

Uhlelo Lokuthuthukisa
Izibalo Zebanga 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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Uhlelo Lokuthuthukisa Izibalo neziLimi Zebanga R luyisinyathelo **soMnyango WezeMfundo wesifundazwe saseGauteng (Gauteng Department of Education)** kanye nomlingani wawo osemqoka, i-**Gauteng Education Development Trust**.

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

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

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

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Kubongwa ngokukhethekile:

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

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Introduction

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

The Grade R Maths *Activity Guide: Term 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

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

Umhlahlandlela Wemisebenzi: Ithemu 3 ka-Grade R Maths unikeza uhlaka lokufundisa izibalo kwithemu yesithathu yeBanga R ngalokhu:

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

Izimpawu Zomhlahlandlela Wemisebenzi: Ithemu 3

Lezi zimpawu ezilandelayo zakha ingxenywe yoMhlahlandlela Wemisebenzi: Ithemu 3:

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

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none">• Bona ubuye uhlonze izimpawu zezinqombolo kanye namagama ezinqombolo• Chaza, uqhathanise, bese uhlela izinqombolo	<ul style="list-style-type: none">• Inombolo 7• Ukubala ngomlomo: ukubala uhlehle 10-1• Ukubala izinto 1-10	<ul style="list-style-type: none">• Ukubala ngomlomo: uye phambili 1-20, uhlehla 7-1• Ukulandelanisa izinqombolo 1-6• Okubili/okuthathu okungaphezulu/okuyingcosana• Hlanganisa, susa• Ukugxilisa umqondo wezinqombolo 1-6
Ulwazimagama olusha olusetshenziswa ezibalweni		
isikhombisa	okuningi njenga-	umehluko phakathi

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

U-Grade R Maths ohlelweni lwansuku zonke

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

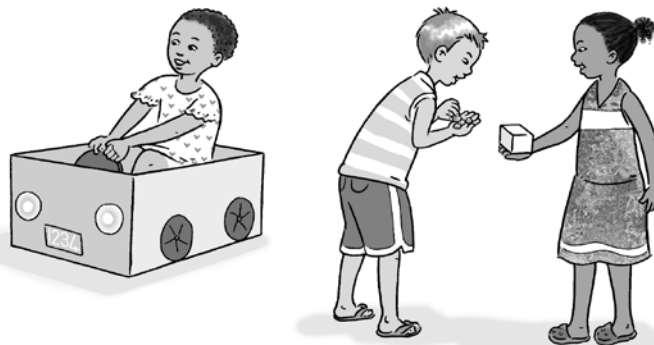
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Imisebenzi yekilasi lonke ngosuku

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

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



Ukuguquka: Ukusuka komunye umsebenzi uya komunye

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

Imisebenzi yamaqembu amancane

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

Isikhathi sokuqoqa

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

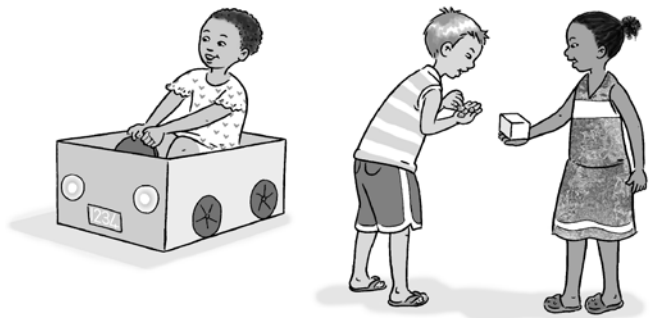
Khetha abaholi bamaqembu kanye nabasizi bokuqoqa ngesonto ngalinye. Banike imisebenzi ethize nezibophezelo.

Imisebenzi ekhethwe ngokukhululeka

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

Lokhu kungabandakanya:

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



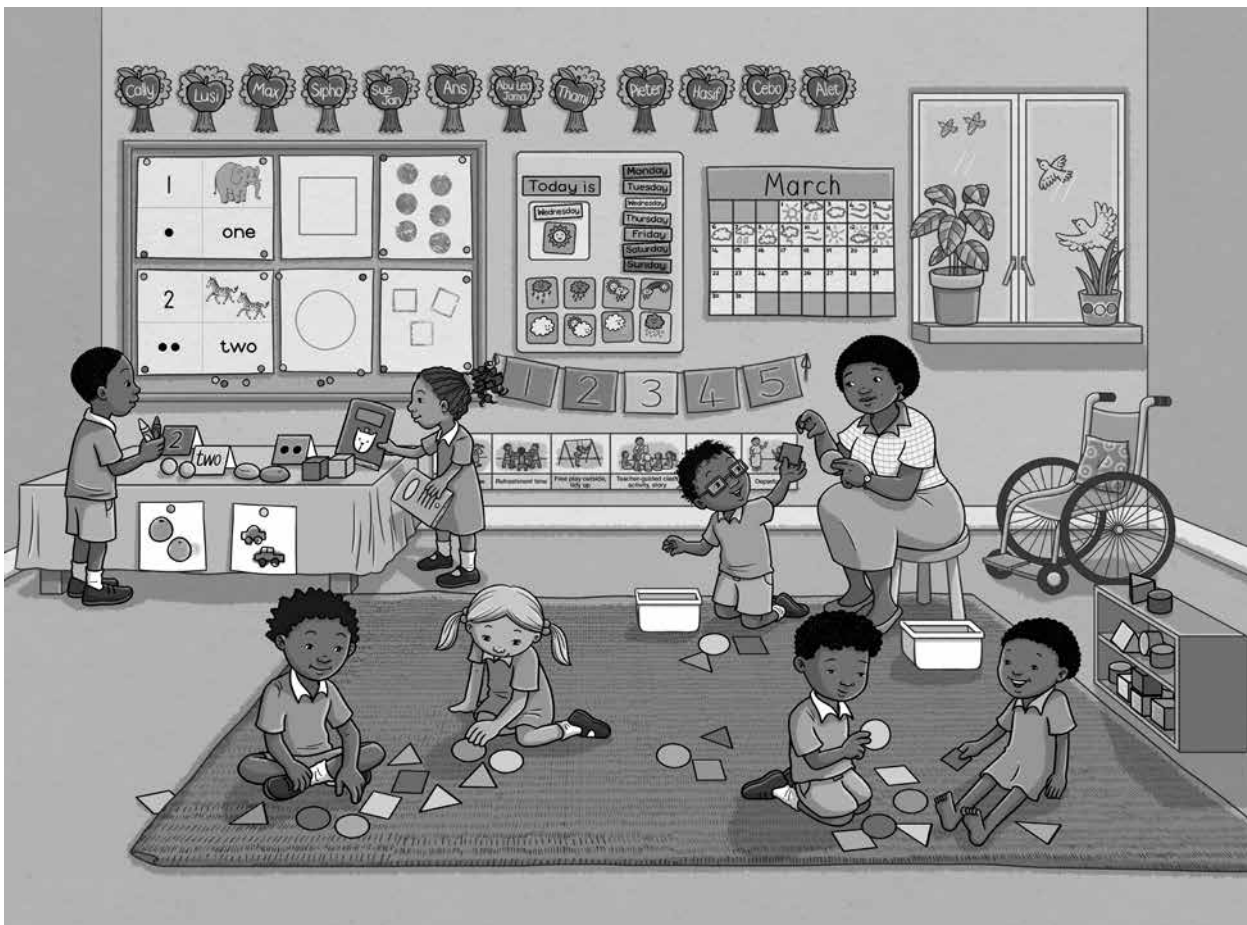
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 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.



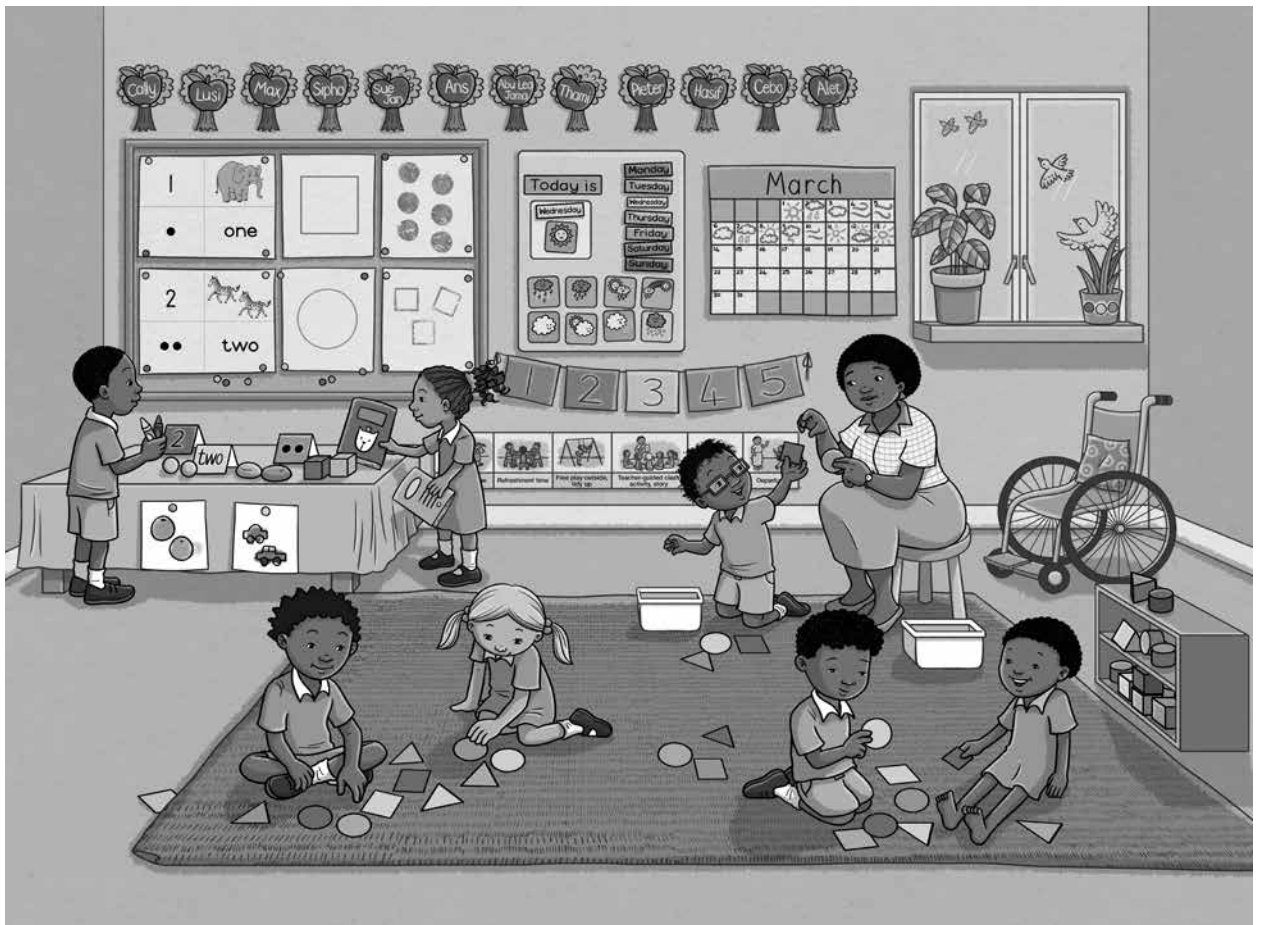
Ukuhlola

Ukuqaphela kanye nokuhlola okuqhubekayo ngesikhathi semisebenzi eholwa uthisha neyekilasi lonke, kunika amathuba okuqonda kanye nokubheka kahle inqubekelaphambili yomfundi ngamunye. Lolu lwazi lubalulekile ukuqondisa ukufundisa kuyiwa phambili kanye nokungenelela kumfundi ngamunye. Uhlu lokuhlola okuqhubekayo ekhasini 187 no-189 lalo mhlahlandlela lusekelwe kokuqukethwe okufundiswe ngeThemu 3. Le thempulethi ingasetshenziselwa ukuqopha inqubekelaphambili yomfundi ngamunye ngethemu.

U-Grade R Maths ekilasini

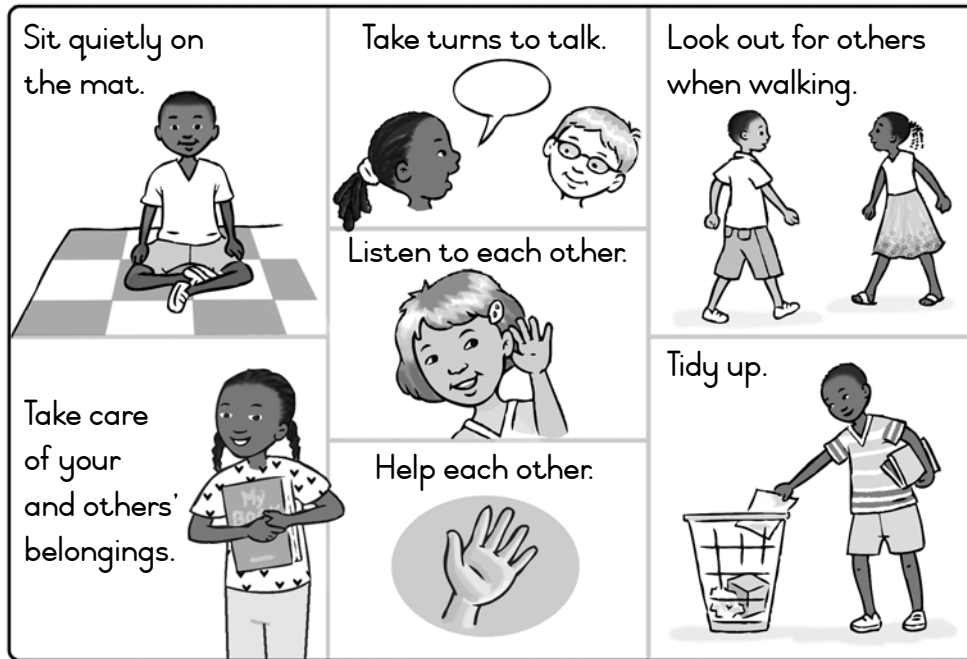
Lungisa indawo ekilasini eyabelwe izibalo futhi ibe seduze nomata. Lena indawo yokwabelana lapho abafundi bengahlanganyela futhi bazibandakanye khona nesihloko abafunda ngaso. Indawo elungele itafula lezibalo ingafaka:

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



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

Our classroom rules

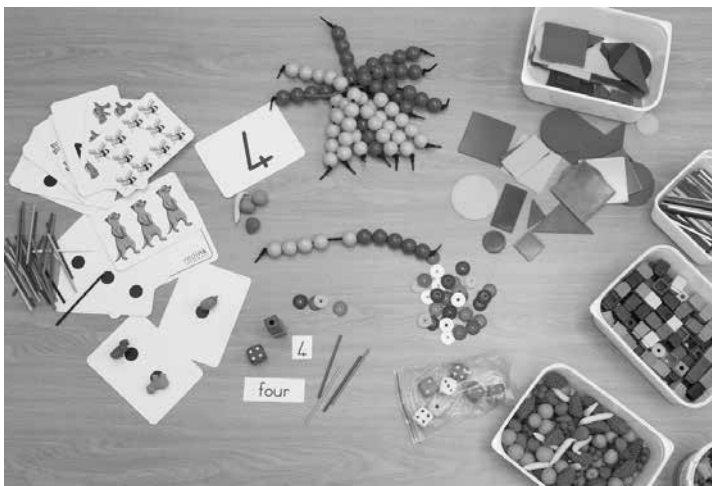


Resources for Grade R Maths

Grade R Maths Resource Kit

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

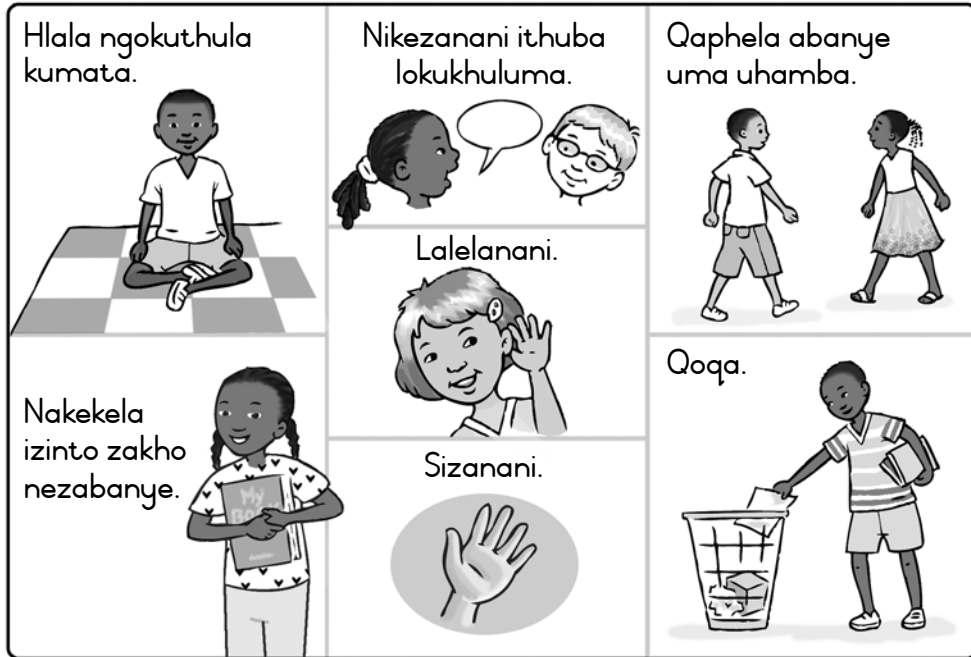
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Imithetho yekilasi lethu

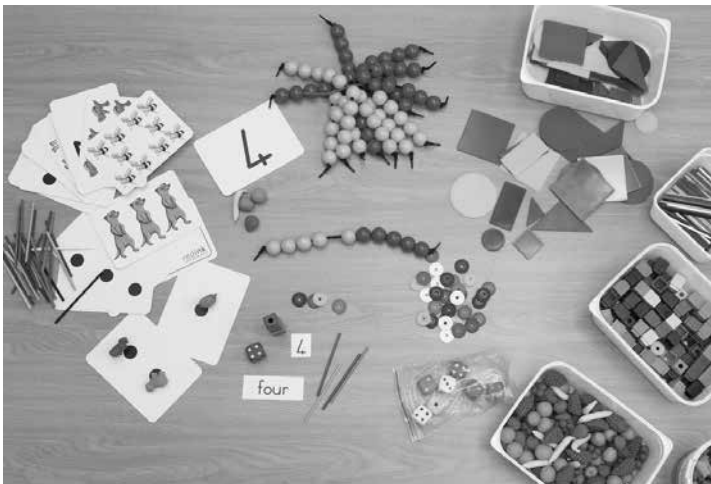


Izinsiza zika-Grade R Maths

Ikhithi Yezinsiza ka-Grade R Maths

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Izinto ezivuselelwe kabusha

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

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



Ezinye izinsiza

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

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

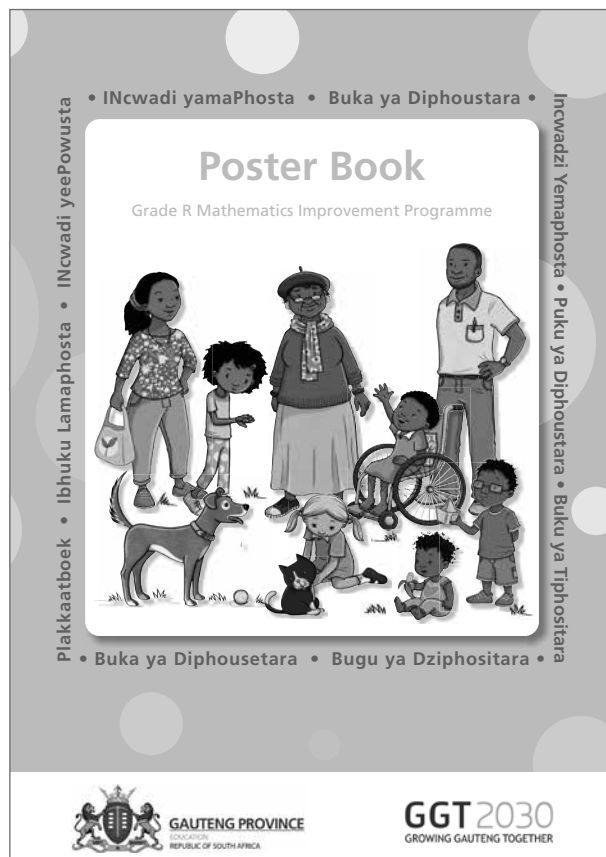
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



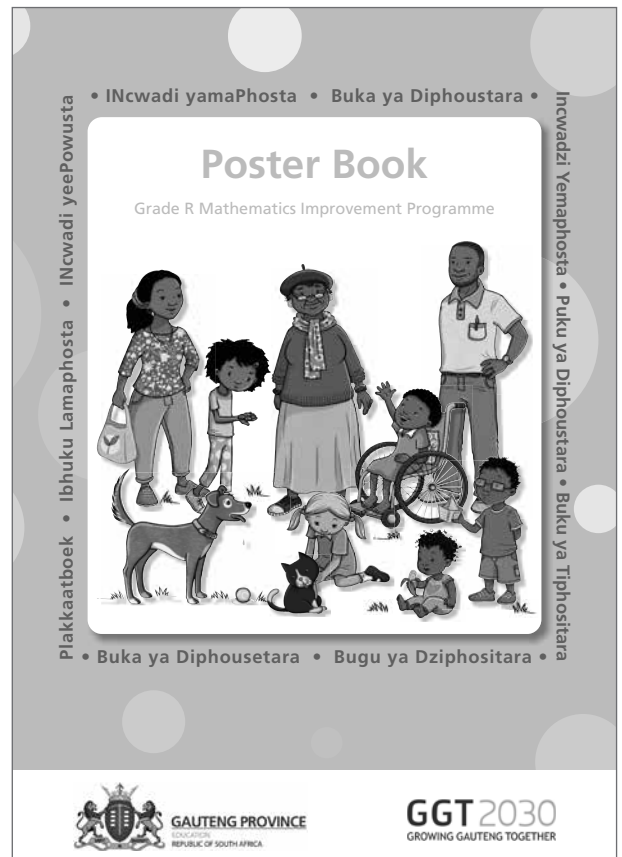
- ishadi lobude
- amakhadi amakhulu okudlala
- imali yokudlala: imali ewuhlweza kanye nengamaphepha (ukukusebenzisa esitolo sokudlala)
- iwashi elikhulu lasodongeni elinezinti
- isikali sokulinganisa
- ubuhlalu bokuhlela, ukuchushisa kanye nokwenza amaphethini
- impahla yokudlala enhlabathini nasemanzini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

Ibhuku Lamaphosta le-Grade R Maths

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

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

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



Content overview: Term 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					

Ukubuka konke okuqukethwe:

Ithemu 3

Qaphela: Ingxanye Yolwazi Okugxilwe Kuyo Kanye noLwazi olusha kuwumbala oluhlaza. Okunye okuqukethwe okuzokwenziwa ngesonto kubhalwe ngokumpunga.

Ingxanye Yolwazi Okugxilwe Kuyo	Isonto 1	Isonto 2	Isonto 3	Isonto 4	Isonto 5
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Ukubala ngomlomo: kuyiwa phambili 1–20, kuhlehla 7–1 Ukubala izinto 1–7	Inombolo 6 Kubili/kuthathu kuningi (ngaphezulu)/ kuyingcosana Amaqembu/ amaqoqo alinganayo Ukubala uqhubeke Ukubala ngomlomo: ukuya phambili 1–20, ukuhlehla 7–1 Ukubala izinto 1–7 Ukulandelanisa izinombolo 1–5 Ukugxilisa ulwazi lwezinombolo 1–5	Inombolo 7 Ukubala ngomlomo: ukubala uhlehle 10–1 Ukubala izinto 1–10 Ukubala ngomlomo: uye phambili 1–20, uhlehla 7–1 Ukulandelanisa izinombolo 1–6 Okubili/okuthathu okungaphezulu/ okuyingcosana Hlanganisa, susa Ukugxilisa umqondo wezinombolo 1–6	Ukubala ngomlomo: ukuya phambili 1–20, ukubala uhlehle 10–1 Ukugxilisa ulwazi lwezinombolo 1–7	Ukubala ngomlomo: phambili 1–20, ngokuhlehla 10–1 Ukubala izinto 1–10 Kubili/kuthathu kuningi (ngaphezulu)/ kuyingcosanyana Amaqembu alinganayo
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')	Kopisha amaphethini amile mpo navundlile usebenzisa izinto ezithintekayo Dala futhi uchaze iphethini lakho elinemibala/elinezimo ezintathu noma ezine, njalonjalo Hlonza amaphethini Kopisha bese welula amaphethini				
3. Indawo Nesimo (Ijiyomethri)				Isimo: unxande Inkomba: kwesokunxele, kwesokudla Isikhundla/ukuma: maphakathi, ngezansi Hlunga izinto ngokwama-athribhuthi amabili Amaphazili ayizingcezu eziyishumi nesishiyagalombili Izimo: indilinga, isikwele, unxantathu Ukuvumelanisa	
4. Isilinganiso					Isisindo Lula, lula kancane (ludlana), lula kakhulu Sinda, sinda kakhudlwana, sinda kakhulu Kukhudlwana, kuncanyana
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')					

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>			

Ingxenywe Yolwazi Okugxilwe Kuyo	Isonto 6	Isonto 7	Isonto 8	Isonto 9	Isonto 10
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	<p>Inombolo 8</p> <p>Izinombolo ezisho isikhundla: okwesihlanu, okokugcina, okulandelayo</p> <p>Ukubala ngomlomo: uye phambili 1–20 nangaphezulu</p> <p>Ukubala ngomlomo: phambili 1–20, ukubala uhlehle 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 1–7</p> <p>Izinombolo ezisho isikhundla sokuqala kuya kwesihlanu</p> <p>Hlanganisa, susa</p> <p>Kubili/kuthathu, kuningi (kungaphezulu)/ kuyingcosane (kungaphansi)</p> <p>Gxilisa umqondo wezinombolo izinombolo 1–7</p>	<p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuhlele 10–1</p> <p>Ukubala izinto 1–10</p> <p>Kubili/kuthathu kuningi/ kuyingcosana</p> <p>Kuningi, kuyingcosanyana, kuyalingana</p>	<p>Ukubala ngomlomo: uya phambili 1–20 nangaphezulu, ukubala uhlehle 10–1</p> <p>Ukubala izinto 1–10</p>	<p>Imali – bona imali engamaphepha</p> <p>Ukuxazulula izinkinga 1–8</p> <p>Ukubala ngomlomo: uye phambili 1–20 nangaphezulu, ubale uhlehle 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 1–8</p> <p>Izinombolo ezisho isikhundla okokuqala kuya kokwesihlanu</p> <p>Ukugxilisa izinombolo 1–8</p> <p>Hlanganisa, susa</p> <p>Izinhlamvu zemali</p>	<p>Ukwenza amaqoqo, uhhafu</p> <p>Kufike kokuthathu ngaphezulu (usebenzisa amakhadi anamachashazi)</p> <p>Ukuhlela amaqoqo kusukela kokuncane kakhulu kuya kokukhulu kakhulu</p> <p>Ukubala ngomlomo: uye phambili 1–20 nangaphezulu, uhlehle 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 1–8</p> <p>Ukuxazulula izinkinga 1–8</p> <p>Ukugxilisa ulwazi lwezinombolo 1–8</p> <p>Okuningi, okuyingcosana, okuningi kakhulu, okuncane kakhulu, okulinganayo</p> <p>Kubili/kuthathu okuningi (ngaphezulu)/ okuyingcosana</p>
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')					
3. Indawo Nesimo (Ijiyomethri)			<p>Isikhundla sezinto ngokuhlobana kwazo nezinye</p> <p>Ishadi lemicibisholo</p> <p>Kopisha bese wakha isakhiwo (amakhadi ezithombe)</p> <p>Izimo: indilinga, isikwele, unxantathu, unxande</p> <p>Amabhokisi, amabhola</p> <p>Umugqa wamaphakathi (ohlukanisayo)</p> <p>Isikhundla: ukuya phambili nokuya emuva</p>		
4. Isilinganiso				Okukhulu, okuncane	
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')		<p>Dweba isithombe ukumela ulwazi olutholakele</p> <p>Qoqa, hlunga bese wethula iqoqo 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.

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

Izihloko

- Amaphethini ejiyomethri: dala, kopisha bese welula amaphethini

Ulwazi olusha

- Kopisha amaphethini amile mpo navundlile usebenzisa izinto ezithintekayo
- Dala futhi uchaze iphethini lakho elinemibala/elinezimo ezintathu noma ezine, njalonjalo

Zejwayeze

- Ukubala ngomlomo: kuyiwa phambili 1–20, kuhlehlwa 7– 1
- Kubala izinto 1–7
- Hlonza amaphethini
- Kopisha bese welula amaphethini

Ulwazimagama olusha olusetshenziswa ezibalweni

chaza
chazisisa

yelula
landela

okulahlekile/okungekho
akulona iphethini

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amabhulokhi axhume kayo abekwe ndawonye ephethinini eliphindayo ukwakha isitimela
- ucezu lwephepha elingu-A3 ukwenza imbobo yesitimela
- ikhadi lamaphethini elinamachashazi emibala
- indwangu/ithawula
- amaqoqo ama-4 ezinsimbi zomculo – e-1 ngomfundi ngamunye
- izingcezu ezinkulu eziyisi-6 zezithelo ezenziwe ngenhlama yokudlala (ngazi-2 ngezithelo eziyizinhlalo ezi-3 ezehlukene)
- amakhadi ayisi-8 amaphethini axhume kayo
- amakhadi ayisi-8 angamaphethini ka-‘Yini engekho’ amabhulokhi angama-athribhuthi
- imidweshu engonxande yamaphepha amibalabala ananyathiselwe enziwa iphethini ekhasini lephepha: izimo ezingonxande ngobukhulu obubili – zibe yisi-5 kumfundi ngamunye, zixube ezinde nezimfushane
- amakhadi anamaphethini anemibala yamaphethini engaphelele emgqeni ngamunye (imibala emibili noma emithathu)
- amagqebe ezimbali namaqabunga ephepha (okuyi-16 ngakunye kumfundi ngamunye)
- amakhadi anamaphethini ayizimbali
- 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 yekilasi lonke

Usuku 1

Okudingayo

- Amabhulokhi axhume kayo
- Ucezu lwephepha elingu-A3 ukwakha imbobo yesitimela elixhume kayo

ICEBO

Buza abafundi ukuthi kambe bayakhumbula yini ukuthi iyiphi inombolo ababebala bafike kuyo ngaphambi kokuya eholidini, nokuthi iyiphi inombolo ababebala bahlehle besukela kuyo.

1. **Iculo:** Abafundi bacula iculo abazikhethela lona emathemini adlule.
2. **Ukubala ngomlomo:** 1–20 kanye no-7–1.
3. **Ukubala izinto 1–7:** Khombisa abafundi umbhoshongo oxhume kayo owenziwe ngamabhulokhi ayisikhombisa.

Imibuzo ekuholayo:

- ★ Mangaki amabhulokhi ocabanga ukuthi akha lo mbhoshongo? Abafundi balinganisela inani lamabhulokhi. Susa amabhulokhi ngalinye ngalinye ngesikhathi abafundi bewabala.

4. **Okwenza iphethini:** Faka isitimela esiyiphethini elixhume kayo phakathi embotsheni. Donsa ukhiphe isitimela kancane bese utshela abafundi ukuthi baqaphele ukuthi yiliphi iphethini elidalekayo.

Imibuzo ekuholayo:

- ★ Ubonani?
- ★ Ucabanga ukuthi yibhulokhi lambala muni elizolandela ukuphuma embotsheni? Usho ngani?
- ★ Ngabe yiphethini leli? Yini eyenza kube yiphethini? Qaphelisa abafundi ingxenye ephindekayo eyakha iphethini. Yakha esinye isitimela ngamabhulokhi axhume kayo angenalo iphethini. Phinda umsebenzi ngesitimela kanye nembobo.

Imibuzo ekuholayo:

- ★ Yiphethini leli? Ngitshele ukuthi kungani ucabanga kanjalo.
- ★ Akhona amaphethini owabonayo ekilasini?



ICEBO

Beka imbobo endaweni yamabhulokhi bese ugquzela abafundi ukuthi bakhe ezabo izitimela zamaphethini.

Abafundi bahamba ngephethini elithile ngaphandle bese bexoxa ngamaphethini.

- ★ Uyalibona yini iphethini? Ngitshele ngalo.
 - ★ Likhona iphethini e-...?
 - ★ Yini eyenza kube iphethini?
 - ★ Iyiphi ingxenye yephethini ephindekayo?
 - ★ Akhona amaphethini owezwayo? Ngitshele okuzwayo.
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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?

Usuku 2

Okudingayo

- Umlolozelo: *Yisikhathi samaphethini* (ikhasi 191)
- Ikhadi lamaphethini elinamachashazi anemibala



Khumbula ukukhuluma ngohlelo lwansuku zonke. Khumbula ukwenza ishadi lekhalenda, izinsuku zesonto, izinyanga zonyaka nezinsuku zokuzalwa ngosuku ngalunye.

1. **Umlolozelo:** Yisho ivesi lokuqala lomlolozele, *Yisikhathi samaphethini*.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Abafundi babala kusuka koku-1 kuya kokuyisi-7 ngesikhathi beshaya izandla nomlingani.
4. **Amaphethini emisindo asuka emaphethinini abonakalayo:** Khombisa abafundi ikhadi lamaphethini. Khomba echashazini ngalinye bese, kanyekanye nisho imibala. Xoxisanani ngephethini.

Imibuzo ekuholayo:

- ✦ Uyalibona iphethini?
- ✦ Ngitshele ngephethini.
- ✦ Iyiphi ingxenye yephethini ephindekayo?
- ✦ Yini ezolandela ephethinini?

Abafundi basebenzisa iphethini elibonakalayo ukwenza iphethini lomsindo, isibonelo, shaya izandla ngokubomvu, qhafaza iminwe ngokuphuzi.

- ✦ Yimuphi umsindo okumele siwenze endilingeni ebomvu/ephuzi?
- ✦ Yimuphi umsindo okumele ulandele?
- ✦ Yimiphi eminye imisindo ongathanda ukuyenza?

Abafundi baphakamisa eminye imibono yamaphethini omsindo, besebenzisa ikhadi lamaphethini elifanayo.

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

Usuku 3

Okudingayo

- Umlolozelo: *Yisikhathi samaphethini* (ikhasi 191)
- Indwangu/ithawula
- Izithelo ezinkulu zenhlama yokudlala eziyisi-6

1. **Umlolozelo:** Yisho ivesi lokuqala nelesibili lomlolozele, *Yisikhathi samaphethini*, wenze neminyakazo.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Sebenzisa ushoki ukudweba umugqa oqondile phansi. Abafundi abahlanu mabame ecaleni elilodwa lomugqa.

Imibuzo ekuholayo:

- ✦ Bangaki abafundi abakhona?
- ✦ Uma sengeza ngomunye umfundi oyedwa, bazoba bangaki?
- ✦ Uma sengeza ngomunye umfundi-ke?
- ✦ Singenzani uma sifuna abafundi abane kuphela?



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. **Ukuhlonza ingxenye engekho yephethini:** Sebenzisa izithelo zenhlama yokudlala ukuqamba iphethini. Nindawonye khombani into ngayinye bese nisho iphethini elikhona.

Imibuzo ekuholayo:

- ✦ Yini elandelayo?
- ✦ Yini iphethini elikhona?

Mboza izithelo ngendwangu bese ususa isithelo esisodwa. Yembula indwangu.

- ✦ Yisiphi isithelo esingekho ephethinini?
- ✦ Nhloboni yesithelo okumele silandele ephethinini? Usho ngani? Phinda umsebenzi izikhathi ezingana, ude ususa izithelo ezingxenye ezechukene zephethini futhi/noma ukhulise inani lezithelo ezingekho ngaleso naleso sikhathi.

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

Usuku 4

Okudingayo

- Umlolozelo: *Yisikhathi samaphethini* (ikhasi 191)
- Amaqoqo ama-4 ezinsimbi zomculo – elilodwa kumfundi ngamunye

1. **Umlolozelo:** Yisho umlolozelo, *Yisikhathi samaphethini*.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Abafundi balanda izinsimbi zomculo. Bonke abafundi abanohlobo olufanayo lwezinsimbi bahlala eqenjini labo. Dlala amabhithi ayisikhombisa esigujini.

Imibuzo ekuholayo:

- ✦ Mangaki amabhithi owezwile?
- ✦ Wazi kanjani?

Iqembu ngalinye liqala ngebhithi e-1 bese lenza ibhithi eyodwa ngaphezu kweqembu ebelingaphambili, iqembu elilodwa lize lifike kokuyisi-7.



4. **Amaphethini esigqi:** Hlukanisa abafundi ngamaqembu. Nika iqembu ngalinye insimbi yomculo eyehlukile. Amaqembu enza imisindo ngezinsimbi zawo bese eyichaza le misindo. Bese eqhathanisa imisindo eyenziwa izinsimbi ezechukene.

Imibuzo ekuholayo:

- ✦ Izwakala kanjani insimbi yomculo yakho?
- ✦ Ungawenza umsindo ophansi/ophezulu; osheshayo/onensayo?
- ✦ Izinsimbi zomculo zizwakala kanjani zifana/zehlukile?

ICEBO

Uma ungenazo izinsimbi, sebenzisa amabhulokhi, amathini, izinti nezingcezu zamaphepha ongakuqhwabaza, noma abafundi bangasebenzisa imizimba yabo, isibonelo, bagxobe ngezinyawo phansi noma bashaye 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.

Yakha iphethini lomculo ngensimbi yomculo, isibonelo, (umculo) ophezulu, ophansi, ophansi, ophezulu, ophansi, ophansi. Amaqembu adlala kanye nawe. Amaqembu anikezana ithuba ukukopisha nokwelula amaphethini emisindo. Amaqembu aqamba amaphethini amasha, isibonelo, okuphezulu, okuphezulu, okuphansi, okuphezulu, okuphezulu, okuphansi.

- ✦ Yiliphi iphethini elisha esingalenza?
- ✦ Yimuphi umsindo okumele uqale?
- ✦ Kumele siwenze kangaki lowo msindo?
- ✦ Kumele siqhubeke kanjani?

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

Usuku 5

Okudingayo

- Umlolozelo: *Yisikhathi samaphethini* (ikhasi 191)
- Izinsimbi zomculo

1. **Umlolozelo:** Yisho umlolozelo, *Yisikhathi samaphethini*.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Dlala insimbi ngesikhathi abafundi behambahamba. Lapho umculo uma, biza inombolo ephakathi koku-1 nokuyisi-7. Abafundi bakha amaqembu obungako obehlukene kuye ngenombolo.
4. **Ukwelula iphethini lomzimba:** Khetha abafundi abayisithupha ukwakha iphethini lomzimba, isibonelo, ababili abahleli, oyedwa omile, ababili abahleli, oyedwa omile. Xoxani ngephethini.

Imibuzo ekuholayo:

- ✦ Yiphethini leli?
- ✦ Ungalichaza leli phethini?
- ✦ Iyiphi ingxenye yephetheni ephindwayo?
- ✦ Singalelula kanjani iphethini?

Abafundi baqhubeka nephethini ngokuma noma ngokuhlala.

- ✦ Yini engalandela?
- ✦ Kungangena noma ubani emgqeni? Wena uzokwenzani?

Phinda umsebenzi usebenzisa ezinye izikhundla zomzimba, isibonelo, ukuguqa kanye nokulala phansi.

Khetha abafundi abayisishiyagalombili abazozihlela ngelabo iphethini.

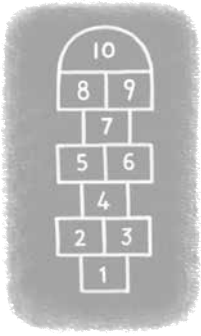
- ✦ Nisithathe kanjani isinqumo senizokwenzela iphethini lenu?
- ✦ Nenze liphi iphethini? Naze kanjani ukuthi yiphethini?
- ✦ Singalelula kanjani leli phethini?

Abanye abafundi bangena kulayini bese belula iphethini.

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



Qiniseka ukuthi kuneminyakazo abafundi bonke abakwazi ukubamba iqhaza kuyo, sekubandakanya nabafundi abanokukhubazeka ngokunyakaza.



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?

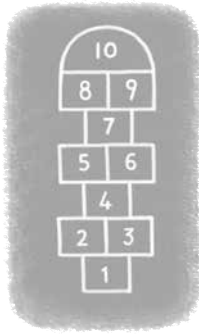
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

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?





Ukudidiyela

Ulimi Lwasekhaya: Ukubhala kokuqala: Dweba amaphethini.

Amakhono Empilo: Ukuthuthukisa imisipha emincane: Hlonza, kopisha bese welula amaphethini endaweni okuyo. Ukuthuthukisa imisipha emikhulu: Penda igridi yehophoskoshi ngaphandle noma uyidwebe phansi ngoshoki. Abafundi bagxuma emabhulokhini egridi belandela ukulandelana kwezinqubo, bathi cababa izinyawo zindawonye noma zehlukene kuye ngesibalo samabhulokhi emgqeni ngamunye wegridi.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Izinto zansuku zonke eziyi-6
- Ithileyi
- Isitsha somfundi ngamunye esinalokhu:
 - Ubuhlalu bokuhlela (*Ikhithi Yezinsiza*)
 - Ikhadi lamaphethini ka-'Yini engekho?'
 - Ikhadi lamaphethini axhume kayo
 - Amabhulokhi axhume kayo
 - Amabhulokhi ayi-10 angama-athribhuthi

1. **Ubuhlalu bokuhlela:** Cela abafundi ukuthi bakukhombise inombolo yobuhlalu ephakathi koku-1 nokuyisi-7. Abafundi babeka ubuhlalu ngokuhlelwa okwehlukene kwenombolo efanayo.

Imibuzo ekuholayo:

- ★ Bungaki ubuhlalu obubomvu/obuphuzi obulapho?
- ★ Ungangikhombisa ubuhlalu obuyisikhombisa?
- ★ Ngikhombise ubuhlalu obune. Wenzeni ukwakha okune?
- ★ Kufanele wenzenjani ukuze ube nobuhlalu obuyisithupha?

2. **Yini engekho? (Umdlalo kaKim):** Beka izinto eziyisihlanu ethileyini: okukodwa ngesikhathi esisodwa, ngenkathi abafundi bebukela.

Imibuzo ekuholayo:

- ★ Ngibekeni ethileyini kuqala?
- ★ Ngibekeni ethileyini ngokulandelayo?
- ★ Ngibekeni ethileyini ekugcineni?

Manje abafundi mababuke ethileyini bazame ukukhumbula izinto ezibekwe kulo. Mboza ithileyi ngendwangu bese ususa into eyodwa. Phakamisa indwangu. Abafundi abasho ukuthi yini engekho. Phinda, ude ususa into eyehlukile.

3. **Iphethini lika-'Yini engekho?':** Abafundi bathatha amakhadi amaphethini ka-'Yini engekho?' esitsheni sabo. Basho ukuthi yiphi ingxenye yephethini engekho bese behlela amabhulokhi angama-athribhuthi ukukopisha iphethini, begcwalisa ingxenye ebingekho.



Imibuzo ekuholayo:

- ★ Yikuphi okuza kuqala/okulandelayo/okugcinayo?
- ★ Yini engekho?

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. **Ukukopisha nokwelula iphethini lakho:**

Abafundi basebenzisa amabhulokhi axhume kayo abo ukukopisha nokwelula amaphethini kusuka kumakhadi amaphethini axhume kayo (ngokumile mpo nokuvundlile).

Imibuzo ekuholayo:

- ★ Yikuphi okuza ngaphambili/ngemuva/ngokulandelayo?
- ★ Ungaliqedela iphethini?
- ★ Iyiphi ingxenye yephethini ephindekayo?


 **ICEBO**

Uma iphethini elinama-athribhuthi amabili linzima kakhulu kubafundi, bangenza iphethini eline-athribhuthi eyodwa.

