

Ihlelo lokuThuthukisa
iimBalo zeGreyidi R

Grade R Mathematics
Improvement Programme

UmHlahlandlela wemiSebenzi: Ithemu 4 Activity Guide: Term 4



IsiNdebele | English

The Grade R Mathematics and Language Improvement Project is an initiative of the **Gauteng Department of Education** and its key partner, the **Gauteng Education Development Trust**.

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The Grade R Mathematics and Language Improvement Project is managed by **JET Education Services** with **UCT's Schools Development Unit** and **Wordworks** as technical partners.

The **Schools Development Unit** (SDU) at the **University of Cape Town** (UCT) is the mathematics technical partner to the Grade R Mathematics and Language Improvement Project. The SDU is a unit within UCT's School of Education that focuses on teachers' professional development in Mathematics, Science, Literacy/Language and Life Skills from Grade R to Grade 12. The SDU offers teacher qualifications and approved UCT short courses, school-based work, materials development and research to support teaching and learning in all South African contexts.

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

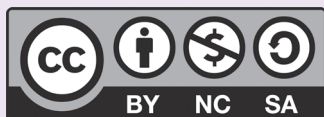
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- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo womNyango wezeFundo weGauteng (Gauteng Department of Education) nombambisani wayo oqakathekileko, i-Gauteng Education Development Trust.

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

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

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

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

AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

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

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

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

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Umtlamo wekhava: Jacqui Botha

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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 4* offers a structure for teaching maths in the fourth 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 4

The following features form part of *Activity Guide: Term 4*:

- 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">• Properties of shapes	<ul style="list-style-type: none">• Sort shapes according to size, colour and shape• Shape conservation	<ul style="list-style-type: none">• Oral counting: forwards 0–20 and beyond, backwards 10–0• Counting objects 1–10• Shapes: circle, square, triangle, rectangle• Figure-ground perception
New maths vocabulary		
sharp		round

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

Grade R Maths in the daily programme

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

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

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

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



Isingeniso

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

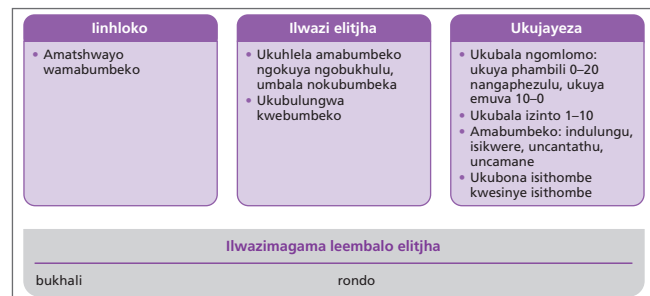
UmHlahlandlela wemiSebenzi ye-Grade R Maths: Ithemu 4 inikela isakhiwo sokufundisa iimBalo kuthemu yesine ye-Greyidi R ngoku:

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

Amatshwayo womHlahlandlela wemiSebenzi: Ithemu 4

Amatshwayo alandelako akha ingcenywe yomHlahlandlela wemiSebenzi: Ithemu 4:

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



I-Grade R Maths ehlelweni langamalanga

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

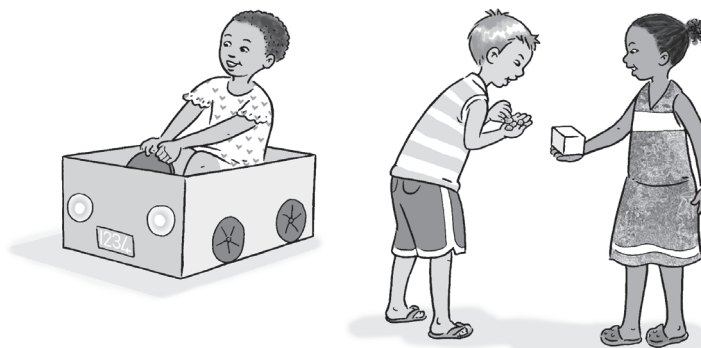
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Imisebenzi yetlasi yoke yelanga

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

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



Ukutjintjana: ukusuka komunye umsebenzi udlulele komunye

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

Imisebenzi yesiqhema esincani

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

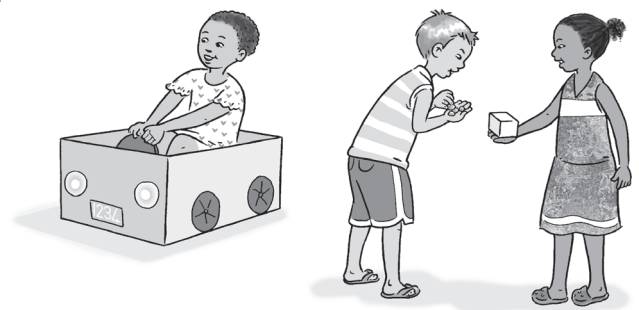
Isikhathi sokubutha

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

Imisebenzi yokuzikhethela ngokutjhaphulukileko

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

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



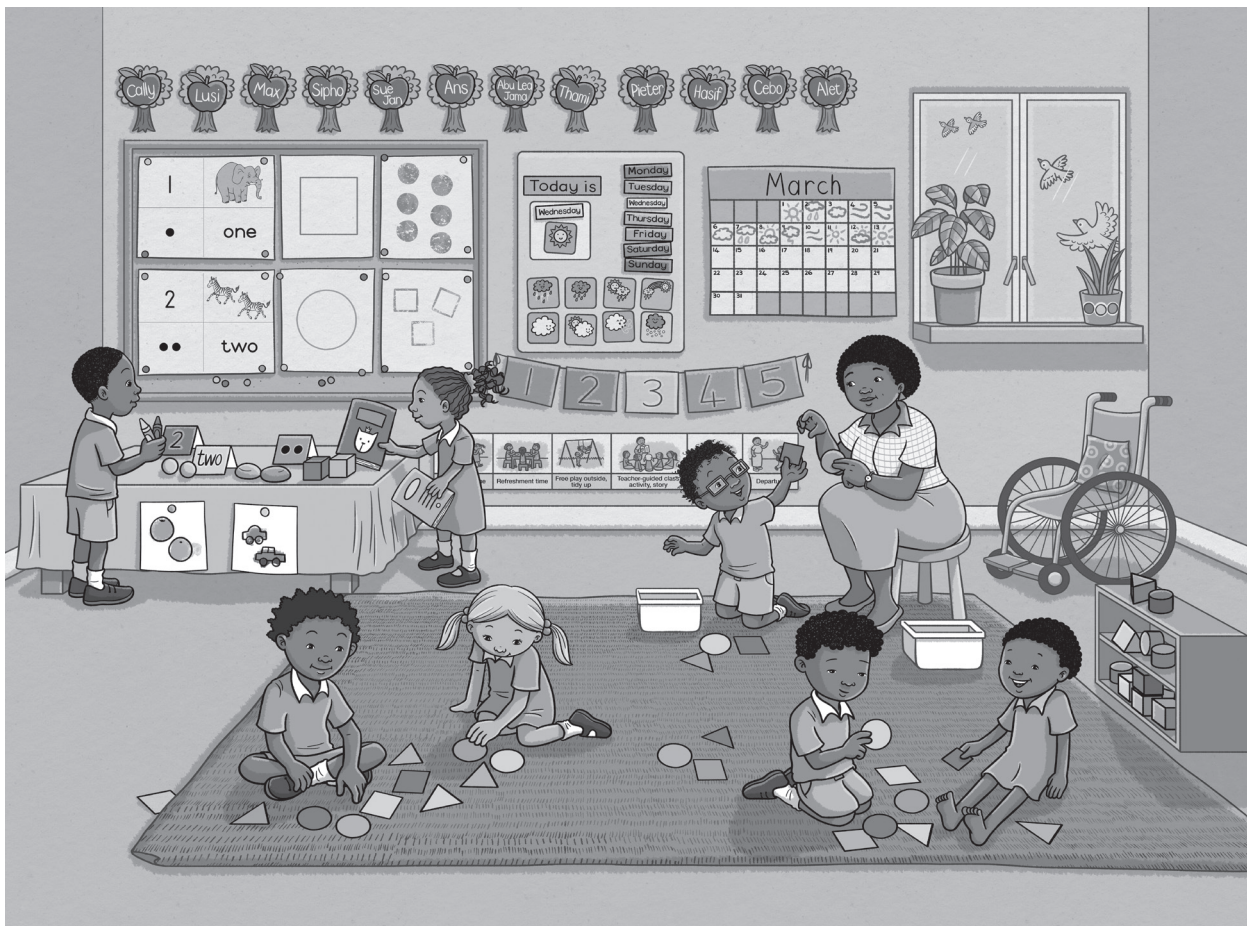
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 184 and 186 of this guide is based on the content that has been taught in Term 4. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



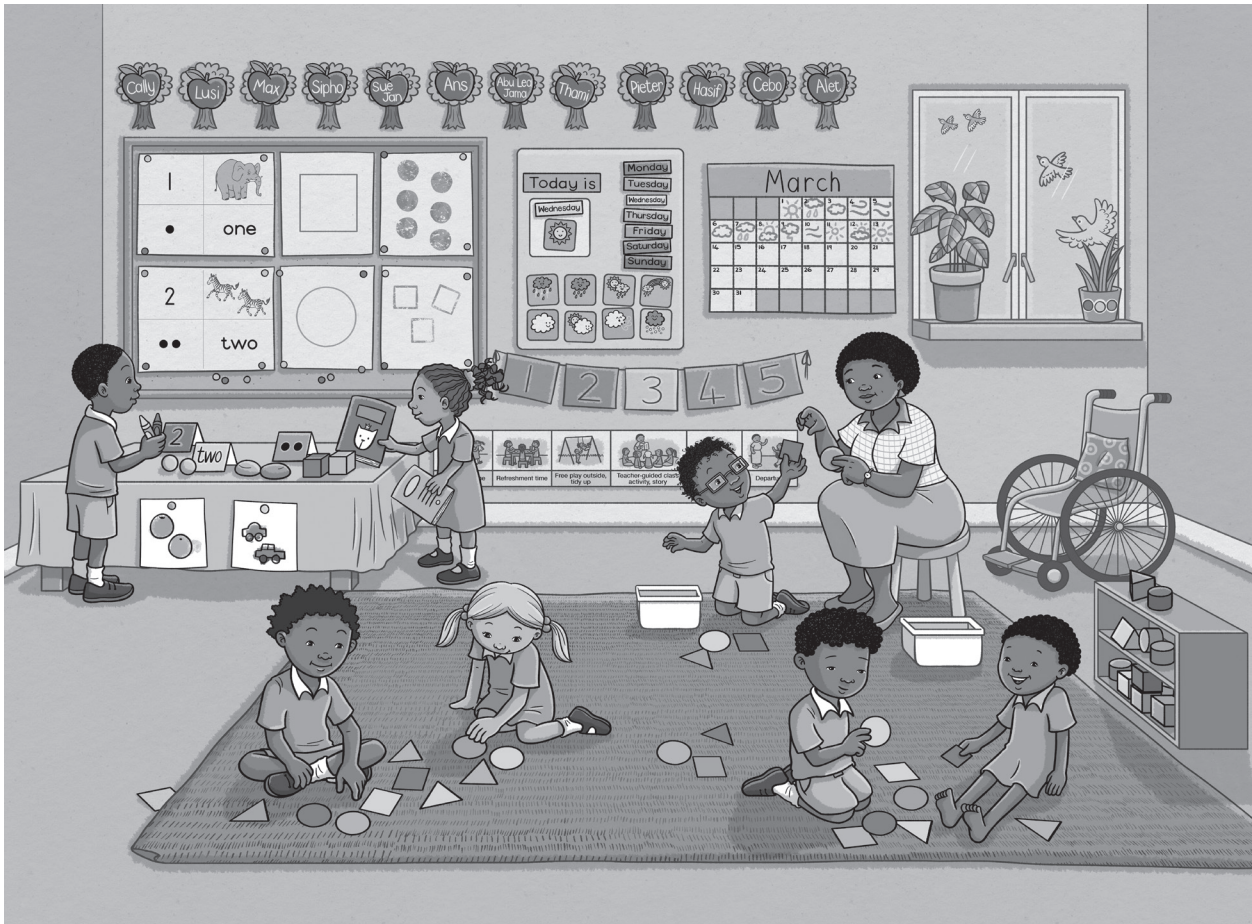
Ukuhlola

Okutjhejiweko nokuhlola okuragela phambili ngesikhathi semisebenzi ehlahlwa ngutitjhere neyetlasi yoke kunikela amathuba welwazi nehlathululo ehle yeragelophambili yomfundi ngamunye. Ilwazi leli liqakathekile ukuhlahla ukufundisa okuragela phambili nokungenelela emntwaneni ngamunye. Irhelo lokuhlola ukuhlola okuragela phambili elisekhasini 185 nele-187 womhlahlandlela lo linzinze kilokho okufundiswe kuThemu 4. Umfuziselo lo ungasetjenziselwa ukurekhoda iragelophambili lomfundi ngamunye ngesikhathi sethemu.

I-Grade R Maths ngetlasini

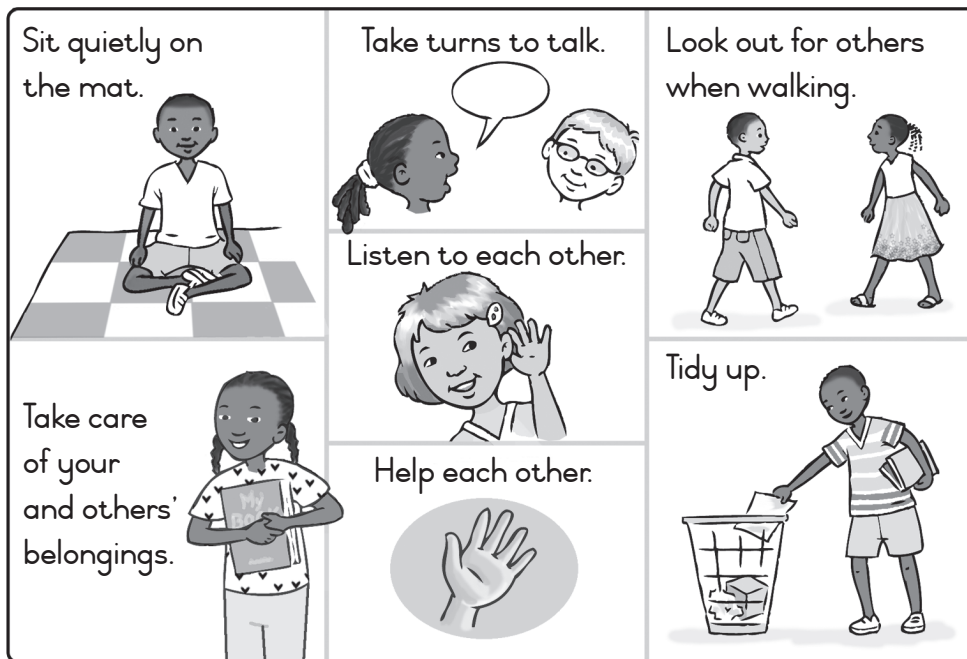
Lungisa indawo ngetlasini oyibekela iimbalo begodu eseduze nomada. Le yindawo ekwabelwana ngayo lapha abafundi banganikela bebazibandakanye nesihloko ebafula ngaso. Indawo yeembalo efanelekileko ifaka hlanguka:

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



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

Our classroom rules

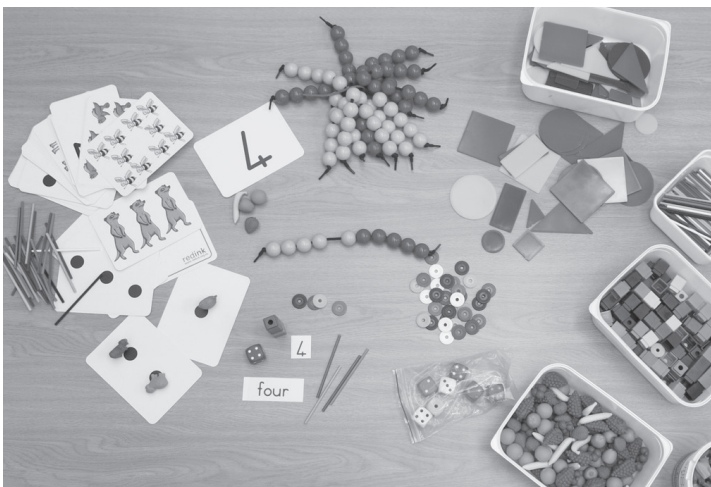


Resources for Grade R Maths

Grade R Maths Resource Kit

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

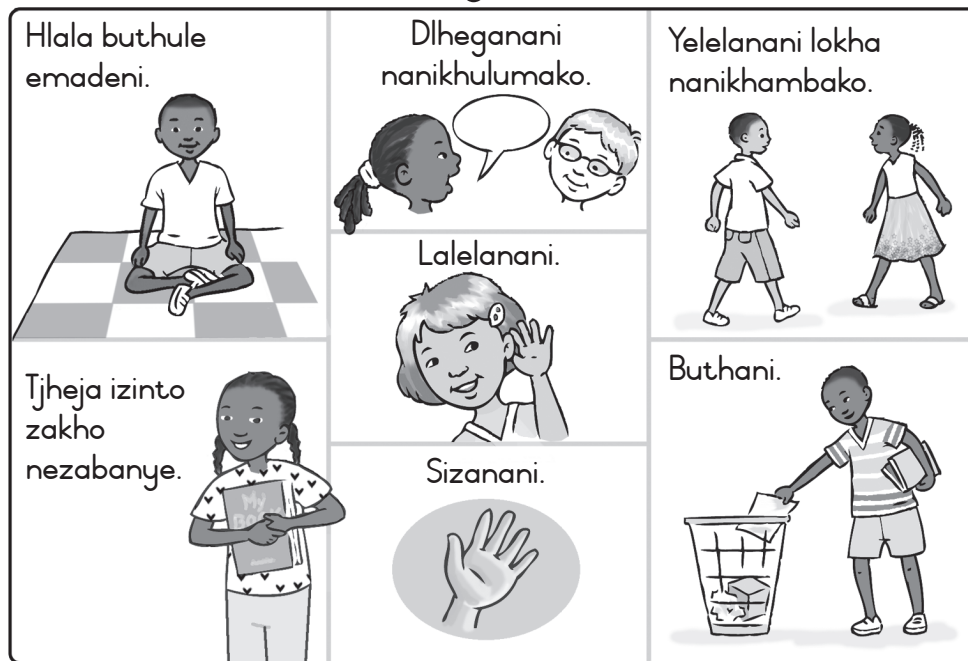
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Imithetho yetlasi lethu

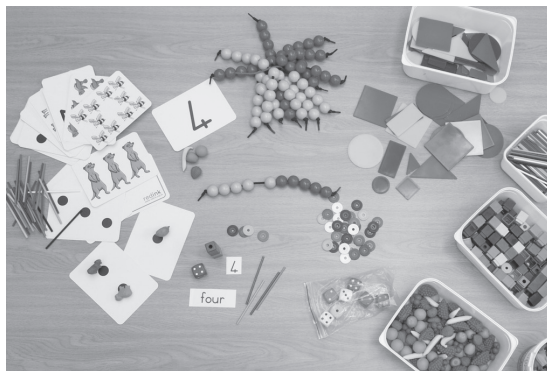


Iinsetjenziswa ze-Grade R Maths

IKhidi yeenSetjenziswa ze-Grade R Maths

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Imatheriyali eyenziwe kabutjha

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

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



Ezinye iinsetjenziswa

Ezinye iinsetjenziswa zokufundisa i-Grade R Maths zifaka hlangana:

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

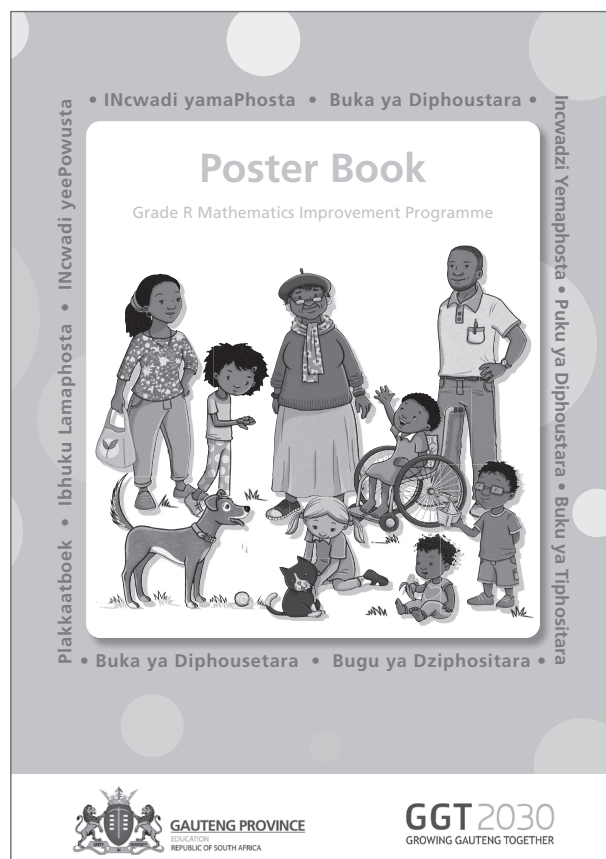
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



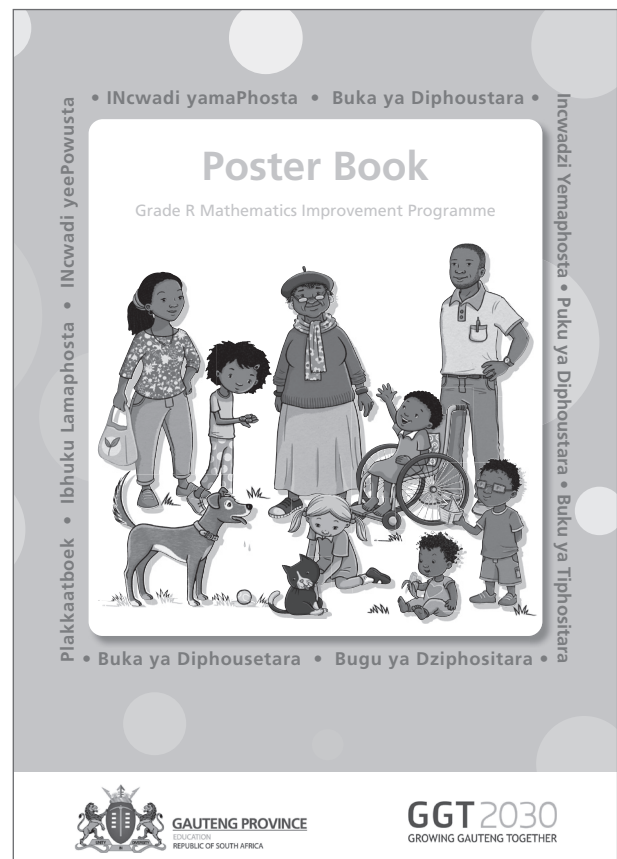
- itjhadi lokuphakama
- amakarada wokudlala amakhulu
- isingamali: iinhlavu namaphepha (yokusetjenziswa esitolo sokudlalisa)
- iwatjhi ekulu yebodeni ye-analogo
- isikala sokudzimelela
- imincamo yokuhlela, ukuphothela nokwenza amaphetheni
- iinsetjenziswa zemidlalo yehlabathi namanzi
- iinsetjenziswa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

INcwadi yamaPhosta ye-Grade R Maths

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

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

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



Content overview: Term 4

Note: Content Area Focus and New knowledge are in purple. 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	Number 9 Counting in twos Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–8 Ordinal numbers first to fifth Reinforce number concept 1–8	Number 10 Add, altogether Subtract/take away Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–9 Reinforce number concept 1–9 Counting in twos	Number 0 Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–10 Reinforce number concept 1–10 Counting in twos Add, subtract	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10
2. Patterns, Functions and Algebra				Create, copy and extend an auditory pattern Draw patterns from objects Create, copy and extend patterns using concrete objects	
3. Space and Shape (Geometry)					Position of objects in relation to each other and to the learners Twenty-four-piece puzzles Position of objects in relation to each other Symmetry Direction: arrows Direction: left, right
4. Measurement					
5. Data Handling					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10	Ordinal numbers: sixth Sharing without a remainder Double Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 0–10 Ordinal numbers: first to fifth Counting in twos Add, subtract Half	Sharing with a remainder Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 0–10 Reinforce number concept 0–10 Problem solving 1–10 Sharing without a remainder Half, double	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10 Problem solving 1–10 More, fewer, equal Estimating
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)				Sort shapes according to size, colour and shape Shape conservation Shapes: circle, square, triangle, rectangle Figure-ground perception	
4. Measurement	Capacity Volume Length and time – height chart				
5. Data Handling					Pictograph using an increased set of data Collect, sort and represent collection of objects Analyse and report on data

UmNqopho wesiGaba sokuMumethweko	Iveke 6	Iveke 7	Iveke 8	Iveke 9	Iveke 10
1. Iinomboro, ama-Opharetjhini noBudlelwana	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 1–10</p>	<p>Iinomborosikhundla: kwesithandathu</p> <p>Ukwaba kungabi nesalela</p> <p>Ukubuyelela kabili</p> <p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 0–10</p> <p>Iinomborosikhundla: kokuthoma ukuya kokwesihlanu</p> <p>Ukubala ngakubili</p> <p>Hlanganisa, khupha</p> <p>Isiquntu</p>	<p>Ukwabelana okunesalela</p> <p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 0–10</p> <p>Ukugandelela umqondo weenomboro 0–10</p> <p>Ukurarulula umraro 1–10</p> <p>Ukwabelana okuganasalela</p> <p>Isiquntu, kabili</p>	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukuhlela amabumbeko ngokuya ngobukhulu, umbala nokubumbeka</p> <p>Ukubulungwa kwebumbeko</p> <p>Amabumbeko: indulungu, isikwere, uncantathu, uncamane</p> <p>Ukubona isithombe kwesinye isithombe</p>	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa iinomboro 1–10</p> <p>Ukurarulula umraro 1–10</p> <p>Ngaphezulu, mbadlwana, kuyalingana</p> <p>Ukulinganisa</p>
2. AmaPhetheni, amaFanktjhini ne-Aljibhra					
3. IsiKhala neBumbeko (Ijyomethri)					
4. Ukumeda	<p>Umthamo</p> <p>Ivolomu</p> <p>Ubude nesikhathi – itjhadi lokuphakama</p>				
5. UkuPhatha iDatha					<p>Igrafu yeenthombe esebenzisa isede yedatha engezelelweko</p> <p>Ukuthelala, ukuhlela ngamaneko nokujamiselela ibuthelelo lezinto</p> <p>Ukuhlaziya nokubika ngedatha</p>

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 9
- Counting in twos

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 number concept 1–8

New maths vocabulary

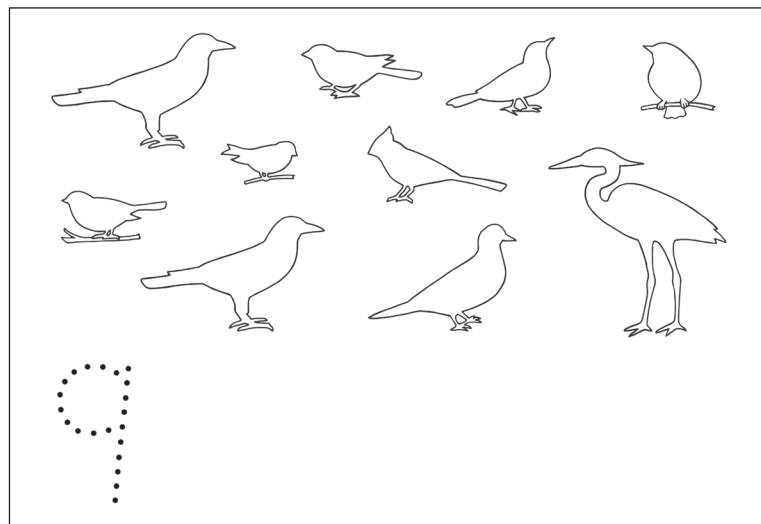
nine

count in twos

Getting ready

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

- number frieze and house template for number 9 (page 204)
- box of classroom objects, 1–10 of a kind, for example, 1 doll, 2 blocks, 3 balls, 4 books, 5 pencils, and so on
- number 9 dot card, symbol card and word card
- number symbol card 9 (for number washing line)
- playdough template: Number 9 (page 210) – 1 per learner
- 8 farmyard race game boards (page 216)
- connect-the-dots activity sheets (page 217) – 1 per learner
- ice-cream activity (page 218) – 1 per learner
- bird activity sheets – 1 per learner.



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

linhloko

- Ukukhumbula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro

Ilwazi elitjha

- Inomboro 9
- Ukubala ngakubili

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–8
- Iinomboro sikhundla kokuthoma ukuya kokwesihlanu
- Ukugandelela umqondo weenomboro 1–8

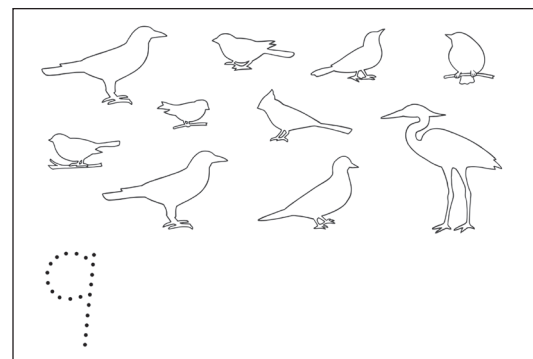
Ilwazimagama leembalo elitjha

lithoba	ukubala ngakubili
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Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 9 (ikhasi 205)
- ibhoksi lezinto ezimhlobohlobo zangetlasini 1–10, isibonelo, unompopi 1, amabhlogo ama-2, iimbholo ezi-3, iincwadi ezi-4, iimpensela ezi-5, njalonjalo
- ikarada lamaqatjhazi, ikarada letshwayo nekarada lenomborogama wenomboro 9
- ikarada letshwayo lenomboro 9 (ledrada yokweneka yeenomboro)
- umfuziselo wehlama yokudlalisa: Inomboro 9 (ikhasi 211) – 1 umfundi ngamunye
- amabhodi abu-8 womdlalo womjarho wetatawini leplasi (ikhasi 216)
- amatjhidi womsebenzi wokulungelela amaqatjhazi (ikhasi 217) – 1 umfundi ngamunye
- umsebenzi we-ayisikhrimu (ikhasi 219) – 1 umfundi ngamunye
- amatjhidi womsebenzi weenyoni – 1 umfundi ngamunye.



Whole class activities

Day 1

What you need

- Number friezes 1–8
- Number frieze and house template for number 9 (page 204)
- *Number 9 story* (page 188)



TIP

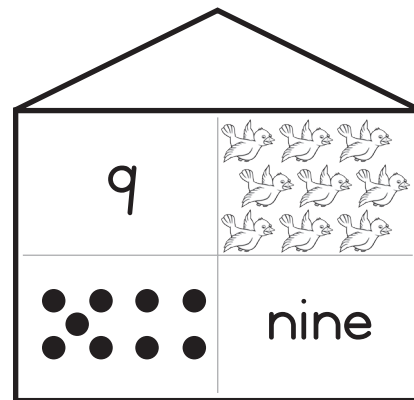
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice from previous terms.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners put their hands behind their backs. Call out a number. Learners hold up the correct number of fingers to represent the number.
4. **Introducing number 9:** Point to number friezes 1–8.

Guiding questions:

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

Tell the *Number 9 story*. Show the parts of the number frieze as you build up the story of the birds and images of the house: the different representations of number 9 – the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to the number 8 on the wall in the maths area. Count the birds together. Learners practise the number 9 by writing it in the air or on the mat with their fingers.



- ★ How many birds can you count?
- ★ How many wings/beaks/legs does each bird have?
- ★ How many more birds are there than mice/monkeys, and so on?

Learners dramatise the story.

- ★ How did the birds fly?
- ★ What did they do when they got to the house?
- ★ Can you show how they slept that first night?

5. **Small group activities:** Describe the activities at each workstation. Workstation 4 is a board game using a dice. Show learners how to throw the dice and move their animal counters the corresponding number of spaces on the board.



TIP

Demonstrate how to play board games to make sure learners understand the rules of each game.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umhlobiso weenomboro 1–8
- Umhlobiso wenomboro nomfuziselo wenomboro 9 (ikhasi 205)
- Indatjana yenomboro 9 (ikhasi 189)

ISIYELELISO

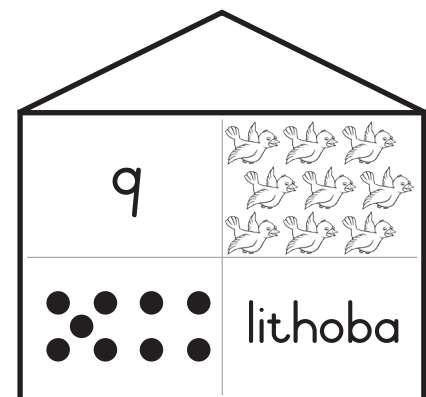
Khumbula ukukhuluma ngehlelo langamalanga. Khumbula ukwenza ikhalenda, amalanga weveke, iinyanga zomnyaka netjhadi lamalanga wokubelethwa lelanga ngalinye.

1. **Ingoma/umlolozelo:** Abafundi bavuma ingoma nofana batjho umlolozelo abazikhethela wona wamathemu adlulileko.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi basa izandla zabo ngemva kwabo. Biza inomboro. Abafundi baphakamisela phezulu inani elifaneleko lemimo ukujamiselela inomboro.
4. **Ukwethula inomboro 9:** Khomba imihlobiso yeenomboro 1–8.

Imibuzo ehlahlako:

- ★ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako?
- ★ Zizakuba ngaphezulu nofana zizakuba mbadlwana kuna-8?

Coca Indatjana yenomboro 9. Khombisa iingcinye zomhlobiso wenomboro lokha nawakha indatjana yeenyoni nemifanekiso yendlu: iinjamiseleli ezihlukileko zenomboro 9 – isithombe, amaqatjhazi, itshwayo nenomborogama. Khangisa iingcinye zomhlobiso ngendlini yeenlwana eseduze nenomboro 8 ebodeni endaweni yeembalo.



Balani iinyoni ndawonye. Abafundi bazijayeza inomboro 9 ngokuyitlola emmoyeni nofana phezu komada ngemimo yabo.

- ★ Zingaki iinyoni ongazibala?
- ★ Mangaki amaphiko/imilomo/imilenze inyoni ngayinye enakho?
- ★ Iinyoni zingaphezulu ngazingaki kunamakhondlo/iimfene, njalonjalo? Abafundi balingisela indatjana.
- ★ Iinyoni ziphaphe njani?
- ★ Zenzeni lokha nazifika ngendlini?
- ★ Ningatjengisa bonyana zilele njani ngobusuku bokuthombo?

5. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye. Isitetjhi sokusebenzela 4 simudlalo webhodi osebenzisa idayisi. Khombisa abafundi bonyana idayisi ligedwa njani bese utjhidisa iimbalisi zabo zeenlwana inani leenkhalo elikhambelanako ebhodini.

ISIYELELISO

Tjengisa bonyana imidlalo yebhodi idlalwa njani ukuqinisekisa bonyana abafundi bayayizwisisa imithetho yomdlalo ngamunye.

Day 2

What you need

- Rhyme: *Two little chickens* (page 188)
- Box of classroom objects, 1–10 of a kind, for example, 1 doll, 2 blocks, 3 balls, 4 books, 5 pencils
- Number 9 dot, symbol and word cards

1. **Rhyme:** Introduce the rhyme, *Two little chickens*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Spread the objects from the box around the classroom. Learners take turns to find the objects and place them in the box as everyone counts.

Guiding questions:

- ✦ How many blocks/dolls/crayons, and so on, did you find?
 - ✦ Who found eight blocks/two dolls/ten crayons, and so on?
4. **Maths table:** Three groups of learners each collect nine similar small objects, for example, leaves, stones, crayons or blocks. Learners return to sit on the mat in their groups. Each group says what they have found and how many they have found. Give each group a number 9 dot, symbol or word card. One group at a time puts their objects and number 9 card on the maths table.

Learners clap, jump, hop and step forward and backwards nine times.

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

Day 3

What you need

- Rhyme: *Two little chickens* (page 188)
- Dot cards 1–9 (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *Two little chickens*.



TIP

Find or make up other songs or rhymes with a similar theme so that you include songs and rhymes in all the learners' home languages. For example, create rap songs to a musical beat.

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners stand in front of the class in a line and hold out their hands. Together count their hands in twos as you touch each of the five learners' hands, i.e. two hands, four hands, six hands, and so on. Repeat asking learners to count 2, 4, 6, 8, 10 as you touch their hands. Repeat with other groups of five learners counting ears, eyes, feet, legs, elbows, and so on.
4. **Dot cards and ordering 1–9:** Learners sit in a circle. Show them the dot cards 1–9 individually. They call out the number of dots on each card. Hold the cards up so that learners can see them.

Ilanga 2

Okudingako

- Umlolozelo: *Amadzinyani amancani amabili* (ikhasi 189)
- Ibhoksi lezinto zangetlasini, 1–10 imihlobohlobo, isibonelo, 1 unompopi, mabhlogo ama-2,
- iimbholo ezi-3, iincwadi ezi-4 iimpensela ezi-5
- Amakarada wamaqatjhazi, wetshwayo nenomborogama wenomboro 9

1. **Umlolozelo:** Yethula umlolozelelo, *Amadzinyani amancani amabili*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Sabalalisa izinto ezingebhoksini mazombe ngetlasini. Abafundi bayadlhegana ukuthola izinto bese bazibeke ngebhoksini lokha woke umuntu nakabalako.

Imibuzo ehlahlako:

- ✦ Mangaki amabhlogo/abonompopi/amakhrayoni, njalonjalo, owatholileko?
 - ✦ Ngubani othole amabhlogo abunane/abonompopi ababili/amakhrayoni alitjumi, njalonjalo?
4. **Itafula yeembalo:** linqhema ezintathu zabafundi zibuthelela izinto ezincani ezilithoba ngayinye, isibonelo, amakari, amatje, amakhrayoni nofana amabhlogo. Abafundi babuyela bahlala phezu komada ngeenqhema zabo. Isiqhema ngasinye siyatjho bonyana sitholeni nokobana kungaki esikutholileko. Nikela isiqhema ngasinye ikarada lamaqatjhazi, letshwayo nofana lenomborogama yenomboro 9. Isiqhema sinye ngesikhathi esisodwa sibeka izinto zaso nekarada lenomboro 9 phezu kwetafula yeembalo. Abafundi bayawahla, bayeqa, bayapharuma bese bagadangela phambili nemuva kathoba.
 5. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Umlolozelo: *Amadzinyani amancani amabili* (ikhasi 189)
- Amakarada wamaqatjhazi 1–9 (*IKhidi yeenSetjenziswa*)


ISIYELELISO

Thola nofana yenza ezinye iingoma nofana imilolozelo enomongo ofanako kobana ufake hlangana iingoma namagido ngawo woke amalimi wabafundi wemakhabo. Isibonelo, yakha iingoma zokurepha ngokwebetho lomvumo.

1. **Umlolozelo:** Yitjho umolozelo, *Amadzinyani amancani amabili*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi abahlanu bajama ngaphambili ngomjeje bese bakhuphela izandla zabo ngaphandle. Babala izandla zabo ndawonye ngaambili lokha nawuthinta isandla ngasinye zabafundi abahlanu, kutjho bona, izandla ezimbili, izandla ezine, izandla ezisithandathu, njalonjalo. Buyelela ngokubawa abafundi babale ku-2, 4, 6, 8, 10 lokha nawuthinta izandla zabo. Buyelela nezinye iinqhema zabafundi abahlanu ubale iindlebe, amehlo, imilenze, iindololwana, njalonjalo.
4. **Amakarada wamaqatjhazi nokurhemisa 1–9:** Abafundi bahlala benza indulungu. Bakhombise amakarada wamaqatjhazi 1–9 ngalinye. Babiza inani lamaqatjhazi ekaradeni ngalinye. Phakamisela amakarada phezulu kobana abafundi bazokwazi ukuwabona.

Show a card with eight or fewer dots. Say, 'I wish I had nine dots.' One learner finds the dot card that is needed to make 9. Repeat with other dot cards.

Learners take turns to match dot cards to numbers on the friezes and place them in the correct order on the wall.

Guiding questions:

- ★ How many dots do you see?
- ★ How many more dots do we need to make 9?

Learners take turns to find the number symbol and number word to match each dot card.

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

Day 4

What you need

- Song: *The ants go marching two by two* (page 188)
- Chalk/masking tape
- Number card 9 to add to the number washing line

1. **Song:** Sing the song, *The ants go marching two by two*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Make a circle on the mat with chalk or masking tape to represent a hole in the ground. Six learners line up in pairs and dramatise the song, *The ants go marching two by two*. As each pair steps into the circle – 'go marching down' – other learners count them in twos.
4. **Practising and ordering numbers 1–9:** Take the number cards off the number washing line. Include the number card 9 and give them to nine learners. Learners arrange themselves in order from 1 to 9.

Guiding questions:

- ★ Which number is first/second/fifth?
 - ★ Which number is before 3/after 7/between 3 and 5, and so on?
- Learners peg their number symbols and number word cards in order from 1 to 9 on the number washing line.
- ★ Which number is first/before/after/between/comes next?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Beanbag
- Poster 3

1. **Song:** Sing the song, *The ants go marching two by two* and dramatise it.

Khombisa ikarada elinamaqatjhazi abunane nofana ambadlwana. Yithi, 'Ngifisa ngathana benginamaqatjhazi alithoba'. Umfundi munye uthola ikarada lamaqatjhazi elifunekako ukwenza u-9. Buyelela ngamanye amakarada wamaqatjhazi.

Abafundi bayadlhedana ngokukhambelanisa amakarada wamaqatjhazi neenomboro ezisemihlobisweni bese bazibeka ngendlela efaneleko ebodeni.

Imibuzo ehlahlako:

- ✦ Mangaki amaqatjhazi owabonako?
 - ✦ Mangaki amaqatjhazi angaphezulu esiwafunako ukwenza u-9?
- Abafundi bayadlhedana ukuthola itshwayo lenomboro nenomborogama ukukhambelanisa nekarada lamaqatjhazi ngalinye.

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

Ilanga 4

Okudingako

- Ingoma: *Ubutjhontjhwani bukhamba ngabubili* (ikhasi 189)
- Ikarada lenomboro 9 lokungezelela edradeni yokweneka iinomboro
- Itjhogo/itheyiphu yokusitha

1. **Ingoma:** Vumani ingoma, *Ubutjhontjhwani bukhamba ngabubili*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Yenza indulungu phezu komada ngetjhogo nofana ngetheyiphu yokusitha ukujamiselela imbobo ehlabathini. Abafundi abasithandathu bajama umjeje ngababili bese balingisela ingoma, *Ubutjhontjhwani bukhamba ngabubili*. Lokha ipara ngayinye nayingena ngaphakathi kwendulungu – 'bungena ngaphasi' – abanye abafundi bababala ngababili.
4. **Ukujayeza nokurhemisa iinomboro 1–9:** Susa amakarada weenomboro edradeni yokweneka iinomboro. Faka hlangana ikarada lenomboro 9 bese uwanikela abafundi abalithoba. Abafundi bazihlela ngerhemo ukusukela ku-1 ukuya ku-9.

Imibuzo ehlahlako:

- ✦ Ngiyiphi inomboro yokuthoma/yesibili/yesihlanu?
- ✦ Ngiyiphi inomboro engaphambili kwaka-3/ngemva kwaka-7, phakathi kwaka-3 no-5, njalonjalo?

Abafundi babambisa amakarada wabo wamatshwayo neweenomboromagama ngamaphegi ngerhemo ukusuka ku-1 ukuya ku-9 edradeni yokweneka iinomboro.

- ✦ Ngiyiphi inomboro eza kokuthoma/ngaphambili/ngemva/phakathi/elandelako?

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

Ilanga 5

Okudingako

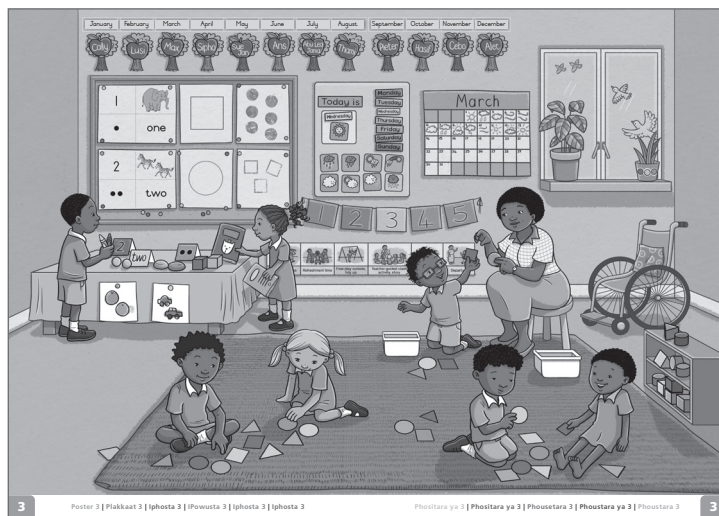
- Ingoma: *Ubutjhontjhwani bukhamba ngabubili* (ikhasi 189)
- Umgodla weembhontjisi
- Itheyiphu yokusitha/itjhogo
- IPhosta 3

1. **Ingoma:** Vumani ingoma, *Ubutjhontjhwani bukhamba ngabubili* bese niyayilingisa.

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Use masking tape or chalk to create a large number jumping track of 10 blocks. Write the numbers from 1 to 10 in the blocks. A learner throws a beanbag and jumps to that number while other learners count. The learner stands on the number, throws the beanbag again and jumps on while the other learners count again.

Guiding questions:

- ★ How many jumps must you make to get to number ____?
 - ★ What number are you standing on?
 - ★ Can you jump from 6 to ____?
 - ★ How many jumps from 6 to ____?
4. **Practising 1–9:** Discuss Poster 3. Talk about what learners see in the picture.



Guiding questions:

- ★ How many learners are wearing/not wearing shoes? How many pairs of shoes are there altogether?
 - ★ How many zebras/shoes/triangles/trees can you see?
 - ★ How many circles are there on the mat?
 - ★ How many birds can you see? Can you see other birds? How many are there altogether?
 - ★ How many wings/beaks are there on the four birds?
 - ★ Malusi has six shapes in the box. He gives two shapes to his teacher. How many shapes are left in the box?
 - ★ What can you see on the table? How many balls/stones/blocks can you see? How many altogether?
5. **Small group activities:** Describe the activities at each workstation.

Integration

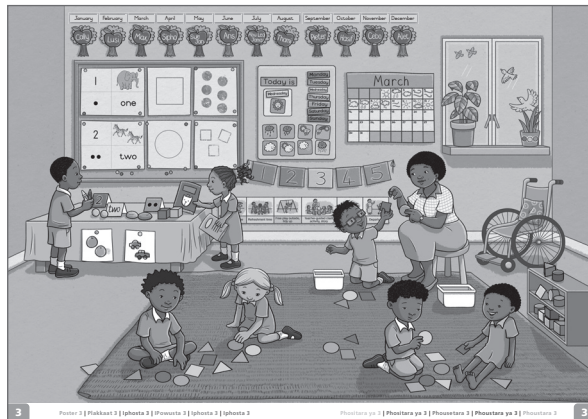
Home Language: Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

Life Skills: Physical development, for example, hopscotch.

2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha umzila omkhulu wokweqa iinomboro wamabhlogo a-10. Tlola iinomboro ngemabhlogweni ukusuka ku-1 ukuya ku-10. Umfundi uphosa umgodla weembhontjisi bese wegela enomborweni leyo lokha abanye abafundi nababalako. Umfundi ujama phezu kwenomboro leyo, uphosa umgodla weembhontjisi godu bese uyeqa godu lokha abanye abafundi nababalako.

Imibuzo ehlahlako:

- ★ Kufanele weqe kangaki ukufika enomborweni ____?
 - ★ Ngiyiphi inomboro ojame phezu kwayo?
 - ★ Ungeqa ukusuka ku-6 ukuya ____?
 - ★ Kufanele weqe kangaki ukusuka ku-6 ukuya ____?
4. **Ukujayeza 1–9:** Khulumani ngePhosta 3. Khulumani ngalokho abafundi abakubona esithombeni.



Imibuzo ehlahlako:

- ★ Bangaki abafundi abafake/abangakafaki amanyathelo? Zingaki iimpara zamanyathelo ezikhona nasele ahlangele woke?
 - ★ Mangaki amadube/amanyathelo/aboncantathu/imithi oyibonako?
 - ★ Zingaki iindulungu eziphezu komada?
 - ★ Zingaki iinyoni ozibonako? Zikhona ezinye iinyoni ozibonako? Zingaki naziphelele zoke?
 - ★ Mangaki amaphiko/imilomo ekhona eenyonini ezine?
 - ★ UMalusi unamabumbeko asithandathu ngebhoksini. Unikela utitjherakhe amabumbeko amabili. Mangaki amabumbeko aseleko ngebhoksini?
 - ★ Khuyini okubona etafuleni? Ubona iimbholo/amatje/amabhlogo amangaki? Kungakhi nakuphelele koke?
5. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: Ukuthuthukiswa kweLimi ngemilolozelo, ukuTlola okuThomako (ukufunda amakarada weenomboromagama), ngokusebenzisa ilwazimagama lobungako (ngaphezulu/ngaphasi).

AmaKghono wePilo: Ukuthuthukiswa komzimba, isibonelo, ihopskotjhi.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with:
 - Structure beads
 - 3 lids
 - 1 animal counter (different colour/type per learner)
 - 80 coloured counters
- Farmyard race game board (page 216)
- Dice
- Playdough and mat per learner
- Playdough template: Number 9 (page 210) – 1 per learner

1. **Counting objects 1–10:** Learners take a handful of counters from the pile on the mat.

Guiding questions:

- ★ How many counters do you think are in your hand?
- ★ Now count the counters in your hand. How many do you have?
- ★ How close was your guess?
- ★ How many do you need to take away or add to your handful to get 10 counters?

2. **Word problems:** Learners use counters or look at their own and their peers' shoes to help them solve word problems.

Guiding questions:

- ★ There are two/three/four learners. Each learner has two shoes. How many shoes are there altogether?
- ★ If there are six shoes, how many learners can wear shoes?

3. **Structure beads:** Each learner holds six beads.

Guiding questions:

- ★ Can you show me one more than six beads?
- ★ How many beads do you have?

Learners each hold seven beads.

- ★ How many more beads do you need to get to 9?
- ★ Can you show me four fewer than nine beads?
- ★ How many beads do you have?

Learners each hold five beads.

4. **Shake and break:** Learners place their two lids in front of them. They each count out nine counters. They shake their counters and break them into two groups. They place these on their lids as they have broken them up.

Guiding questions:

- ★ How did you break up your counters?
- ★ How many counters do you have on both lids together?

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikhafthini somfundi ngamunye esinalokhu:
 - Imincama ehlekileko
 - Iimvalo ezi-3
 - Isibalisi sesilwana si-1 (umbala/ umhlobo ohlukileko umfundi ngamunye)
- Iimbalisi zombala ezi-80
- Ibhodi yomdlalo womjarho wetatawini leplasi (ikhasi 216)
- Idayisi
- Ihlama yokudlalisa nomada umfundi ngamunye
- Umfuziselo wehlama yokudlalisa: Inomboro 9 (ikhasi 211) – 1 umfundi ngamunye

1. **Ukubala izinto 1–10:** Abafundi bathatha iimbalisi ezizele isandla ewobhini elisemadeni.

Imibuzo ehlahlako:

- ★ Zingaki iimbalisi ocabanga bonyana zisesandleni sakho?
- ★ Kwanjesi bala iimbalisi ezisesandleni sakho. Zingaki onazo?
- ★ Ukuqagela kwakho bekuseduze kangangani?
- ★ Zingaki iimbalisi okufanele uzikhuphe nofana uzingezelele esandleni sakho esizeleko ukufika ku-10?

2. **Imiraro yamagama:** Abafundi basebenzisa iimbalisi nofana baqala amanyathelo wabo newabangani babo ukubasiza ekurarululeni imiraro yamagama.

Imibuzo ehlahlako:

- ★ Kunabafundi ababili/abathathu/abane. Umfundi ngamunye unamanyathelo amabili. Mangaki amanyathelo akhona nasele ahangene woke?
- ★ Nangabe kunamanyathelo asithandathu, bangaki abafundi abangafaka amanyathelo?

3. **Imincama ehlekileko:** Umfundi ngamunye uphatha imincamo esithandathu.

Imibuzo ehlahlako:

- ★ Ungangikhombisa umncamo ongaphezulu ngamunye kunemincamo esithandathu?
 - ★ Mingaki imincamo onayo?
- Umfundi ngamunye uphethe imincamo elikhomba.
- ★ Mingaki eminye imincamo oyidingako ukufika ku-9?
 - ★ Ungangikhombisa imincamo eembadlwana ngamine kunemincamo elithoba?
 - ★ Mingaki imincamo onayo?

Umfundi ngamunye uphethe imincamo emihlanu.

4. **Khuhluza bese uyahlukanisa:** Abafundi babeka iimvalo zabo ezimbili ngaphambi kwabo. Ngamunye babala iimbalisi ezilithoba. Bakhuhluza iimbalisi zabo bese bazihlukanisa ngeenqhema ezimbili. Babeka lokhu eemvalweni zabo ngendlela abazihlukanise ngayo.

Imibuzo ehlahlako:

- ★ Uzihlukanise njani iimbalisi zakho?
- ★ Zingaki iimbalisi onazo eemvalweni zombili nazihlangeneko?

Repeat the activity. Learners place another lid in front of them. They arrange their counters into three groups on the lids.

- ★ How did you arrange your counters?
- ★ Which lid has more/fewer counters?
- ★ How many counters do you have altogether?
- ★ Can you arrange your counters in a different way?

5. **Practising number 9 using playdough:** Learners use playdough to complete the playdough template for number 9.
6. **Farmyard race game:** Learners each take out their animal counter and place it on the zero block on the board. Each learner throws the dice. The learner with the highest number will play first in the game and the learners with the second highest, will play second, and so on. Learners throw the dice and move their animal counter on the board the same number of spaces as shown on the dice. They take turns and continue playing until all the learners reach the haystack/10. They need to throw the exact number on the dice to land on the haystack to finish the game.

Guiding questions:

- ★ Who is the first/second/third/next person to have a turn?
- ★ How many spaces does your animal need to move?
- ★ How many more spaces must your animal move from where it is now to get to the end?



Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 1–9
- break down and build up numbers 1–9
- compare numbers in the range of 1–9
- count on starting with numbers other than 1

Workstation 1

What you need

- Bird activity sheet for each learner (see page 22)
- Number 9 symbol card (*Resource Kit*)
- Crayons

Learners circle nine birds and practise writing the number 9.



TIP

Look for activities in the DBE workbook that provide opportunities for learners to match and write number symbols and words. Make these available for learners to select as part of free choice activities.

Buyelela umsebenzi. Abafundi babeka esinye isivalo phambi kwabo. Bahlela iimbalisi zabo ngeenqhema ezintathu phezu kweemvalo.

- ★ Uzihlele njani iimbalisi zakho?
- ★ Ngisiphi isivalo esineembalisi ezingaphezulu/ezimbadlwana?
- ★ Zingaki iimbalisi onazo nazihlangene zoke?
- ★ Ungazihlela ngendlela ehlukekileko iimbalisi zakho?

5. **Ukujayeza inomboro 9 ngokusebenzisa ihlama yokudlalisa:**

Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo wehlama yokudlalisa wenomboro 9.

