

Nongonoko wa Antswiso
wa Matematiki wa Giredi ya V

Grade R Mathematics
Improvement Programme

Xiletelo xa Migingiriko: 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**.

The development and production of the training and classroom resources for the Grade R Mathematics and Language Improvement Project were made possible by generous project funding from the **United States Agency for International Development** and the **Zenex Foundation**.

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.

ACKNOWLEDGEMENTS

Special thanks to:

- ★ The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- ★ Colleagues from Wordworks, language technical partners on the Grade R Mathematics and Language Improvement Project, for collaborating on the materials development.
- ★ The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (*R-Maths*) in the Western Cape between 2016 and 2019.
- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V i matshalatshala ya **Ndzawulo ya Dyondzo ya Gauteng (Gauteng Department of Education)** na mutirhisankulu wa yona, **Gauteng Education Development Trust**.

Nhluvukiso na vuhumelerisi bya swipfuno swa vuleteri na swa le kamareni ro dyondzela swa Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V swi endlile swi koteka hi timali ta tiphurojeke to hananiwa kusuka eka **United States Agency for International Development** na **Zenex Foundation**.

Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V yi fambisiwa hi **JET Education Services** na **Schools Development Unit** ya **UCT** na **Wordworks** tanihi vatirhisani va xithekiniki.

Schools Development Unit (SDU) leyi nga eka **University of Cape Town (UCT)** i mutirhisani wa xithekiniki wa matematiki eka Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V. SDU i yuniti leyi kumekaka eka School of Education ya le UCT leyi yi kongomisaka eka nhluvukiso wa xiphurofexinali wa vadyondzisi eka Matematiki, Sayense, Litheresi/Ririmi na Swikili swa Vutomi kusuka eka Giredi ya V kufika eka Giredi ya 12. SDU yi nyika mithwaso ya vadyondzisi na tikhoso to koma ta UCT leti pfumelerike, ntirho lowu kumekaka exikolweni, nhluvukiso wa timatheriyali na ndzavisiso ku seketela madyondziselo na madyondzelo eka mivangu ya Afrika-Dzonga hinkwayo.

Nkandziyiso lowu wa timatheriyali ta matematiki wu vuyeriwele kusuka eka ku vulavurisana ka vatirhisani ka vatirhikulobye va Wordworks naswona wu antswisiwile hi mfambelaniso wa vona wa timatheriyali ta Nongonoko wa Antswiso wa Tindzimi. Wu fuwisiwile hi ntirho wa vakulukumba va Nhluvukiso wa Tindzumulo wa Ndzawulo ya Dyondzo ya Gauteng na Tindzawulotsongotsongo ta Kharikhulamu ya Xiyimo xa Masungulo leti nga eka levhele ya Xifundzatsongo na Xifundzakulu leti va nga endla vuhoxaxandla bya nkoka eka vundzeni bya timatheriyali naswona va tirhaneke na tona hi ndlela yo aka ku tiyisisa leswaku ku na mfambelano na tipholisi, maendlelo na mikhuvanene ya xifundzakulu.

SWIKHENSO

Ku khensa ko hlawuleka eka:

- ★ Vakulukumba va Ndzawulotsongo ya Kharikhulamu, Dyondzo ya Vadyondzisi na Dyondzo yo Hlawuleka ta Ndzawulo ya Dyondzo ya Gauteng eka vuhoxaxandla bya vona ku fambelanisa matheriyali wa hina.
- ★ Vatirhikulobye kusuka eka Wordworks, vatirhisani va xithekiniki lava nga eka Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V, eka ku tirhisana eka nhluvukiso wa timatheriyali.
- ★ Vakulukumba na vadyondzisi va Western Cape Education Department (WCED) eka vuhoxaxandla bya vona eka nsimeko lowu humeleleke wa Grade R Mathematics Programme (*R-Maths*) eKapa-Vupeladyambu exikarhi ka 2016 na 2019.
- ★ Xipano xo tsala xa *R-Maths*: Vatirhi na vatsundzuxi va SDU, na vakulukumba va WCED.

Nongonoko wa Antswiso wa Matematiki wa Giredi ya V wu fambelanisiwile kusuka eka *R-Maths*, wu kandziyisiwile rosungula hi 2017 hi Schools Development Unit, University of Cape Town. Mfaneloxinawu ya mutumbuluxi ya *R-Maths* yi khomiwile hi University of Cape Town.

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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfallanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfallanganyisa nakambe, tekela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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Introduction

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

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

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

Features of Activity Guide: Term 3

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

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

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

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

Grade R Maths in the daily programme

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

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

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

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

Manghenelo

Nongonoko wa Antswiso wa Matematiki wa Giredi ya V (*Grade R Maths*) wu simekiwile eka vutivi bya kahle bya matematiki, ntwisiso wa ku hundzisa emahlweni eka kharikhulamu ya Giredi ya V naswona vulemuki bya leswaku maendlelo yo dyondzisa man'wana ma ringanerile ku antswa ku kondletela madyondzelo na mivuyelo yo karhi.

Xiletelo xa Migingiriko xa Grade R Maths: Kotara ya 3 xi nyika xivumbeko xa ku dyondzisa metse eka kotara ya vunharhu ya Giredi ya V hi ku:

- longoloxa leswi nga endzeni eka Xiyenge xa Vundzeni swa Matematiki yin'wana na yin'wana eka khume ra mavhiki hinkwawo
- nyika hundziso wo ya emahlweni na le ka mpimo wa maandlalelo endzeni ka ntlhanu wa Swiyenge swa Vundzeni
- kongomisa eka Xiyenge xa Vundzeni lexikulu hi vhiki (Hambiswiritano, tinhlokomhaka kusuka eka Swiyenge swa Vundzeni swin'wana swi nga ha tivisiwa na ku titoloveta eka vhiki rolero. Madyondzelo na madyondziselo ya leswi fambelanaka na tinomboro swi endleka masiku hinkwawo naswona swi katsiwile eka Swiyenge swa Vundzeni hinkwaswo.)
- ringanyeta mitirho ya migingiriko ya ntlawa wa tilasi hinkwayo, lowu leteriwaka hi mudyondzisi na lowu va tirhaka va ri voxo.

Swihlawulekisi swa Xiletelo xa Migingiriko: Kotara ya 3

Swihlawulekisi leswi landzelaka swi vumba xiphemu xa *Xiletelo xa Migingiriko: Kotara ya 3*:

- Nkatsakanyo wa leswi nga endzeni wu komba vutivi byintshwa na nkongomo wa maendlelo hi vhiki.
- Kotara, vhiki na Nkongomo wa Swiyenge swa Vundzeni swi vuriwa hi ndlela leyi nga erivaleni emasungulweni ya vhiki rin'wana na rin'wana.
- Mabokisi ya Tinhlokomhaka, ya Vutivi byintshwa na ya Titoloveti ya komba leswi swi nga ta angariheliwa evhikini.
- Ntivomarito wa matematiki wuntshwa lowu faneleke ku dyondzisiwa wu xaxametiwiwe hi vhiki.
- Nxaxamelo wu nyikiwile wa leswi u fanelaka ku swi lulamisa swa vhiki rin'wana na rin'wana.
- Mabokisi ya switsundzuxo ya nyika mianakanyo na switsundzuxo.
- Mabokisi ya mpfanganiso ya ringanyeta hilaha matematiki wu nga tiyisizwaka hakona eka tidyondzo tin'wana na migingiriko ya siku na siku hi nkarhi wa nongonoko wa siku na siku wa Giredi ya V.
- Mabokisi ya 'Kamba leswaku vadyondzi va kota ku' ya letela nxiyaxiyo na makambebelelo lama yaka emahlweni.
- Pheji ya makambebelelo lama yaka emahlweni yi simekiwile eka migingiriko ya kotara.
- Swipfuno na tithempuleti swi katsiwile endzhaku ka xiletelo lexi.

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
<ul style="list-style-type: none">• Lemuka na ku kuma mifungo ya tinomboro na marito ya tinomboro• Hlamusela, fananisa na ku longoloxa tinomboro	<ul style="list-style-type: none">• Nomboro ya 7• Ku hlalela ka swanomu: kuya endzhaku 10-1• Ku hlalela michumu 1-10	<ul style="list-style-type: none">• Ku hlalela ka swanomu: kuya emahlweni 1-20, kuya endzhaku 7-1• Longoloxela tinomboro 1-6• Tala/ntsongo hi mbirhi/nharhu• Hlanganisa, susa• Tiyisisa nongoti wa tinomboro ta 1-6
Ntivomarito wa matematiki wuntshwa		
nkombo	swo tala tanihi	ku hambana exikarhi ka

Grade R Maths eka nongonoko wa siku na siku

Migingiriko ya siku na siku i ya nkoka naswona vadyondzi va tiphina hi mbuyelelo naswona va titwa va hlayisekile loko va tiva leswi faneleke ku endliwa na leswi swi languteriwaka eka vona.

Nkunguhato wu tlhela wu va wa nkoka ku tiyisisa leswaku migingiriko ya siku na siku yi famba kahle. Hlaya leswi nga endzeni swa vhiki kutani u lulamisa timatheriyali hinkwato leti u nga ta ti lava eka siku rin'wana na rin'wana nkarhi wu nga si fika. Lulamisa timatheriyali ta siku nkarhi wu nga si fika ku endlela leswaku xilo xin'wana na xin'wana xi va xi lunghekile nimixo.

Grade R Maths wu ringanyeta malongolokelo ya migingiriko leyi yi vuyeleriwaka siku na siku evhikini ra ntlhanu wa masiku. Malulamiso ya kamara ro dyondzela na migingiriko leyi yi nga tirhisiwaka ku dyondzisa na ku tiyisisa minongoti ya matematiki swi ringanyetiwa hi vhiki. Leswi swi katsa:

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

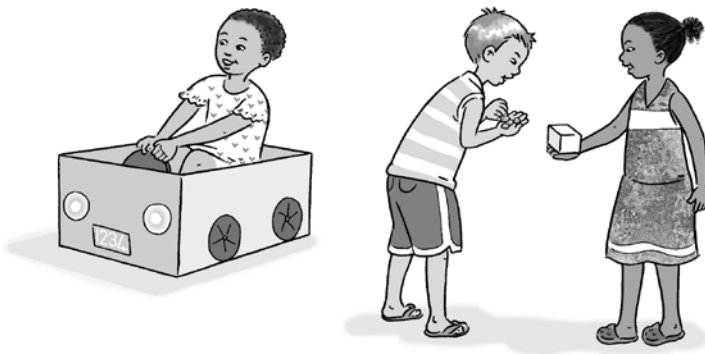
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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



Migingiriko ya tllasi hinkwayo hi siku

- Rhayimi kumbe risimu
- Ku hlayela ka swanomu
- Ku hlayela michumu yo khomeka
- Migingiriko na swivutiso leswi fambelanaka na tinhlokomhaka ta Swiyenge swa Vundzeni

Emakumu ka nghingiriko wa tllasi hinkwayo, komba vadyondzi leswi va nga ta laveka ku swi endla eka switichi swo tirhela swa vona. Timatheriyali hinkwato leti va ti lavaka ti fanele ku lulamisiwa leswaku va kota ku sungula ku tirha migingiriko leyi.



Micinco: ku rhurha exikarhi ka migingiriko

Ku rhurha exikarhi ka mete na switichi swo tirhela i nkarhi wa kahle swinene wa ku titoloveta ku hlayela ka nsumo na ku tiphina, tindlela ta vutumbuluxi ta ku rhurha, tanihi xikombiso, hi ku nonoka kufana na swibodze, ku thamuka kufana na timbila, va miyela kufana na makondlo, hi un'weun'we na makhadi ya mavito/mifungho ya swifaniso.

Migingiriko ya ntlawa lowutsongo

- Ku na nghingiriko wun'we lowu leteriwaka hi mudyondzisi hi siku.
- Ku na mune wa migingiriko ya ntlawa lowutsongo hi siku. Mune wa migingiriko ya ku tirha va ri voxo (kumbe migingiriko ya le tlhelo) yi fanele ku lulamisiwa eka mune wa **switichi swo tirhela** hinkwako etlilasini – ku nga va ematafuleni laha vadyondzi va tshamaka kumbe va yimaka, kumbe ehnhla ka mete, kumbe ehndle. Mitlawa yi cincana hi vhiki eka **xitichi xo tirhela**, swi ri karhi swi lawuriwa hi hilaha mudyondzisi a kunguhateke migingiriko hakona. Tsundzuxa vadyondzi ku cincana, ku avelana timatheriyali na ku pfunana loko va ri eku tirheni.

Nkarhi wo basisa

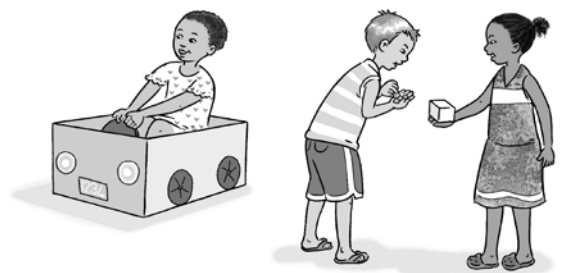
Vadyondzi va fanele ku tiva laha timatheriyali ti tshamaka kona. Xelufu kumbe tafula leri ri endleriweke switirhisiwa swa matematiki swi ta pfuna vadyondzi ku va va lulamerile. Khutaza vadyondzi ku pfunana hi nkarhi wo basisa. Ekusunguleni vadyondzi va lava mpfuneto kutani u ta boheka ku va tsundzuxa laha va faneleke ku veka kona swilo, kambe kungari khale va ta tolovela ku veka swilo laha swi tshamaka kona.

Hlawula varhangeri va ntlawa na vapfuni vo basisa vhiki rin'wana na rin'wana. Va nyiki swintirhwana swo kongoma na vutihlamuleri.

Migingiriko yo hlawula va tshunxekile

Lulamisa migingiriko yo tsakisa, yo tumbuluxa leyi vadyondzi va nga hlawulaka kusuka eka yona xikan'wekan'we loko va hetile nghingiriko wa vona wa xitichi xo tirhela. Leyi yi nga katsa:

- tibuloko kumbe switlangiso swo aka swin'wana
- swiphazamisio
- vumba byo tlangisa
- tibuku leti nga eka ndhawu yo hlaya
- ntlangu wa milorho, tanihi xikombiso, ku xava
- tipheji ta buku ya ntirho kumbe maphepha yo tirhela.



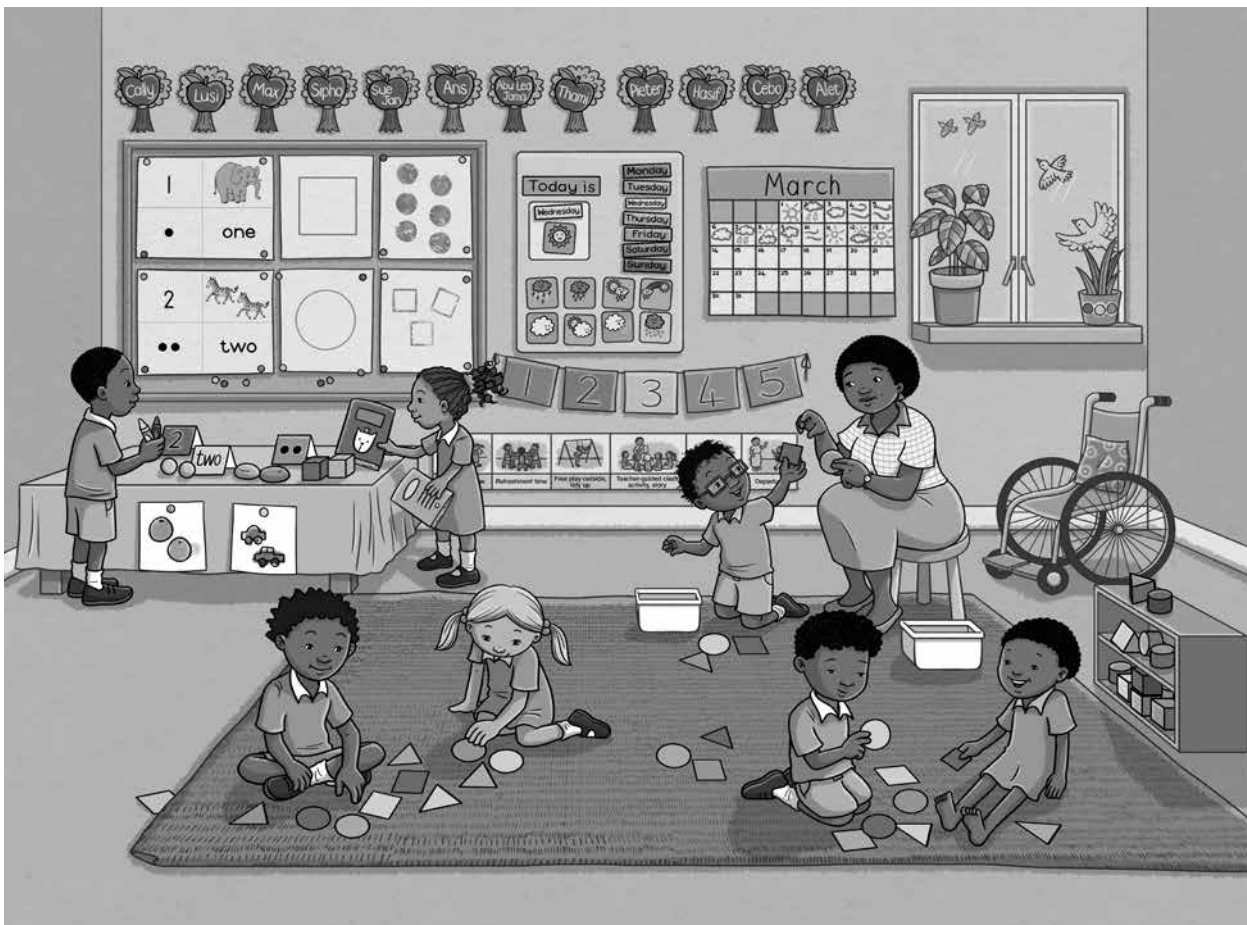
Assessment

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.



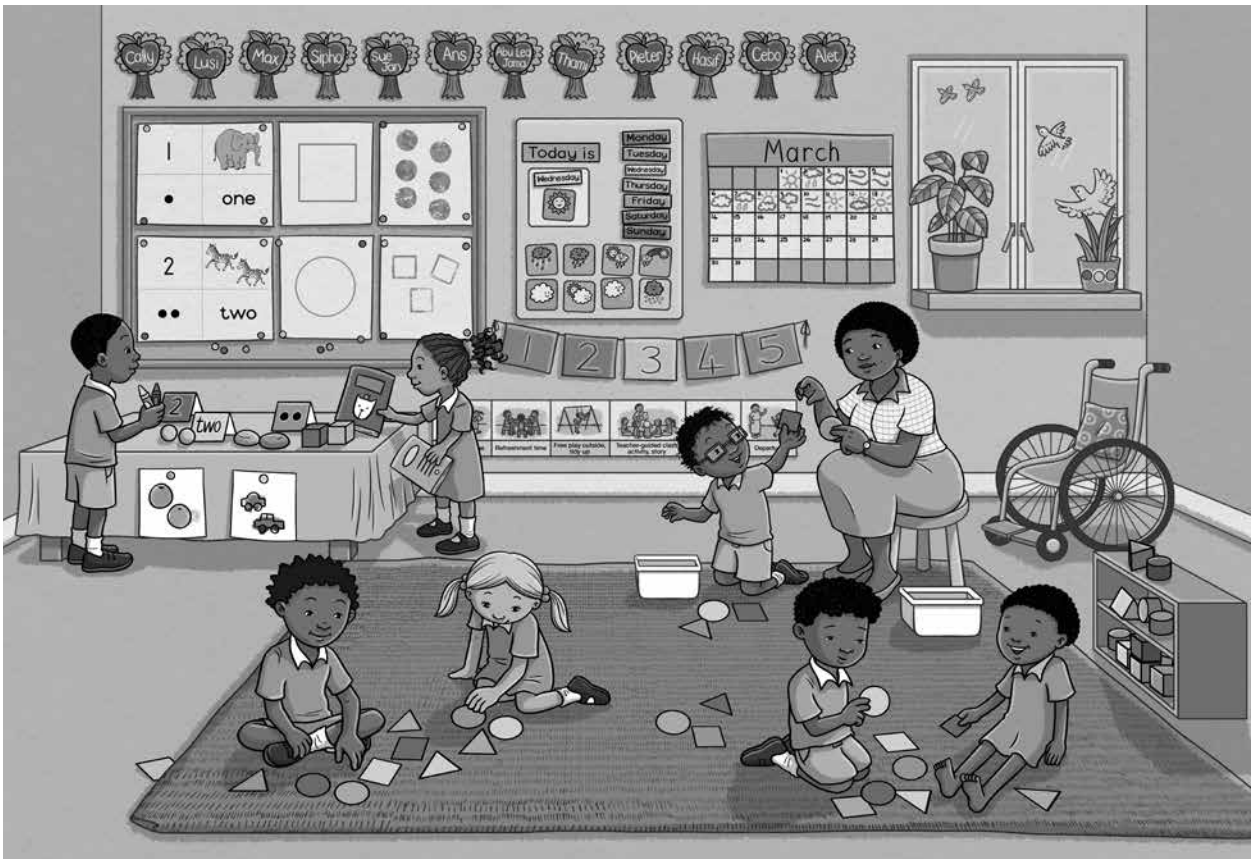
Makambelelo

Nxixaxiyo na makambelelo lama yaka emahlweni hi nkarhi wa migingiriko leyi leteriwaka hi mudyondzisi na ya tilasi hinkwayo swi nyika swivandlanene swa mitwisiso na nkatsakanyo wa kahle wa ku ya emahlweni ka mudyondzi un'wana na un'wana. Vuxokoxoko lebyi i bya nkoka eka ku letela ka ku dyondzisa ko yisa emahlweni na miphalalo ya vadyondzi hi un'weun'we. Nxaxamelo wa nkambisiso wa makambelelo lama yaka emahlweni lowu nga eka mapheji ya 187 na 189 ya xiletelo lexi wu simekiwile eka leswi nga endzeni leswi swi dyondzisiweke eka Kotara ya 3. Thempuleti leyi yi nga tirhisiwa ku rhekoda ku ya emahlweni ka mudyondzi un'wana na un'wana eka kotara.

Grade R Maths ekamareni ro dyondzela

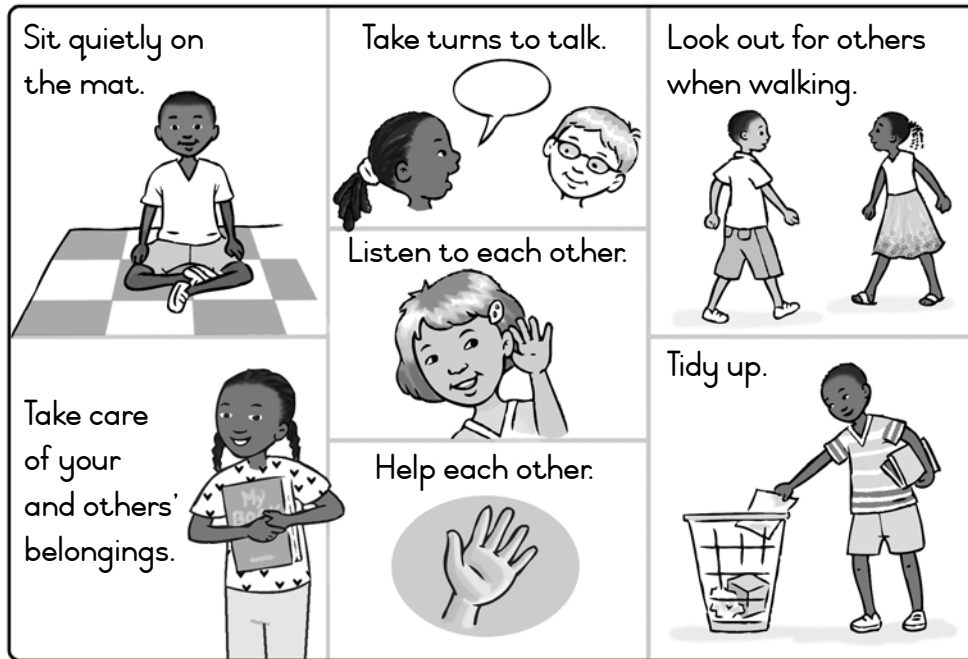
Lulamisa ndhawu ekamareni ro dyondzela leyi yi endleriweke matematiki naswona yi nga ekusuhi na mete. Lexi i xivandla lexi avelaniwaka laha vadyondzi vanga hoxaka xandla na ku vulavurisana hi nhlokomhaka leyi va nga eku dyondzeni hi mayelana na yona. Ndhawu ya matematiki ya kahle swinene yi ta katsa:

- xitafulana lexi nga khegetela khumbi
- layini ya tinomboro leyi endliweke hi ngoti na tiphekisi
- chati ya maxelo ya siku na siku
- khalendara ya n'hweti yin'wana na yin'wana leyi nga na tibuloko ta siku rin'wana na rin'wana
- chati leyi nga na mavito ya masiku ya vhiki
- nongonoko wa siku na siku lowu nga na swifaniso swa migingiriko yo hambanahambana
- makhadi ya mavito ya vadyondzi na mifungho leyi yi lulamisiweke hi ku ya hi mavito ya mitlawe ya vona
- mifungho ya vapfuni ku fambafamba exikarhi ka mavito ya vadyondzi hi ku ya hi siku rin'wana na rin'wana ra vhiki
- chati ya vapfuni.



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

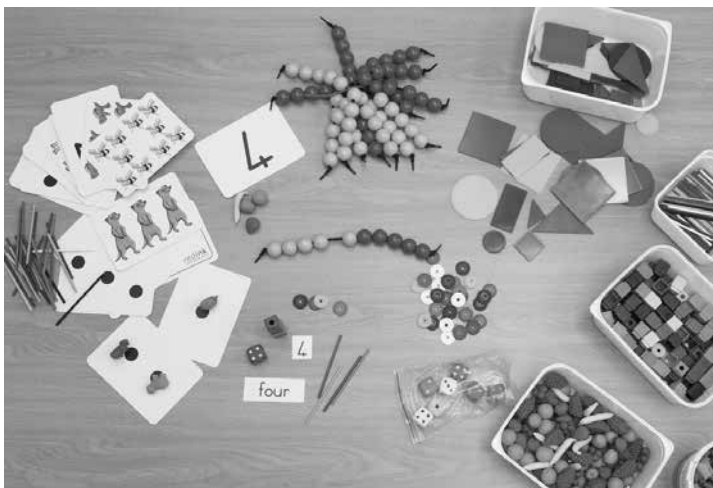


Resources for Grade R Maths

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.

Endlani phositara ya 'milawu ya kamara ro dyondzela' u ri na vadyondzi. Yi hayeke laha va nga ta kota ku yi vona hi ku olova. Ku fanele ku nga vi na kutlula tsevu kumbe nkombo wa milawu.

Milawu ya hina ya le ka kamara ro dyondzela

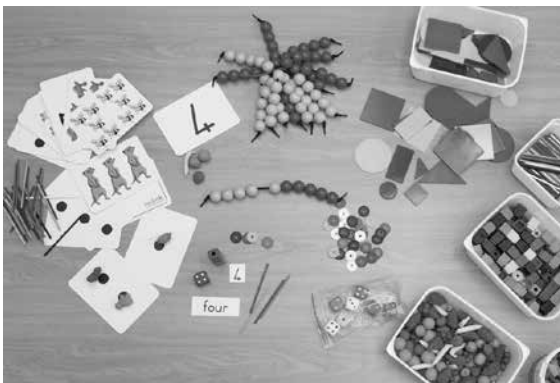


Swipfuno swa *Grade R Maths*

Khiti ya Swipfuno ya *Grade R Maths*

Grade R Maths yi nyika khiti ya madyondzelo na madyondziselo ya matematiki leyi yi nyikaka switirhisiwa swa ntlawa lowutsongo wa tsevu kufika nhungu wa vadyondzi ku swi tirhisa. Khiti leyi yi katsa michumu leyi landzelaka:

- timatheriyali to hlayela, tanihi xikombiso, tidisiki leti pendiweke na swimhandzana, mihandzu na swihlayeri swa swiharhi, na tibuloko ta Unifix
- dayizi ra jumbo
- tinjara ta khume ra vuhlalu bya xivumbeko
- makhadi ya mathonsi
- makhadi ya tinomboro: mifungho ya tinomboro (0–10) na mavito ya tinomboro (ziro–khume)
- tibuloko ta swihlawulekisi.



Leswi a swi fanelangi ku va swipfuno swi ri swoxe leswi vadyondzisi na vadyondzi va swi tirhisaka eka migingiriko ya matematiki. Michumu ya siku na siku kusuka ekaya yi kahle swinene eka ku ava, ku hlayela na ku valanga swivumbeko.

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

Timatheriyali leti vuyelerisiweke

Hlayisa timatheriyali leti vuyeleriweke eka tikhontheni leti leburaweke leti nga na swipfalo (to tanihi: mpako wa mihandzu na matsavu, tikhontheni ta 2-litara ta ayisikhirimi na timfuku ta 500-ml ta chizi ya feta). Veka tikhontheni leti exelufini kumbe kun'wana laha vadyondzi va nga ta kota ku fikela. Khutaza vadyondzi ku veka michumu ekule hi nkarhi wo basisa loko va yi tirhisile eka switichi swo tirhela swa vona kumbe hi nkarhi wa migingiriko yo hlawula va tshunxekile. Hi leyi mianakanyo yin'wana ya swipfuno swa matematiki:

- tipaniki na swipfalo swa mabodhlela (swivumbeko, tisayizi na mihlovo yo hambanahambana)
- mabokisi ya tisayizi to hambanahambana (xisibi xa meno, bokisi ra mecisi, rivelendzoho, murhi, mpako)
- tikhontheni ta pulasitiki (mabodhlela ya 500-ml ya litara yi1, timfuku ta majarini, timfuku ta yogati ta 250-ml na ta 500-ml, tikhontheni ta ayisikhirimi, mpako wa matsavu)
- mathumbu na tisilindara (switsondzelelo swa phepha ra xihambukelo swa khadibokisi, switsondzelelo swa thawula ra phepha, switsondzelelo swa foyili, swikotela)
- mabokisi ya matandza
- tikunupu, makhiya ya khale, malepula ya pulasitiki, swimhandzana swa ayisikhirimi, tithege ta maphakiti ya xinkwa
- tibolo to hambanahambana, tibinibege, tihulahupu.



Swipfuno swin'wana

Swipfuno swa kamara ro dyondzela swo tirhiseka swin'wana swa madyondziselo ya *Grade R Maths* swi katsa:

- tikhirayoni, pende, xinamarheti, xikero
- vumba byo tlangisa kumbe vumba byo fanisa
- tibuku leti nga tirhiswaka eka mikanelo ya matematiki
- tibuloko to aka na switlangiso swo aka (hlingeleta swipetlu swa mapulangi loko swi fanerile)
- swiphazamiso swa swiphemuphemu swo khomaniseka na mitlangu yo hambanahambana, tanihi xikombiso, tidomino, tinyoka na malerha, Ludo, Lotto

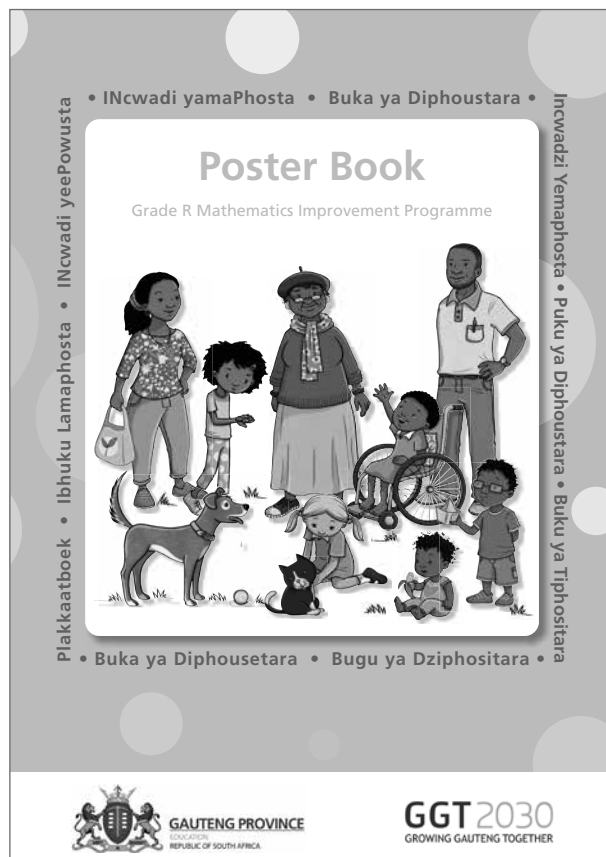
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

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?



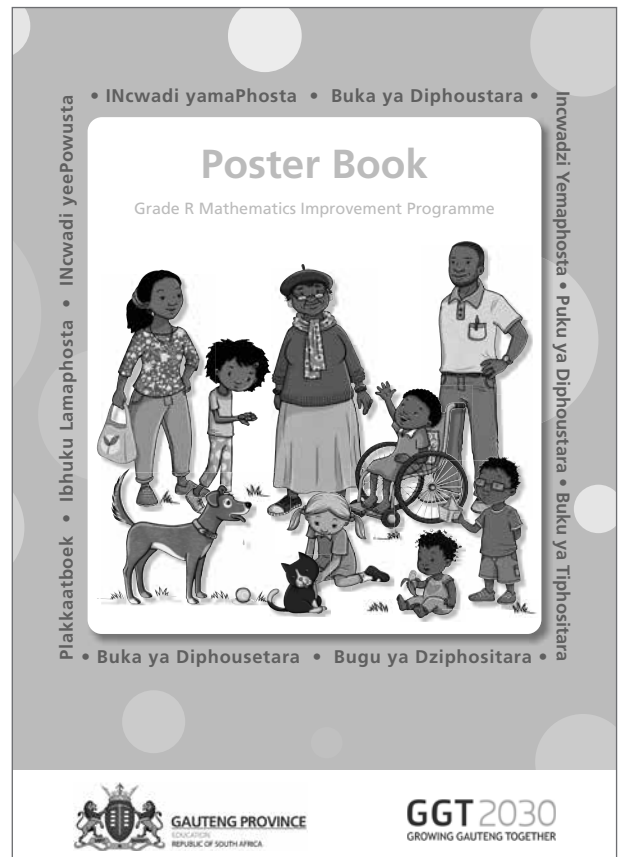
- chati ya vulehelahenhla
- makhadi yo tlanga ya jumbo
- maliencyeto: swingwece na timali ta phepha (ku yi tirhisa eka vhengele ro tlanga)
- wachi ya le khumbini ya analogo leyikulu
- xikalo xa ndzinganiso
- vuhlalu byo hlayela, ku ava, ku hulela na ku endla tipatironi
- misava na switirhisiwa swa ku tlanga swa mati
- switirhisiwa swa ku khandziya, ku ringanisa, ku jombha na ku thamuka.

Buku ya Tiphositara ya *Grade R Maths*

Ku na khumemune wa tiphositara leti nga eka *Buku ya Tiphositara ya Grade R Maths*. Tiphositara leti ti nyika mivangu ya ntolovelo leyi vadyondzi va nga tixakelanisaka na yona leyi yi angarhelaka xiphemu xo karhi xa matematiki, tanihi xikombiso, ekamareni ro dyonzela, erivaleni ra mitlangu, na le khixini. Tiphositara leti ti endleriwa ku hlohlotela ntsakelo na nkanelo hi tinhlokomhaka ta matematiki, ku katsa na: tinomboro, tipatironi, ndhawu na xivumbeko, malongoloxelo ya nkarhi na mpimo. Tiphositara leti ti nga tirhisiwa ku vulavurisana na vadyondzi eka maehleketelelo ya vukhensivusoli na ku ehleketisisa. Ti kahle swinene eka ku hlulukisa swikili swo ololoxa swiphiso na le milavisiso ya matematiki.

Vadyondzisi va nga khutaza vadyondzi ku kanaela tiphositara leti na ku avelana maehleketelelo ya vona hi ku vutisa swivutiso ku va letela eka ku kongomisa eka xiphemu xo karhi xa phositara leyi, tanihi xikombiso:

- Xana u vona yini exifanisweni lexi?
- Xana u hleketa leswaku hi kwihi laha vana/ vanhu va nga kona?
- Xana ku humelela yini exifanisweni lexi?
- Xana u nga ndzi byela leswi xitori lexi xi vulavulaka hi mayelana na swona?
- Xana i swingani ... u swi vonaka? Xana a ku ta vuriwa yini loko a ko va na xin'we henhla/ ehansi ...?
- Xana ... xi le kwihi?
- Xana a ku ta humelela yini loko ...?
- Xana u ehleketa leswaku ku ta humelela yini lexi nga ta landzela?
- Xana u ehleketa leswaku ... va nga kota ku vona yini kusuka laha va nga yima kona?
- Xana i patironi yihi leyi u yi vonaka? Hlamusela patironi leyi.
- Xana i swivumbeko swihi leswi u swi vonaka?
- Hi xihhi ... xi nga leha kutlula hinkwaswo/koma kutlula hinkwaswo?
- Xana u nga kota ku tirhisa marito ya matematiki wahi kumbe wahi ku hlamusela xin'wana lexi nga exifanisweni?



Content overview: Term 3

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

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

Nkatsakanyo wa vundzeni: Kotara ya 3

Lemuka: Nkongomo wa Xiyenge xa Vundzeni na Vutivi byintshwa swi hi muhlovo wa rihlaza. Vundzeni byin'wana lebyi angarheliwaka evhikini byi hi muhlovo wa mpunga.

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 1	Vhiki ra 2	Vhiki ra 3	Vhiki ra 4	Vhiki ra 5
1. Tinomboro, Tioparexini na Vuxaka	Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1 Ku hlayela michumu 1–7	Nomboro ya 6 Tala/ntsongo hi mbirhi/nharhu Mitlawa yo ringana Ku hlayela kuya emahlweni Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1 Ku hlayela michumu 1–7 Ku longoloxela tinomboro 1–5 Tiyisisa nongoti wa tinomboro ta 1–5	Nomboro ya 7 Ku hlayela ka swanomu: kuya endzhaku 10–1 Ku hlayela michumu 1–10 Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1 Longoloxela tinomboro 1–6 Tala/ntsongo hi mbirhi/nharhu Hlanganisa, susa Tiyisisa nongoti wa tinomboro ta 1–6	Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1 Tiyisisa nongoti wa tinomboro ta 1–7	Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1 Ku hlayela michumu 1–10 Tala/tintsongo hi mbirhi/nharhu Mitlawa yo ringana
2. Tipatironi, Tifankixini na Alijebura	Kopunula tipatironi to thwixamela henhla na to hingakanya hi ku tirhisa michumu yo khomeka Tumbuluxa na ku hlamusela patironi ya wena n'wini hi mihlovo/swivumbeko swinharhu kumbe swa mune, sw. n. sw. Kuma tipatironi Kopunula na ku ndlandlamukisa tipatironi				
3. Ndhawu na Xivumbeko (Jometiri)				Swivumbeko: yinhlamune Tihelo: ximatsi, xinene Xiyimo: xikarhi, hansi Ava michumu hi ku ya hi swihlawulekisi swimbirhi Swiphazamiso swa swiphemu swa khumenhungu Swivumbeko: xirhendzevutana, xikwere, yinhlanmarhu Ndzinganiso	
4. Mpimo					Ntiko Vevuka, vevukanyana, vevuka kutlula hinkwaswo Tika, tikanyana, tika kutlula hinkwaswo Nkulunyana, ntsongonyana
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo					

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>			

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 6	Vhiki ra 7	Vhiki ra 8	Vhiki ra 9	Vhiki ra 10
1. Tinomboro, Tioparexini na Vuxaka	<p>Nomboro ya 8</p> <p>Tinomboro ta odinali: vuntlhanu, hetelela, landzelaka</p> <p>Ku hlayela ka swanomu: 1–20 na ku hundza</p> <p>Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1</p> <p>Ku hlayela michumu 1–10</p> <p>Longoloxela tinomboro 1–7</p> <p>Tinomboro ta odinali vun'we kufika eka vuntlhanu</p> <p>Hlanganisa, susa</p> <p>Tala/tintsongo hi mbirhi/nharhu</p> <p>Tiyisisa nongoti wa tinomboro ta 1–7</p>	<p>Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1</p> <p>Ku hlayela michumu 1–10</p> <p>Tala/ntsongo hi mbirhi/nharhu</p> <p>Tala, ntsongo, ringana</p>	<p>Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1</p> <p>Ku hlayela michumu 1–10</p>	<p>Mali – tiva timali ta phepha</p> <p>Ku ololoxa swiphiqu 1–8</p> <p>Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1</p> <p>Ku hlayela michumu 1–10</p> <p>Ku longoloxa tinomboro 1–8</p> <p>Tinomboro ta odinali vun'we kufika eka vuntlhanu</p> <p>Tiyisisa tinomboro 1–8</p> <p>Hlanganisa, susa</p> <p>Swingwece</p>	<p>Ntlawahato, hafu</p> <p>Kufika eka swo tala hi swinharhu (hi ku tirhisa makhadi ya mathonsi)</p> <p>Landzelelanisa mihlengelo kusuka eka leyitsongo kutlula hinkwayo kufika eka leyikulu kutlula hinkwayo</p> <p>Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1</p> <p>Ku hlayela michumu 1–10</p> <p>Longoloxela tinomboro 1–8</p> <p>Ku ololoxa swiphiqu 1–8</p> <p>Tiyisisa minongoti ya tinomboro ta 1–8</p> <p>Tala, ntsongo, tala swinene/ntsongo swinene, ringana</p> <p>Tala/ntsongo hi mbirhi/nharhu</p>
2. Tipatironi, Tifankixini na Alijebura					
3. Ndhawu na Xivumbeko (Jometiri)			<p>Xiyimo xa michumu hi ku yelana ka yona</p> <p>Chati ya miseve</p> <p>Kopunula kutani u aka xiakiwa (makhadi ya swifaniso)</p> <p>Swivumbeko: xirhendzevutana, xikwere, yinhlharhu, yinhlamune</p> <p>Mabokisi, tibolo</p> <p>Ku hingakanya ntila wa le xikarhi</p> <p>Xiyimo: emahlweni na endzhaku</p>		
4. Mpimo				Nkulu, ntsongo	
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo		<p>Dirowa xifaniso ku endla vuyimeri bya vuxokoxoko bya tinhlayo</p> <p>Hlengelela, ava kutani u endla vuyimeri bya mihlengelo ya michumu</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.

Nkongomo wa Xiyenge xa Vundzeni: Tipatironi, Tifankixini na Alijebura

Tinhlokomhaka

- Tipatironi ta jometiri: tumbuluxa, kopunula na ku ndlandlamukisa tipatironi

Vutivi byintshwa

- Kopunula tipatironi to thwixamela henhla na to hingakanya hi ku tirhisa michumu yo khomeka
- Tumbuluxa na ku hlamusela patironi ya wena n'wini hi mihlovo/swivumbeko swinharhu kumbe swa mune, sw. n. sw.

Titloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1
- Ku hlayela michumu 1–7
- Kuma tipatironi
- Kopunula na ku ndlandlamukisa tipatironi

Ntivorarito wa matematiki wuntshwa

hlamusela
ndlandlamukisa

landzelela
leswi kayivelaka

a swi kona
a hi patironi

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- tibuloko ta Unifix leti vekiweweke swin'we hi patironi leyi vuyelelaka ku endla xitimela
- xiphemu xa phepha ra A3 ku endla thanele ya xitimela
- khadi ra tipatironi leri nga na mathonsi ya mihlovohlovo
- lapi/thawula
- 4 wa mitlawa ya switirho – 1 hi mudyondzi
- 6 wa swiphemu leswikulu swa mihandzu leyi endliweke hi vumba byo tlangisa (2 wa swin'wana na swin'wana swa 3 wa mixaka yo hambanahambana ya mihandzu)
- 8 wa makhadi ya tipatironi ta Unifix
- 8 wa makhadi ya tipatironi ta tibuloko ta swihlawulekisi swa 'Xana ku kayivela yini?'
- swipandzu swa maphepha ya yinhlamune ya mihlovohlovo lama namarheteuweke hi patironi eka xipandzu xa phepha: swivumbeko swa yinhlamune hi tisayizi timbirhi – 5 hi mudyondzi ya leha na koma
- makhadi ya tipatironi lama nga na tipatironi ta mihlovohlovo leti nga hetisekangiki eka rixaxa rin'wana na rin'wana (mihlovo yimbirhi kumbe yinharhu)
- tipetali ta swiluva na matluka swa phepha (16 hi mudyondzi un'wana na un'wana)
- makhadi ya tipatironi ta swiluva
- tidomino.



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.



Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Tibuloko ta Unifix
- Xiphemu xa phepha ra A3 ku endla thanele ya xitimela
- Xitimela xa tipatironi ta Unifix

XITSUNDZUXO

Vutisa vadyondzi loko va nga tsundzuka leswaku i nomboro mani leyi a va hlayela kufika eka yona va nga si ya eku wiseni ka swikolo, na leswaku i nomboro mani leyi a va hlayela kuya endzhaku kusuka eka yona.



XITSUNDZUXO

Vekela thanele eka ndhawu ya tibuloko kutani u khutaza vadyondzi ku endla switimela swa tipatironi swa vona vini.

1. **Risimu:** Vadyondzi va yimbelela risimu leri va ri tsakelaka kusuka eka kotara leyi nga hundza.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Komba vadyondzi xihondzo xa Unifix lexi endliweke hi nkombo wa tibuloko.

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku ku na tibuloko tingani ti endleke xihondzo lexi?

Vadyondzi va kumbetela nhlayo ya tibuloko. Susa tibuloko leti yin'we hi nkarhi loko vadyondzi va ri karhi va ti hlayela.

4. **Xana i yini lexi xi endlaka patironi:** Vekela xitimela xa tipatironi ta Unifix endzeni ka thanele. Koka xitimela lexi hi ku nonoka kutani u kombela vadyondzi ku vona leswaku i patironi yihi leyi yi tumbulukaka.

Swivutiso swo letela:

- ★ Xana u vona yini?
- ★ Xana i buloko ya muhlovo muni u ehleketaka leswaku yi ta landzela ku humelela ethaneleni? Hikwalahokayini?
- ★ Xana leyi i patironi? Xana i yini lexi xi yi endlaka patironi?

Kongomisa miehleketo ya vadyondzi eka xiphemu lexi vuyelela lexi xi endlaka patironi.

Endla xitimela xin'wana hi tibuloko ta Unifix lexi xi nga riki na patironi. Vuyelela nghingiriko lowu hi xitimela na thanele.

Swivutiso swo letela:

- ★ Xana leyi i patironi? Ndzi byele leswaku hikwalahokayini swoleswo.
- ★ Xana u nga kota ku vona tipatironi tihi kumbe tihi ekamareni ro dyondzela?

Vadyondzi va endla mfambo wa patironi ehandle kutani va kanela tipatironi leti.

- ★ Xana wa kota ku vona patironi? Ndzi byele hi mayelana na yona.
- ★ Xana ku na patironi eka ...?
- ★ Xana i yini lexi xi yi endlaka patironi?
- ★ Xana i xiphemu xihi xa patironi xi vuyelelaka?
- ★ Xana u nga kota ku twa tipatironi tihi kumbe tihi? Ndzi byele leswi u swi twaka.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

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?

Siku ra 2

Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi* (pheji ya 191)
- Khadi ra tipatironi leri nga na mathonsi ya mihlovohlovo

 XITSUNDZUXO

Tsundzuka ku vulavula hi mayelana na nongonoko wa siku na siku. Tsundzuka ku endla khalendara, masiku ya vhiki, tin'hweti ta lembe na chati ya masiku ya ku velekiwa siku rin'wana na rin'wana.

1. **Rhayimi:** Vulani ndzimana ya vun'we ya rhayimi, *I nkarhi wa tipatironi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va hlayela kusuka eka 1 kufika eka 7 va ri karhi va phokotela swandla na nakuloni.
4. **Tipatironi ta mipfumawulo kusuka eka tipatironi to voniwa:** Komba vadyondzi khadi ra tipatironi. Kombetela nthonsi rin'wana na rin'wana kutani mi vula mihlovo leyi swin'we. Kanelani patironi leyi.