5. **Yenza iphethini lakho:** Abafundi benza iphethini ngamabhulokhi ama-athribhuthi bese bechaza amaphethini abo. Isibonelo:

- ★ I-athribhuthi eyodwa: indilinga, isikwele, unxantathu.
- ★ Ama-athribhuthi amabili: umbala kanye nesimo: indilinga ebomvu, isikwele esiphuzi, unxantathu oluhlaza satshani.

Imibuzo ekuholayo:

- ★ Ungalichaza iphethini lakho?
- ★ Yini eyenza libe yiphethini?
- ★ Ungaliquhubela phambili kanjani iphethini lakho?

Yenza ukulandelana kwamabhulokhi angama-athribhuthi okungelona iphethini.

- ★ Ngabe yiphethini lokhu? Ngitshele ukuthi kungani kungelona?

**Hlola ukuthi abafundi bayakwazi uku-:**

- hlakaza nokwakha izinombolo eziphakathi koku-1 nokuyisi-7
- akha nokuchaza amaphethini abo ngemibala nezimo okuthathu
- elula iphethini eliphindwayo
- chaza ukuthi into leyo ngabe iyiphethini yini noma cha
- khombisa ingxenye yephethini ephindekayo

Isiteshi sokusebenzela 1**Okudingayo**

- Imidweshu e-'mide' ne-'mifushane' yephepha lemibala enanyathiselwe yaba yiphethini ephetheni elide
- Iphepha elide – eli-1 umfundi ngamunye
- Izimo zikanxande zibe ubungako obubili: o-'bude' no-'bufishane'
- Iglu

Abafundi banamathelisa imidweshu yephepha ukukopisha nokwelula iphethini.

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.



Isiteshi sokusebenzela 2

Okudingayo

- Amakhadi amaphethini anamaphethini emibala angaphelele emgqeni ngamunye
- Upende, amabhulashi okupenda
- Iphepha

Abafundi basebenzisa upende ukukopisha nokwelula amaphethini asemakhadini. Bakha amaphethini abo.



Isiteshi sokusebenzela 3

Okudingayo

- Amakhadi amaphethini ezimbali
- Amagqebe embali namaqabunga kwephepha okusikiwe kwakhishwa (okuyi-16 umfundi ngamunye)
- Amakhrayoni
- Iglu, amabhulashi
- Umdweshu wephepha umfundi ngamunye



Abafundi banamathelisa ephepheni amagqebe embali namaqabunga ukukopisha nokwelula iphethini. Basebenzisa amakhrayoni ukuhlobisa ikhasi labo.

Isiteshi sokusebenzela 4

Okudingayo

- Isethi yamadomino

Abafundi baqondanisa amadomino nesibalo esifanayo samachashazi.



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

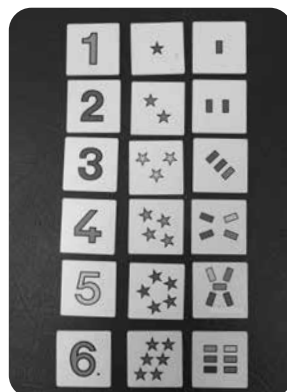
three fewer
enough

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.



Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Qaphela bese uhlonza izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo

Ulwazi olusha

- Inombolo 6
- Kubili/kuthathu kuningi (ngaphezulu)/ kuyingcosana
- Amaqembu/amaqoqo alinganayo
- Ukubala uqhubeke

Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20, ukuhlehla 7–1
- Ukubala izinto 1–7
- Ukulandelanisa izinombolo 1–5
- Ukugxilisa ulwazi lwezinombolo 1–5

Ulwazimagama olusha olusetshenziswa ezibalweni

isithupha
okubili ngaphezulu

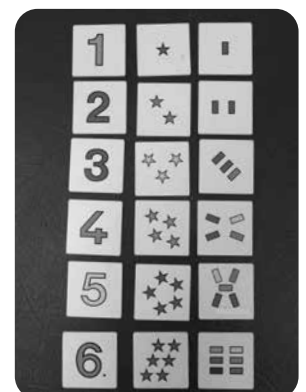
okuyingcosana ngokuthathu
kwanele

inani elifanayo
engeza

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yezinombolo nethempulethi yendlu yenombolo 6 (ikhasi 205)
- amakhadi ayisi-5 kanombolo 6 anamachashazi, izimpawu kanye namagama
- amatshe amakhulu ayisi-7
- amadada amakhulu enhlama yokudlala epulastiki/ekhadibhodi ayisi-7
- amakhadi ezimpawu enombolo 6 (umugqa wenombolo)
- okusiwe kwakhishwa okunyiminenke yamakhadibhodi okuyisi-7
- idayisi elikhulu elakhiwe ngebhokisi
- ithempulethi yenhlama yokudlala: Inombolo 6 (ikhasi 211) – oku-1 umfundi ngamunye
- inhlama yokudlala
- ikhasi elingenalutho lephepha elingu-A4 ephaketheni lepulastiki – eli-1 umfundi ngamunye
- isiqukathi samabhulokhi axhume kayo sabafundi ngababili eqenjini
- amakhadi aqondanisa izinombolo nezithombe 1–6 – eli-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:

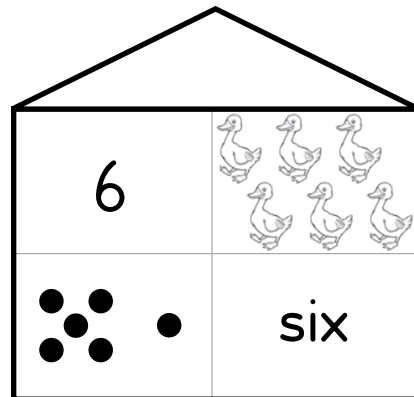
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

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 yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: *Yisikhathi samaphethini* (ikhasi 191)
- *Indaba kanombolo 6* (ikhasi 191)
- Ifrizi yezinombolo kanye nethempulethi yendlu kanombolo 6 (ikhasi 205)



Zejwayeze amaculo nemilolozelo okufundwe emasontweni edlule ezinhlelweni zansuku zonke, isibonelo, ngesikhathi senqubo yokuya endlini yangasese.

1. **Umlolozelo:** Yisho umlolozele, *Yisikhathi samaphethini* kuthathwe eSontweni 1.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe indilinga. Cela umfundi abhakuze njengedada izikhashana ezimbalwa.

Imibuzo ekuholayo:

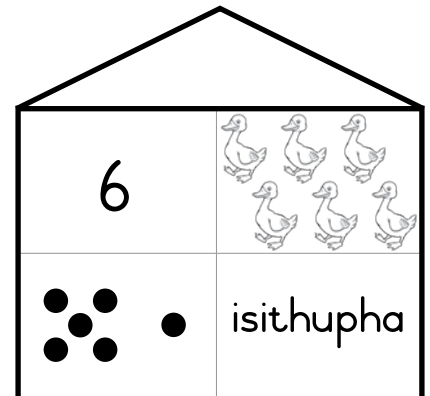
- ✦ Bekungaphezulu noma bekungaphansi kwezikhathi eziyisikhombisa?
- ✦ Wazi kanjani?
- ✦ Ningabhakuza nonke kasikhombisa?

4. **Ukwethula inombolo 6:** Khomba ifrizi yezinombolo 1–5.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi zingaki izilwane ezizohlala endlini elandelayo?
- ✦ Zingaba ngaphezulu noma ngaphansi kwezinhlanu?

Xoxa *Indaba kanombolo 6*. Indlu yezilwane iyona nto indaba egxile kuyona. Khombisa izingxenye zefrizi yezinombolo ngenkathi wakha indaba yezilwane kanye nezithombe zendlu: izinto ezehlukene ezimele inombolo 6, isibonelo, isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenye zefrizi endlini yezilwane odongeni endaweni yezibalo. Balani amadada ndawonye.



Imibuzo ekuholayo:

- ✦ Ubani oseke wabona idada ngaphambilini? Kuphi?
- ✦ Idada lenza umsindo onjani?
- ✦ Uyakwazi ukukwekweza njengedada izikhathi eziyisithupha? Uyakwazi ukubhadazela ube ukwekweza njengedada?
- ✦ Mangaki amadada angaphezulu ukudlula izinkawu?
- ✦ Zingaki izindlulamithi eziyingcosana ngaphansi kwezinkawu?
- ✦ Uma idada ngalinye lichamuselwa eqandeni, ngabe mangaki amaqanda abekhona?

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

Usuku 2

Okudingayo

- Iculo: *Amadada amancane ayisithupha* (ikhasi 191)
- Amakhadi ayisi-5 kanombolo 6 anamachashazi, izimpawu kanye namagama
- Amakhadi anezithombe, izimpawu zenombolo 1–6 (*Ikhithi Yezinsiza*)

1. **Iculo:** Yethula iculo, *Amadada amancane ayisithupha*.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Khetha abafundi ababili ukuba bade benikezana ithuba ngokubhakuza ngaphansi kwezikhathi eziyisithupha, ngenkathi abanye beshaya izandla. Qhathanisa izikhathi zokubhakuza. Buza imibuzo efanayo neyangoSuku 1. Abafundi bonke mababhakuze babale ngenkathi ubala kusukela koku-1 kuya kokuyisi-7.
4. **Umdlalo wamakhadi anamachashazi 1–6:** Khombisa amakhadi esithombe, anamachashazi, nezimpawu zezinombolo 1–6. Abafundi bazihlela ngamaqembu ahambisana nekhadi olikhombisayo.
5. **Itafula lezibalo:** Amaqembu abafundi abayisithupha aqoqa izinto ezifanayo eziyisithupha phandle, isibonelo, amagatshana noma amaqabunga. Abafundi babuye bahlale phansi kumata emaqenjini abo. Iqembu ngalinye lisho ukuthi yiziphi izinto elizitholile futhi zingaki. Xoxa ngokufana nokwehlukile ezintweni eziqoqiwe. Nikeza iqembu ngalinye ikhadi lechashazi, uphawu noma igama lenombolo 6. Iqembu elilodwa ngesikhathi esisodwa elibeke izinto zalo kanye nekhadi lenombolo 6 etafuleni.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.


 ICEBO

Uma wakha amaqembu xoxa ngokuthi ubani onokwanele okuyisithupha, kungaki okungaphezu kwalokho, njalonzalo.

Usuku 3

Okudingayo

- Iculo: *Amadada amancane ayisithupha* (ikhasi 191)
- Amatshe amakhulu ayisi-7
- Amadada enhlama yokudlala/amapulastiki/amakhadibhodi ayisi-7
- Amakhadi anamachashazi 1–6 (*Ikhithi Yezinsiza*)

1. **Iculo:** Culani iculo, *Amadada amancane ayisithupha* nililingise.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala babe indilinga. Xoxa indaba emfushane ngenkathi ubeka amatshe ayisithupha namadada ayisikhombisa phakathi kwendilinga lapho bonke abafundi bezokubona khona.

Imibuzo ekuholayo:

- ★ Ucabanga ukuthi kukhona amatshe/amadada amangaki?
- ★ Ngabe amadada maningi (ngaphezulu)/ayingcosana noma amatshe maningi (ngaphezulu)/ayingcosana?
- ★ Wazi kanjani?



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.

ICEBO

Khumbuza abafundi abaphethe amakhadi ukuthi bazibale nabo uma bebala abafundi abakhona eqenjini.

4. **Amakhadi anamachashazi kanye nokuhlela izinombolo 1–6:** Khombisa abafundi amakhadi anamachashazi 1–6. Nikeza abafundi abayisithupha ngamunye ikhadi elinechashazi kusukela koku-1 kuya kokuyisi-6. Cela abafundi ukuthi benze amaqembu nabangani ngokuhambisana namachashazi asekhadini labo.

Imibuzo ekuholayo:

- ✦ Bazoba bangaki uma iqembu labafundi ababili lihlanguana neqembu labafundi abathathu?
- ✦ Likhona iqembu elinesibalo sabafundi eqenjini lalo esifanayo nesamaqembu amabili ehlanganisiwe?

Phinda ngezinye izinombolo nabanye abafundi. Abafundi abangeyona ingxenye yeqembu bahlela amaqembu kusukela koku-1 kuya kokuyisi-6.

- ✦ Iliphi iqembu elilandelayo?
- ✦ Iliphi iqembu eligcinayo?

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

Usuku 4

Okudingayo

- Iculo: *Amadada amancane ayisithupha* (ikhasi 191)
- Amadada enhlama yokudlala/epulastiki/ekhadibhodi ayisi-7
- Iminenke yekhadibhodi eyisi-7
- Umugqa wezinombolo onamakhadi ezimpawu zezinombolo 1–6

1. **Iculo:** Culani iculo, *Amadada amancane ayisithupha* nililingise lokhu nelinye iqembu labafundi.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Beka amadada ayisikhombisa kanye neminenke yekhadibhodi eyisikhombisa lapho bonke abafundi bezokwazi ukukubona khona.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi mingaki iminenke/amadada?
- ✦ Kuneminenke elinganayo ngesibalo namadada?
- ✦ Ngabe amadada maningi/ayingcosana noma iminenke miningi/iyingcosana? Wazi kanjani?

4. **Umdlalo kanombolo 6:** Nindawonye dalani umdanso kanombolo 6. Shaya izandla izikhathi eziyisithupha, gxuma izikhathi eziyisithupha, hamba uhlehle izikhathi eziyisithupha, njalonjalo. Cela iziphakamiso kubafundi.
5. **Umdlalo kanombolo 6:** Abafundi bavala amehlo ngesikhathi ufihla amadada ayisithupha ndawo zonke ikilasini. Abafundi banikezana ithuba ngokuphonsa idayisi. Uma lima kunombolo 6, bafuna idada. Nikeza imikhondo ngokumemeza ukuthi, 'kuyashisa' uma besondele kakhulu ekutholeni idada, uthi, 'kuyabanda' uma bekude, uthi, 'kufudumele' uma besondela kwabakufunayo. Ikilasi libala amadada ndawonye lapho etholakala. Babeka izimpawu zezinombolo ezifanayo 1–6 emgqeni wezinombolo. Umfundi usebenzisa idada elilodwa ukweqa ukusuka koku-1 kuya kokuyisi-6 emgqeni wezinombolo njengoba ikilasi libala nje.

ICEBO

Phinda ukunyakaza kathathu ngokulandelana izikhathi ezimbalwa ngaphambi kokwengenza iminyakazo emisha.



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:

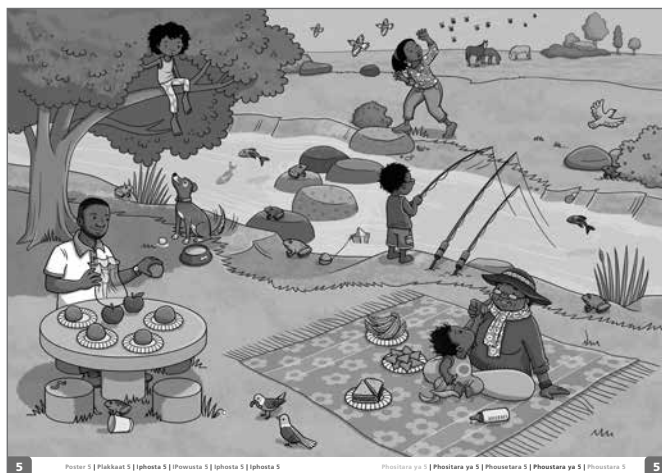
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

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 ekuholayo:

- ✦ Mangaki amadada esiwatholile?
- ✦ Bangaki abafundi ababe nethuba lokuthola idada?
- ✦ Mangaki amanye amadada esidinga ukuwathola ukwenza ayisithupha eqenjini? Wazi kanjani?

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

Usuku 5**Okudingayo**

- Iculo: *Amadada amancane ayisithupha* (ikhasi 191)
- Iphosta 5
- Amabhokisi okulula abafundi ayisi-7
- Itheyiphu yokumboza/ushoki

1. **Iculo:** Cula iculo, *Amadada amancane ayisithupha* bese uyalingisela.
2. **Ukubala ngomlomo:** 1–20 no-7–1.
3. **Ukubala izinto 1–7:** Nindawonye balani abafundi abayisikhombisa lapho beyolanda amabhokisi abo okulula okulula.

Imibuzo ekuholayo:

- ✦ Ngabe okuningi ngabafundi noma amabhokisi okulula okulula? Wazi kanjani?
- Nindawonye bhekani ngaphakathi kwamabhokisi.
- ✦ Iliphi ibhokisi lokudla okulula elinezinto ezimbili/ezintathu/ezine/ezinhlanu ngaphakathi?
 - ✦ Ngabe zingaphezulu noma ziyingcosana ngaphansi kwezinto eziyisikhombisa?

4. **Umgudu wokugxuma:** Sebenzisa itheyiphu yokumboza noma ushoki ukwenza iladi kumata khona abafundi bezogxuma uma ikilasi libala kusuka koku-1 kuya kokuyisi-6.

Imibuzo ekuholayo:

- ✦ Uyakwazi ukugxumela enombolweni eyodwa engaphezulu/engaphansi ngokubili, engaphezulu ngokubili/engaphansi ngokuthathu, kunale omi kuyona?
- ✦ Uyakwazi ukuma enombolweni 2/3/4 bese uyabala uye phambili kusukela lapho ube ugxuma?

5. **Ukuzejwayeza 1–6:** Xoxa ngePhosta 5. Khuluma ngalokho okubonwa ngabafundi.

Imibuzo ekuholayo:

- ✦ Uma ucabanga, bakuphi laba bantu?
- ✦ Kukhona okusesithombeni osekwe wakubona?

**ICEBO**

Uma abafundi bengafuni ukusebenzisa amabhokisi okulula, sebenzisa ezinye izinto, isibonelo, amabhokisi kanye namabhulukhi.

ICEBO

Yiba nesikhathi ukuxoxa ngamapikhinikhi. Nyakaza ngaphakathi 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?



ICEBO

Khuthaza abafundi ukuba bacabange imibuzo abafuna ukuyibuza ngezinombolo.

- ★ Kukhona okuthile okubonayo okuhlano/okuyisithupha njalonzalo?
- ★ Wazi ngani ukuthi kuhlanu/kuyisithupha, njalonzalo?
- ★ Ubona izihlahla ezingaki? Zingaki esizidingayo ukuze zibe yisithupha?
- ★ Ubona izinyoni ezingaki? Sidinga ukwenzani ukuze sibe nezinyoni eziyisithupha? Obhanana bona?
- ★ Ngabe anele amaroli omuntu ngamunye? Singenzani ukuze wonke umuntu alithole iroli?
- ★ Ubona ama-aphula amangaki? Kufanele enze njani uBaba ukuze bonke abantu bathole ucezu lwe-aphula?

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

Ukudidiyela

Ulimi Lwasekhaya: Izindaba, amaculo nemilolozelo.

Amakhono Empilo: Ukuthuthukisa imisipha emikhulu kanye nenkomba.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amadada ayisi-6
- Amatshe amakhulu ama-3
- Ifrizi yezinombolo kanombolo 6
- Inhlama yokudlala kanye namabhodi
- Iphepha elingu-A4 kanye namapensele
- Isitsha somfundi ngamunye esinalokhu:
 - Amakhadi anophawu lwenombolo kanye namagama 1–6 (*Ikhithi Yezinsiza*)
 - Izinto zokubala zezilwane eziyisi-7
 - Ubuhlalu bokuhlela

1. **Ukuxazulula izinkinga:** Khombisa abafundi amadada ayisithupha. Beka amatshe amathathu eduzane namadada amathathu.

Imibuzo ekuholayo:

- ★ Mangaki amadada akhona?
- ★ Mangaki amatshe akhona?
- ★ Anele amatshe ukuze idada ngalinye lihlale?
- ★ Mangaki amadada angeke abe nalo itshe angahlala kulo?
- ★ Sidinga amatshe amangaki ngaphezulu ukuze idada ngalinye libe nelalo?

2. **Ukubala izinto 1–7:**

Imibuzo ekuholayo:

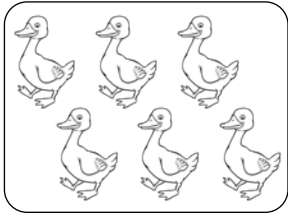
Abafundi babuka izilwane ezisezitsheni zabo.

- ★ Esitsheni sakho ngabe unezilwane ezingaphezulu noma eziyingcosana kunesithupha?

Abafundi ngamunye babala izilwane zabo 1–7.

Bheka ifrizi yezinombolo nabafundi.

- ★ Sifunda ngayiphi inombolo kuleli sonto?
- ★ Le nombolo iningi noma iyingcosana kunezilwane 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.

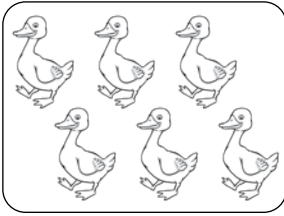
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Nindawonye balani amadada akwifrizi yezilwane.

- ✦ Udinga ukwenzani ukuze ube nezilwane eziyisithupha kuphela eqenjini lakho?
- ✦ Buyisela izilwane ezintathu esitsheni sakho. Zingaki izilwane onazo manje kumata ophambi kwakho?
- ✦ Izilwane zakho zinamehlo amangaki sezizonke? Zingaki izindlebe?

3. **Kuningi, kuyingcosana, kuyalingana:** Abafundi benza amaqoqo amabili ngezilwane ezisezitsheni zabo.

Imibuzo ekuholayo:

- ✦ Iliphi iqembu elinokuningi/okuyingcosana?
- ✦ Ubani onesibalo sezilwane esilinganayo eqenjini ngalinye?
- ✦ Udingani ukwenza amaqoqo alingane? (Uma kuwukuthi ebengalingani.)

4. **Ukuqondanisa izimpawu zezinombolo 1–6 nezinto:** Abafundi babheka amakhadi anezimpawu zezinombolo zabo ezitsheni zabo nalokhu okukwifrizi yezinombolo.

Imibuzo ekuholayo:

- ✦ Ungakwazi ukungikhombisa inombolo 1, 4, njalonjalo?
- ✦ Ungakwazi ukungikhombisa inombolo engaphambili/ngemuva kwezinombolo 3/5 njalonjalo?

Dlala umdlalo ngokufihla izandla ngemuva. Khombisa iminwe ephakathi kowodwa neyisithupha. Abafundi babala izilwane eziqondana neminwe yakho bakhethe ikhadi eliqondene nophawu lwenombolo namagama. Phinda izikhathi eziyingcosana.

5. **Ukuhlela ubuhlalu:** Abafundi basebenzisa ubuhlalu bokuhlela ukubala.

Imibuzo ekuholayo:

- ✦ Ungakwazi ukungikhombisa ubuhlalu obune, ubuhlalu obubili ngaphezu kobu-4, ubuhlalu obuyingcosana ngobuthathu kunesi-6, njalonjalo?

Abafundi babamba ubuhlalu obubili ezandleni zabo.

- ✦ Udinga ubuhlalu obungaki ukuze benze 4?
- ✦ Ungakwazi ukunezelela ubuhlalu obubodwa/obubili?
- ✦ Unobuhlalu obungaki manje?
- ✦ Ungakwazi ukususa ubuhlalu obubodwa/obubili?
- ✦ Bungaki ubuhlalu onabo manje?

6. **Ukuzejwayeza inombolo 6 usebenzisa inhlama yokudlala:**

Abafundi benza uphawu lwenombolo-6 ngenhlama yokudlala. Sekela abafundi asebelungele ukubhala inombolo-6.



Hlola ukuthi abafundi bayakwazi uku-:

- bala izinto 1–7
- hlonda okunye ngaphezulu, okuyingcosana bese wenza amaqoqo amabili alinganayo
- bona, usho igama, uqondanise izinto nophawu lwenombolo 1–6
- xazulula izinkinga kufike kokuyisi-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.

ICEBO

Beka amakhadi ezinombolo etafuleni ukuze abafundi bakopishe uma umugqa wezinombolo ukude kakhulu.

Isiteshi sokusebenzela 1

Okudingayo

- Ikhasi elingu-A4 elingabhalwe lutho elisemgodleni wepulastiki – eli-1 umfundi ngamunye
- Amakhokhi ebhodi elimhlophe
- Indwangu yabafundi ngababili
- Umugqa wezinombolo
- Izinto zokubala (*Ikhithi Yezinsiza*)

Abafundi babhala inombolo 1 ngamakhokhi besebenzisa umugqa wezinombolo njengomhlahlandlela. Babala bakhophe izinombolo zezinto zokubala (eyodwa) ukuqondana nalokhu. Phinda ngezinombolo 2–6.

Isiteshi sokusebenzela 2

Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 6 (ikhasi 211) – oku-1 kumfundi ngamunye

Abafundi basebenzisa inhlama yokudlala ukuqedela ithempulethi.

Isiteshi sokusebenzela 3

Okudingayo

- Abafundi abangababili: – Idayisi elilodwa
- Isiqukathi esinamabhulokhi axhume kayo

Abafundi banikezana ithuba ngababili ukugingqa idayisi nokubeka isibalo esiqondene samabhulokhi axhume kayo ukwakha umbhoshongo. Bese belingingqa futhi idayisi banezelele ngamanye amabhulokhi axhume kayo embhoshongweni wabo ngokuhambisana nenombolo esedayisini.



Isiteshi sokusebenzela 4

Okudingayo

- Amakhadi ezinombolo eziqondene nezithombe 1–6

Abafundi bakhetha amakhadi. Bathola amakhadi aqondene ezinombolo nezithombe.

ICEBO

Lokhu kungachazwa njengomdlalo wokuthwebula noma wokukhumbula uma abafundi bekwazi ukuzidlalela bodwa.

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

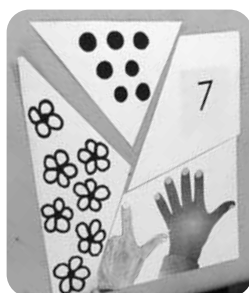
as many as

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).



Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Bona ubuye uhlonze izimpawu zezinombolo kanye namagama ezinombolo
- Chaza, uqhathanise, bese uhlela izinombolo

Ulwazi olusha

- Inombolo 7
- Ukubala ngomlomo: ukubala uhlehle 10–1
- Ukubala izinto 1–10

Zejwayeze

- Ukubala ngomlomo: uye phambili 1–20, uhlehla 7–1
- Ukulandelanisa izinombolo 1–6
- Okubili/okuthathu okungaphezulu/okuyingcosana
- Hlanganisa, susa
- Ukugxilisa umqondo wezinombolo 1–6

Ulwazimagama olusha olusetshenziswa ezibalweni

isikhombisa

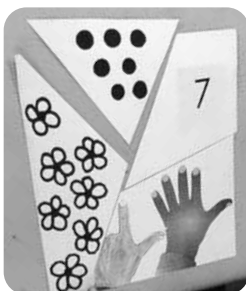
okuningi njenga-

umehluko phakathi

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yezinombolo nethempulethi yendlu kwenombolo 7 (ikhasi 207)
- amakhadibhodi asikiwe akhishwa amasele ayisi-7 (ama-5 ansundu kanye nama-2 aluhlaza satshani)
- ulayini wokweneka onamakhadi ezimpawu zezinombolo 1–7
- amakhadi ama-5 anamachashazi, anezimpawu namagama enombolo 7
- amakhadi anamachashazi kanombolo 7 anamachashazi ahlelwe ngokuhlukile ekhadini ngalinye
- amakhadi angu-A5 ayisi-7 anenombolo kusuka koku-1 kuya kokuyisi-7 kanye nentambo ukwenza umgexo wezinombolo
- izimpukane zenhlama yokudlala
- amakhadi anamachashazi 1–7, isethi eyodwa umfundi ngamunye
- ithempulethi yenhlama yokudlala: Inombolo 7 (ikhasi 213) – oku-1 umfundi ngamunye
- inhlama yokudlala – eyanele imisebenzi emibili
- inkomishi yephepha e-1 yomfundi ngamunye
- isiqukathi esinezivalo zamabhodlela/ubuhlalu ukugcwalisa izinkomishi
- umfundi ngamunye ikhasi elingu-A4 elinesithombe sojeke ababili, abanelebula lenombolo phakathi kwezinombolo 1 no-7 (buka Isiteshi sokusebenzela 2)
- amaphepha asikiwe akhishwa oswidi bemibala ehlukeni (buka Isiteshi sokusebenzela 2)
- amaphazili ezinombolo (1–7).



Whole class activities

Day 1

What you need

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

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.

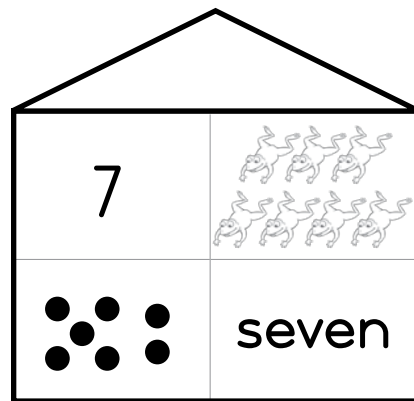
Guiding questions:

- ★ 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 yekilasi lonke

Usuku 1

Okudingayo

- **Iculo:** *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- *Indaba kanombolo 7* (ikhasi 193)
- *Ifrizi yezinombolo nethempulethi yendlu yenombolo 7* (ikhasi 207)

1. **Iculo:** Culani iculo, *Amasele ayisikhombisa aluhlaza satshani anamachashazi*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Phakamisani umunwe owodwa ngesikhathi esisodwa bese nibala ndawonye 1–10. Abafundi bajike babheke abalingani babo banikezane amathuba ngokuba omunye abale iminwe yomunye.



Uma kwenzeka, cela abafundi ukuthi balethe amabhanqa noma amapheya amagilavu esikoleni. Khombisa isibonelo bese uyaxoxa ukuthi yini abayiqondayo ngegama elithi 'ibhanqa/ipheya' (izinto ezihamba ngambili ezisetshenziswa ndawonye). Bangacabanga ngezinto ezingamapheya emizimbeni yabo, okwesibonelo, izandla, imilenze, amehlo, njalonjalo.

Imibuzo ekuholayo:

- ★ Uneminwe emingaki ezandleni zombili?
- ★ Yikuphi okunye okuyishumi emizimbeni yethu?

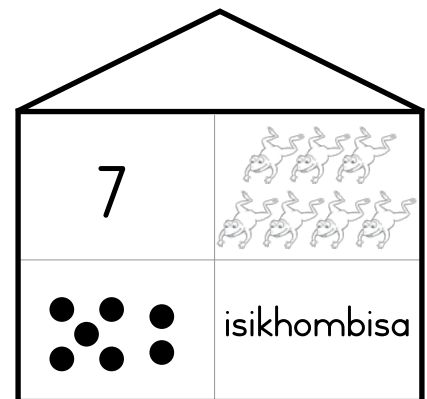
4. **Ukwethula inombolo 7:** Khomba amafrizi ezinombolo 1–6.

Imibuzo ekuholayo:

- ★ Zingaki izilwane enicabanga ukuthi zizohlala endlini elandelayo?
- ★ Zizoba ziningi noma zibe yingcosana kunesithupha?

Xoxa *Indaba kanombolo 7*.

Khombisa izingxenye zefrizi yezinombolo ngenkathi wakha indaba yezilwane nezithombe zendlu: okwahlukahlukene okumele inombolo 7, isibonelo, isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenye zefrizi endlini yezilwane eduze kwenombolo 6 odongeni endaweni yezibalo. Balani amasele ndawonye.



Imibuzo ekuholayo:

- ★ Maningi kangakanani amasele ukudlula amadada?
- ★ Ziyingcosana kangakanani izinkawu kunamasele?
- ★ Iyiphi inombolo engaphambi kuka-5/6; emuva kuka-3/4, njalonjalo? Lingisa ukuba isele.
- ★ Lenza muphi umsindo isele?
- ★ Ungakwazi ukungikhombisa ukuthi anyakaza/adla kanjani?
- ★ Linamehlo amangaki isele elilodwa/amabili/amathathu?

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



Ngaphambi kokwethula ulwazi olusha, buza abafundi ukuthi iyiphi inombolo abakade bebala behlehla besukela kuyona, nokuthi zingaki izinto abebabala baze bagcine kuzona.

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.

Usuku 2

Okudingayo

- Iculo: *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- Iculo: *Okukodwa okuncane, okubili okuncane* (ikhasi 193)
- Amakhadi anamachashazi, ezithombe nezimpawu zezinombolo 1–7 (*Ikhithi Yezinsiza*)
- Amakhadi anamachashazi, anezimpawu namagama kanombolo-7 ama-5

1. **Iculo:** Culani iculo *Amasele ayisikhombisa aluhlaza satshani anamachashazi* nibuye nilingise.
2. **Ukubala ngomlomo:** 1–20 no-10 –1.
3. **Ukubala izinto 1–10:** Culani, *Okukodwa okuncane, okubili okuncane*, nibe nikhombisa iminwe 1–10.
4. **Umdlalo wamakhadi anamachashazi 1–7:** Dlala 'umdlalo wokwenza iqembu' othathwe eSontweni 2 (ikhasi 45: Umsebenzi 4, uSuku 3) ukwenza abafundi babe amaqembu abayisikhombisa. Sebenzisa amakhadi anamachashazi, izithombe nezimpawu zezinombolo 1–7.
5. **Itafula lezibalo:** Amaqembu abafundi abayisikhombisa aqoqa izinto ezincane eziyisikhombisa ezifanayo ngaphakathi noma ngaphandle kwekilasi, isibonelo, amabhulokhi, amakhokhi, amatshe noma imfucuzo. Abafundi babuya bazohlala phansi kumata emaqenjini abo. Iqembu ngalinye lisho ukuthi yini, nokuthi kungaki, abakutholile. Xoxa ngokufanayo nokuhlukile phakathi kwamaqoqo. Nikeza ichashazi, uphawu kanye nekhadi kukanombolo 7 eqenjini ngalinye. Iqembu elilodwa ngesikhathi esisodwa libeke izinto zalo namakhadi kanombolo 7 etafuleni.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.


 ICEBO

Abafundi abaqoqe imfucuzo emakhaya noma enkundleni yemidlalo ukuze iphinde ivuselelwe kabusha.

Usuku 3

Okudingayo

- Iculo: *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- Amaselesele akhiwe ngokhadibhodi asikwa akhishwa ayisi-7
- Amakhadi anamachashazi 1–7
- Amakhadi anamachashazi kanombolo 7 (okunamachashazi ahlelwe ngokuhlukene)
- Amafrizi ezinombolo 1–6
- Ifrizi yezinombolo: Inombolo 7 (ikhasi 207)

1. **Iculo:** Culani iculo *Amasele ayisikhombisa aluhlaza satshani anamachashazi*. Sebenzisa izithombe ngesikhathi nicula iculo.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wangoSuku 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. **Amakhadi anamachashazi nokuhlela 1–7:** Ngokwenza ngokungasheshi khombisa abafundi amakhadi anamachashazi 1–7. Bashaya izandla uma bebona ikhadi elinamachashazi ayisikhombisa. Khombisa abafundi izinhlanguanisela zamakhadi anamachashazi angenza isikhombisa. Qala ngamakhadi anamachashazi kanombolo 3 no-4.

Imibuzo ekuholayo:

- ✦ Mangaki amachashazi akhona lapha? (3)
- ✦ Mangaki amachashazi akhona lapha? (4)
- ✦ Mangaki amachashazi akhona uma sibeka amakhadi (3 no-4) ndawonye? Phinda ngezinye izinhlanguanisela zamakhadi anamachashazi.
- ✦ Ngabe akhona amakhadi esingazange siwasebenzise esingawahlanguanisa ukwenza amachashazi ayisikhombisa?

Beka amakhadi anamachashazi lapho abafundi bezokwazi ukuwabona khona. Mabanikezane amathuba okukhetha amakhadi amabili akha inombolo 7.

Khombisa amakhadi anamachashazi oku-7 anamachashazi ahlelwe ngezindlela ezahlukene zamachashazi.

Imibuzo ekuholayo:

- ✦ Mangaki amachashazi ekhadini ngalinye? Abafundi abanikezane amathuba okuqondanisa amakhadi anamachashazi ezinombolo 1–7 ezinombolweni zefrizi yezinombolo. Bawabeka ngokuhleleka okulungile odongeni.

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

Usuku 4

Okudingayo

- **Iculo:** *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- **Amapheya amagilavu ayi-15** noma izandla ezidwetshelwe
- **kukhadibhodi okusikiwe kwakhishwa**
- **Imigexo eyisi-7 yezinombolo 1–7**
- **Amasele ekhadibhodi ayisi-7**
- **Amafrizi ezinombolo 1–7**

1. **Iculo:** Culani iculo, *Amasele ayisikhombisa aluhlaza satshani anamachashazi* kanyekanye bese nibuka amafrizi ezinombolo 1–7.

Imibuzo ekuholayo:

- ✦ Zingaki izindlu ozibonayo?
- ✦ Mangaki amasele aseculweni?
- ✦ Zikhona yini izindlu ezanele ukuthi sifake isele elilodwa endlini ngayinye? Abafundi banamathisela isele endlini ngayinye.

2. **Ukubala ngomlomo:** 1–20 no-10–1.

3. **Ukubala izinto 1–10:** Abafundi babala iminwe epheyaneni lamagilavu.

Imibuzo ekuholayo:

- ✦ Kuneminwe eminingi yini emagilavini kunaleyo onayo esandleni?
- ✦ Uwabonile amagilavu aneminwe engaphezulu/eyingcosana kweyishumi?

4. **Ukuzejwayeza nokuhlela 1–7:** Yenza umdanso ka-‘Nombolo 7’, isibonelo, ukugxoba ngonyawo kasikhombisa, ukunqekuzisa ikhanda kasikhombisa, ukuyenda izikhathi eziyisikhombisa.



ICEBO

Lokhu kungenziwa ngabafundi abangababili, amaqembu amancane noma ngamunye kuye ngesibalo samapheya amagilavu. Sebenzisa izandla ezisikwe zakhishwa kumakhadibhodi uma abafundi bengawaphethe amagilavu.

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.

ICEBO

Xoxisana nabafundi ngokuthi kungani bedinga ukubiza 'okuyingcosana ngokukodwa' kunenombolo ebhalwe emgexweni yabo.

Abafundi abayisikhombisa bagaxe umgexo wenombolo onenombolo 1 kuya ku-7 kuwona. Abanye abafundi bahola abafundi abayisikhombisa abanemigexo ukuthi bame ngokuhleleka kusuka ku-1 kuya ku-7. Umfundi ngamunye onomgexo bese akha iqoqo eliqondana nenombolo esemgexweni wakhe. Labo abasele babala izinombolo emaqenjini bese bekhomba ifrizi yezinombolo eqondene nazo.

Imibuzo ekuholayo:

- ✦ Bangaki abangani odinga ukubabiza uma unenombolo 5/6, njalonzalo?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- **Iculo:** *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- **Amapheya ayi-10 amagilavu** noma izandla okusikwe kwakhishwa kukhadibhodi
- **Itheyiphu yokumboza** noma ushoki
- **Iphosta 3**
- **Isikhwama sikabhontshisi**

1. **Iculo:** Culani iculo, *Amasele ayisikhombisa aluhlaza satshani anamachashazi* ndawonye.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Nindawonye balani abafundi abayishumi bahlale emgqeni bese nibeka ipheya lamagilavu ngaphambi komfundi ngamunye.

Imibuzo ekuholayo:

- ✦ Mangaki amapheya amagilavu kumata?
 - ✦ Kungabe abenele laba bafundi abayishumi?
 - ✦ Singakuhlola kanjani lokho?
4. **Umgudu wokugxuma:** Sebenzisa itheyiphu yokumboza noma ushoki ukwenza iladi kumata ukuze abafundi bagxume ngenkathi abanye abasekilasini bebala 1–7.

Imibuzo ekuholayo:

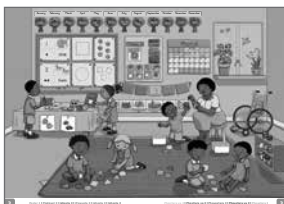
- ✦ Ungagxumela enombolweni engaphezulu ngeyodwa/eyingcosana ngezimbili/engaphezulu ngezimbili/eyingcosana ngezintathu kunale nombolo ome phezu kwayo?
 - ✦ Ungakwazi ukuma kunombolo 4/5/6 bese uqhubeka nokubala kusukela lapho ube ugxuma?
 - ✦ Ungakwazi ukuphosa isikhwama sikabhontshisi enombolweni engaphezulu ngokukodwa koku-6.
5. **Ukuzejwayeza 1–7:** Xoxa ngePhosta 3. Xoxa ngokubonwa abafundi.

Imibuzo ekuholayo:

- ✦ Kungabe ikilasi libukeka lifana/lehlake ngayiphi indlela kwelakho?
- ✦ Uyakubona okuyisikhombisa/okuyisithupha, njalonzalo, kwanoma yini?
- ✦ Kunabafundi abaningi abamile noma abaningi abahleli?
- ✦ Zingaki izihlahla ezishesadini lezinsuku zokuzalwa ezinamagama angaphezu kwelilodwa?

ICEBO

Bophela ndawonye ipheya ngalinye lamagilavu noma izandla ezisikiwe zakhishwa.



- ★ 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.

- ✦ Yiziphi izinombolo esingazengeza kulayini wokweneka wezinombolo? Kungani kube yilezo zinombolo?
 - ✦ Iyiphi inombolo eza ngaphambili/ngemuva/phakathi _____?
 - ✦ Izinyoni eziyisikhombisa zindiza zedlula ewindini. Uma singabona ezine zingaki esezindize zedlula?
 - ✦ Abafundi ababili bendawonye banezimo eziyisikhombisa. Uma oyedwa wabafundi enezimo eziyisihlanu, zingaki izimo omunye umfundi anazo?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Qamba izindaba namaculo ngamasele nezinombolo usebenzise amashuni ajwayelekile.

Imisebenzi yamaqembu amancane Umsebenzi oholwa uthisha

Okudingayo

- Amasele asikwe akhishwa kukhadibhodi ayisi-7
- Izimpukane zenhlama yokudlala eziyisi-7 (amabhola amancane enhlama yokudlala)
- Izivalo zepulastiki noma amapuleti ephepha ama-2 umfundi ngamunye
- Isitsha somfundi ngamunye esinalokhu:
 - Amakhadi ezinombolo anamachashazi 1–7
 - Amakhadi ezimpawu zezinombolo kanye namagama 1–7 (*Ikhithi Yezinsiza*)
 - Izinto zokubala eziyisi-7
 - Ibhola lenhlama yokudlala

1. **Izinkinga zamagama:** Buka amasele ayisikhombisa kanye nezimpukane kwenhlama yokudlala.
Imibuzo ekuholayo:
 - ✦ Amasele ayisithupha adla impukane lilinye. Zingaki izimpukane ezisele?
 - ✦ Wazi ngani? Ngitshele ukuthi uyithole kanjani impendulo yakho.
2. **Ukuzejwayeza ukuthi kungaphezulu kuna-, kuyingcosana kuna-, kulingana na-:** Buka futhi amasele ayisikhombisa nezimpukane eziyisikhombisa.
Imibuzo ekuholayo:
 - ✦ Ngabe isibalo samasele singaphezu kuna-, siyingcosana kuna-, noma siyalingana nesibalo sezimpukane?

Bala amasele kanye nezimpukane sekundawonye.
3. **Hlanganisa, susa:** Abafundi basebenzisa izinto zokubala ukumela amasele. Bacele bakukhombise amasele ayisikhombisa (basebenzisa izinto zokubala).
Imibuzo ekuholayo:
 - ✦ Kusala amasele amangaki uma kuthathwa amasele amathathu?
 - ✦ Uma sengeza ngamasele amabili, mangaki amasele esinawo manje?

Abafundi basebenzisa izinto zokubala ezisezitsheeni zabo ukumela nokuxazulula izinkinga – isibonelo:

 - ✦ Amasele ayisihlanu afuna izimpukane. Amanye amasele aluhlaza satshani kanti amanye ansundu. Amabili amasele ansundu. Mangaki amasele aluhlaza satshani?
 - ✦ Wazi kanjani? Ngitshele ukuthi uyithole kanjani leyo mpendulo.



