INkqubo yeMathematika yokuPhucula yeBanga R

Grade R Mathematics Improvement Programme

IsiKhokelo semiSebenzi: Ikota 4
Activity Guide: Term 4

IsiXhosa | English

ACKNOWLEDGEMENTS

IMIBULELO

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Isiqulatho

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
• Properties of shapes	• Sort shapes according to size, colour and shape • Shape conservation	• 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:

Intshayelelo

INkqubo yeMathematika yokuPhucula yeBanga R *(Grade R Maths)* isekelwe kulwazi oluncomekayo lwemathematika, ukuqondwa kwenkqubela kwikharityhulam yeBanga R, kwanokuqondwa kokuba ezinye iindlela zokufundisa zilungiselelwe ukukhuthaza ukufunda kwaneziphumo ezithile.

IsiKhokelo semiSebenzi: Ikota 4 sika*Grade R Maths* sinikela ngohlelo lokufundisa imathematika kwikota yesine yeBanga R ngokuthi:

- silandelelanise umxholo weNkalo yomXholo weMathematika kwezi veki zilishumi
- sibonelele ngenkqubela kwanesantya sokusebenza kwiiNkalo zomXholo ezintlanu
- sigxininise kwiNkalo yomXholo omnye ngeveki (Kodwa ke, izihloko ezithathwe kwezinye iiNkalo zomXholo zisenokufundiswa kwaye baqhelaniswe nazo abafundi ebudeni beveki leyo. Ukufunda nokufundisa okoyamene namanani kwenziwa rhoqo ngosuku ngalunye kwaye kudityaniswa nazo zonke ezinye iiNkalo zomXholo.)
- sicebise ngemisebenzi yeklasi yonke, ekhokelwa ngutitshala kunye nomsebenzi wamaqela azimeleyo.

Iimpawu zesiKhokelo semiSebenzi: Ikota 4

Ezi mpawu zilandelayo ziyinxalenye *yesiKhokelo semiSebenzi: Ikota 4*:

- Uhlaziyo lomxholo olubonisa ukugxila kolwazi olutsha nokuziqhelisa iveki nganye.
- Ikota, iveki neNkalo yomXholo ekuGxininiswa kuyo kucaciswe kakuhle ekuqaleni kweveki nganye.
- Iibhokisi ezithi Izihloko, Ulwazi olutsha nethi Ziqhelise kubonisa oko kuza kwenziwa kwiveki leyo.
- Isigama esitsha semathematika esiza kufundiswa sidwelisiwe kwiveki nganye.

Izihloko	Ulwazi olutsha	Ziqhelise
• Iimpawu zeemilo	• Hlela iimilo ngokobungakanani, umbala kunye nemilo • Ulondolozo lweemilo	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 • Ukubala izinto 1–10 • Iimilo: isangqa, isikwere, unxantathu, uxande • Ukuqondwa komgangatho

Isigama esitsha semathematika	
bukhali	ngqukuva
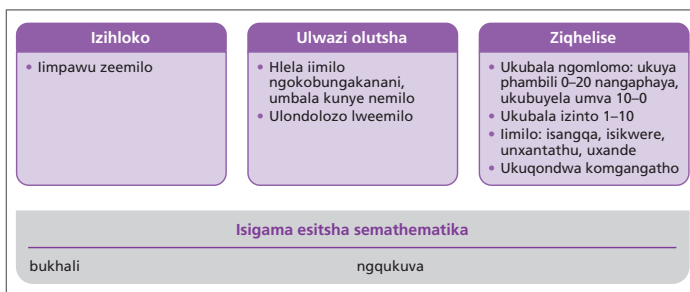
- Uluhlu loko kuza kwenziwa kwiveki nganye lunikiwe.
- Iibhokisi zeengcebiso zinika iimbono nezikhumbuzi.
- Iibhokisi zodityaniso zinika iingcebiso ngendlela imathematika enokubethelelwa ngayo kwezinye izifundo kwanemisebenzi yemihla ngemihla ngeli lixa lenkqubo yeBanga R.
- Iibhokisi ezithi 'Qwalasela ukuba abafundi bayakwazi uku-' zinika isikhokelo kwingqwalasela kwanohlolo oluqhubekayo.
- Iphepha lohlolo oluqhubekayo lisekelwe kwimisebenzi yekota.
- Izixhobo kwaneethempleyithi (imifuziselo) ziqukiwe ekupheleni kwesi sikhokelo.

U*Grade R Maths* kwinkqubo yemihla ngemihla

Okwenziwa rhoqo kubalulekile nabafundi bayazonwabela izinto eziphindaphindwayo kwaye baziva bezithemba xa bekwazi oko kufanele ukuba bakwazi kwanoko kulindelekileyo kubo.

Ukwenza izicwangciso nako kubalulekile ukuze kuqinisekiswe ukuba oko kwenziwa rhoqo kwenzeka ngaphandle kwamagingxigingxi. Funda umxholo weveki uze ulungise zonke izinto oza kuzidinga kusuku ngalunye kuselithuba. Beka izinto oza kuzisebenzisa ngolo suku kwangexa elingaphambili ukwenzela ukuba ithi intsasa ifika zonke izinto zibe sezimi ngendlela.

U*Grade R Maths* ucebisa ulandelelaniso lwemisebenzi ephindwayo mihla le kwiintsuku zontlanu zeveki. Ukumiswa kakuhle kweklasi kunye nemisebenzi kunokwenziwa ukufundisa nokubethelela kwiikhonsepthi zemathematika iveki nganye. Oku kuquka:

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.
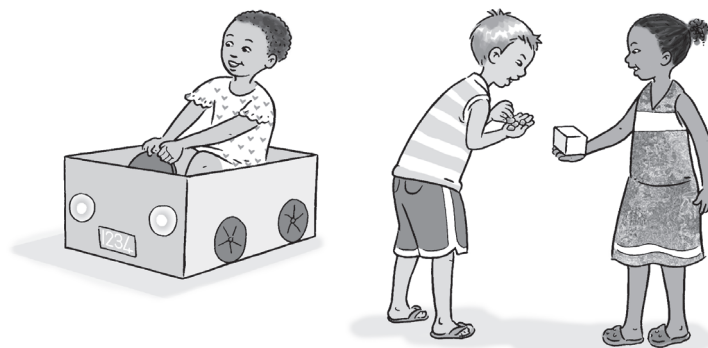
Imisebenzi yeklasi yonke yosuku ngalunye

- Isicengcelezo okanye ingoma
- Ukubala ngomlomo
- Ukubala izinto eziphathekayo
- Imisebenzi kunye nemibuzo eyoyanyaniswa nezihloko zeNkalo yomXholo

Ekupheleni komsebenzi weklasi yonke, bonisa abafundi oko kuza kufuneka bakwenze kwizitishi zokusebenzela zabo. Zonke izinto abazidingayo kufuneka zibekwe kakuhle ukwenzela ukuba baqalise ukwenza imisebenzi.

Ukutshintsha: ukuhambahamba phakathi kwemisebenzi

Ukuhambahamba phakathi kwemethi nezitishi zokusebenzela lelona xesha lihle lokuziqhelisa lokubala ucengceleza kunye nokuzonwabisa, iintshukumo ezinika umdla, umzekelo, ukucotha njengofudo, ukungcileza njengomvundla, ukuzola njengempuku, ngabanye ngabanye bephakamisa amakhadi emifanekiso/amagama eesimboli.

Imisebenzi yamaqela amancinci

- Kukho umsebenzi omnye okhokelwa ngutitshala ngosuku ngalunye.
- Kukho imisebenzi emine yamaqela amancinci ngosuku ngalunye. Le misebenzi ezimeleyo emine (okanye imisebenzi esecaleni) kufanele ibekwe kakuhle **kwizitishi zokusebenzela** ezine eklasini – nokuba kukwiitafile apho abafundi bahlala khona okanye bamileyo, okanye emethini, okanye phandle. Amaqela ajikeleza **kwisitishi sokusebenzela** ngasinye isithuba seveki, kuxhomekeka kwindlela utitshala acwangcise ngayo imisebenzi. Khumbuza abafundi ukuba batshintshane, babolekane izinto kwaye bancedisane xa besebenza.

Ixesha lokuqoqosha

Abafundi kufuneka bazi ukuba izinto zibekwa phi na. Ukuzibeka eshelufini okanye etafileni elungiselelwe izixhobo zemathematika kuza kuncede abafundi bakwazi ukubeka kakuhle izinto. Khuthaza abafundi ukuba bancedisane ngexesha lokuqoqosha. Ekuqaleni abafundi baza kudinga uncedo kwaye kuza kufuneka ubakhumbuze ukuba bazibeke phi na izinto, kodwa baza kuqhela kungekudala bazi ukuba kufuneka bezibeke ezindaweni zazo izinto.

Khetha iinkokeli zamaqela kunye nabo bancedisa ekuqoqosheni kwiveki nganye. Banike imisebenzi kwaneemfanelo ezithile.

Imisebenzi yokuzikhethela

Beka imisebenzi yobuchule, enika umdla abanokukhetha kuyo abafundi xa beyigqibile imisebenzi yabo abebeyenza kwisitishi sokusebenzela. Oku kusenokuquka:

- iibhloko okanye ezinye izixhobo zokwakha
- iiphazili
- intlama yokudlala
- iincwadi ezikwikona yokufunda
- imidlalo yelizwe lokuzakhela (ukudlalisa), umzekelo, ukuya kuthenga
- incwadi yokusebenzela okanye amaxwebhu okusebenzela.
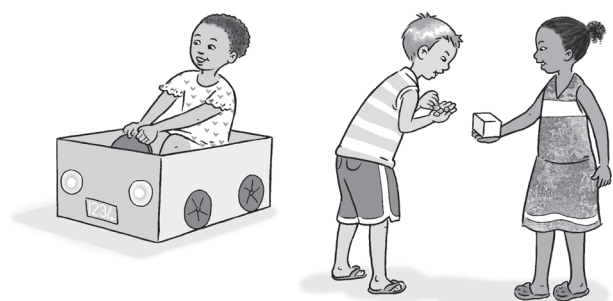
Assessment

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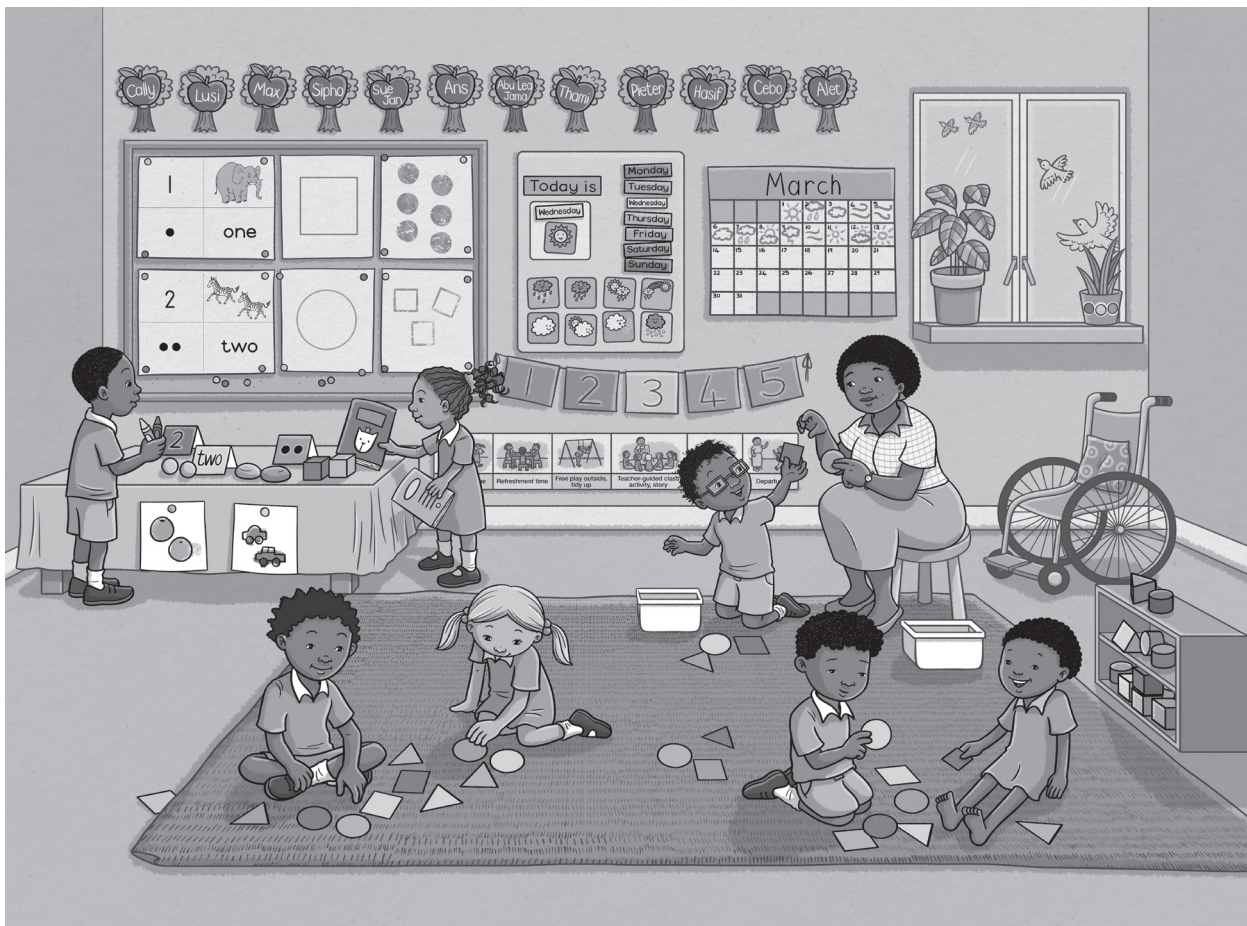
Uhlolo

Uqwalaselo kunye nohlolo oluqhubekayo ngexesha lemisebenzi ekhokelwa ngutitshala neyeklasi yonke lunika amathuba ngamava kwanohlalutyo lwenkqubela yomfundi ngamnye. Ezi nkcukacha zibalulekile ekubeni zikhokele ukufundisa okuqhubayo kunye nongenelelo kubafundi ngabanye. Itsheklisti yephepha lohlolo oluqhubekayo ekwiphepha 185 no187 lesi sikhokelo lisekelwe kumxholo ofundiswe kwiKota 4. Le thempleyithi isenokusetyenziselwa ukurekhoda inkqubela yomfundi ngamnye yaloo kota.

U*Grade R Maths* eklasini

Yenza indawo eklasini ekuza kuba yeyemathematika kuphela nekufutshane nemethi. Le yindawo yomntu wonke apho abafundi bafaka igalelo baze bathethe ngesihloko abafunda ngaso. Le ndawo yeMathematika isenokuquka:

- itafile encinci eyoyame ngodonga
- umgca-manani owenziwe ngomsonto neephegi
- itshathi yemozulu yemihla ngemihla
- ikhalenda yenyanga nganye eneebhloko zosuku ngalunye
- itshathi enamagama eentsuku zeveki
- inkqubo yemihla ngemihla enemifanekiso yemisebenzi eyahlukeneyo
- amakhadi anamagama neesimboli zabafundi ahlelwe ngokwamagama amaqela abo
- iisimboli zabancedisi eziza kugqithiswa phakathi kwamagama abafundi ngosuku ngalunye lweveki
- itshathi yabancedisi (yoncedo).
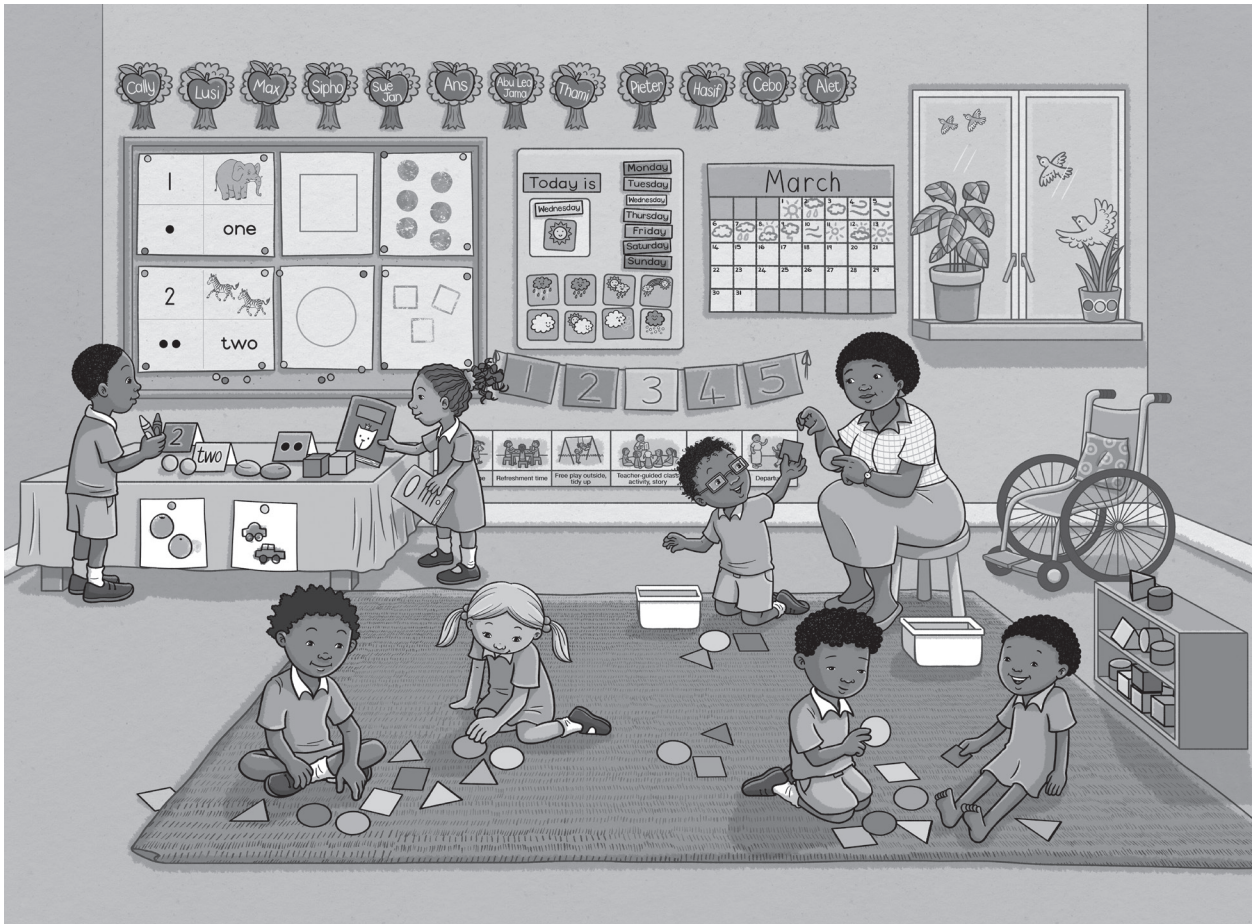
Make a 'classroom rules' poster with the learners. Display it where they can easily see it. There should be no more than six or seven rules.

Our classroom rules
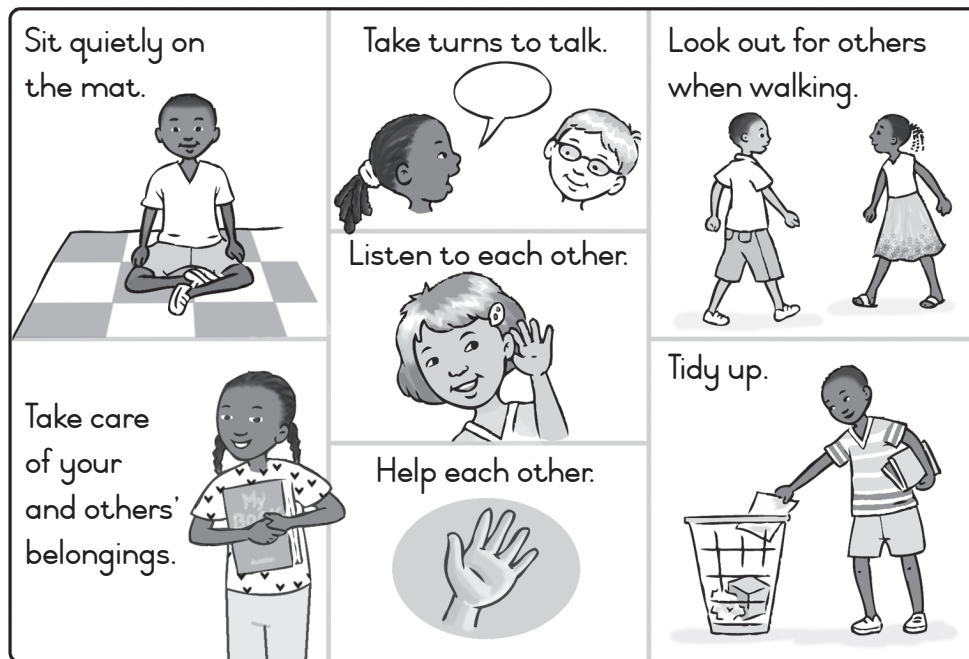
Resources for Grade R Maths

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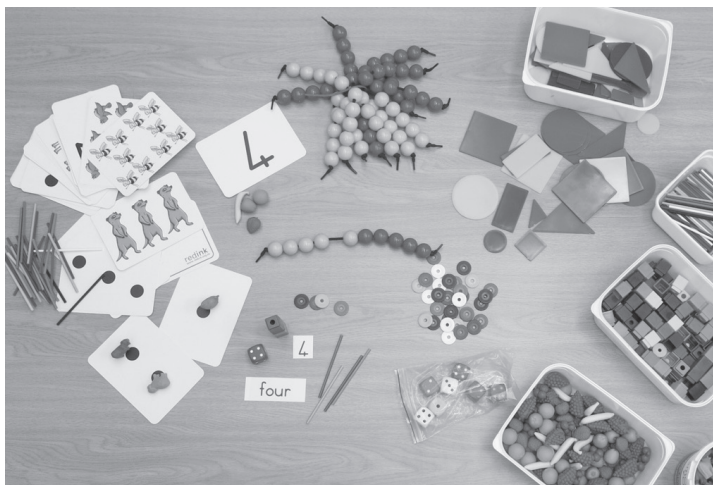
These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.

Yenzani ipowusta 'yemithetho yeklasi' nabafundi. Yibeke apho baza kuyibona lula khona. Akufunekanga kubekho imithetho engaphezu kwemithandathu okanye esixhenxe.

Imithetho yeklasi yethu
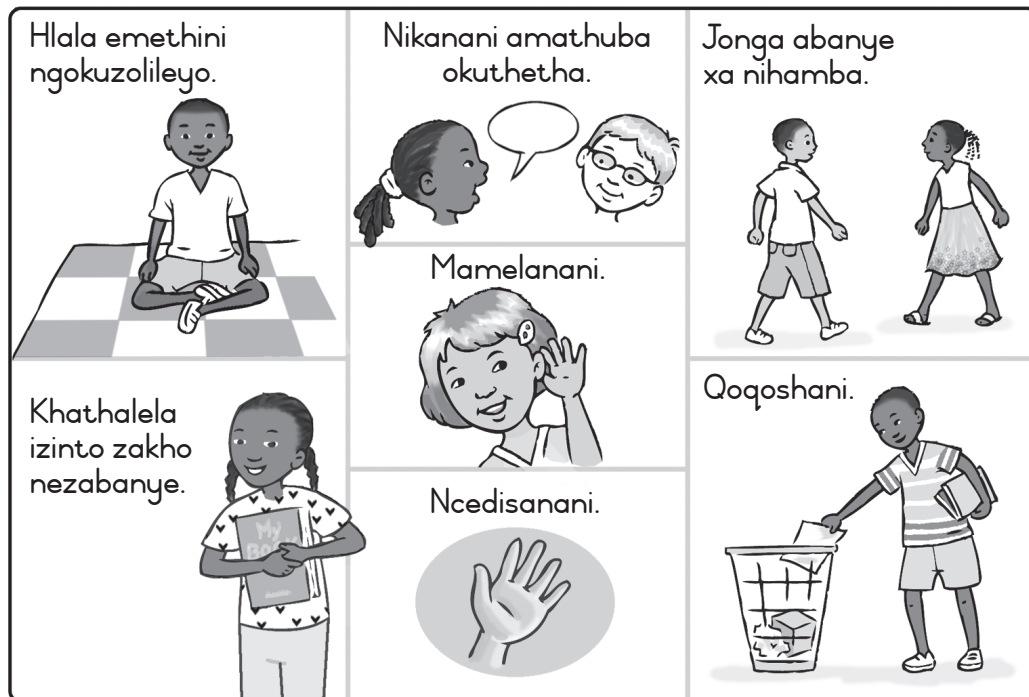
Izixhobo zikaGrade R Maths

IKiti yeziXhobo kaGrade R Maths

UGrade R Maths unekiti yokufunda nokufundisa imathematika nenezixhobo eziza kwanela ukusetyenziswa ngamaqela amancinci abafundi abathandathu ukuya kwabasibhozo. Le kiti iquka ezi zinto zilandelayo:

- iimathiriyeli zokubala, umzekelo, idiski nezinti ezimibalabala, izixhobo zokubala eziziziqhamo nezizizilwanyana, iibhloko zeUnifix
- idayisi elikhulu
- imisonto enamaso alishumi amibalabala
- amakhadi anamachokoza
- amakhadi amanani: iisimboli zamanani (0–10) namanani angamagama (ziro–shumi)
- iibhloko zeathribhyuti.
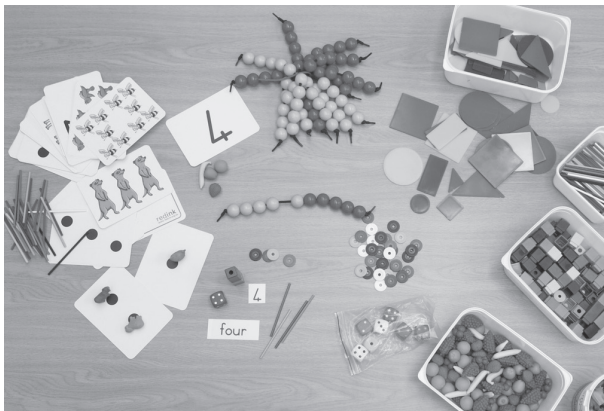
Ezi ayinakuba kuphela kwezixhobo ezinokusetyenziswa ngootitshala nabafundi ngexesha lokwenza imisebenzi yemathematika. Izinto zemihla ngemihla ezisetyenziswa ekhaya zisenokusetyenziselwa ukusota, ukubala kunye nokuphononga iimilo.

Recycled materials

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

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

Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Izinto ezinokuphinda zisetyenziswe

Gcina izinto ezinokuphinda zisetyenziswe kwizikhongozeli ezineziciko (ezifana: nezinto ebezifake iziqhamo nemifuno, izikhongozeli zeayiskhrimu ezizilitha ezi2 kunye ne500 ml yezitya ze*feta*). Beka izikhongozeli kwishelufu okanye kwindawo abanokufikelela kuyo abafundi. Khuthaza abafundi ukuba bazibuyisele ezindaweni zazo izinto ngexesha lokuqoqosha ukuba bebezisebenzisile kwizitishi zokusebenzela zabo okanye ngexesha lemisebenzi yokuzikhethela. Nazi ezinye zeembono ezinokusetyenziswa njengezixhobo zokuncedisa zemathematika:

- iziciko zeebhotile (iimilo ezahlukileyo, ezingalinganiyo ngobukhulu nezinemibala ngemibala)
- iibhokisi ezingalinganiyo ngobukhulu (eyentlama yamazinyo, ibhokisi yematshisi, eyesiriyeli, eyamayeza, ezokupakisha izinto)
- izikhongozeli zeplastiki (500 ml kunye neebhotile eziyilitha e1, izitya zemajarini, izitya zeyogathi eziyi250 ml neziyi500 ml, izikhongozeli zeayiskhrim, izinto ebezifake imifuno)
- iityhubhu neesilinda (iiroli zekhadibhodi zephepha langasese, ezephepha lokosula izandla, ezefoyli, iitoti)
- iibhokisi zamaqanda
- amaqhosha, izitshixo ezidala, amacephe eplastiki, izinti zeayiskhrim, iithegi zeplastiki yesonka
- iibhola ezahlukeneyo, iingxowana zeembotyi, iihulahupu.

Ezinye izixhobo

Ezinye izixhobo ezinocedo eklasini ka*Grade R Maths* ziquka:

- iikhrayoni, ipeyinti, iglu, izikere
- intlama yokudlala okanye udongwe lokubumba
- iincwadi ezinokusetyenziswa kwingxoxo yemathematika
- iibhloko zokwakha kunye nezinto zokwakha zokudlala (qokelela amacetyana amaplanga ukuba ikho imfuneko yoko)
- iiphazili ezahlukeneyo nemidlalwana, umzekelo, iidomino, umdlalo weenyoka neeleli, 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?
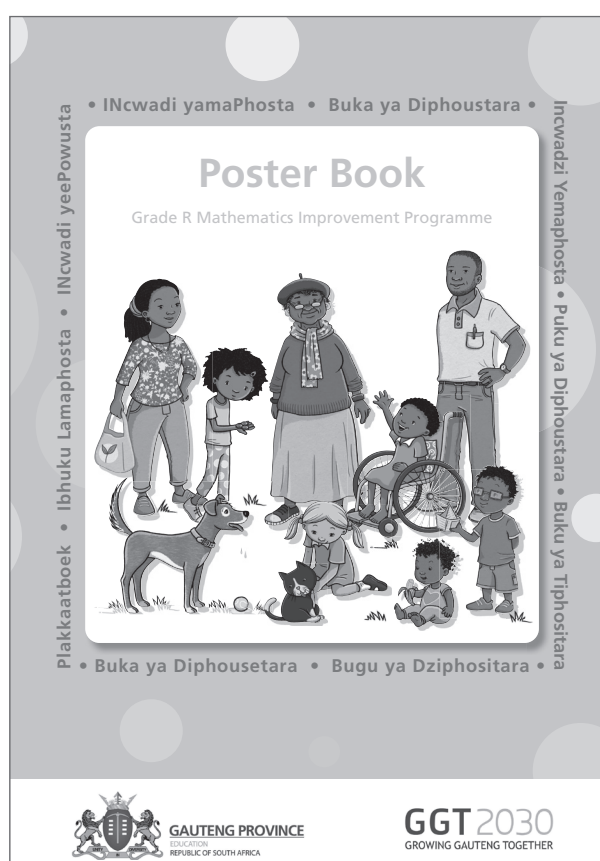
- itshathi yobude
- amakhadi okudlala amakhulu
- imali yokudlala: eziinkozo nengamaphepha (eza kusetyenziswa kwivenkile yokudlala)
- iwotshi yaseludongeni yamanani
- isikali
- amaso okusota, ukuhlohla nokwenza iipateni
- izixhobo zomdlalo wesanti nowamanzi
- izixhobo zokugwencela, ukuzinzisa, ukujinga kunye nokuxhumaxhuma.

INcwadi yeePowusta ka*Grade R Maths*

Kukho iipowusta ezilishumi elinanye kwi*Ncwadi yeePowusta* ka*Grade R Maths*. Iipowusta zinika imixholo eqhelekileyo abanokuyinakana abafundi nethi inyathele kwimiba yemathematika, umzekelo, eklasini, (oko kukuthi ebaleni lokudlala) nasekhitshini. Ezi powusta zenzelwe ukuvuselela umdla kwanengxoxo ngezihloko zemathematika, eziquka: amanani, iipateni, isithuba nemilo, ulandelelwaniso lwexesha kunye nomlinganiselo. Ezi powusta zisenokusetyenziselwa ukukhuthaza abafundi ngokucinga nzulu nengqiqo. Zikulungele ukuphuhlisa izakhono zokusombulula iingxaki kunye nophando lwemathematika.

Ootitshala basenokukhuthaza abafundi ukuba baxoxe ngeepowusta baze babelane ngeengcamango zabo ngokubabuza imibuzo eza kubakhokela ekubeni bagxile kumba othile wepowusta, umzekelo:

- Nibona ntoni emfanekisweni?
- Nicinga ukuba baphi abantwana/abantu?
- Kwenzeka ntoni emfanekisweni?
- Ningandibalisela ibali ngalo mfanekiso?
- Zingaphi … enizibonayo? Kungenzeka ntoni ukuba enye ngaphezulu/mbalwa …?
- Iphi i …?
- Kungenzeka ntoni ukuba …?
- Nicinga ukuba yintoni eza kulandela?
- Nicinga ukuba … basenokubona apho beme khona?
- Yeyiphi ipateni eniyibonayo? Chazani ipateni.
- Zeziphi iimilo enizibonayo?
- Ngowuphi oyena … mde kunabo bonke/mfutshane kunabo bonke?
- Ingaba akhona amagama emathematika onokuwasebenzisela ukuchaza okuthile ngalo mfanekiso?
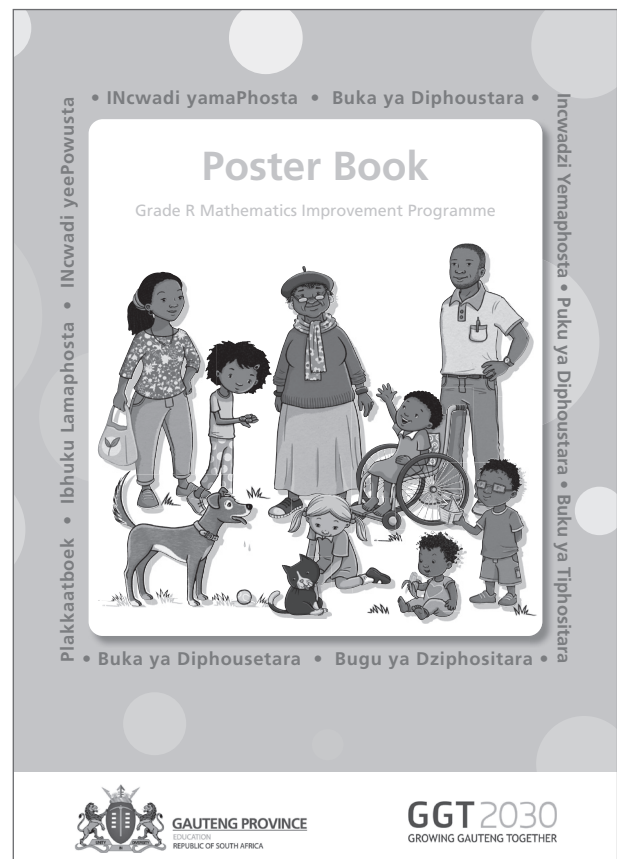
Content overview: Term 4

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					

Amagqabantshintshi ngomXholo: Ikota 4

Qaphela: INkalo yoMxholo ekuGxininiswa kuyo noLwazi olutsha lubhalwe ngamagama amfusa. Omnye umxholo ubhalwe ngamagama angwevu.

INkalo yoMxholo ekuGxininiswa kuyo	Iveki 1	Iveki 2	Iveki 3	Iveki 4	Iveki 5
1. Amanani, iiOpareyshini noLwalamano	Inani 9 Ukubala ngezibini Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 Ukubala izinto 1–10 Ukulandelelanisa amanani 1–8 Amanani olandelelwano elokuqala ukuya kwelesihlanu Ukubethelela ingqikelelo-manani 1–8	Inani 10 Dibanisa, xa zizonke Thabatha/susa Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 Ukubala izinto 1–10 Ukulandelelanisa amanani 1–9 Bethelela kwingqikelelo-manani 1–9 Ukubala ngezibini	Inani 0 Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 Ukubala izinto 1–10 Ukulandelelanisa amanani 1–10 Ukubethelela kwingqikelelo-manani 1–10 Ukubala ngezibini Dibanisa, thabatha	Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 Ukubala izinto 1–10	Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya; ukubuyela umva 10–0 Ukubala izinto 1–10
2. IiPateni, iiFanshini neAljibhra				Yenza, khuphela uze wandise ipateni yokuviwayo Zoba iipateni ngezinto Yenza, khuphela uze wandise iipateni usebenzisa izinto eziphathekayo	
3. IsiThuba neMilo (iJiyometri)					Indawo ezikuyo izinto ngokuphathelelene enye kwenye nakubafundi Iiphazili ezinamaqhekeza angamashumi amabini anesine Indawo ezikuyo izinto ngokuphathelelene enye kwenye Isimetri (ulingano-macala) Isalathiso: iintolo Isalathiso: ekhohlo, ekunene
4. Umlinganiselo					
5. ULwazi oluQokelelweyo					

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

INkalo yoMxholo ekuGxininiswa kuyo	Iveki 6	Iveki 7	Iveki 8	Iveki 9	Iveki 10
1. Amanani, iiOpareyshini noLwalamano	Ukubala ngomlomo: 0–20 nangaphaya, ukubuyela umva 10–0 Ukubala izinto 1–10 Ukulandelelanisa amanani 1–10	Amanani olandelwano: yesithandathu Ukwabelana kungabikho ntsalela Phinda kabini Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuya umva 10–0 Ukubala izinto 1–10 Ukulandelelanisa amanani 0–10 Amanani olandelelwano: yokuqala ukuya kweyesihlanu Ukubala ngezibini Dibanisa, thabatha Ihafu	Ukwabelana ngentsalela Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuya umva 10–0 Ukubala izinto 1–10 Ukulandelelanisa amanani 0–10 Ingqikelelo yamanani 0–10 Ukusombulula iingxaki 1–10 Ukwaba kungabikho ntsalela Ihafu, ukuphinda kabini	Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 Ukubala izinto 1–10	Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 Ukubala izinto 1–10 Ukulandelelanisa amanani 1–10 Ukusombulula iingxaki 1–10 Ngaphezu, mbalwa, lingana Ukuthekelela
2. IiPateni, iiFanshini neAljibhra					
3. IsiThuba neMilo (iJiyometri)				Hlela iimilo ngokobungakanani, umbala kunye nemilo Ulondolozo lweemilo Iimilo: isangqa, isikwere, unxantathu, uxande Ukuqondwa komgangatho	
4. Umlinganiselo	Umthamo Ivolumu Ubude nexesha – itshathi yobude (yomphakamo)				
5. ULwazi oluQokelelweyo					Igrafu yemifanekiso kusetyenziswa isethi eyongeziweyo yeenkcukacha Ukuqokelela, ukuhlela nokumela ingqokelela yezinto Ukuhlalutya nokunika ingxelo yeenkcukacha

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise number symbols and number words • Describe, compare and order numbers	• 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

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.
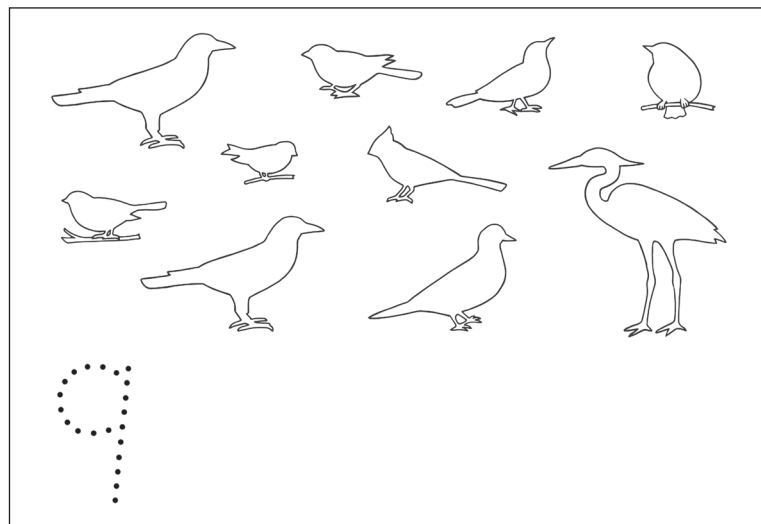
INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
• Ukunakana iisimboli zenani namagama amanani • Ukuchaza, ukuthelekisa nokulandelelanisa amanani	• Inani 9 • Ukubala ngezibini	• Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 1–8 • Amanani olandelelwano elokuqala ukuya kwelesihlanu • Ukubethelela ingqikelelo-manani 1–8

Isigama esitsha semathematika

thoba	bala ngezibini

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

• iifrizi zamanani nethempleyithi yendlu kanombolo 9 (iphepha 205)
• ibhokisi yezinto eziseklasini zohlobo ngalunye 1–10, umzekelo, 1 unodoli, 2 iibhloko, 3 iibhola, 4 iincwadi, 5 iipensile, njalo njalo
• amakhadi anamachoza, anesimboli nanamanani angamagama ka9
• ikhadi elinesimboli lenani 9 (locingo lokoneka amanani)
• ithempleyithi eyenziwe ngentlama yokudlala: Inani 9 (iphepha 211) – 1 kumfundi ngamnye
• 8 iibhodi zomdlalo womdyarho wasefama (iphepha 216)
• amaxwebhu okusebenzela wokudibanisa amachokoza (iphepha 217) – 1 kumfundi ngamnye
• umsebenzi weayisikhrimu (iphepha 219) – 1 kumfundi ngamnye
• amaxwebhu okusebenzela aneentaka – 1 kumfundi ngamnye.
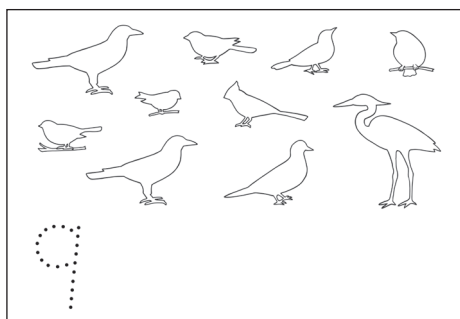
Whole class activities

Day 1

What you need
• Number friezes 1–8 • *Number 9 story* (page 188) • Number frieze and house template for number 9 (page 204)

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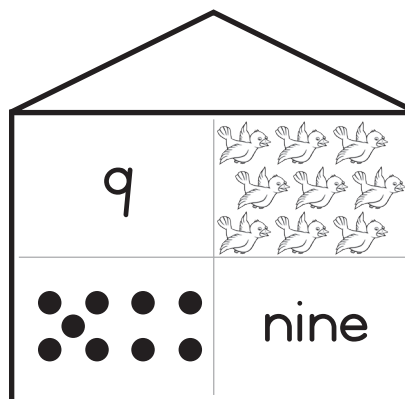
   ✴ How many birds can you count?
   ✴ How many wings/beaks/legs does each bird have?
   ✴ How many more birds are there than mice/monkeys, and so on?

