

Nongonoko wa Antswiso  
wa Matematiki wa Giredi ya V

Grade R Mathematics  
Improvement Programme

**Xiletelo xa Migingiriko:  
Kotara ya 4**

**Activity Guide: Term 4**



Xitsonga | 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**.

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

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

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

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

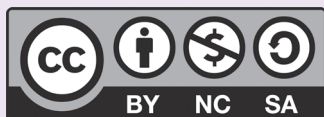
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Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V i matshalatshala ya **Ndzawulo ya Dyondzo ya Gauteng (Gauteng Department of Education)** na mutirhisankulu wa yona, **Gauteng Education Development Trust**.

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

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

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

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

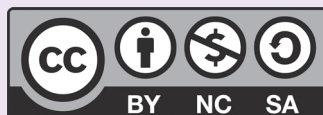
## SWIKHENSO

Ku khensa ko hlawuleka eka:

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

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

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

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# Contents

<b>Introduction</b> .....	<b>6</b>
<b>Content overview: Term 4</b> .....	<b>18</b>
<b>Week 1</b> .....	<b>22</b>
Content Area Focus: Numbers, Operations and Relationships	
<b>Week 2</b> .....	<b>38</b>
Content Area Focus: Numbers, Operations and Relationships	
<b>Week 3</b> .....	<b>54</b>
Content Area Focus: Numbers, Operations and Relationships	
<b>Week 4</b> .....	<b>70</b>
Content Area Focus: Patterns, Functions and Algebra	
<b>Week 5</b> .....	<b>88</b>
Content Area Focus: Space and Shape (Geometry)	
<b>Week 6</b> .....	<b>104</b>
Content Area Focus: Measurement	
<b>Week 7</b> .....	<b>120</b>
Content Area Focus: Numbers, Operations and Relationships	
<b>Week 8</b> .....	<b>136</b>
Content Area Focus: Numbers, Operations and Relationships	
<b>Week 9</b> .....	<b>152</b>
Content Area Focus: Space and Shape (Geometry)	
<b>Week 10</b> .....	<b>168</b>
Content Area Focus: Data Handling	
<b>Assessment</b> .....	<b>184</b>
<b>Resources</b> .....	<b>188</b>
Songs, rhymes and stories .....	188
Templates.....	203



# Leswi nga endzeni

<b>Manghenelo</b> .....	<b>7</b>
<b>Nkatsakanyo wa vundzeni: Kotara ya 4</b> .....	<b>19</b>
<b>Vhiki ra 1</b> .....	<b>23</b>
Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka	
<b>Vhiki ra 2</b> .....	<b>39</b>
Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka	
<b>Vhiki ra 3</b> .....	<b>55</b>
Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka	
<b>Vhiki ra 4</b> .....	<b>71</b>
Nkongomo wa Xiyenge xa Vundzeni: Tipatironi, Tifankixini na Alijebura	
<b>Vhiki ra 5</b> .....	<b>89</b>
Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)	
<b>Vhiki ra 6</b> .....	<b>105</b>
Nkongomo wa Xiyenge xa Vundzeni: Mpimo	
<b>Vhiki ra 7</b> .....	<b>121</b>
Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka	
<b>Vhiki ra 8</b> .....	<b>137</b>
Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka	
<b>Vhiki ra 9</b> .....	<b>153</b>
Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)	
<b>Vhiki ra 10</b> .....	<b>169</b>
Nkongomo wa Xiyenge xa Vundzeni: Matirhiselo ya Vuxokoxoko bya Tinhlayo	
<b>Makambelelo</b> .....	<b>185</b>
<b>Swipfuno</b> .....	<b>189</b>
Tinsimu, tirhayimi na switori.....	189
Tithempuleti.....	203

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



# Manghenelo

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

*Xiletelo xa Migingiriko xa Grade R Maths: Kotara ya 4* xi nyika xivumbeko xa ku dyondzisa metse eka kotara ya vumune ya Giredi ya V hi ku:

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

## Swihlawulekisi swa Xiletelo xa Migingiriko: Kotara ya 4

Swihlawulekisi leswi landzelaka swi vumba xiphemu xa *Xiletelo xa Migingiriko: Kotara ya 4*:

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

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Swihlawulekisi swa swivumbeko	• Ava swivumbeko hi ku ya hi sayizi, muhlovo na xivumbeko • Ku hlaysa swivumbeko	• Ku hlaysa ka swanomu: kuya emahlweni 0-20 na kuhundza, kuya endzhaku 10-0 • Ku hlaysa michumu 1-10 • Swivumbeko: xihendzevutana, xikwere, yinhlambathu, yinhlamane • Mavonelo ya mavonakelo ya swifaniso
Ntivomarito wa matematiki wuntshwa		
tontswa	xihendzevutana	

## Grade R Maths eka nongonoko wa siku na siku

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

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

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

## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

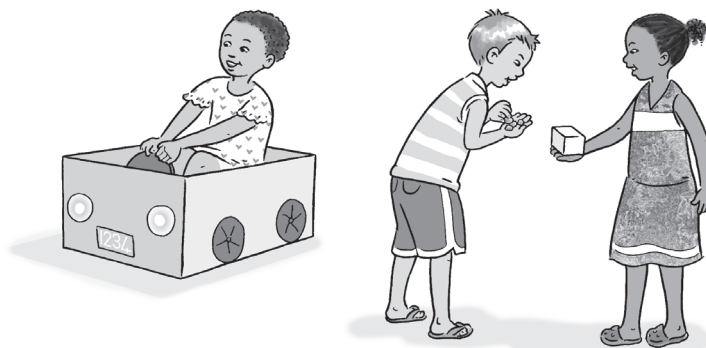
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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



## Migingiriko ya tllasi hinkwayo hi siku

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

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



## Micinco: ku rhurha exikarhi ka migingiriko

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

## Migingiriko ya ntlawa lowutsongo

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

## Nkarhi wo basisa

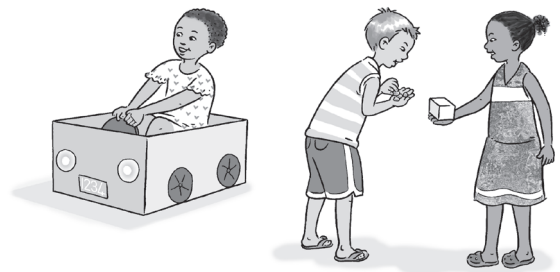
Vadyondzi va fanele ku tiva laha timatheriyali ti tshamaka kona. Xelufu kumbe tafula leri ri endleriweke switirhisiwa swa matematiki swi ta pfuna vadyondzi ku va va lulamerile. Khutaza vadyondzi ku pfunana hi nkarhi wo basisa. Ekusunguleni vadyondzi va lava mpfuneto kutani u ta boheka ku va tsundzuxa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