6. **Umdlalo womjarho wetatawini leplasi:** Abafundi bakhupha iimbalisi zabo zesilwana ngamunye bese basibeka phezu kwebhlogo likaziro phezu kwebhodi. Umfundi ngamunye uphosa idayisi. Umfundi onenomboro ekulu uzakudlala kokuthoma emdlalweni bese umfundi onenomboro ekulu yesibili, uzakudlala kwesibili, njalonzalo. Abafundi baphosa idayisi bese batjhidisa isibalisi sesilwana sabo phezu kwebhodi inani leenkhalala elifana nalelo elivele edayisini. Bayadlhegana bese baragela phambili abafundi boke bafike ehoyini/ku-10. Kufanele baphose inomboro efana nesedayisini poro ukufika ehoyini ukuqeda umdlalo.

Imibuzo ehlahlako:

- ★ Ngubani ozakuba nedlhego kokuthoma/kwesibili/kwesithathu/ olandelako?
- ★ Isilwana sakho kufanele sitjhide iinkhala ezingaki?
- ★ Isilwana sakho kufanele sitjhide ezinye iinkhala ezingaki ukusuka lapha sikhona njenganje ukuya ekugcineni?



Tjheja bonyana abafundi bayakwazi uku:

- ukubala izinto 1–10
- ukurarulula umraro weenomboro 1–9 ngomlomo
- ukuhlukanisa nokwakha iinomboro 1–9
- ukumadanisa iinomboro ngerherho leenomboro 1–9
- ukubala uye phambili ngokuthoma eenomborweni ngaphandle kuka-1

Isitetjhi sokusebenzela 1

Okudingako

- Itjhidi lomsebenzi weenyoni lomfundi ngamunye (qala ikhasi 23)
- Amakhrayoni
- Ikarada letshwayo lenomboro 9 (*IKhidi yeenSetjenziswa*)

Abafundi bandulungela iinyoni ezilithoba bese bazijayeza ukutlola inomboro 9.



ISIYELELISO

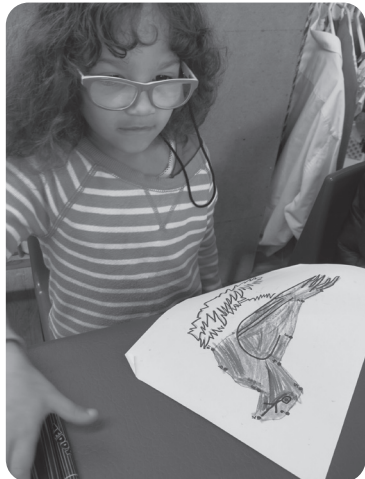
Qala imisebenzi encwadini yokusebenzela ye-DBE enikela amathuba wabafundi wokukhambelanisa nokutlola amatshwayo weenomboro neenomboromagama. Yenza lokhu kutholakale kubafundi kobana bazokukhetha njengengcinye yemisebenzi yokuzikhethela ngokutjhaphulukileko.

Workstation 2

What you need

- Connect-the-dots page for each learner (page 217)
- Crayons/paint
- Paper
- Cotton wool
- Glue

Learners connect the dots in the correct sequence and decorate their bird with cotton wool and paint or crayons.



Workstation 3

What you need

- Ice-cream activity sheet for each learner (page 218)
- Ice-cream number words cut out for each learner (page 218)
- Glue

Learners cut out the ice-cream scoop shapes, match the number words to the number symbols and then glue them in the spaces provided.

Workstation 4

What you need

- Farmyard race game board (page 216) – 1 per learner
- 8 dice
- 8 animal counters

Learners throw their dice and move their animal counter on the board the same number of spaces as the number shown on the dice. They continue in this way until they reach the haystack. They need to throw the exact number on the dice to land on the haystack to finish the game. If they don't get the exact number, they wait until their next turn and try again.

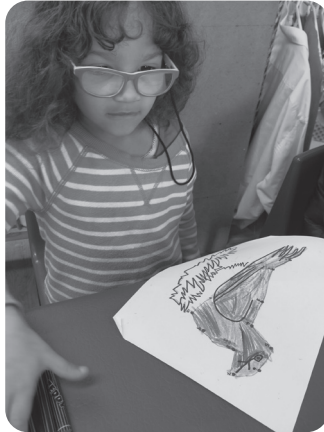


Isitetjhi sokusebenzela 2

Okudingako

- Ikhasi lokulungelela amaqatjhazi lomfundi ngamunye (ikhasi 217)
- Amakhrayoni/ipende
- Iphepha
- Ivolo yekoteni
- Isinamathiseli

Abafundi balungelela amaqatjhazi ngokulandelana okufaneleko bese bahlobisa inyoni yabo ngevolo yekoteni nepende nofana amakhrayoni.



Isitetjhi sokusebenzela 3

Okudingako

- Itjhidi lomsebenzi we-ayisikhrimu lomfundi ngamunye (ikhasi 219)
- Inomboromagama ze-ayisikhrimu ezisikiweko zomfundi ngamunye (ikhasi 219)
- Isinamathiseli

Abafundi basika amabumbeko weenkupu ze-ayisikhrimu, bakhambelanisa iinomboromagama namatshwayo weenomboro bese bawanamathisela eenkhaleni ezinikelweko.

Isitetjhi sokusebenzela 4

Okudingako

- Ibhodi yomdlalo womjarho wetatawini leplasi (ikhasi 216) – 1 umfundi ngamunye
- Amadayisi a-8
- Iimbalisi zeenlwana ezi-8

Abafundi baphosa idayisi bese batjhidisa isibalisi sesilwana sabo phezu kwebhodi inani leenkhal elifanako nenomboro ekhonjiswe edayisini. Baragela phambili ngalendlela bebfike ehoyini. Kufanele baphose inani elifana poro nelenomboro esedayisini ezababeka ehoyini ukuqeda umdlalo. Nangabe abatholi inomboro enembako, bayalinda bekufike idlhego labo elilandelako bese bayazama godu.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 10
- Add, altogether
- Subtract/take away

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–9
- Reinforce number concept 1–9
- Counting in twos

New maths vocabulary

ten

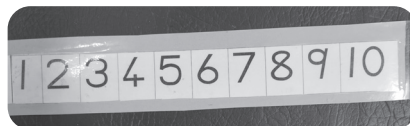
make the number

How many to get to ...?

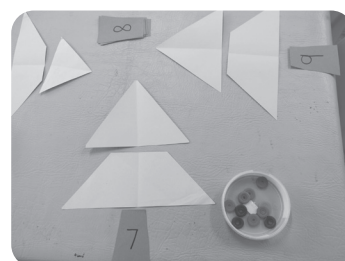
Getting ready

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

- number frieze and house template for number 10 (page 206)
- number 10 dot, symbol and word cards
- number symbol card 10 (for number washing line)
- number tracks 1–10



- farmyard race game (from Week 1): game boards, dice, 8 animal counters
- number puzzles 1–10 (page 220) – 1 per learner
- playdough template: Number 10 (page 212) – 1 per learner
- set of dot cards 1–10 – per pair of learners
- cardboard cut-outs of 10 bees
- a beehive made out of a cardboard box with a picture of a hive on the lid and the door cut out
- cardboard tree leaves – 2 per learner
- cardboard tree trunks labelled 1–10 – 1 set per learner.



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

linhloko

- Ukukhumbula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro

Ilwazi elitjha

- Inomboro 10
- Hlanganisa, kukoke
- Khupha/susa

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–9
- Ukugandelela umqondo weenomboro 1–9
- Ukubala ngakubili

Ilwazimagama leembalo elitjha

litjhumi

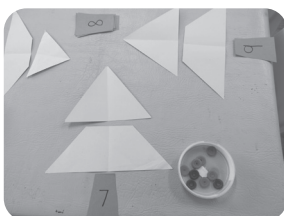
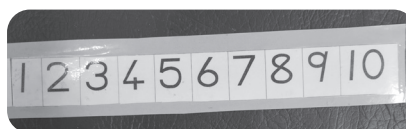
yenza inomboro

Kungaki ukufika ku ...?

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umhlobiso wenomboro nomfuziselo wendlu yenomboro 10 (ikhasi 207)
- amakarada wamaqatjhazi, itshwayo nenomborogama lenomboro 10
- ikarada letshwayo lenomboro 10 (ledrada yokweneka iinomboro)
- imizila yeenomboro 1–10



- umdlalo womjarho weplasi (weVeke 1): amabhodi womdlalo, idayisi, iimbalisi zeelwana ezi-8
- amaphazili weenomboro 1–10 (ikhasi 221) – 1 umfundi ngamunye
- umfuziselo wehlama yokudlalisa: Inomboro 10 (ikhasi 213) – 1 umfundi ngamunye
- isede yamakarada wamaqatjhazi 1–10 – ipara yabafundi ngayinye
- iinyosi zekhadibhodi ezisikiweko ezi-10
- isihlaka seenyosi esenziwe ngebhoksi lekhadibhodi elinesithombe sesihlaka esivalweni nomnyango osikiweko
- amakari womuthi wekhadibhodi – 2 umfundi ngamunye
- isiqu somuthi sekhadibhodi elilebuliweko 1–10 – isede yi-1 umfundi ngamunye.

Whole class activities

Day 1

What you need

- Song: *Ten little honey bees* (page 190)
- Chalk
- Number friezes 1–9
- Number frieze and house template for number 10 (page 206)
- *Number 10 story* (page 190)

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Draw 10 flower shapes on the floor. Play music and learners buzz around the room like bees. When the music stops, call out a number from 1 to 10. Learners group themselves like bees on a flower according to the number called out. The learners who are not able to join a group on a flower are out. Repeat.



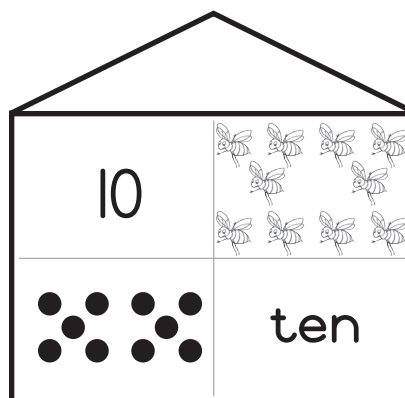
Guiding questions:

- ★ How many flowers are there?
 - ★ How many bees on this flower?
 - ★ How many bees don't have a flower?
4. **Introducing number 10:** Point to number friezes 1–9.

Guiding questions:

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

Tell the *Number 10 story*. Show the parts of the number frieze as you build up the story of the bees and images of the house, and the different representations of number 10 – the picture, the dots, the symbol and the word. Display the parts of the frieze in the house on the wall in the maths area. Count the bees together.



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *linyosi ezincani ezilitjhumi* (ikhasi 191)
- Itjhogo
- Imihlobiso yeenomboro 1–9
- Umhlobiso wenomboro nomfuziselo wendlu yenomboro 10 (ikhasi 207)
- *Indatjana yenomboro 10* (ikhasi 191)

1. **Ingoma:** Vumani ingoma, *linyosi ezincani ezilitjhumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:**

Dweba amabumbeko wethuthumbo ali-10 phasi. Dlala umvumo bese abafundi babubula mazombe ngetlasini njengeenyosi. Lokha umvumo nawujamako, biza inomboro ukusuka ku-1 ukuya ku-10.



Abafundi bayazibuthelela

njengeenyosi phezu kwethuthumbo ngokuya ngokwenomboro ebiziweko. Abafundi abangakghoni ukujoyina isiqhema phezu kwethuthumbo bayaphuma. Buyelela.

Imibuzo ehlahlako:

- ★ Mangaki amathuthumbo akhona?
- ★ Zingaki iinyosi eziphezu kwethuthumbeli?
- ★ Zingaki iinyosi ezinganathuthumbo?

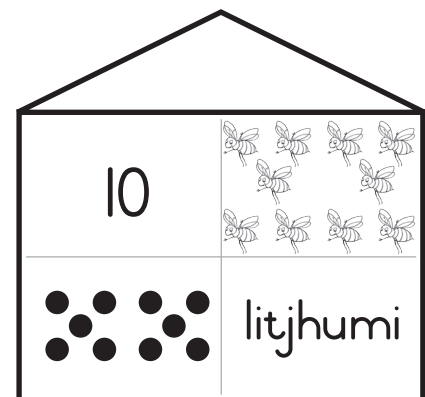
4. **Ukwethula inomboro 10:** Khomba imihlobiso yeenomboro 1–9.

Imibuzo ehlahlako:

- ★ Zingaki iinlwana ocabanga bonyana zizakuhlala ngendlini elandelako? Kubayini ucabanga njalo?
- ★ Zingaba ngaphezulu nofana zingaba mbadlwana kunethoba?

Coca *Indatjana yenomboro 10*.

Khombisa iingcenyane zomhlobiso wenomboro lokha nawakha indatjana yeenyosi nemifanekiso yendlu, neenjamiseleli ezihlukileko zenomboro 10 – isithombe, amaqatjhazi, itshwayo nenomborogama. Khangisa iingcenyane zomhlobiso ngendlini ebodeni endaweni yeembalo. Balani iinyosi ndawonye.



TIP

Ask questions that encourage learners to share their ideas, such as:

- Why do you think that?
- How do you know?

- ★ How many bees are there?
- ★ How many wings/legs does a bee have?
- ★ How many worker bees/queen bees are there?
- ★ Which house has fewer animals than the bees' house?
- ★ Which house comes before/after the giraffes' house?

Learners dramatise the story.

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

Day 2

What you need

- Song: *Ten little honey bees* (page 190)
- Beehive
- Number 10 dot, symbol and word cards
- Number frieze for 10
- 10 cardboard cut-outs of bees

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:**

Display the bees on the wall. Learners estimate how many there are. Count together as you place one bee at a time into the beehive.

Guiding questions:

- ★ Can you show me with your fingers how many bees are in the hive?



4. **Adding and subtracting:** Take two bees out of the box.

Guiding questions:

- ★ How many bees flew out of the hive?
- ★ Can you show me with your fingers how many bees you think are left in the hive now?

Show learners the bees left inside the box and count together to check if they are correct.

Add two bees to the hive.

- ★ How many bees do you think there are in the hive now?

Show learners the bees left inside the box. Count together to check if they are correct. Repeat.

5. **Maths table:** Three groups of learners collect 10 similar objects outside. Each group says what the objects are and how many they found. Give each group a number 10 dot, symbol or word card. One group at a time puts their objects and the number 10 cards on the maths table.

TIP

Let learners estimate the number of objects there are in a group of objects before they count them, and then check their estimates. This helps them to develop a sense of the 'size' of the numbers they are counting.

ISIYELELISO

Buza imibuzo ekhuthaza abafundi kobana babelane ngemibono, njengokuthi:

- Kubayini ucabanga lokho?
- Wazi ngani?

- ★ Zingaki iinyosi ezikhona?
 - ★ Inyosi inamaphiko/imilenze emingaki?
 - ★ Bangaki abasebenzi beenyosi/iindlovukazi zeenyosi ezikhona?
 - ★ Ngiyiphi indlu eneenlwana ezimbadlwana kunendlu yeenyosi?
 - ★ Ngiyiphi indlu eza ngaphambili/ngemva kwendlu yeendlulamithi?
- Abafundi balingisela indatjana.

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

Ilanga 2

Okudingako

- Ingoma: *linyosi ezincani ezilitjhumi* (ikhasi 191)
- Isihlaka seenyosi
- Amakarada wamaqatjhazi, wetshwayo newenomborogama wenomboro 10
- Umhlobiso wenomboro 10
- Iinyosi zekhadibhodi ezisikiweko ezi-10

1. **Ingoma:** Vumani ingoma, *linyosi ezincani ezilitjhumi*.

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

3. **Ukubala izinto 1–10:**

Khangisa iinyosi ebodeni. Abafundi balinganisa bonyana zingakhi. Balani ndawonye lokha nawufaka inyosi ngayinye ngesihlakeni.

Imibuzo ehlahlako:

- ★ Ungangitjengisa ngeminwakho bonyana zingaki iinyosi ezingesihlakeni?



4. **Ukuhlanganisa nokukhupha:** Khupha iinyosi ezimbili ngebhoksini.

Imibuzo ehlahlako:

- ★ Zingaki iinyosi eziphaphileko zaphuma ngesihlakeni?
- ★ Ningangitjengisa ngemino yenu bonyana zingaki iinyosi enicabanga bonyana zisele ngesihlakeni njenganje?

Khombisa abafundi iinyosi ezisele ngaphakathi kwebhoksi bese nizibala ndawonye ukuhlola bonyana kunjalo.

Ngezelela ngeenyosi ezimbili ngesihlakeni.

- ★ Zingaki iinyosi ocabanga bonyana zingesihlakeni kwanjesi?

Khombisa abafundi iinyosi ezisele ngaphakathi kwebhoksi. Balani ndawonye ukuhlola bonyana kunjalo. Buyelela.

5. **Itafula yeembalo:** Iinqhema ezintathu zabafundi zibuthelela izinto ezifanako ezi-10 ngaphandle. Isiqhema ngasinye siyatjho bonyana izintwezo ziyini nokobana bathole zingaki. Nikela isiqhema ngasinye ikarada lamaqatjhazi, letshwayo nofana lenomborogama 10. Isiqhema ngasinye ngesikhathi sinye sifaka izinto zaso namakarada wenomboro 10 etafuleni yeembalo.

ISIYELELISO

Abafundi abalinganise inani lezinto ezisesiqhemeni ngaphambi kobana bazibale, bese bahlola iinlinganiso zabo. Lokhu kuyabasiza ekuthuthukiseni ikghono labo lokubona 'ubukhulu' beenomboro abazibalako.

Learners practise the number 10 by writing it in the air or on the mat with their fingers.

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

Day 3

What you need

- Song: *Ten little honey bees* (page 190)
- Dot cards 1–5
- Beehive and 10 cardboard bees
- Number dot cards 1–10

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the 10 bee cut-outs on the wall. Eight learners stand.

Guiding questions:

- ✦ How many learners do you think are standing?
- ✦ Let's count them.
- ✦ Is there a bee for each learner?
- ✦ How many more learners do we need so that each learner has a bee?

4. **Combinations to 10; more/fewer:** Choose two pairs of learners. A learner from each pair chooses a dot card. Everyone counts together. A learner from each pair fetches the same number of bees as dots on the card from the hive. Together count the total number of bees collected by the two learners. Repeat with other learners.

Guiding questions:

- ✦ How many dots are there? How many bees must you fetch?
- ✦ How many dots/bees are there altogether?
- ✦ Look at the bees. How many more bees does ____ have than ____?

5. **Practising dot, symbol, number word cards:** Place dot cards where learners can see them, for example, on the wall. Learners take turns to choose two cards that make up the number as directed.

Guiding questions:

- ✦ Can you show me two cards that make up the number 10/8/4/3?
- Learners take turns to match the dot cards to the number symbol and number word cards on the frieze.

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

Day 4

What you need

- Song: *Ten little honey bees* (page 190)
- Beehive and 10 cardboard bees
- Number washing line and number symbols 1–10

Abafundi bazijayeza inomboro 10 ngokuyitlola emmoyeni nofana phezu komada ngeminwabo.

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Ingoma: *linyosi ezincani ezilitjhumi* (ikhasi 191)
- Amakarada wamaqatjhazi 1–5
- Isihlaka seenyosi neenyosi zekhadibhodi ezi-10
- Amakarada wamaqatjhazi 1–10

1. **Ingoma:** Vumani ingoma, *linyosi ezincani ezilitjhumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka iinyosi ezi-10 ezisikiweko ebodeni. Abafundi ababunane bayajama.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi ocabanga bonyana bajamile?
 - ✦ Asibabaleni.
 - ✦ Ingabe kunenyosi yomfundi ngamunye?
 - ✦ Bangaki abafundi abangaphezulu esibadingako kobana umfundi ngamunye abe nenyosi?
4. **Ihlanganisela efika ku-10; ngaphezulu/mbadlwana:** Khetha iimpaza ezimbili zabafundi. Umfundi wepara ngayinye ukhetha ikarada lamaqatjhazi. Balani ndawonye. Umfundi wesiqhema ngasinye uthatha inani leenyosi elilingana namaqatjhazi asekaradeni lesihlaka. Balani inani eliphelileko leenyosi ezibuthelelwe bafundi ababilili ndawonye. Buyelela nabanye abafundi.

Imibuzo ehlahlako:

- ✦ Mangaki amaqatjhazi akhona? Zingaki iinyosi ekufanele uzithathe?
 - ✦ Mangaki amaqatjhazi/iinyosi ezikhona nasele zizoke?
 - ✦ Qala iinyosi. Zingaphezulu ngazingaki iinyosi zika_____ kunezaka_____?
5. **Ukujayeza amakarada wamaqatjhazi, itshwayo, neenomboromagama:** Beka amakarada wamaqatjhazi lapha abafundi bangawabona khona, isibonelo, ebodeni. Abafundi bayadlhegana ukukhetha amakarada amabili lawo enza inomboro ngendlela ekulayelwe ngayo.
- #### Imibuzo ehlahlako:
- ✦ Ungangikhombisa amakarada amabili lawo enza inomboro 10/8/4/3? Abafundi bayadlhegana ngokukhambelanisa amakarada wamaqatjhazi namakarada wetshwayo newenomborogama phezu komhlobiso.
6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Ingoma: *linyosi ezincani ezilitjhumi* (ikhasi 191)
- Isihlaka seenyosi neenyosi zekhadibhodi ezi-10
- Idrada yokweneka inomboro namatshwayo weenomboro 1–10

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show learners the empty beehive. Learners count to 10 as you put the 10 bees in the beehive one at a time. Take out the bees. Put two bees in the beehive. Count again grouping the bees in twos as you count.

Guiding questions:

- ★ How many bees are in the beehive?
- ★ If another two bees go into the hive how many will there be then? And another two?

4. **Number washing line:** Ask learners to help peg number symbol cards in order from 1 to 10 on the number washing line.

Guiding questions:

- ★ Which card should come first/next?
- ★ Where should we put the number 9/10 on the number washing line?
- ★ Which number is bigger than/smaller than 3/4/5?
- ★ Which number comes before/after/between _____?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Poster 5

1. **Song:** Sing the song, *The ants go marching two by two* and play the game from Week 1, counting in twos.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners clap 10 times, walk forward 10 steps, hop 10 times. Count in twos: clap quietly on one, loudly on two, quietly on three, loudly on four. Repeat to 10.
4. **Jumping track:** Use masking tape or chalk to create a large number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. Some learners jump in the blocks as the class counts forwards and backwards.

Guiding questions:

- ★ Can you jump to 2?
- ★ If you make another two/three/four jumps, which number will you land on?
- ★ How many jumps to get to _____?
- ★ If you jump back one/two/three times, which number will you land on?



1. **Ingoma:** Vumani ingoma, *linyosi ezincani ezilitjumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Khombisa abafundi isihlaka seenyosi esinganalitho. Abafundi babala ukufika ku-10 lokha nawubeka iinyosi ezi-10 ngesihlakeni seenyosi ngayinye. Khupha iinyosi. Faka iinyosi ezimbili ngesihlakeni. Balani godu nibuthelele iinyosi ngambili lokha nawubalako.

Imibuzo ehlahlako:

- ★ Zingaki iinyosi ezingesihlakeni?
- ★ Nangabe iinyosi ezinye ezimbili ziya ngesihlakeni zingaki iinyosi ezizakuba khona kwanjesi? Nezinye ezimbili?

4. **Idrada yokweneka iinomboro:** Bawa abafundi bakusize ukuneka amakarada wamatshwayo weenomboro ngerhemo ngamaphegi ukusuka ku-1 ukuya ku-10 edaradeni yokweneka iinomboro.

Imibuzo ehlahlako:

- ★ Ngiliphi ikarada ekufanele lize kokuthoma/lilandele?
- ★ Kufanele siyifake kuphi inomboro 9/10 edradeni yokweneka iinomboro?
- ★ Ngiyiphi inomboro ekudlwana/encazana kuno-3/4/5?
- ★ Ngiyiphi inomboro eza ngaphambili/ngemva/phakathi ____?

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

Ilanga 5

Okudingako

- Ingoma: *Ubutjhontjhvani bukhaba ngabubili* (ikhasi 189)
- Itheyiphu yokusitha/itjhogo
- IPhosta 5

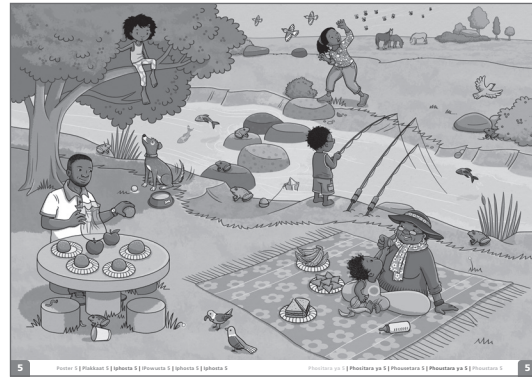
1. **Ingoma:** Vumani ingoma, *Ubutjhontjhvani bukhaba ngabubili* bese nidlala umdlalo wangeVeke 1, ukubala ngakubili.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bawahla ka-10, baye phambili ngamagadango ali-10, bapharuma ka-10. Balani ngakubili: wahlela phasi kukunye, phezulu kukubili, phasi kukuthathu, phezulu kukune. Buyelela ufike ku-10.
4. **Umzila wokweqa:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha umzila omkhulu wenomboro wokweqa wamabhlogo a-10 bese utlola iinomboro ukusuka ku-1 ukuya ku-10 ngemabhlogweni. Abanye abafundi beqela ngemabhlogweni lokha itlasi nayibala ukuya phambili nokuya emuva.

Imibuzo ehlahlako:

- ★ Ungeqela ku-2?
- ★ Nangabe uyeqa godu kabili/kathathu/kane, ngiyiphi inomboro ozakujama kiyo?
- ★ Kufanele weqe kangaki ukufika ku ____?
- ★ Nangabe weqela emuva kanye/kabili/kathathu, ngiyiphi inomboro ozakujama kiyo?



5. **Practising 1–10:** Discuss Poster 5. Talk about what learners see in the picture.



Guiding questions:

- ★ How many bees/samoosas/frogs/flying birds/fish/worms can you find?
- ★ Can you see any other birds?
- ★ How many birds are there altogether?
- ★ There are four rolls on the table. Dad has one roll in his hand. How many rolls are there?
- ★ There are five bananas on a plate. If Laylah eats two bananas, how many bananas are left on the plate?
- ★ If there were 10 people at the picnic, how many more bananas would we need for each person to have a banana?
- ★ If Malusi catches one fish with each rod, how many fish will he have?

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



TIP

Use opportunities that arise during the day to develop learners' ability to solve problems, for example: There are eight paint jars and only six paintbrushes. How many more paintbrushes do we need?

Integration

Home Language: Listening and Speaking: interpreting and responding to oral instructions, storytelling.

Life Skills: Dramatisation during music and movement lessons (learners fly in and out of an imaginary beehive).

Small group activities

Teacher-guided activity

What you need

- Number washing line with numbers 1–10
- 5 red pegs to attach to numbers 2, 4, 6, 8, 10
- 200 counting sticks
- 20 plastic lids
- Story: *The beehives* (page 192)
- 5 number tracks (page 38)
- 55 Unifix blocks
- Tub per learner with:
 - 10 coloured counters
 - Structure beads
- Playdough and mat per learner

1. **Word problems:** Learners use their counters or their fingers to solve the problems.

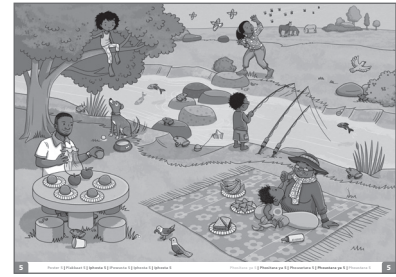
Guiding questions:

- ★ The bees find four blue flowers and three red flowers. How many flowers did they find?
- ★ Ten bees live in the beehive. Four bees fly out looking for flowers. How many bees are left in the beehive?

5. **Ukujayeza 1–10:** Khulumani ngePhosta 5. Khulumani ngalokho abafundi abakubona esithombeni.

Imibuzo ehlahlako:

- ★ Zingaki iinyosi/amasamusa/iinrharhwa/iinyoni eziphaphako/iimfesi/iibungu ongazithola?
- ★ Zikhona ezinye iinyoni ozibonako?
- ★ Zingaki iinyoni ezikhona nazihlangene zoke?
- ★ Kunamarolo amane etafuleni. UBaba uphethe irolo linye esandleni. Mangaki amarolo akhona?
- ★ Kunamabhanana amahlanu epleyidini. Nangabe uLaylah udla amabhanana amabili, mangaki amabhanana aseleko epleyidini?
- ★ Nangabe bekunabantu aba-10 kuphikiniki, mangaki amabhanana angaphezulu esizawadinga kobana umuntu ngamunye athole ibhanana?
- ★ Nangabe uMalusi ubamba ifesi yinye ngentongana ngayinye, zingaki iimfesi azakuba nazo?



ISIYELELISO

Sebenzisa amathuba avela ngesikhathi semini ukuthuthukisa ikghono labafundi lokurarulula imiraro, isibonelo: Kuneenjege zepende ezibunane neembhratjhi zokupenda ezisithandathu kwaphela. Zingaki ezinye iimbhratjhi esizidingako?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: UkuLalela nokuKhuluma: ukurhumutjha nokulandela imilayelo yomlomo, ukucoca indaba.

AmaKghono wePilo: Ukulingisa ngesikhathi sesifundo somvumo nomsikinyeko (abafundi bayaphapha bangena bayaphuma ngesihlakeni somfanekisongcondo).

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Idrada yokweneka iinomboro eneenomboro 1–10
- Amaphegi ama-5 abovu wokuphanyeka iinomboro 2, 4, 6, 8, 10
- lingojwana zokubala ezi-200
- limvalo zeplastiki ezi-20
- Indatjana: *linhlaka zeenyosi* (ikhasi 193)
- Imizila yeenomboro emi-5 (ikhasi 39)
- Amabhlogo we-*Unifix* ama-55
- Isikhafthini umfundi ngamunye esinalokhu:
 - limbalisi ezi-10 ezinemibala
 - Imincama ehlelekileko
- Ihlama yokudlalisa nomada umfundi ngamunye

1. **Imiraro yamagama:** Abafundi basebenzisa iimbhalisi zabo nofana imino yabo ukurarulula imiraro.

Imibuzo ehlahlako:

- ★ linyosi zithola amathuthumbo amane ahlaza samkayi namathathu abovu. Mangaki amathuthumbo eziwatholileko?
- ★ linyosi ezi-10 zihlala ngesihlakeni. linyosi ezine ziphaphela ngaphandle ziyokufuna amathuthumbo. Zingaki iinyosi ezisele ngesihlakeni?



TIP

Remember to take off the coloured pegs after the session in preparation for the next group.

2. **Counting in twos:** Count in twos on the number washing line. Replace the pegs with coloured pegs on each count, for example, on 2, 4, 6, 8 and 10.

3. **Groups of 10:** Tell the story, *The beehives*.

Learners work in pairs. Each pair gets 50 counters (bees) and 5 lids (beehives). They put their 'bees' (counters) in groups of 10 into their 'beehives' (lids).

Guiding questions:

- ✦ How many beehives do you have?
- ✦ How many bees are there in each beehive?

4. **Structure beads:** Learners use structure beads to count.



TIP

Structure beads help learners to understand that one number may be made up of a combination of two or more numbers.

Guiding questions:

- ✦ Show me nine beads. Now show me six beads. How many fewer beads is this than 9?
- ✦ Show me five beads. Let's make 10 beads. How many more beads do you need?
- ✦ Hold five beads in your hand. Add another three beads. How many beads do you have?
- ✦ Hold seven beads in your hand. Now show me 10 beads. In order to have 10, how many more did you need to add?
- ✦ Hold 10 beads in your hand. To have four beads, how many do you need to take away?

5. **Number track towers:** Place the number tracks and Unifix blocks on the mat. Learners take turns to say the number and place a tower built from the correct number of Unifix blocks on each square.

Guiding questions:

- ✦ How many Unifix blocks did you use for the tower on that number square?
- ✦ Which tower has more/fewer blocks?
- ✦ How many more/fewer blocks does number 3 have than number 4, and so on?
- ✦ Which number is the biggest/smallest? How do you know?

6. **Practising number 10 using playdough:** Learners make the number symbol 10 out of playdough. Support learners who are ready to write 10.



Check that learners are able to:

- solve addition and subtraction problems that involve numbers 1–10
- count in twos
- make and describe different pairs of numbers that combine to make a number
- match number symbols and Unifix blocks

ISIYELELISO

Khumbula ukususa amaphegi wombala ngemva kwesetjhini ukulungiselela isiqhema esizako.

ISIYELELISO

Imincamo ehlelekileko isiza abafundi ukuzwisisa bonyana inomoro eyodwa kungenzeka yenziwe ngehlanguisela yeenomoro ezimbili nofana ngaphezulu.

2. **Ukubala ngakubili:** Bala ngakubili edaradeni yokweneka iinomboro. Jamiselela amaphegi ngamaphegi wombala lokha nawubalako, isibonelo, nawubala 2, 4, 6, 8 no-10.

3. **linqhema ze-10:** Coca indatjana, *linhlaka zeenyosi*.

Abafundi basebenza ngababili. Ipara ngayinye ithola iimbalisi ezi-50 (iinyosi) neemvalo ezi-5 (iinhlaka zeenyosi). Babeka 'iinyosi' (iimbalisi) ngeenqhema ezi-10 'ngeenhlakeni' (iimvalo) zabo.

Imibuzo ehlahlako:

- ★ Zingaki iinhlaka zeenyosi onazo?
- ★ Zingaki iinyosi ezingesihlakeni ngasinye?

4. **Imincamo ehlelekileko:** Abafundi basebenzisa imincamo ehlelekileko ukubala.

Imibuzo ehlahlako:

- ★ Ngikhombisa imincamo elithoba. Kwanjesi ngikhombisa imincamo esithandathu. Lokhu kumbadlwana ngemincamo emingaki kuna-9?
- ★ Ngikhombisa imincamo emihlanu. Asenzeni imincamo eli-10. Mingaki imincamo engaphezulu oyidingako?
- ★ Phatha imincamo emihlanu esandleni sakho. Ngezelela ngeminye emithathu. Mingaki imincami oyiphetheko?
- ★ Phatha imincamo elikhomba esandleni sakho. Kwanjesi ngikhombisa imincamo eli-10. Ukuze ube ne-10, mingaki eminye imincamo odinga ukuyingezelela?
- ★ Phatha imincamo eli-10 esandleni sakho. Kobana ube nemincamo emine, mingaki ofanele ukuyikhupha?

5. **Imibhotjhongo yomzila weenomoro:** Beka umzila weenomoro namabhlogo we-*Unifix* phezu komada. Abafundi bayadlhedana ukutjho inomoro bese babeka umbhotjhongo owakhiwe ngenani elifaneleko lamabhlogo we-*Unifix* phezu kwesikwere ngasinye.

Imibuzo ehlahlako:

- ★ Mangaki amabhlogo we-*Unifix* owasebenzisele umbhotjhongo ophezu kwesikwere senomoro leyo?
- ★ Ngiwuphi umbhotjhongo onamabhlogo angaphezulu/ambadlwana?
- ★ Inomoro 3 inamabhlogo angaphezulu/ambadlwana ngamangaki kunenomoro 4, njalonjalo?
- ★ Ngiyiphi inomoro ekulu khulu/encani khulu? Wazi ngani?

6. **Ukujayeza inomoro 10 ngokusebenzisa ihlama yokudlalisa:** Abafundi benza itshwayo lenomoro 10 ngehlama yokudlalisa. Sekela abafundi esele balungele ukutlola u-10.



Tjheja bonyana abafundi bayakwazi uku:

- ukurarulula imiraro yokungezelela nokukhupha ebandakanya iinomboro 1–10
- ukubala ngakubili
- ukwenza nokutlhadlhula iipara ezihlukileko zeenomoro ezihlanganako ukwenza inomoro
- ukukhambelanisa amatshwayo weenomoro namabhlogo we-*Unifix*

Workstation 1

What you need

- Playdough
- Playdough template: Number 10 (page 212) – 1 per learner

Learners use playdough to complete the template.

Workstation 2



TIP

When you ask learners to explain how to play a game, it will give you insight into whether they understand the rules.

What you need

- Per learner:
- Farmyard race game board (page 216)
 - Dice
 - Animal counter

Learners throw their dice and move their animal counter on the board the number of spaces shown on the dice. They continue in this way until they reach the haystack. They need to throw the exact number to land on the haystack to finish the game. If they don't, they continue to throw until they throw the exact number needed.



Workstation 3

What you need

- 2 green tree parts cut out of cardboard per learner
- 10 tree trunks with number symbols 1–10
- 10 coloured counters per learner

Learners choose one tree trunk to place below the tree and then decorate the tree with that number of counters, for example, 2 and 4. Repeat with other tree trunks.



Workstation 4

What you need

- Number puzzles 1–10 (page 220)

Learners complete the puzzles in pairs.

Isitetjhi sokusebenzela 1

Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 10 (ikhasi 213) – 1 umfundi ngamunye

Abafundi basebenzisa ihlama yokudlalisa ukuqedelela umfuziselo.

Isitetjhi sokusebenzela 2

Okudingako

- Umfundi ngamunye:
 - Ibhodi yomdlalo womjarho etatawini leplasi (ikhasi 216)
 - Idayisi
 - Isibalisi sesilwana

Abafundi baphosa idayisi labo bese batjhidisa isibalisi sabo sesilwana phezu kwebhodi eenkhaleni ezimbalwa ezikhonjiswe edayisini. Baragela phambili ngalendlela bebafike ehoyini. Kufanele baphose inani elinqophileko lokufika ehoyini ukuqeda umdlalo. Nangabe bayabhalelwa, baragela phambili nokuphosa babe baphose inani elinemba poro.



ISIYELELISO

Lokha nawubawa abafundi ukuhlathulula bonyana udlalwa njani umdlalo, kuzakunikela ilwazi ngokobana bayayizwisisa imithetjhwana.

Isitetjhi sokusebenzela 3

Okudingako

- Iingcanye ezi-2 zomuthi ohlaza satjani osikwe ekhadibhodini umfundi ngamunye
- Iziqu zomuthi ezili-10 ezinamatshwayo weenomboro 1–10
- Iimbalisi zombala ezili-10 umfundi ngamunye



Abafundi bakhetha isiqu esisodwa somuthi basibeke ngenzasi komuthi bese bahlobisa umuthi ngenani leembali lelo, isibonelo, 2 naku-4. Buyelela ngezinye iziqu zomuthi.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili weenomboro 1–10 (ikhasi 221)

Abafundi benza amaphazili ngababili.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 0

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–10
- Reinforce number concept 1–10
- Counting in twos
- Add, subtract

New maths vocabulary

zero

nought

nothing

Getting ready

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

- number friezes 1–10
- number frieze and house template for number 0 (page 208)
- number symbol and number word cards 0–10
- number symbol card 0 (for number washing line)
- blank dot card
- 10 pictures of large objects
- playdough template: Number 0 (page 214) – 1 per learner
- ramp and balls (see Workstation 4)
- number track 0–10



- number jumping track from 0–10 (in the shape of a worm).



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

linhloko

- Ukukhumbula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro

Ilwazi elitjha

- Inomboro 0

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuya emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–10
- Ukugandelela umqondo weenomboro 1–10
- Ukubala ngakubili
- Hlanganisa, khupha

Ilwazimagama leembalo elitjha

uziro

unodo

ilize

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- imihlobiso yeenomboro 1–10
- umhlobiso wenomboro nomfuziselo wendlu yenomboro 0 (ikhasi 209)
- amakara wamatshwayo neenomboromagama 0–10
- ikarada letshwayo lenomboro 0 (zedrada yokweneka iinomboro)
- ikarada lamaqatjhazi elinganalitho
- iinthombe ezi-10 zezinto ezikulu
- umfuziselo wehlama yokudlalisa: Inomboro 0 (ikhasi 215) – 1 umfundi ngamunye
- irempu neembholo (qala Isitetjhi sokusebenzela 4)
- umzila weenomboro 0–10



- umzila wokweqa weenomboro ukusuka 0–10 (ngebumbeko lesibungu).

Whole class activities

Day 1



TIP

Move the numbers on the number washing line up so that there is space for the 0 number symbol card.

What you need

- Song: *Ten green bottles* (page 192)
- Number friezes 1–10
- Number frieze and house template for number 0 (page 208)
- *Number 0 story* (page 192)
- Number symbol card 0 (number washing line)
- Cardboard box

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners take turns to count items in the classroom, for example, windows, doors, 8 school bags, 10 pencils.

Guiding questions:

- ★ How many pencils do you think there are in this tin?
- ★ Do you think there are more than 10 school bags or fewer than 10 school bags?

4. **Introducing 0:** Point to number friezes 1–10.

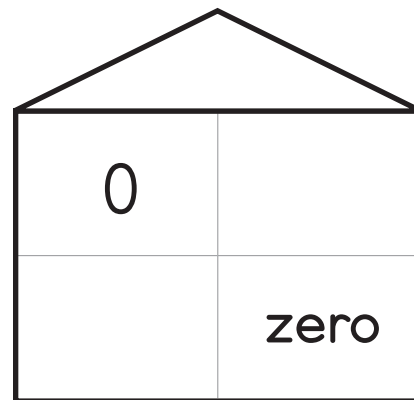
Guiding questions:

- ★ Do you think there could be any more houses? Why/why not?
- ★ Where would we put the houses on our frieze if we could have more houses?

Tell the *Number 0 story*. Display the animal house with the number symbol and number word *before the number 1 frieze* on the wall in the maths area.

Learners dramatise the story. Use an empty cardboard box to represent the empty house. Choose learners to play the parts of the elephant, giraffes, birds and other animals.

Learners practise the number 0 by writing it in the air or on the mat with their fingers.



5. **Adding 0 to the number washing line:** Show learners the 0 number card. Ask where they think this should go on the number washing line. Ask a learner to come and put this on the number washing line.

Guiding questions:

- ★ Why did you put the number zero there?
- ★ What number comes after zero?
- ★ Who can fetch me zero books?

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



TIP

Use the word 'zero' often when referring to the symbol '0' and use 'nought' during the day when talking about 'nothing' or 'no objects'.

Imisebenzi yetlasi yoke

Ilanga 1

ISIYELELISO

Tjhidisa iinomboro phezu kwedrada yokweneka ukwenzela bona kube nesikhala sekarada letshwayo lenomboro 0.

ISIYELELISO

Sebenzisa igama 'ziro' njalo lokha nawunqophise etshwayweni '0' bese usebenzisa 'unodo' ngesikhathi semini lokha nawukhuluma 'ngelize' nofana 'akunazinto'.

Okudingako

- Ingoma: *Amabhodlelo alitjhumahlaza* (ikhasi 193)
- Imihlobiso yeenomboro 1–10
- Umhlobiso wenomboro nomfuziselo wendlu yenomboro 0 (ikhasi 209)
- Indatjana yenomboro 0 (ikhasi 193)
- Ikarada letshwayo lenomboro 0 (idrada yokweneka iinomboro)
- Ibhoksi lekhadibhodi

1. **Ingoma:** Vumani ingoma, *Amabhodlelo alitjhumahlaza*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bayadlhegana ngokubala ama-ayithemu ngetlasini, isibonelo, amafesdere, iminyango, iimbhege zesikolo ezi-8, iimpensela ezi-10.

Imibuzo ehlahlako:

- ★ Zingaki iimpensela ocabanga bonyana zingebhlegeneli?
- ★ Ucabanga bonyana kuneenkhwama zesikolo ezingaphezu kwe-10 nanyana kuneenkhwama ezingaphasi kwe-10?

4. **Ukwethula u-0:** Khomba imihlobiso yenomboro 1–10.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana kungaba nezinye izindlu ngaphezulu? Kubayini/ kubayini kungasinjalo?
- ★ Singazibeka kuphi izindlu emhlobisweni wethu nange singaba nezinye izindlu?

Coca *Indatjana yenomboro 0*. Khangisa indlu yesilwana ngetshwayo lenomboro nenomborogama *ngaphambi komhlobiso wenomboro 1* ebodeni endaweni yeembalo.

Abafundi balingisela indatjana. Sebenzisa ibhoksi lekhadibhodi elinganalitho ukujamiselela indlu enganalitho. Khetha abafundi badlale iinkhundla zeendlovu, iindlulamithi, iinyoni nezinye iinlwana.

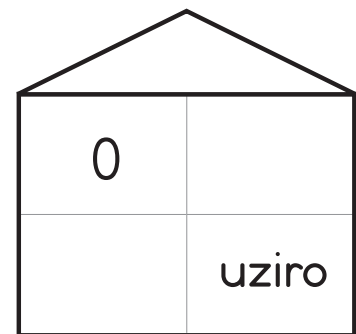
Abafundi bazijayeza inomboro 0 ngokuyitlola emmoyeni nofana phezu komada ngeminwabo.

5. **Ukufaka u-0 edradeni yokweneka iinomboro:** khombisa abafundi ikarada lenomboro 0. Babuze kobana bacabanga bona uzakufakwa kuphi phezu kwenomboro yokweneka iinomboro. Bawa abafundi beze bazokubeka ikarada edradeni yokweneka iinomboro.

Imibuzo ehlahlako:

- ★ Kubayini ubeke inomboro uziro laphaya?
- ★ Ngiyiphi inomboro eza ngemva kukaziro?
- ★ Ngubani ongayongithathela iincwadi eziyiziyo?

6. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



Day 2

What you need

- Song: *Ten green bottles* (page 192)
- 10 balls
- 2 hula hoops
- 0 symbol and number word cards (*Resource Kit*)
- An empty bowl for the maths table
- Blank dot card



TIP

Count from 0 to 20 as learners move to their workstations and when walking to the toilet.

1. **Song:** Sing the song, *Ten green bottles* and dramatise with 10 learners.
2. **Oral counting:** 0–20 and beyond, 10–0. Point to the number washing line as you count.
3. **Counting objects 1–10:** Place the two hula hoops on the mat. Place 10 balls inside one hoop and leave the second hoop empty.

Guiding questions:

- ★ How many balls do you think there are in this hoop?

Learners count the balls in the hoop. Take seven balls out of the first hoop and put them inside the second hoop.

- ★ If we take seven balls from this hoop and put them in the empty hoop, how many balls are left in this hoop?

Learners count the balls in each hoop. Take the three balls from the first hoop and put them into the second hoop, leaving the first hoop empty.

- ★ How many balls are there in each hoop?
- ★ What happens when you take away all the balls from the one hoop and put them into the other hoop?

4. **Maths table:** Place the empty hoop on the maths table to represent the number 0.



TIP

There are many words that mean the same as zero, for example, *nought, nothing, nil*. Build on these words as learners use them, for example, ask what other word they could use instead of 'nothing'. Point out that these words all mean zero.

Guiding questions:

- ★ How many balls are there inside the hoop?

Show learners a blank dot card.

- ★ How many dots are there on this dot card?

One learner puts the blank card, the symbol and word card for zero on the maths table next to the empty bowl.

Learners go on a counting walk and point out a given number of objects (including zero).

Guiding questions:

- ★ Can you see:
 - A bus? How many wheels does it have?
 - A girl with two ponytails?
 - A house? How many roofs does it have?
 - A parking area with no cars?

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

Ilanga 2

Okudingako

- Ingoma: *Amabhodlelo alitjumi ahlaza* (ikhasi 193)
- Iimbholo ezi-10
- Amahulahuphu ama-2
- Amakarada wethwayo lenomboro newenomborogama 0 (*IKhidi yeenSetjenziswa*)
- Isitja esinganalitho setafula yeembalo
- Ikarada lamaqatjhazi elinganalitho

 ISIYELELISO

Bala ukusuka ku-0 ukuya ema-20 lokha abafundi nabatjhidisa iintetjhi zabo zokusebenzela begodu nalokha baya endlwaneni.

 ISIYELELISO

Kunamagama amanengi atjho okufanako noziro, isibonelo, *nodo, ilize, ukungabi nento*. Yakhela phezu kwamagama la lokha abafundi nabawasebenzisako, isibonelo, buza bonyana ngiliphi elinye igama abangalisebenzisa esikhundleni 'selize'. Veza bonyana amagama la woke atjho uziro.

1. **Ingoma:** Vumani ingoma, *Amabhodlelo alitjumi ahlaza* bese uyalingisela nabafundi aba-10.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0. Khomba edradeni yokweneka inomboro lokha nawubalako.
3. **Ukubala izinto 1–10:** Beka amahulahuphu amabili phezu komada. Beka iimbholo ezi-10 ngaphakathi kwehuphu linye bese ulisa ihuphu lesibili linganalitho.

Imibuzo ehlahlako:

- ★ Zingaki iimbholo ocabanga bonyana zingehuphini le?

Abafundi babala iimbholo ezingehuphini. Thatha iimbholo ezilikhomba ngehuphini yokuthoma bese uzifaka ngehuphini yesibili.

- ★ Nangabe sithatha iimbholo ezilikhomba ngehuphini le bese sizifaka ngehuphini enganalitho, kusele iimbholo ezingaki ngehuphini le?

Abafundi babala iimbholo ngehuphini ngayinye. Thatha iimbholo ezintathu ngehuphini yokuthoma bese uzifaka ngehuphini yesibili, utjhiye ihuphu yokuthoma inganalitho.

- ★ Zingaki iimbholo ezingehuphini ngayinye?

- ★ Kwenzekani lokha nawukhupha iimbholo zoke ngehuphini yinye bese uzifaka ngehuphini enye?

4. **Itafula yeembalo:** Beka ihuphu enganalitho phezu kwetafula yeembalo ukujamiselela inomboro 0.

Imibuzo ehlahlako:

- ★ Zingaki iimbholo ezingaphakathi kwehuphu?

Khombisa ikarada lamaqatjhazi elinganalitho.

- ★ Mangaki amaqatjhazi asekaradeni lamaqatjhazi leli?

Umfundi oyedwa ubeka ikarada elinganalitho, ikarada letshwayo nelenomborogama likaziro phezu kwetafula yeembalo eduze nesitja esinganalitho.

Abafundi bathatha ikhambo lokubala bese bakhomba inani lezinto ezinikelweko (ukufaka hlangana uziro).

Imibuzo ehlahlako:

- ★ Uyayibona:

- Ibhesi? Inamavilo amangaki?
- Umntazanyana onamaphonitheyili amabili?
- Indlu? Inemifulelo emingaki?
- Indawo yokuphaga enganankoloyi?

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

Day 3

What you need

- Song: *Ten green bottles* (page 192)
- 11 tubs
- 55 counting sticks
- Number dot cards 1–10 (*Resource Kit*)
- Blank dot card
- Number symbol cards 0–10

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

Counting backwards is a meaningful way for learners to learn about zero.

3. **Counting objects 1–10:** Learners sit in a circle. They take turns to take a card from the pack. All learners show as many fingers as dots on the card, counting together. If the card shows 0, learners show a fist to represent 0 fingers.
4. **Dot cards and ordering numbers 0–10:** Show learners dot cards 1–10. Hold up the blank dot card representing 0.

Guiding questions:

- ★ How many dots are there on this dot card?

Stick a dot card from 0 to 10 on the outside of each tub and place the related number symbol inside each tub. Place the tubs on the mat in random order. Learners take turns to place counting sticks in the tubs according to the number of dots.

Put the 7, 4, 9 and 0 tubs on the mat. Learners take turns to arrange the containers from the smallest to the biggest number.

- ★ How can we put these containers in order from the smallest to the biggest number?
- ★ Which is the smallest/biggest number?

Repeat using other combinations as well as ordering from the biggest to the smallest number.

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

Day 4

What you need

- Song: *Ten green bottles* (page 192)
- 10 pictures of large objects
- A cloth
- Number washing line and number cards 0–10

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put 10 pictures of objects on the wall and cover them with a cloth. Uncover the pictures.

Guiding questions:

- ★ How many pictures of objects are on the wall?

Ilanga 3

Okudingako

- Ingoma: *Amabhodlelo alitjumi ahlaza* (ikhasi 193)
- linkhafthini ezi-11
- lingojwana zokubala ezi-55
- Amakarada wamaqatjhazi weenomboro 1–10 (*IKhidi yeenSetjenziswa*)
- Ikarada lamaqatjhazi elinganalitho
- Amakarada wamatshwayo weenomboro 0–10

 ISIYELELISO

Ukubala ubuyela emuva yindlela ehle yabafundi yokufunda ngoziro.

1. **Ingoma:** Vumani ingoma, *Amabhodlelo alitjumi ahlaza*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala benza indulungu. Bayadlhegana ukuthatha ikarada epakaneni. Boke abafundi batjengisa imino eminengi njengamaqatjhazi aphezu kwekarada, babala ndawonye. Nangabe ikarada likhombisa u-0, abafundi bakhombisa ifeyisi ukujamiselela imino e-0.
4. **Amakarada wamaqatjhazi nokurhemisa iinomboro 0–10:** Khombisa abafundi amakarada wamaqatjhazi 1–10. Phakamisa ikarada lamaqatjhazi elinganalitho elijamiselela u-0.

Imibuzo ehlahlako:

- ★ Mangaki amaqatjhazi asekaradeni lamaqatjhazi leli?

Namathisela ikarada lamaqatjhazi ukusuka ku-0 ukuya ku-10 ngaphandle esikhafthinini ngasinye bese ubeka itshwayo lenomboro ekhambelanako ngaphakathi kwesikhafthinini ngasinye. Beka iinkhafthinini phezu komada ngendlela engakahleleki. Abafundi bayadlhegana ngokufaka iingojuana zokubala ngeenkafthinini ngokuya ngokwenani lamaqatjhazi.

Beka iinkhafthinini zika-7, 4, 9 no-0 phezu komada. Abafundi bayadlhegana ngokuhlela iimphathi ukusuka enomborweni encani khulu ukuya kekulu khulu.

- ★ Singazibeka njani iimphathezi ngerhemo ukusuka enomborweni encani khulu ukuya enomborweni ekulu khulu?

- ★ Ngiyiphi inomboro encani khulu/ekulu khulu?

Buyelela ngokusebenzisa ihlanganisela enye yeenomboro kunye nokurhemisa ukusuka enomborweni ekulu khulu ukuya kencani khulu.

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Ingoma: *Amabhodlelo alitjumi ahlaza* (ikhasi 193)
- Iinthombe ezi-10 zezinto ezikulu
- Itjhila
- Idrada yokweneka iinomboro namakarada weenomboromagama 0–10

1. **Ingoma:** Vumani ingoma, *Amabhodlelo alitjumi ahlaza*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka iinthombe zezinto ezi-10 ebodeni bese uzembesa ngetjhila. Vula iinthombe.

Imibuzo ehlahlako:

- ★ Zingaki iinthombe zezinto ezisebodeni?

Remove one/two/three of the pictures and repeat the process. Continue until there are no pictures.

★ How many pictures are on the wall now?

4. **Practising and ordering numbers 0–10:** Take the number cards off the number washing line except for 3 and 7. Give the nine cards you removed to the learners. Learners take turns to peg the numbers on the number washing line in the correct order.

Guiding questions:

- ★ Where should we place the number 1/5/10? How do you know?
- ★ Which number comes before/after ____?
- ★ Where should we place the number 0? Why?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Number symbol cards 0–10
- Poster 6

1. **Song:** Sing the song, *The ants go marching two by two*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand on one side of the class. One learner displays a number card. The other learners hop the number of times shown on the card and count aloud. If 0 is shown, learners stay where they are without hopping.
4. **Jumping track:** Use masking tape or chalk to create a number jumping track from 0–10 on the mat. Learners take turns to stand in the 'zero' block and jump as directed.