   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 yeklasi yonke

Usuku 1

Okudingayo

- Iifrizi zamanani 1–8
- Ifrizi yenani nethempleyithi yendlu yenani 9 (iphepha 205)
- *Ibali lenani 9* (iphepha 189)

1. **Ingoma/isicengcelezo:** Abafundi bacula ingoma okanye benza isicengcelezo abasithandayo kwebezenziwe kwiikota ezidlulileyo.

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

3. **Ukubala izinto 1–10:** Abafundi babeka izandla zabo ngasemva. Biza inani. Abafundi baphakamisa iminwe echanekileyo emele inani elo.

4. **Ukwazisa ngenani 9:** Yalatha kwiifrizi zamanani 1–8.

   Imibuzo ekhokelayo:

   ✦ Ucinga ukuba zingaphi izilwanyana eziza kuhlala kule ndlu ilandelayo?

   ✦ Ingaba ziza kubangaphezulu okanye ngaphantsi kwesibhozo?

   Balisa *Ibali lenani 9*. Bonisa iinxenye zomzobo wenani njengokuba liyondelelana ibali lezilwanyana kwanemifanekiso yendlu: ukuboniswa ngokwahlukileyo kwenani u9 – umfanekiso, amachokoza, isimboli kunye negama. Bonisa iinxenye zefrizi kwindlu yezilwanyana eseludongeni kwindawo elungielelwe imathematika. Balani kunye iintaka. Abafundi baziqhelanisa inani 9 ngokuthi balibhale emoyeni okanye emethini ngeminwe yabo.
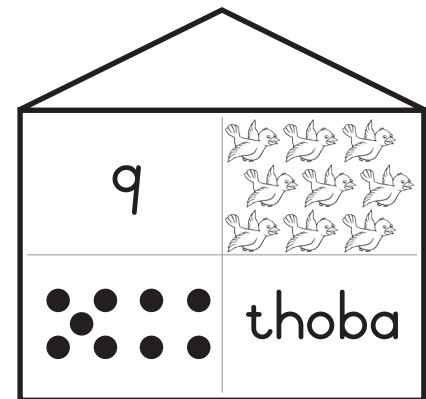
   ✦ Ungabala iintaka ezingaphi?

   ✦ Intaka nganye inamaphiko/imilomo/imilenze emingaphi?

   ✦ Iintaka zingaphezulu ngesingaphi kwiimpuku/kwiinkawu, njalo njalo?

   Abafundi balinganisa ibali ngohlobo lomdlalo.

   ✦ Zibhabhe njani iintaka?

   ✦ Zifike zenza ntoni endlwini?

   ✦ Ningasibonisa ukuba zalala njani na ngobusuku bokuqala?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye. Isitishi sokusebenzela 4 sesomdlalo webhodi kusetyenziswa idayisi. Bonisa abafudi ukuba liphoswa njani na idayisi kwanokuhambisa isixhobo sokubala esisilwanyana ngokwenani lezithuba ezikhoyo ebhodini.

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.

Usuku 2

Okudingayo
• Isicengcelezo: *Amantshontsho amabini* (iphepha 189) • Ibhokisi yezinto eziseklasini, 1–10, yohlobo ngalunye, umzekelo,	1 unodoli, 2 iibhloko, 3 iibhola, 4 iincwadi, 5 iipensile, njalo njalo • Amakhadi anamachokoza ali9, anesimboli nenani eliligama

1. **Isicengcelezo:** Fundisa isicengcelezo, *Amantshontsho amabini*.

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

3. **Ukubala izinto 1–10:** Sasaza apha eklasini izinto ozikhuphe ebhokisini. Abafundi batshintshana ngokufumana izinto baze bazifake ebhokisini ngeli lixa abanye bebala.

   Imibuzo ekhokelayo:

   ✦ Zingaphi iibhloko/oonodoli/iikhrayoni, njalo njalo, ozifumeneyo?

   ✦ Ngubani ofumene iibhloko ezisibhozo/oonodoli ababini/iikhrayoni ezilishumi, njalo njalo?

4. **Itafile yemathematika:** Iqela ngalinye kumaqela amathathu abafundi liqokelela izinto ezincinci ezilithoba, umzekelo, amagqabi, amatye, iikhrayoni okanye iibhloko. Abafundi babuyela kumaqela abo emethini. Iqela ngalinye lichaza into eliyifumeneyo nokuba lifumene zangaphi. Nika iqela ngalinye ikhadi elinamachokoza, elinesimboli nelinenani eliligama lika9. Iqela elinye liza kubeka izinto zalo kunye nekhadi lenani u9 phezu kwetafile yemathematika.

   Abafundi bayaqhwaba, batsibe, bangcileze baze bayephambili nasemva izihlandlo ezilithoba.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo
• Isicengcelezo: *Amantshontsho amabini* (iphepha 189)	• Amakhadi anamachokoza 1–9 (*iKiti yeziXhobo*)

1. **Isicengcelezo:** Yenza isicengcelezo, *Amantshontsho amabini*.

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

3. **Ukubala izinto 1–10:** Abafundi abahlanu bema emgceni phambi kweklasi bavule izandla zabo. Bebonke babala izandla zabo ngezibini njengokuba uchukumisa isandla ngasinye somfundi ngamnye kubafundi abahlanu, umzekelo, izandla ezimbini, izandla ezine, izandla ezintandathu, njalo njalo. Kuphinde oku ucele abafundi babale 2, 4, 6, 8, 10 njengokuba uchukumisa izandla zabo. Kuphinde oku usebenzisa amanye amaqela abafundi abahlanu ubala iindlebe, amehlo, iinyawo, imilenze, iingqiniba, njalo njalo.

4. **Amakhadi anamachokoza nokulandelelanisa 1–9:** Abafundi bahlala benze isangqa. Babonise amakhadi anamachokoza 1–9 nganye nganye. Babiza inani lamachokoza akwikhadi ngalinye. Phakamisa amakhadi ukwenzela ukuba abafundi bawabone.

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) • Number card 9 to add to the number washing line • Chalk/masking tape

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) • Beanbag • Poster 3 • Masking tape/chalk

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

Bonisa ngekhadi elinamachokoza asibhozo okanye ambalwa. Yithi, 'Ndinqwenela ukuba bendinamachokoza alithoba.' Umfundi omnye uthatha ikhadi elinamachokoza afunekayo ukwenza u9. Kuphinde oku usebenzisa amanye amakhadi anamachokoza.

Abafundi batshintshana ngokumatanisa amakhadi anamachokoza namanani akwiifrizi baze bawabeke kakuhle ngokokulandelelana eludongeni.

Imibuzo ekhokelayo:

✦ Ubona amachokoza amangaphi?
✦ Sidinga amachokoza amangaphi ukuze senze u9?

Abafundi batshintshana ngokufumana isimboli yenani kunye nenani eliligama eliza kumatinisa nekhadi elinamachokoza.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo	
• Ingoma: *Iimbovane zimatsha ngambini ngambini* (iphepha 189) • Itshokhwe/itheyiphu yokuncamathelisa	• Ikhadi lenani 9 eliza kongezwa kucingo lokoneka amanani

1. **Ingoma:** Culani ingoma, *Iimbovane zimatsha ngambini ngambini*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Yenza isangqa emethini ngetshokhwe okanye ngetheyiphu yokuncamathelisa simele umngxuma osemhlabeni. Abafundi abathandathu bema ngababini baze balinganise ingoma ethi, *Iimbovane zimatsha ngambini ngambini*. Njengokuba isibini ngasinye singena kwisangqa – 'simatsha sisihla' – abanye abafundi bababala ngezibini.
4. **Ukuziqhelisa nokulandelelanisa amanani 1–9:** Susa amakhadi amanani kucingo lokoneka amanani. Yongeza ikhadi lenani u9 uze uwanike abafundi abalithoba. Abafundi bazilungisa ngokokulandelelana ukusuka ku1 ukuya ku9.
   Imibuzo ekhokelayo:
   ✦ Leliphi inani lokuqala/lesibini/lesihlanu?
   ✦ Leliphi inani eliza phambi ko3/emva ko7/phakathi kuka3 no5, njalo njalo?
   Abafundi baxhoma iisimboli zamanani abo kunye namakhadi anamanani angamama ngokulandelelana ukusuka ku1 ukuya ku9 kucingo lokoneka amanani.
   ✦ Leliphi inani lokuqala/eliza emva kwe-/eliza phambi kwe-/eliphakathi/elilandelayo?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi yesitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo	
• Ingoma: *Iimbovane zimatsha ngambini ngambini* (iphepha 189) • Itheyiphu yokuncamathelisa/ itshokhwe	• Ingxowana yeembotyi • IPowusta 3

1. **Ingoma:** Linganisa ingoma, *Iimbovane zimatsha ngambini ngambini* nize nenze neentshukumo.

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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.

Poster 3 | Plakkaat 3 | Iphosta 3 | IPowusta 3 | Iphosta 3 | Iphosta 3   Phositara ya 3 | Phositara ya 3 | Phousetara 3 | Phoustara ya 3 | Phoustara 3
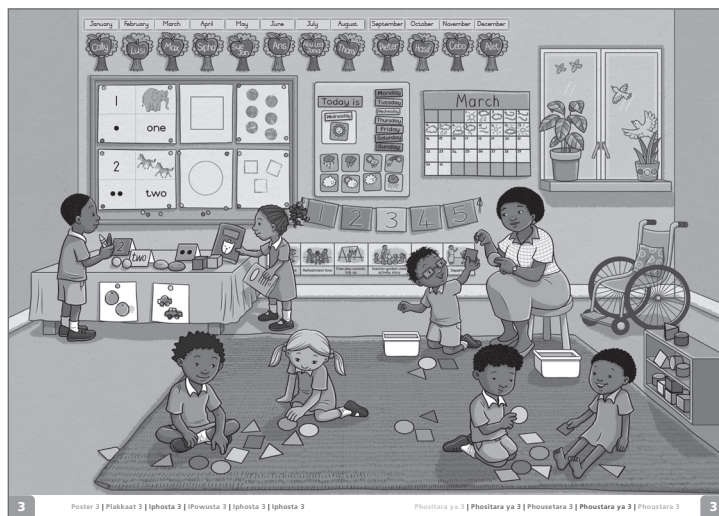
   Guiding questions:
   - How many learners are wearing/not wearing shoes? How many pairs of shoes are there altogether?
   - How many zebras/shoes/triangles/trees can you see?
   - How many circles are there on the mat?
   - How many birds can you see? Can you see other birds? How many are there altogether?
   - 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 nangaphaya, 10–1.

3. **Ukubala izinto 1–10:** Sebenzisa itheyiphu yokuncamathelisa okanye itshokhwe ukwenza umzila omkhulu wokutsibatsiba oneebhloko ezili10. Bhala amanani ukusuka ku1 ukuya ku10 kwiibhloko. Umfundi uphosa ingxowana yeembotyi aze atsibele kwelo nani njengokuba abanye abafundi bebala. Umfundi uma kwinani, aphose ingxowana yeembotyi kwakhona aze atsibe njengokuba iklasi ibala kwakhona.

   Imibuzo ekhokelayo:

   ✦ Kufuneka utsibe kangaphi ukuze uyokufika kwinani u_____?

   ✦ Ume kweliphi inani?

   ✦ Ungakwazi ukutsiba ukusuka ku6 ukuya ku_____?

   ✦ Utsiba kangaphi ukusuka ku6 ukuya ku_____?

4. **Ukuziqhelisa 1–9:** Xoxani ngePowusta 3. Thethani ngoko kubonwa ngabafundi emfanekisweni.
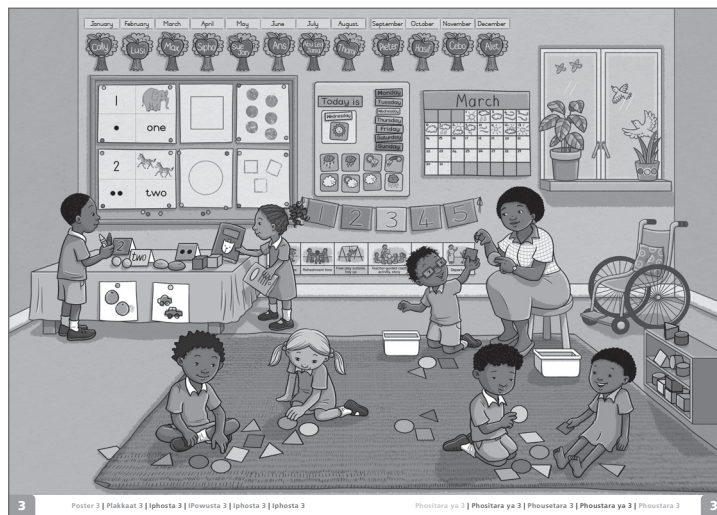
   Imibuzo ekhokelayo:

   ✦ Bangaphi abafundi abanxibe/abanganxibanga zihlangu? Zingaphi iipere zezihlangu ezikhoyo xa zizonke?

   ✦ Mangaphi amaqhwarhashe/izihlangu/oonxantathu/imithi eniyibonayo?

   ✦ Zingaphi izangqa ezisemethini?

   ✦ Zingaphi iintaka enizibonayo? Ingaba zikhona ezinye iintaka enizibonayo? Zingaphi xa zizonke?

   ✦ Mangaphi amaphiko/imilomo yeentaka ezine?

   ✦ UMalusi uneemilo ezintandathu ebhokisini. Unika utitshala iimilo ezimbini. Kushiyeke iimilo ezingaphi ebhokisini?

   ✦ Ubona ntoni etafileni? Ubona iibhola ezingaphi/amatye amangaphi/ iibhloko ezingaphi? Zingaphi xa zizonke?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Ukuphuhliswa kolwimi kusetyenziswa izincengcelezo, Ukubhala Okusavelayo (ngokufunda amakhadi amanani angamagama), ukusebenzisa isigama sobungakanani (ninzi kune-/mbalwa).

IzaKhono zoBomi: Ukukhulisa komzimba, umzekelo, uskotshi.

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 yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo
• Isitya kumfundi ngamnye esiqulethe: – Amaso okuhlela – 3 iziciko – 1 isixhobo sokubala esisisilwanyana (umbala/ uhlobo olwahlukileyo kumfundi ngamnye) • 80 izixhobo zokubala ezimibalabala	• Ibhodi yomdlalo womdyarho wasefama (iphepha 216) • Idayisi • Intlama yokudlala nemethi kumfundi ngamnye • Ithempleyithi yentlama yokudlala: Inani 9 (iphepha 211) – 1 kumfundi ngamnye

1. **Ukubala izinto 1–10:** Abafundi bathatha isixa sezixhobo zokubala kwimfumba esemethini.

    Imibuzo ekhokelayo:

    ✴ Ucinga ukuba zingaphi izixhobo zokubala ezisesandleni sakho?

    ✴ Ngoku bala izixhobo zokubala ezisendleni sakho. Zingaphi onazo?

    ✴ Uthekelelo lwakho belusondele kangakanani?

    ✴ Udinga ukususa okanye ukuthabatha okanye wongezi ezingaphi kwesi sixa sakho ukuze ube nezixhobo zokubala ezili10?

2. **Iingxaki zamagama:** Abafundi basebenzisa izixhobo zokubala okanye bajonge kwizihlangu zabo nezoogxa babo ukubanceda basombulule iingxaki zamagama.

    Imibuzo ekhokelayo:

    ✴ Kukho abafundi ababini/abathathu/abane. Umfundi ngamnye unezihlangu ezimbini. Zingaphi izihlangu xa zizonke?

    ✴ Ukuba kukho izihlangu ezintandathu, bangaphi abafundi abazakunxiba izihlangu?

3. **Amaso okuhlela:** Emnye kubafundi uthatha amaso okuhlela mathandathu.

    Imibuzo ekhokelayo:

    ✴ Ningandibonisa amaso angaphezulu ngesinye kwamathandathu?

    ✴ Unamaso amangaphi?

    Abafundi baphatha amaso asixhenxe emnye.

    ✴ Udinga amaso amangaphi ukuze ube nali9?

    ✴ Ungandibonisa amaso ambalwa ngamane kwalithoba?

    ✴ Unamaso amangaphi?

    Abafundi baphatha amaso amahlanu emnye.

4. **Hlukuhla wahlule:** Abafundi babeka iziciko zabo ezimbini phambi kwabo. Emnye ubala izixhobo zokubala ezilithoba. Bahlukuhla izixhobo zokubala zabo baze bazahlule zibe ngamaqela amabini. Bazibeka ezicikweni zabo njengoko bebezohlulile.

    Imibuzo ekhokelayo:

    ✴ Uzahlule njani izixhobo zokubala zakho?

    ✴ Zingaphi izixhobo zokubala ezikwiziciko zombini xa zizonke?

33

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) • Crayons   • Number 9 symbol card (*Resource Kit*)

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.

Wuphinde lo msebenzi. Abafundi babeka esinye isiciko phambi kwabo. Balungisa izixhobo zokubala zabo zibe ngamaqela amathathu ezicikweni.

✴ Nizahlule njani izixhobo zenu zokubala?

✴ Sesiphi isiciko esinezixhobo zokuba ezininzi/ezimbalwa?

✴ Zingaphi izixhobo zokubala xa zizonke?

✴ Ningazahlula ngenye indlela izixhobo zokubala zenu?

5. **Ukuziqhelisa inani 9 besebenzisa intlama yokudlala:** Abafundi basebenzisa intlama yokudlala ukwenza isimboli yenani 9.

6. **Umdlalo womdyarho wasefama:** Emnye kubafundi uthatha isixhobo sokubala esisisilwanyana asibeke kwibhloko kaziro esebhodini. Umfundi ngamnye uphosa idayisi. Umfundi onelona nani liphezulu nguye odlala kuqala aze umfundi onenani elilandeleyo ngobukhulu, alandle ukudlala, njalo njalo. Abafundi baphosa idayisi baze bahambise izixhobo zokubala ezizizilwanyana ebhodini izithuba ezilingana nenani eliboniswe kwidayisi. Batshintshana ngokuphosa baze baqhubeke nokudlala bade bonke abafundi bafike kwifula/10. Kufuneka baphose inani elililo kwidayisi eliza kubafikisa kwifula baze bawugqibe nomdlalo lo.

Imibuzo ekhokelayo:

✴ Ngubani umntu wokuqala/wesibini/wesithathu/olandelayo ukuba netyeli?

✴ Isilwanyana sakho kufuneka sihambe izithuba ezingaphi?

✴ Isilwanyana sakho kufuneka sihambe izithuba ezingaphi ukusuka apho sikhoyo ngoku?

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

• bala izinto 1–10
• sombulula iingxaki ngomlomo ngamanani 1–9
• qhekeza nokwakha amanani 1–9
• thelekisa amanani akuluhlu luka1–9
• bala besiya phambili beqala kwamanye amanani ngaphandle kuka1

Isitishi sokusebenzela 1

Okudingayo	
• Uxwebhu lokusebenzela elinentaka kumfundi ngamnye (jonga iphepha 23)	• Iikhrayoni • Ikhadi elinesimboli yenani u9 (*iKiti yeziXhobo*)

Abafundi bafaka iintaka ezilithoba kwisangqa baze baziqhelise ukubhala inani 9.

💡 **INGCEBISO** Khangela imisebenzi kwincwadi yokusebenzela yakwaDBE enika abafundi amathuba okutshathisa nokubhala iisimboli namanani angamagama. Kukhuphe oku ukuze abafundi bakwazi ukukhetha njengenxenye yemisebenzi yokuzikhethela.

Workstation 2

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

Learners connect the dots in the correct sequence and decorate their bird with cotton wool and paint or crayons.
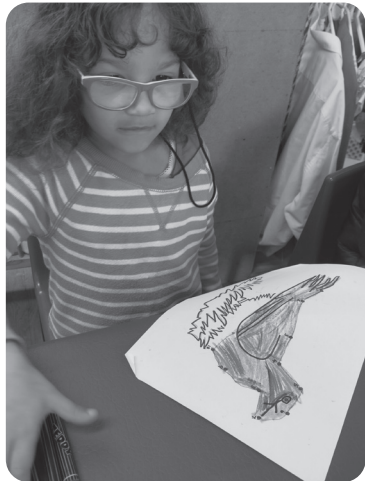
Workstation 3

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.

Isitishi sokusebenzela 2

Okudingayo
• Iphepha lokudibanisa amachokoza kumfundi ngamnye (iphepha 217) • Iphepha • Ikhotinwuli • Iglu • Iikhrayoni/ipeyinti

Abafundi badibanisa amachokoza ngokokulandelelana kwawo baze bahombise intaka ngekhotinwuli nepeyinti okanye ngeekhrayoni.
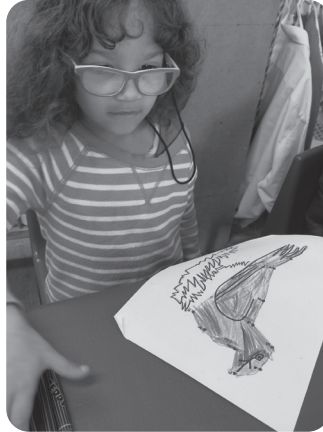
Isitishi sokusebenzela 3

Okudingayo
• Iphepha lokusebenzela elineayiskhrimu kumfundi ngamnye (iphepha 219) • Amagama amanani asikiweyo eayiskhrim kumfundi ngamnye (iphepha 219) • Iglu

Abafundi basika iimilo ezizikuphu zeayiskhrim, batshatise igama lenani nesimboli yenani baze bawancamathisele kwindawo elungiselelwe oko.

Isitishi sokusebenzela 4

Okudingayo
• Ibhodi yomdlalo womdyarho wasefama (iphepha 216) – 1 kumfundi ngamnye • 8 amadayisi • 8 izixhobo zokubala ezizizilwanyana

Abafundi baphosa idayisi baze bahambise isixhobo sokubala esisisilwanyana ebhodini izithuba ezilinganayo nenani elikwidayisi. Baqhubeka noku bade bafike esibayeni kwifula. Kufuneka baphose inani elililo kwidayisi eliza kubafikisa kwifula baze bawugqibe nomdlalo lo. Ukuba abafumani elo nani ngqo, balinda ityeli elilandelayo bazame kwakhona.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise number symbols and number words • Describe, compare and order numbers	• 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

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
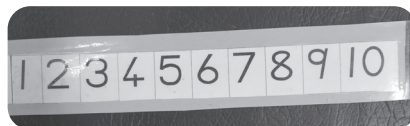
- farmyard race game (from Week 1): game boards, dice, 8 animal counters
- number puzzles 1–10 (page 220) – 1 per learner
- playdough template: Number 10 (page 212) – 1 per learner
- set of dot cards 1–10 – per pair of learners
- cardboard cut-outs of 10 bees
- a beehive made out of a cardboard box with 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.
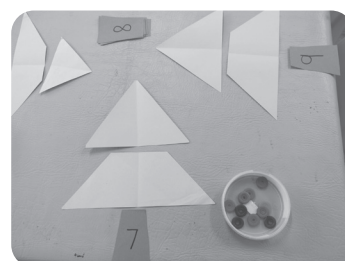
INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
• Ukuqaphela iisimboli zamanani kwanamani angamagama • Ukuchaza, ukuthelekisa nokulandelelanisa amanani	• Inani 10 • Dibanisa, xa zizonke • Thabatha/susa	• Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 1–9 • Bethelela kwingqikelelo-manani 1–9 • Ukubala ngezibini

Isigama esitsha semathematika

ishumi	yenza inani	Zingaphi ukuze ufike ku…?

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ifrizi yenani nethempleyithi yendlu yenani 10 (iphepha 207)
- ikhadi elinamachoza, elinesimboli, nelinenani eliligama lika10
- ikhadi elinesimboli yenani 10 (locingo lokoneka amanani)
- imizila yamanani 1–10
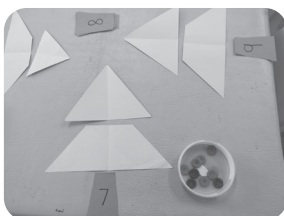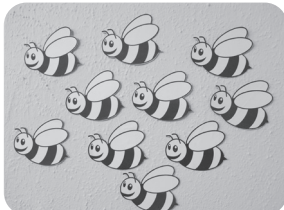
- umdlalo womdyaro wasefama (othathwe kwiVeki 1): iibhodi zomdlalo, idayisi, 8 izixhobo zokubala ezizizilwanyana
- iiphazili zamanani 1–10 (iphepha 221) – 1 kumfundi ngamnye
- ithempleyithi yentlama yokudlala: Inani 10 (iphepha 213) – 1 kumfundi ngamnye
- isethi yamakhadi anamachokoza 1–10 – kwisibini ngasinye sabafundi
- iinyosi ezili10 ezisikwe kwiikhadibhodi
- indlwana yeenyosi eyenziwe ngekhadibhodi enomfanekiso wendlwana esicikweni ize ibenomnyango
- amagqabi omthi enziwe ngeekhadibhodi – 2 kumfundi ngamnye
- iziqu zomthi ezenziwe ngeekhadibhodi ezinombolwe 1–10 – 1 kumfundi ngamnye.

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.
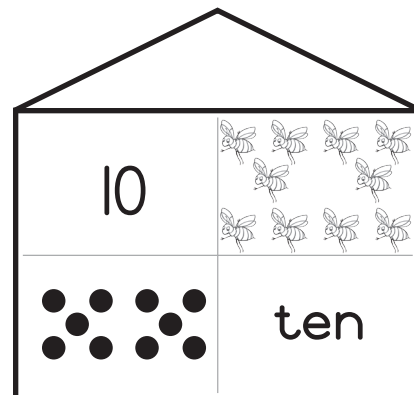
Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *linyosana zobusi ezilishumi* (iphepha 191)
- Itshokhwe
- Iifrizi zamanani 1–9

- Ifrizi yenani nethempleyithi yendlu yenani 10 (iphepha 207)
- *Ibali lenani 10* (iphepha 191)

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1. **Ingoma:** Cula ingoma, *linyosana zobusi ezilishumi*.

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

3. **Ukubala izinto 1–10:** Zoba phantsi iimilo zeentyatyambo ezili10. Dlala umculo baze abafundi babhubhuzele okweenyosi bagcwale indlu. Xa uyeka umculo, biza amanani ukusuka ku1 ukuya ku10. Abafundi bazihlela ngokwamaqela eenyosi kwintyatyambo ngokwenani elibiziweyo. Abafundi abangakwaziyo ukuzibandakanya neqela kwintyatyambo bayaphuma emdlalweni. Kuphinde oku.

Imibuzo ekhokelayo:

- ✶ Zingaphi iintyatyambo ezikhoyo?
- ✶ Zingaphi iinyosi ezikhoyo kule ntyatyambo?
- ✶ Zingaphi iinyosi ezingenayo intyatyambo?

4. **Ukwazisa inani 10:** Yalatha kwiifrizi zamanani 1–9.

Imibuzo ekhokelayo:

- ✶ Ucinga ukuba zingaphi izilwanyana eziza kuhlala kule ndlu ilandelayo? Kutheni ucinga njalo?
- ✶ Ingaba ziza kubangaphezulu okanye ngaphantsi kwethoba?

Balisa *Ibali lenani 10*. Bonisa inxenye yeefrizi zamanani njengokuba liyondelelana ibali leenyosi kwanemifanekiso yendlu, kunye nokuboniswa ngokwahlukileyo kwenani 10 – umfanekiso, ichokoza, isimboli kunye negama. Bonisa inxenye yefrizi kwindlu yezilwanyana eseludongeni kwindawo elungiselelwe imathematika. Balani kunye iinyosi.
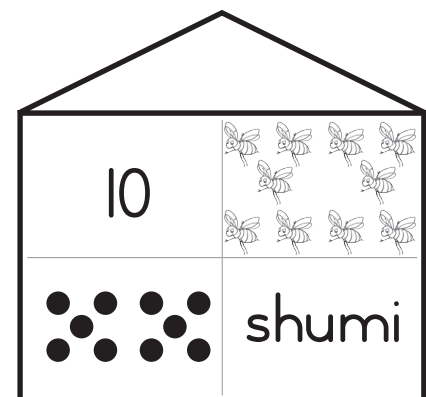
✦ How many bees are there?

✦ 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.

✦ Zingaphi iinyosi ezikhoyo?

✦ Inyosi inamaphiko/imilenze emingaphi?

✦ Zingaphi iinyosi ezingabasebenzi/iinyosi ezingookumkanikazi ezikhoyo?

✦ Yeyiphi indlu enezilwanyana ezimbalwa kunendlu yeenyosi?

✦ Yeyiphi indlu ezangaphambi/ngemva kwendlu yeendlulamthi?

Abafundi balinganisa ibali.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

<table>
<tr><td colspan="2">Okudingayo</td></tr>
<tr>
<td>

• Ingoma: *Iinyosana zobusi ezilishumi* (iphepha 191)
• Indlu yeenyosi
• Amakhadi anamachokoza, isimboli nenani eliligama lika10

</td>
<td>

• Ifrizi yenani ka10
• Iinyosi ezisikwe kwikhadibhodi ezili10

</td>
</tr>
</table>

1. **Ingoma:** Cula ingoma, *Iinyosana zobusi ezilishumi*.

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

3. **Ukubala izinto 1–10:** Xhoma iinyosi eludongeni. Abafundi bathekelela ukuba zingaphi. Balani kunye njengokuba uxhoma inyosi enye ngexesha kwindlwana yeenyosi.

   Imibuzo ekhokelayo:

   ✦ Ungandibonisa ukuba zingaphi iinyosi ezikule ndlwana?

4. **Ukudibanisa nokuthabatha:** Khupha iinyosi ezimbini ebhokisini.

   Imibuzo ekhokelayo:

   ✦ Zingaphi iinyosi ezibhabhe zaphuma endlwaneni yeenyosi?

   ✦ Ningandibonisa ngeminwe yenu ukuba zingaphi iinyosi ezishiyeke ngaphakathi kwindlu yeenyosi ngoku?

   Bonisa abafundi iinyosi ezishiyeke ngaphakati ebhokisini nize nizibale kunye ukuqinisekisa ukuba bachanile.

   Yongeza iinyosi ezimbini kwindlwana yeenyosi.

   ✦ Nicinga ukuba zingaphi iinyosi ezikule ndlwana?

   Bonisa abafundi iinyosi ezishiyekileyo ebhokisini. Balani kunye ukuqinisekisa ukuba bachanile. Kuphinde oku.

5. **Itafile yemathematika:** Amaqela amathathu abafundi aqokelela izinto ezifanayo ezili10 phandle. Iqela ngalinye lichaza into eliyifumeneyo nokuba zingaphi. Nika iqela ngalinye ikhadi elinamachokoza, elinesimboli nelinani eliligama lika10. Iqela ngalinye ngexesha libeka izinto zalo kunye nekhadi lenani 10 phezu kwetafile yemathematika.

INGCEBISO

Buza imibuzo ekhuthaza abafundi ukuba babelane ngeembono zabo, njengale:
• Kutheni ucinga ngolo hlobo?
• Ukwazi njani oko?

INGCEBISO

Vumela abafundi ukuba bathekelele inani lezinto ezikhoyo emaqeleni ngaphambi kokuba bazibale, uze uqinisekise ngothekelelo lwabo. Oku kubanceda ukuba bakwazi ukuziqhelisa nokufumana 'ubungakanani' bamanani abawabalayo.

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 baziqhelisa inani 10 ngokulibhala emoyeni okanye emethini ngeminwe yabo.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Ingoma: *linyosana zobusi ezilishumi* (iphepha 191)
- Amakhadi anamachokoza 1–5
- Indlwana yeenyosi kunye neenyosi ezili10 ezenziwe ngekhadibhodi
- Amakhadi anamachokoza 1–10

1. **Ingoma:** Cula ingoma, *linyosana zobusi ezilishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Xhoma eludongeni iinyosi ezisikiweyo. Abafundi abasibhozo bema ngeenyawo.

   Imibuzo ekhokelayo:
   - ✴ Ucinga ukuba bangaphi abafundi abemileyo?
   - ✴ Masibabale.
   - ✴ Ingaba ikhona inyosi yomfundi ngamnye?
   - ✴ Sidinga abafundi abangaphi ukuze umfundi ngamnye abe nenyosi?

4. **Iindibaniselwano zika10; ngaphezu/ngaphantsi:** Khetha amaqela ezibini zabafundi. Umfundi omnye weqela ngalinye ukhetha ikhadi elinechokoza. Babala kunye. Umfundi osuka kwisibini ngasinye ulanda inani leenyosi elilinganayo namachokoza asekhadini endlwini yeenyosi. Nikunye balani inani lilonke lenyosi eziqokelelweyo ngabafundi. Kuphinde oku usebenzisa abanye abafundi.

   Imibuzo ekhokelayo:
   - ✴ Mangaphi amachokoza akhoyo? Kufuneka ulande iinyosi ezingaphi?
   - ✴ Mangaphi amachokoza/iinyosi ezikhoyo xa zizonke?
   - ✴ onga iinyosi. Uneenyosi ezininzi ngezingaphi u_____ kunezika _____?

5. **Ukuziqhelisa amakhadi anamachokoza, anesimboli namanani angamagama:** Beka amakhadi anamachokoza apho abafundi baza kuwabona khona, umzekelo, eludongeni. Abafundi batshintshana ngokukhetha amakhadi amabini ukuze enze inani elo njengoko kubonisiweyo.

   Imibuzo ekhokelayo:
   - ✴ Ungandibonisa amakhadi amabini enza inani u10/8/4/3?

   Abafundi batshintshana ngokutshathisa amakhadi anamachokoza nanesimboli kunye nanamanani angamagama akwifrizi.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *linyosana zobusi ezilishumi* (iphepha 191)
- Indlwana yeenyosi kunye neenyosi ezili10 ezenziwe ngekhadibhodi
- Ucingo lokoneka amanani neesimboli zamanani 1–10

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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:** Cula ingoma, *Iinyosana zobusi ezilishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Bonisa abafundi indlwana yeenyosi engenanto. Abafundi babala ukuya kutsho ku10 njengokuba ubeka iinyosi ezili10 kwindlwana yazo nganye nganye. Khupha iinyosi. Beka iinyosi ezimbini kwindlwana yeenyosi. Bala kwakhona iinyosi ngamaqela ezibini njengokuba uzibala.

   Imibuzo ekhokelayo:
   - ✦ Zingaphi iinyosi ezikwindlwana yazo?
   - ✦ Ukuba kungena ezinye iinyosi ezimbini kwindlwana yeenyosi ziza kubangaphi ke ngoku? Yongeza esinye isibini?

4. **Ucingo lokoneka amanani:** Cela abafundi ukuba bakuncedise ukuxhoma amakhadi aneesimboli zamanani ngokulandelelana ukusuka ku1 ukuya ku10 kucingo lokoneka amanani.

   Imibuzo ekhokelayo:
   - ✦ Leliphi ikhadi eliza kuqala/elilandelayo?
   - ✦ Kufanele silibeke phi inani 9/10 kucingo lokoneka amanani?
   - ✦ Leliphi inani elikhulu kuno-/elincinci kuno 3/4/5?
   - ✦ Leliphi inani eliza ngaphambi/ngasemva/phakathi kuka _____?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Ingoma: *Iimbovane zimatsha ngambini ngambini* (iphepha 189)   • Itheyiphu yokuncamathelisa/ itshokhwe • IPowusta 5

1. **Ingoma:** Culani ingoma ethi, *Iimbovane zimatsha ngambini ngambini* nize nidlale umdlalwana owenziwe kwiVeki 1, nibala ngezibini.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi baqhwaba kali10, baye phambili amanyathelo ali10, bangcileze kali10. Bala ngezibini: qhwaba ngokuzolileyo kunye, ngokungxolayo kumbini, ngokuzolileyo kuntathu, ngokungxolayo kune. Kuphinde oku uyofika ku10.
4. **Umzila wokutsiba:** Sebenzisa itheyiphu yokuncamathelisa/itshokhwe ukwenza umzila wokutsiba oneebhloko ezili 10 uze ubhale amanani 1 ukuya ku10 kuzo. Abanye abafundi bayatsiba njengokuba iklasi ibala ukuya phambili nasemva.

