

IHlelo lokuThuthukisa
iimBalo zeGreyidi R

Grade R Mathematics
Improvement Programme

UmHlahlandlela wemiSebenzi: Ithemu 3 Activity Guide: Term 3



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.

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

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

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

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

AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

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

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

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

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Introduction

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

The Grade R Maths *Activity Guide: Term 3* offers a structure for teaching maths in the third 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 3

The following features form part of *Activity Guide: Term 3*:

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

Topics	New knowledge	Practise
<ul style="list-style-type: none">• Recognise and identify number symbols and number words• Describe, compare and order numbers	<ul style="list-style-type: none">• Number 7• Oral counting: backwards 10-1• Counting objects 1-10	<ul style="list-style-type: none">• Oral counting: forwards 1-20, backwards 7-1• Sequencing numbers 1-6• Two/three more/fewer• Add, take away• Reinforce number concept 1-6
New maths vocabulary		
seven	as many as	difference between

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

Grade R Maths in the daily programme

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

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

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

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

Isingeniso

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

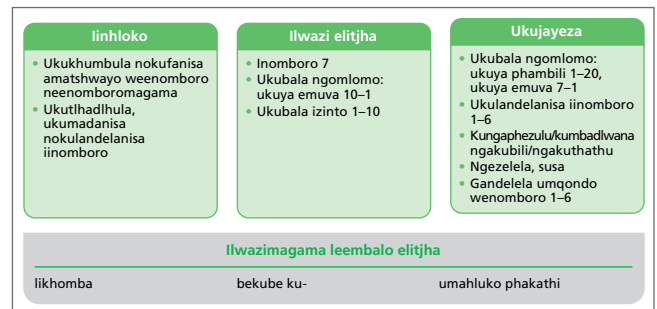
UmHlahlandlela wemiSebenzi ye-Grade R Maths: Ithemu 3 inikela isakhiwo sokufundisa iimBalo kuthemu yesithathu ye-Greyidi R ngoku:

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

Amatshwayo womHlahlandlela wemiSebenzi: Ithemu 3

Amatshwayo alandelako akha ingcinye yomHlahlandlela wemiSebenzi: Ithemu 3:

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



I-Grade R Maths ehlelweni langamalanga

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

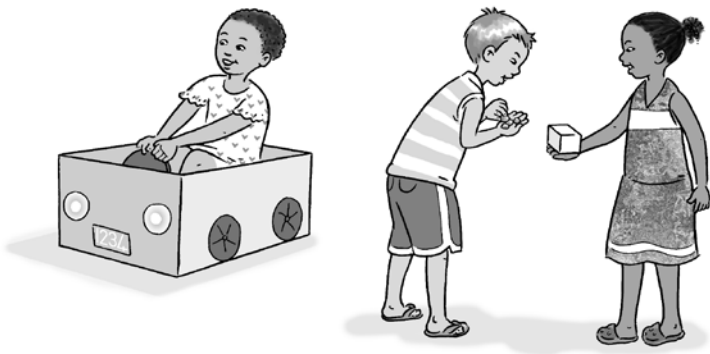
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Imisebenzi yetlasi yoke yelanga

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

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



Ukutjintjana: ukusuka komunye umsebenzi udlulele komunye

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

Imisebenzi yesiqhema esincani

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

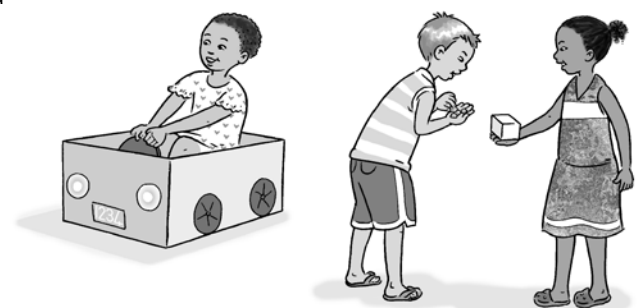
Isikhathi sokubutha

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

Imisebenzi yokuzikhethela ngokutjhaphulukileko

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

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



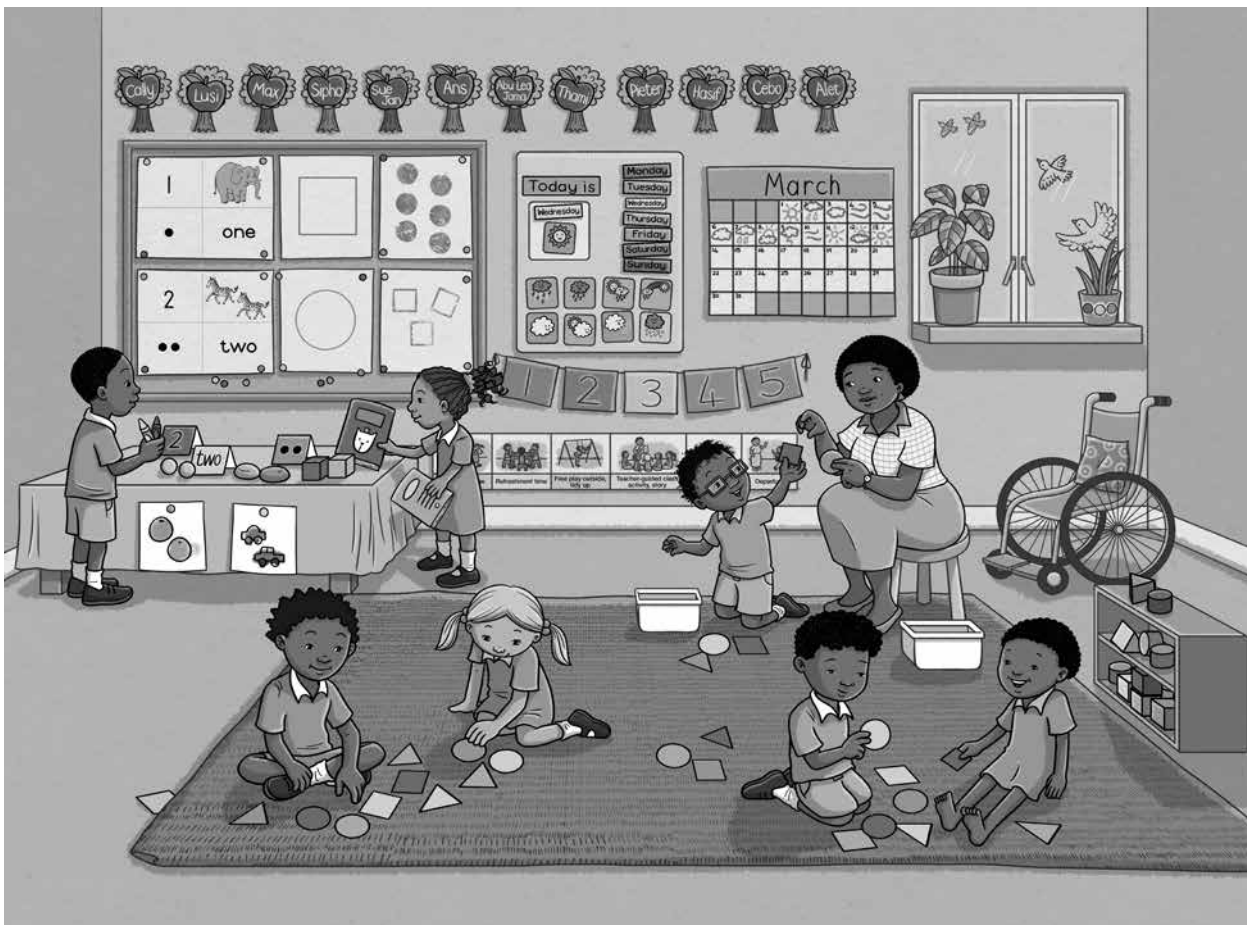
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 186 and 188 of this guide is based on the content that has been taught in Term 3. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



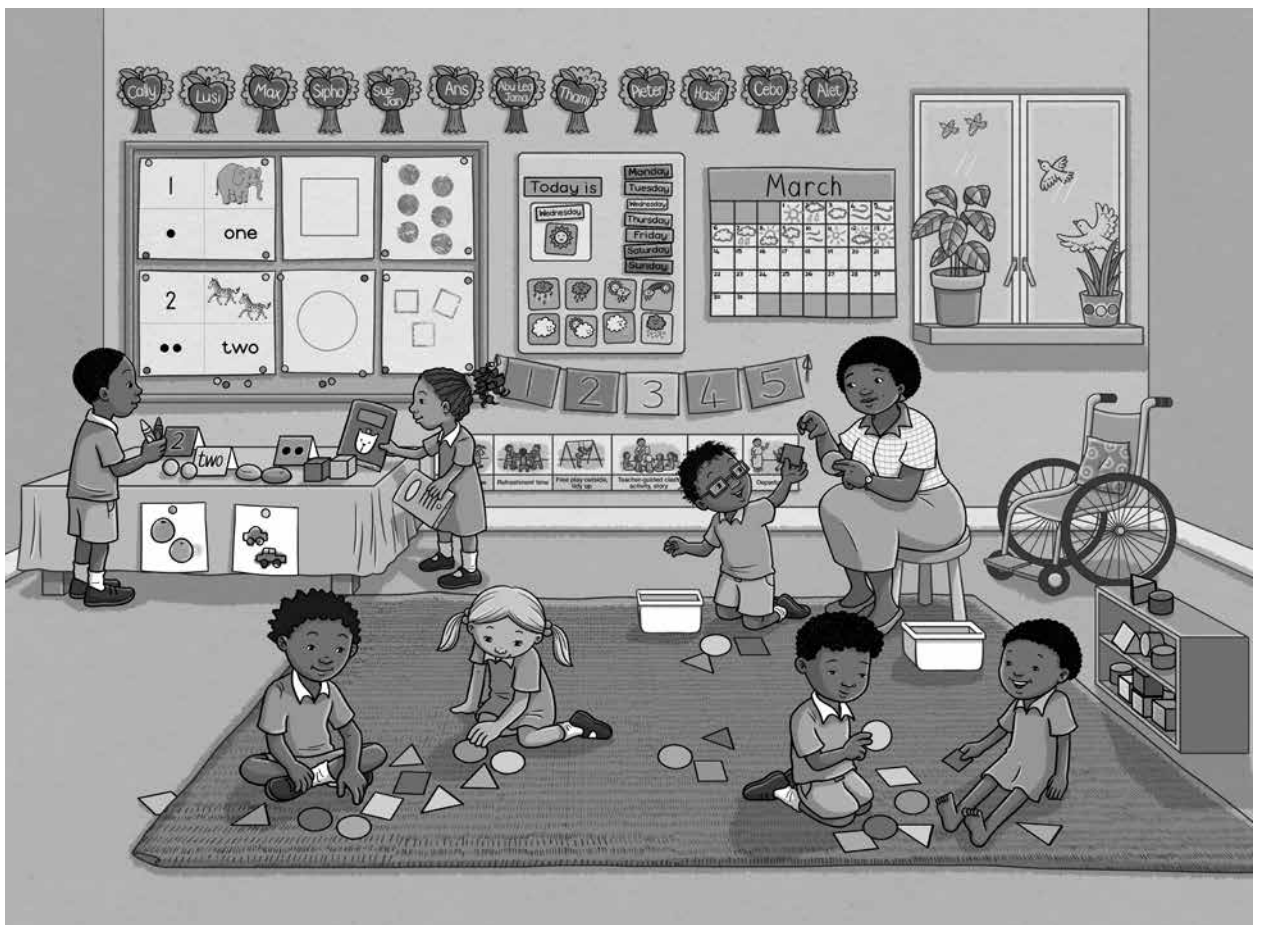
Ukuhlola

Okutjhejiweko nokuhlola okuragela phambili ngesikhathi semisebenzi ehlahlwa ngutitjhere neyetlasi yoke kunikela amathuba welwazi nehlathululo ehle yeragelophambili yomfundi ngamunye. Ilwazi leli liqakathekile ukuhlahla ukufundisa okuragela phambili nokungenelela emntwaneni ngamunye. Irhelo lokuhlola ukuhlola okuragela phambili elisekhasini 187 nele-189 womhlahlandlela lo linzinze kilokho okufundiswe kuThemu 3. Umfuziselo lo ungasetjenziselwa ukurekhoda iragelophambili lomfundi ngamunye ngesikhathi sethemu.

I-Grade R Maths ngetlasini

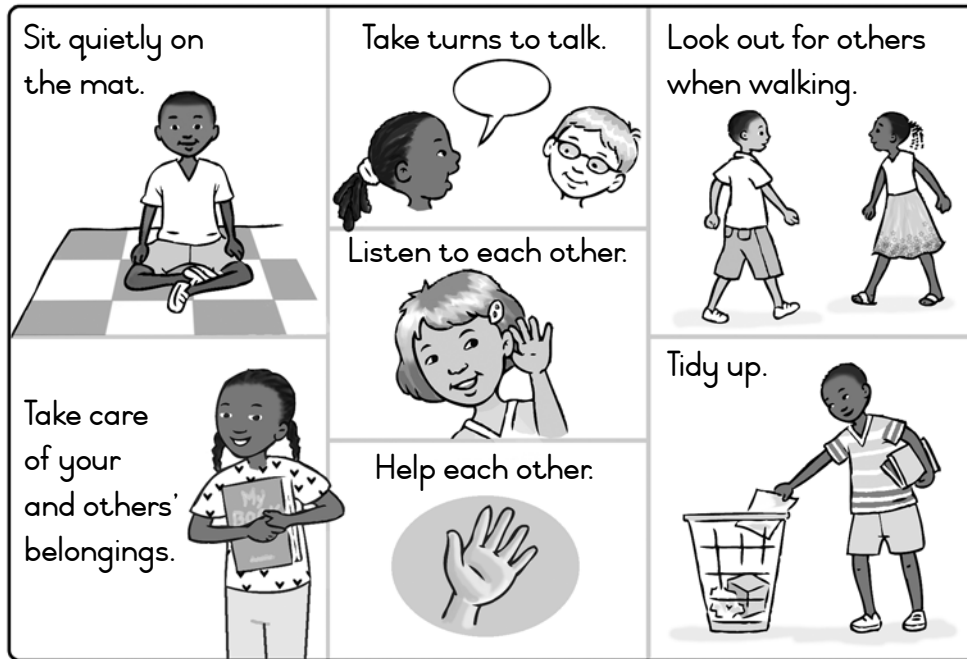
Lungisa indawo ngetlasini oyibekela iimbalo begodu eseduze nomada. Le yindawo ekwabelwana ngayo lapha abafundi banganikela bebazibandakanye nesihloko ebafunda ngaso. Indawo yeembalo efanelekileko ifaka hlanguana:

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



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

Our classroom rules

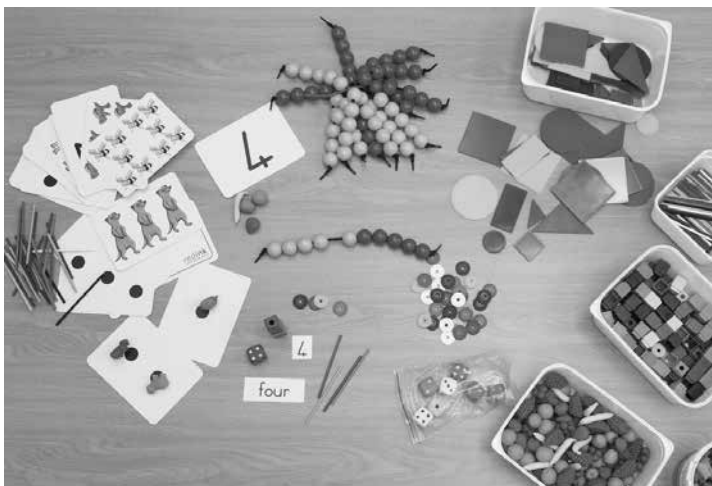


Resources for Grade R Maths

Grade R Maths Resource Kit

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

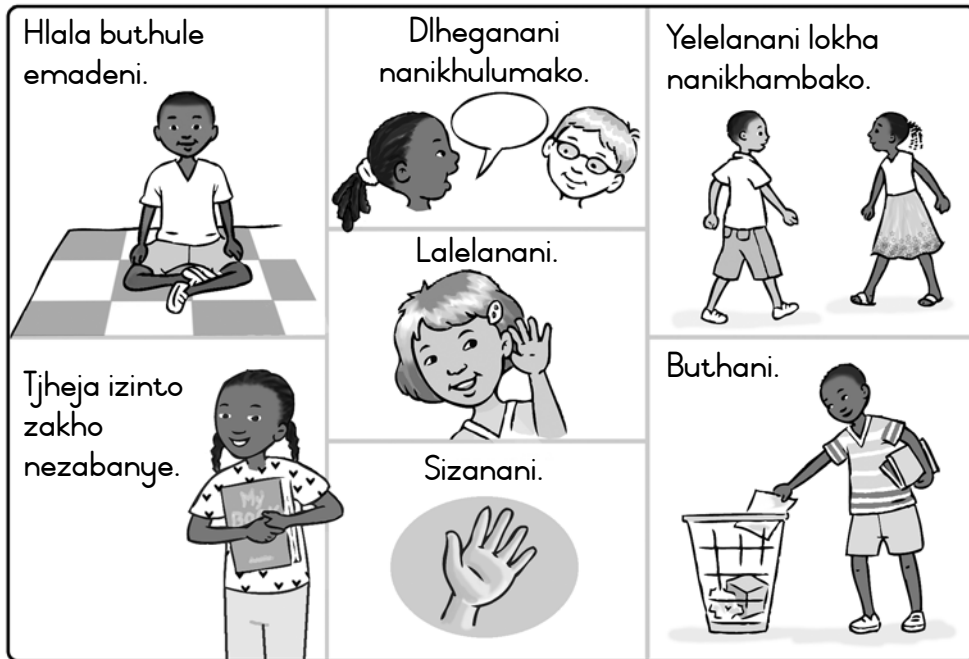
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Imithetho yetlasi lethu



Iinsetjenziswa ze-Grade R Maths

IKhidi yeenSetjenziswa ze-Grade R Maths

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Imatheriyali eyenziwe kabutjha

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

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



Ezinye iinsetjenziswa

Ezinye iinsetjenziswa zokufundisa i-Grade R Maths zifaka hlangana:

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

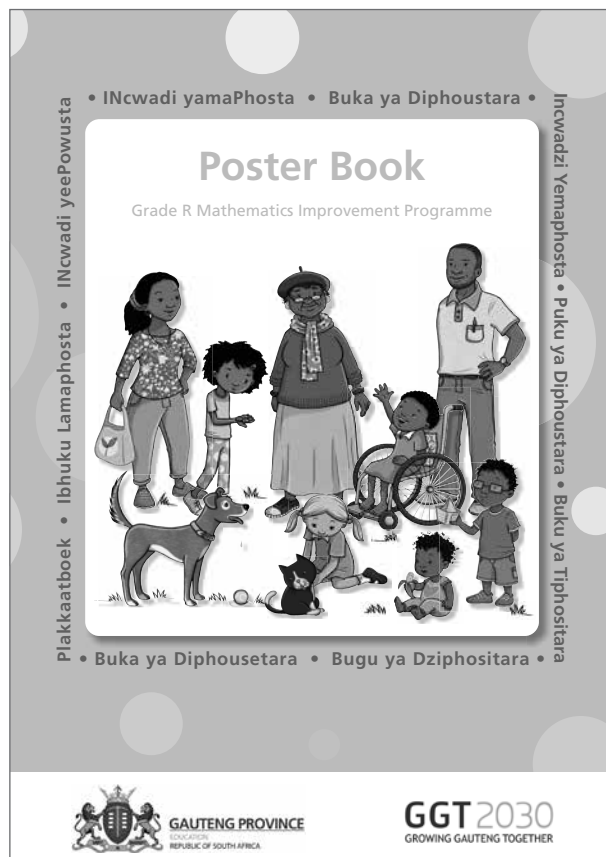
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



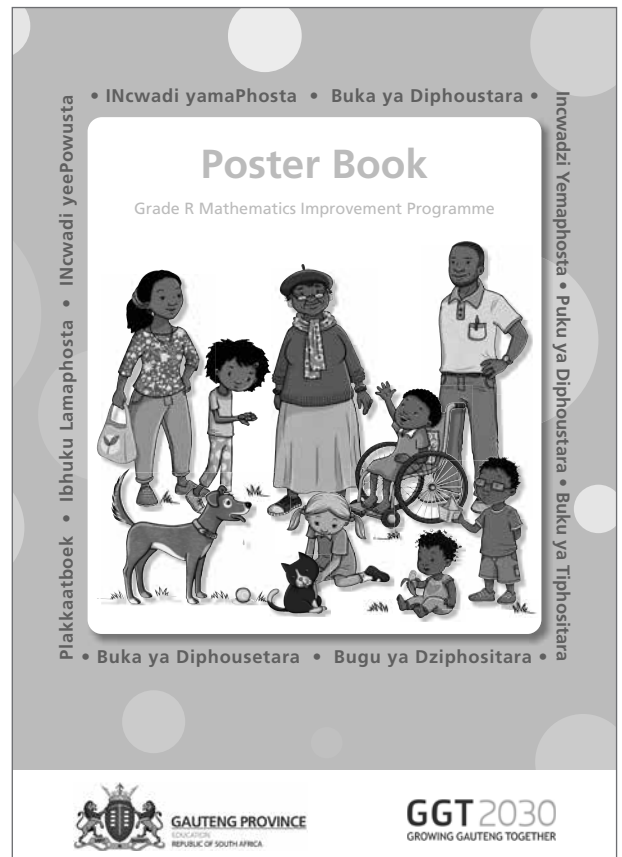
- itjhadi lokuphakama
- amakarada wokudlala amakhulu
- isingamali: iinhlavu namaphepha (yokusetjenziswa esitolo sokudlalisa)
- iwatjhi ekulu yebodeni ye-analogo
- isikala sokudzimelela
- imincamo yokuhlela, ukuphothela nokwenza amaphetheni
- iinsetjenziswa zemidlalo yehlabathi namanzi
- iinsetjenziswa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

INcwadi yamaPhosta ye-Grade R Maths

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

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

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



Content overview: Term 3

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7	Number 6 Two/three more/fewer Equal groups Counting on Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7 Sequencing numbers 1–5 Reinforce number concept 1–5	Number 7 Oral counting: backwards 10–1 Counting objects 1–10 Oral counting: forwards 1–20, backwards 7–1 Sequencing numbers 1–6 Two/three more/fewer Add, take away Reinforce number concept 1–6	Oral counting: forwards 1–20, backwards 10–1 Reinforce number concept 1–7	Oral counting: forwards 1–20, backwards 10–1 Counting objects 1–10 Two/three more/fewer Equal groups
2. Patterns, Functions and Algebra	Copy vertical and horizontal patterns using concrete objects Create and explain own pattern with three or four colours/shapes, etc. Identify patterns Copy and extend patterns				
3. Space and Shape (Geometry)				Shapes: rectangle Direction: left, right Position: middle, bottom Sort objects according to two attributes Eighteen-piece puzzles Shapes: circle, square, triangle Symmetry	
4. Measurement					Mass Light, lighter, lightest Heavy, heavier, heaviest Bigger, smaller
5. Data Handling					

Isirhunyezo sokumumethweko: Ithemu 3

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

UmNqopho wesiGaba sokuMumethweko	Iveke 1	Iveke 2	Iveke 3	Iveke 4	Iveke 5
1. Iinomboro, ama-Opharetjhini noBudlelwana	Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 7–1 Ukubala izinto 1–7	Inomboro 6 Kubili/kuthathu kunengi -nengi/mbadlwana Iinqhema ezilinganako Ukubala uye phambili Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 7–1 Ukubala izinto 1–7 Ukulandelanisa iinomboro 1–5 Gandelela umqondo weenomboro 1–5	Inomboro 7 Ukubala ngomlomo: ukuya emuva 10–1 Ukubala izinto 1–10 Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 7–1 Ukulandelanisa iinomboro 1–6 Kungaphezulu/kumbadlwana ngakubili/ngakuthathu Ngezelela, susa Gandelela umqondo wenomboro 1–6	Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1 Gandelela umnqopho weenomboro 1–7	Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1 Ukubala izinto 1–10 Ngaphezulu/mbadlwana ngakubili/ngakuthathu Iinqhema ezilinganako
2. AmaPhetheni, amaFanktjhini ne-Aljibhra	Ukukopulula amaphetheni ajame rwe navundlileko ngokusebenzisa izinto eziphathekako Ukwakha nokuhlathulula iphetheni yakhe ngemibala/ngamabumbeko amathathu nofana amane, njll. Ukufanisa amaphetheni Ukukopulula nokunabisa amaphetheni				
3. Isikhala neBumbeko (Ijiyomethri)				Amabumbeko: uncamane Ikombatjhuba: isincele, isidla Isikhundla: phakathi, ngaphasi Ukuhlela izinto ngokwama-athribhuthi amabili Amaphazili weenquntu ezilitjhumi nabunane Amabumbeko: indulungu, isikwere, uncantathu Isimethri	
4. Ukumeda					Ubungako/ubudisi Lula, ludlana, lula khulu Budisi, budisana, budisi khulu Khudlwana, ncazana
5. UkuPhatha iDatha					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 8</p> <p>Ordinal numbers: fifth, last, next</p> <p>Oral counting: forwards 1–20 and beyond</p> <p>Oral counting: forwards 1–20, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–7</p> <p>Ordinal numbers first to fifth</p> <p>Add, take away</p> <p>Two/three more/fewer</p> <p>Reinforce number concept 1–7</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Two/three more/fewer</p> <p>More, fewer, equal</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p>	<p>Money – recognise banknotes</p> <p>Problem solving 1–8</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Ordinal numbers first to fifth</p> <p>Reinforce numbers 1–8</p> <p>Add, take away</p> <p>Coins</p>	<p>Grouping, half</p> <p>Up to three more (using dot cards)</p> <p>Order collections from smallest to biggest</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Problem solving 1–8</p> <p>Reinforce number concept 1–8</p> <p>More, fewer, most, least, equal</p> <p>Two/three more/fewer</p>
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			<p>Position of objects in relation to each other</p> <p>Arrow chart</p> <p>Copy and build a construction (picture cards)</p> <p>Shapes: circle, square, triangle, rectangle</p> <p>Boxes, balls</p> <p>Midline crossing</p> <p>Position: forwards and backwards</p>		
4. Measurement				Big, small	
5. Data Handling		<p>Draw a picture to represent data</p> <p>Collect, sort and represent collection of objects</p>			

UmNqopho wesiGaba sokuMumethweko	Iveke 6	Iveke 7	Iveke 8	Iveke 9	Iveke 10
1. Iinomboro, ama-Opharetjhini noBudlelwana	<p>Inomboro 8</p> <p>Iinomborosikhundla: kwezihlanu, kokugcina, okulandelako</p> <p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu</p> <p>Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 1–7</p> <p>Iinomborosikhundla kokuthoma ukuya esihlanwini</p> <p>Ngezelela, susa</p> <p>Kungaphezulu/ kumbadlwana ngakubili/ ngakuthathu</p> <p>Gandelela umqondo wenomboro 1–7</p>	<p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Kungaphezulu/ kumbadlwana ngakubili/ ngakuthathu</p> <p>Kungaphezulu, kumbadlwana, kuyalingana</p>	<p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1</p> <p>Ukubala izinto 1–10</p>	<p>Imali – ukukhumbula imali yephepha</p> <p>Ukurarulula umraro 1–8</p> <p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 1–8</p> <p>Iinomboro sikhundla kokuthoma ukufika kokuhlanu</p> <p>Qinisa iinomboro 1–8</p> <p>Ngezelela, susa iinhlavu zemali</p>	<p>Ukwenza iinqhema, isiquntu</p> <p>Ukufika kokuthathu nangaphezulu (ngokusebenzisa amakarada wamaqatjhazi)</p> <p>Ukurhemisa amabuthelelo ukusuka kelincani khulu ukuya kelikhulu khulu</p> <p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 1–8</p> <p>Ukurarulula umraro 1–8</p> <p>Qinisa umqondo wenomboro 1–8</p> <p>Okungaphezulu, okumbadlwana, okungaphezulu khulu, okuncani khulu, kuyalingana</p> <p>Kubili/kuthathu ngaphezulu/ ngokumbadlwana</p>
2. AmaPhetheni, amaFanktjhini ne-Aljibhra					
3. Isikhala neBumbeko (Ijyomethri)			<p>Ubjamo bezinto mayelana nazo ngokwazo</p> <p>Itjhadi lemida</p> <p>Ukukopa nokwakha umakhiwo (amakarada weenthombe)</p> <p>Amabumbeko: indulungu, isikwere, uncantathu, uncamane</p> <p>Amabhoksi, iimbholo</p> <p>Ukweqa umuda ophakathi</p> <p>Isikhundla: ukuya phambili nokubuyela</p>		
4. Ukumeda				Khulu, ncani	
5. UkuPhatha iDatha		<p>Ukudweba isithombe ukujamiselela idatha</p> <p>Buthelela, hlela ngamananeko bese ujamiselela ibuthelelo lezinto</p>			

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: create, copy and extend patterns

New knowledge

- Copy vertical and horizontal patterns using concrete objects
- Create and explain own pattern with three or four colours/shapes, etc.

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Identify patterns
- Copy and extend patterns

New maths vocabulary

describe
explain

extend
follow

missing
not a pattern

Getting ready

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

- Unifix blocks put together in a repeating pattern to make a train
- piece of A3 paper to create a train tunnel
- pattern card with colour dots
- a cloth/towel
- 4 groups of instruments – 1 per learner
- 6 large pieces of fruit made from playdough (2 each of 3 different types of fruit)
- 8 Unifix pattern cards
- 8 'What's missing?' attribute block pattern cards
- rectangular strips of coloured paper pasted in a pattern on a sheet of paper: rectangle shapes in two sizes – 5 per learner of tall and short
- pattern cards with incomplete colour patterns in each row (two or three colours)



- paper flower petals and leaves (16 of each per learner)
- flower pattern cards
- dominoes.

UmNqopho wesiGaba sokuMumethweko: AmaPhetheni, amaFanktjhini ne-Aljibhra

Iinhloko

- Amaphetheni wejiyomethri: ukwakha, ukukopulula nokunabisa amaphetheni

Ilwazi elitjha

- Ukukopulula amaphetheni ajame rwe navundlileko ngokusebenzisa izinto eziphathekako
- Ukwakha nokuhlathulula iphetheni yakhe ngemibala/ngamabumbeko amathathu nofana amane, njll.

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 7–1
- Ukubala izinto 1–7
- Ukufanisa amaphetheni
- Ukukopulula nokunabisa amaphetheni

Ilwazimagama leembali elitjha

tIhadlhula
hIathulula

nabisa
landela

-ngekho
akusiyo iphetheni

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amabhlogo we-*Unifix* abekwe ndawonye ngokwepetheni ebuyelelako ukwakha isitimela
- isiquntu sephepha le-A3 ukwakha umrhoba wesitimela
- ikarada lephetheni elinamaqatjhazi wombala
- itjhila/ithawula
- iinqhema ezi-4 zeenlilisi – 1 umfundi ngamunye
- iinquntu ezi-6 zeenthelo ezikulu ezenziwe ngehlama yokudlalisa (2 umhlobo ngamunye weenthelo ezi-3 ezihlukileko)
- amakarada abu-8 wephetheni we-*Unifix*
- amakarada abu-8 wephetheni wamabhlogo wama-athribhuthi we'Khuyini okungekho?'
- imitletlana eboncamane yephepha lemibala enanyathiselwe ngokwepetheni etjhidini lephepha: amabumbeko kancamane wobukhulu obuhlukileko obubili – 5 amade namafitjhani umfundi ngamunye
- amakarada wephetheni anamaphetheni wemibala angakapheli ereyini ngalinye (imibala emibili nofana mithathu)
- iphepha lamaphethali wethuthumbo namakari (16 welinye nelinye umfundi ngamunye)
- amakarada wephetheni yamathuthumbo
- amadomino.



Whole class activities

Day 1

What you need

- Unifix blocks
- Unifix pattern train
- Piece of A3 paper to create a train tunnel



TIP

Ask the learners if they can remember what number they were counting to before they went on holiday, and what number they were counting backwards from.

1. **Song:** Learners sing a song of their choice from previous terms.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Show learners a Unifix tower made of seven blocks.

Guiding questions:

- ★ How many blocks do you think make up this tower?

Learners estimate the number of blocks. Remove the blocks one at a time as learners count them.

4. **What makes a pattern:** Place the Unifix pattern train inside the tunnel. Pull the train out slowly and ask learners to notice what pattern emerges.

Guiding questions:

- ★ What do you see?
- ★ What colour block do you think will come out of the tunnel next? Why?
- ★ Is this a pattern? What makes it a pattern?

Draw the learners' attention to the repeating part which makes the pattern.

Make another train with Unifix blocks that does not have a pattern. Repeat the activity with the train and the tunnel.

Guiding questions:

- ★ Is this a pattern? Tell me why you think that.
- ★ Can you see any patterns in the classroom?



TIP

Place the tunnel in the block area and encourage learners to make their own pattern trains.

Learners go on a pattern walk outside and discuss patterns.

- ★ Can you see a pattern? Tell me about it.
- ★ Is there a pattern on the ...?
- ★ What makes it a pattern?
- ★ What part of the pattern repeats?
- ★ Can you hear any patterns? Tell me what you hear.

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



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Amabhlogo we-*Unifix*
- Isitimela sephetheni ye-*Unifix*
- Isiquntu sephepha le-A3 lokwakha umrhoba wesitimela

ISIYELELISO

Buza abafundi nangabe bayakhumbula bonyana ngiyiphi inomboro egade babala bafika kiyi ngaphambi kobana baye eholidayini, nokobana ngiyiphi inomboro egade babala ukusuka kiyi baye emuva.

1. **Ingoma:** Abafundi bavuma ingoma abazikhethela yona kuthemu edlulileko.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Khombisa abafundi umbhotjhongo we-*Unifix* owenziwe ngamabhlogo alikhomba.

Imibuzo ehlahlako:

- ✦ Ucabanga bonyana mangaki amabhlogo akha umbhotjhongo lo? Abafundi balinganisa inani lamabhlogo. Susa amabhlogo ngalinye lokha abafundi nabawabalako.

4. **Okwenza iphetheni:** Beka isitimela sephetheni ye-*Unifix* ngaphakathi komrhoba. Dosa isitimela siphume kabuthaka bese ubawa abafundi bayelele bonyana yiphetheni enjani evelako.

Imibuzo ehlahlako:

- ✦ Khuyini okubanako?
- ✦ Ucabanga bonyana ngimuphi umbala olandelako ozakuphuma ngaphakathi komrhoba? Kubayini?
- ✦ Ingabe yiphetheni le? Khuyini okuyenza ibe yiphetheni? Dosela itjhejo labafundi engcenyeni ebuyelelako eyenza iphetheni. Yakha esinye isitimela ngamabhlogo we-*Unifix* esinganayo iphetheni. Buyelela umsebenzi wesitimela nomrhoba.

Imibuzo ehlahlako:

- ✦ Yiphetheni le? Ngitjela bonyana kubayini ucabanga njalo.
- ✦ Kukhona amaphetheni owabonako ngetlasini?



ISIYELELISO

Beka umrhoba endaweni yamabhlogo bese ukhuthaza abafundi benze iintimela zabo zamaphetheni.

Abafundi bathatha ikhambo lephetheni ngaphandle bese bakhulumisana ngamaphetheni.

- ✦ Kukhona iphetheni oyibonako? Ngicocela ngayo.
- ✦ Ingabe kunephetheni phezu kwe...?
- ✦ Khuyini okuyenza kube yiphetheni?
- ✦ Ngiyiphi ingcenyane yephetheni ebuyelelako?
- ✦ Kukhona iphetheni oyizwako? Ngicocela ngalokho okuzwako.

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

Day 2

What you need

- Rhyme: *It's pattern time* (page 190)
- Pattern card with colour dots



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.

1. **Rhyme:** Say the first verse of the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners count from 1 to 7 while clapping hands with a partner.
4. **Sound patterns from visual patterns:** Show learners the pattern card. Point to each dot and together say the colours. Discuss the pattern.

Guiding questions:

- ★ Can you see the pattern?
- ★ Tell me about the pattern.
- ★ What part of the pattern repeats?
- ★ What will come next in the pattern?

Learners use the visual pattern to make a sound pattern, for example, clap hands for red, snap fingers for yellow.

- ★ What sound should we make on the red/yellow circle?
- ★ What sound should come next?
- ★ What other sounds would you like to make?

Learners suggest other sound pattern ideas, using the same pattern card.

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

Day 3

What you need

- Rhyme: *It's pattern time* (page 190)
- 6 large playdough fruit
- Cloth/towel

1. **Rhyme:** Say the first and second verses of the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Use chalk to draw a straight line on the floor. Five learners stand on one side of the line.

Guiding questions:

- ★ How many learners are there?
- ★ If we add one more learner how many will there be?
- ★ And one more learner?
- ★ What should we do if we want only four learners?

Ilanga 2

Okudingako

- Umlolozelo: *Sikhathi sephetheni* (ikhasi 191)
- Ikarada lephetheni elinamaqatjhazi wombala

 ISIYELELISO

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

1. **Umlolozelo:** Yitjho ivesi yokuthoma yomlolozele, *Sikhathi sephetheni*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi babala ukusukela ku-1 ukuya ku-7 lokha nabawahla izandla banomlingani.
4. **Amaphetheni wetjhada avela emaphethenini abonwako:** Khombisa abafundi ikarada lephetheni. Khomba iqatjhazi ngalinye bese nitjho imibala ndawonye. Khulumani ngephetheni leyo.

Imibuzo ehlahlako:

- ✦ Uyayibona iphetheni?
- ✦ Ngicocela ngephetheni.
- ✦ Ngiyiphi ingcenywe yephetheni ebuyelelako?
- ✦ Khuyini okuzakulandela kuphetheni?

Abafundi basebenzisa iphetheni ebonwako ukwenza iphetheni yetjhada, isibonelo, ukuwahlela okubovu, qhwarhazani imino kokusarulani.

- ✦ Ngiliphi itjhada esingalenza endulungwini ebovu/esarulani?
- ✦ Ngiliphi itjhada elifanele lilandele?
- ✦ Ngiwaphi amanye amatjhada ongathanda ukuwenza?

Abafundi baveza eminye imibono yamaphetheni wetjhada, ngokusebenzisa ikarada lephetheni elifanako.

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

Ilanga 3

Okudingako

- Umlolozelo: *Sikhathi sephetheni* (ikhasi 191)
- Iintshelo ezi-6 ezikulu zehlama yokudlalisa
- Itjhila/ithawula

1. **Umlolozelo:** Yitjho ivesi yokuthoma neyesibili yomlolozele, *Sikhathi sephetheni* kube nezenzo.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Sebenzisa itjhogo ukudweba umuda onqophileko phasi. Abafundi abahlanu bajama ngehlangothini linye lomuda.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abakhona?
- ✦ Nangabe sifaka omunye umfundi ngaphezulu, bazakuba bangaki?
- ✦ Omunye godu umfundi ngaphezulu?
- ✦ Khuyini ekufanele sikwenze nangabe sifuna abafundi abane kwaphela?



4. **Identifying the missing part of a pattern:** Use the playdough fruit to create a pattern. Together point to each item and say the pattern.

Guiding questions:

- ★ What comes next?
- ★ What is the pattern?

Cover the fruit with a cloth and remove one piece of fruit. Remove the cloth.

- ★ Which fruit is missing from the pattern?
- ★ What kind of fruit should come next in the pattern? Why?

Repeat the activity several times, removing fruit from different parts of the pattern and/or increasing the number of fruit that are missing each time.

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

Day 4

What you need

- Rhyme: *It's pattern time* (page 190)
- 4 groups of instruments – 1 per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners fetch instruments. All the learners with the same kind of instrument sit in a group. Play seven beats on a drum.

Guiding questions:

- ★ How many beats did you hear?
- ★ How do you know?

Starting with 1, each group makes one more beat than the previous group, until one group gets to 7.



4. **Rhythm patterns:** Divide learners into groups. Give each group a different musical instrument. The groups make sounds with their instruments and describe these sounds. Then they compare the sounds that the different instruments make.

Guiding questions:

- ★ What does your instrument sound like?
- ★ Can you make a soft/loud sound; a fast/slow sound?
- ★ How do the instruments sound the same/different?

TIP

If you do not have instruments, use blocks, tins, sticks and pieces of paper to flick, or learners can use their bodies, for example, stamp their feet on the floor or slap their legs.



4. **Ukufanisa ingcenywe yephetheni engekho:** Sebenzisa iinthelo zehlama yokudlalisa ukwakha iphetheni. Khombani i-ayithemu ngayinye bese nitjho iphetheni ndawonye.

Imibuzo ehlahlako:

- ✦ Khuyini okulandelako?
- ✦ Khuyini iphetheni?

Vala iinthelo ngetjhila bese ukhupha isiquntu sinye sesithelo. Susa itjhila.

- ✦ Ngisiphi isithelo esingekho ephethenini?
- ✦ Ngimuphi umhlobo wesithelo ekufanele ulandele ephethenini? Kubayini?

Buyelela umsebenzi lo amahlandla ambalwa, ngokukhupha isithelo eengcenyeni ezihlukileko zephetheni begodu/nofana ngokungezelela inani leentlo ezingekho ngaso soke isikhathi.

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

Ilanga 4

Okudingako

- Umlolozelo: *Sikhathi sephetheni* (ikhasi 191)
- Iinqhema ezi-4 zeenlilisi – 1 umfundi ngamunye

1. **Umlolozelo:** Yitjho umlolozele, *Sikhathi sephetheni*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bathatha iinlilisi. Boke abafundi abaneenlilisi ezifanako bahlala ndawonye. Betha isigubhu kakhomba.

Imibuzo ehlahlako:

- ✦ Mangaki amabetho owezwileko?
- ✦ Wazi njani?

Ngokuthoma ku-1, isiqhema ngasinye senza ibetho elinye ngaphezulu kwesiqhema esidlulileko, bekube nesiqhema sinye esifika ku-7.



4. **Amaphetheni wegido:** Hlukanisa abafundi ngeenqhema. Nikela isiqhema ngasinye isililisi somvumo esihlukileko. Iinqhema zenza amatjhada ngeenlilisi zazo bese batlhadhlula amatjhada la. Bese bamadanisa amatjhada enziwa ziinlilisi ezihlukileko.

Imibuzo ehlahlako:

- ✦ Isililisi sakho sizwakala njani?
- ✦ Ungalenza itjhada eliphasi/eliphezulu; itjhada elimsinya/elibuthaka?
- ✦ Iinlilisi lezi zizwakala njani ngokufanako/ngokuhlukileko?

ISIYELELISO

Nangabe awunazo iinlilisi, sebenzisa amabhlogo, amabhlege, iingojuwana neenquntu zephepha zokuphephezelisa, nofana abafundi bangasebenzisa imizimba yabo, isibonelo, babethe iinyawo zabo phasi nofana babethanise imilenze yabo.

Make a musical pattern with an instrument, for example, loud, soft, soft, loud, soft, soft. Groups play along with you. Groups take turns to copy and extend sound patterns. Groups create new patterns, for example, loud, loud, soft, loud, loud, soft.

- ✦ What new pattern can we make?
- ✦ What sound should come first?
- ✦ How many times should we make that sound?
- ✦ How should we carry on?

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

Day 5

What you need

- Rhyme: *It's pattern time* (page 190) • Musical instrument

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Play an instrument as learners move around. When the music stops, call out a number between 1 and 7. Learners form groups of different sizes according to the number.
4. **Extending physical patterns:** Choose six learners to make a body pattern, for example, two sitting, one standing, two sitting, one standing. Discuss the pattern.

Guiding questions:

- ✦ Is this a pattern?
- ✦ Can you describe the pattern?
- ✦ What is the repeating part of the pattern?
- ✦ How could we extend the pattern?

Learners continue the pattern by standing or sitting.

- ✦ What would come next?
- ✦ Can anyone join the line? What will you do?

Repeat the activity using other body positions, for example, kneeling and lying down.

Choose eight learners to arrange themselves into their own pattern.

- ✦ How did you decide what to do for your pattern?
- ✦ What pattern have you made? How do you know it is a pattern?
- ✦ How can we extend this pattern?

Other learners join the line and extend the pattern.

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



TIP

Make sure that there are movements that all learners are able to participate in, including learners with motor impairments.

Yenza iphetheni yomvumo ngesililisi, isibonelo, phezulu, phasi, phasi, phezulu, phasi, phasi. Iinqhema zidlala kunye nawe. Iinqhema ziyadlhegana ukukopa nokunabisa amaphetheni wetjhada. Iinqhema zakha amaphetheni amatjha, isibonelo, phezulu, phezulu, phasi, phezulu, phezulu, phasi.

- ✦ Ngiyiphi iphetheni etja esingayakha?
- ✦ Ngiliphi itjhada ekufanele lize kokuthoma?
- ✦ Kufanele silenze ngokubuyelelwa kangaki itjhadelo?
- ✦ Singaragela njani phambili?

5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Umlolozelo: *Sikhathi sephetheni*
- Isililisi somvumo (ikhasi 191)

1. **Umlolozelo:** Yitjho umlolozelo, *Sikhathi sephetheni*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Dlala isililisi lokha abafundi nabakhamba mazombe. Lokha umvumo nawuthulako, biza inomboro ephakathi kwaka-1 nali-7. Abafundi benza iinqhema zobukhulu obuhlukileko ngokuya ngokwenomboro.
4. **Ukunabisa amaphetheni aphilene nomzimba:** Khetha abafundi abasithandathu bonyana benze amaphetheni womzimba, isibonelo, babili bahlezi, munye ujamile, babili bahlezi, munye ujamile. Khulumani ngephetheni.

Imibuzo ehlahlako:

- ✦ Ingabe yiphetheni le?
- ✦ Ungayihlathulula iphetheni le?
- ✦ Ngiyiphi ingcenywe yephetheni ebuyelelako?
- ✦ Singayinabisa njani iphetheni le?

Abafundi baragela phambili nephetheni ngokujama nofana ukuhlala.

- ✦ Khuyini okuzakulandela?
- ✦ Kukhona ongajoyina umjeje lo? Khuyini ozakwenza?

Buyelela umsebenzi lo ngokusebenzisa amanye amajamo womzimba, isibonelo, ukuguqa nokulala phasi.

Khetha abafundi ababunane kobana bazihlele ngokwephetheni yabo.

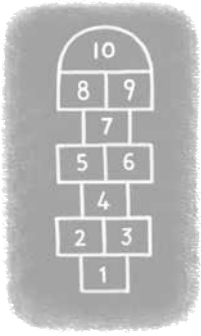
- ✦ Nisithethe njani isiqunto salokho enizokwenza kwephetheni yenu?
- ✦ Yiphetheni enjani eniyenzileko? Nazi njani bonyana yiphetheni?
- ✦ Singayinabisa njani iphetheni le?

Abanye abafundi bajoyina umjeje bese banabisa iphetheni.

5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

ISIYELELISO

Qinisekisa bonyana kunemisikinyeko lapha abafundi bangakwazi ukuzibandakanya boke, ukufaka hlangana abafundi abakhubazekileko.



Integration

Home Language: Emergent Writing: Draw patterns.

Life Skills: Fine motor development: Identify, copy and extend patterns in the environment. Gross motor development: Paint a hopscotch grid outside or draw one on the ground with chalk. Learners jump on the blocks of the grid following the number sequence, landing with feet together or feet apart, depending on the number of blocks in each row of the grid.

Small group activities

Teacher-guided activity

What you need

- 6 everyday objects
- A tray
- A tub for each learner with:
 - Structure beads (*Resource Kit*)
- ‘What’s missing?’ pattern card
- Unifix pattern card
- Unifix blocks
- 10 attribute blocks

1. **Structure beads:** Ask learners to show you a number of beads between 1 and 7. Learners put the beads into different arrangements of the same number.

Guiding questions:

- ★ How many red/yellow beads are there?
- ★ Can you show me seven beads?
- ★ Show me four beads. What did you do to make four?
- ★ What should you do to have six beads?

2. **What’s missing? (Kim’s game):** Place five objects on a tray, one at a time while learners watch.

Guiding questions:

- ★ What did I put on the tray first?
- ★ What did I put on the tray next?
- ★ What did I put on the tray last?

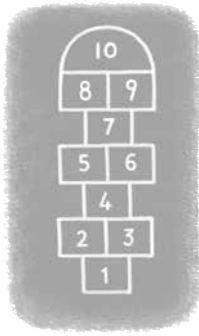
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

3. **What’s missing? pattern:** Learners take a ‘What’s missing?’ pattern card from their tub. They say which part of the pattern is missing and arrange their attribute blocks to copy the pattern, filling in the missing part.

Guiding questions:

- ★ What comes first/next/last?
- ★ What is missing?





Ukuhlanganisa

ILimi leKhaya: Ukutlola okusathomako: Dweba amaphetheni.

AmaKghono wePilo: Ukuthuthukiswa kwemisipha emincani yezandla: ukufanisa, ukukopulula nokunabisa amaphetheni ebhodulukweni. Ukuthuthukiswa kwemisipha emikhulu: Penda igridi yehopskotjhi ngaphandle nofana uyidwebe phasi ngetjhogo. Abafundi beqa emabhlogweni wegridi ngokulandela ilandelano leenomboro, babeke iinyawo ngokuzihlanganisa nofana ngokuhlukana, ngokuya ngokwenani lamabhlogo ereyini ngalinye legridi.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Izinto ezi-6 zangamalanga
- Ithreyi
- Isikhafthini somfundi ngamunye esine:
 - Imincama ehlelekileko (*IKhidi yeenSetjenziswa*)
 - Amakarada wephetheni 'Khuyini okungekho?
 - Amakarada wephetheni ye-*Unifix*
 - Amabhlogo we-*Unifix*
 - Amabhlogo ali-10 wama-athribhuthi

1. **Imincama ehlelekileko:** Bawa abafundi bakukhombise inani lemincama phakathi kuka-1 nali-7. Abafundi bahlela imincamo yenani elifanako ngokuhlukileko.

Imibuzo ehlahlako:

- ★ Mingaki imincamo ebovu/esarulani ekhona?
- ★ Ungakwazi ukungikhombisa imincamo elikhomba?
- ★ Ngikhombisa imincamo emine. Khuyini okwenzileko ukwenza emine?
- ★ Khuyini okufanele ukwenze kobana ube nemincamo esithandathu?

2. **Khuyini okungekho? (Umdlalo kaKim):** Beka izinto ezihlanu phezu kwethreyi, yinye ngasikhathi sinye lokha abafundi babukele.

Imibuzo ehlahlako:

- ★ Khuyini engikubeke phezu kwethreyi kokuthoma?
- ★ Khuyini engikubeke phezu kwethreyi okulandelako?
- ★ Khuyini engikubeke phezu kwethreyi kokugcina?

Kwanjesi abafundi kufanele baqale ethreyini bese bazame ukukhumbula bonyana ngiziphi izinto eziphezu kwayo. Vala ithreyi ngetjhila bese ususa into yinye. Phakamisa itjhila. Abafundi abatjho bonyana ngiyiphi into engekho. Buyelela, ususe into ehlukeleko ngaso soke isikhathi.

3. **Iphetheni yeKhuyini okungekho?:** Abafundi bathatha ikarada lephetheni ye'Khuyini okungekho?' ngaphakathi kwesikhafthini sabo. Bayatjho bonyana ngiyiphi ingcenywe yephetheni engekho bese bahlela amabhlogo wabo wama-athribhuthi ukukopulula iphetheni, bazaliselele ingcenywe engekho.

Imibuzo ehlahlako:

- ★ Khuyini okuza kokuthoma/okulandelako/kokugcina?
- ★ Khuyini okungekho?



4. **Copying and extending own pattern:**
Learners use their Unifix blocks to copy and extend a pattern from the Unifix pattern card (vertically and horizontally).



Guiding questions:

- ★ What comes before/after/next?
- ★ Can you finish the pattern?
- ★ What part of the pattern repeats?

5. **Create own pattern:** Learners create a pattern with attribute blocks and explain their pattern. For example:

- ★ One attribute: shape: circle, square, triangle.
- ★ Two attributes: colour and shape: red circle, yellow square, green triangle.

Guiding questions:

- ★ Can you describe your pattern?
- ★ What makes it a pattern?
- ★ How can you carry on your pattern?

Make a sequence of attribute blocks that is not a pattern.

- ★ Is this a pattern? Tell me why not.



TIP

If a pattern with two attributes is too difficult for learners, they can make a pattern with one attribute.



Check that learners are able to:

- break down and build up numbers between 1 and 7
- create and explain their own pattern with three colours and shapes
- extend a repeating pattern
- explain whether something is a pattern or not
- show the part of the pattern that repeats

Workstation 1

What you need

- 'Tall' and 'short' colour paper strips pasted in a pattern on a long sheet of paper
- Long sheets of paper – 1 per learner
- Rectangle shapes cut into two sizes: 'tall' and 'short'
- Glue

Learners paste strips of paper to copy and then extend the pattern.



4. **Ukukopulula nokunabisa amaphetheni**

wakho: Abafundi basebenzisa amabhlogo wabo we-*Unifix* ukukopulula nokunabisa iphetheni yekarada lephetheni ye-*Unifix* (ngokuvundla nokujama rwe).

Imibuzo ehlahlako:

- ✦ Khuyini okuza ngaphambili/ngemva/ okulandelako?
- ✦ Ungakwazi ukuqedelela iphetheni?
- ✦ Ngiyiphi ingcenywe yephetheni ebuyelelako?



ISIYELELISO

Nangabe iphetheni enama-athribhuthi amabili ibudisi khulu ebafundini, bangenza iphetheni nge-athribhuthi yinye.

5. **Ukwakha iphetheni yakho:**

Abafundi bakha iphetheni ngamabhlogo wama-athribhuthi bese bahlathulula iphetheni yabo. Isibonelo:

- ✦ I-athribhuthi yinye: ibumbeko: indulungu, isikwere, uncantathu.
- ✦ Ama-athribhuthi amabili: umbala nebumbeko: indulungu ebovu, isikwere esisarulani, uncantathu ohlaza.

Imibuzo ehlahlako:

- ✦ Ungayitlhadlhula iphetheni yakho?
- ✦ Khuyini okuyenza ibe yiphetheni?
- ✦ Ungaragela njani phambili nephetheni yakho?

Yenza umlandelane wamabhlogo wama-athribhuthi ongasiyo iphetheni.

- ✦ Yiphetheni le? Ngicocela bonyana kubayini kungasiyo.



Tjheja bonyana abafundi bayakwazi uku:

- hlukanisa nokwakha iinomboro eziphakathi kwaka-1 nali-7
- kwakha nokuhlathulula iphetheni yabo ngemibala namabumbeko amathathu
- nabisa iphetheni ebuyelelako
- hlathulula bonyana into iyiphetheni nofana akusiyo
- khombisa ingcenywe yephetheni ebuyelelako

Isitetji sokusebenzela 1



Okudingako

- Imitletlana yamaphepha 'ephakamileko' begodu 'nemifitjhani' enanyathiselwe ngokwephetheni etjhadini lephepha elide
- Amatjhidi wephhepha amade – 1 umfundi ngamunye
- Amabumbeko kancamane asikwe ababukhulu obubili: 'aphakamileko' 'namafitjhani'
- Isinamathiseli

Abafundi banamathisela imitletlana yephhepha yokukopa nokunabisa iphetheni.

Workstation 2

What you need

- Pattern cards with incomplete colour patterns in each row
- Paint, paintbrushes
- Paper

Learners use paints to copy and extend the patterns on the cards. They create their own patterns.



Workstation 3

What you need

- Flower pattern cards
- Paper flower petal and leaf cut-outs (16 of each per learner)
- Crayons
- Glue, brushes
- A strip of paper per learner



Learners paste the flower petals and leaves on paper to copy and extend the pattern. They use crayons to decorate their page.

Workstation 4

What you need

- A set of dominoes

Learners match the dominoes with the same number of dots.



Isitetjhi sokusebenzela 2

Okudingako

- Amakarada wephetheni anamaphetheni wemibala angakapheli ereyini ngalinye
- Ipende, iimbhratjhi zokupenda
- Iphepha

Abafundi basebenzisa ipende ukukopa nokunabisa amaphetheni emakaradeni. Bakha amaphetheni wabo.



Isitetjhi sokusebenzela 3

Okudingako

- Amakarada wephetheni yamathuthumbo
- Amaphethali wamathuthumbo namakari wamaphepha asikiweko (16 ngakunye umfundi ngamunye)
- Amakhrayoni
- Isinamathiseli, iimbhratjhi
- Umtletlana wephepha umfundi ngamunye



Abafundi banamathisela amaphethali wamathuthumbo namakari phezu kwephepha ukukopa nokunabisa iphetheni. Basebenzisa amakhrayoni ukuhlobisa iphepha labo.