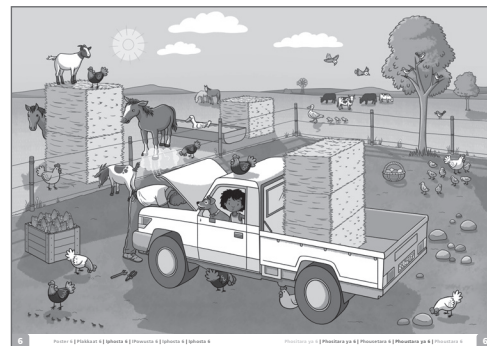
Guiding questions:

- ★ Can you jump to number 6/4/7, and so on? (Show learners number symbols.)
- ★ How many times should you jump to get to this number? (Show the 0 number symbol.)
- ★ Why didn't you jump?

5. **Practising 0–10:** Discuss Poster 6. Talk about what the learners can see.

Guiding questions:

- ★ How many wings does the chicken/duck/bird have?
- ★ How many wings does the horse have?
- ★ How many birds/apples do you see in/on the tree?



Instead of hopping learners can clap their hands.

Susa iinthombe sinye/zimbili/zintathu bese ubuyelela ikambiso. Ragela phambili bekufike lapha kungasananthombe khona.

★ Zingaki iinthombe ezisebodeni njenganje?

4. **Ukujayeza nokurhemisa iinomboro 0–10:** Susa amakarada wenomboro edradeni yokweneka iinomboro ngaphandle kuka-3 no-7. Nikela abafundi amakarada alithoba owasusileko. Abafundi bayadlhegana ukubambisa iinomboro ngamaphegi edradeni yokweneka iinomboro ngendlela efaneleko.

Imibuzo ehlahlako:

- ★ Kukuphi lapha kufanele sibeke khona inomboro 1/5/10? Wazi ngani?
- ★ Ngiyiphi inomboro eza ngaphambili/ngemva _____?
- ★ Kufanele siyibeke kuphi inomboro 0? Kubayini?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Ingoma: *Ubutjhontjhweni bukhamba ngabubili* (ikhasi 189)
- Itheyiphu yokusitha/itjhogo
- Amakarada wamatshwayo weenomboro 0–10
- IPhosta 6

1. **Ingoma:** Vumani ingoma, *Ubutjhontjhweni bukhamba ngabubili*, kube nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bajama ngehangothini elilodwa letlasi. Umfundi oyedwa ukhangisa ikarada lenomborogama. Abanye abafundi bapharuma ngokwenani elikhonjiswe ekaradeni bese babalela phezulu. Nangabe kukhonjiswe u-0, abafundi bahlala lapha bakhona bangapharumi.
4. **Umzila wokweqa:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha umzila wokweqa weenomboro ukusuka ku-0–10 phezu komada. Abafundi bayadlhegana ngokujama ngebhlogweni 'likaziro' bese beqa ngendlela ebalayelwe ngayo.

Imibuzo ehlahlako:

- ★ Ungeqela enomborweni 6/4/7, njalonjalo? (Khombisa abafundi itshwayo lenomboro.)
- ★ Ungeqa kangaki ukufika enomborweni le? (Khombisa itshwayo lenomboro 0.)
- ★ Kubayini ungameqi?

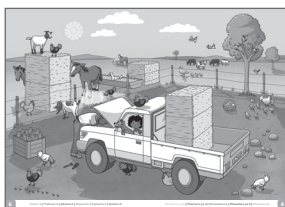
5. **Ukujayeza 0–10:** Khulumani ngePhosta 6. Khulumani ngalokho abafundi abakubonako.

Imibuzo ehlahlako:

- ★ Ikukhu/idada/inyoni ineempiko ezingaki?
- ★ Ipera ineempiko ezingaki?
- ★ Zingaki iinyoni/amahabhula owabona emthini?

ISIYELELISO

Esikhundleni sokupharuma abafundi bangawahla izandla.



- ★ Can you find an animal that has spots/no spots?
- ★ How many animals can you see that have tails?
- ★ How many tails does Malusi have?

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

Integration

Home Language: Listen and respond to simple instructions, vocabulary building.

Life Skills: Problem solving and sharing reasons for solutions, manipulation of objects that are different colours, sizes and shapes.

Small group activities

Teacher-guided activity

What you need

- Symbol card and word card for 0 – one pair per learner
- Egg cartons (12-cup) with counters in some of the cups – 1 per learner
- Number track 0–10
- 55 Unifix blocks
- 50–60 coloured counters
- Playdough and mat per learner
- A tub with 10 animal counters – 1 per learner



TIP

Learners can use counters or their fingers to represent the bees. This helps them to prepare to work with problems at an abstract level.

1. **Word problems:** Learners place their tubs in front of them and count out 10 counters.

Guiding questions:

- ★ There are three bees on a blue flower and six bees on a red flower. How many bees are there altogether?
- ★ Two of the bees on the blue flower went back to the hive. How many bees are on the blue flower now?
- ★ Three bees from the red flower flew back to the hive. How many bees are on the red flower now?

2. **Counting objects:** Learners watch as you place five counters in one hand and four counters in the other hand. Show them your closed hands and say, 'I have five counters in this hand and four counters in my other hand.'

Guiding questions:

- ★ How many counters do you think I have altogether?
- ★ (Open one hand. Learners count the counters in that hand.) How many counters are there?
- ★ (Open the other hand. Learners count the counters in that hand.) How many counters are there?
- ★ How many counters are there altogether?

Repeat using other combinations up to 10, including one empty hand.

- ✦ Ungasithola isilwana esinamabala/esinganamabala?
- ✦ Zingaki iinlwana ozibonako ezinemisila?
- ✦ UMalusi unemisila emingaki?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: Ukulalela bese uphendula imilayelo elula, ukwakha ilwazimagama.

AmaKghono wePilo: Ukurarulula umraro nokwabelana ngeenzathu zeenrarululo, ukulawula izinto ezihlukileko ngemibala, ubukhulu namabumbeko.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Ikarada letshwayo nekarada lenomborogama lika-0 – linye umfundi ngamunye
- Amabhoksi wamaqanda (anamakopi a-12) abeneembalisi ngaphakathi kwamanye wamakopi – 1 umfundi ngamunye
- Umzila weenomboro 0–10
- Amabhlogo we-*Unifix* ama-55
- Iimbalisi zombala ezima-50–60
- Ihlama yokudlalisa nomada umfundi ngamunye
- Isikhafthini esineembalisi zeenlwana ezili-10 – 1 umfundi ngamunye

ISIYELELISO

Abafundi bangasebenzisa iimbalisi nofana iminwabo ukujamiselela iinyosi. Lokhu kuyabasiza ekuzilungiseleleni ukusebenza ngemiraro ezingeni elingaphethekiko.

1. **Imiraro yamagama:** Abafundi babeka iinkhafthini zabo ngaphambi kwabo bese babala iimbalisi ezili-10.

Imibuzo ehlahlako:

- ✦ Kuneenyosi ezintathu phezu kwethuthumbo elihlaza samkayi bese kuba neenyosi ezisithandathu phezu kwethuthumbo elibovu. Kuneenyosi ezingaki nazihlangene zoke?
- ✦ Ezimbili zeenyosi eziphezu kwethuthumbo elihlaza samkayi zibuyeke emuva esihlakeni. Zingaki iinyosi eziphezu kwethuthumbo elihlaza samkayi kwanjesi?
- ✦ Iinyosi ezintathu zethuthumbeni elibovu ziphaphile zabuyela emuva esihlakeni. Zingaki iinyosi eziphezu kwethuthumbo elibovu kwanjesi?

2. **Ukubala izinto:** Abafundi bayabukela lokha nawubeka iimbalisi ezihlanu esandleni esinye neembalisi ezine kesinye isandla. Bakhombise izandla zakho ezivalekileko bese uthi, 'Ngineembalisi ezihlanu ngakilesi isandla godu ngineembalisi ezine ngakesinye isandla sami.'

Imibuzo ehlahlako:

- ✦ Zingaki iimbalisi ocabanga bonyana nginazo nazihlangene zoke?
- ✦ (Vula isandla sinye. Abafundi babala iimbalisi ezisesandleni lesi.) Zingaki iimbalisi ezikhona?
- ✦ (Vula esinye isandla. Abafundi babala iimbalisi ezisesandleni lesi.) Zingaki iimbalisi ezikhona?
- ✦ Zingaki iimbalisi nazihlangene zoke?

Buyelela ngokusebenzisa ezinye iinhlanganisela ukufika e-10, ukufaka hlangana isandla esisodwa esinganalitho.

3. **Matching an empty set with 0 symbol and word cards:**

Put 1–10 counters in some of the egg carton cups, leaving a few cups empty. Learners place the 0 number symbol and number word next to the cups that are empty.



Guiding questions:

- ★ Which cup do you think has the most/least counters? Why do you think that?
- ★ Which cups are empty? How many counters are in those cups?
- ★ How many empty cups are there altogether?

4. **Addition and subtraction:** Learners place their counters on the mat and turn their tubs upside down. They place five counters under their tub.

Guiding questions:

- ★ How many counters are under your tub?

Learners take two counters from under their tubs and place them on top of their tubs.

- ★ Now how many counters are under your tub? How many are on top? How many are there altogether?

Repeat using different combinations to 10.

Learners place all their counters on top of their tubs.

- ★ How many counters are under your tub? (None)

5. **Number track towers:** Place the number track and Unifix blocks on the mat. Learners take turns to say the number on each square of the track and to place a tower built from the correct number of Unifix blocks on the square.



Guiding questions:

- ★ How many Unifix blocks did you use for the tower on that number square?
- ★ Which group has more/fewer blocks?
- ★ How many blocks are on the zero?

6. **Practising number 0 using playdough:** Learners make the number symbol 0 out of playdough. Support learners who are ready to write 0.



TIP

Include examples of adding to and subtracting zero, for example: 'Place zero counters on top of your tub.'



Check that learners are able to:

- count groups of objects 1–10
- orally solve problems with numbers 0–10
- break down and build up numbers 0–10
- compare numbers in the range of 0–10
- recognise, match and name number symbols and number words for zero

3. **Ukukhambelanisa isede enganalitho netshwayo lenomboro 0 nenomborogama:**

Beka iimbalisi 1–10 ngakamanye amakopi webhoksi lamaqanda, ulise amakopi ambalwa anganalitho. Abafundi babeka itshwayo lenomboro 0 nenomborogama eduze namakopi anganalitho.

Imibuzo ehlahlako:

- ★ Ngiliphi ikopi ocabanga bonyana lineembalisi ezinengi ngaphezulu/ezincani khulu? Kubayini ucabanga lokho?
- ★ Ngiwaphi amakopi anganalitho? Zingaki iimbalisi ezingemakopini lawo?
- ★ Mangaki amakopi anganalitho nasele ahlangele woke?



ISIYELELISO

Faka hlangana iimbonelo zokungezelela nokukhupha ku-ziro, isibonelo, 'Beka iimbalisi zikaziro phezu kwesikhafthini sakho.'

4. **Ukungezelela nokukhupha:** Abafundi babeka iimbalisi zabo phezu komada bese baqalisa iinkhafthini zabo phasi. Babeka iimbalisi ezihlanu ngaphasi kwesikhafthini.

Imibuzo ehlahlako:

- ★ Zingaki iimbalisi ezingaphasi kwesikhafthini sakho? Abafundi bathatha iimbalisi ezimbili ngaphasi kweenkhafthini zabo bazibeka ngaphezu kweenkhafthini zabo.
- ★ Kwanjesi zingaki iimbalisi ezingaphasi kwesikhafthini sakho? Zingaki ezingaphezulu? Zingaki nazihlangene zoke?

Buyelela ngokusebenzisa ihlanganisela ehlukeleko ukufika ku-10. Abafundi babeka iimbalisi zabo zoke ngaphezu kweenkhafthini.

- ★ Zingaki iimbalisi ezingaphasi kwesikhafthini? (Akunalitho)

5. **Imibhotjhongo yomzila weenomboro:** Beka umzila wenomboro namabhlogo we-*Unifix* phezu komada. Abafundi bayadlhedana ngokutjho inomoro ephezu kwesikwere somzila ngasinye bese babeka umbhotjhongo owakhiwe ngenani lamabhlogo we-*Unifix* afaneleko phezu kwesikwere.

Imibuzo ehlahlako:

- ★ Mangaki amabhlogo we-*Unifix* owasebenzisileko wombhotjhongo phezu kwenomboro yesikwere leya?
- ★ Ngisiphi isiqhema esinamabhlogo amanengi ngaphezulu/ambadlwana?
- ★ Mangaki amabhlogo aphezu kwakaziro?

6. **Ukujayeza inomoro 0 ngokusebenzisa ihlama yokudlalisa:**

Abafundi benza itshwayo lenomboro 0 ngehlama yokudlalisa. Sekela abafundi esele balungele ukutlola u-0.



Tjheja bonyana abafundi bayakwazi uku:

- bala iinqhema zezinto 1–10
- rarulula imiraro eneenomboro 0–10 ngomlomo
- hlukanisa nokwakha inomoro 0–10
- madanisa inomoro ngerhemo lika-0–10
- khumbula, khambelanisa nokutjho itshwayo lenomboro nenomborogama kaziro

Workstation 1



What you need

- Playdough
- Playdough template: Number 0 (page 214) – 1 per learner

Learners use playdough to complete the template. They create baskets, boxes, nests, and so on, with nothing inside.

Workstation 2



What you need

- 1 ice tray
- 200 coloured counters (*Resource Kit*)
- Dice with the 6-dot side covered with a sticker and replaced with '0'

The first learner rolls the dice and places that number of counters in one of the ice-tray compartments. The next learner does the same, placing that number of counters in the next compartment. Repeat.

Workstation 3

What you need

- A tub with 10 fruit counters – 1 per learner
- Dice

Learners place their counters in a row. They take turns to roll the dice and subtract from their row the same number of counters as shown on the dice and place them in their tubs. The first learner to place all their counters in their tub wins.

Workstation 4

What you need

- 6 tennis balls
- Ramp (for example, a wide plank)
- 4 tubs covered in different coloured paper

Place the ramp at a raised angle of about 20 cm from the floor. Place the tubs on the floor at the high end of the ramp. Learners take turns to roll their balls up the ramp and try to land their balls in the tubs. They count the total number of balls that landed in the tubs.



Isitetjhi sokusebenzela 1



Okudingako

- Ihlama yokudlalisa
- Umfuziselo wehlama yokudlalisa: Inomboro 0 (ikhasi 215) – 1 umfundi ngamunye

Abafundi basebenzisa ihlama yokudlala ukuqedelela umfuziselo. Bakha abomantji, amabhoksi, iinrurhu, njalonjalo, ezinganalitho ngaphakathi.

Isitetjhi sokusebenzela 2



Okudingako

- Ithreyi yi-1 yerhwaba
- Iimbalisi zombala ezi-200 (*IKhidi yeenSetjenziwa*)
- Idayisi elinehlangothi lamaqatjhazi asi-6 elivalwe ngestikha lajanyiselelwa ngo '0'

Umfundi wokuthoma urola idayisi bese ubeka inani leenomboro keliye lamakamero wethreyi werhwaba. Umfundi olandelako wenza njalo naye, ubeka inani leembali lolo ekamerweni elilandelako. Buyelela.

Isitetjhi sokusebenzela 3

Okudingako

- Isikhafthini esineembali ezi-10 zeentelo – 1 umfundi ngamunye
- Idayisi

Abafundi babeka iimbalisi zabo ngerhemo. Bayadlhegana ukurola idayisi bese bakhupha inani elifanako leembali erhemeni labo njengombana kukhonjisiwe edayisini bese bazibeka ngeenkafthini zabo. Umfundi wokuthoma ozakufaka iimbalisi zakhe zoke ngesikhafthini sakhe uyathumba.

Isitetjhi sokusebenzela 4

Okudingako

- Iimbholo ezi-6 zetenesi
- Irempu (isibonelo, iplanka elibanzi)
- Iinkafthini ezi-4 ezivalwe ngamaphepha wombala ohlukileko

Beka irempe ku-engele ephakeme nge-20 cm ukusuka phasi. Beka iinkafthini phasi esiphethweni serempe esiphakamileko. Abafundi bayadlhegana ngokurola iimbholo zabo phezu kwerempe bese bazama ukwehlisela iimbholo zabo ngeenkafthini. Babala inani elipheleleko leembholo ezehele ngeenkafthini.



Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: make, copy and extend patterns

New knowledge

- Create, copy and extend an auditory pattern
- Draw patterns from objects

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Create, copy and extend patterns using concrete objects

New maths vocabulary

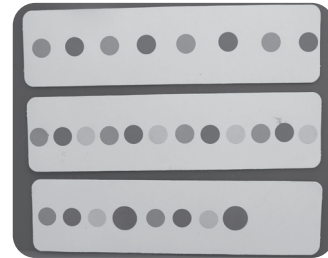
sequence

make the pattern

Getting ready

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

- 3 large colour pattern cards:
 - green and red
 - green, red and yellow
 - green, red, yellow and blue
- 30 rhythm instruments that can be sorted into 4 groups (one group should have 10 instruments)
- basket/clear container with 10 objects, some with repeating patterns and some with patterns that do not repeat, for example, wrapping paper, stickers, fabric offcuts, tiles, necklaces, bracelets, pinecones, flowers, socks, shells, and so on
- paper cut into the shape of a T-shirt – 1 per learner
- 8 number pattern cards, for example, 2 1 2 1; 4 3 4 3



3 4 3 4	2 3 2 3
5 4 5 4	4 5 4 5
1 3 1 3	4 3 4 3
3 2 3 2	2 1 2 1

- geometric paper shapes: circle, square, rectangle, triangle – 6 of each per learner
- 8 pattern cards (see Workstation 2).

UmNqopho wesiGaba sokuMumethweko: AmaPhetheni, amaFanktjhini ne-Aljibhra

linhloko

- Amaphetheni wejiyomethri: ukwenza, ukukopa nokunabisa amaphetheni

Ilwazi elitjha

- Ukwakha, ukukopa nokunabisa iphetheni yokulalelwako
- Ukudweba amaphetheni wezinto

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Ukwakha, ukukopa nokunabisa amaphetheni ngokusebenzisa izinto eziphathekako

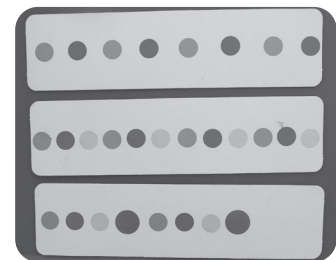
Ilwazimagama leembalo elitjha

landelanisa enza iphetheni

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amakarada ama-3 amakhulu wephetheni yombala:
 - hlaza satjani nabovu
 - hlaza satjani, bovu nasarulani
 - hlaza satjani, bovu, sarulani nahlaza samkayi
- iinlilisi zegido ezi-30 ezingahleleka ngokweenqhema ezine (isiqhema ngasinye kufanele sibe neenlilisi ezi-10)
- ithunga/isiphathi esikhanyelako esinezinto ezi-10, ezinye zibe namaphetheni abuyelelako bese ezinye zibe namaphetheni angabuyeleleko, isibonelo, iphepha lokuphuthela, iintikha, amatjhila asikiweko, amathayela, iingejiso zentanyeni, iimbhengela, amakhowuni wephayini, amathuthumbo, amakowusu, amaqephe, njalonjalo
- iphepha elisikwe njengebumbeko leskipha – 1 umfundi ngamunye
- amakarada wephetheni yenomboro 8 isibonelo, 2 1 2 1; 4 3 4 3
- iphepha lamabumbeko wejiyomethri: indulungu, isikwere, uncamane, uncantathu – asi-6 umfundi ngamunye
- amakarada abu-8 wamaphetheni (qala Isitetjhi sokusebenzela 2).



3 4 3 4	2 3 2 3
5 4 5 4	4 5 4 5
1 3 1 3	4 3 4 3
3 2 3 2	2 1 2 1

Whole class activities

Day 1

What you need

- Rhyme: *It's pattern time* (Activity Guide: Term 3, page 190)
- Small table/box
- 3 pattern cards:
 - Green and red
 - Green, red and yellow
 - Green, red, yellow and blue
- 1 red, green, blue and yellow counting stick per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 green, 5 red, 2 blue and 10 yellow counting sticks in separate piles on a small table or box so that all the learners can see them.

Guiding questions:

- ★ How many green/red/blue/yellow sticks do you think there are?
- ★ Which colours are there 0 sticks of?

Choose a learner to count and hold each pile as the class counts together.

- ★ How many sticks are left on the table/box?

4. **Extending patterns:**

Learners sit in a circle.

Place 30 green and 30 red sticks in the middle of the mat.

Each learner takes one green stick and one red stick. Show a pattern card with the two colours.

One learner starts by placing the correct colour stick on the mat. Learners take turns to continue the pattern until everyone has had a turn – the pattern will continue around the circle of learners.



Learners take turns to continue the pattern until everyone has had a turn – the pattern will continue around the circle of learners.

Guiding questions:

- ★ Who can tell me what the pattern is?
- ★ What colour stick will come next in this pattern?
- ★ What colour should we add next to extend the pattern?

Give each learner a yellow stick. Show a pattern card with three colours and repeat the activity.

- ★ Can you make a pattern with three colours?

Give each learner a blue stick and repeat with four colours.

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



If learners have mastered these pattern skills, extend the activity using two attributes, such as colour and shape or size.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Sikhathi sephetheni (UmHlahlandlela wemiSebenzi: Ithemu 3, ikhasi 191)*
 - Ahlaza satjani, bovu nokusarulani
 - Ahlaza satjani, bovu, sarulani nokuhlaza samkayi
- Itafula/ibhoksi elincani
- Amakarada amathathu wephetheni:
 - Ahlaza satjani nokubovu
 - Isigojwana si-1 sokubala esibovu, esihlaza satjani, esihlaza samkayi nesisarulani umfundi ngamunye

1. **Umlolozelo:** Yitjho umlolozele, *Sikhathi sephetheni*, kube nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka iingojanya ezihlaza satjani ezi-10, ezibovu ezi-5, ezihlaza samkayi ezi-2 nezisarulani ezi-10 ngamawobhu ahlukileko phezu kwetafula encani nofana ebhoksini kobana boke abafundi bakwazi ukuzibona.

Imibuzo ehlahlako:

- ★ Zingaki iingojanya ezihlaza satjani/ezibovu/ezihlaza samkayi/ezisarulani ocabanga bonyana zikhona?
- ★ Ngimiphi imibala ena-0 yeengojanya?

Khetha umfundi abale bese uphakamisa iwobhu ngalinye lokha abafundi nababala ndawonye.

- ★ Zingaki iingojanya eziseleko phezu kwetafula/kwebhoksi?

4. **Ukunabisa amaphetheni:** Abafundi bahlala benza indulungu. Beka iingojanya ezihlaza satjani ezima-30 nezibovu ezima-30 phakathi komada. Umfundi ngamunye uthatha isigojwana sinye esihlaza satjani nasinye esibovu. Khombisa ikarada lephetheni elinemibala emibili. Umfundi oyedwa uthoma ngokubeka



isigojwana sombala ofaneleko phezu komada. Abafundi bayadlhegana ngokuragela iphetheni phambili bekufike lapha woke umfundi athole idlhego – iphetheni izakuraga mazombe endulungwini yabafundi.

Imibuzo ehlahlako:

- ★ Ngubani ongangitjela bonyana yiphetheni bani le?
- ★ Ngiwuphi umbala wesigojwana ozakulandela kilephetheni?
- ★ Ngiwuphi umbala okufanele siwufake ngokulandelako ukunabisa iphetheni?

Nikela umfundi ngamunye isigojwana esisarulani. Khombisa ikarada lephetheni elinemibala emithathu bese ubuyelela umsebenzi.

- ★ Ungakwazi ukwenza iphetheni ngemibala emithathu?

Nikela umfundi ngamunye isigojwana esihlaza samkayi bese ubuyelela ngemibala emine.

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

ISIYELELISO

Nangabe abafundi sebanamakghono wamaphetheni la, nabisa umsebenzi ngokusebenzisa ama-athribhuthi amabili, anjengombala nebumbeko nofana ubukhulu.

Day 2

What you need

- Song: *Clap, snap and stamp* (page 194)

1. **Song:** Sing the song, *Clap, snap and stamp* with the following pattern: clap, snap fingers, stamp foot; clap, snap fingers, stamp foot, and so on.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

When counting beyond 20, help learners understand that the numbers follow the same pattern as before. Remember that some learners may need more practice than others.

3. **Counting objects 1–10:** Learners stand in a line. They stamp their feet as they count from 1–10 and put their arms up in the air when they get to 10. They change directions and repeat the activity with another body movement, for example, clapping hands.
4. **Copying and extending sound patterns:** Learners stand in a circle. Create a pattern from the song, *Clap, snap and stamp*: Clap, clap, snap fingers, snap fingers, stamp foot, stamp foot (AABBCC). Learners each have a turn to repeat the pattern until everyone has had a turn.

Guiding questions:

- ★ What should come first/next in this pattern?

Repeat with an ABC movement, for example, jump, step to the right and turn around; jump, step to the right and turn around.

- ★ Can you copy these movements with your body?
- ★ Can you see a pattern? What is the pattern?
- ★ What is the pattern sequence?
- ★ How can you extend this pattern?

Repeat with an ABAB pattern with actions, for example, hop, stand with legs astride; hop, stand with legs astride.

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

Day 3

What you need

- Song: *Clap, snap and stamp* (page 194)
- Chalk/koki pens
- A3 paper
- Number symbol and number word cards 0–10
- An A4 sheet of paper

1. **Song:** Sing the song, *Clap, snap and stamp* with an ABBABB pattern (clap, snap fingers, snap fingers; clap, snap fingers, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners clap their hands, snap their fingers or stamp their feet the number of times displayed on a number symbol card. If a '0' is shown, learners don't do any actions.

Ilanga 2

Okudingako

- Ingoma: *Wahla, qhwarhaza ugide* (ikhasi 195)

 ISIYELELISO

Lokha nawubala ngaphezu kwama-20, siza abafundi ukuzwisisa bonyana iinomboro zilandela iphetheni efanako njengangaphambili. Khumbula bonyana abanye abafundi bangadinga ukujayezwa okungaphezulu kunabanye.

1. **Ingoma:** Vumani ingoma, *Wahla, qhwarhaza ugide* ngephetheni elandelako: wahla, qhwarhaza, gida; wahla, qhwarhaza, gida, njalonjalo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bajama umjeje. Babetha phasi ngeenyawo lokha nababala ukusuka ku-1–10 bese baphakamisela imikhonwabo phezulu emmoyeni lokha nabafika ku-10. Batjhugulula iinkombatjhuba bese babuyelela umsebenzi ngomunye umsikinyeko womzimba, isibonelo, ukuwahla izandla.
4. **Ukukopa nokunabisa amaphetheni wetjhada:** Abafundi bahlala benza indulungu. Yenza iphetheni oyisusela engomeni, *Wahla, qhwarhaza ugide*: Wahla, wahla, qhwarhaza, qhwarhaza, gida, gida (AABBCC). Umfundi ngamunye unedlhego lokubuyelela iphetheni boke bebathole idlhego.

Imibuzo ehlahlako:

- ✦ Khuyini okufanele kuze kokuthoma/kulandele kilephetheni? Buyelela umsikinyeko one-ABC, isibonelo, yeqa, gadangela ngesidleni bese ujika mazombe; yeqa, gadangela ngesidleni bese ujika mazombe.
- ✦ Ungawukopa umsikinyeko lo ngomzimbakho?
- ✦ Uyayibona iphetheni? Khuyini iphetheni?
- ✦ Khuyini ukulandelana kwephetheni?
- ✦ Ungayinabisa njani iphetheni le?

Buyelela iphetheni eno-ABAB, kube nezenzo, isibonelo, pharuma, jama utlakalaje; pharuma, jama utlakalaje.

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Ingoma: *Wahla, qhwarhaza ugide* (ikhasi 195)
- Itjhogo/amakhokhi
- Iphepha le-A3
- Amakarada wamatshwayo weenomboro
- neenomboromagama 0–10
- Itjhidi lephepha le-A4

1. **Ingoma:** Vumani ingoma, *Wahla, qhwarhaza ugide* kube nephetheni ka-ABBABB (wahla, qhwarhazisa imino, qhwarhazisa imino; wahla, qhwarhazisa imino, qhwarhazisa imino).
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bawahla izandla zabo, baqhwarhaza iminwabo nofana babethe phasi ngeenyawo kambalwa njengombana kukhangisiwe ekaradeni letshwayo lenomboro. Nangabe u'0' ukhonjisiwe, abafundi abenzi izenzo.



TIP

Help learners to explain the rule for the patterns they are copying or creating. This helps to develop their thinking skills.

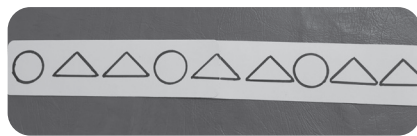
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

In pairs, learners create their own sound patterns. One learner makes up a sound pattern and the partner explains what the pattern is and repeats it. Then they reverse roles.

Guiding questions:

- ★ What can you tell me about the pattern?
- ★ Can you make a pattern like this?

5. **Geometric patterns:** Draw a shape pattern on the board or a strip of paper, for example, circle, triangle, triangle; circle, triangle, triangle. Make at least three repetitions of the pattern.



Guiding questions:

- ★ What can you tell me about this pattern?
- ★ What shape comes before/after the first circle/second triangle?
- ★ What is the third shape in the pattern?
- ★ What shape is first/last?

Cover the last three shapes with a sheet of paper.

- ★ What shape comes next in the sequence?
- ★ Can anyone draw what comes next in the pattern?

A few learners draw the three hidden shapes on the paper according to the sequence.

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

Day 4

What you need

- Song: *Clap, snap and stamp* (page 194)
- 30 rhythm instruments to create 4 groups of instruments (one group must have 10 instruments)
- Pattern cards with colour dots from Day 1

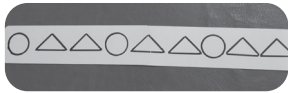
1. **Song:** Sing the song, *Clap, snap and stamp* with an AABAAB pattern (clap, clap, snap fingers; clap, clap, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners count together as four learners sort the musical instruments into piles according to the type of instrument.

Guiding questions:

- ★ How many tambourines/drums/cymbals/triangles/shakers are there?
- ★ Are there more/fewer drums or shakers? How many more/fewer?
- ★ Which group has 10 instruments?

ISIYELELISO

Siza abafundi ukuhlathulula umthetjhwana wamaphetheni abawakopako nofana abawakhako. Lokhu kusiza ekuthuthukiseni ikghono labo lokucabanga.



4. **Ukufanisa umthetjhwana wephetheni:** Umfundi oyedwa wakha iphetheni yakhe yetjhada, isibonelo, wahla, wahla, qhwarhaza, qhwarhaza, wahla, wahla, qhwarhaza, qhwarhaza. Abanye abafundi bayatjho bonyana iphetheni iyini bese bayayibuyelela.

Abafundi bakha amaphethenabo wetjhada, ngababili. Umfundi oyedwa wenza iphetheni yetjhada bese umlingani uyahlathulula bonyana iphetheni iyini bese uyayibuyelela. Bese batjintja iindima abazidlalako.

Imibuzo ehlahlako:

- ✦ Khuyini ongangitjela khona okumayelana nephetheni le?
- ✦ Ungayenza iphetheni efana nale?

5. **Amaphetheni wejyomethri:** Dweba iphetheni yebumbeko phezu kwebhodi nofana umtletle wephepha, isibonelo, indulungu, uncantathu, uncantathu; indulungu, uncantathu, uncantathu. Yenza okungaseni amabuyelelo amathathu wephetheni.

Imibuzo ehlahlako:

- ✦ Khuyini ongangitjela khona okumayelana nephetheni le?
- ✦ Ngiliphi ibumbeko eliza ngaphambili/ngemva kwendulungu yokuthoma/uncantathu wesibili?
- ✦ Ngiliphi ibumbeko lesithathu ephethenini?
- ✦ Ngiliphi ibumbeko lokuthoma/lokugcina?

Vala amabumbeko amathathu wokugcina ngetjhidi lephepha.

- ✦ Ngiliphi ibumbeko elilandelako elandelwaneni?
- ✦ Ukhona ongadweba lokho okulandelako ephethenini?

Abafundi abambalwa badweba amabumbeko amathathu afihliweko phezu kwephepha ngokuya ngokwelandelwano.

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

Ilanga 4

Okudingako

- Ingoma: *Wahla, qhwarhaza ugide* (ikhasi 195)
- Amakarada wephetheni anamaqatjhazi wombala wangelanga 1
- Iinlilisi zegido ezima-30 ukwakha iinqhema ezi-4 zeenlilisi (isiqhema sinye kufanele sibe neenlilisi ezi-10)

1. **Ingoma:** Vumani ingoma, *Wahla, qhwarhaza ugide* nephetheni ka-AABAAB (wahla, wahla, qhwarhaza, qhwarhaza, wahla, wahla, qhwarhaza, qhwarhaza).
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi babala ndawonye lokha abafundi abane nabahlela iinlilisi zomvumo ngeenqhema ngokuya ngokwemihlobo yeenlilisi.

Imibuzo ehlahlako:

- ✦ Mangaki amathamborini/iingubhe/amasimbali/aboncantathu/iinkhuhluzi ezikhona?
- ✦ Ingabe kuneengubhe nofana iinkhuhluzi ezinengi ngaphezulu/ezimbadlwana? Zingaki ezinengi ngaphezulu/ezimbadlwana?
- ✦ Ngisiphi isiqhema esineenlilisi ezili-10?



TIP

Learners can explore a variety of patterns with their instruments, for example, AB, AAB, ABB, ABC.

4. **Musical patterns:** Play a musical pattern on a musical instrument, for example, soft, soft, loud, loud; soft, soft, loud, loud.

Guiding questions:

- ★ What can you tell me about the pattern?
- ★ Can you use your hands and feet to create the same pattern?

Change the pattern, for example, soft, loud, loud; soft, loud, loud, and repeat.

- ★ How has the pattern changed?

Pass out rhythm instruments to four groups. Groups take turns to repeat the two musical patterns.

- ★ Can you repeat/extend the pattern?

Show learners a colour dot pattern card and discuss the pattern. Groups take turns to copy and extend the pattern using their musical instruments. Groups use the pattern to create their own sound patterns, for example, loud for red, soft for yellow; fast for red, slow for yellow.

- ★ Tell me about the pattern.
- ★ Can you make the same pattern?
- ★ How does it sound?



Other groups repeat each group's sound pattern with their instruments. Groups take turns to create and demonstrate their own sound patterns with their instruments. Other groups join in.

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

Day 5

What you need

- Song: *Clap, snap and stamp* (page 194)
- A basket/clear container with 10 objects with repeating and non-repeating patterns
- Poster 4

1. **Song:** Sing the song, *Clap, snap and stamp*. Learners suggest their own pattern sequences.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Display the basket of collected objects.

Guiding questions:

- ★ How many objects do you think are in my basket?
- ★ Have I got enough to give everyone in the class one object?
- ★ How can we find out?

Count the objects as you hand each object to a different learner.

- ★ Were there enough objects?
- ★ Are there more objects or more learners?

ISIYELELISO

Abafundi bahlola amaphetheni amihlobo ngeenlilisi zabo, isibonelo, AB, AAB, ABB, ABC.



4. **Amaphetheni womvumo:** Dlala amaphetheni womvumo esililisini somvumo, isibonelo, thambileko, thambileko, phezulu, phezulu; thambileko, thambileko, phezulu, phezulu.

Imibuzo ehlahlako:

- ★ Ungangitjelani okumayelana nephetheni?
- ★ Ungazisebenzisa izandla neenyawo zakho ukwakha iphetheni efanako?

Tjhugulula iphetheni, isibonelo, thambileko, phezulu, phezulu; thambileko, phezulu, phezulu, bese uyabuyelela.

- ★ Itjhuguluke njani iphetheni?

Dlulisela iinlilisi zegido eenqhemeni ezine. Iinqhema ziyadlhegana ngokubuyelela amaphetheni amabili womvumo.

- ★ Ungayibuyelela/ungayinabisa iphetheni?

Khombisa abafundi ikarada lamaqatjhazi lombala lephetheni bese nikhuluma ngephetheni. Iinqhema ziyadlhegana ngokukopa nokunabisa iphetheni ngokusebenzisa iinlilisi zomvumo. Iinqhema zisebenzisa iphetheni ukwakha amaphetheni wabo wetjhada, isibonelo, phezulu kokubovu, thambileko kokusarulani; masinyana kokubovu, buthaka kokusarulani.

- ★ Ngicocela ngephetheni.
- ★ Ungayenza iphetheni efana nale?
- ★ Izwakala njani?

Ezinye iinqhema zibuyelela amaphetheni wetjhada lesiqhema ngasinye ngeenlilisi zabo. Iinqhema ziyadlhegana ngokwakha nokulingisela amaphetheni wabo wetjhada ngeenlilisi zabo. Ezinye iinqhema ziyajoyina.

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Ingoma: *Wahla, qhwarhaza ugide* (ikhasi 195)
- Umantji/isiphathi esikhanyelako esinezinto ezili-10
- ezinamaphetheni abuyelelako nangabuyeleliki
- IPhosta 4

1. **Ingoma:** Vumani ingoma, *Wahla, qhwarhaza ugide*. Abafundi baphakamisa ilandelano lamaphetheni wabo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Khangisa umantji wezinto ezibuthelelweko.

Imibuzo ehlahlako:

- ★ Zingaki izinto ocabanga bonyana zingemantjinami?
- ★ Ingabe nginezinto ezaneleko kobana nginganikela woke umuntu into eyodwa?
- ★ Singathola njani?

Bala izinto lokha nawunikela into ngayinye emfundini ohlukileko.

- ★ Ingabe bekunezinto ezaneleko?
- ★ Ingabe kunezinto ezinengi ngaphezulu nofana kunabafundi abanengi ngaphezulu?

4. **Identifying patterns:** Set out the collected objects on the mat. Discuss what each object looks like and what patterns learners can see.

Guiding questions:

- ★ Can you see an object with a pattern? Why do you think it is a pattern?
- ★ What part of the pattern repeats?
- ★ What comes next in the pattern?
- ★ How many times does the pattern repeat?
- ★ Can you see anything that does not have a pattern?

5. **Discussing patterns:**

Discuss Poster 4.

Guiding questions:

- ★ What patterns do you see in the picture?
- ★ Why do you think it is a pattern/not a pattern?
- ★ Where else can we find patterns like these?
- ★ Can you think of patterns on animals/in nature? Can you describe one?



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

Integration

Home Language: Sequencing daily events and parts of a story.

Life Skills: Identifying and describing patterns in their environment, development of drawing skills (fine motor development), problem-solving and social skills, developing sense of rhythm (music).

Small group activities

Teacher-guided activity

What you need

- 10 red counting sticks
- A tub of sticks per learner:
4 red, 4 blue, 4 green, 4 yellow,
4 orange
- Attribute blocks (*Resource Kit*)
- Sheet of paper per learner
- Crayons

1. **Counting objects 1–10:** Put the pile of 10 red sticks on the mat.

Guiding questions:

- ★ How many learners are in our group?
Count together.
- ★ If I want to give everyone one stick, how many sticks do I need?
- ★ Are there enough red sticks for everyone to get a stick?
- ★ Are there enough for everyone to get two sticks?

4. **Ukufanisa amaphetheni:** Bekani izinto ezibuthelelweko phezulu komada. Khulumani ngokobana into ngayinye iqaleka njani nokobana ngiwaphi amaphetheni abafundi abawabonako.

Imibuzo ehlahlako:

- ✦ Uyayibona into enepetheni? Kubayini ucabanga bonyana yiphetheni?
- ✦ Ngiyiphi ingcenywe yephetheni ebuyelelako?
- ✦ Khuyini okulandelako ephethenini?
- ✦ Iphetheni ibuyelela kangaki?
- ✦ Kukhona into oyibonako enganaphetheni?



5. **Ukukhuluma ngamaphetheni:** Khulumani ngePhosta 4.

Imibuzo ehlahlako:

- ✦ Ngiwaphi amaphetheni owabonako esithombeni?
 - ✦ Kubayini ucabanga bonyana yiphetheni/akusiyo iphetheni?
 - ✦ Kukuphi lapho khunye lapha singathola khona amaphetheni afana nalawa?
 - ✦ Uyacabanga ngephetheni yeenlwana/yemvelo? Ungayitlhadhlula eyodwa?
6. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: Ukulandelanisa izehlakalo zangamalanga neengcenywe zendatjana.

AmaKghono wePilo: Ukufanisa nokutlhadhlula amaphetheni ebhodulukweni labo, ukuthuthukiswa kwamakghono wokudweba (ukuthuthukiswa kwemisipha emincani), ukurarululwa kwemiraro namakghono wokuhlalisana, kwekghono lokuzwa igido (umvumo).

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- limbalisi zeengojwana ezibovu ezi-10
- Isikhafthini seengojwana umfundi ngamunye: 4 ezibovu, 4 ezihlaza samkayi, 4 ezihlaza satjani, 4 ezisarulani, 4 ezi-orentji
- Amabhlogo we-athribhuthi (*IKhidi yeenSetjenziswa*)
- Itjhidi lephepha umfundi ngamunye
- Amakhrayoni

1. **Ukubala izinto 1–10:** Beka iwobhu leengojwana ezibovu ezi-10 phezulu komada.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi abasesiqhemeni sethu? Balani ndawonye.
- ✦ Nangabe ngifuna ukunikela umuntu woke isigojwana sinye, zingaki iingojwana engizidingako?
- ✦ Ingabe kuneengojwana ezibovu ezaneleko kobana woke umuntu athole isigojwana?
- ✦ Ingabe iingojwana zanele kobana woke umuntu angathola zimbili?

Choose a learner to share the sticks so that each learner gets the same number of sticks.

- ★ How many more sticks do we need so that you each have the same number of sticks?

2. **Word problem:** Learners can use counters or their fingers to solve the problem.

Guiding questions:

- ★ Malusi is fishing. There are nine fish in the river close to him. Four fish swim away. How many fish are left for Malusi to catch?

3. **Making, copying and extending patterns:** Make a pattern using counting sticks, for example, blue, yellow; blue, yellow; blue, yellow. Learners copy the pattern.

Guiding questions:

- ★ Can you make a line of sticks just like mine?
- ★ Tell me about your line of sticks.

Make a different pattern with the learners using three colour sticks in a line, for example, red, blue, green; red, blue, green.

- ★ Which stick comes next/after/before? How do you know?
- ★ Can you show me the part of the pattern that repeats?
- ★ How can we extend the pattern?

Learners work in pairs. They make a pattern with their sticks and their partner copies and extends their pattern.

- ★ Can you describe your pattern?
- ★ What makes it a pattern?

Make a pattern using attribute blocks, with at least three repetitions of the pattern, for example, circle, circle, rectangle; circle, circle, rectangle; circle, circle, rectangle.



TIP

When using attribute blocks for pattern activities, focus on what they look like, for example, colour, shape and size and not on their properties, for example, sides and corners.

- ★ What can you tell me about this pattern?

Learners draw the pattern sequence on a sheet of paper, repeating it two or three times.

4. **Creating, copying and extending sound patterns:** Clap an ABB pattern: clap, slap, slap; clap, slap, slap. Learners repeat the pattern and then extend it two or three more times.

Guiding questions:

- ★ Can you make this pattern?
- ★ How would you extend this pattern?

Learners make the same pattern with their sticks, for example, orange, green, green. Repeat with AAB and ABC patterns.

Khetha umfundi kobana abe iingojuana ngendlela yokobana umfundi ngamunye athole iingojuana ezilinani elifanako.

- ★ Zingaki iingojuana ezingaphezulu esizidingako kobana nithole inani elifanako leengojuana ngamunye?

2. **Umraro wegama:** Abafundi bangasebenzisa iimbalisi nofana imino yabo ukurarulula umraro.

Imibuzo ehlahlako:

- ★ UMalusi uyadoba. Kuneemfesi ezilithoba emlanjeni oseduze naye. Iimfesi ezine ziyabaleka. Zingaki iimfesi eziseleko uMalusi angazibamba?

3. **Ukwenza, ukukopa nokunabisa amaphetheni:** Yenza iphetheni ngokusebenzisa iingojuana, isibonelo, hlaza samkayi; sarulani; hlaza samkayi; sarulani; hlaza samkayi; sarulani. Abafundi bakopa iphetheni.

Imibuzo ehlahlako:

- ★ Ungawenza umjeje weengojuana ofana nowami?
- ★ Ngicocela ngomjeje weengojuana zakho.

Yenza iphetheni ehlukelele nabafundi ngokusebenzisa imibala yeengojuana emithathu emjejeni, isibonelo, bovu, hlaza samkayi, hlaza satjani; bovu, hlaza samkayi, hlaza satjani.

- ★ Ngisiphi isigojuana esiza eduze/ngemva/ngaphambili? Wazi njani?
- ★ Ungangikhombisa ingcinye yephetheni ebuyelelako?
- ★ Singayinabisa njani iphetheni?

Abafundi basebenza ngababili. Benza iphetheni ngeengojuana zabo bese umlingani uyakopa bese unabisa iphetheni.

- ★ Ungayitlahlula iphethenakho?
- ★ Khuyini okuyenza ibe yiphetheni?

Yenza iphetheni ngokusebenzisa amabhlogo we-athribhuthi, anamaphetheni abuyelelako okungasenani amathathu, isibonelo, indulungu, indulungu, uncamane; indulungu, indulungu, uncamane; indulungu, indulungu, uncamane.



ISIYELELISO

Lokha nawusebenzisa amabhlogo we-athribhuthi wemisebenzi yephetheni, qala kobana anjani, isibonelo, umbala, ibumbeko nobukhulu ungaqali amatshwayo wawo, isibonelo, amahlangothi namakhona.

- ★ Ungangitjelani mayelana nephetheni le?

Abafundi badweba ukulandelana kwephetheni etjhadini lephepha, bayayibuyelela nofana ngokubuyelelwe kathathu.

4. **Ukwakha, ukukopa nokunabisa amaphetheni wetjhada:** Wahla ngephetheni ka-ABB: Wahla, tlabha, tlabha; wahla, tlabha, tlabha. Abafundi babuyelela iphetheni bese banabisa ngakubili nofana ngakuthathu ngaphezulu.

Imibuzo ehlahlako:

- ★ Ungakwazi ukwenza iphetheni le?
- ★ Ungayinabisa njani iphetheni le?

Abafundi benza iphetheni efanako ngeengojuana zabo, isibonelo, orentji, hlaza satjani, hlaza satjani. Buyelela ngamaphetheni ka-AAB newaka-ABC.

5. **Making and copying body patterns:** One learner turns his/her back to the rest of the group. Learners arrange themselves to create a pattern, for example, hands in the air, hands on knees; hands in the air, hands on knees.



TIP

Learners can create patterns using a variety of materials, for example, cubes, keys, small toys and attribute blocks.

Guiding questions:

- ★ What pattern has the group made?

Learners describe the pattern they created.



Check that learners are able to:

- copy a given pattern, including an auditory pattern
- describe a pattern
- extend a pattern by telling you what comes next
- draw a copy of a given pattern

Workstation 1

What you need

- Geometric paper shapes
- Paper
- Glue
- Crayons

Learners start a pattern with two or three colours or shapes. They glue them along the page border and then extend the pattern around the page until their frame is complete.

Write learners' names on their pages and let them draw or paint a picture in their frames during free play.



5. **Ukwenza nokukopa amaphetheni womzimba:** Umfundi oyedwa ufulathela isiqhema soke. Abafundi bazihlelela ukwakha iphetheni, isibonelo, izandla emmoyeni, izandla emadolweni; izandla emmoyeni, izandla emadolweni.



ISIYELELISO

Abafundi bangakha amaphetheni ngokusebenzisa imethiriyeli ehlukeleko, isibonelo, amakhyubhu, iinlodelhelo, iindlalisi ezincani namabhlogo we-athribhuthi.

Imibuzo ehlahlako:

- ★ Ngiyiphi iphetheni eyenziwe siqhema?
- Abafundi batlhadlhula iphetheni abayakhileko.



Tjheja bonyana abafundi bayakwazi uku:

- kopa iphetheni enikelweko, ukufaka hlangana iphetheni yokulalelwa
- tlhadlhula iphetheni
- nabisa iphetheni ngokukutjela bonyana kulandela ini
- dweba ikhophi yephetheni enikelweko

Isitetjhi sokusebenzela 1

Okudingako

- Amabumbeko wamaphepha
- Isinamathiseli
- wejiyomethri
- Amakhrayoni
- Iphepha

Abafundi bathoma iphetheni ngemibala emibili nofana emithathu nofana ngamabumbeko. Bayinamathisela magega nomphetho wekhasi bese banabisa iphetheni mazombe nekhasi bekuhlangane iphahla labo.

Tlola amagama wabafundi emakhasini wabo bese badweba nofana bagwala isithombe ngephahleni labo ngesikhathi sokudlala ngokutjhaphulukileko.



Workstation 2

What you need

- Egg carton strip with 6 cups – 1 per learner
- 8 pattern cards
- Tubs with different materials that match the colours of the pattern cards, for example, Unifix blocks, fruit counters, coloured counters

Learners choose a pattern card and copy the pattern by placing the objects in the row of the egg carton strip.



Workstation 3

What you need

- Paper cut into the shape of a T-shirt – 1 per learner
- Offcuts of clothing fabric
- Crayons or paint

Learners look at the designs on the fabric and copy a pattern onto their T-shirt template.



Workstation 4

What you need

- Number pattern cards
- Unifix blocks

Learners choose a number pattern card and build towers to represent the patterns with the Unifix blocks.

Isitetjhi sokusebenzela 2

Okudingako

- Umtletle webhoksi lamaqanda onamakopi asi-6 – 1 umfundi ngamunye
- Amakarada wephetheni abu-8
- linkhafthini ezinemetheriyeli ehlukeleko ekhambelana
- nemibala yamakarada wephetheni, isibonelo, amabhlogo we-*Unifix*, iimbalisi zeentelo, iimbalisi zemibala

Abafundi bakhetha ikarada lephetheni bese bakopa iphetheni ngokubeka izinto ngerhemo lomtletle webhoksi lamaqanda.



Isitetjhi sokusebenzela 3

Okudingako

- Iphepha elisikwe ngebumbeko leskipha – 1 umfundi ngamunye
- linsalela zetjhila lezambatho
- Amakhrayoni nofana ipende

Abafundi baqala imitlamo yetjhila bese bakopela iphetheni yabo emfuziselweni weskipa.



Isitetjhi sokusebenzela 4

Okudingako

- Amakarada wephetheni yeenomboro
- Amabhlogo we-*Unifix*

Abafundi bakhetha ikarada lephetheni yeenomboro bese bakha imibhotjhongo ukujamiselela amaphetheni ngamabhlogo we-*Unifix*.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Following direction

New knowledge

- Position of objects in relation to each other and to the learners
- Twenty-four-piece puzzles

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Position of objects in relation to each other
- Symmetry
- Direction: arrows
- Direction: left, right

New maths vocabulary

far, further
close, closer

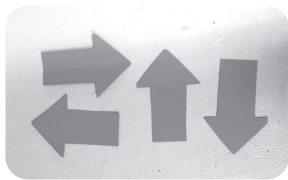
away from
turn

beside
low

high
sideways

near

Getting ready



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

- everyday symmetrical objects, for example, pair of sunglasses/glasses, pair of scissors, leaf, flower, vase, spoon
- 4 direction arrow cards: left, right, up, down
- twenty-four-piece puzzles (page 223).

Whole class activities

Day 1

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Groups of everyday classroom objects (1–10)
- Cardboard box
- Beanbag
- Chairs – 1 per pair of learners

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions. (The positional concepts of over, under and through are a focus of this rhyme.)
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place groups of objects (1–10) in different places in the classroom. Play 'I spy ...'. Learners take turns to find the objects and bring them to the mat.



TIP

Find different positions for the objects and model as many position words as possible.

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijyomethri)

linhloko

- Isikhundla, ubujamo nokuqaleka kwento
- Ukulandela ikombatjhuba

Ilwazi elitjha

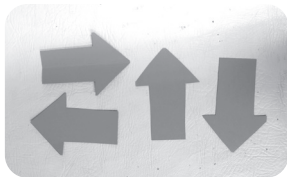
- Isikhundla sezinto mayelana nobudlelwana benye kenye kunye nabafundi
- Amaphazili weenquntu ezimatjhumi amabili nane

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Isikhundla sezinto mayelana nobudlelwana bazo
- Isimethri
- Ikombatjhuba: iinkomba
- Ikombatjhuba: isincele, isidla

Ilwazimagama leembalo elitjha		
kude, kudanyana eduze, eduzanyana kude kune	jika qadi kwe fitjhani	phezulu ngamahlangothi eduze

Ukuzilungiselela



Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- izinto zesimethri zangamalanga, isibonelo, amarhalasi welanga/ amarhalasi, isikere, ikari, ithuthumbo, ivasi, isigobho
- amakarada ama-4 wekomba yekombatjhuba: isincele, isidla, phezulu, phasi
- amaphazili weenquntu ezimatjhumi amabili nane (ikhasi 223).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi (UmHlahlandlela wemiSebenzi: Ithemu 3 (ikhasi 199)*
- Iinqhema zezinto zangetlasini zangamalanga (1–10)
- Ibhoksi lekhadibhodi
- Umgodla weembhontjisi
- Iintulo – 1 ipara ngayinye yabafundi

ISIYELELISO

Thola iinkhundla ezihlukileko zezinto bese utjengisa amagama wesikhundla amanengi ngokukghonakalako.

1. **Umlolozelo:** Yitjho umlolozele, *Ukuyokuzuma ibhubezi*, kube nezenzo. (Umqondo wesikhundla sokungehla, ngaphasi nokudlula kokunye kumnqopho womlolozele lo.)
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka iinqhema zezinto (1–10) eendaweni ezihlukileko ngetlasini. Dlalani umdlalo 'Ngihlola ...'. Abafundi bayadlhegana ukuthola izinto bese baziletha emadeni.

Guiding questions:

- ★ How many blocks/paintbrushes/balls on top of a shelf/under a chair/ on a window ledge/near the door can you see?
4. **Position:** With a partner, learners stand in different positions as instructed.

Guiding instructions:

- ★ Stand one behind the other so that the taller person is behind/in front.
 - ★ Stand so that you are facing each other/facing away from each other.
- In pairs, learners stand next to a chair.
- ★ Stand/sit behind/on your chair.
 - ★ Sit on/climb under your chair.
 - ★ Put your foot/hand under/on your chair.
 - ★ Put the hand you write with on the chair. Is this your left or right hand?
- Learners take turns to toss the beanbag into the box. They describe where the beanbag lands, for example, in/out of/next to/in front of/far away from/beside the box.
- ★ Where did the beanbag land?
5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Number symbol cards 0–10
- Poster 2
- Props for dramatisation, for example, cushions, chair, table, rope, blanket

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Flash a number symbol card. Learners count as they rock their bodies from side to side according to the number on the card. If you show the '0' number symbol card, learners stand still.

4. **Position of objects:** Set out props and dramatise *Going on a lion hunt*. On the command of 'freeze', learners stop and say where they are, for example, behind the lion, in the river, outside the cave, in front of the forest, next to the tree, at the top of the stairs.



Guiding questions:

- ★ Where are you standing? Where is the tree/lion/river?
- ★ What is behind/in front of/next to you?
- ★ Where can you move to so that you are out of the lion's reach?

Imibuzo ehlahlako:

- ★ Mangaki amabhlogo/iimbhlatjhi zokupenda/iimbholo ngaphezu kwetjhelpu/ngaphasi kwesitulo/phezu kwebhanga lefesdere/eduze nomnyango ozibonako?

