

Mbekanyamushumo ya u Khwinifhadza  
Mbalo dza Gireidi ya T

Grade R Mathematics  
Improvement Programme

# Nyendedzi ya Nyito: Kotara ya 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.

This edition of the mathematics materials has benefitted from collegial engagement with Wordworks colleagues and has been improved by their alignment with the materials of the Language Improvement Programme. It has been enriched by the work of officials of the Gauteng Department of Education's Early Childhood Development and Foundation Phase Curriculum Sub-Directorates at District and Provincial level who have made valuable contributions to the content of the materials and engaged constructively to ensure alignment with provincial policies, practices and values.

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

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

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

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Ndivhuho dzo khetheaho kha:

- ★ Vhaofisiri vha Khethekanyo ya Kharikhujamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
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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"><li>• Recognise and identify number symbols and number words</li><li>• Describe, compare and order numbers</li></ul> | <ul style="list-style-type: none"><li>• Number 7</li><li>• Oral counting: backwards 10-1</li><li>• Counting objects 1-10</li></ul> | <ul style="list-style-type: none"><li>• Oral counting: forwards 1-20, backwards 7-1</li><li>• Sequencing numbers 1-6</li><li>• Two/three more/fewer</li><li>• Add, take away</li><li>• Reinforce number concept 1-6</li></ul> |
| <b>New maths vocabulary</b>  |  |   |
| 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:

# Marangaphanda

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya  $\bar{T}$  (*Grade R Maths*) yo disendeka kha ndivho ya mbalo yavhuḁi, u pfesesa mvelaphanda kha kharikhuḁamu ya Gireidi ya  $\bar{T}$ , na u kona u limuwa uri maḁwe maele a u funza o tea kha u tuḁuwedza u guda tiwa na mvelelo.

*Grade R Maths Nyendedzi ya Nyito: Kotara ya 3* i netshedza mbumbo ya mafunzele a mbalo kha kotara ya vhuraru ya Gireidi ya  $\bar{T}$  nga u:

- tevhékanya magudiswa a Sia ḁa Magudiswa ḁa Mbalo kha vhege dzoḁhe dza fumi
- netshedza mvelaphanda na kutshimbidzele fhasi ha Masia a Magudiswa maḁanu
- sedzesa kha Sia ḁa Magudiswa ḁihulwane ḁithihi nga vhege (Fhedzi, thero u bva kha maḁwe Masia a Magudiswa dzi nga divhadzwa na u itwa kha vhege yeneyo. U guda na u funzwa hu re na vhushaka na nomboro hu itea duvha ḁinwe na ḁinwe nahone ho dzheniswa ngomu ha Masia a Magudiswa oḁhe.)
- dzinginya nyito dza kḁlasi yoḁhe, dzo rangwaho phanda nga mugudisi na dza mishumo ya tshigwada yo ḁiimisaho nga yoḁhe.

## Mbonalo ya Nyendedzi ya Nyito: Kotara ya 3

Mbonalo dzi tevhelaho dzi vhumba tshipida tsha *Nyendedzi ya Nyito: Kotara ya 3*:

- Manweledzo a magudiswa a sumbedza ndivho ntswa na ndowedzo yo sedzwaho kha vhege.
- Kotara, vhege na Sia ḁa Magudiswa ḁo Sedzwaho zwo talutshedzwa zwavhuḁi mathomoni a vhege inwe na inwe.
- Thero, Ndivho ntswa na mabogisi a Nḁowedzo zwi sumbedza zwine zwa do katelwa vhegeni.
- Divhaipfi ntswa ya mbalo ine ya do funzwa kha vhege yo newa.
- Mutevhe wa zwine vha tea u dzudzanya kha vhege inwe na inwe wo newa.
- Mabogisi a ngeletshedzo a newa mihumbulo na zwiḁumbudzi.
- Mabogisi a thanganyo a dzinyinya uri mbalo dzi nga khwaḁisedzwa hani kha dziḁwe thero na kha nyito dza duvha ḁinwe na ḁinwe nga tshifhinga tsha mbekanyamushumo ya duvha ḁinwe na ḁinwe ya Gireidi ya  $\bar{T}$ .
- 'Kha vha tole uri vhagudi vha a kona u' vhona mabogisi a ngeletshedzo na u linga hu yaho phanda.
- Siaḁari ḁa u linga hu yaho phanda ḁo disendeka kha nyito dza kotara.
- Zwishumiswa na themphuḁeithi zwo katelwa nga ngei murahu ha nyendedzi.

| Thero  | Ngivho ntswa   | Ngowedzo  |
|--|--|---|
| <ul style="list-style-type: none"><li>• U vhona na u topola zwiga zwa nomboro na ipfinomboro</li><li>• U talusa, u vhambedza na u tevhékanya nomboro</li></ul> | <ul style="list-style-type: none"><li>• Nomboro 7</li><li>• U vhalela ha mutevhetsindo: u ya murahu 10–1</li><li>• U vhalela zwithu 1–10</li></ul> | <ul style="list-style-type: none"><li>• U vhalela ha mutevhetsindo: u ya phanda 1–20, u ya murahu 7–1</li><li>• U tevhékanya nomboro 1–6</li><li>• Zwivhili/zwiraru zwinzhi/zwituku</li><li>• U tanganya, u tusa</li><li>• U khwaḁisedza divhaipfi ya nomboro 1–6</li></ul> |
| <b>Divhaipfi ntswa ya mbalo</b>  |  |   |
| sumbe  | zwinzhi sa   | phambano vhukati ha   |

## Grade R Maths kha mbekanyamushumo ya duvha ḁinwe na ḁinwe

Nḁowelo ndi ya ndeme nahone vhagudi vha ḁiphina nga ndovhololo na u pfa vho tsireledzea musi vha tshi divha zwine vha fanela u ita na zwine zwa khou lavhelelwa khavho.

U pulana ndi ha ndeme u itela uri nḁowelo dzi tshimbile zwavhuḁi. Kha vha vhale magudiswa a vhege vha lugisele matheriala oḁhe ane vha do a toda duvha ḁinwe na ḁinwe hu tshi kha di vha na tshifhinga. Kha vha dzudzanye matheriala a duvha hu tshe na tshifhinga u itela uri zwithu zwoḁhe zwi vhe zwo luga nga matsheloni.

*Grade R Maths* dzi dzinginya thevhekano ya nyito dzine dza dovhololwa duvha ḁinwe na ḁinwe kha tshifhinga tsha maḁuvha maḁanu a vhege. Nzudzanyo ya kḁlasini na nyito dzine dzi nga shumiswa u funza na u khwaḁisedza divhaipfi ya mbalo dzi a dzinginywa nga vhege. Idzi dzi katela:



## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

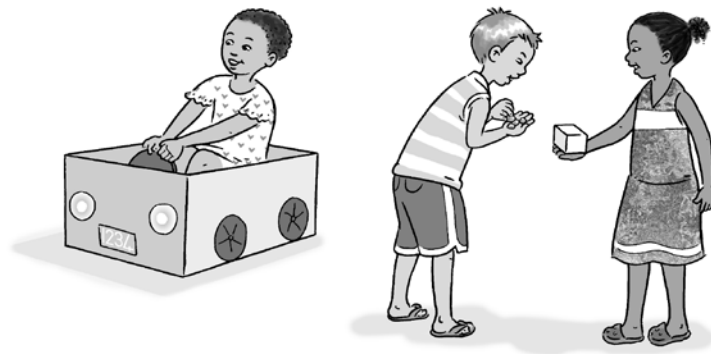
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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





## Mushumo wa kilasi yothe wa duvha

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

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



## Miratho: u ratha vhukati ha nyito

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

## Nyito dza tshigwada tshiuku

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

## Tshifhinga tsha u kunakisa

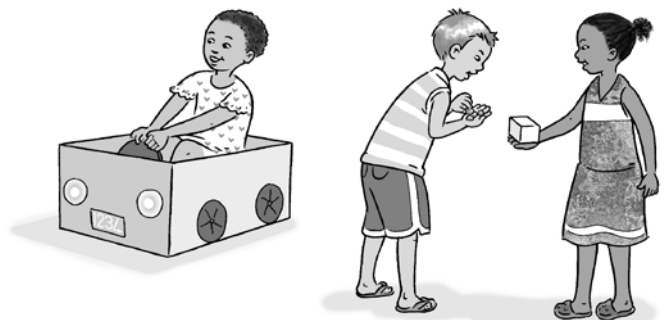
Vhagudi vha fanela u divha uri matheriala a dzula fhi. Khabodo kana tafula yo itelwaho zwishumiswa zwa mbalo i do thusa vhagudi uri vha dzudzanyee. Kha vha tuuwedze vhagudi uri vha thusane nga tshifhinga tsha u kunakisa. Mathomoni vhagudi vha do toda thuso nahone vhone vha do fanela u vha humbudza uri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

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

## Nyito dza u dinangela

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

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



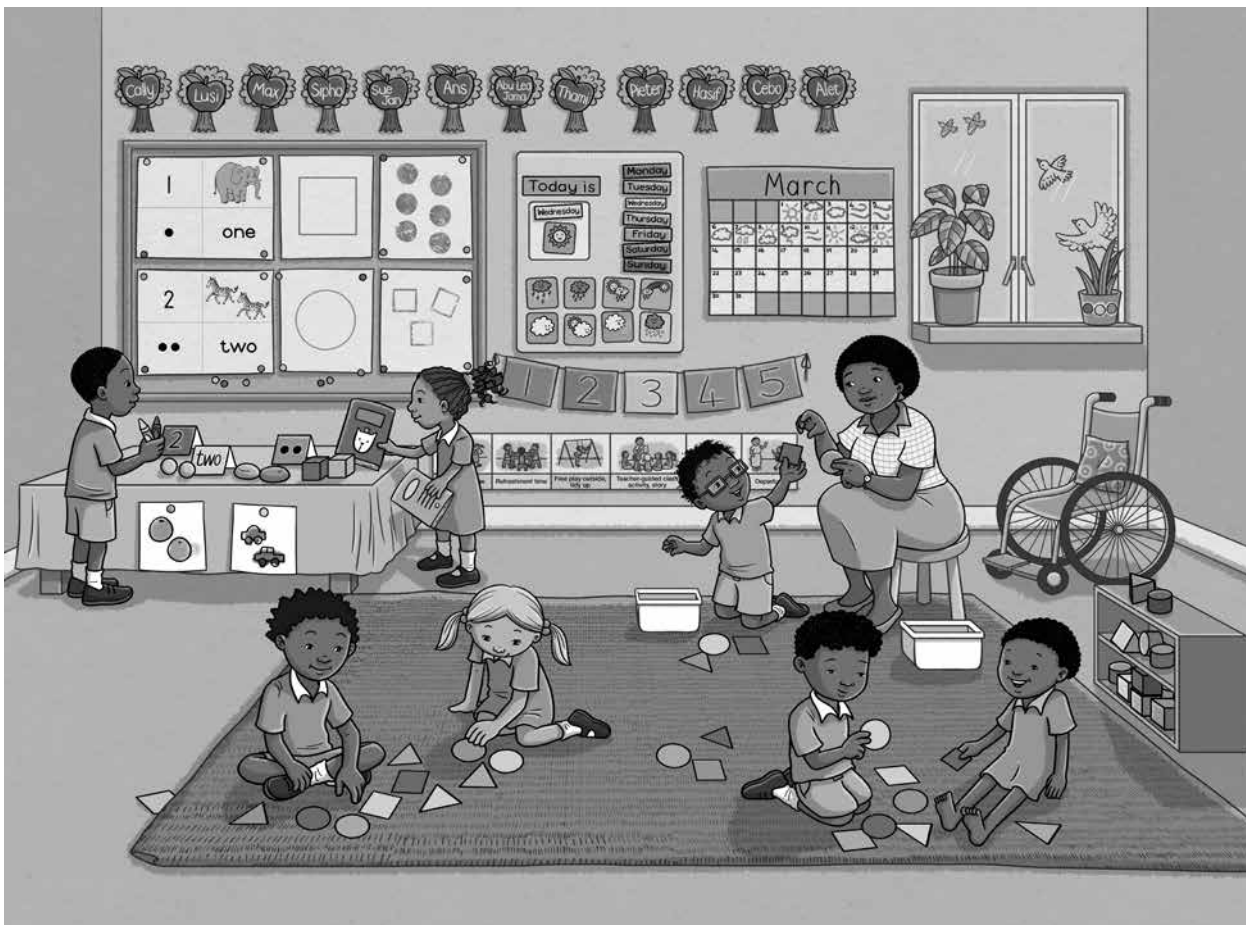
## Assessment

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



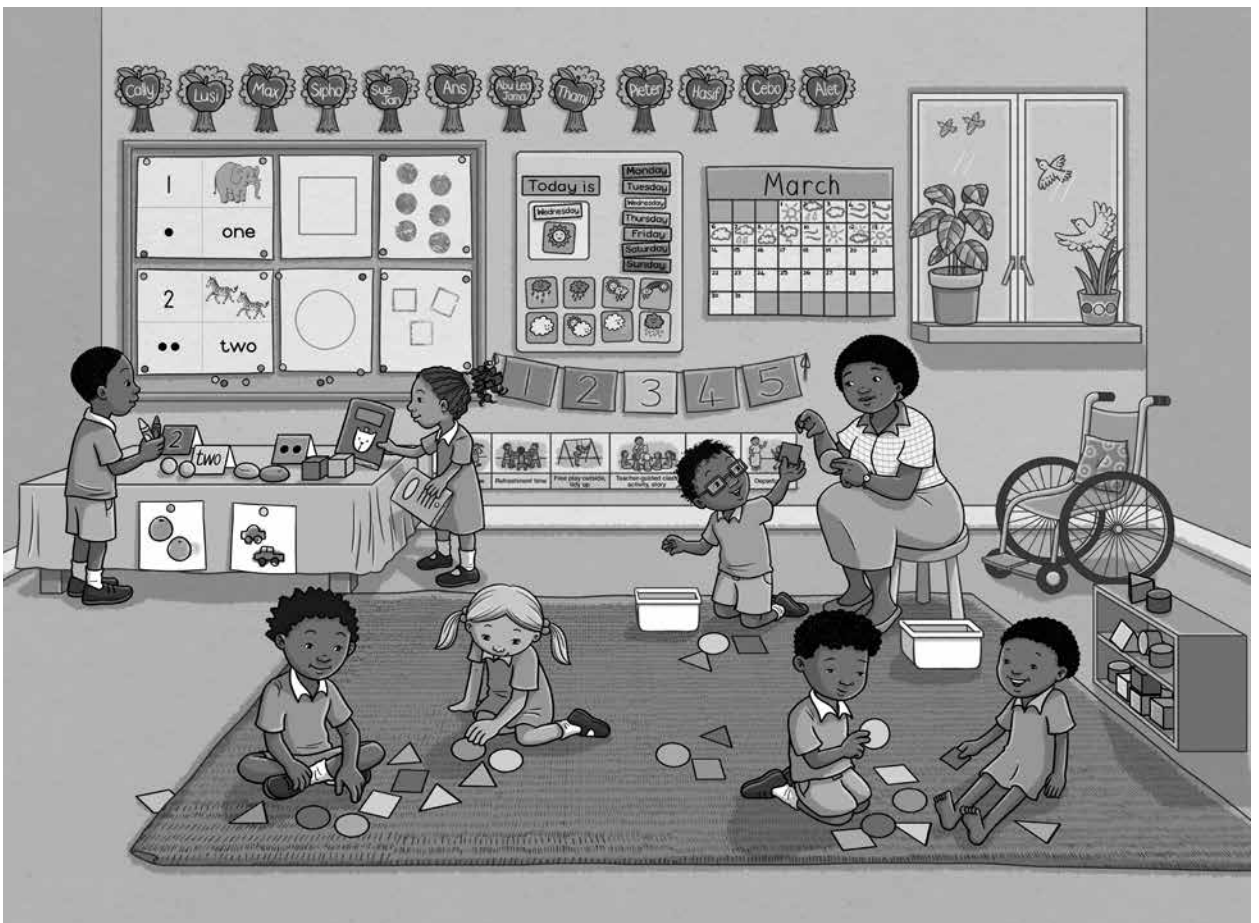
## U linga

U lavhelesa na u linga hu yaho phanda nga tshifhinga tsha nyito yo rangwaho phanda nga mugudisi na nyito dza kilasi yothe zwi nea zwickhala zwa u pfesesa ho goḏombelaho na manweledzo avhuḏi nga ha mvelaphanda ya mugudi muḽwe na muḽwe. Mafhungo aya ndi a ndeme kha u endedza u funza u tshi ya phanda na u phalala vhagudi nga muthihimuthihi. Mutevhe wa u tola u linga hu yaho phanda u re kha masiatari a 187 na 189 a nyendedzi iyi wo ḏisendeka nga magudiswa e a funzwa kha Kotara ya 3. Themphuleithi iyi i nga shumiswa u rekhoda mvelaphanda ya mugudi muḽwe na muḽwe nga tshifhinga tsha kotara.

## Grade R Maths ngomu kilasini

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

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





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

## Our classroom rules

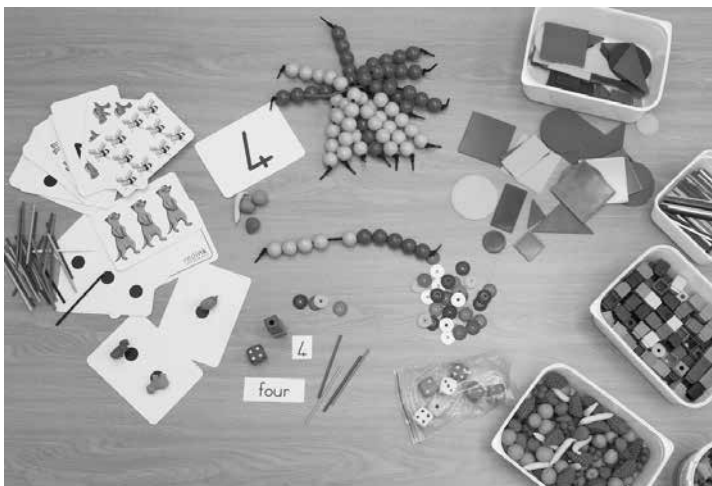


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

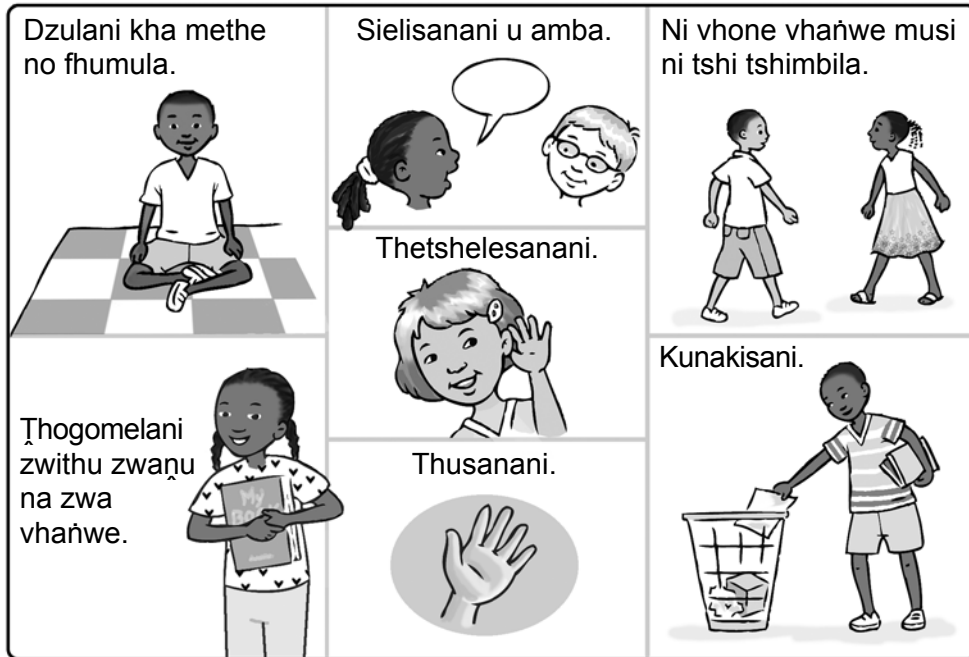
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

## Milayo ya kilasi yashu

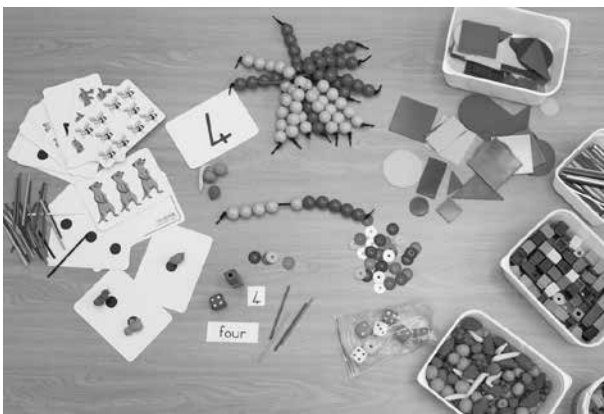


## Zwishumiswa zwa *Grade R Maths*

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

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

- matheriala a u vhalela, sa tsumbo, disiki dza mivhala na zwitanda, mitshelo na phukha zwa u vhalela, zwibujoko zwa Yunifikisi
- daisi lihulwane
- miqali ya vhulungu ha zwivhumbeo zwa fumi
- magaraṭa a zwithoma
- magaraṭa a nomboro: zwiḡa zwa nomboro (0–10) na ipfinomboro (pumu–fumi)
- zwibujoko zwi re na zwidodombedzwa.



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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



## Matheriala o bikululwaho

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

- mitibo ya mabodelo na zwivalo (zwivhumbeo, saizi na mivhala zwo fhambanaho)
- mabogisi a saizi dzo fhambanaho (la tshisibe tsha u tamba mano, la metshisi, la sirili, la mishonga, la u putela)
- zwifaredzi zwa pulasitiki (mabodelo a 500-ml na a litha 1, khaphu dza madzharini, khaphu dza 250-ml na 500-ml dza yogathi, zwifaredzi zwa aisikhirimu, zwiputelo zwa miroho)
- matshupu na dzisilindere (khadibogisi la ngomu ha bambiri la bungani, ngomu ha thavhula ya bambiri, ngomu ha foili, zwiokofo)
- mabogisi a makumba
- dzigunubu, khii dza kale, lebula dza pulasitiki, zwitanda zwa aisikhirimu, lupulasitiki lwa u vala bambiri la vhurotho
- bola dzo fhambanaho, zwisiamelo, dzihula hupu.



## Zwiwe zwishumiswa

Zwiwe zwishumiswa zwa klasini zwi thusaho zwa u funza *Grade R Maths* zwi katela:

- dzikhirayoni, pennde, guuu, zwigero
- suko la u tambisa kana vumba la u vhumba
- bugu dzine dzi nga shumiselwa u ita therisano dza mbalo
- zwiuloko zwa u fhaa na zwitambiswa zwa u fhaa (kha vha kuvhanganye zwipida zwa mabulangga arali zwi tshi konadzea)
- phazili dzo fhambanaho dza dzhigisowu na mitambo, sa tsumbo, dominosi, nowa na jeri, *Ludo*, *Lotto*

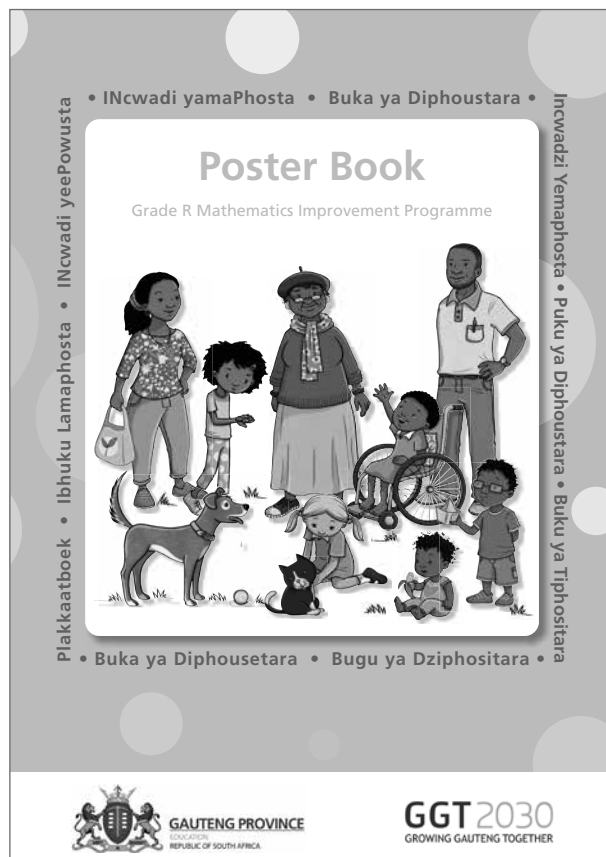
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



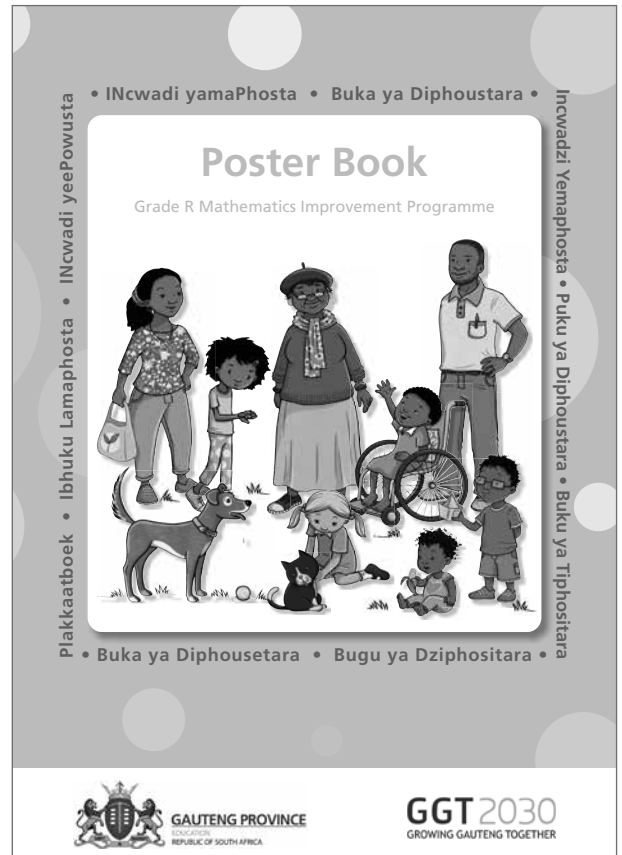
- tshati ya vhulapfu
- magaraṭa a u tamba mahulwane
- tshelede ya u tambisa: mangwende na maṭari (u shumisa vhengeleni ḷa u tamba)
- watshi ya luvhondoni ya zwitanda
- tshikalo tsha ndinganyo
- vhulungu ha u vhekanya, u lunzhedza na u ita phetheni
- zwishumiswa zwa u tamba muṭavhani na maḍini
- zwishumiswa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

## Bugu ya Dziphositara ya *Grade R Maths*

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

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

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



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

# Manweledzo a Magudiswa: Kotara ya 3

DZHIELANI NZHELE: Sia ja Magudiswa lo Sedzwaho na Nqivho ntswa zwi nga muvhala mudala. Mañwe magudiswa o katelwaho kha vhege a nga muvhala museṭha.

| Sia ja Magudiswa lo Sedzwaho             | Vhege ya 1   | Vhege ya 2   | Vhege ya 3   | Vhege ya 4  | Vhege ya 5  |
|--|--|--|--|---|---|
| 1. Nomboro, Tswayo na Vhushaka           | U vhalela ha mutevhetsindo: u ya phanga 1–20, murahu 7–1<br>U vhalela zwithu 1–7   | Nomboro 6<br>Zwivhili/zwiraru zwinzhi/zwituku<br>Zwigwada zwi eḡanaho<br>U vhalela u ya phanga<br>U vhalela ha mutevhetsindo: phanga 1–20, murahu 7–1<br>U vhalela zwithu 1–7<br>U tevhekanya nomboro 1–5<br>U khwaṭhisedza ḡivhaipfi ya nomboro 1–5 | Nomboro 7<br>U vhalela ha mutevhetsindo: u ya murahu 10–1<br>U vhalela zwithu 1–10<br>U vhalela ha mutevhetsindo: u ya phanga 1–20, u ya murahu 7–1<br>U tevhekanya nomboro 1–6<br>Zwivhili/zwiraru zwinzhi/zwituku<br>U ṭanganya, u ṭusa<br>U khwaṭhisedza ḡivhaipfi ya nomboro 1–6 | U vhalela ha mutevhetsindo: u ya phanga 1–20, u humela murahu 10–1<br>U khwaṭhisedza ḡivhaipfi ya nomboro 1–7   | U vhalela ha mutevhetsindo: u ya phanga 1–20, u humela murahu 10–1<br>U vhalela zwithu 1–10<br>Zwivhili/zwiraru zwinzhi/zwituku<br>Zwigwada zwi eḡanaho |
| 2. Phetheni, Fankisheni na Aḡidzhebura   | Kopani phetheni dza nzimo na dza vhutengu ni tshi shumisa zwithu zwi fareaho<br>Sikani ni ṭalutshedze phetheni yaṅu nga mivhala/zwivhumbeo zwiraru kana zwiṅa, ngauralongauralo<br>U topola phetheni<br>Kopani ni engedze phetheni |  |  |   |   |
| 3. Tshikhala na Tshivhumbeo (Dzhomeṭiri) |  |  |  | Zwivhumbeo: ṭhofundeṅa<br>Sia: monde, tshauḡa<br>Vhuimo: vhuḡati, fhasi<br>U vhekanya zwithu u ya nga zwidombbedzwa zwivhili<br>Dziphazili dza zwipiḡa zwa fumimalo<br>Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru<br>Ndinganyahuvhili |   |
| 4. Muelo                                 |  |  |  |   | Tshileme<br>Leluwa, leluwesa, leluwesesa<br>Lemela, lemelesa, lemelesesa<br>Khulwanesa, ṭhukhusa  |
| 5. U shuma na Data                       |  |  |  |   |   |

| 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>  |   |   |   |



| Sia Ja Magudiswa lo Sedzwaho             | Vhege ya 6   | Vhege ya 7  | Vhege ya 8   | Vhege ya 9  | Vhege ya 10   |
|--|--|---|--|---|---|
| 1. Nomboro, Tswayo na Vhushaka           | <p>Nomboro 8</p> <p>Nomboro thevhekano: vhuṭanu, mafhelelo, tevhelaho</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhekanya nomboro 1–7</p> <p>Nomboro thevhekano ya mathomo u ya kha ya vhuṭanu</p> <p>U engedza, u ṭusa</p> <p>Zwivhili/zwiraru zwinzhi/zwituku</p> <p>U khwaṭhisedza divhaipfi ya nomboro 1–7</p> | <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>Zwivhili/zwiraru zwinzhi/zwituku</p> <p>Zwizhi, zwituku, eḁana</p> | <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p>  | <p>Tshelede – u divha tshelede ya bammhiri</p> <p>U tandulula thaidzo 1–8</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhekanya nomboro 1–8</p> <p>Nomboro thevhekano ya u thoma u swika kha ya vhuṭanu</p> <p>U khwaṭhisedza nomboro 1–8</p> <p>U engedza, u ṭusa</p> <p>Mangwende</p> | <p>U khethekanya, hafu</p> <p>U swika kha zwiraru (vha tshi shumisa magaraṭa a zwithoma)</p> <p>U tevhekanya khuvhanganyo u bva kha ṭhukhusa u ya kha khulwanesa</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhekanya nomboro 1–8</p> <p>U tandulula thaidzo 1–8</p> <p>U khwaṭhisedza divhaipfi ya nomboro 1–8</p> <p>Zwizhi, zwituku, vhunzhi, zwi si gathi, eḁana</p> <p>Zwivhili/zwiraru zwinzhi/zwituku</p> |
| 2. Phetheni, Fankisheni na Aḁidzhebura   |  |   |  |   |   |
| 3. Tshikhala na Tshivhumbeo (Dzhomeṭiri) |  |   | <p>Vhuimo ha zwithu zwi tshi elana na zwone zwine</p> <p>Tshati ya misevhe</p> <p>U kopa na u fhaṭa mbumbo (magaraṭa a zwifanyiso)</p> <p>Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina</p> <p>Mabogisi, bola</p> <p>U pfuka mutalo wa vhukati</p> <p>Vhuimo: u ya phanḁa na u humela murahu</p> |   |   |
| 4. Muelo                                 |  |   |  | Khulwane, ṭhukhu  |   |
| 5. U shuma na Data                       |  | <p>Vha ola tshifanyiso u imela data</p> <p>U kuvhanganya, u vhekanya na u imela khuvhanganyo ya zwithu</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.

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

## Thero

- Phetheni dza dzhometjiri: sikani, kopani ni engedze phetheni

## Nǀivho ntswa

- Kopani phetheni dza nzimo na dza vhutengu ni tshi shumisa zwithu zwi fareaho
- Sikani ni ǀalutshedze phetheni yaǀu nga mivhala/zwivhumbeo zwiraru kana zwiǀa, ngaauralongauralo

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanǀa 1–20, murahu 7–1
- U vhalela zwithu 1–7
- U topola phetheni
- Kopani ni engedze phetheni

## Divhaipfi ntswa ya mbalo

toolola  
ǀalutshedza

engedza  
tevhela

ǀahelaho  
a si phetheni

## U dilugisela

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

- zwiǀuloko zwa Yunifikisi zwo kuvhanganywa nga phetheni i dovhoolaho u itela u vhumba tshidimela
- tshipiǀa tsha bammbiri ǀa A3 u itela u sika phara ya tshidimela
- garaǀa ǀa phetheni ǀi re na zwithoma zwa mivhala
- labi/thaula
- zwigwada 4 zwa zwishumiswa – 1 mugudi muǀwe na muǀwe
- zwipiǀa zwihulwane zwa 6 zwa mitshelo yo vhumbeaho nga suko ǀa u tambisa (zwivhilizwivhili zwa tshakha 3 dza mitshelo yo fhambanaho)
- magaraǀa a phetheni ya Yunifikisi a 8
- magaraǀa a phetheni a zwiǀuloko zwa zwidodombedzwa a 8 a 'Hu khou ǀahela mini'?
- zwiǀiripi zwa ǀhofundeina zwa bammbiri ǀa mivhala ǀo nambatedzwa nga phetheni kha shithi ǀa bammbiri: zwivhumbeo zwa ǀhofundeina zwi nga saizi mbili – 5 mugudi muǀwe na muǀwe wa zwilapfu na zwipufhi
- magaraǀa a phetheni a re na phetheni dza mivhala dzi songo fhelelaho kha muduba muǀwe na muǀwe (mivhala mivhili kana miraru)
- nǀevhe dza dzuvha dza bammbiri na maǀari (dza 16 dza tshiǀwe na tshiǀwe nga mugudi)
- magaraǀa a phetheni ya maluvha
- domino.



## 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.



# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Zwibuḽoko zwa Yunifikisi
- Tshipiḽa tsha bammbiri la A3 u itela u sika phara ya tshidimela
- Tshidimela tsha phetheni ya Yunifikisi

### NGELETSHEDZO

Kha vha vhudzise vhagudi arali vha tshi nga humbula uri vho vha vha tshi khou vhalela u swika kha nomboro ifhio vha sa athu ya holodeini, na uri ndi nomboro ifhio ye vha vha vha tshi khou vhalela murahu u bva khayoy.

1. **Luimbo:** Vhagudi vha imba luimbo lune vha tou ḽinangela u bva kha kotara dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha sumbedze vhagudi thawara ya Yunifikisi yo vhumwaho nga zwibuḽoko zwa sumbe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi zwibuḽoko zwingana zwine na humbula uri zwo vhumba iyi thawara?

Vhagudi vha anganyela tshivhalo tsha zwibuḽoko. Kha vha bwise zwibuḽoko nga tshithihi nga tshithihi zwenezwi vhagudi vha tshi khou zwi vhalela.

4. **Phetheni i itwa nga mini:** Kha vha vhee tshidimela tsha phetheni ya Yunifikisi ngomu pharani. Kha vha bwise tshidimela nga u ongolowa vha humbele vhagudi u dzhie nzehele uri ndi phetheniḽe ine ya khou bvelela.

#### Mbudziso dzi gaidaho:

- ✦ Ni khou vhona mini?
- ✦ Ndi tshibuḽoko tsha muvhala ufhio tshine na humbula uri ndi tshone tshi no ḽo tevhele u bva ngomu ha phara? Ndi ngani?
- ✦ Iyi ndi phetheni? Ndi tshini tshi i itaho phetheni?

Kha vha vha humbudze nga tshipiḽa tshi dovhoolaho tshine tsha ita phetheni.

Kha vha vhumbe tshinwe tshidimela nga zwibuḽoko zwa Yunifikisi tshine tshi sa vhe na phetheni. Kha vha dovhoolole nyito nga tshidimela na phara.

#### Mbudziso dzi gaidaho:

- ✦ Iyi ndi phetheni? Mmbudzeni uri ndi ngani ni tshi humbula nga u ralo.
- ✦ Ni khou kona u vhona phetheni afha kilasini?



### NGELETSHEDZO

Kha vha vhee phara fhethu ha zwibuḽoko vha tuḽuwedze vhagudi u ita phetheni dza vhone vhaḽe dza tshidimela.

Vhagudi vha bvela nḽa u ya u tshimbila nga phetheni na u haseledza nga phetheni.

- ✦ Ni khou kona u vhona phetheni? Mmbudzeni nga hayo.
- ✦ Hu na phetheni kha ...?
- ✦ Ndi tshini tshi i itaho phetheni?
- ✦ Ndi tshipiḽa tshifhio tsha phetheni tshi dovhoolaho?
- ✦ Ni khou kona u pfa phetheni? Mmbudzeni zwine na khou pfa.

5. **Nyito dza tshigwada tshiḽuku:** Kha vha ḽaluse nyito dza tshiḽitshini tsha u shumela tshinwe na tshinwe.

## 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?



## Duvha 2

### Zwine vha do toḁa

- Tshidade: *Ndi tshifhinga tsha phetheni* (siaḁari 191)
- Garaḁa 1a phetheni 1i re na zwithoma zwa mivhala

### NGELETSHEDZO

Vha elelwe u amba nga mbekanyamushumo ya ḁuvha 1iḁwe na 1iḁwe. Vha elelwe u ita khaḁenda, maḁuvha a vhege, miḁwedzi ya ḁwaha na tshati ya maḁuvha a mabebo ḁuvha 1iḁwe na 1iḁwe.

1. **Tshidade:** Kha vha rende vese ya u thoma ya tshidade, *Ndi tshifhinga tsha phetheni*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha vhalela u bva kha 1 u ya kha 7 vha tshi khou vhanda zwanda na mufarakani.
4. **Phetheni dza mubvumo u bva kha phetheni dza u vhona:** Kha vha sumbedze vhagudi garaḁa 1a phetheni. Kha vha sumbe kha tshithoma tshiḁwe na tshiḁwe nahone vhoḁhe vha bule mivhala. Kha vha haseledze phetheni.

#### Mbudziso dzi gaidaho:

- ✦ Ni khou kona u vhona phetheni?
- ✦ Mmbudzeni nga phetheni.
- ✦ Ndi tshipiḁa tshifhio tsha phetheni tshi dovhoolaho?
- ✦ Ndi mini tshi no ḁo tevhela kha phetheni?

Vhagudi vha shumisa phetheni dza u vhona u ita phetheni ya mubvumo, sa tsumbo, vha vhanda zwanda kha muvhala mutswuku, vha rwiwa minwe kha muvhala wa ḁaḁa.

- ✦ Ndi mubvumo ufhio une ra fanela u ita kha tshitendeledzi tsha muvhala mutswuku/wa ḁaḁa?
- ✦ Ndi mubvumo ufhio u no fanela u tevhela?
- ✦ Ndi mibvumo ifhio ine na tama u ita?

Vhagudi vha dzinginya miḁwe mihumbulo ya phetheni ya mubvumo, vha tshi shumisa garaḁa 1eneḁo 1ithihi 1a phetheni.

5. **Nyito dza tshigwada tshiḁuku:** Kha vha ḁaluse nyito dza tshitiḁshini tsha u shumela tshiḁwe na tshiḁwe.

## Duvha 3

### Zwine vha do toḁa

- Tshidade: *Ndi tshifhinga tsha phetheni* (siaḁari 191)
- Labi/thaula
- Mitshele mihulwane ya 6 ya suko 1a u tambisa

1. **Tshidade:** Kha vha rende vese ya u thoma na ya vhuvhili ya tshidade, *Ndi tshifhinga tsha phetheni*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha shumise tshokho u ola mutalo tswititi fhasi kha fuloro. Vhagudi vhaḁanu vha ima kha sia 1ithihi 1a mutalo.

#### Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vha re hone?
- ✦ Arali ra engedza mugudi muthihi, hu ḁo vha na vhangana?
- ✦ Kha vha engedze mugudi muthihi?
- ✦ Ri fanela u ita mini arali ri tshi toḁa vhagudi vhaḁa fhedzi?



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. **U topola tshipiḽa tshi ḽahelaho tsha phetheni:** Kha vha shumise mutshelo wa suko ḽa u tambisa u sika phetheni. Vhoṽhe kha vha sumbe kha tshithu tshiṽwe na tshiṽwe vha tshi bula phetheni.

**Mbudziso dzi gaidaho:**

- ✦ Hu khou tevhela mini?
- ✦ Ndi phetheniḽe?

Kha vha fukedze mutshelo nga labi vha bwise tshipiḽa tshithihi tsha mutshelo. Kha vha bwise labi.

- ✦ Ndi mutshelo ufhiio une wa khou ḽahela kha phetheni?
- ✦ Ndi lushakaḽe lwa mutshelo lune lwa fanela u tevhela kha phetheni? Ndi ngani?

Kha vha dovholole nyito lwo vhalaho, vha tshi bvisa mutshelo u bva kha zwipiḽa zwo fhambanaho zwa phetheni na/kana u engagedza tshivhalo tsha mitshelo ine ya khou ḽahela tshifhinga tshiṽwe na tshiṽwe.

5. **Nyito dza tshigwada tshiḽuku:** Kha vha ḽaluse nyito dza tshitiṽshini tsha u shumela tshiṽwe na tshiṽwe.

## Duvha ḽa 4

### Zwine vha ḽo ṽoḽa

- Tshidade: *Ndi tshifhinga tsha phetheni* (siaṽari ḽa 191)
- Zwigwada 4 zwa zwishumiswa – 1 nga mugudi

1. **Tshidade:** Kha vha ite tshidade, *Ndi tshifhinga tsha phetheni*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzhia zwishumiswa. Vhagudi vhoṽhe vha re na zwishumiswa zwi fanaho vha dzula nga tshigwada. Kha vha lidze murumba lwa sumbe.

**Mbudziso dzi gaidaho:**

- ✦ Ndi miungo mingana ye na pfa?
- ✦ Ni zwi ḽivha hani?

Vha tshi thoma nga 1, tshigwada tshiṽwe na tshiṽwe tshi lidza muungo muthihi u fhira wa tshigwada tsho fhiraho, u swika tshigwada tshithihi tshi tshi swika kha 7.



4. **Phetheni dza mutevhetsindo:** Kha vha khethekanye vhagudi nga zwigwada. Kha vha ṽee tshigwada tshiṽwe na tshiṽwe zwilidzo zwa muzika zwo fhambanaho. Zwigwada zwi ita mibvumo nga zwilidzo zwazwo na u ḽalusa mibvumo iyi. Zwa konaha u vhambedza mibvumo ine zwilidzo zwo fhambanaho zwa ita.

**Mbudziso dzi gaidaho:**

- ✦ Tshilidzo tsha vheiwe tshi pfala sa mini?
- ✦ Ni nga ita mubvumo wo fholaho/wa phosho; mubvumo u ḽavhanyaho/ u ongolowaho?
- ✦ Zwilidzo zwi ita hani mibvumo i fanaho/yo fhambanaho?

## NGELETSHEDZO

Arali vha si na zwishumiswa, kha vha shumise zwiḽuḽo, zwikoṽikoṽi, zwitanda na zwipiḽa zwa mabambiri u ita mubvumo nga u rwa, kana vhagudi vha nga shumisa mivhili yavho, sa tsumbo, u rwa milenzhe yavho kha fuloro kana u rwa kha milenzhe yavho.

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.

Itani phetheni ya muzika nga tshilidzo, sa tsumbo, wa phosho, wo fholaho, wo fholaho, wa phosho, wo fholaho, wo fholaho. Zwigwada zwi lidza na vheiwe. Zwigwada zwi a sielisana u kopa na u engedza phetheni dza mubvumo. Zwigwada zwi sika phetheni ntswa, sa tsumbo, wa phosho, wa phosho, wo fholaho, wa phosho, wa phosho, wo fholaho.

- ✦ Ndi phetheni ifhio ntswa ine ra nga ita?
- ✦ Ndi mubvumo ufhio une wa fanela u ḁa u thoma?
- ✦ Ri fanela u u ita lungana mubvumo uyo?
- ✦ Ri fanela u bvela hani phanda?

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

## Duvha ḁa 5

### Zwine vha ḁo ḁoḁa

- Tshidade: *Ndi tshifhinga tsha phetheni* (siaḁari ḁa 191)
- Zwididzo zwa muzika

1. **Tshidade:** Kha vha ite tshidade, *Ndi tshifhinga tsha phetheni*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha lidze tshilidzo zwenezwi vhagudi vha tshi khou tshimbatshimbila. Musi muzika u tshi ima, kha vha vhidzelele nomboro vhukati ha 1 na 7. Vhagudi vha vhumba zwigwada zwa saizi dzo fhambanaho u ya nga nomboro iyo.
4. **U engedza phetheni dza muvhili:** Kha vha nange vhagudi vha rathi uri vha ite phetheni nga muvhili, sa tsumbo, vhavhili vho dzula, muthihi o ima, vhavhili vho dzula, muthihi o ima. Kha vha haseledze phetheni.

#### Mbudziso dzi gaidaho:

- ✦ Iyi ndi phetheni?
- ✦ Ni nga ḁalusa phetheni iyi?
- ✦ Ndi tshipiḁa tshifhio tsha phetheni tshi dovhololaho?
- ✦ Ri nga engedza hani phetheni iyi?

Vhagudi vha isa phanda phetheni nga u ima kana u dzula fhasi.

- ✦ Ndi zwifhio zwi no fanela u tevhela?
- ✦ Hu na ane a nga kona u dzhoina muduba? Ni ḁo ita mini?

Kha vha dovholole nyito vha tshi shumisa vhuḁwe vhuimo ha muvhili, sa tsumbo, u gwadama na u shuvhama.

Kha vha nange vhagudi vha malo uri vha ḁidzudzanye vhone vhaḁe nga phetheni yavho.

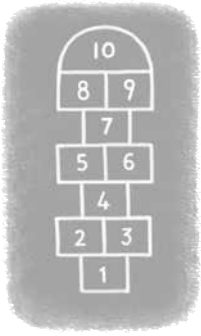
- ✦ No dzhia hani tsho ya zwine na ḁo ita kha phetheni ya vheiwe?
- ✦ Ndi phetheniḁe ye na ita? Ni zwi ḁivha hani uri ndi phetheni?
- ✦ Ri nga engedza hani iyi phetheni?

Vhaḁwe vhagudi vha dzhoina muduba vha engedza phetheni.

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

### NGELETSHEDZO

Kha vha vhone uri hu na u sudzuluwa hune vhagudi vhoḁhe vha khou kona u shela khaho mulenzhe, hu tshi katelwa na vhagudi vha re na vuholefhali ha misipha.



### 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.

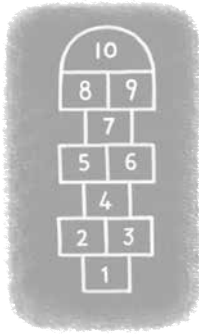
3. **What’s missing? pattern:** Learners take a ‘What’s missing?’ pattern card from their tub. They say which part of the pattern is missing and arrange their attribute blocks to copy the pattern, filling in the missing part.

**Guiding questions:**

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







## U țanganelana

**Luambo lwa Hayani:** U bvedzisa u Nwala: Olani phetheni.

**Zwikili zwa Vhutshilo:** Mveledziso ya misipha mițuku: U topola, u kopa na u engedza phetheni muponi. Mveledziso ya misipha mihulwane ya milenzhe: Kha vha shumise pennde u ola tseretsere nnda kana vha ole nga tshokho fhasi. Vhagudi vha fhufha ngomu ha zwibułoko zwa giridi vha tshi tevhela thevhekano ya nomboro, vha tshi kavha nga milenzhe yothe khathihi kana vho vula milenzhe, zwi tshi bva kha tshivhalo tsha zwibułoko zwi re kha muduba muñwe na muñwe wa giridi.

## Nyito dza tshigwada tshițuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha do țoda

- Zwithu zwa 6 zwa đuvha liñwe na liñwe
- Țhireyi
- Tshidongo tsha mugudi muñwe na muñwe tshi re na:
  - Vhulungu ha u vhaleta (*Khithi ya Zwishumiswa*)
  - Garața Ța phetheni Ța 'Hu khou țahela mini?'
  - Garața Ța phetheni Ța Yunifikisi
  - Zwiđułoko zwa Yunifikisi
  - Zwiđułoko zwa zwidodombedzwa zwa 10

1. **Vhulungu ha u vhaleta:** Kha vha humbele vhagudi uri vha vha sumbedze tshivhalo tsha vhulungu vhukati ha 1 na 7. Vhagudi vha vhea vhulungu nga nzudzanyo dzo fhambanaho dza tshivhalo tshi fanaho.

#### Mbudziso dzi gaidaho:

- ✦ Hu na vhulungu vhungana vhutswuku/ha țada vhu re hone?
- ✦ Ni nga ntsumbedza vhulungu ha sumbe?
- ✦ Ntsumbedzeni vhulungu vhuņa. No ita mini uri vhu vhe vhuņa?
- ✦ Ni fanela u ita mini uri ni vhe na vhulungu ha rathi?

2. **Hu khou țahela mini? (mutambo wa Kim):** Kha vha vhee zwithu zwițanu kha țhireyi, nga tshithihi nga tshithihi ngeno vhagudi vho lavhelesa.

#### Mbudziso dzi gaidaho:

- ✦ Ndo vhea mini u thoma ngomu țhireyini?
- ✦ Ndi mini tshe nda vhea tshe tsha tevhela kha țhireyi?
- ✦ Ndi mini tshe nda fhedzisela u vhea kha țhireyi?

Zwino vhagudi vha fanela u lavhelesa kha țhireyi vha lingedza u humbula zwithu zwi re khayoy. Kha vha fukedze țhireyi nga labi vha bwise tshithu tshithihi. Kha vha bwise labi. Vhagudi vha bula uri ndi tshithu tshifhio tshi no khou țahela. Kha vha dovholole, vha bwise hafhu tshiñwe tshithu tshi sa fani na tshiñwe tshifhinga tshothe.

3. **Hu khou țahela mini? phetheni:** Vhagudi vha dzhia garața Ța phetheni Ța 'Hu khou țahela mini?' ngomu tshidongoni tshavho. Vha bula uri ndi tshipiđa tshifhio tsha phetheni tshine tsha khou țahela nahone vha dzudzanya zwibułoko zwavho zwa zwidodombedzwa u itela u kopa phetheni, vha tshi đadza tshipiđa tshi țahelaho.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshini tshi thomaho/tshitevhela/tsha u fhedzisela?
- ✦ Hu khou țahela mini?



