?
- ★ Ngabe ucabanga ukuthi isiqukathi ngasinye sinesibalo esifanayo sezinto?

Balani izinto ndawonye. Khumbuza abafundi ukuthi ubungako bezinto abunamthelela esibalweni sazo.

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.



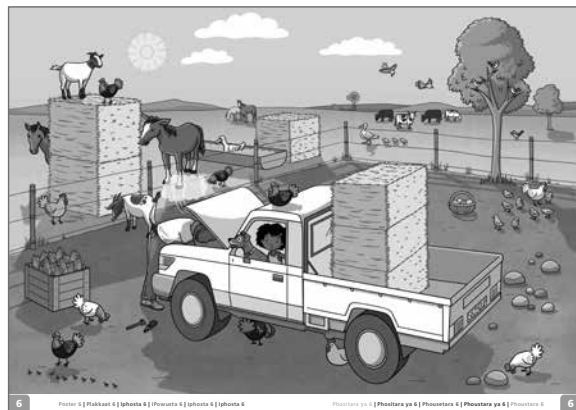
TIP

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

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?



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. **Ukuzejwayeza nokuhlela ngokulandelana u-1-4:** Beka amahulahuphu amane kumata kanye nebhulokhi elilodwa lokhuni kwenye, namabhulokhi amabili okhuni kwenye, njalonzalo. Vumela umfundi ngamunye ukuthi alande ikhadi elinesithombe, uphawu, noma elinamachashazi loku-1, 2, 3 noma ku-4, noma phakathi kwebhulokhi elilodwa namane axhumekayo akumata. Dlala iculo bese abafundi benyakazela umculo. Lapho usuma umculo, bahlala phansi eduze namahulahuphu ahambisana nesibalo samabhulokhi.

Imibuzo ekuholayo:

- ★ Singawabeka kanjani ngokulandelana la mahulahuphu?
- ★ Lyiphi ihulahuphu okumele ibe eyokuqala? Ngobani?
- ★ Lyiphi eza kuqala, elandelayo, eza ngemva kwaleyo?
- ★ Ngabe kukhona abafundi abaningi/abayingcosane abazungeze le hulahuphu, noma lehulahuphu?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Iqoqo lezinto ezinhlanu ezibekwe zazungeza igumbi
- Iculo: *Ukwenza isaladi yezithelo* (ikhasi 195)
- Iphosta 6

1. **Iculo:** Cula *Ukwenza isaladi yezithelo* bese ukulingisa.
2. **Ukubala ngomlomo:** 1-10 kanye no-5-1.
3. **Ukubala izinto 1-5:** Beka amaqoqo ezinto ezinhlanu ezikhundleni ezibonakala kahle ekilasini. Dlalani umdlalo othi 'ngithungatha ngeso lami elincane', isibonelo: 'ngithungatha ngeso lami elincane izikhwama ezinhlanu.' Balani izinto ndawonye, bese niphinda ngelinye iqoqo lezinto ezinhlanu.

4. **Ukuzejwayeza 1-4:** Xoxani ngephosta-6. Xoxani ngalokho abafundi abakubonayo.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi bakuphi laba bantu?
- ★ Ngabe uyazibona izinto ezine, ezintathu, ezimbili noma eyodwa yanoma yini?
- ★ Ngabe kunezinyoni eziningi esihlahleni, noma kunamadada amaningi emkhombeni wamanzi?
- ★ Ngabe kukhona amabhali amangaki otshani elolini?
- ★ Mangaki amabhali otshani aphansi?
- ★ Mangaki amabhali otshani azosala uma amahhashi edla elilodwa lala mabhali?



Akubona bonke abafundi abazokwazi ukuthi kubukeka kanjani epulazini, elifana naleli. Thatha isikhathi ukuthi ubenze bakubone lokhu.

Khuthaza abafundi ukuthi baxazulule izinkinga ngokwabo. Dala amathuba okuthi bazitholele okuthile ngokwabo.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Small group activities

Teacher-guided activity

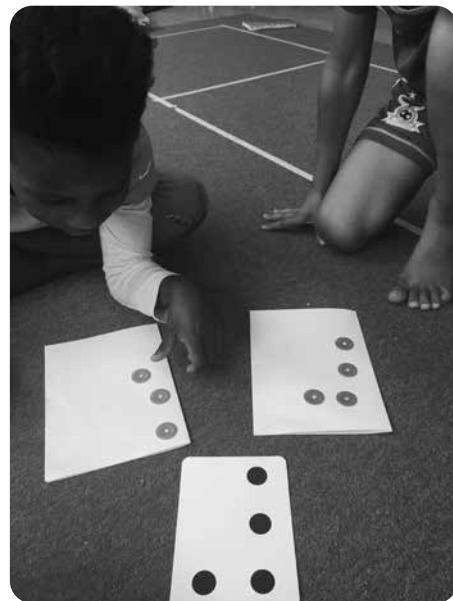
What you need

- 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 yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Isitsha somfundi ngamunye:
 - Amakhadi enombolo 1–4 anamachashazi, izimpawu namagama (*Ikhithi Yezinsiza*)
 - Izinto zokubala ezi-5 ezinemibala
 - Amakhadi anamachashazi enombolo 4 (*Ikhithi Yezinsiza*)
- Inhlama yokudlala kanye nomata komfundi ngamunye
- Ikhasi elingu-A4 lomfundi ngamunye
- Amakhrayoni

1. **Ukubala ngomlomo:** Abafundi bahlala ngababili. Bayabhekana bese beshaya izandla zabo ndawonye bese bebala u-1–10 kanye no-5–1.
2. **Ukubala izinto 1–5:** Umfundi ngamunye ubala izinto zokubala ezi-5.
3. **Qondanisa u-1–4:** Khomba izinombolo emabhodini. Abafundi babeka phambi kwabo amakhadi ezinombolo ezihambisanayo anamachashazi, izimpawu namagama. Baqondanisa amaqoqo ezinto zokubala kanye nalokhu, bese bekuhlela ngokulandelana kusukela koku-1 ukuya koku-4.

Imibuzo ekuholayo:

- ★ Unezinto zokubala ezingaki eqoqweni ngalinye?
- ★ Ithini inombolo engaphambi/engemuva koku-3, phakathi koku-1 noku-3?
- ★ Yiliphi iqembu elininto yokubala enokuyingcosane/okungaphezulu ngoku-1 kuneqembu lakho ngezibali ezi-2?



4. **Ukuzejwayeza oku-4:** Abafundi bahlela izinto zabo zokubala ezine ukuze ziqondane namakhadi ehlukeni anamachashazi enombolo 4.
5. **Ukuzejwayeza ukuthi kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Susa izinto zokubala eziyingcosane kwamanye amaqoqo abafundi abangabane.

Imibuzo ekuholayo:

- ★ Ngabe kukhona abanye benu abanesibalo esifanayo sezinto zokubala?
- ★ Ngabe u-____ unezinto zokubala eziningi/eziyingcosane kuno-____?
- ★ Singenza kanjani ukuthi u-____ kanye no-____ babe nesibalo esilinganayo sezinto zokubala?

 **ICEBO**
Umqondo wokuthi
'kuyingcosane kuna-'
uzodinga ukwesekwa.

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. **Ukuzejwayeza inombolo 4 usebenzisa inhlama yokudlala:** Abafundi benza uphawu lwenombolo 4 ngenhlama yokudlala. Yeseka abafundi abakulungele ukubhala u-4.



Hlola ukuthi abafundi bayakwazi uku-:

- bala ngomlomo oku-1-10
- bala izinto ezi-1-5
- ukuhlonza ukuningi kuna-, okuyingcosane kuna- nokulingana na-
- ukubona, baqondanise, basho igama bese behlela uphawu lwenombolo, igama lenombolo namachashazi 1-4
- qondanisa izinto namakhadi anamachashazi 1-4

Isiteshi sokusebenzela 1

Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 4 yomfundi ngamunye (ikhasi 213)

Abafundi basebenzisa inhlama yokudlala ukuze baqedele ithempulethi.

Isiteshi sokusebenzela 2

Okudingayo

- Isitsha somfundi ngamunye esinezithombe zemidweshu yephezili

Abafundi babeka imidweshu yamaphazili ngokulandelana ngendlela efanele ukuze benze isithombe. Lapho sekuphelile, bahlakaza lokhu bese beshintshana 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*

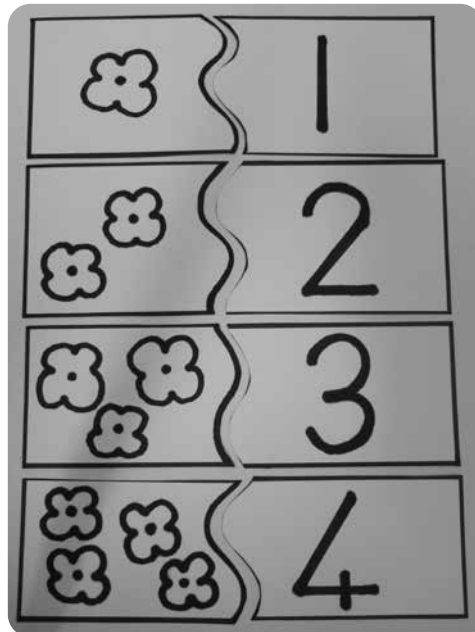
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

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.



Isiteshi sokusebenzela 3

Okudingayo

- Isitsha somfundi ngamunye esinalokhu:
 - Umdweshu 1–4 wenombolo namachashazi
 - Amagama ezinombolo kusukela kokukodwa kuye kokune
- Isiqukathi esinamabhulokhi axhume kayo athathwe *kuKhithi Yezinsiza*

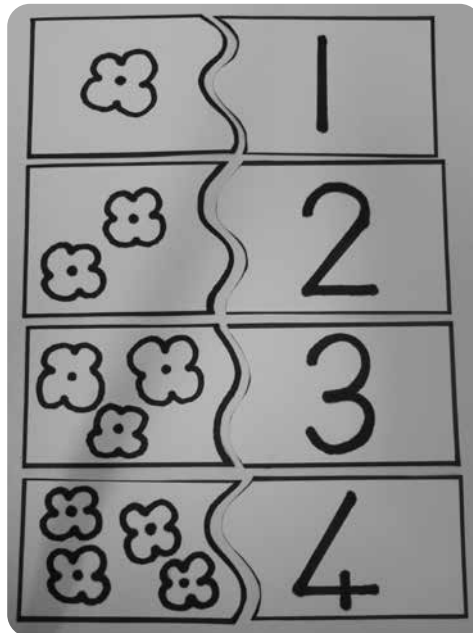
Abafundi baqondanisa amagama ezinombolo okukodwa ukuya kokune nomdweshu wezinombolo (usebenzisa amabhodi njengothathela kukho). Babeka izinto kumakholomu ngaphezu kwenombolo ngayinye.

Isiteshi sokusebenzela 4

Okudingayo

- Isethi yezinombolo eziqondene namaphazili ezithombe u-1–4 kubafundi abangababili

Abafundi baqedela amaphazili ezinombolo. Uma sebeqedile, bashintshana 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

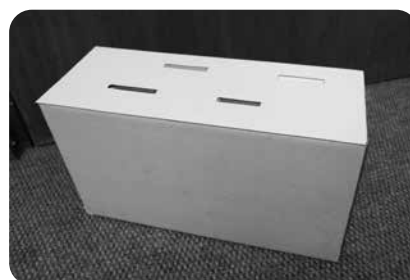
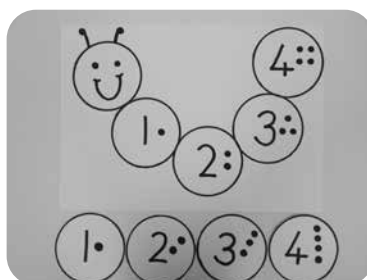
New maths vocabulary

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.



Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Imali: thuthukisa ulwazi lwemali ewuhlweza yaseNingizimu Afrika

Ulwazi olusha

- Imali ewuhlweza yaseNingizimu Afrika
- Izinombolo ezisho isikhundla sokuqala kuya kwesesine
- Ukwenza amaqembu afanayo no-4
- Ukubala izinto 1–6

Zejwayeze

- Ukubala ngomlomo 1–10 kanye no-5–1
- Ukulandelanisa izinombolo 1–4
- Ulwazi lwezinombolo 1–4
- Okukhulu kunakho konke ukuya kokuncane kunakho konke, okunancane kunakho konke ukuya kokukhulu kunakho konke

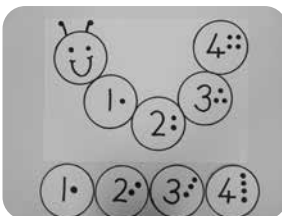
Ulwazimagama olusha olusetshenziswa ezibalweni

imali ewuhlweza	imali	insephe	indwe	intebe
amarandi	10c, 20c, 50c	umgankla	isiqalaba sentaba	inani
amasenti	R1, R2, R5	inkonkoni	<i>i-strelitzia</i>	izindleko

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izithombe zezilwane kanye nezitshalo ezitholakala emalini ewuhlweza yaseNingizimu Afrika
- ikhadibhodi elisikwe lakhishwa lemali ewuhlweza ensundu kanye neyisiliva: 10c, 20c, 50c, R1, R2, R5 (amakhasi 216–217) – okuyisi-6 kumfundi ngamunye, kanye noku-4 ngakunye ngaphezu kwalokho
- izinto eziyi-12 'ezizothengwa', isibonelo, amabhokisi amasiriyeli/omuthi wokuxubha, izitsha zeyogathi, njalo njalo
- ibhokisi lemali elibonisa ngaphakathi elinendawo yokufaka imali ewuhlweza yekhadibhodi, kanye nendawo evulekile yokukhipha imali ewuhlweza (Kungasetshenziswa amabhodlela noma iziqukathi zeplastiki.)
- amakhadi ezimpawu zezinombolo u-1–4
- ucezu lwekhadibhodi elingu-A4 noma ikhasi elingu-A4 elinethempulethi eyindilinga enkulu ekudwetshwe kuyo yomfundi ngamunye
- ikhasi elingu-A4 elinezindilinga ezine, ngayinye kuzo inophawu lwenombolo kanye namachashazi ahambisanayo u-1–4 kwengane ngayinye
- ikhasi elingu-A4 lengane ngayinye lomdwebo wengaphandle lesicabucabu, isigaba ngasinye salo sinophawu lwenombolo kanye namachashazi ahambisanayo kuka-1–4
- ikhasi legridi yenombolo yomfundi ngamunye nezinombolo ezahlukenene u-1–4 (ikhasi 218)
- umdlalo othi imali ewuhlweza esebhange (ikhasi 197)
- ibhokisi lokuposa elinombala kanye nenombolo.



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 yekilasi lonke

Usuku 1

Okudingayo

- Imali eyisi-6 yangempela ewuhlweza (10c, 20c, 50c, R1, R2, R5)
- Imali eyisi-6 ewuhlweza esikwe yakhishwa ekhadibhodini (ikhasi 216–217)
- Iphosta 7

1. **Iculo:** Culani iculo lamasonto adlule.
2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.
3. **Ukubala izinto 1–6 (ukwethula imali ewuhlweza yaseNingizimu Afrika):** Xukuza imali yangempela ewuhlweza ezandleni zakho.

Imibuzo ekuholayo:

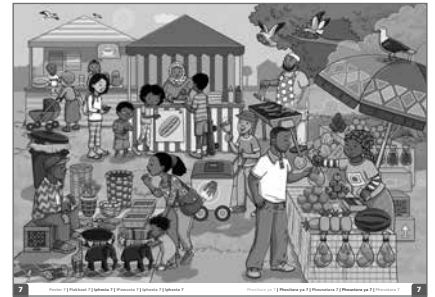
- ★ Ngabe ucabanga ukuthi kukhonani ezandleni zami?
- ★ Ngabe siyisebenzisela ini imali?
- ★ Ngabe ingaki imali ewuhlweza eyehlukene yaseNingizimu Afrika ekhona? Make sibale.

Balani imali ewuhlweza yekhadibhodi ngesikhathi uyibeka odongeni.

4. **Iphosta 7:** Xoxani ngePhosta 7. Xoxani ngalokho okubonwa abafundi.

Imibuzo ekuholayo:

- ★ Ngabe uke waya emakethe?
- ★ Ngabe bathengani abantu abakule phosta?
- ★ Ucabanga ukuthi u-_____ mangaki ama-_____ awathengayo?
- ★ Ngabe uyaya ukuyothenga? Ake ungitshele ngakho.
- ★ Ngabe umndeni wakho ujwayele ukuthenga ini ezitolo?



5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Iculo: *Izinhlamvu zemali ezinhlanu ezicwebezelayo* (ikhasi 197)
- Izinto eziyisi-6 'ezizothengwa' ezibekwe yonke indawo ekilasini
- Isiqukathi esinemali ewuhlweza yekhadibhodi esikwe yakhishwa (10c, 20c, 50c, R1, R2, R5) – e-4 ngayinye
- Iprestikhi
- Izihlalo ezi-4

1. **Iculo:** Cula *Izinhlamvu zemali ezinhlanu ezicwebezelayo*.
2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.
3. **Ukubala izinto 1–6; ukubona kanye nokuqondanisa imali ewuhlweza:** Abafundi kumele benze itafula lokuthenga ndawonye. Bakhetha izinto ezisekilasini abazozibeka etafuleni ukuze bazithengise. Bakhetha imali ewuhlweza yekhadibhodi ezonanyathiselwa ezintweni ezikhethiwe.

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.

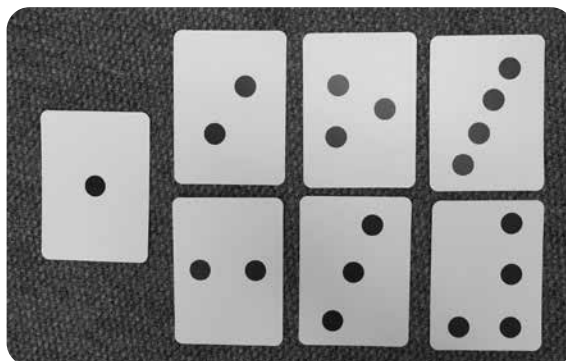


Day 3

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.

Imibuzo ekuholayo:

- ★ Ngabe ukhetheni?
- ★ Yiluphi uhlamvu lwemali nonke enicabanga ukuthi kumele lunanyathiselwe ku-_____? Ngobani?
- ★ Yiluphi uhlamvu lwemali oluhambisana nohlamvu oluku-_____?

4. Izinombolo ezisho isikhundla – okokuqala ukuya kokwesine:

Abafundi abane bahlala ezihlalweni ezine ezibekwe esinye emva kwesinye sengathi basetakisini baya ezitolo.

Imibuzo ekuholayo:

- ★ Ubani ohleli esihlalweni sokuqala/sesithathu?
- ★ Ubani ohleli esihlalweni esingemuva kwesihlalo sokuqala?
- ★ Ubani ohleli esihlalweni sokugcina?
- ★ Ubani ohleli phakathi kuka-_____ kanye no-_____?

Phinda nabanye abafundi abane.

5. Imisebenzi yamaqembu amancane: Chaza imisebenzi esiteshini sokusebenzela ngasinye.**ICEBO**

Kubalulekile ukuthi abafundi bahlale ngendlela ezokwenza ukuthi babone izinsiza ezisetshenziswayo.

**Usuku 3****Okudingayo**

- Iculo: *Izinhlamvu zemali ezinhlanu ezicwebezelayo* (ikhasi 197)
- Imali ewuhlweza yekhadibhodi e-5 esikwe yakhishwa, ibhokisi lemali eli-1
- Izinto 'ezizothengwa' eziyisi-6 ezibekwe yonke indawo ikilasi
- Isiqukathi esinemali ewuhlweza yekhadibhodi esikwe yakhishwa (10c, 20c, 50c, R1, R2, R5) – e-4 ngayinye
- Amakhadi enombolo 1–4 anesithombe, uphawu kanye namachashazi (*Ikhithi Yezinsiza*)
- Izinto zokubala (*Ikhithi Yezinsiza*)
- Isigubhu/isikhehle

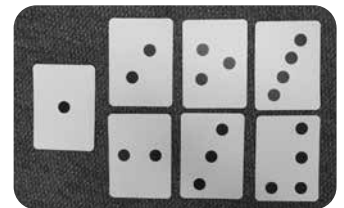
1. **Iculo:** Cula *Izinhlamvu zemali ezinhlanu ezicwebezelayo*. Sebenzisa imali ewuhlweza kanye nebhokisi lemali ukuze wenze iminyakazo.

2. **Ukubala ngomlomo:** 1–10 no-5–1.

3. **Ukubala izinto 1–6:** Phinda Usuku 2, umsebenzi 3.

4. Ukuzejwayeza izinombolo 1–4:

Khombisa amakhadi anamachashazi 1–4 ngalinye. Abafundi babiza isibalo samachashazi asekhadini ngalinye. Beka amakhadi kumata ngokuxovekile nje. Wahleleni ndawonye kusukela koku-1 ukuya koku-4. Beka amakhadi asele anamachashazi 1–4 kumata. Abafundi baqondanisa la makhadi namakhadi anamachashazi ahlelwe ngokulandelana.



5. **Umdlalo wokuqondanisa:** Nikeza umfundi ngamunye ikhadi elinamachashazi, ikhadi lesithombe, ikhadi lophawu lwenombolo, noma izinto zokubala kunye, kubili, kuthathu, noma kune. Shaya isigubhu ngesikhathi abafundi benyakazela isigqi. Lapho kuma umculo, abafundi bafuna uphathina onenombolo efanayo.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

ICEBO

Nikeza abafundi abangakalitholi ithuba lokuthenga, ithuba lokuqondanisa uhlamvu lwemali nento esetafuleni ngesikhathi beya eziteshini 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.

Usuku 4

Okudingayo

- Iculo: *Izinhlamvu zemali ezinhlanu ezicwebezelayo* (ikhasi 197)
 - Imali ewuhlweza e-5 eyikhadibhodi elisikwe lakhishwa, 1 ibhokisi lemali
 - Izikhwama ezi-2 zamaplastiki ezincane ezibonisa ngaphakathi:
- imali eyisi-6 ewuhlweza eyikhadibhodi esikwe yakhishwa, kanye ne-5 kwesinye
- Izimpawu zezinombolo 1–4 ebhokisini

1. **Iculo:** Cula *Izinhlamvu zemali ezinhlanu ezicwebezelayo*. Sebenzisa imali ewuhlweza kanye nebhokisi lemali ukuze wenze iminyakazo.

2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.

3. **Ukubala izinto 1–6:** Abafundi bahlala esikokeleni. Khombisa abafundi isikhwama zeplastiki ezimbili – esisodwa esiqukethe imali ewuhlweza yekhadibhodi esikwe yakhishwa bese esinye sibe nenye imali enhlanu ewuhlweza esikwe yakhishwa.

**Imibuzo ekuholayo:**

- ★ Ngabe ucabanga ukuthi ingaki imali ewuhlweza ekhona kulesi sikhwama?
- ★ Bese kulesi sikhwama-ke?
- ★ Ngabe ucabanga ukuthi kunemali ewuhlweza eningi/eyingcosane kulesi sikhwama? Wazi kanjani?

Balani imali ewuhlweza ndawonye esikhwameni ngasinye bese niyibeka emaqoqweni amabili kumata.

4. **Ukuzejwayeza kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Xoxani ngamaqoqo amabili emali ewuhlweza.

Imibuzo ekuholayo:

- ★ Ngidinga kuphela imali ewuhlweza e-4 eqoqweni ngalinye. Yini esingayenza?

Bala imali ewuhlweza e-4 ephaketheni ngalinye. Buka imali ewuhlweza esele kumata.

- ★ Ngabe kukhona imali ewuhlweza eningi esele kuleli qoqo noma kuleli qoqo?
- ★ Kungani leli qoqo linemali ewuhlweza encane esele?

5. **Ukuhlela izinombolo ngokulandelana 1–4:** Bevale amehlo ukuze bangaziboni izinombolo zabo, abafundi abane bakhapha ikhadi lophawu lwenombolo 1–4 ebhokisini. Bama omunye abe seduze komunye, nomunye bese beyasho ukuthi bacabanga ukuthi inombolo yabo ingubani. Ikilasi lonke lisho ukuthi kumele banyakaze kanjani ukuze bazihlele kusukela ku-1 ukuya ku-4. Phinda ngabanye abafundi abane.

Imibuzo ekuholayo:

- ★ Lyiphi inombolo eza kuqala?
- ★ Lyiphi inombolo eza isibili/isithathu/isine?
- ★ Lyiphi inombolo eza ngemuva ____?
- ★ Ubani ophethe inombolo yokucina?
- ★ Lyiphi inombolo ephakathi kuka-____ kanye no-____?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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.



Usuku 5

Okudingayo

- Iculo: *Izinhlamvu zemali ezinhlanu ezicwebezelayo* (ikhasi 197)
- Ibhodi yezinombolo 1–4
- *Indaba kanombolo 4* (ikhasi 195)
- Iphosta 7
- Izinto zokubala eziyi-10 ezinombala (*Ikhithi Yezinsiza*)

1. **Iculo:** Cula *Izinhlamvu zemali ezinhlanu ezicwebezelayo*. Sebenzisa imali ewuhlweza kanye nebhokisi lemali ukuze wenze iminyakazo.
2. **Ukubala ngomlomo:** 1–10 kanye no-5–1.
3. **Ukubala izinto 1–6:** Kuma phambili abafundi abahlanu.

Imibuzo ekuholayo:

- ★ Bangaki abafundi abamile?
 - ★ Ngabe laba bayingcosane noma baningi kunesithupha? (Babale.)
 - ★ Ngabe ubuthole okufanele?
 - ★ Uma ngifuna kume abafundi abayisithupha, kumele kusume abanye abafundi abangaki?
4. **Ukuzejwayeza izinombolo 1–4:** Zikhumbuzeni ndawonye *Indaba kanombolo 4* kanye nebhodi yezinombolo. Lingisa iminyakazo kanye/ noma imisindo yezilwane, isibonelo, icilongo elilodwa lendlovu, ukugxoba phansi kabili kwamadube.
 5. **Ukuxazulula izinkinga 1–4:** Dingida Iphosta 7. Xoxa ngalokho okubonwa yizingane.

Imibuzo ekuholayo:

- ★ Ngabe uyakwazi ukubona okuyisithupha/okune/okuthathu/okubili kwanoma yini?
 - ★ Ngabe ubona izinhlobo ezahlukene ezingaki zezithelo?
 - ★ Ngabe kunamakhabe amaningi noma ophayinaphu abaningi? Wazi kanjani?
 - ★ Kuzosala ophayinaphu abangaki uma uBaba ethenga abathathu?
 - ★ Bangaki abantu abame emgqeni wesitodlwana se-*boerewors roll*?
 - ★ Ngabe ume kuphi nomugqa umfana one-*skateboard*?
 - ★ Uma ethengela umndeni wakhe ama-*boerewors roll* amathathu bese edla amabili kuwona, kuzosala amangaki?
 - ★ Uma ehamba, uzobe eme kuphi nomugqa uLaylah?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

 ICEBO

Sifuna ukuthi abafundi baxazulule izinkinga ukuze babe ngabacabanga ngokucophelela.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Lungiselela amathuba okuyothenga endaweni yokuzenzisa nje kanye naphandle; cula amaculo okuthenga bese ulingisa izindaba 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 yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Imali eyisi-6 ewuhlweza esikwe yakhishwa yekhadibhodi ensundu kanye neyisiliva
- Izinto zokubala (*Ikhithi Yezinsiza*)
- Isitsha somfundi ngamunye esinalokhu:
 - Imali eyisi-6 ewuhlweza esikwe yakhishwa yekhadibhodi ensundu kanye neyisiliva (10c, 20c, 50c, R1, R2, R5)
 - Izivalo ezi-2 zeplastiki
- Izinto zetafula lezibalo ezinemali ewuhlweza efakelwe 'ukuthenga'

1. **Ukubala izinto 1–6:** Beka kumata imali eyisithupha ewuhlweza yekhadibhodi esikwe yakhishwa. Abafundi balinganisela ukuthi ingaki ekhona. Balani imali ewuhlweza ndawonye.

Imibuzo ekuholayo:

- ★ Ngabe kuningi noma kuyingcosane kunesibalo obusicabangile?
- ★ Ngabe unemali ewuhlweza eningi noma eyingcosane kunesithupha esitsheni sakho?

Umfundi ngamunye ubala imali ewuhlweza eyisithupha esitsheni sakhe.

- ★ Yini ongangitshela yona mayelana nemali yakho ewuhlweza?
- ★ Ubona ziphi izinombolo, izilwane, izinyoni noma izitshalo? Ngabe imali ewuhlweza iwubungako/umbala ofanayo?

Abafundi baqhathanisa imali ewuhlweza.

2. **Xukuza bese uhlukanisa:** Beka izivalo ezimbili phambi komfundi ngamunye. Abafundi baxukuza izinto zokubala bese 'bezihlukanisa' zibe amaqoqo amabili. Babeka izinto zabo zokubala ezivalweni zabo njengoba 'sezihlukanisiwe'. Bayadedelana ngokusho ukuthi banezingaki esivalweni ngasinye nokuthi zingaki uma sezizonke.

Imibuzo ekuholayo:

- ★ Ngabe ukuhlukanise kanjani okune?
- ★ Elikabani iqoqo elinenombolo efanayo yezinto zokubala?
- ★ Ubani ohlukanise ezakhe ngendlela efanayo/ehlukile?
- ★ Kungani amaqoqo efana/ehlukile?

Phinda umsebenzi.

3. **Ukuzejwayeza ukwenza amaqoqo alingane:** Abafundi babeka izinto zokubala ezintathu kwesinye sezivalo zabo kanye neyodwa kwesinye.

Imibuzo ekuholayo:

- ★ Ungenza kanjani ukuthi iqoqo lezinto zokubala lilingane esivalweni ngasinye?
- ★ Ngabe unenombolo efanayo yezinto zokubala eqoqweni ngalinye?

4. **Ukuhlela imali ewuhlweza yaseNingizimu Afrika:** Abafundi babeka imali ewuhlweza ibe yingqumbi phakathi nendilinga.

Imibuzo ekuholayo:

- ★ Singakuhlunga kanjani lokhu?
- ★ Ngabe ungakuhlunga nganoma iyiphi enye 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. **Ukuhlela; okukhulu kakhulu ukuya kokuncane kakhulu:** Abafundi kumele babeke imali ewuhlweza ngokuhleleka kusukela kokuncane kakhulu ukuya kokukhulu kakhulu bese kuba ngokukhulu kakhulu ukuya kokuncane kakhulu.
6. **Ukuqondanisa imali ewuhlweza:** Buka etafuleni lezibalo lokuthenga nabafundi. Abafundi baqondanisa imali ewuhlweza yabo eyodwa nento ethile bese betshela iqembu ukuthi iqondana kanjani imali ewuhlweza.



Hlola ukuthi abafundi bayakwazi uku:-

- wenza amaqoqo alingane
- qhathanisa amaqoqo amabili bese beqaphela okwehlukile kanye nokufanayo usebenzisa izinto ezine
- bona imali ewuhlweza yaseNingizimu Afrika, baqaphele okwehlukile kanye nokufanayo phakathi kwalokhu, bese bekuqondanisa
- hlunga ngokulandelana imali ewuhlweza ngobungako

Isiteshi sokusebenzela 1

Okudingayo

- Ikhasi noma ikhadibhodi elingu-A4 elinendilinga enkulu lomfundi ngamunye
- Isikelo somfundi ngamunye
- Amakhrayoni, amapensela anombala
- Izibonelo zemali ewuhlweza yaseNingizimu Afrika (iphosta noma okusikiwe kwakhishwa kwekhadibhodi), okubekwe lapho abafundi bengakubona khona

Abafundi basika bakhipe 'uhlamvu lwemali' ephepheni noma ekhadibhodini. Badweba izithombe emacaleni omabili 'ohlamvu lwemali' lwabo. Babhala inombolo yabo abayithandayo eceleni. Yenza izindilinga ezengeziwe wenzele labo abangathanda ukwenza okungaphezulu kwalokhu.



Isiteshi sokusebenzela 2

Okudingayo

- Ikhasi elingu-A4 elinezindilinga ezine, ngayinye kuzo inophawu lwenombolo kanye namachashazi ahambisanayo omfundi ngamunye
- Ikhasi elingu-A4 elinomfanekiso wokusasibungu onezimpawu zezinombolo 1-4 emzimbeni kumfundi ngamunye
- Iglu
- Amakhrayoni
- Isikelo somfundi ngamunye

Abafundi bahlobisa ngombala bese besika bekhapha izindilinga ezine. Baziqondanisa bese bezinamathisela emzimbeni wesibungu. Bahlobisa ngombala ubuso besibungu, bese bedweba imilenze emibili endilingeni ngayinye.

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'.



Isiteshi sokusebenzela 3

Okudingayo

- Ikhasi elingu-A4 legridi yezinombolo 1–4 lomfundi ngamunye
- Amakhrayoni/amapensela

Abafundi badweba inombolo efanele yezithombe (zalokho ‘abangathanda ukukuthenga’) eduze kwemigqa enenombolo 1–4. Abafundi bangaqondanisa futhi izinto zokubala noma amamodeli enhlama yokudlala ezinombolweni 1–4.