4. **Isikhundla:** Nomlingani, abafundi bajama eenkhundleni ezihlukeneko njengombana balayelwe.

Imilayelo ehlahlako:

- ★ Jamani omunye abe ngemva komunye kobana umuntu omude abe ngaphambili/ngemva kwakho.

- ★ Jamani niqalane/nifulathelane.

Abafundi bajama ngeempara, eduze nesitulo.

- ★ Jama/hlala ngemva/phezu kwesitulo sakho.

- ★ Hlala/ngena ngaphasi kwesitulo sakho.

- ★ Beka inyawo/isandla ngaphasi/phezu kwesitulo sakho.

- ★ Beka isandla otlola ngaso phezu kwesitulo. Ingabe lesi sisandla sakho sesincele nofana sesidla?

Abafundi bayadlhegana ukudosela imigodla yeembhontjisi ngebhoksini. Bahlathulula bonyana umgodla uwele kuphi, isibonelo, ngaphakathi/ngaphandle kwe/eduze kwe/ngaphambi kwe/kude ne/eqadi kwebhoksi.

- ★ Umgodla weembhontjisi uwele kuphi?

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

Ilanga 2**Okudingako**

- Umlolozelo: *Ukuyokuzuma ibhubezi (UmHlahlandlela wemiSebenzi: Ithemu 3, ikhasi 199)*
- Amakarada wamatshwayo weenomboro 0–10
- IPhosta 2
- Iinsekelo zokulingisa, isibonelo, imisamedlwana, isitulo, itafula, irobho, ingubo

1. **Umlolozelo:** Yitjho umlolozele, *Ukuyokuzuma ibhubezi*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phephezelisa ikarada letshwayo lenomboro. Abafundi bayabala lokha nabasikinya imizimba yabo bayisa le nale ngokuya ngokwenomboro esekaradeni. Nangabe ukhombisa ikarada letshwayo '0', abafundi bayajama.
4. **Isikhundla sezinto:** Hlela iinsekelo bese ulingisela *Ukuyokuzuma ibhubezi*. Ngomyalelo waka 'kghadza', abafundi bayajama bese bayatjho bonyana bakuphi, isibonelo, ngemva kwebhubezi, ngemlanjeni, ngaphandle kwerholo, phambi kwehlathi, eduze nomuthi, ngaphezu kweentepisi.

Imibuzo ehlahlako:

- ★ Ujame kuphi? Ukuphi umuthi/ibhubezi/umlambo?
- ★ Khuyini okungemva/ngaphambili kwa/eduze nawe?
- ★ Ungaya kuphi lapha ibhubezi lingafikeli khona?





TIP

If learners respond by just saying 'here' or 'there', ask questions and model positional words to encourage them to describe where they or objects are.

Discuss Poster 2. Learners identify objects in relation to other objects and people.



- ★ Where is Malusi?
- ★ What is above/below/behind Malusi?
- ★ Which is closer to Malusi: the ladder or the sandbox?
- ★ Where is the pink-and-white striped bucket?
- ★ Can you show me three pairs of shoes? Which shoes are closer/further away?
- ★ Which is the middle tyre?
- ★ What is the little boy next to this tyre doing?
- ★ Where are the birds? Which bird is flying high above the trees?
- ★ What can you see under/on the bench?

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

Day 3

What you need

- Song: *The directions song* (page 194)
- 5 balls
- Elastic/wool bands – 1 per learner
- Piece of rope

1. **Song:** Sing, *The directions song*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Ten learners stand in pairs facing each other. Learners take turns to bounce the balls to one another while the rest of the group counts. Learners try to reach the count of 10. Repeat with other groups of learners until everyone has had a turn.
4. **Left and right:** Turn around so that your back is facing the learners. Lift your left hand and tell learners to do the same. Repeat with your right hand.

Guiding questions:

- ★ Which hand is this?
- ★ Can you show me your left/right hand?

Place a loose elastic/wool band on each learner's right hand.

- ★ Is the band on your left or right hand?
- ★ Is this the hand you write with?

Play 'Sizwe says':

- ★ Put your right hand above your head.
- ★ Hop high on your left foot.



TIP

Do this activity outdoors with all learners, if possible.



TIP

When learners put on their shoes, use the words 'left' and 'right' when guiding them to put their shoes on the correct feet.

ISIYELELISO

Nangabe abafundi baphendula ngokuthi 'lapha' nofana 'laphaya', buza imibuzo bese ulingisela amagama wesikhundla ukubakhuthaza batlhadlhule lapha bakhona nofana izinto ezilapho.

Khulumani ngePhosta 2. Abafundi bafanisa izinto ezikhambelana nezinye izinto nabantu.

- ★ Uphi uMalusi?
- ★ Khuyini okungehla/ ngenzasi/ngemva kukaMalusi?
- ★ Khuyini okuseduze noMalusi: ilere nofana ibhoksi lehlabathi?
- ★ Likuphi ithunga elinemitlezana ebukhobe nemhlophe?
- ★ Ungangikhombisa iimpara zamanyathelo ezintathu? Ngiwaphi amanyathelo aseduzanyana/akude le?
- ★ Ngiliphi itayere eliphakathi?
- ★ Khuyini okwenziwa msana omncani oseduze netayere?
- ★ Zikuphi iinyoni? Ngiyiphi inyoni ephapha phezulu ngehla kwemithi?
- ★ Khuyini okubonako ngaphasi/phezu kwebhanga?



5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Ingoma: *Ingoma yeenkombatjhuba* (ikhasi 195)
- Iimbholo ezi-5
- Ibhande lerege/levolo – 1 umfundi ngamunye
- Isiquntu serobho

1. **Ingoma:** Vumani, *Ingoma yeenkombatjhuba*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi abalitjhumi bajama ngababili bayaqalana. Abafundi bayadlhedgana ukubhampisa iimbholo komunye nakomunye lokha ingcenywe yesiqhema nayibalako. Abafundi bazama ukubala bafikelele ku-10. Buyelela nezinye iinqhema zabafundi woke umuntu abathole idlhego.
4. **Isincele nesidla:** Jika mazombe kobana umhlanakho ufulathele abafundi. Phakamisa isandla sakho sesincele bese utjela abafundi benze njalo nabo. Buyelela lokhu ngesandla sakho sesidla.

Imibuzo ehlahlako:

- ★ Ngisiphi isandlesi?
 - ★ Ungangikhombisa isandla sakho sesincele/sesidla?
- Beka ibhendi yerege/ivolo eloso phezu kwesandla sesidla somfundi ngamunye.
- ★ Ibhendi ingesandleni sesincele nofana sesidla?
 - ★ Lesi sisandla otlola ngaso?

Dlalani 'uSizwe uthi':

- ★ Beka isandla sakho sesidla ngehla kwehloko yakho.
- ★ Pharumela phezulu ngenyawo lakho lesincele.

ISIYELELISO

Yenzela umsebenzi lo nabafundi boke ngaphandle, nangabe kuyakghonakala.

ISIYELELISO

Lokha abafundi nabafaka amanyathelwabo, sebenzisa amagama 'isincele' ne 'sidla' lokha nawubahlala kobana bafake amanyathelwabo enyaweni elifaneleko.

- ★ Jump twice to your right.
- ★ Put your left hand on your right shoulder.
- ★ Put your right foot in front of you.
- ★ Put your hands behind your back.
- ★ Jump high.

Leave the bands on the learners' wrists for the remainder of the week.

5. **Follow directions:** Lay a rope out on the floor in the classroom. Learners line up on one side of the rope facing forward and follow instructions that involve directions.



Guiding instructions:

- ★ Jump to the left/right over the rope.
- While staying in a line, learners follow instructions as they go on a walk outdoors, for example:
- ★ Go forwards until you reach the door.
 - ★ Turn left and walk 10 steps.
 - ★ Stop. Look up. Look down. Look left. Look right.
 - ★ Turn right and walk forwards until you get outside.
 - ★ Hop forwards four times.
 - ★ Walk backwards/sideways three steps.

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

Day 4

What you need	
<ul style="list-style-type: none"> • Song: <i>The directions song</i> (page 194) 	<ul style="list-style-type: none"> • 3 identical musical instruments, for example, drums • A scarf

1. **Song:** Sing, *The directions song*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Play a number of beats (1–10) with a musical instrument. Learners count as they jump. When the music stops, they freeze and say how many times they have jumped altogether. Repeat with learners taking turns to play the instrument.
4. **Where does the sound come from?** Learners sit in a circle on the mat. A learner is blindfolded with the scarf and sits in the middle. Point to one learner who says, 'Where am I?' The learner in the middle points in the direction of the voice.

- ★ Yeqela ngesandleni sesidla kabili.
- ★ Beka isandla sakho sesincele phezu kwehlombe langesidleni sakho.
- ★ Beka inyawo lakho lesidla ngaphambi kwakho.
- ★ Beka izandla zakho ngemva kwakho.
- ★ Yeqela phezulu.

Lisa amabhendi eenhlakaleni zabafundi esikhathini esiseleko seveke.

5. **Ukulandela iinkombatjhuba:**

Yelula irobho phasi ngetlasini. Abafundi benza umjeje ngehlangothini elilodwa lerobho baqale phambili bese balandela imilayelo ebandakanya iinkombatjhuba.



Imilayelo ehlahlako:

- ★ Yeqela ngesinceleni/ngesidleni ngehla kwerobho.

Lokha nabasahlezi emjejeni, abafundi balandela imilayelo lokha nabathatha ikhambo langaphandle, isibonelo:

- ★ Khamba uyephambili bewufike emnyango.
- ★ Jikela ngesinceleni bese ukhamba amagadango ali-10.
- ★ Jama. Qala phezulu. Qala phasi. Qala ngesinceleni. Qala ngesidleni.
- ★ Jikela ngesidleni bese ukhamba uye phambili bewuphumele ngaphandle.
- ★ Pharumela phambili kane.
- ★ Khamba uye emuva/emahlangothini ngamagadango amathathu.

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

Ilanga 4

Okudingako

- Ingoma: *Ingoma yeenkombatjhuba* (ikhasi 195)
- linlilisi somvumo ezi-3 ezifanako, isibonelo, iingubhe
- Isikhafu

1. **Ingoma:** Vumani, *Ingoma yeenkombatjhuba*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Dlala inani lamabetho (1–10) ngesililisi somvumo. Abafundi bayabala lokha nabeqako. Lokha umvumo nawujamako, bayakghadza bese batjho bonyana beqe kangaki nasele kuhlangene. Buyelela nabafundi badlhegane ngokudlala isililisi.
4. **Itjhada livelaphi?** Abafundi bahlala benza indulungu phezu komada. Umfundi uvalwe amehlo ngesikhafu bese uhlala phakathi. Khomba umfundi oyedwa othi, 'Ngikuphi?' Umfundi ohlezi phakathi ukhomba tjhuba langapho kuvela khona ilizwi.



TIP

Increase the number of learners standing in different positions in the classroom and playing an instrument to make the activity more challenging.

Guiding questions:

- ★ Can you point in the direction of the learner?
- ★ Who is _____ pointing towards?
- ★ Tell _____ where _____ is sitting as she/he can't see. (for example, in front of the desk/near the blue table)

Repeat the activity.

Give three of the learners an instrument while the remaining learners close their eyes. Whisper instructions to the three learners with instruments about where to stand in the classroom. Each learner takes a turn to play their instrument. The other learners point to where the sound is coming from.

Guiding questions:

- ★ Where is the sound coming from?
- ★ Can you point in the direction of the sound?
- ★ Is the sound to your left/right/in the middle of the room/at the back?

Repeat with other learners taking a turn to play the instruments.

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

Day 5

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Number symbol, dot and word cards (0–10)
- Beanbag
- Everyday symmetrical objects
- Masking tape
- Attribute blocks (Resource Kit)
- Magazines

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in a circle. Each learner is given a number symbol, dot or word card. One learner throws a beanbag to another learner. The learner who threw the beanbag must clap and count the number on the catcher's card. Repeat until each learner has had a turn.



4. **Symmetry:** Learners sit on the mat. Show them the symmetrical objects, one at a time.

Guiding questions:

- ★ What do you notice about these objects?
- ★ What other objects or animals look exactly the same on both sides?

Imibuzo ehlahlako:

- ★ Ungakhomba tjhuba langapha umfundi akhona?
- ★ Ngubani u_____ ukhomba ngakubani?
- ★ Tjela u_____ bonyana u_____ uhlezi kuphi njengombana angakghoni ukubona. (isibonelo, ngaphambi kwedeske/eduze netafula ehlaza samkayi)

Buyelela umsebenzi.

Nikela bathathu babafundi isililisi lokha abafundi abaseleko bavala amehlo. Hlebelabathathu abaneenlilisi imilayelo mayelana nokobana kufanele bajame kuphi ngetlasini. Umfundi ngamunye uthola idlhego lokudlala isililisi sabo. Abanye abafundi bakhomba lapha itjhada livela ngakhona.

Imibuzo ehlahlako:

- ★ Livela kuphi itjhada?
- ★ Ungakhomba nca ngapha kuvela khona itjhada?
- ★ Itjhada lingesinceleni/ngesidleni/phakathi ngetlasini/ngemva kwakho?

Buyelela nabanye abafundi badlhogane ngokudlala isililisi.

5. **Imisebenzi yesiqhema esincani:** Tlhahlula imisebenzi esesitetjhini sokusebenzela ngasinye.

ISIYELELISO

Ngezelela inani labafundi abajame eenkhundleni ezihlukileko ngetlasini bese badlala isililisi ukwenza umsebenzi ube neselele engaphezulu.

Ilanga 5

Okudingako

- Umlolozelo: *Ukuyokuzuma ibhubezi (UmHlahlandlela wemiSebenzi: Ithemu 3, ikhasi 199)*
- Amakarada wamatshwayo, wamaqatjhazi neenomboromagama (0–10)
- Umgodla weembhontjisi
- Izinto zesimethri zangamalanga
- Itheyiphu yokusitha
- Amabhlogo we-athribhuthi (*IKhidi yeenSetjenziswa*)
- Amamegezini

1. **Umlolozelo:** Yitjho umolozelo, *Ukuyokuzuma ibhubezi*, kube nezenzo.

2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

3. **Ukubala izinto 1–10:** Abafundi bahlala benza indulungu.

Umfundi ngamunye unikelwa ikarada letshwayo, leqatjhazi nelenomborogama. Umfundi oyedwa uphosela umgodla weembhontjisi komunye umfundi. Umfundi ophose umgodla weembhontjisi kufanele awahle bese ubala inani lenomboro yaloyo obambako. Buyelela bekube lapha umfundi ngamunye athola idlhego.



4. **Isimethri:** Abafundi bahlala phezu komada. Bakhombise izinto zesimethri, ngayinye.

Imibuzo ehlahlako:

- ★ Khuyini okuyelelako okumayelana neentwezi?
- ★ Ngiziphi ezinye izinto nofana iinlwana ezifana poro ngemahlangothini womabili?

Make a vertical line (line of symmetry) down the mat with masking tape. Ask learners to place each object along the line of symmetry so that the sides are exactly the same.



- ★ Are both sides exactly the same? How can you tell?

Remove the objects. Place a triangle shape along the line on one side.

- ★ What shape is this?

Ask a learner to place an identical triangle on the other side of the line in exactly the same position.

- ★ Do you think both sides of the line are exactly the same? How do we know?

Place another shape on one side of the line. A learner chooses the same shape and places it on the other side of the line in the same position so that both sides are exactly the same (symmetrical). Repeat with other learners.



Learners get into smaller groups. Each group looks for examples of symmetry in pictures in a magazine. They show the class.

- ★ What makes both sides of the picture exactly the same?

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

Integration

Home Language: Listening and responding (rhythm, rhymes and songs), vocabulary for position, Emergent Reading and Writing (direction: left to right).

Life Skills: Physical direction, spatial orientation and directionality (for example, outdoor games and walking from one place to another), responding physically to instructions.

Small group activities

Teacher-guided activity

What you need

- Direction arrow cards
- Chalk
- Number symbol cards (0–10)
- Beanbag
- A board per learner (to press on)
- A tub per learner with:
 - 1 animal counter
 - Crayons and paper

1. **Word problems:** Learners can use counters or their fingers to solve the problems.

Yenza umuda ojame rwe (umuda wesimethri) ukuya phasi emadeni ngetheyiphu yokusitha. Bawa abafundi babeke into ngayinye magega nomuda wesimethri kobana amahlangothi azokufana poro.

- ★ Ingabe amahlangothi womabili afana poro? Ungathini?



Susa izinto. Beka ibumbeko likancantathu magega nomuda ngehlangothini elilodwa.

- ★ Libumbeko bani leli?

Bawa umfundi abeke uncantathu ofanako ngehlangothini elinye lomuda esikhundleni esifana poro nesangehlangothini elinye.

- ★ Ucabanga bonyana amahlangothi womabili afana poro? Sazi ngani?

Beka elinye ibumbeko ngehlangothini linye lomuda. Umfundi ukhetha ibumbeko elifanako bese ulibeka ngakelinye ihlangothi lomuda esikhundleni esifanako kobana amahlangothi womabili azokufana poro (ubusimethri). Buyelela nabanye abafundi.



Abafundi benza iinqhema ezincani. Isiqhema ngasinye sifuna iimbonelo zesimethri eentombeni zemegezini. Bakhombisa itlasi.

- ★ Khuyini okwenza amahlangothi womabili wesithombe afane poro?

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

Ukuhlanganisa

ILimi leKhaya: Ukulalela nokuphendula (igido, umlolozelo neengoma), ilwazimagama lesikhundla, ukuFunda nokuTlola okuthomako (ikombatjhuba: ngesinceleni ukuya ngesidleni).

AmaKghono wePilo: Ukunqophisa komzimba, ijamo ngokwendawo nokulayeleva (isibonelo, imidlalo yangaphandle nokukhamba uye le nale) ukulandela imilayelo ngezenzo.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Amakarada wekomba yekombatjhuba
- Itjhogo
- Amakarada wamatshwayo weenomboro (0–10)
- Umgodla weembhontjisi
- Ibhodi yomfundi ngamunye (yokugandelela kiyo)
- Isikhaftini somfundi ngamunye esinalokhu:
 - Isibalisi sesilwana si-1
 - Amakhrayoni namaphepha

1. **Imiraro yamagama:** Abafundi bangasebenzisa iimbalisi nofana minwabo ukurarulula imiraro.

Guiding questions:

- ★ Six learners are playing outside with a ball and two learners are playing hopscotch. How many learners are playing outside?
- ★ If three of the learners playing with the ball go inside, how many learners will be left outside?
- ★ If the two learners playing hopscotch go inside, how many learners are left outside?

2. **Counting objects 1–10:** Draw a hopscotch grid (0–10) with chalk. Learners take turns to choose a number symbol card. They stand in the 0 square, say the number on the card and throw their beanbag to the matching square on the hopscotch grid. Learners hop to their square saying each of the numbers they hop on, on their way there.



3. **Left and right:** Learners place their left/right hand on different parts of their bodies.

Guiding questions:

- ★ Can you put your left/right hand on your head/behind your back/between your knees?
- ★ Can you put your left/right hand on your left/right ear/foot/knee?

Learners move their eyes as directed: to the left, right, up, down, from side to side.


4. **Position and direction:** Show the learners the direction arrow cards one at a time. Learners move their animal counter in the direction shown.


Learners draw a picture following your verbal instructions:

- ★ Draw a sun at the top of the page.
- ★ Draw a house in the middle of the page, at the bottom.
- ★ Draw a tree to the left of the house.
- ★ Draw two children standing next to the tree.
- ★ Draw something far away from the house.

Guiding questions:

- ★ Where is the house/sun/tree?
- ★ What is above/below/next to the house?
- ★ When you look at your picture, what is to the left of the house?
- ★ Where are the children standing?
- ★ What is in the middle of your picture?
- ★ What have you drawn far away?

 **TIP**
Ask learners to tell you where objects are inside and outside the classroom throughout the day.

 **Check that learners are able to:**

- count objects (hops) from 1–10
- orally solve problems with numbers 0–10
- follow left/right directional instructions
- use positional and directional language



Imibuzo ehlahlako:

- ★ Abafundi abasithandathu badlala ngaphandle ngebholo bese abafundi ababili badlala ihopskotjhi. Bangaki abafundi abadlala ngaphandle?
- ★ Nangabe abathathu babafundi abadlala ngebholo bangena ngaphakathi, bangaki abafundi abazokusala ngaphandle?
- ★ Nangabe abafundi ababili abadlala ihopskotjhi bangena ngaphakathi, bangaki abafundi abasele ngaphandle?

2. **Ukubala izinto 1–10:** Dweba igradi yehopskotjhi (0–10) ngetjhogo. Abafundi bayadlhegana ukukhetha ikarada letshwayo lenomboro. Bajama ngesikwereni sika-0, batjho inomboro esekaradeni bese baphosela imigodla yabo yeembhontjisi esikwereni esikhambelanako esisegridini yehopskotjhi. Abafundi bapharumela eenkwereni zabo batjho ngayinye yeenomboro abapharuma kiyo, endleleni nabaya laphaya.

3. **Isincele nesidla:** Abafundi babeka izandla zabo zesincele/zesidla ezithweni ezihlukileko zemizimba yabo.

Imibuzo ehlahlako:

- ★ Ungabeka isandla sakho sesincele/sesidla phezu kwehloko/ngemva kwakho/phakathi kwamadolwakho?
- ★ Ungabeka isandla sakho sesincele/sesidla phezu kwendlebe/inyawo/idolo lingsinceleni/ngesidleni?

Abafundi bakhambisa amehlwabo njengombana balayelwe: ngesinceleni, ngesidleni, phezulu, phasi, ukuya le nale.

4. **Isikhundla nekombatjhuba:** Khombisa abafundi ikarada lekomba yekombatjhuba ngalinye. Abafundi basusa iimbalisi zeenlwana zabo ukuya ngenca yekombatjhuba ekhonjisiweko.

Abafundi badweba isithombe ngokulandela imilayelo yakho yomlomo:

- ★ Dweba ilanga phezulu ephepheni.
- ★ Dweba indlu phakathi kwephepha, phasi.
- ★ Dweba umuthi ngesinceleni sendlu.
- ★ Dweba abantwana ababili bajame eduze nomuthi.
- ★ Dweba into ekude le nendlu.

Imibuzo ehlahlako:

- ★ Ikuphi indlu/ilanga/umuthi?
- ★ Khuyini okungehla/okungenzasi/okuseduze nendlu?
- ★ Lokha nawuqala isithombe sakho, khuyini okungesinceleni sendlu?
- ★ Abantwana bajame kuphi?
- ★ Khuyini okuphakathi kwesithombe sakho?
- ★ Khuyini okudwebe kude le?

ISIYELELISO

Bawa abafundi bakutjele bonyana izinto zingaphakathi nangaphandle kwetlasi ilanga loke.



Tjheja bonyana abafundi bayakwazi uku:

- bala izinto (ukupharuma) ukusuka ku-1–10
- rarulula imiraro ngomlomo ngeenomboro 0–10
- landela imilayelo yekombatjhuba yesincele/yesidla
- sebenzisa isikhundla nelimi lekombatjhuba



TIP

Use the game, 'Twister' for a free choice activity or during outdoor play.



Workstation 1

What you need

- Playdough
- Playdough boards

Learners use the playdough to create an object, for example, nest, box, basket, house, car, bag and then one or more other objects to go inside, outside, next to, under, on top of the first object. They tell each other a story about the objects they have made using 'position' vocabulary.

Workstation 2

What you need

- 1 ice tray
- 200 coloured counters
- Dice with the 6-dot side covered with a sticker and replaced with '0'

The first learner rolls the dice and places that number of counters in one of the ice-tray compartments. The next learner does the same, placing that number of counters in the next compartment. Repeat.

Workstation 3

What you need

- Leaves – 3 per learner
- Scissors
- Glue
- Paper
- Crayons

Learners cut the leaf in half and stick one half on their page. They draw the other half.



TIP

If you cannot find symmetrical leaves, cut out symmetrical pictures from magazines.



Workstation 4

What you need

- Twenty-four-piece puzzles (page 223)
- Assortment of other puzzles

Learners build puzzles.

ISIYELELISO

Sebenzisa umdlalo, 'Twister' womsebenzi wokuzikhethele ngokutjhaphuluka nofana ngesikhathi sokudlala ngaphandle.



Isitetjhi sokusebenzela 1

Okudingako

- Ihlama yokudlalisa
- Amabhodi wehlama yokudlalisa

Abafundi basebenzisa ihlama yokudlalisa ukwakha into, isibonelo, isirurhu, ibhoksi, umantji, indlu, ikoloyi, umgodla bese into yinye nofana ezingaphezulu zokungena ngaphakathi, ngaphandle, eduze kwa, ngaphasi, ngaphezulu kwento yokuthoma. Batjelana indatjana emayelana nezinto abazenzileko ngokusebenzisa ilwazimagama 'lesikhundla'.

Isitetjhi sokusebenzela 2

Okudingako

- Ithreyi yerhwaba yi-1
- Idayisi elinehlangothi lamaqatjhazi asi-6 elivalwe ngestikha bese lajanyiselelwa ngo-'0'
- limbalisi zombala ezi-200

Umfundi wokuthoma uphosa idayisi bese ubeka inani lelo leembalisi ngakelinye lamalawu wethreyi yerhwaba. Umfundi olandelako wenza okufanako njalo naye, ubeka inani lelo leembalisi ngelawini elilandelako. Buyelelani.

Isitetjhi sokusebenzela 3

Okudingako

- Amakari – 3 umfundi ngamunye
- linkere
- Isinamathiseli
- Iphepha
- Amakhrayoni

Abafundi basika ikari liba yihafu bese banamathisela ihafu eyodwa ephepheni labo. Badweba enye ihafu.



ISIYELELISO

Nangabe awuwatholi amakari wesimethri, sika iinthombe zesimethri emegezinini.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili weenquntu ezimatjhumu amabili nane (ikhasi 223)
- Imihlobohlobo yamanye amaphazili

Abafundi bakha amaphazili.

Content Area Focus: Measurement

Topics

- Capacity and volume

New knowledge

- Capacity
- Volume

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Length and time – height chart

New maths vocabulary

pour
fill

nearly full
nearly empty

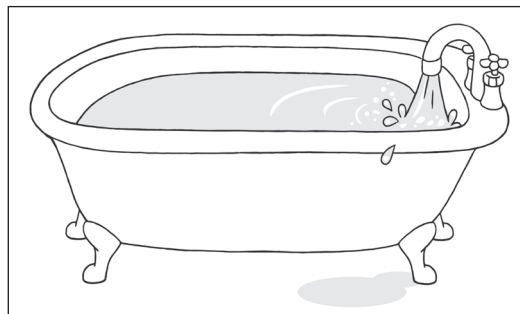
wide
narrow

how much does _____
hold?

Getting ready

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

- picture of a bathtub



- containers: bucket, jug, plastic containers of different sizes
- 8 sets of 6 picture cards of cups with different levels of sand (see Workstation 3).

Whole class activities

Day 1

What you need

- Rhyme: *Five elephants in the bathtub* (page 194)
- Story: *The Elephant's bath* (page 196)
- Pictures: elephant frieze card, bathtub
- Containers: bucket, jug, plastic containers of different sizes

1. **Rhyme:** Say the rhyme, *Five elephants in the bathtub*.
2. **Oral counting:** 0–20 and beyond, 10–0.

UmNqopho wesiGaba sokuMumethweko: Ukumeda

linhloko

- Umthamo nevolomu

Ilwazi elitjha

- Umthamo
- Ivolomu

Ukujayeza

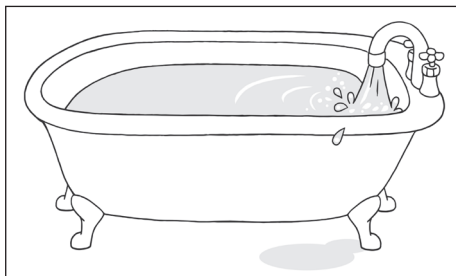
- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–10
- Ubude nesikhathi – itjhadi lokuphakama

Ilwazimagama leembali elitjha			
thela zalisa	pheze kuzale pheze kungabinalitho	banzi matsikana	kungangani _____ ekuphathako?

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- isithombe sebhada



- iimphathi: ithunga, ijege, iimphathi zeplastiki zobukhulu obuhlukileko
- iinsede ezi-8 zamakarada weenthombe ezi-6 zamakopi wamazinga ahlukileko wehlabathi (qala Isitetjhi sokusebenzela 3).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *lindlovu ezihlanu zingebhadeni* (ikhasi 195)
- Indatjana: *Ibhada kaNdlovu* (ikhasi 197)
- Iinthombe: ikarada lomhlobiso wendlovu, ibhada
- Iimphathi: ithunga, ijege, iimphathi zeplastiki zobukhulu obuhlukileko

1. **Umlolozelo:** Yitjho umlolozelo, *lindlovu ezihlanu zingebhadeni*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

3. **Counting objects 1–10:** Learners take turns to touch the number of objects in the classroom as directed, for example, two learners touch four books; one learner touches 10 crayons, and so on.
4. **Exploring capacity and volume:** Tell the story, *The Elephant's bath*. After Part 1 of the story, show the pictures of the elephant and the bathtub and discuss the story.

Guiding questions:

- ★ Do you think the elephant can fit in the bathtub?
- ★ Would there be enough space? Why/why not?
- ★ What do you think will happen to the water when he gets into the bathtub?

Tell Part 2 of the story. Show the different-sized containers and discuss how best to put out the fire.

- ★ How could we put out the fire?
- ★ Which container should we use? Why?
- ★ What else could we use?

Tell Part 3 of the story. Show the different-sized containers and discuss them.

- ★ What could the elephant use to fill up the swimming pool?

Learners put the containers in order from those that can hold the least to those that can hold the most amount of water (smallest to largest capacity).



TIP

Ask questions to make sure learners understand that the bucket can hold more than the cups or jugs so they would not need as many bucketfuls for the same amount of water.



TIP

Your selection of containers must clearly show which holds more/less water.

- ★ Which container do you think will hold more/less water?
- ★ How can we find out?
- ★ Can you put the containers in order of size? Which will come first/second, and so on?

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

Day 2

What you need

- Song: *There's a hole in my bucket* (page 196)
- See-through jug, 10 small stones, 10 large stones
- Plastic containers of different sizes
- 3 large containers of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 small stones in the jug.

Guiding questions:

- ★ How many stones do you think there are in the jug?
- ★ Whose guess was closest?

- Ukubala izinto 1–10:** Abafundi bayadlhogana ukuthinta inani lezinto ngetlasini njengombana kulayelwe, isibonelo, abafundi ababili bathinta iincwadi ezine; umfundi oyedwa uthinta amakhrayoni ali-10, njalunjalo.
- Ukuhlola umthamo nevolomu:** Coca indatjana, *Ibhada kaNdlovu*. Ngemva kweNgcenye 1 yendatjana, khombisa iinthombe zendlovu nebhada bese nikhuluma ngendatjana.

Imibuzo ehlahlako:

- ★ Ucabanga bonyana indlovu izakulingana ngebhadeni?
- ★ Kuzakuba nesikhala esilingeneko? Kubayini/kubayini kungasinjalo?
- ★ Ucabanga bonyana kuzakwenzekani emanzini lokha nayingena ngebhadeni?

Coca iNgcenye 2 yendatjana. Khombisa iimphathi zobukhulu obuhlukileko bese nikhuluma ngendlela engcono yokucima umlilo.

- ★ Singawucima njani umlilo?
- ★ Ngisiphi isiphathi ekufanele sisisebenzise? Kubayini?
- ★ Khuyini okhunye esingakusebenzisa?

Coca iNgcenye 3 yendatjana. Khombisa iimphathi zobukhulu obuhlukileko bese nikhuluma ngazo.

- ★ Khuyini indlovu engakusebenzisa ukuzalisa idanyana lokududela ngamanzi?

Abafundi babeka iimphathi ngerhemo ukusuka kilezo ezingaphatha amanzi amancani khulu ukuya kilezo ezingaphatha amanzi amanengi khulu (umthamo omncani khulu ukuya komkhulu khulu).

- ★ Ngisiphi isiphathi ocabanga bonyana singaphatha amanzi amanengi khulu/amancani khulu?
- ★ Singakuthola njani lokhu?
- ★ Ungazirhemisa ngokuya ngobukhulu iimphathi? Ngisiphi esizakuza kokuthoma/kwesibili, njalunjalo?

- Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

 **ISIYELELISO**

Buza imibuzo ukuqinisekisa bonyana abafundi bayezwisisa bonyana ithunga lingaphatha amanzi amanengi kunekopi nofana ijege ngalokho angekhe badinge amathunga amanengi azele amanzi amanengi ngokufanako.

 **ISIYELELISO**

Ukukhetha kwakho iimphathi kufanele kukhombise ngokubonakalako bona ngisiphi esiphatha amanzi amanengi/amancani.

Ilanga 2

Okudingako

- Ingoma: *Kunembobo ethungeni lami* (ikhasi 197)
- Ijege ekhanyelako, amatje amancani ali-10, amatje amakhulu ali-10
- Iimphathi zeplastiki zobukhulu obuhlukileko
- Iimphathi ezikulu zamanzi ezi-3
- Abomada beplastiki aba-3

- Ingoma:** Vumani ingoma, *Kunembobo ethungeni lami* indinyana 1 neye-2.
- Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- Ukubala izinto 1–10:** Faka amatje amancani ali-10 ngejegeni.

Imibuzo ehlahlako:

- ★ Mangaki amatje ocabanga bona angejegeni?
- ★ Ngubani opheze waqagela ngokunembako?

Remove the stones and place 10 larger stones in the jug.

- ★ How many stones do you think there are in the jug now?
- ★ Do you think there are more or fewer than before?

4. **Measuring capacity and volume:** Show learners the assortment of containers. Discuss what they are used for.

Guiding questions:

- ★ Where have you seen containers like these before at school/at home?

Hold up individual containers.

- ★ What is this called?
- ★ What do we use it for?

Learners predict how many smaller containers are needed to fill a larger container.

- ★ How many spoons/cups/bowls of water do you think it will take to fill the bowl/bucket/jug?
- ★ How can we find out?
- ★ How will we know when it is full?

Set up three stations with different containers and water, and divide learners into three groups. Learners in each group explore filling the different containers with water.

- ★ How many spoons/cups/bowls did you use?
- ★ Did you use more spoons or more cups?



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

Day 3

What you need

- Song: *There's a hole in my bucket* (page 196)
- 1 large blue and 1 small red plastic cup
- Plastic containers of different sizes (from Day 2)
- 3 large containers of water (from Day 2)
- 10 stones
- Jug
- Basin of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 3 and 4.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10; problem solving:** Learners count eight stones as you put them into the jug.

Guiding questions:

- ★ How many stones will there be if I put two more stones into the jug?
- ★ How many stones will be left if I take out three stones?
- ★ How many more/fewer stones do I need to put into/take out of the jug to make ten/four/six stones in the jug?

Khupha amatje amancani bese ufaka amatje ali-10 amakhudlwana ngejegeni.

- ★ Mangaki amatje ocabanga bona angejegeni kwanjesi?
- ★ Ucabanga bonyana manengi ngaphezulu nofana ambadlwana kunangaphambili?

4. **Ukumeda umthamo nevolomu:** Khombisa abafundi imihlobohlolo yeemphathi. Khulumani ngokobana zisetjenziselwani.

Imibuzo ehlahlako:

★ Wakhe wazibona iimphathi ezinjengalezi ngaphambili esikolweni/ekhaya? Phakamisa iimphathi ngasinye.

★ Kubizwani lokhu?

★ Siyisebenzisela ni?

Abafundi batjhwele phambili bonyana zingaki iimphathi ezincanyana ezidingekako ukuzalisa isiphathi esikhudlwana.

★ Ucabanga bona kuzakuthatha iingobho/amakopi/izitja zamanzi ezingaki ukuzalisa isitja/ithunga/ijeje?

★ Singathola njani?

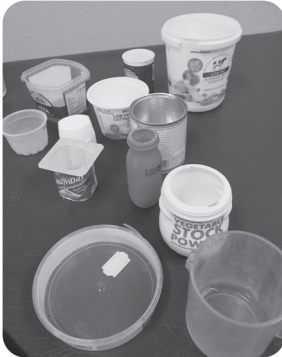
★ Sizakwazi njani lokha nasele izele?

Hlela iintetjhi ezintathu zibe neemphathi ezihlukileko namanzi bese uhlukana abafundi ngeenqhema ezintathu. Abafundi esiqhemeni ngasinye bahlola ukuzalisa iimphathi ezihlukileko ngamanzi.

★ Zingaki iingobho/amakopi/izitja ozisebenzisileko?

★ Usebenzise iingobho ezinengi ngaphezulu nofana amakopi amanengi ngaphezulu?

5. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



Ilanga 3

Okudingako

- Ingoma: *Kunembobo ethungeni lami* (ikhasi 197)
- Ikopi leplastiki li-1 elikhulu elihlaza samkayi nekopi leplastiki li-1 elincane elibovu
- Iimphathi zeplastiki zobukhulu obuhlukileko (zangeLanga 2)
- Iimphathi ezikulu ezi-3 zamanzi (zangeLanga 2)
- Amatje ali-10
- Ijeje
- Isitja samanzi
- Abomada beplastiki aba-3

1. **Ingoma:** Vumani ingoma, *Kunembobo ethungeni lami* amavesi 3 no-4.

2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

3. **Ukubala izinto 1–10; ukurarulula umraro:** Abafundi babala amatje abunane lokha nawuwafaka ngejegeni.

Imibuzo ehlahlako:

★ Mangaki amatje azakubakhona nangabe ngifaka amatje amabili ngaphezulu ngejegeni?

★ Mangaki amatje azakusala nangabe ngikhuphe amatje amathathu?

★ Mangaki amatje angaphezulu/ambadlwana engidinga ukuwafaka/ ukuwakhupha ngejegeni ukwenza amatje alitjumi/amane/asithandathu ngejegeni?

4. **More, less, the same:** Show learners the large (blue) cup and the small (red) cup.



Guiding questions:

- ★ Do you think the blue cup will hold more/less/the same amount as the red cup?
- ★ How can we test this?

Encourage the learners to come up with ideas to test their suggestions.

One learner fills the smaller (red) cup with water and pours the contents into the larger (blue) cup.

- ★ What did you all notice?
- ★ How many red cups did _____ use to fill the blue cup?
- ★ Can _____ pour all the water from the blue cup into the red cup? What will happen?

Another learner fills the larger (blue) cup and pours the contents into the smaller (red) cup.

- ★ What does it mean if all the water in the blue cup won't fit into the red cup?
- ★ How did we test which cup holds more/less?

Repeat the Day 2 activity with three stations. Groups explore how to fill and pour water from one container to another.

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

TIP

Make sure learners fill the containers to the top. You can use sand instead of water. If you are using water, ask learners what the water could be used for afterwards so that it is not wasted.

TIP

Some learners will count 'how many' cups/spoons, and so on, it takes to fill each of the containers. This links with Numbers, Operations and Relationships.

Day 4

What you need

- Song: *Long and short* (Activity Guide: Term 2, page 204)
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Together count 10 learners to stand in a line in front of the class. Give four learners each a long piece of string. Give six learners each a short piece of string.

Guiding questions:

- ★ How many long/short pieces of string are there?

Learners count together.

Repeat with another 10 learners and different lengths of string.

4. **Ngaphezulu, ngaphasi kwa-, okufanako:** Khombisa abafundi ikopi elikhulu (elihlaza samkayi) nekopi elincani (elibovu).



Imibuzo ehlahlako:

- ★ Ucabanga bonyana ikopi elihlaza samkayi lingaphatha ubungako obungaphezulu/obungaphasi/obufanako njengekopi elibovu?
- ★ Singakulinga njani lokhu?

Khuthaza abafundi baveze imibono yokulinga iimphakamiso zabo.

Umfundi oyedwa uzalisa ikopi elincani (elibovu) ngamanzi bese uthela okungaphakathi ngekopini elikhulu (elihlaza samkayi).

- ★ Khuyini enikutjhejileko noke?
- ★ Mangaki _____ abovu owasebenzisileko ukuzalisa ikopi elihlaza samkayi?
- ★ Ungawathela woke _____ wekopi elihlaza samkayi ngekopini elibovu? Kuzakwenzekani?

Omunye umfundi uzalisa ikopi elikhudlwana (elihlaza samkayi) bese uthela okungaphakathi ngekopini elincani (elibovu).

- ★ Kutjho ukuthini nangabe amanzi angekopini elihlaza samkayi angapheleli woke ngekopini elibovu?
- ★ Silingenjani bonyana ngiliphi ikopi eliphatha okungaphezulu/okungaphasi?

Buyelela umsebenzi wangeLanga 2 neentetjhi ezintathu. Iinqhema zihlola bonyana amanzi azaliswa njani bese athelwe ukusuka esiphathini esisodwa ukuya kesinye.

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

ISIYELELISO

Qinisekisa bonyana abafundi bazalisa iimphathi ukufika phezulu. Ungasebenzisa ihlabathi esikhundleni samanzi. Nangabe usebenzisa amanzi, buza abafundi bona amanzi angasetjenziselwa ini ngemva kwalokho kobana angamotjheki.

ISIYELELISO

Abanye abafundi bazakubala bonyana kuthatha 'mangaki' amakopi/iingobho, njalonjalo, ukuzalisa isiphathi ngasinye. Lokhu kuhlenganisa iiNomboro, ama-Opharetjhini noBudlelwana.

Ilanga 4

Okudingako

- Ingoma: *Ubude nobufitjhani (UmHlahlandlela wemiSebenzi: Ithemu 2, ikhasi 205)*
- Ibhola yentambo
- Itjhadi lokuphakama langeThemu 1 neye-2
- Itheyiphu yokumeda
- Iintikha/amalebula
- Ikhokhi
- Iphrestiki

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Balani ndawonye abafundi aba-10 bajame umjeje ngaphambi kwetlasi. Nikela abafundi abane ngamunye isiquntu sentambo ede. Nikela abafundi abasithandathu ngamunye isiquntu sentambo ede.

Imibuzo ehlahlako:

- ★ Zingaki iinquntu zentambo ezide/ezifitjhani ezikhona? Abafundi babala ndawonye.

Buyelela nabanye abafundi aba-10 neentambo zobude obuhlukileko.

4. **Measuring height:** Look at the height chart from Terms 1 and 2 and discuss it.

Guiding questions:

- ★ Who was/is the tallest/shortest in the class?
- ★ How can we find out if you are taller now?

Learners use string to measure the height of one half of the class and add their measurements to the height chart.

- ★ Is there another way we could measure your heights?

Show learners the tape measure.



TIP

Learners can use the tape measure to measure each other during free choice time.

- ★ How can we use a tape measure?

Measure the height of a few learners using the tape measure. Write the centimetres next to each piece of string.

- ★ How tall are you?
- ★ Are you shorter/taller or the same height as the last time we measured?

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

Day 5

What you need

- Song: *Long and short (Activity Guide: Term 2, page 204)*
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the counting activity from Day 4. Collect all the pieces of string.

Guiding questions:

- ★ How many long/short pieces of string were there?

4. **Measuring height:** Look at the height chart. Estimate who in the remaining half of the class will be shorter or taller than the learners measured on Day 4.

Guiding questions:

- ★ Who do you think will be the tallest/shortest today?
- ★ How did we measure the learners' heights yesterday?

Learners measure the second half of the class using the string.

- ★ Are you shorter/taller or the same height as the last time we measured?
- ★ Who is now the tallest/shortest in the whole class? Who is second tallest/shortest?
- ★ Which teacher is shorter/taller than me?

4. **Ukumeda ukuphakama:** Qala itjhadi lokuphakama langeThemu 1 neye-2 bese nikhuluma ngalo.

Imibuzo ehlahlako:

- ★ Ngubani ophakame khulu/omfitjhani khulu ngetlasini?
- ★ Singathola njani nangabe uphakaphakamile?

Abafundi basebenzisa intambo ukumeda ukuphakama kwehafu yinye yetlasi bese bahlanganisa iimedo netjhadi lokuphakama.

- ★ Ikhona enye indlela esingameda ngayo ukuphakama kwakho?

Khombisa abafundi itheyiphu yokumeda.

- ★ Singayisebenzisa njani itheyiphu yokumeda?

Meda ukuphakama kwabafundi abambalwa ngokusebenzisa itheyiphu yokumeda. Tlola amasenthimitha eduze nesiquntu sentambo ngayinye.

- ★ Uphakame kangangani?
- ★ Umfitjhazana/uphakaphakamile nofana uphakame ngokufanako nangesikhathi sokugcina esameda ngaso?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.



ISIYELELISO

Abafundi bangasebenzisa itheyiphu ukumeda ngesikhathi sokuzikhethela ngokutjhaphulukileko.

Ilanga 5

Okudingako

- Ingoma: *Ubude nobufitjhani (UmHlahlandlela wemiSebenzi: Ithemu 2, ikhasi 205)*
- Ibhola yentambo
- Itjhadi lokuphakama langeThemu 1 neye-2
- Itheyiphu yokumeda
- Iintikha/amalebula
- Ikhokhi
- Iphrestiki

1. **Ingoma:** Vumani ingoma, *Ubude nobufitjhani*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi wokubala wangeLanga 4. Buthelela zoke iinquntu zentambo.

Imibuzo ehlahlako:

- ★ Zingaki iinquntu zentambo ezide/ezifitjhani ebezikhona?

4. **Ukumeda ukuphakama:** Qala itjhadi lokuphakama. Linganisa bonyana ngubani kilabo abaseleko ehafini yetlasini abazakuba bafitjhani nofana baphakeme kunabafundi abamedwe ngeLanga 4.

Imibuzo ehlahlako:

- ★ Ngubani ocabanga bonyana uzakuba ngophakame khulu/omfitjhani khulu namhlanjesi?

- ★ Sikulinganise njani ukuphakama kwabafundi izolo?

Abafundi bameda ihafu yesibili yetlasi ngokusebenzisa intambo.

- ★ Umfitjhazana/uphakaphakamile nofana usaphakeme ngokufanako nesikhathi sokugcina esameda ngaso?

- ★ Ngubani osele angophakame khulu/amfitjhani khulu etlasini yoke? Ngubani wesibili ophakame khulu/omfitjhani khulu?

- ★ Ngimuphi utitjhere omfitjhazana/ophakaphakamileko kunami?

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

Integration

Home Language: Compare and discuss to solve problems.

Life Skills: Estimating and measuring (for example, during snack time), sand play and water play.

Small group activities

Teacher-guided activity

What you need

- | | |
|--|--|
| <ul style="list-style-type: none"> • A tub per learner: <ul style="list-style-type: none"> – 10 Unifix blocks – Number symbol cards 0–10 – 1 plastic/paper cup – Paper and a crayon • Dots cards 1–10 • Blank dot card • 3 different-sized plastic drinking cups/glasses: 1 large and narrow, | <ul style="list-style-type: none"> 1 small and narrow, 1 medium and wide • Water/cool drink bottle • Plastic food containers, for example, lunch boxes – 1 per learner • Large container of sand • Large jug of water |
|--|--|

1. **Word problem:** Learners solve the word problem using their fingers or counters and/or paper and crayons or small white boards.

Guiding questions:

- ★ Seven animals are swimming in the river. Three animals are hippopotamuses. The rest of the animals are elephants. How many elephants are swimming in the river?

2. **Counting objects:** Hold up two Unifix towers: one with six blocks and the other with four blocks.

Guiding questions:

- ★ Which tower has more/fewer blocks?

Learners use the Unifix blocks in their tubs:

- ★ How many blocks do you need to make a tower that has the same number of blocks as this one? (six blocks)

- ★ And this one? (four blocks)

- ★ How many blocks will there be if you join both your towers?

Learners make a tower that has five fewer blocks.

- ★ How many blocks does your tower have now?

3. **Ordering numbers 0–10:** Together order the dot cards 0–10. Learners count Unifix blocks to match the number of dots. They each order their number symbol cards 0–10.

Guiding questions:

- ★ Which card comes first/next?

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

Ukuhlanganisa

ILimi leKhaya: Madanisani bese niyakhulumisana ngokurarulula imiraro.
AmaKghono wePilo: Ukulinganisa nokumeda (isibonelo, ngesikhathi sombambandlala), umdlalo wehlabathini ngomdlalo wamanzi.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- | | |
|--|--|
| • Isikhafthini umfundi ngamunye: | obuhlukileko: 1 elikhulu |
| – Amabhlogo we- <i>Unifix</i> ali-10 | nelimatsikana, 1 elincani |
| – Amakarada wamatshwayo weenomboro 0–10 | nelimatsikana, li-1 eliphakathi nelibanzi |
| – Ikopi leplastiki/lephepha li-1 | • Ibhodlelo lamanzi/lesiselo esimakhaza |
| – Iphepha nekhayoni | • Ilimphathi zokudla zeplastiki, isibonelo, amabhoksi wokudla – 1 umfundi ngamunye |
| • Amakarada wamaqatjhazi 1–10 | • Isiphathi esikhulu sehlabathi |
| • Ikarada lamaqatjhazi elinganalitho | • Ijeje ekulu yamanzi |
| • Amakopi/amarhalasi weplastiki wokusela ama-3 wobukhulu | |

1. **Umraro wegama:** Abafundi bararulule umraro wegama ngokusebenzisa imino yabo nofana iimbalisi godu/nofana iphepha namakhrayoni nofana ibhodi encani emhlophe.

Imibuzo ehlahlako:

- ★ Iinlwana ezilikhomba ziduda ngemlanjeni. Iinlwana ezintathu ziimvubu. Iinlwana ezinye ziindlovu. Zingaki iindlovu eziduda ngemlanjeni?

2. **Ukubala izinto:** Phakamisela phezulu imibhotjhongo emibili ye-*Unifix*: eyodwa yamabhlogo asithandathu nenye enamabhlogo amane.

Imibuzo ehlahlako:

- ★ Ngiwuphi umbhotjhongo onamabhlogo angaphezulu/ambadlwana? Abafundi basebenzisa amabhlogo we-*Unifix* angeenkafthininini zabo:
- ★ Mangaki amabhlogo owadingako ukwenza umbhotjhongo onenani elifanako lamabhlogo njengalo? (amabhlogo asithandathu)
- ★ Bese lo? (amabhlogo amane)
- ★ Mangaki amabhlogo azakuba khona nangabe uhlanganisa imibhotjhongo yakho yomibili?

Abafundi benza umbhotjhongo onamabhlogo ambadlwana ngamahlanu.

- ★ Umbhotjhongo wakho unamabhlogo amangaki?

3. **Ukurhemisa iinomboro 0–10:** Rhemisani amakarada wamaqatjhazi 0–10 ndawonye. Abafundi babala amabhlogo we-*Unifix* ukukhambelanisa inani lamaqatjhazi. Barhemisa amakarada wabo wetshtwayo 0–10 ngamunye.

Imibuzo ehlahlako:

- ★ Ngiliphi ikarada eliza kokuthoma/elilandelako?

4. **Measuring capacity:** Show learners the smallest and the largest cups/glasses. Ask them to imagine that they are very thirsty.



Guiding questions:

- ★ Which cup would you fill with water?

Remove the small cup and replace it with the third cup.

- ★ Which cup do you think holds more/less water?
- ★ How can we find out?

Learners take turns to try to solve the problem, for example, by pouring water from the two cups into a third cup and comparing the results.

- ★ Which cup holds more?
- ★ How do you know?

Give each learner a cup and a food container. Use the sand.

- ★ How many cups of sand do you think it will take to fill your container?

Learners count the number of times they fill their cups and pour sand into their containers until they are full. They write the number on a piece of paper.

- ★ How many cups of sand did it take to fill your container?
- ★ Was it more than or less than you estimated?



Check that learners are able to:

- orally solve problems with numbers 0–10
- order collections of objects from smallest to biggest up to 10
- measure quantities to find out which container has the larger capacity and volume
- use words like more than, less than, empty, full, fill

Workstation 1



TIP

Learners benefit from doing activities at different levels. This can be done on the floor or standing at a table.

What you need

- Large bath/container of water
- Containers for measuring: spoons, cups, jugs, plastic
- containers, bottles of different sizes
- Plastic bags (for aprons)

Learners explore the concepts of more, less, full and empty as they fill different containers with water and compare the amounts.

4. **Ukumeda umthamo:** Khomba abafundi amakopi/amarhalasi amancani khulu/ amakhulu khulu. Babawe bacabange kwangathi bome khulu.

Imibuzo ehlahlako:

- ★ Ngiliphi ikopi ongalizalisa ngamanzi? Susa ikopi elincani ulijamiselele ngekopi lesithathu.
- ★ Ngiliphi ikopi ocabanga bonyana liphatha amanzi amanengi ngaphezulu/amancani?
- ★ Singathola njani?

Abafundi bayadlhedana ukuzama ukurarulula umraro, isibonelo, ngokuthela amanzi angemakopini amabili ngekopini lesithathu bese bamadanisa imiphumela.

- ★ Ngiliphi ikopi eliphatha amanzi amanengi ngaphezulu?
- ★ Wazi ngani?

Nikela umfundi ngamunye ikopi nesiphathi sokudla. Sebenzisa ihlabathi.

- ★ Mangaki amakopi wehlabathi ocabanga bonyana ungawathatha ukuzalisa isiphathi sakho?

Abafundi babala inani lesikhathi sokugcwalisa amakopi wabo bese bathela ihlabathi ngeemphathini zabo baze bazizalise. Batlola inomboro phezu kwesiquntu sephepha.

- ★ Mangaki amakopi wehlabathi owathetheko ukuzalisa isiphathi sakho?
- ★ Ingabe bekangaphezulu nofana ngaphasi kunesilinganiso sakho?



Tjheja bonyana abafundi bayakwazi uku:

- rarulula imiraro yeenomboro 0–10 ngomlomo
- rhemisa amabuthalelo wezinto ukusuka kezincani khulu ukuya kezikulu khulu ukufika ku-10
- meda ubungako ukuthola bonyana ngisiphi isiphathi esinomthamo nevolomu ekudlwana
- sebenzisa amagama anjengokuthi kungaphezulu kuna, kuncani kuna, akunalitho, kuzele, zalisa

Isitetji sokusebenzela 1

ISIYELELISO

Abafundi bayazuza ekwenzeni imisebenzi yezinga elihlukileko. Lokhu kungenziwa phasi nofana kujanyiwe etafuleni.

Okudingako

- Ibhada/isiphathi esikhulu samanzi
- limphathi zokumeda: iingobho, amakopi, iinjege, iimphathi
- zeplastiki amabhodlelo wobukhulu obuhlukileko
- Imigodla yeplastiki (ukwenza iinkhiba)

Abafundi bahlola imiqondo yokungaphezulu, okuncani, kuzele, akunalitho lokha nabazalisa iimphathi ezihlukileko ngamanzi bese bamadanisa ubunengi.

Workstation 2



What you need

- Large containers – 1 per learner
- Paper and crayons
- A variety of smaller containers, for example, yoghurt cups, spoons, plastic tubs
- Sand

Learners choose a container and count the number of times they fill it with sand to fill the large container. They draw a picture of their container and write the number symbol to represent the number of non-standard measuring units used. Repeat with different containers.

Workstation 3



What you need

- 8 sets of 6 picture cards of cups with different levels of sand
- 6 paper cups per learner
- Sand

Learners order the cards from empty to full or from full to empty. They fill the paper cups with sand to match the cards.

