

Mbekanyamushumo ya u Khwinifhadza  
Mbalo dza Gireidi ya T

Grade R Mathematics  
Improvement Programme

# Nyendedzi ya Nyito: Kotara ya 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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Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo ndi vhurangeli ha **Gauteng Department of Education** na vhafarakani navho vha ndeme vha, **Gauteng Education Development Trust**.

Mveledziso na vhubveledzi ha vphupfumbudzi na zwishumiswa zwa kijasirumu ya Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo zwo konadzea nga ndambedzo ya thandela u bva kha vha **United States Agency for International Development** na vha **Zenex Foundation**.

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**Schools Development Unit** (SDU) ngei **University of Cape Town** (UCT) ndi mufarakani wa thekhnikhala wa mbalo kha Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo. SDU ndi yuniti ngomu ha School of Education tsha UCT ine ya sedzesa kha mveledziso ya phurofeshinala ya vhagudisi kha Mbalo, Saints, Litheresi/Dzinyambo na Zwikili zwa Vhutshilo u bva kha Gireidi ya Ṭ u ya kha Gireidi ya 12. SDU i n̄etshedza ndalukanyo dza mugudisi na khoso pfufhi dzo themendelwaho dza UCT, mushumo wo d̄isendekaho nga tshikolo, mveledziso ya matheriala na t̄hod̄isiso zwa u tikedza u gudisa na u guda nga nyambo dzothe dza Afrika Tshipembe.

Nzudzanyo iyi ya matheriala a mbalo yo vhuvelwa nga ndangano ya vhuḍifhinduleli ya vhashumisani vha Wordworks nahone yo khwinifhadzwa nga mulivhanyo wavho na matheriala a Mbekanyamushumo ya u Khwinifhadza Dzinyambo. Yo pfumiswa nga mushumo wa vhaofisiri vha Gauteng Department of Education wa Mveledziso ya Vhana Vhaṭuku na Khethekanyo T̄hukhu ya Kharikhulamu ya Liga la Mutheo kha maimo a Dzingu na Vundu vhe vha shela mulenzhe zwiwulu kha magudiswa a matheriala na ndangano i fhaṭaho u itela u livhanya na mbekanyamaitele dza mavundu, n̄dowelo na mikhwa.

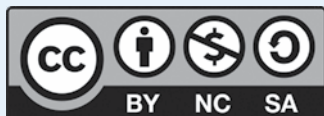
## NDIVHUHO

Ndivhuho dzo khetheaho kha:

- ★ Vhaofisiri vha Khethekanyo ya Kharikhulamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
- ★ Vhashumisani u bva kha Wordworks, vhafarakani vha thekhnikhala vha luambo kha Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo, kha u shumisana kha mveledziso ya matheriala.
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Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya Ṭ yo shandulelwa u bva kha *R-Maths*, yo anḡadzwa lwa u thoma nga 2017 nga vha Schools Development Unit, University of Cape Town. Nzivhanyedziso ya *R-Maths* yo farwa nga vha University of Cape Town.

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# Introduction

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

The Grade R Maths *Activity Guide: Term 2* offers a structure for teaching maths in the second term of Grade R by:

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

## Features of Activity Guide: Term 2

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

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

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

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

## Grade R Maths in the daily programme

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

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

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

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

# Marangaphanda

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya  $\bar{T}$  (*Grade R Maths*) yo dīsendeka kha nḡivho ya mbalo yavhuḡi, u p̄sesa mvelaphanda kha kharikhuḡamu ya Gireidi ya  $\bar{T}$ , na u kona u limuwa uri maḡwe maele a u funza o tea kha u ḡuḡuwedza u guda tiwa na mvelelo.

*Grade R Maths Nyendedzi ya Nyito: Kotara ya 2* i ḡetshedza mbumbo ya mafunzele a mbalo kha kotara ya vuvhili ya Gireidi ya  $\bar{T}$  nga u:

- tevhékanya magudiswa a Sia ḡa Magudiswa ḡa Mbalo kha vhege dzoḡhe dza fumi
- ḡetshedza mvelaphanda na kutshimbidzele fhasi ha Masia a Magudiswa maḡanu
- sedzesa kha Sia ḡa Magudiswa ḡihulwane ḡithihi nga vhege (Fhedzi, thero u bva kha maḡwe Masia a Magudiswa dzi nga ḡivhadzwa na u itwa kha vhege yeneyo. U guda na u funzwa hu re na vhushaka na nomboro hu itea ḡuvha ḡiḡwe na ḡiḡwe nahone ho dzheniswa ngomu ha Masia a Magudiswa oḡhe.)
- dzinginya nyito dza kḡlasi yoḡhe, dzo rangwaho phanda nga mugudisi na dza mishumo ya tshigwada yo ḡiimisaho nga yoḡhe.

## Mbonalo ya Nyendedzi ya Nyito: Kotara ya 2

Mbonalo dzi tevhelaho dzi vumba tshipiḡa tsha *Nyendedzi ya Nyito: Kotara ya 2*:

- Manweledzo a magudiswa a sumbedza nḡivho ntswa na nḡowedzo yo sedzwaho kha vhege.
- Kotara, vhege na Sia ḡa Magudiswa ḡo Sedzwaho zwo ḡalutshedzwa zwavhuḡi mathomoni a vhege iḡwe na iḡwe.
- Thero, Nḡivho ntswa na mabogisi a Nḡowedzo zwi sumbedza zwine zwa ḡo katelwa vhegeni.
- ḡivhaipfi ntswa ya mbalo ine ya ḡo funzwa kha vhege yo ḡewa.
- Mutevhe wa zwine vha tea u dzudzanya kha vhege iḡwe na iḡwe wo ḡewa.
- Mabogisi a ngeletshedzo a ḡea mihumbulo na zwiḡumbudzi.
- Mabogisi a ḡhanganyo a dzinyinya uri mbalo dzi nga khwaḡhisedzwa hani kha dziḡwe thero na kha nyito dza ḡuvha ḡiḡwe na ḡiḡwe nga tshifhinga tsha mbekanyamushumo ya ḡuvha ḡiḡwe na ḡiḡwe ya Gireidi ya  $\bar{T}$ .
- 'Kha vha ḡole uri vhagudi vha a kona u' vhona mabogisi a ngeletshedzo na u linga hu yaho phanda.
- Siaḡari ḡa u linga hu yaho phanda ḡo dīsendeka kha nyito dza kotara.
- Zwishumiswa na themphuḡeithi zwo katelwa nga ngei murahu ha nyendedzi.

Thero	Nḡivho ntswa	Nḡowedzo
<ul style="list-style-type: none"><li>• U ḡivha na u topola zwiga zwa nomboro na ipfinomboro</li><li>• U ḡalusa, u vhambedza na u tevhékanya nomboro</li></ul>	<ul style="list-style-type: none"><li>• Zwizhi kha, zwi si gathi kha, u eḡana na</li><li>• Nomboro 4</li></ul>	<ul style="list-style-type: none"><li>• U vhaḡela ha mutevhetsindo 1–10 na 5–1</li><li>• U vhaḡela zwithu 1–5</li><li>• U tevhékanya nomboro 1–3</li><li>• ḡivhaipfi ya nomboro 1–3</li></ul>
<b>ḡivhaipfi ntswa ya mbalo</b>		
zwinzhi kha	zwi si gathi kha	u eḡana na

## Grade R Maths kha mbekanyamushumo ya ḡuvha ḡiḡwe na ḡiḡwe

Nḡowelo ndi ya ndeme nahone vhagudi vha ḡiphiḡa nga ndovhololo na u pfa vho tsireledzea musi vha tshi ḡivha zwine vha fanela u ita na zwine zwa khou lavhelelwa khavho.

U pulana ndi ha ndeme u itela uri nḡowelo dzi tshimbile zwavhuḡi. Kha vha vhaḡe magudiswa a vhege vha lugisele matheriala oḡhe ane vha ḡo a ḡoḡa ḡuvha ḡiḡwe na ḡiḡwe hu tshi kha ḡi vha na tshifhinga. Kha vha dzudzanye matheriala a ḡuvha hu tshe na tshifhinga u itela uri zwithu zwoḡhe zwi vhe zwo luga nga matsheloni.

*Grade R Maths* dzi dzinginya thevhékano ya nyito dzine dza dovhololwa ḡuvha ḡiḡwe na ḡiḡwe kha tshifhinga tsha maḡuvha maḡanu a vhege. Nzudzanyo ya kḡlasini na nyito dzine dzi nga shumiswa u funza na u khwaḡhisedza ḡivhaipfi ya mbalo dzi a dzinginywa nga vhege. Idzi dzi katela:



## 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

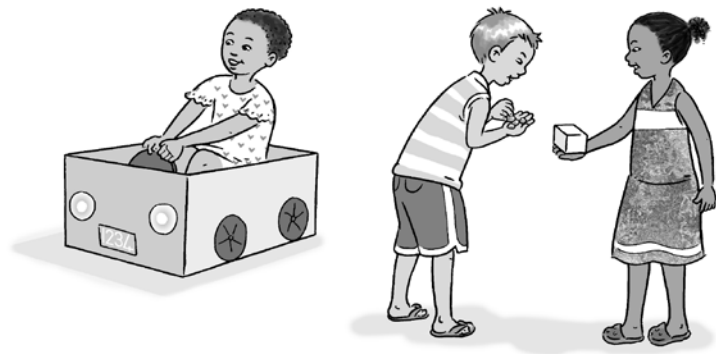
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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





## Mushumo wa kilasi yothe wa divha

- Zwidade kana nyimbo
- U vhala ha mutevhetsindo
- U vhalela zwithu zwi fareaho
- Nyito na mbudziso dzo tumanywaho na thero dza Sia la Magudiswa

Mafheloni a mushumo wa kilasi yothe vha sumbedze vhagudi zwine vha do lavhelelwa u ita zwiitshini zwa u shumela. Matheriala othe ane vha a toda a fanela u dzudzanywa u itela uri vha kone u thoma u shuma nyito.



## Miratho: u ratha vhukati ha nyito

U ratha vhukati ha methe na zwiitshini zwa u shumela ndi zwa mathakheni kha u ita ndowendowe ya u vhala ha mutevhetsindo na u dimvumvusa, ndila dza vhusiki dza u ratha, sa tsumbo, nga u ongolowa u fana na zwibode, u thamuwa u fana na mivhuda, u fhumula u fana na mbevha, nga muthihi nga muthihi na magariya a tshiga tsha dzina/tshifanyiso.

## Nyito dza tshigwada tshiuku

- Hu na nyito yo rangwaho phanda nga mugudisi nthihi nga divha.
- Hu na nyito dza tshigwada tshiuku nga nga divha. Idzi nyito nga dzo diimisaho nga dzothe (kana nyito dza u tikedza) dzi fanela u dzudzanywa **zwiitshini zwa u shumela** zwiya u mona na kilasi – hu nga vha kha mathafula hune vhagudi vha vha vho dzula kana vho ima, kana kha methe, kana nda. Zwigwada zwi a sielisana u ya **tshiitshini tsha u shumela** tshiwe na tshiwe vhegeni yeneyo, zwi tshi ya ngauri mugudisi o pulanisa hani nyito. Kha vha humbudze vhagudi u sielisana, u kovhana matheriala na u thusana musi vha tshi khou shuma.

## Tshifhinga tsha u kunakisa

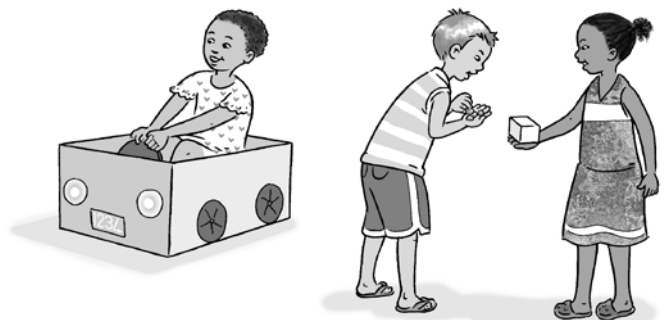
Vhagudi vha fanela u divha uri matheriala a dzula fhi. Khabodo kana tafula yo itelwaho zwishumiswa zwa mbalo i do thusa vhagudi uri vha dzudzanyee. Kha vha tuwudze vhagudi uri vha thusane nga tshifhinga tsha u kunakisa. Mathomoni vhagudi vha do toda thuso nahone vhone vha do fanela u vha humbudza uri zwithu zwi vhewa fhi, fhedzi hu si kale vha do dowela u vhea zwithu hune zwa dzula hone.

Kha vha nange vharangaphanda vha zwigwada na vhathusa u kunakisa vhege inwe na inwe. Kha vha vha nee mishumo tiwa na zwine vha fanela u ita.

## Nyito dza u dinangela

Kha vha dzudzanye nyito dzi re na vhusiki, dzi takadzaho dzine vhagudi vha nga nanga khadzo musi vho fhedza nyito yavho ya tshiitshini tsha u shumela. Idzi dzi nga katela:

- zwiwuloko kana zwiwe zwiambiswa zwa u fhaa
- dziphazili
- suko la u tambisa
- bugu dzi re khudani ya u vhala
- mitambo khumbulelwa, sa tsumbo, u renga
- bugu ya u shumela kana masiatari a u shumela.



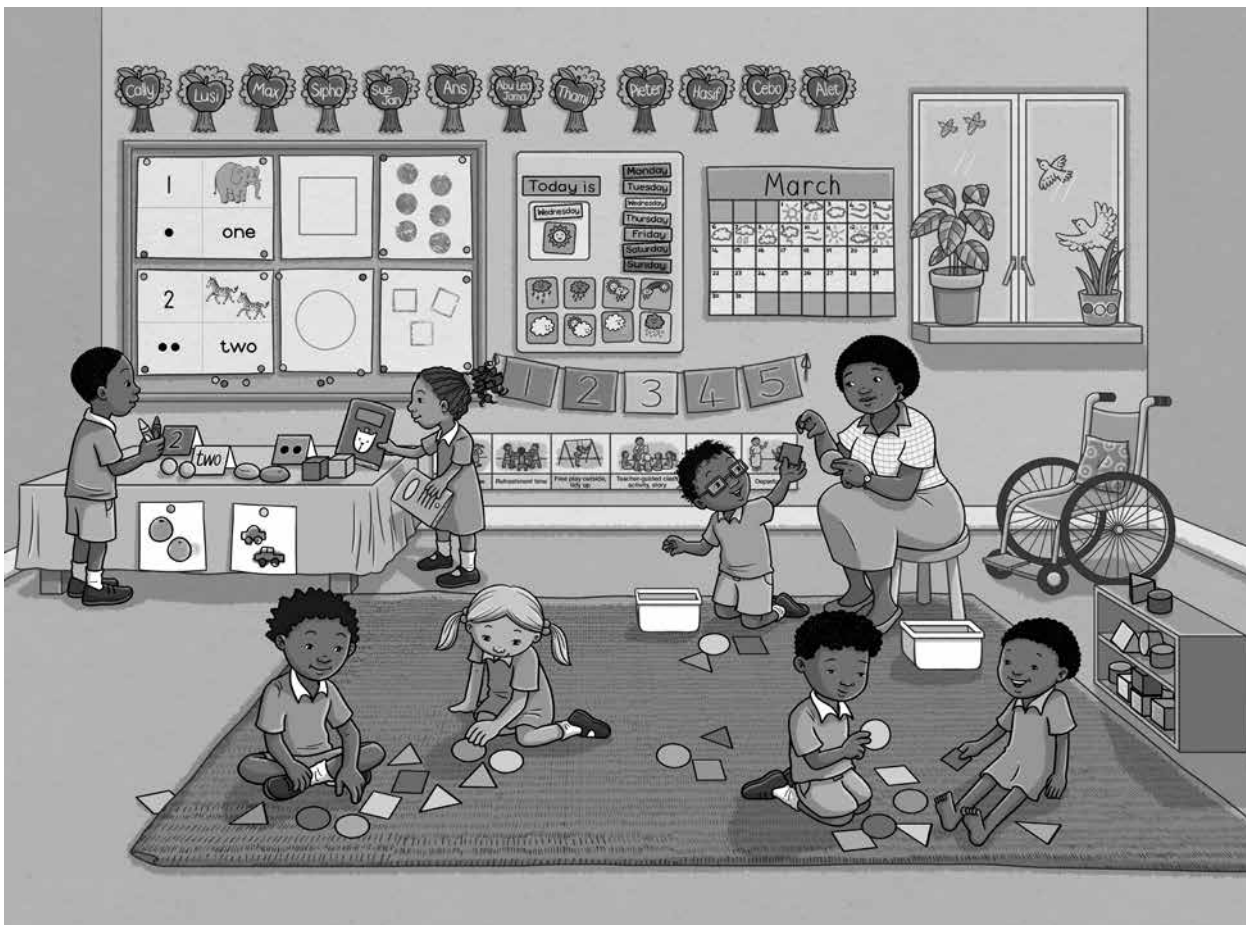
## Assessment

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.



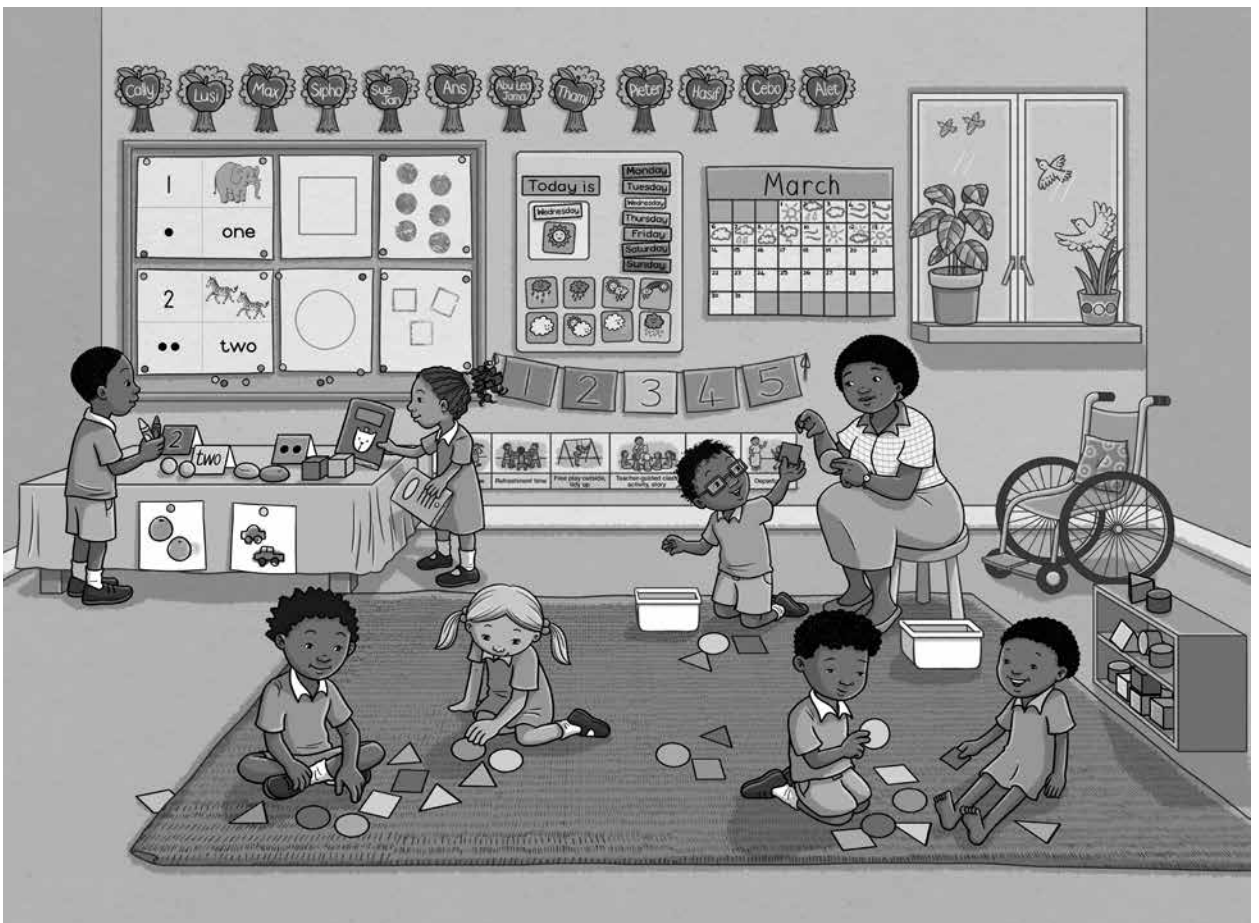
## U linga

U lavhelesa na u linga hu yaho phanda nga tshifhinga tsha nyito yo rangwaho phanda nga mugudisi na nyito dza kilasi yothe zwi nea zwickhala zwa u pfesesa ho goḏombelaho na manweledzo avhuḏi nga ha mvelaphanda ya mugudi muḽwe na muḽwe. Mafhungo aya ndi a ndeme kha u endedza u funza u tshi ya phanda na u phalala vhagudi nga muthihimuthihi. Mutevhe wa u ḽola u linga hu yaho phanda u re kha masiatari a 191 na 193 a nyendedzi iyi wo ḽisendeka nga magudiswa e a funzwa kha Kotara ya 2. Themphuḽeithi iyi i nga shumiswa u rekhoda mvelaphanda ya mugudi muḽwe na muḽwe nga tshifhinga tsha kotara.

## Grade R Maths ngomu kilasini

Kha vha dzudzanye fhethu ngomu kilasini hune ho itelwa mbalo nahone hu tsini na methu. Itshi ndi tshikhala tshi shumiswaho nga nnyi na nnyi hune vhagudi vha nga shela mulenzhe kha na u shuma na thero ine vha khou guda nga hayo. Fhethu ha mbalo ho teaho hu ḽo katela:

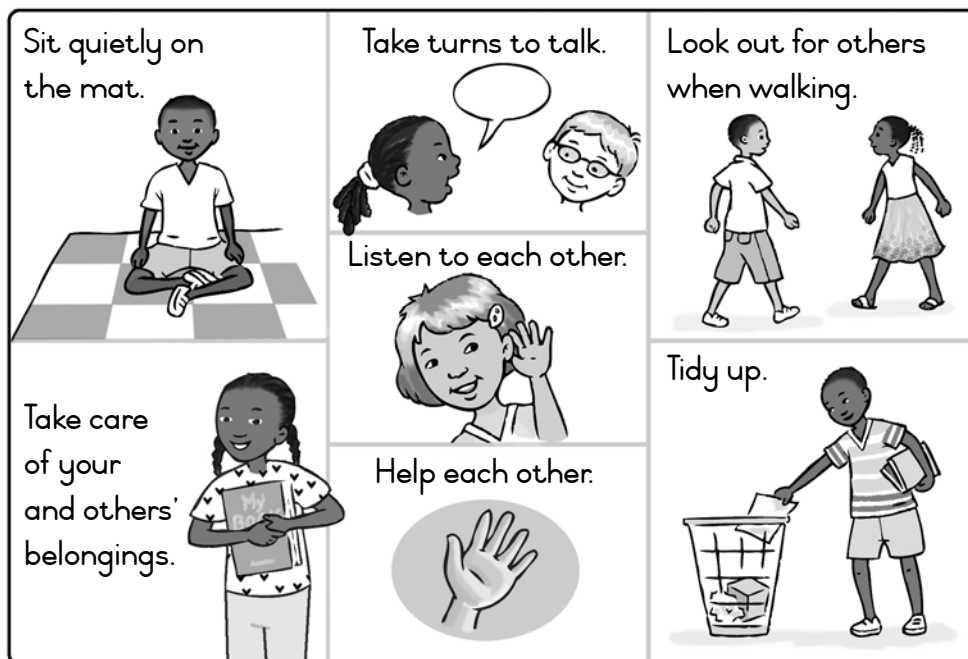
- ḽafula ḽhukhu tsini na luvhondo
- mutalombalo wo itwaho nga muḽali na dzipekhisu
- tshati ya mutsho ya ḽuvha ḽiḽwe na ḽiḽwe
- khaḽenda ya ḽwedzi muḽwe na muḽwe na zwiḽuloko zwa ḽuvha ḽiḽwe na ḽiḽwe
- tshati i re na madzina a maḽuvha a vhege
- mbekanyamushumo ya ḽuvha ḽiḽwe na ḽiḽwe i re na zwifanyiso zwa nyito dzo fhambanaho
- magaraḽa a madzina a vhagudi na zwiga zwo dzudzanywa u ya nga madzina a zwigwada zwavho
- zwiga zwa vhathusi zwa u ratha vhukati ha madzina a vhagudi u ya nga ḽuvha ḽiḽwe na ḽiḽwe ḽa vhege
- tshati ya vhathusi.





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

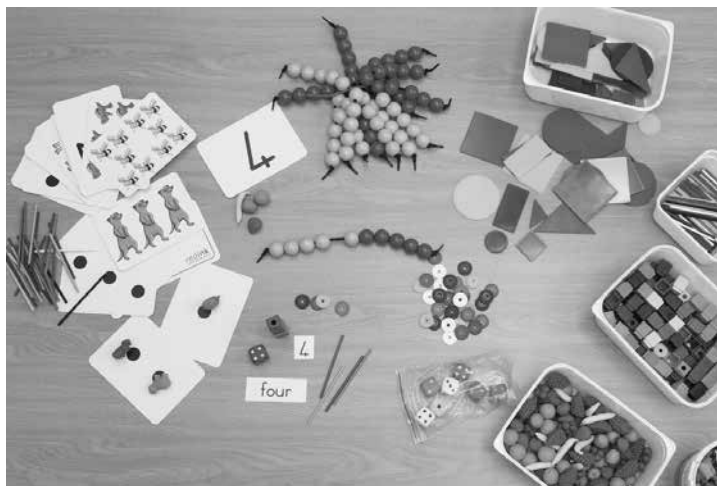


## Resources for Grade R Maths

### 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:

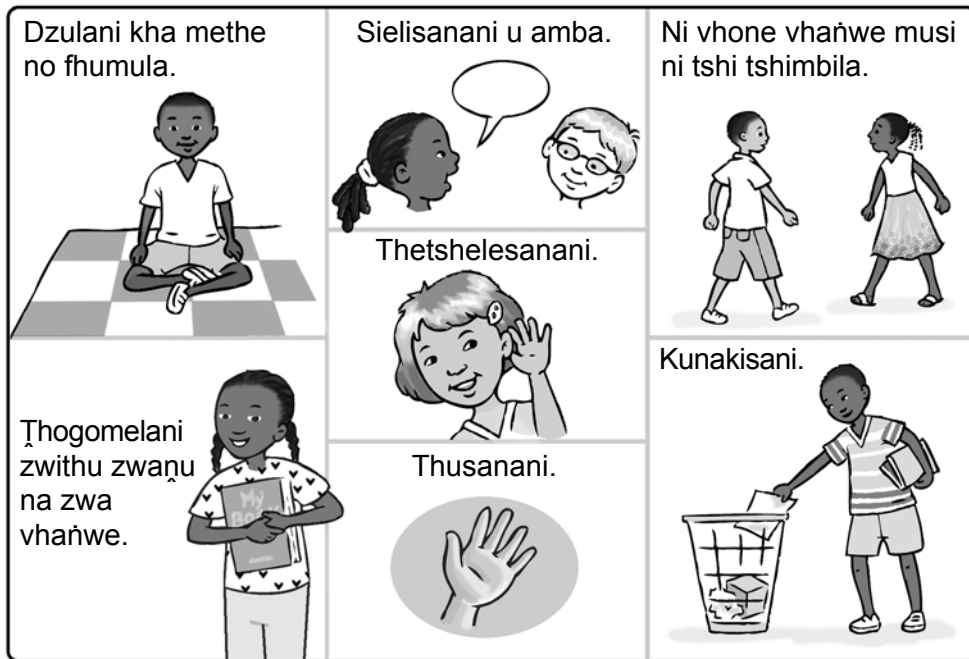
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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.

Kha vha ite phositara ya 'milayo ya kilasi' na vhagudi. Kha vha i vhee hune vha do kona u i vhona hu si na vhuleme. A ho ngo fanela u vha na milayo i fhiraho rathi kana sumbe.

## Milayo ya kilasi yashu

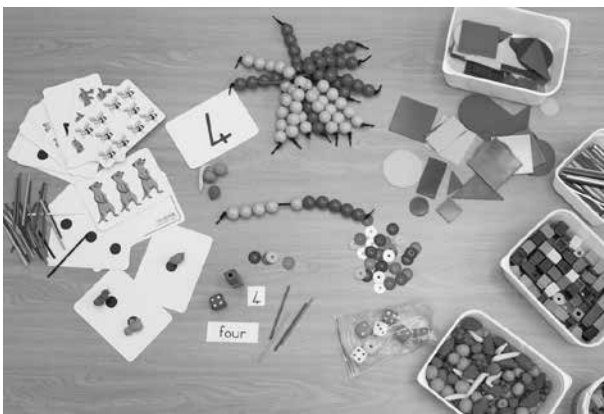


## Zwishumiswa zwa *Grade R Maths*

### **Grade R Maths Khithi ya Zwishumiswa**

*Grade R Maths* i ñea khithi ya u guda na u funza mbalo ine ya ñetshedza zwishumiswa zwa u shumisa zwa tshigwada tshituku tsha vhagudi vha rathi u ya kha vha malo. Khithi i katela zwithu zwi tevhelaho:

- matheriala a u vhalela, sa tsumbo, disiki dza mivhala na zwitanda, mitshelo na phukha zwa u vhalela, zwibułoko zwa yunifikisi
- daisi lihulwane
- miđali ya vhulungu ha zwivhumbeo zwa fumi
- magaraŕa a zwithoma
- magaraŕa a nomboro: zwi ga zwa nomboro (0–10) na ipfinomboro (pumu–fumi)
- zwibułoko zwi re na zwidodombedzwa.



Izwi a si zwishumiswa zwi zwoŕhe fhedzi zwine vhagudisi na vhagudi vha shumisa nga tshifhinga tsha nyito dza mbalo. Zwithu zwa ðuvha liñwe na liñwe zwine zwa bva hayani na zwone zwo tea kha u vhekanya, u vhalela na u tandula zwivhumbeo.

## 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



## Matheriala o bikululwaho

Kha vha vhlunge matheriala o bikululwaho kha zwifaredzi zwo nwalwaho madzina zwi re na mitibo (u fana na: zwiputelo zwa mitshelo na miroho, zwifaredzi zwa aisikhirimu zwa lītha 2 na khaphu dza tshizi ya fetha dza 500-ml). Kha vha vhee zwifaredzi kha raka kana huñwe hune vhagudi vha ḡo kona u swikela. Kha vha ṡuṡuwedze vhagudi u vhea zwithu kule nga tshifhinga tsha u kunakisa arali vho zwi shumisa zwiṡitshini zwa u shumela zwavho kana nga tshifhinga tsha nyito dza u ḡinangela. Miñwe mihumbulo asiya ya zwishumiswa zwa mbalo:

- mitibo ya maboḡelo na zwivalo (zwivhumbeo, saizi na mivhala zwo fhambanaho)
- mabogisi a saizi dzo fhambanaho (ḡa tshisibe tsha u ṡamba mano, ḡa metshisi, ḡa sirili, ḡa mishonga, ḡa u putela)
- zwifaredzi zwa puḡasiṡiki (maboḡelo a 500-ml na a lītha 1, khaphu dza madzharini, khaphu dza 250-ml na 500-ml dza yogathi, zwifaredzi zwa aisikhirimu, zwiputelo zwa miroho)
- matshupu na dzisiḡindere (khadibogisi ḡa ngomu ha bammbiri ḡa bungani, ngomu ha thavhula ya bammbiri, ngomu ha foḡi, zwikoṡikoṡi)
- mabogisi a makumba
- dzigunubu, khii dza kale, lebula dza puḡasiṡiki, zwitanda zwa aisikhirimu, lupuḡasiṡiki lwa u vala bammbiri ḡa vhurotho
- bola dzo fhambanaho, zwisiameo, dzihuḡa hupu.



## Zwiñwe zwishumiswa

Zwiñwe zwishumiswa zwa kiḡasini zwi thusaho zwa u funza *Grade R Maths* zwi katela:

- dzikhirayoni, pennde, guḡuu, zwigero
- suko ḡa u tambisa kana vumba ḡa u vhumba
- bugu dzine dzi nga shumiselwa u ita therisano dza mbalo
- zwiḡoḡo zwa u fhaṡa na zwitambiswa zwa u fhaṡa (kha vha kuvhanganye zwipiḡa zwa mabulanḡa arali zwi tshi konadzea)
- phazili dzo fhambanaho dza dzhigisowu na mitambo, sa tsumbo, dominosi, ḡowa na ḡeri, *Ludo*, *Lotto*

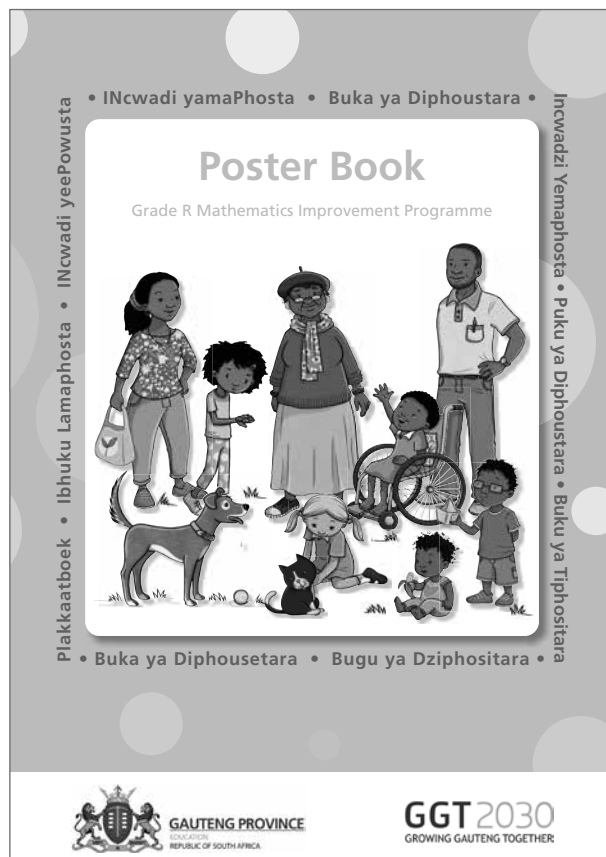
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## 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?



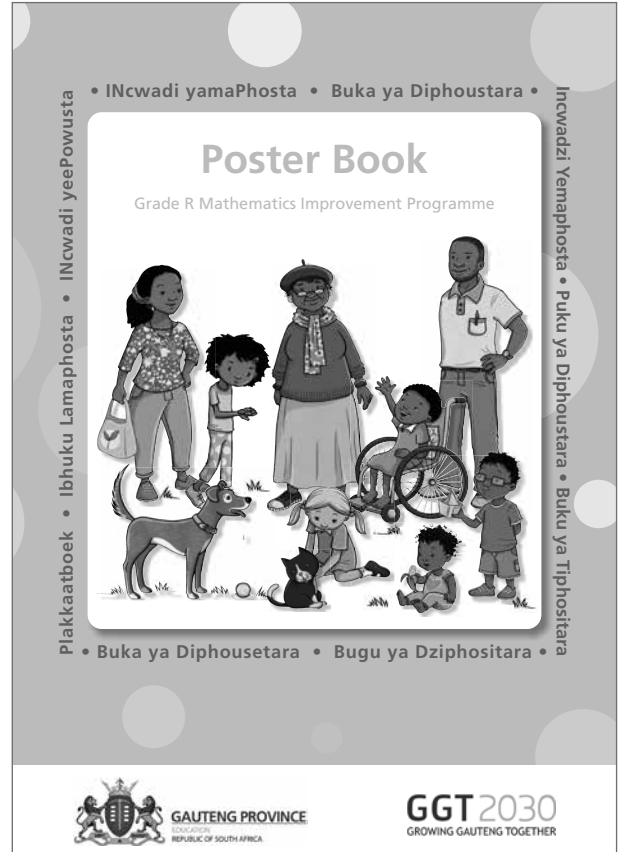
- tshati ya vhulapfu
- magaraṭa a u tamba mahulwane
- tshelede ya u tambisa: mangwende na maṭari (u shumisa vhengeleni ḷa u tamba)
- watshi ya luvhondoni ya zwitanda
- tshikalo tsha ndinganyo
- vhulungu ha u vhekanya, u lunzhedza na u ita phetheni
- zwishumiswa zwa u tamba muṭavhani na maḍini
- zwishumiswa zwa u namela, u linganya, u dembelela na u pfuka.

## Bugu ya Dziphositara ya Grade R Maths

Hu na dziphositara dza fumithihi kha *Bugu ya Dziphositara ya Grade R Maths*. Dziphositara dzi ṅea nyimele dzo ḍoweleaho dzine vhagudi vha dzi ḍivha dzine dza sumba zwiṅwe zwiḍiḍa zwa mbalo, sa tsumbo, ngomu kiḷasini, mudavhini, na khishini. Dziphositara dzo itelwa u tuṭula dzangalelo na therisano nga ha thero dza mbalo, hu tshi katelwa: nomboro, phetheni, tshikhala na tshivhumbeo, thevhekanyo ya tshifhinga na muelo. Dziphositara dzi nga shumiswa kha u shela mulenzhe ha vhagudi kha u humbula ha tsatsaladzo na u ṅea muhumbulo. Dzo lugela u bvedza zwikili zwa u tandulula thaidzo na tsenguluso dza mbalo.

Vhagudisi vha nga tuṭuwedza vhagudi u rera nga ha dziphositara na u kovhana mihumbulo yavho nga u vhudzisa mbudziro u vha endedza kha u sedzesa kha tshipiḍa tiwa tsha phositara, sa tsumbo:

- Ni khou vhona mini tshifanyisoni?
- Ni humbula uri vhana/vhathu vha ngafhi?
- Hu khou itea mini tshifanyisoni?
- Ni nga amba tshiṭori nga ha tshifanyiso?
- Ndi zwingana ... zwine na khou vhona? Arali ho vha hu na tshithihi zwinzhi/zwi si gathi ...?
- ... i ngafhi?
- Hu nga itea mini arali ...?
- Ni humbula uri hu ḍo itea mini zwi tevhelaho?
- Ni humbula uri ... vha nga kona u vhona vha he vha ima hone?
- Ni khou vhona phetheni ifhio? Ṭalusani phetheni.
- Ni khou vhona zwi vhumbeo zwifhio?
- Ndi tshifhio ... tshi lapfusa/pfufhisa?
- Ni nga shumisa maipfi maṅwe na maṅwe a mbalo u ṭalusa zwiṅwe zwithu tshifanyisoni?



# Content overview: Term 2

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

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

# Manweledzo a Magudiswa:

## Kotara ya 2

DZHIELANI NZHELE: [Sia la Magudiswa lo Sedzwaho na Nqivho ntswa zwi nga muvhala mutswuku.](#)  
Mañwe magudiswa o kwamiwaho vhegeni a nga muvhala museṭha.

Sia la Magudiswa lo Sedzwaho	Vhege ya 1	Vhege ya 2	Vhege ya 3	Vhege ya 4	Vhege ya 5
1. Nomboro, Tswayo na Vhushaka	Zwizhi kha, zwi si gathi kha, u eḁana na Nomboro 4 U vhalela ha mutevhetsindo 1–10 na 5–1 U vhalela zwithu 1–5 U tevhekanya nomboro 1–3 Divhaipfi ya nomboro 1–3	Mangwende a Afrika Tshipembe Nomboro thevhekano ya u thoma u swika kha ya vhuṅa U ita uri zwigwada zwi fane na 4 U vhalela zwithu 1–6 U vhalela ha mutevhetsindo 1–10 na 5–1 U tevhekanya nomboro 1–4 Divhaipfi ya nomboro 1–4	U vhalela ha mutevhetsindo 1–15 U vhalela zwithu 1–7 Divhaipfi ya nomboro 1–4 U tevhekanya nomboro 1–4 U vhalela murahu 5–1	Zwizhi nga tshithihi, zwi si gathi nga tshithihi U vhalela ha mutevhetsindo 1–15 na 5–1 U vhalela zwithu 1–7 Divhaipfi ya nomboro 1–4	Nomboro 5 U vhalela ha mutevhetsindo 1–15 na 5–1 U vhalela zwithu 1–7 Divhaipfi ya nomboro 1–4 U tevhekanya nomboro 1–4 Zwizhi, zwi si gathi
2. Phetheni, Fankisheni na Aljdzhebura					
3. Tshikhala na Tshivhumbeo (Dzhomeṭiri)			Vhuimo: nga fhasi ha Vhuimo: tsini na, vhukati, phanḁa ha, murahu, nṭha ha Masia: phanḁa, murahu Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru	U vhekanya zwithu zwa mielo miraru: zwi fanaho na zwo fhambanaho Vhuimo: nṭha ha Vhuimo: fhasi ha, kha, ngomu ha, nḁa ha Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru Phazili dza zwipiḁa zwa fumi mbili	
4. Muelo		Khulwanesesa u ya kha ṭhukhusesa, ṭhukhusesa u ya kha khulwanesa			
5. U shuma na Data			U vhekanya nga tshidodombedzwa tshithihi		

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>			



Sia la Magudiswa lo Sedzwaho	Vhege ya 6	Vhege ya 7	Vhege ya 8	Vhege ya 9	Vhege ya 10
1. Nomboro, Tswayo na Vhushaka	<p>U vhalela ha mutevhetsindo 1–20</p> <p>U vhalela murahu 7–1</p> <p>U vhalela zwithu 1–7</p> <p>Divhaipfi ya nomboro 1–5</p> <p>U tevhékanya nomboro 1–5</p> <p>U ita zwigwada uri zwi fane</p>	<p>U vhalela ha mutevhetsindo 1–20 na 7–1</p> <p>U vhalela zwithu 1–7</p> <p>Divhaipfi ya nomboro 1–5</p> <p>Zwinzhi kha, zwi si gathi kha, zwi edana na</p>	<p>U vhalela ha mutevhetsindo 1–20 na 7–1</p> <p>U vhalela zwithu 1–7</p> <p>Divhaipfi ya nomboro 1–5</p>	<p>U vhalela ha mutevhetsindo 1–20 na 7–1</p> <p>U vhalela zwithu 1–7</p> <p>U anganyela 1–7</p>	<p>U kwasha na u fhaṭa nomboro</p> <p>Tekiniki dza u tandulula thaidzo</p> <p>U tanganya na u tusa vha tshi shumisa zwithu zwi fareaho</p> <p>Nomboro fhethu ho ḡoweleaho</p> <p>U vhalela ha mutevhetsindo 1–20 na 7–1</p> <p>U vhalela zwithu 1–7</p> <p>Divhaipfi ya nomboro 1–5</p> <p>U tevhékanya nomboro 1–5</p> <p>Zwinzhi kha, zwi si gathi kha</p> <p>Ndi nomboro ifhio idaho phanda ha, murahu ha?</p>
2. Phetheni, Fankisheni na Aḡdzhebura	<p>U kopa na u engedza phetheni dzi dovhololaho dzo leluwaho</p> <p>U sika na u ṭalutshedza phetheni dzavho</p>				
3. Tshikhala na Tshivhumbeo (Dzhomeḡiri)		<p>Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru</p>	<p>U tevhela ndaela</p> <p>U pfuka mutalo wa vhukati</p> <p>Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru</p> <p>Phanda, murahu</p> <p>U khwaṭhisedza vhuimo</p>		<p>Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru</p>
4. Muelo				<p>U ela na u vhambedza: vhulapfu (ndapfu, ndapfusa, ndapfusesa; pfufhi, pfufhisa, pfufhisesa)</p> <p>Vhulapfu: lapfu, pfufhi</p>	
5. U shuma na Data		<p>U kuvhanganya, u vhekanya na u imela kuvhanganyo dza zwithu</p> <p>U saukanya na u vhiga nga data</p> <p>U vhekanya na u khethekanya</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.

# Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

## Thero

- U ǀivha na u topola zwiga zwa nomboro na ipfinomboro
- U ǀalusa, u vhambedza na u tevhekanya nomboro

## Nǀivho ntswa

- Zwinzhi kha, zwi si gathi kha, u eǀana na
- Nomboro 4

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–10 na 5–1
- U vhalela zwithu 1–5
- U tevhekanya nomboro 1–3
- ǀivhaipfi ya nomboro 1–3

## ǀivhaipfi ntswa ya mbalo

zwinzhi kha

zwi si gathi kha

u eǀana na

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- tshati ya luvhondoni ya mbalo na themphuleithi ya nǀu ya nomboro 4 (siaǀari ǀa 209)
- magaraǀa a zwithoma a 8 a nomboro '4', zwiga na ipfinomboro
- sete 1 ya magaraǀa a tshithoma a nomboro 1–4 mugudi muǀwe na muǀwe (nga nzudzanyo dzo fhambanaho dza tshithoma)
- themphuleithi ya suko ǀa u tambisa: Nomboro 4 mugudi muǀwe na muǀwe (siaǀari ǀa 213)
- phazili dza zwifanyiso zwo fhambanaho dza mugudi muǀwe na muǀwe (Vha ole kana vha kopele tshifanyiso kha ǀari ǀa bambiri/khadibogisi ǀa saizi ya A5. Kha vha gere tshifanyiso tshi vhe zwibambiri zwiǀa vha nombore zwibambiri u bva kha 1 u swika kha 4. Kha vha sedze Tshiǀitshi tsha u shumela tsha 2.)
- tshiga tsha nomboro na tshibambiri tsha tshithoma 1–4: 1 mugudi muǀwe na muǀwe (kha vha sedze nyito yo rangwaho phanda nga mugudisi, ǀiga ǀa 3, siaǀari ǀa 33)
- sete ya nomboro dzi fanaho na phazili dza zwifanyiso 1–4 vhagudi nga vhavhilihavhili (kha vha sedze Tshiǀitshi tsha u shumela tsha 4).