Njalo nje tshela abafundi ukuba bachaze ukuthi bazixazulule kanjani izinkinga, noma ukuthi bazithole kanjani izimpendulo 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

- ✦ Isele eliluhlaza satshani linezimpukane ezimbili. Isele elinsundu linezimpukane ezine. Zingaki izimpukane ezingaphezulu ezitholwe isele elinsundu kunalelo eliluhlaza satshani?
 - ✦ Wazi kanjani? Ngitshele ukuthi uyithole kanjani leyo mpendulo.
4. **Ukubala izinto 1–10 no-10–1:** Abafundi benza bese bebala izimpukane eziyishumi ngamunye. Babala bahlehle besuka ku-10 beya ku-1.
- Imibuzo ekuholayo:**
- ✦ Ungangitshengisa izimpukane ezi-4/7, njalunjalo?
5. **Ukuzejwayeza izinombolo 1–7:** Abafundi bakhapha ikhadi lezimpawu zezinombolo. Bakha umbhoshongo ngamabhulokhi axhumekayo ukuqondanisa nalokhu. Baqondanisa amakhadi anamachashazi nalawo anagama ezinombolo zabo nophawu lwabo lwenombolo kanye nombhoshongo.
- Imibuzo ekuholayo:**
- ✦ Kungabe umbhoshongo wakho unesibalo samabhulokhi axhumekayo esihambelana nesibalo sezimpukane enginazo?
 - ✦ Kungabe umbhoshongo wakho unesibalo samabhulokhi axhumekayo esihambelana nesibalo samasele?
6. **Xukuza bese uhlukhanisa:** Abafundi basebenzisa izinto zokubala eziyisikhombisa bazixukuze baphinde bazehlukhanise. Chaza ukuthi abafundi bayehlukanise kanjani inombolo 7.
- Qhathanisa amaqembu ngokucela abafundi ukuba babeke izinto zokubala ezintathu esivalweni sepulastiki esisodwa bese kuba ezine kwesinye.
- Imibuzo ekuholayo:**
- ✦ Isiphi isivalo esinezinto zokubala eziningi?
- Cela abafundi ukuba babeke izinto zokubala eziyisithupha esivalweni esisodwa, neyodwa kulesi esinye.
- ✦ Yisiphi isivalo esinezinto zokubala eziyingcosana?
 - ✦ Ziyingcosana ngezingaki?
- Cela abafundi ukuthi babeke izinto zokubala ezine esivalweni esisodwa, neyodwa kwesinye.
- ✦ Singenzenjani ukuze izinto zokubala zilingane esivalweni ngasinye?
7. **Idayisi:** Gingqa idayisi. Abafundi basho ngokushesha isibalo samachashazi edayisini.
8. **Ukuzejwayeza inombolo 7 usebenzisa inhlama yokudlala:** Abafundi bakha uphawu lwenombolo 7 besebenzisa inhlama yokudlala. Sekela abafundi abakulungele ukubhala inombolo 7.



Hlola ukuthi abafundi bayakwazi uku-:

- bala izinto 1–10
- bala bahlehle 10–1
- hlonza okuningi ngaphezulu, okuyingcosana kunokunye kanye nokulinganayo
- qaphela, ukuqondanisa, ukunika igama nokulandelanisa izimpawu zezinombolo, amagama ezinombolo kanye namakhadi anamachashazi 1–7
- qondanisa izinto ezinamakhadi anamachashazi 1–7
- xazulula izinkinga zokubala ngokuhlukanisa kanye nokususa kufike ku-7
- hlonza amachashazi 1–6 asedayisini

Workstation 1

What you need

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

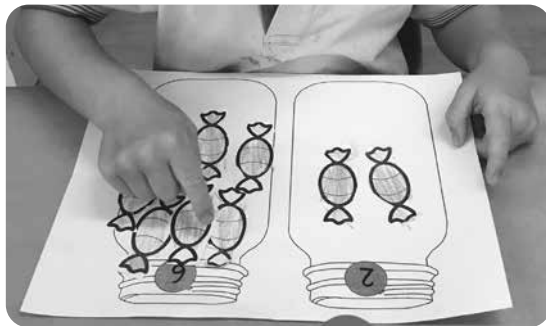
Learners use playdough to complete the template.

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.



Isiteshi sokusebenzela 1

Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 7 (ikhasi 213) – e-1 umfundi ngamunye

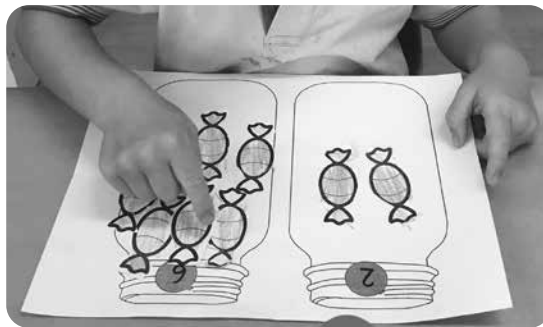
Abafundi basebenzisa inhlama yokudlala ukugcwalisa ithempulethi.

Isiteshi sokusebenzela 2

Okudingayo

- Umfundi ngamunye:
- Ikhasi elingu-A4 elinesithombe esinojeke
 - Iziquphu ezisikwe zakhishwa zamaphepha amaswidi anemibala ehlukene
 - Isikelo
 - Iglu

Abafundi 'bagcwalisa' ojeke ngesibalo esifanele 'samaswidi' esizovumelana nenombolo ekujeke ngamunye.



Isiteshi sokusebenzela 3

Okudingayo

- Inkomishi umfundi ngamunye
- Idayisi labafundi abahamba ngababili
- Izivalo zamabhodlela/zobuhlalu okusesiqukathini



Abafundi banikana amathuba okugingqa idayisi bese befaka isibalo esifanayo sezinto ezinkomishini zabo njengenombolo elihlale ngayo idayisi. Uma izinkomishi sezigcwele, baphinde balingingqe idayisi ukuze izinkomishi zigcine zingasenalutho.

Isiteshi sokusebenzela 4

Okudingayo

- Amaphazili ezinombolo (1–7)



Umfundi ngamunye ukhetha inombolo yephezili. Uthola inombolo eqondene naleso sicucu sesithombe.

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

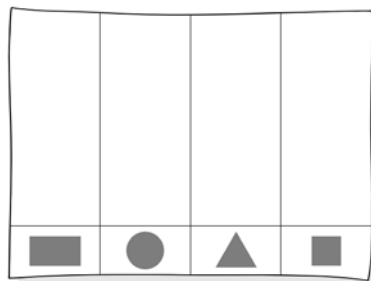
right
middle

rectangle

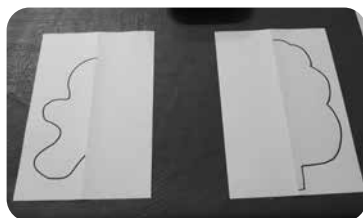
Getting ready

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.



Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

Izihloko

- Isikhundla, isimo nokubukeka kwento
- Izimpawu zezimo ezingu-2-D nezinto ezingu-3-D
- Landela izinkomba

Ulwazi olusha

- Isimo: unxande
- Inkomba: kwesokunxele, kwesokudla
- Isikhundla/ukuma: maphakathi, ngezansi
- Hlunga izinto ngokwama-athribhuthi amabili
- Amaphazili ayizingcezu eziyishumi nesishiyagalombili

Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20, ukubala uhlehle 10–1
- Izimo: indilinga, isikwele, unxantathu
- Ukuvumelanisa
- Ukugxilisa ulwazi lwezinombolo 1–7

Ulwazimagama olusha olusetshenziswa ezibalweni

ukuvumelisana
kwesokunxele

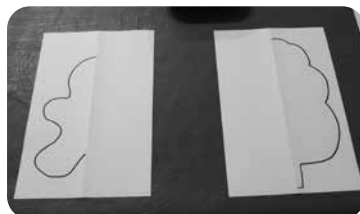
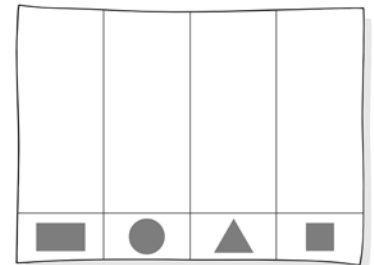
kwesokudla
phakathi nendawo

unxande

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izimo ezinkulu zekhadibhodi zikanxande nesikwele (indawo yezibalo)
- izimo zephepha: indilinga, isikwele, unxantathu, unxande – oku-1 umfundi ngamunye
- izinhlobo ezahlukeni zamaqabunga – oku-1 umfundi ngamunye
- ibhuku lezimo (ikhasi 217) – oku-1 umfundi ngamunye
- onxande bephepha abanobungako nemibala okwehlukene
- izindilinga, izikwele, onxantathu, kanye nonxande okuncane okuyisi-8 kwekhadibhodi, ubungako bakho buyafana nobamabhulokhi angama-athribhuthi (okusetshenziswe kuThemu 2, Isonto 8)
- amaphazili anezingcezu eziyishumi nesishiyagalombili (ikhasi 222)
- ikhasi lephepha elibungako balo u-A4 elinamakholomu ama-4 kanye nesithombe esinesimo esithile (sikanxande, indilinga, unxantathu, isikwele) phansi nekholumu ngayinye – oku-1 kumfundi ngamunye
- izithombe ezingaphelele.



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 yekilasi lonke

Usuku 1

Okudingayo

- Iculo: *Amasele ayisikhombisa aluhlaza satshani anamachashazi* (ikhasi 193)
- Ibhola
- Umculo
- Ibhokisi elikhulu elinesimo sikanxande
- Isiqephu esikhulu sephepha
- Ikhokhi
- Oshoki
- Amabhulokhi angama-athribhuthi

1. **Iculo:** Cula iculo, *Amasele ayisikhombisa aluhlaza satshani anamachashazi*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Abafundi bama indilinga. Biza inombolo ephakathi koku-1 nokuyi-10. Abafundi banikana ithuba ukubhampisa ibhola ngokwenombolo ebiziwe. Nindawonye balani isibalo sokubhampa kwebhola.
4. **Gxilisa indilinga, isikwele, unxantathu:** Dweba phansi indilinga, isikwele kanye nonxantathu okukhulu. Abafundi bahamba onqengemeni lwezimo. Uma umculo uma, abafundi bangena ngaphakathi kwesimo abahamba kuso.

Imibuzo ekuholayo:

- ★ Sibizwa ngokuthini isimo sakho? Wazi kanjani?
 - ★ Sehluke kanjani isimo sakho kwezinye izimo?
 - ★ Sinamacala/amakhona/amachopho amangaki?
5. **Ukwethula onxande:** Threyisa ubuso besimo sikanxande esikhulu ebhokisini ukuze udwebe unxande. Gxila emigqeni eqondile, emakhoneni nasesibalweni samacala ngesikhathi udweba.

Imibuzo ekuholayo:

- ★ Uyazi ukuthi lesi simo sibizwa ngokuthini?
 - ★ Unxande unemigqa emingaki eqondile?
 - ★ Unamakhona amangaki unxande?
 - ★ Unamacala amangaki unxande?
- Beka ibhokisi elinamabhulokhi angama-athribhuthi kumata. Phakamisa ibhulokhi elingama-athribhuthi awunxande.
- ★ Ngabe sibizwa ngokuthini lesi simo?
 - ★ Ngabe lesi simo siyafana nalezi esisanda kusidweba? Usho ngani?
- Dlulisa amabhulokhi angama-athribhuthi onxande abayisishiyagalombili ekilasini ukuze abafundi bezwe futhi bahlole izimpawu zawo.
- ★ Unamakhona amangaki?
 - ★ Unamacala amangaki?
 - ★ Yikuphi ongangitshela khona ngamacala? Ngabe onke amacala ayalingana ngobude?
 - ★ Yimaphi amacala amafushane?
 - ★ Ungangitshela ukuthi unxande uhluke kanjani esikweleni?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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.

Usuku 2

Okudingayo

- Iculo: *Unxande* (ikhasi 195)
- Isithombe sikanxande
- Izihlalo eziyi-10

1. **Iculo:** Cula iculo, *Unxande*. Tshengisa abafundi isithombe sikanxande bese ubakhombisa onke amacala ngesikhathi becula.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Abafundi abayishumi benza indilinga ngezihlalo eziyishumi. Umfundi ngamunye uyasukuma asho inombolo kusukela koku-1 bese ehlala phansi. Uma umfundi wokugcina ehlala phansi lonke ikilasi lithi '10'. Phinda lo msebenzi, uqale ngomfundi owehlukile.



Umfundi oqala ukubala angafaka isigqoko.



4. **Ukuzingela unxande:** Abafundi badlala umdlalo, 'Mina ngiyahlola ... unxande'. Abafundi baqagela lapho ekhona unxande ekilasini, isibonelo, izithombe, noma izimo zikanxande, njengesicabha, iwindi, itafula, izincwadi. Abafundi babikezela ukuthi yiziphi izimo zikanxande abangazithola ngaphandle bese beyozingela unxande.

Imibuzo ekuholayo:

- ✦ Yisho ukuthi isimo sibukeka kanjani?
- ✦ Kungani siyiwo/singewona unxande?
- ✦ Mangaki amacala/amakhona esinawo?
- ✦ Ngabe amacala anobude obufanayo?

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

Usuku 3

Okudingayo

- Iculo: *Lubhi lu* (ikhasi 195)
- Onxande nezikwele zamakhadibhokisi okukhulu
- Izinto zansuku zonke eziyi-10 esikhwameni
- Iphosta 3
- Insimbi yomculo
- Amabhulokhi okhuni esikwele nonxande

1. **Iculo:** Culani iculo, *Lubhi lu*.
2. **Ukubala ngomlomo:** 1–20 no-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 babe indilinga. Babala izinto eziyishumi lapho wena uzifaka ezikhwameni. Badlulisela izikhwama kwabanye ngenkathi kudlala umculo. Uma umculo uma umfundi osaphethe isikhwama ubeka phakathi nendawo kumata into eyodwa noma ngaphezulu ephuma esikhwameni. Abanye abafundi bayaqagela ukuthi zingaki izinto ezibekwe kumata. Zibaleni nindawonye lezi zinto. Phinda umsebenzi.



4. **Ukuzejwayeza izimo:** Abafundi bafuna amabhulokhi angunxande noma isikwele ekilasini. Baqhathanisa umehluko nokufana phakathi kwalezi zinto. Babeka amabhulokhi kukhadibhodi owunxande noma oyisikwele ngokufanele.



5. **Ukuhlonza izimo:** Xoxani ngePhosta 3.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi bafunda ngani abafundi abakumata?
- ✦ Iziphi izimo ozibonayo?
- ✦ Kungabe lokhu kungunxande noma yisikwele? Wazi kanjani?
- ✦ Kungani lokhu kungesiye unxande/isikwele?
- ✦ Ungasithola isimo esinamacala amabili amafushane namabili amade?
- ✦ Ungakwazi ukuthola isimo esinamacala amane anobude obulinganayo?
- ✦ Izibuko zikaMalusi ziyisiphi simo?
- ✦ Uyawubona omunye unxande?

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

Usuku 4

Okudingayo

- Iculo: *Lubhi lu* (ikhasi 195)
- Amahulahuphu ayisi-6
- Amabhande elastikhi/ewuli – eli-1 umfundi ngamunye

1. **Iculo:** Culani iculo, *Lubhi lu*.
2. **Ukubala ngomlomo:** 1–20 no-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 bama bazungeze amahulahuphu ayisithupha. Dlala umculo. Uma umculo uma, abafundi babeka isibalo osishoyo sezitho zomzimba phezu kwehuphu. Isibonelo: 'Ngikhombiseni amakhanda amahlanu, izindololwane eziyishumi, izinyawo ezine, iminwe eyisishagalolunye.'



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Abafundi bagcina amabhande ezingalweni zabo ngalelo sonto. Khuluma nabo ngokuthi isiphi isandla abasisebenzisa ukudweba, ukudla noma ukubamba ibhola.

4. **Isikhundla nenkomba:** Beka ibhande elixegayo lelastiki/lewuli esandleni sokudla somfundi ngamunye.

Imibuzo ekuholayo:

★ Ibhande lakho lisesandleni sokudla noma sokunxele?

★ Ungavayizela kimi ngesandla sakho sokunxele/sokudla?

Cula iculo, *Lubhi lu*. Abafundi babeka izandla zakwesokudla noma zakwesokunxele phakathi kwehulahuphu ngenkathi becula iculo.

Abafundi abathathu bama umugqa phambi kwekilasi. Xoxisanani ngendawo lapho umfundi ngamunye eme khona nethule igama elithi 'phakathi nendawo'.

★ Ngubani omi phakathi nendawo?

Beka indilinga, isikwele, nonxantathu okuyikhadibhodi emgqeni, bese nixoxa izikhundla zakho.

★ Isimo esinjani esiphakathi nendawo?

Dlala ukuthi 'uSizwe uthi' usebenzisa ulwazimagama lwesikhundla nenkomba njengokuthi:

★ Yiza phambili ngonyawo lwesokunxele.

★ Gxumela emuva ngonyawo lwesokudla.

★ Beka isandla sakho sokudla phezu kwekhanda.

★ Beka umunwe ophakathi nendawo ekhaleni lakho.

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

Usuku 5

Okudingayo

- Iculo: *Unxande* (ikhasi 195)
- Iphepha elingu-A4
- Izimo zamaphepha ayindilinga, isikwele, unxantathu nonxande – esi-1 umfundi ngamunye
- Amaqabunga – eli-1 umfundi ngamunye

1. **Iculo:** Culani iculo, *Unxande*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Abafundi bayabala ngenkathi begobela kabili kwesokunxele nakabili kwesokudla. Baphindaphinde baze bafike kokuyi-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?



Umugqa wokuvumelanisa uhlukanisa isimo kube izingxenye ezimbili ezilinganayo.



4. **Ukuvumelanisa:** Khombisa abafundi isiqephu sephepha sobungako obungu-A4.

Imibuzo ekuholayo:

★ Isiphi lesi simo?

Xoxisanani ngokuthi singagoqwa kanjani isimo, kusuka ekhoneni kuya kwelinye, ukuze amacala agoqiwe alingane ncmishi.

★ Singawugoqa kanjani lo nxantathu ukuze ube namacala amabili alingana ncmishi?

Nikeza umfundi ngamunye isimo sephepha. Abafundi bagoqa izimo zabo amacala agoqiwe aze alingane.

★ Liyisiphi isimo iphepha lakho?

★ Ungayigoqa kanjani indilinga/unxande/isikwele/unxantathu phakathi nendawo ukuze amacala amabili afane ncmishi?

★ Kungabe alingana ncmishi amacala?

★ Yiziphi ezinye izinto ozibonayo ezizoba namacala amabili alinganayo ncmishi uma udweba umugqa phakathi nendawo?

Nika umfundi ngamunye iqabunga. Bagoqa iqabunga phakathi nendawo ngobude balo baphinde balihlukanise ngokucophelela.

★ Ucabanga ukuthi amacala eqabunga alingana ncmishi?

★ Singathola kanjani?

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

Ukudidiyela

Ulimi Lwasekhaya: Sebenzisa ulwazimagama lwezikhundla uma unikeza imiyalo, isibonelo: 'Beka incwadi eshalofini eliphakathi.'

Amakhono Empilo: Penda izithombe ubandakanya ukusetshenziswa kokuvumelanisa, isibonelo, amaphethini ovemvane kanye namaphiko enyoni umanqulwana (buka Ithemu 1 Isonto 7).

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Isitsha somfundi ngamunye sibe nokulandelayo:
 - Amabhulokhi angama-athribhuthi ayi-10 – bandakanya zonke zozine izimo (*Ikhithi Yezinsiza*)
 - Izinto zokubala eziyizithelo eziyisi-7 (*Ikhithi Yezinsiza*)
- Ikhasi elingu-A4 elihlukaniswe ngamakholomu ukuhlunga izimo zokuma – oku-1 umfundi ngamunye
- Iphepha elingu-A4 – isiqephu esi-1 umfundi ngamunye
- Amakhadi anamachashazi 1–7 (*Ikhithi Yezinsiza*)

1. **Ukubala izinto 1–10:** Abafundi babala bakhipe amabhulokhi angama-athribhuthi ayi-10 ezitsheni zabo.

Imibuzo ekuholayo:

★ Bangaki onxantathu/izindilinga/izikwele/onxande okubonayo?

★ Ubona onxande noma izikwele eziningi/eziyingcosana?

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. **Ukuzejwayeza izimo:** Abafundi bahlunga amabhuloki amathribhuthi abo ngokufana nokungefani kwawo. Bawabeka kumakholomu afanele ekhasini labo lokuhlunga izimo.



Imibuzo ekuholayo:

- ★ Ngabe izimo zifana/zehlukene kanjani?
- Abafundi babeka kumata zonke izimo ezinamacala amane eqoqweni elilodwa.
- ★ Ungangikhombisa isimo esinamacala amane anobude obulinganayo?
 - ★ Ungangikhombisa isimo esinamacala amabili amade kanye namabili amafishane?
 - ★ Usakhumbula ukuthi sibizwa ngani lesimo?
 - ★ Zifana kanjani zonke lezi zimo?

3. **Amakhadi anamachashazi (1–7):** Nika umfundi ngamunye ikhadi lamachashazi. Banikezana amathuba ukusebenzisa izinto zokubala zezithelo bese bekopisha ukuhleleka kwamachashazi emakhadini abo. Hlola ukuhlela komfundi ngamunye ngaphambi kokumnika ikhadi elisha.


Imibuzo ekuholayo:

- ★ Ucabanga ukuthi leli khadi linamachashazi amaningi/ayingcosana kunasekhadini obunalo ekuqaleni?

4. **Ukuvumelanisa:** Nika umfundi ngamunye ikhasi lephepha elingu-A4. Abafundi bagoqa iziqephu zabo zamaphepha (onxande) ukuze amacala amabili afane.

Imibuzo ekuholayo:

- ★ Liyisimo esinjani ikhasi lakho?
- ★ Ungaligoqa kanjani ikhasi ukuze libe namacala amabili afana ncimishi?

 **ICEBO**
Abafundi bangasizana bagoqe amakhasi abo ukwenza amacala amabili alinganayo.



Hlola ukuthi abafundi bayakwazi uku:-

- bala izinto eziyi-10
- hlonza bese bekopishela indlela okuhlelwe ngayo izinto (1–7) emakhadini anamachashazi
- faka umugqa wokuvumelanisa ezimweni
- bona bese bebasho onxande futhi bachaze izimpawu zabo

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.

Isiteshi sokusebenzela 1



Okudingayo

- Izithombe ezingaphelele – esi-1 umfundi ngamunye
- Amakhrayoni

Abafundi bagcwalisa isimo esithombeni ukuze amacala amabili afane, okwenza isimo sivumelane. Bafaka imibala engafani kumacala womabili.

Isiteshi sokusebenzela 2

Okudingayo

- Ibhuku lezimo umfundi ngamunye (ikhasi 217)
- Amakhrayoni
- Amakhadibhodi ayisi-8 amancane ayizindilinga, izikwele, onxantathu kanye nonxande

Abafundi bakopisha noma bathreyise isimo ngasinye bese bedweba isithombe besebenzisa zonke izimo.



Isiteshi sokusebenzela 3

Okudingayo

- Onxande bamaphepha ababungako nemibala kwehlukene
- Iglu
- Iphepha
- Amakhrayoni

Abafundi banamathisela izimo zonxande ephepheni ukwenza umuntu ongunxande.

Isiteshi sokusebenzela 4

Okudingayo

- Amaphazili anhlobonhlobo anezicucu eziyishumi nesishiyagalolumbili

Abafundi bakha amaphazili.



Vumela abafundi bakhululeke ukusebenzisa imibono yabo noma lokhu kungasho ukuthi abenzi imifanekiso yabantu abangonxande, kodwa-ke kube abaziqambele khona konxande babo.

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.

Ingxenye Yolwazi Okugxilwe Kuyo: Isilinganiso

Izihloko

- Isisindo: ukuqhathanisa ngqo usebenzisa amayunithi angenasinqumo esimile

Ulwazi olusha

- Isisindo
- Lula, lula kancane (ludlana), lula kakhulu
- Sinda, sinda kakhudlwana, sinda kakhulu

Zejwayeze

- Ukubala ngomlomo: phambili 1–20, ngokuhlehla 10–1
- Ukubala izinto 1–10
- Kubili/kuthathu kuningi (ngaphezulu)/ kuyingcosanyana
- Amaqembu alinganayo
- Kukhudlwana, kuncanyana

Ulwazimagama olusha olusetshenziswa ezibalweni

lula, lula kakhudlwana, lula kakhulu
sinda, sinda kakhudlwana, sinda kakhulu

isisindo
isikali sokulinganisa

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- isikali sokulinganisa (buka isithombe ekhasini 91)
- izinto ezihlukene ezinesisindo esihlukene esizokalwa isibonelo, ibhalunda elifuthwe ngokugcwele, ikliphu yamaphepha, uvalo, ikhathoni engenalutho yamaqanda, uphapha, iqabunga, izinhlamvu zemali, iphepha elikhulu, ipensele, imbewu, uswazi, idwala, ibhulokhi, incwadi, amabhodlela angenalutho nagcwele
- amaqabunga namatshe – oku-1 umfundi ngamunye
- iziqukathi ezi-2: esincane esigcwele amatshe; esikhulu esigcwele izicucu zepholistayirini
- ikhasi elingu-A4 elihlukaniswe ngamakholomu 'asindayo' kanye 'nalula' (bheka isithombe ikhasi 101) – oku-1 umfundi ngamunye
- ikhasi elingu-A4 elinezithombe zezinto 'ezisindayo' kanye 'nezilula' kanye nezinto zangempela zokuqondaniswa nezithombe
- amathini ama-5 anobungako obulinganayo agcwele izinto ezinesisindo esingalingani, isibonelo, isihlabathi, izinkinobho, amatshe amancane, amanzi, imbewu
- iziqukathi ezingafaka amanzi/isihlabathi somdlalo wamanzi nesihlabathi
- iziqukathi zokulinganisa zobungako nezimo okungalingani, isibonelo, izitsha ezinde (ezinye ezibanzi ezinye ezinciphile), iziqukathi ezimfishane (ezinye ziyizicaba, ezinye ezibanzi nalezo ezinciphile), izipuni, izixwembe, amabhodlela obisi, izinkomishi ezincane nezinkulu zeyogathi.



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 yekilasi lonke

Usuku 1

Okudingayo

- Izikhwama zokuthenga ezi-2, esisodwa sibe namathini ama-5 okudla okunesisindo esifanayo; ezinye zinamaroli ama-5 amaphepha asendlini yangasese
- Izinto zansuku zonke ezinezisindo ezingafani

1. **Iculo:** Abafundi bacula elilodwa lamaculo amasonto adlule.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Abafundi babala okuphakathi esikhwameni sokuthenga sokuqala (amathini amahlanu) kanye nokusesikhwameni sesibili (amaroli ama-5 amaphepha asendlini yangasese).

Imibuzo ekuholayo:

- ★ Zingaki izinto ezisesikhwameni sokuqala/sesibili?
- ★ Uma sizibala zonke lezi zinto, ucabanga ukuthi zizoba ngaki?

4. **Ukuqhathanisa okusinda kakhudlwana nokulula kakhudlwana:**

Xoxa indaba ngokuya kothenga esitolo nokuthenga ukudla okusemathinini kanye nokuthenga amaroli amaphepha asendlini yangasese. Khombisa abafundi izikhwama zokuthenga bese ubaxoxela ngokuthi umamukeli wemali upakishe amaroli amaphepha asendlini yangasese esikhwameni esisodwa kanye namathini kwesinye isikhwama.

Imibuzo ekuholayo:

- ★ Isiphi isikhwama ongathanda ukusiphatha? Kungani?
- ★ Ucabanga ukuthi kungani sidinga ukwazi ukuthi zisinda noma zilula kanjani izinto?

Buyisela izinto ezikhwameni zazo. Abafundi abayingcosana bayanikezana ithuba ukuthatha isikhwama sokuthenga ngasinye.

- ★ Yisiphi isikhwama esilula kakhudlwana/esisinda kakhudlwana kunesinye?
- ★ Ikuphi okukhulu, ithini noma yirolu yephepha lasendlini yangasese?
- ★ Kungabe zonke izinto ezinkulu zilula kakhudlwana kunezinto ezincanyana?



Qiniseka ukuthi bonke abafundi bathola ithuba ukuze bawujabulele umsebenzi wekilasi lonke.



Beka izinto zansuku zonke kumata.

- ★ Iyiphi into ocabanga ukuthi izosinda kakhulu/izoba lula kakhulu? Ungasho kanjani?

Abafundi bayanikezana ithuba ukukhomba izinto ezimbili bese beqagela ukuthi yikuphi okuzoba lula kakhudlwana.

- ★ Ucabanga ukuthi kuzoba lula kakhudlwana/sinda kakhudlwana kuna-_____?

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 bese bebeka into eyodwa esandleni ngasinye bese besho ukuthi yikuphi okuzwakala kusinda nokuthi yikuphi okuzwakala kulula.

- ★ Ngabe uqagele kahle?
- ★ Ungathola kanjani ukuthi yikuphi okulula kakhudlwana/okusinda kakhudlwana?
- ★ Ungayithola enye into elula kakhudlwana/esinda kakhudlwana kuna-_____? Yini ucabange kanjalo?

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

Usuku 2

Okudingayo

- Iculo: *Indlovu eyodwa yaphuma yayodlala* (ikhasi 195)
- Amaqabunga kanye namatshe amancane, oku-1 ngakunye kumfundi ngamunye
- Isikali sokulinganisa
- Izinto zansuku zonke ezinezisindo ezahlukeni (kuthathwa oSukwini 1)

1. **Iculo:** Culani iculo, *Indlovu eyodwa yaphuma yayodlala*, neminyakazo.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Beka inqwaba yamaqabunga ayi-10 nenqwaba yamatshe ayi-10 kumata.

Imibuzo ekuholayo:

- ★ Mangaki amaqabunga/amatshe ocabanga ukuthi asenqwabeni ngayinye?

Bala uhlanganise amaqabunga namatshe.

- ★ Usondele kangakanani esibalweni esiyiso samaqabunga/samatshe?
- ★ Kunamatshe amaningi/ayingcosana?

4. **Qhathanisa isisindo:** Abafundi bahlala endilingeni, bavale amehlo bese bevula izandla zombili. Beka iqabunga esandleni netshe kwesinye isandla.

Imibuzo ekuholayo:

- ★ Iyiphi into ezwakala isinda kakhudlwana/ilula kakhudlwana?

Abafundi bavula amehlo bahlonze ukuthi iyiphi into esinda kakhudlwana.

5. **Isisindo: isikali sokulinganisa:**

Qhubeka nengxoxo yokuthola ukuthi izinto zilula noma zisinda kanjani.

Imibuzo ekuholayo:

- ★ Yiziphi ezinye izindlela esingathola ngazo ukuthi yiziphi izinto ezilula nezisindayo?
- ★ Beka isikali sokulinganisa kanye nezinto zansuku zonke kumata. Umfundi oyedwa ukhetha izinto ezimbili ezizokalwa.
- ★ Sisisebenzisa kanjani isikali sokulinganisa ukuthola ukuthi iyiphi into esinda kakhudlwana/elula kakhudlwana?



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.

ICEBO

Abafundi bahlale becabanga ukuthi icala lesikali elithe ukuphakama lisinda kakhudlwana.

- ★ Kwenzekani ecaleni eline-_____? Kungani ucabanga ukuthi kunjalo?
- ★ Ucabanga ukuthi kuzokwenzekani uma ubeka i-_____ ecaleni elilodwa ne-_____ kwelinye icala?

Abafundi abayingcosana banikezana ithuba ukukhetha izinto abazozikala, balinganisele ukuthi zizosinda noma zibe lula bese behlola ukuqagela kwabo.

- ★ Iyiphi into ocabanga ukuthi izosinda kakhudlwana/izoba lula kakhudlwana?
- ★ Ulinganisele kahle ngokunembayo?
- ★ Kwenzekani kuleli cala lesikali? Ucabanga ukuthi lokho kwenzeke ngasizathu sini?

Cela abafundi baphathe into esindayo kanye nelula emakhaya benzele isifundo soSuku 3.

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

Usuku 3

Okudingayo

- Iculo: *Indlovu eyodwa yaphuma yayodlala* (ikhasi 195)
- Izinto ezisindayo nezilula abeze nazo abafundi
- I-aphula elibunjwe ngenhlama yokudlala
- Isikali sokulinganisa
- Igridi ka-A4 yokulula/ yokusindayo

1. **Iculo:** Cula iculo, *Indlovu eyodwa yaphuma yayodlala*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1– 10:** Biza inombolo ephakathi kuka-1 no-10. Abafundi bazenza amaqembu kuye ngenombolo oyibizile.

Imibuzo ekuholayo:

- ★ Bangaki abafundi abaseqenjini lakho? Phinda ngezinye izinombolo.

4. **Ukuqhathanisa nokuhlela izinto ngokwesisindo:** Abafundi banikezana ithuba lokwethula ekilasini izinto abasuke nazo emakhaya.

Imibuzo ekuholayo:

- ★ Iyiphi into esindayo/elula? Ukusho ngani lokho? Khombisa abafundi i-aphula elakhiwe ngenhlama yokudlala. Umfundi oyedwa uletha into yakhe esikalini sokulinganisa bese uyaqagela ukuthi iyasinda yini noma ilula kune-aphula.
- ★ Kuzwakala kusinda noma kulula?
- ★ Kungani ucabanga ukuthi kulula/kuyasinda kune-aphula.



ICEBO

Letha izinto ezinye ezimbalwa zabafundi abangase bangakwazi 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 uqhathanisa isisindo sento kanye nese-aphula ebese eyibeka kwigradi (bheka ikhasi 101) kuye ngokuthi kulula kakhudlwana yini noma kusinda kakhudlwana kune-aphula.

- ✦ Uzokwazi kanjani ukuthi yikuphi okusinda kakhudlwana/okulula kakhudlwana kune-aphula?
- ✦ Yiziphi izinto ezilula kakhudlwana/ezisinda kakhudlwana kune-aphula?
- ✦ Iyiphi into esinda/elula kakhulu?

Phinda izikhathi ezimbalwa.

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

Usuku 4

Okudingayo

- Iculo: *Indlovu eyodwa yaphuma yayodlala* (ikhasi 195)
- Intambo noma ushoki
- Into yokubala e-1 yamagilebhisi ethathwe ezintweni zokubala zezithelo (*Ikhithi Yezinsiza*)
- Umbhoshongo oxhume kayo wamabhulokhi ama-2
- Isiqukathi esi-1 esincane esigcwele amatshe
- Isuqukathi esi-1 esikhulu esigcwele izicucu zepholistayirini
- Isikali sokulinganisa

1. **Iculo:** Cula iculo *Indlovu eyodwa yaphuma yayodlala*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Lo msebenzi kumele wenzelwe ngaphandle. Yenza umugqa omude ngentambo noma ngoshoki. Abafundi bama ngemuva komugqa. Yisho inombolo ephakathi koku-1 nokuyi10. Abafundi bathatha amagxathu amakhulu baye phambili ngenkathi bebala inombolo oyishilo. Yenza uphawu kumfundi oseye kude kakhulu nentambo. Phinda ukuze ubone ukuthi ukhona yini umfundi odlule kakhulu ophawini olubekiwe.
4. **Okuncane nokusindayo, okukhulu nokulula:** Beka into yokubala yamagilebhisi kanye nombhoshongo oxhume kayo wamabhulokhi amabili kumata onesikali sokulinganisa.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi yikuphi okusinda kakhudlwana? Usho ngani? Umfundi ukala isisindo sento yokubala yamagilebhisi kanye nombhoshongo oxhume kayo esikalini sokulinganisa.
- ✦ Yikuphi okukhulwana/okuncane kakhudlwana?
- ✦ Kungani ucabanga ukuthi into yokubala yamagilebhisi isinda kakhudlwana? Beka iziqukathi ezimbili ezinezinto ezisindayo nezilula (amatshe nezicucu zepholistayirini) kumata.

Beka iziqukathi ezimbili ezinezinto ezisindayo nezilula (amatshe nezicucu zepholistayirini) kumata.

- ✦ Ucabanga ukuthi isiphi isiqukathi esisinda kakhudlwana? Usho ngani?
- ✦ Ngabe izinto ezinkudlwana zihlala njalo zisinda kunezinto ezincane kakhudlwana?

Umfundi ukala iziqukathi esikalini.

- ✦ Yisiphi isiqukathi esikhudlwana/esincane kakhudlwana?
- ✦ Yisiphi isiqukathi esisinda kakhudlwana/esilula kakhudlwana?
- ✦ Kungani ucabanga ukuthi kunjalo?

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

ICEBO

Abafundi bangakuthola kunzima ukuqonda ukuthi into encane ingaba nesisindo esikhudlwana kunento enkudlwana. Bhekisisa ezintweni ezisetifuleni lezibalo.

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.



Usuku 5

Okudingayo

- Iculo: *Indlovu eyodwa yaphuma yayodlala* (ikhasi 195)
- Ibhodlela eligcwele amanzi

1. **Iculo:** Culani iculo, *Indlovu eyodwa yaphuma yayodlala*.
2. **Ukubala ngomlomo:** 1–20 no-10–1.
3. **Ukubala izinto 1–10:** Abafundi bathola izinto ezincane eziyi-10 ekilasini. Bahlunga izinto nganhlanu abacabanga ukuthi zisinda kakhulu nezinhlano abacabanga ukuthi zilula kakhulu.
4. **Okuningi (okungaphezulu) noma okuncane (okungaphansi) kwa- (kuna-):** Beka ibhodlela eligcwele amanzi kumata.

Imibuzo ekuholayo:

- ★ Yiziphi izinto ezikhona ekilasini lethu ocabanga ukuthi zisinda kakhulu/kancane kunebhodlela lamanzi?

Abafundi ababili bathola into eyodwa ngamunye ekhona ekilasini abacabanga ukuthi isinda ngaphezulu kwebhodlela elinamanzi, abanye abafundi ababili abathole izinto abacabanga ukuthi zisinda kancane kunebhodlela lamanzi.

- ★ Ucabanga ukuthi leyo nto izosinda kakhulu/kancane kunebhodlela la manzi? Usho ngani?

Abafundi baqhathanisa isisindo sento yabo nesisindo sebhodlela lamanzi esikalini sokulinganisa.

- ★ Kungabe _____ isinda kakhudlwana/ilula kakhudlwana kunebhodlela lamanzi?
- ★ Ulinganisele kahle?

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

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Faka ukuthi 'kuyasinda' nokuthi 'kulula' emisebenzini Yobuciko Bokusungula nakwezeziLimi, isibonelo, abafundi balingisa ukuthwala, ukudonsa kanye nokududula izinto ezilula nezisindayo, banika izinto amalebula ekilasini athi 'kulula' noma 'kuyasinda', kube imisebenzi yekholaji besebenzisa okulula (njengezimpaphe, amaphepha, ipulastiki) nokusindayo (njengokwakhiwe ngobumba).

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Isikali sokulinganisa
- Izinto zokubala eziyizithelo ezingama-40
- Amabhulokhi axhume kayo angama-40
- Itshe



1. **Ukubala izinto 1–10:** Beka izinto zokubala eziyizithelo kanye namabhulokhi axhume kayo ngezingqaba ezihlukene kumata. Abafundi babala izinto zokubala eziyizithelo ezinhlanu kanye namabhulokhi axhume kayo amahlanu bese bewafaka emaqoqweni kumata.

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. **Ukulinganisela isisindo:** Ngababili, abafundi babheka iqoqo lezinto zokubala eziyizithelo ezinhlanu kanye neqoqo lamabhulokhi axhume kayo amahlanu. Buza abafundi ukuthi yiliphi iqoqo lezinto zokubala elizosinda kakhulu kunelinye.

Imibuzo ekuholayo:

★ Iliphi iqoqo ocabanga ukuthi lilula kakhudlwana/lisinda kakhudlwana kunelinye?

★ Kungani ucabanga ukuthi iqoqo _____ lisinda kakhulu?

Abafundi banikana amathuba ekubambeni iqoqo lezinto zokubala eziyizithelo esandleni esisodwa, kwesinye isandla kube amabhulokhi axhume kayo, bese beqhathanisa izisindo zazo.

★ Yikuphi okuzwakala kusinda kakhudlwana/kulula kakhudlwana?

★ Kungani ucabanga ukuthi kulula kakhudlwana/kusinda kakhudlwana kuna-_____?

3. **Ukusebenzisa isikali sokulinganisa ukulinganisa isisindo:** Beka isikali sokulinganisa kumata.

Imibuzo ekuholayo:

★ Singathola kanjani ukuthi iliphi iqoqo elisinda kakhudlwana kunelinye emaqoqweni amabili?

Ngababili, abafundi basebenzisa isikali sokulinganisa ukuqhathanisa izisindo sezinto.

★ Yiliphi iqoqo ocabanga ukuthi lisinda kakhudlwana/lilula kakhudlwana?

★ Ngabe akhona amaqoqo anesisindo esifanayo?

★ Wazi kanjani?

★ Ulinganisele ngokufanele?



Beka itshe kumata. Abafundi babikezela ukuthi amabhulokhi axhume kayo/izinto zokubala zamagilebhisi zizosinda kakhudlwana/zizoba lula kakhudlwana kunetshe.

★ Kungani ucabanga ukuthi zilula kakhudlwana/zisinda kakhudlwana kunetshe?

Abafundi banikezana ithuba lokuqhathanisa izisindo samabhulokhi axhume kayo/nesezinto zokubala zamagilebhisi nesezinto.

★ Iziphi izinto ezilula kakhudlwana/ezisinda kakhudlwana kunetshe?

★ Iyiphi into esinda kakhulu/elula kakhulu?



Hlola ukuthi abafundi bayakwazi uku-:

- qhathanisa izisindo sezinto ezimbili
- linganisela izisindo sezinto
- sebenzisa isikali sokulinganisa ukuqhathanisa izisindo sezinto
- thi iziphi izinto ezilula/ezisindayo, ezilula kancane/ezisinda kancane, ezilula kakhulu/ezisinda kakhulu

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.

Isiteshi sokusebenzela 1



Okudingayo

- Ikhasi elingu-A4 nezithombe zezinto 'ezisindayo' kanye 'nezilula'
- Izinto zangempela ezi-'sindayo' nezi-'lula' ukuqondanisa nezithombe ezikhonjiswe ekhasini elibungako balo u-A4
- Iphepha elingu-A4 elinamakholumu 'okusindayo' nelithi 'okulula'
- Isikelo
- Iglu

Abafundi banquma ukuthi yiziphi izinto abacabanga ukuthi ziyasinda nabacabanga ukuthi zilula. Babe sebesika bekhapha izithombe ukuqondanisa nalezi zinto bese bezinamathelisa kumakholumu afanele.

Isiteshi sokusebenzela 2

Okudingayo

- Isikali sokulinganisa
- Izinto zansuku zonke ezizokalwa

Abafundi basebenzisa isikali sokulinganisa ukukala izinto bese betshelana ukuthi yikuphi okusinda kakhudlwana noma okulula kakhudlwana.



Isiteshi sokusebenzela 3

Okudingayo

- Iziqukathi ezi-5 ezilinganayo ngobungako ezifakwe izinto ezehlukene, isibonelo isihlabathi, izinkinobho, amatshe amancane, amanzi, imbewu

Abafundi bahlela iziqukathi kusuka kwesisinda kakhulu kuye kwesilula kakhulu.

Isiteshi sokusebenzela 4



Okudingayo

- Isiqukathi esigcwaliswe amanzi/ isihlabathi somdlalo wamanzi kanye nesihlabathi
- Iziqukathi zokukala ezinobungako nezimo okwehlukene

Abafundi baqhathanisa ukuthi angakanani amanzi/isihlabathi iziqukathi ezehlukene ezingakumumatha bese beqhathanisa isisindo sakho, besebenzisa ulwazimagama: kulula/kuyasinda, kulula kakhudlwana/ kusinda kakhudlwana, kulula kakhulu/kusinda kakhulu. Abafundi baxoxa ngokuthi yiziphi iziqukathi eziphatha okuningi, okuncane, okulinganayo okungamanzi/isihlabathi bese beqhathanisa ukuthi iziphi iziqukathi ezilula kakhudlwana/ezisinda kakhudlwana.



ICEBO

Ukuzilungiselela iSonto 6: Cela abafundi ngamunye abuye ekhaya ephethe amabhodlela amaplastiki ayisikhombisa angenalutho azosetshenziswa emisebenzini ezokwenziwa ngeSonto 6. Angaba ubungako obuhlukene.