Isiteshi sokusebenzela 4

Okudingayo

- Ibhokisi lokuposa
- Isitsha somfundi ngamunye esinezinto zokubala eziyi-13 ezivela ku*Khithi Yezinsiza* (faka izinto zokubala okungenani eyodwa ebomvu, ezimbili eziluhlaza okwesibhakabhaka, ezintathu eziphuzi kanye nezine eziluhlaza okotshani)
- Umdlalo wohlamvu lwemali ebhange (ikhasi 197)
- Isitsha salabo nalabo bafundi abangababili

Abafundi bakhetha umbala ofanele kanye nento yokubala efanele abazoyifaka esikhaleni sombala esiqondene nayo ebhokisini. Uma sebeqedile, basebenzisa izinto zabo zokubala ezintathu ezisele ukudlala ‘Uhlamvu lwemali ebhange’.



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

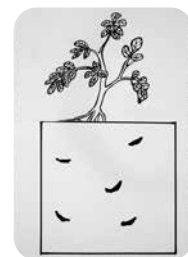
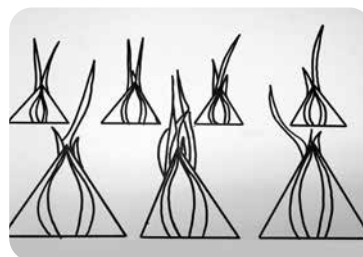
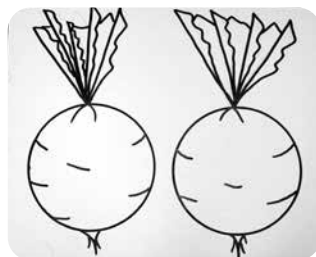
face towards

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.

Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (IJiyomethri)

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none"> Isikhundla, ukubekeka kanye nokubukeka Uchaza, ahlunge bese eqhathanisa izimo ezingu-2-D 	<ul style="list-style-type: none"> Ukubala ngomlomo 1–15 Ukubala izinto 1–7 Isikhundla: ngaphansi 	<ul style="list-style-type: none"> Isikhundla: eduze kwa-, phakathi kwa-, phambi kwa-, ngemva kwa-, ngaphezu kwa- Inkomba: ukuya phambili, ukuhlelela emuva Ulwazi lwezinombolo 1–4 Ukulandelanisa izinombolo 1–4 Ukubala uhlehle 5–1 Izimo: indilinga, isikwele, unxantathu Ukuhlunga ngophawu olulodwa

Ulwazimagama olusha olusetshenziswa ezibalweni

inkomba

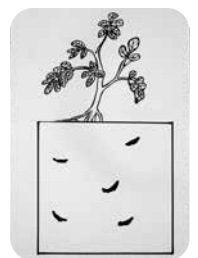
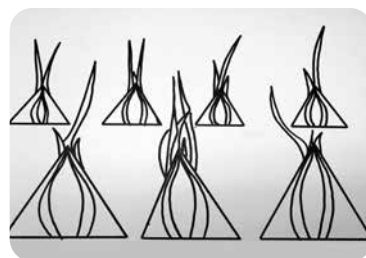
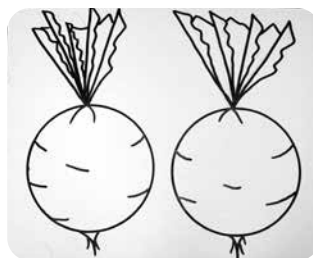
bheka ngase-

ngaphansi

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amakhadibhodi asikwe akhishwa (anobukhulu obuphakathi nendawo): onxantathu aba-4, izindilinga ezi-3, izikwele eziyi-7
- amakhadibhodi ayi-10 onxantathu abangubukhulu nemibala eyehlukene
- imifanekiso emikhulu esikwe yakhishwa yendaba



- inhlama yokudlala
- inkanyezi encane yekhadibhodi
- ikhasi lomumo elingu-A4 – 1 umfundi ngamunye (Faka onxantathu abaningi abawubukhulu obehlukene kunezinye izimo.)
- ikhasi elingu-A4 elinamakherothi ama-4 (bheka Isiteshi sokusebenzela 2)
- imidweshu eyi-10 yephepha eliluhlaza okotshani lomfundi ngamunye.


ICEBO

Hlanganisa ulwazimagama olwedlule lwendawo kanye nesimo.

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 yekilasi lonke

Usuku 1

Okudingayo

- Okusikwe kwakhishwa kwekhadibhodi (ubukhulu obuphakathi nendawo): onxantathu aba-4, izindilinga ezi-3, izikwele eziyisi-7
- Amabhulokhi ayi-16 angama-athribhuthi kanxantathu, indilinga, nesikwele (*Ikhithi Yezinsiza*)
- Iculo: *Ukwenza isaladi yezithelo* (ikhasi 195)
- Amalebula enombolo 4 avela etafuleni lezibalo (kusukela kuSonto 1)

1. **Iculo:** Culani *Ukwenza isaladi yezithelo*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe indilinga. Bukani ndawonye iqoqo lonxantathu abane, izindilinga ezintathu kanye nezikwele eziyisikhombisa zokusikwe kwakhishwa ekhadibhodini.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kukhona onxantathu/izindilinga/izikwele ezingaki kuleli qoqo?
- ★ Yiliphi iqoqo elinokuningi/okuyingcosane kuneqoqo elinonxantathu/indilinga/isikwele?

Bala onxantathu kanye nezindilinga ndawonye 1–7. Bese ubala izikwele.

4. **Ukuzejwayeza isikhundla – eduze kwa-, maphakathi, phambi kwa-, ngemva kwa-, phezu kwa-:** Umfundi ngamunye ulanda isimo esisodwa kumata. Dlalani u-‘Sizwe uthi’. Nikeza imiyalo ehlukile yesimo ngasinye ngesikhathi uholabafundi.

Imiyalo eholayo:

- ★ Bonke labo abaphethe izindilinga babeka izimo zabo *phambi* kwamadolo, ubuso, izisu zabo. (Phinda ngezikwele kanye nonxantathu.)
- ★ Bamba indilinga *ngemuva* komhlane, idololakho, njalonjalo ngesandla esisodwa/ngezandla zombili.
- ★ Zama ukufaka unxantathu wakho *ngemuva* kwendlebe yakho.
- ★ Hamba nesimo sakho sizimelela (sibhalansa) *phezu* kwekhanda lakho.
- ★ Labo abanonxantathu wubambeni *phakathi* kwamadolo enu.
- ★ Labo abanendilinga yibekeni *eceleni* kwemizimba yenu. Manje ubeke ngakwelinye icala lomzimba wakho. (Phinda ngezikwele kanye nonxantathu.)

5. **Isikhundla:** Yethula ukuthi ‘ngaphansi’.

Imibuzo ekuholayo:

- ★ Ngabe ungakwazi ukuhlala/ukulala nesimo sakho *ngaphansi* kwakho, *ngaphansi* kwesandla sakho phansi, *ngaphansi* konyawo lwakho?
- ★ Lyiphi enye ingxenye yomzimba wakho ongabeka kuyo isimo sakho *ngaphansi* kwayo?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Ikhadibhodi lingunhlangothintathu. Linobude, ububanzi kanye nokuphakama. Ebangeni R sisebenzisa okusikwe kwakhishwa ukuze sikhombise izimo ezingonhlangothimbili, ezifana nezindilinga, izikwele, onxantathu kanye nonxande. Gxila ezimweni: ubude, sibanzi kangakanani ‘isimo’, imigqa, amakhona noma amachopho.



Abafundi babeka izimo etafuleni lezibalo ngamaqoqo okune eduze kwamakhadi ezinombolo 4, ngesikhathi beya eziteshini zokusebenzela zabo.

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.

Usuku 2

Okudingayo

- Iculo: *Ikhanda, amahlombe, amadolo nezinzwane* (ikhasi 197)
- Iziqukathi ezi-2
- Izikhwama eziyisi-7 zikabhontshisi/isokisi eligoqiwe
- Izimo eziyi-10 ezingunxathathu ezisikwe zakhishwa eziwubukhulu
- nemibala ehlukeni, ezibekwe yonke indawo ekilasini
- Amakhadi ezimpawu zezinombolo 1–4 (*Ikhithi Yezinsiza*)
- Unxantathu o-1 oyibhulokhi ye-athributhi

1. **Iculo:** Cula *Ikhanda, amahlombe, amadolo nezinzwane*.

Imibuzo ekuholayo:

- ★ Ikhanda lakho lingaphezu kwa-____yakho?
- ★ Ikhala lakho liphakathi kwezi-____zakho?
- ★ Ikhala lakho liseduze na-____sakho?
- ★ Phansi kungaphansi kwe-____zakho?

2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.

3. **Ukubala izinto 1–7; kuningi kuna-/kuyingcosane kuna-:** Abafundi bahlala babe indilinga. Beka iziqukathi ezimbili ezingajulile phakathi nendawo. Beka izikhwama zikabhontshisi/amasokisi okuhlanu esiqukathini esisodwa bese ufaka okubili kwesinye. Abafundi balinganisela ukuthi kunezikhwama zikabhontshisi/amasokisi okungaki kusona ngasinye. Balani ndawonye abafundi abayisikhombisa ukuba emunye athathe isikhwama sikabhontshisi bese ebuyela ema esikhundleni sakhe. Bayadedelana ukuphonsa izikhwama zabo zikabhontshisi kunanoma yisiphi isiqukathi. Phinda ngabanye abafundi abayisikhombisa. Xoxani ukuthi yisiphi isiqukathi esinezikhwama zikabhontshisi eziningi/eziyingcosane kunesinye.

4. **Ukuzejwayeza izimpawu zikanxantathu; ukuzejwayeza 1–4:** Ngaphandle kokuvumela ukuthi abafundi basibone isimo, bamba isimo sikanxantathu esisikwe sakhishwa emva kwakho. Abafundi kumele baqagele ukuthi yisiphi isimo. Banikeze umkhondo, isibonelo: 'Sinamacala amathathu kanye nemigqa eqondile emithathu.'

Imibuzo ekuholayo:

- ★ Ngabe uhluke kanjani unxantathu kwezinye izimo ekilasini? Abafundi bafuna onxantathu abayi-10 abafihlwe ekilasini. Bababeka kumata eduze kwamakhadi ezimpawu zezinombolo 1–4.
- ★ Yiliphi iqembu elinokuningi/okuyingcosane kunelinye?
- ★ Ngabe iqembu linamaqoqo amangaki phakathi koku-2 kanye noku-4?
- ★ Singalenza kanjani iqoqo loku-3 libe nonxantathu abalingana nabeqoqo loku-4?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Beka iziqukathi kanye nezikhwama zikabhontshisi nezimpawu kanye namakhadi amagama endaweni yezibalo.

Usuku 3

Okudingayo

- Iculo: *Ikhanda, amahlombe, amadolo nezinzwane* (ikhasi 197)
- Amabhulokhi okhuni ayi-11 asendaweni okubekwe kuyo
- amabhulokhi (amabhulokhi anesimo sikanxantathu, sesikwele kanye nesiyindilinga)
- Isigubhu

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. **Iculo:** Cula *Ikhanda, amahlombe, amadolo nezinzwane* neminyakazo.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe indilinga. Beka amaqoqo angamabili amabhulokhi kumata (ayisikhombisa kwelinye iqoqo kanye namane kwelinye iqoqo).

Imibuzo ekuholayo:

- ★ Ngabe mangaki amabhulokhi ocabanga ukuthi akhona kuleli qoqo?
- ★ Bese kuleli-ke?

Balani ndawonye amabhulokhi eqoqweni ngalinye.

- ★ Ubani olinganisele ngakhona?

4. **Kuningi/kuyingcosane/kulingana na-:** Qhathanisa amaqoqo amabhulokhi.

Imibuzo ekuholayo:

- ★ Yiliphi iqoqo elinamaningi/elinayingcosane kunelinye?
- ★ Yini okumele uyenze ukuze wenze amaqoqo alingane?

5. **Isikhundla – eduze, phakathi, ngaphansi kokunye:** nikeza abafundi abambalwa imiyalo yokubeka amabhulokhi asekilasini usebenzisa 'eduze na-' kanye 'naphakathi kwa-'.

Imiyalo eholayo:

- ★ Beka ibhulokhi eliyisimo sesikwele eduze kwetafula lezibalo.
- ★ Beka isimo sikanxantathu phakathi kwesitulo sami kanye nomnyango.

Dlala isigubhu ngesikhathi bonke abafundi behamba phakathi kwamabhulokhi. Lapho kuma umculo bakha amaqembu abane bese bema besondelana.

Imibuzo ekuholayo:

- ★ Ubani omi eduze kuka-_____?
- ★ Ubani omi phakathi kuka-_____ kanye no-_____?

Abafundi bama omunye abe ngemva komunye.

- ★ Ubani ophambi/ongemuva kwakho?

Abafundi banyakazela umculo bese benza iqembu labane elisha.

6. **Imisebenzi yamaqembu amancane:** Xoxani ngemisebenzi esiteshini sokusebenzela ngasinye.



Xoxani ukuthi abafundi abangenalo iqembu labane kumele bahambe bayokwenza amaqembu agcwele. Buza abafundi ngamasu okosombulula le nkinga.

Usuku 4

Okudingayo

- **Iculo:** *Le yindlela esenza ngayo isobho* (ikhasi 197)
- **Indaba yesimo kanye nezithombe zemifino:** *Badonsa baphinde badonsa* (ikhasi 199)
- **Isiqukathi etafuleni lezibalo esinezindilinga eziyi-8, izikwele eziyi-8 kanye namabhulokhi ama-athribhuthi angunxantathu ayi-8**

1. **Iculo:** Yethula iculo, *Le yindlela esenza ngayo isobho*.
2. **Ukubala ngomlomo:** 1–15 kanye no-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.)



ICEBO

Beka amabhulokhi
ama-athribhuthi
kanye nezimo
zemifino etafuleni
lezibalo ukuze
kuqondaniswe.

3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka izithombe zemifino zendaba kumata. Abafundi balinganisela bese bebala isibalo sezithombe zemifino ezikhona.

Imibuzo ekuholayo:

- ★ Ngabe uke wabona kwenziwa isobho phambilini?
- ★ Ngabe kukhona into engajwayelekile oyiqaphele ngesimo sale mifino?

4. **Indaba yesimo:** Xoxa indaba usebenzisa izithombe.

Imibuzo ekuholayo:

- ★ Yejwayeleke ukuba yiziphi izimo le mifino?
- ★ Ngabe ungakwazi ukucabanga ngeminye imifino ekukhumbuzwa ngesimo sendilinga/sikanxantathu?
- ★ Ngabe wake wayibona imifino eyisimo sesikwele?
- ★ Ngabe kukhona amazambane/amakherothi amangaki?
- ★ Ngabe okuningi ngamakherothi noma amazambane?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

ICEBO

Thumela
umyalezwana
kubazali/abanakekeli
uphakamise ukuthi
benze isobho lemifino
nezingane zabo.

Okudingayo

- Iculo: *Le yindlela esenza ngayo isobho* (ikhasi 197)
- Indaba yesimo: *Badonsa baphinde badonsa* (ikhasi 199)
- Izithombe zemifino
- Iphosta 9
- Imoto e-1 encane eyithoyizi
- Inkanyezi e-1 encane yekhadibhodi

1. **Iculo:** Cula *Le yindlela esenza ngayo isobho*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Bala lezi zithombe zo-anyanisi abayisikhombisa abavela endabeni yoSuku 4.
4. **Indaba yesimo:** Khumbulani indaba ndawonye, nikhombise izithombe zemifino.

Imibuzo ekuholayo:

- ★ Ngabe uyiqaphele imifino noma izithelo ekhaya noma ezitolo izolo ezifana nezikwele, izindilinga noma onxantathu?
- ★ Ngabe uyaxoxa nabomndeni wakho ngokuthi mingaki imifino abajwayele ukuyisebenzisela ukwenza isobho?

Bheka izibonelo zezithombe zemifino bese nixoxa ngezimo zazo.

5. **Izinkomba:** Bheka Iphosta 9. Cela abafundi ukuthi basho lokho abakubonayo.

Imibuzo ekuholayo:

- ★ Yini oyibonayo ebukeya njengento oke wayibona eduze nekhaya lakini?
- ★ Ngabe ucabanga ukuthi yini le? (Khomba isakhiwo esisebalazweni.)



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 imoto eyithoyizi lapho kume khona uMalusi esithombeni bese ubeka inkanyezi lapho eya khona. Abafundi benza sengathi uMalusi usemotweni, bese bekhomba indlela ngesikhathi uhambisa imoto.

- ★ UMalusi ubonani endaweni akuyo?
- ★ Ngabe kumele aqonde laphaya? (Khomba.)
- ★ Kumele ashayele ashone ngakuphi ukuze afike e-_____?
- ★ Yini azoyibona endleleni yakhe?
- ★ Kumele ajike nini?

Phinda lokhu, ngezindawo okuyiwa kuzona ezehlukile.

6. **Imisebenzi yamaqembu amancane:** Xoxa ngemisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Cela abafundi ukuthi baxoxele abazali/abanakekeli indaba, *Badonsa baphinde badonsa*, xoxani ngokuthi basebenzisa imifino emingaki ngesikhathi benza isobho, bese nibheka izimo zezithelo kanye nemifino esekhaya kanye/noma ezitolo.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Isitsha somfundi ngamunye esinalokhu:
 - Amakhadi 1–4 anamachashazi, izimpawu kanye namagama
 - Amabhulokhi ayisi-7 anama-athribhuthi axubile (ngaphandle konxande)
 - Izinto eziyisi-4 zokubala eziyizilwane

1. **Ukubala ngomlomo 1–15:** Umfundi ngamunye ubala kusukela ku-1–15.
2. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga nezitsha zabo. Ngamunye kubona ubala amabhulokhi abo ama-athribhuthi ayi-7.
3. **Ukuzejwayeza 1–4:** Hola abafundi ekusebenzeni ngezimo zabo kanye namakhadi enombolo 1–4 anezimpawu kanye namachashazi.

Imibuzo ekuholayo:

- ★ Ngabe ungawenza amaqoqo amabili? Iqoqo elilodwa libe nezimo ezine bese elinye iqoqo liba nezimo ezintathu?
 - ★ Ngabe ungawabeka amakhadi akho anamachashazi aqondane namakhadi anezimpawu zenombolo eduze kwala maqoqo?
 - ★ Ngabe ungasibeka isandla sakho eduze kweqoqo elinezimo eziningi/eziyingcosane?
 - ★ Ungenza kanjani ukuthi amaqoqo alingane?
4. **Ukuhlela:** Beka zonke izimo zibe yingqumbi phakathi nomata.

Imibuzo ekuholayo:

 - ★ Kuyini okufanayo/okwehlukile ngalezi zimo?
 - ★ Ubona imibala enjani?
 - ★ Ngabe singazihlela kanjani lezi zimo?

ICEBO

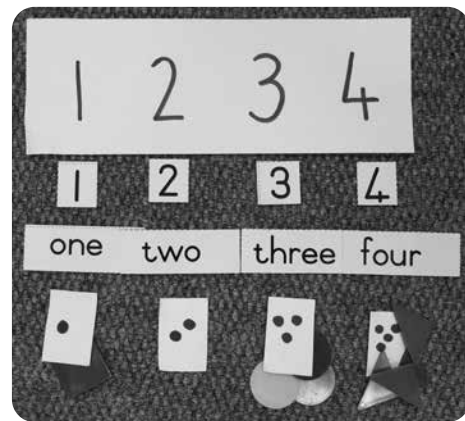
Amabhulokhi e-athribhuthi ayizinto ezinhlangothi-ntathu. Ebangeni R sikhuluma 'ngamabhulokhi' 'abukeka' njengezimo ezingonhlangothi-mbili, ezifana nezindilinga, izikwele, onxantathu kanye nonxande. Khumbula ukugxila ebusweni behulokhi le-athribhuthi uma ukhuluma ngesimo.

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

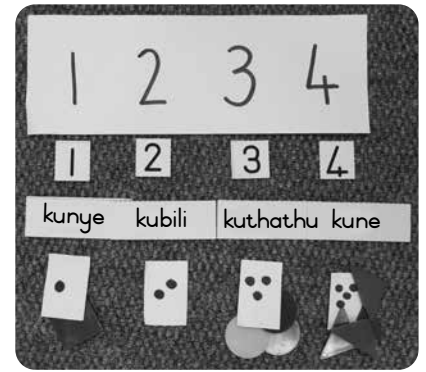
Learners colour only the triangles on the page.



5. **Ukuhlela ngokulandelana kanye nesikhundla – eceleni kwa- maphakathi, ngaphansi usebenzisa 1–4:** Abafundi bahlela amakhadi ezimpawu, amagama kanye namachashazi enombolo 1–4.

Imibuzo ekuholayo:

- ★ Ngabe ungawubeka umunwe wakho enombolweni eseceleni kwenombolo 1?
- ★ Ngabe ikhona enye inombolo eceleni koku-1?
- ★ Iyiphi inombolo engaphambi/ ngemuva koku-3?
- ★ Ngabe ungangikhombisa inombolo ephakathi koku-1 noku-3?
- ★ Ngabe ungakhetha isikwele esisodwa esizobekwa *ngaphansi* kwekhadi lakho elinamachashazi lenombolo 1?
- ★ Ngabe udinga izindilinga ezingaki ukuze uzibeke *ngaphansi* kwekhadi lakho elinamachashazi lenombolo 3?
- ★ Ngabe ungayibeka inombolo efanele yonxantathu *phezu* kwekhadi lakho elinamachashazi lenombolo 4?



6. **Inkomba kanye nesikhundla:** Abafundi babala izinto zokubala izilwane ezine eziphuma ezitsheni zabo.

Imibuzo ekuholayo:

- ★ Ngabe ningazenza ukuthi zonke izilwane zenu zibeke phambili ngakimina?
- ★ Ngabe ningazibeka izilwane zenu esinye sibe ngemva kwesinye zibeke emnyango?
- ★ Yisiphi isilwane esimi ngaphambi/ngemuva kwa-_____?
- ★ Yisiphi isilwane esimi phakathi kwa-_____ kanye na-_____?
- ★ Ngabe ungasusa i-_____ ukuze ime eduze kwa-_____?



Hlola ukuthi abafundi bayakwazi uku-:

- ukuhlunga ngezimo kanye nemibala
- ukuqonda isikhundla: 'ngaphansi'
- ukukhombisa ukuqonda inkomba
- ukubala ngomlomo 1–15
- ukubala izinto 1–7
- ukuhlela amakhadi enombolo 1–4



Isiteshi sokusebenzela 1

Okudingayo

- Ikhasi lesimo lomfundi ngamunye
- Upende noma amakhrayoni

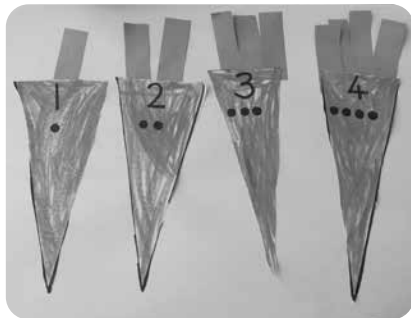
Abafundi bahlobisa ngombala unxantathu kuphela ekhasini.

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

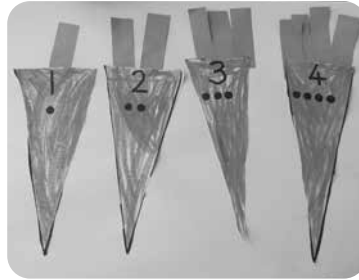
Learners build with blocks.

Isiteshi sokusebenzela 2

Okudingayo

- Ithempulethi yekherothi engu-A4 yomfundi ngamunye
- Imidweshu yamaqabunga eyi-10 umfundi ngamunye
- Ikhasi elingu-A4 lomfundi ngamunye
- Iglu

Abafundi basika bakhiphe amakherothi amane. Bawanamathisela ekhasini ngokulandelana kusukela koku-1 ukuya koku-4 bese benamathisela isibalo esifanele samaqabunga kusona ngasinye.



Isiteshi sokusebenzela 3

Okudingayo

- Kumfundi ngamunye:
 - Ithreyi lokuhlunga, isibonelo, amabhokisi amaqanda
 - Isitsha esinokuxubile okuyizinto zokubala eziyizithelo, izinti, amabhulokhi axhumekayo amadiski anemibala (*Ikhithi Yezinsiza*)

Abafundi bahlela izinto ngokophawu olulodwa ngesikhathi esisodwa, isibonelo, umbala noma isimo.



Isiteshi sokusebenzela 4

Okudingayo

- Amabhulokhi

Abafundi bakha ngamabhulokhi.

ICEBO

Ungasebenzisa futhi ubuhlalu/ amamosayikhi/ ipholisteriyini okuyizimo ezisikwe zakhishwa emfucuzeni yakho oyiqoqile ukuze kuhlungwe.

ICEBO

Xoxani ngamabhulokhi ngesikhathi sesidlo, nisebenzisa ulwazimagama olufanele, isibonelo, kude kuna-, fushane kuna-.

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*.

Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (IJiyomethri)

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none"> Isikhundla, indawo kanye nokubukeka Uchaza, ahlele bese eqhathanisa izinto ezingu-3-D 	<ul style="list-style-type: none"> Ukuhlela izinto ezingu-3-D: okufanayo kanye nokuhlukile Kuningi ngokukodwa, kuyingcosane ngokukodwa Isikhundla: ngaphezulu 	<ul style="list-style-type: none"> Ukubala ngomlomo 1–15 kanye no-5–1 Ukubala izinto 1–7 Ulwazi lwezimbobo 1–4 Isikhundla: ngaphansi, phezu, phakathi, ngaphandle Izimo: indilinga, isikwele, unxantathu Amaphazili ayizingcezu eziyishumi nambili

Ulwazimagama olusha olusetshenziswa ezibalweni

kuyingcosane ngokukodwa

ndawonye

phezulu

phambili

ngemuva

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ikhadibhodi elikhulu lendilinga, lesikwele, likanxantathu (okukhulu ngokwanele ukuthi abafundi abane bangama ndawonye kukho)
- amakhadibhodi ama-2 amancane angonxantathu, izikwele, izindilinga
- amakhadi ezimpawu kanye namachashazi enombolo 3 kanye no-4 azokwengezwa kulokho okubela ku*Khithi Yezinsiza* (udinga okwanele abafundi abangama-21)
- yakha indawo enezithiyo ukuze uhambise okukubala kwezilwane (okubela ku*Khithi Yezinsiza*) ukuba kwedlule kukho okulandelayo (sebenzisa izinto ezifana nalezi: amabhokisi, izikhafu, amashubhu amakhadibhodi kanye namabhulokhi okhuni)
- okusikwe kwakhishwa kwephepha: izindilinga, izikwele kanye nonxantathu okungubukhulu kanye nemibala eyahlukene – okungaba ngoku-3 kumfundi ngamunye
- iphazili enezingcezu eziyishumi (ikhasi 221).

Imisebenzi yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: *I-Roly Poly* (ikhasi 199)
- Ibhola elikhulu eli-1
- Ikhadibhodi elikhulu lendilinga, elikanxantathu, elesikwele
- Iphosta 11
- Izinto ezinezimo yendilinga, isikwele, unxantathu ezibekwe yonke indawo ekilasini – e-1 kumfundi ngamunye
- Amabhulokhi e-athribhuthi (*Ikhithi Yezinsiza*)

- Umlolozelo:** Shono umlolozele, *i-Roly Poly*.

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 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Gingqela ibhola kubafundi abayisikhombisa oyedwa ngesikhathi esisodwa ngenkathi ikilasi libala 1–7. Phinda izikhathi ezimbalwa ngabanye abafundi. Abafundi ababenikezwe ithuba, bashaya izandla ngenkathi nibala ndawonye.



4. **Ukuzejwayeza izimo; okufanayo kanye nokwehlukile:** Phakamisa ikhadibhodi elikhulu lendilinga, isikwele kanye nonxantathu. Bheka lphosta 11.

Imibuzo ekuholayo:

- ★ Ungazibona kuphi lezi zimo kule phosta?
- ★ Ngabe ungacabanga okuthile ekhaya lakho/emhlabeni okukukhumbuza lezi zimo?

Abafundi bafuna izinto ezinezimo zezindilinga, izikwele noma onxantathu ekilasini. Babuyela ezindaweni zabo kumata uma kukhona asebekutholile.

Qhathanisa okwehlukile kanye nokufanayo ezintweni zabo. Beka izinto ngamaqoqo endaweni yezibalo phezu kwezimo zekhadibhodi.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Umlolozelo: *I-Roly Poly* (ikhasi 199)
- Indaba: *Badonsa baphinde badonsa* (ikhasi 199)
- Izithombe zendaba
- Isikwele esikhulu esi-1, izindilinga ezi-2, onxantathu abakhulu
- aba-3, onxantathu abancane
- aba-4 – amabhulokhi amathribhuthi (*Ikhithi Yezinsiza*)
- Isikhwama/ibhokisi
- Izinto zokubala ezinombala

1. **Umlolozelo:** Yisho umlolozele, *i-Roly Poly*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Bala izithombe zemifino ezivela endabeni *Badonsa baphinde badonsa* etholakala Esontweni 3. Bheka izinto zokubala ezikumata eziyi-7.

Imibuzo ekuholayo:

- ★ Ngabe zingaki izinto zokubala ezikhona kuleli qembu?
- ★ Ngabe ucabanga ukuthi kukhona izinto zokubala eziningi kunemifino? Bala bese uqondanisa izinto zokubala nezithombe.



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?



Khumbula ukuthi uphawu ngalunye lwebhulokhi yama-athribhuthi lungunhlangothi-ntathu, kodwa abafundi bagxile ngaphezulu noma ebusweni bento ebukeka njengendilinga, isikwele noma unxantathu.

- Ukuzejwayeza izimo:** Khombisa abafundi isikhwama esinamabhulokhi ama-amathribhuthi phakathi.
Imibuzo ekuholayo:
 - ★ Uma izinto ezisesikhwameni zinezimo ezifana nalezo ezisendabeni, ngabe yiziphi izimo?
 - ★ Ngabe kukhona izikwele/izindilinga/onxantathu okungaki esikhwameni? Umfundi oyedwa uzwa okusesikhwameni. Abafundi bayadedelana ukusho ukuthi, 'Kuzwakala sengathi _____ (indilinga/isikwele/unxantathu).'

Abafundi babeka ibhulokhi yama-athribhuthi eduze nesithombe semifino esiqondene nawo etafuleni lezibalo.
- Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Lingisani indaba, *Badonsa baphinde badonsa.*

Usuku 3

Okudingayo

- **Iculo:** *Uma uphethwe isikwele* (ikhasi 199)
 - **Iziqukathi ezi-3 ezinezindilinga eziyi-8, izikwele eziyisi-8 kanye namabhulokhi ama-athribhuthi**
- ayi-8 (*Ikhithi Yezinsiza*), kanye namakhadibhodi ama-2 onxantathu, izikwele, izindilinga kulelo nalelo



Ukubala ngomlomo: 1–15 kanye no-5–1 kungenziwa ngesikhathi sokudlulela kokunye.

- Iculo:** Abafundi bama babe indilinga. Balanda isimo esisodwa ngamunye eziqukathini ezintathu ezikumata. Cula *Uma uphethwe isikwele*. Abafundi baphakamisa imimo eqondene ngesikhathi becula.
- Ukubala izinto 1–7:** Abafundi bazihlela babe amaqembu amathathu: elilodwa liphethwe izindilinga, elinye liphethwe izikwele kanti elinye liphethwe onxantathu. Nikeza iqembu ngalinye isiqukathi. Babeka izimo zabo kumata eduze nesiqukathi.
- Ukuzejwayeza 1–4; kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Umfundi oyedwa eqenjini ngalinye ubeka izimo zeqembu eziyisikhombisa esiqukathini ngesikhathi iqembu libala kusuka koku-1 ukuya kokukuyisi-7. Abafundi babheka izimo ezintathu ezikumata.
Imibuzo ekuholayo:
 - ★ Kukhona izimo ezingaki kumata?
 - ★ Ngabe kukhona okuningi noma okuyingcosane kunokune?
 - ★ Ngabe zingaki ezinye izimo ozidingayo ukuze wenze iqoqo lokune?
 - ★ Ngabe ungakwazi ukwenza elinye iqoqo elinezinombolo zezimo ezilingana nezaleli qoqo?



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.





Hamba phakathi kwala maqembu amathathu ukuze weseke abafundi.