## Nyito dza kiǀasi yoǀhe

### Duvha ǀa 1

#### Zwine vha ǀo ǀoǀa

- Tshati ya duvha ǀa mabebo
- Tshati ya luvhondoni ya mbalo 1–3
- Tshati ya luvhondoni ya mbalo: Nomboro 4 (siaǀari ǀa 209)
- Tshiǀori tsha nomboro 4 (siaǀari ǀa 195)

## NGELETSHEDZO

U vhalela ha mutevhetsindo hu nga itea nga tshifinga tsha miratho. Kha vha ite u vhalela uhu hu nyanyule nahone hu ǀifhe.

1. **Tshidade:** Kha vha ite tshidade u bva kha Kotara ya 1.
2. **U vhalela ha mutevhetsindo:** 1–10 na 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:**

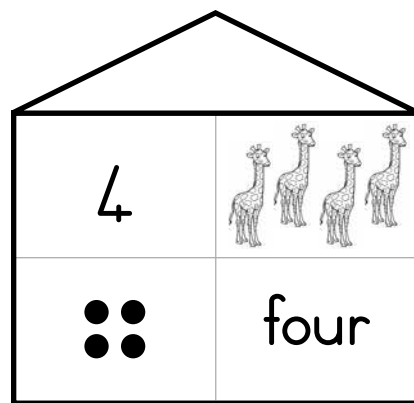
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

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?

## NGELETSHEDZO

Vha hambule u amba nga mbekanyamushumo ya duvha liñwe na liñwe. Vha hambule u ita khalenda, maḍuvha a vhege, miñwedzi ya ñwaha na tshati ya maḍuvha a mabebo duvha liñwe na liñwe.

3. **U vhalela zwithu 1–5:** Vhagudi vha lavhelesa tshati ya maḍuvha a mabebo. Vhoṭhe vha vhalela miñwedzi miṭanu ya u thoma ya ñwaha. Vha haseledza fhungo ja uri vhagudi vha kha ḍi bva u vhuya holodeini nahone vha vha tshenzhelise nga ha uno ñwedzi wa ñwaha.

### Mbudziso dzi gaidaho:

- ★ Ri kha ñwedzi ufho?
- ★ Ñwedzi wa u thoma ndi ufho?
- ★ Hu na miñwe miñwedzi ine khayi ha vha na madzina a vhagudi maṭanu? (Arali i hone, kha vha i vhalele vhoṭhe.)

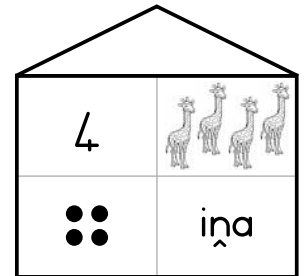
4. **U ḍivhadza nomboro '4':** Kha vha sumbe kha tshati ya luvhondoni ya mbalo kha 1 u ya kha 3.

### Mbudziso dzi gaidaho:

- ★ Ndi phukha nngana dzine na hambula uri dzi ḍo dzula nduni i no ḍo tevhela?
- ★ Dzi ḍo vha nnzhi kana ṭhukhu kha 3?

Kha vha ṭalutshedze *Tshiṭori tsha nomboro 4*.

Nḍu ya phukha ndi yone yo sedzeswaho kha tshiṭori. Kha vha sumbedze zwipiḍa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaṭa tshiṭori tsha phukha na zwifanyiso zwa nḍu: u imela nomboro 4 ho fhambanaho, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfi. Kha vha ṭane zwipiḍa zwa tshati ya luvhondoni ya mbalo luvhondoni lwa nḍu ya phukha fhethu ha mbalo. Kha vha vhalele ṭhuxwa vhoṭhe.



### Mbudziso dzi gaidaho:

- ★ Ndi nnyi o no vhuyaho a vhona ṭhuxwa? Ngafhi?
  - ★ Ni hambula uri i tshimbilisa hani?
  - ★ Nḍou/mbidi/lukhohe zwi tshimbilisa hani?
  - ★ Hu na ṭhuxwa nngana u fhira vhukhohe?
  - ★ Hu na vhukhohe vhu si gathi vhungana u fhira ṭhuxwa?
  - ★ Arali ṭhuxwa nthihi ya dala nduni ya vhukhohe, hu ḍo vha hu na phukha nga nduni ya vhukhohe?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

## Duvha ja 2

### Zwine vha ḍo ṭoḍa

- Miomva 5, maswiri 4, maapula 4, thebeila 4 (*Khithi ya Zwishumiswa*)
- Magaraṭa a zwithoma a 8 a nomboro '4', zwiga na ipfinomboro
- Luimbo: *U ita saḷadi ya mitshelo* (siaṭari ja 195)

1. **Luimbo:** Kha vha ḍivhadze luimbo, *U ita saḷadi ya mitshelo*.

### Mbudziso dzi gaidaho:

- ★ Ndi nnyi o no vhuyaho a ja saḷadi?
- ★ Ndi mutshelo ufho une na u funesa kha saḷadi ya mitshelo yaṅu?
- ★ Ndi tshakha nngana dza mitshelo yo fhambanaho dze ra imba ngadzo?



**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.



## NGELETSHEDZO

Kha vha ite uri u vhalela ha mutevhetsindo ha duvha liñwe na liñwe hu takadze. Kha vha katele mihumbulo ya vhagudi arali zwi tshi konadzea.



## NGELETSHEDZO

Zwithu zwine vhagudi vha kuvhanganya zwi fanela u vha zwiṭuku uri zwi fhelele nṭha ha ṭafula.

2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–5:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwigwada zwiṅa zwa zwithu zwa u vhalela ngazwo zwa mitshelo kha metho: miomva miṭanu, maswiri mararu, maapula mavhili na thebeila nṭa.

### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri hu na miomva/maswiri/maapula/thebeila zwingana?
- ✦ Ndi thulwi ifhio i re na mitshelo minzhi/i si gathi?

Kha vha vhalele thulwi inwe na inwe ya mitshelo vhoṭhe.

4. **Manzhi kha/a si gathi kha; a eḡana na:** Kha vha sedzese kha maswiri na maapula.

### Mbudziso dzi gaidaho:

- ✦ Ri fanela u ita mini u itela uri tshivhalo tsha maswiri/maapula tshi eḡane na tshivhalo tsha thebeila?
- ✦ Ri nga itisa hani uri tshigwada tsha maswiri/maapula tshi vhe na maṅa fhedzi?

5. **Ṭafula ṭa mbalo:** Vhagudi vha bvela nṅa nga zwigwada zwa vhaṅa. Mugudi muñwe na muñwe tshigwadani u fanela u kuvhanganya tshithu tshiṭuku tshi fanaho, sa tsumbo, vhutanda kana maṭari. Vhagudi vha vhuwela u dzula kha metho nga zwigwada zwavho. Tshigwada tshiñwe na tshiñwe tshi bula uri ndi mini, ndi zwingana, zwe tsha wana. Kha vha haseledze zwi fanaho na zwo fhambanaho vhukati ha dzikhuvhanganyo. Kha vha nee tshigwada tshiñwe na tshiñwe garaṭa ṭa tshithoma ṭa nomboro 4, ṭa tshiga kana ṭa ipfinomboro. Nga tshithihitshithihi, tshigwada tshiñwe na tshiñwe tshi vhea zwithu zwatsho na garaṭa ṭa nomboro 4 nṭha ha ṭafula.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshitiṭshini tshiñwe na tshiñwe tsha u shumela.

## U ṭanganelana

**Luambo Iwa Hayani na Zwikili zwa Vhutshilo:** Dìvhaipfi ntswa ya mbalo i nga shumiswa duvha loṭhe, sa tsumbo, khaseledzo nga tshifhinga tsha zwiṭiwa.

## Duvha ṭa 3

### Zwine vha do ṭoḡa

- Luimbo: *U ita saḷadi ya mitshelo* (siaṭari ṭa 195)
- Zwithu zwa u vhalela ngazwo zwa mitshelo (*Khithi ya Zwishumiswa*)
- Tshati ya luvhondoni ya mbalo 1–4
- Zwidongo 2
- Zwithu zwa u vhalela ngazwo zwa mitshelo zwa 7
- Magaraṭa a zwithoma a nomboro '1–4' a 20, a zwiga na a zwifanyiso (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha imbe *U ita saḷadi ya mitshelo* nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–5:** Vhoṭhe kha vha vhalele minwe kha tshanda tshithihi. Kha vha haseledze uri ndi mirado ifhio ya muvhili ine vhagudi vha na miṭanu na i si gathi.

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. **Magaraṭa a zwithoma na u tevhekanya 1–4:** Kha vha sumbedze vhagudi magaraṭa a zwithoma 1–4.

**Mbudziso dzi gaidaho:**

- ✦ Itshi ndi mini? (garaṭa ḷa zwithoma 3)
- ✦ Itshi tshone ndi mini? (garaṭa ḷa tshithoma 1)
- ✦ Hu itea mini musi ri tshi vhea izwi, 1 na 3, fhethu huthihi? (Kha vha sumbedze garaṭa ḷa zwithoma 4.)

Kha vha dovholole nga dziṅwe mbumbo.

Kha vha fare magaraṭa a zwithoma, tshifanyiso na tshiga 1–4 o ita fene u itela uri vhagudi vha kone u vhona murahu ha magaraṭa fhedzi. Vhagudi vha sielisana u dzhia garaṭa. Vhagudi vha bula tshivhalo tsha zwithoma zwi re kha garaṭa vha sumbedza kilasi.



- ✦ Ndi phukha dzifhio kha tshati ya luvhondoni ya mbalo dzine dza fana na garaṭa ḷine \_\_\_\_\_ o ḷi fara?

Kha vha vhee magaraṭa a zwiga zwa nomboro 1–4 kha luvhondo nga mutevhe wo khakheaho.

- ✦ Ni khou vhona mini nga mutevhe wa aya magaraṭa?
- ✦ Ri nga a dzudzanya nga iṅwe ṅḷila ifhio?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭishini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha ḷa 4

### Zwine vha ḍo ṭoḍa

- Zwifaredzi 2 zwa puḷasiṭiki zwi vhonadzaho tshiṅwe na tshiṅwe tshi na zwithu 5 zwa saizi dzo fhambanaho, sa tsumbo, dziṅawa, matombo
- Luimbo: *U ita saḷadi ya mitshelo* (siaṭari ḷa 195)
- Dzihuḷa hupu 4 (kana tshokho/thambo u ita zwitendeledzi)
- Zwibuḷoko zwa bulannga zwa 10
- Magaraṭa a 20 a nomboro '1–4' a zwiga, ipfinomboro na a zwithoma
- Zwibuḷoko zwa yunifikisi zwa 10
- Zwidzozo zwa muzika

1. **Luimbo:** Kha vha imbe *U ita saḷadi ya mitshelo*.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–5:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwifaredzi zwivhili zwi re na zwithu zwiṭanu zwa saizi dzo fhambanaho vhukati ha methhe.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwithu zwingana zwine na humbula uri zwi hone kha tshifaredzi tshiṅwe na tshiṅwe?
- ✦ Ni humbula uri tshifaredzi tshiṅwe na tshiṅwe tshi na tshivhalo tshi fanaho tsha zwithu?

Vhoṭhe vha vhalela zwithu. Kha vha humbudze vhagudi uri saizi ya zwithu a i kwami tshivhalo tsha zwithu.

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

**Guiding questions:**

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

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

**Day 5**

**What you need**

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

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

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

**Guiding questions:**

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



**TIP**

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

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

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

4. **U ita nḡowendḡowe na u tevhekanya 1–4:** Kha vha vhee dzihula hupu nḡa kha methe na tshibuloko tsha bulannga kha nthihi yadzo, zwibuloko zwivhili kha i tevhelaho, ngauralongauralo. Kha vha ri mugudi muḡwe na muḡwe a dzhie garaḡa la tshifanyiso tsha nomboro, tshiga, ipfinomboro kana garaḡa la tshithoma la 1, 2, 3 kana 4, kana vhukati ha thihi na inḡa wa zwibuloko zwa yunifikisi u bva kha methe. Kha vha lidze luimbo vha ri vhagudi vha tshine. Musi muzika u tshi ima, vha dzula fhasi tsini na hula hupu i re na tshivhalo tshi fanaho tsha zwibuloko.

**Mbudziso dzi gaidaho:**

- ✦ Ri nga tevhekanya hani idzi dzihula hupu?
  - ✦ Ndi hula hupu ifhio ine ya fanela u vha mathomoni? Ndi ngani?
  - ✦ Ndi ifhio idaho phanḡa, i tevhelaho, nga murahu?
  - ✦ Hu na vhagudi vhanzhi/vha si gathi u mona na hula hupu iyi kana u mona na hula hupu iyi?
5. **Nyito dza tshigwada tshiḡuku:** Kha vha ḡaluse nyito dza tshitiḡshini tsha u shumela tshiḡwe na tshiḡwe.

## Duvha la 5

### Zwine vha ḡo ḡoḡa

- Zwigwada zwa zwithu zwiḡanu zwo vhwewa u mona na kilasi
- Luimbo: *U ita saḡadi ya mitshelo* (siaḡari la 195)
- Phositara ya 6

1. **Luimbo:** Kha vha imbe *U ita saḡadi ya mitshelo* vha tshi ita litambwa.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwigwada zwa zwithu zwiḡanu fhethu hune zwa tou vhonelesa u mona na kilasi. Kha vha lidze 'Ndi ḡolela nga ito langa lituku', sa tsumbo: 'Ndi ḡolela nga ito langa lituku begeni ḡhanu.' Kha vha vhalele zwithu vhoḡhe, vha dovholole nga tshiḡwe tshigwada tsha zwithu zwiḡanu.

4. **U ita nḡowendḡowe ya 1–4:** Kha vha haseledze Phositara ya 6. Kha vha ambe nga zwine vhagudi vha khou vhona.

**Mbudziso dzi gaidaho:**

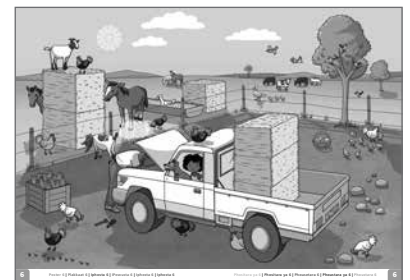
- ✦ Ni humbula uri avha vhatu vha ngafhi?
- ✦ Ni khou vhona zwiḡa, zwiraru, zwivhili kana tshithihi tsha zwiḡwe na zwiḡwe?
- ✦ Hu na zwiḡoni zwinzhi murini, kana masekwa manzhi ngomu maḡini?
- ✦ Hu na ḡanda nngana dza pfuloḡhusa ngomu ḡhirakani?
- ✦ Hu na ḡanda nngana dza pfuloḡhusa fhasi?
- ✦ Hu ḡo sala ḡanda nngana dza pfuloḡhusa arali bere dza la nthihi yadzo?

Kha vha ḡuḡuwedze vhagudi u tandulula thaidzo nga vhone vhaḡe. Kha vha vha sikele zwikhala zwa uri vha ḡi ḡoḡe vhone vhaḡe.

5. **Nyito dza tshigwada tshiḡuku:** Kha vha ḡaluse nyito dza tshitiḡshini tsha u shumela tshiḡwe na tshiḡwe.

### NGELETSHEDZO

A si vhagudi vhoḡhe vhane vha ḡo ḡivha nyimele ya bulasini, i fanaho na iyi. Kha vha dzhie tshifhinga u vha ḡivhisa nyimele.



## Small group activities

### Teacher-guided activity

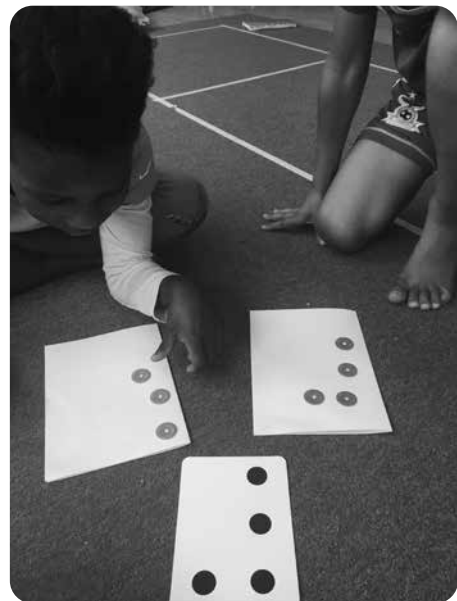
#### What you need

- 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.



## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanḁa nga mugudisi

#### Zwine vha ḁo ṭoḁa

- Tshidongo tsha mugudi muṅwe na muṅwe tshi na:
  - Magaraṭa a tshithoma a nomboro 1–4, tshiga na ipfinomboro (*Khithi ya Zwishumiswa*)
  - Zwithu zwa u vhalela ngazwo zwa mivhala 5
- Magaraṭa a tshithoma a nomboro 4 (*Khithi ya Zwishumiswa*)
- Suko ḁa u tambisa na metho mugudi muṅwe na muṅwe
- Siaṭari ḁa A4 ḁa mugudi muṅwe na muṅwe
- Dzikhirayoni

1. **U vhalela ha mutevhetsindo:** Vhagudi vha dzula nga vhavhilihavhili. Vha a sedzana vha vhanda zwanḁa zwavho vhoṭhe vha vhalela 1–10 na 5–1.
2. **Zwithu zwa u vhalela 1–5:** Muṅwe na muṅwe wa vhagudi u vhalela zwithu zwa u vhalela ngazwo 5.
3. **U fanyisa 1–4:** Kha vha sumbe nomboro dzi re kha tshati dza luvhondoni dza mbalo. Vhagudi vha vhea garaṭa ḁa tshithoma ḁi fanaho, tshiga na ipfinomboro phanḁa havho. Vha vhambedza zwigwada zwa zwithu zwa u vhalela ngazwo na izwi, vha zwi tevhekanya u bva kha 1 u ya kha 4.

#### Mbudziso dzi gaidaho:

- ★ Ni na zwithu zwa u vhalela ngazwo zwingana kha tshigwada tshiṅwe na tshiṅwe?
- ★ Ndi nomboro ifhio i re phanḁa ha/murahu ha 3, vhukati ha 1 na 3?
- ★ Ndi tshigwada tshifhio tshi re na tshithu tsha u vhalela ngazwo tshi re 1 zwiṭuku/zwinzhi u fhira tshigwada tshaṅu tshi re na zwithu zwa u vhalela ngazwo 2?



4. **U ita ṅowenḁowe 4:** Vhagudi vha dzudzanya zwithu zwavho zwa u vhalela ngazwo zwiṅa u vhambedza magaraṭa a tshithoma a nomboro 4 o fhambanaho.
5. **U ita ṅowenḁowe ya zwinzhi kha, zwi si gathi kha, u eḁana na:** Kha vha bwise zwithu zwa u vhalela ngazwo zwi si gathi u bva kha zwiṅwe zwa zwigwada zwa vhagudi vhaṅa.

#### Mbudziso dzi gaidaho:

- ★ Hu na vhane kha vheiwe vha vha na tshivhalo tshi fanaho tsha zwithu zwa u vhalela ngazwo?
- ★ \_\_\_\_\_ u na zwithu zwa u vhalela ngazwo zwinzhi/zwi si gathi u fhira \_\_\_\_\_?
- ★ Ri nga itisa hani uri \_\_\_\_\_ na \_\_\_\_\_ vha vhe na tshivhalo tsha zwithu zwa u vhalela ngazwo tshi eḁanaho?

 **NGELETSHEDZO**  
 ḁivhaipfi ya 'zwi si gathi' i ḁo ṭoḁa thikhedzo.

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. **U ita ngowendowe ya nomboro 4 vha tshi shumisa suko la u tambisa:** Vhagudi vha vhumba tshiga tsha nomboro 4 nga suko la u tambisa. Kha vha tikedze vhagudi vho no lugelaho u nwala 4.



**Kha vha tole uri vhagudi vha a kona u:**

- vhalela nga mulomo 1–10
- vhalela zwithu 1–5
- topola zwinzhi kha, zwi si gathi kha na edana na
- vhona, vhambedza, bula na u tevhekanya magarata a tshiga tsha nomboro, ipfinomboro na tshithoma 1–4
- vhambedza zwithu na magarata a tshithoma 1–4

**Tshiitshi tsha u shumela tsha 1**

**Zwine vha do toda**

- Suko la u tambisa
- Themphuleithi ya suko la u tambisa: Nomboro 4 mugudi muñwe na muñwe (siafari la 213)

Vhagudi vha shumisa suko la u tambisa u fhedzisa themphuleithi.

**Tshiitshi tsha u shumela tsha 2**

**Zwine vha do toda**

- Tshidongo tsha mugudi muñwe na muñwe tshi na zwifanyiso zwa zwibambiri zwa phazili

Vhagudi vha vhea zwibambiri zwa phazili nga mutevhe u re wone u itela u vhumba tshifanyiso. Musi vho fhedza, vha a zwi humisela murahu vha tshintshana na muñwe mugudi.



### 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*

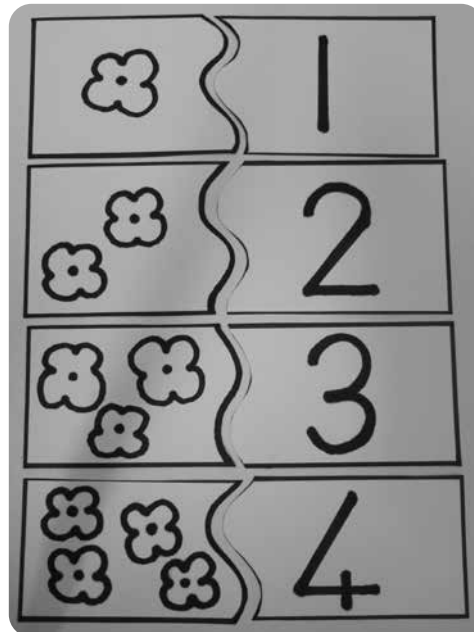
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

### 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.



### Tshiṭṭshi tsha u shumela tsha 3

#### Zwine vha ḁo ṭḁa

- Tshidongo tsha mugudi muṅwe na muṅwe tshi na:
  - Tshiṭṭiri tsha nomboro na tshithoma 1–4
  - Ipfinoṅboro thihi u ya swika kha iṅa
- Tshifaredzi tshi re na zwibuḁoko zwa yunifikisi u bva kha *Khithi ya Zwishumiswa*

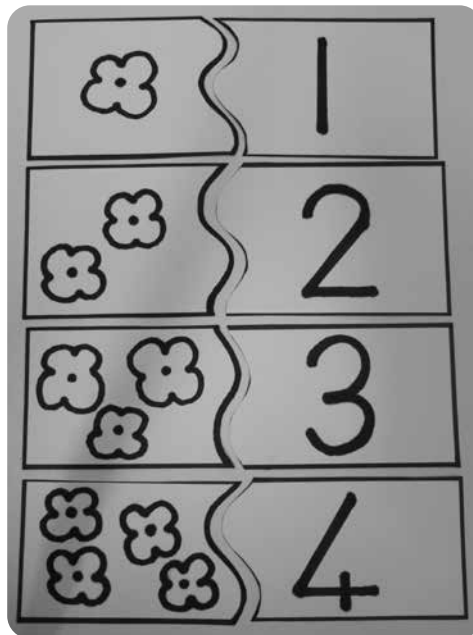
Vhagudi vha vhambedza ipfinoṅboro thihi u swika kha iṅa na tshiṭṭiri tsha nomboro (vha tshi shumisa tshati ya luvhondoni ya mbalo sa referentsi). Vha vhea zwithu nga kholumu ṅṅa ha nomboro iṅwe na iṅwe.

### Tshiṭṭshi tsha u shumela tsha 4

#### Zwine vha ḁo ṭḁa

- Sete ya phazili dza nomboro na zwifanyiso dzi fanaho 1–4 vhagudi nga vhavhilihavhili

Vhagudi vha fhedzisa phazili dza nomboro. Musi vho fhedza, vha a tshintshana na vhaṅwe vhagudi.



# 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

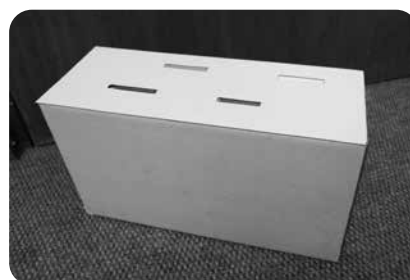
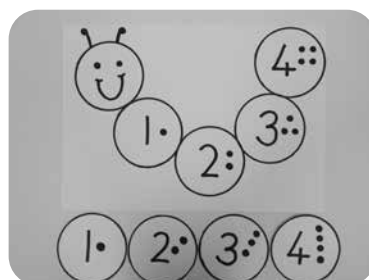
## New maths vocabulary

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.





# Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

## Thero

- Tshelede: kha vha bveledze u dzhiela nzhele mangwende a Afrika Tshipembe

## Nǀivho ntswa

- Mangwende a Afrika Tshipembe
- Nomboro thevhekano ya u thoma u swika kha ya vhuṅa
- U ita uri zwigwada zwi fane na 4
- U vhalela zwithu 1–6

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–10 na 5–1
- U tevhekanya nomboro 1–4
- ǀivhaipfi ya nomboro 1–4
- Khulwanesesa u ya kha ṭhukhusesa, ṭhukhusesa u ya kha khulwanesa

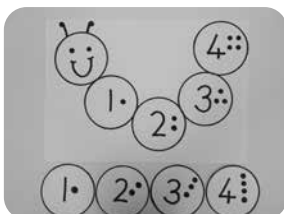
## ǀivhaipfi ntswa ya mbalo

mangwende	tshelede	tsepe	magagule	dzuvha ǀa lily
dziranda	10c, 20c, 50c	tholo	dzuvha ǀa protea	mutengo
mapeni	R1, R2, R5	khongoni	dzuvha ǀa siṭeralitzia	mbadelo

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- zwifanyiso zwa phukha na zwimela zwi wanalaho kha mangwende a Afrika Tshipembe
- khadibogisi ǀo gerwaho ǀa mangwende masetha na a siṭivhere: 10c, 20c, 50c, R1, R2, R5 (masiaṭari a 216–217) – a 6 nga mugudi, na maṅwe 4 a u engedza kha muṅwe na muṅwe
- zwithu zwa 12 zwa ‘u renga’, sa tsumbo, sirīṭi/mabogisi a tshisibe tsha u ṭamba maṅo, zwidongo zwa yogathi, ngaauralongauralo
- bogisi ǀi vhoneadzaho ǀa u vhulungela tshelede ǀi re na buli ǀa u panga mangwende a khadibogisi ngomu, na buli ǀa u a bvisa mangwende (Mabodelo kana zwifaredzi zwa puṭasiṭiki zwi nga shumiswa.)
- magaraṭa a zwiga zwa nomboro 1–4
- tshipiḍa tsha khadibogisi ǀa A4 kana siaṭari ǀa A4 ǀi re na themphuṭeithi ya tshitendeledzi tshihulu tsho olwa khaṭo zwa mugudi muṅwe na muṅwe
- siaṭari ǀa A4 ǀi re na zwitendeledzi zwiṅa, ǀiṅwe na ǀiṅwe ǀi na zwiga zwa nomboro na zwithoma 1–4 zwi fanaho zwa mugudi muṅwe na muṅwe
- siaṭari ǀa A4 ǀa mugudi muṅwe na muṅwe ǀi re na mutalo wo olwaho shonzha, dundo ǀiṅwe na ǀiṅwe ǀi na tshiga tsha nomboro na zwithoma 1–4 zwi fanaho
- siaṭari ǀa giridi ya nomboro ǀa mugudi muṅwe na muṅwe ǀi re na mutevhe wa nomboro 1–4 (siaṭari ǀa 218)
- mutambo wa mangwende ngomu banngani (siaṭari ǀa 197)
- bogisi ǀa muvhala na u posa nomboro khaṭo.



## 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.

## Nyito dza kilasi yothe

## Duvha la 1

## Zwine vha do toda

- Mangwende a vhukuma a 6 (10c, 20c, 50c, R1, R2, R5)
- Mangwende a khadibogisi o tou gerwaho a 6 (masiatari a 216–217)
- Phositara ya 7

1. **Luimbo:** Kha vha imbe luimbo u bva kha vhege dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–6 (u divhadza mangwende a Afrika Tshipembe):** Vha dzinginya mangwende a vhukuma zwandani zwavho.

## Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndo fara mini zwandani zwanga?
- ✦ Tshelede ri i shumisa u ita mini?
- ✦ Hu na mangwende mangana o fhambanaho a Afrika Tshipembe a re hone? Kha ri vhalele.

Kha vha vhalele mangwende a khadibogisi zwenezwi vha tshi khou a vhea luvhondoni.

4. **Phositara ya 7:** Kha vha haseledze Phositara ya 7. Kha vha haseledze zwine vhagudi vha khou vha.

## Mbudziso dzi gaidaho:

- ✦ No no vhuya na ya makete?
- ✦ Avha vhatu vha re kha phositara vha khou renga mini?
- ✦ Ni humbula uri \_\_\_\_\_ u khou renga \_\_\_\_\_ zwingana?
- ✦ Ni a ya mavhengeleni u renga? Ri vhudzeni nga hazwo.
- ✦ Muṭa wa haṅu u anzela u renga mini mavhengeleni?



5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha la 2

## Zwine vha do toda

- Luimbo: *Mangwende a penyaho maṭanu* (siatari la 197)
- Zwithu zwa 'u renga' zwa 6 zwo vheva u mona na kilasi
- Tshifaredzi tshi re na mangwende
- a khadibogisi o tou gerwaho (10c, 20c, 50c, R1, R2, R5) – 4 a liṅwe na liṅwe
- Tshinambatedzi
- Zwidulo 4

1. **Luimbo:** Kha vha imbe *Mangwende a penyaho maṭanu*.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–6; u vha na u vhambedza mangwende:** Vhagudi vha sika ṭafula ya u renga vha vhothe. Vha nanga zwithu u bva kilasini vha zwi vhea kha ṭafula u itela u rengisa. Vha nanga mangwende a khadibogisi vha a nambatedza kha zwiṅwe zwa zwithu.

**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.

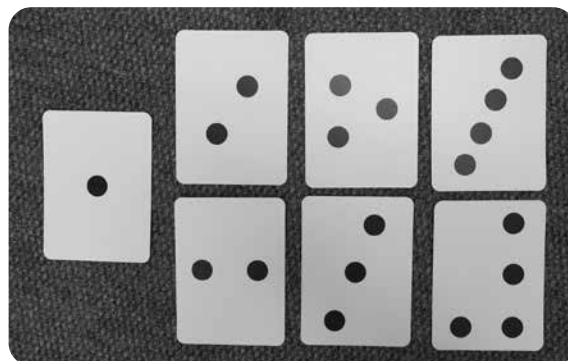


**Day 3**

**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.

### NGELETSHEDZO

Ndi zwa ndeme uri vhaḡudi vha dzule nga ndila ine vhoṭhe vha ḡo kona u vhona zwishumiswa zwi tshi khou shumiswa.



#### Mbudziso dzi gaidaho:

- ★ No nanga mini?
  - ★ Ndi ngwende liḡhio liḡe noṭhe na humbula uri li fanela u nambatedzwa kha \_\_\_\_\_? Ndi ngani?
  - ★ Ndi ngwende liḡhio liḡe la fana na ngwende li re kha \_\_\_\_\_?
4. **Nomboro thevhekano – ya u thoma u ya kha ya vhuṅa:** Vhaḡudi vhuṅa vha dzula kha zwidulo zwiṅa zwo vheva nga u tevhekana tshiḡwe murahu ha tshiḡwe u nga vha ngomu thekhisini vha khou ya mavhengeleni.

#### Mbudziso dzi gaidaho:

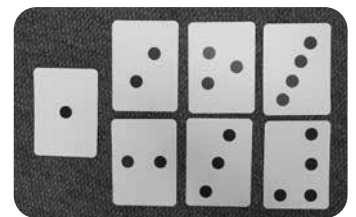
- ★ Ndi nnyi o dzulaho tshiduloni tsha u thoma/vhuraru?
  - ★ Ndi nnyi o dzulaho tshiduloni tsha murahu ha tsha u thoma?
  - ★ Ndi nnyi o dzulaho tshiduloni tsha u fhedzisela?
  - ★ Ndi nnyi o dzulaho vhukati ha \_\_\_\_\_ na \_\_\_\_\_?
- Kha vha dovholole na vhaḡwe vhaḡudi vhuṅa.
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭshini tsha u shumela tshiḡwe na tshiḡwe.

## Duvha la 3

### Zwine vha ḡo ṭḡa

- Luimbo: *Mangwende a penyaho maṭanu* (siaṭari la 197) 20c, 50c, R1, R2, R5) – 4 a liḡwe na liḡwe
- Mangwende 5 a khadibogisi o gerwaho, bogisi 1 la u vhumungela tshelede • Magaraṭa a zwifanyiso a nomboro 1–4, tshiga na tshithoma (*Khithi ya Zwishumiswa*)
- Zwithu zwa 6 zwa 'u renga' zwo vheva u mona na kiḡasi • Zwithu zwa u vhalela ngazwo (*Khithi ya Zwishumiswa*)
- Tshifaredzi tshi re na mangwende o gerwaho a khadibogisi (10c, • Tamborini/tshele

1. **Luimbo:** Kha vha imbe *Mangwende a penyaho maṭanu*. Kha vha shumise mangwende na bogisi la u vhumungela tshelede u ita misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–6:** Kha vha dovholole Duvha la 2, nyito ya 3.
4. **U ita nḡowenḡowe ya nomboro 1–4:** Kha vha sumbedze magaraṭa a tshithoma 1–4 nga liṭhihiliṭhihi. Vhaḡudi vha bula tshivhalo tsha zwithoma kha garaṭa liḡwe na liḡwe. Kha vha vhee magaraṭa kha methe nga mutevhe wo vanganywaho. Vhoṭhe vha a a tevhekanya u bva kha 1 u ya kha 4. Kha vha vhee magaraṭa a zwithoma 1–4 o salaho kha methe. Vhaḡudi vha vhambedza izwi na magaraṭa a tshithoma o tevhekanywaho.
5. **Mutambo wa u vhambedza:** Kha vha ṅee garaṭa la tshithoma, garaṭa la tshifanyiso, garaṭa la tshiga, kana zwithu zwa u vhalela ngazwo tshithihi, zwiḡhili, zwiṭaru kana zwiṅa mugudi muḡwe na muḡwe. Kha vha lidze tamborini ngeno vhaḡudi vha tshi khou tshina vha tshi tevhele mutevhetsindo. Musi muzika u tshi ima, vhaḡudi vha wana khonani a re na nomboro i fanaho.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭshini tsha u shumela tshiḡwe na tshiḡwe.



### NGELETSHEDZO

Kha vha ṅee vhaḡa vhaḡudi vha sa athu wana tshikhala tsha u renga, uri vha vhambedze ngwende na tshithu tshi re nṭha ha ṭafula zwenezwi vha tshi khou ya zwiṭshini zwa u shumela zwavho.

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.



## Duvha 4

## Zwine vha do ɽoda

- Luimbo: *Mangwende a penyaho maɽanu* (siaɽari 1a 197)
- Mangwende a khadibogisi 5 o gerwaho, bogisi 1a u vhulungela tshelede 1
- Bege dza puɽasiɽiki zwi vhonadzaho zwiɽuku 2: mangwende a khadibogisi a 6 o tou gerwaho kha 1jithi na 5 kha maɽwe
- Zwiɽa zwa nomboro 1–4 ngomu ha bogisi

1. **Luimbo:** Kha vha imbe *Mangwende a penyaho maɽanu*. Kha vha shumise mangwende na bogisi 1a u vhulungela tshelede u ita misumbedzo.

2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.

3. **U vhalela zwithu 1–6:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha sumbedze vhagudi bege mbili dza puɽasiɽiki – nthi i re na mangwende a rathi a khadibogisi o tou gerwaho iɽwe i na mangwende maɽanu o tou gerwaho.

**Mbudziso dzi gaidaho:**

- ★ Ndi mangwende mangana ane na humbula uri a afha ngomu sagani iyi?
- ★ Kha iyi iɽwe bege?
- ★ Ni humbula uri hu na mangwende manzhi/a si gathi kha iyi bege? Ni zwi ɽivha hani?

Vhoɽhe kha vha vhalele mangwende kha bege iɽwe na iɽwe vha a vhee nga zwiɽwada zwiwhili kha metho.

4. **U ita nɽowenɽowe ya manzhi kha, a si gathi kha, a eɽana na:** Kha vha haseledze zwiɽwada zwiwhili zwa mangwende.

**Mbudziso dzi gaidaho:**

- ★ Ndi khou ɽoda fhedzi mangwende 4 kha tshigwada tshiɽwe na tshiɽwe. Ri nga ita mini?

Kha vha vhalele mangwende 4 kha phakethe iɽwe na iɽwe. Kha vha sedze kha mangwende o salaho kha metho.

- ★ Hu na mangwende manzhi o salaho kha itshi tshigwada kana itshi tshiɽwe?
- ★ Ndi ngani itshi tshigwada tshi na mangwende a si gathi o salaho?

5. **U tevhekanya nomboro 1–4:** Vho vala maɽo avho u itela uri vha sa vhone nomboro yavho, muɽwe na muɽwe wa vhagudi vhaɽa u bvisela nɽa garaɽa 1a tshiga tsha nomboro 1–4 ha bogisi. Vha ima tsini na tsini vha amba zwine vha humbula uri nomboro yavho ndi ifhio. Vhaɽwe vhagudi vha amba uri vha ɽo itisa hani uri vha tevhekane u bva kha 1 u ya kha 4. Kha vha dovholole nga vhaɽwe vhagudi vhaɽa.

**Mbudziso dzi gaidaho:**

- ★ Ndi nomboro ifhio iɽaho u thoma?
- ★ Ndi nomboro ifhio i ɽaho vhuimoni ha vhuwhili/vhuraru/vhuɽa?
- ★ Ndi nomboro ifhio iɽaho murahu ha \_\_\_\_?
- ★ Ndi nnyi o faraho nomboro ya u fhedzisela?
- ★ Ndi nomboro ifhio i re vhukati ha \_\_\_\_ na \_\_\_\_?

6. **Nyito dza tshigwada tshiɽuku:** Kha vha ɽaluse nyito dza tshiɽitshini tsha u shumela tshiɽwe na tshiɽwe.

## 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.



## Duvha 5

## Zwine vha do ɔɔa

- Luimbo: *Mangwende a penyaho maɔanu* (siaɔari ɔa 197)
- Tshati dza luvhondoni dza mbalo 1–4
- *Tshiɔori tsha nomboro 4* (siaɔari ɔa 195)
- Phositara ya 7
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 10 (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha imbe *Mangwende a penyaho maɔanu*. Kha vha shumise mangwende na bogisi ɔa u vhulengela tshelede u ita misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–10 na 5–1.
3. **U vhalela zwithu 1–6:** Vhagudi vhaɔanu vha ima phanɔa.

## Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vho imaho?
  - ✦ Ndi vha si gathi kha kana vha fhira rathi? (Vha vhaleleni.)
  - ✦ No vha no kona?
  - ✦ Arali ndi tshi khou ɔɔa vhagudi vha rathi vho imaho, ndi vhagudi vhangana vhane vha fanela u ɔa phanɔa?
4. **U ita ndowendowe ya nomboro 1–4:** Vhothe vha elelwa *Tshiɔori tsha nomboro 4* na tshati ya luvhondoni ya mbalo. Kha vha edzisele matshimbilele a phukha na/kana kulilele, sa tsumbo, u lila huthihi ha ndou, u lila luvhili ha mbiɔi.
  5. **U tandulula thaidzo ya 1–4:** Kha vha haseledze Phositara ya 7. Kha vha ambe nga zwine vhagudi vha khou vhona.

## Mbudziso dzi gaidaho:

- ✦ Ni khou kona u vhona zwa rathi/zwiɔa/zwiraru/zwivhili zwa tshiɔwe na tshiɔwe?
  - ✦ Hu na tshakha nngana dzo fhambanaho dza mitshelo dzine na khou vhona?
  - ✦ Hu na mabvani manzhi kana zwienge zwinzhi? Ni zwi ɔivha hani?
  - ✦ Hu ɔo sala zwienge zwingana arali Khotsi vha renga zwiraru?
  - ✦ Ndi vhatu vhangana vho imaho mudubani kha tshitande tsha rolo ya vorosi?
  - ✦ Mutukana o faraho bodo ya u seseledza o ima ngafhi kha muduba?
  - ✦ Arali a rengela muɔa wa hawe rolo tharu dza vorosi a ɔa mbili dzadzo, u ɔo salelwa nga nngana?
  - ✦ Arali a tuwa, Laylah u ɔo ima ngafhi kha muduba?
6. **Nyito dza tshigwada tshiɔuku:** Kha vha ɔaluse nyito dza tshiɔtshini tsha u shumela tshiɔwe na tshiɔwe.

## NGELETSHEDZO

Ri ɔɔa uri vhagudi vha tandulule thaidzo u itela uri vha kone u humbula hu re na u sasaladza.

## U ɔanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:**

Kha vha ite zwikhala zwa u renga fhethu ha mitambo khumbulelwa na nɔa; vha imbe nyimbo dza u renga vha tambe sa ɔitambwa zwiɔori zwa u renga.



## 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?

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḡo ṭoḡa

- Makhadibogisi a 6 o gerwaho a khakhi na mangwende a sijivhere (10c, 20c, 50c, R1, R2, R5)
- Zwithu zwa u vhalela ngazwo (*Khithi ya Zwishumiswa*)
- Tshidongo tsha mugudi muṅwe na muṅwe tshi na:
  - Makhadibogisi a 6 o gerwaho a khakhi na mangwende a sijivhere (10c, 20c, 50c, R1, R2, R5)
  - Zwitibo 2 zwa puḷasiṭiki
  - Zwithu zwa ṭafula ya mbalo zwo nambatedzwa mangwende u itela 'u renga'

1. **U vhalela zwithu 1–6:** Kha vha vhee mangwende a khadibogisi o tou gerwaho a rathi kha methe. Vhagudi vha anganyela uri ndi mangana. Kha vha vhalele mangwende vhoṭhe.

#### Mbudziso dzi gaidaho:

- ✦ Hu na manzhi kana maṭuku u fhira nomboro ye na humbulela?
- ✦ Ni na mangwende manzhi kana maṭuku kha a rathi tshidongoni tshaṅu? Mugudi muṅwe na muṅwe u vhalela mangwende a rathi u bva tshidongoni tshawe.
- ✦ Ni nga mmbudza mini nga mangwende aṅu?
- ✦ Ndi nomboro, phukha, zwiṅoni kana zwimela zwifhio zwine na khou vhona? Hone mangwende ayo ndi a saizi/muvhala u fanaho?

Vhagudi vha vhambedza mangwende.

2. **U dzinginya vha kwasha:** Kha vha vhee zwitibo zwivhili phanda ha mugudi muṅwe na muṅwe. Vhagudi vha dzinginya zwithu zwa u vhalela ngazwo vha zwi 'kwasha' zwa bva zwigwada zwivhili. Vha vhea zwithu zwa u vhalela ngazwo zwavho kha zwitibo zwavho zwenezwi zwo no ḡi 'kwashekanywa'. Vha sielisana u amba uri vha na zwingana kha tshitibo tshiṅwe na tshiṅwe nahone ndi zwingana zwoṭhe zwo fhelela.

#### Mbudziso dzi gaidaho:

- ✦ No kwashisa hani iṅa?
- ✦ Ndi zwigwada zwa vhonnyi zwi re na tshivhalo tshi fanaho tsha zwithu zwa u vhalela ngazwo?
- ✦ Ndi vhonnyi vho kwashaho zwavho u fana/u fhambana?
- ✦ Ndi ngani zwigwada zwi tshi fana/fhambana?

Kha vha dovholole nyito.

3. **U ita ṅowendowe ya u eḡanya zwigwada:** Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwiraru kha tshithihi tsha zwitibo zwavho na tshithihi kha tshiṅwe.

#### Mbudziso dzi gaidaho:

- ✦ Ni nga itisa hani uri zwigwada zwa zwithu zwa u vhalela ngazwo kha tshitibo tshiṅwe na tshiṅwe zwi eḡane?
- ✦ Ni na tshivhalo tshi fanaho tsha zwithu zwa u vhalela ngazwo kha tshigwada tshiṅwe na tshiṅwe?

4. **U vhekanya mangwende a Afrika Tshipembe:** Vhagudi vha vhea mangwende nga thulwi vhukati ha tshitendeledzi.

#### Mbudziso dzi gaidaho:

- ✦ Ri nga vhekanya hani izwi?
- ✦ Ni nga vhekanya izwi nga iṅwe ṅila?