Workstation 4

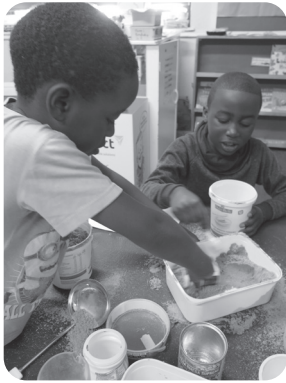
What you need

- Large see-through water bottles, elastic band/marker – 1 per learner
- Variety of smaller containers
- Bucket of water
- Funnels for pouring

Learners estimate where the level of the water will be in the larger container when the water is poured from the smaller container into the larger container. They indicate their estimation by placing an elastic band or drawing a line with a marker at the level they estimate. Then they test this out.



Isitetjhi sokusebenzela 2



Okudingako

- limphathi ezikulu – 1 umfundi ngamunye
- Imihlobohlobo yeemphathi ezincani, isibonelo, amakopi
- weyogathi, iingobho, iinkhafthini zeplastiki
- Iphepha namakhrayoni
- Ihlabathi

Abafundi bakhetha isiphathi bese babala inani lokubuyelela lokha nabazalisa isiphathi esikhulu ngehlabathi. Badweba isithombe sesiphathi sabo bese batlola itshwayo lenomboro ukujamiselela inani lamayunithi wokumeda angakavami asetjenzisiweko. Buyelela ngeemphathi ezihlukileko.

Isitetjhi sokusebenzela 3



Okudingako

- linsede ezi-8 zamakarada weenthombe zamakopi asi-6 aneenlinganiso ezihlukileko zehlabathi
- Amakopi a-6 wamaphepha umfundi ngamunye
- Ihlabathi

Abafundi barhemisa amakarada ukusuka kelinganalitho ukuya kelizeleko nofana ukusuka kelizeleko ukuya kelinganalitho. Bazalisa amakopi wamaphepha ngehlabathi ukukhambelanisa namakarada.

Isitetjhi sokusebenzela 4

Okudingako

- Amabhodlelo wamanzi amakhulu akhanyelako, ibhande lerege/isimeregi – 1 umfundi ngamunye
- Imihlobohlobo yeemphathi ezincazana
- Ithunga lamanzi
- Ifanela yokuthela

Abafundi balinganisa bonyana izinga lamanzi lizakuba kuphi ngesiphathini esikhulu lokha amanzi wesiphathi esincani nakathelwa ngesiphathini esikhulu. Baveza isilinganiso sabo ngokubeka ibhendi yerege nofana badweba umuda ngesimeregi ezingeni abalilinganisako. Bese bayakulinga lokhu.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Ordinal numbers: sixth
- Sharing without a remainder
- Double

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Ordinal numbers: first to fifth
- Counting in twos
- Add, subtract
- Half

New maths vocabulary

double
count on
share equally

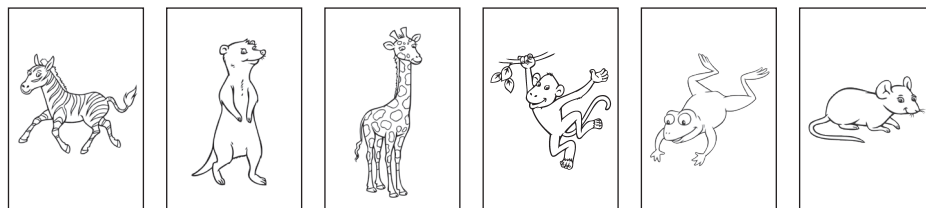
share between/among
share one
share more than one

how many left over

Getting ready

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

- a picture of an individual animal from each of the following number frieze pictures: zebra, meerkat, giraffe, monkey, frog, mouse



- 5 plastic lids/polystyrene trays per learner (for example, from yoghurt containers)
- number book with the title, *My number book* – 1 per learner (see *Activity Guide: Term 3*, page 216 for how to make the book)
- A3 strip of paper – 1 per learner
- an A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner.



UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

linhloko

- Ukukhumbula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro
- Ubudlelwana beenomboro
- Ukurarulula imiraro ebujameni

Ilwazi elitjha

- Iinomborosikhundla: kwesithandathu
- Ukwaba kungabi nesalela
- Ukubuyelela kabili

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 0–10
- Iinomborosikhundla: kokuthoma ukuya kokwesihlanu
- Ukubala ngakubili
- Hlanganisa, khupha
- Isiquntu

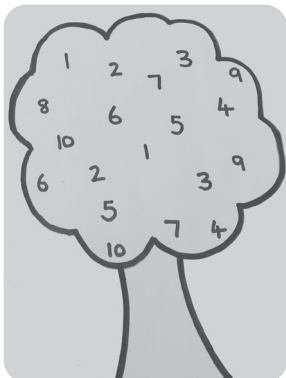
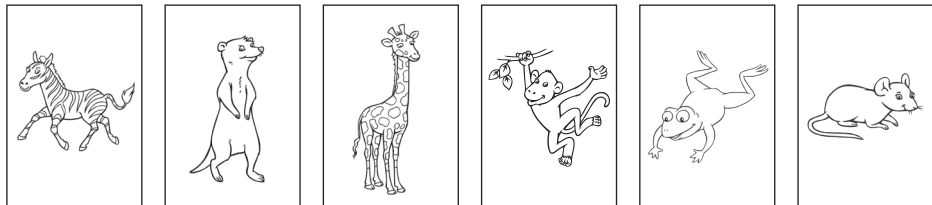
Ilwazimagama leembalo elitjha

ukubuyelela kabili bala uragele phambili ukwaba ngokulinganako	ukwaba phakathi/phakathi kwa aba kunye	aba okungaphezulu kokukodwa kungaki okuseleko
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Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- isithombe sesilwana esisodwa eentombeni ezisemihlobisweni yeenomboro ezilandelako: idube, ubudorwana, indlulamithi, ifene, isirhwarhwa, ikhondlo



- amathreyi ama-5 weemvalo zeplastiki/zepholisterini umfundi ngamunye (isibonelo, zeemphathi zeyogathi)
- incwadi yeenomboro enesihloko, *Incwadi yami yeenomboro* – 1 umfundi ngamunye (qala *UmHlahlandlela wemiSebenzi: Ithemu 3*, ikhasi 217 kobana incwadi le yenziwa njani)
- umtletle wephepha le-A3 – 1 umfundi ngamunye
- itjhidi lephepha le-A4 elinemithi eneenomboro 1–10 ezidwetjwe phezu kwalo – 1 umfundi ngamunye.

Whole class activities

Day 1

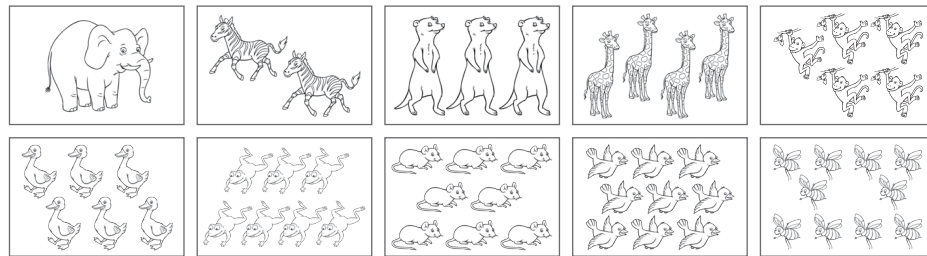
What you need

- Story: *Animals' race* (page 198)
- Number frieze symbol and picture cards 1–10
- Pictures of individual number frieze animals (zebra, meerkat, giraffe, monkey, frog, mouse)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs facing each other. They take turns to count each other's fingernails from 1–10.

Guiding questions:

- ★ How many nails do you have on your toes/ears/mouth?
 - ★ Which fingernail would you touch if you were counting from zero?
4. **Ordinal numbers first to sixth (story):** Learners sit in a circle. Tell the story, *Animals' race* using the number frieze picture cards (with all the animals on them) for the first part of the story and the pictures of the individual animals for the race.



Guiding questions:

- ★ Which animal do you think will come first/last/fourth in the race? Why?
- Put the animal cards up as the learners describe who might come first, second, and so on. Change these according to their suggestions and reasoning. Discuss how the different animals move and their size, and whether this would make them faster or slower and affect the order in which they finish.
5. **Ordinal numbers first to sixth (races):** Learners run races outside, six at a time. Six other learners give number symbol cards 1–6 to the learners in the order in which they finished from first to sixth. Repeat with different learners.
 6. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Song: *Old Sandile had a farm* (page 198)
- Poster 1
- Tambourine

1. **Song:** Introduce the song, *Old Sandile had a farm*.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Indatjana: *Umjarho weenlwana* (ikhasi 199)
- Amakarada wetswayo lomhlobiso wenomboro neenthombe 1–10
- Iinthombe zomhlobiso weenomboro zeenlwana ngamunye (idube, ubudorwana, indlulamithi, ifene, isirhwarhwa, ikhondlo)

1. **Ingoma/umlolozelo:** Abafundi bavuma ingoma nofana batjho umlolozelo abazikhethela wona.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili baqalane. Bayadlhegana ukubalana iinzipho zemino ukusuka ku-1–10.

Imibuzo ehlahlako:

- ★ Uneenzipho ezingaki emazwanini/eendlebeni/emlonyeni?
- ★ Ngiliphi izipho lomuno ongalithinta nangabe ubala ukusuka ku-ziro?

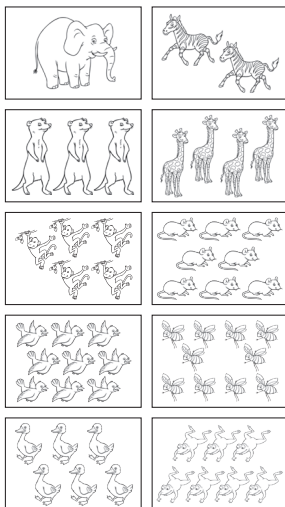
4. **linomborosikhundla kokuthoma ukuya kusithandathu (indatjana):** Abafundi bahlala benza indulungu. Coca indatjana, *Umjarho weenlwana* ngokusebenzisa amakarada womhlobiso wenomboro (aneenlwana zoke phezu kwawo) engcenyeni yokuthoma yendatjana neenthombe zeenlwana zomjarho ngasinye.

Imibuzo ehlahlako:

- ★ Ngisiphi isilwana ocabanga bonyana kufanele size kokuthoma/kokugcina/kwesine emjarhweni? Kubayini?

Phakamisela amakarada weenlwana phezulu lokha abafundi nabatladhula kobana ngubani ongaba ngowokuthoma, wesibili, njalonjalo. Tjhugulula lokhu ngokuya ngokwemibono nendlela ababeka ngayo imibono yabo. Khulumani ngokobana iinlwana ngokuhluka kwazo zikhamba njani nangobukhulu bazo, nokobana lokhu kuzazenza zibe msinyana nofana buthaka bese zibanomthintela mayelana nendlela eziqeda ngayo.

5. **linomborosikhundla kokuthoma ukuya esithandathwini (imijarho):** Abafundi bareyisisa ngaphandle, basithandathu ngasikhathi sinye. Abanye abafundi abasithandathu banikela abafundi amakarada wetswayo lenomboro 1–6 ngendlela abaqeda ngayo ukusuka kewokuthoma ukuya kewesithandathu. Buyelela ngabafundi abahlukileko.
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



Ilanga 2

Okudingako

- Ingoma: *USandile olupheleko unepasi* (ikhasi 199)
- IPhosta 1
- Ithamborini

1. **Ingoma:** Yethula ingoma, *USandile olupheleko unepasi*.

Guiding questions:

- ★ How many moos/oinks, and so on, did we sing each time?

Learners count on their fingers as you point to the number washing line.

2. **Oral counting:** 0–20 and beyond, 10–0.

3. **Counting objects 1–10:** Discuss Poster 1. Learners count objects on the poster.



Guiding questions:

- ★ Can you see anything that there are 10/9/2, and so on of in the picture?

Count the objects they name together.

4. **Practising 0–10; more/fewer:** While you play the tambourine, learners get into their working groups and sit on the mat.

Guiding questions:

- ★ Which group has one fewer/more, two/three fewer/more learner/s than the ____ group?
- ★ How did you work that out?
- ★ If we take one learner from the ____ group to join the ____ group, how many more learners will there be in the ____ group?
- ★ What would I need to do to make the ____ group and the ____ group have an equal number of learners?
- ★ If the ____ group went to a table and found that there were four chairs there, how many more chairs would they need?

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

Day 3

What you need

- Song: *Old Sandile had a farm* (page 198)
- Dot and number symbol cards 0–10 (*Resource Kit*)
- 5 hula hoops

1. **Song:** Sing the song, *Old Sandile had a farm*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other. They put their right hands together.

Guiding questions:

- ★ How many fingernails are there altogether if you put your right/left hands together?

4. **Halving:** Discuss the number of animals in the song, *Old Sandile had a farm*.

Guiding questions:

- ★ Can you use your fingers to show me how many sheep/cows, and so on we sang about?



Imibuzo ehlahlako:

- ★ Bangaki abomoo-hwooh/hwoo-hwoo, njalonzalo, esibavumileko skhathi soke?

Abafundi babala iminwabo lokha nawukhomba edradeni yokweneka iinomboro.

2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

3. **Ukubala izinto 1–10:** Khulumani ngePhosta 1. Abafundi babala izinto ephosteni.

Imibuzo ehlahlako:

- ★ Kukhona okubonako bonyana kuna 10/9/2, njalonzalo esithombeni? Balani izinto abazibalako ndawonye.

4. **Ukujayeza u-0–10; ngaphezulu/kumbadlwana:** Lokha nawudlala ithamborini, abafundi baya eenqhemeni zabo zokusebenza bese bahlala phezu komada.

Imibuzo ehlahlako:

- ★ Ngisiphi isiqhema esinabafundi abambadlwana ngakunye/ abangaphezulu ngakunye, esinabafundi abambadlwana/ abangaphezulu ngababili/ngabathathu kunesiqhema ____?
- ★ Ukwenzenjani lokho?
- ★ Nangabe sithatha umfundi oyedwa esiqhemeni ____ ajoyine isiqhema ____, bangaki abafundi abangaphezulu abazakubakhona esiqhemeni ____?
- ★ Khuyini ekufanele ngikwenze ukwenza isiqhema ____ nesiqhema ____ zibe nenani elilinganako labafundi?
- ★ Nangabe isiqhema ____ siya etafuleni sithole bonyana kuneentulo ezine, zingaki ezinye iintulo ezingaphezulu abazozidinga?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

**Ilanga 3****Okudingako**

- Ingoma: *USandile olupheleko unepiasi* (ikhasi 199)
- Amakarada wamaqatjhazi newamatshwayo weenomboro 0–10 (*IKhidi yeenSetjenziswa*)
- Amahulahuphu ama-5

1. **Ingoma:** Vumani ingoma, *USandile olupheleko unepiasi*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili bese bayaqalana. Babeka izandla zabo zesidla ndawonye.

Imibuzo ehlahlako:

- ★ Zingaki iinzipho zemino nazizoke nangabe ubeka isandla sakho sokudla/sesincele ndawonye?

4. **Ukuhafula:** Khulumani ngenani leenlwana elisengomeni, *USandile olupheleko unepiasi*.

Imibuzo ehlahlako:

- ★ Ungasebenzisa iminwakho ukungikhombisa bonyana zingaki izimvu/ iinkomo, esivuma ngazo, njalonzalo?



- ★ Which animals did we sing about first/after the goats/last, and so on?

Choose two learners to be horses, four to be cows, six to be hens, eight to be geese and ten to be snakes. Each group of animals stands in a hula hoop.


- ★ Can half of the sheep/geese come and stand next to me?
- ★ How do we know that this is half of the sheep/geese?
- ★ If two of the cows stand outside the hoop, how many cows are left inside the hoop?

5. **Dot cards 1–10; addition:** Show a dot card between 1 and 10. Learners call out the number of dots that are needed to get to 10. They use their fingers to support them in calculating.

Guiding questions:

- ★ How did you decide that we needed _____ more dots to get to 10 dots?

Repeat the activity with various number symbol cards between 1 and 10.

 **TIP** Encourage learners who do not respond quickly to take their time when explaining their answers. Take care that speaking in front of the group does not make them feel anxious.

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

Day 4

What you need	
• Song: <i>Old Sandile had a farm</i> (page 198)	• Number washing line and number symbols 1–10
	• 5 coloured pegs

1. **Song:** Sing the song, *Old Sandile had a farm* and dramatise it.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other, counting from 0 to 10 in the form of a clapping game. As they say 'zero', they slap their knees; as they say 'one', they clap their right hands together; as they say 'two', they clap their left hands together, and so on, continuing until they get to 10.

Repeat the activity.

4. **Counting in twos:** Learners who were horses and cows on Day 3 stand in the same two groups. Count how many eyes there are in each group of learners. Choose a learner to point to each pair of learners' eyes as everyone counts together in twos, i.e. two 'horses' have 2, 4 eyes; four 'cows' have 2, 4, 6, 8 eyes.

The five learners who were sheep during the dramatisation of the song stand up.

Guiding questions:

- ★ If we count the number of eyes of the five 'sheep', how many eyes will there be altogether?

Count together as another learner points to each pair of eyes.

- ★ Ngiziphi iinlwana ebesivuma ngazo ekuthomeni/ngemva kweembuzi/ kokugcina, njalonzalo?

Khetha abafundi ababili babe ziimpera, abane babe ziinkomo, abasithandathu babe ziinkhukhukazi, ababunane babe marhansi bese abalitjumi babe ziinyoka. Isiqhema ngasinye seenlwana sijama ngaphakathi kwehulaphu.

- ★ Ihafu yezimvu/yamarhansi ingeza bese ijame eduze nami?
- ★ Sazi njani bonyana lokhu yihafu yezimvu/yamarhansi?
- ★ Nangabe zimbili zeenkomo zijame ngaphandle kwehuphu, zingaki iinkomo ezisele ngaphakathi kwehuphu?

5. **Amarada wamaqatjhazi 1–10; ukuhlenganisa:** Khombisa ikarada lamaqatjhazi eliphakathi kwaka-1 no-10. Abafundi babiza inani lamaqatjhazi afunekako ukufika ku-10. Basebenzisa iminwabo ukusekela ekubaleni.

Imibuzo ehlahlako:

- ★ Usithethe njani isiqunto sokobana sidinga amaqatjhazi angaphezulu ama_____ ukufika emaqatjhezini ali-10?

Buyelela umsebenzi ngamakarada amihlobohlobo wetshwayo lenomboro aphakathi kuka-1 no-10.

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

ISIYELELISO

Khuthaza abafundi abangaphenduli masinyana kobana bathathe isikhathi sabo lokha nabahlathulula iimpendulo. Yelela bonyana ukukhuluma phambi kwesiqhema akubenzi babe nevalo na.

Ilanga 4

Okudingako

- Ingoma: *USandile olupheleko unepasi* (ikhasi 199)
- Idrada yokweneka iinomboro namatshwayo weenomboro 1–10
- Amaphegi ama-5 wombala

1. **Ingoma:** Vumani ingoma, *USandile olupheleko unepasi* ufake nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili baqalane, babale ukusuka ku-0 ukuya ku-10 ngendlela yomdlalo wokuwahla. Lokha nabathi 'ziro' babetha amadolwabo; nabathi 'kunye', babethanisa izandla zabo zesidla ndawonye; nabathi 'kubili', babethanisa izandla zesincele ndawonye, njalonzalo, babale ukufika ku-10.

Buyelela umsebenzi.

4. **Ukubala ngakubili:** Abafundi egade baziimpera nabaziinkomo ngeLanga 3 bajama eenqhemeni ezimbili. Bala bonyana kunamehlo amangaki wabafundi esiqhemeni ngasinye. Khetha umfundi akhomba amehlo wepara yabafundi ngayinye lokha nababala boke ndawonye ngakubili, okutjho bona, 'iimpera' ezimbili zinamehlo ama-2, 4; 'iinkomo' ezine zinamehlo ama-2, 4, 6, 8.

Abafundi abahlanu egade baziziimvu ngesikhathi sokulingisela ingoma bayasikima.

Imibuzo ehlahlako:

- ★ Nangabe sibala inani lamehlo 'wezimvu' ezihlanu, mangaki amehlo akhona nasele ahangene woke.

Balani ndawonye lokha omunye umfundi akhomba ipara yamehlo ngayinye.

5. **Practising and ordering numbers 1–10:** Point to the number washing line and show the learners the coloured pegs. Explain that together you are going to count in twos.

Guiding questions:

- ★ We want to count in twos, so let's start with number 2. (*Turn number 1 card around so that '1' is not visible.*)
- ★ If we are counting in twos, which number should we say next? (*Answer: 4. Turn the number 3 card so that '3' is not visible.*)

Repeat until learners have reached 10.

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

Day 5

What you need

- Rhyme: *1 and 1* (page 200)
- Number card 0
- Poster 6
- Masking tape/chalk

1. **Rhyme:** Introduce the rhyme, *1 and 1*. Learners follow you as you show your fingers from behind your back while saying the rhyme.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners take their shoes and socks off. They stand on their left foot and count the number of toenails on the foot on the floor.

Guiding questions:

- ★ How many toenails are there on your foot on the floor?
- ★ What do you need to do to have 10 toenails on the floor?

Learners count their 10 toenails.

Repeat the activity with hands/fingernails.

4. **Jumping track:** Use masking tape or chalk to create a number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. A learner jumps as the class counts.

Guiding questions:

- ★ Can you jump to the numbers 2, 4, 6 as we all count in twos?
- ★ What was the last number you landed on as we counted in twos?
- ★ How many blocks to get from 2 to 4, 4 to 6, and so on?

5. **Problem solving:** Discuss Poster 6 with learners. Talk about what they can see in the picture.

Guiding questions:

- ★ How many sheep do you see in the picture?
- ★ Which number symbol would we use to show that there are no sheep?

5. **Ukujayeza nokurhemisa iinomboro 1–10:** Khomba edradeni yokweneka iinomboro bese ukhombisa abafundi imibala yamaphegi. Hlathulula bonyana nizokubala ngakubili ndawonye.

Imibuzo ehlahlako:

- ★ Sifuna ukubala ngakubili, ngalokho asithomeni ngenomboro 2. (*Jikisa ikarada lenomboro 1 mazombe kobana u '1' angazokubonakala.*)
- ★ Nangabe sibala ngakubili, ngiyiphi inomboro ekufanele siyitjho ngokulandelako? (*Ipendulo: 4. Jikisa ikarada lenomboro 3 kobana u'3' angazokubonakala.*)

Buyelela abafundi bebefike ku-10.

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

Ilanga 5

Okudingako

- Umlolozelo: *Ku-1 naku-1* (ikhasi 201)
- IPhosta 6
- Ikarada lenomboro 0
- Itheyiphu yokusitha/itjhogo

1. **Umlolozelo:** Yethula umlolozele, *Ku-1 naku-1*. Abafundi balandela wena lokha nawukhombisa iminwakho ukusuka ngemva kwakho lokha nawutjho umlolozele.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlubula amanyathelo namakowuswabo. Bajama ngenyawo lesincele bese babala inani leenzipho zamazwani enyaweni lakho eliphasi.

Imibuzo ehlahlako:

- ★ Zingaki iinzipho zamazwani enyaweni lakho eliphasi?
- ★ Kufanele wenzeni kobana ube neenzipho zamazwani ezi-10 phasi? Abafundi babala iinzwanizabo eenyaweni ezi-10.

Buyelela umsebenzi ngezandla/amazipho wemino.

4. **Umzila wokweqa:** Sebenzisa itheyiphu yokusitha nofana itjhogo ukwakha inani lomzila wokweqa wamabhlogo ali-10 bese utlola iinomboro ukusuka ku-1 ukuya ku-10. Umfundi uyeqa lokha itlasi nayibalako.

Imibuzo ehlahlako:

- ★ Ungeqela enomborweni 2, 4, 6 lokha nasibala ngakubili?
- ★ Ngiyiphi inomboro yokugcina owele kiyo lokha nasibala ngakubili?
- ★ Mangaki amabhlogo esingawathola ukusuka ku-2 ukuya ku-4, ukusuka ku-4 ukuya ku-6, njalunjalo?

5. **Ukurarulula umraro:** Khulumani ngePhosta 6 nabafundi. Khulumani ngalokho abakubonako esithombeni.

Imibuzo ehlahlako:

- ★ Zingaki izimvu ozibonako esithombeni?
- ★ Ngiliphi itshwayo lenomboro esingalisebenzisa ukukhombisa bonyana akunazimvu?

Show the '0' number symbol card.

- ★ Which other animals from the song, *Old Sandile had a farm* are there none of?
- ★ Laylah ate one sandwich. Dad ate double this number. How many sandwiches did he eat?
- ★ Laylah gave two apples to the goat on the ground. She gave double this number of apples to the goat on top of the hay. How many apples did the goat on top of the hay get?
- ★ How many horses are there? Laylah has eight carrots. How can she share them equally between the horses?
- ★ Could she share 10 carrots equally between four horses? How could she do this?

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

Integration

Home Language: Tell and dramatise stories, include numbers in stories, participate in question-and-answer activities.

Life Skills: Create dances and games involving numbers, spatial skills, problem-solving skills.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- A tub per learner with:
 - 10 animal counters
 - 10 coloured counters
 - 5 plastic lids

1. **Counting objects 1–10:** Learners each count their counters 1–10.
2. **Word problem:** Learners use their counters or their fingers to solve the problem.

Guiding questions:

- ★ Ten animals have to drink from two water troughs. There are an equal number of animals at each trough. How many animals are there at each trough?

3. **Ordinal numbers first to sixth:**

Learners place one of their plastic lids on the mat in front of them and line their animals up one behind the other facing the 'water trough'.

Guiding questions:

- ★ Where is the front/back of the line?
- ★ Can you show me the first/second/fifth/sixth animal that will have a turn to drink from the trough?



Khombisa ikarada letshwayo lenomboro '0'.

- ★ Ngiziphi ezinye iinlwana eziseengomeni, *uSandile olupheleko unepasi* azikho?
- ★ ULaylah udle isengwitjhi eyodwa. UBaba udle inani elibuyelelweko. Mangaki amasengwitjhi awadlileko?
- ★ ULaylah unikelele imbuzi amahabhula amabili phasi. Unikele imbuzi inani leli ngokubuyelelweko ngaphezu kwehoyi. Mangaki amahabhula imbuzi ewatholileko ngaphezu kwehoyi?
- ★ Zingaki iimperera ezikhona? ULaylah unemihlaza eburnane. Angazabela njani iimperera phakathi ngokulinganako?
- ★ Angazabela phakathi imihlaza eli-10 ngokulinganako iimperera? Angakwenza njani lokhu?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: Coca bese ulingisela iindatjana, faka hlangana iinomboro eendatjaneni, zibandakanye emisebenzini yemibuzo neempendulo.

AmaKghono wePilo: Yakha amagido nemidlalo efaka iinomboro, amakghono wokuhumbula isikhala, amakghono wokurarulula umraro.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- IPhosta 7 – limbalisi zemibala ezi-10
- Isikhafthini umfundi ngamunye – limvalo zeplastiki ezi-5 esinalokhu:
 - limbalisi zeenlwana ezi-10

1. **Ukubala izinto 1–10:** Abafundi babala iimbalisi zabo ngamunye 1–10.
2. **Umraro wegama:** Abafundi basebenzisa iimbalisi zabo nofana imino yabo ukurarulula umraro.

Imibuzo ehlahlako:

- ★ Iinlwana ezilitjhumu kufanele zisele eenkrebheni zamanzi ezimbili. Kunenani elilinganako leenlwana ekrebheni ngayinye. Zingaki iinlwana ezisekrebheni ngayinye?

3. **Iinomboro sikhundla kokuthoma ukuya kokwesithandathu:** Abafundi babeka sinye seemvalo zabo zeplastiki phezu komada ngaphambi kwabo bese barhemisa iinlwana zabo esinye ngemva kwesinye ziqale 'ngekrebheni'.

Imibuzo ehlahlako:

- ★ Liphi ingaphambili/ingemuva lerhemo?
- ★ Ungangikhombisa ikomo yokuthoma/yesibili/yesihlanu/ yesithandathu ezakuba nedlhego lokusela ngekrebheni?



4. **Equal sharing:** Learners place another lid in front of them so that they have two 'water troughs'.

Guiding questions:

- ★ Can you share your animals equally between these water troughs?
- ★ How many animals are at each trough?

Learners place all five lids in front of them.

- ★ How many animals will there be at each trough if you share the animals equally between the five troughs?
- ★ If you take one animal away from one trough how many animals are left in front of you?



5. **Sharing:** Learners use counters to solve problems about Poster 7.



Guiding questions:

- ★ Dad buys a bag of three oranges. He puts another two oranges into the bag. How many oranges does he need to pay for?
- ★ Thami is looking at four wooden animals. One animal has fallen over. How many are standing?
- ★ Dad buys six oranges. If he shares these equally between his family at the market, how many oranges will they each get?
- ★ Mom buys two baskets. She asks Dad to share the six oranges equally between the two baskets. How many oranges does Dad put into each basket?



Check that learners are able to:

- count objects 1–10
- problem solve with numbers 0–10
- share counters equally
- share counters between two groups
- identify first to sixth

4. **Ukwaba ngokulinganako:** Abafundi babeka esinye isivalo ngaphambi kwabo kobana 'babeneenkrebhe zamanzi' ezimbili.

Imibuzo ehlahlako:

- ★ Ungazaba iinlwana zakho kabili ngokulinganako phakathi kweenkrebhe zamanzezi?

- ★ Zingaki iinlwana ezisekrebheni ngayinye?

Abafundi babeka zoke iimvalo ezihlanu phambi kwabo.

- ★ Zingaki iinlwana ezizakuba sekrebheni ngayinye nangabe waba iinlwana ngokulinganako phakathi kweenkrebhe ezihlanu?

- ★ Nangabe uthatha isilwana esisodwa ekrebheni eyodwa, zingaki iinlwana eziseleko phambi kwakho?

5. **Ukwabelana:** Abafundi basebenzisa iimbalisi ukurarulula imiraro emayelana nePhosta 7.



Imibuzo ehlahlako:

- ★ UBaba uthenga umgodla wama-orentji amathathu. Ufaka amanye ama-orentji amabili ngaphakathi komgodla. Mangaki ama-orentji ekufanele awabhadale?
- ★ UThami uqale eenlwaneni ezine zeengodo. Isilwana esisodwa siwile. Zingaki ezijameleko?
- ★ UBaba uthenga ama-orentji asithandathu. Nangabe waba lokhu ngokulinganako phakathi komndeni wakhe emakethe, mangaki ama-orentji abazowathola ngamunye?
- ★ UMma uthenga abomantji ababili. Ubawa uBaba bonyana abele ama-orentji asithandathu ngakibomantji ababili ngokulinganako. Mangaki ama-orentji uBaba awafaka ngaphakathi komantji ngamunye?



Tjheja bonyana abafundi bayakwazi uku:

- bala izinto 1–10
- rarulula umraro weenomboro 0–10
- kwaba iimbalisi ngokulinganako
- kwaba iimbalisi phakathi kweenqhema ezimbili
- fanisa kokuthoma ukuya kokwesithandathu



TIP
Numbers 6–10 will be done in Week 8.

Workstation 1

What you need

- Number book – 1 per learner
- Crayons

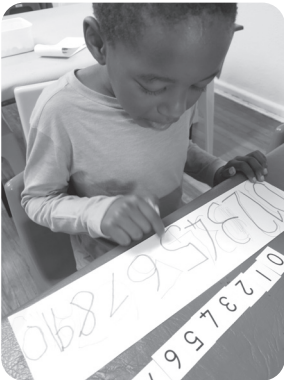
Learners write the number symbol 1 and draw one object on the first page, 2 on the second page, and so on, up to 5.

Workstation 2

What you need

- Number symbols 0–10, 1 set per learner (*Resource Kit*)
- A3 strip of paper/cardboard – 1 per learner
- Crayons/pencils

Learners arrange the number symbol cards in order from 0–10 above the strip of paper. Remind them to spread out the number symbols across the top of the paper strip so that there is enough space for them to write the numbers. They write the numbers on the strip of paper below each symbol.

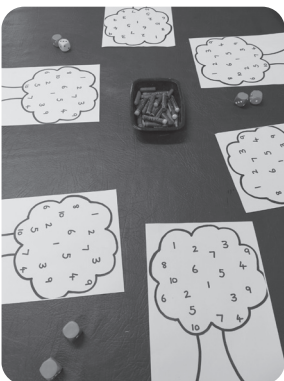


Workstation 3

What you need

- An A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner
- 2 dice per pair of learners (on one dice cover the '5' and '6' with a sticker/paper)

In pairs, learners take turns to throw the two dice. They count the number of dots on the dice. They find the corresponding number on the tree, circle it and then colour it in. Once all the numbers on the tree have been coloured in, learners create a pattern of their choice by writing number symbols around the edge of the page.



Workstation 4

What you need

- Block structures in the block area – 1 per learner
- Blocks

Build block structures in the block area or on the mat. Learners copy one structure each and swap until they have copied each structure. They take turns to create structures for each other to copy.



ISIYELELISO

linomboro 6–10
zizakwenziwa Iveke 8.

Isitetjhi sokusebenzela 1

Okudingako

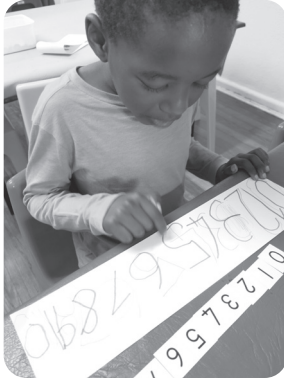
- Incwadi yeenomboro – 1 umfundi ngamunye
- Amakhrayoni

Abafundi batlola itshwayo lenomboro 1 bese badweba into eyodwa ekhasini lokuthoma, u-2 ekhasini lesibili, njalonjalo, ukufika ku-5.

Isitetjhi sokusebenzela 2

Okudingako

- Amatshwayo weenomboro 0–10, isede yi-1 umfundi ngamunye (Ikhidi yeenSetjenziswa)
- Umtletle wephepha/wekhabhodi oyi-A3 – 1 umfundi ngamunye
- Amakhrayoni/iimpensela

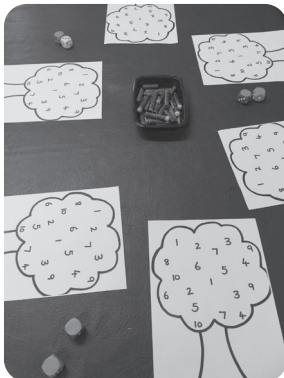


Abafundi bahlela amakarada wetswayo lenomboro ngerhemo ukusuka ku-0–10 phezu komtletle wephepha. Bakhumbuze barhatjhe amakarada wetswayo lenomboro bavundle umtletle wephepha kobana babe nesikhala esaneleko sokutlola iinomboro. Batlola iinomboro phezu komtletle wephepha ngenzasi kwetswayo ngalinye.

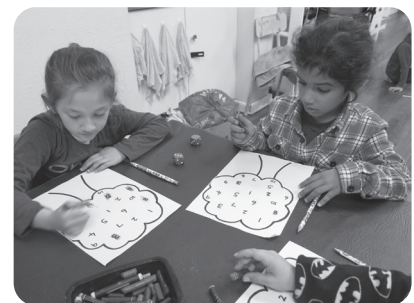
Isitetjhi sokusebenzela 3

Okudingako

- Itjhidi lephepha le-A4 elinomuthi oneenomboro 1–10 odwetjwe phezu kwalo – 1 umfundi ngamunye
- Amadayisi ama-2 ipara yabafundi ngayinye (phezu kwedayisi linye vala u-'5' no-'6' ngestikha/ngephepha)



Abafundi bayadlhegana ukuphosa idayisi ngeempara. Babala inani lamaqatjhazi phezu kwedayisi. Bathola inani elikhambelanako phezu komuthi, bayalindulungela bese balifaka umbala. Nasele iinomboro ezisemthini zifakwe umbala zoke, abafundi bakha iphetheni ebazikhethela yona ngokutlola itshwayo lenomboro mazombe emphethweni wekhasi.



Isitetjhi sokusebenzela 4

Okudingako

- Izakhiwo zamabhlogo endaweni yamabhlogo – 1 umfundi ngamunye
- Amabhlogo



Yakha izakhiwo zamabhlogo endaweni yamabhlogo nofana phezu komada. Abafundi bakopa isakhiwo esisodwa ngamunye bese batjhentjisana bebakope isakhiwo ngasinye. Bayadlhegana ngokwakhelana isakhiwo kobana bakope ngamunye.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Sharing with a remainder

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Reinforce number concept 0–10
- Problem solving 1–10
- Sharing without a remainder
- Half, double

New maths vocabulary

how many more is ____ than ____
groups of two, three, ____

higher
lower

Getting ready

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

- number track 0–10 – 1 per learner
- cut-outs of apples – 3 per learner



- a 'fence' made from a piece of cardboard with the middle cut out (see page 146).

Whole class activities

Day 1

What you need

- Rhyme: *1 and 1* (page 200)
- 15 containers with:
 - Unifix blocks
 - 2 number symbol/picture or dot cards 0–10 (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.

UmNqopho wesiGaba sokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana

linhloko

- Ukukhumbula amatshwayo weenomboro neenomboromagama
- Ukutlhadlhula, ukumadanisa nokurhemisa iinomboro
- Ubudlelwana beenomboro
- Ukurarulula imiraro ebujameni

Ilwazi elitjha

- Ukwabelana okunesalela

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 0–10
- Ukugandelela umqondo weenomboro 0–10
- Ukurarulula umraro 1–10
- Ukwabelana okunganasalela
- Isiquntu, kabili

Ilwazimagama leembali elitjha

kungaphezulu kangangani ____ kuna ____ kuphakeme khudlwana
isiqhema sangababili, ngabathathu ____ kungaphasana/nciphisa

Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- umzila weenomboro 0–10 – 1 umfundi ngamunye
- amahabhula asikiweko – 3 umfundi ngamunye
- 'isibiyelo' esenziwe ngesiquntu sekhadibhodi esisikwe phakathi (qala ikhasi 147).



Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Umlolozelo: *Ku-1 naku-1* (ikhasi 201)
- limphathi ezi-15 ezinalokhu: – Amabhlogo we-*Unifix*
- Amakarada ama-2 wethshwayo/wesithombe nofana wamaqatjhazi weenomboro 0–10 (*IKhidi yeenSetjenziswa*)

1. **Umlolozelo:** Yitjho umolozelo, *Ku-1 naku-1*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.



TIP

Involve all the learners in the counting activity once you have identified what you are counting together.

3. **Counting objects 1–10:** Learners choose which objects they would like to count.

Guiding questions:

- ★ Can you see any group of objects in the classroom that looks like it is a group of 10?

Count the objects together.

- ★ Were there too few/too many/more than 10, and so on?

4. **Comparing numbers:** Play the game, 'Build and compare'. Learners sit facing a partner. Give each pair of learners a container of Unifix blocks and two number cards. They each take out a card without looking at the number. As they turn over their number cards, together they say, 'One, two, three compare.'

Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

Learners swap containers with another pair of learners and repeat the activity.



Guiding questions:

- ★ Who has a number that is more (bigger, higher)/less (smaller, lower) than their partner's number?
- ★ How many blocks are there in your tower?
- ★ Who has fewer/more blocks in their tower than their partner?
- ★ Who has zero blocks in their tower?
- ★ Who has a number that is the same as someone else's in the class? How do you know?

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

Day 2

What you need

- Rhyme: *1 and 1* (page 200)
- Number dot, symbol and picture cards 0–10 (*Resource Kit*)
- 2 flat containers

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

ISIYELELISO

Bandakanya boke abafundi emsebenzini wokubala unqatshwaya bonyana khuyini enikubala ndawonye.

3. **Ukubala izinto 1–10:** Abafundi bakhetha bonyana ngiziphi izinto abangafuna ukuzibala.

Imibuzo ehlahlako:

- ★ Kukhona isiqhema sezinto nofana ngisiphi osibonako ngetlasini esibonakala kwangathi siqhema se-10?

Balani izinto ndawonye.

- ★ Kungabe beziimbalwa khulu/zizinengi khulu/zingaphezulu kuna-10, njalonjalo?

4. **Ukumadanisa iinomboro:** Dlalani umdlalo, 'Yakha bese uyamadanisa'. Abafundi bahlezi baqalene nomlingani. Nikela ipara yabafundi ngayinye isiphathi samabhlogo we-*Unifix* namakarada wenomboro amabili. Bakhupha ikarada ngamunye ngaphandle kobana baqale inomboro. Lokha nabaphendula amakarada wabo wenomboro, boke bathi, 'Kunye, kubili, kuthathu madanisa.'

Umfundi ngamunye utjho inomboro yakhe kumlingani, 'Ngiphethe u_____.' Basebenzisa amabhlogo we-*Unifix* ngamunye ukwakha umbhotjhongo ukujamiselela inomboro yabo. Bamadanisa imibhotjhongo yabo neenomboro zabo ngokusebenzisa ilwazimagama elilandelako: *kungaphezulu, kungaphasi kwa, kumbadlwana, kuyafana* (isibonelo, 'kuthandathu kungaphezulu kunakune').

Abafundi batjintjisana ngeemphathi neny e ipara yabafundi bese babuyelela umsebenzi.

Imibuzo ehlahlako:

- ★ Ngubani ophethe inomboro engaphezulu (kukhudlwana, kuphakamilenyana)/kuncani kuna (kuncazana, kungaphasana) kunenomboro yomlinganakhe?
- ★ Mangaki amabhlogo asembhotjhongweni wakho?
- ★ Ngubani onamabhlogo ambadlwana/angaphezulu embhotjhongweni wabo kunomlingani wabo?
- ★ Ngubani oneziro yamabhlogo embhotjhongweni wakhe?
- ★ Ngubani onenomboro efana neyomunye ngetlasinapha? Wazi ngani?

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



Ilanga 2

Okudingako

- Umlolozelo: *Ku-1 naku-1* (ikhasi 201)
- Amakarada wamaqatjhazi, wetshwayo newesithombe 0–10 (*IKhidi yeenSetjenziswa*)
- Iimphathi ezi-2 ezisipara

1. **Umlolozelo:** Yitjho umolozelo, *Ku-1 naku-1*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 1.



TIP

Use number word cards for those learners who are able to read/recognise the words.

- Problem solving 1–10:** Learners sit in a circle. Give each learner a number dot, picture or symbol card.

Guiding questions:

- ★ Can you show me one/two/three more/fewer fingers than the number on your card?
- ★ How many more/fewer is ____'s number than ____'s?
- ★ Who has 10 bees on their card? Who has a number that is five fewer than this?
- ★ Whose number card has five monkeys? How many arms do the five monkeys have altogether?
- ★ Who has numbers that are smaller than 6/bigger than 3?



- Sharing with or without a remainder:** Place two containers in the middle of the mat. Learners stand up two at a time to place their number cards in the two containers.

Guiding questions:

- ★ Will there be an equal number of cards in each container?
- ★ How will we find out?
- ★ We can't cut the cards in half, so what should we do if there is one extra card?

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

Day 3

What you need

- Number cards 0–10 (*Resource Kit*)
- Number washing line
- A peg

- Song/rhyme:** Learners sing a song or say a rhyme of their choice.
- Oral counting:** 0–20 and beyond, 10–0.
- Counting objects 1–10:** Learners sit in a circle. Count from 1–10 as you go around the circle.

Guiding questions:

- ★ Which learner will be the next number 10?
- ★ Who will be the number 7 after that?
- ★ We are on number 4. If we count two more, what number will it be?
- ★ How did you work that out?
- ★ Those learners who were number 10s, please stand in the middle of the circle and those who were number 4s stand outside the circle.
- ★ Are there more/fewer number 10s or number 4s?

ISIYELELISO

Sebenzisa amakarada wenomborogama ebafundini abakghona ukufunda/ukukhumbula amagama.



4. **Ukucarulula umraro 1–10:** Abafundi bahlala benza indulungu. Nikela umfundi ngamunye ikarada lamaqatjhazi, lesithombe nofana letshwayo.

Imibuzo ehlahlako:

- ★ Ungangikhombisa imi/umuno munye/mithathu ngaphezulu/ embadlwana kunenomboro esekaradeni lakho?
- ★ Ku_____ kungaphezulu/kumbadlwana ngakungaki kuna _____?
- ★ Ngubani onekarada leenyosi ezi-10 ekaradeni lakhe? Ngubani onenomboro engaphasana ngakuhlanu kunalokhu?
- ★ Ngubani onekarada lenomboro elineemfene ezihlanu? Mingaki imikhono iimfene ezihlanu ezinayo nayihlangene yoke?
- ★ Ngubani oneenomboro ezincani khulu kuna-6/ezikulu khulu kunaku-3?

5. **Ukwabelana ngesalela nofana ngaphandle kwesalela:** Beka iimphathi ezimbili phakathi komada. Abafundi basikima bababili ngasikhathi sinye ukuyokubeka amakaradabo wenomboro ngeemphathini ezimbili.

Imibuzo ehlahlako:

- ★ Kungaba nenani elilinganako lamakarada ngesiphathini ngasinye?
- ★ Singakuthola njani lokho?
- ★ Angekhe sisike amakarada abe yihafu, ngalokho kufanele senzeni nangabe kunekarada elilodwa eliseleko?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Amakarada weenomboro 0–10 (Ikhidi yeenSetjenziswa)
- Iphegi
- Idrada yokweneka iinomboro

1. **Ingoma/umlolozelo:** Abafundi bavuma ingoma nofana batjho umlolozelo abazikhethela wona.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala benza indulungu. Bala ukusuka ku-1–10 lokha nawukhambakhamba mazombe ngendulungwini.

Imibuzo ehlahlako:

- ★ Ngiwuphi umfundi ozakuba ngu-10 olandelako?
- ★ Ngubani ozakuba yinomboro 7 ngemva kwalokho?
- ★ Sikunomboro 4. Nangabe sibala kubili ngaphezulu, kuzakuba ngiyiphi inomboro?
- ★ Ukwenze njani lokho?
- ★ Labo abafundi egade baziinomboro 10, ngibawa bajame ngaphakathi kwendulungu bese labo egade baziinomboro 4 abajame ngaphandle kwendulungu.
- ★ Bakhona abanye ngaphezulu/abambadlwana abonomboro 10 nofana abonomboro 4?

4. **Practising 0–10:** Play the game, 'Pegging a number'. Peg a number between 0 and 10 to the back of a learner. Other learners give clues as the learner tries to guess what number is on his/her back, for example: 'Your number is two more than three', and so on. As the learner responds, guide him/her to the number. Encourage learners to refer to the number washing line. Repeat the activity a few times with different learners.
5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number dot, symbol and picture cards 1–10 (*Resource Kit*)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 3.
4. **Practising numbers 1–10:** Play the game, 'Numbers bigger/smaller than'. Learners stand in a circle. Give each learner a number card and call out instructions, for example: 'Sit down if you have a number bigger than 4/smaller than 2.' Learners check whether their classmates are correct. Continue until all learners are sitting down.



Guiding questions:

- ★ Do you have a number that is two more than 3/three fewer than 6/half of 8/double 2, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Poster 3

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Discuss Poster 3. Count the number of windy, sunny, cloudy and rainy days on the weather chart in the picture.

Guiding questions:

- ★ There are three sunny days. How many more sunny days do we need to have ten sunny days?

- Ukujayeza 0–10:** Dlalani umdlalo, 'Ukuphega iinomboro ngamaphegi'. Phega inomboro ephakathi kwaka-0 ne-10 emhlana womfundi. Abanye abafundi banikela imithala lokha umfundi nakazama ukuqagela bonyana yinomboro bani esemhlana wakhe, isibonelo: 'Inomboro yakho inakubili ngaphezulu kokuthathu', njalonzalo. Lokha umfundi nakaphendulako, mhlahlele enomborweni ekungiyi. Khuthaza abafundi baqale edradeni yokweneka iinomboro. Buyelela umsebenzi kambalwa nabafundi abahlukileko.
- Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 4

Okudingako

- Amakarada wamaqatjhazi, wetswayo newesithombe 1–10 (*IKhidi yeenSetjenziswa*)

- Ingoma/umlolozelo:** Abafundi bavuma ingoma nofana batjho umlolozelo abazikhethela wona.
- Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 3.

- Ukujayeza iinomboro 1–10:** Dlalani umdlalo, 'iinomboro ekudlwana/encazana kuna'. Abafundi bahlala benza indulungu. Nikela umfundi ngamunye ikarada lenomboro bese utjho imilayelo, isibonelo: 'Hlala phasi nangabe unenomboro ekudlwana kuno-4/encazana kuno-2'.



Abafundi bayahlola bonyana abalingani babo batlole ngefanelo na. Ragela phambili abafundi boke bebahlale phasi.

Imibuzo ehlahlako:

- ★ Unayo inomboro engaphezulu ngakubili kuna-3/engaphasi ngakuthathu kuna-6/ihafu ka-8/ku-2 obuyelelweko, njalonzalo?
- Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- IPhosta 3

- Ingoma/umlolozelo:** Abafundi bavuma ingoma nofana batjho umlolozelo abazikhethela wona.
- Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- Ukubala izinto 1–10:** Khulumani ngePhosta 3. Bala amalanga anommoya, abaleleko, anamafu etjhadini lobujamo bezulu esithombeni.

Imibuzo ehlahlako:

- ★ Kunamalanga amathathu abaleleko. Mangaki amalanga angaphezulu abaleleko esiwadingako kobana sibe namalanga alitjhumu abaleleko?

4. **Practising 0–10:** Ask questions about Poster 3. Learners can use their fingers or counters to solve problems if necessary.

Guiding questions:

- ★ How many learners do you see in the classroom?
- ★ If four learners go outside, how many learners will be left in the classroom?
- ★ How many girls are there in the classroom? If three more girls come in, how many girls will there be?
- ★ Six girls are in the classroom. Three more girls come in. How many girls are there now?
- ★ The teacher has six blocks to share equally between the three girls. How many blocks will each girl get?

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

Integration

Home Language: Critical thinking and expressing opinions.
Life Skills: Solve problems during the daily programme and explain reasoning.

Small group activities

Teacher-guided activity

What you need

- | | |
|---|---|
| <p>A tub per learner with:</p> <ul style="list-style-type: none"> • 10 animal counters • Cut-outs of 3 apples | <ul style="list-style-type: none"> • A 'fence' made of a piece of cardboard with the middle cut out • Scissors • Structure beads |
|---|---|

1. **Word problems using counters:** Learners count their animal counters. Ask word problems about the animals.

Guiding questions:

- ★ Sandile has 10 animals. He brings three animals into the shelter for the night. How many more does he need to bring in so that all the animals are inside?

2. **Sharing with a remainder:**

Learners sit in pairs opposite each other. They line up their 10 animals to face themselves.

Guiding questions:

- ★ Do you and your partner have an equal number of animals? How do you know?
- ★ Sandile wants your animals to come into his shelter two by two. Show how he could group them.
- ★ And three by three?



4. **Ukujayeza 0–10:** Buza imibuzo ephathelene nePhosta 3. Abafundi bangasebenzisa iminwabo nofana iimbalisi ukurarulula umraro nangabe kuyadingeka.

Imibuzo ehlahlako:

- ✦ Bangaki abafundi obabonako ngetlasinapha?
- ✦ Nangabe abafundi abane baphumela ngaphandle, bangaki abafundi abazokusala ngetlasini?
- ✦ Bangaki abantazana abakhona ngetlasini? Nangabe abafundi abathathu ngaphezulu bangena ngetlasini, bangaki abantazana abazakubakhona?
- ✦ Abantazana abasithandathu bangetlasini. Abantazana abathathu ngaphezulu bayangena. Bangaki abantazana abakhona kwanjisi?
- ✦ Utitjhere unamabhlogo asithandathu ekufanele awabe ngokulinganako phakathi kwabantazana abathathu. Mangaki amabhlogo azakutholwa mntazana ngamunye?

5. **Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: Ikghono lokucabangisisa nokutjho imibono.
AmaKghono wePilo: Ukurarulula imiraro ngesikhathi sehlelo langamalanga lokuhlathulula ngokucabangisisa.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- | | |
|--|--|
| Isikhafthini somfundi ngamunye esinalokhu: | • 'Isibiyelo' esenziwe ngesiquntu sekhadibhodi elisikwe phakathi |
| • Iimbalisi zeenlwana ezi-10 | • Iinkere |
| • Amahabhula ama-3 asikiweko | • Imincamo ehlelekileko |

1. **Ukurarulula imiraro yamagama ngokusebenzisa iimbalisi:** Abafundi babala iimbalisi zabo zeenlwana. Buza imiraro yamagama emayelana neenlwana.

Imibuzo ehlahlako:

- ✦ USandile uneenlwana ezi-10. Uletha iinlwana ezintathu ngesiphephelweni ebusuku. Zingaki iinkomo ezingaphezulu afanele ukuziletha kobana zoke iinkomo zibe ngaphakathi?

2. **Ukwabelana okunesalela:** Abafundi bahlala ngepara baqalene. Barhemisa iinlwana zabo ezi-10 ziyaqalana.

Imibuzo ehlahlako:

- ✦ Ingabe wena nomlinganakho ninenani elilinganako leenlwana? Wazi ngani?
- ✦ USandile ufuna iinlwana zingene ngesiphephelweni sakhe ngambili. Khombisa bonyana angazibuthelela njani.
- ✦ Bese ngantathu?



- ★ What do you notice? What can we do about the animal that is left out?

Take time to listen to the learners' suggestions about how they might manage the problem of the remaining animal.

Learners place eight animals in their tubs and take out the cut-outs of three apples.



TIP

Draw learners' attention to the fact that some things, such as the apple, can be cut to share, but other things, such as the animals, can't be cut to share.

- ★ How can you share these three apples equally between your two animals?

Learners try to solve the problem. When they realise that there is one apple remaining, discuss how to cut the apple in half to share it equally.



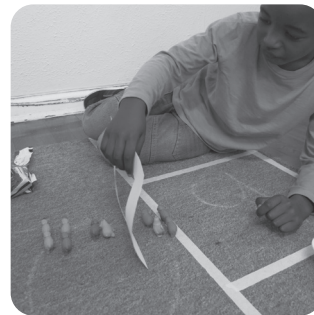
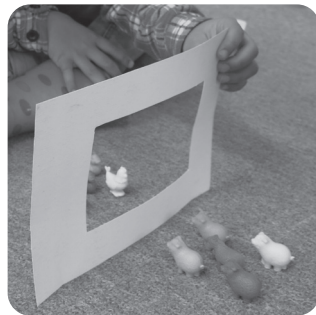
- Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

Guiding questions:

- ★ Can you place the 'fence' so that there are four animals on one side of the fence?

Learners 'fence off' four animals and count these.

Learners peep through their fences.



- ★ How many animals are on the other side of the fence?
- ★ How many animals are there altogether?

Learners count the animals on the other side of the fence and then repeat the activity with other combinations that make up 10.

- ★ Can you place the fence so that there are exactly the same number of animals on each side?

- Combinations of 10 using structure beads:** Ask learners to show five beads. Encourage them to do this without counting in ones. Learners hold five beads and start their count from 5. Count on from 5 to 8.

ISIYELELISO

Dosela itjhejo labafundi ephuzwini lokobana ezinye izinto, ezifana nehabhula, zingasikwa kobana zabiwe, kodwana ezinye izinto, ezinjengeenlwana, angekhe zisikwe kobana zabiwe.

- ★ Khuyini okuyelelako? Khuyini esingakwenza ngesilwana esiseleko?

Thatha isikhathi ulalele imibono yabafundi emayelana nokobana bazawulawula njani umraro wesilwana esiseleko.

Abafundi babeka iinlwana ezibunane ngeenkhaftininini zabo bese bakhupha amahabhula amathathu asikiweko.

- ★ Ungawaba njani amahabhula amathathu la ngokulinganako phakathi kweenlwana zakho ezimbili?