4. **Kuningi ngokukodwa, kuyingcosane ngokukodwa:** Abafundi baqhubeka nokusebenza ngezimo ezikumata.
Imibuzo ekuholayo:
 - ★ Ngabe ungalinga iqembu elilodwa libe nesimo esiyingcosane ngesisodwa kunelinye iqembu?
 - ★ Ngabe iqembu linezimo ezingaki njengamanje?
 - ★ Ngabe zingaphezulu kangakanani izimo iqembu lokuqala elinazo?
5. **Ukuzejwayeza izimo kanye nesikhundla:** Umfundi ngamunye uphakamisa isimo. Sebenzisa amagama esikhundla, isibonelo: 'Nina abanonxantathu abancane, hambani lukeke bese nibeka onxantathu benu ngemuva kwesihlalo sami.'
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Iculo: *Uma uphethe isikwele* (ikhasi 199)
- Ithephu yokumboza/ushokhi
- Ikhadibhodi elikhulu eliyindilinga, isikwele, unxantathu (ngakunye kube kukhulu ukuze kume kukho abafundi abane)
- Insimbi yomculo
- Amabhulokhi angama-24 amathribhuthi endilinga, unxantathu, isikwele (*Ikhithi Yezinsiza*)
- Amakhadibhodi amancane onxantathu, izikwele kanye nezindilinga – oku-2 ngakunye kukhona
- Amakhadi amachashazi nawezimpawu kanombolo 3 no-4 abafundi abangama-21

1. **Iculo:** Cula iculo, *Uma uphethe isikwele* nezimo.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1. Sebenzisa ithephu yokumboza noma ushoki ukuze wakhe ilada kumata abafundi abazogxuma kulo ngesikhathi ikilasi libala. Ilada elikhulu lingapendwa ngopende ogqamile we-enameli ngaphandle endaweni yokudlala yeBanga 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 babe yindilinga. Beka ikhadibhodi elikhulu eliyindilinga, eliyisikwele kanye nelingunxantathu kumata. Bala ukuthi mangaki amacala aqondile akhona kukhona ngakunye, unxantathu kanye nesikwele. Bala ukuthi kunamangaki sekukonke.



4. **Ukuzejwayeza izimo:** Fihla izimo ekilasini. Bengamaqembu abane, abafundi badedelana ngokuba 'Abaseshi bezimo' ukuze bathole izimo. Abafundi banyakaza ngokuhambisana nesigqi phakathi kwezimo ezinkulu eziphansi. Lapho kuma umculo, bahlala bazungeze isimo esihambisana nabasithole ekilasini.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi bangaki abafundi abakwazi ukuma endilingeni/esikweleni/kunxantathu ngesikhathi esisodwa?
 - ★ Ngabe abanye abafundi bebenganela esikweleni noma endilingeni? Ngobani?
5. **Ukuzejwayeza 1–4; kuningi kuna-/kuyingcosane kuna-:** Abafundi abathathu bama kwesisodwa sezimo zekhadibhodi.



Imibuzo ekuholayo:

- ★ Ngabe omunye umfundi oyedwa angakwazi ukwenela esimweni sakho sekhadibhodi?
 - ★ Uma sifuna abafundi abami endilingeni babe yingcosane ngoyedwa, yini okumele siyenze?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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.)



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

Usuku 5

Okudingayo

- Umlolozelo: I-Roly Poly (ikhasi 199)
- Ibhola elikhulu eli-1
- Izinto zokubala eziyizilwane (Ikhithi Yezinsiza)
- Indawo 'enezihibe' encane (bhaka isithombe ngezansi)

1. **Umlolozelo:** Shono umlolozele, i-Roly Poly.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Beka iqoqo lezinto zokubala eziyizilwane eziyisikhombisa kumata.

Imibuzo ekuholayo:

- ★ Ngabe zingaki izilwane ocabanga ukuthi zikhona kuleli qoqo? Balani izinto zokubala eziyizilwane ndawonye.

4. **Ukuzejwayeza isikhundla kanye nenkomba:** Beka umdlalo wezihibe omncane. Landela imiyalo yabafundi yokuhambisa izilwane ezihibeni.

Imibuzo ekuholayo:

- ★ Ngabe ihhashi kumele lihambe kuphi ukuze lifike phezu kwaleli bhulokhi?
- ★ Ngabe kumele lihambe kuphi ihhashi ukuze libe ngaphansi kwebhokisi?
- ★ Ihhashi lifuna ukuma endilingeni yamabhulokhi, lingafika kanjani lapho?
- ★ Ngabe ikhona indlela eyehlukile yokuphuma?

Khuthaza abafundi ukuthi basebenzise ulwazimagama lwenkomba kanye nesikhundla.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



ICEBO

Beka izilwane kanye nomdlalo wezihibe ebhokisini kuphakame ukuze kubonwe yibo bonke abafundi.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Imoto enkulu yethoyizi noma udoli
- Amabhulokhi axhume kayo kanye namabhulokhi ama-athributhi ayindilinga, isikwele kanye nonxathu (Ikhithi Yezinsiza)
- Amabhulokhi ama-4 ama-athributhi: unxantathu o-1, isikwele esi-1 kanye nezindilinga ezi-2 (Ikhithi Yezinsiza)
- Izivalo zesiqukathi eziyindilinga – ezi-2 kumfundi ngamunye
- Isitsha somfundi ngamunye esinamabhulokhi ama-athributhi ama-4: onxantathu/izikwele/izindilinga (Ikhithi Yezinsiza) (Xuba okufake esitsheni 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:** Shaya izandla bese ubala 1–15. Gxoba phansi ngezinyawo bese ubala 5–1.
2. **Ukuchaza into ezikhundleni ezahlukene:** Beka imoto yethoyizi noma udoli kumata. Cela abafundi ukuthi bachaze ukuthi kubukeka kanjani lapho behleli ngakhona, isibonelo: 'Ngibona ingemuva lekhandla likadoli.'



Imibuzo ekuholayo:

- ★ Ngabe kubukeka kanjani uma ungaphezulu?
- ★ Ngabe kubukeka kanjani uma ungapansi kwemoto/kukadoli?

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Xoxani ngokubonakala kwezinto ezikhundleni ezahlukene ngesikhathi semisebenzi yansuku zonke, isibonelo, ukubukeka kwencwadi ngesikhathi sendaba.

3. **Ukubala izinto 1–7; okufanayo kanye nokwehlukile:** Beka kumata ingqumbi yamabhulokhi axhumekayo kanye nangama-athribhuthi. Abafundi bayadedelana ngokubala izinto eziyisikhombisa. Xoxani ngezinto abazikhethile.

Imibuzo ekuholayo:

- ★ Yini okufanayo/okwehlukile mayelana nezinto eqenjini lakho?
- ★ Ngabe ungakuhlunga lokhu?
- ★ Ngitshele ukuthi ukuhlunga kanjani.
- ★ Ngabe ubungakuhlunga ngenye indlela?

4. **Ukuzejwayeza izimo kanye nesikhundla; phezu, ngaphansi, ngaphakathi kanye nangaphandle:** Abafundi bakhapha bese bebala amabhulokhi ama-athribhuthi asezitsheni zabo. Bayasho ukuthi mangaki amabhulokhi abukeka njengezindilinga, izikwele noma onxantathu.

Dlala 'USizwe uthi'. Isibonelo:

- ★ Beka izikwele phansi konyawo lwakho.
- ★ Beka indilinga ekhanda lakho.
- ★ Beka unxantathu esitsheni.



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. **Ukuzejwayeza 1–4; okuningi ngokukodwa/okuyingcosane**

ngokukodwa: Abafundi badlala umdlalo othi 'xukuza bese uhlukanisa' ngezinto zokubala ezine kanye nezivalo ezimbili. (Bheka umsebenzi oholwa uthisha eSontweni 2, ikhasi 49.)

Imibuzo ekuholayo:

- ★ Ngabe unesibalo esifanayo sezinto zokubala esivalweni ngasinye?
- ★ Ngabe kunezinto zokubala ezingaki esivalweni ngasinye?
- ★ Ngabe nginezinto zokubala ezingaki uma sezizonke?
- ★ Uma u-_____ ebeka enye into yokubala eyodwa esivalweni ngabe zizoba zingaki?
- ★ Uma u-_____ esusa into yokubala eyodwa kulesi sivalo, kuzosala ezingaki?
- ★ Yiliphi iqoqo elinokuningi ngokukodwa kunoku-2/3?
- ★ Yiliphi iqoqo elinokuyingcosane ngokukodwa kunoku-4/3/2?

**Hlola ukuthi abafundi bayakwazi uku-:**

- ukuchaza okufanayo kanye nokwehlukile phakathi kwezinto bese bekuhlunga
- ukuchaza into ebukwa ngezindlela ezehlukile
- ukukhombisa ukukuqonda okuningi ngokukodwa kunokunye nokuyingcosane ngokukodwa kunokunye
- ukuhlonza indilinga, isikwele kanye nonxantathu

Isiteshi sokusebenzela 1**Okudingayo**

- Amaphepha asikwe akhishwa: izindilinga, izikwele kanye nonxantathu okungubukhulu kanye nemibala eyahlukene
- Iglu
- Iphepha
- Amakhrayoni
- Ikhasi elingu-A4 lomfundi ngamunye

Abafundi banamathisela isimo noma izimo ekhasini labo. Badweba imininingwane ethile phezu noma okuzungeze isimo ukuze benze 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.

Isiteshi sokusebenzela 2

Okudingayo

- Inhlama yokudlala
- Izisikahlama (isikwele, indilinga, unxantathu)
- Imimese yeplastiki
- Omata/amabhodi enhlama
- Iphosta 11

Abafundi benza ngenhlama yokudlala izikwele, izindilinga kanye nonxantathu besebenzisa izisikahlama. Bakha isithombe besebenzisa izimo.



Isiteshi sokusebenzela 3

Okudingayo

- Amabhulokhi kanye/noma amabhulokhi axhume kayo

Abafundi bakha noma yini abayithandayo ngamabhulokhi.

Isiteshi sokusebenzela 4

Okudingayo

- Amaphazili anezingcezu eziyishumi nambili axubene

Abafundi bakha amaphazili.



Hlinzeka ngamathuba okuthi abafundi abanamakhono ahlukene basebenze ngesivinini sabo.

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

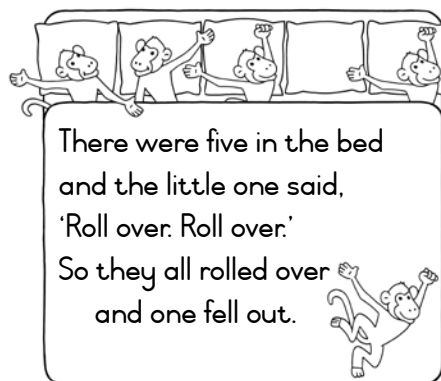
number line

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).

Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Ukubona izimpawu zezinombolo kanye namagama ezinombolo
- Ukuchaza, ukuqhathanisa nokuhlala izinombolo

Ulwazi olusha

- Inombolo 5

Zejwayeze

- Ukubala ngomlomo 1–15 kanye no-5–1
- Ukubala izinto 1–7
- Ulwazi lwezinombolo 1–4
- Ukulandelanisa izinombolo 1–4
- Kuningi (kunokunye) kuyingcosane (kunokunye)

Ulwazimagama olusha olusetshenziswa ezibalweni

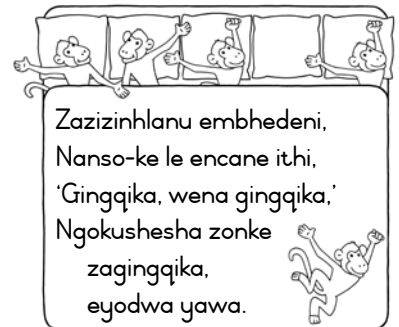
umugqa wezinombolo

hlela

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ibhodi yezinombolo kanye nethempulethi yendlu yenombolo 5 (ikhasi 211)
- amalebuli ama-5 enombolo '5' enamachashazi, izimpawu namagama etafuleni lezibalo (ikhasi 211)
- oku-5 kwekhabibhodi okuyindilinga eluhlaza okotshani okusikwe kwakhishwa (okuzokwenela kukho izinto zokubala zezilwane ezi-5)
- iphosta ethi *Zinhlanu embhedeni* yakuThemu 1, Isonto 9, elungiselwe ukusebenzisa izinkawu
- ulayini wokweneka wezinombolo owenziwe ngentambo, amaphekisi kanye namakhadi ezimpawu zenombolo 1–5 (bheka Usuku 3)
- amabhokisi eposi ama-5, amakwe ngezinombolo 1–5 (bheka Usuku 4)
- ithempulethi yenhlama yokudlala: Inombolo 5 yomfundi ngamunye (ikhasi 215)
- ikhasi elingu-A4 lomfundi ngamunye elidwetshwe izinyosikazi ezi-5 kulo (bheka Isiteshi sokusebenzela 2)
- amapuleti/izivalo kwephepha oku-5 komfundi ngamunye, ngakunye kube nophawu lwenombolo kanye namachashazi ahambisanayo 1–5, isibonelo, 1 kanye nechashazi elilodwa, 2 kanye namachashazi amabili (bheka Isiteshi sokusebenzela 3)
- amatshe angama-30
- kopisha amaphazili ezinombolo (e-1 komfundi ngamunye eqenjini) bese uhlobisa ngombala izithombe (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:

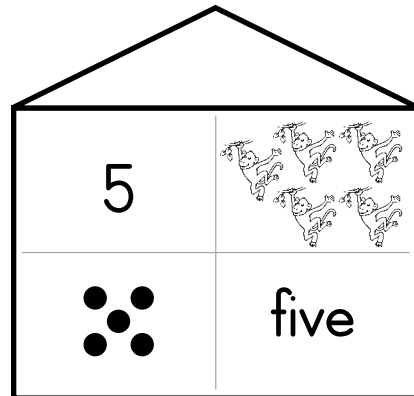
- ★ How many animals are in this group? And in this group?
 - ★ Which group has more/fewer animals?
- Together count the animals 1–7 in each hula hoop.

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 yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: I-Roly Poly (ikhasi 199)
- Amahulahuphu ama-2 (noma dweba izindilinga ngoshoki)
- Izinto zokubala ezinezilwane eziyi-14 (Ikhithi Yezinsiza)
- Ibhodi yezinombolo 1–4
- Ibhodi yezinombolo: Inombolo 5 (ikhasi 211)
- Indaba kanombolo 5 (ikhasi 201)

1. **Umlolozelo:** Shono umlolozelo, i-Roly Poly.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka amahulahuphu amabili kumata. Beka kugqagqane izinto zokubala ezinezilwane ngaphakathi kwehulahuphu eyodwa, bese ubeka izinto zokubala ezinezilwane eziyisikhombisa ndawonye ngaphakathi kwenye ihulahuphu.

Imibuzo ekuholayo:

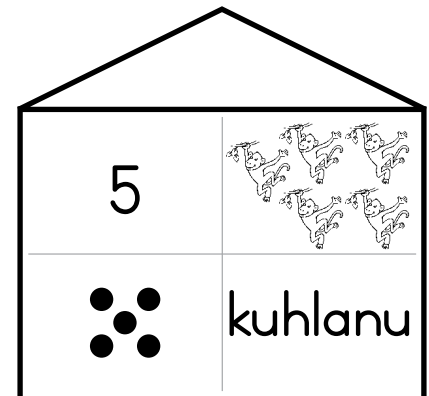
- ★ Kukhona izilwane ezingaki kuleli qoqo? Bese kuleli qoqo-ke?
 - ★ Yiliphi iqoqo elinezilwane eziningi/eziyingcosane?
- Balani ndawonye izilwane 1–7 kuhulahuphu ngayinye.

4. **Yethula inombolo '5':** Khomba ibhodi yezinombolo 1–4 odongeni.

Imibuzo ekuholayo:

- ★ Iyiphi indlu enezilwane eziningi kunezisendlini yobubhibhi?
- ★ Wazi kanjani?
- ★ Kuhlala izilwane ezingaki endlini eyayakhiwe ngemuva kwendlu yezindlovu?
- ★ Ngabe ucabanga ukuthi kuzohlala izilwane ezingaki endlini elandelayo?

Xoxa *Indaba kanombolo 5*. Indlu yezilwane yiyona ekugxilwe kuyo endabeni. Khombisa izingxenyebhodi yezinombolo ngesikhathi wakha indaba yezilwane kanye nokubukeka kwendlu: ukumeleka okwehlukene kwenombolo 5, isibonelo, isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenyebhodi endlini yezilwane odongeni endaweni yezibalo. Balani izinkawu ndawonye.



- ★ Ubani oke wabona inkawu phambilini? Kuphi?
 - ★ Yenza muphi umsindo inkawu?
 - ★ Ngikhombise ukuthi ihamba kanjani.
 - ★ Kukhona izinkawu eziningi ngezingaki kunobubhibhi?
 - ★ Uma ububhibhi obubodwa buye endlini yezinkawu, kuzosala ububhibhi obungaki endlini yobubhibhi?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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.

Usuku 2

Okudingayo

- Iculo: *Izinkawu ezinhlanu embhedeni* (ikhasi 201) kanye nezithombe
- Amakhadi enombolo 5 anamachashazi, izimpawu negama
- Izindilinga ezi-3 zamakhadibhodi ezisikwe zakhishwa
- Izinto eziyi-19 zokubala ezinezilwane (*Ikhithi Yezinsiza*)
- Izinto ezingama-30 zokubala ezinezilwane ezifihlwe ekilasini (oku-1 kumfundi ngamunye)

1. **Iculo:** Cula iculo, *Izinkawu ezinhlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka izindilinga zekhadibhodi ezintathu kumata, eyodwa ingabi nezilwane, enye ibe nezilwane eziyisikhombisa ezisabalaliswe kuyo, bese enye iba nezilwane eziyisikhombisa ezime zasondelana.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kunezilwane ezingaki kuleli qoqo? Khomba elinye lamaqoqo anokuyisikhombisa bese ubala izilwane, ukhomba kwelinye iqoqo bese ubuza ukuthi, 'Kunezilwane ezingaki?'
- ★ Yiliphi kula maqoqo amabili elinezilwane eziningi/eziyingcosane/ezilinganayo nezelinye iqoqo?

4. **Ukuzejwayeza 5:** Xoxani ngala maqoqo amathathu ezilwane.

Imibuzo ekuholayo:

- ★ Uma ngifuna izilwane ezinhlanu kuphela eqoqweni ngalinye, yini okumele ngiyenze? (Susa ezimbili eqenjini ngalinye.)

Beka izilwane ezine endilingeni engenalutho.

- ★ Kudingeka ukuthi sengeze izilwane ezingaki kuleli qoqo ukuze zibe nhlanu?

5. **Ukuzingela izilwane:** Beka isiqukathi sezinti ezivela ku*Khithi Yezinsiza* etafuleni lezibalo ukuze abafundi benze 'izinkambu' zezilwane ezinhlanu. Beka izinto zokubala ezinezilwane ze*Khithi Yezinsiza* ekilasini. Abafundi bahamba 'bezingela izilwane' ukuze bazithole. Babeka lokhu etafuleni 'lezinkambu' zezinhlanu.

Imibuzo ekuholayo:

- ★ Ngabe yini esingayenza ngezilwane ezingangeni ezinkanjini? (Zihlele ngazinye etafuleni lezibalo.)

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Usuku 3

Okudingayo

- Iculo: *Izinkawu ezinhlanu embhedeni* (ikhasi 201) kanye nezithombe
- Amaphekisi ezingubo ayisi-7
- Ulayini wokweneka wezinombolo namakhadi
- ezinombolo 1–5 ukuze ufake amaphekisi entanjeni
- Izimpawu zezinombolo 1–5 (*Ikhithi Yezinsiza*)
- 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. **Iculo:** Abafundi bama babe yindilinga. Balingisa iculo *Izinkawu ezinhlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Cela izingane eziyisikhombisa ukuthi ngayinye kuzo ilande into ethile ekilasini. Beka izinto kumata. Hlela abafundi ukuze bonke babone ukuthi kukhonani kumata.

Imibuzo ekuholayo:

- ★ Zingaki izinto ezikumata?
- ★ Zingaki izinto ezizosala uma sisusa eyodwa? Uma sisusa enye futhi? Uma sisusa ezimbili?
- ★ Ngabe sidinga ukubuyisela izinto ezingaki ukuze zibe nhlanu? Ngabe zingaki izinto esidinga ukuzibuyisela ukuze sibe neziyisikhombisa?

4. **Ukuzejwayeza kanye nokuhlela izinombolo 1–5:** Yethula ulayini wokweneka. Susa amakhadi ezinombolo kulayini bese uwanika abafundi abahlanu. Abafundi bazihlela ngokulandelana kusuka ku-1 ukuya ku-5.



Imibuzo ekuholayo:

- ★ Iyiphi inombolo okumele ize kuqala, elandelayo, engaphambili, engemuva? Guqula umfundi ukuze abanye abafundi babone ikhadi lakhe lenombolo.
- ★ Iyiphi inombolo ephakathi koku-2 kanye noku-4? Beka phansi izimpawu zenombolo 1–5 ezixubene. Cela abafundi ukuthi beneke ngamaphekisi amakhadi ngokulandelana ukusukela koku-1 ukuya koku-5 kulayini wokweneka. Abafundi beneka ngamaphekisi izinombolo kulayini ngesikhathi ubuza imibuzo.
- ★ Iyiphi inombolo eza kuqala, elandelayo, eza ngemuva?
- ★ Ngabe ungakwazi ukukhomba inombolo eza ngaphambi kwaleyo, ephakathi kwazo?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Iculo: *Izinkawu ezinhlanu embhedeni* (ikhasi 201) kanye nezithombe
- Amakhadi angama-30 esithombe senombolo '1–5', anezimpawu namachashazi (*Ikhithi Yezinsiza*)
- Umculo noma okwenza umculo
- Ulayini wokweneka wezinombolo wezimpawu zezinombolo 1–5 ezichonywe ngamaphekisi entanjeni
- Amabhokisi okuposa ama-5 abhalwe 1–5
- Izinto zokubala ezinemibala
- Amakhadi anamachashazi enombolo 5 (*Ikhithi Yezinsiza*)

1. **Iculo:** Lingisani *Izinkawu ezinhlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Shaya izandla noma kangaki phakathi koku-1 kanye nokuyisi-7. Abafundi babala isibalo sokushaywa kwezandla bese besho ukuthi zishaywe kangaki.



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?



Sebenzisa amakhadi ezinombolo asetafuleni lezibalo uma udinga amanye omfundi ngamunye ngokuphathelene nomsebenzi 4.

4. **Ukuzejwayeza 1–5:** Abafundi babiza inombolo ngesikhathi ukhombisa amakhadi anamachashazi 1–5. Xoxani ngokuthi yimaphi amakhadi anamachashazi enza oku-5. Khombisa izinhlobo ezahlukene zamachashazi ezakha oku-5. Bheka amakhadi anamachashazi enombolo 5 bese nixoxa ngokuthi yini efanayo/ehlukile kulona ngalinye.

Nikeza umfundi ngamunye ikhadi lophawu lwenombolo 1–5, olunezithombe noma amachashazi. Khomba ibhodi yezinombolo. Abafundi baphakamisa amakhadi abo uma eqondene nenombolo ekuleyo bhodi yezilwane ngesikhathi ukhomba. Dlala umculo noma ukhalise isigubhu. Abafundi badansela umculo. Lapho sekuma umculo, benza amaqembu abafundi abanamakhadi ezinombolo ahambisanayo.

Beka amabhokisi eposi 1–5 ngezansi kolayini wokweneka. Abafundi baposa amakhadi abo emabhokisini afanele uma sekuma umculo.



Imibuzo ekuholayo:

- ★ Yiliphi iqembu okumele lipose izinombolo zalo kuqala, ekugcineni, njalonzalo? Ngobani?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Iculo: *Izinkawu ezinhlanu embhedeni* (ikhasi 201) kanye nezithombe
- Iphosta 2
- Isigubhu

1. **Iculo:** Lingisa *Izinkawu ezinhlanu embhedeni*.
2. **Ukubala ngomlomo:** 1–15 kanye no-5–1.
3. **Ukubala izinto 1–7:** Phinda umsebenzi wokubala owenze ngoSuku 4.
4. **Ukuzejwayeza 1–5:** Sebenzisa isigubhu ukuze ushaye okubalwayo oku-1 kuya koku-5. Abafundi bagxuma ngokuhambisana nokushaywa kwesigubhu. Phakathi kokugxuma, nikeza imiyalo ngokusebenzisa izinombolo 1–5. Isibonelo: 'Xhawulana nabangani abathathu.' 'Qondanisa iminwe emihlanu esandleni neminwe emihlanu yesandla somngani wakho.'
5. **Ukuzejwayeza oku-4 kanye noku-5:** Xoxani ngePhosta 2. Khulumani ngalokho okubonwa abafundi.

Imibuzo ekuholayo:

- ★ Ngabe inkundla yethu yemidlalo ibukeka kanje?
- ★ Ngabe ikhona into efanayo/ehlukile kuyo?
- ★ Zidlala miphi imidlalo izingane?

Balani ndawonye ukuthi zingaki izingane ezidlala umdlalo ngamunye. Khetha izingane ezizokhomba ngesikhathi ubuza imibuzo.

- ★ Ngabe uyazibona izinombolo 4 kanye no-5?
- ★ Zingaki izingane ezidlala ugxumgxa? Kumathayi khona-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.



- ★ Uma enye ingane ingena kulezi zingane, kuzoba khona ezingaki?
- ★ Ngabe kukhona izinto ezingaki emgodini wesihlabathi?
- ★ Uma sifaka enye into/sisusa eyodwa, kuzoba khona izinto ezingaki?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Lapho kudlalwa imidlalo yangaphandle bhekisa, isibonelo, emabholeni amahlanu, izikhathi ezinhlanu, ukuphonsa kahlanu, ukwenqaka kahlanu.



Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Izivalo ezi-2 zeplastiki kumfundi ngamunye
- Amakhadi anamachashazi enombolo 5
- Inhlama yokudlala kanye nomata womfundi ngamunye
- Ikhasi elingu-A4 lomfundi ngamunye
- Amakhrayoni
- Isitsha somfundi ngamunye esinalokhu:
 - Amakhadi enombolo enamachashazi, uphawu, igama 1–5
 - Amatshe ama-5
 - Ubuhlalu obubomvu kanye nobuphuzi (*Ikhithi Yezinsiza*)

1. **Amakhadi anamachashazi aqondene:** Khombisa abafundi amakhadi amachashazi enombolo 5. Bahlela amatshe abo ukuze aqondane nalokhu. Phinda okunye ngokuhlelwa kwamachashazi amahlanu.



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. **Ukuzejwayeza u-5:** Abafundi babala amatshe amahlanu ezitsheni zabo. Baqondanisa amakhadi abo amagama kanye nezimpawu zenombolo 5 namatshe amahlanu.

Beka izivalo ezimbili phambi komfundi ngamunye. Ndawonye dlalani umdlalo othi 'Xukuza bese uhlukanisa' wenombolo 5. Abafundi babeka amatshe abo ezivalweni ezimbili eziphambi kwabo njengoba beneqoqo 'elihlukanisiwe'. Bayadedelana ukukhombisa ukuthi banamangaki esivalweni ngasinye.

Imibuzo ekuholayo:

- ★ Uwahlukanise kanjani amatshe akho?
- ★ Ubani onokuhlukile kulokhu?

Phinda umsebenzi. Khombisa isivalo somfundi oyedwa eqenjini.

- ★ Ubani onokufanayo?

Khetha isethi yezivalo ezihambisanayo bese uqhathanisa.

- ★ Ngabe yini efanayo/ehlukile ngala maqoqo amabili?

3. **Yakha ubuhlanu:** Abafundi bakhombisa isibalo sobuhlalu ngesikhathi ubabuza.

Imibuzo ekuholayo:

- ★ Ngabe ungangibonisa ubuhlalu obubili?
- ★ Ngabe ungakwazi ukungikhombisa obunye futhi ubuhlalu obubodwa?
- ★ Ngabe ungakwazi ukungibonisa obuyingcosane ngokukodwa?

Bamba ubuhlalu obubili esandleni sakho.

- ★ Ngabe bungaki ubuhlalu obuningi/obuyingcosane obudingayo ukuze uthole obuthathu/obune/obuhlanu?

Khuthaza abafundi ukuthi bangabubali ubuhlalu ngabunye ngasikhathi sinye kodwa ukuthi bavele bakubonise isibalo sobuhlalu obucelile. Ubuhlalu busekela abafundi ekutheni babale baqhubeke ukusukela enombolweni ekhethiwe.

4. **Ukuzejwayeza inombolo 5 usebenzisa inhlama yokudlala:**

Abafundi benza u-5 besebenzisa inhlama yokudlala. Sekela abafundi asebelungele ukubhala inombolo 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

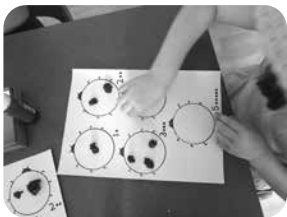
- Playdough
- Playdough template: Number 5 per learner (page 214)

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.



Hlola ukuthi abafundi bayakwazi uku:-

- hlonza amakhadi amachashazi, ophawu kanye negama kwenombolo 5
- qondanisa izinto zokubala namakhadi amachashazi enombolo 5
- qaphela okufanayo kanye nokuhlukile kumaqoqo amabili ezinto ezinhlanu
- ngikhombisa okukodwa ngaphezulu, okuyingcosane ngokukodwa
- bala uqhubeke enombolweni enikeziwe, kuze kube koku-5



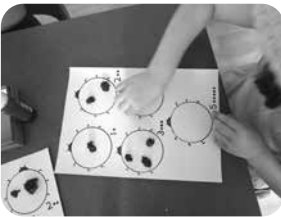
Isiteshi sokusebenzela 1

Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 5 yomfundi ngamunye (ikhasi 215)

Abafundi basebenzisa inhlama yokudlala ukuze baqedele ithempulethi yenhlama yokudlala yenombolo 5.

Isiteshi sokusebenzela 2



Okudingayo

- Ikhophi yekhasi elingu-A4
- Iziqeshana zamaphepha
- elinezinyosikazi ezi-5 ezidwetshwe
- Iglu kulo lomfundi ngamunye

Abafundi babumba amabhola amaphepha. Bahlobisa izinyosikazi ngenani elifanele lamabhola.

Isiteshi sokusebenzela 3



Okudingayo

- Amaphekisi ayi-15 kanye nezinto zokubala zomfundi ngamunye
- Isethi yamapuleti noma izivalo okunezinombolo 1-5 komfundi ngamunye

Abafundi bafaka inombolo efanele yamaphekisi epuletini/esivalweni ngasinye. Babeka into yokubala echashazini ngalinye.

Isiteshi sokusebenzela 4

Okudingayo

- Isethi e-1 yamaphazili ezinombolo 1-5 yomfundi ngamunye (ikhasi 220)

Abafundi baqedela amaphazili ezinombolo.

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

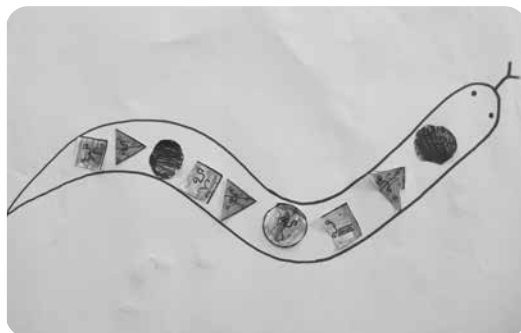
For the activities this week, you will need to prepare the following:

- 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).

Ingxenye Yolwazi Okugxilwe Kuyo: Amaphethini, Amafankshini kanye ne-Aljebra

Izihloko

- Kopisha bese welula ngokusebenzisa amaphethini alula aphindayo
- Yakha amaphethini akho
- Chaza ukuphinda kwamaphethini

Ulwazi olusha

- Kopisha bese welula amaphethini alula aphindayo
- Yakha bese uchaza iphethini lakho
- Ukubala ngomlomo 1–20
- Ukubala uhlehle 7–1

Zejwayeze

- Ukubala izinto 1–7
- Ulwazi lwezinombolo 1–5
- Ukulandelanisa izinombolo 1–5
- Ukwenza amaqoqo afane

Ulwazimagama olusha olusetshenziswa ezibalweni

qhubeka

kuyaqhubeka

kuyafana

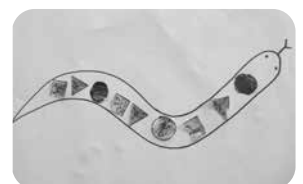
Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amakhadi angama-30 anezindilinga ezinkulu ezibomvu, eziphuzi, eziluhlaza okwesibhakabhaka, eziluhlaza okotshani kanye nezinombala osawolintshi (okuyisi-6 ngakunye)
- izithombe eziyi-7 zamazambane
- ikhasi elikhulu elikhombisa isimo sesihlahla esinamaqabunga ayisi-7 (amakhulu ama-3 kanye namancane ama-4), okunanyathiselwe ephethinini: okukhulu, okuncane, okuncane, okukhulu, okuncane, okuncane, okukhulu
- amanye amaqabunga ayisi-7 asikiwe akhishwa
- izimbali ezisikwe zakhishwa ezibomvu eziyi-6 kanye neziphuzi ezi-4
- amaqoqo ama-4 ezinsimbi zomculo/okwenza umsindo (isibonelo, izinsimbi, izikhehlekehehle, izinti, izigubhu) – oku-1 kumfundi ngamunye
- izithombe ezi-3 zezinsimbi zomculo/okwenza umsindo oku-4 ngakunye (okuyi-12 sekukonke)
- intambo kanye namaphekisi ayi-12
- amakhadi amaphethini amabhulokhi axhume kayo – eli-1 kumfundi ngamunye emaqenjini ama-2
- ikhasi elingu-A4 elinomumo wamaphethini ozokwelulwa umfundi ngamunye
- isimo senyoka esingu-A4 kanye nekhasi elingu-A4 elinezindilinga, izikwele kanye nonxantathu – oku-1 kumfundi ngamunye
- amakhadi amaphethini okuthungela ubuhlalu (ubuhlalu obukumakhadi ephethini kumele bubukeke njengalobo obuzosetshenziswa, ngokobukhulu kanye nombala – bheka Isiteshi sokusebenzela 4).