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

## Migingiriko yo hlawula va tshunxekile

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

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





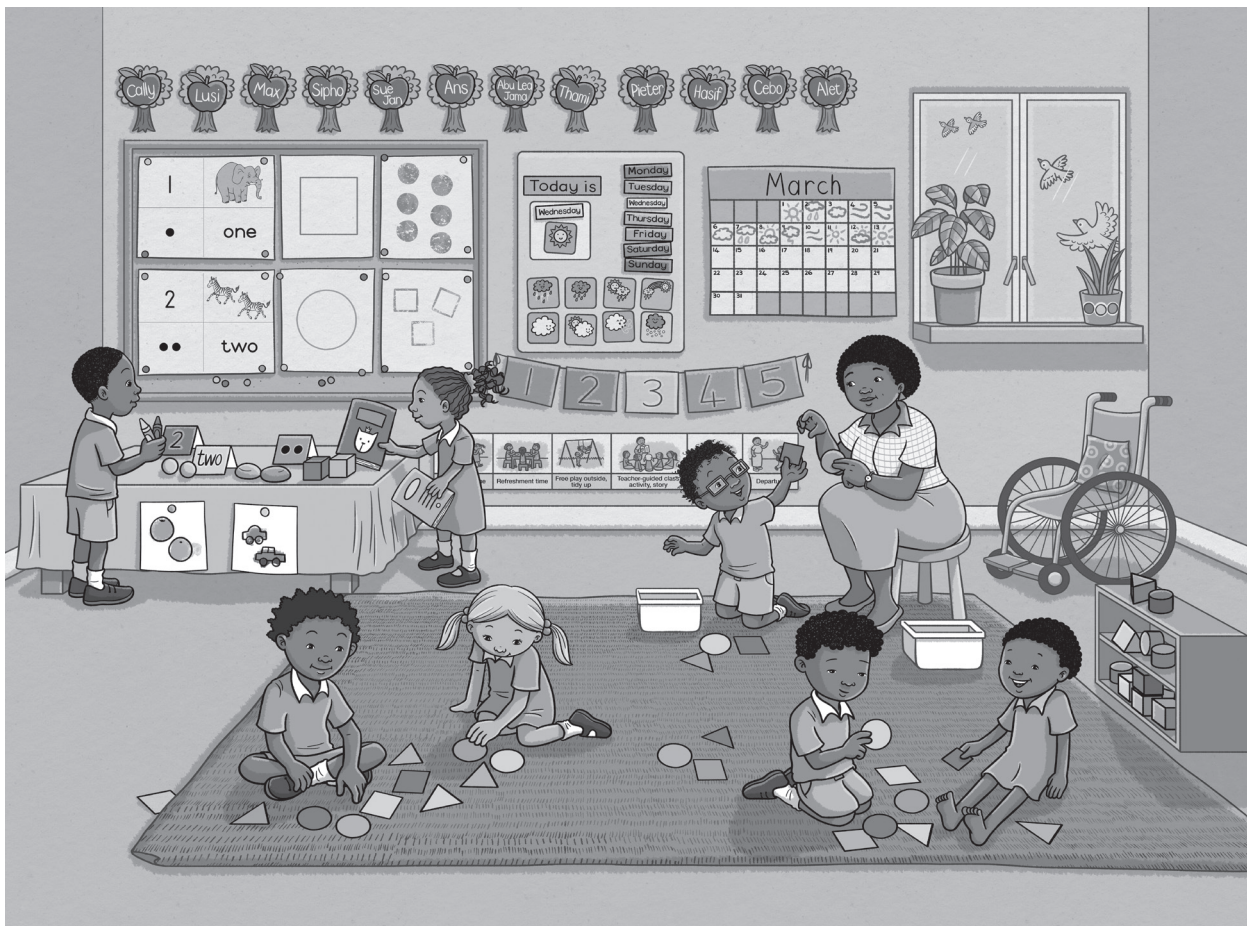
## Assessment

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



## Makambelelo

Nxiyaxiyo na makambelelo lama yaka emahlweni hi nkarhi wa migingiriko leyi leteriwaka hi mudyondzisi na ya tllasi hinkwayo swi nyika swivandlanene swa mitwisiso na nkatsakanyo wa kahle wa ku ya emahlweni ka mudyondzi un'wana na un'wana. Vuxokoxoko lebyi i bya nkoka eka ku letela ka ku dyondzisa ko yisa emahlweni na miphalalo ya vadyondzi hi un'weun'we. Nxaxamelo wa nkambisiso wa makambelelo lama yaka emahlweni lowu nga eka mapheji ya 185 na 187 ya xiletelo lexi wu simekiwile eka leswi nga endzeni leswi swi dyondzisiweke eka Kotara ya 4. Thempuleti leyi yi nga tirhisiwa ku rhekoda ku ya emahlweni ka mudyondzi un'wana na un'wana eka kotara.

## Grade R Maths ekamareni ro dyondzela

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

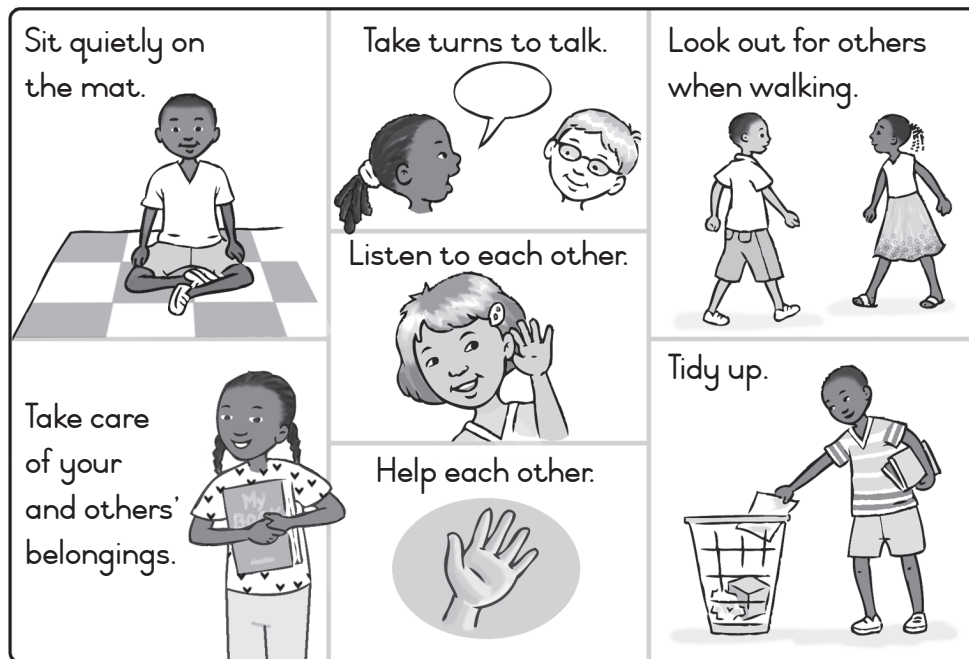
- xitafulana lexi nga khegetela khumbi
- layini ya tinomboro leyi endliweke hi ngoti na tiphekisi
- chati ya maxelo ya siku na siku
- khalendara ya n'hweti yin'wana na yin'wana leyi nga na tibuloko ta siku rin'wana na rin'wana
- chati leyi nga na mavito ya masiku ya vhiki
- nongonoko wa siku na siku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