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. **U vhekanya; lihulwanesesa u ya kha liitukusa:** Vhagudi vha vhea mangwende nga u tevhekana u bva kha liitukusa nga saizi u ya kha lihulwanesesa, na u bva kha lihulwanesesa u ya kha liitukusa.
6. **U vhambedza mangwende:** Kha vha sedze kha tafula ya u renga ya mbalo na vhagudi. Vhagudi vha vhambedza lithihi la mangwende avho na tshithu vha vhudza tshigwada uri mangwende a fana hani.



### Kha vha tole uri vhagudi vha a kona u:

- ita uri zwigwada zwi eḁane
- vhambedza zwigwada zwivhili na u vhona phambano na u fanaho vha tshi shumisa zwithu zwiḁa
- ḁivha mangwende a Afrika Tshipembe, u vhona phambano na u fanaho vhukati ha izwi, na u zwi vhambedza
- tevhekanya mangwende u ya nga saizi

## Tshiitshi tsha u shumela tsha 1

### Zwine vha ḁo toḁa

- Siaḁari la A4 kana tshipiḁa tsha khadibogisi li re na tshitendeledzi na muḁwe
- Tshigero mugudi muḁwe na muḁwe
- Dzikhirayoni, penisela dza mivhala
- Tsumbo dza mangwende a Afrika Tshipembe (phositara kana khadibogisi lo gerwaho), o vhewa hune vhagudi vha ḁo kona u a vhona

Vhagudi vha geredzela 'ngwende' u bva kha bambiri kana khadibogisi. Vha ola zwifanyiso kha masia oḁhe a 'ngwende' la vho. Vha ḁwala nomboro ine vha tou nanga kha sia lithihi. Kha vha ite zwitendeledzi zwo ḁala u itela vhaḁa vane vha nga tama u ita manzhi.



## Tshiitshi tsha u shumela tsha 2

### Zwine vha ḁo toḁa

- Siaḁari la A4 li re na zwitendeledzi zwiḁa, linwe na linwe li na tshiga tsha nomboro na zwithoma zwi fanaho zwa mugudi muḁwe na muḁwe
- Siaḁari la A4 lo olwaho shonzha nga mutalo li re na zwiga zwa nomboro 1–4 kha muvhili tsha mugudi muḁwe na muḁwe
- Guḁuu
- Dzikhirayoni
- Tshigero mugudi muḁwe na muḁwe

Vhagudi vha dzhenisa muvhala na u gera zwitendeledzi zwiḁa. Vha zwi vhambedza na u zwi nambatedza kha muvhili wa shonzha. Vha dzhenisa muvhala kha tshifhaḁuwo tsha shonzha, vha ola milenzhe mivhili kha tshitendeledzi tshiḁwe na tshiḁwe.

### 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'.



### Tshiṭṭshi tsha u shumela tsha 3

#### Zwine vha ḡo ṭoḡa

- Siaṭari ḡa A4 ḡi re na giridi ya nomboro 1–4 mugudi muṅwe na muṅwe
- Dzikhirayoni/penisela

Vhagudi vha ola tshivhalo tshone tsha zwifanyiso (zwa zwine ‘vha ḡo tama u renga’) tsini na rou dzo nomborwaho 1–4. Vhagudi vha nga vhambedza hafhu zwithu zwa vhalela ngazwo kana zwo vhubwaho nga suko ḡa u tambisa na nomboro 1–4.



### Tshiṭṭshi tsha u shumela tsha 4

#### Zwine vha ḡo ṭoḡa

- Tshibogisi tsha poswo
- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na zwithu zwa u vhalela ngazwo zwa 13 u bva kha *Khithi ya Zwishumiswa* (kha vha katele tshithihi tshitswuku, zwivhili zwa lutombo, zwiraru zwa ṭaḡa na zwina zwidala zwa u vhalela ngazwo)
- Mutambo wa bannga wa mangwende (siaṭari ḡa 197)
- Tshidongo tsha vhagudi nga vhavhilihavhili

Vhagudi vha nanga muvhala na nomboro yone ya zwithu zwa u vhalela ngazwo uri vha pose ngomu ha buli ḡa bogisi ḡa muvhala u fanaho. Musi vho no fhedza, vha shumisa zwithu zwa u vhalela ngazwo zwo salaho zwiraru u tamba ‘Mangwende ngomu banngani’.



# 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

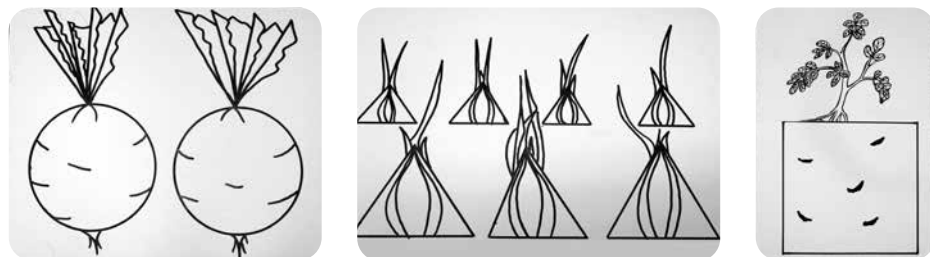
face towards

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.

# Sia la Magudiswa lo Sedzwaho: Tshikhala na Tshivhumbeo (Dzhometiri)

## Thero

- Vhuimo, u divhadza na mihumbulo
- U talusa, u vhekanya na u vhambedza zwivhumbeo zwa mielo mivhili

## Ndivho ntswa

- U vhalela ha mutevhetsindo 1–15
- U vhalela zwithu 1–7
- Vhuimo: nga fhasi ha

## Ndowedzo

- Vhuimo: tsini na, vhukati, phanḁa ha, murahu, nṁha ha
- Masia: phanḁa, murahu
- Divhaipfi ya nomboro 1–4
- U tevhekanya nomboro 1–4
- U vhalela murahu 5–1
- Zwivhumbeo: tshitendeledzi, tshikwea, ṁhofunderaru
- U vhekanya nga tshidodombedzwa tshithihi

## Divhaipfi ntswa ya mbalo

masia

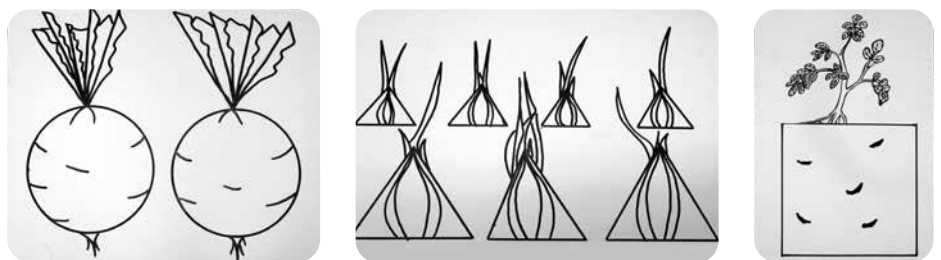
u sedza thungo lwa

nga fhasi ha

## U dilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- makhadibogisi o gerwaho (a saizi ya vhukati): ṁhofunderaru 4, zwitendeledzi 3, zwickwea 7
- ṁhofunderaru dza 10 dza khadibogisi a saizi na mivhala zwo fhambanaho
- miroho yo tou gerwaho mihulu u itela tshiṁtori



- suko la u tambisa
- ṁaledzi ṁhukhu ya khadibogisi
- siaṁari la tshivhumbeo tsha A4 – 1 mugudi muṁwe na muṁwe (Kha vha katele dziṁwe ṁhofunderaru nnzhi dza saizi dzo fhambanaho u fhira zwiṁwe zwivhumbeo.)
- siaṁari la A4 li re na kherotsi 4 (kha vha lavhelese Tshiṁtshi tsha u shumela tsha 2)
- zwibambiri zwa 10 zwa bambiri lidala mugudi muṁwe na muṁwe.

## NGELETSHEDZO

Kha vha khwaṁhisedze divhaipfi ya tshikhala na tshivhumbeo yo fhiraho.

## 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.



# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Makhadibogisi o gerwaho (a saizi ya vhukati): thofunderaru 4, zwitendeledzi 3, zwickwea zwa 7
- Thofunderaru, zwitendeledzi, na zwiḅuloḅoko zwa zwidodombedzwa zwa tshikwea zwa 16 (*Khithi ya Zwishumiswa*)
- Luimbo: *U ita sajadi ya mitshelo* (siaḅari la 195)
- Leḅulu dza nomboro 4 dza zwithu u bva kha ḅafula ya mbalo (u bva kha Vhege ya 1)

### NGELETSHEDZO

Khadibogisi li na mielo miraru. Li na vhulapfu, vhuphara na vhuḅha. Kha Gireidi ya Tri shumisa zwo gerwaho u sumbedza zwivhumbeo zwa mielo mivhili, u fana na thofunderaru, zwitendeledzi, zwickwea, na thofundeina. Kha vha sedzese kha tshivhumbeo: vhulapfu, uri 'tshivhumbeo' ndi tsha vhuphara ha hani, mitalo, khuba kana thodzi.

1. **Luimbo:** Kha vha imbe *U ita sajadi ya mitshelo*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Vhothe vha sedza kha zwigwada zwiḅa zwa thofunderaru, zwitendeledzi zwiraru na zwickwea zwa sumbe zwa khadibogisi lo gerwaho.

#### Mbudziso dzi gaidaho:

- ★ Hu na thofunderaru/zwitendeledzi/zwickwea zwingana zwine na humbula uri zwi hone kha tshigwada itshi?
- ★ Ndi tshigwada tshifhio tshi re na zwinzhi/zwi si gathi u fhira tshigwada tshi re na thofunderaru/zwitendeledzi/zwickwea?

Kha vha vhalele thofunderaru na zwitendeledzi vhothe 1–7. Vha kone u vhalela zwickwea.

4. **U ita ndowendowe ya vhuimo – tsini na, vhukati, phanda ha, murahu, ntha ha:** Vhagudi vha dzhia tshivhumbeo tshithihi tsha tshiḅwe na tshiḅwe kha metha. Vha tambe 'Sizwe uri'. Kha vha nee ndaela dzo fhambanaho kha tshivhumbeo tshiḅwe na tshiḅwe zwenezwi vha tshi khou gaida vhagudi.

#### Ndaela dzi gaidaho:

- ★ Vhothe vha re na zwitendeledzi vha vhea zwivhumbeo zwavho *phanda ha* magona avho, tshifhatuwo, tshilelo. (Kha vha dovhoolole nga zwickwea na thofunderaru.)
- ★ Farani tshitendeledzi tshaḅu *murahu* haḅu, magonani, ngauralongauralo nga tshanda tshithihi/zwanda zwothe.
- ★ Lingedzani u edanyisa thofunderaru yaḅu *murahu ha* ndevhe yaḅu.
- ★ Tshimbilani na tshivhumbeo tshaḅu tshi *nta ha* thoho yaḅu.
- ★ Vhaḅa vha re na thofunderaru i fareni *vhukati* ha magona aḅu.
- ★ Vha re na tshitendeledzi tshi vheani *tsini na* muvhili waḅu. Zwino tshi vheeni kha liḅwe sia la muvhili waḅu. (Kha vha dovhoolole nga zwickwea na thofunderaru.)

5. **Vhuimo:** Kha vha divhadze 'nga fhasi ha'.

#### Mbudziso dzi gaidaho:

- ★ Ni nga dzula/ganama na tshivhumbeo tshaḅu tshi *nga fhasi* haḅu, *nga fhasi ha* tshanda tshaḅu kha fuloro, *nga fhasi ha* lwayo lwaḅu?
- ★ Ndi muraḅo muḅwe ufhio wa muvhili waḅu une ni nga vhea tshivhumbeo tshaḅu *nga fhasi* hawo?

6. **Nyito dza tshigwada tshikutu:** Kha vha ḅaluse nyito dza tshithshini tsha u shumela tshiḅwe na tshiḅwe.

### NGELETSHEDZO

Vhagudi vha vhea zwivhumbeo kha ḅafula ya mbalo nga zwigwada zwa zwiḅa tsini na magaraḅa a nomboro 4, zwenezwi vha tshi khou ya zwiḅitshini zwa u shumela zwavho.

## 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.

## Duvha 2

## Zwine vha do ɔɔa

- Luimbo: *Thoho, mahaɔa, magona na zwikunwane* (siaɔari ɔa 197)
- Zwifaredzi 2
- Zwisiamelo zwa nawa zwa 7/ maswogisi o roliwaho
- Zwivhumbeo zwa ɔhofunderaru zwo gerwaho zwa 10 zwa saizi
- dzo fhambanaho na mivhala, zwo vhewa u mona na kɔasi
- Magaraɔa a tshiga tsha nomboro 1–4 (*Khithi ya Zwishumiswa*)
- Tshibuɔoko 1 tsha zwidodombedzwa zwa ɔhofunderaru

1. **Luimbo:** Kha vha imbe *Thoho, mahaɔa, magona na zwikunwane*.

**Mbudziso dzi gaidaho:**

- ★ ɔhoho yaɔu i nɔha ha \_\_\_\_\_ waɔu?
- ★ Ningo yaɔu i vhukati ha \_\_\_\_\_ aɔu?
- ★ Ningo yaɔu i tsini na \_\_\_\_\_ waɔu?
- ★ Fuloro i fhasi ha \_\_\_\_\_ yaɔu?

2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.

3. **U vhalela zwithu 1–7; zwinzhi/zwi si gathi:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwifaredzi zwivhili zwi songo tsaho vhukati. Kha vha vhee zwisiamelo zwa nawa/maswogisi zwiɔanu kha tshithihi tsha zwifaredzi na zwivhili kha tshiɔwe. Vhagudi vha anganyela uri ndi sagana dza nawa/maswogisi zwingana zwi re ngomu ha tshiɔwe na tshiɔwe. Vhoɔhe kha vha vhalele vhagudi vha sumbe uri vha dzhie sagana dza nawa vha imele murahu he vha dzula hone. Vha a sielisana u posela sagana dza nawa zwavho ngomu ha tshiɔwe na tshiɔwe tsha zwifaredzi. Kha vha dovholele nga vhaɔwe vhagudi vha sumbe. Kha vha hasedleze uri ndi tshifaredzi tshifhio tshi re na sagana dza nawa nnzhi/dzi si gathi.

4. **U ita ndowendowe ya vhunzani ha ɔhofunderaru; u ita ndowendowe ya 1–4:** Vha songo sumbedza vhagudi tshivhumbeo, kha vha dzumbe murahu havho tshivhumbeo tsha ɔhofunderaru tsho gerwaho. Vhagudi vha fanela u humbulela uri ndi tshivhumbeo tshifhio. Kha vha vha nee lusevheɔi, sa tsumbo: 'Tshi na masia mararu na mitalo tswititi miraru.'

**Mbudziso dzi gaidaho:**

- ★ ɔhofunderaru yo fhambana hani na zwiɔwe zwivhumbeo ngomu kɔlasini? Vhagudi vha ɔɔa ɔhofunderaru dza 10 dzo dzumbiwaho ngomu kɔlasini. Vha vhea izwi kha metha tsini na magaraɔa a zwiɔa zwa nomboro 1–4.
- ★ Ndi tshigwada tshifhio tshi re na nnzhi/dzi si gathi?
- ★ Tshigwada tsha vhukati ha tsha vha 2 na tsha vha 4 tshi na ɔhofunderaru nngana?
- ★ Ri nga ita hani uri tshigwada tsha vha 3 tshi vhe na tshivhalo tshi fanaho tsha ɔhofunderaru sa tshigwada tsha vha 4?

5. **Nyito dza tshigwada tshiɔuku:** Kha vha ɔaluse nyito dza tshiɔtshini tsha u shumela tshiɔwe na tshiɔwe.


**NGELETSHEDZO**

Kha vha vhee zwifaredzi na sagana dza nawa na magaraɔa a zwiɔa zwa nomboro na ipfinomboro fhethu ha mbalo.

## Duvha 3

## Zwine vha do ɔɔa

- Luimbo: *Thoho, mahaɔa, magona na zwikunwane* (siaɔari ɔa 197)
- Zwibuɔoko zwa mabulannga zwa 11 u bva fhethu ha zwibuɔoko
- (ɔhofunderaru-, tshikwea- na zwibuɔoko zwa tshivhumbeo tsha zwitendeledzi)
- Thamborini

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. **Luimbo:** Kha vha imbe *Tshoho, mahaḁa, magona na zwikunwane* nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledi. Kha vha vhee zwigwada zwivhili zwa zwiḁḁoko kha methe (zwa sumbe kha tshigwada tshithihi na zwiḁa kha tshiḁwe).

**Mbudziso dzi gaidaho:**

- ★ Ndi zwiḁḁoko zwingana zwine na humbula uri zwi hone kha itshi tshigwada?
- ★ Kha itshi tshiḁwe?

Vhoṭhe vha vhalela zwiḁḁoko kha tshigwada tshiḁwe na tshiḁwe.

- ★ Ndi nyanganyelo ya nnyi ye ya vha tsini?

4. **Zwinzhi, zwi si gathi, eḁana na:** Kha vha vhambedze zwigwada zwa zwiḁḁoko.

**Mbudziso dzi gaidaho:**

- ★ Ndi tshigwada tshifhio tshi re na zwinzhi/zwi si gathi?
- ★ Ri tea u ita mini uri ri eḁanise zwigwada?

5. **Vhuimo – tsini na, vhukati, nga fhasi ha:** Kha vha ṅee vhagudi vha si gathi ndaela dza u vhea zwiḁḁoko u mona na kiḁasi vha tshi shumisa ‘tsini na’ na ‘vhukati’.

**Ndaela dzi gaidaho:**

- ★ Vheani tshiḁḁoko tsha tshivhumbeo tsha tshikwea tsini na ṭafula ya mbalo.
- ★ Vheani tshiḁḁoko tsha tshivhumbeo tsha ṭhofunderaru vhukati ha tshidulo tshanga na munango.

Kha vha lidze thamborini ngeno vhagudi vhoṭhe vha tshi khou tshimbila vhukati ha zwiḁḁoko. Musi muzika u tshi ima vha ita zwigwada zwa vhaḁa vha ima tsini na tsini.

**Mbudziso dzi gaidaho:**

- ★ Ndi nnyi o imaho tsini na \_\_\_\_\_?
- ★ Ndi nnyi a re vhukati ha \_\_\_\_\_ na \_\_\_\_\_?

Vhagudi vha ima murahu ha muḁwe.

- ★ Ndi nnyi a re phanḁa ha/murahu haḁu?

Vhagudi vha a tshina vha ita zwigwada zwiswa zwa vhaḁa.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiḁwe na tshiḁwe.

## NGELETSHEDZO

Kha vha haseledze hune vhagudi vha si na tshigwada tsho fhelelaho tsha vhaḁa vha fanela u ya uri vha ite zwigwada zwo fhelelaho. Kha vha humbele vhagudi mihumbulo ya uri vha nga tandulula hani thaidzo iyi.

## Duvha ḁa 4

### Zwine vha ḁo ṭḁa

- Luimbo: *Iyi ndi ṅḁila ine ra ita ngayo swobo* (siaṭari ḁa 197)
- Tshiṭori tsha tshivhumbeo na zwifanyiso zwa miroho: *Vha kokodza vho kokodza* (siaṭari ḁa 199)
- Tshifaredzi kha ṭafula ya mbalo tshi na zwiḁḁoko zwa zwidodombedzwa zwa zwitendeledi zwa 8, zwikwea zwa 8 na ṭhofunderaru dza 8

1. **Luimbo:** Kha vha ḁivhadze luimbo, *Iyi ndi ṅḁila ine ra ita ngayo swobo*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 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.)





**NGELETSHEDZO**

Kha vha vhee zwiḅuḷoko zwa zwidodombedzwa na zwiḅumbeo zwa miroho kha ṭafula ya mbalo u itela u fanyisa.

3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwiḅanyiso zwa miroho u itela tshiṭori kha methe. Vhagudi vha anganyela na u vhalela tshivhalo tsha zwiḅanyiso zwa miroho zwi re hone.

**Mbudziso dzi gaidaho:**

- ✦ No no vhuya na vhona hu tshi khou itwa swobo?
- ✦ Hu na zwine na khou vhona zwi songo ḁoweleaho nga tshivhumbeo tsha iyi miroho?

4. **Tshiṭori tsha tshivhumbeo:** Kha vha anetshele tshiṭori vha tshi shumisa zwiḅanyiso.

**Mbudziso dzi gaidaho:**

- ✦ Tshivhumbeo tsha iyi miroho tsho ḁoweleaho ndi tshifhio?
- ✦ Ni nga humbula nga miḅwe miroho ine ya ni humbudza nga tshivhumbeo tsha tshitendeledzi/ṭhofunderaru?
- ✦ No no vhuya na vhona muroho wa tshivhumbeo tsha tshikwea?
- ✦ Hu na maḁabula/kherotsi nngana dzi re hone?
- ✦ Hu na kherotsi nnzhi kana maḁabula manzhi?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiḅwe na tshiḅwe.

**Duvha ḷa 5**

**NGELETSHEDZO**

Kha vha rumele mulaedza kha vhabebi/ vhaunḁi vha tshi khou dzinginya uri vha ite swobo ya miroho na vhana vhavho.

**Zwine vha ḁo ṭoḁa**

- Luimbo: *Iyi ndi nḁila ine ra ita ngayo swobo* (siaṭari ḷa 197)
- Tshiṭori tsha tshivhumbeo: *Vha kokodza vho kokodza* (siaṭari ḷa 199)
- Zwifanyiso zwa miroho
- Phositara ya 9
- Goloi ṭhukhu ya u tambisa 1
- Naledzi ṭhukhu ya khadibogisi 1

1. **Luimbo:** Kha vha imbe *Iyi ndi nḁila ine ra ita ngayo swobo*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Kha vha vhalele zwiḅanyiso zwa nyala dza sumbe u bva kha tshiṭori tsha Duvha ḷa 4.
4. **Tshiṭori tsha tshivhumbeo:** Vhoṭhe vha elelwa tshiṭori, vha tshi khou sumbedza zwiḅanyiso zwa miroho.

**Mbudziso dzi gaidaho:**

- ✦ No vhona miḅwe miroho kana mutshelo ngei hayani kana mavhengeleni mulovha i fanaho na zwiḅwea, zwiṭendeledzi kana ṭhofunderaru?
- ✦ No amba na vha muṭa wa haḅu nga uri vha anzela u shumisa miroho mingana musi vha tshi ita swobo?

Lavhelesani tsumbo ya zwiḅanyiso zwa miroho ni haseledze zwiḅumbeo.

5. **Masia:** Lavhelesani kha Phositara ya 9. Kha vha humbele vhagudi u bula zwine vha khou vhona.

**Mbudziso dzi gaidaho:**

- ✦ Ni khou vhona mini tshine tsha fana na tshithu tshe na vhuya na tshi vhona tsini na hayani haḅu?
- ✦ Ni humbula uri itsho tshithu ndi mini? (Kha vha sumbe tshifhaṭo kha mapa.)



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.

Kha vha vhee goloi ya u tambisa he Malusi a ima hone kha tshifanyiso vha vhee na naledzi hune a khou ya u fhelela hone. Vhagudi vha ita unga Malusi u ngomu goloini, vha vha nea ndaela dza u ya fethu afho zwenezwi vha tshi khou tshimbidza goloi.

- ★ Malusi u khou vhona mini tsini hawe?
- ★ U fanela u tuwa tswititi afho? (Kha vha sumbe.)
- ★ U fanela u reila nga ndila ifhio uri a swike \_\_\_\_\_?
- ★ U do vhona mini ndilani?
- ★ U fanela u monela kha sia lijwe lini?

Kha vha dovholole izwi, nga hune ha khou iwa hone ho fhambanaho.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha taluse nyito dza tshiṭtshini tsha u shumela tshiṭwe na tshiṭwe.

### U tlanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha humbele vhagudi u anetshela vhabebi/vhaunḡi vhavho tshiṭori, *Vha kokodza vha kokodza*, vha haseledze uri ndi miroho mingana ine vha shumisa musi vha tshi ita swobo, na u sedza kha zwivhumbeo zwa mitshelo na miroho hayani na/kana mavhengeleni.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha do ṭoda

- Tshidongo tsha mugudi muṭwe na muṭwe tshi na:
  - Magaraṭa a zwithoma zwa nomboro 1–4, tshiga na ipfinomboro
  - Zwibuḷoko zwa 7 zwa vhunzani ho vanganaho (hu sa katelwi ṭhofundeina)
  - Zwithu zwa u vhalela ngazwo zwa phukha 4

1. **U vhalela ha mutevhetsindo 1–15:** Mugudi muṭwe na muṭwe u vhalela u bva kha 1–15.
2. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi na zwidongo zwavho. Muṭwe na muṭwe u vhalela zwibuḷoko zwawe zwa vhunzani zwa 7.
3. **U ita ndowendowe ya 1–4:** Kha vha gaide vhagudi u shuma na zwivhumbeo zwavho na magaraṭa a zwiga zwa nomboro dza 1–4 na zwithoma.

#### Mbudziso dzi gaidaho:

- ★ Ni nga ita zwigwada zwivhili? Tshigwada tshithihi tshi re na zwivhumbeo zwiṅa na tshiṭwe tshi re na zwivhumbeo zwiraru?
  - ★ Ni nga vhea magaraṭa a zwithoma aṅu a fanaho na magaraṭa a zwiga zwa nomboro tsini na izwi zwigwada?
  - ★ Ni nga vhea tshanda tshanaṅu tsini na tshigwada tshi re na zwivhumbeo zwinzhi/zwi si gathi?
  - ★ Ri nga edanisa izwi zwigwada hani?
4. **U vhekanya:** Vheani zwivhumbeo zwoṭhe zwi ite thulwi vhukati ha metha.

#### Mbudziso dzi gaidaho:

- ★ Ndi zwifhio zwi fanaho/fhambanaho nga izwi zwivhumbeo?
- ★ Ndi mivhala ifhio ine na khou vhona?
- ★ Ri nga vhekanya hani izwi zwivhumbeo?

### NGELETSHEDZO

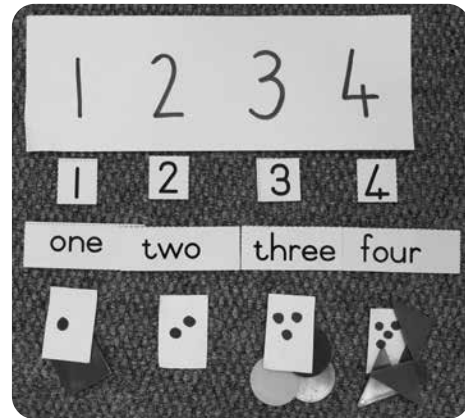
Zwibuḷoko zwa vhunzani ndi zwithu zwa mielo miraru. Kha Gireidi ya ṭ ri amba nga 'zwibuḷoko' zwine 'zwa fana na' zwivhumbeo zwa mielo mivhili, u fana na zwitendeledzi, zwikwea, ṭhofunderaru na ṭhofundeina. Vha humbule u sedzesa kha mbonalo ya vhunzani ha tshibuḷoko musi vha tshi amba nga tshivhumbeo.

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

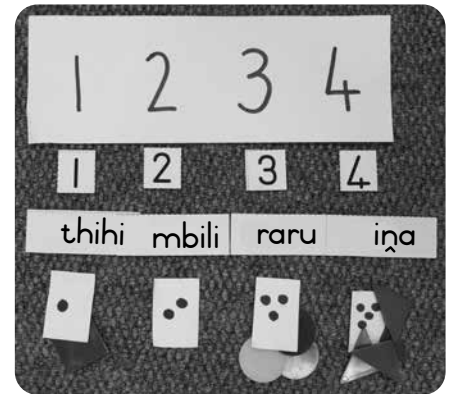
Learners colour only the triangles on the page.



5. **U tevhekanya na vhuimo – tsini na, vhukati, fhasi ha vha tshi shumisa 1–4:** Vhagudi vha tevhekanya magaraṭa a zwiga zwa nomboro, ipfinomboro na a zwithoma a 1–4.

**Mbudziso dzi gaidaho:**

- ★ Ni nga vhea munwe waṅu kha nomboro tsini na nomboro 1?
- ★ Hu na inwe nomboro tsini na nomboro 1?
- ★ Ndi nomboro ifhio i re murahu ha/phanda ha 3?
- ★ Ni nga ntsumbedza nomboro i re vhukati ha 1 na 3?
- ★ Ni nga nanga tshikwea tshithihi uri ni tshi vhee *fhasi ha* garaṭa la tshithoma la nomboro 1 laṅu?
- ★ Ni ṭoda zwitendeledzi zwingana u vhea *fhasi ha* garaṭa la tshithoma la nomboro 3 laṅu?
- ★ Ni nga vhea nomboro yo teaho ya ṭhofunderaru *nga nṭha ha* garaṭa la tshithoma la nomboro 4 laṅu?



6. **Sia na vhuimo:** Vhagudi vha vhalela zwithu zwa u vhalela ngazwo zwa phukha zwiṅa u bva zwidongoni zwavho.

**Mbudziso dzi gaidaho:**

- ★ Ni nga ita uri phukha dzaṅu dzoṭhe dzi sedze phanda thungo lwanga?
- ★ Ni nga vhea phukha dzaṅu inwe i murahu ha inwe dzo sedza muṅangoni?
- ★ Ndi phukha ifhio yo imaho phanda ha/murahu ha \_\_\_\_\_?
- ★ Ndi phukha ifhio yo imaho vhukati ha \_\_\_\_\_ na \_\_\_\_\_?
- ★ Ni nga tshimbidza \_\_\_\_\_ uri i ime tsini na \_\_\_\_\_?



**Kha vha ṭole uri vhagudi vha a kona u:**

- vhekanya u ya nga zwivhumbeo na mivhala
- pfesesa vhuimo 'fhasi ha'
- sumbedza u pfesesa sia
- vhalela ha mutevhetsindo 1–15
- vhalela zwithu 1–7
- tevhekanya magaraṭa a zwiga zwa nomboro a 1–4



## Tshiṭṭishi tsha u shumela tsha 1

**Zwine vha ḡo ṭoda**

- Siaṭari la tshivhumbeo mugudi
- Pennde kana dzikhirayoni muṅwe na muṅwe

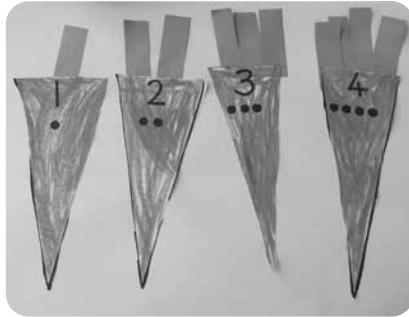
Vhagudi vha dzhenisa muvhala fhedzi kha ṭhofunderaru dzi re kha siaṭari.

## 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.

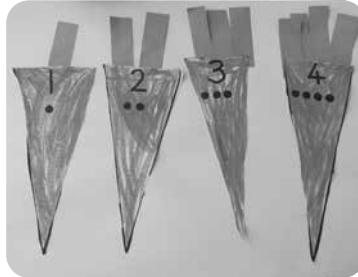


### Tshiṭitshi tsha u shumela tsha 2

#### Zwine vha ḡo ṭoḡa

- Themphuleithi ya A4 ya kherotsi mugudi muṅwe na muṅwe
- Zwibambiri zwa 10 zwa maṭari mugudi muṅwe na muṅwe
- Siaṭari ja A4 mugudi muṅwe na muṅwe
- Guḷuu

Vhagudi vha gera kherotsi nṅa. Vha dzi nambatedza kha siaṭari nga u tevhekana u bva kha 1 u ya kha 4 vha nambatedza tshivhalo tsho teaho tsha maṭari kha iṅwe na iṅwe.



### Tshiṭitshi tsha u shumela tsha 3

#### NGELETSHEDZO

Vha shumisa hafhu na vhulungu/dzimozaiki/tshivhumbeo tsha phoḷisiṭerini zwo gerwaho u bva kha khuvhanganyo ya mathukhwi u itela u vhekanya.

#### Zwine vha ḡo ṭoḡa

- Mugudi muṅwe na muṅwe:
  - Ṭhireyi ya u vhekanyela, sa tsumbo, mabogisi a makumba
  - Tshidongo tshi re na muvango wa zwithu zwa u vhalela
- ngazwo zwa mitshelo, zwitanda, zwibuḷoko zwa yunifikisi, disiki dza mivhala (*Khithi ya Zwishumiswa*)

Vhagudi vha vhekanya zwithu u ya nga tshidodombedzwa tshithihi nga tshifhinga tshithihi, sa tsumbo, muvhala kana tshivhumbeo.



### Tshiṭitshi tsha u shumela tsha 4

#### NGELETSHEDZO

Kha vha haseledze zwibuḷoko nga tshifhinga tsha zwiliwa, vha tshi shumisa divhaipfi yo teaho, sa tsumbo, ndapfusa, pfufhisa.

#### Zwine vha ḡo ṭoḡa

- Zwibuḷoko

Vhagudi vha fhaṭa nga zwibuḷoko.

# 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*.

# Sia ǀa Magudiswa ǀo Sedzwaho: Tshikhala na Tshivhumbeo (Dzhometiri)

## Thero

- Vhuimo, u ǀivhadza na u vhona
- U ǀalusa, u vhekanya na u vhambedza zwithu zwa mielo miraru

## Nǀivho ntswa

- U vhekanya zwithu zwa mielo miraru: zwi fanaho na zwo fhambanaho
- Zwizhi nga tshithihi, zwi si gathi nga tshithihi
- Vhuimo: nǀha ha

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–15 na 5–1
- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–4
- Vhuimo: fhasi ha, kha, ngomu ha, nǀda ha
- Zwivhumbeo: tshitendeledzi, tshikwea, ǀhofunderaru
- Phazili dza zwipiǀa zwa fumi mbili

## ǀivhaipfi ntswa ya mbalo

zwi si gathi nga tshithihi  
zwoǀhe

nǀha  
phanda

murahu

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- tshitendeledzi, tshikwea, ǀhofunderaru zwi hulwane zwa khadibogisi (zwi hulwane lune vhagudi vhaǀa vha nga ima nǀha vhoǀhe)
- ǀhofunderaru, zwikwea, zwitendeledzi zwi tuku zwa khadibogisi 2
- magaraǀa a zwi ga na zwithoma a nomboro 3 na 4 u engedza kha aǀa a re ngomu ha *Khithi ya Zwishumiswa* (vha ǀoǀa manzhi u itela vhagudi vha 21)
- kha vha sike tshikundisi tshi fanelaho u kundwa u itela u tshimbidza zwithu zwa u vhalela ngazwo zwa phukha (u bva kha *Khithi ya Zwishumiswa*) nga (u shumisa zwithu zwi fanaho na: mabogisi, zwikhafu, matshupu a khadibogisi na zwi buǀoko zwa bulannga)
- mabambiri o gerwaho: zwitendeledzi, zwikwea na ǀhofunderaru dza saizi na mivhala zwo fhambanaho – hene fha kha 3 mugudi muǀwe na muǀwe
- phazili ya zwipiǀa zwa fumi mbili (siaǀari ǀa 221).

## Nyito dza kiǀasi yoǀhe

### Duvha ǀa 1

#### Zwine vha ǀo ǀoǀa

- Tshidade: *Roli Polji* (siaǀari ǀa 199)
- Bola khulwane 1
- Tshitendeledzi, ǀhofunderaru, tshikwea zwi hulwane zwa khadibogisi
- Phositara ya 11
- Zwithu zwa tshivhumbeo tsha tshitendeledzi-, tshikwea-, ǀhofunderaru zwo vheva u mona na kiǀasi – 1 mugudi muǀwe na muǀwe
- Zwi buǀoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)

1. **Tshidade:** Kha vha ite tshidade, *Roli Polji*.

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. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.

3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha kungulusele bola kha vhagudi vha sumbe nthihi nga tshifhinga tshithihi zwenezwi kilasi i tshi khou vhalela 1–7. Kha vha dovholole lu si gathi nga vhañwe vhagudi. Vhagudi vhe vha wana tshikhala, vha vhanda zwanḡa zwenezwi vhoṭhe vha tshi khou vhalela.



4. **U ita ndowendowe ya zwivhumbeo; zwi fanaho na zwo fhambanaho:** Kha vha imisele nṭha tshitendeledzi, tshikwea na ṭhofunderaru zwihulwane zwa khadibogisi. Kha vha lavhelese Phositara ya 11.

**Mbudziso dzi gaidaho:**

- ✦ Ndi ngafhi hune na khou vhona izwi zwivhumbeo kha iyi phositara?
- ✦ Ni nga humbula nga tshiñwe tshithu hayani ha hañu/shangoni tshine tsha ni hambudza tshiñwe tsha izwi zwivhumbeo?

Vhagudi vha lavhelesa zwithu zwa tshivhumbeo tsha tshitendeledzi, tshikwea kana ṭhofunderaru u mona na kilasi. Vha vhuelela madzuloni avho kha methhe musi vho wana tshiñwe tshithu.

Kha vha vhambedze zwi fanaho na zwo fhambanaho kha zwithu zwavho. Kha vha vhee zwithu nga zwigwada fhethu ha mbalo nṭha ha zwivhumbeo zwa makhadibogisi.

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

## Duvha Ia 2

### Zwine vha ḡo ṭoḡa

- Tshidade: *Roji Poji* (siaṭari Ia 199) zwitendeledzi 2, ṭhofunderaru
- Tshiṭori: *Vha kokodza vho kokodza* (siaṭari Ia 199) khulwane 3, ṭhofunderaru ṭhukhu 4 (*Khithi ya Zwishumiswa*)
- Zwifanyiso u itela tshiṭori • Bege/bogisi
- Zwibuḷoko zwa zwidodombedzwa – zwa tshikwea tshihulwane 1, • Zwithu zwa u vhalela ngazwo zwa mivhala zwa 7

1. **Tshidade:** Kha vha ite tshidade, *Roji Poji*.

2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.

3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhalele zwifanyiso zwa miroho u bva tshiṭorini *Vha kokodza vho kokodza* u bva kha Vhege ya 3. Kha vha lavhelese kha zwithu zwa u vhalela ngazwo zwa 7 kha methhe.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri hu na zwithu zwa u vhalela ngazwo zwingana kha itshi tshigwada?
- ✦ Ni humbula uri hu na zwithu zwa u vhalela ngazwo zwinzhi u fhira miroho?

Kha vha vhalele vha vhambedze zwithu zwa u vhalela ngazwo na zwifanyiso.



## 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?



## NGELETSHEDZO

Vha humbule uri tshibuḽoko tsha tshidodombedzwa tshiḽwe na tshiḽwe tshi na mielo miraru, fhedzi vhagudi vho sedzesa kha nyalo kana tshifhaṽuwo tsha tshithu tshine tsha fana na tshitendeledzi, tshikwea kana ṽhofunderaru.

4. **U ita ṽdowendḽowe ya zwivhumbeo:** Kha vha sumbedze vhagudi bege i re na zwibuḽoko zwa zwidodombedzwa ngomu hayo.

**Mbudziso dzi gaidaho:**

- ✦ Arali zwithu zwi re ngomu ha bege zwi na tshivhumbeo tshi fanaho sa zwi re tshiṽtorini, zwi na zwivhumbeoḽe?
- ✦ Hu fanela u vha na zwikea/zwitendeledzi/ṽhofunderaru zwingana ngomu ha bege?

Mugudi muthihi u phuphuledza ngomu ha bege. Vhagudi vha sielisana u bula uri, 'Zwi pfala sa \_\_\_\_\_ (tshitendeledzi/tshikwea/ṽhofunderaru).' Vhagudi vha vhea tshibuḽoko tsha zwidodombedza tsini na tshifanyiso tsha muroho tshi fanaho natsho kha ṽafula ya mbalo.

5. **Nyito dza tshigwada tshiṽtuku:** Kha vha ṽaluse nyito dza tshiṽtshini tsha u shumela tshiḽwe na tshiḽwe.

### U ṽanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha ite tshiṽtori sa ṽitambwa, *Vha kokodza vho kokodza.*

## Duvha ṽa 3

### Zwine vha ḽo ṽoḽa

- Luimbo: *Arali no fara tshikwea* (siaṽari ṽa 199) zwa 8 na ṽhofunderaru dza 8 (*Khithi ya Zwishumiswa*), khathihi na ṽhofunderaru, zwikwea, zwitendeledzi 2 zwa khadibogisi kha tshiḽwe na tshiḽwe
- Zwifaredzi 3 zwi na zwibuḽoko zwa zwidodombedza zwa zwitendeledzi zwa 8, zwikwea



## NGELETSHEDZO

U vhalela ha mutevhetsindo: 1–15 na 5–1 hu nga itwa nga tshifhinga tsha muratho.

1. **Luimbo:** Vhagudi vha ima vho ita tshitendeledzi. Muḽwe na muḽwe u dzhia tshivhumbeo tshithihi u bva kha zwifaredzi zwiraru zwi re kha methe. Kha vha imbe *Arali no fara tshikwea*. Vhagudi vha imisela ṽṽha zwivhumbeo zwi fanaho zwenezwi vha tshi khou imba.
2. **U vhalela zwithu 1–7:** Vhagudi vha a ḽidzudzanya vhone vhaḽe nga zwigwada zwiraru: tshithihi tsho fara zwitendeledzi, tshithihi tsho fara zwikwea ngeno tshiḽwe tsho fara ṽhofunderaru. Kha vha ṽee tshigwada tshiḽwe na tshiḽwe tshifaredzi. Vha vhea zwivhumbeo zwavho kha methe tsini na tshifaredzi.
3. **U ita ṽdowendḽowe 1–4; zwinzhi kha, zwi si gathi kha, u eḽana na:** Mugudi muthihi kha tshigwada tshiḽwe na tshiḽwe u vhea zwivhumbeo zwa sumbe zwa tshigwada ngomu ha tshifaredzi zwenezwi tshigwada tshi tshi khou vhalela 1 u ya kha 7. Vhagudi vha lavhelesa kha zwivhumbeo zwiraru zwi re kha methe.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwivhumbeo zwingana zwi re kha methe?
- ✦ Ndi zwinzhi kha kana zwi si gathi kha zwiḽa?
- ✦ Hu khou ṽoḽea zwiḽwe zwivhumbeo zwingana uri ni ite tshigwada tsha zwiḽa?
- ✦ Ni nga ita tshiḽwe tshigwada tshi re na tshivhalo tshi eḽanaho na tsha zwivhumbeo kha itshi tshigwada?



**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.



## NGELETSHEDZO

Kha vha tshimbile  
vhukati ha zwigwada  
zwiraru u itela u  
tikedza vhagudi.

- Zwinzhi nga tshithihi, zwi si gathi nga tshithihi:** Vhagudi vha bvela phanda u shuma nga zwivhumbeo zwi re kha methe.  
**Mbudziso dzi gaidaho:**
  - ✦ Ni nga ita uri tshigwada tshithihi tshi vhe na tshivhumbeo tshi si gathi nga tshithihi u fhira tshiñwe tshigwada?
  - ✦ Tshigwada tshi na zwivhumbeo zwingana khatsho zwino?
  - ✦ Tshigwada tsha u thoma tshi na zwivhumbeo zwingana khatsho?
- U ita nḡowenḡowe ya zwivhumbeo na vhuimo:** Mugudi muñwe na muñwe u fara tshivhumbeo. Kha vha shumise ndaela nga maipfi a vhuimo, sa tsumbo: 'Vha re na ṭhofunderaru ṭhukhu, kha vha tshimbile vha tshi ya matungo oṭhe vha vhee ṭhofunderaru dzavho murahu ha tshidulo tshanga.'
- Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

## Duvha ḷa 4

### Zwine vha ḡo ṭḡa

- Luimbo: *Arali no fara tshikwea* (siaṭari ḷa 199)
- Theiphi ya u nambatedza/tshokho
- Tshitendeledzi, tshikwea, ṭhofunderaru zwiḡulwane zwa khadibogisi (tshiñwe na tshiñwe tshi tshihulwane vhukuma lune vhagudi vhaṅa vha nga ima vhoṭhe)
- Tshilidzo tsha muzika
- Zwiḡulo zwa zwidodombedza zwa tshitendeledzi, ṭhofunderaru, tshikwea zwa 24 (*Khithi ya Zwishumiswa*)
- ṭhofunderaru, zwiḡwea na zwiṭendeledzi zwiṭuku zwa khadibogisi – 2 zwa tshiñwe na tshiñwe
- Magaraṭa a zwiḡa na zwiṭhoma zwa nomboro 3 na 4 zwa vhagudi vha 21

- Luimbo:** Kha vha imbe luimbo, *Arali no fara tshikwea* nga zwivhumbeo.
- U vhaḡela ha mutevhetsindo:** 1–15 na 5–1. Kha vha shumise theiphi ya u nambatedza kana tshokho u sika ḷeri kha methe u itela vhagudi uri vha fhufhe khayo zwenezwi kiḷasi i tshi khou vhaḡela. ḷeri ya u fhufha i nga penndwa nga pennde ya enameḷe ya muvhalanzenge nḡa fhethu ha u tambela ha Gireidi ya ṭ.



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. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee tshitendeledzi, tshikwea na t̥hofunderaru zwihulwane zwa khadibogisi kha methhe. Kha vha vhalele uri hu na masia tswititi mangana kha t̥hofunderaru na tshikwea tshiñwe na tshiñwe. Kha vha vhalele uri ndi mangana oṭhe o t̥angana.