Esikhundleni senyoka, khetha indikimba ehambisana nesilwane noma into ethile.



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 yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: *Izambane elilodwa, amazambane amabili* (ikhasi 203)
- Izithombe zamazambane eziyi-7
- Iphosta 7

1. **Umlolozelo wokubala:** Shono umlolozelo, *Izambane elilodwa, amazambane amabili*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka izithombe eziyisikhombisa zamazambane.

Imibuzo ekuholayo:

- ★ Ubona amazambane amangaki?

Phinda umlolozelo ngesikhathi ukhomba izambane ngalinye.

4. **Ukukopisha kanye nokwelula amaphethini:** Hleba ezindlebeni zabafundi abayisithupha ubacele ukuthi bahlale ngale ndlela elandelayo: imilenze eyeluliwe, imilenze ephanjanisiwe, imilenze eyeluliwe, imilenze ephanjanisiwe, imilenze eyeluliwe, imilenze ephanjanisiwe.

Imibuzo ekuholayo:

- ★ Yini ongangitshela yona ngendlela laba bafundi abahleli ngayo?
- ★ Ngabe yiphethini leli?
- ★ Yini ekwenza usho kanjalo?
- ★ Liyini iphethini?

Thinta umfundi ngamunye ngesikhathi ikilasi licula: 'Imilenze eyeluliwe, imilenze ephanjanisiwe ...'

- ★ Singalenza kanjani leli phethini liqhubeke ngendlela efanayo?

Yengeza abanye abafundi.

Hlebela leli phethini elisha kwabanye bafundi abayisithupha: oyedwa ohleli, ababili abamile, oyedwa ohleli, ababili abamile. Buza imibuzo ngokuphathelene naleli phethini bese ucela abafundi ukuthi balelule leli phethini.

5. **Hlonza amaphethini asesithombeni:** Xoxani ngePhosta 7.

Imibuzo ekuholayo:

- ★ Ubona amaphethini amangaki kulesi sithombe?

Chaza ukuthi kungani lokhu kuyiphethini.

- ★ Yini oyibonayo engenalo iphethini kuyo?
- ★ Sazi ngani ukuthi into ethile iyiphethini?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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

Usuku 2

Okudingayo

- Umlolozelo: *Izambane elilodwa, amazambane amabili* (ikhasi 203)
- Izithombe zamazambane eziyi-7
- Amakhadi ezindilinga ezinombala angama-30

1. **Umlolozelo wokubala:** Shono umlolozelo, *Izambane elilodwa, amazambane amabili*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Phinda umlolozelo bese ukhomba izithombe zamazambane eziyisikhombisa.
4. **Hlonza amaphethini ezintweni zansuku zonke:** Abafundi bathola amaphethini ezingutsheni zabo, kanye nasekilasi.

Imibuzo ekuholayo:

- ★ Usho ngani ukuthi leli iphethini?
- ★ Yini oyibonayo ephindwayo?
- ★ Yini ezolandela kuleli phethinini?

5. **Ukuzejwayeza iphethini:** Nikeza umfundi ngamunye ikhadi lendilinga enombala. Bathola abanye abanamakhadi aqondene nawabo bese benza amaqembu.

Imibuzo ekuholayo:

- ★ Yini efanayo/ehlukile ngamakhadi enu?
- ★ Ngabe kukhona izindilinga eziningi/eziyingcosane ezibomvu kuneziluhlaza okwesibhakabhaka?
- ★ Wazi ngani?

Hola abafundi abanamakhadi abomvu kanye naluhlaza okwesibhakabhaka ukuthi bame bebambe amakhadi abo ngaleli phethini elilandelayo: abomvu, abomvu, aluhlaza okwesibhakabhaka, aluhlaza okwesibhakabhaka, abomvu, abomvu, aluhlaza okwesibhakabhaka, aluhlaza okwesibhakabhaka.

Abafundi belulela amaphethini.

- ★ Ubona liphi iphethini?
- ★ Singenza maphi amanye amaphethini?

Hola abafundi ukuthi bazihlele ngokusekela kwabo iziphakamiso zabo.

- ★ Yini ezolandela?
- ★ Yini efike ngaphambi kwalokho?
- ★ Singaqhubeka kanjani ngendlela efanayo?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye. Abafundi babeka amakhadi abo etafuleni lezibalo ngesikhathi beya eziteshini zabo zokusebenzela, kuhambisane nombala owushoyo.

Usuku 3

Okudingayo

- Umlolozelo: *Izambane elilodwa, amazambane amabili* (ikhasi 203)
- Isithombe sesihlahla esinamaqabunga ayi-6 ananyathiselwe kuphethini (njengoba kuchazwe ekhasini 105)
- Iqabunga elizimele nje eli-1
- Iprestikhi
- Amaqabunga amakhulu ama-3 kanye namancane ama-3
- Izimbali ezisikwe zakhishwa eziphuzi eziyi-6 kanye neziphuzi ezi-4



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*)



Sebenzisa amaqabunga angempela uma kungenzeka. Wabeke etafuleni lezibalo ukuze abafundi bakhe amaphethini.

1. **Umlolozelo wokubala:** Abafundi bama ngamaqembu abane kuya kwabayisishiyagalombili. Benza iminyakazo yomlolozele kanye nomdlalo, *Izambane elilodwa*, *amazambane amabili*, ngesikhathi ikilasi lonke lisho amagama omlolozelo ndawonye.

2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.

3. **Ukubala izinto 1–7:** Bheka isihlahla esinamaqabunga ayisithupha ananyathiselwe kuso ngephethini.

Imibuzo ekuholayo:

- ★ Kukhona amaqabunga amangaki kulesi sihlahla?
- ★ Kuzoba khona amangaki uma ngengeza elinye elilodwa iqabunga? Yengeza elinye iqabunga. Balani amaqabunga ndawonye.

4. **Ukuxazulula izinkinga 1–5 usebenzisa amaphethini:** Beka izimbali ezisikwe zakhishwa zibe umugqa esithombeni ngephethini lebomvu, ephuzi, ebomvu, ephuzi.

Imibuzo ekuholayo:

- ★ Kukhona izimbali ezingaki?
- ★ Ngabe uyalibona iphethini? Ngitshele ngephethini.
- ★ Ngabe iwumbala muni imbali yokuqala/yesibili/yesithathu/yesine?
- ★ Kumele ngengeze miphi imibala ukuze ngiqhube iphethini?
- ★ Sekukhona izimbali ezingaki manje?
- ★ Ngabe okuningi/okuyingcosane yizimbali ezibomvu noma eziphuzi?
- ★ Uma siqhuba leli phethini, lizobukeka kanjani?

Beka ezinye futhi izimbali ezisikwe zakhishwa etafuleni lezibalo ukuze zisetshenziswe ngabafundi ngalolu suku.

5. **Ukukopisha kanye nokwelula amaphethini:** Abafundi bakha iphethini lomsindo kanye nomnyakazo, isibonelo: shaya izandla, mbambatha, shaya izandla, mbambatha.

Imibuzo ekuholayo:

- ★ Yini oyibonile noyizwile?
- ★ Ngabe yiphethini leli? Kungani kunjalo/kungenjalo? Phindani amaphethini ndawonye.
- ★ Yini oyiqaphela ngaleli phethini?
- ★ Yini elandela ngemva kokushaya izandla?
- ★ Ngabe ungaqhubeka?

Shintsha iphethini, isibonelo: gxuma, gxuma, shaya izandla, shaya izandla, gxuma, gxuma, bese nixoxa ngalokhu.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Umlolozelo: *Izambane elilodwa*, *amazambane amabili* (ikhasi 203)
- Isithombe sesihlahla esinamaqabunga ayi-6 ananyathiselwe ngephethini
- Amanye amaqabunga ayi-7
- Izinto ezejwayelekile – ezifana namapeni, amapensela, izincwadi, izipuni kanye nezimfoloko – ukuze wenze amaphethini
- Iziqukathi eziyisi-6 ngasinye sinezinti ezinombala ezingama-30 (*Ikhithi Yezinsiza*)

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 wokubala:** Dlala umdlalo, *Izambane elilodwa, amazambane amabili*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Bheka isithombe sesihlahla esinamaqabunga ayisithupha, kanye namaqabunga ayisikhombisa kumata.

Imibuzo ekuholayo:

- ★ Ngabe kukhona amaqabunga amaningi/ayingcosane esihlahleni noma kumata?

Balani amaqabunga ndawonye.

4. **Ukukopisha kanye nokwelula amaphethini:** Abafundi bahlonza iphethini lamaqabunga asesihlahleni.

Imibuzo ekuholayo:

- ★ Singaliqhuba kanjani leli phethini?

Baxoxa ngamaphethini abawabona ezingutsheni zabo. Yakha iphethini lomsindo kanye nomnyakazo njengasoSukwini 3.

5. **Ukuzejwayeza amaphethini:** Yakha amaphethini usebenzisa izinto ezejwayelekile, isibonelo: ikhokhi, ipensela, ikhokhi, ipensela. Buza imibuzo ekuholayo mayelana nephethini. Abafundi kumele bachaze bese belula amaphethini.

Abafundi babuthana ngamaqembu abahlanu. Nikeza iqembu ngalinye isiqukathi esinezinti ezinemibala. Abafundi babala izinti eziyisithupha ngamunye. Benza amaphethini abo bese bexoxa ngalokhu ndawonye. Hamba phakathi kwamaqembu unikeze ukweseka.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye. Abafundi babeka amaphethini ezinti etafuleni lezibalo ngesikhathi beya eziteshini zokusebenzela zabo.

Usuku 5

Okudingayo

- Umlolozelo: *Izambane elilodwa, amazambane amabili* (ikhasi 203)
- Intambo kanye namaphekisi ayi-12
- Amaqoqo ama-4 ezinsimbi zomculo/okwenza umculo
- (isibonelo, izinsimbi, izikhehlekehle, izinti, izigubhu) – oku-1 kumfundi ngamunye
- Izithombe ezi-3 zaleyo naleyo nto kwezi-4 ezenza umsindo

1. **Umlolozelo wokubala:** Dlala umdlalo, *Izambane elilodwa, amazambane amabili*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka iqoqo lezikhehlekehle eziyisikhombisa kanye neqoqo lezinsimbi eziyisikhombisa kumata.

Imibuzo ekuholayo:

- ★ Ngabe zingaki izinsimbi zomculo ocabanga ukuthi zikhona kuleli qoqo?
- ★ Bese kuleli qoqo-ke?
- ★ Yiliphi iqoqo ocabanga ukuthi linokuningi/okuyingcosane?

Balani izinsimbi zomculo ndawonye.

- ★ Ubani osho inombolo efanele?



Sebenzisa izinto ezifana nezinkomishi zeyogathi, izinti kanye namabhulokhi uma ungenazo izinsimbi zomculo.

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?



Yengeza amanye amaqoqo amabili ezinsimbi zomculo. Abafundi balanda izinsimbi zomculo bese bonke abafundi abanezinsimbi zomculo ezifanayo behlala besondelana esikokeleni.

Imibuzo ekuholayo:

- ★ Uma kunezikhehlekehlehele eziyisikhombisa, kumele sibale abafundi abangaki ukuze umfundi ngamunye abe nesisodwa?
- ★ Bangaki abafundi abasele abangenayo insimbi yomculo? (Egenjini lokugcina.) Nikeza laba bafundi insimbi yomculo.

4. **Amaphethini omsindo:** Bonisa abafundi amakhadi ezithombe amane amaqoqo amane ezinsimbi zomculo. Badlala izinsimbi zabo zomculo ngesikhathi ukhombisa la makhadi, ngalinye ngaleso naleso sikhathi. Beka amakhadi kulayini wokweneka ngamaphethini ehlukenene ukuze bawalandele. Bayadlala ngesikhathi ukhomba.

Imibuzo ekuholayo:

- ★ Ubona liphi iphethini?
- ★ Ngabe lizoqhubeka kanjani leli phethini?
- ★ Yisiphi isithombe esilandelayo?
- ★ Yiliphi iqembu elizodlala kuqala/ekugcineni kuleli phethini?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

ICEBO

Cela abafundi ukuthi bagcine izandla zabo ziphezu kwamathanga abo nezinsimbi zabo zomculo ziphansi phambi kwabo. Kumele bangabavusi bonke baze babe nensimbi yomculo.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Imisebenzi yobuciko egxile kuphethini (isibonelo: amaphethini esigqi, amaphethini omsindo ophansi kanye nophuzulu, ukwenza kanye nokuhlobisa amafreyimu ezithombe), ukudweba amaphethini athuthukisa amakhono ezicubu ezincane njengengxenywe yokuthiwa Ukubhala Ngesandla Okusathuthuka.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amakhadi ezinombolo zolayini wokweneka 1–5 ngokulandelana okungafanele
- Izivalo ezi-2 zeplastiki/amapuleti amaphepha zomfundi ngamunye
- Amabhulokhi axhume kayo ahlelwe ngemibala eziqakathini
- Isitsha somfundi ngamunye esinalokhu:
 - Ubuhlalu bokuhlela
 - 5 amabhulokhi axhume kayo
 - Ikhadi lamaphethini amabhulokhi axhume kayo

1. **Ukubala ngomlomo:** 1–20 kanye no-7–1.

2. **Ukuzejwayeza 5; ubuhlalu bokuhlela:**

Abafundi basebenzisa ubuhlalu obusezitsheni zabo.

Imibuzo ekuholayo:

- ★ Ngabe kunesibalo esifanayo sobuhlalu obubomvu kanye nobuphuzi? Wazi kanjani?
- ★ Bala ubuhlalu obubomvu. Bungaki obukhona?



- ★ 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?



- ★ Bala ubuhlalu obuphuzi. Bungaki obukhona?
- ★ Ngibonise obubili. Ngibonise obunye ubuhlalu obubodwa. Ngibonise obuyingcosane ngobubodwa.
- ★ Bamba ubuhlalu obune. Udinga obunye ubuhlalu obungaki ukuze ukhombise obuhlanu?

Abafundi babala bafike kokuhlanu, beqala ezinombolweni ezahlukenene. Isibonelo, babamba ubuhlalu obuthathu bese bebala kusukela lapho kuze kufike kobuhlanu.



3. **Ukuzejwayeza 1–5; umugqa wezinombolo:** Bukani ndawonye amakhadi ezinombolo 1–5 kulayini wokweneka.

Imibuzo ekuholayo:

- ★ Yini okudingeka siyenze ukuze sihlele lezi zinombolo ngokulandelana okufanele?
- ★ Yiliphi ikhadi okumele libe elokuqala, elesibili, elesithathu, elesine kanye nelesihlanu?
- ★ Iyiphi inombolo eza ngaphambi/ngemuva koku-4?

4. **Ukuzejwayeza 1–5; amabhulokhi axhumekayo:** Abafundi ngamunye babala amabhulokhi axhumekayo amahlanu. Baxukuza bese behlukanisela lokhu ezivalweni ezimbili eziphambi kwabo.

Imibuzo ekuholayo:

- ★ Ngabe ungenza kanjani ukuthi zombili izivalo zakho zibe nesibalo esifanayo samabhulokhi?
- ★ Ngabe udinga amanye amabhulokhi ukuze wenze lokhu kwenzeke?
- ★ Ngabe ikhona enye indlela?
- ★ Yini ezokwenzeka uma ngisusa elinye lamabhulokhi akho esivalweni? Ngabe amaqoqo akho asazofana/asazolingana?

Thatha ibhulokhi esivalweni somfundi ngamunye.

- ★ Yini oyidingayo ukuze wenze amaqoqo afane/alingane futhi?

5. **Ukuzejwayeza amaphethini:** Yakha iphethini usebenzisa amabhulokhi axhumekayo. Xoxa ngephethini nabafundi. Beka kumata iziqukathi ezinamabhulokhi axhumekayo. Abafundi basebenzisa amabhulokhi axhumekayo ukuze bakopishe amaphethini. Abafundi basebenza nophathini ukuze benze amaphethini ngamabhulokhi axhumekayo. Umfundi ngamunye ukhetha umbala afuna ukuwengeza. Bayadedelana ukwengeza umbala ukuze belule iphethini. Abafundi basebenzisa amabhulokhi axhumekayo ukuze bakopishe amaphethini amakhadi.

Imibuzo ekuholayo:

- ★ Ubona liphi iphethini ekhadini lakho?
- ★ Ungaliqhuba kanjani leli phethini?
- ★ Mangaki amabhulokhi ombala ngamunye odinga ukuwasebenzisa engxenyeni ngayinye yaleli phethini?

6. **Ukwakha kanye nokuchaza amaphethini:** Abafundi bakha iphethini labo besebenzisa amabhulokhi axhumekayo. Bachaza iphethini labo eqenjini.

Imibuzo ekuholayo:

- ★ Ngabe ungasixoxela ngephethini lakho?
- ★ Ngabe ungasichazela ukuthi yini oyiphindile?



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.





Hlola ukuthi abafundi bayakwazi uku-:

- bala ngomlomo 1–20 kanye no-7–1
- bala baqhubeke phakathi koku-1 noku-5, besebenzise ubuhlalu bokuhlela
- hlela izinombolo 1–5
- wenza amaqoqo afanayo/alinganayo kuze kufike koku-5
- hlonza, ukukopisha bese belula amaphethini
- kwakha bese bechaza amaphethini abo



Isiteshi sokusebenzela 1

Okudingayo

- Iphepha elinesimo sephethini lomfundi ngamunye
- Amakhrayoni epensela

Abafundi belula amaphethini. Uma ukudweba kuyinselelo, vumela abafundi ukuthi basebenzise amabhulokhi e-athribhuthi evela ku*Khithi Yezinsiza*.



Isiteshi sokusebenzela 2

Okudingayo

- Ithempulethi e-1 yenyoka (bheka ikhasi 105)
- Iphepha eli-1 lephethini lesimo lomfundi ngamunye

Abafundi basika bese benamathisela izimo ephethinini lenyoka.

Isiteshi sokusebenzela 3

Okudingayo

- Amakhadi ephethini lamabhulokhi axhume kayo
- Amabhulokhi axhume kayo

Abafundi basebenzisa amabhulokhi axhume kayo ukuze bakopishe amaphethini.

Isiteshi sokusebenzela 4

Okudingayo

- Isitsha somfundi ngamunye:
 - Ukuthungela ubuhlalu kanye nentambo
 - Amakhadi amaphethini obuhlalu



Abafundi bathungela ubuhlalu ngokwamakhadi amaphethini.

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.

Ingxenye Yolwazi Okugxilwe Kuyo: Ukusetshenziswa Kolwazi

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none"> • Qoqa bese uhlela izinto • Yenza okumela amaqoqo ezinto ezihleliwe • Xoxa bese ubika ngezinto eziqoqiwe ezihleliwe 	<ul style="list-style-type: none"> • Qoqa, hlunga bese wenza okumela izinto eziqoqiwe • Hlaziya bese ubika ngolwazi olutholakele 	<ul style="list-style-type: none"> • Ukubala ngomlomo 1–20 kanye no-7–1 • Ukubala izinto 1–7 • Ulwazi lwezimbobo 1–5 • Kuningi kuna-, kuyingcosane kuna-, kulingana na- • Ukuhlela nokuhlukanisa ngokohlobo • Izimo: indilinga, isikwele, unxantathu

Ulwazimagama olusha olusetshenziswa ezibalweni

okufanayo

igrafu yesithombe

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izithombe eziyi-10 zamabhanoyi amancane
- isithombe esi-1 sendilinga kanye nesi-1 sesikwele
- izindilinga eziyi-7 ezingubukhulu obungu-A4 kanye nezikwele ezi-5
- izithombe ezi-2 ezincane zalokho nalokho: ukuhamba, ithekisi, imoto nebhasi (zonke zibe ubukhulu obulinganayo)
- ikhadi elincane elingu-5 cm × 5 cm elinobuso obuhlekayo (konke kube yisilinganiso esifanayo) – oku-2 kumfundi ngamunye (bheka Usuku 3 kanye noSuku 4)
- amaphepha ama-2 amakhulu amagrafu ezithombe iyinye ibe namakholomu ama-4
- iqoqo lamathoyizi okwakha okhuni kanye naweplastiki, isibonelo, amabhulokhi, i-Lego
- amamagazini anezithombe zezithuthi
- ikhasi eli-1 legrafu elingu-A4 (amakholomu ama-4 kanye nemigqa eyi-6) komfundi ngamunye: Ikhohlamu ekwesokunxele inezimpawu zezimbobo kanye namachashazi 1–5. Umugqa ongezansi unombala kuwo ngamunye – obomvu, oluhlaza okwesibhakabhaka kanye nophuzi
- ikhasi legrafu elehlukile ngesimo lomfundi ngamunye (Ngalinye kuwo kumele libe namakholomu amahlanu alebulwe ngezansi, isibonelo, izindilinga ezi-2, izikwele ezi-3, unxantathu o-1, izikwele ezi-3, indilinga e-1, kube khona isikhala ngaphezu kwento ngayinye (bheka Isiteshi sokusebenzela 3))
- okusikwe kwakhishwa okuyizindilinga, izikwele kanye nonxantathu okuvela emasontweni edlule – okucishe kube yi-12 kumfundi 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 yekilasi lonke

Usuku 1

Okudingayo

- Isithombe esingu-A4 sendilinga kanye nesikwele setafula lezibalo
- Izinto ezinesimo esiyindilinga (isibonelo, izinkomishi, imigqomo yokulahla amaphepha, iziqukathi zeyogathi, izivalo) okufihlwe ekilasini
- Izinto ezinesimo sendilinga nonxande (isibonelo, amabhokisi, amadayisi, amabhulokhi, izitsha zesidlo sasemini) okufihlwe ekilasini



Izimpawu zezinto ezingu-3-D zihlanganisa ubude, ububanzi, ukuphakama. Khuluma ngamacala, izinqenqema kanye namakhona.

1. **Umlolozelo:** Abafundi bakhetha iculo noma umlolozelo ovela esontweni eledlule ukuze bacule noma basho.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bafuna izinto ekilasini ezifana nezindilinga, izikwele noma onxande. (Qinisekisa ukuthi unezinto ezanele ukuze umfundi ngamunye abe neyodwa.) Abafundi babeka izinto phakathi nendawo nomata bese behlala babe yindilinga. Hlungani izinto nindawonye zibe amaqoqo amabili: elilodwa libe nezinto eziyindilinga bese elinye liba nezinto ezinamakhona, izinhlangothi eziyisicaba kanye nezingenqema eziqondile (izinto eziyizikwele kanye nezingonxantathu). Xoxani ngokuthi kungani izinto zihlungwe zaba kula maqoqo. Gxilani ezimpawini zezinto bese nidingida isimo.

Imibuzo ekuholayo:

- ★ Ngabe leli qoqo lezinto libukeka linokuningi noma okuyingcosane kunezinto eziyisikhombisa?

Balani nindawonye izinto eziyisikhombisa ezinesimo sendilinga bese ukhomba ukuthi kunezinto eziyindilinga ezingaphezu kweziyisikhombisa sezizonke kulelo qoqo. Phinda lokhu ngelinye iqoqo lezinto ezinezimo eziyizikwele kanye nezingonxande. Beka izinto eziyisikhombisa eqoqweni ngalinye ethebhuleni lezibalo eceleni kwezithombe zendilinga nesikwele/nonxande.

4. **Ukuhlunga; kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Buka izinto ezisele.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kukhona izinto eziningi ezibukeka njengezindilinga, noma kunezinto eziningi ezinezingenqema eziqondile kanye namakhona?
- ★ Yini okumele siyenze ukuze sithole lokhu? Hlungani ndawonye lezi zinto zibe amaqoqo amabili bese nikhuluma ngazo.
- ★ Ngabe ucabanga ukuthi la maqoqo amabili anesibalo esifanayo sezinto kuwo?
- ★ Yiliphi kula maqoqo ocabanga ukuthi linezinto eziningi/ eziyingcosane kunelinye?
- ★ Iyiphi into encane kakhulu/enkulu kakhulu ezintweni ezikuleli qoqo?
- ★ Ngabe ningabona imibala emingaki kuleli qoqo?
- ★ Ngabe zenziwe ngani izinto ezikuleli qoqo?
- ★ Singazihlunga kanjani futhi lezi zinto?



Ukuze usize abafundi ukuthi bahlunge, hlinzeka ngeziqukathi ezimbili, esisodwa esilebulwe ngesithombe sesikwele kanye nonxantathu, kanye nesinye esilebulwe ngesithombe sendilinga.

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 bahlunga izinto zibe ngamaqoqo, njengoba kunqunywa ikilasi. Shiya izinto endaweni yezibalo ukuze baphinde bazicubungule.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 2

Okudingayo

- Iculo: *Izindiza ezincane* (ikhasi 203)
- Izithombe zezindiza eziyi-10
- Amathoyizi ayi-7 amancane ayizimoto/amaloli
- Iphosta 8
- Izindilinga ezinkulu eziyi-7, izikwele ezinkulu ezi-5

1. **Iculo:** Cula iculo, *Izindiza ezincane*. Khombisa izithombe zezindiza.
2. **Ukubala ngomlomo:** 1–20 kanye ne-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka kumata amathoyizi ezimoto noma amaloli ayisikhombisa.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kunezimoto ezingaki?

Balani nindawonye izimoto noma amaloli kusukela koku-1 ukuya kokuyi-7.

4. **Ukuqoqa ulwazi olutholakele, ulwazi ukuhlunga:** Abafundi bama babe yindilinga. Biza izindlela abafundi abeze ngazo esikoleni namhlanje. Buza imibuzo esekelwe kokwaziyo mayelana nalokho okwenzeke kubafundi kanye nokuthi baya kanjani esikoleni.

Imibuzo ekuholayo:

- ★ Ngabe uze esikoleni ngezinyawo namhlanje?
- ★ Ngabe uze esikoleni ngemoto namhlanje?
- ★ Ngabe uze esikoleni ngethekisi namhlanje?
- ★ Ngabe uze esikoleni ngebhasi namhlanje?

Abafundi abaphendula ngokuthi yebo, bangena endilingeni. Xoxani ngezimpindulo zabafundi.

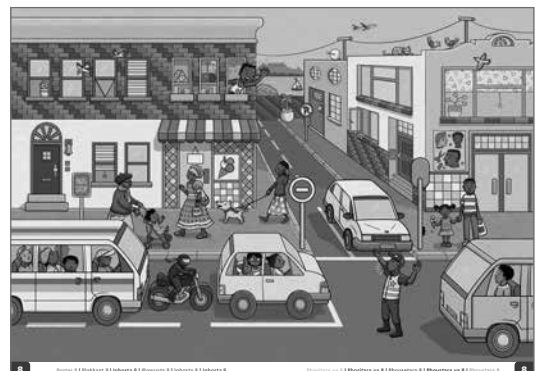
- ★ Ubani ongene kanye kuphela?
- ★ Ubani ongene ngaphezu kokukodwa? Ngobani?

Abafundi bacabanga ngamanye amasu asekelwe kuzithuthi bese bebiza izinhlobo zamaqoqo.

5. **Khulumani ngezinhlobo ezahlukeneg zezithuthi:** Xoxani ngePhosta 8. Khulumani ngokuthi yiziphi izinhlobo zezithuthi angazibona umfundi.

Imibuzo ekuholayo:

- ★ Ngabe zingaki izinhlobo ezahlukeneg zezithuthi ozibonayo?
- ★ Ngabe kukhona ezingi/eziyingcosane phansi noma emoyeni?
- ★ Yini efanayo ngezithuthi eziphansi?



Uma abafundi bengangeni kula maqoqo phakamisa ukuthi bekhetha isithuthi abajwayele ukusisebenzisa noma abake basisebenzisa ukuze baye esikoleni.

- ★ 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.

- ✦ Ngabe zehluka kanjani?
 - ✦ Ngabe zingaki izithuthi ezinamasondo amane futhi zingaki ezinamasondo amabili?
 - ✦ Yiluphi uhlobo lwezithuthi ezinamasondo amabili?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Iculo: *Izindiza ezincane* (ikhasi 203)
- Izithombe zezindiza eziyi-10
- Imikhumbi engamathoyizi eyi-7
- Izithombe ezincane ezi-4: ukuhamba, ithekisi, imoto, ibhasi
- Amakhadi amancane anobuso obumamathekayo (wonke abe nobukhulu obulinganayo) – eli-1 umfundi ngamunye
- Ikhasi legrafu yesithombe elungisiwe



ICEBO

Umbuzo mayelana nezinhlobo zezithuthi kumele uhambisane nokwenzeka kubafundi bakho.

1. **Iculo:** Cula iculo, *Izindiza ezincane*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Phinda umsebenzi wokubala ovela kuSuku 2 usebenzisa izikebhe esikhundleni sezimoto bese ubala kusukela koku-1 ukuya kokuyi-7. Beka izikebhe etafuleni lezibalo ukuze abafundi bazihlunge ngemibala.

Qaphela: Uma ungenazo izikebhe, zingenziwa ngamathileyi epholisterini bese kuhlonywa uthi phakathi nendawo kanye nephepha elizoba useyili. Oseyili bangaba yimibala ehlukenene.

4. **Ukuqoqa ulwazi olutholakele:** Xoxani ngokuthi abafundi baye kanjani esikoleni namhlanje.

Imibuzo ekuholayo:

- ✦ Uma sifuna ukwazi ukuthi ngabe baningi ngaphezulu yini abafundi abaye esikoleni ngethekisi kunalabo abaye ngezinyawo noma abahambe ngezimoto noma amabhasi, yini okumele siyenze?

Khombisa izithombe ezine zezinhlobo ezahlukenene zezithuthi, bese ubuza abafundi ukuthi zimeleni. Beka lokhu ekhoneni ngalinye lamakhona amane kamata. Abafundi bathatha ubuso obumamathekayo esiqukathini esikumata bese behlala eduze nesithombe esikhombisa ukuthi baya kanjani esikoleni.

Imibuzo ekuholayo:

- ✦ Yiliphi iqembu ocabanga ukuthi linabafundi abaningi kakhulu?
- ✦ Yiliphi iqembu elinabafundi abayingcosane kakhulu?

5. **Ukumela ulwazi olutholakele; kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Buza abafundi ukuthi bangasenza kanjani isithombe sokuthi bangaki abafundi abasebenzisa uhlobo ngalunye lwesithuthi. Bahole ekutheni babeke izithombe kumakholomu amane ukuze benze igrafu yesithombe. Abafundi babeka amakhadi abo anobuso obuhle obumamathekayo kumakholomu afanele phezu kwendlela yokuhamba efanele ukuze baqedele igrafu yesithombe. Amakhadi kumele abekwe athintane kungabi nazikhala phakathi kwawo (bheka ikhasi 129).

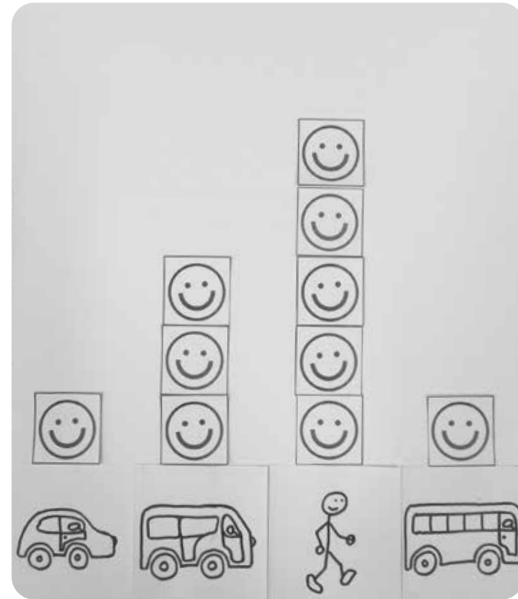
ICEBO

Amakhadi abafundi kumele abe wubukhulu obulinganayo.

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.

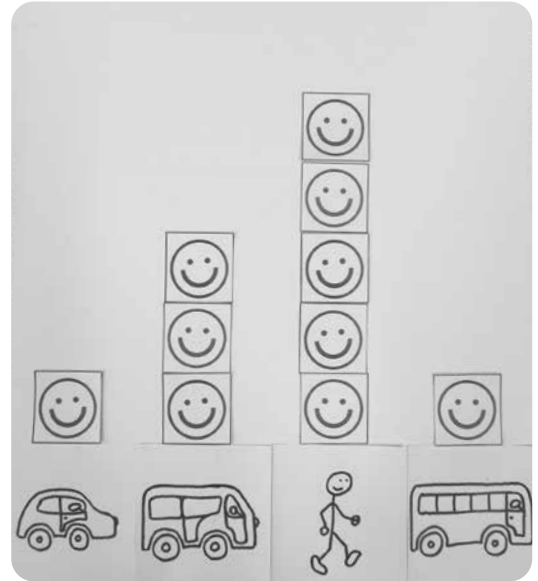
Guiding questions:

- ★ 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. **Ukuchaza ulwazi olutholakele:** Buka igrafu yesithombe.