Swivutiso swo letela:

- ✦ Xana u nga kota ku vona patironi?
- ✦ Ndzi byele hi mayelana na patironi leyi.
- ✦ Xana i xiphemu xihhi xa patironi xi vuyelelaka?
- ✦ Xana i yini lexi nga ta landzela eka patironi leyi?

Vadyondzi va tirhisa patironi yo voniwa ku endla patironi ya mpfumawulo, tanihi xikombiso, phokotela swandla eka tshwuka, thokoza tintiho eka xitshopana.

- ✦ Xana i mpfumawulo muni lowu hi faneleke ku wu endla eka xirhendzevutana xo tshwuka/xitshopana?
- ✦ Xana i mpfumawulo wihi lowu faneleke ku landzela?
- ✦ Xa i mpfumawulo yihi yin'wana u nga ta tsakela ku yi endla?

Vadyondzi va ringanyeta mianakanyo ya tipatironi ta mipfumawulo yin'wana, hi ku tirhisa khadi ra tipatironi to fana.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3

Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi* (pheji ya 191)
- Lapi/thawula
- 6 wa mihandzu leyikulu ya vumba byo tlangisa

1. **Rhayimi:** Vulani tindzimana ta vun'we na ta vumbirhi ta rhayimi, *I nkarhi wa tipatironi*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Tirhisa choko ku dirowa layini yo thwixama efulorweni. Ntlhanu wa vadyondzi va yima eka tlhelo rin'we ra layini.

Swivutiso swo letela:

- ✦ Xana ku na vadyondzi vangani?
- ✦ Loko hi engetela mudyondzi un'wana un'we xana ku ta va na vangani?
- ✦ Na mudyondzi un'wana un'we?
- ✦ Xana hi faneleke ku endla yini loko hi lava mune wa vadyondzi ntsena?



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. **Ku kuma xiphemu lexi kayivelaka xa patironi:** Tirhisa mihandzu ya vumba byo tlangisa ku tumbuluxa patironi. Kombetelani swin'we nchumu wun'we kutani mi vula patironi.

Swivutiso swo letela:

- ✦ Xana i yini xi landzelaka?
- ✦ Xana patironi leyi i yini?

Funengeta mihandzu hi lapi kutani u susa xiphemu xin'we xa muhandzu. Susa lapi.

- ✦ Xana i muhandzu wihi wu kayivelaka eka patironi leyi?
- ✦ Xana i muxaka muni wa mihandzu wu faneleke ku landzela eka patironi leyi? Hikwalahokayini?

Vuyelani nghingiriko lowu ko talanyana, mi ri karhi mi susa mihandzu eka swiphemu swo hambanahambana swa patironi leyi na/kumbe mi engetela nhlayo ya mihandzu leyi kayivelaka nkarhi wun'wana na wun'wana.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi* (pheji ya 191)
- 4 wa mitlawa ya swichayan – 1 hi mudyondzi

1. **Rhayimi:** Vulani rhayimi, *I nkarhi wa tipatironi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va teka swichayana. Vadyondzi hinkwavo lava nga na muxaka wo fana wa swichayana va tshama hi ntlawa. Tlaga nkombo wa migigelo eka ndzhumba.

Swivutiso swo letela:

- ✦ Xana i migigelo yingani u yi tweke?
- ✦ Xana u swi tiva njhani?

Ku sungula hi 1, ntlawa wun'wana na wun'wana wu endla nghigelo wun'wana wun'we kutlula ntlawa lowo sungula, kufikela loko ntlawa wun'we wu fika eka 7.



4. **Tipatironi ta ncino:** Avanyisa vadyondzi hi mitlawa. Nyika ntlawa wun'wana na wun'wana xichayana xa vuyimbeleri xo hambana. Mitlawa yi endla mipfumawulo hi swichayana swa yona kutani yi hlamusela mipfumawulo leyi. Endzhakukaswona va fananisa mipfumawulo leyi swichayana swo hambanahambana swi yi endlaka.

Swivutiso swo letela:

- ✦ Xana xichayana xa nwina xi pfuma kufana na yini?
- ✦ Xana mi nga kota ku endla mpfumawulo wo olova/huwa; mpfumawulo wo hatlisa/nonoka?
- ✦ Xana swichayana leswi swi pfuma njhani ku fana/hambana?

XITSUNDZUXO

Loko u ri hava swichayana, tirhisani tibuloko, mathini, swimhandzana na swiphemu swa phepha, kumbe vadyondzi va nga tirhisa miri ya vona, tanihi xikombiso, ku gima mikondzo efulorweni kumbe ku phakata milenge ya vona.

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.

Endla patironi ya vuyimbeleri hi xichayana, tanihi xikombiso, huwa, olova, olova, huwa, olova, olova. Mitlawa yi tlanga swin'we na wena. Mitlawa ya siyerisana ku kopunula na ku ndlandlamukisa tipatironi ta mipfumawulo. Mitlawa yi tumbuluxa tipatironi tintshwa, tanihi xikombiso, huwa, huwa, olova, huwa, huwa, olova.

- ✦ Xana i patironi muni yintshwa hi nga yi endlaka?
- ✦ Xana i mpfumawulo wihi lowu faneleke ku ta eka vun'we?
- ✦ Xana i kangani hi faneleke ku endla mpfumawulo wolowo?
- ✦ Xana hi fanele ku yi yisa njhani emahlweni?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5

Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi* (pheji ya 191)
- Xichayana xa vuyimbeleri

1. **Rhayimi:** Vulani rhayimi, *I nkarhi wa tipatironi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Tlanga xichayana loko vadyondzi va ri karhi fambafamba. Loko vuyimbeleri byi yima, huwelela nomboro leyi nga exikarhi ka 1 na 7. Vadyondzi va vumba mitlawa ya tisayizi to hambanahambana hi ku ya hi nomboro leyi.
4. **Ku ndlandlamukisa tipatironi to khomeka:** Hlawula tsevu wa vadyondzi ku endla patironi ya miri, tanihi xikombiso, vambirhi va tshama, un'we a yima, vambirhi va tshama, un'we a yima. Kanelani patironi leyi.

Swivutiso swo letela:

- ✦ Xana leyi i patironi?
- ✦ Xana u nga kota ku hlamusela patironi ya wena?
- ✦ Xana hi xixi xiphemu lexi vuyelelaka xa patironi leyi?
- ✦ Xana hi nga yi ndlandlamukisa njhani patironi leyi?

Vadyondzi va ya emahlweni na patironi leyi hi ku yima kumbe ku tshama.


- ✦ Xana i yini lexi nga ta landzela?
- ✦ Xana un'wana a nga tikatsa eka layini leyi? Xana u ta endla yini? Vuyelela nghingiriko lowu hi ku tirhisa swirho swa miri swin'wana, tanihi xikombiso, ku khinsama na ku etlela ehansi.

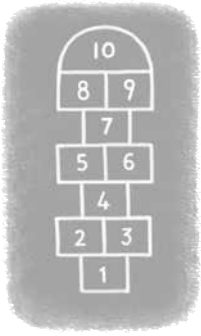
Hlawula nhungu wa vadyondzi ku tiveketela hi voxe hi patironi ya vona vini.

- ✦ Xana mi xi tekile njhani xiboho xa leswi mi faneleke ku swi endla swa patironi ya n'wini vini?
- ✦ Xana i patironi muni leyi mi yi endleke? Xana mi swi tiva njhani leswaku leyi i patironi?
- ✦ Xana hi nga yi ndlandlamukisa njhani patironi leyi?

Vadyondzi van'wana va tikatsa eka layini leyi kutani mi ndlandlamukisa patironi leyi.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

 **XITSUNDZUXO**
Tiyisisa leswaku ku na mifambafambo leyi vadyondzi hinkwavo va kotaka ku teka xiave eka yona, ku katsa na vadyondzi va mitsandzeko yo tirhisa swirho swa miri.



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?

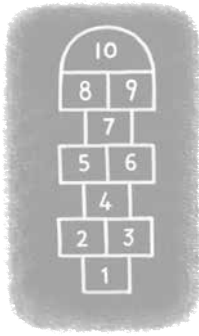
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

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?





Mpfanganiso

Ririmi ra le Kaya: Ku Tsala ka Masungulo: Dirowa tipatironi.

Swikili swa Vutomi: Nhluvukiso wo tirhisa swirho swa miri leswitsongo: Kuma, kopunula na ku ndlandlamukisa tipatironi leti nga eka mbangu. Nhluvukiso wo tirhisa swirho swa miri leswikulu: Penda giridi ya openi ehandle kumbe u dirowa ehansi hi choko. Vadyondzi va tlula etibulokweni ta giridi va ri karhi va landzelela malongolokelo ya tinomboro, va jitama hi mikondzo yi ri swin'we kumbe yi hambanile, swi ri karhi swi lawuriwa hi nhlayo ya tibuloko leti nga eka rixaxa rin'wana na rin'wana ra giridi.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 6 wa michumu ya masiku hinkwawo – Khadi ra tipatironi ra 'Xana ku kayivela yini?'
- Thireyi – Khadi ra tipatironi ta Unifix
- Mfuku ya mudyondzi un'wana na un'wana leyi nga na: – Tibuloko ta Unifix
- Vuhlalu bya swivumbeko (*Khiti ya Swipfuno*) – 10 ra tibuloko ta swihlawulekisi

1. **Vuhlalu bya swivumbeko:** Kombela vadyondzi ku komba nhlayo ya vuhlalu exikarhi ka 1 na 7. Vadyondzi va veketela vuhlalu lebyi hi maveketelelo yo hambanahambana ya nhlayo yo fana.

Swivutiso swo letela:

- ✦ Xana i vuhlalu byingani byo tshwuka/xitshopana?
- ✦ Xana u nga kota ku ndzi komba vuhlalu bya nkombo?
- ✦ Ndzi kombe vuhlalu bya mune. Xana hi swihi leswi u swi endleke ku endla mune?
- ✦ Xana hi swihi leswi u faneleke ku swi endla ku va na tsevu wa vuhlalu?

2. **Xana ku kayivela yini? (Ntlangu wa Kim):** Vekela ntlhanu wa michumu ethireyini, wun'we hi nkarhi loko vadyondzi va ri karhi va hlalela.

Swivutiso swo letela:

- ✦ Xana i yini lexi ndzi nga xi veka eka vun'we ethireyini?
- ✦ Xana i yini lexi ndzi nga xi veka xo landzela ethireyini?
- ✦ Xana i yini lexi ndzi nga xi veka xo hetelela ethireyini?

Sweswi vadyondzi va fanele ku languta ethireyini kutani va ringeta ku tsundzuka leswaku i michumu yihi leyi yi nga eka yona. Funengeta thireyi hi lapi endzhakukaswona u susa nchumu wun'we. Funungula lapi. Vadyondzi va vula nchumu lowu wu kayivelaka. Vuyeleda, susa nchumu wo hambana nkarhi wun'wana na wun'wana.

3. **Xana ku kayivela yini? patironi:** Vadyondzi va teka khadi ra tipatironi ra 'Xana ku kayivela yini?' kusuka emfukwini ya vona. Va vula leswaku i xiphemu xihhi xa patironi xi kayivelaka kutani va lulamisa tibuloko ta vona ta swihlawulekisi ku kopunula patironi leyi, va tatisa xiphemu lexi kayivelaka.

Swivutiso swo letela:

- ✦ Xana i yini xi taka eka vun'we/landzelaka/hetelela?
- ✦ Xana ku kayivela yini?



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. **Ku kopunula na ku ndlandlamukisa**

patironi ya vona vini: Vadyondzi va tirhisa tibuloko ta Unifix ku kopunula na ku ndlandlamukisa patironi kusuka eka khadi ra tipatironi ta Unifix (to thwixamela ehenhla na to hingakanya).

Swivutiso swo letela:

- ✦ Xana i yini xi taka emahlweni/endzhaku/landzelaka?
- ✦ Xana u nga kota ku hetisa patironi leyi?
- ✦ Xana i xiphemu xihi xa patironi xi vuyelelaka?



XITSUNDZUXO

Loko patironi ya swihlawulekisi swimbirhi yi tika kutlula mpimo eka vadyondzi, va nga endla patironi hi xihlawulekisi xin'we.

5. **Tumbuluxa patironi ya wena n'wini:** Vadyondzi va tumbuluxa patironi hi swihlawulekisi swa tibuloko kutani va hlamusela hi vutalo patironi ya vona. Tanihi xikombiso:

- ✦ Xihlawulekisi xin'we: xivumbeko: xirhendzevutana, xikwere, yinhlantarhu.
- ✦ Swihlawulekisi swimbirhi: muhlovo na xivumbeko: xirhendzevutana xo tshwuka, xikwere xa xitshopana, yinhlantarhu ya rihlaza.

Swivutiso swo letela:

- ✦ Xana u nga kota ku hlamusela patironi ya wena?
- ✦ Xana i yini lexi xi yi endlaka patironi?
- ✦ Xana u nga yi yisa njhani emahlweni patironi ya wena?

Endla nongoloko wa tibuloko ta swihlawulekisi leti nga riki patironi.

- ✦ Xana leyi i patironi? Ndzi byele leswaku hikwalahokayini swi nga ri tano.



Kamba leswaku vadyondzi va kota ku:

- tlhantlha na ku vumba tinomboro exikarhi ka 1 na 7
- tumbuluxa na ku hlamusela patironi ya yena n'wini hi mihlovo na swivumbeko swinharhu
- ndlandlamukisa patironi to vuyelela
- hlamusela hi vutalo loko xin'wana xi ri patironi kumbe xi nga ri yona
- komba xiphemu xa patironi lexi xi vuyelelaka

Xitichi xo tirhela xa 1



Leswi lavekaka

- Switiripi swa phepha swa mihlovohlovo swo 'leha' na 'koma' leswi namarheteke eka xipandzu xo leha xa phepha
- Swipandzu swo leha swa phepha – 1 hi mudyondzi
- Swivumbeko swa yinhlamune leswi tsemiweke hi tisayizi: 'leha' na 'koma'
- Xinamarhete

Vadyondzi va namarheta switiripi swa phepha ku kopunula endzhaku ka swona va ndlandlamukisa patironi.

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.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Makhadi ya tipatironi lama nga na tipatironi ta mihlovohlovo leti nga hetisekangiki eka rixaxa rin'wana na rin'wana
- Pende, bulachi yo penda
- Phepha

Vadyondzi va tirhisa tipende ku kopunula na ku ndlandlamukisa tipatironi emakhadini. Va tumbuluxa tipatironi ta vona vini.



Xitichi xo tirhela xa 3

Leswi lavekaka

- Makhadi ya tipatironi ta swiluva
- Tipetali ta swiluva swa phepha na switsemiwa matluka (16 swa xin'wana na xin'wana hi mudyondzi)
- Tikhirayoni
- Xinamarheti, tibulachi
- Xitiripi xa phepha hi mudyondzi



Vadyondzi va namarheta tipetali ta swiluva na matluka ephepheni ku kopunula na ku ndlandlamukisa patironi leyi. Va tirhisa tikhirayoni ku khavisa pheji ya vona.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Sete ya tidomino

Vadyondzi va pananisa tidomino leti nga na nhlayo yo fana na nomboro ya mathonsi.



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

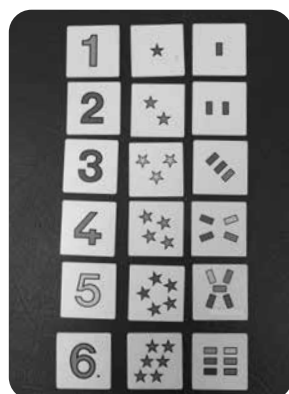
three fewer
enough

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.



Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Lemuka na ku kuma mifungho ya tinomboro na marito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

Vutivi byintshwa

- Nomboro ya 6
- Tala/ntsongo hi mbirhi/nharhu
- Mitlawa yo ringana
- Ku hlayela kuya emahlweni

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1
- Ku hlayela michumu 1–7
- Ku longoloxela tinomboro 1–5
- Tiyisisa nongoti wa tinomboro ta 1–5

Ntivarito wa matematiki wuntshwa

tsevu
tala hi mbirhi

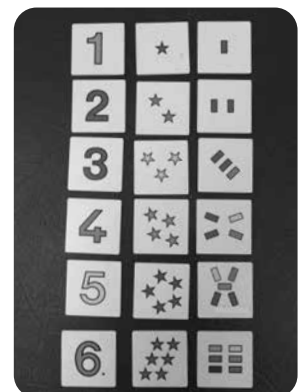
ntsongo hi nharhu
enela

ntsengo wo fana
hlanganisa eka

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- thempuleti ya xipendiwankhavisu xa tinomboro na thempuleti ya nomboro ya 6 (pheji ya 205)
- 5 wa makhadi ya mathonsi ya nomboro ya 6, 5 wa makhadi ya mifungho ya nomboro ya 6 na 5 wa makhadi ya marito ya nomboro ya 6
- 7 wa maribye lamakulu
- 7 wa masekwa ya vumba byo tlangisa/pulasitiki/khadibodo
- khadi ra mfungho wa nomboro ya 6 (layini ya tinomboro)
- 7 wa switsemiwa leswikulu swa khadibodo swa humba
- dayizi lerikulu leri endliweke hi bokisi
- thempuleti ya vumba byo tlangisa: Nomboro ya 6 (pheji ya 211) – 1 hi mudyondzi
- vumba byo tlangisa
- pheji ya A4 leyi nga tsalelangiki yi ri eka xilivhi xa pulasitiki – 1 hi mudyondzi
- khontheni ya tibuloko ta Unifix hi phere ya vadyondzi entlaweni
- makhadi ya tinomboro na ya swifaniso 1–6 lama pananaka – 1 hi mudyondzi.



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:

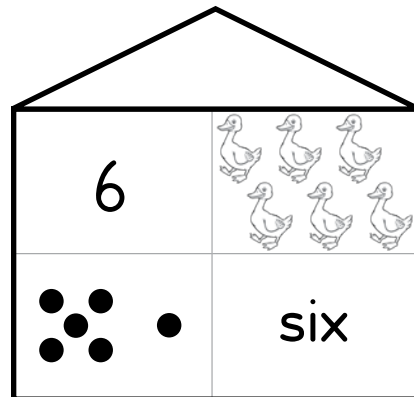
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

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.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi* (pheji ya 191)
- Xitori xa nomboro ya 6 (pheji ya 191)
- Thempuleti ya xipendiwankhavisu xa nomboro na thempuleti ya nomboro ya 6 (pheji ya 205)



Titoloveteni tinsimu na tirhayimi leti dyondziweke mavhiki lama nga hundza eka nongonoko wa siku na siku, tanihi xikombiso, ku tirhisa nkarhi wa xihambukelo.

1. **Rhayimi:** Vulani rhayimi, *I nkarhi wa tipatironi* eka Vhiki ra 1.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Kombela mudyondzi ku kavata kungarikungani kufana na sekwa.

Swivutiso swo letela:

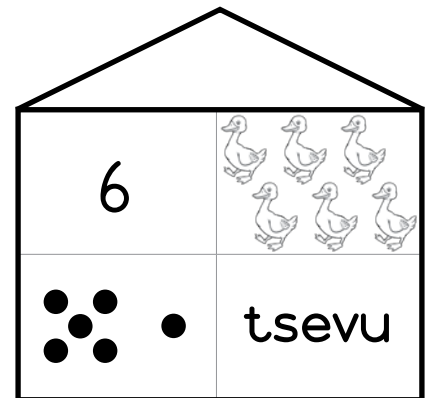
- ✦ Xana a ku ri ko tala/tsongo ehansi kankombo?
- ✦ Xana u swi tiva njhani?
- ✦ Xana hinkwerhu mi nga kota ku kavata kankombo?

4. **Ku tivisa nomboro ya 6:** Kombetela swipendiwankhavisu swa tinomboro ta 1–5.

Swivutiso swo letela:

- ✦ Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi landzelaka?
- ✦ Xana ku ta va na swo tala kumbe switsongo kutlula ntlhanu?

Rungula *Xitori xa nomboro ya 6*. Yindlu ya swiharhi hi wona nkongomo wa xitori lexi. Komba swiphemu swa xipendiwankhavisu xa tinomboro loko u ri karhi u vumba xitori xa swiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 6, tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhavisu eka yindlu ya swiharhi ekhumbini eka ndhawu ya matematiki. Hlayelani swin'we masekwa lama.



Swivutiso swo letela:

- ✦ Xana i mani a nga tshama a vona sekwa? Kwihi?
 - ✦ Xana i huwa muni leyi sekwa ri yi endlaka?
 - ✦ Xana u nga kota ku kwakwasela ka tsevu? Xana u nga dedeleka loko u ri karhi u kwakwasela?
 - ✦ Xana ku na masekwa mangani mo tala kutlula tintohe?
 - ✦ Xana ku na tinhutlwa tingani titsongo kutlula tintohe?
 - ✦ Loko sekwa rin'wana na rin'wana ri tlhotlhorha tandza, xana a ku ri na matandza mangani?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

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?

Siku ra 2

Leswi lavekaka

- Risimu: *Tsevu wa swisekwana* (pheji ya 191)
- 5 wa makhadi ya mathonsi ya nomboro ya 6, 5 wa makhadi ya mifungho ya nomboro ya 6 na 5 wa makhadi ya marito ya nomboro ya 6
- Makhadi ya swifaniso swa tinomboro, makhadi ya mifungho ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–6 (*Khiti ya Swipfuno*)

1. **Risimu:** Tivisa risimu, *Tsevu wa swisekwana*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Hlawula vadyondzi ku siyerisana ku kavata katsongo ehansi katsevu loko vadyondzi van'wana va ri karhi va phokotela. Fananisa nhlayo ya mikavato. Vutisa swivutiso swo fana tanihi le Siku ra 1. Vadyondzi hinkwavo va kavata kutani va hlayela loko u ri karhi u phokotela kusuka eka 1 kufika eka 7.
4. **Ntlangu wa makhadi ya mathonsi 1–6:** Komba makhadi ya swifaniso swa tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya mifungho ya tinomboro ta 1–6. Vadyondzi va tiveka hi mitlawa hi ku ya hi khadi leri u ri kombaka.
5. **Tafula ra matematiki:** Mitlawa ya tsevu wa vadyondzi yi hlengeleta tsevu wa michumu leyitsongo yo fana ehandle, tanihi xikombiso, swirhabyana kumbe matluka. Vadyondzi va vuya va ta tshama emeteni hi mitlawa ya vona. Ntlawa wun'wana na wun'wana wu vula leswaku i michumu yihi naswona i michumu yingani va yi kumeke. Kanelani ku fanana na ku hambana exikarhi ka mihlengelo ya vona. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya 6, khadi ra mfungho wa nomboro ya 6 kumbe khadi ra rito ra nomboro ya 6. Ntlawa wun'we hi nkarhi wu veka michumu ya wona na khadi ra nomboro ya 6 etafuleni.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

 XITSUNDZUXO

Loko ku vumbiwa mitlawa kanelani leswaku i mani a nga na yo enela ku ringana tsevu, i mo tala mangani, na swo kota sweswo.



Siku ra 3

Leswi lavekaka

- Risimu: *Tsevu wa swisekwana* (pheji ya 191)
- 7 wa maribye lamakulu
- 7 wa masekwa ya vumba byo tlangisa/pulasitiki/khadibodo
- Makhadi ya mathonsi 1–6 (*Khiti ya Swipfuno*)

1. **Risimu:** Yimbelelani risimu, *Tsevu wa swisekwana* kutani mi endla ntlangu hi rona.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Rungula xitori xo koma loko u ri karhi u vekela tsevu wa maribye na nkombo wa masekwa exikarhi ka xirhendzevutana laha vadyondzi hinkwavo va nga ta kota ku swi vona.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na maribye/masekwa mangani?
- ✦ Xana ku na masekwa yo tala/tsongo kumbe maribye yo tala/tsongo?
- ✦ Xana u swi tiva njhani?



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.



XITSUNDZUXO

Tsundzuxa vadyondzi lava nga khoma makhadi ku tikatsa na vona loko va hlayela nhlayo ya vadyondzi lava nga entlaweni.

4. **Makhadi ya mathonsi na ku longoloxela tinomboro 1–6:** Komba vadyondzi makhadi ya mathonsi ya 1–6. Nyika tsevu wa vadyondzi un'wana na un'wana khadi ra mathonsi kusuka eka 1 kufika eka 6. Va kombele ku endla mitlawa na vanghana va vona hi ku ya hi nhlayo ya mathonsi lama nga ekhadini ra vona.

Swivutiso swo letela:

- ✦ Xana ku ta va na vangani loko ntlawa wa vadyondzi vambirhi wu tikatsa na ntlawa wa vadyondzi vanharhu?
- ✦ Xana ku na ntlawa lowu wu nga na nhlayo yo fana ya vadyondzi eka ntlawa wa vona tanihi mitlawa yimbirhi leyi yi tikatsaniseke?

Vuyelela hi tinomboro tin'wana na vadyondzi van'wana. Vadyondzi lava va nga riki xiphemu xa ntlawa va veketela mitlawa leyi hi ku landzelelana kusuka eka 1 kufika eka 6.

- ✦ Xana i ntlawa wihi wu landzelaka?
- ✦ Xana i ntlawa wihi wu nga wo hetelela?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Risimu: *Tsevu wa swisekwana* (pheji ya 191)
- 7 wa masekwa ya vumba byo tlangisa/pulasitiki/khadibodo
- 7 wa tihumba ta khadibodo
- Layini ya tinomboro leyi nga na makhadi ya mifungo ya tinomboro ta 1–6

1. **Risimu:** Yimbelelani risimu, *Tsevu wa swisekwana* kutani mi endla ntlangu hi ntlawa wun'wana wa vadyondzi.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vekela nkombo wa masekwa na nkombo wa tihumba ta khadibodo laha vadyondzi hinkwavo va nga ta kota ku swi vona.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na tihumba/masekwa mangani?
- ✦ Xana ku na nhlayo yo fana ya tihumba tanihi masekwa?
- ✦ Xana ku na masekwa yo tala/ntsongo kumbe tihumba to tala/ntsongo? Xana u swi tiva njhani?

4. **Ncino wa nomboro ya 6:** Tumbuluxani swin'we ncino wa nomboro ya 6. Phokotela katsevu, tlulani katsevu, fambani kuya endzhaku tsevu wa magoza, na swo kota sweswo. Kombela vadyondzi ku nyika swiringanyeto.

5. **Ntlangu wa nomboro ya 6:** Vadyondzi va pfala mahlo ya vona loko u ri karhi u tumbeta tsevu wa masekwa ku rhendzeleka na kamara ro dyondzela. Vadyondzi va siyerisana ku hoxa dayizi. Loko ri wa hi nomboro ya 6, va lava sekwa. Nyika vuthala hi ku huwelela 'hisa' loko va ri ekusuhi swinene na ku kuma sekwa, 'titimela' loko va ri ekule na 'kufumela' loko va tshinela. Tlilasi yi hlayela swin'we masekwa lama loko ma ri karhi ma kumeka. Va vekela mifungo ya tinomboro leti pananaka 1–6 eka layini ya tinomboro. Mudyondzi u tirhisa sekwa rin'we ku tlula kusuka eka 1 kufika eka 6 eka layini ya tinomboro loko tlilasi yi ri karhi yi hlayela.

XITSUNDZUXO

Vuyelela mifambafambo yinharhu eka nongoloko kungarikungani u nga si engetela mifambafambo yintshwa.



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:

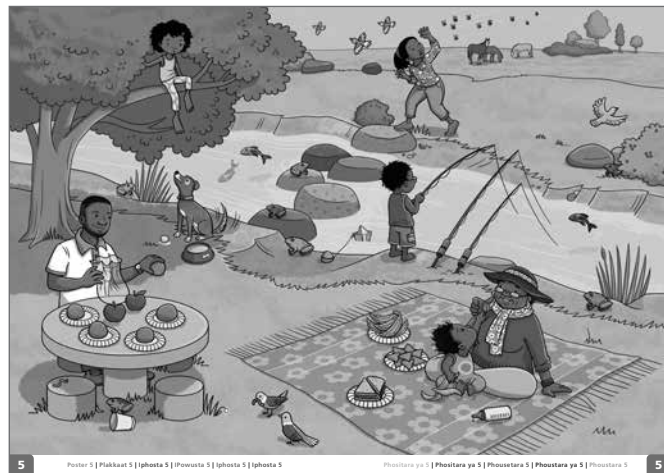
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

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.

Swivutiso swo letela:

- ✦ Xana i masekwa mangani lama hi nga ma kuma?
 - ✦ Xana i vadyondzi vangani va veke na nkarhi wa ku kuma sekwa?
 - ✦ Xana i masekwa mangani man'wana ha ha lavaka ku ma kuma ku endla tsevu entlaweni? Xana u swi tiva njhani?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5**Leswi lavekaka**

- Risimu: *Tsevu wa swisekwana* (pheji ya 191)
- Phositara ya 5
- 7 wa mabokisi ya swinambunambu swa vadyondzi
- Thepi yo namarheta/choko

1. **Risimu:** Yimbelelani risimu, *Tsevu wa swisekwana* kutani mi endla ntlangu hi rona.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Hlayelani swin'we nkombo wa vadyondzi loko va ri karhi va teka bokisi ra vona ra swinambunambu.

Swivutiso swo letela:

- ✦ Xana ku na vadyondzi vo tala kumbe mabokisi ya swinambunambu yo tala? Xana u swi tiva njhani?

Langutani swin'we endzeni ka mabokisi lama.

- ✦ Xana i bokisi rihi ra swinambunambu ri nga na swilo swimbirhi/swinharhu/mune/ntlhanu endzeni?
- ✦ Xana leswi swi tele kumbe i switsongo kutlula nkombo wa swilo?

4. **Ndlela yo tlulela:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa lerha emeteni leswaku vadyondzi va tluva ku xaxamela na rona loko tllasi yi ri karhi yi hlayela kusuka eka 1 kufika eka 6.

Swivutiso swo letela:

- ✦ Xana u nga kota ku tlulela eka nomboro leyi yi nga tala hi n'we/ntsongo hi mbirhi, tala hi mbirhi/ntsongo hi nharhu kutlula nomboro leyi u nga yima eka yona?
- ✦ Xana u nga kota ku yima eka nomboro ya 2/3/4 kutani u hlayela kusuka kona kuya emahlweni loko u ri karhi u tluva?

5. **Ku titoloveta 1–6:**

Kanelani Phositara ya 5. Vulavula hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku hi kwihi laha vanhu lava va nga kona?
- ✦ Xana ku na xilo xihi kumbe xihi exifanisweni lexi u xi voneke nkarhi lowu nga hundza?

**XITSUNDZUXO**

Loko vadyondzi va nga tirhisi mabokisi ya swinambunambu, tirhisa michumu yin'wana, tanihi xikombiso, mabokisi na tibuloko.

XITSUNDZUXO

Tekani nkarhi mi kanela tipikiniki. Fambafamba exikarhi ka vadyondzi u va komba 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?

 XITSUNDZUXO

Khutaza vadyondzi ku ehleketa hi swivutiso swa tinomboro leswi va nga ta tsakela ku swi vutisa.

- ✦ Xana u nga vona ntlhanu/tsevu, na swo kota sweswo swa xilo xihi kumbe xihi?
 - ✦ Xana u swi tiva njhani leswaku i ntlhanu/tsevu, na swo kota sweswo?
 - ✦ Xana i misinya yingani u yi vonaka? Xana i yingani yin'wana hi yi lavaka ku va na tsevu?
 - ✦ Xana i swinyenyana swingani u swi vonaka? Xana hi ta fanela ku endla yini ku va na tsevu wa swinyenyana? Tibanana ke?
 - ✦ Xana ku na tirholo to enela ta munhu un'wana na un'wana?
 - ✦ Xana hi swihi leswi hi nga swi endlaka ku endlela leswaku munhu un'wana na un'wana a kuma rholo?
 - ✦ Xana i maapula mangani u ma vonaka? Xana hi swihi leswi Papa a faneleke ku swi endla ku endlela leswaku vanhu hinkwavo va kuma xiphemu xa apula?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya: Switori, tinsimu na tirhayimi.

Swikili swa Vutomi: Nhluvukiso wa swirho swa miri leswikulu hinkwaswo na tlhelo.

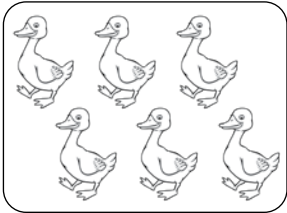
Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 6 wa masekwa
- 3 wa maribye lamakulu
- Xipendiwankhavisio xa nomboro ya 6
- Vumba byo tlangisa na tibodo
- Maphepha ya A4 na tipensele
- Mfuku hi mudyondzi leyi nga na:
 - Makhadi ya mifungo ya tinomboro ta 1–6 na makhadi ya marito ya tinomboro ta 1–6 (*Khiti ya Swipfuno*)
 - 7 wa swihlayeri swa swiharhi
 - Vuhlalu bya swivumbeko

1. **Ku ololoxa swiphiko:** Komba vadyondzi tsevu wa masekwa. Vekela maribye manharhu ekusuhi na masekwa lama manharhu.
Swivutiso swo letela:
 - ✦ Xana ku na masekwa mangani?
 - ✦ Xana ku na maribye mangani?
 - ✦ Xana ku na maribye yo enela ya sekwa rin'wana na rin'wana ku tshama eka rona?
 - ✦ Xana i masekwa mangani ma nga ta ka ma nga kumi ribye ra ku tshama eka rona?
 - ✦ Xana i maribye mangani man'wana hi ma lavaka leswaku sekwa rin'wana na rin'wana ri va na rin'we?
2. **Ku hlayela michumu 1–7:**
Swivutiso swo letela:
Vadyondzi va languta swiharhi leswi nga etimfukwini ta vona.
 - ✦ Xana u na swo tala kumbe switsongo kutlula tsevu wa swiharhi emfukwini ya wena?
 Vadyondzi un'wana na un'wana u hlayela swiharhi swa yena 1–7. Langutani xipendiwankhavisio xa tinomboro na vadyondzi.
 - ✦ Xana i nomboro yihi leyi hi nga eku dyondzeni hi mayelana na yona vhiki leri?
 - ✦ Xana nomboro leyi i yikulu kumbe yitsongo kutlula nhlayo ya swiharhi leswi u nga na swona?



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.

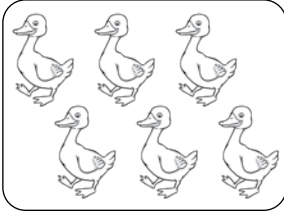
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Hlayelani swin'we masekwa lama nga eka xipendiwankhavisu xa swiharhi.

- ✦ Xana hi swihi leswi u fanelaka ku swi endla ku endlela leswaku u va na tsevu wa swiharhi entlaweni wa wena?
- ✦ Vuyisela swiharhi swiharhu emfukwini ya wena. Xana i swiharhi swingani u nga na swona sweswi emeteni lowu nga emahlweni ka wena?
- ✦ Xana i mahlo mangani swiharhi swa wena swiharhu swi nga na wona hinkwaswo ka swona? I tindleve tingani?

3. **Tala, ntsongo, ringana:** Vadyondzi va endla mitlawa yimbirhi hi tsevu wa swiharhi kusuka etimfukwini ta vona.

Swivutiso swo letela:

- ✦ Xana i ntlawa wihi wu nga na swo tala/switsongo?
- ✦ Xana i vamani va nga na nhlayo yo fana ya swiharhi entlaweni wun'wana na wun'wana?
- ✦ Xana hi swihi leswi mi fanelaka ku swi endla ku endla mitlawa ya n'wina yi ringana? (Loko a yi nga ringani.)

4. **Ku pananisa mifungho ya tinomboro 1–6 eka michumu:**

Vadyondzi va languta makhadi ya mifungho ya tinomboro ya vona kusuka emfukwini ya vona na le ka xipendiwankhavisu xa tinomboro.

Swivutiso swo letela:

- ✦ Xana u nga ndzi komba nomboro ya 1, 4, na swo kota sweswo?
- ✦ Xana u nga ndzi komba nomboro leyi yi taka emhlweni ka/endzhaku ka 3/5, na swo kota sweswo?

Tlangani ntlangu hi ku tumbeta swandla swa wena endzhaku ka nhlana wa wena. Komba exikarhi ka ritiho rin'we na tintiho ta tsevu. Vadyondzi va hlayela swiharhi ku panana na tintiho ta wena kutani va hlawula khadi ra mfungho wa nomboro leri pananaka na khadi ra rito ra nomboro leri pananaka. Vuyelelani kungarikungani.

5. **Vuhlalu bya swivumbeko:** Vadyondzi va tirhisa vuhlalu bya swivumbeko ku hlayela.

Swivutiso swo letela:

- ✦ Xana u nga ndzi komba mune wa vuhlalu, vuhlalu byo tala hi byimbirhi kutlula 4, vuhlalu byitsongo hi byinharhu kutlula 6, na swo kota sweswo?

Vadyondzi va khoma vuhlalu byimbirhi exandleni xa vona.

- ✦ Xana i vuhlalu byingani byin'wana u byi lavaka ku endla 4?
- ✦ Xana u nga engetela rihlalu rin'we rin'wana/byimbirhi byin'wana?
- ✦ Xana i vuhlalu byingani u nga na byona sweswi?
- ✦ Xana u nga susa rihlalu rin'we/byimbirhi?
- ✦ Xana i vuhlalu byingani u nga na byona sweswi?

6. **Ku titoloveta nomboro ya 6 hi ku tirhisa vumba byo tlangisa:**

Vadyondzi va endla mfungho wa nomboro ya 6 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 6.



Kamba leswaku vadyondzi va kota ku:

- hlayela michumu 1–7
- kuma tala, ntsongo kutani va endla mitlawa yimbirhi yo ringana
- lemuka, vula vito kutani u pananisa michumu eka mifungho ya tinomboro ta 1–6
- ololoxa swiphiso kufika eka 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.

XITSUNDZUXO

Vekela makhadi ya tinomboro etafuleni leswaku vadyondzi va kopunula loko layini ya tinomboro yi ri ekule kutlula mpimo.

Xitichi xo tirhela xa 1

Leswi lavekaka

- Pheji ya A4 leyi nga tsalelangiki yi ri eka xilivhi xa pulasitiki – 1 hi mudyondzi
- Tikhoki ta xitsalelo xo basa
- Lapi ra phere yin'wana na yin'wana ya vadyondzi
- Layini ya tinomboro
- Swihlayeri (*Khiti ya Swipfuno*)

Vadyondzi va tsala nomboro ya 1 hi tikhoki va ri karhi va tirhisa layini ya tinomboro tanihi xiletelo. Va hlayela va humesa nhlayo ya swihlayeri (n'we) ku panana na leyi. Vuyelelani hi tinomboro ta 2–6.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 6 (pheji ya 211) – 1 hi mudyondzi

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leyi.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Hi phere ya vadyondzi: – Dayizi rin'we
- Khontheni leyi nga na tibuloko ta Unifix

Vadyondzi va siyerisana hi vambirhimbirhi ku khunguluxa dayizi kutani va tlhandleka nhlayo leyi pananaka ya tibuloko ta Unifix ku endla xihondzo. Endzhakukaswona va khunguluxa dayizi nakambe kutani va engetela tibuloko ta Unifix eka xihondzo xa vona hi ku ya hi nomboro leyi nga edayizini.



XITSUNDZUXO

Leswi swi nga hlamuseriwa tanihi ntlangu wo koma kumbe wa nkumbulo loko vadyondzi va kota ku tlanga va ri voxo.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Makhadi lama pananaka ya tinomboro na ya swifaniso 1–6

Vadyondzi va hlawula makhadi. Va kuma makhadi ya tinomboro leti pananaka kumbe makhadi ya swifaniso leswi pananaka.

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

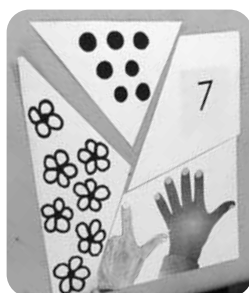
as many as

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).



Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Lemuka na ku kuma mifungho ya tinomboro na marito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

Vutivi byintshwa

- Nomboro ya 7
- Ku hlayela ka swanomu: kuya endzhaku 10–1
- Ku hlayela michumu 1–10

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 7–1
- Longoloxela tinomboro 1–6
- Tala/ntsongo hi mbirhi/nharhu
- Hlanganisa, susa
- Tiyisisa nongoti wa tinomboro ta 1–6

Ntivomarito wa matematiki wuntshwa

nkombo

swo tala tanihi

ku hambana exikarhi ka

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- thempuleti ya xipendiwankhavisu xa tinomboro na thempuleti ya nomboro ya 7 (pheji ya 207)
- 7 wa switsemiwa swa khadibodo swa machela (5 ya buraweni na 2 ya rihlaza)
- mugiva wa tinomboro lowu nga na makhadi ya mifungho ya tinomboro ta 1–7
- 5 wa makhadi ya mathonsi ya nomboro ya 7, 5 wa makhadi ya mifungho ya nomboro ya 7 na 5 wa makhadi ya marito ya nomboro ya 7
- makhadi ya mathonsi ya nomboro ya 7 lama nga na mathonsi lama veketeriweke hi ku hambanahambana eka rin'wana na rin'wana
- 7 wa makhadi ya A5 rin'wana na rin'wana ri ri na nomboro kusuka eka 1 kufika eka 7 na ngoti ku endla swibelanhan'wini swa tinomboro
- tinhongana ta vumba byo tlangisa
- makhadi ya mathonsi ya tinomboro ta 1–7, sete yin'we hi mudyondzi
- thempuleti ya vumba byo tlangisa: Nomboro ya 7 (pheji ya 213) – 1 hi mudyondzi
- vumba byo tlangisa – byo enela eka migingiriko yimbirhi
- 1 ya khapi ya phepha hi mudyondzi
- khontheni leyi nga na swipfalo swa mabodhlela/vuhlalu ku chela etikhapini
- pheji ya A4 hi mudyondzi leyi nga na xifaniso xa tijara timbirhi, leti leburaweke hi mfungho wa tinomboro exikarhi ka 1 na 7 (vona Xitichi xo tirhela xa 2)
- switsemiwa swo hambanahambana swa maphepha ya swiwitsi leswi pendiweke (vona Xitichi xo tirhela xa 2)
- swiphazamiso swa tinomboro (1–7).



Whole class activities

Day 1

What you need

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

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



TIP

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

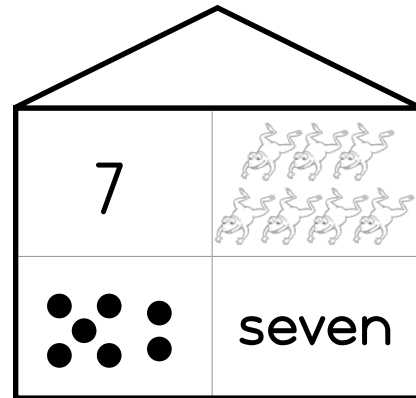
Guiding questions:

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

Guiding questions:

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

Tell the *Number 7 story*. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 7, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to number 6 on the wall in the maths area. Count the frogs together.



Guiding questions:

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

Dramatise being a frog.

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

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



TIP

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

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- *Xitori xa nomboro ya 7* (pheji ya 193)
- Thempuleti ya xipendiwankhavisu xa nomboro na thempuleti ya yindlu ya nomboro ya 7 (pheji ya 207)

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Yimisela ritiho rin'we henhla hi nkarhi kutani mi hlayela swin'we 1–10. Vadyondzi va hundzulukela eka nakuloni kutani va siyerisana ku hlayela tintiho ta lowun'wana.



Loko swi koteka, kombela vadyondzi ku ta na phere ya swimandlamandla exikolweni. Komba xikombiso kutani mi kana leswi va swi twisisa hi rito 'phere' (sete ya swilo swimbirhi leswi tirhisiweke swin'we). Va nga ehleketa hi tiphere leti nga emirini ya vona, tanihi xikombiso, swandla, milenge, mahlo, na swo kota sweswo.

Swivutiso swo letela:

- ✦ Xana u na tintiho tingani eka swandla haswimbirhi?
- ✦ Xana hi swihi swin'wana hi nga na khume ra swona emirini ya hina?

4. **Ku tivisa nomboro ya 7:** Kombetela swipendiwankhavisu swa tinomboro ta 1–6.

Swivutiso swo letela:

- ✦ Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi landzelaka?
- ✦ Xana ku ta va na swo tala kumbe switsongo kutlula tsevu?

Rungula *Xitori xa nomboro ya 7*. Komba swiphemu swa xipendiwankhavisu xa tinomboro loko u ri karhi u vumba xitori xa swiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 7, tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhavisu eka yindlu ya swiharhi ekhumbini ekusuhi na nomboro ya 6 eka ndhawu ya matematiki. Hlayelani swin'we machela lama.

Swivutiso swo letela:

- ✦ Xana ku na machela mangani mo tala kutlula masekwa?
- ✦ Xana ku na tintohe tingani titsongo kutlula machela?
- ✦ Xana i nomboro mani leyi yi taka emahlweni ka $5/6$; endzhaku ka $3/4$, na swo kota sweswo?

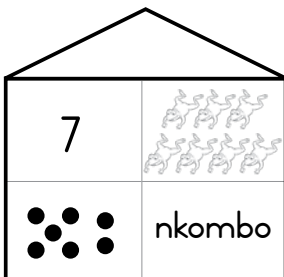
Endlani ntlangu wa ku va chela.

- ✦ Xana i huwa muni leyi chela ri yi endlaka?
- ✦ Xana u nga kota ku ndzi komba hilaha ya fambaka/dyaka hakona?
- ✦ Xana i mahlo mangani lama chela rin'we/machela mabirhi/machela manharhu/ma nga ta va na wona?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.



U nga si tivisa vutivi byintshwa, vutisa vadyondzi leswaku i nomboro yihi leyi a va hlayela kuya endzhaku kusuka eka yona, na leswaku i michumu yingani leyi a va hlayela kufika eka yona.



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.

Siku ra 2

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- Risimu: *Xin'we lexitsongo, swimbirhi leswitsongo* (pheji ya 193)
- Makhadi ya mathonsi ya tinomboro, makhadi ya swifaniso
- ya tinomboro na makhadi ya mifungho ya tinomboro 1–7 (*Khiti ya Swipfuno*)
- 5 wa makhadi ya mathonsi ya nomboro ya 7, 5 wa makhadi ya mifungho ya nomboro ya 7 na 5 wa makhadi ya marito ya nomboro ya 7

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza* kutani mi endla ntlangu hi rona.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Yimbelelani, *Xin'we lexitsongo, swimbirhi leswitsongo* mi ri karhi mi komba tintiho 1–10.
4. **Ntlangu wa makhadi ya mathonsi 1–7:** Tlangani 'ntlangu wa ku ntlawahata' kusuka eka Vhiki ra 2 (pheji ya 45: Nghingiriko wa 4, Siku ra 3) ku endla vadyondzi va va hi mitlawa ya nkombo. Tirhisa makhadi ya mathonsi ya tinomboro, makhadi ya swifaniso ya tinomboro na makhadi ya mifungho ya tinomboro ta 1–7.
5. **Tafula ra matematiki:** Mitlawa ya nkombo wa vadyondzi yi hlengeleta michumu leyitsongo yo fana endzeni kumbe ehandle ka kamara ro dyondzela, tanihi xikombiso, tibuloko, tikhoki, maribye kumbe timatheriyali leti nga ha pfuniki nchumu. Vadyondzi va vuya va ta tshama emeteni hi mitlawa ya vona. Ntlawa wun'wana na wun'wana wu vula leswaku i yini, naswona i swingani, leswi va swi kumeke. Kanelani ku fanana na ku hambana exikarhi ka mihlengelo. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya 7, khadi ra mifungho wa nomboro ya 7 na khadi ra rito ra nomboro ya 7. Ntlawa wun'we hi nkarhi wu veka michumu ya wona na makhadi ya nomboro ya 7 etafuleni.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.


 XITSUNDZUXO

Vadyondzi va nga hlengeleta nkombo wa michumu leyi nga ha pfuniki nchumu kusuka ekaya kumbe erivaleni ra mitlangu leswaku yi vuyelerisiwa.