   Imibuzo ekhokelayo:
   - ✦ Ungatsiba ukuya ku2?
   - ✦ Ukuba uphinde watsiba kabini/kathathu/kane, leliphi inani oza kuma kulo?
   - ✦ Uza kutsiba kangaphi ukuze uyokufika ku_____?
   - ✦ Ukuba utsibela umva kanye/kabini/kathathu, leliphi inani oza kuma kulo?

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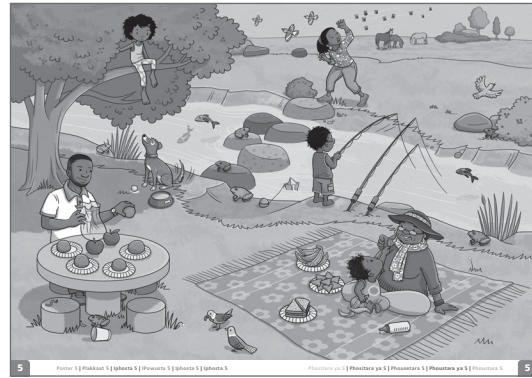
Guiding questions:

✦ 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.

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).

> **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?

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. **Ukuziqhelisa no1–10:** Xoxa ngePowusta 5. Thetha ngokubonwa ngabafundi emfanekisweni.

   Imibuzo ekhokelayo:

   ✦ Zingaphi iinyosi/iisamusa/ amasele/iintaka ezibhabhayo/ iintlanzi/imibungu onokuyifumana?

   ✦ Ingaba zikhona iintaka ezizezinye ozibonayo?

   ✦ Zingaphi iintaka ezikhoyo xa zizonke?

   ✦ Kukho iiroli ezine phezu kwetafile. UTata uneroli enye esandleni. Zingaphi iiroli ezikhoyo?

   ✦ Kukho iibhanana ezintlanu epleyitini. Ukuba uLaylah utya iibhanana ezimbini, kushiyeke iibhanana ezingaphi epleyitini?

   ✦ Ukuba bekukho abantu abali-10 epikinikini, siza kudinga iibhanana ezingaphi ukuze umntu ngamnye abe nebhanana?

   ✦ Ukuba uMalusi ubambise intlanzi enye ngerodi nganye, uza kuba neentlanzi ezingaphi?
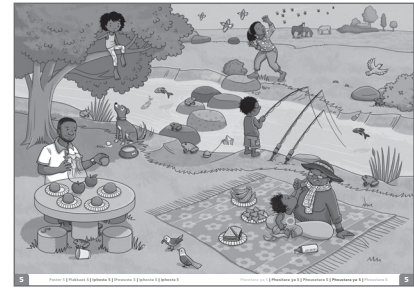
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: UkuMamela nokuThetha: ukutolika nokulandela imiyalelo ethethwayo, ukubalisa ibali.

IzaKhono zoBomi: Ukulinganisa ngexesha lomculo nezifundo zeentshukumo (abafundi babhabha bangene bephuma kwindlwana yeenyosi abazicingela yona).

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Ucingo lokoneka amanani olunamanani 1–10
- 5 iiphegi ezibomvu oza kuzincamathisela kumanani 2, 4, 6, 8, 10
- 200 izinti zokubala
- 20 iziciko zeplastiki
- Ibali: *Iindlwana zeenyosi* (iphepha 193)

- 5 imizila yamanani (iphepha 39)
- 55 iibhloko ze*Unifix*
- Isitya kumfundi ngamnye esiqulethe:
  – 10 izixhobo zokubala ezimibalabala
  – Amaso okuhlela
- Intlama yokudlala nemethi kumfundi ngamnye

1. **Iingxaki zamagama:** Abafundi basebenzisa izixhobo zokubala zabo okanye iminwe yabo ukusombulula iingxaki.

   Imibuzo ekhokelayo:

   ✦ Iinyosi zifumana iintyatyambo ezine ezizuba kunye neentyatyambo ezintathu ezibomvu. Zingaphi iintyatyambo azizifumaneyo?

   ✦ Iinyosi ezilishumi zihlala kwindlwana yeenyosi. Iinyosi ezine ziyabhabha ziphume ziyokukhangela iintyatyambo. Zingaphi iinyosi ezishiyeke kwindlwana yeenyosi?

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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

Khumbula ukususa
iiphegi ezimibalabala
emva kweseshoni
ukulungiselela iqela
elilandelayo.

2. **Ukubala ngezibini:** Balani ngezibini kucingo lokoneka amanani. Beka iiphegi ezimibalabala endaweni yezinye qho ubala, umzekelo, ku2, 4, 6, 8 no10.

3. **Amaqela ka10:** Balisa ibali elithi, *Iindlwana zeenyosi*.

Abafundi basebenza ngababini. Isibini ngasinye sifumana izixhobo zokubala ezingama50 (iinyosi) kunye neziciko ezi5 (iindlwana zeenyosi). Babeka 'iinyosi' zabo (izixhobo zokubala) ngokwamaqela ka10 'kwizindlu zeenyosi' zabo (iziciko).

Imibuzo ekhokelayo:

✦ Ninendlwana zeenyosi ezingaphi?

✦ Zingaphi iinyosi ezikhoyo kwindlwana yeenyosi nganye?

4. **Amaso okuhlela:** Abafundi basebenzisa amaso okuhlela babale.

INGCEBISO Amaso okuhlela anceda abafundi ukuba bayiqonde into yokuba inani elinye lisenokwenziwa yindibaniselwano yamanani amabini nangaphezulu.

Imibuzo ekhokelayo:

✦ Ndibonise amaso alithoba. Ngoku ndibonise amaso amathandathu. La maso ambalwa ngesingaphi kwali9?

✦ Ndibonise amaso amahlanu. Masenze amaso ali10. Udinga amanye amaso amangaphi?

✦ Phatha amaso amahlanu esandleni sakho. Yongeza amanye amaso amathathu. Unamaso amangaphi?

✦ Phatha amaso asixhenxe esandleni sakho. Ngoku ndibonise amaso ali10. Ukuze ube ne10, kuza kwafuneka wongeze amangaphi?

✦ Phatha amaso ali10 esandleni sakho. Ukuze ube namaso amane, kufuneka uthabathe abemangaphi?

5. **Izakhiwo zomzila wamanani:** Beka emethini umzila wamanani kunye neebhloko ze*Unifix*. Abafundi batshintshana ngokuchaza inani nokubeka isakhiwo esakhiwe ngenani elichanekileyo leebhloko ze*Unifix* kwisikwere ngasinye.

Imibuzo ekhokelayo:

✦ Zingaphi iibhloko ze*Unifix* enizibonileyo?

✦ Sesiphi isakhiwo esineebhloko ezininzi/ezimbalwa?

✦ Inani 3 lineebhloko ezininzi/ezingaphezulu ngezingaphi kunenani 4, njalo njalo?

✦ Leliphi elona nani likhulu/lincinci? Ukwazi njani oko?

6. **Ukuziqhelisa inani 10 kusetyenziswa intlama yokudlala:** Abafundi benza isimboli yenani 10 ngentlama yokudlala. Ncedisa abafundi abasele bekulungele ukubhala u10.

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

• sombulula iingxaki zokudibanisa nokuthabatha eziquka amanani 1–10
• bala ngezibini
• enza baze bachaze izibini ezahlukileyo zamanani adibanayo ukwenza inani
• tshathisa iisimbolo zamanani neebhloko ze*Unifix*

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Workstation 1

What you need
• Playdough • Playdough template: Number 10 (page 212) – 1 per learner

Learners use playdough to complete the template.

Workstation 2

What you need
Per learner: • Dice • Farmyard race game board (page 216) • 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.

Isitishi sokusebenzela 1

Okudingayo
• Intlama yokudlala   • Ithempleyithi yentlama yokudlala: Inani 10 (iphepha 213) – 1 kumfundi ngamnye

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi.

Isitishi sokusebenzela 2

Okudingayo
Kumfundi ngmanye: • Idayisi
• Ibhodi yomdlalo womdyarho   • Isixhobo sokubala esisisilwanyana
wasefama (iphepha 216)

Abafundi baphosa idayisi labo baze bahambise izixhobo zokubala ezizilwanyana zabo ebhodini izithuba ezilingana nenani eliboniswe kwidayisi. Baqhubeka ngolu hlobo bade bayokufika kwifula ukugqibezela umdlalo. Badinga ukufumana inani elilingana ngqo ukuze bayokuwela efama baze bawugqibe umdlalo. Ukuba abalufumani, bayaqhubeka bephosa bade baphose elona nani lifunekayo.

Isitishi sokusebenzela 3

Okudingayo
• 2 iinxenye zemithi eluhlaza   • 10 iziqu zemithi ezineesimboli
ezisikwe kwiikhadibhodi   zamanani 1–10
kumfundi ngamnye   • 10 izixhobo zokubala
ezimibalabala kumfundi ngamnye

Abafundi bakhetha isiqu somthi sibe sinye abaza kusibeka ngaphantsi komthi baze bawuhombise umthi ngelo nani lezixhobo zokubala, umzekelo, u2 no4. Kuphinde oku usebenzisa ezinye iziqu zemithi.

Isitishi sokusebenzela 4

Okudingayo
• Iiphazili zamanani 1–10 (iphepha 221)

Abafundi benza iiphazili.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Ziqhelise
• Recognise number symbols and number words • Describe, compare and order numbers	• 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

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).

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
• Ukuqaphela iisimboli zenani kwanamanani angamagama • Ukuchaza, ukuthelekisa nokulandelelanisa amanani	• Inani 0	• Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 1–10 • Ukubethelela kwingqikelelo-manani 1–10 • Ukubala ngezibini • Dibanisa, thabatha

Isigama esitsha semathematika

uziro	iqanda	akukho nto

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iifrizi zamanani 1–10
- ifrizi yenani nethempleyithi yendlu yenani 0 (iphepha 209)
- amakhadi anesimboli nawenani eliligama 0–10
- ikhadi elinesimboli yenani 0 (kucingo lokoneka amanani)
- ikhadi lamachaphaza elingabhalwanga nto
- 10 imifanekiso yezinto ezinkulu
- ithempleyithi yentlama yokudlala: Inani 0 (iphepha 215) – 1 kumfundi ngamnye
- umqengqelezi neebhola (jonga kwIsitishi sokusebenzela 4)
- umzila wamanani 0–10
- umjila wokutsiba wamanani ukusuka ku0–10 (onemilo yombungu).

Whole class activities

Day 1

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.

   0
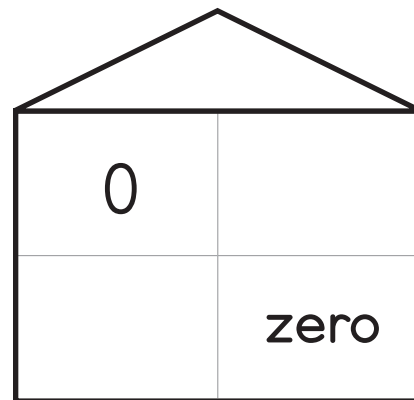
   zero

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.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *libhotile eziluhlaza ezilishumi* (iphepha 193)
- Iifrizi zamanani 1–10
- Ifrizi yenani nethempleyithi yendlu yenani u0 (iphepha 209)
- *Ibali lenani 0* (iphepha 193)
- Ikhadi lesimboli yenani 0 (ucingo lokoneka amanani)
- Ibhokisi yekhadibhodi

1. **Ingoma:** Cula ingoma, *libhotile eziluhlaza ezilishumi*.

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

3. **Ukubala izinto 1–10:** Abafundi batshintshana ngokubala izinto eklasini, umzekelo, iifestile, iminyango, iibhegi zeencwadi ezi8, iipensile ezili10.

   Imibuzo ekhokelayo:

   ✦ Nicinga ukuba kukho iipensile ezingaphi etotini?

   ✦ Ingaba nicinga ukuba kukho iibhegi zeencwadi ezingaphezulu okanye ezimbalwa kuneebhegi zeencwadi ezi10?

4. **Ukwazisa u0:** Yalatha kwiifrizi zamanani 1–10.

   Imibuzo ekhokelayo:

   ✦ Nicinga ukuba kungakho ezinye izindlu ezininzi? Kutheni nisitsho/ningatsho?

   ✦ Singazibeka phi izindlu kwifrizi yethu xa sinokuba nezinye izindlu ezezongezelelweyo?

   Balisa *Ibali lenani 0*. Bonisa indlu yezilwanyana enesimboli yenani nenani eliligama *ngaphambi kwefrizi yenani 1* kudonga lwendawo elungiselelwe imathematika.

   Abafundi balinganisa ibali. Sebenzisa ikhadibhodi engenanto ukumela indlu engenanto. Khetha abafundi abaza kudlala indima yendlovu, iindlulamthi, iintaka, kunye nezinye izilwanyana.

   Abafundi baziqhelisa inani 0 ngokuthi balibhale emoyeni okanye emethini ngeminwe yabo.

5. **Ukongeza u0 kucingo lokoneka amanani:** Bonisa abafundi ikhadi lenani u0. Babuze ukuba bacinga ukuba libe ndawoni na apha kucingo lokoneka amanani. Cela abafundi beze bazokulixhoma kucingo lokoneka amanani.

   Imibuzo ekhokelayo:

   ✦ Kutheni ulibeke apho inani uziro?

   ✦ Leliphi inani eliza emva koziro?

   ✦ Ngubani onokundiphathela iincwadi eziyiziro?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.
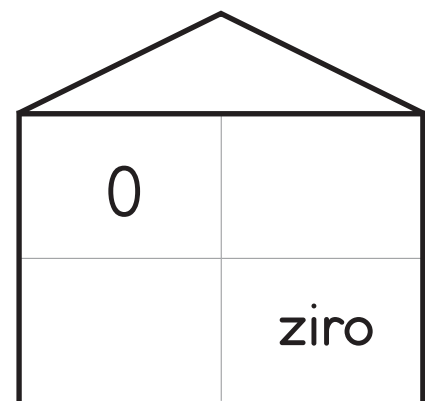
Day 2

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

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.

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

Usuku 2

Okudingayo

- Ingoma: *Iibhotile eziluhlaza ezilishumi* (iphepha 193)
- 10 iibhola
- 2 iihulahupu
- Amakhadi anesimboli nanenani eliligama ka0 (*iKiti yeziXhobo*)
- Isitya esingenanto sokubeka kwitafile yemathematika
- Ikhadi lamachokoza elingabhalwanga nto

1. **Ingoma:** Culani ingoma, *Iibhotile eziluhlaza ezilishumi* nize niyilinganise nabantwana abali10.

2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0. Yalatha kucingo lokoneka amanani njengokuba nibala.

3. **Ukubala izinto 1–10:** Beka iihulahupu ezimbini emethini. Beka iibhola ezili10 ngaphakathi kwehulahupu uze ushiye ihulahupu yesibini ingenanto.

   Imibuzo ekhokelayo:

   ✦ Nicinga ukuba zingaphi iibhola ezikule hulahupu?

   Abafundi babala iibhola ezikwihupu. Thatha iibhola ezisixhenxe uzikhuphe kwihupu yokuqala uze uzifake kwihupu yesibini.

   ✦ Ukuba sikhupha iibhola ezisixhenxe kule hupu size sizifake kwihupu engenanto, ziza kubangaphi iibhola ezishiyekayo kule hupu?

   Abafundi babala iibhola ezikhoyo kwihupu nganye. Thatha iibhola ezintanthu kwihupu yokuqala uze uzifake kwihupu yesibini, ushiya ihupu yokuqala ingenanto.

   ✦ Zingaphi iibhola ezikhoyo kwihupu nganye?

   ✦ Kwenzeka ntoni xa uzithatha zonke iibhola kwenye ihupu uzifake kwenye ihupu?

4. **Itafile yemathematika:** Beka ihupu engenanto kwitafile yemathematika ukuze imele inani u0.

   Imibuzo ekhokelayo:

   ✦ Zingaphi iibhola ezikhoyo kwihupu?

   Bonisa abafundi ikhadi lamachokoza elingenanto.

   ✦ Mangaphi amachokoza akweli khadi?

   Umfundi omnye ubeka ikhadi elingenanto, nekhadi lesimboli nenani eliligama kwitafile yemathematika ecaleni kwesitya esingenanto.

   Abafundi bayaqhubeka bebala besalatha ezo zinto bazinikiweyo (kuquka noziro).

   Imibuzo ekhokelayo:

   ✦ Ingaba niyayibona:
   - Ibhasi? Inamavili amangaphi?
   - Intombazana ebophe amaphondo amabini?
   - Indlu? Inamaphahla amangaphi?
   - Indawo yokupaka iimoto engenazimoto.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

⌾ INGCEBISO

Bala ukusuka ku0 ukuya ku20 njengokuba abafundi besiya kwizitishi zabo zokusebenzala naxa besiya kwigumbi langasese.

⌾ INGCEBISO

Kukho amagama aliqela asetyenziswayo athatha uziro, umzekelo, *iqanda, akukho nto, dololo.* Yakha kula magama njengokuba abafundi bewasebenzisa, umzekelo, buza ukuba leliphi elinye igama abanokulisebenzisa endaweni ka 'akukho nto'. Bacacisele ukuba la magama akwachaza uziro.

Day 3

What you need
• Song: *Ten green bottles* (page 192)   • Number dot cards 1–10 (*Resource Kit*)   • 11 tubs   • Blank dot card   • 55 counting sticks   • 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)   • A cloth   • 10 pictures of large objects   • 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?

Usuku 3

Okudingayo

- Ingoma: *libhotile eziluhlaza ezilishumi* (iphepha 193)
- 11 izitya
- 55 izinti zokubala
- Amakhadi anamachokoza amanani 1–10 (*iKiti yeziXhobo*)
- Ikhadi lamachaphaza elingabhalwanga nto
- Amakhadi anesimboli yenani 0–10

1. **Ingoma:** Cula ingoma, *libhotile eziluhlaza ezilishumi*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.

☀ **INGCEBISO** Ukubala ubuya umva ngendlela enentsingiselo ukuze abafundi bafunde ngoziro.

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3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Bayatshintshana ngokuthatha ikhadi kwimfumba. Bonke abafundi baphakamisa iminwe elingana namachokoza akhoyo kwikhadi, bebala kunye. Ukuba ikhadi libonisa u-0, abafundi bazakuphakamisa inqindi ukumela iminwe eyi0.
4. **Amakhadi anamachokoza nokulandelelanisa amanani 0–10:** Bonisa abafundi amakhadi amachokoza 1–10. Phakamisa ikhadi lamachokoza elingenanto elimele u0.

   Imibuzo ekhokelayo:

   ✦ Mangaphi amachokoza akhoyo kweli khadi lamachokoza?

   Ncamathisela ikhadi lamachokoza ukususela ku0 ukuya ku10 kumphandle wesitya ngasinye kunye nesimboli elihambelana nalo ngaphakathi esityeni. Beka izitya emethini ngokungaladelelani kwazo. Abafundi bayatshintshana ngokuncamathelisa ezityeni izinti zokubala ngokwenani lamachokoza.

   Beka izitya zika7, 4, 9 no0 emethini. Abafundi bayatshintshana ngokuhlela izikhongozeli ukususela kwelona nani lincinci ukuya kwelona likhulu.

   ✦ Singazibeka njani ezi zikhongozeli ngokulandelelana ukusuka kwesona sincinci ukuya kwesona sikhulu?
   ✦ Leliphi elona nani lincinci/likhulu?

   Kuphinde oku usebenzisa ezinye iindibaniselwano kwanokulandelelanisa amanani ukusuka kwelona lincinci ukuya kwelona likhulu.
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *libhotile eziluhlaza ezilishumi* (iphepha 193)
- 10 imifanekiso yezinto ezinkulu
- Ilaphu
- Ucingo lokoneka amanani namakhadi amanani 0–10

1. **Ingoma:** Cula ingoma, *libhotile eziluhlaza ezilishumi*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.
3. **Ukubala izinto 1–10:** Xhoma eludongeni imifanekiso yezinto ezili-10 uze uyogqume ngelaphu. Tyhila imifanekiso.

   Imibuzo ekhokelayo:

   ✦ Mingaphi imifanekiso yezinto eseludongeni?

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) • Number symbol cards 0–10 • Masking tape/chalk • 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.

> 🔅 TIP
> Instead of hopping learners can clap their hands.

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?

Susa umfanekiso omnye/emibini/emithathu uze uyiphinde le nkqubo. Qhubeka de kungabikho mifanekiso.

✦ Mingaphi imifanekiso eseludongeni ngoku?

4. **Ukuziqhelisa nokulandelelanisa amanani 0–10:** Yothula amakhadi amanani kucingo lokoneka amanani ngaphandle kuka3 no7. Nika abafundi la makhadi alithoba uwothulileyo. Abafundi batshintshana ngokuxhoma amanani kucingo lokoneka amanani ngendlela echanekileyo.

Imibuzo ekhokelayo:

✦ Kufuneka silibeke phi inani 1/5/10? Ukwazi njani oko?

✦ Leliphi inani eliza ngaphambi/ngasemva kuka _____?

✦ Kufanele silibeke phi inani u0? Kuba kutheni?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Ingoma: *Iimbovane zimatsha ngambini ngambini* (iphepha 189) • Itheyipi yokuncamathisela/itshokhwe
• Amakhadi anesimboli yenani 0–10 • IPowusta 6

1. **Ingoma:** Cula ingoma, *Iimbovane zimatsha ngambini ngambini* wenze neentshukumo.

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

3. **Ukubala izinto 1–10:** Abafundi bema kwicala elinye leklasi. Umfundi omnye uveza ikhadi lamanani. Abanye abafundi bangcileza ngokwenani elivela ekhadini bebala bekhwaza. Ukuba kuboniswe u0, abafundi bema ndawonye bangangcilezi.

4. **Umzila wokutsiba:** Sebenzisa itheyiphu yokuncamathelisa okanye itshokhwe ukwenza umzila wokutsiba emethini ukusuka ku0–10. Abafundi bayatshintshana ngokuma kwibhloko 'kaziro' baze batsibe ngokomyalelo.

Imibuzo ekhokelayo:

✦ Ungatsibela ku6/4/7, njalo njalo? (Bonisa abafundi iisimboli zamanani.)

✦ Kufanele utsibe kangaphi ukuze uyokufika kweli nani? (Bonisa isimboli yenani 0.)

✦ Kutheni ungatsibanga?

5. **Ukuziqhelisa 0–10:** Xoxani ngePowusta 6. Thetha ngoko kubonwa ngabafundi.

Imibuzo ekhokelayo:

✦ Mangaphi amaphiko enkukhu/edada/entaka?

✦ Ihashe linamaphiko amangaphi?

✦ Ubona iintaka/ama-apile amangaphi emthini?
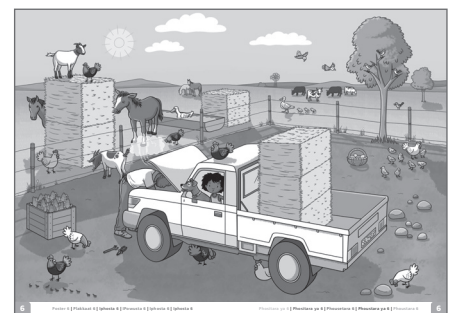
63

✦ 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.

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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.

✦ Uyayibona intaka enamachokoza/engenamachokoza?

✦ Zingaphi izilwanyana ozibonayo ezinemisila?

✦ UMalusi unemisila emingaphi?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Mamela aze aphendule kwimiyalelo elula, ukwakhiwa kwesigama.

IzaKhono zoBomi: Ukusombulula iingxaki nokwabelana ngezimvo ukufumana iimpendulo, ukusebenzisa izinto ezinemibala, ubungakanani neemilo ezahlukileyo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Amakhadi anesimboli, anamani angamagama ka0 – 1 isethi kumfundi ngamnye
- Iikhathoni zamaqanda (12-imigongxo) ezinezixhobo zokubala kweminye imigongxo – 1 kumfundi ngamnye
- Umzila wamanani 0–10

- 55 iibhloko ze*Unifix*
- 50–60 izixhobo zokubala ezimibalabal
- Intlama yokudlala nemethi kumfundi ngamnye
- Isitya esinezixhobo zokubala ezizizilwanyana ezili10 – 1 kumfundi ngamnye

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1. **Iingxaki zamagama:** Abafundi babeka izitya zabo phambi kwabo baze babale izixhobo zokubala ezili10.

Imibuzo ekhokelayo:

✦ Kukho iinyosi ezintathu kwintyatyambo ezuba kunye neenyosi ezintandathu kwintyatyambo ebomvu. Zingaphi iinyosi xa zizonke?

✦ Iinyosi ezimbini kule ntyatyambo izuba ziphindele kwindlu yazo. Kushiyeke iinyosi ezingaphi kwintyatyambo ezuba ngoku?

✦ Iinyosi ezintathu zibhabha zimke kwintyatyambo ebomvu ziphindele kwindlu yazo. Kushiyeke iinyosi ezingaphi kwintyatyambo ebomvu?

2. **Ukubala izinto:** Abafundi bayakubukela njengokuba ubeka izixhobo zokubala ezintlanu kwesinye isandla nezixhobo zokubala ezine kwesinye. Babonise izandla zakho ezivaliweyo uze uthi, 'Ndinezixhobo zokubala ezine kwesi sandla nezintlanu kwesi isandla.'

Imibuzo ekhokelayo:

✦ Ucinga ukuba ndinezixhobo zokubala ezingaphi zizonke ezandleni zam?

✦ (Vula isandla esinye. Abafundi babala izixhobo zokubala ezikweso sandla.) Zingaphi izixhobo zokubala ezilapho?

✦ (Vula esinye isandla. Abafundi babala izixhobo zokubala ezikweso sandla.) Zingaphi izixhobo zokubala ezilapho?

✦ Zingaphi izixhobo zokubala ezikhoyo xa zizonke?

Kuphinde oku usebenzisa iindibaniselwano ukuya kutsho kufika ku10, kuquka nesandla esingenanto.

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. **Ukutshathisa isethi engenanto nesimboli ka0 kunye nenani eliligama:** Faka ezinye izixhobo zokubala 1–10 kwimigongxo yekhathoni yamaqanda, ushiye imigongxo embalwa engenanto. Abafundi bafaka iisimboli namagama enani uziro ecaleni kwemigongxo engenanto.

Imibuzo ekhokelayo:

✦ Ucinga ukuba ngowuphi umgongxo onezixhobo zokubala ezininzi/ezimbalwa? Kutheni ucinga ngolo hlobo?

✦ Ngowuphi umgongxo ongenanto? Zingaphi izixhobo zokubala ezikulo mgongxo?

✦ Mingaphi imigongxo engenanto ekhoyo xa iyonke?

4. **Ukudibanisa nokuthabatha:** Abafundi babeka izixhobo zabo zokubala emethini baze baqubude izitya zabo. Babeka izixhobo zokubala ezintlanu phantsi kwezitya zabo.

Imibuzo ekhokelayo:

✦ Zingaphi izixhobo zokubala ezingaphantsi kwesitya sakho?

Abafundi bathatha izixhobo zokubala ezimbini ngaphantsi kwezitya zabo bazibeke phezu kwezitya zabo.

✦ Ngoku, zingaphi izixhobo zokubala ezingaphantsi kwesitya sakho? Zingaphi ezingaphezulu? Zingaphi xa zizonke?

Kuphinde oku usebenzisa iindibaniselwano ezahlukileyo ukuya ku10.

Abafundi babeka zonke izixhobo zokubala zabo phezu kwezitya zabo.

✦ Zingaphi izixhobo zokubala ezingaphantsi kwesitya sakho? (Azikho)

5. **Izakhiwo zomzila wamanani:** Beka umzila wamanani kunye neebhloko ze*Unifix* emethini. Abafundi bayatshintshana ngokubiza inani elikwisikwere ngasinye somzila baze babeke isakhiwo esakhiwe ngenani elichanileyo leebhloko ze*Unifix* kwisikwere.

Imibuzo ekhokelayo:

✦ Zingaphi iibhloko ze*Unifix* enizisebenzisileyo kwesa sakhiwo esikwela nani lesikwere?

✦ Leliphi iqela elineebhloko ezininzi/ezimbalwa?

✦ Zingaphi iibhloko ezikuziro?

6. **Ukuziqhelisa inani u0 usebenzisa intlama yokudlala:** Abafundi benza isimboli yenani u0 besebenzisa intlama yokudlala. Ncedisa abafundi abasele bekulungele ukubhala u0.

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

• bala iqela lezinto 1–10
• sombulula ngomlomo iingxaki zamanani 0–10
• qhekeza nokwakha amanani 0–10
• thelekisa amanani akuluhlu luka0–10
• qaphela, ukutshathisa nokuchaza iisimboli zenani kunye nenani eliligama likaziro

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   • Dice with the 6-dot side covered • 200 coloured counters   with a sticker and replaced (*Resource Kit*)   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 –   • Dice 1 per learner

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   • 4 tubs covered in different • Ramp (for example, a wide plank)   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.

Isitishi sokusebenzela 1

Okudingayo	
• Intlama yokudlala	• Ithempleyithi yentlama yokudlala: Inani 0 (iphepha 215) – 1 kumfundi ngamnye

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi. Benza iibhaskithi, iibhokisi, iindlwane, njalo njalo, ezingenanto ngaphakathi.

Isitishi sokusebenzela 2

Okudingayo	
• 1 itreyi yomkhenkce • 200 izixhobo zokubala ezimibalabala (*iKiti yeziXhobo*)	• Idayisi elinecala lika6 elogqunywe ngesincamathelisi esikwinani '0'

Umfundi wokuqala uphosa idayisi aze abeke inani lezixhobo zokubala elilingana nenani elivelileyo kwimigongxo yetreyi yomkhenkce. Umfundi olandelalyo uzeka mzekweni, efaka elo nani lezixhobo zokubala emgongxweni olandelayo. Kuphinde oku.

Isitishi sokusebenzela 3

Okudingayo	
• Isitya ezinezixhobo zokubala eziziziqhamo ezili10 – kumfundi ngamnye	• Idayisi

Abafundi babeka izixhobo zabo zokubala ngomgca. Batshintshana ngokuphosa idayisi baze bathabathe emgceni inani lezixhobo zokubala elilinganayo nenani elivela kwidayisi baze bazifake kwizitya zabo. Umfundi wokuqala okwazileyo ukuzifaka zonke izixhobo zokubala zakhe esityeni sakhe nguye ophumelelayo.

Isitishi sokusebenzela 4

Okudingayo	
• 6 iibhola zentenetya • Into eza kwenza umqengqelezi (umzekelo, iplanga elibanzi)	• 4 izitya ezigqunywe ngephepha elimibala eyahlukileyo

Beka umqengqelezi kwindawo ethambekileyo kangange20 cm ukusuka phantsi. Beka iitoti phantsi kweli cala liphakamileyo leplanga lokwenza umqengqelezi. Abafundi batshintshana ngokuqengqa iibhola zabo zinyuke kumqengqelezi bezama ukuba ziye kungena ezityeni. Babala inani xa lilonke leebhola ezingene ezityeni.

Content Area Focus: Patterns, Functions and Algebra

Topics	New knowledge	Practise
• Geometric patterns: make, copy and extend patterns	• Create, copy and extend an auditory pattern • Draw patterns from objects	• 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
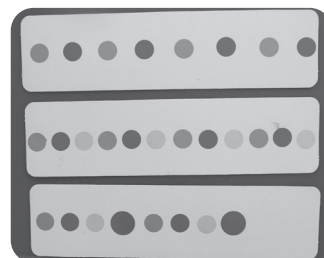
3 4 3 4	2 3 2 3
5 4 5 4	4 5 4 5
1 3 1 3	4 3 4 3
3 2 3 2	2 1 2 1

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

INkalo yomXholo ekuGxininiswa kuyo: IiPateni, iiFanshini neAljibhra

Izihloko	Ulwazi olutsha	Ziqhelise
• Iipateni zejiyometri: ukwenza, ukukhuphela nokwandisa iipateni	• Yenza, khuphela uze wandise ipateni yokuviwayo • Zoba iipateni ngezinto	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 • Ukubala izinto 1–10 • Yenza, khuphela uze wandise iipateni usebenzisa izinto eziphathekayo

Isigama esitsha semathematika

ulandelelaniso   yenza ipateni

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- 3 amakhadi amakhulu eepateni ezimibalabala:
  - aluhlaza nabomvu
  - aluhlaza, abomvu namthubi
  - aluhlaza, abomvu, amthubi nazuba
- 30 izixhobo zesingqi ezinokwahlulwa zibe ngamaqela ama4 (iqela elinye kufuneka libe nizixhobo ezili10)
- ibhaskiti/isikhongozeli esibonisa okungaphakathi esinezinto ezili10, ezinye zibe neepateni eziziphindayo ezinye zibe neepateni ezingaziphindiyo, umzekelo, iphepha lokujijela, izincamatheliswa, izinto ezisikwe emalaphini, iithayili, izacholo zomqala, izacholo zesihlahla, ikhowuni, iintyatyambo, iikawusi, amaqokobhe, njalo njalo
- iphepha elisikwe lanjengesikipa – 1 kumfundi ngamnye
- 8 amakhadi eepateni zamanani, umzekelo, 2 1 2 1; 4 3 4 3
- iimilo zejiyometri ezenziwe ngamaphepha: isangqa, isikwere, uxande, unxantathu – 6 yento nganye kumfundi ngamnye
- 8 amakhadi eepateni (jonga kwIsitishi sokusebenzela 2).

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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
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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.

   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.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Isicengcelezo: *Lixesha lokwenza iipateni* (*IsiKhokelo semiSebenzi: iKota 3*, iphepha 191) • Itafilana/ibhokisi • 3 amakhadi eepateni: – Aluhlaza nabomvu	– Aluhlaza, abomvu namthubi – Aluhlaza, abomvu, amthubi nazuba • 1 izinti zokubala kumfundi ngamnye, olubomvu, oluluhlaza, oluzuba nolumthubi

1. **Isicengcelezo:** Yenza isicengcelezo, *Lixesha lokwenza iipateni*, sikhatshwe ziintshukumo.

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

3. **Ukubala izinto 1–10:** Beka izinti zokubala aluhlaza abeli10, abomvu ama5, azuba ama2 namthumbi ali10 enze iimfumba phezu kwetafilana okanye ibhokisi ukwenzela ukuba abonwe ngabo bonke abafundi.

   Imibuzo ekhokelayo:

   ✦ Ucinga ukuba zingaphi izinti eziluhlaza/ezibomvu/ezizuba/ezimthubi?

   ✦ Mingaphi imibala enezinti ezino0?

   Khetha umfundi oza kubala aphakamise imfumba nganye njengokuba iklasi ibala kunye.

   ✦ Zingaphi izinti ezishiyeke etafileni/ebhokisini?

INGCEBISO

Ukuba abafundi bazifumene izakhono zokwenza ipateni, yandisa umsebenzi usebenzisa iiathribhyuthi ezimbini njengombala nemilo okanye ubungakanani.

4. **Ukwandisa iipateni:** Abafundi bahlala benze isangqa. Beka embindini wemethi izinti ezingama30 eziluhlaza nezingama30 ezibomvu. Bonisa ikhadi lepateni elinale mibala mibini. Umfundi ngamnye uthatha ukuthi olunye oluluhlaza alubeke emethini. Umfundi

   omnye uqala ngokubeka uluthi olunombala ochanekileyo emethini. Abafundi bayatshintshana ngokuqhubeka nepateni de babebonke balifumene ithuba – ipateni iza kuqhubeka ijikeleza isangqa sabafundi.

   Imibuzo ekhokelayo:

   ✦ Ngubani onokundichazela ukuba yintoni le pateni?

   ✦ Luluthi olunombala onjani oluza kulandela kule pateni?

   ✦ Kufuneka songeze umbala onjani ukuze sandise ipateni?

   Nika umfundi ngamnye uluthi olumthubi. Bonisa ikhadi lepateni elinemibala emithathu uze uqhubeke nomsebenzi.

   ✦ Ungayenza ipateni ngemibala emithathu?

   Nika umfundi ngamnye uluthi oluzuba uze uqhubeke nemibala emine.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

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.

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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)	• Number symbol and number word cards 0–10
• Chalk/koki pens	• An A4 sheet of paper
• A3 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.

Usuku 2

Okudingayo
• Ingoma: *Qhwaba, nqakrazisa ungqishe* (iphepha 195)

1. **Ingoma:** Cula ingoma ethi, *Qhwaba, nqakrazisa ungqishe* ngale pateni ilandelayo: qhwaba, nqakrazisa iminwe, ngqisha ngeenyawo, qhwaba, nqakrazisa iminwe, ngqisha ngeenyawo, njalo njalo.

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

3. **Ukubala izinto 1–10:** Abafundi bema emgceni. Bangqisha ngeenyawo njengokuba bebala ukusuka ku1–10 baze baphakamise izandla zabo xa befika ku10. Batshintsha bajonge kwelinye icala baze bawuphinde umsebenzi besebenzisa enye intshukumo yomzimba, umzekelo, ukuqhwaba izandla.

4. **Ukukhuphela nokwandisa iipateni zesandi:** Abafundi bema benze isangqa. Yenza ipateni ngengoma ethi, *Qhwaba, nqakrazisa ungqishe*: Qhwaba, qhwaba, nqakrazisa iminwe, nqakrazisa iminwe, ngqisha ngeenyawo, ngqisha ngeenyawo (AABBCC). Umfundi ngamnye ufumana ithuba lokuphinda ipateni de babebonke balifumene ithuba.

   Imibuzo ekhokelayo:

   ✦ Yintoni efanele ize kuqala/ilandele kule pateni?

   Phinda usebenzisa intshukumo kaABC, umzekelo, tsiba, nyathelela uye ngasekunene uze ujike; tsiba, nyathelela uye ngasekunene uze ujike.

   ✦ Ungazikhuphela ezi ntshukumo ngomzimba wakho?

   ✦ Uyayibona ipateni? Yeyiphi ipateni?

   ✦ Luthini ulandelelwano lwepateni?

   ✦ Ungayandisa njani le pateni?

   Phinda usebenzisa ipateni kaABAB ikhatshwe ziintshukumo, umzekelo, ngcileza, yima ungxabalaze; ngcileza, yima ungxabalaze.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

INGCEBISO

Xa ubala uyokutsho ngaphaya kuka20, ncenda abafundi baqonde into yokuba amanani alandela ipateni efanayo nengaphambili. Khumbula ukuba abanye abafundi kusenokudinga baziqhelise ngokuthe kratya kunabanye.