Imibuzo ekuholayo:

- ★ Ngabe baningi abaya ngethekisi esikoleni kunezinye izindlela zokuhamba?
- ★ Wazi ngani?
- ★ Ngabe baningi abafundi abaya esikoleni ngemoto kunabaya ngebhasi?
- ★ Wazi ngani?
- ★ Ngabe baningi ngaphezulu abafundi abahamba ngezinyawo noma ngemoto?



7. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Iculo: *Izindiza ezincane* (ikhasi 203)
- Izithombe zezindiza eziyi-10
- Igrafu yesithombe yezithuthi yoSuku 3
- Enye igrafu yesithombe njengakuSuku 3 enezithombe ezifanayo ezine zezithuthi
- Amakhadi amancane anobuso obumamathekayo (wonke anobukhulu obulinganayo) – 1 kumfundi ngamunye
- Izikebhe kanye nezimoto zasetafuleni lezibalo

1. **Iculo:** Cula iculo, *Izindiza ezincane*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Hlebela umfundi endlebeni ukuthi 'izikebhe eziyi-6'. Kumele alande lokhu etafuleni lezibalo, bese ekubeka kumata. Hlebela omunye umfundi endlebeni uthi 'izimoto eziyi-7'. Wenza okufanayo nokumfundi wokuqala. Abafundi balinganisela ukuthi kukhona izinto ezingaki eqoqweni ngalinye. Balani ndawonye izinto kusukela koku-1 ukuya kokuyi-6 kanye noku-1 ukuya kokuyi-7.
4. **Ukuhumusha ulwazi olutholakele:** Xoxani ngolwazi olukugrafu yesithombe eqedelwe abafundi ngoSuku 3.

Imibuzo ekuholayo:

- ★ Senzeni izolo ukuze sithole ukuthi niza kanjani esikoleni?
- ★ Ngabe abafundi abaningi beza kanjani esikoleni?
- ★ Yiluphi uhlobo lwesithuthi olusetshenziswa abafundi abayingcosane?

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. **Ukuzejwayeza ukuqoqa kanye nokokumela ulwazi:** Xoxani ukuthi ngabe abafundi basebenzise uhlobo lwesithuthi olwehlukile yini ukuza esikoleni namhlanje. Yakha igrafu yesithombe njengoba wenzile kuSuku 3, umsebenzi wesi-4 kanye nowesi-5. Qhathanisa amagrafu ezithombe oSuku 3 kanye nawoSuku 4.

Imibuzo ekuholayo:

- ★ Ngabe nibonani esithombeni somfanekiso wezithuthi zethu namhlanje?
- ★ Yini efana njengayizolo?
- ★ Yini ehluke?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Iculo: *Izindiza ezincane* (ikhasi 203)
- Izithombe zezindiza eziyi-10
- Iqoqo lamathoyizi okwakha okhuni kanye naweplastiki, isibonelo, amabhulokhi, i-Lego

1. **Iculo:** Cula iculo, *Izindiza ezincane*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bama babe yindilinga. Thinta abafundi abayisikhombisa, ngesikhathi ikilasi libala 1–7. Abafundi bahlala phansi ngesikhathi ubathinta. Zungeza indilinga wonke umuntu aze athole ithuba. Uma ufika eqenjini lokugcina, abafundi linganisela ukuthi basekhona yini abafundi abayisikhombisa abasamile ngaphambi kokuthi ubale.
4. **Ukuhlunga, ukubeka ngamaqoqo kanye nokuqhathanisa:** Khombisa abafundi into yeplastiki kanye nento yokhuni ekilasini, isibonelo, ibhulokhi lokwakha kanye nebhulokhi le-Lego.

Imibuzo ekuholayo:

- ★ Yini ongangitshela yona ngalezi zinto?
Mema abanye abafundi ukuthi bezwe ngesandla bese bechaza lezi zinto.
- ★ Zikwakala kanjani?
- ★ Yini efanayo noma ehluke ngazo?

Beka kumata iqoqo lamabhulokhi okhuni kanye naweplastiki namathoyizi okwakha. Umfundi ngamunye uthatha into eqoqweni. Cela abafundi ukuthi benze amaqoqo amabili, elilodwa lezinto zokhuni kanye nelinye lezinto zeplastiki.

- ★ Ngabe yiliphi iqoqo ocabanga ukuthi linokuningi/okuyingcosane?
- ★ Ngabe ukhona onokuthile eqoqweni lakhe okufana nse? Yini okunayo ngakho?
- ★ Ngabe besingazihlunga kanjani futhi lezi zinto?



Phawula ngezimpawu ezifana nombala, ubukhulu, isimo kanye nokuzwakala ngeminweni ngesikhathi uhlunga izinto.

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 yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya namaKhono Empilo: Abafundi basebenzisa amathoyizi okwakha ukuze bakhe izimoto, izikebhe, amathekisi kanye nezinye izithuthi. Bakha amaqoqo alezi zinto abazozibeka etafuleni lezibalo bese nikhuluma ngezithuthi abazenzile kanye namaqoqo abazihlungela kuwo.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Izinto zokubala ezingama-60 zezilwane (*Ikhithi Yezinsiza*)
- Igrafu yegridi engu-A4 yomfundi ngamunye
- Isitsha somfundi ngamunye esinezilwane ezibomvu, eziphuzi kanye neziluhlaza okwesibhakabhaka, eqoqweni ngalinye kunezilwane ezi-5, ezi-4 kanye nezi-3 (*Ikhithi Yezinsiza*) (Beka izinhlobo ezahlukene zomfundi ngamunye, isibonelo, izilwane ezi-5 ezibomvu, ezi-4 eziphuzi kanye nezi-3 eziluhlaza okwesibhakabhaka.)
- Amakhrayoni abomvu, aphuzi kanye naluhlaza okwesibhakabhaka

1. **Ukubala izinto 1–7:** Beka izinto zokubala ezinezilwane kumata. Umfundi ngamunye ukhetha bese ebala izilwane eziyisikhombisa.

Imibuzo ekuholayo:

- ★ Ngabe kukhona okufanayo/okwehlukile ngokuphathelele nezilwane eziseqoqweni lakho?
- ★ Ngabe zikhona onazo ezifana nezomfundi ohleli eduze kwakho? Zingaki ezifanayo?
- ★ Ngabe ukhethe izilwane ezingumuphi umbala?
- ★ Ngabe zingaki onazo zombala ngamunye?

2. **Kuningi kuna-/kuyingcosane kuna-:** Abafundi baqhathanisa inombolo yezilwane eziyimibala eyahlukene abanazo kumaqembu abo.

Imibuzo ekuholayo:

- ★ Ngabe unezilwane eziningi/eziyingcosane ezibomvu kunezinye izilwane eziwumbala eqoqweni lakho?

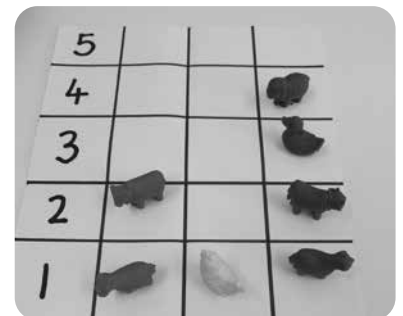
3. **Ukuqoqa kanye nokuhlunga:**

Abafundi babeka izinto zabo zokubala ezinezilwane ezivela ezitsheni zabo kumata.

Imibuzo ekuholayo:

- ★ Ngabe unezilwane ezibomvu eziningi kunezilwane ezineminye imibala eqoqweni lakho?
- ★ Ngabe singayithola kanjani impendulo yalo mbuzo?

Bahlunga izilwane zabo ngamaqoqo ombala.



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. **Ukumela ulwazi olutholakele:** Khombisa abafundi igrafu ka-A4.**Imibuzo ekuholayo:**

- ★ Ngabe singakukhombisa kanjani ukuthi yizilwane ezingumbala onjani lowo nalowo anazo emaqenjini enu?

Hola abafundi ngokufaka izilwane kumakholamu abomvu, aluhlaza okwesibhakabhaka kanye naphuzi. Bahlobisa ngombala ibhulokhi ngalinye lapho kumi khona isilwane.

5. **Ukuchaza ulwazi olutholakele:** Abafundi babheka amagrafu abo ndawonye bese bewaqhathanisa.**Imibuzo ekuholayo:**

- ★ Ngabe unezilwane ezibomvu eziningi noma eziyingcosane kunezilwane ezineminye imibala?
- ★ Ubani onezilwane ezibomvu eziyingcosane kunezilwane ezineminye imibala?
- ★ Ngabe unamabhulokhi amaningi aphuzi noma amaningi aluhlaza okwesibhakabhaka ekhasini lakho?
- ★ Ngabe ukhona onesibalo esifanayo sezilwane ezibomvu?
- ★ Ubani onesibalo sezilwane esiyingcosane/esiningi sezilwane?
- ★ Yini efanayo/eyehlukile phakathi kwegrafu yesithombe ka-_____ kanye neka-_____?



Amagrafu abafundi azohluka. Bazophendula ngokuhambisana nombala wezilwane ezisesitsheni zabo.

**Hlola ukuthi abafundi bayakwazi uku-:**

- ukuhlunga izinto ngokuphathelene nombala
- ukufaka umbala kugrafu kuhambisane nezinto eziphathekayo eqenjini
- ukuphendula imibuzo ngokususela esithombeni sabo
- ukuqhathanisa izithombe zabo nezabanye bese bebona okufanayo nokwehlukile

Isiteshi sokusebenzela 1**Okudingayo**

- Amamagazini anezithombe zezithuthi
- Izikelo
- Iziqukathi ezi-3, ngasinye sibe nelebula lesithombe sokuhamba emoyeni, okuhamba ngamanzi kanye nokuhamba ngomgwaqo

Abafundi basika bakhiphe izithombe bese bezibeka esiqukathini esinesithombe esihambisana nazo.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Lezi zithombe kungaxoxwa ngazo emsebenzini woKulalela Nokukhuluma kanye nasemsebenzini woLwazi Lokuqala.

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.

Isiteshi sokusebenzela 2

Okudingayo

- Ithephu yokumboza/intambo ukuze wenze amakholamu ama-4 kumata/etafuleni
- Ibhokisi elinezinto eziyimfucuza zepholisterini, iplastiki, ifoyili kanye nephepha/ikhadibhodi
- Beka okukodwa kwento ngayinye eyimfucuza kukholamu ngayinye kwama-4

Abafundi bahlunga izinto ngokuphathelele nokuthi zenziwe ngani.

Isiteshi sokusebenzela 3

Okudingayo

- Ikhasi lesimo segrafu – okuhlukile kumfundi ngamunye
- Isiqukathi esinezindilinga, izikwele kanye nonxantathu okusikwe kwakhishwa
- Iglu

Abafundi banamathisela noma badweba isibalo esifanele sezimo kukholamu ngayinye.



Isiteshi sokusebenzela 4



Okudingayo

- Izinto ezivela *Khithi Yezinsiza*: izinto zokubala zezithelo, izinti, amabhulokhi axhumekayo, amadiski anemibala
- Iziqukathi ezi-5 ezinezitikha/ amalebula abomvu, aluhlaza
- okwesibhakabhaka, aphuzi, aluhlaza okotshani kanye namnyama – umbala ohlukile kusona ngasinye isiqukathi
- Ibhokisi lamaqanda elinezikhala eziyi-6 – oku-1 umfundi ngamunye

Abafundi bahlunga izinto ezivela ku*Khithi Yezinsiza* ngokuhambisana nombala. Babuye bakususe lokhu bese bekuhlunga, bekubeka ngamaqoqo nganoma iyiphi enye indlela besebenzisa amabhokisi amaqanda.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo (ukudlala ngaphandle): Yenza igridi endaweni yokudlala engaphandle. Abafundi baqoqa bese behlunga izinto ezehlukene zangaphandle 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

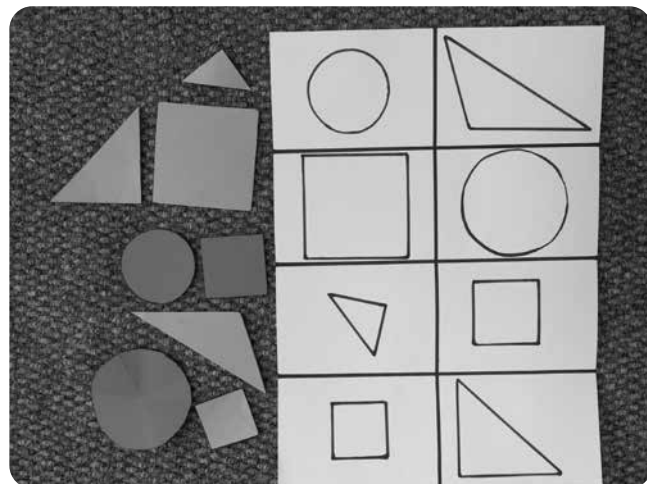
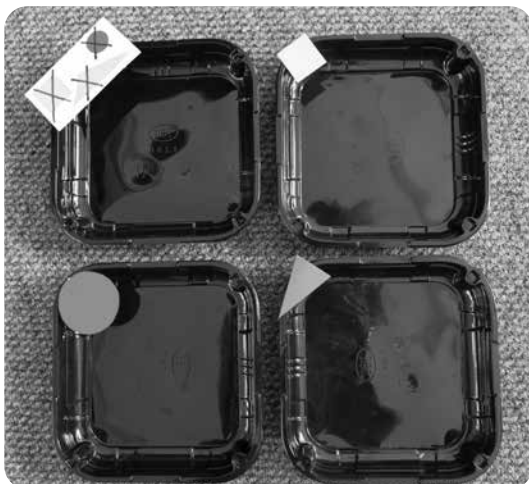
through

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.



Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (IJiyomethri)

Izihloko

- Izimpawu zezimo – qhathanisa okufanayo kanye nokuhlukile, hlunga ngokuphathelene nezimpawu
- Isikhundla
- Indawo kanye nokubukeka

Ulwazi olusha

- Landela imiyalo
- Ukunqamula umugqa ophakathi nendawo

Zejwayeze

- Ukubala ngomlomo 1–20 kanye no-7–1
- Ukubala izinto 1–7
- Ulwazi lwezimbobo 1–5
- Izimo: indilinga, isikwele, unxantathu
- Ukuya phambili, ukuya emuva
- Gxilisa isikhundla

Ulwazimagama olusha olusetshenziswa ezibalweni

okuqondene

okuzungeze

okuhambisana/
okuseduze

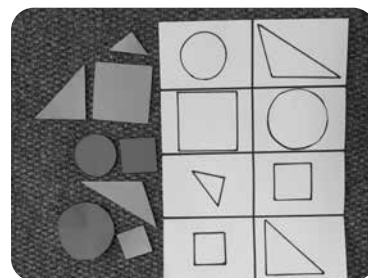
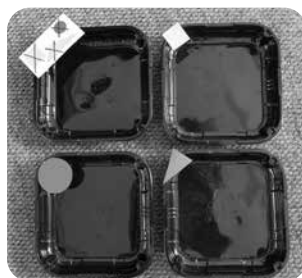
okunqamulayo

ngaphezu

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izithombe zamachwane amadada ayi-7
- izindilinga zekhadibhodi ezinkulu ezi-2 – ebomvu e-1, eluhlaza okotshani e-1
- amakhadibhodi amakhulu ezindilinga, izikwele kanye nonxantathu – oku-3 ngakunye
- amadada ayi-7 enhlama yokudlala/eplastiki
- amakhadibhodi angama-40 onxantathu, izindilinga kanye nezikwele okuwubukhulu obufanayo namabhulokhi angama-athribhuthi
- amakhadibhodi angama-30 ezindilinga, izikwele kanye nonxantathu obukhulu kanye nemibala ehlukeni
- ezinye izimo zekhadibhodi ezingama-30, isibonelo, amadayimane, izinhliziyi, izinkanyezi
- iziqukathi ezilebuliwe ezi-4 – esi-1 esinendilinga, esi-1 esinesikwele, esi-1 esinonxantathu, esi-1 esinesithombe sezimo ezi-3 ezinomugqa ozinqamulayo
- amabhodi ezimo eziqondene kanye nezimo okungabekwa ebhodini – ibhodi ehlukeni yomfundi 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 yekilasi lonke

Usuku 1

Okudingayo

- Iculo: *Amadada amancane ayisikhombisa* (ikhasi 203)
- Izithombe zamachwane amadada ayi-7
- Amahulahuphu ama-5
- Indilinga yekhadibhodi ebomvu e-1 kanye neluhlaza okotshani e-1

1. **Iculo:** Cula iculo, *Amadada amancane ayisikhombisa* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Bala izithombe zamadada kusukela koku-1 ukuya kokuyi-7.
4. **Ukuzejwayeza isikhundla:** Abafundi bahlala babe yindilinga. Beka amahulahuphu amahlanu *phakathi* nendilinga. Abafundi bahamba *phakathi* kwamahulahuphu lapho usukhombisa indilinga eluhlaza okotshani bese behlala *eceleni* kwehulahuphu lapho usukhombisa indilinga ebomvu. Bese uvumela ukuthi abafundi abahlanu bame ngawonye *ngaphakathi* kwehulahuphu ngayinye. Abafundi bakhombisa iminyakazo ngokuhambisana nemibuzo ekuholayo.



Imibuzo ekuholayo:

- ★ Ungakwazi ukufinyelela phezulu/phansi kangakanani?
- ★ Ungazelula ngokubanzi okungakanani?
- ★ Ngabe nonke ninobungako obufanayo besikhala kumahulahuphu enu?
- ★ Kungani kunjalo/kungenjalo?

Vumela omunye umfundi ame *ngaphakathi* kwehulahuphu ngayinye.

- ★ Manje-ke njengoba sekukhona enye ingane kuhulahuphu yakho, ngabe ubungako besikhala eninaso ngamunye kinina sebushintshile?
- ★ Ngabe ezingaki ezinye izingane enicabanga ukuthi zingangena kuhulahuphu yakho ngaphambi kokugcwalisa sonke isikhala?

Izingane zihamba *phakathi* kwamahulahuphu futhi, *ziya phambili* bese *ziya emuva*. Bese uvumela ukuthi abafundi abahlukene abahlanu bame ndawonye *ngaphakathi* kwehulahuphu ngayinye.

- ★ Bangaki abafundi abangahlala *ngaphakathi* kwehulahuphu ukuze kugcwaliswe isikhala?

Abafundi bahlala *ngaphakathi* kwehulahuphu ukubona ukuthi bangaki abazokwenela kuhulahuphu eyodwa. Bahamba *bazungeze* ihulahuphu abebehleli kuyo. Bahlale *ngaphandle* hulahuphu bese izinyawo zabo zibe *phezu* kwehulahuphu.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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?

Usuku 2

Okudingayo

- Iculo: *Amadada amancane ayisikhombisa* (ikhasi 203) kanye nezithombe
- Amadada ayi-7 eplastiki/enhlama yokudlala
- Isivalo seplastiki
- Amakhadibhodi amakhulu ezindilinga, ezikwele kanye nabonxathathu – ama-3 uhlobo ngalunye

1. **Iculo:** Cula iculo, *Amadada amancane ayisikhombisa* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka kumata isivalo esineqoqo lamadada ayisikhombisa. Abafundi balinganisela ukuthi mangaki amadada akhona. Abaleni ndawonye amadada.
4. **Ukuzejwayeza izimo:** Abafundi badlala umdlalo, 'Ngiyinhloli ... (isimo)' bese ehlonza izindilinga, onxantathu kanye nezikwele ekilasini. Isibonelo: 'Ngiyinhloli ngeso lami elincane ngibona isimo esinamakhona amathathu anamathele odongeni.'
5. **Ukuzejwayeza izimo kanye nenkomba:** Beka izimo zekhadibhodi enkulu phansi. Abafundi balandela imiyalo yokunyakazela isimo esithile. Isibonelo: 'Gxuma bese uyama endilingeni, khasela isimo esinamakhona amathathu, shwiliza esimweni asinamacala amane aqondile.'
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Lo msebenzi ungenziwa ngaphandle. Sebenzisa ushokhi ukudweba izimo esikhundleni sezimo zekhadibhodi.

Usuku 3

Okudingayo

- Iculo: *Amadada amancane ayisikhombisa* (ikhasi 203) kanye nezithombe zamadada namachwane amadada
- Amadada ayi-7 eplastiki/enhlama yokudlala
- Amabhulokhi e-athribhuthi ayindilinga ayi-7 (*Ikhithi Yezinsiza*)
- Amakhadi amachashazi 1–5 (*Ikhithi Yezinsiza*)
- Amakhadibhodi amakhulu ayizindilinga, ayizikwele kanye nangonxantathu – ama-3 lilinye
- Izikhwama zikabhontshisi ezi-3

1. **Iculo:** Cula iculo, *Amadada amancane ayisikhombisa*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Beka kumata amadada ayisikhombisa kanye neqoqo lezindilinga eziyisikhombisa. Abafundi balinganisela ukuthi mangaki eqoqweni ngalinye. Balani iqoqo ngalinye ndawonye.
Imibuzo ekuholayo:
 - ★ Ngabe ucabanga ukuthi la maqoqo anesibaloo esinganayo sezinto?
4. **Ukuzejwayeza izindilinga kanye no-1–5:** Xoxani ngamadada kanye nezindilinga nabafundi.
Imibuzo ekuholayo:
 - ★ Ngabe ikhona noma iyiphi ingxenye yamadada noma yamachwane amadada ebukeya njengezindilinga?
 - ★ Ngabe uzibona kuphi ekilasini izimo eziyindilinga?

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?

Khombisa abafundi amakhadi anamachashazi 1–5.

- ★ Ayisiphi isimo amachashazi?
- ★ Ngabe mangaki amachashazi owabona kula makhadi?

Khombisa amakhadi amabili anezibalo ezahlukene zamachashazi.

- ★ Ngabe leli khadi linamachashaza amaningi/ayingcosane kunaleli?

5. **Ukuzejwayeza izimo:** Beka izimo zamakhadibhodi phakathi nomata. Dlala umdlalo wezikhwama zikabhontshisi. Nikeza abafundi abathathu isikhwama sikabhontshisi ngamunye. Balandela imiyalo, isibonelo: 'Phonsa isikhwama sakho sikabhontshisi esimweni esinamakhona amathathu, esimweni esinekhona elinye futhi ngaphezu kwamathathu, esimweni esinamacala amane.' Abafundi basho igama lesimo okuwela kuso isikhwama sikabhontshisi bese bexoxa ngezimpawu. Phinda nabanye abafundi.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- | | |
|--|---|
| • Iculo: <i>Uma uphethe isikwele</i> (ikhasi 199) | nabonxantathu – oku-2 ngakunye kwakho |
| • Amabhulokhi angama-24 ama-athribhuthi endilinga, isikwele, unxantathu (<i>Ikhithi Yezinsiza</i>) | • Amabhokisi ayi-7 (ama-3 anobuso obuyisikwele kanye nama-4 anobuso obungunxande) |
| • Amakhadibhodi amakhulu ezindilinga, izikwele kanye | • Iculo: <i>Yini engingayenza?</i> (ikhasi 205) |

1. **Iculo:** Khipha amabhulokhi ama-athribhuthi angama-24 ayizindilinga, izikwele kanye nabonxantathu kanye nezimo zekhadibhodi eziyi-6. Cula ukuthi *Uma uphethe isikwele*. Abafundi banqamula umugqa wabo ophakathi nendawo ngokudlulisa izimo zabo kusukela kwesinye isandla ukuya kwesinye lapho besukuma.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Beka kumata amabhokisi ayisikhombisa awubungako obehlukene. Abafundi balinganisela ukuthi kunamabhokisi amangaki bese bewabala.

Imibuzo ekuholayo:

- ★ Ngabe akhona noma yimaphi amabhokisi anamacala anezimo eziyizikwele?
 - ★ Wazi kanjani? Mangaki?
 - ★ Ngabe onke amacala ebhokisi ziyisikwele?
 - ★ Ngabe akhona amabhokisi angenawo amacala ayisikwele? Mangaki?
4. **Kuningi kuna-, kuncane kuna-, kulingana na-:** Hlunga amabhokisi abe amaqoqo amabili: lawo anobuso obuyisikwele kanye nalawo angenabo.

Imibuzo ekuholayo:

- ★ Yiliphi iqembu elinamabhokisi amaningi/ayingcosane? Mangaki akhona eqenjini ngalinye?
- ★ Yini okumele siyenze ukuze senze la maqoqo alingane?

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. **Ukuzejwayeza izimo:** Abafundi bahlala babe yindilinga. Beka amabhulokhi e-athribhuthi kanxantathu, indilinga kanye nesikwele ngemuva kwabafundi abathathu. Umfundi oyedwa ugxuma azungeze umfundi ohleli phansi ngesikhathi ikilasi licula iculo elithi *Yini engingayenza?* Ucosha ibhulokhi ye-athribhuthi efanele ngemuva komfundi bese eyibeka ngemuva komunye umfundi. Phinda ngabafundi abehlukile.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Iculo: *Yini engingayenza?* (ikhasi 205)
- Amahulahuphu, amabhokisi, izihlalo kanye nezinye izinto zokwenza izithiyo

1. **Iculo:** Abafundi bacula iculo, *Yini engingayenza?* ngesikhathi udlala umdlalo ochazwe kuSuku 4, umsebenzi 5. Khetha abafundi abehlukile kulabo abadlala umdlalo ngoSuku 4.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Shaya izandla noma kangaki kusukela koku-1 ukuya koku-7. Abafundi babala ukuthi zishaywe kangaki izandla.
4. **Ukuzejwayeza inkomba – ukuhlehla, ukuya phambili:** Abafundi balandela indawo enezithiyo ezilula ngaphandle, isibonelo, ukuhamba ngaphezulu, ngaphansi, ukuzungeza, phakathi, endleleni, ngaphakathi, phakathi kanye nangaphandle. Landela imiyalo yokuya phambili kanye nasemuva ezithiyweni.
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

ICEBO

Abafundi banqamula umugqa wabo ophakathi nendawo ngesikhathi belandela imiyalo, efana nokuthi thinta unyawo lwakho ngesandla esikwelinye icala, noma thinta ihlombe lakho ngesandla esikwelinye icala.



Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Dlala umdlalo wezimo eziphathelene nomculo. Beka phansi isimo esikhulu esisikwe sakhishwa sendilinga. Abafundi banyathela esimweni ukuya kwesinye isimo lapho kudlala umculo. Lapho usuma, basho ukuthi bame phezu kwasiphi isimo.

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 yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amabhulokhi ama-athribhuthi angama-24 (unxantathu, indilinga, isikwele)
- Izinti (*Ikhithi Yezinsiza*)
- Isitsha somfundi ngamunye esinalokhu:
 - Izimo eziyi-7 zeplastiki/ zekhadibhodi (onxantathu, izindilinga, izikwele)
 - Imoto e-1 encane noma into yokubala eyisilwane

1. **Ukubala izinto 1–7:** Beka kumata amabhulokhi e-athribhuthi angama-24. Abafundi bayadedelana ukuze ngamunye abale amabhulokhi e-athribhuthi ayisikhombisa. Babala ukuthi banamangaki esimo ngasinye eqoqweni labo lamabhulokhi e-athribhuthi ayisikhombisa.

Imibuzo ekuholayo:

- ★ Ngabe yisiphi isimo u-_____ anokukodwa/okubili kwaso?

2. **Ukuzejwayeza izimo; ukwakha imifanekiso:** Beka amabhulokhi e-athribhuthi kumata ukuze wenze umfanekiso. Abafundi bakopisha umfanekiso besebenzisa amabhulokhi abo e-athribhuthi.

Imibuzo ekuholayo:

- ★ Ngabe unazo zonke izimo ozidingela lokhu?
- ★ Yiziphi izimo ongenazo?
- ★ Udinga ezingaki ngasinye kuzo?

Abafundi basebenzisa amabhulokhi e-athribhuthi kanye nezimo zekhadibhodi ezivela ezitsheni zabo ukuze benze umfanekiso wabo.

- ★ Ngabe ubone muphi umfanekiso?
- ★ Kungani usebenzise unxantathu ukuthi ube yisigqoko?
- ★ Kuzoba njani uma sengeza le ndilinga lapha?
- ★ Usebenzise izimo ezingaki?
- ★ Ubani osebenzise izindilinga eziningi?
- ★ Ngabe ukhona ongenaso isikwele?

3. **Ukuzejwayeza izimo; ukusebenzisa izinti:** Ukwakha unxantathu noma isikwele usebenzisa izinti ezinombala. Xoxa ngalokhu nabafundi. Kumboze bese ubacela ukuthi bakukopishe. Phinda umsebenzi, ushintshe ubukhulu besimo.

Zama ukwenza indilinga ngezinti.

ICEBO

Abafundi bazejwayeza ukunqamula umugqa ophakathi nendawo ngokuba nezimo zabo ngakwelinye icala lemizimba yabo kanye nokwakha umfanekiso weimo sabo ngalwelinye icala.



Guiding questions:

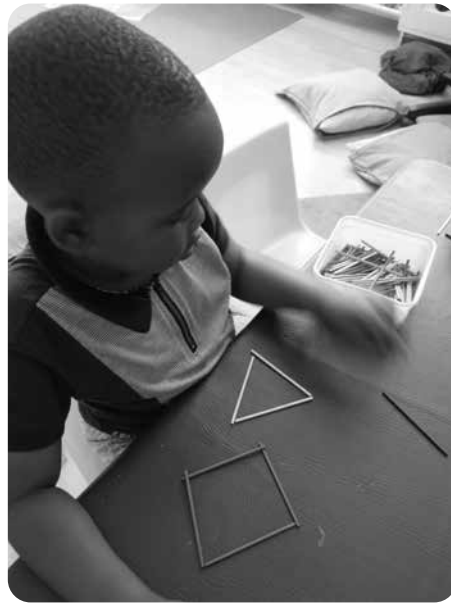
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



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.

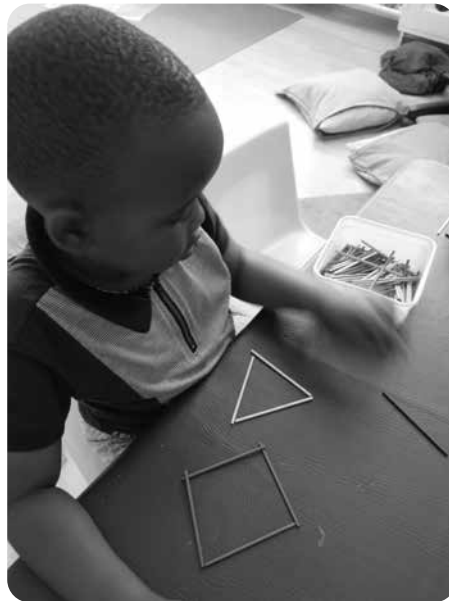
Imibuzo ekuholayo:

- ★ Ngabe lokhu kubukeka njengendilinga? Kungani ucabanga/ungacabangi kanjalo?
- ★ Ngabe ubungayenza indilinga nganoma iyiphi enye indlela? (Dweba, noma threyisa uzungeze inkomishi.)



Khuthaza
ukusetshenziswa
kolwazimagama
lwesikhundla
kanye nenkomba.

4. **Inkomba kanye nesikhundla:** Abafundi basebenzisa izinti ukuze bakhe izimo zabo. Balandela imiyalo besebenzisa izinto zokubala eziyimoto noma eziyisilwane ezivela ezitsheni zabo. Isibonelo: 'Hambisa imoto/isilwane siye phambili sizungeze izimo zakho, siye emuva phakathi kwezimo zakho, siye phambili ngaphezu kothi oluluhlaza okotshani/okwesibhakabhaka/oluphuzi, hlehla ukuze upake/ume ngaphakathi kwesimo.' Cela umfundi ngamunye ukuthi anikeze umyalo eqenjini.

**Hlola ukuthi abafundi bayakwazi uku-:**

- ukukopisha imifanekiso eyenziwe ngezimo
- ukwenza imifanekiso besebenzisa izimo, baphendule imibuzo ehambisana nalokho
- ukwenanela emiyalweni enezinkomba nezikhundla ezahlukene

Isiteshi sokusebenzela 1**Okudingayo**

- Amakhadibhodi angama-40 ezindilinga, onxantathu kanye nezikwele
- Ezinye izimo ezingama-30 (isibonelo, unxande, ikhayithi, okusaqanda)
- Iziqukathi ezinamalubula ezi-4 – esinendilinga esi-1, esinesikwele esi-1, esinonxantathu esi-1, kanye nesi-1 enesithombe esinezimo ezi-3 ezinomugqa phakathi kwazo (bhaka ikhasi 139)

Abafundi bahlunga izimo zibe seziqukathini ezilebuliwe ezi-4. Bakha imifanekiso yabo besebenzisa izimo.

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.

Isiteshi sokusebenzela 2



Okudingayo

- Amabhulokhi okhuni (anesimo sikanxantathu, sesikwele kanye nesendilinga)
- Inhlama yokudlala
- Ummese weplastiki noma uthi oku-1 (*Ikhithi Yezinsiza*) komfundi ngamunye

Abafundi bacindezela inhlama yokudlala ibe yisibaca. Basika bazungeze amabhulokhi ukuze bakhe umfanekiso ngezimo zabo.



ICEBO

Sebenzisa ezinye izinto uma ungenawo amabhulokhi, isibonelo, amathayili, izinkomishi noma amarula kweplastiki, ukuze wenze izimo ezifana nonxantathu, izindilinga kanye nezikwele.