4. **U ita ṅdowṅowe ya zwivhumbeo:** Kha vha dzumbe zwivhumbeo u mona na kiḷasi. Nga zwigwada zwa vhaṅa, vhagudi vha sielisana u vha 'Mafogisi a zwivhumbeo' u itela u wana zwivhumbeo.

Vhagudi vha tshina kha mutsindo wa vhukati ha zwivhumbeo zwiraru zwihulwane kha fuloro. Musi muzika u tshi ima, vha dzula u mona na tshivhumbeo tshine tsha fana na tshe vha wana ngomu kiḷasini.

**Mbudziso dzi gaidaho:**

- ✦ Ndi vhagudi vhangana vhane na humbula uri vha ḍo kona u ima ṅṅha ha tshitendeledzi/tshikwea/t̥hofunderaru nga tshifhinga tshithihi?
  - ✦ Vhagudi vhanzhi vha nga fhelela kha tshikwea kana tshitendeledzi? Ndi ngani?
5. **U ita ṅdowṅowe 1–4; zwinzhi/zwi si gathi:** Vhagudi vhararu vha ima kha tshiñwe na tshiñwe tsha zwivhumbeo zwa khadibogisi.



**Mbudziso dzi gaidaho:**

- ✦ Muñwe mugudi muthihi a nga kona u fhelela kha tshivhumbeo tsha khadibogisi tshaṅu?
  - ✦ Arali ri tshi khou t̥oḍa vhagudi vha si gathi nga muthihi ṅṅha ha tshitendeledzi, ri fanela u ita mini?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha t̥aluse nyito dza tshiṭtshini tsha u shumela tshiñwe na tshiñwe.

Day 5

What you need

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

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

Guiding questions:

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

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



Guiding questions:

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

Encourage the learners to use direction and position vocabulary.

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

Small group activities

Teacher-guided activity

What you need

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



TIP

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



## Duvha 5

## Zwine vha do ɔda

- Tshidade: *Roli Polji* (siaɽari 1a 199)
- Bola khulwane 1
- Zwithu zwa u vhalela ngazwo zwa phukha (*Khithi ya Zwishumiswa*)
- Tshikundisi tshi fanelaho u kundwa tshiɽuku (kha vha sedze tshifanyiso afho fhasi)

1. **Tshidade:** Kha vha ite tshidade, *Roli Polji*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Kha vha vhee tshigwada tsha zwithu zwa u vhalela ngazwo zwa phukha zwa sumbe kha metha.

## Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi phukha nngana dzi re hone kha itshi tshigwada? Vhalelani zwithu zwa u vhalela ngazwo zwa phukha nothe.

4. **U ita ndowendowe ya vhuimo na sia:** Kha vha dzudzanye tshikundisi tshi fanelaho u kundwa tshiɽuku. Kha vha tevhedzele ndaela dza vhagudi u tshimbidza phukha uri i pfuke tshikundisi tshi fanelaho u kundwa.

## NGELETSHEDZO

Kha vha vhee phukha na tshikundisi tshi fanelaho u kundwa kha bogisi u itela uri zwi vhe ntha nahone vhagudi vhothe vha kone u zwi vhone.



## Mbudziso dzi gaidaho:

- ✦ Bere i fanela u tshimbila nga ndila ifhio uri i swike ntha ha itshi tshibuɽoko?
- ✦ Bere i fanela u tshimbila nga ndila ifhio u itela uri i vhe fhasi ha bogisi?
- ✦ Bere i khou ɔda u ima kha hetshi tshitendeledzi tsha zwibuɽoko, i nga swikisa hani?
- ✦ Hu na inwe ndilavho yo fhambanaho ya u bva?

Kha vha ɽuɽuwedze vhagudi u shumisa ɽivhaipfi ya sia na vhuimo.

5. **Nyito dza tshigwada tshiɽuku:** Kha vha ɽaluse nyito dza tshiɽtshini tsha u shumela tshiinwe na tshiinwe.

## Nyito dza tshigwada tshiɽuku

## Nyito yo rangwaho phanda nga mugudisi

## Zwine vha do ɔda

- Goloji ya u tambisa khulwane kana mpopi
- Zwibuɽoko na tshitendeledzi zwa yunifikisi, zwibuɽoko zwa zwidodombedzwa zwa tshikwea na ɽhofunderaru (*Khithi ya Zwishumiswa*)
- Zwibuɽoko zwa zwidodombedzwa 4: ɽhofunderaru 1, tshikwea 1 na zwitendeledzi 2 (*Khithi ya Zwishumiswa*)
- Zwitibo zwo itaho tshitendeledzi zwa zwifaredzi – mugudi muñwe na muñwe 2
- Tshidongo tsha mugudi muñwe na muñwe tshi re na zwibuɽoko zwa zwidodombedzwa 4: ɽhofunderaru/zwikwea/zwitendeledzi (*Khithi ya Zwishumiswa*) (Kha vha fhambanye ɽhanganyo ngomu ha tshidongo tshiinwe na tshiinwe.)

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. **U vhalela ha mutevhetsindo:** Kha vha vhande zwanḡa vha vhalele 1–15. Kha vha rwise mulenzhe fhasi vha vhalele 5–1.
2. **U ṭalusa tshithu u bva kha vhuimo ho fhambanaho:** Kha vha vhee goloi ya u tambisa kana mpopi kha methe. Kha vha humbele vhagudi u ṭalusa uri izwi zwi fana na mini u bva he vha dzula hone, sa tsumbo: 'Ndi khou kona u vhona nga murahu ha ṭhoho ya mpopi.'



**Mbudziso dzi gaidaho:**

- ★ Tshi vhonele hani no tshi sedza u bva nṭha?
- ★ Tshi vhonele hani u bva nga fhasi ha goloi/mpopi?

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha haseledze u vhona zwithu u bva kha vhuimo ho fhambanaho nga tshifhinga tsha nḡowelo ya ḡvha liṅwe na liṅwe, sa tsumbo, bugu nga tshifhinga tsha tshifhori.

3. **U vhalela zwithu 1–7; zwi fanaho na zwo fhambanaho:** Kha vha vhee thulwi ya zwibuḡoko zwa yunifikisi na zwa zwidodombedzwa kha methe. Vhagudi vha sielisana u vhalala zwithu zwa sumbe muṅwe na muṅwe. Kha vha haseledze zwithu zwe vha nanga.

**Mbudziso dzi gaidaho:**

- ★ Ndi zwifhio zwi fanaho/zwo fhambanaho nga zwithu zwa tshigwadani tshaṅu?
  - ★ Ni nga zwi vhekanya?
  - ★ Mmbudzeni uri no zwi vhekanya hani.
  - ★ Ni nga zwi vhekanya nga iṅwe nḡila?
4. **U ita nḡowendowe ya zwivhumbeo na vhuimo; kha, fhasi ha, ngomu ha na nḡa ha:** Vhagudi vha bvisela nḡa na u vhalela zwibuḡoko zwa zwidodombedzwa u bva kha zwidongo zwavho. Vha bula uri ndi zwibuḡoko zwingana zwi fanaho na zwitendeledzi, zwikwea kana ṭhofunderaru.

Kha vha tambe 'Sizwe uri'. Sa tsumbo:

- ★ Vheani tshikwea tshaṅu fhasi ha lwayo lwaṅu.
- ★ Vheani tshitendeledzi kha ṭhoho yaṅu.
- ★ Vhuedzedzani ṭhofunderaru yaṅu ngomu ha tshidongo.



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. **U ita ngowendowe 1–4; zwinzhi nga tshithihi/zwi si gathi nga tshithihi:** Vhagudi vha tamba mutambo wa 'dzinginyani ni kwashe' nga zwithu zwa u vhalela ngazwo zwiṅa na zwitibo zwiṅhili. (Kha vha sedze nyito yo rangwaho phanda nga mugudisi kha Vhege ya 2, siaṅari ṅa 49.)

**Mbudziso dzi gaidaho:**

- ★ Ndi na tshivhalo tshi fanaho tsha zwithu zwa u vhalela ngazwo kha tshitibo tshiṅwe na tshiṅwe?
- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwine nda vha nazwo kha tshitibo tshiṅwe na tshiṅwe?
- ★ Ndi na zwithu zwa u vhalela ngazwo zwingana zwo ṅangana zwoṅhe?
- ★ Arali \_\_\_\_\_ a vhea tshithu tsha u vhalela ngatsho tshithihi kha itshi tshitibo, hu ḡo vha na zwingana?
- ★ Arali \_\_\_\_\_ a dzhia tshithu tshithihi tsha u vhalela ngatsho kha itshi tshitibo, hu ḡo vha ho sala zwingana?
- ★ Ndi tshigwada tshifhio tshi re na zwinzhi nga tshithihi u fhira 2/3?
- ★ Ndi tshigwada tshifhio tshi re na zwi si gathi nga tshithihi kha 4/3/2?



**Kha vha ṅole uri vhagudi vha a kona u:**

- ṅalutshedza zwi fanaho na zwo fhambanaho vhukati ha zwithu na u zwi vhekanya
- ṅalusa tshithu u bva fhethu ho fhambanaho ha u vhona
- sumbedza u pfesesa zwinzhi nga tshithihi na zwi si gathi nga tshithihi
- topola tshitendeledzi, tshikwea na ṅhofunderaru

## Tshiṅtshi tsha u shumela tsha 1

### Zwine vha ḡo ṅoḡa

- Mabambiri o gerwaho: zwitendeledzi, zwiḡwea na ṅhofunderaru zwa saizi dzo fhambanaho na mivhala
- Guḷuu
- Bammbiri
- Dzikhirayoni
- Siaṅari ṅa A4 mugudi muṅwe na muṅwe

Vhagudi vha nambatedza tshivhumbeo kana zwiṅhumbeko kha siaṅari ṅavho. Vha ola zwidodombedzwa kha kana u mona na zwiṅhumbeko u itela u sika tshifanyiso.



## 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.



## Tshiṭitshi tsha u shumela tsha 2

### Zwine vha ḡo ṭoḡa

- Suko ḡa u tambisa
- Zwithu zwa u tshea suko (tshikwea, tshitendeledzi, ṭhofunderaru)
- Phanga dza puḡasiṭiki
- Methe wa suko/dzibodo
- Phositara ya 11

Vhagudi vha ita zwikwea, zwitendeledzi na ṭhofunderaru nga suko ḡa u tambisa vha tshi shumisa zwithu zwa u tshea suko zwavho. Vha sika tshifanyiso vha tshi shumisa zwivhumbeo.



## Tshiṭitshi tsha u shumela tsha 3

### Zwine vha ḡo ṭoḡa

- Zwibuḡoko na/kana zwibuḡoko zwa yunifikisi

Vhagudi vha fhaṭa zwine vha funa nga zwibuḡoko.

## Tshiṭitshi tsha u shumela tsha 4

### Zwine vha ḡo ṭoḡa

- Munangekanyo wa phazili dza zwipiḡa zwa fumi mbili

Vhagudi vha fhaṭa phazili.

### NGELETSHEDZO

Kha vha ṅee vhagudi vha re na vuholefhalo zwickhala zwa u shuma nga luvhilo lwavho vhone vhone.

# 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

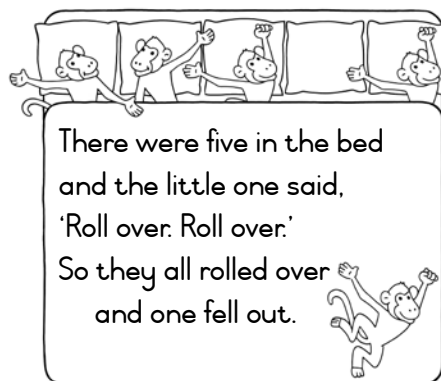
number line

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).

# Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

## Thero

- U vhona zwiga zwa nomboro na ipfinomboro
- U ǀalusa, u vhambedza na u tevhekanya nomboro

## Nǀivho ntswa

- Nomboro 5

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–15 na 5–1
- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–4
- U tevhekanya nomboro 1–4
- Zwinzhi, zwi si gathi

## ǀivhaipfi ntswa ya mbalo

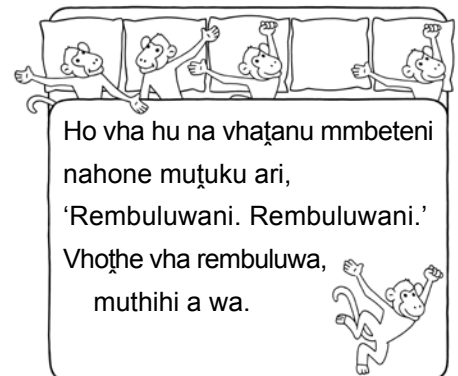
mutalombalo

tevhekanya

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- tshati ya nomboro ya luvhondoni na themphuleithi ya nǀu ya nomboro 5 (siaǀari ǀa 211)
- ǀebuǀu 5 dza tshithoma, tshiga na ipfinomboro dza nomboro 5 u itela ǀafula ya mbalo (siaǀari ǀa 211)
- makhadibogisi o gerwaho a tshitendeledzi tshidala 5 (uri a eǀane na zwithu zwa u vhalela ngazwo zwa phukha 5)
- phositara ya *Vhaǀanu mmbeteni* u bva kha Kotara ya 1, Vhege ya 9, dzo ǀowedzwa uri dzi shumise ǀhoho
- muthambi wa nomboro wo itwa nga muǀali, phekhisi na magaraǀa a tshiga tsha nomboro 1–5 (kha vha sedze ǀuvha ǀa 3)
- zwibogisi zwa poswo 5, zwo swaiwa nga zwiga zwa nomboro 1–5 (kha vha sedze ǀuvha ǀa 4)
- themphuleithi ya suko ǀa u tambisa: Nomboro 5 mugudi muǀwe na muǀwe (siaǀari ǀa 215)
- siaǀari ǀa A4 mugudi muǀwe na muǀwe ǀi re na ǀemukula 5 dzo olwaho khaǀo (kha vha sedze Tshiǀitshini tsha u shumela tsha 2)
- phulethi dza bammbiri/zwitibo 5 mugudi muǀwe na muǀwe, iǀwe na iǀwe i na tshiga tsha nomboro na zwithoma zwi fanaho zwa 1–5, sa tsumbo, 1 na tshithoma tshithihi, 2 na zwithoma zwivhili (kha vha sedze Tshiǀitshini tsha u shumela tsha 3)
- matombo a 30
- vha kope phazili dza nomboro (mugudi muǀwe na muǀwe 1 tshigwadani) vha dzhenise muvhala zwifanyisoni (siaǀari ǀa 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:

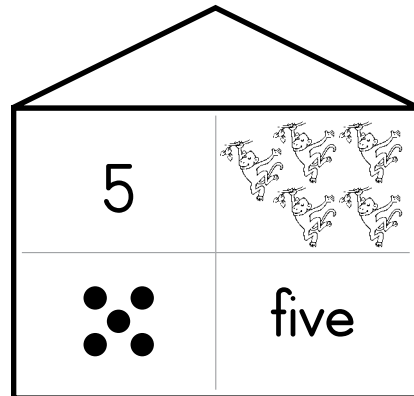
- ★ How many animals are in this group? And in this group?
  - ★ Which group has more/fewer animals?
- Together count the animals 1–7 in each hula hoop.

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.

# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Tshidade: *Roji Polji* (siaṭari la 199)
- Dzihula hupu 2 (kana vha ole zwitendeledzi nga tshokho)
- Zwithu zwa u vhalela ngazwo zwa phukha zwa 14 (*Khithi ya Zwishumiswa*)
- Tshati dza nomboro dza luvhondoni 1–4
- Tshati ya nomboro ya luvhondoni: Nomboro 5 (siaṭari la 211)
- *Tshitori tsha nomboro 5* (siaṭari la 201)

1. **Tshidade:** Kha vha ite tshidade, *Roji Polji*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee dzihula hupu mbili kha methe. Kha vha phadaladze zwithu zwa u vhalela ngazwo zwa phukha zwa sumbe ngomu ha hula hupu nthihi, vha vhee zwithu zwa u vhalela ngazwo zwa phukha zwa sumbe tsini na tsini ngomu ha inwe hula hupu.

#### Mbudziso dzi gaidaho:

- ★ Ndi phukha nngana dzi re kha itshi tshigwada? Hone kha itshi tshinwe?
- ★ Ndi tshigwada tshifhio tshi re na phukha nnzhi/dzi si gathi?

Vhothe kha vha vhalele phukha 1–7 ngomu ha hula hupu inwe na inwe.

4. **U divhadza nomboro '5':** Kha vha sumbe kha tshati dza nomboro dza luvhondoni 1–4.

#### Mbudziso dzi gaidaho:

- ★ Ndi nndu ifhio i re na phukha nnzhi nga nthihi u fhira nduni ya vhukhohe?
- ★ Ni zwi divha hani?
- ★ Ndi phukha nngana dzi dzulaho nduni ye ya fhatwa nga murahu ha nndu ya ndou?
- ★ Ndi phukha nngana dzine na humbula uri dzi do dzula kha nndu i tevhelaho?

Kha vha anetshela *Tshitori tsha nomboro 5*.

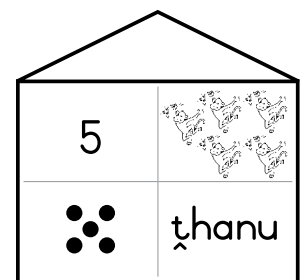
Tshitori tsho sedzesa kha nndu dza phukha.

Kha vha sumbedze zwipiḁa zwa tshati ya nomboro ya luvhondoni ya mbalo zwenezwi vha tshi khou fhatwa tshitori tsha phukha na zwifanyiso zwa nndu: vhuimeleli ha nomboro 5 nga ndila dzo fhambanaho, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfinomboro.

Kha vha tane zwipiḁa zwa tshati ya luvhondoni ya mbalo luvhondoni fhethu ha mbalo. Kha vha vhalele thoho vhothe.

- ★ Ndi nnyi o no vhonaho thoho? Ngafhi?
- ★ Thoho dzi ita phosho de?
- ★ Ntsumbedzeni uri dzi tshimbilisa hani.
- ★ Hu na thoho nngana nnzhi u fhira vhukhohe?
- ★ Arali lukhohe luthihi lwa ya nduni ya thoho, hu do vha ho sala vhukhohe vhungana nduni ya vhukhohe?

5. **Nyito dza tshigwada tshituku:** Kha vha taluse nyito dza tshitiitshini tsha u shumela tshinwe na tshinwe.



## 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.



## Duvha 2

## Zwine vha do ɔɔa

- Luimbo: *Thoho thanu mmbeteni* (siaɽari ɔa 201) na zwifanyiso
- Magaraɽa a tshithoma, tshiga na ipfinomboro a nomboro 5
- Zwitendeledzi 3 zwa khadibogisi zwo tou gerwaho
- Zwithu zwa u vhalela ngazwo zwa phukha zwa 19 (*Khithi ya Zwishumiswa*)
- Zwithu zwa u vhalela ngazwo zwa phukha zwa 30 zwo dzumbwa u mona na kiɽasi (1 mugudi muñwe na muñwe)

1. **Luimbo:** Kha vha imbe luimbo, *Thoho thanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwitendeledzi zwiraru zwa khadibogisi kha methe, ɽithihi ɽi na phukha, ɽithihi ɽi na phukha dza sumbe dzo phaɽaladzwa, ngeno ɽithihi ɽi na phukha dza sumbe dzo ima tsini na tsini.

## Mbuziso dzi gaidaho:

- ✦ Ndi phukha nngana dzine na humbula uri dzi hone kha itshi tshigwada? Kha vha sumbe kha tshigwada tshithihi tsha dza sumbe vha vhalele phukha, vha kone u sumba kha tshiñwe tshigwada vha vhudzise, 'Hu na phukha nngana?'
  - ✦ Ndi tshifhio tsha izwi zwigwada zwivhili tshi re na tshivhalo tsha phukha nnzhi/dzi si gathi/dzi fanaho?
4. **U ita ndowendowe 5:** Kha vha haseledze zwigwada zwiraru zwa phukha.

## Mbuziso dzi gaidaho:

- ✦ Arali ndi tshi khou ɔɔa phukha thanu fhedzi kha tshiñwe na tshiñwe tsha izwi zwigwada, ndi fanela u ita mini? (Kha vha ɽuse mbili kha tshigwada tshiñwe na tshiñwe.)
- Kha vha vhee phukha nɽa kha tshitendeledzi tshi si na tshithu.
- ✦ Ndi phukha nngana dzine ra tea u engedza kha itshi tshigwada uri dzi vhe thanu?

5. **U zwima phukha:** Kha vha vhee tshifaredzi tshi na zwitanda u bva kha *Khithi ya Zwishumiswa* kha ɽafula ya mbalo u itela uri vhagudi vha sike 'gammba' dza phukha thanu. Kha vha vhee zwithu zwa u vhalela ngazwo zwa phukha u bva kha *Khithi ya Zwishumiswa* u mona na kiɽasi. Vhagudi vha ya 'u zwima phukha' uri vha dzi wane. Vha dzi vhea kha ɽafula nga 'gammba' dza thanu.

## Mbuziso dzi gaidaho:

- ✦ Ri nga ita mini nga phukha dzine a dzi fheleli kha idzi gammba? (Kha vha dzi dzudzanye nga nthihinthihi kha ɽafula ya mbalo.)
6. **Nyito dza tshigwada tshiɽuku:** Kha vha ɽaluse nyito dza tshitiſhini tsha u shumela tshiñwe na tshiñwe.

 NGELETSHEDZO

Kha vha humbudze vhagudi u tshimbila vho fhumula u itela uri vha sa shushe phukha.

## Duvha 3

## Zwine vha do ɔɔa

- Luimbo: *Thoho thanu mmbeteni* (siaɽari ɔa 201) na zwifanyiso
- Phekhisidza dza 7 dza zwiamboro
- Muthambi wa u anea nomboro u re na magaraɽa a nomboro 1–5 u itela u anea kha muɽali
- Zwiga zwa nomboro 1–5 (*Khithi ya Zwishumisa*)
- Dzihuɽa hupu 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. **Luimbo:** Vhagudi vha ima vho ita tshitendeledzi. Vha ite misumbedzo nga luimbo *Thoho thanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Kha vha humbele vhagudi vha sumbe uri muñwe na muñwe wavho a dzhie tshithu tshithihi u bva ngomu kīlasini. Vha vhee zwithu izwo kha methe. Kha vha dzudzanye vhagudi u itela uri vhothe vha kone u vhona zwi re kha methe.

**Mbudziso dzi gaidaho:**

- ★ Hu na zwithu zwingana kha methe?
- ★ Hu do sala zwithu zwingana arali ra bvisa tshithithi? Arali ra bvisa tshiñwe tshithithi? Arali ra bvisa zwivhili?
- ★ Ndi zwithu zwingana zwine ra fanela u vhuedzedza uri ri vhe na zwiñanu? Ndi zwithu zwinzhi zwingana zwine ra fanela u vhuedzedza uri zwi vhe sumbe?



4. **U ita ndowendowe na u tevhekanya nomboro 1–5:** Kha vha dīvhadze muthambi wa u anea nomboro. Kha vha bwise magaraṭa a nomboro kha muthambi wa u anea nomboro vha a ñee vhagudi vhañanu. Vhagudi vha dīdzudzanya vhone vhane nga u tevhekana u bva kha 1 u ya kha 5.

**Mbudziso dzi gaidaho:**

- ★ Ndi nomboro ifhio ine ya fanela u ḡa mathomoni, i tevhekaho, phanḡa ha, nga murahu?

Kha vha furalalise mugudi u itela uri vhañwe vhagudi vha sa vhone garaṭa ḡa nomboro yawe.

- ★ Ndi nomboro ifhio i re vhukati ha 2 na 4?

Kha vha vhee zwiga zwa nomboro 1–5 zwo vangana kha fuloro. Kha vha humbele vhagudi u thusa u anea magaraṭa nga u tevhekana u bva kha 1 u ya kha 5 kha muthambi wa u anea nomboro. Vhagudi vha anea nomboro kha muthambi zwenezwi vhone vha khou vhudzisa mbudziso.

- ★ Ndi nomboro ifhio ine ya fanela u ḡa mathomoni, i tevhelaho, nga murahu?
- ★ Ni nga sumba nomboro i re phanḡa ha, vhukati?

5. **Nyito dza tshigwada tshiñuku:** Kha vha ṭaluse nyito dza tshiñtshini tsha u shumela tshiñwe na tshiñwe.

## Duvha ḡa 4

### Zwine vha do toḡa

- Luimbo: *Thoho thanu mmbeteni* (siaṭari ḡa 201) na zwifanyiso
- Magaraṭa a tshifanyiso, tshiga na tshithoma a 30 a nomboro '1–5' (*Khithi ya Zwishumiswa*)
- Muzika kana tshilidzo
- Muthambi wa u anea nomboro u re na zwiga zwa nomboro 1–5 zwo anewa kha muḡali
- Mabogisi a poswo 5 o swaiwa 1–5
- Zwithu zwa u vhalela ngazwo zwa mivhala
- Magaraṭa a tshithoma a nomboro 5 (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha ite ḡitambwa nga *Thoho thanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Kha vha vhande zwanḡa tshivhalo tshiñwe na tshiñwe vhukati ha 1 na 7. Vhagudi vha vhalela tshivhalo tsha u vhande zwanḡa vha bula uri ndi u vhande hungana ho vhaho hone.



## 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?

## NGELETSHEDZO

Kha vha shumise magaraṭa a nomboro u bva kha ṭafula ya mbalo arali vha tshi ṭoḡa maṅwe manzhi u itela mugudi muṅwe na muṅwe u itela nyito 4.



4. **U ita nḡowenḡowe ya 1–5:** Vhagudi vha vhidzelela nomboro zwenezwi vhone vha tshi khou sumbedza magaraṭa a tshithoma 1–5. Kha vha haseledze uri ndi magaraṭa a tshithoma afhio a itaho 5. Kha vha sumbedze phaṭhekanyo dzo fhambanaho dza zwithoma u vhumba 5. Kha vha lavhelese magaraṭa a tshithoma a nomboro 5 vha haseledze uri ndi zwifhio zwi fanaho/zwo fhambanaho nga liṅwe na liṅwe.

Kha vha ṅee mugudi muṅwe na muṅwe garaṭa ḡa tshiga, tshifanyiso kana ḡa tshithoma tsha nomboro 1–5. Kha vha sumbe tshati dza nomboro dza luvhondoni. Vhagudi vha imisela nṭha garaṭa ḡavho arali ḡi tshi fana na nomboro i re kha tshati ya nomboro ya luvhondoni ya phukha zwenezwi vha tshi khou sumba. Kha vha tambe muzika kana u lidza thamborini. Vhagudi vha tshina muzika u tshi khou lila. Musi muzika u tshi ima, vha vhumba zwigwada zwa vhagudi vha re na magaraṭa a nomboro a fanaho. Kha vha vhee mabogisi a poswo a 1–5 fhasi ha muthambi wa u anea nomboro. Vhagudi vha posa magaraṭa avho ngomu ha bogisi ḡo teaho musi muzika u tshi ima.

### Mbudziso dzi gaidaho:

- ✦ Ndi tshigwada tshifhio tshine tsha fanela u posa nomboro dzatsho u thoma, u fhedzisela, ngauralongauralo? Ndi ngani?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha ḡa 5

### Zwine vha ḡo ṭoḡa

- Luimbo: *Ṭhoho ṭhanu mmbeteni* (siaṭari ḡa 201) na zwifanyiso
- Phositara ya 2
- Thamborini

1. **Luimbo:** Kha ite ḡitambwa nga *Ṭhoho ṭhanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** 1–15 na 5–1.
3. **U vhalela zwithu 1–7:** Kha vha dovholole nyito ya u vhalela ye vha ita nga Duvha ḡa 4.
4. **U ita nḡowenḡowe ya 1–5:** Kha vha shumise thamborini u lidzela u vhalela ha 1 u swika kha 5. Vhagudi vha a fhufha kha mitevhetsindo ya thamborini. Vhukati ha u fhufha, kha vha ṅee ndaela vha tshi shumisa nomboro 1–5. Sa tsumbo: 'Khaḡanani na khonani tharu.' 'Vhambedzani minwe miṭanu kha tshanda tshaṅu tshithihi na minwe miṭanu ya tshanda tsha khonani yaṅu.'
5. **U ita nḡowenḡowe ya 4 na 5:** Kha vha haseledze Phositara ya 2. Kha vha ambe nga zwine vhagudi vha khou vhone.

### Mbudziso dzi gaidaho:

- ✦ Mudavhi washu u fana na uyu?
- ✦ Hu na zwiṅwe zwi fanaho/zwo fhambanaho?
- ✦ Ndi mitambo ifhio ine vhana vha khou tamba?

Kha vha vhalele vhoṭhe uri ndi vhana vhangana vhane vha khou tamba mutambo muṅwe na muṅwe. Kha vha nange vhagudi vha no ḡo sumba zwenezwi vha tshi khou vhudzisa mbudziso.

- ✦ Ni khou kona u vhone nomboro 4 na 5?
- ✦ Ndi vhana vhangana vhane vha khou tamba tseretsere? Ngomu mathailani?

- ★ 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.





- ✦ Arali n̄wana muthihi a dzhoina avha vhana, hu ḡo vha na vhangana?
- ✦ Ndi zwithu zwingana zwi re hone muṭavhani?
- ✦ Arali ra engedza tshiṅwe tshithu tshithihi/dzhia tshithihi, hu ḡo vha na zwingana?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshitiṭshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Musi vha tshi tamba mitambo ya nṅḁ vha sedze kha, sa tsumbo, bola ṭhanu, luṭanu, u posa luṭanu, u gavha luṭanu.



## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanḁ nga mugudisi

#### Zwine vha ḡo ṭḡḁ

- Zwitibo 2 zwa puḷasiṭiki mugudi muṅwe na muṅwe
- Magaraṭa a tshithoma a nomboro 5
- Suko ḷa u tambisa na methe mugudi muṅwe na muṅwe
- Siaṭari ḷa A4 mugudi muṅwe na muṅwe
- Dzikhirayoni
- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na:
  - Magaraṭa a tshithoma, tshiga, ipfinomboro 1–5
  - Matombo 5
  - Vhulungu vhutswuku na ha ṭaḡa (*Khithi ya Zwishumiswa*)

1. **Magaraṭa a tshithoma a fanaho:** Kha vha sumbedze vhagudi garaṭa ḷa tshithoma ḷa nomboro 5. Vha dzudzanya matombo avho u vhambedza izwi. Kha vha dovholele nga dziṅwe nzudzanyo dza zwithoma zwiṭanu.



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. **U ita ndowendowe ya 5:** Vhagudi vha vhalela matombo maṭanu u bva zwidongoni zwavho. Vha vhambedza magaraṭa a ipfinomboro na a tshiga avho 5 na matombo maṭanu. Kha vha vhee zwitibo zwivhili phanḁa ha mugudi muṅwe na muṅwe. Vhoṭhe kha vha tambe mutambo wa 'dzinginyani ni kwashe' u itela nomboro 5. Vhagudi vha vhea matombo avho kha zwitibo zwivhili phanḁa havho zwenezwi vho no ḁi 'kwasha' khuvhanganyo. Vha sielisana u bula uri vha na matombo mangana kha tshitibo tshiṅwe na tshiṅwe.



**Mbudziso dzi gaidaho:**

- ★ No kwashisa hani matombo aṅu?
- ★ Ndi nnyi a re na zwo fhambanaho na zwa vhaṅwe?

Kha vha dovholole nyito. Kha vha sumbedze tshigwada tshitibo tsha mugudi muthihi.

- ★ Ndi nnyi a re na zwi fanaho?

Kha vha nange sete ya zwitibo i fanaho vha vhambedze na izwi.

- ★ Ndi zwifhio zwi fanaho/zwo fhambanaho nga izwi zwigwada zwivhili?

3. **Vhulungu ha u vhalela:** Vhagudi vha sumbedza tshivhalo tsha vhulungu zwenezwi vha tshi khou vha vhudzisa.

**Mbudziso dzi gaidaho:**

- ★ Ni nga ntsumbedza vhulungu vhuvhili?
- ★ Ni nga ntsumbedza vhulungu ho engedzwaho nga ḁithihi?
- ★ Ni nga ntsumbedza vhulungu vhu si gathi nga ḁithihi?



Kha vha fare vhulungu vhuvhili tshandani tshavho.

- ★ Ndi vhulungu vhungana vhunzhi/vhu si gathi vhune na toḁa uri ni swike kha vhuraru/vhuṅa/vhuṭanu?

Kha vha ṭuṭuwedze vhagudi uri vha si vhalele vhulungu nga ḁithihilithihi fhedzi vha nga tou vha sumbedza tshivhalo tsha vhulungu tshe vha vha humbela. Vhulungu vhu tikedza vhagudi u vhalela phanḁa u bva kha nomboro yo nangwaho.

4. **U ita ndowendowe ya 5 vha tshi shumisa suko ḁa u tambisa:** Vhagudi vha vhumba 5 vha tshi shumisa suko ḁa u tambisa. Kha vha tikedze vhagudi vho no lugelaho u ṅwala 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

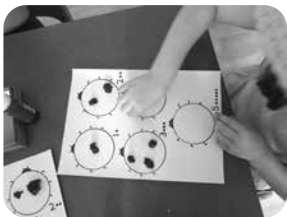
- Playdough
- Playdough template: Number 5 per learner (page 214)

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.



### Kha vha țole uri vhagudi vha a kona u:

- topola magarața a tshithoma, tshiga na ipfinomboro a nomboro 5
- vhambedza zwithu zwa u vhalela ngazwo na magarața a tshithoma a nomboro 5
- vhona zwi fanaho na zwo fhambanaho kha zwigwada zwivhili zwa zwithu zwițanu
- sumbedza zwinzhi nga tshithihi, zwi si gathi nga tshithihi
- vhalela u bva kha nomboro yo űewaho, u swika kha 5



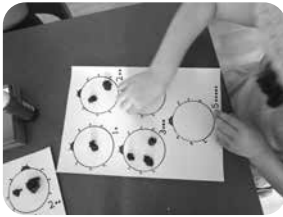
## Tshițitshi tsha u shumela tsha 1

### Zwine vha do țoda

- Suko ła u tambisa
- Themphuleithi ya suko ła u tambisa: Nomboro 5 mugudi muñwe na muñwe (siatari ła 215)

Vhagudi vha shumisa suko ła u tambisa u fhedzisa themphuleithi ya suko ła u tambisa u itela nomboro 5.

## Tshițitshi tsha u shumela tsha 2



### Zwine vha do țoda

- Khophi ya bammbiri ła A4 ła re na űemukula 5 zwo olwa kha ła u itela mugudi muñwe na muñwe
- Zwipiđa zwa mabammbiri
- Guľuu

Vhagudi vha ita bola dza bammbiri. Vha khavhisa űemukula nga tshivhalo tsha bola tsho teaho.

## Tshițitshi tsha u shumela tsha 3



### Zwine vha do țoda

- Phekhisi na zwithu zwa u vhalela ngazwo zwa 15 mugudi muñwe na muñwe
- Sete ya phulethi dzo nomboriwaho kana zwitibo 1–5 mugudi muñwe na muñwe

Vhagudi vha nambatedza tshivhalo tsho teaho tsha phekhisi kha phulethi / tshitibo tshiñwe na tshiñwe. Vha vhea tshithu tsha u vhalela ngatsho kha tshithoma tshiñwe na tshiñwe.

## Tshițitshi tsha u shumela tsha 4

### Zwine vha do țoda

- Sete 1 ya phazili dza nomboro 1–5 mugudi muñwe na muñwe (siatari ła 220)

Vhagudi vha đadza phazili dza nomboro.

# 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

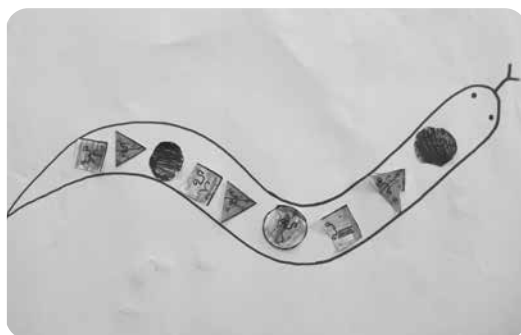
For the activities this week, you will need to prepare the following:

- 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).



# Sia ǀa Magudiswa ǀo Sedzwaho: Phetheni, Fankisheni na Aǀidzhebura

## Thero

- U kopa na u engagedza phetheni dzo leluwaho dzi dovhololaho
- U sika phetheni dzavho
- U ǀalusa ndovhololo kha phetheni

## Nǀivho ntswa

- U kopa na u engagedza phetheni dzi dovhololaho dzo leluwaho
- U sika na u ǀalutshedza phetheni dzavho
- U vhalela ha mutevhetsindo 1–20
- U vhalela murahu 7–1

## Nǀowedzo

- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–5
- U tevhekanya nomboro 1–5
- U ita zwigwada uri zwi fane

## ǀivhaipfi ntswa ya mbalo

u bvela phanǀa

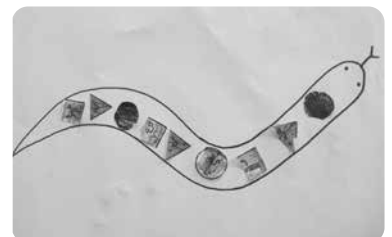
u isa phanǀa

u fana

## U dilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- magaraǀa a 30 a re na tshitendeledzi tshihulwane tshitswuku, tsha ǀaǀa, tsha lutombo, tshidala na muvhala wa swiri (zwa 6 tshiǀwe na tshiǀwe)
- zwifanyiso zwa 7 zwa maǀabula
- siaǀari ǀihulwane ǀo olwaho muri u re na maǀari a 7 (mahulwane 3 na maǀuku 4), o nambatedzwa nga phetheni: ǀihulwane, ǀiǀuku, ǀiǀuku, ǀihulwane, ǀiǀuku, ǀiǀuku, ǀihulwane
- maǀwe maǀari a 7 o tou gerwaho
- maluvha a 6 matswuku na a ǀaǀa 4 o tou gerwaho
- zwigwada 4 zwa zwilidzo/zwithu zwi itaho mubvumo (sa tsumbo, bele, tshele, zwitanda, mirumba) – 1 mugudi muǀwe na muǀwe
- zwifanyiso 3 zwa tshiǀwe na tshiǀwe tsha zwilidzo/zwithu zwi itaho mubvumo 4 (zwo fhelela ndi 12)
- muǀali na phekhisi dza 12
- magaraǀa a phetheni ya zwibuǀoko zwa yunifikisi – 1 mugudi muǀwe na muǀwe kha zwigwada 2
- siaǀari ǀa A4 ǀi re na phetheni dza zwivhumbeo dzine dza ǀo engagedza mugudi muǀwe na muǀwe
- tshivhumbeo tsha ǀowa tsha A4 na siaǀari ǀa A4 ǀi re na zwitendeledzi, zwikwea na ǀhofunderaru – 1 mugudi muǀwe na muǀwe
- magaraǀa a phetheni ya u lunzhedza vhulungu (vhulungu kha magaraǀa a phetheni a fanela u fana na ane a ǀo shumiswa, nga saizi na muvhala – kha vha sedze Tshiǀitshini tsha u shumela tsha 4).



## NGELETSHEDZO

Vhudzuloni ha ǀowa, kha vha nange phukha kana tshithu tshi ǀutshelanaho na thero.



## 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.

## Nyito dza kīlasi yothe

## Duvha 1

## Zwine vha do toḁa

- Tshidade: *Dabula lithihi, maḁabula mavhili* (siaḁari 1a 203)
- Zwifanyiso zwa 7 zwa maḁabula
- Phositara ya 7

1. **Tshidade tsha u vhalela:** Kha vha ite tshidade, *Dabula lithihi, maḁabula mavhili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledi. Kha vha tane zwifanyiso zwa sumbe zwa maḁabula.

**Mbudziso dzi gaidaho:**

- ★ Ni khou vhona maḁabula mangana?

Kha vha dovholole tshidade zwenezwi vha tshi khou sumba kha ḁabula liḁwe na liḁwe.

4. **U kopa na u engedza phetheni:** Kha vha hevhedze nḁevheni dza vhagudi vha rathi u vha humbela u dzula nga nḁila i tevhelaho: vho navha milenzhe, vho pfuna milenzhe, vho navha milenzhe, vho pfuna milenzhe, vho navha milenzhe, vho pfuna milenzhe.

**Mbudziso dzi gaidaho:**

- ★ Ni nga mmbudza mini nga nḁila ye avha vhagudi vha dzula ngayo?
- ★ Ndi phetheni izwi?
- ★ Ndi tshini tshi itaho uri ni ralo?
- ★ Phetheni iyi ndi ifhio?

Kha vha kwame mugudi muḁwe na muḁwe zwenezwi kīlasi i tshi khou imba: 'U navha milenzhe, u pfuna milenzhe ...'

- ★ Ri nga itisa hani uri phetheni iyi i beve phanda nga nḁila i fanaho?
- Kha vha engedze vhaḁwe vhagudi.

Kha ha hevhedze phetheni ntswa kha vhaḁwe vhagudi vha rathi: muthihi o dzulaho, vhavhili vho imaho, muthihi o dzulaho, vhavhili vho imaho. Vha vhudzise mbudziso nga phetheni iyi nahone vha humbele vhagudi u engedza phetheni.

5. **U topola phetheni kha tshifanyiso:** Kha vha haseledze Phositara ya 7.

**Mbudziso dzi gaidaho:**

- ★ Ni khou vhona phetheniḁe kha itshi tshifanyiso?

Talutshedzani uri ndi ngani izwi zwi phetheni.

- ★ Ni khou vhona mini tshine tsha si vhe na phetheni khatsho?
- ★ Ri zwi ḁivha hani uri tshithu ndi phetheni?

6. **Nyito dza tshigwada tshiḁuku:** Kha vha taluse nyito dza tshiḁitshini tsha u shumela tshiḁwe na tshiḁwe.



## 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

## Duvha 2

## Zwine vha do toḡa

- Tshidade: *Dabula lithihi, maḡabula mavhili* (siaḡari 203)
- Magaraḡa a zwitendeledzi zwa mivhala a 30
- Zwifanyiso zwa 7 zwa maḡabula

1. **Tshidade tsha u vhalela:** Kha vha ite tshidade, *Dabula lithihi, maḡabula mavhili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha dovholole tshidade vha sumbe kha zwifanyiso zwa maḡabula zwa sumbe.
4. **U topola phetheni kha zwithu zwa ḡuvha liḡwe na liḡwe:** Vhagudi vha wana phetheni kha zwiambaro zwavho, na ngomu kiḡasini.

## Mbudziso dzi gaidaho:

- ✦ Ndi ngani ni tshi ri iyi ndi phetheni?
- ✦ Ndi mini zwine na khou vhona zwo dovhololwaho?
- ✦ Ndi mini tshi no khou tevhela kha iyi phetheni?

5. **U ita ḡowendowe ya phetheni:** Kha vha ḡee mugudi muḡwe na muḡwe garaḡa 2a tshitendeledzi tsha muvhala. Vha wana vhaḡwe vha re na magaraḡa a fanaho vha ita zwigwada.

## Mbudziso dzi gaidaho:

- ✦ Ndi zwifhio zwi fanaho/zwo fhambanaho nga magaraḡa aḡu?
- ✦ Hu na zwitendeledzi zwitswuku zwizhi/zwi si gathi u fhira zwidala?
- ✦ Ni zwi ḡivha hani?

Kha vha gaide vhagudi vha re na magaraḡa matswuku na a lutombo u ima vho fara magaraḡa avho nga phetheni i tevhelaho: liḡswuku, liḡswuku, lutombo, lutombo, liḡswuku, liḡswuku lutombo, lutombo.

Vhagudi vha engedza phetheni.

- ✦ Ndi phetheniḡe ine na khou vhona?
- ✦ Ndi phetheni dziḡwe dzifhio dzine ri nga ita?

Kha vha gaide vhagudi u ḡidzudzanya u ya nga zve vha dzinginya.

- ✦ Hu ḡo tevhela mini?
- ✦ Ho ḡa mini phanḡa?
- ✦ Ri nga bvela hani phanḡa nga ḡila i fanaho?

6. **Nyito dza tshigwada tshiḡuku:** Kha vha ḡaluse nyito dza tshiḡitshini tsha u shumela tshiḡwe na tshiḡwe. Vhagudi vha vhea magaraḡa avho kha ḡafula ya mbalo zwenezwi vha tshi khou ya zwiḡitshini zwa u shumela zwavho, u nga muvhala une vha bula.

## Duvha 3

## Zwine vha do toḡa

- Tshidade: *Dabula lithihi, maḡabula mavhili* (siaḡari 203)
- Tshifanyiso tsha muri u re na maḡari a 6 o nambatedzwa nga phetheni (sa zwo ḡaluswaho kha siaḡari 105)
- ḡari 1
- Tshinambatedzi
- Maḡari 3 mahulwane na 3 maḡuku
- Maluvha a 6 matswuku na 4 a ḡaḡa o tou gerwaho



## 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*)

## NGELETSHEDZO

Kha vha shumise maṭari a vhukuma arali zwi tshi konadzea. Kha vha vhee izwi kha ṭafula ya mbalo u itela uri vhagudi vha sike phetheni.

1. **Tshidade tsha u vhalela:** Vhagudi vha ima nga zwigwada zwa vhaṅa u ya kha malo. Vha ita nyito kha tshidade na mutambo zwa u vhalela, *Dabula lithihi, maḍabula mavhili*, ngeno kilasi yoṭhe i tshi bula maipfi a tshidade khathihi.