Usuku 3

Okudingayo	
• Ingoma: *Qhwaba, nqakrazisa ungqishe* (iphepha 195)	• Amakhadi anesimboli yenani nenani eliligama 0–10
• Itshokhwe/iipeni zekoki	• Iphepha elinguA4
• Iphepha elinguA3	

1. **Ingoma:** Culani ingoma, *Qhwaba, nqakrazisa ungqishe* ngepateni kaABBABB (qhwaba, nqakrazisa iminwe, nqakrazisa iminwe, qhwaba, nqakrazisa iminwe, nqakrazisa iminwe).

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

3. **Ukubala izinto 1–10:** Abafundi baqhwaba izandla zabo, banqakrazisa iminwe yabo okanye bangqisha ngeenyawo zabo amatyeli aboniswe kwikhadi elinesimboli yenani. Ukuba kuvezwe u'0', abafundi abenzi ntshukumo.

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.
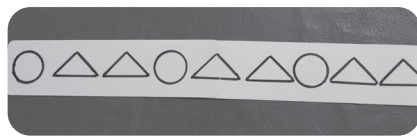
   Guiding questions:
   ✦ What can you tell me about this pattern?
   ✦ What shape comes before/after the first circle/second triangle?
   ✦ What is the third shape in the pattern?
   ✦ What shape is first/last?

   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?

INGCEBISO

Ncedisa abafundi bacacise imiyalelo yokwenza iipateni abazikhuphelayo okanye abazenzayo. Oku kuncedisa ekuphuhliseni izakhono zabo zokucinga.
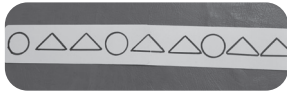
4. **Chonga umyalelo wepateni:** Umfundi omnye wenza eyakhe ipateni yesandi, umzekelo, qhwaba, qhwaba, nqakrazisa iminwe, nqakrazisa iminwe; qhwaba, qhwaba, nqakrazisa iminwe, nqakrazisa iminwe. Abanye abafundi bachaza ukuba ipateni iyintoni baze bayiphinde.

Besebenza ngababini, abafundi benza iipateni ezizezabo. Umfundi omnye wenza ipateni aze umlingane achaze ukuba ipateni iyintoni aze ayiphinde. Emva koko batshintshe iindima abazidlalayo.

Imibuzo ekhokelayo:

✦ Yintoni onokundichazela yona ngale pateni?

✦ Ungayenza ipateni enjengale?

5. **Iipateni zejiyometri:** Yenza ipateni yemilo ebhodini okanye phezu komcu wephepha, umzekelo, isangqa, unxantathu; unxantathu, isangqa, unxantathu, unxantathu. Yenza uphindaphindo lwepateni kube kathathu.

Imibuzo ekhokelayo:

✦ Yintoni onokundichazela yona ngale pateni?

✦ Yeyiphi imilo eza ngaphambi/emva kwesangqa sokuqala/ unxantathu wesibini?

✦ Yeyiphi imilo yesithathu kule pateni?

✦ Yeyiphi imilo yokuqala/yokugqibela?

Yogquma ngephepha iimilo ezintathu zokugqibela.

✦ Yeyiphi imilo elandelayo kolu landelelwano?

✦ Ukhona ongazoba ukuba yintoni elandelayo kule pateni?

Abafundi abambalwa bazoba ephepheni izinto ezintathu ezifihliweyo ngokolandelelwano.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo
• Ingoma: *Qhwaba, nqakrazisa ungqishe* (iphepha 195)   • 30 izixhobo zesingqi ukwenza amaqela ama4 ezixhobo (iqela elinye malibe nezixhobo ezili10)   • Amakhadi eepateni anamachokoza anemibala oSuku 1

1. **Ingoma:** Culani ingoma, *Qhwaba, nqakrazisa ungqishe* ngepateni kaAABAAB (qhwaba, qhwaba, nqakrazisa iminwe; qhwaba, qhwaba, nqakrazisa iminwe).

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

3. **Ukubala izinto 1–10:** Abafundi babala bebonke njengokuba abafundi abane behlela izixhobo zomculo ngeemfumba ngokohlobo lwesixhobo eso.

Imibuzo ekhokelayo:

✦ Zingaphi iithamborini/amagubu/iisimbali/oonxantathu/ izihlukuhlwa ezikhoyo?

✦ Ingaba kukho amagubu okanye izihlukuhlwa ezininzi/ezimbalwa? Zininzi/zimbalwa ngesingaphi?

✦ Leliphi iqela elinezixhobo ezili10?

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?

4. **Iipateni zomculo:** Dlala ipateni yomculo ngesixhobo somculo, umzekelo, zolileyo, zolileyo, ngxolayo, ngxolayo; zolileyo, zolileyo, ngxolayo, ngxolayo.

Imibuzo ekhokelayo:

✦ Yintoni eningandichazela yona ngale pateni?

✦ Ningasebenzisa izandla neenyawo zenu ukwenza kwale pateni inye?

Tshintsha ipateni, umzekelo, zolileyo, ngxolayo; ngxolayo; zolileyo, ngxolayo, ngxolayo, nize niyiphinde.

✦ Itshintshe njani le pateni?

Gqithisa izixhobo zesingqi kumaqela amane. Amaqela ayatshintshana ngokuphinda iipateni ezimbini zomculo.

✦ Ningayiphinda/ningayandisa le pateni?

Bonisa abafundi ipateni yamachokoza anombala nize nixoxe ngepateni. Amaqela ayatshintshana ngokukhuphela nokwandisa ipateni besebenzisa izixhobo zomculo. Amaqela asebenzisa ipateni ukwenza ezabo iipateni sezandi, umzekelo, ngxolayo kumbala obomvu, zolileyo kumbala omthubi; khawuleza kumbala obomvu, cotha kumbala omthubi.

✦ Ndichazele ngale pateni.

✦ Ungayenza ipateni efana nale?

✦ Ivakala njani?

Amanye amaqela aphinda iipateni zezandi zabanye esebenzisa izixhobo zawo. Amaqela ayatshintshana ngokwenza nokubonisa ngeepateni zawo zesandi ezenziwe ngesandi. Amanye amaqela ayangenelela.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

• Ingoma: *Qhwaba, nqakrazisa ungqishe* (iphepha 195)
• Ibhaskithi/isikhongozeli esibonisa okungaphakathi

esinezinto ezili10 ezineepateni eziziphindayo nezingaziphindiyo
• IPowusta 4

1. **Ingoma:** Culani ingoma, *Qhwaba, nqakrazisa ungqishe*. Abafundi bacebisa ngolandelelwano lweepateni zabo.

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

3. **Ukubala izinto 1–10:** Bonisa ngebhaskithi yezinto eziqokelelweyo.

Imibuzo ekhokelayo:

✦ Nicinga ukuba zingaphi izinto ezisebhaskithini yam?

✦ Ingaba ndinezinto ezaneleyo ukuba wonke umntu oseklasini afumane ibenye?

✦ Singakufumanisa njani oko?

Bala izinto njengokuba unikezela into nganye kumfundi owahlukileyo.

✦ Ingaba ziyezonela izinto?

✦ Kukho izinto ezininzi okanye abafundi abaninzi?

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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. **Ukuchonga iipateni:** Beka izinto eziqokelelweyo emethini. Xoxani ngokuba ikhangeleka njani into nganye nokuba zeziphi iipateni ezibonwa ngabafundi.

   Imibuzo ekhokelayo:

   ✦ Ingaba ikhona into oyibonayo enepateni? Ucinga ukuba kutheni iyipateni?

   ✦ Yeyiphi inxenye yepateni ephindayo?

   ✦ Yintoni elandelayo kwipateni?

   ✦ Le pateni iphinda kangaphi?

   ✦ Ikhona into oyibonayo engenapateni?

5. **Ukuxoxa ngeepateni:** Xoxa ngePowusta 4.

   Imibuzo ekhokelayo:

   ✦ Zeziphi iipateni ozibonayo kulo mfanekiso?

   ✦ Nicinga ukuba kutheni iyipateni/ ingeyopateni?

   ✦ Kuphi apho sinokufumana khona iipateni ezinjengezi?

   ✦ Zikhona iipateni ezikwizilwanyana/kwindalo eninokucinga ngazo? Ningandichazela ibe nye?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Ukulandelelanisa iziganeko zemihla ngemihla neenxenye zebali.

IzaKhono zoBomi: Ukuchonga nokuchaza iipateni ezikummandla wabo, ukukhuliswa kwezakhono zokuzoba (ukuphuhliswa kwezihlunu ezincinci), ukusombulula iingxaki nezakhono zentlalo, ukukhulisa isivo sesingqi (umculo).

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

• 10 izinti zokubala ezibomvu
• Isitya esinezinti kumfundi ngamnye: 4 ezibomvu, 4 ezizuba, 4 eziluhlaza, 4 ezimthubi, 4 eziorenji

• Iibhloko zeathribhyuthi (*iKiti yeziXhobo*)
• Iphepha kumfundi ngamnye
• Iikhrayoni

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1. **Ukubala izinto 1–10:** Beka imfumba yezinti ezibomvu ali10 emethini.

   Imibuzo ekhokelayo:

   ✦ Bangaphi abafundi abakwiqela lethu?

   Balani kunye.

   ✦ Ukuba ndifuna ukunika wonke umntu uluthi olunye, kuza kufuneka ndibe nezinti ezingaphi?

   ✦ Ingaba kukho izinti ezibomvu ezanele ukuba wonke umntu afumane uluthi?

   ✦ Ingaba zanele ukuba wonke umntu afumane izinti ezimbini?

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 ukuba abelane nabanye ngezinti ukuze umfundi ngamnye afumane inani elilinganayo lezinti.

✦ Kufuneka songeze izinti ezingaphi ukuze abafundi bonke babe nenani elilinganayo lezinti?

2. **Ingxaki yamagama:** Abafundi basenokusebenzisa izixhobo zokubala okanye basebenzise iminwe yabo ukusombulula ingxaki.

Imibuzo ekhokelayo:

✦ UMalusi uyaloba. Kukho iintlanzi ezilithoba kumlambo okufuphi naye. Ezine ziyadada zimke. Kushiyeke iintlanzi ezingaphi anokuziloba uMalusi?

3. **Ukwenza, ukukhuphela nokwandisa iipateni:** Yenza ipateni usebenzisa izinti zokubala, umzekelo, zuba, mthubi, luhlaza; bomvu, zuba, luhlaza.

Imibuzo ekhokelayo:

✦ Ningawenza umgca wezinti ofana nalo wam?

✦ Khanindichazeleni ngomgca wenu.

Yenza ipateni eyahlukileyo kunye nabafundi usebenzisa izinti ezimibala emithathu emgceni, umzekelo, bomvu, zuba, luhlaza; bomvu, zuba, luhlaza.

✦ Loluphi uluthi olulandelayo/oluza mva/oluza ngaphambili? Nikwazi njani oko?

✦ Ningandibonisa inxenye yepateni eziphindayo?

✦ Singayandisa njani le pateni?

Abafundi basebenza ngababini. Benza ipateni ngezinti zabo baze abalingani bakhuphele bandise iipateni zabo.

✦ Ungayichaza ipateni yakho?

✦ Yintoni eyenza ukuba ibe yipateni?

Yenza ipateni usebenzisa iibhloko zeathribhyuthi, ibe neepateni ezintathu ubuncinane eziziphindayo, umzekelo, isangqa, isangqa, uxande; isangqa, isangqa, uxande; isangqa, isangqa, uxande.

-ⵙ- INGCEBISO Xa usebenzisa iibhloko zeathribhyuthi kwimisebenzi yepateni, qwalasela inkangeleko yazo, umzekelo, umbala, imilo nobungakanani kungekuko kwiimpawu zazo, umzekelo, amacala neekona.

✦ Yintoni onokundichazela yona ngale pateni?

Abafundi bazoba ulandelelwano lwepateni ephepheni, beyiphinda kabini okanye kathathu.

4. **Ukwenza, ukukhuphela nokwandisa iipateni zesandi:** Qhwaba ukwenza ipateni kaABB: qhwaba, qhwaba, qhwaba; qhwaba, qhwaba, qhwaba. Abafundi baphinda ipateni baze bayandise kabini okanye kathathu.

Imibuzo ekhokelayo:

✦ Ningayenza le pateni?

✦ Ningayandisa njani le pateni?

Abafundi benza ipateni efanayo ngezinti zabo, umzekelo, orenji, luhlaza, luhlaza. Phinda ngeepateni zikaAAB noABC.

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 • Glue • Paper • 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 nokukhuphela iipateni zomzimba:** Umfundi omnye ufulathela lonke iqela. Abafundi bayazihlela ukuze benze ipateni, umzekelo, izandla phezulu, izandla emadolweni; izandla phezulu, izandla emadolweni.

-ϙ- INGCEBISO Abafundi basenokwenza iipateni besebenzisa uluhlu lwezinto, umzekelo, iibhloko, izitshixo, izinto zokudlala ezincinci neebhloko zeathribhyuthi.

Imibuzo ekhokelayo:

★ Iqela lenze eyiphi ipateni?

Abafundi bachaza ipateni abayenzileyo.

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

• khuphela ipateni abayinikiweyo, kuquka iipateni yokuviwayo
• chaza ipateni
• andisa ipateni ngokuthi bakuchazele ukuba yintoni elandelayo
• enza ikopi yepateni abayinikiweyo

Isitishi sokusebenzela 1

Okudingayo
• Iimilo zejiyometri ezenziwe ngephepha • Iphepha
• Iglu • Iikhrayoni

Abafundi baqala ipateni ngemibala okanye iimilo ezimbini okanye ezintathu. Bazincamathelisa emphethweni wephepha baze bandise ipateni bejikeleza iphepha ide igcwale ifreyimi.

Bhala amagama abafundi emaphepheni abo uze ubacele bazobe okanye bapeyinte umfanekiso kwiifreyimi zabo ngexesha lokuzidlalela.

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.

Isitishi sokusebenzela 2

Okudingayo	
• Iikhathoni zamaqanda ezinemigongxo emi6 – 1 kumfundi ngamnye • 8 amakhadi eepateni	• Izitya ezinezinto ezahlukileyo ezihambelana namakhadi anemibala eepateni, umzekelo, iibhloko ze*Unifix*, izikhongozeli zeziqhamo, izixhobo zokubala ezimibalabala

Abafundi bakhetha ikhadi lepateni baze bakhuphele ipateni ngokubeka izinto kwimiqolo emibini yekhathoni yamaqanda.

Isitishi sokusebenzela 3

Okudingayo	
• Iphepha elisikwe lamila okwesikipa – 1 kumfundi ngamnye	• Izijungqe zamalaphu • Iikhrayoni okanye ipeyinti

Abafundi baqwasela imizobo esemalaphini baze bakhuphele ipateni kwithempleyithi yabo yesikipa.

Isitishi sokusebenzela 4

Okudingayo	
• Amakhadi eepateni zenani	• Iibhloko ze*Unifix*

Abafundi bakhetha ikhadi lepateni baze bakhe isakhiwo ukumela iipateni ngeebhloko ze*Unifix*.

Content Area Focus: Space and Shape (Geometry)

Topics	New knowledge	Ziqhelise
• Position, orientation and views • Following direction	• Position of objects in relation to each other and to the learners • Twenty-four-piece puzzles	• 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	away from	beside	high	near
close, closer	turn	low	sideways	

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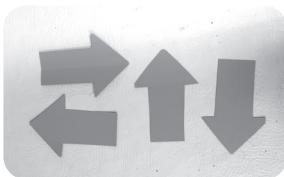
For the activities this week, you will need to prepare the following:

- 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)   • Cardboard box • Groups of everyday classroom objects (1–10)   • 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.

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
• Indawo, indawo-bume nembonakalo • Ukulandela isalathiso	• Indawo ezikuyo izinto ngokuphathelelene enye kwenye nakubafundi • Iiphazili ezinamaqhekeza angamashumi amabini anesine	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya; ukubuyela umva 10–0 • Ukubala izinto 1–10 • Indawo ezikuyo izinto ngokuphathelelene enye kwenye • Isimetri (ulingano-macala) • Isalathiso: iintolo • Isalathiso: ekhohlo, ekunene

Isigama esitsha semathematika

kude, kudanyana kufutshane, kufutshanana	kude kuna-jika	ngase-phantsi	phakamile ngamacala	kufutshane kuna-

Ukulungela
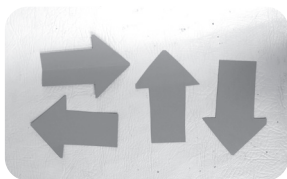
Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- izinto zemihla ngemihla ezinamacala alinganayo, umzekelo, iindondo zamehlo/izipeksi, isikere, igqabi, intyatyambo, ivazi, icephe
- 4 amakhadi aneentolo zesalathiso: khohlo, kunene, phezulu, phantsi
- iiphazili ezinamaqhekeza angamashumi amabini anesine (iphepha 223)

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Isicengcelezo: *Ukuyozingela ingonyama* (*IsiKhokelo semiSebenzi: iKota 3*, iphepha 199)   • Ibhokisi yekhadibhodi • Amaqela ezinto zemihla ngemihla eziseklasini (1–10)   • Ingxowana yeembotyi • Izitulo – 1 kwisibini ngasinye sabafundi

1. **Isicengcelezo:** Yenza isicengcelezo, *Ukuyozingela ingonyama*, ikhatshwe ziintshukumo. (Esi sicengcelezo sigxila kwingqiqo yendawo kangaphaya, ngaphantsi, nokwi-.)
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.
3. **Ukubala izinto 1–10:** Beka amaqela ezinto (1–10) kwiindawo ezahlukileyo apha eklasini. Dlala umdlalo othi 'Ndiyacupha …'. Abafundi bayatshintshana ukufumana izinto beze nazo emethini.

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 ekhokelayo:

- Ubona iibhloko/iibhrashi zepeyinti/iibhola ezingaphi phezu kwesheluifi/ngaphantsi kwesitulo/efestileni/ngasemnyango?

4. **Indawo:** Bengababini, abafundi bema kwiindawo ezahlukileyo njengoko beyalelwe.

Imiyalelo ekhokelayo:

- Yimani omnye emva komnye ukwenzela ukuba oyena umde abe semva/abe ngaphambili.
- Yimani nijongene/nifulathelane.

Bengababini, abafundi bema ecaleni kwesitulo.

- Yima/hlala ngasemva/phezu kwesitulo sakho.
- Hlala phezu/rhubuluza ngaphantsi kwesitulo sakho.
- Beka unyawo/isandla sakho ngaphantsi/ngaphezu kwesitulo sakho.
- Beka isandla obhala ngaso phezu kwesitulo. Ingaba esi sisandla sakho sasekhohlo okanye sesasekunene?

Abafundi batshintshana ngokuphosa iingxowana zeembotyi ebhokisini. Bachaza ukuba iwelephi ingxowana yeembotyi, umzekelo, phakathi/ngaphandle kwe-/ecaleni kwe-/ngaphambi kwe-/kude kuna-/ecaleni kwebhokisi.

- Iwele phi ingxowana yeembotyi?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo
• Isicengcelezo: *Ukuyozingela ingonyama* (*IsiKhokelo semiSebenzi: iKota 3*, iphepha 199)   • Amakhadi aneesimboli zamanani 0–10   • IPowusta 2   • iipropu, umzekelo, imiqamelwana, isitulo, itafile, intambo, ingubo

1. **Isicengcelezo:** Yenzani isicengcelezo, *Ukuyozingela ingonyama*.

2. **Ukubala ngomlomo:** 0–20 nangaphaya; 10–0.

3. **Ukubala izinto 1–10:** Tsheluzisa ikhadi elinesimboli yenani. Abafundi bayabala njengokuba beshukumiselaa imizimba yabo ngapha nangapha ngokwenani elivela kwikhadi. Ukuba uveze ikhadi elinesimboli yenani '0', abafundi bema ndawonye.

4. **Indawo ezikuzo izinto:** Beka iipropu ngeendawo zazo nize nilinganise *Ukuyozingela ingonyama*. Ngomyalelo othi 'yima!', abafundi bayema bachaze apho bemi khona, umzekelo, emva kwengonyama, emlanjeni, ngaphandle emqolombeni, phambi kwehlathi, ecaleni komthi, phezulu ezitepsini.

Imibuzo ekhokelayo:

- Umi phi? Uphi umthi/ingonyama/umlambo?
- Yintoni esemva/engaphambi/esecaleni kwakho?
- Ungaya phi ukuze ingakwazi ukukufumana ingonyama?

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.

Ukuba abafundi baphendula ngokuthi nje 'apha' okanye 'phaya', buza imibuzo uze ulinganise amagama endawo ukubakhuthaza ukuba bachaze indawo abakuyo bona okanye ezikuyo izinto.

Xoxani ngePowusta 2: Abafundi bachaza izinto ngokuphathelelene nezinye izinto kunye nabantu.

✦ Uphi uMalusi?

✦ Yintoni engasentla/ engasezantsii/engasemva kukaMalusi?

✦ Yeyiphi ekufutshanana noMalusi: ileli okanye yibhokisi yesanti?

✦ Liphi ibhakethi elinemigca epinki nemhlophe?

✦ Ungandibonisa iipere ezintathu zezihlangu? Zeziphi ezikufutshanana/ezikude kakhulu?

✦ Leliphi itayari eliphakathi?

✦ Yenza ntoni le nkwankwana ikufutshane netayari?

✦ Ziphi iintaka? Yeyiphi intaka ebhabhela phezulu kwemithi?

✦ Yintoni oyibonayo ngaphantsi/ngaphezu kwesitulo?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo
• Ingoma: *Ingoma yezalathisi* (iphepha 195)   • Ilastikhi/imiqulu yewulu – 1 kumfundi ngamnye
• 5 iibhola   • Isijungqe sentambo

1. **Ingoma:** Culani, *Ingoma yezalathisi*.

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

3. **Ukubala izinto 1–10:** Abafundi abalishumi bema ngabab2ini bejongene. Abafundi batshintshana ngokugqampisela iibhola omnye komnye ngeli lixa abanye babalayo. Abafundi bazama ukuya kufika kwi-10. Kuphinde oku usebenzisa amanye amaqela abafundi de babe bonke balifumene ithuba.

Lo msebenzi wenzele ngaphandle nabo bonke abafundi ukuba kuyenzeka.

4. **Ekhohlo nasekunene:** Jika ukwenzela ukuba ubafulathele abafundi. Phakamisa isandla sakho sasekhohlo uze ucele abafundi ukuba nabo benze njalo. Kuphinde oku usebenzisa isandla sakho sasekunene.

Imibuzo ekhokelayo:

✦ Sesiphi esi sandla?

✦ Ungandibonisa isandla sakho sasekhohlo/sasekunene?

Beka ilastikhi/umqulu wewulu phezu kwesandla sasekunene somfundi ngamnye.

✦ Ingaba umqulu uphezu kwesandla sakho sasekhohlo okanye esasekunene?

✦ Ingaba esi sisandla obhala ngaso?

Dlala umdlalo othi 'uSizwe uthi':

✦ Beka isandla sakho sasekunene phezu kwentloko yakho.

✦ Ngcilezela phezulu ngonyawo lwakho lwasekhohlo.

Xa abafundi benxiba izihlangu zabo, sebenzisa amagama athi 'khohlo' nelithi 'kunene' xa ubayalela ukuba banxibe izihlangu zabo elunyaweni olululo.

✦ 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
• Song: *The directions song* (page 194)   • 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.

* Tsiba kabini uye ngasekunene.
* Beka isandla sakho sasekhohlo phezu kwegxalaba lakho lasekunene.
* Beka unyawo lwakho lwasekunene ngaphambi kwakho.
* Beka izandla zakho emqolo.
* Tsibela phezulu.

Yeka iilastikhi ezihlahleni zabafundi de iphele iveki.

5. **Landela isalathiso:** Beka intambo phantsi eklasini. Abafundi bema ngomgca kwicala elinye lentambo bejonge phambili baze balandele imiyalelo ebandakanya isalathiso.

Imiyalelo ekhokelayo:

* Tsibela ngasekhohlo/ ngasekunene kwentambo.

Ngeli lixa bemi ngomgca, abafundi balandela imiyalelo njengokuba bephumela ngaphandle, umzekelo:

* Yiyani phambili de niyokufika emnyango.
* Jikani ekhohlo nize nihambe imitsi eli10.
* Yimani. Jongani phezulu. Jongani phantsi. Jongani ekhohlo. Jongani ekunene.
* Jikani ekunene niye phambili nide niphume phandle.
* Ngcilezelani phambili kane.
* Hambani nibuyela umva/ngamacala imitsi emithathu.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo	
• Ingoma: *Ingoma yezalathisi* (iphepha 195)	• 3 izixhobo zomculo ezifana twatse, umzekelo, amagubu • Isikhafu

1. **Ingoma:** Culani, *Ingoma yezalathisi*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.
3. **Ukubala izinto 1–10:** Yenza izandi zomculo (1–10) usebenzisa isixhobo somculo. Abafundi bayabala njengokuba betsiba. Xa uthula umculo, bema bhunxe baze bachaze ukuba batsibe izihlandlo ezingaphi zizonke. Kuphinde oku abafundi betshintshana ngokudlala isixhobo somculo.
4. **Sivela phi esi sandi?** Abafundi bahlala benze isangqa emethini. Umfundi uvalwa amehlo ngesikhafu aze ahlale embindini. Yalatha kumfundi omnye yena othi, 'Ndiphi?' Umfundi ohleli embindini walatha kwicala elivela ngakulo ilizwi.

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

<table>
<tr><td colspan="2">**What you need**</td></tr>
<tr><td>• Rhyme: *Going on a lion hunt* (*Activity Guide: Term 3*, page 198)
• Number symbol, dot and word cards (0–10)
• Beanbag</td><td>• Everyday symmetrical objects
• Masking tape
• Attribute blocks (*Resource Kit*)
• Magazines</td></tr>
</table>

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?

TIP

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

Imibuzo ekhokelayo:

✦ Ungalatha kwicala akulo umfundi?

✦ Walathe ngakubani u_____?

✦ Chazelani u_____ ukuba u_____ uhleli phi njengoko engaboni. (umzekelo, ngaphambi kwedesika/kufutshane netafile ezuba)

Wuphinde lo msebenzi.

Nika emnye kubafundi abathathu isixhobo somculo ngeli lixa abanye abafundi bevale amehlo. Basebeza imiyalelo kwaba bafundi bathathu malunga nokuba beme ndawoni apha eklasini. Umfundi ngamnye ufumana ithuba lokudlala isixhobo somculo. Abanye abafundi balatha kwicala esivela ngakulo isandi.

Imibuzo ekhokelayo:

✦ Sivela ngaphi isandi?

✦ Ningalatha kwicala esivela ngakulo isandi?

✦ Ingaba isandi singasekhohlo/ekunene/embindini wegumbi/ngasemva?

Kuphinde oku usebenzisa abanye benikana ithuba lokudlala izixhobo zomculo.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Isicengcelezo: *Ukuyozingela ingonyama* (*IsiKhokelo semiSebenzi: iKota 3*, iphepha 199)
• Amakhadi anesimboli, anamachokoza, anamanani angamagama (0–10)
• Ingxowana yeembotyi
• Izinto zemihla ngemihla ezilingana macala
• Itheyiphu yokuncamathisela
• Iibhloko zeathribhyuthi (*iKiti yeziXhobo*)
• Iimagazini

1. **Isicengcelezo:** Yenzani isicengcelezo, *Ukuyozingela ingonyama*, sikhatshwe ziintshukumo.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala benze isangqa. Umfundi ngamnye unikwa ikhadi elinesimboli, elinechokoza, elinani eliligama. Omnye umfundi uphosela omnye umfundi ingxowana yeembotyi. Umfundi ophose ingxowana yeembotyi kufuneka aqhwabe izihlandlo ezilingana nenani elikwikhadi elinqakulwayo. Kuphinde oku de umfundi ngamnye abe ulifumene ithuba.

4. **Isimetri:** Abafundi bahlala emethini. Babonise izinto ezinamacala alinganayo, ibe nye ngexesha.

Imibuzo ekhokelayo:

✦ Yintoni eniyiqwalaselayo ngezi zinto?

✦ Zeziphi ezinye izinto okanye izilwanyana ezifana nqwa kumacala omabini?

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

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

Krwela umgca onqumlayo (umgca wesimetri) emethini usebenzisa itheyiphu yokuncamathelisa. Cela abafundi ukuba babeke into nganye emgceni wesimetri ukwenzela ukuba amacala afane twatse.

✴ Ingaba omabini amacala afana twatse? Ukwazi njani oko?

Susa izinto. Beka unxantathu emgceni kwicala elinye.

✴ Yeyiphi le milo?

Cela abafundi ukuba babeke unxantathu ofana nalo kwelinye icala lomgca ngendlela efana twatse.

✴ Ucinga ukuba omabini amacala omgca afana twatse? Ukwazi njani oko?

Beka enye imilo kwelinye icala lomgca. Umfundi ukhetha imilo efana nale ayibeke kwelinye icala lomgca ngendlela efana twatse nekwelinye icala (ngolingano-macala). Kuphinde oku usebenzisa abanye abafundi.

Abafundi baba ngamaqela amancinci. Iqela ngalinye likhangela imizekelo yesimetr kwimifanekiso ekwimagazini. Babonisa iklasi.

✴ Yintoni eyenza ukuba omabini amacala omfanekiso afane twatse?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Ukumamela nokuphendula (isingqi, isicengcelezo nengoma), isigama sendawo, UkuFunda noBhala okusaKhulayo (isalathiso: ekhohlo ukuya ekunene).

IzaKhono zoBomi: Isalathiso ngokomzimba, ukulandela ngomzimba, imbonakalo ngokwesithuba nangokwesalathisi (umzekelo, imidlalo yaphandle nokuhamba ukusuka kwenye indawo ukuya kwenye), ukuphendula kwimiyalelo yomzimba.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Amakhadi ezalathisi aneentolo
- Itshokhwe
- Amakhadi aneesimboli zamanani (0–10)
- Ingxowana yeembotyi
- Ibhodi kumfundi ngamnye (ekuza kuxinzelelwa kuyo)
- Isitya kumfundi ngamnye esiqulethe:
  – 1 isixhobo sokubala esisilwanyana
  – Iikhrayoni nephepha

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1. **Iingxaki zamagama:** Abafundi basenokusebenzisa izixhobo zokubala okanye iminwe yabo ekusombululeni ingxaki.

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 ekhokelayo:

✦ Abafundi abathandathu badlala ibhola phandle baze abafundi ababini badlale uskotshi. Bangaphi abafundi abadlala phandle?

✦ Ukuba abafundi abathathu badlala ibhola bangena ngaphakathi, bangaphi abafundi abazakushiyeka ngaphandle?

✦ Ukuba abafundi ababini abadlala uskotshi bangena ngaphakathi, bangaphi abafundi abashiyeke phandle?

2. **Ukubala izinto 1–10:** Zoba igridi kaskotshi (0–10) ngetshokhwe. Abafundi batshintshana ngokukhetha ikhadi eli gnesimboli yenani. Bema kwisikwere sika0, benza inani baze baphose ingxowana yeembotyi kwisikwere esihambelana nenani elo. Abafundi bangcileza besiya kwiskwere sabo bebiza inani ngalinye abangcileza kulo, xa besiya kulo.

3. **Ekhohlo nasekunene:** Abafundi babeka izandla zabo zasekhohlo/ zasekunene kumalungu ahlukileyo emizimba yabo.

Imibuzo ekhokelayo:

✦ Ungabeka isandla sakho sasekhohlo/sasekunene phezu kwentloko yakho/emqolo/phakathi kwamadolo akho?

✦ Ungasibeka isandla sakho sasekhohlo/sasekunene kwindlebe/ kunyawo/kwidolo lakho lase khohlo/kunene?

Abafundi bahambisa amehlo abo ngokwemiyalelo: ngasekhohlo, ngasekunene, phezulu, phantsi, ngapha nangapha.

4. **Indawo nesalathiso:** Bonisa abafundi amakhadi eentolo zesalathiso nganye nganye. Abafundi bahambisa izixhobo zokubala ezizizilwanayana zabo bazise kwicala elibonisiweyo.

Abafundi bazoba umfanekiso belandela imiyalelo yakho:

✦ Zoba ilanga phezulu ephepheni.

✦ Zoba indlu embini wephepha, ezantsi.

✦ Zoba umthi kwicala lendlu elingasekhohlo.

✦ Zoba abantwana ababini bemi ecaleni komthi.

✦ Zoba nantoni na oyithandayo ibe kude kakhulu nendlu.

Imibuzo ekhokelayo:

✦ Indawoni indlu/ilanga/umthi?

✦ Yintoni engasentla/engasezantsi/esecaleni kwendlu?

✦ Yintoni ekwicala elingasekhohlo lendlu?

✦ Bemi ndawoni abantwana?

✦ Yintoni esembindini womfanekiso wakho?

✦ Yintoni oyizobe yakude kakhulu?

⌾ INGCEBISO

Cela abafundi bakuchazele ukuba zeziphi izinto ezingaphakathi nezingaphandle eklasini imini yonke.

👁 Qwalasela ukuba abafundi bayakwazi uku-:

• bala izinto (ukungcileza) ukusuka 1–10
• sombulula iingxaki ngomlomo besebenzisa amanani 0–10
• landela imiyalelo yesalathiso ukuya ngasekhohlo/ngasekunene
• sebenzisa isigama sendawo nesalathiso

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.

Isitishi sokusebenzela 1

Okudingayo	
• Intlama yokudlala	• Iibhodi zentlama yokudlala

Abafundi basebenzisa intlama yokudlala ukwenza into, umzekelo, indlwane, ibhaskithi, indlu, imoto, ibhegi okanye ezinye izinto eziza kuba ngaphakathi, ngaphandle, ecaleni kwe-, ngaphantsi, ngaphezulu kwent yokuqala. Bayachazelana ngezinto abazenzileyo besebenzisa isigama 'sendawo'.

Isitishi sokusebenzela 2

Okudingayo	
• 1 itreyi yomkhenkce • 200 izixhobo zokubala ezimibalabala	• Idayisi elinecala elinamachokoza ama6 logqunywe ngesincamathelisi esino'0'

Umfundi wokuqala uphosa idayisi aze afake kwimigongxo yetreyi yomkhenkce inani lezixhobo zokubala elilingana nelo livele kwidayisi. Umfundi olandelayo wenza ngokufanayo, efaka kumgongxo olandelayo inani lezixhobo zokubala elilingana nelivela kwidayisi. Kuphinde oku.

Isitishi sokusebenzela 3

Okudingayo	
• Amagqabi – 3 kumfundi ngamnye • Iglu • Iikhrayoni	• Izikere • Iphepha

Abafundi basika igqabi embindini baze bancamathisele icala elinye emaphepheni abo. Baze bazobe elinye icala.

Isitishi sokusebenzela 4

Okudingayo	
• Iiphazili ezinamaqhekeza angamashumi amabini anesine (iphepha 223)	• Iindidi zezinye iiphazili

Abafundi benza iiphazili.

Content Area Focus: Measurement

Topics	New knowledge	Practise
• Capacity and volume	• Capacity • Volume	• 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	nearly full	wide	how much does _____ hold?
fill	nearly empty	narrow	

Getting ready

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

• picture of a bathtub
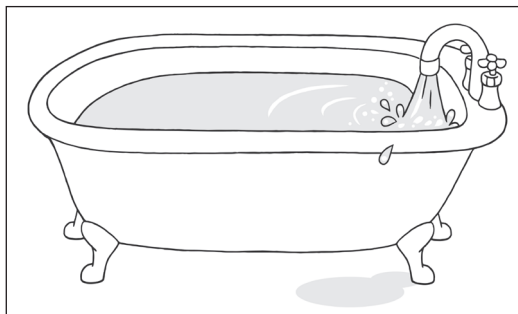
• containers: bucket, jug, plastic containers of different sizes
• 8 sets of 6 picture cards of cups with different levels of sand (see Workstation 3).

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.

INkalo yomXholo ekuGxininiswa kuyo: Umlinganiselo

Izihloko	Ulwazi olutsha	Ziqhelise
• Umthamo nevolumu	• Umthamo • Ivolumu	• Ukubala ngomlomo: 0–20 nangaphaya, ukubuyela umva 10–0 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 1–10 • Ubude nexesha – itshathi yobude

Isigama esitsha semathematika

galela gcwalisa	phantse yagcwala phantse ayabi nanto	banzi mxinwa	iphatha kangakanani i_____?

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- umfanekiso webhafu yokuhlambela
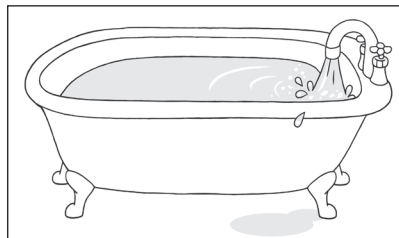
- izikhongozeli: ibhakethi, ijagi, izikhongozeli zeplastiki ezinobukhulu obungalinganiyo
- 8 yeeseti ezi 6 zamakhadi anemifanekiso yeekomityi ezinemilinganiselo eyahlukileyo yesanti (jonga kwiSitishi sokusebenzela 3).

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo	
• Isicengcelezo: *Iindlovu ezintlanu ebhafini* (iphepha 195) • Ibali: *Ibhafu yeNdlovu* (iphepha 197)	• Imifanekiso: ikhadi lefrizi yendlovu, ibhafu yokuhlambela • Izikhongozeli: ibhakethi, ijagi, izikhongozeli zeplastiki ezinobukhulu obungalinganiyo

1. **Isicengcelezo:** Yenzani isicengcelezo, *Iindlovu ezintlanu ebhafini*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 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 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?

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.

3. **Ukubala izinto 1–10:** Abafundi batshintshana ngokubamba inani lezinto eziseklasini njengoko kuyalelwe, umzekelo, abafundi ababini bachukumisa iincwadi ezine; umfundi omnye uchukumisa iikhrayoni ezili10, njalo njalo.

4. **Ukuhlola umthamo nevolumu:** Balisa ibali elithi, *Ibhafu yeNdlovu*. Emva kweNxenye 1 yebali, bonisa ngemifanekiso yendlovu neyebhafu nize nixoxe ngebali.

   Imibuzo ekhokelayo:

   ✦ Ingaba ucinga ukuba indlovu iza konela ebhafini?

   ✦ Ingaba kukho indawo eyaneleyo? Kutheni kunjalo/kutheni kungenjalo?

   ✦ Ucinga ukuba kuza kwenzekani emanzini xa ingena ebhafini?

   Balisa iNxenye 2 yebali. Boniza ngezikhongozeli ezibukhulu bungalinganiyo nize nixoxe ngendlela eninokuwucima kakuhle ngayo umlilo.

   ✦ Singawucima njani umlilo?

   ✦ Sesiphi isikhongozeli ekufanele sisisebenzise? Kutheni?

   ✦ Yeyiphi enye into esinokuyisebenzisa?

   Balisa iNxenye 3 yebali. Bonisa ngezikhongozeli ezibhukhulu bungalinganiyo nize nixoxe ngazo.

