

Mbekanyamushumo ya u Khwinifhadza Mballo dza Gireidi ya T

Grade R Mathematics Improvement Programme

Nyendedzi ya Nyito: Kotara ya 4 Activity Guide: Term 4



Tshivenda | English

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

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

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

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

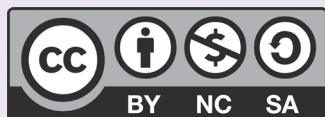
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Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo ndi vhurangeli ha **Gauteng Department of Education** na vhafarakani navho vha ndeme vha, **Gauteng Education Development Trust**.

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

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Schools Development Unit (SDU) ngei **University of Cape Town (UCT)** ndi mufarakani wa thekhinikhala wa mbalo kha Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo. SDU ndi yuniti ngomu ha School of Education tsha UCT ine ya sedzesa kha mveledziso ya phurofeshinala ya vhagudisi kha Mbalo, Saints, Litheresi/Dzinyambo na Zwikili zwa Vhutshilo u bva kha Gireidi ya Ṭ u ya kha Gireidi ya 12. SDU i n̄etshedza ndalukanyo dza mugudisi na khoso pfufhi dzo themendelwaho dza UCT, mushumo wo ḡisendekaho nga tshikolo, mveledziso ya matheriala na th̄oḡisiso zwa u tikedza u gudisa na u guda nga nyambo dzothe dza Afrika Tshipembe.

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

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Ndivhuho dzo khetheaho kha:

- ★ Vhaofisiri vha Khethekanyo ya Kharikhujamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
- ★ Vhashumisani u bva kha Wordworks, vhafarakani vha thekhinikhala vha luambo kha Mbalo dza Gireidi ya Ṭ na Thandela ya u Khwinisa Dzinyambo, kha u shumisana kha mveledziso ya matheriala.
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- ★ Tshigwada tsha vhaḡwali vha *R-Maths*: vhashumi vha SDU na vhaeletshedzi, na vhaofisiri vha WCED.

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya Ṭ yo shandulelwa u bva kha *R-Maths*, yo anḡadzwa lwa u thoma nga 2017 nga vha Schools Development Unit, University of Cape Town. Nzivhanyedziso ya *R-Maths* yo farwa nga vha University of Cape Town.

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Iyi laisentsi i tendela vhashumisi-hafhu uri vha i phaḡaladze, ḡanganyise, shandule, na u fhaḡa n̄ḡha ha tshishumiwa tshi re kha tshivhumbeo tshiḡwe na tshiḡwe nahone ndi zwa u sa bindudza, tenda ndivhuwo dza n̄ekedzwa musiki. Arali vha ḡanganyisa, shandula kana u fhaḡa n̄ḡha ha tshishumiwa, vha tea u n̄etshedza laisentsi kha tshishumiwa tsho khwinifhadzwaho fhasi ha milayo i fanaho.

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Introduction

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

The Grade R Maths *Activity Guide: Term 4* offers a structure for teaching maths in the fourth term of Grade R by:

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

Features of Activity Guide: Term 4

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

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

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

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

Grade R Maths in the daily programme

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

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

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

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



Marangaphanda

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

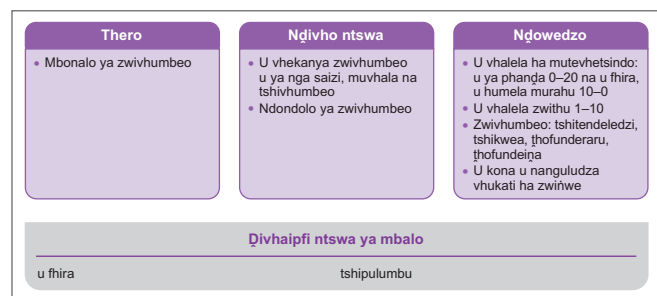
Grade R Maths Nyendedzi ya Nyito: Kotara ya 4 i nḁtshedza mbumbo ya mafunzele a mbalo kha kotara ya vhuḁa ya Gireidi ya T nga u:

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

Mbonalo ya Nyendedzi ya Nyito: Kotara ya 4

Mbonalo dzi tevhelaho dzi vhumba tshipiḁa tsha Nyendedzi ya Nyito: Kotara ya 4:

- Manweledzo a magudiswa a sumbedza ndivho ntswa na nḁowedzo yo sedzwaho kha vhege.
- Kotara, vhege na Sia ḁa Magudiswa ḁo Sedzwaho zwo ḁalutshedzwa zwavhuḁi mathomoni a vhege iḁwe na iḁwe.
- Thero, Nḁivho ntswa na mabogisi a Nḁowedzo zwi sumbedza zwine zwa ḁo katelwa vhegeni.
- Divhaipfi ntswa ya mbalo ine ya ḁo funzwa kha vhege yo ḁewa.
- Mutevhe wa zwine vha tea u dzudzanya kha vhege iḁwe na iḁwe wo ḁewa.
- Mabogisi a ngeletshedzo a ḁea mihumbulo na zwihumbudzi.
- Mabogisi a ḁhanganyo a dzinyinya uri mbalo dzi nga khwaḁhisedzwa hani kha dziḁwe thero na kha nyito dza ḁuvha ḁiḁwe na ḁiḁwe nga tshifhinga tsha mbekanyamushumo ya ḁuvha ḁiḁwe na ḁiḁwe ya Gireidi ya T.
- 'Kha vha ḁole uri vhagudi vha a kona u' vhona mabogisi a ngeletshedzo na u linga hu yaho phanda.
- Siaḁari ḁa u linga hu yaho phanda ḁo disendeka kha nyito dza kotara.
- Zwishumiswa na themphuḁeithi zwo katelwa nga ngei murahu ha nyendedzi.



Grade R Maths kha mbekanyamushumo ya ḁuvha ḁiḁwe na ḁiḁwe

Nḁowelo ndi ya ndeme nahone vhagudi vha ḁiphiḁa nga ndovhololo na u pfa vho tsiredzea musi vha tshi ḁivha zwine vha fanela u ita na zwine zwa khou lavhelelwa khavho.

U pulana ndi ha ndeme u itela uri nḁowelo dzi tshimbile zwavhuḁi. Kha vha vhale magudiswa a vhege vha lugisele matheriala oḁhe ane vha ḁo a ḁoda ḁuvha ḁiḁwe na ḁiḁwe hu tshi kha ḁi vha na tshifhinga. Kha vha dzudzanye matheriala a ḁuvha hu tshe na tshifhinga u itela uri zwithu zwoḁhe zwi vhe zwo luga nga matsheloni.

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

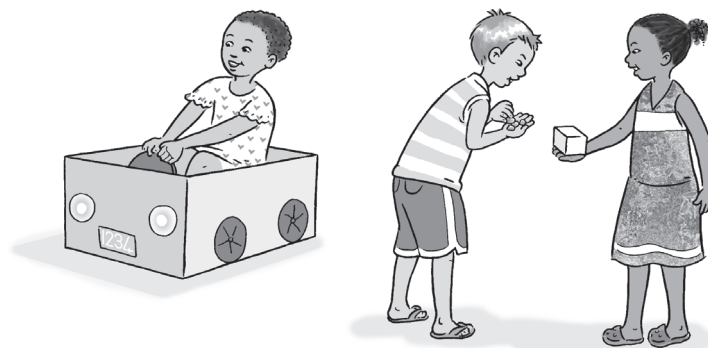
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Mushumo wa kilasi yothe wa duvha

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

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



Miratho: u ratha vhukati ha nyito

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

Nyito dza tshigwada tshiuku

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

Tshifinga tsha u kunakisa

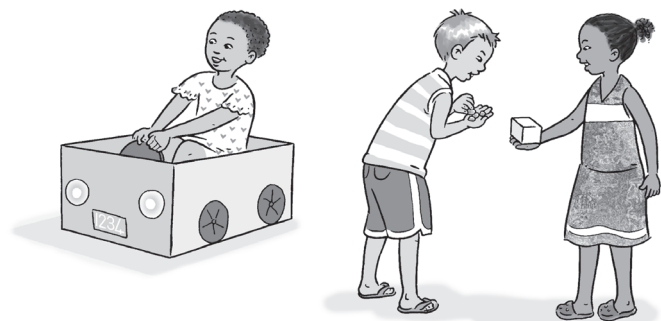
Vhagudi vha fanela u qivha uri matheriala a dzula fhi. Khabodo kana tafula yo itelwaho zwishumiswa zwa mbalo i do thusa vhagudi uri vha dzudzanyee. Kha vha tutuwedze vhagudi uri vha thusane nga tshifinga tsha u kunakisa. Mathomoni vhagudi vha do toda thuso nahone vhone vha do fanela u vha humbudza uri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

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

Nyito dza u dinangela

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

- zwi buḽoko kana zwiwe zwi tambiswa zwa u fhaa
- dziphazili
- suko la u tambisa
- bugu dzi re khudani ya u vhala
- mitambo khumbulelwa, sa tsumbo, u renga
- bugu ya u shumela kana masiatari a u shumela.



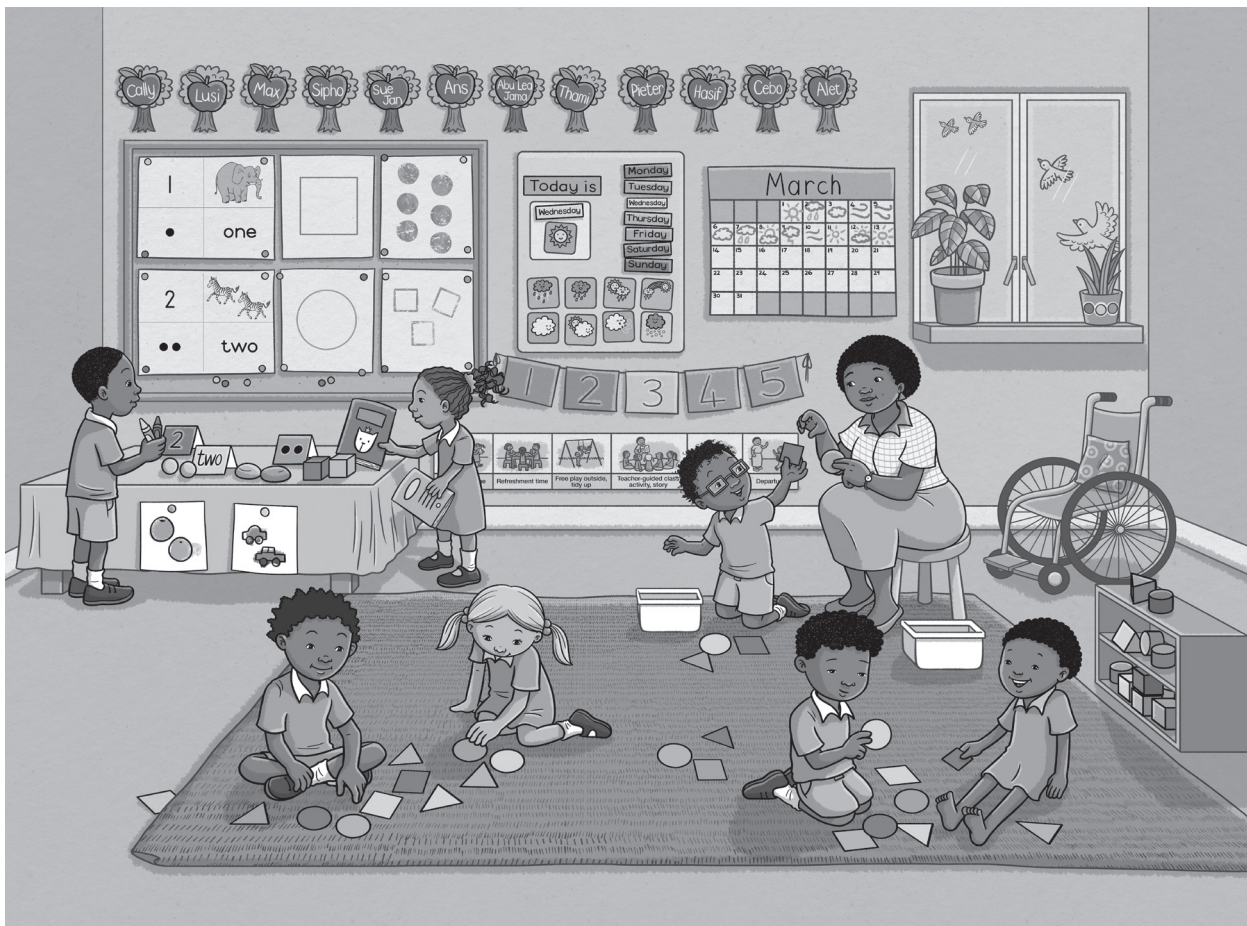
Assessment

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



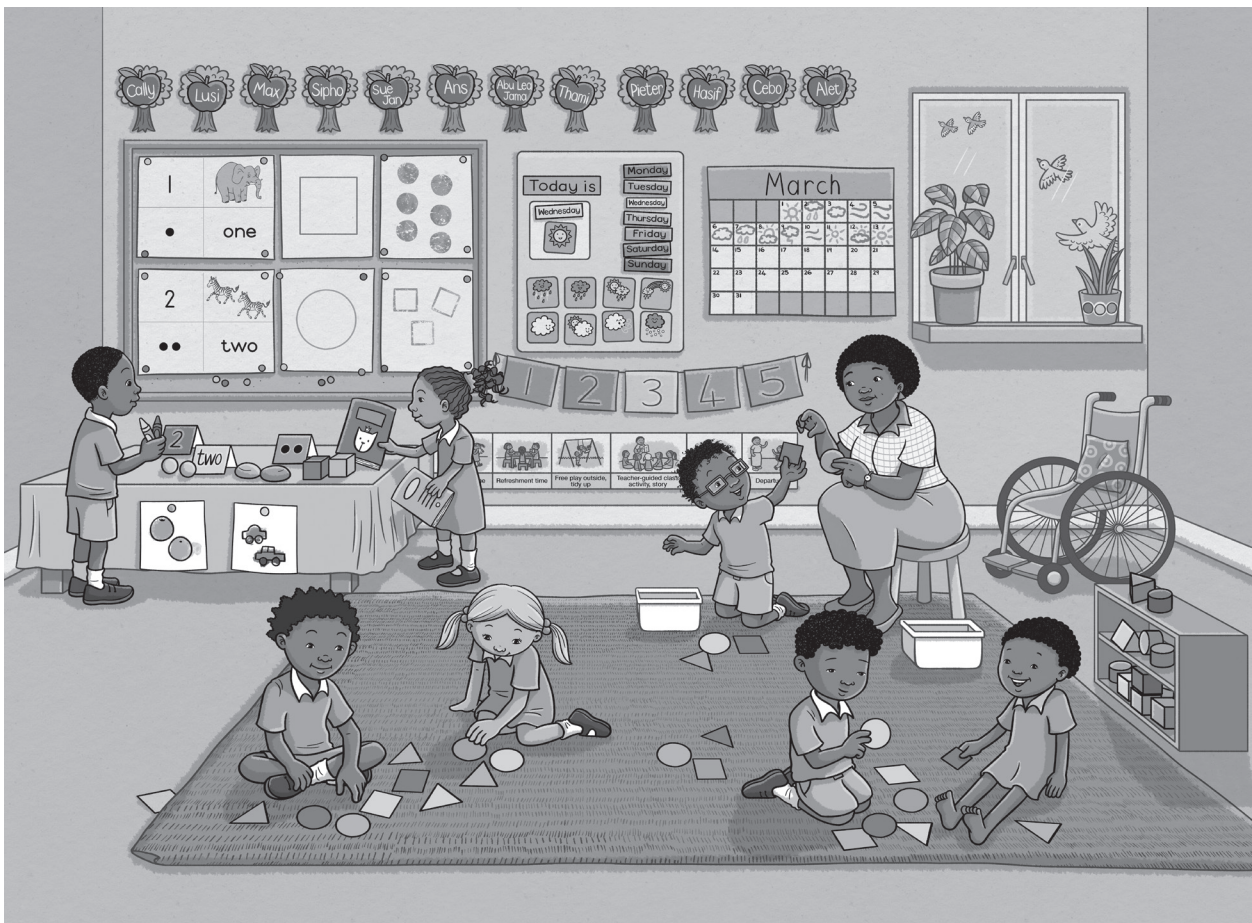
U linga

U lavhelesa na u linga hu yaho phanda nga tshifhinga tsha nyito yo rangwaho phanda nga mugudisi na nyito dza kilasi yothe zwi nea zwikhala zwa u pfesesa ho goḏombelaho na manweledzo avhudi nga ha mvelaphanda ya mugudi muḽwe na muḽwe. Mafhungo aya ndi a ndeme kha u endedza u funza u tshi ya phanda na u phalala vhagudi nga muthihimuthihi. Mutevhe wa u tola u linga hu yaho phanda u re kha masiatari a 185 na 187 a nyendedzi iyi wo ḏisendeka nga magudiswa e a funzwa kha Kotara ya 4. Themphuleithi iyi i nga shumiswa u rekhoda mvelaphanda ya mugudi muḽwe na muḽwe nga tshifhinga tsha kotara.

Grade R Maths ngomu kilasini

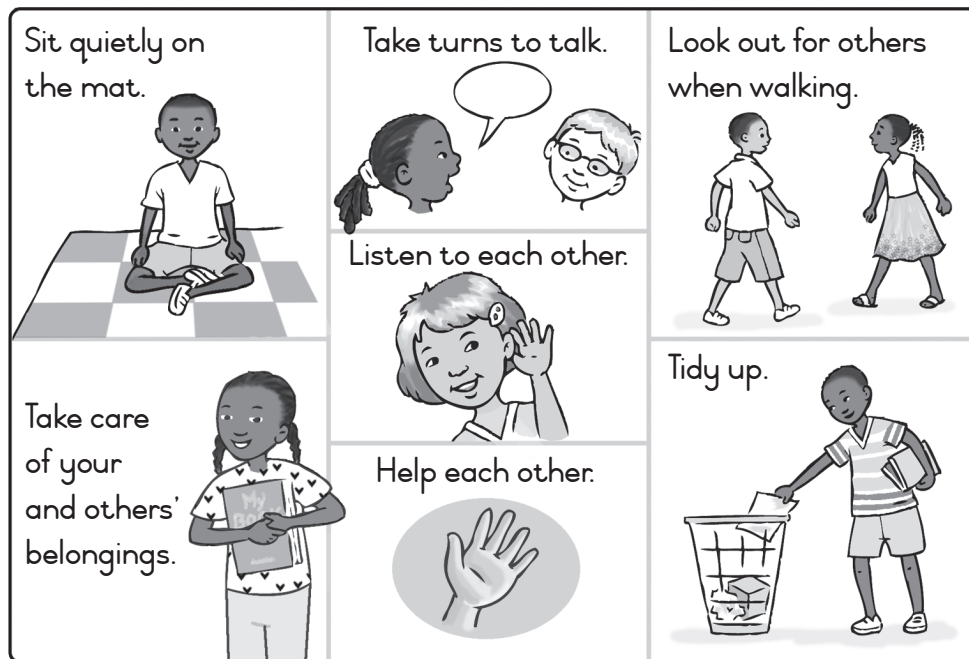
Kha vha dzudzanye fhethu ngomu kilasini hune ho itelwa mbalo nahone hu tsini na methe. Itshi ndi tshikhala tshi shumiswaho nga nnyi na nnyi hune vhagudi vha nga shela mulenzhe kha na u shuma na thero ine vha khou guda nga hayo. Fhethu ha mbalo ho teaho hu ḏo katela:

- tafula thukhu tsini na luvhondo
- mutalombalo wo itwaho nga muḏali na dziphekhisi
- tshati ya mutsho ya ḏuvha liḽwe na liḽwe
- khalenda ya ḽwedzi muḽwe na muḽwe na zwibuḽoko zwa ḏuvha liḽwe na liḽwe
- tshati i re na madzina a maḏuvha a vhege
- mbekanyamushumo ya ḏuvha liḽwe na liḽwe i re na zwifanyiso zwa nyito dzo fhambanaho
- magaraḽa a madzina a vhagudi na zwiga zwo dzudzanywa u ya nga madzina a zwigwada zwavho
- zwiga zwa vhathusi zwa u ratha vhukati ha madzina a vhagudi u ya nga ḏuvha liḽwe na liḽwe ḽa vhege
- tshati ya vhathusi.



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

Our classroom rules

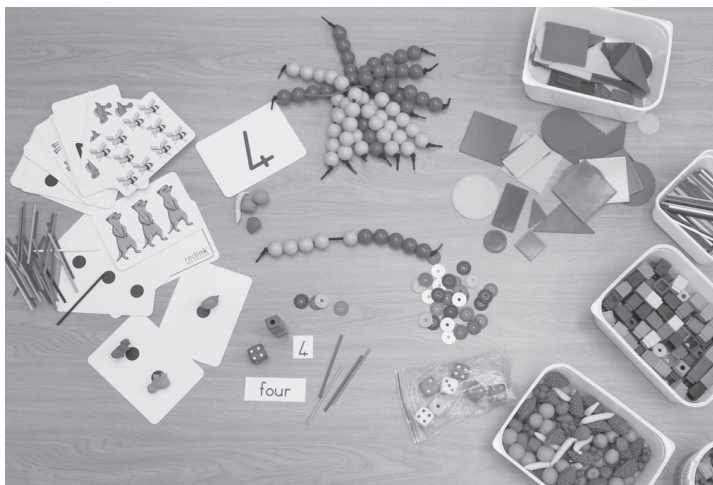


Resources for Grade R Maths

Grade R Maths Resource Kit

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

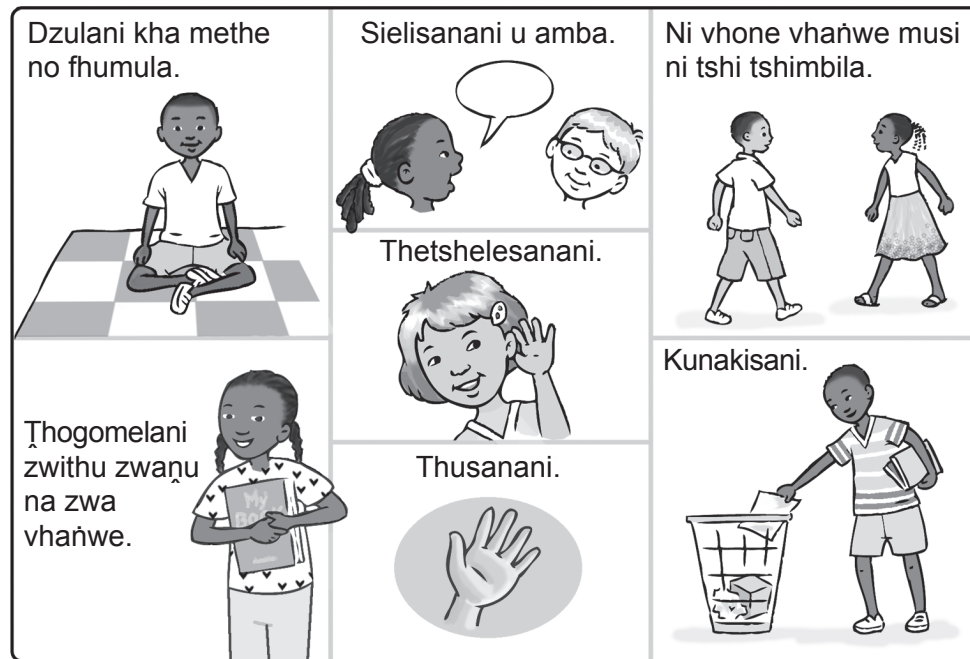
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Milayo ya kilasi yashu

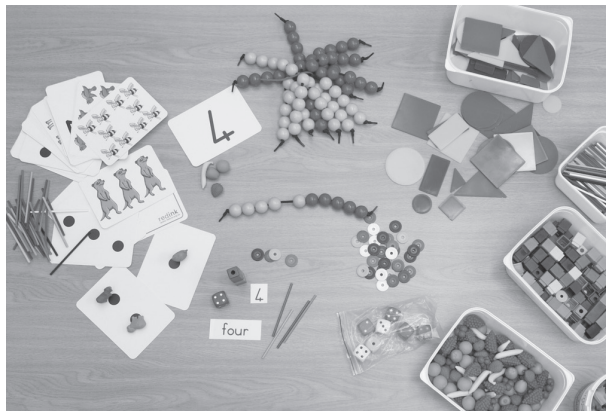


Zwishumiswa zwa *Grade R Maths*

Grade R Maths Khithi ya Zwishumiswa

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

- matheriala a u vhalela, sa tsumbo, disiki dza mivhala na zwitanda, mitshelo na phukha zwa u vhalela, zwiḅuḅoko zwa Yunifikisi
- daisi liḅulwane
- miḅali ya vhulungu ha zwivhumbeo zwa fumi
- magaraḅa a zwithoma
- magaraḅa a nomboro: zwiga zwa nomboro (0–10) na ipfinomboro (pumu–fumi)
- zwiḅuḅoko zwi re na zwidodombedzwa.



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Matheriala o bikululwaho

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

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



Zwiwe zwishumiswa

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

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

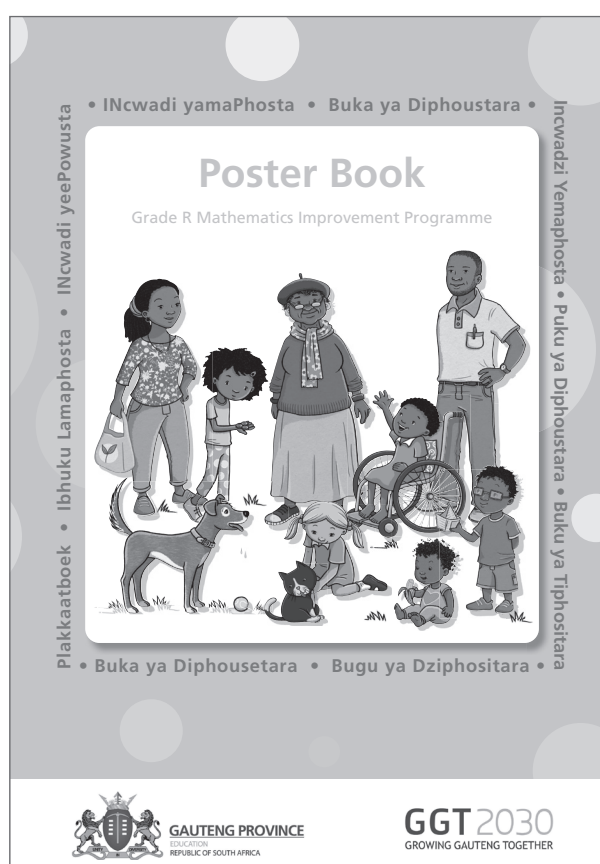
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



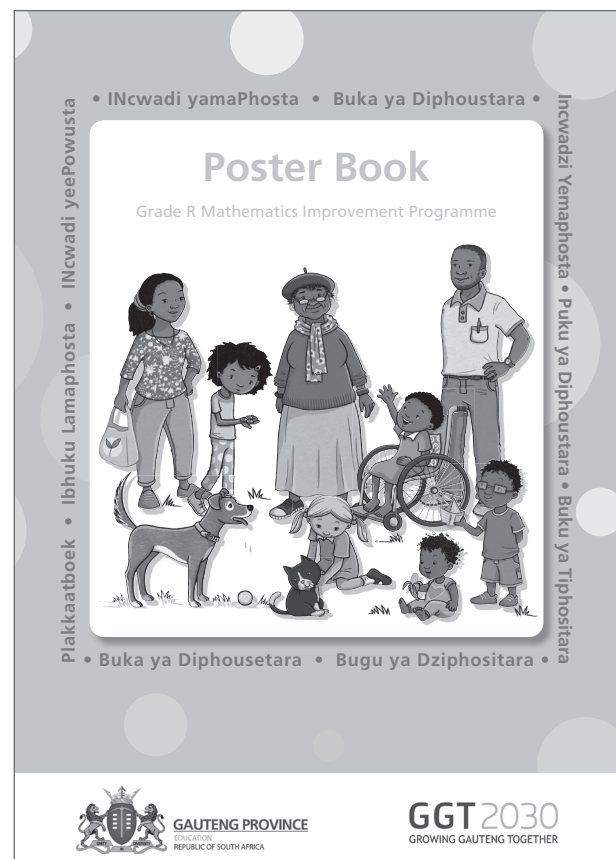
- tshati ya vhulapfu
- magaraṭa a u tamba mahulwane
- tshelede ya u tambisa: mangwende na maṭari (u shumisa vhengeleni ḷa u tamba)
- watshi ya luvhondoni ya zwitanda
- tshikalo tsha ndinganyo
- vhulungu ha u vhekanya, u lunzhedza na u ita phetheni
- zwishumiswa zwa u tamba muṭavhani na maḍini
- zwishumiswa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

Bugu ya Dziphositara ya *Grade R Maths*

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

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

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



Content overview: Term 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					

Manweledzo a Magudiswa:

Kotara ya 4

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

Sia ja Magudiswa lo Sedzwaho	Vhege ya 1	Vhege ya 2	Vhege ya 3	Vhege ya 4	Vhege ya 5
1. Nomboro, Tswayo na Vhushaka	<p>Nomboro 9</p> <p>U vhalela nga mbilimbili</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhékanya nomboro 1–8</p> <p>Nomboro thevhékano ya u thoma u ya kha ya vhuṭanu</p> <p>U khwaṭhisedza divhaipfi ya nomboro 1–8</p>	<p>Nomboro 10</p> <p>U ṭanganya, dzoṭhe dzo fhelela</p> <p>U ṭusa/u bvisa</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhékanya nomboro 1–9</p> <p>U khwaṭhisedza divhaipfi ya nomboro 1–9</p> <p>U vhalela nga mbilimbili</p>	<p>Nomboro 0</p> <p>U vhalela ha mutevhetsindo: u ya phanḁa 1–20 na u fhira, u humela murahu 10–1</p> <p>U vhalela zwithu 1–10</p> <p>U tevhékanya nomboro 1–10</p> <p>U khwaṭhisedza divhaipfi ya nomboro 1–10</p> <p>U vhalela nga mbilimbili</p> <p>U ṭanganya, u ṭusa</p>	<p>U vhalela ha mutevhetsindo: u ya phanḁa 0–20 na u fhira, u humela murahu 10–0</p> <p>U vhalela zwithu 1–10</p>	<p>U vhalela ha mutevhetsindo: u ya phanḁa 0–20 na u fhira, u humela murahu 10–0</p> <p>U vhalela zwithu 1–10</p>
2. Phetheni, Fankisheni na Aḁidzhebura				<p>U sika, u kopa na u engedza phetheni dza mubvumo</p> <p>U ola phetheni u bva kha zwithu</p> <p>U sika, u kopa na u engedza phetheni vha tshi shumisa zwithu zwi fareaho</p>	
3. Tshikhala na Tshivhumbeo (Dzhomeṭiri)					<p>Vhuimo ha zwithu zwi tshi ṭutshelana na zwiñwe na u ṭutshelana na vhagudi</p> <p>Phazili dza zwipiḁa zwa fumbiliṭṭa</p> <p>Vhuimo ha zwithu zwi tshi ṭutshelana na zwiñwe</p> <p>Ndinganyahuvhili</p> <p>Sia: misevhe</p> <p>Sia: monde, tshaula</p>
4. Muelo					
5. U shuma na Data					

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

Sia Ja Magudiswa lo Sedzwaho	Vhege ya 6	Vhege ya 7	Vhege ya 8	Vhege ya 9	Vhege ya 10
1. Nomboro, Tswayo na Vhushaka	U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0 U vhalela zwithu 1–10 U tevhekanya nomboro 1–10	Nomboro thevhekano: vhurathi U kovha hu si na tshiṭahe U ita kavhili U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0 U vhalela zwithu 1–10 U tevhekanya nomboro 0–10 Nomboro thevhekano: ya u thoma u ya kha ya vhuṭanu U vhalela nga mbilimbili U ṭanganya, u ṭusa Hafu	U kovha nga tshiṭahe U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0 U vhalela zwithu 1–10 U tevhekanya nomboro 0–10 U khwaṭhisedza divhaipfi ya nomboro 0–10 U tandulula thaidzo 1–10 U kovha hu si na tshiṭahe U hafula, u ita kavhili	U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0 U vhalela zwithu 1–10	U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0 U vhalela zwithu 1–10 U tevhekanya nomboro 1–10 U tandulula thaidzo 1–10 Zwinzhi, zwiṭuku, eḡana U anganyela
2. Phetheni, Fankisheni na Ajidzhebura					
3. Tshikhala na Tshivhumbeo (Dzhomeṭiri)				U vhekanya zwivhumbeo u ya nga saizi, muvhala na tshivhumbeo Ndongolo ya zwivhumbeo Zwivhumbeo: tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina U kona u nanguludza vhukati ha zwiṭwe	
4. Muelo	Vhungomu Voḷumu Vhulapfu na tshifhinga – tshati ya vhulapfu				
5. U shuma na Data					Girafu ya zwifanyiso vha tshi shumisa sete ya data yo engedzwaho U kuvhanganya, u khethekanya na u imela kuvhanganyo ya zwithu U saukanya na u vhiga data

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 9
- Counting in twos

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Ordinal numbers first to fifth
- Reinforce number concept 1–8

New maths vocabulary

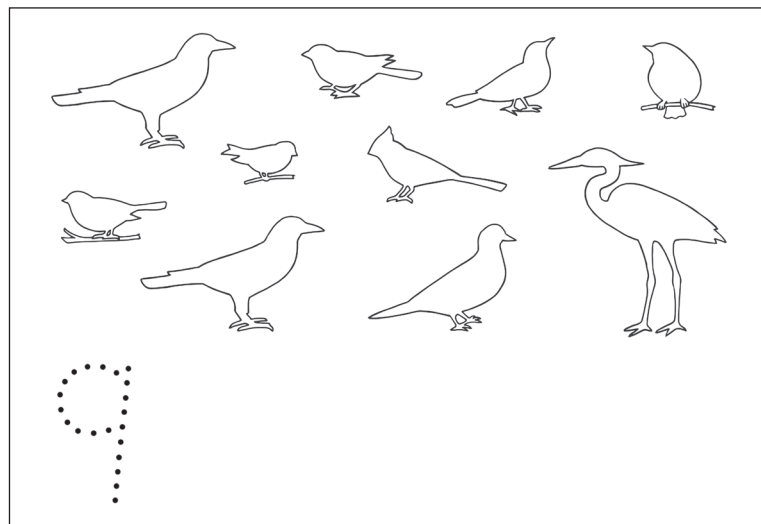
nine

count in twos

Getting ready

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

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



Sia la Magudiswa lo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

- U vhona zwigwa zwa nomboro na ipfinomboro
- U talusa, u vhambedza na u tevhekanya nomboro

Ndivho ntswa

- Nomboro 9
- U vhalela nga mbilimbili

Nḁowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhekanya nomboro 1–8
- Nomboro thevhekano ya u thoma u ya kha ya vhuṭanu
- U khwaṭhisedza divhaipfi ya nomboro 1–8

Divhaipfi ntswa ya mbalo

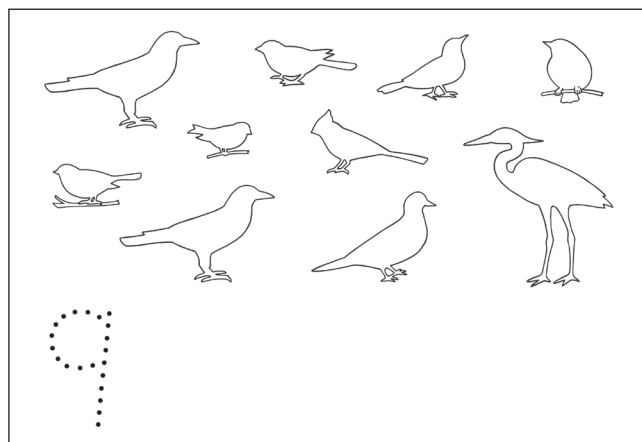
ṭahe

u vhalela nga mbilimbili

U dilugisela

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

- tshati ya luvhondoni ya mbalo na themphuleithi ya nḁu ya nomboro 9 (siaṭari la 205)
- bogisi la zwithu zwa kilasini 1–10 zwa luḁwe lushaka, sa tsumbo, mpopi 1, zwiḁulo 2, bola 3, bugu 4, penisela 5, ngauralongauralo
- garaṭa la tshithoma la nomboro 9, garaṭa la tshiga na garaṭa la ipfi
- garaṭa la tshiga la nomboro 9 (u itela muthambi wa u anea nomboro)
- themphuleithi ya suko la u tambisa: Nomboro 9 (siaṭari la 211) – 1 mugudi muḁwe na muḁwe
- mutambo wa bodo dza 8 wa mbambe ya bulasini (siaṭari la 216)
- mashithi a nyito ya u tumanya zwithoma (siaṭari la 217) – 1 mugudi muḁwe na muḁwe
- nyito ya aisikhirimu (siaṭari la 219) – 1 mugudi muḁwe na muḁwe
- mashithi a nyito ya tshinoni – 1 mugudi muḁwe na muḁwe.



Whole class activities

Day 1

What you need

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



TIP

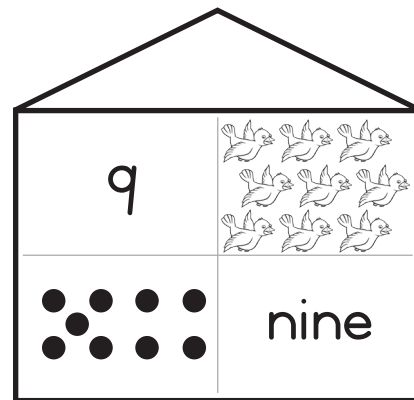
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

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

Guiding questions:

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

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



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

Learners dramatise the story.

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

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



TIP

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

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Tshati dza luvhondoni dza mbalo 1–8
- Tshitori tsha nomboro 9 (siafari la 189)
- Tshati ya luvhondoni ya mbalo na themphuleithi ya nndu ya nomboro 9 (siafari la 205)

NGELETSHEDZO

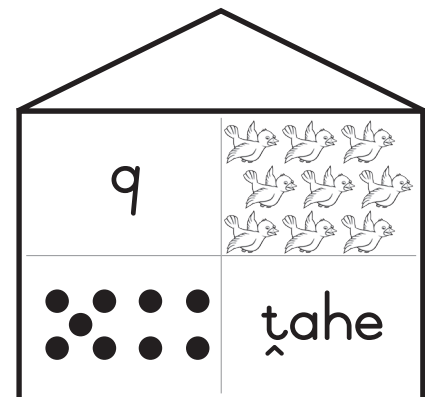
Vha humbule u amba nga mbekanyamushumo ya duvha linwe na linwe. Vha humbule u ita khalenda, maduvha a vhege, miwedzi ya rwaha na tshati ya maduvha a mabebo duvha linwe na linwe.

1. **Luimbo/tshidade:** Vhagudi vha imba luimbo kana vha ita tshidade tshine vha tou dinangela u bva kha kotara dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhea zwanza zwavho mutanani. Kha vha vhidzelele nomboro. Vhagudi vha imisa tshivhalo tsho teaho tsha minwe u imela nomboro.
4. **U divhadza nomboro 9:** Kha vha sumbe kha tshati dza luvhondoni dza mbalo 1–8.

Mbudziso dzi gaidaho:

- ★ Ndi phukha ngana dzine na humbula uri dzi do dzula kha nndu i tevhelaho?
- ★ Hu do vha hu na nnzhi kana thukhu kha malo?

Kha vha anetshele *Tshitori tsha nomboro 9*. Kha vha sumbedze zwipiḁa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaḁa tshitori tsha zwiḁoni na zwifanyiso zwa nndu: u imela nomboro 9 ho fhambanaho – tshifanyiso, zwithoma, tshiga na ipfi. Kha vha tane zwipiḁa zwa tshati ya luvhondoni ya mbalo ngomu nduni ya phukha tsini na nomboro 8 kha luvhondo fhethu ha mbalo. Kha vha vhalele zwiḁoni vhothe. Vhagudi vha ita ndowendowe ya nomboro 9 nga u i nwala muyani kana kha methe nga minwe yavho.



- ★ Ndi zwiḁoni zwingana zwe na vhalela?
- ★ Ndi phapha/milomo/milenzhe mingana zwine tshiḁoni tshinwe na tshinwe tsha vha nazwo?
- ★ Hu na zwiḁoni zwiḁwe zwingana zwi re hone u fhira mbevha/donggi, ngauralongauralo?

Vhagudi vha ita tshitori sa litambwa.

- ★ Zwiḁoni zwo fhufhisa hani?
- ★ Zwo ita mini musi zwi tshi swika nduni?
- ★ Ni nga sumbedza uri zwo edelisa hani vhusiku ha u thoma?

5. **Nyito dza tshigwada tshikuku:** Kha vha taluse nyito dza tshilitshini tsha u shumela tshinwe na tshinwe. Tshilitshi tsha u shumela tsha 4 ndi mutambo wa bodo vha tshi shumisa daisi. Kha vha sumbedze vhagudi uri daisi li posiwa hani na u tshimbidza zwithu zwa u vhalela ngazwo zwa phukha u ya kha nomboro i andanaho na zwikhala zwi re kha bodo.

NGELETSHEDZO

Kha vha sumbedze uri mitambo ya bodo i tambwiwa hani u itela u khwaḁhisedza uri vhagudi vha pfesesa milayo ya mutambo muḁwe na muḁwe.

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.

Duvha 2

Zwine vha do toda

- Tshidade: *Khuhu thukhu mbili* (siaṭari 189)
- Bogisi 1a zwithu zwa kīlasi, 1–10 zwa luṁwe lushaka, sa tsumbo,
- mpopi 1, zwiḅuḅoko 2, bola 3, bugu 4, penisela 5
- Magaraṭa a tshithoma, tshiga na ipfi a nomboro 9

1. **Tshidade:** Kha vha ḁivhadze tshidade, *Khuhu thukhu mbili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha phaḁaladze zwithu u bva ngomu ha bogisi u mona na kīlasi. Vhagudi vha sielisana u wana zwithu vha zwi vhea bogisini zwenezwi muṁwe na muṁwe a tshi khou vhalela.

Mbudziso dzi gaidaho:

- ★ Ndi zwiḅuḅoko/mipopi/dzikhirayoni nngana, ngauralongauralo, zwe na wana?
 - ★ Ndi nnyi we a wana zwiḅuḅoko zwa malo/mipopi mivhili/dzikhirayoni dza fumi, ngauralongauralo?
4. **Tafula ya mbalo:** Tshiṁwe na tshiṁwe tsha zwigwada zwiraru zwa vhagudi tshi kuvhanganya zwithu zwi fanaho zwiṭuku zwa ṭahe, sa tsumbo, maṭari, matombo, dzikhirayoni kana zwiḅuḅoko. Vhagudi vha vhuyelela u dzula kha metha nga zwigwada zwavho. Tshigwada tshiṁwe na tshiṁwe tshi bula zwe tsha wana na uri tsho wana zwingana. Kha vha nee tshigwada tshiṁwe na tshiṁwe garaṭa 1a tshithoma, 1a tshiga kana ipfi 1a nomboro 9. Tshigwada tshithihi nga tshifhinga tshithihi tshi vhea zwithu zwatsho na garaṭa 1a nomboro 9 kha tafula ya mbalo. Vhagudi vha vhanda zwanḁa, fhufha, thamuya na u tshimbilela phanḁa na murahu lwa ṭahe.
 5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṁwe na tshiṁwe.

Duvha 3

Zwine vha do toda

- Tshidade: *Khuhu thukhu mbili* (siaṭari 189)
- Magaraṭa a tshithoma 1–9 (*Khithi ya Zwishumiswa*)


NGELETSHEDZO

Kha vha wane kana vha sike dziṁwe nyimbo kana zwidade zwa thero i fanaho u itela uri vha katele nyimbo na zwidade nga nyambo dza hayani dza vhagudi vhoṭhe. Sa tsumbo, kha vha sike luimbo lwa repu vha tshi khou tevhelela mutevhetsindo wa muzika.

1. **Tshidade:** Kha vha ite tshidade, *Khuhu thukhu mbili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vhaṭanu vha ima phanḁa ha kīlasi vho ita muduba vho farana zwanḁa. Vhoṭhe vha vhalela zwanḁa zwavho nga zwivhilizwivhili zwenezwi vhona vha tshi khou kwama zwiṁwe na zwiṁwe zwa zwanḁa zwa vhagudi vhaṭanu, sa tsumbo, zwanḁa zwivhili, zwanḁa zwiṁa, zwanḁa zwa rathi, ngauralongauralo. Kha vha dovholole vha tshi hambela vhagudi u vhalela 2, 4, 6, 8, 10 zwenezwi vhona vha tshi khou kwama zwanḁa zwavho. Kha vha dovholole nga zwiṁwe zwigwada zwiṭanu zwa vhagudi vha tshi vhalela nḁevhe, maṭo, nayo, milenzhe, zwiḁavhavha, ngauralongauralo.
4. **Magaraṭa a tshithoma na u tevhekanya 1–9:** Vhagudi vha dzula vho ita tshitendeledi. Kha vha vha sumbedze magaraṭa a tshithoma 1–9 nga ḁithihiliṭhihi. Vhagudi vha vhidzelela tshivhalo tsha zwithoma kha garaṭa 1iṁwe na 1iṁwe. Kha vha imisele magaraṭa nṭha u itela uri vhagudi vha kone u a vhona.

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

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Kha vha sumbedze garaṭa ḽi re na zwithoma zwa malo kana zwi si gathi. Kha vha ri, 'Ndi tama ndi na zwithoma zwa ṭahe.' Mugudi muthihi u wana garaṭa ḽa tshithoma ḽine ḽa khou ṭodea uri ri ite 9. Kha vha dovholole nga maṅwe magaraṭa a tshithoma.

Vhagudi vha sielisana u fanyisa magaraṭa a tshithoma na tshati dza luvhondoni dza mbalo vha a vhea nga mutevhe wo teaho kha luvhondo.

Mbudziso dzi gaidaho:

- ✦ Ndi zwithoma zwingana zwine na khou vhona?
- ✦ Ri ṭoda zwiṅwe zwithoma zwingana uri ri vhumbe 9?

Vhagudi vha sielisana u wana tshiga tsha nomboro na ipfinomboro uri vha fanyise na garaṭa ḽa tshithoma.

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

Duvha ḽa 4

Zwine vha ḽo ṭoda

- Luimbo: *Vhusunzi vhu khou matsha nga vuvhivilivuhvili* (siaṭari ḽa 189)
- Garaṭa ḽa nomboro 9 ḽine ḽa ḽo engedzwa kha muthambi wa u anea nomboro
- Tshokho/theiphi ya u nambatedza

1. **Luimbo:** Kha vha imbe luimbo, *Vhusunzi vhu khou matsha nga vuvhivilivuhvili*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha ite tshietendeledi kha methe nga tshokho kana theiphi ya u nambatedza u imela mulindi mavuni. Vhagudi vharathi vha ita muduba nga vuvhivilivuhvili vha ita luimbo sa ḽitambwa, *Vhusunzi vhu khou matsha nga vuvhivilivuhvili*. Zwenezwi nga vuvhivilivuhvili vha tshi dzhena tshitendeledzini – 'matshani ni tshi tsela fhasi' – vhaṅwe vhagudi vha a vhalela nga vuvhivilivuhvili.
4. **U ita ṅḽowḽowe na u tevhekanya nomboro 1–9:** Kha vha bwise magaraṭa a nomboro kha muthambi wa u anea nomboro. Kha vha katele garaṭa ḽa nomboro 9 vha a ṅee vhagudi vha ṭahe. Vhagudi vha a ḽidzudzanya nga u tevhekana u bva kha 1 u ya kha 9.

Mbudziso dzi gaidaho:

- ✦ Ndi nomboro ifhio i re ya u thoma/vuhvili/vhuṭanu?
- ✦ Ndi nomboro ifhio i re murahu ha 3/nga phanḽa ha 7/vhukati ha 3 na 5, ngarualongauralo?

Vhagudi vha phekhisa magaraṭa a zwiga zwa nomboro na ipfinomboro avho nga mutevhe u bva kha 1 u ya kha 9 kha muthambi wa u anea nomboro.

- ✦ Ndi nomboro ifhio i re mathomoni/phanḽa ha/nga murahu ha/vhukati ha/i tevhelaho?

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

Duvha ḽa 5

Zwine vha ḽo ṭoda

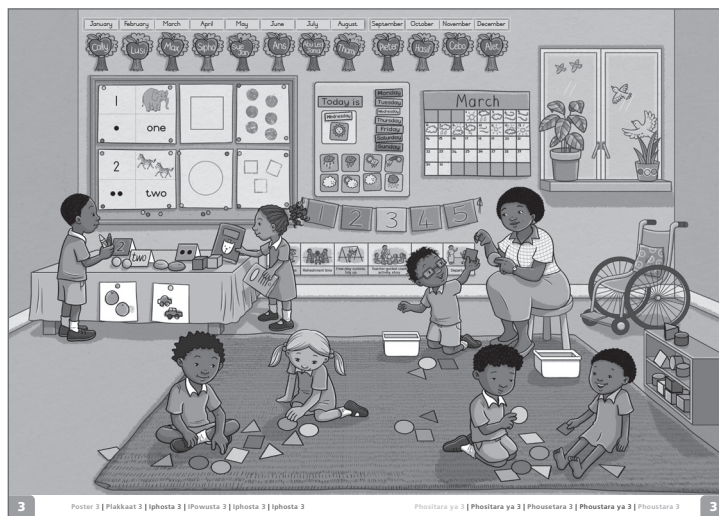
- Luimbo: *Vhusunzi vhu khou matsha nga vuvhivilivuhvili* (siaṭari ḽa 189)
- Sagana ya ṅawa
- Phositara ya 3
- Theiphi ya u nambatedza/tshokho

1. **Luimbo:** Kha vha imbe luimbo, *Vhusunzi vhu khou matsha nga vuvhivilivuhvili* vha lu ite sa ḽitambwa.

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

Guiding questions:

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



Guiding questions:

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

Integration

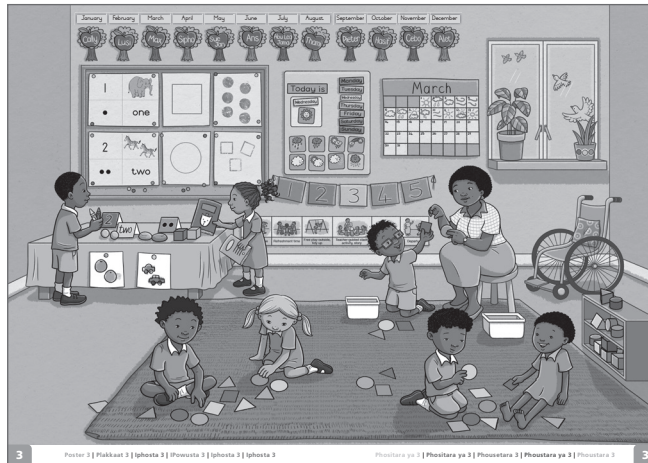
Home Language: Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

Life Skills: Physical development, for example, hopscotch.

2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika Jeri ya u fhufha ya nomboro khulwane dza zwiwuloko zwa 10. Kha vha hwalwe nomboro u bva kha 1 u ya kha 10 zwiwulokoni. Mugudi u posa sagana ya hawa a fhufhela kha nomboro yeneyo ngeno vhañwe vhagudi vha tshi khou vhalela. Mugudi u ima kha nomboro, a posa sagana ya hawa hafhu a fhufhela phanda ngeno vhañwe vhagudi vha tshi khou vhalela hafhu.

Mbudziso dzi gaidaho:

- ★ Ni fanela u fhufha lungana uri ni swike kha nomboro _____?
 - ★ No ima kha nomboro ifhio?
 - ★ Ni nga fhufha u bva kha 6 u ya kha _____?
 - ★ Ndi u fhufha lungana u bva kha 6 u ya kha _____?
4. **U ita ndowendowe ya 1–9:** Kha vha haseledze Phositara ya 3. Kha vha ambe nga zwine vhagudi vha khou vhona kha tshifanyiso.