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



Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Qaphela uphinde uhlonze izinombolo eziyizimpawu kanye nezinombolo ezingamagama
- Chaza, qhathanisa bese uhlela izinombolo

Ulwazi olusha

- Inombolo 8
- Izinombolo ezisho isikhundla: okwesihlanu, okokugcina, okulandelayo
- Ukubala ngomlomo: uye phambili 1–20 nangaphezulu

Zejwayeze

- Ukubala ngomlomo: phambili 1–20, ukubala uhlehla 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–7
- Izinombolo ezisho isikhundla sokuqala kuya kwesihlanu
- Hlanganisa, susa
- Kubili/kuthathu, kuningi (kungaphezulu)/kuyingcosane (kungaphansi)
- Gxilisa umqondo wezinombolo izinombolo 1–7

Ulwazimagama olusha olusetshenziswa ezibalweni

isishiyagalombili
okwesine
okwesihlanu
okokugcina

okuningi kangakanani
(ngaphezulu) ukwenza
kusele okungaki/izinsalela

kuncane kakhulu/kunakho konke
okufanayo
ncimishi/nse

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yezinombolo nethempulethi yendlu yenombolo 8 (ikhasi 209)
- amakhadi ama-4 anamachashazi, anezimpawu kanye namagama kanombolo 8
- ikhadi lezimpawu lenombolo 8 (umugqa wezinombolo)
- ikhadibhodi elikhulu elinezingcezu ezisikwe zakhishwa ezi-3 zamagundane amakhulu neziyisi-7 zamagundane amancane
- ishadi lezinsuku zokuzalwa
- ishadi lezinsuku zesonto
- amabhodlela ayi-10 anobungako obehlukene
- ithempulethi yenhlama yokudlala: Inombolo 8 (ikhasi 215) – e-1 umfundi ngamunye
- imidweshu yomqhele wephepha/wekhadi onezimo zikanxande eziyisi-8 – o-1 umfundi ngamunye
- isethi yamakhadi anamachashazi 1–8 – e-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

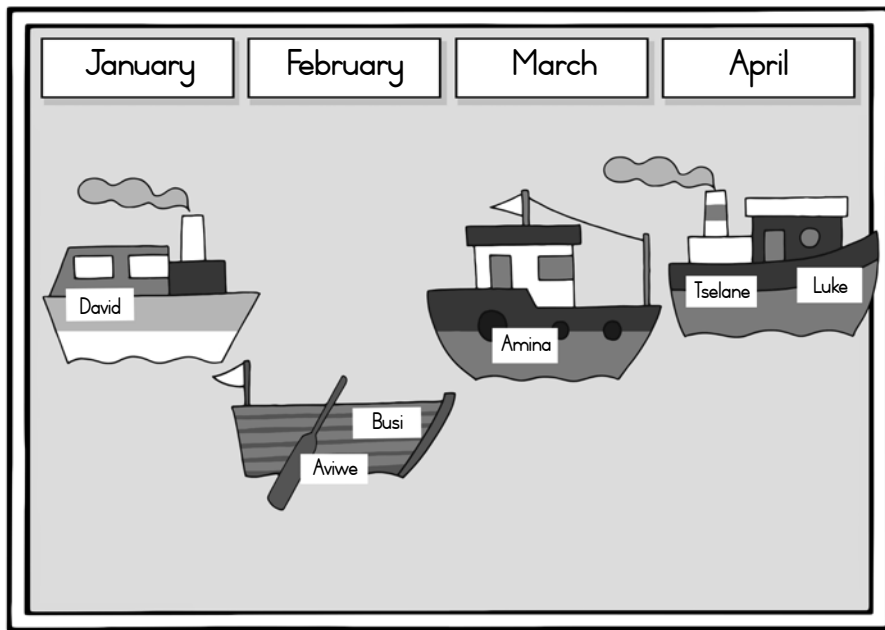
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

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.



- inkomishi yeyogathi enobhontshisi omhlophe oyisi-8. Maka icala elilodwa lobhontshisi ngamunye ngekhokhi emnyama – inkomishi e-1 umfundi ngamunye
- amabhodlela esiphuzo esibandayo ayi-10 × 500 ml, kanye namabhodlela amancane angenalutho owaqoqile ama-5
- amabhodlela esiphuzo esibandayo ayisi-8 × 2 amalitha, egcwaliswe uhhafu ngesihlabathi (faka kulelo nalelo ilebula lophawu olukhulu lwenombolo kanye namachashazi kusuka ku-1 no-8).



Imisebenzi yekilasi lonke

Usuku 1

Okudingayo

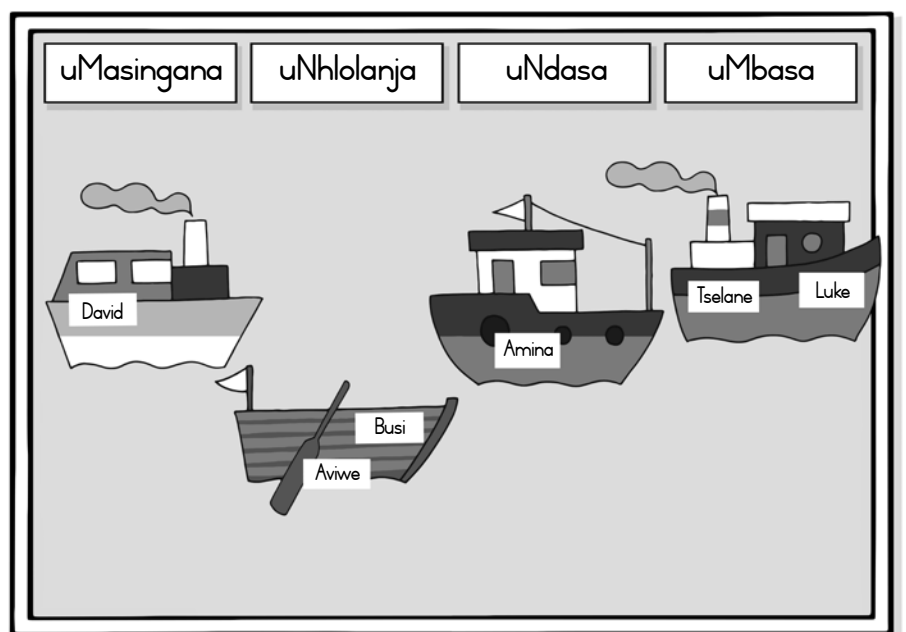
- Umlolozelo: *Amagundane amancane ayisishiyagalombili* (ikhasi 197)
- Okusikiwe kwakhishwa kwegundane elikhulu eli-1 kanye namagundane amancane ayisi-7
- *Indaba kanombolo 8* (ikhasi 197)
- Ifrizi yenombolo kanye nethempulethi yendlu yenombolo 8 (ikhasi 209)
- Ishadi lezinsuku zokuzalwa
- Ishadi lezinsuku zesonto

ICEBO

Beka amashadi alingane nokuqondana namehlo ukuze abafundi babone ulwazi ngokucacile baphinde babelane ngemibono.

1. **Umlolozelo:** Shonini umlolozele, *Amagundane amancane ayisishiyagalombili* nisebenzisa amaphepha amagundane asikiwe akhishwa.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Buka amashadi ezinsuku zokuzalwa kanye nezesonto.

- uMsombuluko
- uLwesibili
- uLwesithathu
- uLwesine
- uLwesihlanu
- uMgqibelo
- iSonto



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?

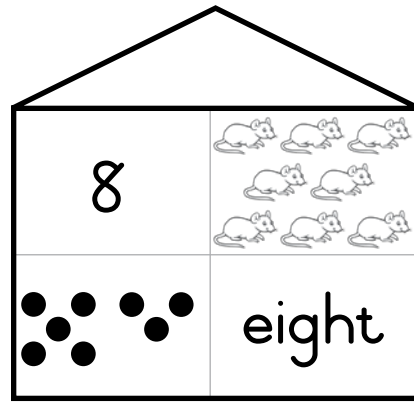
Count together and say the names of the months and days of the week.

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?

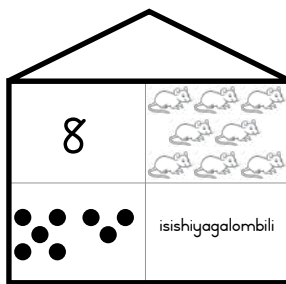
Count the pictures together.

Imibuzo ekuholayo:

- ★ Kungabe ziningi ngaphezulu noma ziyingcosana kune-10 izinyanga eshadini lezinsuku zokuzalwa?
- ★ Zikhona izinyanga ezinezinsuku zokuzalwa eziyi-10?
- ★ Zingaki izinsuku zokuzalwa ngo-_____?
- ★ Iyiphi inyanga enezinsuku zokuzalwa eziningi kakhulu/ezincane kakhulu?
- ★ Zingaki izinsuku zokuzalwa ku-_____ uma sihlanganisa/sisusa elilodwa/amabili/amathathu amagama?
- ★ Kungabe ziningi noma ziyingcosana kunezinsuku zesonto eziyi-10? Balani ndawonye bese nisho amagama ezinyanga zonyaka nezinsuku zesonto.

4. **Ukwethula inombolo 8:** Khomba amafrizi ezinombolo 1–7.**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi zingaki izilwane ezizohlala endlini elandelayo? Xoxa *Indaba kanombolo 8*. Khombisa izindlela ezehlukene zokwethula inombolo 8, isibonelo, isithombe, amachashazi, uphawu negama. Yengeza le ndlu kufrizi yendlu yezilwane. Balani amagundane ndawonye. Lingisani iminyakazo nemisindo yamagundane.
- ★ Mangaki amagundane akhona ngaphezu kwamasele alapho?
- ★ Iyiphi indlu enezilwane eziyingcosana ngezintathu kunasendlini yamasele?

5. **Yengeza inombolo 8 kulayini wokweneka wezinombolo:**

Khombisa abafundi ikhadi likanombolo 8.

Imibuzo ekuholayo:

- ★ Singayibekaphi inombolo 8 kulayini wokweneka wezinombolo? Xoxa ngesikhundla senombolo 8 mayelana nenombolo 7: iza emva kwenombolo 7.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.**Usuku 2****Okudingayo**

- Umlolozelo: *Amagundane amancane ayisishiyagalombili* (ikhasi 197)
- Okusikiwe kwashishwa kwamagundane amakhulu oku-3 kanye nokwamagundane amancane okuyisi-7
- Amakhadi ama-4 kanombolo 8 anamashashazi, anezimpawu namagama
- Umugqa wezinombolo

1. **Umlolozelo:** Yisho umlolozele, *Amagundane amancane ayisishiyagalombili* uwalingise usebenzisa okusikiwe kwakhishwa okungamagundane.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Khombisa okusikiwe kwakhishwa kwamagundane amakhulu namancane.

Imibuzo ekuholayo:

- ★ Ucabanga ukuthi mangaki amagundane amakhulu/amancane?
- ★ Mangaki awohlobo ngalunye? Balani ndawonye izithombe.



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.

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.

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.

ICEBO

Uma elinye iqembu linabafundi abangaphansi kwesishiyagalombili, basize ukunquma ukuthi ngamunye uzodinga ukukhetha izinto ezingaki ukuze sezizonke zibe yisishiyagalombili.

4. **Ngaphezu kwa-, yingcosana kuna-, lingana na-:** Buka okusikiwe kwakhishwa futhi.

Imibuzo ekuholayo:

- ✦ Kunamagundane amaningi/ayingcosana amakhulu noma amancane?
- ✦ Uma amagundane amancane amabili/amathathu/amane engabaleka, kusengaba nesibalo esifanayo samagundane amakhulu/amancane?

5. **Itafula lezibalo:** Kunamaqembu anabafundi abayisishiyagalombili lilinye, ngalinye liqoqa izinto ezifanayo. Iqembu ngalinye liyasho ukuthi iziphi izinto elizitholile nokuthi zingaki izinto elizitholile. Nika iqembu ngalinye ikhadi lenombolo 8 elinamachashazi, elinezimpawu noma amagama. Iqembu ngalinye ngesikhathi esisodwa libeka etafuleni izinto zalo nekhadi lenombolo 8.

Imibuzo ekuholayo:

- ✦ Ikuphi inombolo 8 emgqeni wezinombolo?
- ✦ Ungayidweba le nombolo emoyeni/emhlane womngani wakho?

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

Usuku 3

Okudingayo

- Umlolozelo: *Amagundane amancane ayisishiyagalombili* (ikhasi 197)
- Okusikiwe kwakhishwa kwamagundane ama-3 amakhulu nayisi-7 amancane
- Amabhodlela ayi-10 × 500 ml
- Amabhodlela ayi-8 × 2 amalitha
- Ibhola
- Amakhadi ezinombolo anamachashazi 1–8 (*Ikhithi Yezinsiza*) aboniswe odongeni

1. **Umlolozelo:** Yisho umlolozele, *Amagundane amancane ayisishiyagalombili* ulingise usebenzisa okusikiwe kwakhishwa kwamagundane.

Imibuzo ekuholayo:

- ✦ Iliphi igundane lesibili, lesithathu nelesihlanu?

2. **Ukubala ngomlomo:** 1–20 naphezulu, 10–1.

3. **Ukubala izinto 1–10:**

Beka amabhodlela ayi-10 × 500 ml kanye namabhodlela ayisi-8 × 2 amalitha emaqoqweni ahlukene lapho abafundi bezowabona khona.



Imibuzo ekuholayo:

- ✦ Iliphi iqoqo elinamabhodlela amaningi/ayingcosana?
- ✦ Wazi kanjani?

Balani amabhodlela eqoqweni ngalinye ndawonye.

4. **Amakhadi anamachashazi nokuhleleka 1–8: izikithili (skittles):** Beka phansi amabhodlela ango-2 amalitha anenombolo 8 ngendlela engalungile, emgqeni oseduze kwamakhadi anamachashazi akhonjiswe odongeni.

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 ekuholayo:

- ★ Kungabe amabhodlela alandelana ngendlela efanele?

Nindawonye bekani amabhodlela ngendlela efanele kusuka koku-1 kuya kokuyisi-8. Abafundi banikezana ithuba lokuwisa amabhodlela ngebhola basho izinombolo eseziwile.



- ★ Iyiphi inombolo ephakathi koku-6 noku-8; ngemva koku-2; ngaphambi koku-5?
- ★ Uma uwisa ibhodlela eliyinombolo 2 neliyinombolo-3, lokhu kuhlangukwenze amachashazi amangaki? (Abafundi bakhomba ikhadi elinamachashazi 5.)
- ★ Mangaki amabhodlela asele emile?
- ★ Mangaki amanye amabhodlela okumele uwawise ukuze ufike koku-8?
- ★ Yimaphi amabhodlela amathathu esingawakhetha uma sifuna isibalo samachashazi sifike koku-8?
- ★ Mangaki amabhodlela esidinga ukuwawisa ukuze sibe nesibalo esilinganayo samabhodlela alele phansi namile?
- ★ Mangaki amabhodlela azosala uma ngisusa elilodwa?

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

Usuku 4**Okudingayo**

- Umlolozelo: *Amagundane amancane ayisishiyagalombili* (ikhasi 197)
- Okusikiwe kwakhishwa kwamagundane ayisi-8
- Izithombe zamadada ayisi-8
- Amafrizi ezinombolo 1–8
- Amabhodlela ayisi-8 × 2 amalitha
- Amabhodlela obungako obuhlukene ayi-10
- Ibhola
- Umugqa wezinombolo nezimpawu zezinombolo 1–8
- Amakhadi amachashazi 1–8

1. **Umlolozelo:** Phinda umsebenzi woSuku 3.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka amabhodlela ama-2 amalitha ngamaqoqo bese ubeka amabhodlela ayi-10 anobungako obangafani kwelinye iqoqo.

Imibuzo ekuholayo:

- ★ Iliphi iqoqo elinamabhodlela amaningi/ayingcosana?
- ★ Mangaki amabhodlela eqoqweni ngalinye uma ucabanga?
- ★ Singathola kanjani?

Balani ndawonye amabhodlela aseqoqweni ngalinye.

4. **Izinombolo ezisho isikhundla eyokuqala kuya kweyesihlanu:** Buka ifrizi yezinombolo.

Imibuzo ekuholayo:

- ★ Iziphi izilwane ezihlala endlini yesibili, yesithathu, neyesine?

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.

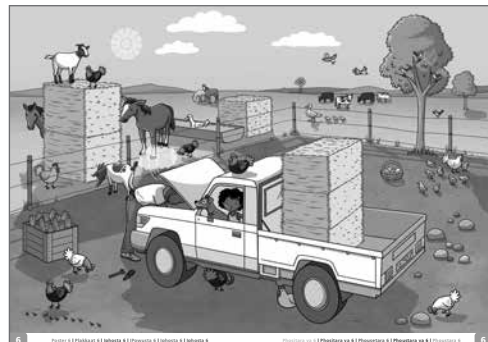
Guiding questions:

- ★ 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. **Ukuzejwayeza ukuhlela 1–8; izinombolo ezisho isikhundla eyokuqala kuye kweyesihlanu; amaskithile:** Phinda umsebenzi woSuku 3. Nikeza amakhadi amachashazi 1– 8. Abafundi basho amakhadi abawaphethe bese bewaqondanisa namabhodlela.

Imibuzo ekuholayo:

- ✦ Ungaliwisa yini ibhodlela lokuqala/lesibili/lesihlanu?
- ✦ Ungangikhombisa inombolo yokuqala/yesibili/yesihlanu emgqeni wezinombolo?
- ✦ Ungalibeka ibhodlela lokuqala/lesibili/lesihlanu eduze kwendlu yokuqala/yesibili/yesihlanu?

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

Ukudidiyela

Ulimi Lwasekhaya Namakhono Empilo: Beka amaskithile endaweni yezibalo/ngaphandle ukuze abafundi badlale ngawo.

Usuku 5

Okudingayo

- Umlolozelo: *Amagundane amancane ayisishiyagalombili* (ikhasi 197)
- Okusikiwe kwakhishwa kwamagundane ayisi-8
- Iphosta 6
- Itheyiphu yokumboza/ushoki
- Amabhodlela ayingxube

1. **Umlolozelo:** Phinda umsebenzi woSuku 3.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka amabhodlela ayingxube eqoqweni.

Imibuzo ekuholayo:

- ✦ Kungabe maningi ngaphezulu/ayingcosana amabhodlela amakhulu?
- ✦ Mangaki uma ucabanga?
- ✦ Wazi kanjani?

Balani amabhodlela nindawonye.

4. **Umgudu wokugxuma 1–8:** Sebenzisa itheyiphu yokumboza noma ushoki ukwakha iladi kumata ukuze bagxume abafundi ngenkathi ikilasi libala 1–8.

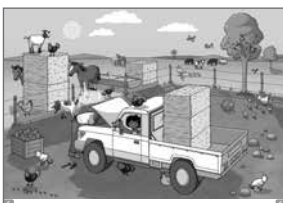
Imibuzo ekuholayo:

- ✦ Ugxuma kangaki ukuze ufike kokuyisi-8?
- ✦ Ungagxumela enombolweni engaphezulu ngokukodwa/eyingcosana ngokubili, engaphezulu ngokubili/eyingcosane ngokuthathu kwenombolo ome kuyo?
- ✦ Ungama enombolweni 4/6 bese ubala kusuka lapho ngenkathi ugxuma?

5. **Ukuzejwayeza 1–8:** Xoxa ngePhosta 6. Hamba phakathi kwabafundi ukubakhombisa izithombe.

Imibuzo ekuholayo:

- ✦ Yini umehluko phakathi kwedada nechwane ledada?
- ✦ Mangaki amadada/amachwane edada owabonayo?



- ✦ 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.

- ✦ Kungabe maningi/ayingcosana amadada kwiphosta kunakufrizi yezinombolo?
- ✦ Uma amachwane amadada esehlangana namadada amakhulu emanzini, kuzoba namadada namachwane amangaki?
- ✦ Mangaki amachwane amadada ahamba ngomugqa?
- ✦ Angaba mangaki amachwane amadada uma kungasuka amabili emggeni?
- ✦ Kungabe okuningi/okuyingcosana ngamadada amakhulu noma izinkukhu?

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

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amakhadi ezinombolo anamachashazi, anezimpawu kanye nanamagama 1–8 (*Ikhithi Yezinsiza*)
- Ibhola
- Inhlama yokudlala
- Amabhodi
- Iphepha
- Amapensele
- Isitsha somfundi ngamunye esinalokhu:
 - Izinto zokubala eziyi-10
 - Inhlama yokudlala
 - Izivalo ezi-3
 - Inkomishi yeyogathi enobhontshisi omakwe ngekhokhi emnyama ecaleni elilodwa
 - Izinto zokubala zezilwane ezi-5

1. **Ukubala ngomlomo 1–20:** Abafundi bagingqelana ibhola ngesikhathi bebala kusuka koku-1 kuya kokungama-20 (nangaphezulu uma bekwazi).
2. **Izinkinga zamagama:** Yethula kubafundi izinkinga abazozixazulula. Bangasebenzisa izinto zokubala ezisezitsheni zabo ukwethula okunezinkinga bese ubelekelela baxazulule izinkinga.

Imibuzo ekuholayo:

- ✦ Kunamagundane ayishumi ekhabetheni. Uma amagundane amathathu ebaleka, mangaki azosala ekhabetheni?
 - ✦ Uma elinye igundane libuya, mangaki azoba sekhabetheni?
- Cela abafundi ukuthi bakutshale ukuthi bazithole kanjani izimpendulo.

3. **Ukuzejwayeza 1–8; kuningi/kuyingcosana/kuyalingana:** Bonisa ikhadi lophawu lwenombolo kusuka koku-1 kuya kokuyisi-8. Ngokushesha okukhulu, abafundi babumba amabhola ayisibalo esilinganayo ngenhlama yokudlala. Bathola ikhadi lezinombolo zamagama kanye namachashazi okuqondanisa lezi zinto. Cela abafundi bakhiphe izivalo ezimbili ezitsheni zabo. Kumele babeke amabhola amabili esivalweni esisodwa kwesinye isivalo babeka amabhola amane.

Imibuzo ekuholayo:

- ✦ Isiphi isivalo esinamabhola amaningi/ayingcosana?
- ✦ Ngabe lesi sivalo sinamaningi/ayingcosana ngamangaki?
- ✦ Yengeza esivalweni esinamabhola amaningi ukuze sibe namabhola amabili ngaphezu kwamane. Mangaki owengeze ngawo?
- ✦ Susa amabhola esivalweni esinamabhola ayingcosana kuze isivalo singabi nabhola. Mangaki owasusile?



Uma umfundi enze iphutha ekubaleni, buza ukuthi uyafuna yini ukusebenzisa izinto zokubala ukukhombisa akwenzile.

Ungalokothi uthi kuye 'akulungile'. Mholele empendulweni efanele.

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 wakha amabhola ayisishagalombili. Beka amathathu esivalweni esisodwa ubeke amabili kwesinye.

- ✦ Mangaki amaqoqo amabhola ayisishiyagalombili asele?
- ✦ Sidinga ukwenzani ukwenza izivalo zibe nesibalo samabhola esilinganayo?

Abafundi basusa isivalo sabo sesithathu. Babeka ibhola elilodwa esivalweni sokuqala namabhola amathathu kwesesibili isivalo.

- ✦ Mangaki amabhola abekwa esivalweni sesithathu ukwenza amabhola abe yisishiyagalombili esewonke?

Phinda ngenye inhlanganisela yezinombolo.

4. **Ukuzejwayeza inombolo 8 usebenzisa inhlama yokudlala:**

Abafundi bakha uphawu lwenombolo 8 ngenhlama yokudlala. Sekela abafundi asebekulungele ukubhala 8.

5. **Umdlalo wokuxukuza nokuchitha ubhontshisi:** Abafundi bathatha izinkomishi zabo zeyogathi ezitsheni zabo. Umfundi ngamunye ubala ubhontshisi oyisishagalombili. Baqaphelise ukuthi ubhontshisi ufakwe uphawu kwelinye icala. Cela abafundi bashukuze inkomishi bachithe ubhontshisi.



Imibuzo ekuholayo:

- ✦ Mungaki ubhontshisi omhlophe? Mungaki onophawu olumnyama?
- ✦ Mungaki ubhontshisi usuwonke?

Abafundi baxukuza bachithe ubhontshisi futhi, besebenzisa izinkomishi bethi, 'Xukuza, xukuza, xukuza, bese uchitha.' Babala ubhontshisi ndawonye.

Abafundi baqhathanisa inhlanganisela kabhontshisi omhlophe nomnyama ukwenza abayisishiyagalombili. Phinda izikhashana ezimbalwa.

6. **Izinombolo ezisho isikhundla okokuqala kuya kokwesihlanu:**

Abafundi babeka izinto zokubala zezilwane emgqeni obheke kwesobunxele. Buza umfundi ngamunye ukuthi izilwane ezehlukene zime kusiphi isikhundla.

Imibuzo ekuholayo:

- ✦ Isiphi isilwane sokuqala/sesithathu/sesihlanu/sokugcina emgqeni?
- ✦ Uma ususa i-_____ uyise emuva _____ izoma kusiphi isikhundla?



Hlola ukuthi abafundi bayakwazi uku-:

- bala ngomlomo 1–20 nangaphezulu
- hlonza eyokuqala kuye kweyesihlanu, neyokugcina
- qondanisa izinto 1–8 namakhadi ezimpawu zezinombolo, amachashazi namagama
- hlonza izinhlanganisela ezakha 8
- akha inombolo 8 ngenhlama yokudlala

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.

Isiteshi sokusebenzela 1

Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 8 (ikhasi 215) – e-1 ngomfundi ngamunye

Abafundi basebenzisa inhlama yokudlala ukugcwalisa ithempulethi.

Isiteshi sokusebenzela 2



Xoxisanani ukuthi iqembu ngalinye lidwebeni 'ohlwini lwezifiso' emiqheleni yalo ngesikhathi liphelele lonke ikilasi.

Okudingayo

- Imidweshu yephepha/yekhadi enonxande abayisi-8 – oku-1 kumfundi ngamunye
- Amakhrayoni
- Izinombolo ezithathwe kulayini wokweneka wezinombolo

Abafundi bahlobisa ngemibala isibalo esifanele sonxande esihambisana neminyaka yabo bese bebhala uphawu lwenombolo oluqondene. Badweba isithombe esisodwa kunxande ngamunye ofakwe umbala lolu 'uhla lwezifiso' lomqhele wosuku lokuzalwa.



Isiteshi sokusebenzela 3

Okudingayo

- Isethi yamakhadi anamachashazi (1–8)
- Isitsha esinezinto zokubala ezinemibala eziyisi-8 umfundi ngamunye

Umfundi ngamunye uthatha ikhadi asebenzise izinto zokubala zakhe ukuphindaphinda ukuhleleka kwamachashazi ekhadini. Baqhathanisa amakhadi ukubona ukuthi kukhona yini ukuqondana ezinombolweni zabo. Phinda usebenzise onke amakhadi kusuka koku-1 kuya kokuyisi-8.

Isiteshi sokusebenzela 4

Okudingayo

- Amakhadi amakhulu anezimpawu zezinombolo (*Ikhithi Yezinsiza*)
- Isitsha kumfundi ngamunye esinezinezinto zokubala okungenani ezingama-36 (*Ikhithi Yezinsiza*)

Umfundi ngamunye uthatha ikhadi lophawu lwenombolo. Basebenzisa izinto zokubala ukwakha uphawu lwenombolo. Baphinda lokhu ngokusebenzisa amakhadi ehlukeni ezimpawu zezinombolo.

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

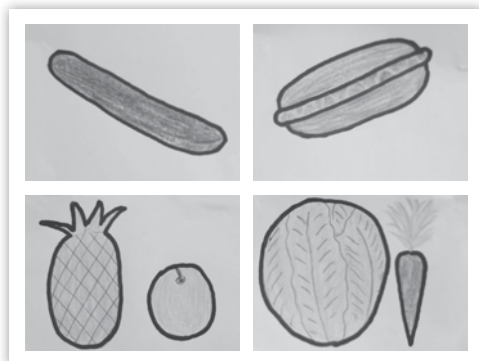
belongs

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

Ingxenye Yolwazi Okugxilwe Kuyo: Ukusetshenziswa Kolwazi

Izihloko

- Qoqa bese uhlunga izinto
- Yethula amaqoqo ahlukwe ngokuhlelekile
- Xoxa bese wethula amaqoqo ezinto

Ulwazi olusha

- Dweba isithombe ukumela ulwazi olutholakele

Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuhlela 10–1
- Ukubala izinto 1–10
- Kubili/kuthathu kuningi/kuyingcosana
- Kuningi, kuyingcosanyana, kuyalingana
- Qoqa, hlunga bese wethula iqoqo lezinto

Ulwazimagama olusha olusetshenziswa ezibalweni

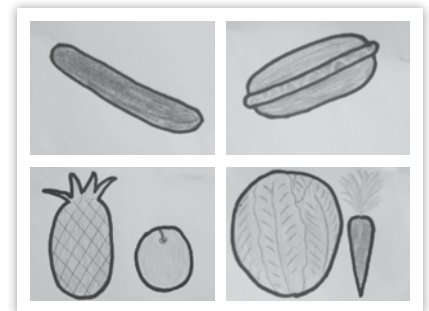
ngokwalapha

akuyikhona okwalapha

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- isithombe se-*hot dog*, ibhurevosi, izithelo kanye nemifino kunanyathiselwe ekhabetheni
- izithombe zezigqoko ezinombala obomvu, oluhlaza nophuzi zinanyathiselwe ekhabetheni
- ikhadi elincane elingu-5 cm × 5 cm elinobuso obumamathekayo (bheka Ithemu 2, iSonto7) – eli-1 mfundi ngamunye
- iphepha/ikhadibhodi eliyindilinga elincane elibomvu/eliluhlaza satshani/phuzi
- ithempulethi yegrafu yezithombe enamakholomu ama-4 nesikhala laphaya ezansi sezithombe zokudla/izinto zokubala ezimibalabala
- igradi eyi-A4 yegrafu yezithombe enamakholomu ama-3, emgqeni osezansi, anamabhulokhi abomvu, aluhlaza sasibhakabhaka naluhlaza satshani – e-1 umfundi ngamunye
- iphepha legrafu yezithelo – eli-1 umfundi ngamunye (bona ikhasi 135)
- ikhalenda lesimo sezulu sale nyanga lapho isimo sezulu sansuku zonke siqoshwa khona
- ithegi yegama lomfundi ngamunye
- amakhadi ezithombe ukumela izicathulo ezehlukene zabafundi: amasandali, ezivalekile ezinezintambo, ivelkhro noma ezinamakhonco



- 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?

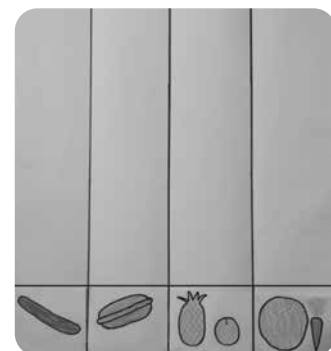


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ 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.



TIP

Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- izithombe zezinhlanzi ezisikwe zakhishwa ephepheni: zibe yisi-6 embaleni ngamunye, oyiwolintshi, obomvu, oluhlaza sasibhakabhaka, noluhlaza satshani. Bamba ngamakliphu ephepha ukwenza imilomo
- igradi yekhadibhodi yegrafu yezithombe ezimibala ifana neyezinhlanzi – e-1 umfundi ngamunye
- izinti zokudoba eziyisi-6: intambo eboshelwe othini enomazibuthe ngasekugcineni
- idayisi elinamacala anombala osawolintshi, obomvu noluhlaza satshani (imibala emibili iphindwe).

Imisebenzi yekilasi lonke

Usuku 1

Okudingayo

- Iphosta 7
- Izithombe ezi-4: *i-hot dog*, ibhurevosi, izithelo, imifino
- Amakhadi obuso obumamathekayo – eli-1 umfundi ngamunye
- Ithempulethi yegrafu yezithombe

1. **Iculo/umlolozelo:** Abafundi bakhetha iculo noma umlolozelo kwamasonto edlule.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Ngababili, abafundi bayabhekana bese beyabala bafike kokuyi-10 bebe:
 - ✦ beshaya izandla zakwesokudla ndawonye
 - ✦ beshaya izandla zakwesokunxele ndawonye
 - ✦ beshaya ngazo zombili izandla ndawonye.
4. **Ukuqoqa nokuhlunga ulwazi:** Xoxa ngePhosta 7.

Imibuzo ekuholayo:

- ✦ Yikuphi ukudla okudayiswa kule makethe?
- ✦ Yikuphi ukudla ongakhetha ukukuthenga?

Khombisa izithombe ezine zezinhlobonhlobo zokudla. Zibeke kulelo nalelo lamakhona amane kamata. Abafundi bahlala eduze kwesithombe sokudla abangakuthenga.

- ✦ Yikuphi ukudla ocabanga ukuthi abafundi abaningi bazokuthanda kakhulu/kancane?

- ✦ Wazi kanjani?

- ✦ Singabuhlela kanjani ubuso obumamathekayo ukuze kubonakale ukuthi bangaki abafundi abathanda uhlobo ngalunye lokudla?

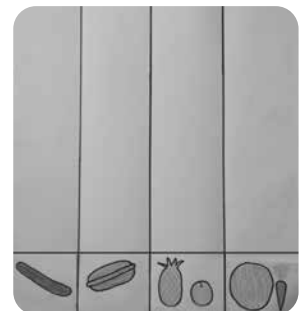
Nikeza umfundi ngamunye ubuso obumamathekayo.

5. **Ukumela ulwazi olutholakele:** Beka izithombe zokudla ngezansi nekholumu ngayinye kwithempulethi yegrafu yezithombe. Abafundi bade bebeka amakhadi obuso obumamathekayo, ikhadi ngalinye ngalinye ngaphezu kwesithombe sokudla abakukhethile ukugcwalisa igrafu yezithombe.
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



ICEBO

Qiniseka ukuthi ubuso obumamathekayo bubekwe ngobunono ukuze kungabi nezikhala phakathi kwabo kukholomu 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

Usuku 2

Okudingayo

- Umlolozelo: *Ama-hot dog amancane ayisihlanu* (ikhasi 197)
- Iphosta 7
- Igrafu yezithombe ethathwe oSukwini 1
- Ikhhalenda lesimo sezulu

1. **Umlolozelo:** Yishoni umlolozelo, *Ama-hot dog amancane ayisihlanu*, ninyakazisa iminwe.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bama babheke abalingani babo isandla esisodwa singemuva. Emuva kophawu olwenziwayo umfundi ngamunye uyisa phambili iminwe embalwa. Ngababili abafundi babala iminwe abayivezile. Phinda lo msebenzi nabafundi bede beveza isibalo esehlukile seminwe.
4. **Ukufunda, ukuhumusha kanye nokubika ngolwazi:** Xoxa ngekhhalenda lesimo sezulu lenyanga.

Imibuzo ekuholayo:

- ✦ Ungangitshelani ngesimo sezulu sale nyanga?
- ✦ Uhlobo luni lwesimo sezulu ebesinalo kakhulu/kancane kakhulu?
- ✦ Ngabe okuningi bekuyizinsuku zokubalela kwezulu noma ezinemvula? Beziziningi kangakanani? Wazi kanjani?

Abafundi babuka iPhosta 7 kanye negrafu yezithombe zokudla okuthathwe oSukwini 1. Baqathanisa ukuphakama kwamakholomu amagrafu ezithombe bese beyabala ukuze bathole ukuthi yiziphi izinhlobo ezahlukenene zokudla ezithandwa abafundi.

- ✦ Yikuphi okuqaphelayo ngala magrafu ezithombe?
- ✦ Iyiphi ikholomu ephakeme kakhulu/emfushane kakhulu? Kusho ukuthini lokhu?
- ✦ Bangaki abafundi abakhethethe *i-hot dog*/ibhurevosi/izithelo/imifino?
- ✦ Bangingi/bayingcosana abafundi abakhethethe *ama-hot dog* noma baningi/bayingcosana abakhethethe ibhurevosi? Bangingi ngabangaki?
- ✦ Ikhona ikholomu enezibalo zabafundi ezilinganayo?
- ✦ Yikuphi ukudla okuthandwa kakhulu/kancane kakhulu?
- ✦ Kungenzekani uma abafundi abanye futhi ababili bekhethethe *i-hot dog*/ibhurevosi njalonzalo?

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

Usuku 3

Okudingayo

- Umlolozelo: *Ama-hot dog amancane ayisihlanu* (ikhasi 197)
- Izinto zokubala ezibomvu, eziluhlaza sasibhakabhaka, eziluhlaza satshani, eziphuzi (*Ikhithi Yezinsiza*)
- Ithegi yegama – 1 umfundi ngamunye
- Izithombe zezigqoko ezi-4 (ezibomvu, eziluhlaza sasibhakabhaka, eziluhlaza satshani, esiphuzi)
- Iziqukathi ezilebuliwe ezi-4: ezibomvu, eziluhlaza sasibhakabhaka, eziluhlaza satshani, eziphuzi
- Indaba: *Ukuyothenga isigqoko* (khasi 197)
- Imidweshu yephepha elimhlophe emi-4
- Ithempulethi yegrau yezithombe

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?

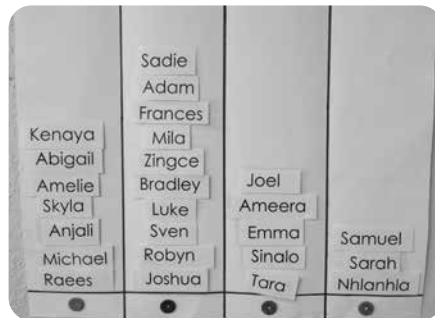
Ask four learners to arrange the counters from each container in a line on a strip of paper. Discuss the data.



★ 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:** Yisho umlolozelo, *Ama-hot dog amancane ayisihlanu*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi mabame indilinga babale kusuka koku-1 kuya kokuyi-10, beshaya izandla njalo uma besho inombolo. Umfundi othi '10' ahlale phansi bese kubalwa futhi kuqalwe koku-'1'. Phindaphindani kuze kusale kumi umfundi oyedwa.
4. **Ukumela ulwazi:** Xoxa indaba *Ukuyothenga isigqoko*. Buka izithombe zezigqoko ezine. Xoxisanani ngombala wesigqoko ongakhethwa abafundi. Abafundi bakhetha into yokubala ehambisana nombala wesigqoko abazosikhetha. Babeka into yokubala esitsheni esinelebula eliyilowo mbala.

Imibuzo ekuholayo:

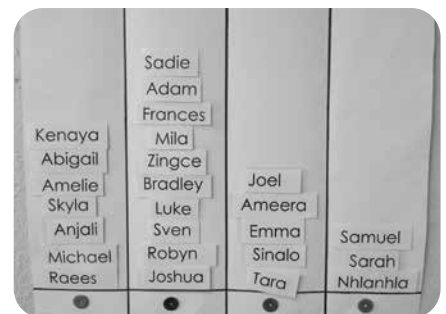
- ★ Singasithola kanjani isibalo sabafundi abathanda isigqoko sombala ngamunye?

Cela abafundi bahlele izinto zokubala abazithathe eziqukathini zabo emgqeni osemdweshwini wephepha. Xoxisanani ngolwazi olutholakele.

- ★ Bangaki abafundi abathanda isigqoko esibomvu/esiluhlaza sasibhakabhaka/esiphuzi/esiluhlaza satshani?

- ★ Singathola kanjani ukuthi yimuphi umbala othandwa kakhulu ekilasini?

Beka into yokubala enombala owehlukile emgqeni osezansi nethempulethi yegrafu yezithombe. Abafundi babeka amathegi amagama abo kwikholomu yegrafu yezithombe engaphezu kombala wesigqoko abasikhethile.



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

Usuku 4

Okudingayo

- Umlolozelo: *Ama-hot dog amancane ayisihlanu* (ikhasi 197)
- Izithombe zezigqoko ezi-4 (esibomvu, esiluhlaza sasibhakabhaka, esiluhlaza satshani, esiphuzi)
- Amagrafu ezithombe athathwe oSukwini 3

1. **Umlolozelo:** Yisho umlolozelo, *Ama-hot dog amancane ayisihlanu*.
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:** Dlala ukuthi 'USizwe uthi', ubiza izinto ezisekilasini okumele abafundi bazithole, bazithinte bese beyazibala, isibonelo, izihlalo ezintathu, amakhayoni ayishumi, amawindi amabili, umnyango owodwa, izicathulo eziyisishiyagalombili, izincwadi ezinhlanu.
- Ukuxoxa nokubika ngeqoqo:** Bekani izithombe zezigqoko odongeni ucele abafundi ukuba bakusize ubaphinde uxoxe indaba yezigqoko.

Imibuzo ekuholayo:

- ✦ Yisigqoko samuphi umbala ocabanga ukuthi sikhethwe kakhulu/kancane kakhulu ngabafundi? Ukucatshangiswa yini lokho? Xoxani ngegrafu yezithombe zasoSukwini 3.
 - ✦ Igrafu yezithombe isitshelani ukuthini?
 - ✦ Iyiphi ikholomu ephakeme kakhulu?
 - ✦ Bangaki abafundi abakhethwe isigqoko salowo mbala?
 - ✦ Ikhona imibala engakhethwanga muntu?
 - ✦ Ngabe abantu abaningi ngabakhethwe izigqoko ezibomvu noma eziluhlaza sasibhakabhaka, njalonzalo?
 - ✦ Ikhona eminye imibala ekhethwe abafundi besibalo esifanayo?
 - ✦ Bekuzokwenzekani uma abafundi ababili ngaphezulu/abayingcosane ngabathathu bebekhethe umbala oluhlaza satshani, njalonzalo?
- Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Umlolozelo: *Ama-hot dog amancane ayisihlanu* (ikhasi 197)
- Amakhadi ezithombe ukumela izinhlobo ezehlukene zezicathulo zabafundi
- Itheyiphu yokumboza noma ushoki

- Umlolozelo:** Yisho umlolozele, *Ama-hot dog amancane ayisihlanu*.
- Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
- Ukubala izinto 1–10:** Abafundi abahlanu bama emgqeni phambi kwekilasi.

Imibuzo ekuholayo:

- ✦ Zingaki izicathulo sezizonke?
 - ✦ Mangaki amapheya ezicathulo akhona?
- Ukuhlunga ulwazi olutholakele:** Cela abafundi ukuba basho ukuthi bagqoke amasandali yini noma izicathulo ezivalekile. Uma begqoke ezivalekile, ngabe zinezintambo, ivelkhro noma amakhongco? Yithi, 'Engabe bangaki abafundi abagqoke amasandali namuhla?' Abafundi bazihlela ngamaqembu ngokohlobo lwezicathulo abazigqokile.

Imibuzo ekuholayo:

- ✦ Bangaki abafundi abanezicathulo ezinezintambo/ivelkhro/ikhongco?
- ✦ Kungabe baningi/bayingcosana abafundi abanezicathulo ezinezintambo/ivelkhro/ikhongco nokunye?
- ✦ Kungabe amaqembu ayalingana?

ICEBO

Uma abafundi begqoka izicathulo ezingafani uma beya esikoleni, kwabona labo abafundi bangazenza amaqembu ngokombala wezicathulo zabo.



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 ulwazi:** Abafundi bazihlela emigqeni ngokohlobo lwezicathulo zabo.

Imibuzo ekuholayo:

- ✦ Yimuphi umugqa omude kakhulu/omfushane kakhulu?
- ✦ Kusitshelani lokho?
- ✦ Yiluphi uhlobo lwesicathulo olugqokwa abafundi ayibaningi kakhulu/abayingcosana kakhulu? Wazi kanjani?
- ✦ Kungabe ikhona imigqa enabafundi abanesibalo esilinganayo? Nindawonye balani abafundi abasemgqeni ngamunye.
- ✦ Bangaki abafundi abakulo mugqa?

Beka izithombe zezinhlobo ezahlukeni zezicathulo emgqeni kumata. Abafundi bakhumula izicathulo ezikwesokudla bazibeke kwikholomu engaphezu kwesithombe ebonisa izicathulo zabo.