Siku ra 3

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- 7 wa switsemiwa swa khadibodo swa machela
- Makhadi ya mathonsi 1–7
- Makhadi ya mathonsi ya 7 (lama nga na maveketelelo ya mathonsi yo hambanahambana)
- Swipendiwankhaviswa tinomboro 1–6
- Xipendiwankhaviswa xa tinomboro: Nomboro ya 7 (pheji ya 207)

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza*. Tirhisani swifaniso loko mi ri karhi mi yimbelela risimu leri.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 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. **Makhadi ya mathonsi na ku landzelelanisa 1–7:** Hi ku nonoka komba makhadi ya mathonsi ya 1–7. Va phokotela loko va vona khadi leri nga na nkombo wa mathonsi. Komba vadyondzi mikatsano ya makhadi ya mathonsi lama vumbaka nkombo. Sungula hi makhadi ya mathonsi ya 3 na 4.

Swivutiso swo letela:

- ✦ Xana ku na mathonsi mangani? (3)
- ✦ Xana ku na mathonsi mangani? (4)
- ✦ Xana ku na mathonsi mangani loko hi vekela makhadi ya (3 na 4) swin'we? Vuyelalani hi mikatsano ya makhadi ya mathonsi yin'wana.
- ✦ Xana ku na makhadi wahi kumbe wahi lama hi nga ma tirhisangiki lama hi nga ma vekaka swin'we ku vumba nkombo wa mathonsi? Vekela makhadi ya mathonsi laha vadyondzi va nga ta kota ku ma vona. Va siyerisana ku hlawula makhadi mambirhi lama ma vumbaka nomboro ya 7. Komba makhadi ya mathonsi ya 7 lama ma nga na maveketelelo yo hambanahambana ya mathonsi.

Swivutiso swo letela:

- ✦ Xana ku na mathonsi mangani ekhadini rin'wana na rin'wana? Vadyondzi va siyerisana ku pananisa makhadi ya 1–7 eka tinomboro leti nga eka swipendiwankhaviswa swa tinomboro. Va ma vekela hi nadzelelano lowu nga lulama ekhumbini.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- 15 wa tiphere ta swimandlamandla kumbe switsemiwa swa swandla swa khadibodo
- 7 wa swibelanhan'wini swa tinomboro ta 1–7
- 7 wa machela ya khadibodo
- Swipendiwankhaviswa swa tinomboro 1–7

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza* swin'we kutani mi languta swipendiwankhaviswa swa tinomboro ta 1–7.

Swivutiso swo letela:

- ✦ Xana i tiyindlu tingani u kotaka ku ti vona?
- ✦ Xana ku na machela mangani eka risimu leri?
- ✦ Xana hi na tiyindlu to enela ku nghenisa chela rin'we eka yindlu yin'wana na yin'wana?

Vadyondzi va khomanisa chela eka yindlu yin'wana na yin'wana.

2. **Ku hlayela ka swanomu:** 1–20 na 10–1.

3. **Ku hlayela michumu 1–10:** Vadyondzi va hlayela tintiho leti nga eka phere ya swimandlamandla.

Swivutiso swo letela:

- ✦ Xana ku na tintiho to tala eka swimandlamandla tanihi leti u nga na tona eswandleni swa wena?
- ✦ Xana u tshama u vona swimandlamandla leswi swi nga na tintiho to tala/ntsongo kutlula khume?

4. **Ku titoloveta na ku landzelelanisa 1–7:** Tumbuluxa ncino wa 'Nomboro ya 7', tanihi xikombiso, gima kankombo, pfumela hi nhloko kankombo kutani u khinya kankombo.

XITSUNDZUXO

Leswi swi nga endliwa hi vambirhimbirhi, hi mitlawa leyitsongo kumbe hi un'weun'we swi ri karhi swi lawuriwa hi nhlayo ya tiphere ta swimandlamandla. Tirhisa switsemiwa swa khadibodo loko vadyondzi va nga ti na swimandlamandla.

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.

XITSUNDZUXO

Kanelani na vadyondzi leswaku hikwalahokayini va fanele ku huwelela ntsongo hi 'n'we kutlula' nomboro leyi nga tsariwa eka xibelanhan'wini xa vona.

Nkombo wa vadyondzi va ambala xibelanhan'wini xa nomboro lexi nga na nomboro kusuka eka 1 kufika eka 7 eka xona. Vadyondzi lavan'wana va letela vadyondzi lava nkombo lava nga na swibelanhan'wini ku yima hi ku landzelelana kusuka eka 1 kufika eka 7. Endzhakukaswona mudyondzi un'wana na un'wana loyi a nga na xibelanhan'wini u tumbuluxa ntlawa ku panana na nomboro leyi nga eka xibelanhan'wini xa yena. Lava nga sala va hlayela tinomboro leti nga eka mitlawa leyi kutani va kombetela xipendiwankhavisio xa tinomboro lexi pananaka.

Swivutiso swo letela:

✦ Xana i vanghana vangani u fanelaka ku va huwelela loko u ri na nomboro ya $\frac{5}{6}$, na swo kota sweswo?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- 10 ra tiphere ta swimandlamandla kumbe switsemiwa swa swandla swa khadibodo
- Thepi yo namarheta kumbe choko
- Phositara ya 3
- Binibege

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza* swin'we.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Hlayelani swin'we khume ra vadyondzi ku tshama hi rixaxa kutani va u vekela phere yin'we ya swimandlamandla emahlweni ka mudyondzi un'wana na un'wana.

Swivutiso swo letela:

- ✦ Xana ku na tiphere tingani ta swimandlamandla emeteni?
- ✦ Xana ku na swo enela swa un'wana na un'wana wa vadyondzi lava khume?
- ✦ Xana hi nga swi kamba njhani?

4. **Ndlela yo tlulela:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa lerha emeteni leswaku vadyondzi va tlula ku xaxamela na rona loko tlilasi yi ri karhi yi hlayela 1–7.

Swivutiso swo letela:

- ✦ Xana u nga kota ku tlulela eka nomboro leyi yi nga nkulu hi n'we/ ntsongo hi mbirhi, nkulu hi mbirhi/ntsongo hi nharhu kutlula nomboro leyi u nga yima eka yona?
- ✦ Xana u nga kota ku yima eka nomboro ya $\frac{4}{5}$ / $\frac{6}{6}$ kutani u hlayela kusuka kona kuya emahlweni loko u ri karhi u tlula?
- ✦ Xana u nga kota ku hoxa binibege eka nomboro leyi yi nga nkulu hi n'we kutlula 6?

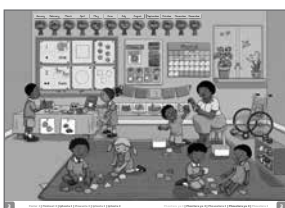
5. **Ku titoloveta 1–7:** Kanelani Phositara ya 3. Vulavula hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.

Swivutiso swo letela:

- ✦ Xana kamara lero dyondzela ri languteka ku fana/ku hambana hi ndlela yihi eka ra wena?
- ✦ Xana u nga kota ku vona nkombo/tsevu, na swo kota sweswo swa xilo xihhi kumbe xihhi?
- ✦ Xana ku na vadyondzi vo tala lava nga yima, kumbe vadyondzi vo tala lava nga tshama?
- ✦ Xana ku na misinya yingani eka chati ya masiku ya ku velekiwa leyi yi nga na kutlula vito rin'we?

XITSUNDZUXO

Boha phere yin'wana na yin'wana ya swimandlamandla kumbe switsemiwa swa swandla kun'we.



- ★ 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.

- ✦ Xana i tinomboro tihi hi nga ti hlanganisaka eka mugiva wa tinomboro? Hikwalahokayini tinomboro toleto?
 - ✦ Xana i nomboro mani leyi taka emahlweni ka/endzhaku ka/exikarhi ka _____?
 - ✦ Nkombo wa swinyenyana swi haha swi hundza hi le fasitereni. Loko hi kota ku vona mune, xana i swingani leswi nga haha swi hundza?
 - ✦ Vadyondzi vambirhi va na swivumbeko swa nkombo swin'we. Loko un'we wa vadyondzi lava a ri na ntlhanu wa swivumbeko, xana i swivumbeko swingani leswi mudyondzi lowun'wana a nga na swona?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Tumbuluxa switori na tinsimu hi mayelana na machela na tinomboro u ri karhi u tirhisa misumo leyi nga toloveleka.

Migingiriko ya ntlawa lowutsongo Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- | | |
|---|--|
| • 7 wa switsemiwa swa machela swa khadibodo | – Makhadi ya mathonsi ya tinomboro 1–7 |
| • 7 wa tinhongana ta vumba byo tlangisa (swibolwana swa vumba byo tlangisa) | – Makhadi ya mifungo ya tinomboro 1–7 na makhadi ya marito ya tinomboro 1–7 (<i>Khiti ya Swipfuno</i>) |
| • 2 wa swipfalo swa pulasitiki kumbe tipuleti ta phepha hi mudyondzi | – 7 wa swihlayeri |
| • Mfuku hi mudyondzi leyi nga na: | – Bolo ya vumba byo tlangisa |

1. **Swiphigo swa marito:** Langutani nkombo wa machela na nkomba wa tinhongana ta vumba byo tlangisa.
Swivutiso swo letela:
 - ✦ Tsevu wa machela rin'wana na rin'wana ri dya nhongana. Xana i tinhongana tingani ti nga sala?
 - ✦ Xana u swi tiva njhani? Ndzi bye le hilaha u kumeke nhlamulo ya wena hakona.
2. **Ku titoloveta tala kutlula, ntsongo kutlula, ringana na:** Langutani nkombo wa machela na nkombo wa tinhongana nakambe.
Swivutiso swo letela:
 - ✦ Xana nhlayo ya machela yi tele kutlula, yitsongo kutlula kumbe yi ringana na nhlayo ya tinhongana?
Hlayelani swin'we machela na tinhongana.
3. **Hlanganisa, susa:** Vadyondzi va tirhisa swihlayeri ku endla vuyimeri bya machela. Va kombele ku ku komba nkombo wa machela (hi ku tirhisa swihlayeri).
Swivutiso swo letela:
 - ✦ Xana i machela mangani ya nga ta sala loko u susa machela manharhu?
 - ✦ Loko hi hlanganisa machela mambirhi. Xana i machela mangani u nga na wona sweswi?
Vadyondzi va tirhisa swihlayeri leswi nga etimfukwini ta vona ku endla vuyimeri na ku ololoxa swiphigo – tanihi xikombiso:
 - ✦ Ntlhanu wa machela ma lava tinhongana. Machela man'wana i ya rihlaza kasi man'wana i ya buraweni. Mambirhi ya machela lama i ya buraweni. Xana i matlhelo mangani ya rihlaza?
 - ✦ Xana u swi tiva njhani? Ndzi bye le hilaha u kumeke nhlamulo ya wena hakona.

XITSUNDZUXO

Mikarhi hinkwayo kombela vadyondzi ku hlamusela hi vutalo hilaha va ololoxe ke hakona xiphigo, kumbe hilaha va kumeke tinhlamulo ta vona hakona.

- ★ 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

- ✦ Chela ra rihlaza ri na tinhongana timbirhi. Chela ra buraweni ri na tinhongana ta mune. Xana i tinhongana to tala tingani chela ra buraweni ri nga na tona kutlula chela ra rihlaza?
 - ✦ Xana u swi tiva njhani? Ndzi byele hilaha u kumeke nhlamulo ya wena hakona.
4. **Ku hlayela michumu 1–10 na 10–1:** Vadyondzi va endla na ku hlayela 10 ra tinhongana un'wana na un'wana. Va hlayela kuya endzhaku kusuka eka 10 kufika eka 1.
- Swivutiso swo letela:**
- ✦ Xana u nga ndzi komba 4/7, na swo kota sweswo?
5. **Ku titloveta tinomboro 1–7:** Vadyondzi va humesa khadi ra mfungho wa nomboro. Va aka xihondzo hi tibuloko ta Unifx ku panana na leswi. Va pananisa makhadi ya tinomboro ya vona na makhadi ya marito ya tinomboro eka mfungho wa nomboro wa vona na xihondzo.
- Swivutiso swo letela:**
- ✦ Xana xihondzo xa wena xi na nhlayo yo fana ya tibuloko ta Unifx tanihi nhlayo ya tinhongana leti ndzi nga na tona?
 - ✦ Xana xihondzo xa wena xi na nhlayo yo fana ya tibuloko ta Unifx tanihi nhlayo ya machela?
6. **Dludla kutani u tlhantlha:** Vadyondzi va tirhisa nkombo wa swihlayeri ku dludla kutani va tlhantlha. Kanelani hilaha vadyondzi va tlhantlheke hakona 7.
- Fananisani mitlawa hi ku kombela vadyondzi ku vekela swihlayeri swinharhu exipfalwini xin'we na mune eka lexin'wana.
- Swivutiso swo letela:**
- ✦ Xana i xipfalo xihhi xi nga na swihlayeri swo tala?
- Kombela vadyondzi ku vekela tsevu wa swihlayeri exipfalwini xin'we na xin'we eka lexin'wana.
- ✦ Xana i xipfalo xihhi xi nga na swihlayeri switsongo?
 - ✦ Xana xi na switsongo hi swingani?
- Kombela vadyondzi ku vekela mune wa swihlayeri exipfalwini xin'we na xin'we eka lexin'wana.
- ✦ Xana hi nga endla njhani leswaku swihlayeri leswi nga exipfalwini xin'wana na xin'wana swi ringana?
7. **Dayizi:** Khunguluxa dayizi. Vadyondzi va vula hi ku hatlisa nhlayo ya mathonsi lama nga edayizini.
8. **Ku titloveta nomboro ya 7 hi ku tirhisa vumba byo tlangisa:** Vadyondzi va endla mfungho wa nomboro ya 7 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 7.



Kamba leswaku vadyondzi va kota ku:

- hlayela michumu 1–10
- hlayela kuya endzhaku 10–1
- kuma tala, ntsongo, ringana
- lemuka, pananisa, vula vito na ku landzelelanisa makhadi ya mifungho ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro 1–7
- pananisa michumu na makhadi ya mathonsi 1–7
- ololoxa swiphigo swa nhlanganisa na susa kufika eka 7
- kuma mathonsi ya 1–6 lama nga edayizini

Workstation 1

What you need

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

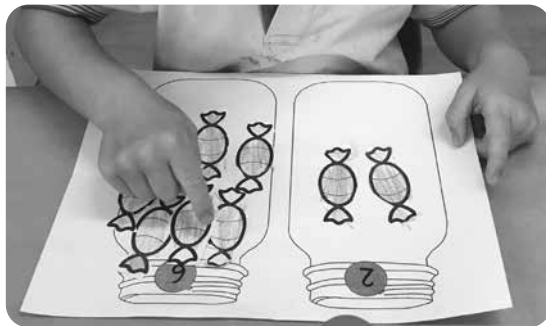
Learners use playdough to complete the template.

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.



Xitichi xo tirhela xa 1

Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 7 (pheji ya 213) – 1 hi mudyondzi

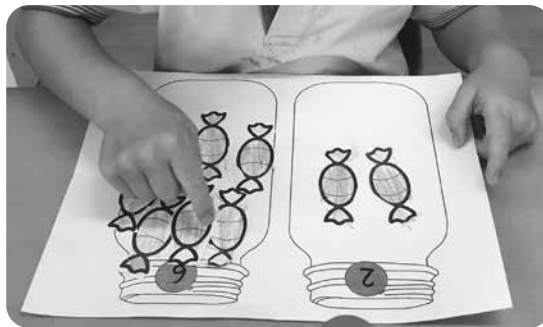
Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leyi.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Hi mudyondzi:
- Pheji ya A4 leyi nga na xifaniso xa tjara
 - Switsemiwa swo hambanahambana swa phepha swa swiwitsi leswi pendiweke
 - Xikero
 - Xinamarheti

Vadyondzi va 'chela' tjara hi nhlayo leyi nga lulama ya 'swiwitsi' ku yelana na nomboro leyi nga eka jara yin'wana na yin'wana.



Xitichi xo tirhela xa 3

Leswi lavekaka

- Khapi hi mudyondzi
- Dayizi hi phere ya vadyondzi
- Swipfalo swa mabodhlela/vuhlalu lebyi nga eka khontheni



Vadyondzi va siyerisana ku khunguluxa dayizi kutani endzhakukaswona va chela nhlayo yo fana ya michumu endzeni ka tikhapi ta vona tanihi nomboro leyi dayizi ri nga wa hayona. Xikan'wekan'we loko tikhapi ta vona ti tele, va khunguluxa dayizi ku chulula tikhapi ta vona.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Swiphazamiso swa tinomboro (1–7)



Vadyondzi un'wana na un'wana u hlawula xiphazamiso xa tinomboro. Va kuma nomboro leyi pananaka na swiphemu swa swifaniso leswi pananaka.

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

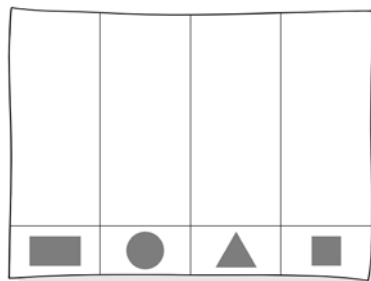
right
middle

rectangle

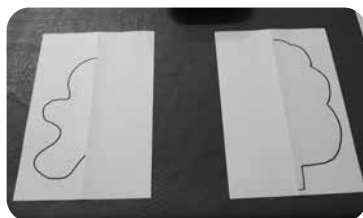
Getting ready

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.



Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)

Tinhlokomhaka

- Xiyimo, ndzetelo na matlhelo
- Swihlawulekisi swa swivumbeko swa 2-D na swa michumu ya 3-D
- Landzelela matlhelo

Vutivi byintshwa

- Swivumbeko: yinhlamune
- Tlhelo: ximatsi, xinene
- Xiyimo: xikarhi, hansi
- Ava michumu hi ku ya hi swihlawulekisi swimbirhi
- Swiphazamiso swa swiphemu swa khumenhungu

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1
- Swivumbeko: xirhendzevutana, xikwere, yinhlamharhu
- Ndzinganiso
- Tiyisisa nongoti wa tinomboro ta 1–7

Ntivomarito wa matematiki wuntshwa

ndzinganiso
ximatsi

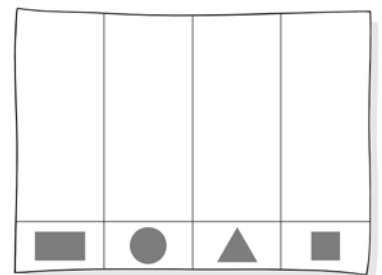
xinene
xikarhi

yiinhlamune

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- swivumbeko leswikulu swa khadibodo swa yinhlamune na xikwere (ndhawu ya matematiki)
- swivumbeko swa phepha: xirhendzevutana, xikwere, yinhlamharhu, yinhlamune – 1 hi mudyondzi
- mixakaxaka ya matluka – 1 hi mudyondzi
- buku ya swivumbeko (pheji ya 217) – 1 hi mudyondzi
- tinhlamune ta phepha ta tisayizi na mihlovo yo hambanahambana
- 8 wa swirhendzevutana swa khadibodo leswitsongo, 8 wa swikwere swa khadibodo leswitsongo, 8 wa tinhlamharhu ta khadibodo letitsongo na 8 wa tinhlamune ta khadibodo letitsongo to fana hi sayizi na tibuloko ta swihlawulekisi (leti tirhisiweke eka Kotara ya 2, Vhiki ra 8)
- swiphazamiso swa swiphemu swa khumenhungu (pheji ya 222)
- xipandzu xa A4 xa phepha leri nga na 4 wa tikholomu na xifaniso xa xivumbeko (yinhlamune, xirhendzevutana, yinhlamharhu, xikwere) ehansi ka kholomu yin'wana na yin'wana – 1 hi mudyondzi
- swifaniso leswi nga hetisekangiki.



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.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Nkombo wa machela ya matlhakatlhaka ya rihlaza* (pheji ya 193)
- Bolo
- Vuyimbeleri
- Bokisi lerikulu leri nga na xivumbeko xa yinhlamune
- Xiphemu lexikulu xa phepha
- Khoki
- Tichoko
- Tibuloko ta swihlawulekisi

1. **Risimu:** Yimbelelani risimu, *Nkombo wa machela ya matlhakatlhaka ya rihlaza*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima hi xirhendzevutana. Huwelela nomboro leyi nga exikarhi ka 1 na 10. Vadyondzi va siyerisana ku bambisa bolo hi ku ya hi nomboro leyi huweleriweke. Hlayelani swin'we nhlayo ya mibambo.
4. **Tiyisisa xirhendzevutana, xikwere na yinhlanmarhu:** Dirowa xirhendzevutana lexikulu, xikwere lexikulu na yinhlanmarhu leyikulu efulorweni. Vadyondzi va famba ku xaxamela na makumu ya swivumbeko leswi. Loko vuyimbeleri byi yima, va nghena eka xivumbeko lexi va fambaka eka xona.

Swivutiso swo letela:

 - ✦ Xana xivumbeko xa wena xi vitaniwa yini? Xana u swi tiva njhani?
 - ✦ Xana xivumbeko xa wena xi hambanile njhani na swivumbeko leswin'wana?
 - ✦ Xana xi na matlhelo/tikhona/mitontswu yingani?
5. **Ku tivisa yinhlamune:** Landzelerisa ku rhendzeleka na xikandza xa bokisi lerikulu leri nga na xivumbeko xa yinhlamune ku dirowa yinhlamune. Kongomisa eka tilayini to thwixama, tikhona na nhlayo ya matlhelo loko u ri ka rhi u dirowa.

Swivutiso swo letela:

 - ✦ Xana wa swi tiva leswi xivumbeko lexi xi vitaniwaka swona?
 - ✦ Xana i tilayini to thwixama tingani leti yinhlamune yi nga na tona?
 - ✦ Xana i tikhona tingani leti yinhlamune leyi yi nga na tona?
 - ✦ Xana i matlhelo mangani lama yinhlamune leyi yi nga na wona? Vekela bokisi ra tibuloko ta swihlawulekisi emeteni. Yimisela ehenhla buloko ya swihlawulekisi ya yinhlamune.
 - ✦ Xana xivumbeko xa wena xi vitaniwa yini?
 - ✦ Xana xivumbeko lexi xa fana na lexi ha ha ku xi dirowaka? Hikwalahokayini?

Hundzisa nhungu wa tibuloko ta swihlawulekisi ta yinhlamune ku rhendzeleka na tlilasi eka vadyondzi ku ti twa na ku valanga swihlawulekisi leswi.

 - ✦ Xana yi na tikhona tingani?
 - ✦ Xana yi na matlhelo mangani?
 - ✦ Xana u nga ndzi byela yini mayelana na matlhelo lama? Xana matlhelo hinkwawo ma na vulehi byo fana?
 - ✦ Xana i matlhelo wahi ma nga komanyana?
 - ✦ Xana u nga ndzi byela hilaha yinhlamune yi nga hambana hakona na xikwere?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

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.


Siku ra 2

Leswi lavekaka

- Risimu: *Leyi i yinhlamune* (pheji ya 195)
- 10 ra switulu
- Xifaniso xa yinhlamune



Mudyondzi loyi a sungulaka nhlayelo a nga ambala xigqoko.

1. **Risimu:** Yimbelelani risimu, *Leyi i yinhlamune*. Komba xifaniso xa yinhlamune kutani u kombetela matlhelo loko vadyondzi va ri karhi va yimbelela.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va khume va vumba xirhendzevutana hi khume ra switulu. Mudyondzi un'wana na un'wana wa yima kutani a vula nomboro ku sungula eka 1 kutani endzhakukaswona a tshama ehansi. Loko mudyondzi wo hetelela a tshama tlilasi hinkwayo yi ri '10'. Vuyelelani nghingiriko lowu, sungulani hi mudyondzi vo hambana.
 
4. **Nhloto wa yinhlamune:** Vadyondzi va tlanga ntlangu, 'Ndza hlometela ... yinhlamune.' Vadyondzi va vhumba laha yinhlamune yi nga kona ekamareni ro dyondzela, tanihi xikombiso, swifaniso, kumbe swivumbeko swa yinhlamune, swo tanihi rivanti, fasitere, tafula, tibuku. Vadyondzi va vhumba leswaku i swivumbeko swihi swa yinhlamune va nga swi kumaka ehandle kutani va ya eka nhloto wa yinhlamune.

Swivutiso swo letela:

 - ✦ Ndzi byele leswaku xivumbeko xi fana na yini?
 - ✦ Hikwalahokayini xi ri/xi nga ri yinhlamune?
 - ✦ Xana xi na matlhelo/tikhona tingani?
 - ✦ Xana matlhelo lama ma na vulehi byo fana hinkwawo?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3

Leswi lavekaka

- Risimu: *Humesa buku* (pheji ya 195)
- 10 ra michumu ya masiku hinkwawo ebegeni
- Xichayana xa vuyimbeleri
- Tibuloko ta mhandzi ta xikwere na ta yinhlamune
- Yinhlamune leyikulu ya khadibodo na xikwere lexikulu xa khadibodo
- Phositara ya 3

1. **Risimu:** Yimbelelani risimu, *Humesa buku*.
2. **Ku hlayela ka swanomu:** 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. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Va hlayela khume ra michumu loko u ri karhi u yi veka ebegeni. Va hundzisa bege leyi ku rhendzeleka na vona loko vuyimbeleri byi ri karhi byi tlanga. Loko vuyimbeleri byi yima, mudyondzi loyi a nga khoma bege u vekela nchumu wun'we kumbe yo tala kusuka ebegeni exikarhi ka mete. Vadyondzi lavan'wana va vhumba leswaku ku na michumu yingani emeteni. Yi hlayeleni swin'we. Vuyelelani nghingiriko lowu.



4. **Ku titoloveta swivumbeko:** Vadyondzi va lava tibuloko ta xikwere na ta yinhlamune ekamareni ro dyondzela. Va fananisa ku hambana na ku fanana exikarhi ka leswi. Va vekela tibuloko eka yinhlamune ya khadibodo kumbe xikwere xa khadibodo, tanihilaha swi faneleke hakona.



5. **Ku kuma swivumbeko:** Kanelani Phositara ya 3.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku vadyondzi lava nga emeteni va dyondza hi mayelana na yini?
 - ✦ Xana i swivumbeko swihi leswi u swi vonaka?
 - ✦ Xana i yinhlamune kumbe i xikwere? Xana u swi tiva njhani?
 - ✦ Hikwalahokayini lexi ku nga ri yinhlamune/xikwere?
 - ✦ Xana u nga kota ku kuma xivumbeko lexi xi nga na matlhelo yo koma mabirhi na matlhelo yo leha mambirhi?
 - ✦ Xana u nga kota ku kuma xivumbeko lexi nga na mune wa matlhelo lama ma nga ya vulehi byo fana hinkwawo?
 - ✦ Xana tinghilazi ta Malusi i ta xivumbeko muni?
 - ✦ Xana u nga kota ku vona tinhlamune tihhi kumbe tihhi tin'wana?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Risimu: *Humesa buku* (pheji ya 195)
- Tirhekerhe to tsanyuka/wulu – 1 hi mudyondzi
- 6 wa tihulahupu

1. **Risimu:** Yimbelelani risimu, *Humesa buku*.
2. **Ku hlayela ka swanomu:** 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.'



 **TIP**

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

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

Guiding questions:

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

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

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

- ★ Who is standing in the middle?

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

- ★ Which shape is in the middle?

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

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

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

Day 5

What you need

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

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

3. Ku hlayela michumu 1–10:

Ntlhanu wa vadyondzi va yima va rhendzela tsevu wa tihulahupu. Tlanga vuyimbeleri. Loko



vuyimbeleri byi yima, vadyondzi va vekela nhlayo ya swirho swa miri leswi u swi vulaka ehenhla ka hupu. Tanihi xikombiso: 'Ndzi kombe ntlhanu wa tinhloko, khume ra swikokola, mune wa mikondzo.'

4. Xiyimo xa tlhelo: Vekela rhekerhe yo tsanyuka/wulu eka xandla xa xinene xa mudyondzi un'wana na un'wana.

Swivutiso swo letela:

- ✦ Xana rhekerhe ya wena yi le xandleni xa wena xa ximatsi kumbe xa xinene?
- ✦ Ndzi hahayite hi xandla xa wena xa ximatsi/xinene?

Yimbelelani risimu, *Humesa buku*. Vadyondzi va vekela swandla swa vona swa xinene kumbe swa ximatsi endzeni ka hupu loko va ri karhi va yimbelela.

Vadyondzi vanharhu va yima hi layini emahlweni ka tlilasi. Kanelani laha mudyondzi un'wana na un'wana a nga yima kona kutani u tivisa rito 'xikarhi'.

- ✦ Xana i mani loyi a nga yima exikarhi?

Vekela khadibodo ra xirhendzevutana, xikwere na yinhlharhu hi rixaxa kutani mi kanela xiyimo xa swona.

- ✦ Xana i xivumbeko xihi xi nga exikarhi?

Tlangani 'Sizwe u ri' hi ku tirhisa ntivomarito wa xiyimo na tlhelo wo tanihi:

- ✦ Bana goza kuya emahlweni hi nkondzo wa wena wa ximatsi.
- ✦ Tlula kuya endzhaku hi nkondzo wa wena wa xinene.
- ✦ Vekela xandla xa wena ehenhla ka nhloko ya wena.
- ✦ Vekela ritiho ra wena ra le xikarhi enhompfini ya wena.

5. Migingiriko ya ntlawa lowutsongo: Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

XITSUNDZUXO

Vadyondzi va tshika tirhekerhe ta vona emavokweni ya vona eka vhiki leri. Vulavula na vona hi mayelana na leswaku i xandla xihi va xi tirhisaka ku dirowa, ku dya kumbe ku khoma bolo hi xona.

Siku ra 5

Leswi lavekaka

- Risimu: *Leyi i yinhlamune* (pheji ya 195)
- Xiphemu xa phepha ra A4
- Swivumbeko swa phepha swa xirhendzevutana, xikwere, yinhlharhu na yinhlamune – 1 hi mudyondzi
- Matluka – 1 hi mudyondzi

1. **Risimu:** Yimbelelani risimu, *Leyi i yinhlamune*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va hlayela loko va ri karhi va korhamela eximatsini kambirhi kutani endzhakukaswona exineneni kambirhi. Vuyelelani kufikela loko va fika eka 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?

XITSUNDZUXO

Layini ya ndzingano yi avanyisa xivumbeko hi swiphemu swimbirhi swo ringana.



4. **Ndzingano:** Komba vadyondzi xiphemu xa phepha ra A4.

Swivutiso swo letela:

- ★ Xana i xivumbeko muni lexi?

Kanelani hilaha xivumbeko lexi xi nga petsiwaka hakona, khona kufika eka khona, leswaku matlhelo lama petsiweke ya fanana kwatsa, tanihi lerin'wana.

- ★ Xana hi nga petsa njhani yinhlamune leyi ku endlela leswaku yi va na matlhelo mambirhi lama fanaka kwatsa?

Nyika mudyondzi un'wana na un'wana phepha ra xivumbeko. Vadyondzi va petsa swivumbeko swa vona ku endlela leswaku matlhelo mambirhi lama petsiweke ma fana.

- ★ Xana phepha ra wena i xivumbeko muni?
- ★ Xana u nga petsa njhani xirhendzevutana/yinhlamune/xikwere/ yinhlanmarhu hi le xikarhi ku endlela leswaku matlhelo mambirhi ma fana kwatsa?
- ★ Xana matlhelo lama ma fana kwatsa?
- ★ Xana i michumu yihi yin'wana u nga kotaka ku yi vona leyi yi nga ta va na matlhelo mambirhi lama ma fanaka kwatsa loko u dirowa layini hi le xikarhi?

Nyika mudyondzi un'wana na un'wana tluka. Va petsa tluka ra vona hi hafu hi le ka vulehi kutani hi vukheta va ri koka ri hambana hi le xikarhi.

- ★ Xana u ehleketa leswaku matlhelo ya tluka ra wena ya fana kwatsa?
- ★ Xana hi ta swi kumisisa njhani?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya: Tirhisa ntivomarito wa xiyimo loko u nyika swileriso, tanihi xikombiso: 'Veka buku exelufini ya le xikarhi.'

Swikili swa Vutomi: Penda swifaniso leswi khumbaka ntirhiso wa ndzingano, tanihi xikombiso, tipatironi leti nga eka timpapa ta phaphatana na ta vukohani (vona Kotara ya 1 Vhiki ra 7).

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mfuku ya mudyondzi un'wana na un'wana leyi nga na:
 - 10 ra tibuloko ta swihlawulekisi – katsa mune wa swivumbeko hinkwaswo (*Khiti ya Swipfuno*)
 - 7 wa swihlayeri swa mihandzu (*Khiti ya Swipfuno*)
- Pheji ya A4 leyi nga na tikholomu ta ku avela swivumbeko – 1 hi mudyondzi
- Phepha ra A4 – 1 wa xiphemu hi mudyondzi
- Makhadi ya mathonsi 1–7 (*Khiti ya Swipfuno*)

1. **Ku hlayela michumu 1–10:** Vadyondzi va hlayela 10 ra tibuloko ta Unifix kusuka etimfukwini ta vona.

Swivutiso swo letela:

- ★ Xana u vona tinhlanmarhu/swirhendzevutana/swikwere/tinhlamune tingani?
- ★ Xana u nga kota ku vona tinhlamune kumbe swikwere swo tala/switsongo?

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. **Ku titoloveta swivumbeko:** Vadyondzi va ava tibuloko ta vona ta swihlawulekisi hi ku ya hi ku fanana na ku hambana. Va ti veka eka kholomu leyi nga lulama eka pheji ya vona yo avela swivumbeko.



Swivutiso swo letela:

- ★ Xana swivumbeko swi fana/hambana njhani?
- Vadyondzi va ntlawahata swivumbeko hinkwaswo leswi swi nga na mune wa matlhelo swi va ntlawa wun'we emeteni.
- ★ Xana u nga kota ku ndzi komba xivumbeko lexi xi nga na mune wa matlhelo lama ma nga ya vulehi byo fana hinkwabyo?
 - ★ Xana u nga ndzi komba xivumbeko lexi xi nga na matlhelo yo leha mambirhi na matlhelo yo koma mambirhi?
 - ★ Xana wa swi tsundzuka leswi xivumbeko lexi xi vitaniwaka swona?
 - ★ Xana swivumbeko leswi hinkwaswo swi fana njhani?

3. **Makhadi ya mathonsi (1–7):** Nyika mudyondzi un'wana na un'wana khadi ra mathonsi. Va siyerisana ku tirhisa swihlayeri swa vona swa mihandzu kutani va kopunula maveketelelo ya mathonsi emakhadini ya vona. Kamba maveketelelo ya mudyondzi un'wana na un'wana u nga si va nyika makhadi mantshwa.

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku khadi leri ri na mathonsi yo tala/matsongo kutlula lama a wu ri na wona nkarhi lowu nga hundza?

4. **Ndzingano:** Nyika mudyondzi un'wana na un'wana phepha ra A4. Vadyondzi va petsa xiphemu xa vona xa phepha (tinhlamune) leswaku matlhelo mambirhi ma fana.

Swivutiso swo letela:

- ★ Xana pheji ya wena i xivumbeko muni?
- ★ Xana u nga petsa njhani pheji ya wena ku endlela leswaku matlhelo mambirhi ma fana kwatsa?

 **XITSUNDZUXO**

Vadyondzi va nga pfunana ku petsa tipheji ta vona ku endla matlhelo mambirhi ya ringana.



Kamba leswaku vadyondzi va kota ku:

- hlayela 10 ra michumu
- kuma na ku kopunula maveketelelo ya michumu (1–7) eka makhadi ya mathonsi
- tirhisa layini ya ndzingano eka swivumbeko
- lemuka na ku vula mavito ya tinhlamunharhu kutani a hlamusela swihlawulekisi swa tona

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.

Xitichi xo tirhela xa 1



Leswi lavekaka

- Swifaniso leswi nga hetisekangiki – 1 hi mudyondzi
- Tikhirayoni

Vadyondzi va hetisa xivumbeko lexi nga exifanisweni ku endlela leswaku matlhelo mambirhi ma fana, leswi swi endlaka xivumbeko xi ringana. Va penda matlhelo lamambirhi hi ku tirhisa mihlovo yo hambana yimbirhi.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Buku ya swivumbeko hi mudyondzi (pheji ya 217)
- Tikhirayoni
- 8 wa makhadibodo ya swirhendzevutana leswitsongo, swikwere leswitsongo, tinhlanharhu letitsongo na tinhlamune letitsongo

Vadyondzi va kopunula kumbe va landzelerisa swivumbeko hi xin'wexin'we kutani va dirowa xifaniso hi ku tirhisa swivumbeko hinkwaswo.



Xitichi xo tirhela xa 3

XITSUNDZUXO

Pfumelela vadyondzi ntshunxeko wa ku tirhisa mianakanyo ya vona hambiloko leswi swi vula leswaku a va endli munhu wa yinhlamune, kambe xitumbuluxiwa xa vona vini kusuka eka tinhlamune.

Leswi lavekaka

- Tinhlamune ta phepha ta tisayizi na mihlovo yo hambanahambana
- Xinamarheti
- Phepha
- Tikhirayoni

Vadyondzi va namarheta swivumbeko swa yinhlamune ephepheni ku endla munhu wa yinhlamune.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Nhlangelo wa swiphazamiso swa swiphemu swa khumenhungu

Vadyondzi va aka swiphazamiso.

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.

Nkongomo wa Xiyenge xa Vundzeni: Mpimo

Tinhlokomhaka

- Ntiko: mfananiso wo kongoma hi ku tirhisa tiyuniti leti nga riki ta ntolovelo

Vutivi byintshwa

- Ntiko
- Vevuka, vevukanyana, vevuka kutlula hinkwaswo
- Tika, tikanyana, tika kutlula hinkwaswo

Titloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Tala/tintsongo hi mbirhi/nharhu
- Mitlawa yo ringana
- Nkulunyana, ntsongonyana

Ntivorarito wa matematiki wuntshwa

vevuka, vevukanyana, vevuka kutlula hinkwaswo ntiko
tika, tikanyana, tika kutlula hinkwaswo xikalo xa ndzinganiso

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- xikalo xa ndzinganiso (vona xinepe eka pheji ya 91)
- michumu yo hambanahambana ya masiku hinkwawo ku pima ntiko, tanihi xikombiso, baloni leyi pfurheteriweke, xikhomanisamaphepha, ritiyi ra wulu, khathoni ya matandza yo va hava nchumu, risiva, tluka, swingwece, xipandzu lexikulu xa phepha, pensele, timbewu, xirhabyana, ribye, buloko, buku, mabodhlela lama nga hava nchumu na lama nga tala hi michumu
- matluka na maribye – 1 hi mudyondzi un'wana na un'wana
- 2 wa tikhontheni: leyitsongo leyi nga cheriwa maribye; leyikulu leyi nga cheriwa machipisi ya pholisitirini
- pheji ra A4 leri avanyisiweke hi tikholomu ta 'tika' na 'vevuka' (vona xinepe eka pheji ya 101) – 1 hi mudyondzi
- pheji ra A4 leri nga na swifaniso swa michumu yo 'tika' na yo 'vevuka' na michumu ya vutomi bya xiviri ku pananisa swifaniso leswi
- 5 wa mathini ya sayizi yo fana lama cheriweke michumu ya ntiko wo hambanahambana, tanihi xikombiso, misava, tikunupu, swiribyana, mati, timbewu
- tikhontheni leti nga cheriwaka mati/misava ya ntlangu wa mati na misava
- tikhontheni to pima ta tisayizi na swivumbeko swo hambanahambana, tanihi xikombiso, tikhontheni to leha (tin'wana leti ti nga anama na tin'wana leti ti nga lala), tikhontheni to koma (tin'wana leti ti nga patlalala na tin'wana leti ti nga lala), malepula, swikupu, mabodhlela ya masi, tikhapi ta yogati letitsongo na letikulu.



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 ____?

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- 2 wa tinibeghe ta swivaxavani, yin'we leyi nga na 5 wa mathini ya swakudya ya ntiko wo fana; yin'wana leyi nga na 5 wa switsondzelelo swa phepha ra le xihambukelweni
- Michumu ya masiku hinkwawo ya ntiko wo hambanahambana

1. **Risimu:** Vadyondzi va yimbelela risimu kusuka eka mavhiki lama nga hundza.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va hlayela leswi nga endzeni ka begeh ya swivaxavani (ntlhanu wa mathini) kutani endzhakukaswona begeh ya swivaxavani leya vumbirhi (ntlhanu wa switsondzelelo swa phepha ra le xihambukelweni).

Swivutiso swo letela:

- ★ Xana ku na michumu yingani eka begeh ya swivaxavani leyo sungula/leya vumbirhi?
 - ★ Loko hi hlayela hinkwayo ya michumu leyi, xana u ehleketa leswaku ku ta va ku ri na yingani?
4. **Ku fananisa tikanyana na vevukanyana:** Rungula xitori hi mayelana na ku ya eku xaveni evhengeleni na ku xava mathini ya swakudya na switsondzelelo swa phepha ra le xihambukelweni. Komba vadyondzi tibegeh ta swivaxavani kutani u va byela leswaku muhakerisi u pake switsondzelelo swa phepha ra le xihambukelweni eka phakiti rin'we na mathini eka phakiti lerin'wana.

Swivutiso swo letela:

- ★ Xana i phakiti rihi u nga ta tsakela ku ri khoma? Hikwalahokayini?
- ★ Hikwalahokayini u ehleketa leswaku hi fanele ku tiva hilaha swilo swi tikaka kumbe ku vevuka hakona?

Cinca michumu leyi nga etibegeni ta vona. Vadyondzi vangarivangani va cincana ku tlakula yin'wana na yin'wana ya tibegeh leta swivaxavani.

- ★ Xana i begeh yihi ya swivaxavani yi twalaka yi vevukanyana/tikanyana kutlula leyin'wana?
- ★ Xana hi xih xi nga xikulunyana, thini kumbe xitsondzelelo xa phepha ra le xihambukelweni?
- ★ Xana michumu leyikulu yi vevuka kutlula michumu leyitsongo?



XITSUNDZUXO

Tiyisisa leswaku vadyondzi hinkwawo va kuma nkarhi ku endlela leswaku hinkwawo va kota ku tiphina hi nghingiriko wa tlilasi hinkwayo.

Veka michumu ya masiku hinkwawo emeteni.

- ★ Xana i nchumu wihi u ehleketaka leswaku wu ta tika/vevuka kutlula hinkwayo? Xana u nga swi hlamusela njhani?

Vadyondzi va cincana ku ku komba michumu yimbirhi kutani va vhumba leswaku hi wihi wu nga ta tikanyana naswona hi wihi wu nga ta vevukanyana.

- ★ Xana u ehleketa leswaku wu ta vevukanyana/tikanyana kutlula _____?

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?



Endzhakukaswona vadyondzi va veka nchumu wun'we exandleni xin'wana na xin'wana kutani va vula leswaku hi wihi wu twalaka wu tika naswona hi wihi wu twalaka wu vevuka.

- ✦ Xana mvhumbo wa wena a wu lulamile?
- ✦ Xana u nga swi hlamusela njhani leswaku hi wihi wu nga vevukanyana/wu tikakanyana?
- ✦ Xana u nga kota ku kuma xin'wana xo karhi lexi xi nga vevukanyana/tikakanyana kutlula ____? Hikwalahokayini u ehleketa sweswo?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 2

Leswi lavekaka

- Risimu: *Ndlopfu yin'we yi humile yi ya eku tlangeni* (pheji ya 195)
- Matluka na swiribyana, 1 hi mudyondzi un'wana na un'wana
- Xikalo xa ndzinganiso
- Michumu ya masiku hinkwawo ya ntiko wo hambanahambana (kusuka eka Siku ra 1)

1. **Risimu:** Yimbelelani risimu, *Ndlopfu yin'we yi humile yi ya eku tlangeni*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vekela nhulu ya 10 ra matluka na nhulu ya 10 ra maribye emeteni.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na matluka/maribye mangani eka nhulu yin'wana na yin'wana?

Hlayelani swin'we matluka na maribye lama.

- ✦ Xana a mi ri ekusuhi kufika kwihi na nhlayo leyi nga lulama ya matluka/maribye?
- ✦ Xana ku na maribye yo tala/matsongo?

4. **Ku fananisa ntiko:** Vadyondzi va tshama hi xirhendzevutana, va pfala mahlo naswona va pfula swandla haswimbirhi. Vekela tluka exandleni xin'we na ribye exandleni lexin'wana.

Swivutiso swo letela:

- ✦ Xana i nchumu wihi wu twalaka wu tikanyana/vevukanyana? Vadyondzi va pfula mahlo ya vona kutani va kuma leswaku i nchumu wihi wu tikakanyana.

5. **Ntiko: xikalo xa ndzinganiso:** Yisani emhlweni nkanelo hi mayelana na ku kumisisa hilaha swilo swi nga vevuka kumbe ku tika hakona.

Swivutiso swo letela:

- ✦ Xana hi tihhi tin'wana ta tindlela leti hi nga kumisisaka hatona leswaku i swilo swihi swi nga vevuka na leswi tikaka?
- ✦ Veka xikalo xa ndzinganiso na michumu ya masiku hinkwawo emeteni. Mudyondzi un'we u hlawula michumu yimbirhi leyi faneleke ku pimiwa.
- ✦ Xana hi nga xi tirhisa njhani xikalo xa ndzinganiso ku kumisisa leswaku hi wihi wa michumu leyi wu tikakanyana/vevukanyana?



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.

XITSUNDZUXO

Vadyondzi kotala va ehleketa leswaku tlhelo ra xikalo leri ri nga ehenhlanyana hi rona ro tikanyana.

- ✦ Xana ku humelela yini eka tlhelo leri nga na ____? Hikwalahokayini u ehleketa leswaku leswi swi tano?
- ✦ Xana u ehleketa leswaku ku ta humelela yini loko u vekela ____ etlhelo rin'we na ____ etlhelo lerin'wana?

Vadyondzi vangarivangani va siyerisana ku hlawula michumu leyi faneleke ku pimiwa, va kumbetela leswaku hi yihi yi nga ta tika naswona hi yihi yi nga ta vevuka kutani va kambela vuvhumbi bya vona.

- ✦ Xana i nchumu wihi lowu u ehleketaka leswaku wu ta tikanyana/vevukanyana?
- ✦ Xana u kumbeterile swona?
- ✦ Xana ku humelela yini eka tlhelo leri ra xikalo? Hikwalahokayini u ehleketa sweswo swi humelerile?

Kombela vadyondzi ku tisa nchumu wo tika na wo vevuka kusuka ekaya eka dyondzotsongo ya Siku ra 3.

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3

Leswi lavekaka

- Risimu: *Ndlopfu yin'we yi humile yi ya eku tlangeni* (pheji ya 195)
- Michumu yo tika na yo vevuka leyi tisiweke hi vadyondzi
- Apula leri endliweke hi vumba byo tlangisa
- Xikalo xa ndzinganiso
- Giridi ya A4 ya vevuka/tika

1. **Risimu:** Yimbelelani risimu, *Ndlopfu yin'we yi humile yi ya eku tlangeni*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Huwelela nomboro leyi nga exikarhi ka 1 na 10. Vadyondzi va tiveka hi voxe hi mitlawa hi ku ya hi nomboro leyi u yi huweleleke.

Swivutiso swo letela:

- ✦ Xana i vadyondzi vangani va nga eka ntlawa wa wena? Vuyelelani hi tinomboro tin'wana.

4. **Ku fananisa na ku landzelelanisa michumu hi ku ya hi ntiko:** Vadyondzi va siyerisana ku humesa michumu leyi va nga ta na yona etlilasini kusuka ekaya.

Swivutiso swo letela:

- ✦ Xana i nchumu wihi wu tikaka/vevuka? Xana hi swihi leswi swi ku endlaka u vula sweswo?

Komba vadyondzi apula leri endliweke hi vumba byo tlangisa. Mudyondzi un'we u ta na nchumu wa yena eka xikalo xa ndzinganiso kutani a vhumba loko wu tika kumbe wu vevuka kutlula apula.

- ✦ Xana wu twala wu tika kumbe wu vevuka?
- ✦ Hikwalahokayini u ehleketa leswaku wu vevuka/tika kutlula apula?



XITSUNDZUXO

Tana na michumu yo engetela yingariyingani ya vadyondzi lava va nga kotiki ku ta na michumu.

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.