Mbudziso dzi gaidaho:

- ★ Ndi vhagudi vhangana vho ambaraho/vha songo ambaraho zwienda? Hu na phere nngana dza zwienda dzo tlangana dzothe?
 - ★ Hu na mbiqi/zwienda/thofunderaru/miri zwine na khou vhona?
 - ★ Hu na zwitendeledzi zwingana kha methe?
 - ★ Ndi zwiñoni zwingana zwine na khou zwi vhona? Ni khou vhona zwiñwe zwiñoni? Ndi zwingana zwo fhelela zwothe?
 - ★ Hu na phapha/milomo mingana kha zwiñoni zwiña?
 - ★ Malusi u na zwivhumbeo zwa rathi ngomu bogisini. A ñea zwivhumbeo zwivhili mugudisi wawe. U na zwivhumbeo zwingana zwo salaho ngomu bogisini?
 - ★ Ni khou vhona mini kha tafula? Ni khou vhona bola/matombo/zwiwuloko zwingana? Ndi zwingana zwo tlangana zwothe?
5. **Nyito dza tshigwada tshiñuku:** Kha vha taluse nyito dza tshiñtshini tsha u shumela tshiñwe na tshiñwe.

U tlanganelana

Luambo lwa Hayani: Mveledziso ya luambo nga zwidade, U Bveledzisa u Nwala (u vhalwa magarata a ipfinomboro), u shumisa divhaisi ya tshivhalo (zwinzhi/zwiñuku).

Zwikili zwa Vhutshilo: Mveledziso ya muvhili, sa tsumbo, tseretsere.

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?

Nyito dza tshigwada tshituku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha do toda

- Tshidongo tsha mugudi muñwe na muñwe tshi re na:
 - Vhulungu ha u vhalela
 - Zwitibo 3
 - Tshithu tsha u vhalela ngatsho tsha phukha 1 (muvhala/lushaka lwo fhambanaho mugudi muñwe na muñwe)
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 80
- Mutambo wa bodo wa mbambe ya bulasini (siaṭari ja 216)
- Daisi
- Suko ja u tambisa na methe mugudi muñwe na muñwe
- Themphuleithi ya suko ja u tambisa: Nomboro 9 (siaṭari ja 211) – 1 mugudi muñwe na muñwe

1. **U vhalela zwithu 1–10:** Vhagudi vha dzhia zwithu zwa u vhalela ngazwo zwi ḡadzaho tshanda u bva kha thulwi i re nṭha ha methe.

Mbudziso dzi gaidaho:

- ★ Ndi zwithu zwa u vhalela ngazwo zwingana zwine na humbula uri zwi tshandani tshaṅu?
- ★ Zwino vhalelani zwithu zwa u vhalela ngazwo zwi re tshandani tshaṅu. Ndi zwingana zwine na vha nazwo?
- ★ U bvumba haṅu ho vha hu tsini hani?
- ★ Ndi zwingana zwine na fanela u ṭusa kana u engedza kha zwo ḡadzaho tshanda uri ni vhe na zwithu zwa u vhalela ngazwo zwa 10?

2. **Thaidzo dza ipfi:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo kana vha lavhelesa zwienda zwavho na zwa thangana dzavho u itela uri zwi vha thuse u tandula thaidzo dza ipfi.

Mbudziso dzi gaidaho:

- ★ Hu na vhagudi vhavhili/vhararu/vhaṅa. Mugudi muñwe na muñwe u na zwienda zwivhili. Ndi zwienda zwingana zwo fhelela zwoṭhe?
- ★ Arali hu na zwienda zwa rathi, ndi vhagudi vhangana vhane vha nga ambara zwienda?

3. **Vhulungu ha u vhalela:** Mugudi muñwe na muñwe u fara vhulungu ha rathi.

Mbudziso dzi gaidaho:

- ★ Ni nga ntsumbedza vhulungu vhu fhiraho ha rathi nga vhuthihi?
- ★ Ni na vhulungu vhungana?

Muñwe na muñwe wa vhagudi u fara vhulungu ha sumbe.

- ★ Ndi vhuñwe vhulungu vhungana vhune na toda uri ni swike kha 9?
- ★ Ni nga ntsumbedza vhulungu vhuṭuku kha ha ṭahe nga vhuṅa?
- ★ Ni na vhulungu vhungana?

Muñwe na muñwe wa vhagudi u fara vhulungu vhuṭanu.

4. **U dzinginya na u kwasha:** Vhagudi vha vhea zwitibo zwavho zwivhili phanda havho. Muñwe na muñwe u vhalela zwithu zwa u vhalela ngazwo zwa ṭahe. Vha dzungudza zwithu zwavho zwa u vhalela ngazwo vha zwi kwasha zwa bva zwigwada zwivhili. Vha vhea izwi nṭha ha zwitibo zwavho vhunga vho no ḡi zwi kwasha.

Mbudziso dzi gaidaho:

- ★ No kwashisa hani zwithu zwa u vhalela ngazwo zwaṅu?
- ★ Ndi zwithu zwingana zwa u vhalela ngazwo zwine na vha nazwo kha zwitibo zwivhili zwo fhelela zwoṭhe?

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

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

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

Guiding questions:

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



Check that learners are able to:

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

Workstation 1

What you need

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

Learners circle nine birds and practise writing the number 9.



TIP

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

Kha vha dovholole nyito. Vhagudi vha vhea tshinwe tshitibo phanda havho. Vha dzudzanya zwithu zwavho zwa u vhalela ngazwo nga zwigwada zwiraru ntha ha zwitibo.

- ✦ No dzudzanyisa hani zwithu zwa u vhalela ngazwo zwanu?
- ✦ Ndi tshitibo tshifhio tshi re na zwithu zwa u vhalela ngazwo zwinzhi/zwituku?
- ✦ Ndi zwithu zwingana zwa u vhalela ngazwo zwine na vha nazwo zwo fhelela zwothe?
- ✦ Ni nga dzudzanyisa hani zwithu zwa u vhalela ngazwo zwanu nga inwe ndila yo fhambanaho?

5. **U ita ndowendowe ya nomboro 9 vha tshi shumisa suko la u tambisa:** Vhagudi vha shumisa suko la u tambisa u fhedzisa themphuleithi ya suko la u tambisa u itela nomboro 9.

6. **Mutambo wa mbambe ya bulasini:** Muñwe na muñwe wa vhagudi u bvisa tshithu tsha u vhalela ngatsho tsha phukha tshawe a tshi vhea kha tshibułoko tsha pumu kha bodo. Mugudi muñwe na muñwe u posa daisi. Mugudi a re na nomboro khulwanesa hu tamba ene phanda mutamboni ngeno mugudi a re na khulwanesa ya vhuvhili, u do tamba vhuimoni ha vhuvhili, ngauralongauralo. Vhagudi vha posa daisi vha tshimbidza tshithu tsha u vhalela ngatsho tsha phukha kha bodo nga tshivhalo tshi fanaho na tshivhalo tsha zwickhala sa zwe zwa sumbedzwa kha daisi. Vha a sielisana na u svela phanda na u tamba u swikela vhagudi vhothe vha tshi swika kha pfulothusa/10. Vha fanela u posa tshivhalo tshi fanaho kokotolo na tshi re kha daisi uri li wele kha pfulothusa u itela uri vha fhedze mutambo.

Mbudziso dzi gaidaho:

- ✦ Ndi nnyi a re wa u thoma/vhuvhili/vhuraru/muthu a tevhelaho uri hu tambe ene?
- ✦ Ndi zwickhala zwingana zwine phukha yanu ya fanela u tshimbila zwone?
- ✦ Ndi zwickhala zwinwe zwingana zwine phukha yanu ya fanela u tshimbila u bva hune ya vha hone zwino u swika magumoni?



Kha vha tole uri vhagudi vha a kona u:

- vhalela zwithu 1–10
- tandulula thaidzo nga nomboro 1–9
- kwasha na u fhata nomboro 1–9
- vhambedza nomboro kha tsielano ya 1–9
- vhalela u ya phanda vho thoma nga nomboro nga ndani ha 1

NGELETSHEDZO

Kha vha tode nyito kha bugu ya mushumo ya DBE dzine dza nea vhagudi zwickhala zwa u fanyisa na u nwala zwiga zwa nomboro na ipfinomboro. Kha vha nee vhagudi uri vha nange sa tshipida tsha nyito dza u tou dinangela.

Tshiti tshi tsha u shumela tsha 1

Zwine vha do toda

- Shithi la nyito ya tshinoni la mugudi muñwe na muñwe (kha vha sedze siafari la 23)
- Dzikhirayoni
- Gara la tshiga la nomboro 9 (Khithi ya Zwishumiswa)

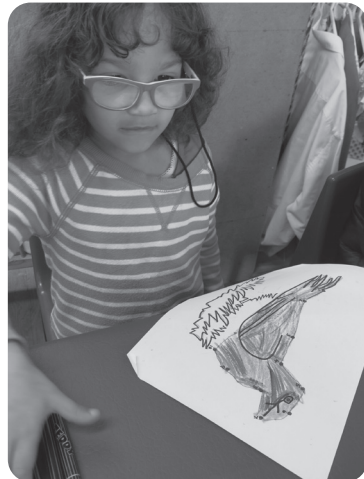
Vhagudi vha tingeledza zwinoni zwa tsho vha ita ndowendowe ya u nwala nomboro 9.

Workstation 2

What you need

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

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



Workstation 3

What you need

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

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

Workstation 4

What you need

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

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

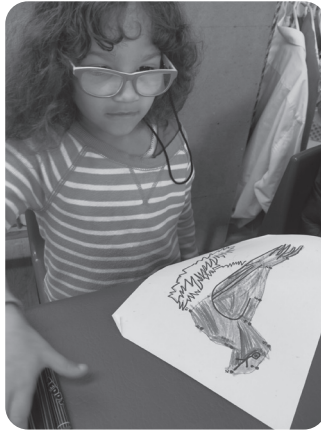


Tshītīshi tsha u shumela tsha 2

Zwine vha ḡo ṭḡa

- Siaṭari ḡa ṭumani zwithoma ḡa mugudi muḡwe na muḡwe (siaṭari ḡa 217)
- Dzikhirayoni/pennde
- Bammbiri
- Dzudzu
- Guḡuu

Vhagudi vha ṭuma zwithoma nga mutevhe wo teaho vha khavhisa tshihoni tshavho nga dzudzu na pennde kana dzikhirayoni.



Tshītīshi tsha u shumela tsha 3

Zwine vha ḡo ṭḡa

- Shithi ḡa nyito ya aisikhirimu ḡa mugudi muḡwe na muḡwe (siaṭari ḡa 219)
- Ipfinomboro ḡa aisikhirimu ḡo gerelwa mugudi muḡwe na muḡwe (siaṭari ḡa 219)
- Guḡuu

Vhagudi vha gera zwivhumbeo zwa tshifhaho tsha aisikhirimu, vha fanyisa ipfinomboro na zwiga zwa nomboro vha nambatedza nga guḡuu zwikhalani zwo ṅewaho.

Tshītīshi tsha u shumela tsha 4

Zwine vha ḡo ṭḡa

- Mutambo wa bodo wa mbambe ya bulasini (siaṭari ḡa 216) – 1 mugudi muḡwe na muḡwe
- Madaisi a 8
- Zwithu zwa u vhalela ngazwo zwa phukha zwa 8

Vhagudi vha posa daisi vha tshimbidza tshithu tsha u vhalela ngatsho tsha phukha kha bodo tshivhalo tsha zwikhala tshi fanaho na tsha nomboro yo sumbedzwaho kha daisi. Vha bvela phanḡa nga ḡḡila iyi u swika vha tshi swika kha pfuloṭhusa. Vha fanela u posa tshivhalo tshi fanaho kokotolo na tshi re kha daisi uri ḡi wele kha pfuloṭhusa u itela uri vha fhedze mutambo. Arali vha sa wana tshivhalo kokotolo, vha ima u swikela tshifhinga tshavho vha lingedza hafhu.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

ten

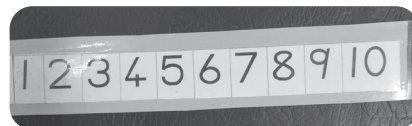
make the number

How many to get to ...?

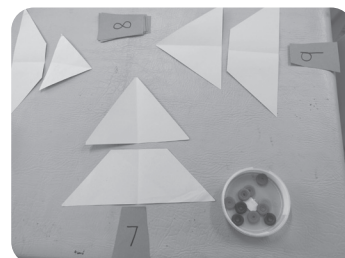
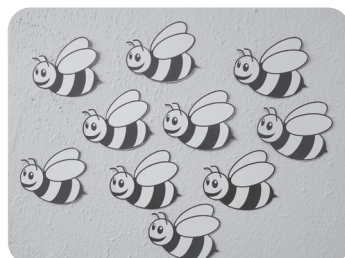
Getting ready

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

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



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



Sia la Magudiswa lo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

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

Ndivho ntswa

- Nomboro 10
- U tanganya, dzothe dzo fhelela
- U tusa/u bvisa

Ndowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhekanya nomboro 1–9
- U khwaṭhisedza divhaipfi ya nomboro 1–9
- U vhalela nga mbilimbili

Divhaipfi ntswa ya mbalo

fumi

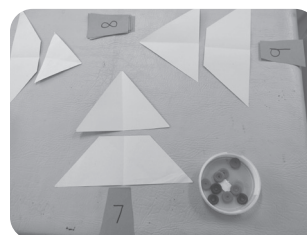
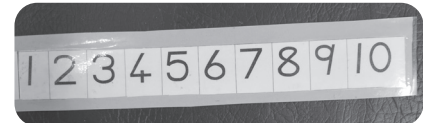
itani nomboro

Ndi nngana u swika kha ...?

U dilugisela

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

- tshati ya luvhondoni ya mbalo na themphuleithi ya nndu ya nomboro 10 (siaṭari la 207)
- magaraṭa a tshithoma, tshiga na ipfi a nomboro 10
- garaṭa la tshiga la nomboro 10 (u itela muthambi wa u anea nomboro)
- mitalombalo 1–10
- mutambo wa mbambe ya bulasini (u bva kha Vhege ya 1): mitambo ya dzibodo, daisi, zwithu zwa u vhalela ngazwo zwa phukha zwa 8
- phazili dza nomboro 1–10 (siaṭari la 221) – 1 mugudi muṅwe na muṅwe
- themphuleithi ya suko la u tambisa: Nomboro 10 (siaṭari la 213) – 1 mugudi muṅwe na muṅwe
- sete ya magaraṭa a zwithoma 1–10 – vhagudi nga vhavhilihavhili
- makhadibogisi o gerwaho a ṅotshi dza 10
- ṭhango yo itwa nga khadibogisi li re na tshifanyiso tsha ṭhango kha tshitibo na muṅango wo vulwa
- maṭari a muri a khadibogisi – 2 mugudi muṅwe na muṅwe
- matsinde a muri a khadibogisi o leibelwa 1–10 –sete 1 mugudi muṅwe na muṅwe.



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.



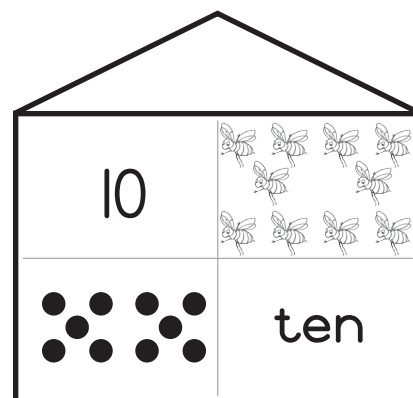
Guiding questions:

- ★ 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.



Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Luimbo: *Notshi dza mutoli thukhu dza fumi* (siafari la 191)
- Tshokho
- Tshati dza luvhondoni dza mbalo 1–9
- Tshati ya luvhondoni ya mbalo na themphuleithi ya nndu ya nomboro 10 (siafari la 207)
- *Tshitori tsha nomboro 10* (siafari la 191)

1. **Luimbo:** Kha vha imbe luimbo, *Notshi dza mutoli thukhu dza fumi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha ole zwivhumbeo zwa maluvha a 10 kha fuloro. Kha vha lidze muzika ngeno vhagudi vha tshi khou mona na kilasi sa notshi. Musi muzika u tshi ima, kha vha vhidzelele nomboro u bva kha 1 u ya kha 10. Vhagudi vha dikuvhanganya nga zwigwada sa notshi kha dzuvha u ya nga nomboro yo vhidzelelwaho. Vhagudi vha sa koni u dzhiona tshigwada kha dzuvha vha a bva. Kha vha dovholole.



Mbudziso dzi gaidaho:

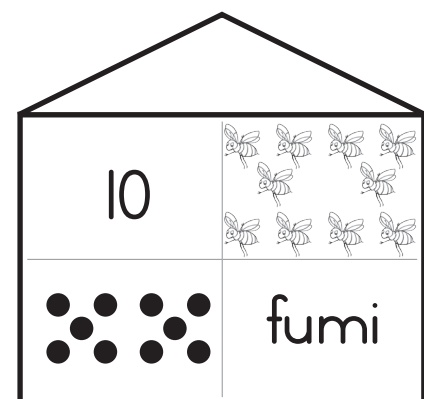
- ★ Ndi maluvha mangana a re hone?
- ★ Ndi notshi nngana dzi re kha dzuvha ili?
- ★ Ndi notshi nngana dzi si na dzuvha?

4. **U divhadza nomboro 10:** Kha vha sumbe tshati dza luvhondoni dza mbalo 1–9.

Mbudziso dzi gaidaho:

- ★ Ndi phukha nngana dzine na humbula uri dzi do dzula nduni i tevhelaho? Ndi ngani ni tshi humbula ngauralo?
- ★ Hu do vha na nnzhi kana thukhu kha tshane?

Kha vha anetshele *Tshitori tsha nomboro 10*. Kha vha sumbedze zwipiḁa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi fhaḁa tshitori tsha notshi na zwifanyiso zwa nndu, na zwithu zwo fhambanaho zwine zwa imela nomboro 10 – tshifanyiso, zwithoma, tshiga na ipfi. Kha vha tshane zwipiḁa zwa tshati ya luvhondoni ya mbalo ngomu nduni kha luvhondo fhethu ha mbalo. Kha vha vhalele notshi vhothe.





TIP

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

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

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

Learners dramatise the story.

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

Day 2

What you need

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

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

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

Guiding questions:

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



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

Guiding questions:

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

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

Add two bees to the hive.

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

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

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



TIP

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

NGELETSHEDZO

Kha vha vhudzise mbudziso dzine dza tšutšwedza vhagudi u kovhana mihumbulo yavho, u fana na:

- Ndi ngani ni tshi humbula ngauralo?
- Ni zwi divha hani?

- ✦ Ndi notshi nngana dzi re hone?
 - ✦ Notshi i na phapha/milenzhe mingana?
 - ✦ Ndi notshi nngana dza vhashumi/khosikadzi dzi re hone?
 - ✦ Ndi nndu ifhio i re na phukha tšukhu u fhira nndu ya notshi?
 - ✦ Ndi nndu ifhio ine ya da phanda ha/murahu ha nndu ya tšudwa?
- Vhagudi vha ita tšitori sa litambwa.

5. **Nyito dza tshigwada tšituku:** Kha vha tšaluse nyito dza tšitšitšhini tsha u shumela tšihwe na tšihwe.

Duvha la 2

Zwine vha do toda

- Luimbo: *Notshi dza mutoli tšukhu dza fumi* (siafari la 191)
- Tšango
- Magaraa a zwithoma, tšiga na ipfi a nomboro 10
- Tšati ya luvhondoni ya mbalo ya 10
- Makhadibogisi a 10 o tou gerwaho a notshi

1. **Luimbo:** Kha vha imbe luimbo, *Notshi dza mutoli tšukhu dza fumi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.

3. **U vhalela zwithu 1–10:** Kha vha tšane notshi kha luvhondo. Vhagudi vha anganyela uri ndi nngana. Kha vha vhalele vhothe zwenezwi vhone vha tshi khou dzhenisa notshi nga nthihi nga nthihi ngomu tšangoni.



Mbudziso dzi gaidaho:

- ✦ Ni nga nsumbedza nga muñwe wañu uri ndi notshi nngana dzi re ngomu tšangoni?

4. **U tšanganya na u tšusa:** Kha vha bvise notshi mbili bogisini.

Mbudziso dzi gaidaho:

- ✦ Ndi notshi nngana dzo fhufhaho u bva tšangoni?
- ✦ Ni nga nsumbedza nga munwe wañu uri ndi notshi nngana dzine na humbula uri dzo sala ngomu tšangoni?

Kha vha sumbedze vhagudi notshi dzo salaho ngomu ha bogisi vha vhalele vhothe u tšala arali zwi zwone.

Kha vha engedze notshi mbili ngomu tšangoni.

- ✦ Ndi notshi nngana dzine na humbula uri dzi ngomu tšangoni zwino?

Kha vha sumbedze vhagudi notshi dzo salaho ngomu bogisini. Kha vha vhalele vhothe u tšala uri ndi zwone naa. Kha vha dovholele.

5. **Tafula ya mbalo:** Zwigwada zwiraru zwa vhagudi zwi kuvhanganya zwithu zwi fanaho zwa 10 nnda. Tshigwada tšihwe na tšihwe tshi bula uri ndi zwithude nahone ndi zwingana zwe tsha wana. Kha vha nee tshigwada tšihwe na tšihwe garaa la tshithoma, tšiga kana ipfi la nomboro 10. Tshigwada tshithihi nga tshifhinga tshithihi tshi vhea zwithu zwatsho na magaraa a nomboro 10 kha tafula ya mbalo.

NGELETSHEDZO

Kha vha ri vhagudi vha anganyele tshivhalo tsha zwithu zwi re hone kha tshigwada tsha zwithu phanda ha musi vha tshi zwi vhalela, vha koneha u tšala nyanganyelo dzavho. Izwi zwi vha thusa u bvedza kupfesesele kwa 'saizi' ya nomboro dzine vha khou vhalela.

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

Vhagudi vha ita ndowendowe ya nomboro 10 nga u i n'wala muyani kana kha metha nga minwe yavho.

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

Duvha 3

Zwine vha do ṭoda

- Luimbo: *Notshi dza mutoli ṭhukhu dza fumi* (siaṭari 1a 191)
- Magaraṭa a tshithoma 1–5
- Ṭhango na ṅotshi dza khadibogisi dza 10
- Magaraṭa a tshithoma a nomboro 1–10

1. **Luimbo:** Kha vha imbe luimbo, *Notshi dza mutoli ṭhukhu dza fumi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha vhee ṅotshi dzo tou gerwaho dza 10 kha luvhondo. Vhagudi vha malo vha a ima.

Mbudziso dzi gaidaho:

- ★ Ndi vhagudi vhangana vhane na humbula uri vho tou ima?
 - ★ Kha ri vha vhalele.
 - ★ Hu na ṅotshi ya mugudi muṅwe na muṅwe?
 - ★ Ndi vhaṅwe vhagudi vhangana vhane ra ṭoda u itela uri mugudi muṅwe na muṅwe a vhe na ṅotshi?
4. **Phaṭhekhanyo dza 10; nnzhi/ṭhukhu:** Kha vha nange phere mbili dza vhagudi. Mugudi u bva kha phere iṅwe na iṅwe u nanga garaṭa 1a tshithoma. Muṅwe na muṅwe u a vhalela. Mugusi u bva kha phere iṅwe na iṅwe u dzhia tshivhalo tshi fanaho tsha ṅotshi sa zwithoma zwi re kha garaṭa 1i bvaho ngomu ṭhangoni. Vhoṭhe vha vhalela ṭhanganyelo ya tshivhalo tsha ṅotshi dzo kuvhanganywaho nga vhagudi vhavhili. Kha vha dovholele nga vhaṅwe vhagudi.

Mbudziso dzi gaidaho:

- ★ Ndi zwithoma zwingana zwi re hone? Ndi ṅotshi nngana dzine na fanela u dzhia?
 - ★ Ndi zwithoma/ṅotshi nngana dzi re hone dzo fhelela?
 - ★ Lavhelesani ṅotshi. Ndi ṅotshi nngana dzine _____ a vha nadzo u fhira _____?
5. **U ita ndowendowe ya magaraṭa a tshithoma, tshiga, ipfinomboro:** Kha vha vhee magaraṭa a tshithoma hune vhagudi vha do kona u a vhoṅa, sa tsumbo, kha luvhondo. Vhagudi vha sielisana u nanga magaraṭa mavhili ane a ita nomboro sa zwo laedzwaho.

Mbudziso dzi gaidaho:

- ★ Ni nga nsumbedza magaraṭa mavhili ane a ita nomboro 10/8/4/3? Vhagudi vha sielisana u fanyisa magaraṭa a tshithoma na magaraṭa a tshiga na ipfinomboro kha tshati ya luvhondoni ya mbalo.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

Duvha 4

Zwine vha do ṭoda

- Luimbo: *Notshi dza mutoli ṭhukhu dza fumi* (siaṭari 1a 191)
- Ṭhango na ṅotshi dza khadibogisi dza 10
- Muthambi wa u anea nomboro na zwiga zwa nomboro 1–10

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

Guiding questions:

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Guiding questions:

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



1. **Luimbo:** Kha vha imbe luimbo, *Notshi dza mutoli thukhu dza fumi*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Kha vha sumbedze vhagudi thango i si na tshithu. Vhagudi vha vhalela u swika kha 10 zwenezwi vhona vha tshi khou dzhenisa notshi dza 10 ngomu thangoni nga nthihi nga nthihi. Kha vha bwise notshi. Kha vha dzhenise notshi mbili thangoni. Kha vha vhalele hafhu vha tshi khou vhea notshi nga mbilimbili zwenezwi vha tshi khou vhalela.

Mbudziso dzi gaidaho:

- ★ Ndi notshi nngana dzi re ngomu thangoni?
 - ★ Arali dziñwe notshi mbili dza dzhena thangoni, hu do vha ho no vha na nngana ngomu? Na dziñwe mbili hafhu?
4. **Muthambi wa u anea nomboro:** Kha vha humbele vhagudi u thusa u phekhisa magaraṭa a tshiga tsha nomboro nga u tevhekana u bva kha 1 u ya kha 10 kha muthambi wa u anea nomboro.

Mbudziso dzi gaidaho:

- ★ Ndi garaṭa lifhio li no fanela u da mathomoni/li tevhelaho?
 - ★ Ndi ngafhi hune ra fanela u vhea nomboro 9/10 kha muthambi wa u anea nomboro?
 - ★ Ndi nomboro ifhio i re khulwane kha/thukhu kha 3/4/5?
 - ★ Ndi nomboro ifhio idaho phanda ha/murahu ha/vhukati ha _____?
5. **Nyito dza tshigwada tshituku:** Kha vha taluse nyito dza tshititshini tsha u shumela tshiñwe na tshiñwe.

Duvha la 5

Zwine vha do toḁa

- Luimbo: *Vhusunzi vhu khou matsha nga vuvhiviluvhili* (siaṭari la 189)
- Theiphi ya u nambatedza/tshokho
- Phositara ya 5

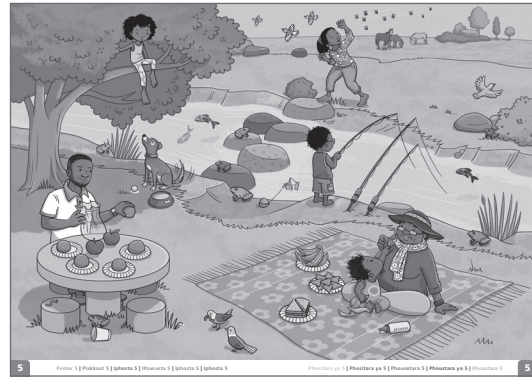
1. **Luimbo:** Kha vha imbe luimbo, *Vhusunzi vhu khou matsha nga vuvhiviluvhili* vha tambe mutambo u bva kha Vhege ya 1, vha tshi vhalela nga mbilimbili.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhande zwanḁa kha 10, vha tshimbilela phanda maga a 10, vha thamuwa lwa 10. Kha vha vhalele nga mbilimbili: kha vha vhande zwanḁa zwiṭuku vha sa iti phoso kha nthihi, vha vhandese lwa phosho kha mbili, vha vhande zwanḁa zwiṭuku vha sa iti phoso kha raru, vha vhandese lwa phosho kha iṅa. Kha vha dovholole u swika kha 10.
4. **Mutambo wa khadi:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika leri ya u fhufha ya nomboro khulwane dza zwiḁuloko zwa 10 vha ṅwale nomboro 1 u swika kha 10 ngomu zwiḁulokoni. Vhañwe vhagudi vha fhufhela ngomu ha zwiḁuloko zwenezwi kiḁasi i tshi khou vhalela u ya phanda na u humela murahu.

Mbudziso dzi gaidaho:

- ★ Ni nga fhufhela kha 2?
- ★ Arali na fhufha hafhu luvhili/luraru/luṅa, ndi nomboro ifhio ine na do wela khayoy?
- ★ Ndi u fhufha hungana u swika kha _____?
- ★ Arali na fhufhela murahu luthihi/luvhili/luraru, ndi nomboro ifhio ine na do wela khayoy?



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



Guiding questions:

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

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



TIP

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

Integration

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

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

Small group activities

Teacher-guided activity

What you need

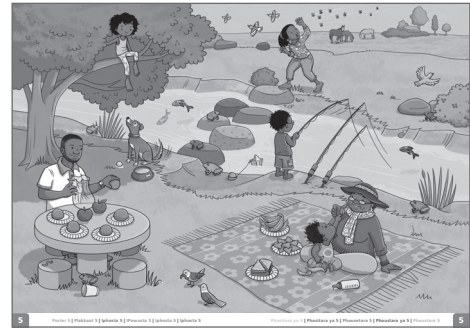
- Number washing line with numbers 1–10
- 5 red pegs to attach to numbers 2, 4, 6, 8, 10
- 200 counting sticks
- 20 plastic lids
- Story: *The beehives* (page 192)
- 5 number tracks (page 38)
- 55 Unifix blocks
- Tub per learner with:
 - 10 coloured counters
 - Structure beads
- Playdough and mat per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

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

Guiding questions:

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

5. **U ita ngowendowe ya 1–10:** Kha vha haseledze Phositara ya 5. Kha vha ambe nga zwine vhagudi vha khou vhona tshifanyisoni.



Mbudziso dzi gaidaho:

- ★ Ndi notshi/dzisamusa/ zwiḡula/zwiḡoni zwi fhufhaho/khovhe/mbungu zwingana zwine ni nga zwi wana?
- ★ Ni khou kona u vhona zwiḡwe zwiḡoni?
- ★ Ndi zwiḡoni zwingana zwi re hone zwoṱhe zwo fhelela?
- ★ Hu na rolo nṱa kha ṱafula. Khotsi vho fara rolo nthihi tshandani tshavho. Ndi rolo nngana dzi re hone?
- ★ Hu na miomva miṱanu kha phulethi. Arali Laylah a ḷa miomva mivhili, hu ḡo sala miomva mingana kha phulethi?
- ★ Arali ho vha hu na vhathu vha 10 pikinikini, ndi miomva mingana ine ya nga ṱoḡea uri muthu muḡwe na muḡwe a vhe na muomva?
- ★ Arali Malusi a fasha khovhe nthihi nga luṱale luthihi, u ḡo vha na khovhe nngana?

NGELETSHEDZO

Kha vha shumise zwiḡhala zwine zwa bvelela henefha masiari u bveledza vhukoni ha vhagudi ha u tandulula thaidzo, sa tsumbo: Hu na madzhomela a malo a pennde na bulatsho dza u pennda dza rathi fhedzi. Ndi bulatsho dza u pennda dziḡwe nngana dzine ra ṱoḡa?

6. **Nyito dza tshigwada tshiṱuku:** Kha vha ṱaluse nyito dza tshiṱitshini tsha u shumela tshiḡwe na tshiḡwe.

U ṱanganelana

Luambo lwa Hayani: U thetshesela na u Amba: u ḡologa na u fhindula ndaela dza u tou amba, u anetshela tshiṱori.

Zwikili zwa Vhutshilo: U ita ḷitambwa nga tshifhinga tsha muzika na ngudo dza musudzuluwo (vhagudi vha fhufhela ngomu na nṱa ha ṱhango khumbulelwa).

Nyito dza tshigwada tshiṱuku

Nyito yo rangwaho phanḡa nga mugudisi

Zwine vha ḡo ṱoḡa

- Muthambi wa u anea nomboro u re na nomboro 1–10
- Phekhisu tswuku 5 u itela u anea nomboro 2, 4, 6, 8, 10
- Zwitanda zwa u vhalela ngazwo zwa 200
- Zwitibo zwa puḷasiṱiki zwa 20
- Tshiṱori: *ṱhango* (siaṱari ḷa 193)
- Mitalombalo 5 (siaṱari ḷa 39)
- Zwiḡuloko zwa Yunifikisi zwa 55
- Tshidongo tsha mugudi muḡwe na muḡwe tshi re na:
 - Zwithu zwa u vhalela ngazwo zwa mivhala zwa 10
 - Vhulungu ha u vhalela
- Suko ḷa u tambisa na methe mugudi muḡwe na muḡwe

1. **Thaidzo dza ipfi:** Vhagudi vha shumisa zwithu zwavho zwa u vhalela ngazwo kana minwe yavho u tandulula thaidzo.

Mbudziso dzi gaidaho:

- ★ Notshi dzo wana maluvha maṅa a lutombo na maluvha mararu matswuku. Ndi maluvha mangana e dza wana?
- ★ Notshi dza fumi dzi dzula ṱhangoni. Notshi nṱa dza bva dza fhufha dzi tshi yo ṱoḡa maluvha. Ndi notshi nngana dzo salaho ngomu ṱhangoni?



TIP

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

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

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

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

Guiding questions:

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

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



TIP

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

Guiding questions:

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

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

Guiding questions:

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

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



Check that learners are able to:

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

NGELETSHEDZO

Vha humbule u bvisa phekisi dza mivhala nga murahu ha dzulo u itela u dzudzanyela tshigwada tshi tevhelaho.

NGELETSHEDZO

Vhulungu ha u vhalela vhu thusa vhagudi u pfesesa uri nomboro nthihi i nga itwa nga phathekanyo ya nomboro mbili kana nnzhi.

2. **U vhalela nga mbilimbili:** Kha vha vhalele nga mbilimbili kha muthambi wa u anea nomboro. Kha vha tshintshe phekhisi nga phekhisi dza mivhala kha u vhalela huñwe na huñwe, sa tsumbo, kha 2, 4, 6, 8 na 10.

3. **Zwigwada zwa vha 10:** Kha vha anetshele tshitori tsha, *Tshango*.

Vhagudi vha shuma nga vhavhilihavhili. Vhagudi vhavhilihavhili vhañwe na vhañwe vha wana zwithu zwa u vhalela ngazwo zwa 50 (notshi) na zwitibo 5 (thangoni). Vha vhea 'notshi' dzavho (zwithu zwa u vhalela ngazwo) nga zwigwada zwa 10 ngomu 'thangoni' dzavho (zwitibo).

Mbudziso dzi gaidaho:

- ★ Ndi thango nngana dzine na vha nadzo?
- ★ Hu na notshi nngana ngomu thangoni inwe na inwe?

4. **Vhulungu ha u vhalela:** Vhagudi vha shumisa vhulungu ha u vhalela u vhalela.

Mbudziso dzi gaidaho:

- ★ Ntsumbedzeni vhulungu ha tshane. Zwino ntsumbedzeni vhulungu ha rathi. Uvhu ndi vhuṭuku nga vhulungu vhungana kha ha 9?
- ★ Ntsumbedzeni vhulungu vhuṭanu. Kha ri ite vhulungu ha 10. Ndi vhulungu vhungana vhune na do ṭoda?
- ★ Farani vhulungu vhuṭanu tshandani tshanu. Tanganyisani na vhuñwe vhulungu vhuraru. Ni na vhulungu vhungana?
- ★ Farani vhulungu ha sumbe tshandani tshanu. Zwino ntsumbedzeni vhulungu ha 10. U itela uri ni vhe na 10, ndi vhuñwe vhungana vhune na fanela u engedza?
- ★ Farani vhulungu ha 10 tshandani tshanu. Uri ni vhe na vhulungu vhuṭa, ndi vhungana vhune na fanela u vhu tusa?

5. **Thawara dza mutalombalo:** Kha vha vhee mitalombalo na zwibuḽoko zwa Yunifikisi kha methe. Vhagudi vha sielisana u bula nomboro vha vhea tshifhatu tsha thawara u bva kha tshivhalo tsho teaho tsha zwibuḽoko zwa Yunifikisi kha tshikwea tshiñwe na tshiñwe.

Mbudziso dzi gaidaho:

- ★ Ndi zwibuḽoko zwingana zwa Yunifikisi zwe na shumisa kha thawara i re kha nomboro ya tshikwea?
- ★ Ndi thawara ifhio i re na zwibuḽoko zwinzhi/zwituku?
- ★ Ndi zwibuḽoko zwiñwe zwinzhi/zwituku zwingana zwine nomboro ya 3 ya vha nazwo u fhira nomboro ya 4, ngauralongauralo?
- ★ Ndi nomboro ifhio i re khulwanesesa/tshukhusesa? Ni zwi divha hani?

6. **U ita ndowendowe ya nomboro 10 vha tshi shumisa suko ja u tambisa:** Vhagudi vha ita tshiga tsha nomboro 10 nga suko ja u tambisa. Kha vha tikedze vhagudi vho no lugelaho u ñwala 10.



Kha vha tshole uri vhagudi vha a kona u:

- tandulula thaidzo dza u tanganya na u tusa dzi katelaho nomboro 1–10
- vhalela nga mbilimbili
- ita na u talusa phere dzo fhambanaho dza nomboro dzine dzo tangana dzi ita nomboro
- fanyisa zwiga zwa nomboro na zwibuḽoko zwa Yunifikisi

Workstation 1

What you need

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

Learners use playdough to complete the template.

Workstation 2



TIP

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

What you need

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

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



Workstation 3

What you need

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

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



Workstation 4

What you need

- Number puzzles 1–10 (page 220)

Learners complete the puzzles in pairs.

Tshiṭṭshi tsha u shumela tsha 1

Zwine vha ḡo ṭoḡa

- Suko ḷa u tambisa
- Themphuleithi ya suko ḷa u tambisa: Nomboro 10 (siaṭari ḷa 213) – 1 mugudi muṅwe na muṅwe

Vhagudi vha shumisa suko ḷa u tambisa u fhedzisa themphuleithi.

Tshiṭṭshi tsha u shumela tsha 2

Zwine vha ḡo ṭoḡa

- Mugudi muṅwe na muṅwe:
- Mutambo wa bodo wa mbambe ya bulasini (siaṭari ḷa 216)
- Daisi
- Tshithu tsha u vhalela ngatsho tsha phukha

Vhagudi vha posa daisi vha tshimbidza tshithu tsha u vhalela ngatsho tsha phukha kha bodo tshivhalo tsha zwickhala zwo sumbedzwaho kha daisi. Vha bvela phanda nga ndila iyi u swikela vha tshi swika kha pfuloṭhusa. Vha fanela u posa daisi tshivhalo tsho teaho kokotolo uri vha wele kha pfuloṭhusa uri vha fhedze mutambo. Arali vha kundelwa, vha bvela phanda u posa daisi u swikela vha tshi posa tshivhalo kokotolo tshi ṭoḡeaho.



NGELETSHEDZO

Musi vha tshi humbela vhagudi u ṭalutshedza uri mutambo u tambiswa hani, zwi ḡo vha ṅea kupfesesele kwo teaho kwa uri vhagudi vha khou pfesesa milayo.

Tshiṭṭshi tsha u shumela tsha 3

Zwine vha ḡo ṭoḡa

- Zwiṭiḡa zwa muri mudala zwo gerwaho zwa khadibogisi 2 mugudi muṅwe na muṅwe
- Matsinde a muri a 10 a re na zwiga zwa nomboro 1–10
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 10 mugudi muṅwe na muṅwe

Vhagudi vha nanga tsinde ḷithihi ḷa muri uri vha vhee fhasi ha muri vha koneha u khavhisa muri nga itsho tshivhalo tsha zwithu zwa u vhalela ngazwo, sa tsumbo, 2 na 4. Kha vha dovholele nga maṅwe matsinde a muri.



Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḡo ṭoḡa

- Phazili dza nomboro 1–10 (siaṭari ḷa 221)

Vhagudi vha fhedzisa phazili nga vhavhilihavhili.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 0

Practise

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

New maths vocabulary

zero

nought

nothing

Getting ready

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

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



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



Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

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

Nǀivho ntswa

- Nomboro 0

Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 1–20 na u fhira, u humela murahu 10–1
- U vhalela zwithu 1–10
- U tevhekanya nomboro 1–10
- U khwaǀhisedza ǀivhaipfi ya nomboro 1–10
- U vhalela nga mbilimbili
- U ǀanganya, u ǀusa

ǀivhaipfi ntswa ya mbalo

pumu

noto

a hu na tshithu

U ǀilugisela

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

- tshati dza luvhondoni dza mbalo 1–10
- tshati ya luvhondoni ya mbalo na themphuleithi ya nnǀu ya nomboro 0 (siaǀari ǀa 209)
- magaraǀa a tshiga tsha nomboro na ipfinomboro 0–10
- garaǀa ǀa tshiga tsha nomboro 0 (u itela muthambi wa u anea nomboro)
- garaǀa ǀa tshithoma ǀi si na tshithu
- zwifanyiso zwa 10 zwa zwithu zwi hulwane
- themphuleithi ya suko ǀa u tambisa: Nomboro 0 (siaǀari ǀa 215) – 1 mugudi muǀwe na muǀwe
- tsha u gonya na bola (kha vha sedze Tshiǀitshini tsha u shumela tsha 4)
- mutalombalo 0–10



- ǀeri ya u fhufha ya nomboro u bva kha 0–10 (nga tshivhumbeo tsha shonzha).



Whole class activities

Day 1



TIP

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

What you need

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

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

Guiding questions:

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

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

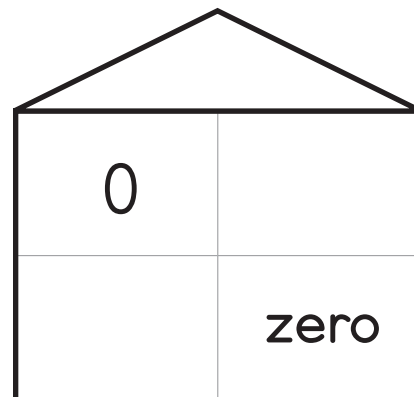
Guiding questions:

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

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

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

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



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

Guiding questions:

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

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



TIP

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

Nyito dza kilasi yothe

Duvha la 1

NGELETSHEDZO

Kha vha tshimbidze nomboro kha muthambi wa u anea nomboro u itela uri hu vhe na tshikhala tsha garaṭa la tshiga tsha nomboro 0.

Zwine vha do ṭoṭa

- Luimbo: *Maboḍelo a fumi madala* (siaṭari la 193)
- Tshati dza luvhondoni dza mbalo 1–10
- Tshati ya luvhondoni ya mbalo na themphuleithi ya nṅṅu ya nomboro 0 (siaṭari la 209)
- *Tshiṭori tsha nomboro 0* (siaṭari la 193)
- Garaṭa la tshiga tsha nomboro 0 (muthambi wa u anea nomboro)
- Bogisi la khadibogisi

1. **Luimbo:** Kha vha imbe luimbo, *Maboḍelo a fumi madala*.
2. **U vhalela ha mutevhetsindo:** 1–20 na u fhira, 10–1.
3. **U vhalela zwithu 1–10:** Vhagudi vha sielisana u vhalela zwithu ngomu kilasini, sa tsumbo, mafasiṭere, mavothi, mikhwama ya bugu ya 8, penisela dza 10.

Mbudziso dzi gaidaho:

- ★ Ndi penisela nngana dzine na humbula uri dzi hone afha kha itshi tshikoṭikoṭi?
- ★ Ni humbula uri hu na mikhwama ya bugu minzhi kha 10 kana miṭuku kha 10?

4. **U divhadza 0:** Kha vha sumbe kha tshati dza luvhondoni dza mbalo 1–10.

Mbudziso dzi gaidaho:

- ★ Ni humbula uri hu nga vha hu tshe na dziṅwe nṅṅu? Ndi ngani/ndi ngani zwi songo ralo?
- ★ Ndi ngafhi hune ri nga vhea nṅṅu kha tshati ya luvhondoni ya mbalo yashu arali ri tshi nga vha na dziṅwe nṅṅu?

Kha vha anetshele *Tshiṭori tsha nomboro 0*.

Kha vha ṭane nṅṅu ya phukha na tshiga tsha nomboro na ipfinomboro *phanḍa ha tshati ya luvhondoni ya mbalo* ya nomboro 1 kha luvhondo fhethu ha mbalo.

Vhagudi vha ita tshiṭori sa liṭambwa. Kha vha shumise bogisi la khadibogisi li si na tshithu u imela nṅṅu i si na tshithu. Kha vha nange vhagudi uri vha tambe zwipiḍa zwa nḍou, ṭhuda, zwiṅoni na dziṅwe phukha.

Vhagudi vha ita nḍowendowe ya nomboro 0 nga u i ṅwala muyani kana kha metha nga minwe yavho.

5. **U engedza 0 kha muthambi wa u anea nomboro:** Kha vha sumbedze vhagudi garaṭa la nomboro 0. Kha vha vhudzise uri vha humbula uri ili li fanela u ya ngafhi kha muthambi wa u anea nomboro. Kha vha humbele mugudi uri a ḍe a vhee ili kha muthambi wa u anea nomboro.

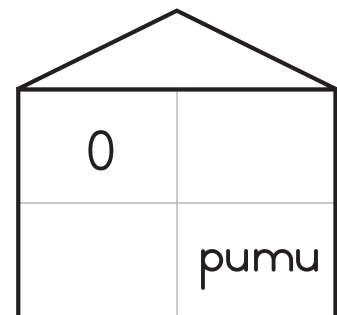
Mbudziso dzi gaidaho:

- ★ Ndi ngani no vhea nomboro pumu fhaḷa?
- ★ Ndi nomboro ifhio idaho nga murahu ha pumu?
- ★ Ndi nnyi ane a nga nḍisela pumu wa bugu?

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

NGELETSHEDZO

Kha vha shumise ipfi 'pumu' tshifhinga tshinzhi musu vha tshi khou amba tshiga '0' na u shumisa 'noto' masiari musu vha tshi khou amba nga 'a hu na tshithu' kana 'a hu na zwithu'.



Day 2

What you need

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



TIP

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

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

Guiding questions:

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

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

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

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

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

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



TIP

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

Guiding questions:

- ★ How many balls are there inside the hoop?

Show learners a blank dot card.

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

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

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

Guiding questions:

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

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

Duvha 2

Zwine vha do toa

- Luimbo: *Maboḁelo a fumi madala* (siaṭari 193)
- Bola dza 10
- Dzihuḁa hupu 2
- Magaraṭa a tshiga na ipfinomboro a 0 (*Khithi ya Zwishumiswa*)
- Tshidongo tshi si na tshithu u itela ṭafula ya mbalo
- Garaṭa 1a tshithoma 1i si na tshithu

 NGELETSHEDZO

Kha vha vhalele u bva kha 0 u ya kha 20 zwenezwi vhagudi vha tshi khou rathela zwiṭitshini zwavho zwa u shumela na musi vha tshi ya bungani.

 NGELETSHEDZO

Hu na maipfi manzhi ane a amba zwithihi sa pumu, sa tsumbo, *noto*, a hu na tshithu. Kha vha fhaṭe kha aya maipfi zwenezwi vhagudi vha tshi khou a shumisa, sa tsumbo, kha vha vhudzise uri ndi 1iṅwe ipfi 1ifhio 1ine vha nga 1i shumisa vhudzuloni ha 'a hu na tshithu'. Kha vha sumbedze uri maipfi aya a amba pumu.

1. **Luimbo:** Kha vha imbe luimbo, *Maboḁelo a fumi madala* vha lu ite sa 1itambwa nga vhagudi vha 10.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0. Kha vha sumbe kha muthambi wa u anea nomboro zwenezwi vha tshi khou vhalela.
3. **U vhalela zwithu 1–10:** Kha vha vhee dzihuḁa hupu mbili kha methe. Kha vha vhee bola dza 10 ngomu ha huḁa hupu nthihi vha litshe iṅwe huḁa hupu ya vhuvhili i si na tshithu.

Mbudziso dzi gaidaho:

- ★ Ndi bola nnga dzine na humbula uri dzi ngomu ha iyi hupu?

Vhagudi vha vhalela bola dzi re ngomu ha hupu. Kha vha bwise bola dza sumbe ngomu ha hupu ya u thoma vha dzi dzhenise ngomu ha hupu ya vhuvhili.

- ★ Arali ra bvisa bola dza sumbe u bva kha iyi hupu ra dzi dzhenisa kha hupu i si na tshithu, hu ḁo sala bola nngana kha iyi hupu?

Vhagudi vha vhalela bola dzi re kha hupu iṅwe na iṅwe. Kha vha bwise bola tharu u bva kha hupu ya u thoma vha dzi dzhenise kha hupu ya vhuvhili, vha sie hupu ya u thoma i si na tshithu.

- ★ Ndi bola nngana dzi re ngomu ha hupu iṅwe na iṅwe?
- ★ Hu itea mini musi ri tshi ṭusa bola u bva kha hupu nthihi ra dzi dzhenisa kha iṅwe hupu?

4. **Ṭafula ya mbalo:** Kha vha vhee hupu i si na tshithu kha ṭafula ya mbalo uri i imele nomboro 0.

Mbudziso dzi gaidaho:

- ★ Ndi bola nngana dzi re hone ngomu ha hupu?

Kha vha sumbedze vhagudi garaṭa 1a tshithoma 1i si na tshithu.

- ★ Hu na zwithoma zwingana kha 1i garaṭa 1a tshithoma?

Mugudi muthihi u vhea garaṭa 1i si na tshithu, garaṭa 1a tshiga na ipfi u itela pumu kha ṭafula ya mbalo tsini ha tshidongo tshi si na tshithu.

Vhagudi vha ya mutshimbiloni wa u vhalela vha sumba kha tshivhalo tsha zwithu tsho ṅewaho (hu tshi katelwa na pumu).

Mbudziso dzi gaidaho:

- ★ Ni khou kona u vhona:
 - Bisi? 1i na malinga mangana?
 - Musidzana a re na mavhudzi o itaho mitshila mivhili?
 - Nṅu? I na ṭhanga nngana?
 - Fhethu ha u paka mimoḁoro hu si na mimoḁoro?

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

Day 3

What you need

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

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



TIP

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

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

Guiding questions:

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

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

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

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

Duvha 3

Zwine vha do toda

- Luimbo: *Mabođelo a fumi madala* (siařari 193)
- Zwidongo zwa 11
- Zwitanda zwa u vhalela ngazwo zwa 55
- Magarařa a tshithoma a nomboro 1–10 (*Khithi ya Zwishumiswa*)
- Garařa 1a tshithoma 1i si na tshithu
- Magarařa a tshiga tsha nomboro 0–10


NGELETSHEDZO

U vhalela vha tshi humela murahu ndi nřila ya ndeme kha vhagudi uri vha gude nga pumu.

1. **Luimbo:** Kha vha imbe luimbo, *Mabođelo a fumi madala*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledi. Vha sielisana u dzhia garařa kha thulwi ya magarařa. Vhagudi vhothe vha sumbedza minwe minzhi u fana na zwithoma zwi re kha garařa, vha tshi vhalela vhothe. Arali garařa 1a sumbedza 0, vhagudi vha sumbedza vili u imela 0 wa minwe.
4. **Magarařa a tshithoma na u tevhekanya nomboro 0–10:** Kha vha sumbedze vhagudi magarařa a tshithoma 1–10. Kha vha imisele nřha garařa 1a tshithoma 1o imelaho 0.

Mbudziso dzi gaidaho:

- ★ Ndi zwithoma zwingana zwi re hone kha 1i garařa 1a tshithoma?

Kha vha nambatedze garařa 1a tshithoma u bva kha 0 u ya kha 10 nga nřa ha tshidongo tshiñwe na tshiñwe vha vhee tshiga tsha nomboro tshi tshimbilelanaho nařo ngomu tshidongoni tshiñwe na tshiñwe. Kha vha vhee zwidongo kha methe nga nřila yo vanganaho. Vhagudi vha sielisana u vhea zwitanda zwa u vhalela ngazwo zwidongoni u ya nga tshivhalo tsha zwithoma.