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. **U kopa na u engedza phetheni dzavho:**

Vhagudi vha shumisa zwiwuloko zwavho zwa Yunifikisi u kopa na u engedza phetheni u bva kha garaṭa ḽa phetheni ḽa Yunifikisi (nzimoni na vhutenguni).

**Mbudziso dzi gaidaho:**

- ✦ Ndi tshini tshi ḽaho phanḽa ha/nga murahu ha/tshi tevhelaho?
- ✦ Ni nga fhedzisa phetheni?
- ✦ Ndi tshipiḽa tshifhio tsha phetheni tshi dovhlolaho?



 **NGELETSHEDZO**

Arali phetheni i re na zwidodombedzwa zwivhili i tshi kongela vhagudi, vha nga ita phetheni nga tshidodombedzwa tshithihi.

5. **U sika phetheni dzavho:** Vhagudi vha sika phetheni nga zwiwuloko zwa zwidodombedzwa vha ḽalutshedza phetheni yavho. Sa tsumbo:

- ✦ Tshidodombedzwa tshithihi: tshivhumbeo: tshitendeledzi, tshikwea, ḽhofunderaru.
- ✦ Zwidodombedzwa zwivhili: muvhala na tshivhumbeo: tshitendeledzi tshitswuku, tshikwea tsha ḽaḽa, ḽhofunderaru dala.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga ḽalusa phetheni yaṅu?
- ✦ Ndi tshini tshi i itaho phetheni?
- ✦ Ni nga isa hani phanḽa nga phetheni yaṅu?

Itani thevhekano ya zwiwuloko zwa zwidodombedzwa ine ya si vhe phetheni.

- ✦ Ndi phetheni iyi? Mmbudzeni uri ndi ngani i si yone.



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

- kwasha na u fhaḽa nomboro vhukati ha 1 na 7
- sika na u ḽalutshedza phetheni dzavho vhone vhaṅe nga mivhala na zwivhumbeo zwiraru
- engedza phetheni i dovhlolaho
- ḽalutshedza arali tshiṅwe tshithu tshi phetheni kana tshi si phetheni
- sumbedza tshipiḽa tsha phetheni tshine tsha dovhlolola

**Tshiḽitshi tsha u shumela tsha 1**



**Zwine vha ḽo ḽoda**

- Zwiḽiripi zwa mabambiri a mivhala 'zwilapfu' na 'zwapfufhi' zwo nambatedzwa nga phetheni kha shithi ḽa bambiri ḽilapfu
- Mashithi malapfu a mabambiri – mugudi muṅwe na muṅwe 1
- Zwivhumbeo zwa ḽhofundeṅa zwo gerwa zwa ita saizi mbili: 'ndapfu' na 'pfufhi'
- Guḽuu

Vhagudi vha nambatedza zwiḽiripi zwa mabambiri u itela u kopa na u engedza phetheni.

## 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.



## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḁo ṭḁa

- Magaraṭa a phetheni a re na muvhala wa phetheni u songo fhelelaho kha rou iṅwe na iṅwe
- Pennde, bulatsho dza u pennda
- Bammbiri

Vhagudi vha shumisa pennde u kopa na u engedza phetheni kha magaraṭa. Vha sika phetheni dzavho vhone vhaṅe.



## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭḁa

- Magaraṭa a phetheni ya maluvha
- Bammbiri ḽa ṅḁevhe dza dzuvha na maṭari o tou geredzelwaho (a 16 mugudi muṅwe na muṅwe)
- Dzikhirayoni
- Guḽuu, bulatsho
- Tshiṭṭripi tsha bammbiri mugudi muṅwe na muṅwe



Vhagudi vha nambatedza ṅḁevhe dza maluvha na maṭari kha bammbiri u itela u kopa na u engedza phetheni. Vha shumisa dzikhirayoni u khavhisa siaṭari ḽavho.

## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭḁa

- Sete ya dominosi

Vhagudi vha vhambedza dominosi na tshivhalo tshi fanaho tsha nomboro ya zwithoma.



# 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

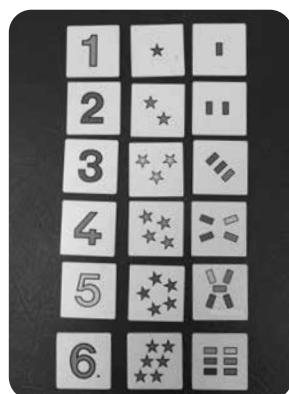
three fewer  
enough

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.





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

## Thero

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

## Nǀivho ntswa

- Nomboro 6
- Zwivhili/zwiraru zwinzhi/zwituku
- Zwigwada zwi eǀanaho
- U vhalela u ya phanǀa

## Nǀowedzo

- U vhalela ha mutevhetsindo: phanǀa 1–20, murahu 7–1
- U vhalela zwithu 1–7
- U tevhekanya nomboro 1–5
- U khwaǀhisedza ǀivhaipfi ya nomboro 1–5

## ǀivhaipfi ntswa ya mbalo

rathi  
zwinzhi nga zwivhili

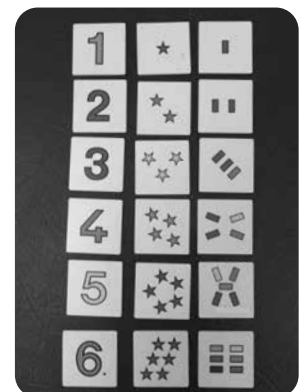
zwituku nga zwiraru  
zwo eǀana

tshivhalo tshi fanaho  
engedza kha

## U ǀilugisela

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

- tshati ya luvhondoni ya mbalo na themphuleithi ya nǀu ya nomboro 6 (siaǀari ǀa 205)
- magaraǀa a nomboro 5 a zwithoma zwa 6, zwiga na maipfi
- matombo mahulwane a 7
- masekwa mahulwane a 7 a suko ǀa u tambisa/puǀasiǀiki/khadibogisi
- garaǀa ǀa tshiga tsha nomboro 6 (mutalombalo)
- makhadibogisi mahulwane a 7 o gerwaho a ita khumba
- daisi ǀihulwane ǀo itwaho u bva kha bogisi
- themphuleithi ya suko ǀa u tambisa: Nomboro 6 (siaǀari ǀa 211) – 1 mugudi muǀwe na muǀwe
- suko ǀa u tambisa
- siaǀari ǀa A4 ǀi si na tshithu ǀi ngomu ha siǀivi tsha puǀasiǀiki – 1 mugudi muǀwe na muǀwe
- tshifaredzi tsha zwibuloko zwa Yunifikisi vhagudi vhavhilivhavhili kha tshigwada
- magaraǀa a nomboro na zwifanyiso a fanaho 1–6 – 1 mugudi muǀwe na muǀwe.



## 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:

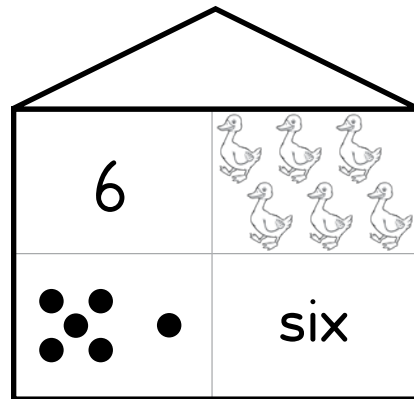
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

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.

## Nyito dza kilasi yothe

## Duvha la 1

## Zwine vha do toda

- Tshidade: *Ndi tshifhinga tsha phetheni* (siafari la 191)
- Tshitori tsha nomboro 6 (siafari la 191)
- Tshati ya luvhondoni ya mbalo na themphuleithi ya nndu ya nomboro 6 (siafari la 205)

 NGELETSHEDZO

Kha vha ite ngowendowe ya nyimbo na zwidade zwo gudwaho vhege dzo fhiraho zwenezwi vhukati ha mbekanyamushumo ya duvha linwe na linwe, sa tsumbo, nga tshifhinga tsha u ya bungani.

1. **Tshidade:** Kha vha ite tshidade, *Ndi tshifhinga tsha phetheni* u bva kha Vhege ya 1.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha humbele vhagudi vha shumise zwanḁa vhunga phapha dza sekwa lu si gathi.

**Mbudziso dzi gaidaho:**

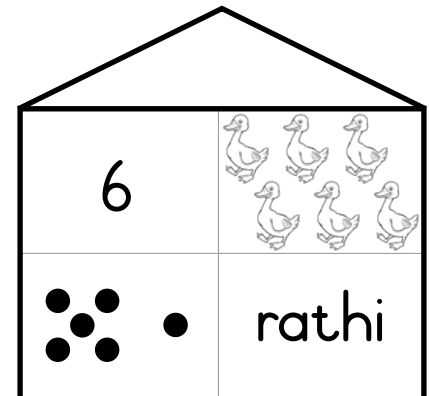
- ✦ Zwo vha lunzhi kana lutuku kha sumbe?
- ✦ Ni zwi divha hani?
- ✦ Ni nga shumisa zwanḁa hafhu lwa sumbe?

4. **U divhadza nomboro 6:** Kha vha sumbe kha tshati dza luvhondoni dza nomboro 1–5.

**Mbudziso dzi gaidaho:**

- ✦ Ndi phukha nngana dzine na humbula uri dzi do dzula kha nndu i tevhelaho?
- ✦ Hu do vha na nnzhi kana thukhu kha thanu?

Kha vha talutshedze *Tshitori tsha nomboro 6*. Nndu ya phukha ndi yone yo sedzwaho kha tshitori. Kha vha sumbedze zwipiḁa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaḁa tshitori tsha phukha na zwifanyiso zwa nndu: zwithu zwo fhambanaho zwo imelaho nomboro 6, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfi. Kha vha tane zwipiḁa zwa tshati ya luvhondoni ngomu nndu ya phukha kha luvhondo fhethu ha mbalo. Kha vha vhalele masekwa vhothe.

**Mbudziso dzi gaidaho:**

- ✦ Ndi nnyi o no vhuyaho a vhona sekwa? Ngafhi?
  - ✦ Sekwa li lilisa hani?
  - ✦ Ni nga lila sa sekwa lwa rathi? Ni nga tshimbila sa sekwa zwenezwi ni tshi khou lila?
  - ✦ Hu na masekwa manzhi mangana a re hone u fhira thoho?
  - ✦ Hu na thudwa nngana thukhu dzi re hone u fhira thoho?
  - ✦ Arali sekwa linwe na linwe lo thothonywa u bva kha kumba, hu do vha ho vha hu na makumba mangana?
5. **Nyito dza tshigwada tshiḁuku:** Kha vha taluse nyito dza tshiḁtshini tsha u shumela tshinwe na tshinwe.

## 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?

## Duvha Ja 2

### Zwine vha do toda

- Luimbo: *Masekwa maṭuku a rathi* (siaṭari ja 191)
- Magaraṭa a nomboro 5 a zwithoma zwa 6, zwiga na maipfi
- Magaraṭa a tshifanyiso tsha nomboro, zwiga na zwithoma 1–6 (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha ḡivhadze luimbo, *Masekwa maṭuku a rathi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha nange vhagudi vhavhili uri vha sielisane u shumisa zwanḡa vhunga phapha sa sekwa lu re fhasi ha rathi ngeno vhaṅwe vhagudi vha tshi khou vhanda zwanḡa. Kha vha vhambedze tshivhalo tsha u shumisa phapha. Kha vha vhudzise mbudziso dzi fanaho na dza Duvha Ja 1. Vhagudi vhoṭhe vha shumisa zwanḡa vhunga phapha na u vhalela zwenezwi vhone vha tshi khou vhanda zwanḡa u bva kha 1 u ya kha 7.
4. **Mutambo wa magaraṭa a tshithoma 1–6:** Kha vha sumbedze magaraṭa a tshifanyiso, tshithoma na tshiga tsha nomboro 1–6. Vhagudi vha a ḡidzudzanya vhone vhaṅwe nga zwigwada u ya nga garaṭa line vhone vha li sumbedza.
5. **Tafula ya mbalo:** Zwigwada zwa vhagudi vha rathi zwi kuvhanganya zwithu zwiṭuku zwi fanaho nḡa, sa tsumbo, matavhi kana maṭari. Vhagudi vha vhuya kīlasini vha dzula kha methe nga zwigwada zwavho. Tshigwada tshiṅwe na tshiṅwe tshi bula zwe tsha wana na uri ndi zwingana. Kha vha haseledze zwi fanaho na zwo fhambanaho vhukati ha khuvhanganyo dzavho. Kha vha ṅee tshigwada tshiṅwe na tshiṅwe garaṭa ja tshithoma ja nomboro 6, tshiga kana ipfi. Tshigwada tshithihi nga tshithihi zwi vhea zwithu zwazwo na garaṭa ja nomboro 6 ṅṅha ha tafula.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṅwe na tshiṅwe.

### NGELETSHEDZO

Musi vha tshi vhumba zwigwada vha haseledze uri ndi nnyi a re na zwinzhi zwi eḡanaho rathi, u na zwiṅwe zwingana, ngaauralongauralo.



## Duvha Ja 3

### Zwine vha do toda

- Luimbo: *Masekwa maṭuku a rathi* (siaṭari ja 191)
- Matombo mahulwane a 7
- Masekwa a 7 a suko ja u tambisa/ puḡasiṭiki/khadibogisi
- Magaraṭa a zwithoma 1–6 (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha imbe luimbo, *Masekwa maṭuku a rathi* vha ite na misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha anetshele tshiṭori zwenezwi vha tshi khou vhea matombo a rathi na masekwa a sumbe vhukati ha tshitendeledzi hune vhagudi vhoṭhe vha kona u zwi vhona.

#### Mbudziso dzi gaidaho:

- ✦ Ndi matombo/masekwa mangana ane na humbula uri a hone afha?
- ✦ Hu na masekwa manzhi/maṭuku kana matombo manzhi/maṭuku?
- ✦ Ni zwi ḡivha hani?



## 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.





### NGELETSHEDZO

Kha vha hambudze vhagudi vho faraho magaraṭa u dikatela musi vha tshi vhalela tshivhalo tsha vhagudi tshigwadani.

4. **Magaraṭa a tshithoma na u tevhekanya nomboro 1–6:** Kha vha sumbedze vhagudi magaraṭa a tshithoma 1–6. Kha vha ṅee vhagudi vha rathi garaṭa ḽa tshithoma muṅwe na muṅwe u bva kha 1 u ya kha 6. Kha vha vha humbele u ita zwigwada na khonani u ya nga tshivhalo tsha zwithoma kha garaṭa ḽavho.

#### Mbudziso dzi gaidaho:

- ✦ Hu ḽo vha na vhangana arali tshigwada tsha vhagudi vhavhili tsha dzhoina tshigwada tsha vhagudi vhararu?
- ✦ Hu na tshigwada tshi re na tshivhalo tshi fanaho tsha vhagudi tshigwadani tshatsho sa kha zwigwada zwivhili zwe zwa dzhoinana?

Kha vha dovholole nga dziṅwe nomboro na vhaṅwe vhagudi. Vhagudi vha si muraḽo wa tshigwada vha dzudzanya zwigwada nga u tevhekana u bva kha 1 u ya kha 6.

- ✦ Ndi tshigwada tshifhio tshi no khou tevhelela?
- ✦ Ndi tshigwada tshifhio tsha u fhedzisela?

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

## Duvha ḽa 4

### Zwine vha ḽo ṭoda

- Luimbo: *Masekwa maṭuku a rathi* (siaṭari ḽa 191)
- Masekwa a 7 a suko ḽa u tambisa/ puḽasiṅiki/khadibogisi
- Khumba dza khadibogisi dza 7
- Mutalombalo u re na magaraṭa a zwiga zwa nomboro 1–6

1. **Luimbo:** Kha vha imbe luimbo, *Masekwa maṭuku a rathi* vha ite na misumbedzo na tshiṅwe tshigwada tsha vhagudi.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Kha vha vhee masekwa a sumbe na khumba dza sumbe dza makhadibogisi hune vhagudi vhoṭhe vha ḽo kona u zwi vhona.

#### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi khumba/masekwa mangana a re hone?
- ✦ Hu na tshivhalo tshi fanaho tsha khumba sa tsha masekwa?
- ✦ Hu na masekwa manzhi/maṭuku kana khumba nanzhi/ṭhukhu? Ni zwi divha hani?

4. **Mutshino wa nomboro 6:** Vhoṭhe kha vha sike mutshino wa nomboro 6. Vha vhande zwanda lwa rathi, vha fhufhe lwa rathi, vha ite maga a rathi vha tshi humela murahu, ngaauralongauralo. Kha vha humbele mihumbulo ya vhagudi.
5. **Mutambo wa nomboro 6:** Vhagudi vha bonya maṭo avho ngeno vhone vha tshi khou dzumba masekwa a rathi u mona na kiḽasi. Vhagudi vha konaha u sielisana u posa daisi. Arali ḽa wela kha nomboro 6, vha ṭoda sekwa. Kha vha ṅee lusevheḽi nga u vhidzelela 'hu khou fhisa' arali vhagudi vha tsini na u wana sekwa, 'hu khou rothola' arali vhagudi vha kule na sekwa na 'hu khou dudela' arali vha tshi khou sendela tsini. Kiḽasi i vhalela masekwa yoṭhe zwenezwi a tshi khou waniwa. Vha vhea zwiga zwa nomboro 1–6 zwi fanaho na tshivhalo kha mutalombalo. Mugudi u shumisa sekwa ḽithihi u fhufha u bva kha 1 u ya kha 6 kha mutalombalo zwenezwi kiḽasi i tshi khou vhalela.

### NGELETSHEDZO

Kha vha dovholole misudzuluwo miraru nga u tevhekana lu si gathi vha sa athu engedza misudzuluwo miswa.



**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:**

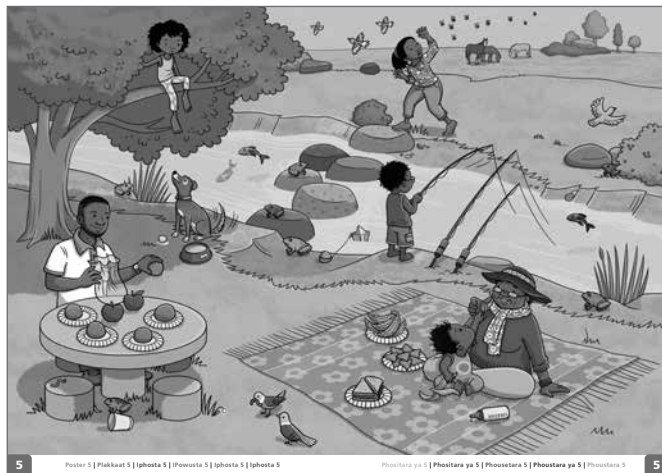
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

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.

**Mbudziso dzi gaidaho:**

- ✦ Ro wana masekwa mangana?
  - ✦ Ndi vhagudi vhangana vhe vha wana tshikhala tsha u wana sekwa?
  - ✦ Ndi masekwa mangana ane ra fanela u a wana u itela uri ri vhe na rathi tshigwadani? Ni zwi ðivha hani?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṭwe na tshiṭwe.

**Duvha 5****Zwine vha do ṭoda**

- Luimbo: *Masekwa maṭuku a rathi* (siaṭari 191)
- Phositara ya 5
- Zwikhafuthini zwa vhagudi zwa 7
- Theiphi ya u nambatedza/tshokho

1. **Luimbo:** Kha vha imbe luimbo, *Masekwa maṭuku a rathi* vha ite misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–20 na 7–1.
3. **U vhalela zwithu 1–7:** Vhoṭhe vha vhalela vhagudi vha sumbe zwenezwi vha tshi khou dzhia tshikhafuthini tshavho nga muthihimuthihi.

**Mbudziso dzi gaidaho:**

- ✦ Hu na vhagudi vhanzhi kana zwikhafuthini zwinzhi? Ni zwi ðivha hani? Vhoṭhe vha lavhelesa ngomu ha zwikhafuthini.
  - ✦ Ndi tshikhafuthini tshifhio tshi re na zwithu zwi vhili/zwiraru/zwiṅa/zwiṭanu ngomu hatsho?
  - ✦ Izwi ndi zwinzhi kana zwiṭuku kha zwithu zwa sumbe?
4. **Tshiṭepisi tsha u fhufha:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika tshiṭepisi kha methe u itela uri vhagudi vha fhufhe zwenezwi kiṭasi i tshi khou vhalela u bva kha 1 u ya kha 6.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga fhufhela kha nomboro i re nanzhi nga nthihi/ṭhukhu nga mbili, nanzhi nga mbili/ṭhukhu nga tharu kha nomboro ye na ima khayoy?
- ✦ Ni nga ima kha nomboro 2/3/4 na vhalela u bva henefho u ya phanḁa zwenezwi ni tshi khou fhufha?

5. **U ita ndowendowe ya 1–6:**

Kha vha haseledze Phositara ya 5. Kha vha ambe nga zwine vhagudi vha khou vhona.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri avha vhathu vha ngafhi?
- ✦ Hu na tshiṭwe tshithu kha itshi tshifanyiso tshe na vhuya na tshi vhona?

**NGELETSHEDZO**

Arali vhagudi vha sa shumise zwikhafuthini, kha vha shumise zwiṭwe zwithu, sa tsumbo, mabogisi na zwiḁulo.

**NGELETSHEDZO**

Kha vha wane tshifhinga tsha u haseledza nga pikiniki. Kha vha tshimbile vhukati ha vhagudi vha tshi vha sumbedza phositara.



## 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?


**NGELETSHEDZO**

Kha vha tšutšwedze vhagudi u humbula nga mbudziso dza nomboro dzine vha tama u vhudzisa.

- ✦ Ni khou kona u vhona zwiṭanu/zwa rathi, ngauralongauralo zwa tshiṅwe tshithu?
  - ✦ Ni zwi ḡivha hani uri ndi zwiṭanu/zwa rathi, ngauralongauralo?
  - ✦ Ni khou vhona miri mingana? Ri ṭoḡa miṅwe mingana uri ri vhe na ya rathi?
  - ✦ Ni khou vhona zwiṅoni zwingana? Ri fanela u ita mini uri ri vhe na zwiṅoni zwa rathi? Miomva yone?
  - ✦ Hu na dzirolo dzo eḡanaho muthu muṅwe na muṅwe? Ri nga ita mini u itela uri muṅwe na muṅwe a vhe na rolo?
  - ✦ Ni khou vhona maapula mangana? Khotsi vha fanela u ita mini u itela uri vhathu vhoṭhe vha wane tshipiḡa tsha apula?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṭanganelana

**Luambo lwa Hayani:** Zwiṭori, nyimbo na zwidade.

**Zwikili zwa Vhutshilo:** Mveledziso ya misipha mihulwane ya milenzhe na sia.

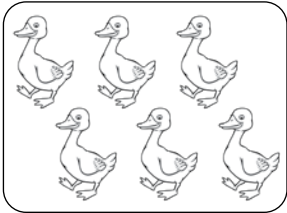
## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḡo ṭoḡa

- Masekwa a 6
- Matombo mahulwane 3
- Tshati ya nomboro ya luvhondoni ya 6
- Suko ḡa u tambisa na dzibodo
- Bammbiri ḡa A4 na dzipenisela
- Tshidongo mugudi muṅwe na muṅwe tshi re na:
  - Magaraṭa a tshiga tsha nomboro na ipfinomboro 1–6 (*Khithi ya Zwishumiswa*)
  - Zwa u vhalela ngazwo zwa phukha zwa 7
  - Vhulungu ha u vhalela ha tshivhumbeo

1. **U tandulula thaidzo:** Kha vha sumbedze vhagudi masekwa a rathi. Kha vha vhee matombo mararu tsini na masekwa mararu.  
**Mbudziso dzi gaidaho:**
  - ✦ Hu na masekwa mangana a re hone?
  - ✦ Hu na matombo mangana a re hone?
  - ✦ Hu na matombo o eḡanaho ane sekwa ḡiṅwe na ḡiṅwe ḡa nga dzula khao?
  - ✦ Ndi masekwa mangana ane ha nga ḡo vha na tombo ḡa u dzula khaḡo?
  - ✦ Ri ṭoḡa maṅwe matombo mangana u itela uri sekwa ḡiṅwe na ḡiṅwe ḡi vhe na ḡithihi?
2. **U vhalela zwithu 1–7:**  
**Mbudziso dzi gaidaho:**  
 Vhagudi vha lavhelesa phukha dzi re zwidongoni zwavho.
  - ✦ Ni na zwa u vhalela ngazwo zwa phukha zwinzhi kana zwiṭuku kha rathi ngomu tshidongoni tshaṅu?
 Muṅwe na muṅwe wa vhagudi u vhalela phukha dzawe 1–7.  
 Kha vha lavhelese tshati ya nomboro ya luvhondoni na vhagudi.
  - ✦ Ndi nomboro ifhio ine ra khou guda nga yo ino vhege?
  - ✦ Nomboro iyo ndi nnzhi kana ṭhukhu kha tshivhalo tsha phukha dzine na vha nadzo?



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?

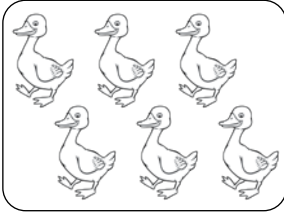
6. **Practising number 6 using playdough:** The learners make the number symbol 6 out of playdough. Support learners who are ready to write 6.



**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





Vhoṭhe vha vhalela masekwa kha tshati ya phukha ya luvhondoni.

- ✦ Ni fanela u ita mini u itela uri ni vhe na phukha dza rathi fhedzi tshigwadani tshaṅu?
- ✦ Vhuedzedzani phukha tharu ngomu tshidongoni tshaṅu. Ni na phukha nngana zwino kha methe u re phanḁa haṅu?
- ✦ Phukha dzaṅu tharu dzi na maṭo mangana o fhelela oṭhe? Dzi na nḁevhe nnga?

3. **Zwinzhi, zwiṭuku, eḁana:** Vhagudi vha vhumba zwigwada zwivhili nga phukha dza rathi u bva zwidongoni zwavho.

**Mbudziso dzi gaidaho:**

- ✦ Ndi tshigwada tshifhio tshi re na zwinzhi/zwiṭuku?
- ✦ Ndi nnyi a re na tshivhalo tshi fanaho tsha phukha kha tshigwada tshinwe na tshinwe?
- ✦ Ni fanela u ita mini u itela uri zwigwada zwaṅu zwi eḁane? (Arali zwo vha zwi sa eḁani.)

4. **U fanyisa zwiga zwa nomboro 1–6 na zwithu:** Vhagudi vha lavhelesa magaraṭa a zwiga zwa nomboro avho u bva ngomu zwidongoni zwavho na tshati ya luvhondoni ya mbalo.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga ntsumbedza nomboro 1, 4, ngauralongauralo?
- ✦ Ni nga ntsumbedza nomboro ine ya ḁa phanḁa ha/murahu ha 3/5, ngauralongauralo?

Kha vha tambe mutambo nga u dzumba zwanḁa zwavho muṭanani. Kha vha sumbedze vhukati ha munwe muthihi na ya rathi. Vhagudi vha vhalela phukha u vhambedza na minwe yavho na u nanga garaṭa ḁa tshiga tsha nomboro na ipfinomboro zwi fanaho. Kha vha dovholole lu si gathi.

5. **Vhulungu ha u vhalela ha tshivhumbeo:** Vhagudi vha shumisa vhulungu ha u vhalela ha tshivhumbeo u vhalela.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga ntsumbedza vhulungu vhuṅa, vhuṅwe vhulungu vhuvhili u fhira 4, vhulungu vhuraru vhuṭuku kha 6, ngauralongauralo?

Vhagudi vha fara vhulungu vhuvhili zwanḁani zwavho.

- ✦ Ni ḁo ṭoḁa vhulungu vhuṅwe vhungana uri ni vhe na 4?
- ✦ Ni nga engedza vhulungu vhuthihi/vhulungu vhuvhili?
- ✦ Ni na vhulungu vhungana zwino?
- ✦ Ni nga ṭusa vhulungu vhuthihi/vhulungu vhuvhili?
- ✦ Ni na vhulungu vhungana zwino?

6. **U ita nḁowenḁowe ya nomboro 6 vha tshi shumisa suko ḁa u tambisa:** Vhagudi vha ita tshiga tsha nomboro 6 nga suko ḁa u tambisa. Kha vha tikedze vhagudi vhane vho no lugela u ṅwala 6.



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

- vhalela zwithu 1–7
- topola zwinzhi, zwiṭuku na u ita zwigwada zwivhili zwi eḁanaho
- vhona, u bula na u fanyisa zwithu na zwiga zwa nomboro zwa 1–6
- tandulula thaidzo u swika kha 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.



## NGELETSHEDZO

Kha vha vhee magaraṭa a nomboro kha ṭafula u itela uri vhagudi vha kope arali mutalombalo u kule.

## Tshiṭitshi tsha u shumela tsha 1

## Zwine vha ḁo ṭoḁa

- Siaṭari ḽi si na tshithu ḽa A4 ḽi ngomu ha siḽivi tsha puḽasiṭiki – 1 mugudi muṅwe na muṅwe
- Dzikhokhi dza bodo tshena
- Labi ḽa vhagudi nga vhavhilihavhili
- Mutalombalo
- Zwa u vhalela ngazwo (*Khithi ya Zwishumiswa*)

Vhagudi vha ṅwala nomboro 1 nga dzikhokhi vha tshi shumisa mutalombalo sa nyendedzi. Vha vhalela tshivalo tsha zwa u vhalela ngazwo (tshithi) u fanyisa izwi. Kha vha dovhohole nga nomboro 2–6.

## Tshiṭitshi tsha u shumela tsha 2

## Zwine vha ḁo ṭoḁa

- Suko ḽa u tambisa
- Themphuleithi ya suko ḽa u tambisa: Nomboro 6 (siaṭari ḽa 211) – 1 mugudi muṅwe na muṅwe

Vhagudi vha shumisa suko ḽa u tambisa u fhedzisa themphuleithi.

## Tshiṭitshi tsha u shumela tsha 3

## Zwine vha ḁo ṭoḁa

- U itela vhagudi nga vhavhilihavhili: – Tshifaredzi tshi re na zwiḽoko zwa Yunifikisi
- Daisi ḽithihi

Vhagudi vha sielisana nga vhavhilihavhili u posa daisi na u ṭhophha zwiḽoko zwa Yunifikisi zwa nomboro i fanaho na ya daisi uri vha fhaṭe thawara. Vha posa daisi hafhu vha engedza zwiṅwe zwiḽoko zwa Yunifikisi kha thawara yavho u ya nga nomboro i re kha daisi.



## Tshiṭitshi tsha u shumela tsha 4

## Zwine vha ḁo ṭoḁa

- Magaraṭa a fanaho a nomboro na tshifanyiso a 1–6

Vhagudi vha nanga magaraṭa. Vha wana magaraṭa a nomboro na a tshifanyiso a fanaho.



## NGELETSHEDZO

Izwi zwi nga ṭalutshedzwa sa mutambo wa muhumbulo arali vhagudi vha tshi kona u tamba vho ḁiimisa nga vhoṭhe.

# 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

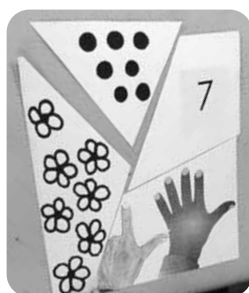
as many as

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).



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

## Thero

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

## Nǀivho ntswa

- Nomboro 7
- U vhalela ha mutevhetsindo: u ya murahu 10–1
- U vhalela zwithu 1–10

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20, u ya murahu 7–1
- U tevhekanya nomboro 1–6
- Zwivhili/zwiraru zwinzhi/zwituku
- U ǀanganya, u ǀusa
- U khwaǀhisedza ǀivhaipfi ya nomboro 1–6

## ǀivhaipfi ntswa ya mbalo

sumbe

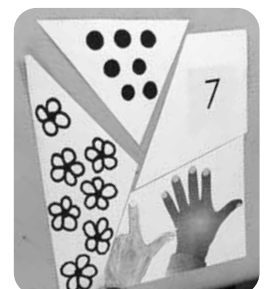
zwinzhi sa

phambano vhukati ha

## U ǀilugisela

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

- tshati ya luvhondoni ya mbalo na themphuleithi ya nnǀu ya nomboro 7 (siaǀari ǀa 207)
- makhadibogisi o gerwaho a zwiǀula a 7 (5 a khakhi na 2 madala)
- muthambi wa u anea nomboro u re na magaraǀa a zwiga zwa nomboro 1–7
- magaraǀa 5 a zwithoma, tshiga na ipfinomboro a nomboro 7
- magaraǀa a zwithoma a nomboro 7 a re na zwithoma zwo dzudzanywaho u fhambana kha ǀiǀwe na ǀiǀwe
- magaraǀa a A5 a 7 ane ǀiǀwe na ǀiǀwe ǀi na nomboro u bva kha 1 u ya kha 7 na muǀali wa u ita vhulungu ha mukuloni ha nomboro
- thunzi dza suko ǀa u tambisa
- magaraǀa a nomboro a zwithoma 1–7, sete nthihi mugudi muǀwe na muǀwe
- themphuleithi ya suko ǀa u tambisa: Nomboro 7 (siaǀari ǀa 213) – 1 mugudi muǀwe na muǀwe
- suko ǀa u tambisa – ǀo eǀanaho nyito mbili
- khaphu ya bammbiri 1 mugudi muǀwe na muǀwe
- tshifaredzi tshi re na zwitibo zwa maboǀelo/vhulungu ha u ǀadza khaphu
- siaǀari ǀa A4 ǀa mugudi muǀwe na muǀwe ǀi re na tshifanyiso tsha madzhomela mavhili, o leibelwa nga tshiga tsha nomboro vhukati ha 1 na 7 (kha vha sedze Tshiǀitshi tsha u shumela tsha 2)
- mabammbiri o gerwaho a maǀegere a mivhala yo fhambanaho (kha vha sedze Tshiǀitshi tsha u shumela tsha 2)
- dziphazili dza nomboro (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.

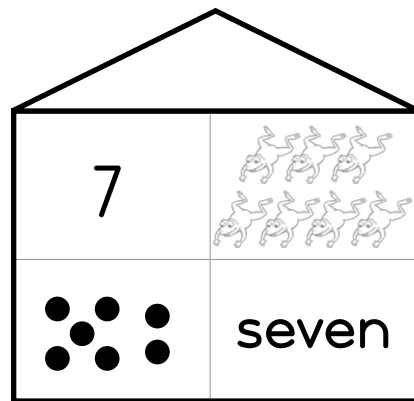
#### Guiding questions:

- ★ 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.



# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Luimbo: *Zwiḍula zwa zwithomathoma zwa sumbe* (siaṭari la 193)
- *Tshiṭori tsha Nomboro 7* (siaṭari la 193)
- Tshati ya luvhondoni ya mbalo na themphuleithi ya nḍu ya nomboro 7 (siaṭari la 207)

1. **Luimbo:** Kha vha imbe luimbo, *Zwiḍula zwa zwithomathoma zwa sumbe*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Kha vha imisele munwe nṭha nga muthihi nga muthihi vha vhalele vhothe 1–10. Vhagudi vha sedza mufarakani vha sielisana u vhalela minwe yavho.



### NGELETSHEDZO

Arali zwi tshi konadzea, kha vha humbele vhagudi u ḍa na phere ya magilavu tshikoloni. Kha vha sumbedze tsumbo vha haseledze nga zwine vha pfesesa nga ipfi 'phere' (sete ya zwithu zwivhili zwi shumiswaho zwothe). Vha nga humbula nga phere mivhilini yavho, sa tsumbo, zwanda, milenzhe, maṭo, ngauralongauralo.

#### Mbudziso dzi gaidaho:

- ✦ Ni na minwe mingana zwandani zwothe?
- ✦ Ndi zwifhio zwiḥwe zwine ra vha nazwo zwa fumi mivhilini yashu?

4. **U divhadza nomboro 7:** Kha vha sumbe kha tshati dza luvhondoni dza nomboro 1–6.

#### Mbudziso dzi gaidaho:

- ✦ Ndi phukha nngana dzine na humbula uri dzi ḍo dzula ḍuni i tevhelaho?
- ✦ Hu ḍo vha hu na nnzhi kana ṭhukhu kha rathi?

Kha vha anetshele *Tshiṭori tsha nomboro 7*. Kha vha sumbedze zwipiḍa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaṭa tshiṭori tsha phukha na zwifanyiso zwa nḍu: u imelela nomboro 7 ho fhambanaho, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfi. Kha vha ṭane zwipiḍa zwa tshati ya luvhondoni ya mbalo ngomu ḍuni ya phukha tsini na nomboro 6 kha luvhondo fhethu ha mbalo. Kha vha vhalele zwiḍula vhothe.

#### Mbudziso dzi gaidaho:

- ✦ Hu na zwiḍula zwinzhi zwingana u fhira masekwa?
- ✦ Hu na ṭhoho nngana dzi si gathi kha zwiḍula?
- ✦ Ndi nomboro ifhio iḍaho phanda ha 5/6; nga murahu ha 3/4, ngauralongauralo?

Kha vha ite misumbedzo ya u vha tshiḍula.

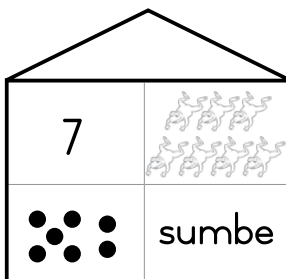
- ✦ Tshiḍula tshi lilisa hani?
- ✦ Ni nga nsumbedza uri zwi tshimbila/la hani?
- ✦ Ndi maṭo mangana ane tshiḍula tshithihi/zwiḍula zwivhili/zwiḍula zwiraru zwa vha nao?

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



### NGELETSHEDZO

Vha sa athu divhadza ḍivho ntswa, kha vha vhudzise vhagudi uri ndi nomboro ifhio ye vha vha vha tshi khou vhalela murahu u bva khayo, na uri ndi zwithu zwingana zwe vha vha vha tshi khou vhalela u swika khazwo.



## 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.

## Duvha 2

### Zwine vha do toda

- Luimbo: *Zwiḍula zwa zwithomathoma zwa sumbe* (siaṭari 1a 193)
- Luimbo: *Muthihi muṭuku, mivhili miṭuku* (siaṭari 1a 193)
- Magaraṭa a tshithoma, zwifanyiso na tshiga tsha nomboro 1–7 (*Khithi ya Zwishumiswa*)
- Magaraṭa a nomboro 5 a zwithoma zwa 7, zwiga na maipfi

1. **Luimbo:** Kha vha imbe luimbo, *Zwiḍula zwa zwithomathoma zwa sumbe* vha ite na misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Kha vha imbe, *Muthihi muṭuku, mivhili miṭuku*, ngeno vha tshi khou sumbedza minwe 1–10.
4. **Mutambo wa magaraṭa a tshithoma 1–7:** Kha vha tambe 'mutambo wa u kuvhangana' u bva kha Vhege ya 2 (siaṭari 1a 45: Nyito ya 4, Duvha 1a 3) u itela uri vhagudi vha ite zwigwada zwa vha sumbe. Kha vha shumise magaraṭa a tshithoma, tshifanyiso na tshiga tsha nomboro 1–7.
5. **Ṭafula ya mbalo:** Zwigwada zwa vhagudi vha sumbe zwi kuvhanganya zwithu zwiṭuku zwa sumbe zwi fanaho ngomu na nḍa ha kiḷasi, sa tsumbo, zwiḅuḷoko, dzikhokhi, matombo kana mathukhwi. Vhagudi vha vhuelela u dzula kha metha nga zwigwada zwavho. Tshigwada tshiḥwe na tshiḥwe tshi amba uri ndi mini, nahone zwingana, zwe tsha wana. Kha vha haseledze zwi fanaho na zwo fhambanaho vhukati ha khuvhanganyo. Kha vha ṅee tshigwada tshiḥwe na tshiḥwe garaṭa 1a tshithoma 1a nomboro 7, tshiga na ipfi. Tshigwada nga tshithihitshithihi tshi vhea zwithu zwatsho na magaraṭa a nomboro 7 kha ṭafula.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiḥwe na tshiḥwe.

### NGELETSHEDZO

Vhagudi vha kuvhanganya zwithu zwi re mathukhwi zwa sumbe u bva hayani kana mudavhini u itela u bikulula.



## Duvha 3

### Zwine vha do toda

- Luimbo: *Zwiḍula zwa zwithomathoma zwa sumbe* (siaṭari 1a 193)
- Makhadibogisi o gerwaho a zwiḍula a 7
- Magaraṭa a tshithoma a 1–7
- Magaraṭa a tshithoma a 7 (a re na zwithoma zwo dzudzanywa u fhambana)
- Tshati dza luvhondoni dza nomboro 1–6
- Tshati ya luvhondoni ya mbalo: Nomboro 7 (siaṭari 1a 207)

1. **Luimbo:** Kha vha imbe luimbo, *Zwiḍula zwa zwithomathoma zwa sumbe*. Kha vha shumise zwifanyiso zwenezwi vha tshi khou imba luimbo.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Kha vha dovholele nyito u bva kha Duvha 1a 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. **Magaraṭa a tshithoma na u tevhekanya 1–7:** Nga u ongolowa kha vha sumbedze vhagudi magaraṭa a tshithoma a 1–7. Vha vhanda zwanda musi vha tshi vhona garaṭa li re na zwithoma zwa sumbe. Kha vha sumbedze vhagudi phaṭhekanyo ya magaraṭa a tshithoma ane a ita sumbe. Kha vha thome nga magaraṭa a tshithoma a 3 na 4.

**Mbudziso dzi gaidaho:**

- ✦ Hu na zwithoma zwingana zwi re hone? (3)
- ✦ Hu na zwithoma zwingana zwi re hone? (4)
- ✦ Hu na zwithoma zwingana zwi re hone arali ra vhea magaraṭa (3 na 4) fhethu huthihi?

Kha vha dovholole nga dziṅwe phaṭhekanyo dza garaṭa la tshithoma.

- ✦ Hu na magaraṭa ane a ri athu a shumisa ane ri nga a vhea fhethu huthihi uri ri ite zwithoma zwa sumbe?

Kha vha vhee magaraṭa a tshithoma hune vhagudi vha do kona u a vhona. Vha a sielisana u nanga magaraṭa mavhili ane a vhumba nomboro 7. Kha vha sumbedze magaraṭa a tshithoma u itela 7 ane a na nzudzanyo dzo fhambanaho dza zwithoma.

**Mbudziso dzi gaidaho:**

- ✦ Hu na zwithoma zwingana kha garaṭa liṅwe na liṅwe?
- Vhagudi vha a sielisana u fanyisa magaraṭa a tshithoma a 1–7 na nomboro dzi re kha tshati dza luvhondoni dza nomboro. Vha vhea izwi nga u tevhekana ho teaho kha luvhondo.

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

## Duvha la 4

### Zwine vha do ṭoda

- Luimbo: *Zwiḍula zwa zwithomathoma zwa sumbe* (siaṭari la 193)
- Phere dza 15 dza magiḷavu kana tshanda tsha khadibogisi tsho tou gerwaho
- Vhulungu ha mukuloni ha 1–7 ha nomboro 7
- Zwiḍula zwa makhadibogisi zwa 7
- Tshati dza luvhondoni dza nomboro 1–7

1. **Luimbo:** Kha vha imbe luimbo, *Zwiḍula zwa zwithomathoma zwa sumbe* vhoṭhe vha konaha u lavhelesa kha tshati dza luvhondoni dza nomboro 1–7.

**Mbudziso dzi gaidaho:**

- ✦ Ni khou vhona nṅu nngana?
- ✦ Hu na zwiḍula zwingana zwi re hone luimboni?
- ✦ Hu na nṅu dzo eḍanaho dzine khadzo ri nga dzhenisa tshiḍula kha nṅu iṅwe na iṅwe?

Vhagudi vha nambatedza tshiḍula kha nṅu iṅwe na iṅwe.

2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhalela minwe kha phere ya magiḷavu.

**Mbudziso dzi gaidaho:**

- ✦ Hu na minwe minzhi kha magiḷavu u fana na kha zwanda zwanu?
- ✦ No no vhuya na vhona magiḷavu a re na minwe minzhi/miṭuku kha ya fumi?

4. **U ita ṅowendowe na u tevhekanya 1–7:** Kha vha sike mutshino wa 'Nomboro 7', sa tsumbo, kha vha wise mulenzhe fhasi lwa sumbe, u tenda nga ṭhoho lwa sumbe na u sudzuluwa u bva kha liṅwe sia u ya kha liṅwe lwa sumbe.

### NGELETSHEDZO

Izwi zwi nga itwa nga vhavhilihavhili, zwigwada zwiṭuku kana mugudi nga eṭhe zwi tshi bva kha tshivhalo tsha phere dza magiḷavu. Kha vha shumise tshanda tsho tou gerwaho tsha khadibogisi arali vhagudi vha songo ḍa na magiḷavu.

**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.

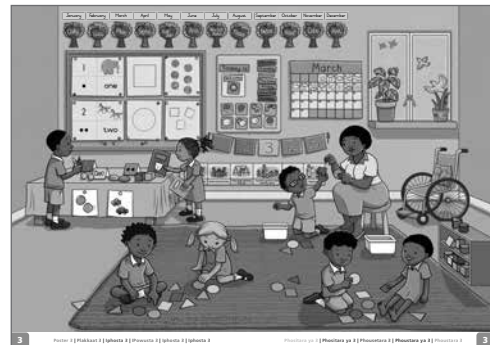
**Guiding questions:**

- ★ 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.



## NGELETSHEDZO

Kha vha haseledze na vhagudi uri ndi ngani vha tshi fanela u vhidza 'tshithihi tshiṭuku' u fhira nomboro yo ṅwalwaho kha vhulungu havho ha mukuloni.

Vhagudi vha sumbe vha ambara vhulungu ha mukuloni vhu re na nomboro u bva kha 1 u ya kha 7 khaho. Vhaṅwe vhagudi vha gaida vhagudi vha sumbe vha re na vhulungu ha mukuloni u ima nga u tevhekana u bva kha 1 u ya kha 7. Zwenezwo mugudi muṅwe na muṅwe a re na vhulungu ha mukuloni u sika tshigwada u itela u vhambedza na nomboro i re kha vhulungu ha mukuloni hawe. Vhaṅwe vho salaho vha vhaleta nomboro dzi re zwigwadani na u sumba kha tshati ya luvhondo ya nomboro vha tshi fanyisa.

**Mbudziso dzi gaidaho:**

- ✦ Ndi khonani nngana dzine na fanela u vhidza arali ni na nomboro 5/6, ngauralongauralo?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha la 5

### Zwine vha ḑo ṭoḑa

- Luimbo: *Zwiḑula zwa zwithomathoma zwa sumbe* (siaṭari la 193)
- Phere dza 10 dza magiḑavu kana tshanda tsho tou gerwaho tsha khadibogisi
- Theiphi ya u nambatedza kana tshokho
- Phositara ya 3
- Sagana ya ṅawa

1. **Luimbo:** Kha vha imbe luimbo, *Zwiḑula zwa zwithomathoma zwa sumbe* vhoṭhe.
2. **U vhaleta ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhaleta zwithu 1–10:** Vhoṭhe vha vhaleta vhagudi vha fumi uri vha dzule kha rou vha vhee phere ya magiḑavu phanda ha mugudi muṅwe na muṅwe.

**Mbudziso dzi gaidaho:**

- ✦ Hu na phere nngana dza magiḑavu kha methe?
  - ✦ Dzi ḑo eḑana muṅwe na muṅwe wa avha vhagudi vha fumi?
  - ✦ Ri nga zwi sedzisa hani?
4. **Tshiṭepisi tsha u fhufha:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika tshiṭepisi kha methe u itela uri vhagudi vha fhufhe zwenezwi kiḑasi i tshi khou vhaleta 1–7.

**Mbudziso dzi gaidaho:**

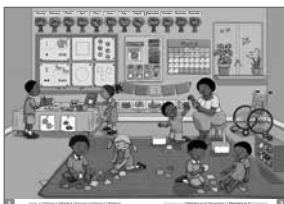
- ✦ Ni nga fhufhela kha nomboro i re nnzhi nga nthihi/ṭhukhu nga mbili/nnzhi nga mbili/ṭhukhu nga tharu kha nomboro ye na ima khayoyi?
  - ✦ Ni nga ima kha nomboro 4/5/6 na vhaleta u bva heneḑho u ya phanda zwenezwi ni tshi khou fhufha?
  - ✦ Ni nga posela sagana ya ṅawa kha nomboro i re nnzhi nga nthihi u fhira 6?
5. **U ita ṅḑowṅowe ya 1–7:** Kha vha haseledze Phositara ya 3. Kha vha ambe nga zwine vhagudi vha khou vhona.

**Mbudziso dzi gaidaho:**

- ✦ Kiḑasirumu iyi i vhone i tshi fana/fhambana na yaṅu nga ṅḑilade?
- ✦ Ni khou kona u vhone zwithu zwa sumbe/rathi, ngauralongauralo?
- ✦ Hu na vhagudi vhanzhi vho imaho, kana vhagudi vhanzhi vho dzulaho?
- ✦ Hu na miri mingana kha tshati ya ḑuvha la mabebo i re na dzina li fhiraho liṭhihi?

## NGELETSHEDZO

Kha vha vhoḑhekanye phere iṅwe na iṅwe ya magiḑavu kana tshanda tsho tou gerwaho fhethu huthihi.



- ★ 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.

- ✦ Ndi nomboro dzifhio dzine ri nga engedza kha muthambi wa u anea nomboro? Ndi ngani idzo nomboro?
  - ✦ Ndi nomboro ifhio idaho phanda ha/murahu ha/vhukati ha \_\_\_\_\_?
  - ✦ Zwiṅoni zwa sumbe zwo fhira fasiṅere zwi tshi khou fhufha. Arali ri tshi nga vhona zwiṅa, ndi zwingana zwo fhiraho?
  - ✦ Vhagudi vhavhili vha na zwivhumbeo zwa sumbe vhoṅhe. Arali muṅwe wa vhagudi a na zwivhumbeo zwiṅanu, uḷa muṅwe mugudi u na zwivhumbeo zwingana?
6. **Nyito dza tshigwada tshiṅuku:** Kha vha ṅaluse nyito dza tshiṅtshini tsha u shumela tshiṅwe na tshiṅwe.

### U ṅanganelana

**Luambo Iwa Hayani na Zwikili zwa Vhutshilo:** Kha vha sike zwiṅori na nyimbo nga zwiḍula na nomboro vha tshi shumisa tshuni dzo ḍowealeaho.

## Nyito dza tshigwada tshiṅuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḍo ṅoda

- Zwiḍula zwo tou gerwaho zwa khadibogisi zwa 7
- Thunzi dza suko ḷa u tambisa dza 7 (bola ṅhukhu dza suko ḷa u tambisa)
- Zwitibo 2 zwa puḷasiṅiki kana phulethi dza bambiri mugudi muṅwe na muṅwe
- Tshidongo mugudi muṅwe na muṅwe tshi re na:
  - Magaraṅa a tshithoma a nomboro 1–7
  - Magaraṅa a zwiḡa zwa nomboro na ipinomboro 1–7 (*Khithi ya Zwishumiswa*)
  - Zwa u vhalela ngazwo zwa 7
  - Bola ya suko ḷa u tambisa

1. **Thaidzo dza ipfi:** Kha vha lavhelese kha zwiḍula zwa sumbe na thunzi dza sumbe dza suko ḷa u tambisa.