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

## Our classroom rules

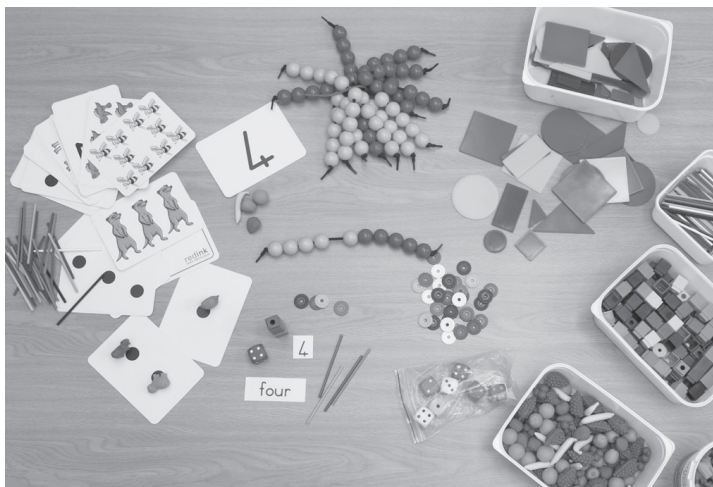


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

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



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

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

## Milawu ya hina ya le ka kamara ro dyondzela

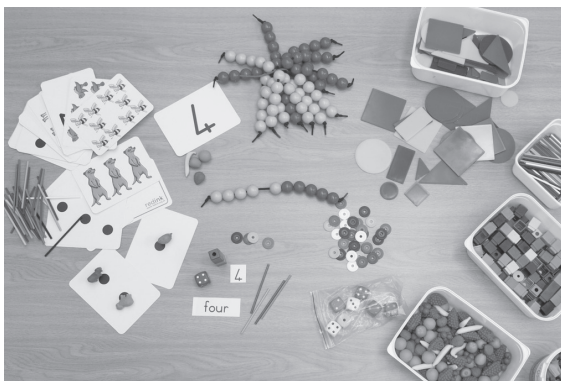


## Swipfuno swa *Grade R Maths*

### **Khiti ya Swipfuno ya *Grade R Maths***

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

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



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Timatheriyali leti vuyelerisiweke

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

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



## Swipfuno swin'wana

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

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

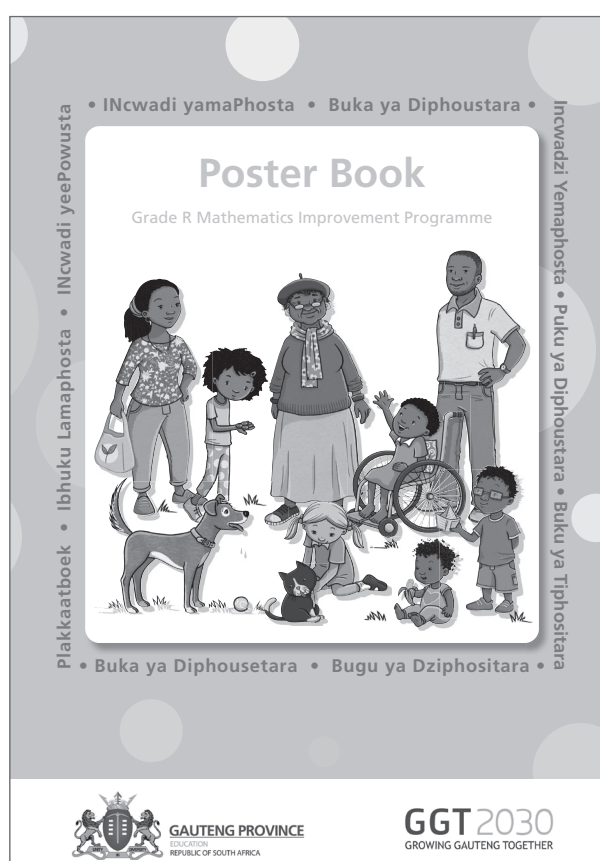
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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





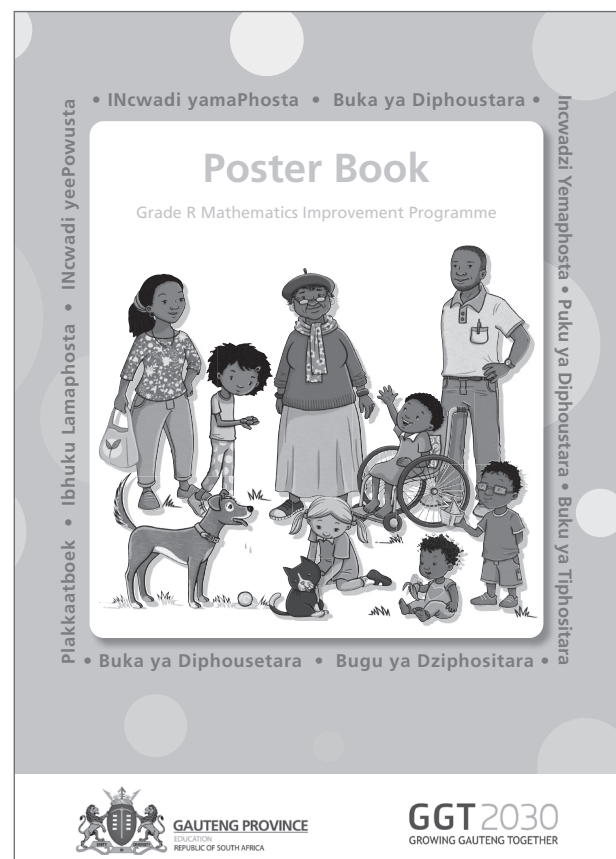
- chati ya vulehelahenhla
- makhadi yo tlanga ya jumbo
- maliencyeto: swingwece na timali ta phepha (ku yi tirhisa eka vhengele ro tlanga)
- wachi ya le khumbini ya analogo leyikulu
- xikalo xa ndzinganiso
- vuhlalu byo hlayela, ku ava, ku hulela na ku endla tipatironi
- misava na switirhisiwa swa ku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