Kha vha vhee zwidongo zwa 7, 4, 9 na 0 kha methe. Vhagudi vha sielisana u dzudzanya zwifaredzi u bva kha nomboro řhukhusesa u ya kha khulwanesesa.

- ★ Ri nga vhea hani izwi zwifaredzi nga u tevhekana u bva kha nomboro řhukhusesa u ya kha khulwanesesa?

- ★ Ndi nomboro ifhio i re řhukhusesa/khulwanesesa?

Kha vha dovholele vha tshi shumisa dziñwe phařhekanyo khathihi na u tevhekanya nomboro u bva kha khulwanesesa u ya kha řhukhusesa.

5. **Nyito dza tshigwada tshiřuku:** Kha vha řaluse nyito dza tshiřitshini tsha u shumela tshiñwe na tshiñwe.

Duvha 4

Zwine vha do toda

- Luimbo: *Mabođelo a fumi madala* (siařari 193)
- Zwifanyiso zwa 10 zwa zwithu zwi hulwane
- Labi
- Muthambi wa u anea nomboro na magarařa a nomboro 0–10

1. **Luimbo:** Kha vha imbe luimbo, *Mabođelo a fumi madala*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha vhee zwifanyiso zwa zwithu zwa 10 luvhondoni vha zwi tibe nga labi. Kha vha tibulule zwifanyiso.

Mbudziso dzi gaidaho:

- ★ Ndi zwifanyiso zwa zwithu zwingana zwi re luvhondoni?

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

★ How many pictures are on the wall now?

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

Guiding questions:

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

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

Day 5

What you need

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

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

Guiding questions:

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

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

Guiding questions:

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



Instead of hopping learners can clap their hands.

Kha vha bwise tshithihi/zwivhili/zwiraru zwa zwifanyiso vha dovholole maitele. Vha bvele phanda u swikela hu si tshe na zwifanyiso.

★ Ndi zwifanyiso zwingana zwi re luvhondoni zwino?

4. **U ita ndowendowe na u tevhekanya nomboro 0–10:** Kha vha bwise magaraṭa a nomboro kha muthambi wa u anea nomboro vha sie 3 na 7. Kha vha nee vhagudi magaraṭa a ṭahe e vha bvisa. Vhagudi vha sielisana u phekhisa nomboro kha muthambi wa u anea nomboro nga mutevhe wo teaho.

Mbudziso dzi gaidaho:

- ★ Ndi ngafhi hune ra fanela u vhea nomboro 1/5/10? Ni zwi divha hani?
- ★ Ndi nomboro ifhio ine ya ḍa phanda ha/murahu ha _____?
- ★ Ndi ngafhi hune ra fanela u vhea nomboro 0? Ndi ngani?

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

Duvha ḷa 5

Zwine vha ḍo ṭoda

- Luimbo: *Vhusunzi vhu khou matsha nga vhuvhilihuvhili* (siaṭari ḷa 189)
- Magaraṭa a tshiga tsha nomboro 0–10
- Theiphi ya u nambatedza/tshokho
- Phositara ya 6

1. **Luimbo:** Kha vha imbe luimbo, *Vhusunzi vhu khou matsha nga vhuvhilihuvhili*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima kha sia ḷithihi ḷa kiḷasi. Mugudi muthihi u ṭana garaṭa ḷa nomboro. Vhaṭwe vhagudi vha thamuwa tshivhalo tsho sumbedzwaho kha garaṭa vha tshi vhalela nṭha. Arali 0 yo sumbedzo, vhagudi vha ima hune vha vha hone vha sa thamuwe.
4. **Mutambo wa khadi:** Kha vha shumise theiphi ya u nambatedza kana tshoko u sika ḷeri ya u fhufha ya nomboro u bva kha 0–10 kha metha. Vhagudi vha sielisana u ima kha tshibuḷoko tsha 'pumu' vha fhufha sa zwine vha laedziswa zwone.



Mbudziso dzi gaidaho:

- ★ Ni nga fhufhela kha nomboro 6/4/7, ngauralongauralo? (Kha vha sumbedze vhagudi zwiḡa zwa nomboro.)
- ★ Ni fanela u fhufha lungana uri ni swike kha iyi nomboro? (Kha vha sumbedze tshiga tsha nomboro 0.)
- ★ Ndi ngani ni songo fhufha?

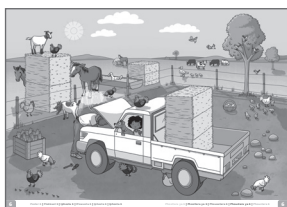
5. **U ita ndowendowe ya 0–10:** Kha vha haseledze Phositara ya 6. Kha vha ambe nga zwine vhagudi vha khou vhona.

Mbudziso dzi gaidaho:

- ★ Ndi phapha nngana dzine khuhu/sekwa/tshiṭoni tsha vha nadzo?
- ★ Bere i na phapha nngana?
- ★ Ni khou vhona zwiṭoni/maapula mangana kha muri?

NGELETSHEDZO

Madzuloni a u thamuwa vhagudi vha nga vhanda zwanda zwavho.



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

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

Integration

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

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

Small group activities

Teacher-guided activity

What you need

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



TIP

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

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

Guiding questions:

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

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

Guiding questions:

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

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

- ✦ Ni nga wana phukha i re na mavhala/i si na mavhala?
 - ✦ Ndi phukha nngana dzine na khou vhona dzi re na mitshila?
 - ✦ Malusi u na mitshila mingana?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

U ṭanganelana

Luambo lwa Hayani: U thetshesela na u tevhela ndaela dzi sa kondi, u fhaṭa divhaipfi.

Zwikili zwa Vhutshilo: U tandulula thaidzo na u nea muhumbulo u itela thandululo, u shumisa zwithu zwo fhambanaho nga mivhala, saizi na zwivhumbeo.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanḁa nga mugudisi

Zwine vha ḁo ṭoḁa

- Garaṭa ḁa tshiga na garaṭa ḁa ipfi ḁa 0 – ḁithihi vhagudi nga vhavhilihavhili
- Mabogisi a makumba (khaphu dza 12) a re na zwithu zwa u vhalela ngazwo ngomu ha dziṅwe dza khaphu – 1 mugudi muṅwe na muṅwe
- Mutalombalo 0–10
- Zwibuḁoko zwa Yunifikisi zwa 55
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 50–60
- Suko ḁa u tambisa na metha zwa mugudi muṅwe na muṅwe
- Tshidongo tshi re na zwithu zwa u vhalela ngazwo zwa phukha zwa 10 – 1 mugudi muṅwe na muṅwe

NGELETSHEDZO

Vhagudi vha nga shumisa zwithu zwa u vhalela ngazwo kana minwe yavho u imela ṅotshi. Izwi zwi vha ṭhusa u lugisela u shuma na thaidzo kha maimo a u ṭoḁa u humbula.

1. **Thaidzo dza ipfi:** Vhagudi vha vhea zwidongo zwavho phanḁa havho vha vhalela zwithu zwa u vhalela ngazwo zwa 10.

Mbudziso dzi gaidaho:

- ✦ Hu na ṅotshi tharu kha dzuvha ḁa lutombo na ṅotshi dza rathi kha dzuvha ḁitswuku. Hu na ṅotshi nngana dzoṭhe dzo fhelela?
- ✦ ṅotshi mbili dza kha dzuvha ḁa lutombo dza vhuelela ngomu ṭhangoni. Ho sala ṅotshi nngana kha dzuvha ḁa lutombo zwino?
- ✦ ṅotshi tharu u bva kha dzuvha ḁitswuku dza fhufhela murahu ṭhangoni. Ho sala ṅotshi nngana kha dzuvha ḁitswuku zwino?

2. **U vhalela zwithu:** Vhagudi vha a sedza zwenezwi vhona vha tshi khou vhea zwithu zwa u vhalela ngazwo zwiṭanu kha tshanḁa tshithihi na zwiṅa kha tshiṅwe tshanḁa. Kha vha vha sumbedze zwandḁa zwavho zwo putiwaho vha ri, 'Ndi na zwithu zwa u vhalela ngazwo zwiṭanu kha itshi tshanḁa na zwiṅa kha tshiṅwe tshanḁa.'

Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi na zwithu zwingana zwa u vhalela ngazwo zwo ṭangana zwoṭhe?
- ✦ (Kha vha putulule tshanḁa tshithihi. Vhagudi vha vhalela zwithu zwa u vhalela ngazwo kha itsho tshanḁa.) Hu na zwithu zwa u vhalela ngazwo zwingana zwi re hone?
- ✦ (Kha vha putulule tshiṅwe tshanḁa. Vhagudi vha vhalela zwithu zwa u vhalela ngazwo zwi re kha itsho tshanḁa.) Hu na zwithu zwa u vhalela ngazwo zwingana zwi re hone?
- ✦ Hu na zwithu zwa u vhalela ngazwo zwingana zwo fhelela zwoṭhe?

Kha vha dovhoolole vha tshi shumisa phaṭhekhanyo dziṅwe u swika kha 10, hu tshi katelwa na tshanḁa tshithihi tshi si na tshithu.

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



NGELETSHEDZO

Kha vha katele tsumbo dza u țanganya na u țusa pumu, sa tsumbo: 'Vheani pumu wa zwithu zwa u vhalela ngazwo nțha ha tshidongo tshaņu.'



3. **U fanyisa sete i si na tshithu na magarața a tshiga na ipfi a 0:** Kha vha vhee zwithu zwa u vhalela ngazwo 1–10 kha dziņwe dza khaphu dza bogisi ļa makumba, vha sie dziņwe khaphu dzi si na tshithu. Vhagudi vha vhea tshiga tsha nomboro 0 na ipfinomboro tsini ha khaphu dzi si na tshithu.

Mbudziso dzi gaidaho:

- ✦ Ndi khaphu ifhio ine na humbula uri i na zwithu zwa u vhalela ngazwo zwinzhi/zwi si gathi? Ndi ngani ni tshi humbula ngauralo?
- ✦ Ndi khaphu dzifhio dzi si na tshithu? Ndi zwithu zwa u vhalela ngazwo zwingana zwi re kha idzo khaphu?
- ✦ Ndi khaphu nngana dzi si na tshithu dzi re hone dzo fhelela dzoțhe?

4. **U țanganya na u țusa:** Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwavho kha methe vha tiba zwidongo zwavho. Vha vhea zwithu zwa u vhalela ngazwo zwițanu fhasi ha zwidongo zwavho.

Mbudziso dzi gaidaho:

- ✦ Ndi zwithu zwa u vhalela ngazwo zwingana zwi re fhasi ha tshidongo tshaņu?

Vhagudi vha dzhia zwithu zwivhili zwa u vhalela ngazwo fhasi ha zwidongo zwavho vha zwi vhea nțha ha zwidongo zwavho.

- ✦ Zwino ndi zwithu zwa u vhalela ngazwo zwingana zwi re fhasi ha tshidongo tshaņu? Ndi zwingana zwi re nga nțha? Ndi zwingana zwo fhelela zwoțhe?

Kha vha dovholele vha tshi shumisa phațhekhanyo dzo fhambanaho u swika kha 10.

Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwavho zwoțhe nțha ha zwidongo zwavho.

- ✦ Ndi zwithu zwa u vhalela ngazwo zwingana zwi re fhasi ha tshidongo tshaņu? (A hu na)

5. **Dzithawara dza mitalombalo:** Kha vha vhee mutalombalo na zwiwułoko zwa Yunifikisi kha methe. Vhagudi vha sielisana u bula nomboro i re kha tshikwea tshiņwe na tshiņwe tsha mutalombalo vha vhea thawara yo fhațwaho u bva kha tshivhalo tsho teaho tsha zwiwułoko zwa Yunifikisi kha tshikwea.

Mbudziso dzi gaidaho:

- ✦ Ndi zwiwułoko zwa Yunifikisi zwingana zwe na shumisa kha thawara kha tshija tshikwea tsha nomboro?
- ✦ Ndi tshigwada tshifhio tshi re na zwiwułoko zwinzhi/zwițuku?
- ✦ Ndi zwiwułoko zwingana zwi re kha pumu?

6. **U ita ndowendowe ya nomboro 0 vha tshi shumisa suko ļa u tambisa:** Vhagudi vha ita tshiga tsha nomboro 0 nga suko ļa u tambisa. Kha vha tikedze vhagudi vho no lugelaho u řwala 0.



Kha vha țole uri vhagudi vha a kona u:

- vhalela zwigwada zwa zwithu 1–10
- tandulula thaidzo nga u tou amba nga nomboro 0–10
- kwasha na u fhața nomboro 0–10
- vhambedza nomboro kha tsielano ya 0–10
- vhona, u fanyisa na u bula zwiga zwa nomboro na ipfinomboro zwa pumu

Workstation 1



What you need

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

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

Workstation 2



What you need

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

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

Workstation 3

What you need

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

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

Workstation 4

What you need

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

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



Tshiṭṭshi tsha u shumela tsha 1



Zwine vha ḡo ṭḡa

- Suko ḷa u tambisa
- Themphuḷeithi ya suko ḷa u tambisa: Nomboro 0 (siaṭari ḷa 215) – 1 mugudi muḡwe na muḡwe

Vhagudi vha shumisa suko ḷa u tambisa u fhedzisa themphuḷeithi. Vha sika mimanngi, mabogisi, zwiṭaha, ngauralongauralo, zwi si na tshithu ngomu.

Tshiṭṭshi tsha u shumela tsha 2



Zwine vha ḡo ṭḡa

- Ṭhireyi ya aisi 1
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 200 (*Khithi ya Zwishumiswa*)
- Daisi ḷi na sia ḷa zwithoma zwa 6 zwo tibiwa nga tshiṭikara na u dzhenisa '0' vhudzuloni hazwo

Mugudi wa u thoma u posa daisi a vhea tshivhalo tsha zwithu zwa u vhalela ngazwo kha nthihi ya khomphathimennde dza ṭhireyi ya aisi. Mugudi a tevhelaho u ita zwenezwo zwithihi, a vhea tshivhalo tsha zwithu zwa u vhalela ngazwo kha khomphathimennde i tevhelaho. Kha vha dovholole.

Tshiṭṭshi tsha u shumela tsha 3

Zwine vha ḡo ṭḡa

- Tshidongo tshi re na zwithu zwa u vhalela ngazwo zwa mitshelo zwa 10 – 1 mugudi muḡwe na muḡwe
- Daisi

Vhagudi vha vhea zwithu zwa u vhalela ngazwo zwavho nga muduba. Vha sielisana u posa daisi vha ṭusa u bva kha rou yavho tshivhalo tsha zwithu zwa u vhalela ngazwo tshi fanaho na tsho sumbedzwaho kha daisi vha vhea ngomu zwidongoni zwavho. Mugudi wa u thoma u vhea zwithu zwa u vhalela ngazwo zwoṭhe zwawe ngomu tshidongoni tshawe ndi ene o kundaho.

Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḡo ṭḡa

- Bola dza thenisi dza 6
- Muratho (sa tsumbo, bulannga ḷo aṭamaho)
- Zwidongo 4 zwo putelwa nga mabambiri a mivhala o fhambanaho

Kha vha vhee muratho nga engele yo tou imiswaho ine ya vha henefha kha 20 cm u bva kha fuloro. Kha vha vhee zwidongo kha fuloro kha sia ḷa muratho ḷo gonyaho nṭha. Vhagudi vha sielisana u kungulusela bola dzavho nṭha kha muratho vha tshi lingedza uri dzi wele ngomu ha zwidongo. Vha vhalela ṭhanganyelo ya bola dze dza wela ngomu zwidongoni.



Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: make, copy and extend patterns

New knowledge

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

Practise

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

New maths vocabulary

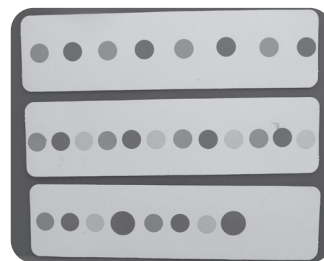
sequence

make the pattern

Getting ready

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

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



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

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

Sia ǀa Magudiswa ǀo Sedzwaho: Phetheni, Fankisheni na Aǀidzhebura

Thero

- Phetheni dza dzhomeṭiri: u ita, u kopa na u engedza phetheni

Nḍivho ntswa

- U sika, u kopa na u engedza phetheni dza mubvumo
- U ola phetheni u bva kha zwithu

Nḍowedzo

- U vhalela ha mutevhetsindo: u ya phanḍa 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- U sika, u kopa na u engedza phetheni vha tshi shumisa zwithu zwi fareaho

Ḑivhaipfi ntswa ya mbalo

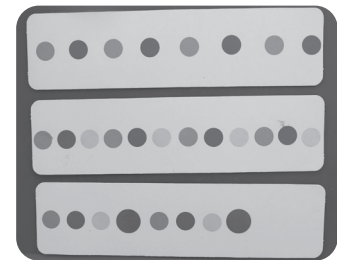
u tevhekanya

u ita phetheni

U ḍilugisela

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

- magaraṭa a phetheni a muvhala mahulwane 3:
 - ǀidala na ǀitswuku
 - ǀidala, ǀitswuku na ǀa ṭaḍa
 - ǀidala, ǀitswuku, ǀa ṭaḍa na ǀa lutombo
- zwilidzo zwa mutevhetsindo zwa 30 zwine zwi nga khethekanywa zwa bva zwigwada 4 (tshigwada tshithihi tshi fanela u vha na zwilidzo zwa 10)
- manngi/tshifaredzi tshi vhoneadzaho tshi na zwithu zwa 10, zwiṅwe zwi na phetheni dzi dovhololaho ngeno zwiṅwe zwi na phetheni dzi sa dovhololi, sa tsumbo, bammbiri ǀa u putela, zwiṭikara, zwiṭiḍa zwa malabi, dzithailisi, vhulungu ha mukuloni, vhukunda ha zwanḍani, khounu dza tshienge, maluvha, maswogisi, maganda, ngauralongauralo
- bammbiri ǀo gerwaho ǀa ita tshivhumbeo tsha tshikhipha – 1 mugudi muṅwe na muṅwe
- magaraṭa a phetheni ya nomboro a 8, sa tsumbo, 2 1 2 1; 4 3 4 3
- mabammbiri a zwiwhumbeo zwa dzhomeṭiri: tshitendeledzi, tshikwea, ṭhofundeina, ṭhofunderaru – 6 mugudi muṅwe na muṅwe
- magaraṭa a phetheni a 8 (kha vha sedze Tshiṭitshini tsha u shumela tsha 2).



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

Whole class activities

Day 1

What you need

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

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

Guiding questions:

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

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

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

4. **Extending patterns:**

Learners sit in a circle.

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

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

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



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

Guiding questions:

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

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

- ★ Can you make a pattern with three colours?

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

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



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

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do tsa

- Tshidade: *Ndi tshifhinga tsha phetheni (Nyendedzi ya Nyito: Kotara ya 3, siafari la 191)*
- Tafula thukhu/bogisi
- Magarata a phetheni 3:
 - Lidala na litwuku
 - Lidala, litwuku na la tsa
- Lidala, litwuku, la tsa na la lutombo
- Tshitanda tsha u vhalela ngatsho tshitwuku, tshidala, tsha lutombo na tsha tsa 1 mugudi muwe na muwe

1. **Tshidade:** Kha vha ite tshidade, *Ndi tshifhinga tsha phetheni*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha vhee zwitanda zwa u vhalela ngazwo zwa 10 zwidala, 5 zwitswuku, 2 zwa lutombo na 10 zwa tsa nga thulwi dzo fhambanaho kha tafula thukhu kana bogisi u itela uri vhagudi vhothe vha kone u zwi vhona.

Mbudziso dzi gaidaho:

- ★ Ndi zwitanda zwa u vhalela ngazwo zwingana zwidala/zwitswuku/ zwa lutombo/zwa tsa zwine na humbula uri zwi hone?
- ★ Ndi mivhala ifhio ine i na 0 wa zwitanda?

Kha vha nange mugudi uri a vhalele na u fara thulwi inwe na inwe zwenezwi kilasi i tshi khou vhalela yothe.

- ★ Ndi zwitanda zwingana zwo salaho ntha ha tafula/bogisi?

4. **U engedza phetheni:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee zwitanda zwidala zwa 30 na zwitswuku zwa 30 vhukati ha methe. Mugudi muwe na muwe u dzhia tshitanda tshithihi tshidala na tshithihi tshitwuku. Kha vha sumbedze gara ta la phetheni li re na mivhala mivhili. Mugudi muthihi u thoma nga u vhea tshitanda tsha muvhala wo teaho kha methe. Vhagudi vha sielisana u bvela phanda na phetheni u swikela muwe na muwe o wana tshikhala tshawe – phetheni i do bvela phanda u mona na tshitendeledzi tsha vhagudi.



Mbudziso dzi gaidaho:

- ★ Ndi nnyi ane a nga mmbudza uri ndi phetheni ifhio iyi?
- ★ Ndi tshitanda tsha muvhala ufhio tshi no do tevhela kha iyi phetheni?
- ★ Ndi muvhala ufhio une ra fanela u dzhenisa u itela u engedza phetheni?

Kha vha nee mugudi muwe na muwe tshitanda tsha tsa. Kha vha sumbedze gara ta la phetheni li re na mivhala miraru vha dovholele nyito.

- ★ Ni nga ita phetheni nga mivhala miraru?

Kha vha nee mugudi muwe na muwe tshitanda tsha lutombo vha dovholele nga mivhala mi na.

5. **Nyito dza tshigwada tshitu:** Kha vha taluse nyito dza tshitu tshi na tshiwe.

NGELETSHEDZO

Arali vhagudi vho no kona zwikili zwa phetheni idzi, kha vha engedze nyito vha tshi shumisa zwidodombedzwa zwivhili, u fana na muvhala na tshivhumbeo kana saizi.

Day 2

What you need

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

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



TIP

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

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

Guiding questions:

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

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

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

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

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

Day 3

What you need

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

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

Duvha 2

Zwine vha do toda

- Luimbo: *Vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi* (siaṭari 195)

 NGELETSHEZDO

Musi vha tshi vhalela u fhira 20, kha vha thuse vhagudi u pfesesa uri nomboro dzi tevhela phetheni i fanaho u fana na murahu. Vha humbule uri vhaṅwe vhagudi vha do toda ndowendowe nanzhi u fhira vhaṅwe.

1. **Luimbo:** Kha vha imbe luimbo, *Vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi* nga phetheni i tevhelaho: vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi; vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi, ngauralongauralo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho ita muduba. Vha rwisa milenzhe yavho fhasi zwenezwi vha tshi khou vhalela u bva kha 1–10 vha imisela zwanda zwavho muyani musi vha tshi swika kha 10. Vha tshintsha masia vha dovhola nyito nga muṅwe musudzuluwo wa muvhili, sa tsumbo, u vhandani zwanda.
4. **U kopa na u engedza phetheni dza mubvumo:** Vhagudi vha ima vho ita tshitendeledzi. Kha vha sike phetheni u bva kha luimbo, *Vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi*: Vhandani, vhandani, lidzani minwe, lidzani minwe, rwisani mulenzhe fhasi, rwisani mulenzhe fhasi (AABBCC). Muṅwe na muṅwe wa vhagudi u wana tshikhala tsha u dovhola phetheni u swikela vhoṭhe vha tshi wana tshikhala.

Mbudziso dzi gaidaho:

- ★ Hu fanela u thoma mini mathomoni/tshi tevhelaho kha iyi phetheni? Kha vha dovhola nga musudzuluwo wa ABC, sa tsumbo, fhufhani, rathelani kha tshauṭa ni mone; fhufhani, rathelani nga tshauṭa ni mone.
- ★ Ni nga kopa iyi musudzuluwo nga muvhili waṅu?
- ★ Ni khou kona u vhona phetheni? Ndi phetheniḽe?
- ★ Phetheni i khou tevhokana hani?
- ★ Ni nga engedza hani phetheni iyi?

Kha vha dovhola nga phetheni ya ABAB nga misumbedzo, sa tsumbo, thamuwani, imani no ṭharamudza milenzhe; thamuwani, imani no ṭharamudza milenzhe.

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

Duvha 3

Zwine vha do toda

- Luimbo: *Vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi* (siaṭari 195)
- Tshokho/dzikhokhi
- Bammbiri 1a A3
- Magaraṭa a tshiga tsha nomboro na ipfinomboro 0–10
- Shithi 1a bammbiri 1a A4

1. **Luimbo:** Kha vha imbe luimbo, *Vhandani zwanda, lidzani minwe, rwisani mulenzhe fhasi* nga phetheni ya ABBABB (vhandani zwanda, lidzani minwe, lidzani minwe; vhandani zwanda, lidzani minwe, lidzani minwe).
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhandani zwanda zwavho, vha rwisa minwe yavho kana vha rwisa milenzhe yavho fhasi lwa tshivhalo tshi fanaho na tsho ṭaniwaho kha garaṭa 1a tshiga tsha nomboro. Arali '0' yo sumbedzwa, vhagudi a vha iti tshithu.



TIP

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

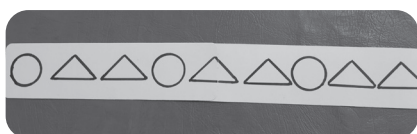
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

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

Guiding questions:

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

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



Guiding questions:

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

Cover the last three shapes with a sheet of paper.

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

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

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

Day 4

What you need

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

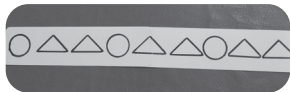
1. **Song:** Sing the song, *Clap, snap and stamp* with an AABAAB pattern (clap, clap, snap fingers; clap, clap, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners count together as four learners sort the musical instruments into piles according to the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

Guiding questions:

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

 **NGELETSHEDZO**

Kha vha thuse vhagudi u tšalutshedza mulayo wa phetheni dzine vha khou kopa kana u sika. Izwi zwi thusa u bveledza zwikili zwavho zwa u humbula.



4. **U topola mulayo wa phetheni:** Mugudi muthihi u sika phetheni yawe ya mubvumo, sa tsumbo, u vhandani zwanḡa, vhandani zwanḡa, lidzani minwe, lidzani minwe; vhandani zwanḡa, vhandani zwanḡa, lidzani minwe, lidzani minwe. Vhañwe vhagudi vha bula uri ndi phetheniḡe vha i dovholola. Nga vhavhilihavhili, vhagudi vha sika phetheni dzavho dza mubvumo. Mugudi muthihi u ita phetheni ya mubvumo ngeno mufarakani wawe a tshi tšalutshedza uri ndi phetheni ifhio a ita na u i dovholola. Vha tshintshana u ita kuitele ukwu.

Mbudziso dzi gaidaho:

- ✦ Ni nga mmbudza mini nga phetheni?
- ✦ Ni nga ita phetheni i fanaho na iyi?

5. **Phetheni dza dzhomeḡiri:** Olani phetheni ya tshivhumbeo kha ḡaba kana kha tshiḡiripi tsha bammbiri, sa tsumbo, tshitendeledzi, ḡhofunderaru, ḡhofunderaru; tshitendeledzi, ḡhofunderaru, ḡhofunderaru. Itani ndovhololo dzine dzi nga swika tharu dza phetheni.

Mbudziso dzi gaidaho:

- ✦ Ni nga mmbudza mini nga phetheni iyi?
- ✦ Ndi tshivhumbeo tshifhio tshi ḡaho phanḡa ha/murahu ha tshitendeledzi tsha u thoma/ḡhofunderaru ya vuvhili?
- ✦ Ndi tshivhumbeo tshifhio tsha vhuraru kha phetheni?
- ✦ Ndi tshivhumbeo tshifhio tsha u thoma/fhedzisela?

Kha vha tibe zivhumbeo zwiraru zwa u fhedzisela nga shithi ḡa bammbiri.

- ✦ Ndi tshivhumbeo tshifhio tshine tsha tevhela kha thevhekano?
- ✦ Hu na ane a nga ola tshine tsha khou tevhela kha phetheni?

Vhagudi vha si gathi vha ola zivhumbeo zwiraru zwo dzumbiwaho kha bammbiri u ya nga thevhekano.

6. **Nyito dza tshigwada tshiḡuku:** Kha vha tšaluse nyito dza tshiḡitshini tsha u shumela tshiñwe na tshiñwe.

Duvha ḡa 4

Zwine vha ḡo ḡḡa

- Luimbo: *Vhandani zwanḡa, lidzani minwe, rwisani mulenzhe fhasi* (siaḡari ḡa 195)
- Zwilidzo zwa mutevhetsindo zwa 30 u itela u sika zwigwada 4 zwa zwilidzo (tshigwada tshithihi tshi fanela u vha na zwilidzo zwa 10)
- Magaraḡa a phetheni a re na zwithoma zwa mivhala u bva kha Duvha ḡa 1

1. **Luimbo:** Kha vha imbe luimbo, *Vhandani zwanḡa, lidzani minwe, rwisani mulenzhe fhasi* nga phetheni ya AABAAB (vhandani zwanḡa, vhandani zwanḡa, lidzani minwe; vhandani zwanḡa, vhandani zwanḡa, lidzani minwe).
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha vhalela vhoḡe zwenezwi vhagudi vhaḡa vha tshi khou khethekanya zwilidzo zwa muzika vha zwi vhea nga thulwi u ya nga lushaka lwa tshilidzo.

Mbudziso dzi gaidaho:

- ✦ Ndi thamborini/mirumba/dzisaimbala/dziḡhofunderaru/tshele nngana dzi re hone?
- ✦ Hu na mirumba kana tshele nnzhi/ḡhukhu? Ndi minzhi/miḡuku nga mingana?
- ✦ Ndi tshigwada tshifhio tshi re na zwilidzo zwa 10?



TIP

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

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

Guiding questions:

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

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

- ★ How has the pattern changed?

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

- ★ Can you repeat/extend the pattern?

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

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



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

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

Day 5

What you need

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

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

Guiding questions:

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

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

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

NGELETSHEDZO

Vhagudi vha nga tandula phetheni dzo fhambanaho nga zwilidzo zwavho, sa tsumbo, AB, AAB, ABB, ABC.



4. **Phetheni dza muzika:** Kha vha lidze phetheni ya muzika kha tshilidzo tsha muzika, sa tsumbo, u lidzela fhasi, u lidzela fhasi, u lidzela n̄tha, u lidzela n̄tha; u lidzela fhasi, u lidzela fhasi, u lidzela n̄tha, u lidzela n̄tha.

Mbudziso dzi gaidaho:

- ✦ Ni nga mmbudza mini nga phetheni?
- ✦ Ni nga shumisa zwan̄a zwan̄u na milenzhe u sika phetheni i fanaho? Kha vha tshintshe phetheni, sa tsumbo, u lidzela fhasi, u lidzela n̄tha, u lidzela n̄tha; u lidzela fhasi, u lidzela n̄tha, u lidzela n̄tha, vha dovhohole.
- ✦ Phetheni yo shandukisa hani?

Kha vha nee zwilidzo zwa mutevhitsindo zwigwada zwiṅa. Zwigwada zwi sielisana u dovhohola phetheni dza muzika mbili.

- ✦ Ni nga dovhohola/engedza phetheni?

Kha vha sumbedze vhagudi garaṅa ḽa phetheni ḽa tshithoma tsha muvhala vha haseledze phetheni. Zwigwada zwi sielisana u kopa na u engedza phetheni zwi tshi shumisa zwilidzo zwa muzika zwazwo. Zwigwada zwi shumisa phetheni u sika phetheni dza mubvumo dzazwo, sa tsumbo, u lidzela n̄tha kha mutswuku, u lidzela fhasi kha wa ṽaḽa; u lidza nga u ṽavhanya kha mutswuku, u lidza nga u ongolowa kha wa ṽaḽa.

- ✦ Mmbudzeni nga phetheni.
- ✦ Ni nga ita phetheni i fanaho nayo?
- ✦ I lila hani?

Zwiṅwe zwigwada zwi dovhohola phetheni ya mubvumo ya tshigwada tshiṅwe na tshiṅwe nga zwilidzo zwazwo. Zwigwada zwi sielisana u sika na u sumbedza phetheni ya mubvumo wazwo nga zwilidzo zwazwo. Zwiṅwe zwigwada zwi a dzhoina.

5. **Nyito dza tshigwada tshiṽuku:** Kha vha ṽaluse nyito dza tshiṽitshini tsha u shumela tshiṅwe na tshiṅwe.

Duvha ḽa 5

Zwine vha ḽo ṽoḽa

- Luimbo: *Vhandani zwan̄a, lidzani minwe, rwisani mulenzhe fhasi* (siaṽari ḽa 195)
- Manngi/tshifaredzi tshi vhonadzaho tshi re na zwithu zwa 10 zwi re na phetheni dzi dovhoholaho na phetheni dzi sa dovhoholi
- Phositara ya 4

1. **Luimbo:** Kha vha imbe luimbo, *Vhandani zwan̄a, lidzani minwe, rwisani mulenzhe fhasi*. Vhagudi vha dzinginya thevhekano ya phetheni yavho.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha ṽane manngi wa zwithu zwo kuvhanganywaho.

Mbudziso dzi gaidaho:

- ✦ Ndi zwithu zwingana zwine na humbula uri zwi manngini wanga?
- ✦ Ndi na zwo eḽanaho u nea muṅwe na muṅwe tshithu tshithihi kiḽasini?
- ✦ Ri nga zwi wanisa hani?

Kha vha vhalele zwithu zwenezwi vha tshi khou nea mugudi muṅwe na muṅwe tshithu.

- ✦ Ho vha hu na zwithu zwo eḽanaho?
- ✦ Hu na zwithu zwinzhi kana vhagudi vhanzhi?

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. **U topola phetheni:** Kha vha vhee zwithu zwo kuvhanganywaho kha methe. Kha vha haseledze uri tshithu tshiñwe na tshiñwe tshi fana na mini na uri ndi phetheni dzifhio dzine vhagudi vha khou vhona.

Mbudziso dzi gaidaho:

- ✦ Ni khou kona u vhona tshithu tshi re na phetheni? Ndi ngani ni tshi humbula uri ndi phetheni?
- ✦ Ndi tshipiḽa tshifhio tsha phetheni tshi dovhololaho?
- ✦ Ndi mini tshi tevhela mini kha phetheni iyi?
- ✦ Phetheni i dovholola lungana?
- ✦ Ni khou kona u vhona tshiñwe tshithu tshi si na phetheni?



5. **U haseledza nga phetheni:** Kha vha haseledze Phositara ya 4.

Mbudziso dzi gaidaho:

- ✦ Ni khou vhona phetheni ifhio tshifanyisoni?
- ✦ Ndi ngani ni tshi humbula uri ndi phetheni/a si phetheni?
- ✦ Ndi ngafhi huñwe hune ri nga wana phetheni dzi fanaho na idzi?
- ✦ Ni nga humbula nga phetheni kha phukha/muponi? Ni nga ṽalusa nthihi?

6. **Nyito dza tshigwada tshiṽuku:** Kha vha ṽaluse nyito dza tshiṽitshini tsha u shumela tshiñwe na tshiñwe.

U ṽanganelana

Luambo lwa Hayani: U tevhékanya zwiwo zwa ḽuvha ḽiñwe na ḽiñwe na zwiṽiḽa zwa tshiṽori.

Zwikili zwa Vhutshilo: U topola na u ṽalusa phetheni vhuṽoni havho, mveledziso ya zwikili zwa u ola (mveledziso ya misipha miṽuku ya zwanḽani), u tandulula thaidzo na zwikili zwa matshilisano, u bveledza u pfesesa mutevhetsindo (muzika).

Nyito dza tshigwada tshiṽuku

Nyito yo rangwaho phanḽa nga mugudisi

Zwine vha ḽo ṽoḽa

- Zwitanda zwa u vhalela ngazwo zwitswuku zwa 10
- Tshidongo tsha zwitanda mugudi muñwe na muñwe: 4 zwitswuku, 4 zwa lutombo, 4 zwidala, 4 zwa ṽaḽa, 4 zwa muvhala zwa swiri
- Zwiḽoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)
- Shithi ḽa bambiri mugudi muñwe na muñwe
- Dzikhirayoni

1. **U vhalela zwithu 1–10:** Kha vha vhee thulwi ya zwitanda zwitswuku zwa 10 kha methe.

Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vha re tshigwadani tshashu?

Kha vha vhalele vhoṽhe.

- ✦ Arali ndi tshi ṽoḽa u ṽea muñwe na muñwe tshitanda tshithihi, ndi zwitanda zwingana zwine nda ṽoḽa?
- ✦ Hu na zwitanda zwitswuku zwo eḽanaho zwine muñwe na muñwe a nga wana tshithihi?
- ✦ Hu na zwo eḽanaho lune muñwe na muñwe a nga wana zwitanda zwivhili?

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.

Kha vha nange mugudi uri a kovhe zwitanda u itela uri mugudi muñwe na muñwe a wane tshivhalo tshi fanaho tsha zwitanda.

- ★ Ndi zwitanda zwingana zwiñwe zwine ra țoda u itela uri muñwe na muñwe wa vheive a vhe na tshivhalo tshi fanaho tsha zwitanda?

2. **Thaidzo ya ipfi:** Vhagudi vha nga shumisa zwithu zwa u vhalela ngazwo kana minwe yavho u tandulula thaidzo.

Mbudziso dzi gaidaho:

- ★ Malusi u khou rea khovhe. Hu na khovhe dza țahe ngomu mulamboni tsini hawe. Khovhe nna dza tala dza shavha. Ndi khovhe nngana dzo salaho dzine Malusi a nga fasha?

3. **U ita, u kopa na u engedza phetheni:** Itani phetheni ni tshi shumisa zwitanda zwa u vhalela ngazwo, sa tsumbo, lutombo, țada, lutombo, țada, lutombo, țada. Vhagudi vha kopa phetheni.

Mbudziso dzi gaidaho:

- ★ Ni nga ita muduba wa zwitanda u fana na wanga?
- ★ Mmbudzeni nga muduba wañu wa zwitanda.

Kha vha ite iñwe phetheni yo fhambanaho na vhagudi vha tshi shumisa zwitanda zwa mivhala miraru nga muduba, sa tsumbo, zwitswuku, lutombo, zwidala; zwitswuku, lutombo, zwidala.

- ★ Ndi tshitanda tshifhio tshi daho u tevhela/nga murahu/nga phanda? Ni zwi dīvha hani?
- ★ Ni nga ntsumbedza tshipiđa tsha phetheni tshine tsha dovhola?
- ★ Ri nga engedza hani phetheni?

Vhagudi vha shuma nga vhavhilihavhili. Vha ita phetheni nga zwitanda zwavho ngeno mufarakani wavho a tshi kopa na u engedza phetheni yavho.

- ★ Ni nga țalusa phetheni yañu?
- ★ Ndi mini tshi i itaho phetheni?

Kha vha ite phetheni vha tshi shumisa zwiɓulo zwa zwidombedzwa, i re na u dovhola huraru ha phetheni, sa tsumbo, tshitendeledzi, tshitendeledzi, țhofundeina; tshitendeledzi, tshitendeledzi, țhofundeina; tshitendeledzi, tshitendeledzi, țhofundeina.



NGELETSHEDZO

Musi vha tshi shumisa zwiɓulo zwa zwidombedza u itela nyito dza phetheni, vha sedzese kha uri zwi vhonala hani, sa tsumbo, muvhala, tshivhumbeo na saizi hu si kha mbonalo yadzo, sa tsumbo, masia na khuda.

- ★ Ni nga mmbudza mini nga phetheni iyi?

Vhagudi vha ola thevhekano ya phetheni kha shithi ja bammbiri, vha tshi i dovhola luvhili kana luraru.

4. **U sika, u kopa na u engedza phetheni dza mubvumo:** Kha vha vhande zwanđa nga phetheni ya ABB: vhande zwanđa, u rwa, u rwa; vhande zwanđa, u rwa, u rwa. Vhagudi vha dovhola phetheni vha konaha u i engedza luvhili kana luraru.

Mbudziso dzi gaidaho:

- ★ Ni nga ita iyi phetheni?
- ★ Ni nga engedza hani phetheni iyi?

Vhagudi vha ita phetheni i fanaho nga zwitanda zwavho, sa tsumbo, muvhala wa swiri, mudala, mudala. Kha vha dovhole nga phetheni dza AAB na ABC.

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



TIP

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

Guiding questions:

- ★ What pattern has the group made?

Learners describe the pattern they created.



Check that learners are able to:

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

Workstation 1

What you need

- Geometric paper shapes
- Paper
- Glue
- Crayons

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

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



5. **U ita na u kopa phetheni dza muvhili:** Mugudi muthihi u furaleta vhañwe vhoṭhe vha tshigwada. Vhagudi vha a ḡidzudzanya uri vha sike phetheni, sa tsumbo, zwanḡa muyani, zwanḡa magonani; zwanḡa muyani, zwanḡa magonani.



NGELETSHEDZO

Vhagudi vha nga sika phetheni vha tshi shumisa matheriala o fhambanaho, sa tsumbo, dzikhubu, khii, zwiṭambiswa zwiṭuku na zwiḡuḡoko zwa zwidodombedzwa.

Mbudziso dzi gaidaho:

- ★ Ndi phetheniḡe ye tshigwada tsha ita? Vhagudi vha ṭalusa phetheni ye vha sika.



Kha vha ṭole uri vhagudi vha a kona u:

- kopa phetheni yo ṅewaho, hu tshi katelwa na phetheni ya mubvumo
- ṭalusa phetheni
- engedza phetheni nga u vha vhudza uri ndi mini zwi tevhelaho
- ola khophi ya phetheni yo ṅewaho

Tshiṭitshi tsha u shumela tsha 1

Zwine vha ḡo ṭoḡa

- Zwivhumbeo zwa bammbiri
- Guḡuu
- zwa dzhomeṭiri
- Dzikhirayoni
- Bammbiri

Vhagudi vha thoma phetheni nga mivhala mivhili kana miraru kana nga zwivhumbeo. Vha zwi nambatedza nga guḡuu u mona na meme dza siaṭari vha konaha u engedza phetheni u mona na siaṭari u swika fureme yavho i tshi fhela.

Kha vha ṅwale madzina a vhagudi kha masiaṭari avho vha vha tendele u ola kana u pennda tshifanyiso tshi re furemeni dzavho nga tshifhinga tsha u tamba nga u funa.



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.

Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḑo ṭḑa

- Tshiṭiripi tsha bogisi ḽa makumba tshi re na khaphu dza 6 – 1 mugudi muṅwe na muṅwe
- Magaraṭa a phetheni a 8
- Zwidongo zwi re na matheriala o fhambanaho ane a fana na mivhala ya magaraṭa a phetheni, sa tsumbo, zwibuḽoko zwa Yunifikisi, zwithu zwa u vhalela ngazwo zwa mithelo, zwithu zwa u vhalela ngazwo zwa mivhala

Vhagudi vha nanga garaṭa ḽa phetheni vha kopa phetheni nga u vhea zwithu kha rou ya tshiṭiripi tsha bogisi ḽa makumba.



Tshiṭitshi tsha u shumela tsha 3

Zwine vha ḑo ṭḑa

- Bammbiri ḽo gerwa ḽa ita tshivhumbeo tsha tshikhipha – 1 mugudi muṅwe na muṅwe
- Zwipiḑa zwa malabi a zwiambaro
- Dzikhirayoni kana pennde

Vhagudi vha lavhelesa kha dizaini dzi re kha labi vha kopela phetheni kha themphuḽeithi ya tshikhipha.



Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḑo ṭḑa

- Magaraṭa a phetheni ya nomboro
- Zwibuḽoko zwa Yunifikisi

Vhagudi vha nanga garaṭa ḽa phetheni ya nomboro vha fhaṭa thawara u imela phetheni nga zwibuḽoko zwa Yunifikisi.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Following direction

New knowledge

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

Practise

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

New maths vocabulary

far, further
close, closer

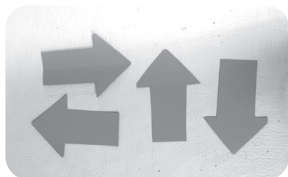
away from
turn

beside
low

high
sideways

near

Getting ready



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

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

Whole class activities

Day 1

What you need

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

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



TIP

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

Sia la Magudiswa lo Sedzwaho: Tshikhala na Tshivhumbeo (Dzhometiri)

Thero

- Vhuimo, u divhonadza na mihumbulo
- U tevhela masia

Ndivho ntswa

- Vhuimo ha zwithu zwi tshi tutselana na zwiwe na u tutselana na vhagudi
- Phazili dza zwiwipi dza zwa fumbiliina

Ndowedzo

- U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- Vhuimo ha zwithu zwi tshi tutselana na zwiwe
- Ndinganyahuvhili
- Sia: misevhe
- Sia: monde, tshauja

Divhaipfi ntswa ya mbalo

kule, kulesa
tsini, tsinisa

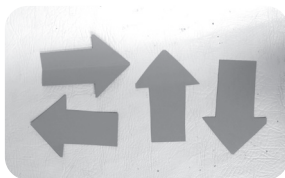
kule na
u khona

nga thungo
fhasi

ntha
nga matungo

tsini

U dilugisela



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

- zwithu zwa ndinganyahuvhili zwa duvha liwe na liwe, sa tsumbo, mangilasi a mafo/mangilasi, tshigero, tari, dzuvha, vasi, lebula
- magaraa a musevhe wa sia 4: mondeni, tshauja, ntha, fhasi
- phazili dza zwiwipi dza zwa fumbiliina (siafari la 223).

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do foa

- Tshidade: *Ri ya u zwima ndau* (Nyendedzi ya Nyito: Kotara ya 3, siafari la 199)
- Zwigwada zwa zwithu zwa kilasini zwa duvha liwe na liwe (1–10)
- Khadibogisi
- Sagana ya nawa
- Zwidulo – 1 vhagudi nga vhavhilihavhili

NGELETSHEDZO

Kha vha wane vhuimo ho fhambanaho ha zwithu vha edzise maipfi a vhuimo manzhi nga hune vha nga kona.

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*, nga misumbedzo. (Divhaipfi ya vhuimo ya ntha ha, fhasi ha na nga kha ndi zwone zwo sedzeswaho nga tshidade itshi.)
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha vhee zwigwada zwa zwithu (1–10) fhethu ho fhambanaho ngomu kilasini. Kha vha tambe 'Ndi tola nga ...'. Vhagudi vha sielisana u wana zwithu vha da nazwo kha methu.

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)
- Props for dramatisation, for example, cushions, chair, table, rope, blanket
- Number symbol cards 0–10
- Poster 2

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?

Mbudziso dzi gaidaho:

- ★ Ndi zwibuḽoko/bulatsho dza u pennda/bola zwingana zwi re nṯha ha rakha/fhasi ha tshidulo/nṯha ha fasiṯere/tsini ha muṅango zwine na khou zwi vhona?

4. **Vhuimo:** Na mufarakani, vhagudi vha ima vhuimoni ho fhambanaho sa zwe vha laedziswa zwone.

Ndaela dzi gaidaho:

- ★ Imani muṅwe murahu ha muṅwe u itela uri muthu mulapfu a vhe murahu ha/phanda ha.
- ★ Imani u itela uri ni sedzane/ni furalelane.

Nga vhavhilihavhili, vhagudi vha ima tsini na tshidulo.

- ★ Imani/dzulani murahu ha/nṯha ha tshidulo tshaṅu.
- ★ Dzulani nṯha ha/gonyani fhasi ha tshidulo tshaṅu.
- ★ Vheani nayo/tshanda fhasi ha/nṯha ha tshidulo tshaṅu.
- ★ Vheani tshanda tshine na ṅwala ngatsho nṯha ha tshidulo. Ndi tshanda tshaṅu tsha monde kana tshauḽa?

Vhagudi vha sielisana u posela sagana ya ṅawa ngomu bogisini. Vha ṯalusa hune sagana ya ṅawa ya wela hone, sa tsumbo, ngomu ha/nṅa ha/tsini na/phanda ha/kulesa na/nga thungo ha bogisi.

- ★ Sagana ya ṅawa yo wela ngafhi?

5. **Nyito dza tshigwada tshiṯuku:** Kha vha ṯaluse nyito dza tshiṯitshini tsha u shumela tshiṅwe na tshiṅwe.

Duvha ḽa 2

Zwine vha ḽo ṯoda

- Tshidade: *Ri ya u zwima ndau* (Nyendedzi ya Nyito: Kotara ya 3, siaṯari ḽa 199)
- Dzipuropo u itela ḽitambwa, sa tsumbo, zwisiamelo, tshidulo, ṯafula, thambo, nguvho
- Magaraṯa a tshiga tsha nomboro 0–10
- Phositara ya 2

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha imise garaṯa ḽa tshiga tsha nomboro. Vhagudi vha a vhalela zwenezwi vha tshi khou tshimbidzela mivhili yavho masiani oṯhe u ya nga nomboro ya garaṯa. Arali vha sumbedza garaṯa ḽa tshiga tsha nomboro '0', vhagudi vha ima fhethu huthihi.
4. **Vhuimo ha zwithu:** Kha vha vhee dzipuropo vha ite sa ḽitambwa *Ri ya u zwima ndau*. Musi vha tshi ṅea ndaela ya 'imani', vhagudi vha a ima vha bula hune vha vha hone, sa tsumbo, murahu ha ndau, ngomu mulamboni, nṅa ha bako, phanda ha ḽaka, tsini na muri, nṯha ha zwiṯepisi.

Mbudziso dzi gaidaho:

- ★ No ima ngafhi? U ngafhi muri/ndau/mulambo?
- ★ Ndi mini tshi re murahu/phanda ha/tsini na inwi?
- ★ Ndi ngafhi hune ni nga tshimbilela hone u itela uri ni vhe kule na ndau?





TIP

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

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



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

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

Day 3

What you need

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

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

Guiding questions:

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

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

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

Play 'Sizwe says':

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



TIP

Do this activity outdoors with all learners, if possible.



TIP

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

NGELETSHEDZO

Arali vhagudi vha fhindula nga uri 'afha' kana 'fhaḽa', kha vha vhudzise mbudziso na u edzisela maipfi a vhuimo u vha tuṭuwedza u ṭalusa hune vha vha hone kana zwithu zwa vha hone.

Kha vha haseledze Phositara ya 2. Vhagudi vha topola zwithu zwi tshi ya nga hune zwa vha hone kha zwiṅwe zwithu na vthathu.



- ★ Malusi u ngafhi?
- ★ Ndi mini tshi re nṭha/nga fhasi ha/murahu ha Malusi?
- ★ Ndi mini tshi re tsini na Malusi: ḽeri kana bogisi ḽa muṭavha?
- ★ Bakete ḽa muvhala wa pinki na mutshena ḽi ngafhi?
- ★ Ni nga ntsumbedza phere tharu dza zwienda? Ndi zwienda zwiṅhio zwi re tsinisa/kulesa?
- ★ Ndi thaela ḽifhio ḽi re vhukati?
- ★ Mutukana muṭuku a re tsini na thaela u khou ita mini?
- ★ Zwiṅoni zwi ngafhi? Ndi tshiṅoni tshifhio tshi no khou fhufha nṭha ha miri?
- ★ Ni khou vhona mini fhasi ha/nṭha ha bannga?

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

Duvha ḽa 3

Zwine vha do ṭoda

- Luimbo: *Luimbo lwa masia* (siaṭari ḽa 195)
- Bola 5
- Miḽali i tatamuwaho/wuḽu – 1 mugudi muṅwe na muṅwe
- Tshipiḽa tsha thambo

1. **Luimbo:** Kha vha imbe, *Luimbo lwa masia*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha fumi vha ima nga vhavhilihavhili vho sedzana. Vhagudi vha sielisana u poselana bola ngeno vhaṅwe vhoṭhe vha tshigwada vha tshi khou vhalela. Vhagudi vha lingedza u vhalela u swika kha 10. Kha vha dovholole nga zwiṅwe zwiḽwada zwa vhagudi u swikela muṅwe na muṅwe a tshi wana tshikhala.
4. **Monde na tshauḽa:** Kha vha rembuluwe u itela uri muṭana wavho u vhe wone wo sedzaho vhagudi. Kha vha imise tshandḽa tshavho tsha monde vha vhudze vhagudi uri na vhone vha ite ngauralo. Kha vha dovholole nga tshandḽa tshauḽa.