#### Mbudziso dzi gaidaho:

- ✦ Tshiṅwe na tshiṅwe tsha zwiḍula zwa rathi tsho ḷa thunzi. Ndi thunzi nngana dzo salaho?
- ✦ Ni zwi ḍivha hani? Mmbudzeni uri no wanisa hani phindulo yaṅu.

2. **U ita ṅdowendowe ya zwinzhi kha, zwiṅuku kha, eḍana na:** Kha vha lavhelese kha zwiḍula zwa sumbe na thunzi dza sumbe hafhu.

#### Mbudziso dzi gaidaho:

- ✦ Tshivhalo tsha zwiḍula ndi tshinzhi kha, tshiṅuku kha kana tshi eḍana na tshivhalo tsha thunzi?

Kha vha vhalele zwiḍula na thunzi vhoṅhe.

3. **Engedzani, ṅusani:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo u imelela zwiḍula. Kha vha vha humbele uri vha vha sumbedze zwiḍula zwa sumbe (vha tshi shumisa zwithu zwa u vhalela ngazwo).

#### Mbudziso dzi gaidaho:

- ✦ Hu ḍo sala zwiḍula zwingana arali ra ṅusa zwiḍula zwiraru?
- ✦ Arali ra engedza zwiḍula zwivhili. Zwino ri na zwiḍula zwingana? Vhagudi vha shumisa zwithu zwa u vhalela ngazwo zwidongoni zwavho u imelela na u tandulula thaidzo – sa tsumbo:
- ✦ Zwiḍula zwiṅanu zwi khou ṅoda thunzi. Zwiṅwe zwiḍula ndi zwidala ngeno zwiṅwe zwi zwa khakhi. Zwiḍula zwivhili ndi zwa khakhi. Ndi zwiḍula zwingana zwi re zwidala?
- ✦ Ni zwi ḍivha hani? Mmbudzeni uri no wanisa hani phindulo yaṅu.

### NGELETSHEDZO

Tshifhinga tshoṅhe vha humbele vhagudi u ṅalutshedza uri vho tandulula hani thaidzo, kana vho wanisa hani phindulo dzavho.

- ★ 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

- ✦ Tshidula tshidala tshi na thunzi mbili. Tshidula tsha khakhi tshi na thunzi n̄a. Tshidula tsha khakhi tshi na thunzi nnzhi nngana u fhira tshidula tshidala?
  - ✦ Ni zwi ñivha hani? Mmbudzeni uri no wanisa hani phindulo yañu.
4. **U vhalela zwithu 1–10 na 10–1:** Muñwe na muñwe wa vhagudi u ita na u vhalela thunzi dza 10. Vha vhalela u ya murahu u bva kha 10 u ya kha 1.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga ntsumbedza 4/7 kha thunzi, ngauralongauralo?
5. **U ita ndowendowe ya nomboro 1–7:** Vhagudi vha bvisa garaṭa la tshiga tsha nomboro. Vha fhaṭa thawara nga zwiḅuloko zwa Yunifikisi u fanyisa na izwi. Vha fanyisa magaraṭa avho a zwithoma na a ipfinomboro na tshiga tsha nomboro na thawara zwavho.

**Mbudziso dzi gaidaho:**

- ✦ Thawara yañu i na tshivhalo tshi fanaho tsha zwiḅuloko zwa Yunifikisi u fana na tshivhalo tsha thunzi dzine nda vha nadzo?
  - ✦ Thawara yañu i na tshivhalo tshi fanaho tsha zwiḅuloko zwa Yunifikisi u fana na tshivhalo tsha zwiḅula?
6. **U dzinginya na u kwasha:** Vhagudi vha shumisa zwa u vhalela ngazwo zwa sumbe u dzinginya na u kwasha. Kha vha haseledze uri vhagudi vho kwashisa hani 7.

Kha vha vhambedze zwigwada nga u humbela vhagudi u vhea zwithu zwa u vhalela ngazwo zwiraru kha tshitibo tshithihi na zwiña kha tshiñwe.

**Mbudziso dzi gaidaho:**

- ✦ Ndi tshitibo tshifhio tshi re na zwithu zwa u vhalela ngazwo zwinzhi? Kha vha humbele vhagudi u vhea zwithu zwa u vhalela ngazwo zwa rathi n̄ha ha tshitibo tshithihi na tshithihi n̄ha ha tshiñwe tshitibo.
  - ✦ Ndi tshitibo tshifhio tshi re na zwithu zwa u vhalela ngazwo zwiṭuku?
  - ✦ Ndi zwiṭuku nga zwingana? Kha vha humbele vhagudi u vhea zwithu zwa u vhalela ngazwo zwiña n̄ha ha tshitibo tshithihi na tshithihi n̄ha ha tshiñwe tshitibo.
  - ✦ Ri nga eḡanyisa hani zwithu zwa u vhalela ngazwo kha tshitibo tshiñwe na tshiñwe?
7. **Daisi:** Kha vha pose daisi. Vhagudi vha bula nga u ṭavhanya tshivhalo tsha zwithoma zwi re kha daisi.
8. **U ita ndowendowe ya nomboro 7 vha tshi shumisa suko la u tambisa:** Vhagudi vha ita tshiga tsha nomboro 7 nga suko la u tambisa. Kha vha tikedze vhagudi vho no lugelaho u n̄wala 7.

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

- vhalela zwithu 1–10
- vhalela vha tshi humela murahu 10–1
- topola zwinzhi, zwiṭuku na eḡana na
- vhona, u fanyisa, u bula na u tevhekanya magaraṭa a zwiga zwa nomboro, a maipfinomboro na a zwithoma 1–7
- fanyisa zwithu na magaraṭa a tshithoma 1–7
- tandulula thaidzo dza u ṭanganya na u ṭusa kha 7
- topola zwithoma 1–6 kha daisi

## Workstation 1

### What you need

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

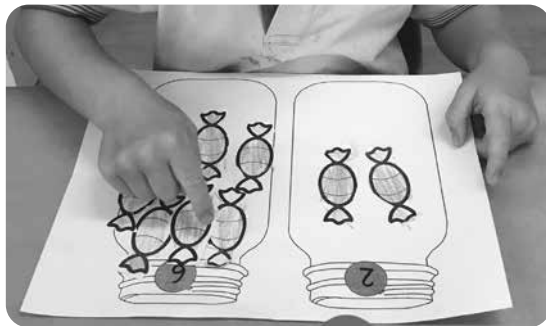
Learners use playdough to complete the template.

## 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.





## Tshiṭṭshi tsha u shumela tsha 1

### Zwine vha ḁo ṭoḁa

- Suko ḁa u tambisa
- Themphuḁeithi ya suko ḁa u tambisa: Nomboro 7 (siaṭari ḁa 213) – 1 mugudi muḁwe na muḁwe

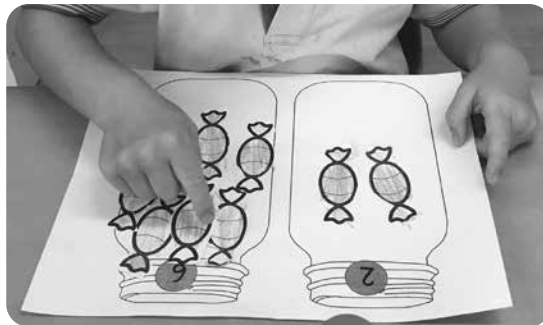
Vhagudi vha shumisa suko ḁa u tambisa u fhedzisa themphuḁeithi.

## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḁo ṭoḁa

- Mugudi muḁwe na muḁwe:
- Siaṭari ḁa A4 ḁi re na zwifanyiso zwa madzhomela
- Mabambiri o tou gerwaho a maḁegere a mivhala yo fhambanaho
- Tshigero
- Guḁuu

Vhagudi vha 'ḁadza' madzhomela nga tshivhalo tsho teaho tsha 'maḁegere' u itela u fana na tshivhalo tsha dzhomela ḁiḁwe na ḁiḁwe.



## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭoḁa

- Khaphu mugudi muḁwe na muḁwe
- Daisi vhagudi nga vhavhilihavhili
- Zwitibo zwa maboḁelo/vhulungu ngomu ha tshifaredzi



Vhagudi vha sielisana u posa daisi vha konaha u panga tshivhalo tsha zwithu tshi fanaho ngomu ha khaphu dzavho zwenezwi daisi ḁi tshi wela kha nomboro. Musi khaphu dzavho dzo ḁala, vha posa daisi hafhu uri vha bwise zwithu ngomu ha khaphu.

## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭoḁa

- Dziphazili dza nomboro (1–7)



Mugudi muḁwe na muḁwe u nanga phazili ya nomboro. Vha wana nomboro dzi fanaho na zwipiḁa zwa tshifanyiso.

# 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

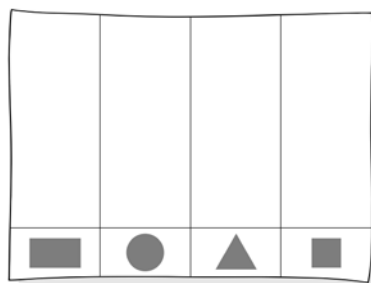
right  
middle

rectangle

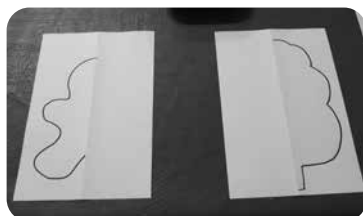
## Getting ready

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.



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

## Thero

- Vhuimo, u ǀivhadza na mihumbulo
- Vhonzani ha zwivhumbeo zwa 2-D na zwithu zwa 3-D
- U tevhela masia

## Nǀivho ntswa

- Zwivhumbeo: ǀhofundeina
- Sia: monde, tshauǀa
- Vhuimo: vhukati, fhasi
- U vhekanya zwithu u ya nga zwidodombedzwa zwivhili
- Dziphazili dza zwipiǀa zwa fumimalo

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20, u humela murahu 10–1
- Zwivhumbeo: tshitendeledzi, tshikwea, ǀhofunderaru
- Ndinganyahuvhili
- U khwaǀisedza ǀivhaipfi ya nomboro 1–7

## ǀivhaipfi ntswa ya mbalo

ndinganyahuvhili  
monde

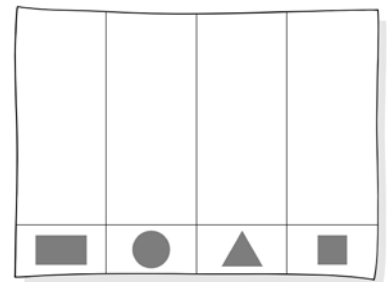
tshauǀa  
vhukati

ǀhofundeina

## U ǀilugisela

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

- zwivhumbeo zwi hulwane zwa khadibogisi zwa ǀhofundeina na tshikwea (fhethu ha mbalo)
- zwivhumbeo zwa mabambiri: tshitendeledzi, tshikwea, ǀhofunderaru, ǀhofundeina – 1 mugudi muǀwe na muǀwe
- maǀari o fhambanaho – 1 mugudi muǀwe na muǀwe
- bugu ya zwivhumbeo (siaǀari ǀa 217) – 1 mugudi muǀwe na muǀwe
- ǀhofundeina dza mabambiri nga saizi na mivhala zwo fhambanaho
- zwitendeledzi zwa khadibogisi, zwa zwikwea, zwa ǀhofunderaru na zwa ǀhofundeina zwiǀuku zwa 8 zwa saizi dzi eǀanaho zwidodombedzwa zwa zwi buǀoko (zwo shumiswaho kha Kotara ya 2, Vhege ya 8)
- dziphazili dza zwipiǀa zwa fumimalo (siaǀari ǀa 222)
- mashithi a bambiri a A4 a re na kholumu 4 na tshifanyiso tsha tshivhumbeo (ǀhofundeina, tshitendeledzi, ǀhofunderaru, tshikwea) fhasi ha kholumu inwe na inwe – 1 mugudi muǀwe na muǀwe
- zwifanyiso zwi songo fhelelaho.



## 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.

## Nyito dza kilasi yothe

### Duvha la 1

#### Zwine vha do toda

- Luimbo: *Zwidula zwa zwithomathoma zwa sumbe* (siafari la 193)
- Bola
- Muzika
- Bogisi jihulwane la tshivhumbeo tsha thofundeina
- Tshipida tshihulwane tsha bammberi
- Khokhi
- Tshokho
- Zwibuloko zwa zwidombedzwa

1. **Luimbo:** Kha vha imbe luimbo, *Zwidula zwa zwithomathoma zwa sumbe*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho ita tshitendeledzi. Kha vha vhidzelele nomboro vhukati ha 1 na 10. Vhagudi vha a sielisana u rwise bola na fhasi u ya nga nomboro ye ya vhidzelelwa. Vhothe vha vhalela tshivhalo tsha u rwise bola fhasi.
4. **U khwaṭhisedze tshitendeledzi, tshikwea, thofunderaru:** Kha vha ole tshitendeledzi, tshikwea, na thofunderaru zwiulwane kha fuloro. Vhagudi vha tshimbila memeni dza zwivhumbeo. Musi muzika u tshi ima, vha dzhena ngomu ha tshivhumbeo tshine vha khou tshimbila tsini hatsho.

#### Mbudziso dzi gaidaho:

- ✦ Tshivhumbeo tshanu tshi vhidzwa u pfi mini? Ni zwi divha hani?
- ✦ Tshivhumbeo tshanu tsho fhambana hani na zwiṅwe zwivhumbeo?
- ✦ Tshi na masia/khuda/thodzi nngana?

5. **U divhadza thofundeina:** Oledzelani u mona na bogisi jihulwane la tshivhumbeo tsha thofundeina u itela u ola thofundeina. Sedzesani kha mitalo tswititi, khuda na tshivhalo tsha masia zwenezwi ni tshi khou ola.

#### Mbudziso dzi gaidaho:

- ✦ Ni a divha uri tshivhumbeo itshi tshi vhidzwa mini?
- ✦ Thofundeina i na mitalo tswititi mingana?
- ✦ Thofundeina i na khuda nngana?
- ✦ Thofundeina i na masia mangana?

Kha vha vhee bogisi la zwibuloko zwa zwidombedzwa kha methe. Kha vha imisele ntha tshibuloko tsha zwidombedzwa tsha thofundeina.

- ✦ Itshi tshivhumbeo tshi vhidzwa u pfi mini?
- ✦ Itshi tshivhumbeo tshi a fana na tshine ri kha di bva u tshi ola? Ndi ngani?

Kha vha netshedze vhagudi u mona na kilasi zwibuloko zwa zwidombedzwa zwa thofundeina zwa malo uri vha phuphuledze na u tandula vhunzani.

- ✦ Tshi na khuda nngana?
- ✦ Tshi na masia mangana?
- ✦ Ni nga mmbudza mini nga masia? Masia othe a a fana nga vhulapfu naa?
- ✦ Ndi masia afhio a re mapufhi?
- ✦ Ni nga mmbudza uri thofundeina yo fhambana hani na tshikwea?

6. **Nyito dza tshigwada tshitungu:** Kha vha taluse nyito dza tshitungu tsha u shumela tshinwe na tshinwe.

## 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.



## Duvha Ia 2

### Zwine vha do toḁa

- Luimbo: *Ndi ṭhofundeina* (siaṭari Ia 195)
- Zwidulo zwa 10
- Tshifanyiso tsha ṭhofundeina

### NGELETSHEDZO

Mugudi ane a thoma u vhalela a nga ambara muḁadzi.

1. **Luimbo:** Kha vha imbe luimbo, *Ndi ṭhofundeina*. Kha vha sumbedze tshifanyiso tsha ṭhofundeina nahone vha sumbe masia zwenezwi vhagudi vha tshi khou imba.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha fumi vha vhumba tshitendeledzi nga zwidulo zwa fumi. Mugudi muḁwe na muḁwe u a ima a bula nomboro u thoma kha 1 a konaha u dzula fhasi. Musi mugudi wa u fhedzisela a tshi dzula, kiḁasi yoṭhe i bula uri '10'. Kha vha dovholele nyito, vha tshi thoma nga muḁwe mugudi.



4. **U zwima ṭhofundeina:** Vhagudi vha tamba mutambo, 'Ndi vhona ... ṭhofundeina.' Vhagudi vha humbulela hune ṭhofundeina ya vha hone ngomu kiḁasini, sa tsumbo, zwifanyiso, kana zwivhumbeo zwa ṭhofundeina u fana na muḁango, fasiṭere, ṭafula, bugu. Vhagudi vha humbulela zwivhumbeo zwa ṭhofundeina zwine vha nga zwi wana nḁa vha konaha u ya u zwima ṭhofundeina.

#### Mbudziso dzi gaidaho:

- ✦ Mmbudzeni uri tshivhumbeo itshi tshi fana na mini?
  - ✦ Ndi ngani tshi/tshi si ṭhofundeina?
  - ✦ Tshi na masia/khuḁa nngana?
  - ✦ Hone masia oṭhe a a fana nga vhulapfu?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiḁwe na tshiḁwe.

## Duvha Ia 3

### Zwine vha do toḁa

- Luimbo: *Lobi luu* (siaṭari Ia 195)
- Zwithu zwa duvha linwe na linwe zwa 10 ngomu ha tshisagana
- Tshilidzo tsha muzika
- Zwibuḁoko zwa bulannga zwa tshikwea na zwa ṭhofundeina
- Khadibogisi jihulwane Ia ṭhofundeina na Ia tshikwea
- Phositara ya 3

1. **Luimbo:** Kha vha imbe luimbo, *Lobi luu*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 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. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Vha vhalela zwithu zwa fumi zwenezwi vha tshi khou zwi dzhenisa ngomu ha tshisagana. Vha tshimbidza tshisagana vhukati ha vhagudi zwenezwi muzika u tshi khou lila. Musi muzika u tshi ima, mugudi o faraho tshisagana u bvisa tshithu tshithihi kana zwinzhi u bva ngomu ha tshisagana a tshi vhea vhukati ha methe. Vhañwe vhagudi vha humbulela uri ndi zwithu zwingana zwi re kha methe. Vhoṭhe vha a vhalela izwi. Kha vha dovholole nyito.



4. **U ita ṅdowendowe ya zwivhumbeo:** Vhagudi vha ṭoda zwiḅuḅoko zwa tshikwea na zwa ṭhofundeṅa ngomu kiḷasini. Vha vhambedza u fhambana na u fana vhukati ha izwi. Vha vhea zwiḅuḅoko kha khadibogisi ḷa ṭhofundeṅa kana tshikwea, ho teaho.



5. **U topola zwivhumbeo:** Kha vha haseledze Phositara ya 3.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri vhagudi vho dzulaho kha methe vha khou guda nga mini?
  - ✦ Ndi zwivhumbeo zwifhio zwine na khou vhona?
  - ✦ Tshiḷa ndi ṭhofundeṅa kana tshikwea? Ni zwi ḍivha hani?
  - ✦ Ndi ngani tshi si ṭhofundeṅa/tshikwea?
  - ✦ Ni nga wana tshivhumbeo tshine tsha vha na masia mavhili mapfufhi na mavhili malapfu?
  - ✦ Ni nga wana tshivhumbeo tshi re na masia maṅa ane oṭhe a na vhulapfu hu fanaho?
  - ✦ Mangilasi a Malusi a na tshivhumbeoḍe?
  - ✦ Ni khou kona u vhona dziñwe ṭhofundeṅa?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiñwe na tshiñwe.

## Duvha ḷa 4

### Zwine vha ḍo ṭoda

- Luimbo: *Lobi luu* (siaṭari ḷa 195)
- Muḍali u tatamuwaho/dziwuḷu – 1 mugudi muñwe na muñwe
- Dzihuḷa hupu dza 6

1. **Luimbo:** Kha vha imbe luimbo, *Lobi luu*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 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.’



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. **U vhalela zwithu 1–10:** Vhagudi vhaṭanu vha ima u mona na dzihula hupu dza rathi. Kha vha lidze muzika. Musi muzika u tshi ima, vhagudi vha vhea tshivhalo tsha mirado ya muvhili ine vhone vha amba nṭha ha hula hupu. Sa tsumbo: 'Ntsumbedzeni ṭhoho ṭhanu, zwikuḡavhavha zwa fumi, nayo nṅa, minwe ya ṭahe.'



**NGELETSHEDZO**

Vhagudi vha dzudza miḡali i tatamuwaho kha mikonwo yavho lwa vhege. Vha ambe navho nga uri ndi tshanda tshifhio tshine vha tshi shumisa u ola, u ṭa kana u gavha bola ngatsho.

4. **Vhuimo na sia:** Kha vha vhofhe muḡali u tatamuwaho/wulu kha tshanda tshauṭa tsha mugudi muṅwe na muṅwe.

**Mbudziso dzi gaidaho:**

- ✦ Muḡali waṅu u kha tshanda tsha monde kana tshauṭa?
- ✦ Nnyimiseleni tshanda tshaṅu tsha monde/tshauṭa?

Kha vha imbe luimbo, *Lobi luu*. Vhagudi vha vhea zwanda zwavho zwauṭa kana zwa monde ngomu ha hula hupu zwenezwi vha tshi khou imba luimbo.

Vhagudi vhararu vha ima vho ita muduba phanda ha kila. Kha vha haseledze he mugudi muṅwe na muṅwe a ima hone vha ḡivhadze ipfi 'vhukati'.

- ✦ Ndi nnyi o imaho vhukati?

Kha vha vhee khadibogisi ṭa tshitendeledzi, tshikwea na ṭhofunderaru vha haseledze vhuimo hazwo.

- ✦ Ndi tshivhumbeo tshifhio tshi re vhukati?

Kha vha tambe 'Sizwe uri' vha tshi shumisa ḡivhaipfi ya vhuimo na sia u fana na:

- ✦ Ḳani phanda nga nayo yaṅu ya monde.
- ✦ Fhufhelani murahu nga nayo yaṅu ya tshauṭa.
- ✦ Vheani tshanda tshaṅu tshauṭa nṭha ha ṭhoho yaṅu.
- ✦ Vheani munwe waṅu wa vhukati kha ningo yaṅu.

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

**Duvha ṭa 5**

**Zwine vha ḡo ṭḡa**

- Luimbo: *Ndi ṭhofundeṭa* (siaṭari ṭa 195)
- Tshipiḡa tsha bammbiri ṭa A4
- Zwivhumbeo zwa mabammbiri zwa tshitendeledzi, tshikwea, ṭhofunderaru na ṭhofundeṭa – 1 mugudi muṅwe na muṅwe
- Maṭari – 1 mugudi muṅwe na muṅwe

1. **Luimbo:** Kha vha imbe luimbo, *Ndi ṭhofundeṭa*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha a vhalela zwenezwi vha tshi kotamela mondeni luvhili vha kotamela kha tshauṭa luvhili. Kha vha dovholele u swikela vha tshi swika kha 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?



**NGELETSHEDZO**

Mutalo wa ndinganyahuvhili u fhandekanya tshivhumbeo tsha bva zwipida zwivhili zwi edanaho.



4. **Ndinganyahuvhili:** Kha vha sumbedze vhagudi tshipida tsha bambiri la A4.

**Mbudziso dzi gaidaho:**

★ Ndi tshivhumbeo e itshi?

Kha vha haseledze uri tshivhumbeo tshi nga petwa hani, khuda u ya kha khuda, zwenezwo masia o petwaho a a fana kokotolo.

★ Ri nga peta hani iyi thofundeina u itela uri i vhe na masia mavhili ane a fana kokotolo?

Kha vha nee mugudi muñwe na muñwe tshivhumbeo tsha bambiri. Vhagudi vha peta zwivhumbeo zwavho u itela uri masia mavhili o petwaho a fane.

★ Bambiri lañu li na tshivhumbeo tshifhio?

★ Ni nga peta hani tshitendeledzi/thofundeina/tshikwea/thofunderaru nga vhukati u itela uri masia mavhili a tou fana kokotolo?

★ Masia a khou fana kokotolo naa?

★ Ndi zwiñwe zwithu zwifhio zwine na khou vhona zwine zwa nga vha na masia mavhili a fanaho kokotolo musi ni tshi ola mutalo vhukati?

Kha vha nee mugudi muñwe na muñwe tari. Vha peta tari lavho nga hafu ya vhulapfu nahone nga vhuronwane vha li petulula vhukati.

★ Ni humbula uri masia a tari lañu a a fana kokotolo?

★ Ri nga zwi wanisa hani?

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

**U tanganelana**

**Luambo Iwa Hayani:** Kha vha shumise divhaipfi ya vhuimo musi vha tshi nea ndaela, sa tsumbo: 'Vheani bugu vhukati ha raga.'

**Zwikili zwa Vhutshilo:** Kha vha pennde zwifanyiso zwi katelaho tshumiso ya ndinganyahuvhili, sa tsumbo, phetheni kha phapha dza tshisusu na dza tshipembenene (kha vha sedze Kotara ya 1 Vhege ya 7).

**Nyito dza tshigwada tshiṭuku**

**Nyito yo rangwaho phanda nga mugudisi**

**Zwine vha do toda**

- Tshidongo tsha mugudi muñwe na muñwe tshi re na:
  - Zwiḅuḅoko zwa zwidombedzwa zwa 10 – vha katele zwivhumbeo zwothe zwiña (*Khithi ya Zwishumiswa*)
  - Zwithu zwa u vhalela ngazwo zwa mitshelo zwa 7 (*Khithi ya Zwishumiswa*)
- Siatari la A4 li re na dzikhoḷumu u itela u vhekanya tshivhumbeo – 1 mugudi muñwe na muñwe
- Bambiri la A4 – 1 mugudi muñwe na muñwe
- Magaraṭa a tshithoma a 1–7 (*Khithi ya Zwishumiswa*)

1. **U vhalela zwithu 1–10:** Vhagudi vha vhalela zwiḅuḅoko zwa zwidombedzwa zwa 10 u bva kha zwidongo zwavho.

**Mbudziso dzi gaidaho:**

★ Ni khou vhona thofunderaru/zwitendeledzi/zwikwea/thofundeina zwingana?

★ Ni khou kona u vhona thofundeina kana zwikwea zwinzhi/zwiṭuku?

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. **U ita nḡowenḡowe ya zwivhumbeo:** Vhagudi vha vhekanya zwibuḷoko zwa zwidodombedzwa zwavho u ya nga u fana na u fhambana hazwo. Vha zwi vhea kha kholumu yo teaho kha siaṭari ḷavho ḷa u vhekanya tshivhumbeo.



**Mbudziso dzi gaidaho:**

- ★ Zwivhumbeo zwi fana/fhambana hani?

Vhagudi vha kuvhanganya zwivhumbeo zwoṭhe zwi re na masia maṅa zwa ita tshigwada tshithihi nṯha ha methe.

- ★ Ni nga ntsumbedza tshivhumbeo tshi re na masia maṅa ane oṯhe a a fana nga vhulapfu?
- ★ Ni nga ntsumbedza tshivhumbeo tshi re na masia mavhili malapfu na masia mavhili mapfufhi?
- ★ Ni kha ḡi humbula uri tshivhumbeo itshi tshi vhidzwa mini?
- ★ Zwivhumbeo izwi zwoṭhe zwi fana hani?

3. **Magaraṯa a tshithoma (1–7):** Kha vha ṅee mugudi muṅwe na muṅwe garaṯa ḷa tshithoma. Vha sielisana u shumisa zwithu zwa u vhalela ngazwo zwa mutshelo vha kopa nzudzanyo ya zwithoma kha magaraṯa avho. Kha vha ṯole uri nzudzanyo ya mugudi muṅwe na muṅwe vha sa athu vha ṅea maṅwe magaraṯa maswa.

**Mbudziso dzi gaidaho:**

- ★ Ni humbula uri garaṯa ḷi ḷi na zwithoma zwinzhi/zwiṯuku u fhira ḷe na vha ni naḷo?

4. **Ndinganyahuvhili:** Kha vha ṅee mugudi muṅwe na muṅwe shithi ḷa bammbiri ḷa A4. Vhagudi vha peta tshipiḡa tsha bammbiri ḷavho (ṯhofundeṅa) u itela uri masia mavhili a fane.

**Mbudziso dzi gaidaho:**

- ★ Tshivhumbeo tsha siaṭari ḷaṅu ndi tshifhio?
- ★ Ni nga petisa hani siaṭari u itela uri masia mavhili a fane kokotolo?

 **NGELETSHEDZO**

Vhagudi vha nga thusana u peta masiaṭari avho u ita uri masia mavhili a eḡane.



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

- vhalela zwithu zwa 10
- topola na u kopa nzudzanyo ya zwithu (1–7) kha magaraṯa a tshithoma
- shumisa mutalo wa ndinganyahuvhili kha zwivhumbeo
- vhona na u bula ṯhofundeṅa na u ṯalusa vhunzani hadzo

## 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



### 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.

### 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.

## Tshiṭṭshi tsha u shumela tsha 1



### Zwine vha ḁo ṭoḁa

- Zwifanyiso zwi songo fhelelaho – 1 mugudi muṅwe na muṅwe
- Dzikhirayoni

Vhagudi vha fhedzisa tshivhumbeo tshi re kha tshifanyiso u itela uri masia oṭhe a fane, zwine zwa ita uri tshivhumbeo tshi lingane huvhili. Vha ṅea muvhala masia mavhili vha tshi shumisa mivhala mivhili yo fhambanaho.

## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḁo ṭoḁa

- Bugu ya zwivhumbeo mugudi muṅwe na muṅwe (siaṭari ḽa 217)
- Dzikhirayoni
- Makhadibogisi maṭuku a 8 a zwitendeledzi, zwickwea, ṭhofunderaru na ṭhofundeṅa

Vhagudi vha kopa kana u oledzela zwivhumbeo zwo ḁiimisaho na u ola tshifanyiso vha tshi shumisa zwivhumbeo zwoṭhe.



## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭoḁa

- ṭhofundeṅa dza bammbiri nga saizi na mivhala zwo fhambanaho
- Guḽuu
- Bammbiri
- Dzikhirayoni

Vhagudi vha nambatedza zwivhumbeo zwa ṭhofundeṅa kha bammbiri u itela u vhumba muthu wa ṭhofundeṅa.

## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭoḁa

- Munangekanyo wa dziphazili dza zwipiḁa zwa fumimalo

Vhagudi vha fhaṭa dziphazili.



### NGELETSHEDZO

Kha vha tendele vhagudi mbofholowo ya u shumisa mihumbulo ya vhone vhaṅe naho izwi zwi tshi amba uri a vha iti muthu wa ṭhofundeṅa, fhedzi tsiko dzavho u bva kha ṭhofundeṅa.

# 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.



# Sia ǀa Magudiswa ǀo Sedzwaho: Muelo

## Thero

- Tshileme: mbambedzo yo livhaho hu tshi shumiswa zwa u ela zwi si zwa tshitandadi

## Ndivho ntswa

- Tshileme
- Leluwa, leluwesa, leluwesesa
- Lemela, lemelesa, lemelesesa

## Nḡowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20, u humela murahu 10–1
- U vhalela zwithu 1–10
- Zwivhili/zwiraru zwinzhi/zwituku
- Zwigwada zwi eḡanaho
- Khulwanesa, ṡhukhusa

## Divhaipfi ntswa ya mbalo

leluwa, leluwesa, leluwesesa  
lemela, lemelesa, lemelesesa

tshileme  
tshikalo tsha tshanduko

## U dilugisela

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

- tshikalo tsha tshanduko (kha vha sedze tshifanyiso kha siaṡari ǀa 91)
- zwithu zwo fhambanaho zwa ḡuvha ǀinwe na ǀinwe zwa zwileme zwo fhambanaho u itela u kala, sa tsumbo, baǀoni ǀo ḡadzwaho muya, kilipi ya mabambiri, dzudzu ǀa muḡali, bogisi ǀa makumba ǀi si na tshithu, muthenga, ṡari, mangwende, shithi ǀa bambiri ǀihulwane, penisela, mbeu, lutavhi, tombo, buǀoko, bugu, maboḡelo a si na tshithu na o ḡalaho
- maṡari na matombo – 1 mugudi muṡwe na muṡwe
- zwifaredzi 2: tshituku tsho ḡadzwa nga matombo; tshihulwane tsho ḡadzwa nga matshipisi a phoǀisiterini
- siaṡari ǀa A4 ǀo khethekanywa nga vhukati nga khoǀumu dza 'lemela' na 'leluwa' (kha vha sedze tshifanyiso kha siaṡari ǀa 101) – 1 mugudi muṡwe na muṡwe



- siaṡari ǀa A4 ǀi re na zwifanyiso zwa zwithu zwi 'lemelaho' na zwi 'leluwaho' na zwithu zwa vhutshilo zwa vhukuma u itela u fanyisa na zwifanyiso
- zwikoṡikoṡi 5 zwa saizi i fanaho zwo ḡadzwa nga zwithu zwa zwileme zwo fhambanaho, sa tsumbo, muṡavha, dzigunubu, thombwana, maḡi, mbeu
- zwifaredzi zwine zwi nga ḡadzwa nga maḡi/muṡavha u itela mutambo wa maḡi na muṡavha
- zwifaredzi zwa u ela zwa saizi na zwivhumbeo zwo fhambanaho, sa tsumbo, zwifaredzi zwilapfu (zwinwe zwo aṡamaho na zwinwe zwo sekenaho), zwifaredzi zwipufhi (zwinwe zwi fulethe, zwinwe zwo aṡama ngeno zwinwe zwi zwisekene), lebula, zwifhaho, maboḡelo a mafhi, khaphu dza yogathi ṡhukhu na khulwane.



## 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 \_\_\_\_?

# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Bege dza u rengela khadzo 2, nthihi i na zwikoṭikoṭi 5 zwa zwiliwa zwa tshileme tshi fanaho; inwe i na mabambiri a ngomu ha bambiri la bungani 5
- Zwithu zwa duvha liṅwe na liṅwe zwa zwileme zwo fhambanaho

1. **Luimbo:** Vhagudi vha imba luṅwe lwa nyimbo u bva kha vhege dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhalela zwithu zwi re ngomu ha bege ya u rengela khayoy ya u thoma (zwikoṭikoṭi zwiṭanu) vha konaha u vhalela ya vhuvhili (mabambiri a ngomu ha bambiri la bungani).

#### Mbudziso dzi gaidaho:

- ✦ Ndi zwithu zwingana zwi re ngomu ha bege ya u rengela khayoy ya u thoma/ya vhuvhili?
  - ✦ Arali ra vhalela izwi zwithu zwothe, ni humbula uri zwi do vha zwingana?
4. **U vhambedza u lemelesa na u leluwesa:** Kha vha talutshedze tshitori tsha u ya vhengeleni u renga zwikoṭikoṭi zwa zwiliwa na mabambiri a bungani. Kha vha sumbedze vhagudi bege dza u rengela khadzo vha vha vhudze uri murengisi o paka mabambiri a bungani ngomu ha bege nthihi na zwikoṭikoṭi ngomu ha iṅwe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi bege ifhio ine na nga tama u fara yone? Ndi ngani?
- ✦ Ndi ngani ni tshi humbula uri ri fanela u divha uri zwithu zwi lemela kana u leluwa hani?

Kha vha vhuwedzedze zwithu ngomu ha bege dzavho. Vhagudi vha si gathi vha sielisana u hwala iṅwe na iṅwe ya bege dza u rengela khadzo.

- ✦ Ndi bege ifhio i pfallaho i tshi leluwesa/lemelesa u fhira iṅwe?
- ✦ Ndi tshifhio tshihulwane, tshikoṭikoṭi kana bambiri la bungani?
- ✦ Hone zwithu zwothe zwi hulwane zwi leluwa u fhira zwithu zwiṭuku?



Kha vha vhee zwithu zwa duvha liṅwe na liṅwe kha metha.

- ✦ Ndi tshithu tshifhio tshine na humbula uri tshi do lemelesa/leluwesa? Ni do zwi divha hani?

Vhagudi vha sielisana u sumba kha zwithu zwi vuhili na u humbulela uri ndi tshifhio tshi no do lemelesa na tshi no do leluwesa.

- ✦ Ni humbula uri tshi do leluwesa/lemelesa u fhira \_\_\_\_\_?

### NGELETSHEDZO

Kha vha vhone uri vhagudi vhothe vha wana tshikhala u itela uri vha kone u difhelwa vhothe nga nyito ya kilasi yothe.

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?



Vhagudi vha vhea tshithu tshithihi kha tshanḡa tshiḡwe na tshiḡa tshiḡwe vha bula uri ndi tshifhio tshi no lemela na tshi no leluwa.

- ✦ No humbulela zwone?
- ✦ Ni nga zwi ḡvha hani uri ndi tshifhio tshi no leluwesa/lemelesa?
- ✦ Ni nga wana tshiḡwe tshithu tshine tshi a leluwesa/lemelesa u fhira \_\_\_\_\_? Ndi ngani ni tshi humbula ngauralo?

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

## Duvha ḡa 2

### Zwine vha ḡo ḡoḡa

- Luimbo: *Nḡou nthihi yo ya u tamba* (siaḡari ḡa 195)
- Maḡari na thombwana tsha tshiḡwe na tshiḡwe mugudi muḡwe na muḡwe
- Tshikalo tsha tshanduko
- Zwithu zwa ḡuvha ḡiḡwe na ḡiḡwe zwa zwileme zwo fhambanaho (u bva kha Duvha ḡa 1)

1. **Luimbo:** Kha vha imbe luimbo, *Nḡou nthihi yo ya u tamba*, nga misumbedzo.

2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.

3. **U vhalela zwithu 1–10:** Kha vha vhee thulwi ya maḡari a 10 na ya matombo a 10 kha methe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi maḡari/matombo mangana ane na humbula uri a kha thulwi iḡwe na iḡwe?

Kha vha vhalele maḡari na matombo vhoḡhe.

- ✦ No vha tsini hani na tshivhalo tshone tsha maḡari/matombo?
- ✦ Hu na matombo manzhi/maḡuku?

4. **U vhambedza tshileme:** Vhagudi vha dzula vho ita tshitendeledzi, vha bonya maḡo avho vha vula zwandḡa zwavho zwoḡhe. Kha vha vhee ḡari kha tshanḡa tshithihi vha vhee tombo kha tshiḡwe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshithu tshifhio tshi pfalaho tshi tshi lemelesa/leluwesa?

Vhagudi vha vula maḡo avho vha topola uri ndi tshithu tshifhio tshi no lemelesa.

5. **Tshileme: tshikalo tsha tshanduko:**

Kha vha bvele phanḡa nga khaseledzo nga u wana uri zwithu zwi leluwa kana u lemela hani.

#### Mbudziso dzi gaidaho:

- ✦ Ndi dzifhio dziḡwe dza nḡila dzine ri nga wana uri ndi zwithu zwifhio zwi no leluwa na zwi no lemela?
- ✦ Kha vha vhee tshikalo tsha tshanduko na zwithu zwa ḡuvha ḡiḡwe na ḡiḡwe kha methe. Mugudi muthihi u nanga zwithu zwivhili zwine zwa ḡo elwa.
- ✦ Ri nga shumisa hani tshikalo tsha tshanduko u wana uri ndi tshifhio tsha izwi zwithu tshi no lemelesa/leluwesa?



**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.

**NGELETSHEDZO**

Vhagudi vha anzela u humbula uri sia ja tshikalo li re ntha ndi lone li no lemelesa.

- \* Hu khou itea mini kha sia li re na \_\_\_\_? Ndi ngani ni tshi humbula uri zwo ralo?
- \* Ni humbula uri hu do itea mini arali na vhea \_\_\_\_ kha sia lithihi na \_\_\_\_ kha linwe sia?

Vhagudi vha si gathi vha sielisana u nanga zwithu zwine zwa do elwa, vha anganyeke uri ndi zwifhio zwi no do lemela na u leluwa vha konaha u linga zwe vha humbulela.

- \* Ndi tshithu tshifhio tshine na humbula uri tshi do lemelesa/leluwesa?
- \* No anganyela zwone?
- \* Hu khou itea mini kha sia ili ja tshikalo? Ndi ngani ni tshi humbula uri izwo zwo itea?

Kha vha humbele vhagudi u da na tshithu tshi no lemela na tshi no leluwa u bva hayani u itela ngudo nga Duvha ja 3.

6. **Nyito dza tshigwada tshikuku:** Kha vha taluse nyito dza tshikuku tsha u shumela tshinwe na tshinwe.

**Duvha ja 3**

**Zwine vha do toda**

- Luimbo: *Ndou nthihi yo ya u tamba* (siafari ja 195)
- Zwithu zwi no lemela na zwi no leluwa zwo dha na vhagudi
- Apula lo itwaho nga suko ja u tambisa
- Tshikalo tsha tshanduko
- Giridi ya A4 ya leluwa/lemela

1. **Luimbo:** Kha vha imbe luimbo, *Ndou nthihi yo ya u tamba*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Kha vha vhidzelele nomboro vhukati ha 1 na 10. Vhagudi vha dikuvhanganya nga zwigwada u ya nga nomboro ye vhone vha i vhidzelela.

**Mbudziso dzi gaidaho:**

- \* Ndi vhagudi vhangana vha re tshigwadani tshanu? Kha vha dovholole nga dziinwe nomboro.

4. **U vhambedza na u tevhekanya u ya nga tshileme:** Vhagudi vha sielisana u kumedza kilasini zwithu zwo diswaho u bva hayani.

**Mbudziso dzi gaidaho:**

- \* Ndi tshithu tshifhio tshi no lemela/leluwa? Ndi tshini tshi itaho uri ni ralo?

Kha vha sumbedze vhagudi apula lo itwaho nga suko ja u tambisa. Mugudi muthihi u vhea tshithu tshawe kha tshikalo tsha tshanduko a humbulela arali tshi tshi lemelesa kana u leluwesa u fhira apula.

- \* Tshi pfala tshi tshi lemela kana u leluwa?
- \* Ndi ngani ni tshi humbula uri tshi a leluwesa/lemelesa u fhira apula?



**NGELETSHEDZO**

Kha vha de na zwinwe zwithu zwa u engedza u itela vhagudi vhane a vha koni u da na tshithu.



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.

Mugudi u vhambedza tshileme tsha tshithu na tsha apula a konaha u tshi vhea kha giridi (kha vha sedze siaṭari 1a 101) u ya nga uri tshi a leluwesa kana u lemelesa u fhira apula.

- ✦ Ni ḑo zwi ḑivha hani uri ndi tshifhio tshi no lemelesa/leluwesa u fhira apula?
- ✦ Ndi zwithu zwifhio zwi no leluwesa/lemelesa u fhira apula?
- ✦ Ndi tshithu tshifhio tshi no lemelesa/leluwesa?

Vha dovhohole lu si gathi.

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

## Ḑuvha 1a 4

### Zwine vha ḑo ṭḑa

- Luimbo: *Nḑou nthihi yo ya u tamba* (siaṭari 1a 195)
- Thambo kana tshokho
- Tshithu tsha u vhalela ngatsho 1 tsha ṅḑirivhe u bva kha zwithu zwa u vhalela ngazwo zwa mitshelo (*Khithi ya Zwishumiswa*)
- Thawara ya Yunifikisi ya zwibuḑoko 2
- Tshifaredzi tshiṭuku 1 tsho ḑadzwa nga matombo
- Tshifaredzi tshihulwane 1 tsho ḑadzwa nga matshipisi a polṣiṣṭerini
- Tshikalo tsha tshanduko

1. **Luimbo:** Kha vha imbe luimbo, *Nḑou nthihi yo ya u tamba*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Nyito iyi i fanela u itwa nḑa. Kha vha ite mutalo mulapfu nga thambo kana tshokho. Vhagudi vha ima murahu ha mutalo. Kha vha bule nomboro vhukati ha 1 na 10. Vhagudi vha dzhia maga mahulwane u ya phanḑa ngeno vha tshi khou vhalela u ya kha nomboro ye vhone vha bula. Kha vha ite luswayo lwa mugudi we a fhira vhaṅwe vhoṭhe u bva thamboni. Kha vha dovhohole vha vhone arali hu na mugudi ane a ḑo fhira fhethu he vha swaya hone.
4. **Tshiṭuku na lemela, tshihulwane na leluwa:** Kha vha vhee tshithu tsha u vhalela ngatsho tsha ṅḑirivhe na thawara ya Yunifikisi ya zwibuḑoko zwivhili kha methhe na tshikalo tsha tshanduko.

### Mbudziso dzi gaidaho:

- ✦ Ndi tshifhio tshine na humbula uri tshi a lemelesa? Ndi ngani? Mugudi u ela tsha u vhalela ngatsho tsha ṅḑirivhe na thawara ya Yunifikisi kha tshikalo tsha tshanduko.
- ✦ Ndi tshifhio tshihulwanesa/tshiṭukusa?
- ✦ Ndi ngani ni tshi humbula uri tsha u vhalela ngatsho tsha ṅḑirivhe tshi a lemelesa?

Kha vha vhee zwifaredzi zwivhili zwi re na zwithu zwi no lemela na zwi no leluwa (matombo na matshipisi a polṣiṣṭerini) kha methhe.

- ✦ Ndi tshifaredzi tshifhio tshine na humbula uri tshi a lemelesa? Ndi ngani?
- ✦ Zwithu zwihulwane zwi dzulela u lemelesa u fhira zwithu zwituku?

Mugudi u ela zwifaredzi kha tshikalo.

- ✦ Ndi tshifaredzi tshifhio tshihulwanesa/tshiṭukusa?
- ✦ Ndi tshifaredzi tshifhio tshi lemelesaho/leluwesaho?
- ✦ Ndi ngani ni tshi humbula uri zwo ralo?

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

### NGELETSHEDZO

Vhagudi vha nga konḑelwa u pfesesa uri tshithu tshiṭuku tshi nga lemela u fhira tshithu tshihulwane. Kha vha lavhelese kha ṭafula ya mbalo.

## 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.



## Duvha 5

## Zwine vha do ɔda

- Luimbo: *Nḡou nthihi yo ya u tamba* • Boḡelo lo ḡadzwa nga maḡi (siaḡari 195)

1. **Luimbo:** Kha vha imbe luimbo, *Nḡou nthihi yo ya u tamba*.
2. **U vhalela ha mutevhetsindo:** 1–20 na 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha wana zwithu zwiḡuku zwa 10 ngomu kiḡasini. Vha vhekanya zwithu nga zwiḡanu zwine vha humbula uri zwi a lemelesesa na zwiḡanu zwine vha humbula uri zwi a leluwesesa.
4. **Zwinzhi kana zwiḡuku kha:** Kha vha vhee boḡelo lo ḡadzwa nga maḡi kha methe.

## Mbudziso dzi gaidaho:

- ★ Ndi zwithu zwifhio ngomu kiḡasini yashu zwine na humbula uri zwi lemela u fhira/zwiḡuku kha boḡelo ili 195 maḡi?

Vhagudi vhavhili vha wana tshithu tshithihi muḡwe na muḡwe ngomu kiḡasini tshine vha humbula uri tshi lemela u fhira boḡelo 195 maḡi ngeno vhaḡwe vhagudi vhavhili vha tshi wana zwithu zwine vha humbula uri zwi lemela zwiḡuku kha tsha boḡelo 195 maḡi.

- ★ Ni humbula uri tshithu tshi ḡo lemela u fhira/zwiḡuku kha boḡelo 195 maḡi? Ndi ngani?

Vhagudi vha vhambedza tshileme tsha tshithu tshavho na tshileme tsha boḡelo 195 maḡi kha tshikalo tsha tshanduko.

- ★ \_\_\_\_\_ ndi tshone tshi lemelesaho/leluwesaho u fhira boḡelo 195 maḡi?
- ★ No anganyela zwone?

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

## U ḡanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha dzhenise 'lemela' na 'leluwa' kha Nyito dza Vhutsila ha Vhusiki na nyito dza Luambo, sa tsumbo, vhagudi vha edzisa u hwala, u kokodza na u sukumedza zwithu zwi leluwaho na zwi lemela, vha leibela zwithu zwa kiḡasini vha tshi shumisa leibulu dza 'leluwa' na 'lemela', vha kuvhanganya nyito vha tshi shumisa matheriala a leluwaho (mithenga, bammbiri, puḡasiḡiki) na a lemela (vumba).

## Nyito dza tshigwada tshiḡuku

## Nyito yo rangwaho phanda nga mugudisi

## Zwine vha do ɔda

- Tshikalo tsha tshanduko
- Zwiḡulo zwa Yunifikisi zwa 40
- Zwithu zwa u vhalela ngazwo zwa mitshelo zwa 40
- Tombo



1. **U vhalela zwithu 1–10:** Kha vha vhee zwithu zwa u vhalela ngazwo zwa mitshelo na zwiḡulo zwa Yunifikisi nga thulwi mbili kha methe. Vhagudi vha vhalela zwithu zwa u vhalela ngazwo zwa mitshelo zwiḡanu na zwiḡulo zwa Yunifikisi zwiḡanu vha zwi vhea nga zwigwada kha methe.

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. **U anganyela tshileme:** Nga vhavhilihavhili, vhagudi vha lavhelesa kha tshigwada tsha zwithu zwa u vhaleda ngazwo zwiṭanu na tshigwada tsha zwiḅuḅoko zwa Yunifikisi zwiṭanu. Kha vha vhudzise vhagudi uri ndi tshigwada tshifhio tsha zwithu zwa u vheleda ngazwo tshine vha hambula uri tshi ḡo lemela nga maṇḡa.

**Mbudziso dzi gaidaho:**

- ✦ Ndi tshigwada tshifhio tshine na hambula uri tshi a leluwesa/lemelesa u fhira tshiṅwe?
- ✦ Ndi ngani ni tshi hambula uri tshigwada tsha \_\_\_\_\_ tshi a lemelesesa? Vhagudi vha sielisana u fara zwigwada zwa zwithu zwa u vhaleda ngazwo zwa mitshelo kha tshandḡa tshithihi na tshigwada tsha zwiḅuḅoko zwa Yunifikisi kha tshiṅwe tshandḡa vha vhambedza zwileme zwazwo.
- ✦ Ndi tshifhio tshi no pfala tshi tshi lemelesa/leluwesa?
- ✦ Ndi ngani ni tshi hambula uri tshi a leluwesa/lemelesa u fhira \_\_\_\_\_?

3. **U shumisa tshikalo tsha tshanduko u ela tshileme:** Kha vha vhee tshikalo tsha tshanduko kha methe.

**Mbudziso dzi gaidaho:**

- ✦ Ri nga zwi wana hani uri ndi tshifhio tshi no lemelesa kha zwigwada zwiḅhili?

Nga vhavhilihavhili, vhagudi vha shumisa tshikalo tsha tshanduko u vhambedza tshileme tsha zwithu na zwiṅwe ngazwo.

- ✦ Ndi tshigwada tshifhio tshine na hambula uri tshi a lemelesa/leluwesa?
- ✦ Hu na zwigwada zwiṅwe zwi no ela u fana?
- ✦ Ni zwi ḡivha hani?
- ✦ No anganyela zwone?

Kha vha vhee tombo nṯha ha methe.

Vhagudi vha hambulela arali tshibuḅoko tsha Yunifikisi/tshithu tsha u vhaleda ngatsho tsha nḡirivhe tshi tshi ḡo lemelesa kana u leluwesa u fhira tombo.

- ✦ Ndi ngani ni tshi hambula uri tshi a leluwesa/lemelesa u fhira tombo? Vhagudi vha sielisana u vhambedza tshileme tsha tshibuḅoko tsha Yunifikisi/tshithu tsha u vhaleda ngatsho tsha nḡirivhe na tshileme tsha tombo.
- ✦ Ndi zwithu zwifhio zwi no leluwesa/lemelesa u fhira tombo?
- ✦ Ndi tshithu tshifhio tshi no lemelesa/leluwesa?