## Buku ya Tiphositara ya *Grade R Maths*

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

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

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



# Content overview: Term 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
<b>1. Numbers, Operations and Relationships</b>	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
<b>2. Patterns, Functions and Algebra</b>				Create, copy and extend an auditory pattern Draw patterns from objects Create, copy and extend patterns using concrete objects	
<b>3. Space and Shape (Geometry)</b>					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
<b>4. Measurement</b>					
<b>5. Data Handling</b>					



# Nkatsakanyo wa vundzeni:

## Kotara ya 4

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

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 1	Vhiki ra 2	Vhiki ra 3	Vhiki ra 4	Vhiki ra 5
1. Tinomboro, Tioparexini na Vuxaka	Nomboro ya 9 Ku hlayela hi vambirhi Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1 Ku hlayela michumu 1–10 Longoloxela tinomboro 1–8 Tinomboro ta odinali vun'we kufika eka vuntlhanu Tiyisisa nongoti wa tinomboro ta 1–8	Nomboro ya 10 Hlanganisa, hinkwato ka tona Susa/humesa Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1 Ku hlayela michumu 1–10 Ku longoloxela tinomboro 1–9 Tiyisisa nongoti wa tinomboro ta 1–9 Ku hlayela hi vambirhi	Nomboro ya 0 Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1 Ku hlayela michumu 1–10 Longoloxela tinomboro 1–10 Tiyisisa nongoti wa tinomboro ta 1–10 Ku hlayela hi vambirhi Hlanganisa, susa	Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10	Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10
2. Tipatironi, Tifankixini na Alijebura				Tumbuluxa, kopunula na ku ndlandlamukisa patironi yo twiwa Dirowa tipatironi kusuka eka michumu Tumbuluxa, kopunula na ku ndlandlamukisa tipatironi hi ku ndlandlamukisa michumu yo khomeka	
3. Ndhawu na Xivumbeko (Jometiri)					Xiyimo xa michumu hi ku yelana ka yona na vadyondzi Swiphazamiso swa swiphemu swa makumembirhimune Xiyimo xa michumu hi ku yelana ka yona Ndzinganiso Tlhello: miseve Tlhello: ximatsi, xinene
4. Mpimo					
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo					

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

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 6	Vhiki ra 7	Vhiki ra 8	Vhiki ra 9	Vhiki ra 10
1. Tinomboro, Tioparexini na Vuxaka	Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10 Ku longoloxela tinomboro 1–10	Tinomboro ta odinali: vutsevu Ku avela ku ri hava nsalo Hi kambirhi Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10 Ku longoloxela tinomboro ta 0–10 Tinomboro ta odinali: vun'we kufika eka vuntlhanu Ku hlayela hi vambirhi Hlanganisa, susa Hafu	Ku avela ku ri na nsalo Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10 Ku longoloxela tinomboro 0–10 Tiyisisa nongoti wa tinomboro 0–10 Ku ololoxa swiphiko 1–10 Ku avela ku ri hava nsalo Hafu, hi kambirhi	Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10	Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0 Ku hlayela michumu 1–10 Longoloxela tinomboro 1–10 Ku ololoxa swiphiko 1–10 Tala, ntsongo, ringana Ku kumbetela
2. Tipatironi, Tifankixini na Alijebura					
3. Ndhawu na Xivumbeko (Jometiri)				Ava swivumbeko hi ku ya hi sayizi, muhlovo na xivumbeko Ku hlayisa swivumbeko Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu, yinhlamune Mavonelo ya mavonakelo ya swifaniso	
4. Mpimo	Vundzeni Vholumu Vulehi na nkarhi – chati ya vulehelahenhla				
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo					Phikitogirafu hi ku tirhisa sete leyi engeteriweke ya vuxokoxoko bya tinhlayo Hlengelela, ava kutani u endla vuyimeri bya mihlengelo ya michumu Xopaxopa na ku vika vuxokoxoko bya tinhlayo

# 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

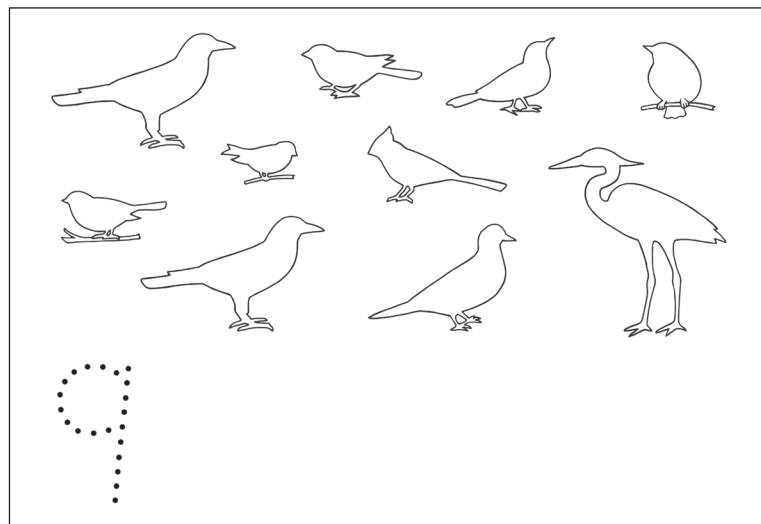
nine

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.



# Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

## Tinhlokomhaka

- Lemuka mifungho ya tinomboro na mavito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

## Vutivi byintshwa

- Nomboro ya 9
- Ku hlayela hi vambirhi

## Titloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Longoloxela tinomboro 1–8
- Tinomboro ta odinali vun'we kufika eka vuntlhanu
- Tiyisisa nongoti wa tinomboro ta 1–8

## Ntivomarito wa matematiki wuntshwa

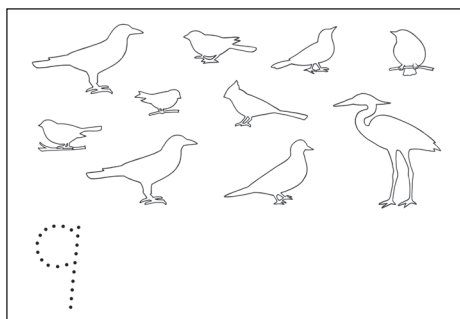
kaye

hlayela hi vambirhi

## Ku lungheka

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

- thempuleti ya xipendiwankhavisu xa nomboro ya 9 na thempuleti ya yindlu ya nomboro ya 9 (pheji ya 205)
- bokisi ra michumu ya le kamareni ro dyondzela 1–10 ra muxaka wa rona, tanihi xikombiso, 1 wa n'wampopi, 2 wa tibuloko, 3 wa tibolo, 4 ya tibuku, 5 ya tipensele, na swo kota sweswo
- makhadi ya mathonsi ya nomboro ya 9, makhadi ya mifungho ya nomboro ya 9 na makhadi ya marito ya nomboro ya 9
- khadi ra mfungho wa nomboro ya 9 (ra mugiva wa tinomboro)
- thempuleti ya vumba byo tlangisa: Nomboro ya 9 (pheji ya 211) – 1 hi mudyondzi
- 8 wa tibodo ta ntlangu wa nsiyano wa le jarateni ra purasi (pheji ya 216)
- swipandzu swa nghingiriko wo khomanisa mathonsi (pheji ya 217) – 1 hi mudyondzi
- nghingiriko wa ayisikhirimi (pheji ya 219) – 1 hi mudyondzi
- swipandzu swa nghingiriko wa swinyenyana – 1 hi mudyondzi.



## 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

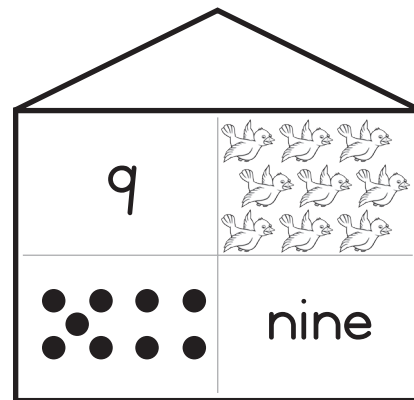
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

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.

# Migingiriko ya tllasi hinkwayo

## Siku ra 1

### Leswi lavekaka

- Swipendiwankhaviswa tinomboro 1–8
- Thempuleti ya xipendiwankhaviswa xa nomboro
- ya 9 na thempuleti ya yindlu ya nomboro ya 9 (pheji ya 205)
- *Xitori xa nomboro ya 9* (pheji ya 189)



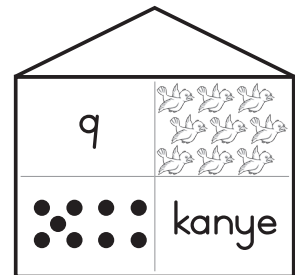
Tsundzuka ku vulavula hi mayelana na nongonoko wa siku na siku. Tsundzuka ku endla khalendara, masiku ya vhiki, tin'hweti ta lembe na chati ya masiku ya ku velekiwa siku rin'wana na rin'wana.

1. **Risimu/rhayimi:** Vadyondzi va yimbelela risimu kumbe va vula rhayimi leyi va yi tsakelaka kusuka eka tikotara leti nga hundza.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va vekela swandla swa vona endzhaku ka mihlana ya vona. Huwelela nomboro. Vadyondzi va yimisela ehenhla nomboro leyi nga lulama ya tintiho ku endla vuyimeri bya nomboro yaleyo.
4. **Ku tivisa nomboro ya 9:** Kombetela swipendiwankhaviswa swa tinomboro ta 1–8.

### Swivutiso swo letela:

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

Rungula *Xitori xa nomboro ya 9*. Komba swiphemu swa xipendiwankhaviswa xa tinomboro loko u ri karhi u vumba xitori xa swinyenyana na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 9 – xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhaviswa eka yindlu ya swiharhi ekhumbini ekusuhi na nomboro ya 8 eka ndhawu ya matematiki. Hlayelani swin'we swinyenyana leswi. Vadyondzi va titoloveta nomboro ya 9 hi ku yi tsala emoyeni kumbe emeteni hi tintiho ta vona.



- ★ Xana i swinyenyana swingani u nga kotaka ku swi hlayela?
- ★ Xana i timpiku/milomu/milenge yingani xinyenyana xin'wana na xin'wana xi nga na yona?
- ★ Xana ku na swinyenyana swo tala hi swingani kutlula makondlo/ tintohe, na swo kota sweswo?

Vadyondzi va endla ntlangu hi xitori.

- ★ Xana swinyenyana swi hahile njhani?
- ★ Xana hi swihi leswi swi endleke swona loko swi fika endlwini?
- ★ Xana u nga kota ku komba hilaha swi etleleke hakona vusiku byolebyo byo sungula?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana. Xitichi xo tirhela xa 4 i ntlangu wa le bodweni hi ku tirhisa dayizi. Komba vadyondzi hilaha ku hoxiwaka hakona dayizi na ku fambisa xihlayeri xa vona xa swiharhi na nhlayo leyi fambelanaka ya swivandla ebodweni.



Kombisa hilaha ku tlangiwaka hakona mitlangu ya le tibodweni ku tiyisisa leswaku vadyondzi va twisisa milawu ya ntlangu wun'wana na wun'wana.



## 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.

## Siku ra 2

## Leswi lavekaka

- Rhayimi: *Swihukwana swimbirhi* (pheji ya 189)
- Bokisi ra michumu ya le kamareni ro dyondzela, 1–10 ra muxaka wa rona, tanihi xikombiso, 1 wa n'wampopi, 2 wa tibuloko, 3 wa tibolo, 4 wa tibuku, 5 wa tipensele
- Makhadi ya mathonsi ya nomboro ya 9, makhadi ya mifungo ya nomboro ya 9 na makhadi ya marito ya nomboro ya 9

1. **Rhayimi:** Tivisa rhayimi, *Swihukwana swimbirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Hangalasa michumu emeten ku rhendzeleka na kamara ro dyondzela. Vadyondzi va siyerisana ku kuma michumu kutani va yi veka ebokisini loko munhu un'wana na un'wana a ri karhi a hlayela.