Isitetjhi sokusebenzela 4

Okudingako

- Isede yamadomino

Abafundi bakhambelanisa amadomino nenani elifanako lamaqatjhazi.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 6
- Two/three more/fewer
- Equal groups
- Counting on

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Sequencing numbers 1–5
- Reinforce number concept 1–5

New maths vocabulary

six
two more

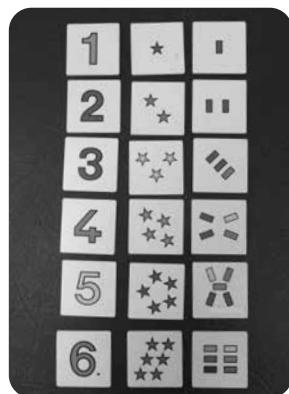
three fewer
enough

same amount
add to

Getting ready

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

- number frieze and house template for number 6 (page 204)
- 5 number 6 dot, symbol and word cards
- 7 large stones
- 7 large playdough/plastic/cardboard ducks
- number symbol card 6 (number line)
- 7 large cardboard snail cut-outs
- a large dice made from a box
- playdough template: Number 6 (page 210) – 1 per learner
- playdough
- blank A4 page in a plastic sleeve – 1 per learner
- a container of Unifix blocks per pair of learners in a group
- number and picture matching cards 1–6 – 1 per learner.



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

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

Ilwazi elitjha

- Inomboro 6
- Kubili/kuthathu kunengi -nengi/mbadlwana
- Iinqhema ezilinganako
- Ukubala uye phambili

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 7–1
- Ukubala izinto 1–7
- Ukulandelanisa iinomboro 1–5
- Gandlela umqondo weenomboro 1–5

Ilwazimagama leembalo elitjha

sithandathu kubili ngaphezulu

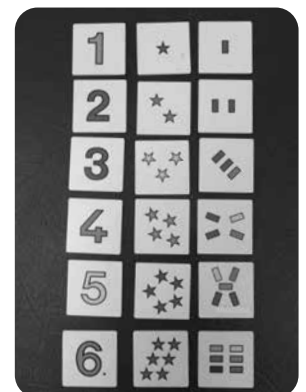
kumbadlwana ngakuthathu kwanele

inani elifanako ngezelela ku

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 6 (ikhasi 205)
- amakarada ama-5 wamaqatjhazi, itshwayo nenomborogama wenomboro 6
- amatje amakhulu ali-7
- amadada amakhulu ali-7 wehlama yokudlalisa/weplastiki/wekhadibhodi
- ikarada letshwayo lenomboro 6 (inambalayini)
- iminenke eli-7 emikhulu yekhadibhodi esikiweko
- idayisi elikhulu elenziwe ngebhoksi
- umfuziselo wehlama yokudlalisa: Inomboro 6 (ikhasi 211) – 1 umfundi ngamunye
- ihlama yokudlalisa
- ikhasi le-A4 elinganalitho ngemgodlaneni weplastiki – 1 umfundi ngamunye
- isiphathi samabhlogo we-*Unifix* ipara yabafundi ngayinye esiqhemeni
- amakarada weenomboro neenomboromagama ezikhambelanako 1–6 – 1 umfundi ngamunye.



Whole class activities

Day 1

What you need

- Rhyme: *It's pattern time* (page 190)
- Number frieze and house template for number 6 (page 204)
- *Number 6 story* (page 190)



TIP

Practise songs and rhymes learnt in previous weeks throughout the daily programme, for example, during toilet routines.

1. **Rhyme:** Say the rhyme, *It's pattern time* from Week 1.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Ask a learner to flap a few times like a duck.

Guiding questions:

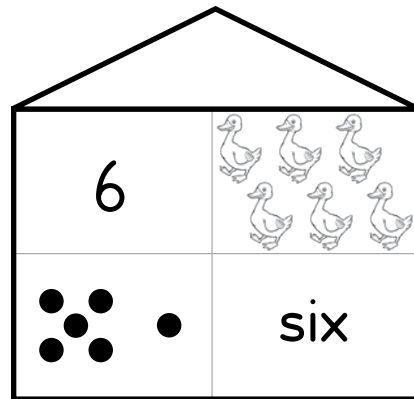
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

4. **Introducing number 6:** Point to number friezes 1–5.

Guiding questions:

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

Tell the *Number 6 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 6, 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 ducks together.



Guiding questions:

- ★ Who has seen a duck before? Where?
 - ★ What noise does a duck make?
 - ★ Can you quack six times? Can you waddle as you quack?
 - ★ How many more ducks are there than monkeys?
 - ★ How many fewer giraffes are there than monkeys?
 - ★ If each duck hatched from an egg, how many eggs would there have been?
5. **Small group activities:** Describe the activities at each workstation.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Sikhathi sephetheni* (ikhasi 191)
- Indatjana yenomboro 6 (ikhasi 191)
- Umhlobiso wenomboro nomfuziselo wendlu yenomboro 6 (ikhasi 205)

ISIYELELISO

Jayeza iingoma nemilolozelo efundwe eemvekeni ezidlulileko ehlelweni loko langamalanga, isibonelo, ngesikhathi sekambiso yendlwaneni.

1. **Umlolozelo:** Yitjho umlolozelo, *Sikhathi sephetheni* iVeke 1.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bayahlala benze indulungu. Bawa umfundi aphaphe njengedada kambalwa.

Imibuzo ehlahlako:

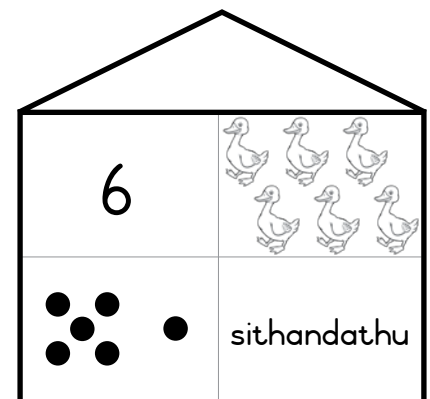
- ✦ Bekungaphezulu nofana bekumbadlwana kunokuphindwe kakhomba?
- ✦ Wazi njani?
- ✦ Ningaphapha ngokubuyelelwe kakhomba noke?

4. **Ukwethula inomboro 6:** Khomba imihlobiso yeenomboro 1–5.

Imibuzo ehlahlako:

- ✦ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako?
- ✦ Zizakuba zinengi nofana mbadlwana kunakuhlalu?

Coca *Indatjana yenomboro 6*. Indlu yeenlwana imngqopho wendatjana. Khombisa iingcenyane zomhlobiso wenomboro lokha nawakha indatjana yeenlwana nemifanekiso yendlu: iinjamiseleli ezihlukileko zenomboro 6, isibonelo, isithombe, amaqatjhazi, itshwayo nenomborogama. Khangisa iingcenyane zomhlobiso ngendlini yeenlwana ebodeni endaweni yeembalo. Balani amadada ndawonye.



Imibuzo ehlahlako:

- ✦ Ngubani owakhe wabona idada ngaphambili? Kuphi?
- ✦ Idada lenza itjhada elinjani?
- ✦ Ungakhwakha ngokuphindwe kasithandathu? Ungabathazela lokha nawukwakhako?
- ✦ Amadada angaphezulu ngamangaki kuneemfene?
- ✦ Iindlulamithi zimbadlwana ngazingaki kuneemfene?
- ✦ Nangabe idada ngalinye liphandlusele eqandeni, mangaki amaqanda egade akhona?

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

Day 2

What you need

- Song: *Six little ducks* (page 190)
- 5 number 6 dot, symbol and word cards
- Number picture, symbol and dot cards 1–6 (*Resource Kit*)

1. **Song:** Introduce the song, *Six little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Choose two learners to take turns to flap fewer than six times while other learners clap. Compare the number of flaps. Ask the same questions as on Day 1. Learners all flap and count as you clap from 1 to 7.
4. **Dot cards 1–6 game:** Show picture, dot and number symbol cards 1–6. Learners organise themselves into groups according to the card that you show.
5. **Maths table:** Groups of six learners collect six similar small objects outside, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what and how many objects they have found. Discuss the similarities and differences between their collections. Give a number 6 dot, symbol or word card to each group. One group at a time puts their objects and number 6 card on the table.



TIP

When forming groups discuss who has enough for six, how many more, and so on.



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

Day 3

What you need

- Song: *Six little ducks* (page 190)
- 7 large stones
- 7 playdough/plastic/cardboard ducks
- Dot cards 1–6 (*Resource Kit*)

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Tell a short story as you place six stones and seven ducks in the middle of the circle where all the learners can see them.

Guiding questions:

- ★ How many stones/ducks do you think there are?
- ★ Are there more/fewer ducks or more/fewer stones?
- ★ How do you know?

Ilanga 2

Okudingako

- Ingoma: *Amadada amancani asithandathu* (ikhasi 191)
- Amakarada ama-5 wamaqatjhazi, itshwayo nenomborogama wenomboro 6
- Amakarada weenthombe, amatshwayo namaqatjhazi weenomboro 1–6 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Yethula ingoma, *Amadada amancani asithandathu*.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Khetha abafundi ababili badlhegane ukuphapha ngokubuyelelwe kasithandathu lokha abafundi nabawahlako. Madanisa inani lokuphapha. Buza imibuzo efanako neyeLanga 1. Abafundi bayaphapha boke bese bayabala lokha nabawahla ukusuka ku-1 ukuya ku-7.
4. **Umdlalo wamakarada wamaqatjhazi 1–6:** Veza amakarada weenthombe, amaqatjhazi namatshwayo weenomboro 1–6. Abafundi bazihlela ngokwabo ngokweenqhema ngokuya ngokwekarada olikhombisako.
5. **Itafula yeembalo:** Iinqhema zabafundi abasithandathu babuthelela izinto ezincani ezifanako ezisithandathu ngaphandle, isibonelo, iingojuwana nofana amakari. Abafundi babuyela emuva bayokuhlala emadeni ngokweenqhema zabo. Isiqhema ngasinye sitjho bonyana sifumene ini nokobana sifumene izinto ezingaki. Khulumani ngokufana nokuhluka phakathi kwamabuthelelo wabo. Nikela isiqhema ngasinye ikarada lamaqatjhazi, itshwayo nofana inomborogama lenomboro 6. Isiqhema ngasinye sibeka izinto zaso ngasikhathi sinye nekarada lenomboro 6 phezu kwetafula.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.


 ISIYELELISO

Lokha nanakha iinqhema khulumisanani ngokobana ngubani onokwaneleko okuthandathu, kungaki okhunye okungaphezulu, njalonjalo.

Ilanga 3

Okudingako

- Ingoma: *Amadada amancani asithandathu* (ikhasi 191)
- Amatje amakhulu ali-7
- Amadada ali-7 wehlama yokudlalisa/iplastiki/ikhadibhodi
- Amakarada wamaqatjhazi 1–6 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vumani ingoma, *Amadada amancani asithandathu* begodu uyilingise.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Abafundi bayahlala benze indulungu. Coca indatjana lokha nawubeka amatje asithandathu namadada alikhomba phakathi kwendulungu lapha boke bafundi bangawabona khona.

Imibuzo ehlahlako:

- ★ Mangaki amatje/amadada ocabanga bona akhona?
- ★ Ingabe amadada angaphezulu/ambadlwana nofana amatje angaphezulu/ambadlwana?
- ★ Wazi njani?



TIP

Remind the learners holding the cards to include themselves when counting the number of learners in the group.

4. **Dot cards and ordering numbers 1–6:** Show learners dot cards 1–6. Give six learners each a dot card from 1 to 6. Ask them to make groups with friends according to the number of dots on their card.

Guiding questions:

- ★ How many will there be if the group of two learners joins with the group of three learners?
- ★ Is there a group who has the same number of learners in their group as the two groups who have joined together?

Repeat with other numbers and other learners. Learners who are not part of a group arrange the groups in order from 1 to 6.

- ★ Which group comes next?
- ★ Which group is last?

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

Day 4

What you need

- Song: *Six little ducks* (page 190)
- 7 cardboard snails
- 7 playdough/plastic/cardboard ducks
- Number line with number symbol cards 1–6

1. **Song:** Sing the song, *Six little ducks* and dramatise it with another group of learners.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and seven cardboard snails where all the learners can see them.

Guiding questions:

- ★ How many snails/ducks do you think there are?
- ★ Are there the same number of snails as ducks?
- ★ Are there more/fewer ducks or more/fewer snails? How do you know?

4. **Number 6 dance:** Together create a number 6 dance. Clap six times, jump six times, walk backwards six steps, and so on. Ask learners for suggestions.
5. **Number 6 game:** Learners close their eyes while you hide six ducks around the classroom. The learners then take turns to throw a dice. If it lands on number 6, they look for a duck. Give clues by calling out 'hot' if they are very close to finding a duck, 'cold' if they are far away and 'warm' if they are getting closer. The class counts the ducks together as they are found. They put up the matching number symbols 1–6 on the number line. A learner uses one duck to jump from 1 to 6 on the number line as the class counts.



TIP

Repeat three movements in a sequence a few times before adding new movements.



ISIYELELISO

Khumbuza abafundi abaphethe amakarada kobana bazifake nabo lokha nakubalwa inani labafundi esiqhemeni.

4. Amakarada wamaqatjhazi nokurhemisa iinomboro 1–6:

Khombisa abafundi amakarada wamaqatjhazi 1–6. Nikela bafundi abasithandathu ngamunye ikarada lamaqatjhazi ukusuka ku-1 ukuya ku-6. Babawe benze iinqhema nabangani ngokuya ngokwenani lamaqatjhazi asemakaradeni wabo.

Imibuzo ehlahlako:

- ✦ Bazakuba bangaki nangabe isiqhema sabafundi ababili sijoyina isiqhema sabafundi abathathu?
- ✦ Sikhona isiqhema esinenani labafundi esiqhemeni saso elilingana neenqhema ezimbili ezijoyine ndawonye?

Buyelela ngezinye iinomboro nabafundi abanye. Abafundi abangasiyo ingcenyane yesiqhema bahlela iinqhema ngokulandelana ukusuka ku-1 ukuya ku-6.

- ✦ Ngisiphi isiqhema esilandelako?
- ✦ Ngisiphi isiqhema sokugcina?

5. Imisebenzi yesiqhema esincani: Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Ingoma: *Amadada amancani asithandathu* (ikhasi 191)
- Amadada ali-7 wehlama yokudlalisa/iplastiki/ikhadibhodi
- Iminenke yekhadibhodi eli-7
- Inambalayini enamakarada wamatshwayo weenomboro 1–6

1. **Ingoma:** Vumani ingoma, *Amadada amancani asithandathu* bese uyilingisa kunye nesinye isiqhema sabafundi.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Beka amadada alikhomba neminenke yekhadibhodi elikhomba lapha abafundi bazokwazi ukuyibona khona boke.

Imibuzo ehlahlako:

- ✦ Mingaki iminenke/amadada ocabanga bonyana akhona?
- ✦ Ingabe kunenani leminenke elifana nelamadada?
- ✦ Ingabe kunamadada angaphezulu/ambadlwana nofana iminenke ingaphezulu/iimbadlwana? Wazi njani?

4. Umdanso wenomboro 6: Tlamani umdanso wenomboro 6 ndawonye. Wahlani kathandathu, yeqani kathandathu, khambani niye emuva ngamagadango asithandathu, njalonjalo. Bawa imibono yabafundi.

5. **Umdlalo wenomboro 6:** Abafundi bavala amehlwabo lokha nawufihla amadada asithandathu mazombe ngetlasini. Abafundi bayadlhegana ukuphosa idayisi. Nangabe lihlala phezu kwenomboro 6, bafuna idada. Nikela imithlala ngokubiza 'uyatjhisa' nangabe baseduze khulu nokuthola idada, 'umakhaza' nangabe bakude khulu bese 'uyafuthumela' nangabe batjhidele eduze. Itlasi yoke ibala amadada lokha nabawatholako. Babeka amatshwayo akhambelana neenomboro 1–6 emadeni. Umfundi usebenzisa idada linye ukweqa ukusuka ku-1 ukuya ku-6 phezu kwenambalayini lokha itlasi nayibalako.

ISIYELELISO

Buyelela imisikinyeko emithathu ngokulandelana kambalwa ngaphambi kobana ufake imisikinyeko emitjha.



Guiding questions:

- ★ How many ducks have we found?
- ★ How many learners have had a turn to find a duck?
- ★ How many more ducks do we need to find to make six in the group? How do you know?

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

Day 5

What you need

- Song: *Six little ducks* (page 190)
- 7 learners' snack boxes
- Poster 5
- Masking tape/chalk

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Together count seven learners as they each fetch their snack box.

Guiding questions:

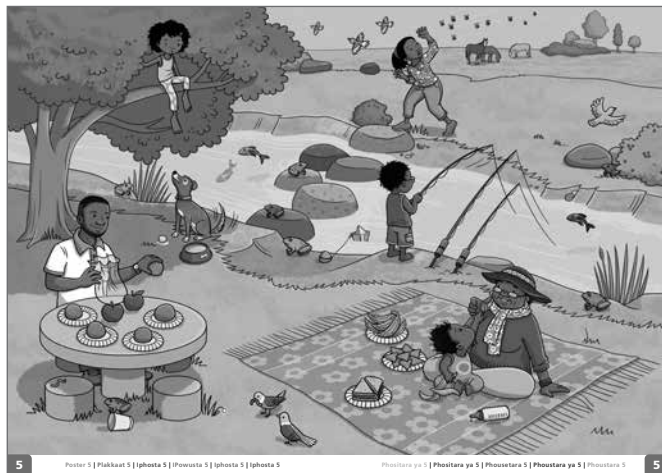
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts from 1 to 6.

Guiding questions:

- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 2/3/4 and count from there onwards as you jump?

5. **Practising 1–6:** Discuss Poster 5. Talk about what the learners can see.



Guiding questions:

- ★ Where do you think these people are?
- ★ Is there anything in this picture that you have seen before?



TIP

If learners do not use snack boxes, use other objects, for example, boxes and blocks.



TIP

Take time to discuss picnics. Move between learners to show them the poster.

Imibuzo ehlahlako:

- ✦ Mangaki amadada esiwatholileko?
- ✦ Bangaki abafundi abathole idlhego lokuthola idada?
- ✦ Mangaki amadada angaphezulu esiwadingako ukwazi ukwenza asithandathu esiqhemeni? Wazi njani?

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

Ilanga 5**Okudingako**

- Ingoma: *Amadada amancani asithandathu* (ikhasi 191)
- Iphosta 5
- Amabhoksi wabafundi ali-7 wombambandlala
- Itheyiphu yokusitha/itjhogo

1. **Ingoma:** Vumani ingoma, *Amadada amancani asithandathu* bese niyayilingisela.
2. **Ukubala ngomlomo:** 1–20 nali-7–1.
3. **Ukubala izinto 1–7:** Balani abafundi abalikhomba ndawonye lokha nabathatha amabhoksi wabo wombambandlala ngamunye.

Imibuzo ehlahlako:

- ✦ Ingabe kunabafundi abanengi nofana amabhoksi amanengi? Wazi njani?
- Qalani ngaphakathi kwamabhoksi ndawonye.
- ✦ Ngiliphi ibhoksi lombambandlala elinezinto ezimbili/ezintathu/ezine/ezihlanu ngaphakathi?
 - ✦ Ingabe kunezinto ezinengi ngaphezulu nofana ezimbadlwana kunezinto ezilithoba?

4. **Umzila wokweqa:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha ilere phezu komada kobana abafundi beqe lokha itlasi nayibala ukusuka ku-1 ukuya ku-6.

Imibuzo ehlahlako:

- ✦ Ungakwazi ukweqela enomborweni engaphezulu ngakunye/embadlwana ngakubili, engaphezulu ngakubili/embadlwana ngakuthathu kunenomboro ojame phezu kwayo?
- ✦ Ungakwazi ukujama phezu kwenomboro 2/3/4 bese ubala ukusuka lapho uye phambili lokha naweqako?

5. **Ukujayeza 1–6:** Khulumani ngePhosta 5. Cocani ngalokho abafundi abakubonako.

Imibuzo ehlahlako:

- ✦ Ucabanga bonyana bakuphi abantu laba?
- ✦ Ikhona into esithombeni lesi owakhe wayibona ngaphambili?

**ISIYELELISO**

Nangabe abafundi abasebenzisi amabhoksi wombambandlala, sebenzisa ezinye izinto, isibonelo, amabhoksi namabhlogo.

ISIYELELISO

Thatha isikhathi ukukhulumisana ngephikinikhi. Khambakhamba phakathi kwabafundi ukubakhombisa iphosta.



TIP

Encourage learners to think of number questions they would like to ask.

- ✦ Can you see five/six, and so on of anything?
- ✦ How do you know it is five/six, and so on?
- ✦ How many trees do you see? How many more do we need to have six?
- ✦ How many birds do you see? What do we need to do to have six birds? And bananas?
- ✦ Are there enough rolls for each person? What can we do so that everyone has a roll?
- ✦ How many apples do you see? What should Dad do so that all the people get a piece of apple?

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

Integration

Home Language: Stories, songs and rhymes.

Life Skills: Gross motor development and direction.

Small group activities

Teacher-guided activity

What you need

- 6 ducks
- 3 large stones
- Number frieze for 6
- Playdough and boards
- A4 paper and pencils
- A tub per learner with:
 - Number symbol and number word cards 1–6 (*Resource Kit*)
 - 7 animal counters
 - Structure beads

1. **Problem solving:** Show learners six ducks. Put three stones next to three of the ducks.

Guiding questions:

- ✦ How many ducks are there?
- ✦ How many stones are there?
- ✦ Are there enough stones for each duck to sit on?
- ✦ How many ducks won't have a stone to sit on?
- ✦ How many more stones do we need for each duck to have one?

2. **Counting objects 1–7:**

Guiding questions:

Learners look at the animals in their tubs.

- ✦ Do you have more or fewer than six animal counters in your tub?

Learners each count their animals 1–7.

Look at the number frieze with the learners.

- ✦ Which number are we learning about this week?
- ✦ Is this number more or fewer than the number of animals you have?

ISIYELELISO

Khuthaza abafundi bonyana bacabange ngemibuzo yeenomboro abangathanda ukuyibuza.

- ✦ Ungakwazi ukubona okuhlano/okusithandathu kwanofana khuyini, njalonzalo?
- ✦ Wazi ngani bonyana kuhlanu/kusithandathu, njalonzalo?
- ✦ Mingaki imithi oyibonako? Mingaki eminye esiyidingako kobana sibe nesithandathu?
- ✦ Zingaki iinyoni ozibonako? Khuyini esidinga ukuyenza kobana sibe neenyoni ezisithandathu? Amabhanana wona?
- ✦ Ingabe kunamarolo anela umuntu ngamunye? Singenzani kobana woke umuntu abe nerolo?
- ✦ Mangaki amahabhula owabonakao? Khuyini ubaba ekufanele akwenze kobana boke abantu bathole isiqetjhana sehabhula?

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

Ukuhlanganisa

Ilimi leKhaya: lindatjana, iingoma nemilolozelo.

AmaKghono wePilo: Ukuthuthukiswa kwemisipha emikhulu nekombatjhuba.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Amadada asi-6
- Amatje ama-3 amakhulu
- Umhlobiso wenomboro 6
- Ihlama yokudlalisa namabhodi
- Iphepha le-A4 neempensela
- Isikhafthini somfundi ngamunye esinalokhu:
 - Amakarada wamatshwayo neenomboromagama 1–6 (*IKhidi yeenSetjenziswa*)
 - Iimbalisi zeenlwana ezili-7
 - Umncamo ohlelekileko

1. **Ukurarulula umraro:** Khombisa abafundi amadada asithandathu. Beka amatje amathathu eduze kwamadada amathathu.

Imibuzo ehlahlako:

- ✦ Mangaki amadada akhona?
- ✦ Mangaki amatje akhona?
- ✦ Ingabe kunamatje aneleko wokobana kuhlale idada ngalinye?
- ✦ Mangaki amadada angekhe abe nelitje lokuhlala?
- ✦ Mangaki amanye amatje afunekako kobana idada ngalinye libe nalinye?

2. **Ukubala izinto 1–7:**

Imibuzo ehlahlako:

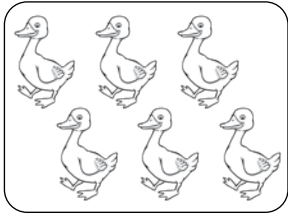
Abafundi baqala iinlwana ngeenkafthininini zabo.

- ✦ Uneembalisi zeenlwana ezingaphezulu nofana ezimbadlwana kunezisithandathu ngesikhafthininini sakho?

Umfundi ngamunye ubala iinlwana zakhe 1–7.

Qalani umhlobiso wenomboro nabafundi.

- ✦ Ngiyiphi inomboro esifunda ngayo iveke le?
- ✦ Ingabe inani leli lingaphezulu nofana limbadlwana kunenani leenlwana onazo?



Together count the ducks on the animal frieze.

- ★ What do you need to do so that you have only six animals in your group?
- ★ Put three animals back into your tub. How many animals do you now have on the mat in front of you?
- ★ How many eyes do your three animals have altogether? How many ears?

3. **More, fewer, equal:** Learners make two groups with the six animals from their tubs.

Guiding questions:

- ★ Which group has more/fewer?
- ★ Who has the same number of animals in each group?
- ★ What do you need to do to make your groups equal? (If they were not equal.)

4. **Matching number symbols 1–6 to objects:** Learners look at their number symbol cards from their tub and at the number frieze.

Guiding questions:

- ★ Can you show me number 1, 4, and so on?
- ★ Can you show me the number that comes before/after 3/5, and so on?

Play a game by hiding your hands behind your back. Show between one and six fingers. The learners count animals to match your fingers and choose the matching number symbol and word card. Repeat a few times.

5. **Structure beads:** Learners use the structure beads to count.

Guiding questions:

- ★ Can you show me four beads, two more beads than 4, three fewer beads than 6, and so on?

Learners hold two beads in their hand.

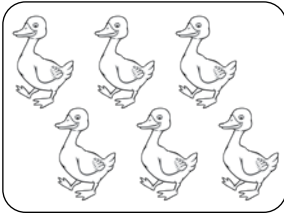
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Check that learners are able to:

- count objects 1–7
- identify more, fewer and make two equal groups
- recognise, name and match objects to number symbols 1–6
- solve problems up to 6



Balani amadada asemhlobisweni wenomboro ndawonye.

- ✦ Khuyini odinga ukukwenza kobana ube neenlwana ezisithandathu kwaphela esiqhemeni sakho?
- ✦ Buyisela iinlwana ezintathu ngesikhafthinini sakho. Zingaki iinlwana esele unazo kwanjesi emadeni phambi kwakho?
- ✦ Iinlwana zakho ezintathu zinamehlo amangaki nasele awoke? Zineendlebe ezingaki?

3. **Nengi, mbadlwana, linganako:** Abafundi benza iinqhema ezimbili ngeenlwana ezisithandathu ezingeenkhafthinini zabo.

Imibuzo ehlahlako:

- ✦ Ngisiphi isiqhema esinezinengi/esinezimbadlwana?
- ✦ Ngubani onenani elifanako leenlwana esiqhemeni ngasinye?
- ✦ Khuyini ekufanele ukwenze ukwenza iinqhema zakho zilingane? (Nangabe azilingani.)

4. **Ukukhambelanisa amatshwayo weenomboro 1–6 nezinto:**

Abafundi baqala emakarada wabo wamatshwayo weenomboro ngeenkhafthinini zabo nomhlobiso wenomboro.

Imibuzo ehlahlako:

- ✦ Ungangikhombisa inomboro 1, 4, njalonjalo?
- ✦ Ungangikhombisa inomboro eza ngaphambili/ngemva kuka-3/5, njalonjalo?

Dlalani umdlalo ngokufihla izandla zakho ngemva kwakho. Veza phakathi komuno munye nesithandathu. Abafundi babala iinlwana ukukhambelanisa imino yakho bese bakhetha ikarada letshwayo nelenomborogama elikhambelanako. Buyelela kambalwa.

5. **Imincamo ehlekileko:** Abafundi basebenzisa imincamo ehlekileko ukubala.

Imibuzo ehlahlako:

- ✦ Ungangikhombisa imincamo emine, imincamo emibili ngaphezulu kuna-4, imincamo embadlwana ngamithathu kuna-6, njalonjalo? Abafundi baphatha imincamo emibili esandleni.
- ✦ Mingaki imincamo eminye oyidingako ukwenza 4?
- ✦ Ungakwazi ukungezelela umncamo munye/mibili ngaphezulu?
- ✦ Unemincamo emingaki kwanjesi?
- ✦ Ungakwazi ukususa umncamo munye/mibili?
- ✦ Unemincamo emingaki kwanjesi?

6. **Ukujayeza inomboro 6 ngokusebenzisa ihlama yokudlalisa:**

Abafundi benza itshwayo lenomboro 6 ngehlama yokudlalisa. Sekela abafundi esele bakulungele ukutlola u-6.



Tjheja bonyana abafundi bayakwazi uku:

- bala izinto 1–7
- fanisa okungaphezulu, okumbadlwana nokwenza iinqhema ezimbili ezilinganako
- khumbula, ukutjho nokukhambelanisa izinto namatshwayo weenomboro 1–6
- rarulula imiraro ukufika ku-6

**TIP**

Place number cards on the table for learners to copy if the number line is too far away.

Workstation 1**What you need**

- Blank A4 page in a plastic sleeve – 1 per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number line
- Counters (*Resource Kit*)

Learners write number 1 with kokis using the number line as a guide. They count out the number of counters (one) to match this. Repeat with numbers 2–6.

Workstation 2**What you need**

- Playdough
- Playdough template: Number 6 (page 210) – 1 per learner

The learners use playdough to complete the template.

Workstation 3**What you need**

- Per pair of learners:
 - One dice
 - A container with Unifix blocks

Learners take turns in pairs to roll the dice and stack the matching number of Unifix blocks to make a tower. They then roll the dice again and add more Unifix blocks to their tower according to the number on the dice.

**Workstation 4****What you need**

- Number and picture matching cards 1–6

Learners choose cards. They find the matching number and picture cards.

**TIP**

This can be explained as a snap or memory game if learners are able to play independently.

ISIYELELISO

Beka amakarada wenomboro phezu kwetafula kobana abafundi bakwazi ukukopa nangabe inambalayini ikude khulu.

Isitetjhi sokusebenzela 1

Okudingako

- Iphepha le-A4 elinganalitho ngemgodleni weplastiki – 1 umfundi ngamunye
- Amakhokhi webhodi emhlophe
- Itjhila lepara ngayinye yabafundi
- Inambalayini
- Iimbalisi (*IKhidi yeenSetjenziswa*)

Abafundi batlola inomboro 1 ngekhokhi basebenzisa inambalayini njengomhlahlandlela. Babala inomboro zeembalisi (kunye) ukukhambelanisa lokhu. Buyelela ngeenomboro 2–6.

Isitetjhi sokusebenzela 2

Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 6 (ikhasi 211) – 1 umfundi ngamunye

Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo.

Isitetjhi sokusebenzela 3

Okudingako

- Ipara ngayinye yabafundi: – Idayisi linye
- Isiphathi esinamabhlogo we-*Unifix*

Abafundi badlhegana ngeempara ukugeda idayisi bese bapaka inani lamabhlogo we-*Unifix* akhambelanako ukwenza umbhotjhongo. Bageda idayisi godu bese bangezelela ngamanye amabhlogo we-*Unifix* embhotjhongweni wabo ngokuya ngokwenomboro esedayisini.



ISIYELELISO

Lokhu kungahlathululwa njengomdlalo we-*snap* nofana womkhumbulo nangabe abafundi bayakwazi ukudlala ngokuzijamela.

Isitetjhi sokusebenzela 4

Okudingako

- Amakarada weenomboro neweentombe akhambelanako 1–6

Abafundi bakhetha amakarada. Bathola amakarada weenomboro neweentombe akhambelanako.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 7
- Oral counting: backwards 10–1
- Counting objects 1–10

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Sequencing numbers 1–6
- Two/three more/fewer
- Add, take away
- Reinforce number concept 1–6

New maths vocabulary

seven

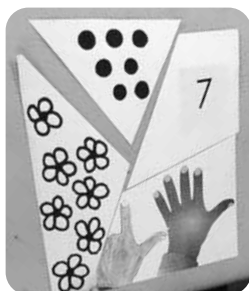
as many as

difference between

Getting ready

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

- number frieze and house template for number 7 (page 206)
- 7 cardboard cut-outs of frogs (5 brown and 2 green)
- washing line with number symbol cards 1–7
- 5 number 7 dot, symbol and word cards
- number 7 dot cards with the dots arranged differently on each one
- 7 A5 cards each with a number from 1 to 7 and string to make number necklaces
- playdough flies
- number dot cards 1–7, one set per learner
- playdough template: Number 7 (page 212) – 1 per learner
- playdough – enough for two activities
- 1 paper cup per learner
- a container with bottle tops/beads to fill the cups
- an A4 page per learner with a picture of two jars, labelled with a number symbol between 1 and 7 (see Workstation 2)
- paper cut-outs of different coloured sweets (see Workstation 2)
- number puzzles (1–7).



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

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

Ilwazi elitjha

- Inomboro 7
- Ukubala ngomlomo: ukuya emuva 10-1
- Ukubala izinto 1-10

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1-20, ukuya emuva 7-1
- Ukulandelanisa iinomboro 1-6
- Kungaphezulu/kumbadlwana ngakubili/ngakuthathu
- Ngezelela, susa
- Gandlelela umqondo wenomboro 1-6

Ilwazimagama leembalo elitjha

likhomba

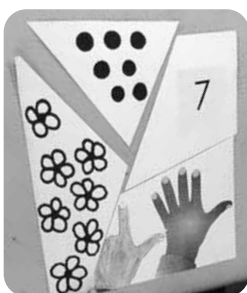
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Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 7 (ikhasi 207)
- iinrhwarhwa zekhadibhodi ezisikiweko ezili-7 (ezizotho ezi-5 nezihlaza satjani ezi-2)
- idrada yokweneka yeenomboro enamakarada wamatshwayo weenomboro 1-7
- amakarada ama-5 wamaqatjhazi, itshwayo nenomborogama 7
- amakarada wamaqatjhazi wenomboro 7 anamaqatjhazi ahlelwe ngokuhlukileko kunelinye nelinye
- amakarada ali-7 we-A5 ngalinye linenomboro ukusuka ku-1 ukuya ku-7 nentambo yokwenza isigejiso sentanyeni
- iimpukani zehlama yokudlalisa
- amakarada wamaqatjhazi weenomboro 1-7, isede yinye umfundi ngamunye
- umfuziselo wehlama yokudlalisa: Inomboro 7 (ikhasi 213) – 1 umfundi ngamunye
- ihlama yokudlalisa – yanele imisebenzi emibili
- ikopi lephepha li-1 umfundi ngamunye
- isiphathi ezineemvalo zamabhodlelo/imincamo yokuzalisa amakopi
- iphepha le-A4 umfundi ngamunye elinesithombe seenjege ezimbili, ezilebulwe ngetshwayo lenomboro phakathi kuka-1 no-7, (qala Isitetjhi sokusebenzela 2)
- amaphepha asikiweko wamaswidi wemibala ehlukeleko (qala Isitetjhi sokusebenzela 2)
- amaphazili weenomboro (1-7).



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- *Number 7 story* (page 192)
- Number frieze and house template for number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Hold up one finger at a time and together count 1–10. Learners turn to a partner and take turns to count one another's fingers.



TIP

If possible, ask learners to bring a pair of gloves to school. Show an example and discuss what they understand by the word 'pair' (a set of two things used together). They can think of pairs on their bodies, for example, hands, legs, eyes, and so on.

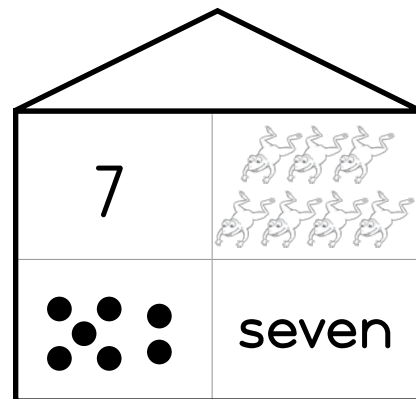
Guiding questions:

- ★ How many fingers do you have on both hands?
 - ★ What else do we have ten of on our bodies?
4. **Introducing number 7:** Point to number friezes 1–6.

Guiding questions:

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

Tell the *Number 7 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 7, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to number 6 on the wall in the maths area. Count the frogs together.



Guiding questions:

- ★ How many more frogs are there than ducks?
- ★ How many fewer monkeys are there than frogs?
- ★ What number comes before 5/6; after 3/4, and so on?

Dramatise being a frog.

- ★ What noise does a frog make?
- ★ Can you show me how they move/eat?
- ★ How many eyes will one frog/two frogs/three frogs have?

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



TIP

Before introducing new knowledge, ask learners what number they have been counting back from, and how many objects they have been counting up to.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *linrharhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- Indatjana yenomboro 7 (ikhasi 193)
- Umhlobiso wenomboro nomfuziselo wendlu yenomboro 7 (ikhasi 207)

1. **Ingoma:** Vumani ingoma *linrharhwa ezilikhomba ezinamacaphazi ahlaza satjani*.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Phakamisa umuno munye ngasikhathi sinye bese nibala ndawonye 1–10. Abafundi baphendukela ngakubalingani bese badlhegana ukubala imino yomunye.



ISIYELELISO

Nangabe kuyakghoneka, bawa abafundi beze nepara yamadlhavu esikolweni. Khombisa isibonelo bese nikhuluma ngalokho abakuzwisisako ngegama 'ipara' (isede yezinto ezimbili ezisetjenziswa ndawonye). Bangacabanga ngeempira ezisemizimbeni yabo, isibonelo, izandla, imilenze, amehlo, njalonjalo.

Imibuzo ehlahlako:

- ✦ Mingaki imino onayo ezandleni zombili?
- ✦ Khuyini okunye esinetjhumi lakho emizimbeni yethu?

4. **Ukwethula inomboro 7:** Khomba imihlobiso yeenomboro 1–6.

Imibuzo ehlahlako:

- ✦ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako?
- ✦ Ingabe kuzakuba nezingaphezulu nofana ezimbadlwana kunesithandathu?

Coca *Indatjana yenomboro 7*. Khombisa iingcenywe zomhlobiso wenomboro lokha nawakha indatjana yeenlwana nemifanekiso yendlu: iinjamiliseleli ezihlukileko zenomboro 7, isibonelo, isithombe, amaqatjhazi, itshwayo lenomboro nenomborogama. Khangisa iingcenywe zomhlobiso ngendlini yeenlwana eduze nenomboro 6 phezu kweboda endaweni yeembalo. Balani iinrharhwa ndawonye.

Imibuzo ehlahlako:

- ✦ Iinrharhwa zingaphezulu ngazingaki kunamadada?
- ✦ Zingaki iimfene ezimbadlwana ezikhona kuneenrharhwa?
- ✦ Ngiyiphi inomboro eza ngaphambi kuka-5/6; ngemva kuka-3/4, njalonjalo?

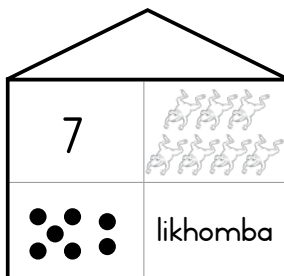
Lingisela ukuba sirhwarhwa.

- ✦ Litjhada elinjani elenziwa sirhwarhwa?
- ✦ Ungangikhombisa bonyana zikhamba/zidla njani?
- ✦ Mangaki amehlo isirhwarhwa sinye/zimbili/zintathu ezinawo?

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

ISIYELELISO

Ngaphambi kobana wethule ilwazi elitjha, buza abafundi bonyana ngiyiphi inomboro ebebasuka kiyo nababala ukuya emuva, nokobana bebabala ukufika ezintweni ezingaki.



Day 2

What you need

- Song: *Seven green speckled frogs* (page 192)
- Song: *One little, two little* (page 192)
- Dot, picture and number symbol cards 1–7 (*Resource Kit*)
- 5 number 7 dot, symbol and word cards

1. **Song:** Sing the song, *Seven green speckled frogs* and dramatise it.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Sing, *One little, two little*, while showing fingers 1–10.
4. **Dot cards 1–7 game:** Play the 'grouping game' from Week 2 (page 44: Activity 4, Day 3) to get learners into groups of seven. Use dot, picture and number symbol cards 1–7.
5. **Maths table:** Groups of seven learners collect seven similar small objects inside or outside the classroom, for example, blocks, kokis, stones or waste materials. 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 a number 7 dot, symbol and word card to each group. One group at a time puts their objects and number 7 cards on the table.



TIP

Learners can collect seven waste items from home or on the playground for recycling.



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

Day 3

What you need

- Song: *Seven green speckled frogs* (page 192)
- 7 cardboard cut-outs of frogs
- Dot cards for 1–7
- Dot cards for 7 (with different dot arrangements)
- Number friezes 1–6
- Number frieze: Number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*. Use the pictures as you sing the song.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 2.

Ilanga 2

Okudingako

- Ingoma: *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- Ingoma: *Okuncani kunye, okuncani kubili* (ikhasi 193)
- Amakarada wamaqatjhazi, wesithombe newetshwayo weenomboro 1–7 (*IKhidi yeenSetjenziswa*)
- Amakarada ama-5 wamaqatjhazi, wetshwayo newenomborogama wenomboro 7

1. **Ingoma:** Vumani ingoma, *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* bese niyayilingisela.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Vumani, *Okuncani kunye, okuncani kubili*, ngesikhathi nikhombisa imino 1–10.
4. **Umdlalo wamakarada wamaqatjhazi 1–7:** Dlalani ‘umdlalo wokwenza iinqhema’ wangeVeke 2 (ikhasi 45: Umsebenzi 4, Ilanga 3) ukubuthelela abafundi ngeenqhema ezilikhomba. Sebenzisa amakarada wamaqatjhazi, iinthombe namatshwayo weenomboro 1–7.
5. **Itafula yeembalo:** Iinqhema zabafundi abalikhomba zibuthelela izinto ezincani ezilikhomba ezifanako ngendlini nofana ngaphandle kwetlasi, isibonelo, amabhlogo, amakhokhi, amatje nezinto zemetheriyali yokulahlwa. Abafundi babuyela bayokuhlala phasi ngeenqhema zabo. Isiqhema ngasinye siyatjho bonyana khuyini, kungaki, abakutholileko. Khulumani ngokufana nokuhluka phakathi kwamabuthelelo. Nikela ikarada lamaqatjhazi, letshwayo nelenomborogama lenomboro 7, isiqhema ngasinye. Isiqhema sinye ngasikhathi sinye sibeka izinto nekarada lenomboro 7 phezu kwetafula.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.



ISIYELELISO

Abafundi bangabuthelela ama-ayithemu ali-7 alahliweko ekhaya nofana izinto ezenziwe kabutjha etatawini lezemidlalo.

Ilanga 3

Okudingako

- Ingoma: *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- *linrhwarhwa zekhadibhodi ezili-7 ezisikiweko*
- Amakarada wamaqatjhazi weenomboro 1–7
- Amakarada wamaqatjhazi ka-7 (anamaqatjhazi ahlelwe ngokuhlukileko)
- Umhlobiso weenomboro 1–6
- Umhlobiso wenomboro: Inomboro 7 (ikhasi 207)

1. **Ingoma:** Vumani ingoma, *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani*. Sebenzisa iinthombe lokha nanivuma ingoma.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi weLanga 2.

4. **Dot cards and ordering 1–7:** Slowly show learners the dot cards 1–7. They clap when they see the card with seven dots. Show learners combinations of dot cards that make seven. Start with the dot cards for 3 and 4.

Guiding questions:

- ★ How many dots are there? (3)
- ★ How many dots are there? (4)
- ★ How many dots are there if we put the cards (3 and 4) together?

Repeat with other dot card combinations.

- ★ Are there any cards that we haven't used that we can put together to make seven dots?

Place the dot cards where learners can see them. They take turns to choose two cards that make up the number 7.

Show the dot cards for 7 that have different arrangements of dots.

Guiding questions:

- ★ How many dots are there on each card?

Learners take turns to match dot cards for 1–7 to numbers on the number friezes. They place these in the correct order on the wall.

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

Day 4

What you need

- Song: *Seven green speckled frogs* (page 192)
- 15 pairs of gloves or cardboard hand cut-outs
- 7 number 1–7 necklaces
- 7 cardboard frogs
- Number friezes 1–7

1. **Song:** Sing the song, *Seven green speckled frogs* together and then look at number friezes 1–7.

Guiding questions:

- ★ How many houses can you see?
- ★ How many frogs are there in the song?
- ★ Are there enough houses for us to put one frog in each house?

Learners attach a frog to each house.

2. **Oral counting:** 1–20 and 10–1.

3. **Counting objects 1–10:** Learners count the fingers on a pair of gloves.

Guiding questions:

- ★ Are there as many fingers on the gloves as you have on your hands?
- ★ Have you seen gloves that have more/fewer than ten fingers?

4. **Practising and ordering 1–7:** Create a 'Number 7' dance, for example, stamp seven times, nod seven times and sway seven times.



TIP

This can be done in pairs, small groups or individually depending on the number of pairs of gloves. Use cardboard hand cut-outs if learners do not bring gloves.

4. **Amakarada wamaqatjhazi nokurhemisa 1–7:** Khombisa abafundi amakarada wamaqatjhazi 1–7 kabuthaka. Bayawahla lokha nababona ikarada elinamaqatjhazi alikhomba.

Khombisa abafundi ihlanganisela yamakarada wamaqatjhazi enza ikhomba. Thoma ngekarada lika-3 nelika-4.

Imibuzo ehlahlako:

- ✦ Mangaki amaqatjhazi akhona (3)
- ✦ Mangaki amaqatjhazi akhona? (4)
- ✦ Mangaki amaqatjhazi akhona nangabe sibeka amakarada (3 no-4) ndawonye?

Buyelela ngehlanganisela yamanye amakarada wamaqatjhazi.

- ✦ Ingabe kukhona amakarada esingakawasebenzisi esingawabeka ndawonye ukwenza amaqatjhazi alikhomba?

Beka amakarada wamaqatjhazi lapha abafundi bangawabona khona. Bayadlhegana ukukhetha amakarada amabili enza inomboro 7.

Khombisa amakarada wamaqatjhazi ka-7 anamaqatjhazi ahleleke ngokuhlukileko.

Imibuzo ehlahlako:

- ✦ Mangaki amaqatjhazi akhona ekaradeni ngalinye?

Abafundi bayadlhegana ukukhambelanisa amakarada wamaqatjhazi ka-1–7 neenomboro ezisemihlobisweni yenomboro. Babeka lokhu ngerhemo elifaneleko ebodeni.

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

Ilanga 4

Okudingako

- Ingoma: *linrwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- Iimpara ezili-15 zamadlhavu nofana izandla zekhadibhodi ezisikiweko
- Imigejiso yentanyeni eli-7 yeenomboro 1–7
- Iinrwarhwa zekhadibhodi ezili-7
- Imihlobiso yeenomboro 1–7

1. **Ingoma:** Vumani ingoma, *linrwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* ndawonye bese niqala umhlobiso weenomboro 1–7.

Imibuzo ehlahlako:

- ✦ Zingaki izindlu ozibonako?
- ✦ Zingaki iinrwarhwa ezikhona engomeni?
- ✦ Ingabe kunezindlu ezaneleko kobana sikwazi ukubeka iinrwarhwa ngendlini ngayinye?

Abafundi banamathisela isirwarhwa ngendlini ngayinye.

2. **Ukubala ngomlomo:** 1–20 nali-10–1.

3. **Ukubala izinto 1–10:** Abafundi babala imino epareni yamadlhavu.

Imibuzo ehlahlako:

- ✦ Ingabe imino esemadlhavini ilingana nemino onayo ezandleni zakho?
- ✦ Ukhe wawabona amadlhavu anemino emineni ngaphezulu/ embadlwana kunetjhumu?

4. **Ukujayeza nokurhemisa 1–7:** Tlama umdanso 'weNomboro 7', isibonelo, betha phasi kakhomba, vuma ngehloko kakhomba bese ujinga kakhomba.

ISIYELELISO

Lokhu kungenziwa ngeempara, iinqhema ezincani, ngamunye ngokuya ngokwenani leempara zamadlhavu. Sebenzisa izandla zekhadibhodi ezisikiweko nangabe abafundi abezi namadlhavu.

TIP

Discuss with learners why they need to call 'one fewer' than the number written on their necklace.

Seven learners wear a number necklace with a number from 1 to 7 on it. The other learners guide the seven learners with necklaces to stand in order from 1 to 7. Then each learner with a necklace creates a group to match the number on their necklace. Those remaining count the numbers in the groups and point to the matching number frieze.

Guiding questions:

- ★ How many friends do you need to call if you have the number 5/6, and so on?

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

Day 5

What you need

- Song: *Seven green speckled frogs* (page 192)
- 10 pairs of gloves or cardboard hand cut-outs
- Masking tape or chalk
- Poster 3
- Beanbag

1. **Song:** Sing the song, *Seven green speckled frogs* together.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Together count ten learners to sit in a row and place one pair of gloves in front of each learner.

Guiding questions:

- ★ How many pairs of gloves are there on the mat?
- ★ Are there enough for each of these ten learners?
- ★ How can we check?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–7.

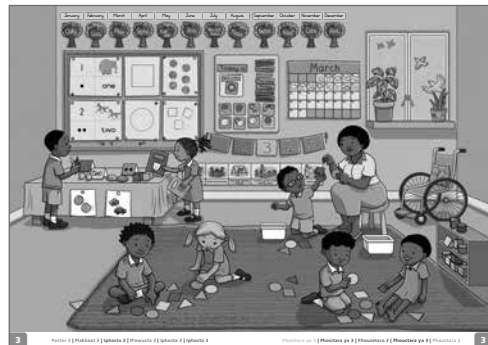
Guiding questions:

- ★ Can you jump to the number that is one more/two fewer/ two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/5/6 and count from there onwards as you jump?
- ★ Can you throw the beanbag to the number that is one more than 6?

5. **Practising 1–7:** Discuss Poster 3. Talk about what the learners can see.

Guiding questions:

- ★ In what way does this classroom look the same/ different to yours?
- ★ Can you see seven/six, and so on of anything?
- ★ Are there more learners standing, or more learners sitting?
- ★ How many trees on the birthday chart have more than one name?



TIP

Tie each pair of gloves or hand cut-outs together.

ISIYELELISO

Khuluma nabafundi ngokobana kubayini kufanele babize 'kumbadlwana ngakunye' kunenomboro etlolwe emgejisweni wabo wentanyeni.

Abafundi abalikhomba bambatha imigejiso yenomboro eneenomboro ukusuka ku-1-7 phezu kwazo. Abanye abafundi bahlala abafundi abalikhomba abanemigejiso kobana bajame ngerhemo ukusuka ku-1-7. Bese umfundi ngamunye onesigejiso wakha isiqhema esikhambelana nenomboro esesigejisweni sakhe. Labo abaseleko babala iinomboro esiqhemeni bese bakhomba umhlobiso wenomboro okhambelanako.

Imibuzo ehlahlako:

- ★ Bangaki abangani ofanele ukubabiza nangabe unenomboro 5/6, njalonjalo?

5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Ingoma: *linrwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- Iimpama zamadlhavu ezi-10 nofana izandla zekhadibhodi ezisikiweko
- Itheyiphu yokusitha nofana itjhogo
- Iphosta 3
- Umgodlana weembhontjisi

1. **Ingoma:** Vumani ingoma, *linrwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* ndawonye.
2. **Ukubala ngomlomo:** 1-20 nali-10-1.
3. **Ukubala izinto 1-10:** Balani ndawonye abafundi abalitjhumi bahlale ngerhemo bese nibeka ipara yinye yamadlhavu phambi komfundi ngamunye.

Imibuzo ehlahlako:

- ★ Zingaki iimpama zamadlhavu ezisemadeni?
- ★ Ingabe zizabanela abafundi abalitjhumaba?
- ★ Singahlola njani?

4. **Umzila wokweqa:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha ilere phezu komada kobana abafundi bazokweqa lokha itlasi nayibala 1-7.

Imibuzo ehlahlako:

- ★ Ungeqela enomborweni engaphezulu ngakunye/ngakubili/ngakuthathu nofana embadlwana ngakunye/ngakubili/ngakuthathu kunenomboro ojame kiyo?
- ★ Ungajama phezu kwenomboro 4/5/6 bese ubala ukusuka lapho ukuya phambili lokha naweqako?
- ★ Ungawuphosela umgodla weembhontjisi enomborweni engaphezulu ngakunye kuna-6?

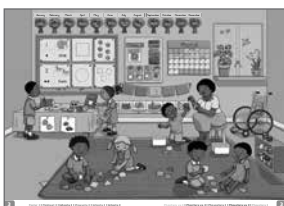
5. **Ukujayeza 1-7:** Khulumani ngePhosta 3. Khulumani ngalokho abafundi abakubonako.

Imibuzo ehlahlako:

- ★ Itlasi le ibonakala ifana/ihluka ngayiphi indlela neyakho?
- ★ Uyayibona nofana yini into enakhomba/sithandathu, njalonjalo?
- ★ Ingabe kunabafundi abanengi abajamileko, nofana abafundi abanengi abahleziko?
- ★ Mingaki imithi esetjhadini lamalanga wokubelethwa enamagama angaphezulu kwalinye?

ISIYELELISO

Bopha ipara ngayinye yamadlhavu nofana izandla ezisikiweko ndawonye.



- ✦ Which numbers could we add to the number washing line? Why those numbers?
 - ✦ Which number comes before/after/between ____?
 - ✦ Seven birds fly past the window. If we can see four how many have flown past?
 - ✦ Together two learners have seven shapes. If one of the learners has five shapes, how many shapes does the other learner have?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Create stories and songs about frogs and numbers using familiar tunes.

Small group activities

Teacher-guided activity

What you need

- 7 cardboard cut-outs of frogs
- 7 playdough flies (small balls of playdough)
- 2 plastic lids or paper plates per learner
- A tub per learner with:
 - Number dot cards 1–7
 - Number symbol and word cards 1–7 (*Resource Kit*)
 - 7 counters
 - A ball of playdough

1. **Word problems:** Look at the seven frogs and seven playdough flies.

Guiding questions:

 - ✦ Six frogs each eat a fly. How many flies are left?
 - ✦ How do you know? Tell me how you got your answer.
2. **Practising more than, fewer than, equal to:** Look at the seven frogs and seven flies again.

Guiding questions:

 - ✦ Are the number of frogs more than, fewer than or equal to the number of flies?

Count the frogs and the flies together.
3. **Add, take away:** Learners use counters to represent the frogs. Ask them to show you seven frogs (using counters).

Guiding questions:

 - ✦ How many frogs will be left if you take away three frogs?
 - ✦ If we add two frogs. How many frogs do you have now?

Learners use the counters in their tubs to represent and solve problems – for example:

 - ✦ Five frogs are looking for flies. Some frogs are green and some are brown. Two of the frogs are brown. How many frogs are green?
 - ✦ How do you know? Tell me how you got your answer.



TIP

Always ask learners to explain how they solved the problem, or how they got their answers.

- ✦ Ngiziphi iinomboro esingazingezelela edradeni yokweneka yeenomboro? Kubayini kube ngilezo iinomboro?
 - ✦ Ngiyiphi inomboro eza ngaphambili/ngemva/phakathi kuka ____?
 - ✦ linyoni ezilikhomba ziphapha zidlula ngefesdere. Nangabe sibona zine zingaki esele ziphapha zadlula?
 - ✦ Abafundi ababili banamabumbeko alikhomba nababoke. Nangabe umfundi munye unamabumbeko amahlanu, mangaki amabumbeko omunye umfundi anawo?
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya namaKghono wePilo: Yakha indatjana nengoma emayelana neenrharhwa neenomboro ngokusebenzisa itjhuni ejayelekileko.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Iinrharhwa zekhadibhodi ezili-7 ezisikiweko
- Iimpukani ezili-7 zehlama yokudlalisa (iimbholo ezincani zehlama yokudlalisa)
- Iimvalo ezi-2 zeplastiki nofana amapleyidi wephepha umfundi ngamunye
- Isikhafthini umfundi ngamunye esinalokhu:
 - Amakarada wamaqatjhazi weenomboro 1–7
 - Amakarada wetshwayo lenomboro neenomboromagama 1–7 (*IKhidi yeenSetjenziswa*)
 - Iimbalisi ezili-7
 - Ibhola yehlama yokudlalisa

1. **Imiraro yamagama:** Qalani iinrharhwa neempukanini ezilikhomba zehlama yokudlalisa.
Imibuzo ehlahlako:
 - ✦ Iinrharhwa ezisithandathu zidla ipukani ngasinye. Zingaki iimpukani eziseleko?
 - ✦ Wazi njani? Ngicocela bonyana uyithole njani ipendulwakho.
2. **Ukujayeza okungaphezulu kuna-, okumbadlwana kuna-, kulingana na-:** Qalani iinrharhwa ezilikhomba neempukanini ezilikhomba godu.
Imibuzo ehlahlako:
 - ✦ Ingabe inani leenrharhwa lingaphezulu, limbadlwana nofana lilingana nenani leempukani?