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

- vhambedza tshileme tsha zwithu zwiḅhili
- anganyela tshileme tsha zwithu
- shumisa tshikalo tsha tshanduko u vhambedza tshileme tsha zwithu
- bula uri ndi zwithu zwifhio zwi no leluwa/lemela, leluwesa/lemelesa, leluwesesa/lemelesesa



## 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.



**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.

## Tshiṭṭshi tsha u shumela tsha 1



### Zwine vha ḁo ṭḁa

- Siaṭari ṭa A4 ṭi re na zwifanyiso zwa zwithu zwi 'lemelaho' na zwi 'leluwaho'
- Zwithu zwa vhutshiloni ha vhukuma zwi 'lemelaho' na zwi 'leluwaho' u fanyisa na zwifanyiso
- zwo sumbedzwaho kha siaṭari ṭa A4
- Siaṭari ṭa A4 ṭi re na khoḷumu dza 'lemela' na 'leluwa'
- Zwiḡero
- Guḷuu

Vhagudi vha dzhia tsheo uri ndi zwithu zwifhio zwine vha humbula uri zwi a lemela na zwi no leluwa. Vha konaha u gera zwifanyiso u itela u fanyisa izwi zwithu vha zwi nambatedza kha khoḷumu dzo teaho.

## Tshiṭṭshi tsha u shumela tsha 2

### Zwine vha ḁo ṭḁa

- Tshikalo tsha tshanduko
- Zwithu zwa ḁuvha ṭinwe na ṭinwe zwi no ḁo kalwa

Vhagudi vha shumisa tshikalo tsha tshanduko u ela zwithu na u vhudzana uri ndi tshifhio tshi lemelaho kana tshi leluwaho.

## Tshiṭṭshi tsha u shumela tsha 3



### Zwine vha ḁo ṭḁa

- Zwifaredzi 5 zwa saizi i fanaho zwo ḁadzwa nga matheriala o fhambanaho, sa tsumbo, muṭavha, gunubu, thombwana, maḁi, mbeu

Vhagudi vha dzudzanya zwifaredzi nga u tevhekana u bva kha tshi lemelesaho u ya kha tshi leluwesaho.

## Tshiṭṭshi tsha u shumela tsha 4



### Zwine vha ḁo ṭḁa

- Zwifaredzi zwo ḁadzwa nga maḁi/ muṭavha u itela mutambo wa maḁi na muṭavha
- Zwifaredzi zwa u ela zwa saizi na zwivhumbeo zwo fhambanaho

Vhagudi vha vhambedza uri ndi maḁi/muṭavha mangafhani ane zwifaredzi zwo fhambanaho zwa faredza vha vhambedza zwileme zwavho, vha tshi shumisa ḁivhaipfi: leluwa/lemela, leluwesa/lemelesa, leluwesesa/lemelesesa. Vhagudi vha nga amba nga uri ndi tshifaredzi tshifhio tshi faredzaho zwinzhi, zwi si gathi, maḁi/muṭavha u eḁanaho vha vhambedza uri ndi zwifaredzi zwifhio zwi leluwesaho/lemelesaho.



### NGELETSHEDZO

**Ndugiselo ya Vhege ya 6:** Kha vha humbele uri mugudi muṅwe na muṅwe a ḁe na maboḁelo a nyamunaithi a puḷasiṭiki a si na tshithu a sumbe u bva hayani u itela nyito dzine vha ḁo ita nga Vhege ya 6. A nga vha saizi dzo fhambanaho.

# 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



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

## Thero

- U ǀivha na u topola zwiǵa zwa nomboro na ipfinomboro
- U ǀalusa, u vhambedza na u tevhékanya nomboro

## Nǀivho ntswa

- Nomboro 8
- Nomboro thevhékano: vhuǀanu, mafhelelo, tevhelaho
- U vhalela ha mutevhetsindo: u ya phanǵa 1–20 na u fhira

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanǵa 1–20, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhékanya nomboro 1–7
- Nomboro thevhékano ya mathomo u ya kha ya vhuǀanu
- U engedza, u ǀusa
- Zwivhili/zwiraru zwinzhi/zwituku
- U khwaǀhisedza ǀivhaipfi ya nomboro 1–7

## ǀivhaipfi ntswa ya mbalo

malo  
vhuǵa  
vhuǀanu

mafhelelo  
u ita zwivwe zwinzhi  
ndi zwingana zwe zwa sala/zwo  
salaho

zwi si gathi  
zwi fanaho  
kokotolo

## U ǀilugisela

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

- tshati ya nomboro ya luvhondoni na themphuleithi ya nnǵu u itela nomboro 8 (siaǀari ǀa 209)
- magaraǀa 4 a zwithoma zwa nomboro 8, zwiǵa na ipfi
- garaǀa ǀa tshiga tsha nomboro 8 (mutalombalo)
- khadibogisi ǀihulwane ǀo tou gerwaho ǀa mbevha khulwane 3 na ǀhukhu dza 7
- tshati ya maǀuvha ǀa mabebo
- tshati ya maǀuvha a vhege
- maboǵelo a saizi dzo fhambanaho a 10
- themphuleithi ya suko ǀa u tambisa: Nomboro 8 (siaǀari ǀa 215) – 1 mugudi muǀwe na muǀwe
- zwiǀiripi zwa khare ya bambbiri/garaǀa zwi re na zwivhumbeo zwa ǀhofundeina zwa 8 – 1 mugudi muǀwe na muǀwe
- sete ya magaraǀa a zwithoma 1–8 – 1 mugudi muǀwe na muǀwe



- 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

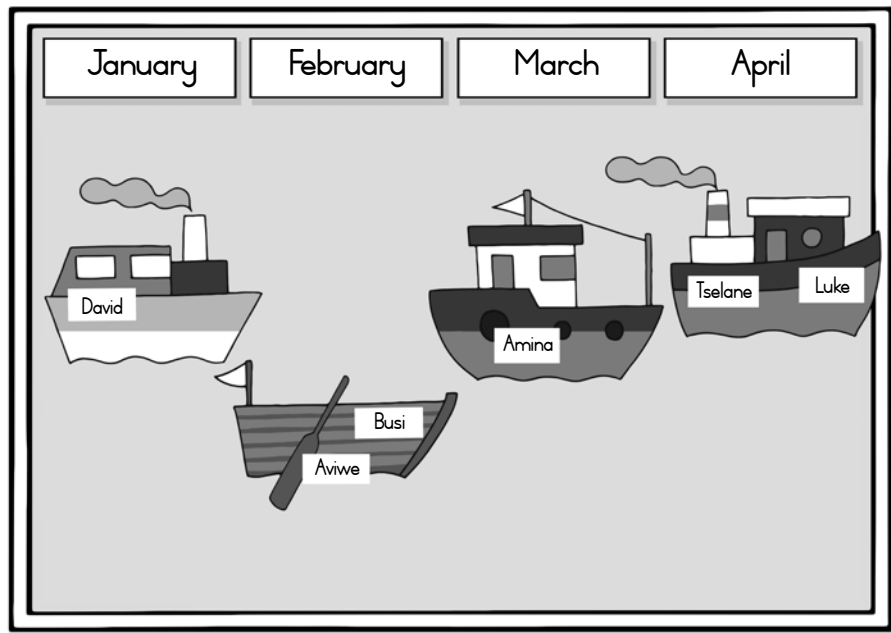
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

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.



- khaphu ya yogathi i re na nawa tshena dza 8. Kha vha swaye sia lithihi la nawa nga khokhi ntswu – khaphu 1 mugudi muñwe na muñwe
- maboḡelo a nyamunaithi a 10 × 500 ml, na maboḡelo a nyamunaithi a si na tshithu 5 e vha kuvhanganya
- maboḡelo a nyamunaithi a litha dza 8 × 2 o ḡadzwa hafhu nga muḡavha (vha leibele liñwe na liñwe nga tshiga tsha nomboro tshihulwane na tshi/zwithoma u bva kha 1 u ya kha 8).



## Nyito dza kilasi yoṱhe

### Duvha la 1

#### Zwine vha ḡo ṱoḡa

- Tshidade: *Mbevha ṱhukhu dza malo* (siaṱari la 197)
- Bammbiri lo tou gerwaho la mbevha khulwane 1 na mbevha ṱhukhu dza 7
- Tshiṱori tsha nomboro 8 (siaṱari la 197)
- Tshati ya luvhondoni ya mbalo na themphuṱeithi ya nḡu ya nomboro 8 (siaṱari la 209)
- Tshati ya maḡuvha a mabebo
- Tshati ya maḡuvha a vhege

1. **Tshidade:** Kha vha ite tshidade, *Mbevha ṱhukhu dza malo* vha tshi shumisa mabammbiri a mbevha o tou gerwaho.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha lavhelese tshati dza maḡuvha a mabebo na maḡuvha a vhege.

#### NGELETSHEDZO

Kha vha vhee tshati kha levele ya maḡo a vhana u itela uri vha kone u vhona zwavhuḡi mafhungo na u kovhana mihumbulo.

Musumbuluwo

Ḳavhuvhili

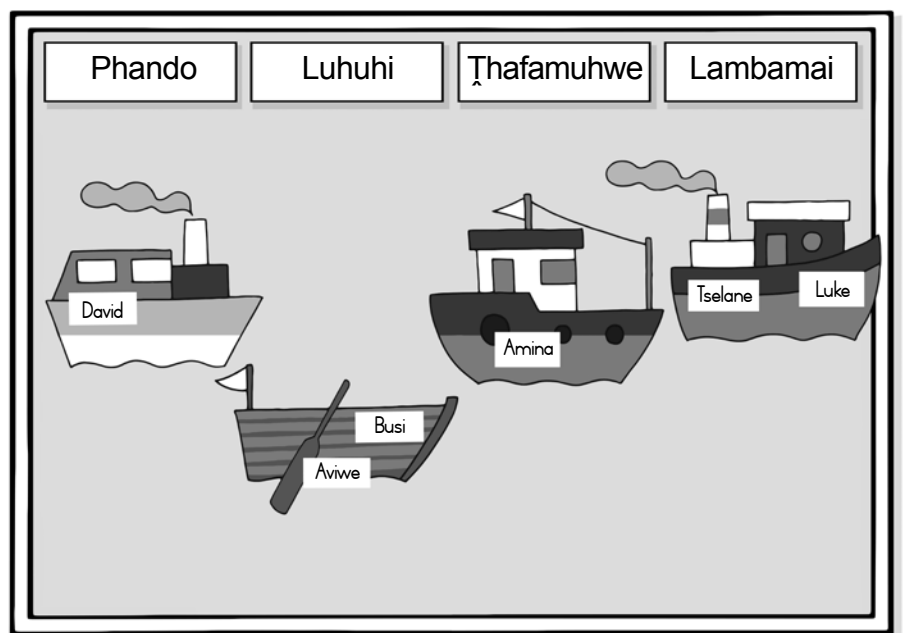
Ḳavhuraru

Ḳavhuḡa

Ḳavhuṱanu

Mugivhela

Swondaha





**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?

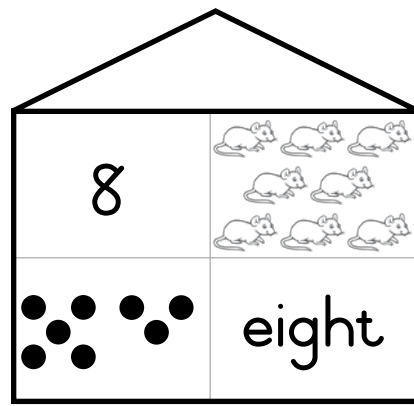
Count together and say the names of the months and days of the week.

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.

**Mbudziso dzi gaidaho:**

- ✦ Hu na miñwedzi minzhi kana miṭuku kha ya 10 ya ñwaha kha tshati ya ḍuvha ɓa mabebo?
- ✦ Hu na miñwedzi i re na maḍuvha a mabebo a 10?
- ✦ Hu na maḍuvha a mabebo mangana nga ñwedzi wa \_\_\_\_\_?
- ✦ Ndi ñwedzi ufhio une wa vha na maḍuvha a mabebo manzhi/a si gathi?
- ✦ Hu ḍo vha na maḍuvha a mabebo mangana nga \_\_\_\_\_ arali ra engedza/tusa dzina ɓiṭhihi/mavhili/mararu?
- ✦ Hu na maḍuvha a vhege manzhi kana maṭuku kha a 10?

Kha vha vhalele vhoṭhe vha bule madzina a minwedzi na maḍuvha a vhege.

4. **U ḍivhadza nomboro 8:** Kha vha sumbe tshati dza luvhondoni dza nomboro 1–7.

**Mbudziso dzi gaidaho:**

- ✦ Ndi phukha nngana dzine na humbula uri dzi ḍo dzula kha nḍu i tevhelaho?

Kha vha ɓalutshedze *Tshiṭori tsha nomboro 8*. Kha vha sumbedze vhuimeleli ha nomboro 8 ho fhambanaho, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfi. Kha vha dzhenise nḍu iyi kha tshati ya nḍu ya phukha ya luvhondoni. Kha vha vhalele mbevha vhoṭhe. Kha vha edzise matshimbilele a mbevha na mibvumo.

- ✦ Hu na mbevha nngana dzi re hone u fhira zwiḍula?
- ✦ Ndi nḍu ifhio i re na phukha ṭhukhu nga tharu u fhira nḍu ya zwiḍula?

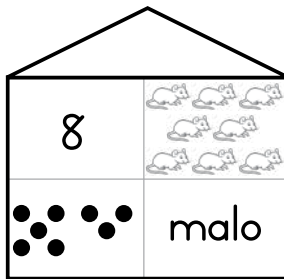
5. **Kha vha dzhenise nomboro 8 kha muthambi wa u anea nomboro:** Kha vha sumbedze vhagudi garaṭa ɓa nomboro 8.

**Mbudziso dzi gaidaho:**

- ✦ Ndi ngafhi hune ra fanela u vhea nomboro 8 kha muthambi wa u anea nomboro?

Kha vha ambe nga vhuimo ha nomboro 8 ho sedzwa nomboro 7: i ḍa nga murahu ha nomboro 7.

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



## ḍuvha ɓa 2

**Zwine vha ḍo ɓoḍa**

- Tshidade: *Mbevha ṭhukhu dza malo* (siaṭari ɓa 197)
- Mbevha khulwane 3 na mbevha ṭhukhu dza 7 dzo tou gerwaho
- Magaraṭa 4 a zwithoma a nomboro 8, tshiga na ipfi
- Mutalombalo

1. **Tshidade:** Kha vha ite tshidade, *Mbevha ṭhukhu dza malo* vha ite sa ɓitambwa vha tshi shumisa mbevha dzo tou gerwaho.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha sumbedze mbevha khulwane na ṭhukhu dzo tou gerwaho.

**Mbudziso dzi gaidaho:**

- ✦ Ni humbula uri hu na mbevha nngana khulwane/ṭhukhu dzi re hone?
- ✦ Hu na nngana dza dziñwe na dziñwe?

Kha vha vhalele zwifanyiso vhoṭhe.



**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.

4. **Nnzhi kha, tshukhu kha, eđana na:** Kha vha lavhelese mbevha dzo gerwaho hafhu.

**Mbudziso dzi gaidaho:**

- ✦ Hu na mbevha nnzhi/dzi si gathi khulwane kana tshukhu?
- ✦ Arali mbevha tshukhu mbili/tharu/nna dza shavha, hu do vha na tshivhalo tshi fanaho tsha mbevha khulwane na tshukhu?

5. **Tafula ya mbalo:** Tshigwada tshiñwe na tshiñwe tsha vhagudi vha malo tshi kuvhanganya zwithu zwiṭuku zwa malo zwi fanaho. Tshigwada tshiñwe na tshiñwe tshi bula uri tsho wana zwithu zwiṭhio nahone ndi zwingana. Kha vha nee tshigwada tshiñwe na tshiñwe garaṭa la nomboro 8 la zwithoma, tshiga kana ipfi. Tshigwada nga tshithihitshithihi zwi vhea zwithu zwazwo na garaṭa la nomboro 8 kha tafula.

**Mbudziso dzi gaidaho:**

- ✦ I ngafhi nomboro 8 kha mutalombalo?
- ✦ Ni nga i ola muyani/kha muṭana wa khonani yaṇu?

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

### NGELETSHEDZO

Arali tshigwada tshithihi tshi na vhagudi vhaṭuku kha vha malo, kha vha vha thuse u dzhia tsho ya uri ndi zwithu zwingana zwine muñwe na muñwe wavho a fanela u nanga uri zwo ṭangana zwoṭhe zwi ite malo.

## Duvha la 3

### Zwine vha do ṭoṭa

- Tshidade: *Mbevha tshukhu dza malo* (siaṭari la 197)
- Mbevha khulwane 3 na mbevha tshukhu dza 7 dzo tou gerwaho
- Maboḍelo a 10 × 500 ml
- Maboḍelo a 8 a liṭha 2
- Bola
- Magaraṭa a tshithoma a nomboro 1–8 (*Khithi ya Zwishumiswa*) o ṭaniwa kha luvhondo

1. **Tshidade:** Kha vha ite tshidade, *Mbevha tshukhu dza malo* vha ite sa liṭambwa vha tshi shumisa mbevha dzo tou gerwaho.

**Mbudziso dzi gaidaho:**

- ✦ Ndi mbevha ifhio ine ya vha ya vhuvhili, vhuraru, vhuṭanu?

2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

3. **U vhalela zwithu 1–10:**

Kha vha vhee maboḍelo a 10 × 500 ml na maboḍelo a 8 × liṭha 2 zwigwadani zwo fhambanaho hune vhagudi vha do kona u a vhona.

**Mbudziso dzi gaidaho:**

- ✦ Ndi tshigwada tshifhio tshi re na maboḍelo manzhi/maṭuku?

- ✦ Ni zwi divha hani?

Kha vha vhalele maboḍelo tshigwadani tshiñwe na tshiñwe vhoṭhe.

4. **Magaraṭa a tshithoma na u tevhekanya 1–8; mutambo wa u rwa maboḍelo a thanda:** Kha vha vhee maboḍelo a liṭha 2 o ṅwaliwaho nomboro 8 nga mutevhe wo teaho kha fuloro, kha mutalo tsini na magaraṭa a zwithoma o ṭaniwaho luvhondoni.



**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?

**Mbudziso dzi gaidaho:**

- ★ Maboḁelo aya o dzula nga mutevhe wone?

Vhoṭhe vha vhea maboḁelo nga mutevhe wo teaho u bva kha 1 u ya kha 8. Vhagudi vha sielisana u kuḁa maboḁelo nga bola vha bula uri ndi nomboro ifhio yo waho.

- ★ Ndi nomboro ifhio iḁaho vhukati ha 6 na 8. Nga murahu ha 2; na phanḁa ha 5?

- ★ Arali na kuḁa maboḁelo a nomboro 2 na 3, izwi zwo ṭangana zwi ita zwithoma zwingana? (Vhagudi vha sumba garaṭa ḁa nomboro ya tshithoma 5.)

- ★ Ndi maboḁelo mangana o salaho o ima?

- ★ Ndi maṅwe mangana ane na fanela u a kuḁa uri ni swike kha 8?

- ★ Ndi maboḁelo afhio mararu ane ri nga nanga arali ri tshi ṭoḁa tshivhalo tsha zwithoma tshi tshi ṭangana u swika kha 8?

- ★ Ndi maboḁelo mangana ane ra fanela u a kuḁa u itela uri hu vhe na tshivhalo tshi fanaho tsha maboḁelo a re fhasi na o imaho?

- ★ Ndi maboḁelo mangana ane a ḁo sala arali nda dzhia ḁithihi?

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

**Duvha ḁa 4****Zwine vha ḁo ṭoḁa**

- Tshidade: *Mbevha ṭhukhu dza malo* (siaṭari ḁa 197)
- Mbevha dzo tou gerwaho dza 8
- Zwifanyiso zwa masekwa a 8
- Tshati dza luvhondoni dza nomboro 1–8
- Maboḁelo a 8 a ḁitha 2
- Maboḁelo a saizi dzo fhambanaho a 10
- Bola
- Mutalombalo na zwiga zwa nomboro 1–8
- Magaraṭa a zwithoma 1–8

1. **Tshidade:** Kha vha dovholele nyito u bva kha Duvha ḁa 3.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha vhee maboḁelo a ḁitha 2 a malo nga tshigwada na maboḁelo a 10 a saizi dzo fhambanaho kha tshiṅwe tshigwada.

**Mbudziso dzi gaidaho:**

- ★ Ndi tshigwada tshifhio tshi re na maboḁelo manzhi/maṭuku?
- ★ Ndi maboḁelo mangana ane na humbula uri a kha tshigwada tshiṅwe na tshiṅwe?
- ★ Ri nga zwi wana hani?

Kha vha vhalele maboḁelo a re kha tshigwada tshiṅwe na tshiṅwe vhoṭhe.

4. **Nomboro thevhekano ya u thoma u ya kha ya vhuṭanu:** Kha vha lavhelese tshati dza nomboro dza luvhondoni.

**Mbudziso dzi gaidaho:**

- ★ Ndi phukha dzifhio dzi dzulaho ṅuni ya vhuvhili, ṅuni ya vhuraru, ṅuni ya vhuṅa?



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.

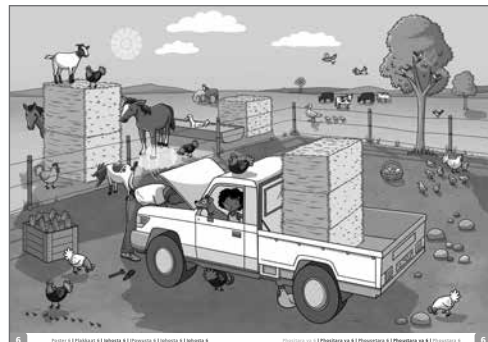
**Guiding questions:**

- ★ 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. **U ita ndowendowe na u tevhekanya 1–8; nomboro thevhekano ya u thoma u ya kha ya vhuṭanu; mutambo wa u rwa maboḁelo a thanda:** Kha vha dovholole nyito u bva kha Duvha 3. Kha vha nee vhagudi magaraṭa a zwithoma 1–8. Vhagudi vha bula garaṭa 3 tshithoma line vha vha naḁo vha li fanyisa na maboḁelo.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga rwa na wisa boḁelo 3 u thoma/vhuvhili/vhuṭanu?
  - ✦ Ni nga ntsumbedza nomboro ya u thoma/vhuvhili/vhuṭanu kha mutalombalo?
  - ✦ Ni nga vhea boḁelo 3 u thoma/vhuvhili/vhuṭanu tsini ha nṁu ya u thoma/vhuvhili/vhuṭanu?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṁwe na tshiṁwe.

### U ṭanganelana

**Luambo lwa Hayani na Zwikili zwa Vhutshilo:** Kha vha vhee maboḁelo a thanda fhethu ha mbalo/nṁa u itela uri vhagudi vha tambe ngao.

## Duvha 5

### Zwine vha do ṭoda

- Tshidade: *Mbevha ṭhukhu dza malo* (siaṭari 3 197)
- Mbevha dza 8 dzo tou gerwaho
- Phositara ya 6
- Theiphi ya u nambatedza/tshokho
- Maboḁelo o fhambanaho

1. **Tshidade:** Kha vha dovholole nyito u bva kha Duvha 3.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha vhee maboḁelo o fhambanaho nga tshigwada.

**Mbudziso dzi gaidaho:**

- ✦ Hu na maboḁelo mahulwane manzhi/maṭuku?
- ✦ Ni humbula uri hu na mangana?
- ✦ Ni zwi ḁivha hani?

Kha vha vhalele maboḁelo vhoṭhe.

4. **Ḵeri ya u fhufha 1–8:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika Ḵeri kha methe u itela uri vhagudi vha fhufhe zwenezwi kiḁasi i tshi khou vhalela 1–8.

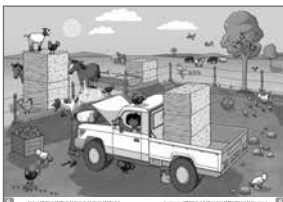
**Mbudziso dzi gaidaho:**

- ✦ Ho sala u fhufha hungana u swika kha 8?
- ✦ Ni nga fhufhela kha nomboro i re nṁzhi nga nthihi/ṭhukhu nga mbili, nṁzhi nga mbili/ṭhukhu nga tharu kha nomboro ye na ima khayo?
- ✦ Ni nga ima kha nomboro 4/6 na vhalela u ya phanḁa zwenezwi ni tshi khou fhufha?

5. **U ita ndowendowe ya 1–8:** Kha vha haseledze Phositara ya 6. Kha vha tshimbile vhukati ha vhagudi uri vha vha sumbedze tshifanyiso.

**Mbudziso dzi gaidaho:**

- ✦ Phambano ndi ifhio vhukati ha sekwa na kusekwana?
- ✦ Ndi masekwa/zwisekwana zwingana zwine na khou vhona?



- ✦ 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.

- ✦ Hu na masekwa manzhi/maṭuku kha phositara u fhira kha tshati ya nomboro ya luvhondoni?
  - ✦ Arali zwisekwana zwivhili zwa dzhoina sekwa lihulwane li re maḍini, hu ḍo vha na masekwa na zwisekwana zwingana?
  - ✦ Ndi zwisekwana zwingana zwine zwa khou tshimbila kha mutaladzi?
  - ✦ Hu ḍo sala zwisekwana zwingana arali zwivhili zwa ṭuwa?
  - ✦ Hu na masekwa mahulwane kana khuhu nnzhi/ṭhukhu?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṭwe na tshiṭwe.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḍo ṭoda

- Magaraṭa a nomboro a tshithoma, tshiga na ipfi 1–8 (*Khithi ya Zwishumiswa*)
- Bola
- Suko la u tambisa
- Madaba
- Bammbiri
- Penisela
- Tshidongo mugudi muṭwe na muṭwe tshi re na:
  - Zwithu zwa u vhalela ngazwo zwa 10
  - Suko la u tambisa
  - Zwitibo 3
  - Khaphu ya yogathi i re na ṇawa dzo swaiwa nga khokhi ntswu kha sia lithihi
  - Zwithu zwa u vhalela ngazwo zwa phukha 5

1. **U vhalela ha mutevhetsindo 1–20:** Vhagudi vha kunguluselana bola zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 20 (na u fhira arali vha tshi kona).
2. **Thaidzo dza ipfi:** Kha vha ṇee vhagudi thaidzo dza u tandulula. Vha nga shumisa zwithu zwa u vhalela ngazwo zwi re zwidongoni zwavho u imela na uri zwi vha thuse u tandulula thaidzo.

#### Mbudziso dzi gaidaho:

- ✦ Hu na mbevha dza fumi ngomu khabodoni. Arali tharu dza shavha, hu ḍo sala mbevha nngana ngomu khabodoni?
- ✦ Arali mbevha nthihi ya vhuya, hu ḍo vha na mbevha nngana ngomu khabodoni?

Kha vha humbele vhagudi uri vha vha vhudze uri vho wana hani phindulo dzavho.

3. **U ita ṇowenḍowe ya 1–8; zwinzhi/zwiṭuku/eḍana:** Kha vha sumbedze garaṭa la tshiga tsha nomboro u bva kha 1 u ya kha 8. Nga u ṭavhanya hune vha nga kona, vhagudi vha ita tshivhalo tshi fanaho tsha bola nga suko la u tambisa lavho. Vha wana garaṭa la ipfinomboro na la tshithoma uri vha fanyise. Kha vha humbele vhagudi uri vha bwise zwitibo zwivhili ngomu zwidongoni zwavho. Vha fanela u vhea bola mbili kha tshitibo tshithihi na ṇa kha tshiṭwe tshitibo.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshitibo tshifhio tshi re na bola nnzhi/ṭhukhu?
- ✦ Itshi tshitibo tshi na bola nnzhi/ṭhukhu nngana?
- ✦ Engedzani kha tshitibo tshi re na bola nnzhi u itela uri tshi vhe na mbili u fhira bola ṇa. No engedza nngana?
- ✦ Ṭusani u bva kha tshitibo tshi re na bola ṭhukhu u itela uri tshi sa tsha vha na bola. Ndi nngana dze na ṭusa?

#### NGELETSHEZDO

Arali mugudi o ita vhukhaki kha murekanyo, kha vha vhudzise arali a tshi ṭoda u shumisa zwithu zwa u vhalela ngazwo u itela u sumbedza vhone zwe a ita. Vha songo tou ri mugudi o 'khakha'. Kha vha mugaide u ya kha phindulo yo teaho.

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

Vhagudi nga muthuhimuthihi vha vhumba bola dza malo. Kha vha vhee bola tharu kha tshitibo tshithihi na mbili kha tshiñwe.

- ✦ Ndi nngana dza tshigwada tsha bola dza malo dzo salaho?
- ✦ Ri fanela u ita mini u itela uri zwitibo zwi vhe na tshivhalo tshi fanaho tsha bola?

Vhagudi vha bvisa tshitibo tshavho tsha vhuraru. Vha vhea bola nthihi kha tshitibo tsha u thoma na bola tharu kha tshitibo tsha vhuvhili.

- ✦ Ndi bola nngana dzine dza fanela u ya kha tshitibo tsha vhuraru u itela uri dzi swike malo dzothe dzo fhelela?

Kha vha dovholole nga dziñwe phaṭhekanyo dza nomboro.

4. **U ita ndowendowe ya nomboro 8 vha tshi shumisa suko la u tambisa:** Vhagudi vha vhumba tshiga tsha nomboro 8 nga suko la u tambisa. Kha vha tikedze vhagudi vho no lugelaho u ñwala 8.

5. **Mutambo wa u dzungudza na u shulula ñawa:** Vhagudi vha bvisa khaphu dzavho dza yogathi u bva zwidongoni zwavho. Muñwe na muñwe u vhalela ñawa dza malo. Vha vha humbudze uri ñawa dzo swaiwa kha sia lithihi. Kha vha humbele vhagudi u dzungudza khaphu na u shulula ñawa.



**Mbudziso dzi gaidaho:**

- ✦ Hu na ñawa nngana tshena? Ndi ñawa nngana dzi re luswayo lutswu?
- ✦ Hu na ñawa nngana dzothe dzo fhelela?

Vhagudi vha dzungudza na u shulula ñawa hafhu, vha tshi shumisa khaphu dzavho vha tshi ri, 'Dzungudza, dzungudza, dzungudza, u shulule.' Vha vhalela ñawa vhothe.

Vhagudi vha vhambedza ṭhanganyo dza ñawa tshena na ntswu u itela uri vha vhumbe malo. Kha vha dovholole izwi lu si gathi.

6. **Nomboro thevhekano ya u thoma u ya kha ya vhuṭanu:** Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwa phukha mutaloni zwo sedza kha monde. Kha vha vhudzise vhagudi nga muthihimuthihi uri ndi vhuimo vhufhio vhune phukha dzo fhambanaho dzo ima khaho.

**Mbudziso dzi gaidaho:**

- ✦ Ndi phukha ifhio i re ya u thoma/vhuraru/vhuṭanu/ya u fhedzisela kha mutalo?
- ✦ Arali na tshimbidza \_\_\_\_\_ na i isa murahu ha \_\_\_\_\_ i do vha kha vhuimo vhufhio?



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

- vhalela ha mutevhetsindo 1–20 na u fhira
- topola ya u thoma u ya kha ya vhuṭanu, ya u fhedzisela
- fanyisa zwithu 1–8 na magaraṭa a zwiga zwa nomboro, a zwithoma na ipfi
- topola ṭhanganyo dzo fhambanaho uri vha ite 8
- sika nomboro 8 vha tshi shumisa suko la u tambisa



## 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.

## Tshiṭṭshi tsha u shumela tsha 1

### Zwine vha ḁo ṭoḁa

- Suko ḁa u tambisa
- Themphuḁeithi ya suko ḁa u tambisa: Nomboro 8 (siaṭari ḁa 215) – 1 mugudi muṁwe na muṁwe

Vhagudi vha shumisa suko ḁa u tambisa u fhedzisa themphuḁeithi.

## Tshiṭṭshi tsha u shumela tsha 2

### NGELETSHEDZO

Kha vha haseledze zwe tshigwada tshiṁwe na tshiṁwe tsha ola kha khare yavho ya 'mutevhe wa zwine vha tama' nga tshifhinga tsha madzulo a kḁasi yoṭhe.

### Zwine vha ḁo ṭoḁa

- Zwiṭiripi zwa mabambiri/ magaraṭa zwi re na ṭhofundeṁa dza 8 – 1 mugudi muṁwe na muṁwe
- Dzikhirayoni
- Nomboro dzi bvaho kha muthambi wa u anea nomboro

Vhagudi vha dzhenisa muvhala ngomu ha tshivhalo tsho teaho tsha ṭhofundeṁa dza miṁwaha yavho vha ṁwala tshiga tsha nomboro u itela u fanyisa. Vha ola tshifanyiso tshithihi kha ṭhofundeṁa iṁwe na iṁwe yo dzheniswaho muvhala kha ṭhofundeṁa u itela khare iyi ya ḁuvha ḁa mabebo ya 'mutevhe wa zwine vha tama'.



## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭoḁa

- Sete ya magaraṭa a zwithoma (1–8)
- Tshidongo tshi re na zwithu zwa u vhalela ngazwo zwo dzheniswaho muvhala zwa 8 mugudi muṁwe na muṁwe

Vhagudi nga muthihimuthihi vha dzhia garaṭa vha shumisa zwithu zwa u vhalela zwawe zwavho u dovhola nzudzanyo ya zwithoma kha garaṭa. Vha vhambedza magaraṭa u vhona arali nomboro dzavho dzi tshi fana. Kha vha dovhole vha tshi shumisa magaraṭa oṭhe u bva kha 1 u ya kha 8.

## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭoḁa

- Magaraṭa a zwiḁa zwa nomboro mahulwane (*Khithi ya Zwishumiswa*)
- Tshidongo tsha mugudi muṁwe na muṁwe tshi re na zwithu zwa u vhalela ngazwo zwi eḁanaho 36 (*Khithi ya Zwishumiswa*)

Mugudi muṁwe na muṁwe u dzhia garaṭa ḁa tshiga tsha nomboro. Vha shumisa zwithu zwa u vhalela ngazwo u vhumba tshiga tsha nomboro. Vha dovhola izwi vha tshi shumisa magaraṭa a tshiga tsha nomboro o fhambanaho.

# 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

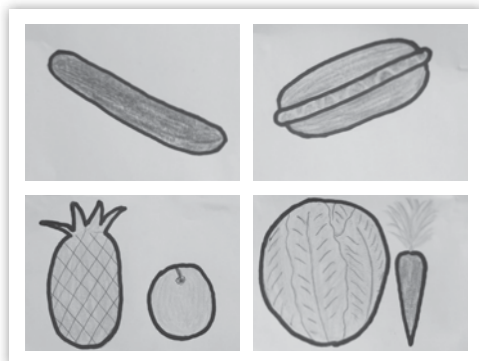
belongs

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

# Sia la Magudiswa lo Sedzwaho: U shuma na Data

## Thero

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

## Ndivho ntswa

- Vha ola tshifanyiso u imela data

## Nḡowedzo

- U vhalela ha mutevhetsindo: u ya phanḡa 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- Zwivhili/zwiraru zwinzhi/ zwiḡuku
- Zwinzhi, zwiḡuku, eḡana
- U kuvhanganya, u vhekanya na u imela khuvhanganyo ya zwithu

## Divhaipfi ntswa ya mbalo

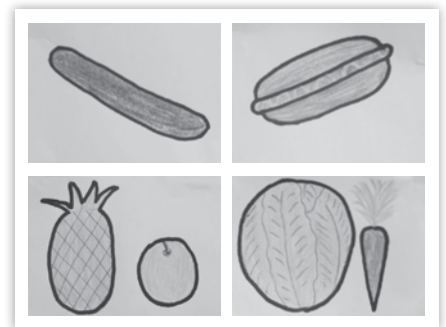
u wela kha

u sa wela kha

## U dilugisela

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

- zwifanyiso zwa hothidogo, vorosi, mitshelo na miroho zwo nambatedzwa kha khadibogisi
- zwifanyiso zwa muḡadzi mutswuku, mudala, wa lutombo na wa ḡaḡa zwo nambatedzwa kha khadibogisi
- garaḡa liḡuku la 5 cm × 5 cm li re na tshifhaḡuwo tshi mwemwelaho (kha vha sedze Kotara ya 2, Vhege ya 7) – 1 mugudi muḡwe na muḡwe
- tshitendeledzi tsha bammbiri/khadibogisi liḡuku liḡswuku, la lutombo, lidala na la ḡaḡa
- themphuleithi ya giridi i si na zwiga i re na khoḡumu 4 na tshikhala tsha zwifanyiso zwa zwiliwa/zwithu zwa u vhalela ngazwo zwa mivhala fhasi hayo
- themphuleithi ya giridi i re na zwiga ya A4 i re na khoḡumu 3 na zwiḡulo zwitswuku, zwa lutombo, na zwidala fhasi hayo – 1 mugudi muḡwe na muḡwe
- bammbiri la girafu ya mitshelo – 1 mugudi muḡwe na muḡwe (kha vha sedze siaḡari la 135)
- khaḡenda ya mutsho ya uno ḡwedzi ine khayoy mutsho wa ḡuvha liḡwe na liḡwe wo rekhodwa
- thege dza madzina a mugudi muḡwe na muḡwe
- magaraḡa a zwifanyiso u itela u imela zwienda zwa tshakha dzo fhambanaho zwa vhagudi: thovho; zwienda zwo valeaho zwa thambo, zwienda zwa u vhofha nga u nambatedza kana zwa tshikwetsho



- 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?

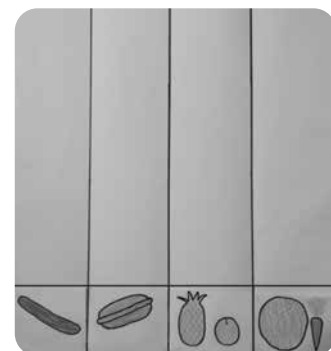


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ★ 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.

- khovhe dzo itwaho nga bammbiri lo tou gerwaho: dza 6 dza muvhala wa swiri, mutswuku, lutombo na mudala. Vha nambatedze kilipi dza mabammbiri khadzo u itela milomo yadzo
- themphuleithi ya giridi i re na zwiga ya khadibogisi li re na mivhala i fanaho na ya khovhe – 1 mugudi muñwe na muñwe
- zwilazwulo zwa 6: tshipiqa tsha muḁali tsho vhofohiwaho kha thanda i re na maginethe kha liñwe sia
- daisi li re na masia a muvhala wa swiri, mutswuku, wa lutombo na mudala (mivhala mivhili yo dovhoolwa).

## Nyito dza kilasi yothe

### Duvha la 1

#### Zwine vha do toḁa

- Phositara ya 7
- Zwifanyiso 4: hothidogo, vorosi, mitshelo, miroho
- Magaraḁa a tshifhaḁuwo tshi mwemwelaho – 1 mugudi muñwe na muñwe
- Themphuleithi ya giridi i si na zwiga

1. **Luimbo/tshidade:** Vhagudi vha nanga luimbo kana tshidade u bva vhegeni dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Nga vhavhilihavhili, vhagudi vha a lavhelesana vha vhalela u swika kha 10 ngeno:
  - ✦ vha tshi rvisa zwanḁa zwa tshauḁa
  - ✦ vha tshi rvisa zwanḁa zwa monde
  - ✦ vha tshi rvisa zwanḁa zwothe.

4. **U kuvhanganya na u vhekanya data:** Kha vha ambe nga Phositara ya 7.

#### Mbudziso dzi gaidaho:

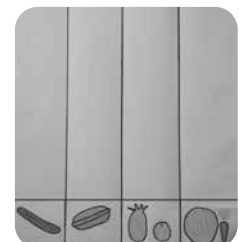
- ✦ Ndi zwiliwa zwifhio zwi no khou rengiswa makete?
- ✦ Ndi zwiliwa zwifhio zwine ni nga nanga u renga zwone?

Kha vha sumbedze zwifanyiso zwiḁa zwa tshakha dzo fhambanaho dza zwiliwa. Kha vha vhee izwi kha inwe na inwe ya khuda nḁa dza methe. Vhagudi vha dzula tsini na tshifanyiso tsha zwiliwa zwine vha nga renga.

- ✦ Ndi zwiliwa zwifhio zwine na humbula uri vhagudi vhanzhi vha a zwi takalela nga maanḁa/zwiḁuku?
- ✦ Ni zwi ḁivha hani?
- ✦ Ri nga dzudzanya hani zwifhaḁuwo zwi mwemwelaho zwashu u itela uri ri kone u vhona uri ndi vhagudi vhangana vha takalelaho zwiliwa zwiñwe na zwiñwe?

Kha vha ḁee mugudi muñwe na muñwe tshifhaḁuwo tshi mwemwelaho.

5. **U imela data:** Kha vha vhee zwifanyiso zwa zwiliwa fhasi kha khoḁumu inwe na inwe kha themphuleithi ya giridi i si na zwiga. Vhagudi vha vhea magaraḁa a tshifhaḁuwo tshi mwemwelaho avho nga lithihi nga lithihi nḁha ha tshifanyiso tsha zwiliwa zwe vha nanga u itela u fhedzisa giridi ya zwifanyiso.



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



### NGELETSHEDZO

Kha vha vhone uri zwifhaḁuwo zwi mwemwelaho zwo vhwewa zwavhuḁi u itela uri hu sa vhe na zwikhala vhukati hazwo kha khoḁumu inwe na inwe.



## 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

## Duvha 2

## Zwine vha do toda

- Tshidade: *Hothidogo thukhu thanu* (siaṭari 197)
- Phositara ya 7
- Khaḽenda ya mutsho
- Girafu ya zwifanyiso u bva kha Duvha 1

1. **Tshidade:** Kha vha ite tshidade, *Hothidogo thukhu thanu* vha tshi tshimbidza na munwe.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho sedzana na mufarakani ngeno tshanḽa tshavho tshithihi tshi muṭanani wavho. Musi vho newa luswayo mugudi muṅwe na muṅwe u sumbedza tshivhalo tsha minwe. Vhagudi nga vhavhilihavhili vha vhalela thanganyelo ya tshivhalo tsha minwe ine vha khou sumbedza. Kha vha dovholole nyito, vhagudi vha tshi khou sumbedza tshivhalo tsha minwe tshi sa fani tshifhinga tshiṅwe na tshiṅwe.
4. **U vhalala, u ṭalutshedza na u vhiga nga data:** Kha vha ambe nga khaḽenda ya mutsho wa uno ṅwedzi.

## Mbuziso dzi gaidaho:

- ✦ Ni nga mmbudza mini nga mutsho wa uno ṅwedzi?
- ✦ Ndi mutsho ufhio we ra vha nawo luzhi/lu si gathi?
- ✦ Ho vha na maḽuvha manzhi e ha vha na ḽuvha kana ha vha na mvula? Ndi manzhi nga mangana? Ni zwi ḽivha hani?

Vhagudi vha lavhelesa kha Phositara ya 7 na giridi ya zwifanyiso zwa zwiliwa u bva kha Duvha 1. Vha vhambedza vhulapfu ha khoḽumu kha giridi ya zwifanyiso vha vhalela u wana uri ndi tshakha nngana dza zwiliwa zwiṅwe na zwiṅwe zwine vhagudi vho fhambanaho vha zwi takalela.

- ✦ Ni khou vhona mini nga giridi ya zwifanyiso?
- ✦ Ndi khoḽumu ifhio i re ndapfusesa/pfufhisesa? Izwi zwi amba mini?
- ✦ Ndi vhagudi vhangana vho nangaho hothidogo/vorosi/mitshelo/miroho?
- ✦ Ndi vhagudi vhanzhi/vhaṭuku vho nangaho hothidogo kana vhagudi vhanzhi/vhaṭuku vho nangaho vorosi? Ndi vhanzhi nga vhangana?
- ✦ Hone dziṅwe dza dzikhoḽumu dzi na zwiṅwe zwi eḽanaho?
- ✦ Ndi zwiliwa zwifhio zwi funeswaho zwinzhi/zwi si gathi?
- ✦ Hu nga itea mini arali vhaṅwe vhagudi vhavhili vha nanga hothidogo/vorosi, nga auralongauralo?

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

## Duvha 3

## Zwine vha do toda

- Tshidade: *Hothidogo thukhu thanu* (siaṭari 197)
- Zwithu zwa u vhalela ngazwo zwitswuku, zwa lutombo, zwidala na zwa ṭaḽa (*Khithi ya Zwishumiswa*)
- Thege ya dzina – 1 mugudi muṅwe na muṅwe
- Zwifanyiso zwa miṅadzi 4 (mutswuku, wa lutombo, mudala, wa ṭaḽa)
- Zwifaredzi 4 zwo leibelwaho: zwitswuku, zwa lutombo, zwidala, zwa ṭaḽa
- Tshiṭori: *U toda u renga muṅadzi* (siaṭari 197)
- Zwiṭiripi 4 zwa bambiri ḽitshena
- Themphuleithi ya giridi i si na zwiga

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. **Tshidade:** Kha vha ite tshidade, *Hothidogo tshukhu thanu*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho ita tshitendeledi vha vhalela u bva kha 1 u ya kha 10, vha tshi vhanda zwanda tshifhinga tshothe musi vha tshi bula nomboro. Vhagudi vhane vha ri '10' vha dzula fhasi nahone u vhalela hu thoma hafhu u bva kha '1'. Kha vha dovholole u swikela hu tshi sala mugudi muthihi fhedzi o imaho.
4. **U imela data:** Kha vha talutshedze tshitori *U toda u renga muñadzi*. Kha vha lavhelese zwifanyiso zwa miñadzi miña. Kha vha haseledze uri ndi muvhala ufho wa muñadzi une vhagudi vha do u nanga. Vhagudi vha nanga zwithu zwa u vhalela ngazwo zwi fanaho na muvhala wa muñadzi we vha u nanga. Vha vhea zwithu zwa u vhalela ngazwo ngomu ha tshifaredzi tshi re na leibela ya muvhala wonoyo.

**Mbudziso dzi gaidaho:**

- ★ Ri nga zwi wana hani uri ndi vhagudi vhangana vhane vha takalela muvhala tiwa wa muñadzi muñwe na muñwe?

Kha vha humbele vhagudi uri vha dzudzanye zwithu zwa u vhalela ngazwo u bva kha tshifaredzi tshiñwe na tshiñwe nga muduba ntha ha tshiripi tsha bambiri. Kha vha haseledze data.



- ★ Ndi vhagudi vhangana vha takalelaho muñadzi mutswuku/ wa lutombo/wa toda/mudala?
- ★ Ri nga zwi wana hani uri ndi muvhala ufho une wa funeswa kijasini yashu?

Kha vha vhee zwithu zwa u vhalela ngazwo zwa muvhala wo fhambanaho hangeno fhasi kha rou ya themphuleithi ya giridi i si na zwiga. Vhagudi vha vhea thege dzavho dza madzina kha girafu ya zwifanyiso kha kholumu i re ntha ha muvhala wa muñadzi we vha nanga.



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

**Duvha la 4**

**Zwine vha do toda**

- Tshidade: *Hothidogo tshukhu thanu* (siafari la 197)
- Zwifanyiso zwa miñadzi 4 (mutswuku, wa lutombo, mudala, wa toda)
- Giridi ya zwifanyiso u bva kha Duvha la 3

1. **Tshidade:** Kha vha ite tshidade, *Hothidogo tshukhu thanu*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 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.



- U vhalela zwithu 1–10:** Kha vha tambe 'Sizwe uri', vha tshi vhidzelela zwithu zwi re ngomu kilasini uri vhagudi vha zwi tode, vha zwi kwame na u vhalela, sa tsumbo, zwidulo zwiraru, dzikhirayoni dza fumi, mafasiṭere mavhili, vothi lithihi, zwienda zwa malo, bugu thanu.
- U haseledza na u vhiga nga khuvhanganyo:** Kha vha vhee zwifanyiso zwa miṅadzi kha luvhondo vha humbele vhagudi u vha thusa u talutshedza hafhu tshiṭori tsha miṅadzi.

**Mbudziso dzi gaidaho:**

- ✦ Ndi miṅadzi wa muvhala ufhio une na humbula uri vhagudi vhanzhi/vha si gathi vho nanga wone? Ndi ngani ni tshi humbula nga u ralo? Kha vha haseledze giridi ya zwifanyiso u bva kha Duvha Ia 3.
  - ✦ Giridi ya zwifanyiso i ri vhudza mini?
  - ✦ Ndi kholumu ifhio i re ndapfusesa?
  - ✦ Ndi vhagudi vhangana vho nangaho miṅadzi wa muvhala uyo?
  - ✦ Hu na mivhala ye a hu na we a i nanga?
  - ✦ Ndi vhatu vhanzhi vho nangaho miṅadzi mitswuku kana ya lutombo, ngauralongauralo?
  - ✦ Hu na miṅwe mivhala ye tshivhalo tsha vhagudi tshi fanaho tsho nanga yone?
  - ✦ Hu do itea mini arali vhagudi vhanzhi nga vhavhili/vhaṭuku nga vhararu vha nanga muvhala mudala, ngauralongauralo?
- Nyito dza tshigwada tshiṭuku:** Kha vha taluse nyito dza tshitiṭshini tsha u shumela tshiṅwe na tshiṅwe.

## Duvha Ia 5

### Zwine vha do toda

- Tshidade: *Hothidogo ṭhukhu ṭhanu* (siaṭari Ia 197)
- Theiphi ya u nambatedza kana tshokho
- Magaraṭa a zwifanyiso u itela u imela tshakha dzo fhambanaho dza zwienda zwa vhagudi

- Tshidade:** Kha vha ite tshidade, *Hothidogo ṭhukhu ṭhanu*.
- U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
- U vhalela zwithu 1–10:** Vhagudi vhaṭanu vha ima phanḁa ha kilasi vho ita muduba.

**Mbudziso dzi gaidaho:**

- ✦ Hu na zwienda zwingana zwoṭhe zwo fhelela?
  - ✦ Hu na phere nngana dza zwienda dzi re hone?
- U vhekanya data:** Kha vha humbele vhagudi u amba arali vho ambara thovho kana zwienda zwo valeaho. Arali vho ambara zwienda zwo valeaho, zwi na thambo, ndi zwa u tou nambatedza kana zwa tshikwetsho? Kha vha ri, 'Ndi khou divhudzisa uri ndi vhagudi vhangana vho ambaraho thovho ṅamusi?' Vhagudi vha a ḁidzudzanya vhone vhone nga zwigwada u ya nga lushaka lwa zwienda.

**Mbudziso dzi gaidaho:**

- ✦ Ndi vhagudi vhangana vha re na zwienda zwa thambo/zwa u tou nambatedza/zwa tshikwetsho?
- ✦ Hu na vhagudi vhanzhi/vha si gathi vha re na zwienda zwa thambo/zwa u tou nambatedza/zwa tshikwetsho, ngauralongauralo?
- ✦ Hu na zwigwada zwi eḁanaho?

### NGELETSHEDZO

Arali vhagudi vha ambara zwienda zwo fhambanaho vha tshi ya tshikoloni, vha nga kona u dikuvhanganya kha tshigwada vhone vhaṅe u ya nga muvhala wa zwienda.



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. **U dzudzanya data:** Vhagudi vha a ḡdzudzanya vhone vhaṅe vha ita miduba u ya nga lushaka lwa zwienda zwavho.