Mbudziso dzi gaidaho:

- ★ Itshi ndi tshandḽa tshifhio?
- ★ Ni nga ntsumbedza tshandḽa tshaṅu tsha monde/tshauḽa? Kha vha vhee muḽali u tatamuwaho/wuḽu kha tshandḽa tshauḽa tsha mugudi muṅwe na muṅwe.
- ★ Muḽali u kha tshandḽa tshaṅu tsha monde kana tshauḽa?
- ★ Ndi tshandḽa tshine na ṅwala ngatsho? Kha vha tambe 'Sizwe uri':
- ★ Vheani tshandḽa tshaṅu tshauḽa nṭha ha ṭhoho yaṅu.
- ★ Thamutshelani nṭha nga mulenzhe waṅu wa monde.

NGELETSHEDZO

Kha vha ite nyito iyi nṅa na vhagudi vhoṭhe, arali zwi tshi konadzea.

NGELETSHEDZO

Musi vhagudi vha tshi ambara zwienda zwavho, vha shumise maipfi 'monde' na 'tshauḽa' musi vha tshi vha gaida u ambara zwienda zwavho kha mulenzhe wone.

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

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

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



Guiding instructions:

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

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

Day 4

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

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

- ★ Fhufhelani luvhili kha tshauḷa tshaṅu.
- ★ Vheani tshanḍa tshaṅu tsha monde kha shaḍa ḷa tshauḷa.
- ★ Vheani mulenzhe waṅu wa tshauḷa phanḍa haṅu.
- ★ Vheani zwanḍa zwanṅu muṅanani waṅu.
- ★ Fhufhelani nṅha.

Kha vha litshe miḍali kha zwinungo zwa vhagudi lwa maḍuvha a vhege yoṅhe o salaho.

5. U tevhela ndaela dza masia:

Kha vha vhee thambo kha fuloro ngomu kiḷasini. Vhagudi vha ita muduba kha sia liṅthihi ḷa thambo vho sedza phanḍa vha tshi tevhela ndaela dzine dza katela masia.



Ndaela dzi gaidaho:

- ★ Fhufhelani kha tsha monde/ tshauḷa tsha thambo.

Zwenezwi vha tshe mudubani, vhagudi vha tevhela ndaela zwenezwi vha tshi khou tshimbila vha tshi bveta nḍa, sa tsumbo:

- ★ Iyani phanḍa u swika ni tshi swika muṅangoni.
- ★ Monelani mondeni ni tshimbile maga a 10.
- ★ Imani. Lavhelesani nṅha. Lavhelesani fhasi. Lavhelesani kha tsha monde. Lavhelesani kha tshauḷa.
- ★ Monelani kha tshauḷa ni ye phanḍa u swika ni tshi bveta nḍa.
- ★ Thamutshelani phanḍa luṅa.
- ★ Tshimbilelani murahu/matungo maga mararu.

6. Nyito dza tshigwada tshiṅuku:

Kha vha ḷaluse nyito dza tshiṅitshini tsha u shumela tshiṅwe na tshiṅwe.

Duvha ḷa 4

Zwine vha ḍo ṅḍa

- Luimbo: *Luimbo lwa masia* (siaṅari ḷa 195)
- Zwidzo zwa muzika zwi fanaho 3, sa tsumbo, mirumba
- Tshikhafu

1. **Luimbo:** Kha vha imbe, *Luimbo lwa masia*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha lidze tshivhalo tsha mitevhetsindo (1–10) nga tshilidzo tsha muzika. Vhagudi vha a vhalela zwenezwi vha tshi fhufha. Musi muzika u tshi ima, vha a ima vha amba uri vho fhufha lungana vhoṅhe vho fhelela. Kha vha dovholele nga vhagudi vha tshi sielisana u tamba tshilidzo.
4. **Mubvumo u bva ngafhi?** Vhagudi vha dzula vho ita tshitendeledzi kha methe. Mugudi u a valwa maṅo kha tshikhafu a dzula vhukati. Kha vha sumbe kha mugudi muthihi ane a ri, 'Ndi ngafhi?' Mugudi a re vhukati u sumba kha sia ḷa ipfi ḷo ambaho.



TIP

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

Guiding questions:

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

Repeat the activity.

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

Guiding questions:

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

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

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

Day 5

What you need

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

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



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

Guiding questions:

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

NGELETSHEDZO

Kha vha engedze tshivhalo tsha vhagudi vho imaho vhuimoni ho fhambanaho ngomu kijasini na u lidza tshilidzo u itela uri nyito i konde.

Mbudziso dzi gaidaho:

- ★ Ni nga sumba kha sia la mugudi?
- ★ Ndi nnyi ane _____ a khou sumba khae?
- ★ Vhudzani _____ hune _____ o dzula hone vhunga a sa khou kona u vhona. (sa tsumbo, phanḁa ha desike/tsini na tafula ya lutombo)

Kha vha dovhohole nyito.

Kha vha nee vhagudi vhararu tshilidzo ngeno vhañwe vho salaho vha tshi ḁo vala maḁo avho. Kha vha hevhedze ndaela kha vhagudi vhararu vha re na zwilidzo nga hune vha tea u ima hone ngomu kijasini. Mugudi muñwe na muñwe u wana tshikhala tsha u lidza tshilidzo tshawe. Vhañwe vhagudi vha sumba hune mubvumo wa khou bva hone.

Mbudziso dzi gaidaho:

- ★ Ndi ngafhi hune mubvumo wa khou bva hone?
- ★ Ni nga sumba kha sia line mubvumo wa khou bva khaḁo?
- ★ Mubvumo u kha tsha monde/kha tshauḁa/vhukati ha kijasi/murahu hañu?

Kha vha dovhohole nga vhañwe vhagudi vha tshi sielisana u tamba zwilidzo.

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

Duvha la 5

Zwine vha ḁo ḁoḁa

- Tshidade: *Ri ya u zwima ndau* (Nyendedzi ya Nyito: Kotara ya 3, siaḁari la 199)
- Magaraḁa a tshiga, tshithoma na ipfi a nomboro (0–10)
- Sagana ya ḁawa
- Zwithu zwa ndinganyahuvhili zwa ḁuvha line na line
- Theiphi ya u nambatedza
- Zwibuḁoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)
- Mimagazini

1. **Tshidade:** Kha vha ite tshidade, *Ri ya u zwima ndau*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Mugudi muñwe na muñwe u ḁewa garaḁa la tshiga tsha nomboro, tshithoma kana ipfi. Mugudi muthihi u posela sagana ya ḁawa kha muñwe mugudi. Mugudi o posaho sagana ya ḁawa u fanela u vhanda zwanḁa a vhalela nomboro i re kha garaḁa la o gavhaho. Kha vha dovhohole u swikela mugudi muñwe na muñwe a tshi wana tshikhala.
4. **Ndinganyahuvhili:** Vhagudi vha dzula ḁḁa ha methe. Kha vha vha sumbedze zwithu zwa ndinganyahuvhili, tshithihi nga tshifhinga tshithihi.



Mbudziso dzi gaidaho:

- ★ Ni khou vhona mini nga izwi zwithu?
- ★ Ndi zwifhio zwithu zwiñwe kana phukha dzi fanaho kokotolo masiani mavhili oḁhe?

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



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

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

- ★ What shape is this?

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

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

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



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

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

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

Integration

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

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

Small group activities

Teacher-guided activity

What you need

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

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

Kha vha ite mutalo wa nzimo (mutalo wa ndinganyahuvhili) fhasi kha metha nga theiphi ya u nambatedza. Kha vha humbele vhagudi u vhea tshithu tshiñwe na tshiñwe nṱha ha mutalo wa ndinganyahuvhili u itela uri masia a fane kokotolo.



- ★ Masia oṱhe a khou fana kokotolo? Ni khou zwi vhoneisa hani?

Kha vha bwise zwithu. Kha vha vhee tshivhumbeo tsha ṱhofunderaru nṱha ha mutalo kha sia ṱithihi.

- ★ Itshi ndi tshivhumbeoḽe?

Kha vha humbele mugudi uri a vhee ṱhofunderaru i fanaho nayo kha ṱiñwe sia ṱa mutalo kha vhuimo vhu fanaho kokotolo.

- ★ Ni humbula uri masia oṱhe a mutalo a a fana kokotolo? Ri zwi ḽivha hani?

Kha vha vhee tshiñwe tshivhumbeo kha sia ṱiñwe ṱa mutalo. Mugudi u nanga tshivhumbeo tshi fanaho natsho a tshi vhea kha ṱiñwe sia ṱa mutalo kha vhuimo vhu fanaho u itela uri masia oṱhe a fane kokotolo (ndinganyahuvhili). Kha vha dovholole nga vhañwe vhagudi.



Vhagudi vha dzula nga zwigwada zwiṱuku. Tshigwada tshiñwe na tshiñwe tshi ṱoḽa tsumbo dza ndinganyahuvhili kha zwifanyiso zwi re kha mimagazini. Vha sumbedza kiṱasi.

- ★ Ndi mini tshi itaho uri masia oṱhe a tshifanyiso a fane kokotolo?

5. **Nyito dza tshigwada tshiṱuku:** Kha vha ṱaluse nyito dza tshiṱitshini tsha u shumela tshiñwe na tshiñwe.

U ṱanganelana

Luambo lwa Hayani: U thetshesela na u fhindula (mutevhetsindo, zwidade na nyimbo), ḽivhaipfi ya vhuimo, u Bveledzisa u Vhala na u Ṽwala (sia: monde u ya kha tshauṱa).

Zwikili zwa Vhutshilo: Sia ṱa fhethu, u ḽivhonadza tshikhalani na masia (sa tsumbo, mitambo ya nṱa na u tshimbila u bva huñwe fhethu u ya huñwe), u fhindula nga nyito kha ndaela.

Nyito dza tshigwada tshiṱuku

Nyito yo rangwaho phanḽa nga mugudisi

Zwine vha ḽo ṱoḽa

- Magaraṱa a musevhe wa sia
- Tshokho
- Magaraṱa a tshiga tsha nomboro (0–10)
- Sagana ya ṱawa
- ḽaba ṱa mugudi muñwe na muñwe (ṱa u kwanyeledzela khaṱo)
- Tshidongo tsha mugudi muñwe na muñwe tshi re na:
 - Tshithu tsha u vholela ngatsho 1
 - Dzikhirayoni na bammhiri

1. **Thaidzo dza ipfi:** Vhagudi vha nga shumisa zwithu zwa u vholela ngazwo kana minwe yavho u tandula thaidzo.

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

Mbudziso dzi gaidaho:

- ★ Vhagudi vha rathi vha khou tamba nḽa nga bola ngeno vhagudi vhavhili vha tshi khou tamba tseretsere. Ndi vhagudi vhangana vha no khou tamba nḽa?
- ★ Arali vhagudi vhararu vha no khou tamba nga bola vha dzhena ngomu kiḽasini, ndi vhagudi vhangana vhane vha ḽo sala nḽa?
- ★ Arali vhagudi vhavhili vha no khou tamba tseretsere vha dzhena kiḽasini, ndi vhagudi vhangana vho salaho nḽa?



2. **U vhalela zwithu 1–10:** Kha vha ole giridi ya tseretsere (0–10) nga tshokho. Vhagudi vha sielisana u nanga garaḽa ḽa tshiga tsha nomboro. Vha ima ngomu ha tshikwea tsha 0, kha vha bule nomboro i re kha garaḽa vha pose sagana ya ḽawa kha tshikwea tshi fanaho nayo kha giridi ya tseretsere. Vhagudi vha thamutshela kha tshikwea tshavho vha tshi bula iḽwe na iḽwe ya nomboro ine vha fhufhela khayo, zwenezwi vha tshi khou ya phanḽa.

3. **Monde na tshauḽa:** Vhagudi vha vhea tshanḽa tshavho tsha monde/tshauḽa kha miraḽo yo fhambanaho ya mivhili yavho.

Mbudziso dzi gaidaho:

- ★ Ni nga vhea tshanḽa tshanḽu tsha monde/tshauḽa ḽhohoni/muḽanani/vhukati ha magona aḽu?
- ★ Ni nga vhea tshanḽa tshanḽu tsha monde/tshauḽa kha nḽevhe/nayo/gona ḽa monde/tshauḽa?

Vhagudi vha tshimbidza maḽo avho sa zwe vha laedziswa zwone: u ya mondeni, tshauḽa, nḽha, fhasi, matungo oḽhe.

4. **Vhuimo na sia:** Kha vha sumbedze vhagudi magaraḽa a musevhe wa sia ḽithihi nga tshifhinga tshithihi. Vhagudi vha tshimbidzela tshithu tsha u vhalela ngatsho tsha phukha tshavho kha sia ḽo sumbedzwaho.

Vhagudi vha ola tshifanyiso vha tshi tevhela ndaela ya u tou amba yavho:

- ★ Olani ḽuvha nḽha kha siaḽari.
- ★ Olani nḽu vhukati ha siaḽari, fhasi.
- ★ Olani muri kha tsha monde ha nḽu.
- ★ Olani vhana vhavhili vho ima tsini na muri.
- ★ Olani tshiḽwe tshithu kulesa na nḽu.

Mbudziso dzi gaidaho:

- ★ Ndi ngafhi hune nḽu/ḽuvha/muri zwa vha hone?
- ★ Ndi mini tshi re nḽha ha/fhasi ha/tsini na nḽu?
- ★ Musi ni tshi lavhelesa kha tshifanyiso tshanḽu, ndi mini tshi re kha tsha monde ha nḽu?
- ★ Vhana vho ima ngafhi?
- ★ Ndi mini tshi re vhukati ha tshifanyiso tshanḽu?
- ★ Ndi mini tshe na olela kulesa?


NGELETSHEDZO

Kha vha humbele vhagudi u vha vhudza hune zwithu zwa vha hone ngomu na nḽa ha kiḽasi ḽuvha ḽoḽhe.

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

- vhalela zwithu (u thamuwa) u bva kha 1–10
- tandulula thaidzo nga u tou amba nga nomboro 0–10
- tevhela ndaela dza masia a tsha monde/tshauḽa
- shumisa luambo lwa maimo na masia



TIP

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



Workstation 1

What you need

- Playdough
- Playdough boards

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

Workstation 2

What you need

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

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

Workstation 3

What you need

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

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



TIP

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

Workstation 4

What you need

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

Learners build puzzles.

NGELETSHEDZO

Kha vha shumise mutambo, 'Twister' u itela nyito ya u dinangela kana nga tshifhinga tsha mitambo ya nnda.



Tshiitshi tsha u shumela tsha 1

Zwine vha do tuda

- Suko ja u tambisa
- Bodo dza suko ja u tambisa

Vhagudi vha shumisa suko ja u tambisa u sika tshithu, sa tsumbo, tshitaha, bogisi, manngi, nndu, mođoro, sagana nahone tshithihi kana zwiñwe zwithu zwinzhi zwi no do dzhena ngomu, nnda, tsini na, fhasi ha, ntha ha tshithu tsha u thoma. Vha anetshelana tshitori nga zwithu zwe vha ita vha tshi shumisa divhaipfi ya 'vhuimo'.

Tshiitshi tsha u shumela tsha 2

Zwine vha do tuda

- Thireyi ya aisi 1
- Daisi li re na sia ja zwithoma zwa 6 lo tibiwaho nga tshitikara na u bviswa ha dzheniswa '0'
- Zwithu zwa u vhalela ngazwo zwa mivhala zwa 200

Mugudi wa u thoma u posa daisi a vhea itsho tshivhalo tsha zwithu zwa u vhalela ngazwo kha nthihi ya khomphathimennde dza thireyi ya aisi. Mugudi a tevhelaho u ita zwenezwo zwithihi, u vhea itsho tshivhalo tsha zwithu zwa u vhalela ngazwo kha khomphathimennde i tevhelaho. Kha vha dovholele.

Tshiitshi tsha u shumela tsha 3

Zwine vha do tuda

- Mařari – 3 mugudi muñwe na muñwe
- Dzikhirayoni
- Guřuu
- Zwiğero
- Mabambiri



Vhagudi vha gera řari nga vhukati vha nambatedza hafu nthihi kha siařari řavho. Vha ola iñwe hafu.

NGELETSHEDZO

Arali vha sa koni u wana mařari a ndinganyahuvhili, kha vha gere zwifanyiso zwa ndinganyahuvhili u bva kha mimagazini.

Tshiitshi tsha u shumela tsha 4

Zwine vha do tuda

- Phazili dza zwipiđa zwa fumbiliřa (siařari ja 223)
- Munangekanyo wa dziñwe phazili

Vhagudi vha fhařa phazili.

Content Area Focus: Measurement

Topics

- Capacity and volume

New knowledge

- Capacity
- Volume

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Length and time – height chart

New maths vocabulary

pour
fill

nearly full
nearly empty

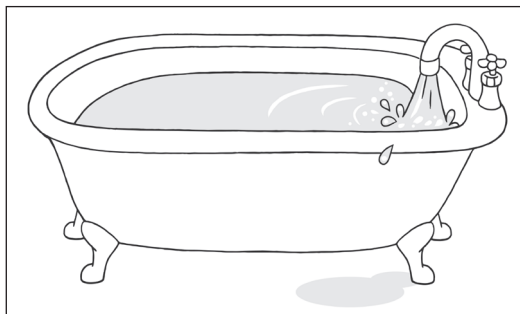
wide
narrow

how much does _____
hold?

Getting ready

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

- picture of a bathtub



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

Whole class activities

Day 1

What you need

- Rhyme: *Five elephants in the bathtub* (page 194)
- Story: *The Elephant's bath* (page 196)
- Pictures: elephant frieze card, bathtub
- Containers: bucket, jug, plastic containers of different sizes

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

Sia ǀa Magudiswa ǀo Sedzwaho: Muelo

Thero

- Vhungomu na voǀumu

Nǀivho ntswa

- Vhungomu
- Voǀumu

Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- U tevhekanya nomboro 1–10
- Vhulapfu na tshifhinga – tshati ya vhulapfu

ǀivhaipfi ntswa ya mbalo

shela
ǀadza

tsini na u ǀala
tsini na u sa vha na tshithu

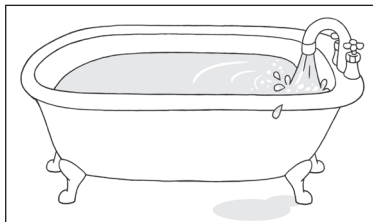
aǀamaho
tsekene

_____ tshi fara
zwingafhani?

U ǀilugisela

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

- tshifanyiso tsha bavu ǀa u ǀambela



- zwifaredzi: bakete, dzhomela, zwifaredzi zwa puǀasiǀiki zwa saizi dzo fhambanaho
- sete dza 8 dza magaraǀa a 6 a zwifanyiso zwa khaphu a re na muǀavha u sa eǀani ngomu hadzo (kha vha sedze Tshitiǀshini tsha u shumela tsha 3).

Nyito dza kiǀasi yoǀhe

Duvha ǀa 1

Zwine vha ǀo ǀoǀa

- Tshidade: *Nǀou ǀhanu ngomu bavuni ǀa u ǀambela* (siaǀari ǀa 195)
- Tshiǀori: *Fhethu ha u ǀamba ha Nǀou* (siaǀari ǀa 197)
- Zwifanyiso: garaǀa ǀa tshati ya nǀou, bavu ǀa u ǀambela
- Zwifaredzi: bakete, dzhomela, zwifaredzi zwa puǀasiǀiki zwa saizi dzo fhambanaho

1. **Tshidade:** Kha vha ite tshidade, *Nǀou ǀhanu ngomu bavuni ǀa u ǀambela*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.

- 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.
- Exploring capacity and volume:** Tell the story, *The Elephant's bath*. After Part 1 of the story, show the pictures of the elephant and the bathtub and discuss the story.

Guiding questions:

- ★ Do you think the elephant can fit in the bathtub?
- ★ Would there be enough space? Why/why not?
- ★ What do you think will happen to the water when he gets into the bathtub?

Tell Part 2 of the story. Show the different-sized containers and discuss how best to put out the fire.

- ★ How could we put out the fire?
- ★ Which container should we use? Why?
- ★ What else could we use?

Tell Part 3 of the story. Show the different-sized containers and discuss them.

- ★ What could the elephant use to fill up the swimming pool?

Learners put the containers in order from those that can hold the least to those that can hold the most amount of water (smallest to largest capacity).



TIP

Ask questions to make sure learners understand that the bucket can hold more than the cups or jugs so they would not need as many bucketfuls for the same amount of water.



TIP

Your selection of containers must clearly show which holds more/less water.

- ★ Which container do you think will hold more/less water?
- ★ How can we find out?
- ★ Can you put the containers in order of size? Which will come first/second, and so on?

- 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

- Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
- Oral counting:** 0–20 and beyond, 10–0.
- 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?

- U vhalela zwithu 1–10:** Vhagudi vha sielisana u kwama tshivhalo tsha zwithu zwi re ngomu k̄lasini sa zwe zwa laedziswa zwone, sa tsumbo, vhagudi vhavhili vha kwama bugu n̄a; mugudi muthihi u kwama dzikhirayoni dza 10, ngauralongauralo.
- U tandula vhungomu na vojumu:** Kha vha anetshele tshiṭori, *Fhethu ha u ṭamba ha Nḁou*. Nga murahu ha Tshipiḁa tsha 1 tsha tshiṭori, kha vha sumbedze zwifanyiso zwa nḁou na fhethu hayo ha u ṭamba vha haseledze tshiṭori.

Mbudziso dzi gaidaho:

- ✦ Ni humbula uri nḁou i nga eḁana bavuni ḁa u ṭambela?
- ✦ Hu nga vha na tshikhala tsho eḁanaho? Ndi ngani/ndi ngani zwi songo ralo?
- ✦ Ni humbula uri hu ḁo itea mini kha maḁi musi nḁou i tshi dzhena ngomu bavuni ḁa u ṭambela?

Kha vha anetshele Tshipiḁa tsha 2 tsha tshiṭori. Kha vha sumbedze saizi dzo fhambanaho dza zwifaredzi vha haseledze uri vha nga dzimisa hani mulilo khwine.

- ✦ Ri nga dzimisa hani mulilo?
- ✦ Ndi tshifaredzi tshifhio tshine ra fanela u tshi shumisa? Ndi ngani?
- ✦ Ndi mini zwiṅwe zwine ri nga zwi shumisa?

Kha vha anetshele Tshipiḁa tsha 3 tsha tshiṭori. Kha vha sumbedze saizi dzo fhambanaho dza zwifaredzi vha haseledze ngazwo.

- ✦ Nḁou i nga shumisa mini u ḁadza tivha ḁa u bambela?

Vhagudi vha vhea zwifaredzi nga u tevhekana u bva kha zwine zwi nga fara maḁi maṭuku u ya kha zwine zwi nga fara maḁi manzhi (vhungomu vhuṭukusa u ya kha vhuhulwanesa).

- ✦ Ndi tshifaredzi tshifhio tshine na humbula uri tshi ḁo fara maḁi manzhi/maṭuku?
- ✦ Ri nga zwi wanisa hani?
- ✦ Ni nga vhea zwifaredzi nga u tevhekana nga saizi? Ndi tshifhio tshine tsha ḁo vha tsha u thoma/vhuvhili, ngauralongauralo?

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

ḁuvha ḁa 2

Zwine vha ḁo ṭoḁa

- Luimbo: *Bakete ḁanga ḁi na buli* (siaṭari ḁa 197)
- Dzhomela ḁi vhoneadzaho, thombwana dza 10, matombo mahulwane a 10
- Zwifaredzi zwa puḁasiṭiki zwa saizi dzo fhambanaho
- Zwifaredzi zwi hulwane 3 zwa maḁi Mimethe ya puḁasiṭiki 3

- Luimbo:** Kha vha imbe luimbo, *Bakete ḁanga ḁi na buli* vese ya 1 na ya 2.
- U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
- U vhalela zwithu 1–10:** Kha vha dzhenise thombwana dza 10 ngomu ha dzhomela.

Mbudziso dzi gaidaho:

- ✦ Ndi matombo mangana ane na humbula uri a hone ngomu ha dzhomela?
- ✦ Ndi nnyi we a humbulela tsini?

NGELETSHEDZO

Kha vha vhudzise mbudziso u khwaṭhisedza uri vhagudi vho pfesesa uri bakete ḁi nga faredza u fhira khaphu kana madzhomela, zwenezwo a vha nga ḁo ṭoḁa mabakete manzhi o ḁalaho u itela maḁi eneo mathihi a fanaho.

NGELETSHEDZO

Munango wavho wa zwifaredzi u fanela u sumbedza zwi khagala uri ndi tshifhio tshi faraho maḁi manzhi/maṭuku.

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?

Kha vha bvise matombo vha pange matombo mahulwane a 10 ngomu ha dzhomela.

- ★ Ndi matombo mangana ane na humbula uri a hone ngomu ha dzhomela?
- ★ Ni humbula uri ndi manzhi kana maṭuku u fhira a u thoma?

4. **U ela vhungomu na vojumu:** Kha vha sumbedze vhagudi munangekanyo wa zwifaredzi. Kha vha haseledze zwine zwa shumiselwa zwone.

Mbudziso dzi gaidaho:

- ★ Ndi ngafhi he na vhuya na vhona zwifaredzi zwi no fana na izwi tshifhingani tsho fhiraho tshikoloni/hayani?

Kha vha imise tshifaredzi tshiṅwe na tshiṅwe.

- ★ Itshi tshi vhidzwa u pfi mini?
- ★ Ri tshi shumisa u ita mini?

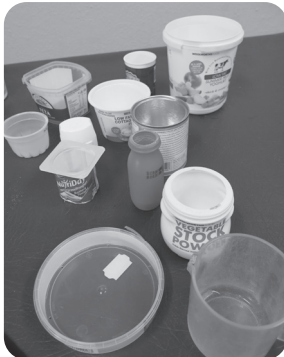
Vhagudi vha humbulela uri ndi zwifaredzi zwiṭuku zwingana zwi ṭodeaho uri zwi ḍadze tshifaredzi tshihulwane.

- ★ Ndi lebula/khaphu/zwidongo zwa maḍi zwingana zwine na humbula uri zwi a ṭodea uri ri ḍadze tshidongo/bakete/dzhomela?
- ★ Ri nga zwi wanisa hani?
- ★ Ri ḍo zwi ḍivha hani musi zwo ḍala?

Kha vha dzudzanye zwiṭitshi zwiraru nga zwifaredzi zwo fhambanaho na maḍi vha kovhe vhagudi vha bve zwigwada zwiraru. Vhagudi tshigwadani tshiṅwe na tshiṅwe vha tandula u ḍadza zwifaredzi zwo fhambanaho nga maḍi.

- ★ Ndi lebula/khaphu/zwidongo zwingana zwe na shumisa?
- ★ No shumisa lebula nanzhi kana khaphu nanzhi?

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



Duvha 3

Zwine vha ḍo ṭoda

- Luimbo: *Bakete ɓanga ɓi na buli* (siaṭari ɓa 197)
- Khaphu ya puɓasiṭiki khulwane ya lutombo 1 na ṭhukhu tswuku 1
- Zwifaredzi zwa puɓasiṭiki zwa saizi dzo fhambanaho (u bva kha Duvha ɓa 2)
- Zwifaredzi zwiḥulwane 3 zwa maḍi (u bva kha Duvha ɓa 2)
- Matombo a 10
- Dzhomela
- Sambelo ɓa maḍi
- Mimethe ya puɓasiṭiki 3

1. **Luimbo:** Kha vha imbe luimbo, *Bakete ɓanga ɓi na buli* vese ya 3 na ya 4.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10; u tandulula thaidzo:** Vhagudi vha vhalela matombo a malo zwenezwi vhone vha tshi khou a panga ngomu dzhomelani.

Mbudziso dzi gaidaho:

- ★ Ndi matombo mangana ane a ḍo vha hone arali ra dzhenisa maṅwe mavhili ngomu dzhomelani?
- ★ Ndi matombo mangana ane a ḍo sala arali nda bvisa mararu?
- ★ Ndi matombo mangana manzhi/maṭuku ane nda fanela u panga/ bvisa ngomu ha dzhomela u itela uri ndi vhe na matombo a fumi/ maṅa/rathi ngomu dzhomelani?

4. **More, less, the same:** Show learners the large (blue) cup and the small (red) cup.



Guiding questions:

- ★ Do you think the blue cup will hold more/less/the same amount as the red cup?
- ★ How can we test this?

Encourage the learners to come up with ideas to test their suggestions.

One learner fills the smaller (red) cup with water and pours the contents into the larger (blue) cup.

- ★ What did you all notice?
- ★ How many red cups did _____ use to fill the blue cup?
- ★ Can _____ pour all the water from the blue cup into the red cup? What will happen?

Another learner fills the larger (blue) cup and pours the contents into the smaller (red) cup.

- ★ What does it mean if all the water in the blue cup won't fit into the red cup?
- ★ How did we test which cup holds more/less?

Repeat the Day 2 activity with three stations. Groups explore how to fill and pour water from one container to another.

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

TIP

Make sure learners fill the containers to the top. You can use sand instead of water. If you are using water, ask learners what the water could be used for afterwards so that it is not wasted.

TIP

Some learners will count 'how many' cups/spoons, and so on, it takes to fill each of the containers. This links with Numbers, Operations and Relationships.

Day 4

What you need

- Song: *Long and short* (Activity Guide: Term 2, page 204)
- 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.

4. **Manzhi, maṭuku, a fanaho:** Kha vha sumbedze vhagudi khaphu khulwane ya (lutombo) na khaphu ṭhukhu (tswuku).



Mbudziso dzi gaidaho:

- ★ Ni humbula uri khaphu ya lutombo i ḑo fara maḑi manzhi/maṭuku/ a eḑanaho na a khaphu tswuku?
- ★ Ri nga zwi lingisa hani izwi?

Kha vha ṭuṭuwedze vhagudi u ḑa na mihumbulo u itela u linga zwe vha dzinginya.

Mugudi muthihi u ḑadza khaphu ṭhukhu (tswuku) nga maḑi a shela ayo maḑi ngomu ha khaphu khulwane ya (lutombo).

- ★ Ndi mini zwe noṭhe na vhona?
- ★ Ndi khaphu nngana tswuku dze _____ a shumisa uri a ḑadze khaphu ya lutombo?
- ★ _____ a nga shela maḑi oṭhe u bva kha khaphu ya lutombo u ya kha khaphu tswuku? Hu ḑo itea mini?

Muṅwe mugudi u ḑadza khaphu khulwane (lutombo) a shela ayo maḑi kha khaphu ṭhukhu (tswuku).

- ★ Zwi amba mini arali maḑi oṭhe a re kha khaphu ya lutombo a nga si fhelele kha khaphu tswuku?
- ★ Ro linga hani uri ndi khaphu ifhio i faraho manzhi/maṭuku?

Kha vha dovholele nyito ya Ḑuvha ḑa 2 na zwiṭitshi zwiraru. Zwigwada zwi tandula uri zwi nga ḑadza na u shela maḑi hani u bva kha tshifaredzi tshithihi u ya kha tshiṅwe.

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

NGELETSHEDZO

Kha vha vhona uri vhagudi vha khou ḑadza zwifaredzi u swika milomoni yazwo. Vha nga shumisa muṭavha madzuloni a maḑi. Arali vha tshi khou shumisa maḑi, kha vha vhudzise vhagudi uri maḑi a nga shumiswa u ita mini nga murahu u itela uri a si tambisee.

NGELETSHEDZO

Vhaṅwe vhagudi vha ḑo vhalela uri ndi lebula/khaphu 'nngana', ngauralongauralo, dzine dza ḑadza tshiṅwe na tshiṅwe tsha zwifaredzi. Izwi zwi na vhuṭumani na Nomboro, Tswayo na Vhushaka.

Ḑuvha ḑa 4

Zwine vha ḑo ṭḑa

- Luimbo: *Ndapfu na pfufhi* (Nyendedzi ya Nyito: Kotara ya 2, siaṭari ḑa 205)
- Bola ya muḑali
- Tshati ya vhulapfu u bva kha Kotara ya 1 na ya 2
- Theiphi ya u ela
- Zwiṭikara/dzileibele
- Khokhi
- Tshinambatedzi

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhoṭhe vha vhalela vhagudi vha 10 uri vha ime nga muduba phanḑa ha kḑasi. Kha vha ṅee muṅwe na muṅwe wa vhagudi vhaṅa tshipiḑa tsha muḑali tshilapfu. Kha vha ṅee muṅwe na muṅwe wa vhagudi vha rathi tshipiḑa tsha muḑali tshipufhi.

Mbudziso dzi gaidaho:

- ★ Hu na zwipiḑa zwa muḑali zwingana zwilapfu/zwipufhi zwi re hone? Vhagudi vha vhalela vhoṭhe.

Kha vha dovholele nga vhaṅwe vhagudi vha 10 nahone vha tshi shumisa vhulapfu na vhuṭumani ho fhambanaho ha muḑali.

4. **Measuring height:** Look at the height chart from Terms 1 and 2 and discuss it.

Guiding questions:

- ★ Who was/is the tallest/shortest in the class?
- ★ How can we find out if you are taller now?

Learners use string to measure the height of one half of the class and add their measurements to the height chart.

- ★ Is there another way we could measure your heights?

Show learners the tape measure.



TIP

Learners can use the tape measure to measure each other during free choice time.

- ★ How can we use a tape measure?

Measure the height of a few learners using the tape measure. Write the centimetres next to each piece of string.

- ★ How tall are you?
- ★ Are you shorter/taller or the same height as the last time we measured?

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

Day 5

What you need

- Song: *Long and short (Activity Guide: Term 2, page 204)*
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the counting activity from Day 4. Collect all the pieces of string.

Guiding questions:

- ★ How many long/short pieces of string were there?

4. **Measuring height:** Look at the height chart. Estimate who in the remaining half of the class will be shorter or taller than the learners measured on Day 4.

Guiding questions:

- ★ Who do you think will be the tallest/shortest today?
- ★ How did we measure the learners' heights yesterday?

Learners measure the second half of the class using the string.

- ★ Are you shorter/taller or the same height as the last time we measured?
- ★ Who is now the tallest/shortest in the whole class? Who is second tallest/shortest?
- ★ Which teacher is shorter/taller than me?

4. **U ela vhulapfu:** Kha vha lavhelese tshati ya vhulapfu u bva kha Kotara ya 1 na ya 2 vha i haseledze.

Mbudziso dzi gaidaho:

- ✦ Ndi nnyi we a vha/a re mulapfusesa/mupfufhisesa ngomu kilasini?
- ✦ Ri nga zwi wana hani uri zwino ni mulapfu?

Vhagudi vha shumisa muḁali u ela vhulapfu ha hafu nthihi ya kilasi na u engedza mielo yavho kha tshati ya vhulapfu.

- ✦ Hu na inwe nḁila ine ri nga ela vhulapfu hanu?

Kha vha sumbedze vhagudi theiphi ya u ela.

- ✦ Ri nga shumisa hani theiphi ya u ela?

Kha vha kale vhulapfu ha vhagudi vha si gathi vha tshi shumisa theiphi ya u ela. Kha vha nḁwale dzisenthimithara tsini ha tshipiḁa tshinwe na tshinwe tsha muḁali.

- ✦ Ni mulapfu zwingafhani?
- ✦ Ni mulapfu/mupfufhi kana ni a eḁana nga vhulapfu u fana na tshifhinga tsho fhelaho musi ri tshi elana?

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

 **NGELETSHEDZO**

Vhagudi vha nga shumisa theiphi ya u ela u elana nga tshifhinga tsha u tamba nga u funa.

Duvha ḁa 5

Zwine vha ḁo ḁoḁa

- Luimbo: *Ndapfu na pfufhi* (Nyendedzi ya Nyito: Kotara ya 2, siaḁari ḁa 205)
- Bola ya muḁali
- Tshati ya vhulapfu u bva kha Kotara ya 1 na ya 2
- Theiphi ya u ela
- Zwiḁikara/dzileibele
- Khokhi
- Tshinambatedzi

1. **Luimbo:** Kha vha imbe luimbo, *Ndapfu na pfufhi*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito ya u vhalela u bva kha Duvha ḁa 4. Kha vha kuvhanganye zwipiḁa zwoḁhe zwa miḁali.

Mbudziso dzi gaidaho:

- ✦ Ho vha hu na zwipiḁa zwingana zwilapfu/zwipufhi zwa miḁali?

4. **U ela vhulapfu:** Kha vha lavhelese kha tshati ya vhulapfu. Kha vha anganyele uri ndi nnyi kha hafu yo salaho ya kilasi ane a ḁo vha mupfufhi kana mulapfu kha vhanwe vhagudi vho elwaho nga Duvha ḁa 4.

Mbudziso dzi gaidaho:

- ✦ Ndi nnyi ane na humbula uri u ḁo vha mulapfusesa/mupfufhisesa namusi?

- ✦ Ro ela hani vhulapfu ha vhagudi mulovha?

Vhagudi vha ela hafu ya vhuvhili ya kilasi vha tshi shumisa muḁali.

- ✦ Ni mupfufhisa/mulapfusa kana vhulapfu vhu fanaho na tshifhinga tsho fhelaho ri tshi ela?

- ✦ Ndi nnyi ane zwino ndi mulapfusesa/mupfufhisesa kha kilasi yoḁhe? Ndi nnyi wa vhuvhili nga vhulapfusesa/vhupfufhisesa?

- ✦ Ndi mugudisi ufho mupfufhisa/mulapfusa u fhira nḁe?

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

Integration

Home Language: Compare and discuss to solve problems.

Life Skills: Estimating and measuring (for example, during snack time), sand play and water play.

Small group activities

Teacher-guided activity

What you need

- | | |
|--|--|
| <ul style="list-style-type: none"> • A tub per learner: <ul style="list-style-type: none"> – 10 Unifix blocks – Number symbol cards 0–10 – 1 plastic/paper cup – Paper and a crayon • Dots cards 1–10 • Blank dot card • 3 different-sized plastic drinking cups/glasses: 1 large and narrow, | <ul style="list-style-type: none"> 1 small and narrow, 1 medium and wide • Water/cool drink bottle • Plastic food containers, for example, lunch boxes – 1 per learner • Large container of sand • Large jug of water |
|--|--|

1. **Word problem:** Learners solve the word problem using their fingers or counters and/or paper and crayons or small white boards.

Guiding questions:

- ★ Seven animals are swimming in the river. Three animals are hippopotamuses. The rest of the animals are elephants. How many elephants are swimming in the river?

2. **Counting objects:** Hold up two Unifix towers: one with six blocks and the other with four blocks.

Guiding questions:

- ★ Which tower has more/fewer blocks?

Learners use the Unifix blocks in their tubs:

- ★ How many blocks do you need to make a tower that has the same number of blocks as this one? (six blocks)

- ★ And this one? (four blocks)

- ★ How many blocks will there be if you join both your towers?

Learners make a tower that has five fewer blocks.

- ★ How many blocks does your tower have now?

3. **Ordering numbers 0–10:** Together order the dot cards 0–10. Learners count Unifix blocks to match the number of dots. They each order their number symbol cards 0–10.

Guiding questions:

- ★ Which card comes first/next?

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

U ṭangelana

Luambo lwa Hayani: U vhambedza na u haseledza u itela u tandulula thaidzo.

Zwikili zwa Vhutshilo: U anganyela na u ela (sa tsumbo, nga tshifhinga tsha zwiliwa), u tambela muṭavhani na u tambela maḍini.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha ḍo ṭoda

- Tshidongo tsha mugudi muṅwe na muṅwe:
 - Zwibuḷoko zwa Yunifikisi zwa 10
 - Magaraṭa a tshiga tsha nomboro 0–10
 - Khaphu ya puḷasiṭiki/bambbiri 1
 - Bambbiri na khirayoni
- Magaraṭa a zwithoma 1–10
- Garaṭa ḷa tshithoma ḷi si na tshithu
- Khaphu/ngilasi dza puḷasiṭiki dza saizi dzo fhambanaho 3: 1 khulwane tsekene, 1 ṭhukhu tsekene, 1 ya vhukati yo aṭamaho
- Boḍelo ḷa maḍi/nyamunaihi
- Zwifaredzi zwa zwiliwa zwa puḷasiṭiki, sa tsumbo, zwikhafuthini – 1 mugudi muṅwe na muṅwe
- Tshifaredzi tshihulwane tsha muṭavha
- Dzhomela ḷihulwane ḷa maḍi

1. **Thaidzo ya ipfi:** Vhagudi vha tandulula thaidzo ya ipfi vha tshi shumisa minwe yavho kana zwithu zwa u vhalela ngazwo na/kana bambbiri na khirayoni kana maḍaba matshena maṭuku.

Mbudziso dzi gaidaho:

- ✦ Phukha dza sumbe dzi khou bambela mulamboni. Tharu dzadzo ndi mvuvhu. Dziṅwe dza phukha dzoṭhe ndi ṅdou. Ndi ṅdou nngana dzi no khou bambela mulamboni?

2. **U vhalela zwithu:** Kha vha imisele ṅṅha thawara mbili dza Yunifikisi: nthihi i re na zwibuḷoko zwa rathi na iṅwe i re na zwibuḷoko zwiṅa.

Mbudziso dzi gaidaho:

- ✦ Ndi thawara ifhio i re na zwibuḷoko zwinzhi/zwiṭuku?

Vhagudi vha shumisa zwibuḷoko zwa Yunifikisi zwidongoni zwavho:

- ✦ Ndi zwibuḷoko zwingana zwine na ṭoda uri ni ite thawara i re na tshivhalo tsha zwibuḷoko tshi fanaho na iyi? (zwibuḷoko zwa rathi)
- ✦ Hone iyi iṅwe? (zwibuḷoko zwiṅa)
- ✦ Ndi zwibuḷoko zwingana zwine zwa ḍo vha hone arali na dzhoina idzi thawara mbili?

Vhagudi vha ita thawara i re na zwibuḷoko zwiṭuku nga zwiṭanu.

- ✦ Ndi zwibuḷoko zwingana zwine thawara yaṅu ya vha nazwo zwino?

3. **U tevhekanya nomboro 0–10:** Vhoṭhe vha tevhekanya magaraṭa a tshithoma 0–10. Vhagudi vha vhalela zwibuḷoko zwa Yunifikisi u itela u fanyisa na tshivhalo tsha zwithoma. Muṅwe na muṅwe wavho u tevhekanya magaraṭa awe a tshiga tsha nomboro 0–10.

Mbudziso dzi gaidaho:

- ✦ Ndi garaṭa ḷifhio ḷi ḍaho mathomoni/ḷi tevhelaho?

4. **Measuring capacity:** Show learners the smallest and the largest cups/ glasses. Ask them to imagine that they are very thirsty.



Guiding questions:

- ★ Which cup would you fill with water?

Remove the small cup and replace it with the third cup.

- ★ Which cup do you think holds more/less water?
- ★ How can we find out?

Learners take turns to try to solve the problem, for example, by pouring water from the two cups into a third cup and comparing the results.

- ★ Which cup holds more?
- ★ How do you know?

Give each learner a cup and a food container. Use the sand.

- ★ How many cups of sand do you think it will take to fill your container?

Learners count the number of times they fill their cups and pour sand into their containers until they are full. They write the number on a piece of paper.

- ★ How many cups of sand did it take to fill your container?
- ★ Was it more than or less than you estimated?



Check that learners are able to:

- orally solve problems with numbers 0–10
- order collections of objects from smallest to biggest up to 10
- measure quantities to find out which container has the larger capacity and volume
- use words like more than, less than, empty, full, fill

Workstation 1



TIP

Learners benefit from doing activities at different levels. This can be done on the floor or standing at a table.

What you need

- Large bath/container of water
- Containers for measuring: spoons, cups, jugs, plastic
- containers, bottles of different sizes
- Plastic bags (for aprons)

Learners explore the concepts of more, less, full and empty as they fill different containers with water and compare the amounts.

4. **U ela vhungomu:** Kha vha sumbedze vhagudi khaphu/ngilasi thukhusesa na khulwanesesa. Kha vha vha humbele uri vha humbule uri vha na dora lihulu.



Mbudziso dzi gaidaho:

★ Ndi khaphu ifhio ine vha do i dadza nga maḍi?

Kha vha bvise khaphu thukhu madzuloni ayo vha dzhenise khaphu ya vhuraru.

★ Ndi khaphu ifhio ine na humbula uri i fara maḍi manzhi/maḥuku?

★ Ri nga zwi wanisa hani?

Vhagudi vha sileisana u lingedza u tandulula thaidzo, sa tsumbo, nga u shela maḍi u bva kha khaphu mbili u ya kha ya vhuraru na u vhambedza dzimvelelo.

★ Ndi khaphu ifhio i faraho manzhi?

★ Ni zwi divha hani?

Kha vha nee mugudi muḥwe na muḥwe khaphu na tshifaredzi tsha zwilwiwa. Kha vha shumise muḥavha.

★ Ndi khaphu nngana dza muḥavha dzine na humbula uri dzi do toḍea u dadza tshifaredzi?

Vhagudi vha vhalela tshivhalo tsha zwifhinga tshine vha dadza khaphu dzavho vha shela muḥavha ngomu ha zwifaredzi u swikela zwi tshi dala. Vha ḥwala nomboro kha tshipiḍa tsha bammbiri.



★ Ndi khaphu nngana dza muḥavha dzo dadzaho tshifaredzi?

★ Dzo vha dzi nnzhi kha kana thukhu kha dze na anganyela?



Kha vha tole uri vhagudi vha a kona u:

- tandulula thaidzo nga u tou amba nga nomboro 0–10
- tevhekanya khuvhanganyo ya zwithu u bva kha tshikutusesa u ya kha tshihulwanesa u swika kha 10
- ela zwivhalo u itela u wana uri ndi tshifaredzi tshifhio tshi re na vhungomu na volumu zwihulwane
- shumisa maipfi a fanaho na manzhi kha, maḥuku kha, a hu na tshithu, dala, dadza

Tshiḥitshi tsha u shumela tsha 1



NGELETSHEDZO

Vhagudi vha vhuvelwa nga u ita nyito kha vhuimo ho fhambanaho. Izwi zwi nga itwa kha fuloro kana vho ima ḥafulani.

Zwine vha do toḍa

- Bavu ḵa u ḥambela/tshifaredzi tshihulwane tsha maḍi zwa puḵasiḥiki, maboḍelo a saizi dzo fhambanaho
- Zwifaredzi u itela u ela: lebula, khaphu, madzhomela, zwifaredzi
- Sagana dza puḵasiḥiki (u itela apuroni)

Vhagudi vha tandula divhaipfi ya zwinzhi, zwituku, dala na u sa vha na tshithu zwenezwi vha tshi khou dadza zwifaredzi zwo fhambanaho nga maḍi vha vhambedza tshivhalo.

Workstation 2



What you need

- Large containers – 1 per learner
- Paper and crayons
- A variety of smaller containers, for example, yoghurt cups, spoons, plastic tubs
- Sand

Learners choose a container and count the number of times they fill it with sand to fill the large container. They draw a picture of their container and write the number symbol to represent the number of non-standard measuring units used. Repeat with different containers.

Workstation 3



What you need

- 8 sets of 6 picture cards of cups with different levels of sand
- 6 paper cups per learner
- Sand

Learners order the cards from empty to full or from full to empty. They fill the paper cups with sand to match the cards.

Workstation 4

What you need

- Large see-through water bottles, elastic band/marker – 1 per learner
- Variety of smaller containers
- Bucket of water
- Funnels for pouring

Learners estimate where the level of the water will be in the larger container when the water is poured from the smaller container into the larger container. They indicate their estimation by placing an elastic band or drawing a line with a marker at the level they estimate. Then they test this out.



Tshiṭitshi tsha u shumela tsha 2



Zwine vha ḡo ṭoḡa

- Zwifaredzi zwiḡulwane – 1 mugudi dza yogathi, lebula, zwidongo zwa puḡasiṭiki
- Zwifaredzi zwiṭuku zwo fhambanaho, sa tsumbo, khaphu
- Bammbiri na dzikhirayoni
- Muṭavha

Vhagudi vha nanga tshifaredzi vha vhalela tshivhalo tsha u ḡadza tshifaredzi tshihulwane nga muṭavha. Vha ola tshifanyiso tsha tshifaredzi tshavho vha ṅwala tshiga tsha nomboro u imela tshivhalo tsha yuniti dza u ela dzi si dza tshitandadi dzo shumiswaho. Kha vha dovholole nga zwifaredzi zwo fhambanaho.

Tshiṭitshi tsha u shumela tsha 3



Zwine vha ḡo ṭoḡa

- Sete dza 8 dza magaraṭa a 6 a tshifanyiso tsha khaphu dzi re na ḡeveḡe dza muṭavha dzo fhambanaho
- Khaphu dza bammbiri dza 6 mugudi muṅwe na muṅwe
- Muṭavha

Vhagudi vha tevhekanya magaraṭa u bva kha u sa vha na tshithu u ya kha u ḡala kana u bva kha u ḡala u ya kha u sa vha na tshithu. Vha ḡadza khaphu dza mabammbiri nga muṭavha u itela u fanyisa na magaraṭa.

Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḡo ṭoḡa

- Mabogelo a maḡi mahulwane a vhonadzaho, muḡali u tatamuwaho/makha – 1 mugudi muṅwe na muṅwe
- Zwifaredzi zwiṭuku zwo fhambanaho
- Bakete ḡa maḡi
- Zwishelo zwa u shela

Vhagudi vha anganyela hune ḡeveḡe ya maḡi ya ḡo vha hone ngomu ha tshifaredzi tshihulwane musi maḡi o shelwa u bva kha tshifaredzi tshiṭuku u ya kha tshihulwane. Vha sumbedza nyanganyelo yavho nga u vhea muḡali u tatamuwaho kana u ola mutalo nga makha kha ḡeveḡe ine vha khou anganyela yone. Vha konaha u linga izwi.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Ordinal numbers: sixth
- Sharing without a remainder
- Double

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Ordinal numbers: first to fifth
- Counting in twos
- Add, subtract
- Half

New maths vocabulary

double
count on
share equally

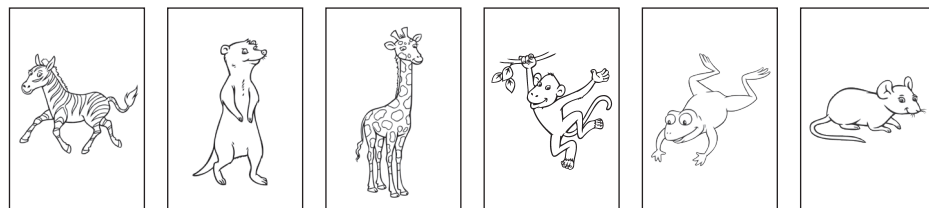
share between/among
share one
share more than one

how many left over

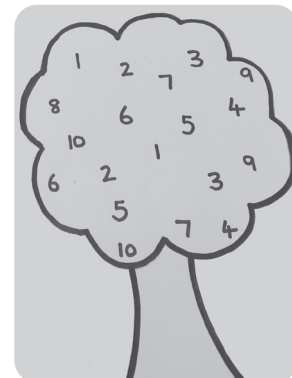
Getting ready

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

- a picture of an individual animal from each of the following number frieze pictures: zebra, meerkat, giraffe, monkey, frog, mouse



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



Sia ʘa Magudiswa ʘo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

- U vhona zwiga zwa nomboro na ipfinomboro
- U ʘalusa, u vhambedza na u tevhekanya nomboro
- Vhushaka ha nomboro
- U tandulula thaidzo kha nyimele

Nḁivho ntswa

- Nomboro thevhekano: vhurathi
- U kovha hu si na tshiʘahe
- U ita kavhili

Nḁowedzo

- U vhalela ha mutevhetsindo: u ya phanḁa 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- U tevhekanya nomboro 0–10
- Nomboro thevhekano: ya u thoma u ya kha ya vhuʘanu
- U vhalela nga mbilimbili
- U ʘanganya, u ʘusa
- Hafu

ḁivhaipfi ntswa ya mbalo

u ita kavhili
u vhalela u ya phanḁa
u kovha u eḁana

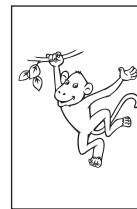
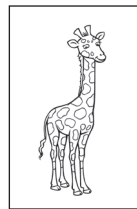
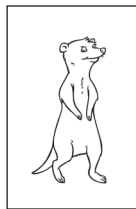
u kovha vhukati ha
u kovha nthihi
u kovha zwi fhiraho tshithihi

ndi zwingana zwo salaho

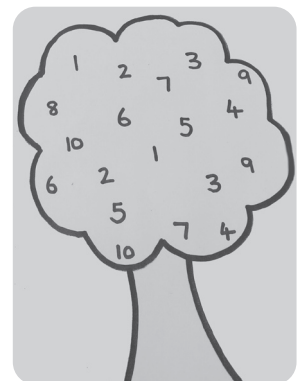
U ḁilugisela

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

- tshifanyiso tsha phukha nthihi u bva kha inwe na inwe ya tshati ya luvhondoni ya zwifanyiso i tevhelaho: mbiḁi, lukhohe, ʘhuda, ʘoho, tshiḁula, mbevha



- zwitibo zwa puḁasiḁiki/thireyi dza phoḁisiḁerini 5 mugudi muḁwe na muḁwe (sa tsumbo, u bva kha zwifaredzi zwa yogathi)
- bugu ya nomboro i re na dzina, *Bugu yanga ya nomboro* – 1 mugudi muḁwe na muḁwe (kha vha sedze *Nyendedzi ya Nyito: Kotara ya 3*, siaḁari ʘa 217 uri bugu i itiswa hani)
- tshiḁiripi tsha bammbiri ʘa A3 – 1 mugudi muḁwe na muḁwe
- shithi ʘa bammbiri ʘa A4 ʘi re na muri u re na nomboro 1–10 dzo olwa khaḁo – 1 mugudi muḁwe na muḁwe.