Balani iinrharhwa neempukani ndawonye.
3. **Ngezelela, susa:** Abafundi basebenzisa iimbalisi ukujamiselela iinrharhwa. Babawe bakukhombise iinrharhwa ezilikhomba (ngokusebenzisa iimbalisi).
Imibuzo ehlahlako:
 - ✦ Zingaki iinrharhwa ezizakusala nangabe ususa iinrharhwa ezintathu?
 - ✦ Nangabe singezelela ngeenrharhwa ezimbili. Zingaki iinrharhwa onazo kwanjisi?

Abafundi basebenzisa iimbalisi ezingeenkhafthinini zabo ukujamiselela nokurarulula imiraro – isibonelo:

 - ✦ Iinrharhwa ezihlanu zifuna iimpukani. Ezinye iinrharhwa zihlaza satjani bese ezinye zizotho. Iinrharhwa ezimbili zizotho. Zingaki iinrharhwa ezihlaza satjani?
 - ✦ Wazi njani? Ngicocela bonyana uyithole njani ipendulwakho?

ISIYELELISO

Ngeenkhathi zoke bawa abafundi bahlathulule kobana bawurarulule njani umraro, nofana bazithole njani iimpendulo zabo.

- ★ A green frog has two flies. A brown frog has four flies. How many more flies does the brown frog have than the green frog?
 - ★ How do you know? Tell me how you got your answer.
4. **Counting objects 1–10 and 10–1:** Learners make and count 10 flies each. They count backwards from 10 to 1.
- Guiding questions:**
- ★ Can you show me 4/7, and so on flies?
5. **Practising numbers 1–7:** Learners take out a number symbol card. They build a tower with the Unifix blocks to match this. They match their dot cards and number word cards to their number symbol and tower.
- Guiding questions:**
- ★ Does your tower have the same number of Unifix blocks as the number of flies I have?
 - ★ Does your tower have the same number of Unifix blocks as the number of frogs?
6. **Shake and break:** Learners use seven counters to shake and break. Discuss how the learners have broken up 7.
- Compare groups by asking learners to put three counters on one lid and four on the other.
- Guiding questions:**
- ★ Which lid has the most counters?
- Ask learners to put six counters on one lid and one on the other.
- ★ Which lid has fewer counters?
 - ★ How many fewer?
- Ask learners to put four counters on one lid and one on the other.
- ★ How could we make the counters on each lid equal?
7. **Dice:** Roll the dice. Learners quickly say the number of dots on the dice.
8. **Practising number 7 using playdough:** The learners make the number symbol 7 out of playdough. Support learners who are ready to write 7.



Check that learners are able to:

- count objects 1–10
- count backwards 10–1
- identify more, fewer and equal
- recognise, match, name and order number symbols, number words and dot cards 1–7
- match objects with dot cards 1–7
- solve addition and subtraction problems to 7
- identify dots 1–6 on a dice

- ✦ Isirhwarhwa esihlaza satjani sineempukani ezimbili. Isirhwarhwa esizotho sineempukani ezine. Iinrhwarhwa ezizotho ziinempukani ezingaphezulu ngazingakhi kuneenrhwarhwa ezihlaza satjani?
 - ✦ Wazi njani? Ngicocela bonyana uyithole njani ipendulwakho?
4. **Ukubala izinto 1–10 nali-10–1:** Abafundi benza begodu babala iimpukani ezi-10 ngamunye. Babala ukuya emuva ukusuka ku-10 ukuya ku-1.

Imibuzo ehlahlako:

- ✦ Ungangikhombisa iimpukani ezi-4/7, njalonzalo?
5. **Ukujayeza iinomboro 1–7:** Abafundi bakhupha ikarada letshwayo lenomboro. Bakha umbhotjhongo ngamabhlogo we-*Unifix* ukumadanisa lokhu. Bakhambelanisa amakarada wamaqatjhazi namakarada weenomboromagama kumatshwayo wabo wenomboro nombhotjhongo.

Imibuzo ehlahlako:

- ✦ Ingabe umbhotjhongo wakho unenani lamabhlogo we-*Unifix* elifana neleempukani enginazo?
 - ✦ Ingabe umbhotjhongo wakho unenani lamabhlogo we-*Unifix* elifana neleenrhwarhwa?
6. **Khuhlaza bese bayahlukanisa:** Abafundi basebenzisa iimbalisi ezilikhomba ukukhuhlaza bese bahlukanise. Khulumani ngokobana abafundi bamhlukanise njani u-7.

Madanisa iinghema ngokubuza abafundi kobana babeke iimbalisi ezintathu phezu kwesivalo sinye bese babeka zine phezu kwesinye.

Imibuzo ehlahlako:

- ✦ Ngisiphi isivalo esineembalisi ezinengi?
- Bawa abafundi babeke iimbalisi ezisithandathu phezu kwesivalo sinye bese babeka isibalisi esinye kwesinye.
- ✦ Ngisiphi isivalo esineembalisi ezimbadlwana?
 - ✦ Zimbadlwana ngazingaki?
- Bawa abafundi babeke iimbalisi ezine phezu kwesivalo sinye bese babeka isibalisi sinye phezu kwesinye isivalo.
- ✦ Singazenza njani iimbalisi eziphezu kwesivalo ngasinye zilingane?
7. **Idayisi:** Geda idayisi. Abafundi batjho inomboro yamaqatjhazi asedayisini msinyana.
8. **Ukujayeza inomboro 7 ngokusebenzisa ihlama yokudlalisa:** Abafundi benza itshwayo lenomboro 7 ngehlama yokudlalisa. Sekela abafundi esele balungele ukutlola u-7.



Tjheja bonyana abafundi bayakwazi uku:

- bala izinto 1–10
- bala ukuya emuva 10–1
- fanisa okungaphezulu, okumbadlwana nokulinganako
- khumbula, khambelanisa, iinomboromagama namatshwayo weenomboro, amagama weenomboro namakarada wamaqatjhazi 1–7
- khambelanisa izinto namakarada wamaqatjhazi 1–7
- rarulula imiraro yokuhlanganisa nokukhupha ku-7
- fanisa amaqatjhazi ka-1–6 phezu kwedayisi

Workstation 1

What you need

- Playdough
- Playdough template: Number 7 (page 212) – 1 per learner

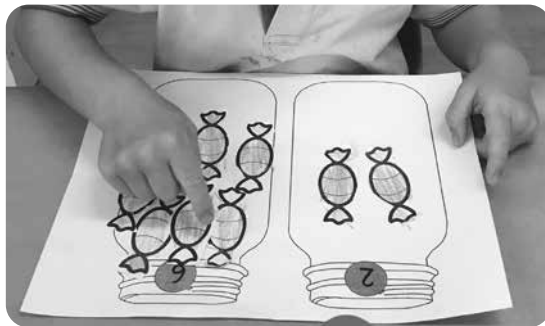
Learners use playdough to complete the template.

Workstation 2

What you need

- Per learner:
 - A4 page with picture of jars
 - Paper cut-outs of different coloured sweets
- Scissors
- Glue

Learners 'fill' the jars with the correct number of 'sweets' to correspond with the number on each jar.



Workstation 3

What you need

- A cup per learner
- Bottle tops/beads in a container
- A dice per pair of learners

Learners take turns to roll the dice and then put the same number of objects into their cups as the number the dice lands on. Once their cups are full, they roll the dice to empty the cups.



Workstation 4

What you need

- Number puzzles (1–7)

Learners each choose a number puzzle. They find the matching number and picture pieces.



Isitetjhi sokusebenzela 1

Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 7 (ikhasi 213) – 1 umfundi ngamunye

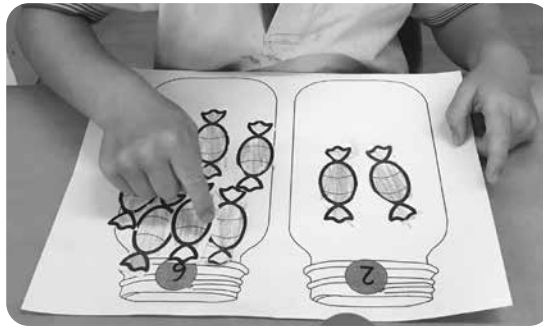
Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo.

Isitetjhi sokusebenzela 2

Okudingako

- Umfundi ngamunye:
 - Iphepha le-A4 elineenthombe zeenjege
 - Amaphepha asikiweko wamaswidi wemibala ehlukeleko
 - Iinkere
 - Isinamathiseli

Abafundi 'bazalisa' iinjege ngenani elifaneleko 'lomaswidi' ukukhambelanisa nenomboro esejegeni ngayinye.



Isitetjhi sokusebenzela 3

Okudingako

- Ikopi umfundi ngamunye
- Idayisi ipara yabafundi
- Iimvalo zebhodlelo/imincamo ngesiphathini



Abafundi badlhegana ngokugeda idayisi bese babeka inani elifanako lezinto ngemakopini wabo njengenomboro idayisi elijame kiyo. Lokha amakopi nasele azele, bageda idayisi ukukhupha ngekopini.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili weenomboro (1–7)



Abafundi bakhetha iphezili yenomboro ngamunye. Bathola inomboro neenquntu zesithombe ezikhambelanako.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Shapes: rectangle
- Direction: left, right
- Position: middle, bottom
- Sort objects according to two attributes
- Eighteen-piece puzzles

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Shapes: circle, square, triangle
- Symmetry
- Reinforce number concept 1–7

New maths vocabulary

symmetry
left

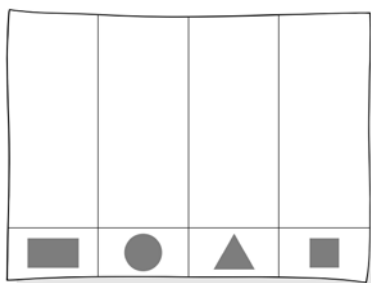
right
middle

rectangle

Getting ready

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

- large cardboard shapes of a rectangle and square (maths area)
- paper shapes: circle, square, triangle, rectangle – 1 per learner
- variety of leaves – 1 per learner
- shape book (page 216) – 1 per learner
- paper rectangles in different sizes and colours
- 8 small cardboard circles, squares, triangles and rectangles similar in size to the attribute blocks (used in Term 2, Week 8)
- eighteen-piece puzzles (page 222)
- A4 sheet of paper with 4 columns and picture of a shape (rectangle, circle, triangle, square) at the bottom of each column – 1 per learner



- incomplete pictures.



UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijiyomethri)

Iinhloko

- Isikhundla, ubujamo nokuqaleka kwento
- Amatshwayo wamabumbeko we-2-D nezinto ze-3-D
- Ukulandela iinkombatjhuba

Ilwazi elitjha

- Amabumbeko: uncamane
- Iinkombatjhuba: isincele, isidla
- Isikhundla: phakathi, ngaphasi
- Ukuhlela izinto ngokwama-athribhuthi amabili
- Amaphazili weenquntu ezilitjhumi nabunane

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1
- Amabumbeko: indulungu, isikwere, uncantathu
- Isimethri
- Gandlela umnqopho weenomboro 1–7

Ilwazimagama leembalo elitjha

isimethri
isincele

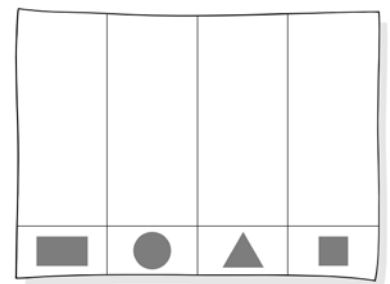
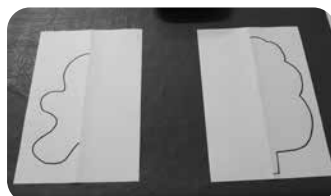
isidla
phakathi

uncamane

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amabumbeko amakhulu webumbeko likancamane nelesikwere (endaweni yeembalo)
- amabumbeko wephepha: indulungu, isikwere, uncantathu, uncamane – 1 umfundi ngamunye
- amakari amihlobohlobo – 1 umfundi ngamunye
- incwadi yamabumbeko (ikhasi 217) – 1 umfundi ngamunye
- aboncamane bephepha bobukhulu nombala ohlukileko
- amakhadibhodi amancani abu-8 weendulungu, iinkwere, aboncantathu, aboncamane bobukhulu obufanako nebamabhlogo we-athribhuthi (asetjenziswe ngeThemu 2, Iveke 8)
- amaphazili weenquntu ezilitjhumi nabunane (ikhasi 222)
- itjhidi lephepha le-A4 elinamakhholomu amane nesithombe sebumbeko (indulungu, isikwere, uncantathu, uncamane) enzasi kwekholomu ngayinye – 1 umfundi ngamunye
- iinthombe ezingakapheleli.



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- A ball
- Music
- Large rectangle-shaped box
- Large piece of paper
- Koki
- Chalk
- Attribute blocks

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners stand in a circle. Call out a number between 1 and 10. Learners take turns to bounce the ball according to the number called. Together count the number of bounces.
4. **Reinforce the circle, square, triangle:** Draw a large circle, square and triangle on the floor. Learners walk along the edges of the shapes. When the music stops, they step into the shape they are walking on.

Guiding questions:

- ★ What is your shape called? How do you know?
 - ★ How is your shape different to the other shapes?
 - ★ How many sides/corners/points does it have?
5. **Introducing rectangles:** Trace around the face of a large rectangle-shaped box to draw a rectangle. Focus on the straight lines, the corners and the number of sides while drawing.

Guiding questions:

- ★ Do you know what this shape is called?
- ★ How many straight lines does the rectangle have?
- ★ How many corners does the rectangle have?
- ★ How many sides does the rectangle have?

Place the box of attribute blocks on the mat. Hold up a rectangle attribute block.

- ★ What is this shape called?
- ★ Is this shape the same as the one we have just drawn? Why?

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

- ★ How many corners does it have?
- ★ How many sides does it have?
- ★ What can you tell me about the sides? Are all sides the same length?
- ★ Which sides are shorter?
- ★ Can you tell me how the rectangle is different from the square?

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

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani* (ikhasi 193)
- Ibholo
- Umbhino
- Ibhoksi elikhulu lebumbeko likancamane
- Isiquntu sephepha esikhulu
- Ikhokhi
- Amatjhogo
- Amabhlogo we-athribhuthi

1. **Ingoma:** Vumani ingoma, *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani*.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Abafundi bajama benze indulungu. Biza inomboro ephakathi kwaka-1 ne-10. Abafundi bayadlhegana ukubhampisa ibholo ngokuya ngokwenomboro ebiziweko. Balani inani lokubhampa kwebholo ndawonye.
4. **Gandelela indulungu, isikwere, uncantathu:** Dweba indulungu, isikwere noncantathu abakhulu phasi. Abafundi bakhamba magega nemiphetho yamabumbeko. Lokha umbhino nawuthulako, bangena ngaphakathi kwebumbeko abakhamba kilo.

Imibuzo ehlahlako:

- ✦ Ibumbeko lakho libizwani? Wazi njani?
- ✦ Ibumbeko lakho lihluke njani kamanye amabumbeko?
- ✦ Linamahlangothi/amakhona/amatlobo amangaki?

5. **Ukwethula aboncamane:** Dweba magega nobuso bebhoksi lebumbeko kancamane ukudweba uncamane. Nqophana nemida enqophileko, amakhona nenani lamahlangothi lokha nawudwebako.

Imibuzo ehlahlako:

- ✦ Uyazi bonyana ibumbeko leli libizwani?
- ✦ Uncamane unemida emingaki enqophileko?
- ✦ Uncamane unamakhona amangaki?
- ✦ Uncamane unamahlangothi amangaki?

Beka ibhoksi lamabhlogo we-athribhuthi phezu komada. Phakamisela ibhlogo le-athribhuthi kancamane phezulu.

- ✦ Libizwani ibumbeko leli?
- ✦ Ingabe ibumbeko leli liyafana naleli esiqeda ukulidweba? Kubayini? Khambisa amabhlogo wama-athribhuthi kancamane abunane mazombe ngetlasini kobana abafundi bawazwelele bebahlole namatshwayo.
- ✦ Inamakhona amangaki?
- ✦ Inamahlangothi amangaki?
- ✦ Ungangitjela ini mayelana namahlangothi? Ingabe amahlangothi wo ke anobude obufanako?
- ✦ Ngiwaphi amahlangothi amafitjhazana?
- ✦ Ungangitjela bonyana uncamane uhluke ngani nesikwere?

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

Day 2

What you need

- Song: *It's a rectangle* (page 194)
- Picture of a rectangle
- 10 chairs

1. **Song:** Sing the song, *It's a rectangle*. Show a picture of a rectangle and point to the sides as learners sing.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Ten learners form a circle with ten chairs. Each learner stands up and says a number starting from 1 and then sits down. When the last learner sits the whole class says '10'. Repeat the activity, starting with a different learner.



TIP

The learner who starts the counting can wear a hat.



4. **Rectangle hunt:** Learners play the game, 'I spy ... a rectangle.' Learners guess where the rectangle is in the classroom, for example, pictures, or rectangular shapes, such as the door, window, table, books. Learners predict what rectangle shapes they might find outside and go on a rectangle hunt.

Guiding questions:

- ★ Tell me what the shape looks like?
 - ★ Why is/isn't it a rectangle?
 - ★ How many sides/corners does it have?
 - ★ Are the sides all the same length?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Looby loo* (page 194)
- 10 everyday objects in a bag
- Musical instrument
- Square and rectangular wooden blocks
- Large cardboard rectangle and square
- Poster 3

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

Ilanga 2

Okudingako

- Ingoma: *Nguncamane* (ikhasi 195)
- Isithombe sakancamane
- Iintulo ezi-10

 ISIYELELISO

Umfundi wokuthoma ukubala angathwala ingwani.

1. **Ingoma:** Vumani ingoma, *Nguncamane*. Khombisa isithombe sakancamane bese ukhomba amahlangothi lokha abafundi nabavumako.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Abafundi abalitjumi benza indulungu ngeentulo ezilitjumi. Umfundi ngamunye uyasikima atjho inomboro ukuthoma ku-1 bese uhlala phasi. Lokha umfundi wokugcina nakahlala phasi itlasi yoke ithi '10'. Buyelela umsebenzi, uthome ngomfundi ohlukileko.



4. **Ukuzuma uncamane:** Abafundi badlala umdlalo, 'Ngihlola ... uncamane.' Abafundi bayafunisela bonyana uncamane ukuphi ngetlasini, isibonelo, iinthombe, nofana amabumbeko kancamane, njengomnyango, ifesdere, itafula, iincwadi. Abafundi batjhwela phambili bonyana ngiwaphi amabumbeko kancamane abangawathola ngaphandle bese bayakhamba bayokuzuma uncamane.

Imibuzo ehlahlako:

- ✦ Ngicocela bonyana ibumbeko lelo linjani?
 - ✦ Kubayini kunguye/kungasuye uncamane?
 - ✦ Linamahlangothi/amakhona amangaki?
 - ✦ Ingabe amahlangothi woke anobude obufanako?
5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Ingoma: *Lubi luu* (ikhasi 195)
- Izinto ezili-10 zangamalanga ngemgodleni
- Iinlilisi zomvumo
- Amabhlogo wesigodo asikwere nanguncamane
- Uncamane nesikwere ezikulu zekhadibhodi elikhulu
- Iphosta 3

1. **Ingoma:** Vumani ingoma *Lubi luu*.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.

3. **Counting objects 1–10:** Learners sit in a circle. They count ten objects as you place them in the bag. They pass the bag around as music plays. When the music stops the learner holding the bag puts one or more objects from the bag into the middle of the mat. Other learners guess how many objects there are on the mat. Together count these. Repeat the activity.



4. **Practising shapes:** Learners look for square and rectangular blocks in the classroom. They compare the differences and similarities between these. They place the blocks on the cardboard rectangle or square, as appropriate.



5. **Identifying shapes:** Discuss Poster 3.
- Guiding questions:**
- ✦ What do you think the learners on the mat are learning about?
 - ✦ What shapes can you see?
 - ✦ Is that a rectangle or a square? How do you know?
 - ✦ Why is this not a rectangle/square?
 - ✦ Can you find a shape that has two short and two long sides?
 - ✦ Can you find a shape with four sides that are all the same length?
 - ✦ What shape are Malusi's glasses?
 - ✦ Can you see any other rectangles?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *Looby loo* (page 194)
- Elastic/wool bands – 1 per learner
- 6 hula hoops

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

3. **Ukubala izinto 1–10:** Abafundi bahlala benze indulungu. Babala izinto ezilitjumi lokha nawuzifaka ngemgodleni. Badluliselana umgodla mazombe lokha nakudlala umvumo. Lokha umvumo nawuthulako umfundi ophethe umgodla ukhupha into yinye nofana ngaphezulu ngemgodleni bese uyibeka phakathi komada. Abanye abafundi bafunisela bonyana zizinto ezingaki eziphezu komada. Balani lokhu ndawonye. Buyelela umsebenzi lo.



4. **Ukujayeza amabumbeko:** Abafundi bafuna amabhlogo wesikwere newakancamane ngetlasini. Bamadanisa umahluko nokufana phakathi kwalokhu. Babeka amabhlogo kuncamane nofana isikwere sekhadibhodi, ngokufaneleko.



5. **Ukufanisa amabumbeko:** Khulumani ngePhosta 3.

Imibuzo ehlahlako:

- ✦ Ucabanga bonyana abafundi abaphezu komada bafunda ngani?
 - ✦ Ngiwaphi amabumbeko owabonako?
 - ✦ Ingabe lokhu nguncamane nofana sikwere? Wazi njani?
 - ✦ Kubayini lokhu kungasuye uncamane/isikwere?
 - ✦ Ungalithola ibumbeko elinamahlangothi amabili amafitjhani namabili amade?
 - ✦ Ungalithola ibumbeko elinamahlangothi amane anobude obufanako woke?
 - ✦ Amarhalasi kaMalusi anebumbeko elinjani?
 - ✦ Uyababona abanye aboncamane?
6. **Imisebenzi yesiqhema esincani:** Thadlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Ingoma: *Lubi luu* (ikhasi 195)
- Amabhande weraba/wewulu – 1 umfundi ngamunye
- Amahulahuphu asi-6

1. **Ingoma:** Vumani ingoma, *Lubi luu*.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.

3. **Counting objects 1–10:** Five learners stand around the six hula hoops. Play music. When the music stops, learners place the number of body parts you say over the hoop. For example: 'Show me five heads, ten elbows, four feet, nine fingers.'



TIP

Learners keep their bands on their arms for the week. Talk to them about which hand they use to draw, eat or catch a ball with.

4. **Position and direction:** Place a loose elastic/wool band on each learner's right hand.

Guiding questions:

- ★ Is your band on your left or right hand?
- ★ Wave at me with your left/right hand?

Sing the song, *Looby loo*. Learners place their right or left hands inside the hoop as they sing the song.

Three learners stand in line in front of the class. Discuss where each learner is standing and introduce the word 'middle'.

- ★ Who is standing in the middle?

Place the cardboard circle, square and triangle in a row and discuss their position.

- ★ Which shape is in the middle?

Play 'Sizwe says' using position and direction vocabulary such as:

- ★ Step forwards with your left foot.
- ★ Jump backwards on your right foot.
- ★ Put your right hand above your head.
- ★ Put your middle finger on your nose.

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

Day 5

What you need

- Song: *It's a rectangle* (page 194)
- A4 piece of paper
- Circle, square, triangle and rectangle paper shapes – 1 per learner
- Leaves – 1 per learner

1. **Song:** Sing the song, *It's a rectangle*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count as they bend to the left twice and then to the right twice. Repeat until they get to 10.

3. **Ukubala izinto 1–10:** Abafundi abahlanu bajama babhoda amahulahuphu asithandathu. Dlala umvumo. Lokha umvumo nawujamako, abafundi babeka inani lezitho zomzimba olitjhoko ngehla kwehulahuphu. Isibonelo: 'Ngikhombisani iinhloko ezihlanu, iindololwana ezilitjhumi, iinyawo ezine, imino elithoba.'



ISIYELELISO

Abafundi bafaka amabhande wabo emikhonweni yabo iveke. Khuluma nabo ngokobana ngisiphi isandla ebasisebenzisako nabadwebako, nabadlako nofana nababamba ibholo.

4. **Isikhundla nekombatjhuba:** Beka ibhande leraba/lewulu eligedlako esandleni somfundi ngamunye sesidla.

Imibuzo ehlahlako:

- ★ Ingabe ibhande lakho lisesandleni sakho sesincele nofana sesidla?
- ★ Ngivayisela isandla sakho sesincele/sesidla.

Vumani ingoma, *Lubi luu*. Abafundi babeka isandla sabo sesidla nofana sesincele ngaphakathi kwehuphu lokha nabavuma ingoma.

Abafundi abathathu bajama umjeje ngaphambi kwetlasi. Khulumani ngokobana umfundi ngamunye ujame kuphi bese uthula igama 'phakathi'.

- ★ Ngubani ojame phakathi?

Beka indulungu, isikwere noncantathu wekhadibhodi ngerhemo bese nikhuluma ngeenkundla zabo.

- ★ Ngiliphi ibumbeko eliphakathi?

Dlalani 'USizwe uthi' ngokusebenzisa ilwazimagama lesikhundla nekombatjhuba njengokuthi:

- ★ Tjhidela phambili ngenyawo lakho lesincele.
- ★ Yeqela emuva ngenyawo lakho lesidla.
- ★ Beka isandla sakho sokudla ngehla kwehlokwakho.
- ★ Beka umuno wakho ophakathi phezu kwepumulwakho.

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

Ilanga 5

Okudingako

- Ingoma: *Nguncamane* (ikhasi 195)
- Isiquntu sephepha le-A4
- Amabumbeko wendulungu, isikwere, uncantathu noncamane – 1 umfundi ngamunye
- Amakari – 1 umfundi ngamunye

1. **Ingoma:** Vumani ingoma, *Nguncamane*.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Abafundi bayabala lokha nabakhothamela ngesinceleni kabili bese bakhothamela ngesidleni kabili. Buyelela bebfike e-10.



TIP

A line of symmetry divides a shape into two equal parts.

4. **Symmetry:** Show learners the A4 piece of paper.

Guiding questions:

★ What shape is this?

Discuss how the shape can be folded, corner to corner, so the folded sides are exactly the same as each other.

★ How can we fold this rectangle so that it has two sides that are exactly the same?

Give each learner a paper shape. Learners fold their shapes so that the two folded sides are the same.

★ What shape is your paper?

★ How can you fold the circle/rectangle/square/triangle down the middle so that the two sides are exactly the same?

★ Are the sides exactly the same?

★ What other objects can you see that will have two sides that are exactly the same when you draw a line down the middle?

Give each learner a leaf. They fold their leaf in half lengthwise and carefully pull it apart down the middle.

★ Do you think the sides of your leaf are exactly the same?

★ How can we find out?



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

Integration

Home Language: Use positional vocabulary when giving instructions, for example: 'Put the book on the middle shelf.'

Life Skills: Paint pictures involving the use of symmetry, for example, patterns on a butterfly's and ladybird's wings (see Term 1 Week 7).

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with:
 - 10 attribute blocks – include all four shapes (*Resource Kit*)
 - 7 fruit counters (*Resource Kit*)
- A4 page with columns for shape sorting – 1 per learner
- A4 paper – 1 piece per learner
- Dot cards 1–7 (*Resource Kit*)

1. **Counting objects 1–10:** Learners count out 10 attribute blocks from their tubs.

Guiding questions:

★ How many triangles/circles/squares/rectangles do you see?

★ Can you see more/fewer rectangles or squares?

ISIYELELISO

Umuda wesimethri uhlukanisa ibumbeko libe ziingceny ezimbili ezilinganako.



4. **Isimethri:** Khombisa abafundi isiquntu sephepha le-A4.

Imibuzo ehlahlako:

- ★ Libumbeko liphi leli?

Khulumani ngokobana ibumbeko lizakubhincwa njani, ikhona nekhona, kobana amahlangothi abhinciweko afane namanye woke.

- ★ Singambhinca njani uncamane lo kobana abe namahlangothi amabili afana poro?

Nikela umfundi ngamunye iphepha le-bumbeko. Abafundi babhinca amabumbeko wabo kobana amahlangothi amabili abhinciweko afane.

- ★ Iphepha lakho libumbeko liphi?
- ★ Ungalibhinca njani ibumbeko lendulungu/uncamane/isikwere/uncantathu phakathi kobana amahlangothi amabili afane poro?
- ★ Ingabe amahlangothi afana poro?
- ★ Ngiziphi ezinye izinto ozibonako ezingaba namahlangothi amabili afana poro lokha nawudweba umuda obandula phakathi?

Nikela umfundi ngamunye ikari. Babhinca ikari labo ngobude libe mahlangothi amabili bese balihlukanisa phakathi ngokuyelela.

- ★ Ucabanga bonyana amahlangothi wekari lakho afana poro?
- ★ Singathola njani?

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

Ukuhlanganisa

ILimi leKhaya: Sebenzisa ilwazimagama lesikhundla lokha nawunikela imilayelo, isibonelo: 'Beka incwadi phakathi kwetjhelfu.'

AmaKghono wePilo: Penda iinthombe ezibandakanya ukusetjenziswa kwesimethri, isibonelo, amaphetheni emaphikweni weviyaviyani newakanombhonge (qala iThemu 1 iVeke 7).

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikhaftini somfundi ngamunye esinalokhu:
 - Amabhlogo ali-10 wama-athribhuthi – faka hlangana amabumbeko amane woke (*IKhidi yeenSetjenziswa*)
 - limbalisi zeentelo ezili-7 (*IKhidi yeenSetjenziswa*)
- Iphepha le-A4 elinamakholomu wokuhlelela amabumbeko ngamaneko– 1 umfundi ngamunye
- Iphepha le-A4 – isiquntu si-1 umfundi ngamunye
- Amakarada wamaqatjhazi 1–7 (*IKhidi yeenSetjenziswa*)

1. **Ukubala izinto 1–10:** Abafundi babala amabhlogo ali-10 wama-athribhuthi angeenkhaftininini zabo.

Imibuzo ehlahlako:

- ★ Bangaki aboncantathu/iindulungu/iinkwere/aboncamane obabonako?
- ★ Uyababona aboncamane nofana iinkwere ezingaphezulu/ ezimbadlwana?

2. **Practising shapes:** Learners sort their attribute blocks according to their similarities and differences. They place them in the correct column on their shape sorting page.



Guiding questions:

- ★ How are the shapes the same/different?

Learners group all the shapes that have four sides into one group on the mat.

- ★ Can you show me a shape that has four sides that are all the same length?
- ★ Can you show me a shape that has two long sides and two short sides?
- ★ Do you remember what this shape is called?
- ★ How are all these shapes the same?

3. **Dot cards (1–7):** Give each learner a dot card. They take turns to use their fruit counters and copy the dot arrangements on their cards. Check each learner’s arrangement before giving them new cards.

Guiding questions:

- ★ Do you think this card has more/fewer dots than the one you had before?

4. **Symmetry:** Give each learner a sheet of A4 paper. Learners fold their piece of paper (rectangles) so that the two sides are the same.

Guiding questions:

- ★ What shape is your page?
- ★ How can you fold the page so that the two sides are exactly the same?



TIP

Learners can help one another fold their pages to make the two sides equal.



Check that learners are able to:

- count 10 objects
- identify and copy arrangement of objects (1–7) to dot cards
- apply a line of symmetry in shapes
- recognise and name rectangles and describe their properties

2. **Ukujayeza amabumbeko:** Abafundi bahlela amabhlogo wabo wama-athribhuthi ngamananeko ngokufana nokuhluka kwawo. Bawabeka ngakukholomu efaneleko phezu kwephepha labo lokuhlela amabumbeko.



Imibuzo ehlahlako:

- ★ Amabumbeko la afana/ahluka ngani?

Abafundi babeka woke amabumbeko anamahlangothi amane esiqhemeni sinye phezu komada.

- ★ Ungangikhombisa ibumbeko elinamahlangothi amane anobude obufanako woke?
- ★ Ungangikhombisa ibumbeko elinamahlangothi amabili amade namahlangothi amabili amafitjhani?
- ★ Uyakhumbula bonyana ibumbeko leli libizwani?
- ★ Kubayini amabumbeko lawa woke afana?

3. **Amakarada wamaqatjhazi (1–7):** Nikela umfundi ngamunye ikarada lamaqatjhazi. Bayadlhegana ukusebenzisa iimbalisi zabo zeentshelobese bakopululele ihlelo lamaqatjhazi phezu kwamakarada wabo. Tjheja ihlelo lomfundi ngamunye ngaphambi kobana ubanikele amakarada amatjha.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana ikarada leli linamaqatjhazi angaphezulu/ambadlwana kunalelo ogade unalo ngaphambili?

4. **Isimethri:** Nikela umfundi ngamunye itjhidi lephepha le-A4. Abafundi babhinca isiquntu sabo sephepha (aboncamane) kobana amahlangothi amabili afane.

Imibuzo ehlahlako:

- ★ Iphepha lakho libumbeko liphi?
- ★ Ungalibhinca njani iphepha lakho kobana amahlangothi amabili afane poro?

ISIYELELISO

Abafundi bangasizana ukubhinca amaphepha wabo ukwenza amahlangothi amabili alingane.



Tjheja bonyana abafundi bayakwazi uku:

- bala izinto ezili-10
- fanisa nokukopela ihlelo lezinto (1–7) emakaradeni wamaqatjhazi
- sebenzisa umuda wesimethri emabumbekweni
- ukukhumbula nokutjho aboncamane begodu batlhadlhule amatshwayo wawo

Workstation 1



What you need

- Incomplete pictures – 1 per learner
- Crayons

Learners complete the shape in the picture so that both sides are the same, which makes the shape symmetrical. They colour the two sides using two different colours.

Workstation 2

What you need

- Shape book per learner (page 216)
- 8 small cardboard circles, squares, triangles and rectangles
- Crayons

Learners copy or trace the individual shapes and draw a picture using all the shapes.



Workstation 3

What you need

- Paper rectangles in different sizes and colours
- Paper
- Glue
- Crayons

Learners paste rectangle shapes onto paper to make a rectangle person.

Workstation 4

What you need

- An assortment of eighteen-piece puzzles

Learners build puzzles.



TIP

Allow learners the freedom to use their own ideas even if this means they do not make a rectangle person, but rather their own creation from the rectangles.

Isitetjhi sokusebenzela 1



Okudingako

- Iinthombe ezingakapheli – 1 umfundi ngamunye
- Amakhrayoni

Abafundi baqedelela ibumbeko elisesithombeni kobana amahlangothi womabili afane, okwenza bonyana ibumbeko libe yisimethri. Bafaka amahlangothi amabili la umbala ngokusebenzisa imibala emibili ehlukileko.

Isitetjhi sokusebenzela 2

Okudingako

- Incwadi yamabumbeko umfundi ngamunye (ikhasi 217)
- Amakhrayoni
- Iindulungu, iinkwere, aboncantathu naboncamane aba-8 abancani bamakhadibhodi

Abafundi abakope nofana badwebe ngokulandelela ibumbeko ngalinye bese badweba isithombe ngokusebenzisa amabumbeko woke.



Isitetjhi sokusebenzela 3

ISIYELELISO

Vumela abafundi basebenzise imibono yabo ngokutjhaphuluka nanyana lokhu kungatjho bonyana abenzi umuntu onguncamane, kodwana akube ngilokho abakwenze ngokwabo okusuka kiboncamane.

Okudingako

- Aboncamane bephepha bobukhulu nombala ohlukileko
- Isinamathiseli
- Iphepha
- Amakhrayoni

Abafundi banamathisela amabumbeko kancamane phezu kwephepha ukwenza umuntu onguncamane.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili amihlobohlobo weenquntu ezilitjhumini nabunane

Abafundi bakha amaphazili.

Content Area Focus: Measurement

Topics

- Mass: direct comparison using non-standard units

New knowledge

- Mass
- Light, lighter, lightest
- Heavy, heavier, heaviest

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- Equal groups
- Bigger, smaller

New maths vocabulary

light, lighter, lightest
heavy, heavier, heaviest

mass
balance scale

Getting ready

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

- balance scale (see photo on page 90)
- variety of everyday objects of different mass for weighing, for example, blown-up balloon, paper clip, cotton wool, empty egg carton, feather, leaf, coins, large sheet of paper, pencil, seeds, twig, rock, block, book, empty and full bottles
- leaves and stones – 1 of each per learner
- 2 containers: a small one filled with stones; a larger one filled with polystyrene chips



- an A4 page divided into 'heavy' and 'light' columns (see photo on page 100) – 1 per learner
- an A4 page with pictures of 'heavy' and 'light' objects and real-life objects to match the pictures
- 5 tins of the same size filled with objects of different mass, for example, sand, buttons, small stones, water, seeds
- containers that can be filled with water/sand for water and sand play
- measuring containers of different sizes and shapes, for example, tall containers (some that are wide and others that are narrow), short containers (some that are flat, others that are wide and others that are narrow), spoons, scoops, milk bottles, small and large yoghurt cups.

UmNqopho wesiGaba sokuMumethweko: Ukumeda

Iinhloko

- Ubungako/ubudisi: ukumadanisa bunqopho ngokusebenzisa amayunithi angakavami

Ilwazi elitjha

- Ubungako/ubudisi
- Lula, ludlana, lula khulu
- Budisi, budisana, budisi khulu

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ngaphezulu/mbadlwana ngakubili/ngakuthathu
- Iinqhema ezilinganako
- Khudlwana, ncazana

Ilwazimagama leembalo elitjha

lula, ludlana, lula khulu
budisi, budisana, budisi khulu

ubungako/ubudisi
isikala sokudzimelela

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- isikala sokudzimelela (qala isithombe ekhasini 91)
- imihlobo yezinto ezihlukileko ezisetjenziswa ngamalanga zobudisi obuhlukileko bokukala, isibonelo, amabhaluni avuthelweko, isiqobotjhelo sokubambisa amaphepha, ivolo, ikhathuni yamaqanda enganalitho, isiba, ikari, ihlavu yemali, itjhidi lephepha elikhulu, ipensela, imbewu, isigojwana, ilitje, ibhlogo, incwadi, amabhodlelo anganalitho nazeleko
- amakari namatje – 1 ngakunye umfundi ngamunye
- iimphathi ezi-2: esincani sizaliswe ngamatje; esikhudlwana sizaliswe ngeenqetjhana zepholisterini
- ikhasi le-A4 elihlukaniswe ngamakholomu 'kubudisi' godu 'kuludlana' (qala isithombe ephepheni 101) – 1 umfundi ngamunye
- ikhasi le-A4 elinesithombe sezinto 'ezibudisi' 'neziludlana' nezinto zamambala zokukhambelanisa neenthombe
- amabhlege ama-5 wobukhulu obufanako anezinto zobungako obuhlukileko, isibonelo, ihlabathi, iinkunubhe, amatje amancani, amanzi, imbewu
- iimphathi ezingazaliseka ngamanzi/ngehlabathi zemidlalo yamanzi neyehlabathi
- iimphathi zokumeda zobukhulu namabumbeko ahlukileko, isibonelo, iimphathi eziphakamileko (ezinye zibe banzi bese ezinye zibe matsikana) iimphathi ezifitjhani (ezinye zispara, ezinye zibanzi bese ezinye zibe matsikana), iingobho, iinkupu, amabhodlelo webisi, amakopi weyogathi amancani namakhulu.



Whole class activities

Day 1

What you need

- 2 shopping bags, one with 5 tins of food of the same mass; the other with 5 toilet roll inners
- Everyday objects of different mass

1. **Song:** Learners sing one of the songs from the previous weeks.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count the contents of the first shopping bag (five tins) and then the second shopping bag (five toilet roll inners).

Guiding questions:

- ★ How many items are there in the first/second shopping bag?
 - ★ If we count all of these items, how many do you think there will be?
4. **Comparing heavier and lighter:** Tell a story about going shopping at the store and buying tins of food and toilet rolls. Show learners the shopping bags and tell them that the teller packed the toilet rolls into one packet and the tins into another packet.

Guiding questions:

- ★ Which packet would you like to carry? Why?
 - ★ Why do you think we need to know how heavy or light things are?
- Replace the items in their bags. A few learners take turns to pick up each of the shopping bags.
- ★ Which shopping bag feels lighter/heavier than the other?
 - ★ Which is bigger, a tin or a toilet roll?
 - ★ Are all big objects lighter than smaller objects?



TIP

Make sure that all learners have a turn so that they can all enjoy the whole class activity.



Place the everyday objects on the mat.

- ★ Which item do you think will be the heaviest/lightest? How can you tell?

Learners take turns to point to two items and predict which one would be heavier and which would be lighter.

- ★ Do you think it will be lighter/heavier than the ____?

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Imigodla emi-2 yokuthenga, munye ube namabhlege ama-5 wokudla kobungako obufanako; omunye ube namarolo
- wengaphakathi lephepha lendlwaneni
- Izinto zangamalanga zobungako obuhlukileko

1. **Ingoma:** Abafundi bavuma ingoma yinye yeengoma zeemveke ezidlulileko.
2. **Ukubala ngomlomo:** 1–20 nali-10–1.
3. **Ukubala izinto 1–10:** Abafundi babala okumumethwe mgodla wokuthoma wokuthenga (amabhlege amahlanu) bese babala umgodla wesibili wokuthenga (amarolo amahlanu wengaphakathi lephepha lendlwaneni).

Imibuzo ehlahlako:

- ★ Mangaki ama-ayithemu angemgodleni wokuthoma/wesibili wokuthenga?
 - ★ Nangabe sibala woke ama-ayithemu la, ucabanga bonyana azakuba mangaki?
4. **Ukumadanisa okubudisana nokubuludlana:** Coca indatjana emayelana nokuyokuthenga esitolo nokuthenga amabhlege wokudla namarolo wephepha lendlwaneni. Khombisa abafundi umgodla wokuyokuthenga bese ubatjela bonyana umbhadelisi upake amarolo wephepha lendlwaneni ngemgodleni munye namabhlege ngakomunye umgodla.

Imibuzo ehlahlako:

- ★ Ngiyiphi iphakethe ongathanda ukuyiphatha? Kubayini?
- ★ Ucabanga bonyana kubayini sidinga ukwazi bonyana izinto zibudisi nofana zilula kangangani?

Jamiselela ama-ayithemu angemigodleni yabo. Abafundi abambalwa bayadlhegana ngokuguga umgodla wokuyokuthenga ngamunye.

- ★ Ngiwuphi umgodla wokuyokuthenga ozwakala uludlana/ubudisana kunomunye?



- ★ Ngikuphi okukhudlwana, ibhlege nofana iphepha lendlwaneni?

- ★ Ingabe zoke izinto ezikulu ziludlana kunezinto ezincazana?

Beka izinto zangamalanga phezu komada.

- ★ Ngiyiphi i-ayithemu ocabanga bonyana izakuba budisi khulu/lula khulu? Ubona ngani?

Abafundi bayadlhegana ukukhomba ama-ayithemu amabili bese batjhwela ngaphambili bonyana ngiyiphi ezakuba budisi khulu nokobana ngiyiphi ezakuba ludlana.

- ★ Ucabanga bonyana izakuba ludlana/budisana kune _____?

ISIYELELISO

Qinisekisa bonyana boke abafundi bathola idlhego kobana boke bazokuthabela umsebenzi wetlasi loke.

Learners then place one item in each hand and say which one feels heavy and which one feels light.

- ★ Was your guess correct?
- ★ How can you tell which one is lighter/heavier?
- ★ Can you find something else that is lighter/heavier than the ____? Why do you think that?

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

Day 2

What you need

- Song: *One elephant went out to play* (page 194)
- Leaves and small stones, 1 of each per learner
- Balance scale
- Everyday objects of different mass (from Day 1)

1. **Song:** Sing the song, *One elephant went out to play*, with actions.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Place a pile of 10 leaves and a pile of 10 stones on the mat.

Guiding questions:

- ★ How many leaves/stones do you think are in each pile?

Count the leaves and stones together.

- ★ How close were you to the correct number of leaves/stones?
- ★ Are there more/fewer stones?

4. **Comparing mass:** Learners sit in a circle, close their eyes and open both hands. Place a leaf in one hand and a stone in the other hand.

Guiding questions:

- ★ Which object feels heavier/lighter?

Learners open their eyes and identify which object is heavier.

5. **Mass: balance scale:** Continue the discussion about finding out how things are light or heavy.

Guiding questions:

- ★ What are some other ways we can find out which things are light and heavy?
- ★ Place the balance scale and everyday objects on the mat. One learner chooses two items to be weighed.
- ★ How can we use the balance scale to find out which of these objects is heavier/lighter?



Abafundi babeka i-ayithemu yinye esandleni ngasinye bese batjho bonyana ngiyiphi ezwakala ibudisi nokobana ngiyiphi ezwakala ilula.

- ★ Ingabe ukufunisela kwakho bekulungile?
- ★ Ungabona njani bonyana ngiyiphi ebuludlana/ebudisana?
- ★ Kukhona okhunye ongakuthola okubuludlana/okubudisana kune ____? Kubayini ucabange lokho?

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

Ilanga 2

Okudingako

- Ingoma: *Indlovu yinye yaphumela ngaphandle yayokudlala* (ikhasi 195)
- Amakari namatje amancani, 1 ngakunye umfundi ngamunye
- Isikala sokudzimelela
- Izinto zangamalanga zobungako obuhlukileko (zeLanga 1)

1. **Ingoma:** Vumani ingoma, *Indlovu yinye yaphumela ngaphandle yayokudlala*, kube nezenzo.
2. **Ukubala ngomlomo:** 1–20 na-10–1.
3. **Ukubala izinto 1–10:** Beka iwobhu lamakari ali-10 newobhu lamatje ali-10 phezu komada.

Imibuzo ehlahlako:

- ★ Mangaki amakari/amatje ocabanga bonyana akhona ewobhini ngalinye?

Balani amakari namatje ndawonye.

- ★ Bewuseduze kangangani nenani elifaneleko lamakari/lamatje?
- ★ Ingabe kunamatje angaphezulu/ambadlwana?

4. **Ukumadanisa ubungako:** Abafundi bayahlala benze indulungu, bavala amehlwabo bese bavula izandla zabo. Beka ikari ngesindleni sinye bese ubeka ilitje ngakesinye isandla.

Imibuzo ehlahlako:

- ★ Ngiyiphi into ebudisana/ebuludlana?

Abafundi bavula amehlwabo bese bafanisa bonyana ngiyiphi into ebudisana.

5. **Ubungako:** isikala sokudzimelela: Rangani imikhulumiswano emayelana nokuthola bonyana izinto zibulula nofana zibudisi kangangani.

Imibuzo ehlahlako:

- ★ Ngiziphi ezinye iindlela esingazithola ngazo bonyana ngiziphi izinto ezibulula nezibudisana?
- ★ Beka isikala sokudzimelela nezinto zangamalanga phezu komada. Umfundi oyedwa ukhetha ama-ayithemu ekufanele akalwe.
- ★ Singasisebenzisa njani isikala sokudzimelela ukuthola bonyana ngiyiphi yalezi zinto ebudisana/eludlana?



TIP

Learners often think that the side of the scale that is higher is heavier.

- ★ What is happening to the side with the ____? Why do you think this is so?
- ★ What do you think will happen if you put the ____ on one side and the ____ on the other side?

A few learners take turns to choose objects to be weighed, estimate which will be heavy and light and test their predictions.

- ★ Which object do you think will be heavier/lighter?
- ★ Did you estimate correctly?
- ★ What is happening to this side of the scale? Why do you think that happened?

Ask learners to bring a heavy and a light object from home for the lesson on Day 3.

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

Day 3

What you need

- Song: *One elephant went out to play* (page 194)
- Heavy and light objects brought by learners
- Apple made from playdough
- Balance scale
- A4 light/heavy grid

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Call out a number between 1 and 10. Learners get themselves into groups according to the number that you have called.

Guiding questions:

- ★ How many learners are in your group?
- Repeat with other numbers.

4. **Comparing and ordering objects according to mass:** Learners take turns to present the objects brought from home to the class.

Guiding questions:

- ★ Which object is heavy/light? What makes you say that?

Show learners the apple made from playdough. One learner brings their object to the balance scale and predicts whether it is heavier or lighter than the apple.

- ★ Does it feel heavy or light?
- ★ Why do you think it is lighter/heavier than the apple?



TIP

Bring a few extra objects for learners who are unable to bring objects.

ISIYELELISO

Abafundi bavame ukucabanga bonyana amahlangothi wesikala aphakamileko abudisana.

- ✦ Kwenzekani ngehlangothi eline ____? Kubayini ucabanga bonyana lokhu kunjalo?
- ✦ Ucabanga bonyana kuzakwenzekani nangabe ubeka i ____ ngehlangothi linye bese i ____ ngakelinye ihlangothi?

Abafundi abambalwa bayadlhegana ukukhetha izinto zokukalwa, linganisa bonyana ngiyiphi ezakuba budisi nelula bese bahlola ukutjhwela phambili kwabo.

- ✦ Ngiyiphi into ocabanga bonyana izakuba budisana/ludlana?
- ✦ Ingabe ulinganise ngefanelo?
- ✦ Kwenzekani kileli ihlangothi lesikhala? Kubayini ucabanga bonyana lokho kwenzekile?

Bawa abafundi beze nento ebudisi nelula ekhaya yesifundo selanga 3.

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

Ilanga 3

Okudingako

- Ingoma: *Indlovu yinye yaphumela ngaphandle yayokudlala* (ikhasi 195)
- Izinto ezibudisi nezilula ezilethwe bafundi
- Amahabhula enziwe ngehlama yokudlalisa
- Isikala sokudzimelela
- Igridi ye-A4 elula/ebudisi

1. **Ingoma:** Vumani ingoma, *Indlovu yinye yaphumela ngaphandle yayokudlala*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Biza inomboro ephakathi kuka-1 no-10. Abafundi bazihlela ngeenqhema ngokuya ngenomboro oyibizileko.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abasesiqhemeni sakho? Buyelela ngezinye iinomboro.

4. **Ukumadanisa nokurhemisa izinto ngokuya ngobungako:** Abafundi bayadlhegana ukuletha izinto abazithethe ekhaya baziletha esikolweni.

Imibuzo ehlahlako:

- ✦ Ngiyiphi into ebudisi/elula? Khuyini okukwenza utjho njalo?

Khombisa abafundi ihabhula elenziwe ngehlama yokudlalisa. Umfundi oyedwa uletha into yakhe esikalini sokudzimelela bese utjhwela phambili kobana ibudisana nofana iludlana kunehabhula.

- ✦ Izwakala ibudisi nofana ilula?
- ✦ Kubayini ucabanga bonyana kulula/kubudisi kunehabhula?



ISIYELELISO

Letha izinto ezimbalwa zokungezelela zabafundi abangakwazi ukuletha izinto.

The learner compares the mass of the object and the apple and then places it on the grid (see page 100) according to whether it is lighter or heavier than the apple.

- ★ How will you know which is heavier/lighter than the apple?
- ★ Which objects are lighter/heavier than the apple?
- ★ Which is the heaviest/lightest object?

Repeat a few times.

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

Day 4

What you need

- Song: *One elephant went out to play* (page 194)
- Rope or chalk
- 1 grape counter from the fruit counters (*Resource Kit*)
- Unifix tower of 2 blocks
- 1 small container filled with stones
- 1 large container filled with polystyrene chips
- Balance scale

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** This activity should be done outdoors. Make a long line with rope or chalk. Learners stand behind the line. Say a number between 1 and 10. Learners take big steps forwards while counting to the number that you have said. Make a mark for the learner who has got the furthest away from the rope. Repeat and see if any learner can get further than the marked spot.
4. **Small and heavy, large and light:** Place the grape counter and a Unifix tower of two blocks on the mat with the balance scale.

Guiding questions:

- ★ Which do you think is heavier? Why?

A learner weighs the grape counter and the Unifix tower on the balance scale.

- ★ Which is bigger/smaller?
- ★ Why do you think the grape counter is heavier?

Place the two containers with heavy and light objects (stones and polystyrene chips) on the mat.

- ★ Which container do you think is heavier? Why?
- ★ Are bigger things always heavier than smaller things?

A learner weighs the containers on the scale.

- ★ Which container is bigger/smaller?
- ★ Which container is heavier/lighter?
- ★ Why do you think that is?

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



TIP

Learners may find it difficult to understand that a small object can be heavier than a larger object. Refer to items on the maths table.

Umfundi umadanisa ubungako bento nebehabhula bese uyibeka phezu kwegridi (qala ikhasi 101) ngokuya ngokobana iludlana nofana ibudisana kunehabhula.

- ✦ Uzakwazi njani bonyana ngiyiphi ebudisana/eludlana kunehabhula?
- ✦ Ngiziphi izinto eziludlana/ezibudisana kunehabhula?
- ✦ Ngiyiphi into ebudisi khulu/elula khulu?

Buyelela kambalwa.

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

Ilanga 4

Okudingako

- Ingoma: *Indlovu yinye yaphumela ngaphandle yayokudlala* (ikhasi 195)
- Irobho nofana itjhogo
- Isibalisi esi-1 sedribe esikhutjhwe eembalisini zeentelo (*IKhidi yeenSetjenziswa*)
- Umbhotjhongo wamabhlogo ama-2 we-*Unifix*
- Isiphathi esi-1 esincani esizaliswe ngamatje
- Isiphathi esi-1 esikhulu esizaliswe iinqetjhana zepholisterini
- Isikala sokudzimelela

1. **Ingoma:** Vumani ingoma, *Indlovu yinye yaphumela ngaphandle yayokudlala*.
2. **Ukubala ngomlomo:** 1–20 na-10–1.
3. **Ukubala izinto 1–10:** Umsebenzi lo kufanele wenzelwe ngaphandle. Yenza umuda omude ngerobho nofana ngetjhogo. Abafundi bajama ngemva komuda. Yitjho inomboro ephakathi kuka-1 no-10. Abafundi bathatha amagadango amakhulu baya phambili lokha nababala baya enomborweni oyitjhwileko. Yenza imerego yomfundi obekude khulu nerobho. Buyelela ukubona bonyana kunomfundi ongaya kude kunendawo emeregiweko.
4. **Kuncani kodwana kubudisi, kukhulu kodwana kulula:** Beka isibalisi sedribe nombhotjhongo wamabhlogo amabili we-*Unifix* phezu komada onesikali sokudzimelela.

Imibuzo ehlahlako:

- ✦ Ngiyiphi ocabanga bonyana ibudisana? Kubayini?

Umfundi ukala isibalisi sedribe nombhotjhongo we-*Unifix* phezu kwesikali sokudzimelela.

- ✦ Ngiyiphi ekudlwana/encazana?

- ✦ Kubayini ucabanga bonyana isibalisi sedribe sibudisana?

Beka iimphathi ezimbili zibe nezinto ezibudisi nezilula (amatje ngeenqetjhana zepholisterini) phezu kwetafula.

- ✦ Ngisiphi isiphathi ocabanga bonyana sibudisana? Kubayini?

- ✦ Ingabe izinto ezikulu zihlala zibudisi kunezinto ezincani?

Umfundi ukala iimphathi phezu kwesikala.

- ✦ Ngisiphi isiphathi esikhudlwana/esincazana?

- ✦ Ngisiphi isiphathi esibudisana/esiludlana?

- ✦ Kubayini ucabanga bonyana kunjalo?

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

ISIYELELISO

Abafundi bangathola kubudisi ukuzwisisa bonyana into encani ingababudisi kunento ekulu. Qala kumayithemu aphezu kwetafula.

Day 5

What you need

- Song: *One elephant went out to play* (page 194)
- Bottle filled with water

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners find 10 small objects in the classroom. They sort the objects into the five they think are the heaviest and the five they think are the lightest.
4. **More or less than:** Place the bottle filled with water on the mat.

Guiding questions:

- ★ What objects in our classroom do you think weigh more than/less than this water bottle?

Two learners find one object each in the classroom that they think weighs more than the water bottle and two learners find objects that they think weigh less than the water bottle.

- ★ Do you think the object will weigh more/less than the water bottle? Why?

Learners then compare the mass of their object to the mass of the water bottle on the balance scale.

- ★ Is the _____ heavier/lighter than the water bottle?
 - ★ Did you estimate correctly?
5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Incorporate 'heavy' and 'light' into Creative Arts and Language activities, for example, learners mime carrying, pulling and pushing light and heavy objects, label classroom objects using 'light' and 'heavy' labels, collage activities using light (feathers, paper, plastic) and heavy (clay) materials.

Small group activities

Teacher-guided activity

What you need

- Balance scale
- 40 Unifix blocks
- 40 fruit counters
- A stone

1. **Counting objects 1–10:** Place the fruit counters and Unifix blocks in separate piles on the mat. Learners count five fruit counters and five Unifix blocks and place them in groups on the mat.



Ilanga 5

Okudingako

- Ingoma: *Indlovu yinye yaphumela ngaphandle yayokudlala* (ikhasi 195)
- Ibhodlelo elizaliswe ngamanzi

1. **Ingoma:** Vumani ingoma, *Indlovu yinye yaphumela ngaphandle yayokudlala*.
2. **Ukubala ngomlomo:** 1–20 na 10–1.
3. **Ukubala izinto 1–10:** Abafundi bathola izinto ezili-10 ezincani ngetlasini. Bahlela izinto ngazihlanu abacabanga bonyana ngezibudisi khulu nazihlanu abacabanga bonyana ngezilula khulu.
4. **Ngaphezulu nofana kuncani kuna:** Beka ibhodlelo elizaliswe ngamanzi phezu komada.