**Mbudziso dzi gaidaho:**

- ✦ Ndi muduba ufhio mulapfusesa/mupfufhisesa?
- ✦ Izwo zwi ri vhudza mini?
- ✦ Ndi lushaka lufhio lwa zwienda lwo ambarwaho nga vhagudi vhanzhi/vha si gathi? Ni zwi ḡivha hani?
- ✦ Hu na miduba ine ya vha na tshivhalo tshi fanaho tsha vhagudi? Vhoṅhe vha vhalela tshivhalo tsha vhagudi vha re kha muduba muṅwe na muṅwe.

- ✦ Ndi vhagudi vhangana vha re kha uyu muduba?

Kha vha vhee zwifanyiso zwa tshakha dza zwienda nga rou kha methhe. Vhagudi vha bvula zwienda zwavho zwa mulenzhe wa tshauḡa vha zwi vhea kha kholumu nṅha ha tshifanyiso tshine tsha imela zwienda zwavho.

- ✦ Ndi kholumu ifhio ine ya vha na zwienda zwinzhi/zwi si gathi?
- ✦ Hu na vhagudi vhanzhi vha re na thovho u fhira vhagudi vha re zwienda zwi re na thambo, ngauralongauralo?
- ✦ Ndi vhagudi vhaṅwe vhangana vha re na zwienda zwo valeaho u fhira vha thovho, ngauralongauralo?

6. **Nyito dza tshigwada tshiṅuku:** Kha vha ṅaluse nyito dza tshiṅtshini tsha u shumela tshiṅwe na tshiṅwe.

**U ṅanganelana**

**Luambo lwa Hayani:** U kovhana mihumbulo, U thetshesela na u Amba.  
**Zwikili zwa Vhutshilo:** Kha vha vhekanye zwithu musi vha tshi kunakisa na u paka zwithu.

## Nyito dza tshigwada tshiṅuku

### Nyito yo rangwaho phanḡa nga mugudisi

**Zwine vha ḡo ṅoḡa**

- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na zwithu zwo fhambanaho:
  - Zwiḡuḡoko zwa Yunifikisi zwa 10 (zwiṅwuku, zwa lutombo na zwidala: phatṅekhanyo dzo fhambanaho dza mugudi muṅwe na muṅwe)
  - Zwiṅanda zwa u vhalela ngazwo
  - Zwiṅu zwa u vhalela ngazwo zwa mivhala
- Tshidongo tsha dzikhirayoni mugudi muṅwe na muṅwe zwi re na munangekanyo wa dzikhirayoni tswuku, dza lutombo na dala
- Themphuḡeithi ya giridi i re na zwiḡa ya A4 mugudi muṅwe na muṅwe i re na zwiḡuḡoko zwiṅwuku, zwa lutombo na zwidala kha rou ya fhasi

1. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
2. **U vhalela zwithu 1–10:** Mugudi muṅwe na muṅwe u vhalela zwiḡuḡoko zwa Yunifikisi zwa 10 u bva tshidongoni tshawe. Vha fhaṅa thawara.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwiḡuḡoko zwingana zwi vhubaho thawara yaṅu?
- ✦ Ndi zwiḡuḡoko zwingana zwiṅwuku/zwa lutombo/zwidala zwi re hone?
- ✦ Hu na zwiḡuḡoko zwiṅwuku kana zwa lutombo zwinzhi/zwiṅuku?

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. **U kuvhanganya na u vhekanya zwithu:** Vhagudi vha dzhia tsheo vhone vhaṅe ya uri vha ḁo vhekanya hani zwithu zwoṅthe (zwebuḁoko zwa Yunifikisi, zwitanda na zwithu zwa u vhalela ngazwo) ngomu zwidongoni zwavho.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwigwadaḁe zwine ni nga ita nga zwithu zwaṅu?
- ✦ Ni khou zwi dzudzanyisa hani?
- ✦ Ndi ngani no vhea \_\_\_\_\_ tshaṅu kha itshi tshigwada?
- ✦ Hone izwi zwithu zwi fanisa hani?
- ✦ Ni nga vhekanya izwi zwithu nga inwe nḁila?

Vhagudi vha vhekanya zwithu zwavho u ya nga zwidodombedzwa zwazwo.

- ✦ Ni nga vhekanya zwithu zwaṅu u ya nga muvhala/tshivhumbeo/saizi?
- ✦ Ndi tshifhio tshi welaho/tshi sa weli kha itshi tshigwada? Ndi ngani?

### NGELETSHEDZO

Kha vha dovholole nga phatḁekhanyo dza mivhala yo fhambanaho dzi re na vhuṅumani na mivhala ya zwebuḁoko zwa Yunifikisi.

4. **U vhekanya, u imela na u ṅalutshedza data:** Kha vha ṅee mugudi muṅwe na muṅwe themphuḁeithi ya giridi i re na zwiḁa ya A4, na tshidongo tsha dzikhirayoni tswuku, dza lutombo na dala. Vhagudi vha vhekanya dzikhirayoni dzavho u ya nga muvhala.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga vhekanya dzikhirayoni dzaṅu u ya nga muvhala?
- ✦ Itshi tshigwada tsha dzikhirayoni ni nga tshi rina dzina ḁifhio?

Vhagudi vha vhalela uri hu na dzikhirayoni nngana kha tshigwada tshiṅwe na tshiṅwe. Vha vhea tshivhalo tsha muvhala u fanaho wa zwebuḁoko zwa Yunifikisi kha khoḁumu i re nṅha ha muvhala u fanaho kha themphuḁeithi ya giridi dzi re na zwiḁa yavho.

- ✦ Hu na dzikhirayoni nnzhi dza lutombo kana dala/tswuku?
- ✦ Ndi muvhala ufhio wa khirayoni une na vha na munzhi/u si gathi?
- ✦ Hu na dzikhirayoni \_\_\_\_\_ nnzhi nngana dzi re hone u fhira dzikhirayoni dza \_\_\_\_\_?



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

- vhambedza zwithu u ya nga tshidodombedzwa tshithihi kana zwinzhi, sa tsumbo, muvhala, saizi, lushaka
- vhekanya zwithu nga zwigwada u ya nga zwidodombedzwa zwo fhambanaho
- ṅalusa zwidodombedzwa zwa zwithu zwo vhekanywaho
- ṅalutshedza uri vho vhekanyisa hani zwithu
- dzhia tsheo ya uri zwithu zwi wela kha khoḁumu ifhio
- ḁivha uri 'ndi zwingana' zwo ḁisendeka kha data yo imelwaho

## 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.

## Tshiṭṭshi tsha u shumela tsha 1



### Zwine vha ḁo ṭḁa

- Tshidongo tsha mugudi muṁwe na muṁwe tshi re na:
  - Zwithu zwa u vhalela ngazwo zwa phukha
  - Zwiḁḁoko zwa zwidombedzwa
  - Zwithu zwa u vhalela ngazwo zwa mivhala
  - Zwitanda zwa mivhala

Vhagudi vha vhekanya zwithu zwidongoni zwavho u ya nga zwidombedzwa zwo fhambanaho u itela u vhumba zwigwada.

## Tshiṭṭshi tsha u shumela tsha 2



### Zwine vha ḁo ṭḁa

- Daisi ḁi re na masia a muvhala wa swiri, mutswuku na mudala (vha dovholele mivhala mivhili)
- Tshipiḁa tshilapfu tsha muḁali
- Mugudi muṁwe na muṁwe:
  - Khovhe ya muvhala wa swiri, mutswuku, wa lutombo, mudala
  - ‘Tshilazwulo’
  - Themphuleithi ya giridi i re na zwiga ya khadibogisi i re na mivhala i fanaho na ya khovhe
  - Zwithu zwa u vhalela ngazwo (zwa muvhala wa swiri, mutswuku, wa lutombo na mudala)

Kha vha ite kutivha nga muḁali. Kha vha vhee khovhe ngomu kutivhani. Vhagudi vha posa daisi vha ‘fara’ khovhe ine ya fana na muvhala wa kha daisi ḁo poswaho. Vha vhea tsha u vhalela ngatsho tshi fanaho kha themphuleithi ya giridi i re na zwiga yavho. Kha vha dovholele u swika vhagudi vha tshi fara khovhe dza rathi muṁwe na muṁwe.

## Tshiṭṭshi tsha u shumela tsha 3

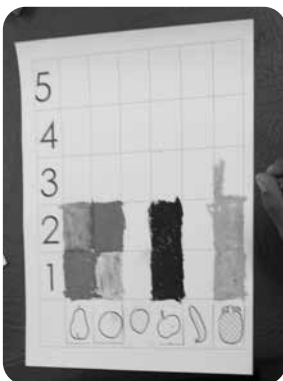


### Zwine vha ḁo ṭḁa

- Zwiḁḁoko zwa mivhala yo fhambanaho na/kana zwiwhumbeo
- Dzikhirayoni
- Bammbiri

Vhagudi vha vhekanya zwiḁḁoko u ya nga zwiwhumbeo. Vha ola tshifanyiso u sumbedza uri zwiḁḁoko zwo vhekanyiswa hani.

## Tshiṭṭshi tsha u shumela tsha 4



### Zwine vha ḁo ṭḁa

- Dzikhirayoni
- Tshidongo 1 tsha zwithu zwa u vhalela ngazwo zwa mitshelo mugudi muṁwe na muṁwe
- Bammbiri ḁa girafu ya mitshelo – 1 mugudi muṁwe na muṁwe

Vhagudi vha swifhadza ngomu ha mabogisi u sumbedza uri vha na mitshelo mingana ya tshakha dzo fhambanaho.

# 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

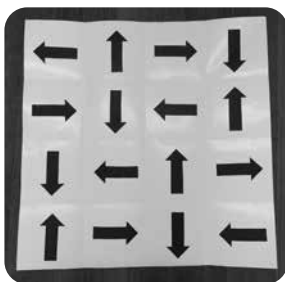
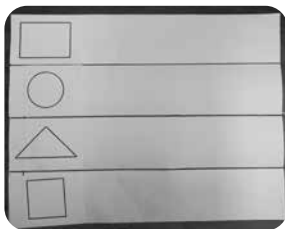
## New maths vocabulary

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).



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

## Thero

- Vhuimo, u ǀivhadza na mihumbulo
- Vhonzani ha zwivhumbeo zwa 2-D na zwithu zwa 3-D
- U tevhele ndaela

## Nǀivho ntswa

- Vhuimo ha zwithu zwi tshi elana na zwone zwine
- Tshati ya misevhe
- U kopa na u fhaṭa mbumbo (magaraṭa a zwifanyiso)

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina
- Mabogisi, bola
- U pfuka mutalo wa vhukati
- Vhuimo: u ya phanda na u humela murahu

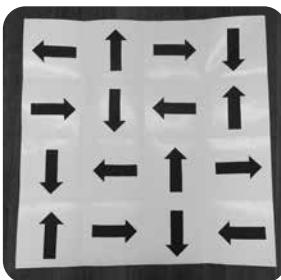
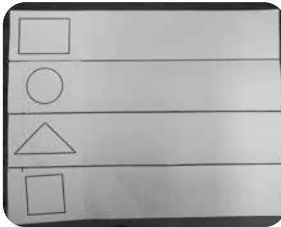
## ǀivhaipfi ntswa ya mbalo

musevhe

ngomu

nnda

## U ǀilugisela



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

- zwithu zwa 3-D zwa u oledzela: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina – 1 mugudi muṅwe na muṅwe
- bammbiri ǀa A3 ǀi re na rou nṅa na tshivhumbeo mathomoni a rou inṅwe na inṅwe: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina
- giridi ya zwivhumbeo kha fuloro (yo sikwa nga theiphi ya u nambatedza/tshokho) (kha vha sedze siaṭari ǀa 145)
- khadibogisi ǀi re na tshitibo na mpopi ngomu
- tshati ya misevhe
- zwiḃuḃoko/zwithu zwa 3-D, sa tsumbo, tshiḃuḃoko tsha zwidombedzwa tsha ṭhofunderaru 1, mabogisi/zwiḃuḃoko zwa mabulannga a u fhaṭa zwa tshivhumbeo tsha tshikwea 3 na zwa tshivhumbeo tsha ṭhofundeina 2, zwiḃoṭikoṭi/rolo ya bammbiri ǀa ngomu ha ǀa bungani 4 – 1 mugudi muṅwe na muṅwe
- bola dza thenisi
- mammbiri maṭuku a muvhala o tou gerwaho: zwitendeledzi, zwikwea, ṭhofunderaru na ṭhofundeina
- bodo dza tshivhumbeo tsha Bingo – 1 mugudi muṅwe na muṅwe (siaṭari ǀa 218)
- magaraṭa maṭuku a zwivhumbeo (khophi dza tshivhumbeo tshiṅwe na tshiṅwe nṅha ha bodo dza tshivhumbeo tsha Bingo).



## NGELETSHEDZO

Vhagudi vha ǀo tandula u ya phanda vhuimo na sia ino vhege nahone vha fanela u ambara muḃali u tatamuwaho/wuḃu (zwo shumiswaho kha Vhege ya 4).



## Whole class activities

### Day 1

#### What you need

- Rhyme: *Going on a lion hunt* (page 198)
- A tin
- 10 attribute blocks (*Resource Kit*)
- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- Musical instrument

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners join in.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Drop a number of attribute blocks between 1 and 10 into a tin one at a time. Learners count as they hear each block hit the bottom of the tin. Repeat.
4. **Properties of shapes:** Put up the picture of a square.

#### Guiding questions:

- ★ What is this shape?
- ★ What can you remember about this shape?
- ★ How do you know it is a square?
- ★ Can you see any square-shaped objects in the classroom?

As music plays, learners move around the classroom looking for square-shaped objects. When the music stops learners find the object and bring it to the mat.

- ★ Was this object easy to find? Why?/Why not?
- ★ How many sides/corners/edges does it have?

They trace around the base of the object in the grid.

- ★ How is your drawing the same/different from the \_\_\_\_\_ you have drawn around?

The learners who found the squares sit down. Repeat with each shape until all learners have had a turn.

Look at the completed grid.

- ★ How many circles/triangles/squares/rectangles do you see?
- ★ Which shape do we have the most/least of?
- ★ How is the square/triangle/circle the same/different from the rectangle, and so on?
- ★ Which shapes have four/three sides?
- ★ Which shapes have no sides?

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



#### TIP

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



# Nyito dza kilasi yothe

## Duvha la 1

### Zwine vha do toda

- Tshidade: *Ri ya u zwima ndau* (siafari la 199)
- Tshikoṭikoṭi
- Zwibuḽoko zwa zwidodombedzwa zwa 10 (*Khithi ya Zwishumiswa*)
- Zwithu zwa 3-D zwa u oledzela: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina – 1 mugudi muṅwe na muṅwe
- Bammbiri la A3 li re na rou nṅa na tshivhumbeo mathomoni a rou inṅwe na inṅwe: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina
- Tshilidzo tsha muzika

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*. Vhagudi vha a dzhoina.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha pange tshivhalo tsha zwibuḽoko zwa zwidodombedzwa zwa vhukati ha 1 na 10 ngomu ha tshikoṭikoṭi nga tshithihi nga tshithihi. Vhagudi vha a vhalela zwenezwi vha tshi pfa tshibuḽoko tshiṅwe na tshiṅwe tshi tshi rwa hangei fhasi kha tshikoṭikoṭi. Kha vha dovholele.
4. **Vhunzani ha zwivhumbeo:** Kha vha imisele nṅha tshifanyiso tsha tshikwea.

### Mbudziso dzi gaidaho:

- ✦ Itshi ndi tshivhumbeoḽe?
- ✦ Ni humbula mini nga itshi tshivhumbeo?
- ✦ Ni zwi ḽivha hani uri ndi tshikwea?
- ✦ Ni khou kona u vhona zwithu zwa tshivhumbeo tsha tshikwea afha ngomu kilasini?

Musi muzika u tshi khou tamba, vhagudi vha tshimbila u mona na kilasi vha tshi toda zwithu zwa tshivhumbeo tsha tshikwea. Musi muzika u tshi ima, vhagudi vha wana tshithu vha ḽa natsho kha metho.

- ✦ Zwo vha zwo leluwa u wana itshi tshithu? Ndi ngani/Ndi ngani zwi songo ralo?
- ✦ Tshi na masia/khuḽa/meme nngana?

Vha oledzela u mona na mutheo wa tshithu ngomu ha giridi.

- ✦ Nyolo yaṅu i fana/fhambana hani na \_\_\_\_\_ tshe na ola u mona natsho?
- Vhagudi vhane vha wana zwikwea vha dzula fhasi. Kha vha dovholele nga tshivhumbeo tshiṅwe na tshiṅwe u swika vhagudi vhothe vho kona u wana tshikhala.

Kha vha lavhelese giridi yo ḽadzwaho.

- ✦ Ndi zwitendeledzi/ṭhofunderaru/zwikwea/ṭhofundeina nngana dzine na khou vhona?
- ✦ Ndi tshifhio tshivhumbeo tshinzhi/tshi si gathi?
- ✦ Tshikwea/ṭhofunderaru/tshitendeledzi tshi fana/fhambana hani na ṭhofundeina, ngauralongauralo?
- ✦ Ndi zwivhumbeo zwifhio zwi re na masia maṅa/mararu?
- ✦ Ndi zwivhumbeo zwifhio zwi si na masia?

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

### NGELETSHEDZO

Vhagudi vha fanela u kona u oledzela u mona na tshithu tshiṅwe na tshiṅwe tsha 3-D.



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.



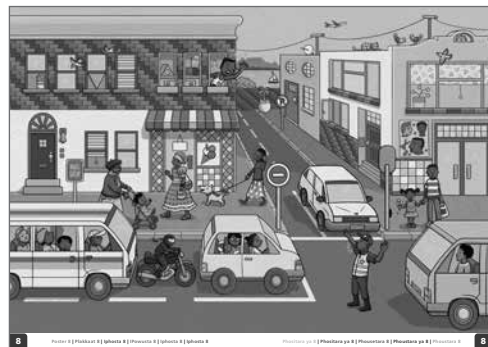
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
  - ★ It has three sides and three corners.
  - ★ It has four sides that are the same length.
  - ★ It has no sides and no corners. It is round.

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.



## Duvha 2

## Zwine vha do toda

- Tshidade: *Ri ya u zwima ndau* (siafari ja 199)
- Zwithu zwa tshivhumbeo tsha thofunderaru, tshikwea,
- tshitendeledi na thofundeina
- Muḁali u tatamuwaho/wuḁu – 1 mugudi muḁwe na muḁwe
- Phositara ya 8

## NGELETSHEDZO

U sudzuluwa uhu hu khwaḁhisedza u pfuka mutalo wa vhukati ha vhagudi. Vha tuḁuwedze miḁwe misudzuluwo, u fana na u tshintsha u rwiḁa milenzhe fhasi, u tshimbila u bva kha liḁwe sia u ya kha liḁwe, 'u bambela' na 'u gonya zwiḁepisi' nga misudzuluwo ya monde-tshauḁa.



1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*. Vhagudi vha rwa hafha kha zwirumbi zwavho zwa tshauḁa nga zwanḁa zwavho zwa monde u itela u tevhela mutevhetsindo. Kha vha ite tshidade lwa vhuvhili. Vhagudi vha rwa zwirumbi zwavho zwa monde nga zwanḁa zwavho zwaḁa.

2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

3. **U vhalela zwithu 1–10:** Kha vha ambadze vhagudi mabandda kha zwanḁa zwa tshauḁa. Vhagudi vha ima kha rou vho pandaladza milenzhe. Vha imisa zwanḁa zwavho zwa tshauḁa, vha kotama u bva khunduni vha kwama nayo ya monde nga tshandḁa tshavho tshauḁa zwenezwi vha tshi khou vhalela u swika kha 10. Kha vha dovhohole, vhagudi vha tshi khou kwama nayo yavho ya tshauḁa nga tshandḁa tshavho tsha monde.



4. **Vhunzani ha zwivhumbeo:** Kha vha dzumbe tshithu tsha tshivhumbeo tsha thofunderaru, tshikwea, tshitendeledi kana thofundeina muḁanani wavho. Kha vha ḁaluse tshivhumbeo. Sa tsumbo:

- ✦ Tshi na masia mararu na khuḁa tharu.
- ✦ Tshi na masia maḁa ane a eḁana nga vhulapfu.
- ✦ A tshi na masia na khuḁa. Tsho ita tshipulumbu.

Vhagudi vha humbulela tshivhumbeo. Mugudi ane a humbulela zwone u wana tshikhala tsha u dzumba tshiḁwe tshivhumbeo muḁanani wawe a ḁekedza tswayo dza u vha humbudza. Kha vha vha tikedze nga u vhudzisa mbudziso hune zwa konadzea.

Kha vha ambe nga Phositara ya 8.

## Mbudziso dzi gaidaho:

- ✦ Ndi zwivhumbeo zwifhio zwine na khou vhona?
- ✦ Ni nga wana tshivhumbeo tshi re na masia mararu/maḁa? Tshi vhidzwa mini?
- ✦ Fasiḁere ili ḁi na masia mangana? ḁi na tshivhumbeoḁe?
- ✦ Ni nga wana tshivhumbeo tshi re na masia mavhili malapfu na masia mavhili mapfufhi/masia maḁa a vhulapfu vhu fanaho? Tshi vhidzwa mini?
- ✦ Zwidina zwi re kha luvhondo zwi na tshivhumbeo tshifhio?
- ✦ Ndi ngafhi hune na khou vhona aisikhirimu? Khounu/aisikhirimu i na tshivhumbeoḁe?
- ✦ Ni khou kona u vhona zwikwea zwiḁuku zwa lutombo/ḁaḁa? Zwi vhaleleni.

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

## 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.

## Duvha 3

## Zwine vha do ɔda

- Tshidade: *Ri ya u zwima ndau* (siaɽari 199)
- Madaisi 2
- Tshifaredzi tshi re na zwibuɔoko zwa zwidodombedzwa – 1 mugudi muñwe na muñwe

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*. Vhagudi vha tshimbilela phanɔa nga maga mavhili na murahu nga maga mavhili u itela u tevhela mutevhetsindo.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi vha sielisana u posa madaisi mavhili fhasi. Vhagudi vhothe vha sumbedza minwe minzhi sa kha zwithoma zwa daisi, vha vhalela vhothe. Arali thanganyelo ya tshivhalo tsha zwithoma kha daisi i tshi fhira 10, vhagudi vha ri 'Eeh, yaa!' vha dzinginya zwine vha fanela u ita u tandulula thaidzo iyi (kha vha katele ningo dzavho, ngevhe, vha shumise zwikunwane, ngauralongauralo).
4. **Vhuimo: u ya phanɔa na u humela murahu:** Vhagudi vha ita misumbedzo ya *Ri ya u zwima ndau*. Tshifinga tshothe vha tshi pfa maipfi 'Eeh, yaa!' vhagudi vha dzhia maga mavhili u humela murahu. Vha bvela phanɔa na u ya phanɔa zwenezwi tshiɽori tshi tshi khou bvela phanɔa.
5. **Vhunzani ha zwivhumbeo:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha pfukise tshifaredzi kha mugudi muñwe na muñwe u itela uri a nange tshibuɔoko tsha zwidodombedzwa. Vhagudi vhe vha nanga tshivhumbeo tshe vhone vha ɽalusa, vha fanela u tshi imisela ntha.

## Mbudziso dzi gaidaho:

- ✦ Ndi nnyi a re na thofunderaru ya lutombo, ngauralongauralo?

Vhagudi vha fhisela tshibuɔoko tshavho tsha zwidodombedzwa kha mugudi a re kha tsha monde tshavho. Zwenezwi vha tshi khou ita ngauralo, vha fanela u imbelela, 'Kha ri vhone uri ndi tshivhumbeo tshifhio tshi tevhelaho. Kha ri vhone uri ndi tshivhumbeo tshifhio tshi tevhelaho. Kha ri vhone uri ndi tshivhumbeo tshifhio tshi tevhelaho, tshe nda fara tshandani tshanga.'

Kha vha dovholele nga mbudziso dzi fanaho. Sa tsumbo:

- ✦ Ndi nnyi a re na tshivhumbeo tshitswuku tshi si na masia?
- ✦ Ndi nnyi a re na tshivhumbeo tsha ɽada tshi re na khuda nna?
- ✦ Ndi nnyi a re na tshivhumbeo tshidala tshi re na masia mavhili malapfu na masia mavhili mapfufhi?
- ✦ Ndi nnyi a re na tshivhumbeo tshi si tshikwea?

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

## Duvha 4

## Zwine vha do ɔda

- Tshidade: *Ri ya u zwima ndau* (siaɽari 199)
- Giridi ya tshivhumbeo kha fuloro
- Zwibuɔoko zwa u fhaɽa zwa mugudi muñwe na muñwe (saizi na tshivhumbeo zwi fanaho)
- Tshokho kana thephi ya u nambatedza

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

## NGELETSHEDZO

Kha vha ite nyito iyi nnda. Vhagudi vha fanela u sedza phanɔa zwenezwi vha tshi dzhia maga vha tshi humela murahu.



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.



**TIP**

This activity works well outdoors.



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

3. **U vhalela zwithu 1–10:** Kha vha vhee zwibuḽoko zwa 10 kha rou hune vhagudi vha ḽo kona u zwi vhona.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwibuḽoko zwingana zwine na humbula uri zwi kha iyi rou? Vhagudi vha vhalela zwibuḽoko. Kha vha vhee zwiḽwe zwibuḽoko zwa 10 nga fhasi ha rou ya u thoma, vha tshi vula zwikhala vhukati hazwo.
- ✦ Ni humbula uri hu na zwibuḽoko zwinzhi kha rou ya u thoma kana rou ya vhuvhili?
- ✦ Ndi zwibuḽoko zwingana zwine na humbula uri zwi hone kha rou ya vhuvhili?

Vhagudi vha vhalela zwibuḽoko.

4. **U tevhela masia:** Mugudi muḽwe na muḽwe u fanela u vha na tshibuḽoko. Kha vha tambe 'Sizwe uri', vha tshi vhidzelela maipfi a vhuimo, sa tsumbo, Sizwe uri, 'Vheani tshibuḽoko tshaḽu:

- ✦ nḽha ha ḽhoho yaḽu.'
- ✦ tsini ha nayo yaḽu ya tshauḽa/monde.'
- ✦ fhasi ha nayo yaḽu.'
- ✦ vhukati ha zwirumbi zwaḽu.'
- ✦ nḽha ha tshanda tshaḽu.'
- ✦ vhukati ha milenzhe yaḽu.'
- ✦ phanda ha khana yaḽu.'
- ✦ muḽanani waḽu.'
- ✦ fhasi ha gona ḽaḽu.'

5. **Misudzuluwo ya zwivhumbeo:** Vhagudi vha sielisana u tshimbila tsini ha giridi ya tshivhumbeo kha fuloro sa zwe vha laedziswa zwone.

- ✦ Thamuwani luvhili ngomu ha ḽhofunderaru iḽwe na iḽwe.
- ✦ Fhufhani nḽha ha zwickwea zwoḽhe.
- ✦ Imani tshivhumbeoni tsha vhukati.
- ✦ Fhufhelani nḽha na fhasi luḽanu ngomu ha tshitendeledzi.
- ✦ Monelani mondeni/tshauḽa ni fhufhele ngomu ha zwickwea zwiraru zwi no tevhela.
- ✦ Thamuwani nga mulenzhe muthihi u mona na tshiḽwe na tshiḽwe tsha zwivhumbeo zwiraru zwi re fhasi.



6. **Nyito dza tshigwada tshiḽuku:** Kha vha ḽaluse nyito dza tshiḽitshini tsha u shumela tshiḽwe na tshiḽwe.

**NGELETSHEDZO**  
Nyito iyi i itea  
zwavhuḽi nḽda.

## 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.

## Duvha 5

## Zwine vha do toda

- Tshidade: *Ri ya u zwima ndau* (siafari ja 199)
- Khadibogisi li re na mutibo na mpopi ngomu

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhumba rou vha ima vha dzula nga u tou sielisana zwenezwi vha tshi khou vhalela. Musi vho no vhalela u swika kha 10 vha thoma rou ntswa.

## Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vha re kha rou ya u thoma/ya vuvhili/ya vhuraru?
- ✦ Ndi rou ifhio i re na vhagudi vhanzhi/vhaxuku?
- ✦ Ndi vhagudi vhangana vho dzulaho/imaho kha rou ya vuvhili?
- ✦ Ndi vhagudi vhanzhi vho imaho kana vho dzulaho?

4. **Vhuimo na sia:** Kha vha vhee bogisi lo valwaho li re na mpopi kha methe.

## Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi mini tshi re ngomu ha bogisi?

Kha vha bwise mpopi ngomu bogisini. Kha vha u vhee nga vhuimo ho fhambanaho. Vhagudi vha vha vhudza uri u ngafhi, sa tsumbo, nga fhasi/ntha/kha/ngomu ha/murahu ha/phanda ha bogisi.

- ✦ U ngafhi mpopi zwino?



5. **Nyito dza tshigwada tshixuku:** Kha vha xaluse nyito dza tshixtshini tsha u shumela tshixwe na tshixwe.

## Nyito dza tshigwada tshixuku

## Nyito yo rangwaho phanda nga mugudisi

## Zwine vha do toda

- Munanguludzo wa zwithu/zwibuxoko zwa 3-D mugudi muñwe na muñwe
- Zwidulo – 1 mugudi muñwe na muñwe
- Bola dza thenisi
- Khadibogisi li re na mutibo
- Tshati ya misevhe
- Mpopi

1. **U vhalela zwithu 1–10:** Kha vha vhee zwibuxoko kha methe. Vhagudi vha sielisana u vhalela u bva kha 1 u ya kha 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. ↑ ← →



**TIP**  
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



 **NGELETSHEDZO**

Kha vha tšutšwedze vhagudi u shumisa maipfi a masia u fana na 'monde na tshauḽa', 'u ya phanḽa na u humela murahu'.

2. **U fhaḽa tshivhumbeo:** Kha vha fhaḽe mbumbo kha methe vha tshi shumisa zwibuḽoko/zwithu zwa 3-D.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga mmbudza mini nga zwe nda fhaḽa?
- ✦ Ni khou vhona zwivhumbeo zwifhio?
- ✦ Ni nga dzudzanya zwibuḽoko zwanu nga nḽila i fanaho na yeneyi?

Vhagudi vha fhaḽa mbumbo i fanaho nga zwibuḽoko zwavho.

- ✦ Ndi zwithuḽe zwe na shumisa?
- ✦ Hone zwanu zwi a fana/a zwi fani na zwanga? Ndi ngani?

3. **Vhuimo:** Kha vha ḽee vhagudi ndaela ya u vhea mpopi vhuimoni ho fhambanaho kha bogisi vha bule hune mpopi wa vha hone. Vha dovholole na vhaḽwe vhagudi.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga vhea mpopi phanḽa ha/nga fhasi ha/tsini na/nḽha ha/murahu ha bogisi?

Vhagudi vha sielisana u vhea mpopi vhuimoni ho fhambanaho ngeno kiḽasi yoḽhe i tshi bula uri mpopi u ngafhi.

4. **Tshati ya misevhe:** Kha vha vhee tshati ya misevhe kha luvhondo. Vhagudi vha sudzuluwa vha tshi ya kha sia ḽi fanaho na ḽa misevhe.

**Mbudziso dzi gaidaho:**

- ✦ Musevhe uyu wo sumba thungo lufhio?
- ✦ Ni ḽo sudzuluwisa hani?

Kha vha gaide vhagudi kha masia oḽhe na misudzuluwo phanḽa ha musi vha tshi thoma mutambo.

Kha vha sumbe musevhe vha ḽee masia u fana na:

(Rou ya 1) ṽharamudzani mikonwo yanu. → ← ↓ ↑

(Rou ya 2) Imani kha tshidulo ni fhufhe ↓ ni koneha u ima kha fuloro

ni fhufhe. ↑ ← →

**U ṽtanganelana**

**Luambo lwa Hayani:** Mveledziso ya ḽivhaipfi.

**Zwikili zwa Vhutshilo:** Tshifhinga tsha u ya bungani na u tshimbila u ya/u bva fhethu.



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

- fhaḽa mbumbo nga u kopa tsumbo
- ṽalusa vhuimo ha zwithu zwi tshi ya nga hune zwa vha hone kha zwiḽwe
- shumisa maipfi a vhuimo u fana na phanḽa ha/fhasi ha/tsini na/nḽha ha/murahu ha/nga ngomu ha/nga nḽa ha
- shumisa maipfi a masia u fana na monde/tshauḽa, nḽha/fhasi



## 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.



## Tshiṭṭshi tsha u shumela tsha 1



### Zwine vha ḁo ṭḁa

- Bammbiri na guḽuu
- Mabammbiri a muvhala maṭuku o tou gerwaho a: zwitendeledzi,
- zwikwea, ṭhofunderaru na ṭhofundeina

Vhagudi vha ita zwifanyiso u bva kha zwivhumbeo zwo ṅetshedzwaho, sa tsumbo, nṅu kana phukha.

## Tshiṭṭshi tsha u shumela tsha 2

### NGELETSHEDZO

Arali bodo dza phekhisi dzi hone, vhagudi vha nga ita zwivhumbeo nga u tatamudza muḁali wa puḽasiṭiki vhukati ha dzipekhisu.

### Zwine vha ḁo ṭḁa

- Suko ḽa u tambisa
- Zwitanda zwa mivhala (*Khithi ya Zwishumiswa*)

Vhagudi vha vhekanya zwitanda zwa ita tshivhumbeo. Vha vhea magumo a zwitanda kha kupiḁa kwa suko ḽa u tambisa khuḁani u itela u khwaṭhisa tshivhumbeo tshavho.



## Tshiṭṭshi tsha u shumela tsha 3



### Zwine vha ḁo ṭḁa

- Magaraṭa a Bingo
- Bodo dza Bingo dza zwivhumbeo
- Zwithu zwa u vhalela ngazwo

Vhagudi vha vhea tshiṭhopho tsha magaraṭa o sedza fhasi vhukati ha ṭafula kana fuloro. Vha sielisana u nanga garaṭa. Arali vha na tshivhumbeo tshi re kha bodo yavho, vha vhea tshithu tsha u vhalela ngatsho kha itsho tshivhumbeo. Mutambi wa u thoma u wana zwiṅa nga u tevhekana ndi ene mukundi.

## Tshiṭṭshi tsha u shumela tsha 4



### Zwine vha ḁo ṭḁa

- Zwiḁḁo kana zwithu zwa zwivhumbeo zwo fhambanaho

Vhagudi vha fhaṭa mbumbo vha tshi shumisa zwiḁḁo kana zwithu zwiṅa kana zwiṭanu. Vha sielisana u kopa nzudzanyo yo itwaho nga khonani.

# 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

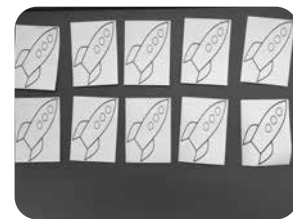
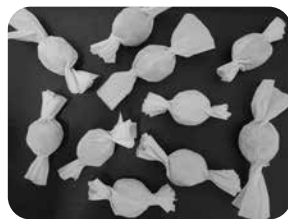
rhino  
buffalo

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.

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

## Thero

- U ǀalusa, u tevhékanya na u vhambedza mbalosa
- Vhushaka ha nomboro
- U ǀivha nomboro
- U tandulula thaidzo kha nyimele

## Nǀivho ntswa

- Tshelede – u ǀivha tshelede ya bammbiri
- U tandulula thaidzo 1–8

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanǀa 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhékanya nomboro 1–8
- Nomboro thevhékano ya u thoma u swika kha ya vhuǀanu
- U khwaǀhisedza nomboro 1–8
- U engedza, u ǀusa
- Mangwende
- Khulwane, ǀhukhu

## Divhaipfi ntswa ya mbalo

tshelede ya bammbiri ndau

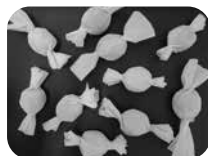
tshugulu nari

Nelson Mandela u vhalela murahu

## U ǀilugisela

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

- bola dza 10 dza suko ǀa u tambisa dzo putelwa nga foilǀi/puǀasitǀiki u itela u ita 'maǀegere'
- zwiendatshikhalani zwa 10 zwo itwaho nga phulethi dza mabammbiri – tshindatshikhalani tshinwe na tshinwe tshi fanela u vha na mafasiǀere a 10
- zwifanyiso zwa 10 zwa dzirokhethe



- zwifanyiso zwa A4 5 zwa zwithu zwine vha fanela u renga (u bva kha mimagazini)
- mangwende a khakhi na a silivhere a khadibogisi ǀo tou gerwaho: 10c, 20c, 50c, R1, R2, R5 (u bva kha Kotara ya 2)
- tshelede ya bammbiri ya 10 ya khadibogisi, 2 dza inwe na inwe: R10, R20, R50, R100, R200 (masiaǀari a 220–221)
- zwifaredzi zwa gurosari zwo bikululwaho zwa 10, sa tsumbo, bogisi ǀa sirilǀi, tshidongo tsha yogathi, ngauralongauralo
- siaǀari ǀa bammbiri/khadibogisi ǀa saizi ya A4 ǀi re na ǀhofundeina khulwane – 1 mugudi muǀwe na muǀwe
- suko ǀa u tambisa ǀa muvhala wa swiri
- siaǀari ǀa A4 ǀi re na themphuleithi ya tshibode (siaǀari ǀa 219) – 1 mugudi muǀwe na muǀwe.

## 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.

## Nyito dza kilasi yothe

### Duvha la 1

#### Zwine vha do toda

- Luimbo: *Mangwende a penyaho maṭanu* (Nyendedzi ya Nyito: Kotara ya 2, siaṭari la 197)
- Mangwende a khadibogisi a 6 (u bva kha Nyendedzi ya Nyito: Kotara ya 2, masiaṭari a 216–217)
- Maḷegere a suko la u tambisa
- Sete 2 dza tshelede ya bammbiri 5 ya khadibogisi (a gaganyelwa kha saizi ya A4) – kha vha vhee sete nthihi kha luvhondo, ṭhukhusesa u ya kha khulwanesa nga saizi (masiaṭari a 220–221)

1. **Luimbo:** Kha vha imbe luimbo, *Mangwende a penyaho maṭanu*. Kha vha haseledze mangwende.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1. Kha vha vhalele 1–10, fhedzi vha pfuke nomboro nthihi na/kana vha bule nomboro inwe luvhili, ngauralongauralo.

#### Mbudziso dzi gaidaho:

- ✦ Ho khakhea mini kha u vhalela hanga?

Kha vha dovholole nyito, vha tshi pfuka na/kana u dovholola nomboro dzo fhambanaho.

3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee maḷegere a fumi a suko la u tambisa kha methe.

#### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri hu na maḷegere mangana?

Kha vha vhalele vhothe.

4. **U divhadza tshelede ya bammbiri:** Kha vha sumbedze vhagudi tshelede ya bammbiri.

#### Mbudziso dzi gaidaho:

- ✦ Izwi no no vhuya na zwi vhonefhi?
- ✦ Hu na ane a divha uri zwi vhidzwa mini?
- ✦ No no vhuya na shumisa tshithihi tsha izwi? No tshi shumisa u ita mini?
- ✦ Ni khou vhona mini kha tshelede ya bammbiri?
- ✦ Tshelede iyi ya bammbiri i fana/fhambana hani na inwe tshelede ya bammbiri?
- ✦ Ndi ifhio ṭhukhusa/khulwanesa nga saizi?
- ✦ Hu na tshelede ya bammbiri yo fhambanaho nngana Afrika Tshipembe?

Kha vha vhalele tshelede ya bammbiri zwenezwi vha tshi khou i fanyisa na notsi dzi re luvhondoni.

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

### Duvha la 2

#### Zwine vha do toda

- Tshidade: *Tshiendatshikhalani* (siaṭari la 201)
- Maḷegere a suko la u tambisa a 10
- Sete 2 dza tshelede ya bammbiri 5
- Zwifanyiso 5 zwa zwithu zwine vha fanela u renga
- Tshinambatedzi

1. **Tshidade:** Kha vha ite tshidade, *Tshiendatshikhalani*.

#### NGELETSHEDZO

Kha vha vhee tshelede ya bammbiri ṭhanu na bammbiri li si na tshithu fhethu ha mbalo u itela uri vhagudi vha kone u ola zwithu zwe vha renga (kana zwine vha tama u renga).

#### NGELETSHEDZO

Kha vha haseledze uri tshikhala ndi mini. Kha vha ambe nga ṅaledzi na dzipulanete dzine ra kona u vhona vhusiku. Kha vha vhudzise vhagudi arali vha tshi humbula uri zwi a konadzea u ya tshikhalani na uri vha nga swikisa hani – nga tshiendatshikhalani. Kha vha vhudzise vhagudi uri vha humbula uri vha nga kona u renga mini ṅwedzini.

- 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?

**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.

- 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.



### NGELETSHEDZO

Kha vha vhone uri mutengo u no khou tumanywa na tshithu ndi wo teaho, sa tsumbo, tafula i nga vha R200 ngeno nyamunaiti ya 500 ml i tshi nga vha R10.

- U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1. Kha vha thome nga 5 vha vhalele u ya murahu u swika kha 2, kha vha thome nga 10 vha vhalele u ya murahu u swika kha 6, ngauralongauralo.
- U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee maļegere a fumi a suko ļa u tambisa na tshelede ya bammbiri thanu kha methe.

#### Mbudziso dzi gaidaho:

- ✦ Hu na tshelede ya bammbiri nngana ine na humbula uri i hone?
- ✦ Hu na maļegere kana tshelede ya bammbiri nnzhi/ṭhukhu?
- ✦ Hu na tshelede ya bammbiri nnzhi/ṭhukhu i re hone u fhira maļegere?
- ✦ Ni zwi ḡivha hani?

- U ḡivha na u fanyisa tshelede ya bammbiri:** Mugudi muṭwe na muṭwe kha vhaṭanu u wana tshifanyiso tsha tshithu tshine a nga renga tsho dzumbiwaho ngomu kiļasini. Vhaṭwe vhagudi vhaṭanu vha sielisana u nanga tshelede ya bammbiri vha i nambatedza kha tshifanyiso tshiṭwe na tshiṭwe. Vhaṭwe vhagudi vhaṭanu vha sielisana u sumbedza uri ndi tshelede ya bammbiri ifhio i re luvhondoni ine ya fana na tshiṭwe na tshiṭwe tsha izwi.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshelede ya bammbiri ifhio yo shumiswaho/i sa athu shumiswa?
- ✦ Ndi tshelede ya bammbiri ifhio i re na tshugulu khayoy?

- Nomboro thevhekano ya u thoma u ya kha ya vhuṭanu:** Kha vha lavhelese kha tshelede ya bammbiri thanu i re kha luvhondo.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshelede ya bammbiri ifhio i re ya u thoma, vhuvhili, ngauralongauralo kha rou i re luvhondoni?

Vhagudi vhaṭanu vha vhea zwifanyiso na tshelede ya bammbiri kha methe u itela u fanyisa tshelede ya bammbiri i re luvhondoni.

- ✦ Ndi tshelede ya bammbiri ifhio i no fanela u vheva mathomoni, ya vhuvhili, ngauralongauralo?

Vhagudi vha sa athu wana tshikhala, vha sielisana u fhufha. Sa tsumbo: kha vha vha humbele u fhufha u bva kha tshelede ya bammbiri ya u thoma u ya kha ya vhuvhili, u ya kha ya vhuṭa, ngauralongauralo. Kha vha vhee tshelede ya bammbiri kha tafula ya mbalo.

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

## Duvha ļa 3

### Zwine vha ḡo ṭoḡa

- Tshidade: *Tshientatshikhalani* (siaṭari ļa 201)
- Zwiendatshikhalani zwa 10 zwa phulethi dza mabammbiri zwo vheva kha luvhondo
- Sete 2 dza tshelede ya bammbiri 5
- Muthambi wa u anea nomboro
- Magaraṭa a nomboro a tshithoma, tshifanyiso, tshiga na ipfi 1–8 (*Khithi ya Zwishumiswa*)

- Tshidade:** Kha vha ite tshidade, *Tshientatshikhalani*.
- U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
- U vhalela zwithu 1–10:** Vhagudi vha fumi vha a ima. Vha lavhelesa zwiendatshikhalani zwa phulethi dza bammbiri zwi re luvhondoni.

#### Mbudziso dzi gaidaho:

- ✦ Ni humbula uri hu na zwiendatshikhalani zwo eḡanaho mugudi muṭwe na muṭwe uri a ye ṇwedzini?

Vhalelani zwiendatshikhalani.

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. **U engedzani kha/u tusa:** Lavhelesani tshelede ya bammbiri i re luvhondoni.

**Mbudziso dzi gaidaho:**

- ✦ Arali nda tusa tshelede ya bammbiri nthihi/mbili hu do sala nngana kha luvhondo?

Kha vha fare tshelede ya bammbiri thanu vho i ita sa fene tshandani tshavho.

- ✦ Hu na tshelede nnzhi/thukhu luvhondoni kana tshandani tshanga?
- ✦ Arali nda engedza tshelede ya bammbiri nthihi kha iyi i re tshandani tshanga, ndi do vha ndo fara nngana?
- ✦ Ndi affio madzina a tshelede ya bammbiri o salaho luvhondoni?



5. **U tevhekanya 1–8:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha sumbedze magaraṭa a tshithoma 1–8 nga u tshanyanya u itela uri vhagudi vha a vhone. Kha vha vha nee magaraṭa a tshithoma, tshifanyiso, tshiga na ipfi. Kha vha ime vhukati ha tshitendeledzi vho bonya maṭo avho. Kha vha imise mikonwo yavho yoṭhe vha monise zwanḁa zwavho zwi tshi khou sumba. Vhagudi vhane vha vha sumba musi vhone vha tshi vula maṭo vha fanyia magaraṭa avho na nomboro dzi re muthambini wa u anea nomboro. Kha vha dovholole, vha tshi nea vhagudi vha si gathi tshikhala tsha u sumba. Vhagudi vha sielisana u vhea magaraṭa avho a tshifanyiso, tshithoma na tshiga nga u tevhkana u bva kha 1–8 kha methe.



**Mbudziso dzi gaidaho:**

- ✦ Ndi nomboro ifhio i re vhukati ha 3 na 5, phanḁa ha 8, nga murahu ha 6, thukhu nga tharu kha 4, nnzhi nga mbili kha 5, ngauralongauralo?
  - ✦ Ri zwi divha hani uri tshifanyiso tshi re na thudwa nna tshi fanela u ḁa nga phanḁa ha tshifanyiso tshi re na vhukhohe vhuraru, ngauralongauralo?
  - ✦ Arali ra vhalela 2 u ya phanḁa u bva kha 3 ri do vha na nngana?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha taluse nyito dza tshiṭtshini tsha u shumela tshiṭwe na tshiṭwe.

## Duvha ḁa 4

### Zwine vha do ṭoḁa

- Tshidade: *Tshiendatshikhalani* (siaṭari ḁa 201)
- Zwifanyiso zwa 10 zwa dzirokhetho
- Zwidulo 5 zwi re na tshelede ya bammbiri yo nambatedzwa kha tshiṭwe na tshiṭwe
- Thamborini
- Magaraṭa a tshithoma 1–8

1. **Tshidade:** Kha vha ite tshidade, *Tshiendatshikhalani*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 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?



**NGELETSHEDZO**

Kha vha ambe nga dzirokhetha na zwiendatshikhalani na zwine vhagudi vha humbula uri zwi nga vha hani u ya nwedzini nga tshiñwe tsha izwi.

3. **U vhalela zwithu 1–10:** Kha vha lavhelese zwifanyiso zwa dzirokhetha dza 10 na zwiendatshikhalani zwa 10.

**Mbudziso dzi gaidaho:**

- ✦ Hu na dzirokhetha kana zwiendatshikhalani zwinzhi/zwiṭuku?
- ✦ Ni humbula uri hu na zwingana zwa tshiñwe na tshiñwe zwi hone? Kha ri vhalele.

4. **U ḡivha tshelede ya bammbiri:** Kha vha vhee zwidulo zwiṭanu kha methe, tshiñwe na tshiñwe tsho nambatedzwa tshelede ya bammbiri khatsho. Kha vha ṭalutshedze vhagudi uri izwi ndi 'bannga' dzavho. Kha vha ṭalutshedze uri bannga ndi mini. Vhagudi vha dzula nga zwigwada zwavho zwa kīlasini tsini na tshidulo tsho leibelwaho nga tshelede ya bammbiri, sa tsumbo, R10, R20. Kha vha lidze thamborini zwenezwi vha tshi khou tshimbila vhukati ha 'bannga'. Musi muzika u tshi ima vha vhuielela 'banngani' yavho. Kha vha dovholele.

Musi muzika u tshi ima, kha vha sumbedze tshelede dza bammbiri mbili, sa tsumbo, R50 na R200. Zwigwada izwi zwi tshintshana vhudzulo. Kha vha dovholele.

- ✦ Ndi vhagudi vhangana vho dzulaho 'banngani' yaṅu?



5. **U engedza kha/u ṭusa:** Kha vha ambe nga 'bannga' dzo fhambanaho.

**Mbudziso dzi gaidaho:**

- ✦ Arali nda ṭusa vhagudi vhavhili u bva kha 'bannga ya R100' hu ḡo sala vhangana ngomu banngani?
- ✦ Arali nda engedza mugudi muthihi kha 'bannga ya R50' ndi vhangana vhane vha ḡo vha vho dzula kha iyi bannga?

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

**Duvha ḡa 5**

**Zwine vha ḡo ṭḡa**

- Tshidade: *Tshiendatshikhalani* (siaṭari ḡa 201)
- Zwifaredzi zwa gurosari zwo tou bikululwaho zwa 10, sa tsumbo,
- bogisi ḡa siriji, tshidongo tsha yogathi, ngauralongauralo
- Theiphi ya u nambatedza/tshokho
- Phositara ya 1

1. **Tshidade:** Kha vha ite tshidade, *Tshiendatshikhalani*.

2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

3. **U vhalela zwithu 1–10:** Kha vha nambatedze zwifaredzi zwi si gathi luvhondoni vha vhee zwiñwe nṭha ha ṭafula ya mbalo.

**Mbudziso dzi gaidaho:**

- ✦ Ndi zwifaredzi zwingana zwa gurosari zwine na khou zwi vhona nṭha ha ṭafula/luvhondoni?

Kha vha vhalele vhoṭhe.

- ✦ No vha no anganyela zwinzhisa/zwiṭukusa?



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. **Leri ya u fhufha:** Kha vha shumise theiphi ya u nambatedza/tshokho u sika leri ya nomboro 1–8. Vhagudi vha sielisana u fhufha zwenezwi kijasi i tshi khou vhalela 1–8.

Vhagudi vha ima kha nomboro ya 5 vha fhufhela kha nomboro ya 8.

**Mbudziso dzi gaidaho:**

✦ No fhufha zwidanga zwingana?

5. **U ita ndowendowe 1–4:**

Kha vha haseledze Phositara ya 1. Kha vha ambe nga zwine vhagudi vha khou vhona.

**Mbudziso dzi gaidaho:**

✦ Ni khou vhona mini tshifanyisoni tshine inwi/ muṭa waṅu wo no vhuya wa renga?

✦ Ni humbula uri hu na maswiri o eḁanaho muthu muṅwe na muṅwe muṭani?

✦ Ndi maswiri mangana ane vha fanela u renga u itela uri muṅwe na muṅwe a vhe na lṭithi?