Abafundi bazama ukurarulula umraro. Lokha nabayelela bonyana kunehabhula linye eliseleko, khulumani ngokobana nizalisika njani ihabhula libe yihafu kobana labiwe ngokulinganako.



3. Ihlanganisela ye-10 ngokusebenzisa iimbalisi zeenlwana:

Abafundi bahlala iinlwana zabo ngomjeje onqophe rwe.

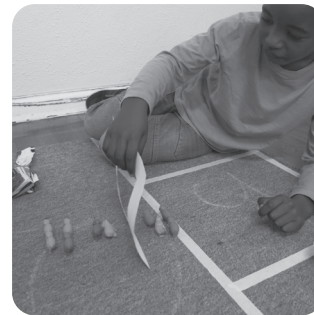
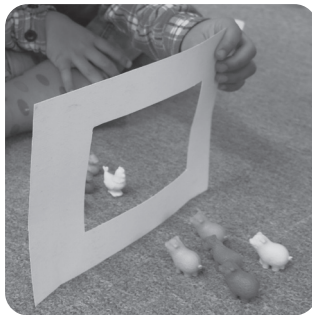
Ngokusebenzisa 'iimbiyelo' zabo, bahlola bonyana zingaki iindlela ezihlukileko abangahlukanisa ngazo iinlwana ngeenqhema ezimbili.

Imibuzo ehlahlako:

- ★ Ungasibeka 'isibiyelo' kobana kube neenkomo ezine ngehlangothini linye lesibiyelo?

Abafundi 'basusa isibiyelo' eenlwaneni ezine bese bayabala.

Abafundi bahlola ngeembiyelo zabo.



- ★ Zingaki iinlwana ezingehlangothini elingale kwesibiyelo?
- ★ Zingaki iinlwana nasele zihlangene zoke?

Abafundi babala iinlwana ezingehlangothini elingale kwesibiyelo bese babuyelela umsebenzi ngezinye iinhlanganisela ezenza i-10.

- ★ Ungasibeka isibiyelo kobana kube nenani leenlwana elifana poro amahlangothi womabili?

4. Ihlanganisela ye-10 ngokusebenzisa imincamo ehlelekileko:

Bawa abafundi bakukhombise imincamo emihlanu. Bakhuthaze

bakwenze lokhu ngaphandle wokubala abokunye. Abafundi baphatha imincamo emihlanu bese bathoma ukubala ukusuka ku-5.

Balani ukusuka ku-5 ukuya ku-8.

Guiding questions:

- ★ How many more beads did you count?
Hold four/six/three beads. Count on from 4 to 7/10/8, and so on.
- ★ How many beads do you have now?



Check that learners are able to:

- solve problems with numbers 0–10
- count on from a given number – up to 10
- share counters equally with a remainder
- identify groups that combine to make 10

Workstation 1

What you need

- A4 paper – 1 piece per learner
- Sponges/cotton wool/ear buds
- Paint in shallow containers
- Crayons

Learners fold their pages in half. They write a number between 1 and 5 at the top of one side of the page. They dip sponges/cotton wool/ear buds/their finger into the paint and make the same number of dots as the number they wrote. They fold the page and press it down to make the same number on the opposite side of the page. They count how many dots they have now and then write that number.



Workstation 2

What you need

- Playdough and mats
- Number track 0–10 – 1 per learner

Learners mould 'bricks/blocks' from playdough and build towers to match the numbers on the number track 0–10.



Imibuzo ehlahlako:

- ★ Mingaki eminye imincamo engaphezulu oyibalileko?
Phathani imincamo emine/esithandathu/emithathu. Balani ukusuka ku-4 ukuya ku-7/10/8, njalonjalo.
- ★ Mingakhi imincamo onayo kwanjesi?

**Tjheja bonyana abafundi bayakwazi uku:**

- rarulula imiraro yeenomboro 0–10
- bala ukusuka enomborweni enikelweko – ukufika ku-10
- kwaba iimbalisi ezinesalela ngokulinganako
- fanisa iinqhema ezihlanganako zenze u-10

Isitetjhi sokusebenzela 1**Okudingako**

- Iphepha le-A4 – isiquntu si-1 umfundi ngamunye
- Ipende ngeemphathini ezingatjhingiko
- Iimpontji/ivata/isigodorojindlebe
- Amakhrayoni

Abafundi babhinca amaphephabo bawenza ihafu. Batlola inomboro ephakathi kuka-1 no-5 ngehla ehlangothini elilodwa lephepha. Bafaka iimpontji/ivata/iingodorojindlebe/iminwabo ngependeni bese benza inani lamaqatjhazi elifana nelenomboro abayitlolileko. Babhinca iphepha bese baligandelela phasi ukwenza inani elifanako ngehlangothini langahlanye lephepha. Babala bonyana maqatjhazi amangaki abanawo bese batlola inanelo.

**Isitetjhi sokusebenzela 2****Okudingako**

- Ihlama yokudlalisa nabomada
- Umzila weenomboro 0–10 – 1 umfundi ngamunye

Abafundi babumba 'iintina/amabhlogo' ngehlama yokudlalisa bese bakha imibhotjhongo yokukhambelanisa iinomboro ezisemzileni wenomboro 0–10.



Workstation 3

What you need

- Number symbols 0–10 (*Resource Kit*) – 8 per pair of learners
- Unifix blocks

Learners work in pairs to play, 'Build and compare'. Each learner has four number symbols in a pile. As they each turn over a number symbol, together they say, 'One, two, three compare.' Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

They repeat this another three times with different number symbols. They swap their sets of number symbols with other learners and play the game again.



Workstation 4

What you need

- Number books from Week 7
- A4 paper
- Kokis/crayons
- Stapler

Learners complete the pages for 6–10 in their number books. They make envelopes for their books (by folding and stapling A4 pages). They write their names and the number of their home on the front of the envelope.



TIP

Learners can create their own 'number' picture when they have finished.

Isitetjhi sokusebenzela 3

Okudingako

- Amatshwayo weenomboro 0–10 (*IKhidi yeenSetjenziswa*) – 8 ipara ngayinye yabafundi
- Amabhlogo we-*Unifix*

Abafundi basebenza ngababili ukudlala, 'Yakha bese uyamadanisa'. Umfundi ngamunye unamatshwayo wenomboro amane ebuthelweni lakhe. Lokha nabaphendulela itshwayo lenomboro, batjho ndawonye, 'Kunye, kubili, kuthathu madanisa.' Umfundi ngamunye utjho inomborwakhe kumlinganakhe, 'Ngine ____.' Basebenzisa amabhlogo we-*Unifix* ukwakha umbhotjhongo ukujamiselela inomboro yabo. Bamadanisa imibhotjhongo yabo neenomboro zabo ngokusebenzisa ilwazimagama elilandelako: *kungaphezulu, kungaphasi, kumbadlwana, kuyafana* (isibonelo, 'sithandathu kungaphezulu kuna kune').

Babuyelela lokhu ngokubuyelelwe kathathu godu ngamatshwayo wenomboro ahlukileko. Batjintja iinsede zabo zamatshwayo wenomboro nabafundi abanye bese badlala umdlalo godu.



Isitetjhi sokusebenzela 4

Okudingako

- Iincwadi zeenomboro zangeVeke 7
- Iphepha le-A4
- Amakhokhi/amakhrayoni
- Isiteyipla

Abafundi baqedelela amakhasi 6–10 weencwadini zabo zenomboro. Benza iimvilobhu zeencwadi zabo (ngokubhinca nokustepula amaphepha we-A4). Batlola amagamabo nenomboro zemakhabo ngaphambili emvilobhini.



ISIYELELISO

Abafundi bangakha isithombe sabo 'senomboro' lokha nasele baqedile.

Content Area Focus: Space and Shape (Geometry)

Topics

- Properties of shapes

New knowledge

- Sort shapes according to size, colour and shape
- Shape conservation

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Figure-ground perception

New maths vocabulary

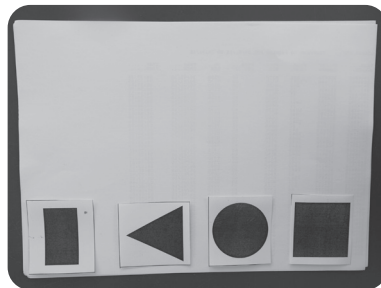
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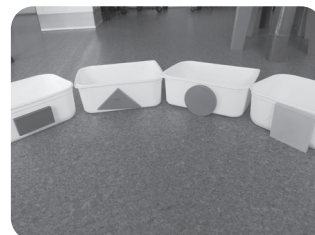
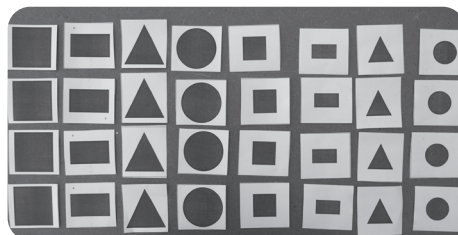
Getting ready

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

- cardboard poster with shape cut-outs (rectangle, triangle, circle and square, all in the same colour)



- 6 pictures of everyday objects that have circle, triangle, square and rectangle shapes in them (see page 156)
- 32 shape cards as follows:
 - 8 yellow shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 blue shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 red shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 green shapes: 1 big and 1 small circle, square, rectangle and triangle



- 4 boxes each labelled with a different shape (square, circle, triangle, rectangle)

UmNqopho wesiGaba sokuMumethweko: IsiKhala neBumbeko (Ijijomethri)

linhloko

- Amatshwayo wamabumbeko

Ilwazi elitjha

- Ukuhlela amabumbeko ngokuya ngobukhulu, umbala nokubumbeka
- Ukubulungwa kwebumbeko

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Amabumbeko: indulungu, isikwere, uncantathu, uncamane
- Ukubona isithombe kwesinye isithombe

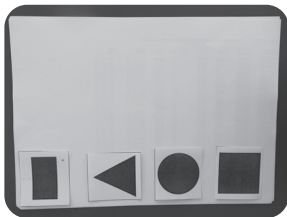
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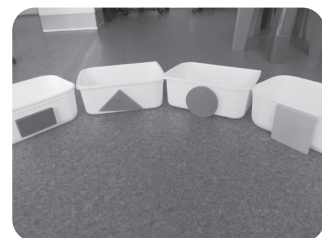
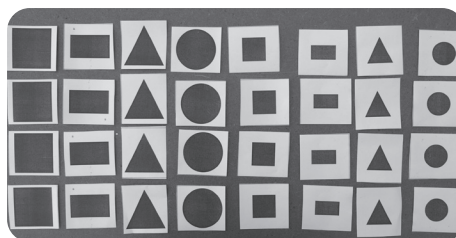
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Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

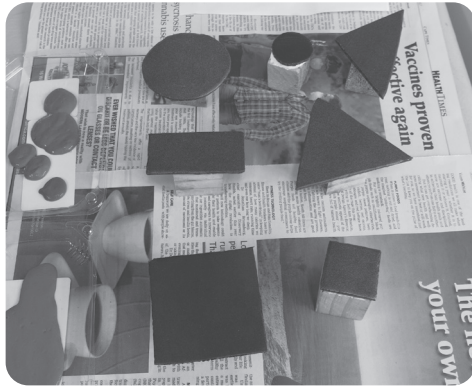


- iphosta yekhadibhodi enamabumbeko asikiweko (uncamane, uncantathu, indulungu nesikwere, zoke zibe nombala ofanako)
- iinthombe ezi-6 zezinto zangamalanga ezinamabumbeko wendulungu, uncantathu, isikwere noncamane (qala ikhasi 157)
- amakarada webumbeko a-32 njengokulandelako:
 - amabumbeko a-8 asarulani: 1 elikhulu na-1 elincani eliyindulungu, isikwere, uncamane noncantathu
 - amabumbeko a-8 ahlaza samkayi: 1 elikhulu na-1 elincani eliyindulungu, isikwere, uncamane noncantathu
 - amabumbeko a-8 abovu: 1 elikhulu na-1 elincani eliyindulungu, isikwere, uncamane noncantathu
 - amabumbeko a-8 ahlaza satjani: 1 elikhulu na-1 elincani eliyindulungu, isikwere, uncamane noncantathu

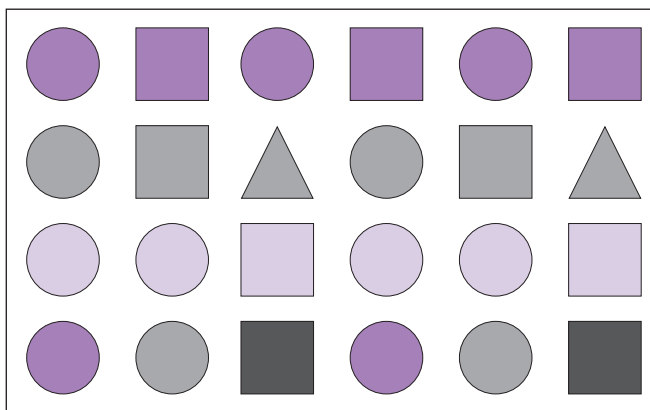


- amabhoksi ama-4 ngalinye lilebuliwe ngebumbeko elihlukileko (isikwere, indulungu, uncantathu, uncamane)

- 4 shape Bingo boards (*Activity Guide: Term 3*, page 218)
- different size and colour paper shapes (circle, square, triangle, rectangle)
- shape templates (cut out of sponge or Styrofoam) for printing



- pattern cards with different shape patterns on them – 1 per learner



- twenty-four-piece puzzles (page 223).

Whole class activities

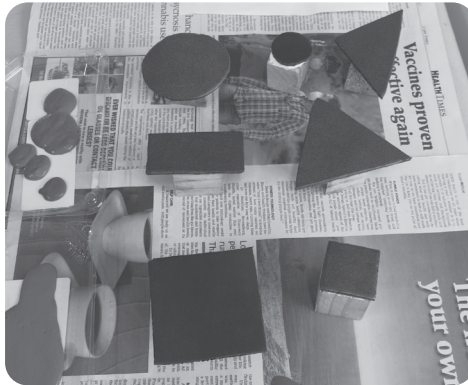
Day 1

What you need

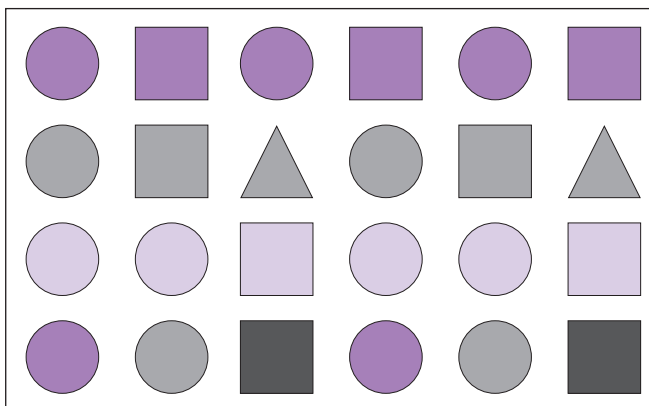
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

1. **Song:** Sing the song, *If you're holding a square*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** In pairs, the first learner chooses a number less than 10, for example, 6, and jumps that number of times while counting. The other learner says how many jumps he/she thinks are needed to make up 10 and then checks by jumping and counting. They swap roles.

- amabhodi ama-4 wamabumbeko we-Bingo (UmHlahlandlela wemiSebenzi: Ithemu 3, ikhasi 218)
- amabumeko wephepha wobukhulu nombala ohlukileko (indulungu, isikwere, uncantathu, uncamane)
- iimfuziselo yamabumbeko (isipontji nofana iseyirofomu esisikiweko) wokugadangisa



- amakarada wamaphetheni anamaphetheni wamabumbeko ahlukileko – 1 umfundi ngamunye



- amaphazili weenquntu ezimatjhumi amabili nane (ikhasi 223).

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *Nangabe uphethwe isikwere* (ikhasi 201)
- Izinto zebumbeko lendulungu, lesikwere, likancantathu, nelikancamane ngemgodleni
- Iphosta yekhadibhodi enamabumbeko asikiweko
- Itjhogo
- Amakarada ama-4 wamabumbeko (indulungu, uncamane, isikwere, uncantathu)
- Umvumo orekhodiweko (nofana isililisi somvumo)

1. **Ingoma:** Vumani ingoma, *Nangabe uphethwe isikwere*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Ngeempara, umfundi wokuthoma ukhetha inomboro engaphasi kwaka-10, isibonelo, 6, bese weqa ngokubuyelelwe ngaleyo nomboro lokha nakabalako. Omunye umfundi utjho bonyana ucabanga bona weqe ngokufunekako ukwenza u-10 bese uhlola ngokweqa nokubala. Bese batjintjana ngendima abazidlalako.

4. **From 3-D to 2-D:** Learners sit in a circle. Place the shape poster in the middle of the circle. Pass around the bag of objects. Learners take turns to identify a shape on the poster and feel for the object in the bag that matches it. The object is placed on top of the shape.

Guiding questions:

- ★ Can you feel an object that has a circle/square/rectangle/triangle shape?
- ★ Can you match the object to a shape on the board?
- ★ What does the object feel like?
- ★ What is the same about this object and the shapes on the poster?
- ★ What is this shape called?

5. **Properties of shapes:** Use chalk to draw one large circle, square, triangle and rectangle on the floor. As the music plays, learners move around the classroom. When the music stops, hold up a shape card. Learners stand around the shape drawn on the floor.

Guiding questions:

- ★ What is this shape called?
- ★ How many sides/corners/straight sides/curved sides does it have?

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

Day 2

What you need

- Song: *A circle's like a ball* (page 200)
- Pictures of everyday objects containing shapes
- 32 shape cards
- Prestik

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in groups and count in response to the question below.

Guiding questions:

- ★ How many learners are wearing jerseys/shoes with laces/walked to school, and so on?

4. **Practising shapes:** Arrange shape cards into separate piles according to shape. Display one of the pictures of everyday objects. Invite learners to place a shape card on the corresponding shape in the picture. Discuss the shapes with learners.

Guiding questions:

- ★ Can you match one of these shapes to what is in this picture? What shape is it?
- ★ How do you know it's a square/rectangle/circle/triangle?
- ★ Why is it not a square/rectangle, and so on?



4. **Ukusuka ku-3-D ukuya ku-2-D:** Abafundi bahlala benza indulungu. Beka iphosta yebumbeko phakathi ngendulungwini. Dlulisela mazombe umgodla wezinto. Abafundi bayadlhegana ngokufanisa amabumbeko aphezu kwephosta bese bazwelela into engemgodleni ekhambelana nalo. Intweleyo ibekwa phezu kwebumbeko.

Imibuzo ehlahlako:

- ★ Ungayizwelela into enebumbeko lendulungu/lesikwere/likancamane/likancantathu?
- ★ Ungayikhambelanisa into nebumbeko eliphezu kwebhodi?
- ★ Into izwakala injani?
- ★ Khuyini okufanako okumayelana nebumbekweli nebumbeko eliphezu kwephosta?
- ★ Libizwani ibumbekweli?

5. **Amatshwayo wamabumbeko:** Sebenzisa itjhogo ukudweba indulungu, isikwere, uncantathu noncamane oyedwa omkhulu phasi. Lokha umvumo nawudlalako, abafundi bakhambakhamba mazombe ngetlasini. Umvumo nawujamako, phakamisela phezulu ikarada lebumbeko. Abafundi bajama babhode ibumbeko elidwetjwe phasi.

Imibuzo ehlahlako:

- ★ Libizwani ibumbekweli?
- ★ Mangaki amahlangothi/amakhona/amahlangothi anqophileko/amahlangothi agobeneko elinawo?

6. **Imisebenzi yesiqhema esincani:** Thadhlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 2

Okudingako

- Ingoma: *Indulungu ifana nebholo* (ikhasi 201)
- Amakarada ama-32 wamabumbeko
- Iinthombe zezinto zangamalanga ezinamabumbeko
- Iphrestiki

1. **Ingoma:** Vumani ingoma, *Indulungu ifana nebholo*, kube nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bajama ngeenqhema bese babala ngokuphendula umbuzo ongenzasi.

Imibuzo ehlahlako:

- ★ Bangaki abafundi abambethe amajezi/amanyathelo anemitja/abakhamba ngeenyawo esikolweni, njalunjalo?

4. **Ukujayeza amabumbeko:** Hlela amakarada webumbeko ngamawobhu ngokuya ngokwebumbeko. Khangisa sinye seenthombe sezinto zangamalanga. Bawa abafundi babeke ikarada lebumbeko esithombeni esinebumbeko elikhambelanako. Khulumani nabafundi ngamabumbeko.

Imibuzo ehlahlako:

- ★ Ungakhambelanisa linye lamabumbeko lawa nalokho okusesithombenesi? Libumbeko bani?
- ★ Wazi njani bonyana sikwere/uncamane/indulungu/uncantathu?
- ★ Kubayini kungasiso isikwere/uncamane, njalunjalo?



Discuss other shapes in the classroom.

- ★ Can you see any of these shapes in the classroom?

Learners go on a shape walk outside.

- ★ Look at the tyres/bricks/windows. What shape do you see?
- ★ Can you see a roof that is a triangle shape?
- ★ Can you see something that looks like a circle?

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

Day 3

What you need

- Song: *Shape Hokey Pokey* (page 200)
- Chalk
- 32 shape cards

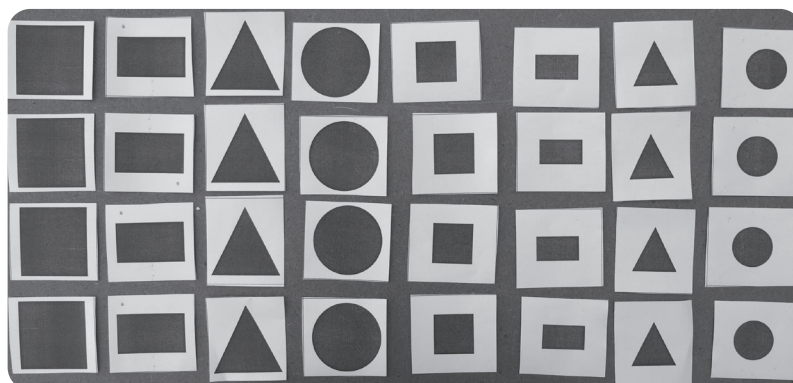
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

Guiding questions:

- ★ How many feet are in the circle?
- ★ How many hands are in the circle?
- ★ How many _____ are in the circle?

Repeat with other shapes.

4. **Colour, size and shape:** Give each learner a shape card. Call out the name of a shape. Learners with that shape go to the matching shape drawn on the floor. They sing and dance the *Shape Hokey Pokey* song for their shape. Call out another shape name and repeat the activity. Collect the shape cards and arrange them on the floor in columns according to shape, size and colour so that you have four cards in each of the eight columns. Learners take turns to find the shapes according to the attributes you name (colour, size and shape).



Guiding instructions:

- ★ Find the big blue circle, and so on.
- ★ Touch all the red shapes/small triangles.

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

Khulumani ngamanye amabumbeko ngetlasini.

★ Uyawabona nofana ngiwaphi wamabumbeko la ngetlasini?

Abafundi bathatha ikhambo lamabumbeko ngaphandle.

★ Qala amatayere/iintina/amafesdere. Ngiliphi ibumbeko olibonako?

★ Uyawubona umfulelo olibumbeko likancantathu?

★ Uyayibona into efana nendulungu?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 3

Okudingako

- Ingoma: *IHokhi Phokhi yamabumbeko* (ikhasi 201)
- Itjhogo
- Amakarada ama-32 wamabumbeko

1. **Ingoma:** Vumani ingoma, *IHokhi Phokhi yamabumbeko*, kube nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Sebenzisa itjhogo ukudweba indulungu, isikwere, uncantathu noncamane phasi. Bawa abafundi abambalwa bajame ngaphakathi kwendulungu.

Imibuzo ehlahlako:

★ Zingaki iinyawo ezingendulungwini?

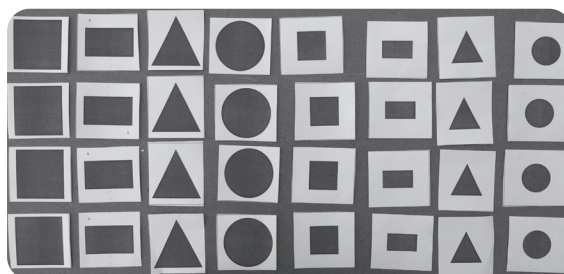
★ Zingaki izandla ezingendulungwini?

★ Zingaki _____ ezingendulungwini?

Buyelela ngamanye amabumbeko.

4. **Umbala, ubukhulu nebumbeko:** Nikela umfundi ngamunye ikarada lebumbeko. Biza igama lebumbeko. Abafundi abanebumbeko lelo baya ebumbekweni elikhambelana nalelo elidwetjwe phasi. Bayavuma bagidele ingoma *IHokhi Phokhi yamabumbeko*. Biza elinye igama lebumbeko bese ubuyelela umsebenzi.

Buthelela amakarada wamabumbeko bese uwahlele phasi ngemakholomini ngokwebumbeko, ubukhulu nombala kobana ube namakarada amane ngekholomini ngayinye yamakholomu abunane. Abafundi bayadlhegana ukuthola amabumbeko ngokuya ngokwama-athribhuthi owabizako (umbala, ubukhulu nebumbeko).



Imilayelo ehlahlako:

★ Thola indulungu ekulu ehlaza samkayi, njalonzalo.

★ Thinta woke amabumbeko abovu/aboncantathu abancani.

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Day 4

What you need

- Song: *A circle's like a ball* (page 200)
- Number symbols 1–10
- 32 shape cards
- Attribute blocks (*Resource Kit*)
- Dot cards 1–10 (*Resource Kit*)

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put up number symbols 1–10 around the room. Hold up a dot card and learners walk/jump/hop to the correct number symbol.
4. **Practising shape attributes:** Learners sit back to back in pairs. Give each learner an attribute block, which they should not let their partner see. One of the pair asks questions about the partner's shape until she or he can guess what it is.

Guiding questions:

- ★ Does it have straight sides?
- ★ How many sides/corners does it have?

Put an attribute block behind your back. Describe the shape and let learners guess what it is.

- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

Select a few of the shape cards and place them on the wall in different orientations, for example, upside down, sideways. Ask learners to identify the shapes.



TIP

Showing pictures in different positions helps learners identify shapes even when they are oriented differently.



Guiding questions:

- ★ What shape do you see? How do you know?
 - ★ Can you find a triangle? How did you know it was a triangle?
5. **Small group activities:** Describe the activities at each workstation.

Ilanga 4

Okudingako

- Ingoma: *Indulungu ifana nebholo* (ikhasi 201)
- Amatshwayo weenomboro 1–10
- Amakarada ama-32 wamabumbeko
- Amabhlogo we-athribhuthi (*IKhidi yeenSetjenziswa*)
- Amakarada wamaqatjhazi 1–10 (*IKhidi yeenSetjenziswa*)

1. **Ingoma:** Vumani ingoma, *Indulungu ifana nebholo*, kube nezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka amatshwayo wenomboro 1–10 mazombe ngelawini. Phakamisela phezulu ikarada lamaqatjhazi bese abafundi bakhambela/beqela/bapharumela etshwayweni lenomboro elifaneleko.
4. **Ukujayeza ama-athribhuthi webumbeko:** Abafundi bahlala ngababili bayafulathelana. Nikela umfundi ngamunye ibhlogo le-athribhuthi, ekungakafaneli umlinganakhe alibone. Ipara eyodwa ibuza imibuzo emayelana nebumbeko lomlinganakhe bekufike lapho akghona ukuqagela khona bonyana khuyini.

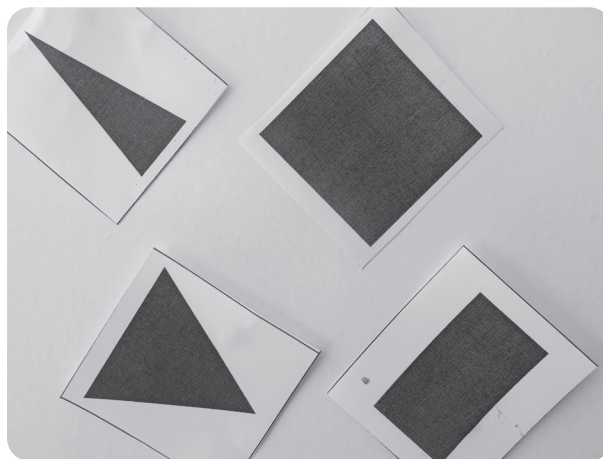
Imibuzo ehlahlako:

- ★ Ingabe inamahlangothi angophileko?
- ★ Mangaki amahlangothi/amakhona enawo?

Beka ibhlogo le-athribhuthi ngemva kwakho. Tlhadlhula ibumbeko bese abafundi bayaqagela bonyana khuyini.

- ★ Inamahlangothi ama-4 alinganako namakhona ama-4. Khuyini?
- ★ Inamahlangothi ama-2 amade namahlangothi ama-2 amafitjhani. Khuyini?

Khetha amakarada ambalwa wamabumbeko bese uwabeka ebodeni ebujameni obuhlukileko, isibonelo, qalisa phasi, ngamahlangothi. Bawa abafundi bafanise amabumbeko.



Imibuzo ehlahlako:

- ★ Ngiliphi ibumbeko olibonako? Wazi njani?
- ★ Ungamthola uncantathu? Wazi njani bonyana nguncantathu?

5. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.


ISIYELELISO

Ukukhombisa iinthombe eenkhundleni ezihlukileko kusiza abafundi ukufanisa amabumbeko nanyana bajame ngokuhlukileko.

Day 5

What you need

- 4 boxes labelled with different shapes
- 32 shape cards
- Poster 9

1. **Song:** Learners choose a shape song to sing.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand alongside each other in pairs. Together, they count and hop forward two paces, then they change direction and count and hop forward another two paces. They continue until they reach 10.
4. **Practising shapes:** Spread out the shape cards on the mat and display the boxes labelled with different shapes. Learners take turns to choose a shape card and put it into the correct box.

Guiding questions:

- ★ Which box does your shape belong in?
 - ★ How is your shape the same as the one on the outside of the box?
5. **Recognising shapes:** Discuss Poster 9. Talk about what learners see in the picture.

Guiding questions:

- ★ What shapes can you see on the orange building? How many squares/rectangles can you count? How do you know it's a square/rectangle?
 - ★ Can you find any shapes on the wall behind Malusi? What shape is it? Where else can you see this shape in the picture?
 - ★ How many circle shapes can you see? Where are they? Which is the biggest/smallest circle? How many circles can you find?
 - ★ What shapes do you see on the wall of the shop building? How many sides/corners does the triangle/rectangle have?
 - ★ Where can you see small triangles at Malusi and Granny's house?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language: Vocabulary development, 'show and tell', recognition of shape words.

Life Skills: Recognise and describe shapes inside and outside the classroom; shape hopscotch. (Draw a shape hopscotch grid outdoors. Learners take turns to throw beanbags into a shape, hop over the shape where the beanbag lands and then hop inside the other shapes.)



Ilanga 5

Okudingako

- Amabhoksi ama-4 alebuliwe ngamabumbeko ahlukileko
- Amakarada ama-32 wamabumbeko
- IPhosta 9

1. **Ingoma:** Abafundi bakhetha ingoma yamabumbeko abazoyivuma.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bajama ngokukhambisana ngababili. Ndawonye, babala bese bapharumela phambili ngamagadango amabili, base batjhugulula ikombatjhuba baraga nokubala ukuya phambili ngamagadango amabili. Baragela phambili baze bafika e-10.
4. **Ukujayeza amabumbeko:** Rhatjha amakarada webumbeko phezu komada bese ukhangise amabhoksi alebulwe ngamabumbeko ahlukileko. Abafundi bayadlhegana ngokukhetha ikarada lebumbeko bese balifaka ngebhoksini elifaneleko.

Imibuzo ehlahlako:

- ★ Ibumbeko lakho kufanele lingene ngakiliphi ibhoksi?
 - ★ Ibumbeko lakho lifana ngani nebumbeko elingaphandle kwebhoksi?
5. **Ukukhumbula amabumbeko:** Khulumani ngePhosta 9. Cocani ngalokho abafundi abakubona esithombeni.

Imibuzo ehlahlako:

- ★ Ngiwaphi amabumbeko owabonako emakhiweni o-orentji? Zingaki iinkwere/aboncamane ongababala? Wazi njani bonyana sikwere/nguncamane?
 - ★ Kukhona amabumbeko eningawathola ebodeni ngemva kukaMalusi? Libumbeko bani? Kukuphi lapho khunye ongalibona khona ibumbekweli esithombeni?
 - ★ Mangaki amabumbeko wendulungu owabonako? Akuphi? Ngiyiphi indulungu ekulu khulu/encani khulu? Zingaki iindulungu ongazithola?
 - ★ Ngiwaphi amabumbeko owabona ebodeni lomakhiwo wesitolo? Mangaki amahlangothi/amakhona uncantathu/uncamane anawo?
 - ★ Kukuphi lapha ungabona khona aboncantathu abancani ngendlini kaMalusi noGogo?
6. **Imisebenzi yesiqhema esincani:** Thadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.



Ukuhlanganisa

ILimi leKhaya: Ukuthuthukiswa kwelwazimagama, 'khomba bese uyacoca', ukukhumbula amagama webumbeko.

AmaKghono wePilo: Ukukhumbula nokuthadhlula amabumbeko angaphakathi nangaphandle kwetlasi; ibumbeko lehopskotjhi. (Dweba ibumbeko legridi yehopskotjhi yangaphandle. Abafundi bayadlhegana ngokuphosela umgodla weembhontjisi ngaphakathi kwebumbeko, beqe ngehla kwebumbeko lapho umgodla weembhontjisi uwele khona bese beqela ngaphakathi kwamanye amabumbeko.)

Small group activities

Teacher-guided activity

What you need

- Poster 7
- Tub per learner with:
 - 20 counting sticks
 - A small ball of playdough
- 32 shape cards
- A playdough mat – 1 per learner
- 4 shape Bingo boards (made in Term 3)
- 10 attribute blocks (*Resource Kit*) of the same shape (big and small) per pair of learners

1. **Word problems:** Ask learners to look at Poster 7. They can use their counters or their fingers to solve the problems.

Guiding questions:

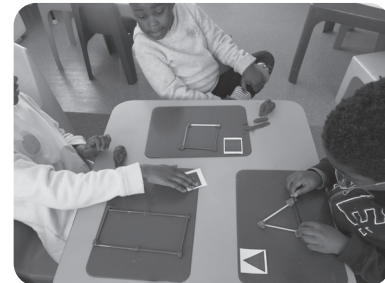
- ★ There are two wooden elephants and two wooden giraffes for sale at the market. How many wooden animals are there for sale?
- ★ The man is cooking five sausages. If seven people want a sausage, how many more sausages must he cook?
- ★ How many apples does the fruit seller have on her table? The fruit seller wants to put the apples into bags with three apples in each bag. How many bags can she fill?

2. **Counting objects 1–10:** Learners each count out 10 counting sticks from their tubs.

Guiding questions:

- ★ How many of your sticks are red/yellow/green, and so on?

3. **Building a shape:** Give learners different shape cards: triangle, square and rectangle. Learners use their sticks to copy the shape on their card. Show learners how to use playdough to hold the ends of the sticks in place.



Guiding questions:

- ★ What shape do you have?
- ★ How many sticks do you need to make this shape?
- ★ Can you turn your shape into a triangle/rectangle/square?

4. **Shape Bingo:** Learners work in pairs. Give each pair of learners a Bingo board and some shape cards. Say the name and size of a Bingo board shape, for example, a big circle, a small triangle. If learners have the shape of this size amongst the cards they were given, they place it on the corresponding block of the Bingo board.



Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 0–10
- identify several attributes of a shape – colour, shape, size
- match shapes
- copy shapes

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- IPhosta 7
- Isikhafthini umfundi ngamunye esinalokhu:
 - Iimbalisi zeengojwana ezima-20
 - Ibholo encani yehlama yokudlalisa
- Amakarada ama-32 wamabumbeko
- Umada wehlama yokudlalisa – 1 umfundi ngamunye
- Amabhodi ama-4 wamabumbeko we-*Bingo* (enziwa ngeThemu 3)
- Amabhlogo we-athribhuthi ali-10 (*IKhidi yeenSetjenziswa*) webumbeko elifanako (amakhulu namancani) abafundi ngababili

1. **Imiraro yamagama:** Bawa abafundi baqale kuPhosta 7. Bangasebenzisa iimbalisi zabo nofana iminwabo ukurarulula imiraro.
Imibuzo ehlahlako:
 - ★ Kuneendlovu zeengodo ezimbili nendlulamithi ezimbili ezithengiswako emakethe. Zingaki iinlwana zeengodo ezikhona ezithengiswako?
 - ★ Indoda ipheka amasoseji amahlanu. Nangabe kunabantu abalikhomba abafuna amasoseji, mangaki amanye amasoseji ekufanele iwapheke?
 - ★ Mangaki amahabhula umthengisiinthelo anawo etafulenakhe? Umthengisiinthelo ufuna ukufaka amahabhula ngemigodleni enamahabhula amathathu ngamunye. Mingaki imigodla angayizalisa?
2. **Ukubala izinto 1–10:** Umfundi ngamunye ubala iimbalisi zeengojwana ezi-10 ngeenkafthininini zabo.
Imibuzo ehlahlako:
 - ★ Ziingojwana ezingaki zakho ezibovu/ezisarulani/ezihlaza satjani, njalonjalo?
3. **Ibumbeko lomakhiwo:** Nikela abafundi amakarada webumbeko ahlukileko: uncantathu, isikwere noncamane. Abafundi basebenzisa iingojwana zabo ukukopa ibumbeko elisekaradeni labo. Khombisa abafundi bonyana ihlama yokudlalisa isetjenziswa njani ukubamba ipente yeengojwana endaweni efaneleko.
Imibuzo ehlahlako:
 - ★ Khuyini okuphetheko?
 - ★ Zingaki iingojwana ozidingako ukwenza ibumbekweli?
 - ★ Ungakwazi ukutjhugulula ibumbeko lakho libe nguncantathu/uncamane/isikwere?
4. **Ukubumba i-Bingo:** Abafundi basebenza ngababili. Nikela ipara ngayinye yabafundi ibhodi ye-*Bingo* namakarada webumbeko. Yitjho igama nobukhulu bebhodi yebumbeko le-*Bingo*, isibonelo, indulungu ekulu, uncantathu omncani. Nangabe abafundi baphethe ibumbeko lobukhulu lobu hlangana namakarada abawanikelweko, balibeka ebhlogweni lebhodi ye-*Bingo* elikhambelana nalo.



Tjheja bonyana abafundi bayakwazi uku:

- ukubala izinto 1–10
- ukurarulula imiraro eneenomboro 0–10 ngomlomo
- ukufanisa ama-athribhuthi ambalwa webumbeko – umbala, ibumbeko, ubukhulu
- ukukhambelanisa amabumbeko
- ukukopa amabumbeko



TIP

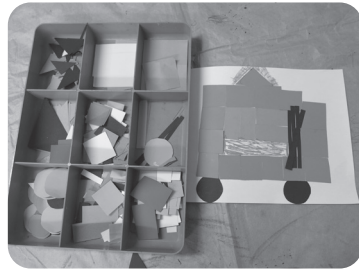
Link this activity to the theme for the week.

Workstation 1

What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- Crayons
- A4 page per learner

Learners glue the shapes onto the paper to make pictures/designs.



Workstation 2

What you need

- Shape templates cut out of sponge or Styrofoam
- Paper – 1 piece per learner
- Paint in shallow dishes
- Plastic mat
- Aprons

Learners press the shape templates into the paint and press them onto the paper to make shape designs.



Workstation 3

What you need

- Shape pattern cards – 1 per learner
- Attribute blocks (*Resource Kit*)

Learners choose a shape pattern card and use attribute blocks to copy the patterns.

Workstation 4

What you need

- Twenty-four-piece puzzles (page 223)
- Assortment of other puzzles

Learners complete puzzles according to their ability.



ISIYELELISO

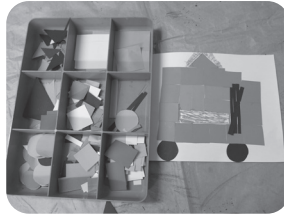
Hlanganisa umsebenzi lo nommonga weveke.

Isitetjhi sokusebenzela 1

Okudingako

- Amabumbeko wamaphepha anemibala ehlukeleko (indulungu, isikwere, uncantathu, uncamane) wobukhulu obuhlukeleko
- Amakhrayoni
- Iphepha
- Isinamathiseli
- Iphepha le-A4 umfundi ngamunye

Abafundi banamathisela amabumbeko ephepheni ukwenza iinthombe/ imitlamo.



Isitetjhi sokusebenzela 2

Okudingako

- Imifuziselo yamabumbeko esikwe esipontjini nofana kustayirofomu
- Ipende ngeezitjeni ezingatjhingiko
- Iphepha – 1 isiquntu umfundi ngamunye
- Umada weplastiki
- Iinkhiba

Abafundi bagandelela umfuziselo webumbeko ngependeni bese bawugandelela ephepheni ukwenza imitlamo yebumbeko.



Isitetjhi sokusebenzela 3

Okudingako

- Amakarada wephetheni yamabumbeko – 1 umfundi ngamunye
- Amabhlogo we-athribhuthi (*IKhidi yeenSetjenziswa*)

Abafundi bakhetha ikarada lephetheni yebumbeko bese basebenzisa amabhlogo we-athribhuthi ukukopa iphetheni.

Isitetjhi sokusebenzela 4

Okudingako

- Amaphazili weenquntu ezimatjhumu amabili nane (ikhasi 223)
- Imihlobohlobo yamanye amaphazili

Abafundi baqeda amaphazili ngokuya ngokwekghono labo.

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

- Pictograph using an increased set of data

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Problem solving 1–10
- More, fewer, equal
- Estimating
- Collect, sort and represent collection of objects
- Analyse and report on data

New maths vocabulary

maybe

possible

sure

Getting ready

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

- name cards for months of the year from January to December (8 cm wide)
- learners' name and date of birth cards (8 cm wide)
- 2 trays: one labelled with 'hard' and a picture of a pencil; one labelled with 'soft' and a picture of a tissue
- a poster-sized page divided into 4 blocks. Label each block by drawing a simple outline picture of a car, person, plant or animal in one corner (see page 182) – 1 poster per group
- 11 containers (for example, yoghurt cups) each labelled with a number from 0 to 10



- 4 colours of playdough
- collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- a strip with pictures of 6 fruits – 1 per learner
- A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222).

UmNqopho wesiGaba sokuMumethweko: UkuPhatha iDatha

linhloko

- Ukubuthelela nokuhlela izinto ngamananeko
- Ukujamiselela izinto ezibuthelelweko zahlelwa ngamananeko
- Ukukhulumisana nokubika ngezinto ezibuthelelwe bezahlelwa ngamananeko

Ilwazi elitjha

- Igrafu yeenthombe esebenzisa isede yedatha engezelelweko

Ukujayeza

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuya emuva 10–0
- Ukubala izinto 1–10
- Ukulandelanisa iinomboro 1–10
- Ukurarulula umraro 1–10
- Ngaphezulu, mbadlwana, kuyalingana
- Ukulinganisa
- Ukuthelela, ukuhlela ngamananeko nokujamiselela ibuthelelo lezinto
- Ukuhlaziya nokubika ngedatha

Ilwazimagama leembali elitjha

mhlambe	kungenzeka	qiniseka
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Ukuzilungiselela

Mayelana nemisebenzi yeveke le, uzakufanela ukulungisa okulandelako:

- amakarada wamagama weenyanga zomnyaka ukusuka kuTjhirhweni ukuya kuNobayeni (8 cm ububanzi)
- amakarada wamagama wabafundi namalanga wokubelethwa (8 cm ububanzi)
- amathreyi ama-2: yinye ilebuliwe ‘qinile’ nesithombe sepensela; enye ilebuliwe ‘thambile’ nesithombe sethitjhu
- ikhasi lobukhulu bephosta elihlukaniswe ngamabhlogo ama-4. Lebula ibhlogo ngalinye ngokudweba isithombe esilula sekoloyi, somuntu, sesitjalo nofana isilwana ekhoneni elilodwa, (qala ikhasi 183) – iphosta yi-1 isiqhema ngasinye
- iimphathi ezi-11 (isibonelo, amakopi weyogathi) ngalinye lilebuliwe ngenomboro ukusuka ku-0 ukuya ku-10
- imibala emi-4 yehlama yokudlalisa
- amabuthelelo wemihlobo ehlukekileko yezinto ezincani, isibonelo, amaqephe, iingoqwana, amakari, amatje amancani
- umtletle oneenthombe zeenthelo ezi-6 – 1 umfundi ngamunye
- igridi yeenthelo eyi-A4 eneenthombe zeenthelo ezi-6 namareyi ama-5 – 1 umfundi ngamunye (ikhasi 222).



Whole class activities

Day 1

What you need

- Song: *Months of the year* (page 200)
- Birthday chart
- Seasons chart
- Weather charts

1. **Song:** Sing the song, *Months of the year*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in a circle. They jump into the circle if they brushed their teeth with the brand of toothpaste named.

Guiding questions:

- ★ Jump into the circle if you brushed your teeth with Colgate/Aquafresh/Mentadent P this morning.
- ★ Do you think there are more/fewer than 10 learners inside the circle? Count the learners inside the circle.
- ★ Was your estimation close?

4. **Collecting and sorting data:** Together look at the birthday chart.

Guiding questions:

- ★ How many months are there in the year?
- ★ How many months are cold/hot/rainy? How do you know?
- ★ How do we know which month we are in now?
- ★ How many birthdays are there on our chart? How do you know? Point to the various months and ask learners to name them.
- ★ How do you know the name of this month?
- ★ Which month comes after/before _____?

Sing the song, *Months of the year* again and ask learners to raise both hands when they hear the month in which they were born.

Ask a learner to point to each month. Learners stand if their birthday is in the month which is pointed to.

- ★ Which month do you think has the most birthdays? How do you know?

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

Day 2

What you need

- Song: *I can sort* (page 200)
- 12 months of the year name cards

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

Ask learners to bring toothpaste boxes to place on the maths table to sort.



TIP

Ask learners to suggest questions they would like to ask.

Imisebenzi yetlasi yoke

Ilanga 1

Okudingako

- Ingoma: *linyanga zomnyaka* (ikhasi 201)
- Itjhadi leenkhathi zomnyaka
- Amatjhadi wobujamo bezulu
- Itjhadi lamalanga wokubelethwa

ISIYELELISO

Bawa abafundi balethe ibhoksi lesitlubhamazinyo bazowabeka phezu kwetafula yeembalo bawahlele ngamananeko.

ISIYELELISO

Bawa abafundi baphakamise imibuzo abafuna ukuyibuza.

1. **Ingoma:** Vumani ingoma, *linyanga zomnyaka*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala benza indulungu. Beqela ngendulungwini nangabe bahlambe amazinywabo ngomhlobo wesitlubhamazinyo esigaguliweko.

Imibuzo ehlahlako:

- ★ Yeqela ngendulungwini nangabe uhlambe amazinywakho nge-*Colgate/Aquafresh/Mentadent P* namhlanjesi ekuseni.
- ★ Ucabanga bonyana bangaphezulu/bambadlwana kunabafundi aba-10 ngaphakathi kwendulungu?

Balani abafundi abangaphakathi kwendulungu.

- ★ Isilinganiso sakho sipheze sanemba?

4. **Ukubuthelela nokuhlela idatha ngamananeko:** Qalani itjhadi lamalanga wokubelethwa ndawonye.

Imibuzo ehlahlako:

- ★ Zingaki iinyanga ezikhona emnyakeni?
- ★ Zingaki iinyanga ezimakhaza/ezitjhisako/ezinezulu? Wazi njani?
- ★ Sazi njani bonyana ngiyiphi inyanga esikiyo njenganje?
- ★ Mangaki amalanga wokubelethwa asetjhadini lethu? Wazi ngani? Khomba eenyanga ezimbalwa bese ubawa abafundi bazitjho.
- ★ Ulazi njani igama lenyanga le?
- ★ Ngiyiphi inyanga eza ngemva/ngaphambili _____?

Vumani ingoma, *linyanga zomnyaka* godu bese ubawa abafundi baphakamise izandla zombili lokha nabezwa inyanga ebabelethwa ngayo.

Bawa abafundi bakhombe inyanga ngayinye. Abafundi bayajama nangabe ilanga labo lokubelethwa lingenyanga ekhonjiweko.

- ★ Ngiyiphi inyanga ocabanga bonyana inamalanga wokubelethwa amanengi khulu? Wazi ngani?

5. **Imisebenzi yesiqhema esincani:** Tlhadhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 2

Okudingako

- Ingoma: *Ngingahlela ngamananeko* (ikhasi 201)
- Amakarada wamagama weenyanga zomnyaka ezi-12

1. **Ingoma:** Vumani ingoma, *Ngingahlela ngamananeko*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.



TIP

Design and illustrate a page for learners to take home to collect data about their families.

3. **Counting objects 1–10:** Repeat the activity from Day 1, but with a focus on the learners' families.

Guiding questions:

- ★ Jump into the circle if you have older/younger brothers/sisters, grannies/aunts living with you.
- ★ Do you think there will be more learners in the group who have cousins living with them than the group of learners who don't?
- ★ Was your estimation close?



4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months in order.

Guiding questions:

- ★ Which month comes first?
The learner holding that card stands first.
 - ★ Which month should be placed next/last?
 - ★ Which month comes before/after the month that your birthday is in?
- Repeat with other learners.

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

Day 3

What you need

- Song: *I can sort* (page 200)
- 12 months of the year cards
- A drum
- Prestik

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you have a dog/cat/chicken/fish at home.
- ★ Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and representing data:** Place the 12 months of the year cards in order with space in between for the learners to arrange themselves in line next to these. Play the drum for learners to move freely. When the music stops, the learners line up next to the month in which they were born. They sit in a line facing their card.



TIP

Discuss a way to record and represent which animals the learners have at home.

ISIYELELISO

Tlama bese utjengisa ephepheni kobana abafundi bazokukhamba nalo ekhaya bayokubuthelela idatha mayelana nemindeneni yabo.



3. **Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 1, kodwana unqophise emindenini yabafundi.

Imibuzo ehlahlako:

- ★ Yeqela ngendulungwini nangabe unabomfowenu/abommnakwenu/ abodadwenu abadala/abancani, unogogo/ubamkhulu, abokghari/ abomani/aborhulu ohlala nabo.
- ★ Ucabanga bonyana kuzakuba nabafundi abanengi ngaphezulu esiqhemeni abanabomzala/abomntamama abahlala nabo kunesiqhema sabafundi abangahlala nabo?
- ★ Isilinganiso sakho sipheze sanemba?

4. **Ukurhemisa iinyanga:** Abafundi bahlala benza indulungu. Rhatjha amakarada weenyanga ezi-12 zomnyaka phakathi kwendulungu. Khetha umfundi onelanga lokubelethwa ngenyanga yokuthoma yomnyaka. Akhombe enyangueni esetjhadini lamalanga wokubelethwa. Bawa abafundi abambalwa bathathe iinyanga ezikhonjiweko. Phakamisa bonyana zihleliwe ngerhemo.

Imibuzo ehlahlako:

- ★ Ngiyiphi inyanga eza kokuthoma? Umfundi ophethe itjhadi usikima kokuthoma.
- ★ Ngiyiphi inyanga ekufanele ilandele/igcine?
- ★ Ngiyiphi inyanga eza ngaphambili/ngemuva kwenyanga yakho yokubelethwa?

Buyelela nabanye abafundi.

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

Ilanga 3

Okudingako

- Ingoma: *Ngingahlela ngamananeko* (ikhasi 201)
- Isigubhe
- Amakarada weenyanga zomnyaka ezi-12
- Iphrestiki



ISIYELELISO

Khulumani ngendlela yokurekhoda nokujamiselela iinlwana abafundi abanazo emakhaya.

1. **Ingoma:** Vumani ingoma, *Ngingahlela ngamananeko*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 1.

Imilayelo ehlahlako:

- ★ Yeqela ngendulungwini nangabe unenja/ukatsu/ikukhu/ifesi ekhaya.
- ★ Balani abafundi abeqela ngendulungwini bese ubuza imibuzo efaneleko.

4. **Ukubuthelela, ukuhlela ngamananeko nokujamiselela idatha:** Beka amakarada weenyanga ezi-12 zomnyaka ngerhemo kube nesikhala phakathi kobana abafundi bazozihlela ngokwabo ngomjeje eduze nalokhu. Betha isigubhe kobana abafundi bazokutjhida ngokutjhaphulukileko. Lokha umvumo nawuthulako, abafundi benza umjeje eduze nenyanga ababelethwa ngayo. Bahlala ngomjeje baqale ikarada labo.

Guiding questions:

- ★ How many learners were born in the same month as you?
- ★ Which month/s were the most/least learners born in?
- ★ How do you know?
- ★ Which month has the most birthdays? How do you know?

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

Day 4

What you need

- Song: *I can sort* (page 200)
- Learners' name cards with their date of birth
- 12 months of the year cards placed on the wall with spaces in between

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you woke up this morning before the sun came up.
- ★ Jump into the circle if you went to sleep last night before the adults in your home did.

Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and organising data:** Learners sit in a circle. Place their name cards in the middle. A few learners at a time fetch their name cards. Once all learners have their name card they sit in groups with others who have a birthday in the same month.

Guiding questions:

- ★ Can you sit in order of who has a birthday first, second, and so on, in the month?

Learners take turns to put up their name cards in order according to their date of birth. Learners' name cards must be placed one above the other without spaces in between.



TIP

Learners can draw their face next to their name.



Imibuzo ehlahlako:

- ★ Bangaki abafundi ababelethwa ngenyanga efanako neyakho?
- ★ Ngiyiphi i/inyanga lapha abafundi ababelethwa ngayo babanengi khulu/babancani khulu kiyo?
- ★ Wazi ngani?
- ★ Ngiyiphi inyanga enamalanga wokubelethwa amanengi khulu? Wazi ngani?

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

Ilanga 4**Okudingako**

- Ingoma: *Ngingahlela ngamananeke* (ikhasi 201)
- Amakarada wamabizo wabafundi anamalanga wabo wokubelethwa
- Amakarada weenyanga zomnyaka ezi-12 abekwe ebodeni kube nesikhala hlangana nawo

1. **Ingoma:** Vumani ingoma, *Ngingahlela ngamananeke*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 1.

Imilayelo ehlahlako:

- ★ Yeqela ngendulungwini nangabe ekuseni namhlanje uvuke ngaphambi kokuphuma kwelanga.
- ★ Yeqela ngendulungwini nangabe izolo ebusuku ulele ngaphambi kobana abantu abadala bekhenu balale.

Bala abafundi abeqela ngendulungwini bese ubuza imibuzo efaneleko.

4. **Ukubuthelela, ukuhlela ngamananeke nokukhwezelela idatha:** Abafundi bahlala benza indulungu. Beka amakarada wamagama wabo phakathi. Abafundi abambalwa bathatha amakarada wamagama wabo kanyekanye. Lokha abafundi nasele baphethe amakarada wamagamabo boke bahlala ngeenqhema nabanye abanamalanga wokubelethwa wangenyanga efanako.

Imibuzo ehlahlako:

- ★ Ningahlala ngerhemo lokobana ngubani onelanga lokubelethwa kokuthoma, kwesibili, njalonzalo, enyangeni?

Abafundi bayadl hegana ukubeka amakarada wamagamabo ngerhemo ngokuya ngokwamalanga wabo wokubelethwa. Amakarada wamagama wabafundi kufanele abekwe elinye ngehla kwelinye kungabi nesikhala hlangana.