Isiteshi sokusebenzela 3

Okudingayo

- Ithephu yokumboza/ amahulahuphu
- Amabhulokhi okuxhumekayo/ i-Duplo/amabhulokhi okhuni

Sebenzisa amahulahuphu kanye nethephu yokumboza ukuze wenze izimo phansi. Abafundi babeka amabhulokhi ilandele amahulahuphu kanye nethephu.



Isiteshi sokusebenzela 4

Okudingayo

- Ibhodi e-1 yesimo yomfundi ngamunye (bheka ikhasi 139)
- Izimo ezisikwe zakhishwa ezihambisana ngokuqondana

Abafundi baqondanisa izimo nalezo ezisemabhodini abo. Bashintshana ngamabhodi uma sebeqedile.

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.

Ingxenye Yolwazi Okugxilwe Kuyo: Isilinganiso

Izihloko

- Ubude – qhathanisa bese uhlela izinto ngokulandelana usebenzisa ulwazimagama olufanele

Ulwazi olusha

- Ukulinganisa nokuqhathanisa: ubude (kude, kujana, kude kakhulu; kufushane, kufushanyana, kufushane kakhulu)

Zejwayeze

- Ukubala ngomlomo 1–20 kanye no-7–1
- Ukubala izinto 1–7
- Ukulinganisela 1–7
- Ubude: kude, kufushane

Ulwazimagama olusha olusetshenziswa ezibalweni

kude

kufushane

kujana

kude kakhulu

ubude

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izithombe zezibungu ezinde ezi-4 kanye nezibungu ezimfushane ezi-3
- izibungu zenhlama yokudlala ezi-4 ezinobude obungama-20–30 cm, nezi-3 ezimfushane kunalokhu
- isinqamu sentambo somfundi ngamunye kanye namagama abafundi
- izikhafu, amaribhini, amabhande, izintambo zezicathulo, izintambo – okuyi-7 kwengane ngayinye, konke kube nobude obehlukene
- amakhadibhodi amade okumele onke abe nobubanzi obufanayo, kodwa ubude obungafani – oku-1 komfundi ngamunye
- imidweshu yamaphepha anombala anobubanzi obufanayo, kodwa ubude obungafani – eyi-10 umfundi ngamunye
- ikhasi elingu-A4 lomfundi ngamunye elinomugqa owehlayo phakathi nendawo; umdweshu omfushane onanyathiselwe phezu kwecala elilodwa kanye nomdweshu omude onanyathiselwe phezu kwelinye icala
- ikhasi elingu-A3/elingu-A4 lomfundi ngamunye elinezibungu ezizubude obungafani ngalinye
- ikhasi elingu-A4 lomfundi ngamunye elinemigqa emi-5 enobude obehlukene obunqamula ekhasini.

ICEBO

Beka izinto ezahlukene ezivela emvelweni etafuleni lezibalo phakathi nesonto, isibonelo, izimpaphe, izinti, amaqabunga. Lokhu kungasetshenziselwa ukulinganisa kanye nokuhlela ngokulandelana.

Imisebenzi yekilasi lonke

Usuku 1

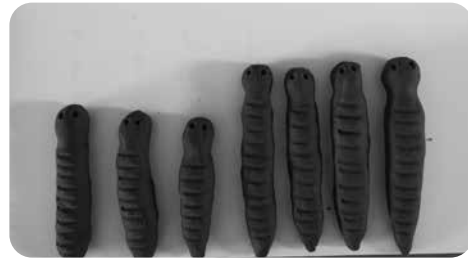
Okudingayo

- Iculo: *Okude nokufushane* (ikhasi 205)
- Izithombe zezibungu eziyi-7
- Izibungu zenhlama yokudlala eziyi-7
- eli-1 ikhasi elingu-A3
- Amakhasi ama-2 angu-A4
- Ishadi lobude leThemu 1
- Intambo namagama eqembu elilodwa labafundi

1. **Iculo:** Cula iculo, *Okude nokufushane* nezithombe.

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.)

2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Buka izibungu eziyisikhombisa zenhlama yokudlala ezisekhasini elingu-A3.



Imibuzo ekuholayo:

- ★ Ucabanga ukuthi kukhona izibungu ezingaki? Balani izibungu ndawonye.

4. **Okude nokufushane:** Beka isibungu eside nesifushane ekhasini elingu-A4.

Imibuzo ekuholayo:

- ★ Yini efanayo/ehlukile ngalezi zibungu?
- ★ Yini enye oyibona ekilasini ende/emfushane?
- ★ Singathola kanjani ukuthi into injana noma imfushanyana kangakanani kunenye?
- ★ Yiziphi ezinye izindlela ezahlukene esingalinganisa ngazo izinto?

5. **Ukugxilisa ubude:** Bheka ishadi lobude elivela kuThemu 1. Linganisa ukuphakama kweqembu elilodwa labafundi bese wengeza isilinganiso eshadini lobude. Xoxani bese nqhathanisa okufanayo kanye nokwehlukile ngokuphathelene nokuphakama kwabafundi.

Imibuzo ekuholayo:

- ★ Ngabe ukuphakama kwakho kuyafana namhla sigcina ukukulinganisa, noma usuthe ukuba mujana kunalokho owawuyikho?
- ★ Singathola kanjani ukuthi umude kangakanani?
- ★ Ngabe ikhona enye indlela?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

ICEBO

Khumbula ukulinganisa kusukela phansi ukuya phezulu kwekhanda lomfundi. Kala iqembu elilodwa osukwini ngalunye.

Usuku 2

Okudingayo

- Iculo: *Okude nokufushane* (ikhasi 205)
- Izithombe zezibungu eziyi-7
- Intambo namagama eqembu elilodwa
- Izinti (*Ikhithi Yezinsiza*)
- Izikhafu, amaribhini, amabhande, izintambo zezicathulo, intambo – okuyi-7 ngakunye, konke kube ubude obehlukene
- Ithephu yokumboza/ushokhi

1. **Iculo:** Cula iculo, *Okude nokufushane* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Khombisa amabhande ayisikhombisa kanye nezikhafu eziyisithupha emaqenjini amabili ehlukene.

Imibuzo ekuholayo:

- ★ Mangaki amabhande/izikhafu ucabanga ukuthi kukhona eqenjini ngalinye?
- ★ Ngabe ucabanga ukuthi iqembu ngalinye linezinto ezilinganayo? Bala amabhande kanye nezikhafu bese nixoxa.
- ★ Yini okumele siyenze ukuze senze amaqoqo alingane? (Sengeza esinye isikhafu esisodwa.)

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 izinto futhi. Zibeke zibe yimigqa emibili, uqondanise amabhande kanye nezikhafu ukuze ukhombise ukuthi iqembu ngalinye linesibalo esifanayo sezinto.

4. **Ukuhlola ubude:** Khombisa izikhafu, amaribhini, amabhande, izintambo zezicathulo kanye nentambo.

Imibuzo ekuholayo:

- ★ Ngabe uzilinganise kanjani izinto zakho (ngoSuku 1)?

Abafundi baqhathanisa ubude bezikhafu, amaribhini, amabhande, izintambo zezicathulo kanye nentambo ngokubeka enye eduze kwenye kanye nokuxoxa ukuthi iyiphi ende/emfushane.

- ★ Wazi kanjani ukuthi enye imfushane kanti enye inde?
- ★ Ngabe ungasebenzisa isandla/unyawo/uthi lwakho ukulinganisa into yakho?

Abafundi bahlala ngamaqembu amahlanu. Balinganisa izikhafu, amabhande njalonzalo, bese bexoxangobude besebenzisa izandla/izinyawo/izinti.



Sebenzisa ithephu yokumboza noma udwebe umugqa ngoshoki. Abafundi babeka izinto emgqeni bese bezihlela kusukela kwende ukuya kwemfushane.

- ★ Kungani sibeke wonke amabhande kanye nezikhafu emugqeni ngesikhathi sikuhlela kusukela kokude ukuya kokufushane?

5. **Ishadi lobude:** Linganisa iqembu elilandelayo labafundi bese wengeza izilinganiso zabo eshadini lobude.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

ICEBO

Uma singekho isikhathi esanele sokuqedela ukulinganisa ukuphakama kwabafundi kanye nokwengeza isilinganiso eshadini lobude, qhubeka nokwenza lokhu ngezinye izikhathi ohlelweni lwansuku zonke, isibonelo, ngesikhathi sokudla okululana.

Usuku 3

Okudingayo

- **Iculo:** Okude nokufushane (ikhasi 205)
- Izithombe zezibungu eziyi-7
- Izinduku eziyi-7 zokhuni zobude obehlukene
- Izinduku ezingama-23 zeplastiki ezinombala (*Ikhithi Yezinsiza*)
- Intambo kanye namagama eqembu elilodwa labafundi
- Amakhadibhodi anobubanzi obufanayo kanye nobude obungalingani – e-1 kumfundi ngamunye
- Ithephu yokumboza/ushoki

1. **Iculo:** Cula iculo, *Okude nokufushane* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka izinti eziyisikhombisa zeplastiki ezinombala (ezivela ku-*Khithi Yezinsiza*) kanye nezinti zokhuni eziyisikhombisa kumata ngamaqoqo ehlukeni amabili.

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.



TIP

Use questions to guide the learners to problem solve around the arrangement of the strips.

Imibuzo ekuholayo:

★ Ucabanga ukuthi kunezinti ezingaki eqenjini ngalinye kulawa? Bala izinti bese nixoxa. Qhathanisa ubude bezinti.

★ Yini ocabanga ukuthi singayilinganisa ekilasini lethu ngezinti zeplastiki ezimfushane/ ngezinti zokhuni ezinde?

★ Ngobani?

Abafundi balinganisa izinto ekilasini ngezinti.

4. **Ukugxilisa isilinganiso – ubude:**

Xoxani ngezinto abafundi abazilinganise ngezinti.

Imibuzo ekuholayo:

★ Yini oyithole ekilasini ende/emfushane?

★ Yinto kabani ebinde kakhulu/ebimfushane kakhulu?

★ Iyiphi into ongacabanga ngayo ngaphandle kwekilasi lethu ende/emfushane?

Beka imidweshu yamakhadibhodi phakathi nomata. Khombisa abafundi imidweshu emibili yayo.

★ Yimuphi kule midweshu emibili omude/omfushane?

Phinda ngeminye imidweshu.

Umfundi ngamunye ulanda umdweshu owodwa phakathi nomata. Beka phansi umdweshu owodwa ukukhomba indlela yokwenza lokhu.

★ Uma sifuna ukuhlela imidweshu yethu ngobude ukusukela komfushane ukuya komude yini okudingeka siyenze?

★ Kumele siyibeke kanjani?

Beka imidweshu ilandele umugqa wethephu yokumboza noma kashoki. Abafundi bayadedelana ngokubeka imidweshu yabo kusukela komfushane ukuya komude. Khumbuza abafundi ukuthi kungani kumele baqondanise izindawo ezisekugcineni zemidweshu nendawo engezansi yomugqa wethephu yokumboza/kashoki lapho ulinganisa. Bayalinganisela ukuthi umdweshu wabo uzoya kuphi, bese besizana uma kumele kususwe umdweshu.

★ Ucabangani ngokuphathelene nalapho u-_____ ebeke khona umdweshu wakhe?

★ Ngabe kumele sisuse umdweshu ka- _____? Ngobani?

5. **Ishadi lobude:** Linganisa iqembu elilandelayo labafundi bese wengeza isilinganiso sabo eshadini lobude.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**ICEBO**

Sebenzisa imibuzo ukuze uhole abafundi ukuthi baxazulule izinkinga ezimayelana nokuhlelwa kwemidweshu.

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.

Usuku 4

Okudingayo

- Iculo: *Okude nokufushane* (ikhasi 205)
- Izithombe zezibungu eziyi-7
- Izindophi eziyi-7 ezingubude obehlukene
- Intambo kanye namagama eqembu elilodwa labafundi

1. **Iculo:** Cula iculo, *Okude nokufushane* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.

3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga, ngesikhathi umile ubambe izingqamu ezinhlanu zendophu. Abafundi balinganisela ukuthi ubambe ezingaki. Balani lokhu ndawonye.

Imibuzo ekuholayo:

- ★ Ngabe zingaki ezinye izingqamu zendophu esizidingayo ukuze sibe nezingqamu eziyisikhombisa?

Yengeza ezinye ezimbili bese ubala futhi.



4. **Ukuhlola ngobude:** Xoxani ngezingqamu zendophu ozibambile.

Imibuzo ekuholayo:

- ★ Zingaki kulezi zinqamu zendophu ezithinta phansi?
- ★ Kungani zingathinti phansi zonke?
- ★ Singathola kanjani ukuthi yisiphi isinqamu sendophu esifushane/ eside kunazo zonke?

Dweba umugqa phansi bese ucela abafundi ukuthi bakuhole ekuhleleni izingqamu zendophu kusukela kweside kunazo zonke ukuya kwesifushane kunazo zonke. Susa izingqamu ezinhlanu zendophu.

5. **Ishadi lobude:** Linganisa iqembu elilandelayo labafundi bese wengeza izilinganiso zabo eshadini lobude.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Iculo: *Okude nokufushane* (ikhasi 205)
- Izithombe zezibungu eziyi-7
- Intambo kanye namagama eqembu lokugcina labafundi
- Ishadi lobude leThemu 1
- Ishadi lezinsuku zokuzalwa

1. **Iculo:** Cula iculo, *Okude nokufushane* nezithombe.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Shaya izandla noma kangaki phakathi koku-1 kanye nokuyi-7. Ngesikhathi ushaya izandla, abafundi bayabala bese besho ukuthi zishaywe kangaki izandla.

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. **Ishadi lobude:** Linganisa iqembu elilandelayo labafundi bese wengeza izilinganiso zabo eshadini lobude. Xoxani ngeshadi lobude leThemu 2.
- Imibuzo ekuholayo:**
- ★ Ubani omude/omfushane kunawe?
 - ★ Wazi ngani?
 - ★ Ngabe bakhona abafundi abalinganayo ngokuphakama? Qhathanisa ishadi lobude lamaThemu 1 no-2.
 - ★ Ngabe kukhona okushintshile kusukela kuThemu 1?
 - ★ Ubani omude kule Themu kunalokho ayeyikhongeThemu edlule? Bheka ishadi lezinsuku zokuzalwa bese nibala ndawonye ukuthi sekudlule izinyanga ezingaki kusukela nenza ishadi lobude kuThemu 1.
 - ★ Ngabe ucabanga ukuthi ishadi lobude lizobukeka lehlukile uma silenza futhi ekupheleni konyaka, enyangueni yokugcina?
 - ★ Ngobani?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Imisebenzi eyenziwa ngaphandle ingahlanganisa ukulinganisa ubude kanye nobufushane bokuphefumula ngaphambi kanye nangemuva kokugijima, kanye nokulinganisa ubude kanye nobufushane bamathunzi ezikhathini ezahlukene zosuku. Lapho ufundela abafundi izindaba, khomba amagama amade (anezinhlamvu zamagama eziningi kuzo) kanye namafushane (lawo anohlamvu olulodwa noma ezimbili kuwo).

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amashubhu ayi-7 ephepha langasese
- Isihlalo esi-1 esincane somfundi ngamunye
- Amabhulokhi axhumekayo (*Ikhithi Yezinsiza*)
- Ubude obehlukene bentambo kanye nephepha, izinti (*Ikhithi Yezinsiza*)

1. **Ukuzejwayeza ubude; ukuqhathanisa izinto:** Beka intambo, ishubhu yephepha lendlu yangasese nezinti kube yingqumbi kumata. Abafundi bahlunga lokhu kube amaqoqo amabili: okude kanye nokufushane kunokunye.
- Imibuzo ekuholayo:**
- ★ Unqume kanjani ukuthi yini okumele uyifake eqoqweni ngalinye?
2. **Ukuzejwayeza ubude; ukuqhathanisa izinto:** Beka ishubhu lephepha langasese ngobude kumata.



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 ekuholayo:

★ Ngabe ikhona into ongayithola ekilasini ende/emfushane kunalokhu? Umfundi ngamunye ulanda izinto ezimbili, bese bededelana ngokuchaza ukuthi batholeni nokuthi kungani inde/imfushane kuneshubhu lephepha langasese.

3. **Ukubala izinto 1–7; ukulinganisa:** Beka amashubhu ayisikhombisa ephepha langasese ngobude, athintane.

Imibuzo ekuholayo:

★ Mangaki amashubhu amaphepha angasese ocabanga ukuthi akhona? Balani amashubhu ephepha langasese ndawonye.

★ Ngabe ikhona into ekilasini ocabanga ukuthi iwubude obufanayo nalawa mashubhu amaphepha angasese amiswe ngokulandelana?

★ Singalisebenzisa kanjani ishubhu lephepha langasese ukuze silinganise ukuphakama kwesihlalo sakho?

Abafundi bayakuhlola lokhu.

★ Singaqala kuphi ukulinganisa?

Xoxa bese ubahola ngokuthi baqala futhi bagcina kuphi ukubeka umaka. Balani ndawonye ukuthi bekudingeka amashubhu ephepha langasese amangaki ukuze kulinganiswe ukuphakama kwesihlalo.

★ Ngabe mangaki amashubhu ephepha langasese ocabanga ukuthi uzowadingela ukulinganisa ubude bendawo yokuhlala yesihlalo?

★ Ngabe ucabanga ukuthi sizodinga amashubhu ephepha langasese amaningi noma amancane ukuze silinganise indawo yokuhlala?

★ Yini enye esingayisebenzisela ukulinganisa izingxenye ezahlukeni zesihlalo sakho?

Abafundi bathola okuthile ekilasini abangathanda ukukusebenzisela ukulinganisa ngakho. Bacubungula ngokulinganisa izingxenye ezahlukeni zesihlalo besebenzisa izinto abazitholile, iphepha kanye nobude bentambo.



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:

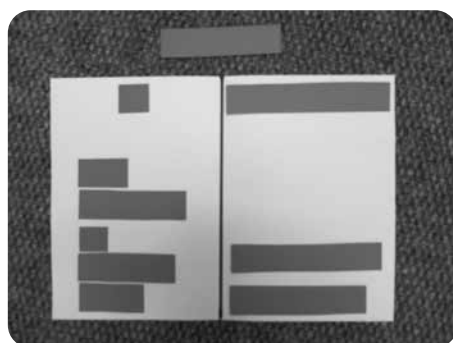
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

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. **Ukugxilisa ubude; amabhulokhi axhume kayo:** Khombisa abafundi ubude bamabhulokhi axhume kayo nindawonye. Bakhetha intambo kanye neziqephu mdweshu zephepha okude kunamabhulokhi. Phinda ngobude obungafinyelela kumabhulokhi axhume kayo ayisikhombisa.



Imibuzo ekuholayo:

- ★ Wazi ngani ukuthi lokhu kude kunamabhulokhi?
- ★ Ngabe ungayithola into emfushanyana/ewubude obufanayo?

Abafundi bazenzela ubude babo besebenzisa amabhulokhi bese behlela lokhu kusukela kokufushane kunakho konke ukuya kokude kunakho konke.

ICEBO

Sebenzisa izinto ezifanele okungajwayelwe ukulinganiswa ngazo, isibonelo, amabhulokhi amancane ukulinganisa izincwadi, izinti zeplastiki ukulinganisa isihlalo kanye nezinto ezinde noma izinqamu zezintambo ukulinganisa ingaphezulu ledeski.



Hlola ukuthi abafundi bayakwazi uku-:

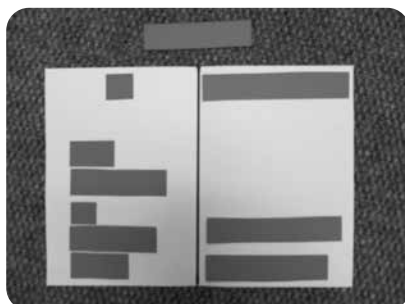
- qhathanisa kanye nokuhlela ngokulandelana izinto ngokuphathelene nobude – okude kanye nokufushane kunokunye
- khombisa ukuqonda okude nokufushane; okuphakeme nokufushane

Isiteshi sokusebenzela 1

Okudingayo

- Imidweshu eyi-10 yamaphepha yomfundi ngamunye
- Ishidi lephepha
- Iglu
- Amakhokhi
- Umdweshu o-1 wekhadibhodi owubude obuphakathi nendawo obekwe phakathi netafula

Abafundi balinganisa imidweshu yephepha ngokuhambisana nomdweshu wekhadibhodi. Banamathisela imidweshu ecaleni lekhasi 'elide' noma 'elifushane'. Basebenzisa amakhokhi ukuze baphendule imidweshu ibe yinoma yini abayithandayo.



Workstation 2

What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

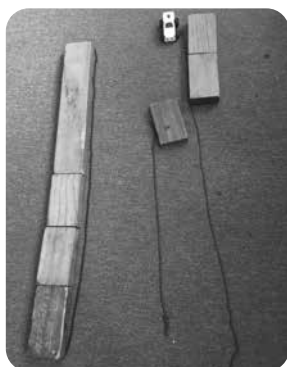


Workstation 3

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.

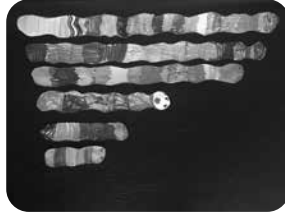


Isiteshi sokusebenzela 2

Okudingayo

- Ithempulethi yezibungu ezingubude obehlukene – ikhasi eli-1 kumfundi ngamunye
- Izikelo
- Amakhrayoni

Abafundi bahlobisa bese besika bekipha izibungu.

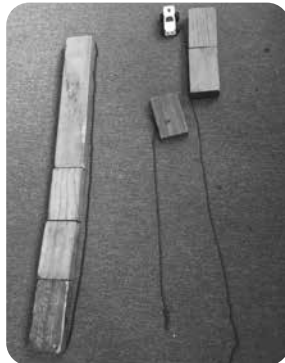


Isiteshi sokusebenzela 3

Okudingayo

- Amabhulokhi okhuni
- Intambo enobude obuthile

Abafundi bakha okude kanye nokufushane okuyizitimela/amaloli/imigwaqo endaweni yamabhulokhi. Basebenzisa intambo ukulinganisa lokhu.



Isiteshi sokusebenzela 4

Okudingayo

- Inhlama yokudlala
- Izinti (*Ikhithi Yezinsiza*)
- Ikhasi elingu-A4 lomfundi ngamunye elinemigqa emi-5 yobude obehlukene

Abafundi benza ubude ngenhlama yokudlala obuqondene nomugqa ngamunye okuthempulethi. Bahlobisa ngezinti ukuze benze amaphethini.



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.



Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana
- Ukuhlanganisa kanye nokususa (ngomlomo)
- Ukuxazulula izinkinga

Ulwazi olusha

- Ukuhlakaza kanye nokwakha izinombolo
- Izindlela zokuxazulula izinkinga
- Ukuhlanganisa nokususa kusetshenziswa izinto eziphathekayo
- Izinombolo ezintweni ezijwayelekile

Zejwayeze

- Ukubala ngomlomo 1–20 kanye no-7–1
- Ukubala izinto 1–7
- Umqondo wezinombolo 1–5
- Ukulandelanisa izinombolo 1–5
- Kuningi kuna-, kuyingcosane kuna-
- Iyiphi inombolo eza ngaphambili, ngemuva kwenye?
- Izimo: indilinga, isikwele, unxantathu

Ulwazimagama olusha olusetshenziswa ezibalweni

hlanganisa

susa

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izinkomishi eziyi-7 zeplastiki kanye namoso eplastiki ayi-7 (okuvela endaweni yokuzenzisa)
- amabhokisi/iziqukathi okuncane okunezinombolo 1, 2, 3, 4, 5
- amapuleti ama-2
- amabhulokhi axhumekayo ayi-7
- amabhulokhi e-Duplo ayi-7
- izihlalo ezi-5
- amaphepha ama-5 angu-A4 anamabhodi ezilwane anezinombolo zocingo zezindlu 1–5: Indlovu: 53 412, Idube: 43 215, Ububhibhi: 33 212, Izindlulamithi: 41 224, Izinkawu: 21 543
- izinombolo zezingcingo zabafundi kumaphepha angawodwa
- ikhasi lokuthreyisa elingumumo ohlukile lomfundi ngamunye eqenjini
- isethi e-1 yamakhadi anamachashazi 1–5 yomfundi ngamunye
- isethi e-1 yamakhadi ezimpawu zenombolo 1–5 yomfundi ngamunye
- amabhokisi/izinkomishi okuyi-10 ngakunye kube nezinto ezahlukene ezincane kuze kufinyelele kwezi-5. Sika indawo yezinzwane bese ufaka isokisi (istokhingi) ecaleni elivulekile lebhokisi/inkomishi ngayinye. Izinto ezingaphakathi kumele zingabonakali. (bheka Isiteshi sokusebenzela 3)
- isethi e-1 yezinombolo eziqondene kanye namakhadi ezithombe 1–5 kumfundi ngamunye (okufana neSonto 5)
- cela abafundi ukuthi bathole izinombolo zabo zamakheli kanye nezingcingo.



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 yekilasi lonke

Usuku 1

Okudingayo

- Iculo: *Okude nokufushane* (ikhasi 205)
- Izinkomishi eziyi-7 zeplastiki kanye namasoso eplastiki ayi-7 (indawo yokuzenzisa)
- Izinto zokubala ezahlukene ezivela ku*Khithi Yezinsiza*
- Amakhadi anamachashazi 1–5
- Amabhokisi/iziqukathi okuncane okunezinombolo 1, 2, 3, 4, 5

1. **Iculo:** Cula iculo, *Okude nokufushane*.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka izinkomishi eziyisikhombisa kanye namasoso ayisikhombisa phezu kwebhokisi phakathi nendilinga.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kunezinkomishi kanye namasoso okungaki kula maqoqo amabili?
- ★ Ngabe ucabanga ukuthi kunesibalo esifanayo eqoqweni ngalinye?

Balani ndawonye izinkomishi namasoso, nixoxe ngokulinganisela kwabafundi bese niqondanisa izinkomishi kanye namasoso.



Qinisekisa ukuthi bonke abafundi bayakwazi ukubona izinkomishi kanye namasoso.



4. **Ukuzejwayeza izinombolo 1–5:** Khombisa abafundi amakhadi anamachashazi ngokushesha ungawaphakamisi isikhathi eside. Abafundi bayasho ukuthi kunamachashazi amangaki ekhadini ngalinye. Khombisa ikhadi elinamachashazi ngomyalo oxhumene nenombolo yamachashazi asekhadini, isibonelo: 'Thola abangani ababili abagqoke izicathulo.' 'Shaya izandla zakho kathathu.' Abafundi bayadedelana ngokucabanga umyalo womnyakazo oxhumene nenombolo yamachashazi.
5. **Ukuhlela ngokulandelana izinombolo 1–5, kuningi kuna-, kuyingcosane kuna-, kulingana na-:** Beka amakhadi anamachashazi abheke phansi. Abafundi bayadedelana ngokuthatha amakhadi amabili. Uma amakhadi eqondene kahle, bayawagcina kanti uma engaqondene, bawabuyisela emuva. Lapho abafundi bethola ipheya eliqondene balibeka ebhokisini elifanele.

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 ekuholayo:

- ★ Mangaki amachashazi asemakhadini ka-_____?
- ★ Ngabe ayafana amakhadi?
- ★ Yiliphi ikhadi elinamachashazi amaningi?
- ★ Yiliphi ikhadi elinamachashazi ayingcosane?
- ★ Kumele senzeni ukuze amakhadi womabili abe nezibalo ezifanayo zamachashazi?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 2**Okudingayo**

- Amapuleti ama-2 anamabhulokhi
- Izihlalo ezi-5 axhumekayo ayi-7 kwelilodwa, kanye namabhulokhi e-Duplo ayi-7 kwelinye

1. **Iculo/umlolozelo:** Abafundi bakhetha iculo noma umlolozelo ovela kuThemu 1 noma 2 ukuze bawucule noma bawusho.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.

3. **Ukubala izinto 1–7:**

Abafundi bahlala babe yindilinga. Beka amapuleti mabili phezu kwebhokisi phakathi nendilinga, elilodwa libe namabhulokhi axhumekayo ayisikhombisa, bese elinye libe namabhulokhi e-Duplo ayisikhombisa. Abafundi balinganisela isibalo samabhulokhi epletini ngalinye.



Qinisekisa ukuthi bonke abafundi basebenzisa amabhulokhi akumapuleti.

Imibuzo ekuholayo:

- ★ Ngabe ucabanga ukuthi kukhona amabhulokhi amaningi/ ayingcosane kuleli puleti?
- ★ Singasho kanjani ukuthi anesibalo esifanayo samabhulokhi? Bala amabhulokhi asepletini ngalinye bese uxoxa ngokuqagela kwabafundi.

4. **Ukuhlenganisa usebenzisa izinto:** Kuma abafundi ababili.

Imibuzo ekuholayo:

- ★ Kume abafundi abangaki?
- ★ Uma sengeza ngomunye umfundi oyedwa, kuzoba khona abangaki? Kuma omunye umfundi futhi. Balani abafundi abamile ndawonye. Qhubeka nokwengeza omunye umfundi esikhathini ngasinye, baze babe bahlanu, nibabale ndawonye ngaleso nalesi sikhathi lapho wengeza oyedwa. Phinda umsebenzi usebenzisa izihlalo. Umfundi ulanda izihlalo 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.

- ✦ Uma u-_____ elanda esinye isihlalo, kuzoba khona ezingaki?
 - ✦ Uma abafundi abathathu benesihlalo emunye, sizodinga izihlalo ezingaki ukuze bonke babe nezihlalo?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Isiqukathi esi-1 esinamabhulashi okupenda ayi-7 kanye nesiqukathi esi-1 esinamakhokhi ama-5
- Izihlalo ezi-5
- Umdlalo: Izihlalo zomculo (ikhasi 205)
- Isigubhu/umculo

1. **Iculo/umlolozelo:** Abafundi bakhetha iculo noma umlolozelo weThemu 1 noma 2 abazokucula noma abazokusho.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe yindilinga. Beka iziqukathi ezimbili phezu kwebhokisi phakathi nendilinga, esisodwa esinamabhulashi okupenda ayisikhombisa, bese esinye sibe namakhokhi amahlanu. Xoxa ngeziqukathi.

Imibuzo ekuholayo:

- ✦ Ngabe ucabanga ukuthi zingaki izinto ezikulesi siqukathi?
 - ✦ Ngabe ucabanga ukuthi kuningi/kuyingcosane kulesi siqukathi?
4. **Ukususa izinto:** Kuma abafundi abahlanu.
- #### Imibuzo ekuholayo:
- ✦ Bangaki abafundi abamile?
 - ✦ Uma kuhamba u-_____ bese ehlala etafuleni lakhe, kuzosala kume bafundi abangaki?
 - ✦ Wazi ngani?
 - ✦ Uma sisusa omunye umfundi, kuzosala abafundi abangaki bemile? Phinda lokhu kuze kufinyelele kubafundi abahlanu. Susa umfundi oyedwa ngesikhathi esisodwa.
5. **Umdlalo wokususa:** Dlala umdlalo, Izihlalo zomculo.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ulayini wokweneka wezinombolo 1–5
- Iphosta 1

1. **Iculo/umlolozelo:** Abafundi bakhetha iculo noma umlolozelo ovela kuThemu 1 noma 2 ukuze bawucule noma bawusho. Vumela abafundi ukuthi 'bavotele' iculo/umlolozelo abakuthandayo. Bala ukuthi zingaki izandla eziphakanyiselwe okukhethwayo okwehlukene kweculo/umlolozelo.

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 kanye no-7–1.

3. **Ukubala izinto 1–7:** Abafundi

ababili bama bafulathele ikilasi. Ikilasi lithi, 'Lunga, lindela, inombolo!' Uma sekuthiwa 'inombolo', abafundi bayaphenduka bese bephakamisa noma emingaki iminwe kusukela koku-1 ukuya kokuyi-7. Xoxani ukuthi ubani oneminwe ebonakalayo eminingi/eyingcosane. Balani ndawonye isibalo seminwe ekhonjiswa umfundi ngamunye. Phinda lokhu ngabanye abafundi.



Imibuzo ekuholayo:

- ★ Ubani okhombisa iminwe eminingi/eyingcosane kunabanye?
- ★ Ubani okhombisa isibalo seminwe efanayo?
- ★ Wazi kanjani?
- ★ Ngabe ukhombisa iminwe emingaki u-_____?

Cela abafundi ukuthi bakhombise izinombolo 1–5 kulayini wokweneka wezinombolo kulabo bafundi abakhombisa iminwe ephakathi ko-1 kanye nemi-5.

- ★ Ngabe le nombolo iza ngaphambi/ngemuva/phakathi koku-2, 3, 4?

4. **Khuluma ngenombolo:** Xoxani ngePhosta 1. Khuluma ngalokho abafundi abakubona esithombeni. Abafundi basebenzisela iminwe yabo ukukhombisa izimpendulo zabo.