- ✦ Yiyiphi ikholomu enezicathulo eziningi kakhulu/eziyingcosana kakhulu?
- ✦ Kungabe abafundi abanamasandali baningi kunabanezicathulo ezinezintambo, njalunjalo?
- ✦ Bangaki ngaphezulu abanye abafundi abanezicathulo ezivalekile kunamasandali, njalunjalo?

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

Ukudidiyela

Ulimi Lwasekhaya: Ukwabelana ngemibono, Ukulalela Nokukhuluma.

Amakhono Empilo: Hlunga izinto lapho uqoqa kahle upakisha.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Isitsha somfundi ngamunye esinezinhlobonhlobo zalokhu: <ul style="list-style-type: none"> – Amabhulokhi axhumekayo ayi-10 (abomvu, aluhlaza sasibhakabhaka kanye naluhlaza satshani: kube nenhlenganisela eyehlukile yomfundi ngamunye) – Izinti zokubala – Izinto zokubala ezinemibala | <ul style="list-style-type: none"> • Isitsha samakhrayoni somfundi ngamunye esinengxubevange yamakhrayoni abomvu, aluhlaza sasibhakabhaka kanye naluhlaza satshani • Igridi yegrafu yezithombe engu-A4, yomfundi ngamunye enamabhulokhi abomvu, aluhlaza sasibhakabhaka, naluhlaza satshani emgqeni ongezansi |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
2. **Ukubala izinto 1–10:** Abafundi ngamunye ubala akhiphe amabhulokhi axhumekayo ayi-10 awakhiphe esitsheni sakhe esivalekayo. Bakha umbhoshongo.

Imibuzo ekuholayo:

- ✦ Mangaki amabhulokhi enza umbhoshongo wakho?
- ✦ Mangaki amabhulokhi abomvu/aluhlaza sasibhakabhaka/aluhlaza satshani alapho?
- ✦ Ngabe maningi ngaphezulu/ayingcosana amabhulokhi abomvu noma aluhlaza sasibhakabhaka?

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. **Ukuqoqa nokuhlunga izinto:** Abafundi bazinqumela bona ukuthi bazozihlunga kanjani zonke izinto (amabhulokhi axhumekayo, izinti, nezibalisi) ezitsheni zabo.

Imibuzo ekuholayo:

- ★ Imaphi amaqoqo ongawenza ngezinto zakho?
- ★ Uzihlunga kanjani?
- ★ Kungani ufake lezi_____ zakho kuleli qoqo?
- ★ Zifana kanjani lezi zinto?
- ★ Ungazihlunga ngendlela eyehlukile?

Abafundi bahlunga izinto zabo nge-athribhuthi abayinikiwe.

- ★ Ungakwazi ukuhlunga izinto zakho ngokombala/isimo/ubukhulu?
- ★ Iyiphi eyakuleli/okungeyona eyaleli qoqo? Usho ngani?

 **ICEBO**

Phinda ngenhlanguaniselala yemibala eyehlukahlukene exhumene nemibala yamabhulokhi axhumekayo.

4. **Ukuhlunga, ukumela kanye nokuhumusha ulwazi:** Nikeza umfundi ngamunye igridi yegrafu yezithombe engu-A4, kanye nesitsha esinamakhrayoni abomvu, aluhlaza sasibhakabhaka kanye naluhlaza satshani. Abafundi bahlunga amakhrayoni ngokombala.



Imibuzo ekuholayo:

- ★ Ungakwazi ukuhlunga amakhrayoni akho ngokwemibala?
- ★ Ungaliqamba igama elithini leli qoqo lamakhrayoni?

Abafundi bayabala ukuthi mangaki amakhrayoni akhona eqoqweni ngalinye. Babeka isibalo semibala eqondene namabhulokhi axhumanayo kukholomu engenhla eqondene nombala kugridi yabo yegrafu yezithombe.



- ★ Ngabe maningi ngaphezulu yini amakhrayoni aluhlaza sasibhakabhaka noma aluhlaza satshani/abomvu?
- ★ Imuphi umbala wamakhrayoni onawo omningi kakhulu/omncane kakhulu?
- ★ Maningi kangakanani ngaphezulu amakhrayoni a-_____ kunamakhrayoni a-_____?



Hlola ukuthi abafundi bayakwazi uku:-

- qhathanisa izinto ngokwe-athribhuthi eyodwa noma angaphezulu kwalokho, isibonelo, umbala, ubukhulu, uhlobo
- hlunga izinto ngokwamaqoqo anama-athribhuthi ahlukahlukene
- chaza ama-athribhuthi ezinto ezihlungiwe
- nika incazelo ukuthi bazihlunga kanjani izinto
- nquma ukuthi izinto zingena kuyiphi ikholomu
- kwazi ukuthi 'zingaki' ngokusukela olwazini olumelwe

Workstation 1



What you need

- A tub per learner with:
 - Animal counters
 - Attribute blocks
 - Coloured counters
 - Coloured sticks

Learners sort the objects in their tubs according to different attributes to make groups.

Workstation 2



What you need

- A dice with orange, red, blue and green sides (repeat two colours)
- A long piece of string
- Per learner:
 - Orange, red, blue, green fish
 - A 'fishing rod'
 - Cardboard pictograph grid with the same colours as the fish
- Counters (orange, red, blue and green)

Make a pond with the string. Place the fish in the pond. Learners roll the dice and 'catch' the fish that matches the colour on the dice. They place a matching counter on their pictograph grid. Repeat until learners have caught six fish each.

Workstation 3



What you need

- Blocks of different colours and/or shapes
- Crayons
- Paper

Learners sort the blocks according to shapes. They draw a picture to show how the blocks were sorted.

Workstation 4



What you need

- Crayons
- 1 tub of fruit counters per learner
- Fruit graph paper – 1 per learner

Learners shade in the boxes to show how many of each different type of fruit they have.

Isiteshi sokusebenzela 1



Okudingayo

- Isitsha somfundi ngamunye esinalokhu:
 - Izinto zokubala eziyizilwane
 - Amabhulokhi angama-athribhuthi
 - Izinto zokubala ezinemibala
 - Izinti ezinemibala

Abafundi bahlunga izinto ezisezitsheni zabo ngokwama-athribhuthi ehlukeno ukwenza amaqoqo.

Isiteshi sokusebenzela 2



Okudingayo

- Idayisi elinamacala anombala osawolintshi, obomvu, oluhlaza sasibhakabhaka, oluhlaza satshani (phinda imibala emibili)
- Intambo ende
- Umfundi ngamunye abe nalokhu:
 - Izinhlanzi ezisawolintshi, ezibomvu, eziluhlaza sasibhakabhaka, eziluhlaza satshani
 - Uthi lokudoba
 - Igridi yegrafu yezithombe yekhadibhodi enemibala efanayo neyinhlanzi
- Izinto zokubala (ezisawolintshi, eziluhlaza sasibhakabhaka, eziluhlaza satshani)

Yenza ichibi ngentambo. Beka izinhlanzi echibini. Abafundi bagingqa idayisi bese 'bebamba' inhlanzi eqondene nombala osedayisini. Babeka into yokubala eqondene negridi yabo yegrafu yezithombe. Phinda wonke umfundi ngamunye aze abambe izinhlanzi eziyisithupha.

Isiteshi sokusebenzela 3

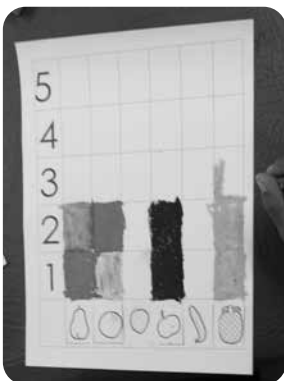


Okudingayo

- Amabhulokhi anemibala kanye/ noma izimo ezehlukeno
- Amakhrayoni
- Iphepha

Abafundi bahlunga amabhulokhi ngokwezimo zawo. Badweba isithombe ukukhombisa ukuthi amabhulokhi ahlukile kanjani.

Isiteshi sokusebenzela 4



Okudingayo

- Amakhrayoni
- Isitsha esi-1 esinezinto zokubala eziyizithelo umfundi ngamunye
- Iphepha legrafu yezithelo – eli-1 umfundi ngamunye

Abafundi bahlikihla ngombala ebhokisini ukukhombisa ukuthi lungaki uhlobo ngalunye olwehlukile lwesithelo abanalo.

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

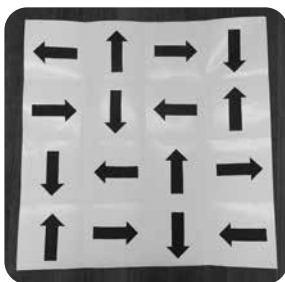
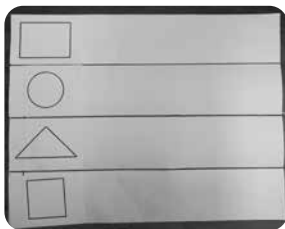
New maths vocabulary

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).

Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijijomethri)

Izihloko

- Isikhundla, isimo nokubukeka kwezinto
- Izimpawu zezimo ezingu-2-D kanye nezinto ezingu-3-D
- Landela izinkomba

Ulwazi olusha

- Isikhundla sezinto ngokuhlobana kwazo nezinye
- Ishadi lemicibisholo
- Kopisha bese wakha isakhiwo (amakhadi ezithombe)

Zejwayeze

- Ukubala ngomlomo: uya phambili 1–20 nangaphezulu, ukubala uhlehle 10–1
- Ukubala izinto 1–10
- Izimo: indilinga, isikwele, unxantathu, unxande
- Amabhokisi, amabhola
- Umugqa wamaphakathi (ohlukanisayo)
- Isikhundla: ukuya phambili nokuya emuva

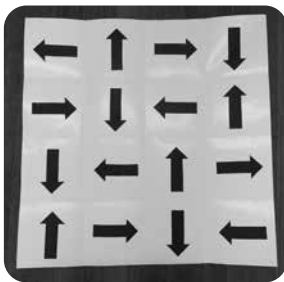
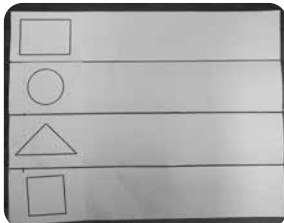
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umcibisholo

ngaphakathi

ngaphandle

Ukulungiselela



Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izinto ezingu 3-D ezizothreyiswa: indilinga, isikwele, unxantathu, unxande – oku-1 umfundi ngamunye
- iphepha elingu-A3 elinemigqa emine kanye nesimo ekuqaleni komugqa ngamunye: indilinga, isikwele, unxantathu, unxande
- isimo segridi esenziwe phansi (esakhiwe ngetheyiphu yokumboza/ngoshoki) (bhaka ikhasi 145)
- ibhokisi lekhadibhodi elinesivalo kanye nodoli phakathi
- ishadi lemicibisholo
- izinto/amabhulokhi angu-3-D isibonelo, ibhulokhi eli-1 elinama-athribhuthi kanxantathu, amabhulokhi/amabhokisi okwakha okhuni amise okwesikwele ama-3, namise okukanxande ama-2, amakani/amashubhu amaphepha asendlini encane ama-4 – oku-1 umfundi ngamunye
- amabhola ethenisi
- okusikiwe kwakhishwa okungamaphepha amancane ayimibala: izindilinga, izikwele, onxantathu kanye nonxande
- ibhodi likaBhingo lezimo – eli-1 umfundi ngamunye (ikhasi 218)
- amakhadi amancane anezimo (amakhophi esimo ngasinye ebhodi likaBhingo lezimo).



ICEBO

Abafundi bazoqhubeka bahlole isikhundla kanye nenkomba kuleli sonto futhi abagqoke amabhande elastiki/ewuli (okwasetshenziswa ngesonto 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.



Learners should be able to trace around the face of each of the 3-D objects.

Imisebenzi yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (ikhasi 199)
- Ithini
- Amabhulokhi angama-athribhuthi ayi-10 (*Ikhithi Yezinsiza*)
- Izinto ezingu-3-D ozozithreyisa: indilinga, isikwele, unxantathu, unxande – oku-1 umfundi ngamunye
- Iphepha eling-A3 elinesimo ekuqaleni komugqa ngamunye: indilinga, isikwele, unxantathu, unxande
- Insimbi yomculo

1. **Umlolozelo:** Yisho umlolozelo, *Ukuyozingela ibhubesi*. Abafundi bayahlanganyela.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala endilingeni. Thatha amabhulokhi angama-athribhuthi ayingcosana aphakathi koku-1 nokuyi-10 uwafake ethinini, ngalinye ngalinye. Abafundi bayabala lapho bezwa ibhulokhi ngalinye lishaya phansi ethinini. Kuphinde.
4. **Izimpawu zezimo:** Phakamisa isithombe sesikwele.

Imibuzo ekuholayo:

- ★ Siyini lesi simo?
- ★ Yini oyikhumbulayo ngalesi simo?
- ★ Wazi ngani ukuthi isikwele?
- ★ Zikhona izimo ozibonayo ekilasini ezimise okwesikwele?

Ngesikhathi umculo udlala, abafundi bazungeza ekilasini bebheka izinto eziyisimo sesikwele. Uma umculo usuma, abafundi bathola into bese beyiletha kumata.

- ★ Bekulula ukuthola lesi simo? Usho ngani? Yini kungabanga njalo?
- ★ Inamacala/amakhona/izingqenqema okungaki?

Bathreyisa bazungeze izinto ezikwigradi.

- ★ Umdwebo wakho uhluke/ufana ngani kulo _____ owudwebe wawuzungeza?

Abafundi abathole izikwele bahlala phansi. Phinda ngesimo ngasinye bonke baze balitholile ithuba.

Buka igridi egcwalisiwe.

- ★ Zingaki izindilinga/onxantathu/izikwele/onxande okubonayo?
- ★ Isiphi isimo esinaso esiningi kakhulu/esincane kakhulu?
- ★ Isikwele/unxantathu/indilinga kuhluke/kufana kanjani nonxande, njalonjalo?
- ★ Iziphi izimo ezinamacala amane/amathathu?
- ★ Iziphi izimo ezingenamacala?

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



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.



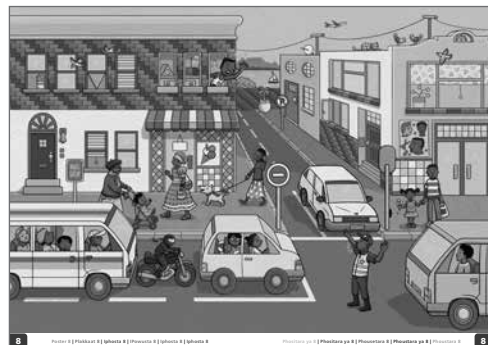
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

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.



Usuku 2

Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (ikhasi 199)
- Izinto ezinesimo sikanxantathu, isikwele, indilinga akanye nonxande
- Amabhande elastiki/ewuli- eli-1 umfundi ngamunye
- Iphosta 8

 ICEBO

Lo mnyakazo uqinisa umugqa ohlukanisayo wabafundi. Gqugquzela eminye iminyakazo, njengokushintsha izinyawo okugxotshwa ngazo ukushwibekela ngapha nangapha, 'ukubhukuda' kanye 'nokugibela izitebhisi' ngeminyakazo yesokunxele-neyesokudla.



1. **Umlolozelo:** Yisho umlolozelo, *Ukuyozingela ibhubesi*. Abafundi bashaya amathanga abo angasesandleni sakwesokudla ngezandla zangakwesokunxele ukubamba isigqi. Yisho umlolozelo okwesibili. Abafundi bashaya amathanga abo akwesokunxele ngezandla zabo zakwesokudla.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka amabhande ezandleni zesokudla zabafundi. Abafundi bama emigqeni imilenze yabo yehlukene. Baphakamisa izandla zabo zesokudla, bese begoba kusukela okhalweni bathinte unyawo lwabo lwesokunxele ngesandla sabo sesokudla bebe bebala kufike e-10. Phinda, nabafundi bethinta unyawo lwabo lwesokudla ngesandla sabo sesokunxele.
4. **Izimpawu zezimo:** Fihla into eyisimo sikanxantathu, isikwele, indilinga noma unxande emuva komhlane wakho. Sichaze isimo leso. Isibonelo:
 - ✦ Inamacala amathathu kanye namakhona amathathu.
 - ✦ Inamacala amane anobude obufanayo.
 - ✦ Ayinawo amacala kanye namakhona. Iyindilinga.
 Abafundi bayasiqagela isimo. Umfundi oqagela kahle uthola ithuba lokufihla esinye isimo ngemuva komhlane bese enika umkhondo. Balekelele ngokubuza imibuzo lapho kudingeka khona. Khuluma ngePhosta 8.

**Imibuzo ekuholayo:**

- ✦ Iziphi izimo ozibonayo?
 - ✦ Ungasithola isimo esinamacala amathathu/amane? Sibizwa ngokuthini?
 - ✦ Leli windi linamacala amangaki? Liyisiphi isimo?
 - ✦ Ungasithola isimo esinamacala amabili amade kanye namabili amafushane/amacala amane anobude obulinganayo? Kuthiwa yini lesi simo?
 - ✦ Ziyisiphi isimo izitini ezisodongeni?
 - ✦ Ikuphi lapho ubona khona u-ayisikhilimu? Iyisimo esinjani ikhoni/u-ayisikhilimu?
 - ✦ Uyazibona izikwele ezincane eziluhlaza sasibhakabhaka/eziphuzi? Zibale.
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini 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.

Usuku 3

Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (ikhasi 199)
- Amadayisi ama-2
- Isiqukathi esinamabhulokhi angama-athribhuthi – ibhulokhi eli-1 umfundi ngamunye

1. **Umlolozelo:** Yisho umlolozele, *Ukuyozingela ibhubesi*. Abafundi banyakaza baye phambili amagxathu amabili, kanye nasemuva amagxathu amabili ukubamba isigqi.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala endilingeni banikane amathuba okugingqa amadayisi amabili. Bonke abafundi bakhombisa iminwe eminingi njengamachashazi asedayisini, bebala ndawonye. Uma isibalo samachashazi sesisonke edayisini singaphezu kokuyi-10 abafundi bamemeza bathi, 'Yebo, yebo!' bese bephakamisa ukuthi yini abadinga ukuyenza ukuxazulula le nkinga (babandakanya amakhala abo, izindlebe, basebenzise izinzwane, njalonzalo).
4. **Isikhundla: phambili nasemuva:** Abafundi balingisa indaba *Ukuyozingela ibhubesi*. Sonke isikhathi uma bezwa amagama athi, 'Yebo, yebo!' abafundi baya emuva izinyathelo ezimbili. Baqhubeke banyakaze beya phambili uma indaba iqhubeka.
5. **Izimpawu zezimo:** Abafundi bahlala endilingeni. Dlulisa isiqukathi somfundi ngamunye ukuze akhethe ibhulokhi eliyi-athribhuthi. Abafundi abakhethe isimo osichazile, kumele basibambe basiphakamise.

Imibuzo ekuholayo:

- ✦ Ubani ononxantathu oluhlaza sasibhakabhaka, njalonzalo?

Abafundi bedlulisela amabhulokhi abo ayi-athribhuthi kumfundi ongakwesokunxele sabo. Ngesikhathi benza njalo, kumele bacule, 'Asithole ukuthi isiphi isimo esilandelayo. Asithole ukuthi isiphi isimo esilandelayo. Asithole ukuthi isiphi isimo esilandelayo, engisiphethe esandleni sami.'

Phinda ngemibuzo efanayo. Isibonelo:

- ✦ Ubani onesimo esibomvu esingenamacala?
- ✦ Ubani onesimo esiphuzi esinamakhona amane?
- ✦ Ubani onesimo esiluhlaza satshani esinamacala amabili amade kanye namabili amafushane?
- ✦ Ubani onesimo esingesona isikwele?

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

Usuku 4

Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (ikhasi 199)
- Igridi yesimo phansi
- Ibhulokhi lokwakha lomfundi ngamunye (ubungako nesimo okufanayo)
- Ushoki noma itheyiphu yokufihla

1. **Umlolozelo:** Yisho umlolozele, *Ukuyozingela ibhubesi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

**ICEBO**

Yenzela lo msebenzi ngaphandle. Abafundi kumele baqhubeke babheke phambili ngesikhathi bethatha izinyathelo eziya emuva.

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 amabhulokhi ayi-10 emgqeni lapho abafundi bezowabona khona.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi mangaki amabhulokhi akhona kulo mugqa? Abafundi babala amabhulokhi. Beka amanye amabhulokhi ayi-10 ngaphansi komugqa wokuqala, uwabeke aqhelelane.
- ✦ Ucabanga ukuthi kunamabhulokhi amaningi emgqeni wokuqala noma wesibili?
- ✦ Mangaki amabhulokhi ocabanga ukuthi asemgqeni wesibili? Abafundi babala amabhulokhi.

4. **Landela izinkomba:** Umfundi ngamunye kumele abe nebhulokhi. Dlala ukuthi 'uSizwe uthi', ubize amagama ezikhundla, isibonelo, USizwe uthi, 'Beka ibhulokhi lakho:

- ✦ ekhanda lakho.'
- ✦ eduze konyawo lwakho lwakwesokudla/lwakwesokunxele.'
- ✦ ngaphansi kwezinyawo zakho.'
- ✦ phakathi nendawo emathangeni akho.'
- ✦ ngaphezu kwesandla sakho.'
- ✦ phakathi kwemilenze yakho.'
- ✦ ngaphambi kwesifuba sakho.'
- ✦ emuva komhlane wakho.'
- ✦ ngezansi kwamadolo akho.'

5. **Iminyakazo yesimo:** Abafundi banikezana ithuba ngokunyakaza balinganisane negridi yesimo ekhonjiswe phansi.

- ✦ Gxuma kabili kunxantathu ngamunye.
- ✦ Gxumela ngaphaya kwezikwele zonke.
- ✦ Yima esimweni esiphakathi nendawo.
- ✦ Gxuma uye phezulu naphansi kasihlanu endilingeni.
- ✦ Jikela kwesokunxele/kwesokudla bese ugxumela ezikweleni ezintathu ezilandelayo.
- ✦ Kheleza ngonyawo olulodwa weqe ngasinye isimo kwezintathu ezingezansi.



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



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.

Usuku 5

Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (ikhasi 199)
- Ibhokisi lekhadibhodi elinesivalo nodoli ngaphakathi

1. **Umlolozelo:** Yisho umlolozele, *Ukuyozingela ibhubesi*, neminyakazo.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi benza umugqa bese bema, behlala phansi ngokudedelana bebe bebala. Uma sebebale bafika kokuyi-10 baqala umugqa omusha.

Imibuzo ekuholayo:

- ★ Bangaki abafundi abasemggeni wokuqala/wesibili/wesithathu?
 - ★ Imuphi umugqa onabafundi abaningi/abayingcosana?
 - ★ Bangaki abafundi abahleli/abami emggeni wesibili?
 - ★ Ngabe abaningi ngabafundi abahleli noma abamile?
4. **Isikhundla kanye nenkomba:** Beka ibhokisi elivaliwe elinodoli kumata.

Imibuzo ekuholayo:

- ★ Ucabanga ukuthi yini ephakathi ebhokisini?

Khiphela udoli ngaphandle kwebhokisi. Ubeke ezikhundleni ezihlukene. Abafundi mabakutshela ukuthi ukuphi, isibonelo, ngaphansi/ngenhla/phezu/phakathi/ngemuva/ngaphambi kwebhokisi.

- ★ Uphi udoli manje?



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

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Amabhulokhi/izinto ezithile
- Izihlalo – esi-1 umfundi ngamunye
- ezingu-3-D umfundi ngamunye
- Ibhokisi likakhadibhodi elinesivalo
- Amabhola ethenisi
- Udoli
- Ishadi lemicibisholo

1. **Ukubala izinto 1–10:** Beka amabhulokhi kumata. Abafundi banikana ithuba ngokubala kusukela koku-1 kuya kokuyi-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 isimo:** Yakha isakhiwo kumata usebenzisa amabhulokhi/ izinto ezingu-3-D.

Imibuzo ekuholayo:

- ✦ Yini ongangitshela yona ngalokhu engikwakhile?
- ✦ Iziphi izimo ozibonayo?
- ✦ Ungakwazi ukuhlela amabhulokhi akho ngendlela efanayo?

Abafundi bakha isakhiwo esifanayo ngamabhulokhi abo.

- ✦ Iziphi izinto ozisebenzisile?
- ✦ Ziyafana/azifani ezakho nezami? Usho ngani?

3. **Isikhundla:** Yalela abafundi ukuthi babeke udoli ezikhundleni ezehlukene kusuka ebhokisini bese besho ukuthi ukuphi udoli. Phinda nangabanye abafundi.

Imibuzo ekuholayo:

- ✦ Ungawubeka udoli ngaphambi/ngaphansi/eduze/phezu/ngemuva kwebhokisi?

Abafundi banikezana ithuba ngokubeka udoli ezikhundleni ezehlukene bese lonke elinye ikilasi lisho ukuthi ukuphi udoli.

4. **Ishadi lemicibisholo:** Beka ishadi lemicibisholo odongeni. Abafundi bazokwenza umnyakazo ofanayo nezinkomba zemibisholo.

Imibuzo ekuholayo:

- ✦ Ukhombe ngaphi umcibisholo?
- ✦ Uzonyakaza kanjani wena?

Hola abafundi kuzo zonke izinkomba kanye neminyakazo ngaphambi kokuqala umdlalo.

Khomba umcibisholo bese unika izinkomba ezinjengokuthi:

(Umugqa 1) Yelula izingalo zakho. → ← ↓ ↑

(Umugqa 2) Yima esihlalweni bese uyagxuma ↓ manje yima phansi

bese ugxuma. ↑ ← →



ICEBO

Gqugquzela abafundi ukuba basebenzise amagama ezinkomba njengokuthi 'kwesokunxele nakwesokudla', 'phambili nasemuva'.

Ukudidiyela

Ulimi Lwasekhaya: Ukuthuthukiswa kolwazimagama.

Amakhono Empilo: Inqubo yokuya endlini yangasese kanye nokuhamba yya/ubuya ezindaweni.



Hlola ukuthi abafundi bayakwazi uku-:

- akha isakhiwo ngokukopisha isibonelo
- chaza isikhundla sezinto maqondana naleyo naleyo
- sebenzisa amagama ezikhundla njengokuthi: ngaphambi kwa-/ eduze na-/ngaphezu kwa-/emuva kwa-/ngaphakathi/ngaphandle
- sebenzisa amagama ezinkomba njengalana: kwesokunxele/ kwesokudla, phezulu/phansi

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.



Isiteshi sokusebenzela 1



Okudingayo

- Iphepha neglu
 - Okusikiwe kwakhishwa okungamaphepha amancane
- anombala: izindilinga, izikwele, onxantathu kanye nonxande

Abafundi benza izithombe ngezimo abazinikiwe, isibonelo, indlu noma isilwane.

Isiteshi sokusebenzela 2



Uma ekhona amabhodi amaphekisi, abafundi bangenza izimo ngokudonsa ilastiki phakathi kwamaphekisi.

Okudingayo

- Inhlama yokudlala
- Izinti ezinemibala (*Ikhithi Yezinsiza*)

Abafundi bandlala izinti zibe isimo esithile. Babeka okungasekugcineni kwezinti esigaxeni senhlama yokudlala emakhoneni ukubamba isimo leso.



Isiteshi sokusebenzela 3



Okudingayo

- Amakhadi eBhingo
- Amabhodi eBhingo ezimo
- Izinto zokubala

Abafundi babeka inqwaba yamakhadi abhekiswe phansi phakathi netafula noma phansi. Banikezana ithuba ngokukhetha ikhadi. Uma benaso leso simo ebhodini labo, babeka into yokubala kuleso simo. Umdlali wokuqala othola okune emgqeni ungumnqobi.

Isiteshi sokusebenzela 4



Okudingayo

- Amabhulokhi noma izinto zezimo ezihlukene

Abafundi bakha isakhiwo besebenzisa amabhulokhi noma izinto ezine noma eziyisihlanu. Banikezana ithuba ngokukopisha ukuhlela okwenziwe umngani.

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

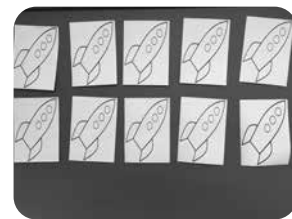
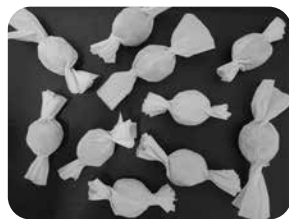
rhino
buffalo

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.

Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Chaza, hlela bese uqhathanisa izinombolo eziphelele
- Ubudlelwano bezinombolo
- Ukubona izinombolo
- Ukuxazulula izinkinga ngokwesimo esikhona

Ulwazi olusha

- Imali – bona imali engamaphepha
- Ukuxazulula izinkinga 1–8

Zejwayeze

- Ukubala ngomlomo: uye phambili 1–20 nangaphezulu, ubale uhlehle 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–8
- Izinombolo ezisho isikhundla okokuqala kuya kokwesihlanu
- Ukugxilisa izinombolo 1–8
- Hlanganisa, susa
- Izinhlamvu zemali
- Okukhulu, okuncane

Ulwazimagama olusha olusetshenziswa ezibalweni

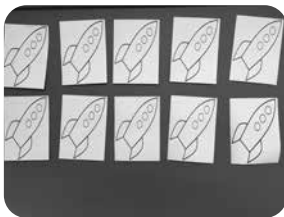
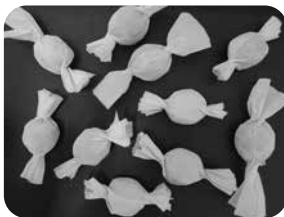
imali yephepha
ibhubesi

ubhejane
inyathi

uNelson Mandela
bala uhlehle

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:



- amabhola ayi-10 enhlama yokudlala asongwe ngeselofeni/iplastiki ukwenza 'amaswidi'
- imikhumbimkhathi eyi-10 eyenziwe ngamapuleti amaphepha – umkhumbimkhathi ngamunye ube namawindi ayi-10
- izithombe zamarokhethi eziyi-10
- izithombe ezi-5 ezingu-A4 zezinto ezizothengwa (kusuka komagazini)
- okusikiwe kwakhishwa kwekhabibhodi okuyizinhlamvu zemali, ensundu neyisiliva: 10c, 20c, 50c, R1, R2, R5 (kuthathwe kuThemu 2)
- imali engamaphepha yekhadlibhodi eyi-10, oku-2 ngakunye: R10, R20, R50, R100, R200 (amakhasi 220–221)
- izitsha zegilosa eziyi-10 ezivuselelwe kabusha, isibonelo, ibhokisi lamasiriyeli, isitsha seyogathi, njalonjalo
- iphepha/ikhasi lekhabibhodi elingu-A4 elinonxande omkhulu – eli-1 umfundi ngamunye
- inhlama yokudlala esawolintshi
- ikhasi elingu-A4 elinethempulethi yofudu (ikhasi 219) – eli-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.



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).

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.

Imisebenzi yekilasi lonke

Usuku 1

Okudingayo

- Iculo: *Izinhlamvu zemali ezinhlanu ezicwebezelayo (Umhlahlandlela Wemisebenzi: Ithemu 2, ikhasi 197)*
- Izinhlamvu zemali zekhadibhodi eziyisi-6 (kuthathwe ku-*Umhlahlandlela Wemisebenzi: Ithemu 2, amakhasi 216–217*)
- Amaswidi enhlama yokudlala
- Amasethi ama-2 emali engamaphepha kakhadibhodi ama-5 (acishe abe ngu-A4) – beka isethi eyodwa odongeni, kusukela kokuncane kakhulu kuye kokukhulu kakhulu (amakhasi 220–221)

1. **Iculo:** Cula iculo, *Izinhlamvu zemali ezinhlanu ezicwebezelayo*. Xoxani ngezinhlamvu zemali.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1. Bala 1–10, kodwa weqe inombolo bese/noma usho inombolo kabili, njalonzalo.

Imibuzo ekuholayo:

- ★ Yini engahambanga kahle ngokubala kwami?

Phinda umsebenzi, weqa futhi/noma uphinde izinombolo ezehlukile.

3. **Ukubala izinto 1–10:** Abafundi bahlala endilingeni. Beka amaswidi enhlama yokudlala ayishumi kumata.

Imibuzo ekuholayo:

- ★ Ucabanga ukuthi mangaki amaswidi akhona?

Balani ndawonye.

4. **Ukwethula imali engamaphepha:** Khombisa abafundi imali engamaphepha.

Imibuzo ekuholayo:

- ★ Wakubona kuphi lokhu ngaphambilini?
- ★ Ukhona owaziyo ukuthi kubizwa ngokuthini?
- ★ Wake wakusebenzisa okukodwa kwalokhu? Wawukusebenziselani?
- ★ Ubonani emalini engamaphepha?
- ★ Ngabe le mali eyiphepha ifana/ihluka kanjani kwenye imali engamaphepha?
- ★ Iyiphi encane/enkulu ngobungako?
- ★ Zingaki izinhlobo ezehlukene zemali engamaphepha yaseNingizimu Afrika?

Bala imali engamaphepha ube uyiqondanisa nenye engamaphepha esodongeni.

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

Usuku 2

Okudingayo

- Umlolozelo: *Umkhumbimkhathi* (ikhasi 201)
- Amaswidi enhlama yokudlala ayi-10
- Amasethi ama-2 emali engamaphepha e-5
- Izithombe ezi-5 zezinto ezizothengwa
- Iphrestiki

1. **Umlolozelo:** Yisho umlolozele, *Umkhumbimkhathi*.

ICEBO

Beka imali engamaphepha ayisihlanu kanye namaphepha angabhalwe lutho endaweni yezibalo ukuze abafundi bakwazi ukudweba izinto abazithengile (noma abafisa ukuzithenga).

ICEBO

Xoxani ngokuthi yini umkhathi. Xoxani ngezinkanyezi kanye namaplanethi esikwazi ukukubona ebusuku. Buza abafundi ukuthi ngabe bacabanga ukuthi kuyakwazeka yini ukuya emkhathini nokuthi bangafika kanjani khona – ngomkhumbimkhathi. Buza abafundi ukuthi yini abacabanga ukuthi abangayithenga 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.

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.

**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.

2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1. Qala ngo-5 ubale uhlehlele koku-2, qala kokuyi-10 ubuye ubale uhlehlele koku-6, njalonjalo.
3. **Ukubala izinto 1–10:** Abafundi bahlala endilingeni. Beka amaswidi enhlama yokudlala ayishumi kanye nemali engamaphepha ayisihlanu kumata.

Imibuzo ekuholayo:

- ✦ Ingaki imali engamaphepha ocabanga ukuthi ilapho?
- ✦ Ngabe maningi/ayingcosana amaswidi noma imali engamaphepha?
- ✦ Iningi/iyingcosana kangakanani imali engamaphepha kunamaswidi?
- ✦ Wazi kanjani?

4. **Bona uqondanise imali engamaphepha:** Abafundi abayisihlanu ngamunye uthola isithombe sento azoyithenga efihlwe ekilasini. Abanye abafundi abayisihlanu banikezana ithuba ngokukhetha imali engamaphepha abazoyinamathisela esithombeni ngasinye. Abanye abafundi abayisihlanu banikezana ithuba lokukhombisa ukuthi iyiphi imali engamaphepha esodongeni eqondana naleyo naleyo kulezi.

Imibuzo ekuholayo:

- ✦ Iyiphi imali engamaphepha esisetshenzisiwe/engakasetshenziswa okwamanje?
- ✦ Iyiphi imali eyiphepha enobhejane?

5. **Izinombolo ezisho isikhundla sokokuqala kuya kwesesihlanu:** Buka imali engamaphepha eyisihlanu esodongeni.

Imibuzo ekuholayo:

- ✦ Iyiphi imali eyiphepha engeyokuqala, eyesibili njalonjalo esodongeni? Abafundi abayisihlanu babeka izithombe kanye nemali engamaphepha kumata ukuze iqondane nemali engamaphepha esodongeni.
- ✦ Iyiphi imali eyiphepha okumele ibekwe ibe ngeyokuqala, eyesibili, njalonjalo?

Abafundi abangakaze bathole ithuba, banikezana ithuba lokugxuma. Isibonele: bacele bagxume kusukela emalini eyiphepha yokuqala kuya kweyesibili kuye kweyesine, njalonjalo. Beka imali engamaphepha etafuleni lezibalo.

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

Usuku 3

Okudingayo

- Umlolozelo: *Umkhumbimkhathi* (ikhasi 201)
- Imikhumbimkhathi yamapuleti ephepha eyi-10 ebekwe odongeni
- Amasethi ama-2- emali e-5 engamaphepha
- Ulayini wokweneka wezinombolo
- Amakhadi ezinombolo anamachashazi, izithombe, izimpawu namagama 1–8 (*Ikhithi Yezinsiza*)

1. **Umlolozelo:** Yisho umlolozele, *Umkhumbimkhathi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi abayishumi bayama. Bukani imikhumbimkhathi yamapuleti ephepha esodongeni.

Imibuzo ekuholayo:

- ✦ Ucabanga ukuthi imikhumbimkhathi ekhona yanele ukuba umfundi ngamunye ahambe aye enyangeni?

Bala imikhumbimkhathi.



Qinisekisa ukuthi inani elinanyathiselwe entweni liyilo, isibonelo, itafula lingaba ngama-R200 bese isiphuzo esibandayo esingama-500 ml sibe ngama-R10.

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. **Hlanganisa (yengeza) ku-/susa:** Buka imali engamaphepha esodongeni.

Imibuzo ekuholayo:

- ★ Uma ngisusa imali engamaphepha eyodwa/embili ingaki ezosala odongeni?

Bamba imali engamaphepha eyisihlanu ngokulandelana esandleni sakho.

- ★ Ngabe iningi/iyingcosana esodongeni noma esesandleni sami?
- ★ Uma ngengeza enye imali eyiphepha kuleyo esesandleni sami ngizobe sengibambe engaki?
- ★ Ibizwa ngamaphi amagama imali engamaphepha esele odongeni?



5. **Ukuhlela 1–8:** Abafundi bahlala endilingeni. Ngokushesha khombisa amakhadi amachashazi 1–8 ukuze abafundi bawahlonze. Nikeza abafundi amakhadi amachashazi, ezithombe, ezimpawu kanye nawamagama. Yima phakathi nendilinga uvale amehlo akho. Phakamisa izingalo zakho zombili bese ujika izandla zakho zikhombe ngaphandle kwesiyingi. Abafundi obakhombile uma usuvula amehlo akho baqondanisa amakhadi abo nezinombolo ezikulayini wokweneka wezinombolo. Phinda, unikeze abafundi abayingcosana ithuba lokukhomba. Abafundi banikezana ithuba ngokubeka amakhadi anezithombe anamachashazi nanezimpawu ngokuhleleka kusuka koku-1–8 kumata.



Imibuzo ekuholayo:

- ★ Iyiphi inombolo ephakathi koku-3 noku-5, ngaphambi koku-8, emva koku-6, okuthathu okuyingcosana kuno-4, okubili okungaphezu koku-5, njalonzalo?
 - ★ Sazi kanjani ukuthi isithombe esinezindlulamithi ezine kufanele silandele isithombe sobubhibhi obuthathu, njalonzalo?
 - ★ Uma sibala ka-2 siqhubeke sisuka ku-3 kungaki esizoba nakho?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Umlolozelo: *Umkhumbimkhathi* (ikhasi 201)
- Izithombe zamarokhethi eziyi-10
- Izihlalo eziyi-5 ezinemali yamaphepha enanyathiselwe kuzo ngasinye
- Isigubhu
- Amakhadi anamachashazi 1–8

1. **Umlolozelo:** Yisho umlolozelo, *Umkhumbimkhathi*.
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?



ICEBO

Xoxani ngamarokhethi nemikhumbimkhathi nalokho abakucabangayo abafundi okuzofana nokuya enyangeni ngokunye kwalokhu.

3. **Ukubala izinto 1–10:** Buka izithombe zamarokhethi ayi-10 kanye nemikhumbimkhathi eyi-10.

Imibuzo ekuholayo:

- ★ Kungabe maningi (ngaphezulu)/ayingcosana amarokhethi noma imikhumbimkhathi.
- ★ Kungabe kungaki okukhona kwalokho ngakunye uma ucabanga? Asibale.

4. **Ukubona imali engamaphepha:** Beka izihlalo eziyisihlanu kumata, kuleso naleso kunanyathiselwe imali eyiphepha. Chazela abafundi ukuthi iwona 'amabhange' abo lawo. Chaza ukuthi yini ibhange. Abafundi bahlala ngamaqembu ekilasi ezihlalweni ezinyathiselwe imali yamaphepha, njengo-R10, R20. Dlala isigubhu ngesikhathi benyakaza phakathi 'kwamabhange' abo. Uma umculo uma, babuyela 'ebhange' labo. Phinda. Uma umculo usumile, bakhombise imali yamaphepha embili, isibonelo, R50 kanye no-R200. Amaqembu adedelane ngokushintshana kulezi zindawo. Phinda.

- ★ Bangaki abafundi abahleli 'ebhange' lakho?



5. **Hlanganisa/susa:** Xoxa 'ngamabhange' ahlukene.

Imibuzo ekuholayo:

- ★ Uma ngisusa abafundi ababili 'ebhange lama-R100' bangaki abazosala ebhange?
- ★ Uma ngengeza umfundi oyedwa 'ebhange lama-R50' bangaki abazobe sebehleli kuleli bhange?

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

Usuku 5

Okudingayo

- Umlolozelo: *Umkhumbimkhathi* (ikhasi 201) isibonelo, ibhokisi lamasiriyeli, isitsha seyogathi, njalonjalo
- Iziqukathi eziyi-10 zegilosa • Itheyiphu yokumboza/ushoki ezingabuye zivuselelwe kabusha, • Iphosta 1

1. **Umlolozelo:** Yisho umlolozele, *Umkhumbimkhathi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Namathisela iziqukathi eziyingcosana odongeni bese ezinye uzibeka etafuleni lezibalo.

Imibuzo ekuholayo:

- ★ Zingaki iziqukathi zokufaka igilosa ozibonayo etafuleni/odongeni? Balani ndawonye.
- ★ Kungabe ulinganisele ngokuningi kakhulu/ngokuyingcosana kakhulu?



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. **Umgudu wokugxuma:** Sebenzisa itheyiphu yokumboza/ushoki wenze iladi lenombolo 1–8. Abafundi bazonikezana ithuba ngokugxuma ngesikhathi ikilasi libala 1–8.

Abafundi bama kunombolo 5 bese begxumela kunombolo 8.

Imibuzo ekuholayo:

- ★ Ugxume kangaki?

5. **Ukuzejwayeza 1–4:** Xoxa ngePhosta 1. Xoxa ngalokho abafundi abangakubona.

Imibuzo ekuholayo:

- ★ Yini oyibonayo esithombeni wena/umndeni wakho eniyithengile ngaphambilini?
- ★ Ucabanga ukuthi ngabe amawolintshi anele umuntu ngamunye emndenini?
- ★ Mangaki amawolintshi amanye okufanele bawathenge ukuze umuntu ngamunye athole elakhe?
- ★ Uma kunamayogathi amabili amancane esiqandisini futhi umuntu ngamunye edinga ukuthola eyakhe, mangaki amanye ngaphezulu abazodinga ukuwathenga?



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

Ukudidiyela

Ulimi Lwasekhaya: Xazulula izinkinga bese uchaza izisombululo.

Amakhono Empilo: Ulwazi Lokuqala, Okuqondene Nomuntu Uqobo kanye Nokuphila Emphakathini.

Imisebenzi yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Iphosta 7
- Imali yamaphepha e-5 (R10, R20, R50, R100, R200)
- Omata benhlama abayisi-8
- Isitsha somfundi ngamunye esinalokhu:
 - Ubuhlalu bokuhlela obuyi-10
 - Izinto zokubala eziyizithelo eziyisi-8 (*Ikhithi Yezinsiza*)

1. **Ukuxazulula izinkinga:** Xoxa ngePhosta 7.

Imibuzo ekuholayo:

- ★ Kunophayinaphu abane etafuleni. Ubaba uthenga abathathu. Bangaki ophayinaphu abazosala etafuleni?
- ★ Ubaba uthenga amasaka amabili amawolintshi. Mangaki amawolintshi awathengayo?
- ★ Umdayisi wezithelo wayenamakhabe amathathu. Manje usenelilodwa. Mangaki awadayisile?