Imibuzo ehlahlako:

- ★ Ngiziphi izinto ezingetlasini yethu ocabanga bonyana zikala ngaphezulu kune/kancani kunebhodlelo leli lamanzi?

Abafundi ababili bathola into yinye ngetlasini ebacabanga bonyana ikala ngaphezulu kwebhodlelo lamanzi bese abafundi ababili bathola izinto ebacabanga bonyana zikala kancani kunebhodlelo lamanzi.

- ★ Ucabanga bonyana into izakukala ngaphezulu/kancani kunebhodlelo lamanzi? Kubayini?

Abafundi bese bamadanisa ubungako bento yabo ngobungako bebhodlelo lamanzi phezu kwesikali sokudzimelela.

- ★ Ingabe _____ ibudisana/iludlana kunebhodlelo lamanzi?
- ★ Ulinganise ngefanelo?

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

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo: Faka 'budisi' 'nolula' emisebenzini yobuKghwari bokuTlama neLimi, isibonelo, abafundi balingisela ukuthwala, ukudosa nokusunduza izinto ezilula nezibudisi, lebulu izinto zangetlasini ngokusebenzisa amalebula 'kulula' 'kubudisi', hlanganisa imisebenzi ngokusebenzisa imethiriyeli elula (amasiba, iphepha, iplastiki) nezibudisi (umdaka).

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikala sokudzimelela
- Amabhlogo we-*Unifix* ama-40
- Iimbalisi zeentshelo ezi-40
- Ilitje



1. **Ukubala izinto 1–10:** Beka iimbalisi zesithelo namabhlogo we-*Unifix* ngamawobhu ahlukileko phezu komada. Abafundi babala iimbalisi ezihlanu zesithelo namabhlogo amahlanu we-*Unifix* bese bawabeka phezu komada.

2. **Estimating mass:** In pairs, learners look at a group of five fruit counters and a group of five Unifix blocks. Ask learners which group of counters they think will weigh more.

Guiding questions:

- ★ Which group do you think is lighter/heavier than the other?
- ★ Why do you think the _____ group is heavier?

Learners take turns to hold a group of fruit counters in one hand and a group of Unifix blocks in the other hand and compare their mass.

- ★ Which feels heavier/lighter?
- ★ Why do you think it is lighter/heavier than the _____?

3. **Using a balance scale to measure mass:** Place the balance scale on the mat.

Guiding questions:

- ★ How can we find out which is the heavier of the two groups?

In pairs, learners use the balance scale to compare the mass of the objects to one another.

- ★ Which group do you think is heavier/lighter?
- ★ Do any groups weigh the same?
- ★ How do you know?
- ★ Did you estimate correctly?



Place the stone on the mat. Learners predict whether a Unifix block/ grape counter will be heavier or lighter than the stone.

- ★ Why do you think it is lighter/heavier than the stone?

Learners take turns to compare the mass of the Unifix block/grape counter to the mass of the stone.

- ★ Which objects are lighter/heavier than the stone?
- ★ Which is the heaviest/lightest object?



Check that learners are able to:

- compare the mass of two objects
- estimate the mass of objects
- use the balance scale to compare the mass of objects
- say which objects are light/heavy, lighter/heavier, lightest/heaviest

2. **Linganisa ubungako:** Abafundi baqala iwobhu leembali zesithelo ezihlanu nesiqhema samabhlogo we-*Unifix* amahlanu ngeempara. Buza abafundi bonyana ngisiphi isiqhema seembali abacabanga bonyana sizakukala ngokungaphezulu.

Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema ocabanga bonyana siludlana/sibudisana kunesinye?

- ★ Kubayini ucabanga bonyana _____ isiqhema sibudisana?

Abafundi bayadlhegana ukubamba isiqhema seembali ngesandla sinye nesiqhema samabhlogo we-*Unifix* ngakesinye isandla bese bamadanisa ubungako bazo.

- ★ Ngisiphi esizwakala sibudisana/siludlana?

- ★ Kubayini ucabanga bonyana siludlana/sibudisana kune _____?

3. **Ukusebenzisa isikali sokudzimelela ukumeda ubungako:** Beka isikali sokudzimelela phezu komada.

Imibuzo ehlahlako:

- ★ Singathola njani bonyana ngisiphi isiqhema esibudisana kezimbilezi?

Abafundi basenzisa isikali sokudzimelela ngeempara ukumadanisa ubungako bezinto enye kwenye.

- ★ Ngisiphi isiqhema ocabanga bonyana sibudisana/siludlana?

- ★ Ingabe kuneenqhema ezikala ngokufanako?

- ★ Wazi njani?

- ★ Ulinganise ngokufaneleko?

Baka ilitje phezu komada. Abafundi batjhwela phambili bonyana isibalisi sebhlogo le-*Unifix*/sedribe sizakuba budisana nofana ludlana kunelitje.

- ★ Kubayini ucabanga bonyana liludlana/libudisana kunelitje?

Abafundi bayadlhegana ukumadanisa ubungako besibalisi sebhlogo le-*Unifix*/sedribe nobungako belitje.

- ★ Ngiziphi izinto eziludlana/ezibudisana kunelitje?

- ★ Ngiziphi into ebudisi khulu/elula khulu?



Tjheja bonyana abafundi bayakwazi uku:

- madanisa ubungako bezinto ezimbili
- linganisa ubungako bezinto
- sebenzisa isikali sokudzimelela ukumadanisa ubungako bezinto
- tjho bonyana ngiziphi izinto ezilula/ezibudisi, eziludlana/ezibudisana, ezilula khulu/ezibudisi khulu

Workstation 1



What you need

- A4 page with pictures of 'heavy' and 'light' objects
- Real-life 'heavy' and 'light' objects to match the pictures shown on the A4 page
- A4 page with 'heavy' and 'light' columns
- Scissors
- Glue

Learners decide which objects they think are heavy and which are light. They then cut out the pictures to match these objects and paste them in the appropriate columns.

Workstation 2

What you need

- Balance scale
- Everyday objects to be weighed

Learners use the balance scale to weigh objects and tell one another which is heavier or lighter.

Workstation 3



What you need

- 5 containers of the same size filled with different materials, for example, sand, buttons, small stones, water, seeds

Learners arrange the containers in order from heaviest to lightest.

Workstation 4



What you need

- Container filled with water/sand for water and sand play
- Measuring containers of different sizes and shapes

Learners compare how much water/sand the different containers hold and compare their mass, using the vocabulary: light/heavy, lighter/heavier, lightest/heaviest. Learners may talk about which containers hold more, less, the same amount of water/sand and compare which containers are lighter/heavier.



TIP

Preparation for Week 6: Ask learners to each bring seven empty plastic cold drink bottles from home for activities they will do in Week 6. These can be different sizes.

Isitetjhi sokusebenzela 1



Okudingako

- Iphepha le-A4 elineentombe zezinto 'zobudisi' 'nobulula'
- Izinto zepilo yangambala 'ezibudisi' nezilula' kobana zikhambelaniswe neentombe ezikhonjiswe ephepheni le-A4
- Iphepha le-A4 elinamakholomu 'kubudisi' 'nokulula'
- Iinkere
- Isinamathiseli

Abafundi bathatha isiqunto sokobana ngiziphi izinto ebacabanga bonyana zibudisi nokobana ngiziphi abacabanga bonyana zibulula. Basika iintombe zokukhambelanisa izintwezi bese bazinamathisela emakholomini afaneleko.

Isitetjhi sokusebenzela 2

Okudingako

- Isikala sokudzimelela
- Izinto zangamalanga ezizokukalwa

Abafundi basebenzisa isikala sokudzimelela ukukala izinto bese bayatjelana bonyana ngiziphi ezibudisana nofana eziludlana.



Isitetjhi sokusebenzela 3

Okudingako

- Iimphathi ezi-5 zobudisi obulinganako ezizaliswe ngemetheriyeli ehlukeleko, isibonelo, ihlabathi, iinkunupe, amatjana amancani, amanzi, imbewu

Abafundi bahlela iimphathi ngerhemo ukusuka kezibudisi khulu ukuya kezibulula khulu.

Isitetjhi sokusebenzela 4



Okudingako

- Isiphathi esizalise amanzi/ihlabathi kobana kuzokudlalwa ngamanzi nehlabathi
- Ukumeda iimphathi zobukhulu nebumbeko elihlukileko

Abafundi bamadanisa bonyana mamanzi/ihlabathi engangani ephathwa ziimphathi ezihlukileko bese bamadanisa ubungako, ngokusebenzisa ilwazimagama: kulula/kubudisi, kubuludlana/kubudisana, kulula khulu/kubudisi khulu. Abafundi kufanele bakhulume ngokobana ngiziphi iimphathi eziphatha okungaphezulu, okuncani kuna, ubungako bamanzi/behlabathi obulinganako bese bayamadanisa kobana ngiziphi iimphathi eziludlana/ezibudisana.

ISIYELELISO

Ukulungiselela iVeke 6: Bawa abafundi beze namabhodlelo alikhomba wesiselo esimakhaza weplastiki anganalitho ekhaya wemisebenzi abazoyenza ngeVeke 6. Lokhu kungaba bukhulu obuhlukileko.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 8
- Ordinal numbers: fifth, last, next
- Oral counting: forwards 1–20 and beyond

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–7
- Ordinal numbers first to fifth
- Add, take away
- Two/three more/fewer
- Reinforce number concept 1–7

New maths vocabulary

eight
fourth
fifth

last
how many more to make
how many are left/left over

least
the same
exactly

Getting ready

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

- number frieze and house template for number 8 (page 208)
- 4 number 8 dot, symbol and word cards
- number symbol card 8 (number line)
- large cardboard cut-outs of 3 big and 7 small mice
- birthday chart
- days of the week chart
- 10 different-sized bottles
- playdough template: Number 8 (page 214) – 1 per learner
- paper/card crown strips with 8 rectangle shapes – 1 per learner



- set of dot cards 1–8 – 1 per learner



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

- Ukukhumbula nokufanisa amatshwayo wenomboro neenomborogama
- Ukutlhadlhula, madanisa nokurhemisa iinomboro

Ilwazi elitjha

- Inomboro 8
- Iinomborosikhundla: kwezihlanu, kokugcina, okulandelako
- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–7
- Iinomborosikhundla kokuthoma ukuya esihlanwini
- Ngezelela, susa
- Kungaphezulu/kumbadlwana ngakubili/ngakuthathu
- Gandlelela umqondo wenomboro 1–7

Ilwazimagama leembali elitjha

bunane
kwesine
kwezihlanu
kokugcina

kungaki okungaphezulu
ukwenza
kungaki okuseleko/okuseleko
okungaphezulu

kuncani khulu
kuyafana/kuyalingana
ngokunembako

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 8 (ikhasi 209)
- amakarada ama-4 wamaqatjhazi, wetshwayo newenomborogama 8
- amakarada wetshwayo lenomboro 8 (inambalayini)
- amakhadibhodi amakhulu asikiweko wamakhondlo ama-3 amakhulu nali-7 amancani
- itjhadi lamalanga wokubelethwa
- itjhadi lamalanga weveke
- amabhodlelo ali-10 wobukhulu obuhlukileko
- umfuziselo wehlama yokudlalisa: Inomboro 8 (ikhasi 215) – 1 umfundi ngamunye
- umtletle womqhele wephepha/wekarada elinamabumbeko kancamane abu-8 – 1 umfundi ngamunye
- isede yamakarada wamaqatjhazi 1–8 – 1 umfundi ngamunye



- yoghurt cup with 8 white beans. Mark one side of each bean with a black koki – 1 cup per learner
- 10 × 500 ml cold drink bottles, and 5 smaller empty cold drink bottles that you have collected
- 8 × 2 litre cold drink bottles half filled with sand (label each with a large number symbol and dot/s from 1 and 8).



Whole class activities

Day 1

What you need

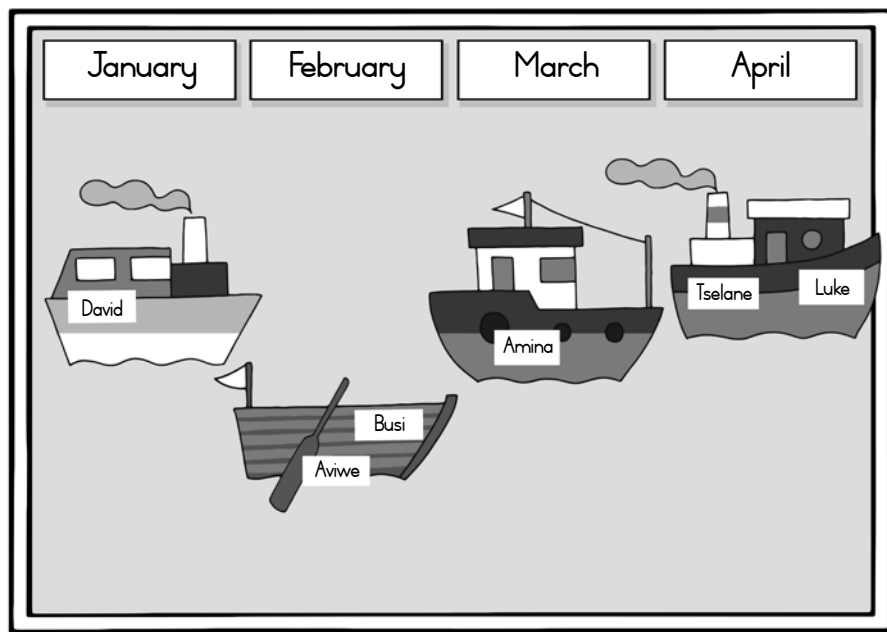
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

1. **Rhyme:** Say the rhyme, *Eight little mice* using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Look at the birthday and the days of the week charts.



TIP

Place the charts at eye level so learners can clearly see the information and share ideas with each other.



- ikopi leyogathi elineembhontjisi abu-8 amhlophe. Meregga ihlangothi linye lebhontjisi ngalinye ngekhokhi elinzima. – 1 umfundi ngamunye
- amabhodlelo wesiselo esimakhaza ama-10 × 500 ml, namabhodlelo amancani wesiselo esimakhaza anganalitho ama-5 owabuthetheleko
- amabhodlelo wesiselo esimakhaza abu-8 × 2 litha azele ihlabathi (lebula ngalinye ngetshwayo neqatjhazi lenomboro ukusukela ku-1 ukuya ku-8)



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Amakhondlo amancani abunane* (ikhasi 197)
- Umsiko wekhondlo eli-1 elikhulu namakhondlo amancani ali-7
- *Indatjana yenomboro 8* (ikhasi 197)
- Umhlobiso wenomboro nomfuziselo wendlu yenomboro 8 (ikhasi 209)
- Itjhadi lamalanga wokubelethwa
- Itjhadi lamalanga weveke

1. **Umlolozelo:** Yitjho umlolozele, *Amakhondlo amancani abunane* ngokusebenzisa ikhondlo elisikiweko.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Qala itjhadi lamalanga wokubelethwa nelamalanga weveke.

ISIYELELISO

Beka itjhadi ezingeni lamehlo wabafundi kobana abafundi bazokubona kuhle ilwazi nokwabelana ngemibono.

Mvulo

Lesibili

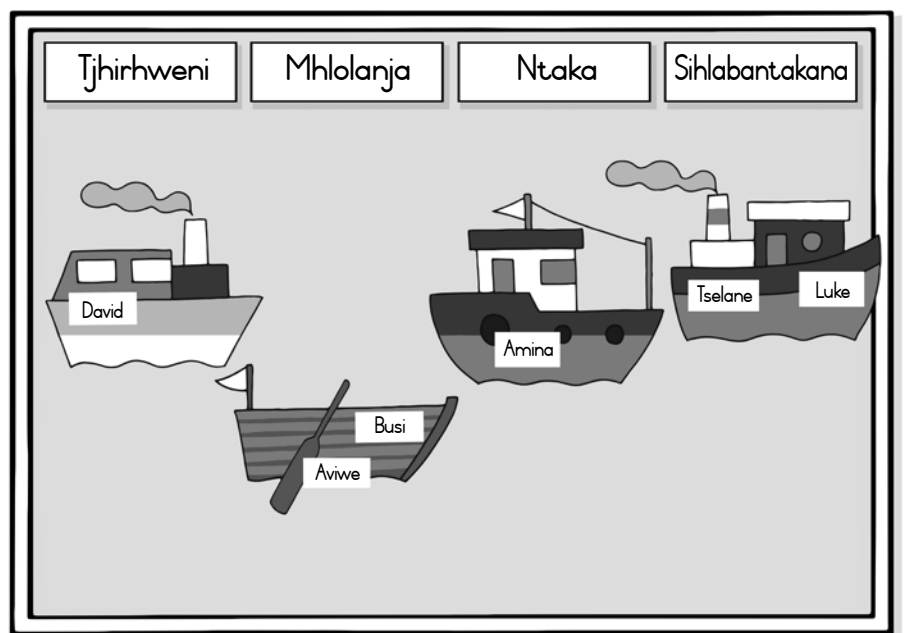
Lesithathu

Lesine

Lesihlanu

Mgqibelo

Sondo



Guiding questions:

- ★ Are there more or fewer than 10 months of the year on the birthday chart?
- ★ Do any months have 10 birthdays?
- ★ How many birthdays are there in _____?
- ★ Which month has the most/least birthdays?
- ★ How many birthdays would there be in _____ if we added/took away one/two/three names?
- ★ Are there more or fewer than 10 days of the week?

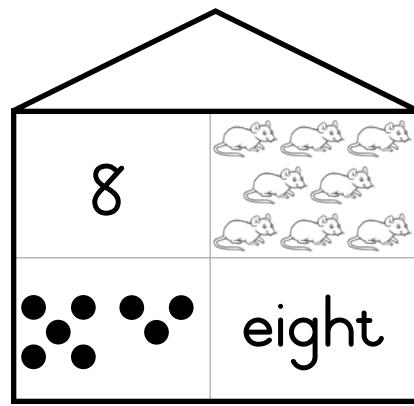
Count together and say the names of the months and days of the week.

4. **Introducing number 8:** Point to number friezes 1–7.

Guiding questions:

- ★ How many animals do you think will live in the next house?

Tell the *Number 8 story*. Show the different representations of number 8, for example, the picture, the dots, the symbol and the word. Add this house to the animal house frieze. Count the mice together. Dramatise mouse movements and sounds.



- ★ How many more mice are there than frogs?
- ★ Which house has three fewer animals than the frogs' house?

5. **Add the number 8 to the number washing line:** Show the learners the number 8 card.

Guiding questions:

- ★ Where should we put the number 8 on the number washing line?
- Talk about the position of number 8 in relation to number 7: it comes after number 7.

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

Day 2

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 4 number 8 dot, symbol and word cards
- Number line

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show cut-outs of big and small mice.

Guiding questions:

- ★ How many big/small mice do you think there are?
- ★ How many are there of each?

Count the pictures together.

Imibuzo ehlahlako:

- ✦ Ingabe bangaphezulu nofana bambadlwana kuneenyanga ezili-10 zomnyaka etjhadini lamalanga wokubelethwa?
- ✦ Ingabe kunenyanga enamalanga wokubelethwa ali-10?
- ✦ Mangaki amalanga wokubelethwa akhona _____?
- ✦ Ngiyiphi inyanga enamalanga angaphezulu/amancani khulu?
- ✦ Mangaki amalanga wokubelethwa azakubakhona e_____ nangabe singezelela/sisusa igama linye?
- ✦ Ingabe angaphezulu nofana ambadlwana kunamalanga ali-10 weveke? Balani ndawonye bese nitjho amagama weenyanga namalanga weveke.

4. **Ukwethula inomboro 8:** Khomba imihlobiso yenomboro 1–7.**Imibuzo ehlahlako:**

- ✦ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako?

Coca *Indatjana yenomboro 8*. Khombisa imihlobo ehlukeleko yokujamiselela inomboro 8, isibonelo, isithombe, amaqatjhazi, itshwayo nenomborogama. Ngezelela indlu le emihlobisweni yezindlu zeenlwana. Balani amakhondlo ndawonye. Lingisani umsikinyeko netjhada lekhondlo.

- ✦ Mangaki amakhondlo angaphezulu kuneenrhwarhwa?
- ✦ Ngiyiphi indlu eneenlwana ezimbadlwana ngazintathu kunendlu yeenrhwarhwa?

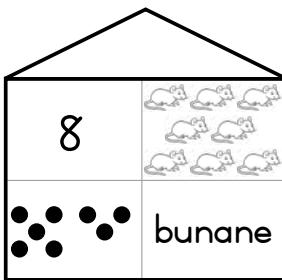
5. **Ngezelela inomboro 8 edradeni yokweneka inomboro:**

Khombisa abafundi ikarada lenomboro 8.

Imibuzo ehlahlako:

- ✦ Kufanele siyibeke kuphi inomboro 8 edradeni yokweneka inomboro?

Khulumani ngesikhundla senomboro 8 mayelana nenomboro 7: iza ngemva kwenomboro 7.

6. **Imisebenzi yesiqhema esincani:** Thadhula imisebenzi yesitetjhini sokusebenzela ngasinye.**Ilanga 2****Okudingako**

- Umlolozelo: *Amakhondlo amancani abunane* (ikhasi 197)
- Amakhondlo asikiweko ama-3 amakhulu namakhondlo amancani ali-7
- Amakarada ama-4 wamaqatjhazi, wetshwayo nenomborogama 8
- Inambalayini

1. **Umlolozelo:** Yitjho umlolozele, *Amakhondlo amancani abunane* uwulingisele ngokusebenzisa ikhondlo elisikiweko.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Khombisa okusikiweko kwekhondlo elikhulu namakhondlo amancani.

Imibuzo ehlahlako:

- ✦ Mangaki amakhondlo amakhulu/amancani ocabanga bonyana akhona?
- ✦ Mangaki akhona wakunye?

Balani iinthombe ndawonye.

4. **More than, fewer than, equal to:** Look at the cut-outs again.

Guiding questions:

- ★ Are there more/fewer big or small mice?
- ★ If two/three/four small mice were to run away, would there be the same number of big and small mice?

5. **Maths table:** Groups of eight learners each collect eight similar small objects. Each group says what objects they have found and how many objects they have found. Give a number 8 dot, symbol or word card to each group. One group at a time puts their objects and number 8 card on the table.

Guiding questions:

- ★ Where is the number 8 on the number line?
- ★ Can you draw it in the air/on your friend's back?

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



TIP

If one group has fewer than eight learners, help them to decide how many objects they each need to choose to make eight altogether.

Day 3

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 10 × 500 ml bottles
- 8 × 2 litre bottles
- Ball
- Number dot cards 1–8 (*Resource Kit*) displayed on the wall

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.

Guiding questions:

- ★ Which mouse is second, third, fifth?

2. **Oral counting:** 1–20 and beyond, 10–1.

3. **Counting objects 1–10:** Place 10 × 500 ml bottles and 8 × 2 litre bottles in separate groups where learners can see them.



Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How do you know?

Count the bottles in each group together.

4. **Dot cards and ordering 1–8; skittles:** Place 8 numbered 2 litre bottles in the incorrect order on the floor, in a line close to the dot cards that are displayed on the wall.

4. **Ngaphezulu kuna, kumbadlwana kuna, kulingana na:** Qala okusikiweko godu.

Imibuzo ehlahlako:

- ✦ Ingabe kunamakhondlo angaphezulu/ambadlwana amakhulu nofana amancani?
- ✦ Nangabe amakhondlo amancani amabili/amathathu/amane/ angabaleka, kungaba nenani lamakhondlo amakhulu namancani elifanako?

ISIYELELISO

Nangabe isiqhema sinye sinabafundi abambadlwana kunabafundi ababunane, basize ukuthatha isiqu nto sokobana zingaki izinto abafanele bazikhethe ngamunye ukwenza ezibunane nazihlangene zoke.

5. **Itafula yeembalo:** linqhema zabafundi ababunane babuthelela izinto ezincani ezibunane ezifanayo. Isiqhema ngasinye siyatjho bonyana zizinto bani abazitholileko nokobana bathole izinto ezingaki. Nikela isiqhema ngasinye ikarada lamaqatjhazi, letshwayo nenomborogama wenomboro 8. Isiqhema sinye sibeka izinto zaso ngasikhathi sinye nekarada lenomboro 8 phezu kwetafula.

Imibuzo ehlahlako:

- ✦ Iphi inomboro 8 phezu kwenambalayini?
- ✦ Ungayidweba emmoyeni/emhlana womnganakho?

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

Ilanga 3

Okudingako

- Umlolozelo: *Amakhondlo amancani abunane* (ikhasi 197)
- Amakhondlo asikiweko ama-3 amakhulu namakhondlo amancani ali-7
- Amabhodlelo ali-10 × 500 ml
- Amabhodlelo abu-8 × 2 litha
- Ibholo
- Amakarada wamaqatjhazi lenomboro 1–8 (*IKhidi yeenSetjenziswa*) akhangiswe ebodeni

1. **Umlolozelo:** Yitjho umlolozele, *Amakhondlo amancani abunane* uwulingisele ngokusebenzisa ikhondlo.

Imibuzo ehlahlako:

- ✦ Ngiliphi ikhondlo lesibili, lesithathu, lesihlanu?

2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

3. **Ukubala izinto 1–10:** Beka amabhodlelo ali-10 × 500 ml namabhodlelo ali-8 × 2 litha eenqhemeni ezihlukileko lapha abafundi bangawabona khona.



Imibuzo ehlahlako:

- ✦ Ngisiphi isiqhema esinamabhodlelo angaphezulu/ambadlwana?
- ✦ Wazingani?

Balani amabhodlelo esiqhemeni ngasinye ndawonye.

4. **Amakarada wamaqatjhazi nokurhemisa amabhodlelo 1–8; iinkitlili:** Beka amabhodlelo abu-8 wamalitha ama-2 ngerhemo ekungasilo phasi, emudeni oseduze namakarada wamaqatjhazi akhangiswe ebodeni.

Guiding questions:

- ★ Are these bottles in the correct order?

Together place the bottles in the correct order from 1 to 8. Learners take turns to knock down bottles with the ball and say which numbers have fallen.



- ★ Which number comes between 6 and 8; after 2; before 5?
- ★ If you knock down the number 2 and 3 bottles, how many dots does this add up to? (Learners point to dot card 5.)
- ★ How many bottles are left standing?
- ★ How many more do you need to knock over to get to 8?
- ★ Which three bottles could we choose if we want the number of dots to add up to 8?
- ★ How many bottles do we need to knock over so that there are exactly the same number of bottles lying down as there are standing up?
- ★ How many bottles will be left if I take one away?

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

Day 4

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 8 mice
- Pictures of 8 ducks
- Number friezes 1–8
- 8 × 2 litre bottles
- 10 × different-sized bottles
- Ball
- Number line and number symbols 1–8
- Dot cards 1–8

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place eight 2 litre bottles in a group and 10 different-sized bottles in a separate group.

Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How many bottles do you think are in each group?
- ★ How can we find out?

Count the bottles in each group together.

4. **Ordinal numbers first to fifth:** Look at the number friezes.

Guiding questions:

- ★ Which animals live in the second house, third house, fourth house?

Imibuzo ehlahlako:

- ★ Ingabe amabhodlelo la arhenyiswe ngefanelo?

Rhemisani amabhodlelo ngendlela efaneleko ndawonye ukusuka ku-1 ukuya ku-8. Abafundi bayadlhegana ukuwisela amabhodlelo phasi ngebholo bese bayatjho bonyana ngiyiphi inomboro ewileko.



- ★ Ngiyiphi inomboro engena hlangana no-5 no-8; ngemva kuka-2; ngaphambi kuka-5?
- ★ Nangabe uwisela phasi amabhodlelo inomboro 2 nenomboro 3, mangaki amaqatjhazi angezelela kilokhu? (Abafundi bakhomba ikarada lamaqatjhazi lenomboro 5.)
- ★ Mangaki amabhodlelo aseleko ajamileko?
- ★ Mangaki angaphezulu ekufanele uwabethe kobana ufike ku-8?
- ★ Ngiwaphi amabhodlelo amathathu esingawakhetha nangabe sifuna inani lamaqatjhazi ukungezelela ukufika ku-8?
- ★ Mangaki amabhodlelo esifanele ukuwabetha kobana kube nenani lamabhodlelo alele phasi elifana poro nelamabhodlelo ajamileko?
- ★ Kuzakusala amabhodlelo amangaki nangabe ngithatha linye?

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

Ilanga 4**Okudingako**

- Umlolozelo: *Amakhondlo amancani abunane* (ikhasi 197)
- Amakhondlo asikiweko abu-8
- Iinthombe zamadada abu-8
- Imihlobiso yenomboro 1–8
- Amabhodlelo ama-8 × 2 yamalitha
- Amabhodlelo ali-10 wobukhulu obuhlukileko
- Ibholo
- Inambalayini namatshwayo wenomboro 1–8
- Amakarada wamaqatjhazi 1–8

1. **Umlolozelo:** Buyelela umsebenzi wangeLanga 3.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka amabhodlelo abunane wamalitha ma-2 ngokweenqhema ezili-10 zamabhodlelo wobukhulu obuhlukileko ngeenqhema ezihlukeneko.

Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema esinamabhodlelo angaphezulu/ambadlwana?
- ★ Mangaki amabhodlelo ocabanga bona akhona ngesiqhemeni ngasinye?
- ★ Singathola njani?

Balani amabhodlelo esiqhemeni ngasinye ndawonye.

4. **Iinomborosikhundla kokuthoma ukuya esihlanwini:** Qala imihlobiso yenomboro.

Imibuzo ehlahlako:

- ★ Ngisiphi isilwana esihlala endlini yesibili, endlini yesithathu, endlini yesine?

5. **Practising and ordering 1–8; ordinal numbers first to fifth; skittles:** Repeat the activity from Day 3. Handout dot cards 1–8. Learners say what dot card they have and match these to the bottles.

Guiding questions:

- ★ Can you knock down the first/second/fifth bottle?
- ★ Can you show me the first/second/fifth number on the number line?
- ★ Can you put the first/second/fifth bottle next to the first/second/fifth house?

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

Integration

Home Language and Life Skills: Place skittles in the maths area/ outdoors for learners to play with.

Day 5

What you need

- Rhyme: *Eight little mice* (page 196)
- Masking tape/chalk
- Cut-outs of 8 mice
- A variety of bottles
- Poster 6

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place a variety of bottles in a group.

Guiding questions:

- ★ Are there more/fewer big bottles?
- ★ How many do you think there are?
- ★ How do you know?

Count the bottles together.

4. **Jumping track 1–8:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–8.

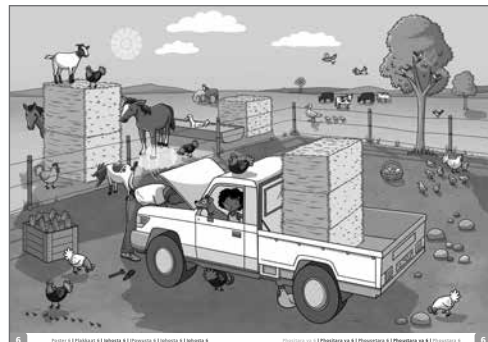
Guiding questions:

- ★ How many more jumps to get to 8?
- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/6 and count on from there as you jump?

5. **Practising 1–8:** Discuss Poster 6. Move between the learners to show them the picture.

Guiding questions:

- ★ What is the difference between a duck and a duckling?
- ★ How many ducks/ducklings can you see?



5. **Ukujayeza nokurhemisa 1–8; iinomborosikhundla kokuthoma ukuya kokuhlanu; amaskitlili:** Buyelela umsebenzi wangeLanga 3. Khupha amakarada wamaqatjhazi 1–8. Abafundi batjho ikarada lamaqatjhazi abaliphetheko bese balikhambelanisa nebhodlelo.

Imibuzo ehlahlako:

- ✦ Ungalibetha ibhodlelo lokuthoma/lesibili/lesihlanu?
- ✦ Ungangikhombisa inomboro yokuthoma/yesibili/yesihlanu kunambalayini?
- ✦ Ungalibeka ibhodlelo lokuthoma/lesibili/lesihlanu eduze nendlu yokuthoma/yesibili/yesihlanu?

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

Ukuhlanganisa

Ilimi leKhaya namaKghono wePilo: Beka amaskitlili endaweni yeembalo/ngaphandle kobana abafundi badlale ngawo.

Ilanga 5

Okudingako

- Umlolozelo: *Amakhondlo amancani abunane* (ikhasi 197)
- Amakhondlo abu-8 asikiweko
- Iphosta 6
- Itheyiphu yokusitha/itjhogo
- Imihlobo ehlukeleko yamabhodlelo

1. **Umlolozelo:** Buyelela umsebenzi wangeLanga 3.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka imihlobo ehlukeleko yamabhodlelo ibe siqhema.

Imibuzo ehlahlako:

- ✦ Ingabe kunamabhodlelo amakhulu angaphezulu/ambadlwana?
- ✦ Mangaki ocabanga bonyana akhona?
- ✦ Wazi njani?

Balani amabhodlelo ndawonye.

4. **Umzila wokweqa 1–8:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha ilere phezu komada kobana abafundi bazokweqa lokha itlasi nayibala 1–8.

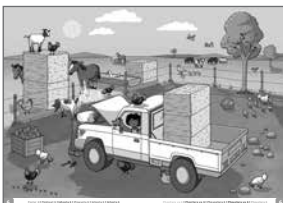
Imibuzo ehlahlako:

- ✦ Kufanele beqe kangaki okungaphezulu ukufika ku-8?
- ✦ Ungeqela enomborweni engaphezulu ngakunye/embadlwana ngakuthathu kunenomboro ojame phezu kwayo?
- ✦ Ungajama phezu kwenomboro 4/6 bese ubala ukusuka lapho lokha naweqako?

5. **Ukujayeza 1–8:** Khulumani ngePhosta 6. Khambakhamba phakathi kwabafundi ubakhombise isithombe.

Imibuzo ehlahlako:

- ✦ Khuyini umahluko phakathi kwedada nedzinyani ledada?
- ✦ Mangaki amadada/amadzinyani wedada owabonako?



- ✦ Are there more/fewer ducks on the poster than on the number frieze?
- ✦ If two ducklings joined the big duck in the water, how many ducks and ducklings would there be?
- ✦ How many ducklings are walking in the line?
- ✦ How many ducklings would there be if two walked away?
- ✦ Are there more/fewer big ducks or chickens?

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

Small group activities

Teacher-guided activity

What you need

- Number dot, symbol and word cards 1–8 (*Resource Kit*)
- Ball
- Playdough
- Boards
- Paper
- Pencils
- A tub per learner with:
 - 10 counters
 - Playdough
 - 3 lids
 - A yoghurt cup with beans marked with black koki on one side
 - 5 animal counters

1. **Oral counting 1–20:** Learners roll the ball to each other as they count from 1 to 20 (and beyond if they are able to).
2. **Word problems:** Present learners with problems to solve. They can use the counters in their tub to represent and help them solve the problems.

Guiding questions:

- ✦ There are ten mice in a cupboard. If three mice run away, how many mice will be left in the cupboard?
- ✦ If one mouse comes back, how many mice will be in the cupboard?

Ask learners to tell you how they got their answers.

3. **Practising 1–8; more/fewer/equal:** Show a number symbol card from 1 to 8. As quickly as they can, learners make the same number of balls with their playdough. They find the number word and dot card to match.

Ask learners to take out two of the lids from their tubs. They should place two balls on one lid and four on the other lid.

Guiding questions:

- ✦ Which lid has more/fewer balls?
- ✦ How many more/fewer does this lid have?
- ✦ Add to the lid with more balls so that it has two more than four balls. How many did you add?
- ✦ Take away from the lid with fewer balls so that it has no balls. How many did you take away?



TIP

If a learner has made an error in the calculation, ask if they want to use counters to show you what they have done. Don't simply say the learner is 'wrong'. Guide them to the correct answer.

- ✦ Ingabe kunamadada/amadzinyani wedada angaphezulu/ambadlwana phezu kwephosta kunemhlobisweni wenomboro?
 - ✦ Nangabe amadzinyani wedada amabili ajoyina idada elikhulu ngemanzini, mangaki amadada namadzinyani wedada azakubakhona?
 - ✦ Mangaki amadzinyani wedada akhamba emudeni?
 - ✦ Mangaki amadzinyani wedada azakuba khona nangabe mabili akhambile?
 - ✦ Ingabe kunamadada amakhulu nofana iinkukhu ezingaphezulu/ ezimbadlwana?
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Amakarada wamaqatjhazi, itshwayo nenomborogama 1–8 (*IKhidi yeenSetjenziswa*)
- Ibholo
- Ihlama yokudlalisa
- Amabhodi
- Iphepha
- Iimpensela
- Isikhafthini somfundi ngamunye esine:
 - limbalisi ezili-10
 - Ihlama yokudlalisa
 - Iimvalo ezi-3
 - Ikopi leyogathi elineembhontjisi elimeregwe ngekhokhi enzima ngehlangothini linye
 - limbalisi zeenlwana ezi-5

1. **Ukubala ngomlomo 1–20:** Abafundi bagedela ibholo omunye komunye lokha nababala ukusuka ku-1 ukuya ku-20 (nangaphezulu nangabe bayakwazi).
2. **Imiraro yamagama:** Nikela abafundi imiraro bayirarulule. Bangasebenzisa iimbalisi ezingenkhafthini zabo zibasize ukurarulula imiraro.

Imibuzo ehlahlako:

- ✦ Kunamakhondlo alitjhumi ngekhahodini. Nangabe amakhondlo amathathu ayabaleka, kunamakhondlo amangaki azakusala ngekhahodini?
 - ✦ Nangabe ikhondlo linye liyabuya, mangaki amakhondlo azakuba ngekhahodini?
- Bawa abafundi bakutjele bonyana bazithole njani iimpendulo zabo.
3. **Ukujayeza 1–8; kungaphezulu/kumbadlwana/kuyalingana:** Khombisa ikarada letshwayo lenomboro ukusuka ku-1 ukuya ku-8. Masinyana ngendlela abangakghona ngayo, abafundi benza inani elifanako leembholo ngehlama yabo yokudlalisa. Bathola ikarada lenomborogama namaqatjhazi bese bayakhambelanisa. Bawa abafundi bakhuphe iimvalo ezimbili ngeenkafthini zabo. Kufanele babeke iimbholo ezimbili phezu kwesivalo sinye bese babeka zine phezu kwesivalo esinye.
- #### Imibuzo ehlahlako:
- ✦ Ngisiphi isivalo esineembholo ezingaphezulu/ezimbadlwana?
 - ✦ Isivalo lesi sinazingaki ezingaphezulu/ezimbadlwana?
 - ✦ Ngezelela esivalweni esineembholo ezinengi ngaphezulu kobana sibe neembholo ezimbili ngaphezulu kuneembholo ezine. Ungezelele ngazingaki?
 - ✦ Susa iimbholo esivalweni esineembholo ezimbadlwana kobana singabi neembholo. Zingaki ozisusileko?

ISIYELELISO

Nangabe umfundi wenza iphutha ekubaleni, buza bonyana bayafuna ukusebenzisa iimbalisi ukukukhombisa bonyana benzeni. Ungamane uthi umfundi 'utjhaphile' nje kwaphela. Bahlahlele endulweni ekungiyiyo.

Learners each make eight balls. Place three balls on one lid and two on the other.

- ★ How many of the group of eight balls are left over?
- ★ What do we need to do to make the lids have the same number of balls?

Learners take out their third lid. They put one ball on the first lid and three balls on the second lid.

- ★ How many balls must go on the third lid to make eight balls altogether?

Repeat with other number combinations.

4. **Practising number 8 using playdough:** Learners make the number symbol 8 out of playdough. Support learners who are ready to write 8.
5. **Shake and spill bean game:** Learners take their yoghurt cups from their tubs. They each count out eight beans. Draw attention to the fact that the beans have been marked on one side. Ask learners to shake the cup and spill the beans.



Guiding questions:

- ★ How many beans are white? How many beans have a black mark?
- ★ How many beans are there altogether?

Learners shake and spill the beans again, using their cups and saying, 'Shake, shake, shake, and spill.' They count the beans together.

Learners compare combinations of white and black beans to make eight. Repeat a few times.

6. **Ordinal numbers first to fifth:** Learners place the animal counters in a line facing left. Ask individual learners which position different animals are standing in.

Guiding questions:

- ★ Which animal is first/third/fifth/last in line?
- ★ If you move ____ to behind ____ what position will it be in?



Check that learners are able to:

- count orally 1–20 and beyond
- identify first to fifth, last
- match objects 1–8 to number symbols, dot and word cards
- identify different combinations to make 8
- create the numeral 8 using playdough

Umfundi ngamunye wenza iimbhola ezibunane. Beka iimbhola ezintathu phezu kwesivalo sinye naambili phezu kwesinye isivalo.

- ✦ Zingaki iimbhola zesiqhema seembhola ezibunane eziseleko?
- ✦ Khuyini ekufanele sikwenze ukwenza iimvalo zibe nenani elifanako leembhola?

Abafundi bakhupha isivalo sabo sesithathu. Babeka ibhola yinye phezu kwesivalo sokuthoma bese babeka iimbhola ezintathu phezu kwesivalo sesibili.

- ✦ Zingaki iimbhola ekufanele ziye esivalweni sesithathu ukwenza iimbhola ezibunane nazihlangene zoke?

Buyelela ngezinye iinomboro eziyihlanganisela.

4. **Ukujayeza inomboro 8 ngokusebenzisa ihlama yokudlalisa:**

Abafundi benza itshwayo lenomboro 8 ngehlama yokudlalisa. Sekela abafundi esele bakulungele ukutlola u-8.

5. **Umdlalo wokukhuhluza bese uthulula iimbhontjisi:**

Abafundi bakhupha amakopi wabo weyogathi ngeenkhaftininini zabo. Babala iimbhontjisi ezibunane ngamunye. Dosela ingcondo yabo ephuzwini lokobana iimbhontjisi zimeregiwe ngehlangothini linye. Bawa abafundi bakhuhluze ikopi bese bathulula iimbhontjisi.



Imibuzo ehlahlako:

- ✦ Zingaki iimbhontjisi ezimhlophe? Zingaki iimbhontjisi ezinemerego enzima?
- ✦ Zingaki iimbhontjisi nasele zihlangene zoke?

Abafundi bayakhuhluza bese bathulula iimbhontjisi godu, basebenzisa amakopi wabo bese bathi, 'Khuhluza, khuhluza, khuhluza, bese uyathulula.' Babala iimbhontjisi ndawonye.

Abafundi bamadanisa iinhlanganisela zeembhontjisi ezimhlophe nezinzima ukwenza bunane. Buyelela kambalwa.

6. **Iinomborosikhundla kokuthoma ukuya kokuhlanu:**

abafundi babeka iimbalisi zeenlwana ngomjeje baqale ngesinceleni. Buza abafundi abambalwa kobana iinlwana ezihlukileko zijame kisiphi isikhundla.

Imibuzo ehlahlako:

- ✦ Ngisiphi isilwana esingesokuthoma/sesithathu/sesihlanu emjejeni?
- ✦ Nangabe utjhidisela ____ emuva ____ sizakuba kisiphi isikhundla?



Tjheja bonyana abafundi bayakwazi uku:

- bala ngomlomo 1–20 nangaphezulu
- fanisa kokuthoma ukufika kwesihlanu, kokucina
- khambelanisa izinto namakarada wetshwayo, wamaqatjhazi nenomborogama 1–8
- fanisa iinhlanganisela ezihlukileko ukwenza u-8
- akha inomboro 8 ngokusebenzisa ihlama yokudlalisa

Workstation 1

What you need

- Playdough
- Playdough template: Number 8 (page 214) – 1 per learner

Learners use playdough to complete the template.

Workstation 2

What you need

- Paper/card strips with 8 rectangles – 1 per learner
- Crayons
- Numbers from the number washing line

Learners colour in the correct number of rectangles for their age and write the number symbol to match. They draw one picture in each of the coloured rectangles for this birthday crown 'wish list'.



Workstation 3

What you need

- A set of dot cards (1–8)
- A tub with 8 coloured counters per learner

Learners each take a card and use their counters to replicate the arrangement of dots on the card. They compare cards to see if their numbers match. Repeat using all the cards from 1 to 8.

Workstation 4

What you need

- Large number symbol cards (*Resource Kit*)
- A tub for each learner with at least 36 counters (*Resource Kit*)

Each learner takes a number symbol card. They use counters to form the number symbol. They repeat this using different number symbol cards.



TIP

Discuss what each group has drawn on their crown's 'wish list' during whole class sessions.

Isitetjhi sokusebenzela 1

Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 8 (ikhasi 215) – 1 umfundi ngamunye

Umfundi usebenzisa ihlama yokudlalisa ukuqedelela umfuziselo.

Isitetjhi sokusebenzela 2



ISIYELELISO

Khulumani ngokobana isiqhema ngasinye sidwebe ini eenqholweni zabo 'zerhelo leemfiso' ngesikhathi sesetjhini yetlasi yoke.

Okudingako

- Umtletle wephepha/wekarada elinaboncamane aba-8 – 1 umfundi ngamunye
- Amakhrayoni
- Inomboro zedradeni yokweneka iinomboro

Abafundi bafaka umbala enomborweni yaboncamane abafanele iminyaka yabo bese batlola itshwayo lenomboro lokukhambelanisa. Badweba isithombe sinye ngakuncamane ngamunye ofakwe umbala womqhele 'werhelo lemfiso' zelangeli lokubelethwa.



Isitetjhi sokusebenzela 3

Okudingako

- Isede yamakarada wamaqatjhazi (1–8)
- Isikhafthini seembalisi ezi-8 ezifakwe umbala umfundi ngamunye

Umfundi ngamunye uthatha ikarada bese basebenzisa iimbalisi zabo ukufanisa ukuhleleka kwamaqatjhazi asekaradeni. Bamadanisa amakarada ukubona bonyana iinomboro zabo ziyakhambelana. Buyelela ngokusebenzisa wo ke amakarada ukusukela ku-1 ukuya ku-8.

Isitetjhi sokusebenzela 4

Okudingako

- Amakarada amakhulu wetshwayo lenomboro (*IKhidi yeenSetjenziswa*)
- Isikhafthini somfundi ngamunye sibeneembalisi ezima-36 okungaseni (*IKhidi yeenSetjenziswa*)

Umfundi ngamunye uthatha ikarada letshwayo lenomboro. Basebenzisa iimbalisi ukwakha itshwayo lenomboro. Babuyelela lokhu ngokusebenzisa amakarada ahlukileko wetshwayo lenomboro.

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

- Draw a picture to represent data

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- More, fewer, equal
- Collect, sort and represent collection of objects

New maths vocabulary

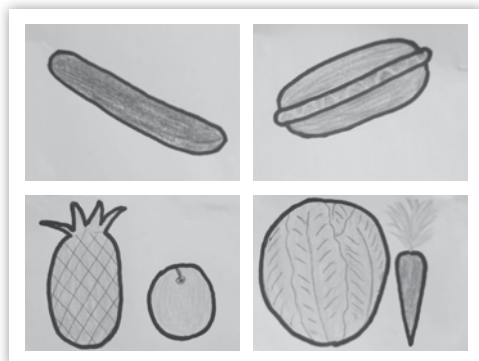
belongs

does not belong

Getting ready

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

- pictures of hot dog, boerewors, fruit and vegetables pasted on cardboard



- pictures of a red, blue, green and yellow hat pasted on cardboard
- small 5 cm × 5 cm card with a smiling face (see Term 2, Week 7) – 1 per learner
- a small red, blue, green and yellow paper/cardboard circle
- pictograph template with 4 columns and a space for food pictures/colour counters at the bottom
- A4 pictograph grid with 3 columns and red, blue and green blocks in the bottom row – 1 per learner
- fruit graph paper – 1 per learner (see page 134)
- weather calendar for the current month on which the daily weather is recorded
- name tags for each learner
- picture cards to represent the different types of learners' shoes: sandals; closed shoes with laces, Velcro or buckles

UmNqopho wesiGaba sokuMumethweko: UkuPhatha iDatha

Iinhloko

- Ukubuthelela nokuhlela izinto ngamananeko
- Ukujamiselela ibuthelelo lezinto ezihlelwe ngamananeko
- Ukukhuluma nokubika ngebuthelelo lezinto ezihlelwe ngamananeko

Ilwazi elitjha

- Ukudweba isithombe ukujamiselela idatha

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Kungaphezulu/kumbadlwana ngakubili/ngakuthathu
- Kungaphezulu, kumbadlwana, kuyalingana
- Buthelela, hlela ngamananeko bese ujamiselela ibuthelelo lezinto

Ilwazimagama leembalo elitjha

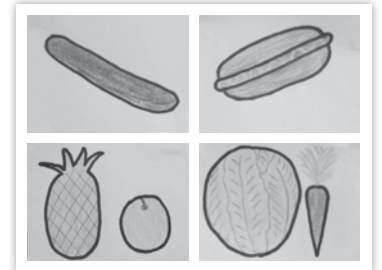
ukuba nendawo efaneleko

ukungabi nendawo efaneleko

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iinthombe zesoseji, ivoroso, isithelo nemirorho enanyathiselwe phezu kwebhodi
- iinthombe zeengwani ezibovu, ezihlaza samkayi, ezihlaza satjani ezinanyathiselwe phezu/kwekhadibhodi
- ikarada elincani eliyi-5 cm × 5 cm elinobuso obumomothekako (qala iThemu 2, iVeke 7) – 1 umfundi ngamunye
- indulungu encani yephepha/yekhadibhodi ebovu, ehlaza samkayi, ehlaza satjani nesarulani
- umfuziselo wegrafu yeenthombe onamakholomu ama-4 nesikhala seenthombe zokudla/iimbalisi zombala ngaphasi
- igridi yegrafu yeenthombe enamakholomu ama-3 namabhlogo abovu, ahlaza samkayi, nahlaza satjani ngaphasi – 1 umfundi ngamunye
- iphepha legrafu yesithelo – 1 umfundi ngamunye (qala ikhasi 135)
- ikhalenda yobujamo bezulu yenyanga ephezulu lapha ubujamo bezulu bangamalanga burekhodwe khona
- iingcebhezana zamagama zomfundi ngamunye
- amakarada wesithombe ukujamiselela imihlobo ehlukeleko yamanyathelo wabafundi: amapatlagwana, avalekileko anemitja, we-Ve/cro nofana iintjhesbhere



- paper cut-outs of fish: 6 each of orange, red, blue and green. Attach paper clips to these for their mouths
- cardboard pictograph grid with the same colours as the fish – 1 per learner
- 6 fishing rods: piece of string tied to a stick with a magnet at one end
- a dice with orange, red, blue and green sides (two colours repeated).

Whole class activities

Day 1

What you need

- Poster 7
- 4 pictures: hot dog, boerewors, fruit, vegetables
- Smiley face cards – 1 per learner
- Pictograph template

1. **Song/rhyme:** Learners choose a song or rhyme from previous weeks.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** In pairs, learners face each other and count up to 10 while:
 - ✦ clapping right hands together
 - ✦ clapping left hands together
 - ✦ clapping both hands together.

4. **Collecting and sorting data:** Talk about Poster 7.

Guiding questions:

- ✦ What foods are being sold at the market?
- ✦ What food would you choose to buy?

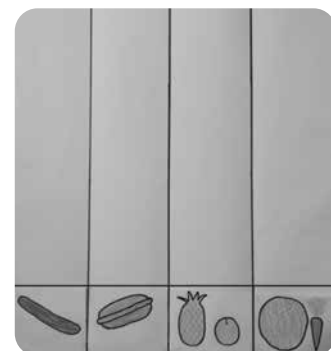


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ Which food do you think most learners like most/least?
- ✦ How do you know?
- ✦ How could we arrange our smiley faces so that we can easily see how many learners like each food?

Give each learner a smiley face.

5. **Representing data:** Place the food pictures at the bottom of each column on the pictograph template. Learners place their smiley face cards one at a time above the picture of the food they have chosen to complete the pictograph.
6. **Small group activities:** Describe the activities at each workstation.



Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- amaphepha wefesi asikiweko: asi-6 umbala ngamunye o-orentji, obovu, ohlaza samkayi nohlaza satjani. Namathisela abohagana bamaphepha kilokhu ukwenzela imilomo
- ikhadibhodi legridi yegrafu yeenthombe enemibala efanako neyefesi – 1 umfundi ngamunye
- iintongana zokuthiya ezisi-6: isiquntu sentambo esibotjhelelwe esigojwaneni esinozibuthe epenteni yinye
- idayisi elinamahlangothi a-orentji, abovu, ahlaza samkayi nahlaza satjani (imibala ibuyeleleke kabili).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Iphosta 7
- Iinthombe ezi-4: zesoseji, zavoroso, isithelo, imirorho
- Amakarada wobuso besimomotheki – 1 umfundi ngamunye
- Umfuziselo wegrafu yeenthombe

1. **Ingoma/umlolozelo:** Abafundi bakhetha ingoma nofana umlolozelo eengomeni zangeemveke ezidlulileko.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi baqalana ngeempara bese babala ukufikela e-10 lokha:
 - ✦ bawahla izandla zesidla ndawonye
 - ✦ bawahla izandla zesincele ndawonye
 - ✦ bawahla izandla zombili ndawonye.
4. **Ukubuthelela nokuhlela idatha ngamaneko:** Cocani ngePhosta 7.

Imibuzo ehlahlako:

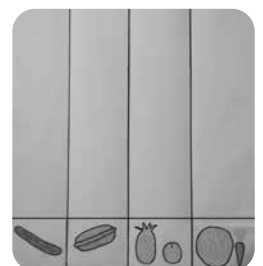
- ✦ Kukudla okunjani okuthengiswa emakethe?
- ✦ Kukudla okunjani ongakhetha ukukuthenga?

Khombisa iinthombe ezine zemihlobo yokudla ehlukeleko. Beka lokhu emakhoneni amane womada ngalinye. Abafundi bahlala eduze nesithombe sokudla abangakuthenga.

- ✦ Ngikuphi ukudla ocabanga bonyana abafundi abanengi bayakuthanda khulukhulu/kancazana?
- ✦ Wazi njani?
- ✦ Ungabuhlela njani ubuso besimomotheki kobana sikwazi ukubona bonyana bangaki abafundi abathanda ukudla ngakunye?

Nikela umfundi ngamunye ubuso besimomotheki.

5. **Ukujamiselela idatha:** Beka iinthombe zokudla ngaphasi ekholomini ngayinye phezu komfuziselo wegrafu yeenthombe. Abafundi babeka amakarada wobuso obumomothekako linye ngasikhathi sinye ngehla kwesithombe sokudla abasikhethileko ukuqedelela igrafu yeenthombe.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitethini sokusebenzela ngasinye.



ISIYELELISO

Qinisekisa kobana ubuso besimomotheki bubekwe kuhle kobana kungabi nesikhala phakathi kwabo ngekholomini ngayinye.

Day 2

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Weather calendar
- Poster 7
- Pictograph from Day 1

1. **Rhyme:** Say the rhyme, *Five little hotdogs* with finger movements.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand facing a partner with one hand behind their backs. On a given signal learners each put forward a number of fingers. Pairs count the total number of fingers they are showing. Repeat the activity, with learners showing a different number of fingers each time.
4. **Reading, interpreting and reporting on data:** Talk about the weather calendar for the month.

Guiding questions:

- ★ What can you tell me about the weather this month?
- ★ What kind of weather have we had the most/least of?
- ★ Were there more sunny days or rainy days? How many more? How do you know?

Learners look at Poster 7 and the food pictograph from Day 1. They compare the column heights on the pictograph and count to find out how many of each type of food different learners like.

- ★ What do you notice about the pictograph?
 - ★ Which column is the tallest/shortest? What does this mean?
 - ★ How many learners chose hot dogs/boerewors/fruit/vegetables?
 - ★ Are there more/fewer learners who chose hot dogs or more/fewer learners who chose boerewors? How many more?
 - ★ Do any of the columns have equal numbers?
 - ★ Which food is the most/least popular?
 - ★ What would happen if two more learners chose hot dogs/boerewors, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Name tag – 1 per learner
- Pictures of 4 hats (red, blue, green, yellow)
- Story: *Shopping for a hat* (page 196)
- Red, blue, green, yellow counters (*Resource Kit*)
- 4 containers labelled: red, blue, green, yellow
- 4 strips of white paper
- Pictograph template

Ilanga 2

Okudingako

- Umlolozelo: *Amasoseji amahlanu amancani* (ikhasi 197)
- Iphosta 7
- Igrafu yeenthombe zeLanga 1
- Ikhalenda yobujamo bezulu

1. **Umlolozelo:** Yitjho umlolozele, *Amasoseji amahlanu amancani* nemino esikinyekako.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bajama baqalana nabalingani isandla sinye singemuva kwabo. Ngokunikelwa itshwayo umfundi ngamunye ukhuphela inani elithileko lemimo phambili. Iimpaza zibala inani liloke lemimo abayikhombisako. Buyelela umsebenzi, abafundi bakhombisa inani elihlukileko lemimo ngasosoke isikhathi.
4. **Ukufunda, ukurhumutjha nokubika ngedatha:** Khulumani ngekhalenda yobujamo bezulu benyanga.