Vadyondzi va fananisa ntiko wa nchumu lowu na apula leri kutani endzhakukaswona va wu veka eka giridi (vona pheji ya 101) hi ku ya hi loko wu vevuka kumbe wu tika kutlula apula leri.

- ✦ Xana u ta swi tiva njhani leswaku hi wihi wu tikaka/vevuka kutlula apula leri?
- ✦ Xana i michumu yihi yi vekukaka/tikaka kutlula apula leri?
- ✦ Xana hi wihi wu tikaka/vevukaka kutlula hinkwayo?

Vuyelalani kungarikungani.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Risimu: *Ndlopfu yin'we yi humile yi ya eku tlangeni* (pheji ya 195)
- Ntambhu kumbe choko
- 1 ya xihlayeri xa madiriva kusuka eka swihlayeri swa mihandzu (*Khiti ya Swipfuno*)
- Xihondzo xa Unifix xa 2 wa tibuloko
- 1 ya khontheni leyitsongo leyi nga cheriwa maribye
- 1 ya khontheni leyikulu leyi nga cheriwa machipisi ya pholisitirini
- Xikalo xa ndzinganiso

1. **Risimu:** Yimbelelani risimu, *Ndlopfu yin'we yi humile yi ya eku tlangeni*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Nghingiriko wu fanele ku endleriwa ehandle ka miako. Endlani layini yo leha hi ntambhu kumbe choko. Vadyondzi va yima endzhaku ka layini leyi. Vula nomboro leyi nga exikarhi ka 1 na 10. Vadyondzi va teka magoza lamakulu ku ya emahlweni loko va ri karhi va hlayela kuya eka nomboro leyi u yi vuleke. Endla mfungho wa mudyondzi loyi a nga ya ekule kutlula hinkwavo kusuka entambhyini. Vuyelalani kutani mi vona loko mudyondzi wihi kumbe wihi a kota ku ya ekule kutlula ndhawu leyi funghiweke.
4. **Ntsongo na tika, nkulu na vevuka:** Vekela xihlayeri xa madiriva na xihondzo xa Unifix xa tibuloko timbirhi emeteni na xikalo xa ndzinganiso.

Swivutiso swo letela:

- ✦ Xana hi xihile lexi u ehleketaka leswaku xa tikanyana? Hikwalahokayini? Mudyondzi u pima xihlayeri xa madiriva na xihondzo xa Unifix eka xikalo xa ndzinganiso.
- ✦ Xana hi xihile xi nga xikulunyana/xitsongnyana?
- ✦ Hikwalahokayini u ehleketa leswaku xihlayeri xa madiriva xa tikanyana? Vekela tikhontheni timbirhi leti nga na michumu yo tika na yo vevuka (maribye na machipisi ya pholisitirini) emeteni.

- ✦ Xana i khontheni yihi leyi u ehleketaka leswaku ya tikanyana? Hikwalahokayini?
- ✦ Xana mikarhi hinkwayo swilo swikulukumba swi tika kutlula swilo switsongo?

Mudyondzi u pima tikhontheni exikalwini.

- ✦ Xana i khontheni yihi yi nga yikulunyana/yitsongnyana?
- ✦ Xana i khontheni yihi yi tikakanyana/vevukakanyana?
- ✦ Hikwalahokayini u ehleketa leswaku leswi swi tano?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

XITSUNDZUXO

Vadyondzi va nga ha kuma swi tika ku twisisa leswaku nchumu wutsongo wu nga tika kutlula nchumu wukulu. Kongomisa eka michumu leyi nga eka tafula ra matematiki.

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.



Siku ra 5

Leswi lavekaka

- Risimu: *Ndlopfu yin'we yi humile*
- Bodhlela leri nga cheriwa mati yi ya eku tlangeni (pheji ya 195)

1. **Risimu:** Yimbelelani risimu, *Ndlopfu yin'we yi humile yi ya eku tlangeni*.
2. **Ku hlayela ka swanomu:** 1–20 na 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va kuma 10 ra michumu leyitsongo leyi nga ekamareni ro dyondzela. Va ava michumu leyi hi vantlhanu lava va ehleketaka leswaku yi tika kutlula hinkwayo na vantlhanu lava va ehleketaka leswaku yi vevuka kutlula hinkwayo.
4. **Swinene kutlula kumbe switsongo kutlula:** Vekela bodhlela leri nga cheriwa mati emeteni.

Swivutiso swo letela:

- ★ Xana i michumu yihi leyi nga ekamareni ro dyondzela ra hina leyi u ehleketaka leswaku yi tika swinene/switsongo kutlula bodhlela lera mati?

Vadyondzi vambirhi un'wana na un'wana va kuma nchumu wun'we lowu nga ekamareni ro dyondzela lowu va ehleketaka leswaku wu tika swinene kutlula bodhlela lera mati, kasi vadyondzi vambirhi va kuma nchumu wun'we lowu nga ekamareni ro dyondzela lowu va ehleketaka leswaku wu tika switsongo kutlula bodhlela lera mati.

- ★ Xana u ehleketa leswaku nchumu lowu wu tika swinene/switsongo kutlula bodhlela lera mati? Hikwalahokayini?

Endzhakukaswona vadyondzi va fananisa ntiko wa nchumu wa vona na ntiko wa bodhlela lera mati eka xikalo xa ndzinganiso.

- ★ Xana _____ wu tika/vevuka kutlula bodhlela lera mati?
- ★ Xana u kumbeterile swona?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Katsa 'tika' na 'vevuka' eka migingiriko ya Vutshila bya Vutumbuluxi na ya Ririmi, tanihi xikombiso, vadyondzi va kombisa ku rhwala, ku koka na ku susumeta michumu yo vevuka na yo tika, va lebulu michumu ya le kamareni ro dyondzela hi ku tirhisa tilebulu ta 'vevuka' na 'tika', migingiriko ya kholaji hi ku tirhisa matheriyali wo vevuka (tinsiva, maphepha, pulasitiki) na wo tika (vumba).

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Xikalo xa ndzinganiso
- 40 wa tibuloko ta Unifix
- 40 wa swihlayeri swa mihandzu
- Ribye



1. **Ku hlayela michumu 1–10:** Vekela swihlayeri swa mihandzu na tibuloko ta Unifix hi tinhulu to hambana emeteni. Vadyondzi va hlayela ntlhanu wa swihlayeri swa mihandzu na ntlhanu wa tibuloko ta Unifix kutani va swi vekela hi mitlawa emeteni.

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. **Ku kumbetela ntiko:** Hi vambirhimbirhi, vadyondzi va languta ntlawa wa ntlhanu wa swihlayeri swa mihandzu na ntlawa wa ntlhanu wa tibuloko ta Unifix. Vutisa vadyondzi leswaku i ntlawa wihi wa swihlayeri va ehleketaka leswaku wu ta pima wu tika swinene.

Swivutiso swo letela:

- ✦ Xana u ehleketaka leswaku i ntlawa wihi wu vevukaka/tikaka kutlula wun'wana?
- ✦ Hikwalahokayini u ehleketaka leswaku ntlawa wa _____ wa tikanyana? Vadyondzi va siyerisana ku khoma ntlawa wa swihlayeri swa mihandzu hi xandla xin'we na ntlawa wa tibuloko ta Unifix hi xandla lexin'wana kutani va fananisa ntiko wa swona.
- ✦ Xana hi xihhi xi tikanyana/vevukanyana?
- ✦ Hikwalahokayini u ehleketaka leswaku xi vevuka/tika kutlula _____?

3. **Ku tirhisa xikalo xa ndzinganiso ku pima ntiko:** Vekela xikalo xa ndzinganiso emeteni.

Swivutiso swo letela:

- ✦ Xana hi nga swi kumisisa njhani leswaku hi xihhi xi tikakanyana xa mitlawa leyimbirhi?

Hi vambirhimbirhi, vadyondzi va tirhisa xikalo xa ndzinganiso ku fananisa ntiko wa michumu leyi eka lowun'wana.

- ✦ Xana i ntlawa wihi lowu u ehleketaka leswaku wa tikanyana/vevukanyana?
- ✦ Xana mitlawa yihi kumbe yihi yi tika ku fana?
- ✦ Xana u swi tiva njhani?
- ✦ Xana u kumbeterile swona?



Vekela ribye emeteni. Vadyondzi va kumbetela loko buloko ya Unifix/xihlayeri xa madiriva xi ta tika kumbe ku vevuka kutlula ribye leri.

- ✦ Hikwalahokayini u ehleketaka leswaku wu vevuka/tika kutlula ribye leri? Vadyondzi va siyerisana ku fananisa ntiko wa buloko ya Unifix/xihlayeri xa madiriva na ntiko wa ribye leri.
- ✦ Xana i michumu yihi yi vekukaka/tikaka kutlula ribye leri?
- ✦ Xana hi wihi wu tikaka/vevukaka kutlula hinkwayo?



Kamba leswaku vadyondzi va kota ku:

- fananisa ntiko wa michumu yimbirhi
- kumbetela ntiko wa michumu
- tirhisa xikalo xa ndzinganiso ku fananisa ntiko wa michumu
- vula leswaku i michumu yihi yi vevukaka/tikaka, vevukakanyana/tikakanyana, vevuka kutlula hinkwayo/tikaka kutlula hinkwayo

Workstation 1



What you need

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

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

Workstation 2

What you need

- Balance scale
- Everyday objects to be weighed

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

Workstation 3



What you need

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

Learners arrange the containers in order from heaviest to lightest.

Workstation 4



What you need

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

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



TIP

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

Xitichi xo tirhela xa 1



Leswi lavekaka

- Pheji ya A4 leyi nga na swifaniso swa michumu yo 'tika' yo 'vevuka'
- Michumu yo 'tika' yo 'vevuka' ya vutomi bya xiviri ku panana na swifaniso leswi kombiweke eka pheji ya A4 ya swifaniso
- Pheji ya A4 leyi nga na tikholomu ta 'tika' na 'vevuka'
- Xikero
- Xinamarheta

Vadyondzi va teka xiboho leswaku i michumu yihi leyi va ehleketaka leswaku ya tika na leswaku hi yihi va ehleketaka leswaku ya vevuka. Endzhakukaswona va tsema swifaniso leswi ku pananisa michumu leyi kutani va yi namarheta eka tikholomu leti nga fanela.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Xikalo xa ndzinganiso
- Michumu ya masiku hinkwawo ku yi pima

Vadyondzi va tirhisa xikalo xa ndzinganiso ku pima michumu kutani va byelana leswaku hi wihi wu tikaka kumbe wu vevukaka.



Xitichi xo tirhela xa 3

Leswi lavekaka

- 5 wa tikhontheni ta sayizi yo fana leti cheriweke timatheriyali to hambanahambana, tanihi xikombiso, misava, tikunupu, swiribyana, mati, timbewu

Vadyondzi va veketela tikhontheni hi nandzelelano kusuka eka to tika kutlula hinkwato kufika eka to vevuka kutlula hinkwato.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Tikhontheni leti nga cheriwa mati/misava ya ntlangu wa mati na misava
- Tikhontheni to pima ta tisayizi na swivumbeko swo hambanahambana



Vadyondzi va fananisa leswaku i mati/misava yo tala kufika kwihi tikhontheni to hambanahambana ti ma pangaka kutani va fananisa ntiko wa tona, hi ku tirhisa ntivomarito: vevuka/tika, vevukanyana/tikanyana, vevuka/tika kutlula hinkwato. Vadyondzi va nga ha vulavula hi mayelana na leswaku i tikhontheni tihi ti pangaka mpimo wo tala, wutsongo, wo fana wa mati/misava kutani va fananisa leswaku i tikhontheni tihi ti vevukanyana/tikakanyana.



XITSUNDZUXO

Ndzulamiselo wa Vhiki ra 6: Kombela vadyondzi leswaku un'wana na un'wana a ta na nkombo wa mabodhlela ya namuneti ya pulasitiki yo va hava nchumu kusuka ekaya ya migingiriko leyi va nga ta yi endla eka Vhiki ra 6. Wona ma nga ha va hi tisayizi to hambanahambana.

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



Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Lemuka na ku kuma mifungho ya tinomboro na marito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

Vutivi byintshwa

- Nomboro ya 8
- Tinomboro ta odinali: vuntlhanu, hetelela, landzelaka
- Ku hlayela ka swanomu: 1–20 na ku hundza

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Longoloxela tinomboro 1–7
- Tinomboro ta odinali vun'we kufika eka vuntlhanu
- Hlanganisa, susa
- Tala/tintsongo hi mbirhi/nharhu
- Tiyisisa nongoti wa tinomboro ta 1–7

Ntivomarito wa matematiki wuntshwa

nhungu
vumune
vuntlhanu

hetelela
i swingani swo engetela ku endla
i swingani swi nga sala/leswi salaka

ntsongo
fana
kwatsa

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- thempuleti ya xipendiwankhavisu xa tinomboro na thempuleti ya nomboro ya 8 (pheji ya 209)
- 4 wa makhadi ya mathonsi ya nomboro ya 8, 4 wa makhadi ya mifungho ya nomboro ya 8 na 4 makhadi ya marito ya nomboro ya 8
- khadi ra mfungho wa nomboro ya 8 (layini ya tinomboro)
- 3 wa switsemiwa swa khadibodo swa makondlo lamakulu na 7 wa swikondlwana
- chati ya masiku ya ku velekiwa
- chati ya masiku ya vhiki
- 10 ra mabodhlela ma tisayizi to hambanahambana
- thempuleti ya vumba byo tlangisa: Nomboro ya 8 (pheji ya 215) – 1 hi mudyondzi
- switiripi swa phepha/khadi leswi nga na 8 wa tinhlamune – 1 hi mudyondzi
- sete ya makhadi ya mathonsi ya 1–8 – 1 hi mudyondzi



- 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

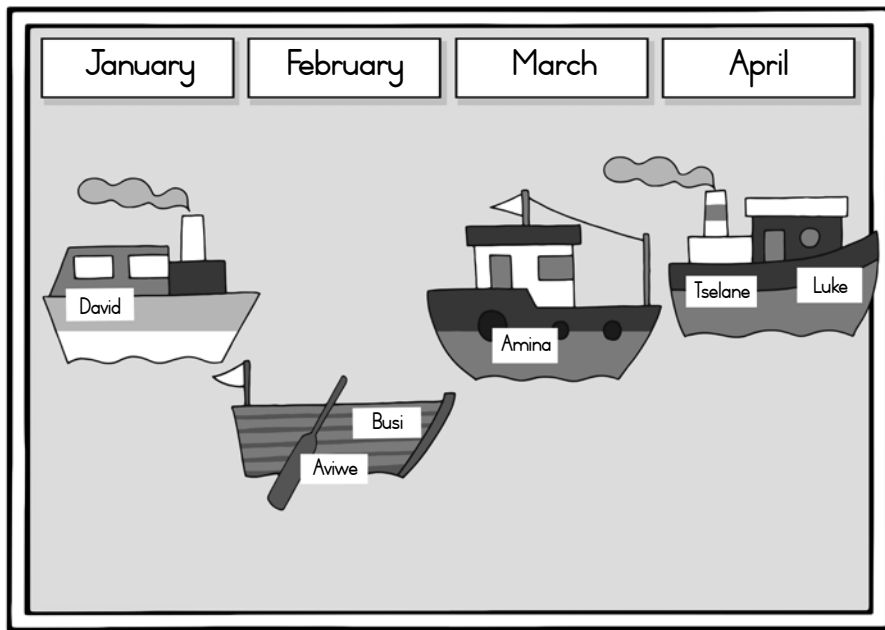
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

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.



- khapi ya yogati leyi nga na 8 wa tinyawa to basa. Fungha tlhelo rin'we ra nyawa yin'wana na yin'wana hi khoki ya ntima – 1 ya khapi hi mudyondzi
- 10 × 500 ml wa mabodhlela ya namuneti, na 5 wa swibodhlelana swa namuneti leswi nga hava nchumu leswi u swi hlengeleteke
- 8 × 2 wa tilitara ta mabodhlela ya namuneti lama cheriweke misava (lebulu yin'wana na yin'wana leyi nga na mfungho wa nomboro lowukulu na ma/nthonsi ra nomboro lerikulu kusuka eka 1 kufika eka 8).



Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Swikondlwana swa nhungu* (pheji ya 197)
- 1 ya xitsemiwa swa xa kondlo lerikulu na 7 wa swikondlwana
- *Xitori xa nomboro ya 8* (pheji ya 197)
- Thempuleti ya xipendiwankhavisoxa tinomboro na thempuleti ya nomboro ya 8 (pheji ya 209)
- Chati ya masiku ya ku velekiwa
- Chati ya masiku ya vhiki

XITSUNDZUXO

Vekela tichati leti eka levhele ya mahlo ku endlela leswaku vadyondzi va kota ku vona hi ndlela leyi nga erivaleni vuxokoxoko lebyi na ku avelana mianakanyo.

Musumbunuku

Ravumbirhi

Ravunharhu

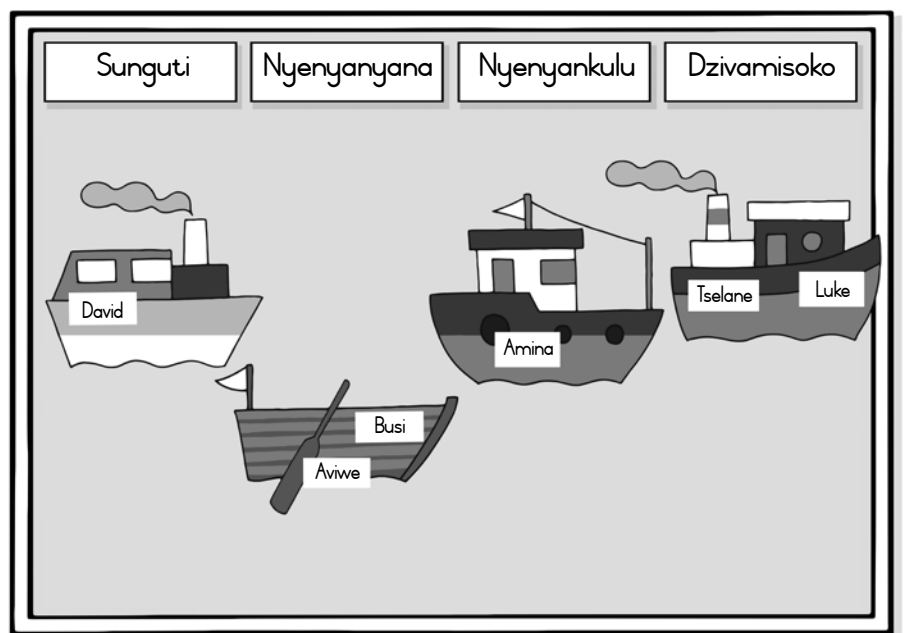
Ravumune

Ravuntlhanu

Mugqivela

Sonto

1. **Rhayimi:** Vulani rhayimi, *Swikondlwana swa nhungu*, mi ri karhi mi tirhisa switsemiwa swa makondlo.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Langutani tichati ta masiku ya ku velekiwa na ta masiku ya vhiki.



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?

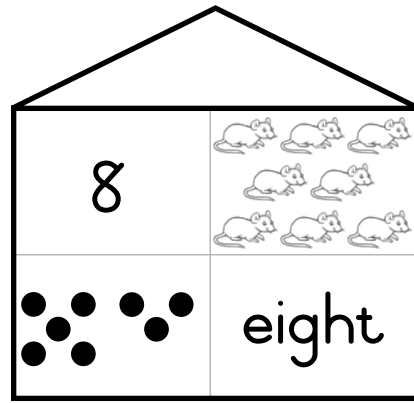
Count together and say the names of the months and days of the week.

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.

Swivutiso swo letela:

- ✦ Xana eka chati ya ku velekiwa ku na tin'hweti to tala kumbe titsongo kutlula 10 elembeni?
- ✦ Xana ku na tin'hweti tihi kumbe tihi leti ti nga na 10 ra masiku ya ku velekiwa?
- ✦ Xana ku na masiku ya ku velekiwa mangani _____?
- ✦ Xana i n'hweti yihi yi nga na masiku ya ku velekiwa yo tala kutlula hinkwawo/matsongo kutlula hinkwawo?
- ✦ Xana a ku ta va na masiku ya ku velekiwa mangani hi _____ loko a ho hlanganisa/susa vito rin'we/mambirhi/manharhu?
- ✦ Xana ku na yo tala kumbe matsongo kutlula 10 ra masiku ya vhiki? Hlayelani swin'we kutani mi vula mavito ya tin'hweti na masiku ya vhiki.

4. **Ku tivisa nomboro ya 8:** Kombetela swipendiwankhaviswa swa tinomboro ta 1–7.

Swivutiso swo letela:

- ✦ Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi landzelaka?

Rungula *Xitori xa nomboro ya 8*. Komba vuyimeri byo hambanahambana bya nomboro ya 8, tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Engetela yindlu leyi eka xipendiwankhaviswa xa yindlu ya swiharhi. Hlayelani swin'we makondlo lama. Endlani ntlangu wa mifambofambo na mipfumawulo ya makondlo.

- ✦ Xana ku na makondlo mo tala hi mangani kutlula machela?
- ✦ Xana i yindlu yihi yi nga na swiharhi switsongo hi swinharhu kutlula yindlu ya machela?

5. **Engetela nomboro ya 8 eka mugiva wa tinomboro:** Komba vadyondzi khadi ra nomboro ya 8.

Swivutiso swo letela:

- ✦ Xana hi kwihi laha hi faneleke ku vekela nomboro ya 8 eka mugiva wa tinomboro?

Vulavulani hi mayelana na xiyimo xa nomboro ya 8 hi ku yi yelanisa na nomboro ya 7: yi ta endzhaku ka nomboro ya 7.

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

**Siku ra 2****Leswi lavekaka**

- Rhayimi: *Swikondlwana swa nhungu* (pheji ya 197)
- 3 wa switsemiwa swa makondlo lamakulu na 7 wa swikondlwana
- 4 wa makhadi ya mathonsi ya nomboro ya 8, 4 wa makhadi ya mifungho ya nomboro ya 8 na 4 makhadi ya marito ya nomboro ya 8
- Layini ya tinomboro

1. **Rhayimi:** Vulani rhayimi, *Swikondlwana swa nhungu*, mi ri karhi mi endla ntlangu hi ku tirhisa switsemiwa swa makondlo.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Komba switsemiwa swa makondlo lamakulu na swa swikondlwana.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na makondlo lamakulu/lamatsongo mangani?
- ✦ Xana ku na mangani ya man'wana na man'wana? Hlayelani swin'we swifaniso leswi.



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.

XITSUNDZUXO

Loko ntlawa wun'we wu ri na vatsongo kutlula nhungu wa vadyondzi, va pfuni ku teka xiboho leswaku i michumu yingani leyi un'wana na un'wana a fanelaka ku yi hlawula ku endla nhungu hinkwayo ka yona.

- Tala kutlula, ntsongo kutlula, ringana na:** Langutani switsemiwa leswi nakambe.
Swivutiso swo letela:
 - ✦ Xana ku na makondlo lamakulu kumbe lamatsongo mo tala/matsongo?
 - ✦ Loko swikondlwana swimbirhi/swinharhu/mune swo baleka, xana ku ta va na nhlayo yo fana ya makondlo lamakulu na lamatsongo?
- Tafula ra matematiki:** Mitlawa ya nhungu wa vadyondzi wun'wana na wun'wana wu hlengeleta nhungu wa michumu leyitsongo yo fana. Ntlawa wun'wana na wun'wana wu vula leswaku i yini michumu leyi yi nga yi kuma naswona i michumu yingani leyi yi nga yi kuma. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya 8, khadi ra mfungho wa nomboro ya 8 kumbe khadi ya marito ra nomboro ya 8. Ntlawa wun'wana na wun'wana wu veka michumu ya wona na khadi ra nomboro ya 8 etafuleni.
Swivutiso swo letela:
 - ✦ Xana nomboro ya 8 yi le kwihi eka layini ya tinomboro?
 - ✦ Xana u nga kota ku yi dirowa emoyeni/enhlaneni wa munghana wa wena?
- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Swikondlwana swa nhungu* (pheji ya 197)
- 3 wa switsemiwa swa makondlo lamakulu na 7 wa swikondlwana
- 10 × 500 ml ta mabodhlela
- 8 × 2 wa tilitara ta mabodhlela
- Bolo
- Makhadi ya mathonsi ya nomboro ya 1–8 (*Khiti ya Swipfuno*) lama kombiweke ekhumbini

- Rhayimi:** Vulani rhayimi, *Swikondlwana swa nhungu* mi ri karhi mi endla ntlangu hi ku tirhisa switsemiwa swa makondlo.

Swivutiso swo letela:

- ✦ Xana i kondlo rihi ri nga ra vumbirhi, vunharhu, vuntlhanu?
- Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
 - Ku hlayela michumu 1–10:**

Vekela 10 × 500 ml ta mabodhlela na 8 × 2 wa tilitara ta mabodhlela hi mitlawa yo hambana laha vadyondzi va nga ta kota ku ma vona.



Swivutiso swo letela:

- ✦ Xana i ntlawa wihi wu nga na mabodhlela yo tala/matsongo?
 - ✦ Xana u swi tiva njhani?
- Hlayelani swin'we mabodhlela lama nga eka wun'wana na wun'wana.
- Makhadi ya mathonsi na ku landzelelanisa 1–8; swikitili:** Vekela 8 wa mabodhlela 2 ya tilitara eka nandzelelano lowu nga lulama efulorweni, eka layini leyi nga ekusuhi na makhadi ya mathonsi lama kombisiweke ekhumbini.

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?



Swivutiso swo letela:

- ✦ Xana mabodhlela lama ma hi nandzelelano lowu nga lulama? Vekani swin'we mabodhlela hi nandzelelano lowu nga lulama kusuka eka 1 kufika eka 8. Vadyondzi va siyerisana ku ba mabodhlela ma wela ehansi hi bolo kutani va vula leswaku i tinomboro tihi leti ti nga wa.
 - ✦ Xana i nomboro mani leyi yi taka exikarhi ka 6 na 8; endzhaku ka 2; emahlweni 5?
 - ✦ Loko u ba mabodhlela ya nomboro ya 2 na 3 ya wela ehansi, xana i mathonsi mangani lama ya hlanganaka ya ma endla? (Vadyondzi va kombetela khadi ra mathonsi ra 5.)
 - ✦ Xana i mabodhlela mangani ma nga sala ma ha yimile?
 - ✦ Xana i mangani man'wana lama wa ha fanelaka ku ma ba ma wela ehansi ku kota ku fika eka 8?
 - ✦ Xana i mabodhlela manharhu wahi lama hi nga ma hlawulaka loko hi lava nhlayo ya mathonsi ku hlanganisiwa ma endla 8?
 - ✦ Xana i mabodhlela mangani hi fanelaka ku ma ba ma wela ehansi ku endlela leswaku ku va na nhlayo yo fana kwatsa ya mabodhlela lama nga etlela ehansi tanihiloko ma yimile?
 - ✦ Xana i mabodhlela mangani ma nga ta sala loko ndzi susa rin'we?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Swikondlwana swa nhungu* (pheji ya 197)
- 8 wa switsemiwa swa makondlo
- 8 wa swifaniso swa masekwa
- Swipendiwankhaviswa swa tinomboro 1–8
- 8 × 2 wa tilitara ta mabodhlela
- 10 × mabodhlela lama nga na tisayizi to hambanahambana
- Bolo
- Layini ya tinomboro na mifungho ya tinomboro ta 1–8
- Makhadi ya mathonsi 1–8

1. **Rhayimi:** Vuyelelani nghingiriko kusuka eka Siku ra 3.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vekela nhungu wa mabodhlela ya 2 wa tilitara hi ntlawa na 10 ra mabodhlela lama nga na tisayizi to hambanahambana eka ntlawa wo hambana.

Swivutiso swo letela:

- ✦ Xana i ntlawa wihi wu nga na mabodhlela yo tala/matsongo?
- ✦ Xana u ehleketa leswaku ku na mabodhlela mangani eka ntlawa wun'wana na wun'wana?
- ✦ Xana hi ta swi kumisisa njhani?

Hlayelani swin'we mabodhlela lama nga eka wun'wana na wun'wana.

4. **Tinomboro ta odinali vun'we kufika eka vuntlhanu:** Languta swipendiwankhaviswa swa tinomboro.

Swivutiso swo letela:

- ✦ Xana i swiharhi swihi leswi swi tshamaka eka yindlu ya vumbirhi, vunharhu, vumune?

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. **Ku titoloveta na ku landzelelanisa 1–8; tinomboro ta odinali vun'we kufika eka vuntlhanu; swikitlili:** Vuyelani nghingiriko kusuka eka Siku ra 3. Phakela makhadi ya mathonsi 1–8. Vadyondzi va vula leswaku i khadi muni ra mathonsi va nga na rona kutani va ri pananisa eka mabodhlela lama.

Swivutiso swo letela:

- ✦ Xana u nga kota ku ba bodhlela ra vun'we/vumbirhi/vuntlhanu ri wela ehansi?
 - ✦ Xana u nga kota ku ndzi komba nomboro ya vun'we/vumbirhi/vuntlhanu eka layini ya tinomboro?
 - ✦ Xana u nga kota ku vekela bodhlela ra vun'we/vumbirhi/vuntlhanu ekusuhi na yindlu ya vun'we/vumbirhi/vuntlhanu?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Vekela swikitlili eka ndhawu ya matematiki/ehandle ka miako leswaku vadyondzi va tlanga hi swona.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Swikondlwana swa nhungu* (pheji ya 197)
- 8 wa switsemiwa swa makondlo
- Phositara ya 6
- Thepi yo namarheta/choko
- Mixakaxaka ya mabodhlela

1. **Rhayimi:** Vuyelani nghingiriko kusuka eka Siku ra 3.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vekela mixakaxaka ya mabodhlela hi ntlawa.

Swivutiso swo letela:

- ✦ Xana ku na mabodhlela lamakulu mo tala/matsongo?
 - ✦ Xana u ehleketa leswaku ku na mangani?
 - ✦ Xana u swi tiva njhani?
- Hlayelani swin'we mabodhlela lama.
4. **Ndlela yo tlulela 1–8:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa lerha emeteni leswaku vadyondzi va tlula ku xaxamela na rona loko tlilasi yi ri karhi yi hlayela 1–8.
- Swivutiso swo letela:**
- ✦ Xana i mitlulo yingani yin'wana ku kota ku fika eka 8?
 - ✦ Xana u nga kota ku tlulela eka nomboro leyi yi nga nkulu hi n'we/ntsongo hi mbirhi, nkulu hi mbirhi/ntsongo hi nharhu kutlula nomboro leyi u nga yima eka yona?
 - ✦ Xana u nga kota ku yima eka nomboro ya 4/6 kutani u hlayela kuya emahlweni kusuka kwalaho loko u ri karhi u tlula?
5. **Ku titoloveta 1–8:** Kanelani Phositara ya 6. Fambafamba exikarhi ka vadyondzi ku va komba xifaniso lexi.
- Swivutiso swo letela:**
- ✦ Xana hi kwihi ku hambana exikarhi ka sekwa na xisekwana?
 - ✦ Xana i masekwa mangani/swisekwana swingani u kotaka ku ma/swi vona?



- ✦ 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.

- ✦ Xana ku na masekwa yo tala/matsongo eka phositara kutlula lama nga eka xipendiwankhavisio xa tinomboro?
 - ✦ Loko swisekwana swimbirhi swi tikatsa na sekwa lerikulu ematini, xana ku ta va na masekwa mangani na swisekwana swingani?
 - ✦ Xana i swisekwana swingani swi fambaka hi layini?
 - ✦ Xana ku ta va na swisekwana loko swimbirhi swi famba?
 - ✦ Xana ku na masekwa lamakulu kumbe tihuku to tala/titsongo?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Makhadi ya mathonsi ya tinomboro ta 1–8, makhadi ya mifungho ya tinomboro ta 1–8 na makhadi ya marito ya tinomboro ta 1–8 (*Khiti ya Swipfuno*)
- Bolo
- Vumba byo tlangisa
- Tibodo
- Phepha
- Tipensele
- Mfuku hi mudyondzi leyi nga na:
 - 10 ra swihlayeri
 - Vumba byo tlanga
 - 3 wa swipfalo
 - Khapi ya yogati leyi nga na tinyawa leti funghiweke hi khoki ya ntima eka tlhelo rin'we
 - 5 wa swihlayeri swa swiharhi

1. **Ku hlayela ka swanomu 1–20:** Vadyondzi va khunguluxelana bolo loko va ri karhi va hlayela kusuka eka 1 kufika eka 20 (na kuhundza loko va swi kota).
2. **Swiphigo swa marito:** Nyika vadyondzi swiphigo ku swi ololoxa. Va nga tirhisa swihlayeri leswi nga eka mfuku ya vona ku endla vuyimeri kutani u va pfuna ku ololoxa swiphigo.

Swivutiso swo letela:

- ✦ Ku na khume ra makondlo endzeni ka khabodo. Loko makondlo manharhu ma baleka, xana i makondlo mangani ma nga ta sala endzeni ka khabodo?
- ✦ Loko kondlo rin'we ri vuya, xana i makondlo mangani ma ngata va endzeni ka khabodo?

Kombela vadyondzi ku ku byela hilaha va kumeke hakona tinhlamulo ta vona.

3. **Ku titoloveta 1–8; tala/ntsongo/ringana:** Komba khadi ra mfungho wa tinomboro kusuka eka 1 kufika eka 8. Hi ku hatlisa hilaha va nga kotaka hakona, vadyondzi va endla nhlayo yo fana ya tibolo hi vumba byo tlangisa bya vona. Va kuma khadi ra marito ra nomboro na khadi ra mathonsi ra nomboro ku pananisa.

Kombela vadyondzi ku humesa swimbirhi swa swipfalo kusuka eka timfuku ta vona. Va fanele ku vekelaa tibolo timbirhi eka xipfalo xin'we na mune eka xipfalo lexin'wana.

Swivutiso swo letela:

- ✦ Xana i xipfalo xihhi xi nga na tibolo to tala/titsongo?
- ✦ Xana xipfalo lexi xi na to tala/titsongo hi tingani?
- ✦ Engetela exipfalwini hi tibolo tin'wana ku endlela leswaku xi va na tibolo to tala hi timbirhi kutlula mune. Xana i tingani leti u nga ti engetela?
- ✦ Susa exipfalwini tibolo titsongo ku endlela leswaku xi nga vi na tibolo. Xana i tingani leti u nga ti susa?

XITSUNDZUXO

Loko mudyondzi a endlile xihoxo eka nkhakhuleto, vutisa loko a lava ku tirhisa swihlayeri ku ku komba leswi a swi endleke. U nga tekeleli ku vula ntsena leswaku mudyondzi u 'hoxile'. Va letele ku kuma nhlamulo leyi nga lulama.

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

Vadyondzi un'wana na un'wana u endla nhungu wa tibolo. Vekela tibolo tinharhu eka xipfalo xin'we na timbirhi eka lexin'wana.

- ✦ Xana i tingani ta ntlawa wa nhungu wa tibolo ti nga sala?
- ✦ Xana hi swihi leswi hi faneleke ku swi endla leswaku swipfalo leswi swi va na nhlayo yo fana ya tibolo?

Vadyondzi va susa xipfalo xa vona xa vunharhu. Va vekela bolo yin'we eka xipfalo xa vun'we na tibolo tinharhu eka xipfalo xa vumbirhi.

- ✦ Xana i tibolo tingani ti bohekaka ku ya eka xipfalo xa vunharhu ku endla nhungu wa tibolo hinkwato ka tona?

Vuyelalani hi mikatsano ya tinomboro tin'wana.

4. **Ku titoloveta nomboro ya 8 hi ku tirhisa vumba byo tlangisa:**

Vadyondzi va endla mfungho wa nomboro ya 8 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 8.

5. **Ntlangu wo dludla no chulula**

tinyawa: Vadyondzi va teka tikhapi ta yogati ta vona kusuka etimfukwini ta vona. Un'wana na un'wana u hlayela a humesa nhungu wa tinyawa. Va tivise eka mhaka ya leswaku tinyawa leti ti funghiwiwe eka tlhelo rin'we. Kombela vadyondzi ku dludla khapi va chulula tinyawa.



Swivutiso swo letela:

- ✦ Xana i tinyawa tingani ti nga to basa? Xana i tinyawa tingani ti nga na mfungho wa ntima?
- ✦ Xana ku na tinyawa tingani hinkwato ka tona?

Vadyondzi va dludla kutani va chulula tinyawa leti nakambe, hi ku tirhisa tikhapi ta vona naswona va ri karhi va vula, 'Dludla, dludla, dludla, kutani u chulula.' Va hlayela tinyawa leti swin'we.

Vadyondzi va fananisa mikatsano ya tinyawa to basa na ta ntima ku endla nhungu. Vuyelalani kungarikungani.

6. **Tinomboro ta odinali vun'we kufika eka vuntlhanu:**

Vadyondzi va vekela swihlayeri swa swiharhi hi layini swi languta eximatsini. Vutisa vadyondzi hi un'weun'we leswaku i xiyimo xihhi swiharhi swo hambanahambana swi nga yima eka xona.

Swivutiso swo letela:

- ✦ Xana i xiharhi xihhi xi nga xa vun'we/vunharhu/vuntlhanu elayinini?
- ✦ Loko u fambisa ____ kuya endzhaku ka ____ xana i xiyimo xihhi xi nga ta va eka xona?



Kamba leswaku vadyondzi va kota ku:

- hlayela hi nomu 1–20 na kuhundza
- kuma vun'we kufika eka vuntlhanu, xo hetelela
- pananisa michumu ya 1–8 eka makhadi ya mifungho, makhadi ya mathonsi na makhadi ya marito
- kuma mikatsano yo hambanahambana ku endla 8
- tumbuluxa nyumerali ya 8 hi ku tirhisa vumba byo tlangisa

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.

Xitichi xo tirhela xa 1

Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 8 (pheji ya 215) – 1 hi mudyondzi

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leyi.

Xitichi xo tirhela xa 2



Kanelani leswi ntlawa wun'wana na wun'wana wu nga swi dirowa eka 'nxaxamelo wa swinaveriwa' lowu nga eka harhi ya wona hi nkarhi wa mitshamo ya tlilasi hinkwayo.

Leswi lavekaka

- Switiripi swa phepha/khadi leswi nga na 8 wa tinhlamune – 1 hi mudyondzi
- Tikhirayoni
- Tinomboro kusuka eka mugiva wa tinomboro

Vadyondzi va penda eka nhlayo leyi nga lulama ya tinhlamune ta malembe ya vona hi vukhale kutani va tsala mfungho wa nomboro ku pananisa. Va dirowa xifaniso xin'we eka yin'wana na yin'wana ya tinhlamune leti pendiweke eka 'nxaxamelo wa swinaveriwa' swa harhi ya siku lera ku velekiwa.



Xitichi xo tirhela xa 3

Leswi lavekaka

- Sete ya makhadi ya mathonsi (1–8)
- Mfuku ya 8 wa swihlayeri leswi pendiweke hi mudyondzi

Vadyondzi un'wana na un'wana u teka khadi kutani a ri tirhisa swihlayeri ku encenyeta maveketelelo ya mathonsi lama nga ekhadini leri. Va fananisa makhadi ku vona loko tinomboro ta vona ti panana. Vuyelelani hi ku tirhisa makhadi hinkwawo kusuka eka 1 kufika eka 8.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Makhadi ya mifungho ya tinomboro lamakulu (*Khiti ya Swipfuno*)
- Mfuku ya mudyondzi un'wana na un'wana leyi nga na mpimohansi wa 36 wa swihlayeri (*Khiti ya Swipfuno*)

Mudyondzi un'wana na un'wana u humesa khadi ra mfungho wa nomboro. Va tirhisa swihlayeri ku vumba mfungho wa nomboro. Va vuyelela leswi hi ku tirhisa makhadi ya mifungho ya tinomboro yo hambanahambana.

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

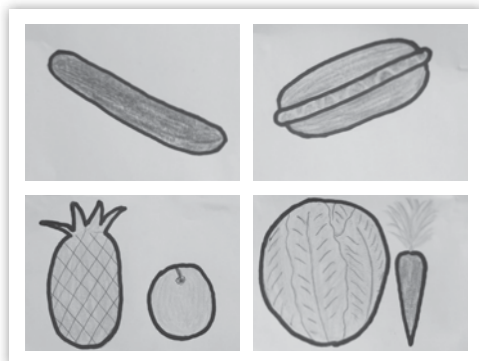
belongs

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

Nkongomo wa Xiyenge xa Vundzeni: Matirhiselo ya Vuxokoxoko bya Tinhlayo

Tinhlokomhaka

- Hlengelela kutani u ava michumu
- Endla vuyimeri bya mihlengelo leyi aviweke ya michumu
- Kanelani na ku vika hi mihlengelo leyi aviweke ya michumu

Vutivi byintshwa

- Dirowa xifaniso ku endla vuyimeri bya vuxokoxoko bya tinhlayo

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Tala/ntsongo hi mbirhi/nharhu
- Tala, ntsongo, ringana
- Hlengelela, ava kutani u endla vuyimeri bya mihlengelo ya michumu

Ntivomarito wa matematiki wuntshwa

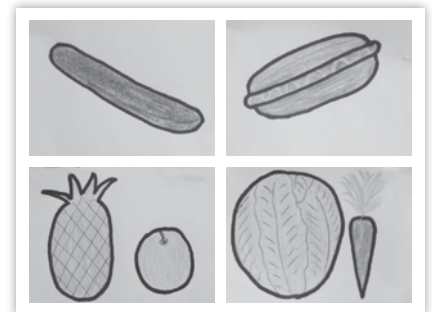
swi wela

a swi weli

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- swifaniso swa hotidogo, burevhoroso, mihandzu na matsavu leswi namarhetiweke eka khadibodo
- swifaniso swa xigqoko xo tshwuka, wasi, rihlaza na xitshopana leswi namarhetiweke eka khadibodo
- khadi leritsongo ra 5 cm × 5 cm leri nga na xikandza xo n'wayitela (vona Kotara ya 2, Vhiki ra 7) – 1 hi mudyondzi
- phepha/khadibodo leritsongo ra xirhendzevutana ro tshwuka, wasi, rihlaza na xitshopana
- thempuleti ya phikitogirafu leyi nga na 4 wa tikholomu na ndhawu ya swifaniso swa swakudya/swihlayeri swa mihlovo ehansi
- giridi ya phikitogirafu ya A4 leyi nga na 3 wa tikholomu na tibuloko to tshwuka, wasi na rihlaza eka rixaxa ra le hansi – 1 hi mudyondzi
- phepha ra tigrifafu ta mihandzu – 1 hi mudyondzi (vona pheji ya 135)
- khalendara ya maxelo ya n'hweti ya sweswi leyi eka yona maxelo ya rhekodiweke
- thege ya vito ya mudyondzi un'wana na un'wana
- makhadi ya swifaniso ku yimela mixaka yo hambanahambana ya tintangu ya vadyondzi: maphaxani; tintangu to pfaleka leti nga na tintambhu, swinamarheti swa Velcro kumbe mabandi



- 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?

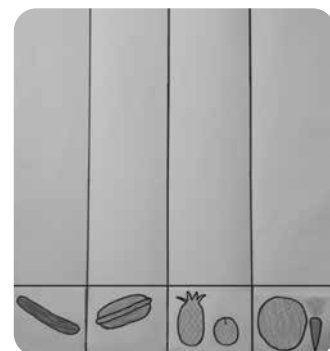


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ 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.

- switsemiwa swa phepha swa tinhlampfi: 6 xin'wana na xin'wana swa xilamula, tshwuka, wasi na rihlaza. Khomanisa ximanyisamaphepha eka leswi eka milomu ya tona
- giridi ya phikitogirafu ya khadibodo leyi nga na mihlovo yo fana tanihi tinhlampfi – 1 hi mudyondzi
- 6 wa tintoko to njobela: xiphemu xa ngoti lexi bohiweke eka nhonga leyi nga na maginete emakumu man'wana
- dayizi leri nga na matlhelo ya xilamula, tshwuka, wasi na rihlaza (vuyelela mihlovo yimbirhi).

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Phositara ya 7
- 4 wa swifaniso: hotidogo, burevhoroso, mihandzu, matsavu
- Makhadi ya swikandza swo nwayitela – 1 hi mudyondzi
- Thempuleti ya phikitogirafu

1. **Risimu/rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka mavhiki lama nga hundza.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Hi vambirhimbirhi, vadyondzi va langutana kutani va hlayela kufika eka 10 loko va ri karhi va:
 - ✦ phakatana swandla swa xinene
 - ✦ phakatana swandla swa ximatsi
 - ✦ phakatana swandla haswimbirhi.
4. **Ku hlengela na ku ava vuxokoxoko bya tinhlayo:** Vulavulani hi mayelana na Phositara ya 7.

Swivutiso swo letela:

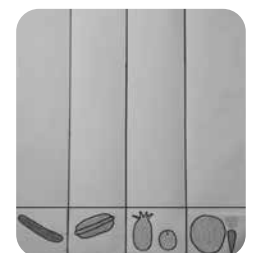
- ✦ Xana i swakudya swihi leswi swi xavisiwaka emakete?
- ✦ Xana i swakudya swihi a wu ta hlawula ku swi xava?

Komba mune wa swifaniso swa mixaka yo hambanahambana ya swakudya. Swi vekele eka yin'wana na yin'wana ya mune wa tikhona ta mete. Vadyondzi va tshama ekusuhi na xifaniso xa swakudya leswi a va ta swi xava.

- ✦ Xana i swakudya swihi u ehleketaka leswaku vadyondzi vo tala va swi tsakela swinene/switsongo kutlula hinkwaswo?
- ✦ Xana u swi tiva njhani?
- ✦ Xana hi nga swi veketela njhani swikandza swo n'wayitela swa hina ku endlela leswaku hi kota ku vona hi ku olova leswaku i vadyondzi vangani va tsakelaka xakudya xin'wana na xin'wana?

Nyika mudyondzi un'wana na un'wana xikandza xo n'wayitela.

5. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Vekela swifaniso swa swakudya ehansi ka kholomu yin'wana na yin'wana eka kholomu ya phikitogirafu. Vadyondzi va vekela makhadi ya swikandza swo n'wayitela rin'we hi nkarhi ehenhla ka xifaniso xa swakudya leswi va swi hlawuleke ku hetisa phikitogirafu.



6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.



XITSUNDZUXO

Tiyisisa leswaku swikandza swo n'wayitela swi vekiwa kahle ku endlela leswaku ku nga vi na tindhawu exikarhi ka swona eka kholomu yin'wana na yin'wana.

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

Siku ra 2

Leswi lavekaka

- Rhayimi: *Ntlhanu wa tihotidogo letitsongo* (pheji ya 197)
- Phositara ya 7
- Khalendara ya maxelo
- Phikitogirafu ya swifambo kusuka eka Siku ra 1

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa tihotidogo letitsongo* ku ri na mifambafambo ya tintiho.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima va languta nakuloni va yisile xandla xin'we endzhaku. Hi mfungho lowu nyikiwaka, vadyondzi un'wana na un'wana u yisa emahlweni nhlayo ya tintiho. Tiphere ti hlayela nhlayo hinkwayo ya tintiho leti va ti kombaka. Vuyelela nghingiriko lowu, vadyondzi va ri karhi va komba nhlayo yo hambanahambana ya tintiho nkarhi wun'wana na wun'wana.
4. **Ku hlaya, ku humesa ntwisiso wa nhlamuselo na ku vika hi vuxokoxoko bya tinhlayo:** Vulavulani hi mayelana na khalendara ya maxelo ya n'hweti.

Swivutiso swo letela:

- ✦ Xana u nga ndzi byela yini hi mayelana na maxelo ya n'hweti leyi?
- ✦ Xana i muxaka muni wa maxelo hi nga va na wona ko tala kutlula hinkwawo/matsongo kutlula hinkwawo?
- ✦ Xana a ku ri na masiku ya mumu yo tala kumbe masiku ya mpfula yo tala? Xana i mangani man'wana? Xana u swi tiva njhani?

Vadyondzi va languta Phositara ya 7 na phikitogirafu ya swakudya kusuka eka Siku ra 1. Va fananisa vulehelahenhla bya tikholomu leti nga eka phikitogirafu kutani va hlayela ku kumisisa leswaku i yingani ya muxaka wun'wana na wun'wana wa swakudya vadyondzi vo hambanahambana va yi tsakelaka.