   ✦ Yintoni enokusetyenziswa yindlovu ukugcwalisa iqula lokuqubha?

   Abafundi babeka izikhongozeli ngokulandelelana ukusuka kwezo zinokuqulatha kancinci ukuya kwezo zinokuqulatha amanzi amaninzi (ukusuka kowona mthamo mncinci ukuya kowona mkhulu).

🔆 INGCEBISO   Indlela ozikhethe ngayo izikhongozeli mayinakalise ngokucacileyo ukuba sesiphi esiqulatha amanzi amaninzi/amancinci.

   ✦ Ucinga ukuba sesiphi isikhongozeli esiphatha amanzi amaninzi/amancinci?

   ✦ Singakufumanisa njani oko?

   ✦ Ungazibeka izikhongozeli zilandelelane ngokobukhulu bazo? Sesiphi esiza kuza kuqala/sibe sesesibini, njalo njalo?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo
• Ingoma: *Ibhakethe lam ligqobhokile* (iphepha 197) • Ijagi ebonisa okungaphakathi, 10 amatye amancinci, 10 amatye amakhulu	• Izikhongozeli zeplastiki ezibukhulu bungalinganiyo • 3 sezikhongozeli ezinkulu zamanzi • 3 iimethi zeplastiki

1. **Ingoma:** Culani ingoma, *Ibhakethe lam ligqobhokile* iivesi 1 neyesi2.

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

3. **Ukubala izinto 1–10:** Faka amatye amancinci ali10 ejagini.

   Imibuzo ekhokelayo:

   ✦ Ucinga ukuba mangaphi amatye asejagini?

   ✦ Lolukabani uqikelelo olusondeleyo?

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 amatye uze ufake amatye amakhudlwana ali10 ejagini.

✦ Mangaphi amatye ocinga ukuba asejagini ngoku?

✦ Ucinga ukuba maninzi okanye ambalwa kunangaphambili?

4. **Ukwenza umlinganiselo womthamo nevolumu:** Bonisa abafundi iindidi zezikhongozeli. Xoxani ngeendlela ezinokusetyenziswa ngazo.

Imibuzo ekhokelayo:

✦ Wawukhe wazibonaphi izikhongozeli ezifana nezi ekhaya/esikolweni?

Phakamisa isikhongozeli ngasinye.

✦ Sibizwa ngokuba yintoni?

✦ Sisisebenzisa ukwenza ntoni?

Abafundi bathekelela ukuba zingaphi izikhongozeli ezincinci ezidingekayo ukugcwalisa isikhongozeli esikhulu.

✦ Ucinga ukuba mangaphi amacephe/iikomityi/izitya zamanzi eziza kusetyenziswa ukugcwalisa esi sitya/ibhakethi/ijagi?

✦ Singakufumanisa njani oko?

✦ Sizakwazi njani xa sigcwele?

Yenza izitishi ezintathu zezikhongozeli ezahlukileyo nezamanzi uze wahlule abafundi babe ngamaqela amathathu. Abafundi beqela ngalinye bagcwalisa izikhongozeli ezahlukileyo ngamanzi.

✦ Usebenzise amacephe/iikomityi/izitya ezingaphi?

✦ Ingaba usebenzise amacephe/iikomityi ezininzi?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

<table>
<tr><td colspan="2" align="center">**Okudingayo**</td></tr>
<tr><td>• Ingoma: *Ibhakethe lam ligqobhokile* (iphepha 197)
• Ikomityi yeplastiki e1 enkulu ne1 encinci ezinemibala engafaniyo
• Izikhongozeli zeplastiki ezibukhulu bungalinganiyo (zokuSuku 2)</td><td>• 3 izikhongozeli ezikhulu zamanzi (zokuSuku 2)
• 10 yamatye
• Ijagi
• Isitya samanzi
• 3 iimethi yeplastiki</td></tr>
</table>

1. **Ingoma:** Cula ingoma, *Ibhakethe lam ligqobhokile* iivesi 3 neye 4.

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

3. **Ukubala izinto 1–10; ukusombulula iingxaki:** Abafundi babala amatye amancinci asibhozo njengokuba uwafaka ejagini.

Imibuzo ekhokelayo:

✦ Mangaphi amatye aza kubakho ukuba ndifaka amanye amabini?

✦ Mangaphi amatye aza kubakho ukuba ndikhupha amathathu?

✦ Maninzi/ambalwa ngamangaphi amatye ekufanele ndiwafake/ndiwakhuphe ejagini ukuze ndibe nalishumu/namane/namathandathu ejagini?

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.

Day 4

What you need
• Song: *Long and short* (*Activity Guide: Term 2*, page 204)   • Tape measure • Ball of string   • Stickers/labels • Height chart from Terms 1 and 2   • 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.

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.

4. **Ninzi, mbalwa, lingana:** Bonisa abafundi ikomityi enkulu (ezuba) nekomityi encinci (ebomvu).

   Imibuzo ekhokelayo:

   ✶ Ingaba ucinga ukuba ikomityi ezuba iza kuphatha kakhulu/kancinci/ngokulinganayo nekomityi ebomvu?

   ✶ Singakuhlola njani oku?

   Khuthaza abafundi ukuba beze namacebo okuhlola iziphakamiso zabo.

   Umfundi omnye ugcwalisa ikomityi encinci (ebomvu) ngamanzi aze akhuphelele kwikomityi enkulu (ezuba).

   ✶ Uqaphele ntoni?

   ✶ Zingaphi iikomityi azisebenzisileyo u_____ ukugcwalisa ikomityi ezuba?

   ✶ Ingaba u_____ angagalela onke amanzi akwikomityi ezuba ukugcwalisa ikomityi ebomvu? Kuza kwenzeka ntoni?

   Omnye umfundi ugcwalisa ikomityi enkulu (ezuba) aze akhuphelele kwikomityi encinci (ebomvu).

   ✶ Kuthetha ukuthini xa amanzi akwikomityi ezuba engapheleli kwikomityi ebomvu?

   ✶ Sikuhlole njani ukuba yeyiphi ikomityi ephatha kakhulu/kancinci?

   Phindani umsebenzi obewenziwe kuSuku 2 nezitishi ezintathu. Amaqela ahlola ukuba angasigcwalisa njani isikhongozeli ngamanzi baze bakhuphelele kwesinye.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

1. **Isicengcelezo:** Yenzani isicengcelezo, *Ende nemfutshane*.

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

3. **Ukubala izinto 1–10:** Ninonke balani abafundi abali10 baze kuma ngomgca ngaphambili eklasini. Nika emnye kubafundi abane umtya omde. Nika emnye kubafundi abathandathu umtya omfutshane.

   Imibuzo ekhokelayo:

   ✶ Mingaphi imitya emide/emifutshane ekhoyo?

   Abafundi babala bonke.

   Kuphinde oku ngabanye abafundi abali10 kunye nemitya ebubude obungalinganiyo.

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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.

-ᗒ- 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) • Tape measure • Ball of string • Stickers/labels • Height chart from Terms 1 and 2 • 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. **Ukwenza umlinganiselo womphakamo:** Jonga kwitshathi yobude (yomphakamo) ethethwe kwiiKota 1 neye2 nize nixoxe ngayo.

Imibuzo ekhokelayo:

✶ Ngubani owayengoyena mde/mfutshane eklasini?

✶ Singafumanisa njani ukuba ngubani oyena mde ngoku?

Abafundi basebenzisa umtya ukwenza umlinganiselo wehafu yabafundi eklasini baze bongeze imilinganiselo kwitshathi yobude.

✶ Ingaba ikhona enye indlela yokwenza imilinganiselo yobude?

Bonisa abafundi itheyiphu yokuthatha imilinganiselo.

✶ Singayisebenzisa njani itheyiphu yokuthatha imilinganiselo?

Yenza imilinganiselo wobude wabafundi abambalwa usebenzisa itheyiphu yokuthatha imilinganiselo. Bhala iisentimitha ecaleni komcu womsonto ngamnye.

✶ Umde kangakanani wena?

✶ Ingaba umfutshane kuno-/umde kuno- okanye uyalingana nobude obesibuthathe kwixesha elidlulileyo?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Isicengcelezo: *Ude nofutshane* (*IsiKhokelo semiSebenzi: iKota 2*, iphepha 205) • Ibhola yomtya • Itshathi yobude ethathwe kwiiKota 1 neye-2   • Itheyiphu yokuthatha imilinganiselo • Izitikha/iileyibheli • Ikhoki • Iprestikhi

1. **Isicengcelezo:** Yenza isicengcelezo, *Ende nemfutshane*.

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

3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala obewenziwe kuSuku 4. Qokelela yonke imicu yemisonto.

Imibuzo ekhokelayo:

✶ Mingaphi imicu ekhoyo yemisonto emide/emifutshane?

4. **Ukwenza umlinganiselo wobude (wokuphakama):** Jonga kwitshathi yobude. Thekelela ukuba kule hafu ishiyekile eklasini ngubani oyena mfutshane okanye mde kunabo bafundi kuthathwe imilinganiselo yabo kuSuku 4.

Imibuzo ekhokelayo:

✶ Ucinga ukuba ngubani oza kuba ngoyena mde/mfutshane namhlanje?

✶ Besiyithathe njani imilinganiselo yobude babafundi izolo?

Abafundi bathatha imilinganiselo yehafu yesibini yeklasi besebenzisa umtya.

✶ Ingaba umfutshane kuno-/mde kuno- okanye usalingana nobude obesibuthathe kwixesha elidlulileyo?

✶ Ngubani ngoku oyena mde/mfutshane eklasini? Kulandela bani oyena mde/oyena mfutshane?

✶ Ngowuphi utitshala omfutshane/omde kunam?

INGCEBISO

Abafundi bangasebenzisa itheyiphu yokuthatha imilinganiselo ukuze bathathe imilinganiselo yabo ngexesha lokuzikhethela.

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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

• A tub per learner:
   – 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,   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 yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Thelekisa uxoxe ukusombulula iingxaki.
IzaKhono zoBomi: Ukuthekelela nokulinganisa (umzekelo, ngexesha lamashamshwam), umdlalo wesanti nomdlalo wamanzi.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esiqulethe:
  – 10 iibhloko ze*Unifix*
  – Amakhadi eesimboli zamanani 0–10
  – 1 ikomityi yeplastiki/yephepha
  – Iphepha neekhrayoni
- Amakhadi amachokoza 1–10
- Ikhadi lamachokoza elingenanto
- 3 yeekomityi zokusela zeplastiki ezibukhulu bungalinganiyo: 1 enkulu enciphileyo, 1 encinci enciphileyo, 1 ephakathi evulekileyo
- Ibhotile amanzi/yesiselo
- Izikhongozeli zokutya zeplastiki, umzekelo, izikhaftina – 1 kumfundi ngamnye
- Isikhongozeli esikhulu sesanti
- Ijagi enkulu yamanzi

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1. **Ingxaki yamagama:** Abafundi basombulula ingxaki engamagama besebenzisa iminwe yabo okanye izixhobo zokubala ne/okanye iphepha neekhrayoni okanye iibhodana ezimhlophe.

   Imibuzo ekhokelayo:

   ✦ Izilwanyana ezisixhenxe ziyaqubha emlanjeni. Ezintathu izilwanyana ziimvubu. Ezinye ezi ziindlovu. Zingaphi iindlovu eziqubha emlanjeni?

2. **Ukubala izinto:** Phakamisa izakhiwo ezimbini ze*Unifix*: esinye sibe neebhloko ezintandathu ize esinye sibe neebhloko ezine.

   Imibuzo ekhokelayo:

   ✦ Sesiphi isakhiwo esineebhloko ezininzi/ezimbalwa kunesinye?

   Abafundi basebenzisa iibhloko ze*Unifix* ezisezityeni zabo:

   ✦ Zingaphi iibhloko ozidingayo ukwenza isakhiwo esinenani leebhloko elilinganayo neli? (iibhloko ezintandathu)

   ✦ Esi? (iibhloko ezine)

   ✦ Zingaphi iibhloko eziza kubakho ukuba uzidibanisa zombini izakhiwo zakho?

   Abafundi benza isakhiwo esineebhloko zimbalwa ngezintlanu.

   ✦ Isakhiwo sakho sineebhloko ezingaphi ngoku?

3. **Ukulandelelanisa amanani 0–10:** Ninonke landelelisani amakhadi anamachokoza 0–10. Abafundi babala iibhloko ze*Unifix* ukuze batshathise nenani lamachokoza. Emnye kubo ulandelelanisa amakhadi akhe eesimboli zamanani 0–10.

   Imibuzo ekhokelayo:

   ✦ Leliphi ikhadi eliza kuqala/elilandelayo?

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

What you need
• Large bath/container of water   containers, bottles of • Containers for measuring: different sizes   spoons, cups, jugs, plastic   • 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. **Ukwenza umlinganiselo womthamo:**
   Bonisa abafundi iikomityi ezizezona zincinci nezizezona zinkulu. Bacele ukuba bazithathe ngokuba banxanwe kakhulu.

   Imibuzo ekhokelayo:

   ✦ Yeyiphi ikomityi ongayigcwalisa ngamanzi?

   Susa ikomityi encinci uze ubeke eyesithathu endaweni yayo.

   ✦ Yeyiphi ikomityi ocinga ukuba equlatha amanzi amanininzi/ amancinci kunenye?

   ✦ Singakufumanisa njani oko?

   Abafundi batshintshisana ngokuzama ukusombulula ingxaki, umzekelo, ukugalela amanzi kwezi komityi zimbini, nakwikomityi yesithathu baze bathelekise iziphumo.

   ✦ Yeyiphi ikomityi equlatha kakhulu?

   ✦ Ukwazi ninjani oko?

   Nika umfundi ngamnye ikomityi kunye nesikhongozeli sokutya. Sebenzisa isanti.

   ✦ Zingaphi iikomityi zesanti ocinga ukuba ziza kusebenza ukugcwalisa isikhongozeli?

   Abafundi babala inani lamatyeli abagcwalisa ngawo iikomityi zabo begalela isanti kwizikhongozeli zabo de zibe zigcwele. Babhala inani ephepheni.

   ✦ Zingaphi iikomityi zesanti ezisetyenzisiweyo ukugcwalisa isikhongozeli sakho?

   ✦ Ingaba abe maninzi okanye abe mbalwa kunoko ubukuthekelele?
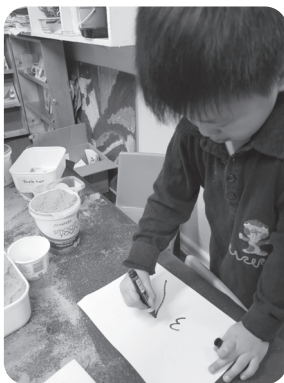
👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

- sombulula iingxaki ngomlomo ngamanani 0–10
- landelelanisa iingqokelela zezinto ukususela kweyona incinci ukuya kweyona inkulu ukuya kutsho kwi10
- thatha imilinganiselo yobungakanani ngokomthamo ukuze bafumanise ukuba sesiphi isikhongozeli esinomthamo nevolumu enkulu
- sebenzisa amagama afana nongaphezu kwe-, ngaphantsi kwe-, akukho nto, igcwele, gcwalisa

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Isitishi sokusebenzela 1

Abafundi bayancedakala xa besenza imisebenzi ekumanqanaba ahlukileyo. Oku kusenokwenziwa phantsi okanye kumiwe ngasetafileni.

Okudingayo	
• Ibhafu enkulu/isikhongozeli samanzi • Izikhongozeli zokwenza imilinganiselo: amacephe,	iikomityi, iijagi, izikhongozeli zeplastiki, iibhotile ezibhukhulu bungalinganiyo • libhegi zeplastiki (zokwenza ifaskoti)

Abafundi bahlola iingqikelelo zika-ninzi, gcwele no-akukho nto njengokuba begcwalisa izikhongozeli ezahlukileyo ngamanzi baze bathelekise izixa.

Workstation 2
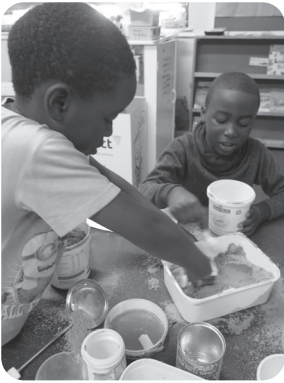
What you need
• Large containers – 1 per learner   • Paper and crayons
• A variety of smaller containers,   • Sand
for example, yoghurt cups,
spoons, plastic tubs

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   • 6 paper cups per learner
with different levels of sand   • 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,   • Variety of smaller containers
elastic band/marker – 1 per   • Bucket of water
learner   • 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.

Isitishi sokusebenzela 2
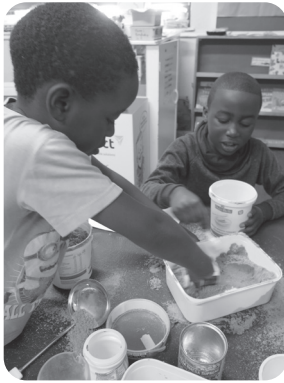
Okudingayo
• Izikhongozeli ezinkulu – 1 kumfundi ngamnye   izikhongozeli zeyogathi, amacephe, izitya zeplastiki • Uluhlu lwezikhongozeli ezincinci, umzekelo,   • Iphepha nekhrayoni • Isanti

Abafundi bakhetha isikhongozeli baze babale inani lamathuba bawathathileyo ukugcwalisa isikhongozeli esikhulu. Bazoba umfanekiso wesikhongozeli sabo baze babhale isimboli yenani emele iiyunithi ezingekho sikweni zokuthatha imilinganiselo abaye bazisebenzisa. Kuphinde oku usebenzisa izikhongozeli ezahlukileyo.

Isitishi sokusebenzela 3

Okudingayo
• 8 iiseti ezi6 zamakhadi anemifanekiso yeekomityi ezinesanti ekwimilinganiselo eyahlukileyo   • 6 yeekomityi zephepha kumfundi ngamnye   • Isanti

Abafundi balandelelanisa amakhadi ukususela kwelika akukho nto ukuya kugcwele okanye ukusuka kugcwele ukuya ku-akukho nto. Bagcwalisa iikomityi zephepha ngesanti ukuze bazitshathise namakhadi.

Isitishi sokusebenzela 4

Okudingayo

• Iibhotile ezinkulu zamanzi ezibonisa okungaphakathi, ilastikhi/ ikhrayoni/into yokuphawula – 1 kumfundi ngamnye   • Uluhlu lwezikhongozeli ezincinci
    • Ibhakethi lamanzi
    • Iifaneli zokugalela

Abafundi baqikelela ukuba amanzi aza kuma ndawoni kwisikhongozeli esikhulu xa kugalelwa kusetyenziswa isikhongozeli esincinci. Benza uphawu lothekelelo lwabo ngokuthi babeke ilastikhi okanye ngokuphawula ngekhrayoni/ ngento yokuphawula kwindawo yohtekelelo lwabo. Emva koko bayahlola oku.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise number symbols and number words • Describe, compare and order numbers • Number relationships • Solving problems in context	• 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

New maths vocabulary

double	share between/among	how many left over
count on	share one	
share equally	share more than one	

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
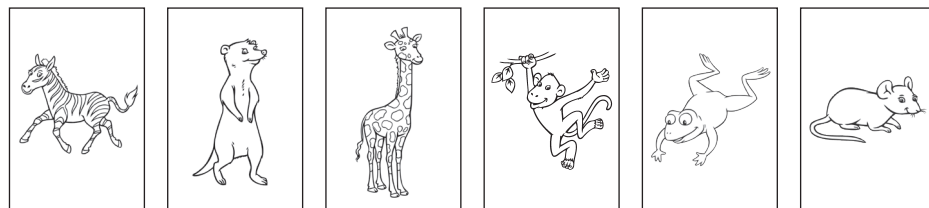
- 5 plastic lids/polystyrene trays per learner (for example, from yoghurt containers)
- number book with the title, *My number book* – 1 per learner (see *Activity Guide: Term 3*, page 216 for how to make the book)
- A3 strip of paper – 1 per learner
- an A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner.
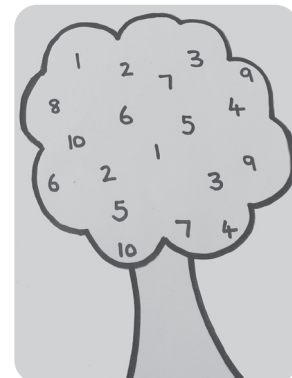
INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko	Ulwazi olutsha	Ziqhelise
• Ukunakana iisimboli zamanani kunye namanani angamagama • Ukuchaza, ukuthelekisa nokulandelelanisa amanani • Ubudlelane bamanani • Ukusombulula iingxaki ngokomxholo	• Amanani olandelwano: yesithandathu • Ukwabelana kungabikho ntsalela • Phinda kabini	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuya umva 10–0 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 0–10 • Amanani olandelelwano: yokuqala ukuya kweyesihlanu • Ukubala ngezibini • Dibanisa, thabatha • Ihafu

Isigama esitsha semathematika

phinda kabini	yaba phakathi/yabela	kushiyeke ezingaphi
qhubeka ubala	yaba enye	
yaba ngokulinganayo	yaba enye/ngaphezu kwenye	

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- umfanekiso wesilwanyana esihamba ngasodwa kwezi zilandelayo esithathwe kwifrizi yemifanekiso: iqwarhashe, igala, indlulamthi, inkawu, isele, impuku
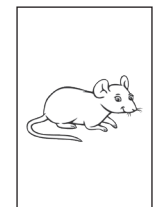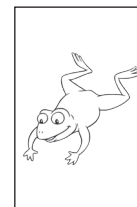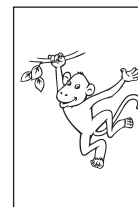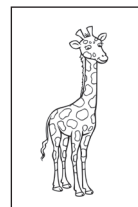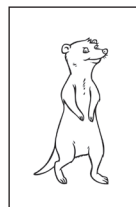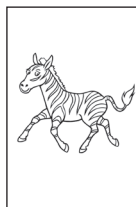
- 5 iziciko zeplastiki/iitreyi zepholisterine kumfundi ngamnye (umzekelo, ezezikhongozeli zeyogathi)

- incwadi yamanani enesihloko esithi, *Incwadi yam yamanani* – 1 kumfundi ngamnye (jonga *IsiKhokelo semiSebenzi: iKota 3*, iphepha 217 ukufumanisa indelela yokwenza incwadi)

- umcu wephepha elingu-A3 – 1 kumfundi ngamnye

- iphepha elingu-A4 elinomthi onamanani 1–10 azotywe kuwo – 1 kumfundi ngamnye.

121
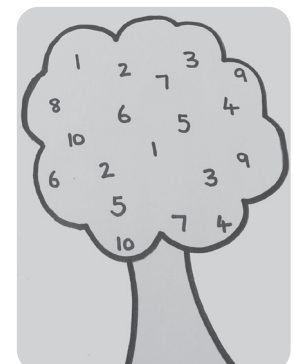
Whole class activities

Day 1

What you need
• Story: *Animals' race* (page 198)   • Pictures of individual number
• Number frieze symbol and   frieze animals (zebra, meerkat,
picture cards 1–10   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.
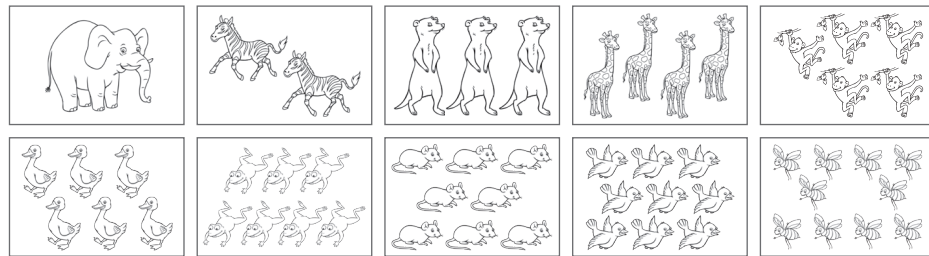
   Guiding questions:

   ✦ 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*   • Poster 1
(page 198)   • Tambourine

1. **Song:** Introduce the song, *Old Sandile had a farm*.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Ibali: *Umdyarho wezilwanyana* (iphepha 199) • Amakhadi anefrizi yamanani enesimboli nemifanekiso 1–10   • Imifanekiso yezilwanyana ezihamba ngasodwa esithathwe kwifrizi yemifanekiso (iqwarhashe, igala, indlulamthi, inkawu, isele, impuku)

1. **Ingoma/isicengcelezo:** Abafundi bacula ingoma okanye benza isicengcelezo abazikhetheleyo.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala ngababini bejongene. Batshintshisana ngokubalana iinzipho ukusuka ku1–10.

   Imibuzo ekhokelayo:

   ✦ Zingaphi iinzipho onazo kwiinzwane zakho/ezindlebeni/emlonyeni?

   ✦ Zeziphi iinzwane ongazichukumisa ukuba ububala ukusuka kuziro?

4. **Amanani olandelelwano elokuqala ukuya kwelesithandathu (ibali):** Abafundi bahlala benze isangqa. Babalisele ibali elithi, *Umdyarho wezilwanyana* usebenzisa amakhadi anefrizi yamanani enemifanekiso (eneza zonke izilwanyana kuyo) kwinxenye yokuqala kunye nemifanekiso yezilwanyana ezihamba ngazodwa ukulungiselela umdyarho.

   Imibuzo ekhokelayo:

   ✦ Ucinga ukuba sesiphi isilwanyana esiza kuba sesokuqala/ sokugqibela/sesine emdyarhweni? Kuba kutheni?

   Beka amakhadi ezilwanyana njengokuba abafundi bechaza ukuba sesiphi esisenokuba sesokuqala, sesibini, njalo njalo. Kutshintshe oku ngokweengcebiso kwanokuqiqa kwabo. Xoxa ngendlela izilwanyana ezahlukileyo ezihamba ngayo, ubungakanani bazo, nokuba ingaba oko kuza kuzenza zibe nesantya okanye zicothe kusini na nokuba nendlela ezilandelelana ngayo ukuya kugqiba kuza kuchaphazeleka na.

5. **Amanani olandelelwano elokuqala ukuya kwelesithandathu (umdyarho):** Abafundi babaleka umdyarho phandle, babe bathandathu ngexesha. Abanye abafundi abathandathu banika abafundi amakhadi aneesimboli zamanani 1–6 ngokolandelelwano abagqibe ngalo ukususela kowokuqala ukuya kowesithandathu. Kuphinde oku usebenzisa abafundi abohlukileyo.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.
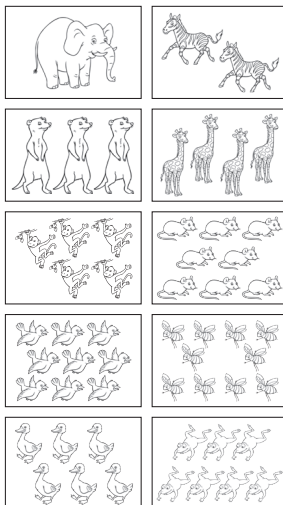
Usuku 2

Okudingayo
• Ingoma: *Ixhego uSandile lalinefama* (iphepha 199)   • IPowusta 1   • Ithamborini

1. **Ingoma:** Yazisa ngengoma ethi, *Ixhego uSandile lalinefama*.

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 ekhokelayo:

✦ Bangaphi oomhuuu/oo-hoyinki, njalo njalo, esibenzileyo ixhesha nalinye?

Abafundi bababala ngeminwe yabo njengokuba usalatha kumgca wokoneka amanani.

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

3. **Ukubala izinto 1–10:** Xoxani ngePowusta 1. Abafundi babala izinto kwipowusta.

Imibuzo ekhokelayo:

✦ Ingaba zikhona izinto ozibonayo ezingali10/9/2 zayo, njalo njalo emfanekisweni?

Bala izinto abazichaza kunye.

4. **Ukuziqhelisa 0–10; ninzi/mbalwa:** Ngeli lixa udlala ithamborini, abafundi baya kumaqela abo okusebenza baze bahlale emethini.

Imibuzo ekhokelayo:

✦ Ingaba leliphi iqela elinabafundi abambalwa/abaninzi, abambalwa/abaninzi ngababini/abaninzi kuneqela _____?

✦ Ukufumanise njani oko?

✦ Ukuba sithatha umfundi omnye ukususela kwiqela _____ kudityaniswe iqela _____, baza kubabaninzi ngabangaphi abafundi abakwiqela _____?

✦ Kungafuneka ndenze ntoni ukuze ndenze iqela _____ kunye neqela _____abe nenani elilinganayo labafundi?

✦ Ukuba iqela _____ liye kwitafile yalo laze lafumanisa ukuba kukho izitulo ezine, zingaphi izitulo, liza kudinga ezinye izitulo ezingaphi?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo
• Ingoma: *Ixhego uSandile lalinefama* (iphepha 199)   • Amakhadi anamachokoza nanamanani 0–10 (*iKiti yeziXhobo*)   • 5 iihulahupu

1. **Ingoma:** Cula ingoma, *Ixhego uSandile lalinefama*.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala ngababini bejongene. Badibanisa izandla zabo zasekunene.

Imibuzo ekhokelayo:

✦ Zingaphi iinzipho xa zizonke ukuba nidibanisa izandla zenu zasekunene/zasekhohlo ndawonye?

4. **Ukwahlula ehafini:** Xoxa ngamanani ezilwanyana ezithathelwe kwingoma ethi, *Ixhego uSandile lalinefama*.

Imibuzo ekhokelayo:

✦ Ingaba ungasebenzisa iminwe yakho ukundibnisa ukuba zingaphi iigusha/iinkomo njalo njalo, esicule ngazo?

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✦ 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.

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

Day 4

What you need	
• Song: *Old Sandile had a farm* (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.

✦ Zeziphi izilwanyana esicule ngazo ekuqaleni/emva kweebhokhwe/ ekugqibeleni, njalo njalo?

Khetha abafundi ababini abaza kuba ngamahashi, abane abazakuba ziinkomo, abathandathu abazakuba ziinkukhu, abasibhozo abazakuba ngamarhaanisi kunye nabalishumi abazakuba ziinyoka. Iqela ngalinye lima phakathi kwehulahupu.

✦ Ihafu nganye yeegusha/yeebhokhwe ingeza kuma apha ecaleni kwam?

✦ Sazi njani ukuba esi sisiqingatha seegusha/samarhanisi?

✦ Ukuba iinkomo ezimbini zima ngaphandle kwehulahupu, zingaphi iinkomo ezishiywe ngaphakathi kwehulahupu?

5. **Amakhadi anamachokoxa 1–10; ukudibanisa:** Bonisa ngekhadi elinamachokoza eliphakathi kuka1 no10. Abafundi babiza inani lamachokoza adingekayo ukuze bafike ku10. Basebenzisa iminwe ukubanceda ekubaleni.

Imibuzo ekhokelayo:

✦ Ufikelele njani kwisigqibo sokuba sidinga amachokoza a_____ ukuze sifikwe kumachokoza ali10?

Wuphinde lo msebenzi usebenzisa amakhaadi esinye iisimboli zamanani phakathi kuka1 no10.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo	
• Ingoma: *Ixhego uSandile lalinefama* (iphepha 199)	• Ucingo lokoneka amanani kunye neesimboli zamanani 1–10 • 5 iiphegi ezimibalabala

1. **Ingoma:** Cula ingoma, *Ixhego uSandile lalinefama* uze uyilinganise.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala ngababini bejongene. Babetha amadolo abo ngaxeshanye baze bathi 'ziro', athi 'nye' xa bebethana izandla zasekunene; bathi 'mbini' xa bebethana izandla zasekhohlo, njalo njalo, beqhubeka de baye kutsho ku10.

Wuphinde lo msebenzi.

4. **Ukubala ngezibini:** Abafundi abebengamahashi nabebeziinkomo ngoSuku 3 bema kwakuloo maqela mabini. Bala ukuba mangaphi amehlo akhoyo kwiqela ngalinye labafundi. Khetha umfundi oza kwalatha amehlo abafundi njengokuba nibala ngezibini, umzekelo, 'amahashe' amabini anamehlo ama2, 4; iinkomo ezine zinamehlo ama2, 4, 6, 8.

Abafundi abahlanu abebeziigusha ngela xesha bekulinganiswa ingoma bema ngeenyawo.

Imibuzo ekhokelayo:

✦ Ukuba sibala inani lamehlo 'eegusha' ezintlanu, aza kuba mangaphi amehlo xa ewonke?

Balani nonke njengokuba omnye umfundi esalatha.

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. **Ukuziqhelisa nokulandelelanisa amanani 1–10:** Yalatha ucingo lokwaneka amanani ubonise abafundi iiphegi ezimibalabala. Bacacisele ukuba ninonke niza kubala ngezibini.

   Imibuzo ekhokelayo:

   ✸ Sifuna ukubala ngezibini, ngoko ke masiqale ngenani 2. (*Guqula ikhadi lenani 1 lifulathele ukuze u'1' angabonakali.*)

   ✸ Ukuba sibala ngezibini, leliphi inani elilandelayo emasilibize? (*Impendulo: 4*. Guqula inani u3 lifulathele ukuze u'3' angabonakali.

   Wuphinde lo msebenzi bade abafundi bafuke ku10.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Isicengcelezo: *U1 no1* (iphepha 201) • Ikhadi lenani 0 • IPowusta 6 • Itheyipi yokuncamathisela/ itshokhwe

1. **Isicengcelezo:** Yazisa isicengcelezo, *U1 no1*. Abafundi baya kulandela njengokuba ubonisa iminwe uyisusa ngasemva usitsho oku kulandelayo:

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

3. **Ukubala izinto 1–10:** Abafundi bakhulula izihlangu kunye neekawusi zabo. Bema ngonyawo lwasekhohlo baze babale inani leenzipho zeenzwane zonyawo oluphantsi.

   Imibuzo ekhokelayo:

   ✸ Zingaphi iinzipho zeenzwane zonyawo oluphantsi?

   ✸ Kufuneka wenze ntoni ukuze ube neenzipho ezi10 phantsi?

   Abafundi babala iinzipho zabo ezili10.

   Wuphinde lo msebenzi usebenzisa izandla/iinzipho zezandla.

4. **Umila wokutsiba:** Sebenzisa itheyiphu yokuncamathisela okanye itshokhwe wenze umzila wokutsiba oneebhloko ezili10 uze ubhale amanani 1ukuya ku10 kwiibhloko. Umfundi uyatsiba njengokuba iklasi ibala.

   Imibuzo ekhokelayo:

   ✸ Ungakwazi ukutsibela ku2, 4, 6 njengokuba sonke sibala ngezibini?

   ✸ Leliphi inani lokugqibela ome kulo njengokuba sibala nezibini?

   ✸ Zingaphi iibhloko xa usuka ku2 ukuya ku4, ku4 ukuya ku6, njalo njalo?

5. **Ukusombulula iingxaki:** Xoxani ngePowusta 6 nabafundi. Thetha ngoko bakubona emfanekisweni.

   Imibuzo ekhokelayo:

   ✸ Zingaphi iigusha enizibonayo emfanekisweni?

   ✸ Yeyiphi isimboli yenani esingayisebenzisa ukubonisa ukuba akukho zigusha?

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   – 10 coloured counters
• A tub per learner with: – 5 plastic lids
– 10 animal counters

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?

Bonisa ikhadi lesimboli yenani '0'.

* Zeziphi ezinye izilwanyana ezingekhoyo ezikwingoma ethi, *Ixhego uSandile lalinefama*?
* ULaylah utye isandwitshi enye. UTata utye eziliphinda kabini elo nani. Utye iisandwitshi ezingaphi?
* ULaylah unike ibhokhwe ephantsi ama-apile amabini. Uliphinde kabini inani lama-apile xa enika ibhokhwe ephezu kwefula. Mangaphi ama-apile afunyenwe yibhokhwe ephezu kwefula?
* Mangaphi amahashe akhoyo? ULaylah uneminqathe esibhozo. Angayaba njani ukuze onke amahashe afumane ngokulinganayo?
* Ingaba angakwazi ukwabela amahashe amane iminqathe eli10 ngokulinganayo? Angakwenza njani oko?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Balisa amabali nize niwalinganise, quka amanani emabalini, ngenelela kwimisebenzi yemibuzo-neempendulu.

IzaKhono zoBomi: Yenza imidaniso nize nidlale nemidlalo equka amanani, izakhono zokusebenzisa isithuba, ukusombulula iingxaki.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

* IPowusta 7
* Nika umfundi ngamnye isitya esiqulethe:
  – 10 izixhobo zokubala ezizilwanyana
  – 10 izixhobo zokubala ezimibalabala
  – 5 iziciko zeplastiki

1. **Ukubala izinto 1–10:** Abafundi babala izixhobo zabo zokubala ngabanye ngabanye 1–10.

2. **Ingxaki yamagama:** Abafundi basebenzisa izixhobo zokubala zabo okanye iminwe yabo ukusombulula iingxaki.

Imibuzo ekhokelayo:

* Izilwanyana ezilishumi kufanele zisele kumaqula okusela amabini. Izilwanyana zilinani elilinganayo kwiqula ngalinye. Zingaphi izilwanyana ezikhoyo kwiqula ngalinye?

3. **Amanani olandelelwano elokuqala ukuya kwelesithandathu:** Abafundi babeka esinye seziciko zabo zeplastiki emethini phambi kwabo baze badwelise izilwanyana zabo esinye emva kwesinye zijonge 'equleni'.

Imibuzo ekhokelayo:

* Uphi umphambili/umva womgca?
* Ungandibonisa isilwanyana sokuqala/sesibini/sesihlanu/sesithandathu ukusela equleni?

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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.

7 | Poster 7 | Plakkaat 7 | Iphosta 7 | IPowusta 7 | Iphosta 7 | Iphosta 7   Phositara ya 7 | Phositara ya 7 | Phousetara 7 | Phoustara ya 7 | Phoustara 7 | 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 ngokulinganayo:** Abafundi babeka esinye isiciko phambi kwabo ukwenzela ukuba babe 'namaqula amabini'.

Imibuzo ekhokelayo:

- ✦ Ingaba ningazaba izilwanyana ngokulinganayo phakathi kwala maqula amanzi?

- ✦ Zingaphi izilwanyana kwiqula ngalinye?

Abafundi bazibeka zontlanu iziciko phambi kwabo.

- ✦ Zingaphi izilwanyana eziza kubakho kwiqula ngalinye ukuba izilwanyana ndizaba ngokulinganayo phakathi kwala maqula mahlanu?

- ✦ Ukuba uthatha isilwanyana esinye equleni ziza kubangaphi izilwanyana ezishiyekileyo phambi kwakho?

5. **Ukwabelana:** Abafundi basebenzisa izixhobo zabo zokubala ekusombululeni iingxaki ezimalunga nePowusta 7.

Imibuzo ekhokelayo:

- ✦ UTata uthenga ingxowa yama-orenji amathathu. Ufaka amanye ama-orenji amabini kule ngxowa. Mangaphi ama-orenji ekumele awabhatalele?

- ✦ UThami ujonge izilwanyana zamaplanga ezine. Esinye isilwanyana siyawa. Zingaphi ezimileyo?