Imibuzo ekuholayo:

- ★ Bangaki abantu abangekho emndenini kulesi sithombe? Ubani ongekho?
- ★ Ngabe kunesibalo esanele sezihlalo zabantu abasekhishini?
- ★ Uma kususwa isihlalo esisodwa, kuzosala izihlalo ezingaki?
- ★ Kukhona izindishi ezingaki etafuleni?
- ★ Uma kususwa izindishi ezimbili, kuzosala ezingaki etafuleni?
- ★ Kukhona izipunu ezingaki etafuleni?
- ★ Uma uGogo ehlanganyela nabo etafuleni futhi edinga isipunu, kuzomele sengeze izipunu ezingaki? Zizoba ngaki uma sezizonke?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Abafundi bangasebenzisa izandla zabo ukuxazulula izinkinga.

Usuku 5

Okudingayo

- Ibhodi yezinombolo 1–5
- Amakhadi ezimpawu zenombolo kanye nanamachashazi 1–5 (*Ikhithi Yezinsiza*)
- Amaphepha ama-5 angu-A4 anamabhodi ezinombolo zezilwane zezindlu 1–5
- Izingcingo (amathelefoni) ezindala/ezingamathoyizi ezi-2
- Abafundi bathola izinombolo zezingcingo kumaphepha angamanye

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. **Iculo/umlolozelo:** abafundi bakhetha iculo noma umlolozelo ovela kuThemu 1 noma 2 abazowucula noma abazowusho.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Phinda umsebenzi ovela kuSuku 4 ngemibuzo ekuholayo.
4. **Ukuzejwayeza izinombolo 1–5; ukuhlanganisa, ukususa:** Khombisa amakhadi anamachashazi kanye namakhadi ezimpawu zenombolo 1–5. Abafundi bazihlela babe ngamaqembu ngokuhambisana nekhadi lamachashazi noma ikhadi lezimpawu zenombolo olikhombisayo.



 **ICEBO**
Sekela abafundi kuye ngezinga labo lolwazi lwezinombolo.

Imibuzo ekuholayo:

- ★ Ngabe kunabafundi abangaki eqenjini lakho?
 - ★ Uma umfundi oyedwa engena kwelinye iqembu, kuzosala abafundi abangaki eqenjini lakho?
 - ★ Uma kungena omunye futhi umfundi eqenjini lakho, bazoba bangaki eqenjini lakho uma sebebonke?
 - ★ Kukhona amaqembu amangaki abafundi abahlanu?
 - ★ Leli qembu liyingcosane ngomfundi oyedwa. Ubani esingamcela ukuthi angene kuleli qembu ukuze sibe nesibalo esifanele?
5. **Ukuzejwayeza izinombolo zamakheli nezezingcingo; ukugxilisa izinombolo 1–5:** Tshela abafundi ukuthi ububhibhi bushayele ucingo izilwane ezindlini ezinezinombolo 1, 2, 4 kanye no-5 ukuze buzimemele edilini. Beka izinombolo zezingcingo zendlu ngayinye ngaphansi kwendlu efanele.

Lingisa samdlalo ukushayela ucingo izilwane. Lingisa izilwane ezindlini ezingonombolo 1, 2, 4 kanye no-5 ezishayela ucingo ububhibhi zithi zingathanda ukuza edilini. Abafundi baphinda izinombolo kanye nawe njengoba nilingisa ukushayela ucingo inombolo ngayinye.

Imibuzo ekuholayo:

- ★ Uma ubunedili, ubuzothi abangani bakho baye kuphi?
- ★ Uma beduka, iyiphi inombolo abangakushayela kuyo ucingo? Hola abafundi ababili ekulingiseni ukutshelana izinombolo zocingo ocingweni. Bhala lokhu ephepheni. Phinda lokhu ngabanye abafundi.
- ★ Ngabe zikhona izinombolo eziphindwayo kule nombolo yocingo?

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.

- Ukuzejwayeza izinombolo zocingo; ukugxilisa izinombolo 1–5:** Umfundi ngamunye ubamba ikhophi yenombolo yocingo. Balandela okushoyo, isibonelo: 'Yima uma unoku-4 enombolweni yakho yocingo.' 'Vayizela ngesandla uma unoku-3.'
- Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Bhala ngoshoki izinombolo 1 ukuya koku-5 endilingeni engaphandle. Abafundi bayabala ngesikhathi bezungeza indilinga bese benyathela inombolo ngayinye. Yakha indledlana yangaphandle yamagama ezinombolo kusukela kukukodwa ukuya kokuhlanu ngokuzibhala phansi ngokuphindaphinda. Vumela abafundi ukuthi 'bafunde' amagama ngesikhathi behla ngendledlana leyo.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

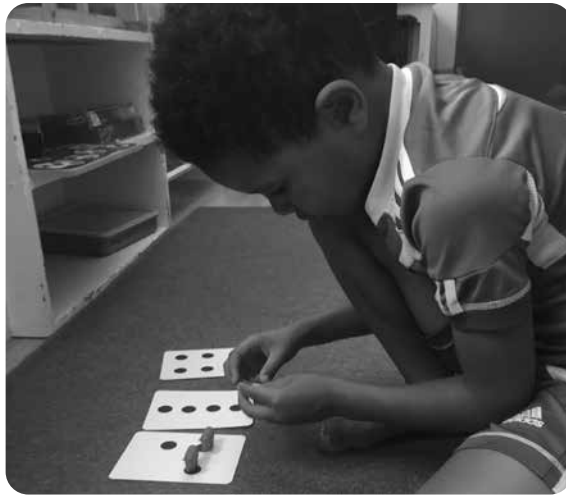
- Ulayini wokweneka wezinombolo
- Amakhadi anamachashazi 1–5
- Izinto zokubala eziyizilwane
- Amabulokhi axhumekayo
- Isitsha somfundi ngamunye esinamakhadi anezimpawu zezinombolo 1–5 kanye nezinto zokubala ezinemibala ezi-5

- Khomba bese ubala 1–5:** Abafundi babuka ulayini wokweneka wezinombolo. Nikeza imiyalo kubafundi ngabodwana, isibonelo: 'Ngikhombise inombolo 1/3/5, ngikhombise inombolo eza ngaphambi/ ngemuva koku- 4, ngikhombise inombolo ephakathi koku-1 kanye noku-3.'
- Amakhadi anamachashazi 1–5; izinombolo eziqondene nakho; ukulinganisela:** Beka amakhadi anamachashazi ayi-10 abheke phansi kumata. Umfundi ngamunye unethuba lokucosha ikhadi nokuthi asho ukuthi kukhona amachashazi amangaki. Balani amachashazi ndawonye.



- Ukuhlela ngokulandelana izinombolo 1–5:** Hlelani ngokulandelana ndawonye amakhadi anamachashazi 1–5. Abafundi babala izinto zokubala eziyizilwane ukuze ziqondane nenombolo yamachashazi. Ngamunye kubona uhlela amakhadi ezimpawu zezinombolo 1–5. Bayakha besebenzisa imibhoshongo yokuxhumekayo ukuze iqondane nenombolo 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; kuningi kuna-/kuyingcosane kuna-; usebenzisa izinto zokubala:** Umfundi ngamunye ubala izinto zokubala ezinhlanu ezivela esitsheni sakhe. Nikeza imiyalo, isibonelo: 'Ngikhombise izinto zokubala ezintathu; eyodwa eyingcosane kunokuthathu; okukodwa okuningi kunokune.'
5. **Izinto zokubala eziqondene zamakhadi anamachashazi:** Abafundi basebenzisa izinto zokubala ukuze baziqondanise namakhadi anamachashazi 1–5. Xoxani ngezindlela ezahlukeni inombolo ngayinye ekhonjiswa ngazo.
6. **Amakhadi anamachashazi; ukuhlakaza izinombolo:** Khombisa abafundi ikhadi elinamachashazi ama-3 kanye nekhadi elinechashazi eli-1. Babeka izinto zabo zokubala zibe amaqoqo amabili aqondene nalokhu.



Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala eziseqenjini lakho ngalinye?
- ★ Ngabe kunezinto zokubala ezingaki uma sezizonke?
- ★ Ngikhombise ikhadi elinamachashazi eliqondene naleli qoqo.

Manje khombisa ikhadi lamachashazi 5.

- ★ Ngabe udinga ezinye izinto zokubala ezingaki ozozengeza eqoqweni ukuze ube neziningi kangaka?
- ★ Udinga ukususa izinto zokubala ezingaki kuleli qoqo uma ufuna ukusala nezinto zokubala ezintathu kuphela?

Phinda ngamakhadi anamachashazi kanye nezinto zokubala eziqondene ezi-4 kanye no-1; 3 no-2; 2 no-2, usebenzisa imibuzo ekuholayo.

7. **Izinombolo ezejwayelekile:** Hola abafundi ekukhumbuleni izinombolo zezingcingo kanye nezamakheli.



Hloa ukuthi abafundi bayakwazi uku-:

- hlakaza kanye nokwakha izinombolo eziphakathi koku-1 noku-5
- sombulula izinkinga zezinombolo 1–5
- khombisa ukuqonda okuningi kanye nokuyingcosane kunokunye
- khombisa ukuqonda ukuthi iyiphi inombolo eza ngaphambi kanye nangemuva
- khombisa ukuqonda inombolo yabo yekheli kanye neyocingo



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.



Isiteshi sokusebenzela 1

Okudingayo

- Ikhasi eli-1 elingu-A4 elingabhalwe lutho elisephaketheni leplastiki lomfundi ngamunye
- Amakhokhi ebhodi emhlophe
- Indwangu yabafundi abangababili
- Ulayini wokweneka wezinombolo
- Izinti (*Ikhithi Yezinsiza*)

Abafundi babhala izinombolo 1 ukuya koku-5 ngamakhokhi besebenzisa ulayini wokweneka wezinombolo njengomhlahlandlela. Babala isibalo sezinti esiqondene nenombolo ngayinye.

Isiteshi sokusebenzela 2

Okudingayo

- Amabhulokhi e-athribhuthi eyindilinga, isikwele kanye nonxantathu (*Ikhithi Yezinsiza*)
- Ikhasi lokuthreyisa ulandele isimo – ikhasi elehlukile lomfundi ngamunye

Abafundi badweba bathreyise amabhulokhi e-athribhuthi avela ku-*Khithi Yezinsiza* ngokuhambisana nezimpawu zenombolo ezisekhasini.



Isiteshi sokusebenzela 3

Okudingayo

- Isethi e-1 yamakhadi anamachashazi 1–5 yomfundi ngamunye
- Isethi e-1yamakhadi ezimpawu zenombolo 1–5 yomfundi ngamunye
- Amabhokisi/izinkomishi oku-10 okunesokisi (istokhingi) endaweni evulekile yento ngayinye kanye nezinto eziphakathi (zize zifinyelele kwezi-5)

Abafundi bafaka izandla ezinkomishini bese bezwa ukuthi kunezinto ezingaki phakathi. Baqondanisa amakhadi anamachashazi namakhadi anezimpawu zezinombolo kuhambisane nesibalo sezinto ezisenkomishini ngayinye.

Isiteshi sokusebenzela 4

Okudingayo

- Amakhadi anenombolo kanye nesithombe okuqondene

Abafundi bakhetha amakhadi. Bathola amakhadi anenombolo kanye nesithombe okuqondene.

Ukuhlola

Ithemu 2: Isibonelo sokuhlola okuqhubekayo

Ukhiye	IZINOMBOLO, IZIMPAWU KANYE NOBUDELElwANE BAZO	UKUPHAWULA
✓ = usefanele ● = fanele ngokungaphelele ✗ = akakafaneli	Amagama abafundi Usuku Uhlu kanisa phakathi kokuthi kuni ngi kuna-, kuyingcosane kuna-, nokuthi nokulingana na- Uhlonza izimpawu zenombolo: 4 Ukwazi ukubona imali ewuhlweza yaseNingizimu Afrika: 10c, 20c, 50c, R1, R2, R5 Uhlonza imali ewuhlweza yaseNingizimu Afrika: 10c, 20c, 50c, R1, R2, R5 Uyaziqonda izinombolo ezisizo isikhundla; eyokuqala, eyesibili, eyesithathu kanye neyesine Ubala izinto: 1-6 Uhlonza izimpawu zezinombolo: 5 Uxazulula izinkinga esebenzisa izinto eziphathekayo: 1-4 Uxazulula izinkinga esebenzisa izinto zokubala noma ilada lezinombolo: 1-4 Ukuhlenganisa nokususa esebenzisa izinto eziphathekayo: 1-4 Ukubona izinombolo esimeni esejwayelekile Ukubala ngomlomo: 1-20 Ukubala uhlehle: 7-1 Ukubala ngomlomo: 1-15 Ubala izinto: 1-7	Ikhodi yokuphelelisa

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					

Ukhiye	AMAPHETHINI, AMAFANKSHINI KANYE NE-ALJEBHRA	INDAWO NESIMO (JIYOMETHRI)	ISILINGANISO	UKUSETSHENZISWA KOLWAZI	UKUPHAWULA
✓ = usefanele ● = fanele ngokungaphelele ✗ = akakafaneli	Ukhonza amaphethini alula aphindayo Ukopisha elile amaphethini aphindayo alula Wenza iphethini lakhe ngezithombe	Uchaza isikhundla: ngaphansi Uhlunga izinto ezingu-3-D ngokuphathelene nokufanayo nokwehlukile Uhlukanisa phakathi kokuningi ngokukodwa, okuyingcosane ngokukodwa Ulandela imiyalo Ubona futhi usebenzisa ukunqamula umugqa ophakathi nendawo	Ulinganisa bese eqhathanisa izinto ngokuphathelene nobude Uhlukanisa phakathi kokude, okujana, okude kakhulu kanye nokufushane, okufushanya, okufushane kakhulu	Uqoqa izinto ngokuhambisana nobukhulu bazo Uhlunga amaqopo ezinto Umela amaqopo ezinto Uhlaziya ulwazi olutholakale ulwazi esebenzisa imbuzo Ubika ngolwazi olutholakale esusela esithombeni sakhe kanye nezinto zakhe azihlungile	Ikhodi yokuphelelisa
Amagama abafundi Usuku					

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.

Izinsiza

Amaculo, imilolozelo nezindaba

Isonto 1

Iculo lokubala: *Ukwenza isaladi yezithelo*

(Ngeshuni ethi: *Here we go round the mulberry bush* noma aziqambele yona uthisha)

Le yindlela esenza ngayo isaladi,
Senza isaladi, senza isaladi,
Le yindlela esenza ngayo isaladi,
Make sithathe izithelo.
Siland' ubhanana owodwa,
Ubhanan' owodwa, ubhanan' owodwa,
Siland' ubhanana owodwa,
Make sithath' eziny' izithelo.
Siland' ama-aphul' amabili,
Ama-aphul' amabili, ama-aphul' amabili,
Siland' ama-aphul' amabili,
Make sithath' ezinye izithelo.

(Phinda ngamawolintshi amathathu, amagilebhisi amane.)

Siland' amajikijol' amahlanu,
Amajikijol' amahlanu, amahlanu,
Siland' amajikijol' amahlanu,
Bese sengeza ijusi.

Indaba: *Indaba kanombolo 4 (enethempulethi yebhodi yeNombolo 4)*

Kwalandela ukufika kweziNdlulamithi. Zazizine. Zabheka ezinye izindlu ezintathu zazibuza ukuthi zizokwazi kanjani ukungena endlini ngenxa yezintamo zazo ezinde. Zanquma ukuthi njengoba zizine nje, zizodinga amawindi amane aphakeme ukuze zikwazi ukuwavula kakhulu ukuze zelule izintamo zazo ezinde.

Uphawu lwenombolo 4 negama lenombolo yokune, kwabekwa phambili endlini lapho wonke umuntu angakubona khona. Nezinsimbi ezine zomnyango ezishaywayo zafakwa emnyango.

Lapho iziNdlulamithi ziphumela ngaphandle, kwakudingeka ukuba zigobele phansi kakhulu ukuze zingene emnyango, njengoba zazenza lapho ziphuza amanzi emfudlaneni oseduze. Lapho sezimi mpo, zazizinde ngokwanele ukuba zibheke endlini yazo ngamawindi aphakeme, futhi zazicishe zibone ngaphezulu kwendlu yazo. Zazithanda ukuhlala eduze kobuBhibhi futhi zazixoxa nawo nsuku zonke.

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.

Isonto 2

Iculo lemali: *Izinhlamvu zemali ezinhlanu ezicwebezelayo*

(Ngeshuni ka-Ten *green bottles hanging on the wall* noma leyo aziqambele yona uthisha)

Izinhlamvu zemali ezinhlanu ezicwebezelayo ephaketheni lami namuhla,
Izinhlamvu zemali ezinhlanu ezicwebezelayo ephaketheni lami namuhla,
Izinhlamvu zemali ezinhlanu ezicwebezelayo futhi ngikhokha ngolunye lwazo,
Sekunezinhlamvu zemali ezine ezicwebezelayo ephaketheni lami namuhla.

(*Phinda ngezine, ezintathu, ezimbili, olulodwa, akukho zinhlamvu zemali ezicwebezelayo – akukho okuzokhokhwa ngakho.*)

Umdlalo: Uhlamvu lwemali ebhange

Beka isitsha ('ibhange') etafuleni abahleli kulo abafundi, noma phakathi kwendilinga yabafundi kumata. Umfundi ngamunye uzama ukuphonsa izinto zokubala endishini. Bese bebala ukuthi bazifake kangaki izinto zokubala esitsheni, nokuthi yiziphi izinto zokubala ezinemibala (phakathi kwemibala emibili abanayo) abazithola kaningi.

Isonto 3

Iculo: *Ikhanda, amahlombe, amadolo nezinzwane*

(Ishuni: '*Head, shoulders, knees and toes*' noma esondele kuyo)

Ikhanda, amahlombe, amadolo nezinzwane, amadolo nezinzwane
Ikhanda, amahlombe, amadolo nezinzwane, amadolo nezinzwane
Namehlo nezindlebe nomlomo namakhala
Ikhanda, amahlombe, amadolo nezinzwane, amadolo nezinzwane.

Iculo lokubala: *Le yindlela esenza ngayo isobho*

(Ngeshuni ethi: *Here we go round the mulberry bush* – ebilangiselelwe *Ukwenza isaladi yezithelo* eSontweni 1. Uthisha angaziqambela eyakhe evumayo.)

Le yindlela esenza ngayo isobho, senza isobho, senza isobho,
Le yindlela esenza ngayo isobho,
Make sithathe imifino.

Siland' izambane elilodwa, izamban' elilodwa, izamban' elilodwa,
Silanda izambane elilodwa,

Make sithole okunye futhi, okunye ngaphezulu.

Siland' amakheroth' amabili, amakheroth' amabili,

Siland' amakheroth' amabili,

Make sithole okunye futhi.

(*Phinda: ngokuthola o-anyanisi abakhulu abathathu.*)

Siland' o-anyanis' abane, o-anyanis' abane, o-anyanis' abane

Siland' o-anyanis' abathathu abancane.

Bese ufaka isojana.

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.)

Indaba yomumo: *Badonsa baphinde badonsa*

Ngelinye ilanga umlimi waya emasimini akhe eyothola imifino yesidlo sakusihlwa. Waya emazambaneni waqala wakhipha elilodwa emhlabathini. Umlimi wadonsa wadonsa, kepha wehluleka ukukhipha izambane. Wabiza umkakhe ukuba azosiza. Umlimi wadonsa nonkosikazi wakhe wadonsa kwathi, ekugcineni izambane laphuma emhlabathini.

'Kwenzekani?' kubuza umlimi. 'Leli zambane liyisikwele!'

Okulandelayo, umlimi nomkakhe bayothatha amakherothi. Badonsa, baphinde badonsa,, baphinde badonsa futhi, ekugcineni kwaphuma amakherothi amabili emhlabathini. 'Kwenzekani?' kubuza inkosikazi yomlimi. 'La makherothi anomumo wendilinga!'

Umlimi nomkakhe babefuna u-anyanisi wesidlo sabo sakusihlwa ngakho-ke baya esivandeni sika-anyanisi. Umlimi wadonsa nonkosikazi wakhe wadonsa. Badonsa bobabili, badonsa, kodwa u-anyanisi wawungaphuma. Babiza izingane zabo ezine ukuthi zizosiza. Ngemuva kwalokho umndeni wadonsa wadonsa futhi, ekugcineni kwaphuma u-anyanisi omthathu emhlabathini. 'Kwenzekani?' babuza. 'Labo anyanisi banomumo ongunxantathu!'

Banquma ukwenza isobho lemifino, ngakho-ke babedinga o-anyanisi abane ngaphezulu. Babedinga usizo olwengeziwe ngakho babiza umakhelwane oyedwa. Kwabathatha isikhathi eside ukudonsa o-anyanisi abane emhlabathini. Noma wawumncane kunalo omunye, nawo wawunomumo ongunxantathu!

Umlimi nomkakhe bathatha amazambane abo, amakherothi no-anyanisi baya nakho ekhishini benza isobho lesidlo sakusihlwa. Bamema umakhelwane wabo. 'Limnandi!' basho ngasikhathi esisodwa bobasikhombisa.

Isonto 4

Umlolozelo: *I-Roly Poly*

(Abafundi bayaluzisa izandla zabo ngenkathi bezinyakazisa ngokuya ngemikhombandlela.)

Roly Poly, Roly Poly, phezulu, phezulu, phezulu. (izandla ziya phezulu)

Roly Poly, Roly Poly, phansi, phansi, phansi. (izandla ziya phansi)

Roly Poly, Roly Poly, ngaphandle, ngaphandle, ngaphandle.

(izandla ziyaqhelelana)

Roly Poly, Roly Poly, ngaphakathi, ngaphakathi, ngaphakathi.

(izandla ziyasondelana)

Roly Poly, Roly Poly, fihla izandla zombili.

Iculo lomumo: *Uma uphethe isikwele*

(Ngeshuni ethi: If you're happy and you know it, noma aziqambebe uyona uthisha)

Uma uphethe isikwele, sukuma!

Uma uphethe isikwele, sukuma!

Uma uphethe isikwele, uma uphethe isikwele,

Uma uphethe isikwele, sukuma.

(Phinda ngeminye imimo.)

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.

Isonto 5

Umlolozelo wokubala: *Izinkawu ezinhlanu embhedeni*

Zazizinhlanu embhedeni
Nanso-ke le encane ithi,
'Gingqika, wena gingqika,'
Ngokushesha zonke zazingqika, eyodwa yawa.
(*Phinda ukuthi ezine, ezintathu, ezimbili.*)
Kwakukhona oyedwa embhedeni
Nango-ke omncane esethi,
'Ubusuku obuhle. Nilale kahle.'

Indaba: *Indaba kanombolo 5 (enethempulethi yebhodi yeNombolo 5)*

IziNkawu ezinhlanu zithanda ukushwibeka phakathi kwamagatsha amahlanu esihlahla engadini yazo. Futhi zinezigxobo ezinhlanu phakathi kwesihlahla nendlu yazo. Ukuze zingene ngaphakathi zivame ukushwibeka zisuka kulezi zigxobo ziye ophahleni lwendlu yazo, zingene ngamawindi. Zenza lokhu kunokuthi zingene emnyango. Eduze komnyango kunembiza enkulu yezimbali enezimbali ezinhlanu.

Lapho iziNawu zikhathala sezidinga ukuphumula, zivamise ukushwibeka zisuka ophahleni zisebenzisa elinye lamawindi amahlanu kunokungena endlini ngomunye weminyango emihlanu. Ngaphandle kwalokho ziphumula emibhedeni yazo yamanethi emihlanu ngaphandle. Kunemihlanu ukuze lowo nalowo abe nowakhe.

Zonke izilwane zama endleleni ndawonye ukubheka izindlu zazo ezimangalisayo: UNdlovu wayesenombolweni 1, amaDube ayesenombolweni 2, ubuBhibhi babusenombolweni 3, iziNdlulamithi zazisenombolweni 4 kanti iziNkawu zazisenombolweni 5. Babenedili lokubungaza ubungani babo kanye nezindlu zabo ezenziwe ngobuhlakani.

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.)

Isonto 6

Umlolozelo wokubala nomdlalo: *Izambane elilodwa, amazambane amabili*

Izambane elilodwa, amazamban' amabili,
Amazamban' amathathu, amazamban' amane,
Amazamban' amahlanu, amazamban' ayisithupha,
Amazamban' ayisikhombisa, mina ngifuna amaningi!

Ukudlala umdlalo wamazambane:

Abafundi abayisishiyagalombili bama isiyingi, ngamunye ubambe isibhakela esisodwa phambi komzimba wakhe. Ezulazula ngaphakathi kwesiyingi, omunye umfundi usebenzisa isibhakela sakhe bese eqala ukusho umlolozelo wokubala isibhakela ngasinye ngokusithinta kamnene. Umfundi ube esebala abuyele emuva kusuka kokuyi-7 kuye koku-1 njengoba ebuyela endaweni yakhe esiyingini. Kuzobe-ke sekuyithuba lomfundi olandelayo.

Isonto 7

Iculo lokubala: *Izindiza ezincane*

Indiza eyodwa encane, ezimbili ezincane, nezincane ezintathu
Izindiza ezine ezincane, ezinhlanu ezincane, eziyisithupha ezincane
Izindiza ezincane eziyisikhombisa, eziyisishiyagalombili
Izindiza ezincane eziyisishiyagalolunye
Izindiza eziyishumi ezincane ziyandiza.

Izindiza ezincane eziyishumi, eziyisishiyagalolunye, ezincane eziyisishiyagalombili
Izindiza eziyisikhombisa ezincane, eziyisithupha ezincane, ezinhlanu ezincane
Izindiza ezine ezincane, ezintathu ezincane, nezimbili ezincane
Indiza eyodwa encane iyandiza.

Isonto 8

Iculo lokubala: *Amadada amancane ayisikhombisa*

(Uthisha angaziqambela indlela yokuhlabelela)

Amadada amancane ayisikhombisa azulazula ngolunye usuku
phezu kwentaba ase eya kude.

UMama udada wathi, 'Kwak, kwak, kwak,'

kwase kubuya amadada amancane ayisithupha kuphela.

Amadada amancane ayisithupha azulazula ngolunye usuku
phezu kwentaba ase eya kude.

UMama udada wathi, 'Kwak, kwak, kwak,'

kwase kubuya amadada amancane amahlanu kuphela.

(Phinda ubale ubuyele emuva isikhathi ngasinye.)

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.

Iculo lomumo nomdlalo: *Yini engingayenza?*

(Ngeshuni ethi: *Skip to my Lou* noma enye engaqanjwa nguthisha)

Ngilahlekelwe indilinga yami, yini engingayenza?

Ngilahlekelwe unxantathu wami, yini engingayenza?

Ngilahlekelwe isikwele sami, yini engingayenza?

Ngabe ungangisiza, bandla?

Isonto 9

Umlolozelo wobude: *Okude nokufushane*

(Ngeshuni eqanjwe nguthisha)

Okude nokufushane (*bambanani ngezandla zihlukane bese nizisondeza ndawonye*)

Okude nokufushane (*bambanani ngezandla zihlukane bese nizisondeza ndawonye*)

Bona izibungu (*izandla ezijikayo*)

Bona izibungu (*izandla ezijikayo*)

Ngithanda ukuzibona zizulazula nxazonke

Ngithanda ukuzibona zimba emhlabathini

Ngiyazithanda ngoba azenzi msindo

Okude kanye nokufushane. (*bambanani ngezandla zihlukane bese nizisondeza ndawonye*)

Isonto 10

Umdlalo: *Izihlalo zomculo*

Umfundi ngamunye unesihlalo esisodwa.

Abafundi bahamba phakathi kwazo zonke izihlalo zabo ngenkathi uthisha edlala umculo.

Lapho umculo uyeka, bahlala esihlalweni.

Ngaphambi kokuqala umculo phinda ususe phakathi kwesihlalo esisodwa ukuya kwezinhlanu. Abafundi babala nawe njengoba wenza lokhu bese usho ukuthi abafundi abambalwa kangakanani abazokwazi ukuhlala phansi ngokuzayo uma umculo usumile.

Labo abangasitholi isihlalo, bahlala bashaye izandla ngesigqi.

Phinda kuze kusale isihlalo esisodwa.

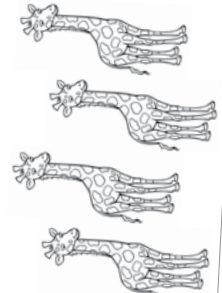
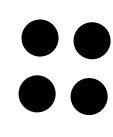
five

5



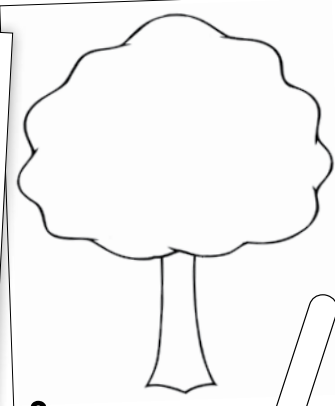
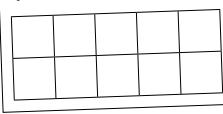
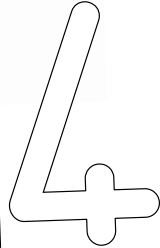

kune

4

Playdough template: Number 4

four

Templates • Amathempulethi

Coins (Week 2) • Izinhlamvu zemali (Isonto 2)

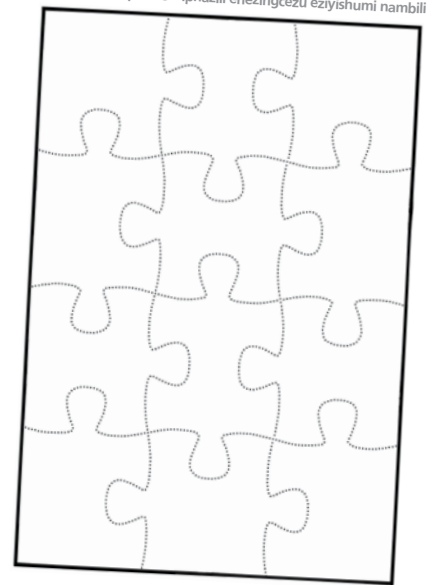


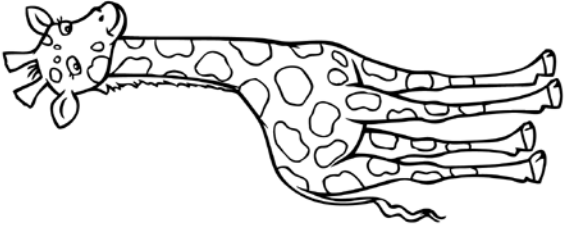
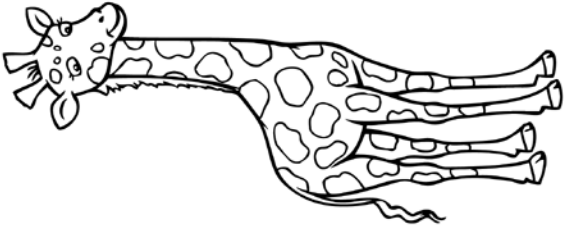
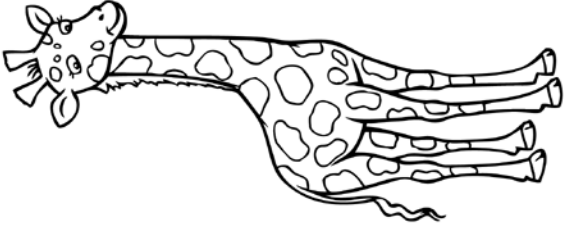
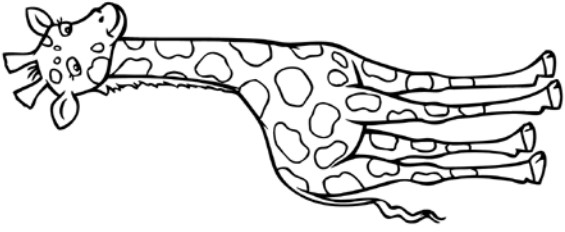


Iphazili yezinombolo (Isonto 5)

1	kunye	
2	kubili	
3	kuthathu	
4	kune	
5	kuhlanu	

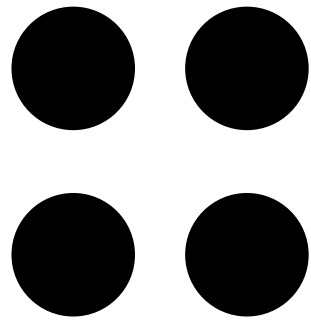
Twelve-piece puzzle • Iphazili enezingcezu eziyishumi nambili