- ✦ Xana u vona yini hi mayelana na phikitogirafu leyi?
- ✦ Xana i kholomu yihi yi nga leha kutlula hinkwato/koma kutlula hinkwato? Xana leswi swi vula yini?
- ✦ Xana i vadyondzi vangani va hlawuleke tihotidogo/burevhoroso/mihandzu/matsavu?
- ✦ Xana ku na vadyondzi vo tala/vatsongo lava va hlawuleke tihotidogo kumbe xana ku na vadyondzi vo tala/vatsongo lava va hlawuleke burevhoroso? Xana i tingani tin'wana?
- ✦ Xana tihi kumbe tihi ta tikholomu leti ti na tinhlayo to ringana?
- ✦ Xana i xakudya xihi xi rhandziwaka ngopfu?
- ✦ Xana a ku ta va ku humelela yini loko vadyondzi vambirhi van'wana a va hlawule tihotidogo/burevhoroso, na swo kota sweswo?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Ntlhanu wa tihotidogo letitsongo* (pheji ya 197)
- Swihlayeri swo tshwuka, wasi, rihlaza, xitshopana (*Khiti ya Swipfuno*)
- Thege ya vito – 1 hi mudyondzi
- 4 wa swifaniso swa swiggoko (tshwuka, wasi, rihlaza, xitshopana)
- 4 wa tikhontheni leti leburaweke: tshwuka, wasi, rihlaza, xitshopana
- Xitori: *Ku xava xiggoko* (pheji ya 197)
- 4 wa switiripi swa phepha ro basa
- Thempuleti ya phikitogirafu

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. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa tihotidogo letitsongo*.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima hi xirhendzevutana kutani va hlayela kusuka eka 1 kufika eka 10, va phokotela nkarhi wun'wana na wun'wana loko va vula nomboro. Mudyondzi loyi a vulaka '10' u tshama ehansi kutani nhlayelo wu sungula nakambe kusuka eka '1'. Vuyelelani kufikela loko ku va na mudyondzi un'we a nga yima.
4. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Rungula xitori lexi, *Ku xava xigqoko*. Langutani swifaniso leswa mune swa swigqoko. Kanelani leswaku i xigqoko xa muhlovo wihi vadyondzi a va ta xi hlawula. Vadyondzi va hlawula xihlayeri ku panana na muhlovo wa xigqoko lexi va nga xi hlawula. Va vekela xihlayeri endzeni ka khontheni leyi nga na lebulu ya muhlovo wolowo.

Swivutiso swo letela:

- ✦ Xana hi nga kumisisa leswaku i vadyondzi vangani va tsakelaka xigqoko xa muhlovo wun'wana na wun'wana?

Kombela mune wa vadyondzi ku veketela swihlayeri leswi kusuka eka khontheni yin'wana na yin'wana hi layini eka xitiripi xa phepha. Kanelani vuxokoxoko bya tinhlayo.



- ✦ Xana i vadyondzi vangani va tsakelaka xigqoko xo tshwuka/wasi/xitshopana/rihlaza?
- ✦ Xana hi nga swi kota njhani ku kumisisa leswaku muhlovo wa xirhandzwa hi wihi etlilasini ya hina?

Vekela xihlayeri lexi pendiweke ku hambana eka rixaxa ra le hansi ra thempuleti ya phikitogirafu. Vadyondzi va vekela tithege ta mavito ya vona eka phikitogirafu leyi nga eka kholomu leyi nga ehenhla ka muhlovo wa xigqoko lexi va xi hlawuleke.



5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Ntlhanu wa tihotidogo letitsongo* (pheji ya 197)
- Phikitogirafu ya swifambo kusuka eka Siku ra 3
- 4 wa swifaniso swa swigqoko (tshwuka, wasi, rihlaza, xitshopana)

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa tihotidogo letitsongo*.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 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.



- Ku hlayela michumu 1–10:** Tlangani 'Sizwe u ri', mi ri karhi mi huwelela michumu ya le kamareni ro dyondzela leswaku vadyondzi va yi kuma, va yi khumba na ku yi hlayela, tanihi xikombiso, switulu swinharhu, khume ra tikhirayoni, mafasitere mambirhi, rivanti rin'we, nhungu wa tintangu, ntlhanu wa tibuku.
- Kanelani na ku vika hi mayelana na nhlengelo:** Vekela swifaniso swa swigqoko ekhumbini kutani u kombela vadyondzi ku ku pfuna ku rungula xitori xa swigqoko.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku i xigqoko xa muhlovo wihi lexi vadyondzi vo tala/vatsongo kutlula hinkwavo va xi hlawuleke? Hikwalahokayini u ehleketa sweswo?

Kanelani phikitogirafu kusuka eka Siku ra 3.

- ✦ Xana phikitogirafu leyi yi hi byela yini?
- ✦ Xana hi yihi kholomu leyi nga leha kutlula hinkwato?
- ✦ Xana i vadyondzi vangani va hlawuleke xigqoko xa muhlovo wolowo?
- ✦ Xana ku na mihlovo yihi kumbe yihi leyi ku nga riki na munhu loyi a yi hlawuleke?
- ✦ Xana vanhu vo tala va hlawuleke swigqoko swo tshwuka kumbe swa wasi, na swo kota sweswo?
- ✦ Xana ku na mihlovo yihi kumbe yihi leyi nhlayo yo fana ya vadyondzi va yi hlawuleke?
- ✦ Xana a ku tava ku humelele yini loko vadyondzi vambirhi van'wana/vatsongo hi vanharhu a va hlawuleke rihlaza, na swo kota sweswo?

- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Ntlhanu wa tihotidogo letitsongo* (pheji ya 197)
- Makhadi ya swifaniso ku yimela mixaka yo hambanahambana ya tintangu ta vadyondzi
- Thepi yo namarheta kumbe choko

- Rhayimi:** Vulani rhayimi, *Ntlhanu wa tihotidogo letitsongo*.
- Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
- Ku hlayela michumu 1–10:** Ntlhanu wa vadyondzi va fola layini emahlweni ka tlilasi.

Swivutiso swo letela:

- ✦ Xana ku na tintangu tingani hinkwato ka tona?
- ✦ Xana ku na tiphere tingani ta tintangu?

- Ku ava vuxokoxoko bya tinhlayo:** Kombela vadyondzi ku vula loko va ambarile maphaxani kumbe tintangu to pfaleka. Loko va ambarile tintangu to pfaleka, xana ti na tintambhu, swinamarheti swa Velcro kumbe mabandhi? Vula u ku, 'A ndzi tivi leswaku i vadyondzi vangani va nga ambala maphaxani namuntlha?' Vadyondzi va tiveketela hi voxe hi mitlawa hi ku ya hi muxaka wa vona wa tintangu.

Swivutiso swo letela:

- ✦ Xana i vadyondzi vangani va nga na tintangu leti nga na tintambhu/swinamarheti swa Velcro/mabandhi?
- ✦ Xana ku na vadyondzi vo tala/vatsongo lava nga na tintangu leti nga na tintambhu/swinamarheti swa Velcro/mabandhi, na swo kota sweswo?
- ✦ Xana ku na mitlawa yihi kumbe yihi yi ringanaka?

XITSUNDZUXO

Loko vadyondzi va ambala tintangu to hambanahambana ku ya exikolweni, va nga tintlawahata hi voxe hi ku ya hi muhlovo wa tintangu.



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. **Ku veketela vuxokoxoko bya tinhlayo:** Vadyondzi va tiveketela hi voxe etilayinini hi ku ya hi muxaka wa vona wa tintangu.

Swivutiso swo letela:

- ✦ Xana i layini yihi yi nga leha/koma kutlula hinkwato?
- ✦ Xana leswi swi hi byela yini?
- ✦ Xana i muxaka muni wa ntangu wu ambariwaka hi vadyondzi vo tala/vatsongo kutlula hinkwavo? Xana u swi tiva njhani?
- ✦ Xana ku na tilayini tihi kumbe tihi ti nga na nhlayo yo fana ya vadyondzi? Hlayelani swin'we nhlayo ya vadyondzi lava nga eka layini yin'wana na yin'wana.
- ✦ Xana ku na vadyondzi vangani eka layini leyi?

Vekela swifaniso swa mixaka ya tintangu hi rixaxa emeteni. Vadyondzi va hluvula ntangu ya vona ya xinene na ku vekela eka kholomu leyi nga ehenhla ka xifaniso lexi xi yimelaka ntangu ya vona.

- ✦ Xana i kholomu yihi yi nga na tintangu to tala/titsongo kutlula hinkwato?
- ✦ Xana ku na vadyondzi vo tala lava va nga na maphaxani kutlula vadyondzi lava nga na tintangu leti nga na tintambhu, na swo kota sweswo?
- ✦ Xana i vadyondzi vangani va nga na tintangu leti pfariweke kutlula maphaxani, na swo kota sweswo?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya: Ku Avelana mianakanyo, ku Yingisela na ku Vulavula.
Swikili swa Vutomi: Ava michumu loko u basisa na ku paka.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na mixakaxaka ya:
 - 10 ra tibuloko ta Unifix (tshwuka, wasi na rihlaza: nkatsano wo hambanahambana wa mudyondzi un'wana na un'wana)
 - Swimhandzana swo hlayela
 - Swihlayeri leswi pendiweke
- Mfuku ya tikhirayoni hi mudyondzi leyi nga na mixakaxaka ya tikhirayoni to tshwuka, wasi na rihlaza
- Giridi ya phikitogirafu ya A4 hi mudyondzi leyi nga na tibuloko to tshwuka, wasi na rihlaza eka rixaxa ra le hanshi

1. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
2. **Ku hlayela michumu 1–10:** Vadyondzi un'wana na un'wana u hlayela 10 ra tibuloko ta Unifix kusuka eka timfuku ta vona. Va aka xihondzo.

Swivutiso swo letela:

- ✦ Xana i tibuloko tingani ti vumbaka xihondzo xa wena?
- ✦ Xana ku na tibuloko to tshwuka/wasi/rihlaza tingani?
- ✦ Xana ku na tibuloko to tshwuka kumbe ta wasi to tala/titsongo?

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. **Ku hlengeleta na ku ava michumu:** Vadyondzi va titekela xiboho hi voxo hilaha va faneleke ku ava hakona michumu hinkwayo (tibuloko ta Unifix, swimhandzana na swihlayeri) leyi nga eka timfuku ta vona.

Swivutiso swo letela:

- ✦ Xana i mitlawa yihi leyi u nga yi endlaka hi michumu ya wena?
- ✦ Xana u yi ava njhani?
- ✦ Hikwalahokayini u vekela _____ ya wena eka ntlawa lowu?
- ✦ Xana swilo leswi swi fana njhani?
- ✦ Xana u nga ava leswi hi ndlela yo hambana?

Vadyondzi va ava michumu ya vona hi ku ya hi xihlawulekisi lexi nyikiweke.

- ✦ Xana u nga kota ku ava michumu ya wena hi muhlovo/xivumbeko/sayizi?
- ✦ Xana hi wihi lowu wu welaka/wu nga weliki kona eka ntlawa lowu? Hikwalahokayini?

 **XITSUNDZUXO**

Vuyelela hi mikatsano ya mihlovo yo hambanahambana leyi xakelanisiweke na mihlovo ya tibuloko ta Unifix.

4. **Ku ava, ku endla vuyimeri na ku humesa nhlamuselo eka vuxokoxoko bya tinhlayo:** Nyika mudyondzi un'wana na un'wana giridi ya phikitogirafu ya A4, na mfuku ya tikhirayoni to tshwuka, wasi na rihlaza. Vadyondzi va ava tikhirayoni ta vona hi ku ya hi muhlovo.



Swivutiso swo letela:

- ✦ Xana u nga kota ku ava tikhirayoni ta wena hi muhlovo?
- ✦ Xana i vito rihi u nga ri nyikaka ntlawa lowu wa tikhirayoni?

Vadyondzi va hlayela leswaku ku na tikhirayoni tingani eka ntlawa wun'wana na wun'wana. Va vekela nhlayo ya tibuloko ta Unifix ta muhlovo lowu pananaka endzeni ka tikholomu ehenhla ka muhlovo lowu pananaka eka tigriri ta vona ta phikitogirafu.



- ✦ Xana ku na tikhirayoni ta wasi kumbe ta rihlaza/to tshwuka to tala?
- ✦ Xana i khirayoni ya muhlovo wihi hi nga na to tala/wutsongo kutlula hinkwato ka tona?
- ✦ Xana ku na tikhirayoni ta _____ to tala kutlula tikhirayoni ta _____?



Kamba leswaku vadyondzi va kota ku:

- fananisa michumu hi ku ya hi xihlawulekisi xin'we kumbe kutlula, tanihi xikombiso, muhlovo, sayizi, muxaka
- ava michumu hi mitlawa hi ku ya hi swihlawulekisi swo hambanahambana
- hlamusela swihlawulekisi swa michumu leyi aviweke
- hlamusela hi vutalo hilaha va aveke michumu leyi hakona
- teka xiboho leswaku hi le ka kholomu yihi michumu yi welaka eka yona
- tiva leswaku 'i yingani' hi ku ya hi vuxokoxoko bya tinhlayo lebyi yimeriweke

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.

Xitichi xo tirhela xa 1



Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na:
 - Swihlayeri leswi pendiweke
 - Swihlayeri swa swiharhi
 - Tibuloko ta swihlawulekisi

Vadyondzi va ava michumu leyi nga etimfukwini ta vona hi ku ya hi swihlawulekisi swo hambanahambana ku endla mitlawa.

Xitichi xo tirhela xa 2



Leswi lavekaka

- Dayizi leri nga na matlhelo ya xilamula, tshwuka, wasi na rihlaza (vuyelela mihlovo yimbirhi)
- Xiphemu lexikulu xa ngoti
- Hi mudyondzi:
 - Tinhlampfi ta xilamula, tshwuka, wasi na rihlaza
- ‘Ritoko ro njo vela’
- Giridi ya phikitogirafu ya khadibodo leyi nga na mihlovo yo fana tanihi tinhlampfi
- Swihlayeri (xilamula, tshwuka, wasi na rihlaza)

Endla xidan’wana hi ngoti. Hoxa tinhlampfi exidan’wanini. Vadyondzi va khunguluxa dayizi kutani va ‘khoma’ nhlampfi leyi pananaka na muhlovo lowu nga edayizini. Va vekela xihlayeri lexi pananaka eka giridi ya vona ya phikitogirafu. Vuyelelani kufikela loko vadyondzi va khomile tsevu wa tinhlampfi un’wana na un’wana.

Xitichi xo tirhela xa 3

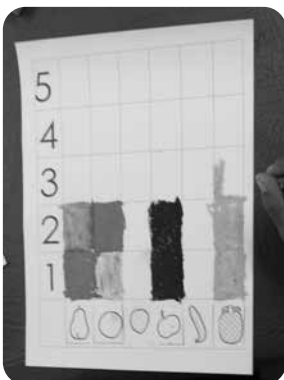


Leswi lavekaka

- Tibuloko ta mihlovo na/ kumbe swivumbeko swo hambanahambana
- Tikhirayoni
- Phepha

Vadyondzi va vava tibuloko hi ku ya hi swivumbeko. Va dirowa xifaniso ku komba hilaha tibuloko ti aviweke hakona.

Xitichi xo tirhela xa 4



Leswi lavekaka

- Tikhirayoni
- 1 ya mfuku ya swihlayeri swa mihandzu hi mudyondzi
- Phepha ra tigrifafu ta mihandzu – 1 hi mudyondzi

Vadyondzi va chukuchela emabokisini ku komba leswaku i mixaka yingani yo hambana ya wun’wana na wun’wanawa wa mihandzu leyi va nga na yona.

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

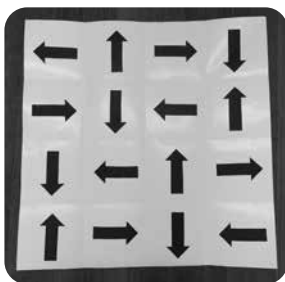
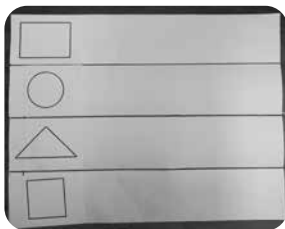
New maths vocabulary

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).

Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)

Tinhlokomhaka

- Xiyimo, ndzetelo na matlhelo
- Swihlawulekisi swa swivumbeko swa 2-D na swa michumu ya 3-D
- Landzelela matlhelo

Vutivi byintshwa

- Xiyimo xa michumu hi ku yelana ka yona
- Chati ya miseve
- Kopunula kutani u aka xiakiwa (makhadi ya swifaniso)

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Swivumbeko: xirhendzevutana, xikwere, yinhlamune, yinhlanharhu, yinhlamune
- Mabokisi, tibolo
- Ku hingakanya ntila wa le xikarhi
- Xiyimo: emahlweni na endzhaku

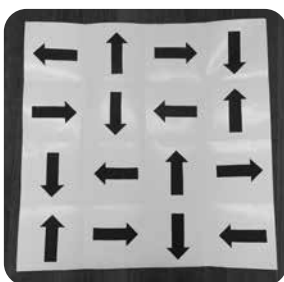
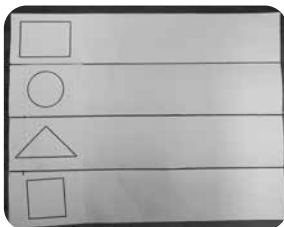
Ntivomarito wa matematiki wuntshwa

nseve

endzeni

ehandle

Ku lungheka



XITSUNDZUXO

Vadyondzi va ta valanga ku ya emahlweni xiyimo na tlhelo vhiki leri kutani va fanele ku ambala tirhekerhe to tsanyuka/wulu (leti tirhisiweke eka Vhiki ra 4).

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- michumu wa 3-D ku landzelerisa: xirhendzevutana, xikwere, yinhlamune, yinhlanharhu – 1 hi mudyondzi
- phepha ra A3 leri nga na mixaxa ya mune na xivumbeko emasungulweni ya rixaxa rin'wana na rin'wana: xirhendzevutana, xikwere, yinhlamune, yinhlanharhu
- giridi ya swivumbeko efulorweni (leyi endliveke hi thepi yo namarheta/choko (vona pheji ya 145)
- bokisi ra khadibodo leri nga na xipfalo na n'wampopi endzeni
- chati ya miseve
- tibuloko/michumu ya 3-D, tanihi xikombiso, 1 ya buloko ya swihlawulekisi, 3 wa xivumbeko xa xikwere na 2 wa tibuloko/mabokisi yo aka ya mhandzi ya xivumbeko xa yinhlamune, 4 wa swiketela/switsondzelelo swa phepha ra le xihambukelweni – 1 hi mudyondzi
- tibolo ta thenisi
- switsemiwa leswitsongo swa phepha swa mihlovohlovo: swirhendzevutana, swikwere, tinhlamune, yinhlanharhu
- tibodo ta Bingo ta swivumbeko – 1 hi mudyondzi (vona pheji ya 218)
- makhadi lamatsongo ya swivumbeko (tikopi ta xivumbeko xin'wana na xin'wana lexi nga eka tibodo ta Bingo ta swivumbeko).

Whole class activities

Day 1

What you need

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

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

Guiding questions:

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

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

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

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

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

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

Look at the completed grid.

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

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



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

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala* (pheji ya 199)
- Thini
- 10 ra tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)
- Michumu ya 3-D ku landzelerisa: xirhendzevutana, xikwere, yinhlanharhu, yinhlamune – 1 hi mudyondzi
- Phepha ra A3 leri nga na mixaxa ya mune na xivumbeko emasungulweni ya rixaxa rin'wana na rin'wana: xirhendzevutana, xikwere, yinhlanharhu, yinhlamune
- Xichayana xa vuyimbeleri

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala*. Vadyondzi va tikatsa.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Wisela tibuloko ta swihlawulekisi exikarhi ka 1 na 10 endzeni ka thini rin'we hi nkarhi. Vadyondzi va hlayela loko va ri karhi va twa buloko yin'wana na yin'wana yi ba tshaku ra thini. Vuyelelani.
4. **Swihlawulekisi swa swivumbeko:** Yimisa xivumbeko xa xikwere.

Swivutiso swo letela:

- ✦ Xana xivumbeko lexi i yini?
- ✦ Xana hi swihi leswi nga kota ku swi tsundzuka hi mayelana na xivumbeko lexi?
- ✦ Xana u swi tiva njhani leswaku i xikwere?
- ✦ Xana wa kota ku vona michumu ya xivumbeko xa xikwere ekamareni ro dyondzela?

Tanihiloko vuyimbeleri byi ri karhi byi tlanga, vadyondzi va fambafamba ku rhendzeleka na kamara ro dyondzela va ri karhi va lava michumu leyi nga na xivumbeko xa xikwere. Loko vuyimbeleri byi yima vadyondzi va kuma nchumu lowu kutani va wu tisa emeteni.

- ✦ Xana a swi olova ku kuma nchumu lowu? Hikwalahokayini/hikwalahokayini swi nga ri tano?
- ✦ Xana wu na matlhelo mangani/tikhona tingani/makumu mangani? Va landzelerisa ku rhendzeleka na tshaku ra nchumu lowu eka giridi.
- ✦ Xana xidirowiwa xa wena xi fana/hambana njhani na _____ lexi u diroweke ku rhendzeleka na xona?

Vadyondzi lava va kumeke swikwere va tshama ehansi. Vuyelelani hi xivumbeko xin'wana na xin'wana kufikela loko vadyondzi hinkwavo va kumile nkarhi.

Langutani giridi leyi hetuweke.

- ✦ Xana i swirhendzevutana/tinhlanharhu/swikwere/tinhlamune tingani u ti vonaka?
- ✦ Xana i xivumbeko xihle lexi hi nga na swo tala kutlula hinkwaswo/switsongo kutlula hinkwaswo swa xona?
- ✦ Xana xikwere/yinhlanharhu/xirhendzevutana xi fana/hambana njhani na yinhlamune, na swo kota sweswo?
- ✦ Xana i swivumbeko swihi swi nga na matlhelo ya mune/manharhu?
- ✦ Xana i swivumbeko swihi swi nga hava matlhelo?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

XITSUNDZUXO

Vadyondzi va fanele ku kota ku landzelerisa ku rhendzeleka na xikandza xa wun'wana na wun'wana wa michumu ya leya 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.



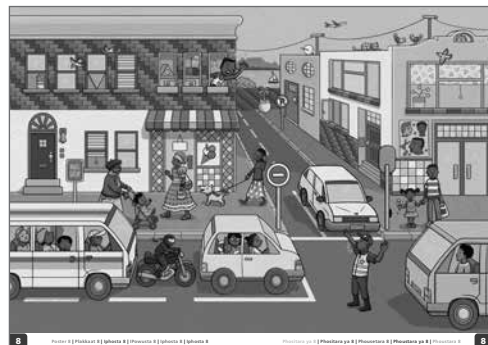
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

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.



Siku ra 2

Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala* (pheji ya 199)
- Michumu leyi nga na xivumbeko xa yinhlanharhu, xikwere, xirhendzevutana na yinhlamune
- Tirhekerhe to tsanyuka/wulu – 1 hi mudyondzi
- Phositara ya 8

 XITSUNDZUXO

Mfambafambo lowu wu tiyisa ku tirhisiwa ka swirho swa ximatsi na swa xinene swa vadyondzi. Khutaza mifambafambo yin'wana, yo tanihi ku cincacinsa mikondzo leyi gimaka, ku voyama kusuka etlhelo kuya etlhelo, 'ku khida' na 'ku khandziya switepisi' mifambafambo ya ximatsi-xinene.



1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala*. Vadyondzi va phakata mathanga ya vona ya xinene hi swandla swa vona swa ximatsi ku fambisana na nsumo. Vulani rhayimi leyi ravumbirhi. Vadyondzi va phakata mathanga ya vona ya ximatsi hi swandla swa vona swa xinene.

2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.

3. **Ku hlayela michumu 1–10:** Vekela tirhekerhe eka swandla swa xinene swa vadyondzi. Vadyondzi va yima hi rixaxa va hangamile milenge ya vona. Va yimisa swandla swa vona swa xinene, endzhakukaswona va korhama kusuka exisutini kutani va khumba nkondo wa vona wa ximatsi hi xandla xa vona xa xinene loko va ri karhi va hlayela kufika eka 10. Vuyelalani, vadyondzi va ri karhi va khumba nkondzo wa vona wa xinene hi xandla xa vona xa ximatsi.



4. **Swihlawulekisi swa swivumbeko:** Tumbeta nchumu lowu nga na xivumbeko xa yinhlanharhu, xikwere, xirhendzevutana kumbe yinhlamune endzhaku ka wena. Hlamusela xivumbeko lexi hi ku hlawulekisa. Tanihi xikombiso:

- ✦ Xi na matlhelo manharhu na tikhona tinharhu.
- ✦ Xi na mune wa matlhelo lama nga na vulehi byo fana.
- ✦ Xi hava matlhelo naswona xi hava tikhona. I xa xirhendzevutana. Vadyondzi va vhumba xivumbeko lexi. Mudyondzi loyi a vhumbaka hi ndlela leyi nga lulama u kuma nkarhi wa ku tumbeta xivumbeko xin'wana endzhaku ka yena kutani a nyika vuthala. Va seketele hi ku vutisa swivutiso laha swi faneleke.

Vulavulani hi mayelana na Phositara ya 8.

Swivutiso swo letela:

- ✦ Xana i swivumbeko swihi leswi u swi vonaka?
- ✦ Xana u nga kota ku kuma xivumbeko lexi nga na matlhelo manharhu/mune? Xana xi vitaniwa yini?
- ✦ Xana i matlhelo mangani lama fasitere leri ri nga na wona? Xana i xivumbeko muni lexi?
- ✦ Xana u nga kota ku kuma xivumbeko lexi xi nga na matlhelo yo leha mambirhi na matlhelo yo koma mambirhi/matlhelo ya mune lama ma nga na vulehi byo fana? Xana xi vitaniwa yini?
- ✦ Xana i xivumbeko xihhi xa switina leswi nga ekhumbini?
- ✦ Xana hi kwihi laha u nga kotaka ku vona ayisikhirimi? Xana khoni/ ayisikhirimi i ya xivumbeko muni?
- ✦ Xana u nga kota ku vona swikwere swa wasi/xitshopana leswitsongo swihi kumbe swihi? Swi hlayeleni.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

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



TIP

Do this activity outside. Learners should keep looking ahead while they take steps backwards.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala* (pheji ya 199)
- 2 wa madayizi
- Khontheni leyi nga na tibuloko ta swihlawulekisi – 1 ya buloko hi mudyondzi

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala*. Vadyondzi va famba va ya emahlweni magoza mabirhi na kuya endzhaku magoza mabirhi ku fambisana na nsumo.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana kutani va siyerisana ku khunguluxa madayizi mambirhi. Vadyondzi hinkwavo va komba tintiho to tala ku ringana na mathonsi lama nga eka madayizi lama, va ri karhi va hlayela swin'we. Loko nhlayo hinkwayo ya mathonsi lama nga emadayizini yi ri kutlula 10, vadyondzi va huwelela 'Huu, yo!' kutani va ringanyeta leswi va fanelaka ku swi endla ku ololoxa xiphiso lexi (ku katsa na nhompfu, tindleve, va tirhisa swikunwana swa vona, na swo kota sweswo).
4. **Xiyimo: kuya emahlweni na kuya endzhaku:** Vadyondzi va endla ntlangu wa *Ku ya eku hloteni ka nghala*. Nkarhi wun'wana na wun'wana loko va twa marito 'Huu, yo!' vadyondzi va teka magoza mambirhi kuya endzhaku. Va famba kuya emahlweni tanihiloko xitori xi ri karhi xi ya emahlweni.
5. **Swihlawulekisi swa swivumbeko:** Vadyondzi va tshama hi xirhendzevutana. Hundzisa khontheni leswaku mudyondzi un'wana na un'wana a hlawula buloko ya swihlawulekisi. Vadyondzi lava va hlawuleke xivumbeko lexi u xi hlamuseleke hi ku hlawulekisa, va fanele ku xi yimisela ehenhla.

Swivutiso swo letela:

- ✦ Xana i vamani lava nga na yinhlharhu ya wasi, na swo kota sweswo? Vadyondzi va hundzisa buloko ya swihlawulekisi eka mudyondzi loyi a nga eximatsini xa vona. Loko va ri karhi va endla tano, va fanele ku yimbelela, 'A hi kumeni leswaku i xivumbeko muni xi landzelaka. A hi kumeni leswaku i xivumbeko muni xi landzelaka. A hi kumeni leswaku i xivumbeko muni xi landzelaka, lexi ndzi nga xi khoma exandleni xa mina.' Vuyelela hi swivutiso swo yelana. Tanihi xikombiso:
 - ✦ Xana i mani a nga na xivumbeko xo tshwuka lexi nga hava matlhelo?
 - ✦ Xana i mani a nga na xivumbeko xa xitshopana lexi nga na mune wa tikhona?
 - ✦ Xana i mani a nga na xivumbeko xa rihlaza lexi nga na matlhelo yo leha mambirhi na matlhelo yo koma mambirhi?
 - ✦ Xana i mani a nga na xivumbeko xo tshwuka lexi nga riki xikwere?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

**XITSUNDZUXO**

Endlani nghingiriko lowu ehandle. Vadyondzi va fanele ku tshama va langutile emahlweni loko va ri karhi va teka magoza kuya endzhaku.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala* (pheji ya 199)
- Giridi ya swivumbeko efulorweni
- Buloko yo aka ya mudyondzi un'wana na un'wana (sayizi yo fana na xivumbeko xo fana)
- Choko kumbe thepi yo namarheta

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place 10 blocks in a row where learners can see them.

Guiding questions:

- ★ How many blocks do you think there are in this row?

Learners count the blocks. Place another 10 blocks beneath the first row, spacing them wider apart.

- ★ Do you think there are more blocks in the first or second row?
- ★ How many blocks do you think there are in the second row?

Learners count the blocks.

4. **Follow directions:** Each learner should have a block. Play 'Sizwe says', calling out positional words, for example, Sizwe says, 'Put your block:

- ★ on your head.'
- ★ next to your right/left foot.'
- ★ under your foot.'
- ★ in the middle of your lap.'
- ★ on top of your hand.'
- ★ between your legs.'
- ★ in front of your chest.'
- ★ behind your back.'
- ★ below your knee.'

5. **Shape movements:** Learners take turns to move along the shape grid on the floor as directed.

- ★ Hop twice in each triangle.
- ★ Jump over all the squares.
- ★ Stand in the middle shape.
- ★ Jump up and down five times in the circle.
- ★ Turn to the left/right and jump into the next three squares.
- ★ Hop with one foot across each of the bottom three shapes.



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



This activity works well outdoors.

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala.*
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vekela 10 ra tibuloko hi rixaxa laha vadyondzi va nga ta kota ku ti vona.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na tibuloko tingani eka rixaxa leri? Vadyondzi va hlayela tibuloko leti. Vekela 10 ra tibuloko tin'wana ehansi ka rixaxa ra vun'we, u ti veka ti va ekule na le kule.
- ✦ Xana u ehleketa leswaku ku na tibuloko to tala eka rixaxa ra vun'we kumbe ra vumbirhi?
- ✦ Xana u ehleketa leswaku ku na tibuloko tingani eka rixaxa ra vumbirhi? Vadyondzi va hlayela tibuloko leti.

 **XITSUNDZUXO**

NgHINGIRIKO lowu wu tirha kahle swinene ehandle ka miako.

4. **Landzelela matlhelo:** Mudyondzi un'wana na un'wana u fanele ku va na buloko. Tlangani 'Sizwe u ri', mi ri karhi mi huwelela marito ya xiyimo, tanihi xikombiso, Sizwe u ri, 'Veka buloko ya wena:
 - ✦ enhlokweni ya wena.'
 - ✦ ekusuhi na nkondzo wa wena wa xinene/ximatsi.'
 - ✦ ehansi ka nkondzo wa wena.'
 - ✦ exikarhi ka vuxingelo bya wena.'
 - ✦ ehenhla ka xandla xa wena.'
 - ✦ exikarhi ka milenge ya wena.'
 - ✦ emahlweni ka xifuva xa wena.'
 - ✦ endzhaku ka miri wa wena.'
 - ✦ ehansi ka tsolo ra wena.'
5. **Mifambafambo ya swivumbeko:** Vadyondzi va siyerisana ku famba ku xaxamela na giridi ya xivumbeko efulorweni tanihilaha swi lerisiweke hakona.
 - ✦ Thamuka hi nenge wun'we kambirhi eka yinhlanharhu yin'wana na yin'wana.
 - ✦ Tlula hi le henhla ka swikwere hinkwaswo.
 - ✦ Yima endzeni ka xivumbeko xa le xikarhi.
 - ✦ Tlula u ya ehenhla na le hansi kantlhanu endzeni ka xirhendzevutana.
 - ✦ Jikela eximatsini/exineneni kutani u tlulela endzeni ka swikwere swinharhu leswi landzelaka.
 - ✦ Thamuka hi nkondzo wun'we ku tsemakanya xin'wana na xin'wana xa swivumbeko swinharhu swa le hansi.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.



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.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala* (pheji ya 199)
- Bokisi ra khadibodo leri nga na xipfalo na n'wampopi endzeni

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va vumba rixaxa kutani va tlhela va tshama hi ku cincana loko va ri karhi va hlayela. Xikan'wekan'we loko va hlayerile kufika eka 10 va sungula rixaxa rintshwa.

Swivutiso swo letela:

- ✦ Xana i vadyondzi vangani lava nga eka rixaxa ra vun'we/vumbirhi/vunharhu?
 - ✦ Xana i rixaxa rihi ri nga na vadyondzi vo tala/vatsongo?
 - ✦ Xana i vadyondzi vangani va nga tshama/yima eka rixaxa ra vumbirhi?
 - ✦ Xana vadyondzi vo tala hi lava nga yima kumbe lava nga tshama?
4. **Xiyimo na tlhelo:** Vekela bokisi leri pfaraweke leri nga na n'wampopi emeteni.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na yini endzeni ka bokisi?

Humesa n'wampopi ebokisini. N'wi veke eka swiyimo swo hambanahambana. Vadyondzi va ku byela laha a nga kona, tanihi xikombiso, ehansi ka/ehenhla ka/ehenhla/endzeni/endzhaku ka/emahlweni ka.

- ✦ Xana n'wampopi u le kwihi sweswi?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.



Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Nhlawulo wa tibuloko/michumu ya 3-D hi mudyondzi
- Tibolo ta thenisi
- Chati ya miseve
- Switululu – 1 hi mudyondzi
- Bokisi ra khadibodo leri nga na xipfalo
- N'wampopi

1. **Ku hlayela michumu 1–10:** Vekela tibuloko emeteni. Vadyondzi va siyerisana ku hlayela kusuka eka 1 kufika eka 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



XITSUNDZUXO

Khutaza vadyondzi ku tirhisa marito ya matlhelo kufana na 'ximatsi na xinene', 'kuya emahlweni na kuya endzhaku'.

2. **Ku aka xivumbeko:** Aka xiakiwa emeteni hi ku tirhisa tibuloko/ michumu ya 3-D.

Swivutiso swo letela:

- ✦ Xana u nga ndzi byela yini hi mayelana na lexi ndzi xi akeke?
- ✦ Xana i swivumbeko muni leswi u swi vonaka?
- ✦ Xana u nga kota ku veketela tibuloko ta wena hi ndlela yo fana? Vadyondzi va aka xiakiwa xo fana hi tibuloko ta vona.
- ✦ Xana i michumu yihi u yi tirhiseke?
- ✦ Xana xa wena xa fana/a xi fani na xa mina? Hikwalahokayini?

3. **Xiyimo:** Lerisa vadyondzi ku vekela n'wampopi eka swiyimo swo hambanahambana hi ku fambelana na bokisi leri kutani va vula laha n'wampopi a nga kona. Vuyelelani hi vadyondzi van'wana.

Swivutiso swo letela:

- ✦ Xana u nga kota ku veka n'wampopi emahlweni/ehansi ka/ekusuhi na/ehenhla ka/endzhaku ka bokisi?

Vadyondzi va siyerisana ku veka n'wampopi eka swiyimo swo hambanahambana naswona tlilasi hinkwayo yi vula laha n'wampopi a nga kona.

4. **Chati ya miseve:** Vekela chati ya miseve ekhumbini. Vadyondzi va ta famba va ya etlhelo ro fana tanihi miseve.

Swivutiso swo letela:

- ✦ Xana i tlhelo rihi nseve wu kombeteke eka rona?
- ✦ Xana u ta famba njhani?

Letela vadyondzi hi ku tirhisa matlhelo hinkwawo na mifambofambo mi nga si sungula ntlangu.

Kombetela nseve kutani u nyika matlhelo yo tanihi:

(Rixaxa ra 1) Tlharhamula mavoko ya wena. → ← ↓ ↑

(Rixaxa ra 2) Yima ehenhla ka xitulu kutani u tlula ↓ endzhakukaswona

yima fulorweni kutani u tlula. ↑ ← →

Mpfanganiso

Ririmi ra le Kaya: Nhluvukiso wa ntivomarito.

Swikili swa Vutomi: Nkarhi wa xihambukelo na ku famba kuya/kusuka etindhawini.



Kamba leswaku vadyondzi va kota ku:

- aka xiakiwa hi ku kopunula xikombiso
- hlamusela xiyimo xa michumu hi ku yelana ka yona
- tirhisa marito ya xiyimo yo tanihi emahlweni ka/ehansi ka/ekusuhi na/ehenhla ka/endzhaku ka/endzeni ka/ehandle ka
- tirhisa marito ya matlhelo yo tanihi ximatsi/xinene, henhla/hansi

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.



Xitichi xo tirhela xa 1



Leswi lavekaka

- Phepha na xinamarhete
 - Switsemiwa leswitsongo swa phepha swa mihlovohlovo:
- swirhendzevutana, swikwere, tinlhanharhu na tinhlamune

Vadyondzi va endla swifaniso kusuka eka swivumbeko leswi va nyikiweke, tanihi xikombiso, yindlu kumbe xiharhi.

Xitichi xo tirhela xa 2



XITSUNDZUXO

Loko tiphegibodo ti ri kona, vadyondzi va nga endla swivumbeko hi ku tsanyusa tirhekerhe exikarhi ka tiphekisi.

Leswi lavekaka

- Vumba byo tlangisa
- Swimhandzana leswi pendiweke (*Khiti ya Swipfuno*)

Vadyondzi va veketela swimhandzana hi xivumbeko. Va vekela makumu va swimhandzana eka xiphemu xa vumba byo tlangisa eka tikhona ku khoma xivumbeko xa rona.



Xitichi xo tirhela xa 3



Leswi lavekaka

- Makhadi ya Bingo
- Tibodo ta Bingo ta swivumbeko
- Swihlayeri

Vadyondzi va vekela nhulu ya makhadi yi languta ehansi exikarhi ka tafula kumbe fuloro. Va siyerisana ku hlawula khadi. Loko va ri na xivumbeko lexi nga eka bodo ya vona, va veka xihlayeri eka xivumbeko xolexo. Mutlangi wo sungula ku kuma mune hi ku landzelela i muhluri.

Xitichi xo tirhela xa 4



Leswi lavekaka

- Tibuloko kumbe michumu ya swivumbeko swo hambanahambana

Vadyondzi va aka xiakiwa hi ku tirhisa mune kumbe ntlhanu wa tibuloko kumbe michumu. Va siyerisana ku kopa maveketelelo lama munghana a ma endleke.

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

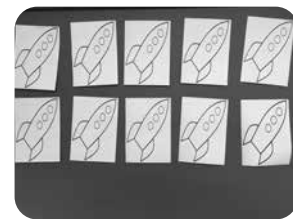
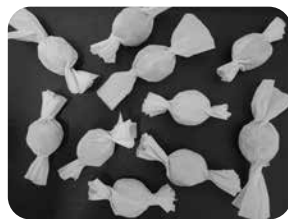
rhino
buffalo

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.

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Hlamusela, longoloxa na ku fananisa tinomboroxiheri
- Vuxaka bya tinomboro
- Ndzemuko wa tinomboro
- Ku ololoxa swiphiko leswi nga eka mbangu

Vutivi byintshwa

- Mali – tiva timali ta phepha
- Ku ololoxa swiphiko 1–8

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Ku longoloxa tinomboro 1–8
- Tinomboro ta odinali vun'we kufika eka vuntlhanu
- Tiyisisa tinomboro 1–8
- Hlanganisa, susa
- Swingwece
- Nkulu, ntsongo

Ntivorarito wa matematiki wuntshwa

mali ya phepha
nghala

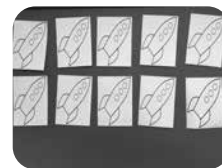
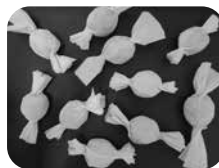
mhelembe
nyarhi

Nelson Mandela
hlayela kuya endzhaku

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- 10 ra tibolo ta vumba byo tlangisa leti phutseriweke hi selofeyini/ pulasitiki ku endla 'swiwitsi'
- 10 ra swibamubamu leswi endliweke hi tipuleti ta phepha – xibamubamu xin'wana na xin'wana xi fanele ku va na 10 ra mafasitere
- 10 ra swifaniso swa tirhokete



- 5 wa swifaniso swa A4 swa swilo leswi faneleke ku xaviwa (kusuka eka timagazini)
- switsemiwa swa khadibodo swa swingwece swa buraweni na swa silivhere: 10c, 20c, 50c, R1, R2, R5 (kusuka eka Kotara ya 2)
- 10 ra timali ta phepha, 2 ya yin'wana na yin'wana: R10, R20, R50, R100, R200 (tipheji ta 220–221)
- 10 ra tikhontheni ta giosa leti vuyeleriweke, tanihi xikombiso, bokisi ra swa rivlendzhoho, mfuku ya yogati, na swo kota sweswo
- pheji ya phepha/khadibodo ra A4 leri nga na yinhlamune leyikulu – 1 hi mudyondzi
- vumba byo tlangisa bya xilamula
- pheji ya A4 leyi nga na thempuleti ya xibodze (pheji ya 219) – 1 hi mudyondzi.

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.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Ntlhanu wa swingwece swo vangama (Xiletelo xa Migingiriko: Kotara ya 2, pheji ya 197)*
- 6 wa swingwece swa khadibodo (kusuka eka *Xiletelo xa Migingiriko: Kotara ya 2, tipheji ta 216–217*)
- Swiwitsi swa vumba byo tlangisa
- 2 wa tsete ta 5 wa timali ta phepha ta khadibodo (kwalomu ka sayizi ya A4) – vekela sete yin'we ekhumbini, letitsongo kutlula hinkwato kufika eka letikulukumba kutlula hinkwato hi sayizi (tipheji ta 220–221)

1. **Risimu:** Yimbelelani risimu, *Ntlhanu wa swingwece swo vangama*. Kanelani swingwece leswi.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1. Hlayela 1–10, kambe tlula nomboro na/kumbe u vula nomboro kambirhi, na swo kota sweswo.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Vekela khume ra swiwitsi swa vumba byo tlangisa emeteni.

Swivutiso swo letela:

- ✦ Xana ku hoxekile yini hi nhlayelo wa mina?

Vuyelela nghingiriko lowu, u ri karhi u tlula na/kumbe u vuyelela tinomboro to hambanahambana.

3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Vekela khume ra swiwitsi swa vumba byo tlangisa emeteni.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na swiwitsi swingani?

Hlayelani swin'we.

4. **Ku tivisa timali ta phepha:** Komba vadyondzi timali ta phepha.

Swivutiso swo letela:

- ✦ Xana hi kwihi laha u nga swi vona kona nkarhi lowu nga hundza?
- ✦ Xana ku na munhu wihi kumbe wihi a tivaka leswi lexi xi vitaniwaka swona?
- ✦ Xana u tshama u tirhisa xin'we xa leswi? Xana a wu xi tirhisa eka yini?
- ✦ Xana u vona yini eka timali leta phepha?
- ✦ Xana mali leya phepha yi fana/hambana njhani na timali ta phepha letin'wana?
- ✦ Xana hi yihi yi nga yitsongonyana/yikulunyana hi sayizi?
- ✦ Xana ku na timali ta phepha ta Afrika-Dzonga to hambanahambana tingani?

Hlayela timali ta phepha loko u ri karhi u ti pananisa eka timali ta phepha leti nga ekhumbini.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

XITSUNDZUXO

Vekela ntlhanu wa timali ta phepha na phepha leri nga tsariwangiki nchumu eka ndhawu ya matematiki ku endlela leswaku vadyondzi va kota ku dirowa swilo leswi va swi xaveke (kumbe va navelaka ku swi xava).

XITSUNDZUXO

Kanelani leswaku xibakabaka i yini. Vulavulani hi mayelana na tinyeleti na tipulanete leti hi nga kotaka ku ti vona nivusiku. Vutisa vadyondzi loko va ehleketa leswaku swa koteka ku ya exibakabakeni na hilaha va nga yaka hakona – hi xibamubamu. Vutisa vadyondzi leswi va ehleketaka leswaku va ta kota ku swi xava en'wetini.

Leswi lavekaka

- Rhayimi: *Xibamubamu* (pheji ya 201)
- 10 ra swiwitsi swa vumba byo tlangisa
- 2 wa tsete ta 5 wa timali ta phepha
- 5 wa swifaniso swa swilo leswi faneleke ku xaviwa
- Prestik

1. **Rhayimi:** Vulani rhayimi, *Xibamubamu*.

- Oral counting:** 1–20 and beyond, 10–1. Start with 5 and count back to 2, start with 10 and count back to 6, and so on.
- Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets and five banknotes on the mat.

Guiding questions:

- ★ How many banknotes do you think there are?
- ★ Are there more/fewer sweets or banknotes?
- ★ How many more/fewer banknotes are there than sweets?
- ★ How do you know?

- Recognise and match banknotes:** Five learners each find a picture of something to buy hidden in the classroom. Five other learners take turns to choose a banknote to attach to each picture. Five other learners take turns to show which banknote on the wall matches each of these.

Guiding questions:

- ★ Which banknotes have/have not been used yet?
- ★ Which banknote has the rhino on it?

- Ordinal numbers first to fifth:** Look at the five banknotes on the wall.

Guiding questions:

- ★ Which banknote is first, second, and so on in the row on the wall?
- Five learners place the pictures and banknotes on the mat in order to match the banknotes on the wall.
- ★ Which note should be placed first, second, and so on?

Learners who have not had a turn, take turns to jump. For example: ask them to jump from the first note to the second to the fourth, and so on. Place the banknotes on the maths table.

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

**TIP**

Make sure that the value being attached to the object is appropriate, for example, a table might be R200 and a 500 ml cool drink might be R10.

Day 3**What you need**

- Rhyme: *Spaceship* (page 200)
- 10 paper-plate spaceships placed on the wall
- 2 sets of 5 banknotes
- Number washing line
- Number dot, picture, symbol and word cards 1–8 (*Resource Kit*)

- Rhyme:** Say the rhyme, *Spaceship*.
- Oral counting:** 1–20 and beyond, 10–1.
- Counting objects 1–10:** Ten learners stand. Look at the paper-plate spaceships on the wall.

Guiding questions:

- ★ Do you think there are enough spaceships for each learner to go to the moon?

Count the spaceships.


XITSUNDZUXO

Tiyisisa leswaku nkoka lowu nga eku khomanisiweni eka nchumu lowu wu fanerile, tanihi xikombiso, tafula ri nga va R200, kasi namuneti ya 500 ml yi nga va R10.

- Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1. Sungulani hi 5 kutani mi hlayela kuya endzhaku eka 2, sungula hi 10 kutani mi hlayela kuya endzhaku eka 6, na swo kota sweswo.
- Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Vekela khume ra swiwitsi swa vumba byo tlangisa na ntlhanu wa timali ta phepha emeteni.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na timali ta phepha tingani?
- ✦ Xana ku na swiwitsi kumbe timali ta phepha to tala/titsongo?
- ✦ Xana ku na timali ta phepha to tala/titsongo hi tingani kutlula swiwitsi?
- ✦ Xana u swi tiva njhani?