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.



ICEBO

Khuthaza abafundi ukuthi bakukhombise isamba sobuhlalu ngaphandle kokububala ngabunye.

ICEBO

Abafundi basebenzisa izinto zokubala ukuxazulula izinkinga. Buza abafundi ukuthi bazithole kanjani lezo zimpendulo bese ubavumela ukuthi bachaze ukuthi bebecabange kanjani. Abafundi bayodinga isikhathi sokuchaza indlela yokucabanga kwabo bezwe namasu abanye eqenjini.

2. **Ubuhlalu bokuhlela:** Khombisa abafundi isibalo sobuhlalu bokuhlela obuphakathi koku-1 nokuyi-10, isibonelo, 6, 3, 7, 4 noma 8. Bukhombise isikhashana, bese ubucashisa.

Imibuzo ekuholayo:

- ★ Bungaki ubuhlalu obubonayo?

Cela abafundi ukuthi bakukhombise isibalo sobuhlalu obuphakathi koku-1 nokuyisi-6.

3. **Izithelo emapuletini:** Abafundi basebenzisa izinto zokubala zezithelo eziyisishagalombili eziseziqokathini zabo ukuxazulula izinkinga.

Imibuzo ekuholayo:

- ★ Isithelo ngasinye sidinga ipuleti. Mangaki amapuleti ozowadinga?
- ★ Ipuleti ngalinye lidinga izithelo ezimbili. Mangaki amapuleti ozowadinga?
- ★ Uma unamapuleti amabili, zingaki izithelo ongazifaka epuletini ngalinye?

Abafundi bayaqhathanisa baxoxe ngokuthi zingaki izithelo abangazibeka epuletini ngalinye.

4. **Imali engamaphepha:** Fihla imali eyiphepha ngaphansi kwesiqeshana sephepha.

Imibuzo ekuholayo:

- ★ Imali yephepha engaphansi kwesiqeshana sephepha esiluhlaza satshani inobhejane. Ngabe le mali yephepha ibizwa ngokuthini?

Nikeza abafundi ngamunye ithuba lokufihla bese bechaza imali yephepha leyo.



Hlola ukuthi abafundi bayakwazi uku-:

- xazulula izinkinga kusukela koku-1–8
- bona, ukuqondanisa bese bechaza imali engamaphepha

Isiteshi sokusebenzela 1

Okudingayo

- Amakhrayoni, amapensele anemibala
- Imali engamaphepha
- Amakhadibhodi angu-A4 anoxande aba-3 – oku-1 umfundi ngamunye
- Isikelo – esi-1 umfundi ngamunye

ICEBO

Abafundi bangazenzela izimali zabo zamaphepha abangathanda ukuzisebenzisa, isibonelo, 'enyangeni'.

Abafundi basika bakhiphe onxande. Besusela emalini engamaphepha, bazenzela imali engamaphepha ngokudweba izithombe emacaleni womabili bese bebhala inombolo ecaleni elinye kunxande ngamunye.



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.



Isiteshi sokusebenzela 2

Okudingayo

- Izinto zokubala
- Idayisi – eli-1 umfundi ngamunye
- Ikhasi elingu-A4 – eli-1 umfundi ngamunye
- Amakhrayoni
- Inhlama yokudlala
- Ikhadi elinamachashazi likaNombolo 2 (kuthathwe kwi-*Khithi Yezinsiza*) – eli-1 umfundi ngamunye

Abafundi badweba ubhasikidi wokuthenga ekhasini elingu-A4. Bagingqa idayisi bese bengeza okubili emachashazini avezwe idayisi. (Bangasebenzisa ikhadi elinamachashazi lenombolo 2 ukwelekelela.) Bagingqa le nombolo yamabhola enziwe ngenhlama yokudlala bese bebeka amabhola (ezithelo) kubhasikidi. Bayawuphinda lo msebenzi.

Isiteshi sokusebenzela 3

Okudingayo

- Ithempulethi yofudu engu-A4 (ikhasi 219) – e-1 kumfundi ngamunye
- Izinto zokubala eziyimibala (*Ikhithi Yezinsiza*)
- Amakhadi anamachashazi 1–8 (*Ikhithi Yezinsiza*)
- Amakhrayoni

Beka amakhadi anamachashazi abheke phansi etafuleni. Abafundi abaphendule ikhadi elinamachashazi. Bathola ucezu lwegobolondo lofudu olunombolo efana neyamachashazi bese bebeka inombolo efanele yezinto zokubala kula machashazi. Bayawuphinda lo msebenzi bependa amachashazi ngesikhathi bebala.



Isiteshi sokusebenzela 4

Okudingayo

- Amakhadi ezimpawu zezinombolo kanye nezithombe 1–8 (*Ikhithi Yezinsiza*) komfundi ngamunye
- Okokubamba inyama eyosiwayo/ isaladi komfundi ngamunye
- Amabhulokhi okhuni

Beka amakhadi ezinombolo abheke phansi. Abafundi baphendula amakhadi besebenzisa izinto zokubamba ukunqwabela isibalo esithile samabhulokhi esikhonjiswe ekhadini, elinye libe 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.

Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

Izihloko

- Chaza, ulandelanise bese uqhathanisa izinombolo eziphelele
- Ubudlelwano bezinombolo
- Ukubona izinombolo
- Ukuxazulula izinkinga ngokwesimo

Ulwazi olusha

- Ukwenza amaqoqo, uhhafu
- Kufike kokuthathu ngaphezulu (usebenzisa amakhadi anamachashazi)
- Ukuhlela amaqoqo kusukela kokuncane kakhulu kuya kokukhulu kakhulu

Zejwayeze

- Ukubala ngomlomo: uye phambili 1–20 nangaphezulu, uhlehle 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–8
- Ukuxazulula izinkinga 1–8
- Ukugxilisa ulwazi lwezininombolo 1–8
- Okuningi, okuyingcosana, okuningi kakhulu, okuncane kakhulu, okulinganayo
- Kubili/kuthathu okuningi (ngaphezulu)/okuyingcosana

Ulwazimagama olusha olusetshenziswa ezibalweni

uhhafu

Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izitikha/amakhadi amancane obuso obumamathekayo – oku-1 kumfundi ngamunye
- amakhadi amancane angama-36 anezithombe zezilwane, sisinye sibe nefrizi yesilwane (ikhadi elilodwa elinendlovu, amakhadi amabili lilinye libe nedube, amakhadi amathathu ngalinye libe nobubhibhi, njalonjalo)
- amaphepha/amakhadibhodi ayisi-8 ezindilinga ezisikwe zakhishwa (ezingu-40 cm ububanzi)
- izindilinga ezi-2 ezincane ezisikwe zakhishwa: ebomvu neluhlaza satshani
- imvilophi ezolingana namakhadi anamachashazi
- iziqukathi eziyisi-8 ezimakiweyo 1–8 zezithombe zezilwane
- izimvilophi ngayinye enegama lomfundi kanye namakhadi ama-5 ezimpawu zezinombolo (phakathi koku-1 noku-8) – oku-1 umfundi ngamunye
- imaphakathi lezimbali ezinezinombolo 1–8 kuzo namagqebe angama-30 umfundi ngamunye
- izikwele ezincane zeselofeni/zethinifoyili zokugoqa amaswidi – ezingama-30 abafundi ngababili
- inhlama yokudlala
- izikhwama ezincane eziyisi-8 zepulastiki ezinoziphu ezinamalebuli 1–8 kubafundi ngababili
- amakhadi angenalutho (5 × 5 cm) – ayisi-8 abafundi ngababili
- amasethi ama-4 amakhadi ezimpawu zezinombolo 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 yekilasi lonke

Usuku 1

Okudingayo

- Umlolozelo: *Umkhumbimkhathi* (ikhasi 201)
- Imikhumbimkhathi eyi-10 ngamunye ube namawindi ayi-10 (kuthathwa eSontweni 9)
- Izitikha/amakhadi amancane anobuso obumamathekayo – oku-1 umfundi
- Amahulahuphu ama-2
- Amakhadi ezithombe zamagundane ayisi-8
- Izindilinga ezi-2 ezincane ezisikwe zakhishwa: ebomvu kanye neluhlaza satshani

1. **Umlolozelo:** Yisho umlolozelo, *Umkhumbimkhathi* uthathwa oSontweni 9.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala babe indilinga. Behlangene babala imikhumbimkhathi ngesikhathi uyibeka ibe yindilinga kumata. Nikeza umfundi ngamunye isitikha/ikhadi lobuso obumamathekayo. Abafundi banikezana ithuba ngokunamathelisa izitikha zabo emawindini omkhumbimkhathi, elokuqala/elesibili/elesithathu, njalonzalo. Bala 1–10 besenza lokhu.



Imibuzo ekuholayo:

- ★ Siyokwazi kanjani lapho umkhumbimkhathi wokuqala 'usunabantu abayi-10'?
- ★ Singazi kanjani ukuthi singaqala nini ukufaka 'abantu' kumkhumbimkhathi wesibili?
- ★ Uma ucabanga singaba nazo izitikha ezanele umkhumbimkhathi wesibili?
- ★ Mingaki imikhumbimkhathii esinazo/esazidinga izitikha? Bala abantu abakumikhumbimkhathi sebehlangene.

4. **Ukwakhiwa kwamaqembu; ukwethula uhhafu:** Nika abafundi abayisishiyagalombili ngamunye isithombe segundane. Beka amahulahuphu amabili kumata.

Imibuzo ekuholayo:

- ★ Singenza kanjani ukuqiniseka ukuthi ihulahuphu ngayinye inesibalo esilinganayo samagundane?

Abafundi bafaka amagundane amane kwihulahuphu eyodwa namanye amane kule enye. Chaza ukuthi uma sifaka isibalo esilinganayo samagundane kwihulahuphu ngayinye, sithi uhhafu wamagundane ukwihulahuphu eyodwa nomunye uhhafu wamagundane ukwenye ihulahuphu.

ICEBO

Chazela abafundi ukuthi baqhubeke nokufaka 'abantu' kumkhumbimkhathi ngezinye izinsuku.

ICEBO

Izithombe zegundane zingananyatheliswa emqheleni ukwengeza ihlayana.



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.

Dlala lo mdlalo wemvula. Abafundi abahleli baba yindilinga bashaya phansi ukwenza umsindo wamaconsi emvula. Abafundi abayisishiyagalombili bagxuma yonke indawo naphakathi kwamahulubhu emvuleni. Uma ubakhombisa indilinga ebomvu, imvula iyanqamuka. Abafundi abanguhhafu bama kwihulubhu eyodwa omunye uhhafu ube kwenye ihulubhu. Bakhombise indilinga eluhlaza satshani ukukhombisa ukuqala kwemvula futhi.

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

Usuku 2

Okudingayo

- Imikhumbimkhathi eyi-10
- Izitikha/amakhadi obuso obumamathekayo – oku-1 umfundi ngamunye
- Iculo: *Izindlovu eziyisishiyagalombili* (ikhasi 201)
- Amakhadi anezithombe zezilwane angama-36
- Iphrestikhi
- Izindilinga ezisikwe zakhishwa ezi-2

1 • kunye	2 •• kubili
3 ••• kuthathu	4 •••• kune
5 ••••• kuhlano	6 ••••• isithupha
7 ••••• isikhombisa	8 ••••• isihyagalombili

ICEBO

Beka amakhadi ezilwane ehlukene eziqathini bese ubeka isitsha samabhulokhi axhumekayo etafuleni lezibalo. Abafundi bangahlela amabhulokhi axhumekayo ngamaqoqo ukuqondanisa nenombolo yezilwane eziqathini ngasinye.

1. **Iculo:** Cula iculo, *Izindlovu eziyisishiyagalombili*. Bhekisa efrizini yezinombolo ngenkathi ucula. Lingisa amavesi 1 no-2
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi othathwe oSukwini 1. Abafundi banikezana ithuba lokunamathelisa izitikha/amakhadi abo emawindini omkhumbimkhathi.
4. **Ukwakhiwa kwamaqembu; uhhafu:** Phinda umsebenzi othathwe oSukwini 1 usebenzise amakhadi anezithombe zamadada ayisithupha. Bese-ke wenza lo msebenzi ngamakhadi anezithombe zezinkawu ayisihlanu.

Imibuzo ekuholayo:

- ★ Ngabe uhhafu weqembu lezinkawu ungakwazi ukuma ehuphini eyodwa bese nomunye uhhafu ube kwenye?
- ★ Kungenzeke ngani lokho?
- ★ Ingama kuphi inkawu eyodwa?

Phinda ngamanye amaqembu ezilwane.

5. **Ukwakhiwa kwamaqembu; uhhafu – izithombe:** Beka odongeni izindilinga ezimbili ezisikiwe zakhishwa. Nika abafundi abayisishiyagalombili ngamunye ikhadi legundane.

Imibuzo ekuholayo:

- ★ Ungakwazi ukufaka uhhafu wamagundane endilingeni eyodwa bese omunye uhhafu wamagundane uwufake kwenye indilinga? Phinda lo msebenzi ngamakhadi anezithombe zamasele ayisikhombisa.

Imibuzo ekuholayo:

- ★ Kungani singeke safaka uhhafu weqembu lamasele endilingeni ngayinye?

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

Usuku 3

Okudingayo

- Imikhumbimkhathi eyi-10
- Izikhathi/amakhadi obuso obumamathekayo – oku-1 umfundi ngamunye
- Iculo: *Izindlovu eziyisishiyagalombili* (ikhasi 201)
- Umdlalo: Ngabhalela umngani wami incwadi (ikhasi 201)
- Amakhadi angama-30 ezimpawu zezinombolo, amachashazi, izithombe kanye namagama 1–8 (*Ikhithi Yezinsiza*)
- Imvilophi enamakhadi amabili anamachashazi 1–4 (*Ikhithi Yezinsiza*)

1. **Iculo:** Cula iculo, *Izindlovu eziyisishiyagalombili*. Lingisa amavesi 3 no-4.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi othathelwe oSukwini 1. Abafundi banikezana ithuba lokunamathisela izikhathi/amakhadi abo emawindini omkhumbimkhathi.

Imibuzo ekuholayo:

- ★ Mingaki imikhumbimkhathi esadinga abantu kuyona?
- ★ Mingaki esinabantu abayishumi kuyona?
- ★ Ucabanga ukuthi sizozeda ukufaka abantu kule mikhumbimkhathi eyishumi kusasa?
- ★ Lokho ukusho ungani?

Bala abantu kumkhumbimkhathi ngamunye kule 'esiphelele' 1–10.

4. **Ukuzejwayeza 1–8, umdlalo wamakhadi anamachashazi:** Abafundi bahlala endilingeni. Banikeze amakhadi ezimpawu zezinombolo noma amagama kusukela koku-1 kuya kokuyisi-8 umfundi ngamunye. Dlala umdlalo othi, Ngabhalela umngani wami incwadi. Beka amakhadi ezinombolo anamachashazi amabili phakathi koku-1 noku-4 emvilophini. Umfundi oyedwa uhamba ngaphandle kwendilinga ngenkathi ikhathi liqhubeke nokusho umlolozelo. Umfundi uqathaza imvilophi ngemuva komunye umfundi bese egijima azungeze indilinga. Emva kokuxosha lo mfundi oqhathaze imvilophi, umfundi oyicoshile imvilophi uyayivula. Uzobe esephakamisa ikhathi elilodwa, abuye aphakamise naleli elinye, awaphakamise omabili. Buza abafundi bonke le mibuzo:

- ★ Ubani onenombolo eqondene nale nombolo esekhadini elinamachashazi u_____ alibambile?
- ★ Ubani onenombolo eqondene nenombolo yamachashazi asemakhadini omabili u_____ awaphakamisile?

Abafundi babamba amakhadi ezimpawu zezinombolo noma amagama phezu kwamakhanda abo bese besho inombolo.

Shintsha amakhadi amachashazi asemvilophini. Abafundi baphinde badlale umdlalo othi, Ngabhalela umngani wami incwadi futhi.

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

**ICEBO**

Lo mdlalo udlaleka kahle kakhulu ngaphandle ukuze abafundi babe nesikhala sokugijima bazungeze indilinga.

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.

Usuku 4

Okudingayo

- Iculo: *Izindlovu eziyisishiyagalombili* (ikhasi 201)
- Umdlalo: Ngabhalela umngani wami incwadi (ikhasi 201)
- Imvilophi enamakhadi amabili anamachashazi 1–4 (*Ikhithi Yezinsiza*)
- Ingubo yokulala (ubungako bayo buzoya ngobukhulu bendawo ekhona)
- Umugqa wezinombolo
- Izitsha eziyi-8 ezimakiwe 1–8, ezinamakhadi anezithombe zezilwane phakathi
- Amakhadi ezinombolo anezithombe 1–8 (*Ikhithi Yezinsiza*)
- Izindilinga eziyi-8 ezisikiwe zakhishwa

1. **Iculo:** Cula iculo, *Izindlovu eziyisishiyagalombili*. Lingisa amavesi 5 no-6.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka ingubo yokulala kumata. Abafundi bahlale ngasonqenqemeni.

Imibuzo ekuholayo:

- ★ Ungayifaka iminwe eyi-10, 3, 7; izinyawo ezi-2; izinzwane eziyi-5 engubeni yokulala?

Cela abafundi abayishumi ukuba emunye afake umunwe owodwa engubeni yokulala; abafundi abayishumi emunye afake unyawo olulodwa engubeni yokulala; abanye abayishumi emunye afake isandla esisodwa engubeni yokulala, njalonjalo.

- ★ Mingaki iminwe/izandla/izinyawo ezisengubeni yokulala manje?

4. **Ukuzejwayeza 1–8:** Phindaphinda lo mdlalo othi, Ngabhalela umngani wami incwadi, kuthathwe oSukwini 3. Abafundi abakhombise izimpawu zezinombolo ezisemgqeni wezinombolo ukumela inombolo ephelele yamachashazi kumakhadi amabili asemvilophini.

Imibuzo ekuholayo:

- ★ Le nombolo ingaphambi noma ngemuva kuka-8/5, njalonjalo?

5. **Ukuhlela amaqoqo; okuncane kakhulu kuya kokukhulu kakhulu:** Beka iziqukathi 1–8 ezinamakhadi anezithombe ngokungahleliwe nje kumata. Abafundi ngamunye akathathe ikhadi lezilwane eziqukathini eziyisishiyagalombili. Beka izindilinga ezisikiwe zakhishwa eziyisishagalolunye ngokungahlelekile kumata. Phakamisa ikhadi lezinombolo ezinesithombe bese ulibeka eduze kwendilinga eyodwa. Abafundi abanamakhadi aqondene namakhadi anezilwane bawabeka kuleyo ndilinga.

Imibuzo ekuholayo:

- ★ Iliphi iqembu lezilwane elinamakhadi ayingcosana kakhulu/amaningi kakhulu?
- ★ Imaphi amaqembu anamakhadi ayingcosana/amaningi kuneqembu elinamakhadi anezinkawu?
- ★ Iliphi iqembu elinamakhadi ayingcosana/amaningi?
- ★ Singawahlala kanjani la maqoqo amakhadi kusukela eqoqweni elinayingcosana kakhulu/eqoqweni elincane, kuya eqoqweni elinamakhadi amaningi kakhulu/eqoqweni elikhulu?

Abafundi babeka imibono yabo ngesikhathi uhlela amaqembu.

Didanisa uhlelo lwendlela iziqukathi ezibekwe ngayo emaqenjini.



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 ekuholayo:

- ✦ Ngingenzani ukumisa iziqukathi ngohlelo olufanayo nolwamaqembu aseziyingini?
 - ✦ Kufanele yini ukuba zihleleke ngokulandelana okufanayo? Usho ngani?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Usuku 5**Okudingayo**

- Iculo: *Izindlovu eziyisishiyagalombili* (ikhasi 201)
- Umdlalo: Ngabhalela umngani wami incwadi (ikhasi 201)
- Imvilophi enamakhadi amabili anamachashazi 1–4 (*Ikhithi Yezinsiza*)
- Isethi yamakhadi anamachashazi 1, 2, 3 kanye no-4 (*Ikhithi Yezinsiza*)
- Itheyiphu yokumboza/ushoki

1. **Iculo:** Culani iculo, *Izindlovu eziyisishiyagalombili*. Lingisani ivesi 7 kanye no-8.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi othathwe oSukwini 4.
4. **Umgudu wokugxuma:** Sebenzisa itheyiphu yokumboza/ushoki ukwenza iladi lezinombolo 1–8. Abafundi bayagxuma ngesikhathi ikilasi libala 1–8.

Imibuzo ekuholayo:

- ✦ Ungama yini kunombolo 7 bese ugxumela kunombolo 1, njalunjalo?
5. **Ukuzejwayeza 1–8; ukuhlanganisa; okuningi kakhulu/okuncane kakhulu:** Phinda lo mdlalo othi, Ngabhalela umngani wami incwadi, othathwe oSukwini 3 usebenzisa izimpawu zezinombolo, izithombe kanye namakhadi anamachashazi 1–8, kanye namakhadi amabili anamachashazi asemvilophini.

Uma umfundi ekhombisa amakhadi amabili anamachashazi asemvilophini, sebenzisa amanye amakhadi amathathu anamachashazi ukumela isamba esifanayo, isibonelo, amachashazi amabili kanye namachashazi ayisihlanu angakhonjiswa njengechashazi elilodwa, amachashazi amane, kanye namachashazi amabili, njalunjalo.

Imibuzo ekuholayo:

- ✦ Imaphi kula makhadi amathathu anamachashazi amaningi kakhulu/amancane kakhulu?
 - ✦ Yiliphi elinayingcosana kunaleli?
 - ✦ Ayingcosana ngamangaki?
- Phakamisa ikhadi elilodwa elinamachashazi.
- ✦ Uma sengeza amachashazi kuleli khadi kumachashazi asekhadini lawo u_____ asikhombisa lona, mangaki amachashazi uma esewonke?
 - ✦ Ubani onekhadi lezinombolo eliqondana nale nombolo?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Ukudidiyela**

Ulimi Lwasekhaya: Ukubhala Kokuqala.

Amakhono Empilo: Ubuciko Bokusungula (ubuciko obubonakalayo nokulingisa).

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 yamaqembu amancane

Umsebenzi oholwa uthisha

Okudingayo

- Iphosta 5
- Isiqukathi esinezinto zokubala eziyimibala
- Amakhadi ezinombolo anamachashazi, izithombe nezimpawu 1–8 (*Ikhithi Yezinsiza*)
- Isitsha kumfundi ngamunye esinalokhu:
 - Izinto zokubala eziphakathi koku-1 kanye nokuyi-10
 - Amakhadi ezimpawu amagama 1–8 (*Ikhithi Yezinsiza*)
- Izivalo ezi-2 zepulastikhi umfundi ngamunye

1. **Ukuxazulula izinkinga:** Xoxa ngePhosta 5. Khuluma ngamatshe asemfuleni.

Imibuzo ekuholayo:

- ★ Ungawuwela kanjani umfula uma ungafuni ukumanzisa izicathulo zakho?
- ★ Mangaki amatshe owabona emfuleni?
- ★ Umama uhambe wadlula uhhafu wamatshe. Mangaki amatshe okusafanele awadlule?

2. **Okuningi ngaphezulu/okuyingcosana, okuningi kakhulu/okuncane kakhulu, okulinganayo:** Hlala engubeni yokulala. Abafundi babeka izinto zokubala zabo zibe yinqwaba ngaphambi kwabo. Yenzani sengathi ninephikinikhi kanti izinto zokubala zingamaswidi.

Imibuzo ekuholayo:

- ★ Ubani onamaswidi amaningi kakhulu/amancane kakhulu?
- ★ Ubani onamaswidi angaphezulu kwamane/ayingcosana kunamaswidi ayisihlanu?
- ★ Ungangikhombisa amaswidi ayisithupha, ayingcosana/angaphezulu kwayisithupha?
- ★ Ukhona kinina onesibalo esifanayo samaswidi?
- ★ Ungawenza amaqoqo amabili ngohhafu wamaswidi akho eqoqweni ngalinye?

Phinda ezinye izinombolo.

3. **Ukubala izinto:** Kukhona okubonayo kwiPhosta 5 okuqondana nesibalo samaswidi onawo?
4. **Ukuzejwayeza 8 – amakhadi anamachashazi, izithombe nezimpawu:** Khombisa abafundi amakhadi anamachashazi, ngalinye ngesikhathi esisodwa. Umfundi ngamunye unikezwa ithuba lokubiza inombolo emelwe ikhadi ngalinye bese ekhomba uphawu lwenombolo noma ikhadi elinezithombe ezihambelanayo.
5. **Ukuzejwayeza 8 – izimpawu zezinombolo, amagama ezinombolo, nezinto zokubala:** Abafundi bahlela izimpawu zezinombolo kanye namakhadi amagama kusukela kwencane kakhulu kuya kwenkulu kakhulu (1–8) kuqondane nezinto zokubala (amaswidi).

Imibuzo ekuholayo:

- ★ Iliphi iqoqo elinamaswidi ayi-7, 5, 8?
- ★ Iliphi iqoqo lamaswidi elinamaswidi ayingcosana ngamathathu/angaphezulu ngamabili kunaleli qoqo elinamaswidi ayisithupha?
- ★ Iliphi iqoqo elinamaswidi amaningi kakhulu/amancane kakhulu?



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.



ICEBO

Vumela abafundi ukuba basebenzise izivalo ezingaphezu kwezimbili emu nye. Benze bazishukuze bese behlakaza, baqhathanise isibalo samaswidi asezivalweni.

6. **Xukuza bese uhlukana:** Abafundi basebenzisa amaswidi ayisishiyagalombili ukuxukuza babuye bahlakaze. Xoxa ngenhlanganisela yezinto zokubala zomfundi ngamunye ngesikhathi eqhathanisa ukuthi ulihlakaze kanjani iqoqo lamaswidi ayisishiyagalombili.



Imibuzo ekuholayo:

- ★ Mangaki amaswidi onawo esivalweni ngasinye?
- ★ Maningi/ayingcosana ngokungakanani amaswidi onawo kulesi sivalo kunakulesi esinye?
- ★ Mangaki amaswidi onawo ezivalweni zombili?



Hlola ukuthi abafundi bayakwazi uku:-

- hlonza uhhafu eqoqweni
- qaphela kuze kufike kokungaphezulu ngokuthathu/okuyingcosana ngokuthathu; okuningi kakhulu/okuncane kakhulu, okuningi/okuyingcosana
- hlela amaqoqo kusukela kokuncane kakhulu kuya kokukhulu kakhulu
- qaphela, ukuqondanisa, ukunika igama nokuhlela izimpawu zezinombolo, amagama ezinombolo kanye namakhadi anamachashazi 1–8
- xazulula izinkinga 1–8

Isiteshi sokusebenzela 1

ICEBO

Uma abafundi befuna, bangabhala noma bakopishele izinombolo zamakhaya abo, noma izinombolo zezingcingo zabo ezimvilophini uma sebeqede umsebenzi.

Okudingayo

- Amabhulokhi axhume kayo (*Ikhithi Yezinsiza*)
- Izimvilophi ezinamagama abafundi anamakhadi ayisi-5 ezimpawu zezinombolo 1–8 kuleyo ngayinye
- Imichilo etshutshwayo – o-1 kumfundi ngamunye
- Amakhokhi

Abafundi batshutshela amabhulokhi axhume kayo ngokwamakhadi ezinombolo asezimvilophini 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.



Isiteshi sokusebenzela 2



Okudingayo

- Inhlama yokudlala
- Izingcezu zeselofeni/zethinifoyili zokugoqa amaswidi enhlama yokudlala
- Abafundi ngababili:
 - Izikhwama eziyisi-8 zepulastiki ezinoziphu ezinamalebula 1–8
 - Amakhadi angenalutho ayisi-8
 - Amapensele

Abafundi ngababili abagingqa amaswidi enhlama yokudlala bese beyawagoqa. Bafaka isibalo esifanele samaswidi esikhwameni ngasinye bese behlela izikhwama kusukela koku-1–8. Babhala izinombolo 1–8 bazibeke ezikhwameni eziqondene nazo.

Isiteshi sokusebenzela 3

Okudingayo

- Amasethi ama-4 amakhadi ezimpawu zezinombolo 1–8

Abafundi basebenza ngababili. Babeka amakhadi abheke phansi ngobuso etafuleni banikane ithuba ngokuphendula amakhadi amabili. Uma eqondana bazowagcina. Uma engaqondani bazowaphendula bawabhekise phansi futhi bazame ukubamba ngekhandi lokho abakubonile benzele isikhathi esizayo.



Isiteshi sokusebenzela 4

Okudingayo

- Imaphakathi lezimbali elinezinombolo 1–8
- Amagqebe ezimbali angama-30 umfundi ngamunye
- Ikhasi elingu-A3
- Amakhrayoni aluhlaza satshani

Abafundi bahlela banamathisele ekhasini imaphakathi lezimbali 1–8. Bazonamathisela isibalo samagqebe ezimbali esifanele embalini ngayinye bese bedweba isiqu esiqondana nezinombolo zamaqabunga.



Ukuhlola

Ithemu 3: Isibonelo sokuhlola okuqhubekayo

Ukhiye	IZINOMBOLO, IZIMPAWU KANYE NOBUDELELWANE BAZO	UKUPHAWULA
✓ = usefanele ● = ufanele ngokungaphelele ✗ = akakafaneli	Uyezibala izinto: 1-10 Ubala ngomlomo aye phambili: 1-20 nangaphezulu Ubala ahlehle: 10-1 Uyazihlonza izimpawu zezinombolo: 6 Uyazihlonza izimpawu zezinombolo: 7 Uyazihlonza izimpawu zezinombolo: 8 Uqaphele izinombolo ezimweni eziwayelekile Uyakwazi ukugxillisa: 1, 2, 3, 4, 5 Uyakwazi ukugxillisa: kunye, kubili, kuthathu, kune, kuyisihlanu Uhlonza futhi achaze izinombolo eziphelele 1-8 Uyaziqhathanisa izinombolo: okukhulu – okuncane; okukhulwana) okukhulu kakhulu – okuncane kakhulu; ezinkulu kakhulu – okuncane kakhulu Uyazihlela (uyazilandelana) izinombolo kusukela kwezincane kakhulu kuya kwezinkulu kakhulu futhi kube ezinkulu kakhulu kuye kwezincane kakhulu Uyaziqonda izinombolo ezisho isikhundla: okuqala, okwesibili, okwethathu, okwesine, okweshlanu, okokugcina, olandelayo Uyazixazulula izinkinga zezinto eziphathekayo: 1-8 Uyazixazulula izinkinga esebenzisa izinto zokubala noma izitebhisi zezinombolo: 1-8 Uhlanganisa aphinde asuse esebenzisa izinto eziphathekayo: 1-8 Uyahlukenisa phakathi kokuningi kakhulu kuna-, okuyingcosana kuna-, kanye nokulinganayo nokuthile Uyaiqaphelisisa imali yaseNingizimu Afrika ewuhlweza nengamaphepha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Uhlonza imali yaseNingizimu Afrika ewuhlweza nengamaphepha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Ikhodi yokuphelisa	
Amagama abafundi Usuku		

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Creates own pattern with pictures</p>	<p>Follows directions: forwards and backwards, left and right</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D objects according to similarities and differences</p> <p>Recognises and applies crossing the midline</p>	<p>Measures and compares objects according to length, mass and capacity/volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Analyses data using questions</p> <p>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
<p>Learners' names</p>					
<p>Date</p>					

Ukhiye	AMAPHETHINI, AMAFANKSHINI KANYE NE-ALJEBHRA	INDAWO NESIMO (JIYOMETHRI)	ISILINGANISO	UKUSETSHENZISWA KOLWAZI	UKUPHAWULA
<p>✓ = usefanele</p> <p>● = ufanele ngokungaphelele</p> <p>✗ = akakafaneli</p>	<p>Uhlonza amaphethini alula aphindaphindayo</p> <p>Ukopisha elule amaphethini alula aphindaphindayo</p> <p>Wakha amaphethini anezithombe</p>	<p>Ulandela inkombandlela: phambili nasemuva; kwesokunxele nakwesokudla</p> <p>Uchaza, ahlele, aqhathanise izinto ezingu-3-D kuye ngokufana nokuhlukana kwazo</p> <p>Uchaza, ahlela bese eqhathanisa izimo ezingu-2-D kuye ngokufana nokuhlukana kwazo</p> <p>Uqaphela asebenzise ukuwela umgqa ophakathi nendawo</p>	<p>Ulinganisa aqhathanise izinto ngobude, ngesindo kanye nomthamo/volumu</p> <p>Uhlukanisa phakathi kokukhulu, okukhulu kakhudlwana/(okukhudlwana), okukhulu kanye nokuncane, okuncane (okuncane kakhudlwana), okuncane kakhulu</p>	<p>Uqopa izinto ngobungako bazo</p> <p>Uhlunga izinto eziziqoqive</p> <p>Umla amaqopo ezinto</p> <p>Uhlayiza ulwazi olutholakalele esebenzisa imibuzo</p> <p>Uxoxa futhi abike ngamaqopo izinto eziziqoqive zahlungwa</p>	<p>Ikhodi yokuphelelisa</p>
<p>Amagama abafundi</p> <p>Usuku</p>					

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.

Izinsiza

Amaculo, imilolozelo nezindaba

Isonto 1

Umlolozelo: *Yisikhathi samaphethini*

Yisikhathi samaphethini,
Yisikhathi samaphethini,
Nyakazis' umzimba wakho lapho
nginyakazis' owami.
Nyakazisa izandla zakho.
Nyakazis' izinyawo zakho.
Sukuma bo, hlala phansi, yenza
okuthile ngobunono.
Iphethini ozolizwa manje lisha. Umzimba wakho
uzokwenzani na?
Shaya izandla,
Gxoba phansi ngezinyawo, yenza okuthile
ngobunono.
Iphethini osuzolizwa lisha. Umzimba wakho
uzokwenzani na?
Gxumel' emoyeni,
Gxuma ngonyawo olulodwa, yenz'
okuthile ngobunono.

Indaba: *Indaba kanombolo 6 (kube nethempulethi yeFrizi kanombolo 6)*

Kwalandela amaDada ayisithupha. Abe ewumndeni. Kwakukhona ubaba, ugogo, umkhulu, ubabekazi, namachwane amabili. Lokhu kusho ukuth kwakunabadala abane namachwane amabili emndenini wabayisithupha.

Uphawu lwenombolo 6 negama lenombolo isithupha kwakungaphambi endlini lapho wonke umuntu wayengakubona khona. Nezinsimbi ezikhalayo zomnyango zazingaphambili emnyango. AmaDada akazange abeke chibi endaweni yokuphumula noma ubhavu endlini yokugezela, noma ayekuthanda kangaka ukubhukuda. Ancamela ukubhadazela ehlele emfudlaneni oseduze kwendlu. Ayekwenza lokhu ngoba zaziziningi izinambuzane eduze nomfula, ngakho ayezokwazi ukufuna ukudla kwawo emanzini nasosebeni lomfula. Ubaba udada wenza isiqiniseko ukuthi amachwane lawa ayisithupha ngalinye lidla amabhungane ayisithupha njengesidlo sasekuseni, ojekamanzi abayisithupha besidlo sasemini kanye nomiyane abayisithupha besidlo sasebusuku. Abadala badla okungaphezulu kwalokho ngoba kwakufanele bagcwalise izisu zabo ezinkulu.

AmaDada ayenomcimbi ukubungaza umuzi wawo omusha. Zonke izilwane zeza. INdlovu eyodwa esuka endlini engunombolo 1, amaDube amabili asuka endlini engunombolo 2, uBubhibhi obuthathu obusuka endlini engunombolo 3, iziNdulamithi ezine ezisuka endlini engunombolo 4 kanye neziNkawu ezinhlanu ezisuka endlini engunombolo 5. Bonke beza nokudla kwabo ngoba akuyibo bonke abathanda ukudla izinambuzane.

Isonto 2

Iculo: *Amadada amancane ayisithupha*

Amadada amancane ayisithupha ayobhukuda
suku lumbe
ngaleya kwegquma, kude le.
UBab' udada wathi, 'Kwe, kwe, kwe, kwe,'
Amahlanu amancane kuphela akhunsazel' emuva.
(*Phinda kokuhlanu, okune, okuthathu, okubili*)
Idada elilodwa elincane layobhukuda suku lumbe
ngaleya kwegquma, kude le.
UBab' udada wathi, 'Kwe, kwe, kwe, kwe,'
Awekho amadada amancane akhunsazel' emuva.
UBab' udada wavakasha ngolunye usuku
ngaleya kwegquma, kude le.
UBab' udada wathi, 'Sekuyisisikhathi
sokubuyela emuva,'
Amadad' ayisithupha amancane
akhunsazel' emuva.

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.

Isonto 3

Iculo: Amasele ayisikhombisa aluhlaza satshani anamachashazi

Amasele ayisikhombisa aluhlaza satshani anamachashazi

Ayehlezi esigodweni esinamachashazi

Edla izimpukane ezimnandi kakhulu.

Elilodwa lagxumel' echibini

Lapho kwakumnandi khona, kupholile

Kwase kuba khona amasele ayisithupha anamachashazi.

Klo-klo. Klo-klo.

(Phinda okuhlanu, okune, okuthathu, okubili, okukodwa)

Awabe esaba khona amasele aluhlaza satshani anamachashazi.

Klo-klo. Klo-klo.

Indaba: Indaba kanombolo 7 (kube nethempulethi yeFrizi kanombolo 7)

Kwase kufika amaSele ayisikhombisa. Ayengabangani bamaDada ayisithupha okuyiwona ayebaxoxele ngobumnandi obabukhona ekhaya elisha. AmaDada amema amaSele ukuba abe ngomakhelwane bawo. AmaSele ayedinga indawo yokugxuma eyanele ngaphandle kokuzishayisa ngamakhanda ezindongeni noma kusilingi wendlu, futhi yilelo nalelo lalifuna igumbi lokulala lalo nje. Ayegxumagxuma eshona phansi naphezulu ebuka nasemaceleni nangaphakathi ase enquma ukuthi ngoba wona mancanyana kunezinye izilwane ezisezindlini 1 kuya ku-6, azonethezeka kahle uma ethola indawo enkulu ngokwanele.

Uphawu lwenombolo 7 negama lenombolo yesikhombisa kwakungaphambili endlini lapho kwakuzobonwa khona nguye wonke umuntu. Zonke izinsimbi zasemnyango eziyisikhombisa zazisemnyango. AmaSele ayisikhombisa ayengawusebenzisi umnyango ongaphambili encamela ukugxumela ngaphakathi nangaphandle kwamawindi. Ayekujabulela ukubona ogxuma kakhulu aye phezulu kunabanye.

Ayefuna ubhavu omkhulu egumbini ngalinye lokulala kulawa ayisikhombisa ukuze abhukude noma nini lapho efisa. Abuye akha ichibi egumbini lawo lokuphumula. Lalinamaqabunga omnduze ayisikhombisa ukuze lelo nalelo libe nendawo yokuhlala. Lapho ezinye izilwane zifika zizowemukela zafica la maSele ayisikhombisa ebhukuda ndawonye echibini elingaphakathi egumbini lokuphumula. Yilelo nalelo lamaqabunga omnduze ayisikhombisa lalinembali ehle ephuzi eyayimila eduze kwalo, ezinye izilwane ezazivame ukuzoyibuka.

Iculo: Okukodwa okuncane, okubili okuncane

Owodwa omncane, emibili emincane, iminwe emincane emithathu

Emine emincane, emihlanu emincane, iminwe emincane eyisithupha

Eyisikhombisa emincane, eyisishiyagalombili emincane, iminwe emincane eyisishiyagalolunye

Sonke sineminwe eyishumi.

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.

Isonto 4

Iculo: *Unxande*

(Ngeshuni ka-B-I-N-G-O noma leyo aziqambela yona uThisha)

Kunesimo esinamacala amane,
Akusona isikwele, CHA!

Unxande,

Unxande,

Unxande,

Asifani nesikwele, CHA!

Amacala amabili made,

Amacala amabili mafushane.

Asifani neze, CHA!

Unxande,

Unxande,

Unxande,

Amacala awafani, CHA!

Iculo: *Lubhi lu*

(Ishuni: UThisha angaziqambela ishuni evumayo)

Nazo-ke asihambe *lubhi-lu*,

Nazo-ke asihambe *lubhi* sekuyakhanya,

Nazo-ke asihambe *lubhi-lu*,

Kunjalo ngoMgqibelo ebusuku.

Faka isandla sakho sesokudla ngaphakathi,

Khiphela isandla sakho sesokudla ngaphandle,

Nikina, nikina, nikina isandla sakho sesokudla,

Bese uyaphenduka njalo.

Nazo-ke asihambe *lubhi-lu*,

Nazo-ke asihambe *lubhi* sekuyakhanya,

Nazo-ke asihambe *lubhi-lu*,

Kunjalo ngoMgqibelo ebusuku.

Faka isandla sakho sesokunxele phakathi,

Khiphela isandla sakho sesokunxele ngaphandle,

Nikina, nikina, nikina isandla sakho sesokunxele,

Bese uyaphenduka njalo.

Nazo-ke *lubhi-lu*,

Nazo-ke asihambe *lubhi* sekuyakhanya,

Nazo-ke asihambe *lubhi-lu*,

Kunjalo ngoMgqibelo ebusuku.

Faka unyawo lwakho lwesokudla ngaphakathi,

Khiphela unyawo lwakho lwesokudla ngaphandle,

Nikina, nikina, unyawo lwesokudla,

Bese uyaphenduka njalo.

Nazo-ke *lubhi-lu*,

Nazo-ke asihambe *lubhi* sekuyakhanya,

Nazo-ke asihambe *lubhi-lu*,

Kunjalo ngoMgqibelo ebusuku.

Faka unyawo lakho lwesokunxele ngaphakathi,

Khiphela unyawo lwakho lwesokunxele

ngaphandle,

Nikina, nikina, nikina unyawo lwesokunxele,

Bese uyaphenduka njalo.

Nazo-ke *lubhi-lu*,

Nazo-ke asihambe sekuyakhanya,

Nazo-ke asihambe *lubhi-lu*,

Kunjalo ngoMgqibelo ebusuku.

Faka umzimba wakho wonke phakathi,

Khiphela umzimba wakho wonke ngaphandle,

Nikinina, nikina, nikina umzimba wakho wonke,

Bese uyaphenduka njalo.

Isonto 5

Iculo: *Indlovu eyodwa yaphuma yayodlala*

(Usebenzisa ushuni: 'Izindlovu ezincane ezinhlanu' noma enye oziqambele yona)

Indlovu eyodwa yaphuma yayodlala ngaphandle

Olwembini lwesicabucabu ngolunye usuku.

Yayicabanga ukuthi umsebenzi omkhulu

Yaze yabiza enye indlovu encane.

Izindlovu ezimbili zaphuma zayodlala ngaphandle

Olwembini lwesicabucabu ngolunye usuku.

Zazicabanga ukuthi umsebenzi omkhulu

Zaze zabiza enye indlovu encane.

Izindlovu ezintathu zaya ukuyodlala ngaphandle

Olwembini lwesicabucabu ngolunye usuku.

Ulwembu lwaqhekezeka, ulwembu lwaklayeka

Ngokukhulu ukushesha bonke babalekel' 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?

Isonto 6

Umlolozelo: Amagundane amancane ayisishiyagalombili

Amagundane amancane ayisishiyagalombili agaqa aphum' endlini,
Amagundane amancane ayisishiyagalombili aphumela ngaphandle ukuyodlala.
Kodwa uma ikati elikhulu libamba igundane elilodwa elincane
Amagundane amancane ayisikhombisa azobaleka!

(Phinda ngesikhombisa, ngesithupha, ngesihlanu, ngokune, ngokuthathu, ngokubili)

Igundane elilodwa elincane lagaqa laphum' endlini,
Igundane liphumela ngaphandle liyodlala.
Kodwa uma ikati elikhulu lizama ukulibamba
Lelo gundane lizothi, 'Mhlukumezi omkhulu hamba la!'