- ✦ UTata uthenga ama-orenji amathandathu. Ukuba uwabela usapho lwakhe ngokulinganayo emarikeni, emnye kubo uza kufumana amanagaphi?

- ✦ UMama uthenga iingobozi ezimbini. Ucela utata ukuba abe ama-orenji ngokulinganayo phakathi kwezi ngobozi zimbini. UTata ufaka ama-orenji amangaphi kwingobozi nganye?

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

- bala izinto 1–10
- sombulula iingxaki zamanani 0–10
- aba izixhobo zokubala ngokulinganayo
- aba izixhobo zokubala phakathi kwamaqela amabini
- nakana eyokuqala ukuya kweyesithandathu

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Workstation 1

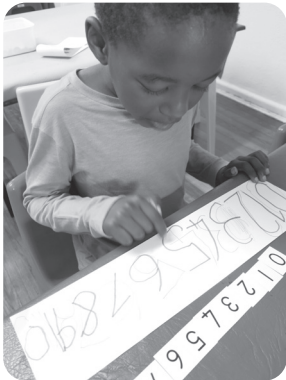| What you need |
|---|
| • Number book – 1 per learner   • Crayons |

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.
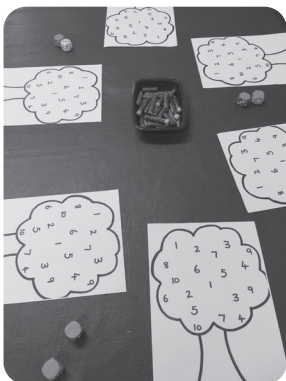
Workstation 4

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.

Isitishi sokusebenzela 1

Okudingayo
• Incwadi yamanani – 1 kumfundi ngamnye   • Iikhrayoni

Abafundi babhala isimboli yenani 1 baze bazobe into ibe nye kwiphepha lokuqala, ezi2 kwiphepha lesibini, njalo njalo, ukuyakutsho ku5.

Isitishi sokusebenzela 2

Okudingayo	
• Iisimboli zamanani 0–10, isethi e1 kumfundi ngamnye (*iKiti yeziXhobo*)	• Iphepha/ikhadibhodi enguA3 – 1 kumfundi ngamnye • Iikhrayoni/iipensile

Abafundi bahlela iisimboli zamanani ngokulandelelana 0–10 emantla ephepha. Bakhumbuze ukuba bazisasaze iisimboli zamanani apha ephepheni/emantla ephepha ukwenzel' ukuba babe nendawo eyaneleyo yokubhala amanani abo. Babhala amagama ephepheni ezantsi kwesimboli nganye baze benze inani elichanekileyo lamachokoza.

Isitishi sokusebenzela 3

Okudingayo	
• Iphepha elinguA4 elinomthi onamanani 1–10 azotywe kulo – 1 kumfundi ngamnye	• Amadayisi ama2 kwisibini ngasinye sabafundi (kwidayisi elinye yogquma u'5' no'6' ngesthikha/ngephepha)
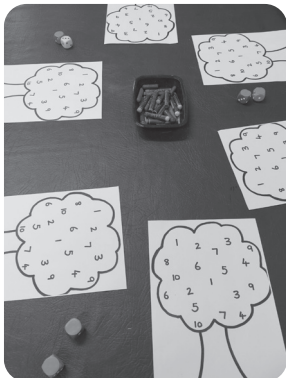
Ngababini, abafundi batshintshana ngokuphosa la madayisi mabini. Babala inani lamachokoza kwidayisi. Bafuamana inani elihambelanayo baze baphawule ngombala kwinani elichanekileyo emthini, balijikeleze ngesangqa baze balifake umbala. Akuba onke amanani emthini efakwe imibala, abafundi benza ipateni abayithandayo ngokubhala iisimboli zamanani encamini yephepha.

Isitishi sokusebenzela 4

Okudingayo	
• Izakhiwo ezizibhloko ezibekwe kwindawo yeebhloko – 1 kumfundi ngamnye	• Iibhloko

Yakha izakhiwo ngeebhloko kwindawo yeebhloko okanye emethini. Abafundi bakhuphela isakhiwo esinye baze basitshintshe de babe bazikhuphele zonke izakhiwo. Batshintshana ngokwenza izakhiwo eziza kukutshelwa ngomnye kwabanye.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise number symbols and number words • Describe, compare and order numbers • Number relationships • Solving problems in context	• 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

New maths vocabulary

how many more is _____ than _____   higher
groups of two, three, _____   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)   – 2 number symbol/picture or
• 15 containers with: dot cards 0–10 (*Resource Kit*)
  – Unifix blocks

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

<table>
<tr>
<td>

Izihloko

- Ukunakana iisimboli zamanani namanani angamagama
- Ukuchaza, ukuthelekisa nokulandelelanisa amanani
- Ulwalamano lwamanani
- Ukusombulula iingxaki ngokomxholo

</td>
<td>

Ulwazi olutsha

- Ukwabelana ngentsalela

</td>
<td>

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuya umva 10–0
- Ukubala izinto 1–10
- Ukulandelelanisa amanani 0–10
- Ingqikelelo yamanani 0–10
- Ukusombulula iingxaki 1–10
- Ukwaba kungabikho ntsalela
- Ihafu, ukuphinda kabini

</td>
</tr>
</table>

Isigama esitsha semathematika

unezininzi ngezingaphi u_____ kuno_____	ngentla
amaqela angambini, angantathu, _____	ngezantsi

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- umzila wamanani 0–10 – 1 kumfundi ngamnye
- imifanekiso yama-apile – 3 kumfundi ngamnye

- 'ucingo' olwenziwe ngekhadibhodi ekhutshwe umphakathi (jonga kwiphepha 147)

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Isicengcelezo: *U1 no1* (iphepha 201)   – 2 amakhadi eneesimboli/ • 15 izikhongozeli eziqulethe: imifanekiso okanyeamachokoza   – Iibhloko ze*Unifix*   amanani 0–10 (*iKiti yeziXhobo*)

1. **Isicengcelezo:** Yenza isicengcelezo, *U1 no1*.

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

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) • 2 flat containers • Number dot, symbol and picture cards 0–10 (*Resource Kit*)

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.

3. **Ukubala izinto 1–10:** Abafundi bakhetha ukuba zeziphi izinto abafuna ukuzibala.

Imibuzo ekhokelayo:

✦ Ingaba likhona iqela lezinto olibonayo apha eklasini elikhangeleka okweqela lika10?

Balani izinto kunye.

✦ Ingaba abe mbalwa kakhulu/maninzi kakhulu/ngaphezu kuno10, njalo njalo?

4. **Ukuthelekisa amanani:** Dlalani umdlalo othi, 'Yakha uze uthelekise'. Abafundi bahlala bejongene. Nika isibini sabafundi ngasinye isikhongozeli ezineebhloko zeUnifix kunye namakhadi amabini amanani. Emnye kubo uthatha ikhadi engalijonganga inani. Njengokuba beguqula amakhadi abo, baze kunye bathi, 'Nye, mbini, ntantu thelekisa.'

Umfundi ngamnye uxelela umhlobo wakhe ngekhadi lakhe, 'Ndino_____.' Basebenzisa iibhloko zeUnifix ukwakha isakhiwo esimele amanani abo. Bathelekisa izakhiwo zabo kunye namanani abo besebenzisa isigama sika-*ngentla, ngezantsi, mbalwa kakhulu* no-*yafana* (umzekelo, 'uzintandathu ungaphezulu kunozine').

Abafundi batshintshiselana ngamakhadi nesinye isibini sabafundi baze bawuphinde umsebenzi.

Imibuzo ekhokelayo:

✦ Ngubani onenani elingaphezulu (elikhulu, elingentla)/elingeneno (elincinci, elingaphantsi) kunenani lomhlobo wakhe?

✦ Zingaphi iibhloko ezikhoyo kwisakhiwo sakho?

✦ Ngubani ooneebhloko ezimbalwa/ezingaphezulu kwisakhiwo sakhe kunezomhlobo wakhe?

✦ Ngubani ongenazo iibhloko kwisakhiwo sakhe?

✦ Ngubani onenani elifanayo nelomnye apha eklasini? Nikwazi njani oko?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo
• Isicengcelezo: *U1 no1* (iphepha 201) • Amakhadi anamachokoza, isimboli nemifanekiso yamanani 0–10 (*iKiti yeziXhobo*) • 2 izikhongozeli ezisicaba

1. **Isicengcelezo:** Yenza isicengcelezo, *U1 no1*.

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

3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 1.

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TIP

Use number word cards for those learners who are able to read/recognise the words.

4. **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?

5. **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?

6. **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

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 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?

Sebenzisa amakhadi anamanani angama ukulungiselela abafundi abawanakanayo amagama.

4. **Ukusombulula iingxaki 1–10:** Abafundi bahlala benze isangqa. Nika umfundi ngamnye ikhadi elinamachokoza, umfanekiso nesimboli yenani.

Imibuzo ekhokelayo:

* Ungandibonisa iminwe embalwa ngomnye/emibini/emithathu/ nenani elikwikhadi lakho?

* Lingaphezu/lingaphantsi ngesingaphi inani lika_____ kunelika_____?

* Ngubani oneenyosi ezili-10 kwikhadi lakhe? Ngubani onekhadi elingaphantsi ngesihlanu kweli?

* Likhadi likabani elineenkawu ezintlanu? Ezi nkawu zintlanu zineengalo ezingaphi?

* Ngubani onamanani amancinci kuno6/amakhulu kuno3?

5. **Ukwaba ngentsalela okanye ngaphandle kwayo:** Beka izikhongozeli ezimbini embindini wemethi. Abafundi bema ngeenyawo ngababini ngexesha ukuze babeke amakhadi abo kwezi zikhongozeli zimbini.

Imibuzo ekhokelayo:

* Ingaba kuza kubakho inani elilinganayo lamakhadi kwisikhongozeli ngasinye?

* Singakufumanisa njani oko?

* Asinakulisika phakathi ikhadi, ngoko ke kufuneka senze ntoni ukuba kukho elinye elishiyekileyo?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo
• Amakhadi amanani 0–10 (*iKiti yeziXhobo*)   • Iphegi • Ucingo lokoneka amanani

1. **Ingoma/isicengcelezo:** Abafundi bacula ingoma okanye benza isicengcelezo abasithandayo.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala benze isangqa. Balani ukusukela ku1–10 njengokuba nijikeleza isangqa.

Imibuzo ekhokelayo:

* Ngowuphi umfundi oza kulandela ukuba ngunombolo 10?

* Ngowuphi umfundi oza kulandela ukuba ngunombolo 7 emva koko?

* Sikwinani 4. Ukuba sibala abanye ababini, siza kuba naliphi inani?

* Ukufumene njani oko?

* Ingaba abo bebengoonombolo 10 bangema embindini wesangqa baze abo bebengoonombolo 4 beme ngaphandle kwesangqa?

* Ingaba baninzi/bambalwa oonombolo 10 okanye oonombolo 4?

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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?

4. **Ukuziqhelisa 0–10:** Dlalani umdlalo, 'Ukuqhoboshela inani ngephegi'. Qhoboshela inani ngephegi phakathi kuka0 no10 emqolo womfundi. Abanye abafundi banika imikhondo ngengokuba umfundi ezama ukuqashela ukuba leliphi inani elisemqolo kuye, umzekelo, 'Inani lakho lingaphezulu kukuntathu ngamabini', njalo njalo. Njengokuba umfundi ephendula, mkhokelele kwinani elo. Khuthaza abafundi ukuba bajonge elucingweni lokoneka amanani. Wuphinde umsebenzi amatyeli nje ambalwa usebenzisa abanye abafundi.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo
• Amakhadi anamachokoza, iisimboli kunye nemifanekiso yamanani 1–10 (*iKiti yeziXhobo*)

1. **Ingoma/isicengcelezo:** Abafundi bacula ingoma okanye benza isicengcelezo abasithandayo.

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

3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 3.

4. **Ukuziqhelisa amanani 1–10:** Dlalani umdlalo 'Amanani amakhulu/amancinane kuno-'. Abafundi bahlala benze isangqa. Nika umfundi ngamnye ikhadi lenani uze ubakhwazele imiyalelo, umzekelo, 'Hlala phantsi ukuba unenani elikhulu kuno4/ elincinci kuno2'. Abafundi bajonga ukuba oogxa babo bachanile na. Qhubeka de babe bonke abafundi bahleli phantsi.

   Imibuzo ekhokelayo:

   ✦ Ingaba unalo inani elingaphezulu ngesibini kuno3/elingaphantsi ngesithathu kuno6/elisisiqingatha sika8/elimphinda kabini u2, njalo njalo?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• IPowusta 3

1. **Ingoma/isicengcelezo:** Abafundi bacula ingoma okanye benza isicengcelezo abasithandayo.

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

3. **Ukubala izinto 1–10:** Xoxani ngePowusta 3. Bala inani leentsuku ezinomoya, ezinelanga, ezinamafu nezinethayo kwitshathi yemozulu emfanekisweni.

   Imibuzo ekhokelayo:

   ✦ Sineentsuku ezintathu ezinelanga. Sidinga iintsuku ezingaphi ukuze sibe neentsuku ezilishumi ezinelanga?

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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
A tub per learner with: • 10 animal counters • Cut-outs of 3 apples   • 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. **Ukuziqhelisa 0–10:** Buza imibuzo malunga nePowusta 3. Abafundi basenokusebenzisa iminwe yabo okanye izixhobo zokubala ukuze basombulule iingxaki, ukuba kukho imfuneko.

Imibuzo ekhokelayo:

* Bangaphi abafundi obabonayo eklasini?
* Ukuba abafundi abane bayaphuma, kuzakushiyeka abafundi abangaphi eklasini?
* Mangaphi amantombazana akhoyo eklasini? Ukuba kungena amanye amantombazana amathathu aza kuba mangaphi amantombazana akhoyo?
* Kukho amantombazana amathandathu eklasini. Kungena amanye amathathu. Kukho amantombazana amangaphi ngoku?
* Utitshala uneebhloko ezintandathu aza kuzabela amantombazana amathathu. Intombazana nganye iza kufumana iibhloko ezingaphi?

5. **Imisebenzi yamaqela amancinci:** Chaza kwimisebenzi yesitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: Ukuzikusa ukucinga nokuvakalisa izimvo.
IzaKhono zoBomi: Sombulula iingxaki ngexesha lenkqubo yemihla ngemihla aze abonakalise ukuqiqa.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

Kunikwa umfundi ngamnye isitya esiqulethe:
* 10 izixhobo zokubala ezizilwanyana
* Imifanekiso yama-apile ama3

* 'Ucingo' olwenziwe ngekhadibhodi ekhutshwe umphakathi
* Isikere
* Amaso okuhlela

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1. **Iingxaki zamagama kusetyenziswa izixhobo zokubala:** Abafundi babala izixhobo zokubala ezizilwanyana. Buza iingxaki zamagama malunga nezilwanyana.

Imibuzo ekhokelayo:

* USandile unezilwanyana ezili10. Uza nezilwanyana ezintathu kwindawo yokufihla intloko ngobo busuku. Kufuneka eze nezinye ezingaphi ukuze zonke izilwanyana zibe zingaphakathi?

2. **Ukwaba ngentsalela:** Abafundi bahlala ngababini bejongene. Badwelisa izilwanyana zabo ezili10 zijongane.

Imibuzo ekhokelayo:

* Ingaba wena nomhlobo wakho ninenani elilinganayo lezilwanyana? Ukwazi njani oko?
* USandile ufuna izilwanyana zakho zize esibayeni sakho ngambini ngambini. Bonisa ukuba angazihlela njani na.
* Nangantathu 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.

✦ 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.

> **💡 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.

3. **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.
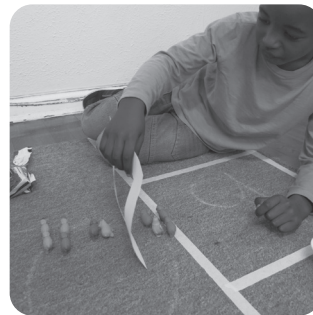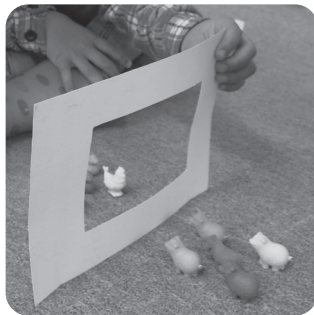
   ✦ How many animals are on the other side of the fence?
   ✦ How many animals are there altogether?

   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?

4. **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.

✦ Uqaphela ntoni? Singenza ntoni ngesilwanyana esishiyekileyo?

Thatha ixesha umamele iingcebiso zabafundi ngokuba bangayilawula njani na ingxaki yesilwanyana esishiyekileyo.

Abafundi babeka izilwanyana ezisibhozo ezityeni zabo baze bakhuphe imifanekiso yama-apile amathathu.

✦ Ungawaba njani la ma-apile mathathu ngokulinganayo phakathi kwezilwanyana ezimbini?

Abafundi bazama ukusombulula ingxaki. Xa bebona ukuba linye i-apile elishiyekileyo, xoxani ngokuba ningalisika njani iapile phakathi ukuze nilabe ngokulinganayo.

3. **Indibaniselwano ka-10 kusetyenziswa izixhobo zokubala:**
Abafundi bahlela izilwanyana zabo. Besebenzisa 'iingcingo' zabo, baphononga ukuba zingaphi ezinye iindlela ezahlukileyo abangohlula ngazo izilwanyana zibe ngamaqela amabini.

Imibuzo ekhokelayo:

✦ Ungalubeka 'ucingo' ukwenzela ukuba kubekho izilwanyana ezine kwicala elinye locingo?

Abafundi bafaka izilwanyana ezine 'ecingweni' baze bazibale.

Abafundi bakroba ngaphaya kocingo lwabo.
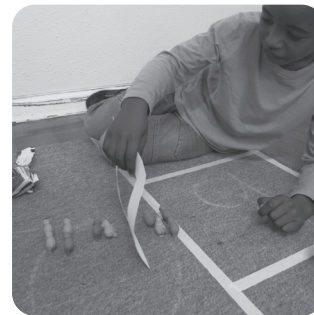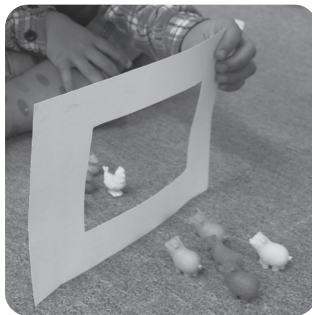
✦ Zingaphi izilwanyana ezikweli icala locingo?
✦ Zingaphi izilwanyana ezikhoyo xa zizonke?

Abafundi babala izilwanyana ezikwelinye icala locingo baze bawuphinde umsebenzi besebenzisa ezinye iindibaniselwano zika10.

✦ Ningalubeka ucingo ngendlela ezakwenza kubekho inani lezilwanyana elilinganayo ngqo kwicala ngalinye?

4. **Iindibaniselwano zika10 kusetyenziswa amaso okuhlela:** Cela abafundi bakubonise amaso amahlanu. Bakhuthaze ukuba bakwenze oku bengabali ngononye. Abafundi baphakamisa amaso amahlanu baze baqalise ukubala ukususela ku5.

Qhubekani ubala nisuka ku5 ukuya ku8.

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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 ekhokelayo:

✦ Mangaphi amaso ongezelelekileyo owabalileyo?

Phakamisa amaso amane/amathandathu/amathathu. Balani ukususela ku4 ukuya ku7/10/8, njalo njalo.

✦ Unamaso amangaphi ngoku?

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

- sombulula iingxaki ngamanani 0–10
- bala ukusuka kwinani abalinikiweyo – ukuya kutsho ku10
- aba izixhobo zokubala ngokulinganayo ngentsalela
- bona amaqela adibanayo ukuze enze u10

Isitishi sokusebenzela 1

Okudingayo
• Iphepha elinguA4 – 1 kumfundi ngamnye • Izponji/ikhotinwuli/imicinga yokugqogqa iindlebe • Ipeyinti ekwizikhongozeli ezimdibi • Iikhrayoni

Abafundi basonga amaphepha abo embindini. Babhala inani eliphakathi kuka1 no5 kwelinye icala lephepha. Bafaka iziponji/ikhotinwuli/imicinga yokugqogqa iindlebe epeyintini baze benze amachokoza enani elo balibhalileyo. Basonga iphepha phakathi ukuze benze inani lamachokoza elilinganayo kwelinye icala lephepha. Kufuneka babale ukuba mangaphi amachokoza abanawo baze babhale elo nani.

Isitishi sokusebenzela 2

Okudingayo
• Intlama yokudlala • Umzila wamanani 0–10 – 1 kumfundi ngamnye

Abafundi babumba 'izitena/iibhloko' ngentlama yokudlala baze bakhe izakhiwo eziza kutshathiswa namanani akumzila wamanani 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.

Isitishi sokusebenzela 3

Okudingayo
• Iisimboli zamanani 0–10 (*iKiti yeziXhobo*) – 8 kwisibini ngasinye sabafundi   • Iibhloko ze*Unifix*

Abafundi basebenza ngababini ukudlala, 'Ukwakha nokuthelekisa.' Umfundi ngamnye uneesimboli zamanani kwingqumba yakhe. Njengokuba emnye eguqula isimboli yenani, bekunye bathi, 'Nye, mbini, ntathu thelekisa.' Umfundi ngamnye uchaza inani lakhe kumlingani wakhe, 'Ndino _____.' Basebenzisa iibhloko ze*Unifix* ukwakha isakhiwo esimele amanani abo. Bathelekisa izakhiwo zabo besebenzisa esi sigama silandelayo: *ninzi, mbalwa, mbalwa kakhulu* no-*fanayo* (umzekelo, 'untandathu mninzi kunone').

Bayakuphinda oku besebenzisa ezinye iisethi zeesimboli zamanani. Bayatshintshiselana nabanye abafundi ngeeseti zeesimboli zamanani abo baze bawuphinde umsebenzi.

Isitishi sokusebenzela 4

Okudingayo
• Iincwadi zamanani ebezenziwe kwiVeki 7   • Iphepha elinguA4
• Iikhoki/iikhrayoni   • I*stapler*

Abafundi bagqibezela amaphepha abo ka6–10 iincwadi zabo zamanani. Benza imvulophu (ngokusonga baze baqhoboshe nge*stapler* iphepha elinguA4) abaza kufaka oku kuyo. Babhala amagama abo nedilesi zezindlu zabo ngaphambili.

Content Area Focus: Space and Shape (Geometry)

Topics	New knowledge	Practise
• Properties of shapes	• Sort shapes according to size, colour and shape • Shape conservation	• 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

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)
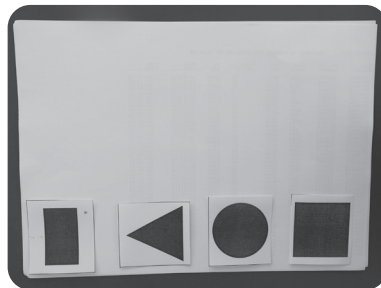
- 6 pictures of everyday objects that have circle, triangle, square and rectangle shapes in them (see page 156)
- 32 shape cards as follows:
  - 8 yellow shapes: 1 big and 1 small circle, square, rectangle and triangle
  - 8 blue shapes: 1 big and 1 small circle, square, rectangle and triangle
  - 8 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
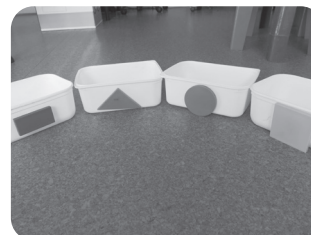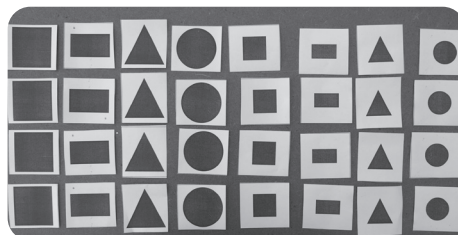
- 4 boxes each labelled with a different shape (square, circle, triangle, rectangle)

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko	Ulwazi olutsha	Ziqhelise
• Iimpawu zeemilo	• Hlela iimilo ngokobungakanani, umbala kunye nemilo • Ulondolozo lweemilo	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 • Ukubala izinto 1–10 • Iimilo: isangqa, isikwere, unxantathu, uxande • Ukuqondwa komgangatho

Isigama esitsha semathematika

bukhali   ngqukuva

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- ipowusta yekhadibhodi enamaphepha eemilo ezincanyathiselwe kuwo (uxande, unxantathu, isangqa nesikwere, zonke zibe nombala ofanayo)

- 6 imifanekiso yezinto ezisetyenziswa mihla le ezineemilo zesangam unxathanthu, isikwere noxande kuzo (jonga kwiphepha 157)

- 32 amakhadi eemilo ngolu hlobo:
  - 8 yeemilo ezimthubi: isanga esi1 esikhulu nesi1 encinci, isikwere, uxande nonxantathu
  - 8 yeemilo ezizuba: isanga esi1 esikhulu nesi1 encinci, isikwere, uxande nonxantathu
  - 8 yeemilo ezibomvu: isanga esi1 esikhulu nesi1 encinci, isikwere, uxande nonxantathu
  - 8 yeemilo eziluhlaza: isanga esi1 esikhulu nesi1 encinci, isikwere, uxande nonxantathu

- 4 iibhokisi inye inombolwe ngobhawu olwahlukileyo (isikwere, isangqa, unxantathu, uzande)

- 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
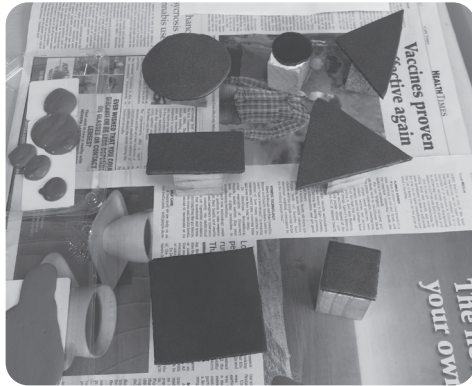
- pattern cards with different shape patterns on them – 1 per learner
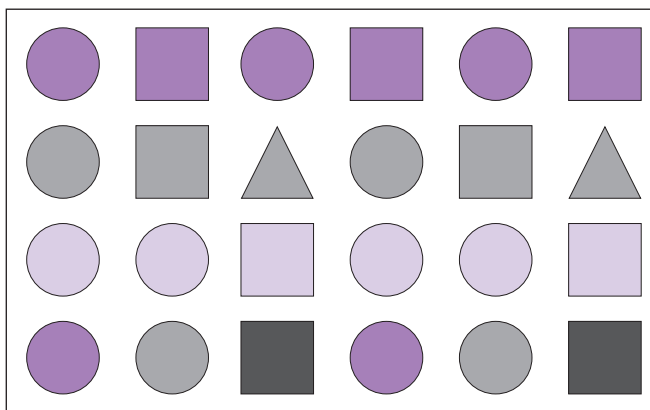
- twenty-four-piece puzzles (page 223).

# 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.

- 4 yeemilo zeebhodi zeBingo (*Isikhokelo semiSebenzi: Ikota 3*, iphepha 218)
- iimilo zephepha zobungakanani nemibala eyahlukileyo (isangqa, isikwere, unxantathu, uxande)
- iithempleyithi zeemilo (ezisikwe kwisiponji okanye kwi*Styrofoam*) ezizakuprintwa
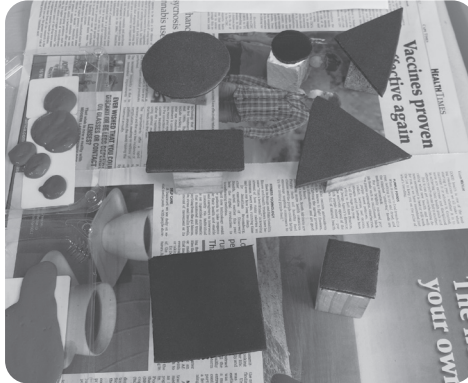
- amakhadi eepateni zeemilo – 1 kumfundi ngamnye
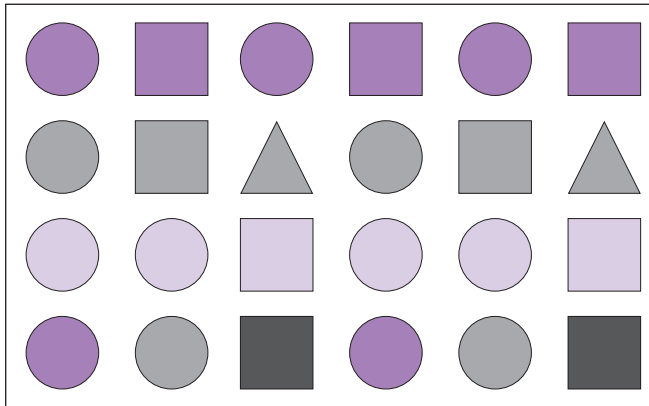
- iiphazili ezinamaqhekeza angamashumi amabini anesine (iphepha 223)

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Ingoma: *Ukuba uphethe isikwere* (iphepha 201)   • Izinto ezimile okwesangqa, isikwere, unxantathu noxande ezisengxoweni   • IPowusta yekhadibhodi enemifanekiso yeemilo encanyathelisiweyo
• Itshokhwe   • Amakhadi eemilo ama4 (isangqa, uxandle, isikwere, unxantathu)   • Umculo orekhodiweyo (okanye isixhobo sokudlala umculo)

1. **Ingoma:** Culani ingoma, *Ukuba uphethe isikwere*.

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

3. **Ukubala izinto 1–10:** Besebenza ngababini, umfundi wokuqala ukhetha inani elingaphantsi ko10, umzekelo, u6, aze atsiba amatyeli alingana nelo nani alikhethileyo ngeli lixa abalayo. Omnye umfundi uchaza amatyeli acinga ukuba ayadingeka ukuze kufikwe ku10 aze aqinisekise ngokutsiba nokubala. Batshintsha izikhundla.

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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 ku3-D ukuya ku2-D:** Abafundi bahlala benze isangqa. Beka ipowusta yeemilo embindini wesangqa. Gqithisa ingxowa yezinto. Abafundi batshintshana ngokuchaza imilo ekwipowusta baze bazame ukuphuthaphutha engxoweni bafumane into ehambelana nayo. Into ibekwa phezu kwemilo.

Imibuzo ekhokelayo:

✦ Ungayiva imilo esisangqa/isikwere/uxande/unxantathu?

✦ Ungayitshathisa into nemilo esebhodini?

✦ Ingaba le nto ivakala njani esandleni?

✦ Le nto neemilo ezikwipowusta zifana ngantoni?

✦ Le milo ibizwa ngokuba yintoni?

5. **Iimpawu zeemilo:** Sebenzisa itshokhwe ukuzoba isangqa esikhulu, isikwere, unxantathu noxande phantsi. Njengokuba umculo udlala abafundi bayahamba-hamba apha eklasini. Xa umculo uyeka, phakamisa libe linye ikhadi leemilo. Abafundi bema bangqonge imilo ezotywee phantsi.

Imibuzo ekhokelayo:

✦ Ibizwa ngokuba yintoni le milo?

✦ Inamacala amangaphi/iikona/amacala angqalileyo/amacala agobileyo kuyo?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo
• Ingoma: *Isangqa siyafana nebhola* (iphepha 201) • Imifanekiso yezinto zemihla ngemihla ezineemilo   • 32 amakhadi eemilo • Iprestikhi

1. **Ingoma:** Culani ingoma, *Isangqa siyafana nebhola*, ikhatshwe ziintshukumo.

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

3. **Ukubala izinto 1–10:** Abafundi bema ngokwamaqela baze babale, baphendule umbuzo ongezantsi.

Imibuzo ekhokelayo:

✦ Bangaphi abafundi abanxibe iijezi/izihlangu ezinemitya/abahamba ngeenyawo ukuya esikolweni, njalo njalo?

4. **Ukuziqhelisa iimilo:** Beka amakhadi eemilo ngokweengqokelela zeemilo ezahlukileyo. Bonisa omnye wemifanekiso wezinto zemihla ngemihla. Mema abafundi ukuba babeke ikhadi lemilo kwimilo ehambelana nalo emfanekisweni. Xoxani ngeemilo ukunye nabafundi.

Imibuzo ekhokelayo:

✦ Ungayitshathisa enye yezi milo noko kusemfanekisweni? Yeyiphi imilo?

✦ Wazi njani ukuba sisikwere/luxande/sisangqa/ngunxantathu?

✦ Kutheni ingesiso isikwere/uxande, njalo njalo?

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).
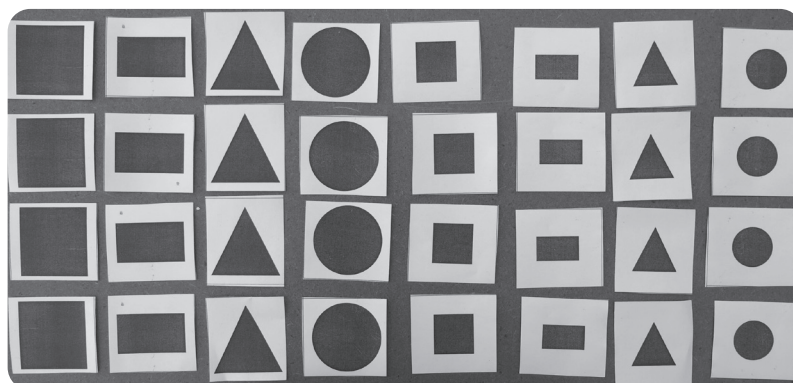
   Guiding instructions:

   ✦ 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.

Xoxani ngezinye iimilo eziseklasini.

✦ Ungazibona ezinye zezi milo apha eklasini?

Abafundi baphumela ngaphandle ukuya kujonga iimilo.

✦ Jonga amavili/izitena eziseludongeni/iifestile. Yeyiphi imilo oyibonayo?

✦ Uyalubona uphahla oluyimilo kanxantathu?

✦ Uyayibona imilo esisangqa? Ibizwa ngokuba yintoni?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

| Okudingayo |
|---|
| • Ingoma: *Imilo yeHokey Pokey* (iphepha 201)   • Itshokhwe • 32 amakhadi eemilo |

1. **Ingoma:** Culani ingoma, *Imilo yeHokey Pokey*, ikhatshwe ziintshukumo.

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

3. **Ukubala izinto 1–10:** Sebenzisa ithsokhwe uzobe isangqa esikhulu, isikwere, unxantathu noxande phantsi. Mema abafundi abambalwa ngexesha ukuba beme ngaphakathi kwesangqa.

Imibuzo ekhokelayo:

✦ Zingaphi iinyawo ezikwisangqa?

✦ Zingaphi izandla ezikwizangqa?

✦ Zingaphi ii_____ ezikwisangqa?

Kuphinde oku ngezinye iimilo.

4. **Umbala, ubungakanani nemilo:** Nika umfundi ngamnye ikhado leemilo. Khwaza igama lemilo. Abafundi abanaloo milo bema bangqonge loo milo izotywe phantsi. Bacula badanise besithi *Imilo yeHokey Pokey*, besenzela imilo yabo. Khwaza igama lenye imilo uze uwuphinde umsebenzi.

Qokelela amakhadi eemilo uze uwabeke phantsi kwiikholam ngokweemilo, ubungakanani nombala ukuze ube neenamakhadi amane kwikholam nganye kwezisibhozo. Abafundi batshintshisana ngokufumana iimilo ngokweeathribhyuthi ozibizayo (umbala, ubungakanani nemilo).
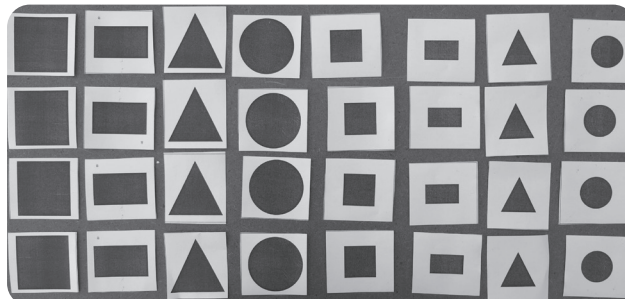
Imibuzo ekhokelayo:

✦ Fumana isangqa esikhulu esizuba, njalo njalo.

✦ Chukumisa zonke iimilo ezibomvu/ezingoonxantathu abancinci.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

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Day 4

What you need
• Song: *A circle's like a ball* (page 200) • 32 shape cards
• Number symbols 1–10 • 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.
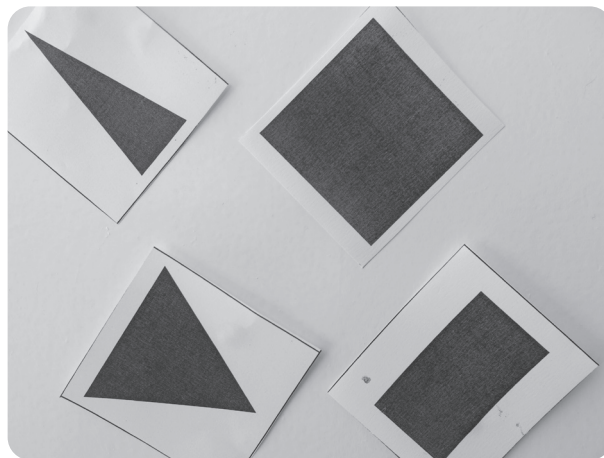
   Guiding questions:
   ✦ What shape do you see? How do you know?
   ✦ Can you find a triangle? How did you know it was a triangle?
5. **Small group activities:** Describe the activities at each workstation.

Usuku 4

Okudingayo
• Ingoma: *Isangqa siyafana nebhola* (iphepha 201) • Iisimboli zamanani 1–10 • 32 amakhadi eemilo	• Iibhloko zeathribhyuthi (*iKiti yeziXhobo*) • Amakhadi anamachokoza 1–10 (*iKiti yeziXhobo*)

1. **Ingoma:** Culani ingoma, *Isangqa siyafana nebhola*, ikhatshwe ziintshukumo.

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

3. **Ukubala izinto 1–10:** Xhoma iisimboli zamanani 1–10 apha eklasini. Phakamisa ikhadi elinamachokoza baze abafundi bahamba-hambe/ batsibe/bangcileze izihlandlo ezilingana nesimboli yenani.

4. **Ukuziqhelisa iiathribhyuthi zeemilo:** Abafundi bahlala ngababini. Nika umfundi ngamnye ibhloko yeathribhyuthi, ekungafanelanga bayibonise umlingani wabo. Omnye wesi sibini ubuza imibuzo malunga nemilo yomnye de baqashisele ukuba yeyiphi.

   Imibuzo ekhokelayo:

   ✦ Ingaba inamacala angqalileyo?

   ✦ Mangaphi amacala/iikona enazo?

   Beka ibhloko yeathribhyuthi ngasemva kuwe emqolo. Chaza imilo uze uthi abafundi balathe ikhadi elinemilo efanayo.

   ✦ Inamacala ama4 alinganayo neekona ezi4. Yintoni?