2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.

3. **U vhalela zwithu 1–7:** Kha vha lavhelese kha muri u re na maṭari a rathi o nambatedzwaho nga phetheni.

### Mbudziso dzi gaidaho:

- ✦ Hu na maṭari mangana kha uyu muri?
  - ✦ Hu ḍo vha na mangana arali nda engedza liṅwe ṭari lithihi?
- Kha vha engedze liṅwe ṭari. Vhalelani maṭari noṭhe.

4. **U tandulula thaidzo 1–5 vha tshi shumisa phetheni:** Kha vha vhee maluvha maṅa o tou gerwaho nga rou fhasi ha muri nga phetheni tswuku, ya ṭaḍa, tswuku, ya ṭaḍa.

### Mbudziso dzi gaidaho:

- ✦ Hu na maluvha mangana?
- ✦ Ni khou kona u vhona phetheni? Mmbudzeni nga phetheni iyo.
- ✦ Ndi muvhala ufho wa dzuvha ṭa u thoma/vhuvhili/vhuraru/vhuṅa?
- ✦ Ndi muvhala ufho une nda fanela u engedza u itela u bvela phanḍa na phetheni?
- ✦ Hu na maluvha mangana zwino?
- ✦ Hu na maluvha manzhi/a si gathi matswuku kana a ṭaḍa?
- ✦ Arali ra bvela phanḍa na iyi phetheni, i ḍo fana na mini?

Kha vha vhee liṅwe dzuvha lo gerwaho kha ṭafula ya mbalo u itela uri vhagudi vha ḽi shumise masiari.

5. **U kopa na u engedza phetheni:** Vhagudi vha sika mubvumo na phetheni ya nyito, sa tsumbo: u vhanda zwanda, u rwa tshanda, u vhanda zwanda, u rwa tshanda.

### Mbudziso dzi gaidaho:

- ✦ Ndi mini zwe na vhona na u pfa?
- ✦ Izwi ndi phetheni? Ndi ngani/ndi ngani i si phetheni?

Vhoṭhe vha dovhola phetheni.

- ✦ Ni khou vhona mini kha iyi phetheni?
- ✦ Hu ḍa mini nga murahu ha u vhanda zwanda?
- ✦ Ni nga bvela phanḍa?

Shandukisani phetheni, sa tsumbo: thamuwani, thanuwani, vhandani, vhandani, thamuwani, thamuwani, vha zwi haseledze.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭishini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha ṭa 4

### Zwine vha ḍo ṭoḍa

- Tshidade: *Dabula lithihi, maḍabula mavhili* (siaṭari ṭa 203)
- Tshifanyiso tsha muri u re na maṭari a 6 o nambatedzwa nga phetheni
- Maṅwe maṭari a 7
- Zwithu zwa duvha liṅwe na liṅwe – u fana na peni, penisela, bugu, lebula na forogo – u ita phetheni
- Zwifaredzi zwa 6 tshiṅwe na tshiṅwe tshi na zwitanda zwa mivhala zwa 30 (*Khithi ya Zwishumiswa*)

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. **Tshidade tsha u vhalela:** Kha vha tambe mutambo wa, *Dabula lithihi, maḁabula mavhili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha lavhelese tshifanyiso tsha muri u re na maḁari a rathi, na maḁari a sumbe kha methe.

**Mbudziso dzi gaidaho:**

- ★ Hu na maḁari manzhi/a si gathi kha muri kana kha methe?

Vhalelani maḁari noṱhe.

4. **U kopa na u engedza phetheni:** Vhagudi vha topola phetheni kha maḁari a re nṱha ha muri.

**Mbudziso dzi gaidaho:**

- ★ Ri nga bvela hani phanda na iyi phetheni?

Vha haseledza phetheni dzine vha dzi vhona kha zwiambaro. Kha vha sike phetheni ya mubvumo na nyito sa nga ḁuvha ḁa 3.

5. **U ita nḁowendowe ya phetheni:** Kha vha ite phetheni vha tshi shumisa zwithu zwa ḁuvha ḁiṱwe na ḁiṱwe, sa tsumbo: khokhi, penisela, khokhi, penisela. Kha vha vhudzise mbudziso dzi gaidaho nga phetheni. Vhagudi vha fanela u ṱalusa na u engedza phetheni. Vhagudi vha dzula nga zwigwada zwa vhaṱanu. Kha vha ṱee tshigwada tshiṱwe na tshiṱwe tshifaredzi tshi re na zwitanda zwa mivhala. Vhagudi vha vhalela zwitanda zwa rathi muṱwe na muṱwe. Vha sika phetheni dzavho vhone vhane nahone vhoṱhe vha haseledza izwi. Kha vha tshimbile vhukati ha zwigwada u itela u ṱea thikhedzo.
6. **Nyito dza tshigwada tshiṱuku:** Kha vha ṱaluse nyito dza tshitiṱshini tsha u shumela tshiṱwe na tshiṱwe. Vhagudi vha vhea phetheni ya zwitanda kha ṱafula ya mbalo zwenezwi vha tshi khou ya zwiṱitshini zwa u shumela zwavho.

## ḁuvha ḁa 5

### Zwine vha ḁo ṱoḁa

- Tshidade: *Dabula lithihi, maḁabula mavhili* (siaṱari ḁa 203)      bele, tsele, zwitanda, mirumba) – 1 mugudi muṱwe na muṱwe
- Muḁali na phekhisi dza 12      • Zwifanyiso 3 zwa tshiṱwe na tshiṱwe tsha zwithu zwi itaho mubvumo 4
- Zwigwada 4 zwa zwilidzo/zwithu zwi itaho mubvumo (sa tsumbo,      mubvumo 4

1. **Tshidade tsha u vhalela:** Kha vha tambe mutambo wa, *Dabula lithihi, maḁabula mavhili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee tshigwada tsha tsele dza sumbe na tshigwada tsha bele dza sumbe kha methe.

**Mbudziso dzi gaidaho:**

- ★ Ndi zwilidzo zwingana zwine na humbula uri zwi hone kha itshi tshigwada?
- ★ Hone kha itshi tshiṱwe?
- ★ Ndi tshigwada tshifnio tshine na humbula uri tshi na zwinzhi/zwi si gathi? Vhalelani zwilidzo noṱhe.
- ★ Ndi nnyi o bulaho tshivhalo tshone?

### NGELETSHEDZO

Kha vha shumise zwithu zwi ngaho sa khaphu ya yogathi, zwitanda na zwiḁujoko arali vha si na zwilidzo.

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?



Kha vha engedze zwigwada zwiṅwe zwiṅhili zwa zwilidzo. Vhagudi vha dzhia zwilidzo nahone vhagudi vhoṭhe vha re na zwilidzo zwi fanaho vha dzula tsini na tsini vho ita tshitendeledzi.

**Mbudziso dzi gaidaho:**

- ★ Arali hu na tshele dza sumbe, ndi vhagudi vhangana vhane ra fanela u vha vhalela u itela uri mugudi muṅwe na muṅwe a vhe na nthihi?
- ★ Ndi vhagudi vhangana vho salaho vha si na tshilidzo? (Kha tshigwada tsha u fhedzisela.) Kha vha ṅee vhagudi avha tshilidzo.

## NGELETSHEDZO

Kha vha humbele vhagudi u dzudza zwanda zwavho zwirumbini ngeno zwilidzo zwavho zwi kha fuloro phanda havho. A vho ngo fanela u zwi dzhia u swika vhagudi vhoṭhe vha tshi vha na tshilidzo.

4. **Phetheni dza mubvumo:** Kha vha sumbedze vhagudi magaraṭa a zwifanyiso maṅa a zwigwada zwa zwilidzo zwiṅa. Vha lidza zwilidzo zwavho zwenezwi vha tshi khou vha sumbedza magaraṭa aya, ḽithihi nga ḽithihi. Kha vha vhee magaraṭa kha muthambi wa u anea nomboro nga phetheni dzo fhambanaho u itela uri vha dzi tevhele. Vha lidza zwenezwi vhone vha tshi khou sumba.

**Mbudziso dzi gaidaho:**

- ★ Ni khou vhona phetheniḽe?
- ★ Iyi phetheni i ḽo bvela hani phanda?
- ★ Ndi tshifanyiso tshifhio tshi tevhelaho?
- ★ Ndi tshigwada tshifhio tshi no ḽo tamba u thoma/mafheleloni kha iyi phetheni?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Nyito dza vhotsila dzine dza sedza kha phetheni (sa tsumbo: phetheni dza mutevhetsindo, phetheni dza mibvumo ya ṅha na ya fhasi, u ita na u khavhisa fureme dza zwifanyiso), u ola phetheni dzine dza bveledza zwikili zwa misipha miṭuku sa tshipiḽa tsha U bveledzisa U ṅwala.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḽo ṭoda

- Muthambi wa u anea nomboro u na magaraṭa 1–5 a sa khou tevhkana nga ṅila yo teaho
- Zwitibo zwa puḽasiṭiki/phulethi dza bammbiri 2 mugudi muṅwe na muṅwe
- Zwibuḽoko zwa yunifikisi zwo vhekanywa nga muvhala ngomu ha zwifaredzi
- Tshidongo mugudi muṅwe na muṅwe tshi re na:
  - Vhulungu ha u vhalela
  - Zwibuḽoko zwa yunifikisi 5
  - Garaṭa ḽa phetheni ḽa tshibuḽoko tsha yunifikisi



1. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
2. **U ita ṅowendowe ya 5; vhulungu ha u vhalela:** Vhagudi vha shumisa vhulungu u bva zwidongoni zwavho.

**Mbudziso dzi gaidaho:**

- ★ Hu na tshivhalo tshi fanaho tsha vhulungu vhwtswuku na ha ṭoda? Ni zwi ḽivha hani?
- ★ Vhalelani vhulungu vhwtswuku. Ndi vhungana?

- ★ 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?



- ★ Vhalelani vhulungu ha ƚaƚa. Ndi vhungana?
- ★ Ntsumbedzini vhuvhili. Ntsumbedzeni vhunzhi nga vhuthihi. Ntsumbedzeni vhu si gathi nga vhuthihi.
- ★ Farani vhulungu vhuƚa. Ndi vhulungu vhuƚwe vhungana vhune na ƚoƚa uri ni ntsumbedze vhuƚanu?

Vhagudi vha vhalela u swika kha vhuƚanu, vha tshi thoma kha nomboro dzo fhambanaho. Sa tsumbo, vha fara vhulungu vhuraru vha vhalela u bva henefho u ya kha vhuƚanu.



3. **U ita nƚowengowe ya 1–5; mutalombalo:** Vhoƚe vha lavhelesa kha magaraƚa a nomboro 1–5 a re muthambini wa u anea nomboro.

**Mbudziso dzi gaidaho:**

- ★ Ri fanela u ita mini uri ri vhee nomboro idzi nga mutevhe wo teaho?
- ★ Ndi garaƚa ƚifhio ƚine ƚa fanela u vha ƚa u thoma, ƚa vhuvhili, ƚa vhuraru, ƚa vhuƚa na ƚa vhuƚanu?
- ★ Ndi nomboro ifhio i re phanƚa ha/murahu ha 4?

4. **U ita nƚowengowe ya 1–5; zwibuƚoko zwa yunifikisi:** Mugudi muƚwe na muƚwe u vhalela zwibuƚoko zwa yunifikisi zwiƚanu. Vha a dzinginyha vha kwasha izwi kha zwitibo zwivhili zwi re phanƚa havho.

**Mbudziso dzi gaidaho:**

- ★ Ni nga ita hani uri zwitibo zwanu vhuvhili hazwo zwi vhe na tshivhalo tshi fanaho tsha zwibuƚoko?
- ★ Ni ƚoƚa zwiƚwe zwibuƚoko zwinzhi u ita uri izwi zwi itee?
- ★ Hu na iƚwe nƚila?
- ★ Hu ƚo itea mini arali nda dzhia tshithihi tsha zwibuƚoko zwanu u bva kha tshitibo itshi? Zwigwada zwanu zwi ƚo vha zwi tshi kha ƚi fana/eƚana?

Dzhiani tshibuƚoko u bva kha tshitibo tsha mugudi muƚwe na muƚwe.

- ★ Ni fanela u ita mini uri zwigwada zwanu zwi fane/eƚane hafhu?

5. **U ita nƚowengowe ya phetheni:** Kha vha sike phetheni vha tshi shumisa zwibuƚoko zwa yunifikisi. Kha vha haseledze phetheni na vhagudi. Kha vha vhee zwifaredzi zwi re na zwibuƚoko zwa yunifikisi kha metha. Vhagudi vha shumisa zwibuƚoko zwa yunifikisi u kopa phetheni. Vhagudi vha shuma na khonani u sika phetheni ya zwibuƚoko zwa yunifikisi. Mugudi muƚwe na muƚwe u nanga muvhala une a ƚoƚa u u engedza. Vha sielisana u engedza muvhala u itela u engedza phetheni. Vhagudi vha shumisa zwibuƚoko zwa yunifikisi vha kopa magaraƚa a phetheni.

**Mbudziso dzi gaidaho:**

- ★ Ni khou vhona phetheniƚe kha garaƚa ƚanu?
- ★ Ni nga isa hani phanƚa na iyi phetheni?
- ★ Ndi zwingana zwa tshibuƚoko tsha muvhala tshiƚwe na tshiƚwe zwine na ƚoƚa u zwi shumisa u itela tshipiƚa tshiƚwe na tshiƚwe tsha phetheni iyi?

6. **U sika na ƚalutshedza phetheni:** Vhagudi vha sika phetheni dzavho vha tshi shumisa zwibuƚoko zwa yunifikisi. Vha ƚalutshedza tshigwada phetheni dzavho.

**Mbudziso dzi gaidaho:**

- ★ Ni nga ri ƚalutshedza nga phetheni yanu?
- ★ Ni nga ƚalutshedza zwe na dovholola?



**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.





**Kha vha țole uri vhagudi vha a kona u:**

- vhalela ha mutevhetsindo 1–20 na 7–1
- vhalela phanđa vhukati ha 1 na 5, vha tshi shumisa vhulungu ha u vhalela
- tevhekanya nomboro 1–5
- ita uri zwigwada zwi fane/eđane u swika kha 5
- topola, u kopa na u engedza phetheni
- sika na u țalutshedza phetheni dzavho vhone vhaņe



**Tshițitshi tsha u shumela tsha 1**

**Zwine vha đo țođa**

- Bammbiri 1a phetheni ya tshivhumbeo mugudi muņwe na muņwe
- Khirayoni dza penisela

Vhagudi vha engedza phetheni. Arali u ola hu khaedu, kha vha tendele vhagudi vha shumise zwibułoko zwa zwidodombedzwa u bva kha *Khithi ya Zwishumiswa*.



**Tshițitshi tsha u shumela tsha 2**

**Zwine vha đo țođa**

- Themphuļeithi ya űowa 1 (kha vha sedze siațari 1a 105)
- Bammbiri 1a phetheni ya tshivhumbeo mugudi muņwe na muņwe

Vhagudi vha gera na u nambatedza zwivhumbeo nga phetheni kha űowa.

**Tshițitshi tsha u shumela tsha 3**

**Zwine vha đo țođa**

- Magarața a phetheni a tshibułoko tsha yunifikisi
- Zwibułoko zwa yunifikisi

Vhagudi vha shumisa zwibułoko zwa yunifikisi u kopa phetheni.

**Tshițitshi tsha u shumela tsha 4**

**Zwine vha đo țođa**

- Tshidongo mugudi muņwe na muņwe tshi re na: – U lunzhedza vhulungu na muđali
- Magarața a phetheni dza vhulungu



Vhagudi vha lunzhedza vhulungu u ya nga phetheni ya magarața.



# 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.

# Sia ǀa Magudiswa ǀo Sedzwaho: U shuma na Data

## Thero

- U kuvhanganya na u vhekanya zwithu
- U imela khuvhanganyo dzo vhekanywaho dza zwithu
- U haseledza na u vhiga nga khuvhanganyo dzo vhekanywaho dza zwithu

## Nǀivho ntswa

- U kuvhanganya, u vhekanya na u imela khuvhanganyo dza zwithu
- U saukanya na u vhiga nga data

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–20 na 7–1
- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–5
- Zwinzhi kha, zwi si gathi kha, zwi eǀana na
- U vhekanya na u khethekanya
- Zwivhumbeo: tshitendeledzi, tshikwea, ǀhofunderaru

## ǀivhaipfi ntswa ya mbalo

zwi fanaho

girafu ya zwifanyiso

## U dilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- zwifanyiso zwa 10 zwa mabufho maǀuku
- tshifanyiso 1 tsha tshitendeledzi na 1 tsha tshikwea
- zwitendeledzi zwa saizi ya A4 zwa 7 na zwikwea 5
- zwifanyiso zwiǀuku 2 zwine kha tshiǀwe na tshiǀwe hu khou: tshimbiwa, thekhisi, golo na bisi (zwoǀhe zwa saizi i fanaho)
- garaǀa ǀiǀuku ǀa 5 cm × 5 cm ǀi re na tshifhaǀuwo tshi mwemwelaho (oǀhe a saizi i fanaho) – 2 mugudi muǀwe na muǀwe (kha vha sedze ǀuvha ǀa 3 na ǀuvha ǀa 4)
- mabammiri mahulwane 2 u itela girafu dza zwifanyiso dzine iǀwe na iǀwe i na khoǀumu 4
- khuvhanganyo ya zwitambiswa zwa u fhaǀa zwa bulannga na puǀasiǀiki, sa tsumbo, zwi buǀoko, *Lego*
- mimagazini i re na zwifanyiso zwa vhuendi
- siaǀari ǀa girafu ǀa A4 1 (khoǀumu 4 na rou dza 6) mugudi muǀwe na muǀwe: Khoǀumu ya mondeni i na zwiga na zwithoma zwa nomboro 1–5. Rou ya fhasi i na muvhala kha iǀwe na iǀwe yayo – mutswuku, wa lutombo na wa ǀaǀa
- siaǀari ǀa girafu ya tshivhumbeo tsho fhambanaho u itela mugudi muǀwe na muǀwe (ǀiǀwe na ǀiǀwe ǀi fanela u vha na khoǀumu ǀhanu dzo ǀebelwaho nga fhasi, sa tsumbo, zwitendeledzi 2, zwikwea 3, ǀhofunderaru 1, zwikwea 2, tshitendeledzi 1, hu na tshikhala nga nǀha ha tshiǀwe na tshiǀwe (kha vha sedze Tshiǀitshini tsha u shumela tsha 3))
- zwitendeledzi, zwikwea na ǀhofunderaru zwo gerwaho u bva kha vhege dzo fhiraho – zwi gaganyelwaho kha zwa 12 mugudi muǀwe na muǀwe.



## 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.

# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Tshifanyiso tsha A4 tsha tshitendeledzi na tshikwea u itela tafula ya mbalo
- Zwithu zwa tshivhumbeo tsha tshitendeledzi (sa tsumbo, dzikhaphu, bini la mabambiri a no laṭwa, zwifaredzi zwa yogathi, zwitibo) zwo dzumbiwa ngomu kilasini
- Zwithu zwa tshivhumbeo tsha tshikwea na thofundeina (sa tsumbo, mabogisi, daisi, zwiḅuḅoko, zwikhafuthini zwa tshiswiṭulo) zwo dzumbiwa ngomu kilasini



### NGELETSHEDZO

Vhonzani ha zwithu zwa mielo miraru vhu katela vhulapfu, vphuphara, vhulapfu. Kha vha ambe nga ha masia, meme na khuḅa.

1. **Tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva kha vhege dzo fhiraho uri vha imbe kana u renda.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha ya u zwima uri vha wane zwithu zwine zwa fana na zwitendeledzi, zwikwea kana thofundeina ngomu kilasini. (Vha vhone uri vha na zwithu zwinzhi u itela uri mugudi muṅwe na muṅwe a vhe na tshithihi.) Vhagudi vha vhea zwithu vhukati kha methe vha dzula vho ita tshitendeledzi. Vhothe vha vhekanya zwithu nga zwigwada zwivhili: tshithihi tshi re na zwithu zwine zwa vha zwa tshitendeledzi ngeno tshiṅwe tshi na zwithu zwi re na khuḅa, masia a fulethe na meme tswititi (zwithu zwa tshikwea na thofundeina). Kha vha haseledze uri ndi ngani zwithu zwo vhwana nga izwi zwigwada. Kha vha sedzese kha vhonzani ha zwithu vha haseledze nga tshivhumbeo.

#### Mbudziso dzi gaidaho:

- ★ Naa itshi tshigwada tsha zwithu tshi vhone sa tshine tsha vha na zwithu zwinzhi kana zwi si gathi kha sumbe?

Vhothe vha vhalela zwithu zwa sumbe zwi re na tshivhumbeo tsha tshitendeledzi vha sumba uri hu na zwithu zwa tshivhumbeo tsha tshitendeledzi zwi fhiraho sumbe zwo fhelela kha tshila tshigwada. Kha vha dovholole izwi nga tshiṅwe tshigwada zwithu zwa tshivhumbeo tsha tshikwea na thofundeina. Kha vha vhee zwithu zwa sumbe u bva kha tshigwada tshiṅwe na tshiṅwe kha tafula ya mbalo tsini na tshitendeledzi na zwifanyiso zwa tshikwea/thofundeina.

4. **U vhekanya; zwinzhi kha, zwi si gathi kha, eḅana na:** Kha vha lavhelese kha zwithu zwo salaho.

#### Mbudziso dzi gaidaho:

- ★ Ni humbula uri hu na zwithu zwinzhi zwine zwa fana na zwitendeledzi, kana zwithu zwinzhi zwi re na meme tswititi na khuḅa?
- ★ Ri fanela u ita mini u wana izwi?

Vhothe kha vha vhekanye zwithu nga zwigwada zwivhili vha ambe ngazwo.

- ★ Ni humbula uri izwi zwigwada zwivhili zwi na tshivhalo tshi eḅanaho tsha zwithu khazwo?
- ★ Ndi tshifhio tsha izwi zwigwada zwivhili tshine na humbula uri tshi na zwithu zwinzhi/zwi si gathi?
- ★ Ndi tshithu tshifhio tshikukusesa/tshihulwanesa kha itshi tshigwada?
- ★ Ndi mivhala ifhio yo fhambanaho ine na khou vhona kha itshi tshigwada?
- ★ Zwithu zwi re kha itshi tshigwada zwo vhwambwa nga mini?
- ★ Hu na iṅwe nḅila ine ri nga vhekanyisa zwithu izwi ngayo?



### NGELETSHEDZO

U thusa vhagudi zwenezwi vha tshi khou vhekanya, kha vha vha nee zwifaredzi zwivhili zwihulwane, tshithihi tsho lebeliwa nga tshifanyiso tsha tshikwea na thofundeina, ngeno tshiṅwe tsho lebeliwa nga tshifanyiso tsha tshitendeledzi.

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.

Vhagudi vha vhekanya zwithu nga zwigwada, sa zwe zwa tshewa nga kilasi.

Kha vha litshe zwithu fhethu ha mbalo u itela u tandula u ya phanda.

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭishini tsha u shumela tshiṭwe na tshiṭwe.

## Duvha ḷa 2

### Zwine vha ḡo ṭḡa

- Luimbo: *Mabufho maṭuku* (siaṭari ḷa 203)
- Zwifanyiso zwa mabufho zwa 10
- Goloi dza u tambisa ṭhukhu/ maṭhiraka dza 7
- Phositara ya 8
- Zwitendeledzi zwiḡulwane zwa 7, zwiḡwea zwiḡulwane 5

1. **Luimbo:** Kha vha imbe luimbo, *Mabufho maṭuku*. Kha vha sumbedze zwifanyiso zwa bufho.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee goloi dza u tambisa dza sumbe kana maṭhiraka kha methu.

#### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi zwiendisi zwingana zwi re hone?

Vhoṭhe vha vhalela goloi kana maṭhiraka u bva kha 1 u ya kha 7.

4. **U kuvhanganya data, u vhekanya:** Vhagudi vha ima vho ita tshitendeledzi. Kha vha vhudzise mbudziso dzo fhambanaho nga uri vhagudi vho ḡisa hani tshikoloni ṅamusi. Kha vha vhudzise mbudziso dzo ḡisendekehaho kha zwine vhone vha ḡivha nga tshenzhemo ya vhagudi vhavho na uri vha ḡisa hani tshikoloni.

#### Mbudziso dzi gaidaho:

- ✦ No tou tshimbila u ḡa tshikoloni ṅamusi?
- ✦ No ḡa tshikoloni nga goloi ṅamusi?
- ✦ No ḡa tshikoloni nga thekhisi ṅamusi?
- ✦ No ḡa tshikoloni nga bisi ṅamusi?

Vhagudi vhane vha fhindula ee, vha dzhena kha tshitendeledzi. Kha vha haseledze phindulo dza vhagudi.

- ✦ Ndi nnyi we a dzhena tshitendeledzini luthihi fhedzi?

- ✦ Ndi nnyi we a dzhena tshitendeledzini u fhira luthihi? Ndi ngani?

Vhagudi vha humbula miṅwe mihumbulo, vho ḡisendekehaho nga vhuendi vha vhidzelela khethekanyo.

5. **Kha vha ambe nga tshakha dzo fhambanaho dza vhuendi:** Kha vha haseledze Phositara ya 8. Kha vha ambe nga uri ndi tshakha dzifhio dza vhuendi dzine vhagudi vha khou vhone.

#### Mbudziso dzi gaidaho:

- ✦ Ni khou vhone tshakha nngana dzo fhambanaho dza vhuendi?
- ✦ Hu na nnzhi/dzi si gathi fhasi kana muyani?
- ✦ Ndi zwifhio zwi fanaho nga vhuendi vhu re fhasi?



### NGELETSHEDZO

Arali vhagudi vha sa khou katelea kha idzi khethekanyo kha vha dzinginye uri vha nange vhuendi he vha vhu shumisesa kana lu luthihi tshifhingani tsho fhiraho u ḡa tshikolo.



- ★ 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.



- ✦ Ho fhambana hani?
  - ✦ Ndi zwiendisi zwingana zwi re na malinga maṅa nahone ndi zwingana zwi re na mavhili?
  - ✦ Ndi tshakha dzifhio dza vhuendi dzi re na malinga mavhili?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

### Duvha ḷa 3

#### Zwine vha ḍo ṭoḍa

- Luimbo: *Mabufho maṭuku* (siaṭari ḷa 203)
- Zwifanyiso zwa 10 zwa mabufho
- Mikhumbi ya u tambisa ya 7
- Zwifanyiso zwiṭuku 4: u tshimbila, thekhisi, goloi, bisi
- Magaraṭa maṭuku a re na tshifhaṭuwo tshi mwemwelaho (oṭhe a saizi i fanaho) – mugudi muṅwe na muṅwe 1
- Siaṭari ḷa girafu ya zwifanyiso ḷo dzudzanywaho



#### NGELETSHEDZO

Mbudziso nga tshakha dza vhuendi dzi tea u vha dzo teaho nyimele ya vhagudi vhavho.

1. **Luimbo:** Kha vha imbe luimbo, *Mabufho maṭuku*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha dovholole nyito ya u vhalela u bva kha Duvha ḷa 2 vha tshi shumisa mikhumbi madzuloni a goloi vha vhalele u bva kha 1 u ya kha 7. Kha vha vhee mikhumbi kha ṭafula ya mbalo u itela uri vhagudi vha a vhekanye u ya nga muvhala.

Vha dzhieze nzhele: Arali vha si na mikhumbi, vha nga a ita nga ṭhreyi dza poliṣiṭerini vho ṭomela tshitanda vhukati ha bammbiri u itela u alavha. Maseila aya a nga vha a mivhala yo fhambanaho.

4. **U kuvhanganya data:** Kha vha haseledze uri vhagudi vho tshimbilisa hani u ḍa tshikoloni ṅamusi.

#### Mbudziso dzi gaidaho:

- ✦ Arali ri tshi ṭoḍa u ḍivha arali vhagudi vhanzhi vha tshi tshimbila nga thekhisi u ya tshikoloni u fhira vhane vha tshimbila nga milenzhe kana vha tshimbilaho nga goloi kana bisi, ri fanela u ita mini?

Kha vha sumbedze zwifanyiso zwiṅa zwa tshakha dzo fhambanaho dza vhuendi, vha vhudzise vhagudi uri izwi zwo imela mini. Kha vha vhee izwi kha iṅwe na iṅwe ya khuḍa ṅa dza methe. Vhagudi vha kuvhanganya zwifhaṭuwo zwi mwemwelaho u bva kha tshifaredzi tshi re kha methe vha dzula tsini na tshifanyiso tshine tsho imela uri vha tshimbilisa hani u ḍa tshikoloni.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshigwada tshifhio tshine na humbula uri tshi na vhagudi vhanzhi?
- ✦ Ndi tshigwada tshifhio tshi re na vhagudi vha si gathi?

5. **U imela data; zwizhi kha, zwi si gathi kha, eḡana na:** Kha vha vhudzise vhagudi uri vha nga ita hani tshifanyiso tsha uri ndi vhagudi vhangana vhane vha shumisa lushaka luṅwe na luṅwe lwa vhuendi. Kha vha vha gaide uri vha vhee zwifanyiso zwiṅa zwa vhuendi nga khoḷumu ṅa u itela u ita girafu ya zwifanyiso. Vhagudi vha vhea magaraṭa a zwifhaṭuwo zwi mwemwelaho zwavho fhethu ho teaho kha khoḷumu ṅha ha lushaka lwo teaho lwa vhuendi u itela u ḍadza girafu ya zwifanyiso. Magaraṭa a fanela u vhewa a tshi kwamana hu si na tshikhala vhukati hao (kha vha sedze siaṭari ḷa 129).

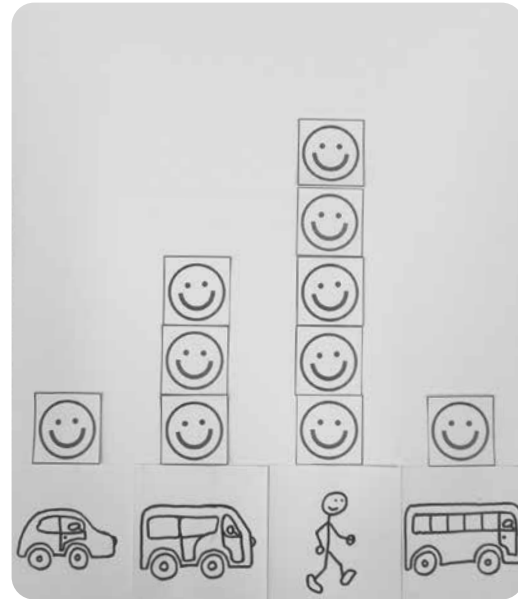
#### NGELETSHEDZO

Magaraṭa a vhagudi a fanela u vha a saizi dzi fanaho.

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.

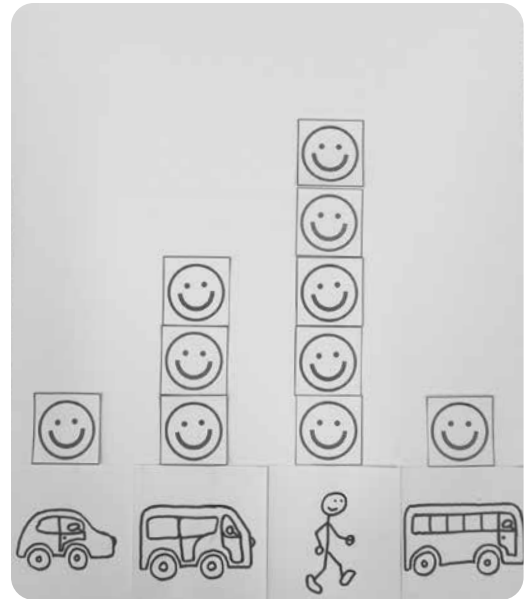
**Guiding questions:**

- ★ 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. **U ɽalutshedza data:** Kha vha lavhelese girafu ya zwifanyiso.

**Mbudziso dzi gaidaho:**

- ✦ Ndi vhagudi vhanzhi vhane vha tshimbila u ya tshikoloni nga thekhisi u fhira dziñwe tshakha dza vhuendi?
- ✦ Ni zwi ɽivha hani?
- ✦ Ndi vhagudi vhanzhi vhane vha tshimbila u ya tshikoloni nga goloi kana nga bisi?
- ✦ Ni zwi ɽivha hani?
- ✦ Ndi vhagudi vhanzhi vhane vha tshimbila nga milenzhe kana u ɽa nga goloi?



7. **Nyito dza tshigwada tshiɽuku:** Kha vha ɽaluse nyito dza tshiɽitshini tsha u shumela tshiñwe na tshiñwe.

## Duvha ɽa 4

### Zwine vha ɽo ɽoɽa

- Luimbo: *Mabufho maɽuku* (siaɽari ɽa 203)
- Zwifanyiso zwa mabufho zwa 10
- Girafu ya zwifanyiso ya vhuendi u bva kha Duvha ɽa 3
- Inwe girafu ya zwifanyiso sa nga Duvha ɽa 3 i re na zwifanyiso zwiɽa zwa vhuendi zwi fanaho
- Magaraɽa maɽuku a re na zwifhaɽuwo zwi mwemwelaho (oɽhe a saizi i fanaho) – mugudi muñwe na muñwe 1
- Mikhumbi na goloi u bva kha ɽafula ya mbalo

1. **Luimbo:** Kha vha imbe luimbo, *Mabufho maɽuku*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha hevhedze 'mikhumbi ya 6' nɽevheni ya mugudi. U i dzhia u bva kha ɽafula ya mbalo, a i vhea kha methe. Kha vha hevhedze 'goloi dza 7' nɽevheni ya mugudi. U ita u fana na mugudi wa u thoma. Vhagudi vha anganyela uri ndi zwithu zwingana zwi re hone kha tshigwada tshiñwe na tshiñwe. Vhoɽhe vha vhalela zwithu u bva kha 1 u ya kha 6 na 1 u ya kha 7.
4. **U ɽalutshedza data:** Kha vha haseledze mafhungo o sumbedzwaho kha girafu ya zwifanyiso ye vhagudi vha ɽadza nga Duvha ɽa 3.

**Mbudziso dzi gaidaho:**

- ✦ Ro ita mini mulovha u wana uri noɽhe ni ɽisa hani tshikoloni?
- ✦ Vhagudi vhanzhi vha ɽisa hani tshikoloni?
- ✦ Ndi lushakaɽe lwa vhuendi lu shumiswaho nga vhagudi vha si gathi?

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. **U ita ngowendowe ya u kuvhanganya data na u imelela:** Kha vha haseledze arali vhagudi vho shumisa lushaka lwo fhambanaho lwa vhuendi u da tshikoloni namusi. Kha vha sike girafu ya zwifanyiso sa zwe vha ita nga Duvha la 3, nyito ya 4 na ya 5. Kha vha vhambedze girafu ya zwifanyiso zwa Duvha la 3 na Duvha la 4.

**Mbudziso dzi gaidaho:**

- ✦ Ni khou vhona mini kha girafu ya zwifanyiso ya vhuendi yashu namusi?
- ✦ Ndi zwifhio zwi fanaho na zwa mulovha?
- ✦ Ndi zwifhio zwo fhambanaho?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṭwe na tshiṭwe.

## Duvha la 5

### Zwine vha do ṭoda

- Luimbo: *Mabufho maṭuku* (siaṭari la 203)
- Zwifanyiso zwa mabufho zwa 10
- Khuvhanganyo ya zwitambiswa zwa u fhaṭa zwa mabulannga kana zwa puṭasiṭiki, sa tsumbo, zwiḅuḅoko, *Lego*

1. **Luimbo:** Kha vha imbe luimbo, *Mabufho maṭuku*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha ima vho ita tshitendeledzi. Kha vha kwame vhagudi vha sumbe, zwenezwi kiḷasi i tshi khou vhalela 1–7. Vhagudi vha dzula fhasi zwenezwi vha tshi kwamiwa. Kha vha mone na tshitendeledzi u swika muṭwe na muṭwe a tshi wana tshikhala. Musi vha tshi swika kha tshigwada tsha u fhedzisela, vhagudi vha anganyela arali hu tshi kha ḍi vha na vhagudi vha sumbe vho imaho phanda ha musi vha tshi vhalela.
4. **U vhekanya, u khethekanya na u vhambedza:** Kha vha sumbedze vhagudi tshithu tsha puṭasiṭiki na tshithu tsha bulannga u bva ngomu kiḷasini, sa tsumbo, tshiḅuḅoko tsha u fhaṭa na tshiḅuḅoko tsha *Lego*.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga mmbudza mini nga izwi zwithu?

Kha vha rambe vhaṭwe vhagudi u phuphuledza na u ṭalusa zwithu.

- ✦ Zwi pfala sa mini?
- ✦ Ndi zwifhio zwi fanaho kana zwo fhambanaho ngazwo?

Kha vha vhee khuvhanganyo ya zwiḅuḅoko zwa bulannga na zwa puṭasiṭiki na zwitambiswa zwa u fhaṭa kha methe. Mugudi muṭwe na muṭwe u dzhia tshithu u bva kha tshigwada. Kha vha humbele vhagudi u ita zwigwada zwivhili, tshithihi tsha zwithu zwa bulannga na tshiṭwe tsha zwithu zwa puṭasiṭiki.

- ✦ Ndi tshigwada tshifhio tshine na humbula uri tshi na zwinzhi/zwi si gathi?
- ✦ Hu na vhe vha wana zwiṭwe zwithu tshigwadani tshavho zwine zwi a fana kokotolo? Ndi mini zwi fanaho ngazwo?
- ✦ Izwi zwithu ri nga zwi vhekanyisa hani nga iṭwe ṅḍila?

### NGELETSHEDZO

Kha vha sedze zwidodombedzwa zwi fanaho na muvhala, saizi, tshivhumbeo na phaṭho musi vha tshi vhekanya zwithu.

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. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Vhagudi vha shumisa zwitambiswa zwa u fhaṭa u ita goloi, mikhumbi, thekhisi na zwiṅwe zwiendisi. Vha sika zwigwada zwa izwi u itela u zwi vhea kha ṭafula ya mbalo vha amba nga ha zwiendisi zwe vha ita na zwigwada zwe vha zwi vhekanya ngazwo.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha do ṭoda

- Zwithu zwa u vhalela ngazwo zwa phukha zwa 60 (*Khithi ya Zwishumiswa*)
- Girdi ya girafu ya A4 mugudi muṅwe na muṅwe
- Tshidongo mugudi muṅwe na muṅwe tshi re na phukha tswuku, ya ṭaṭa na ya lutombo, nga
- zwigwada zwa phukha 5, 4 na 3 (*Khithi ya Zwishumiswa*) (Vha fhambanye muvanyo kha mugudi muṅwe na muṅwe, sa tsumbo, phukha tswuku 5, dza ṭaṭa 4 na dza lutombo 3.)
- Dzikhirayoni tswuku, dza ṭaṭa na dza lutombo

1. **U vhalela zwithu 1–7:** Kha vha vhee zwithu zwa u vhalela ngazwo zwa phukha kha methe. Mugudi muṅwe na muṅwe u nanga na u vhalela phukha dza sumbe.

#### Mbudziso dzi gaidaho:

- ★ Hu na zwithu zwi fanaho/zwo fhambanaho nga phukha kha tshigwadani tshaṅu?
- ★ Ni na zwi no fana na zwa mugudi o dzulaho tsini na inwi? Ndi zwingana zwi fanaho?
- ★ No nanga phukha dza muvhala ufho?
- ★ Ni na nngana dza muvhala muṅwe na muṅwe?

2. **Zwinzhi/zwi si gathi:** Vhagudi vha vhambedza tshivhalo tsha phukha dza mivhala yo fhambanaho dzine vha vha nadzo zwigwadani zwavho.

#### Mbudziso dzi gaidaho:

- ★ Ni na phukha tswuku nnzhi/dzi si gathi u fhira miṅwe mivhala ya phukha tshigwadani tshaṅu?

3. **U kuvhanganya na u vhekanya:**

Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwa phukha u bva zwidongoni zwavho kha methe.

#### Mbudziso dzi gaidaho:

- ★ Ni na phukha tswuku nnzhi u fhira dziṅwe phukha dza miṅwe mivhala tshigwadani tshaṅu?
- ★ Ri nga wana hani phindulo ya iyi mbudziso?



Vha vhekanya phukha dzavho nga zwigwada zwa mivhala.



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. **U imela data:** Kha vha sumbedze vhagudi girafu ya A4.**Mbudziso dzi gaidaho:**

- ★ Ri nga sumbedza hani uri ndi muvhala ufhio wa phukha une muñwe na muñwe wañu a vha nawo zwigwadani zwañu?

Kha vha gaide vhagudi uri vha vhee phukha kha khoḽumu tswuku, ya lutombo na ya ṭaḽa. Vha dzhenisa muvhala kha zwibuḽoko zwine khazwo phukha iñwe na iñwe yo ima.

5. **U ṭalutshedza data:** Vhagudi vha lavhelesa girafu dzavho vhoṭhe vha dzi vhambedza.**Mbudziso dzi gaidaho:**

- ★ Ni na phukha nnzhi tswuku u fhira phukha dza miñwe mivhala?
- ★ Ndi nnyi a re na phukha dzi si gathi tswuku u fhira miñwe mivhala ya phukha?
- ★ Ni na zwibuḽoko zwinzhi zwa ṭaḽa kana zwinzhi zwa lutombo kha siaṭari ḽaṅu?
- ★ Hu na a re na tshivhalo tshi fanaho tsha phukha tswuku?
- ★ Ndi nnyi a re na tshivhalo tsha phukha dzi si gathi/nnzhi u fhira nomboro iyi?
- ★ Ndi zwifhio zwo fhambanaho/zwi fanaho vhukati ha girafu ya \_\_\_\_\_ na ya \_\_\_\_\_?

 **NGELETSHEDZO**

Girafu dza vhagudi dzi ḽo fhambana. Vha ḽo fhindula u ya nga muvhala wa phukha dzi re zwidongoni zwavho.

**Kha vha ṭole uri vhagudi vha a kona u:**

- vhekanya zwithu u ya nga muvhala
- dzhenisa muvhala kha girafu u ya nga zwithu zwi fareaho tshigwadani
- fhindula mbudziso dzo ḽisendekaho nga zwifanyiso zwavho
- vhambedza zwifanyiso zwavho na zwa vhañwe vha kona u vhona zwi fanaho na zwo fhambanaho

**Tshiṭṭishi tsha u shumela tsha 1****Zwine vha ḽo ṭoḽa**

- Mimagazini i re na zwifanyiso zwa vhuendi
- Zwigero
- Zwifaredzi 3, tshiñwe na tshiñwe tshi na ḽebuḽu ya tshifanyiso tsha u tshimbila muyani, u tshimbila maḽini na u tshimbila badani

Vhagudi vha gera zwifanyiso vha zwi vhea kha tshifaredzi tsha tshifanyiso tshi fanaho natsho.

**U ṭanganelana**

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Zwifanyiso izwi zwi nga haseledzwa sa nyito ya U thetshesha na U amba na/kana sa nyito ya Nḽivho Thangeli.

## 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.

## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḡo ṭḡa

- Theiphi ya u nambatedza/muḡali u itela u sika khoḷumu 4 kha methe/ṭafula
- Bogisi ḷi re na poḷisiṭerini, puḷasiṭiki, foiji na zwithu zwa mathukhwi a bammbiri/khadibogisi
- Kha vha vhee tshithihi tsha lushaka luṅwe na luṅwe lwa tshithu tsha mathukhwi kha iṅwe na iṅwe ya khoḷumu 4

Vhagudi vha vhekanya zwithu u ya nga zwe zwa itwa ngazwo.



## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḡo ṭḡa

- Siaṭari ḷa girafu ya tshivhumbeo – yo fhambanaho kha mugudi muṅwe na muṅwe
- Tshifaredzi tshi re na zwitendeledzi, zwickwea na ṭhofunderaru zwo gerwaho
- Guḷuu

Vhagudi vha nambatedza kana u ola tshivhalo tsho teaho tsha zwivhumbeo kha khoḷumu iṅwe na iṅwe.

## Tshiṭṭshi tsha u shumela tsha 4



### Zwine vha ḡo ṭḡa

- Zwithu u bva kha *Khithi ya Zwishumiswa*: zwithu zwa u vhaḷela ngazwo zwa mitshelo, zwitanda, zwibuḷoko zwa yunifikisi, disiki dza mivhala
- Zwifaredzi 5 zwi re na zwiṭikara/ḷebuḷu tswuku, dza lutombo, dza ṭaḡa, dala na ntswu – muvhala wo fhambanaho kha tshiṅwe na tshiṅwe
- Bogisi ḷa makumba ḷi re na zwickhala zwa 6 – mugudi muṅwe na muṅwe 1

Vhagudi vha vhekanya zwithu u bva kha *Khithi ya Zwishumiswa* u ya nga muvhala. Vha kona ha u zwi bvisa vha vhekenaya na u khethekanya zwithu nga iṅwe nḡila vha tshi shumisa mabogisi a makumba.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo (mitambo ya nḡa):** Kha vha ite giridi fhethu ha mitambo ya nḡa. Vhagudi vha kuvhanganya na u vhekanya zwithu zwa nḡa zwo fhambanaho kha giridi.