- Lemuka na ku pananisa timali ta phepha:** Ntlhanu wa vadyondzi un'wana na un'wana u kuma xifaniso xa xilo xin'wana ku xi xava lexi tumbetiweke ekamareni ro dyondzela. Ntlhanu wa vadyondzi van'wana va siyerisana ku hlawula mali ya phepha ku yi khomanisa eka xifaniso xin'wana na xin'wana. Ntlhanu wa vadyondzi van'wana va siyerisana ku komba leswaku i mali ya phepha yihi leyi nga ekhumbini leyi pananaka na yin'wana na yin'wana ya leti.

Swivutiso swo letela:

- ✦ Xana i timali ta phepha tihhi ti tirhisiweke/ti nga si tirhisiwaka?
- ✦ Xana i mali ya phepha yihi yi nga na mhelembe eka yona?

- Tinomboro ta odinali vun'we kufika eka vuntlhanu:** Languta eka ntlhanu wa timali ta phepha leti nga ekhumbini.

Swivutiso swo letela:

- ✦ Xana i mali ya phepha yihi yinga ya vun'we, vumbirhi, na swo kota sweswo hi ku landzelelana ekhumbini?

Ntlhanu wa vadyondzi va vekela swifaniso na timali ta phepha emeteni hi xikongomelo xa ku pananisa timali ta phepha leti nga ekhumbini.

- ✦ Xana i mali ya phepha yihi yi faneleke ku vekiwa eka vun'we, vumbirhi, na swo kota sweswo?

Vadyondzi lava nga kumangiki nkarhi, va siyerisana ku tlula. Tanihi xikombiso: va kombele ku tlula kusuka eka mali ya phepha ya vun'we kuya eka ya vumbirhi kuya eka ya vumune, na swo kota sweswo.

Vekani timali leta phepha etafuleni ra matematiki.

- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 3**Leswi lavekaka**

- Rhayimi: *Xibamubamu* (pheji ya 201)
- 10 ra swibamubamu swa puleti ya phepha leswi vekeraweke ekhumbini
- 2 wa tisete ta 5 wa timali ta phepha
- Mugiva wa tinomboro
- Makhadi ya mathonsi ya tinomboro ta 1–8, makhadi ya mifungo ya tinomboro ta 1–8 na makhadi ya marito ya tinomboro ta 1–8 (*Khiti ya Swipfuno*)

- Rhayimi:** Vulani rhayimi, *Xibamubamu*.
- Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
- Ku hlayela michumu 1–10:** Khume ra vadyondzi va yima. Langutani swibamubamu swa puleti ya phepha leswi nga ekhumbini.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na swibamubamu swo enela swa mudyondzi un'wana na un'wana ku kota ku ya en'wetini? Hlayelani swibamubamu.

4. **Add to/take away:** Look at the banknotes on the wall.

Guiding questions:

- ★ If I take away one/two note/s how many will be left on the wall? Hold five banknotes in a fan in your hand.
- ★ Are there more/fewer on the wall or in my hand?
- ★ If I add another note to the those in my hand how many will I be holding?
- ★ What are the names of the notes that are left on the wall?



5. **Ordering 1–8:** Learners sit in a circle. Quickly flash dot cards 1–8 for learners to identify. Hand out dot, picture, symbol and word cards. Stand in the middle of the circle with your eyes closed. Raise both arms and turn with your hands pointing out. The learners you point to when you open your eyes match their cards to numbers on the number washing line. Repeat, giving a few learners a turn to point. Learners take turns to place their picture, dot and symbol cards in order from 1–8 on the mat.



Guiding questions:

- ★ Which number is between 3 and 5, before 8, after 6, three fewer than 4, two more than 5, and so on?
 - ★ How do we know that the picture with four giraffes should come after the picture of three meerkats, and so on?
 - ★ If we count 2 on from 3 how many will we have?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Rhyme: *Spaceship* (page 200)
- 10 pictures of rockets
- 5 chairs with a banknote attached to each
- Tambourine
- Dot cards 1–8

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.

4. **Hlanganisa eka/susa:** Languta timali ta phepha leti nga ekhumbini.

Swivutiso swo letela:

- ★ Loko ndzi susa mali ya phepha yin'we/timbirhi, xana ku ta sala tingani ekhumbini?



Khoma ntlhanu wa timali ta phepha hi xivumbeko xa fene exandleni.

- ★ Xana ku na to tala/titsongo ekhumbini kumbe exandleni xa mina?

- ★ Loko ndzi engetela mali ya phepha eka leti nga exandleni xa mina xana ndzi ta va ndzi khomile tingani?

- ★ Xana i vamani mavito ya timali leta phepha leti ti nga sala ekhumbini?

5. **Ku landzelelanisa 1–8:** Vadyondzi va tshama hi xirhendzevutana.

Kombisa hi ku hatlisa makhadi ya mathonsi ya 1–8 leswaku vadyondzi va ma vona. Phakela makhadi ya mathonsi, makhadi ya swifaniso, makhadi ya mifungho na makhadi ya marito. Yima exikarhi ka

xirhendzevutana u tsipile. Tlakusa mavoko hamambirhi kutani u hundzuluxa swandla swa wena swi kombile ehandle. Vadyondzi va lava u va kombetelaka loko u tsipunula va pananisa makhadi ya vona eka tinomboro leti nga eka mugiva wa tinomboro. Vuyelela, u ri karhi u nyika vadyondzi vangarivangani nkarhi wa ku kombetela. Vadyondzi va siyerisana ku vekela makhadi ya vona ya swifaniso, makhadi ya mathonsi na makhadi ya mifungho hi ku landzelelana kusuka eka 1–8 emeteni.



Swivutiso swo letela:

- ★ Xana i nomboro yihi yi nga exikarhi ka 3 na 5, emahlweni ka 8, endzhaku ka 6, ntsongo hi nharhu eka 4, tala hi mbirhi kutlula 5, na swo kota sweswo?

- ★ Xana hi swi tiva njhani leswaku xifaniso lexi nga na mune wa tinhutlwa xi fanele ku ta endzhaku ka xifaniso xa vamanghovo vanharhu, na swo kota sweswo?

- ★ Loko hi hlayela 2 ku ya emahlweni kusuka eka 3, xana hi ta va na tingani?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Xibamubamu* (pheji ya 201) ya phepha leyi khomanisiweke eka xin'wana na xin'wana
- 10 ra swifaniso swa tirhokete
- 5 wa switulu leswi nga na mali
- Thamborini
- Makhadi ya mathonsi 1–8

1. **Rhayimi:** Vulani rhayimi, *Xibamubamu*.

2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 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?



XITSUNDZUXO

Vulavulani hi mayelana na tirhokete na swibamubamu na leswi vadyondzi va swi ehleketaka leswaku swi ta fana na swona ku ya en'wetini hi xin'we xa leswi.

3. **Ku hlayela michumu 1–10:** Languta swifaniso swa 10 ra tirhokete na 10 ra swibamubamu.

Swivutiso swo letela:

- ✦ Xana ku na tirhokete kumbe swibamubamu swo tala/switsongo?
- ✦ Xana u ehleketaka leswaku ku na swingani swa xin'wana na xin'wana? A hi hlayeleni.

4. **Ndzemuko wa timali ta phepha:** Vekela ntlhanu wa switulu emeteni, xin'wana na xin'wana xi ri na mali ya phepha leyi nga namarheta eka xona. Hlamusela vadyondzi hi vutalo leswaku leti i 'tibangi' ta vona. Hlamusela vadyondzi hi vutalo leswaku bangi i yini. Vadyondzi va tshama hi mitlawa ya vona ya tllasi ekusuhi na xitulu lexi xi leburaweke hi mali ya phepha, tanihi xikombisi, R10, R20. Tlaga thamborini loko va ri ka ri va famba exikarhi ka 'tibangi'. Loko vuyimbeleri byi yima va vuyela 'ebangini' ta vona. Vuyelelani.

Loko vuyimbeleri byi yima, komba timali ta phepha timbirhi, tanihi xikombiso, R50 na R200. Mitlawa leyi yi cincana tindhawu. Vuyelelani.

- ✦ Xana i vadyondzi vangani va nga tshama 'ebangini' ya wena?



5. **Hlanganisa eka/susa:** Vulavulani hi mayelana na 'tibangi' to hambanahambana.

Swivutiso swo letela:

- ✦ Loko ndzi susa vadyondzi vambirhi kusuka eka 'bangi ya R100', xana ku ta sala vangani ebangini?
- ✦ Loko ndzi hlanganisa mudyondzi un'we eka 'bangi ya R50' xana i vangani va nga ta va va tshamile ebangini leyi?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Xibamubamu* (pheji ya 201)
- 10 ra tikhontheni ta girosa leti vuyeleraweke, tanihi xikombiso,
- bokisi ra swa rivelendzhoho, mfuku ya yogati, na swo kota sweswo
- Thepi yo namarheta/choko
- Phositara ya 1

1. **Rhayimi:** Vulani rhayimi, *Xibamubamu*.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Namarheta tikhontheni tingaritingani ekhumbini kutani u vekela tin'wana etafuleni ra matematiki.

Swivutiso swo letela:

- ✦ Xana i tikhontheni ta girosa tingani leti u ti vonaka etafuleni/ekhumbini? Hlayelani swin'we.
- ✦ Xana u kumbeterile swo tala/switsongo kutlula mpimo?



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. **Ntla wo tlulela:** Tirhisa thepi yo namarheta/choko ku tumbuluxa lerha ra tinomboro ta 1–8. Vadyondzi va cincana ku tlula tanihiloko tlilasi yi ri karhi yi hlayela 1–8.
Vadyondzi va yima eka nomboro ya 5 kutani va tlulela eka nomboro ya 8.

Swivutiso swo letela:

- ★ Xana i mitlulo yingani u yi endleke?

5. **Ku titoloveta 1–4:** Kanelani Phositara ya 1. Vulavulani hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.

Swivutiso swo letela:

- ★ Xana mi vona yini exifanisweni lexi wena/ndyangu wa ka n'wina mi xi xaveke nkarhi lowu nga hundza?
- ★ Xana u ehleketa leswaku ku na malamula yo enela ya munhu un'wana na un'wana endyangwini?
- ★ Xana ku na malamula mangani va fanelaka ku ma xava leswaku un'wana na un'wana a va na rin'we?
- ★ Loko ku ri na tiyogati letitsongo timbirhi exigwitsirisini naswona munhu un'wana na un'wana a lava yin'we, xana i tingani tin'wana va nga ta lava ku ti xava?



6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Mpfanganiso

Ririmi ra le Kaya: Ololoxa swiphiko na ku hlamusela hi vutalo switshunxo.
Swikili swa Vutomi: Vutivi bya Masungulo, Rihanyo ra Munhu na Vaaki.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Phositara ya 7
- 5 wa timali ta phepha (R10, R20, R50, R100, R200)
- 8 wa mimete ya vumba
- Mfuku hi mudyondzi leyi nga na:
 - 10 ra vuhlalu bya swivumbeko
 - 8 wa swihlayeri swa mihandzu (*Khiti ya Swipfuno*)

1. **Ku ololoxa swiphiko:** Kanelani Phositara ya 7.

Swivutiso swo letela:

- ★ Ku na mune wa swihenge etafuleni. Papa u xava swihenge swinharhu. Xana i swihenge swingani swi nga ta sala etafuleni?
- ★ Papa u xava tibege timbirhi ta malamula. Xana i malamula mangani a ma xavaka?
- ★ Muxavisi wa mihandzu u na makalavatla manharhu. Sweswi u na rin'we. Xana i mangani lama a ma xaviseke?

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'.

XITSUNDZUXO

Khutaza vadyondzi ku ku komba nhlayo hinkwayo ya vuhlalu handle ko hlayela hi van'we.

XITSUNDZUXO

Vadyondzi va tirhisa swihlayeri swa vona ku ololoxa swiphigo leswi. Vutisa vadyondzi hilaha va kumeke hakona tinhlamulo kutani u va endla va hlamusela hi vutalo mieheketo ya vona. Vadyondzi va lava nkarhi ku hlamusela hi vutalo maehleketelelo ya vona kutani va twa maqhingana ya van'wana entlaweni.

2. **Vuhlalu bya swivumbeko:** Komba vadyondzi nhlayo ya vuhlalu bya xivumbeko exikarhi ka 1 na 10, tanihi xikombiso, 6, 3, 7, 4 kumbe 8. Kombisa makhadi lama ku ringana tisekondi tingaritingani, kutani endzhakukaswona u ma tumbeta.

Swivutiso swo letela:

- ✦ Xana i vuhlalu byingani u byi voneke?

Kombela vadyondzi ku komba nhlayo ya vuhlalu exikarhi ka 1 na 6.

3. **Mihandzu etipuletini:** Vadyondzi va tirhisa nhungu wa swihlayeri swa mihandzu kusuka etimfukwini ta vona ku ololoxa swiphigo.

Swivutiso swo letela:

- ✦ Muhandzu wun'wana na wun'wana wu lava puleti. Xana i tipuleti tingani u nga ta ti lava?
- ✦ Puleti yin'wana na yin'wana yi lava mihandzu yimbirhi. Xana i tipuleti tingani u nga ta ti lava?
- ✦ Loko u ri na tipuleti timbirhi, xana i mihandzu yingani u nga ta kota ku yi chela epuletini yin'wana na yin'wana?

Vadyondzi va fananisa na ku kanela leswaku i mihandzu yingani va nga ta yi chela eka puleti yin'wana na yin'wana.

4. **Timali ta phepha:** Tumbeta mali ya phepha ehansi ka xiphemu xa phepha.

Swivutiso swo letela:

- ✦ Mali ya phepha leyi nga ehansi ka phepha i ya rihlaza naswona yi na mhelembe eka yona. Xana mali leya phepha yi vitaniwa yini?

Nyika vadyondzi un'wana na un'wana nkarhi wa ku tumbeta na ku hlamusela hi ku hlawuleka mali ya phepha.



Kamba leswaku vadyondzi va kota ku:

- ololoxa swiphigo hi tinomboro ta 1–8
- lemuka, pananisa na ku hlamusela timali ta phepha

Xitichi xo tirhela xa 1

Leswi lavekaka

- Tikhirayoni, na tipensele ta mihlovohlovo
- Timali ta phepha
- Khadibodo ra A4 leri nga na 3 wa tinhlamune – 1 hi mudyondzi
- Swikero – 1 hi mudyondzi

XITSUNDZUXO

Vadyondzi va tumbuluxa timali ta phepha ta vona vini leti va nga ta tsakela ku ti tirhisa, tanihi xikombiso, 'en'wetini'.

Vadyondzi va tsema tinhlamune. Va ri karhi va yelanisa eka timali ta phepha, va tumbuluxa timali ta phepha ta vona vini hi ku dirowa swifaniso ematlhelo hamambirhi na ku tsala nomboro etlhelo rin'we ra yinhlamune yin'wana na yin'wana.



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.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Swihlayeri
- Dayizi – 1 hi mudyondzi
- Pheji ya A4 – 1 hi mudyondzi
- Tikhirayoni
- Vumba byo tlangisa
- Khadi ra mathonsi ra nomboro ya 2 (kusuka eka *Khiti ya Swipfuno*) – 1 hi mudyondzi

Vadyondzi va dirowa basikiti ya swivaxavani leyi nga eka pheji ya A4. Va khunguluxa dayizi kutani va engetela mbirhi eka nhlayo ya mathonsi lama kombisiweke edayizini. (Va nga tirhisa khadi ra mathonsi ra nomboro ya 2 ku kuma nseketelo.) Va khunguluxa nhlayo leyi ya tibolo to endliwa hi vumba byo tlangisa kutani va vekela tibolo (mihandzu) leti ebasikitini. Va vuyelela nghingiriko lowu.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Thempuleti ya A4 ya xibodze (pheji ya 219) – 1 hi mudyondzi
- Swihlayeri leswi pendiweke (*Khiti ya Swipfuno*)
- Makhadi ya mathonsi 1–8 (*Khiti ya Swipfuno*)
- Tikhirayoni

Vekelani makhadi ya mathonsi ya languta ehansi etafuleni. Vadyondzi va hundzuluxa khadi ra mathonsi. Va kuma xiphemu xa khamba ra xibodze leri nga na nhlayo yo fana ya mathonsi kutani va vekela nhlayo leyi nga lulama ya swihlayeri eka mathonsi lama. Va vuyelela nghingiriko lowu va ri karhi va penda endzeni ka mathonsi loko va ri karhi va hlayela.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Makhadi ya mifungho ya tinomboro na makhadi ya swifaniso swa tinomboro ta 1–8 (*Khiti ya Swipfuno*) ya mudyondzi un'wana na un'wana
- Ximanyisi xo oxa/xa saladhi xa mudyondzi un'wana na un'wana
- Tibuloko ta mhandzi

Vekelani makhadi ya tinomboro ya languta ehansi emeteni. Vadyondzi va hundzuluxa khadi kutani va tirhisa ximanyisi ku tlhandleka nhlayo ya tibuloko leti kombiweke ekhadini ehenhla ka yin'wana.



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.

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Hlamusela, landzelelanisa na ku fananisa tinomboroxiheri
- Vuxaka bya tinomboro
- Ndzemuko wa tinomboro
- Ku ololoxa swiphiko leswi nga eka mbangu

Vutivi byintshwa

- Ntlawahato, hafu
- Kufika eka swo tala hi swinharhu (hi ku tirhisa makhadi ya mathonsi)
- Landzelelanisa mihlengelo kusuka eka leyitsongo kutlula hinkwayo kufika eka leyikulu kutlula hinkwayo

Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na ku hundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Longoloxela tinomboro 1–8
- Ku ololoxa swiphiko 1–8
- Tiyisisa minongoti ya tinomboro ta 1–8
- Tala, ntsongo, tala swinene/ ntsongo swinene, ringana
- Tala/ntsongo hi mbirhi/ nharhu

Ntivomarito wa matematiki wuntshwa

hafu

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- switikara/makhadi ya xikandza xo nwayitela – 1 hi mudyondzi
- 36 wa swikhadana swa swifaniso swa swiharhi, xin'wana na xin'wana xi ri na xipendiwankhavisu xa swiharhi (hlsw. khadi rin'we leri nga na ndlopfu, makhadi mambirhi rin'wana na rin'wana ri ri na mangwa yin'we, makhadi manharhu rin'wana na rin'wana ri ri na manghovo wun'we, na swo kota sweswo)
- 8 wa switsemiwa swa phepha/khadibodo swa xirhendzevutana (40 cm hi dayamitara)
- 2 wa switsemiwa swa xirhendzevutana: tshwuka na rihlaza
- mvhilopo ku nghenisa makhadi ya mathonsi
- 8 wa tikhontheni leti funghiweke 1–8 ta swifaniso swa swiharhi
- timvhilopo leti yin'wana na yin'wana yi nga na vito ra mudyondzi na 5 wa makhadi ya mifungho ya tinomboro (exikarhi ka 1 na 8) – 1 hi mudyondzi
- tisenhara ta swiluva leti nga na tinomboro ta 1–8 eka tona na 30 wa tipetali hi mudyondzi
- swikwere swa selofeyini/foyili ya thini leswitsongo ku phutsela swiwitsi – 30 hi phere ya vadyondzi
- vumba byo tlangisa
- 8 wa tibege letitsongo ta pulasitiki to zipha ti tlhela ti khiya leti leburaweke 1–8 hi phere ya vadyondzi
- makhadi lama nga tsariwangiki nchumu (5 × 5 cm) – 8 hi phere ya vadyondzi
- 4 wa tiseke ta makhadi ya mifungho ya tinomboro ta 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.



Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Xibamubamu* (pheji ya 201)
- 10 ra swibamubamu xin'wana na xin'wana xi ri na 10 ra mafasitere (kusuka eka Vhiki ra 9)
- Switikara/makhadi ya xikandza xo nwayitela – 1 hi mudyondzi
- 2 wa tihulahupu
- 8 wa makhadi ya swifaniso swa makondlo
- 2 wa switsemiwa swa xirhendzevutana: tshwuka na rihlaza

1. **Rhayimi:** Vulani rhayimi, *Xibamubamu* kusuka eka Vhiki ra 9.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.

XITSUNDZUXO

Hlamusela leswaku vadyondzi va ta ya emahlweni va ngenisa 'vanhu' endzeni ka swibamubamu hi masiku man'wana.

3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Hlayelani swin'we swibamubamu tanihiloko mi ri karhi mi swi veka hi xirhendzevutana emeteni. Phakela xitikara/khadi ra xikandza xo nwayitela eka mudyondzi un'wana na un'wana. Vadyondzi va cincana ku namarheta xitikara xa vona emafasitereni ya vun'we/vumbirhi/vunharhu, na swo kota sweswo eka xibamubamu. Hlayela 1–10 loko va ri karhi va endla leswi.



Swivutiso swo letela:

- ✦ Xana hi ta swi tiva njhani loko xibamubamu xa vun'we xi ri na 10 ra 'vanhu' endzeni ka xona?
- ✦ Xana hi ta swi tiva njhani loko hi fanele ku sungula ku ngenisa 'vanhu' endzeni ka xibamubamu xa vumbirhi?
- ✦ Xana u ehleketa leswaku hi ta va na switikara swo enela swa xibamubamu lexa vumbirhi?
- ✦ Xana i swibamubamu swingani swi nga na/swa ha lavaka switikara? Hlayelani swin'we vanhu lava nga endzeni ka swibamubamu.

4. **Ku ntlawahata; ku tivisa hafu:** Nyika nhungu wa vadyondzi un'wana na un'wana xifaniso xa kondlo. Vekela tihulahupu timbirhi emeteni.

Swivutiso swo letela:

- ✦ Xana hi nga swi tiyisisa njhani leswaku hupu yin'wana na yin'wana yi na nhlayo yo fana ya makondlo?

Vadyondzi va vekela mune wa makondlo eka hupu yin'we na mune wa makondlo eka hupu leyi n'wana. Hlamusela leswaku loko hi vekela nhlayo yo fana ya makondlo eka hupu yin'wana na yin'wana, hi vula leswaku hafu ya makondlo ya le ka hupu yin'we na hafu ya makondlo ya le ka hupu yin'wana.

XITSUNDZUXO

Swifaniso leswa makondlo swi nga khomanisiwa eka harhi ku engetela xiphemu xo tsakisa.



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.









Tlangani ntlangu lowa mpfula. Vadyondzi lava nga tshama eka xirhendzevutana va bambatela fuloro ku endla mpfumawulo wa mathonsi ya mpfula. Nhungu wa vadyondzi va thamuka ku rhendzeleka na tihupu na le xikarhi ka tona empfuleni. Loko u komba xirhendzevutana xo tshwuka, mpfula ya yima. Hafu ya vadyondzi va yima endzeni ka hupu yin'we na hafu endzeni ka hupu leyin'wana. Komba xirhendzevutana xa rihlaza leswaku mpfula yi sungula nakambe.

- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 2

Leswi lavekaka

- 10 ra swibamubamu
- Switikara/makhadi ya xikandza xo nwayitela – 1 hi mudyondzi
- Risimu: *Nhungu wa tindlopfu* (pheji ya 201)
- 36 wa makhadi ya swifaniso swa swiharhi
- Prestik
- 2 wa switsemiwa swa xirhendzevutana

1 • n'we		2 •• mbirhi	
3 ••• nharhu		4 •••• mune	
5 ••••• ntlhanu		6 •••••• tsevu	
7 ••••••• nkombo		8 •••••••• nhungu	

XITSUNDZUXO

Vekela makhadi ya swiharhi swo hambanahambana endzeni ka tikhontheni kutani u vekela mfuku ya tibuloko ta Unifix eka tafula ra matematiki. Vadyondzi va veketela tibuloko ta Unifix hi mitlawa ku pananisa nhlayo ya swiharhi leswi nga eka khontheni yin'wana na yin'wana.

- Risimu:** Yimbelelani risimu, *Nhungu wa tindlopfu*. Yelanisani eka swipendiwankhaviswa swa tinomboro loko mi ri karhi mi yimbelela. Endlani ntlangu hi tindzimana ta 1 na 2.
- Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
- Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1. Vadyondzi va cincana ku namarheta xitikara/khadi ra vona emafasitereni ya swibamubamu.
- Ku ntlawahata; hafu:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1 mi ri karhi mi tirhisa tsevu wa makhadi ya swifaniso swa masekwa. Endzhakukaswona endlani nghingiriko lowu hi ntlhanu wa makhadi ya swifaniso swa tintohe.

Swivutiso swo letela:

- ★ Xana hafu ya ntlawa lowa tintohe wu nga kota ku yima eka hupu yin'we na hafu eka leyin'wana?
- ★ Hikwalahokayini swi nga ri tano?
- ★ Xana hi kwihi laha ntohe yin'we yi nga ta fanela ku yima kona? Vuyelelani hi mitlawa ya swiharhi swin'wana.

- Ku ntlawahata; hafu – swifaniso:** Vekela switsemiwa swa xirhendzevutana swimbirhi ekhumbini. Nyika nhungu wa vadyondzi un'wana na un'wana khadi ra kondlo.

Swivutiso swo letela:

- ★ Xana u nga kota ku vekela hafu ya kondlo endzeni ka xirhendzevutana xin'we na hafu ya kondlo leri endzeni ka xirhendzevutana lexin'wana? Vuyelelani nghingiriko lowu hi nkombo wa makhadi ya swifaniso swa machela.

Swivutiso swo letela:

- ★ Hikwalahokayini hi nga swi koti ku vekela hafu ya ntlawa lowu wa machela eka xirhendzevutana xin'wana na xin'wana?

- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

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.

Siku ra 3

Leswi lavekaka

- 10 ra swibamubamu
- Switikara/makhadi ya xikandza xo nwayitela – 1 hi mudyondzi
- Risimu: *Nhungu wa tindlopfu* (pheji ya 201)
- Ntlangu: Ndzi tsalele munghana wa mina papila (pheji ya 201)
- 30 wa makhadi ya mifungho ya tinomboro ta 1–8, makhadi ya mathonsi ya tinomboro ta 1–8 na makhadi ya marito ya tinomboro ta 1–8 (*Khiti ya Swipfuno*)
- Mvhilopo leyi nga na makhadi ya mathonsi mambirhi ya 1–4 (*Khiti ya Swipfuno*)

1. **Risimu:** Yimbelelani risimu, *Nhungu wa tindlopfu*. Endlani ntlangu hi tindzimana ta 3 na 4.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1. Vadyondzi va cincana ku namarheta xitikara/khadi ra vona emafasitereni ya swibamubamu.

Swivutiso swo letela:

- ✦ Xana i swibamubamu swingani swa ha lavaka vanhu eka swona?
- ✦ Xana i swingani leswi se swi nga na khume ra vanhu eka swona?
- ✦ Xana u ehleketa leswaku hi ta heta ku ngenisa vanhu eka khume ra swibamubamu mundzuku?
- ✦ Hikwalahokayini u vula sweswo?

Hlayelani vanhu lava nga eka xin'wana na xin'wana xa swibamubamu leswi 'hewiweke' swa 1–10.

4. **Ku titoloveta 1–8, ntlangu wa makhadi ya mathonsi:** Vadyondzi va tshama hi xirhendzevutana. Phakela khadi ra mifungho ya tinomboro kumbe khadi ra marito ya tinomboro kusuka eka 1 kufika 8 eka mudyondzi un'wana na un'wana. Tlangani ntlangu lowu, Ndzi tsalele munghana wa mina papila. Vekela makhadi ya mathonsi ya tinomboro mambirhi exikarhi ka 1 na 4 endzeni ka mvhilopo. Mudyondzi un'we u famba ku rhendzeleka na vuhandle bya xirhendzevutana loko tlilasi yi ri karhi yi vula rhayimi. Mudyondzi u wisela mvhilopo leyi endzhaku ka mudyondzi un'wana kutani a tsutsuma ku rhendzeleka na xirhendzevutana. Endzhaku ko hlongorisa mudyondzi loyi a nga wisa mvhilopo, mudyondzi loyi a rhwaleleke mvhilopo leyi wa yi pfula. U yimisela khadi rinwe ehenhla, endzhakukaswona khadi lerin'wana kutani endzhakukaswona makhadi hamambirhi. Vutisa vadyondzi hinkwavo swivutiso leswi:
 - ✦ Xana i mani a nga na nomboro leyi pananaka na nhlayo ya mathonsi lama nga eka khadi leri ____ a nga ri khoma?
 - ✦ Xana i mani a nga na nomboro leyi pananaka na nhlayo ya mathonsi lama nga eka makhadi hamambirhi lama ____ a nga ma khoma loko ma hlanganisiwile?

Vadyondzi va khoma makhadi ya vona ya mifungho ya tinomboro kumbe makhadi ya marito ya tinomboro ehenhla ka tinhloko ta vona kutani va vula nomboro.

Cinca makhadi ya mathonsi lama nga emvhipopeni. Vadyondzi va tlanga ntlangu lowu, Ndzi tsalele munghana wa mina papila, nakambe.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

**XITSUNDZUXO**

Ntlangu lowu wu tlangeka kahle swinene ehandle ku endlela leswaku vadyondzi va va na ndhawu ya ku tsutsumatsutsuma ku rhendzeleka na xirhendzevutana.

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.

Siku ra 4

Leswi lavekaka

- Risimu: *Nhungu wa tindlopfu* (pheji ya 201)
- Ntlangu: Ndzi tsalele munghana wa mina papila (pheji ya 201)
- Mvhilopo leyi nga na makhadi ya mathonsi mambirhi ya 1–4 (*Khiti ya Swipfuno*)
- Nkumba (sayizi yi ya hi ndhawu leyi nga kona)
- Layini ya tinomboro
- 8 wa tikhontheni leti funghiweke 1–8, leti nga na makhadi ya swifaniso swa swiharhi endzeni
- Makhadi ya mifungo ya tinomboro ya 1–8 (*Khiti ya Swipfuno*)
- 8 wa switsemiwa swa xirhendzevutana

1. **Risimu:** Yimbelelani risimu, *Nhungu wa tindlopfu*. Endlani ntlangu hi tindzimana ta 5 na 6.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vekela nkumba emeteni. Vadyondzi va tshama ku rhendzeleka na makumu.

Swivutiso swo letela:

- ✦ Xana u nga kota ku vekela 10, 3, 7 wa tintiho; 2 wa mikondzo; 5 wa swikunwana enkumbeni?

Kombela khume ra vadyondzi ku vekela ritiho rin'we un'wana na un'wana ehenhla ka nkumba; khume ra vadyondzi ku vekela nkondzo wun'we ehenhla ka nkumba; khume ra vadyondzi ku vekela xandla xin'we ehenhla ka nkumba, na swo kota sweswo.

- ✦ Xana i tintiho/swandla/mikondzo yingani leyi nga enkumbeni sweswi?

4. **Ku titoloveta 1–8:** Vuyelelani ntlangu lowu, Ndzi tsalele munghana wa mina papila, kusuka eka Siku ra 3. Vadyondzi va komba mfungho wa nomboro leyi nga eka layini ya tinomboro ku yimela nhlayo hinkwayo ya mathonsi ya makhadi mambirhi lama nga emvhipeni.

Swivutiso swo letela:

- ✦ Xana nomboro leyi yi le mahlweni ka kumbe endzhaku ka 8/5, na swo kota sweswo?

5. **Ku landzelelanisa mihlengelo; leyitsongo kutlula hinkwayo kufika eka leyikulu kutlula hinkwayo:** Vekela tikhontheni ta 1–8 leti nga na makhadi ya swifaniso hi muhulahula emeteni. Vadyondzi hi un'we un'we va teka khadi ra swiharhi kusuka eka tikhontheni leta nhungu. Vekela nhungu wa switsemiwa swa xirhendzevutana hi muhulahula emeteni. Yimisela khadi ra xifaniso xa nomboro ehenhla kutani u ri vekela ekusuhi na xin'we xa swirhendzevutana. Vadyondzi lava nga na makhadi ya swiharhi lama pananaka va vekela makhadi ya vona eka xirhendzevutana xolexo.

Swivutiso swo letela:

- ✦ Xana i ntlawa wihi wa swiharhi wu nga na makhadi matsongo/mo tala kutlula hinkwawo?
- ✦ Xana i mitlawa yihi yi nga na makhadi matsongo/mo tala eka yona kutlula ntlawa wa makhadi ya tintohe?
- ✦ Xana i ntlawa wihi wu nga na makhadi matsongo/yo tala?
- ✦ Xana hi nga yi veketela njhani mitlawa leya makhadi kusuka eka ntlawa lowu nga na makhadi matsongo kutlula hinkwayo/ntlawa lowutsongo kutlula hinkwayo, kufika eka ntlawa lowu nga na makhadi yo tala kutlula hinkwayo/ntlawa lowukulukumba kutlula hinkwayo?

Vadyondzi va nyika swiringanyeto tanihi loko mi ri karhi mi landzelelanisa mitlawa leyi.

Hlanghlanganisa nandzelelano lowu tikhontheni ti vekeweke hawona.



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).

Swivutiso swo letela:

- ✦ Xana i yini lexi ndzi bohekaka ku xi endla ku vekela tikhontheni hi nandzelelano wo fana tanihi mitlawa leyi nga eka swirhendzevutana leswi?
 - ✦ Xana ti fanele ku va hi nandzelelano wo fana? Hikwalahokayini?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

Siku ra 5**Leswi lavekaka**

- Risimu: *Nhungu wa tindlopfu* (pheji ya 201)
- Ntlangu: Ndzi tsalele munghana wa mina papila (pheji ya 201)
- Mvhilopo leyi nga na makhadi ya mathonsi mambirhi ya 1–4 (*Khiti ya Swipfuno*)
- Sete ya makhadi ya mathonsi 1, 2, 3 na 4 (*Khiti ya Swipfuno*)
- Thepi yo namarheta/choko


1. **Risimu:** Yimbelelani risimu, *Nhungu wa tindlopfu*. Endlani ntlangu hi tindzimana ta 7 na 8.
2. **Ku hlayela ka swanomu:** 1–20 na ku hundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 4.
4. **Ntila wo tlulela:** Tirhisa thepi yo namarheta/choko ku tumbuluxa lerha ra tinomboro ta 1–8. Vadyondzi va tlula loko tlilasi yi ri karhi yi hlayela 1–8.

Swivutiso swo letela:

- ✦ Xana u nga yima eka nomboro ya 7 kutani u tlulela endzhaku eka nomboro ya 1, na swo kota sweswo?
5. **Ku titoloveta 1–8; nhlanganiso; tala/ntsongo:** Vuyelelani ntlangu lowu, Ndzi tsalele munghana wa mina papila, kusuka eka Siku ra 3 hi ku tirhisa makhadi ya mifungho ya tinomboro, makhadi ya swifaniso swa tinomboro na makhadi ya mathonsi ya tinomboro ta 1–8 na makhadi ya mathonsi mambirhi endzeni ka mvhilopo. Loko mudyondzi a komba makhadi ya mathonsi mambirhi kusuka eka mvhilopo, tirhisa makhadi ya mathonsi manharhu ku yimela ntsengo wo fana, tanihi xikombiso, mathonsi mambirhi na mathonsi ya ntlhanu ya nga kombisiwa tanihi nthonsi rin'we, mathonsi ya mune na mathonsi mambirhi, na swo kota sweswo.

Swivutiso swo letela:

- ✦ Xana hi wahi ya makhadi lamanharhu ma nga na mathonsi yo tala/matsongo?
 - ✦ Xana hi rihhi ri nga na matsongo kutlula leri?
 - ✦ Xana yi na matsongo hi mangani?
- Yimisela ehenhla khadi ra nthonsi rin'we.
- ✦ Loko hi hlanganisa mathonsi lama nga eka makhadi lama _____ a hi kombaka wona, xana ku na mathonsi mangani hinkwawo ka wona?
 - ✦ Xana i mani a nga na khadi ra nomboro leri pananaka na nomboro leyi?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

 **XITSUNDZUXO**
Makhadi lamanharhu loko ma hlanganisiwa ma boheka ku nyika ntsengo wa nhungu.

Mpfanganiso

Ririmi ra le Kaya: Ku Tsala ka Masungulo.

Swikili swa Vutomi: Vutshila bya Vutumbuluxi (vutshila bya swo voniwa na byo endla).

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?



Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Phositara ya 5
- Khontheni leyi nga na swihlayeri leswi pendiweke
- Makhadi ya mathonsi ya tinomboro, makhadi ya swifaniso ya tinomboro, makhadi ya mifungho ya tinomboro ta 1–8 (*Khiti ya Swipfuno*)
- Mfuku hi mudyondzi leyi nga na:
 - Exikarhi ka 1 na 10 ra swihlayeri
 - Makhadi ya mifungho, makhadi ya marito ya 1–8 (*Khiti ya Swipfuno*)
- 2 wa swipfalo swa pulasitiki hi mudyondzi

1. **Ku ololoxa swiphiko:** Kanelani Phositara ya 5. Vulavulani hi mayelana na maribye lama nga enambyeni.
Swivutiso swo letela:
 - ✦ Xana u nga wu tsemakanya njhani nambu loko u nga lavi ku tsakamisa tintangu ta wena?
 - ✦ Xana i maribye mangani u kotaka ku ma vona enambyeni?
 - ✦ Mhani u famba a tsemakanya hafu ya maribye. Xana i maribye mangani lama a ha fanelaka ku ma tsemakanya?
2. **Tala/ntsongo, tala swinene/ntsongo swinene, ringana:** Tshamani enkumbeni. Vadyondzi va vekela swihlayeri swa vona enhulwini leyi nga emahlweni ka vona. Tiendlise wonge mi na pikiniki na leswaku swihlayeri leswi i swiwitsi.
Swivutiso swo letela:
 - ✦ Xana i mani a nga na swiwitsi swo tala/switsongo kutlula?
 - ✦ Xana i mani a nga na kutlula mune wa swiwitsi/swiwitsi switsongo eka ntlhanu?
 - ✦ Xana u nga ndzi komba tsevu wa swiwitsi, switsongo/swo tala kutlula tsevu wa swiwitsi?
 - ✦ Xana wihi kumbe wihi wa n'wana u na nhlayo yo fana ya swiwitsi?
 - ✦ Xana u nga endla mitlawa yimbirhi hi hafu ya swiwitsi swa wena eka ntlawa wun'wana na wun'wana?
 Vuyelelani hi tinomboro tin'wana.
3. **Ku hlayela michumu:** Xana u nga vona xilo xihhi kumbe xihhi eka Phositara ya 5 lexi xi pananaka na nhlayo ya swiwitsi leswi u nga na swona?
4. **Ku titoloveta 8 – makhadi ya mathonsi, makhadi ya swifaniso na makhadi ya mifungho:** Komba vadyondzi makhadi ya mathonsi rin'we hi nkarhi. Mudyondzi un'wana na un'wana u na nkarhi wa ku huwelela nomboro leyi khadi rin'wana na rin'wana ri yi yimelaka na ku kombetela khadi ra mfungho wa nomboro kumbe khadi ra xifaniso leri ri pananaka.
5. **Ku titoloveta 8 – mifungho ya tinomboro, marito ya tinomboro na swihlayeri:** Vadyondzi va lulamisa makhadi ya mifungho ya tinomboro na makhadi ya marito ya tinomboro ya vona hi ku landzelelana kusuka eka leritsongo kutlula hinkwawo kufika eka lerikulukumba kutlula hinkwawo (1–8) na ku pananisa swihlayeri (swiwitsi).
Swivutiso swo letela:
 - ✦ Xana i ntlawa wihi wu nga na 7, 5, 8 wa swiwitsi?
 - ✦ Xana i ntlawa wihi wu nga na switsongo hi swinharhu/swo tala hi swimbirhi kutlula lowu nga na tsevu wa swiwitsi?
 - ✦ Xana i ntlawa wihi wu nga na swo tala kutlula hinkwaswo/switsongo kutlula hinkwaswo?



 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.



XITSUNDZUXO

Pfumelela vadyondzi ku tirhisa kutlula swipfalo swimbirhi un'wana na un'wana. Endla leswaku va dludla na ku tlhantlha kutani va fananisa nhlayo ya swiwitsi leswi nga eswipfalwini.

6. **Dludla kutani u tlhantlha:** Vadyondzi va tirhisa nhungu wa swiwitsi ku dludla kutani va swi tlhantlha. Kanelani nkatsano wa swhlayeri swa mudyondzi un'wana na un'wana loko va ri karhi va fananisa hilaha va nga tlhantlha nhlengelo wa nhungu wa swiwitsi hakona.



Swivutiso swo letela:

- ★ Xana u na swiwitsi swingani eka xipfalo xin'wana na xin'wana?
- ★ Xana u na swiwitsi swingani swo tala/switsongo eka xipfalo lexi kutlula eka xipfalo lexin'wana?
- ★ Xana u na swiwitsi swingani eka swipfalo haswimbirhi swi hlanganile?



Kamba leswaku vadyondzi va kota ku:

- kuma hafu endzeni ka ntlawa
- lemuka kufika eka swinharhu kutlula/swinharhu switsongo; tala kutlula hinkwaswo/ntsongo kutlula hinkwaswo; tala/ntsongo
- landzelelanisa mihlengelo kusuka eka leyitsongo kutlula hinkwayo kufika eka leyikulu kutlula hinkwayo
- lemuka, pananisa, vula vito kutani u landzelelanisa makhadi ya mifungho ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro 1–8
- ku ololoxa swiphiko 1–8

Xitichi xo tirhela xa 1

XITSUNDZUXO

Loko va swi lava, vadyondzi va nga tsala kumbe va kopa nomboro ya yindlu ya ka vona, kumbe nomboro ya vona ya riqingho eka mvhilopo ya vona xikan'wekan'we loko va hetile nghingiriko.

Leswi lavekaka

- Tibuloko ta Unifix (*Khiti ya Swipfuno*) tinomboro ta 1–8 eka yin'wana na yin'wana
- Timvhilopo leti nga na mavito ya vadyondzi leti nga na 5 wa makhadi ya mifungho ya Tintambhu to hulela – 1 hi mudyondzi
- Tikhoki

Vadyondzi va hulela tibuloko ta Unifix hi ku ya hi makhadi ya tinomboro lama nga eka mvhilopo ya vona.



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.



Xitichi xo tirhela xa 2



Leswi lavekaka

- Vumba byo tlangisa
- Swiphemu swa selofeyini/foyili ya thini ku phutsela swiwitsi swa vumba byo tlangisa
- Hi phere ya vadyondzi:
 - 8 wa tibege letitsongo to zipha ti tlhela ti khiya ta pulasitiki leti leburuweke 1–8
 - 8 wa makhadi lama nga tsariwangiki nchumu
 - Tipensele

Tiphere ta vadyondzi ti khunguluxa swiwitsi swa vumba byo tlangisa kutani va swi phutsela. Va vekela nhlayo leyi nga lulama ya swiwitsi ebegeni yin'wana na yin'wana kutani va landzelelanisa tibege leti kusuka eka 1–8. Va tsala tinomboro ta 1–8 kutani va ti vekela eka tibege leti pananaka.

Xitichi xo tirhela xa 3

Leswi lavekaka

- 4 wa tisele ta makhadi ya mifungho ya tinomboro ta 1–8

Vadyondzi va tirha hi vambirhimbirhi. Va vekela makhadi ya languta ehansi etafuleni kutani va cincana ku hundzuluxa makhadi lamambirhi. Loko ma panana, va tshama na wona. Loko ma nga panani, va hundzuluxa makhadi lama ma languta ehansi kutani va ringeta ku bela enhlokweni leswi va swi voneke ku endla nkarhi wa vona lowu landzelaka.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Tisenthara ta swiluva leti nga na tinomboro ta 1–8 eka tona
- 30 wa tipetali hi mudyondzi
- Pheji ya A3
- Tikhirayoni ta rihlaza

Vadyondzi va landzelelanisa na ku namarheta tisenthara ta swiluva ta 1–8 ephejini. Va namarheta nhlayo leyi nga lulama ya tipetali eka xiluva xin'wana na xin'wana kutani va dirowa nsinya lowu nga na nhlayo leyi pananaka ya matluka.



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

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.

Swipfuno

Tinsimu, tirhayimi na switori

Vhiki ra 1

Rhayimi: *I nkarhi wa tipatironi*

I nkarhi wa tipatironi,
I nkarhi wa tipatironi,
Fambisa miri wa wena na mina ndzi fambisa
wa mina.
Fambisa swandla swa wena.
Fambisa mikondzo ya wena.
Suka u yima, tshama ehansi, endla xin'wana
xo saseka.
Patironi leyi u nga ta yi twa sweswi i yintshwa.
Xana miri wa wena wu ta endla yini?
Phokotela swandla swa wena,
Gima mikondzo ya wena, endla xin'wana
xo saseka.
Patironi leyi u nga ta yi twa sweswi i yintshwa.
Xana miri wa wena wu ta endla yini?
Tlulela emoyeni,
Thamuka hi nenge wun'we, endla xin'wana
xo saseka.

Xitori: *Xitori xa nomboro ya 6 (xi ri na thempuleti ya xipendiwankhavisu xa Nomboro ya 6)*

Endzhakukaswona ku tile tsevu wa Van'wasekwa. A va ri ndyangu. A ku ri na tatana, kokwana wa xisati, kokwana wa xinuna, hahani na swisekwana swimbirhi. Leswi a swi vula leswaku a ku ri na mune wa masekwa lamakulu na swisekwana swimbirhi endyangwini wa tsevu.

Mfungho wa nomboro ya 6 na rito ra nomboro ya tsevu swi ye emahlweni ka yindlu laha un'wana na un'wana a ta kota ku swi vona. Kutani tsevu wa tibe le rivantini ti vekiwa enyangweni wa le mahlweni.

Van'wasekwa a va vekelanga xidan'wana elonji kumbe bavhu ekamareni ro hlambela, hambileswi a va rhandza ku khida. A va rhandza ku dedeleka va ya exinambyanini xa kwala kusuhi na yindlu ya vona. A va endla leswi hikuva a ku ri na switsotswana swo tala leswi a swi tshama ekusuhi na xinambyana lexi, leswaku swi ta hlota swakudya ematini na le tibuweni ta xinambyana lexi. Tatana N'wasekwa a tiyisisa leswaku swisekwana leswi ha xin'wexin'we swi dya tsevu wa swifufunhunu ku fihlula, tsevu wa mikolokono hi lanci na tsevu wa tinsuna hi nkarhi wo lalela. Masekwa lamakulu a ya dya kutlula leswi hikuva a ma ri na makhwiri lamakulu lama a ma fanele ku ma tata.

Van'wasekwa va vile na nkhuvu ku tlangela kaya ra vona lerintshwa. Swiharhi hinkwaswo swi tile. N'wandlofu un'we kusuka eka yindlu ya nomboro ya 1, Van'wamangwa vambirhi kusuka eka yindlu ya nomboro ya 2, Vamanghovo vanharhu kusuka eka yindlu ya nomboro ya 3, mune wa Van'wanhutlwa kusuka eka yindlu ya nomboro ya 4 na ntlhanu wa Tintohe kusuka eka yindlu ya nomboro ya 5. Hinkwavo va te na swakudya swa vona hikuva a va nga swi tsakeli ku dya switsotswana.

Vhiki ra 2

Risimu: *Tsevu wa swisekwana*

Tsevu wa swisekwana swi humile swi ya khida
siku rin'wana

swi gonya xiganga swi ya ekule.

Tatana N'wasekwa a ku: 'Kwaa, kwaa, kwaa,'
ko va ntsena ntlhanu wa swisekwana swi nga
vuya hi ku dedeleka.

(Vuyelelani ka ntlhanu, mune, nharhu, mbirhi)

Xisekwana xin'we xi humile xi ya khida
siku rin'wana

xi gonya xiganga xi ya ekule.

Tatana N'wasekwa a ku: 'Kwaa, kwaa, kwaa,'
a ku na swisekwana swi nga vuya hi ku dedeleka.

Tatana N'wasekwa u humile a tirhendzelekela
siku rin'wana

a gonya xiganga a ya ekule.

Tatana N'wasekwa a ku: 'I nkarhi wa ku vuya,'
kutani tsevu wa swisekwana swi vuya hi
ku dedeleka.

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.

Vhiki ra 3

Risimu: Nkombo wa machela ya matlhakatlhaka ya rihlaza

Nkombo wa machela ya matlhakatlhaka ya rihlaza

Ya tshame eka ntsandza wa matlhakatlhaka

Ya dya tinhongana leto tsokombela.

Rin'we ri tlulela exidan'wanini

Laha a ku horile no titimela

Endzhakukaswona a ku ri na tsevu wa machela ya matlhakatlhaka ya rihlaza.

Kulubyu, kulubyu.