**Swivutiso swo letela:**

- ✦ Xana i tibuloko/van'wampopi/tikhirayoni tingana, na swo kota sweswo, u nga swi kuma?
  - ✦ Xana i mani a kumeke nhungu wa tibuloko/van'wampopi vambirhi/khume ra tikhirayoni, na swo kota sweswo?
4. **Tafula ra matematiki:** Mitlawa yinharhu ya vadyondzi wun'wana na wun'wana wu hlengeleta kaye wa michumu leyitsongo, tanihi xikombiso, matluka, maribye, tikhirayoni kumbe tibuloko. Vadyondzi va vuya va ta tshama emeteni hi mitlawa ya vona. Ntlawa wun'wana na wun'wana wu vula leswi wu nga swi kuma na leswaku i swingani leswi wu nga swi kuma. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya 9, khadi ra mfungho wa nomboro ya 9 kumbe khadi ra rito ra nomboro ya 9. Ntlawa wun'we hi nkarhi wu veka michumu ya vona na makhadi ya nomboro ya 9 etafuleni ra matematiki.  
Vadyondzi va phokotela, va tlula, va thamuka na ku ba goza kuya emahlweni na kuya endzhaku ka kaye.
  5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana.

## Siku ra 3

## Leswi lavekaka

- Rhayimi: *Swihukwana swimbirhi* (pheji ya 189)
- Makhadi ya mathonsi 1–9 (*Khiti ya Swipfuno*)



Kuma kumbe u lukelela tinsimu tin'wana na tirhayimi tin'wana hi nkongomelo wo fana ku endlela leswaku u katsa tinsimu na tirhayimi hi tindzimi ta le kaya ta vadyondzi hinkwavo. Tanihi xikombiso, tumbuluxa tinsimu ta rhepe eka nsumo wa vuyimbeleri.

1. **Rhayimi:** Vulani rhayimi, *Swihukwana swimbirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Ntlhanu wa vadyondzi va yima emahlweni ka tilasi hi layini kutani va tlharamula swandla swa vona. Hlayelani swin'we swandla swa vona hi vambirhi loko u ri karhi u khumba xin'wana na xin'wana xa swandla swa vadyondzi lava ntlhanu, hlsw. swandla swimbirhi, mune, tsevu, na swo kota sweswo. Vuyelela u kombela vadyondzi ku hlayela 2, 4, 6, 8, 10 loko u ri karhi u khumba swandla swa vona. Vuyelela hi mitlawa yin'wana ya ntlhanu wa vadyondzi mu ri karhi mi hlayela tindleve, mahlo, mikondzo, milenge, swikokola, na swo kota sweswo.

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.
- 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.

4. **Makhadi ya mathonsi na ku landzelelanisa 1–9:** Vadyondzi va tshama hi xirhendzevutana. Va kombi makhadi ya mathonsi ya 1–9 hi rin'werin'we. Va huwelela nhlayo ya mathonsi lama nga eka khadi rin'wana na rin'wana. Yimisela makhadi lama ehenhla ku endlela leswaku vadyondzi va kota ku ma vona.

Komba khadi leri nga na nhungu wa mathonsi kumbe matsongo. Vula, 'Ndzi navela wonge a ndzi ri na kaye wa mathonsi.' Mudyondzi un'we u kuma khadi ra mathonsi leri ri lavekaka ku endla 9. Vuyelani hi makhadi ya mathonsi man'wana.

Vadyondzi va siyerisana ku pananisa makhadi ya mathonsi eka tinomboro leti nga eka swipendiwankhavisu kutani va ma veketela hi nandzelelano wo lulama ekhumbini.

**Swivutiso swo letela:**

- ✦ Xana i mathonsi mangani lama u ma vonaka?
- ✦ Xana i mathonsi mangani man'wana hi ma lavaka ku endla 9?

Vadyondzi va siyerisana ku kuma mfungho wa nomboro na rito ra nomboro ku ri pananisa na khadi ra mathonsi rin'wana na rin'wana.

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

## Siku ra 4

### Leswi lavekaka

- Risimu: *Vusokoti byi macha hi byimbirhimbirhi* (pheji ya 189)
- Choko/thepe yo namarheta
- Khadi ra nomboro ya 9 ku ri engetela eka mugiva wa tinomboro

1. **Risimu:** Yimbelelani risimu, *Vusokoti byi macha hi byimbirhimbirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Endla xirhendzevutana emeteni hi choko kumbe hi thepe yo namarheta ku endla vuyimeri bya mbhovo ehansi. Tsevu wa vadyondzi va fola layini hi vambirhimbirhi kutani va endla ntlangu wa risimu, *Vusokoti byi macha hi byimbirhimbirhi*. Tanihiloko phere yin'wana na yin'wana yi ri karhi yi nghena endzeni ka xirhendzevutana – 'va famba hi ku macha' – vadyondzi lavan'wana va hlayela hi vambirhi.
4. **Ku titoloveta na ku landzelelanisa tinomboro 1–9:** Susa makhadi ya tinomboro eka mugiva wa tinomboro. Katsa khadi ra nomboro ya 9 kutani u ri nyika kaye wa vadyondzi. Vadyondzi va yi veketela hi voxo hi ku landzelelana kusuka eka 1 kufika eka 9.

**Swivutiso swo letela:**

- ✦ Xana i nomboro yihi yi nga eka vun'we/vumbirhi/vuntlhanu?
- ✦ Xana i nomboro yihi yi nga emahlweni ka 3/endzhaku ka 7/exikarhi ka 3 na 5, na swo kota sweswo?

Vadyondzi va phekisa mifungho ya vona ya tinomboro na makhadi ya marito ya tinomboro hi ku landzelelana kusuka eka 1 kufika eka 9 eka mugiva wa tinomboro.

- ✦ Xana i nomboro yihi yi nga eka vun'we/emahlweni ka/endzhaku ka/exikarhi ka/yi landzelaka?

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

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.
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:

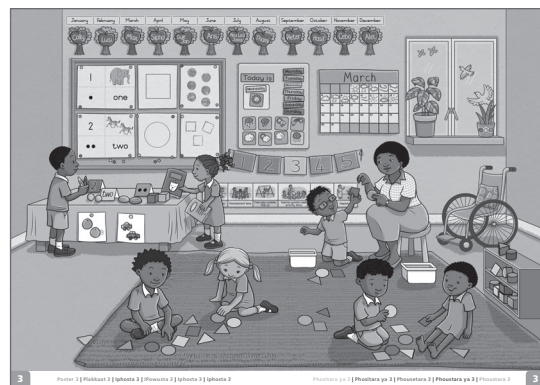
- ★ How many jumps must you make to get to number \_\_\_\_?
- ★ What number are you standing on?
- ★ Can you jump from 6 to \_\_\_\_?
- ★ How many jumps from 6 to \_\_\_\_?

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.