Whole class activities

Day 1

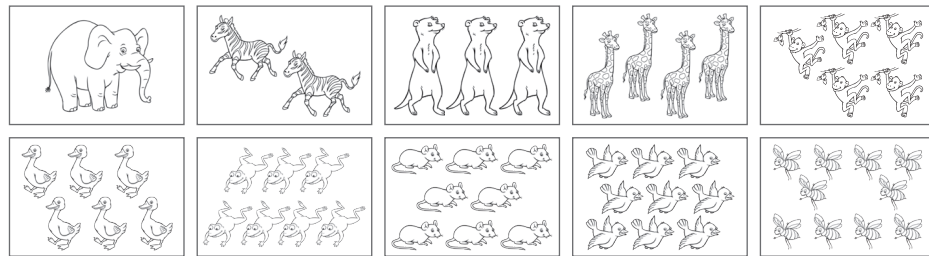
What you need

- Story: *Animals' race* (page 198)
- Number frieze symbol and picture cards 1–10
- Pictures of individual number frieze animals (zebra, meerkat, giraffe, monkey, frog, mouse)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs facing each other. They take turns to count each other's fingernails from 1–10.

Guiding questions:

- ★ How many nails do you have on your toes/ears/mouth?
 - ★ Which fingernail would you touch if you were counting from zero?
4. **Ordinal numbers first to sixth (story):** Learners sit in a circle. Tell the story, *Animals' race* using the number frieze picture cards (with all the animals on them) for the first part of the story and the pictures of the individual animals for the race.



Guiding questions:

- ★ Which animal do you think will come first/last/fourth in the race? Why?
- Put the animal cards up as the learners describe who might come first, second, and so on. Change these according to their suggestions and reasoning. Discuss how the different animals move and their size, and whether this would make them faster or slower and affect the order in which they finish.
5. **Ordinal numbers first to sixth (races):** Learners run races outside, six at a time. Six other learners give number symbol cards 1–6 to the learners in the order in which they finished from first to sixth. Repeat with different learners.
 6. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Song: *Old Sandile had a farm* (page 198)
- Poster 1
- Tambourine

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

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Tshiṭori: *Mbambe ya phukha* (siaṭari la 199)
- Tshati ya luvhondoni ya mbalo ya phukha na magaraṭa a tshifanyiso 1–10
- Zwifanyiso zwa tshati ya luvhondoni ya mbalo ya phukha nga nthihi (mbidi, lukhohe, ṭhuda, ṭhoho, tshidula, mbevha)

1. **Luimbo/tshidade:** Vhagudi vha imba luimbo kana vha ita tshidade tshine vha tou ḡinangela.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula nga vhavhilihavhili vho sedzana. Vha sielisana u vhalana ḡala dza minwe dza muḡwe na muḡwe u bva kha 1–10.

Mbudziso dzi gaidaho:

- ★ Ndi ḡala nngana dzine na vha nadzo zwikunwaneni/nḡevheni/mulomoni waḡu?
- ★ Ndi ḡala ifhio ya munweni ine ni nga kwama arali no vha ni tshi khou vhalela u bva kha pumu?

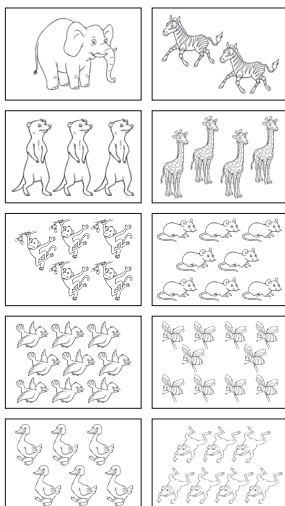
4. **Nomboro thevhekano ya u thoma u ya kha ya vhurathi (tshiṭori):** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha anetshale tshiṭori, *Mbambe ya phukha* vha tshi shumisa magaraṭa a tshifanyiso tsha tshati ya luvhondoni ya mbalo (a re na phukha dzoṭhe khao) u itela tshipiḡa tsha u thoma tsha tshiṭori na zwifanyiso zwa phukha nga nthihinthihi u itela mbambe.

Mbudziso dzi gaidaho:

- ★ Ndi phukha ifhio ine na humbula uri i do vha ya u thoma/ya u fhedzisela/kha vhuimo ha vhuḡa kha mbambe? Ndi ngani?

Kha vha vhee magaraṭa a phukha nṭha zwenezwi vhagudi vha tshi khou ṭalusa uri ndi ifhio ine ya do vha ya u thoma, kha vhuimo ha vhuvhili, ngauralongauralo. Kha vha tshintshe izwi u ya nga zwe vha dzinginya na u ḡea mihumbulo havho. Kha vha haseledze uri phukha dzo fhambanaho dzi tshimbilisa hani na saizi dzadzo, na uri izwi zwi nga ita uri dzi vhe na luvhilo kana dzi ongolowe na u kwama mutevhe une dza do fhedza ngawo.

5. **Nomboro thevhekano ya u thoma u ya kha ya vhurathi (mbambe):** Vhagudi vha gidima mbambe nḡa, vharathi nga tshifhinga tshithihi. Vhaḡwe vhagudi vharathi vha ḡea magaraṭa a tshiga tsha nomboro 1–6 kha vhagudi nga u tevhekana hune vho fhedza mbambe ngaho u bva kha wa u thoma u swika kha wa vhurathi. Kha vha dovholele nga vhaḡwe vhagudi vho fhambanaho.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiḡwe na tshiḡwe.



Duvha la 2

Zwine vha do toda

- Luimbo: *Mulala Sandile o vha e na bulasi* (siaṭari la 199)
- Phositara ya 1
- Thamborini

1. **Luimbo:** Kha vha ḡivhadze luimbo, *Mulala Sandile o vha e na bulasi*.

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?



Mbudziso dzi gaidaho:

- ★ Ndi moo/hwii nngana, ngauralongauralo, dze ra imba tshifhinga tshoṭhe?

Vhagudi vha vhalela nga minwe yavho zwenezwi vhone vha tshi khou sumba kha muthambi wa u anea nomboro.

2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha haseledze Phositara ya 1. Vhagudi vha vhalela zwithu zwi re kha phositara.



Mbudziso dzi gaidaho:

- ★ Ni khou vhona mini zwine zwa vha 10/9/2, ngauralongauralo tshifanyisoni?

Kha vha vhalele zwithu zwe vha bula vhoṭhe.

4. **U ita ndowendowe ya 0–10; zwinzhi/zwiṭuku:** Zwenezwi vha tshi khou lidza thamborini, vhagudi vha dzula nga zwigwada zwavho zwa mushumo nṭha ha methe.

Mbudziso dzi gaidaho:

- ★ Ndi tshigwada tshifhio tshi re na mu/vhagudi vhaṭuku/vhanzhi, vhavhili/vhararu vhaṭuku/vhanzhi u fhira tshigwada _____?
- ★ No zwi shumisa hani?
- ★ Arali ra dzhia mugudi muthihi u bva kha tshigwada tsha _____ uri a dzhoine tshigwada tsha _____, ndi vhagudi vhangana vhane vha ḑo vha kha tshigwada _____?
- ★ Ndi ḑo ṭoḑa mini uri ndi ite tshigwada tsha _____ na tshigwada tsha _____ uri zwi vhe na tshivhalo tsha vhagudi tshi eḑanaho?
- ★ Arali tshigwada tsha _____ tsha ya ṭafulani tsha wana uri ho vha hu na zwidulo zwiṇa, ndi zwidulo zwingana zwine tsha ḑo ṭoḑa?

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

Ḑuvha ḑa 3

Zwine vha ḑo ṭoḑa

- Luimbo: *Mulala Sandile o vha e na bulasi* (siaṭari ḑa 199)
- Magaraṭa a tshithoma na tshiga tsha nomboro 0–10 (*Khithi ya Zwishumiswa*)
- Dzihuḑa hupu 5

1. **Luimbo:** Kha vha imbe luimbo, *Mulala Sandile o vha e na bulasi*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula nga vhavhilihavhili vho sedzana. Vha faranyisa zwanda zwavho zwa tshauḑa.



Mbudziso dzi gaidaho:

- ★ Hu na ṇala dza minwe nngana dzoṭhe dzo fhelela arali no faranyisa tshanda tsha monde/tshauḑa khathihi?

4. **U hafula:** Kha vha haseledze tshivhalo tsha phukha dzi re luimboni, *Mulala Sandile o vha e na bulasi*.

Mbudziso dzi gaidaho:

- ★ Ni nga shumisa minwe yaṇu u ntsumbedza uri hu na kholomo/nngu nngana, ngauralongauralo kha luimbo lwe ra imba?

- ★ Which animals did we sing about first/after the goats/last, and so on?

Choose two learners to be horses, four to be cows, six to be hens, eight to be geese and ten to be snakes. Each group of animals stands in a hula hoop.


- ★ Can half of the sheep/geese come and stand next to me?
- ★ How do we know that this is half of the sheep/geese?
- ★ If two of the cows stand outside the hoop, how many cows are left inside the hoop?

5. **Dot cards 1–10; addition:** Show a dot card between 1 and 10. Learners call out the number of dots that are needed to get to 10. They use their fingers to support them in calculating.

Guiding questions:

- ★ How did you decide that we needed _____ more dots to get to 10 dots?

Repeat the activity with various number symbol cards between 1 and 10.

 **TIP** Encourage learners who do not respond quickly to take their time when explaining their answers. Take care that speaking in front of the group does not make them feel anxious.

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

Day 4

What you need

- Song: *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.

- ★ Ndi phukha dzifhio dze ra imba ngadzo mathomoni/nga murahu ha mbudzi/mafheleloni, ngauralongauralo?

Kha vha nange vhagudi vhavhili vha vhe bere, vhaṅa vha vhe kholomo, vha rathi vha vhe khuhu, vha malo vha vhe masekwa ngeno vha fumi vhe ṅowa. Tshigwada tshiṅwe na tshiṅwe tsha phukha tshi ima ngomu ha huḷa hupu.

- ★ Hafu ya nngu/masekwa i nga ḍa ya ima tsini hanga?
- ★ Ri zwi ḍivha hani uri iyi ndi hafu ya nngu/masekwa?
- ★ Arali kholomo mbili dza ima nṅa ha hupu, ndi kholomo nngana dzo salaho ngomu ha hupu?

5. **Magaraṅa a zwithoma 1–10; u ṅanganyisa:** Kha vha sumbedze garaṅa ḷa tshithoma ḷa vhukati ha 1 na 10. Vhagudi vha vhidzelela tshivhalo tsha zwithoma zwine zwa ṅoḍea uri ri swike kha 10. Vha shumisa minwe yavho u tikedza u rekanya havho.

Mbudziso dzi gaidaho:

- ★ No dzhia hani tsheo ya uri ri ṅoḍa zwithoma zwiṅwe zwa _____ uri ri swike kha zwithoma zwa 10?

Kha vha dovholele nyito nga magaraṅa a tshiga tsha nomboro o fhambanaho vhukati ha 1 na 10.

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

NGELETSHEDZO

Kha vha ṅuṅwedze vhagudi vha sa fhinduli nga u ṅavhanya uri vha dzhie tshifhinga tshavho musi vha tshi ṅalutshedza phindulo dzavho. Vha dzhiele nzehe uri u amba phanḍa ha tshigwada a zwi iti uri vha pfe vho tshuwa.

ḍuvha ḷa 4

Zwine vha ḍo ṅoḍa

- Luimbo: *Mulala Sandile o vha e na bulasi* (siaṅari ḷa 199)
- Muthambi wa u anea nomboro na zwiga zwa nomboro 1–10
- Phekhisi dza mivhala 5

1. **Luimbo:** Kha vha imbe luimbo, *Mulala Sandile o vha e na bulasi* vha lu ite sa ḷitambwa.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula nga vhavhilihavhili vho sedzana, vha vhalela u bva kha 0 u ya kha 10 nga tshivhumbeo tsha mutambo wa u vhandu zwanḍa. Zwenezwi vha tshi ri ‘pumu’, vha rwa magona avho; musi vha tshi ri ‘thihi’, vha vhandanisa zwanḍa zwavho zwa tshauḷa; musi vha tshi ri ‘mbili’, vha vhandanisa zwanḍa zwavho zwa monde, ngauralongauralo, vha bvela phanḍa u swika vha tshi swika kha 10. Kha vha dovholele nyito.
4. **U vhalela nga mbilimbili:** Vhagudi vhe vha vha vhe bere na kholomo nga ḍuvha ḷa 3 vha ima kha zwigwada zwenezwiḷa zwavho zwiwhili. Kha vha vhalele uri hu na maṅo mangana kha tshigwada tshiṅwe na tshiṅwe tsha vhagudi. Kha vha nange mugudi uri a sumbe maṅo a vhagudi nga vhavhilihavhili zwenezwi muṅwe na muṅwe a tshi khou vhalela nga mbilimbili, sa tsumbo, ‘bere’ mbili dzi na maṅo 2, 4; ‘kholomo’ nṅa dzi na maṅo 2, 4, 6, 8. Vhagudi vhaṅanu vhe vha vha vhe nngu nga tshifhinga tsha u ita luimbo sa ḷitambwa vha a ima.

Mbudziso dzi gaidaho:

- ★ Arali ra vhalela tshivhalo tsha maṅo a ‘nngu’ ṅhanu, hu ḍo vha na maṅo mangana o fhelela oṅhe?

Kha vha vhalele vhoṅhe zwenezwi muṅwe mugudi a tshi sumba kha maṅo mavhilimavhili.

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. **U ita ngowendowe na u tevhekanya nomboro 1–10:** Kha vha sumbe kha muthambi wa u anea nomboro vha sumbedze vhagudi phekhisi dza mivhala. Kha vha talutshedze uri vhothe vha khou ya u vhalela nga mbilimbili.

Mbudziso dzi gaidaho:

- ★ Ri khou toda u vhalela nga mbilimbili, zwenezwo kha ri thome nga nomboro 2. (*Kha vha tibe garaṭa ḽa nomboro 1 u itela uri ḽi si vhone.*)
- ★ Arali ri tshi khou vhalela nga mbilimbili, ndi nomboro ifhio i tevhelaho ine ra fanela u bula? (*Phindulo: 4. Kha vha tibe garaṭa ḽa nomboro 3 u itela uri ḽi si vhone.*)

Kha vha dovholele u swikela vhagudi vha tshi swika kha 10.

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

Duvha ḽa 5

Zwine vha do toda

- Tshidade: 1 na 1 (siaṭari ḽa 201)
- Garaṭa ḽa nomboro 0
- Phositara ya 6
- Theiphi ya u nambatedza/tshokho

1. **Tshidade:** Kha vha divhadze tshidade, 1 na 1. Vhagudi vha edzisela vhone zwenezwi vha tshi khou vha sumbedza minwe yavho u bva mutanani wavho ngeno vha tshi khou ita tshidade.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha bvula zwienda na maswogisi zwavho. Vha ima nga nayo dza monde dzavho vha vhalela tshivhalo tsha ḽala dza zwikunwane kha lwayo lu re kha fuloro.

Mbudziso dzi gaidaho:

- ★ Ndi ḽala nngana dza zwikunwane dzi re hone kha lwayo lwanu lu re kha fuloro?
- ★ Ni fanela u ita mini uri ni vhe na ḽala dza zwikunwane dza 10 kha fuloro? Vhagudi vha vhalela ḽala dzavho dza zwikunwane dza 10.

Kha vha dovholele nyito nga zwanḽa/ḽala dza minwe.

4. **Mutambo wa khadi:** Kha vha shumise theiphi ya u nambatedza kana tshokho u sika ḽeri ya u fhufha ya nomboro dza zwibuḽoko zwa 10 vha ḽwale nomboro 1 u ya kha 10 ngomu ha zwibuḽoko. Mugudi u a fhufha zwenezwi kiḽasi i tshi khou vhalela.

Mbudziso dzi gaidaho:

- ★ Ni nga fhufhela kha nomboro 2, 4, 6 zwenezwi ri tshi khou vhalela nga mbilimbili?
- ★ Ndi nomboro ifhio ya u fhedzisela ye na fhufhela khayi zwenezwi ri tshi khou vhalela nga mbilimbili?
- ★ Ndi zwibuḽoko zwingana zwine na wana u bva kha 2 u ya kha 4, 4 u ya kha 6, ngauralongauralo?

5. **U tandulula thaidzo:** Kha vha haseledze Phositara ya 6 na vhagudi. Kha vha ambe nga zwine vha khou vhone kha tshifanyiso.

Mbudziso dzi gaidaho:

- ★ Ndi ngu nngana dzine na khou vhone kha tshifanyiso?
- ★ Ndi tshiga tsha nomboro tshifhio tshine ra fanela u tshi shumisa u sumbedza uri a hu na ngu?

Show the '0' number symbol card.

- ★ Which other animals from the song, *Old Sandile had a farm* are there none of?
- ★ Laylah ate one sandwich. Dad ate double this number. How many sandwiches did he eat?
- ★ Laylah gave two apples to the goat on the ground. She gave double this number of apples to the goat on top of the hay. How many apples did the goat on top of the hay get?
- ★ How many horses are there? Laylah has eight carrots. How can she share them equally between the horses?
- ★ Could she share 10 carrots equally between four horses? How could she do this?

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

Integration

Home Language: Tell and dramatise stories, include numbers in stories, participate in question-and-answer activities.

Life Skills: Create dances and games involving numbers, spatial skills, problem-solving skills.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- A tub per learner with:
 - 10 animal counters
 - 10 coloured counters
 - 5 plastic lids

1. **Counting objects 1–10:** Learners each count their counters 1–10.
2. **Word problem:** Learners use their counters or their fingers to solve the problem.

Guiding questions:

- ★ Ten animals have to drink from two water troughs. There are an equal number of animals at each trough. How many animals are there at each trough?

3. **Ordinal numbers first to sixth:**

Learners place one of their plastic lids on the mat in front of them and line their animals up one behind the other facing the 'water trough'.

Guiding questions:

- ★ Where is the front/back of the line?
- ★ Can you show me the first/second/fifth/sixth animal that will have a turn to drink from the trough?



Kha vha sumbedze garaṭa ḽa tshiga tsha nomboro '0'.

- ★ Ndi dzifhio dziṅwe phukha u bva kha luimbo, *Mulala Sandile o vha e na bulasi* dzine a hu na nthihi zwayo?
- ★ Laylah o ḽa samanzhisi nthihi. Khotsi vho ḽa kavhili iyi nomboro. Ndi samanzhisi nngana dze vha ḽa?
- ★ Laylah o ḽea mbudzi i re fhasi maapula mavhili. A ḽea mbudzi yo dzulaho ṅṅha ha pfuloṅṅhisa kavhili iyi nomboro ya maapula. Ndi maapula mangana e mbudzi yo dzulaho ṅṅha ha pfuloṅṅhisa ya wana?
- ★ Hu na bere nngana dzi re hone? Laylah u na kherotsi dza malo. A nga dzi kovhisa hani u eḽana vhukati ha bere?
- ★ A nga kona u kovha kherotsi dza 10 u eḽana vhukati ha bere ṅṅa? A nga zwi itisa hani?

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

U ṭanganelana

Luambo lwa Hayani: U anetshela na u ita zwiṭori ḽitambwa, vha katele nomboro zwiṭorini, u shela mulenzhe kha nyito dza mbudziso na phindulo.

Zwikili zwa Vhutshilo: U sika mitshino na mitambo i katelaho nomboro, zwikili zwa tshikhala, zwikili zwa u tandulula thaidzo.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanḽa nga mugudisi

Zwine vha ḽo ṭoḽa

- Phositora ya 7
- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na:
 - Zwithu zwa u vhalela ngazwo zwa phukha zwa 10
 - Zwithu zwa u vhalela ngazwo zwa mivhala zwa 10
 - Zwitibo zwa puḽasiṭiki 5

1. **U vhalela zwithu 1–10:** Muṅwe na muṅwe wa vhagudi u vhalela zwithu zwawe zwa u vhalela ngazwo 1–10.
2. **Thaidzo ya ipfi:** Vhagudi vha shumisa zwithu zwavho zwa u vhalela ngazwo kana minwe yavho u tandulula thaidzo.

Mbudziso dzi gaidaho:

- ★ Phukha dza fumi dzi fanela u nwa u bva kha vhunwelaphukha maḽi huvhili. Hu na tshivhalo tshi eḽanaho tsha phukha kha vhunwelaphukha maḽi huṅwe na huṅwe. Ndi phukha nngana dzi re hone kha vhunwelaphukha maḽi huṅwe na huṅwe?

3. **Nomboro thevhekano ya u thoma u ya kha ya vhurathi:** Vhagudi vha vhea tshithihi tsha zwitibo zwavho zwa puḽasiṭiki kha methe phanḽa havho vha dubekanya phukha dzavho iṅwe murahu ha iṅwe dzo lavhelesa 'vhunwelaphukha maḽi'.

Mbudziso dzi gaidaho:

- ★ Ndi ngafhi phanḽa/murahu ha muduba?
- ★ Ni nga nsumbedza phukha ya u thoma/vhuvhili/vhuṭanu/vhurathi ine ya ḽo wana tshifhinga tshayo tsha u nwa u bva kha vhunwelaphukha maḽi?



4. **Equal sharing:** Learners place another lid in front of them so that they have two 'water troughs'.

Guiding questions:

- ★ Can you share your animals equally between these water troughs?
- ★ How many animals are at each trough?

Learners place all five lids in front of them.

- ★ How many animals will there be at each trough if you share the animals equally between the five troughs?
- ★ If you take one animal away from one trough how many animals are left in front of you?



5. **Sharing:** Learners use counters to solve problems about Poster 7.



Guiding questions:

- ★ Dad buys a bag of three oranges. He puts another two oranges into the bag. How many oranges does he need to pay for?
- ★ Thami is looking at four wooden animals. One animal has fallen over. How many are standing?
- ★ Dad buys six oranges. If he shares these equally between his family at the market, how many oranges will they each get?
- ★ Mom buys two baskets. She asks Dad to share the six oranges equally between the two baskets. How many oranges does Dad put into each basket?



Check that learners are able to:

- count objects 1–10
- problem solve with numbers 0–10
- share counters equally
- share counters between two groups
- identify first to sixth

4. **U kovha u eđana:** Vhagudi vha vhea tshiñwe tshitibo phanđa havho u itela uri vha vhe na 'vhunwelaphukha mađi' huvhili.

Mbudziso dzi gaidaho:

- ★ Ni nga kovha phukha dzañu u eđana vhukati ha uhu vhunwelaphukha mađi?
- ★ Hu na phukha nngana kha vhunwelaphukha madi huñwe na huñwe?

Vhagudi vha vhea zwitibo zwothe zwiñanu phanđa havho.

- ★ Hu na phukha nngana dzine dza do vha hone kha vhunwelaphukha mađi arali na kovha phukha u eđana vhukati ha vhunwelaphukha mađi huñanu?
- ★ Arali na tusa phukha nthihi u bva kha vhunwelaphukha mađi huthihi, hu do vha ho sala phukha nngana phanđa hañu?

5. **U kovhana:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo u tandulula thaidzo nga Phositara ya 7.



Mbudziso dzi gaidaho:

- ★ Khotsi vho renga sagana ya maswiri mararu. Vha dzhenisa mañwe maswiri mavhili ngomu sagani. Ndi maswiri mangana ane vha fanela u a badela?
- ★ Thami u khou lavhelesa phukha dza thanda ña. Phukha nthihi yo wa. Ndi nngana dzo imaho?
- ★ Khotsi vha renga maswiri a rathi. Arali vha a kovha u eđana vhukati ha muña wavho ngei makete, ndi maswiri mangana ane muñwe na muñwe a do wana?
- ★ Mme vha renga mimanngi mivhili. Vha humbela Khotsi uri vha kovhe maswiri a rathi u eđana vhukati ha mimanngi mivhili. Ndi maswiri mangana ane Khotsi vha do dzhenisa kha manngi muñwe na muñwe?



Kha vha tole uri vhagudi vha a kona u:

- vhalela zwithu 1–10
- tandulula thaidzo dza nomboro 0–10
- kovhana zwithu zwa u vhalela ngazwo u eđana
- kovha zwithu zwa u vhalela ngazwo vhukati ha zwigwada zwivhili
- topola ya u thoma na ya vhurathi



TIP
Numbers 6–10 will be done in Week 8.

Workstation 1

What you need

- Number book – 1 per learner
- Crayons

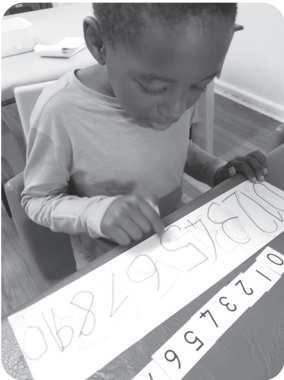
Learners write the number symbol 1 and draw one object on the first page, 2 on the second page, and so on, up to 5.

Workstation 2

What you need

- Number symbols 0–10, 1 set per learner (*Resource Kit*)
- A3 strip of paper/cardboard – 1 per learner
- Crayons/pencils

Learners arrange the number symbol cards in order from 0–10 above the strip of paper. Remind them to spread out the number symbols across the top of the paper strip so that there is enough space for them to write the numbers. They write the numbers on the strip of paper below each symbol.

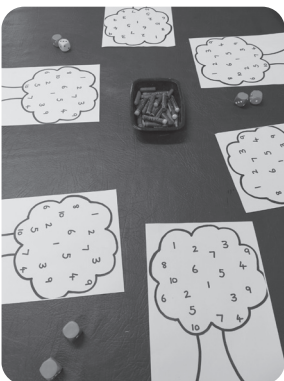


Workstation 3

What you need

- An A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner
- 2 dice per pair of learners (on one dice cover the '5' and '6' with a sticker/paper)

In pairs, learners take turns to throw the two dice. They count the number of dots on the dice. They find the corresponding number on the tree, circle it and then colour it in. Once all the numbers on the tree have been coloured in, learners create a pattern of their choice by writing number symbols around the edge of the page.



Workstation 4

What you need

- Block structures in the block area – 1 per learner
- Blocks

Build block structures in the block area or on the mat. Learners copy one structure each and swap until they have copied each structure. They take turns to create structures for each other to copy.



NGELETSHEDZO

Nomboro 6–10 dzi do itwa kha Vhege ya 8.

Tshiṭṭshi tsha u shumela tsha 1

Zwine vha do ṭoḍa

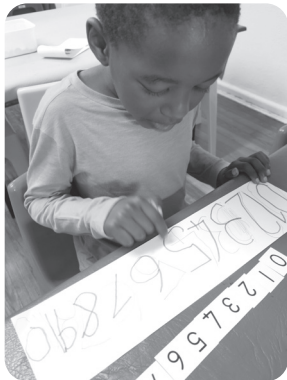
- Bugu ya nomboro – 1 mugudi muṅwe na muṅwe
- Dzikhirayoni

Vhagudi vha ṅwala tshiga tsha nomboro 1 vha ola tshithu tshithihi kha siaṭari ḷa u thoma, 2 kha siaṭari ḷa vhuvhili, ngauralongauralo, u swika kha 5.

Tshiṭṭshi tsha u shumela tsha 2

Zwine vha do ṭoḍa

- Zwiga zwa nomboro 0–10, sete 1 ya mugudi muṅwe na muṅwe (*Khithi ya Zwishumiswa*)
- Tshiṭiripi tsha bammbiri/khadibogisi ḷa A3 – 1 mugudi muṅwe na muṅwe
- Dzikhirayoni/penisela

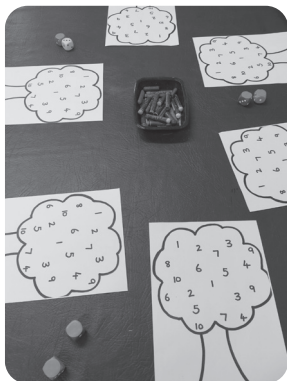


Vhagudi vha dzudzanya magaraṭa a zwiga zwa nomboro nga u tevhekana u bva kha 0–10 ṅṅha ha tshiṭiripi tsha bammbiri. Kha vha vha humbudze u phaḍaladza zwiga zwa nomboro ṅṅha ha tshiṭiripi tsha bammbiri u itela uri hu vhe na tshikhala tsho eḍanaho uri vha ṅwale nomboro. Vha ṅwala nomboro kha tshiṭiripi tsha bammbiri fhasi ha tshiga tshiṅwe na tshiṅwe.

Tshiṭṭshi tsha u shumela tsha 3

Zwine vha do ṭoḍa

- Shithi ḷa bammbiri ḷa A4 ḷi re na nomboro 1–10 dzo ṅwalwa khaḷo – 1 mugudi muṅwe na muṅwe
- Madaisi 2 vhagudi nga vhavhilihavhili (kha daisi ḷithihi vha tibe '5' na '6' nga tshiṭikara/bammbiri)



Nga vhavhilihavhili, vhagudi vha sielisana u posa madaisi mavhili. Vha vhalela tshivhalo tsha zwithoma zwi re kha madaisi. Vha wana nomboro i fanaho kha muri, vha tingeledze vha i ṅea muvhala ngomu hayo. Musi nomboro dzoṭhe dzi re murini dzo no ṅewa muvhala, vhagudi vha sika phetheni ine vha funa nga u ṅwala zwiga zwa nomboro u mona na meme dza siaṭari.



Tshiṭṭshi tsha u shumela tsha 4

Zwine vha do ṭoḍa

- Zwifhaṭo zwa zwibuḷoko fhethu ha zwibuḷoko – 1 mugudi muṅwe na muṅwe
- Zwibuḷoko



Kha vha fhaṭe zwifhaṭo fhethu ha zwibuḷoko kana kha methe. Mugudi muṅwe na muṅwe u kopa tshifhaṭo tshithihi a tshintshana u swikela vha tshi kopa tshifhaṭo tshiṅwe na tshiṅwe. Vha sielisana u sikelana zwifhaṭo uri vha kope.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Sharing with a remainder

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Reinforce number concept 0–10
- Problem solving 1–10
- Sharing without a remainder
- Half, double

New maths vocabulary

how many more is ____ than ____
groups of two, three, ____

higher
lower

Getting ready

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

- number track 0–10 – 1 per learner
- cut-outs of apples – 3 per learner



- a 'fence' made from a piece of cardboard with the middle cut out (see page 146).

Whole class activities

Day 1

What you need

- Rhyme: *1 and 1* (page 200)
- 15 containers with:
 - Unifix blocks
 - 2 number symbol/picture or dot cards 0–10 (*Resource Kit*)

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

Sia ǀa Magudiswa ǀo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

- U vhona zwiga zwa nomboro na ipfinomboro
- U ǀalusa, u vhambedza na u tevhekanya nomboro
- Vhushaka ha nomboro
- U tandulula thaidzo kha nyimele

Nǀivho ntswa

- U kovha nga tshiǀahe

Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- U tevhekanya nomboro 0–10
- U khwaǀhisedza ǀivhaipfi ya nomboro 0–10
- U tandulula thaidzo 1–10
- U kovha hu si na tshiǀahe
- U hafula, u ita kavhili

ǀivhaipfi ntswa ya mbalo

ndi nnzhi nga _____ ndi nnzhi u fhira _____ nga nǀhesa
dziǀnwe nngana fhasisa
zwigwada zwa mbili, raru, _____

U ǀilugisela

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

- mutalombalo 0–10 – 1 mugudi muǀnwe na muǀnwe
- maapula o tou gerwaho – 3 mugudi muǀnwe na muǀnwe



- 'luhura' lwo itwa u bva kha tshipiǀa tsha khadibogisi ǀo gerwaho vhukati (kha vha lavhelese siaǀari ǀa 147).

Nyito dza kiǀasi yoǀhe

Duvha ǀa 1

Zwine vha ǀo ǀoǀa

- Tshidade: 1 na 1 (siaǀari ǀa 201)
- Zwifaredzi zwa 15 zwi re na:
 - Zwibuǀoko zwa Yunifikisi
 - Magaraǀa 2 a tshiga tsha nomboro/ tshifanyiso kana tshithoma 0–10 (Khithi ya Zwishumiswa)

1. **Tshidade:** Kha vha ite tshidade, 1 na 1.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.



TIP

Involve all the learners in the counting activity once you have identified what you are counting together.

3. **Counting objects 1–10:** Learners choose which objects they would like to count.

Guiding questions:

- ★ Can you see any group of objects in the classroom that looks like it is a group of 10?

Count the objects together.

- ★ Were there too few/too many/more than 10, and so on?

4. **Comparing numbers:** Play the game, 'Build and compare'. Learners sit facing a partner. Give each pair of learners a container of Unifix blocks and two number cards. They each take out a card without looking at the number. As they turn over their number cards, together they say, 'One, two, three compare.'

Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

Learners swap containers with another pair of learners and repeat the activity.



Guiding questions:

- ★ Who has a number that is more (bigger, higher)/less (smaller, lower) than their partner's number?
- ★ How many blocks are there in your tower?
- ★ Who has fewer/more blocks in their tower than their partner?
- ★ Who has zero blocks in their tower?
- ★ Who has a number that is the same as someone else's in the class? How do you know?

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

Day 2

What you need

- Rhyme: *1 and 1* (page 200)
- Number dot, symbol and picture cards 0–10 (*Resource Kit*)
- 2 flat containers

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

NGELETSHEDZO

Kha vha katele vhagudi vhothe kha nyito ya u vhalela musi vho no topola zwine vha khou vhalela vhothe.

3. **U vhalela zwithu 1–10:** Vhagudi vha nanga uri ndi zwithu zwifhio zwine vha tama u vhalela.

Mbudziso dzi gaidaho:

★ Ni khou kona u vhona tshiñwe tsha tshigwada tsha zwithu ngomu kīlasini tshine tsha nga ndi tshigwada tsha 10?

Kha vha vhalele zwithu vhothe.

★ Ho vha hu na zwiṭukusa/zwinzhisa/u fhira 10, ngauralongauralo?

4. **U vhambedza nomboro:** Kha vha tambe mutambo, 'U fhaṭa na u vhambedza'. Vhagudi vha dzula vho sedza mufarakani. Kha vha ṅee vhagudi vhavhilihavhili vhañwe na vhañwe tshifaredzi tsha zwiḅuḷoko zwa Yunifikisi na magaraṭa a nomboro mavhili. Vha bvisa garaṭa nga muthihimuthihi vha songo lavhelesa nomboro. Zwenezwi vha tshi tibula magaraṭa a nomboro avho, vhothe vha ri, vhambedzani 'nthihi, mbili, raru.'

Mugudi muñwe na muñwe u bula nomboro yawe kha mufarakani wawe, 'Ndi na ____.' Muñwe na muñwe u shumisa zwiḅuḷoko zwa Yunifikisi u fhaṭa thawara u itela u imela nomboro dzavho. Vha vhambedza dzithawara dzavho na nomboro dzavho vha tshi shumisa ḍivhaipfi i tevhelaho: *nnzhi, ṭhuku, ṭhukhusa, fana* (sa tsumbo, 'rathi ndi nnzhi kha iṅa').

Vhagudi vha tshintshana zwifaredzi na vhañwe ngavho vhavhilihavhili vha dovholola nyito.



Mbudziso dzi gaidaho:

★ Ndi nnyi a re na nomboro ine ndi (khulwanesa, nṅhesa)/ṭhukhu (ṭhukhusa, ya fhasi) u fhira nomboro ya mufarakani wawe?

★ Hu na zwiḅuḷoko zwingana kha thawara yaṅu?

★ Ndi nnyi a re na zwiḅuḷoko zwiṭuku/zwinzhi kha thawara yawe u fhira mufarakani wawe?

★ Ndi nnyi a re na pumu wa zwiḅuḷoko kha thawara yawe?

★ Ndi nnyi a re na nomboro ine i fana na ya muñwe ngomu kīlasini? Ni zwi ḍivha hani?

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

Ḍuvha ḷa 2

Zwine vha ḍo ṭoḍa

- Tshidade: *1 na 1* (siaṭari ḷa 201)
- Zwifaredzi zwa fuḷethe 2
- Magaraṭa a nomboro a tshithoma, tshiga na tshifanyiso 0–10 (*Khithi ya Zwishumiswa*)

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

2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.

3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Ḍuvha ḷa 1.



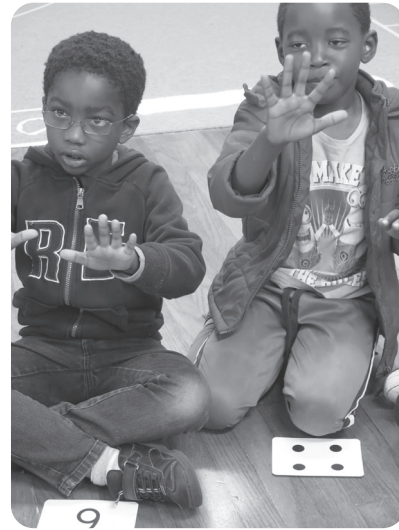
TIP

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

- Problem solving 1–10:** Learners sit in a circle. Give each learner a number dot, picture or symbol card.

Guiding questions:

- ★ Can you show me one/two/three more/fewer fingers than the number on your card?
- ★ How many more/fewer is ____'s number than ____'s?
- ★ Who has 10 bees on their card? Who has a number that is five fewer than this?
- ★ Whose number card has five monkeys? How many arms do the five monkeys have altogether?
- ★ Who has numbers that are smaller than 6/bigger than 3?



- Sharing with or without a remainder:** Place two containers in the middle of the mat. Learners stand up two at a time to place their number cards in the two containers.

Guiding questions:

- ★ Will there be an equal number of cards in each container?
- ★ How will we find out?
- ★ We can't cut the cards in half, so what should we do if there is one extra card?

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

Day 3

What you need

- Number cards 0–10 (*Resource Kit*)
- Number washing line
- A peg

- Song/rhyme:** Learners sing a song or say a rhyme of their choice.
- Oral counting:** 0–20 and beyond, 10–0.
- Counting objects 1–10:** Learners sit in a circle. Count from 1–10 as you go around the circle.

Guiding questions:

- ★ Which learner will be the next number 10?
- ★ Who will be the number 7 after that?
- ★ We are on number 4. If we count two more, what number will it be?
- ★ How did you work that out?
- ★ Those learners who were number 10s, please stand in the middle of the circle and those who were number 4s stand outside the circle.
- ★ Are there more/fewer number 10s or number 4s?

NGELETSHEDZO

Kha vha shumise magaraṭa a ipfinomboro u itela vhaḷa vhagudi vha konaho u vhala/u vhona maipfi.

4. **U tandulula thaidzo 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha nee mugudi muṅwe na muṅwe garaṭa ḷa nomboro ḷa tshithoma, tshifanyiso kana tshiga.

Mbudziso dzi gaidaho:

- ★ Ni nga ntsumbedza munwe muthihi/ mivhili/miraru minzhi/mituku kha nomboro i re kha garaṭa ḷanu?
- ★ Nomboro ya _____ i fhira ya _____ nga nnzhi/ṭhukhu nngana?
- ★ Ndi nnyi a re na ṅotshi dza 10 kha garaṭa ḷawe? Ndi nnyi a re na nomboro ine ndi ṭhukhu kha iyi nga ṭhanu?
- ★ Ndi garaṭa ḷa nomboro ḷa nnyi ḷi re na ṭhoho ṭhanu? ṭhoho ṭhanu dzi na mikonwo mingana yo fhelela yoṭhe?
- ★ Ndi nnyi a re na nomboro dzi re ṭhukhu kha 6/khulwane kha 3?



5. **U kovhana na kana hu si na tshiṭahe:** Kha vha vhee zwifaredzi zwivhili vhukati ha metha. Vhagudi vha ima nga vhavhili nga tshifhinga tshithihi vha vhea magaraṭa avho a nomboro ngomu ha zwifaredzi zwivhili.

Mbudziso dzi gaidaho:

- ★ Hu ḑo vha na magaraṭa a nomboro a eḑanaho ngomu ha tshifaredzi tshiṅwe na tshiṅwe?
- ★ Ri ḑo zwi wanisa hani?
- ★ Ri nga si gere magaraṭa ra ita hafhu, zwenezwo ri fanela u ita mini arali hu na garaṭa ḷithihi ḷo salaho?

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

Duvha ḷa 3

Zwine vha ḑo ṭḑa

- Magaraṭa a nomboro 0–10 (*Khithi ya Zwishumiswa*)
- Phekhis
- Muthambi wa u anea nomboro

1. **Luimbo/tshidade:** Vhagudi vha imba luimbo kana vha ita tshidade tshine vha tou ḑinangela.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha dzula vho ita tshitendeledzi. Vha vhalela u bva kha 1–10 zwenezwi vhona vha tshi khou mona na tshitendeledzi.

Mbudziso dzi gaidaho:

- ★ Ndi mugudi ufhio ane a ḑo vha nomboro ya 10 i tevhelaho?
- ★ Ndi nnyi ane a ḑo vha nomboro ya 7 nga murahu ha afho?
- ★ Ri kha nomboro ya 4. Arali ra vhalela kavhili, hu ḑo vha nomboro ifhio?
- ★ No zwi shumisa hani?
- ★ Vhaḷa vhagudi vhe vha vha vhe nomboro ya 10, kha vha ime vhukati ha tshitendeledzi na vhaḷa vhe vha vhe nomboro ya 4 vha ime nḑa ha tshitendeledzi.
- ★ Hu na vhanzhi/vhaṭuku vha nomboro 10 kana nomboro 4?

4. **Practising 0–10:** Play the game, 'Pegging a number'. Peg a number between 0 and 10 to the back of a learner. Other learners give clues as the learner tries to guess what number is on his/her back, for example: 'Your number is two more than three', and so on. As the learner responds, guide him/her to the number. Encourage learners to refer to the number washing line. Repeat the activity a few times with different learners.
5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number dot, symbol and picture cards 1–10 (*Resource Kit*)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 3.
4. **Practising numbers 1–10:** Play the game, 'Numbers bigger/smaller than'. Learners stand in a circle. Give each learner a number card and call out instructions, for example: 'Sit down if you have a number bigger than 4/smaller than 2.' Learners check whether their classmates are correct. Continue until all learners are sitting down.



Guiding questions:

- ★ Do you have a number that is two more than 3/three fewer than 6/half of 8/double 2, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Poster 3

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Discuss Poster 3. Count the number of windy, sunny, cloudy and rainy days on the weather chart in the picture.

Guiding questions:

- ★ There are three sunny days. How many more sunny days do we need to have ten sunny days?

- U ita ndowendowe ya 0–10:** Kha vha tambe mutambo, 'U phekhisa nomboro'. Kha vha phekhise nomboro vhukati ha 0 na 10 muṭanani wa mugudi. Vhañwe vhagudi vha ṅea lusevheḡi zwenezwi mugudi a tshi khou lingedza u humbulela uri ndi nomboro ifhio i re muṭanani wawe, sa tsumbo: 'Nomboro yaṅu i fhira raru nga mbili', ngauralongauralo. Zwenezwi mugudi a tshi khou fhindula, kha vha mugaide u ya kha nomboro. Kha vha tuṭuwedze vhagudi u sedza kha muthambi wa u anea nomboro. Kha vha dovholele nyito iyi lu si gathi na vhagudi vho fhambanaho.
- Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

Duvha 4

Zwine vha do ṭoda

- Magaraṭa a nomboro a tshithoma, tshiga na tshifanyiso 1–10 (*Khithi ya Zwishumiswa*)

- Luimbo/tshidade:** Vhagudi vha imba luimbo kana vha ita tshidade tshine vha tou ḡinangela.
- U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
- U vhalela zwithu 1–10:** Kha vha dovholele nyito u bva kha Duvha 4 3.

- U ita ndowendowe ya nomboro 1–10:** Kha vha tambe mutambo, 'Nomboro khulwane/ṭhukhu kha'. Vhagudi vha ima vho ita tshitendeledzi. Kha vha ṅee mugudi muñwe na muñwe garaṭa 4a nomboro vha vhidzelele ndaela, sa tsumbo: 'Dzulani fhasi arali ni na nomboro khulwane kha 4/ṭhukhu kha 2.' Vhagudi vha sedza arali vhañwe ngavho kijasini vho ita zwone. Kha vha bvele phanda u swikela vhagudi vhoṭhe vha tshi dzula fhasi.



Mbudziso dzi gaidaho:

- ★ Ni na nomboro ine ndi nnnzhi kha 3 nga mbili/ṭhukhu kha 6 nga tharu/hafu ya 8/2 kavhili, ngauralongauralo?
- Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

Duvha 5

Zwine vha do ṭoda

- Phositara ya 3

- Luimbo/tshidade:** Vhagudi vha imba luimbo kana vha ita tshidade tshine vha tou ḡinangela.
- U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
- U vhalela zwithu 1–10:** Kha vha haseledze Phositara ya 3. Kha vha vhalele tshivhalo tsha maḡuvha a muya, ḡuvha, makole na mvula kha tshati ya mutsho tshifanyisoni.

Mbudziso dzi gaidaho:

- ★ Hu na maḡuvha mararu a ḡuvha. Ndi maḡuvha a re na ḡuvha mañwe mangana ane ra ṭoda uri ri vhe na maḡuvha a fumi a re na ḡuvha?

4. **Practising 0–10:** Ask questions about Poster 3. Learners can use their fingers or counters to solve problems if necessary.

Guiding questions:

- ★ How many learners do you see in the classroom?
- ★ If four learners go outside, how many learners will be left in the classroom?
- ★ How many girls are there in the classroom? If three more girls come in, how many girls will there be?
- ★ Six girls are in the classroom. Three more girls come in. How many girls are there now?
- ★ The teacher has six blocks to share equally between the three girls. How many blocks will each girl get?

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

Integration

Home Language: Critical thinking and expressing opinions.
Life Skills: Solve problems during the daily programme and explain reasoning.

Small group activities

Teacher-guided activity

What you need

- | | |
|---|---|
| <p>A tub per learner with:</p> <ul style="list-style-type: none"> • 10 animal counters • Cut-outs of 3 apples | <ul style="list-style-type: none"> • A 'fence' made of a piece of cardboard with the middle cut out • Scissors • Structure beads |
|---|---|

1. **Word problems using counters:** Learners count their animal counters. Ask word problems about the animals.

Guiding questions:

- ★ Sandile has 10 animals. He brings three animals into the shelter for the night. How many more does he need to bring in so that all the animals are inside?

2. **Sharing with a remainder:**

Learners sit in pairs opposite each other. They line up their 10 animals to face themselves.

Guiding questions:

- ★ Do you and your partner have an equal number of animals? How do you know?
- ★ Sandile wants your animals to come into his shelter two by two. Show how he could group them.
- ★ And three by three?



4. **U ita ngowendowe ya 0–10:** Kha vha vhudzise mbudziso nga Phositara ya 3. Vhagudi vha nga shumisa minwe yavho kana zwithu zwa u vhalela ngazwo u tandulula thaidzo arali zwi tshi konadzea.

Mbudziso dzi gaidaho:

- ★ Ndi vhagudi vhangana vhane na khou vha vhona ngomu kīlasini?
- ★ Arali vhagudi vhaṅa vha bvela nṅa, hu ḑo sala vhagudi vhangana ngomu kīlasini?
- ★ Hu na vhasidzana vhangana ngomu kīlasini? Arali vhaṅwe vhasidzana vhararu vha dzhena, hu ḑo vha hu na vhasidzana vhangana?
- ★ Vhasidzana vha rathi vha ngomu kīlasini. Ha ḑa vhaṅwe vhasidzana vhararu. Hu na vhasidzana vhangana zwino?
- ★ Mugudisi u na zwibuḑoko zwa rathi zwine a ṭoḑa u kovha u eḑana vhukati ha vhasidzana vhararu. Ndi zwibuḑoko zwingana zwine musidzana muṅwe na muṅwe a ḑo wana?

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

U ṭanganelana

Lumambo lwa Hayani: U humbula ha vhudzivha na u ṭahisa mihumbulo.

Zwikili zwa Vhutshilo: U tandulula thaidzo nga tshifhinga tsha mbekayamushumo ya ḑuvha liṅwe na liṅwe na u ṭalutshedza kuhumbulele.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanḑa nga mugudisi

Zwine vha ḑo ṭoḑa

- | | |
|--|--|
| Tshidongo tsha mugudi muṅwe na muṅwe tshi re na: | <ul style="list-style-type: none"> • ‘Luhura’ lwo itwaho nga tshipiḑa tsha khadibogisi lo gerwaho vhukati • Zwigero • Vhulungu ha u vhalela |
| <ul style="list-style-type: none"> • Zwithu zwa u vhalela ngazwo zwa phukha zwa 10 • Maapula 3 o tou gerwaho | |

1. **Thaidzo dza ipfi vha tshi shumisa zwa u vhalela ngazwo:** Vhagudi vha vhalela zwa u vhalela ngazwo zwa phukha zwavho. Kha vha vhudzise vhagudi thaidzo dza ipfi nga phukha.

Mbudziso dzi gaidaho:

- ★ Sandile u na phukha dza 10. U ḑisa phukha tharu ngomu dangani. Ndi dziṅwe nngana dzine a fanela u ḑisa u itela uri phukha dzoṭhe dzi vhe ngomu?

2. **U kovhana hu na tshiṭahe:** Vhagudi vha dzula nga vhavhilivhavhili tsini na tsini. Vha ita muduba wa phukha dzavho dza 10 uri dzi vha sedze.

Mbudziso dzi gaidaho:

- ★ Inwi na mufarakani waṅu ni na tshivhalo tshi fanaho tsha phukha? Ni zwi ḑivha hani?
- ★ Sandile u khou ṭoḑa phukha dzaṅu dzi tshi ḑa dangani ḑawe nga mbilimbili. Sumbedzani uri a nga dzi vheisa hani nga zwigwada.
- ★ Hone nga tharutharu?



- ★ What do you notice? What can we do about the animal that is left out?

Take time to listen to the learners' suggestions about how they might manage the problem of the remaining animal.

Learners place eight animals in their tubs and take out the cut-outs of three apples.



TIP

Draw learners' attention to the fact that some things, such as the apple, can be cut to share, but other things, such as the animals, can't be cut to share.

- ★ How can you share these three apples equally between your two animals?

Learners try to solve the problem. When they realise that there is one apple remaining, discuss how to cut the apple in half to share it equally.



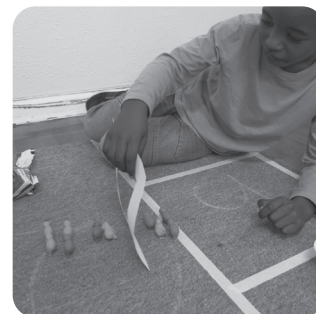
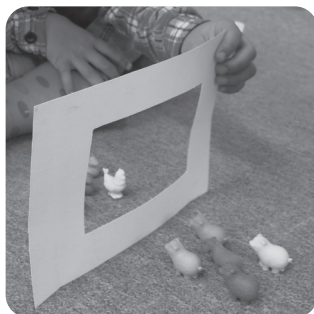
- Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

Guiding questions:

- ★ Can you place the 'fence' so that there are four animals on one side of the fence?

Learners 'fence off' four animals and count these.

Learners peep through their fences.



- ★ How many animals are on the other side of the fence?
- ★ How many animals are there altogether?

Learners count the animals on the other side of the fence and then repeat the activity with other combinations that make up 10.