(Vuyelelani hi tsevu, ntlhanu, mune, nharhu, mbirhi, n'we)

Endzhakukaswona a ka ha ri hava machela ya matlhakatlhaka ya rihlaza.

Kulubyu, kulubyu.

Xitori: Xitori xa nomboro ya 7 (xi ri na thempuleti ya xipendiwankhavisu xa Nomboro ya 7)

Endzhakukaswona ku tile nkombo wa Van'wachela. A ku ri vanghana va tsevu va Van'wasekwa, lava va nga va byela leswaku va tiphina njhani hi kaya ra vona lerintshwa. Van'wasekwa va rhambe Van'wachela ku va vaakelana na vona. Van'wachela a va lava ndhawu yo tlulela eka yona ku ri hava ku gomola tinhloko ta vona emakhumbini kumbe eselenini, naswona un'wana na un'wana a lava kamara ra yena. Va sungurile ku tlulatlula va ya ehenhla na le hansi na ku languta endzeni kutani va teka xiboho xa leswaku hikuva i vatsongo kutlula swiharhi leswin'wana leswi nga eka tiyindlu ta 1 kufika eka 6, va ta tshamiseka na ku va na ndhawu yo enela.

Mfungo wa nomboro ya 7 na rito ra nomboro ya nkombo swi ye emahlweni ka yindlu laha munhu un'wana na un'wana a ta kota ku swi vona. Kutani nkombo wa tibeke ta le rivantini ti vekiwa enyangweni. Van'wachela lava nkombo a va nga tirhisi nyangwa wa le mahlweni mikarhi hinkwayo tanihleswi a va tsakela ku tlula va nghena va huma hi mafasitere. A va tiphina hi ku vona loyi a ta tlula a ya ehenhlahenhla.

A va lava bavhu lerikulu eka yin'wana na yin'wana ya tikamara ta vona to etlela eka tona ta nkombo ku endlela leswaku va ta kota ku khida hi nkarhi wihi kumbe wihi lowu va wu lavaka. Va tlhele va aka xidan'wana elonji. A xi ri na nkombo wa magumbugumbu ku endlela leswaku un'wana na un'wana a va na ndhawu yo tshama kona. Loko swiharhi leswin'wana swi ta ku ta va amukela, va kume Van'wachela lava nkombo hinkwavo va ri karhi va khida swin'we exidan'wanini xa le ndzeni ka muako elonji.

Rin'wana na rin'wana ra magumbugumbu lama nkombo a ri ri na xiluva xo saseka xa xitshopana lexi a xi kula ekusuhi na rona, lexi swiharhi leswin'wana kotala a swi ta ku ta xi vona.

Risimu: Xin'we lexitsongo, swimbirhi leswitsongo

Xin'we lexitsongo, swimbirhi leswitsongo, swinharhu leswitsongo swintihwana

Mune leswitsongo, ntlhanu leswitsongo, tsevu leswitsongo swintihwana

Nkombo leswitsongo, nhungu leswitsongo, kaye leswitsongo swintihwana

Hinkwerhu hi na khume ra tintiho.

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.

Vhiki ra 4

Risimu: *Leyi i yinhlamune*

(Hi nsumo wa *B-I-N-G-O*)

Ku na xivumbeko lexi xi nga na matlhelo ya mune,
Kambe a hi xikwere, E-E!

Leyi i yinhlamune,

Leyi i yinhlamune,

Leyi i yinhlamune,

A yi fani na xikwere, E-E!

Matlhelo mambirhi ya lehile,

Matlhelo mambirhi ya komile.

A ma fani, E-E!

Leyi i yinhlamune,

Leyi i yinhlamune,

Leyi i yinhlamune,

Matlhelo lama a ma fani, E-E!

Risimu: *Humesa buku*

Hi humesa buku,

Hi dirowa huku,

Hi humesa buku,

Hi tsala ntirhokaya.

Nghenisa voko ra wena rin'we endzeni,

Humesa voko ra wena rin'we endzeni,

Tirhisa voko ra wena ku chikicha,

chikicha, chikicha,

Kutani u hundzuluka.

Hi humesa buku,

Hi dirowa huku,

Hi humesa buku,

Hi tsala ntirhokaya.

Nghenisa voko ra wena ra ximatsi,

Humesa voko ra wena ra ximatsi,

Tirhisa voko ra wena ku chikicha,

chikicha, chikicha,

Kutani u hundzuluka.

Hi humesa buku,

Hi dirowa huku,

Hi humesa buku,

Hi tsala ntirhokaya.

Nghenisa nkondzo wa wena wa xinene,

Humesa nkondzo wa wena wa xinene,

Tirhisa nkondzo wa wena ku chikicha,

chikicha, chikicha,

Kutani u hundzuluka.

Hi humesa buku,

Hi dirowa huku,

Hi humesa buku,

Hi tsala ntirhokaya.

Nghenisa nkondzo wa wena wa ximatsi,

Humesa nkondzo wa wena wa ximatsi,

Tirhisa nkondzo wa wena ku chikicha,

chikicha, chikicha,

Kutani u hundzuluka.

Hi humesa buku,

Hi dirowa huku,

Hi humesa buku,

Hi tsala ntirhokaya.

Nghena miri hinkwawo,

Huma miri hinkwawo,

Tirhisa miri wa wena ku chikicha,

chikicha, chikicha,

Kutani u hundzuluka.

Vhiki ra 5

Risimu: *Ndlopfu yin'we yi humile yi ya eku tlangeni*

(Hi nsumo wa *Ntlhanu wa swindlopfana*)

Ndlopfu yin'we yi humile yi ya eku tlangeni

Siku rin'wana yi ku chaka, epumeni.

A yi wu vona wu ri ntlangu wo nyanyula

Lero a kala a vitana xindlopfana lexin'wana.

Tindlopfu timbirhi ti humile ti ya eku tlangeni

Siku rin'wana ti ku chaka, epumeni.

A ti wu vona wu ri ntlangu wo nyanyula

Lero ti kala ti vitana xindlopfana xin'wana.

Tindlopfu tinharhu ti humile ti ya eku tlangeni

Siku rin'wana ti ku chaka, epumeni.

Pume ri ku ganyu, pume ri ku ganyu

Ti huwelela ti ku, ni ta ku kama nswanyu.

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?

Vhiki ra 6

Rhayimi: Swikondlwana swa nhungu

Swikondlwana swa nhungu swi nghena endlwini,
Swikondlwana swa nhungu swi ta eku tlangeni.
Kambe loko ximanga xin'we xo khoma xikondlwana xin'we
Kutani swikondlwana swa nkombo swi ta baleka!

(Vuyelelani eka nkombo, tsevu, ntlhanu, mune, nharhu, mbirhi)

Xikondlwana xin'we xi nghena endlwini,
Xikondlwana xin'we xi ta eku tlangeni.
Kambe loko ximanga xin'we xi ringeta ku khoma xikondlwana xexo
Xikondlwana xexo xi ta ku, 'Yowee minoo, ndzi lamuleleni!'

Xitori: Xitori xa nomboro ya 8 (xi ri na thempuleti ya xipendiwankhavisio xa Nomboro ya 8)

Endzhakukaswona ku tile nhungu wa Van'wakondlo. Mfungo wa nomboro ya 8 na rito ra nomboro ya nhungu swi ye emahlweni ka yindlu laha munhu un'wana na un'wana a ta kota ku swi vona. Kutani nhungu wa tibe le rivantini ti vekiwa enyangweni. Van'wakondlo va boxile nhungu wa timbhofo efulorweni ya mapulangi etikamareni ta vona kutani va endla mikele ku endlela leswaku va kota ku nghena na ku huma endlwini kusuka eka tikamara ta vona to etlela ta nhungu.

A va nga lavi tikamara to etlela letikulu tanihileswi a va tsongaharile swinene. A va toloverile ku tshama enhoveni tanihileswi a va ri makondlo ya nhova, kambe a va tsakile hi mayelana na mhaka ya ku tshama ekaya lerintshwa tanihi vaakelana va Van'wachela.

Va akile lonji leyikulu tanihileswi a va rhandza ku cina na ku va na mikhuvo. Un'wana na un'wana a tlanga xichayana. Un'wana a tlanga khibodo, un'wana katara, un'wana vhayolini, un'wana fuleti, un'wana nanga, un'wana marimba kasi vambirhi a va chaya mindzhumba. Hikokwalaho a ku ri na nhungu wa swichayana endlwini. Swiharhi leswin'wana a swi rhandza ku yingisela Van'wakondlo lavanhungu loko va ri karhi va tlanga swichayana swa vona leswa nhungu. Mikarhi yin'wana hinkwavo a va tikasta hi ku gima mikondzo na swinondzwana swa vona ku fambisana na nsumo.

Vhiki ra 7

Rhayimi: Ntlhanu wa tihotidogo letitsongo

Ntlhanu wa tihotidogo letitsongo leti katingiwaka epanini. *(Yimiselani ntlhanu wa tintiho ehenhla)*
Girisi ya hisa kutani yin'wana yi ku PHUU! *(Phokotelani)*

(Vuyelelani eka mune (mune wa tintiho), nharhu (tintiho tinharhu), mbirhi (tintiho timbirhi), n'we (ritiho rin'we))

Ku hava hotidogo yi katingiwaka epanini. *(Yimiselani xibakele ehenhla)*
Pani ra hisa kutani ri ku PHUU! *(Phokotelani)*

Xitori: Ku xava xigqoko

Ximumu i nkarhi wa xirhandzwa wa lembe wa Babalwa. U rhandza maxelo yo hisa na ku ya ephakeni ku ya tlanga kona. Namuntlha mana wa Babalwa u famba na yena ku ya xava xigqoko ku sirhelela nhlonge ya yena yi tshama yi hlayisekile eka mumu. Babalwa u rhandza ku xava swilo ku swi ambala. A hi fambeni na yena na mana wa yena eka riendzo ro ya xava xigqoko xa yena na ku vona mixaka yo hambanahambana hinkwayo ya swigqoko leswi xavisiwaka.

Evhengeleni ku na swigqoko hinkwakonkwako – swigqoko swi paketeriwile ku ya ehenhla eka xelufu yin'wana na yin'wana, swigqoko swa swivumbeko swo hambanahambana, swigqoko swa mihlovo yo hambanahambana. Babalwa u ringeta swigqoko swo tala. U rhandza xigqoko xa nkupekupe lexi nga na swiluva, kambe a nga koti ku teka xiboho hi mayelana na muhlovo. A hi n'wi pfuneni ku hlawula leswaku i xigqoko xihile lexi a faneleke ku xi xava. Xana i muhlovo wihi a faneleke ku wu hlawula? Xana i xigqoko xihile a wu ta xi hlawula?

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!

Vhiki ra 8

Rhayimi: *Ku ya eku hloteni ka nghala*

(Bambatelani mathanga ku fambisana na nsumo)

Hi ya eku hloteni ka nghala,

Hi ya khoma ledyikulukumba!

A hi ku xonga ka siku!

A hi chavi!

Huu, yoo! Byanyi!

Byanyi byo leha, byo ya henhla.

Ndzi nge chochoveli! *(Dzungudza nhloko)*

Ndzi nge nyokoveli! *(Dzungudza nhloko)*

Hi boheka ku famba hi le xikarhi ka byona!

(Pfumela hi nhloko)

Khwaxa, xwa, khwaxa, xwa, khwaxa, khwaxa,
xwa. *(Chukucha swandla)*

Hi ya eku hloteni ka nghala,

Hi ya khoma ledyikulukumba!

A hi ku xonga ka siku!

A hi chavi!

Huu, yoo! Nambu!

I nambu, wo anama wo enta.

Ndzi nge chochoveli! *(Dzungudza nhloko)*

Ndzi nge nyokoveli! *(Dzungudza nhloko)*

Hi boheka ku famba hi le xikarhi ka wona!

(Pfumela hi nhloko)

Cabya, phyandla, cabya, phyandla, cabya,
phyandla. *(Kokakokani milenge kufana na
loko mi famba ematini)*

Hi ya eku hloteni ka nghala,

Hi ya khoma ledyikulukumba!

A hi ku xonga ka siku!

A hi chavi!

Huu, yoo! Ndzhope!

Ndzhope yo tiyela, yo namarhela.

Ndzi nge chochoveli! *(Dzungudza nhloko)*

Ndzi nge nyokoveli! *(Dzungudza nhloko)*

Hi boheka ku famba hi le xikarhi ka yona!

(Pfumela hi nhloko)

Bodhlo, dhli, bodhlo, dhli, bodhlo, dhli.

*(Tlakusani milenge hi ku nonoka wonge hi
loko mi famba endzhopeni)*

Hi ya eku hloteni ka nghala,

Hi ya khoma ledyikulukumba!

A hi ku xonga ka siku!

A hi chavi!

Huu, yoo! Xihlahla!

Xihlahla xo tlhuma, xo dzwihala.

Ndzi nge chochoveli! *(Dzungudza nhloko)*

Ndzi nge nyokoveli! *(Dzungudza nhloko)*

Hi boheka ku famba hi le xikarhi ka xona!

(Pfumela hi nhloko)

Khugulu, phijiwa, khugulu, phijiwa, khugulu,
phijiwa. *(Tiendlise wonge wa khuguka)*

Hi ya eku hloteni ka nghala,

Hi ya khoma ledyikulukumba!

A hi ku xonga ka siku!

A hi chavi!

Huu, yoo! Baku!

Baku lerikulukumba, ro dzwihala.

Ndzi nge chochoveli! *(Dzungudza nhloko)*

Ndzi nge nyokoveli! *(Dzungudza nhloko)*

Hi boheka ku famba hi le xikarhi ka rona!

(Pfumela hi nhloko)

Nyandla, nyandla, nyandla. *(Nyandlamela
endhawini ley)*

Xana i yini lexiya? *(Humesa swandla emahlweni ka
wena kutani u tiendlisa wonge u twa xin'wana)*

Nhompfu yo tsakama yo vangama!

Tindleve timbirhi ta mabvele!

Mahlo mambirhi lamakulukumba!

I NGHALA! *(Hoxa swandla emoyeni)*

Hatlisa! Vuya hi le bakweni!

Nyandla, nyandla, nyandla. *(Nyandlamela hi
ku hatlisa)*

Vuya hi le xihlahleni!

Khugulu, phijiwa, khugulu, phijiwa, khugulu,
phijiwa. *(Tiendlise wonge u khuguka hi ku hatlisa)*

Vuya hi le ndzhopeni!

Bodhlo, dhli, bodhlo, dhli, bodhlo, dhli. *(Famba
endzhopeni hi ku hatlisa)*

Vuya hi le nambyeni!

Cabya, phyandla, cabya, phyandla, cabya,
phyandla. *(Phyandlasela mati hi ku hatlisa)*

Vuya hi le byanyini!

Khwaxa, xwa, khwaxa, xwa, khwaxa, khwaxa, xwa.
(Chukucha swandla hi ku hatlisa)

Yana enyangweni wa le mahlweni.

Pfula rivanti. *(Tiendlise wonge u pfula rivanti)*

Ehenhla ka switepisi. *(Tiendlise wonge u
khandziya switepisi)*

U rivale ku pfala rivanti!

Chika eswitepisini. *(Tiendlise wonge u chika
eswitepisini)*

Pfala rivanti. *(Tiendlise wonge u pfala rivanti)*

Tlhela u khandziya switepisi. *(Tiendlise wonge u
khandziya switepisi)*

U nghena ekamareni ro etlela.

Tlulela emubedweni. *(Tshama efulorweni)*

Ehansi ka swifunengeto. *(Tiendlise wonge u
tifunengeta nhloko)*

A hi nga pfuki hi hlote nghala nakambe!

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.

Vhiki ra 9

Rhayimi: Xibamubamu

Khandziya xibamubamu
Khandziya xibamubamu
Hi ya en'wetini
Hatlisa u lungheka
Hi ta duvula hi famba sweswinyana
Ambala gondzolo kutani u boha bandhi ri tiya
Se va hlayela kuya ehansi
A hi hlayeleni hi matimba ya hina hinkwawo!
10-9-8-7-6-5-4-3-2-1 KHUU!

Vhiki ra 10

Risimu: Nhungu wa tindlopfu

Xindlopfana lexitsongo lexi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani xi
huwelele rixaka rin'wana ra swiharhi.
Swimangwana swimbirhi leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani xi
huwelele rixaka rin'wana ra swiharhi.
Vamanghovo lavatsongo lava tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani xi
huwelele rixaka rin'wana ra swiharhi.
Mune wa swinhutlwani leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani va
huwelele rixaka rin'wana ra swiharhi.
Ntlhanu wa swintohwana leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani swi
huwelele rixaka rin'wana ra swiharhi.
Tsevu wa swisekwana leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani swi
huwelele rixaka rin'wana ra swiharhi.

Nkombo wa swichelana leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
A ndzi ehleketa leswaku i fenyā, kutani swi
huwelele rixaka rin'wana ra swiharhi.

Nhungu wa swikondlwana leswi tiyimisaka,
Goza hi goza ehenhla ka xintambhyana.
Xikan'wekan'we xintambhyana xi ntlhibuka
kutani rixaka ra swiharhi ri ya ku gaa!

Ntlangu: Ndzi tsalele munghana wa mina papila

Mutlangi un'we u rhendzeleka ehandle ka
xirhendzevutana a ri na mvhilopo.

Tlilasi yi ku:

*'Ndzi tsalele munghana wa mina papila,
naswona ndzi ri wisile endleleni.*

*Un'wana wa n'wina u ri rhwalerile kutani a ri
hoxa exikhwameni.*

A hi wena, a hi wena, a hi wena ...'

Loko u teka xiboho xa leswaku i mani loyi u
faneleke ku wisela mvilopo endzhaku ka yena,
munhu loyi u bambatela munhu yoyoloye
enhlokweni kutani a ku, *'Hi wena!'*

Endzhakukaswona va tsutsuma, laha
munhu loyi sweswi a nga na mvhilopo a va
hlongorisaka, kan'we ku rhendzeleka na
xirhendzevutana xa vadyondzi kutani va ringeta
ku tshama endhawini leyi nga riki na munhu ya
munhu yoyoloye loko a nga si khomiwa.

Loko munhu loyi a khomiwa, u fanele ku
tshama exikarhi ka xirhendzevutana.

Munhu lontshwa loyi a nga khoma mvhilopo
u sungula ku famba ku rhendzeleka na
xirhendzevutana, loko tlilasi yi ri karhi yi vula
marito lama, *'Ndzi tsale papila ...'*

Ntlangu wu ya emahlweni.

nkombo

7

Playdough template: Number 6

six

6

Tortoise (Week 9) • Xibodze (Vhiki ra 9)

Templates • Tithempuleti

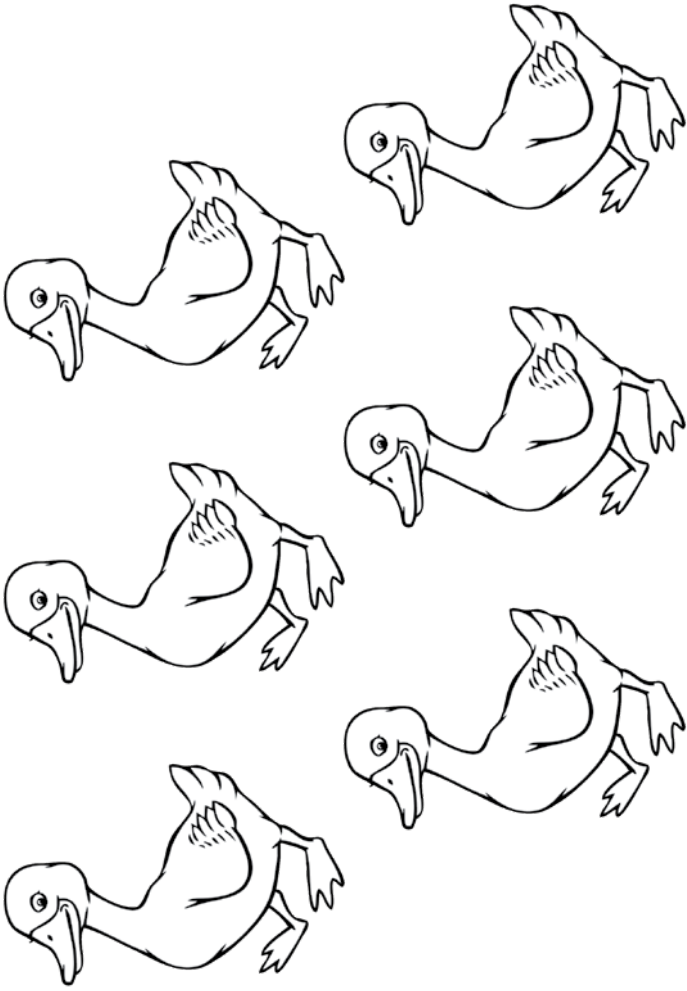
Banknotes (Week 9) • Timali ta phepha (Vhiki ra 9)

Eighteen-piece puzzle • Xiphazamiso xa swiphemu swa khumenhungu

Thempuleti ya vumba byo tiangisa: Nomboro ya 8

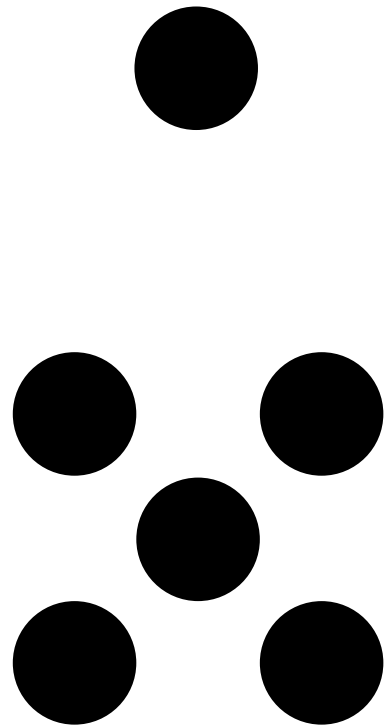
nhungu

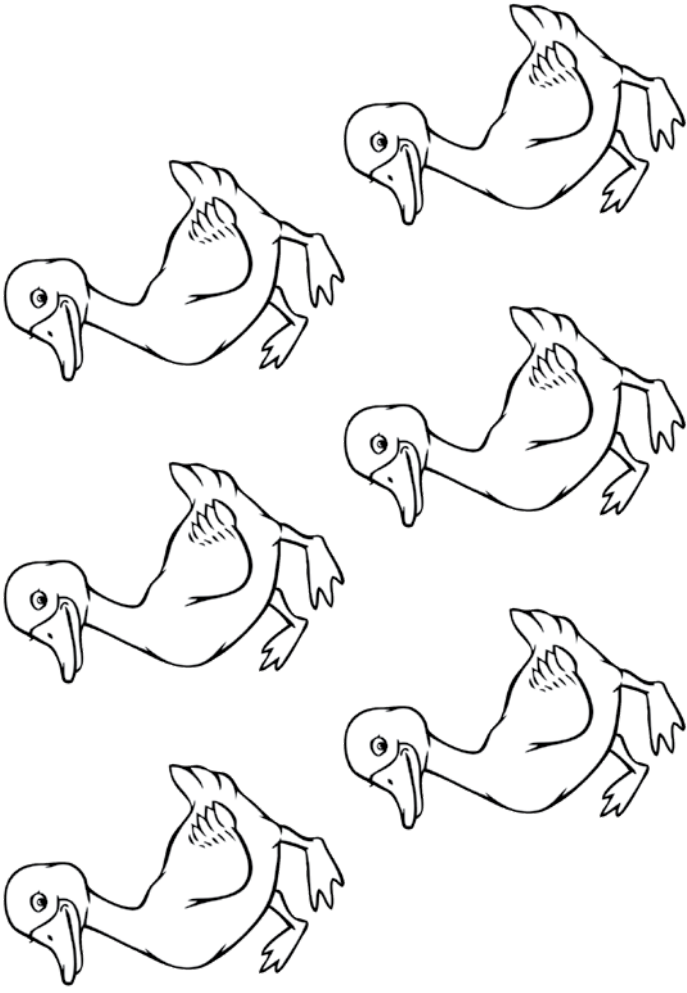
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six

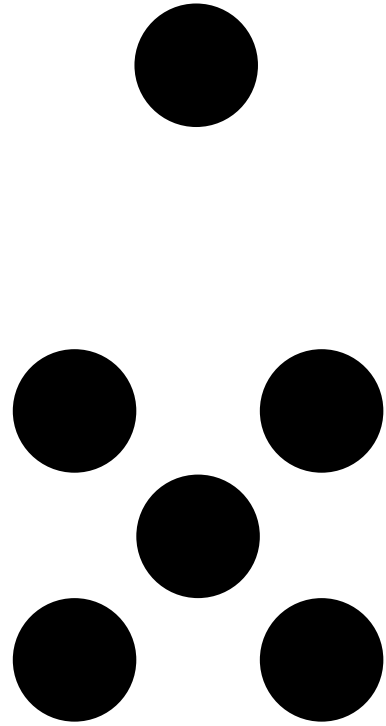
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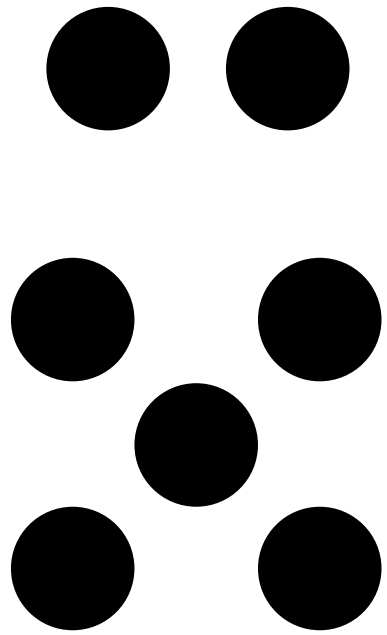
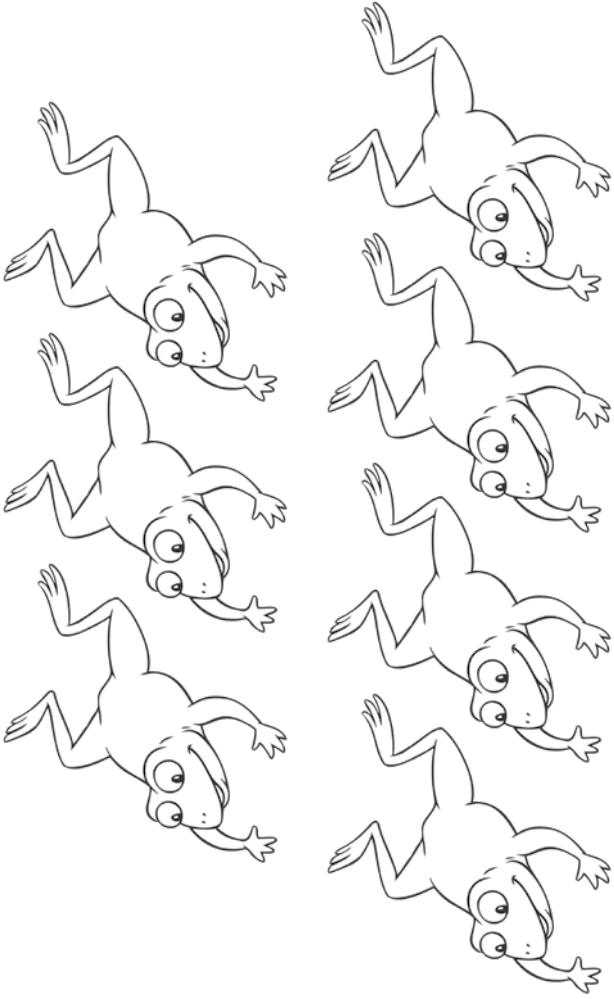


6

tsevu

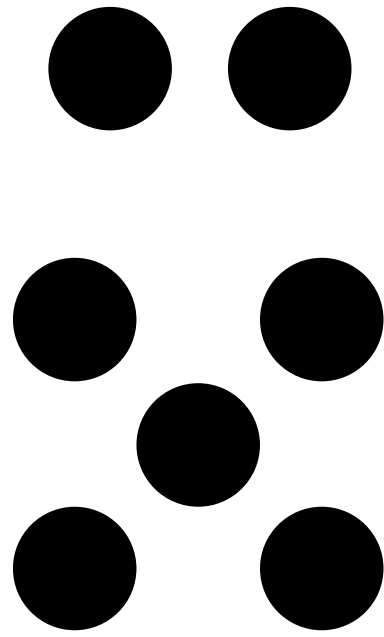
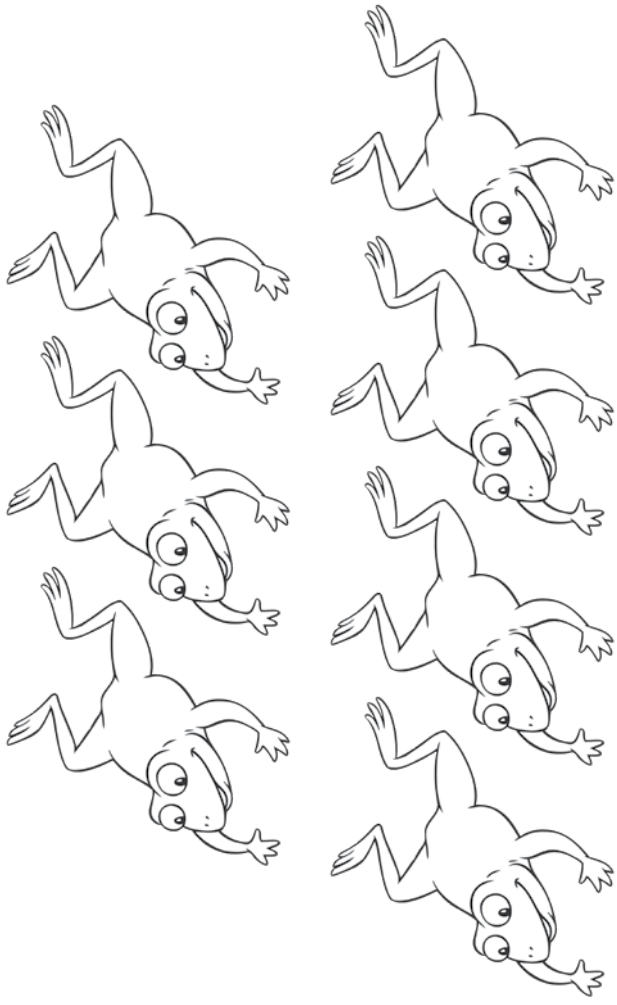


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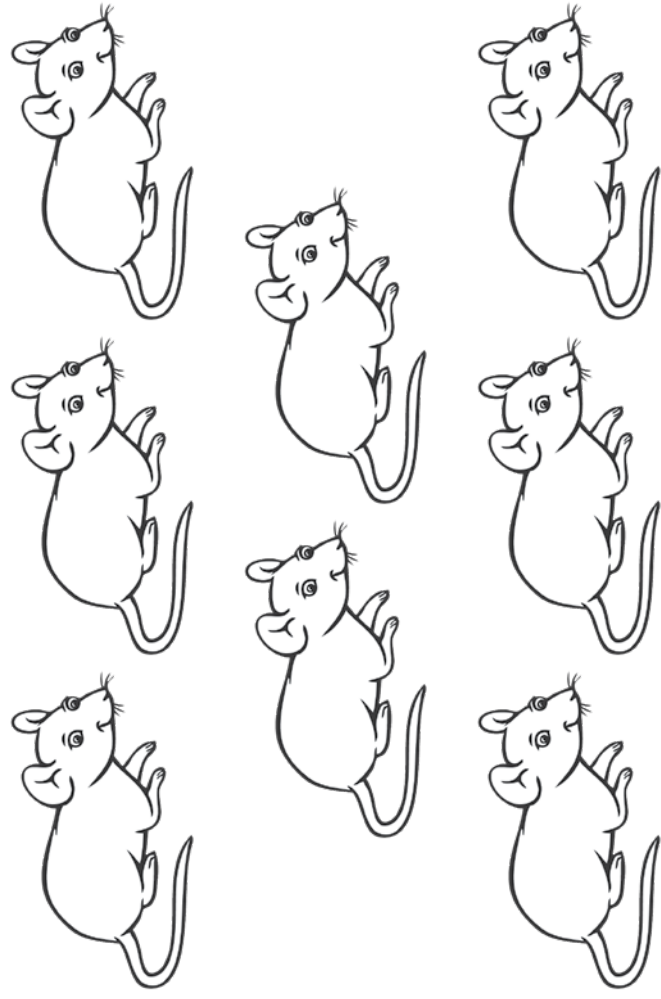
seven

7



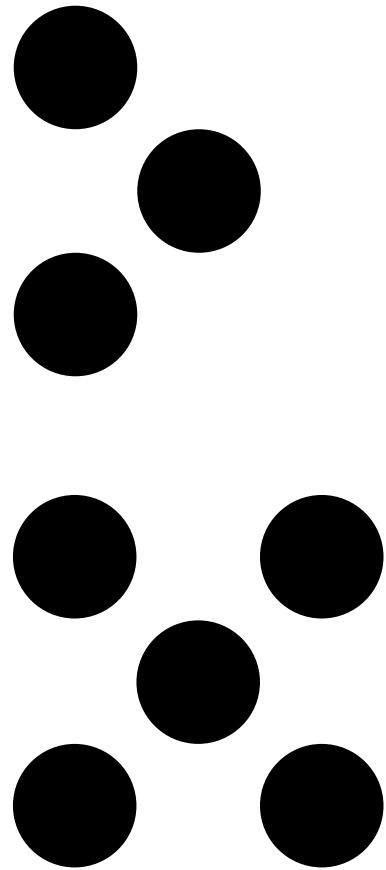
nkombbo

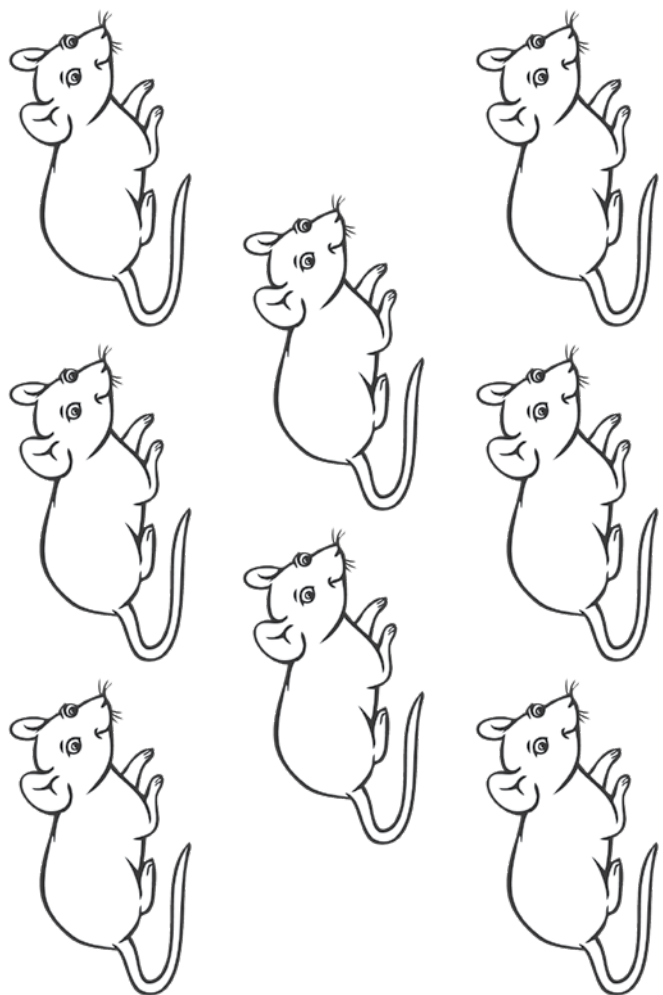




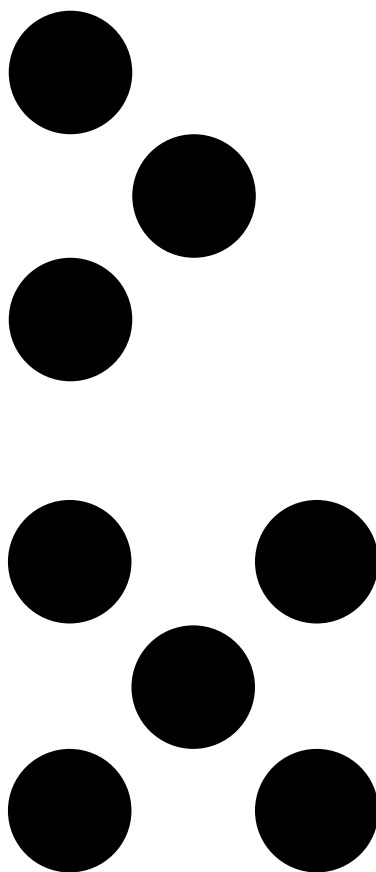
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eight



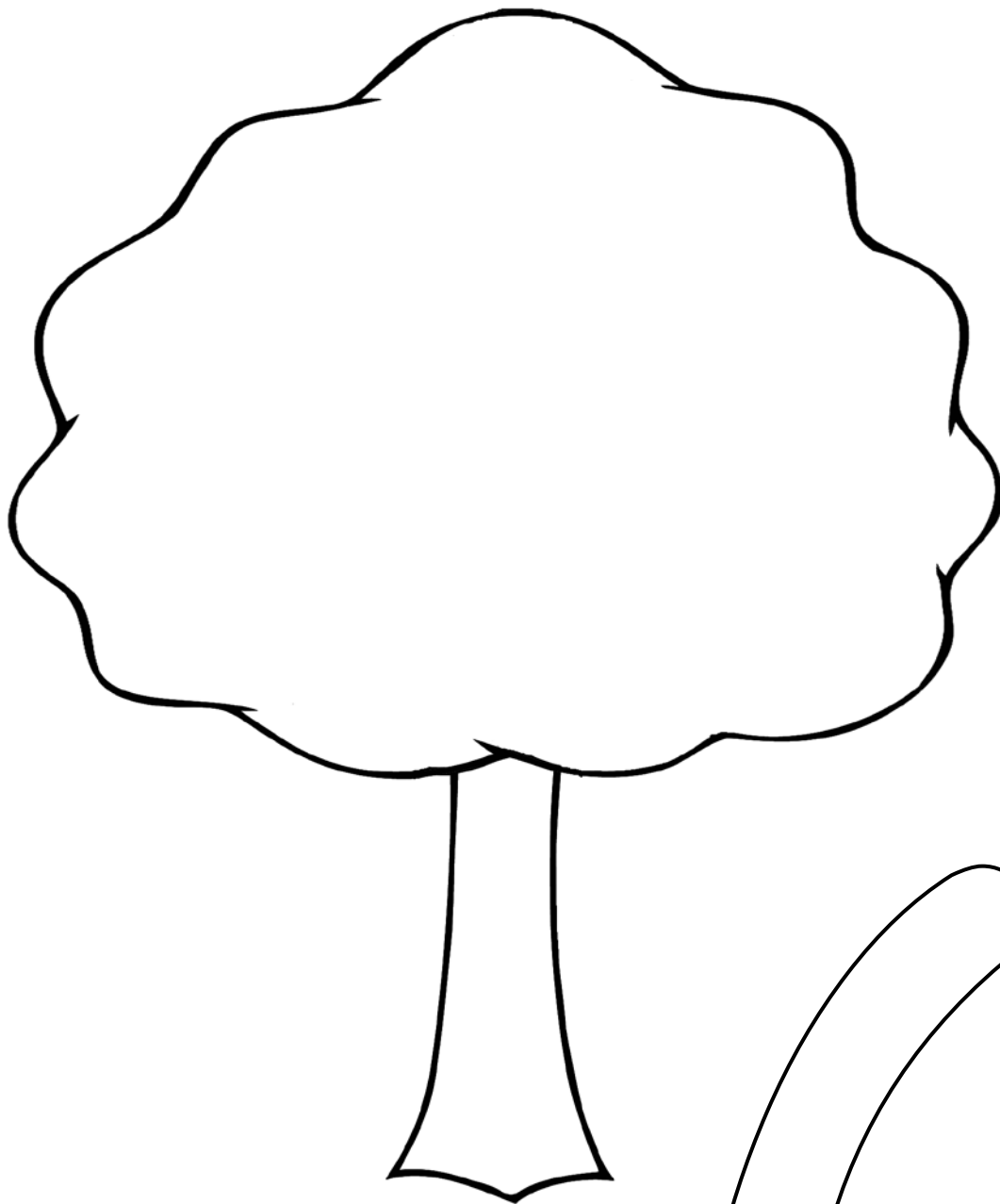


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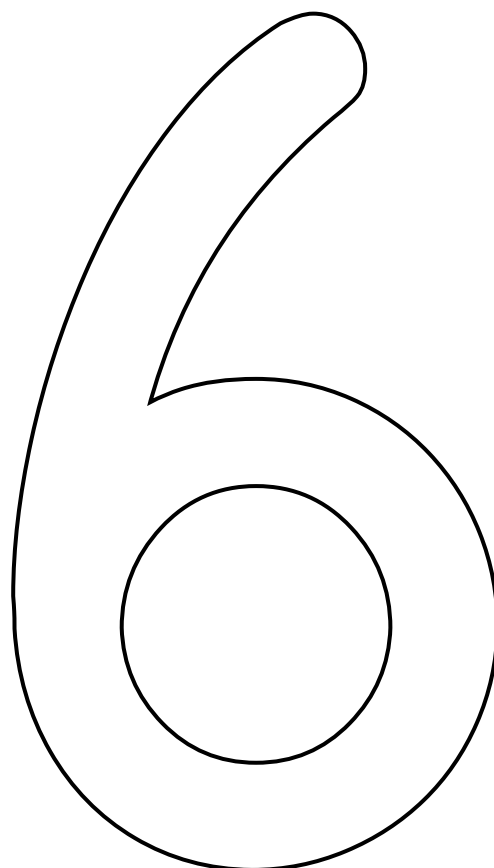


nhung

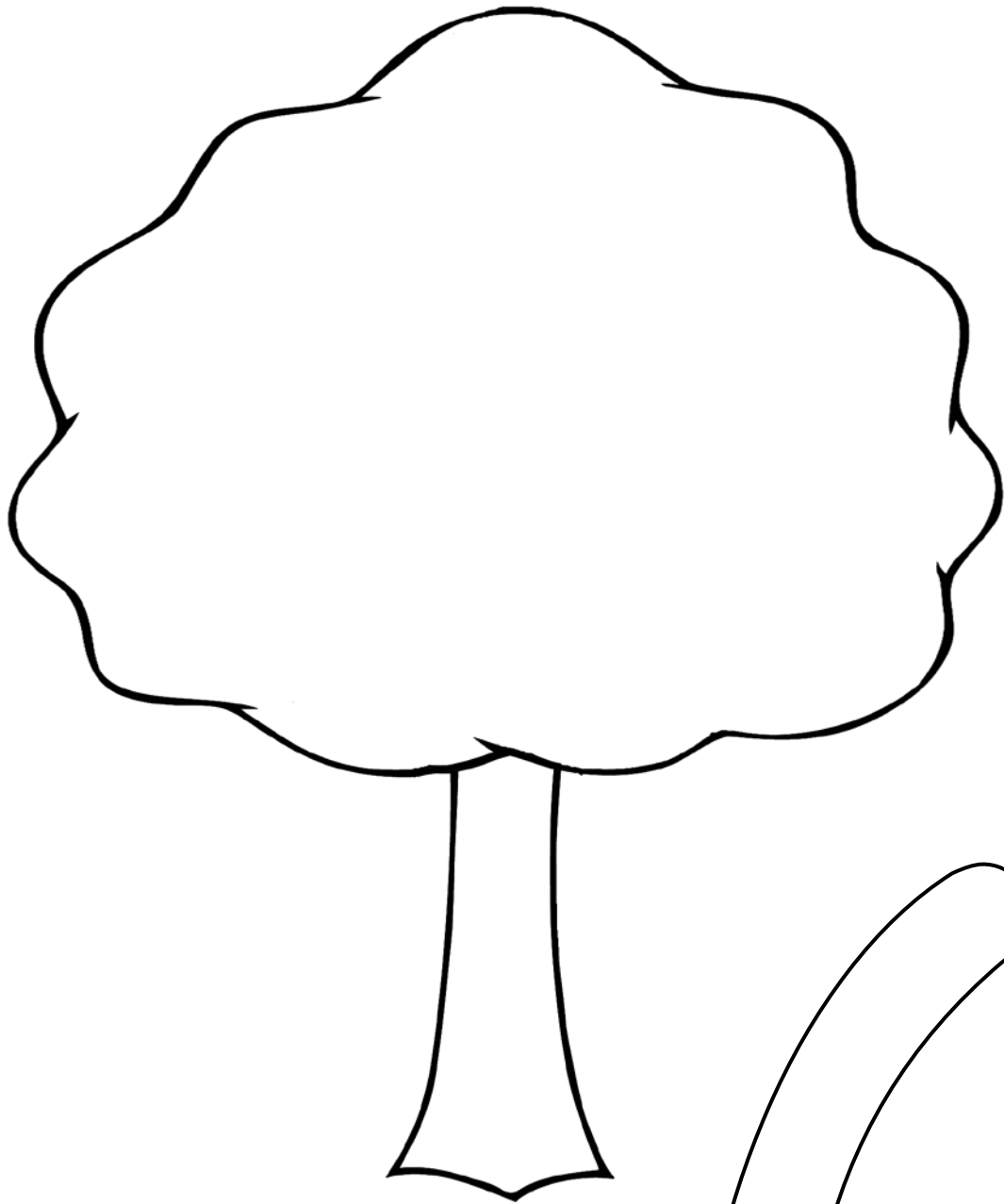
Playdough template: Number 6



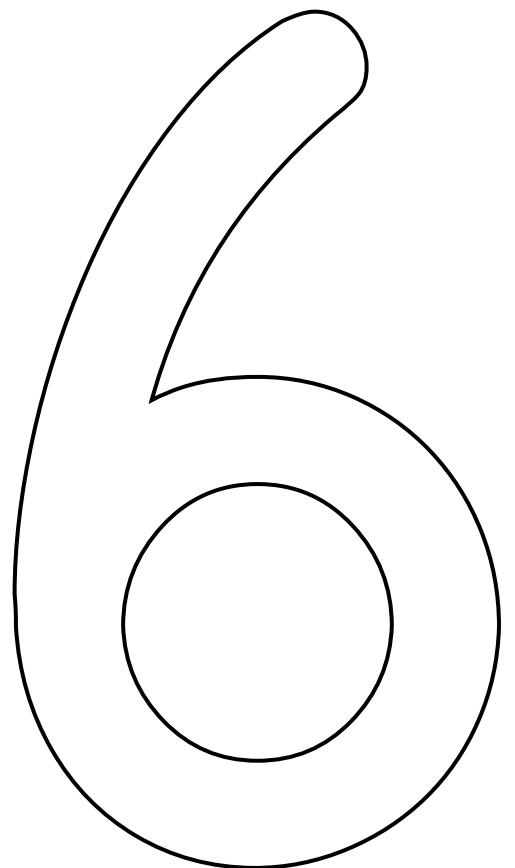
six



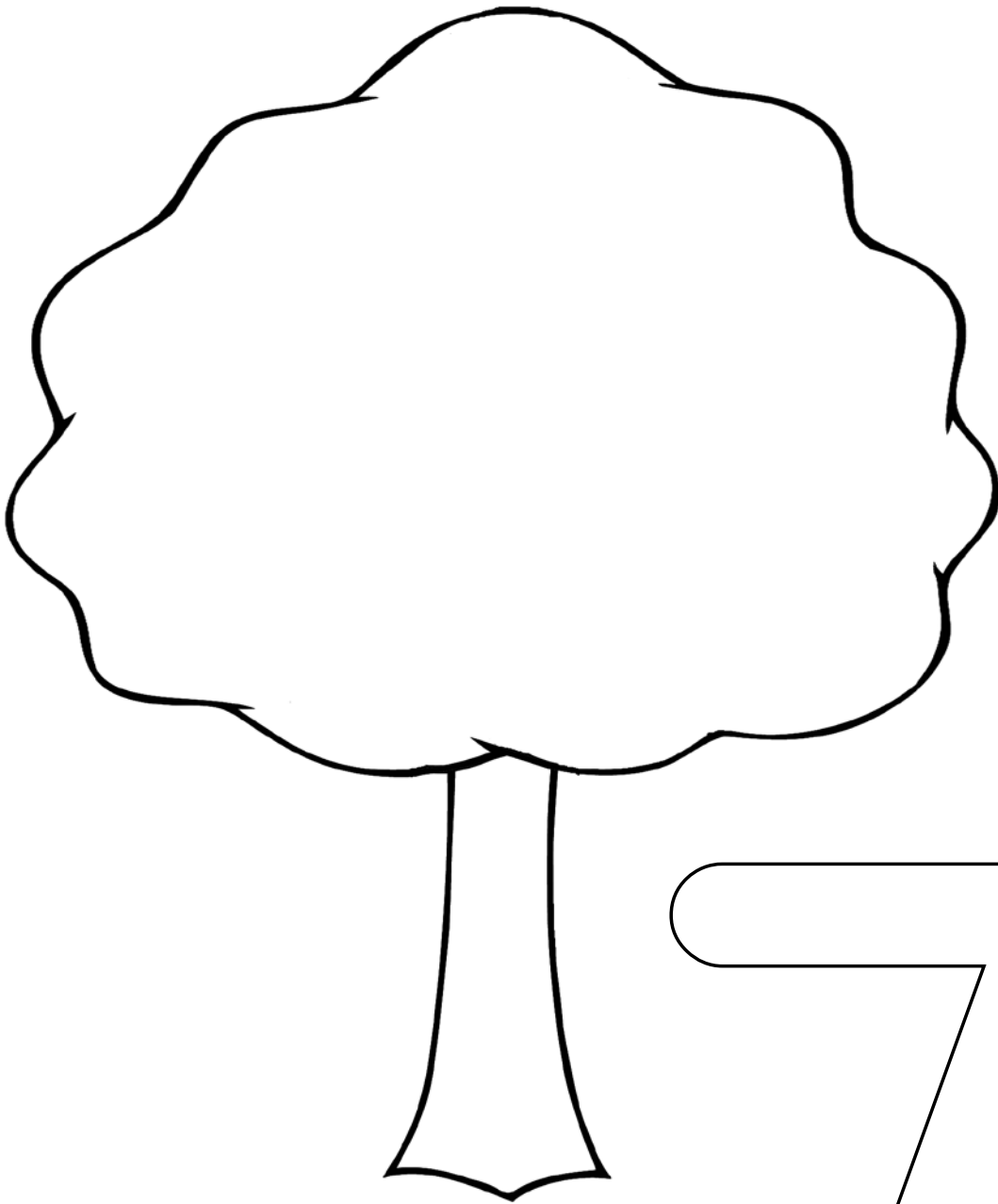
Thempuleti ya vumba byo tlangisa: Nomboro ya 6