Siku ra 5

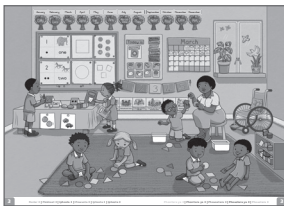
Leswi lavekaka

- Risimu: *Vusokoti byi macha hi byimbirhimbirhi* (pheji ya 189)
- Binibege
- Phositara ya 3
- Thepi yo namarheta/choko

1. **Risimu:** Yimbelelani risimu, *Vusokoti byi macha hi byimbirhimbirhi* kutani mi endla ntlangu wa rona.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa ndlela yo tlulela ya tinomboro ya 10 ra tibuloko. Tsala tinomboro kusuka eka 1 kufika eka 10 etibulokweni. Mudyondzi u hoxa binibege kutani a tlulela eka nomboro yaleyo loko vadyondzi van'wana va ri karhi va hlayela. Vadyondzi va yima eka nomboro leyi, va hoxa binibege nakambe kutani va tlula kuya emahlweni loko vadyondzi lavan'wana va ri karhi va hlayela nakambe.

**Swivutiso swo letela:**

- ✦ Xana i mitlulo yingani u bohekaka ku yi endla kufika eka \_\_\_\_?
- ✦ Xana i nomboro mani leyi u nga yima eka yona?
- ✦ Xana u nga kota ku tlula kusuka eka 6 kufika eka \_\_\_\_?
- ✦ Xana i mitlulo yingani kusuka eka 6 kufika eka \_\_\_\_?



4. **Ku titoloveta 1–9:** Kanelani Phositara ya 3. Vulavulani hi mayelana na leswi vadyondzi va swi vonaka exifanisweni.

**Swivutiso swo letela:**

- ✦ Xana i vadyondzi vangani va nga ambala tintangu/va nga ambalangiki tintangu? Xana ku na tiphere tingani ta tintangu hinkwato ka tona?
- ✦ Xana i timangwa/tintangu/tiyinhlharhu/misinya yingani u nga kotaka ku yi vona?
- ✦ Xana ku na swirhendzevutana swingani emeteni?
- ✦ Xana i swinyenyana swingani u nga kotaka ku swi vona? Xana u nga kota ku vona swinyenyana swin'wana? Xana ku na swingani hinkwaswo ka swona?
- ✦ Xana ku na timpiku tingani/milomu yingani eka mune wa swinyenyana?
- ✦ Malusi u na tsevu wa swivumbeko ebokisini. U nyika mudyondzisi wa yena swivumbeko swimbirhi. Xana i swivumbeko swingani swi nga ta sala ebokisini?
- ✦ Xana u kota ku vona yini ehenhla ka tafula? Xana i tibolo/maribye/tibuloko tingani u nga kotaka ku ti vona? Xana ku na swingani hinkwaswo ka swona?

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

Mpfanganiso

**Ririmi ra le Kaya:** Nhluvukiso wa ririmi hi ku tirhisa tirhayimi, Ku Tsala ka Masungulo (ku hlaya makhadi ya marito ya tinomboro), ku tirhisa ntvomarito wa ntalo (tala/ntsongo).

**Swikili swa Vutomi:** Nhluvukiso wa miri, tanihi xikombiso, openi.

## 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?



## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na:
  - Vuhlalu bya swivumbeko
  - 3 wa swipfalo
  - 1 ya xihlayeri xa xiharhi (muhlovo/muxaka wo hambana hi mudyondzi)
  - 80 wa swihlayeri leswi pendiweke
- Bodo ya ntlangu wa nsiyano wa le jarateni ra purasi (pheji ya 216)
- Dayizi
- Vumba byo tlangisa na mete hi mudyondzi
- Thempuleti ya vumba byo tlangisa: Nomboro ya 9 (pheji ya 211) – 1 hi mudyondzi

1. **Ku hlayela michumu 1–10:** Vadyondzi va teka swihlayeri swingariswingani kusuka enhulwini leyi nga emeteni.

#### Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na swihlayeri exandleni xa wena?
- ✦ Sweswi hlayela swihlayeri leswi nga exandleni xa wena. Xana i swingani u nga na swona?
- ✦ Xana nkumbetelo wa wena a wu ri ekusuhi kufika kwihi?
- ✦ Xana i swingani leswi u fanelaka ku swi susa kumbe ku swi engetela eka leswi nga exandleni ku kuma 10 ra swihlayeri?

2. **Swiphigo swa marito:** Vadyondzi va tirhisa swihlayeri kumbe va languta tintangu ta vona vini na ta tintangha ta vona ku va pfuna ku ololoxa swiphigo swa marito.

#### Swivutiso swo letela:

- ✦ Ku na vadyondzi vambirhi/vanharhu/va mune. Mudyondzi un'wana na un'wana u na tintangu timbirhi. Xana ku na tintangu tingani hinkwato ka tona?
- ✦ Loko ku ri na tintangu ta tsevu, xana i vadyondzi vangani va nga ambalaka tintangu?

3. **Vuhlalu bya swivumbeko:** Mudyondzi un'wana na un'wana u khoma tsevu wa vuhlalu.

#### Swivutiso swo letela:

- ✦ Xana u nga ndzi komba vuhlalu byo tala hi rin'we kutlula tsevu wa vuhlalu?
  - ✦ Xana i vuhlalu byingani u nga na byona?
- Vadyondzi un'wana na un'wana u khoma nkombo wa vuhlalu.
- ✦ Xana i vuhlalu byo tala byingani u byi lavaka ku endla 9?
  - ✦ Xana u nga ndzi komba vuhlalu byitsongo hi mune kutlula kaye wa vuhlalu?
  - ✦ Xana i vuhlalu byingani u nga na byona?

Vadyondzi un'wana na un'wana u khoma ntlhanu wa vuhlalu.

4. **Dludla kutani u tlhantlha:** Vadyondzi va vekela swipfalo swa vona swimbirhi emahlweni ka vona. Un'wana na un'wana u hlayela a humesa kaye wa swihlayeri. Va dludla swihlayeri swa vona kutani va swi tlhantlha hi mitlawa yimbirhi. Va swi vekela eswipfalwini swa vona tanihilaha va swi tlhantlheke hakona.

#### Swivutiso swo letela:

- ✦ Xana u swi tlhantlhile njhani swihlayeri swa wena?
- ✦ Xana u na swihlayeri swingani eka swipfalo haswimbirhi swi hlanganile?

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

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

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

**Guiding questions:**

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



**Check that learners are able to:**

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

**Workstation 1**

**What you need**

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

Learners circle nine birds and practise writing the number 9.



**TIP**

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

Vuyelani ng hingiriko lowu. Vadyondzi va vekela xipfalo xin'wana emahlweni ka vona. Va veketela swipfalo swa vona hi mitlawa yinharhu eswipfalwini.