- ★ Can you place the fence so that there are exactly the same number of animals on each side?

- Combinations of 10 using structure beads:** Ask learners to show five beads. Encourage them to do this without counting in ones. Learners hold five beads and start their count from 5. Count on from 5 to 8.

 NGELETSHEZDO

Kha vha vhudze vhagudi fhungo la uri zwiñwe zwithu, u fana na apula, zwi nga tshewa uri zwi kovhiwe, fhedzi zwiñwe zwithu, u fana na phukha, ri nga si zwi tshee uri ri kovhane.

★ Ni khou vhona mini? Ri nga ita mini nga phukha yo salaho?

Kha vha wane tshifhinga tsha u thetshelesa zwine vhagudi vha dzinginya nga uri vha nga tandulula hani thaidzo dza phukha yo salaho. Vhagudi vha vhea phukha dza malo ngomu zwidongoni zwavho vha bvisa maapula mararu o tou gerwaho.

★ Ni nga kovha hani aya maapula mararu u eđana vhukati ha phukha mbili?

Vhagudi vha lingedza u tandulula thaidzo. Musi vha tshi limuwa uri ho sala apula lithihi, kha vha haseledze uri vha nga tshea hani apula nga hafhu uri li kovhiwe u eđana.



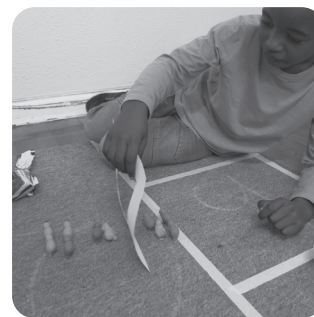
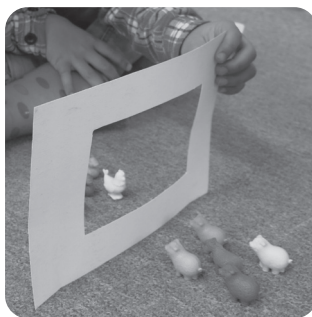
3. **Phaṭhekanyo dza 10 vha tshi shumisa zwithu zwa u vhalela ngazwo zwa phukha:**

Vhagudi vha dzudzanya phukha dzavho nga mutaladzi wa nzimo. Vha tshi shumisa 'luhura' lwavho, vha tandula uri ndi ndila nngana dzo fhambanaho dzine vha nga khethekanya phukha nga zwigwada zwiwhili.

Mbudziso dzi gaidaho:

★ Ni nga vhea 'luhura' u itela uri hu vhe na phukha nṅa kha sia lithihi la luhura?

Vhagudi vha vhea phukha nṅa kha liñwe sia la 'luhura' vha vhalela izwi. Vhagudi vha tolela nga luhura lwavho.



★ Hu na phukha nngana kha liñwe sia la luhura?

★ Ndi phukha nngana dzi re hone dzo fhelela dzoṭhe?

Vhagudi vha vhalela phukha kha liñwe sia la luhura vha konaha u dovholola nyito nga dziñwe phaṭhekanyo dzine dza vhumba 10.

★ Ni nga vhea luhura u itela uri hu vhe na tshivhalo tshi fanaho kokotolo tsha phukha kha sia liñwe na liñwe?

4. **Phaṭhekanyo ya 10 hu tshi shumiswa vhulungu ha u vhalela:** Kha vha humbele vhagudi u sumbedza vhulungu vhuṭanu. Kha vha vha ṭuṭuwedze u ita izwi vha sa khou vhalela nga vhuṭhivhuṭhihi. Vhagudi vha fara vhulungu vhuṭanu vha thoma u vhalela u bva kha 5.

Kha vha vhalele u bva kha 5 u ya kha 8.

Guiding questions:

- ★ How many more beads did you count?
Hold four/six/three beads. Count on from 4 to 7/10/8, and so on.
- ★ How many beads do you have now?



Check that learners are able to:

- solve problems with numbers 0–10
- count on from a given number – up to 10
- share counters equally with a remainder
- identify groups that combine to make 10

Workstation 1

What you need

- A4 paper – 1 piece per learner
- Sponges/cotton wool/ear buds
- Paint in shallow containers
- Crayons

Learners fold their pages in half. They write a number between 1 and 5 at the top of one side of the page. They dip sponges/cotton wool/ear buds/their finger into the paint and make the same number of dots as the number they wrote. They fold the page and press it down to make the same number on the opposite side of the page. They count how many dots they have now and then write that number.



Workstation 2

What you need

- Playdough and mats
- Number track 0–10 – 1 per learner

Learners mould 'bricks/blocks' from playdough and build towers to match the numbers on the number track 0–10.



Mbudziso dzi gaidaho:

★ Ndi vhulungu vhuṅwe vhungana he na vhalela?

Kha vha fare vhulungu vhuṅa/ha rathi/vhuraru. Kha vha vhalele u bva kha 4 u ya kha 7/10/8, ngauralongauralo.

★ Ndi vhulungu vhungana vhune na vha naho zwino?



Kha vha ṭole uri vhagudi vha a kona u:

- tandulula thaidzo nga nomboro 0–10
- vhalela u bva kha nomboro yo ṅewaho u swika kha 10
- kovhana zwithu zwa u vhalela ngazwo u eḏana na tshiṭahe
- topola zwigwada zwine zwo ṭangana zwi ita 10

Tshiṭitshi tsha u shumela tsha 1

Zwine vha ḑo ṭoḑa

- Bammbiri ḑa A4 – tshipiḑa 1 mugudi muṅwe na muṅwe
- Pennde ngomu ha zwifaredzi zwi songo tsesaho
- Zwiṭontshi/dzudzu/zwi bvisa makunzu
- Dzikhirayoni

Vhagudi vha peta masiaṭari avho a vha hafu. Vha ṅwala nomboro ya vhukati ha 1 na 5 ṅṭha kha sia ḑithihi ḑa siaṭari. Vha ṅukadza tshipontshi/dzudzu/zwi bvisa makunzu/ munwe ngomu ha pennde vha ita tshivhalo tshi fanaho tsha zwithoma sa nomboro ye vha ṅwala. Vha peta siaṭari vha ḑi kwanyeledza fhasi uri vha ite nomboro i fanaho kha ḑiṅwe sia ḑa nzimo ḑa siaṭari. Vha vhalela uri ndi zwithoma zwingana zwine vha vha nazwo zwino vha konaha u ṅwala nomboro iyo.



Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḑo ṭoḑa

- Suko ḑa u tambisa na mimethe
- Mutalombalo 0–10 – 1 mugudi muṅwe na muṅwe

Vhagudi vha vhumba ‘zwidina/zwibuḑoko’ u bva kha suko ḑa u tambisa vha fhaṭa dzithawara u itela u fanyisa nomboro dzi re kha mutalombalo 0–10.



Workstation 3

What you need

- Number symbols 0–10 (*Resource Kit*) – 8 per pair of learners
- Unifix blocks

Learners work in pairs to play, 'Build and compare'. Each learner has four number symbols in a pile. As they each turn over a number symbol, together they say, 'One, two, three compare.' Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

They repeat this another three times with different number symbols. They swap their sets of number symbols with other learners and play the game again.



Workstation 4

What you need

- Number books from Week 7
- A4 paper
- Kokis/crayons
- Stapler

Learners complete the pages for 6–10 in their number books. They make envelopes for their books (by folding and stapling A4 pages). They write their names and the number of their home on the front of the envelope.



TIP

Learners can create their own 'number' picture when they have finished.

Tshiṭitshi tsha u shumela tsha 3

Zwine vha ḡo ṭoḡa

- Zwiḡa zwa nomboro 0–10 (*Khithi ya Zwishumiswa*) – 8 vhaḡudi nga vhavhilihavhili
- Zwiḡuḡoko zwa Yunifikisi

Vhaḡudi vha shuma nga vhavhilihavhili uri vha tambe, 'U fhaṭa na u vhambedza'. Muḡudi muḡwe na muḡwe u na zwiḡa zwa nomboro zwiṅa kha thulwi. Zwenezwi muḡwe na muḡwe a tshi khou tibula tshiga tsha nomboro, vhoṭhe vha ri, 'Vhambedzani thihi, mbili, raru.' Muḡudi muḡwe na muḡwe u bula nomboro yawe kha mufarakani wawe, 'Ndi na ____.' Muḡwe na muḡwe u shumisa zwiḡuḡoko zwa Yunifikisi u fhaṭa thawara u itela u imela nomboro yawe. Vha vhambedza dzithawara dzavho na nomboro dzavho vha tshi shumisa ḡivhaipfi i tevhelaho: *nnzhi, ṭhukhu, dzi si gathi, fana* (sa tsumbo, 'rathi ndi nnzhi kha iṅa').

Vha dovhoolola izwi luraru nga zwiḡa zwa nomboro dzo fhambanaho. Vha tshintshana sete dzavho dza zwiḡa zwa nomboro na vhaḡwe vhaḡudi vha tamba mutambo hafhu.



Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḡo ṭoḡa

- Bugu dza nomboro u bva kha Vhege ya 7
- Dzikhokhi/dzikhirayoni
- Bammbiri ḡa A4
- Siṭepuḡara

Vhaḡudi vha fhedzisa masiaṭari u itela 6–10 ngomu ha bugu dza nomboro. Vha ita fulobo u itela bugu dzavho (nga u peta na u siṭepuḡara masiaṭari a A4). Vha ḡwala madzina avho na nomboro ya hayani havho nga phanḡa ha fulobo.



NGELETSHEDZO

Vhaḡudi vha nga sika tshifanyiso tshavho tsha 'nomboro' musi vho fhedza.

Content Area Focus: Space and Shape (Geometry)

Topics

- Properties of shapes

New knowledge

- Sort shapes according to size, colour and shape
- Shape conservation

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Figure-ground perception

New maths vocabulary

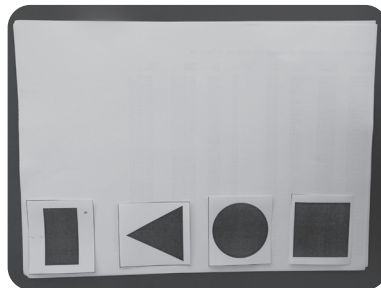
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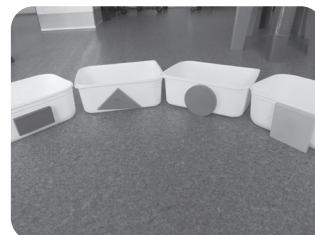
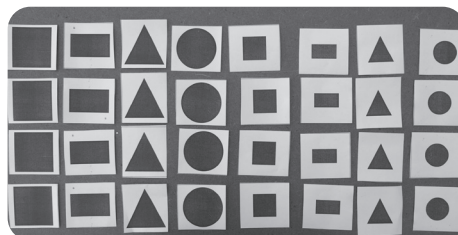
Getting ready

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

- cardboard poster with shape cut-outs (rectangle, triangle, circle and square, all in the same colour)



- 6 pictures of everyday objects that have circle, triangle, square and rectangle shapes in them (see page 156)
- 32 shape cards as follows:
 - 8 yellow shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 blue shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 red shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 green shapes: 1 big and 1 small circle, square, rectangle and triangle



- 4 boxes each labelled with a different shape (square, circle, triangle, rectangle)

Sia la Magudiswa lo Sedzwaho: Tshikhala na Tshivhumbeo (Dzhometiri)

Thero

- Mbonalo ya zwivhumbeo

Ndivho ntswa

- U vhekanya zwivhumbeo u ya nga saizi, muvhala na tshivhumbeo
- Ndondolo ya zwivhumbeo

Nḁowedzo

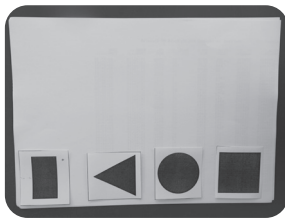
- U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- Zwivhumbeo: tshitendeledzi, tshikwea, tḁofunderaru, tḁofundeina
- U kona u nanguludza vhukati ha zwiḁwe

Divhaipfi ntswa ya mbalo

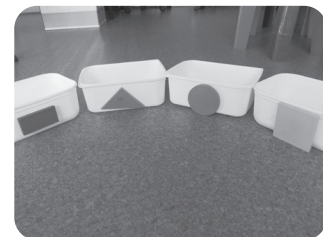
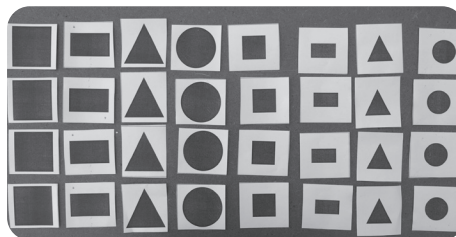
u fhira tshipulumbu

U dilugisela

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

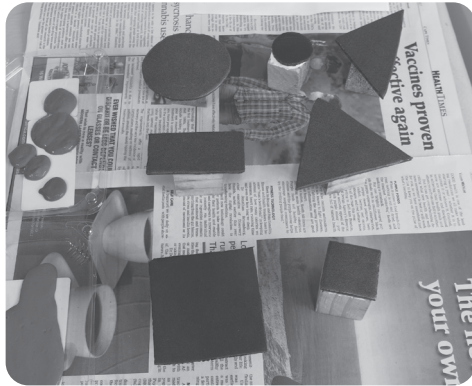


- phositora ya khadibogisi yo geredzelwa nga zwivhumbeo (tḁofundeina, tḁofunderaru, tshitendeledzi na tshikwea, zwoḁhe zwa muvhala u fanaho)
- zwifanyiso zwa 6 zwa zwithu zwa ḁuvha liḁwe na liḁwe zwine zwi na zwivhumbeo khazwo zwa tshitendeledzi, tḁofunderaru, tshikwea na tḁofundeina (kha vha lavhelese siaḁari la 157)
- magaraḁa a tshivhumbeo a 32 nga ḁila i tevhelaho:
 - zwivhumbeo zwa ḁaḁa zwa 8: tshitendeledzi, tshikwea, tḁofundeina na tḁofunderaru khulwane 1 na tḁukhu 1
 - zwivhumbeo zwa lutombo zwa 8: tshitendeledzi, tshikwea, tḁofundeina na tḁofunderaru khulwane 1 na tḁukhu 1
 - zwivhumbeo zwitswuku zwa 8: tshitendeledzi, tshikwea, tḁofundeina na tḁofunderaru khulwane 1 na tḁukhu 1
 - zwivhumbeo zwidala zwa 8: tshitendeledzi, tshikwea, tḁofundeina na tḁofunderaru khulwane 1 na tḁukhu 1

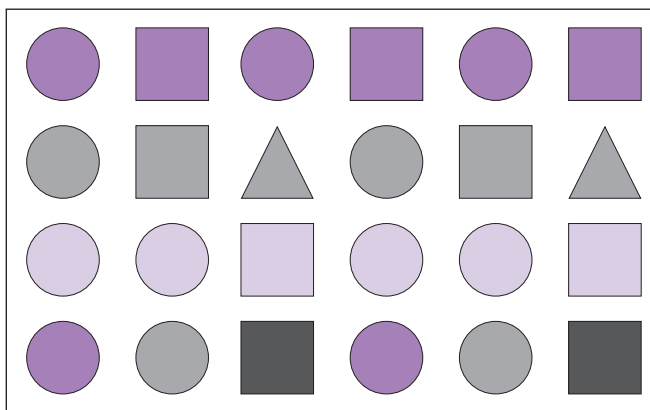


- mabogisi 4 o lebeliwa nga zwivhumbeo zwo fhambanaho (tshikwea, tshitendeledzi, tḁofunderaru, tḁofundeina)

- 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

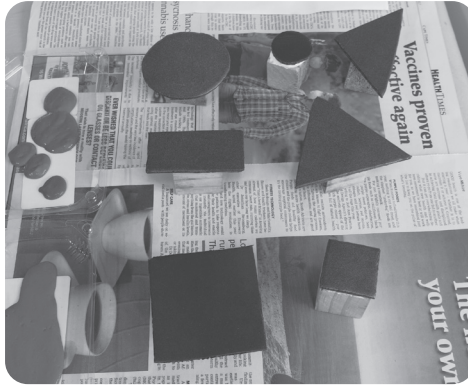
Day 1

What you need

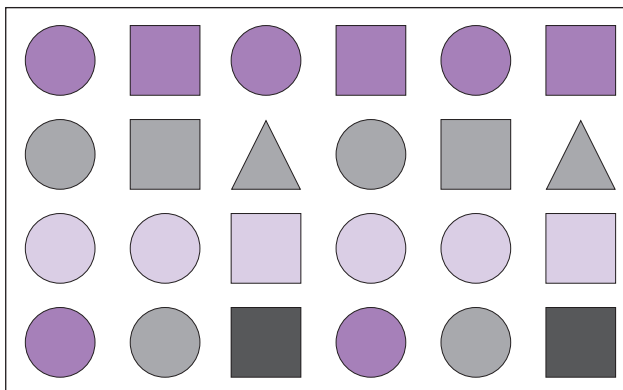
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

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.

- bodo 4 dza zwivhumbeo dza Bingo (*Nyendedzi ya Nyito: Kotara ya 3, siaṭari 1a 218*)
- mabambiri a zwivhumbeo zwa saizi na mivhala yo fhambanaho (tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina)
- themphuleithi dza zwivhumbeo (dzo gerwa u bva kha tshipontshi) u itela u gandisa



- magaraṭa a phetheni a re na phetheni dza zwivhumbeo zwo fhambanaho khao – 1 mugudi muṅwe na muṅwe



- phazili dza zwipiḍa zwa fumbiliina (siaṭari 1a 223).

Nyito dza kilasi yoṭhe

Duvha 1a

Zwine vha ḍo ṭḍa

- Luimbo: *Arali no fara tshikwea* (siaṭari 1a 201)
- Zwithu ngomu sagani zwa zwivhumbeo zwa tshitendeledzi, tshikwea, ṭhofunderaru na ṭhofundeina
- Phositara ya khadibogisi i re na zwivhumbeo zwo tou gerwaho
- Tshokho
- Magaraṭa a zwivhumbeo 4 (tshitendeledzi, ṭhofundeina, tshikwea, ṭhofunderaru)
- Muzika wo rekhodiwaho (kana tshilidzo tsha muzika)

1. **Luimbo:** Kha vha imbe luimbo, *Arali no fara tshikwea*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Nga vhavhilihavhili, mugudi wa u thoma u nanga nomboro i re fhasi ha 10, sa tsumbo, 6, a fhufha lwa tshivhalo tshi eḍanaho na nomboro iyo ngeno a tshi khou vhalela. Muṅwe mugudi u bula uri ndi u fhufha hungana hune a humbula uri hu kha ḍi ṭḍea uri hu swikiwe kha 10 a konaha u sedza nga u fhufha na u vhalela. Vha a tshintshana u ita izwi.

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. **U bva kha 3-D u ya kha 2-D:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee phositara ya tshivhumbeo vhukati ha tshitendeledzi. Kha vha tshimbidze sagana ya zwithu vhukati ha vhana. Vhagudi vha sielisana u topola tshivhumbeo kha phositara na u phuphuledza tshithu ngomu sagani tshine tsha fana natsho. Tshithu itsho tshi mbo vhewa n̄ha ha tshivhumbeo.

Mbudziso dzi gaidaho:

- ✦ Ni nga phuphuledza tshithu tshi re na tshivhumbeo tsha tshitendeledzi/tshikwea/ t̄hofundeina/t̄hofunderaru?
- ✦ Ni nga fanyisa tshithu na tshivhumbeo tshi re kha ḁaba?
- ✦ Itsho tshithu tshi pfala sa mini?
- ✦ Ndi zwifhio zwi fanaho nga itshi tshithu na zwivhumbeo zwi re kha phositara?
- ✦ Tshivhumbeo itshi tshi vhidzwa upfi mini?

5. **Mbonalo ya zwivhumbeo:** Kha vha shumise tshokho u ola tshitendeledzi, tshikwea, t̄hofunderaru na t̄hofundeina nthihi khulwane kha fuloro. Zwenezwi muzika u tshi khou lila, vhagudi vha tshimbila u mona na kilasi. Musi muzika u tshi ima, kha vha imise garaṭa ḁa tshivhumbeo. Vhagudi vha ima u mona na tshivhumbeo tsho olwaho kha fuloro.

Mbudziso dzi gaidaho:

- ✦ Tshivhumbeo itshi tshi vhidzwa upfi mini?
- ✦ Tshi na masia/khuda/masia tswititi/masia o kevaho mangana khatsho?

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

Duvha ḁa 2

Zwine vha ḁo ṭoda

- Luimbo: *Tshitendeledzi tshi fana na bola* (siaṭari ḁa 201)
- Magaraṭa a tshivhumbeo a 32
- Tshinambatedzi
- Zwifanyiso zwa zwithu zwa ḁuvha ḁiṅwe na ḁiṅwe zwi re na zwivhumbeo

1. **Luimbo:** Kha vha imbe luimbo, *Tshitendeledzi tshi fana na bola*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima nga zwigwada vha vhalela vha tshi khou fhindula mbudziso i re afha fhasi.

Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vho ambaraho dzidzhesi/zwienda zwa thambo/ vho tshimbilaho nga milenzhe u ḁa tshikoloni, ngauralongauralo?

4. **U ita ṅḁowṅḁowe ya zwivhumbeo:** Kha vha dzudzanye magaraṭa a tshivhumbeo a vhe thulwi dzo fhambanaho u ya nga tshivhumbeo. Kha vha ṭane tshithihi tsha zwifanyiso zwa zwithu zwa ḁuvha ḁiṅwe na ḁiṅwe. Kha vha humbele vhagudi uri vha vhee garaṭa ḁa tshivhumbeo kha tshivhumbeo tshi no fana naḁo tshifanyisoni. Kha vha haseledze zwivhumbeo na vhagudi.

Mbudziso dzi gaidaho:

- ✦ Ni nga fanyisa tshithihi tsha zwivhumbeo izwi na zwine zwa vha kha tshifanyiso itshi? Ndi tshivhumbeo tshifhio?
- ✦ Ni zwi ḁivha hani uri ndi tshikwea/ t̄hofundeina/tshitendeledzi/t̄hofunderaru?
- ✦ Ndi ngani tshi si tshikwea/t̄hofundeina, ngauralongauralo?



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

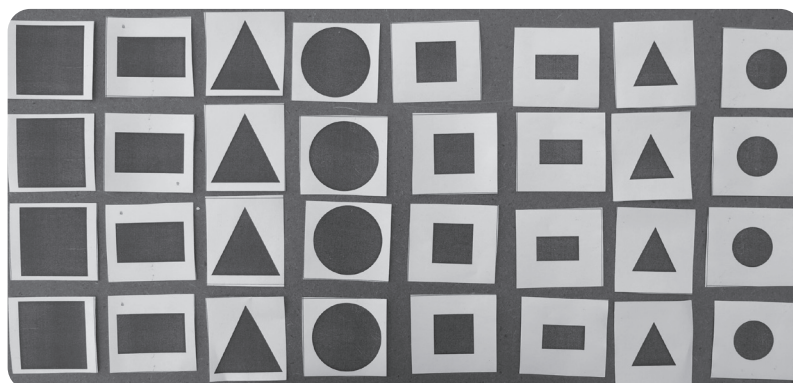
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

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.

Kha vha haseledze zwiñwe zwivhumbeo zwi re ngomu kiḷasini.

✦ Ni khou kona u vhona tshiñwe tsha izwi zwivhumbeo ngomu kiḷasini? Vhagudi vha ya u ita mutshimbilo wa tshivhumbeo nḡa.

✦ Lavhelesani kha mathaela/zwidina/mafasiṭere. Ni khou vhona tshivhumbeo tshifhio?

✦ Ni khou kona u vhona ṭhanga ine i na tshivhumbeo tsha ṭhofunderaru?

✦ Ni khou kona u vhona tshiñwe tshithu tshine tsha fana na tshitendeledzi?

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

Duvha ḷa 3

Zwine vha ḡo ṭḡa

- Luimbo: *Tshivhumbeo tsha Mutshino wa Milenzhe* (siaṭari ḷa 201)
- Tshokho
- Magaraṭa a tshivhumbeo a 32

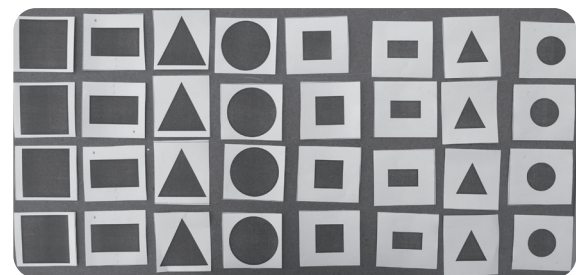
1. **Luimbo:** Kha vha imbe luimbo, *Tshivhumbeo tsha Mutshino wa Milenzhe*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha shumise tshokho u ola tshitendeledzi, tshikwea, ṭhofunderaru na ṭhofundeina khulwane kha fuloro. Kha vha humbele vhagudi vha si gathi uri vha ime ngomu ha tshitendeledzi.

Mbudziso dzi gaidaho:

- ✦ Ndi nayo nngana dzi re ngomu ha tshitendeledzi?
- ✦ Ndi zwanḡa zwingana zwi re ngomu ha tshitendeledzi?
- ✦ Ndi _____ vhangana vha re ngomu ha tshitendeledzi?

Kha vha dovholele nga zwiñwe zwivhumbeo.

4. **Muvhala, saizi na tshivhumbeo:** Kha vha ṅee mugudi muñwe na muñwe garaṭa ḷa tshivhumbeo. Kha vha vhidzelele dzina ḷa tshivhumbeo. Vhagudi vha re na tshivhumbeo



tshiḷa vha ya kha tshivhumbeo tshi fanaho natsho tsho olwaho kha fuloro. Vha imba na u tshina luimbo lwa *Tshivhumbeo tsha Mutshino wa Milenzhe* u itela tshivhumbeo tshavho. Kha vha vhidzelele dzina ḷa tshiñwe tshivhumbeo vha dovholele nyito.

Kha vha kuvhanganye magaraṭa a tshivhumbeo vha a dzudzanye kha fuloro nga kholumu u ya nga tshivhumbeo, saizi na muvhala u itela uri vha vhe na magaraṭa maṅa kha iñwe na iñwe ya kholumu dza malo. Vhagudi vha sielisana u wana zwivhumbeo u ya nga zwidodombedzwa zwine vha bula (muvhala, saizi na tshivhumbeo).

Ndaela dzi gaidaho:

- ✦ Wanani tshitendeledzi tsha lutombo tshihulwane, ngauralongauralo.
 - ✦ Kwamani zwivhumbeo zwoṭhe zwitswuku/ṭhofunderaru ṭhukhu.
5. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

Day 4

What you need

- Song: *A circle's like a ball* (page 200)
- Number symbols 1–10
- 32 shape cards
- Attribute blocks (*Resource Kit*)
- Dot cards 1–10 (*Resource Kit*)

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put up number symbols 1–10 around the room. Hold up a dot card and learners walk/jump/hop to the correct number symbol.
4. **Practising shape attributes:** Learners sit back to back in pairs. Give each learner an attribute block, which they should not let their partner see. One of the pair asks questions about the partner's shape until she or he can guess what it is.

Guiding questions:

- ★ Does it have straight sides?
- ★ How many sides/corners does it have?

Put an attribute block behind your back. Describe the shape and let learners guess what it is.

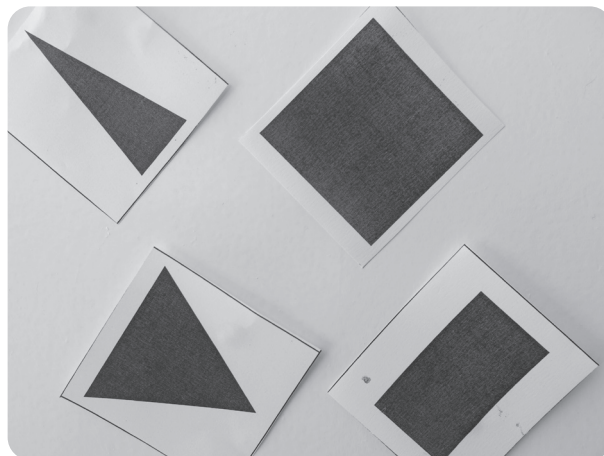
- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

Select a few of the shape cards and place them on the wall in different orientations, for example, upside down, sideways. Ask learners to identify the shapes.



TIP

Showing pictures in different positions helps learners identify shapes even when they are oriented differently.



Guiding questions:

- ★ What shape do you see? How do you know?
 - ★ Can you find a triangle? How did you know it was a triangle?
5. **Small group activities:** Describe the activities at each workstation.

Duvha 4

Zwine vha do toda

- Luimbo: *Tshitendeledzi tshi fana na bola* (siafari 1a 201)
- Zwiḅuḅoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)
- Zwiḅuḅoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)
- Magaraṭa a tshithoma 1–10 (*Khithi ya Zwishumiswa*)
- Magaraṭa a tshivhumbeo a 32

1. **Luimbo:** Kha vha imbe luimbo, *Tshitendeledzi tshi fana na bola*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha vhee zwiḅuḅoko zwa nomboro 1–10 u mona na kilaṣi. Kha vha imisele garaṭa 1a tshithoma nṭha vhagudi vha tshimbile/fhufhe/thamuwe vha tshi ya kha tshiga tsha nomboro tsho teaho.
4. **U ita ndowendowe ya zwidodombedzwa zwa tshivhumbeo:** Vhagudi vha dzula vho furalelana nga miṭana nga vhavhilihavhili. Kha vha nee mugudi muṅwe na muṅwe tshibuḅoko tsha tshidodombedzwa, tshine a tsho ngo fanela u vhonevha nga mufarakani wavho. Muthihi wa vhavhilihavhili u vhudzisa mbudziso nga tshivhumbeo tsha mufarakani u swika a tshi kona u humbulela uri ndi tshini.

Mbudziso dzi gaidaho:

- ★ Tshi na masia a tswititi?
- ★ Ndi masia/khuḅa nngana dzine tsha vha nadzo?

Kha vha vhee tshibuḅoko tsha tshidodombedzwa muṭanani wavho. Kha vha ṭaluse tshivhumbeo vha ri vhagudi vha humbulele uri ndi tshini.

- ★ Tshi na masia 4 a eḅanaho na khuḅa 4. Ndi mini?
- ★ Tshi na masia 2 malapfu na 2 mapfufhi. Ndi mini?

Kha vha nange magaraṭa a tshivhumbeo a si gathi vha a vhee kha luvhondo a tshi vhonevha nga dziṅwe nḅila, sa tsumbo, o ganamiswa, nga matungo. Kha vha humbele vhagudi u topola zwiḅuḅoko.



NGELETSHEDZO

U sumbedza zwifanyiso zwi vhuimoni ho fhambanaho zwi thusa vhagudi u topola zwiḅuḅoko na musi zwi tshi khou vhonevha nga inwe nḅila.



Mbudziso dzi gaidaho:

- ★ Ni khou vhonevha tshivhumbeo? Ni zwi divha hani?
- ★ Ni nga wana ṭhofunderaru? No zwi divha hani uri ndi ṭhofunderaru?

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

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.)



Duvha la 5

Zwine vha do toa

- Mabogosi a 4 o lebeliwa nga zwivhumbeo zwo fhambanaho
- Magaraṭa a tshivhumbeo a 32
- Phositara ya 9

1. **Luimbo:** Vhagudi vha nanga luimbo lwa tshivhumbeo uri vha imbe.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho vhambelana nga vhavhilihavhili. Vhoṭhe, vha vhalela na u thamutshela phanḁa maga mavhili, vha konaha u tshintsha sia vha vhalela na u thamutshela phanḁa maga mavhili hafhu. Vha bvela phanḁa u swika vha tshi swika kha 10.
4. **U ita ndowendowe ya zwivhumbeo:** Kha vha phaḁaladze magaraṭa a tshivhumbeo kha methe vha ṭane mabogosi o lebeliwa nga zwivhumbeo zwo fhambanaho. Vhagudi vha sielisana u nanga garaṭa la tshivhumbeo vha li dzhenisa kha bogisi lo teaho.

Mbudziso dzi gaidaho:

- ★ Ndi bogisi lifhio line tshivhumbeo tshanu tshi wela khalo?
 - ★ Tshivhumbeo tshanu tshi fana hani na tshi re nḁa ha bogisi?
5. **U vhona zwivhumbeo:** Kha vha haseledze Phositara ya 9. Kha vha ambe nga zwine vhagudi vha khou vhona kha tshifanyiso.

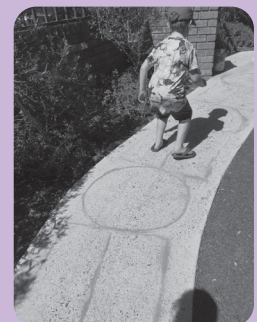
Mbudziso dzi gaidaho:

- ★ Ndi zwivhumbeo zwifhio zwine na khou vhona kha tshifhaṭo tsha muvhala wa swiri? Ndi zwikwea/dziṭhofundeina nngana dzine ni nga vhalela? Ni zwi divha hani uri ndi tshikwea/ṭhofundeina?
 - ★ Ni nga wana zwivhumbeo zwiṅwe kha luvhondo murahu ha Malusi? Ndi tshi tshivhumbeoḁe? Ndi ngafhi huṅwe hune ni nga vhona itshi tshivhumbeo kha tshifanyiso?
 - ★ Ndi zwivhumbeo zwingana zwa zwitendeledzi zwine na khou vhona? Zwi ngafhi? Ndi tshifhio tshitendeledzi tshihulwanesa/tshiṭukusa? Ndi zwitendeledzi zwingana zwine ni nga zwi wana?
 - ★ Ndi zwivhumbeo zwifhio zwine na khou vhona kha luvhondo lwa tshifhaṭo tsha vhengele? Ndi masia/khuda nngana dzine ṭhofunderaru/ṭhofundeina ya vha nadzo?
 - ★ Ndi ngafhi hune ni nga vhona ṭhofunderaru ṭhukhu kha nḁu ya Malusi na Makhulu?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe.

U ṭanganelana

Luambo lwa Hayani: Mveledziso ya divhaipfi, 'sumbedzani ni ambe', u vhona maipfi a tshivhumbeo.

Zwikili zwa Vhutshilo: U vhona na u ṭalusa zwivhumbeo zwi re ngomu na nḁa ha kiṭasi; tshivhumbeo tsha tseretsere. (Kha vha ole giridi ya tshivhumbeo tsha tseretsere ya nḁa. Vhagudi vha sielisana u posa sagana dza ṅawa ngomu ha tshivhumbeo, vha thamutshela kha tshivhumbeo hune sagana ya ṅawa ya wela hone vha konaha u thamutshela ngomu ha zwiṅwe zwivhumbeo.)



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

Nyito dza tshigwada tshikuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha do toda

- Phositara ya 7
- Tshidongo mugudi muñwe na muñwe tshi re na:
 - Zwitanda zwa u vhalela ngazwo zwa 20
 - Bola thukhu ya suko la u tambisa
- Magaraa a tshivhumbeo a 32
- Methe wa suko la u tambisa – 1 mugudi muñwe na muñwe
- Bodo dza tshivhumbeo tsha Bingo 4 (dzo itwa kha Kotara ya 3)
- Zwibujoko zwa zwidodombedzwa zwa 10 (*Khithi ya Zwishumiswa*) zwa tshivhumbeo tshi fanaho (zwhulwane na zwiukuku) vhagudi nga vhavhilihavhili

1. **Thaidzo dza ipfi:** Kha vha humbele vhagudi uri vha lavhelesa kha Phositara ya 7. Vha nga shumisa zwithu zwa u vhalela ngazwo zwavho kana minwe yavho u tandulula thaidzo.

Mbudziso dzi gaidaho:

- ★ Hu na ngou dza thanda mbili na thudwa dza thanda mbili dzi khou rengiswaho makete. Hu na phukha nngana dza thanda dzi no khou rengiswa?
- ★ Munna u khou bika sosedzhi thanu. Arali vhathu vha sumbe vha tshi toda sosedzhi, ndi sosedzhi nngana dziñwe dzine a fanela u bika?
- ★ Ndi maapula mangana ane murengisi wa mitshelo a vha nao tafulani yawe? Murengisi wa mitshelo u khou toda u dzhenisa maapula ngomu sagani nahone maapula mararu kha sagana inwe na inwe. Ndi sagana nngana dzine a do dadza?

2. **U vhalela zwithu 1–10:** Muñwe na muñwe wa vhagudi u vhalela zwitanda zwa u vhalela ngazwo zwa 10 u bva kha tshidongo tshawe.

Mbudziso dzi gaidaho:

- ★ Ndi zwitanda zwingana zwanu zwi re zwitswuku/zwa taada/zwidala, ngauralongauralo?

3. **U fhaa tshivhumbeo:** Kha vha nee vhagudi magaraa a tshivhumbeo o fhambanaho: thofunderaru, tshikwea na thofundeina. Vhagudi vha shumisa zwitanda zwavho u kopa tshivhumbeo tshi re kha garaa javho. Kha vha sumbedze vhagudi uri vha shumisa hani suko la u tambisa uri vha kone u fara magumo a zwitanda fhethu huthihi.

Mbudziso dzi gaidaho:

- ★ Ndi tshivhumbeode tshine na vha natsho?
- ★ Ni toda zwitanda zwingana uri ni ite tshivhumbeo itshi?
- ★ Ni nga shandukisa tshivhumbeo tshanu tsha vha thofunderaru/thofundeina/tshikwea?

4. **Tshivhumbeo tsha Bingo:** Vhagudi vha shuma nga vhavhilihavhili. Kha vha nee vhagudi vhavhilihavhili bodo ya Bingo na magaraa a tshivhumbeo. Kha vha bule dzina na saizi zwa tshivhumbeo tsha bodo ya Bingo, sa tsumbo, tshitendeledzi tshihulwane, thofunderaru thukhu. Arali vhagudi vha na tshivhumbeo tsha saizi iyi vhukati ha magaraa e vha newa, kha vha li vhee kha tshibujoko tshi fanaho na bodo ya Bingo.



Kha vha tole uri vhagudi vha a kona u:

- vhalela zwithu 1–10
- tandulula thaidzo nga u tou amba nga nomboro 0–10
- topola zwidodombedzwa zwo vhalaho zwa tshivhumbeo – muvhala, tshivhumbeo, saizi
- fanyisa zwivhumbeo
- kopa zwivhumbeo



TIP

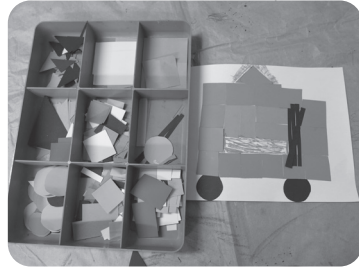
Link this activity to the theme for the week.

Workstation 1

What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- Crayons
- A4 page per learner

Learners glue the shapes onto the paper to make pictures/designs.



Workstation 2

What you need

- Shape templates cut out of sponge or Styrofoam
- Paper – 1 piece per learner
- Paint in shallow dishes
- Plastic mat
- Aprons

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



Workstation 3

What you need

- Shape pattern cards – 1 per learner
- Attribute blocks (*Resource Kit*)

Learners choose a shape pattern card and use attribute blocks to copy the patterns.

Workstation 4

What you need

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

Learners complete puzzles according to their ability.

NGELETSHEDZO

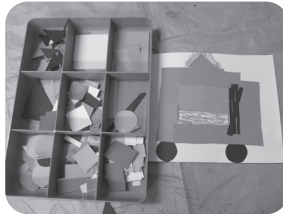
Kha vha tume iyi nyito na thero ya vhege.

Tshiṭitshi tsha u shumela tsha 1

Zwine vha ḡo ṭḡa

- Zwivhumbeo zwa mabambiri a mivhala yo fhambanaho (tshitendeledzi, tshikwea, ṭhofunderaru, ṭhofundeina) nga saizi dzo fhambanaho
- Dzikhirayoni
- Bammbiri
- Guḷuu
- Siaṭari ḷa A4 mugudi muṅwe na muṅwe

Vhagudi vha nambatedza zwivhumbeo nga guḷuu kha bammbiri uri vha ite zwifanyiso/dzidizaini.



Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḡo ṭḡa

- Themphuḷeithi dza tshivhumbeo dzo gerwaho u bva kha tshipontshi
- Bammbiri – tshipiḡa 1 mugudi muṅwe na muṅwe
- Pennde kha zwidongo zwi songo tsesaho
- Methe wa puḷasiṭiki
- Dziapuroni

Vhagudi vha kwanyeledza themphuḷeithi dza tshivhumbeo kha pennde vha dzi kwanyeledza kha bammbiri uri vha ite dzidizaini dza tshivhumbeo.



Tshiṭitshi tsha u shumela tsha 3

Zwine vha ḡo ṭḡa

- Magaraṭa a phetheni dza zwivhumbeo – 1 mugudi muṅwe na muṅwe
- Zwiḃuḷoko zwa zwidodombedzwa (*Khithi ya Zwishumiswa*)

Vhagudi vha nanga garaṭa ḷa phetheni ya tshivhumbeo vha shumisa zwiḃuḷoko zwa zwidodombedzwa u kopa phetheni.

Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḡo ṭḡa

- Phazili dza zwipiḡa zwa fumbiliṅa (siaṭari ḷa 223)
- Munangekanyo wa dziṅwe phazili

Vhagudi vha fhedzisa phazili u ya nga vhukoni havho.

Content Area Focus: Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Pictograph using an increased set of data

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Problem solving 1–10
- More, fewer, equal
- Estimating
- Collect, sort and represent collection of objects
- Analyse and report on data

New maths vocabulary

maybe

possible

sure

Getting ready

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

- name cards for months of the year from January to December (8 cm wide)
- learners' name and date of birth cards (8 cm wide)
- 2 trays: one labelled with 'hard' and a picture of a pencil; one labelled with 'soft' and a picture of a tissue
- a poster-sized page divided into 4 blocks. Label each block by drawing a simple outline picture of a car, person, plant or animal in one corner (see page 182) – 1 poster per group
- 11 containers (for example, yoghurt cups) each labelled with a number from 0 to 10



- 4 colours of playdough
- collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- a strip with pictures of 6 fruits – 1 per learner
- A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222).

Sia ǀa Magudiswa ǀo Sedzwaho: U shuma na Data

Thero

- U kuvhanganya na u khethekanya zwithu
- U imela khuvhanganyo dza zwithu dzo khethekanywaho
- U haseledza na u vhiga nga khuvhanganyo dza zwithu dzo khethekanywaho

Nǀivho ntswa

- Girafu ya zwifanyiso vha tshi shumisa sete ya data yo engedzwaho

Nǀowedzo

- U vhalela ha mutevhetsindo: u ya phanda 0–20 na u fhira, u humela murahu 10–0
- U vhalela zwithu 1–10
- U tevhokanya nomboro 1–10
- U tandulula thaidzo 1–10
- Zwinzhi, zwiṭuku, eḡana
- U anganyela
- U kuvhanganya, u khethekanya na u imela khuvhanganyo ya zwithu
- U saukanya na u vhiga data

ǀivhaipfi ntswa ya mbalo

khamusi

konadzea

ngoho

U dilugisela

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

- magaraṭa a madzina a miṅwedzi ya ṅwaha u bva Phando u swika Nyendavhusiku (u aṭama ha 8 cm)
- magaraṭa a madzina a vhagudi na ḡuvha ǀa mabebo (u aṭama ha 8 cm)
- ṭhireyi 2: nthihi yo leibeliwa nga 'konḡa' na tshifanyiso tsha penisela; nthihi yo leibeliwa nga 'thethe' na tshifanyiso tsha bambiri ǀa bungani
- siaṭari ǀa saizi ya phositara ǀo khethekanywa ǀa bva zwiḡuḡoko 4. Kha vha leibele tshibuḡoko tshiṅwe na tshiṅwe nga u ola mutalo wa tshifanyiso tsha moḡoro, muthu, tshimela kana phukha kha khuḡa nthihi (kha vha lavhelese siaṭari ǀa 183) – phositara 1 tshigwada tshiṅwe na tshiṅwe
- zwifaredzi zwa 11 (sa tsumbo, khaphu dza yogathi) iṅwe na iṅwe yo leibeliwa nga nomboro u bva kha 0 u ya kha 10
- suko ǀa u tambisa ǀa mivhala 4
- khuvhanganyo ya tshakha ṅṅa dza zwithu zwiṭuku zwo fhambanaho, sa tsumbo, maganda, vhutanda, maṭari, vhutombwana
- tshiṭiripi tshi re na zwifanyiso zwa mitshelo ya 6 – 1 mugudi muṅwe na muṅwe
- giridi ya mitshelo ya A4 i re na zwifanyiso zwa mitshelo ya 6 na rou 5 – 1 mugudi muṅwe na muṅwe (siaṭari ǀa 222).



Whole class activities

Day 1

What you need

- Song: *Months of the year* (page 200)
- Birthday chart
- Seasons chart
- Weather charts

1. **Song:** Sing the song, *Months of the year*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in a circle. They jump into the circle if they brushed their teeth with the brand of toothpaste named.

Guiding questions:

- ★ Jump into the circle if you brushed your teeth with Colgate/Aquafresh/Mentadent P this morning.
- ★ Do you think there are more/fewer than 10 learners inside the circle? Count the learners inside the circle.
- ★ Was your estimation close?

4. **Collecting and sorting data:** Together look at the birthday chart.

Guiding questions:

- ★ How many months are there in the year?
- ★ How many months are cold/hot/rainy? How do you know?
- ★ How do we know which month we are in now?
- ★ How many birthdays are there on our chart? How do you know? Point to the various months and ask learners to name them.
- ★ How do you know the name of this month?
- ★ Which month comes after/before _____?

Sing the song, *Months of the year* again and ask learners to raise both hands when they hear the month in which they were born.

Ask a learner to point to each month. Learners stand if their birthday is in the month which is pointed to.

- ★ Which month do you think has the most birthdays? How do you know?

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

Day 2

What you need

- Song: *I can sort* (page 200)
- 12 months of the year name cards

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

Ask learners to bring toothpaste boxes to place on the maths table to sort.



TIP

Ask learners to suggest questions they would like to ask.

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Luimbo: *Miñwedzi ya ñwaha* (siafari la 201)
- Tshati ya khalañwaha
- Tshati ya mutsho
- Tshati ya maḍuvha a mabebo

NGELETSHEDZO

Kha vha humbele vhagudi uri vha de na mabogisi a tshisibe tsha u tamba mano uri vha a vhee kha tafula ya mbalo u itela u khethekanya.

NGELETSHEDZO

Kha vha humbele vhagudi u dzinginya mbudziso dzine vha tama u vhudzisa.

1. **Luimbo:** Kha vha imbe luimbo, *Miñwedzi ya ñwaha*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Vhagudi vha ima vho ita tshitendeledzi. Vha fhufhela ngomu ha tshitendeledzi arali vho tamba mano nga lushaka lwa tshisibe tsha u tamba mano tsho bulwaho.

Mbudziso dzi gaidaho:

- ★ Fhufhelani ngomu ha tshitendeledzi arali no tamba mano anu nga Colgate/Aquafresh/Mentadent P matsheloni a namusi.
- ★ Ni humbula uri hu na vhagudi vhanzhi/vhaṭuku kha 10 ngomu ha tshitendeledzi?

Kha vha vhalele vhagudi vha re ngomu ha tshitendeledzi.

- ★ Nyanganyelo yanu yo vha i tsini?

4. **U kuvhanganya na u vhekanya data:** Vhothe vha lavhelesa kha tshati ya maḍuvha a mabebo.

Mbudziso dzi gaidaho:

- ★ Hu na miñwedzi mingana kha ñwaha?
- ★ Ndi miñwedzi mingana i rotholaho/fhisaho/ya mvula? Ni zwi divha hani?
- ★ Ri zwi divha hani uri ri kha ñwedzi ufho zwino?
- ★ Hu na maḍuvha a mabebo mangana kha tshati yashu? Ni zwi divha hani?

Kha vha sumbe kha miñwedzi yo fhambanaho vha humbele vhagudi u bula iyo miñwedzi.

- ★ Ni divha hani dzina la uno ñwedzi?
- ★ Ndi ñwedzi ufho u daho phanda ha/murahu ha _____?

Kha vha imbe luimbo, *Miñwedzi ya ñwaha* hafhu vha humbele vhagudi u imisa zwanda zwavho zwothe musi vha tshi pfa ñwedzi we vha bebwa ngawo.

Kha vha humbele mugudi uri a sumbe ñwedzi muñwe na muñwe. Vhagudi vha a ima arali duvha lavho la mabebo li kha ñwedzi wo sumbwaho.

- ★ Ndi ñwedzi ufho une na humbula uri u na maḍuvha a mabebo manzhisa? Ni zwi divha hani?

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

Duvha la 2

Zwine vha do toda

- Luimbo: *Ndi nga khethekanya* (siafari la 201)
- Magaraṭa a madzina a miñwedzi ya 12 ya ñwaha

1. **Luimbo:** Kha vha imbe luimbo, *Ndi nga khethekanya*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.



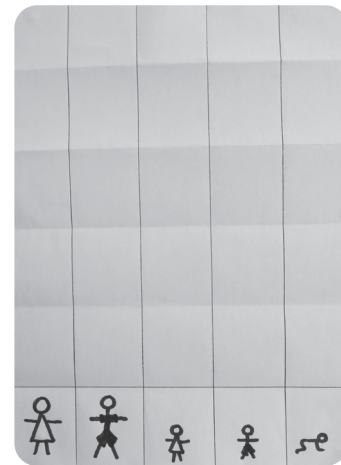
TIP

Design and illustrate a page for learners to take home to collect data about their families.

3. **Counting objects 1–10:** Repeat the activity from Day 1, but with a focus on the learners' families.

Guiding questions:

- ★ Jump into the circle if you have older/younger brothers/sisters, grannies/aunts living with you.
- ★ Do you think there will be more learners in the group who have cousins living with them than the group of learners who don't?
- ★ Was your estimation close?



4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months in order.

Guiding questions:

- ★ Which month comes first?
The learner holding that card stands first.
 - ★ Which month should be placed next/last?
 - ★ Which month comes before/after the month that your birthday is in?
- Repeat with other learners.

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

Day 3

What you need

- Song: *I can sort* (page 200)
- 12 months of the year cards
- A drum
- Prestik

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you have a dog/cat/chicken/fish at home.
- ★ Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and representing data:** Place the 12 months of the year cards in order with space in between for the learners to arrange themselves in line next to these. Play the drum for learners to move freely. When the music stops, the learners line up next to the month in which they were born. They sit in a line facing their card.



TIP

Discuss a way to record and represent which animals the learners have at home.

NGELETSHEDZO

Kha vha dizaine na u ola siaṭari u itela uri vhagudi vha yo kuvhanganya data ya miṭa yavho hayani.



3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Duvha 1a 1, vho sedzesa kha miṭa ya vhagudi.

Mbudziso dzi gaidaho:

- ★ Fhuffhelani ngomu ha tshitendeledzi arali ni na vha komana/vharathu/khaladzi, vhomakhulu/vhomakhadzi vhane vha dzula na inwi.
- ★ Ni humbula uri hu ḁo vha na vhagudi vhanzhi tshigwadani vha re na vhazwala vhane vha dzula navho u fhira tshigwada tsha vhagudi vha sa dzuli navho?
- ★ Nyanganyelo yaṅu yo vha i tsini?

4. **U tevhekanya miṅwedzi:** Vhagudi vha dzula vho ita tshirendeledzi. Kha vha phaḁaladze magaraṭa a miṅwedzi ya 12 ya ṅwaha vhukati. Kha vha nange mugudi ane u na ḁuvha 1a mabebo kha ṅwedzi wa u thoma wa ṅwaha. U sumba ṅwedzi kha tshati ya ḁuvha 1a mabebo. Kha vha humbele vhaṅwe vhagudi vho fhambanaho u dzhia miṅwedzi yo sumbiwaho. Kha vha dzinginye uri vha vhee miṅwedzi nga u tevhekana.

Mbudziso dzi gaidaho:

- ★ Ndi ṅwedzi ufho u ḁaho mathomoni? Mugudi o faraho garaṭa ilo u ima u thoma.
- ★ Ndi ṅwedzi ufho une wa fanela u vhewa u tevhele/mafhedziseloni?
- ★ Ndi ṅwedzi ufho u ḁaho murahu ha/phanda ha ṅwedzi wa ḁuvha 1aṅu 1a mabebo?