# 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

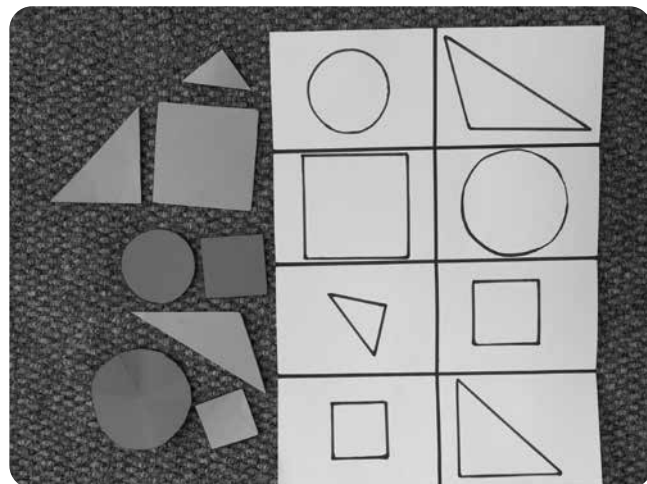
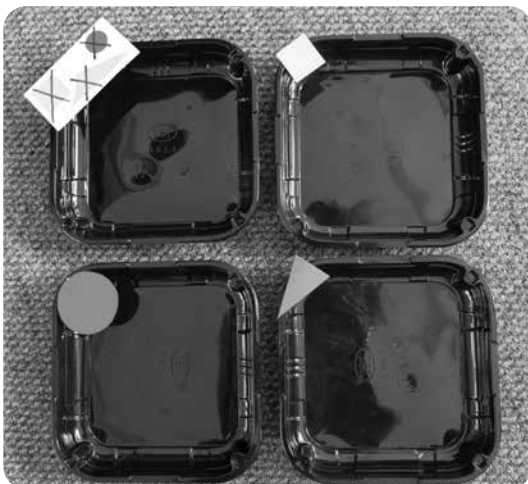
through

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.



# Sia ǀa Magudiswa ǀo Sedzwaho: Tshikhala na Tshivhumbeo (Dzhometiri)

## Thero

- Vhonzani ha zwivhumbeo – u vhambedza u fana na u fhambana, u vhekanya u ya nga vhonzani
- Vhuimo
- U ǀivhadza na mihumbulo

## Nǀivho ntswa

- U tevhela ndaela
- U pfuka mutalo wa vhukati

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–20 na 7–1
- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–5
- Zwivhumbeo: tshitendeledzi, tshikwea, ǀhofunderaru
- Phanda, murahu
- U khwaǀhisedza vhuimo

## ǀivhaipfi ntswa ya mbalo

nga thungo ha  
u mona na

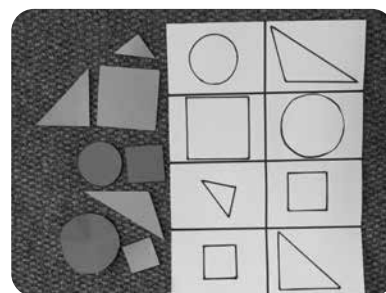
khathihi na vhaǀwe  
nga

u fhira

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- zwifanyiso zwa masekwa maǀuku a 7
- zwitendeledzi zwa khadibogisi zwi hulwane 2 – tshitswuku 1, tshidala 1
- zwitendeledzi, zwi kwea na ǀhofunderaru zwi hulwane zwa khadibogisi – 3 zwa tshiǀwe na tshiǀwe
- masekwa a suko ǀa u tambisa/puǀasitiki a 7
- ǀhofunderaru, zwitendeledzi na zwi kea zwa khadibogisi zwa 40 zwi fanaho nga saizi na zwi buǀoko zwa zwi dodombedzwa
- zwitendeledzi, zwi kwea na ǀhofunderaru zwa khadibogisi zwa 30 zwa saizi na mivhala zwo fhambanaho
- zwiǀwe zwivhumbeo zwa khadibogisi zwa 30, sa tsumbo, daimani, dzimbilu, ǀaledzi
- zwifaredzi zwa 4 zwo ǀebuǀiwa – 1 tshi re na tshitendeledzi, 1 tshi re na tshikwea, 1 tshi re na ǀhofunderaru, 1 tshi re na tshifanyiso tsha zwivhumbeo 3 zwi re na tshifhambano khazwo
- bodo dza zwivhumbeo zwi fanaho na zwivhumbeo zwine zwi nga vhewa kha bodo – bodo yo fhambanaho mugudi muǀwe na muǀwe.



## 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.



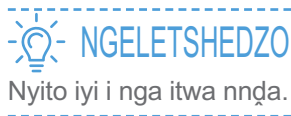


# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Luimbo: *Masekwa matuku a sumbe* (siafari la 203)
- Zwifanyiso zwa masekwana a 7
- Dzihula hupu 5
- Tshitendeledzi tsha khadibogisi tshitswuku 1 na tshidala 1



1. **Luimbo:** Kha vha imbe luimbo, *Masekwa matuku a sumbe* nga zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha vhalele zwifanyiso zwa masekwana u bva kha 1 u ya kha 7.
4. **U ita ngowendowe ya vhuimo:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee dzihula hupu thanu vhukati ha tshitendeledzi. Vhagudi vha tshimbila *vhukati* ha dzihula hupu musi vha tshi vha sumbedza tshitendeledzi tshidala nahone vha dzula *tsini na hula* hupu musi vha tshi vha sumbedza tshitendeledzi tshitswuku.

Kha vha ri vhagudi vhatanu vha ime vhothe *ngomu* ha hula hupu inwe na inwe. Vhagudi vha ita misumbedzo u ya nga mbudziso dzi gaidaho.

#### Mbudziso dzi gaidaho:

- ★ Ni nga swikelela ntha/fhasi hungafhani?
- ★ Ni nga angaladza vhuphara vhungafhani?
- ★ Nothe ni na tshikhala tshi fanaho ngomu ha dzihula hupu dzanu?
- ★ Ndi ngani/ndi ngani zwi songo ralo?

Kha vha ri muñwe mugudi a ime *kha* hula hupu inwe na inwe.

- ★ Zwino ngauri hu na mugudi muñwe muthihi ngomu ha hula hupu yanu, tshikhala tshine muñwe na muñwe wanu a vha natsho tsho shanduka?

- ★ Ndi vhañwe vhagudi vhangana vhane na humbula uri vha nga fhelela kha tshikhala tshi re ngomu ha hula hupu yanu phanda ha musi zwickhala zwothe zwi tshi dzhiwa?

Vhagudi vha tshimbila *vhukati* ha hula hupu hafhu, *phanda* na *murahu*. U bva afho kha vha ri vhagudi vhatanu vho fhambanaho vha ime vhothe *ngomu* ha hula hupu inwe na inwe.

- ★ Ndi vhagudi vhangana vhane vha nga dzula *ngomu* ha hula hupu u itela u gadza tshikhala?

Vhagudi vha dzula *ngomu* ha hula hupu u vhona uri ndi vhangana vhane vha do fhelela ngomu ha hula hupu nthihi. Vhagudi vha tshimbila *u mona* na dzihula hupu dze vha vha vho dzula ngomu hadzo. Vha dzula *nnda* ha hula hupu vho vhea milenzhe yavho *ntha* ha hula hupu.

5. **Nyito dza tshigwada tshiukuku:** Kha vha taluse nyito dza tshiti shini tsha u shumela tshinwe na tshinwe.



## 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?

## Duvha 2

### Zwine vha do toḁa

- Luimbo: *Masekwa maḁuku a sumbe* (siaḁari 203) na zwifanyiso
- Masekwa a puḁasiḁiki/suko 2a u tambisa a 7
- Tshitibo tsha puḁasiḁiki
- Zwitendeledzi, zwikhwea na ḁhofunderaru zwihulwane zwa khadibogisi – 3 zwa zwiḁwe na zwiḁwe

1. **Luimbo:** Kha vha imbe luimbo, *Masekwa maḁuku a sumbe* hu na zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee tshitibo tshi re na tshigwada tsha masekwa a sumbe kha methe. Vhagudi vha anganyela uri ndi masekwa mangana a re hone. Vhoḁthe vha a vhalela masekwa.
4. **U ita ḁowendowe ya zwivhumbeo:** Vhagudi vha tamba mutambo, 'Ndi ḁolela ... (tshivhumbeo)' vha topola zwitendeledzi, ḁhofunderaru na zwikwea u mona na kiḁasi. Sa tsumbo: 'Ndi ḁolela nga iḁo ḁanga liḁuku tshivhumbeo tshi re na khuḁa tharu tsho nambatedzwaho luvhondoni.'
5. **U ita ḁowendowe ya zwivhumbeo na sia:** Kha vha vhee zwivhumbeo zwa khadibogisi zwihulwane fhasi. Vhagudi vha tevhela ndaela u tshimbidza tshivhumbeo tiwa. Sa tsumbo: 'Fhufhani ni ime kha tshitendeledzi, kokovhani ni ye kha tshivhumbeo tshi re na khuḁa tharu, monani ni ye kha tshivhumbeo tshi re na masia tswititi maḁa.'
6. **Nyito dza tshigwada tshiḁuku:** Kha vha ḁaluse nyito dza tshiḁitshini tsha u shumela tshiḁwe na tshiḁwe.

### NGELETSHEDZO

Nyito iyi i nga itwa nḁa. Kha vha shumise tshokho u ola zwivhumbeo u fhirisa u shumisa zwivhumbeo zwa khadibogisi.

## Duvha 3

### Zwine vha do toḁa

- Luimbo: *Masekwa maḁuku a sumbe* (siaḁari 203) na zwifanyiso zwa masekwa na zwisekwana
- Masekwa a puḁasiḁiki/suko 2a u tambisa a 7
- Zwiḁuḁoko zwa zwidodombedzwa zwa tshitendeledzi zwa 7 (*Khithi ya Zwishumiswa*)
- Magaraḁa a tshithoma 1–5 (*Khithi ya Zwishumiswa*)
- Zwitendeledzi, zwikwea na ḁhofunderaru zwihulwane zwa khadibogisi – 3 zwa zwiḁwe na zwiḁwe
- Sagana dza ḁawa 3

1. **Luimbo:** Kha vha imbe luimbo, *Masekwa maḁuku a sumbe*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha vhee masekwa a sumbe na tshigwada tsha zwitendeledzi zwa sumbe kha methe. Vhagudi vha anganyela uri hu na zwingana kha tshigwada tshiḁwe na tshiḁwe. Vhoḁthe vha vhalela tshigwada tshiḁwe na tshiḁwe.

#### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri zwigwada izwi zwi na tshivhalo tshi eḁanaho tsha zwithu?

4. **U ita ḁowendowe ya tshitendeledzi na 1–5:** Kha vha haseledze masekwa na zwitendeledzi na vhagudi.

#### Mbudziso dzi gaidaho:

- ✦ Ni khou kona u vhona tshiḁwe tsha tshipiḁa tsha sekwa kana kusekwana tshine tsha fana na zwitendeledzi?
- ✦ Ndi ngafhi afha ngomu lufherani hune na khou vhona zwivhumbeo zwa tshitendeledzi?

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?

Kha vha sumbedze vhagudi magaraṭa a tshithoma 1–5.

- ✦ Zwithoma zwi na tshivhumbeo tshifhio?
  - ✦ Ndi zwithoma zwingana zwine na khou vhona kha aya magaraṭa?
- Kha vha sumbedze magaraṭa mavhili a re na nomboro dzo fhambanaho dza zwithoma.
- ✦ Iji garaṭa iji na zwithoma zwinzhi/zwi si gathi u fhira iji ijiṅwe?

5. **U ita nḡowenḡowe ya zwivhumbeo:** Kha vha vhee zwivhumbeo zwa khadibogisi vhukati kha methhe. Kha vha tambe mutambo wa sagana dza ṅawa. Kha vha ṅee muṅwe na muṅwe wa vhagudi vhararu sagana ya ṅawa. Vha tevhela ndaela, sa tsumbo: 'Poselani sagana ya ṅawa yaṅu kha tshivhumbeo tshi re na khuḡa tharu, tshivhumbeo tshine tsha vha na khuḡa nthi u fhira tharu, tshivhumbeo tshi re na masia maṅa.' Vhagudi vha bula tshivhumbeo tshine sagana ya ṅawa ya wela khatsho vha haseledza vhunzani. Kha vha dovholele na vhaṅwe vhagudi.
6. **Nyito dza tshigwada tshiṅuku:** Kha vha ṭaluse nyito dza tshiṅtshini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha ḡa 4

### Zwine vha ḡo ṭḡa

- |   |   |
|---|---|
| • Luimbo: <i>Arali no fara tshikwea</i> (siatari ḡa 199)  | zwhulwane – 2 zwa tshiṅwe na tshiṅwe  |
| • Zwiḡuḡoko zwa zwidodombedzwa zwa tshirendeledzi, tshikwea, ṭhofunderaru zwa 24 ( <i>Khithi ya Zwishumiswa</i> ) | • Mabogisi a 7 (3 a re na zwifhaṭuwo zwa tshikwea na 4 a re na zwifhaṭuwo zwa ṭhofundeḡa) |
| • Tshitendeledzi, tshikwea na ṭhofunderaru zwa khadibogisi  | • Luimbo: <i>Ndi nga ita mini?</i> (siatari ḡa 205)                                       |

1. **Luimbo:** Kha vha ṅee zwiḡuḡoko zwa zwidodombedzwa zwa zwitendeledzi, zwiḡwea na ṭhofunderaru zwa 24 na zwivhumbeo zwa khadibogisi zwa 6. Kha vha imbe *Arali no fara tshikwea*. Vhagudi vha pfuka mutalo wa vhukati wavho nga u fhirisa zwivhumbeo zwavho u bva kha tshiṅwe tshandḡa u ya kha tshiṅwe musi vha tshi ima.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha vhee mabogisi a sumbe a saizi dzo fhambanaho kha methhe. Vhagudi vha anganyela uri ndi mabogisi mangana a re hone vha kona u a vhalela.

#### Mbudziso dzi gaidaho:

- ✦ Hu na ḡiṅwe ḡa mabogisi ḡi re na masia a zwivhumbeo zwa tshikwea?
  - ✦ Ni zwi ḡivha hani? Ndi mangana?
  - ✦ Masia oṭhe a bogisi ndi tshikwea?
  - ✦ Hu na maṅwe mabogisi ane ha na masia a tshikwea? Ndi mangana?
4. **Manzhi kha, a si gathi kha, eḡana na:** Kha vha vhekanye mabogisi nga zwigwada zwivhili: A re na sia ḡa tshikwea na a si na.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshigwada tshifhio tshi re na mabogisi manzhi/a si gathi? Ndi mangana kha tshigwada tshiṅwe na tshiṅwe?
- ✦ Ri fanela u ita mini u itela uri zwigwada izwi zwi eḡane?

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. **U ita nḡowenḡowe ya zwivhumbeo:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee tshibuḡoko tsha tshidodombedzwa tsha ḡhofunderaru, tshitendeledzi na tshikwea murahu ha vhagudi vhararu. Mugudi muthihi u pfuka vhagudi vho dzulaho zwenezwi kiḡasi i tshi khou imba *Ndi nga ita mini?* U doba tshibuḡoko tsha tshidodombedzwa tsho teaho u bva murahu ha mugudi a tshi vhea murahu ha muḡwe mugudi. Kha vha dovholole na vhaḡwe vhagudi vho fhambanaho.
6. **Nyito dza tshigwada tshiḡuku:** Kha vha ḡaluse nyito dza tshiḡitshini tsha u shumela tshiḡwe na tshiḡwe.

## Duvha ḡa 5

### Zwine vha ḡo ḡḡa

- Luimbo: *Ndi nga ita mini?* (siaḡari ḡa 205)
- Huḡa hupu, mabogisi, zwidulo na zwinwe zwithu u itela mutambo wa tshikundisi tshi fanelaho u kundwa

1. **Luimbo:** Vhagudi vha imba luimbo, *Ndi nga ita mini?* zwenezwi vhone vha tshi khou tamba mutambo sa zwe wa ḡaluswa zwone nga Duvha ḡa 4, nyito ya 5. Kha vha nange vhagudi vho fhambanaho na vhaḡa vhe vha tamba mutambo nga Duvha ḡa 4.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhandani zwanḡa lwa tshivhalo tshiḡwe na tshiḡwe u bva kha 1 u ya kha 7. Vhagudi vha vhalela uri vho vhandana lungana.
4. **U ita nḡowenḡowe ya sia – murahu, phanḡa:** Vhagudi vha tevhela mutambo wa tshikundisi tshi fanelaho u kundwa wo leluwaho nḡa, sa tsumbo, u fhira nḡha ha, nga fhasi, u mona, vhukati, vhambelana na, nga, ngomu na nḡa. Vha tevhela masia u tshimbila u ya phanḡa na murahu kha mutambo.
5. **Nyito dza tshigwada tshiḡuku:** Kha vha ḡaluse nyito dza tshiḡitshini tsha u shumela tshiḡwe na tshiḡwe.

### NGELETSHEDZO

Vhagudi vha pfuka mutalo wa vhukati wavho musi vha tshi tevhela ndaela, u fana na uri kwamani lwayo lwa ḡiḡwe sia nga tshanḡa tsha kha ḡiḡwe sia, kana kwamani shanḡa ḡa ḡiḡwe sia nga tshanḡa tsha ḡiḡwe sia ḡa muvhili.



### U ḡanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha tambe mutambo wa zwivhumbeo zwa muzika. Kha vha vhee tshivhumbeo tshihulwane tsho tou gerwaho tsho ita tshitendeledzi kha fuloro. Vhagudi vha pfuka u bva kha tshivhumbeo u ya kha tshivhumbeo musi muzika u tshi tamba. Musi u tshi ima, vha amba uri ndi tshivhumbeo tshifhio tsho vha ima khatsho.



## 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.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha do ṭoḍa

- Zwiḅuḷoko zwa zwidombedzwa zwa 24 (ṭhofunderaru, tshitendeledzi, tshikwea)
- Zwitanda (*Khithi ya Zwishumiswa*)
- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na:
  - Zwivhumbeo zwa puḷasiṭiki/khadibogisi zwa 7 (ṭhofunderaru, zwitendeledzi, zwiḱwea)
  - Goloṭi ṭhukhu kana tsha u vhalela ngatsho tsha phukha 1

1. **U vhalela zwithu 1–7:** Kha vha vhee zwiḅuḷoko zwa zwidombedzwa zwa 24 kha methe. Vhagudi vha sielisana nga muthihimuthihi u vhalela zwiḅuḷoko zwa zwidombedzwa. Vha vhalela uri ndi zwivhumbeo zwingana zwa tshiṅwe na tshiṅwe zwine vha vha nazwo zwigwadani zwavho zwa zwiḅuḷoko zwa zwidombedzwa zwa sumbe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshivhumbeo tshifhio tshine \_\_\_\_\_ a vha na tshithihi tshatsho/zwivhili zwazwo?

2. **U ita ṅdowendowe ya zwivhumbeo; u sika zwifanyiso:** Kha vha vhee zwiḅuḷoko zwa zwidombedzwa kha methe u itela u ita tshifanyiso. Vhagudi vha kopa tshifanyiso vha tshi shumisa zwiḅuḷoko zwa zwidombedzwa zwavho.

#### Mbudziso dzi gaidaho:

- ✦ Ni na zwivhumbeo zwoṭhe zwine na ṭoḍa u itela izwi?
- ✦ Ndi zwivhumbeo zwifhio zwine a ni na zwo?
- ✦ Ni khou ṭoḍa zwingana zwa tshiṅwe na tshiṅwe tsha izwi?

Vhagudi vha shumisa zwiḅuḷoko zwa zwidombedzwa na zwivhumbeo zwa khadibogisi u bva zwidongoni zwavho u itela u sika zwifanyiso zwavho vhone vhaṅe.

- ✦ Ndi zwivhumbeo zwifhio zwe na shumisa?
- ✦ Ndi ngani no shumisa ṭhofunderaru kha muṅadzi?
- ✦ Zwi ngavha hani arali ro engedza itshi tshitendeledzi afha?
- ✦ No shumisa zwivhumbeo zwingana?
- ✦ Ndi nnyi o shumisaho zwitendeledzi zwinzhi?
- ✦ Hu na ane a sa vhe na tshikwea?

3. **U ita ṅdowendowe ya zwivhumbeo; vha tshi shumisa zwitanda:** Kha vha sike ṭhofunderaru kana tshikwea vha tshi shumisa zwitanda zwa mivhala. Kha vha tshi haseledze na vhagudi. Kha vha tshi tibe vha humbele vhagudi vha tshi kope. Kha vha dovholole nyito, vho fhambanya saizi ya tshivhumbeo.

Kha vha lingedze u sika tshitendeledzi nga zwitanda.

#### NGELETSHEDZO

Vhagudi vha ita ṅdowedzo ya u pfuka mutalo wa vhukati nga u vha na zwivhumbeo zwavho kha sia lithihi ḷa muvhili wavho na u fhaṭa zwifanyiso zwavho zwa zwivhumbeo kha ḷiṅwe sia.



**Guiding questions:**

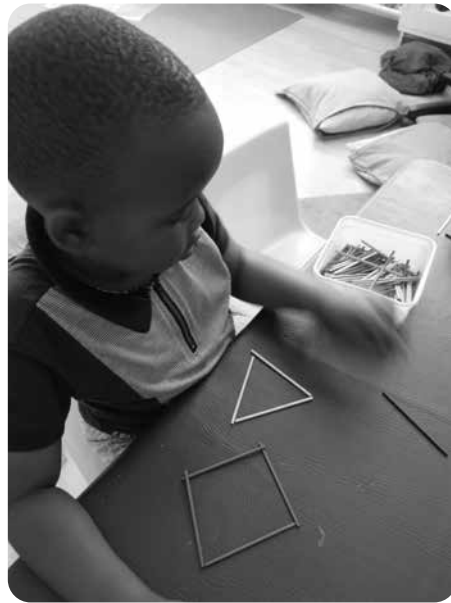
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



**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.

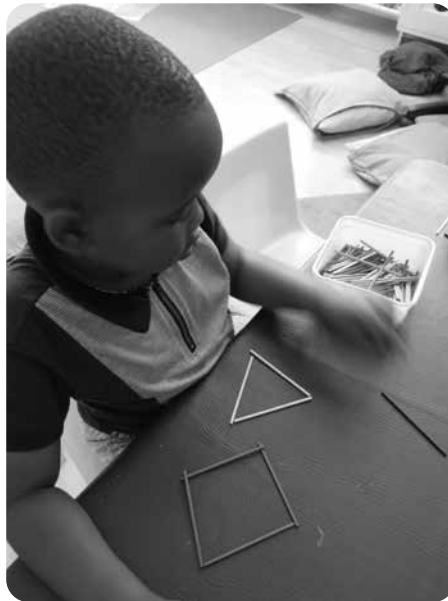
**Mbudziso dzi gaidaho:**

- ★ Itshi tshi fana na tshitendeledzi? Ndi ngani ni tshi humbula ngauralo/ni sa humbuli ngauralo?
- ★ Ni nga ita tshitendeledzi nga inwe ndilavho? (Kha vha oledzele u mona na khaphu.)


**NGELETSHEDZO**

Kha vha tšutuwedze tshumiso ya divhaipfi ya vhuimo na sia.

4. **Masia na vhuimo:** Vhagudi vha shumisa zwitanda u sika zwivhumbeo zwavho. Vha tevhela ndaela vha tshi shumisa zwithu zwa u vhalela ngazwo zwa goloi kana phukha u bva zwidongoni zwavho. Sa tsumbo: 'Tshimbizelani goloi/phukha phanda u mona na tshivhumbeo tshana, murahu vhukati ha zwivhumbeo zwanu, phanda u pfuka tshitanda tshidala/tsha lutombo/tsha taḡa, humelani nga tsha murahu ni pake/ime ngomu ha tshivhumbeo.' Kha vha humbele mugudi muḡwe na muḡwe u nea tshigwada ndaela.

**Kha vha ḡole uri vhagudi vha a kona u:**

- kopa zwifanyiso zwo itwaho nga zwivhumbeo
- sika zwifanyiso vha tshi shumisa zwivhumbeo na u fhindula mbudziso dzi tshimbilelanaho nazwo
- tevhela ndaela nga masia o fhambanaho na vhuimo

**Tshiḡitshi tsha u shumela tsha 1****Zwine vha ḡo ḡoḡa**

- Zwitendeledzi, ḡhofunderaru na zwikwea zwa khadibogisi zwa 40
- Zwiḡwe zwivhumbeo zwa 30 (sa tsumbo, ḡhofundeina, khaithi, tshigumba)
- Zwifaredzi zwo ḡebuḡiwaho 4 – 1 tshi na tshitendeledzi, 1 tshi na tshikwea, 1 tshi na ḡhofunderaru, 1 tshi na tshifanyiso tsha zwivhumbeo 3 zwi re na tshifhambano nga khazwo (kha vha sedze siaḡari ḡa 139)

Vhagudi vha vhekanya zwivhumbeo ngomu ha zwifaredzi 4 zwo ḡebuḡiwaho. Vha sika zwifanyiso zwavho vha tshi shumisa zwivhumbeo.

## 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.

## Tshiṭṭshi tsha u shumela tsha 2



### Zwine vha ḁo ṭḁa

- Zwibuḁoko zwa bulannga (zwa tshivhumbeo tsha ṭhofunderaru, tshikwea na tshitendeledzi)
- Suko ḁa u tambisa
- Lufhanga lwa puḁasiṭiki kana tshitanda 1 (*Khithi ya Zwishumiswa*) mugudi muṅwe na muṅwe

Vhagudi vha suka suko ḁa u tambisa vha ḁi ita fulethe. Vha gera u mona na zwibuḁoko vha sika zwifanyiso nga zwivhumbeo zwavho.



### NGELETSHEDZO

Kha vha shumise zwiṅwe zwithu arali vha si na zwibuḁoko, sa tsumbo, dzithaiḁi, khaphu dza puḁasiṭiki kana dziruḁa, u sika zwivhumbeo zwi fanaho na ṭhofunderaru, zwitendeledzi na zwikwea.

## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭḁa

- Theiphi ya u nambatedza/dzihuḁa hupu
- Zwibuḁoko zwa yunifikisi/*Duplo*/zwibuḁoko zwa bulannga

U shumisa dzihuḁa hupu na theiphi ya u nambatedza u ita zwivhumbeo kha fuloro. Vhagudi vha vhea zwibuḁoko u mona na dzihuḁa hupu na theiphi.



## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭḁa

- ḁaba ḁa tshivhumbeo 1 mugudi muṅwe na muṅwe (kha sedze siaṭari ḁa 139)
- U vhambedza zwivhumbeo zwo gerwaho

Vhagudi vha vhambedza zwivhumbeo na zwi re kha maḁaba avho. Vha tshintshana maḁaba musi vho fhedza.



# 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.



# Sia ǀa Magudiswa ǀo Sedzwaho: Muelo

## Thero

- Vhulapfu – u vhambedza na u tevhekanya zwithu vha tshi shumisa ǀivhaipfi yo teaho

## Nǀivho ntswa

- U ela na u vhambedza: vhulapfu (ndapfu, ndapfusa, ndapfusesa; pfufhi, pfufhisa, pfufhisesa)

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–20 na 7–1
- U vhalela zwithu 1–7
- U anganyela 1–7
- Vhulapfu: lapfu, pfufhi

## ǀivhaipfi ntswa ya mbalo

ndapfu

pfufhi

ndapfusa

ndapfusesa

vhulapfu

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- zwifanyiso zwa mbungu ndapfu 4 na mbungu pfufhi 3
- mbungu dza suko ǀa u tambisa dza vhulapfu ha 4 × 20-30 cm, na vhupfufhi ha 3
- muǀali mugudi muǀwe na muǀwe na madzina a vhagudi
- zwikhafu, dziriboni, mabannda, thambo dza zwienda, muǀali – zwa 7 tshiǀwe na tshiǀwe, zwoǀhe zwa vhulapfu ho fhambanaho
- khadibogisi ǀilapfu ǀine ǀa vha na vhuphara vhu fanaho, fhedzi vhulapfu ho fhambanaho – 1 mugudi muǀwe na muǀwe
- zwibambiri zwa mabambiri a muvhala a re na vhuphara vhu fanaho, fhedzi vhulapfu ho fhambanaho – 10 mugudi muǀwe na muǀwe
- siaǀari ǀa A4 mugudi muǀwe na muǀwe ǀi re na mutalo vhukati, tshiǀiripi tshipufhi tsho nambatedzwa nǀha kha ǀinwe sia na tshiǀiripi tshilapfu tsho nambatedzwa nǀha kha ǀinwe sia
- siaǀari ǀa A3/A4 mugudi muǀwe na muǀwe ǀi re na mbungu dza vhulapfu ho fhambanaho kha ǀinwe na ǀinwe
- siaǀari ǀa A4 mugudi muǀwe na muǀwe ǀi re na mitalo 5 ya vhulapfu ho fhambanaho ine ya khou buǀa na siaǀari.

## NGELETSHEDZO

Kha vha vhee zwithu zwo fhambanaho zwa mupo kha ǀafula ya mbalo vhukati ha vhege, sa tsumbo, mithenga, zwitanda, maǀari. Izwi zwi nga shumiswa u ela na u tevhekanya.

## Nyito dza kiǀasi yoǀhe

### Duvha ǀa 1

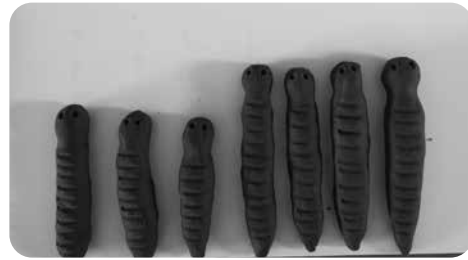
#### Zwine vha ǀo ǀoǀa

- Luimbo: *Ndapfu na pfufhi* (siaǀari ǀa 205)
- Zwifanyiso zwa mbungu dza 7
- Mbungu dza suko ǀa u tambisa dza 7
- Siaǀari ǀa A3 1
- Masiǀari a A4 2
- Tshati ya vhulapfu ya Kotara ya 1
- Muǀali na madzina a tshigwada tshithihi tsha vhagudi

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi* na nga zwifanyiso.

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.)



### NGELETSHEDZO

Vha hambule u ela u bva fhasi u ya n̄ha kha t̄hoho ya mugudi. Vha ele tshigwada tshithihi d̄uvha l̄iñwe na l̄iñwe.

2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha lavhelese mbungu dza sumbe dza suko la u tambisa kha siaṭari la A3.  
**Mbudziso dzi gaidaho:**
  - ✦ Ndi mbungu nngana dzine na humbula uri dzi hone?  
Kha vha vhalele mbungu vhoṭhe.
4. **Ndapfu na pfufhi:** Kha vha vhee mbungu ndapfu na pfufhi kha siaṭari la A4.  
**Mbudziso dzi gaidaho:**
  - ✦ Ndi zwifhio zwi fanaho/zwo fhambanaho nga idzi mbungu?
  - ✦ Ndi zwifhio zwiñwe zwine na khou vhona ngomu kilasini yashu zwi re zwilapfu/zwipfufhi?
  - ✦ Ri nga zwi wana hani arali tshithu tshi tshilapfu kana tshipfufhi kha tshiñwe?
  - ✦ Ndi dzifhio dziñwe n̄dila dzo fhambanaho dzine ri nga ela zwithu?
5. **U khwaṭhisedza vhulapfu:** Kha vha lavhelese tshati ya vhulapfu u bva kha Kotara ya 1. Kha vha ele vhulapfu ha tshigwada tshithihi tsha vhagudi vha pange mielo yavho kha tshati ya vhulapfu. Kha vha haseledze na u vhambedza zwi fanaho na zwo fhambanaho kha vhulapfu ha vhagudi.  
**Mbudziso dzi gaidaho:**
  - ✦ Vhulapfu haṅu vhu a fana na ha tshifhinga tsho fhelaho ri tshi ni ela, kana no no lapfa u fhira zwe na vha ni zwone?
  - ✦ Ri nga zwi wana hani uri no lapfa hani?
  - ✦ Hu na iñwe n̄dila?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

## Duvha la 2

### Zwine vha do ṭoda

- Luimbo: *Ndapfu na pfufhi* (siaṭari la 205)
- Zwifanyiso zwa mbungu dza 7
- Muḍali na madzina a tshigwada tshithihi
- Zwitanda (*Khithi ya Zwishumiswa*)
- Zwikhafu, dziriboni, mabannda, thambo dza zwienda, muḍali – tshiñwe na tshiñwe zwa 7, zwoṭhe zwa vhulapfu ho fhambanaho
- Theiphi ya u nambatedza/tshokho

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi* na nga zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha ṭane mabannda a sumbe na zwikhafu zwa rathi zwigwadani zwivhili zwo fhambanaho.  
**Mbudziso dzi gaidaho:**
  - ✦ Ndi mabannda/zwikhafu zwingana zwine na humbula uri zwi hone kha tshigwada tshiñwe na tshiñwe?
  - ✦ Ni humbula uri tshigwada tshiñwe na tshiñwe tshi na tshivhalo tshi eḍanaho tsha zwithu?

Vhalelani mabannda na zwikhafu ni haseledze.

  - ✦ Ri fanela u ita mini u itela uri zwigwada zwi eḍane? (U engedza tshikhafu tshithihi.)

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.

Vhalelani zwithu hafhu. Zwi vheeni nga rou mbili, ni tshi vhambedza mabandda na zwikhafu u sumbedza uri tshigwada tshiñwe na tshiñwe tshi na tshivhalo tshi fanaho tsha zwithu.

4. **U tandula vhulapfu:** Kha vha țane zwikhafu, dziriboni, mabandda, thambo dza zwienda na muđali.

**Mbudziso dzi gaidaho:**

- ★ No ela hani zwithu zwanu (nga Duvha 1a 1)?

Vhagudi vha vhambedza vhulapfu ha zwikhafu, dziriboni, mabandda, thambo dza zwienda na muđali nga u zwi vhea tsini na tsini na u haseledza uri ndi tshifhio tshilapfu/tshipfufhi.

- ★ Ni zwi đivha hani uri tshiñwe ndi tshipfufhi nahone tshiñwe ndi tshilapfu?
- ★ Ni nga shumisa tshanda/lwayo/tshitanda tshanu u ela tshithu tshanu?

Vhagudi vha dzula nga zwigwada zwițanu. Vha ela zwikhafu, mabandda ngauralongauralo, vha haseledza vhulapfu vha tshi shumisa zwanđa/lwayo/zwitanda.



Kha vha shumise theiphi ya u

nambatedza kana vha ole mutalo nga tshokho. Vhagudi vha vhea zwithu nțha ha mutalo vha zwi dzudzanya u bva kha tshilapfusesa u ya kha tshipfufhisesa.

- ★ Ndi ngani ro vhea mabandda oțhe na zwikhafu kha mutalo musi ri tshi zwi dzudzanya u bva kha zwilapfusesa u ya kha zwipfufhisesa?

5. **Tshati ya vhulapfu:** Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha dzhenise mielo yavho kha tshati ya vhulapfu.
6. **Nyito dza tshigwada tshițuku:** Kha vha țaluse nyito dza tshițitshini tsha u shumela tshiñwe na tshiñwe.

### NGELETSHEDZO

Arali hu si na tshifhinga tsho eđanaho u fhedza u ela vhulapfu ha vhagudi na u dzhenisa mielo kha tshati ya vhulapfu, kha vha bvele phanđa u ita izwi nga tshiñwe tshifhinga henefha kha mbekanyamushumo ya đuvha, sa tsumbo, nga tshifhinga tsha zwiliwa.

### Duvha 1a 3

#### Zwine vha đo țođa

- Luimbo: *Ndapfu na pfufhi* (siațari 1a 205)
- Zwifanyiso zwa mbungu dza 7
- Zwitanda zwa bulannga zwa 7 zwa vhulapfu ho fhambanaho
- Zwitanda zwa pułasițiki zwa mivhala zwa 23 (*Khithi ya Zwishumiswa*)
- Muđali na madzina a tshigwada tshithihi tsha vhagudi
- Khadibogisi 1ilapfu 1a vphupara vhu fanaho na vhulapfu ho fhambanaho – mugudi muñwe na muñwe 1
- Theiphi ya u nambatedza/tshokho

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi* na nga zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwitanda zwa pułasițiki zwa mivhala zwa sumbe (u bva kha *Khithi ya Zwishumiswa*) na zwitanda zwa bulannga zwa sumbe nțha ha methe zwo ita zwigwada zwiwhili.

**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.



**Mbudziso dzi gaidaho:**

- ★ Ndi zwitanda zwingana zwine na humbula uri zwi hone kha tshiñwe na tshiñwe tsha izwi zwigwada?

Kha vha vhalele zwitanda vha haseledze. Kha vha vhambedze vhulapfu ha zwitanda.

- ★ Ni humbula uri ndi mini tshine ri nga ela ngomu kilasini yashu nga zwitanda zwa pulasitiki zwipufufhi/zwitanda zwa bulannga zwilapfu?
- ★ Ndi ngani?

Vhagudi vha ela zwithu ngomu kilasini nga zwitanda.

4. **U khwañisedza u ela – vhulapfu:** Kha vha haseledze zwithu zwe vhagudi vha ela nga zwitanda.

**Mbudziso dzi gaidaho:**

- ★ No wana mini kilasini tshi re tshilapfu/tshipufufhi?
- ★ Ndi tshithu tsha nnyi tshe tsha vha tshilaphusesa/tshipufufhisesa?
- ★ Ndi tshithu tshine ni nga humbula nga hatsho nnda ha kilasi yashu tshi re tshilapfu/tshipufufhi?

Kha vha vhee zwibambiri zwa khadibogisi vhukati ha methe. Kha vha sumbedze vhagudi zwivhili zwa zwibambiri.

- ★ Ndi tshifhio tsha izwi zwibambiri zwivhili tshi re tshilapfu/tshipufufhi?

Kha vha dovholole nga zwiñwe zwibambiri zwivhili.

Vhagudi vha dzhia tshiñiripi tshithihi u bva vhukati ha methe. Kha vha vhee tshiñiripi tshithihi fhasi sa gaidi.

- ★ Arali ri tshi ñoda u dzudzanya zwibambiri zwashu u ya nga vhulapfu u bva kha zwipufufhisesa u ya kha zwilapfusesa ri fanela u ita mini?
- ★ Ri fanela u zwi dubekanyisa hani?

Kha vha budekanye zwibambiri u vhambelana na thephi ya u nambatedza kana mutalo wa tshokho. Vhagudi vha sielisana u vhea zwibambiri zwavho u bva kha tshipufufhisesa u ya kha tshilapfusesa. Vha humbudze vhagudi uri ndi ngani zwi zwa ndeme u eḡanyisa zwibambiri hangeno fhasi kha thephi ya u nambatedza/mutalo wa tshokho musi vha tshi ela. Vha anganyela hune zwibambiri zwavho zwa ḡo ya hone, vha thusana arali tshiñiripi tshi tshi fanela u sudzuluswa.

- ★ Ni humbula mini nga hune \_\_\_\_\_ o vhea tshiñiripi tshawe?
- ★ Ri fanela u sudzulusa tshiñiripi tsha \_\_\_\_\_? Ndi ngani?

5. **Tshati ya vhulapfu:** Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha dzhenise mielo yavho kha tshati ya vhulapfu.

6. **Nyito dza tshigwada tshiñuku:** Kha vha ñaluse nyito dza tshiñtshini tsha u shumela tshiñwe na tshiñwe.



 **NGELETSHEDZO**

Kha vha shumise mbudziso u gaida vhagudi kha u tandulula thaidzo ya nzudzanyo ya zwibambiri.



## 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.

## Duvha 4

## Zwine vha do ɽoda

- Luimbo: *Ndapfu na pfufhi* (siaɽari ɽa 205)
- Zwifanyiso zwa mbungu zwa 7
- Thambo dza vhulapfu ho fhambanaho dza 7
- Muɽali na madzina a tshigwada tshithihi tsha vhagudi

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi* na nga zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.

3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi, ngeno vhone vho ima vho fara zwipiɽa zwiɽanu zwa thambo. Vhagudi vha anganyela uri vho fara zwingana. Kha vha vhalele izwi vhoɽhe.

## Mbudziso dzi gaidaho:

- ✦ Ndi zwiñwe zwipiɽa zwingana zwa thambo zwine ra ɽoda uri ri vhe na zwipiɽa zwa sumbe?

Kha vha engedze zwiñwe zwivhili vha vhalele hafhu.



4. **U tandula vhulapfu:** Kha vha haseledze zwipiɽa zwa thambo zwe vha fara.

## Mbudziso dzi gaidaho:

- ✦ Ndi zwipiɽa zwingana zwa thambo idzi zwine zwa khou kwama fuloro?
- ✦ Ndi ngani zwoɽhe zwi sa kwami fuloro?
- ✦ Ri nga wanisa hani uri ndi tshifhio tshipiɽa tsha thambo tshipfufhisesa/ tshilapfusesa?

Kha vha ole mutalo kha fuloro vha humbele vhagudi uri vha vha gaide kha u dzudzanya zwipiɽa zwa thambo u bva kha tshilapfusesa u ya kha tshipfufhisesa. Kha vha bvise zwipiɽa zwiɽanu zwa thambo.

5. **Tshati ya vhulapfu:** Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha dzhenise mielo yavho kha tshati ya vhulapfu.
6. **Nyito dza tshigwada tshiɽuku:** Kha vha ɽaluse nyito dza tshiɽtshini tsha u shumela tshiñwe na tshiñwe.

## Duvha 5

## Zwine vha do ɽoda

- Luimbo: *Ndapfu na pfufhi* (siaɽari ɽa 205)
- Zwifanyiso zwa mbungu zwa 7
- Muɽali na madzina a tshigwada tsha u fhedzisela tsha vhagudi
- Tshati ya vhulapfu ya Kotara ya 1
- Tshati ya ɽuvha ɽa mabebo

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi* na nga zwifanyiso.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha vhande zwanɽa lwa tshivhalo tshiñwe na tshiñwe vhukati ha 1 na 7. Zwenezwi vha tshi khou vhande, vhagudi vha vhalela na u bula uri ndi u vhande lungana hu re hone.

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. **Tshati ya vhulapfu:** Kha vha ele tshigwada tsha u fhedzisela tsha vhagudi vha dzhenise mielo yavho kha tshati ya vhulapfu. Kha vha haseledze tshati ya vhulapfu ya Kotara ya 2.

**Mbudziso dzi gaidaho:**

- ★ Ndi nnyi a re mulapfu/mupfufhi kha inwi?
- ★ Ni zwi ðivha hani?
- ★ Hu na vhañwe vhagudi vhane vha a fana nga vhulapfu?

Kha vha vhambedze tshati dza vhulapfu dza Kotara ya 1 na ya 2.

- ★ Hu na zwo shandukaho u bva tsha Kotara ya 1?
- ★ Ndi nnyi mulapfusa kha kotara ino u fhira zwe a vha a zwone kha kotara yo fhiraho?

Kha vha lavhelese tshati ya ðuvha la mabebo vha vhalele vhothe uri ndi miñwedzi mingana yo fhiraho u bva tshe vha ita tshati ya vhulapfu nga Kotara ya 1.

- ★ Ni humbula uri tshati ya vhulapfu i ðo vhonele yo shanduka arali ra ita hafhu mafheleloni a ñwaha, nga ñwedzi wa u fhedzisela?
- ★ Ndi ngani?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshitiṭshini tsha u shumela tshiñwe na tshiñwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Nyito dza nṅa dzi nga katela u ela mufemo mulapfu na mupfufhi phanda na murahu ha u gidima, na u ela mirunzi milapfu na mipfufhi nga zwifhinga zwo fhambanaho zwa ðuvha. Musi vha tshi vhalela vhagudi zwiṭori, vha sumbe maipfi malapfu (a re na maḽedere manzhi khao) na maipfi a re mapfufhi (a re na ḽedere liṭhihi kana mavhili khao).

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ðo ṭoḽa

- Mabambiri a ngomu ha tshishu a 7
- Tshidulo tshiṭuku 1 mugudi muñwe na muñwe
- Zwiḽoko zwa yunifikisi (*Khithi ya Zwishumiswa*)
- Vhulapfu ho fhambanaho ha muḽali na bambiri, zwitanda (*Khithi ya Zwishumiswa*)

1. **U ita nḽowḽowe ya vhulapfu; u vhekanya zwithu:** Kha vha vhee muḽali, bambiri na zwitanda vho zwi ṭhophha kha methhe. Vhagudi vha vhekanya izwi nga zwigwada zwiḽhili: zwiḽapfu na zwiḽpufhi.

**Mbudziso dzi gaidaho:**

- ★ No zwi humbulisa hani uri tshifhio tshi ðo wela kha tshigwada tshifhio?

2. **U ita nḽowḽowe ya vhulapfu; u vhambedza zwithu:** Kha vha vhee bambiri a ngomu ha tshishu o vhambelana nga vhulapfu nṅha ha methhe.



**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.



**Mbudziso dzi gaidaho:**

- ✦ Ni nga wana tshiñwe tshithu ngomu kīlasini tshi re tshilapfu/tshipfufhi kha itshi?