Indaba: Indaba kanombolo 8 (kuba nethempulethi yeFrizi kanombolo 8)

Kwalandela amaGundane ayisishiyagalombili. Izimpawu zenombolo 8 nenombolo yamagama yesishiyagalombili kwabekwa ngaphambili endlini lapho okwakuzobonwa khona yibo bonke. Izinsimbi zomnyango eziyisishiyagalombili zayofakwa emnyango wendlu. Amagundane ayisishiyagalombili agubha imigodi eyisishiyagalombili epulangweni laphansi emagumbini awo enza imihubhe yangaphansi komhlaba ukuze ade ephuma engena endlini evela emagunjini awo okulala ayisishiyagalombili.

Ayengawadingi amagumbi okulala amakhulu njengoba ayemancane nje. Ayesejwayele ukuhlala emasimini ngoba ayengamagundane asemasimini, kodwa awujabulela lo mbono wokuhlala emzini omusha eduze kwamaSele.

Akha igumbi lokuphumula elikhulu njengoba ayekuthanda ukudansa nemicimbi. Yilelo nalelo lalidlala insimbi yomculo. Elinye lalidlala ikhibhodi, elinye isigingci, elinye ivayolini, elinye umtshingo, elinye icilongo, elinye amarimba bese kuthi amabili adlale izigubhu. Ngakho zaziyisishiyagalombili izinsimbi zomculo endlini. Ezinye izilwane zazithanda ukulalela amaGundane ayisishiyagalombili edlala izinsimbi zomculo. Kwesinye isikhathi, zazigida nazo zisine ngezinyawo nezinselo zilandela isigqi somculo esimnandi.

Isonto 7

Umlolozelo: Ama-hot dog amancane ayisihlanu

Kunama-hot dog amancane ayisihlanu athoseka epanini. *(Misa iminwe emihlanu)*
Amafutha ashisa elinye lawo lathi BHAMU! *(Shaya izandla)*

(Phinda kane (ngeminwe emine), kathathu (ngeminwe emithathu), kabili (ngeminwe emibili), kanye (ngomunwe owodwa))

Awekho ama-hot dog athoseka epanini. *(Phakamisa isibhakela)*
Ipani lashisa kakhulu lase lithi BHAMU! *(Shaya izandla)*

Indaba: Ukuyothenga isigqoko

Ihlobo isikhathi sonyaka esithandwa uBabalwa. Uthanda isimo sezulu esishisayo nokuya epaki ayodlala. Namhlanje umama kaBabalwa uthatha umntanakhe bayothenga isigqoko ukuvikela isikhumba sakhe elangeni elishisayo. UBabalwa uyathanda ukuthenga izinto zokugqoka. Ake sihambe naye nomama wakhe njengoba beyothenga isigqoko ukuze sibone zonke izinhlobo ezehlukene zezigqoko ezisendalini.

Ezitolo kukhona izigqoko yonke indawo – izigqoko ezinqwabelene wonke amashalofu, izigqoko zezimo ezehlukene, izigqoko ezinemibala eyehlukene. UBabalwa ulinganisa izigqoko ezehlukene. Uyasithanda lesi esiphephezelayo esinezimbali ezinkulu, kodwa akakasithathi isinqumo ngombala awufunayo. Ake simeze simkethise isigqoko azosithenga. Yisigqoko samuphi umbala okumele asikhethe? Isiphi isigqoko wena obuzosikhetha na?

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!

Isonto 8

Umlolozelo: Ukuyozingela ibhubesi

(Shaya ngezandla amathanga ukubamba isigqi)

Sisohambweni lokuzingela ibhubesi,

Sizobamba elikhulu!

Lwaze lwaluhle usuku!

Asesabi thina!

Hawu, hawu! Utshani!

Utshani bukhulile, bude.

Asikwazi ukuhamba phezu kwabo! (Nikina ikhanda)

Asikwazi ukuhamba ngaphansi kwabo!

(Nikina ikhanda)

Kuzofanele sidabule phakathi kwabo.

(Nqekuzisa ikhanda)

Shwa, shwa, shwa, shwa, shwa, shwa!

(Kuhlikihlwa izandla zombili)

Sisohambweni lokuzingela ibhubesi,

Sizobamba elikhulu!

Usuku oluhle kanje!

Asesabi thina!

Hawu, hawu! Umfula!

Umfula obanzi, ojulile.

Asikwazi ukuhamba phezu kwawo!

(Nikina ikhanda)

Asikwazi ukuhamba ngaphansi kwawo!

(Nikina ikhanda)

Kuzofanele sidabule phakathi kuwo!

(Nqekuzisa ikhanda)

Xubhu, xubhu, xubhu, xubhu, xubhu, xubhu.

(Xubhuza ngezinyawo sengathi uhamba phakathi emfuleni)

Sisohambweni lokuyozingela ibhubesi,

Sizobamba elikhulu!

Lwaze lwaluhle usuku!

Asesabi thina!

Hawu, hawu! Udaka!

Udaka olujiye kanje.

Asikwazi ukuhamba phezu kwalo! (Nikina ikhanda)

Asikwazi ukuhamba ngaphansi kulo!

(Nikina ikhanda)

Kuzofanele sidabule phakathi kulo!

(Nqekuzisa ikhanda)

Xhofu, xhofu, xhofu, xhofu, xhofu, xhofu. (Phakamisa

izinyawo kancane sengathi uhamba odakeni)

Sisohambweni lokuzingela ibhubesi,

Sizobamba elikhulu!

Lwaze lwaluhle usuku!

Asesabi thina!

Hawu, hawu! Ihlathi!

Ihlathi elimnyama elethusayo.

Asikwazi ukuhamba phezu kwalo! (Nikina ikhanda)

Asikwazi ukuhamba ngaphansi kwalo!

(Nikina ikhanda)

Kuzofanele sidabule phakathi kulo!

(Nqekuzisa ikhanda)

Hlwathi, khilikithi, hlwathi, khilikithi, hlwathi,

khilikithi. (Yenza sengathi uyakhubeka)

Sisohambweni lokuzingela ibhubesi,

Sizobamba elikhulu!

Lwaze lwaluhle suku!

Asesabi thina!

Hawu, hawu! Umgede!

Umgede omkhulu omnyama.

Asikwazi ukuhamba phezu kwawo! (Nikina ikhanda)

Asikwazi ukuhamba ngaphansi kwawo!

(Nikina ikhanda)

Kuzofanele sidabule kuwona! (Nqekuzisa ikhanda)

Nyaku, nyaku, nyaku, nyaku. (Ulingisa

ukunyonyoba emi ndawonye)

Yini lokhu? (Yelula izandla wenze sengathi

kukhona okuthintayo)

Ikhala elicwebezelayo elimanzi!

Izindlebe ezimbili ezinoboya!

Amehlo amabili amakhulu!

YIBHUBESI! (Phonsa izandla phezulu emoyeni)

Shesha! Sibuyele emuva ngomgedede!

Nyaku, nyaku, nyaku, nyaku! (Nyonyoba usheshe)

Emuva sedlule ehlathini!

Hlwathi, khilikithi, hlwathi, khilikithi, hlwathi,

khilikithi. (Yenza ngathi uyakhubeka ngokushesha)

Sedlule odakeni!

Xhofu, xhofu, xhofu, xhofu, xhofu, xhofu.

(Yenza ngathi uhamba odakeni ngokushesha)

Emuva emfuleni!

Xubhu, xubhu, xubhu, xubhu, xubhu xhubhu.

(Xubhuza ngezinyawo)

Emuva otshanini!

Shwa, shwa, shwa, shwa, shwa, shwa.

(Kuhlikihlwa izindla zombili)

Ngena ngomnyango wangaphambili.

Vula umnyango. (Yenza sengathi uvula umnyango)

Yenyuka izitebhisi. (Yenza sengathi ugijima ezitebhisini)

Ukhohlwe ukuvala umnyango!

Yehla ezitebhisini. (Yenza sengathi uyehla izitebhisini)

Vala umnyango. (Yenza sengathi uvala umnyango)

Emuva ezitebhisini. (Yenza sengathi

uyazenyuka izitebhisi)

Phakathi egumbini lokulala.

Gxumela embhedeni. (Hlala phansi)

Ngaphansi kwezingubo zokulala. (Yenza

sengathi ungena ezingubeni zokulala)

Ngeke siphinde futhi siyozingela ibhubesi!

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.

Isonto 9

Umlolozelo: *Umkhumbimkhathi*

Gibela phakathi kumkhumbimkhathi
Gibela phakathi kumkhumbimkhathi
Siya enyangeni
Shesha ulunge
Sizosuka ngamandla masinyane
Faka isigqoko sokuzivikela ubophe ibhande ngqi
Nakhu ukubala okushona phansi
Ake sibale ngamandla ethu onke!
10-9-8-7-6-5-4-3-2-1 BHAAAMU!

Isonto 10

Iculo: *Izindlovu eziyisishiyagalombili*

Indlovu eyodwa encane izama ukum' iqonde,
Iyacathula phezu kwentambo.
Ikuthola lokhu kuyihlaya elihlekisayo ibize ezinye
izilwane ezincane.
Amadube amabili azam' ukuma aqonde,
Ayacathula nawo phezu kwentambo.
Akuthola lokhu kuyihlaya elihlekisayo abize
ezinye izilwane ezincane.
Ububhibhi obuncane obuthathu buzam'
ukuma buqonde,
Buyacathula nabo phezu kwentambo.
Bukuthola lokhu kuyihlaya elihlekisayo bubize
ezinye izilwane ezincane.
Izindlulamithi ezine zizam' ukuma ziqonde,
Ziyacathula nazo phezu kwentambo.
Zikuthola lokhu kuyihlaya elihlekisayo zibize
ezinye izilwane ezincane.
Izinkawu ezincane eziyisihlanu zizam'
ukuma ziqonde,
Ziyacathula nazo phezu kwentambo.
Zikuthola lokhu kuyihlaya elihlekisayo zibize
ezinye izilwane ezincane.
Amadada amancane ayisithupha azam'
ukuma aqonde,
Ayacathula nawo phezu kwentambo.
Akuthola lokhu kuyihlaya elihlekisayo abize
ezinye izilwane ezincane.

Amasele amancane ayisikhombisa azam'
ukuma aqonde.
Ayacathula nawo phezu kwentambo.
Akuthola lokhu kuyihlaya elihlekisayo abize
ezinye izilwane ezincane.
Amagundane amancane ayisishiyagalombili
azam' ukuma aqonde
Ayacathula nawo phezu kwentambo.
Ngokushesha okukhulu intambo gqashu,
bhuklu phansi zonke izilwane ezincane!

Umdlalo: *Ngabhalela umngani wami incwadi*

Umdlali oyedwa uzohamba ezungeza
ngaphandle kwendilinga nemvilophu.
Ikilasi lonke lithi:
*'Ngabhalela umngani incwadi endleleni yawa.
Omunye wenu uyicoshile wayifaka
ephaketheni lakhe.
Akuwena, akuwena, akuwena ...'*
Uma seninqume ukuthi ubani uzoyilahla emva
kwabani imvilophu, lowo muntu uzothintwa
omunye ekhanda bese ethi, *'Uwena!'*
Bese bebaleka, lowo osephethe imvilophu
ebaxosha bazungeze kanye indilinga yabafundi
bazame ukuhlala endaweni yalowo muntu
engenamuntu ngaphambi kokuba babanjwe.
Uma lowo muntu esebanjiwe kufanele ahlale
phakathi endilingeni.
Umuntu omusha ophethe imvilophu aqale
azungeze indilinga ngesikhathi abanye bethi,
'Ngabhala incwadi ...'
Umdlalo uqhubeke kanjalo-ke.

isikhombisa

7

Playdough template: Number 6

six

Tortoise (Week 9) • Ufudu (Isonto 9)

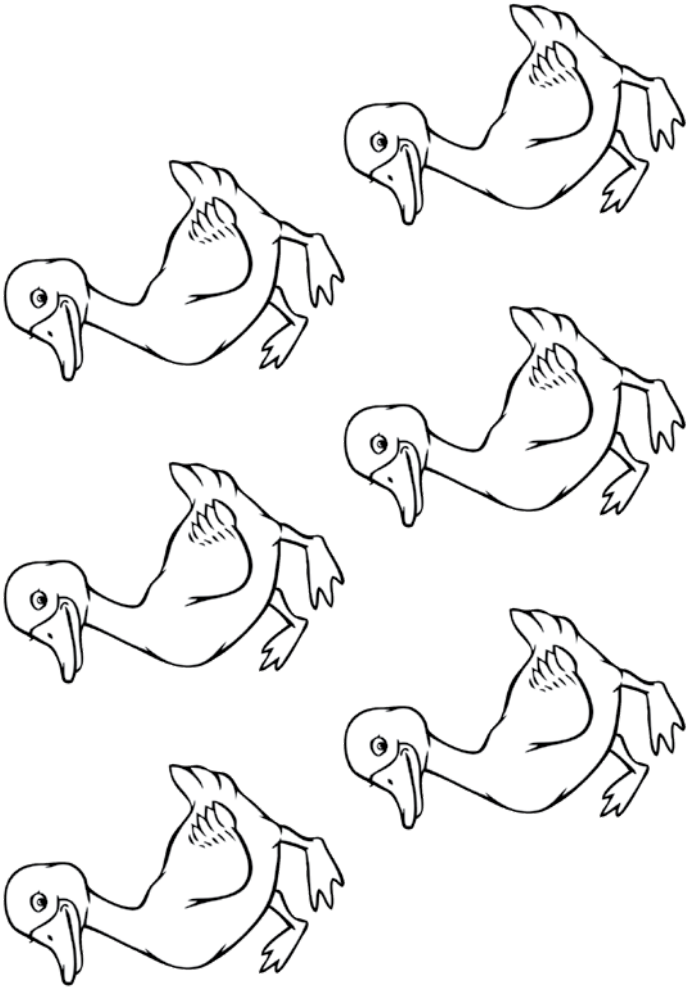
Templates • Amathempulethi

Banknotes (Week 9) • Imali engamaphepha (Isonto 9)

Eighteen-piece puzzle • Iphazili enezingcezu eziyishumi nesishiyagalombili

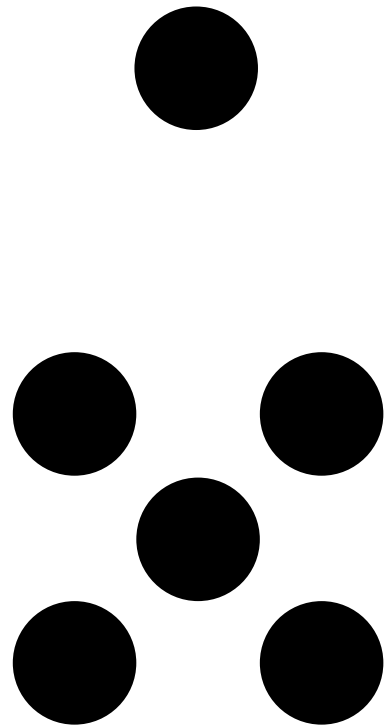
Ithempulethi yenhlama yokudlala: Inombolo 8

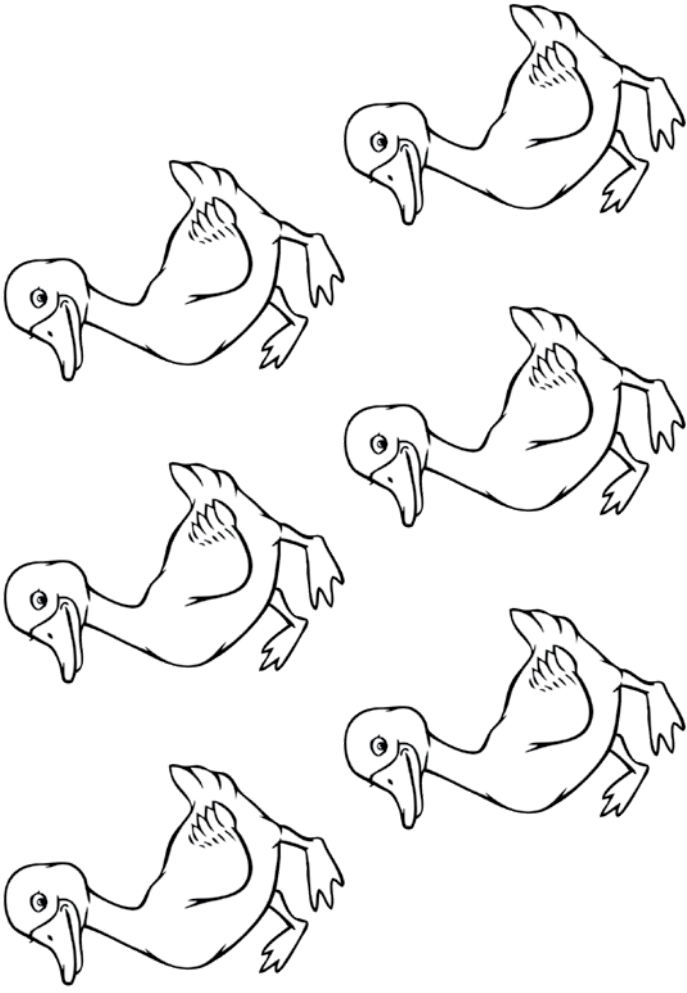
isishiyagalombili



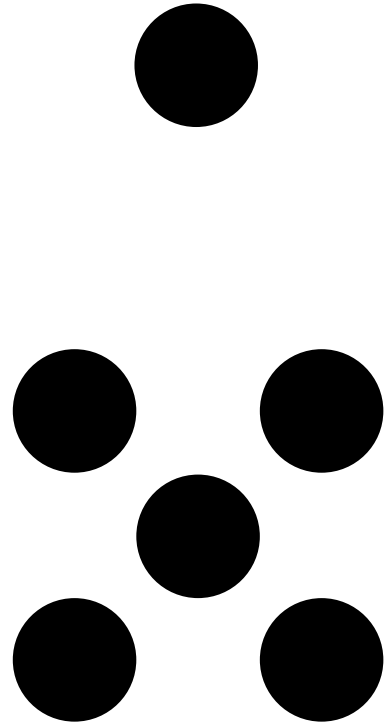
six

6





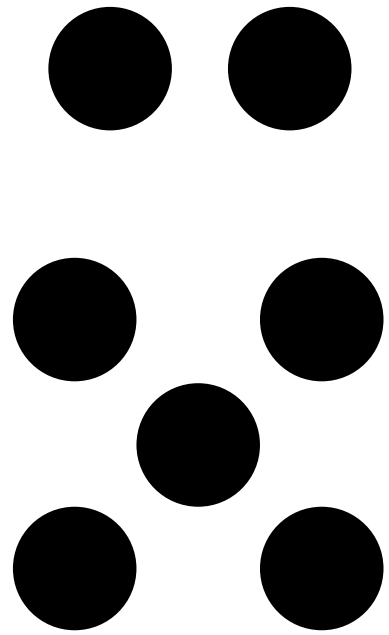
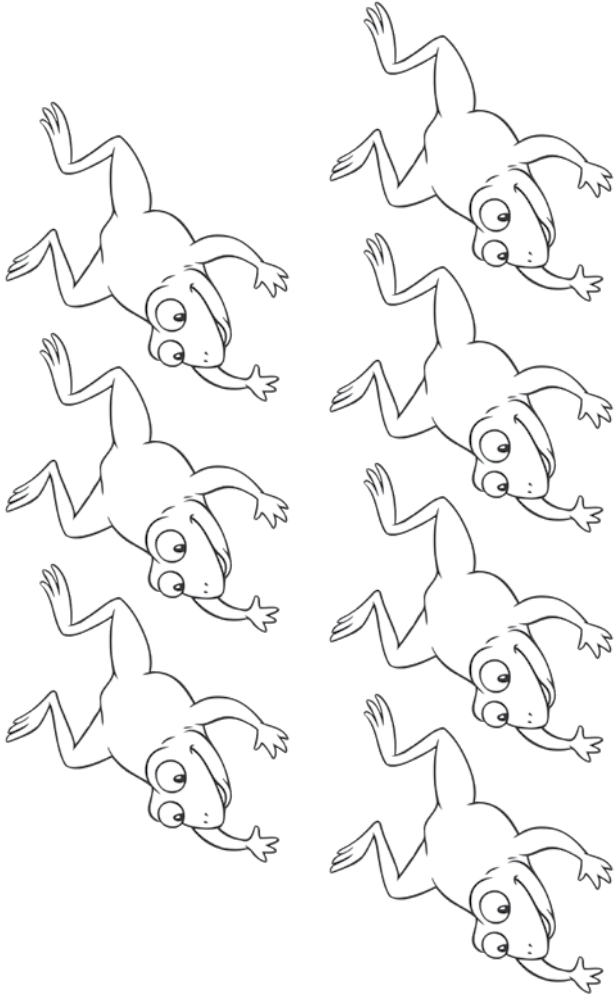
6



isit huppha

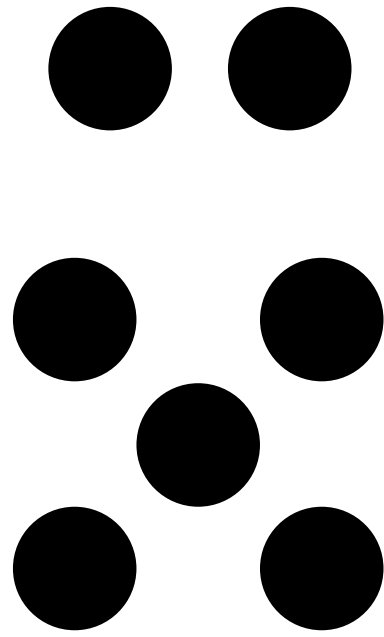
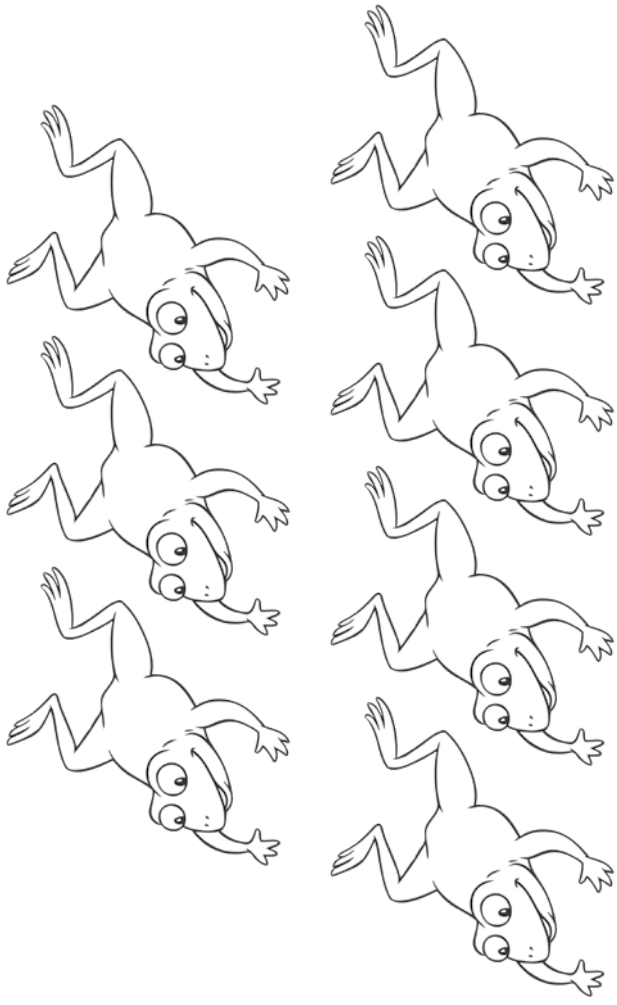


7



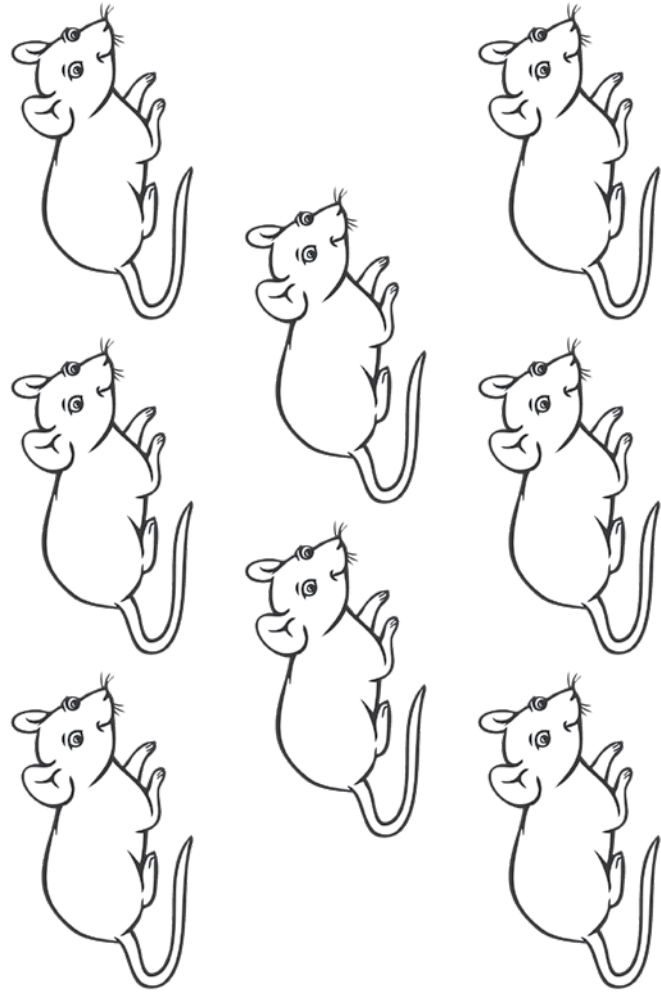
seven

7



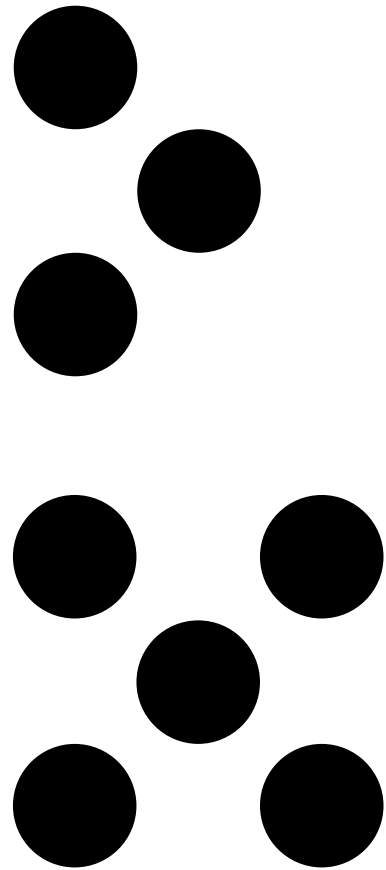
isikhombisa



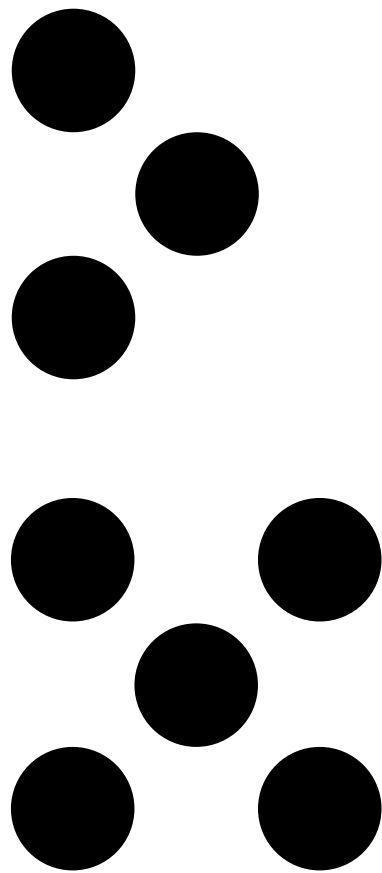
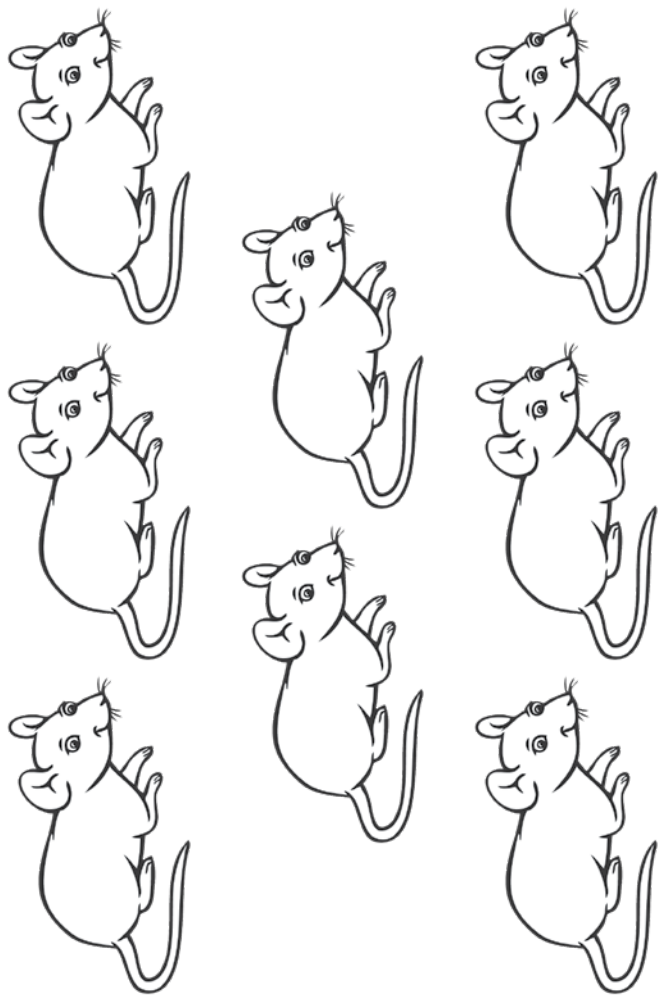


8

eight

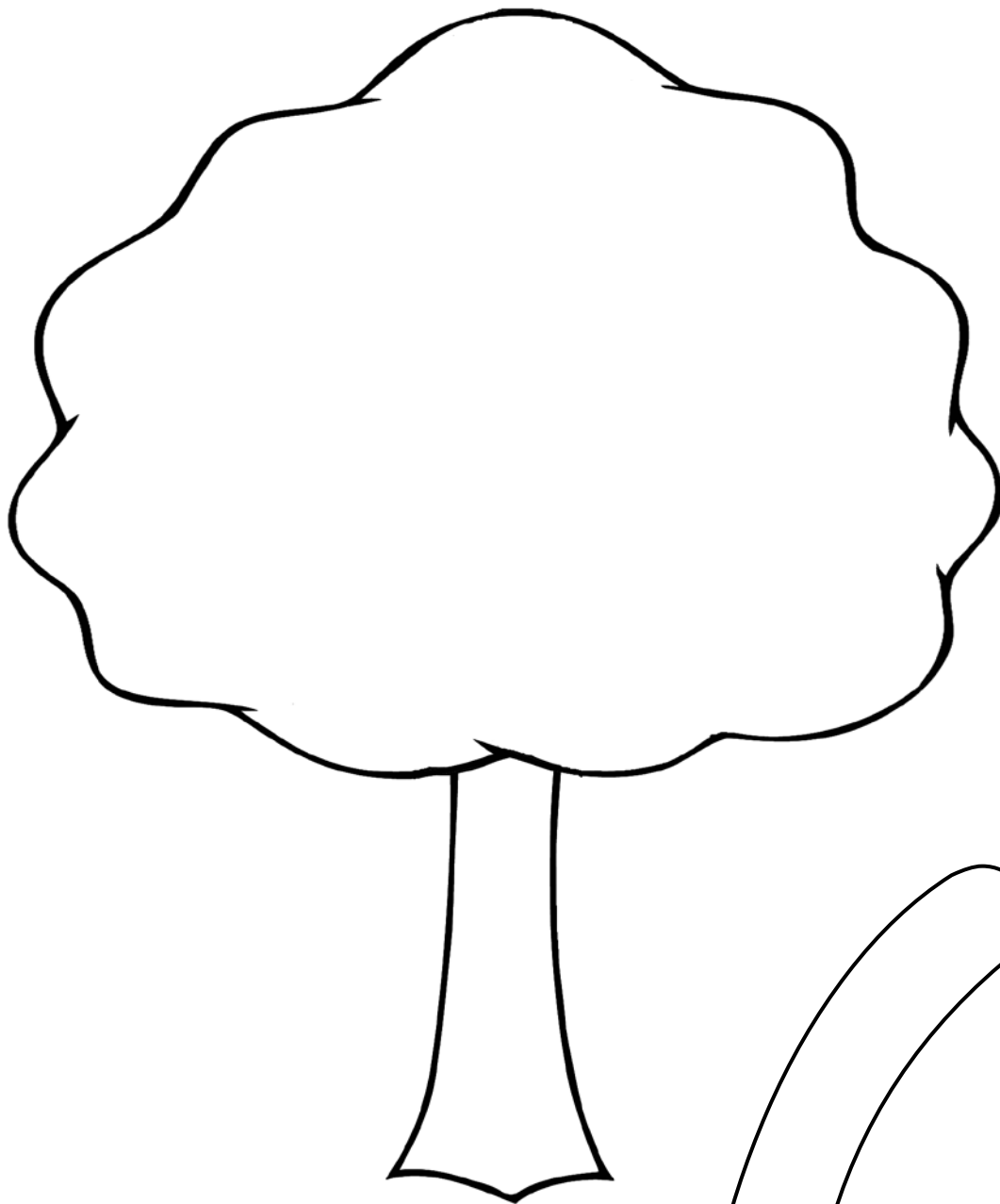


8

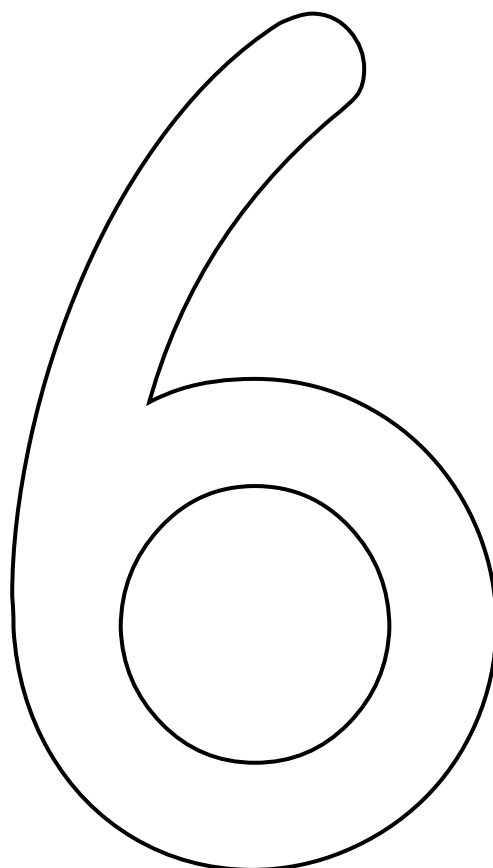


isishiyagalombili

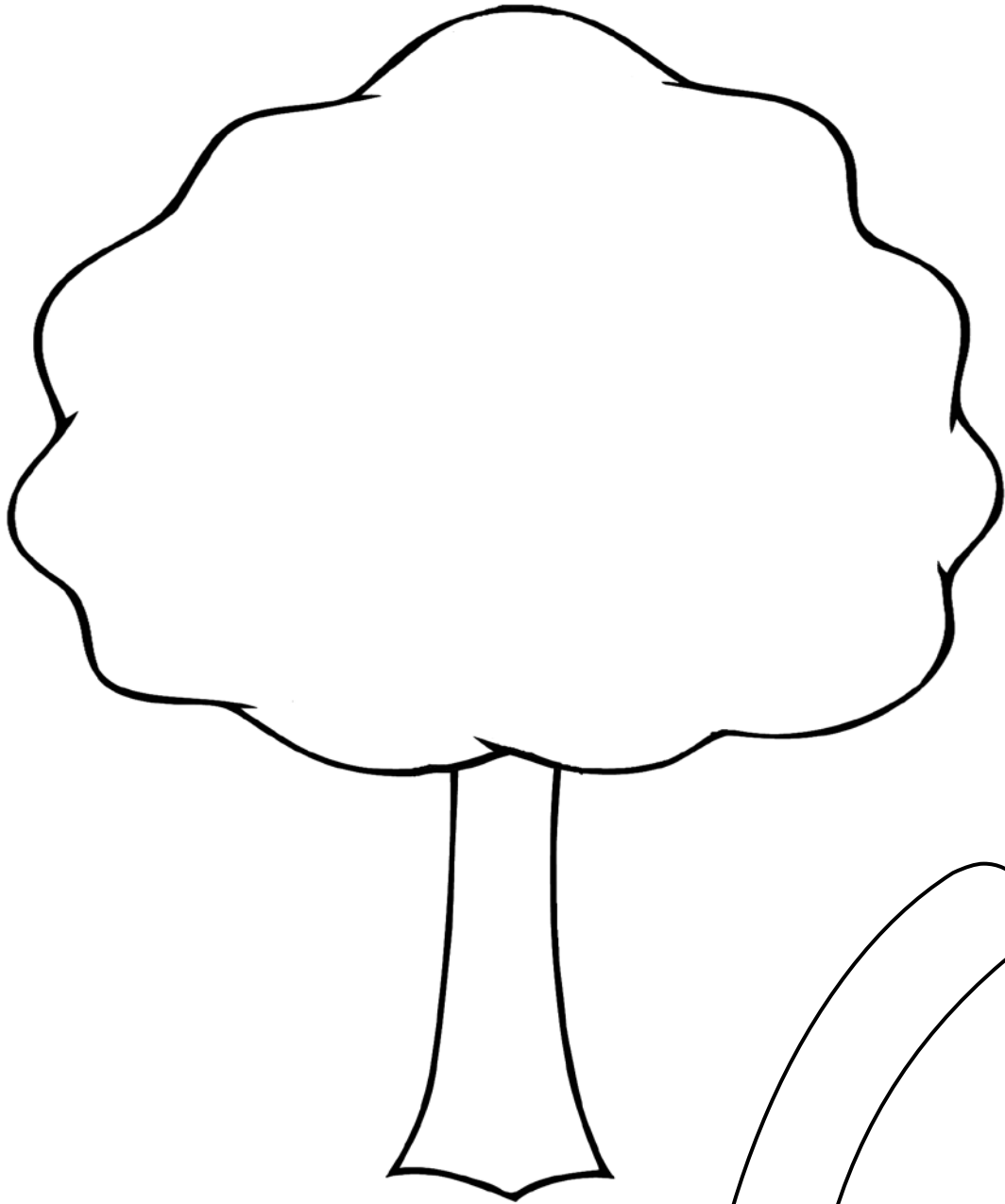
Playdough template: Number 6



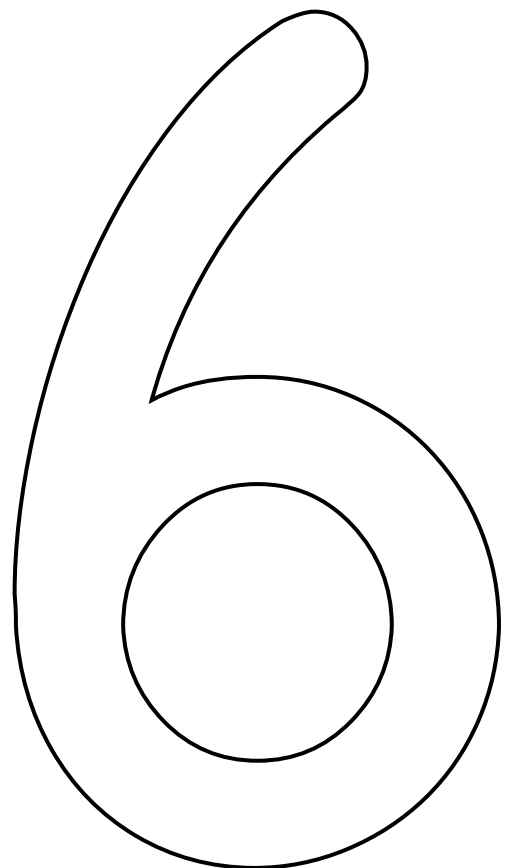
six



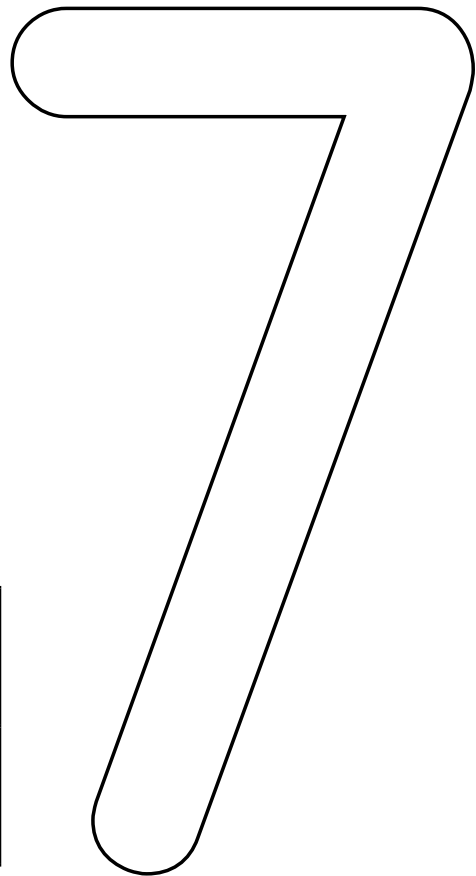
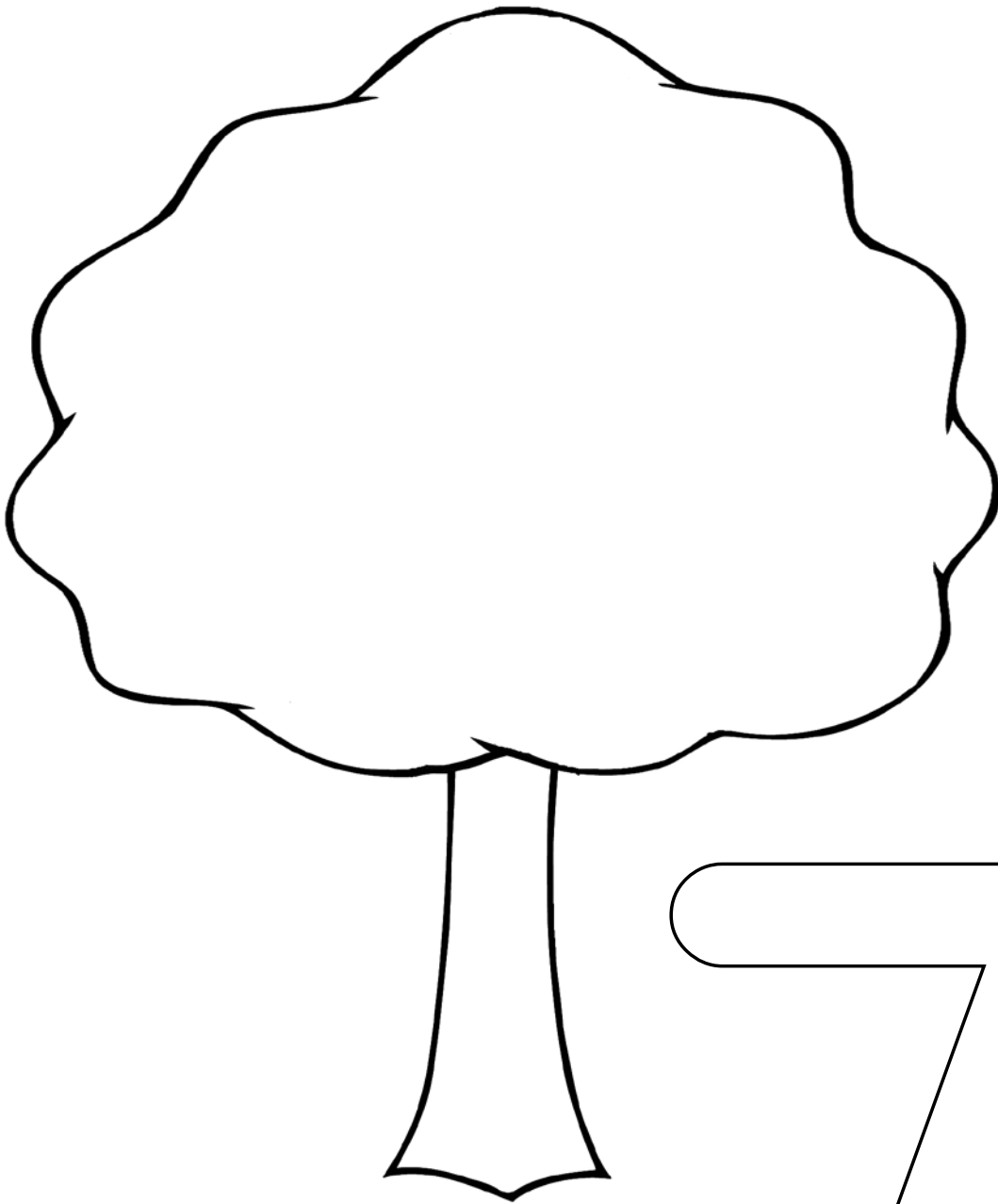
Ithempulethi yenhlama yokudlala: Inombolo 6



isithupha

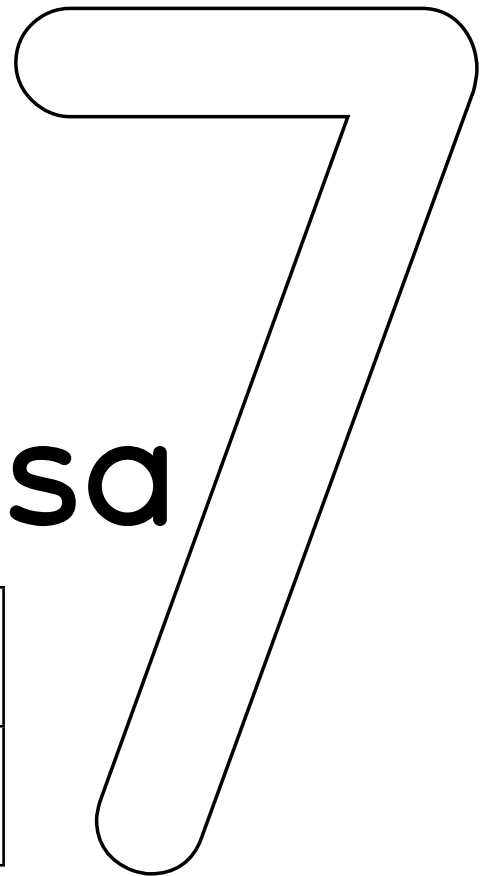
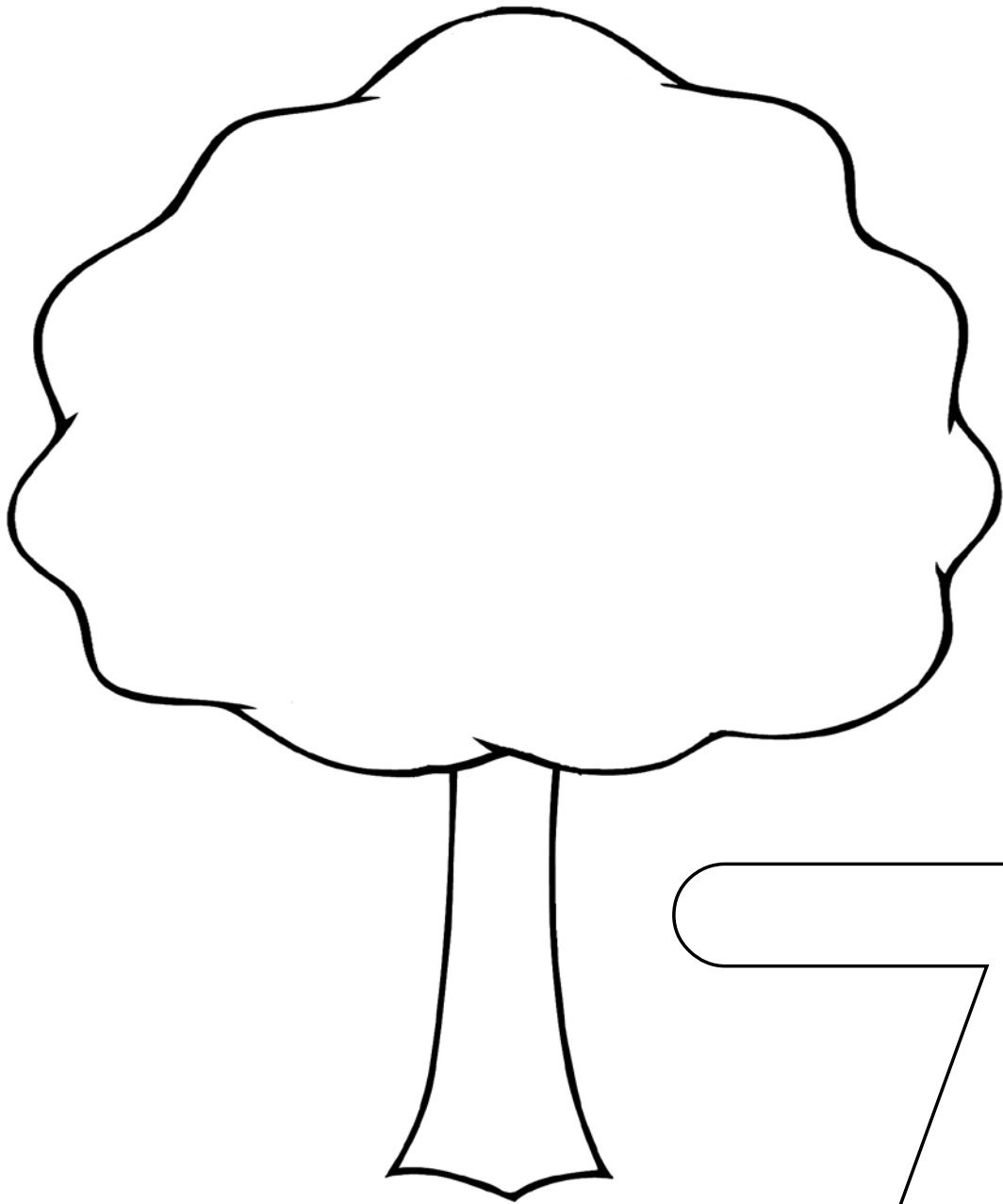