Kha vha dovholole nga vhaṅwe vhagudi.

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

Duvha 1a 3

Zwine vha ḁo ṭoḁa

- Luimbo: *Ndi nga khethekanya* (siaṭari 1a 201)
- Murumba
- Magaraṭa a miṅwedzi ya 12 ya ṅwaha
- Tshinambatedzi

NGELETSHEDZO

Kha vha haseledze ṅḁila ya u rekhoda na u imela uri ndi phukha dzifho dzine vhagudi vha vha nadzo hayani.



1. **Luimbo:** Kha vha imbe luimbo, *Ndi nga khethekanya*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Duvha 1a 1.

Ndaela dzi gaidaho:

- ★ Fhuffhelani ngomu ha tshitendeledzi arali ni na mmbwa/tshimange/khuhu/khovhe hayani.
- ★ Kha vha vhalele vhagudi vhane vha fhufhela tshitendeledzini vha vha vhudzise mbudziso dzi tshimbilelanaho.

4. **U kuvhanganya, u khethekanya na u imela data:** Kha vha vhee magaraṭa a miṅwedzi ya 12 ya ṅwaha nga u tevhekana hu na tshikhala vhukati hao u itela uri vhagudi vha ḁidzudzanye nga muduba tsini ha ayo magaraṭa. Kha vha lidze murumba u itela uri vhagudi vha tshimbile vho vhofoholowa. Musi muzika u tshi ima, vhagudi vha ita muduba tsini na ṅwedzi we vha bebwa ngawo. Vha dzula nga muduba vho lavhelesa garaṭa 1avho.

Guiding questions:

- ★ How many learners were born in the same month as you?
- ★ Which month/s were the most/least learners born in?
- ★ How do you know?
- ★ Which month has the most birthdays? How do you know?

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

Day 4

What you need

- Song: *I can sort* (page 200)
- Learners' name cards with their date of birth
- 12 months of the year cards placed on the wall with spaces in between

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you woke up this morning before the sun came up.
- ★ Jump into the circle if you went to sleep last night before the adults in your home did.

Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and organising data:** Learners sit in a circle. Place their name cards in the middle. A few learners at a time fetch their name cards. Once all learners have their name card they sit in groups with others who have a birthday in the same month.

Guiding questions:

- ★ Can you sit in order of who has a birthday first, second, and so on, in the month?

Learners take turns to put up their name cards in order according to their date of birth. Learners' name cards must be placed one above the other without spaces in between.



TIP

Learners can draw their face next to their name.



Mbudziso dzi gaidaho:

- ✦ Ndi vhagudi vhangana vho bebwaho nga n'wedzi muthihi u fana na inwi?
- ✦ Ndi mi/n'wedzi ufho he ha bebwa vhagudi vhanzhi/vhaṭuku?
- ✦ Ni zwi ḡivha hani?
- ✦ Ndi n'wedzi ufho une wa vha na maḡuvha a mabebo manzhisa? Ni zwi ḡivha hani?

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

Ḋuvha Ḳa 4

Zwine vha ḡo ṭoḡa

- Luimbo: *Ndi nga khethekanya* (siatari Ḳa 201)
- Magaraṭa a madzina a vhagudi a re na maḡuvha avho a mabebo
- Magaraṭa a miṅwedzi ya 12 ya n'waha o vheva kha luvhondo a na zwikhala vhukati hao

1. **Luimbo:** Kha vha imbe luimbo, *Ndi nga khethekanya*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Ḋuvha Ḳa 1.

Ndaela dzi gaidaho:

- ✦ Fhuffhelani ngomu ha tshitendeledzi arali no vuwa ano matsheloni ḡuvha Ḳi sa athu bva.
- ✦ Fhuffhelani ngomu ha tshitendeledzi arali no ya u eḡela madekwe phanḡa ha musi vhaaluwa vha hanu vha tshi eḡela.

Kha vha vhalele vhagudi vhane vha fhuffhela ngomu ha tshitendeledzi vha vha vhudzise mbudziso dzi tshimbilelanaho.

4. **U kuvhanganya, u khethekanya na u dzudzanya data:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha vhee magaraṭa a madzina avho vhukati. Vhagudi vha si gathi nga muthihimuthihi vha dzhia magaraṭa a madzina avho. Musi vhagudi vhoṭhe vha na magaraṭa a madzina avho vha dzula nga zwigwada na vhaṅwe vha re na maḡuvha a mabebo kha n'wedzi muthihi na wavho.

Mbudziso dzi gaidaho:

- ✦ Ni nga dzula nga u tevhekana u ya ngauri ndi nnyi ane ḡuvha Ḳawe Ḳa mabebo Ḳa ḡa mathomoni, vhuvhili, ngauralongauralo, n'wedzini?

Vhagudi vha sielisana u vhea magaraṭa a madzina avho nga u tevhekana u ya nga maḡuvha avho a mabebo. Magaraṭa a madzina a vhagudi a fanela u vheva Ḳithihi nṅha ha Ḳiṅwe hu si na zwikhala vhukati hao.

NGELETSHEDZO
Vhagudi vha ola zwifanyiso zwavho tsini na madzina avho.



5. **Reading, interpreting and reporting on data:** Talk about the pictograph.



TIP

The birthday chart should be on the classroom wall so that learners can engage with it.

Guiding questions:

- ★ What can you tell me about this graph?
 - ★ What difference will it make if I add my name to the chart in the month of _____?
 - ★ What is the same/different about this graph and the birthday chart?
 - ★ Is there a month with no birthdays? Which one is it?
 - ★ Which month has the fewest/same number/most birthdays? How do you know?
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *I can sort* (page 200)
- Poster 3
- Pictograph
- Toothpaste boxes (brought by learners)

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding questions:

- ★ Jump into the circle if you sleep alone/share a bed/share a room. Count the learners who jump into the circle and discuss. Look at and identify the toothpaste boxes on the maths table.
 - ★ How many Colgate/Aquafresh, and so on, boxes do you think there are?
- Count each group together.
- ★ How close were you in your estimation?
 - ★ Which group has more/fewer boxes?
4. **Reading, interpreting and reporting on data:** Discuss the birthday calendar on Poster 3.



TIP

Look at the season chart and your 12 calendar month weather charts (if you have kept these). Group them into seasons.

Guiding questions:

- ★ Do you see any months where they have the same number of names as our graph?
- ★ How many months have one/two birthdays?

5. **U vhala, u ŧalutshedzelela na u vhiga nga data:** Kha vha ambe nga girafu ya zwifanyiso.



NGELETSHEDZO

Tshati ya maḍuvha a mabebo i fanela u vha luvhondoni ngomu kiḷasini u itela uri vhagudi vha kone u i shumisa.

Mbudziso dzi gaidaho:

- ✦ Ni nga mmbudza mini nga iyi girafu?
 - ✦ Ndi phambano ifhio ine ya ḍo vha hone arali nda engedza dzina ḷanga kha tshati kha ḥwedzi wa _____?
 - ✦ Ndi zwifhio zwi fanaho/zwo fhambanaho nga girafu iyi na tshati ya maḍuvha a mabebo?
 - ✦ Hu na ḥwedzi u si na maḍuvha a mabebo? Ndi ufhio?
 - ✦ Ndi ḥwedzi ufhio u re na maḍuvha a mabebo maḷukusa/a tshivhalo tshi fanaho/manzhisa? Ni zwi ḍivha hani?
6. **Nyito dza tshigwada tshiḷuku:** Kha vha ḷaluse nyito dza tshiḷitshini tsha u shumela tshiḥwe na tshiḥwe.

Duvha ḷa 5

Zwine vha ḍo ḷoḍa

- Luimbo: *Ndi nga khethekanya* (siaḷari ḷa 201)
- Phositara ya 3
- Girafu ya zwifanyiso
- Mabogisi a tshisibe tsha u ḷamba mano (o ḍa na vhagudi)

1. **Luimbo:** Kha vha imbe luimbo, *Ndi nga khethekanya*.
2. **U vhalela ha mutevhetsindo:** 0–20 na u fhira, 10–0.
3. **U vhalela zwithu 1–10:** Kha vha dovholole nyito u bva kha Duvha ḷa 1.

Mbudziso dzi gaidaho:

- ✦ Fhufhelani ngomu ha tshitendeledzi arali ni tshi eḍela ni noḥe/eḍela na muḥwe mmbeteni/u kovhana lufhera.

Kha vha vhalele vhagudi vhane vha fhufhela ngomu ha tshitendeledzi vha haseledze.

Kha vha lavhelese kha na u topola mabogisi a tshisibe tsha u ḷamba mano kha ḷafula ya mbalo.

- ✦ Ndi mabogisi a Colgate/Aquafresh mangana, ngaauralongauralo, ane na humbula uri a hone?

Kha vha vhalele tshigwada tshiḥwe na tshiḥwe vhoḥe.

- ✦ Nyanganyelo yavho yo vha i tsini hani?
- ✦ Ndi tshigwada tshifhio tshi re na mabogisi manzhi/maḷuku?

4. **U vhala, u ŧalutshedzelela na u vhiga nga data:** Kha vha haseledze khaḷenda ya maḍuvha a mabebo i re kha Phositara ya 3.

Mbudziso dzi gaidaho:

- ✦ Ni khou vhona miḥwe ya miḥwedzi ine ya vha na tshivhalo tshi fanaho tsha madzina sa kha girafu yashu?
- ✦ Ndi miḥwedzi mingana i re na ḍuvha ḷa mabebo ḷithihi/mavhili?



NGELETSHEDZO

Kha vha lavhelese kha tshati ya khalaḥwaha na tshati ya mutsho ya miḥwedzi ya khaḷenda ya 12 yavho (arali vho vhulunga izwi). Kha vha zwi vhekanye nga dzikhalaḥwaha.

- ★ 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.

- ★ Ndi miñwedzi mingana kha girafu yashu i re na ðuvha ɓa mabebo ɓithihi/mavhili?
 - ★ Ndi ñwedzi ufhiu u re na maðuvha a mabebo manzhisa? Ni zwi ðivha hani?
5. **U tandulula thaidzo:** Kha vha lavhelese girafu ya zwifanyiso vhothe vha vhudzise mbudziso.
- Mbudziso dzi gaidaho:**
- ★ Hu na vhagudi vha _____ vho bebwaho nga Ṭhafamuhwe. Arali vhagudi vhaswa vhararu vho bebwaho nga ñwedzi wa Ṭhafamuhwe vha ða kɓasini yashu, ndi madzina mangana ane a ðo vha hone kha Ṭhafamuhwe?
 - ★ Vhagudi vha _____ vho bebwa nga Shundunthule. Vhavhili vha vhagudi avha a vho ngo ða tshikoloni ñamusu. Ndi vhagudi vhangana vho bebwaho nga Shundunthule vha re hone tshikoloni?
 - ★ Muñwe na muñwe wa miñwedzi miraru u na maðuvha a mabebo mavhili. Ndi maðuvha a mabebo mangana ane iyi miñwedzi ya vha nao o ṭangana othe?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza tshiṭitshini tsha u shumela tshiñwe na tshiñwe.

U ṭanganelana

Luambo Iwa Hayani: U thetshesela na u Amba: u kovhana mihumbulo, u tandulula thaidzo na u ṭalutshedza thandululo; U bveledzisa u Vhala na u Nwala: u pfesesa uri tshiga tshi imela zwiñwe zwithu.

Zwikili zwa Vhutshilo: U khethekanya zwithu, u kuvhanganya mafhungo u itela u tandulula thaidzo.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanḁa nga mugudisi

Zwine vha ðo ṭoḁa

- Tshidongo mugudi muñwe na muñwe tshi re na:
 - Zwithu zwa u vhalela ngazwo zwa mitshelo zwa 10 (phaṭhekhanyo dzo fhambanaho dza mugudi muñwe na muñwe dzi sa fhiri tshakha 5 dza mitshelo ifhio na ifhio)
 - Khirayoni tswuku, ya lutombo, dala, ya phephuḁu, ya ṭaḁa, na ya muvhala wa swiri
- Tshiṭiripi tshi re na zwifanyiso zwa mitshelo zwa 6 – 1 mugudi muñwe na muñwe
- Tshifaredzi tsha zwiḁuḁoko zwa Yunifikisi
- Giridi ya mitshelo ya A4 i re na zwifanyiso zwa mitshelo zwa 6 na rou 5 – 1 mugudi muñwe na muñwe (siaṭari ɓa 222)

1. **U tandulula thaidzo:** Kha vha haseledze thaidzo dza ipfi na vhagudi.
- Mbudziso dzi gaidaho:**
- ★ ðuvha ɓiñwe na ɓiñwe Thami u ɓa muomva muthihi. Malusi na Laylah vha ɓa miomva mivhili muñwe na muñwe wavho. Ndi miomva mingana ine Khotsi vha fanela u renga ðuvha ɓiñwe na ɓiñwe u itela vhana muṭani wavho?
2. **U vhalela zwithu 1–10:** Vhagudi vha lavhelesa zwithu zwavho zwa u vhalela ngazwo zwa mitshelo.
- Mbudziso dzi gaidaho:**
- ★ Ndi mitshelo mingana ine na humbula uri ni nayo?
 - ★ Ni humbula uri muñwe na muñwe u na tshivhalo tshi fanaho tsha mitshelo? Mugudi muñwe na muñwe u anganyela a konaha u vhalela mitshelo yawe.
3. **U khethekanya zwithu:** Vhagudi vha vhea zwithu zwavho zwa u vhalela ngazwo nga zwigwada u ya nga tshakha dzo fhambanaho dza mitshelo.

Guiding questions:

- ★ How many different types of fruit do you have?
- ★ Do you all have the same number of each fruit? How do you know?

Learners place their fruits above the matching fruit picture on their strips.

- ★ Which fruit do you have the most/fewest of?
- ★ Who has the same number of bananas?
- ★ Which fruit is the biggest and takes up the most space?
- ★ The grapes are bigger than the bananas. What do we need to do when we place these in a line to make sure that we can see which group has the most/fewest?
- ★ What else could we use to show how many of each fruit we have?

Learners make towers from Unifix blocks above the pictures of the fruit to represent their groups of fruit.

Compare and discuss learners' Unifix towers.

4. **Game – representing groups and analysing:** Learners take a handful of fruit from their pile. They sort these and colour in blocks on their grids according to the number of each fruit. The game is over when a learner completes a column.

Guiding questions:

- ★ How many blocks did you colour yellow for bananas?
- ★ Does anyone have more/fewer blocks coloured for their bananas?
- ★ If you had taken one more banana, how many blocks would you have coloured yellow?



Check that learners are able to:

- represent data by arranging objects to match illustrations
- represent data by colouring in blocks
- know 'how many' based on data represented
- compare data and answer related questions

Workstation 1



What you need

- A collection of hard and soft objects
- Paper and crayons
- 2 trays: one labelled 'hard'; one labelled 'soft'
- Scissors

Learners sort objects into those that are hard and those that are soft. They discuss other ways they could sort them. They draw pictures of hard and soft objects then cut them out and place them on the trays.

Mbudziso dzi gaidaho:

- ★ Ndi tshakha nngana dzo fhambanaho dza mitshelo dzine na vha nadzo?
- ★ Nothe ni na tshivhalo tshi fanaho tsha mutshelo muñwe na muñwe? Ni zwi ñivha hani?

Vhagudi vha vhea mitshelo yavho ntha ha tshifanyiso tsha mutshelo u fanaho kha zwiñiripi zwavho.

- ★ Ndi mutshelo ufhio une na vha na minzhisa/miñukusa yawo?
- ★ Ndi nnyi a re na tshivhalo tshi fanaho tsha miomva?
- ★ Ndi mutshelo ufhio u re muhulwanesa nahone u no dzhia vhunzhi ha tshikhala?
- ★ Ndirivhe ndi khulwane kha miomva. Ri fanela u ita mini musi ri tshi vhea izwi kha muduba u khwañisedza uri ri nga kona u vhona uri ndi tshigwada tshifhio tshi re na minzhisa/miñukusa?
- ★ Ndi zwifhio zwiñwe zwine ri nga shumisa u sumbedza uri ndi mingana ya mutshelo muñwe na muñwe ine ra vha nayo?

Vhagudi vha ita thawara nga zwiñulo zwa Yunifikisi ntha ha zwifanyiso zwa mutshelo u imela tshigwada tshavho tsha mutshelo.

Kha vha vhambedze na u haseledza thawara dza Yunifikisi dza vhagudi.

4. **Mutambo – u imela zwiñwada na u saukanya:** Vhagudi vha dzhia mitshelo i ñadzaho tshanña u bva kha thulwi yavho. Vha khethekanya izwi na u dzhenisa muvhala zwiñulo zwi re kha giridi dzavho u ya nga tshivhalo tsha mutshelo muñwe na muñwe. Mutambo u fhela musi mugudi a tshi fhedza kholumu.

Mbudziso dzi gaidaho:

- ★ Ndi zwiñulo zwingana zwe na dzhenisa muvhala nga wa muña u itela miomva?
- ★ Hu na ane a vha na zwiñulo zwinzhi/zwiñuku zwo dzheniswaho muvhala wa miomva yawe?
- ★ Arali no vha no dzhia muomva muthihi, ndi zwiñulo zwingana zwe na vha ni tshi ño vha no zwi dzhenisa muvhala wa muña?



Kha vha ñole uri vhagudi vha a kona u:

- imela data nga u dzudzanya zwithu u itela u fanyisa zwifanyiso
- imela data nga u dzhenisa muvhala kha zwiñulo
- ñivha uri 'ndi zwingana' ho sedzwa data yo imelwaho
- vhambedza data na u fhindula mbudziso dzi tshimbilelanaho

Tshiñtshi tsha u shumela tsha 1



Zwine vha ño ño

- Khuvhanganyo ya zwithu zwi konño na zwitete
- ñhreyi 2: nthihi yo leibeliwa 'zwi konño'; nthihi yo leibeliwa 'zwitete'
- Bammbiri na dzikhirayoni
- Zwiñero

Vhagudi vha khethekanya zwithu u ya nga zwiñw zwi konño na zwiñw zwitete. Vha haseledza dziñwe ñila dzine vha nga zwi khethekanya ngadzo. Vha ola zwifanyiso zwa zwithu zwi konño na zwitete vha zwi gera vha zwi vhea kha ñhreyi.



TIP

Add small cards and kokis for learners to write number symbols to add to the containers.

Workstation 2

What you need

- 11 containers, for example, yoghurt cups labelled with numbers
- 8 sets of number symbols 0–10 (*Resource Kit*)

Place the number symbols in a pile on a tray. Learners sort these into the matching containers. They then count to check that each container has eight number symbols.

Workstation 3

What you need

- A poster-sized page divided into 4 labelled blocks
- Magazines
- Scissors – 1 pair per learner
- Glue

Learners cut out pictures of different cars, people, plants and animals and paste them in the appropriate block on the poster.



Workstation 4

What you need

- 4 colours of playdough
- Collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- 4 plastic or polystyrene trays

Place all the small objects in a single pile and ask learners to sort them into the four trays. They use playdough to make cupcakes and then choose items from the trays to decorate their cupcakes. Each cupcake should be decorated with items from one of the trays.



TIP

Learners can create an additional cookie and decorate it according to their own description of their collection of objects. This can be discussed during snack time.



NGELETSHEDZO

Kha vha engedze magaraṭa maṭuku na dzikhokhi uri vhagudi vha ṅwale zwiga zwa nomboro zwine vha ḑo engedza kha zwifaredzi.

Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḑo ṭḑa

- Zwifaredzi zwa 11, sa tsumbo, khaphu dza yogathi dzo leibeliwa nga nomboro
- Sete dza 8 dza zwiga zwa nomboro 0–10 (*Khithi ya Zwishumiswa*)

Kha vha vhee zwiga zwa nomboro zwo ita thulwi kha ṭṭireyi. Vhagudi vha khethekanya izwi u ya nga zwifaredzi zwi fanaho nazwo. Vha konaha u vhalela u itela u vhona uri tshifaredzi tshiṅwe na tshiṅwe tshi na zwiga zwa nomboro zwa malo.

Tshiṭitshi tsha u shumela tsha 3

Zwine vha ḑo ṭḑa

- Siaṭari ḑa saizi ya phositara ḑo khethekanywa nga zwiḑuḑoko 4 zwo leibeliwa
- Zwigero – 1 mugudi muṅwe na muṅwe
- Mimagazini
- Guḑuu



Vhagudi vha gera zwifanyiso zwa mimoḑoro, vhathu, zwimela na phukha zwo fhambanaho vha zwi nambatedza kha tshibuḑoko tsho teaho kha phositara.

Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḑo ṭḑa

- Mivhala 4 ya suko ḑa u tambisa
- Khuvhanganyo ya zwithu zwiṅa zwo fhambanaho zwiṭuku, sa tsumbo, maganda, vhutanda, maṭari, dzithombwana
- Puḑasiṭiki kana ṭṭireyi dza phoḑisiṭerini 4

NGELETSHEDZO

Vhagudi vha sika tshikokisi tsha u engedzedza vha tshi khavhisa u ya nga ṭṭhaluso yavho vhone vhaṅe ya khuvhanganyo yavho ya zwithu. Izwi zwi nga haseledzwa nga tshifhinga tsha zwiḑiwa.

Kha vha vhee zwithu zwiṭuku zwoṭṭhe zwi ite thulwi nthihi vha humbele vhagudi u zwi khethekanya kha ṭṭireyi ṅṅa. Vha shumisa suko ḑa u tambisa u ita khekhe dza khaphuni vha kona u nanga zwithu u bva kha ṭṭireyi u itela u khavhisa khekhe dza khaphuni dzavho. Khekhe ya khaphuni iṅwe na iṅwe i fanela u khavhiswa nga zwithu zwine zwa bva kha nthihi ya ṭṭireyi.



U linga

Kotara ya 4: Tsumbo ya Rekhodo ya u Linga hu yaho Phanḁa

Khii	NOMBORO, TSWAYO NA VHUSHAKA	MAHUMBULWA
<p>✓ = u kona</p> <p>● = u kona huḁuku</p> <p>x = ha athu kona</p>	<p>U vhalala zwithu: 1–10</p> <p>U vhalala ha mutevhetsindo u ya phanḁa: 0–20 na u fhira</p> <p>U vhalala u ya murahu: 10–0</p> <p>U vhalala nga mbilimbili</p> <p>U topola tshiga tsha nomboro na ipfinomboro: 9</p> <p>U topola tshiga tsha nomboro na ipfinomboro: 10</p> <p>U topola tshiga tsha nomboro na ipfinomboro: 0</p> <p>U ḁivha magaraḁa a zwifanyiso zwa nomboro na a zwithoma 0–10</p> <p>U vhona nomboro kha nyimele dzo ḁoweleaho</p> <p>U topola na u ḁalusa mbalosia 0–10</p> <p>U vhambedza nomboro: nzhi kha – ḁukhu kha – eḁana na; nzisa – dzi si gathi; zwinzhi – zwiluku</p> <p>U tevhekanya (tevhekanyo) nomboro u bva kha ḁukhusesa u ya kha khulwanesa na khulwanesa u ya kha ḁukhusesa 1–10</p> <p>U pŕesesa nomboro tevhekano: ya u thoma, ya vhuvhili, ya vharu, ya vhuḁa, ya vhuḁanu, ya vharathi</p> <p>U ḁalutshedza kuhumbulele kwawe nga maipfi na nga nyolo kana zwithu zwi fareaho</p> <p>U tandulula thaidzo a tshi shumisa zwithu zwi fareaho kana ḁeri ya nomboro: 0–10</p> <p>U engedza na u ḁusa nga u tou amba a tshi shumisa zwithu zwi fareaho: 0–10</p> <p>U fhambanya vhukati ha nzhi kha, ḁukhu kha na eḁana na</p> <p>U vhona mangwende na tshede ya bammiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>U topola mangwende na tshede ya bammiri ya Afrika Tshipembe: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p>	<p>U khouda ha u fhedzela</p>
<p>Madzina a vhagudi</p> <p>Datumu</p>		

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Copies, extends and creates own auditory patterns</p> <p>Creates own pattern</p> <p>Understands the game, 'hopscotch'</p>	<p>Able to build at least a twenty-four-piece puzzle</p> <p>Recognises the line of symmetry in objects</p> <p>Follows directions: forward and backward; up and down; upwards and downwards; left and right</p> <p>Recognises and identifies the circle, triangle, square and rectangle</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D shapes according to similarities and differences</p>	<p>Measures and compares objects according to length, mass and capacity and volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p> <p>(Length) Understands that objects are also measured by using a tape measure</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Collects, sorts and represents data according to one attribute</p> <p>Analyses data using questions</p> <p>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
<p>Learners' names</p>	<p>Date</p>				

Khii	PHETHENI, FANKISHENI NA ALJIZHEBURA	TSHIKHALA NA TSHIVHUMBEO (DZHOMEŦIRI)	MUJEO	U SHUWA NA DATA	MAHUMBULWA
<p>✓ = u kona</p> <p>● = u kona hutuku</p> <p>X = ha athu kona</p>	<p>U topola phetheni dzi sa konḡi dzi dovhololaho</p> <p>U kopa na u engedza phetheni dzi sa konḡi dzi dovhololaho</p> <p>U kopa, u engedza na u sika phetheni dzawe dza mudvumo</p> <p>U sika phetheni dzawe</p> <p>U pfesesa mutambo, 'tseretserere'</p>	<p>U kona u fhaḡa phazili ya zwipiḡa zwa tumbilliḡa</p> <p>U vhona mutalo wa ndinganyahuvhiliḡa kha zwitihu</p> <p>U tevhelela masia: phaḡa na murahu; niḡa na fhasi; u gonya na u tsa; monde na tshauḡa</p> <p>U vhona na u topola tshitedededi, ḡofunderaru, tshikwea na ḡofundeḡa</p> <p>U ḡaisa, a khethekanya na u vhambedza zwitihu zwa 3-D u ya nga zwifanaho na zwo fhambanaho</p> <p>U ḡaisa, a khethekanya na u vhambedza zwivhumbeco zwa 2-D u ya nga zwifanaho na zwo fhambanaho</p> <p>U ela na u vhambedza zwitihu u ya nga vhlapfu, tshileme vhungomu na vojumu</p> <p>U fhambanya vukati ha tshihulwane, tshihulwanesa, tshihulusesa na tshihukusa, tshihukusesa</p> <p>(Vhulapfu) U pfesesa uri zwitihu zwi a elwa na nga u shumisa tḡeiphi ya u ela</p>	<p>U kuvhanganya zwitihu u ya nga saizi</p> <p>U vhekanya kuvhanganyo ya zwitihu</p> <p>U imele kuvhanganyo ya zwitihu</p> <p>U kuvhanganya, a vhekanya na u imele data u ya nga tshidodombedzwa tshithihi</p> <p>U saukanya data a tshi shumisa mbudziso</p> <p>U haseledza na u vhiga nga kuvhanganyo dza zwitihu dzo khethekanywaho</p>	<p>U khouda ha u fhedzisele</p>	
Madzina a vhagudi	Datumu				

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!

Zwishumiswa

Nyimbo, zwidade na zwiṭori

Vhege ya 1

Tshiṭori: *Tshiṭori tsha nomboro 9 (na themphuṭeithi ya tshati ya luvhondoni ya mbalo ya nomboro 9)*

Ha mbo tevhela Zwiṅoni zwa ṭahe. Zwo fhufha muyani maḍuvha manzhi zwi tshi khou ṭoda haya havhuḍi ho tsiredzeaho nahone hu dudelaho. Zwo isa phapha dzazwo nṭha na fhasi ḍuvha loṭhe, zwi tshi sedza hoṭhehoṭhe u itela fhethu hune zwi nga hu vhidza hayani.

Mafheleloni zwa wana nṅdu yavhuḍi nahone hu hayani. Zwiṅoni zwa ṭahe zwa kavha kha mafasiṭere zwa ṭolela ngomu. A hu na muthu a dzulaho afha nḍuni!

Zwiṅoni zwa shumisa milomo yazwo u kuvhanganya matheriala a u ita tshiga tsha nomboro 9 na ipfinomboro ṭahe, e zwa a nambatedza muṅangoni wa nga phanḍa. Tshiṅoni tshiṅwe na tshiṅwe tsha ita bele nthihi ya muṅangoni wa nga phanḍa.

Hu na lufhera luthihi lwa u eḍela ngomu nḍuni, fhedzi mashudu mavhuya zwiṅoni a zwi ṭodi mimbete. Zwi takalela u eḍela zwo tou dzula!

Zwiṅoni zwiraru zwa wana fasiṭere, Zwiṅoni zwiraru zwa kavha kha tshidulo ngeno Zwiṅoni zwiraru zwo dzula nṭha ha bavu. Zwa ṭharamudza mithenga yazwo u ita nguvho dzavhuḍi dzi dudelaho. Zwo neta lwe ha vha hu si na u imba hazwo – Zwiṅoni zwa ṭahe zwa eḍela vhusiku hoṭhe nahone zwa sa ṭavhanye u vuwa nga matshelonitsheloni u itela u fara mbungu dza vhuragane.

Mashudu mavhuya bele dza ṭahe dza muṅangoni dza lila musi Zwiṅoni zwi tshi khou pfa nḍala. Vhahura vhazwo vha vhuthu vho ima muṅangoni wa phanḍa vho fara mbungu dzi tamisaho, dzavhuḍi dzo nonaho u itela u ṭanganedza Zwiṅoni: Nḍou nthihi u bva nḍuni ya nomboro ya 1, Mbiḍi mbili u bva nḍuni ya nomboro ya 2, Vhuṭura vhuraru u bva nḍuni ya nomboro ya 3, Ṭhuḍwa nṅa u bva nḍuni ya nomboro ya 4, Ṭhoho ṭhanu u bva nḍuni ya nomboro ya 5, Masekwa a rathi u bva nḍuni ya nomboro ya 6, Zwiḍula zwa sumbe u bva nḍuni ya nomboro ya 7 na Mbevha dza malo u bva nḍuni ya nomboro ya 8.

Tshidade: *Khuhu ṭhukhu mbili*

Khuhu ṭhukhu mbili dzi khou ṭoda dziṅwe nnzhi
Ha mbo swika dziṅwe mbili dza mbo vha nṅa
Gidimelani tshikateni tsha pfulu, gidimelani hokoni
Gidimani zwikukwana, ni vhu ye lele ha mme phambo.

Khuhu nṅa ṭhukhu dzi khou ḍifusha
Ha mbo swika dziṅwe mbili dza mbo vha rathi
Gidimelani tshikateni tsha pfulu, gidimelani hokoni
Gidimani zwikukwana, ni vhu ye lele ha mme phambo.

Khuhu dza rathi ṭhukhu dzo dzula nṭha ha gethe
Ha mbo swika dziṅwe mbili dza mbo vha malo
Gidimelani tshikateni tsha pfulu, gidimelani hokoni
Gidimani zwikukwana, ni vhu ye lele ha mme phambo.

Khuhu dza malo ṭhukhu dzi gidimela ha mme
phambo

Ha mbo swika dziṅwe mbili dza mbo vha fumi
Gidimelani tshikateni tsha pfulu, gidimelani hokoni
Gidimani zwikukwana, ni vhu ye lele ha mme phambo.

Luimbo: *Vhusunzi vhu khou matsha nga vhuvhilivhuhili*

Vhusunzi vhu khou matsha nga vhuvhilivhuhili.
Huree! Huree!

Vhusunzi vhu khou matsha nga vhuvhilivhuhili.
Huree! Huree!

Vhusunzi vhu khou matsha nga vhuvhilivhuhili;
Lusunzi luthihi luṭuku lwa ima uri lu vhoṭhe
tshienda tshalwo,

Hoṭhe ha matsha vhu tshi tsa
Uri vhu bve mvulani.

Ngindi, ngindi, ngindi, ngindi!

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.

Vhege ya 2

Tshitori: Tshitori tsha nomboro 10 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya nomboro 10)

Notshi dza fumi dzo vha dzi tshi khou noña hothehothe duvha lothe dzi tshi khou nwa dzhusi – i vhidzwaho nunzwo – u bva maluvhani o nakaho u mona na kusi kwothe. Musi Notshi nthihi i tshi wana dzuvha li re na nunzwo i difhaho, i ita mutshino mutuku u itela u vhudza dziwe Notshi uri hu na zwiliwa afha tsini.

Notshi dzi fanela u wana haya nga u tsvhanya u itela uri dzi kone u ita mutoli u bva kha nunzwo ye dza kuvhanganya. Dza lavhelesa ndu ya u fhedzisela kha mutevhe dza dzhia tsho uri i nga vha thango yavhudisa – izwi ndi zwine notshi dza zwi vhidza uri ndi mahaya adzo.

Notshi ndi vhashumi vha biko nahone dzi ita mishumo yadzo zwavhudi, zwenezwo dza mbo thoma u shuma dzi tshi khou noña dzi kati na u lugisa thango na uri i vhe ya vhezilinzhili. Dzo ita munango wadzo wa phanda nga vhutanda vhu bvaho mirini. Tshiga tsha nomboro 10 na ipfinomboro fumi zwa vhwela munangoni wa phanda na bele dza 10. Notshi dza itela mafasitere adzo maxaradani nga matari madala, dza ita makhandela nga pfurapotshi nahone dza ita mutoli u itela vhusiku haswiswi. Notshi ya khosikadzi, i awela ngomu thangoni, ngeno dziwe Notshi dza vhashumi dza tsho dzi tshi khou shandula nunzwo ye dza kuvhanganya uri i vhe mutoli nahone u shelwe ngomu ha khali dza mutoli dza tsho. Nga matshelonitsheloni a li tevhelaho Notshi dzothe dza fumi dzi ambara dzhesi dzadzo dza mivhala ya tsho na mitswu na mabutswu adzo matswu dza isa khali ya mutoli nthihi kha muwe na muwe wa vhahura vhadzo vhaswa: Ndou nthihi u bva nduni ya nomboro ya 1, Mbiidi mbili u bva nduni ya nomboro ya 2, Vhukhohe vhuraru u bva nduni ya nomboro ya 3, Thudwa nga u bva nduni ya nomboro ya 4, Thoho thanu u bva nduni ya nomboro ya 5, Masekwa a rathi u bva nduni ya nomboro ya 6, Zwidula zwa sumbe u bva nduni ya nomboro ya 7, Mbevha dza malo u bva nduni ya nomboro ya 8 na Zwiqoni zwa tsho u bva nduni ya nomboro ya 9.

Luimbo: Notshi dza mutoli thukhu dza fumi

Notshi dza mutoli thukhu dza fumi dzi no khou noña hothehothe

Nthihi ya dzhena thangoni

Nthihi dzuvhani

Ndi notshi dza mutoli nngana dzi no khou noña hothehothe?

Ndi notshi dza mutoli thukhu dza malo dzo salaho zwino.

Notshi dza mutoli thukhu dza malo dzi no khou noña hothehothe

Nthihi ya dzhena thangoni

Nthihi dzuvhani

Ndi notshi dza mutoli nngana dzi no khou noña hothehothe?

Ndi notshi dza mutoli thukhu dza rathi dzo salaho zwino.

Notshi dza mutoli thukhu dza rathi dzi no khou noña hothehothe

Nthihi ya dzhena thangoni

Nthihi dzuvhani

Ndi notshi dza mutoli nngana dzi no khou noña hothehothe?

Ndi notshi dza mutoli thukhu nga dzo salaho zwino.

Notshi dza mutoli thukhu nga dzi no khou noña hothehothe

Nthihi ya dzhena thangoni

Nthihi dzuvhani

Ndi notshi dza mutoli nngana dzi no khou noña hothehothe?

Ndi notshi dza mutoli thukhu mbili dzo salaho zwino.

Notshi dza mutoli thukhu mbili dzi no khou noña hothehothe

Nthihi ya dzhena thangoni

Nthihi dzuvhani

Ndi notshi dza mutoli nngana dzi no khou noña hothehothe?

A hu tsho na notshi dza mutoli dzo salaho zwino.

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'.

Tshitori: *Thango*

Duvha liñwe na liñwe Notshi dza fumi dzi bva thangoni dzadzo dza ñoña dzi tshi khou tođana na maluvha. Liñwe ñuvha dzo fhufhela kulenyana ngomu ñakani he ha vha hu na miri milapfu. Dzo vha dzi tshi khou kona u pfa miungo ya u ñoña i no khou itwa nga dziñwe ñotshi nahone zwenezwi dzi tshi fhufhela tsini, dza vha dzi tshi khou kona u vhona thango nnzhi dzi tshi khou nembelela mirini. Dza vhona ñotshi nnzhinzi dzi tshi dzhena dzi tshi bva ngomu thangoni. Ho vha hu na ñotshi dzi sa vhalei. Kha ri ite unga zwithu zwa u vhalela ngazwo ndi ñotshi ngeno zwitibo zwanu zwi thango.

Vhege ya 3

Luimbo: *Mabođelo a fumi madala*

Mabođelo a fumi madala a khou nembelela kha luvhondo

Mabođelo a fumi madala a khou nembelela kha luvhondo

Nahone arali bođelo liñhi liđala la sokou ñiwela
Hu ño vha ho sala mabođelo a ñahe madala o
nembelela kha luvhondo.

*(Kha vha dovholole nga a ñahe, malo, sumbe,
rathi, mañanu, maña, mararu, mavhili)*

Bodelo liñhi liđala li khou nembelela kha luvhondo
Bođelo liñhi liđala li khou nembelela kha luvhondo
Nahone arali bođelo liñhi liđala la sokou ñiwela
Hu ño vha hu si na mabođelo madala o
nembelelaho kha luvhondo.

Tshitori: *Tshitori tsha nomboro 0 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya nomboro 0)*

Phukha dzothe zwino dzi dzula tsini na tsini dzo takala ngomu ñuni dzadzo. Dzo ita zwothe zwi konadzeaho uri dzi vhe na vhukonani na u thusana.

Liñwe ñuvha Ndo ya lavhelesa nña nga fasiere ya vhona mutshini u tshi khou gwa mulindi muđini wa tsini na wayo. Nga mañuvha o tevhelaho na dzivhege, phukha dzothe dzo ñalela zwenezwi nñu ntswa i tshi khou fhatwa phanda ha maño adzo. Semennde ya sukiwa, zwidina zwa vhewa, thanga ya fulelwa na miñango na mafasiere zwa pangwa. Mafheleloni nñu ya vha yo fhela. Yo vha i nñu yo nakaho, yo khatwa na u fhatwa zwavhudi.

‘Ndi nnyi ane a ño dzula kha iyi nñu ya u naka nga u rali?’ phukha dza ñivhudzisa. Dzothe dza mbo kuvhangana nña phanda ha muñango wa nñu, dzo takalela u ñangana na vhahura vhadzo vhaswa. Ho vha hu si na bele ya muñangoni kha muñango, fhedzi Thudwa dzo kona u vhona uri muñango wo vulea dza totomodzela mikulo yadzo milapfu muñangoni. ‘Hu na muthu afha muđini?’ dza vhidzelela. Ho vha hu si na muthu.

Phukha dzothe dza fhelela ngomu ñuni. Nñu a i na muthu. Zwiñoni zwa fhufha u bva lufherani u ya kha luñwe, fhedzi ho vha hu si na fanitshara – a hu na mmbete, a hu na ñafula nahone a hu na zwidulo. Ho vha hu si na tshithu ... pumu.

U swika na ñamusi, a hu na we a vhuya a pfulutshela ñuni iyi ntswa. Yo dzula yo sokou ralo i si na tshithu ngomu hayo. Phukha dzi i vhidza uri ndi nñu ya pumu ngauri ili ndi ipfi li ambaho uri ‘a hu na tshithu’.

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.

Vhege ya 4

Luimbo: Vhandani zwanḁa, lidzani minwe, rwisani mulenzhe fhasi

(Nga tshuni ya *Twinkle, twinkle, little star*)
Phetheni, phetheni hoṭhehoṭhe
Ri dzi ita ri tshi shumisa mubvumo
U lidza minwe, u vhandani zwanḁa, nga u
ṭavhanya na nga u ongolowa
Dilugiseleni, lugani, zwino ri a thoma,
Noṭhe nnyedziseleni
A ri ite iyi phetheni nga vhuronwane ...
Vhandani zwanḁa, lidzani minwe, rwisani mulenzhe fhasi; vhandani zwanḁa, lidzani minwe, rwisani mulenzhe fhasi (Phetheni ya ABC)
(*Kha vha ḁivhadze thevhekano ya phetheni ntswa ḁuvha ḁinwe na ḁinwe*)

Vhege ya 5

Luimbo: Luimbo lwa masia

(Nga tshuni ya *This is the way ...*)
Monani ni kwame fhasi,
Monelani mondeni ni monele kha tshauḁa.
Monani ni kwame fhasi,
Monelani mondeni ni monele kha tshauḁa.
Khorasi:
Fhufhelani mondeni ni fhufhele kha tshauḁa,
Fhufhelani phanḁa ni fhufhele murahu.
Fhufhelani mondeni ni fhufhele kha tshauḁa,
Fhufhelani phanḁa ni fhufhele murahu.
Dzulani fhasi ni dovhe ni ime,
Fhufhelani nṭha na fhasi ni vhande zwanḁa zwanḁu.
Dzulani fhasi ni dovhe ni ime,
Fhufhelani nṭha na fhasi ni vhande zwanḁa zwanḁu.

Vhege ya 6

Tshidade: Nḁou ṭhanu ngomu bavuni ḁa u ṭambela

Nḁou nthihi i khou ya u bambela,
Koko, koko,
Washaa, washaa,
Dzhenani.
Nḁou mbili dzi khou ya u bambela,
Koko, koko,
Washaa, washaa,
Dzhenani.
Nḁou tharu dzi khou ya u bambela,
Koko, koko,
Washaa, washaa,
Dzhenani.
Nḁou nḁa dzi khou ya u bambela,
Koko, koko,
Washaa, washaa,
Dzhenani.
Nḁou ṭhanu dzi khou ya u bambela,
Koko, koko,
Washaa, washaa,
Dzoṭhe dza wela ngomu.

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!

Tshitori: Fhethu ha u tamba ha Nḁou

Tshipiḁa tsha 1

Liḁwe ḁuvha Nḁou yo bva nḁuni u ya mulamboni. 'Nandi, Nḁou,' hu amba vhahura, Tḁhoho, 'ni khou ya ngafhi?'

Nḁou ya fhindula, 'Ndi khou sokou tshimbila ndi tshi tḁḁa fhethu ha u tamba.'

'Ohoo,' hu amba Tḁhoho. 'Hu kha ḁi ḁo vha lwendo. Riḁe ri na bavu ḁa u tḁmbela. Ndi ngani ni sa ḁi u tamba nḁuni yashu?'

Tshipiḁa tsha 2

Nḁou ya tḁlutshedza uri i ḁo tsa mulamboni uri i tḁambe. Ya ima phanḁa ha nḁu ya Tḁhḁwa. 'Hurini, Nḁou,' hu amba Tḁhḁwa, 'ndi ngani no fara bakete?'

Nḁou ya fhindula, 'Ndi tshimbila na bakete u itela uri musi ndi tshi ya mulamboni ndi ḁo ḁi ḁadza nda vha na maḁi avhḁi a u nwa a netulusaho.'

Musi i tshi swika tsini na mulambo, kutukana kwa fhira Nḁou nga u gidima asikuḁa ku tshi tsela mulamboni he kwa mbo ḁadza dzhege na dziḁwe khaphu nga maḁi.

Zwenezwi kutukana ku tshi khou gidima ku tshi fhira, ko vhudza Nḁou uri hu na mulilo fhethu ha u gammba.

Nḁou ya dzhenisa musingo wayo maḁini, ya ḁadza bakete ḁayo nga maḁi nahone ya sala murahu kutukana u ya hu re na mulilo. Nḁou na kutukana vha shela maḁi muliloni u itela u u tsima.

Tshipiḁa tsha 3

Ho vha hu tshi khou fhisa nahone nḁou yo vha yo ḁiimisela u fholisa mufhiso maḁini a rotholaho. Zwenezwi i tshi khou tamba na u ḁishela nga maḁi ngomu maḁini na u lila nga dakalo, ya humbula nga uri i nga itisa hani tivha ḁayo ḁa u bambela murahu ha nḁu yayo. Yo vha yo no vhona maḁwe mativha a u bambela a ḁadzwaho nga muya ngomu vhengeleni. I fanela u wana tivha ḁayo ḁa u bambela ḁihulwane nahone i fanela u humbula nga uri i ḁo ḁi ḁadzisa hani nga maḁi.

Luimbo: Bakete ḁanga ḁi na buli

Bakete ḁanga ḁi na buli, nandi naa Sindi, nandi naa Sindi

Bakete ḁanga ḁi na buli, nandi naa Sindi, buli.

Zwenezwo ḁi thivheni, nandi naa Vuyo, nandi naa Vuyo, nandi naa Vuyo

Zwenezwo ḁi thivheni, nandi naa Vuyo, nandi naa Vuyo, ḁi thivheni.

Ndi ḁo ḁi thivha ngani, nandi naa Sindi, nandi naa Sindi?

Ndi ḁo ḁi thivha ngani, nandi naa Sindi, ngani?

Nga hatsiḁhusa, nandi naa Vuyo, nandi naa Vuyo, nandi naa Vuyo

Nga hatsiḁhusa, nandi naa Vuyo, nandi naa Vuyo, nga hatsiḁhusa.

Hatsiḁhusa yo lapfesa ...

Zwenezwo i tumuleni ...

Ndi ḁo i tumula nga mini? ...

Nga lufhanga ...

Lufhanga lwo gomala ...

Zwenezwo lu tuḁuleni ...

Ndi ḁo lu tuḁula ngani? ...

Nga tombo ...

Tombo ḁo omesa ...

Zwenezwo ḁi ḁukadzeni ...

Ndi ḁo ḁi ḁukadza ngani? ...

Nga maḁi ...

Ndi ḁo a ka nga mini? ...

Nga bakete ...

FHEDZI BAKETE ḁANGA ḁI NA BULI!

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.

Vhege ya 7

Luimbo: *Mulala Sandile o vha e na bulasi*

Mulala Sandile o vha e na bulasi
E-I-E-I-O
Bulasini yawe o vha e na nguluvhe
E-I-E-I-O
Hwii hwii afha
Hwii hwii fhaḽa
Afha hwii, fhaḽa hwiii
Hwii hwii hoṱhehoṱhe
Mulala Sandile o vha e na bulasi
E-I-E-I-O.

Mulala Sandile o vha e na bulasi
E-I-E-I-O
Bulasini o vha e na bere mbili
E-I-E-I-O
Iwu iwu afha
Na iwu iwu fhaḽa
Iwu afha, iwu fhaḽa
Iwu iwu hoṱhehoṱhe
Mulala Sandile o vha e na bulasi
E-I-E-I-O.

Kha vha bvele phanda nga:

masekwa mararu (kwa kaa afha, kwa kaa fhaḽa)
kholomo nḽa (moo moo afha, moo moo fhaḽa)
nngu ṱhanu (baa baa afha, baa baa fhaḽa)
khuhu dza rathi (kip kip afha, kip kip fhaḽa)
mbudzi dza sumbe (mee mee afha, mee mee fhaḽa)
masekwa a malo (kwa kaa afha, kwa kaa fhaḽa)
donngi dza ṱahe (oo oo afha, oo oo fhaḽa)
Mulala Sandile o vha e na bulasi
E-I-E-I-O
Bulasini o vha e na ḽowa dza fumi
E-I-E-I-O
Hu pfala sss-sss afha
Na sss-sss fhaḽa
sss afha, sss fhaḽa
sss-sss hoṱhehoṱhe

Hwii hwii afha
Na hwii hwii fhaḽa
Hwii afha, hwii fhaḽa
Hwii hwii hoṱhehoṱhe
Iwu iwu afha
Na iwu iwu fhaḽa
Iwu afha, iwu fhaḽa
Iwu iwu hoṱhehoṱhe
Kwaa kwaa afha
Na kwaa kwaa fhaḽa
Kwaa afha, kwaa fhaḽa
Kwaa kwaa hoṱhehoṱhe
Moo moo afha
Na moo moo fhaḽa
Moo afha, moo fhaḽa
Moo moo hoṱhehoṱhe
(Kha vha bvele phanda nga u rali nga dziḽwe phukha)
Mulala Sandile o vha e na bulasi
E-I-E-I-O-O-O-O.

Tshiṱori: *Mbambe ya phukha*

ḽiḽwe ḽuvha phukha dzi tshi vuwa dzo wana ḽwando wo wela mafasiṱereni adzo. Lutombo lwo vha lu na makole nahone mutsho u tshi khou rotholela. Nḽou ya lidza porompiṱa u ramba phukha muṱanganoni. Dzo zwi ḽivha uri dzi fanela u ṱangana mudavhini muhulu murahu ha nḽu dzadzo musi dzi tshi pfa u rambiwa uhu. Yo dzinginya uri dzi fanela u vha na mbambe u mona na mudavhi, u tsa u ya mulamboni na u vhuya murahu. Yo humbela Masekwa u fhufhela nṱha ha miri u itela u sedza uri vhagidimi vha khou gidima ho teaho ngeno yo humbela Zwiṱoni na ḽotshi u fhufha nṱha ha vhagidimi u itela u vhoḽa uri vho tsireledzea nga tshifhinga tsha mbambe.

Ho vha hu sa tou vha na tshikhala tshinzi fhethu ha u gidimela hone, zwenezwo ho vha hu tshi nga tou vha na vhagidimi vha mbambe vha rathi fhedzi. Ho vha na dakalo ḽihulu musi zwenezwi hu tshi khou nangiwa uri ndi ifhio ya mbiḽi, Vhukhohe, ṱhuḽwa, ṱhoho, Zwiḽula na Mbevha ine ya ḽo gidima mbambeni.

Hu si kale musi vhagidimi vho no nangwa, phukha dza rathi dza mbo ita mufolo. Zwenezwo Nḽou ya lidza porompiṱa yayo, dza mbo vha dzo takuwa.

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.

Tshidade: 1 na 1

1 na 1 ndi 2, kavhili 1, kavhili 1, (*Kha vha sumbedze munwe muthihi kha tshanḁa tshiḁwe na tshiḁwe*)

1 na 1 ndi 2.

2 na 2 ndi 4, kavhili 2, kavhili 2, (*Kha vha sumbedze minwe mivhili kha tshanḁa tshiḁwe na tshiḁwe*)

2 na 2 ndi 4.

3 na 3 ndi 6, kavhili 3, kavhili 3, (*Kha vha sumbedze minwe miraru kha tshanḁa tshiḁwe na tshiḁwe*)

3 na 3 ndi 6.

(*Kha vha bvele phanḁa u swika kha 5 vha koneha u dovholola*)

Vhege ya 9

Luimbo lwa zwivhumbeo: *Arali no fara tshikwea*

(Nga tshuni ya *If you're happy and you know it*)

Arali no fara tshikwea, imani!

Arali no fara tshikwea, imani!

Arali no fara tshikwea, arali no fara tshikwea,

Arali no fara tshikwea, imani!

(*Kha vha dovholole nga zwiḁwe zwivhumbeo*)

Luimbo lwa zwivhumbeo: *Tshitendeledzi tshi fana na bola*

(Nga tshuni ya *The farmer's in the dell*)

Tshitendeledzi tshi fana na bola,

Tshitendeledzi tshi fana na bola,

Tshipulumbu, tshipulumbu

A tshi imi.

Tshitendeledzi tshi fana na bola!

Tshikwea tshi fana na bogisi,

Tshikwea tshi fana na bogisi,

Tshi na masia maḁa,

A a fana.

Tshikwea tshi fana na bogisi!

Ṱhofunderaru i na masia mararu,

Ṱhofunderaru i na masia mararu,

NṰha thavhani,

Fhasi, na murahu.

Ṱhofunderaru i na masia mararu!

Ṱhofundeḁa i na masia maḁa,

Ṱhofundeḁa i na masia maḁa,

Mavhili malapfu, na

Mavhili mapfufhi.

Ṱhofundeḁa i na masia maḁa!

Luimbo: *Tshivhumbeo tsha Mutshino wa Milenzhe*

Ni dzhenisa tshitendeledzi tshaḁu ngomu,

Ni bvisela nḁa tshitendeledzi tshaḁu,

Ni dzhenisa tshitendeledzi tshaḁu ngomu,

Na tshi dzungudza.

Na ita Mutshino wa Milenzhe

Na ita tshandzunguluwe.