   ✦ Inamacala ama2 amade namacala ama2 amafutshane. Yintoni?

   Khetha amakhadi eemilo abe mbalwa uze uwaxhome eludongeni ngeendlela ezahlukileyo, umzekelo, ajonge ezantsi, ame ngamacala. Cela abafundi bachaze amagama ezi milo.

☼ INGCEBISO   Ukubonisa imifanekiso ngokuzimisa ngeendlela ezahlukileyo ukunceda abafundi ukuba bakwazi ukwalatha iimilo nokuba sele zibekwe ngolunye uhlobo.
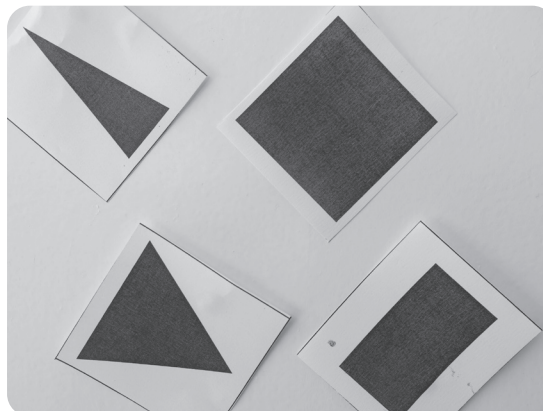
Imibuzo ekhokelayo:

✦ Ubona yiphi imilo? Ukwazi njani oko?

✦ Ungamfumana unxantathu? Waze njani ukuba ngunxantathu?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

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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.)

Usuku 5

<div>

Okudingayo

- 4 iibhokisi, inye kuwo ibe neemilo ezahlukileyo
- 32 amakhadi eemilo
- IPowusta 9

</div>

1. **Ingoma:** Abafundi bakhetha ingoma yemilo abaya kuyicula.

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

3. **Ukubala izinto 1–10:** Abafundi bema ngababini omnye ecaleni komnye. Bayabala baze baxhumele phambili kabini, batshintshe icala baxhume kabini kwakhona. Qhubeka de uye kufika ku-10.

4. **Ukuziqhelisa iimilo:** Sasaza imifanekiso yeemilo emethini uze ubonise ngeebhokisi ezinombolwe ngeemilo ezahlukileyo. Abafundi bayatshintshana ngokukhetha umfanekiso baze bawubeke phezu kwebhokisi enemilo efana nawo.

   Imibuzo ekhokelayo:

   ✶ Yeliphi ibhokisi engena kuyo imilo yakho?

   ✶ Le milo ifana njani nezinye ezisebhokisini?

5. **Ukubona iimilo:** Xoxani ngePowusta 9. Thetha ngoko kubonwa ngabafundi emfanekisweni.

   Imibuzo ekhokelayo:

   ✶ Zeziphi iimilo ozibonayo kwisakhiwo esi-orenji? Zingaphi izikwere/ amaxande ongawabala? Wazi njani ukuba sisikwere/luxande?

   ✶ Ningafumana iimilo kudonga olungasemva kukaMalusi? Yeyiphi imilo? Ungayibonaphi kwakhona le milo kulo mfanekiso?

   ✶ Zingaphi iimilo ezizizangqa enizibonayo? Ziphi? Sesiphi isangqa esisesona sikhulu/sincinci? Nifumana izangqa ezingaphi?

   ✶ Zeziphi iimilo enizibonayo eludongeni lwesakhiwo sevenkile? Mangaphi amacala/iikona ezikhoyo kunxantathu/exandeni?

   ✶ Nibabona ndawoni oonxantathu abancinci endlwini kaMalusi noMakhulu?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

<div>

Udityaniso

ULwimi lwaseKhaya: Ukwakiwa kwesigama, 'bonisa uxele', ukunakana amagama eemilo.

IzaKhono zoBomi: Nakana baze bachaze iimilo ezingaphakathi nangaphandle kwaseklasini; imilo kaskotshi. (Zoba igridi kaskotshi ngaphandle. Abafundi bayatshintshana ngokuphosa iingxowana zeembotyi kwimilo, bangcileze ngaphaya kwalo milo ekuwele ingxowana yeembotyi kuyo baze baxhumele phakathi kwenye imilo.)

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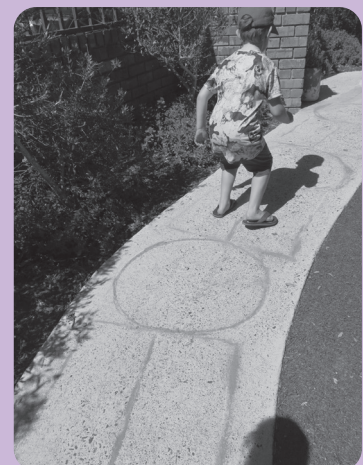
Small group activities

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 yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

• IPowusta 7
• Isitya esinikwa umfundi ngamnye esiqulethe:
  – 20 izinti zokubala
  – Ibhola encinci yentlama yokudlala
• 32 amakhadi eemilo
• Imethi yentlama yokudlala – 1 kumfundi ngamnye
	• 4 iibhodi zemilo zeBingo (ezenziwe kwiKota 3)
	• 10 iibhloko zeathribhyuthi (*iKiti yeziXhobo*) zemilo enye (enkulu nencinci) kwisibini ngasinye sabafundi

1. **Iingxaki zamagama:** Cela abafundi bajonge kwiPowusta 7. Basenokusebenzisa izixhobo zabo zokubala okanye iminwe yabo ekusombululeni iingxaki.

   Imibuzo ekhokelayo:

   ✴ Kukho iindlovu ezimbini ezenziwe ngeplanga kunye neendlulamthi ezimbini ezenziwe ngeplanga eziza kuthengiswa emarikeni. Zingaphi izilwanyana ezenziwe ngeplanga eziza kuthengiswa?

   ✴ Indoda iqhotsa iisoseji ezintathu. Ukuba kukho abantu abasixhenxe abafuna iisoseji, kuza kufuneka yongeze iisoseji ezingaphi?

   ✴ Umthengisi weziqhamo unama-apile amangaphi etafileni? Umthengisi-ziqhamo ufuna ukufaka ama-apile engxoweni ingxowa nganye ibe nama-apile amathathu. Angagcwalisa iingxowa ezingaphi?

2. **Ukubala izinto 1–10:** Emnye kubafundi ubala izinti zokubala ezili10 ezithathwe ezityeni zabo.

   Imibuzo ekhokelayo:

   ✴ Mangaphi amakhuni akho abomvu/amthubi/aluhlaza, njalo njalo?

3. **Ukwakha imilo:** Nika abafundi amakhadi anemiilo ezahlukileyo: unxantathu, isikwere noxande. Abafundi basebenzisa izinti zabo ukuze bakope imilo esemakhadini abo. Bonisa abafundi ukuba zibekwa njani iincam zezinti kusetyenziswa intlama yokudlala.

   Imibuzo ekhokelayo:

   ✴ Yeyiphi imilo onayo?

   ✴ Zingaphi izinti ozidingayo ukuze wenze le milo?

   ✴ Ungayitshintsha imilo yakho ibe ngunxantathu/uxande/isikwere?

4. **UBingo wemilo:** Abafundi basebenza ngababini. Gqithisa amakhadi emilo kwisibini ngasinye sabafundi ibhodi yeBingo. Chaza igama nobungakanani bemilo yebhodi yaBingo, umzekelo, unxantathu omncinci. Ukuba abafundi banemilo enobu bungakanani phakathi kwamakhadi abawanikiweyo, bayibeka kwibhloko ehambelana nayo kwibhodi yeBingo.

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

• bala izinto 1–10
• sombulula iingxaki ngomlomo kusetyenziswa amanani 0–10
• alatha iimpawu zemilo eziliqela – umbala, imilo, ubungakanani
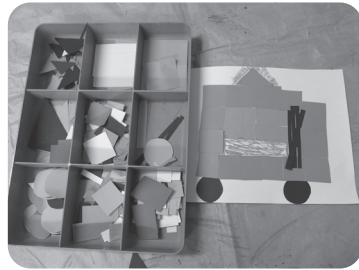• tshathisa imilo
• khuphela imilo

Workstation 1

What you need
• Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes • Crayons • Paper • Glue • 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 • Paint in shallow dishes • Paper – 1 piece per learner • Plastic mat • Aprons

Learners press the shape templates into the paint and press them onto the paper to make shape designs.

Workstation 3

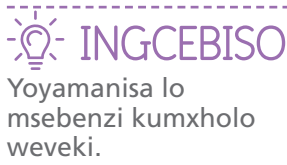| What you need |
|---|
| • Shape pattern cards – 1 per learner • Attribute blocks (*Resource Kit*) |

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.

Isitishi sokusebenzela 1

Okudingayo	
• Iimilo zamaphepha amibalabala ezahlukileyo (isangqa, isikwere, unxantathu, uxande) ezingalinganiyo ngobukhulu • Iikhrayoni	• Iphepha • Iglu • Iphepha elingu-A4 kumfundi ngamnye

Abafundi bancamathisela iimilo ephepheni ukuze benze imifanekiso/izihombiso.
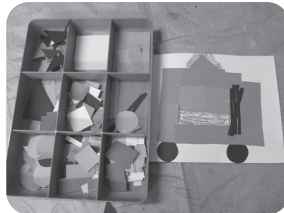
Isitishi sokusebenzela 2

Okudingayo	
• Iithempleyithi zeemilo ezikwe kwisiponji okanye kwi*Styrofoam* • Ipeyinti ekwizitya ezimdibi	• Iphepha – 1 kumfundi ngamnye • Imethi yeplastiki • Iifaskoti

Abafundi bacinezela iithempleyithi zeemilo epeyintini baze bazicinezele ngazo ephepheni ukuze benze izakheko zeemilo.

Isitishi sokusebenzela 3

Okudingayo	
• Amakhadi eepateni zeemilo – 1 kumfundi ngamnye	• Iibhloko zeathribhyuthi (*iKiti yeziXhobo*)

Abafundi bakhetha ikhadi lepateni yemilo baze basebenzise iibhloko zeathribhyuthi ukuze bakope isakhiwo eso.

Isitishi sokusebenzela 4

Okudingayo	
• Iiphazili ezinamaqhekeza angamashumi amabini anesine (iphepha 223)	• Iindindi ngeendindi zeephazili

Abafundi benza iiphazili ngokwezakhono abanazo.

Content Area Focus: Data Handling

Topics	New knowledge	Practise
• Collect and sort objects • Represent sorted collections of objects • Discuss and report on sorted collections of objects	• Pictograph using an increased set of data	• 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).

INkalo yomXholo ekuGxininiswa kuyo: ULwazi oluQokelelweyo

Izihloko	Ulwazi olutsha	Ziqhelise
• Ukuqokelela nokuhlela izinto • Ukumela iingqokelela zezinto ezihleliweyo • Ukuxoxa nokunika ingxelo ngeeengqokelela zezinto ezihleliweyo	• Igrafu yemifanekiso kusetyenziswa isethi eyongeziweyo yeenkcukacha	• Ukubala ngomlomo: ukuya phambili 0–20 nangaphaya, ukubuyela umva 10–0 • Ukubala izinto 1–10 • Ukulandelelanisa amanani 1–10 • Ukusombulula iingxaki 1–10 • Ngaphezu, mbalwa, lingana • Ukuthekelela • Ukuqokelela, ukuhlela nokumela ingqokelela yezinto • Ukuhlalutya nokunika ingxelo yeenkcukacha

Isigama esitsha semathematika

mhlawumbi	kusenokwenzeka	qinisekileyo

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- amakhadi anamagama eenyanga zonyaka ukusuka kweyoMqungu ukuya kweyoMnga (8 cm ngobubanzi)
- amakhadi anamagama abafundi anemihla yabo yokuzalwa (8 cm ngobubanzi)
- 2 iitreyi: 1 enegama elinye elithi 'nzima' enomfanekiso wepensile; 1 enegama elithi 'khaphukhaphu' enomfanekiso wethishu
- iphepha elilingana nepowusta elahlulwe ka4. Ncamathisela umfanekiso wemoto kwenye ikona nemifanekiso yomntu, isityalo kunye nesilwanyana kwikona nganye yezi zintathu (jonga kwiphepha 183) – 1 ipowusta kwiqela ngalinye
- 11 izikhongozeli (umzekelo, izikhongozeli zeyogathi) eziphawulwe 0–10

- 4 yemibala yentlama yokudlala
- iingqokelela zeinto ezincinci ezine, umzekelo, amaqokobhe, iintswazi, amagqabi, amatye amancinci
- umcu onemifanekiso yeziqhamo ezi6 – 1 kumfundi ngamnye
- igridi enguA4 enemifanekiso yeziqhamo ezi6 nemigca emi5 – 1 kumfundi ngamnye (iphepha 222)

Whole class activities

Day 1

What you need
• Song: *Months of the year* (page 200) • Seasons chart
• Birthday 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.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo
• Ingoma: *Iinyanga zonyaka* (iphepha 201) • Itshathi yemihla yokuzalwa	• Itshathi yamaxesha onyaka • Itshathi yemozulu

1. **Ingoma:** Cula ingoma, *Iinyanga zonyaka*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.
3. **Ukubal izinto 1–10:** Abafundi bema kwisangqa. Batsibela phakathi esangqeni ukuba baxukuxe ngohlobo olubizileyo lwentlama yamaziyo ebiziweyo.

   Imibuzo ekhokelayo:
   - ✦ Tsibela kwisangqa ukuba amazinyo akho uwaxukuxe ngeColgate/Aquafresh/Mentadent P ngale ntseni.
   - ✦ Ucinga ukuba kukho abafundi abangaphezulu/abambalwa kune10 kwesi isangqa?

   Balani abafundi abaphakathi kwesangqa.
   - ✦ Ingaba ukuqikelelo lwakho belusondele?

4. **Ukuqokelela nokuhlela iinkcukacha:** Ninonke jongani kwitshathi yemihla yokuzalwa.

   Imibuzo ekhokelayo:
   - ✦ Unyaka uneenyanga ezingaphi?
   - ✦ Kwezi zeziphi ezibandayo/ezitshisayo/ezinethayo? Ukwazi njani oko?
   - ✦ Sazi njani ukuba yeyiphi le nyanga sikuyo?
   - ✦ Mingaphi imihla yokuzalwa ekhoyo kwitshathi? Ukwazi njani oko?

   Yalatha iinyanga ezahlukileyo uze ucele abafundi ukuba banike amagama azo.
   - ✦ Ulazi njani igama lale nyanga?
   - ✦ Yeyiphi inyanga eza emva/ngaphambi _____?

   Culani ingoma ethi, *Iinyanga zonyaka* kwakona uze ucele abafundi baphakamise zozibini izandla zabo xa besiva inyanga abazalwa ngayo.

   Cela umfundi ukuba alathe inyanga nganye. Abafundi bayasukuma ukuba usuku lwabo lokuzalwa lukuloo nyanga eyalathiweyo.
   - ✦ Ucinga ukuba yeyiphi inyanga enemihla yokuzalwa emininzi? Ukwazi njani oko?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 2

Okudingayo
• Ingoma: *Ndiyakwazi ukuhlela* (iphepha 201)	• 12 yamakhadi eenyanga zonyaka

1. **Ingoma:** Cula ingoma, *Ndiyakwazi ukuhlela*.
2. **Ukubala ukhwaza:** 0–20 nangaphaya, 10–0.

☀ **INGCEBISO**

Cela abafundi ukuba benze neebhokisi zentlama yokuxukuxa abazakuyibeka phezu kwetafile yemathematika ukuze ahlelwe.

☀ **INGCEBISO**

Abafundi bacebisa ngemibuzo abangathanda ukuyibuza.

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?
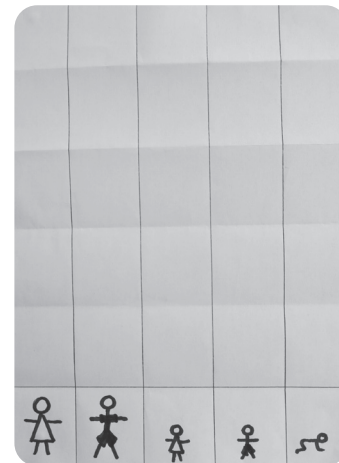
4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months 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.

3. **Ukubala izinto 1–10:** Phinda umsebenzi woSuku 1, kodwa ngokugxile kwiintsapho zabafundi.

Imibuzo ekhokelayo:

✦ Tsibela kwisangqa ukuba unaye ubhuti/ usisi omdala/omncinci oomakhulu/ oomakazi ohlala nabo.

✦ Ingaba ucinga ukuba kuza kubakho abafundi abaninzi kwiqela abanabazala abahlala nabo kunabafundi abakwiqela elingenabo?

✦ Ukuba ukuqashela kwakho kube kokusondeleyo?
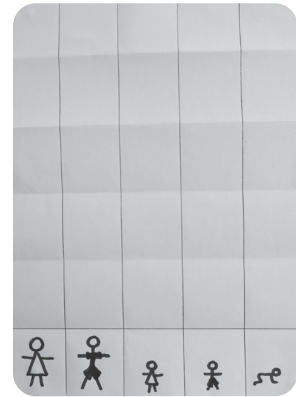
4. **Ukulandelelanisa iinyanga:** Abafundi bahlala benze isangqa. Sasaza amakhadi eenyanga ezili-12 embindini. Khetha abafundi abazalwayo kwinyanga yokuqala yonyaka. Walatha kwiinyanga ezikwitshathi yemihla yokuzalwa. Cela abafundi ukuba balande iinyanga ezolatiweyo. Cebisa ukuba iinyanga zibekwe ngokulandelelana.

Imibuzo ekhokelayo:

✦ Yeyiphi inyanga eyeyokuqala?

Umfundi ophethe elo khadi uma kuqala.

✦ Yeyiphi inyanga ebekwe ecaleni kwe-/elandelayo?

✦ Yeyiphi inyanga engaphambi/emva kwenyanga ozalwa ngayo?

Kuphinde oku usebenzisa abanye abafundi.

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo
• Ingoma: *Ndiyakwazi ukuhlela* (iphepha 201) • 12 amakhadi eenyanga zonyaka
• Igubu • Iprestikhi

1. **Ingoma:** Cula ingoma, *Ndiyakwazi ukuhlela*.

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

3. **Ukubala izinto 1–10:** Phinda umsebenzi woSuku 1.

Imibuzo ekhokelayo:

✦ Tsibela ngaphakathi esangqeni ukuba unayo inja/ikati/iinkuku/intlanzi ekhaya.

✦ Bala abafundi abatsibela kwisangqa uze ubuze imibuzo ephathelene noku.

4. **Ukuqokelela, ukuhlela nokumela iinkcukacha:** Beka amakhadi ali12 eenyanga ngokulandelelana ushiye isithuba phakathi kwawo ukwenzela ukuba abafundi bazihlele emgceni ecaleni kwezi. Dlalela abafundi igubu ukwenzela ukuba bahamba-hambe ngokukhululekileyo. Xa umculo usima, abafundi bema ngomgca ecaleni kwenyanga abazalwa ngayo. Bahlala ngomgca bejonge ekhadini labo.

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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.

-Ö- TIP
Learners can draw their face next to their name.

Imibuzo ekhokelayo:

✶ Bangaphi abafundi abazelwe ngenyanga enye nawe?

✶ Yeyiphi/zeziphi iinyanga ezinabafundi abaninzi/abambalwa abazalwayo?

✶ Ukwazi njani oko?

✶ Yeyiphi inyanga enabantu abaninzi abazalwayo? Ukwazi njani oko?

5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo
• Ingoma: *Ndiyakwazi ukuhlela* (iphepha 201) • Amakhadi anamagama bafundi nemihla yabo yokuzalwa   • 12 amakhadi eenyanga zonyaka axhonywe eludongeni kushiywe izithuba phakathi

1. **Ingoma:** Culani ingoma, *Ndiyakwazi ukuhlela*.

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

3. **Ukubala izinto 1–10:** Phinda umsebenzi woSuku 1.

   Imiyalelo ekhokelayo:

   ✶ Tsibela ngaphakathi kwisangqa ukuba uvuke kusasa ngaphambi kokuba ilanga liphume.

   ✶ Tsibela ngaphakathi kwisangqa ukuba uye kulala ngaphambi kwabantu abadala bakokwenu.

   Bala abafundi abatsibela kwisangqa uze ubuze imibuzo ephathelene noko.

4. **Ukuqokelela, ukuhlela nokulungiselela iinkcukacha:** Abafundi bahlala benze isangqa. Beka amagama abo embindini. Abafundi abambalwa balanda amagama abo. Bakube bonke abafundi benawo amakhadi anamagama abo, bahla ngokwamaqela kunye nabo bazalwa ngenyanga enye neyabo.

   Imibuzo ekhokelayo:

   ✶ Ningahlala ngokulandelelana kuqala ngalowo ozalwa kuqala, ongowesibini, njalo njalo, kuloo nyanga?

   Abafundi bayatshintshana ngokubeka amagama abo ngokulandelelana ngokwemihla yabo yokuzalwa. Amagama abafundi mawabekwe elinye ngasentla kwelinye kungabikho zithuba phakathi kwawo.

💡 INGCEBISO

Abafundi basenokuzoba ubuso babo ecaleni kwamagama abo.

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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)   • Toothpaste boxes (brought by • Poster 3   learners) • Pictograph

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?

5. **Ukufunda, ukutolika nokunika ingxelo ngeenkcukacha:** Thetha ngegrafu yemifanekiso.

-☼- INGCEBISO Itshathi yemihla yokuzalwa kufuneka ebeseludongeni lweklasi ukuze abafundi bakwazi ukuziqhelanisa nayo.

Imibuzo ekhokelayo:

✶ Yintoni onokundichazela yona ngale grafu?
✶ Ngowuphi umahluko ozakubakho ukuba ndongeza igama lam kwitshathi kwinyanga ka_____?
✶ Yintoni efanayo/eyahlukileyo ngale grafu netshathi yemihla yokuzalwa?
✶ Ingaba ikhona inyanga engenayo imihla yokuzalwa? Yeyiphi?
✶ Yeyiphi inyanga eneyona mihla yokuzalwa embalwa/elingayo/emininzi? Ukwazi njani oko?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo
• Ingoma: *Ndiyakwazi ukuhlela* (iphepha 201) • IPowusta 3 • Igrafu yemifanekiso • Iibhokisi zentlama yokuxukuxa (ezize nabafundi)

1. **Ingoma:** Cula ingoma, *Ndiyakwazi ukuhlela*.
2. **Ukubala ngomlomo:** 0–20 nangaphaya, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi woSuku 1.

Imibuzo ekhokelayo:

✶ Tsibela ngaphakathi esangqeni ukuba ulala wedwa/ulala nabanye ebhedini/ulala nabanye ekamereni.

Bala abafundi abatsibela kwisangqa nize nixoxe.

Jonga uze wolathe iibhokisi zentlama yokuxukuxa eziphezu kwetafile yemathematika.

✶ Nicinga ukuba zingaphi iibhokisi zeColgate/Aquafresh, njalo njalo, ezikhoyo?

Balani kunye iqela ngalinye.

✶ Ubusondele kangakanani kuthekelelo lwakho?
✶ Leliphi iqela elineebhokisi ezininzi/ezimbalwa?

4. **Ukufunda, ukutolika nokunika ingxelo yeekcukacha:** Xoxa ngekhalenda yeentsuku zokuzalwa ekwiPowusta 3.

-☼- INGCEBISO Jonga itshathi yamaxesha onyaka kunye netshathi yekhalenda yenyanga ezili12 yemozulu (ukuba unazo ozigcinileyo). Zihlele ngokwamaxesha onyaka.

Imibuzo ekhokelayo:

✶ Ingana zikhona iinyanga ezinenani lamagama elilinganayo njengakwigrafu?
✶ Zingaphi iinyanga ezinolunye/elinezimbini iintsuku zokuzalwa?

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✦ 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.

✦ Zingaphi iinyanga kwigrafu yethu ezinolunye/elinezimbini iintsuku zokuzalwa?

✦ Yeyiphi inyanga eneentsuku zokuzalwa ezininzi? Ukwazi njani oko?

5. **Ukusombulula iingxaki:** Jongani kunye kwigrafu yemifanekiso uze ubuze imibuzo.

Imibuzo ekhokelayo:

✦ Kukho abafundi aba_____ abazelwe ngoKwindla. Ukuba kukho abafundi abathathu abatsha abafikileyo eklasini yethu abazelwe ngoKwindla nabo, akuba mangaphi amagama aza kubakho kuKwindla?

✦ Abafundi aba_____ bazelwe ngoCanzibe. Ababini babafundi abekho esikolweni namhlanje. Bangaphi abafundi abazelwe ngoCanzibe abasesikolwweni?

✦ Xa iinyanga ezintathu inye kuzo inababibi abazalwayo. Bangaphi bebonke abazalwayo kwezi nyanga?

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi lwaseKhaya: UkuMamela nokuThetha: ukwabelana ngezimvo, ukusombulula iingxaki nokuchaza izisombululo; Ukufunda nokubhala okusaKhulayo: ukuqonda ukuba isimboli imelele into.

IzaKhono zoBomi: Ukuhlela izinto, ukuqokelela iinkcukacha ukusombulula iingxaki.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esiqulethe:
  - 10 izixhobo zokubala eziziqhamo (indibaniselwano eyahlukileyo yomfundi ngamnye engenazixhobo zokubala ezingaphezu kwezi5 zesiqhamo ngasinye)
  - Ikhrayoni ebomvu, ezuba, eluhlaza, emthubi ne-orenji
- Umcu onemifanekiso yeziqhamo ezi6 – 1 kumfundi ngamnye
- Isikhongozeli seebhloko ze*Unifix*
- Igridi engu-A4 enemifanekiso yeziqhamo ezi6 kwimigca emi5 – 1 kumfundi ngamnye (iphepha 222)

1. **Ukusombulula iingxaki:** Xoxa nabafundi ngeengxaki zamagama.

Imibuzo ekhokelayo:

✦ Yonke imihla uThami utya ibhanana enye. UMalusi noLaylah batya iibhanana ezimbini emnye kubo. Zingaphi iibhanana uTata ekufuneka abathengele zona abantwana beli khaya ngemini?

2. **Ukubala izinto 1–10:** Abafundi bajonga kwizixhobo zabo zokubala eziziziqhamo.

Imibuzo ekhokelayo:

✦ Ucinga ukuba uneziqhamo ezingaphi?

✦ Ingaba ucinga ukuba ninenani elilinganayo leziqhamo?

Umfundi ngamnye uqokelela aze abale iziqhamo zakhe.

3. **Ukuhlela izinto:** Abafundi bahlela izixhobo zabo zokubala ngokweendindi zeziqhamo.

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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';   • Scissors
one labelled 'soft'

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 ekhokelayo:

- ✦ Zingaphi iindindi zeziqhamo onazo?
- ✦ Ingaba nonke ninenani elifanayo lesiqhamo ngasinye? Ukwazi njani oko?

Abafundi babeka iziqhamo zabo kwiibhloko ezingaphezu komfanekiso wesiqhamo esimatana naso emcwini.

- ✦ Sesiphi isiqhamo onaso esininzi/esimbalwa?
- ✦ Ngubani onenani elifanayo leebhanana?
- ✦ Sesiphi isiqhamo esisesona sikhulu nesithatha eyona ndawo inkulu emgceni?
- ✦ Idiliya inkulu kuneebhanana. Kwenzeka ntoni xa sibeka ezi emgceni ukuqinisekisa ukuba siyabona ukuba leliphi iqela elinezininzi/elinezimbalwa?
- ✦ Yeyiphi enye into esinokuyisebenzisa ukubonisa sinezingaphi zesiqhamo ngasinye?

Abafundi babeka iibhloko ze*Unifix* ngaphezu kwemifanekiso yeziqhamo eza kumela amaqela abo eziqhamo.

Thelekisa uze uxoxe ngeezakhiwo ze*Unifix* zabafundi.

4. **Umdlalo – ukumela amaqela kwanokuhlalutya:** Abafundi bathatha isixa seziqhamo kwimfumba. Bayazihlela baze bazifake imibala kwiibhloko ezikwiigridi zabo ngokwenani lesiqhamo ngasinye. Umdlalo uyaphela xa umfundi egcwalisa ikholam.

Imibuzo ekhokelayo:

- ✦ Zingaphi iibhloko ezineebhanana ozifake umbala omthubi?
- ✦ Ingaba ukhona oneebhloko ezininzi/ezimbalwa ezineebhanana ezifakwe umbala?
- ✦ Ukuba uthathe enye ibhanana, ziza kuba ngaphi iibhloko ekuza kufuneka ukuba uzifake umbala omthubi?

👁 **Qwalasela ukuba abafundi bayakwazi uku-:**

- mela iinkcukacha ngokuhlela izinto ukuze zihambelane nemizobo
- mela iinkcukacha ngokufaka imibala kwiibhloko
- chaza ukuba 'zingaphi' besebenzisa iinkcukacha ezimelweyo
- thelekisa nokuphendula imibuzo ephathelene noku

Isitishi sokusebenzela 1

Okudingayo
• Ingqokelela yezinto eziqinileyo nezithambileyo   • Iphepha nekhrayoni
• 2 yeetreyi: 1 enegama elithi 'qinile' kunye nelitye, e-1 enegama elithi 'thambileyo'   • Isikere

Abafundi bahlela izinto eziqinileyo kunye nezo ezithambileyo. Baxoxa ngezinye iindlela abangathanda ukuzihlela ngayo. Bazoba baze basike izinto eziqinileyo nezithambileyo abaza kuzibeka ezitreyini.

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   for example, shells, twigs, leaves,   • Collections of four different   small stones   types of small objects,   • 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.

Isitishi sokusebenzela 2

Okudingayo
• 11 izikhongozeli, umzekelo, izikhongozeli zeyogathi ezinombolwe ngamanani   • 8 iisethi zeesimboli zamanani 0–10 (*iKiti yeziXhobo*)

Beka iisimboli zamanani zibe yimfumba etreyini. Abafundi bayazihlela zibe kwizikhongozeli ezihambelana nazo. Emva koko bayazibala ukujonga ukuba izikhongozeli ngasinye sineesimboli zamanani ezisibhozo.

Isitishi sokusebenzela 3

Okudingayo
• Iphepha elilingana nepowusta elahlulwe ka4   • Iimagazini
• Isikere – 1 ipere kumfundi ngamnye   • Iglu

Abafundi basika iimoto, abantu, izityalo nezilwanyana abaza kuncamathisela kumacandelo abelwe oko kwipowusta.

Isitishi sokusebenzela 4

Okudingayo
• 4 imibala yentlama yokudlala   • 4 iitreyi zeplastikhi okanye zepholisterini
• Ingqokelela yezinto ezine ezahlukileyo ezine, umzekelo, amaqokobhe, iinswazi, amagqabi, amatye amancinci

Beka zonke izinto ezincinci kwingqumba enye uze ucele abafundi ukuba bazibeke ngendlela echanekileyo kwiitryei ezine. Basebenzisa intlama yokudlala ukwenza iipankeyiki baze bakhethe izinto zokuhombisa iipankeyiki zabo etreyini. Ipankeyiki nganye kufuneka ihonjiswe ngezinto ezikwenye yeetreyi.

Assessment

Key

✓ = competent

● = partially competent

✗ = not yet competent

COMMENTS

NUMBERS, OPERATIONS AND RELATIONSHIPS

Learners' names	Date	Counts objects: 1–10	Oral counting forwards: 0–20 and beyond	Counts backwards: 10–0	Counts in twos	Identifies number symbol and number word: 9	Identifies number symbol and number word: 10	Identifies number symbol and number word: 0	Knows number pictures and dot cards 0–10	Recognises numbers in familiar contexts	Identifies and describes whole numbers 0–10	Compares numbers: more than – less than – equal to; most – least; many – fewer	Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10	Understands ordinal numbers: first, second, third, fourth, fifth, sixth	Explains own thinking in words and through drawings or concrete objects	Solves problems using concrete objects or number ladder: 0–10	Orally adds and subtracts using concrete objects: 0–10	Distinguishes between more than, fewer than and equal to	Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Final coding

Uhlolo

IKota 4: Umzekelo werekhodi yohlolo oluqhubekayo

Uphawu
✓ = uqhuba kakuhle
● = uyazama
✗ = akaqhubi kakuhle

AMANANI, IIOPAREYSHINI NOLWALAMANO

- Ubala izinto: 1–10
- Ukubala ngomlolo esiya phambili: 0–20 aggithe
- Ubala ebuya umva: 10–0
- Bala ngezibini
- Uqaphela iisimboli zamanani namagama amanani: 9
- Uqaphela iisimboli zamanani namagama amanani: 10
- Uqaphela iisimboli zamanani namagama amanani: 0
- Unakana amanani emifanekiso nam khadi anamachokoza 0–10
- Uqaphela amanani kwiimeko eziqhelekileyo
- Uqaphela nokuchaza amanani apheleleyo 0–10
- Uthelekisa amanani: ngentla kuno- – nganeno kuno- – lingana ne-; eyona incinci – eyona inizi; ninzi – mbalwa
- Ubeka (ulandelelanisa) amanani ukususela kwelona lincinci ukuya kwelona likhulu 1–10
- Uqonda amanani olandelwano: lokuqala, lesibini, lesithathu, lesine, lesihlanu, lesithandathu
- Uchaza indlela acinga ngayo ngamagama nangemifanekiso okanye izinto eziphathekayo
- Usombulula iingxaki esebenzisa izinto ezibambekayo okanye ileli yamanani: 0–10
- Ubala ngomlomo edibanisa noothabatha esebenzisa izinto ezibambekayo: 0–10
- Uyakwazi ukwahlula phakathi kuka ngaphezulu kwe-, mbalwa kune- kunye nolingana ne-
- Nakana imali eziinkozo nengamaphepha yaseMzantsi Afrika: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200
- Ukuchonga imali eziinkozo nengamaphepha yaseMzantsi Afrika: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200

IZIMVO

- Iincukacha zokugqibela

Amagama abafundi / **Umhla**

Assessment Grid

Key
- ✓ = competent
- ● = partially competent
- ✗ = not yet competent

Category	Assessment criteria
PATTERNS, FUNCTIONS AND ALGEBRA	Identifies simple repeating patterns
	Copies and extends simple repeating patterns
	Copies, extends and creates own auditory patterns
	Creates own pattern
	Understands the game, 'hopscotch'
SPACE AND SHAPE (GEOMETRY)	Able to build at least a twenty-four-piece puzzle
	Recognises the line of symmetry in objects
	Follows directions: forward and backward; up and down; upwards and downwards; left and right
	Recognises and identifies the circle, triangle, square and rectangle
	Describes, sorts and compares 3-D objects according to similarities and differences
	Describes, sorts and compares 2-D shapes according to similarities and differences
MEASUREMENT	Measures and compares objects according to length, mass and capacity and volume
	Distinguishes between big, bigger, biggest and small, smaller, smallest
	(Length) Understands that objects are also measured by using a tape measure
DATA HANDLING	Collects objects according to sizes
	Sorts collections of objects
	Represents collections of objects
	Collects, sorts and represents data according to one attribute
	Analyses data using questions
	Discusses and reports on sorted collection of objects
COMMENTS	Final coding

Learners' names

Date

Uphawu		Umhla										
IZIMVO	Iinkcukacha zokuqgibela											
ULWAZI OLUQOKELELWEYO	Uxoxa aze anike ingxelo ngengqokelela ehleliweyo yezinto											
	Uhlalutya ulwazi oluqokelelweyo esebenzisa imibuzo											
	Uqokelela, uhlela aze abonise ulwazi oluqokelelweyo ngokweathrithbthuthi enye											
	Ubonisa iingqokelela zezinto											
	Uhlela iingqokelela zezinto											
	Uqokelela izinto ngokobungakanani bazo											
UMLINGANISELO	(Ubude) Uqonda ukuba izinto nazo zingalinganiswa ngokusebenzisa ityhiphu yokuthatha umlinganiselo											
	Wahlula phakathi kwento enkulu, enkulu kune-, eyona inkulu kunye noncinci, encinci kune-, eyona incinane											
	Wenza umlinganiselo athelekise izinto ngokobude, ubunzima, umthamo nevolumu											
ISITHUBA NEMILO (IJIYOMETRI)	Ukuchaza, ukuhlela nokuthelekisa izinto ezingu2-D ngokokufana nangokokwahluka kwazo											
	Ukuchaza, ukuhlela nokuthelekisa izinto ezingu3-D ngokokufana nangokokwahluka kwazo											
	Unakana aze achaze isangqa, unxantathu, isikwere noxande											
	Ulandela izalathisi: phambili nasemva; phezulu naphantsi; ukunyuka nokuhla ekhohlo; ekhohlo nasekunene											
	Unakana umgca wesimetri ezintweni											
	Uyakwazi ukwakha iphazili enamaqhekeza angamashumi amabini anesibini											
IIPATENI, IIFANSHINI NEALJIBHRA	Uyawuqonda umdlalo ka 'skhotshi'											
	Ukwenza iphateni eyeyakhe ngemitfanekiso											
	Ukukhuphela, nokwandisa esenza ezakhe iipateni zesandi/zemvakalo											
	Ukukhuphela nokwandisa iiphateni ezilula eziphindaphindayo											
	Ukuqaphela iiphateni ezilula eziphindaphindayo											
Amagama abafundi												

✓ = uqhuba kakuhle

● = uyazama

✗ = akaqhubi kakuhle

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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!

Izixhobo

Iingoma, izicengcelezo namabali

Iveki 1

Ibali: *Ibali lenani 9* (kwithempleyithi yeFrizi yenani 9)

Kwalandela iiNtaka ezilithoba. Zazineentsuku ezininzi zibhabha emoyeni zikhangelana nelona khaya likhuselekileyo nelifudumeleyo. Zachitha imini yonke ziphaphazelisa amaphiko azo, zikhangela phezulu nasezantsi zikhangela indawo ezinga yibiza ikhaya.

Ekugqibeleni ziyifumene indawo ebukekayo nentle. IiNtaka ezilithoba zithi ngcu efestileni zikroba ngaphakathi. Akukho bani uhlala kule ndlu!

Iintaka zisebenzisa imilomo yazo ukufumana izinto zokwenza isimboli yenani 9 kunye negama lenani ulithoba, eziye zalincamathisela ngaphambili emnyango. INtaka nganye yenze ibheli yokunqonqoza enye yasemnyango wangaphambili.

Kukho igumbi lokulala elinye kule ndlu kodwa ngethamsanqa azidingi zibhedi iintaka. Ziyakuthanda ukulala zichophile!

IiNtaka zichopha ngasefestileni, iiNtaka ezintathu zithi ngcu esitulweni zize iiNtaka ezintathu zichophe ebhafini. Zonke zivuthulula amaphiko azo ukuze zizenzele iingubo ezimfumamfuma. Zidinwe kangangokuba akukho noko nokuntyiloza – iiNtaka ezilithoba zilala yoyi ubusuku bonke kangangokuba azivuki kwasekuseni kusuku olulandelayo ukuze zizifumanele imisundululu eza kuba sisidlo sakusasa.