Imibuzo ehlahlako:

- ✦ Khuyini ongangitjela khona mayelana nobujamo bezulu benyanga le?
- ✦ Bujamo bezulu obunjani esibenabo khulukhulu/kancazana?
- ✦ Bekunamalanga amanengi wokubalela nofana wezulu? Bekamanengi kangangani? Wazi njani?

Abafundi baqala iPhosta 7 negrafu yeenthombe zokudla zangeLanga 1. Bamadanisa ukuphakama kwekholumu kugrafu yeenthombe bese bayabala ukuthola bonyana abafundi abahlukene bathanda kuphi ukudla komunye nomunye umhlobo wokudla.

- ✦ Khuyini okutjhejileko mayelana negrafu yeenthombe?
- ✦ Ngiyiphi ikholomu ephakame khulu/efitjhani khulu? Kutjho ukuthini lokhu?
- ✦ Bangaki abafundi abakhethe isoseji /ivoroso/isithelo/imirorho?
- ✦ Ingabe kunabafundi abangaphezulu/abambadlwana abakhethe amasoseji nofana bangaphezulu/bambadlwana abafundi abakhethe ivoroso? Bangaki abangaphezulu?
- ✦ Ingabe akhona amanye wamakholomu anenani elifanako?
- ✦ Ngikuphi ukudla okudume ngaphezulu/kancazana?
- ✦ Kuzakwenzekani nangabe abafundi abanengi bakhetha amasoseji/amavoroso, njalonzalo?

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

Ilanga 3

Okudingako

- Umlolozelo: *Amasoseji amahlanu amancani* (ikhasi 197)
- Ilimbalisi ezibovu, hlaza samkayi, hlaza satjani, sarulani (*IKhidi yeenSetjenziswa*)
- Isigcebhezana segama – 1 umfundi ngamunye
- Ilimphathi ezi-4 ezilebuliweko: bovu, hlaza samkayi, hlaza satjani, sarulani
- Iimithetha emi-4 yephepha elimhlophe
- Indatjana: *Ukuyokuthenga ingwani* (ikhasi 197)
- Umfuziselo wegrafu yeenthombe

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand in a circle and count from 1 to 10, clapping each time they say a number. The learner who says '10' sits down and the counting starts again from '1'. Repeat until only one learner is standing.
4. **Representing data:** Tell the story *Shopping for a hat*. Look at the pictures of the four hats. Discuss which colour hat learners would choose. Learners choose a counter to match the colour of the hat they have chosen. They place the counter into the container with the label for that colour.

Guiding questions:

★ How can we find out how many learners like each colour hat?

Ask four learners to arrange the counters from each container in a line on a strip of paper. Discuss the data.



★ How many learners like a red/blue/yellow/green hat?

★ How can we find out what the favourite colour is in our class?

Put a different coloured counter in the bottom row of the pictograph template. Learners place their name tags on the pictograph in the column above the colour of the hat they chose.



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

Day 4

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Pictures of 4 hats (red, blue, green, yellow)
- Pictograph from Day 3

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.

1. **Umlolozelo:** Yitjho umlolozele, *Amasoseji amahlanu amancani*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bajama benza indulungu bese babala ukusuka ku-1 ukuya ku-10, bayawahla ngaso soke isikhathi nabatjho inomoro. Abafundi abathi '10' bahlala phasi bese ukubala kuyathoma godu ukusuka ku-'1'. Buyelela bekusale umfundi oyedwa ajamile.
4. **Ukujamiselela idatha:** Coca indatjana *Ukuyokuthenga ingwani*. Qala iinthombe zeengwani ezine. Khulumani ngokobana ngiwuphi umbala wengwani abafundi abazawukhetha. Abafundi bakhetha isibalisi sokukhambelanisa umbala wengwani abayikhethileko. Bafaka isibalisi ngaphakathi kwesiphathi esinelebuli yombala loyo.

Imibuzo ehlahlako:

- ★ Singathola njani bonyana bangaki abafundi abathanda ingwani ngamunye?

Bawa abafundi abane bahlele iimbalisi ngesiphathini ngasinye ngomjeje phezu komtletle wephepha. Khulumani ngedatha.

- ★ Bangaki abafundi abathanda ingwani ebovu/ehlaza samkayi, esarulani/ehlaza satjani?

- ★ Singathola njani bonyana ngiwuphi umbala othandeka khulu ngetlasini yethu?

Beka imibala yeembalisi ehlukeleko emdeni ongaphasi womfuziselo wegrafu yeenthombe. Abafundi babeka iingcebhezana zamagamabo phezu kwegrafu yeenthombe ngehla kombala wengwani abayikhethileko.



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

Ilanga 4

Okudingako

- Umlolozelo: *Amasoseji amahlanu amancani* (ikhasi 197)
- Iinthombe zeengwani ezi-4 (bovu, hlaza samkayi, hlaza satjani, sarulani)
- Igrafu yeenthombe yeLanga 3

1. **Umlolozelo:** Yitjho umlolozele, *Amasoseji amahlanu amancani*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

3. **Counting objects 1–10:** Play 'Sizwe says', calling out classroom objects for learners to find, touch and count, for example, three chairs, ten crayons, two windows, one door, eight shoes, five books.
4. **Discussing and reporting on collection:** Place the pictures of the hats on the wall and ask learners to help you retell the story of the hats.

Guiding questions:

- ★ Which colour hat do you think most/least learners chose? Why do you think that?

Discuss the pictograph from Day 3.

- ★ What does the pictograph tell us?
- ★ Which is the tallest column?
- ★ How many learners chose that colour hat?
- ★ Are there any colours that no one chose?
- ★ Did more people choose red or blue hats, and so on?
- ★ Are there any colours that the same number of learners chose?
- ★ What would happen if two more/three fewer learners chose green, and so on?

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

Day 5

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Masking tape or chalk
- Picture cards to represent the different types of learners' shoes

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners line up in front of the class.

Guiding questions:

- ★ How many shoes are there altogether?
- ★ How many pairs of shoes are there?

4. **Sorting data:** Ask learners to say whether they are wearing sandals or closed shoes. If they are wearing closed shoes, do they have laces, Velcro or buckles? Say, 'I wonder how many learners are wearing sandals today?' Learners arrange themselves into groups according to their shoe type.

Guiding questions:

- ★ How many learners have shoes with laces/Velcro/buckles?
- ★ Are there more/fewer learners who have shoes with laces/Velcro/buckles, and so on?
- ★ Are any groups equal?



TIP

If learners wear different shoes to school, they can also group themselves according to shoe colour.



- Ukubala izinto 1–10:** Dlalani 'USizwe uthi', bizela abafundi izinto zangetlasini kobana bazithole, bazithinte bese bayazibala, isibonelo, iintulo ezintathu, amakhrayoni alitjumi, amafesdere amabili, umnyango munye, amanyathelo abunane, iincwadi ezihlanu.
- Ukukhulumisana nokubika ngebuthelelo:** Beka isithombe seengwani phezu kweboda bese ubawa abafundi bakusize ngokubuyelela nicoce indatjana yeengwani.

Imibuzo ehlahlako:

- ✦ Ngiwuphi umbala wengwani ocabanga bonyana abafundi bawukhethe ngobunengi khulu/kancani khulu? Kubayini ucabanga lokho? Khulumani ngegrafu yeenthombe zeLanga 3.
 - ✦ Khuyini esikutjelwa yigrafu yeenthombe?
 - ✦ Ngiyiphi ikholomu ephakamileko khulu?
 - ✦ Bangaki abafundi abakhethe umbala loya wengwani?
 - ✦ Ikhona imibala leyo okungekho noyedwa oyikhethileko?
 - ✦ Ingabe abantu abanengi bakhethe umbala weengawani obovu nofana ohlaza samkayi, njalonzalo.
 - ✦ Ikhona imibala ekhethwe linani elifanako labafundi?
 - ✦ Kuzakwenzekani nangabe abafundi ababili ngaphezulu/abambadlwana ngabathathu bakhetha umbala ohlaza satjani, njalonzalo?
- Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Umlolozelo: *Amasoseji amahlanu amancani* (ikhasi 197)
- Itheyiphu yokusitha nofana itjhogo
- Amakarada weenthombe zokujamiselela imihlobo ehlukileko wamanyathelo wabafundi

- Umlolozelo:** Yitjho umlolozele, *Amasoseji amahlanu amancani*.
- Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
- Ukubala izinto 1–10:** Abafundi abahlanu barhema ngaphambi kwetlasi.

Imibuzo ehlahlako:

- ✦ Mangaki amanyathelo akhona nakahlangeneko?
 - ✦ Zingaki iimpara zamanyathelo ezikhona?
- Ukuhlela idatha ngamaneko:** Bawa abafundi batjho bonyana bambethe amapatlagwana nofana amanyathelo avalekileko. Nangabe bambethe amanyathelo avalekileko, anayo imitja, i-*Ve/cro* nofana iintjhesbhere? Yithi, 'Ngizibuzisa bonyana bangaki abafundi abambethe amapatlagwana namhlanjisi?' Abafundi bazihlela ngokwabo ngeenqhema ngokuya ngokomhlobo wamanyathelo abawembetheko.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abanamanyathelo anemitja/*Ve/cro*/iintjhesbhere, njalonzalo?
- ✦ Ingabe kunabafundi abangaphezulu/abambadlwana abanamanyathelo anemitja/*Ve/cro*/iintjhesbhere njalonzalo?
- ✦ Zikhona iinqhema ezilinganako?

ISIYELELISO

Nangabe abafundi bambatha amanyathelo wesikolo ahlukileko, godu bangazibuthelela ngokombala wamanyathelo.



5. **Organising data:** Learners organise themselves into lines according to their shoe type.

Guiding questions:

- ★ Which line is longest/shortest?
- ★ What does that tell us?
- ★ What type of shoe is worn by most/least learners? How do you know?
- ★ Do any lines have the same number of learners?

Together count the number of learners in each line.

- ★ How many learners are there in this line?

Place pictures of the types of shoes in a row on the mat. Learners take off their right shoe and place it in the column above the picture that represents their shoe.

- ★ Which column has the most/least shoes?
- ★ Are there more learners who have sandals than learners who have shoes with laces, and so on?
- ★ How many more learners have closed shoes than sandals, and so on?

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

Integration

Home Language: Sharing ideas, Listening and Speaking.

Life Skills: Sort objects when tidying up and packing away.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with a variety of:
 - 10 Unifix blocks (red, blue and green: a different combination for each learner)
 - Counting sticks
 - Coloured counters
- A tub of crayons per learner with an assortment of red, blue and green crayons
- A4 pictograph grid per learner with red, blue and green blocks in the bottom row

1. **Oral counting:** 1–20 and beyond, 10–1.
2. **Counting objects 1–10:** Learners each count out 10 Unifix blocks from their tubs. They build a tower.

Guiding questions:

- ★ How many blocks make up your tower?
- ★ How many red/blue/green blocks are there?
- ★ Are there more/fewer red or blue blocks?

5. **Ukuhlela idatha:** Abafundi bazihlela ngokwabo ngokujama umjeje ngokuya ngokomhlobo wenyathelo.

Imibuzo ehlahlako:

- ✦ Ngiwuphi umjeje omude khulu/omfitjhani khulu?
- ✦ Lokho kusitjela ini?
- ✦ Ngimuphi umhlobo wamanyathelo owembathwa bafundi khulu/kancani khulu? Wazi njani?
- ✦ Kukhona imijeje enenani labafundi elifanako?

Balani inani labafundi emjejeni ngamunye ndawonye.

- ✦ Bangaki abafundi abasemjejeni lo?

Rhemisa iinthombe zemihlobo yamanyathelo phezu komada.

Abafundi bakhupha amanyathelwabo wangesidleni bese bawabeka ngekholomini engaphezu kweenthombe ezijamele amanyathelwabo.

- ✦ Ngiyiphi ikholomu enamanyethelo amanengi khulu/amancani khulu?
- ✦ Ingabe kunabafundi abangaphezulu abanamapatlagwana kunabafundi abanamanyathelo anemitja, njalunjalo?
- ✦ Bangaki abafundi abangaphezulu abanamanyathelo avalekileko kunamapatlangwana, njalunjalo?

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

Ukuhlnganisa

ILimi leKhaya: UkwAbelana ngemibono, ukuLalela nokuKhuluma.

AmaKghono wePilo: Hlela izinto ngamananeke lokha nawubuthako upaka nezinto.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikhafthini umfundi ngamunye esinemihlobohlobo yalokhu:
 - 10 amabhlogo we-*Unifix* (elibovu, hlaza samkayi nelihlaza satjani: umvango ohlukileko umfundi ngamunye)
 - lingojuana zokubala
 - limbalisi zemibala
- Isikhafthini samakhrayoni umfundi ngamunye esinemihlobohlobo yamakhrayoni abovu, hlaza samkayi nokuhlaza satjani
- Igridi yegrafu yeenthombe eyi-A4 umfundi ngamunye enamabhlogo abovu, hlaza samkayi nokuhlaza satjani erhemeni elingaphasi

1. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
2. **Ukubala izinto 1–10:** Abafundi babala ngamunye amabhlogo we-*Unifix* ali-10 angeenkafthininini zabo. Bakha umbhotjhongo.

Imibuzo ehlahlako:

- ✦ Mangaki amabhlogo akhe umbhotjhongo wakho?
- ✦ Mangaki amabhlogo abovu/hlaza samkayi /hlaza satjani akhona?
- ✦ Ingabe kunamabhlogo angaphezulu/ambadlwana abovu nofana ahlaza samkayi?

3. **Collecting and sorting objects:** Learners decide for themselves how to sort all the objects (Unifix blocks, sticks and counters) in their tubs.

Guiding questions:

- ★ What groups can you make with your objects?
- ★ How are you sorting them?
- ★ Why did you put your _____ in this group?
- ★ How are these things alike?
- ★ Can you sort these in a different way?

Learners sort their objects according to a given attribute.

- ★ Can you sort your objects by colour/shape/size?
- ★ Which one belongs/does not belong in this group? Why?



TIP

Repeat with different colour combinations linked to the Unifix block colours.

4. **Sorting, representing and interpreting data:** Give each learner an A4 pictograph grid, and a tub of red, blue and green crayons. Learners sort their crayons according to colour.

Guiding questions:

- ★ Can you sort your crayons by colour?
- ★ What name can you give to this group of crayons?

Learners count how many crayons there are in each group. They put the number of matching colour Unifix blocks into the columns above the matching colour on their pictograph grids.

- ★ Are there more blue or green/red/crayons?
- ★ Which colour crayon do you have the most/least of?
- ★ How many more _____ crayons are there than _____ crayons?



Check that learners are able to:

- compare objects according to one or more attribute, for example, colour, size, type
- sort objects into groups according to different attributes
- describe the attributes of the sorted objects
- explain how they sorted the objects
- decide in which column objects belong
- know 'how many' based on the data represented

3. **Ukubuthelela nokuhlela kuhle izinto ngamananeko:** Abafundi bazicabangela ngokwabo bonyana bangazihlela njani zoke izinto (amabhlogo we-*Unifix*, iingojwana neembalisi) ezingeenkhaftthinini zabo.

Imibuzo ehlahlako:

- ★ Ngiziphi iinqhema ongazenza ngezinto zakho?
- ★ Uzihlela bunjani ngamananeko?
- ★ Kubayini ufake i_____ yakho esiqhemeni sakho?
- ★ Izinto lezi zifana njani?
- ★ Ungakwazi ukukuhlela lokhu ngendlela ehlukeleko?

Abafundi bahlela izinto zabo ngamananeko ngokwama-athribhuthi abawanikelweko.

- ★ Ungazihlela izinto zakho ngokombala/ibumbeko/ubukhulu?
- ★ Ngiyiphi ekufanele ibe/ingabi sesiqhemeni lesi? Kubayini?

 **ISIYELELISO**

Buyelela ngemivango yemibala ehlukeleko ekhambelana nemibala yamabhlogo we-*Unifix*.

4. **Ukuhlela ngamananeko/ ukujamiselela nokurhumutjha idatha:** Nikela abafundi ngamunye igrafu yeenthombe ye-A4, nesikhaftthinini samakhrayoni abovu, hlaza samkayi nahlaza satjani. Abafundi bahlela amakhrayoni wabo ngamananeko ngokuya ngokwemibala.



Imibuzo ehlahlako:

- ★ Ungawahlela amakhrayoni wakho ngamananeko ngokwemibala?
- ★ Ngiliphi igama ongalinikela isiqhema lesi samakhrayoni?

Abafundi babala bonyana mangaki amakhrayoni akhona esiqhemeni ngasinye. Babeka inomboro yombala okhambelanako wamabhlogo we-*Unifix* ngemakholomini angehla kombala okhambelanako nowegridi yabo yeenthombe.



- ★ Ingabe kunamakhrayoni angaphezulu ahlaza samkayi nofana ahlaza satjani/abovu?
- ★ Ngiwuphi umbala wamakhrayoni onawo ngobunengi khulu/ ngobuncani khulu?
- ★ Mangaki angaphezulu _____ amakhrayoni akhona _____ amanengi kuna _____?



Tjheja bonyana abafundi bayakwazi uku:

- madanisa izinto ngokwe-athribhuthi linye nofana angaphezulu, isibonelo, umbala, ubukhulu, umhlobo
- hlela izinto ngamananeko ngokweenqhema zama-athribhuthi ahlukileko
- tlhadlhula ama-athribhuthi wezinto ezihlelwe ngamananeko
- hlathulula bonyana bazihlele njani izinto ngamananeko
- thatha isiqunto sokobana into ifanele ibe ngakuyiphi ikholomu
- azi bonyana 'zingaki' ezisekelwe kudatha ejanyiselelweko

Isitetjhi sokusebenzela 1



Okudingako

- Isikhafthini umfundi ngamunye
 - Mabhlogo we-athribhuthi esina/e:
 - Mbalisi zembibala
 - Mbalisi zeenlwana
 - lingojwana zemibala

Abafundi bahlela izinto ezingeenkhafthinini zabo ngamananeko ngokwama-athribhuthi ahlukileko ukwenza iinqhema.

Isitetjhi sokusebenzela 2



Okudingako

- Idayisi elinamahlangothi a-orentji, abovu nahlaza satjani (buyelela imibala emibili)
- Isiquntu eside sentambo
- Umfundi ngamunye:
 - Ifesi e-orentji, ebovu, ehlaza samkayi, ehlaza satjani
 - 'Intongana' yokuthiya iimfesi
 - Igridi yegrafu yekhadibhodi yeenthombe ezinemibala efanako neyefesi
 - Iimbalisi (sarulani, bovu, hlaza samkayi nokuhlaza satjani)

Yakha idanyana ngentambo. Faka iimfesi ngedanyaneni. Abafundi bageda idayisi bese 'babamba' ifesi ekhambelana nombala osedayisini. Babeka isibalisi esikhambelanako phezu kwegridi yegrafu yeenthombe. Buyelela abafundi baze babambe iimfesi ezisithandathu ngamunye.

Isitetjhi sokusebenzela 3



Okudingako

- Amabhlogo wemibala begodu/ nofana amabumbeko ahlukileko
- Amakhrayoni
- Iphepha

Abafundi bahlela amabhlogo ngokwamabumbeko. Badweba isithombe esikhombisa bonyana amabhlogo ahlelwe njani ngamananeko.

Isitetjhi sokusebenzela 4



Okudingako

- Amakhrayoni
- Isikhafthini seembalisi zeenthelo esi-1 umfundi ngamunye
- Iphepha legrafu yeenthelo – 1 umfundi ngamunye

Abafundi bahlikihla ngomsizi ngemabhoksini ukukhombisa bonyana mingaki imihlobo ehlukeko yeenthelo abanayo.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Position of objects in relation to each other
- Arrow chart
- Copy and build a construction (picture cards)

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Boxes, balls
- Midline crossing
- Position: forwards and backwards

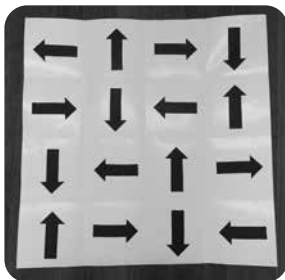
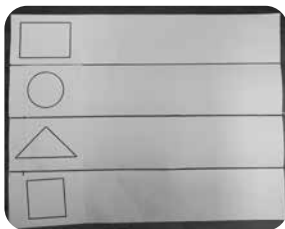
New maths vocabulary

arrow

inside

outside

Getting ready



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

- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- shape grid on the floor (created with masking tape/chalk) (see page 144)
- cardboard box with a lid and doll inside
- arrow chart
- 3-D blocks/objects, for example, 1 triangle attribute block, 3 square-shaped and 2 rectangle-shaped wooden building blocks/boxes, 4 cans/toilet roll tubes – 1 per learner
- tennis balls
- small colour paper cut-outs: circles, squares, triangles and rectangles
- shape Bingo boards – 1 per learner (page 218)
- small shape cards (copies of each shape on the Bingo boards).


TIP

Learners will further explore position and direction this week and should wear the elastic/wool bands (used in Week 4).

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijiyomethri)

Iinhloko

- Isikhundla, ubujamo nokuqaleka kwento
- Amatshwayo wezinto ze-2-D neze-3-D
- Ukulandela iinkombatjhuba

Ilwazi elitjha

- Isikhundla sezinto mayelana nazo ngokwazo
- Itjhadi lemida
- Ukukopa nokwakha umakhiwo (amakarada weenthombe)

Ukujayeza

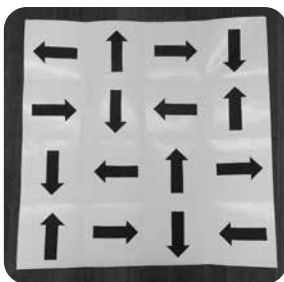
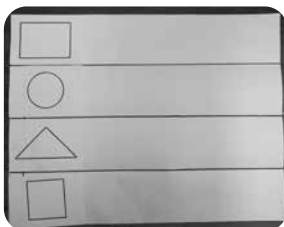
- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Amabumbeko: indulungu, isikwere, uncantathu, uncamane
- Amabhoksi, iimbholo
- Ukweqa umuda ophakathi
- Isikhundla: ukuya phambili nokubuyela

Ilwazimagama leembali elitjha

ikomba

ngaphakathi

ngaphandle



Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- ukudweba ngokulandelela izinto ze-3-D: indulungu, isikwere, uncantathu, uncamane – 1 umfundi ngamunye
- iphepha le-A3 elinemida emine nebumbeko ekuthomeni komuda ngamunye: indulungu, isikwere, uncantathu, uncamane
- igradi yebumbeko phasi (yakhiwe ngetheyiphu yokusitha/itjhogo) (qala ikhasi 145)
- bhoksi lekhadibhodi elinesivalo nonompopi ngaphakathi
- itjhadi leenkomba
- amabhlogo/izinto ze-3-D, isibonelo, ibhlogo le-athribhuthi kancantathu eli-1, amabumbeko wesikwere ama-3 namabhlogo/amabhoksi wamabumbeko kancantathu ama-2 weengodo zokwakha, amabhlege/amatjhubhu werolo yendlwaneni ama-4 – 1 umfundi ngamunye
- iimbholo zetenesi
- amaphepha asikiweko wemibala amancani: iindulungu, iinkwere, aboncantathu, naboncamane
- amabhodi wamabumbeko we-Bingo – 1 umfundi ngamunye (ikhasi 218)
- amakarada wamabumbeko amancani (amakhophi webumbeko ngalinye phezu kwebhodi lamabumbeko we-Bingo).

ISIYELELISO

Abafundi bazakuragela phambili bahlale isikhundla nekombatjhuba iveke le begodu kufanele babophe amabhande werege/wewula (asetjenziswa iVeke 4).

Whole class activities

Day 1

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- A tin
- 10 attribute blocks (*Resource Kit*)
- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- Musical instrument

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners join in.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Drop a number of attribute blocks between 1 and 10 into a tin one at a time. Learners count as they hear each block hit the bottom of the tin. Repeat.
4. **Properties of shapes:** Put up the picture of a square.

Guiding questions:

- ★ What is this shape?
- ★ What can you remember about this shape?
- ★ How do you know it is a square?
- ★ Can you see any square-shaped objects in the classroom?

As music plays, learners move around the classroom looking for square-shaped objects. When the music stops learners find the object and bring it to the mat.

- ★ Was this object easy to find? Why?/Why not?
- ★ How many sides/corners/edges does it have?

They trace around the base of the object in the grid.

- ★ How is your drawing the same/different from the _____ you have drawn around?

The learners who found the squares sit down. Repeat with each shape until all learners have had a turn.

Look at the completed grid.

- ★ How many circles/triangles/squares/rectangles do you see?
- ★ Which shape do we have the most/least of?
- ★ How is the square/triangle/circle the same/different from the rectangle, and so on?
- ★ Which shapes have four/three sides?
- ★ Which shapes have no sides?

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



TIP

Learners should be able to trace around the face of each of the 3-D objects.



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi* (ikhasi 199)
- Ibhlege
- Amabhlogo we-athribhuthi ali-10 (*IKhidi yeenSetjenziswa*)
- Ukudweba ngokulandelela izinto ze-3-D: indulungu, isikwere, uncantathu, uncamane – 1 umfundi ngamunye
- Iphepha le-A3 elinemida emine nebumbeko ekuthomeni komuda ngamunye: indulungu, isikwere, uncantathu, uncamane
- Iinlilisi zomvumo

1. **Umlolozelo:** Yitjho umlolozele, *Ukuyokuzuma ibhubezi*. Abafundi bayajoyina.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bayahlala benze indulungu. Wisela iinomboro zamabhlogo we-athribhuthi eziphakathi kuka-1 no-10 ngaphakathi kwebhlege ufake ngayinye. Abafundi bayabala lokha nabezwa ibhlogo ngalinye libetha iphasi lebhlege. Buyelela.
4. **Amatshwayo wamabumbeko:** Beka isithombe sesikwere phezulu.

Imibuzo ehlahlako:

- ✦ Libizwani ibumbeko leli?
- ✦ Khuyini okukhumbulako mayelana nebumbeko leli?
- ✦ Wazi njani bonyana sikwere?
- ✦ Kukhona izinto zamabumbeko wesikwere owabonako ngetlasini?

Lokha nakudlala umvumo, abafundi bakhambakhamba mazombe ngetlasini bafuna izinto zebumbeko lesikwere. Lokha umvumo nawujamako abafundi bathola izinto bese baziletha emadeni.

- ✦ Bekulula ukuthola izintwezi? Kubayini bekulula/kubayini bekungasilula?
- ✦ Mangaki amahlangothi/amakhona/imiphetho enayo?

Badweba ngokulandelela mazombe ingaphasi lento ekugridi.

- ✦ Kubayini imidwebo yenu ifana/ihlukile kune ____ udwebe mazombe?

Abafundi abathole isikwere bahlala phasi. Buyelela ngebumbeko ngalinye kuze boke abafundi bathole idlhego.

Qala igridi ephelileko.

- ✦ Zingaki iindulungu/aboncantathu/iinkwere/aboncamane?
- ✦ Ngiliphi ibumbeko esinalo ngobunengi khulu/kancani khulu?
- ✦ Isikwere/uncantathu/indulungu ifana/ihluke njani kuncamane, njalonjalo?
- ✦ Ngiwaphi amabumbeko anamahlangothi amane/amathathu?
- ✦ Ngiwaphi amabumbeko anganamahlangothi?

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

ISIYELELISO

Abafundi kufanele bakwazi ukudweba ngokulandelela bazombe ubuso bezinto ze-3-D ngayinye.



Day 2

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Triangle, square, circle and rectangle-shaped objects
- Elastic/wool bands – 1 per learner
- Poster 8

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners slap their right thighs with their left hands to keep the rhythm. Say the rhyme a second time. Learners slap their left thighs with their right hands.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the bands on learners' right hands. Learners stand in a row with their legs apart. They raise their right hands, then bend from the waist and touch their left foot with their right hand as they count to 10. Repeat, with learners touching their right foot with their left hand.



TIP

This movement strengthens learners' midline crossing. Encourage other movements, such as alternating stamping feet, swaying from side to side, 'swimming' and 'climbing the stairs' with left-right movements.



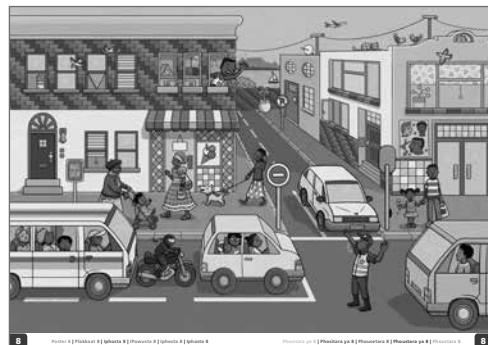
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

Learners guess the shape. The learner who correctly guesses has a turn to hide another shape behind their back and give clues. Support them by asking questions where necessary.

Talk about Poster 8.

Guiding questions:

- ★ What shapes can you see?
 - ★ Can you find a shape with three/four sides? What is it called?
 - ★ How many sides does this window have? What shape is it?
 - ★ Can you find a shape that has two long sides and two short sides/ four sides that are the same length? What is it called?
 - ★ What shape are the bricks on the wall?
 - ★ Where can you see ice cream? What shape is the cone/ice cream?
 - ★ Can you see any small blue/yellow squares? Count them.
5. **Small group activities:** Describe the activities at each workstation.



Ilanga 2

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi* (ikhasi 199)
- Izinto zamabumbeko kancantathu, isikwere, indulungu noncamane
- Ibhendi yerege/iwula – 1 umfundi ngamunye
- Iphosta 8


ISIYELELISO

Umsikinyeko lo uqinisa 'ukweqiwa komuda ophakathi'. Khuthaza eminye imisikinyeko, njengokutjintjisana kokubetha kweenyawo phasi, ukuzijuguja uye ngapha nangapha, 'ukududa' 'nokukhwela iintepisi' ngomsikinyeko wokugadanga ngenyawo lesidla nelesincele.

1. **Umlolozelo:** Yitjho umlolozelo, *Ukuyokuzuma ibhubezi*. Abafundi babetha amathanga wabo wangesidleni ngezandla zesincele ukukhambisana negido. Yitjho umlolozelo, ngokwesibili. Abafundi babetha amathanga wabo wangesinceleni ngezandla zesidla.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka iinrege phezu kwezandla zabafundi zesidla. Abafundi bajama umjeje bavule imilenze. Baphakamisa izandla zabo zesidla, bese bayakhothama ukusuka edinini bese bathinta inyawo lesincele ngesandla sesidla lokha nababala ukufika e-10. Buyelela, nabafundi bathinte inyawo lesidla ngesandla sesincele.
4. **Amatshwayo wamabumbeko:** Fihla ibumbeko likancantathu, isikwere, indulungu nofana likancamane ngemva kwakho. Thadhlhula ibumbeko. Isibonelo:



- ✦ Linamahlangothi amathathu namakhona amathathu.
- ✦ Linamahlangothi amane anobude obulinganako.
- ✦ Alinamahlangothi namakhona. Lirondo.

Abafundi bafunisela ibumbeko. Umfundi ofunisela kuhle ubanethuba lokufihla elinye ibumbeko ngemva kwakhe bese unikela umtlhala. Basekele ngokubabuza imibuzo lapho kufanele khona.

Khulumani ngePhosta 8.

Imibuzo ehlahlako:

- ✦ Libumbeko elinjani olibonako?
 - ✦ Ungalithola ibumbeko elinamahlangothi amathathu/amane? Libizwani?
 - ✦ Ifesdereli linamahlangothi amangaki? Lilibumbeko liphi?
 - ✦ Akhe uthole ibumbeko elinamahlangothi amabili amade namahlangothi amabili amafitjhani/namahlangothi amane anobude obufanako. Libizwani?
 - ✦ lintina esisebodeni libumbeko liphi?
 - ✦ Ungayibona kuphi i-ayisikhrimu? Yini ibumbeko lekhawuni/le-ayisikhrimu?
 - ✦ Ungasibona nofana ngisiphi isikwere esincani esihlaza samkayi/esibovu/esisarulani? Zibaleni.
5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.



Day 3

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- 2 dice
- Container with attribute blocks – 1 block per learner

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners move forwards two paces and backwards two paces to keep the rhythm.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle and take turns to roll the two dice. All learners show as many fingers as dots on the dice, counting together. If the total number of dots on the dice is more than 10, learners shout 'Uh, oh!' and suggest what they need to do to solve this problem (include their nose, ears, use their toes, and so on).
4. **Position: forwards and backwards:** Learners dramatise *Going on a lion hunt*. Every time they hear the words 'Uh, oh!' learners step backwards two paces. They continue moving forwards as the story continues.
5. **Properties of shapes:** Learners sit in a circle. Pass around the container for each learner to choose an attribute block. Learners who have chosen the shape you describe, should hold it up.

Guiding questions:

- ★ Who has a blue triangle, and so on?

Learners pass on their attribute block to the learner on their left. As they do so, they should chant, 'Let's find out what shape is next. Let's find out what shape is next. Let's find out what shape is next, I'm holding in my hand.'

Repeat with similar questions. For example:

- ★ Who has a red shape with no sides?
- ★ Who has a yellow shape with four corners?
- ★ Who has a green shape with two long sides and two short sides?
- ★ Who has a shape that is not square?

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

Day 4

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Shape grid on the floor
- Building block for each learner (same size and shape)
- Chalk or masking tape

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 1–20 and beyond, 10–1.



TIP

Do this activity outside. Learners should keep looking ahead while they take steps backwards.

Ilanga 3

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi* (ikhasi 199)
- Amadayisi amabili
- Isiphathi esinamabhlogo we-athribhuthi – ibhlogo li-1 umfundi ngamunye

1. **Umlolozelo:** Yitjho umlolozelo, *Ukuyokuzuma ibhubezi*. Abafundi batjhidela phambili ngamagadango amabili bese babuyela emuva ngamagadango amabili ukubamba igido.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bayahlala benze indulungu bese bayadlhegana ukugeda amadayisi amabili. Boke abafundi bakhombisa imino eminengi njengamaqatjhazi asedayisini, bawabala ndawonye. Nangabe inani lamaqatjhazi asedayisini angaphezu kwaka-10, abafundi bayarhuwelela bathi 'Woo, woo!' bese babeka umbono wokobana kufanele benzeni ukurarulula umraro (ukufaka hlangana iimpumulo, iindlebe, amazwani wabo, njalonjalo).
4. **Isikhundla: ukuya phambili nokubuyela emuva:** Abafundi balingisa, *Ukuyokuzuma ibhubezi*. Ngasosoke isikhathi nabezwa amagama 'Woo, woo!' abafundi babuyela emuva ngamagadango amabili. Baragela phambili ngokuya phambili njengombana indatjana iraga.
5. **Amatshwayo wamabumbeko:** Abafundi bayahlala benze indulungu. Dlulisa mazombe isiphathi kobana umfundi ngamunye akhethe ibhlogo le-athribhuthi. Abafundi abakhethe ibumbeko olitlhadlhulileko, kufanele baliphakamisele phezulu.

Imibuzo ehlahlako:

- ★ Ngubani ononcantathu ohlaza samkayi, bese njalonjalo?

Abafundi badlulisa ibhlogo labo le-athribhuthi ngesinceleni sabo. Lokha nabenza njalo, kufanele bavume, 'Asitholeni bonyana ngiliphi ibumbeko elilandelako. Asitholeni bonyana ngiliphi ibumbeko elilandelako. Asitholeni bonyana ngiliphi ibumbeko elilandelako, ngiliphethe esandleni sami.'

Buyelela ngemibuzo efanako. Isibonelo:

- ★ Ngubani ophethe ibumbeko elibovu elinganamahlangothi?
- ★ Ngubani ophethe ibumbeko elisarulani elinamakhona amane?
- ★ Ngubani ophethe ibumbeko elihlaza satjani elinamahlangothi amabili amade namahlangothi amabili amafitjhani?
- ★ Ngubani ophethe ibumbeko alingasiso isikwere?

6. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi yesitetjhini sokusebenzela ngasinye.


ISIYELELISO

Yenzela umsebenzi lo ngaphandle. Abafundi kufanele bahlale baqale phambili lokha nabathatha amagadango abuyela emuva.

Ilanga 4

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi* (ikhasi 199)
- Igridi yebumbeko phasi
- Ibhlogo lokwakha lomfundi ngamunye (ubukhulu obufanako nebumbeko)
- Itjhogu nofana itheyiphu yokusitha

1. **Umlolozelo:** Yitjho umlolozelo, *Ukuyokuzuma ibhubezi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

3. **Counting objects 1–10:** Place 10 blocks in a row where learners can see them.

Guiding questions:

- ✦ How many blocks do you think there are in this row?

Learners count the blocks. Place another 10 blocks beneath the first row, spacing them wider apart.

- ✦ Do you think there are more blocks in the first or second row?
- ✦ How many blocks do you think there are in the second row?

Learners count the blocks.

4. **Follow directions:** Each learner should have a block. Play 'Sizwe says', calling out positional words, for example, Sizwe says, 'Put your block:

- ✦ on your head.'
- ✦ next to your right/left foot.'
- ✦ under your foot.'
- ✦ in the middle of your lap.'
- ✦ on top of your hand.'
- ✦ between your legs.'
- ✦ in front of your chest.'
- ✦ behind your back.'
- ✦ below your knee.'

5. **Shape movements:** Learners take turns to move along the shape grid on the floor as directed.

- ✦ Hop twice in each triangle.
- ✦ Jump over all the squares.
- ✦ Stand in the middle shape.
- ✦ Jump up and down five times in the circle.
- ✦ Turn to the left/right and jump into the next three squares.
- ✦ Hop with one foot across each of the bottom three shapes.



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



This activity works well outdoors.

3. **Ukubala izinto 1–10:** Beka amabhlogo ali-10 ngerhemo lapho abafundi bazawabona khona.

Imibuzo ehlahlako:

- ✦ Mangaki amabhlogo ocabanga bonyana akhona erhemweni leli? Abafundi babala amabhlogo. Babeka amanye amabhlogo ali-10 ngaphasi kwerhemo lokuthoma, bawavule isikhala esikhulu phakathi.
- ✦ Ucabanga bonyana kunamabhlogo angaphezulu erhemeni lokuthoma nofana lesibili?
- ✦ Mangaki amabhlogo ocabanga bonyana akhona erhemeni lesibili? Abafundi babala amabhlogo.

4. **Landela iinkombatjhuba:** Umfundi ngamunye kufanele abe nebhlogo. Dlalani 'USizwe uthi', ubize amagama wesikhundla, isibonelo, uSizwe uthi, 'Beka ibhlogo lakho:

- ✦ phezu kwehlokwakho.'
- ✦ eduze nenyawo lakho lesidla/lesincele.'
- ✦ ngaphasi kwenyawo lakho.'
- ✦ hlangana namathangakho.'
- ✦ phezu kwesandla sakho.'
- ✦ hlangana nemilenzakho.'
- ✦ phambi kwesifuba sakho.'
- ✦ ngemva kwakho.'
- ✦ ngenzasi kwamadolwakho.'

5. **Imisikinyeko yebumbeko:** Abafundi bayadlhelgana ukutjhidisa igradi yebumbeko phasi njengombana kukhonjiwe.

- ✦ Yeqayeqa kabili ngaphakathi kukancantathu ngamunye.
- ✦ Yeqa zoke iinkwere ngaphezulu.
- ✦ Jama phakathi kwebumbeko.
- ✦ Yeqela phasi naphezulu ngokubuyelelwe kahlanu ngaphakathi kwendulungu.
- ✦ Jikela ngesinceleni/ngesidleni bese weqela ngaphakathi kweenkwere ezintathu ezilandelako.
- ✦ Yeqayeqa ngenyawo linye uvundle ibumbeko ngalinye lamathathu angenzasi.



6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

ISIYELELISO

Umsebenzi lo usebenza kuhle ngaphandle.

Day 5

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Cardboard box with a lid and doll inside

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners form a row and stand and sit alternately as they count. Once they have counted to 10 they start a new row.

Guiding questions:

- ★ How many learners are in the first/second/third row?
 - ★ Which row has more/fewer learners?
 - ★ How many learners are sitting/standing in the second row?
 - ★ Are more learners sitting or standing?
4. **Position and direction:** Put the closed box with the doll on the mat.

Guiding questions:

- ★ What do you think is inside the box?

Take the doll out of the box. Place it in different positions. Learners tell you where it is, for example, under/above/on/in/behind/in front of the box.

- ★ Where is the doll now?



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

Small group activities

Teacher-guided activity

What you need

- Selection of 3-D blocks/objects
- Chairs – 1 per learner
- Tennis balls
- Cardboard box with a lid
- Arrow chart
- Doll

1. **Counting objects 1–10:** Place blocks on the mat. Learners take turns to count from 1 to 10.

Ilanga 5

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi* (ikhasi 199)
- Ibhoksi lekhadibhodi elinesivalo nonompopi ngaphakathi

1. **Umlolozelo:** Yitjho umlolozele, *Ukuyokuzuma ibhubezi*, kube nezenzo.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi benza irhemo bese bayajama godu bahlale ngokutjintjana lokha nababalako. Lokha nasele babale bafika e-10 bathoma irhemo elitjha.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abaserhemeni lokuthoma/lesibili/lesithathu?
 - ✦ Ngiliphi irhemo elinabafundi abangaphezulu/abambadlwana?
 - ✦ Bangaki abafundi abahleziko/abajamileko erhemeni lesibili?
 - ✦ Bafundi abangaphezulu abahleziko nofana abajamileko?
4. **Isikhundla nekombatjhuba:** Beka ibhoksi elivalekileko elinonompopi phezu komada.

Imibuzo ehlahlako:

- ✦ Ucabanga bonyana kunani ngaphakathi kwebhoksi? Khuphela unompopi ngaphandle kwebhoksi. Mbeke endaweni ehlukeleko. Abafundi bakutjela bonyana uphi, isibonelo, ngaphasi/ngehla/phezulu/ngaphakathi/ngemva/ngaphambi kwebhoksi.
- ✦ Ukuphi unompopi kwanjesi?



5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Ukukhetha amabhlogo/izinto ze-3-D umfundi ngamunye
- Iintulo – 1 umfundi ngamunye
- Ibhoksi lekhadibhodi elinesivalo
- Unompopi
- Iimbholo zetenesi
- Itjhadi lekomba

1. **Ukubala izinto 1–10:** Beka amabhlogo phezu komada. Abafundi bayadlhegana ukubala ukusuka ku-1 ukufika e-10.



2. **Building a shape:** Build a construction on the mat using 3-D blocks/objects.

Guiding questions:

- ★ What can you tell me about what I have built?
- ★ What shapes do you see?
- ★ Can you arrange your blocks in the same way?

Learners build the same construction with their blocks.

- ★ Which objects have you used?
- ★ Is yours the same/not the same as mine? Why?

3. **Position:** Instruct learners to place the doll in different positions in relation to the box and say where the doll is. Repeat with other learners.

Guiding questions:

- ★ Can you put the doll in front of/under/next to/on top of/behind the box?

Learners take turns to place the doll in different positions and the rest of class say where the doll is.

4. **Arrow chart:** Put the arrow chart on the wall. Learners will move in the same direction as the arrows.

Guiding questions:

- ★ Which way is the arrow pointing?
- ★ How will you move?

Guide learners through all the directions and movements before starting the game.

Point to the arrow and give directions such as:

(Row 1) Stretch your arms. → ← ↓ ↑

(Row 2) Stand on a chair and jump ↓ then stand on the floor

and jump. ↑ ← →



Encourage learners to use direction words like 'left and right', 'forwards and backwards'.

Integration

Home Language: Vocabulary development.

Life Skills: Toilet routine and walking to/from places.



Check that learners are able to:

- build a construction by copying an example
- describe the position of objects in relation to each other
- use position words such as in front of/under/next to/on top of/behind/inside/outside
- use direction words such as left/right, up/down



2. **Ukwakha ibumbeko:** Yakha umakhiwo phezu komada ngokusebenzisa amabhlogo/izinto ze-3-D.

Imibuzo ehlahlako:

- ✦ Ungangicocelani mayelana nalokho engikwakhileko?
- ✦ Ngiwaphi amabumbeko owabonako?
- ✦ Ungakwazi ukuhlela amabhlogo wenu ngendlela efanako?

Abafundi bakha umakhiwo ofanako ngamabhlogo wabo.

- ✦ Ngiziphi izinto ozisebenzisileko?
- ✦ Ingabe zakho ziyafana/azifani nezami? Kubayini?

3. **Isikhundla:** Layela abafundi babeke unompopi eenkhundleni ezihlukileko ezimayelana nebhoksi bese bayatjho lapha unompopi akhona. Buyelela nabanye.

Imibuzo ehlahlako:

- ✦ Ungambeka unompopi ngaphambi kwe/ngemva/ngaphasi/eduze ne/ngaphezulu/ngemva kwebhoksi?

Abafundi bayadlhegana ukubeka unompopi eenkhundleni ezihlukileko bese itlasi loke liyatjho lapha unompopi akhona.

4. **Itjhadi lekomba:** Beka itjhadi lekomba phezu kweboda. Abafundi bazakutjhidela ngetjhubeni elifana neenkomba.

Imibuzo ehlahlako:

- ✦ Ikomba ikhomba tjhuba liphi?
- ✦ Uzokutjhida njani?

Hlahla abafundi ngeenkomba zoke nemisikinyeko ngaphambi kobana umdlalo uthome.

Khomba ikomba bese unikela iinkombatjhuba ezinjenge:

(Irhemo 1) Lulani imikhono. → ← ↓ ↑

(Irhemo 2) Jama phezu kwesitulo bese uyeqa ↓ godu jama phasi

bese uyeqa. ↑ ← →

ISIYELELISO

Khuthaza abafundi ukusebenzisa amagama ayikhambatjhuba njenge 'isidla nesincele', 'ukuya phambili nokuya emuva'.

Ukuhlnganisa

Ilimi leKhaya: Ukuthuthukisa ilwazimagama.

AmaKghono wePilo: Ikambiso yendlwana nokukhamba uye/ubuye eendaweni.



Tjheja bonyana abafundi bayakwazi uku:

- akha umakhiwo ngokukopa isibonelo
- tlhadlhula ubujamo bezinto mayelana nokukhambelana kwazo
- sebenzisa amagama wobujamo njengokuthi ngaphambi kwe/ngaphasi/eduze ne/ngaphezulu kwe/ngemva/ngaphakathi/ngaphandle (sula unobuza)
- sebenzisa amagama wekombatjhuba njengokuthi isincele/isidla, phezulu/phasi

Workstation 1



What you need

- Paper and glue
- Small colour paper cut-outs: circles, squares, triangles and rectangles

Learners make pictures from the shapes provided, for example, a house or an animal.

Workstation 2

What you need

- Playdough
- Coloured sticks (*Resource Kit*)

Learners lay out sticks in a shape. They place the ends of the sticks into a piece of playdough at the corners to hold their shape.



TIP

If pegboards are available, learners can make shapes by stretching elastic bands between pegs.

Workstation 3

What you need

- Bingo cards
- Shape Bingo boards
- Counters

Learners place the pile of cards face down in the middle of the table or floor. They take turns to choose a card. If they have that shape on their board, they place a counter on that shape. The first player to get four in a row, wins.



Workstation 4

What you need

- Blocks or objects of different shapes

Learners build a construction using four or five blocks or objects. They take turns to copy the arrangement a friend has made.



Isitetjhi sokusebenzela 1



Okudingako

- Iphepha nesinamathiseli
- Amaphepha amancani wombala asikiweko: iindulungu, iinkwere, aboncantathu naboncamane

Abafundi benza iinthombe ngamabumbeko abawanikelweko, isibonelo, indlu nofana isilwana.

Isitetjhi sokusebenzela 2

ISIYELELISO

Nangabe amabhodi wamaphegesi akhona, abafundi bangenza amabumbeko ngokulula irege phakathi kwamaphegesi.

Okudingako

- Ihlama yokudlalisa
- Iingojuana zombala (*IKhidi yeenSetjenziswa*)

Abafundi bandlala iingojuana ngokwebumbeko. Babeka iimpente zeengojuana ngaphakathi kwesiquntu sehlama yokudlalisa emakhoneni kobana sibambe ibumbeko labo.



Isitetjhi sokusebenzela 3



Okudingako

- Amakarada we-Bingo
- Iimbalisi
- Amabhodi wamabumbeko we-Bingo

Abafundi babeka ibuthelelo lamakarada bawaqalisa phasi phakathi kwetafula nofana phasi. Bayadlhegana ukukhetha ikarada. Nangabe banebumbeko lelo ebhodini yabo, babeka isibalisi phezu kwebumbeko lelo. Umdlali wokuthoma ozokuthola mane erhemeni uyathumba.

Isitetjhi sokusebenzela 4



Okudingako

- Amabhlogo nofana izinto zamabumbeko ahlukileko

Abafundi bakha umakhiwo ngokusebenzisa amabhlogo amane nofana amahlanu nofana izinto. Bayadlhegana ukukopa ihlelo elenziwe mngani.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Money – recognise banknotes
- Problem solving 1–8

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Ordinal numbers first to fifth
- Reinforce numbers 1–8
- Add, take away
- Coins
- Big, small

New maths vocabulary

banknote
lion

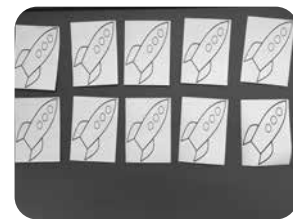
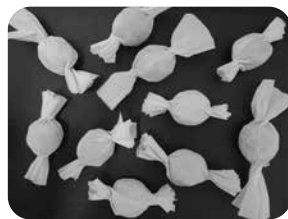
rhino
buffalo

Nelson Mandela
count back

Getting ready

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

- 10 balls of playdough wrapped in cellophane/plastic to make 'sweets'
- 10 spaceships made with paper plates – each spaceship should have 10 windows
- 10 pictures of rockets



- 5 A4 pictures of things to buy (from magazines)
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (from Term 2)
- 10 cardboard banknotes, 2 of each: R10, R20, R50, R100, R200 (pages 220–221)
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- A4 size paper/cardboard page with a large rectangle – 1 per learner
- orange playdough
- A4 page with tortoise template (page 219) – 1 per learner.

UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

- Ukutlhadlhula, rhemisa bese umadanisa iinomboro ezipheleleko
- Ubudlelwana beenomboro
- Ukulemuka iinomboro
- Ukurarulula umraro ngokobujamo

Ilwazi elitjha

- Imali – ukukhumbula imali yephepha
- Ukurarulula umraro 1–8

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–8
- Iinomboro sikhundla kokuthoma ukufika kokuhlanu
- Qinisa iinomboro 1–8
- Ngezelela, susa
- Iinhlavu zemali
- Khulu, ncani

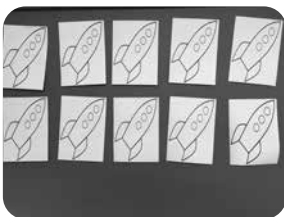
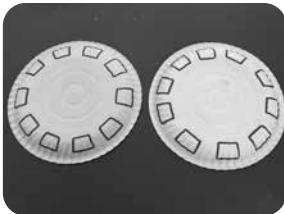
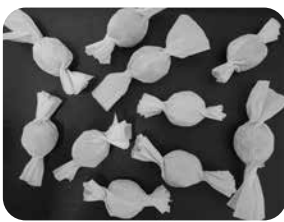
Ilwazimagama leembali elitjha

imali yephepha
ibhubezi

umkhombo
inyathi

uNelson Mandela
ukubala ubuyele emuva

Ukuzilungiselela



Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- iimbholo ezili-10 zehlama yokudlalisa eziphuthelwe ngeselofeyini/ iplastiki ukwenza 'amaswidi'
- iinkepe zomkayi ezili-10 ezenziwe ngamapuleyidi wephepha – isikepe somkayi ngasinye kufanele sibe namafesdere ali-10
- iinthombe ezili-10 zamarokhethi
- iinthombe ze-A4 ezi-5 zezinto zokuthengwa (kibomegezini)
- ikhadibhodi ezotho esikiweko neenhlavu zemali: 10c, 20c, 50c, R1, R2, R5 (iThemu 2)
- iintokana ezili-10 zemali yephepha zekhadibhodi, zi-2 ngayinye: R10, R20, R50, R100, R200 (amakhasi 220–221)
- iimphathi zegrozari ezenziwe kabutjha ezili-10, isibonelo, ibhoksi leentoro, isikhafthini seyogathi, njalonjalo
- iphepha/ikhasi lekhadibhodi lobukhulu be-A4 elinoncamane omkhulu – 1 umfundi ngamunye
- ihlama yokudlalisa e-orentji
- ikhasi le-A4 elinomfuziselo wekghuru (ikhasi 219) – 1 umfundi ngamunye.

Whole class activities

Day 1

What you need

- Song: *Five shiny coins* (Activity Guide: Term 2, page 196)
- 6 cardboard coins (from Activity Guide: Term 2, pages 216–217)
- Playdough sweets
- 2 sets of 5 cardboard banknotes (approximately A4 size) – place one set on the wall, smallest to biggest in size (pages 220–221)

1. **Song:** Sing the song, *Five shiny coins*. Discuss the coins.
2. **Oral counting:** 1–20 and beyond, 10–1. Count 1–10, but miss out a number and/or say a number twice, and so on.

Guiding questions:

- ★ What went wrong with my counting?

Repeat the activity, missing and/or repeating different numbers.

3. **Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets on the mat.

Guiding questions:

- ★ How many sweets do you think there are?

Count together.

4. **Introducing banknotes:** Show the learners the banknotes.

Guiding questions:

- ★ Where have you seen this before?
- ★ Does anyone know what it is called?
- ★ Have you ever used one of these? What did you use it for?
- ★ What do you see on the notes?
- ★ How is this banknote the same/different to the other banknotes?
- ★ Which is smaller/bigger in size?
- ★ How many different South African banknotes are there?

Count the banknotes as you match them to the notes on the wall.

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

Day 2

What you need

- Rhyme: *Spaceship* (page 200)
- 10 playdough sweets
- 2 sets of 5 banknotes
- 5 pictures of things to buy
- Prestik

1. **Rhyme:** Say the rhyme, *Spaceship*.



TIP

Discuss what space is. Talk about the stars and planets that we can see at night. Ask learners whether they think it is possible to go to space and how they might get there – in a spaceship. Ask learners what they think they would be able to buy on the moon.



TIP

Place the five notes and blank paper in the maths area so that learners can draw things they have bought (or wish to buy).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *linhlavu zemali ezihlanu eziphazimako (UmHlahlandlela wemiSebenzi: Ithemu 2, ikhasi 197)*
- *linhlavu zemali zekhadibhodi ezi-6 (UmHlahlandlela wemiSebenzi: Ithemu 2, ikhasi 216–217)*
- Amaswidi wehlama yokudlalisa
- Amasede ama-2 wemali yephepha yekhadibhodi (ubukhulu obulinganiselwa ku-A4) – beka isede yinye phezu kweboda, elincani khulu ukuya kelikhulu khulu ngobukhulu (ikhasi 220–221)

1. **Ingoma:** Vumani ingoma, *linhlavu zemali ezihlanu eziphazimako*. Khulumani ngeenhlavu.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1. Bala 1–10, kodwana tjhiya inomboro begodu/nofana utjho inomboro kabili, njalonjalo.

Imibuzo ehlahlako:

- ✦ Khuyini okungakakhambi kuhle ekubaleni kwami?

Buyelela umsebenzi, utjhiye begodu/nofana ubuyelela iinomboro ezihlukileko.

3. **Ukubala izinto 1–10:** Abafundi bayahlala benze indulungu. Beka amaswidi alitjhumu wehlama yokudlalisa phezu komada.

Imibuzo ehlahlako:

- ✦ Mangaki amaswidi ocabanga bonyana akhona?

Balani ndawonye.

4. **Ukwethula imali yephepha:** Khombisa abafundi imali yephepha.

Imibuzo ehlahlako:

- ✦ Wakhe wakubona kuphi lokhu ngaphambili?
- ✦ Kukhona owaziko bonyana kubizwani?
- ✦ Wakhe wakusebenzisa okhunye kwalokhu? Wawukusebenzisela ini?
- ✦ Khuyini okubonako emalini yephepha?
- ✦ Imali yephepha le ifana/ihluke njani kunenye imali yephepha?
- ✦ Ngijiphi encazana/ekudlwana ngobukhulu?
- ✦ Zingaki iimali zephepha ezihlukileko eSewula Afrika?

Bala imali yephepha lokha nawukhambelanisako phezu kweboda.

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

Ilanga 2

Okudingako

- Umlolozelo: *Isikepe semkayini (ikhasi 201)*
- Amaswidi ali-10 wehlama yokudlalisa
- Amasede ama-2 wemali yephepha ezi-5
- linthombe eziyi-5 zezinto zokuthengwa
- Iphrestiki

1. **Umlolozelo:** Yitjho umlolozelo, *Isikepe semkayini*.

ISIYELELISO

Beka iimali zephepha ezihlanu nephepha elinganalitho endaweni yeembalo kobana abafundi bangadweba izinto abazithengileko (nofana abafisa ukuzithenga).