ISIYELELISO

Abafundi badweba ubuso babo eduze namagamabo.



5. **Reading, interpreting and reporting on data:** Talk about the pictograph.



TIP

The birthday chart should be on the classroom wall so that learners can engage with it.

Guiding questions:

- ★ What can you tell me about this graph?
 - ★ What difference will it make if I add my name to the chart in the month of _____?
 - ★ What is the same/different about this graph and the birthday chart?
 - ★ Is there a month with no birthdays? Which one is it?
 - ★ Which month has the fewest/same number/most birthdays? How do you know?
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *I can sort* (page 200)
- Poster 3
- Pictograph
- Toothpaste boxes (brought by learners)

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding questions:

- ★ Jump into the circle if you sleep alone/share a bed/share a room. Count the learners who jump into the circle and discuss. Look at and identify the toothpaste boxes on the maths table.
 - ★ How many Colgate/Aquafresh, and so on, boxes do you think there are?
- Count each group together.
- ★ How close were you in your estimation?
 - ★ Which group has more/fewer boxes?
4. **Reading, interpreting and reporting on data:** Discuss the birthday calendar on Poster 3.



TIP

Look at the season chart and your 12 calendar month weather charts (if you have kept these). Group them into seasons.

Guiding questions:

- ★ Do you see any months where they have the same number of names as our graph?
- ★ How many months have one/two birthdays?

ISIYELELISO

Itjhadi lamalanga wokubelethwa kufanele libe sebodeni letlasi kobana woke umfundi azokwazi ukulibona.

- 5. Ukufunda, ukurhumutjha nokubika ngedatha:** Khulumani ngegrafu yeenthombe.
Imibuzo ehlahlako:
 - ★ Ungangitjelani mayelana negrafu le?
 - ★ Ngiwuphi umahluko ozakwenzeka nangabe ngifaka igama lami etjhadini enyangeni ka _____?
 - ★ Khuyini okufanako/okuhlukileko ngegrafu le netjhadi lamalanga wokubelethwa?
 - ★ Ikhona inyanga enganawo amalanga wokubelethwa? Ngiyiphi leyo?
 - ★ Ngiyiphi inyanga enamalanga wokubelethwa amabalwa khulu/wenani elifanako/enamanengi khulu? Wazi ngani?
- 6. Imisebenzi yesiqhema esincani:** Tlhadhlula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ilanga 5

Okudingako

- Ingoma: *Ngingahlela ngamananeke* (ikhasi 201)
- IPhosta 3
- Igrafu yeenthombe
- Amabhoksi wesitlubhamazinyo (alethwe bafundi)

- 1. Ingoma:** Vumani ingoma, *Ngingahlela ngamananeke*.
- 2. Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- 3. Ukubala izinto 1–10:** Buyelela umsebenzi wangeLanga 1.

Imibuzo ehlahlako:

- ★ Yeqela ngendulungwini nangabe ulala wedwa/wabelana umbhede/wabelana ilawu.

Bala abafundi abeqela ngendulungwini bese niyakhuluma.

Qala bese ufanisa amabhoksi wesitlubhamazinyo phezu kwetafula yeembalo le.

- ★ Mangaki amabhoksi we-*Colgate/Aquafresh*, njalonjalo, ocabanga bonyana akhona?

Balani isiqhema ngasinye ndawonye.

- ★ Isilinganiso sakho sipheze sanemba kangangani?
- ★ Ngisiphi isiqhema esinamabhoksi amanengi ngaphezulu/esinambadlwana?

- 4. Ukufunda, ukurhumutjha nokubika ngedatha:** Khulumani ngekhalenda yamalanga wokubelethwa yePhosta 3.

ISIYELELISO

Qala itjhadi lesikhathi somnyaka namatjhadi wakho weenyanga ezi-12 zobujamo bezulu (nangabe ukubekile lokhu). Zibuthelele ngokwesikhathi somnyaka.

Imibuzo ehlahlako:

- ★ Kukhona iinyanga ozibonako lapha banenani elifanako lamagama njengegrafu yethu?
- ★ Zingaki iinyanga ezinelanga linye/amabili wokubelethwa?

- ★ How many months on our graph have one/two birthdays?
 - ★ Which month has the most birthdays? How do you know?
5. **Problem solving:** Look at the pictograph together and ask questions.
- Guiding questions:**
- ★ There are _____ learners born in March. If three new learners came to our class who were born in March how many names would there be in March?
 - ★ _____ learners are born in May. Two of these learners are not at school today. How many learners born in May are at school?
 - ★ Three months each have two birthdays. How many birthdays do these months have altogether?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language: Listening and Speaking: sharing ideas, solving problems and explaining solutions; Emergent Reading and Writing: understanding that a symbol represents something.

Life Skills: Classifying objects, collecting information to solve problems.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with:
 - 10 fruit counters (a different combination for each learner with no more than 5 of any type of fruit)
 - A red, blue, green, purple, yellow, and orange crayon
- A strip with pictures of 6 fruits – 1 per learner
- A container of Unifix blocks
- An A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222)

1. **Problem solving:** Discuss word problems with the learners.
- Guiding questions:**
- ★ Every day Thami eats one banana. Malusi and Laylah eat two bananas each. How many bananas does Dad need to buy every day for the children in the family?
2. **Counting objects 1–10:** Learners look at their fruit counters.
- Guiding questions:**
- ★ How many fruits do you think you have?
 - ★ Do you think you each have the same number of fruits?
- Each learner estimates and then counts their fruit.
3. **Sorting objects:** Learners group their counters into different types of fruit.

- ★ Zingaki iinyanga egrafini yethu ezinelanga linye/amabili wokubelethwa?
 - ★ Ngiyiphi inyanga enamalanga wokubelethwa amanengi khulu? Wazi ngani?
5. **Ukurarulula umraro:** Qalani egrafini yeenthombe ndawonye bese ubuza imibuzo.
- Imibuzo ehlahlako:**
- ★ Kunabafundi aba_____ ababelethwe ngoNtaka. Nangabe abafundi abathathu abatjha ababelethwe ngoNtaka bafika ngetlasini lethu, mangaki amagama azakubakhona ngoNtaka?
 - ★ Abafundi aba_____ babelethwe ngoMrhayili. Ababili babafundi laba abekho esikolweni namhlanjisi. Bangaki bafundi ababelethwe ngoMrhayili abasesikolweni?
 - ★ linyanga ezintathu zinamalanga wokubelethwa amabili ngayinye. linyanga lezi zinamalanga wokubelethwa amangaki nakawoke?
6. **Imisebenzi yesiqhema esincani:** Tlhadlhula imisebenzi esesitetjhini sokusebenzela ngasinye.

Ukuhlanganisa

ILimi leKhaya: UkuLalela nokuKhuluma: ukwabelana ngemibono, ukurarulula umraro nokuhlathulula imiphumela, ukuFunda nokuTlola okuThomako: ukuzwisisa bonyana amatshwayo ajamela into.

AmaKghono wePilo: Ukuhlukanisa izinto ngeengaba, ukubuthelela ilwazi lokurarulula imiraro.

Imisebenzi yesiqhema esincani

Umsebenzi ohlahlwa ngutitjhere

Okudingako

- Isikhafthini somfundi ngamunye esinalokhu:
 - limbalisi ezi-10 (ihlanganisela ehluKileko yomfundi ngamunye enganamhlobo weenthelo nofana ngimuphi ongaphezu kwe-5)
 - Ikhayoni elibovu, eliphephuli, elisarulani neli-orentji
- Umtletle oneenthombe zeenthelo ezi-6 – 1 umfundi ngamunye
- Isiphathi samabhlogo we-*Unifix*
- Igridi yeenthelo eyi-A4 eneenthombe ezi-6 zeenthelo namareyi ama-5 – 1 umfundi ngamunye (ikhasi 222)

1. **Ukurarulula umraro:** Khuluma nabafundi ngemiraro yamagama.

Imibuzo ehlahlako:

- ★ UThami udla ibhanana linye ngamalanga. UMalusi noLaylah badla amabhanana amabili ngamunye. Mangaki amabhanana uBaba ekufanele awathengele abantwana bomndeni ngamalanga?

2. **Ukubala izinto 1–10:** Abafundi baqala iimbalisi zabo zeenthelo.

Imibuzo ehlahlako:

- ★ Zingaki iinthelo ocabanga bonyana unazo?
- ★ Ucabanga bonyana noke ninenani elifanako leenthelo? Umfundi ngamunye ulinganisa bese ubala iinthelo zakhe.

3. **Ukuhlela izinto ngamaneko:** Abafundi babuthelela iimbalisi zabo ngemihlobo ehluKileko yeenthelo.

Guiding questions:

- ★ How many different types of fruit do you have?
- ★ Do you all have the same number of each fruit? How do you know?

Learners place their fruits above the matching fruit picture on their strips.

- ★ Which fruit do you have the most/fewest of?
- ★ Who has the same number of bananas?
- ★ Which fruit is the biggest and takes up the most space?
- ★ The grapes are bigger than the bananas. What do we need to do when we place these in a line to make sure that we can see which group has the most/fewest?
- ★ What else could we use to show how many of each fruit we have?

Learners make towers from Unifix blocks above the pictures of the fruit to represent their groups of fruit.

Compare and discuss learners' Unifix towers.

4. **Game – representing groups and analysing:** Learners take a handful of fruit from their pile. They sort these and colour in blocks on their grids according to the number of each fruit. The game is over when a learner completes a column.

Guiding questions:

- ★ How many blocks did you colour yellow for bananas?
- ★ Does anyone have more/fewer blocks coloured for their bananas?
- ★ If you had taken one more banana, how many blocks would you have coloured yellow?



Check that learners are able to:

- represent data by arranging objects to match illustrations
- represent data by colouring in blocks
- know 'how many' based on data represented
- compare data and answer related questions

Workstation 1



What you need

- A collection of hard and soft objects
- Paper and crayons
- 2 trays: one labelled 'hard'; one labelled 'soft'
- Scissors

Learners sort objects into those that are hard and those that are soft. They discuss other ways they could sort them. They draw pictures of hard and soft objects then cut them out and place them on the trays.

Imibuzo ehlahlako:

- ✦ Mingaki imihlobo ehlukeleko yeentlo onayo?
 - ✦ Ingabe noke ninenani elifanako lesithelo ngasinye? Wazi ngani?
- Abafundi babeka iintlo zabo ngehla kwesithombe sesithelo esikhambelanako phezu komtletle.
- ✦ Ngisiphi isithelo onaso ngobunengi khulu/esimbalwa khulu?
 - ✦ Bobani abanenani elifanako lamabhanana?
 - ✦ Ngisiphi isithelo esikhulukhulu begodu esithatha isikhala esikhulu?
 - ✦ Amadribe makhulu kunamabhanana. Kufanele senzeni lokha nasibeka lokhu ngomjeje ukuqinisekisa bonyana sizakubona kobana ngisiphi isiqhema esinakunengi khulu/esinokumbalwa khulu?
 - ✦ Khuyini okhanye esingakusebenzisa ukukhombisa bonyana zingaki iintlo ngasinye esinazo?

Abafundi benza imibhotjhongo ngamabhlogo we-*Unifix* ngehla kweentlo zesithelo ukujamiselela iinqhema zabo zeentlo.

Madanisani bese nikhuluma ngemibhotjhongo yabafundi ye-*Unifix*.

4. **Umdlalo – ukujamiselela iinqhema nokuhlaziya:** Abafundi bathatha iintlo ezilingeneko ebuthelweni labo. Bayazihlela ngamaneko bese bafaka amabhlogo umbala emagridini ngokwenani lesithelo ngasinye. Umdlalo uyaphela lokha umfundi nakaqeda ikholomu.

Imibuzo ehlahlako:

- ✦ Mangaki amabhlogo owafake umbala wamabhanana osarulani?
- ✦ Ingabe kukhona onamabhlogo angaphezulu/ambadlwana afakwe umbala wamabhananabo?
- ✦ Nangabe uthethe ibhanana elinye, ngaphezulu mangaki amabhlogo engabe uwafake umbala osarulani?

**Tjheja bonyana abafundi bayakwazi uku:**

- jamiselela idatha ngokuhlela izinto zikhambelane neentjengiso
- jamiselela idatha ngokufaka umbala emabhlogweni
- ukwazi bonyana 'mangaki' ngokuya ngedatha ejanyiselelweko
- madanisa idatha nokuphendula imibuzo efaneleko

Isitetji sokusebenzela 1**Okudingako**

- Ibuthelo lezinto eziqinileko
- Iphepha namakhrayoni
- nezithambileko
- linkere
- Amathreyi ama-2: yinye ilebuliwe 'qinile' enye ilebuliwe 'thambile'

Abafundi bahlela izinto ngamaneko ngakilezo eziqinileko nakilezo ezithambileko. Bakhuluma ngezinye iindlela abangazihlela ngazo. Badweba iinthombe zezinto eziqinileko nezithambileko bese bayazisika bazibeke phezu kwamathreyi.



TIP

Add small cards and kokis for learners to write number symbols to add to the containers.

Workstation 2

What you need

- 11 containers, for example, yoghurt cups labelled with numbers
- 8 sets of number symbols 0–10 (*Resource Kit*)

Place the number symbols in a pile on a tray. Learners sort these into the matching containers. They then count to check that each container has eight number symbols.

Workstation 3

What you need

- A poster-sized page divided into 4 labelled blocks
- Magazines
- Scissors – 1 pair per learner
- Glue

Learners cut out pictures of different cars, people, plants and animals and paste them in the appropriate block on the poster.



Workstation 4

What you need

- 4 colours of playdough
- Collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- 4 plastic or polystyrene trays

Place all the small objects in a single pile and ask learners to sort them into the four trays. They use playdough to make cupcakes and then choose items from the trays to decorate their cupcakes. Each cupcake should be decorated with items from one of the trays.



TIP

Learners can create an additional cookie and decorate it according to their own description of their collection of objects. This can be discussed during snack time.



ISIYELELISO

Ngezelela amakarada amancani namakhokhi kobana abafundi batlole amatshwayo wenomboro wokungezelela eemphathini.

Isitetjhi sokusebenzela 2

Okudingako

- limphathi ezi-11, isibonelo, amakopi weyogathi alebulwe ngeenomboro
- linsede ezi-8 zamatshwayo weenomboro 0–10 (*IKhidi yeenSetjenziswa*)

Beka amatshwayo wenomboro ngewobhu phezu kwethreyi. Abafundi bahlelela lokhu ngeemphathini ezikhambelanako. Bese bayabala ukuhlola bonyana isiphathi ngasinye sinamatshwayo wenomboro abunane.

Isitetjhi sokusebenzela 3

Okudingako

- Ikhasi lobukhulu obungangephosta elihlukaniswe ngamabhlogo ama-4 alebuliweko
- linkere – 1 ipara yabafundi
- Amamegezini
- Isinamathiseli

Abafundi basika iinthombe zeenkoloyi, abantu, iintjalo neenlwana ezihlukileko bese bazinamathisela ebhlogweni elifaneleko phezu kwephosta.



Isitetjhi sokusebenzela 4

Okudingako

- Imibala emi-4 yehlama yokudlalisa
- Ibuthelelo lemihlobo emi-4 ehlukeleko yezinto ezincani, isibonelo, amaqephe,
- amaswazana, amakari, amatje amancani
- Amathreyi ama-4 weplastiki nofana wepholisterini

Beka zoke izinto ezincani ebuthelweni elilodwa bese ubawa abafundi bazihlelele ngemathreyini amane. Basebenzisa ihlama yokudlalisa ukwenza amakuke wamakopi bese bakhetha ama-ayithemu ngethreyini wokuhlobisa amakukabo wamakopi. Ikuke lekopi ngalinye kufanele lihlotjiswe ngama-ayithemu wethreyi eyodwa.

ISIYELELISO

Abafundi benza ikuke lokungezelela bese balihlobisa ngendlela abahlathulula ngayo ibuthelelo lezinto zabo. Lokhu kungakhulunywa ngakho ngesikhathi sombambandlala.



Assessment

Term 4: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding												
✓ = competent ● = partially competent X = not yet competent	Counts objects: 1–10	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Distinguishes between more than, fewer than and equal to Orally adds and subtracts using concrete objects: 0–10 Solves problems using concrete objects or number ladder: 0–10 Explains own thinking in words and through drawings or concrete objects Understands ordinal numbers: first, second, third, fourth, fifth, sixth Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10 Compares numbers: more than – less than – equal to, most – least; many – fewer Identifies and describes whole numbers 0–10 Recognises numbers in familiar contexts Knows number pictures and dot cards 0–10 Identifies number symbol and number word: 0 Identifies number symbol and number word: 10 Identifies number symbol and number word: 9 Counts in twos Counts backwards: 10–0 Oral counting forwards: 0–20 and beyond Counts objects: 1–10													
	Learners' names														
	Date														

Ukuhlola

Ithemu 4: Isibonelo seRekhodi yokuHlola okuRagela phambili

Okuqakathekileko	IINOMBORO, AMA-OPHARETJHINI NOBUDELELWANA										IMIBONO								
✓ = unekghono	● = unekghono kancani	✗ = akakabi nekgghono																	
Amabizo wabafundi	Ilanga																		
Ukubala izinto: 1–10	Ukubala ngomlomo ukuya phambili: 0–20 nangaphesuli	Ukubala ngakubili	Ukubala uye emuva: 10–0	Ukufanisa itshwayo lenomboro nenomborogama: 9	Ukufanisa itshwayo lenomboro nenomborogama: 10	Ukufanisa itshwayo lenomboro nenomborogama: 0	Ukwazi amakarada weenthombe newamaqathazi weenomboro 0–10	Ukukhumbula iinomboro ebuyayelekileko	Ukufanisa nokuthadhula iinomboro ezipheleleko 0–10	Ukumadansa iinomboro: ngaphesuli kuna – kungaphasi kuna – kulingana na; kungaphesuli khulu – kuncani khulu; kunengi – kumbadlwana	Ukuthemisa (landelania) iinomboro ukusuka kancani khulu ukuya kakhulu nokusuka kakhulu khulu ukuya kancani khulu 1–10	Ukuzwisa iinomboro sikhundla: kokuthoma, kwesibili, kwesithathu, kwesine, kwesihlanu, kwesithandathu	Ukuhlathula imicabangwakhe ngamagama nangokudweba nangezinto eziphathekako	Ukwarulula imitaro ngokusebenzisa izinto eziphathekako nofana liere yeenomboro: 0–10	Ukungezelela nokukhupha ngomlomo ngokusebenzisa izinto eziphathekako: 0–10 Ukuhlukanisa phakathi kokungaphesuli kuna, okumbalwa kuna, begodu kulingana na	Ukhlukanisa phakathi kokungaphesuli kuna, okumbalwa kuna, begodu kulingana na	Ukukhumbula iinhlavu zemali yeSwila Afrika nemali yephapha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Ukufanisa iinhlavu zemali yeSwila Afrika nemali yephapha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Ukukhowuda kokugcina

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>Copies, extends and creates own auditory patterns</p> <p>Creates own pattern</p> <p>Understands the game, 'hopscotch'</p>	<p>Able to build at least a twenty-four-piece puzzle</p> <p>Recognises the line of symmetry in objects</p> <p>Follows directions: forward and backward; up and down; upwards and downwards; left and right</p> <p>Recognises and identifies the circle, triangle, square and rectangle</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D shapes according to similarities and differences</p>	<p>Measures and compares objects according to length, mass and capacity and volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p> <p>(Length) Understands that objects are also measured by using a tape measure</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Collects, sorts and represents data according to one attribute</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>				

Okuqakathekileko	AMAPHETHENI, AMAFANKTJHINI NE-ALJIBHRA	ISIKHALA NEBUMBEKO (JIYOMETHRI)	UKUMEDA	UKUPHATHA IDATHA	IMIBONO
<ul style="list-style-type: none"> ✓ = unekghono ● = unekghono kancani X = akakabi nekghono 	<p>Ukufanisa amaphetheni alula abuyelelako</p> <p>Ukukopa nokunabisa amaphetheni alula abuyelelako</p> <p>Ukwakha amaphethenakhe ngeenthombe</p> <p>Ukukopa, ukunabisa nokwakha amaphetheni wokulalelwa</p> <p>Ukuzwisisa umdlalo, 'ihopskotjh'</p>	<p>Ukwazi ukwakha okungaseni amaphazili weenquntuzimatjhumi amabili nane</p> <p>Ukukhumbula umda wesimethri ezintweni</p> <p>Ukilandela inkombatjhuda: ukuya phambili nokuya emuva; phasi naphenzulu; esinceleni nesidleni</p> <p>Ukukhumbula nokufanisa indlungu, uncantathu, isikwere noncamane</p> <p>Ukutihadhula, ukhulela ngamaneko nokumadanisa izinto ze-3-D ngokuya ngokufana nokuhluka</p> <p>Ukutihadhula, ukhulela ngamaneko nokumadanisa izinto ze-2-D ngokuya ngokufana nokuhluka</p> <p>Ukumeda nokumadanisa izinto ngokuya ngobude, ubudisilimasinomthamo nevolomunokhulu nokuncani, okuncazana okuncani khulu</p> <p>(Ubude) Ukuzwisisa bonyana nezinto ziyamedwa ngokusebenzisa itheyiphu yokumeda</p>	<p>Ukubuthelela izinto ngokuya ngobukhulu</p> <p>Ukhulela ibuthelelo lezinto ngamaneko</p> <p>Ukujamiselela amabuthelelo wezinto</p> <p>Ukubuthelela, ukhulela ngamaneko nokujamiselela idatha ngokwe-athribhuthi eyodwa</p> <p>Ukhlaziya idatha ngokusebenzisa imibuzo</p> <p>Ukukhulumisana bese nibika ngezinto ezibuthelelewe ngamaneko</p>	<p>Ukukhowuda kokugcina</p>	
Amabizo wabafundi					
Ilanga					

Resources

Songs, rhymes and stories

Week 1

Story: *Number 9 story (with Number 9 frieze template)*

Next came nine Birds. They flew in the air for many days looking for just the right kind of home that is safe and warm. They flapped their wings all day long, looking high and looking low for a place they can call home.

At last they find a house that looks nice and cosy. The nine Birds perch on the windowsill and peer inside. There is nobody living in the house!

The Birds use their beaks to gather materials to make the number symbol 9 and the number word nine, which they stick on the front of the door. Each Bird makes one doorbell for the front door.

There is only one bedroom in the house, but luckily birds don't need beds. They like to sleep while sitting up!

Three Birds find a windowsill, three Birds perch on a chair and three Birds sit on the bath. They all fluff out their feathers to make nice warm blankets. They are so tired that there is not even a twitter or a tweet – the nine Birds sleep all through the night and are not up early enough the next day to catch worms for breakfast.

Luckily the nine doorbells ring just as the Birds are feeling hungry. Their friendly neighbours are standing at the front door with nice big, fat, juicy worms to welcome the Birds: one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7 and eight Mice from house number 8.

Rhyme: *Two little chickens*

Two little chickens looking for some more
Along came another two and they make four
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Four little chickens getting in a fix
Along came another two and they make six
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Six little chickens perching on a gate
Along came another two and they make eight
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Eight little chickens run to mother hen
Along came another two and they make ten
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Song: *The ants go marching two by two*

The ants go marching two by two.
Hoorah! Hoorah!
The ants go marching two by two.
Hoorah! Hoorah!
The ants go marching two by two;
The little one stops to tie his shoe,
And they all go marching down
To get out of the rain.
Boom, boom, boom, boom!

Iinsetjenziswa

lingoma, imilolozelo neendatjana

Iveke 1

Indatjana: Indatjana yenomboro 9 (nomfuziselo womhlobiso weNomboro 9)

Ngokulandelako kwafika abalitjumi bakwaNyoni. Baphapha emmoyeni amalanga amanengi bafuna umhlobo wekhaya elifaneleko lelo eliphephileko nelifuthumeleko. Bebaphephezelisa amaphiko ilanga loke, baqala phezulu naphasi bafuna indawo ebangayibiza ngekhaya.

Ekugcineni bayithola indlu eqaleka iyihle begodu ifuthumele. BakwaNyoni bahlala phezu kwebhanga lefesdere bahlola ngaphakathi. Akekho ohlala ngendlini le!

BakwaNyoni basebenzisa imilomabo ukubuthelela imatheriyali yokwenza itshwayo lenomboro 9 nenomborogama lithoba, balinamathisela emnyango ngaphambili. UNyoni ngamunye wenzela umnyango wangaphambili itlogo yinye.

Kunelawu linye lokulala ngendlini, kodwana ngetjhuu iinyoni azidingi imibhede. Zithanda ukulala zihlezi!

AboNyoni abathathu bathola ibhanga lefesdere, aboNyoni abathathu bahlala esitulweni abanye aboNyoni abathathu bahlala phezu kwebhanga. Boke bazithintitha iinsiba zokwenza iingubo ezihle ezifuthumeleko. Badinwe kangangobana akukho notswiyozako – bakwaNyoni abalithoba boke balala ubusuku boke akhenge bakwazi ukuvuka ekuseni ngokwaneleko kobana bayokubamba iimbungu zesidlo sekuseni.

Ngetjhuu iintlogo zomnyango ezilithoba zalila lokha bakwaNyoni nabalambileko. Abomakhelwana babo abanomusa bajame emnyango wangaphambili babaphathele iimbungu ezihle ezikulu, ezinonileko, neziginyisa amathe bazokwamukela bakwaNyoni: munye wakwaNdlovu wendlu yenomboro 1, bakwaDube ababili bendlu yenomboro 2, bakwaBudorwana abathathu bendlu yenomboro 3, bakwaNdlulamithi abane bendlu yenomboro 4, bakwaFene abahlanu bendlu yenomboro 5, bakwaDada abasithandathu bendlu yenomboro 6, bakwaSirhwarhwa abalikhomba bendlu yenomboro 7, nabakwaKhondlo ababunane bendlu yenomboro 8.

Umlolozelo: Amadzinyani amancani amabili

Amadzinyani amancani amabili afunana namanye Kwafika amanye amabili bese abamane Gijimelani ehoyini, gijimelani ngesibayaneni Gijimani madzinyani amancani, buyelani kumma usikhukhukazi.

Amadzinyani amancani amane angena emrarweni Kwafika amanye amabili bese abasithandathu Gijimelani ehoyini, gijimelani ngesibayaneni Gijimani madzinyani amancani, buyelani kumma usikhukhukazi.

Amadzinyani amancani asithandathu ahlezi phezu kwehege Kusenjalo kufika amanye amabili bese ababunane Gijimelani ehoyini, gijimelani ngesibayaneni Gijimani madzinyani amancani, buyelani kumma usikhukhukazi.

Amadzinyani amancani abunane agijimela kumma usikhukhukazi

Kusenjalo kufika amanye amabili bese abalitjumi Gijimelani ehoyini, gijimelani ngesibayaneni Gijimani madzinyani amancani, buyelani kumma usikhukhukazi.

Ingoma: Ubutjhontjhواني bukhamba ngabubili

Ubutjhontjhواني bukhamba ngabubili.
Huura! Huura!

Ubutjhontjhواني bukhamba ngabubili.
Huura! Huura!

Ubutjhontjhواني bukhamba ngabubili;
Obuncazana buyajama bubopha amanyathelwabo,
Base buyasuka boke buyakhamba
Busuka ezulwini.

Bhuum, bhuum, bhuum, bhuum!

Week 2

Story: *Number 10 story (with Number 10 frieze template)*

Ten Bees have been buzzing around all day drinking the juice – called nectar – from the beautiful flowers around the neighbourhood. Whenever one Bee finds a flower with juicy nectar, it does a little dance to tell the other Bees that there is food nearby.

The Bees need to find a home soon so that they can make honey from the nectar they have collected. They look at the last house in the row and decide it will make a perfect beehive – this is what bees call their homes.

Bees are very hard workers and they do their jobs well, so they set to work buzzing about to fix their beehive and make it cosy. They make their front door out of twigs from trees. The number symbol 10 and the number word ten goes on the front of the door with 10 doorbells. The Bees make curtains for their windows out of green leaves, they make candles from beeswax and they make honey for the dark nights. The queen Bee rests in the hive while the other nine worker Bees turn the nectar they have collected into honey and pour it into nine honeypots. Early the next morning all ten Bees put on their stripy yellow and black jerseys and their black boots and deliver one honeypot to each of their new neighbours: the one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7, eight Mice from house number 8 and nine Birds from house number 9.

Song: *Ten little honey bees*

Ten little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Eight little honey bees are left now.
Eight little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Six little honey bees are left now.
Six little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Four little honey bees are left now.
Four little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Two little honey bees are left now.
Two little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
No more honey bees are left now.

Iveke 2

Indatjana: Indatjana yenomboro 10 (nomfuziselo womhlobiso weNomboro 10)

BakwaNyosi abalitjhumu bebabubula mazombe ilanga loke basela ijuzi – ebizwa ngenektha – yamathuthumbo amahle abhode umuzi.

Lokha uNyosi munye nakathola ithuthumbo elinenektha enejuzi, uyagidagida ukutjela abanye aboNyosi bonyana kunokudla eduzana.

BakwaNyosi kufanele bathole ikhaya msinyazana kobana bazokwazi ukwenza iliju ngenektha ebayibutheleleko. Baqala indlu yokugcina emjejeni bese bathatha isiqu nto sokobana izakwenza isihlaka esihle khulu – lokhu ngilokho iinyosi ezikubiza ngamakhaya.

BakwaNyosi basebenza nzima begodu umsebenzi wabo bawenza kuhle, bathoma basebenza ngokububula balungisa isihlaka sabo basenza saba ngesifuthumeleko.

Benza umnyango wabo wangaphambili ngeengojwana zemithi. Itshwayo lenomboro 10 nenomborogama itjhumu kwafakwa ngaphambili emnyango oneentlogo ezi-10.

BakwaNyosi benza amakhetheni wamafesdere wabo ngamakari ahlaza satjani, benza amakhandlela ngekghomu yeenyosi bese benza iliju lobusuku obunzima khulu.

Indlovukazi yakwaNyosi iphumula ngaphakathi kwesihlaka lokha abanye aboNyosi abaziinsebenzi abalithoba nabatjhugulula inektha ebayibutheleleko ibe liliju bese bayithela ngeempotjwaneni zeliju ezilithoba.

Ekuseni ngelanga elilandelako boke bakwaNyosi abalitjhumu bembatha iinjezi zabo ezinemitlezana esarulani nokunzima namabhudzi wabo anzima bese bathula ipotjwana eyodwa yeliju kibomakhelwana babo abatjha ngamunye: iNdlovu yinye zendlu yenomboro 1, amaDube amabili wendlu yenomboro 2, uBudorwana obuthathu bendlu yenomboro 3, iiNdlulamithi ezine zendlu yenomboro 4, iimfene ezihlanu zendlu yenomboro 5, amaDada asithandathu wendlu yenomboro 6, iinRhwarhwa ezilikhomba zendlu yenomboro 7, amaKhondlo abunane wendlu yenomboro 8 neeNyoni ezilithoba zendlu yenomboro 9.

Ingoma: Iinyosi ezincani ezilitjhumu

Iinyosi ezincani ezilitjhumu zibubula mazombe

Yinye yaya esihlakeni

Yinye yaya ethuthumbeni

Zingaki iinyosi ezibubula mazombe?

Sekusele iinyosi ezincani zeliju ezibunane kwanjesi.

Iinyosi ezincani ezibunane zibubula mazombe

Yinye yaya esihlakeni

Yinye yaya ethuthumbeni

Zingaki iinyosi ezibubula mazombe?

Sekusele iinyosi ezincani ezisithandathu kwanjesi.

Iinyosi ezincani ezisithandathu zibubula mazombe

Yinye yaya esihlakeni

Yinye yaya ethuthumbeni

Zingaki iinyosi ezibubula mazombe?

Sekusele iinyosi ezincani ezine kwanjesi.

Iinyosi ezincani ezine zibubula mazombe

Yinye yaya esihlakeni

Yinye yaya ethuthumbeni

Zingaki iinyosi ezibubula mazombe?

Sekusele iinyosi ezincani ezimbili kwanjesi.

Iinyosi ezincani ezimbili zibubula mazombe

Yinye yaya esihlakeni

Yinye yaya ethuthumbeni

Zingaki iinyosi ezibubula mazombe?

Akusenannyosi eziseleko kwanjesi.

Story: *The beehives*

Every day the ten Bees left their beehive and went buzzing around looking for flowers. One day they flew a little further into the forest where the trees were tall. They could hear the buzzing sounds of other bees and as they flew closer they could see many beehives hanging from the trees. They saw lots and lots of bees going in and out of each beehive. There were too many bees to count.

Let's pretend the counters are the bees and your lids are the beehives.

Week 3

Song: *Ten green bottles*

Ten green bottles hanging on the wall
Ten green bottles hanging on the wall
And if one green bottle should accidentally fall
There'll be nine green bottles hanging on the wall.

(Repeat for nine, eight, seven, six, five, four, three, two)

One green bottle hanging on the wall
One green bottle hanging on the wall
And if one green bottle should accidentally fall
There'll be no green bottles hanging there at all.

Story: *Number 0 story (with Number 0 frieze template)*

All the animals now lived happily side by side in their own houses. They went out of their way to be friendly and helpful to one another.

One day as Elephant looked out of his window he saw a machine digging a hole in the ground next door to him. Over the next days and weeks all the animals watched as a new house was built right before their very own eyes. Cement was mixed, bricks were laid, a roof was built and the doors and windows were fitted. Finally the house was ready. It was a beautiful house, strong and well built.

'Who will live in this splendid new house?' the animals wondered. They all gathered outside the door of the house, excited to meet their new neighbours. There was no doorbell on the door, but the four Giraffes saw that the door was open and they curled their long necks through the door. 'Anyone home?' they called. No one was home.

The animals all crowded inside. The house was empty. The Birds flew from room to room, but there was no furniture – no bed, no table and no chairs. There was nothing ... zero.

To this day, nobody has moved into the new house. It has stayed empty with nothing inside it. The animals call it the zero house because this is the word that means 'nothing'.

Indatjana: *linhlaka zeenyosi*

Ngamalanga aboNyosi abalitjumi bebatjhiya isihlaka sabo bakhambe babubula mazombe bafunana namathuthumbo. Ngelinye ilanga zaphapha zaya kudanyana zangena ehlathini lapha kunemithi emide khona. Bezikghona ukuzwa itjhada lokububula kwezinye iinyosi begodu lokha nazitjhidelako zabona iinhlaka zeenyosi ezinengi zilenge emithini. Zabona iinyosi ezinengi kwamambala zingena ziphuma esihlakeni ngasinye. Bekuneenyosi ezinengi khulu ezingabalekiko.

Asenzeni kwangathi iimbalisi ziinyosi bese iimvalo ziinhlaka zeenyosi.

Iveke 3

Ingoma: *Amabhodlelo alitjumi ahlaza*

Amabhodlelo alitjumi ahlaza alenga ebodeni
Amabhodlelo alitjumi ahlaza alenga ebodeni
Nakungawa linye ibhodlelo elihlaza
Kuzakuba namabhodlelo alithoba ahlaza
alenga ebodeni.

*(Buyelela ngalithoba, bunane, likhomba,
sithandathu, kuhlanu, kune, kuthathu, kubili)*

Ibhodlelo linye elihlaza lilenga ebodeni
Ibhodlelo linye elihlaza lilenga ebodeni
Nakungawa linye ibhodlelo elihlaza
Angekhe kusaba nebhodlelo elihlaza
elilenga ebodeni.

Indatjana: *Indatjana yenomboro 0 (nomfuziselo womhlobiso weNomboro 0)*

Zoke iinlwana kwanjesi zihlala ngokuthaba ndawonye ngeendlini zazo. Zenza imizamo yoke yokobana zibe nokuzwana begodu zisizane.

Ngelinye ilanga lokha uNdlovu nakahlola ngefesdere wabona umtjhini wemba umgodi phasi eduze nendlwakhe. Ngemva kwamalanga neemveke ezilandelako zoke iinlwana zabukela lokha nakwaxhiwa indlu etja bunqopha phambi kwamehlwazo. Isamende yahlanganiswa, kwabekwa iintina, kwafulelwa, kwafakwa iminyango namafesdere. Ekugcineni, indlu yabesele iphelile. Kwakuyindlu ehle, eqinileko begodu yakhiwe kuhle.

‘Ngubani ozokuhlala ngendlini etja ehle kangaka?’ kwamangala iinlwana. Zoke zabuthana ngaphandle komnyango wendlu le, zithabele ukwemukela abomakhelwana bazo. Kwakunganatlogo emnyango, kodwana iiNdlulamithi zabona kobana umnyango uvuliwe zabese zisonga iintamo zazo ezide zahlola emnyango. ‘Kunomuntu ekhayapha?’ zabiza. Kwakunganamuntu ekhayelo.

Iinlwana zoke zabuthana ngaphakathi. Kwakunganalitho ngendlini. Iinyoni zaphaphela ngelawini elinye nelinye, kodwana kwakunganafenitjhara – kunganambhede, kunganatafula begodu neentulo bezingekho. Kwakunganalitho ... ziro.

Bekube kunamhlanjesi, akekho ongenileko wahlala ngendlini etja. Yahlala inganalitho ngaphakathi. Iinlwana beziyibiza ngokobana iyindlu enguziro ngombana leli ligama elitjho kobana ‘ilize’.

Week 4

Song: *Clap, snap and stamp*

(To the tune of *Twinkle, twinkle, little star*)

Patterns, patterns all around
We make them using sound
Snapping, clapping, fast and slow
Ready, set, now here we go,
Everybody follow me
Make this pattern carefully ...
Clap, snap fingers, stamp foot; clap, snap fingers, stamp foot (ABC pattern)
(Introduce a new pattern sequence every day)

Week 5

Song: *The directions song*

(To the tune of *This is the way ...*)

Turn around and touch the ground,
Turn to the left and turn to the right.
Turn around and touch the ground,
Turn to the left and turn to the right.

Chorus:

Jump to the left and jump to the right,
Jump forward and jump back.
Jump to the left and jump to the right,
Jump forward and jump back.
Sit down and stand up,
Jump up and down and clap your hands.
Sit down and stand up,
Jump up and down and clap your hands.

Week 6

Rhyme: *Five elephants in the bathtub*

One elephant going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Two elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Three elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Four elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Five elephants going for a swim,
Knock, knock,
Splash, splash,
They all fell in.

Iveke 4

Ingoma: *Wahla, qhwarhaza ugide*

(Ngetjhuni ye-*Twinkle, twinkle, little star*)

Amaphetheni, amaphetheni, koke mazombe
Sikwenza ngokusebenzisa amatjhada
Ukuqhwarhaza, ukuwahla, msinyazana
nabuthaka

Sewulungile, sesiyathoma, asiyeni,
Woke umuntu akangilandele
Yenza iphetheni ngokuyelela ...

*Wahla, qhwarhazisa imino, gida phasi
ngenyawo; wahla, qhwarhazisa imino, gida
phasi ngenyawo (Iphetheni ka-ABC)*

(*Yethula ilandelano lephetheni etja qobe lilanga*)

Iveke 5

Ingoma: *Ingoma yeenkombatjhuba*

(Ngetjhuni ye-*This is the way ...*)

Jika mazombe uthinte phasi,
Jikela ngesinceleni ujikele ngesidleni.
Jika mazombe uthinte phasi,
Jikela ngesinceleni ujikele ngesidleni

Ikhorasi:

Yeqela ngesinceleni weqele ngesidleni,
Yeqela phambili weqele emuva.
Yeqela ngesinceleni weqele ngesidleni,
Yeqela phambili weqele emuva.

Hlala phasi godu usikime,
Yeqela phezulu naphasi uwahle izandla.
Hlala phasi godu usikime,
Yeqela phezulu naphasi uwahle izandla.

Iveke 6

Umlolozelo: *lindlovu ezihlanu zingebhadeni*

Indlovu yinye iyakhamba iyokududa,
Koko, koko,
Phahla, phahla,
Ngena ngaphakathi.

lindlovu ezimbili ziyakhamba ziyokududa,
Koko, koko,
Phahla, phahla,
Ngena ngaphakathi.

lindlovu ezintathu ziyakhamba ziyokududa,
Koko, koko,
Phahla, phahla,
Ngena ngaphakathi.

lindlovu ezine ziyakhamba ziyokududa,
Koko, koko,
Phahla, phahla,
Ngena ngaphakathi.

lindlovu ezihlanu ziyakhamba ziyokududa,
Koko, koko,
Phahla, phahla,
Zoke zawela ngaphakathi.

Story: *The Elephant's bath*

Part 1

One day Elephant left his house to go down to the river. 'Hey, Elephant,' said his neighbours, the Monkeys, 'where are you going?'

Elephant replied, 'I am going for a walk to look for a place to take a bath.'

'Hmmm,' said the Monkeys. 'That's a long way to go. We have a bathtub. Why don't you have a bath at our house?'

Part 2

Elephant explained that he would make his way down to the river to take his bath. He stopped in front of the Giraffes' house. 'Hey, Elephant,' said the Giraffes, 'why are you carrying a bucket?'

Elephant replied, 'I carry a bucket with me so that when I go to the river I can fill it up and have nice refreshing water to drink.'

As he got closer to the river, a little boy ran past Elephant and down to the river where he filled up a jug and some cups with water.

As the little boy raced past, he told Elephant that there was a fire at the campsite.

Elephant stuck his trunk into the river, filled his bucket with water from the river and followed the little boy to the fire. Elephant and the little boy emptied the water onto the fire to put it out.

Part 3

It was hot now and Elephant was keen to wallow in the cool water. As he romped and splashed around in the water and trumpeted with excitement he thought about how he could make his own swimming pool to put in his back yard. He had seen some blow-up swimming pools in the shop. He would need to find a very large swimming pool and would need to think about how to fill it.

Song: *There's a hole in my bucket*

There's a hole in my bucket, dear Sindi, dear Sindi
There's a hole in my bucket, dear Sindi, a hole.
Then mend it, dear Vuyo, dear Vuyo, dear Vuyo
Then mend it, dear Vuyo, dear Vuyo, mend it.

With what shall I mend it, dear Sindi, dear Sindi?
With what shall I mend it, dear Sindi, with what?
With straw, dear Vuyo, dear Vuyo, dear Vuyo
With straw, dear Vuyo, dear Vuyo, with straw.

The straw is too long ...
Then cut it ...

With what shall I cut it? ...
With a knife ...

The knife is too blunt ...
Then sharpen it ...

With what shall I sharpen it? ...
With a stone ...

The stone is too dry ...
Then wet it ...

With what shall I wet it? ...
With some water ...

With what shall I fetch it? ...
With a bucket ...

BUT THERE'S A HOLE IN MY BUCKET!

Indatjana: *Ibhada kaNdlovu*

Ingcenye 1

Ngelinye ilanga uNdlovu wasuka ekhaya waya ngemlanjeni. 'Yeyi, Ndlovu,' kwatjho abomakhelwana bakhe, bakwaFene, 'uyaphi?' UNdlovu waphendula, 'Ngithatha ikhambo lokuyokufuna indawo yokududela.' 'Mmmm,' kwatjho aboFene. 'Yindlela ede leyo. Sinayo ibhada yokududela. Kubayini ungazokududela ekhaya lethu?'

Ingcenye 2

UNdlovu wahlathulula bonyana uzakuragela phambili nekhambo lakhe lokuyokududa ngemlanjeni. Wajama phambi kwendlu yakwaNdlulamithi. 'Yey, Ndlovu,' kwatjho bakwaNdlulamithi, 'kubayini uphethe ithunga?' UNdlovu waphendula, 'Ngiphethe ithunga ngombana nangifika ngemlanjeni ngizalalisa ngizokuba namanzi amatjha wokusela.' Lokha natjhidela ngemlanjeni, umsanyana omncani wagijima wadlula uNdlovu wehlela ngemlanjeni wafika wazalisa ijege namakopi ngamanzi. Lokha umsanyana omncani nakagijimako adlula, watjela uNdlovu bonyana kuyatjha ekampeni. UNdlovu wafaka umboko wakhe ngemlanjeni, wazalisa ithunga lakhe ngamanzi walandela umsanyana omncani lapho kutjha khona. UNdlovu nomsanyana omncani bathela amanzabo emlilweni bawucima.

Ingcenye 3

Besele kutjhisa kwanjesi begodu uNdlovu bekangerhuluphelo lokungena ngemanzini aphilileko. Lokha nakadlala ngemanzini begodu awaphahlaza abetha nomlozana ngethabo wabe acabanga ngokobana uzalenza njani idanyana lakhe lokududela bese ulibeka ngemva kwendlu. Khewabona amadanyana wokududela avuthelwako ngesitolo. Uzakufanela ukuthola idanyana lokududela elikhulu khulu begodu kufanele acabange nangokobana uzolalisa njani ngamanzi.

Ingoma: *Kunembobo ethungeni lami*

Kunembobo ethungeni lami, Sindi sthandwa,
Sindi sthandwa
Kunembobo ethungeni lami, Sindi sthandwa,
imbobo.
Ivale-ke, Vuyo sthandwa, Vuyo sthandwa,
Vuyo sthandwa
Ivale-ke, Vuyo sthandwa, Vuyo sthandwa.
Ngiyivale ngani, Sindi sthandwa, Sindi sthandwa?
Ngiyivale ngani, Sindi sthandwa, ngiyivale ngani?
Ngehlanga, Vuyo sthandwa, Vuyo sthandwa,
Vuyo sthandwa
Ngehlanga, Vuyo sthandwa, Vuyo sthandwa,
ngehlanga.
Ihlanga lide khulu ...
Liqunte-ke ...
Ngiliqunte ngani? ...
Ngomukhwa ...
Umukhwa ubuthundu khulu ...
Ulole-ke ...
Ngiwulole ngani? ...
Ngelitje ...
Ilitje lome khulu ...
Limanzise-ke ...
Ngilimanzise ngani? ...
Ngamanzana ...
Ngiyowakha ngani? ...
Ngethunga ...
KODWANA KUNEMBOBO ETHUNGENI LAMI!

Week 7

Song: *Old Sandile had a farm*

Old Sandile had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old Sandile had a farm
E-I-E-I-O.
Old Sandile had a farm
E-I-E-I-O
And on his farm he had two horses
E-I-E-I-O
With a neigh-neigh here
And a neigh-neigh there
Here a neigh, there a neigh
Everywhere a neigh-neigh
Old Sandile had a farm
E-I-E-I-O.

Continue with:

three ducks (quack-quack here, quack-quack there)
four cows (moo-moo here, moo-moo there)
five sheep (baa-baa here, baa-baa there)
six hens (cluck-cluck here, cluck-cluck there)
seven goats (maah-maah here, maah-maah there)
eight geese (ggghuu-ggghuu here, ggghuu-ggghuu there)
nine donkeys (hee-haw here, hee-haw there)
Old Sandile had a farm
E-I-E-I-O
And on his farm he had ten snakes
E-I-E-I-O
With a sss-sss here
And a sss-sss there
Here a sss, there a sss
Everywhere a sss-sss

An oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
A neigh-neigh here
And a neigh-neigh there
Here a neigh, there a neigh
Everywhere a neigh-neigh
A quack-quack here
And a quack-quack there
Here a quack, there a quack
Everywhere a quack-quack
A moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
(Continue like this for the other animals)
Old Sandile had a farm
E-I-E-I-O-O-O-O.

Story: *Animals' race*

One day the animals woke up to find dew drops on their window panes. The sky was cloudy and the weather was cool. Elephant blew his trumpet to call the animals together. They knew they should meet in the big field behind their houses when they heard his call. He suggested that they should have a race around the field, down to the river and back. He asked the Ducks to fly up and sit in the trees to check that the runners kept to the track and the Birds and Bees to fly above the runners to see that they were safe during the race.

There wasn't a lot of space on the track so there could only be six runners in the race. There was a lot of excitement as they chose which one of the Zebras, Meerkats, Giraffes, Monkeys, Frogs and Mice would run in the race.

Eventually when the runners had been chosen, the six animals lined up. Then Elephant blew his trumpet and they took off.

Iveke 7

Ingoma: *USandile olupheleko unepiasi*

USandile olupheleko bekanepiasi

Iya, iya, yo

Eplasinakhe bekanefarigi

Iya, iya, yo

Buhwoo-hwoo lapha

Godu buhwoo-hwoo laphaya

Lapha buhwoo, laphaya buhwoo

Yoke indawo buhwoo-hwoo

USandile olupheleko bekanepiasi

Iya, iya, yo.

USandile olupheleko bekanepiasi

Iya, iya, yo

Eplasinakhe bekanemperera ezimbili

Iya, iya, yo

Ngetjwiitjwii-rhuyu lapha

Godu tjwiitjwii-rhuyu laphaya

Tjwiitjwii-rhuyu lapha, tjwiitjwii-rhuyu laphaya

Tjwiitjwii-rhuyu yoke indawo

USandile olupheleko bekanepiasi

Iya, iya, yo.

Ragela phambili nge:

amadada amathathu (khwaak-khwaak lapha,

khwaak-khwaak laphaya)

iinkomo ezine (muu-muu lapha, muu-muu

laphaya)

izimvu ezihlanu (meeh-meeh lapha, meeh-meeh

laphaya)

iinkhukhukazi ezisithandathu (kukuu-kukuu

lapha, kukuu-kukuu laphaya)

iimbuzi ezilikhomba (meeh-meeh lapha, meeh-

meeh laphaya)

amarhansi abunane (rrhuu-rrhuu lapha, rrhuu-

rrhuu laphaya)

abodumbana abalithoba (oyii-oyii lapha, oyii-oyii

laphaya)

USandile olupheleko bekanepiasi

Iya, iya, yo

Eplasinakhe bekaneenyoka ezilitjhumu

Iya, iya, yo

Kunobu sss-sss lapha

Godu kunobu sss-sss laphaya

Sss lapha, sss laphaya

Sss-sss yoke indawo

Buhwoo-hwoo lapha

Godu buhwoo-hwoo laphaya

Lapha buhwoo, laphaya buhwoo

Yoke indawo buhwoo-hwoo

Tjwiitjwii-rhuyu lapha

Godu tjwiitjwii-rhuyu laphaya

Tjwiitjwii-rhuyu lapha, tjwiitjwii-rhuyu laphaya

Tjwiitjwii-rhuyu yoke indawo

Kunobukhwaak-khwaak lapha

Bukhwaak-khwaak laphaya

Lapha ubukhwaak, laphaya ubukhwaak

Yoke indawo kunobukhwaak-khwaak

Kunobumuu-muu lapha

Godu kubenobumuu-muu laphaya

Muu-muu lapha, muu-muu laphaya

Muu yoke indawo

(Ragela phambili ngalendlela nakezinye iinlwana)

USandile olupheleko bekanepiasi

Iya, iya, yoooo.

Indatjana: *Umjarho weenlwana*

Ngelinye ilanga iinlwana zavuka zathola

amathosi wombethe emarhalasini wamafesdere.

Emkayini kwakunamafu nobujamo bezulu

babupholile. UNdlovu wavuthela ibhorompita

yakhe ukubizela iinlwana ndawonye. Bezazi

bonyana kufanele zihlangane ebaleni

elikhulu elingemva kwezindlu zazo lokha

nazizwa azibiza. Yabe inombono wokobana

kubenomjarho mazombe ebaleni, ukuya

nokubuya emlanjeni. Wabawa amaDada

bonyana aphaphele phezulu bese ahlale

emithini ukutjheja bonyana abagijimi bahlala

emzileni bese iiNyoni neeNyosi ziphaphe ngehla

kwabagijimi ukubona bonyana baphephile

ngesikhathi somjarho.

Kwakunganasikhala esikhulu emzileni ngalokho

kwakufanele kube nabagijimi abasithandathu

emjarhweni. Kwakunethabo elikhulu lokha

nabakhetha bonyana ngubani ozakungenela

umjarho kwaDube, kwaBudorwana,

kwaNdlulamithi, kwaFene, kwasiRhwarhwa

nakwaKhondlo.

Ekugcineni lokha abagijimi nasele bakhethiwe,

iinlwana ezisithandathu zajama umjeje. UNdlovu

wabetha ibhorompitakhe basuka bagijima.

Rhyme: 1 and 1

1 and 1 is 2, double 1, double 1, (*Show one finger from each hand*)

1 and 1 is 2.

2 and 2 is 4, double 2, double 2, (*Show two fingers from each hand*)

2 and 2 is 4.

3 and 3 is 6, double 3, double 3, (*Show three fingers from each hand*)

3 and 3 is 6.

(Continue up to 5 and then repeat)

Week 9

Shape song: *If you're holding a square*

(To the tune of *If you're happy and you know it*)

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding
a square,

If you're holding a square, stand up!

(Repeat with other shapes)

Shape song: *A circle's like a ball*

(To the tune of *The farmer's in the dell*)

A circle's like a ball,

A circle's like a ball,

Round and round,

It never stops.

A circle's like a ball!

A square is like a box,

A square is like a box,

It has four sides,

They are the same.

A square is like a box!

A triangle has three sides,

A triangle has three sides,

Up the mountain,

Down, and back.

A triangle has three sides!

A rectangle has four sides,

A rectangle has four sides,

Two are long, and

Two are short.

A rectangle has four sides!

Song: *Shape Hokey Pokey*

You put your circle in,

You put your circle out,

You put your circle in,

And you shake it all about.

You do the Hokey Pokey

And you turn yourself around.

That's what it's all about!

You put your rectangle in ...

You put your square in ...

You put your triangle in ...

Week 10

Song: *Months of the year*

January, February, March, April, May, June, July

August, September, October, November,

December (×2)

January, February, March, April, May, June, July.

Song: *I can sort*

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,
sort, sort.

I can sort by colour, I can sort by size.

I can sort by shape, and maybe win a prize.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,
sort, sort.

I can sort by feel, I can sort by name.

I can tell you why I think my things are all
the same.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups and I can sort,
sort, sort.

Umlolozelo: Ku-1 naku-1

Ku-1 naku-1 ku-2, buyelela ku-1, buyelela ku-1,
(*Khombisa umuno munye esandleni ngasinye*)
Ku-1 naku-1 ku-2.
Ku-2 naku-2 ku-4, buyelela ku-2, buyelela 2,
(*Khombisa imino emibili esandleni ngasinye*)
Ku-2 naku-2 ku-4.
Ku-3 naku-3 ku-6, buyelela ku-3, buyelela ku-3,
(*Khombisa imino emithathu esandleni ngasinye*)
Ku-3 naku-3 ku-6.
(*Ragela phambili ukufika ku-5 bese uyabuyelela*)

Iveke 9

Ingoma yamabumbeko: Nangabe uphethe isikwere

(Ngetjhuni ethi *If you're happy and you know it*)
Nangabe uphethe isikwere, sikima!
Nangabe uphethe isikwere, sikima!
Nangabe uphethe isikwere, nangabe uphethe
isikwere,
Nangabe uphethe isikwere, sikima!
(*Buyelela ngamanye amabuthelo*)

Ingoma yamabumbeko: Indulungu ifana nebhola

(Ngetjhuni ye-*The farmer's in the dell*)
Indulungu ifana nebhola,
Indulungu ifana nebhola,
Isipara ibuye ibe sipara,
Ayijami.
Indulungu ifana nebhola!
Isikwere sifana nebhoksi,
Isikwere sifana nebhoksi,
Sinamahlangothi amane,
Ayafana.
Isikwere sifana nebhoksi!
Uncantathu unamahlangothi amathathu,
Uncantathu unamahlangothi amathathu,
Phezulu entabeni,
Phasi, nemuva.
Uncantathu unamahlangothi amathathu!
Uncamane unamahlangothi amane,
Uncamane unamahlangothi amane,
Mabili made, begodu
Mabili mafitjhani.
Uncamane unamahlangothi amane!