Ngethamsanqa iibheli zomnyango ezilithoba zikhala kanye xa ziqalisa ukuva iphango iiNtaka. Abammelwane bazo abanobubele bemi emnyango baphethe eyona yakhe yatyeba emnandi, nenencindi imisundululu ngelamkela iiNtaka: iNdlovu enye esuka kwindlu engunombolo 1, aMaqhwarhase amabini asuka kwindlu engunombolo 2, aMagala amathathu asuka kwindlu engunombolo 3, iiNdlulamthi ezine ezisuka kwindlu engunombolo 4, iiNkawu ezintlanu ezisuka kwindlu engunombolo 5, aMadada amathandathu asuka kwindlu engunombolo 6, amaSele asixhenxe asuka kwindlu engunombolo 7 kunye neeMpuku ezisibhozo ezisuka kwindlu engunombolo 8.

Ingoma: *Amantshontsho amabini*

Amantshontsho amabini akhangela amanye
Kwaze kwafika amanye amabini enza isine
Balekelani kwisitha sefula, balekelani ehokweni
Balekani mantshontsho, phindelani kwisikhukukazi.

Amantshontsho amane ezenzela unothanda
Kwaze kwafika amanye amabini enza isithandathu
Balekelani kwisitha sefula, balekelani ehokweni
Balekani mantshontsho, phindelani kwisikhukukazi.

Amantshontsho amathandathu athe ngcu esangweni
Kwaze kwafika amanye amabini enza isibhozo
Balekelani kwisitha sefula, balekelani ehokweni
Balekani mantshontsho, phindelani kwisikhukukazi.

Amantshontsho asibhozo abalekela kwisikhukukazi
Kwaze kwafika amanye amabini enza ishumi
Balekelani kwisitha sefula, balekelani ehokweni
Balekani mantshontsho, phindelani kwisikhukukazi.

Ingoma: *Iimbovane zimatsha ngambini ngambini*

Iimbovane zimatsha ngambini ngambini.
Hureee! Hureee!
Iimbovane zimatsha ngambini ngambini.
Hureee! Hureee!
Iimbovane zimatsha ngambini ngambini;
Encinci iyema ukuze iqhoboshe isihlangu sayo,
Nazo zigoba zonke zimatsha
Ukuze zibaleke imvula.
Gqum, gqum, gqum, gqum!

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.

Iveki 2

Ibali: *Ibali lenani 10 (kwithempleyithi yeFrizi yenani 10)*

IiNyosi ezilishumi bezijikeleza zibhubhuzela imini yonke zifunxana nesiselo – esiyincindi yeentyatyambo – evela kwezona ntyatyambo zakhe zantle engingqini. Qho enye iNyosi ifumana intyantyambo eneyona ncindi imndandi, yenza umdaniswana ichazela ezinye iiNyosi ukuba kukho ukutya kufutshane.

IiNyosi kufuneka zizifumanele ikhaya ngokukhawuleza ukwenzela ukuba zizenzele ubusi ngencindi eziyiqokeleleyo. Zijonga kwindlu yokugqibela esemgceni zize zigqibe kwelokuba ikulungele ukuba yindlwana yazo – iinyosi zilibiza ngokuba yindlwana ikhaya lazo.

IiNyosi zisebenza nzima kakhulu kwaye nomsebenzi wazo ziwenza ngokuzimisela, ngoko ke ziyahamba ziyosebenza zibhubhuzela zizama ukulungisa indlwana yazo ziyihombise ibe ntle. Zisebenzisa amasebebe emithi ukwenza umnyango wangaphambili. Isimboli yenani 10 nenani ushumi zibekwa kumnyango wangaphambili kunye neebheli ezili10. IiNyosi zenza iikhethini zeefestile ngamagqabi aluhlaza kunye namakhandlela enziwe ngeweksi nobusi ukulungiselela xa ubusuku busisisthokothoko. Ikumkanikazi yeeNyosi, ekuyiyo eyenza iiNyosi ukuba iinyosi ezintsha ziphumle kwiindlwana zazo ngeli lixa iinyosi ezingabasebenzi ezilithoba zijika incindi yomfincamfincane ezibuqokeleleyo ube bubusi zize zibugalele kwiingqayi zobusi. Kwintseni elandelayo zinxiba iijezi zazo ezimnyama namthubi neebhutsi zazo ezimnyama zize zihambise ingqayi enye yobusi kwindlu nganye yabammelwane bazo abatsha: iNdlovu enye akwindlu engunombolo 1, aMaqhwarhashe amabini akwindlu engunombolo 2, aMagala amathathu akwindlu engunombolo 3, iiNdlulamthu ezine ezikwindlu engunombolo 4, iiMfene ezintlanu ezikwindlu engunombolo 5, aMadada amathandathu asuka kwindlu engunombolo 6, aMasele asixhenxe akwindlu engunombolo 7, iiMpuku ezisibhozo ezikwindlu engunombolo 8 kunye neeNtaka ezilithoba ezikwindlu engunombolo 9.

Ingoma: *Iinyosana zobusi ezilishumi*

Iinyosana zobusi ezilishumi ezibhubhuzelayo
Enye yabuyela kwindlwana yeenyosi
Enye yaya kwintyantyambo
Zingaphi iinyosi zobusi ezibhubhuzelayo?
Ngoku kushiyeke iinyosana zobusi ezisibhozo.

Iinyosana zobusi ezisibhozo ezibhubhuzelayo
Enye ibuyela kwindlwana yeenyosi
Enye iya kwintyantyambo
Zingaphi iinyosi zobusi ezibhubhuzelayo?
Ngoku kushiyeke iinyosana zobusi ezintandathu.

Iinyosana zobusi ezintandathu ezibhubhuzelayo
Enye ibuyela kwindlwana yeenyosi
Enye iya kwintyantyambo
Zingaphi iinyosi zobusi ezibhubhuzelayo?
Ngoku kushiyeke iinyosana zobusi ezine.

Iinyosana zobusi ezine ezibhubhuzelayo
Enye ibuyela kwindlwana yeenyosi
Enye iya kwintyantyambo
Zingaphi iinyosi zobusi ezibhubhuzelayo?
Ngoku kushiyeke iinyosana zobusi ezimbini.

Iinyosana zobusi ezimbini ezibhubhuzelayo
Enye ibuyela kwindlwana yeenyosi
Enye iya kwintyantyambo
Zingaphi iinyosi zobusi ezibhubhuzelayo?
Akusekho zinyosi zishiyekileyo ngoku.

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'.

Ibali: *Iindlwana zeenyosi*

Yonke imihla iiNyosi ezilishumi ziyayishiya indlwana yazo zibhubhuzela zikhangelana neentyantyambo. Ngenye imini zabhabhela kude ehlathini elalinemithi emide kakhulu. Zaziziva izandi zokubhubhuzela kwezinye iinyosi kwaye ngokuye zisondela zaqalisa ukubona iindlwana zijinga emithini. Zabona ibubu leenyosi zingena ziphuma kwezo ndlwana. Zazininzi ngeyona ndlela ezo nyosi.

Masithathe ngokuba ezi zixhobo zokubala ziziinyosi nokuba iziciko ziindlwana zeenyosi.

Iveki 3

Ingoma: *Iibhotile eziluhlaza ezilishumi*

Iibhotile eziluhlaza ezilishumi zijinga eludongeni
Iibhotile eziluhlaza ezilishumi zijinga eludongeni
Ukuba kukho ibhotile eluhlaza enye ephuncuka iwe
Kuza kubakho iibhotile eziluhlaza ezilithoba
    ezijinga eludongeni.

(Phinda ngethoba, isibhozo, isixhenxe, isithandathu, isihlanu, isine, isithathu, mbini)

Ibhotile eluhlaza enye ijinga eludongeni
Ibhotile eluhlaza enye ijinga eludongeni
Ukuba kukho ibhotile eluhlaza enye ephuncuka iwe
Akuzubakho zibhotile ziluhlaza zijinga eludongeni.

Ibali: *Ibali lenani 0* (kwithempleyithi yeFrizi yenani 0)

Zonke izilwanyana ngoku zazihlala ndawonye ngolonwabo kwizindlu zazo. Zazama kangangoko ukuphilisana kwanangokuncedisana.

Ngenye imini iNdlovu yathi yakujonga phandle ngefestile yabona umatshini usomba emhlabeni. Kwiintsuku neeveki ezilandelayo zonke izilwanyana zabukela kusakhiwa indlu entsha isonyuka phambi kwamehlo azo. Kwaxutywa isamente, kwabekwa izitena, kwafulelwa kwafakwa iminyango neefestile. Kungekudala yabe imile indlu. Eyayinjani yona ukuba ntle indlu, eyomeleleyo neyakhiwe kakuhle ngolona hlobo.

'Ngubani oza kuhlala kule ndlu intle kangaka?' zatsho zimangalisiwe izilwanyana. Zaqokelelana phandle zichulumancile ngokudibana nabammelwane bazo abatsha. Kwakungekho bheli emnyango kodwa iiNdlulamthi ezine zabona ukuba umnyango uvuliwe zaze zakroba ngaphakathi ngemiqala yazo emide. 'Bakhona abantu?' zakhwaza. Kwakungekho mntu ekhaya.

Zonke izilwanyana zagcwala ngaphakathi. Indlu yayikhala ibhungane. IiNtaka zaziphaphazela ziphuma kweli igumbi zingena kweliya kodwa kwakungekho fenitshala – kungekho zibhedi, kungekho zitafile nazitulo. Kwakungekho kwanto … uziro.

Ukuza kuthi ga ngoku, akukabikho mntu ungenileyo kule ndlu intsha. Oko yayikhala ibhungane kube kungekho kwanto ngaphakathi. Izilwanyana ziyibiza ngokuba yindlu uqanda, iqanda, kuba oku kuthetha ukuthi 'akukho nto'.

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.

Iveki 4

Ingoma: *Qhwaba, nqakrazisa ungqishe*

(Ngesingqi sika*Twinkle, twinkle, little star*)

Iipateni, iipateni konke
Sizenza ngokusebenzisa isandi
Nqakrazisa, qhwaba ngokukhawuleza nangokucotha
Zilungise, masiyeni ke ngoku,
Nonke ndilandeleni
Yenza ipateni ngobunono …
*Qhwaba, nqakrazisa iminwe, ngqisha
ngeenyawo; qhwaba, nqakrazisa iminwe,
ngqisha ngeenyawo (ipateni kaABC)*
*(Qho ngosuku yazisa ngolandelaniso
lwepateni entsha)*

Iveki 5

Ingoma: *Ingoma yezalathisi*

(Ngesingqi sika*This is the way …*)

Jikeleza uchukumise emhlabeni,
Jikela ngasekhohlo ujikele ngasekunene.
Jikeleza uchukumise emhlabeni,
Jikela ngasekhohlo ujikele ngasekunene.

Ikhorasi:
Tsibela ngasekhohlo utsibele ngasekunene,
Tsibela phambili utsibele emva.
Tsibela ngasekhohlo utsibele ngasekunene,
Tsibela phambili utsibele emva.

Hlala phantsi uze uphakame,
Tsiba-tsiba uye phezulu naphantsi uze uqhwabe
    izandla zakho.
Hlala phantsi uze uphakame,
Tsiba-tsiba uye phezulu naphantsi uze uqhwabe
    izandla zakho.

Iveki 6

Isicengcelezo: *Iindlovu ezintlanu ebhafini*

Indlovu enye iyokuqubha,
Nkqo-nkqo, nkqo-nkqo,
Shwaaa, shwaaa,
Ngena ngaphakathi.

Iindlovu ezimbini ziyokuqubha,
Nkqo-nkqo, nkqo-nkqo,
Shwaaa, shwaaa,
Ngena ngaphakathi.

Iindlovu ezintathu ziyokuqubha,
Nkqo-nkqo, nkqo-nkqo,
Shwaaa, shwaaa,
Ngena ngaphakathi.

Iindlovu ezine ziyokuqubha,
Nkqo-nkqo, nkqo-nkqo,
Shwaaa, shwaaa,
Ngena ngaphakathi.

Iindlovu ezintlanu ziyokuqubha,
Nkqo-nkqo, nkqo-nkqo,
Shwaaa, shwaaa,
Zonke dyumpu 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!

Ibali: *Ibhafu yeNdlovu*

Indima 1

Ngenye imini uNdlovu wahamba waya emlanjeni. 'Heyi bo, Ndlovu!' bakhwaza abammelwane, iiNkawu, 'Uyaphi na?'

'Ndisolula iinyawo ndiyokukhangela indawo yokuvasa,' waphendula watsho uNdlovu.

'Ooooo,' zatsho iiNkawu. 'Kwaze kwakude mfondini. Sinayo ibhafu. Kutheni ungasuke uvase apha endlini yethu?'

Indima 2

UNdlovu wabacacisela ukuba uza kuyohlamba emlanjeni. Wema phambi kwendlu yeeNdlulamthi. 'Heyi bo, Ndlovu!' zatsho iiNdlulamthi, 'kutheni uphethe ibhakethe?'

Waphendula uNdlovu, 'Eli bhakethe ndiza kulisebenzisela ukukha amanzi emlanjeni ukuze ndithobe unxano ngamanzi anencasa abandayo.'

Ngokuye isondela emlanjeni, kwagqitha inkwenkwana ibaleka iqengqeleka ukuya emlanjeni yafika yagcwalisa ijagi neekomityi ngamanzi.

Njengokuba iinkwenkwana ibaleka igqitha, yaxelela uNdlovu ukuba kuyatsha enkampini.

UNdlovu wafaka umboko wakhe emlanjeni, wafunxa waze wagcwalisa ibhakethe lakhe ngamanzi omlambo walandela inkwenkwana ukuya emlilweni. UNdlovu nenkwenkwana bagalela onke amanzi abo emlilweni bewucima.

Indima 3

Kwakutshisa ngoku kwaye uNdlovu wayekujonge ngabomvu ukuya kuzipholisa ngamanzi abandayo. Njengokuba eziqikaqika ezipholisa emanzini evuthela umboko wakhe ngenxa yovuyo wacinga ngendlela anokuzenzela ngayo elakhe ichibi lokuqubha ngasemva kwendlu yakhe. Wayekhe wawabona evenkileni amachibi okuqubha avuthelwayo. Kwakuza kufuneka afumane elona chibi lokuqubha lakha lalikhulu aze acinge ngendlela yokuligcwalisa.

Ingoma: *Ibhakethe lam ligqobhokile*

Ibhakethe lam ligqobhokile, owu Sindi, owu Sindi
Ibhakethe lam ligqobhokile, owu Sindi,
    linomngxuma.
Khawulingcibe, torho Vuyo, owu torho Vuyo,
    owu torho Vuyo
Khawulingcibe, torho Vuyo, owu torho
    Vuyo, lingcibe.

Ndilingcibe ngantoni, kodwa Sindi, kodwa Sindi?
Ndilingcibe ngantoni, kodwa Sindi, ngantoni?
Ngomcinga, torho Vuyo, torho Vuyo, torho Vuyo
Ngomcinga, torho Vuyo, torho Vuyo, ngomcinga.

Mde kakhulu umcinga …
Wusike kaloku …
Ndingawusika ngantoni kodwa? …
Ngemela …
Imela ibuthuntu kakhulu …

Yilole kaloku …
Ndingayilola ngantoni kodwa? …
Ngelitye …
Ilitye lome kakhulu …

Limanzise kaloku …
Ndilimanzise ngantoni? …
Ngentwana yamanzi …
Ndingawakha ngantoni amanzi? …
Ngebhakethe …
KODWA LINOMGXUMA IBHAKETHE LAM NJE!

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.

Iveki 7

Ingoma: *Ixhego uSandile lalinefama*

Ixhego uSandile lalinefama
E-I-E-I-O
Wayenehagu kwifama yakhe
E-I-E-I-O
Kwakuvakala uhoo hoo apha
Kunye no-hoo hoo phaya
Hoo hoo apha, hoo hoo phaya
Hoo hoo yonk' indawo
Ixhego uSandile lalinefama
E-I-E-I-O.

Ixhego uSandile lalinefama
E-I-E-I-O
Kwaye wayenamahashe amabini kwifama yakhe
E-I-E-I-O
Kwakuvakala u-iiihi iiihi apha
Kunye noiiihi iiihi phaya
Iiihi apha, iiihi phaya
Iiihi iiihi yonk' indawo
Ixhego uSandile lalinefama
E-I-E-I-O.

Qhubeka uthi:
amadada amathathu (kwakwak kwakwak apha,
    kwakwak kwakwak phaya)
iinkomo ezine (mhuumhuu apha,
    mhuumhuu phaya)
iigusha ezintlanu (mheemhee apha,
    mheemhee phaya)
iinkukhu ezintandathu (kwak, kwak, apha,
    kwak, kwak, phaya)
iibhokhwe ezisixhenxe (mee mee apha, mee
    mee phaya)
amarhanisi asibhozo (ghuu ghuu apha, ghuu
    ghuu phaya)
iidonki ezilithoba (hoo-i apha, hoo-i phaya)

Ixhego uSandile lalinefama
E-I-E-I-O
Kwaye kwifama yakhe wayeneenyoka ezilishumi
E-I-E-I-O
Kwakuvakala usss-sss
Apha nosss-sss phaya
Usss apha nosss phaya
Kwakuvakala usss-sss yonk' indawo

Uhoo-hoo apha
Nohoo-hooo phaya
Nohoo-hoo apha, nohoo-hoo phaya
Kwakuvakala uhoo-hoo indawo yonke
Uhoyii hoyii apha
Nohoyii hoyii phaya
Uhoyii hoyii apha, hoyii hoyii phaya
Kwakuvakala uhoyii hoyii kwindawo yonke
Ugrwaa grwaa apha
Nogrwaa grwaa phaya
Ugrwaa grwaa apha, ugrwaa grwaa phaya
Kwakuvakala ugrwaa grwaa kwindawo yonke
Umuu muu apha
Nomuu muu phaya
Umuu muu apha, muu muu phaya
Kwakuvakala umuu muu kwindawo yonke

(Qhubeka kanje ngangezinye izilwanyana)

Ixhego uSandile lalinefama
E-I-E-I-O-O-O-O.

Ibali: *Umdyarho wezilwanyana*

Ngenye imini izilwanyana zavuka zibona
amachaphaza ombethe efestileni.
Kwakusibekele nezulu lalizolile. UNdlovu
wavuthela umboko wakhe ngelibiza ezinye
izilwanyana. Zazisazi ukuba xa zisiva umboko
kwakufanele ziye kuhlangana kwibala elikhulu
elalisemva kwezindlu zazo. Waphakamisa
ukuba mazenze umdyarho zijikeleze ibala,
ukuhla ukuya emlanjeni ziphinde zibuye.
Wacela aMadada ukuba abhabhe aye kuthi
ngcuu emithini ukuze ajonge ukuba izilwanyana
aziphumi emzileni ekufanele zibaleke kuwo
nokuba iiNtaka neeNyosi ziphaphazele phezu
kweembaleki ukuqinisekisa ukuba zikhuselekile
ngexesha lomdyarho.

Kwakungekho sithuba saneleyo endleleni ngoku
ke kwakubaleka iimbaleki ezintandathu kuphela
emdyarhweni. Yayiluvuyo nochulumanco
njengokuba zazikhetha abameli aMaqwarhashe,
aMagala, iiNdlulamthi, iiNkawu, aMasele
neeMpuku ukuba zibaleke emdyarhweni.

Ekugqibeleni zakuba zikhethiwe iimbaleki,
izilwanyana ezintandathu zema emgcebni. Emva
koko uNdlovu wavuthela umboko wakhe zasuka.

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.

Isicengcelezo: *U1 no1*

U1 no1 ngu2, u1 ophindwe kabini, u1
ophindwe kabini, *(Bonisa umnwe omnye
kwisandla ngasinye)*
U1 no1 ngu2.
U2 no2 ngu4, u2 ophindwe kabini, u2
ophindwe kabini, *(Bonisa iminwe emibini
kwisandla ngasinye)*
U2 no2 ngu4.
U3 no3 ngu6, u3 ophindwe kabini, u3
ophindwe kabini, *(Bonisa iminwe emithathu
kwisandla ngasinye)*
U3 no3 ngu6.

(Qhubeka uye kufika ku5 uze uphinde)

Iveki 9

Ingoma yeemilo: *Ukuba uphethe isikwere*

(Ngesingqi sikaIf you're happy and you know it)

Ukuba uphethe isikwere, phakama!
Ukuba uphethe isikwere, phakama!
Ukuba uphethe isikwere, ukuba uphethe isikwere,
Ukuba uphethe isikwere, phakama!
(Phinda ngezinye iimilo)

Ingoma yeemilo: *Isangqa siyafana nebhola*

(Ngesingqi sikaThe farmer's in the dell)

Isangqa siyafana nebhola,
Isangqa siyafana nebhola,
Singqukuva, singqukuva,
Asinasiphelo.
Isangqa siyafana nebhola!

Isikwere sifana nebhokisi,
Isikwere sifana nebhokisi,
Sinamacala amane,
Afana onke.
Isikwere sifana nebhokisi!

Unxantathu unamacala amathathu,
Unxantathu unamacala amathathu,
Unyuk'intaba,
Ehle, onyuke kwakhona.
Unxantathu unamacala amathathu!

Uxande lunamacala amane,
Uxande lunamacala amane,
Amabini made, aze
Amabini abemafutshane.
Uxande lunamacala amane!

Ingoma: *Imilo yeHokey Pokey*

Ufak'ingalo yakho phakathi,
Ukhuph'ingalo yakho ngaphandle,
Ufak'ingalo yakho phakathi,
Uze uyishukushukimise.
Wenze i*Hokey Pokey*
Uze ujikeleze.
Konke kungale nto!

Ufak'uxande lwakho kwi…
Ufak'isikwere sakho kwi…
Ufak'unxantathu wakho kwi…

Iveki 10

Ingoma: *Iinyanga zonyaka*

eyoMqungu, eyoMdumba, eyoKwindla,
    uTshazimpuzi, uCanzibe, eyeSilimela, eyeKhala
eyeThupha, eyoMsintsi, eyeDwarha, eyeNkanga,
    eyoMnga *(×2)*
eyoMqungu, eyoMdumba, eyoKwindla,
    uTshazimpuzi, uCanzibe, eyeSilimela, eyeKhala.

Ingoma: *Ndiyakwazi ukuhlela*

Ndiyakwazi ukuhlela, Ndiyakwazi ukuhlela,
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.
Ndiyakwazi ukubeka izinto ngokwamaqela, kwaye
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.

Ndiyakwazi ukuhlela ngokombala, Ndiyakwazi
    ukuhlela ngokobungakanani.
Ndiyakwazi ukuhlela ngokwemilo, mhlawumbi
    ndiwine imbasa.

Ndiyakwazi ukuhlela, Ndiyakwazi ukuhlela,
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.
Ndiyakwazi ukubeka izinto ngokwamaqela, kwaye
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.

Ndiyakwazi ukuhlela ngokuva ngokuphatha,
    Ndiyakwazi ukuhlela ngokwamagama.
Ndingakuxelela ukuba kutheni ndicinga ukuba
    izinto zam ziyafana.

Ndiyakwazi ukuhlela, Ndiyakwazi ukuhlela,
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.
Ndiyakwazi ukubeka izinto ngokwamaqela kwaye
    Ndiyakwazi ukuhlela, ukuhlela, ukuhlela.

nine

q

shumi

10

8 q

7 10

6 5 4

0 1 2 3

Templates • Iithempleyithi

1 2 3

4 5 6

7 8 9

six two seven three four

eight one nine five

nye	1
mbini	2
ntathu	3
ne	4
ntlanu	5
ntandathu	6
sixhenxe	7
sibhozo	8
thoba	9
shumi	10

nine

9

thoba

q

ten

10

shumi

10

zero

0

ziro

O

nine

q

thoba

q

ten

10

shumi

10

zero

ziro

8 9 10 7 6 5 4 3 0 1 2

Ice-cream activity (Week 1)

☐	☐	☐
cone 1	cone 2	cone 3
☐	☐	☐
cone 4	cone 5	cone 6
☐	☐	☐
cone 7	cone 8	cone 9

six   two   seven   three   four

eight   one   nine   five
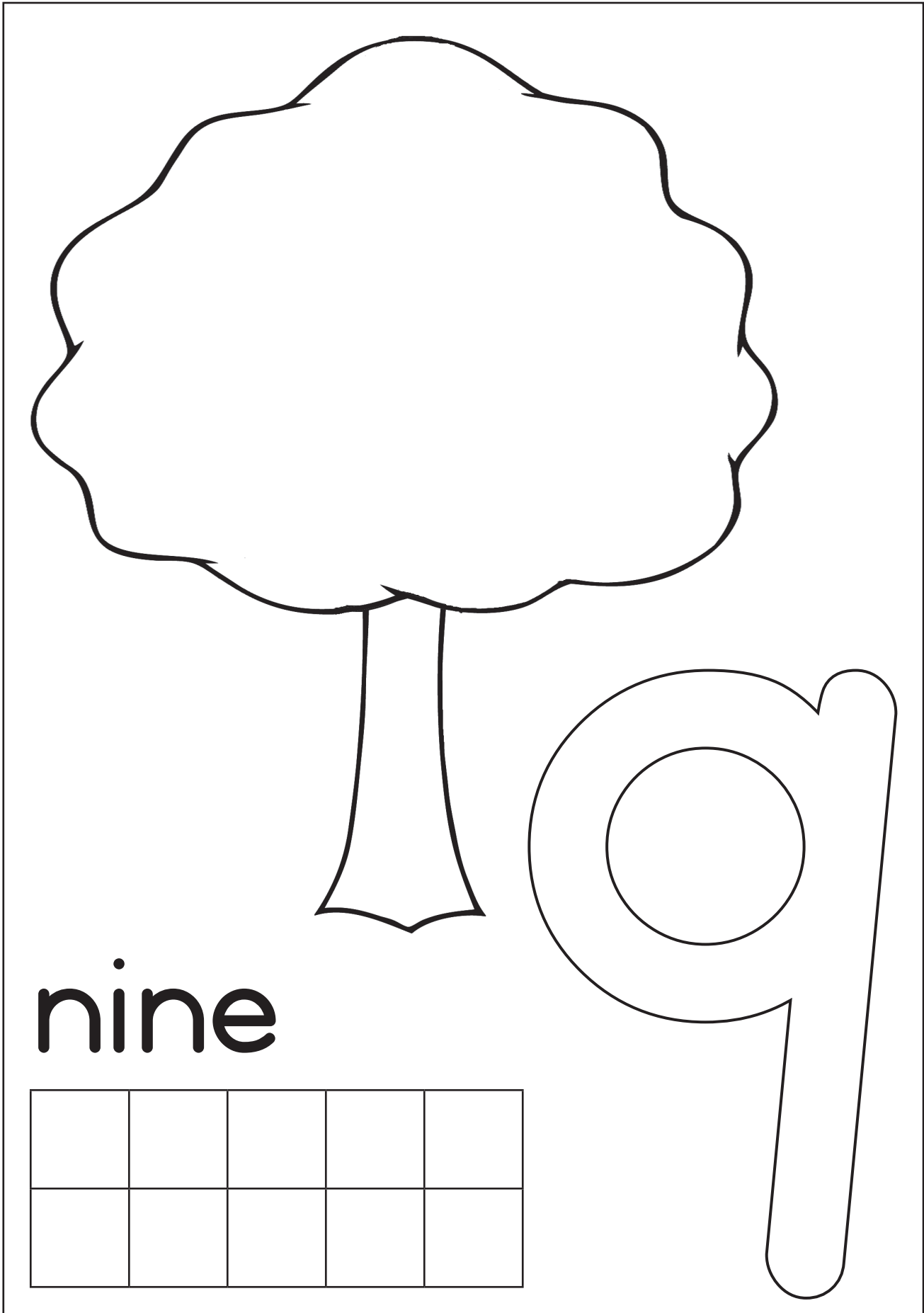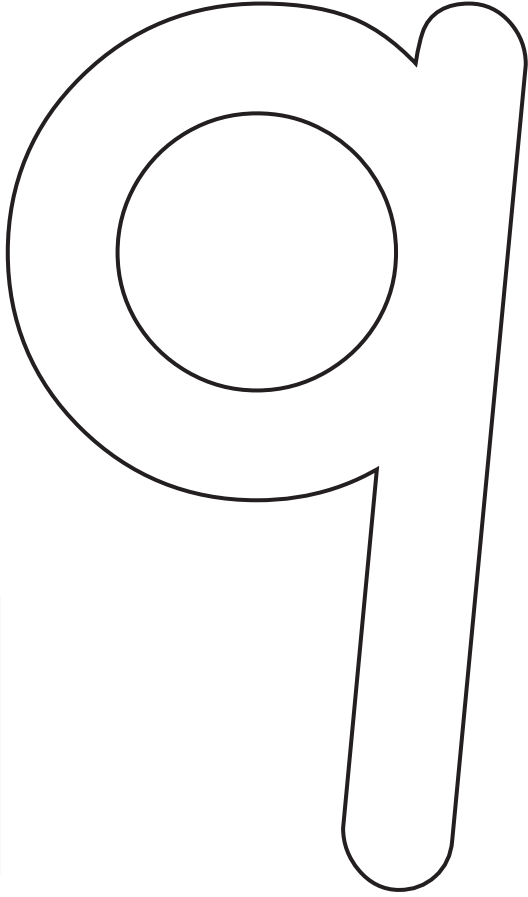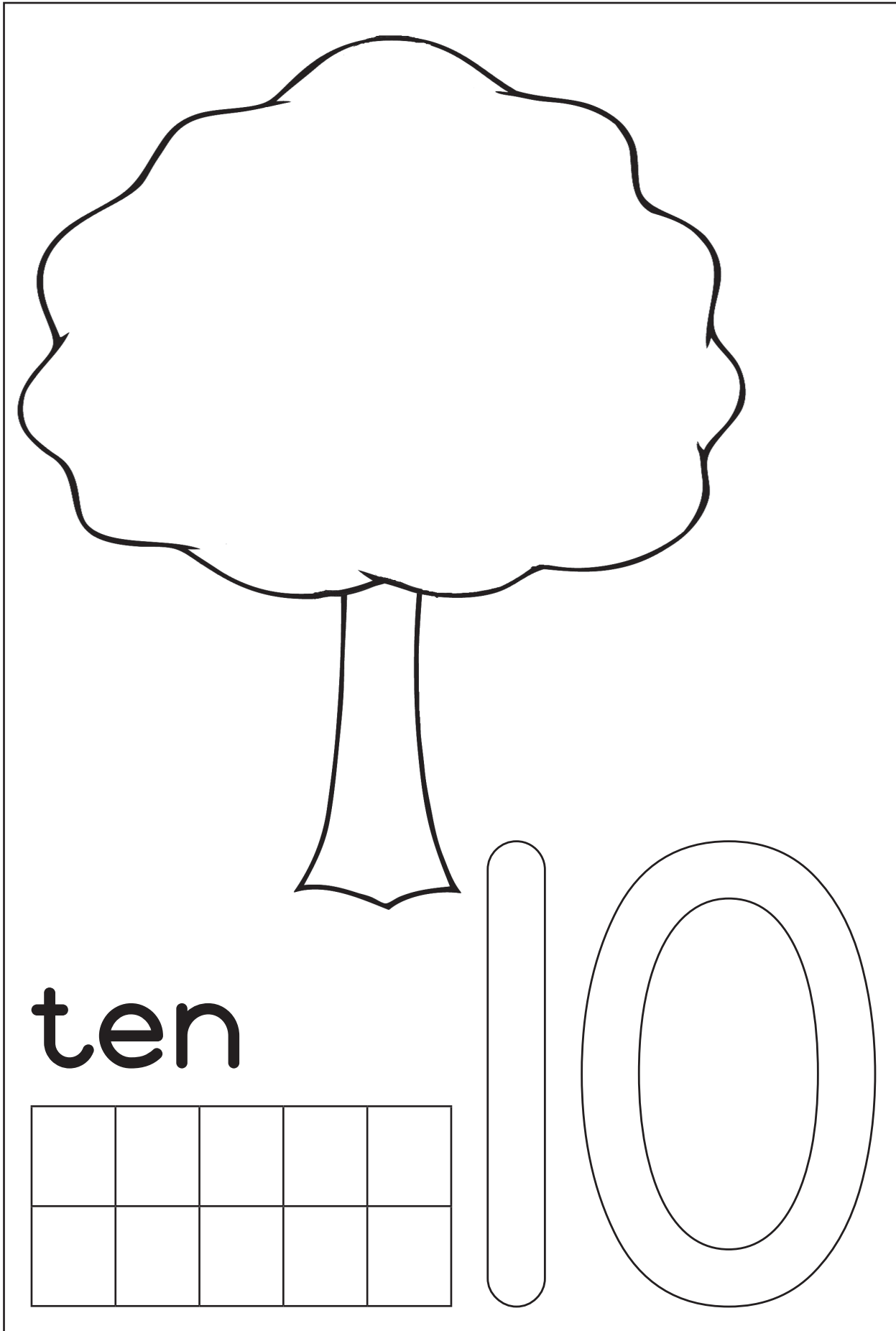
Umsebenzi weayiskhrimu (Iveki 1)

1	2	3
4	5	6
7	8	9

ntandathu   mbini   sixhenxe   ntathu   ne

sibhozo   nye   thoba   ntlanu
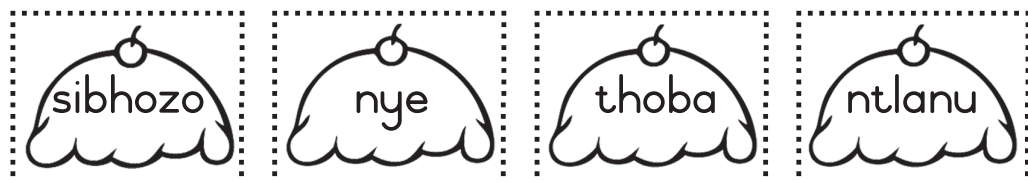
Number puzzle (Week 2)

one	1	
two	2	
three	3	
four	4	
five	5	
six	6	
seven	7	
eight	8	
nine	9	
ten	10	

nye	1	● ○ ○ ○ ○ / ○ ○ ○ ○ ○
mbini	2	● ● ○ ○ ○ / ○ ○ ○ ○ ○
ntathu	3	● ● ● ○ ○ / ○ ○ ○ ○ ○
ne	4	● ● ● ● ○ / ○ ○ ○ ○ ○
ntlanu	5	● ● ● ● ● / ○ ○ ○ ○ ○
ntandathu	6	● ● ● ● ● / ● ○ ○ ○ ○
sixhenxe	7	● ● ● ● ● / ● ● ○ ○ ○
sibhozo	8	● ● ● ● ● / ● ● ● ○ ○
thoba	9	● ● ● ● ● / ● ● ● ● ○
shumi	10	● ● ● ● ● / ● ● ● ● ●

Fruit grid (Week 10) • Igridi yeziqhamo (Iveki 10)

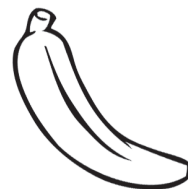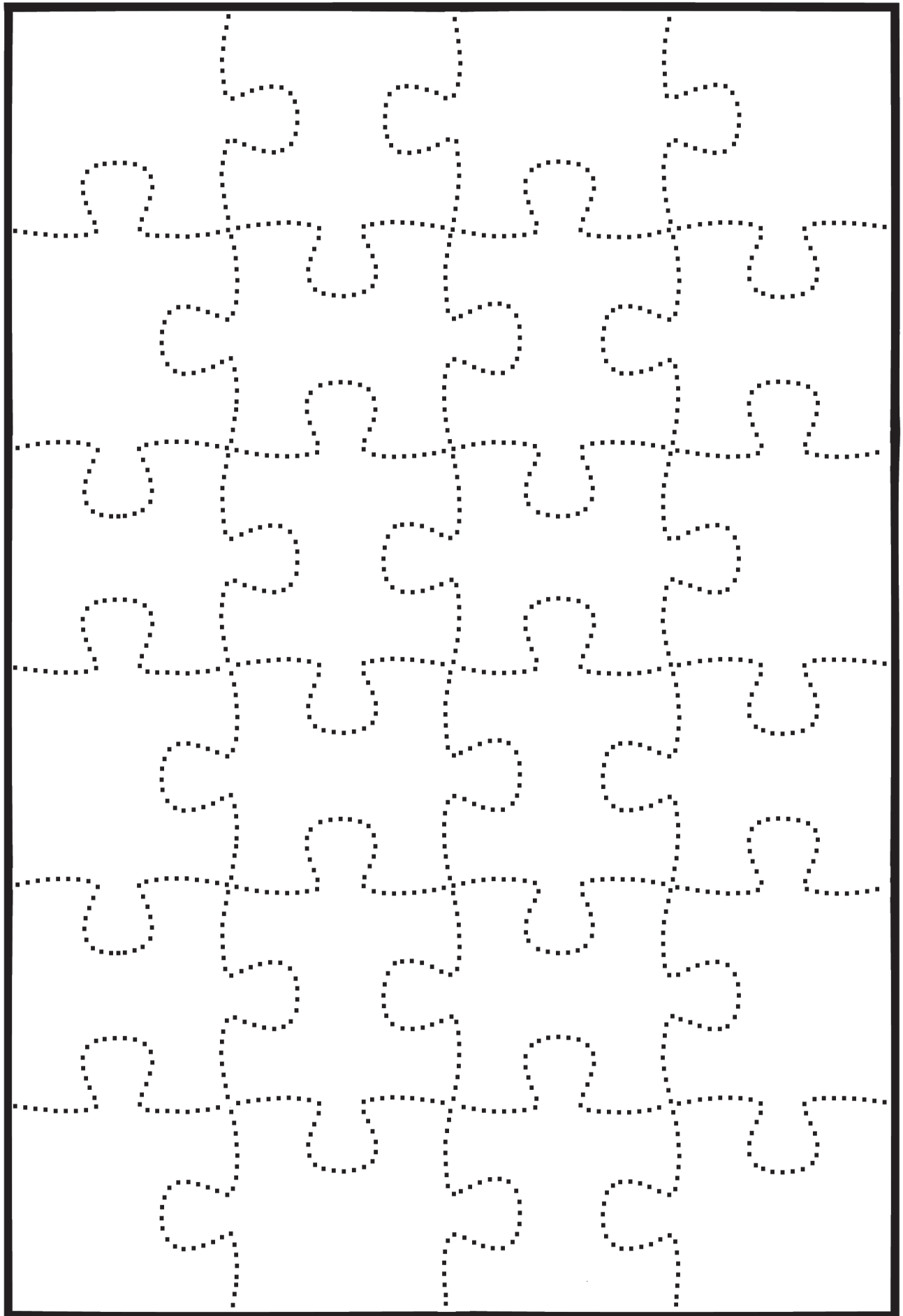|						
5						
4						
3						
2						
1						

Twenty-four-piece puzzle • Iphazili enamaqhekeza angamashumi amabini anesine

Notes • Amanqaku