ISIYELELISO

Khulumani ngokobana khuyini isikhala. Khulumani ngeenkwekwezi namaplanethi esingawabona ebusuku. Buza abafundi bonyana kuyakghoneka ukuya esikhaleni nokobana bangaya njani laphe – ngesikepe somkayi. Buza abafundi bonyana bacabanga bona bangathenga ini enyangeni.

- Oral counting:** 1–20 and beyond, 10–1. Start with 5 and count back to 2, start with 10 and count back to 6, and so on.
- Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets and five banknotes on the mat.

Guiding questions:

- ★ How many banknotes do you think there are?
- ★ Are there more/fewer sweets or banknotes?
- ★ How many more/fewer banknotes are there than sweets?
- ★ How do you know?

- Recognise and match banknotes:** Five learners each find a picture of something to buy hidden in the classroom. Five other learners take turns to choose a banknote to attach to each picture. Five other learners take turns to show which banknote on the wall matches each of these.

Guiding questions:

- ★ Which banknotes have/have not been used yet?
- ★ Which banknote has the rhino on it?

- Ordinal numbers first to fifth:** Look at the five banknotes on the wall.

Guiding questions:

- ★ Which banknote is first, second, and so on in the row on the wall?
- Five learners place the pictures and banknotes on the mat in order to match the banknotes on the wall.
- ★ Which note should be placed first, second, and so on?

Learners who have not had a turn, take turns to jump. For example: ask them to jump from the first note to the second to the fourth, and so on. Place the banknotes on the maths table.

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

**TIP**

Make sure that the value being attached to the object is appropriate, for example, a table might be R200 and a 500 ml cool drink might be R10.

Day 3**What you need**

- Rhyme: *Spaceship* (page 200)
- 10 paper-plate spaceships placed on the wall
- 2 sets of 5 banknotes
- Number washing line
- Number dot, picture, symbol and word cards 1–8 (*Resource Kit*)

- Rhyme:** Say the rhyme, *Spaceship*.
 - Oral counting:** 1–20 and beyond, 10–1.
 - Counting objects 1–10:** Ten learners stand. Look at the paper-plate spaceships on the wall.
- Guiding questions:**
- ★ Do you think there are enough spaceships for each learner to go to the moon?
- Count the spaceships.

2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1. Thoma ngaku-5 bese ubale ubuyele emuva ku-2, thoma nge-10 bese ubale ubuyele ku-6, njalonjalo.
3. **Ukubala izinto 1–10:** Abafundi bayahlala benze indulungu. Beka amaswidi alitjhami wehlama yokudlalisa neemali zephepha ezihlanu phezu komada.

Imibuzo ehlahlako:

- ★ Zingaki iimali zephepha ocabanga bonyana zikhona?
- ★ Ingabe kunamaswidi nofana iimali zephepha ezinengi ngaphezulu/ ezimbadlwana?
- ★ Zingaki iimali zephepha ezinengi ngaphezulu/ezimbadlwana ezikhona kunamaswidi?
- ★ Wazi njani?

4. **Khumbula bewukhambelanise iimali zephepha:** Abafundi abahlanu ngamunye uthola isithombe sento angayithenga sifihlwe ngetlasini. Abanye abafundi abahlanu bayadlhegana ukukhetha imali yephepha abangayinamathisela esithombeni ngasinye. Abanye abafundi abahlanu bayadlhegana ukukhombisa bonyana ngiyiphi imali yephepha esebodeni ekhambelana nokhunye kwalokhu.

Imibuzo ehlahlako:

- ★ Ngiyiphi imali yephepha ekhe/engakhange kheyisetjenziswe?
- ★ Ngiyiphi imali yephepha enomkhombo phezu kwayo?

5. **Iinomborosikhundla kokuthoma ukuya kokuhlanu:** Qala iimali zephepha ezihlanu phezu kweboda.

Imibuzo ehlahlako:

- ★ Ngiyiphi imali yephepha yokuthoma, yesibili, njalonjalo erhemeni phezu kweboda?

Abafundi abahlanu banamathisela iinthombe nemali yephepha phezu komada kobana kukhambelaniswe imali yephepha esebodeni.

- ★ Ngiyiphi imali yephepha ekufanele inanyathiselwe kokuthoma, kwesibili, njalonjalo?

Abafundi abangakatholi idlhego, badlhegana ngokweqa. Isibonelo: babawe beqe ukusukela emalini yephepha yokuthoma ukuya keyesibili baye keyesine, njalonjalo. Beka iimali zephepha etafuleni yeembalo.

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

ISIYELELISO

Qinisekisa bonyana inani elibekwe phezu kwento lifanelekile, isibonelo, itafula ingabiza R200 begodu i-500 ml yesiselo esimakhaza ingabiza R10.

Ilanga 3

Okudingako

- Umlolozelo: *Isikepe semkayini* (ikhasi 201)
- Inamkayini zomkayini ezili-10 zamapleyidi wamaphepha zibekwe phezu kweboda
- Amasede ama-2 wemali yephepha esi-5
- Inambalayini
- Amakarada wamaqatjhazi, itshwayo newenomborogama 1–8 (*IKhidi yeenSetjenziswa*)

1. **Umlolozelo:** Yitjho umlolozelo, *Isikepe semkayini*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi abalitjhami bayajama. Qala iinkepe zomkayini zepleyidi lephepha phezu kweboda.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana kuneenkepe zomkayini ezaneleko zokobana umfundi ngamunye aye enyangeni?

Bala iinkepe zomkayini.

4. **Add to/take away:** Look at the banknotes on the wall.

Guiding questions:

- ★ If I take away one/two note/s how many will be left on the wall? Hold five banknotes in a fan in your hand.
- ★ Are there more/fewer on the wall or in my hand?
- ★ If I add another note to the those in my hand how many will I be holding?
- ★ What are the names of the notes that are left on the wall?



5. **Ordering 1–8:** Learners sit in a circle. Quickly flash dot cards 1–8 for learners to identify. Hand out dot, picture, symbol and word cards. Stand in the middle of the circle with your eyes closed. Raise both arms and turn with your hands pointing out. The learners you point to when you open your eyes match their cards to numbers on the number washing line. Repeat, giving a few learners a turn to point. Learners take turns to place their picture, dot and symbol cards in order from 1–8 on the mat.



Guiding questions:

- ★ Which number is between 3 and 5, before 8, after 6, three fewer than 4, two more than 5, and so on?
 - ★ How do we know that the picture with four giraffes should come after the picture of three meerkats, and so on?
 - ★ If we count 2 on from 3 how many will we have?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Rhyme: *Spaceship* (page 200)
- 10 pictures of rockets
- 5 chairs with a banknote attached to each
- Tambourine
- Dot cards 1–8

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.

4. **Ngezelela ku/susa:** Qala iimali zephepha eziphezu kweboda.

Imibuzo ehlahlako:

- ★ Nangabe ususa yinye/ziimbili imali/iimali zephepha zingaki ezizakusala ebodeni?

Phakamisela iimali zephepha ezihlanu efenini esandleni sakho.

- ★ Ingabe kunezinengi ngaphezulu/eziimbawana phezu kweboda nofana esandleni sami?
- ★ Nangabe ngingezelela ngenye imali yephepha kileyo esesandleni sami ngizabe sengiphethe zingaki?
- ★ Abizwani amagama weemali zephepha ezisele ebodeni?



5. **Ukurhemisa 1–8:** Abafundi bayahlala benze indulungu. Phephezelisa ikarada lamaqatjhazi 1–8 msinyana. Nikela amakarada wamaqatjhazi, isithombe, itshwayo nenomborogama. Jama phakathi kwendulungu uvale amehlo. Phakamisa imikhono yakho yomibili bese uyajika izandla zakho zikhambe ngaphandle. Abafundi okhombe ngakibo lokha nawuvula amehlo bakhambelanisa amakarada wabo neenomboro ezisedradeni yokweneka yeenomboro. Buyelela, ngokunikela bafundi abambalwa idlhego lokukhomba. Abafundi bayadlhegana ngokubeka amakarada wabo wesithombe, iqatjhazi netshwayo lenomboro ngerhemo ukusuka ku-1–8 phezu komada.



Imibuzo ehlahlako:

- ★ Ngiyiphi inomboro ephakathi kuka 3 no-5, ngaphambi kuka-8, ngemva kuka-6, kumbadlwana ngakuthathu kuno-4, kungaphezulu ngakubili ku-5, njalonjalo?
 - ★ Sazi njani bonyana isithombe esineendlulamithi ezine kufanele size ngemva kwesithombe sobudorwana obuthathu, njalonjalo?
 - ★ Nangabe sibala ku-2 ukusuka ku-3 sizakuba nakungaki?
6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Umlolozelo: *Isikepe semkayini* (ikhasi 201)
- Iinthombe zamarokhethi ezili-10
- Iintulo ezi-5 ezinanyathiselwe ngemali yephepha ngasinye
- Ithamborini
- Amakarada wamaqatjhazi 1–8

1. **Umlolozelo:** Yitjho umlolozele, *Isikepe semkayini*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

TIP

Talk about rockets and spaceships and what learners think it would be like to go to the moon in one of these.

3. **Counting objects 1–10:** Look at the pictures of 10 rockets and 10 spaceships.

Guiding questions:

- ★ Are there more/fewer rockets or spaceships?
- ★ How many of each do you think there are? Let's count.

4. **Recognition of banknotes:** Place five chairs on the mat, each with a banknote stuck to it. Explain to learners that these are their 'banks'. Explain what a bank is. Learners sit in their class groups next to a chair that is labelled with a banknote, for example, R10, R20. Play the tambourine as they move between the 'banks'. When the music stops they return to their 'bank'. Repeat.

When the music stops, show two notes, for example, R50 and R200. These groups swap places. Repeat.

- ★ How many learners are sitting in your 'bank'?



5. **Add to/take away:** Talk about the different 'banks'.

Guiding questions:

- ★ If I take two learners away from the 'R100 bank' how many will there be in the bank?
- ★ If I add one learner to the 'R50 bank' how many will be sitting in this bank?

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

Day 5

What you need

- Rhyme: *Spaceship* (page 200)
- Masking tape/chalk
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- Poster 1

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Attach a few containers to the wall and place some on the maths table.

Guiding questions:

- ★ How many grocery containers do you see on the table/on the wall? Count together.
- ★ Did you estimate too many/too few?



ISIYELELISO

Khulumani ngamarokhethi neenkepe zomkayi nalokho abafundi abakucabangako kobana kuzabanjani ukuya enyangeni ngokunye kwalokhu.

3. **Ukubala izinto 1–10:** Qala eentombeni zamarokhethi ezili-10 neenkepe zomkayi ezili-10.

Imibuzo ehlahlako:

- ★ Ingabe kunamarokhethi nofana iinkepe zomkayi ezinengi ngaphezulu/ ezimbadlwana?
- ★ Kungaki ngakunye ocabanga bonyana kukhona? Asibaleni.

4. **Ukukhumbula iimali zephepha:** Beka iintulo ezihlanu phezu komada, ngasinye sibe nemali yephepha enanyathiselweko. Hlathululela abafundi bonyana lokhu 'mabhanga' wabo. Hlathululela bonyana khuyini ibhanga. Abafundi bahlala ngokweenqhema zabo zangetlasini eduze nesitulo esilebulwe ngemali yephepha, isibonelo, R10, R20. Dlala ithamborini lokha nabakhambakhamba phakathi 'kwamabhanga'. Lokha umvumo nawujamako babuyela 'emabhanga' wabo. Buyelela.

Lokha umvumo nawujamako, khombisa iimali zephepha zibe zimbili, isibonelo, R50 ne-R200. Iinqhema zitjintjanisa iindawo. Buyelela.

- ★ Bangaki abafundi abahlezi 'ngebhanga' yakho?



5. **Ngezelela/susa:** Khulumani 'ngamabhanga' ahlukileko.

Imibuzo ehlahlako:

- ★ Nangabe ngithatha abafundi ababili 'ebhanga ye-R100' bangaki abazokusala ngebhanga?
- ★ Nangabe ngingezelela ngomfundi munye 'ebhanga ye-R50' bangaki abazabe bahlezi ngebhanga?

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

Ilanga 5

Okudingako

- Umlolozelo: *Isikepe semkayini* (ikhasi 201) ibhoksi leentoro, isikhafthini seyogathi, njalonjalo
- Iimphathi ezili-10 zegrozari ezenziwe kabutjha, isibonelo, • Itheyiphu yokusitha/itjhogo • Iphosta 1

1. **Umlolozelo:** Yitjho umlolozele, *Isikepe semkayini*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Namathisela iimphathi ezimbalwa ebodeni bese ubeka ezinye phezu komada.

Imibuzo ehlahlako:

- ★ Zingaki iimphathi zegrozari ozibona phezu kwetafula/kweboda? Balani ndawonye.
- ★ Ingabe ulinganise okunengi khulu/okumbalwa khulu?



4. **Jumping track:** Use masking tape/chalk to create a 1–8 number ladder. Learners take turns to jump as the class counts 1–8. Learners stand on number 5 and jump to number 8.

Guiding questions:

- ★ How many jumps did you make?

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



Guiding questions:

- ★ What do you see in the picture that you/your family have bought before?
- ★ Do you think there are enough oranges for each person in the family?
- ★ How many more oranges do they need to buy to each have one?
- ★ If there are two small yoghurts in the fridge and each person wants one, how many more will they need to buy?

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

Integration

Home Language: Solve problems and explain solutions.

Life Skills: Beginning Knowledge, Personal and Social Wellbeing.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- 5 banknotes (R10, R20, R50, R100, R200)
- 8 dough mats
- A tub per learner with:
 - 10 structure beads
 - 8 fruit counters (*Resource Kit*)

1. **Problem solving:** Discuss Poster 7.

Guiding questions:

- ★ There are four pineapples on the table. Dad buys three pineapples. How many pineapples will be left on the table?
- ★ Dad buys two bags of oranges. How many oranges does he buy?
- ★ The fruit seller had three watermelons. Now she has one. How many did she sell?

4. **Umzila wokweqa:** Sebenzisa ithubo yokusitha/itjhogo ukwakha ilere yenomboro 1–8. Abafundi bayadlhelana ngokweqa lokha itlasi nayibala 1–8.

Abafundi bajama phezu kwenomboro 5 nokweqela kunomboro 8.

Imibuzo ehlahlako:

- ★ Kungaki ukweqa okwenzileko?

5. **Ukujayezisa 1–4:** Khulumani ngePhosta 1. Khulumani ngalokho abafundi abangakubona.



Imibuzo ehlahlako:

- ★ Khuyini okubonako esithombeni leyo wena/umndenakho oyithengileko ngaphambili?
- ★ Ucabanga bonyana kunama-orentji aneleko womuntu ngamunye emndenini?
- ★ Mangaki amanye ama-orentji angaphezulu abafanele ukuwathenga kobana ngamunye abenalinye?
- ★ Nangabe kunamayogathi amabili amancani ngesiqandisini begodu umuntu ngamunye ufuna yinye, mangaki amanye angaphezulu abadinga ukuwathenga?

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

Ukuhlanganisa

ILimi leKhaya: Rarulula imiraro bese uhlathulula imiphumela.

AmaKghono wePilo: Ilwazi lokuthoma, umuntu qobo nokuHlalisana emPhakathini.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Iphosta 7
- Imali yephepha ama-5 (R10, R20, R50, R100, R200)
- Abomada behlama yokudlalisa abali-8
- Isikhafthini umfundi ngamunye esine:
 - Umncamo ohlelekileko eli-10
 - limbalisi zesithelo ezi-8 (*IKhidi yeenSetjenziswa*)

1. **Ukurarulula umraro:** Khulumani ngePhosta 7.

Imibuzo ehlahlako:

- ★ Kunamaphayinapula amane phezu kwetafula. Ubaba uthenga amaphayinapula amathathu. Mangaki amaphayinapula azakusala etafuleni?
- ★ Ubaba uthenga imigodla emibili yama-orentji. Uthenge ama-orentji amangaki?
- ★ Umthengisiinthelo bekanamakhabe amathathu. Kwanjesi unalinye. Mangaki awathengisileko?

TIP

Encourage learners to show you the total number of beads without counting in ones.

TIP

Learners use counters to solve the problems. Ask learners how they got their answers and let them explain their thinking. Learners need time to explain their reasoning and hear the strategies of others in the group.

2. **Structure beads:** Show learners a number of structure beads between 1 and 10, for example, 6, 3, 7, 4 or 8. Flash these for a few seconds, and then hide them away.

Guiding questions:

- ★ How many beads did you see?

Ask learners to show a number of beads between 1 and 6.

3. **Fruit on plates:** Learners use the eight fruit counters from their tubs to solve the problems.

Guiding questions:

- ★ Each fruit needs a plate. How many plates will you need?
- ★ Each plate needs two fruits. How many plates will you need?
- ★ If you have two plates, how many fruits can you put on each plate?

Learners compare and discuss how many fruits they would place on each plate.

4. **Banknotes:** Hide a note under a piece of paper.

Guiding questions:

- ★ The banknote under the paper is green and has a rhino on it. What is this banknote called?

Give learners each a turn to hide and describe a banknote.



Check that learners are able to:

- solve problems from 1–8
- recognise, match and describe banknotes

Workstation 1

What you need

- Crayons, colour pencils
- Banknotes
- A4 cardboard with 3 rectangles – 1 per learner
- A pair of scissors – 1 per learner

TIP

Learners can create their own banknotes that they would like to use, for example, 'on the moon'.

Learners cut out the rectangles. Referring to the banknotes, they create their own banknotes by drawing pictures on both sides and writing a number on one side of each rectangle.



ISIYELELISO

Khuthaza abafundi bakukhombise inani lemincamo ngaphandle kobana bayibale nakanye.

ISIYELELISO

Abafundi basebenzisa iimbalisi ukurarulula umraro. Buza abafundi bonyana iimpundulo zabo bazithole njani bese ubavumele bahlathulule abakucabangako. Abafundi badinga isikhathi sokuhlathulula imibono yabo bese uzwa amano wabanye esiqhemeni.

2. **Imincamo ehlelekileko:** Khombisa abafundi inani lemincamo ehlelekileko ephakathi kuka-1 no-10, isibonelo, 6, 3, 7, 4 nofana 8. Phephezelisa lokhu imizuzwana embalwa, bese uyakufihla.

Imibuzo ehlahlako:

- ★ Mingaki imincamo oyibonileko?

Bawa abafundi bakhombise inani lemincamo phakathi kuka-1 no-6.

3. **Iinthelo ezisepuleyidini:** Abafundi basebenzisa iimbalisi zesithelo ezibunane zeenkhafthinini zabo ukurarulula umraro.

Imibuzo ehlahlako:

- ★ Isithelo ngasinye sidinga ipuleyidi. Mangaki amapleyidi ozawadinga?
- ★ Ipleyidi ngalinye lidinga iinthelo ezimbili. Mangaki amapleyidi ozawadinga?
- ★ Nangabe unamapuleyidi amabili, zingaki iinthelo ongazifaka epleyidini ngalinye?

Abafundi bamadanisa bese bakhuluma ngokobana zingaki iinthelo abazazifaka epuleyidini ngalinye.

4. **Imali yephepha:** Fihla imali yephepha elilodwa ngaphasi kwesiquntu sephepha.

Imibuzo ehlahlako:

- ★ Imali yephepha engaphasi kwephepha ihlaza satjani begodu inomkhombo phezu kwayo. Imali yephepha le ibizwani?

Nikela umfundi ngamunye idlhego lokufihla nokutlhadlhula ngemali yephepha.



Tjheja bonyana abafundi bayakwazi uku:

- rarulula umraro ukusukela ku-1–8
- khumbula, khambelanisa bese utlhadlhula ngemali yephepha

Isitetjhi sokusebenzela 1

Okudingako

- Amakhrayoni, iimpensela zombala
- Imali yephepha
- Ikhadibhodi le-A4 elinaboncantathu aba-3 – 1 umfundi ngamunye
- Isikere – 1 umfundi ngamunye

ISIYELELISO

Abafundi bangenza yabo imali yephepha abangathanda ukuyisebenzisa, isibonelo, 'enyangeni'.

Abafundi basika aboncantathu. Ngokuqala emalini yephepha, benza yabo imali yephepha ngokudweba iinthombe mahlangothi womabili bese batlole inomboro ngakelinye ihlangothi likancantathu.



Workstation 2

What you need

- Counters
- Dice – 1 per learner
- A4 page – 1 per learner
- Crayons
- Playdough
- Number 2 dot card (from the *Resource Kit*) – 1 per learner

Learners draw a shopping basket on the A4 page. They roll a dice and add two to the number of dots shown on the dice. (They can use a number 2 dot card for support.) They roll this number of balls from playdough and place the balls (fruit) in the basket. They repeat the activity.

Workstation 3

What you need

- A4 tortoise template (page 219) – 1 per learner
- Coloured counters (*Resource Kit*)
- Dot cards 1–8 (*Resource Kit*)
- Crayons

Place the dot cards face down on the table. Learners turn over a dot card. They find the piece of the tortoise's shell with the same number of dots and place the correct number of counters on these dots. They repeat the activity colouring in the dots as they count.



Workstation 4

What you need

- Number symbol and picture cards 1–8 (*Resource Kit*) for each learner
- Braai/salad tongs for each learner
- Wooden blocks

Place number cards face down on the mat. Learners turn a card over and use the tongs to stack the number of blocks shown on the card on top of each other.



Isitetjhi sokusebenzela 2

Okudingako

- Iimbalisi
- Idayisi – 1 umfundi ngamunye
- Iphepha le-A4 – 1 umfundi ngamunye
- Amakhrayoni
- Ihlama yokudlalisa
- Ikarada lamaqatjhazi wenomboro 2 (*weKhidi yeenSetjenziswa*) – 1 umfundi ngamunye

Abafundi badweba umantji wokuthenga phezu kwekhasi le-A4. Bageda idayisi bese bangezelele ngamabili enanini lamaqatjhazi elikhonjiswe edayisini. (Bangasebenzisa ikarada lamaqatjhazi amabili ukusekela.) Bageda inani leembholweli ngehlama yokudlalisa bese bafaka iimbholo (iinthelo) ngemantjini. Babuyelela umsebenzi.

Isitetjhi sokusebenzela 3

Okudingako

- Umfuziselo wekghuru we-A4 (ikhasi 219) – 1 umfundi ngamunye
- Iimbalisi zombala (*IKhidi yeenSetjenziswa*)
- Amakarada wamaqatjhazi 1–8 (*IKhidi yeenSetjenziswa*)
- Amakhrayoni

Beka amakarada wamaqatjhazi etafuleni aqale phasi. Abafundi baqalisa phezulu ikarada lamaqatjhazi. Bathola isiquntu seqephe lekghuru esinenani elifanako lamaqatjhazi bese babeka inani elifaneleko leembali emaqatjhezini lawa. Babuyelela umsebenzi ngokufaka umbala emaqatjhezini lokha nababalako.



Isitetjhi sokusebenzela 4

Okudingako

- Amakarada wethswayo nesithombe seenomboro 1–8 (*IKhidi yeenSetjenziswa*) womntwana ngamunye
- Iforogo yokosa/yesaladi umntwana ngamunye
- Amabhlogo weengodo

Beka amakarada wamaqatjhazi emadeni aqale phasi. Abafundi baqalisa ikarada phezulu bese basebenzisa iforogo ukubuthelela inani lamabhlogo elikhonjiswe phezu kwekarada elinye phezu kwelinye.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Grouping, half
- Up to three more (using dot cards)
- Order collections from smallest to biggest

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Problem solving 1–8
- Reinforce number concept 1–8
- More, fewer, most, least, equal
- Two/three more/fewer

New maths vocabulary

half

Getting ready

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

- small smiley face stickers/cards – 1 per learner
- 36 small animal picture cards, each with a frieze animal (i.e. one card with an elephant, two cards each with one zebra, three cards each with one meerkat, and so on)
- 8 paper/cardboard circle cut-outs (40 cm in diameter)
- 2 small circle cut-outs: red and green
- envelope to fit dot cards
- 8 containers marked 1–8 for animal pictures
- envelopes each with a learner's name and 5 number symbol cards (between 1 and 8) – 1 per learner
- flower centres with numbers 1–8 on them and 30 petals per learner
- small cellophane/tin foil squares to wrap sweets – 30 per pair of learners
- playdough
- 8 small plastic zip-lock bags labelled 1–8 per pair of learners
- blank cards (5 × 5 cm) – 8 per pair of learners
- 4 sets of number symbol cards 1–8.

UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

Iinhloko

- Ukutlhadlhula, rhemisa bese umadanisa iinomboro ezipheleleko
- Ubudlelwana beenomboro
- Ukukhumbula inomboro
- Ukurarulula umraro osebujameni obuthileko

Ilwazi elitjha

- Ukwenza iinqhema, isiquntu
- Ukufika kokuthathu ngaphezulu (ngokusebenzisa amakarada wamaqatjhazi)
- Ukurhemisa amabuthalelo ukusuka kelincani khulu ukuya kelikhulu khulu

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–8
- Ukurarulula umraro 1–8
- Qinisa umqondo wenomboro 1–8
- Okungaphezulu, okumbadlwana, okungaphezulu khulu, okuncani khulu, kuyalingana
- Kubili/kuthathu ngaphezulu/ngokumbadlwana

Ilwazimagama leembalo elitjha

isiquntu

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- isitikha/amakarada wobuso besimomotheki esincani – 1 umfundi ngamunye
- amakarada weenthombe zeenlwana ezincani ezima-36, ngasinye sinomhlobiso wesilwana (okutjho bona, ikarada linye lendlovu, amakarada amabili anedube linye, amakarada amathathu ngalinye linobudorwana, njll.)
- iindulungu zephepha/zekhadibhodi ezisikiweko ezi-8 (40 cm yedayamitha)
- iindulungu ezimbili ezincani ezisikiweko: ebovu nehlaza satjani
- imvilobhu engalingana amakarada wamaqatjhazi
- iimphathi ezi-8 ezimeregwe 1–8 zeenthombe zeenlwana
- imvilobhu ngayinye ibe negama lomfundi netshwayo lenomboro (phakathi kwaka 1 no-8) – 1 umfundi ngamunye
- imiphakathi yamathuthumbo eneenomboro 1–8 phezu kwawo namaphethali ama-30 umntwana ngamunye
- iselofeyini/ifoyle encani eziinkwere zokuphuthela amaswidi – ama-30 ipara yabafundi
- ihlama yokudlalisa
- imigodlana yeplastiki ye-*zip-lock* emincani elebuliwe 1–8 ipara yinye yabafundi
- amakarada angakatlolwa (5 × 5 cm) – 8 ipara ngayinye yabafundi
- amasede ama-4 wamakarada wetswayo lenomboro 1–8.

Whole class activities

Day 1

What you need

- Rhyme: *Spaceship* (page 200)
- 10 spaceships each with 10 windows (from Week 9)
- Small smiley face stickers/cards – 1 per learner
- 2 hula hoops
- 8 mouse picture cards
- 2 small circle cut-outs: red and green

1. **Rhyme:** Say the rhyme, *Spaceship* from Week 9.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Together count the spaceships as you place them in a circle on the mat. Hand out a smiley face sticker/card to each learner. Learners take turns to stick their sticker onto the windows of the first/second/third, and so on spaceship. Count 1–10 as they do this.



TIP

Explain that learners will continue to put 'people' into the spaceships on other days.



Guiding questions:

- ★ How will we know when the first spaceship has 10 'people' in it?
- ★ How will we know when we should start putting 'people' into the second spaceship?
- ★ Do you think we will have enough stickers for the second spaceship?
- ★ How many spaceships have/still need stickers?

Count the people in the spaceships together.

4. **Grouping; introducing half:** Give eight learners each a picture of a mouse. Place two hoops on the mat.

Guiding questions:

- ★ How can we make sure that each hoop has the same number of mice?
- Learners put four mice in one hoop and four mice in the other hoop. Explain that when we put the same number of mice in each hoop, we say that half of the mice are in the one hoop and half of the mice are in the other hoop.



TIP

The mouse pictures can be attached to a crown to add a fun element.



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Isikepe semkayini* (ikhasi 201)
- linkepe zomkayi ezi-10 ezinamafesdere ali-10 ngasinye (we-iVeke 9)
- Isitikha/amakarada wobuso besimomotheki esincani – 1 umfundi ngamunye
- Amahulahuphu ama-2
- Amakarada wesithombe sekhondlo abu-8
- Iindulungu ezincani ezi-2 ezisikiweko: ebovu nehlaza satjani

ISIYELELISO

Hlathulula bonyana abafundi bazakuragela phambili nokufaka 'abantu' ngesikepeni somkayi ngamanye amalanga.

1. **Umlolozelo:** Yitjho umlolozelo, *Isikepe semkayini* we-Veke 9.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

3. **Ukubala izinto 1–10:** Abafundi bahlala benza indulungu. Babala iinkepe zomkayi ndawonye lokha nawuzibeka ngendulungwini phezu komada. Nikela umfundi ngamunye isitikha/ikarada lobuso besimomotheki. Abafundi bayadlhegana ukunamathisela isitikha sabo emafesdereni wesikepe somkayi sokuthoma/sesibili/sesithathu, njalonzalo. Bala 1–10 lokha nabenza lokhu.



Imibuzo ehlahlako:

- ★ Sizokwazi njani lokha isikepe somkayi sokuthoma nasele 'sinabantu' abali-10 ngaphakathi?
- ★ Sizokwazi njani nasele kufanele sithome ukufaka 'abantu' ngesikepeni somkayi sesibili?
- ★ Ucabanga bonyana sizakuba neentikha ezaneleko zesikepe somkayi sesibili?
- ★ Zingaki iinkepe zomkayi ezinye/ezisafuna iintikha?

Balani ndawonye abantu abangaphakathi kweenkepe zomkayi.

4. **Ukukhula iinqhema; ukwethula isiquntu:** Nikela abafundi ababunane isithombe sekhondlo ngamunye. Beka amahuphu amabili phezu komada.

Imibuzo ehlahlako:

- ★ Singaqinisekisa njani bonyana ihuphu ngayinye inenani elifanako lamakhondlo?

Abafundi bafaka amakhondlo amane ngaphakathi kwehuphu yinye bese bafaka amakhondlo amane ngaphakathi kwehuphu enye. Hlathulula bonyana lokha Nasifaka inani elifanako lamakhondlo ngehuphini ngayinye, sithi isiquntu samakhondlo singakenye ihuphu nesinye isiquntu samakhondlo singehuphini enye.

ISIYELELISO

linthombe zekhondlo zingananyathiselwa emqheleni ukufaka into ethabisako.



Play this rain game. Learners who are sitting in the circle pat the floor to make the sound of raindrops. The eight learners skip around and between the hoops through the rain. When you show a red circle, the rain stops. Half of the learners stand in one hoop and half in the other hoop. Show the green circle for the rain to start again.









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

Day 2

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- 36 animal picture cards
- Prestik
- 2 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Refer to the number frieze as you sing. Dramatise verses 1 and 2.

1		2		3		4	
•	one	••	two	•••	three	••••	four
5		6		7		8	
•••••	five	••••••	six	•••••••	seven	••••••••	eight

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.
4. **Grouping; half:** Repeat the activity from Day 1 using the six duck picture cards. Then do the activity with five monkey picture cards.

Guiding questions:

- ★ Can half of this group of monkeys stand in one hoop and half in the other?
- ★ Why not?
- ★ Where will one monkey have to stand?

Repeat with other animal groups.

5. **Grouping; half – pictures:** Place two circle cut-outs on the wall. Give eight learners each a mouse card.

Guiding questions:

- ★ Can you put half the mice into one circle and half the mice into the other circle?

Repeat with the activity with the seven frog picture cards.

Guiding questions:

- ★ Why can't we put half of this group of frogs into each circle?

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



TIP

Place the different animal cards in containers and put a tub of Unifix blocks on the maths table. Learners can arrange the Unifix blocks in groups to match the number of animals in each container.









Dlalani umdlalo lo. Abafundi abahlezi ngendulungwini babhambada phasi ukwenza itjhada lamathosi wezulu. Abafundi ababunane beqayeqa mazombe naphakathi kwamahuphu hlangana nezulu. Lokha nawukhombisa indulungu ebovu, izulu liyathula. Isiquntu sabafundi bajama ngakuhuphu yinye nesiquntu esinye singakenye ihuphu. Khombisa indulungu ehlaza satjani kobana izulu lithome godu.

5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Ilanga 2

Okudingako

- linkepe zomkayi ezili-10
- Amakarada ama-36 wesithombe sesilwana
- lintikha/amakarada wobuso besimomotheki – 1 umfundi ngamunye
- Iphrestiki
- Ingoma: *lindlovu ezibunane* (ikhasi 201)
- Iindulungu ezi-2 ezisikiweko

1		2	
•	kunye	••	kubili
3		4	
•••	kuthathu	••••	kune
5		6	
•••••	kuhlanu	••••••	sithandathu
7		8	
•••••••	likhomba	••••••••	bunane

ISIYELELISO

Faka amakarada weenlwana ahlukeleko ngeemphathini bese ubeka isikhafthini samabhlogo we-*Unifix* phezu kwetafula. Abafundi bangahlela amabhlogo we-*Unifix* ngeenqhema kobana akhambelane nenani leenlwana ezingesiphathini ngasinye.

1. **Ingoma:** Vumani ingoma *lindlovu ezibunane*. Qala kumihlobiso yenomboro lokha nanivumako. Lingisela ivesi 1 no-2.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi weLanga 1. Abafundi bayadlhegana ukunamathisela iintikha/amakarada wabo phezu kwamafesdere wesikepe somkayi.
4. **Ukwenza iinqhema; isiquntu:** Buyelela umsebenzi weLanga 1 ngokusebenzisa amakarada amathandathu wesithombe sedada. Kwanjesi yenza umsebenzi ngamakarada amahlanu wesithombe sefene.

Imibuzo ehlahlako:

- ★ Isiquntu sesiqhema seemfene lesi singakwazi ukujama ngakuhupu yinye bese isiquntu esinye sijame ngakenye?
 - ★ Kubayini singakwazi?
 - ★ Ifene yinye ingajama kuphi?
- Repeat with other animal groups.

5. **Ukuhlela iinqhema; isiquntu – iinthombe:** beka iindulungu ezimbili ezisikiweko phezu kweboda. Nikela abafundi ababunane ikarada lekhondlo ngamunye.

Imibuzo ehlahlako:

- ★ Ungabeka isiquntu samakhondlo ngendulungwini yinye bese nesinye isiquntu samakhondlo ngakenye indulungu.
- Buyelela umsebenzi ngamakarada alikhomba wesithombe sesirhwarhwa.

Imibuzo ehlahlako:

- ★ Kubayini singafaki isiquntu sesiqhema seenrhwarhwa lesi ngendulungwini ngayinye?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi yesitetjhini sokusebenzela ngasinye.

Day 3

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- 30 number symbol, dot, picture and word cards 1–8 (*Resource Kit*)
- Envelope with two dot cards 1–4 (*Resource Kit*)

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 3 and 4.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.

Guiding questions:

- ★ How many spaceships still need people in them?
- ★ How many already have ten people in them?
- ★ Do you think we will finish putting people into the ten spaceships tomorrow?
- ★ Why do you say that?

Count the people in each of the 'completed' spaceships 1–10.

4. **Practising 1–8, dot cards game:** Learners sit in a circle. Hand out a number symbol or word card from 1 to 8 to each learner. Play the game, I wrote a letter to my friend. Place two number dot cards between 1 and 4 into an envelope. One learner walks around the outside of the circle as the class says the rhyme. The learner drops the envelope behind another learner and runs around the circle. After chasing the learner who dropped the envelope, the learner who picked up the envelope opens it. She/he holds up one card, then the other card and then both cards. Ask all learners these questions:

- ★ Who has a number that matches the number of dots on the card that _____ is holding?
- ★ Who has a number that matches the number of dots on both the cards that _____ is holding put together?

Learners hold their number symbol or word cards above their heads and say the number.

Change the dot cards in the envelope. Learners play the game, I wrote a letter to my friend, again.

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

**TIP**

This game is best played outside so that learners have the space to run around the circle.

Ilanga 3

Okudingako

- 10 iinkepe zomkayi ezili-10
- Amakarada/iintikha zobuso besimomotheki – 1 umfundi ngamunye
- Ingoma: *lindlovu ezibunane* (ikhasi 201)
- Umdlalo: Ngitlolele umnganami incwadi (ikhasi 201)
- Amakarada 1–8 wetshwayo lenomboro, wamaqatjhazi, wesithombe negama ama-30 (*IKhidi yeenSetjenziswa*)
- Imvilobhu enamakarada amabili wamaqatjhazi 1–4 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vumani ingoma, *lindlovu ezibunane*. Lingisela ivesi 3 no-4.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi weLanga 1. Abafundi bayadlhegana ngokunamathisela iintikha/amakarada wabo phezu kwamafesdere wesikepe somkayi.

Imibuzo ehlahlako:

- ★ Zingaki iinkepe zomkayi ezisafuna abantu ngaphakathi kwazo?
- ★ Zingaki esele zinabantu abalitjhumi ngaphakathi kwazo?
- ★ Ucabanga bonyana sizakuqeda ukufaka abantu ngeenkepeni zomkayi ezilitjhumi kusasa?
- ★ Kubayini utjho njalo?

Bala abantu ngesikepeni 1–10 ngasinye salezo 'eziphelileko'.

4. **Ukujayeza 1–8, amakarada womdlalo wamaqatjhazi:** Abafundi bahlala benza indulungu. Banikele ikarada letshwayo lenomboro nofana inomborogama ukusuka ku-1 ukuya ku-8 umfundi ngamunye. Dlala umdlalo, Ngitlolele umnganami incwadi. Faka amakarada wamaqatjhazi lenomboro ephakathi kuka-1 no-4 ngaphakathi kwemvilobhu. Umfundi oyedwa uzomba ngaphandle kwendlungu lokha itlasi nayitjho umlolozelo. Umfundi uwisa imvilobhu ngemva komunye umfundi bese ugijima azombe indulungu. Ngemva kokugijimisa umfundi owise imvilobhu, umfundi odobhe imvilobhu uyayivula. Uphakamisela ikarada linye phezulu, bese ukhupha elinye ikarada bese kuba makarada womabili. Buza boke abafundi imibuzo le:

- ★ Ngubani onenomboro ekhambelana nenani lamaqatjhazi asekaradeni lelo ____ aliphetheko?
- ★ Ngubani onenomboro ekhambelana nenani lamaqatjhazi asekaradeni womabili lawo ____ owaphetheko nawuwahlanganisako?

Abafundi babamba amakarada wabo wetshwayo lenomboro nofana wenomborogama ngehla kweenhloko zabo bese batjho inomboro.

Tjintja amakarada wamaqatjhazi angemvilobhini. Abafundi badlala umdlalo, Ngitlolele umnganami incwadi, godu.

5. **Imisebenzi yesiqhema esincani:** Thadlhula imisebenzi yesitetjhini sokusebenzela ngasinye.


ISIYELELISO

Umdlalo lo kungcono nawudlalelwa ngaphandle kobana abafundi bazokuba nesikhala esaneleko sokugijima bazombe indulungu.

Day 4

What you need

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- Blanket (size depends on available space)
- Number line
- 8 containers marked 1–8, with animal picture cards inside
- Number picture cards 1–8 (*Resource Kit*)
- 8 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 5 and 6.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the blanket on the mat. Learners sit around the edge.

Guiding questions:

- ★ Can you put 10, 3, 7 fingers; 2 feet; 5 toes on the blanket?

Ask ten learners to put one finger each onto the blanket; ten learners to put one foot onto the blanket; ten learners to put one hand onto the blanket, and so on.

- ★ How many fingers/hands/feet are on the blanket now?

4. **Practising 1–8:** Repeat the game, I wrote a letter to my friend, from Day 3. Learners show the number symbol on the number line to represent the total number of dots of the two cards in the envelope.

Guiding questions:

- ★ Is this number before or after 8/5, and so on?

5. **Ordering collections; smallest to biggest:** Place containers 1–8 with picture cards randomly on the mat. Learners each take an animal card from the eight containers. Place eight circle cut-outs randomly on the mat. Hold up a number picture card and place it next to one of the circles. Learners with matching animal cards place their cards on that circle.

**Guiding questions:**

- ★ Which group of animals has the least/most cards?
- ★ Which groups have fewer/more cards in them than the monkey card group?
- ★ Which group has a few/many cards?
- ★ How can we arrange these groups of cards from the group with the fewest cards/the smallest group, to the group with the most cards/the biggest group?

Learners give suggestions as you order the groups.

Muddle the order that the containers are placed in.

Ilanga 4

Okudingako

- Ingoma: *lindlovu ezibunane* (ikhasi 201)
- Umdlalo: Ngitlolele umnganami incwadi (ikhasi 201)
- Imvilobhu enamakarada 1–4 wamaqatjhazi amabili (*IKhidi yeenSetjenziswa*)
- Ingubo (ubukhulu buya ngendawo ekhona)
- Inamabalayini
- Iimphathi ezi-8 ezimeregwe 1–8, ezinamakarada weenthombe zeenlwana ngaphakathi
- Amakarada wesithombe senomboro 1–8 (*IKhidi yeenSetjenziswa*)
- Iindulungu ezibu-8 ezisikiweko

1. **Ingoma:** Vumani ingoma, *lindlovu ezibunane*. Lingisela ivesi 5 no-6.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka ingubo phezu komada. Abafundi bahlala magega nomphetho.

Imibuzo ehlahlako:

- ★ Ungayibeka imino 10, 3, 7; iinyawo ezimbili iinyawo ezi-2; amazwani amahlanu amazwani ama-5 phezu kweengubo?

Bawa abafundi babeke umuno munye phezu kweengubo; abafundi abalitjhumi babeke inyawo linye phezu kweengubo; abafundi abalitjhumi babeke isandla sinye phezu kweengubo, njalonzalo.

- ★ Mingaki imino/izandla/iinyawo eziphezu kweengubo?

4. **Ukujayeza 1–8:** Buyelela umdlalo, Ngitlolele umnganami incwadi, weLanga 3. Abafundi bakhombisa itshwayo lenomboro phezu kwenamabalayini ukujamiselela inani lamaqatjhazi wenomboro yamakarada amabili angemvilobhini.

Imibuzo ehlahlako:

- ★ Inomboro le ingaphambili nofana ingemva kwaka-8/5, njalonzalo.

5. **Ukurhemisa amabuthelo; ncani khulu ukuya kekhulu khulu:** Beka iimphathi 1–8 namakarada wesithombe ngokungakahleleki phezu komada. Umfundi ngamunye uthatha ikarada lesilwana ngeemphathini ezibunane. Beka okusikiweko ngokungakahleleki phezu komada. Phakamisa ikarada lesithombe senomboro bese usibeka eduze kwenye yeendulungu. Abafundi abaphethe amakarada weenlwana ezikhambelanako babeka amakarada wabo phezu kwendulungu leyo.

**Imibuzo ehlahlako:**

- ★ Ngisiphi isiqhema seenlwana ezinamakarada amancani khulu/ angaphezulu khulu?
- ★ Ngisiphi isiqhema esinamakarada amadlwana/anagaphezulu kiso kunesiqhema sekarada lefene?
- ★ Ngisiphi isiqhema esinamakarada amadlwana/amanengi?
- ★ Singazihlela njani iinqhema zamakaradezi ukusukela esiqhemeni esinamakarada amadlwana/isiqhema esincani khulu, ukuya esiqhemeni esinamakarada amanengi khulu/isiqhema esikhulu khulu?

Abafundi banikela imibono lokha nawurhemisa iinqhema.

Hlangahlanganisa irhemo lelo iimphathi ezibekwe ngalo.

Guiding questions:

- ★ What must I do to put the containers into the same order as the groups in the circles?
 - ★ Should they be in the same order? Why?
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- A set of dot cards 1, 2, 3 and 4 (*Resource Kit*)
- Masking tape/chalk

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 7 and 8.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 4.
4. **Jumping track:** Use masking tape/chalk to create a number 1–8 ladder. Learners jump as the class counts 1–8.

Guiding questions:

- ★ Can you stand on number 7 and jump back to number 1, and so on?
5. **Practising 1–8; addition; most/least:** Repeat the game, I wrote a letter to my friend, from Day 3 using number symbol, picture and dot cards 1–8 and two dot cards in an envelope.

When the learner shows two dot cards from the envelope, use three other dot cards to represent the same total, for example, two dots and five dots can also be shown as one dot, four dots and two dots, and so on.

Guiding questions:

- ★ Which of these three cards has the most/least dots?
 - ★ Which has fewer than this one?
 - ★ How many fewer does it have?
- Hold up one dot card.
- ★ If we add the dots on this card to the dots on the cards that _____ is showing us, how many dots are there altogether?
 - ★ Who has a number card that matches this number?
6. **Small group activities:** Describe the activities at each workstation.



TIP

The three cards must only add up to a total of eight.

Integration

Home Language: Emergent Writing.

Life Skills: Creative Arts (visual and performing arts).

Imibuzo ehlahlako:

- ✦ Khuyini ekufanele ngikwenze ukubeka iimphathi ngerhemo elifanako neleenqhema ezingendulungwini?
- ✦ Kufanele zibe ngerhemo elifanako? Kubayini?

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

Ilanga 5**Okudingako**

- Ingoma: *lindlovu ezibunane* (ikhasi 201)
- Umdlalo: Ngitlolele umnganami incwadi (ikhasi 201)
- Imvilobhu enamakarada wamaqatjhazi amabili 1–4 (*IKhidi yeenSetjenziswa*)
- Isede yamakarada wamaqatjhazi, 1, 2, 3 na-4 (*IKhidi yeenSetjenziswa*)
- Itheyiphu yokusitha/itjhogo

1. **Ingoma:** Vumani ingoma, *lindlovu ezibunane*. Lingisela indima 7 na-8.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi weLanga 4
4. **Umzila wokweqa:** Sebenzisa ithubo yokusitha/itjhogo ukwakha ilere yeenomboro 1–8. Abafundi bayeqa lokha itlasi nayibalako 1–8.

Imibuzo ehlahlako:

- ✦ Ungajama phezu kwenomboro 7 bese weqela emuva kunomboro 1, njalunjalo?

5. **Ukujayeza 1–8; ukungezelela; nengi khulu/ncani khulu:** okungaphezulu khulu/okuncani khulu: Buyelela umdlalo, Ngitlolele umnganami incwadi, weLanga 3 ngokusebenzisa amakarada wetshwayo lenomboro, wesithombe newamaqatjhazi 1–8 namakarada amabili wamaqatjhazi angeemvilobhini.

Lokha umfundi nakatjengisa amakarada amabili wamaqatjhazi ukujamiselela inani elifanako, isibonelo, amaqatjhazi amabili namaqatjhazi amahlanu godu angatjengiswa ngeqatjhazi linye, amaqatjhazi amane namaqatjhazi amabili, njalunjalo.

Imibuzo ehlahlako:

- ✦ Ngiliphi emakaradeni amathathu la elinamaqatjhazi angaphezulu khulu/amancani khulu?
- ✦ Ngiliphi elinambadlwana kunaleli?
- ✦ Mangaki ambadlwana elinawo?

Phakamisela phezulu ikarada leqatjhazi linye.

- ✦ Nasingezelela amaqatjhazi akilelikarada emaqatjhazini asemakaradeni i_____ asitjengisa, bonyana mangaki amaqatjhazi nasele awoke?
- ✦ Ngubani onekarada lenomboro ekhambelana nenomboro le?

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

Ukuhlanganisa

ILimi leKhaya: UkuTlola okusaThomako.

AmaKghono wePilo: Ubukghwari bokuTlama (ubukghwari bokubonwako nokwenziwako).

**ISIYELELISO**

Amakarada amathathu kufanele angezelele ukufikela enanini lobunane kwaphela.

Small group activities

Teacher-guided activity

What you need

- Poster 5
- Container with coloured counters
- Number dot, picture, symbol cards 1–8 (*Resource Kit*)
- A tub per learner with:
 - Between 1 and 10 counters
 - Symbol, word cards 1–8 (*Resource Kit*)
- 2 plastic lids per learner

1. **Problem solving:** Discuss Poster 5. Talk about the stones in the river.

Guiding questions:

- ★ How could you cross the river if you didn't want to wet your shoes?
- ★ How many stones do you see in the river?
- ★ Mom walks across half of the stones. How many stones does she still need to cross?

2. **More/fewer, most/least, equal:** Sit on a blanket. Learners place their counters in a pile in front of them. Pretend you are having a picnic and that the counters are sweets.

Guiding questions:

- ★ Who has the most/least sweets?
- ★ Who has more than four/fewer than five sweets?
- ★ Can you show me six sweets, fewer/more than six sweets?
- ★ Do any of you have the same number of sweets?
- ★ Can you make two groups with half your sweets in each group?

Repeat with other numbers.

3. **Counting objects:** Can you see anything in Poster 5 that matches the number of sweets you have?
4. **Practising 8 – dot, picture and symbol cards:** Show the learners the dot cards one at a time. Each learner has a turn to call out the number each card represents and point to a number symbol or picture card that matches.

5. **Practising 8 – number symbols, number words and counters:**

Learners arrange their number symbol and word cards in order from smallest to biggest (1–8) with counters (sweets) to match.

Guiding questions:

- ★ Which group has 7, 5, 8 sweets?
- ★ Which group of sweets has three fewer than/two more than the one with six sweets?
- ★ Which group has the most/least sweets?



Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Iphosta 5
- Isiphathi esineembalisi ezinemibala
- Amakarada wenomborogama, isithombe, netshwayo 1–8 (*IKhidi yeenSetjenziswa*)
- Isikhafthini umfundi ngamunye esine:
 - limbalisi eziphakathi kwaka-1 ne-10
 - Amakarada wetshwayo, igama 1–8 (*IKhidi yeenSetjenziswa*)
- Iimvalo ezi-2 zeplastiki umfundi ngamunye

1. **Ukucarulula umraro:** Khuluma ngePhosta 5. Coca ngamatje angemlanjeni.

Imibuzo ehlahlako:

- ✦ Ungaweqa njani umlambo nangabe awufuni ukuthambisa amanyathelwakho?
- ✦ Mangaki amatje owabona ngemlanjeni?
- ✦ UMma ukhamba ngaphezu kohafu wamatje. Mangaki amatje asafanele ukukhamba phezu kwawo?

2. **Angaphezulu/ambadlwana, manengi khulu/mancani khulu, ayalingana:** Hlala phezu kweengubo. Abafundi babeka iimbalisi ngewobhu phambi kwabo. Yenza ngathi unephikinikhi neembalisi maswidi.

Imibuzo ehlahlako:

- ✦ Ngubani onamaswidi amanengi khulu/onamancani khulu?
- ✦ Ngubani onamaswidi angaphezulu kwamane/kwambadlwana kunamahlano?
- ✦ Ungangikhombisa amaswidi asithandathu, ambadlwana/ angaphezulu kunamaswidi asithandathu?
- ✦ Ingabe ukhona omunye wenu onenani elifanako lamaswidi?
- ✦ Ungakwazi ukwenza iinqhema ezimbili ngehafu yamaswidi wakho esiqhemeni ngasinye?

Buyelela ngezinye iinomboro.

3. **Ukubala izinto:** Ungakwazi ukubona nofana khuyini kuPhosta 5 ekhambelana nenani lamaswidi owaphetheko?

4. **Ukujayeza 8 – amakarada wamaqatjhazi, wesithombe netshwayo:** Khombisa abafundi amakarada wamaqatjhazi linye ngesikhathi esisodwa. Umfundi ngamunye unedlhego lokubiza inomboro ejanyelwe likarada ngalinye bese ukhomba ekaradeni letshwayo nofana lesithombe senomboro ekhambelana nayo.

5. **Ukujayeza 8 – amatshwayo weenomboro, iinomborogama neembalisi:** Abafundi bahlela amakarada wabo wetshwayo lenomboro newenomborogama ngokuwarhemisa ukusuka kelincani khulu ukuya kelikhulu khulu (1–8) neembalisi (amaswidi) kobana akhambelane.

Imibuzo ehlahlako:

- ✦ Ngisiphi isiqhema esinamaswidi ali-7, 5, 8?
- ✦ Ngisiphi isiqhema samaswidi esinambadlwana ngamathathu/ ngaphezulu ngamabili kunaleso esinathandathu?
- ✦ Ngisiphi isiqhema esinamaswidi amanengi/amancani?



TIP

Allow learners to use more than two lids each. Let them shake and break and compare the number of sweets on the lids.

6. **Shake and break:** Learners use eight sweets to shake and break. Discuss each learner's combination of counters as they compare how they have broken up the collection of eight sweets.



Guiding questions:

- ★ How many sweets do you have on each lid?
- ★ How many more/fewer sweets do you have on this lid than on that lid?
- ★ How many sweets do you have on both lids together?



Check that learners are able to:

- identify half within a group
- recognise up to three more/three fewer; most/least; many/fewer
- order collections from smallest to biggest
- recognise, match, name and order number symbols, number words and dot cards 1–8
- problem solve 1–8

Workstation 1

TIP

If they want to, learners can write or copy the number of their home, or their phone number on their envelope once they have completed this activity.

What you need

- Unifix blocks (*Resource Kit*)
- Envelopes with the learners' names with 5 number symbol cards 1–8 in each
- Threading laces – 1 per learner
- Kokis

Learners thread Unifix blocks according to the number cards in their envelope.



ISIYELELISO

Vumela abafundi basebenzise iimvalo ezingaphezu kwezimbili ngamunye. Abakhuhluze bese bayahlukanisa begodu bamadanise inani lamaswidi aphezu kweemvalo.

6. **Khuhluza bese uyahlukanisa:** Abafundi basebenzisa amaswidi ukukhuhluza bese bayahlukanisa. Khulumisanani ngehlanganiso leembali zomfundi ngamunye lokha nabamadanisa bonyana balihlukanise njani ibuthelelo lamaswidi abunane.



Imibuzo ehlahlako:

- ✦ Mangaki amaswidi onawo phezu kwesivalo ngasinye?
- ✦ Mangaki amaswidi angaphezulu/ambadlwana onawo phezu kwesivalwesi kunalesiya?
- ✦ Mangaki amaswidi onawo phezu kweemvalo zombili ngokuhlangeneko?



Tjheja bonyana abafundi bayakwazi uku:

- fanisa ihafu ngaphakathi kwesiqhema
- khumbula ukufikela kokuthathu ngaphezulu/okuthathu ngaphasana; ngobunengi/ncani khulu; okunengi/okumbadlwana
- rhemisa amabuthelelo ukusuka kelincani khulu ukuya kelikhulu khulu
- khumbula, khambelanisa, rhemisa igama netshwayo lenomboro, amakarada wenomborogama newamaqatjhazi 1–8 ukurarulula umraro 1–8

Isitetjhi sokusebenzela 1

ISIYELELISO

Nangabe bayafuna, abafundi bangatlola nofana bakopele iinomboro zemakhabo, nofana iinomboro zomtato emvilobhini lokha nasele baqede umsebenzi.

Okudingako

- Amabhlogo we-*Unifix* (*Ikhidi yeenSetjenziswa*)
- Iimvilobhu ezinamagama wabafundi namakarada ama-5 wetshwayo lenomboro 1–8 ngalinye
- Iintanjana zokuphothela – 1 umfundi ngamunye
- Amakhokhi

Abafundi baphothela amabhlogo we-*Unifix* ngokuya ngokwamakarada wenomboro angeemvilobhini zabo.



Workstation 2



What you need

- Playdough
- Cellophane/tin foil pieces to wrap playdough sweets
- Per pair of learners:
 - 8 small plastic zip-lock bags labelled 1–8
 - 8 blank cards
 - Pencils

Pairs of learners roll playdough sweets and wrap them. They place the correct number of sweets in each bag and order the bags from 1–8. They write the numbers 1–8 and place these in the matching bag.

Workstation 3

What you need

- 4 sets of number symbol cards 1–8

Learners work in pairs. They place the cards face down on the table and take turns to turn over two cards. If these match, they keep them. If not, they turn the cards face down again and try to memorise what they have seen for their next turn.



Workstation 4

What you need

- Flower centres with numbers 1–8 on them
- 30 petals per learner
- A3 page
- Green crayons

Learners order and paste flower centres 1–8 on the page. They paste the correct number of petals for each flower and draw a stem with the matching number of leaves.



Isitetjhi sokusebenzela 2



Okudingako

- Ihlama yokudlalisa
- Isiquntu seselofowuni/ifoyili yebhlege ukuphuthela amaswidi wehlama yokudlalisa
- Ngokwepara yabafundi:
 - Imigodla yeplastiki emincane ebu-8 ezibhekako elebulwe 1–8
 - Amakarada abu-8 anganalitho
 - Iimpensela

Impara zabafundi zigeda amaswidi wehlama yokudlalisa bese bayawaphuthela. Bafaka inani elifaneleko lamaswidi ngemgodleni ngamunye bese barhemisa imigodla ukusuka ku-1–8. Batlola iinomboro 1–8 bese bazifaka emgodleni okhambelana nazo.

Isitetjhi sokusebenzela 3

Okudingako

- Amasede amane wamakarada wethshwayo lenomboro 1–8

Abafundi basebenza ngeempara. Babeka amakarada phezu kwetafula bawaqalisa phasi bese bayadlhegana ukuqalisa phezulu amakarada amabili. Nangabe ayakhambelana, bayawabamba. Nangabe awakhambelani, bawaqalisa phasi godu bese bazama ukubamba ngehloko lokho abakubonileko benzela idlhego labo elilandelako.