✦ Arali hu na yogathi mbili ṭhukhu ngomu tshikwatudzini nahone muṅwe na muṅwe a tshi khou ṭoḁa nthihi, ndi nngana dzine vha fanela u renga?

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



### U ṭanganelana

**Luambo lwa Hayani:** U tandulula thaidzo na u ṭalutshedza thandululo.

**Zwikili zwa Vhutshilo:** Nḁivho Thangeli, Vhuṅe na Mutakalo wa Matshilisanano.

## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanḁa nga mugudisi

#### Zwine vha ḁo ṭoḁa

- Phositara ya 7
- Tshelede dza bammbiri 5 (R10, R20, R50, R100, R200)
- Mimethe ya suko ya 8
- Tshidongo mugudi muṅwe na muṅwe tshi re na:
  - Vhulungu ha u vhalela ha 10
  - Zwithu zwa u vhalela ngazwo zwa mitshelo zwa 8 (*Khithi ya Zwishumiswa*)

1. **U tandulula thaidzo:** Kha vha haseledze Phositara ya 7.

**Mbudziso dzi gaidaho:**

✦ Hu na zwienge zwiṅa nṭha ha ṭafula. Khotsi vha renga zwienge zwiraru. Hu ḁo sala zwienge zwingana nṭha ha ṭafula?

✦ Khotsi vha renga sagana mbili dza maswiri. Vho renga maswiri mangana?

✦ Murengisi wa mitshelo o vha e na mabvani mararu. Zwino u na lṭithi. O rengisa mangana?





## 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

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.



## TIP

Learners can create their own banknotes that they would like to use, for example, 'on the moon'.

### NGELETSHEDZO

Kha vha tšutšwedze vhagudi u vha sumbedza thanganyelo ya tshivhalo tsha vhulungu vha songo thoma vha vhalela nga vhuthihivhuthihi.

### NGELETSHEDZO

Vhagudi vha shumisa zwithu zwa u vhalela ngazwo u tandulula thaidzo. Kha vha vhudzise vhagudi uri vho swikisa hani kha phindulo dzavho na uri vha vha tendele u tšutshedza mihumbulo yavho. Vhagudi vha tšoda tshifhinga u tšutshedza kuhumbulele kwavho na u pfa maano a vhañwe tshigwadani.

2. **Vhulungu ha u vhalela:** Kha vha sumbedze vhagudi tshivhalo tsha vhulungu ha u vhalela vhukati ha 1 na 10, sa tsumbo, 6, 3, 7, 4 kana 8. Kha vha vhonise izwi lwa mithethe i si gathi, vha koneha u vhu dzumba kule.

#### Mbudziso dzi gaidaho:

- ✦ No vhone vhulungu vhungana?

Kha vha humbele vhagudi u sumbedza tshivhalo tsha vhulungu vhukati ha 1 na 6.

3. **Mitshelo kha phulethi:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo zwa mitshelo zwa malo u bva kha zwidongo zwavho u tandulula thaidzo.

#### Mbudziso dzi gaidaho:

- ✦ Mutshelo muñwe na muñwe u tšoda phulethi. Ni do tšoda phulethi nngana?
- ✦ Phulethi inwe na inwe i tšoda mitshelo mivhili. Ni do tšoda phulethi nngana?
- ✦ Arali ni na phulethi mbili, ndi mitshelo mingana ine ni nga vhea kha phulethi inwe na inwe?

Vhagudi vha vhambedza na u haseledza uri ndi mitshelo mingana ine vha do vhea kha phulethi inwe na inwe.

4. **Tshelede ya bammbiri:** Kha vha dzumbe tshelede ya bammbiri fhasi ha tshipiḡa tsha bammbiri.

#### Mbudziso dzi gaidaho:

- ✦ Tshelede ya bammbiri i re fhasi ha bammbiri ndi dala nahone i na tshugulu khayi. Iyi tshelede ya bammbiri i vhidzwa u pfi mini?

Kha vha ñee mugudi muñwe na muñwe tshikhala tsha u dzumba na u tšalusa tshelede ya bammbiri.



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

- tandulula thaidzo u bva kha 1–8
- ḡivha, u fanyisa na u tšalusa tshelede ya bammbiri

## Tshitiḡtshi tsha u shumela tsha 1

### Zwine vha do tšoda

- Dzikhirayoni, penisela dza mivhala
- Tshelede ya bammbiri
- Khadibogisi la A4 li re na tšhofunderaru 3 – 1 mugudi muñwe na muñwe
- Zwigero – 1 mugudi muñwe na muñwe

### NGELETSHEDZO

Vhagudi vha nga sika tshelede yavho ya bammbiri ine vha tama u i shumisa, sa tsumbo, 'ñwedzini'.

Vhagudi vha gera tšhofundeina. Vha tshi kopa kha tshelede ya bammbiri, vha sika tshelede ya bammbiri yavho nga u ola zwifanyiso kha masia oḡhe na u nwala nomboro kha sia lithihi la tšhofundeina inwe na inwe.



## 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.



## Tshiṭṭi tsha u shumela tsha 2

### Zwine vha ḁo ṭḁa

- Zwithu zwa u vhalela ngazwo
- Daisi – 1 mugudi muṅwe na muṅwe
- Siaṭari ḁa A4 – 1 mugudi muṅwe na muṅwe
- Dzikhirayoni
- Suko ḁa u tambisa
- Garaṭa ḁa tshithoma ḁa nomboro 2 (u bva kha *Khithi ya Zwishumiswa*) – 1 mugudi muṅwe na muṅwe

Vhagudi vha ola manngi wa zwirengwa kha siaṭari ḁa A4. Vha posa daisi vha engedza mbili kha tshivhalo tsha zwithoma zwi re kha daisi. (Vha nga shumisa garaṭa ḁa tshithoma ḁa nomboro 2 u itela thikhedzo.) Vha kungulusa tshivhalo itshi tsha bola dzo vhumwaho nga suko ḁa u tambisa vha vhea bola (mutshelo) ngomu ha manngi. Vha dovholola nyito iyi.

## Tshiṭṭi tsha u shumela tsha 3

### Zwine vha ḁo ṭḁa

- Themphuḁeithi ya tshibode ya A4 (siaṭari ḁa 219) – 1 mugudi muṅwe na muṅwe
- Zwithu zwa u vhalela ngazwo zwa mivhala (*Khithi ya Zwishumiswa*)
- Magaraṭa a tshithoma 1–8 (*Khithi ya Zwishumiswa*)
- Dzikhirayoni

Kha vha vhee magaraṭa a tshithoma o sedza fhasi kha ṭafula. Vhagudi vha vula garaṭa ḁa tshithoma. Vha wana tshipiḁa tsha ganda ḁa tshibode ḁi re na tshivhalo tshi fanaho tsha zwithoma vha vhea tshivhalo tsho teaho tsha zwithu zwa u vhalela ngazwo kha izwo zwithoma. Vha dovholola nyito vha tshi dzhenisa muvhala kha zwithoma zwenezwi vha tshi khou vhalela.



## Tshiṭṭi tsha u shumela tsha 4

### Zwine vha ḁo ṭḁa

- Magaraṭa a tshiga tsha nomboro na tshifanyiso 1–8 (*Khithi ya Zwishumiswa*) a mugudi muṅwe na muṅwe
- Zwithu zwa u fara ngazwo zwa u gotsha ṅama/sajadi zwa mugudi muṅwe na muṅwe
- Zwiḁuḁo zwa mabulannga

Kha vha vhee magaraṭa a nomboro o sedza fhasi kha methe. Vhagudi vha vula garaṭa vha tshi shumisa zwithu zwa u fara ngazwo (*tongs*) u itela u ṭhophha tshivhalo tsha zwiḁuḁo zwo sumbedzwaho kha garaṭa ṅṅha ha ḁiṅwe na ḁiṅwe.



# 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.

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

## Thero

- U ǀalusa, u tevhekanya na u vhambedza mbalosa
- Vhushaka ha nomboro
- U ǀivha nomboro
- U tandulula thaidzo kha nyimele

## Nǀivho ntswa

- U khethekanya, hafu
- U swika kha zwiñwe zwiraru (vha tshi shumisa magaraǀa a zwithoma)
- U tevhekanya khuvhanganyo u bva kha ǀhukhusa u ya kha khulwanesa

## Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanǀa 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhekanya nomboro 1–8
- U tandulula thaidzo 1–8
- U khaǀhisedza ǀivhaipfi ya nomboro 1–8
- Zwinzhi, zwiǀuku, vhunzhi, zwi si gathi, eǀana
- Zwivhili/zwiraru zwinzhi/ zwiǀuku

## ǀivhaipfi ntswa ya mbalo

hafu

## U ǀilugisela

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

- zwiǀikara/magaraǀa a zwifhaǀuwo zwiǀuku zwi mwemwelaho – 1 mugudi muñwe na muñwe
- magaraǀa maǀuku a zwifanyiso zwa phukha a 36, ǀinwe na ǀinwe ǀi na tshati ya luvhondoni ya phukha (sa tsumbo, garaǀa ǀithihi ǀi na nǀou, magaraǀa mavhili ǀinwe na ǀinwe ǀi na mbidi nthihi, magaraǀa mararu ǀinwe na ǀinwe ǀi na lukhohe luthihi, ngauralongauralo)
- zwitendeledzi zwa bammbiri/khadibogisi zwa 8 zwo tou gerwaho (phandakati ya 40 cm)
- zwitendeledzi zwiǀuku 2 zwo tou gerwaho: tshitswuku na tshidala
- fulobo i no ǀo panga magaraǀa a tshithoma
- zwifaredzi zwa 8 zwo swaiwa 1–8 u itela zwifanyiso zwa phukha
- fulobo inwe na inwe i na dzina ǀa mugudi na magaraǀa a zwiga zwa nomboro 5 (vhukati ha 1 na 8) – 1 mugudi muñwe na muñwe
- zwa vhukati ha maluvha zwi na nomboro 1–8 khazwo na nǀevhe dza maluvha dza 30 mugudi muñwe na muñwe
- zwikwea zwa fojli ǀhukhu ya u putela maǀegere – 30 vhagudi nga vhavhilihavhili
- suko ǀa u tambisa
- zwisagana zwa mapuǀasiǀiki maǀuku zwa 8 zwi khinelaho zwo leibelwaho 1–8 vhagudi nga vhavhilihavhili
- magaraǀa a si na tshithu (5 × 5 cm) – 8 vhagudi nga vhavhilihavhili
- sete 4 dza magaraǀa a tshiga a nomboro 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.



## Nyito dza kilasi yothe

### Duvha la 1

#### Zwine vha do toda

- Tshidade: *Tshientatshikhalani* (siafari la 201)
- Zwiendatshikhalani zwa 10 tshiwe na tshiwe tshi na mafasitere a 10 (u bva kha Vhege ya 9)
- Zwiitikara/magaraa a zwifhatuwo zwiituku zwi mwemwelaho – 1 mugudi muwe na muwe
- Dzihula hupu 2
- Magaraa a zwifanyiso zwa mbevha a 8
- Zwitendeledi zwiituku 2 zwo tou gerwaho: tshitswuku na tshidala

#### NGELETSHEDZO

Kha vha talutshedze uri vhagudi vha do bvela phanda na u dzhenisa 'vhathu' ngomu ha zwiendatshikhalani nga maewe maduvha.

1. **Tshidade:** Kha vha ite tshidade, *Tshientatshikhalani* u bva kha Vhege ya 9.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledi. Vhothe vha vhalela zwiendatshikhalani zwenezwi vhone vha tshi khou zwi vhea nga tshitendeledi kha metha. Kha vha nee mugudi muwe na muwe tshitikara/garaa la zwifhatuwo zwi mwemwelaho. Vhagudi vha sielisana u nambatedza tshitikara tshavho kha mafasitere a tshientatshikhalani tsha u thoma/vhuvhili/vhuraru, ngauralongauralo. Kha vha vhalele 1–10 zwenezwi vha tshi khou ita izwi.



#### Mbudziso dzi gaidaho:

- ✦ Ri do zwi divha hani musi tshientatshikhalani tsha u thoma tshi na 'vhathu' vha 10 ngomu hatsho?
- ✦ Ri do zwi divha hani uri ri fanela u thoma u dzhenisa 'vhathu' ngomu ha tshientatshikhalani tsha vhuvhili?
- ✦ Ni humbula uri ri do vha na zwiitikara zwo edanaho u itela tshientatshikhalani tsha vhuvhili?
- ✦ Ndi zwiendatshikhalani zwingana zwi re na/zwine zwa kha di toda zwiitikara?

Kha vha vhalele vhathu vha re ngomu ha zwiendatshikhalani vhothe.

4. **U khethekanya; u divhadza hafu:** Kha vha nee muwe na muwe wa vhagudi vha malo tshifanyiso tsha mbevha. Kha vha vhee dzihupu mbili kha metha.

#### Mbudziso dzi gaidaho:

- ✦ Ri nga khwahisedza hani uri hupu iwe na iwe i na tshivhalo tshi fanaho tsha mbevha?

Vhagudi vha vhea mbevha nga kha hupu nthihi na nga kha iwe hupu. Kha vha talutshedze uri musi ri tshi vhea tshivhalo tshi fanaho tsha mbevha kha hupu iwe na iwe, ri ri hafu ya mbevha i kha hupu nthihi genho iwe hafu ya mbevha i kha iwe hupu.

#### NGELETSHEDZO

Zwifanyiso zwa mbevha zwi nga nambatedzwa kha khare uri zwi engedze u diphina.



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.









Kha vha tambe mutambo uyu wa mvula. Vhagudi vho dzulaho kha tshitendeledzi vha rwa fhasi kha fuloro u ita mubvumo wa marotha a mvula. Vhagudi vha malo vha a thamuwa u mona na vhukati ha dzihupu mvulani. Musi vhone vha tshi sumbedza tshitendeledzi tshitswuku, mvula i a tsha. Hafu ya vhagudi i ima kha hupu nthihi ngeno inwe hafu i tshi ima kha inwe hupu. Kha vha sumbedze tshitendeledzi tshidala u itela uri mvula i thome u na hafu.

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

## Duvha 2

### Zwine vha do ṭoda

- Zwiendatshikhalani zwa 10
- Zwiṭikara/magaraṭa a zwifhaṭuwo zwimwemwelaho – 1 mugudi muṭwe na muṭwe
- Luimbo: *Nḡou dza malo* (siaṭari 201)
- Magaraṭa a zwifanyiso zwa phukha a 36
- Tshinambatedzi
- Zwitendeledzi 2 zwo tou gerwaho

|         |   |          |   |
|---------|---|----------|---|
| 1       |    | 2        |    |
| •       | thihi   | ••       | mbili   |
| 3       |   | 4        |   |
| •••     | raru  | ••••     | ina   |
| 5       |  | 6        |  |
| •••••   | ṭhanu   | ••••••   | rathi   |
| 7       |  | 8        |  |
| ••••••• | sumbe   | •••••••• | malo  |

### NGELETSHEDZO

Kha vha vhee magaraṭa a phukha dzo fhambanaho ngomu ha zwifaredzi vha vhee na tshidongo tsha zwibuḷoko zwa Yunifikisi kha ṭafula ya mbalo. Vhagudi vha nga dzudzanya zwibuḷoko zwa Yunifikisi nga zwiḡwada u fanyisa tshivhalo tsha phukha dzi re ngomu ha tshifaredzi tshiṭwe na tshiṭwe.

1. **Luimbo:** Kha vha imbe luimbo, *Nḡou dza malo*. Kha vha sedze kha tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou imba. Kha vha ite ḷitambwa nga vese ya 1 na ya 2.
2. **U vhalesa ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalesa zwithu 1–10:** Kha vha dovholole nyito u bva kha Duvha 1. Vhagudi vha sielisana u nambatedza tshiṭikara/garaṭa ḷavho kha fasiṭere 1a tshiendatshikhalani.
4. **U khethekanya; hafu:** Kha vha dovholole nyito u bva kha Duvha 1a vha tshi shumisa magaraṭa a zwifanyiso zwa sekwa a rathi. Vha koneha u ita nyito nga magaraṭa a zwifanyiso zwa ṭhoho maṭanu.

#### Mbudziso dzi gaidaho:

- ✦ Hafu ya itshi tshigwada tsha ṭhoho i nga ima ngomu ha hupu nthihi na inwe hafu ya ima kha inwe hupu?
- ✦ Ndi ngani zwi songo ralo?
- ✦ ṭhoho nthihi i do fanela u ima ngafhi?

Kha vha dovholole nga zwiṭwe zwiḡwada zwa phukha.

5. **U khethekanya; hafu – zwifanyiso:** Kha vha vhee zwitendeledzi zwivhili zwo tou gerwaho kha luvhondo. Kha vha ṭee muṭwe na muṭwe wa vhagudi vha malo garaṭa 1a mbevha.

#### Mbudziso dzi gaidaho:

- ✦ Ni nga vhea hafu ya mbevha kha tshitendeledzi tshithihi na inwe hafu kha tshiṭwe tshitendeledzi?

Kha vha dovholole nyito nga magaraṭa a zwifanyiso zwa zwiḡula a sumbe.

#### Mbudziso dzi gaidaho:

- ✦ Ndi ngani ri sa koni u vhea hafu ya itshi tshigwada tsha zwiḡula ngomu ha tshitendeledzi tshiṭwe na tshiṭwe?

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

## 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.

## Duvha 3

## Zwine vha do toḁa

- Zwiendatshikhalani zwa 10
- Zwiḁikara/magaraḁa a zwifhaḁuwo zwi mwemwelaho – 1 mugudi muḁwe na muḁwe
- Luimbo: *Nḁou dza malo* (siaḁari 3a 201)
- Mutambo: Ndo ḁwalela khonani yanga luḁwalo (siaḁari 3a 201)
- Magaraḁa a tshiga, tshithoma, tshifanyiso na ipfi a nomboro a 30 1–8 (*Khithi ya Zwishumiswa*)
- Fulobo i re na magaraḁa a tshithoma mavhili 1–4 (*Khithi ya Zwishumiswa*)

1. **Luimbo:** Kha vha imbe luimbo, *Nḁou dza malo*. Kha vha ite 3 na ya 4.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Duvha 1. Vhagudi vha sielisana u nambatedza tshiḁikara/garaḁa 3avho kha mafasiḁere a zwiendatshikhalani.

## Mbudziso dzi gaidaho:

- ✦ Ndi zwiendatshikhalani zwingana zwine zwa kha ḁi toḁa vhatu ngomu hazwo?
- ✦ Ndi zwingana zwine khazwo ho no vha na vhatu vha fumi?
- ✦ Ni humbula uri ri ḁo fhedza u dzhenisa vhatu ngomu ha zwiendatshikhalani zwa fumi matshelo?
- ✦ Ndi ngani ni tshi ralo?

Kha vha vhalele vhatu vha re ngomu ha zwiendatshikhalani zwiḁwe na zwiḁwe zwo 'ḁadzwaho' 1–10.

4. **U ita ndowendowe ya 1–8, mutambo wa magaraḁa a tshithoma:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha ḁee mugudi muḁwe na muḁwe garaḁa 3a tshiga kana ipfinomboro u bva kha 1 u ya kha 8. Kha vha tambe mutambo, Ndo ḁwalela khonani yanga luḁwalo. Kha vha vhee magaraḁa mavhili a tshithoma vhukati ha 1 na 4 ngomu ha fulobo. Mugudi muthihi u tshimbila nḁa ha tshitendeledzi zwenezwi kiḁasi i tshi khou ita tshidade. Mugudi u vhea fulobo nthihi murahu ha muḁwe mugudi a gidima u mona na tshitendeledzi. Musi vho no pandamedza mugudi we a vhea fulobo, mugudi we a doba fulobo u a i vula. U imisela garaḁa 3a lithihi nḁa, a imisa na 3a ḁwe a konaha u imisa oḁe khathihi. Kha vha vhudzise vhagudi vhoḁe mbudziso idzi:

- ✦ Ndi nnyi a re na nomboro ine ya fana na tshivhalo tsha zwithoma zwi re kha garaḁa 3a line \_\_\_\_\_ o 3a fara?
- ✦ Ndi nnyi a re na nomboro ine ya fana na tshivhalo tsha zwithoma zwi re kha magaraḁa oḁe ane \_\_\_\_\_ o a fara o 3a tanganywa oḁe?

Vhagudi vha imisela magaraḁa a zwiḁa a nomboro kana ipfinomboro nḁa ha 3a ḁo dzavho vha bula nomboro.

Kha vha tshintshe magaraḁa a tshithoma a re ngomu ha fulobo. Vhagudi vha tamba mutambo, Ndo ḁwalela khonani yanga luḁwalo, hafhu.

5. **Nyito dza tshigwada tshiḁuku:** Kha vha 3a luse nyito dza tshiḁtshini tsha u shumela tshiḁwe na tshiḁwe.

 NGELETSHEDZO

Mutambo uyu u tambea khwine nḁa u itela uri vhagudi vha vhe na tshikhala tsha u gidima u mona na tshitendeledzi.



## 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.

## Duvha 4

## Zwine vha do toda

- Luimbo: *Ndou dza malo* (siaṭari 1a 201)
- Mutambo: Ndo ṅwalela khonani yanga luṅwalo (siaṭari 1a 201)
- Fulobo i re na magaraṭa a zwithoma mavhili 1–4 (*Khithi ya Zwishumiswa*)
- Nguvho (saizi i do bva kha tshikhala tshi re hone)
- Mutalombalo
- Zwifaredzi zwa 8 zwo swaiwa 1–8, zwi re na magaraṭa a zwifanyiso zwa phukha ngomu
- Magaraṭa a tshifanyiso a nomboro 1–8 (*Khithi ya Zwishumiswa*)
- Zwitendeledzi zwa 8 zwo tou gerwaho

1. **Luimbo:** Kha vha imbe luimbo, *Ndou dza malo*. Kha vha ite litambwa nga vese ya 5 na ya 6.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha vhee nguvho kha methe. Vhagudi vha dzula u mona na meme dzayo.

**Mbudziso dzi gaidaho:**

✦ Ni nga vhea minwe ya 10, 3, 7; nayo 2; zwikunwane 5 kha nguvho? Kha vha humbele muṅwe na muṅwe wa vhagudi vha fumi uri vha vhee munwe muthihi ṅṅha ha nguvho; vhagudi vha fumi vha vhea nayo nthihi ṅṅha ha nguvho; vhagudi vha fumi vha vhea tshanda tshithihi ṅṅha ha nguvho, ngauralongauralo.

✦ Ndi minwe/zwanda/nayo nngana i re ṅṅha ha nguvho zwino?

4. **U ita ndowendowe ya 1–8:** Kha vha dovholole mutambo, Ndo ṅwalela khonani yanga luṅwalo, u bva kha Duvha 1a 3. Vhagudi vha sumbedza tshiga tsha nomboro kha mutalombalo u imela ṅhanganyelo ya tshivhalo tsha zwithoma tsha magaraṭa mavhili a re ngomu ha fulobo.

**Mbudziso dzi gaidaho:**

✦ Nomboro iyi i phanda kana murahu ha 8/5, ngauralongauralo?

5. **U tevhekanya khuvhanganyo; ṅhukhusesa u ya kha khulwanesesa:** Kha vha vhee zwifaredzi 1–8 zwi re na magaraṭa a zwifanyiso huṅwe na huṅwe kha methe. Muṅwe na muṅwe wa vhagudi u dzhia garaṭa 1a phukha u bva kha zwifaredzi zwa malo. Kha vha vhee zwitendeledzi zwa malo zwo tou gerwaho huṅwe na huṅwe kha methe. Kha vha imise garaṭa 1a tshifanyiso 1a nomboro vha 1i vhee tsini na tshithihi tsha zwitendeledzi. Vhagudi vha re na magaraṭa a fanaho a phukha vha a vhea kha tshitendeledzi tshenetsho.

**Mbudziso dzi gaidaho:**

✦ Ndi tshigwada tshifhio tsha phukha tshi re na magaraṭa a si gathi/manzhi?

✦ Ndi zwigwada zwifhio zwi re na magaraṭa maṅukusa/manzhi khazwo u fhira tshigwada tsha garaṭa 1a ṅhoho?

✦ Ndi tshigwada tshifhio tshi re na magaraṭa maṅuku/manzhi?

✦ Ri nga dzudzanya hani izwi zwigwada zwa magaraṭa u bva kha tshigwada tshi re na magaraṭa maṅukusesa/tshigwada tshikukusesa, u ya kha tshi re na magaraṭa manzhisa/tshigwada tshihulwanesesa?

Vhagudi vha ṅea mihumbulo zwenezwi vhone vha tshi khou tevhekanya zwigwada.

Kha vha vilinganye mutevhe we zwifaredzi zwa vhewa ngawo.



**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).

**Mbudziso dzi gaidaho:**

- ✦ Ndi fanela u ita mini uri ndi vhee zwifaredzi nga mutevhe u fanaho na wa zwigwada zwi re ngomu ha zwitendeledzi?
  - ✦ Zwi fanela u vha nga mutevhe u fanaho? Ndi ngani?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṅwe na tshiṅwe.

**Duvha 5****Zwine vha ḑo ṭḑa**

- Luimbo: *Nḑou dza malo* (siaṭari 201)
- Mutambo: Ndo ṅwalela khonani yanga luṅwalo (siaṭari 201)
- Fulobo i re na magaraṭa a tshithoma mavhili 1–4 (*Khithi ya Zwishumiswa*)
- Sete ya magaraṭa a tshithoma 1, 2, 3 na 4 (*Khithi ya Zwishumiswa*)
- Theiphi ya u nambatedza/tshokho

1. **Luimbo:** Kha vha imbe luimbo, *Nḑou dza malo*. Kha vha ite ilitambwa nga vese ya 7 na ya 8.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha dovhohole nyito u bva kha Duvha 4.
4. **Ḳeri ya u fhufha:** Kha vha shumise theiphi ya u nambatedza/tshokho u sika Ḳeri ya nomboro 1–8. Vhagudi vha fhufha zwenezwi ḱlasi i tshi khou vhalela 1–8.

**Mbudziso dzi gaidaho:**

- ✦ Ni nga ima kha nomboro ya 7 na fhufhela murahu kha nomboro ya 1, ngauralongauralo?
5. **U ita ṅdowendowe ya 1–8; u ṭanganya; zwinzhi/zwi si gathi:** Kha vha dovhohole mutambo, Ndo ṅwalela khonani yanga luṅwalo, u bva kha Duvha 3 vha tshi shumisa magaraṭa a tshiga, tshifanyiso na tshithoma 1–8 na magaraṭa a tshithoma mavhili a re ngomu ha fulobo. Musi mugudi a tshi sumbedza magaraṭa a tshithoma mavhili u bva kha fulobo, kha vha shumise maṅwe magaraṭa a tshithoma mararu u imela ṭhanganyelo i fanaho, sa tsumbo, zwithoma zwivhili na zwithoma zwiṭanu zwi nga sumbedzwa sa tshithoma tshithihi, zwithoma zwiṅa na zwithoma zwivhili, ngauralongauralo.

**Mbudziso dzi gaidaho:**

- ✦ Ndi affio kha aya magaraṭa mararu a re na zwithoma zwinzhisa/zwi si gathi?
  - ✦ Ndi ilitsho ilitsho re na a si gathi u fhira ilitsho?
  - ✦ Ndi a si gathi nga mangana?
- Kha vha imise garaṭa ilitsho ilitsho a tshithoma.
- ✦ Arali ra ṭanganya zwithoma zwi re kha ilitsho garaṭa na zwithoma zwi re kha magaraṭa ane \_\_\_\_\_ a khou ri sumbedza, ri ḑo vha na zwithoma zwingana zwoṭhe zwo ṭangana?
  - ✦ Ndi nnyi a re na garaṭa ilitsho ilitsho line ilitsho fana na iyi nomboro?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭtshini tsha u shumela tshiṅwe na tshiṅwe.

**NGELETSHEDZO**

Magaraṭa mararu a fanela u ḑisa ṭhanganyelo ya malo fhedzi.

**U ṭanganelana**

**Luambo Iwa Hayani:** U bveledzisa u ṅwala.

**Zwikili zwa Vhutshilo:** Nyito dza Vhutshilo (vhutshilo ha u vhona na u ita).

## 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?



## Nyito dza tshigwada tshiṭuku

### Nyito yo rangwaho phanda nga mugudisi

#### Zwine vha ḡo ṭoḡa

- Phositara ya 5
- Tshifaredzi tshi re na zwithu zwa u vhalela ngazwo zwa mivhala
- Magaraṭa a tshithoma, tshifanyiso, tshiga 1–8 (*Khithi ya Zwishumiswa*)
- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na:
  - Zwithu zwa u vhalela ngazwo zwa vhukati ha 1 na 10
  - Magaraṭa a tshiga, ipfi 1–8 (*Khithi ya Zwishumiswa*)
- Zwiṭibo zwa puḷasiṭiki 2 mugudi muṅwe na muṅwe

1. **U tandulula thaidzo:** Kha vha haseledze Phositara ya 5. Kha vha ambe nga matombo a re mulamboni.

#### Mbudziso dzi gaidaho:

- ✦ Ni nga wela hani mulambo arali ni sa khou ṭoḡa u ṅukadza zwienda zwaṅu?
- ✦ Ndi matombo mangana ane na khou vhona mulamboni?
- ✦ Mme vha tshimbila kha hafu ya matombo. Ndi matombo mangana ane vha kha ḡi tea uri vha a pfuke?

2. **Zwinzhi/zwiṭuku, zwinzhisa/zwi si gathi, eḡana:** Kha vha dzule kha nguvho. Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwavho zwo ita thulwi phanda havho. Kha vha ite unga vha kha pikiniki nahone zwithu zwa u vhalela ngazwo ndi maḡegere.

#### Mbudziso dzi gaidaho:

- ✦ Ndi nnyi a re na maḡegere manzhisa/a si gathi?
- ✦ Ndi nnyi a re na maḡegere a fhiraho maṅa/maṭuku kha maṅanu?
- ✦ Ni nga ntsumbedza maḡegere a rathi, maṭuku/manzhi u fhira maḡegere a rathi?
- ✦ Hu na vhaṅwe vha re na tshivhalo tshi fanaho tsha maḡegere?
- ✦ Ni nga ita zwigwada zwivhili nga hafu ya maḡegere aṅu tshigwadani tshiṅwe na tshiṅwe?

Kha vha dovholole nga dziṅwe nomboro.

3. **U vhalela zwithu:** Ni khou vhona mini kha Phositara ya 5 zwine zwa fana na tshivhalo tsha maḡegere ane na vha nao?
4. **U ita ṅdowṅowe ya 8 – magaraṭa a tshithoma, tshifanyiso na tshiga:** Kha vha sumbedze vhagudi magaraṭa a tshithoma nga ḡithihilithihi. Mugudi muṅwe na muṅwe u wana tshikhala tsha u vhidzelela nomboro ine garaṭa ḡiṅwe na ḡiṅwe ḡa imela yone na u sumba garaṭa ḡa tshiga tsha nomboro kana tshifanyiso tshine tsha fana naḡo.
5. **U ita ṅdowṅowe ya 8 – zwiga zwa nomboro, maipfinomboro na zwithu zwa u vhalela ngazwo:** Vhagudi vha dzudzanya magaraṭa a zwiga zwa nomboro na ipfi avho nga u tevhekana u bva kha maṭukusesa u ya kha mahulwanesesa (1–8) na zwithu zwa u vhalela ngazwo (maḡegere) uri zwi fane.

#### Mbudziso dzi gaidaho:

- ✦ Ndi tshigwada tshifhio tshi re na maḡegere a 7, 5, 8?
- ✦ Ndi tshigwada tshifhio tsha maḡegere tshi re na maḡegere maṭuku nga mararu kha/manzhi nga mavhili kha tshithihi tshi re na maḡegere a rathi?
- ✦ Ndi tshigwada tshifhio tshi re na maḡegere manzhisa/maṭukusa?





 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.



## NGELETSHEDZO

Kha vha tendele vhagudi u shumisa zwitibo zwi fhiraho zwivhili muñwe na muñwe. Kha vha ri vha dzungudze vha kwashe nahone vha vhambedze tshivhalo tsha maļegere a re kha zwitibo.

6. **Dzungudzani ni kwashe:** Vhagudi vha shumisa maļegere a malo u dzinginya na u kwashe. Kha vha haseledze phaṭhekanyo ya mugudi muñwe na muñwe ya zwithu zwa u vhalesa ngazwo zwenezwi vha tshi khou vhambedza uri vho kwashisa hani khuvhanganyo ya maļegere a malo.



### Mbudziso dzi gaidaho:

- ✦ Ni na maļegere mangana kha tshitibo tshiñwe na tshiñwe?
- ✦ Ndi maļegere manzhi/maṭuku nga mangana ane na vha nao kha itshi tshitibo u fira kha tshiṭa tshiñwe?
- ✦ Ni na maļegere mangana kha zwitibo zwoṭhe o fhelela?



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

- topola hafu tshigwadani
- divha u swika kha zwinzhi nga zwiraru/zwiṭuku nga zwiraru; zwinzhisesa/zwiṭukusesa; zwinzhi/zwi si gathi
- tevhekanya khuvhanganyo u bva kha ṭhukhusesa u ya kha khulwanesesa
- divha, u fanyisa, u bula na u tevhekanya magaraṭa a zwiga zwa nomboro, maipfinomboro na zwithoma 1–8
- tandulula thaidzo 1–8

## Tshiṭitshi tsha u shumela tsha 1

### NGELETSHEDZO

Arali vha tshi ṭoda, vhagudi vha nga ṅwala kana u kopa nomboro ya nṅu ya havho, kana nomboro yavho ya luṭingo kha fulobo dzavho musu vho no fhedza nyito iyi.

### Zwine vha do ṭoda

- Zwibuṭoko zwa Yunifikisi (*Khithi ya Zwishumiswa*)
- Fulobo dzi re na madzina a vhagudi na magaraṭa a tshiga tsha nomboro 5 a 1–8 kha iñwe na iñwe
- Miḡali ya u runga – 1 mugudi muñwe na muñwe
- Dzikhokhi

Vhagudi vha runga zwibuṭoko zwa Yunifikisi u ya nga magaraṭa a nomboro a re kha fulobo dzavho.



## 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.



## Tshiṭṭshi tsha u shumela tsha 2



### Zwine vha ḁo ṭoḁa

- Suko ḁa u tambisa
- Bammbiri ḁa u putela ḁi vhonadzaho/ zwiḁiḁa zwa foḁi zwa u putela maḁegere a suko ḁa u tambisa
- Vhagudi nga vhavhilihavhili:
  - Zwisagana zwa puḁasiṭiki ṭhukhu zwi zipaho musi zwi tshi vala zwa 8 zwo leibelwaho 1–8
  - Magaraṭa a si na tshithu a 8
  - Penisela

Vhagudi nga vhavhilihavhili vha vhumba maḁegere nga suko ḁa u tambisa vha a putela. Vha vhea tshivhalo tsho teaho tsha maḁegere kha sagana iḁwe na iḁwe vha tevhekanya zwisagana u bva kha 1–8. Vha ḁwala nomboro 1–8 vha dzi dzhenisa kha sagana i fanaho na nomboro.

## Tshiṭṭshi tsha u shumela tsha 3

### Zwine vha ḁo ṭoḁa

- Sete 4 dza magaraṭa a tshiga a nomboro a 1–8

Vhagudi vha shuma nga vhavhilihavhili. Vha vhea magaraṭa o sedza fhasi kha ṭafula vha sielisana u tibula magaraṭa mavhili. Arali a tshi fana, vha a a fara. Arali zwi songo ralo, vha a vhea hafhu o sedza fhasi vha lingedza u guda nga mbilu zwe vha vhona u itela deḁwa ḁavho hafhu.



## Tshiṭṭshi tsha u shumela tsha 4

### Zwine vha ḁo ṭoḁa

- Zwa vhukati ha maluvha zwi re na nomboro 1–8 khazwo
- Nḁevhe dza maluvha dza 30 mḁgudi muḁwe na muḁwe
- Siaṭari ḁa A3
- Dzikhirayoni dala

Vhagudi vha tevhekanya na u nambatedza zwa vhukati ha maluvha zwa 1–8 kha siaṭari. Vha nambatedza tshivhalo tsho teaho tsha nḁevhe dza maluvha dza dzuvha ḁiḁwe na ḁiḁwe vha ola tsinde ḁi re na tshivhalo tshi fanaho tsha maṭari.



# Assessment

## Term 3: Exemplar Record of Continuous Assessments

| Key<br>✓ = competent<br>● = partially competent<br>✗ = not yet competent | NUMBERS, OPERATIONS AND RELATIONSHIPS  | COMMENTS | Final coding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|----------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Counts objects: 1–10   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Oral counting forwards: 1–20 and beyond  |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Counts backwards: 10–1   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Identifies number symbols: 6   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Identifies number symbols: 7   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Identifies number symbols: 8   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Recognises numbers in familiar contexts  |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reinforce: 1, 2, 3, 4, 5   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reinforce: one, two, three, four, five   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Identifies and describes whole numbers 1–8   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Compares numbers: big – small; bigger – smaller; biggest – smallest                                    |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Orders (sequences) numbers from smallest to biggest and biggest to smallest                            |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Understands ordinal numbers: first, second, third, fourth and fifth, last, next                        |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Solves problems with concrete objects: 1–8   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Solves problems using counters or number ladder: 1–8   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Adds and subtracts using concrete objects: 1–8   |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Distinguishes between more than, fewer than, and equal to  |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |          |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# U linga

## Kotara ya 3: Tsumbo ya Rekhodo ya u Linga hu yaho Phanda

| Khii                     | NOMBORO, TSWAYO NA VHUSHAKA   | MAHUMBULWA   |
|--------------------------|---|--|
| ✓ = u kona               |   |  |
| ● = u kona huṭuku        |   |  |
| ✗ = ha athu kona         |   |  |
| <b>Madzina a vhagudi</b> |   |  |
| <b>Datumu</b>            |   |  |
|                          | U vhalela zwithu: 1-10  | U vhalela ha u fhira   |
|                          | U vhalela u ya murahu: 10-1   | U vhalela ha mutevhetsindo u ya phanda: 1-20 na u fhira  |
|                          | U topola zwiga zwa nomboro: 6   | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U topola zwiga zwa nomboro: 7   | U divha mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200  |
|                          | U topola zwiga zwa nomboro: 8   | U divha mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200  |
|                          | U divha nomboro kha nyimele dzo ḏoweleaho   | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U khwaṭhisedza: 1, 2, 3, 4, 5   | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U khwaṭhisedza: thini, mbili, raru, ina, ṭhanu  | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U topola na u ṭalisa mbalosa 1-8  | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U vhambedza nomboro: khulu – ṭhuku; khulwane – ṭhukhusa; khulwanesesa – ṭhukhusesa                                      | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U tevhekanya (mutevhe) nomboro u dva kha ṭhukhusesa u ya kha khulwanesesa na u dva kha khulwanesesa u ya kha ṭhukhusesa | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U pfesesa nomboro tevhekano: ya u thoma, vhuvhili, vharu, vhuṅa na vhuṭanu, ya u fhedzisele, i tevheleaho               | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U tandulula thaidzo nga zwithu zwi fareaho: 1-8   | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U tandulula thaidzo a tshi shumisa zwithu zwa u vhalela ngazwo kana ṭeri ya nomboro: 1-8                                | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U engedza na u ṭusa a tshi shumisa zwithu zwi fareaho: 1-8  | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U fhambanya vhuṭati ha zwinzhi kha, zwituku kha, na eḡana na  | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |
|                          | U khouda ha u fhedzisele  | U topola mangwende na tshede ya dammbiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 |



| Key             |                         | PATTERNS, FUNCTIONS AND ALGEBRA              | SPACE AND SHAPE (GEOMETRY)                                 | MEASUREMENT   | DATA HANDLING   | COMMENTS     |
|-----------------|-------------------------|--|--|---|---|--------------|
| ✓ = competent   | ● = partially competent |  |  |   |   |              |
| Learners' names |                         | Identifies simple repeating patterns         | Follows directions: forwards and backwards, left and right | Describes, sorts and compares 3-D objects according to similarities and differences | Describes, sorts and compares 2-D objects according to similarities and differences | Final coding |
| Date            |                         | Copies and extends simple repeating patterns | Creates own pattern with pictures                          | Recognises and applies crossing the midline   | Measures and compares objects according to length, mass and capacity/volume         |              |
|                 |                         |  |  | Distinguishes between big, bigger, biggest and small, smaller, smallest             | Collects objects according to sizes   |              |
|                 |                         |  |  |   | Sorts collections of objects  |              |
|                 |                         |  |  |   | Represents collections of objects   |              |
|                 |                         |  |  |   | Analyses data using questions   |              |
|                 |                         |  |  |   | Discusses and reports on sorted collection of objects                               |              |

| Khii  | PHETHENI, FANKISHENI NA ALJIZHEBURA   | TSHIKHALA NA TSHIVHUMBEO (DZHOMETIRI)  | MUELO   | U SHUMA NA DATA  | MAHUMBULWA                      |               |
|---|---|--|---|--|---------------------------------|---------------|
| <p>✓ = u kona<br/>● = u kona huŋuku<br/>x = ha athu kona</p> <p>Madzina a vhagudi</p> | <p>U topola phetheni dzi sa konḡi dzi dovholaaho</p> <p>U kopa na u engedza phetheni dzi sa konḡi dzi dovholaaho</p> <p>U sika phetheni dzawe ene muḡe nga zwifanyiso</p> | <p>U tevheia masia: u ya phanḡa na u humela murahu; monde na tshaḡa</p> <p>U ḡalusa, a vhekanya na u vhambedza zwifhu zwa 3-D u ya nga u fana na u fambana hazwo</p> <p>U ḡalusa, a vhekanya na u vhambedza zwifhu zwa 2-D u ya nga u fana na u fambana hazwo</p> <p>U ḡvha na u shumisa u pfuka mutalo wa vhekati</p> | <p>U ela na u vhambedza zwifhu u ya nga vhuḡapfu, tshileme na vhungomu/vojumu</p> <p>U fhambanya vhekati ha tshihulwane, tshihulwanesa, tshihlusesa na tshihuku, tshihukusa, tshihukusesa</p> | <p>U kuvhanganya zwifhu u ya nga saizi</p> <p>U vhekanya kuvhanganyo dza zwifhu</p> <p>U imeia kuvhanganyo ya zwifhu</p> <p>U saukanya data a tshi shumisa mbudziso</p> <p>U hasedza na u vhiga nga kuvhanganyo dza zwifhu dzo vhekanywaho</p> | <p>U khouda ha u fhedziseia</p> | <p>Datumu</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.

# Zwishumiswa

## Nyimbo, zwidade na zwiṭori

### Vhege ya 1

#### Tshidade: *Ndi tshifhinga tsha phetheni*

Ndi tshifhinga tsha phetheni,  
Ndi tshifhinga tsha phetheni,  
Zwenezwo tshinisani muvhili waṅu ngeno nṅe  
ndi tshi khou tshinisa wanga.  
Tshimbidzani zwanda zwaṅu.  
Tshimbidzani milenzhe yaṅu.  
Imani, dzulani, itani zwiṅwe zwithu zwo kunaho.  
Phetheni ine na ḍo ipfa zwino ndi ntswa. Muvhili  
waṅu u ḍo ita mini?  
Vhandani zwanda zwaṅu,  
Rwisani milenzhe yaṅu fhasi, itani zwiṅwe  
zwithu zwo kunaho.  
Phetheni ine na ḍo ipfa zwino ndi ntswa. Muvhili  
waṅu u ḍo ita mini?  
Fhufhelani muyani,  
Thamuwani nga mulenzhe muthihi, itani zwiṅwe  
zwithu zwo nakaho.

#### Tshiṭori: *Tshiṭori tsha nomboro 6 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya Nomboro 6)*

Ha mbo swika Masekwa a rathi. O vha e muṭa. Ho vha hu na khotsi, makhulutshisadzi, makhulutshinna, makhadzi na zwisekwana zwivhili. Izwi zwo amba uri ho vha hu na masekwa maṅa a vhaaluwa na zwisekwana zwivhili muṭani wa a rathi.

Tshiga tsha nomboro 6 na ipfinomboro rathi zwo ya phanda ha nṅu hune muṅwe na muṅwe a kona u zwi vhona. Na bele dza rathi dza vhewa muṅangoni wa phanda.

Masekwa ha ngo vhea kutivha lufherani lwa u awela kana bavu lufherani lwa u ṭambela, naho a tshi funesa u bammabela. O takalela u lepalepa u tsa na mulambo u re tsini na nṅu yao. O ita izwi ngauri ho vha hu na zwikhokhonono zwinzhi zwe zwa vha zwi tshi dzula tsini na mulambo, zwenezwo o vha a tshi nga ṭoda zwiliwa maḍini na khunzikhunzini dza mulambo. Sekwa ḷa khotsi ḷo vhona uri kusekwana kuṅwe na kuṅwe ku ḷa zwipembenene zwa rathi nga tshifhinga tsha vhuragane, ḷiṅangamaḍi (madunzi mahulwane) a rathi nga tshifhinga tsha tshiswiṭulo na vhunyonyu ha rathi nga tshifhinga tsha tshilalelo. A vhaaluwa o ḷa u fhira izwi ngauri o vha a tshi fanela u ḍadza zwilelo zwihulwane.

Masekwa o vha na tshimima tsha u pembelela nṅu yao ntswa. Phukha dzoṭhe dzo ḍa. Nḍou nthihi u bva nḍuni ya nomboro ya 1, Mbiḍi mbili u bva nḍuni ya nomboro ya 2, Vhukhohe vhuraru u bva nḍuni ya nomboro ya 3, Ṭhudaḍwa nṅa u bva nḍuni ya nomboro ya 4 na Ṭhoho ṭhanu u bva nḍuni ya nomboro ya 5. Dzoṭhe dzo ḍa na zwiliwa zwadzo ngauri dzoṭhe dzo vha dzi sa takaleli u ḷa zwikhokhonono.

### Vhege ya 2

#### Luimbo: *Masekwa maṭuku a rathi*

Masekwa maṭuku a rathi o ya u bammabela  
ḷiṅwe ḍuvha  
phanda ha kutavha kwa kule.  
Sekwa ḷa khotsi ḷa ri, 'Kwaa, kwaa, kwaa, kwaa,'  
ha vhuya fhedzi masekwa maṭuku maṭanu a tshi  
khou lepalepa.  
(*Kha vha dovholole nga maṭanu, maṅa,  
mararu, mavhili*)  
Sekwa ḷithihi ḷituku ḷo ya u bammabela ḷiṅwe ḍuvha  
phanda ha kutavha kwa kule.  
Sekwa ḷa khotsi ḷa ri, 'Kwaa, kwaa, kwaa, kwaa,'  
ha sa vhuye na sekwa ḷithihi ḷituku zwaḷo.  
Sekwa ḷa khotsi ḷo bva ḷiṅwe ḍuvha ḷa ya  
phanda ha kutavha kwa kule.  
Sekwa ḷa khotsi ḷa ri, 'Ndi tshifhinga tsha u  
vhuya murahu,'  
masekwa maṭuku a rathi a vhuya oṭhe a tshi  
khou lepalepa.

## 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.

## Vhege ya 3

### Luimbo: *Zwidula zwa zwithomathoma zwa sumbe*

Zwidula zwa zwithomathoma zwa sumbe

Zwo vha zwo dzula dandani la zwithomathoma

Zwi tshi khou la thunzi dzi difhesaho.

Tshithihi tsha fhufhela tivhani

He ha vha hu tshi khou difha ho fholelela

Zwenezwo ha mbo vha na zwidula zwa zwithomathoma zwidala zwa rathi.

Hwa-hwa.

*(Kha vha dovholole nga zwa rathi, zwiṭanu, zwiṇa, zwiraru, zwivhili, tshithihi)*

Zwenezwo zwidula zwa zwithomathoma zwidala zwa ngalangala.

Hwa-hwa.

### Tshiṭori: *Tshiṭori tsha nomboro 7 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya Nomboro 7)*

Ha mbo swika Zwidula zwa sumbe. Zwo vha zwi khonani dza Masekwa a rathi, e a zwi vhudza uri a difhelwa hani nga haya hao huswa. Masekwa o ramba Zwidula uri zwi de zwi vhe vhahura vhao. Zwidula zwo vha zwi tshi ṭoda tshikhala tsha u fhufha uri zwi sa rwise ṭhoho na mbondo kana silini, nahone tshiṇwe na tshiṇwe tsho ṭoda lufhera lwatsho. Zwo fhufhela nṭha na fhasi zwa lavhelesa ngomu zwa dzhia tsho ya uri ngauri zwo vha zwi zwiṭuku u fhira dziṇwe phukha dzoṭhe ngomu nduni ya 1 u ya kha ya 6, zwi do digeḁa zwa vha na tshikhala tsho eḁanaho.

Tshiga tsha nomboro 7 na ipfinomboro sumbe zwo vhewa phanda ha nṇu hune muṇwe na muṇwe a kona u zwi vhona. Na bele dza sumbe dza vhewa muṇangoni wa phanda. Zwidula zwa sumbe a zwo ngo shumisesa muṇango wa phanda tshifhinga tshoṭhe vhunga zwo vha zwi tshi takalela u fhufhela ngomu na nṇa nga mafasiṭere. Zwo dipiṇa nga u vhona uri ndi nnyi ane a nga fhufhela nṭhesesa.

Zwo vha zwi tshi khou ṭoda bavu lihulwane kha luṇwe na luṇwe lwa phera dza sumbe u itela uri zwi kone u bambela huṇwe na huṇwe hune zwa funa hone. Zwo dovha hafhu zwa fhaṭa na kutivha ngomu lufherani lwa u awela. Kutivha kwo vha ku na maluvha a maḁini a sumbe u itela uri tshiṇwe na tshiṇwe tshi vhe na fhethu ha u dzula. Musi dziṇwe phukha dzi tshi ḁa u zwi ṭanganedza, dzo wana Zwidula zwoṭhe zwa sumbe zwi tshi khou bambela kutivhani kwa ngomu nduni lufherani lwa u awela.

Liṇwe na liṇwe la maluvha a maḁini a sumbe lo vha li na dzuvha la ṭada li no khou mela tsini halo, zwe dziṇwe phukha dzo vha dzi tshi anzela u ḁa u lavhelesa.

### Luimbo: *Muthihi muṭuku, mivhili miṭuku*

Muthihi muṭuku, mivhili miṭuku, minwe miraru miṭuku

Minṇa miṭuku, miṭanu miṭuku, minwe ya rathi miṭuku

Sumbe miṭuku, malo miṭuku, minwe ya ṭahe miṭuku

Roṭhe ri na minwe ya fumi.

## 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.



## Vhege ya 4

### Luimbo: *Ndi thofundeina*

(Nga tshuni ya *B-I-N-G-O*)

Hu na tshivhumbeo tshi re na masia maṅa,  
Fhedzi a si tshikwea, HAI!

Ndi thofundeina,

Ndi thofundeina,

Ndi thofundeina,

A i fani na tshikwea, HAI!

Masia mavhili ndi malapfu,

Masia mavhili ndi mapfufhi.

Ha fani, HAI!

Ndi thofundeina,

Ndi thofundeina,

Ndi thofundeina,

Masia ha fani, HAI!

### Luimbo: *Lobi luu*

Kha ri thome lobi luu,

Kha ri thome lobi tshedza,

Kha ri thome lobi luu,

Zwoṭhe vhusiku ha Mugivhela.