Muñwe na muñwe wa vhagudi u dzhia zwithu zwivhili, vha sielisana u țalutshedza zwe vha wana na uri ndi ngani zwi zwilapfu/zwipfufhi u fhira bammbiri ȷa ngomu ha thishu.

3. **U vhalela zwithu 1–7; u ela zwidulo:** Kha vha vhee mammbiri a ngomu ha thishu a sumbe nga mutevhe wo vhambelanaho nga vhulapfu o kwamana.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri hu na mammbiri a ngomu ha thishu mangana a re hone? Vhoȷhe vha vhalela mammbiri a ngomu ha thishu.

- ✦ Ni khou kona u vhona tshiñwe tshithu ngomu kīlasini tshine na humbula uri tshi na vhulapfu vha fanaho na aya mammbiri a ngomu ha thishu a sumbe o dubekanywa oȷhe?

- ✦ Ri nga shumisa hani bammbiri ȷa ngomu ha thishu ȷithihi u ela vhulapfu ha tshidulo tshaȷu?

Vhagudi vha tandula izwi.

- ✦ Ri nga thoma ngafhi u ela?

Kha vha haseledze na u vha gaida kha u swaya hune vha thoma na hune vha guma. Vhoȷhe vha vhalela uri ndi mammbiri a ngomu ha thishu mangana e a vha a tshi khou țoȷea u ela vhulapfu ha tshidulo.

- ✦ Ndi mammbiri a ngomu ha thishu mangana ane na humbula uri ri ȷo a țoȷa u itela u ela vhulapfu ha fhethu ha u dzula kha tshidulo?
- ✦ Ni humbula uri ri ȷo țoȷa mammbiri a ngomu ha thishu manzhi kana a si gathi u ela fhethu ha u dzula?
- ✦ Ndi zwifhio zwiñwe zwine ri nga shumisa u ela zwipiȷa zwo fhambanaho zwa zwidulo zwaȷu?

Vhagudi vha wana tshiñwe tshithu ngomu kīlasini tshine vha nga takalela u tshi shumisa u ela ngatsho. Vha tandula u ela zwipiȷa zwo fhambanaho zwa tshidulo vha tshi shumisa zwithu zwe vha wana, vhulapfu ha bammbiri na muȷali.



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:**

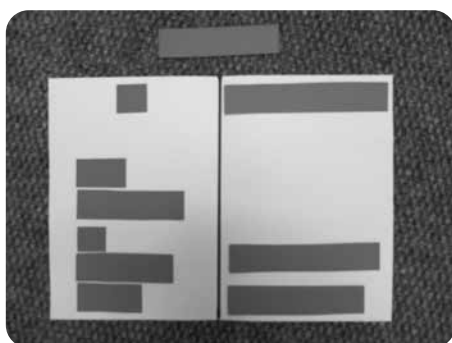
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

**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. **U khwaṭhisedza vhulapfu; zwibuḽoko zwa yunifikisi:** Kha vha sumbedze vhagudi vhulapfu ha zwibuḽoko zwiṭanu zwa yunifikisi zwo dzhoiniwa. Vha nanga muḽali na zwipiḽa zwa bammbiri zwi re zwilapfu u fhira zwibuḽoko. Kha vha dovholole nga vhulapfu ha zwibuḽoko zwa yunifikisi zwi swikaho sumbe.



**Mbudziso dzi gaidaho:**

- ★ Ni zwi ḽivha hani uri itshi ndi tshilapfu u fhira zwibuḽoko?
- ★ Ni nga wana tshiṅwe tshithu tshi re tshipfufhi/tshi fanaho nga vhulapfu?

Vhagudi vha sika vhulapfu havho vhone vhane vha tshi shumisa zwibuḽoko vha dzudzanya izwi u bva kha tshipfufhisesa u ya kha tshilapfusesa.

 **NGELETSHEDZO**

Kha vha shumise yunitsi dzi si dza mielo u ela zwithu, sa tsumbo, zwibuḽoko zwiṭuku u ela bugu, zwiṭanda zwa puḽasiṭiki u ela ha u dzula kha tshidulo na zwithu zwilapfu kana zwipiḽa zwa muḽali u ela nṭha ha desike.



**Kha vha ṭole uri vhagudi vha a kona u:**

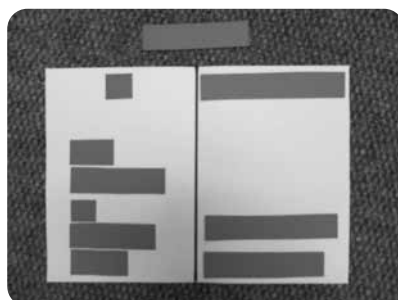
- vhambedza na u tevhekanya zwithu u ya nga vhulapfu – ndapfu na pfufhi
- sumbedza u pfesesa ndapfu na pfufhi; tshilapfu na tshipfufhi

**Tshiṭitshi tsha u shumela tsha 1**

**Zwine vha ḽo ṭoda**

- Zwibammbiri zwa 10 zwa bammbiri mugudi muṅwe na muṅwe
- Shithi ḽa bammbiri
- Guḽuu
- Dzikhokhi
- Tshiṭiripi tsha khadibogisi 1 tsha vhulapfu ha vhukati tsho vhewa vhukati ha ṭafula

Vhagudi vha ela zwibammbiri zwa mabammbiri na zwibammbiri zwa khadibogisi. Vha nambatedza zwibammbiri kha sia ḽa siaṭari 'ḽilapfu' kana 'ḽipfufhi'. Vha shumisa dzikhokhi u shandukisa zwibammbiri uri zwi vhe zwiṅwe na zwiṅwe zwine vha funa.



## Workstation 2

### What you need

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

Learners decorate and cut out the worms.

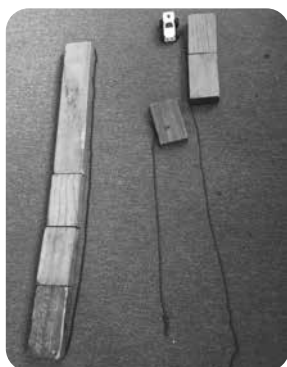


## Workstation 3

### 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.

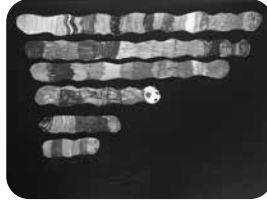


## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḁo ṭḁa

- Themphuleithi ya mbungu dza vhumapfu ho fhambanaho – mugudi muṅwe na muṅwe 1
- Zwigero
- Dzikhirayoni

Vhagudi vha khavhisa na u gera mbungu.

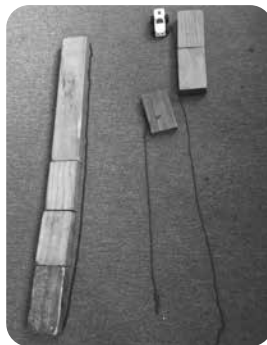


## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭḁa

- Zwibuḁoko zwa bulannga
- Vhumapfi ha muḁali

Vhagudi vha fhaṭa zwidimela/maṭhiraka/bada zwilapfu na zwipufhi fhethu ha buḁoko. Vha shumisa vhumapfu ha muḁali u ela izwi.



## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭḁa

- Suko ḁa u tambisa
- Siaṭari ḁa A4 mugudi muṅwe na muṅwe ḁi re na mitalo 5 ya vhumapfu ho fhambanaho
- Zwitanda (*Khithi ya Zwishumiswa*)

Vhagudi vha ita vhumapfu nga suko ḁa u tambisa vhune ha fana na mutalo muṅwe na muṅwe u re kha themphuleithi. Vha khavhisa izwi nga u shumisa zwitanda u ita phetheni.



# 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.



# Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

## Thero

- U ǀalusa, u vhambedza na u tevhekanya nomboro
- U ǀanganya na u ǀusa (orala)
- U tandulula thaidzo

## Nǀivho ntswa

- U kwasha na u fhaǀa nomboro
- Tekiniki dza u tandulula thaidzo
- U ǀanganya na u ǀusa vha tshi shumisa zwithu zwi fareaho
- Nomboro fhethu ho ǀoweleaho

## Nǀowedzo

- U vhalela ha mutevhetsindo 1–20 na 7–1
- U vhalela zwithu 1–7
- ǀivhaipfi ya nomboro 1–5
- U tevhekanya nomboro 1–5
- Zwinzhi kha, zwi si gathi kha
- Ndi nomboro ifhio idaho phanǀa ha, murahu ha?
- Zwivhumbeo: tshitendeledzi, tshikwea, ǀhofunderaru

## ǀivhaipfi ntswa ya mbalo

u ǀanganya

u ǀusa

## U ǀilugisela

U itela nyito dza ino vhege, vha fanela u dzudzanya zwi tevhelaho:

- khaphu dza puǀasiǀiki dza 7 na sosara dza puǀasiǀiki dza 7 (u bva fhethu ha mitambo khumbulelwa)
- mabogisi/zwifaredzi zwiǀuku zwo nomboriwa 1, 2, 3, 4, 5
- phulethi 2
- zwibuǀoko zwa yunifikisi zwa 7
- zwibuǀoko zwa *Duplo* zwa 7
- zwidulo 5
- mashithi a A4 5 a na tshati ya luvhondoni ya nomboro dza nnǀu dza phukha 1–5: Nǀdou: 53 412, Mbiǀi: 43 215, Vhukhohe: 33 212, ǀhuǀwa: 41 224, ǀhoho: 21 543
- nomboro dza thingo dza vhagudi kha mashithi o ǀiimisaho
- siaǀari ǀa u oledzela ǀa tshivhumbeo tsho fhambanaho ǀa mugudi muǀwe na muǀwe tshigwadani
- sete 1 ya magaraǀa a tshithoma 1–5 mugudi muǀwe na muǀwe
- sete 1 ya magaraǀa a tshiga a nomboro 1–5 mugudi muǀwe na muǀwe
- mabogisi/khaphu dza 10 ǀiǀwe na ǀiǀwe ǀi na zwithu zwiǀuku zwo fhambanaho u swika kha 5. Kha vha gere magumoni a muǀenze kha zwikunwe vha vhee muǀenze nǀha ha fhethu ho vuleaho kha bogisi/khaphu ǀiǀwe na ǀiǀwe. Zwithu zwi re ngomu a zwo ngo fanela u vhonala. (kha vha sedze Tshiǀitshini tsha u shumela tsha 3)
- sete 1 ya magaraǀa a nomboro na zwifanyiso zwi fanaho 1–5 mugudi muǀwe na muǀwe (u fana na zwa Vhege ya 5)
- kha vha humbele vhagudi u wana ǀiresi na nomboro dza ǀthingo zwavho.



## 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.

# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Luimbo: *Ndapfu na pfufhi* (siaṭari la 205)
- Khaphu dza puṭasiṭiki dza 7 na sosara dza puṭasiṭiki dza 7 (fhethu ha mitambo khumbulelwa)
- Zwithu zwa u vhalela ngazwo zwo fhambanaho u bva *Khithi ya Zwishumiswa*
- Magaraṭa a tshithoma 1–5
- Mabogisi/zwifaredzi zwiṭuku zwo nomboriwa 1, 2, 3, 4, 5

### NGELETSHEDZO

Kha vha vhone uri vhagudi vhothe vha a kona u vhona khaphu na sosara.

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee khaphu dza sumbe na sosara dza sumbe kha bogisi vhukati ha tshitendeledzi.

#### Mbudziso dzi gaidaho:

- ★ Ni humbula uri hu na khaphu na sosara nngana kha izwi zwigwada zwivhili?
- ★ Ni humbula uri hu na tshivhalo tshi fanaho kha tshigwada tshiṅwe na tshiṅwe?

Vhothe vha vhalela khaphu na sosara, vha haseledza nyanganyelo ya vhagudi vha vhambedza khaphu na sosara.



4. **U ita ngowendowe ya nomboro 1–5:** Kha vha sumbedze vhagudi magaraṭa a tshithoma nga u ṭavhanya vha songo a imisela nṭha tshifhinga tshilapfu. Vhagudi vha bula uri hu na zwithoma zwingana kha garaṭa liṅwe na liṅwe. Kha vha sumbedze garaṭa la tshithoma li re na ndaela yo ṭumanaho na tshivhalo tsha zwithoma kha garaṭa, sa tsumbo: 'Wanani khonani mbili dzo ambaraho zwienda.' 'Vhandani zwanḁa zwanḁu luraru.' Vhagudi vha sielisana u humbula nga ndaela dza nyito dzo ṭumanywaho na tshivhalo tsha zwithoma.
5. **U tevhekanya nomboro 1–5; zwinzhi kha, zwi si gathi kha, eḁana na:** Kha vha vhee magaraṭa a tshithoma o sedza fhasi. Vhagudi vha sielisana u dzhia magaraṭa mavhili. Arali magaraṭa a tshi fana, vha a fara khavho nahone arali a sa fani, vha a vhuedzedza murahu. Musi vhagudi vho wana magaraṭa mavhili a fanaho vha a dzhenisa kha bogisi lo teaho.



**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.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwithoma zwingana zwi re kha magaraṭa a \_\_\_\_\_?
- ✦ Magaraṭa a a fana?
- ✦ Ndi garaṭa lifhio li re na zwithoma zwinzhi?
- ✦ Ndi garaṭa lifhio li re na zwithoma zwi si gathi?
- ✦ Ri ḑo fanela u ita mini u ita uri magaraṭa oṭhe a vhe na tshivhalo tshi fanaho tsha zwithoma?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṅwe na tshiṅwe.

**Duvha Ia 2****Zwine vha ḑo ṭḑa**

- Phulethi 2 dzi na zwiḑuḑoko zwa yunifikisi zwa 7 kha nthihi na zwiḑuḑoko zwa *Duplo* zwa 7 kha iṅwe
- Zwidulo 5

1. **Luimbo/tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva kha Kotara ya 1 kana ya 2 u imba kana u renda.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee phulethi mbili nṭha ha bogisi vhukati ha tshitendeledzi, nthihi i re na zwiḑuḑoko zwa yunifikisi zwa sumbe, na nthihi i re na zwiḑuḑoko zwa *Duplo* zwa sumbe. Vhagudi vha anganyela tshivhalo tsha zwiḑuḑoko zwi re kha phulethi iṅwe na iṅwe.

**NGELETSHEDZO**

Kha vha vhone uri vhagudi vhoṭhe vha khou kona u vhona zwiḑuḑoko kha dziphulethi.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri hu na zwiḑuḑoko zwinzhi/zwi si gathi kha iyi phulethi?
- ✦ Ri nga zwi vhona hani arali dzi na tshivhalo tshi fanaho tsha zwiḑuḑoko?

Kha vha vhalele zwiḑuḑoko zwi re kha phulethi iṅwe na iṅwe vha haseledze nyanganyelo dza vhagudi.

4. **U ṭanganya vha tshi shumisa zwithu:** Vhagudi vhavhili vha a ima.

**Mbudziso dzi gaidaho:**

- ✦ Ndi vhagudi vhangana vho imaho?
- ✦ Arali ra engedza muṅwe mugudi muthihi, hu ḑo vha na vhangana? Mugudi muthihi u a ima. Vhoṭhe vha vhalela vhagudi vho imaho. Kha vha bvele phanḑa na u engedza mugudi nga muthihi nga muthihi, u swika vha tshi vha vhaṭanu, vha tshi vha vhalela tshifhinga tshoṭhe musi vha tshi engedza muthihi. Kha vha dovhohole nyito vha tshi khou shumisa zwidulo. Mugudi u dzhia zwidulo zwiḑhili.

- ★ 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.

- ✦ Arali \_\_\_\_\_ a engedza tshiñwe tshidulo tshithihi, hu ɔo vha na zwingana?
  - ✦ Arali vhagudi vhararu vha na tshidulo, ndi zwidulo zwingana zwine ra ɔo ɔoɔa u itela uri vhothe vha vhe na tshidulo?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ɔaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

### Duvha ɔa 3

#### Zwine vha ɔo ɔoɔa

- Tshifaredzi 1 tshi na bulatsho dza u pennda dza 7 na tshifaredzi 1 tshi na dzikhokhi 5
- Zwidulo 5
- Mutambo: Zwidulo zwa muzika (siaṭari ɔa 205)
- Thamborini/muzika

1. **Luimbo/tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva kha Kotara ya 1 kana ya 2 u imba kana u renda.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwifaredzi zwivhili kha bogisi vhubukati ha tshitendeledzi, tshithihi tshi na bulatsho dza sumbe dza u pennda, tshiñwe tshi na dzikhokhi thanu. Kha vha haseledze zwifaredzi.

#### Mbudziso dzi gaidaho:

- ✦ Ndi zwithu zwingana zwine na humbula uri zwi ngomu ha tshifaredzi itshi?
  - ✦ Ni humbula uri hu na zwinzhi/zwi si gathi ngomu ha itshi tshifaredzi?
4. **U ɔusa zwithu:** Vhagudi vhaṭanu vha a ima.

#### Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vho imaho?
- ✦ Arali \_\_\_\_\_ a ya a dzula ɔafulani yawe, hu ɔo vha ho sala vhagudi vhangana vho imaho?
- ✦ Ni zwi ɔivha hani?
- ✦ Arali ra bvisa muñwe mugudi, hu ɔo vha ho sala vhagudi vhangana vho imaho?

Kha vha dovholele izwi na vhañwe vhagudi vhaṭanu. Kha vha bwise mugudi nga muthihi nga muthihi.

5. **Mutambo wa u ɔusa:** Kha vha tambe mutambo, Zwidulo zwa muzika.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ɔaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

### Duvha ɔa 4

#### Zwine vha ɔo ɔoɔa

- Muthambi wa u anea nomboro 1–5
- Phositara ya 1

1. **Luimbo/tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva kha Kotara ya 1 kana ya 2 u imba kana u renda. Kha vha ri vhagudi vha 'khethe' luimbo/tshidade tshine vha ɔoɔa. Kha vha vhalele uri ndi zwanɔa zwingana zwo imiswaho u itela luimbo kana tshidade tsho khethiwaho.

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. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.

3. **U vhalela zwithu 1–7:** Vhagudi vhavhili vha ima vho furalela kilasi. Kilasi i ri, 'Dilugiseleni, imani ngauralo, nomboro!' Kha 'nomboro', vhagudi vha a rembuluwa vha imisela n̄tha tshivhalo tshiñwe na tshiñwe tsha minwe u bva kha 1 u ya kha 7. Kha vha haseledze uri ndi nnyi o sumbedzaho minwe minzhi/i si gathi. Vhoṱhe vha vhalela tshivhalo tsha minwe ine mugudi muñwe na muñwe o imisela n̄tha. Kha vha dovholole nga vhañwe vhagudi.



**Mbudziso dzi gaidaho:**

- ★ Ndi nnyi a no khou sumbedza minwe minzhi/i si gathi?
- ★ Ndi nnyi a no khou sumbedza tshivhalo tshi fanaho tsha minwe?
- ★ Ni zwi ḍivha hani?
- ★ \_\_\_\_\_ u khou sumbedza minwe mingana?

Kha vha humbele vhagudi u vha sumbedza nomboro 1–5 kha muthambi wa u anea nomboro u itela vhaḷa vhagudi vhe vha sumbedza minwe vhukati ha 1 na 5.

- ★ Naa momboro iyi i ḍa phanḍa ha/murahu ha/vhukati ha 2, 3, 4?

4. **Kha vha ambe nga nomboro:** Kha vha haseledze Phositara ya 1. Kha vha ambe nga zwine vhagudi vha khou vhona kha tshifanyiso. Vhagudi vha shumisa minwe yavho u sumbedza phindulo dzavho.

**Mbudziso dzi gaidaho:**

- ★ Ndi vhatu vhangana vhane vha khou ṱahela muṱani u re kha itshi tshifanyiso? Ndi nnyi a siho?
- ★ Hu na zwidulo zwo eḍanaho tshivhalo tsha vhatu vha re khishini?
- ★ Arali tshidulo tshithihi tsha ṱuswa, hu ḍo vha ho sala zwidulo zwingana?
- ★ Hu na zwidongo zwingana kha ṱafula?
- ★ Arali zwidongo zwivhili zwa ṱuswa, hu ḍo vha ho sala zwingana kha ṱafula?
- ★ Hu na lebula nngana kha ṱafula?
- ★ Arali Makhulu vha dzhoina vhatu ṱafulani nahone vha ṱoḍa lebula, ri fanela u engedza lebula nngana? Hu ḍo vha na nngana dzo fhelela?

5. **Nyito dza tshigwada tshiṱuku:** Kha vha ṱaluse nyito dza tshiṱitshini tsha u shumela tshiñwe na tshiñwe.

**NGELETSHEDZO**

Vhagudi vha nga shumisa minwe yavho u tandulula thaidzo.

**Duvha ḷa 5**

**Zwine vha ḍo ṱoḍa**

- Tshati dza luvhondoni dza nomboro 1–5
- Magaraṱa a tshiga tsha nomboro na tshithoma 1–5 (*Khithi ya Zwishumiswa*)
- Mashithi 5 a A4 na tshati ya nomboro dza ṱhingo dza phukha dza dzinndu 1–5
- ṱhingo 2 dza kale/dza u tambisa
- Vhagudi vha founela nomboro dzi re kha mashithi nga ḷithihilithihi

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. **Luimbo/tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva kha Kotara ya 1 kana ya 2 u imba kana u renda.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha dovholole nyito u bva kha Duvha la 4 nga Mbudziso dzi gaidaho.
4. **U ita ndowendowe yo nomboro 1–5; u tanganya, u tusa:** Kha vha sumbedze magaraṭa a tshithoma na magaraṭa a tshiga tsha nomboro 1–5. Vhagudi vha a ḡidzudzanya vha ita zwigwada u ya nga garaṭa la tshithoma kana garaṭa la tshiga tsha nomboro line vhone vha li sumbedza.



### NGELETSHEDZO

Kha vha tikedze vhagudi vho ḡisendeka nga vhuimo havho ha ndivho ya nomboro.

#### Mbudziso dzi gaidaho:

- ✦ Hu na vhagudi vhangana tshigwadani tshaṅu?
  - ✦ Arali mugudi muthihi a dzhoina tshiṅwe tshigwada, hu ḡo vha ho sala vhagudi vhangana tshigwadani tshaṅu?
  - ✦ Arali mugudi muthihi a dzhoina tshigwada tshaṅu, hu ḡo vha hu na vhagudi vhangana tshigwadani tshaṅu vho fhelela?
  - ✦ Hu na zwigwada zwingana zwa vhagudi vhaṭanu zwi re hone?
  - ✦ Tshigwada itshi tshi na vha si gathi nga muthihi. Ndi nnyi ane ri nga mu humbela uri a dzhoine tshigwada itshi u itela uri tshi vhe na tshivhalo tsho teaho?
5. **U ita ndowendowe ya ḡiresi na nomboro dza luṭingo; u khwaṭhisedza nomboro 1–5:** Kha vha vhudze vhagudi uri vhukhohe ho founela phukha dzi re ṅuni dza nomboro 1, 2, 4 na 5 u dzi ramba tshimimani. Vheani nomboro dza luṭingo dza nṅu iṅwe na iṅwe fhasi ha nṅu yo teaho.

Kha vha ite sa litambwa nga izwi zwa u founela phukha. Kha vha ite sa litambwa phukha dzi re ṅuni dza nomboro 1, 2, 4 na 5 dzi tshi khou founela vhukhohe u amba uri dzi ḡo takalela u swika tshimimani. Vhagudi vha dovholola nomboro na vhone zwenezwi vha tshi khou edzisa u founela nomboro iṅwe na iṅwe.

#### Mbudziso dzi gaidaho:

- ✦ Arali no vha ni na tshimima, no vha ni tshi ḡo vhudza khonani dzaṅu uri dzi ye ngafhi?
- ✦ Arali vho xela, ndi nomboro ifhio ine vha ḡo ni founela khayoy?

Kha vha gaide vhagudi vhavhili u ita litambwa vha tshi khou vhudzana nomboro dzavho dza ṭhingo nga luṭingo. Kha vha ṅwale izwi kha bammberi. Kha vha dovholole nga vhaṅwe vhagudi.

- ✦ Hu na nomboro dzo dovhololwaho kha idzi nomboro dza luṭingo?

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.

- U ita ngowendowe ya nomboro dza luṅingo; u khwaṅhisedza nomboro 1–5:** Mugudi muṅwe na muṅwe u fara khophi ya nomboro ya luṅingo lwawe. Vha tevhela ndaela dzavho, sa tsumbo: 'Imani arali hu na 4 kha nomboro dza luṅingo lwanu.' 'Imisani tshanda arali hu na 3.'
- Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha ṅwale nomboro 1 u ya kha 5 dzo ita tshitendeledzi nṅa nga tshokho. Vhagudi vha vhalela zwenezwi vha tshi khou mona na tshitendeledzi vha tshi kanda kha nomboro iṅwe na iṅwe. Kha vha sike luḍila lwa ipfinomboro nṅa u bva kha thihi u swika kha ṭhanu nga u dzi ṅwala nga mutevhe lunzhilunzhi. Kha vha ri vhagudi vha 'vhale' maipfi zwenezwi vha tshi khou tshimbila nga luḍila.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḍo ṭoda

- Muthambi wa u anea nomboro
- Magaraṭa a tshithoma 1–5
- Zwithu zwa u vhalela ngazwo zwa phukha
- Zwibuḷoko zwa yumifikisi
- Tshidongo mugudi muṅwe na muṅwe tshi re na magaraṭa a tshiga tsha nomboro 1–5 na zwithu zwa u vhalela ngazwo zwa mivhala 5

- U sumba na u vhalela 1–5:** Vhagudi vha lavhelesa kha muthambi wa u anea nomboro. Kha vha ṅee ndaela vhagudi nga muthihimuthihi, sa tsumbo: 'Ntsumbedzeni nomboro 1/3/5, ntsumbedzeni nomboro iḍaho phanda ha/murahu ha 4, ntsumbedzeni nomboro i re vhukati ha 1 na 3.'
- Magaraṭa a tshithoma 1–5; nomboro dzi fanaho; u anganyela:** Kha vha vhee magaraṭa a tshithoma a 10 vho a sedzisa fhasi kha methe. Mugudi muṅwe na muṅwe u wana tshikhala tsha u doba garaṭa a bula uri ḷi na zwithoma zwingana. Vhoṭhe vha vhalela zwithoma.



- U tevhékanya nomboro 1–5:** Vhoṭhe vha tevhékanya magaraṭa a tshithoma 1–5. Vhagudi vha vhalela zwithu zwa u vhalela ngazwo zwa phukha u itela u zwi vhambédza na tshivhalo tsha zwithoma. Muṅwe na muṅwe wavho u tevhékanya magaraṭa awe a tshiga tsha nomboro 1–5. Vha fhaṭa thawara dza yumifikisi u itela u fanyisa na nomboro iṅwe na iṅwe.

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. **U vhalela; zwinzhi kha/zwi si gathi kha; u shumisa zwithu zwa u vhalela ngazwo:** Mugudi muñwe na muñwe u vhalela zwithu zwa u vhalela ngazwo zwiñanu u bva kha tshidongo tshawe. Kha vha ñee ndaela, sa tsumbo: 'Ntsumbedzeni zwithu zwa u vhalela ngazwo zwiraru; zwi si gathi nga tshithihi kha zwiraru; zwinzhi nga tshithihi kha zwiña.'
5. **U vhambedza zwithu zwa u vhalela ngazwo na magaraṭa a tshithoma:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo zwavho u vhambedza magaraṭa a tshithoma 1–5. Kha vha haseledze ñdila dzo fhambanaho dzine nomboro iñwe na iñwe ya khou sumbedzwa.
6. **Magaraṭa a tshithoma; u kwashekanya nomboro:** Kha vha sumbedze vhagudi garaṭa ḽa tshithoma ḽi re na zwithoma 3 na garaṭa ḽa tshithoma ḽi re na tshithoma 1. Vha vhea zwithu zwavho zwa u vhalela ngazwo nga zwigwada zwivhili zwi fanaho na izwi.



**Mbudziso dzi gaidaho:**

- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwi re hone kha tshiñwe na tshiñwe tsha zwigwada zwanu?
- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwi re hone zwo fhelela?
- ★ Ntsumbedzeni garaṭa ḽa tshithoma ḽine ḽa fana na itshi tshigwada. Zwino kha vha vha sumbedze garaṭa ḽa tshithoma ḽa 5.
- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwine na ṭoḽa uri ni engedze tshigwadani uri ni vhe na zwinzhi?
- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwine na fanela u ṭusa kha itshi tshigwada arali ni tshi khou ṭoḽa hu tshi sala fhedzi zwa u vhalela ngazwo zwiraru?

Kha vha dovholole nga magaraṭa a tshithoma na zwithu zwa u vhalela ngazwo zwi fanaho 4 na 1; 3 na 2; 2 na 2, vha tshi shumisa mbudziso dzi gaidaho.

7. **Nomboro dzo ḽowealeaho:** Kha vha gaide vhagudi nga ha u elelwa nomboro dzavho dza luṭingo na ḽiresi.



**Kha vha ṭole uri vhagudi vha a kona u:**

- kwashekanya na u fhaṭa nomboro vhukati ha 1 na 5
- tandulula thaidzo nga nomboro 1–5
- sumbedza u pfesesa zwinzhi na zwi si gathi
- sumbedza u pfesesa uri ndi nomboro ifhio iḽaho phanḽa ha na murahu ha
- u sumbedza u pfesesa ḽiresi na nomboro ya luṭingo zwavho



### 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.



## Tshiṭṭshi tsha u shumela tsha 1

### Zwine vha ḁo ṭoḁa

- Siaṭari 1 ḁa A4 ḁi ngomu ha siḁivi tsha puḁasiṭiki mugudi muḁwe na muḁwe
- Dzikhokhi dza bodo tshena
- Labi ḁa vhagudi nga vhavhilihavhili
- Muthambi wa u anea nomboro
- Zwitanda (*Khithi ya Zwishumiswa*)

Vhagudi vha ḁwala nomboro 1 u swika kha 5 nga dzikhokhi vha tshi shumisa muthambi wa u anea nomboro sa gaidi. Vha vhalela tshivhalo tsha zwitanda u vhambedza na nomboro iḁwe na iḁwe.

## Tshiṭṭshi tsha u shumela tsha 2



### Zwine vha ḁo ṭoḁa

- Zwiḁuḁoko zwa vhunzani ha tshitendeledzi, tshikwea na ṭhofunderaru (*Khithi ya Zwishumiswa*)
- Siaṭari ḁa tshivhumbeo tsha u oledzela – siaṭari ḁo fhambanaho mugudi muḁwe na muḁwe

Vhagudi vha oledzela u mona na zwiḁuḁoko zwa vhunzani u bva kha *Khithi ya Zwishumiswa* u ya nga zwiga zwa nomboro zwi re kha siaṭari.

## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭoḁa

- Sete 1 ya magaraṭa a tshithoma 1–5 mugudi muḁwe na muḁwe
- Sete 1 ya magaraṭa a zwiga zwa nomboro 1–5 mugudi muḁwe na muḁwe
- Mabogisi/khaphu dza 10 dzi re na gauswu hangeno kha meme dza ḁiḁwe na ḁiḁwe na zwithu ngomu (u swika kha 5)

Vhagudi vha swikelela dzikhaphu vha phuphuledza uri hu na zwithu zwingana ngomu. Vha vhambedza magaraṭa a tshithoma na magaraṭa a zwiga zwa nomboro u ya nga tshivhalo tsha zwithu zwi re ngomu ha khaphu iḁwe na iḁwe.

## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭoḁa

- Magaraṭa a fanaho a nomboro na zwifanyiso

Vhagudi vha nanga magaraṭa. Vha wana nomboro dzi fanaho kana magaraṭa a zwifanyiso.



# Assessment

## Term 2: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS												COMMENTS
✓ = competent ● = partially competent ✗ = not yet competent	Distinguishes between more than, fewer than, and equal to Identifies number symbols: 4 Recognises the South African coins: 10c, 20c, 50c, R1, R2, R5 Identifies the South African coins: 10c, 20c, 50c, R1, R2, R5 Understands ordinal numbers; first, second, third and fourth Counts objects: 1-6 Identifies number symbols: 5 Solves problems with concrete objects: 1-4 Solves problems using counters or number ladder: 1-4 Addition and subtraction using concrete objects: 1-4 Recognises numbers in familiar contexts Oral counting: 1-20 Counts backwards: 7-1 Oral counting: 1-15 Counts objects: 1-7												Final coding
Learners' names													
Date													

# U linga

## Kotara ya 2: Tsumbo ya Rekhodo ya u Linga hu yaho Phanda

<b>Khii</b> ✓ = u kona ● = u kona huṭuku ✕ = ha athu kona  <b>Madzina a vhagudi</b> Datumu	<b>NOMBORO, TSWAYO NA VHUSHAKA</b>	<b>MAHUMBULWA</b>
	U fhambanya vhukati ha zwinzhi kha, zwi si gathi kha, na eḁana na	
	U topola zwiga zwa nomboro: 4	
	U ḁivha mangwende a Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5	
	U topola mangwende a Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5	
	U pḁesesa nomboro thevhokano; mathomo, vhuvhili, vhararu na vhuṅa	
	U vhalala zwithu: 1-6	
	U topola zwiga zwa nomboro: 5	
	U tandulula thaidzo nga zwithu zwi fareaho: 1-4	
	U tandulula thaidzo a tshi shumisa zwithu zwa u vhalala ngazwo kana ḁeri ya nomboro: 1-4	
	U ṭanganya na u ḁusa a tshi shumisa zwithu zwi fareaho: 1-4	
	U ḁivha nomboro kha nyimele dzo ḁoweleaho	
	U vhalala ha mutevhetsindo: 1-20	
	U vhalala a tshi ya murahu: 7-1	
	U vhalala ha mutevhetsindo: 1-15	
	U vhalala zwithu: 1-7	
	U khouda ha u fhedzisele	

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					

Khii	PHETHENI, FANKISHENI NA ALIDZHEBURA	TSHIKHALA NA TSHIVHUMBEO (DZHOMEŦIRI)	MUELO	U SHUMA NA DATA	MAHUMBULWA
<p>✓ = u kona ● = u kona huŧuku x = ha athu kona</p> <p>Madzina a vhagudi</p>	<p>U topola phetheni dzi sa konŧi dzi dovhoholaho</p> <p>U kopa na u engedza phetheni dzi sa konŧi dzi dovhoholaho</p> <p>U sika phetheni dza ene muŋe nga zwifanyiso</p>	<p>U ŧalusa vhuimo: nga fhasi</p> <p>U vhekanya zwifihu zwa mielo miraru u ya nga zwifanaho na zwo fhambanaho</p> <p>U fhambanaya vhekati ha zwinzhi nga tshithi; zwi si gathi nga tshithi!</p> <p>U tevheia ndaela</p> <p>U ŧivha na u shumisa u pfuka mutalo wa vhekati</p>	<p>U ela na u vhambedza zwifihu u ya nga vhuilapfu</p> <p>U fhambanaya vhekati ha ndapfu, ndapfusa, ndapfusesa na pufhi, fufhisa, pufhisesa</p>	<p>U kuvhanganya zwifihu u ya nga saizi</p> <p>U vhekanya kuvhanganyo ya zwifihu</p> <p>U imela kuvhanganyo ya zwifihu</p> <p>U saukanya data a tshi shumisa mbudziso</p> <p>U vhiha nga data o sedza zwifanyiso zwaawe kana zwifihu zwaawe zwo vhekanywaho</p>	<p>U khouda na u fhedziselela</p>
Datumu					

# 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.

# Zwishumiswa

## Nyimbo, zwidade na zwiṭori

### Vhege ya 1

#### **Luimbo lwa u vhalela: U ita saḷadi ya mitshelo**

(Nga tshuni ya *Here we go round the mulberry bush*)

Iyi ndi nḡila ine ra ita saḷadi, ita saḷadi, ita saḷadi,

Iyi ndi nḡila ine ra ita saḷadi,

Kha ri wane mutshelo.

Ri dzhia muomva muthihi, muomva muthihi, muomva muthihi,

Ri dzhia muomva muthihi,

Kha ri wane miṅwe mitshelo.

Ri dzhia maapula mavhili, maapula mavhili, maapula mavhili,

Ri dzhia maapula mavhili,

Kha ri wane miṅwe mitshelo.

(*Kha vha dovholole nga maswiri mararu, nḡirivhe nḡa.*)

R dzhia mitshelotshelwana miṭanu, mitshelotshelwana miṭanu,

mitshelotshelwana miṭanu,

Ri dzhia mitshelotshelwana miṭanu,

Ra shela na dzhusi.

#### **Tshiṭori: Tshiṭori tsha nomboro 4 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya Nomboro 4)**

Ha tevhela ṭhūḡwa. Dzo vha dzi nḡa. Dza sedza dziṅwe nḡu tharu dza ḡivhudzisa uri dzi ḡo kona hani u eḡana ngomu nga mulandu wa mitsinga yadzo milapfu. Dza dzhia tsheo ya uri ngauri ndi nḡa, dzi ḡo ṭoḡa mafasiṭere maḡa malapfu u itela uri dzi kone u a vula a aṭama dza bvisela mitsinga yadzo nḡa.

Tshiga tsha nomboro 4 na ipfinomboro iḡa, zwo mbo vhewa phanḡa ha nḡu hune muṅwe na muṅwe a kona u zwi vhona. Na bele nḡa dza muḡangoni dza vhewa kha muḡango.

Musi ṭhūḡwa dzi tshi ya nḡa, dzo vha dzi tshi fanela u kwatamela fhasi nga maanḡa uri dzi kone u fhira muḡangoni, sa zwe dza vha dzi tshi ita musu dzi tshi nwa maḡi mulamboni wa tsini. Musi dzi tshi takuwa dza ima, dzo vha dzo lapfa uri dzi nga kona u vhona ngomu nḡuni nga mafasiṭere malapfu, nahone dzi tshi nga vhona nḡha ha ṭhanga ya nḡu yadzo. Dzo takalela u dzula tsini na Vhukhohe na u amba naho ḡuvha liṅwe na liṅwe.

## 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.



## Vhege ya 2

### Luimbo lwa masheleni: *Mangwende a penyaho maṭanu*

(Nga tshuni ya *Ten green bottles hanging on the wall*)

Mangwende a penyaho maṭanu ngomu tshikwamani tshanga ṅamusi,  
Mangwende a penyaho maṭanu ngomu tshikwamani tshanga ṅamusi,  
Mangwende a penyaho maṭanu nga ḽithihi ḽao nda badela,  
Zwino hu na mangwende a penyaho maṅa o salaho tshikwamani  
tshanga ṅamusi.

(*Kha vha dovholole nga maṅa, mararu, mavhili, ḽithihi, u fhela ha mangwende a penyaho – a hu na tsha u badela ngatsho.*)

### Mutambo: *ḽingwende banngani*

Kha vha vhee tshidongo ('bannga') kha ṭafula ḽe vhagudi vha dzula khaḽo, kana vhukati ha tshitendeledzi tsha vhagudi kha metha. Mugudi muṅwe na muṅwe u lingedza u posela tshithu tsha u vhalela ngatsho tshidongoni. Vha konaha u vhalela uri ndi lungana he vha kona u posela zwithu zwa u vhalela ngazwo zwavho ngomu ha tshidongo, na uri ndi zwa u vhalela ngazwo zwa muvhala ufhio (kha mivhala mivhili ine vha vha nayo) zwe zwa kona u dzhena ngomu tshidongoni.

## Vhege ya 3

### Luimbo: *ṭhoho, mahaḽa, magona na zwikunwane*

ṭhoho, mahaḽa, magona na zwikunwane, magona na zwikunwane  
ṭhoho, mahaḽa, magona na zwikunwane, magona na zwikunwane  
Na maṭo na ṅdevhe na mulomo na ningo  
ṭhoho, mahaḽa, magona na zwikunwane, magona na zwikunwane.

### Luimbo lwa u vhalela: *lyi ndi ṅḽila ine ra ita ngayo swobo*

(Nga tshuni ya *Here we go round the mulberry bush* – u pindulelwa ha *U ita saḽadi ya mitshelo* u bva kha Vhege ya 1)

lyi ndi ṅḽila ine ra ita ngayo swobo, ita ngayo swobo, ita ngayo swobo,  
lyi ndi ṅḽila ine ra ita ngayo swobo,  
Kha ri wane miroho.

Ri dzhia ḽabula ḽithihi, ḽabula ḽithihi, ḽabula ḽithihi,

Ri dzhia ḽabula ḽithihi,

Kha ri wane zwiṅwe zwinzhi.

Ri dzhia kherotsi mbili, kherotsi mbili, kherotsi mbili,

Ri dzhia kherotsi mbili,

Kha ri wane zwiṅwe zwinzhi.

(*Kha vha dovholole nga nyala tharu khulwane.*)

Ri dzhia nyala ṭhukhu ṅḽa, nyala ṭhukhu ṅḽa, nyala ṭhukhu ṅḽa,

Ri dzhia nyala ṭhukhu ṅḽa,

Ra shela tshidohadohwane tshiṅwe.

## 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.)*

## Tshitori tsha tshivhumbeo: Vha kokodza vho kokodza

Liñwe ðuvha rabulasi o ya masimuni awe u ka miroho ya u ða nga tshilalelo. O ya maðabulani a thoma u kokodza ðithihi u bva fhasi. Rabulasi a kokodza o kokodza, fhedzi a si kone u bvisa ðabula. A humbela musadzi wawe uri a mu thuse. Rabulasi a kokodza na musadzi wawe a kokodza nahone pheleledzoni ðabula ða bva mavuni. 'Hu khou itea mini?' hu vhudzisa rabulasi. 'Ðabula ði ðo ita tshikwea!'

Tsho tevhelaho, rabulasi na musadzi wawe vha ya u wana kherotsi. Vha kokodza vho kokodza nahone pheleledzoni kherotsi mbili dza bva mavuni. 'Hu khou itea mini?' hu vhudzisa musadzi wa rabulasi. 'Kherotsi idzi dzi na tshivhumbeo tsha tshitendeledzi!'

Rabulasi na musadzi wawe vho ðo ða na nyala tshilaleloni tshavho zwenezwo vha ya hu re na nyala. Rabulasi a kokodza na musadzi wawe a kokodza. Vha kokodza vho kokodza, fhedzi nyala dza si tupuwe. Vha humbela vhana vhavho vha ða uri vha ðe vha thuse. Zwenezwo mu ða wa kokodza wo kokodza nahone pheleledzoni nyala tharu dza bva mavuni. 'Hu khou itea mini?' vha a vhudzisa. 'Nyala idzi dzi na tshivhumbeo tsha ðhofunderaru!'

Vha dzhia tsheo ya u bika swobo ya miroho, zwenezwo vha ðo ða dziñwe nyala ña. Vho ðo ða iñwe thuso hafhu vha mbo humbela mudzulatsini muthihi. Zwo vha dzhiela tshifhinga tshilapfu u kokodza nyala dziñwe ña u bva mavuni. Naho dzo vha dzi ðhukhu, dzo vha dzi na tshivhumbeo tsha ðhofunderaru!

Rabulasi na musadzi wawe vha dzhia ðabula, kherotsi na nyala zwavho vha ya khishini vha bika swobo yavho ya tshilalelo. Vha ramba mudzulatsini wavho. 'I a ðifha!' vho ðe vha sumbe vha amba mazha.

## Vhege ya 4

### Tshidade: Roji Poji

*(Vhagudi vha farana khunduni zwenezwi vha tshi khou tshimbila u ya nga masia.)*

Roji Poji, Roji Poji, ñha, ñha, ñha. *(zwanda zwi imiselwa ñha)*

Roji Poji, Roji Poji, fhasi, fhasi, fhasi. *(zwanda zwi vhuiselwa fhasi)*

Roji Poji, Roji Poji, nnda, nnda, nnda. *(zwanda zwi a litshana)*

Roji Poji, Roji Poji, ngomu, ngomu, ngomu. *(zwanda zwi a farana hafhu)*

Roji Poji, Roji Poji, dzumbani zwanda zwo ðe.

### Luimbo lwa tshivhumbeo: Arali no fara tshikwea

*(Nga tshuni ya If you're happy and you know it)*

Arali no fara tshikwea, imani!

Arali no fara tshikwea imani!

Arali no fara tshikwea, arali no fara tshikwea,

Arali no fara tshikwea, imani.

*(Kha vha dovholole nga zwiñwe zwivhumbeo.)*

## 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.

## Vhege ya 5

### Luimbo lwa u vhalela: *Ṭhoho ṭhanu mmbeteni*

Ho vha hu na vhaṭanu mmbeteni  
nahone muṭuku a ri,  
'Rembuluwani. Rembuluwani.'  
Vhoṭhe vha rembuluwa, muthihi a wa.  
(*Kha vha dovholole nga vhaṅa, vhararu, vhavhili.*)  
Ho vha hu na muthihi mmbeteni  
nahone muṭuku a ri,  
'Vhusiku havhuḍi. Ni eḍele zwavhuḍi.'

### Tshiṭori: *Tshiṭori tsha nomboro 5 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya Nomboro 5)*

Ṭhoho ṭhanu dzi funesa u dembelela vhukati ha matavhi maṭanu a muri ngadeni yadzo. Dzi dovha hafhu dza vha na thanda ṭhanu vhukati ha muri na nṅu yadzo. Uri dzi dzhene ngomu dzi anzela u dembelela kha idzi thanda dzi tshi ya ṭhangani ya nṅu yadzo dza dzhena nga mafasiṭere. Dzi ita izwi madzuloni a u ri dzi dzhene nga muṅango. Tsini na muṅango hu na bodo khulwane ya maluvha i re na maluvha maṭanu.