Isitetjhi sokusebenzela 4

Okudingako

- Iphakathi lamathuthumbo elineenomboro 1–8 phezu kwalo
- Amaphethali ama-30 umfundi ngamunye
- Ikhasi le-A3
- Amakhrayoni ahlaza

Abafundi barhemisa bese banamathisela iphakathi lamathuthumbo 1–8 phezu kwekhasi. Banamathisela inani elifaneleko lamaphethali wethuthumbo ngalinye bese badweba isiqu esinenani lamakari elikhambelanako.



Okuqakathekileko	AMAPHETHENI, AMAFANKTJHINI NE-ALJBHRA	ISIKHALA NEBUMBEKO (JIYOMETHRI)	UKUMEDA	UKUPHATHA IDATHA	IMIBONO
✓ = unekghono ● = unekghono kancani ✗ = akakabi nekghono	Ukufanisa amaphetheni alula abuyelako Ukukopa nokunabisa amaphetheni alula abuyelako Ukwakha amaphetheni wakho ngeenthombe	Uklandela iinkombathuba: ukuya phambili nokuya emva; isincele nesida Ukuthadhlula, hlela ngamaneko nokumadansa izinto ze-3-D ngokuya ngokufana nokuhluka Ukuthadhlula, hlela ngamaneko nokumadansa izinto ze-2-D ngokuya ngokufana nokuhluka Ukukhumbula bese isetjenziswa ngale komda ophakathi	Ukumeda nokumadansa izinto ngokuya ngobude, ubungako nomthamo/ivolomu Ukuhlukanisa phakathi kokukhulu, okukhudlwana, okukhulu khulu nokuncani, okuncazana okuncani khulu	Ukubuthelela izinto ngokuya ngobukhulu Ukhlela ibuthelelo lezinto ngamaneko Ukujamiselela ibuthelelo lezinto Ukhlaziya idatha ngokusebenzisa imibuzo Ukukhulumisana nokubika mayelana nebuthelelo lezinto ezihleliwe ngamaneko	Ukukhowuda kokugcina
Amabizo wabafundi Ilanga					

Resources

Songs, rhymes and stories

Week 1

Rhyme: *It's pattern time*

It's pattern time,
It's pattern time,
So move your body while I move mine.
Move your hands.
Move your feet.
Stand up, sit down, do something neat.
The pattern you'll hear now is new. What will
your body do?
Clap your hands,
Stamp your feet, do something neat.
The pattern you'll hear now is new. What will
your body do?
Jump in the air,
Hop on one foot, do something neat.

Story: *Number 6 story (with Number 6 frieze template)*

Next came the six Ducks. They were a family. There was a father, a grandmother, a grandfather, an aunt and two ducklings. This meant that there were four adult ducks and two ducklings in the family of six.

The number symbol 6 and number word six went on the front of the house where everyone could see them. And six doorbells went on the front door.

The Ducks didn't put a pond in their lounge nor a bath in their bathroom, even though they loved to swim. They preferred to waddle down to the stream near their house. They did this because there were a lot of insects that lived near the stream, so they could look for food in the water and on the banks of the stream. The father duck made sure that the ducklings each ate six beetles for breakfast, six dragonflies for lunch and six mosquitoes for supper. The adults ate more than this because they had bigger tummies to fill.

The Ducks had a party to celebrate their new home. All the animals came. One Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4 and five Monkeys from house number 5. They all brought their own food because they didn't all like eating insects.

Week 2

Song: *Six little ducks*

Six little ducks went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and only five little ducks came waddling back.

(Repeat for five, four, three, two)

One little duck went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and no little ducks came waddling back.

Daddy duck went out one day
over the hill and far away.
Daddy duck said, 'It's time to come back,'
and the six little ducks came waddling back.

Iinsetjenzi swa

Iingoma, imilolozelo neendatjana

Iveke 1

Umlolozelo: *Sikhathi sephetheni*

Sikhathi sephetheni,
Sikhathi sephetheni,
Sikinya umzimbakho lokha nangisikinya.
Sikinya izandla zakho.
Sikinya iinyawo zakho.
Sikimani, hlalani phasi, yenza into ehlanzekileko.
Iphetheni ozoyizwa kwanjesi yitja. Umzimbakho uzokwenzani?
Wahlani izandla,
Gidani ngeenyawo phasi, yenza into etja.
Iphetheni ozoyizwa kwanjesi yitja. Umzimbakho uzokwenzani?
Yeqela emmoyeni,
Yeqayeqa ngenyawo linye, yenza into etja.

Indatjana: *Indatjana yenomboro 6 (nomfuziselo womhlobiso weNomboro 6)*

Ngokulandelako kwafika bakwaDada abasithandathu. Khabe bamndeni. Kwakunobaba, ugoro, ubamkhulu, ukghari kunye namadada amancani amabili. Lokhu kutjho bonyana bekunamadada amane amakhulu namadada amancani amabili emndenini wabasithandathu.

Itshwayo lenomboro 6 nenomborogama sithandathu laya ngaphambi kwendlu lapha woke umuntu azakwazi ukubabona khona. Neentlogo zomnyango ezisithandathu zaya emnyango wangaphambili.

BakwaDada akhange bafake idanyana ngendlini yabo yokuphumula nofana ibhada ngendlwaneni yokuhlambela, nanyana athanda ukududa. Abona kungcono ukubathazela aye emlanjaneni oseduze nendlu yawo. Bekenza lokhu ngombana bekuneenunwana ezinengi ezazihlala eduze nomlanjana, ukobana akwazi ukufuna ukudla ngemanzini neqadi komlanjana. Ubaba wedada waqinisekisa bonyana amadada amancani adla isidlo sekuseni seenkubabulongwe ezisithandathu ngalinye, abomakapazembe abasithandathu ngedina nabonompopoloza abasithandathu ngesidlo sebusuku. Abadala badla ukudlula lokhu ngombana banamathumbu amakhudlwana abawazalisako.

BakwaDada benza umnyanya wokugidinga indlu yawo etja. Iimbandana zoke zazikhona. WakwaNdlovu munye obuya endlini yenomboro 1, bakwaDube ababili ababuya endlini yenomboro 2, bakwaBudorwana abathathu ababuya endlini yenomboro 3, bakwaDlulamithi abane ababuya endlini yenomboro 4 nabakwaFene abahlanu ababuya endlini yenomboro 5. Zoke zeza ziziphathele ukudla ngombana bekungasizo zoke ezithanda ukudla iinunwana.

Iveke 2

Ingoma: *Amadada amancani asithandathu*

Amadada amancani asithandathu ngelinye ilanga akhamba ayokududa phezu kwentatjana kude le.
Ubaba wedada wathi, 'Khwaak, khwaak, khwaak,' kwabuya amadada amancani amahlanu kwaphela akhefuzela.
(Buyelela ngakuhlanu, kune, kuthathu, kubili)
Ngelinye ilanga idada linye elincani lakhamba layokududa ngale kwentaba kude le.
Ubaba wedada wathi, 'Khwaak, khwaak, khwaak,' akunadada elincani nalinye elabuya likhefuzela.
Ubaba wedada wakhamba ngelinye ilanga waya ngale kwentaba kude le.
Ubaba wedada wathi, 'Sekusikhathi sokubuyela ekhaya,' amadada amancani asithandathu abuyela akhefuzela.

Week 3

Song: Seven green speckled frogs

Seven green speckled frogs
Sat on a speckled log
Eating the most delicious flies.
One jumped into the pool
Where it was nice and cool
Then there were six green speckled frogs.
Glug-glug.
(Repeat with six, five, four, three, two, one)
Then there were no green speckled frogs.
Glug-glug.

Story: Number 7 story (with Number 7 frieze template)

Next came seven Frogs. They were friends of the six Ducks, who had told them how much fun they were having in their new home. The Ducks invited the Frogs to be their neighbours. The Frogs needed space to jump without knocking their heads on the walls or ceilings, and they each wanted their own room. They jumped up and down and looked inside and decided that because they were smaller than all the other animals in houses 1 to 6, they would be comfortable and have enough space.

The number symbol 7 and number word seven went on the front of the house where everyone could see them. And the seven doorbells went on the door. The seven Frogs didn't always use the front door as they preferred to jump in and out of the windows. They enjoyed seeing who could jump the highest.

They wanted a big bath in each of their seven bedrooms so that they could swim whenever they wanted to. And they also built a pond in their lounge. It had seven lily pads so that each of them had a place to sit. When the other animals came to welcome them, they found all seven Frogs swimming together in the indoor pond in the lounge.

The seven lily pads each had a beautiful yellow flower growing next to it, which the other animals often came to look at.

Song: One little, two little

One little, two little, three little fingers
Four little, five little, six little fingers
Seven little, eight little, nine little fingers
We all have ten fingers.

Iveke 3

Ingoma: *linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani*

linrhwarhwa ezilikhomba ezinamacaphazi ahlaza satjani
Zahlala phezu kwesidindi esinamacaphazi
Zadla iimpukani ezimnandi khulu.
Sinye seqela ngedanyaneni
Lapha bekumnandi begodu kupholile
Begodu bekuneenrhwarhwa ezisithandathu ezinamacaphazi.
Dlhug-dlhug.
(Buyelela ngakuthandathu, kuhlanu, kune, kubili, kunye)
Bezingasekho iinrhwarhwa ezihlaza ezimacabhacabha.
Dlhug-dlhug.

Indatjana: *Indatjana yenomboro 7 (nomfuziselo womhlobiso weNomboro 7)*

Okulandelako kwafika bakwaSirhwarhwa abalikhomba. Bebabangani nabasithandathu bakwaDada, ababatjela bonyana bazithabisa kangangani ekhaya labo elitja. BakwaDada bamema bakwaSirhwarhwa bonyana babe bomakhelwana babo. BakwaSirhwarhwa begade badinga indawo yokupharuma ngaphandle kobana batjhayise ngeenhloko zabo ebodeni nofana kumasilinghi, begodu bafuna amalawu wangamunye. Bapharumela phasi naphezulu bese baqala ngaphakathi bathatha isiqu nto sokobana ngombana babancani kunazo zoke iinlwana ezinye ezingendlini yenomboro 1 ukuya enomborweni 6, bazazigedla begodu babe nendawo eyaneleko.

Itshwayo lenomboro 7 nenomborogama lekhomba zaya ngaphambi komnyango lapho zizakubonwa khona mumuntu woke. Neentlogo zomnyango ezilikhomba zaya emnyango. BakwaSirhwarhwa laba abalikhomba bebangakavami ukusebenzisa umnyango wangaphambili ngombana begade bathanda ukupharuma bangene bebaphume ngamafesdere. Begade bathabiswa kubona bonyana ngubani ongapharuma aye phezulu khulu.

Bafuna ibhada ekulu ngemalawini woke wabo alikhomba kobana bazokududa lokha nabezwa bafuna ukududa. Begodu bakha idanyana ngendlini yabo yokuphumula. Gade ineenthetjana zamathuthumbo wamalili alikhomba kobana ngasinye sizokuba nendawo yokuhlala. Lokha ezinye iinlwana nazizokuzemukela, zathola bakwaSirhwarhwa abalikhomba baduda ndawonye ngedanyaneni langendlini yokuphumula.

linthetjana ezilikhomba zamalili gade zinamathuthumbo amahle asarulani akhula eduze kwazo, iinlwana ezinye bezivame ukuza zizowabukela.

Ingoma: *Okuncani kunye, okuncani kubili*

Okuncani kunye, okuncani kubili, imino emincani emithathu
Okuncani kune, okuncani kuhlanu, imino emincani esithandathu
Okuncani okulikhomba, okuncani bunane, imino emincani elithoba
Soke sinemino elitjhumi.

Week 4

Song: *It's a rectangle*

(To the tune of *B-I-N-G-O*)

There is a shape that has four sides,
But it is not a square, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

It is not like a square, NO!

Two sides are long,

Two sides are short.

They are not the same, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

The sides are not the same, NO!

Song: *Looby loo*

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right hand in,

You take your right hand out,

You give your right hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left hand in,

You take your left hand out,

You give your left hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right foot in,

You take your right foot out,

You give your right foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left foot in,

You take your left foot out,

You give your left foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your whole self in,

You take your whole self out,

You give your whole self a shake, shake, shake,

And turn yourself about.

Week 5

Song: *One elephant went out to play*

(To the tune of *Five little elephants*)

One elephant went out to play

Upon a spider's web one day.

He thought it such a tremendous stunt

That he called for another little elephant.

Two elephants went out to play

Upon a spider's web one day.

They thought it such a tremendous stunt

That they called for another little elephant.

Three elephants went out to play

Upon a spider's web one day.

The web went creak, the web went crack

And all of a sudden, they all ran back.

Iveke 4

Ingoma: *Nguncamane*

(Ngokwetjhuni ye-*B-I-N-G-O*)
Kunebumbeko elinamhlangothi amane,
Kodwana akusiso isikwere, AWA!
Nguncamane,
Nguncamane,
Nguncamane,
Kodwana akusiso isikwere, AWA!
Amahlangothi amabili made.
Amahlangothi amabili mafitjhani.
Awafani, AWA!
Nguncamane,
Nguncamane,
Nguncamane,
Amahlangothi awafani, AWA!

Ingoma: *Lubi luu*

Nakhu lapha sikhona lubi luu,
Nakhu lapha sikhona lubi lubi,
Nakhu lapha sikhona lubi luu,
Koke ngoMgqibelo ebusuku.
Ufaka isandla sakho sokudla ngaphakathi,
Ukhuphela isandla sakho sokudla ngaphandle,
Unyikinya isandla sakho sokudla, nyiki, nyiki, nyiki,
Bese uyatjhuguluka.
Nakhu lapha sikhona lubi luu,
Nakhu lapha sikhona lubi lubi,
Nakhu lapha sikhona lubi luu,
Koke ngoMgqibelo ebusuku.
Ufaka isandla sakho sesincele ngaphakathi,
Ukhuphela isandla sakho sesincele ngaphandle,
Unyikinya isandla sakho sesincele, nyiki, nyiki, nyiki,
Bese uyatjhuguluka.
Nakhu lapha sikhona lubi luu,
Nakhu lapha sikhona lubi lubi,
Nakhu lapha sikhona lubi luu,
Koke ngoMgqibelo ebusuku.
Ufaka inyawo lakho lesidla ngaphakathi,
Ukhuphela inyawo lakho lesidla ngaphandle,
Unyikinya inyawo lakho lesidla, nyiki, nyiki, nyiki,
Bese uyatjhuguluka.

Nakhu lapha sikhona lubi luu,
Nakhu lapha sikhona lubi lubi,
Nakhu lapha sikhona lubi luu,
Koke ngoMgqibelo ebusuku.
Ufaka inyawo lakho lesincele ngaphakathi,
Ukhuphela inyawo lakho lesincele ngaphandle,
Unyikinya inyawo lakho lesincele, nyiki, nyiki, nyiki,
Bese uyatjhuguluka.
Nakhu lapha sikhona lubi luu,
Nakhu lapha sikhona lubi lubi,
Nakhu lapha sikhona lubi luu,
Koke ngoMgqibelo ebusuku.
Uzifaka wena ngokupheleleko ngaphakathi,
Uzikhuphela wena ngokupheleleko ngaphandle,
Unyikinya umzimbakho woke, nyiki, nyiki, nyiki,
Bese uyatjhuguluka.

Iveke 5

Ingoma: *Indlovu yinye yaphumela ngaphandle yayokudlala*

(Ngokwetjhuni ye-*Five little elephants*)
Indlovu yinye yaphumela ngaphandle yayokudlala
Phezu kobulwembu beswebu ngelinye ilanga.
Yabona kwangathi sisenzo esikarisako
Yabese ibiza enye indlovu encani.
Indlovu ezimbili zaphumela ngaphandle
zayokudlala
Phezu kobulwembu beswebu ngelinye ilanga.
Zabona kwangathi sisenzo esikarisako
Yabese ibiza enye indlovu encani.
Indlovu ezintathu zaphumela ngaphandle
zayokudlala
Phezu kobulwembu beswebu ngelinye ilanga.
Ubulwembu bathi tliki, ubulwembu bathi bharasi
Ngokungakalindeleki, zoke zabuyela emuva.

Week 6

Rhyme: *Eight little mice*

Eight little mice creeping through the house,
Eight little mice come out to play.
But if one big cat catches one little mouse
Then seven little mice will run away!

(Repeat for seven, six, five, four, three, two)

One little mouse creeping through the house,
One little mouse comes out to play.
But if one big cat tries to catch that mouse
That mouse is going to say, 'You great big bully, go away!'

Story: *Number 8 story (with Number 8 frieze template)*

Next came eight Mice. The number symbol 8 and number word eight went on the front of the house where everyone could see them. And the eight doorbells went on the door. The Mice nibbled eight holes through the wooden floors in their rooms and made underground tunnels so that they could go in and out of the house from their eight bedrooms.

They didn't need big bedrooms as they were so small. They were used to living in the fields as they were field mice, but were excited about the idea of living in a new home next door to the Frogs.

They built a big lounge as they loved to dance and have parties. They each played an instrument. One played the keyboard, one a guitar, one a violin, one a flute, one a trumpet, one a marimba and two played drums. So there were eight instruments in the house. The other animals loved listening to the eight Mice playing their eight instruments. Sometimes they would all join in by stamping their feet and hooves to the beat.

Week 7

Rhyme: *Five little hotdogs*

Five little hotdogs frying in the pan. *(Hold up five fingers)*

The grease got hot and one went BAM! *(Clap)*

(Repeat for four (four fingers), three (three fingers), two (two fingers), one (one finger))

No little hotdogs frying in the pan. *(Hold up fist)*

The pan got hot and it went BAM! *(Clap)*

Story: *Shopping for a hat*

Summer is Babalwa's favourite time of the year. She loves the hot weather and going to the park to play. Today Babalwa's mother is taking her to buy a hat to keep her skin safe from the hot sun. Babalwa loves shopping for things to wear. Let's go along with her and her mother on her hat shopping trip and see all the different kinds of hats for sale.

In the shop there are hats everywhere – hats piled up high on every shelf, hats of different shapes, hats of different colours. Babalwa tries on lots of hats. She likes the floppy hat with big flowers, but she cannot decide on a colour. Let's help her choose which hat to buy. What colour hat should she choose? Which hat would you choose?

Iveke 6

Umlolozelo: *Amakhondlo amancani abunane*

Amakhondlo amancani abunane akhukhutha ngendlini,
Amakhondlo amancani abunane ayaphuma ayokudlala.
Kodwana ukatsu munye nakangabamba ikhondlo elincani linye
Nakunjalo amakhondlo amancani alikhomba azakubaleka!

(Buyelela ngalikhomba, sithandathu, kuhlanu, kune, kuthathu, kubili)

Ikhondlo linye elincani likhukhutha ngendlini,
Ikhondlo linye elincani liyaphuma liyokudlala.
Kodwana ukatsu munye omkhulu wazama ukubamba ikhondlo lelo
Ikhondlo lelo lizokuthi, 'Wena mthelisi omkhulu, khamba la!'

Indatjana: *Indatjana yenomboro 8 (nomfuziselo womhlobiso weNomboro 8)*

Ngokulandelako kwafika bakwaKhondlo ababunane. Itshwayo lenomboro 8 nenomborogama bunane zaya ngaphambi kwendlu lapha woke umuntu angakwazi ukuzibona. Neentlogo zomnyango ezibunane zaya emnyango. Amakhondlo alumaluma iimbobo ezibunane ngaphasi kwephasi lamaplanka angemalawini wabo ukwenza umrhoba okhamba ngaphasi kwehlabathi kobana azokungena ngaphakathi abe aphume ngemalawini wabo abunane angendlini.

Bewangatlhogi amalawu amakhulu wokulala ngombana bewamancani khulu. Bewajayeke ukuhlala emasimini ngombana bekumakhondlo wemasimini, kodwana athabela umbono wokuhlala ekhaya elitjha eduze nabakwaSirhwarhwa.

Akha indlu yokuphumula ekulu ngombana bewathanda ukugida neminyanya. Bewadlala iinlilisi zomvumo ngalinye. Linye gade lidlala ikhibhodi, linye belidlala igatara, linye belidlala ivayolini, linye belidlala ifludi, linye belidlala ibhorompita, linye belidlala imarimba bese mabili abetha iingubhu. Ngalokho bekuneenlilisi ezibunane ngendlini yawo. Iinlwana ezinye zazikuthanda ukulalela bakwaKhondlo ababunane lokha nabadlala iinlilisi zabo ezibunane. Kesinye isikhathi azakujoyina woke ngokubetha iinyawo namaqatha wawo ngokwebetho.

Iveke 7

Umlolozelo: *Amasoseji amahlanu amancani*

Amasoseji amahlanu amancani akhazingeke ngepanini. *(Phakamisela imino phezulu)*
Amafutha afuthumala abe athi BHAMU! *(Wahla)*

(Buyelelela ngokune (imino emine), kuthathu (imino emithathu), kubili (imino emibili), kunye (umuno munye))

Akunamasoseji amancani akhazingeke ngepanini. *(Phakamisa ifeyisi)*
Ipani lafuthumale labe lathi BHAMU! *(Wahla)*

Indatjana: *Ukuyokuthenga ingwani*

Ihlobo sikhathi somnyaka esithandwa khulu nguBabalwa. Uthanda ubujamo bezulu obutjhisako nokuyokudlala ephageni. Namhlanjesi umma kaBabalwa ukhamba naye bayokuthenga ingwani yokuvikela isikhumba sakhe elangeni elitjhisako. UBabalwa uthanda ukuyokuthenga izinto zokwembatha. Asikhambisaneni naye nonina ekhambeni lokuyokuthenga ingwani siyokubona yoke imihlobo yeengwani ehlukeleko ethengiswako.

Ngesitolo bathola kuzele iingwani yoke indawo – iingwani ezibekwe ngebuthelelo phezulu ematjhelfini woke, iingwani ezinamabumbeko ahlukileko, nemibala ehlukeleko. UBabalwa ulinganisa iingwani ezinengi. Uthanda ingwani ekulu enamathuthumbo amakhulu, kodwana akakghoni ukukhetha umbala. Asimsizeni ukukhetha bonyana ngiyiphi ingwani angayithenga. Ngiwuphi umbala wengwani angawukhetha? Ngiyiphi ingwani ongayikhetha?

Week 8

Rhyme: *Going on a lion hunt*

(Pat thighs to keep rhythm)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Grass!
Long, tall grass.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Swish, swash, swish, swash, swish, swash.
(Rub hands together)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A river!
A wide, deep river.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Splish, splash, splish, splash, splish, splash.
(Stomp feet like walking through water)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Mud!
Thick, gooey mud.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Lift feet slowly as if walking
through mud)*

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A forest!
A deep, dark forest.

Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A cave!
A big, dark cave.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Tiptoe, tiptoe, tiptoe. *(Tiptoe on the spot)*
What's that? *(Reach hands out in front of you
and pretend to feel something)*

One shiny wet nose!
Two furry ears!
Two big eyes!
IT'S A LION! *(Throw hands up in the air)*
Quick! Back through the cave!
Tiptoe, tiptoe, tiptoe. *(Tiptoe quickly)*
Back through the forest!
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble quickly)
Back through the mud!
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Walk through mud quickly)*
Back through the river!
Splish, splash, splish, splash, splish, splash.
(Splash through water quickly)
Back through the grass!
Swish, swash, swish, swash, swish, swash.
(Rub hands together quickly)

Get to the front door.
Open the door. *(Pretend to open door)*
Up the stairs. *(Pretend to run up stairs)*
Forgot to close the door!
Back down the stairs. *(Pretend to run down stairs)*
Close the door. *(Pretend to close door)*
Back up the stairs. *(Pretend to run up stairs)*
Into the bedroom.
Jump into bed. *(Sit down on the floor)*
Under the covers. *(Pretend to pull covers
over head)*
We're never going on a lion hunt again!

Iveke 8

Umlolozelo: Ukuyokuzuma ibhubezi

(Bhambada amathanga ukukhambisana negido)

Siyokuzuma ibhubezi,
Siyokubamba elikhulu lakhona!
Lilanga elihle khulu leli!
Asesabi!
Maye, wuu! Utjani!
Utjani obude, obuphakamileko.
Angekhe ukhambe ngaphezu kwabo!
(Nyikinya ihloko)
Angekhe ukhambe ngaphasi kwabo!
(Nyikinya ihloko)
Sizakufanelwa kukhamba hlangana nabo!
(Vuma ngehloko)
Tjhwi, tjhwa, tjhwi, tjhwa, tjhwi, tjhwa.
(Hlikihla izandla)
Siyokuzuma ibhubezi,
Siyokubamba elikhulu lakhona!
Lilanga elihle khulu leli!
Asesabi!
Maye, wuu! Umlambo!
Umlambo obanzi, otjhingako.
Angekhe ukhambe ngaphezu kwawo!
(Nyikinya ihloko)
Angekhe ukhambe ngaphasi kwawo!
(Nyikinya ihloko)
Sizakufanelwa kukhamba ngaphakathi kwawo!
(Vuma ngehloko)
Thwahla, thwahla, thwahla, thwahla, thwahla,
thwahla. *(Betha iinyawo phasi ngathi
ukhamba emanzini)*
Siyokuzuma ibhubezi,
Siyokubamba elikhulu lakhona!
Lilanga elihle khulu leli!
Asesabi!
Maye, wuu! Idaka!
Idaka elidege, elinamathelako.
Angekhe ukhambe ngaphezu kwalo!
(Nyikinya ihloko)
Angekhe ukhambe ngaphasi kwalo!
(Nyikinya ihloko)
Sizakufanelwa kukhamba phakathi kwalo!
(Vuma ngehloko)
Tlofo, nyifi, tlofo, nyifi, tlofo, nyifi. *(Phakamisa
iinyawo kabuthaka sengathi ukhamba edakeni)*
Siyokuzuma ibhubezi,
Siyokubamba elikhulu lakhona!
Lilanga elihle khulu leli!
Asesabi!
Maye, wuu! Ihlathi!
Ihlathi elitjhingako elinzima.
Angekhe ukhambe ngaphezu kwalo!
(Nyikinya ihloko)

Angekhe ukhambe ngaphasi kwalo!
(Nyikinya ihloko)
Sizakufanelwa kukhamba phakathi kwalo!
(Vuma ngehloko)
Therezela, khutjwa, therezela, khutjwa, therezela,
khutjwa *(Yenza kwangathi uyatherezela)*
Siyokuzuma ibhubezi,
Siyokubamba elikhulu lakhona!
Lilanga elihle khulu leli!
Asesabi!
Maye, wuu! Irholo!
Irholo elikhulu, elinzima.
Angekhe ukhambe ngaphezu kwalo!
(Nyikinya ihloko)
Angekhe ukhambe ngaphasi kwalo!
(Nyikinya ihloko)
Sizakufanelwa kukhamba phakathi kwalo!
(Vuma ngehloko)
Nanaba, nanaba, nanaba *(Nanaba esikhundleni
leso)*
Khuyini lokho? *(Lulela izandla zakho phambili
wenze ngathi kunento oyizwelelako)*
Ipumulo yinye emanzi ephazimako!
Iindlebe ezimbili ezinoboya!
Amehlo amabili amakhulu!
LIBHUBEZI! *(Lahlela izandla phezulu emmoyeni)*
Rhabani! Buyelani emuva ngomrhoba!
Nanaba, nanaba, nanaba *(Nanaba msinya)*
Buyelani emuva ngehlathi!
Therezela, khutjwa, therezela, khutjwa,
therezela, khutjwa *(Yenza kwangathi
uyatherezela ngokurhaba)*
Buyelani emuva ngedakeni!
Tlofo, nyifi, tlofo, nyifi, tlofo, nyifi. *(Yenza ngathi
ukhamba edakeni ngokurhaba)*
Buyelani emuva nikhambe ngemlanjeni!
Thwahla, thwahla, thwahla, thwahla, thwahla,
thwahla. *(Thwahlazela emanzini msinya)*
Buyelani emuva nikhambe hlangana notjani!
Tjhwi, tjhwa, tjhwi, tjhwa, tjhwi, tjhwa. *(Hlikihla
izandla zombili ngokurhaba)*
Khambani niye emnyango wangaphambili.
Vulani umnyango. *(Yenza ngathi uvula umnyango)*
Khuphuka ngeentepisi. *(Yenza ngathi ugijima
eentepisini)*
Khohlwa ukuvala umnyango!
Buyela phasi ngeentepisi. *(Yenza ngathi
ugijimela phasi ngeentepisi)*
Vala umnyango. *(Yenza ngathi uvala umnyango)*
Buyela emuva ngeentepisi. *(Yenza ngathi
ugijimela phezulu ngeentepisi)*
Ngena ngelawini lokulala.
Yeqela embhedeni. *(Hlala phasi)*
Ngena ngaphakathi kweengubo. *(Yenza ngathi
udosela iingubo phezu kwehloko yakho)*
Angekhe sisayokuzuma ibhubezi godu!

Week 9

Rhyme: *Spaceship*

Climb aboard the spaceship
Climb aboard the spaceship
We're going to the moon
Hurry and get ready
We're going to blast off soon
Put on your helmet and buckle up real tight
Here comes the countdown
Let's count with all our might!
10-9-8-7-6-5-4-3-2-1 BLAST OFF!

Week 10

Song: *Eight elephants*

One little elephant balancing,
Step by step on a piece of string.
Thought it such a funny joke, so he called up
some other little animal folk.

Two little zebras balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Three little meerkats balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Four giraffes balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Five little monkeys balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Six little ducks balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Seven little frogs balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Eight little mice balancing,
Step by step on a piece of string.
All of a sudden the piece of string broke and
down fell all the little animal folk!

Game: *I wrote a letter to my friend*

One player walks around the outside of the circle with an envelope.

The class says:

'I wrote a letter to my friend, and on the way I dropped it.

One of you has picked it up and put it in your pocket.

It's not you, it's not you, it's not you ...'

When deciding whom to drop the envelope behind, the person taps that person on the head and says, *'It's you!'*

They then run, with the person who now has the envelope chasing them, once around the circle of learners and try to get to sit in that person's empty place before they are caught.

If the person is caught, he or she has to sit in the middle of the circle.

The new person holding the envelope starts walking around the circle, while the class says the words, *'I wrote a letter ...'*

And so the game goes on.

Iveke 9

Umlolozelo: *Isikepe semkayini*

Khwelela isikepe semkayini
Khwelela isikepe semkayini
Siya enyangeni
Yenza msinya uzilungise
Sizokusuka ingasikade
Thwala umakoporwakho bese uzibopha
uqinise khulu
Sekutjhidele ukubala okuya emuva
Asibaleni ngamandla wethu woke!
10-9-8-7-6-5-4-3-2-1 I-Y-A-S-U-K-A!

Iveke 10

Ingoma: *lindlovu ezibunane*

Indlovu yinye encani iyadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Icabanga bonyana lihlanya elihlekisako, ngalokho
yabiza ezinye iinlwana ezincani.
Amadube amabili amancani ayadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Acabanga bonyana lihlanya elihlekisako,
ngalokho abiza ezinye iinlwana ezincani.
Ubudorwana obuthathu obuncani
buyadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Bucabanga bonyana lihlanya elihlekisako,
ngalokho bubiza ezinye iinlwana ezincani.
Iindlulamithi ezine ezincani ziyadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Zicabanga bonyana lihlanya elihlekisako,
ngalokho zibiza ezinye iinlwana ezincani.
Iimfene ezine ezincani ziyadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Zicabanga bonyana lihlanya elihlekisako,
ngalokho zibiza ezinye iinlwana ezincani.
Amadada asithandathu amancani ayadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.
Acabanga bonyana lihlanya elihlekisako,
ngalokho abiza ezinye iinlwana ezincani.

Iinrharhwa ezine ezincani ziyadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.

Zicabanga bonyana lihlanya elihlekisako,
ngalokho zibiza ezinye iinlwana ezincani.

Amakhondlo abunane amancani ayadzimelela,
Igadango ngegadango phezu kwesiquntu
sentambo.

Ngokuphazima kwelihlo intambo yadabuka wase
uwa woke umndeni weenlwana ezincani!

Umdlalo: *Ngitlolele umnganami incwadi*

Umdlali munye ukhamba uzomba indulungu
aphethe imvilobhu.

Itlasi ithi:

*'Ngitlolele umnganami incwadi, ngayiwisa
endleleni.*

*Omunye wenu uyidobhile wayifaka
ngesikhwameni sakho.*

Akusinguwe, akusinguwe, akusinguwe ...'

Lokha nawucabanga bonyana ngubani
ozakulahla imvilobhu ngemva, umuntu
ukghwatha umuntu ehloko bese athi, *'Nguwe!'*

Bese bayabaleka, nomuntu ophethe imvilobhu
abagijimise, lokha nabafika endlungwini
yabafundi bese bazama ukuhlala endaweni
yomuntu loyo enganalitho ngaphambi
kobana abanjwe.

Nangabe umuntu ubanjiwe, kufanele ahlale
phasi phakathi kwendulungu.

Umuntu omutjha ophethe imvilobhu uyathoma
ubhoda indulungu, lokha itlasi nayitjho
amagama, *'Ngitlolele incwadi ...'*

Bese umdlalo uragela phambili.

likhomba

7

Playdough template: Number 6

six

6

Tortoise (Week 9) • Ikguru (Iveke 9)

Templates • Imfuziselo

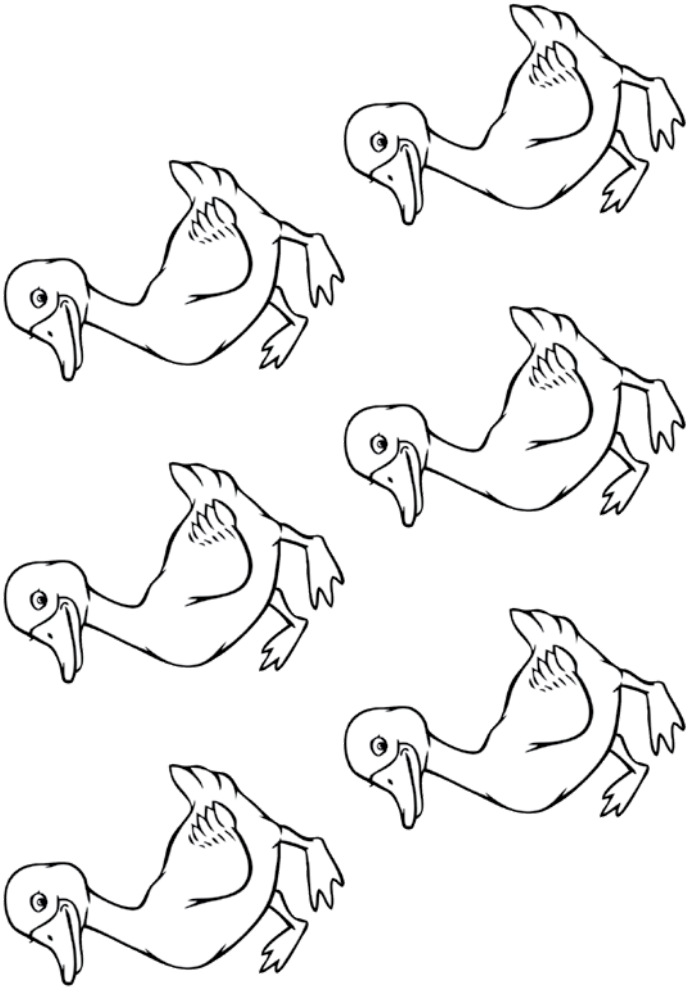
Banknotes (Week 9) • Imali yephepha (Iveke 9)

Eighteen-piece puzzle • Iphazili yeenquntu ezilijhumi nabunane

Umfuziselo wehlama yokudlalisa: Inomboro 8

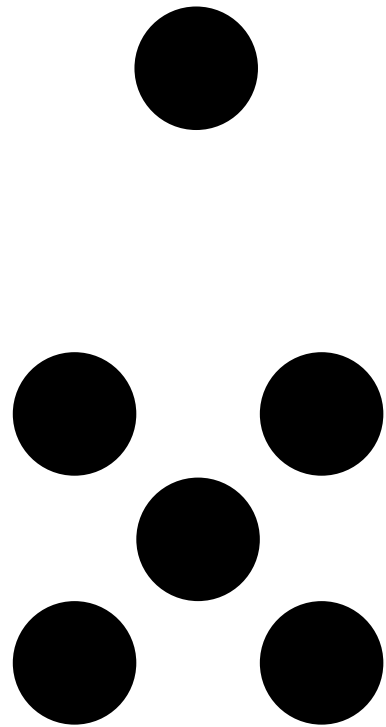
bunane

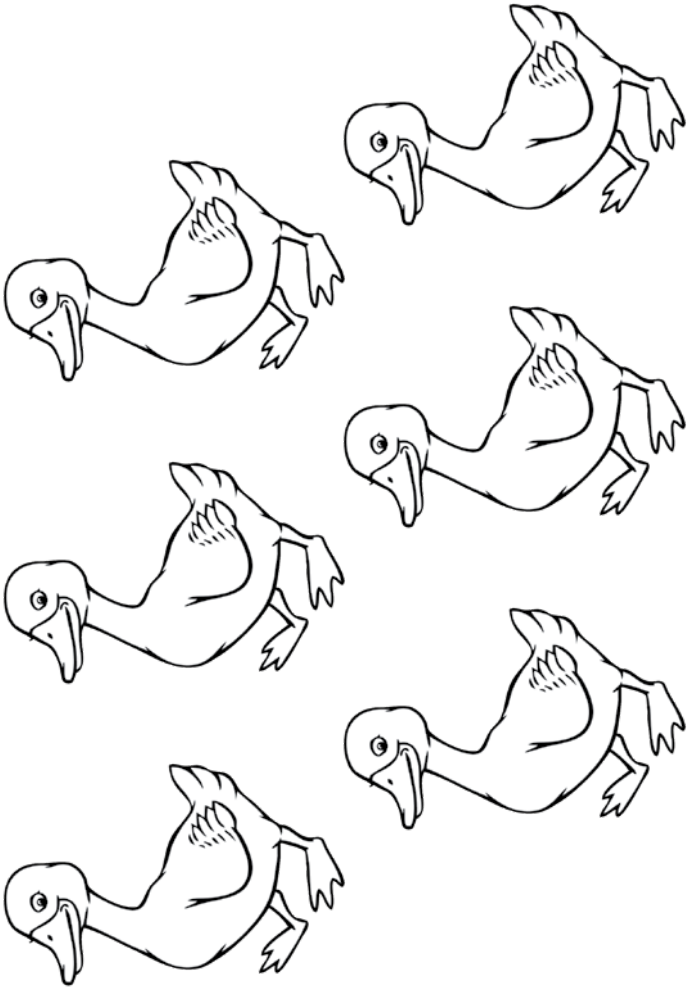
8



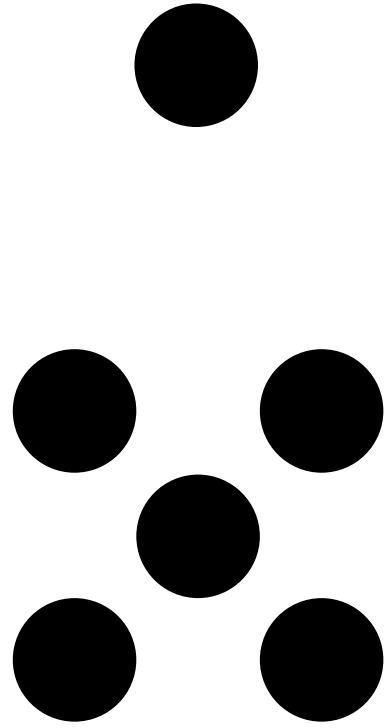
six

6





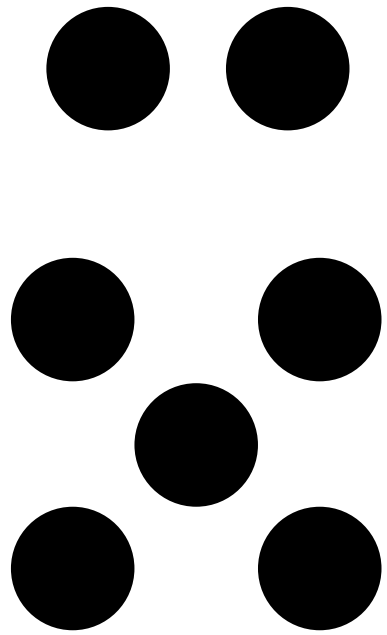
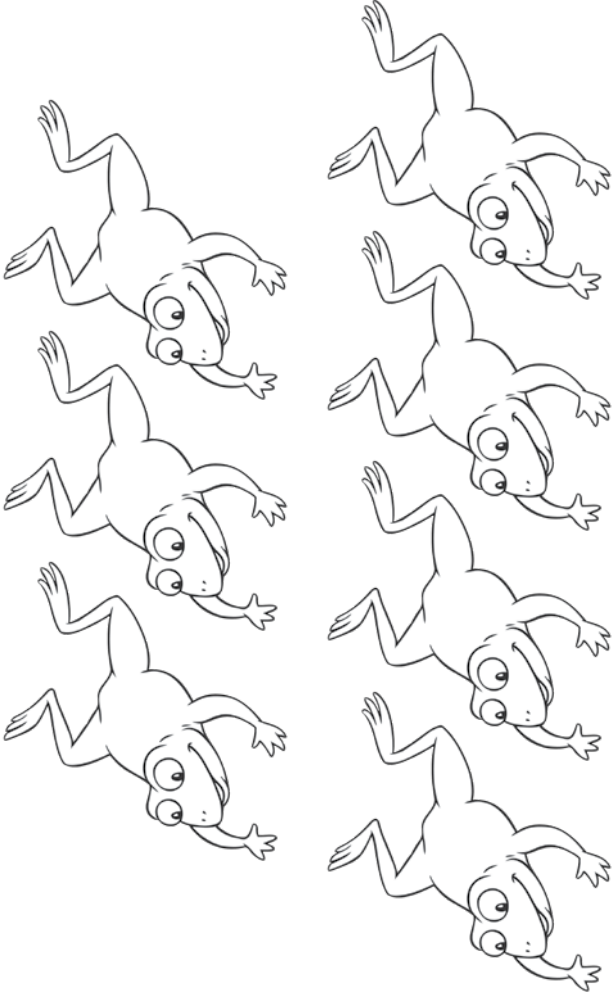
6



sithandathu

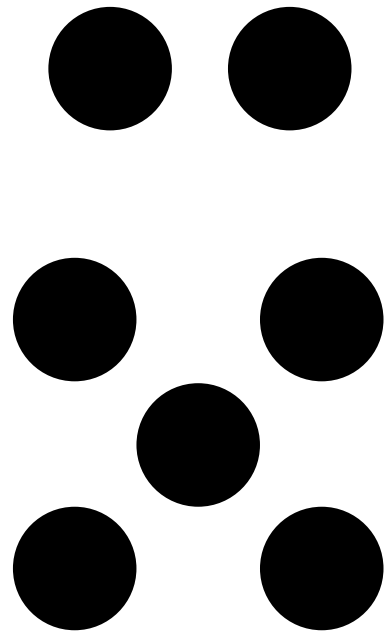
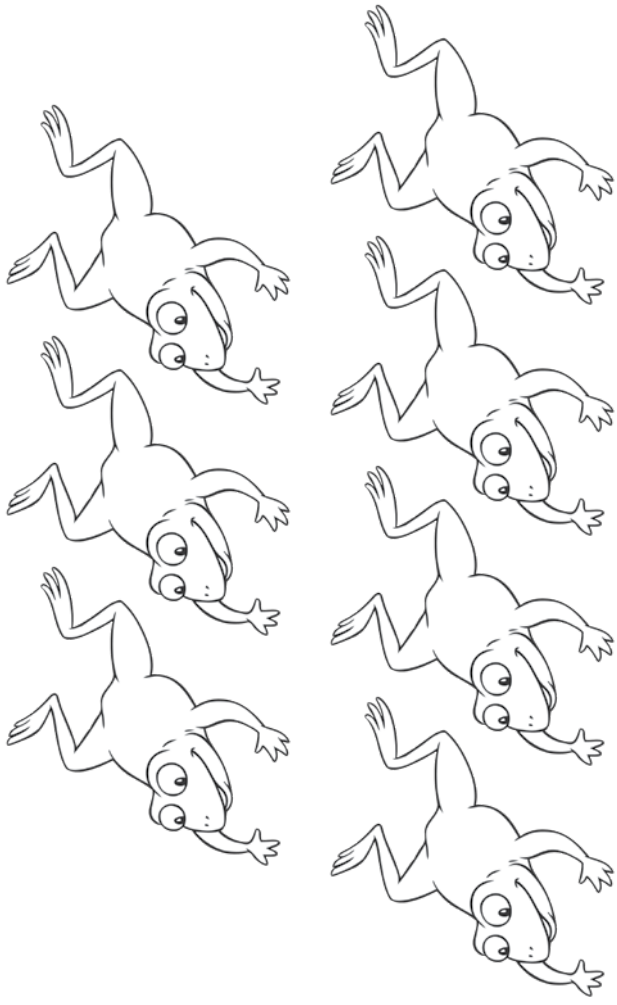


7



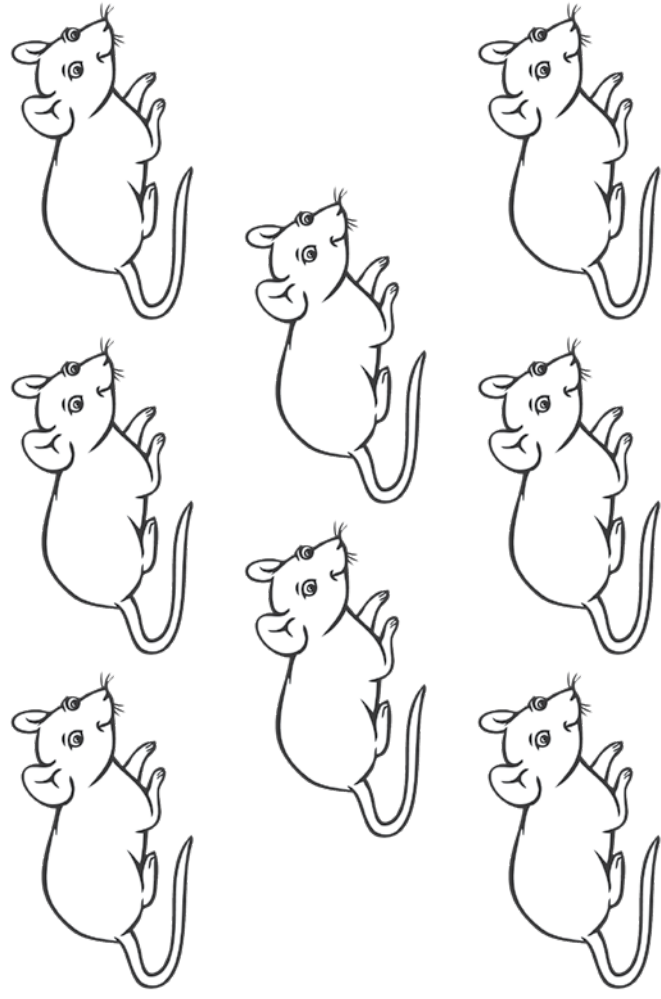
seven

7



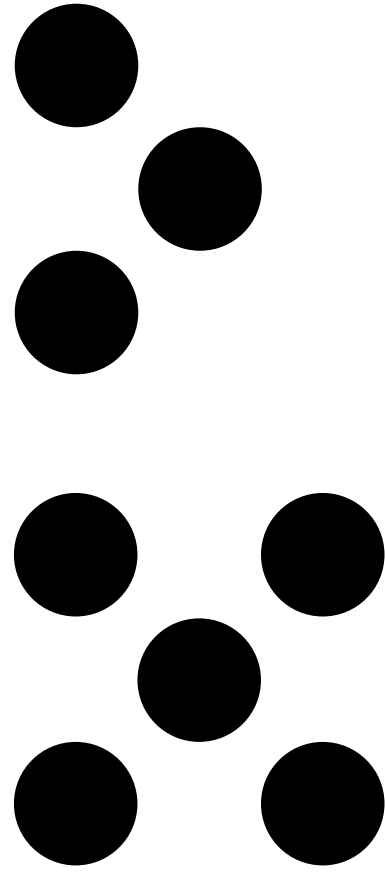
likhomba

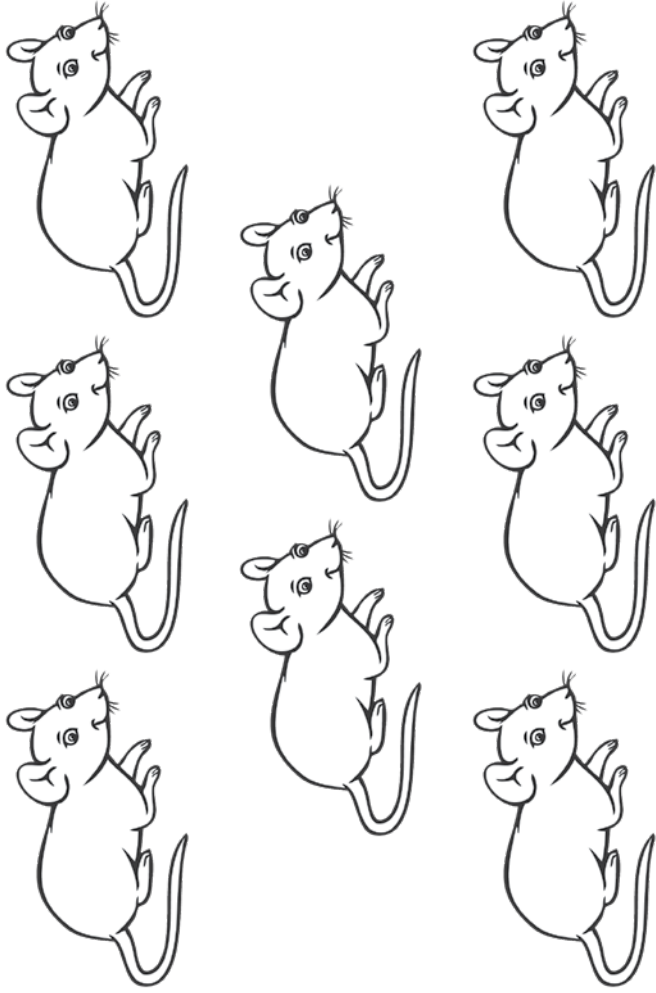




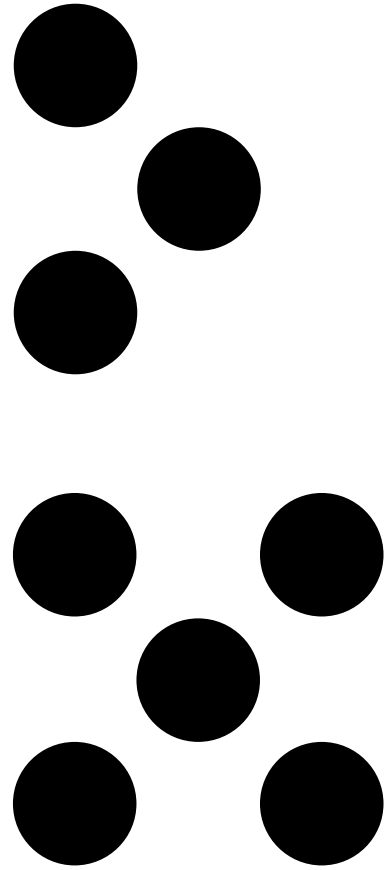
8

eight





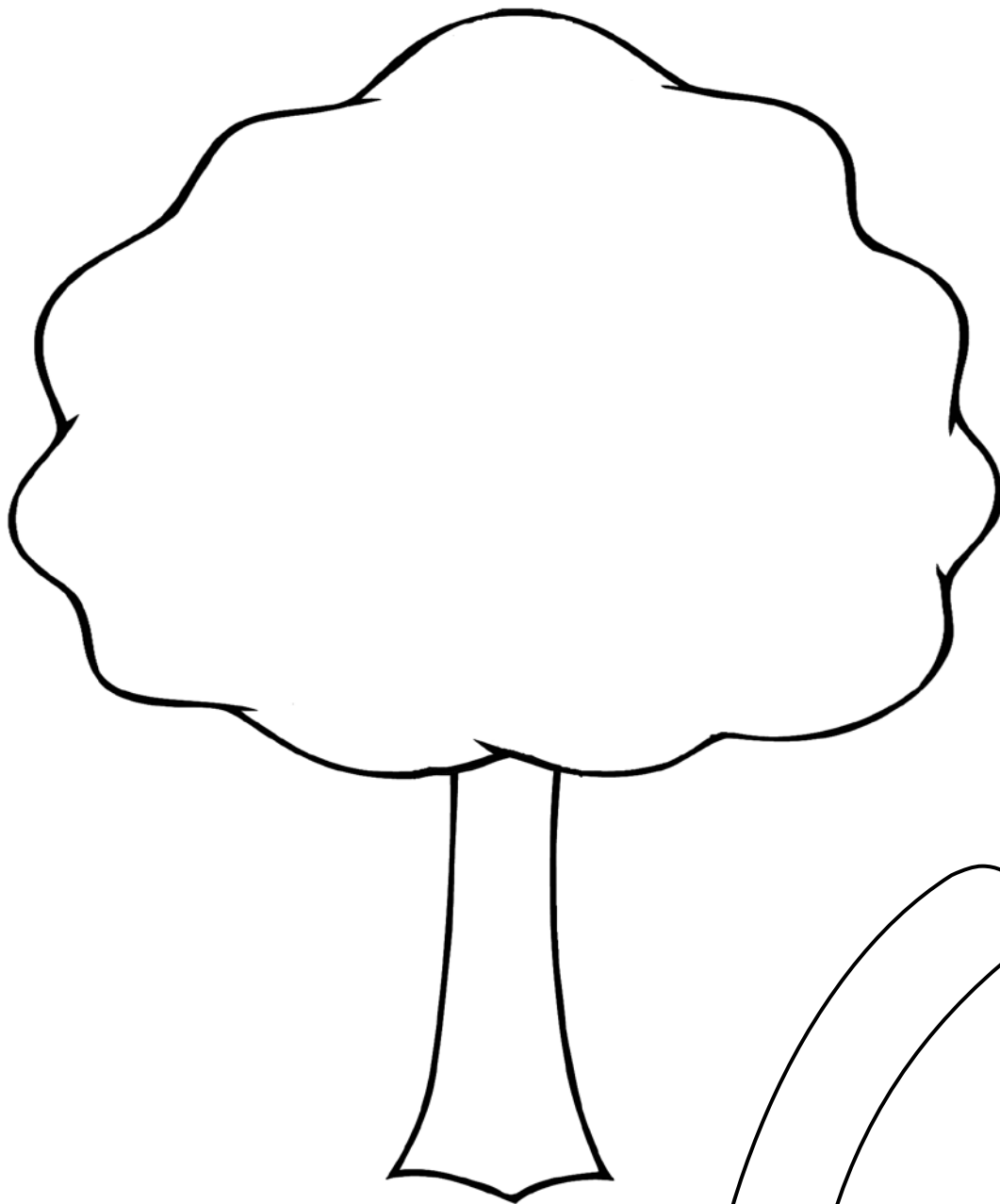
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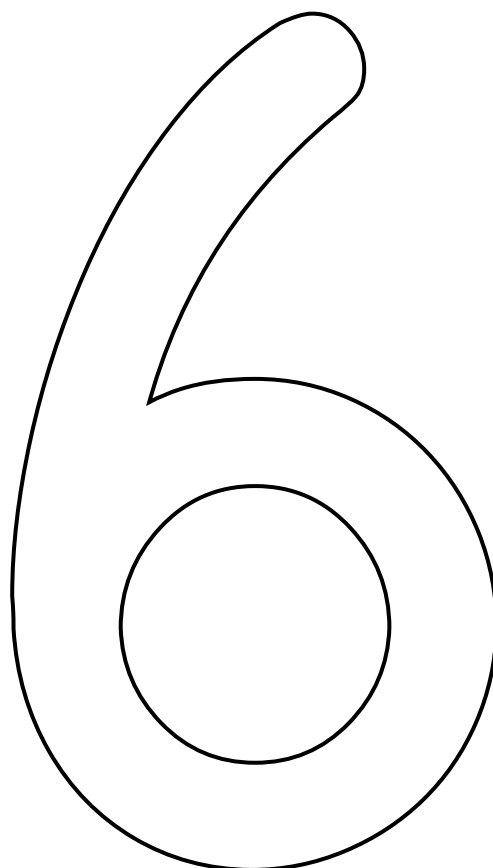
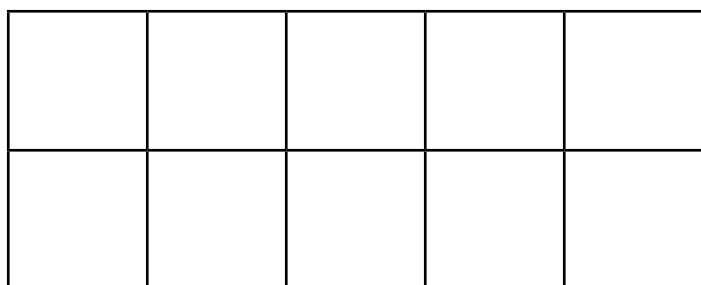
bunane