Dzhenisani tshanda tshaṅu tshauḷa,

Bvisani tshanda tshaṅu tshauḷa,

Dzungudzani, dzungudzani, dzungudzani

tshanda tshaṅu tshauḷa,

Ḍiiseni inwi muṅe.

Kha ri thome lobi luu,

Kha ri thome lobi tshedza,

Kha ri thome lobi luu,

Zwoṭhe vhusiku ha Mugivhela.

Dzhenisani tshanda tshaṅu tsha monde,

Bvisani tshanda tshaṅu tsha monde,

Dzungudzani, dzungudzani, dzungudzani

tshanda tshaṅu tsha monde,

Ḍiiseni inwi muṅe.

Kha ri thome lobi luu,

Kha ri thome lobi tshedza,

Kha ri thome lobi luu,

Zwoṭhe vhusiku ha Mugivhela.

Dzhenisani nayo yaṅu ya tshauḷa,

Bvisani nayo yaṅu ya tshauḷa,

Dzungudzani, dzungudzani, dzungudzani nayo

yaṅu ya tshauḷa,

Ḍiiseni inwi muṅe.

Kha ri thome lobi luu,

Kha ri thome lobi tshedza,

Kha ri thome lobi luu,

Zwoṭhe vhusiku ha Mugivhela.

Dzhenisani nayo yaṅu ya tsha monde,

Bvisani nayo yaṅu ya tsha monde,

Dzungudzani, dzungudzani, dzungudzani nayo

yaṅu ya tsha monde,

Ḍiiseni inwi muṅe.

Kha ri thome lobi luu,

Kha ri thome lobi tshedza,

Kha ri thome lobi luu,

Zwoṭhe vhusiku ha Mugivhela.

Ḍidzheniseni no fhelela,

Ḍibviseleni nṅa no fhelela,

Dzungudzani, dzungudzani, dzungudzani

muvhili woṭhe,

Ḍiiseni inwi muṅe.

## Vhege ya 5

### Luimbo: *Nḑou nthihi yo ya u tamba*

(Nga tshuni ya *Nḑou thanu thukhu*)

Nḑou nthihi yo ya u tamba

Kha lubuvhi lwa buvhi liṅwe ḑuvha.

Yo humbula uri ndi nyito ya zwikili i mangadzaho

Zwe zwa ita uri i vhidze iṅwe nḑou thukhu.

Nḑou mbili dzo ya u tamba

Kha lubuvhi lwa buvhi liṅwe ḑuvha.

Dza humbula uri ndi nyito ya zwikili i

mangadzaho

Zwe zwa ita uri dzi vhidze iṅwe nḑou thukhu.

Nḑou tharu dzo ya u tamba

Kha lubuvhi lwa buvhi liṅwe ḑuvha.

Lubuvhi lwa sumbedza u neta, lubuvhi lwa

sumbedza u fhanduwa

Nga u ṭavhanya, dza gidimela murahu.

## 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?

## Vhege ya 6

### Tshidade: *Mbevha tshukhu dza malo*

Mbevha tshukhu dza malo dzi khou nangavhedza ngomu nduni,  
Mbevha tshukhu dza malo dza bvela nnda u tamba.  
Fhedzi arali tshimange tshithihi tshihulwane tsha fara mbevha nthihi tshukhu  
Mbevha tshukhu dza sumbe dzi mbo shavha!

*(Kha vha dovholole nga dza sumbe, rathi, thanu, nna, tharu, mbili)*

Mbevha nthihi tshukhu i khou nangavhedza ngomu nduni,  
Mbevha nthihi tshukhu ya bvela nnda u tamba.  
Fhedzi arali tshimange tshithihi tshihulwane tsha lingedza u pandamedza mbevha iyo  
Iyo mbevha i do ri, 'Inwi mutambudzi muhulwane, tuts shelani kule!'

### Tshiṭori: *Tshiṭori tsha nomboro 8 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya Nomboro 8)*

Ha swika Mbevha dza malo. Tshiga tsha nomboro 8 na ipfinomboro malo zwo vhewa phanda ha nnda hune muṅwe na muṅwe a kona u zwi vhona. Na bele dza malo dza vhewa muṅangoni wa phanda. Mbevha dzo gwa milindi fhasi ha fuloro ya bulannga pherani dzadzo dza ita dziphara nga fhasi u itela uri dzi kone u dzhena na u bvela nnda ha nnda u bva pherani dzadzo dza malo.

A dzo ngo ṭoda phera khulwane ngauri dzo vha dzi tshukhu. Dzo vha dzo ḍowela u tshila masimuni vhunga dzo vha dzi mbevha dza masimuni, fhedzi dzo vha dzo takadzwa nga muhumbulo wa u dzula hayani huswa dzi vhahura vha Zwiḍula.

Dzo fhaṭa lufhera lwa u awela luhulu vhunga dzo vha dzi tshi funesa u tshina na u vha na zwimina. Inwe na inwe yo vha i tshi lidza tshilidzo. Nthihi yo vha i tshi lidza mutavha, nthihi ya lidza kaṭara, nthihi ya lidza vayolini, nthihi ya lidza nanga, nthihi porompita, nthihi marimba ngeno mbili dzi tshi lidza mirumba. Zwenezwo ho vha hu na zwilidzo zwa malo ngomu nduni. Dziṅwe phukha dzo takalela u thetshesela Mbedza dza malo dzi tshi lidza zwilidzo zwadzo. Tshiṅwe tshifhinga dzo vha dzi tshi dzhoina dzoṭhe nga u rwise milenzhe yadzo fhasi na khwanda dzi tshi tevhela mutevhetsindo.

## Vhege ya 7

### Tshidade: *Hothidogo tshukhu thanu*

Hothidogo tshukhu thanu dzi khou hadzingiwa ngou panini. *(Kha vha imise minwe miṭanu)*  
Mapfura a fhisesa nahone nthihi ya mbo ri THU! *(Vha vhande zwanḍa)*

*(Vha dovholole nga nna (minwe miṅa), tharu (minwe miraru), mbili (minwe mivhili), nthihi (munwe muthihi))*

A hu na hothidogo tshukhu i no khou hadzingiwa ngomu panini. *(Kha vha imise vili)*  
Pani ya fhisa ya mbo ḍi ri THU! *(Vha vhande zwanḍa)*

### Tshiṭori: *U ṭoda u renga muṅadzi*

Tshilimo ndi tshifhinga tsha ṅwaha tshi funeswaho nga Babalwa. U funa mutsho u fhisaho na u ya u tamba phakani. Namusi mme a Babalwa vha khou mu isa u renga muṅadzi une wa do dzudza lukanda lwawe lwo tsiredzea kha ḍuvha li fhisaho. Babalwa u funa u renga zwithu zwa u ambara. Kha ri tuwe nae na mme awe lwendoni lwawe lwa u ṭoda u renga muṅadzi ri vhone tshakha dzoṭhe dzo fhambanaho dza miṅadzi i no khou rengiswa.

Ngomu vhengeleni hu na miṅadzi hoṭhehoṭhe – miṅadzi yo ṭhophiwa u ya nṅa kha raga inwe na inwe, miṅadzi ya zwivhumbeo zwo fhambanaho, miṅadzi ya mivhala yo fhambanaho. Babalwa o edzisa miṅadzi minzhi. U takalela wo yesaho matungo u re na maluvha mahulu, fhedzi ha khou kona u dzhia tsheo nga muvhala. Kha ri mu thuse u nanga uri a renga muṅadzi ufho. Ndi muṅadzi wa muvhala ufho une a fanela u nanga? Ndi muṅadzi ufho une ni nga u nanga?

## 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!

## Vhege ya 8

### Tshidade: Ri ya u zwima ndau

*(Vha rwe zwirumbi u itela u tevhela mutevhetsindo)*

Ri khou ya u zwima ndau,

Ri ɔo fara khulwane!

Ndi ɔuvha ɔavhuɔi vhukuma!

A ri ofhi!

Evho, ai! Hatsi!

Hatsi vhulapfu.

A thi koni u fhira! *(Kha vha dzungudze ɔhoho)*

Thi koni u dzhena nga fhasi haho! *(Kha vha dzungudze ɔhoho)*

Ri ɔo fanela u fhira nga khaho! *(Kha vha tendelele nga ɔhoho)*

Washa, washa, washa, washa, washa, washa.  
*(Kha vha rabe zwanda zwavho)*

Ri khou ya u zwima ndau,

Ri ɔo fara khulwane!

Ndi ɔuvha ɔavhuɔi vhukuma!

A ri ofhi!

Evho, ai! Mulambo!

Mulambo wo aɔamaho, wo tsaho.

A thi koni u fhira! *(Kha vha dzungudze ɔhoho)*

Thi koni u dzhena fhasi hao! *(Kha vha dzungudze ɔhoho)*

Ri ɔo fanela u fhira nga khao! *(Kha vha tendelele nga ɔhoho)*

Kumvu, kumvu, kumvu, kumvu, kumvu, kumvu.  
*(Kha vha rwise milenzhe fhasi u fana na zwija vha tshi tshimbila madini)*

Ri khou ya u zwima ndau,

Ri ɔo fara khulwane!

Ndi ɔuvha ɔavhuɔi vhukuma!

A ri ofhi!

Evho, ai! Thophe!

Matope madenya, a nambatelaho.

A thi koni u fhira! *(Kha vha dzungudze ɔhoho)*

Thi koni u dzhena fhasi hao! *(Kha vha dzungudze ɔhoho)*

Ri ɔo fanela u fhira nga khao! *(Kha vha tendelele nga ɔhoho)*

Tzhava, tzhava, tzhava, tzhava, tzhava, tzhava.  
*(Kha vha takule milenzhe nga u ongolowa sa zwija vha tshi khou tshimbila thopheni)*

Ri khou ya u zwima ndau,

Ri ɔo fara khulwane!

Ndi ɔuvha ɔavhuɔi vhukuma!

A ri ofhi!

Evho, ai! Daka!

Daka ɔo vhothana, ɔo swifhalaho.

A thi koni u fhira! *(Kha vha dzungudze ɔhoho)*

Thi koni u dzhena fhasi haɔo! *(Kha vha dzungudze ɔhoho)*

Ri ɔo fanela u fhira nga khaɔo! *(Kha vha tendelele nga ɔhoho)*

Hushu, piringe, hushu, piringe, hushu, piringe.  
*(Kha vha ite u nga vho piringedzea)*

Ri khou ya u zwima ndau,

Ri ɔo fara khulwane!

Ndi ɔuvha ɔavhuɔi vhukuma!

A ri ofhi!

Evho, ai! Bako!

Bako ɔihulu, ɔo swifhalaho.

A thi koni u fhira! *(Kha vha dzungudze ɔhoho)*

Thi koni u dzhena fhasi haɔo! *(Kha vha dzungudze ɔhoho)*

Ri ɔo fanela u fhira nga khaɔo! *(Kha vha tendelele nga ɔhoho)*

Nga zwithonɔholi, nga zwithonɔholi, nga zwithonɔholi. *(Nga zwithonɔholi he vha ima hone)*

Ndi mini? *(Kha vha ise zwanda phanda havho sa a no phuphuledza tshinwe tshithu)*

Ningo nthihi yo ɔukalaho i penyaho!

Nɔevhe mbili dza vhukuse!

Maɔo mavhili mahulu!

NDI NDAU! *(Kha vha pose zwanda muyani)*

ɔavhanyani! Kha ri bve bakoni!

Nga zwithonɔholi, nga zwithonɔholi, nga zwithonɔholi. *(Nga zwithonɔholi nga u ɔavhanya)*

Kha ri vhuelele ɔakani!

Hushu, piringe, hushu, piringe, hushu, piringe. *(Kha vha ite u nga vho piringedzea nga u ɔavhanya)*

Kha ri vhuelele thopheni!

Tzhava, tzhava, tzhava, tzhava, tzhava, tzhava.  
*(Kha vha tshimbile thopheni nga u ɔavhanya)*

Kha ri vhuelele mulamboni!

Kumvu, kumvu, kumvu, kumvu, kumvu, kumvu.  
*(Kha vha fhire madini nga u ɔavhanya)*

Kha ri fhire nga hatsini!

Washa, washa, washa, washa, washa, washa.  
*(Kha vha rabe zwanda zwavho nga u ɔavhanya)*

Kha ri swike muɔango wa nga phanda.

Kha ri vule muɔango. *(Kha vha ite u nga vha khou vula muɔango)*

Kha ri gonye zwitepisi. *(Kha vha ite u nga vha khou gonya zwitepisi nga u gidima)*

Ro hangwa u vala muɔango!

Kha ri humele fhasi nga zwitepisi. *(Kha vha ite u nga vha kho tsa zwitepisi nga u gidima)*

Kha ri vale muɔango. *(Kha vha ite u nga vha khou vala muɔango)*

Kha ri dovhe u gonya zwitepisi. *(Kha vha ite u nga vha khou gonya zwitepisi nga u gidima)*

Ngomu lufherani lwa u eɔela.

Fhufhelani mmbeteni. *(Kha vha dzule kha fuloro)*

Dzhenani fhasi ha nguvho. *(Kha vha ite u nga vha khou kokodza nguvho u itela u fukedza ɔhoho)*

A ri tsha ya u zwima ndau hafhu!

## 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.



## Vhege ya 9

### Tshidade: Tshientatshikhalani

Namelani ngomu ha tshientatshikhalani  
Namelani ngomu ha tshientatshikhalani  
Ri khou ya nwedzini  
Tavhanyani ni dilugise  
Ri khou ya u takuwa hu si kale  
Ambarani gondolo laanu ni vhofhe bannda  
li khwathe  
Ri khou do thoma u vhalela  
Kha ri vhalele nga maanda na nungo dzashu!  
10-9-8-7-6-5-4-3-2-1 KHEZWO TSHO TUWA!

## Vhege ya 10

### Luimbo: Ndou dza malo

Ndou thukhu nthihi i tshi khou lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Yo pfa u nga ndi miswaswo i takadzaho, ya mbo  
vhidzelela dziñwe phukha thukhu.  
Mbiqi thukhu mbili dzi tshi khou lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Dzo pfa u nga ndi miswaswo i takadzaho, dza  
mbo vhidzelela dziñwe phukha thukhu.  
Vhukhohe vhuṭuku vhuraru vhu tshi khou  
lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Ha pfa u nga ndi miswaswo i takadzaho, ha mbo  
vhidzelela dziñwe phukha thukhu.  
Thudwa nna dzi tshi khou lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Dzo pfa u nga ndi miswaswo i takadzaho, dza  
mbo vhidzelela dziñwe phukha thukhu.  
Thoho thanu thukhu dzi tshi khou lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Dzo pfa u nga ndi miswaswo i takadzaho, dza  
mbo vhidzelela dziñwe phukha thukhu.  
Masekwa matuku a rathi a tshi khou lingedza u  
sa wa,  
Liga nga liga kha tshipida tsha mudali.  
O pfa u nga ndi miswaswo i takadzaho, a mbo  
vhidzelela dziñwe phukha thukhu.

Zwiḡula zwiṭuku zwa sumbe zwi tshi khou  
lingedza u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Zwo pfa u nga ndi miswaswo i takadzaho, zwa  
mbo vhidzelela dziñwe phukha thukhu.  
Mbevha thukhu dza malo dzi tshi khou lingedza  
u sa wa,  
Liga nga liga kha tshipida tsha mudali.  
Nga u tavhanya tshipida tsha mudali tsha mbo  
thukhuwa nahone phukha dzoṭhe thukhu dza  
wela fhasi!

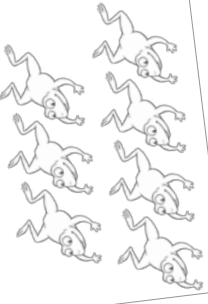
### Mutambo: Ndo n̄walela khonani yanga luñwalo

Mutambi muthihi u tshimbatshimbila u mona na  
nnda ha tshitendeledzi na fulobo.  
Kilasi i ri:  
*'Ndo n̄walela khonani yanga luñwalo, nahone  
ndi ndilani nda lu wisa.  
Muñwe waṅu o lu doba a lu dzhenisa  
tshikwamani tshawe.  
A si inwi, a si inwi, a si inwi ...'*  
Musi vho dzhia tsheo ya uri vha khou wisela  
fulobo murahu ha nnyi, muthu onoyo u kweta  
uyo nṭha ha thoho nahone a ri, *'Ndi inwi!'*  
Vha thoma u gidima, muthu ane zwino u na  
fulobo a tshi khou pandamedza uḷa muñwe,  
luthihi u mona na tshitendeledzi tsha vhagudi a  
lingedza u dzula tshikhalani tshe uḷa muñwe a  
takuwa khatsho phanda ha musi a tshi farwa.  
Arali uyo a farwa, u fanela u dzula fhasi vhekati  
ha tshitendeledzi.  
Muthu muswa o faraho fulobo u thoma u  
tshimbatshimbila u mona na tshitendeledzi,  
ngeno kilasi i tshi amba aya maipfi, *'Ndo n̄walela  
khonani ...'*  
Mutambo u mbo di tshimbila ngauralo.






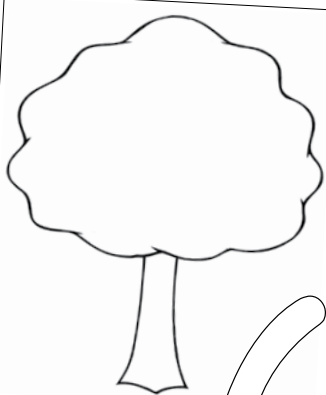
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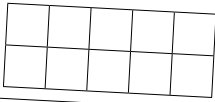

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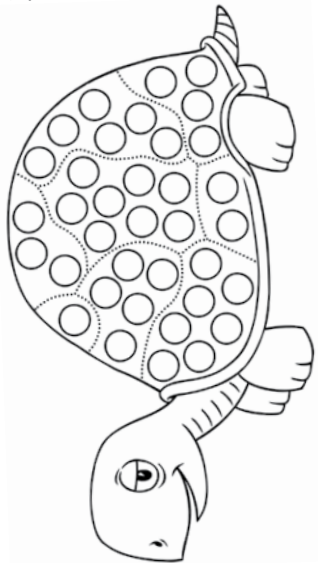
Playdough template: Number 6



six

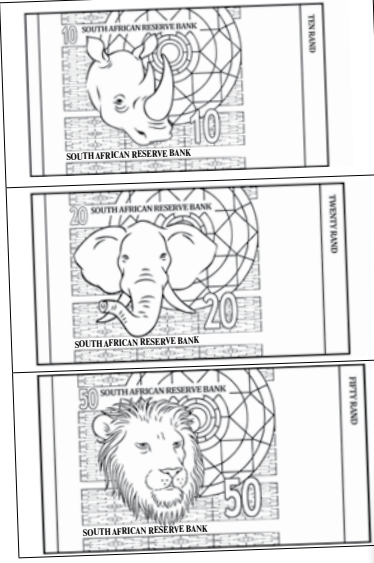



Tortoise (Week 9) • Tshibode (Vhege ya 9)

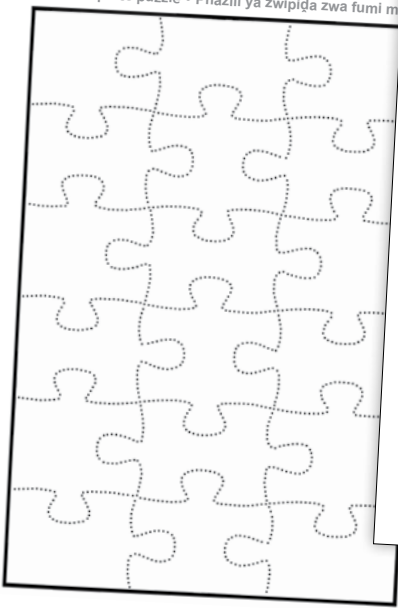


## Templates • Dzithemphuleithi

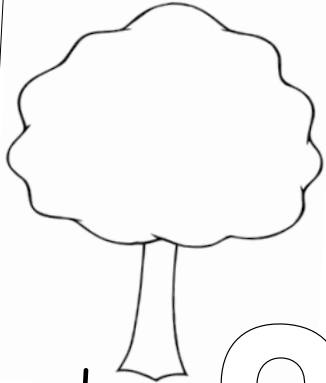
Banknotes (Week 9) • Tshelede ya bammbiri (Vhege ya 9)



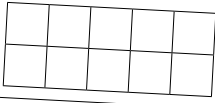
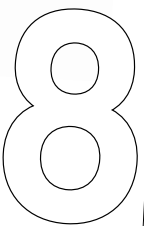
Eighteen-piece puzzle • Phazili ya zwipiga zwa fumi m

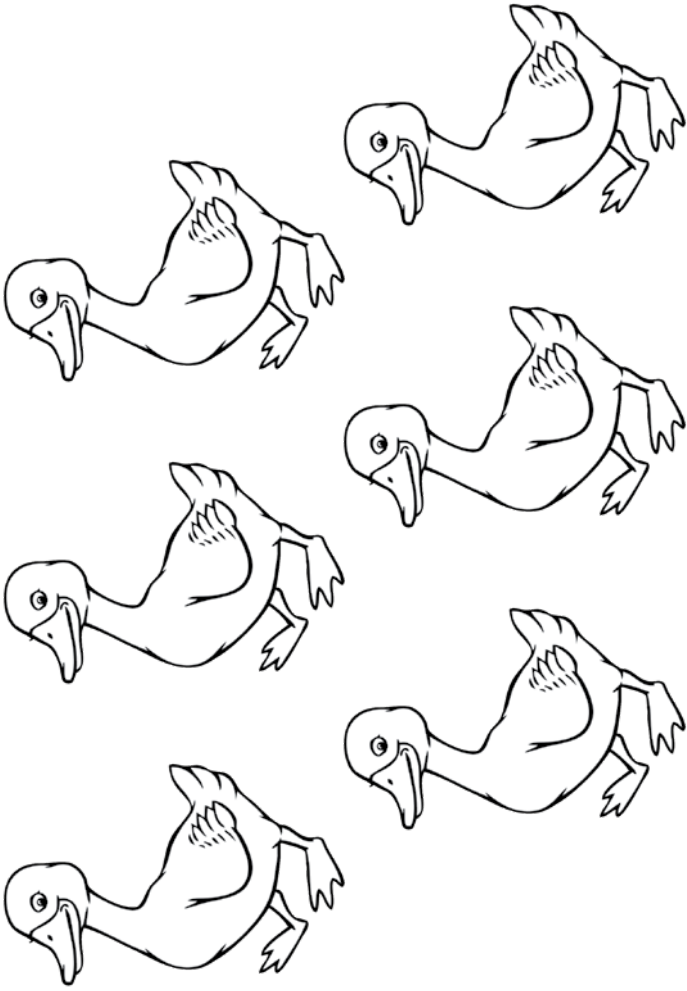


Themphuleithi ya suko ja u tambisa: Nomboro 8



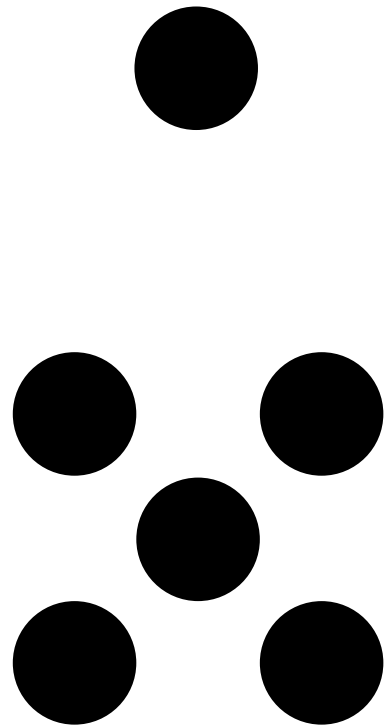
malo

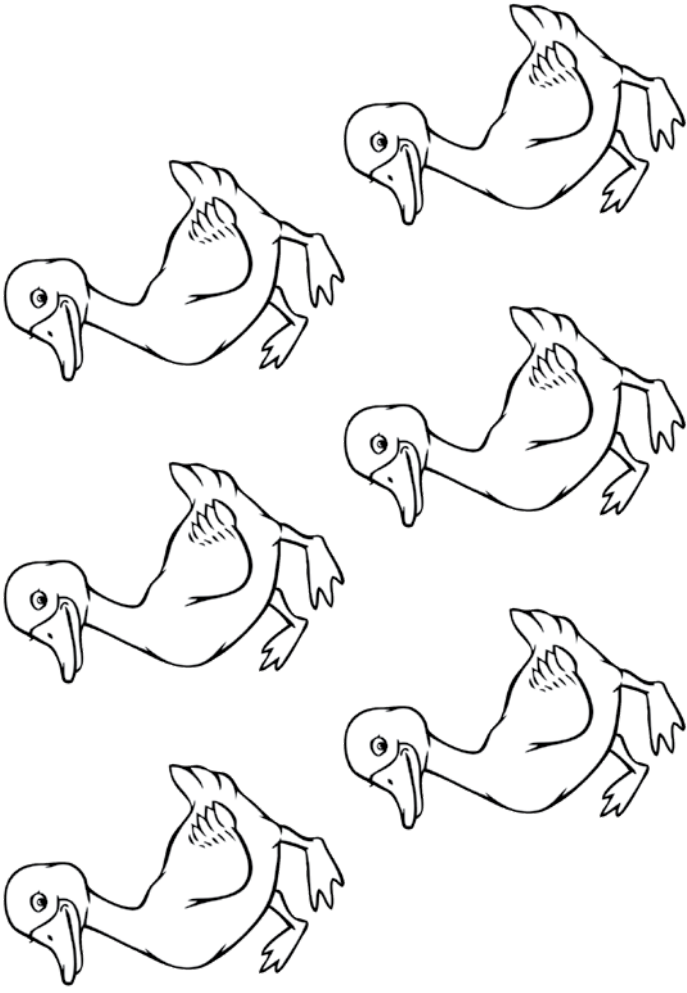





six

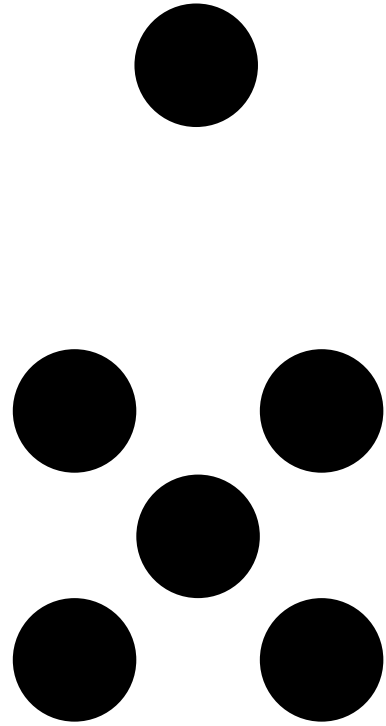
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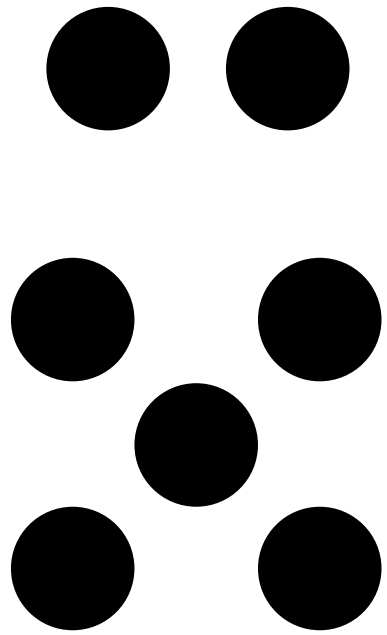
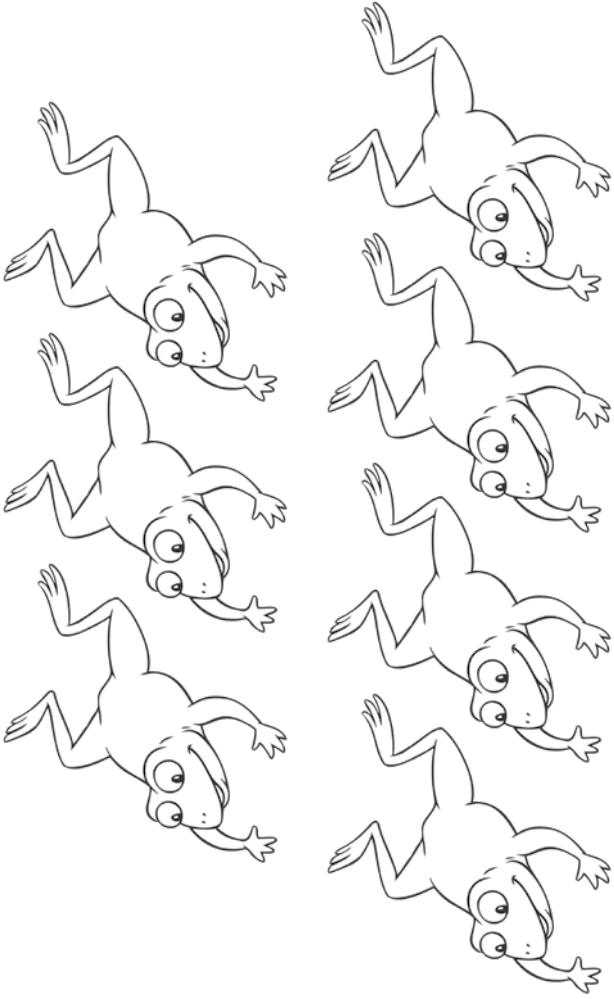


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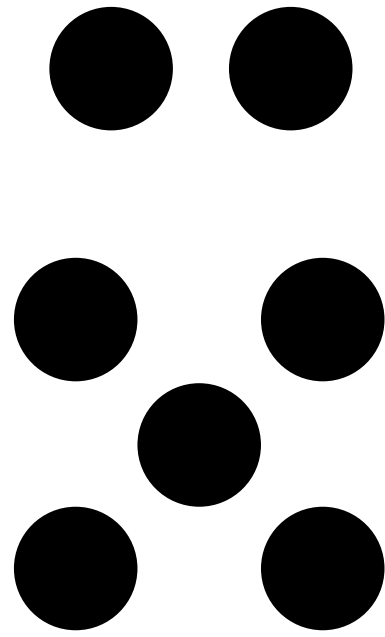
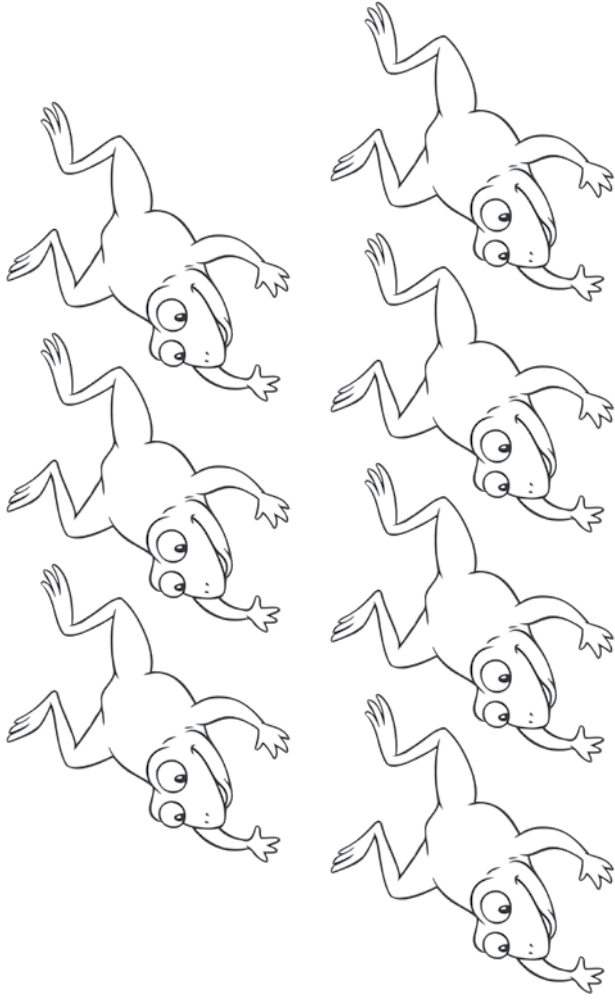


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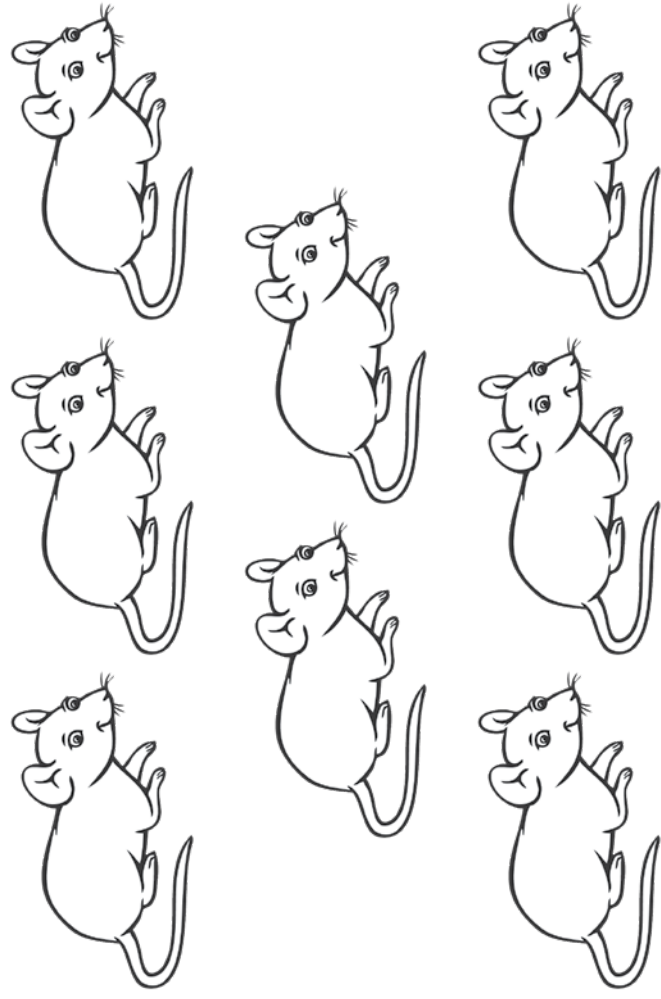
seven

7



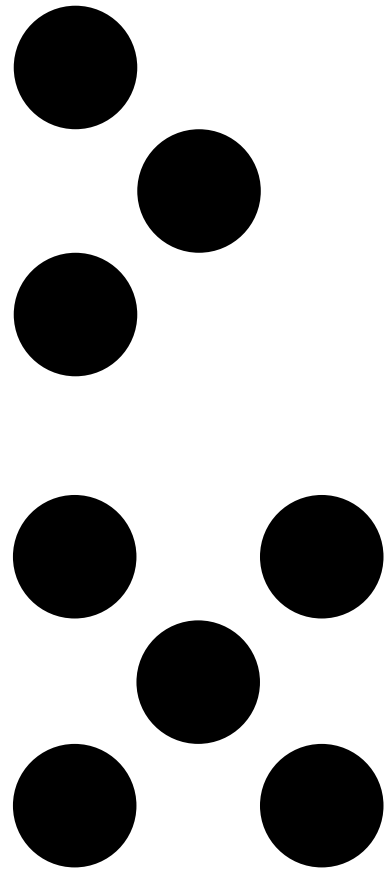
surmbe



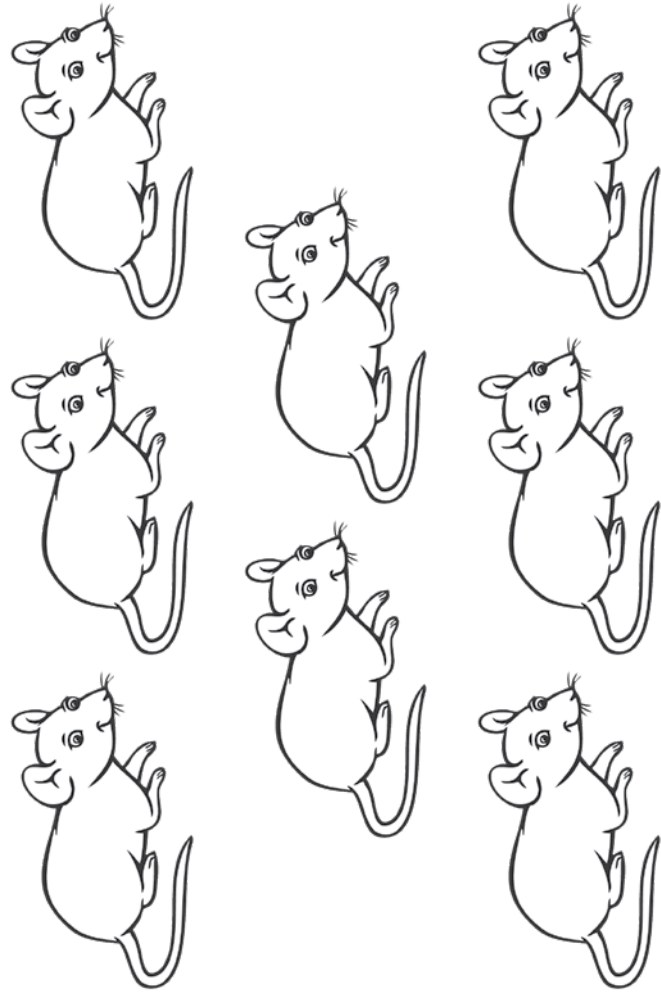


8

eight

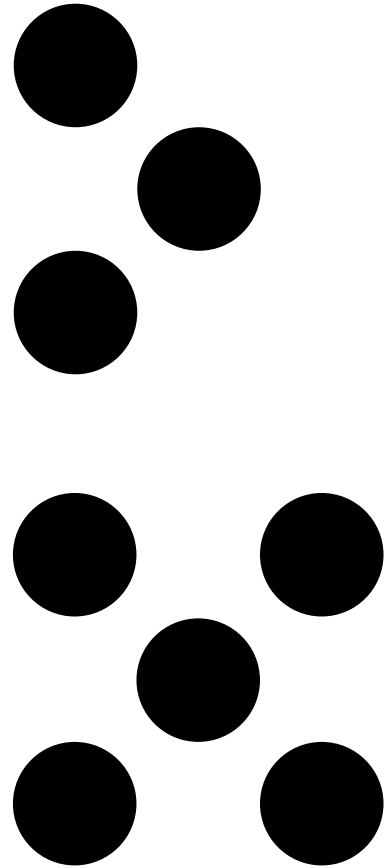




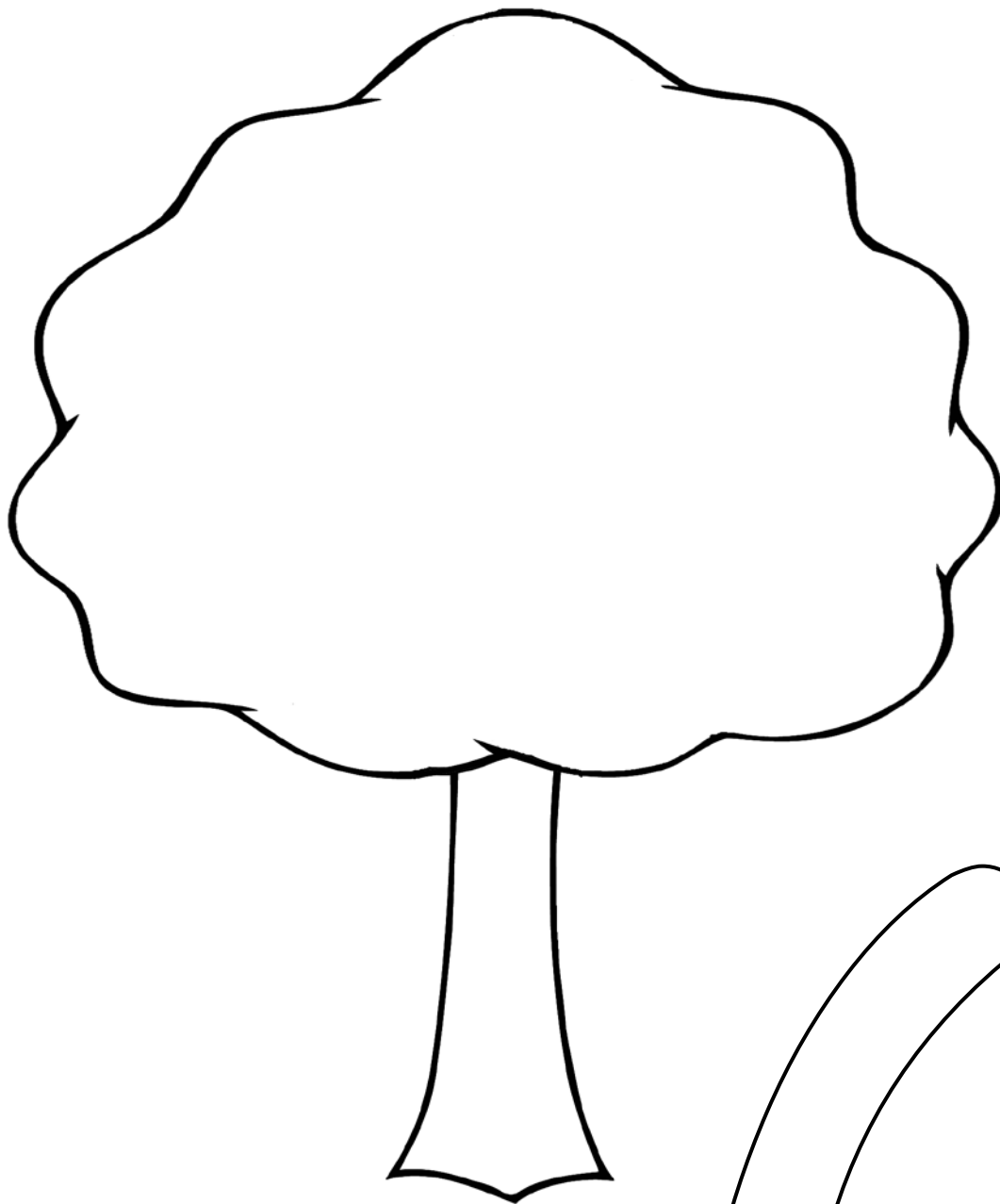


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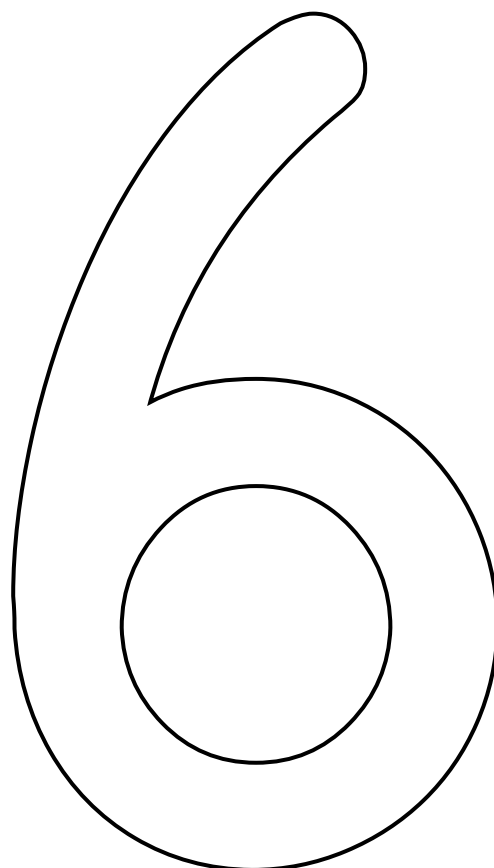
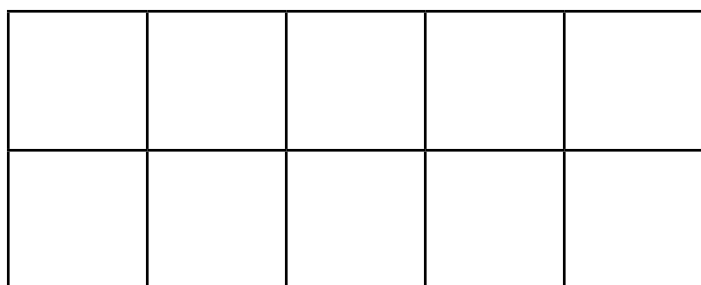
mano