Musi Ṭhoho dzi tshi neta nahone dzi tshi ṭoḍa u awela, dzi anzela u dembelela u tsa fhasi dzi tshi bva ṭhangani nga ḷithihi ḷa mafasiṭere maṭanu madzuloni a u dzhena nḍuni nga muthihi wa miṅango miṭanu. Kana dzi awela kha zwithu zwo itelwaho u awela zwiṭanu nṅa. Hu na zwiṭanu u itela uri iṅwe na iṅwe i vhe na tshayo.

Phukha dzoṭhe dzo vha dzo ima nḍilani dzo lavhelesa nṅu dzadzo dzavhuḍisa: Nḍou yo vha i kha nomboro ya 1, Mbiḍi dzo vha dzi kha nomboro ya 2, Vhukhohe ho vha hu kha nomboro ya 3, Ṭhuda dzo vha dzi kha nomboro ya 4 ngeno Ṭhoho dzo vha dzi kha nomboro ya 5. Dzo vha na tshimima tsha u pembelela vhukonani hadzo na nṅu dzadzo dzavhuḍi.

## 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.)*

## Vhege ya 6

### Tshidade tsha u vhalela na mutambo: *Dabula lithihi, maḁabula mavhili*

Dabula lithihi, maḁabula mavhili,  
Maḁabula mararu, maḁa,  
Maḁabula maḁanu, maḁabula a rathi,  
Maḁabula a sumbe, ndi khou ṭoḁa maḁwe!

#### **U tamba mutambo wa ḁabula:**

Vhagudi vha malo vha ima vho ita tshitendeledzi, muḁwe na muḁwe o imisela vili lithihi phanḁa ha muvhili wawe. Vha tshi monamona ngomu ha tshitendeledzi, mugudi muthihi u shumisa vili ḁawe nahone a thoma u ita tshidade u itela u vhalela vili liḁwe na liḁwe nga u li kwama. Mugudi zwenezwo a mbo vhalela u ya murahu u bva kha 7 u ya kha 1 zwenezwi a tshi khou vhuwelela vhudzuloni hawe kha tshitendeledzi. Mugudi a tevhelaho na ene u wana tshikhala tshawe.

## Vhege ya 7

### Luimbo lwa u vhalela: *Mabufho maḁuku*

Bufho liḁuku lithihi, maḁuku mavhili, maḁuku mararu  
Mabufho maḁuku maḁa, maḁuku maḁanu, maḁuku a rathi  
Mabufho maḁuku a sumbe, maḁuku a malo, maḁuku a ṭahe  
Mabufho maḁuku a fumi a fhufha.

Mabufho maḁuku a fumi, maḁuku a ṭahe, maḁuku a malo  
Mabufho maḁuku a sumbe, maḁuku a rathi, maḁuku maḁanu  
Mabufho maḁuku maḁa, maḁuku mararu, maḁuku mavhili  
Bufho liḁuku lithihi ḁa fhufha.

## Vhege ya 8

### Luimbo lwa u vhalela: *Masekwa maḁuku a sumbe*

Liḁwe ḁuvha masekwa maḁuku a sumbe o vha a tshi khou ḁitshimbilela  
nga u ongolowa

u pfuka tshikwara a ya kule.

Mme ao a ri, 'Kwaa, kwaa, kwaa,'

ha vhuya fhedzi masekwa maḁuku a rathi.

Liḁwe ḁuvha masekwa maḁuku a rathi o vha a tshi khou ḁitshimbilela  
nga u ongolowa

u pfuka tshikwara a ya kule.

Mme ao a ri, 'Kwaa, kwaa, kwaa,'

ha vhuya fhedzi masekwa maḁuku maḁanu.

*(Kha vha dovholole u vhalela u ya murahu tshifhinga tshoṭhe.)*



## 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.

## Luimbo lwa tshivhumbeo na mutambo: *Ndi nga ita mini?*

(Nga tshuni ya *Skip to my Lou*)

Ndo xedza tshitendeledzi tshanga, ndi nga ita mini?

Ndo xedza thofunderaru yanga, ndi nga ita mini?

Ndo xedza tshikwea tshanga, ndi nga ita mini?

Nga khumbelo, ni nga nthusa?

## Vhege ya 9

### Tshidade tsha vhulapfu: *Ndapfu na pfufhi*

(Nga tshuni ya *Three blind mice*)

Ndapfu na pfufhi (*faranani zwanḁa zwo angalala ni zwi vale hafhu*)

Ndapfu na pfufhi (*faranani zwanḁa zwo angalala ni zwi vale hafhu*)

Vhonani mbungu (*tshimbidzani zwanḁa*)

Vhonani mbungu (*tshimbidzani zwanḁa*)

Ndi takalela u dzi vhona dzi tshi tshimbila

Ndi takalela u dzi vhona dzi tshi bwa mulindi

Ndi a dzi takalela ngauri a dzi iti mubvumo

Ndapfu na pfufhi. (*faranani zwanḁa zwo angalala ni zwi vale hafhu*)

## Vhege ya 10

### Mutambo: *Zwidulo zwa muzika*

Mugudi muḁwe na muḁwe u na tshidulo tshithihi.

Vhagudi vha tshimbila vhukati ha zwidulo zwavho zwoḁhe ngeno mugudisi a tshi khou lidza muzika.

Musi muzika u tshi ima, vha dzula tshiduloni.

Vha sa athu tamba muzika hafhu kha vha bwise zwidulo zwi re vhukati ha tshithihi na zwiḁanu. Vhagudi vha vhalela navho zwenezwi vha tshi khou ita izwi na u bula uri ndi vhagudi vhangana vha si gathi vhane vha ḁo kona u dzula fhasi tshifhinga tshidaho musi muzika u tshi ima.

Vha sa wani tshidulo, vha a dzula vha vhandu zwanḁa kha mutevhetsindo wa muzika.

Kha vha dovholole u swika hu tshi sala tshidulo tshithihi fhedzi.



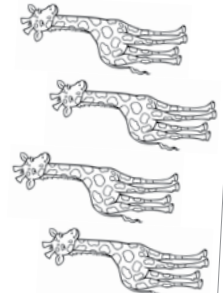
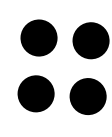
five

5



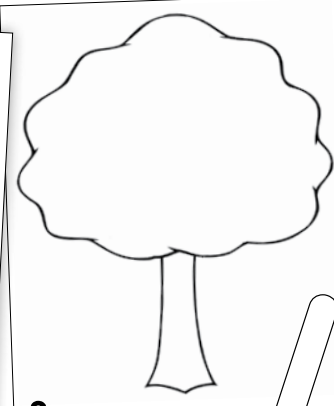
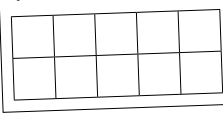
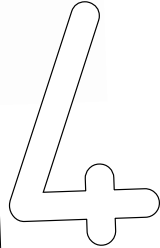

ina

4

Playdough template: Number 4

four

## Templates • Dzithemphuleithi

Coins (Week 2) • Mangwende (Vhege ya 2)

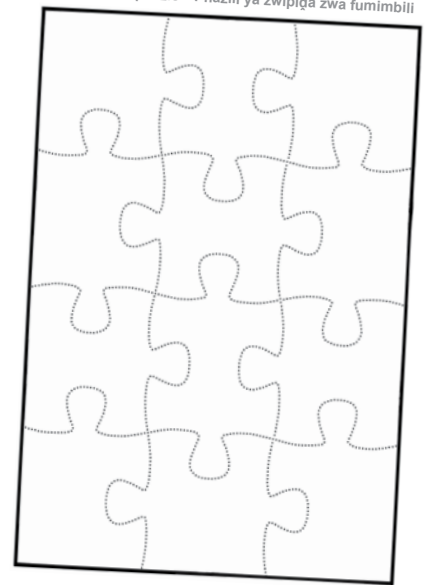


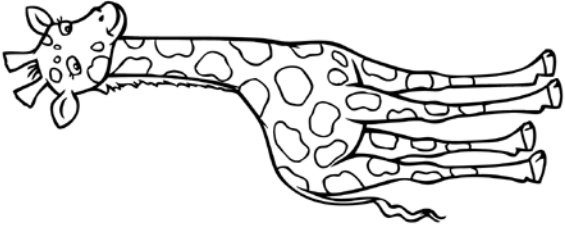
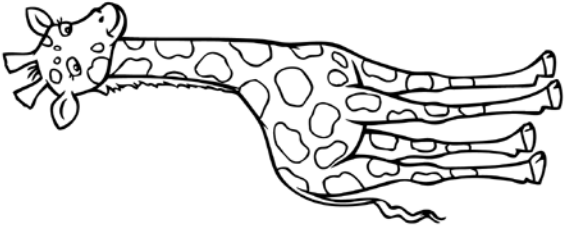
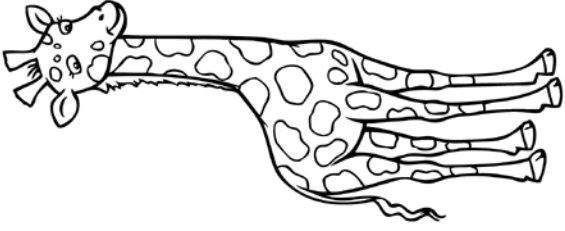
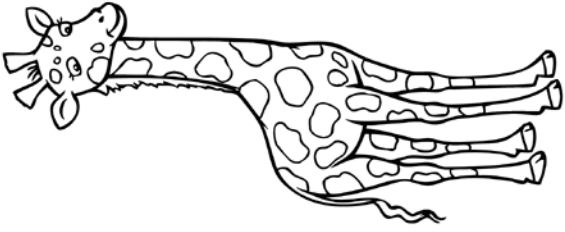


Phazili ya nomboro (Vhege ya 5)

1	thihi	
2	mbili	
3	raru	
4	ina	
5	thanu	

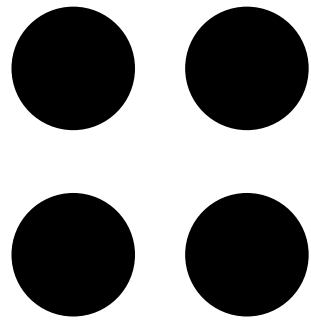
Twelve-piece puzzle • Phazili ya zwipiga zwa fumimbili

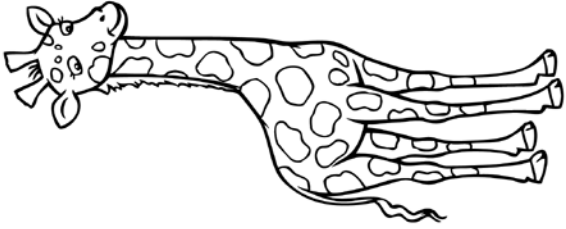
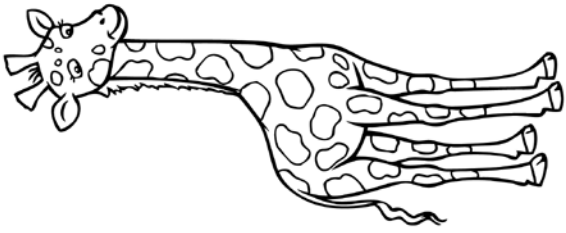
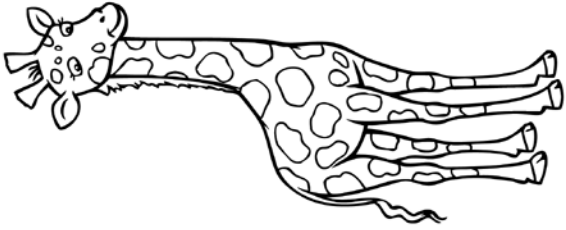
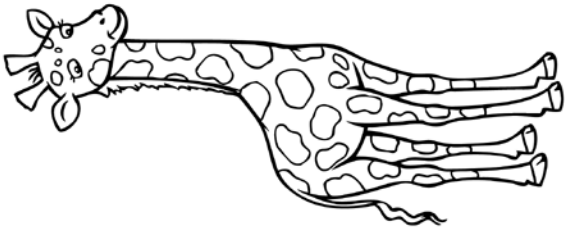




four

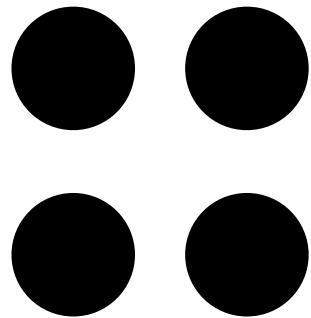
4

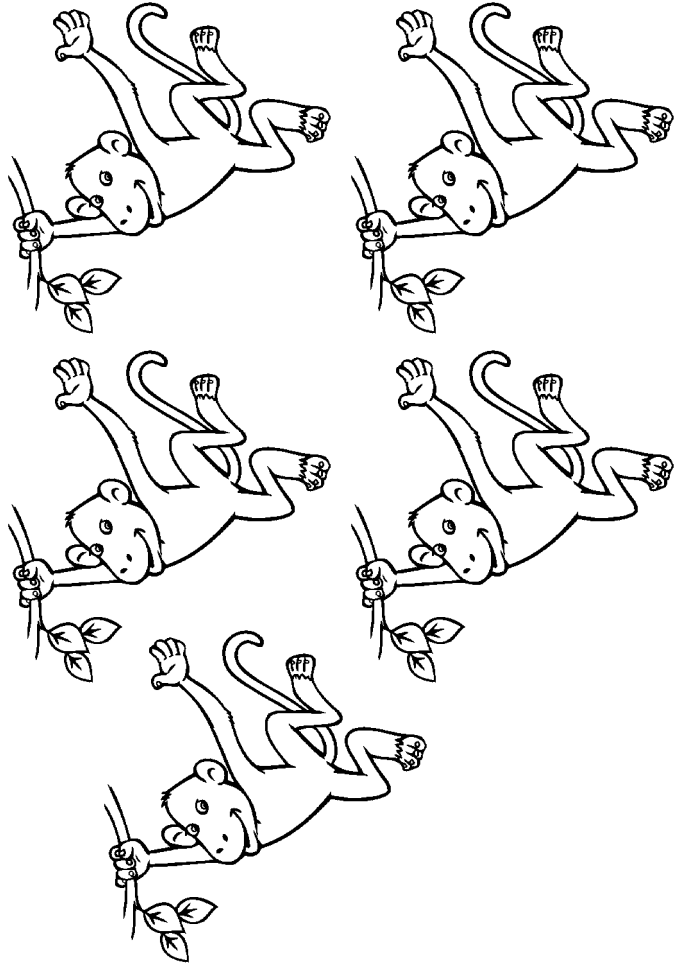




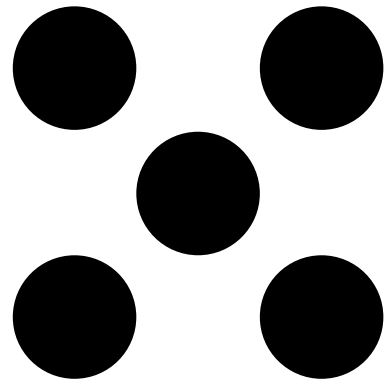
inǎ

7



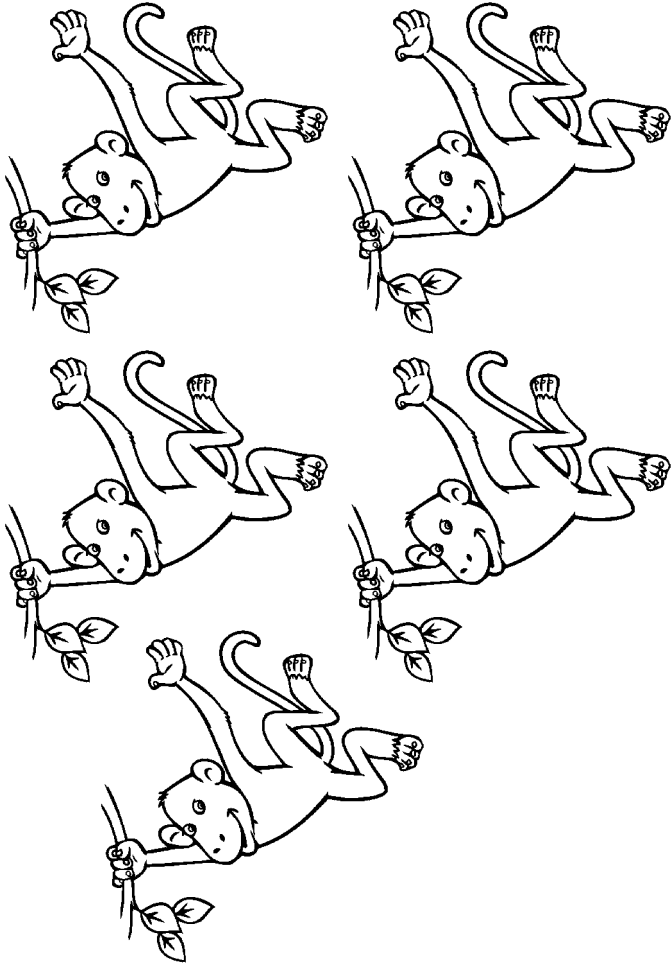


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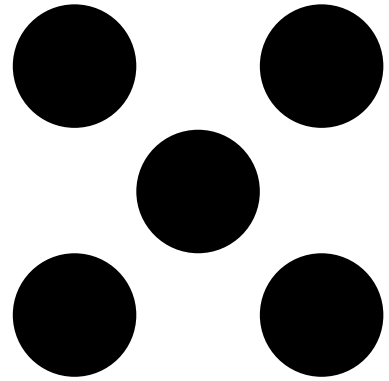


five



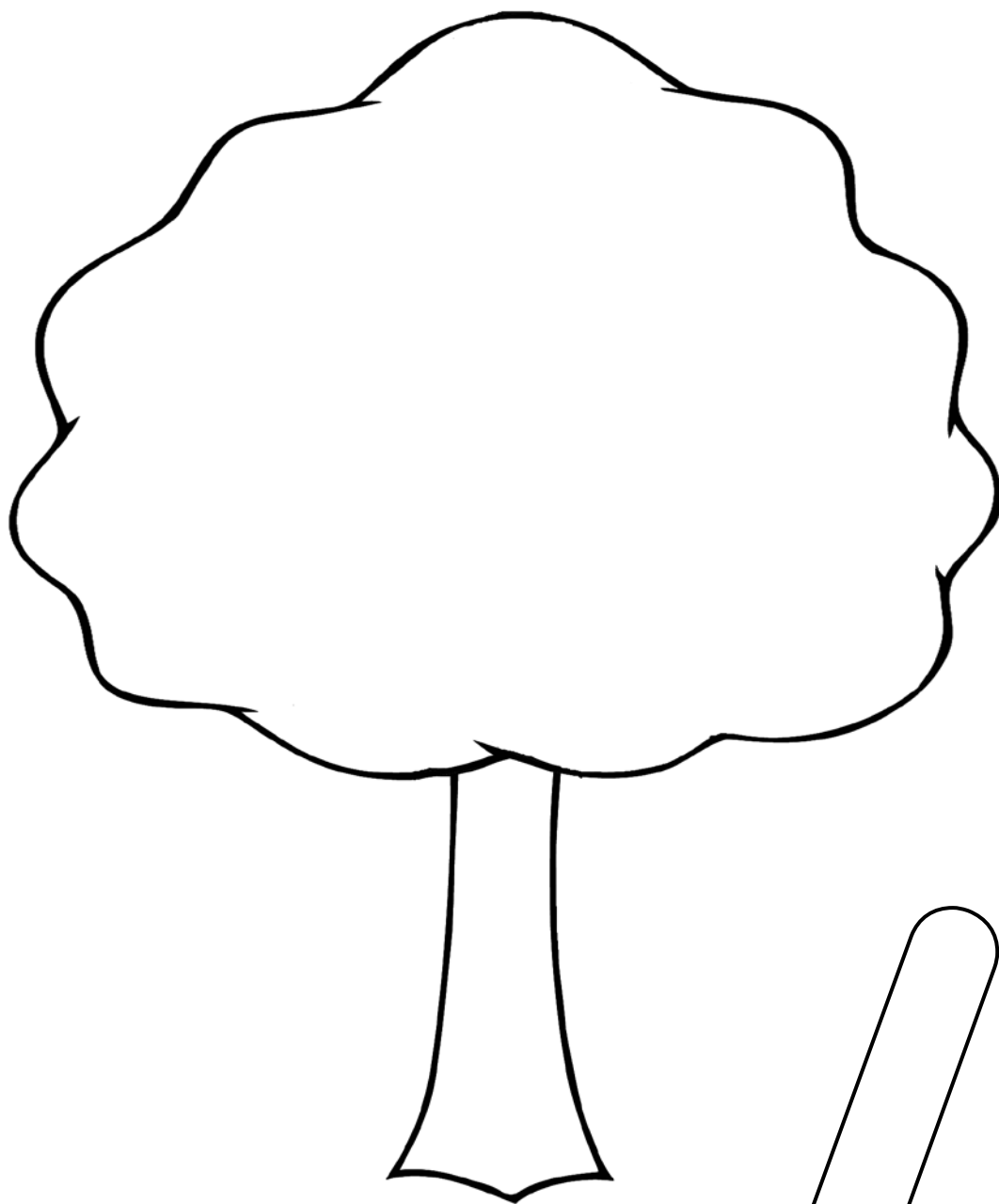


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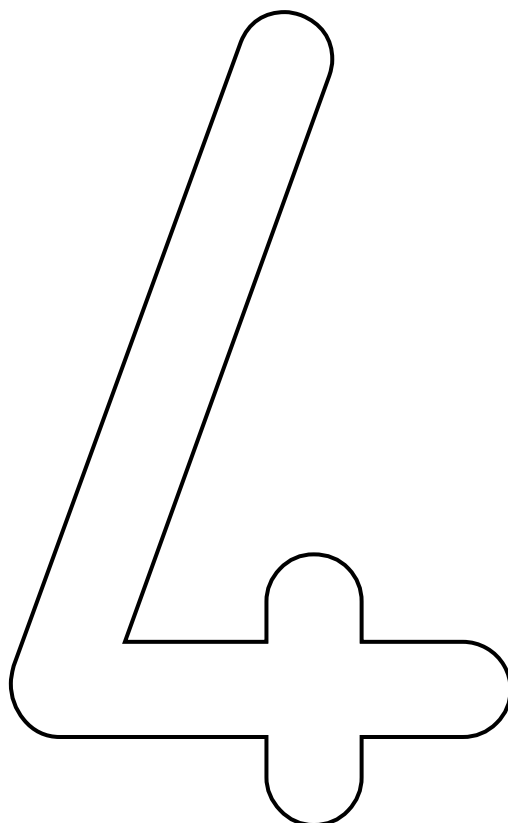
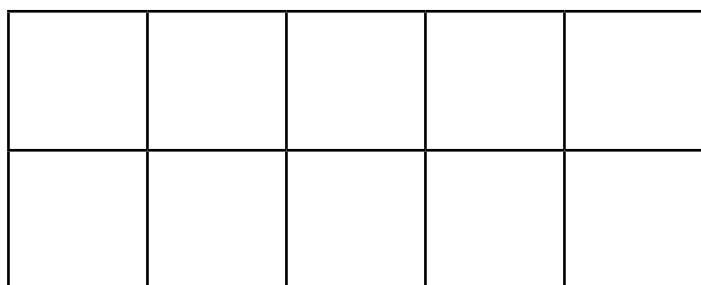


tharu

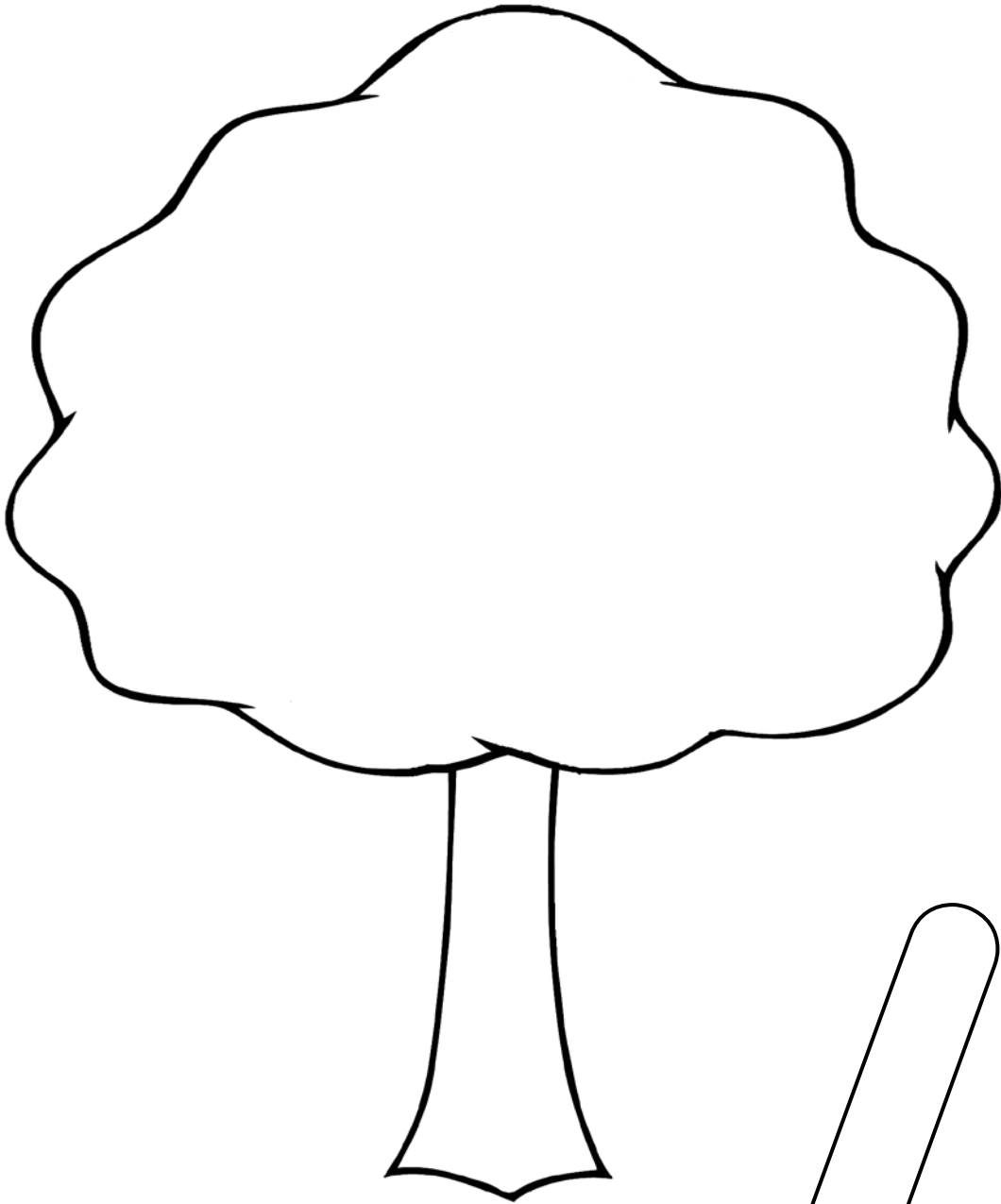
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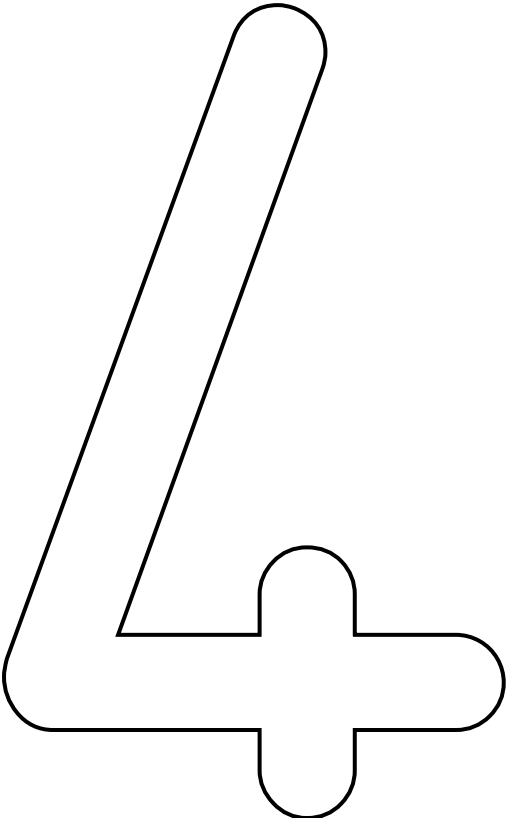
four



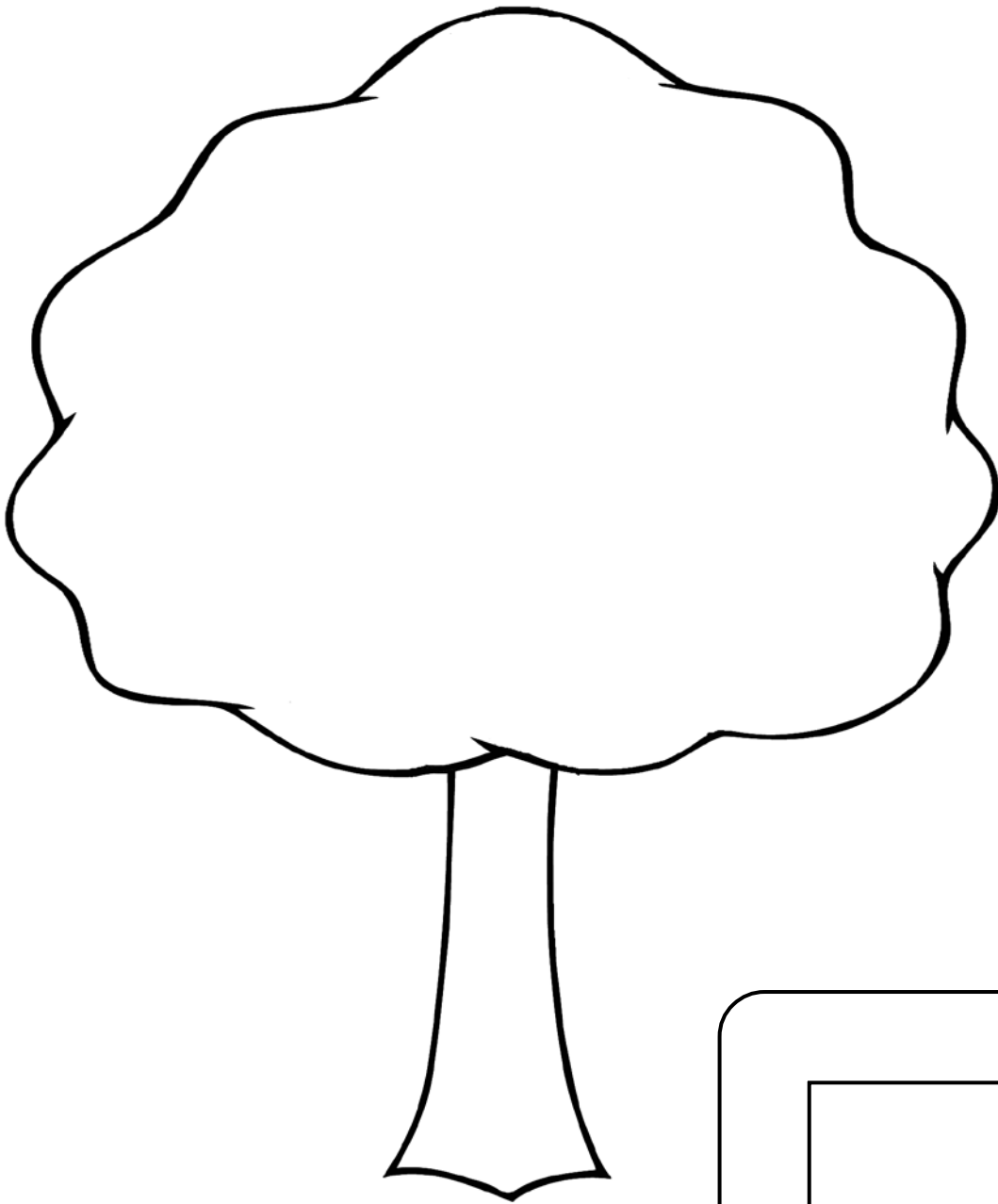
Themphuleithi ya suko la u tambisa: Nomboro 4



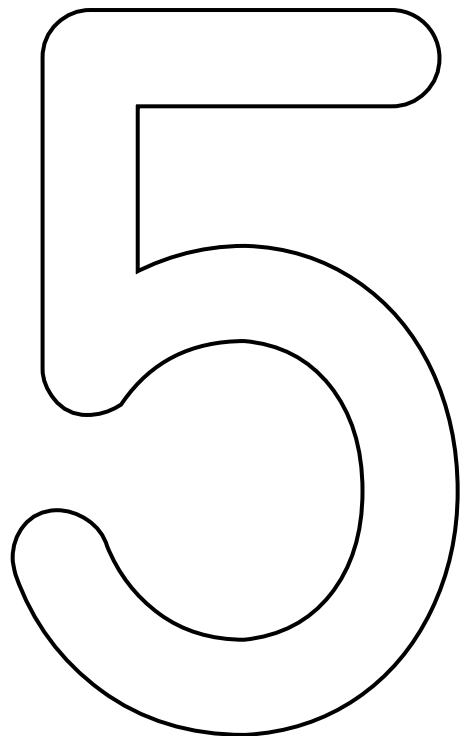
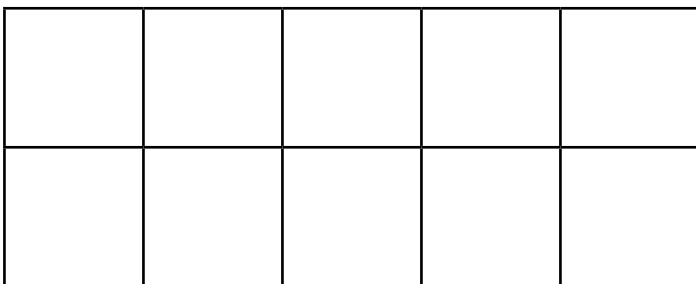
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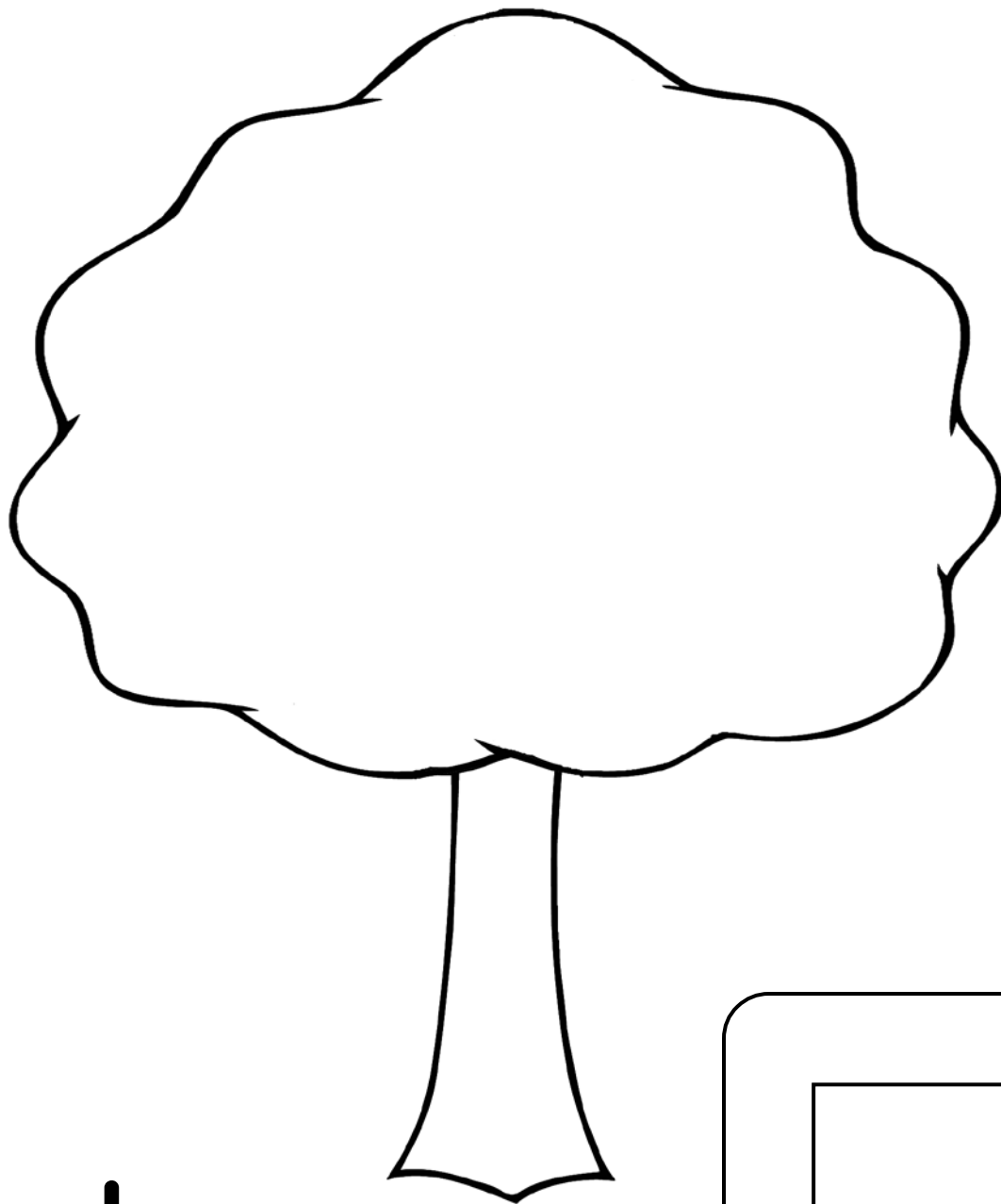
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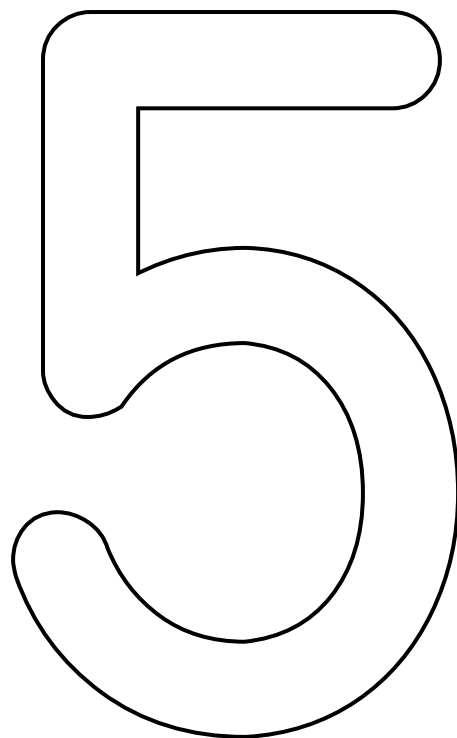
five



Themphuleithi ya suko la u tambisa: Nomboro 5



ṭhanu

## Coins (Week 2) • Mangwende (Vhege ya 2)



## Coins (Week 2) • Mangwende (Vhege ya 2)





Number grid (Week 2) • Giridi ya nomboro (Vhege ya 2)

4	
2	
1	
3	

# Number puzzle (Week 5)

1

one



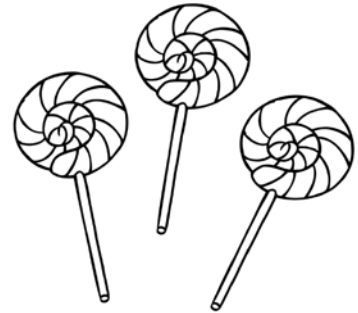
2

two



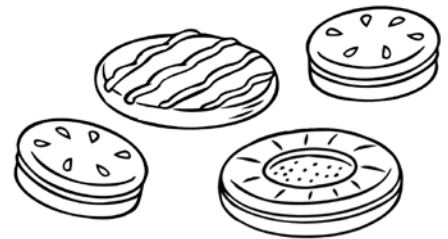
3

three



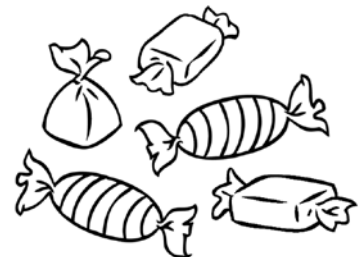
4

four



5

five



Phazili ya nomboro (Vhege ya 5)

1

thihi



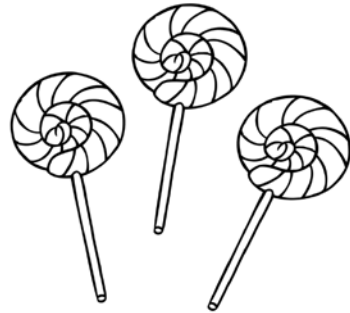
2

mbili



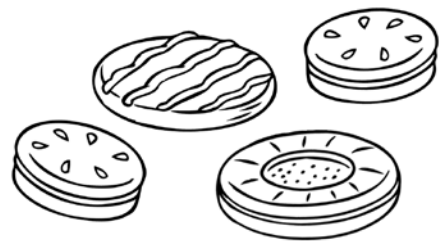
3

raru



4

ina

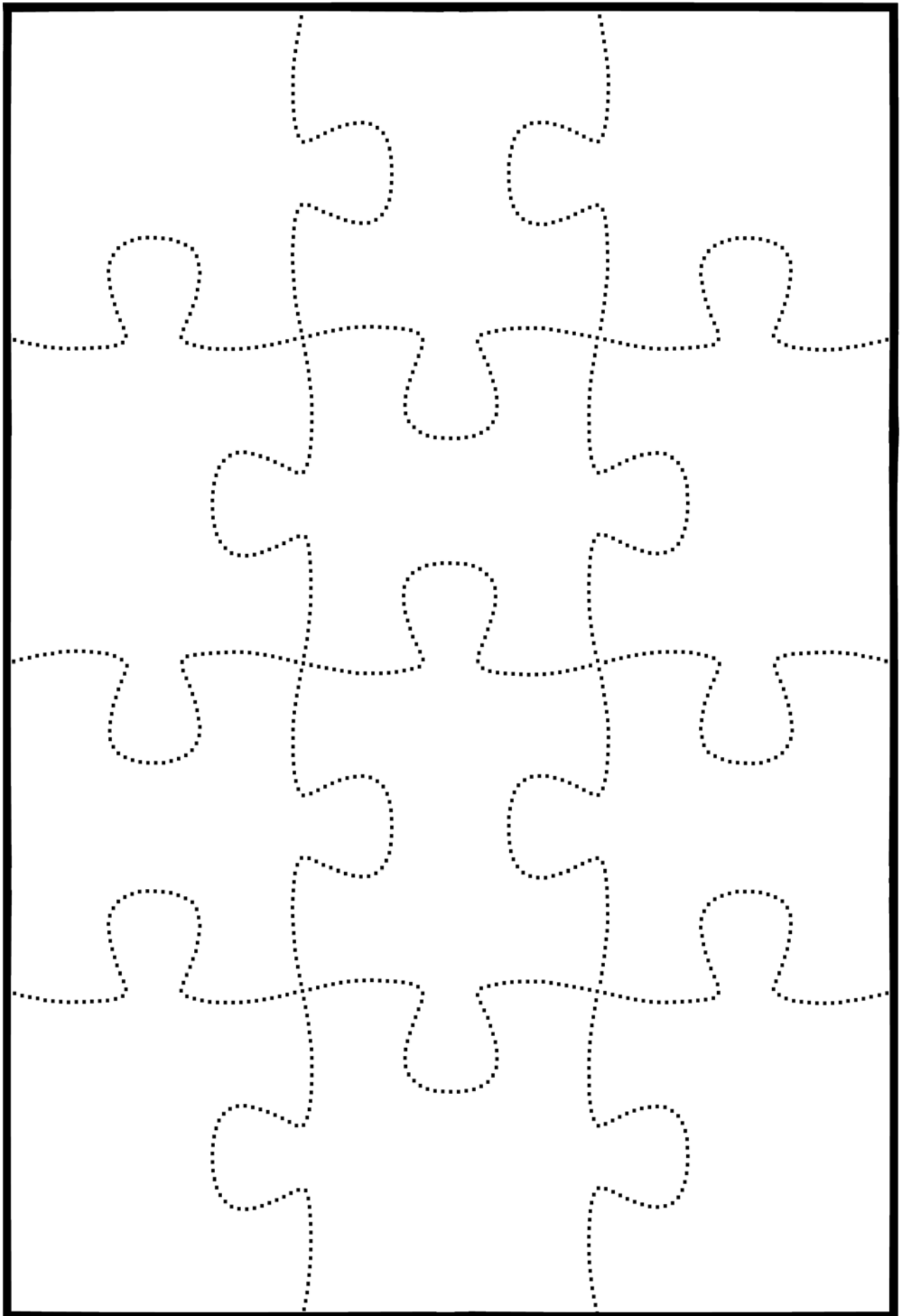


5

thanu



Twelve-piece puzzle • Phazili ya zwiṗiḡa zwa fumimbili



# Notes • Notsi

A series of 24 horizontal dashed lines for writing notes.

# Notes • Notsi

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