tsevu

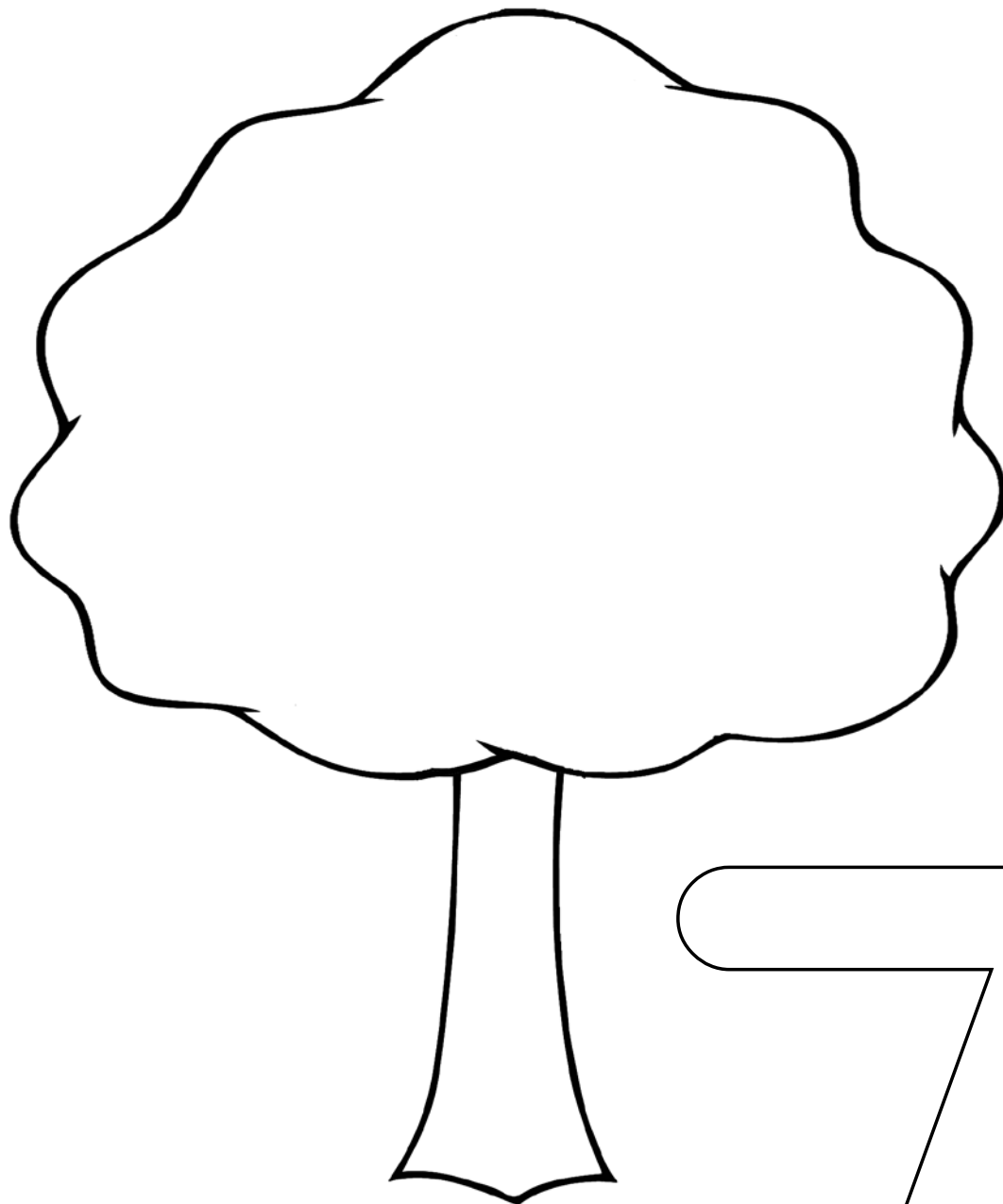


Playdough template: Number 7

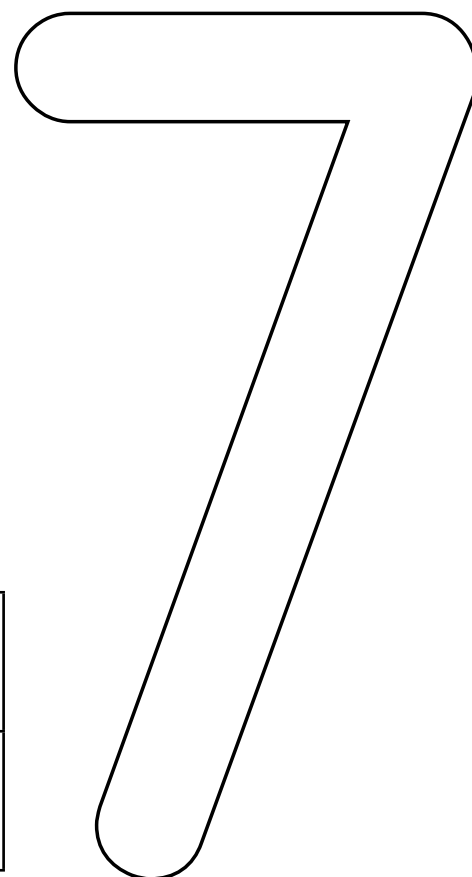


seven

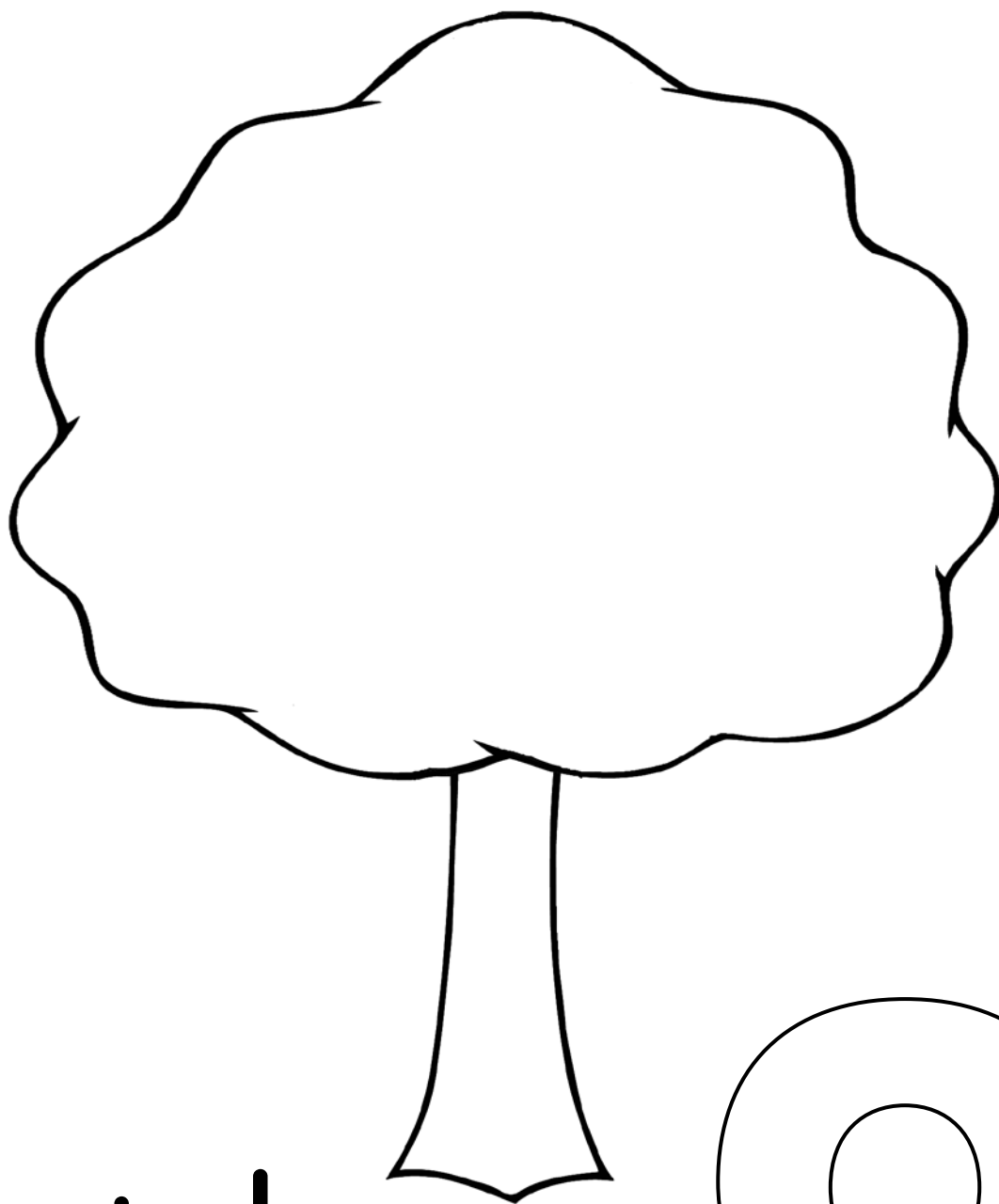
Thempuleti ya vumba byo tlangisa: Nomboro ya 7



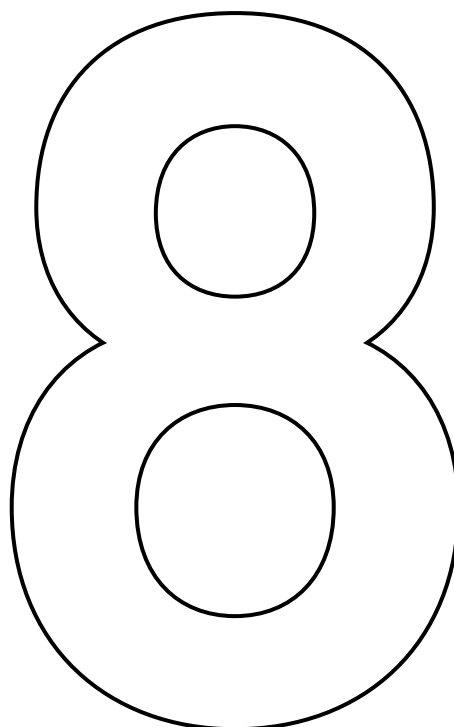
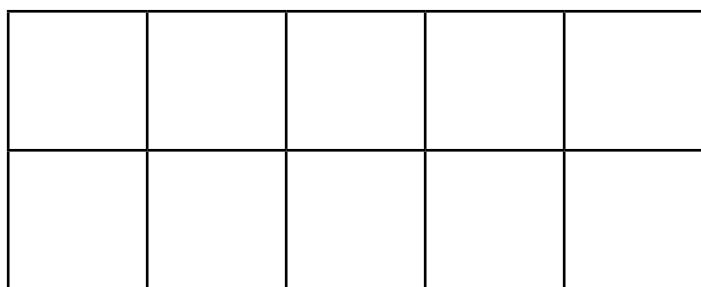
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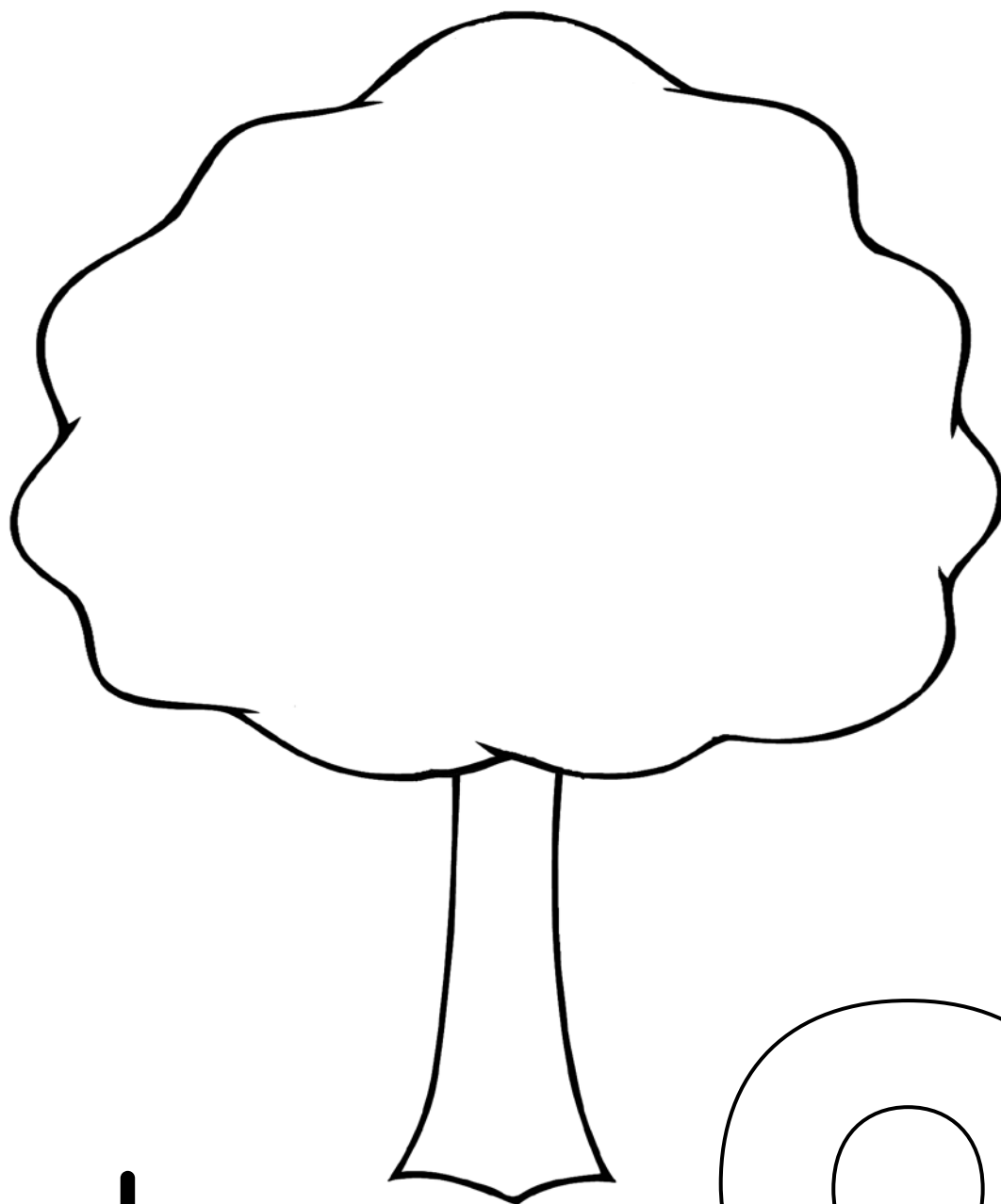
Playdough template: Number 8



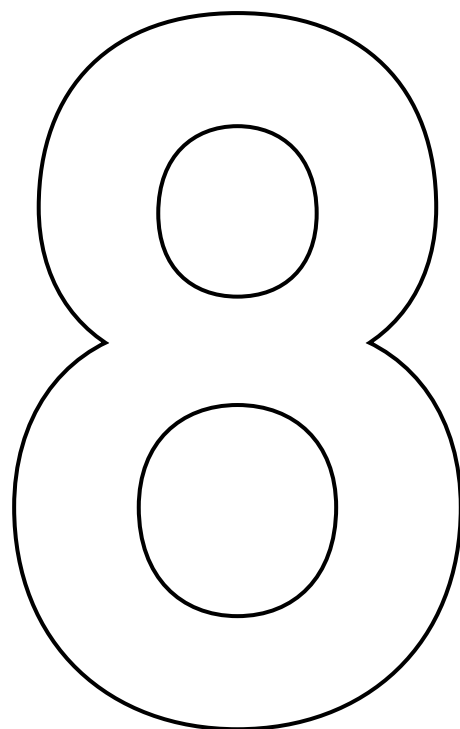
eight



Thempuleti ya vumba byo tlangisa: Nomboro ya 8

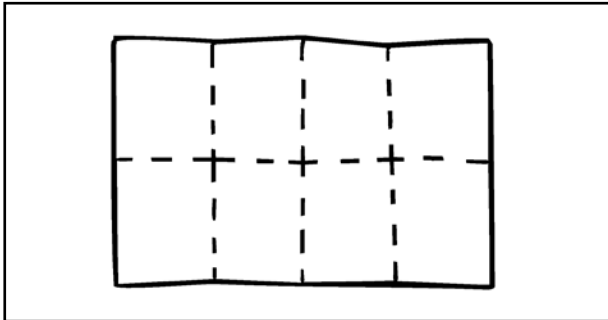


nhungu

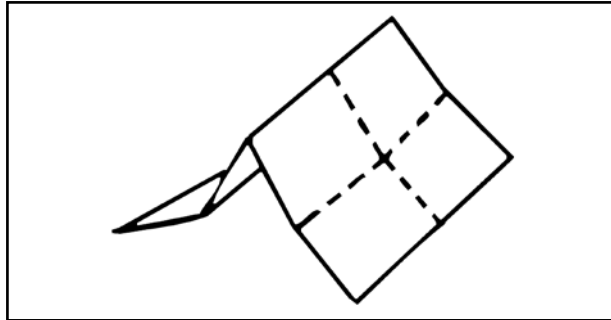


Shape book (Week 4)

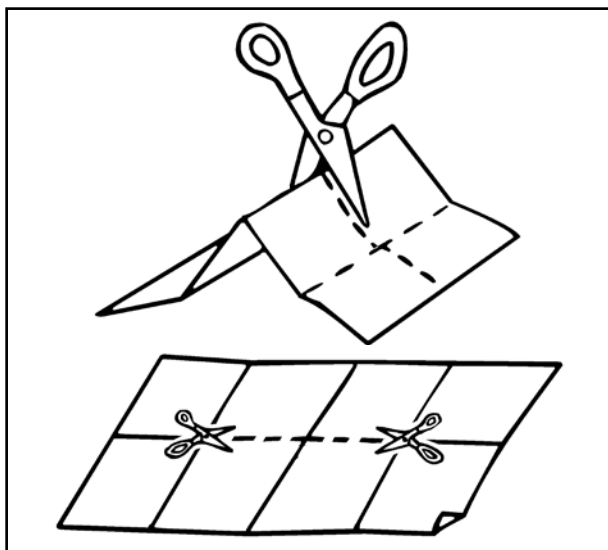
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



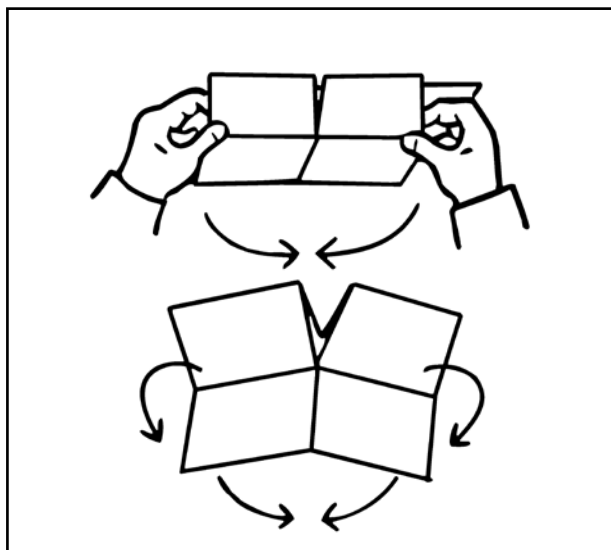
2. Fold the page in half again.



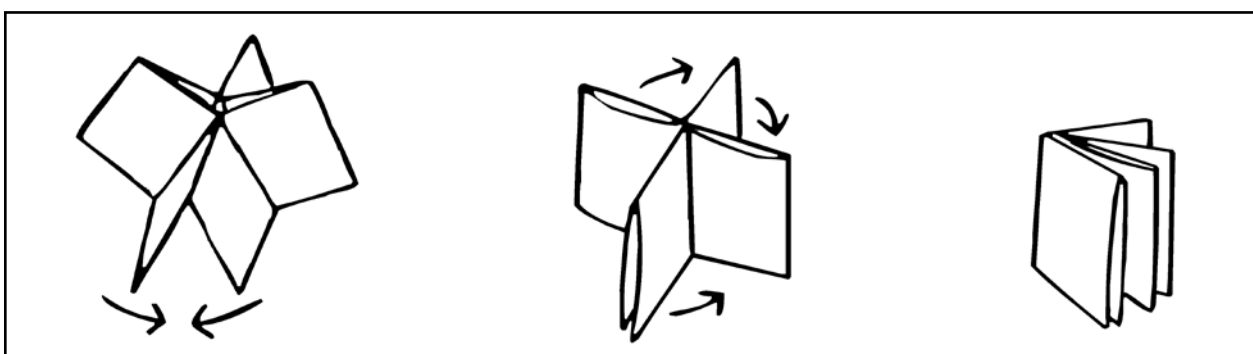
3. Cut on the middle fold as shown in the diagram.



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.

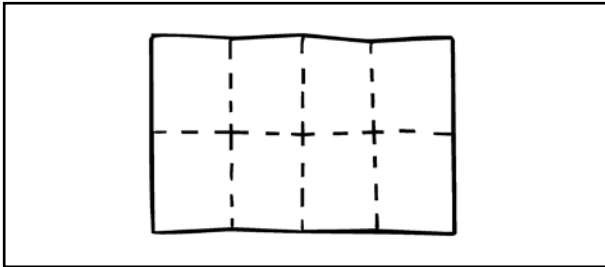


5. Complete the little book by folding the pages flat, as shown.

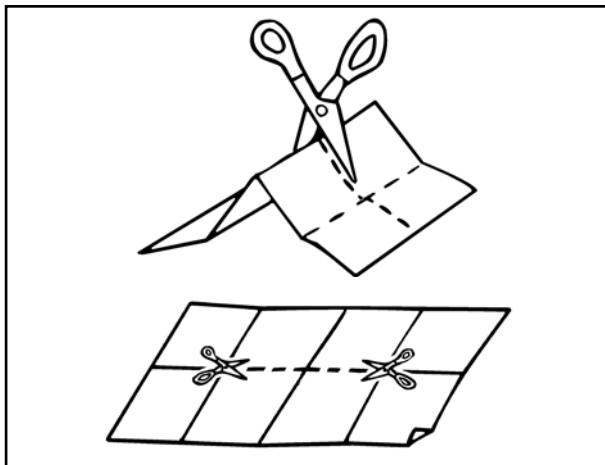


Buku ya swivumbeko (Vhiki ra 4)

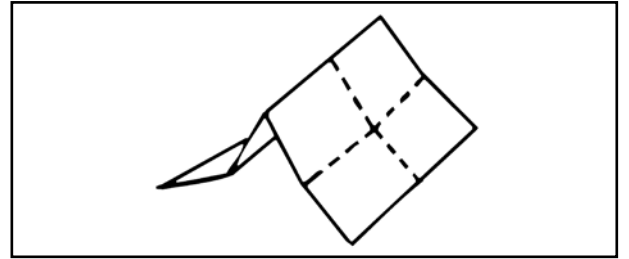
1. Petsa pheji ya A4 hi swiphemu swa nhungu, hi ku petsa hi le xikarhi kanharhu. Petsunula.



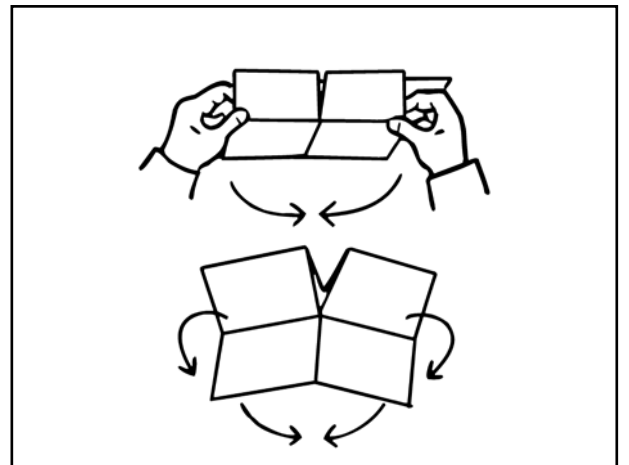
3. Tsema hi le ka mpetso wa le xikarhi tanihilaha swi kombisiweke hakona eka dayagiramu.



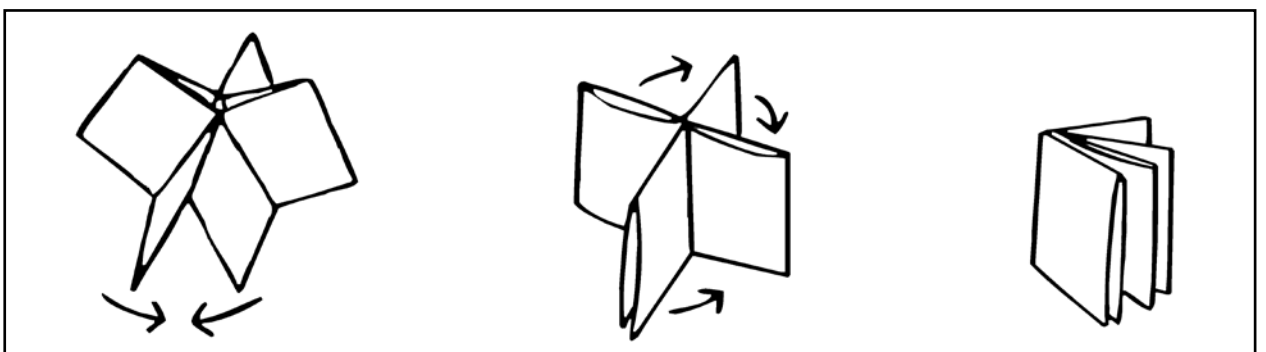
2. Petsa hi le xikarhi nakambe.



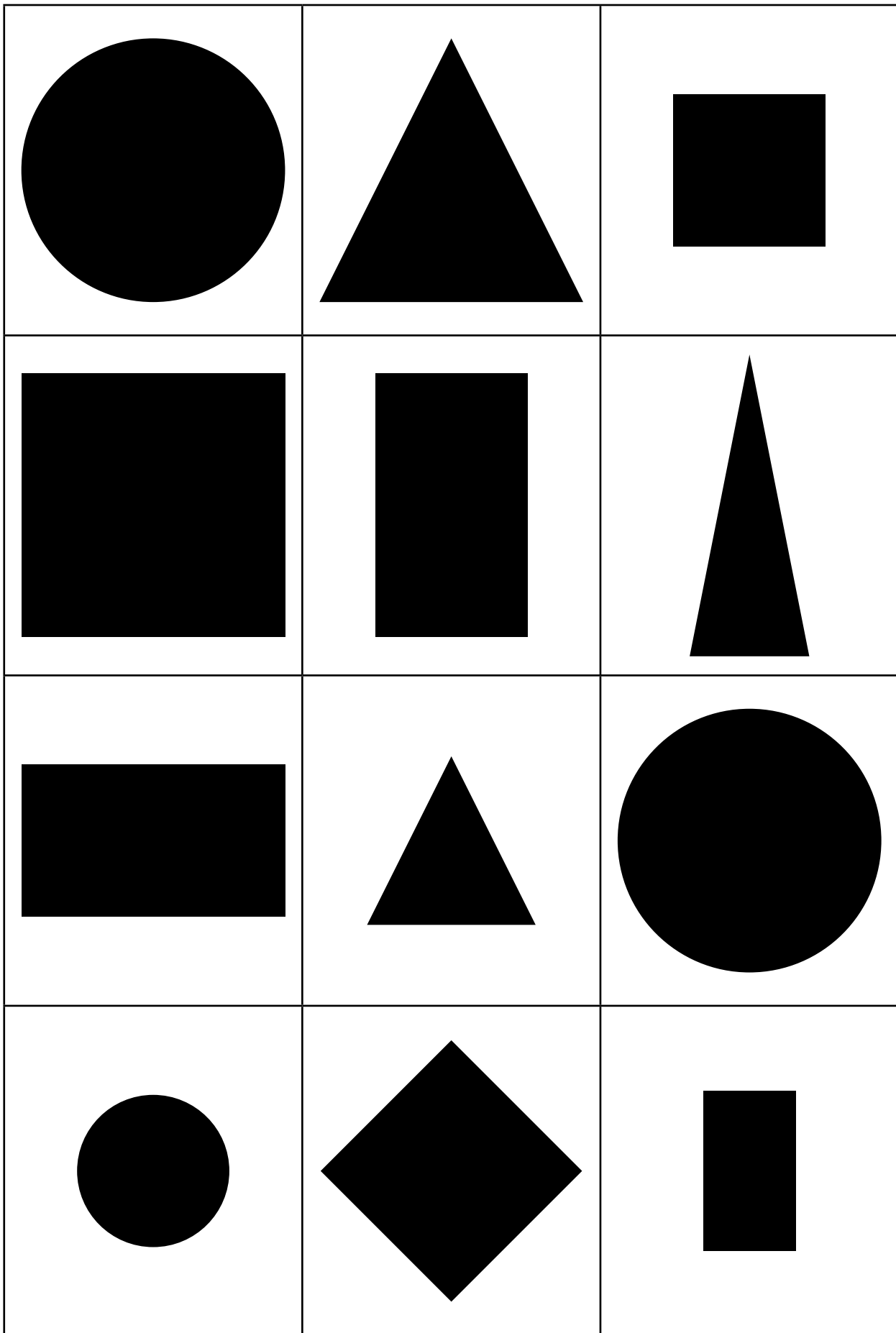
4. Khoma pheji hi le xikarhi ka ritiho ra wena na khudzu hi matlhelo hamambirhi, ku endlela leswaku swiphemu swa le xikarhi swa pheji swi khumbana. Hlanganisa swandla swa wena tanihilaha swi kombisiweke hakona hi miseve.



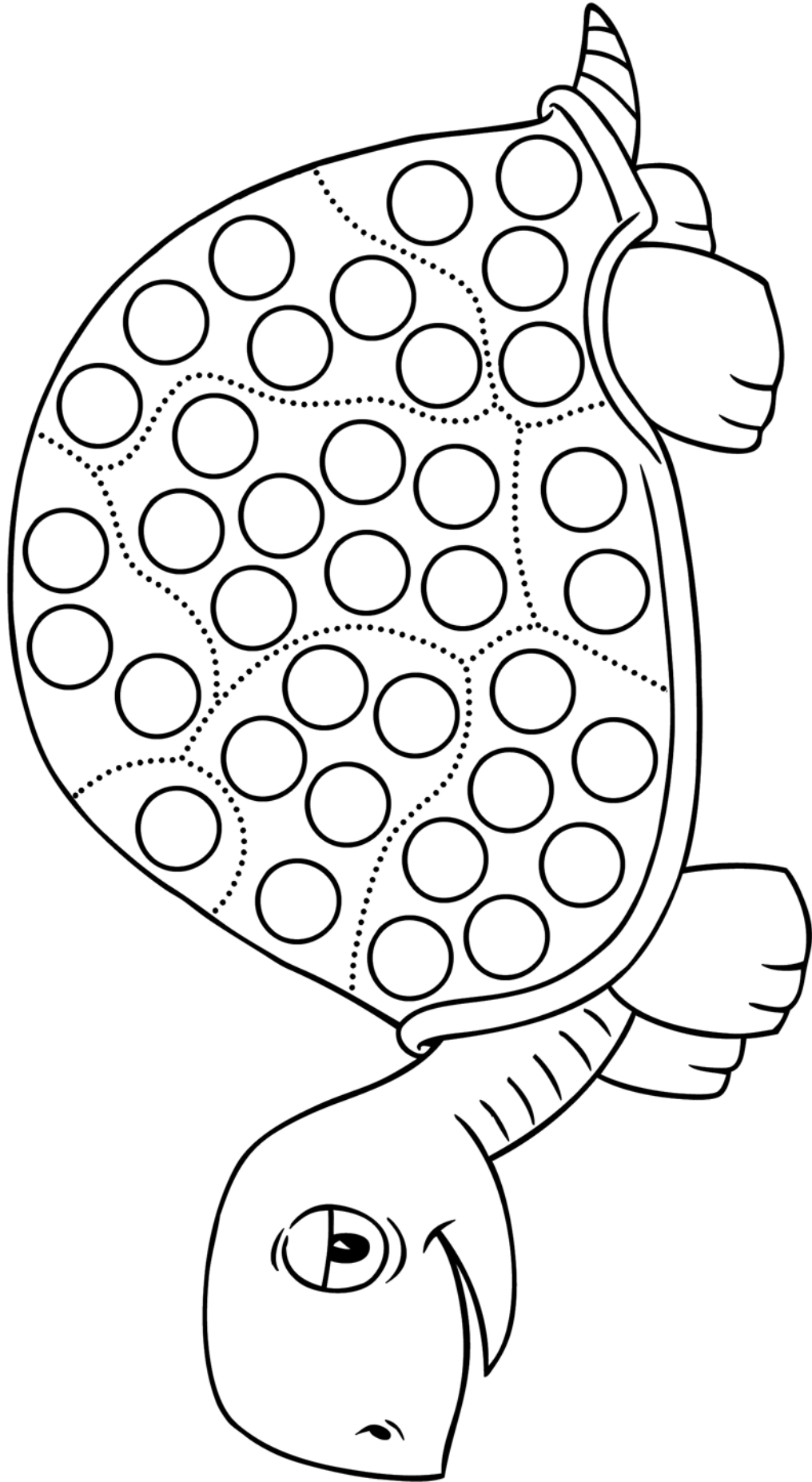
5. Hetisa xibukwana hi ku petsa tipheji leti ti patlalala, tanihilaha swi kombisiweke hakona.



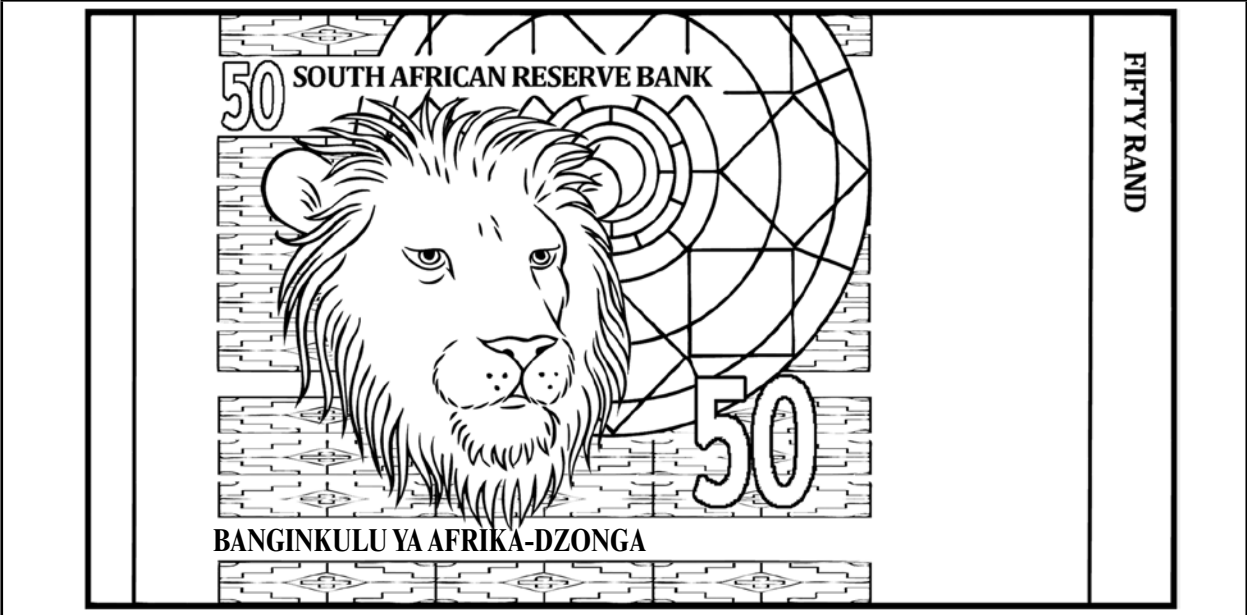
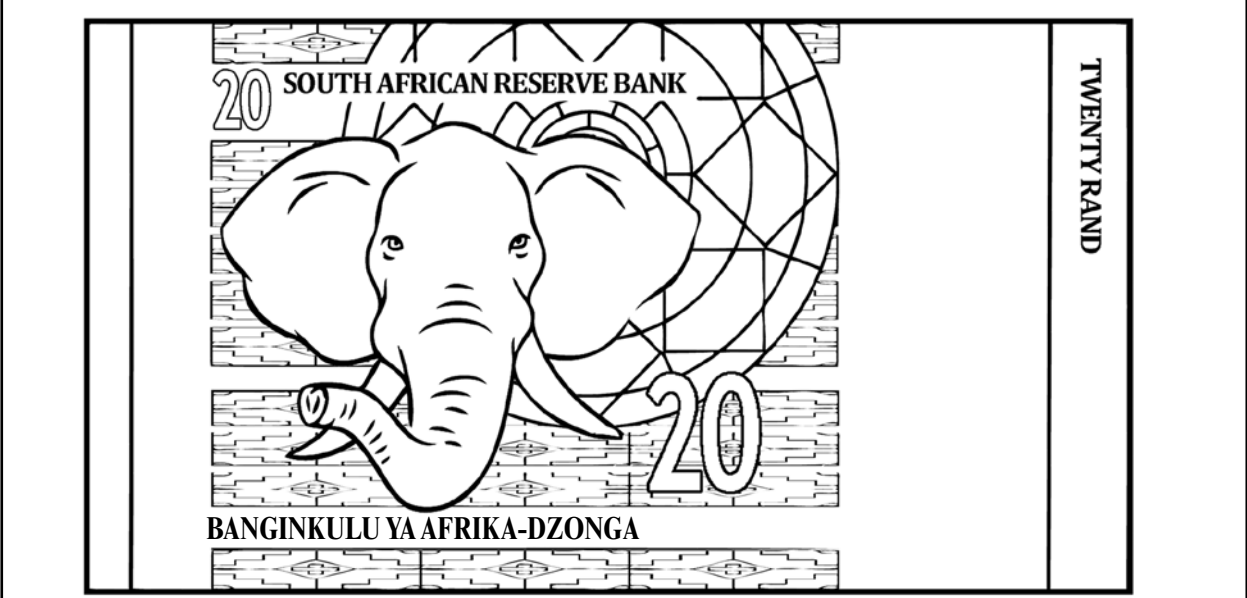
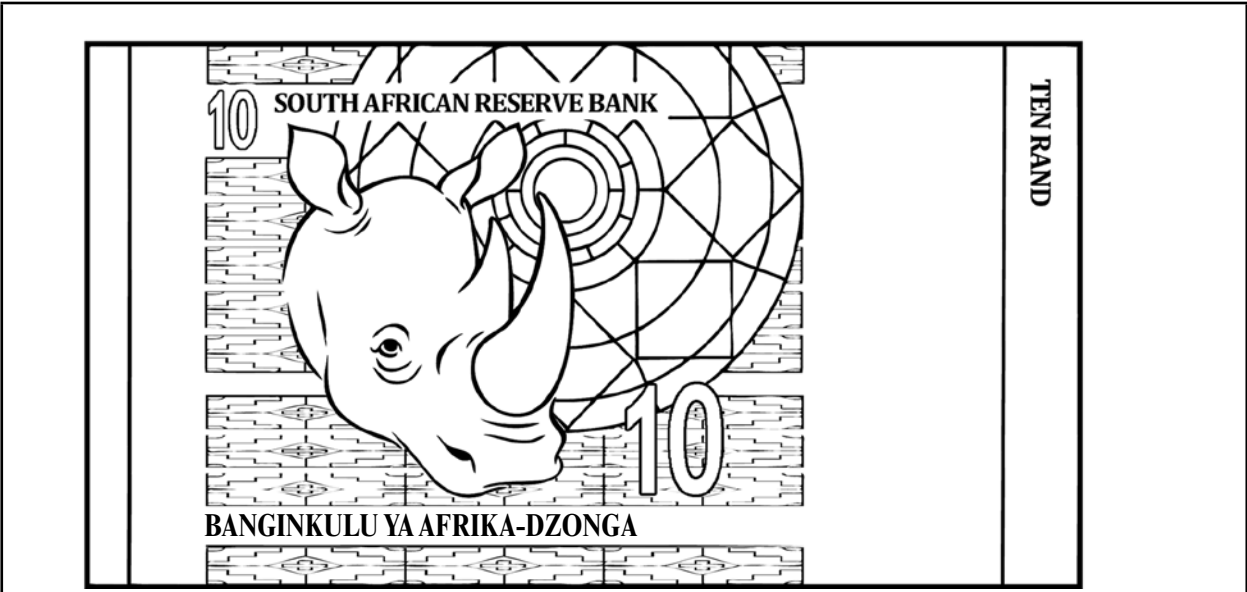
Shape Bingo board (Week 8) • Bodo ya swivumbeko swa Bingo (Vhiki ra 8)

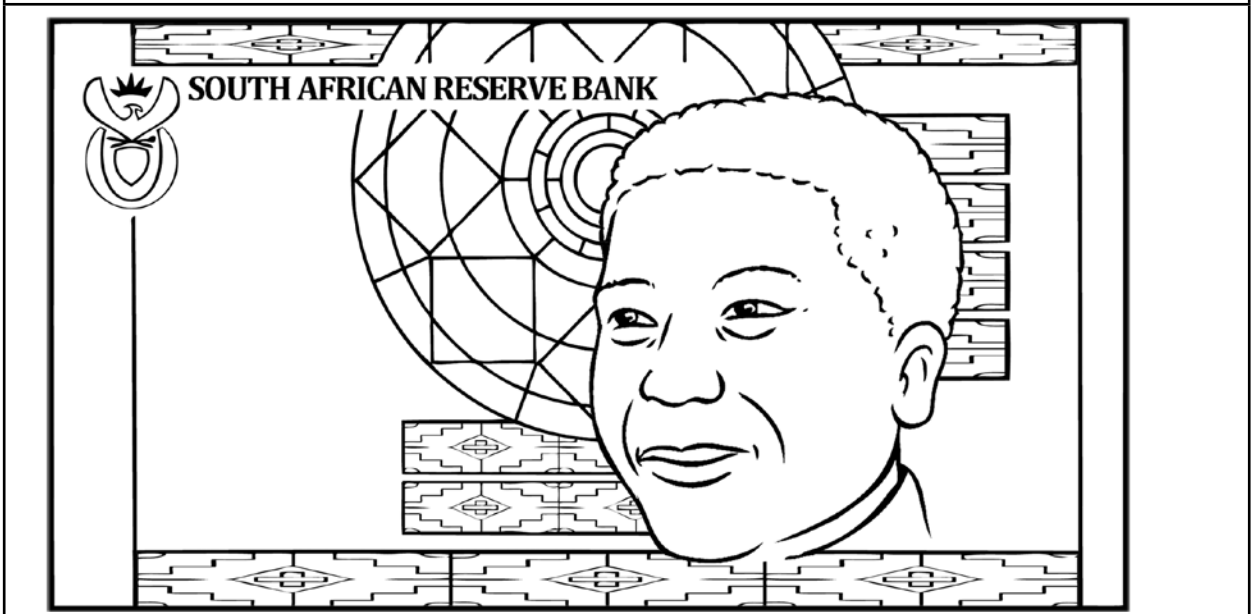
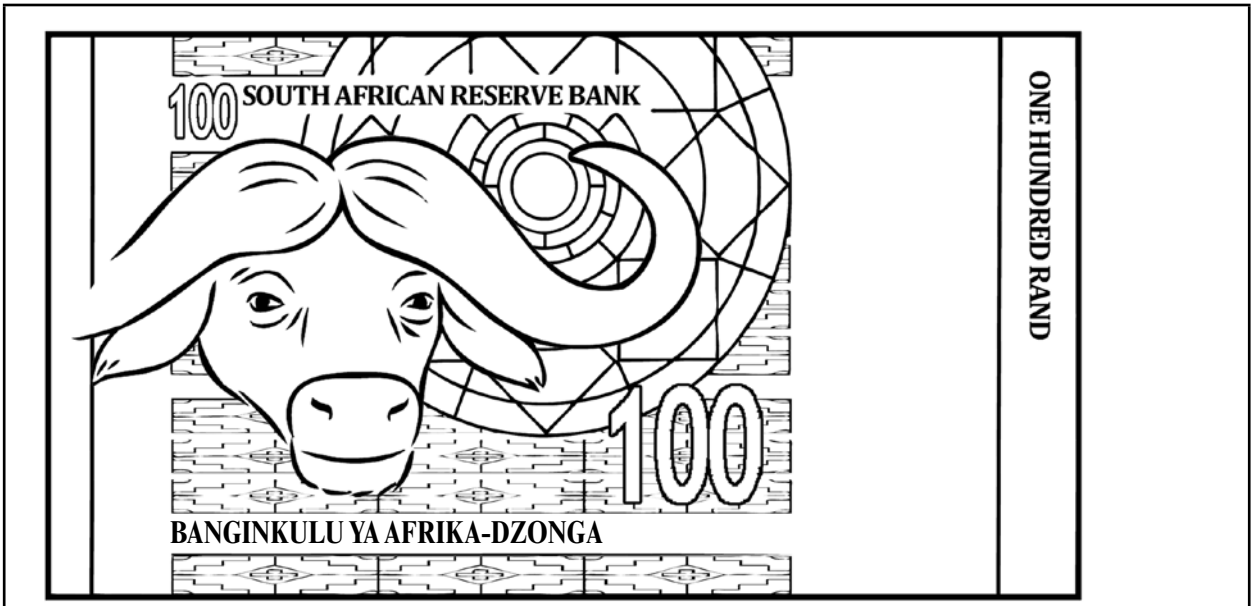


Tortoise (Week 9) • Xibodze (Vhiki ra 9)



Banknotes (Week 9) • Timali ta phepha (Vhiki ra 9)





Eighteen-piece puzzle • Xiphazamiso xa swiphemu swa khumenhungu