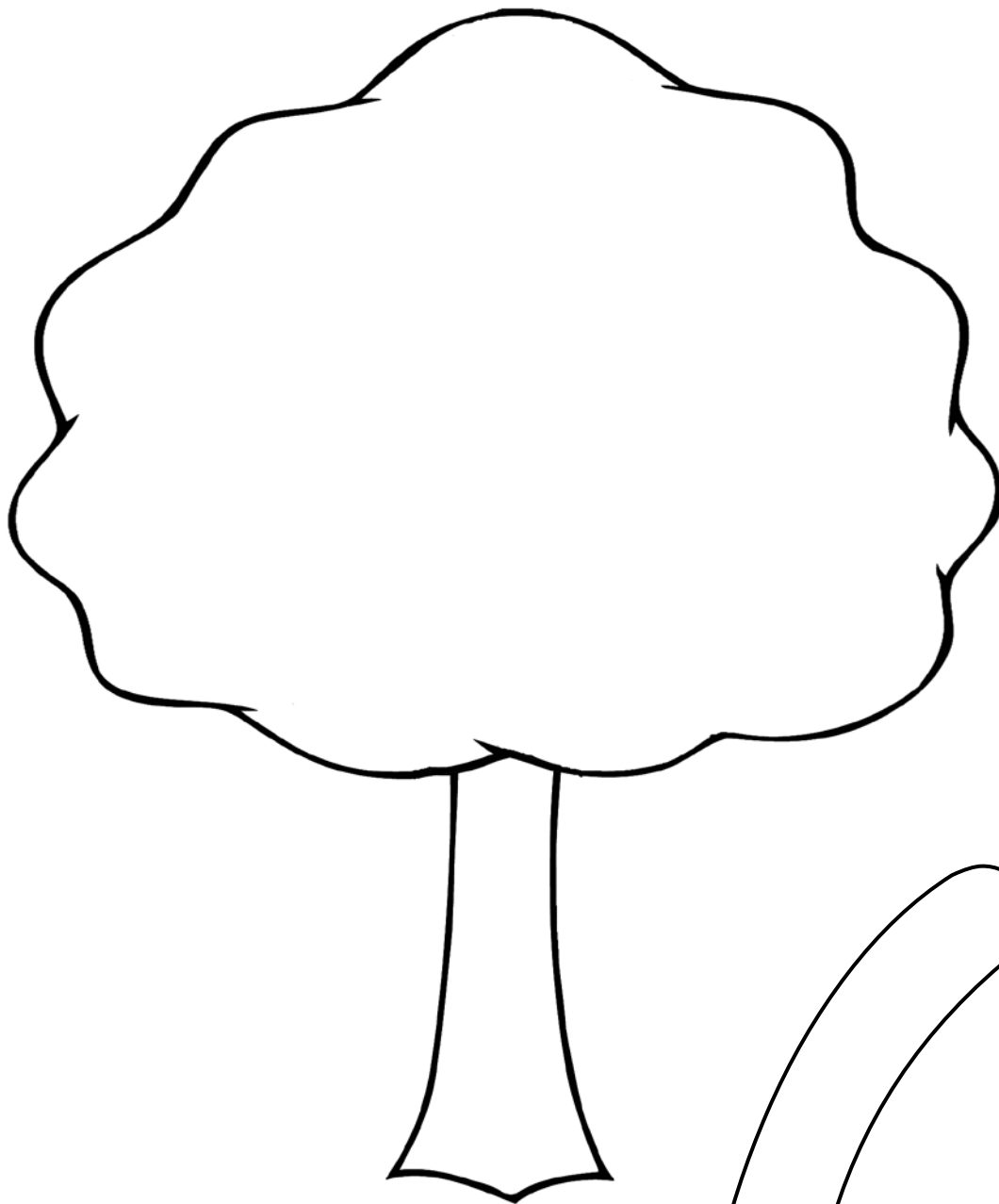
# Playdough template: Number 6



**six**

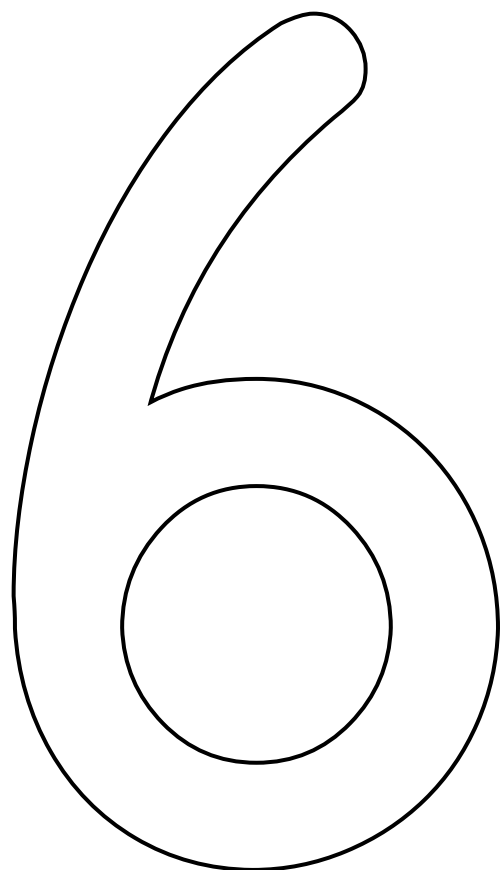


Themphuleithi ya suko la u tambisa: Nomboro 6

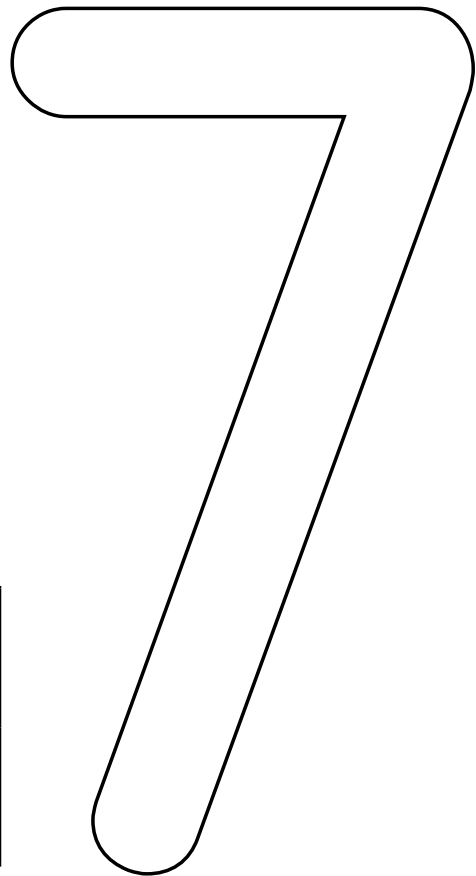
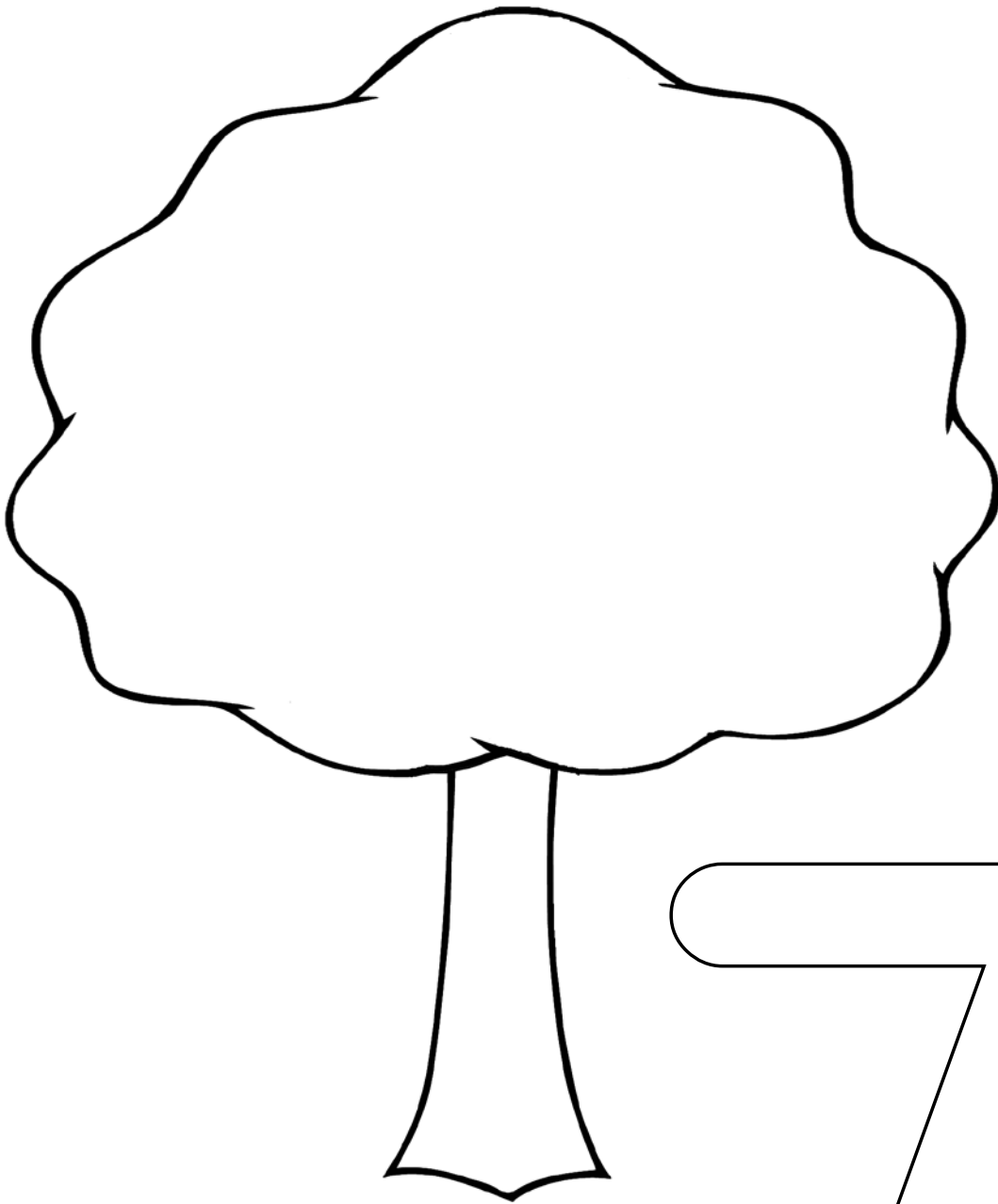


rathi

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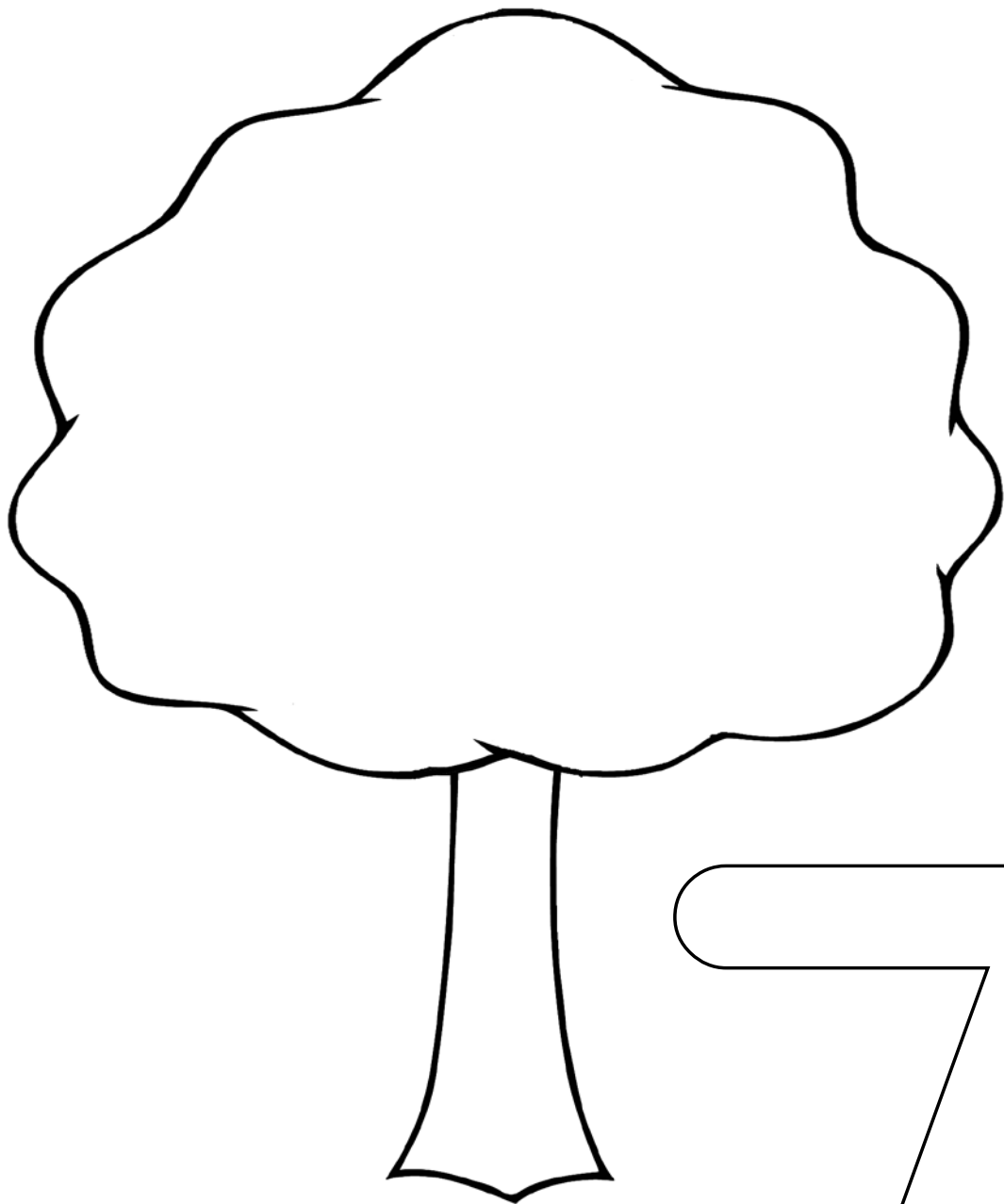
# Playdough template: Number 7



seven

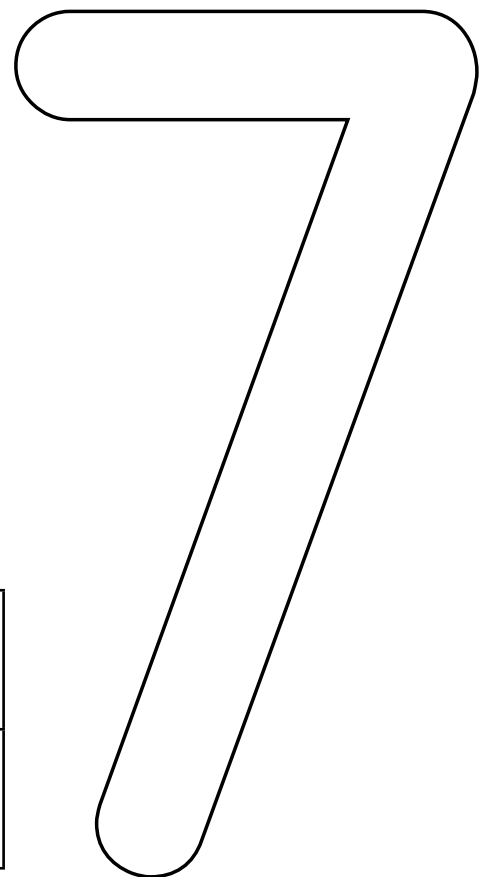
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Themphuleithi ya suko la u tambisa: Nomboro 7

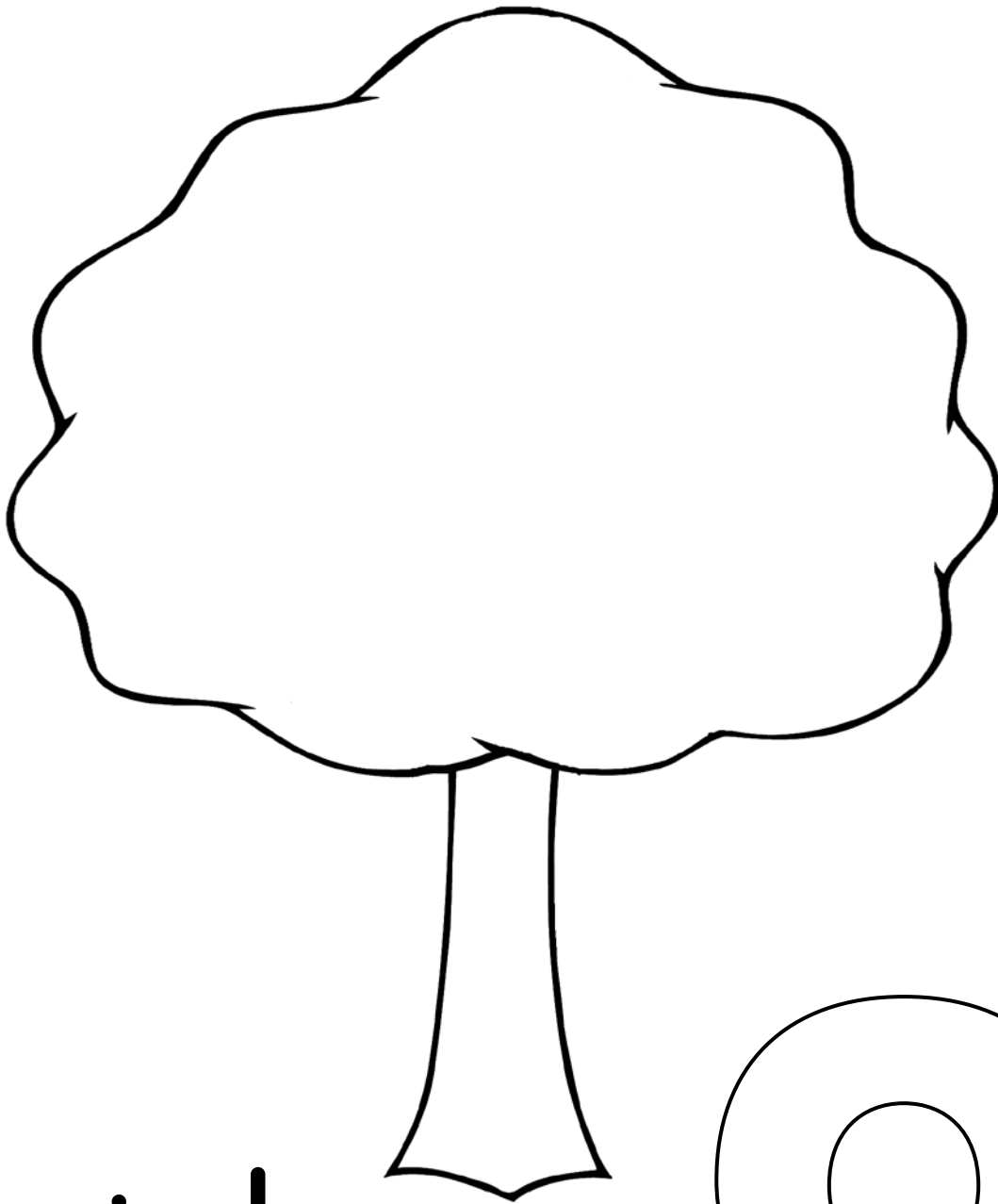


sumbe

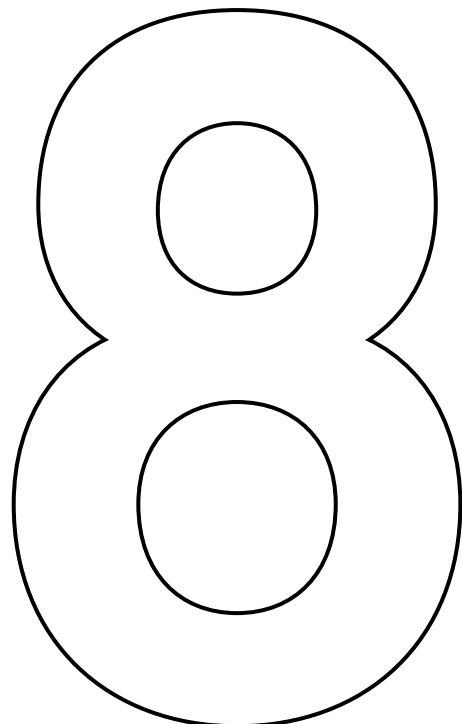
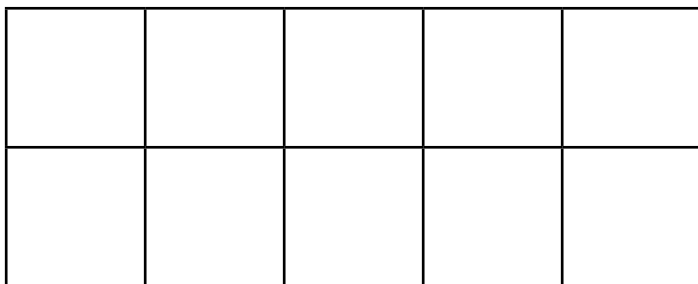
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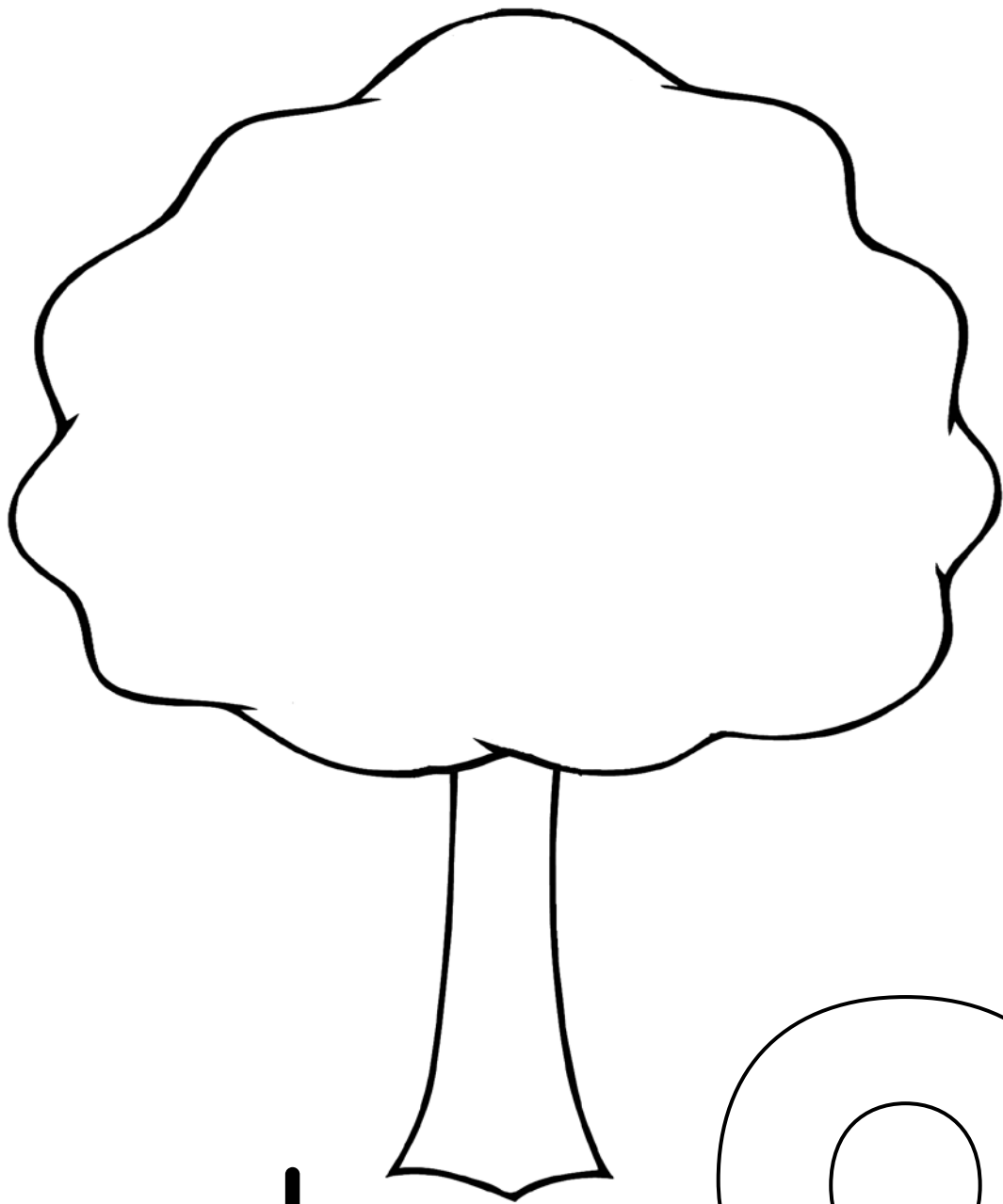
# Playdough template: Number 8



eight

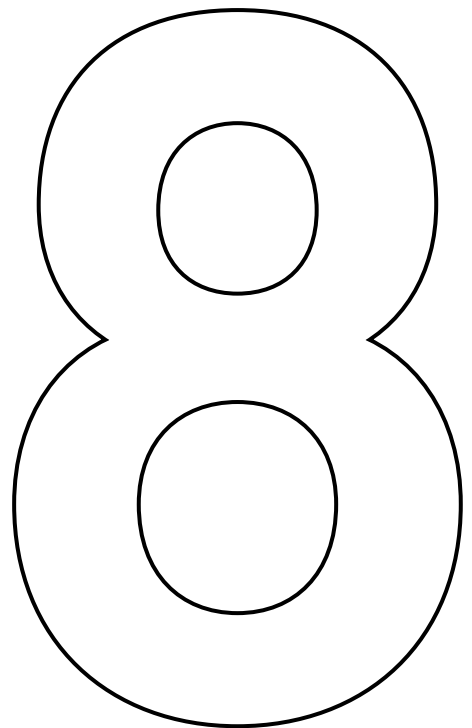


Themphuleithi ya suko la u tambisa: Nomboro 8



malo

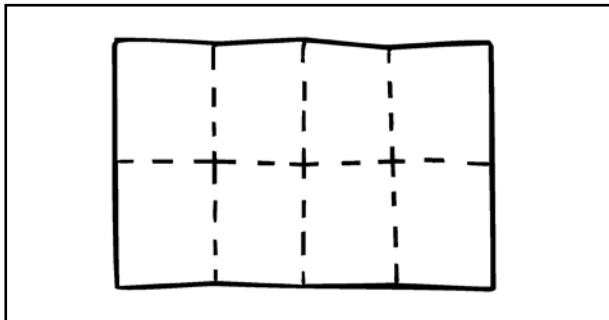
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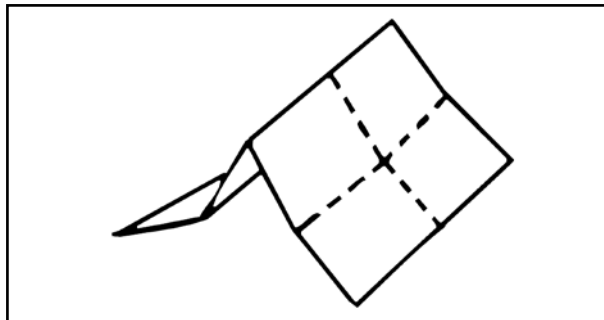


## Shape book (Week 4)

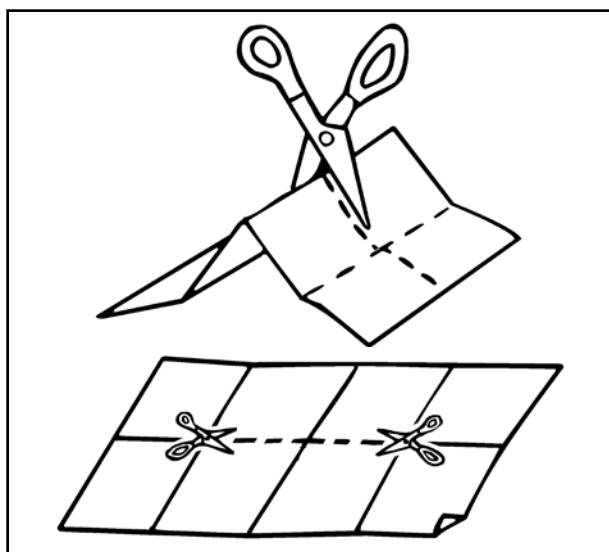
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



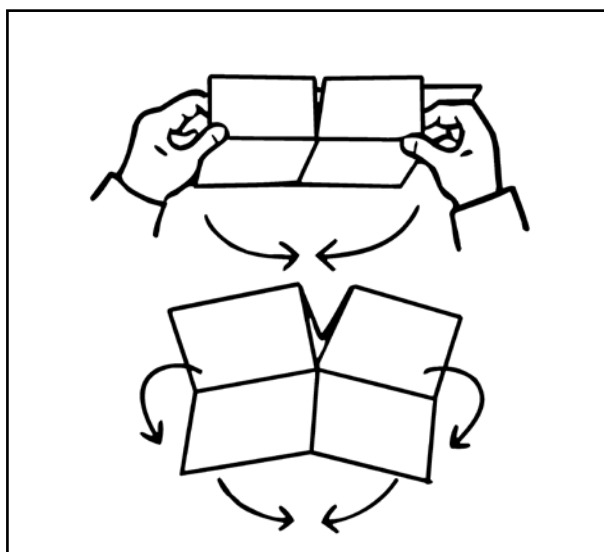
2. Fold the page in half again.



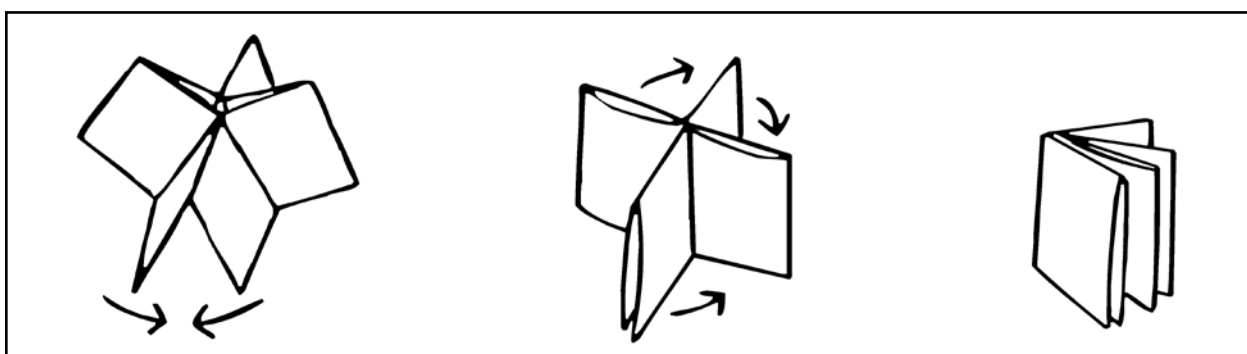
3. Cut on the middle fold as shown in the diagram.



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.

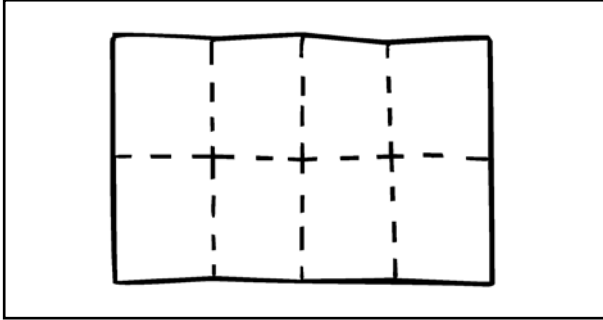


5. Complete the little book by folding the pages flat, as shown.

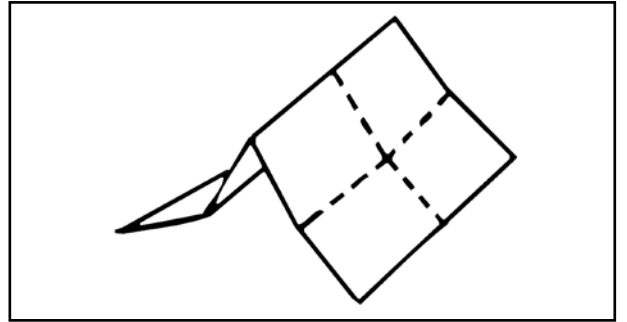


## Bugu ya zwivhumbeo (Vhege ya 4)

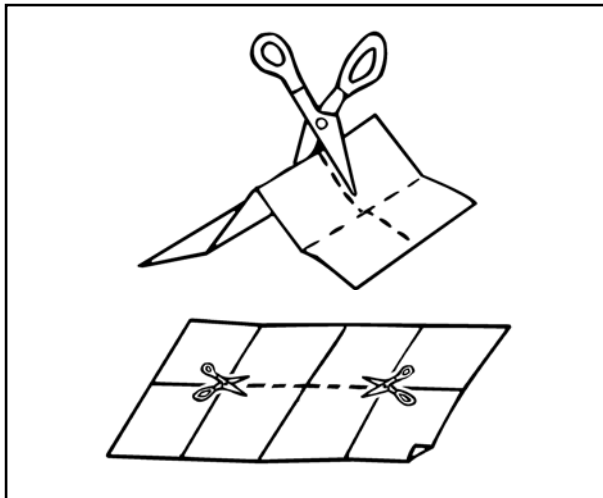
1. Petani siaṭari la A4 li vhe zwipiḍa zwa malo, nga u li peta nga hafu luraru. Li petululeni.



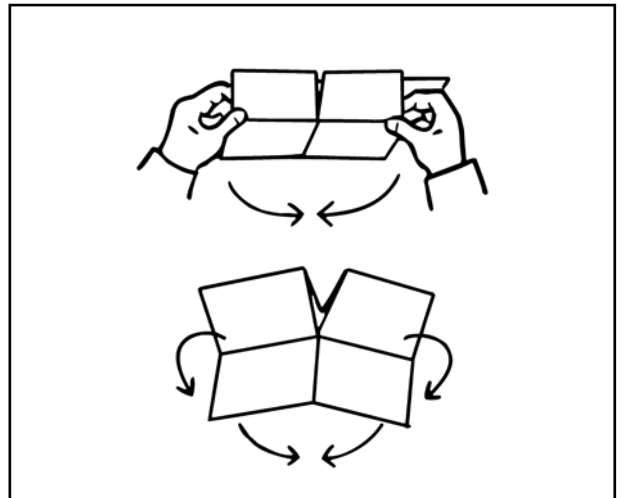
2. Petani siaṭari nga hafu hafu.



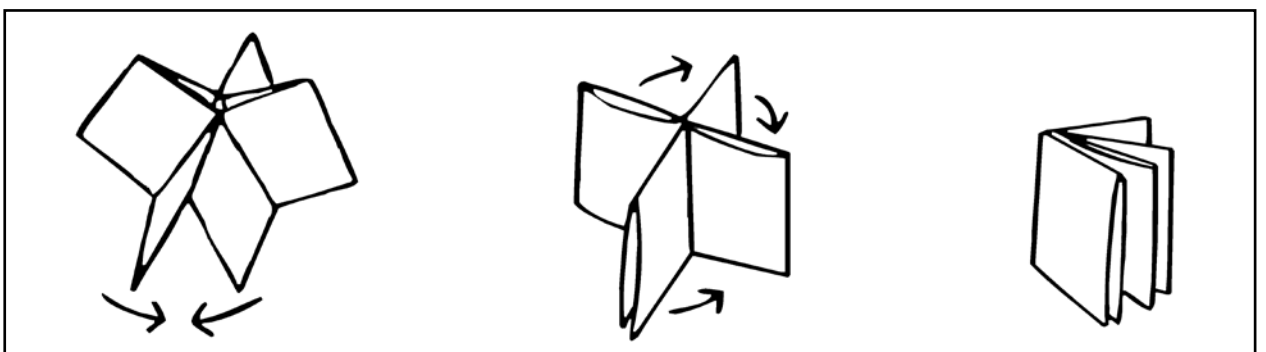
3. Gerani vhukati he ha petwa sa zwo sumbedzwaho kha nyolo.



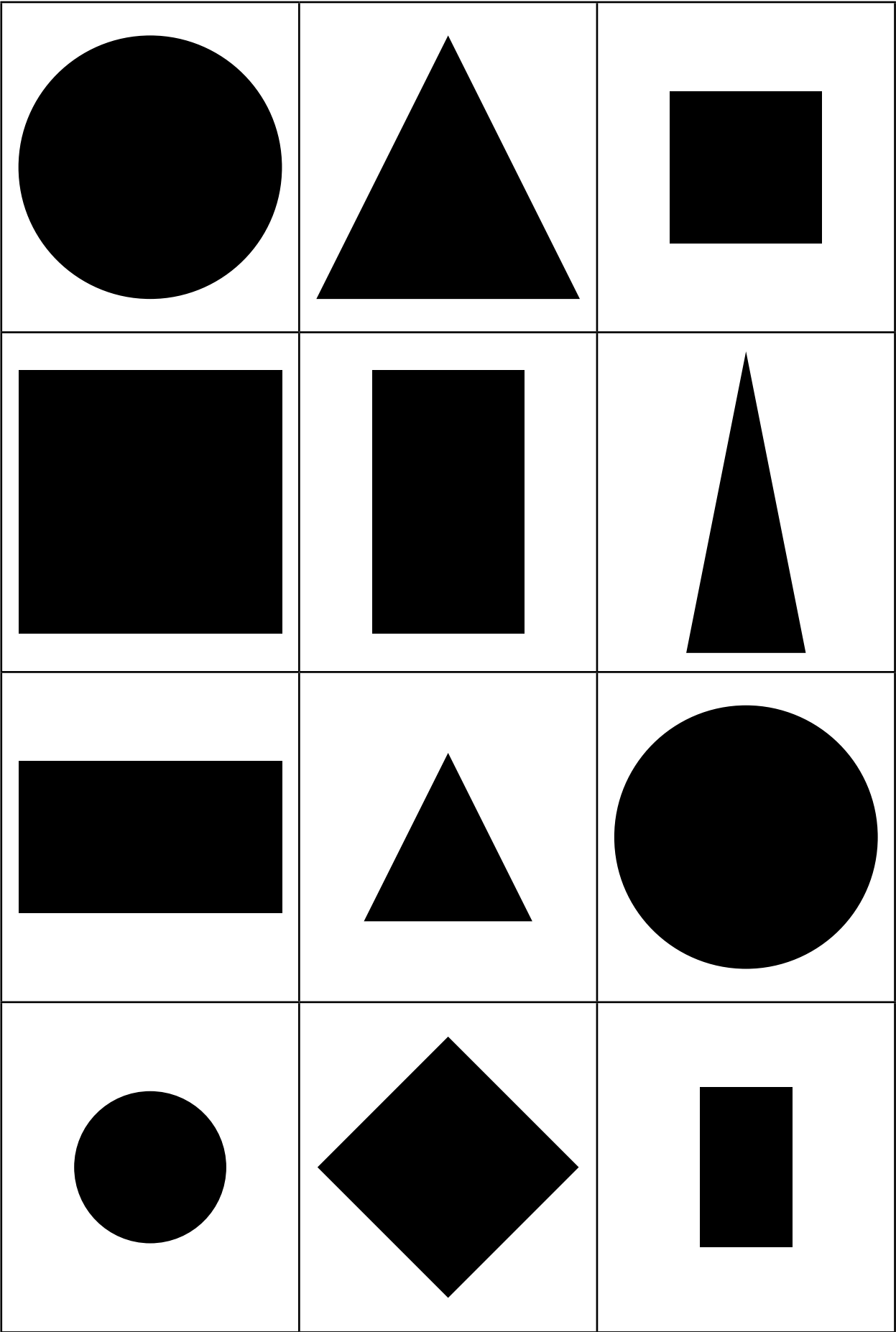
4. Farelani siaṭari vhukati ha munwe na gunwe zwanu matungo oṭhe, u itela uri zwipiḍa zwa vhukati ha siaṭari zwi kwamane. Vhuisani zwanḍa zwanu fhethu huthihi sa zwo sumbedzwaho nga misevhe.



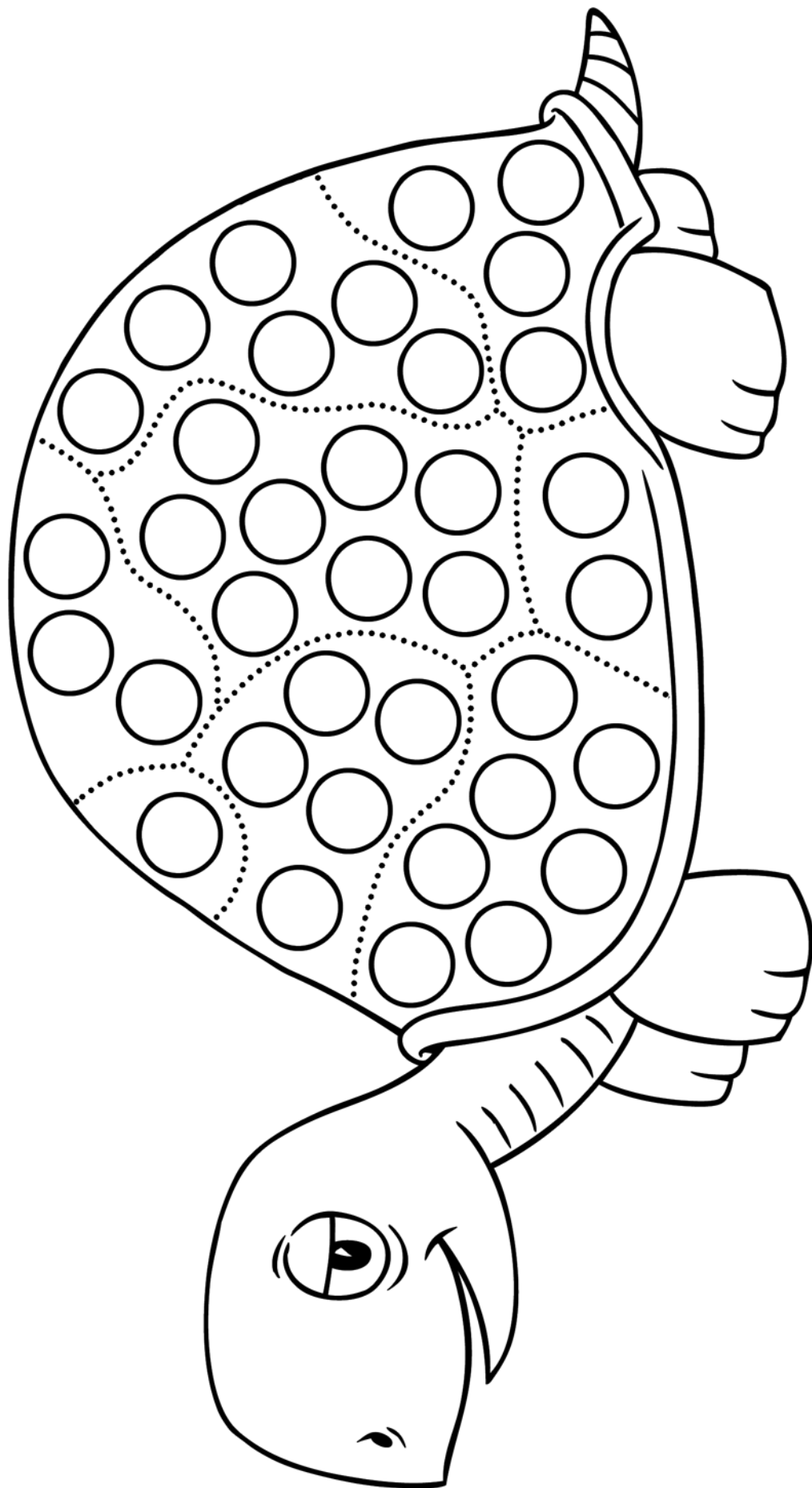
5. Fhedzisani tshibugwana nga u peta masiaṭari a vhe fulethe, sa zwo sumbedzwaho.



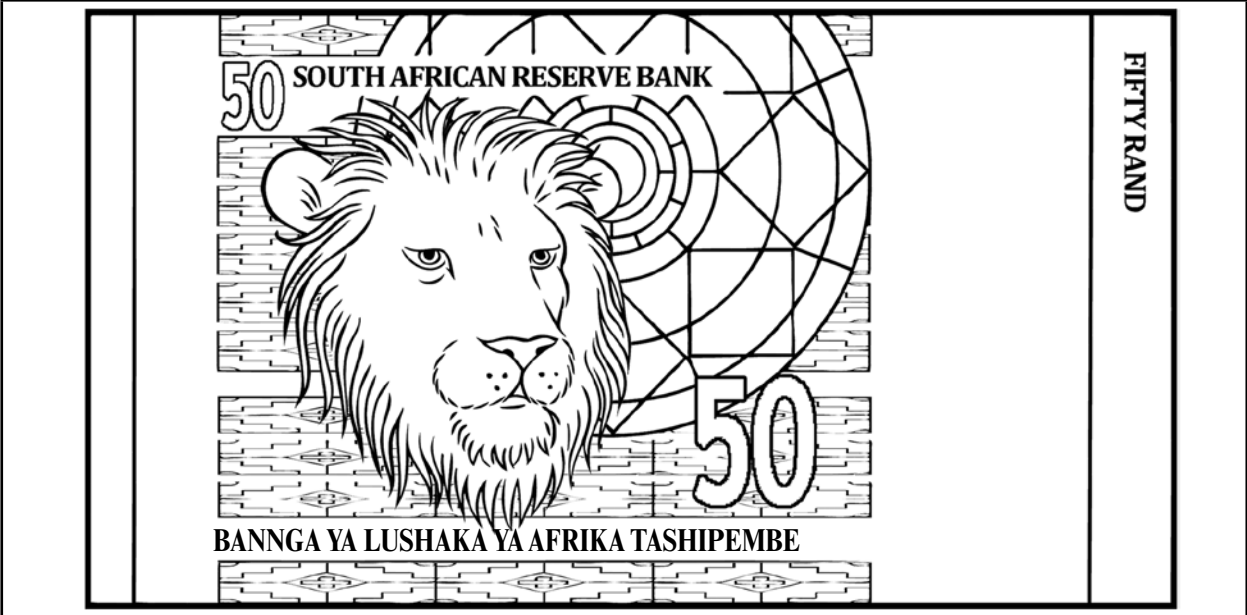
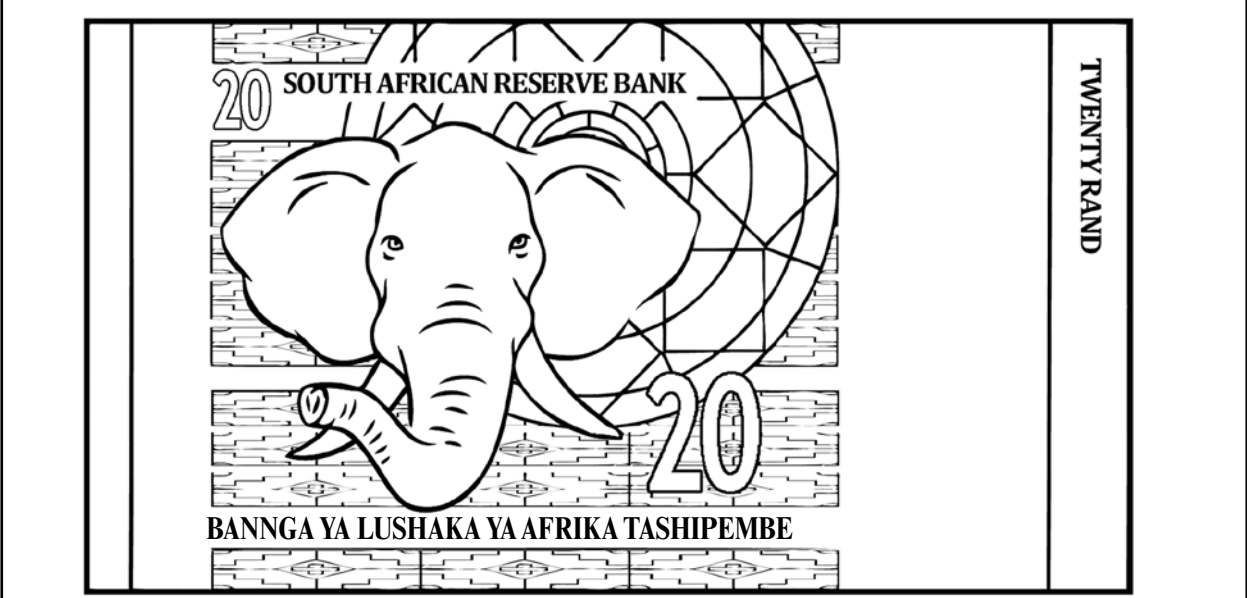
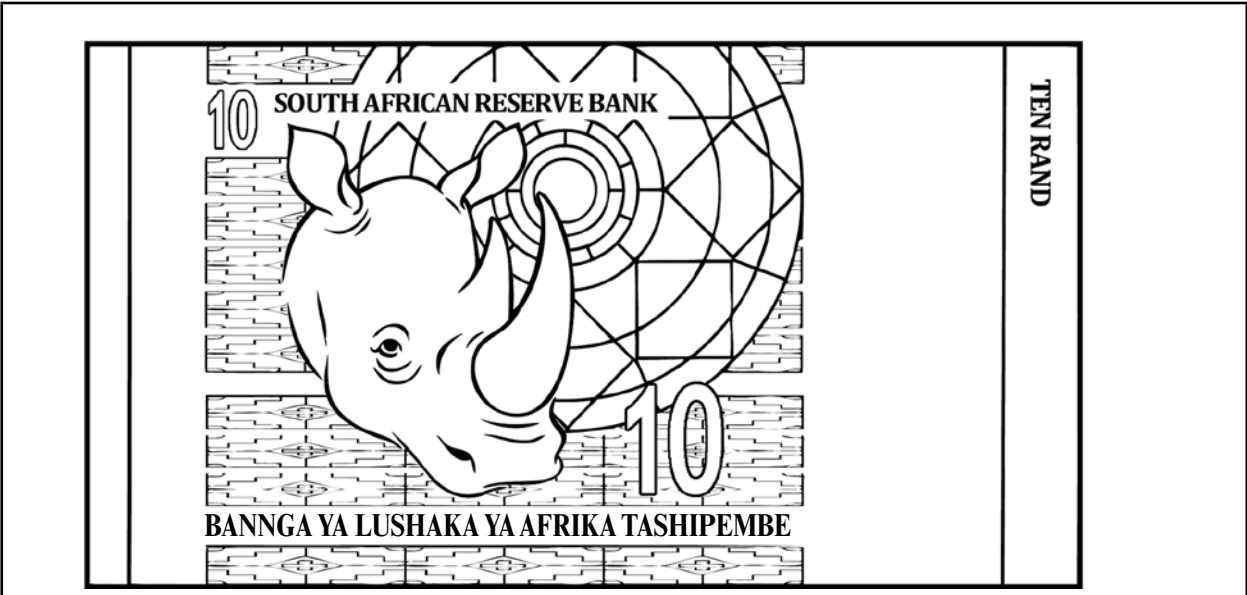
Shape Bingo board (Week 8) • Bodo ya Bingo ya  
zwivhumbeo (Vhege ya 8)

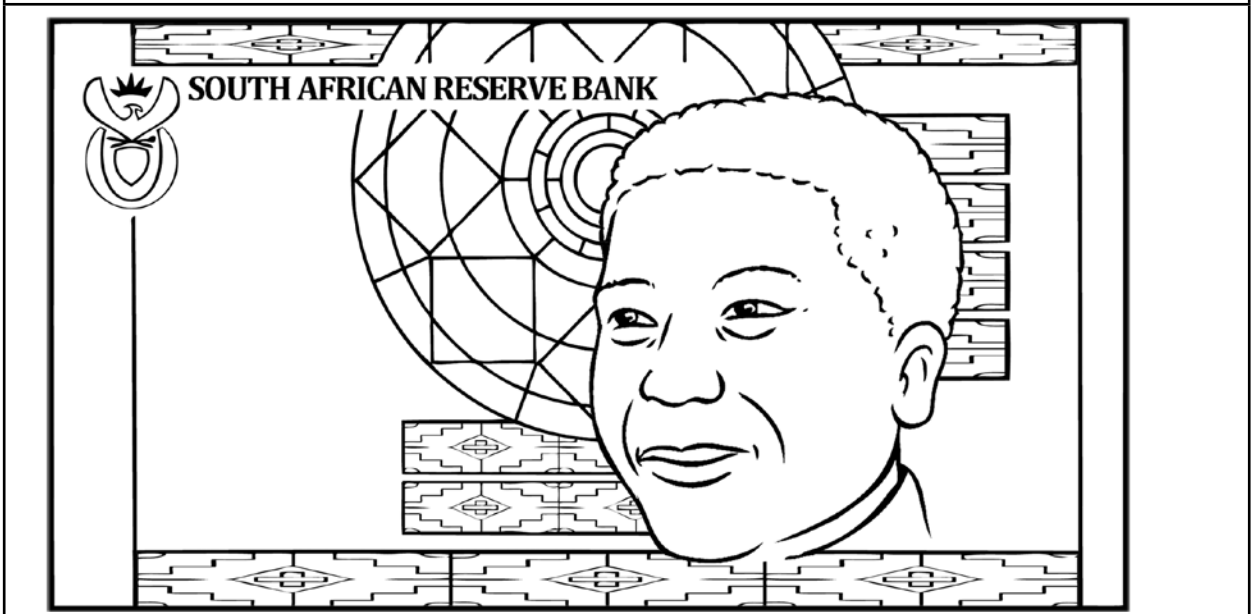
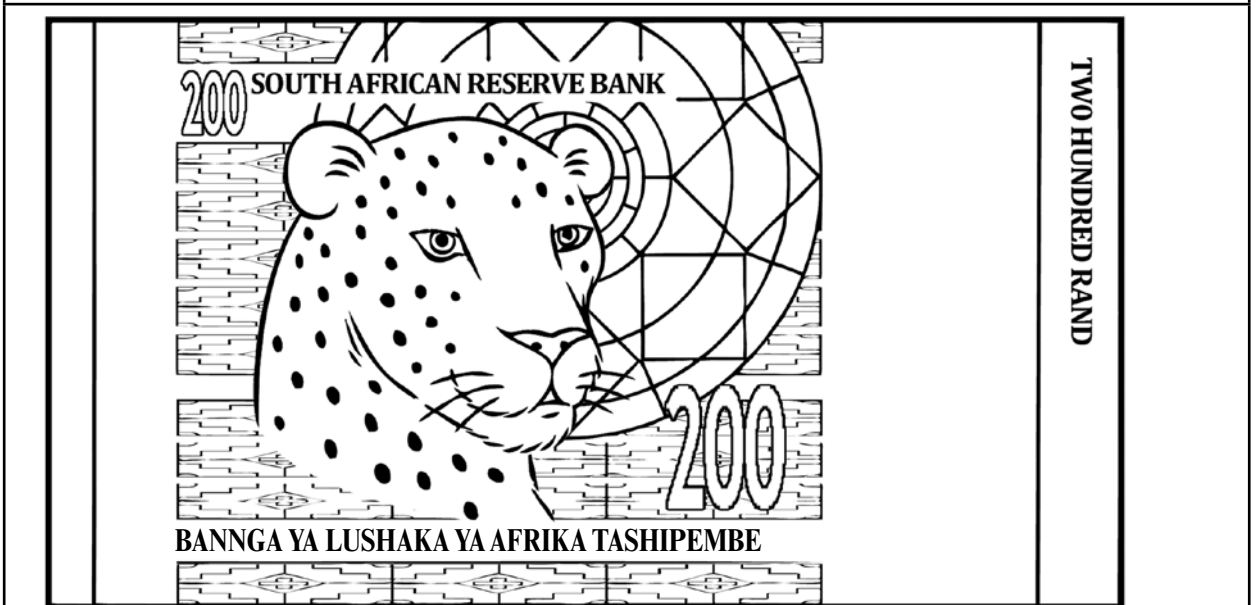
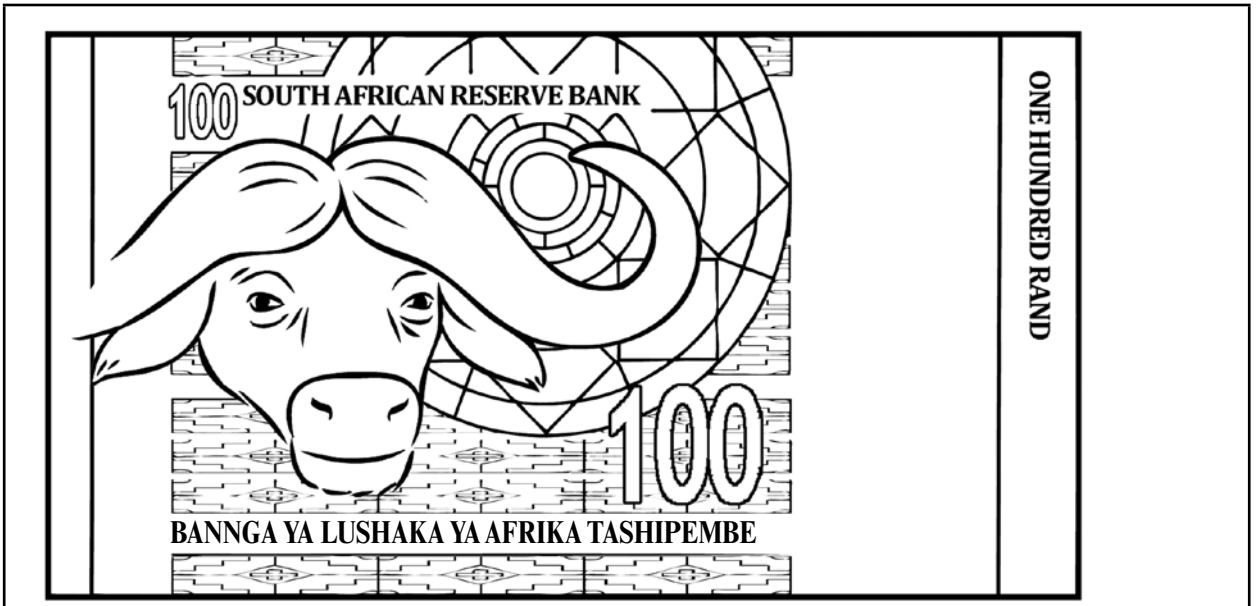


Tortoise (Week 9) • Tshibode (Vhege ya 9)



Banknotes (Week 9) • Tshelede ya bammhiri (Vhege ya 9)





Eighteen-piece puzzle • Phazili ya zwipida zwa fumimalo