Playdough template: Number 7



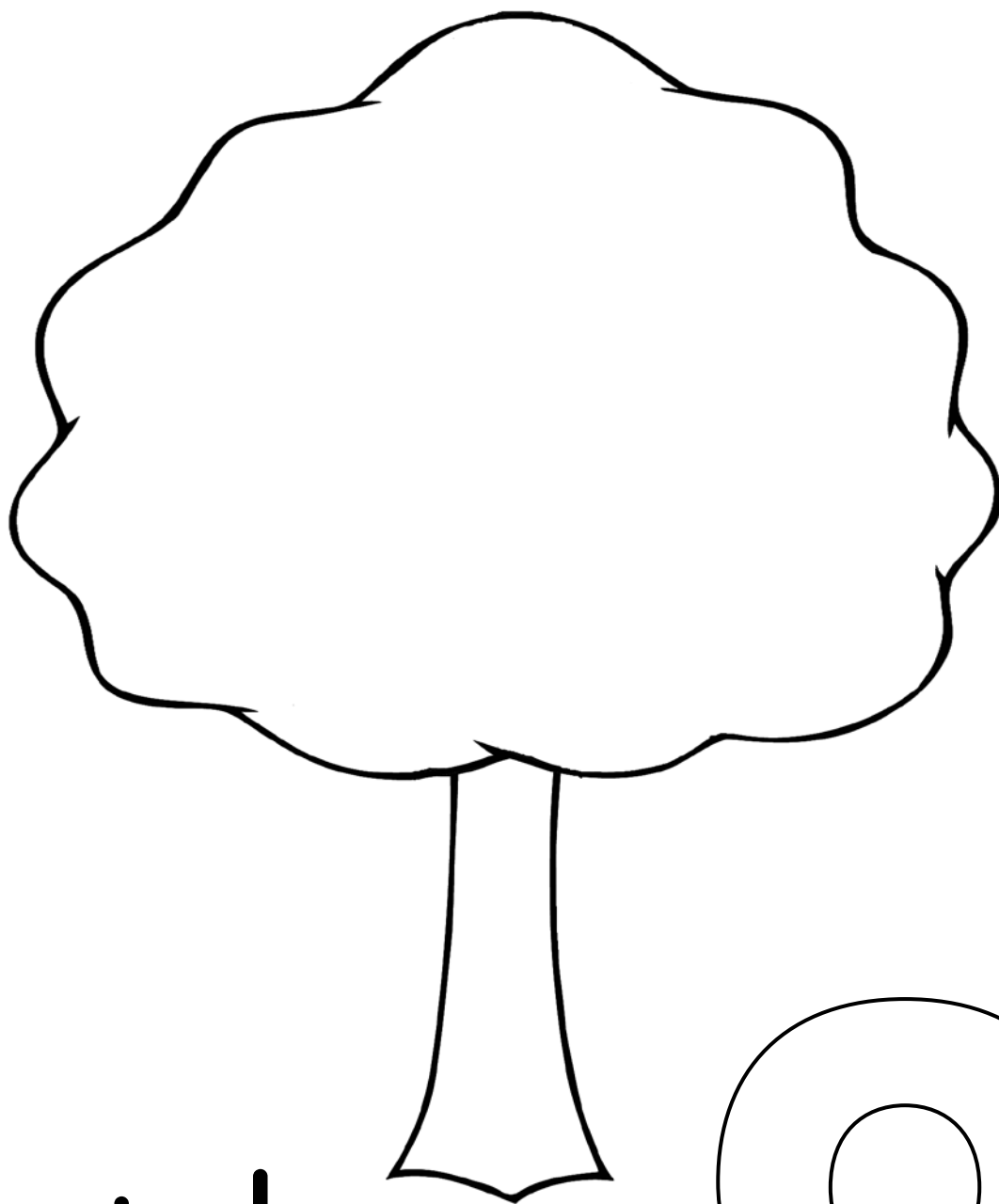
seven

Ithempulethi yenhlama yokudlala: Inombolo 7

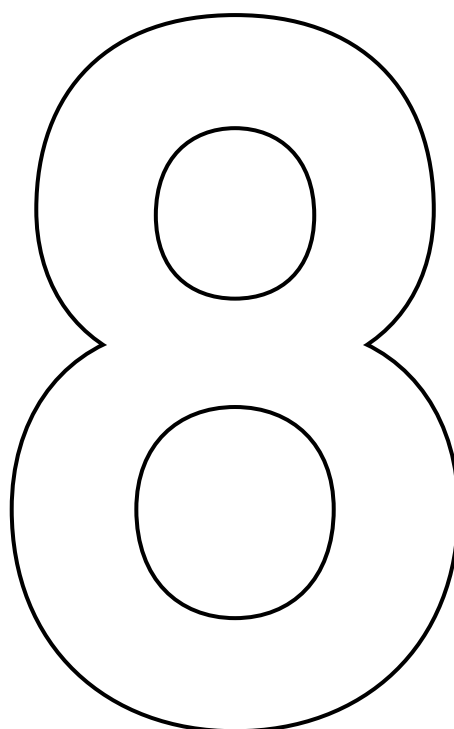
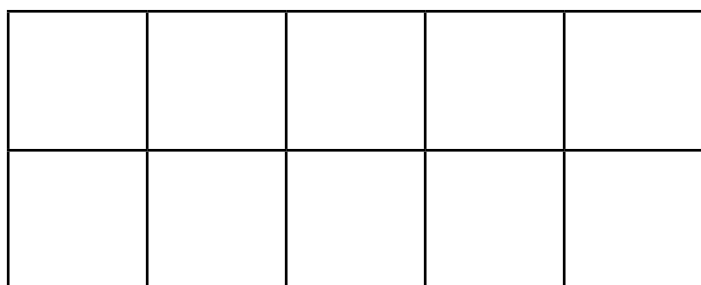


isikhombisa

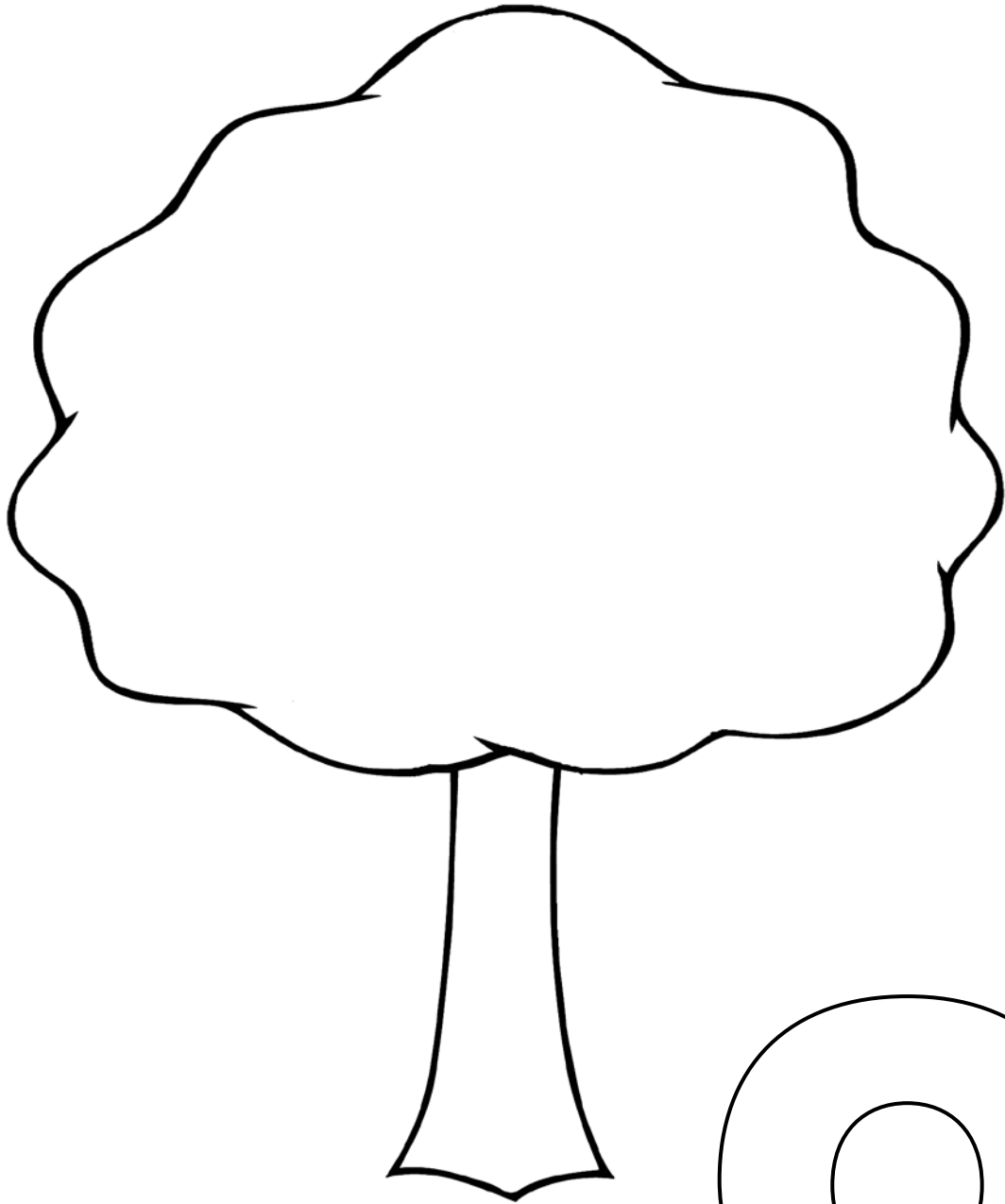
Playdough template: Number 8



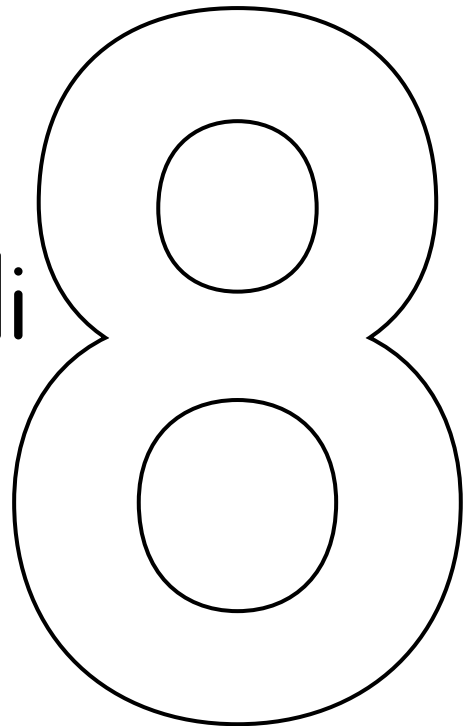
eight



Ithempulethi yenhlama yokudlala: Inombolo 8

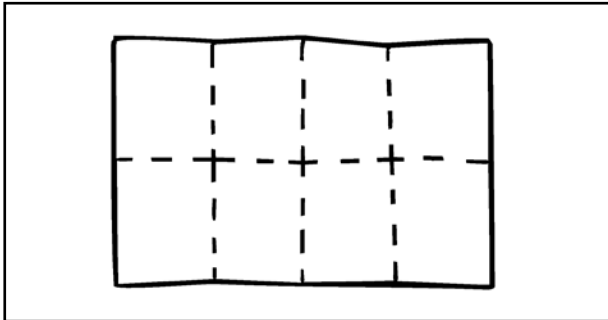


isishiyagalombili

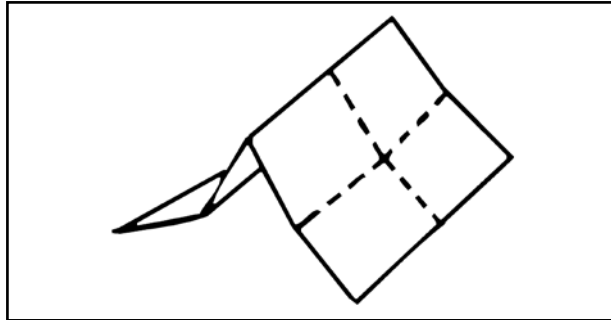


Shape book (Week 4)

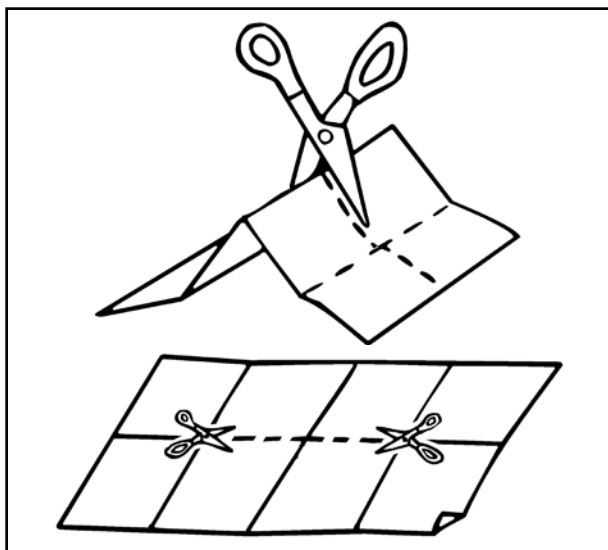
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



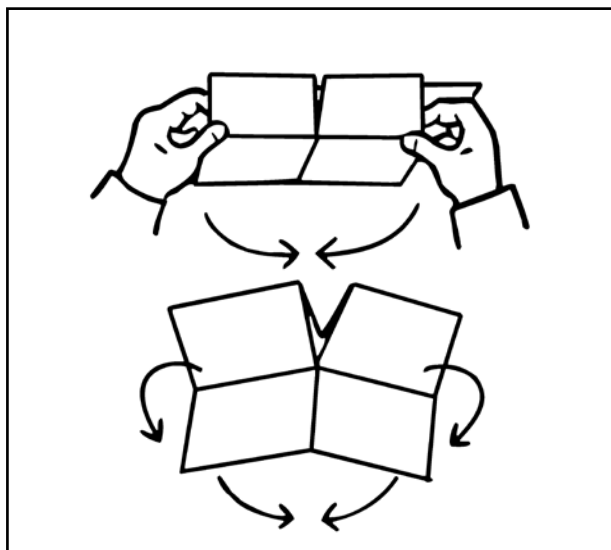
2. Fold the page in half again.



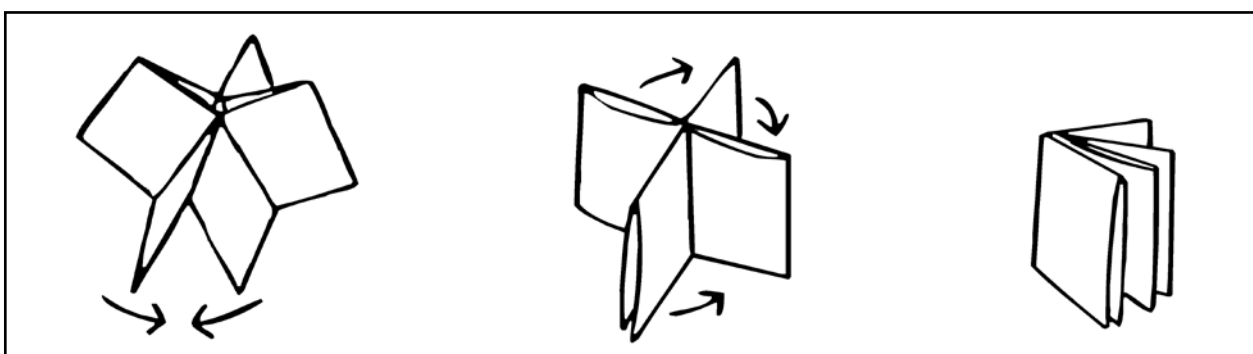
3. Cut on the middle fold as shown in the diagram.



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.

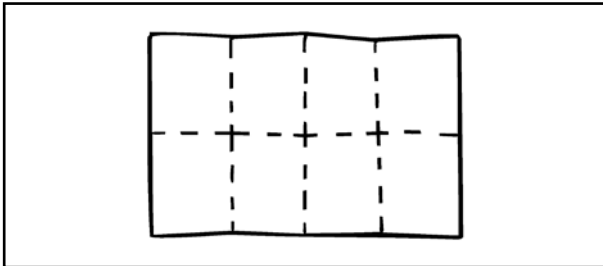


5. Complete the little book by folding the pages flat, as shown.

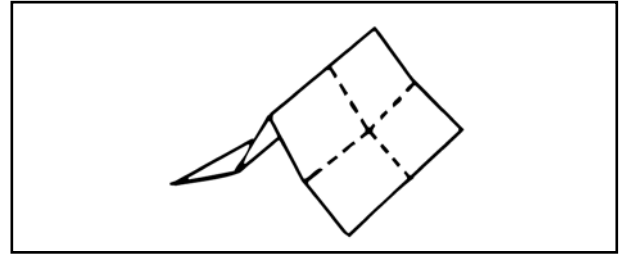


Ibhuku lezimo (Isonto 4)

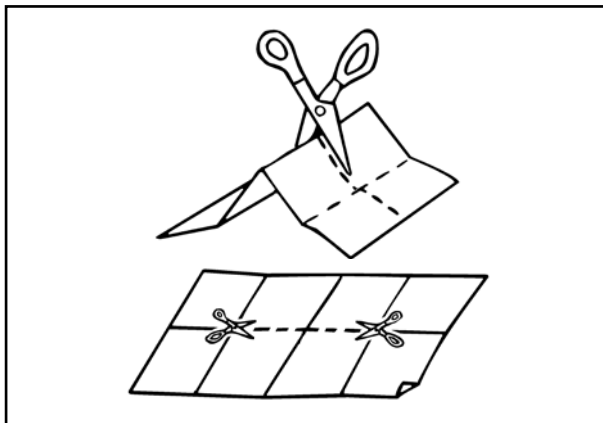
1. Goqa ikhasi elingu-A4 ulenze iziqephu eziyisishiyagalombili, ngokuligoqa ohhafu kathathu. Livule.



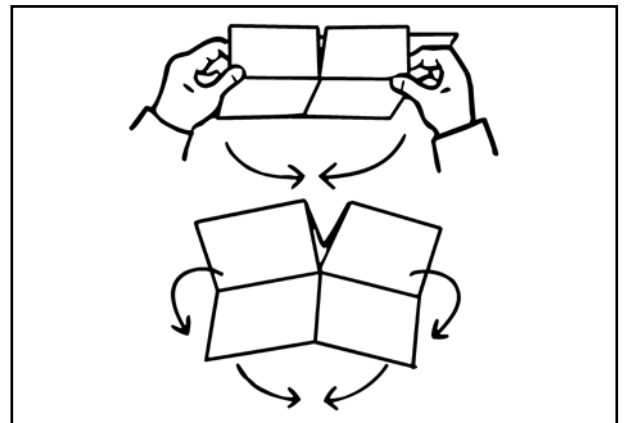
2. Goqa iphepha libe uhhafu futhi.



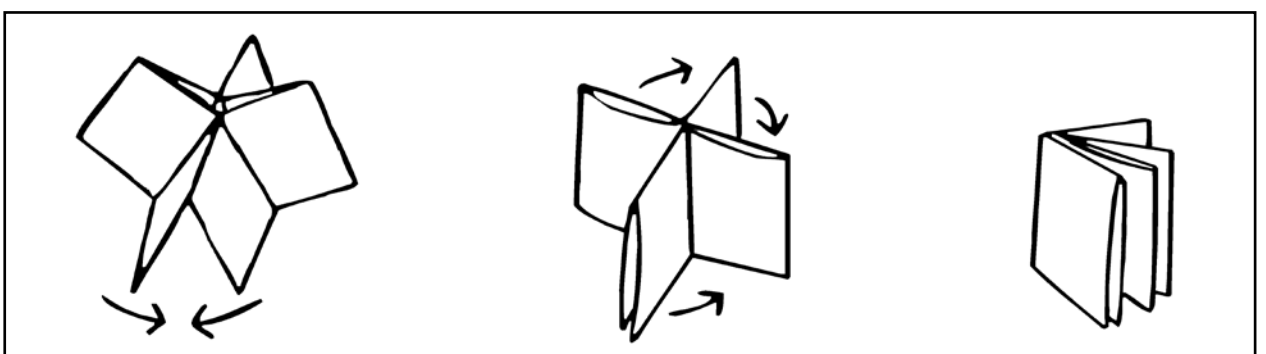
3. Lisike phakathi nendawo uligoqe njengasemdwebeni ongezansi.



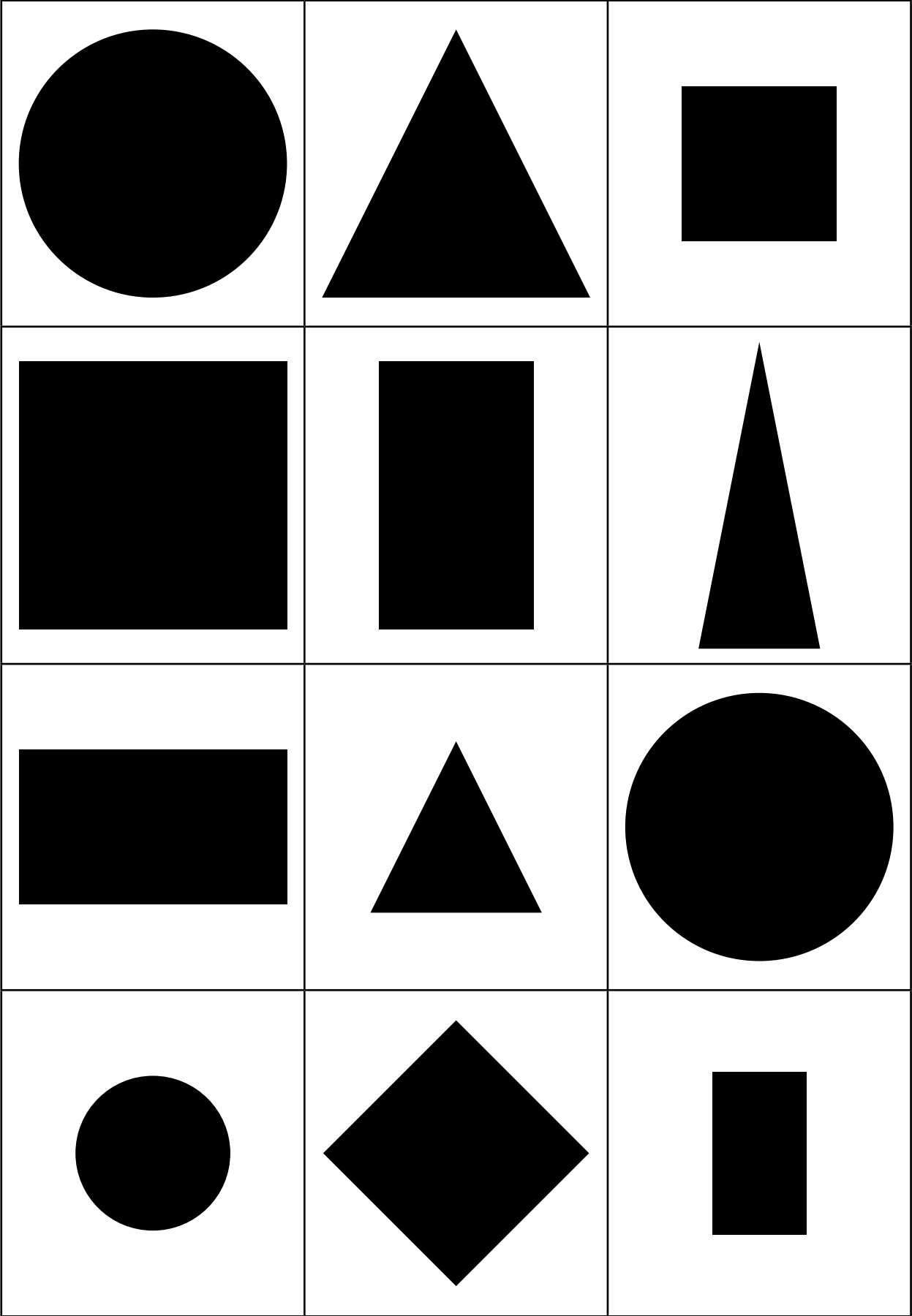
4. Bamba ikhasi phakathi nomunwe wakho nesithupha amacala womabili, ukuze izingxenye zephepha eziphakathi nendawo zithintane. Buyisa izandla zakho zibe ndawonye njengokukhonjiswa yimiciisholo.



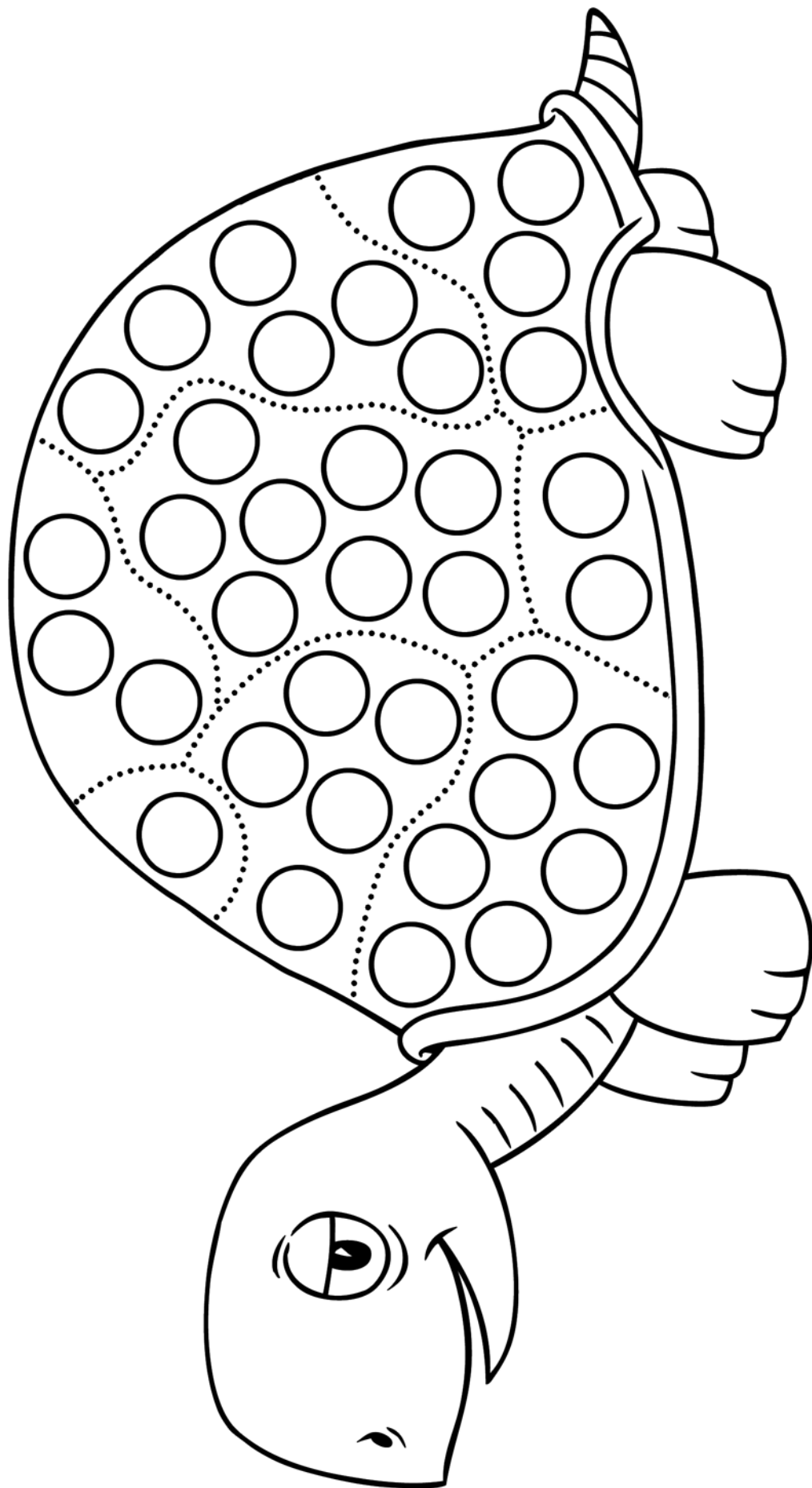
5. Qedela leli bhuku elincane ngokuligoqa amakhasi njengoba kukhonjisiwe.



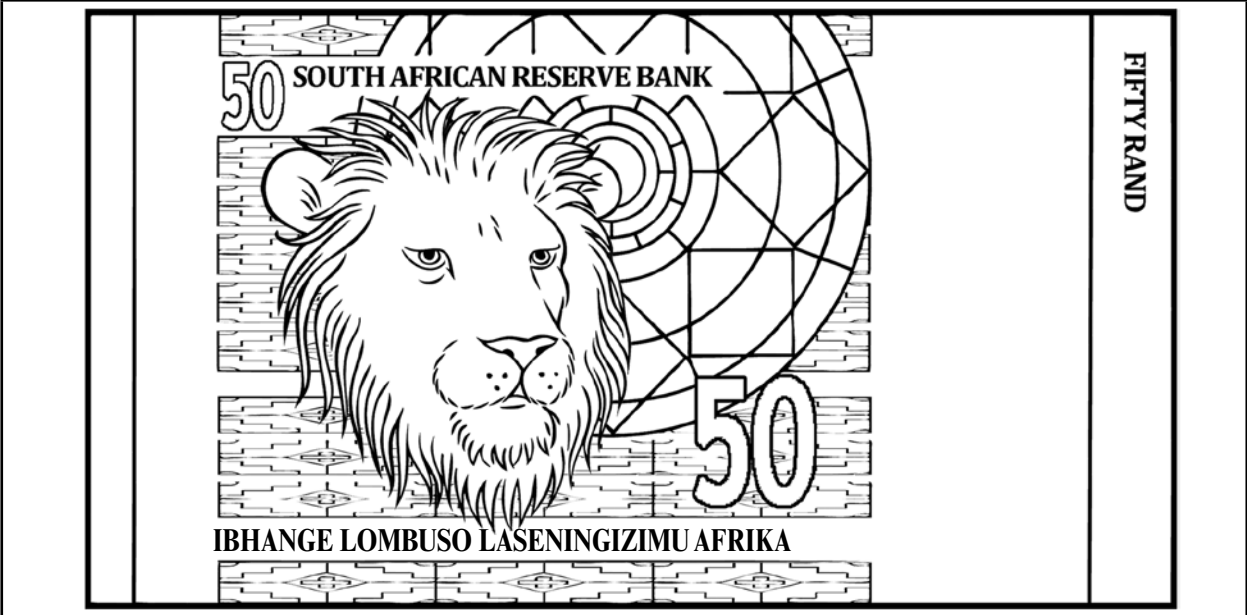
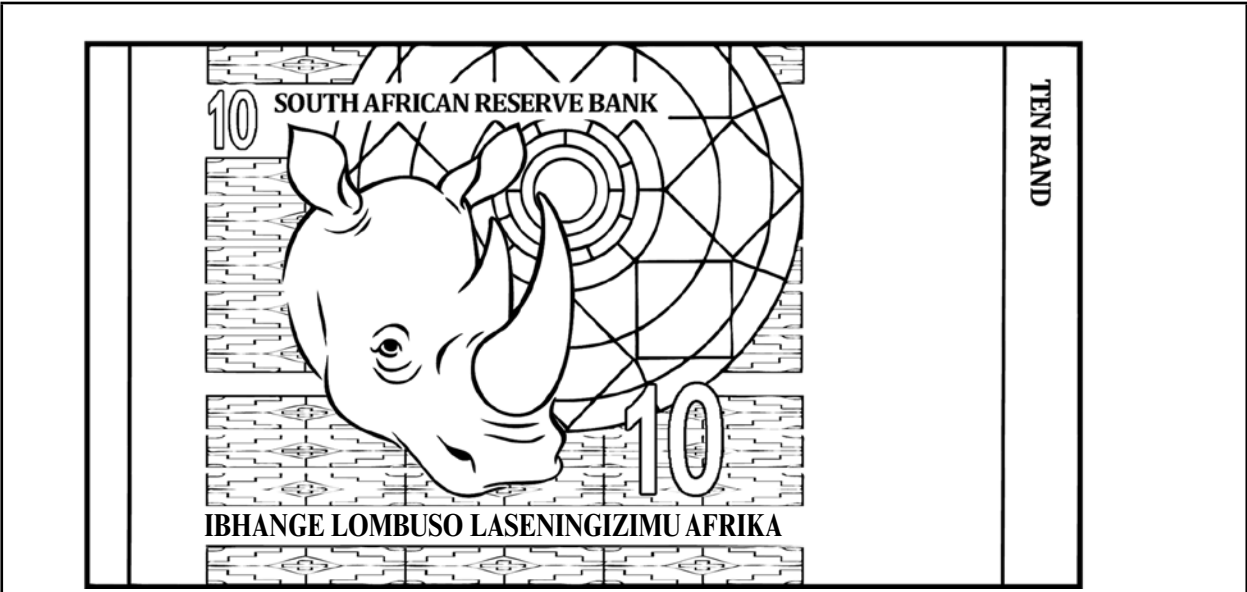
Shape Bingo board (Week 8) • Ibhodi likaBhingo lezimo (Isonto 8)

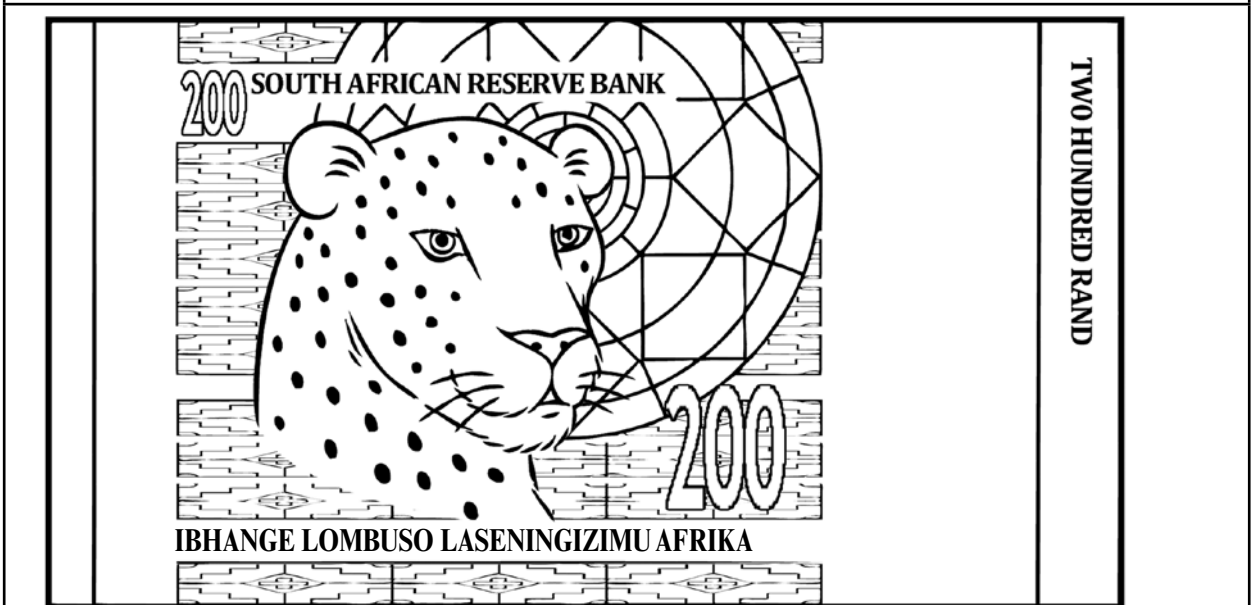
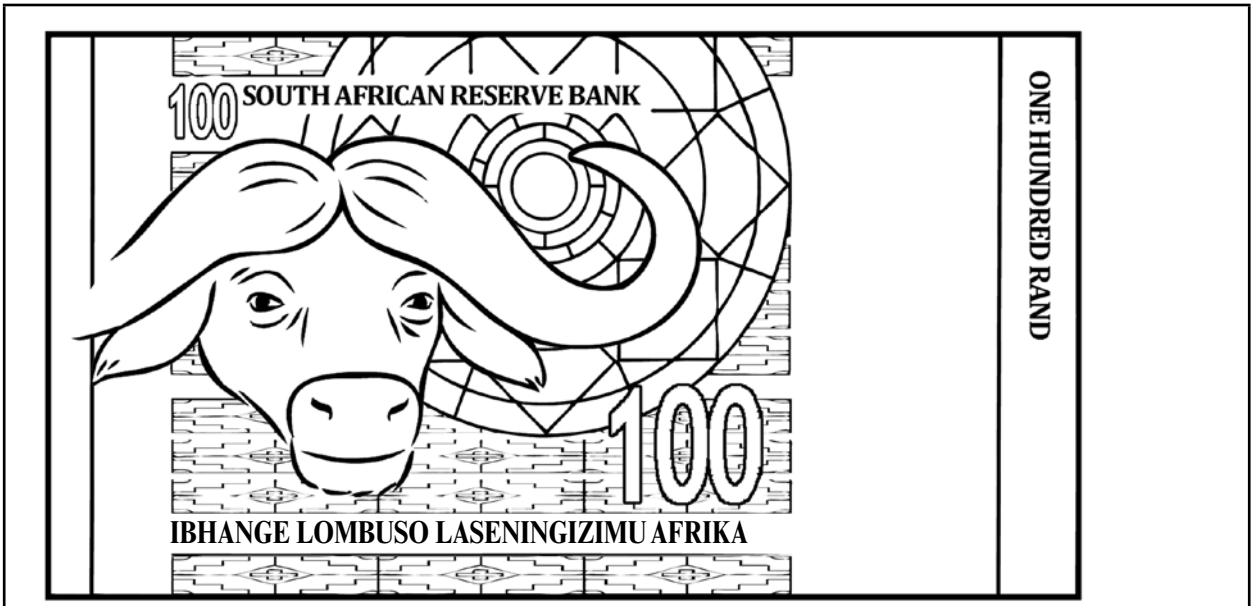


Tortoise (Week 9) • Ufudu (Isonto 9)



Banknotes (Week 9) • Imali engamaphepha (Isonto 9)





Eighteen-piece puzzle • Iphazili enezingcezu
eziyishumi nesishiyagalombili