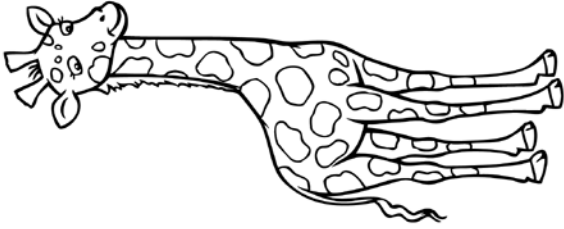
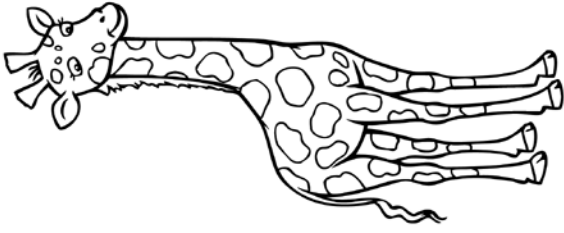
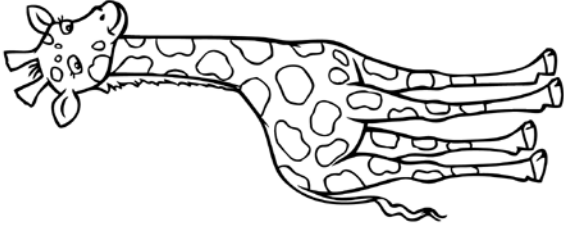
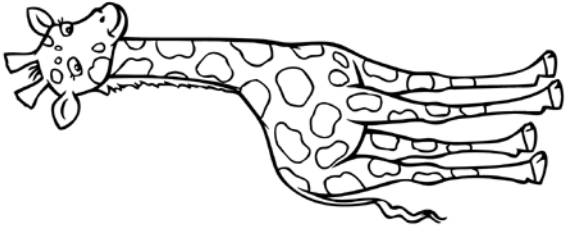




four

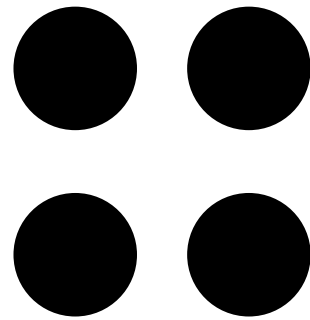
4

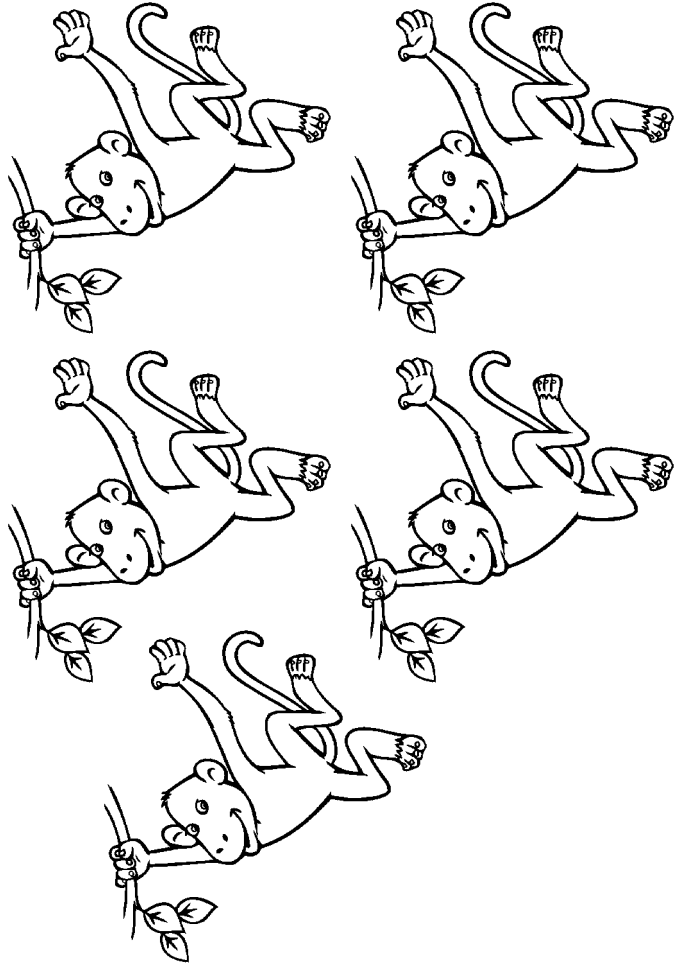




4

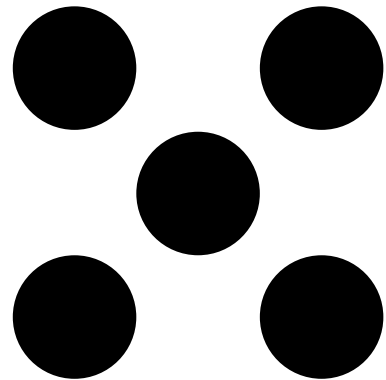
kune

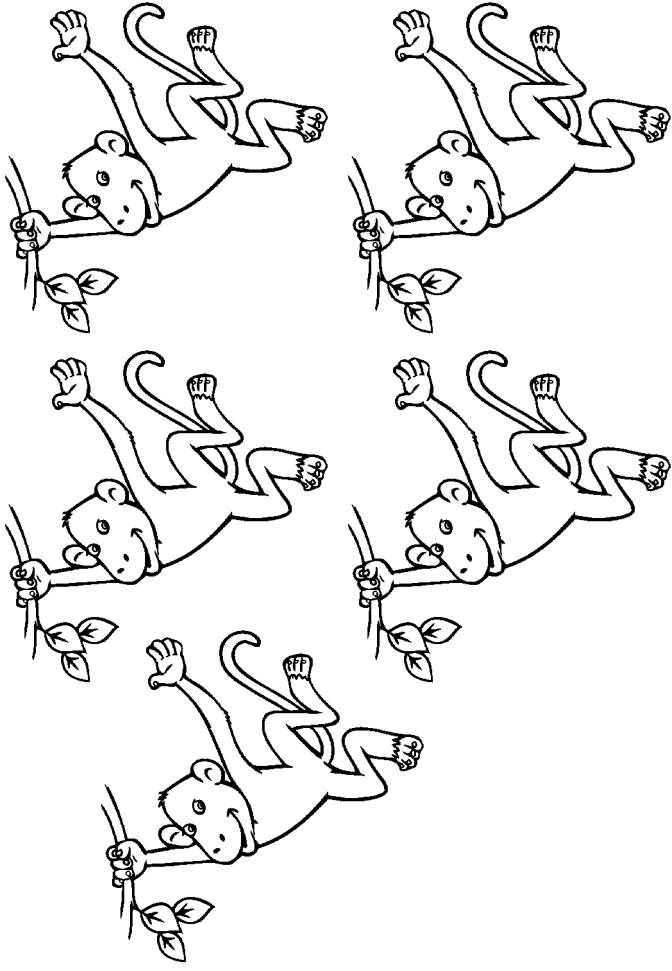




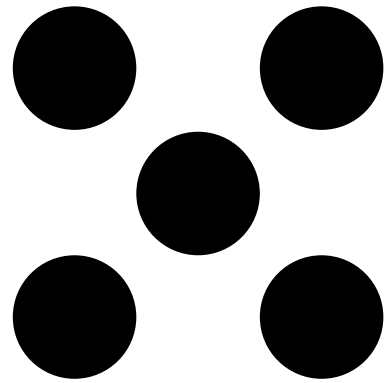
5

five



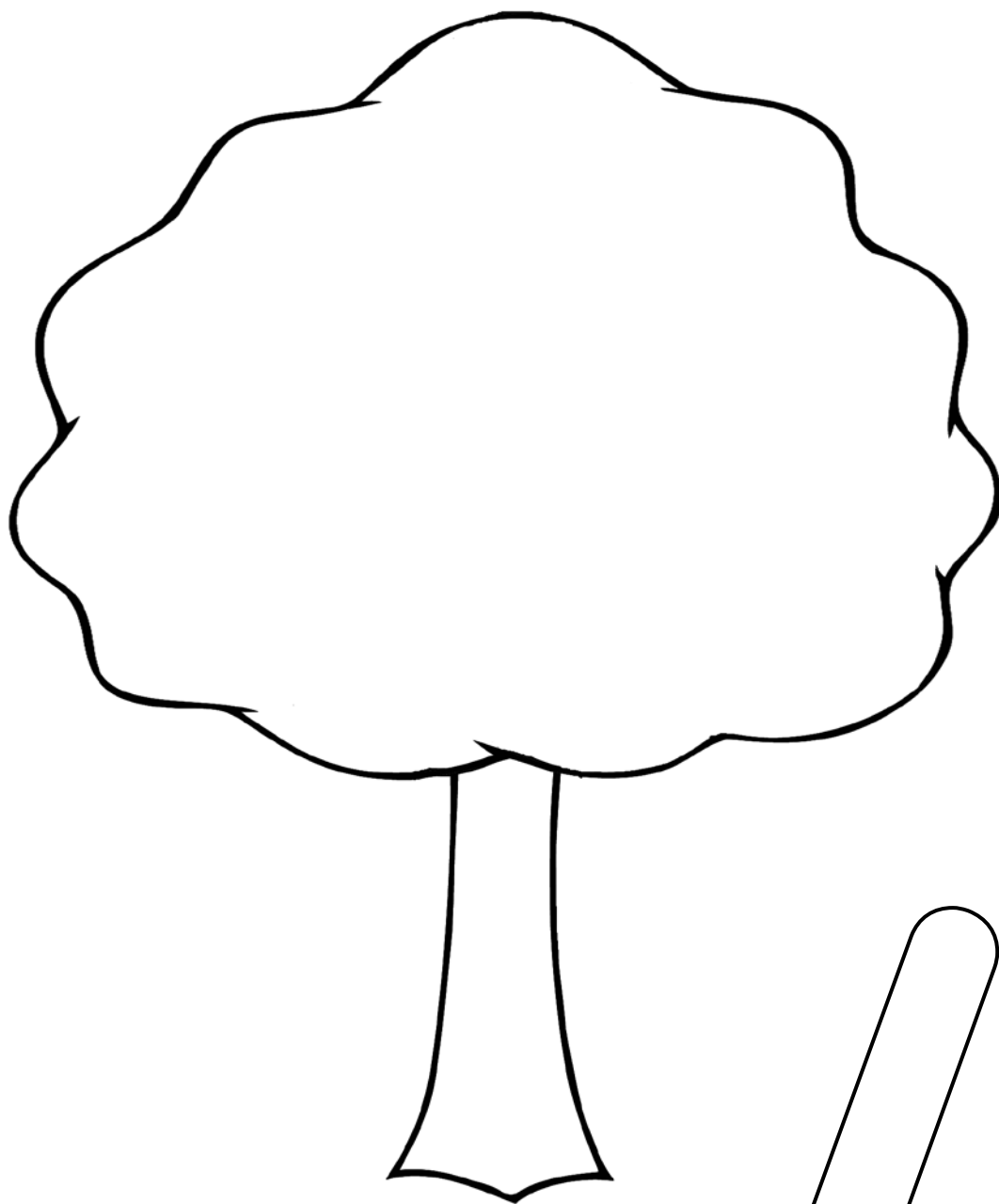


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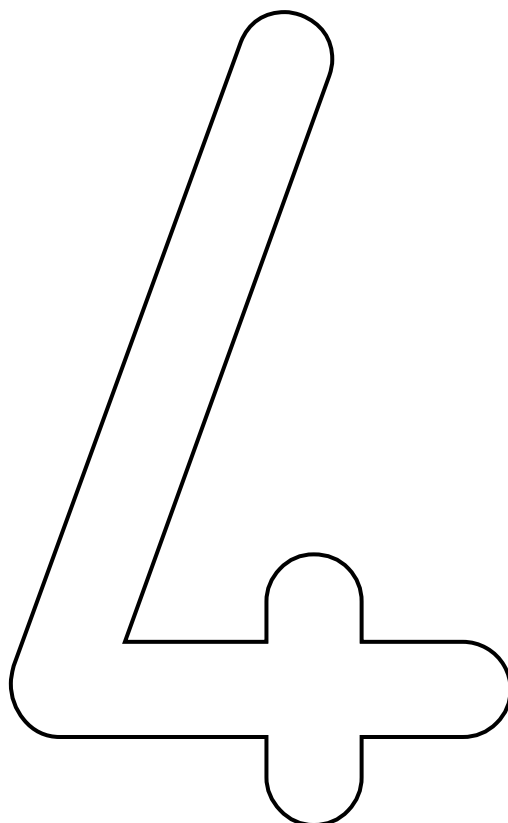
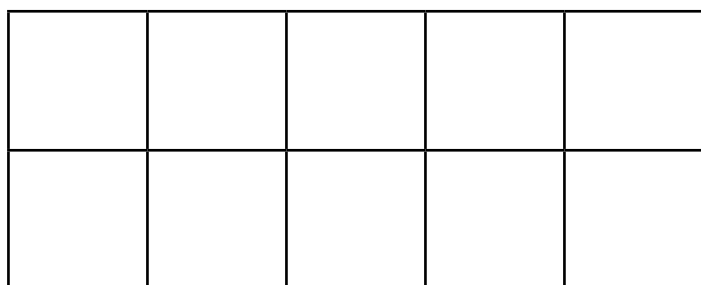


kuhlanu

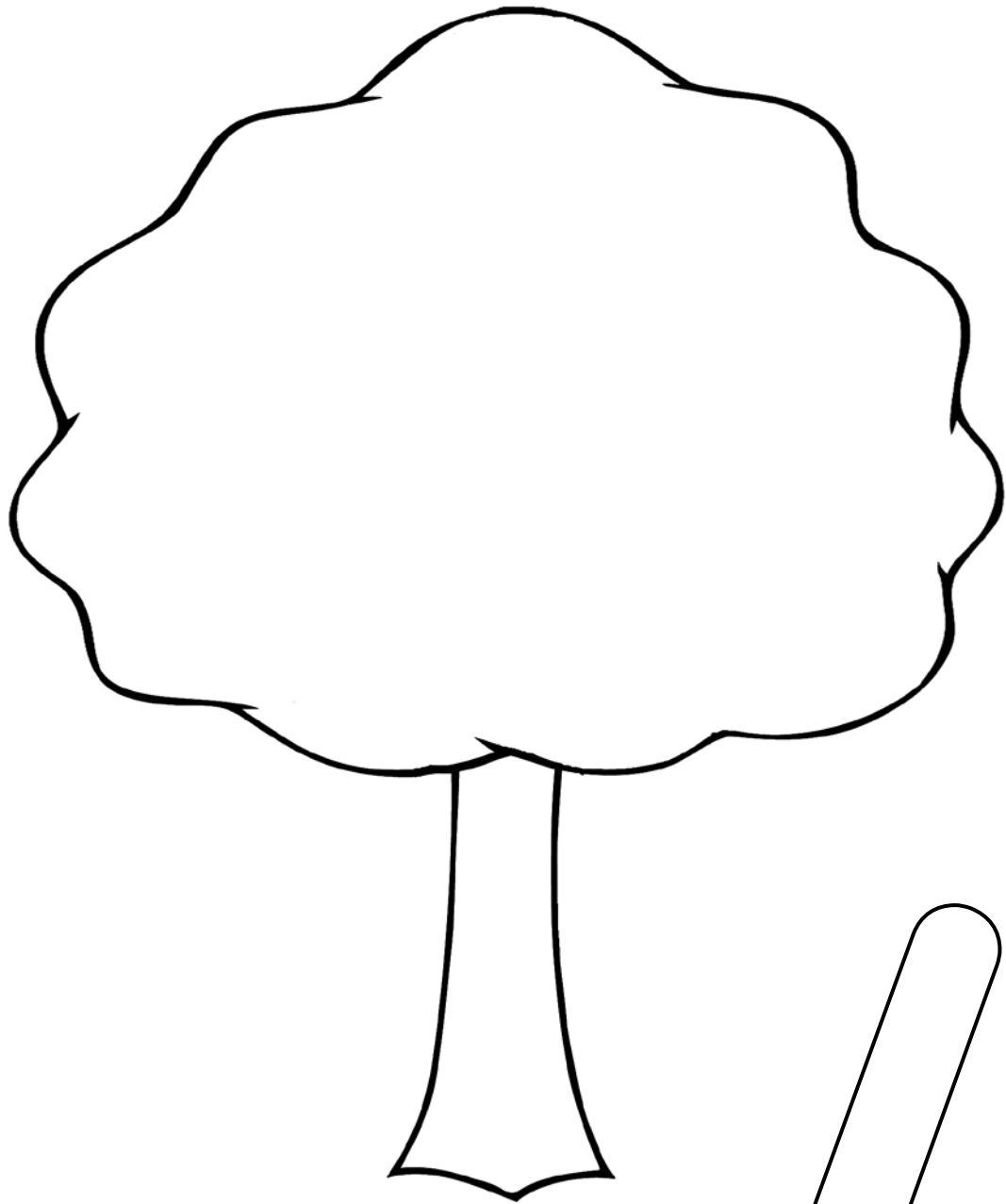
Playdough template: Number 4



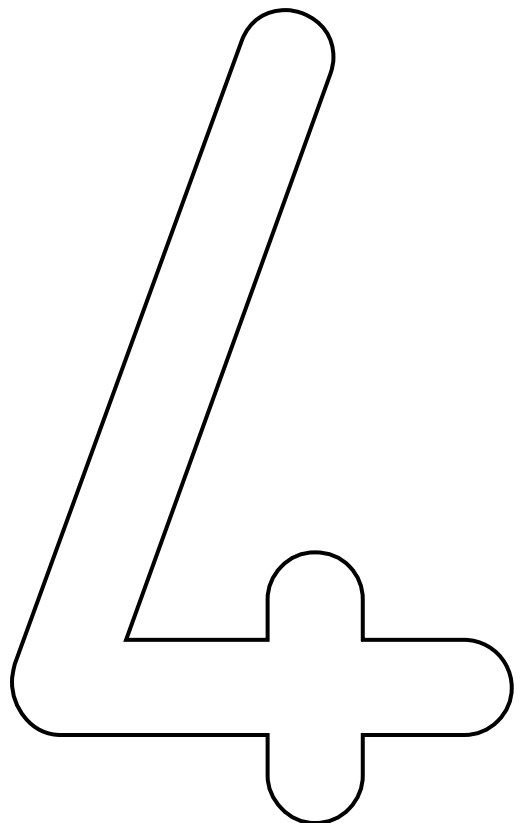
four



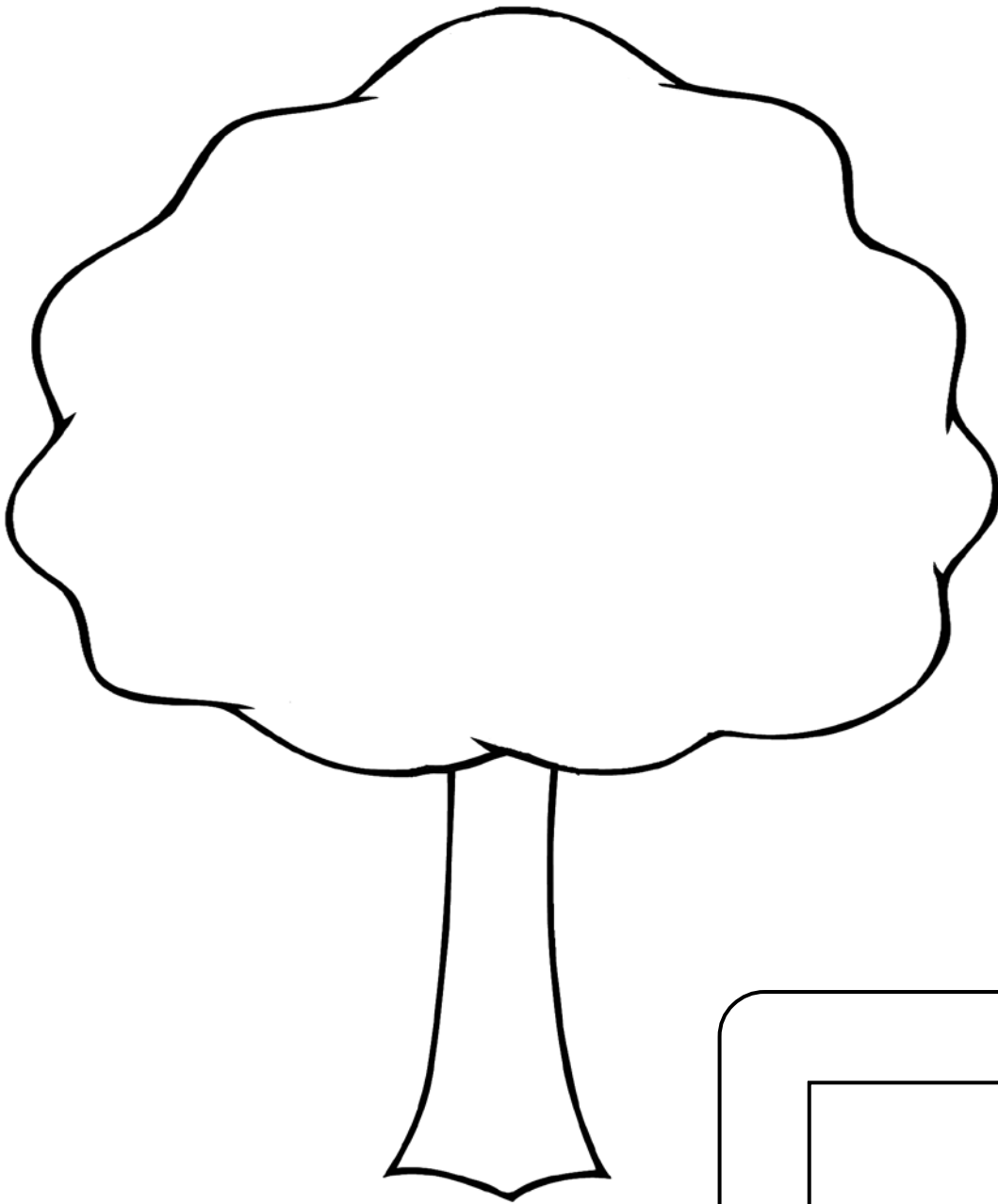
Ithempulethi yenhlama yokudlala: Inombolo 4



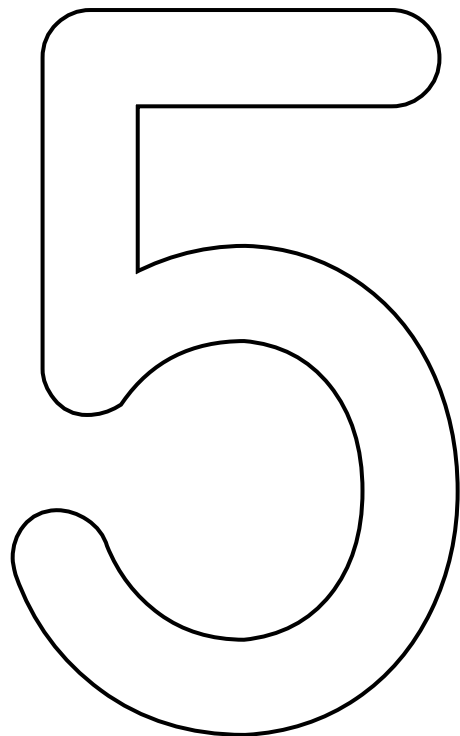
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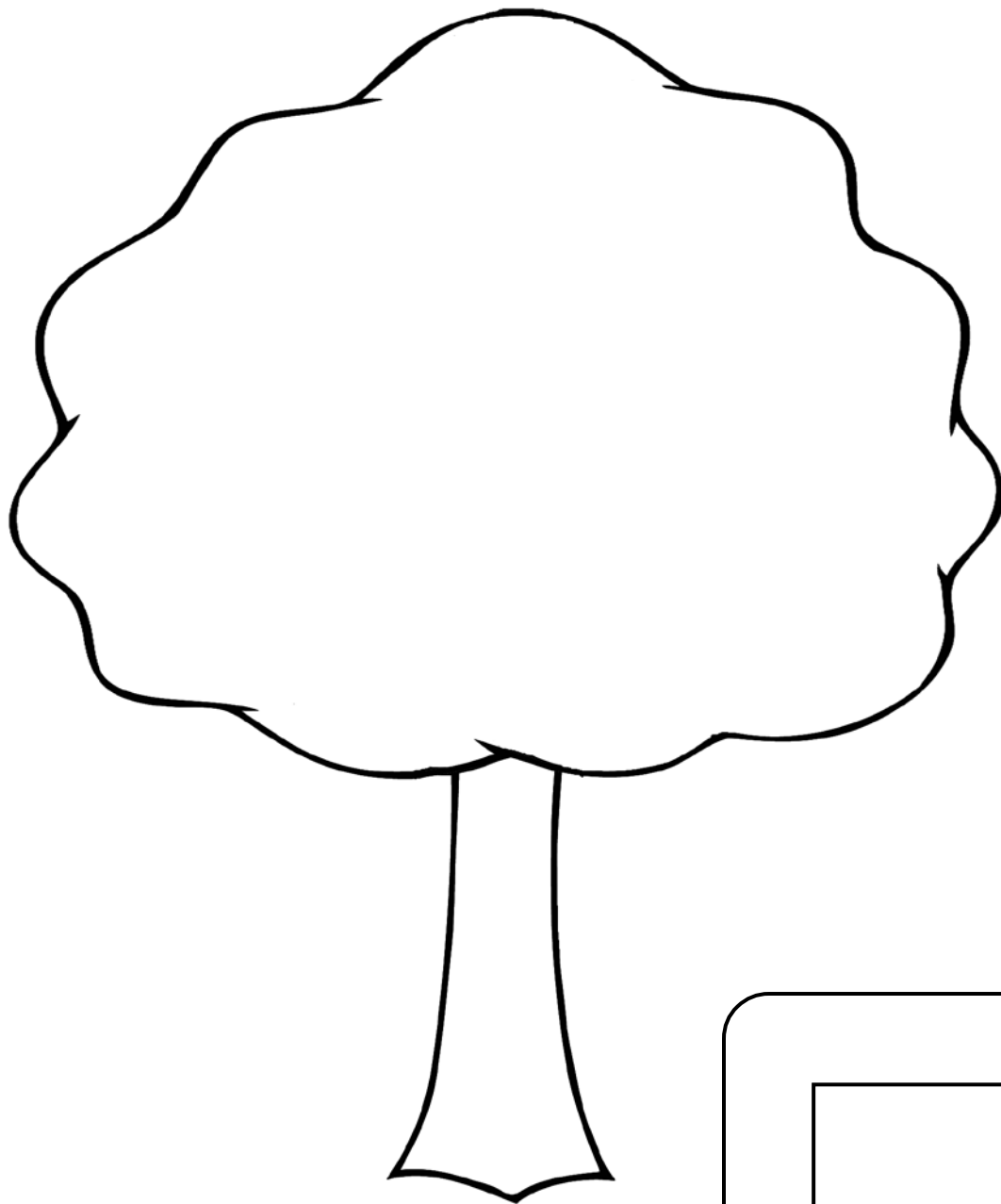
Playdough template: Number 5



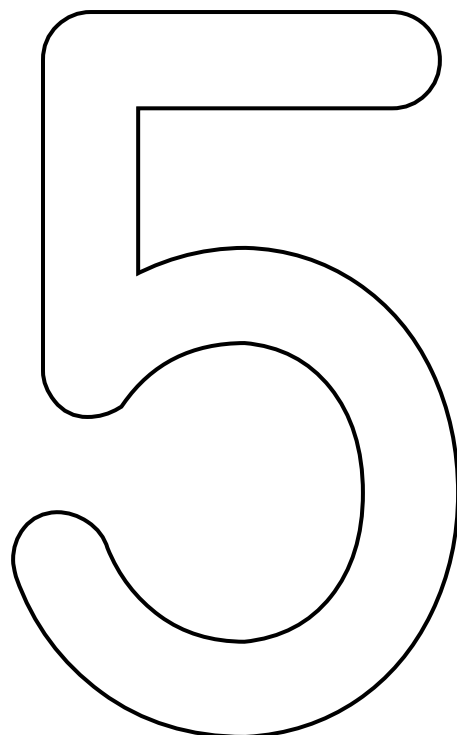
five



Ithempulethi yenhlama yokudlala: Inombolo 5



kuhlanu



Coins (Week 2) • Izinhlamvu zemali (Isonto 2)



Coins (Week 2) • Izinhlamvu zemali (Isonto 2)



Number grid (Week 2) • Igridi yezinombolo (Isonto 2)

4	
2	
1	
3	

Number puzzle (Week 5)

1

one



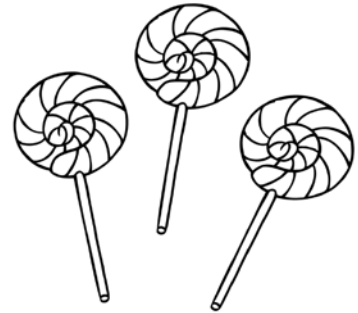
2

two



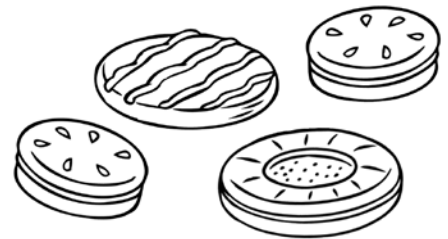
3

three



4

four



5

five



Iphazili yezinombolo (Isonto 5)

1

kunye



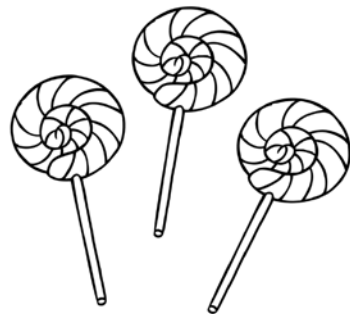
2

kubili



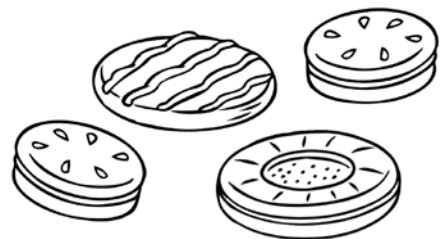
3

kuthathu



4

kune

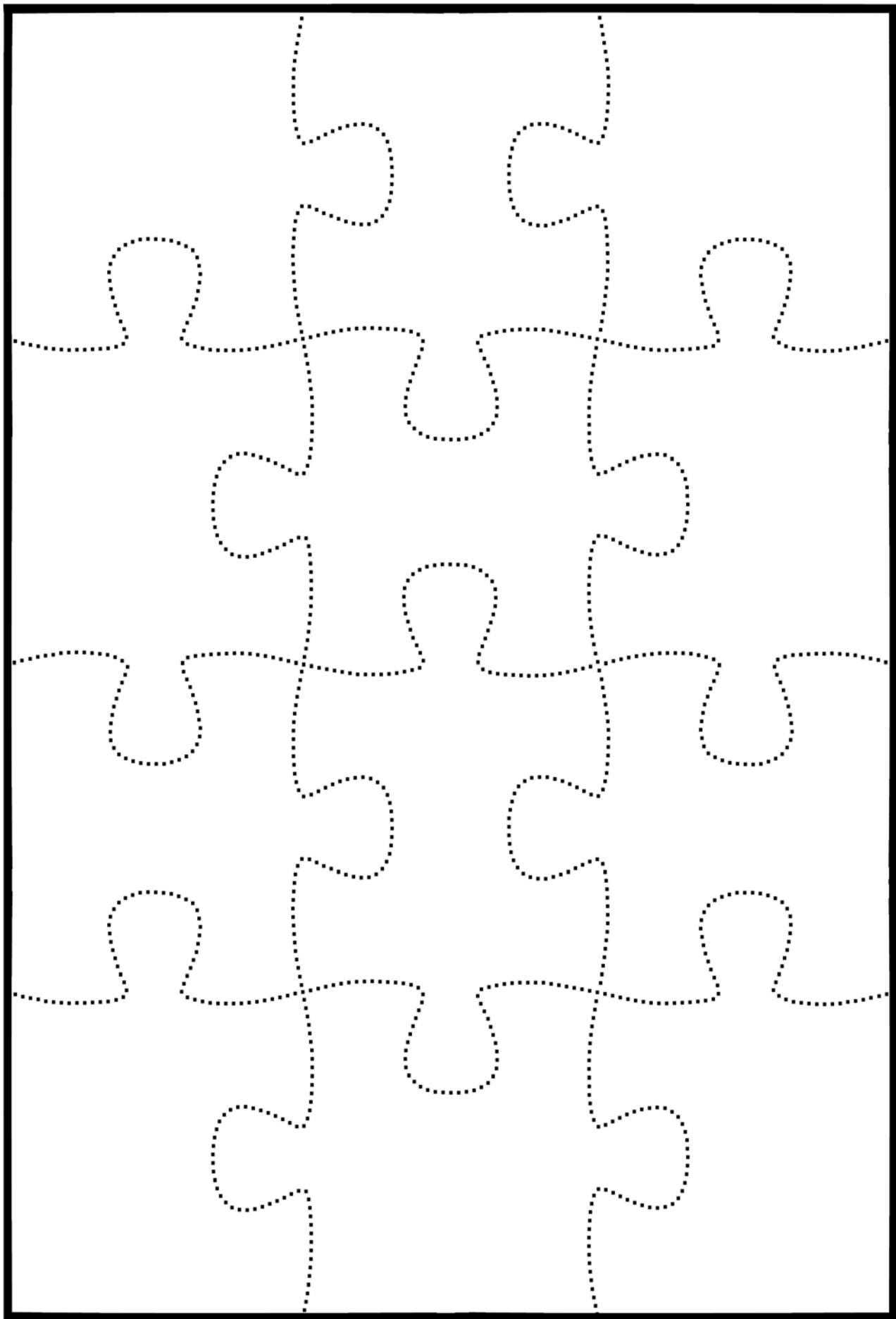


5

kuhlanu



Twelve-piece puzzle • Iphazili enezingcezu eziyishumi nambili



Notes • Amanothi

A series of horizontal dashed lines for writing notes, spanning the width of the page.