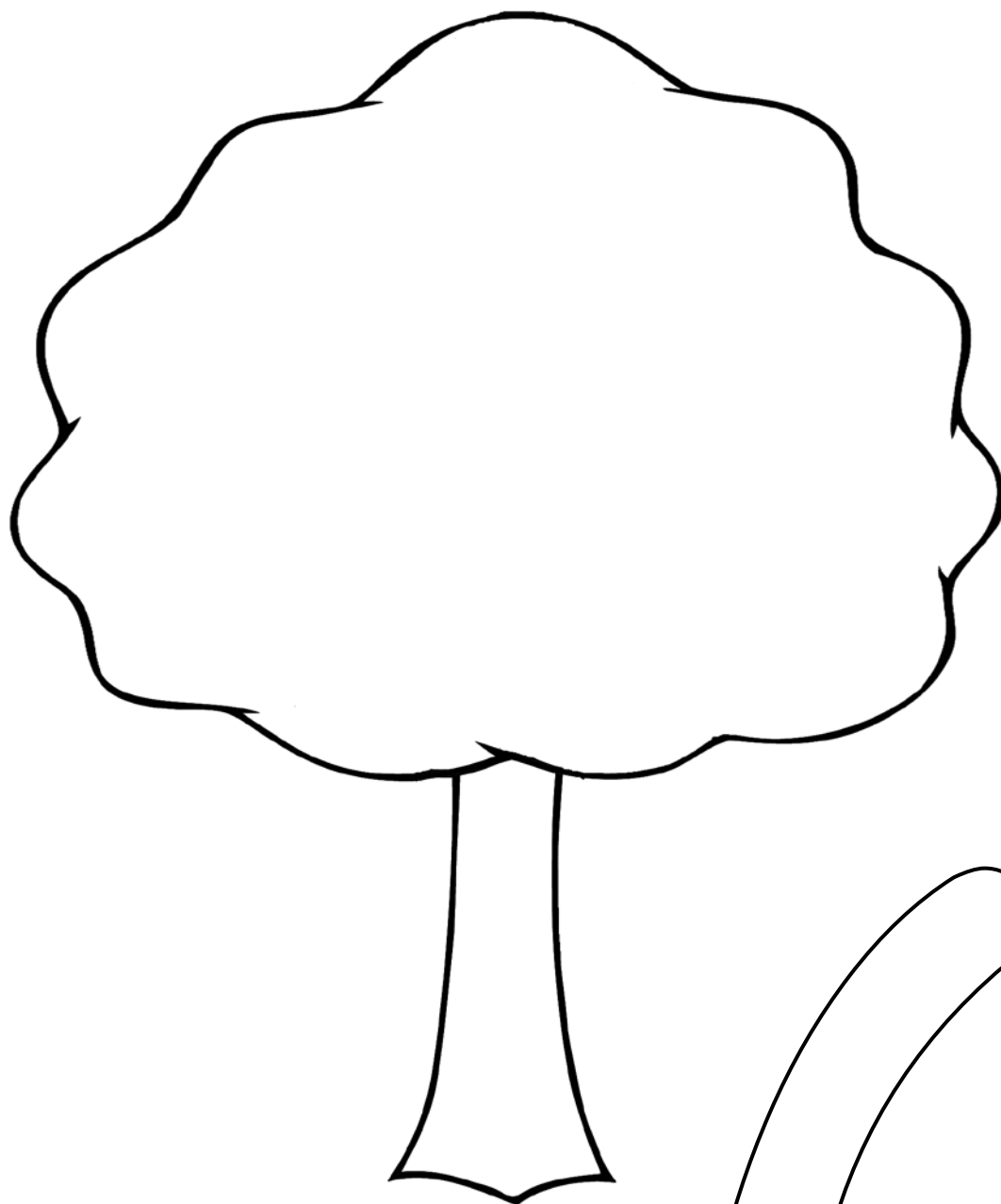
Playdough template: Number 6



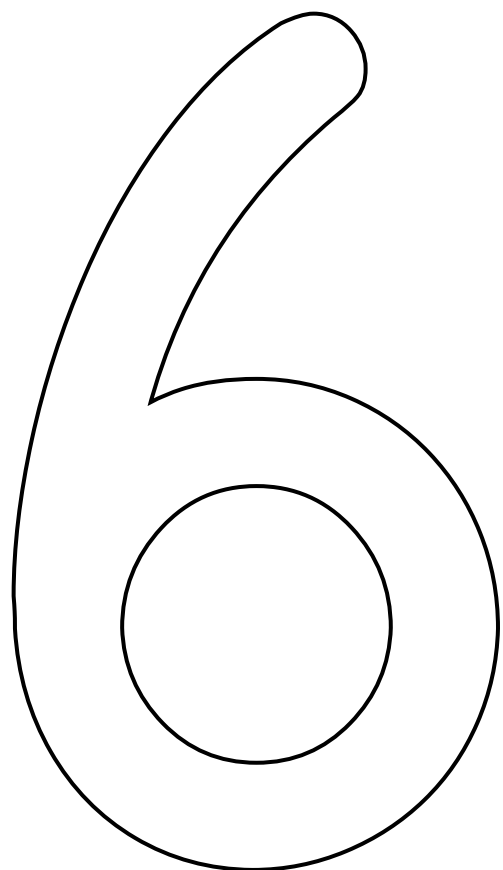
six



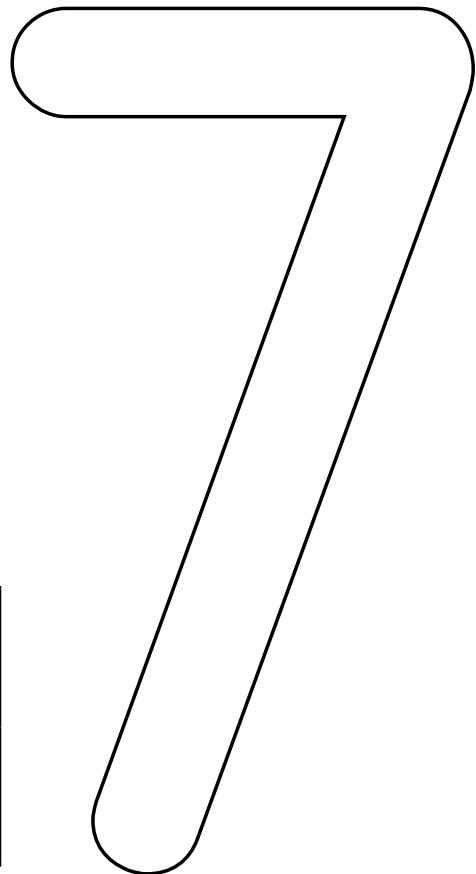
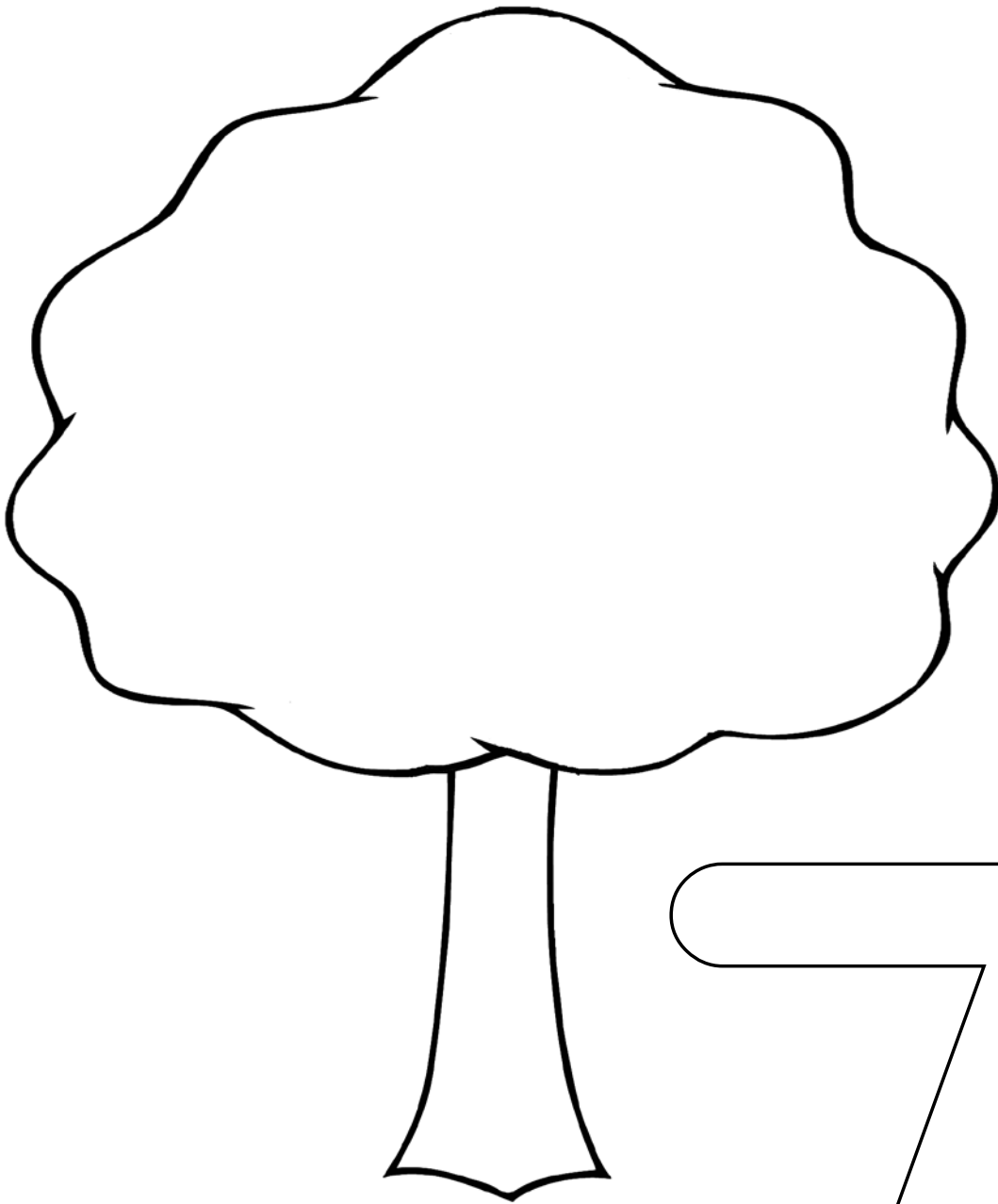
Umfuziselo wehlama yokudlalisa: Inomboro 6



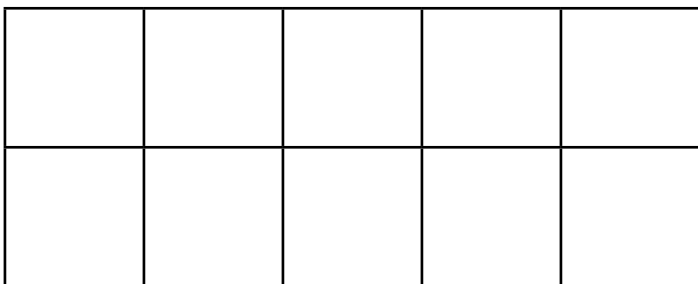
sithandathu



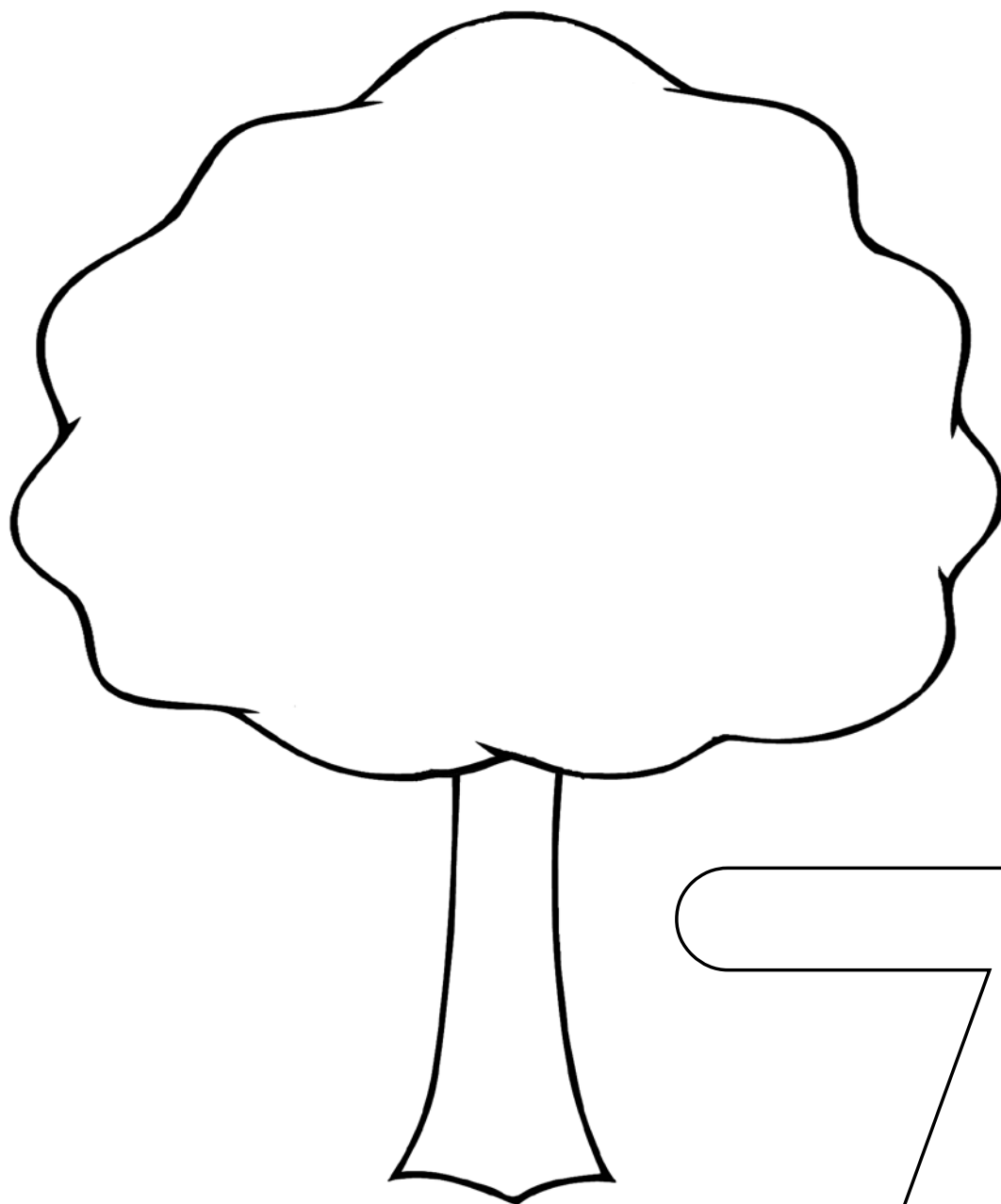
Playdough template: Number 7



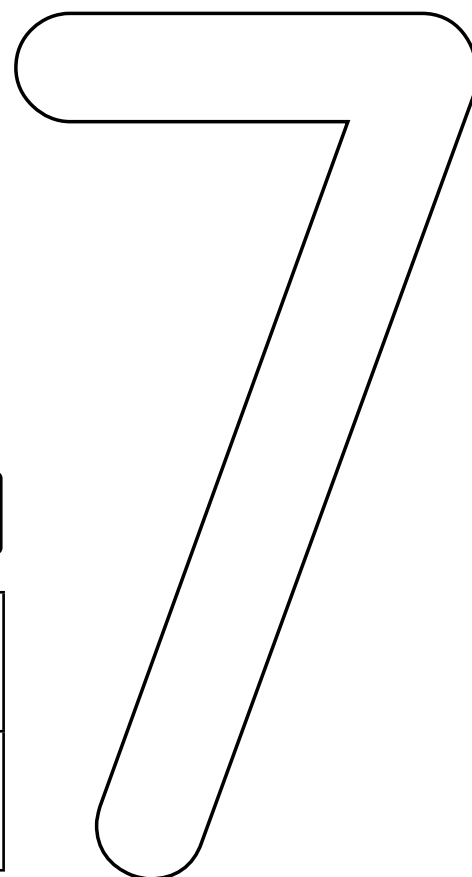
seven



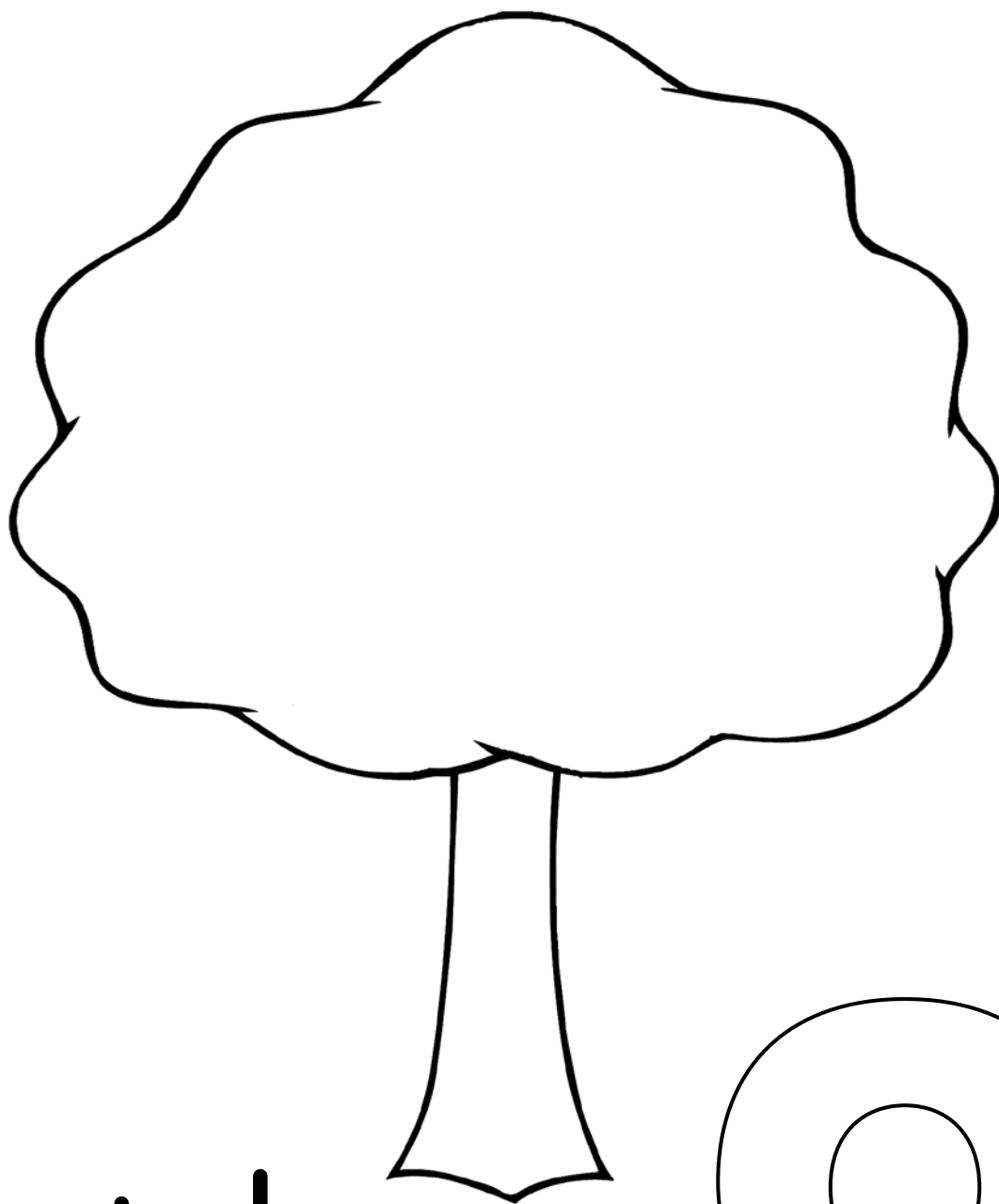
Umfuziselo wehlama yokudlalisa: Inomboro 7



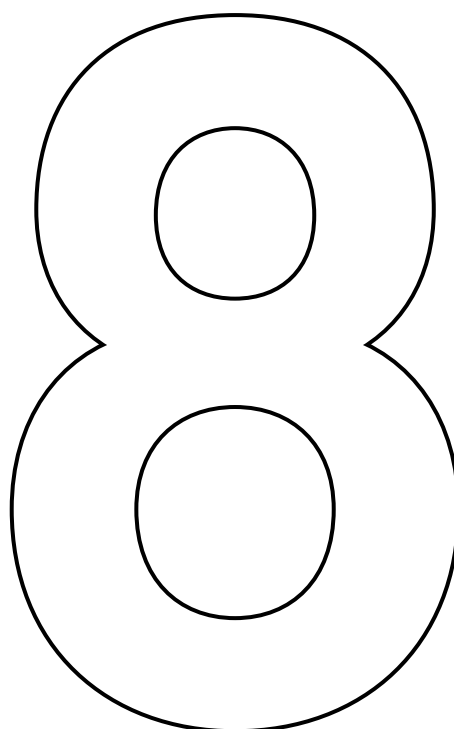
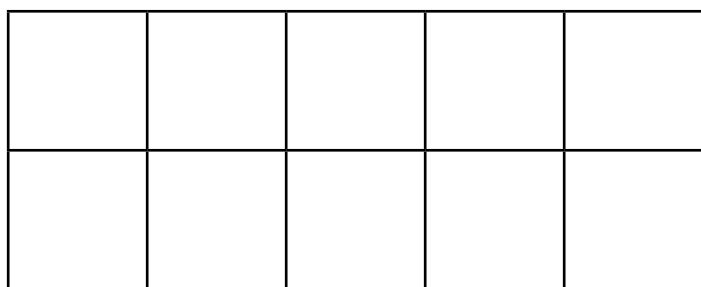
likhomba



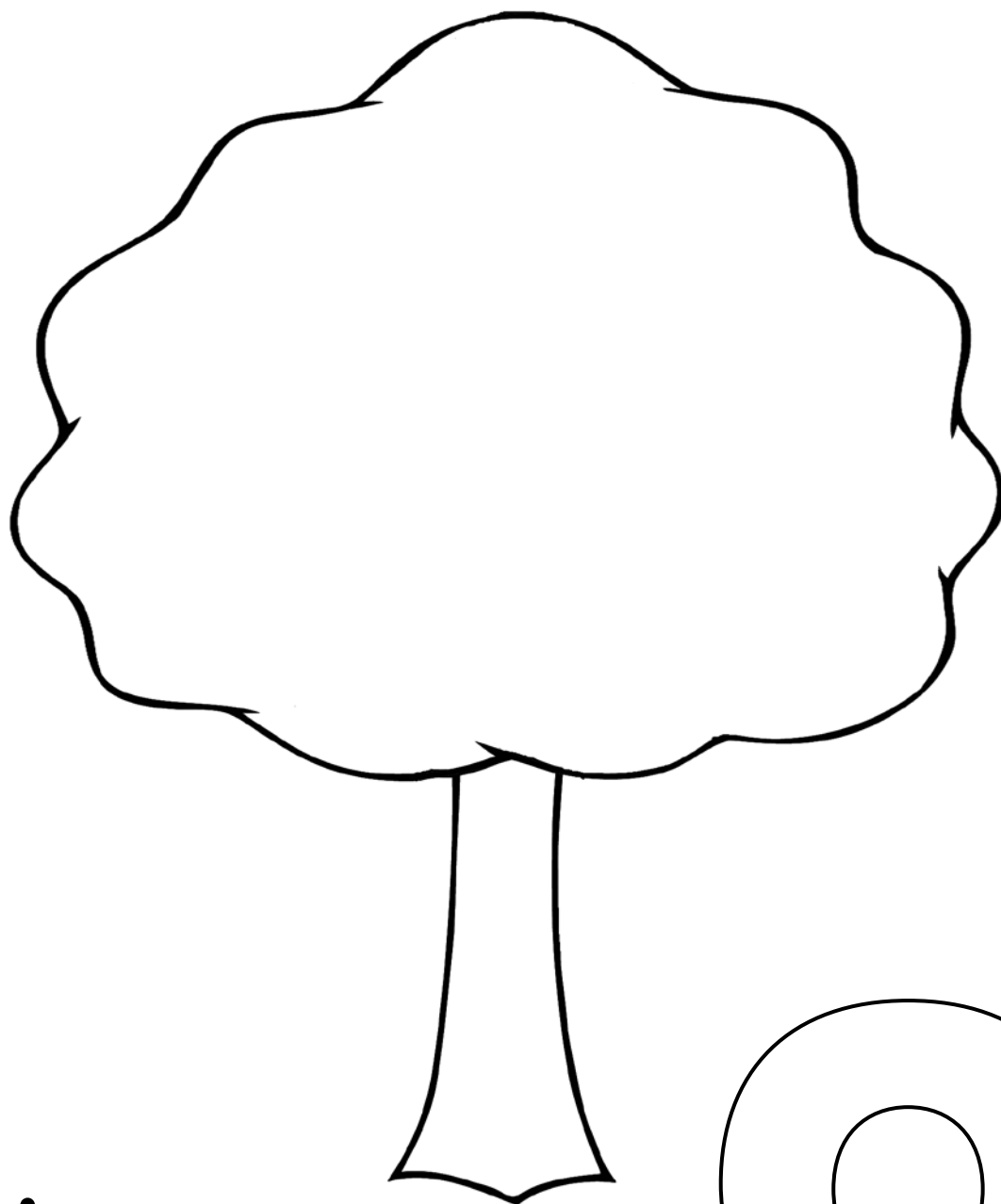
Playdough template: Number 8



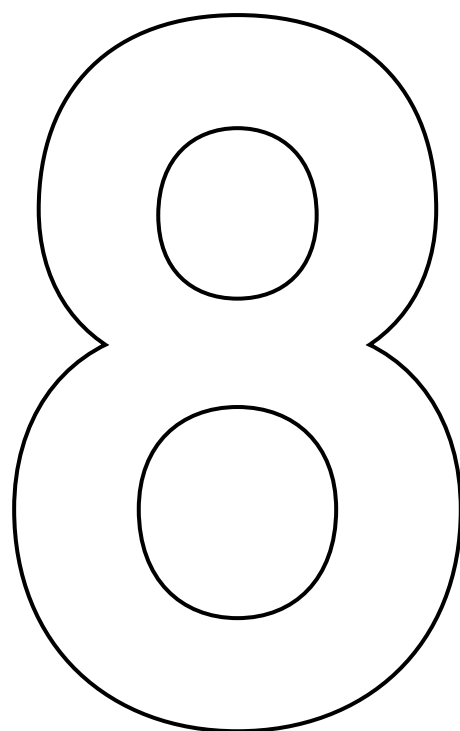
eight



Umfuziselo wehlama yokudlalisa: Inomboro 8

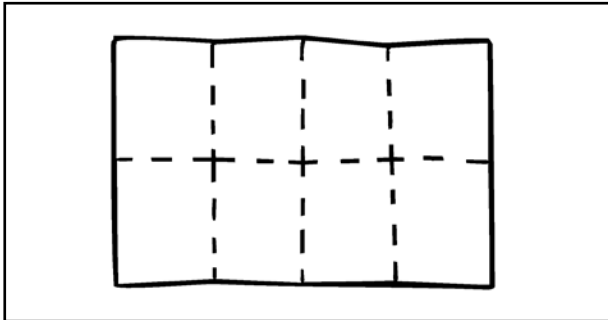


bunane

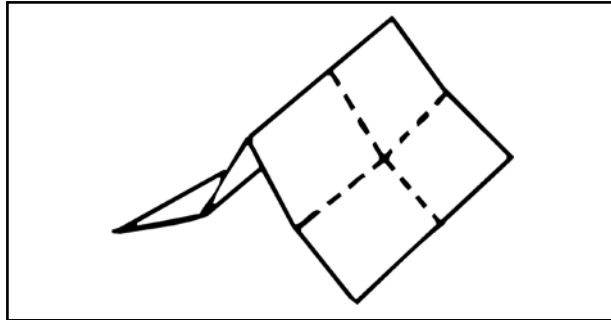


Shape book (Week 4)

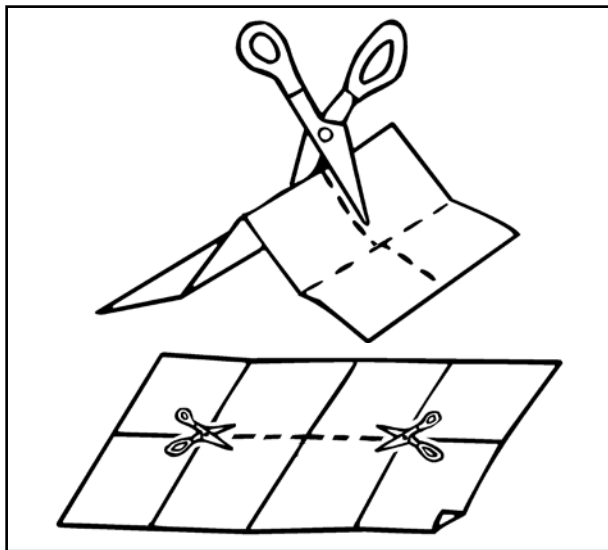
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



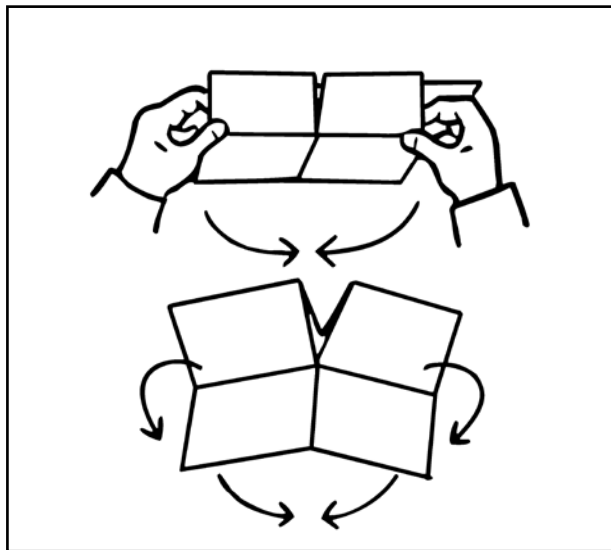
2. Fold the page in half again.



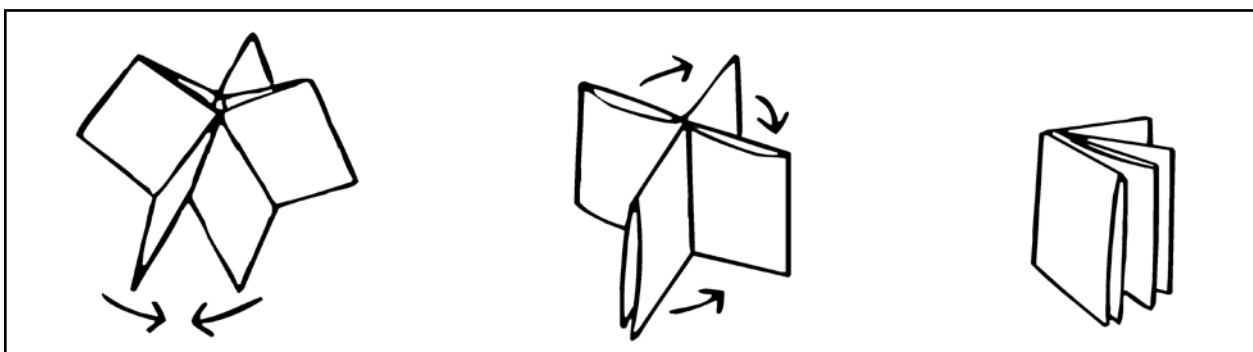
3. Cut on the middle fold as shown in the diagram.



4. Hold the page between your finger and thumb on both sides, so the middle parts of the page are touching. Bring your hands together as shown by the arrows.

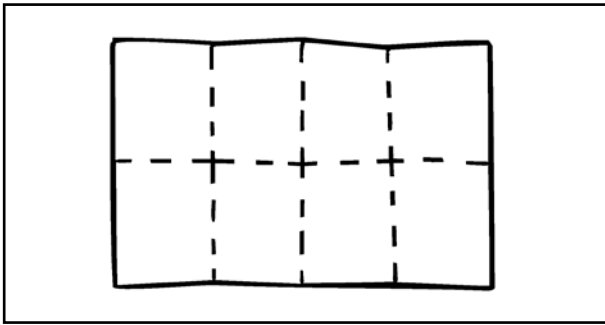


5. Complete the little book by folding the pages flat, as shown.

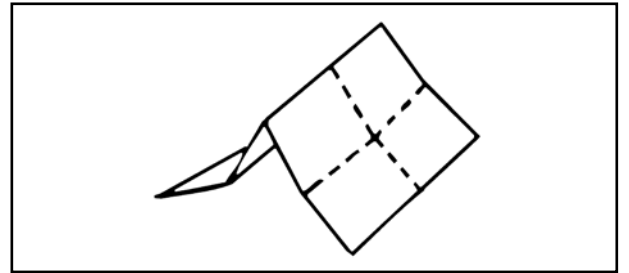


Incwadi yamabumbeko (Iveke 4)

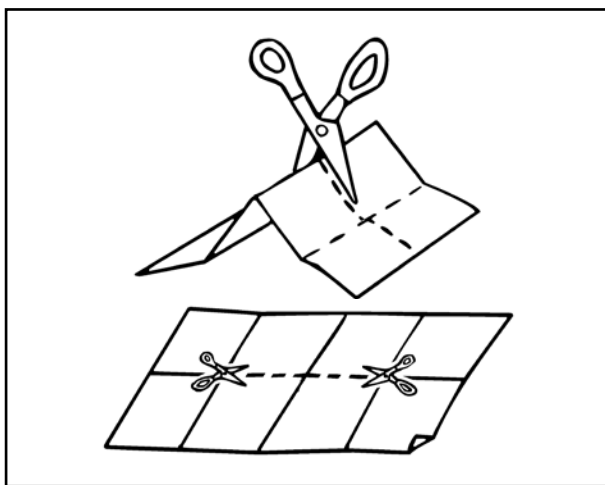
1. Bhinca iphepha le-A4 libe ziinquntu ezibunane, ngokulibhinca libe siquntu ulibuyelele kathathu. Tha-bulula.



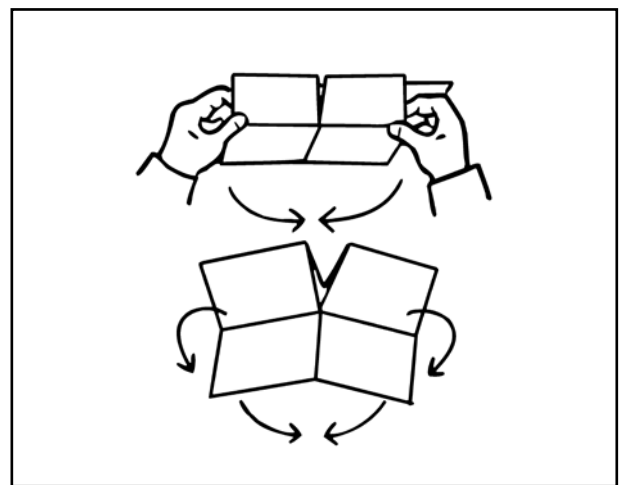
2. Bhinca iphepha libe siquntu godu.



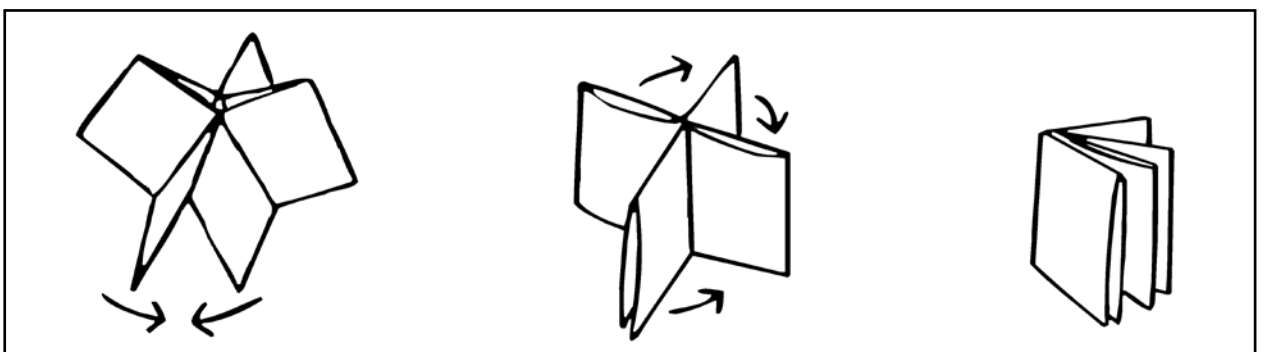
3. Sika phakathi kombhinco njengombana kutjengisiwe kundayagramu.



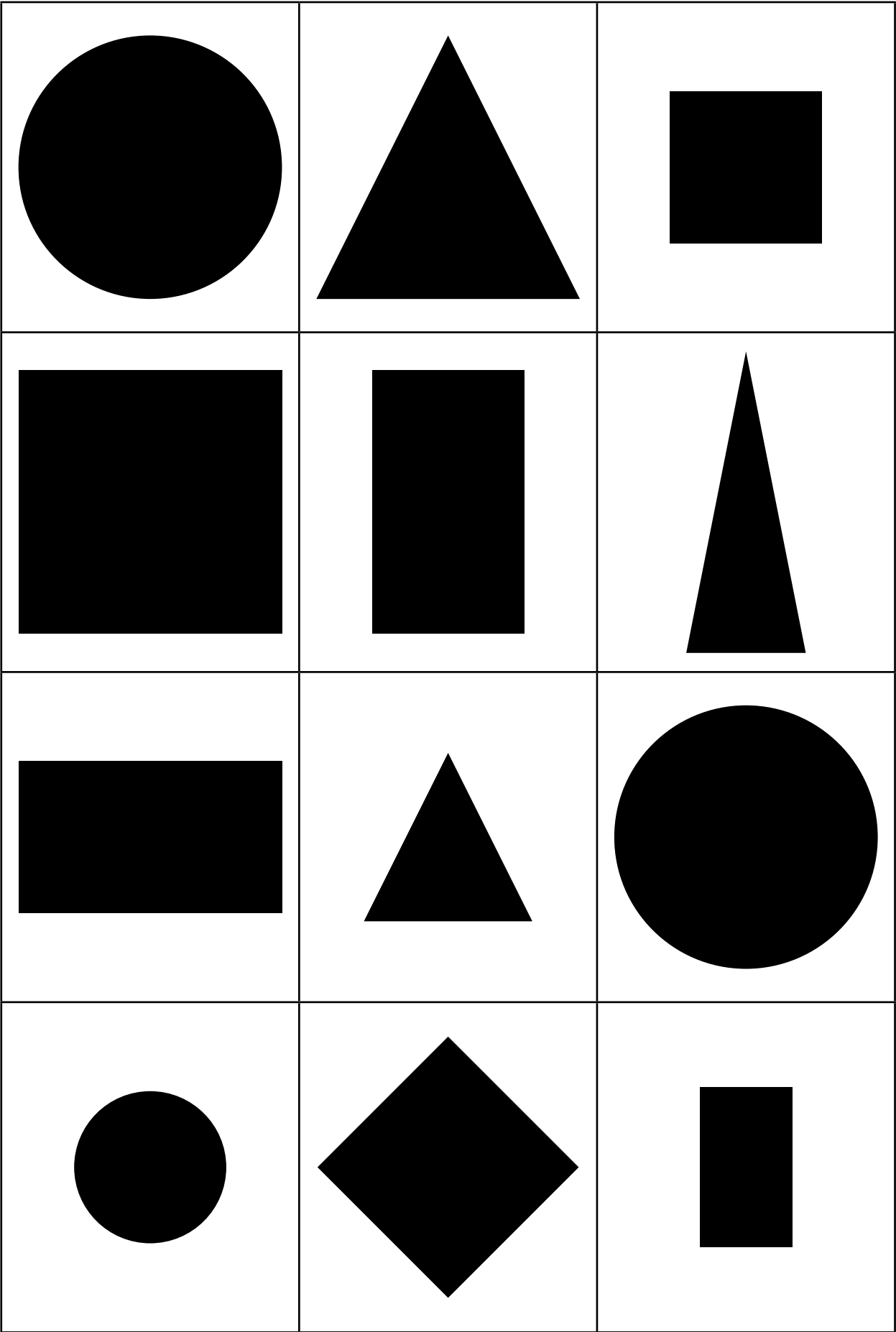
4. Faka ikhasi hlangana nomuno wakho nothubhakghuru ngamahlangothi womabili, kobana iingcenyane eziphakathi zekhasi zithintane. Hlanganisa izandla zakho njengombana kutjengisiwe ngeenkomba.



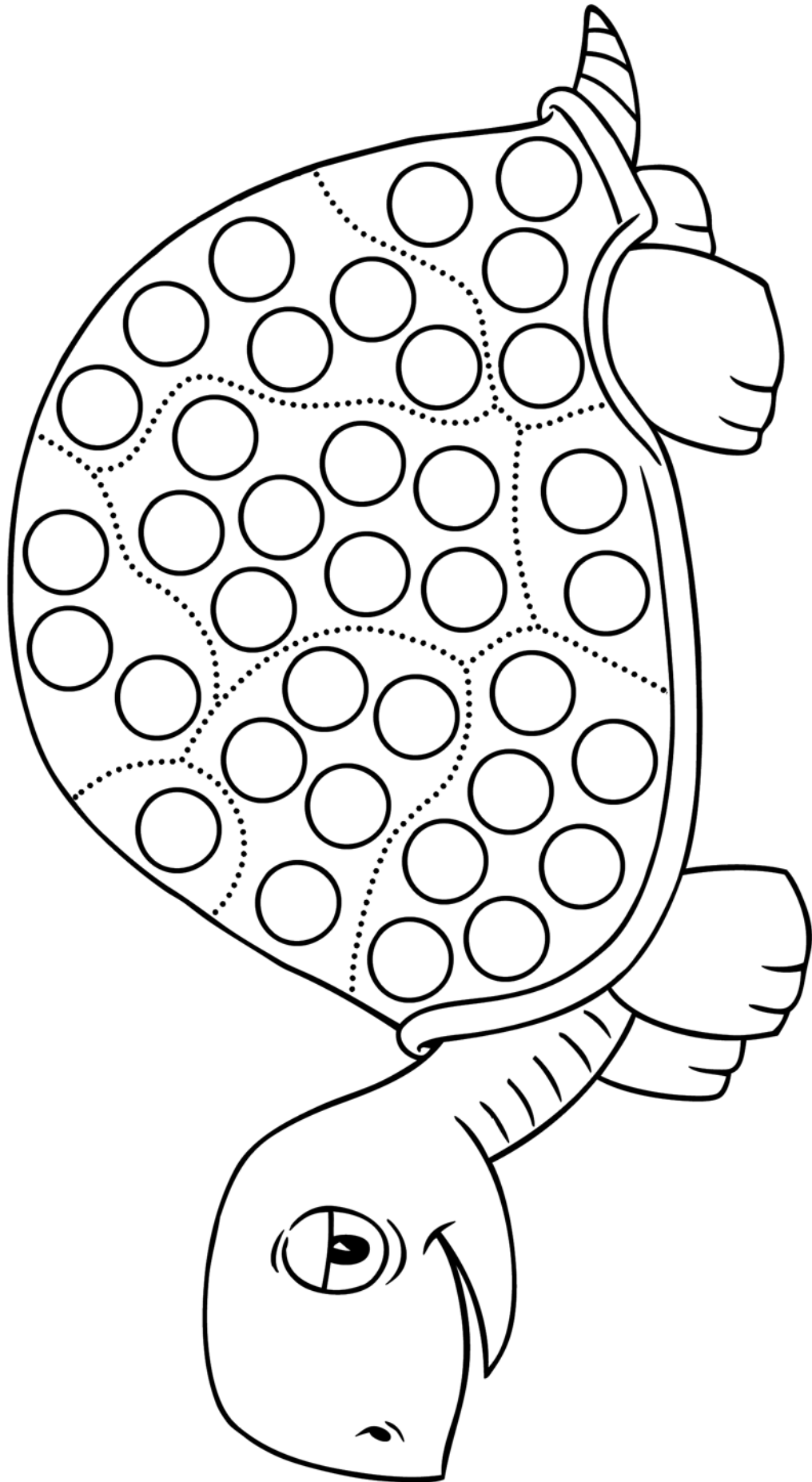
5. Qedelela incwadi encani ngokubhinca amakhasi abe sipara, njengombana kutjengisiwe.



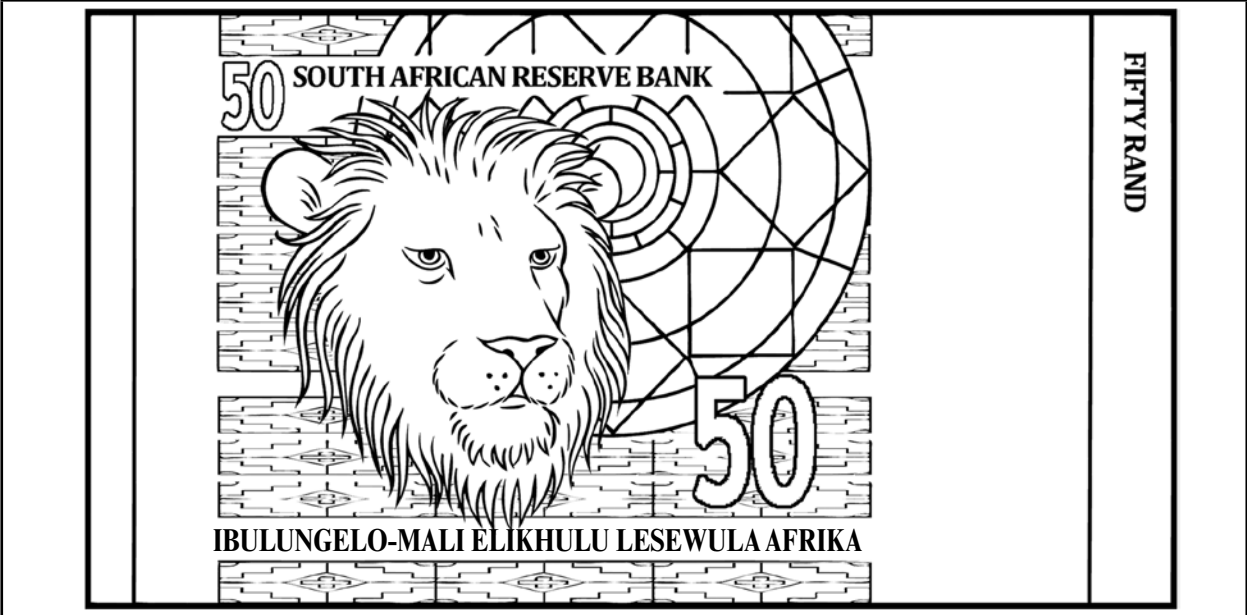
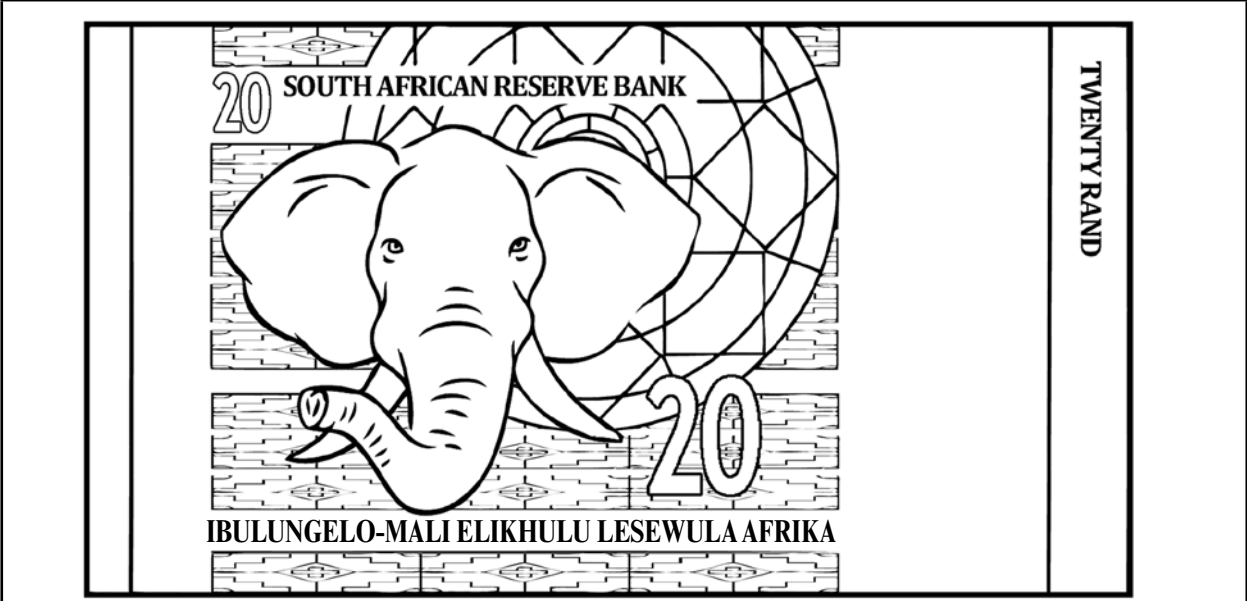
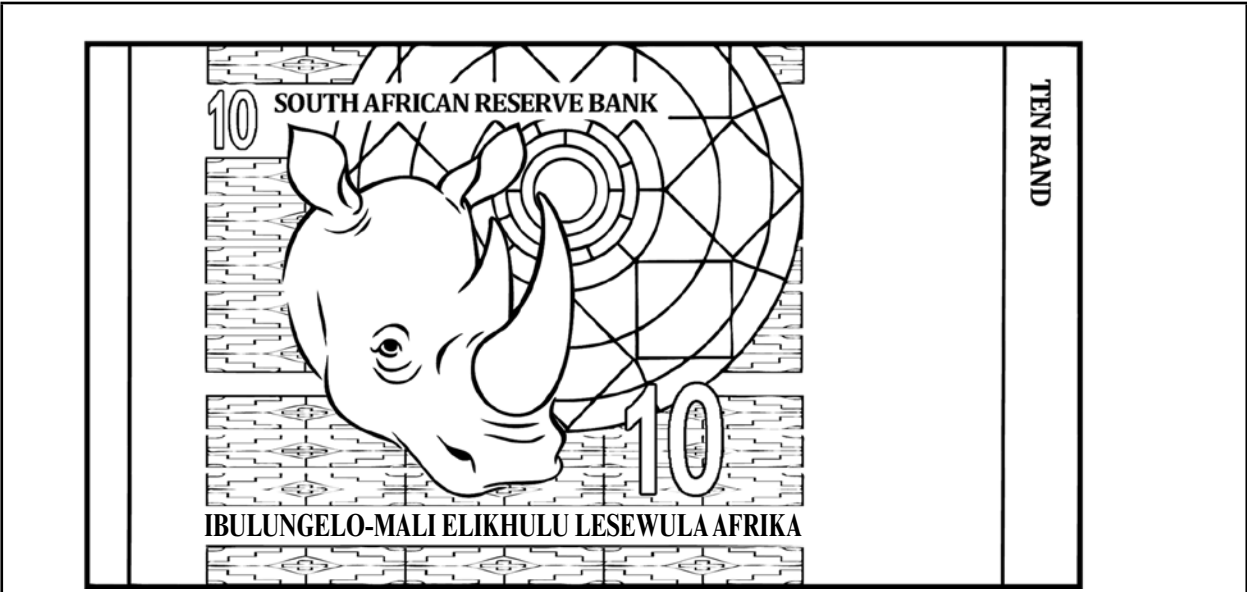
Shape Bingo board (Week 8) • Ibhodi yamabumbeko we-Bingo (Iveke 8)

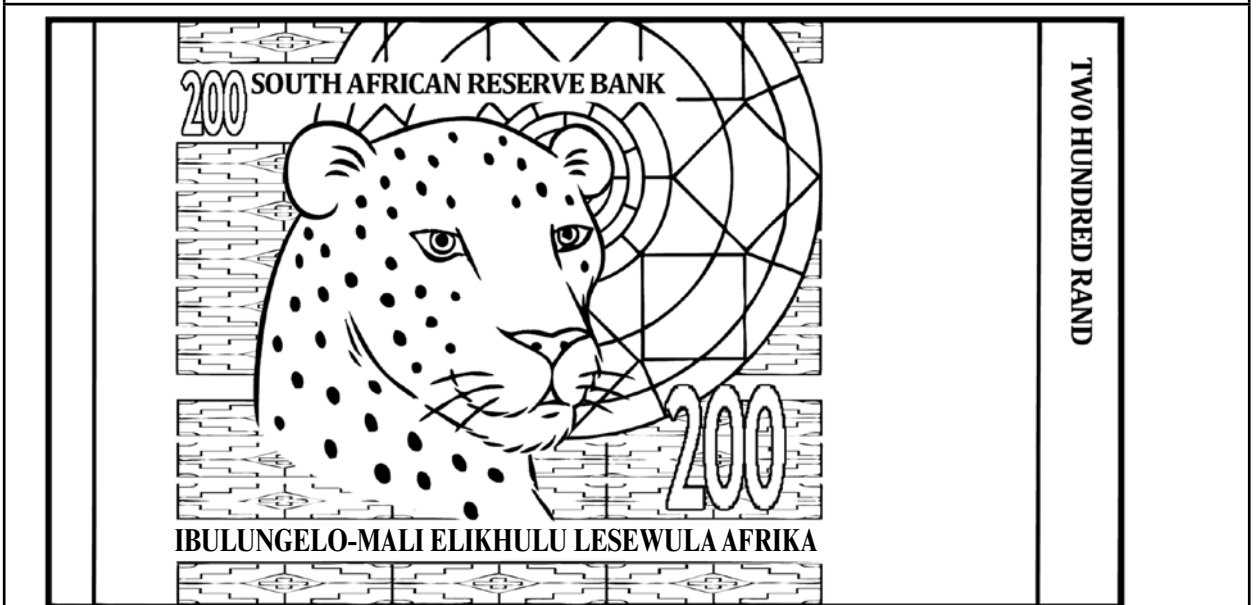
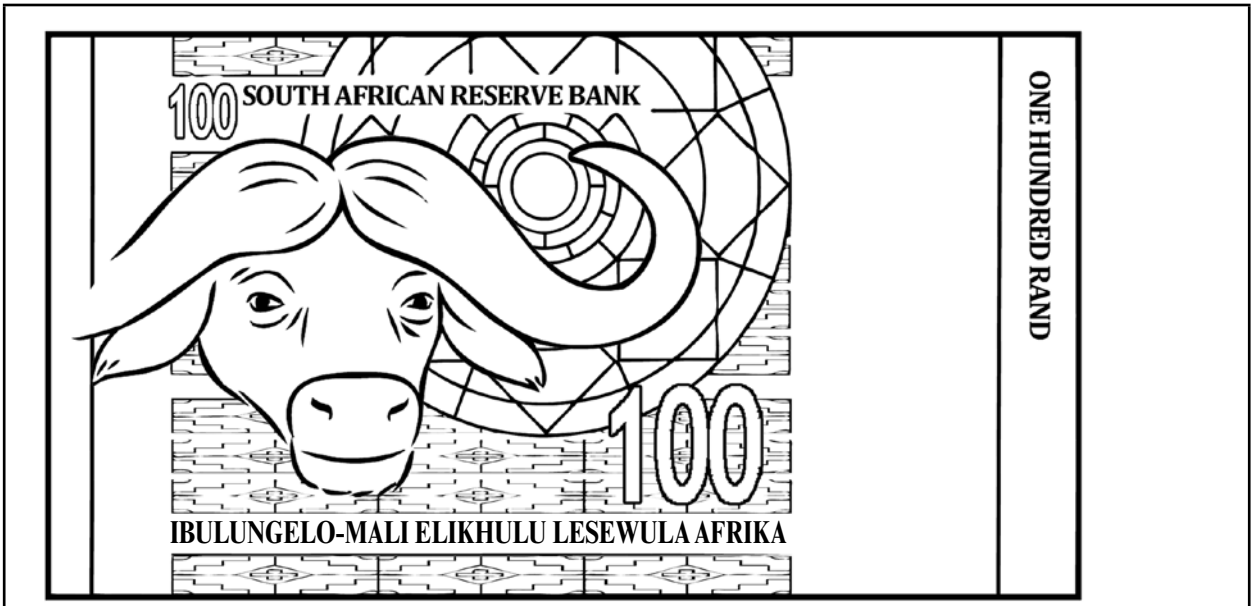


Tortoise (Week 9) • Ikghuru (Iveke 9)



Banknotes (Week 9) • Imali yephepha (Iveke 9)





Eighteen-piece puzzle • Iphazili yeenquntu ezilitjumi nabunane