Ingoma: IHokhi Phokhi yamabumbeko

Ufaka indulungu yakho ngaphakathi,
Ukhuphela indulungu yakho ngaphandle,
Ufaka indulungu yakho ngaphakathi,
Bese ukhuhluza koke.
Wenza iHokhi Phokhi
Bese uphenduka mazombe.
Ngilokho kwaphela ephathelene nakho!
Ufaka uncamane wakho ngaphakathi ...
Ufaka isikwere sakho ngaphakathi ...
Ufaka uncantathu wakho ngaphakathi ...

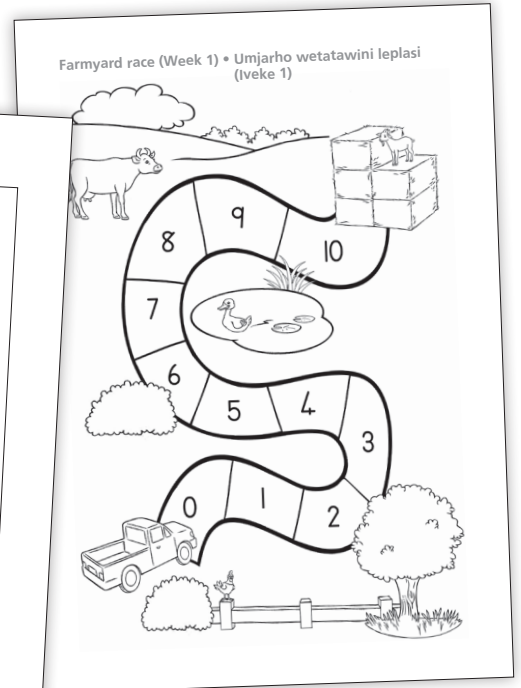
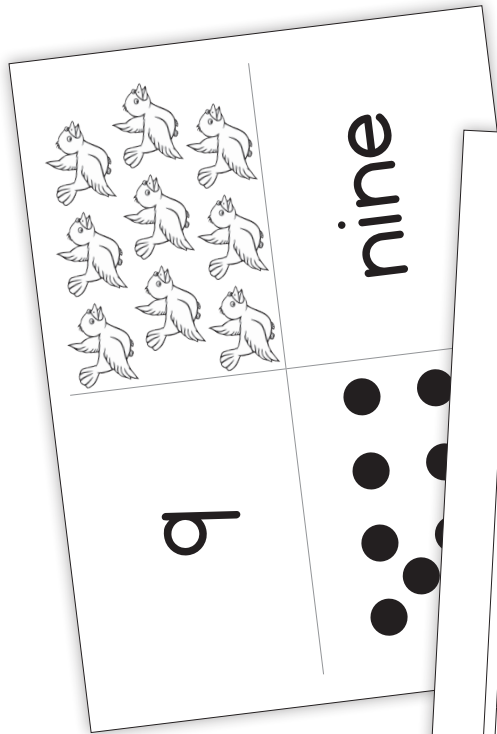
Iveke 10

Ingoma: linyanga zomnyaka

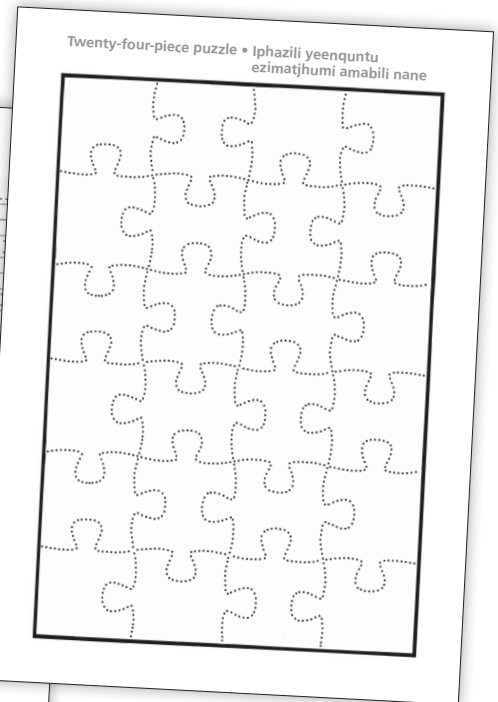
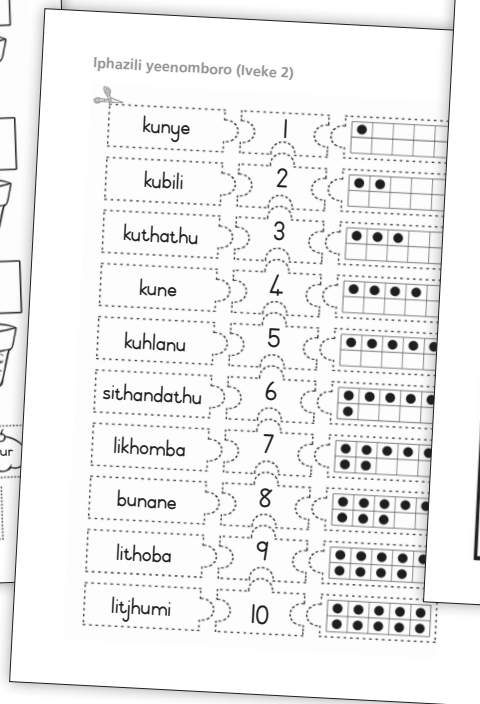
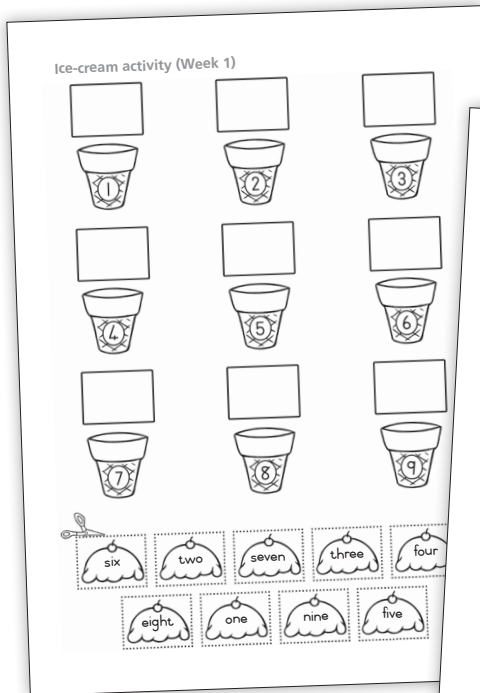
UTjhirhweni, uMhlolanja, uNtaka,
uSihlabantangana, uMrhayili, uMgwengweni,
uVelabahlinze
URhoboyi, uKhukhulamungu, uSewula,
uSinyikhaba, uNobayeni (x2)
UTjhirhweni, uMhlolanja, uNtaka,
uSihlabantangana, uMrhayili, uMgwengweni,
uVelabahlinze.

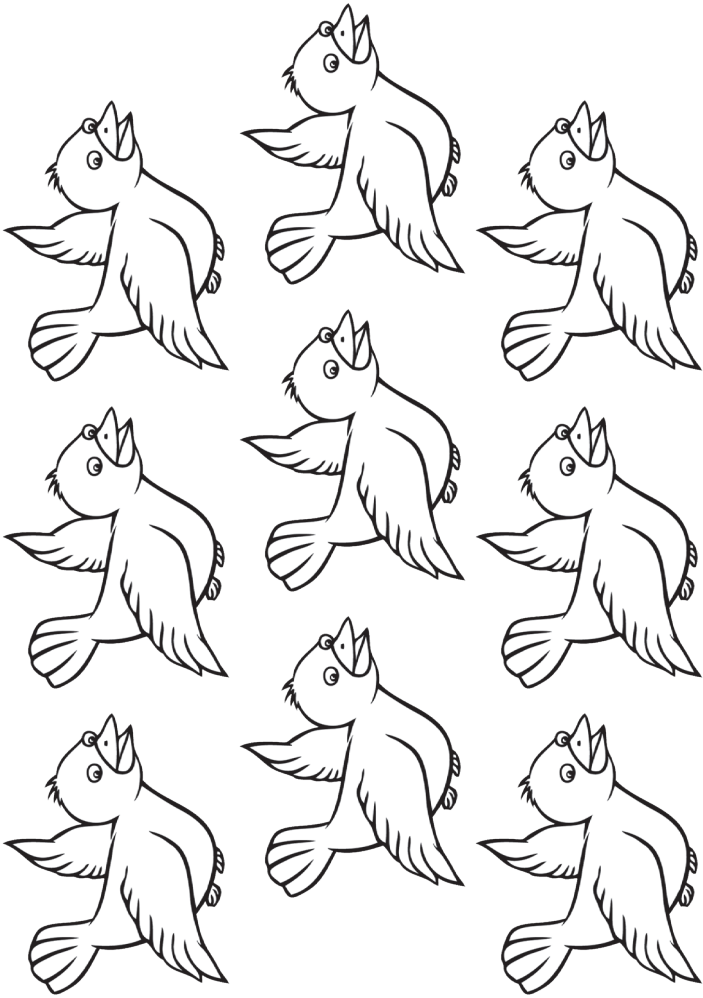
Ingoma: Ngingahlela ngamananeko

Ngingahlela ngamananeko, ngingahlela,
ngingahlela, ngingahlela.
Ngingabeka izinto ngeenqhema bengizihlele
ngamananeko, ngizihlele, ngizihlele.
Ngingahlela ngemibala, ngingahlela
ngobukhulu.
Ngingahlela ngamabumbeko, mhlambe
bengithumbe unongorwana.
Ngingahlela ngamananeko, ngingahlela,
ngingahlela, ngingahlela.
Ngingabeka izinto ngeenqhema bengizihlele
ngamananeko, ngizihlele, ngizihlele.
Ngingahlela ngokuzwelela, ngingahlela
ngamabizo.
Ngingakutjela kubayini ngicabanga bonyana
izinto zami ziyafana zoke.
Ngingahlela ngamananeko, ngingahlela,
ngingahlela, ngingahlela.
Ngingabeka izinto ngeenqhema bengizihlele
ngamananeko, ngizihlele, ngizihlele.



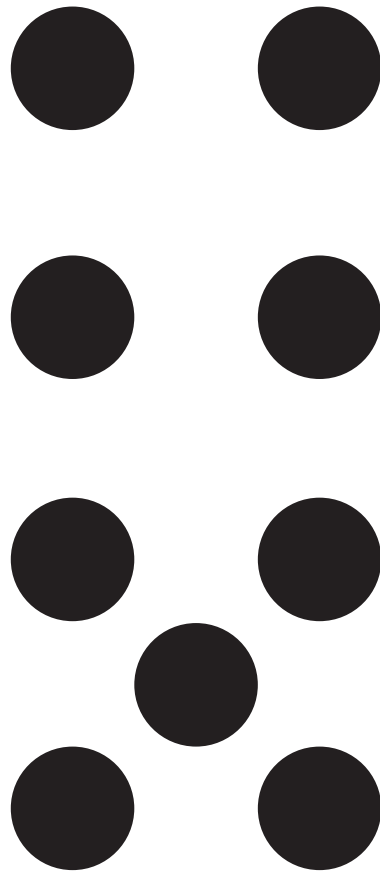
Templates • Imfuziselo

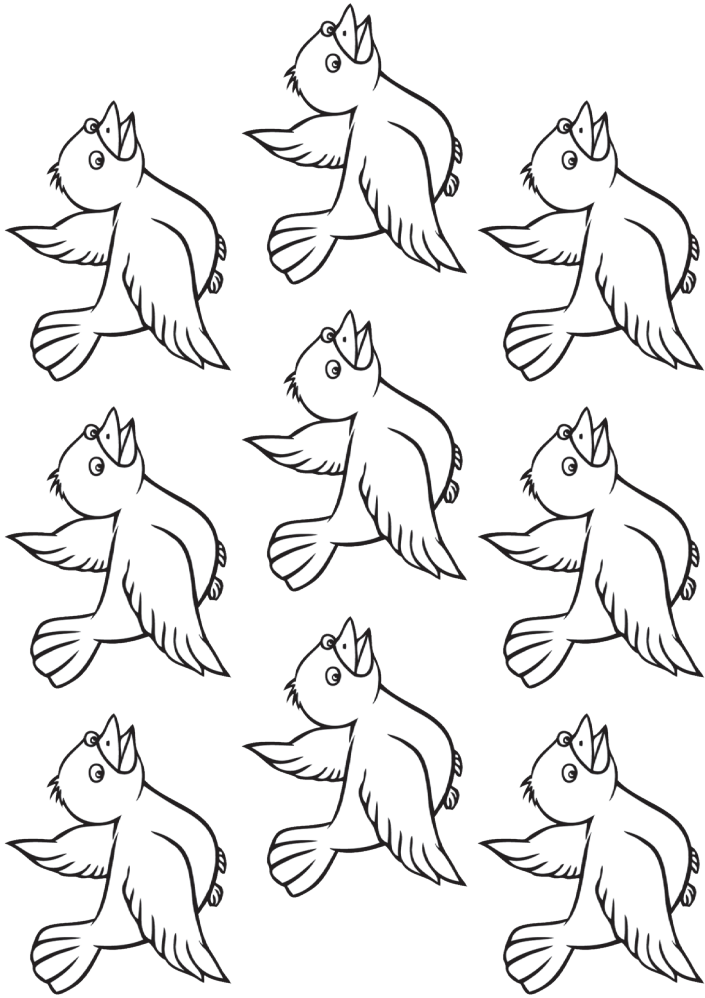




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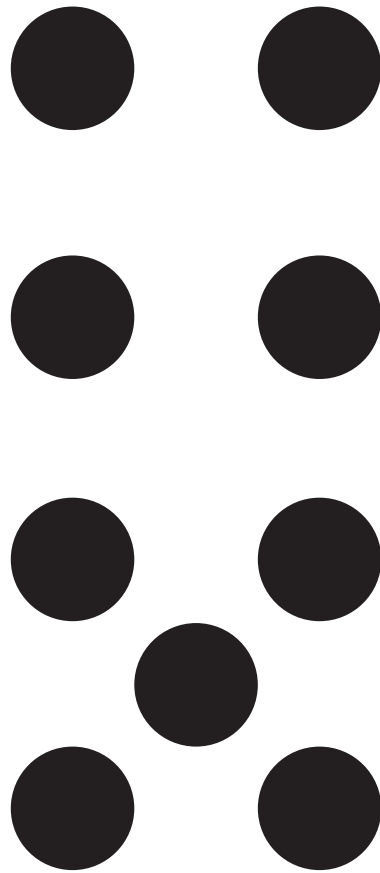
nine

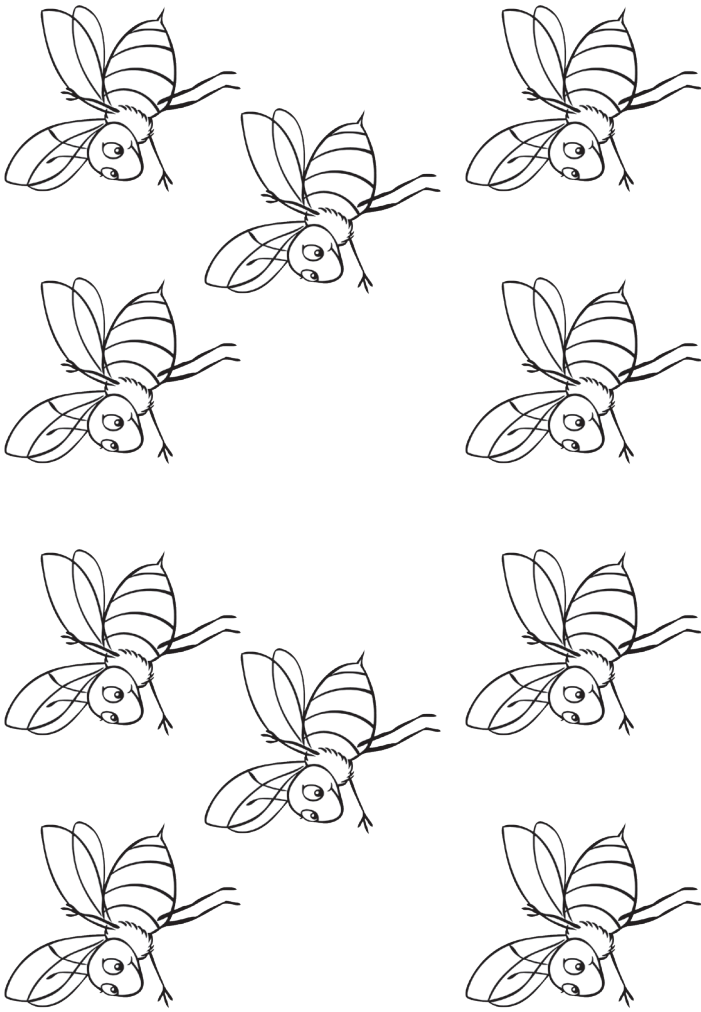




q

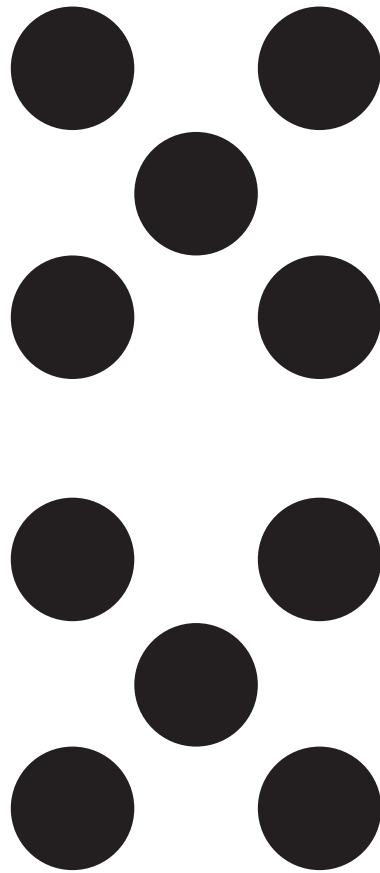
lit h o b o a



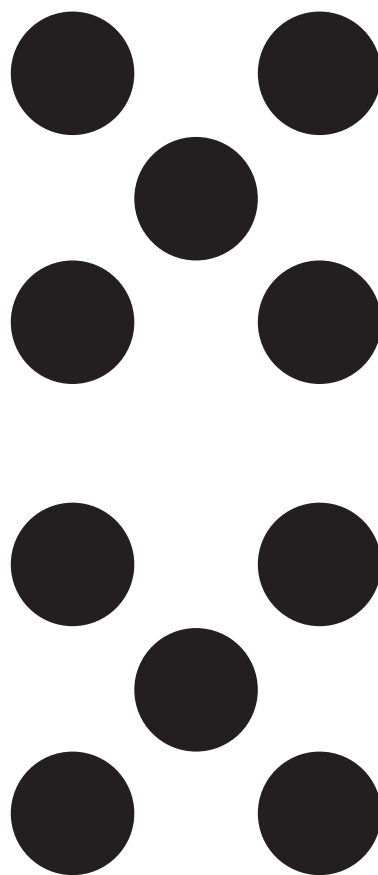
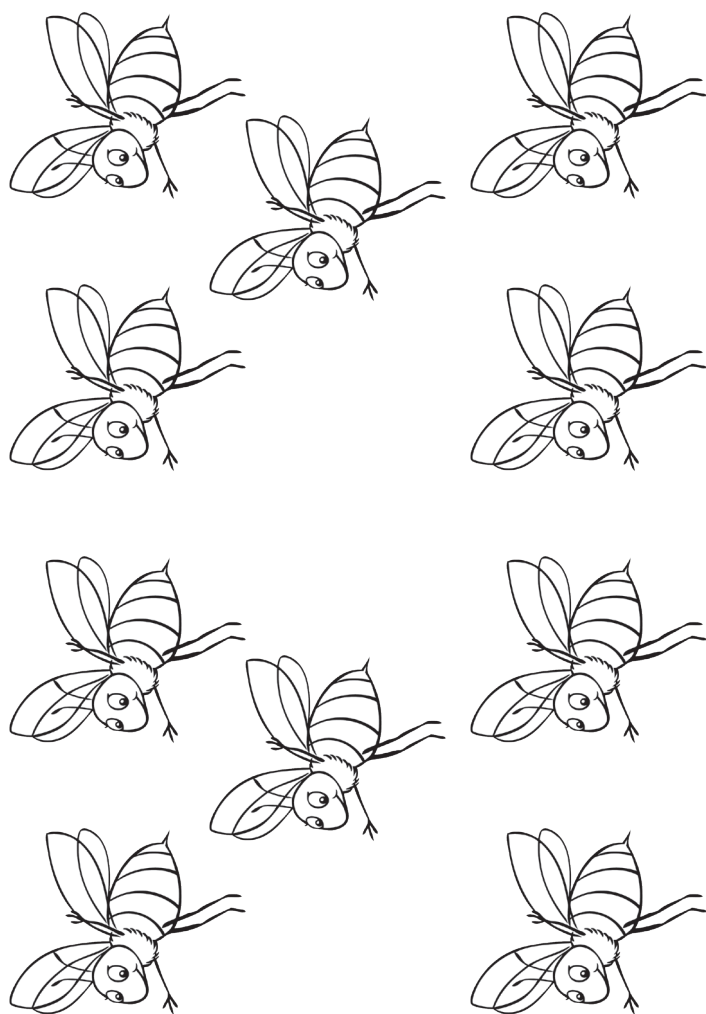


ten

10



10



litjhummi

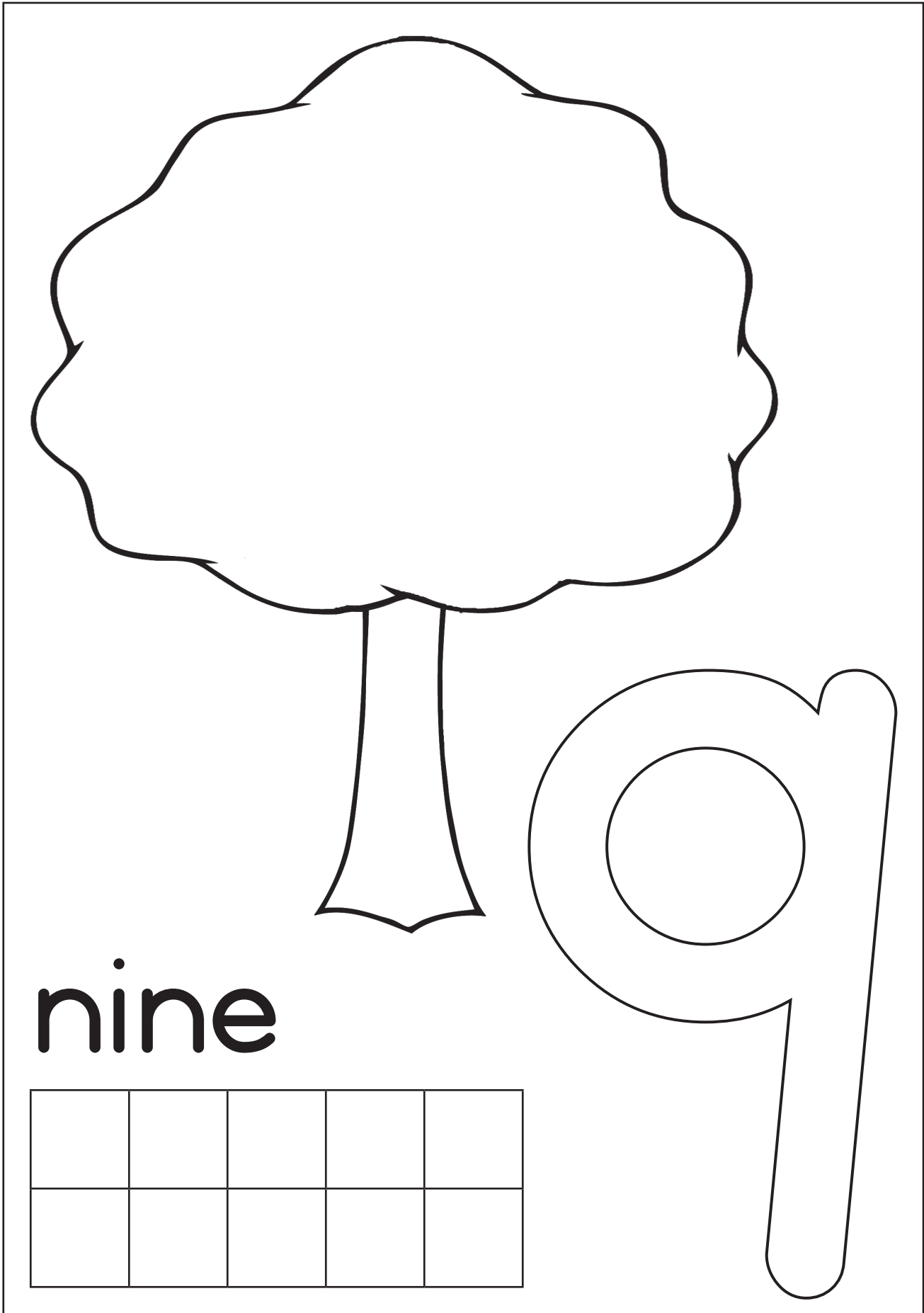
O

zero

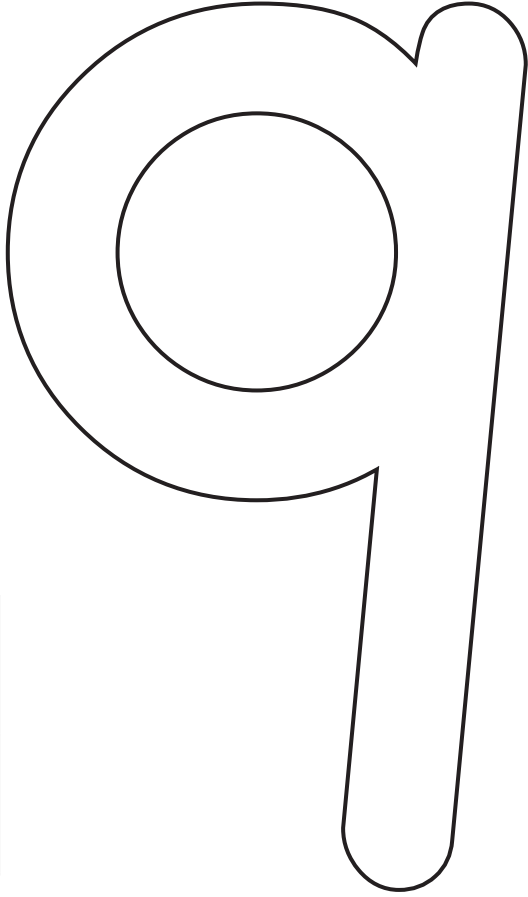
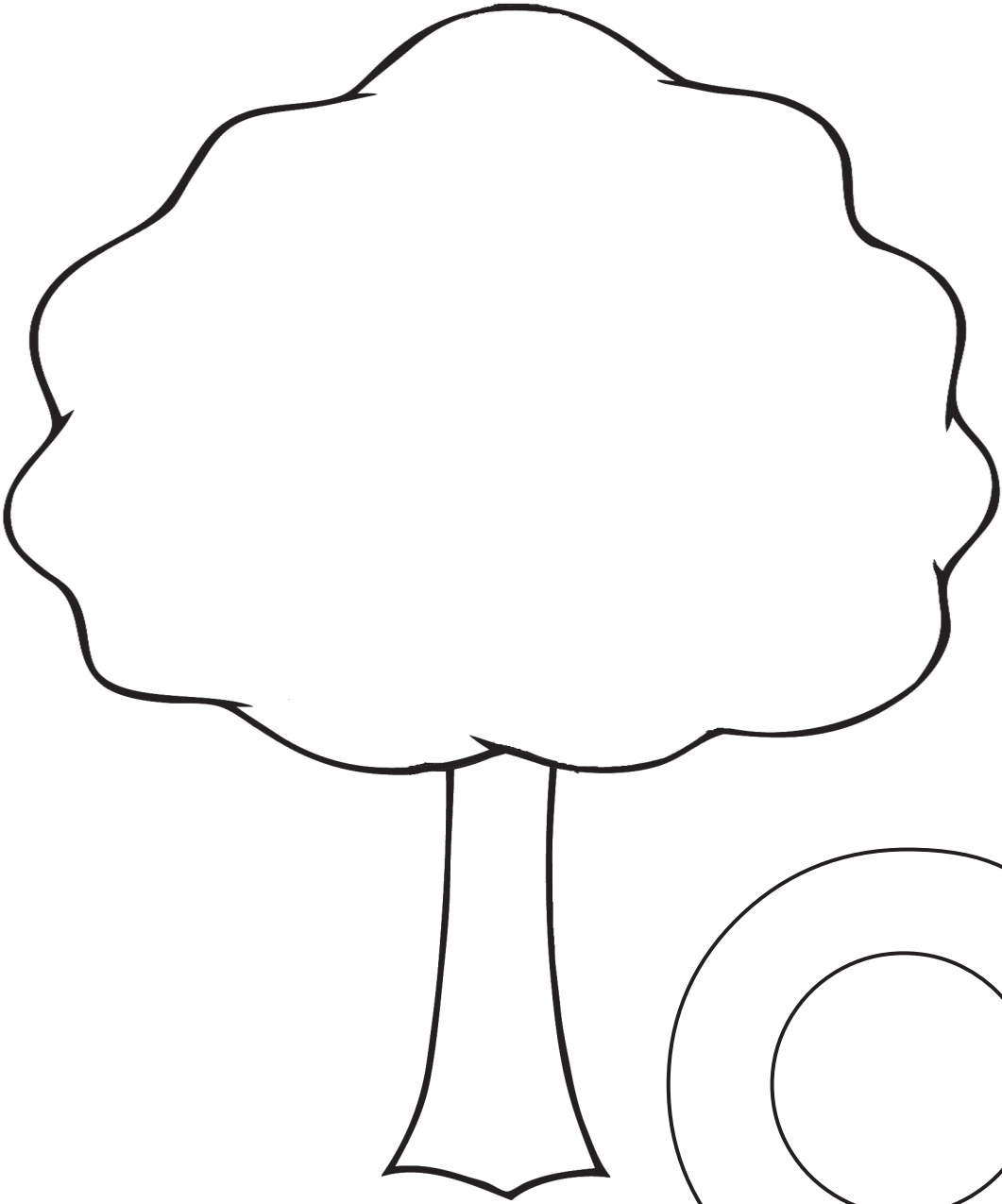
O

uziro

Playdough template: Number 9

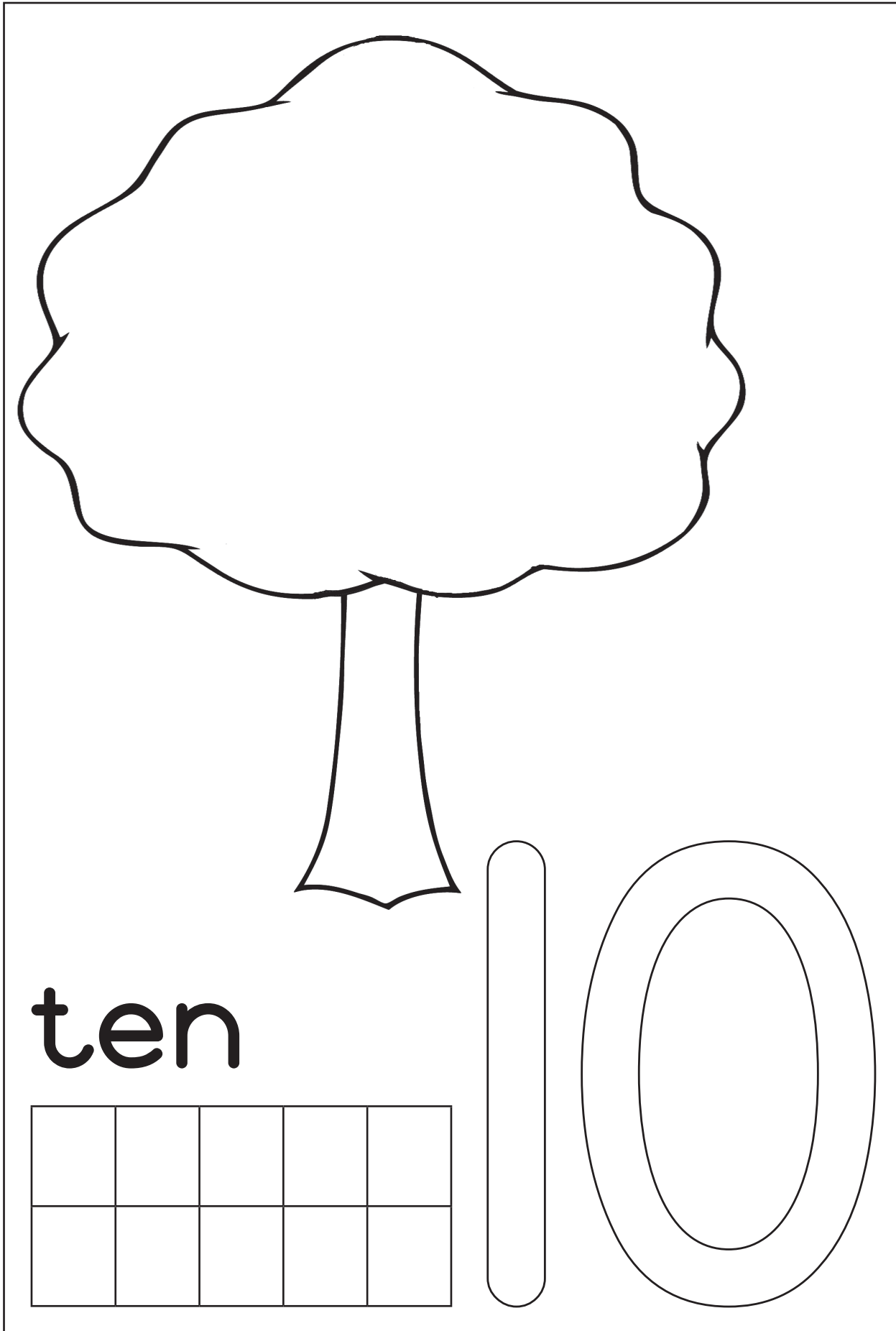


Umfuziselo wehlama yokudlalisa: Inomboro 9

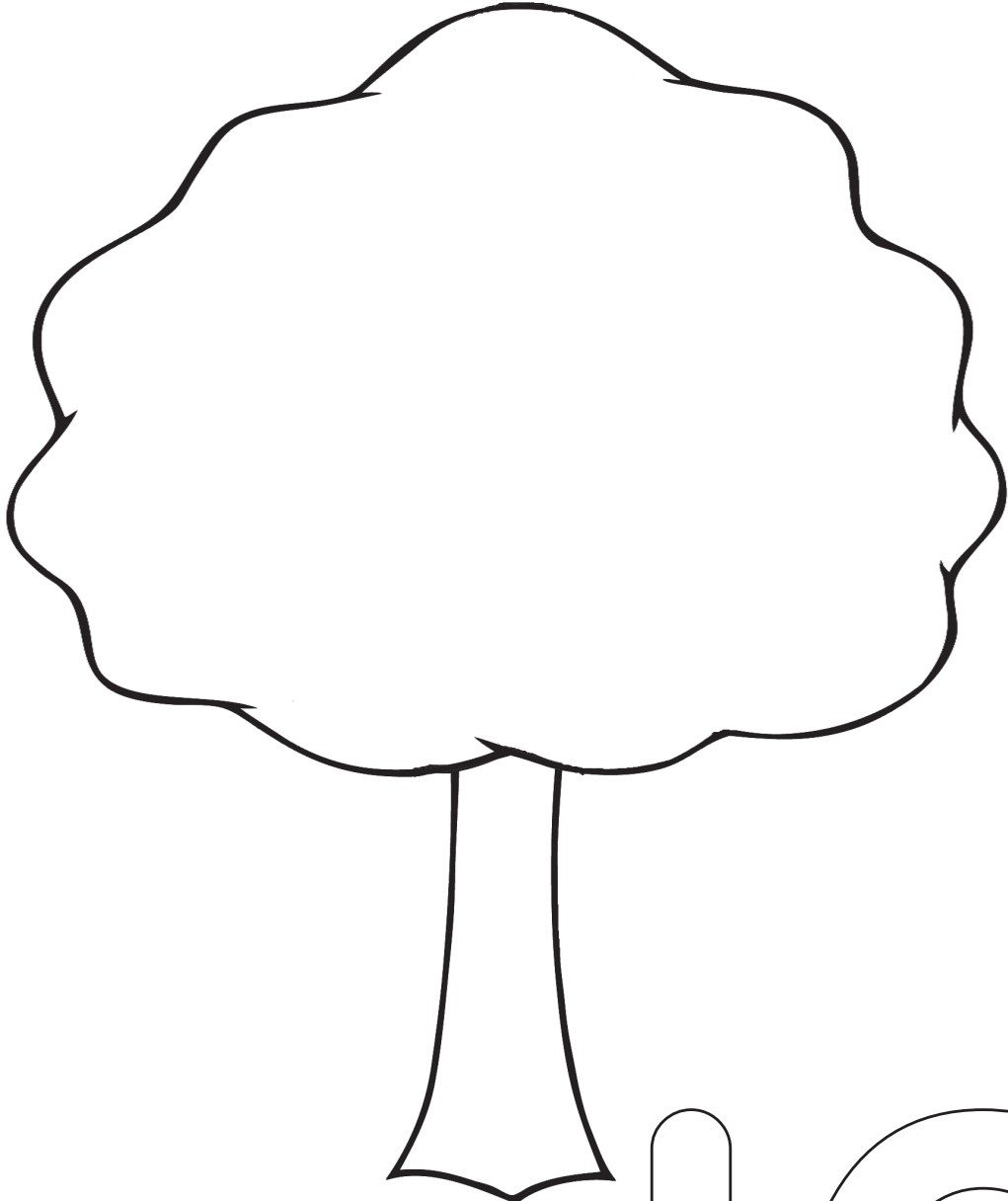


lit hoba

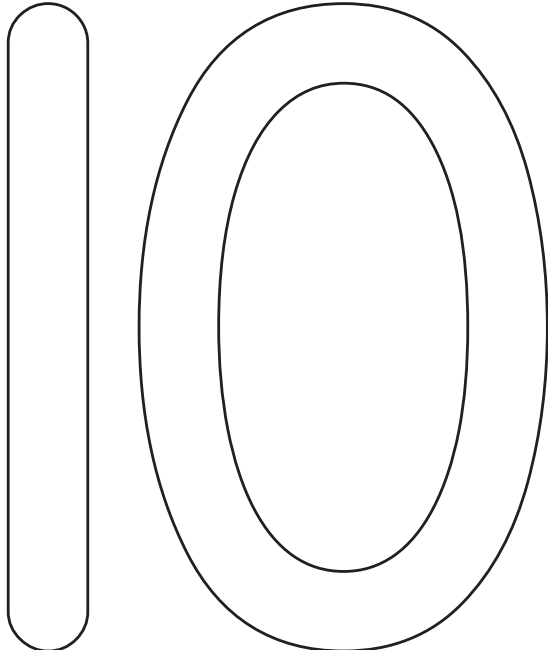
Playdough template: Number 10



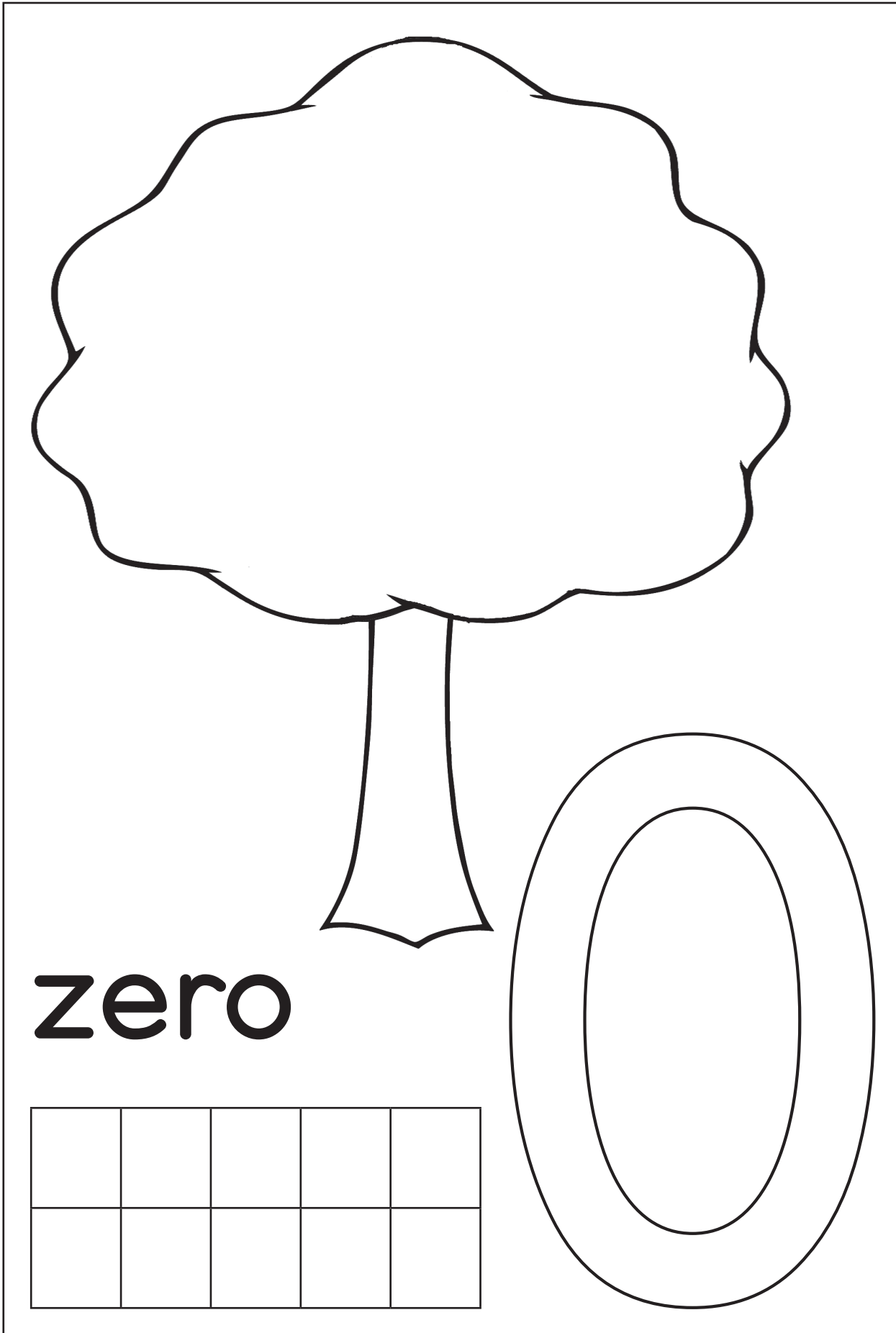
Umfuziselo wehlama yokudlalisa: Inomboro 10



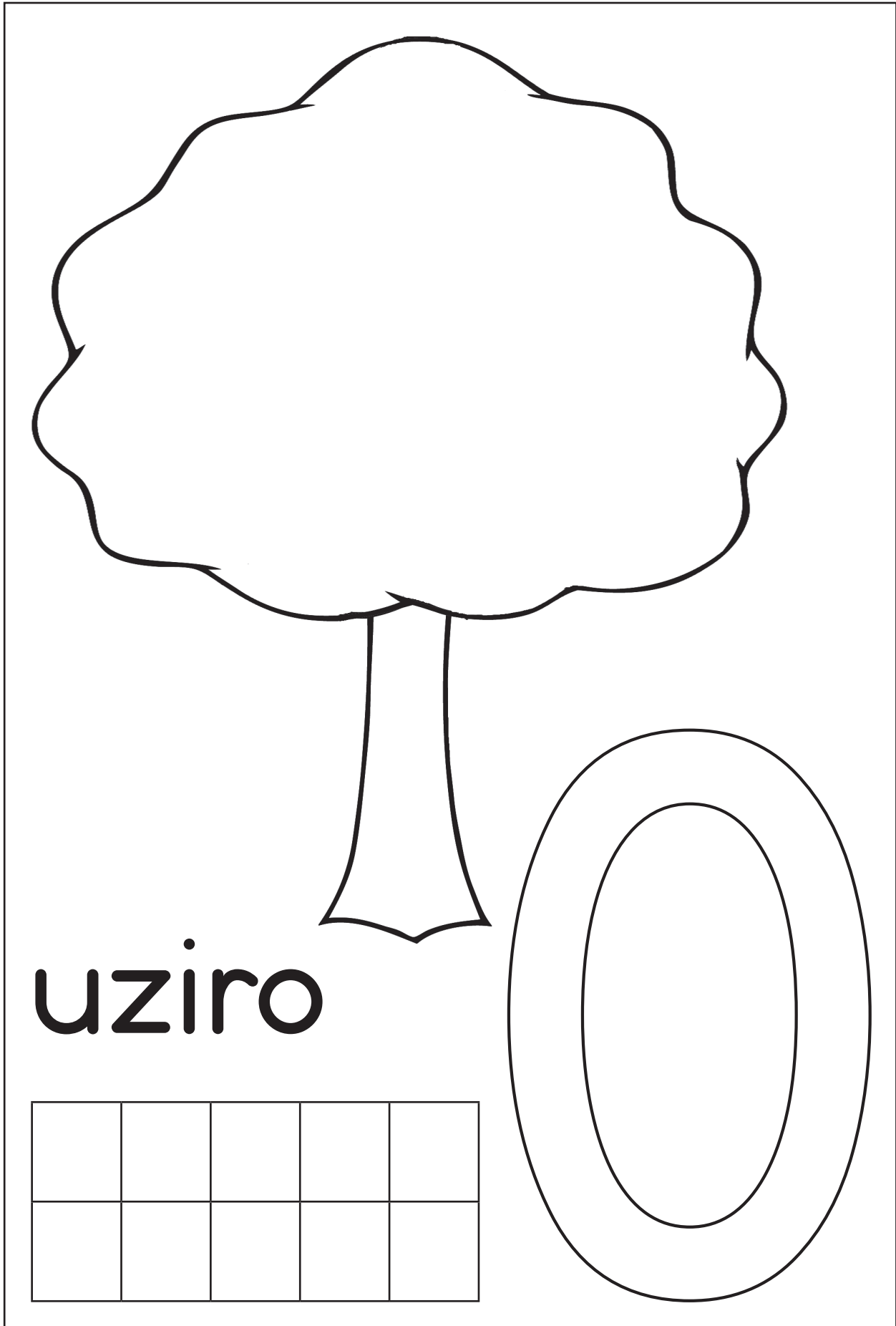
litjhumi



Playdough template: Number 0

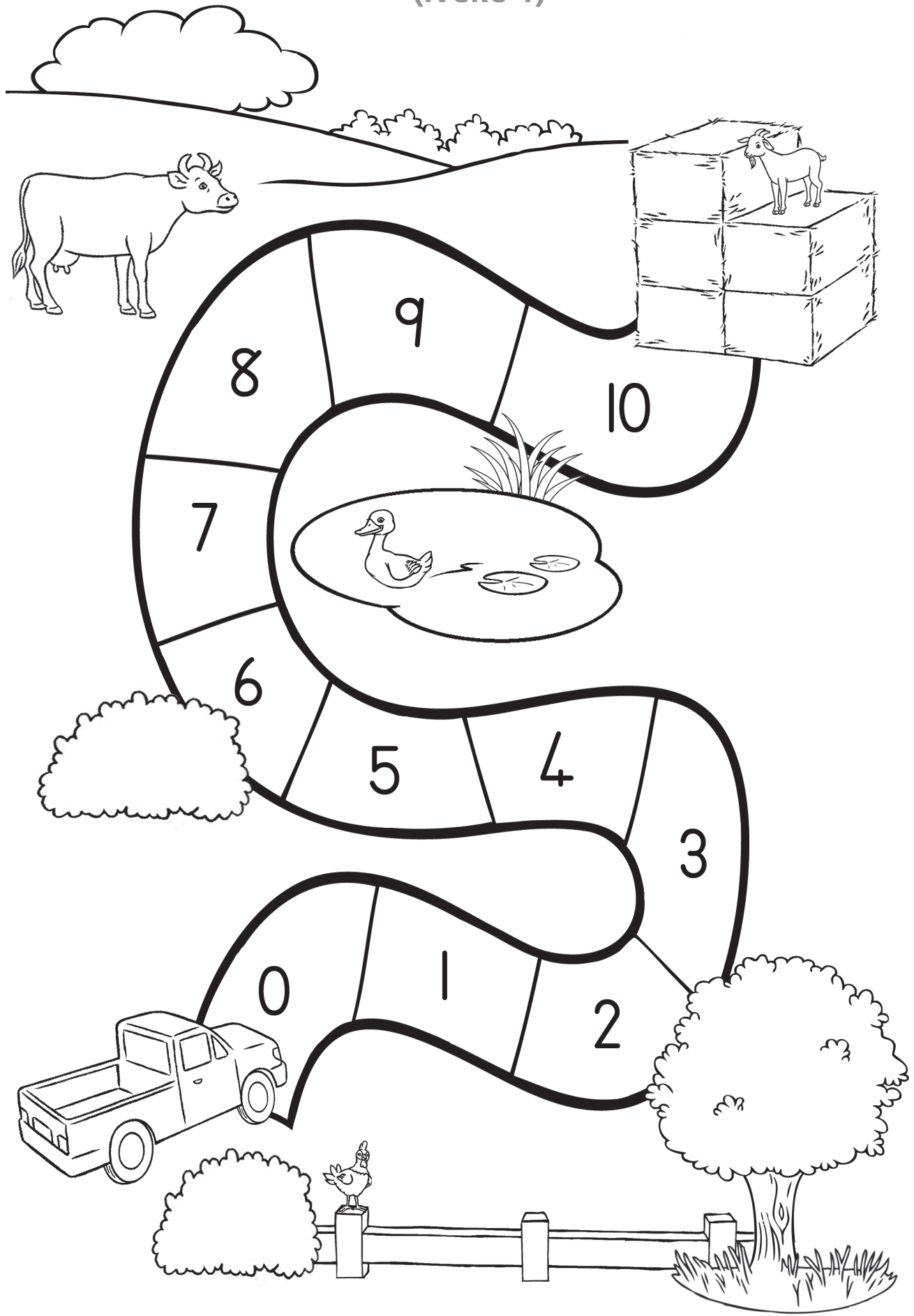


Umfuziselo wehlama yokudlalisa: Inomboro 0



uziro

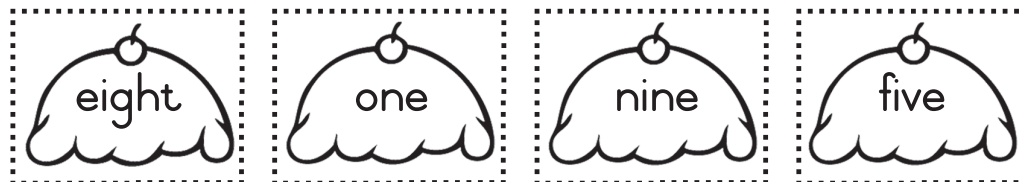
Farmyard race (Week 1) • Umjarho wetatawini leplasi (Iveke 1)



Connect-the-dots (Week 1) • Lungelela amaqatjhazi
(Iveke 1)



Ice-cream activity (Week 1)



Umsebenzi we-ayisikhrimu (Iveke 1)



Number puzzle (Week 2)



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Iphazili yeenomboro (Iveke 2)



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litjhumi	10	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr></table>	●	●	●	●	●	●	●	●	●	●
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Fruit grid (Week 10) • Igridi yeenthelo (Iveke 10)

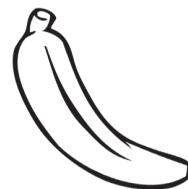
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4

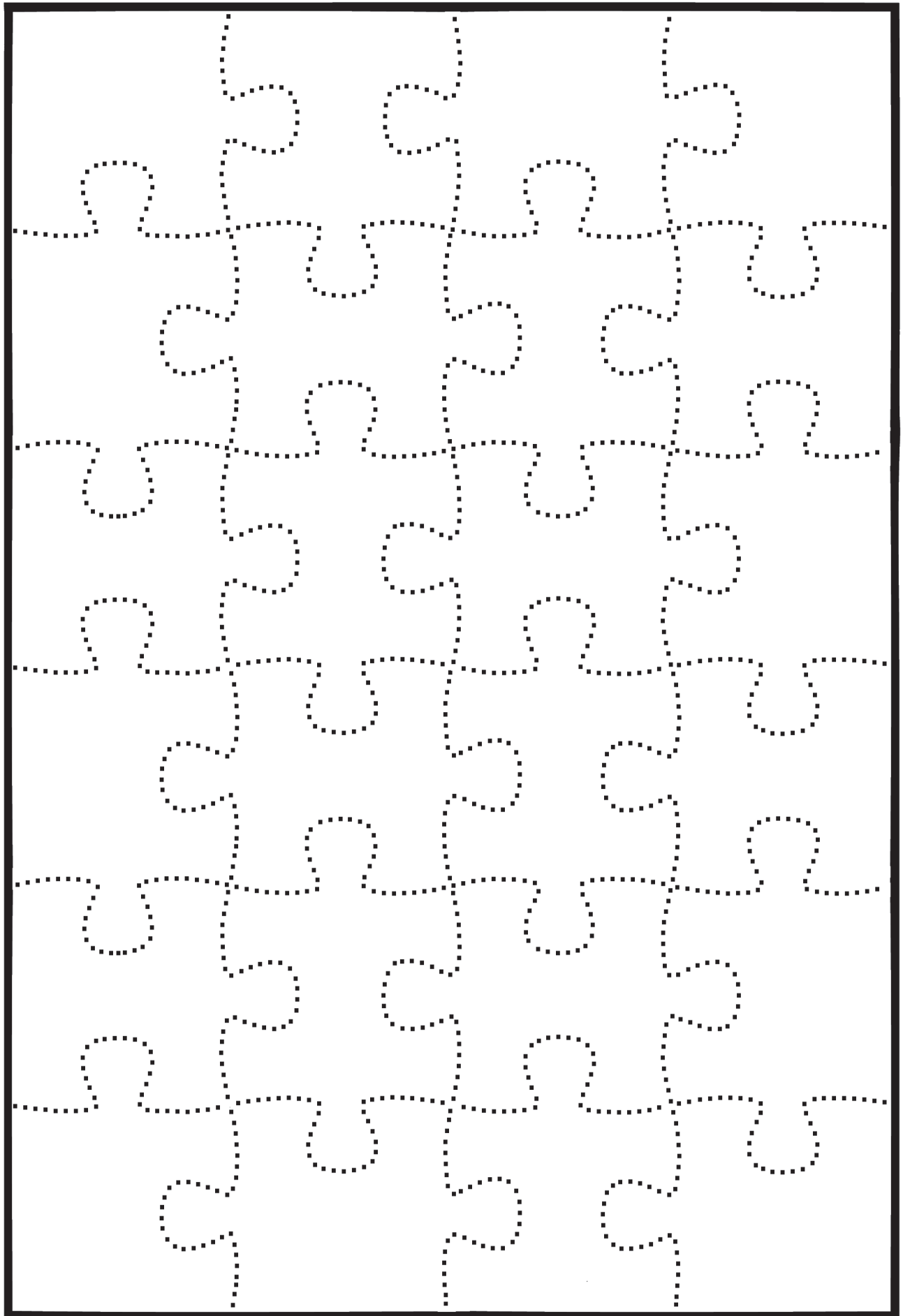
3

2

1



Twenty-four-piece puzzle • Iphazili yeenquntu
ezimatjhumi amabili nane



Notes • Amanothi

A series of horizontal dashed lines for writing notes.