Ndi zwine zwa itiswa zwone!

Ni dzhenisa Ṱhofundeḁa yaḁu ngomu ...

Ni dzhenisa tshikwea tshaḁu ngomu ...

Ni dzhenisa Ṱhofundararu yaḁu ngomu ...

Vhege ya 10

Luimbo: *Miḁwedzi ya ḁwaha*

Phando, Luhuhi, Ṱhafamuhwe, Lambamai,

Shundunthule, Fulwi, Fulwana

Ṱhangule, Khubvumedzi, Tshimedzi, Lara,

Nyendavhusiku (x2)

Phando, Luhuhi, Ṱhafamuhwe, Lambamai,

Shundunthule, Fulwi, Fulwana.

Luimbo: *Ndi nga khethekanya*

Ndi nga khethekanya, ndi nga khethekanya, ndi nga khethekanya, khethekanya, khethekanya.

Ndi nga vhea zwithu nga zwigwada, nahone ndi nga khethekanya, khethekanya, khethekanya.

Ndi nga khethekanya nga muvhala, ndi nga khethekanya nga saizi.

Ndi nga khethekanya nga tshivhumbeo, nahone khamusi nda wana pfufho.

Ndi nga khethekanya, ndi nga khethekanya, ndi nga khethekanya, khethekanya, khethekanya.

Ndi nga vhea zwithu nga zwigwada, nahone ndi nga khethekanya, khethekanya, khethekanya.

Ndi nga khethekanya nga u phuphuledza, ndi nga khethekanya nga dzina.

Ndi nga ni vhudza uri ndi ngani ndi tshi humbula uri zwithu zwanga zwi a fana zwoṰhe.

Ndi nga khethekanya, ndi nga khethekanya, ndi nga khethekanya, khethekanya, khethekanya.

Ndi nga vhea zwithu nga zwigwada, nahone ndi nga khethekanya, khethekanya, khethekanya.

Themphujeithi ya suko ja u tambisa: Nomboro 10

Farmyard race (Week 1) • Mbambe ya bulasini (Vhege ya 1)

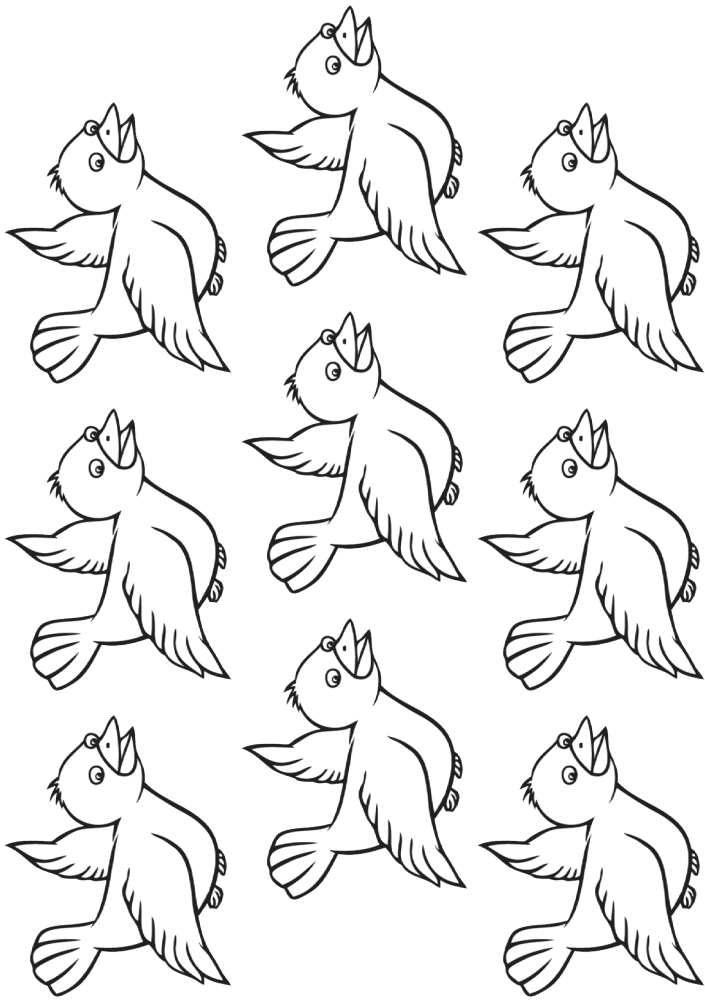
Templates • Dzithemphujeithi

Ice-cream activity (Week 1)

Phazili ya nomboro (Vhege ya 2)

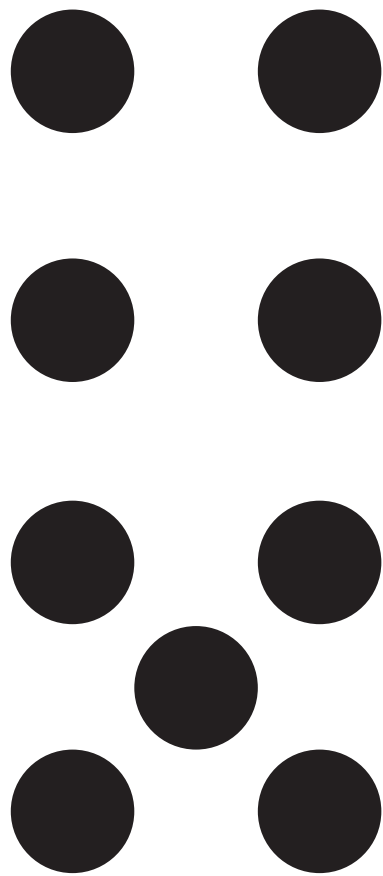
thihi	1	
mbili	2	
raru	3	
iņa	4	
thanu	5	
rathi	6	
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tahe	9	
fumi	10	

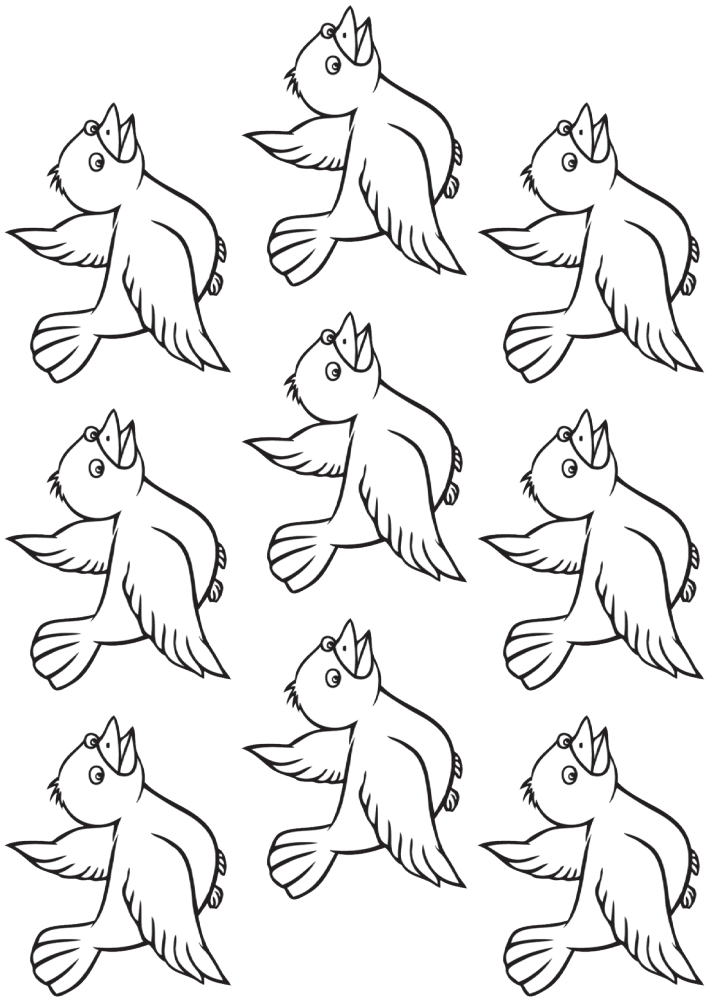
Twenty-four-piece puzzle • Phazili ya zwipiga zwa fumbiliinga



nine

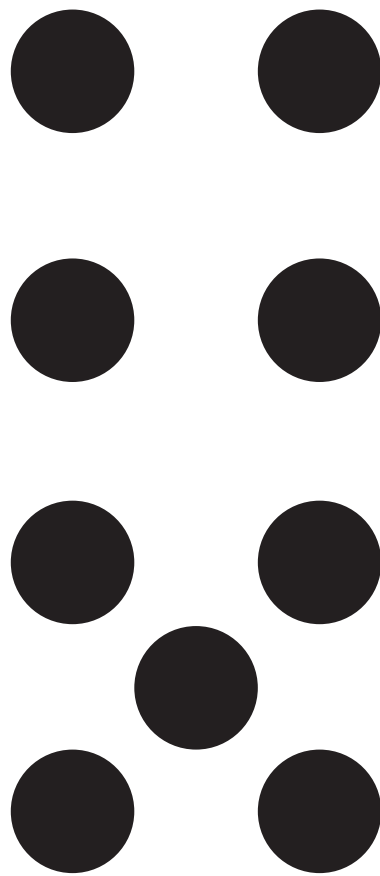
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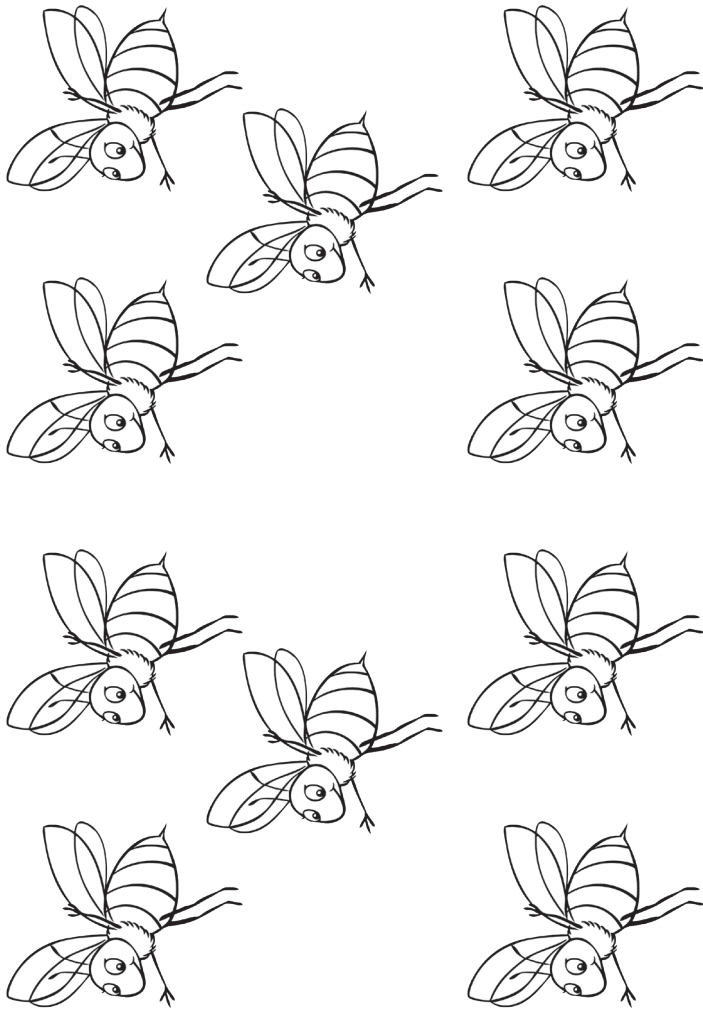




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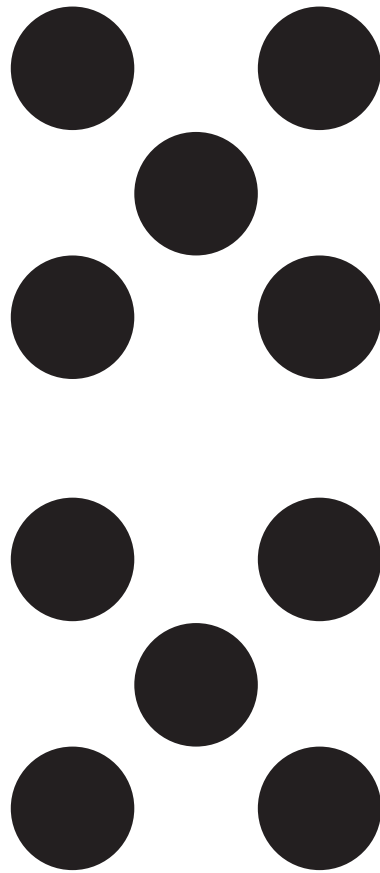
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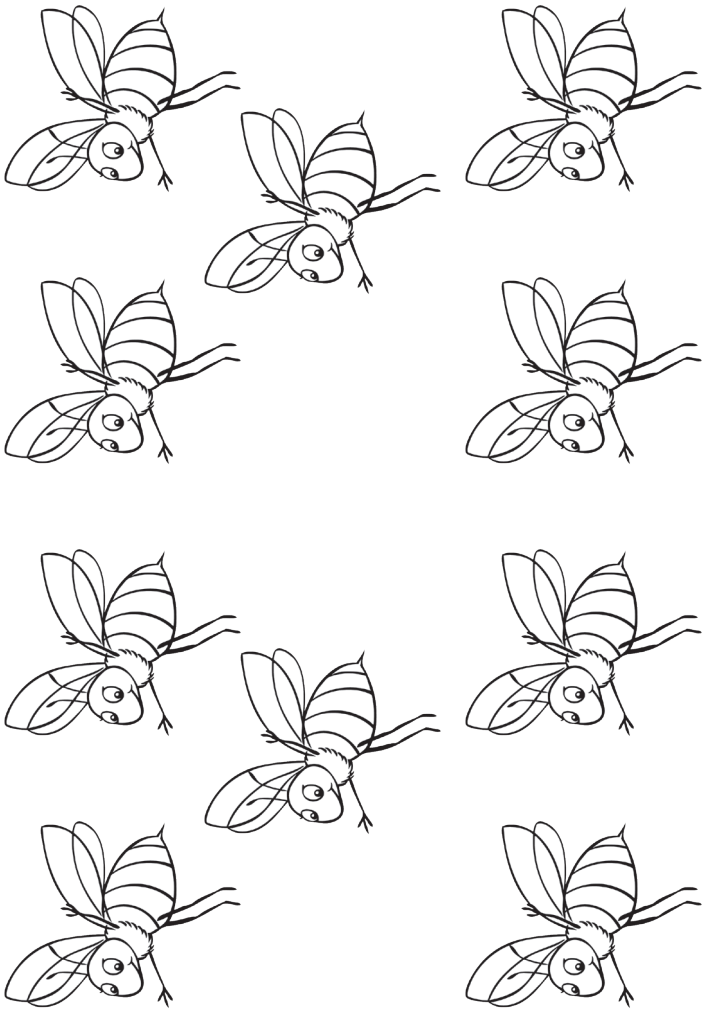




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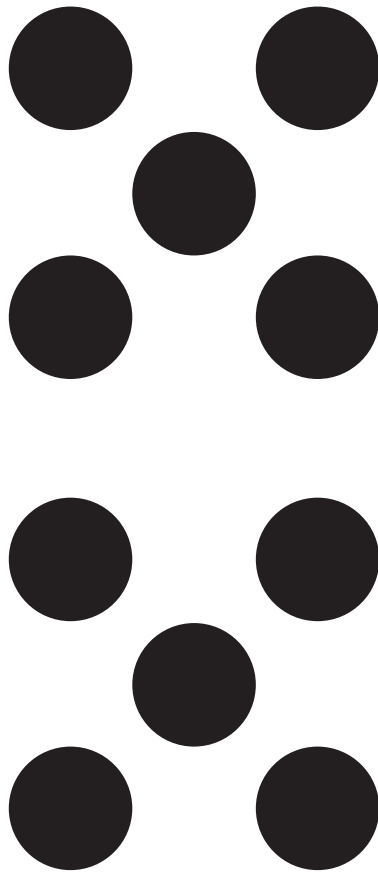
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10

fun!



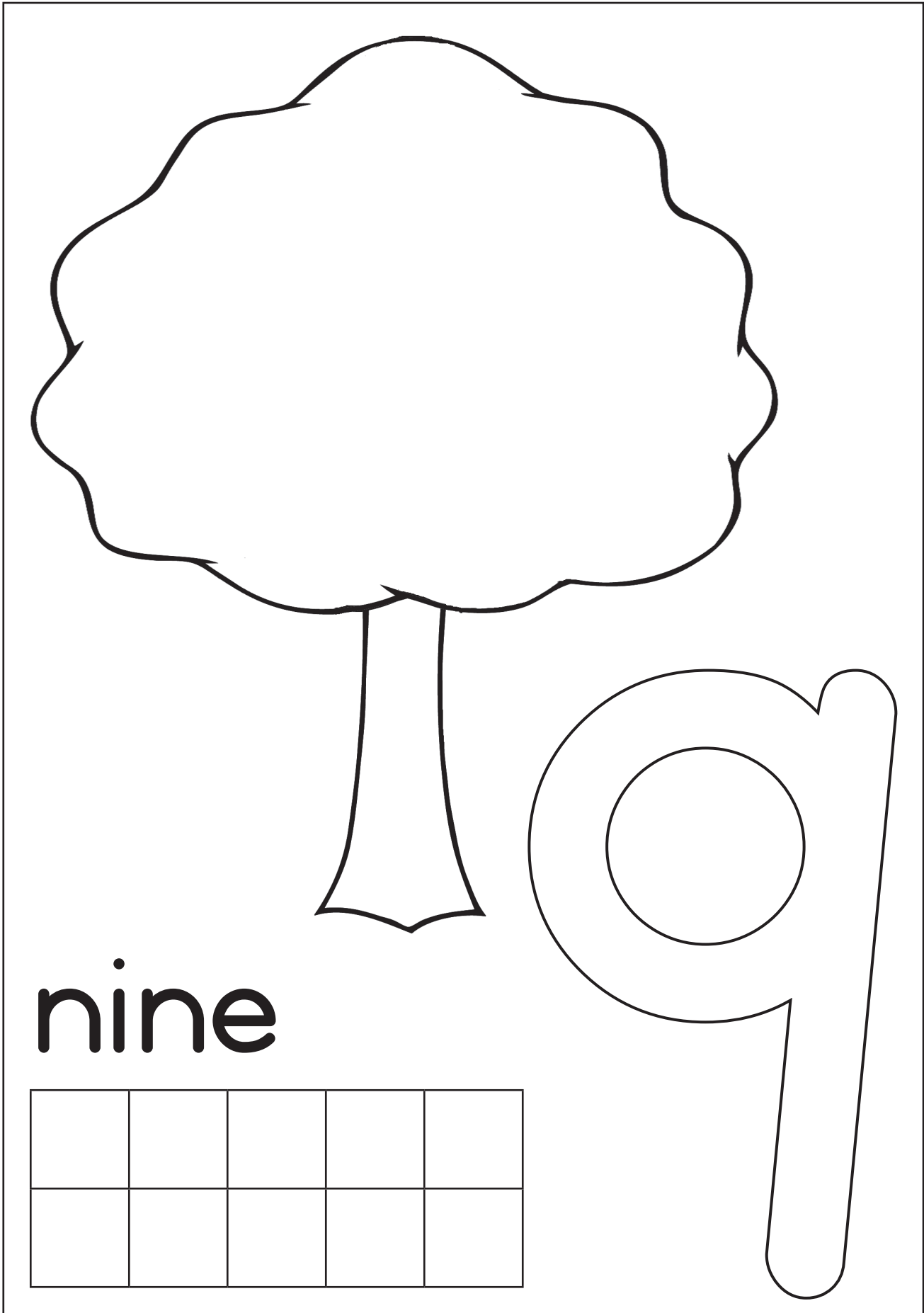
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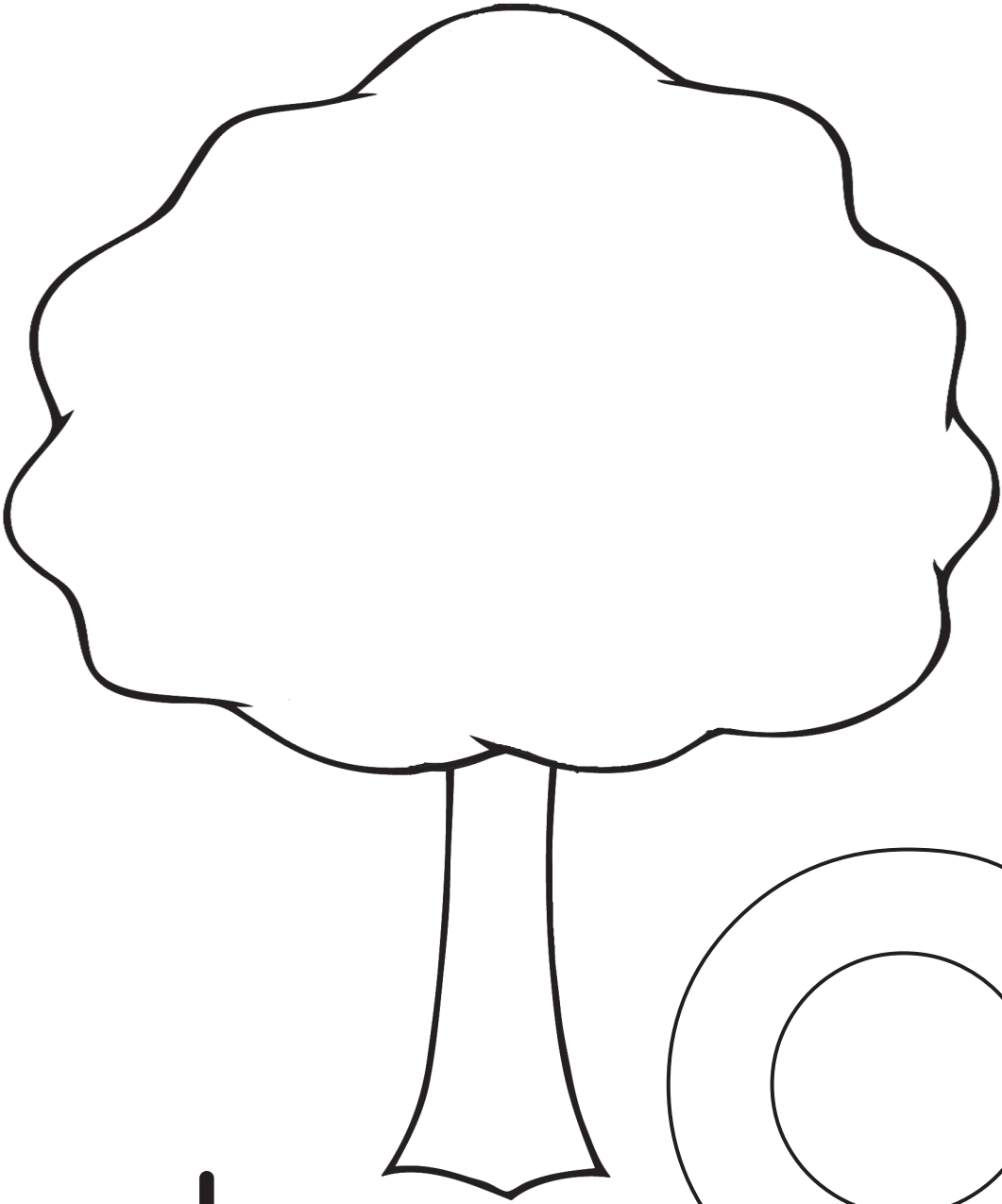
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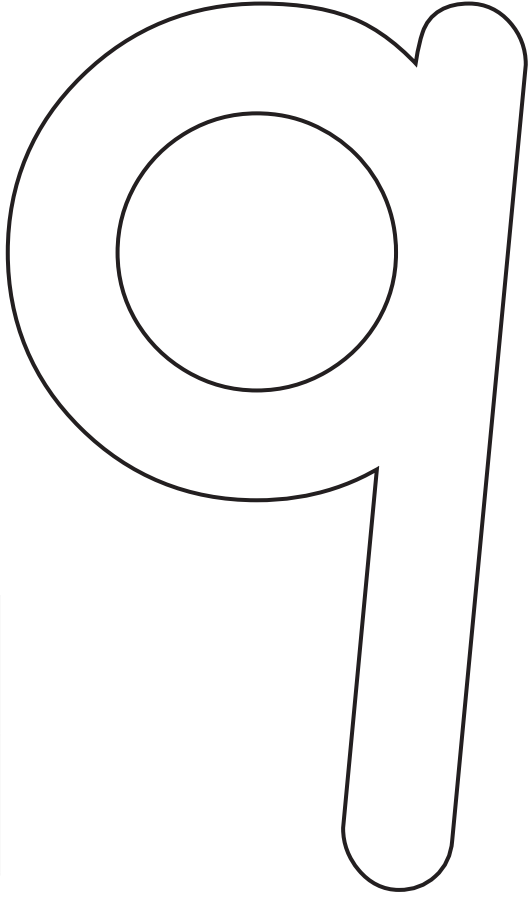
Playdough template: Number 9



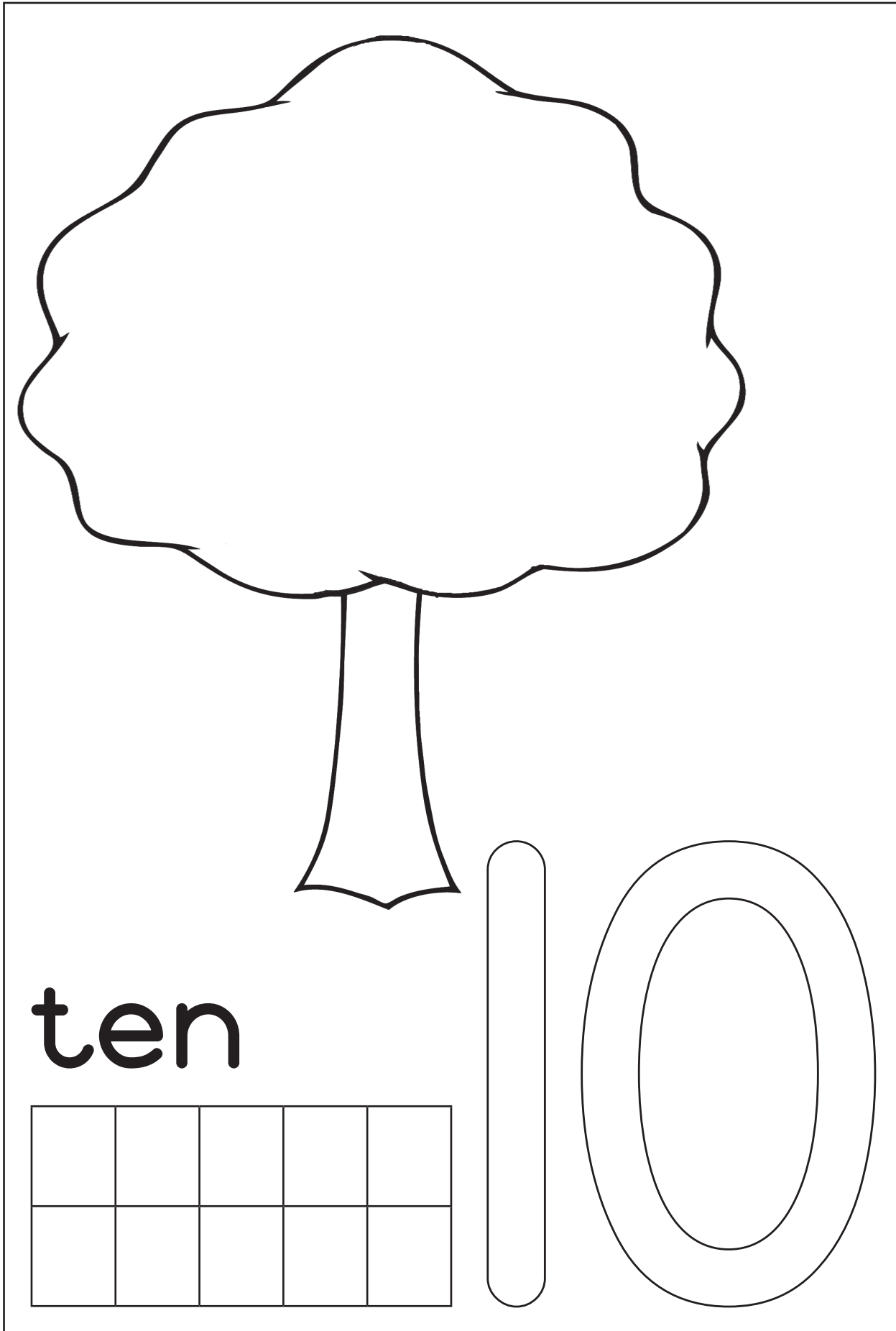
Themphuleithi ya suko la u tambisa: Nomboro 9



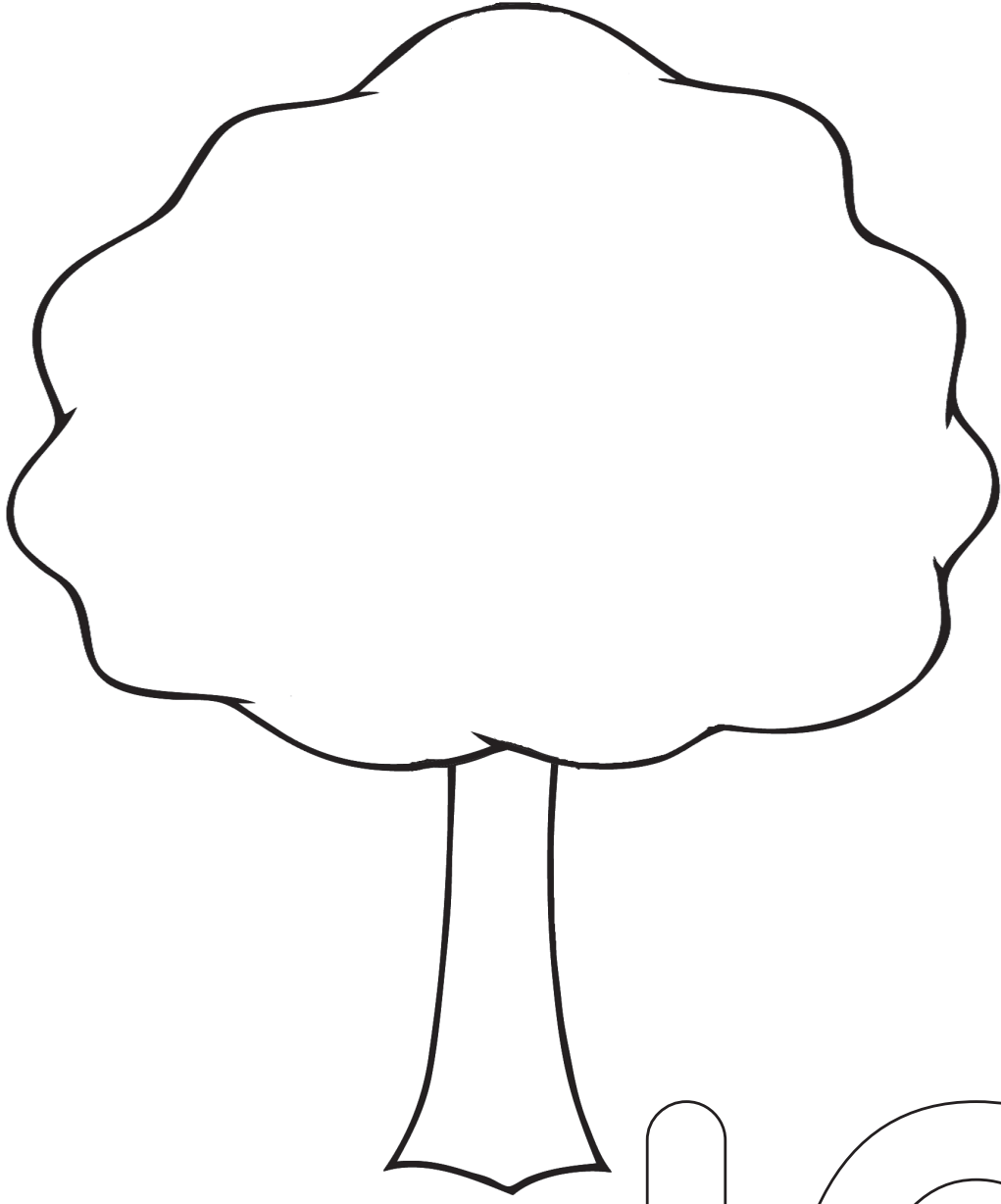
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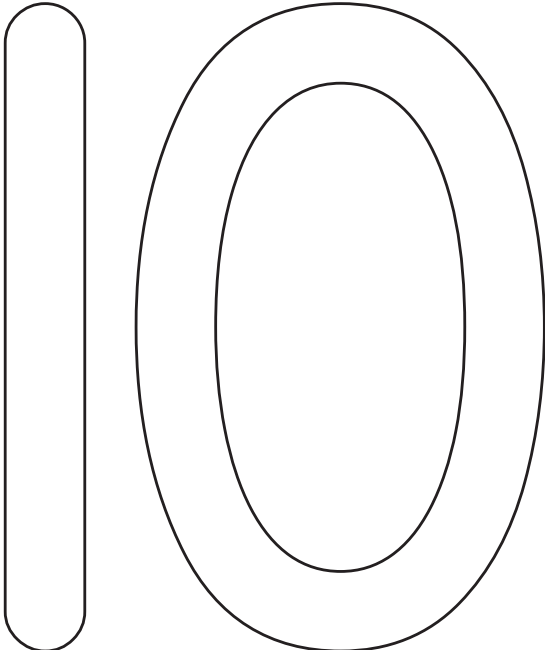
Playdough template: Number 10



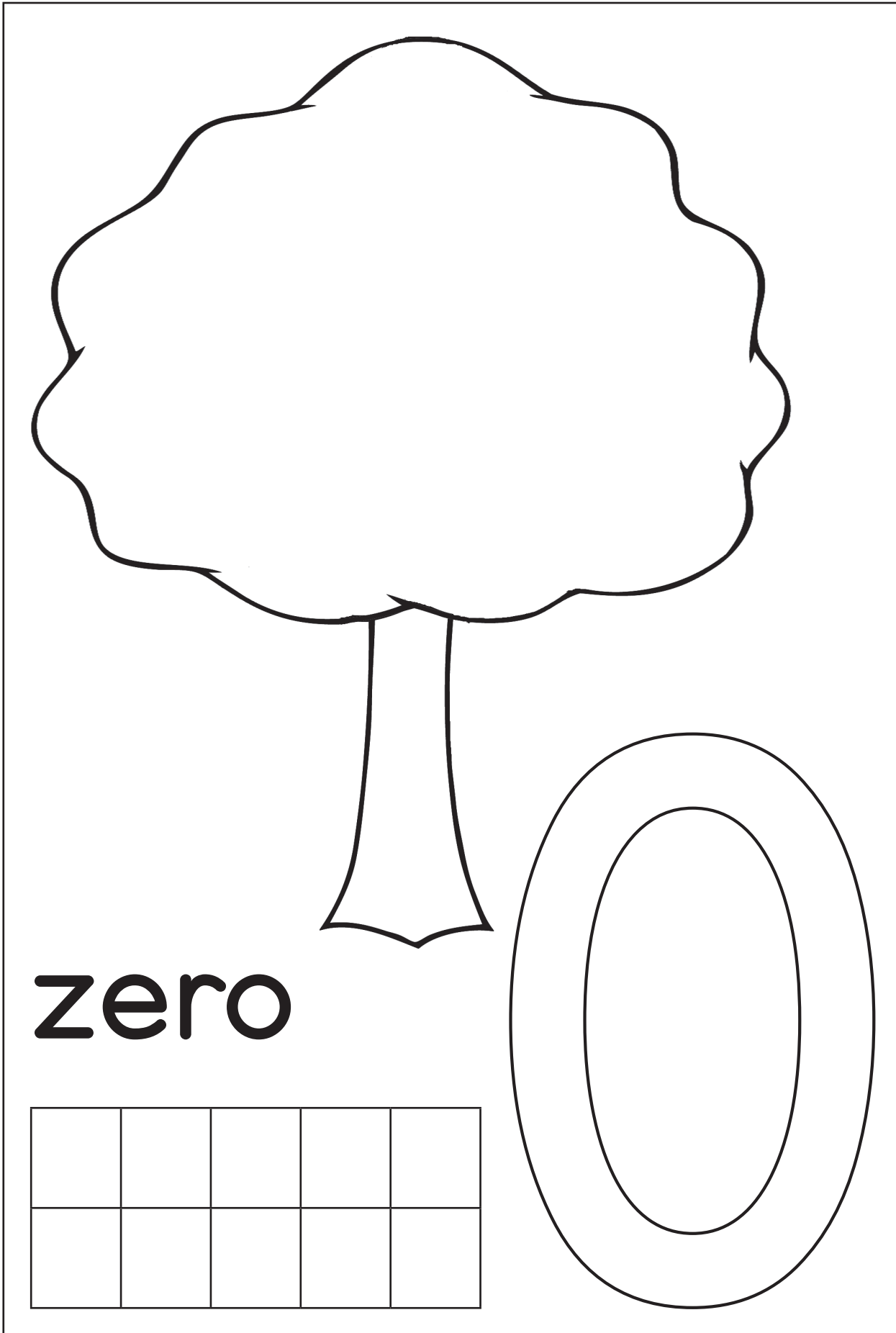
Themphuleithi ya suko la u tambisa: Nomboro 10



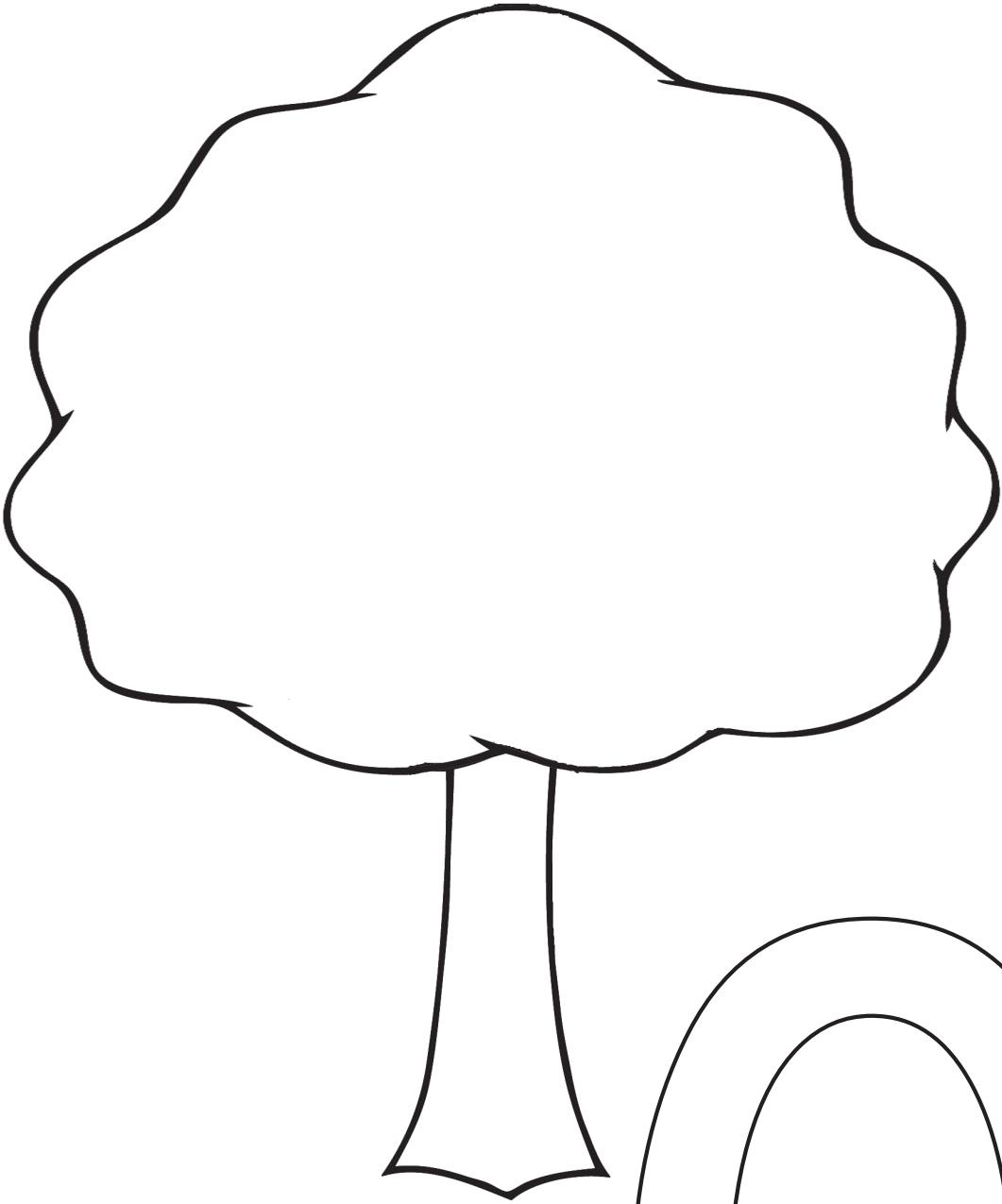
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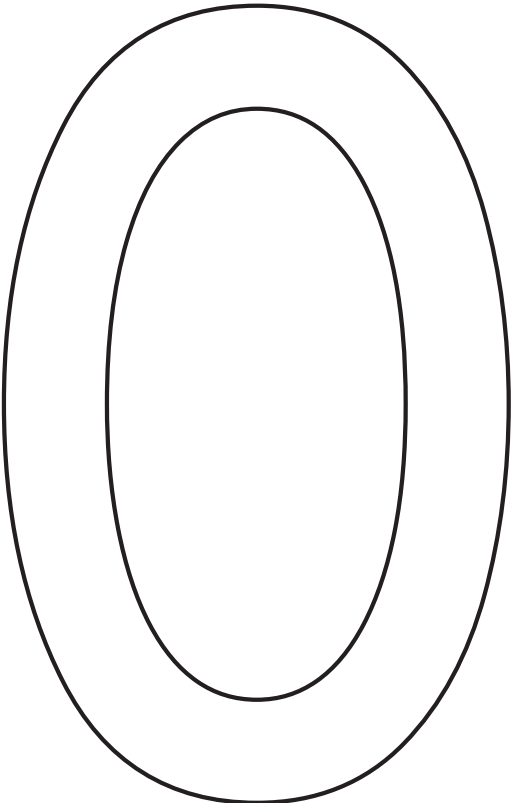
Playdough template: Number 0



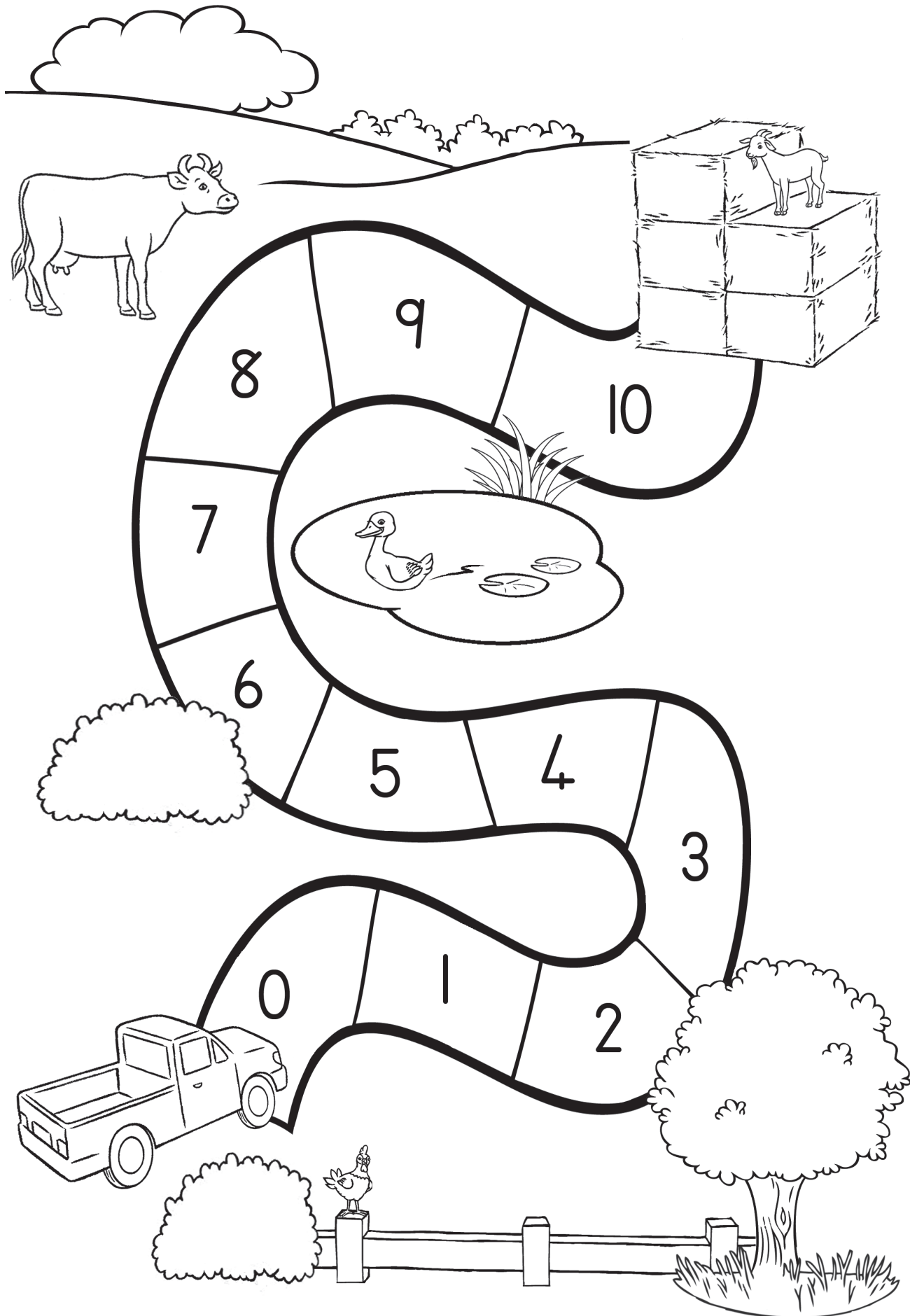
Themphuleithi ya suko la u tambisa: Nomboro 0



pumu



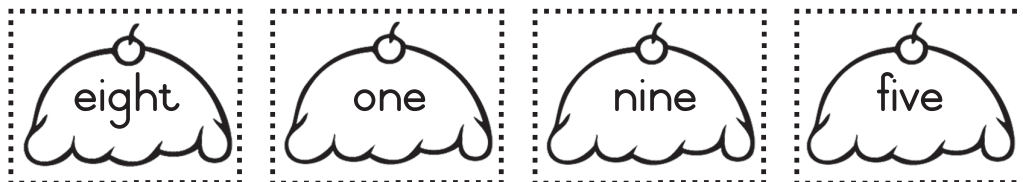
Farmyard race (Week 1) • Mbambe ya bulasini (Vhege ya 1)



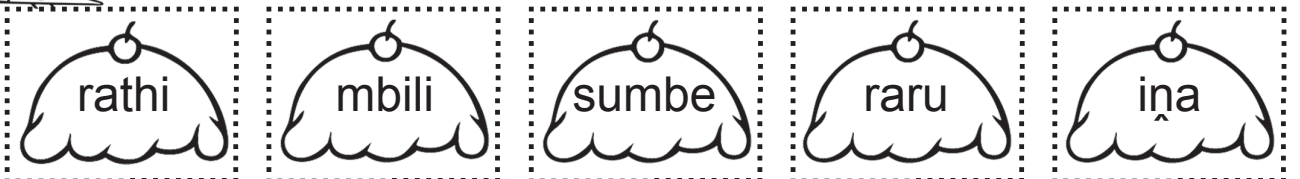
Connect-the-dots (Week 1) • Tumanyani zwithoma
(Vhege ya 1)



Ice-cream activity (Week 1)



Nyito ya aisikhirimu (Vhege ya 1)



Number puzzle (Week 2)



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Phazili ya nomboro (Vhege ya 2)



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Fruit grid (Week 10) • Giridi ya mitsshelo (Vhege ya 10)

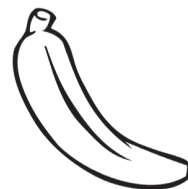
5

4

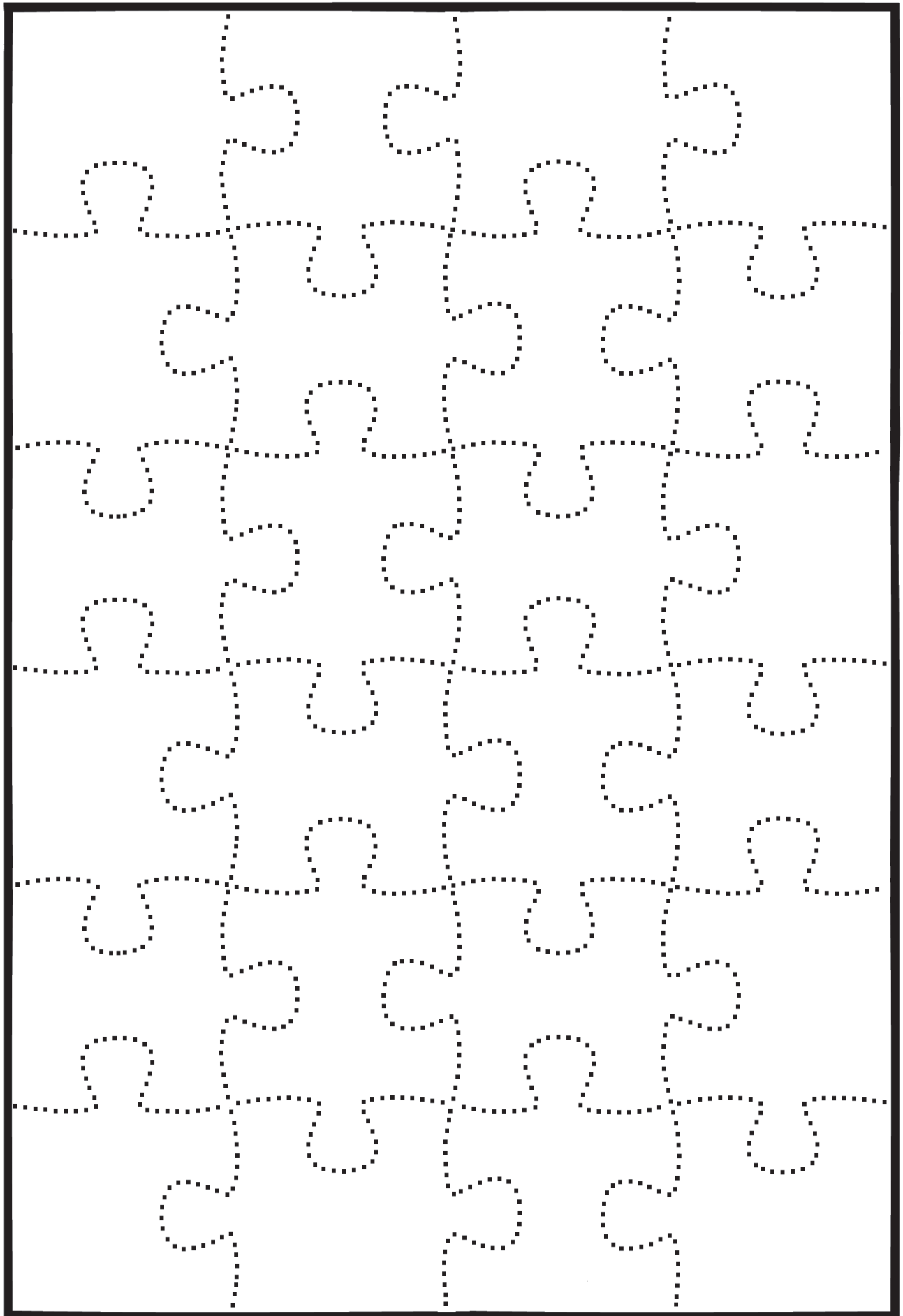
3

2

1



Twenty-four-piece puzzle • Phazili ya zwipiḁa zwa fumbiliḁa



Notes • Notsi

A series of horizontal dashed lines for writing notes.