- ✦ Xana u swi veketerile njhani swihlayeri swa wena?
- ✦ Xana i xipfalo xihhi xi nga na swipfalo swo tala/switsongo?
- ✦ Xana i swihlayeri swingani u nga na swona hinkwaswo ka swona?
- ✦ Xana u nga kota ku veketela swihlayeri swa wena hi ndlela yo hambana?

5. **Ku titoloveta nomboro ya 9 hi ku tirhisa vumba byo tlangisa:**

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti ya vumba byo tlangisa ya nomboro ya 9.

6. **Ntlangu wa nsiyano wa le jaratani ra purasi:** Vadyondzi un'wana na un'wana u humesa xihlayeri xa yena xa swiharhi kutani a xi vekela eka buloko ya ziro ebodweni. Mudyondzi un'wana na un'wana u hoxa dayizi. Mudyondzi loyi a nga na nomboro ya le henhla u ta rhanga a tlanga eka ntlangu kutani vadyondzi lava nga na vuhenhla bya vumbirhi, va ta tlanga eka vumbirhi, na swo kota sweswo. Vadyondzi va hoxa dayizi ra vona kutani va fambisa xihlayeri xa vona xa swiharhi ebodweni nhlayo ya swivandla tanihilaha swi kombiweke hakona edayizini. Va siyerisana kutani va ya emahlweni va tlanga kufikela loko vadyondzi hinkwavo va fikelela xitaki xa furhu/10. Va fanele ku hoxa nhlayo yo kwatsa edayizini ku jitamela eka xitaki xa furhu ku kota ku heta ntlangu.

**Swivutiso swo letela:**

- ✦ Xana i mani munhu layi nga eka vun'we/vumbirhi/vunharhu a landzelaka ku kuma nkarhi?
- ✦ Xana i swivandla swingani xiharhi xa wena xi fanelaka ku swi famba?
- ✦ Xana i swivandla swingani swin'wana xiharhi xa wena xi bohekaka ku swi famba kusuka laha xi nga kona sweswi kufika emakumu?



**Kamba leswaku vadyondzi va kota ku:**

- hlayela michumu 1–10
- ololoxa swiphiqo hi nomu hi tinomboro ta 1–9
- tlhantlha na ku vumba tinomboro ta 1–9
- fananisa tinomboro eka vunavi bya 1–9
- hlayela kuya emahlweni va sungula hi tinomboro letin'wana handle ka 1

**XITSUNDZUXO**

Lava migingiriko eka buku ya ntirho ya DBE leyi nyikaka swivandlanene swa vadyondzi ku pananisa na ku tsala mifungo ya tinomboro na marito ya tinomboro. Yi endle yi kumeka eka vadyondzi ku yi hlawula tanihi xiphemu xa migingiriko yo hlawula va tshunxekile.

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Xipandzu xa ng hingiriko wa swinyenyana xa mudyondzi un'wana na un'wana (vona pheji ya 23)
- Tikhirayoni
- Khadi ra mfungho wa nomboro ya 9 (*Khiti ya Swipfuno*)

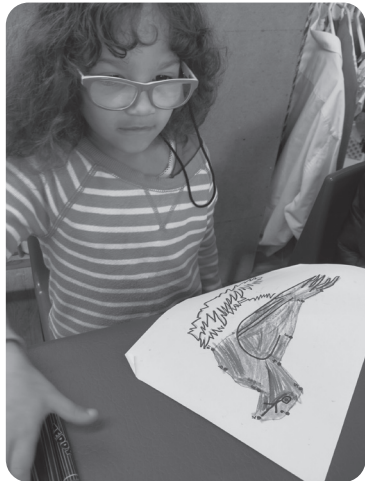
Vadyondzi va tsondzela kaye wa swinyenyana kutani va titoloveta ku tsala nomboro ya 9.

## 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.

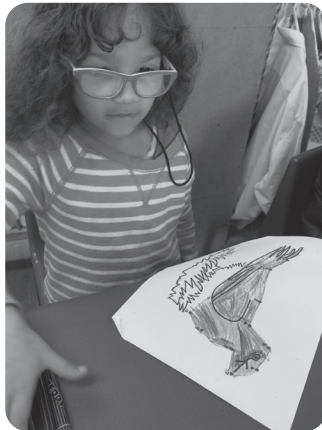


## Xitichi xo tirhela xa 2

### Leswi lavekaka

- Pheji yo khomanisa mathonsi ya mudyondzi un'wana na un'wana (pheji ya 217)
- Tikhirayoni/pende
- Phepha
- Wulu ya ritiyi
- Xinamarheti

Vadyondzi va khomanisa mathonsi hi nongoloko lowu nga lulama kutani va khavisa xinyenyana xa vona hi wulu ya ritiyi kumbe pende kumbe tikhirayoni.



## Xitichi xo tirhela xa 3

### Leswi lavekaka

- Xipandzu xa nghingiriko wa ayisikhirimi xa mudyondzi un'wana na un'wana (pheji ya 219)
- Xitsemiwa xa nomboro ya ayisikhirimi xa mudyondzi un'wana na un'wana (pheji ya 219)
- Xinamarheti

Vadyondzi va tsema swivumbeko swa xikupu xa ayisikhirimi, va pananisa marito ya tinomboro eka mifungo ya tinomboro kutani endzhakukaswona va ti namarheta eka swivandla leswi nyikiweke.

## Xitichi xo tirhela xa 4

### Leswi lavekaka

- Bodo ya ntlangu wa nsiyano wa le jarateni ra purasi (pheji ya 216) – 1 hi mudyondzi
- 8 wa madayizi
- 8 wa swihlayeri swa swiharhi

Vadyondzi va hoxa dayizi ra vona kutani va fambisa xihlayeri xa vona xa swiharhi ebodweni nhlayo ya swivandla tanihilaha swi kombiweke hakona edayizini. Va ya emahlweni hi ndlela leyi kufikela loko va fikelela xitaki xa furhu. Va fanele ku hoxa nhlayo yo kwatsa edayizini ku jitamela eka xitaki xa furhu ku kota ku heta ntlangu. Loko va nga koti ku kuma nomboro yo kwatsa, va rindzela kufikela nkarhi wa vona lowu landzelaka kutani va ringeta nakambe.



# 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

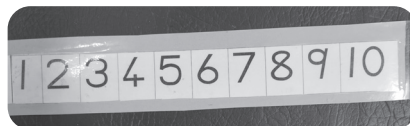
make the number

How many to get to ...?

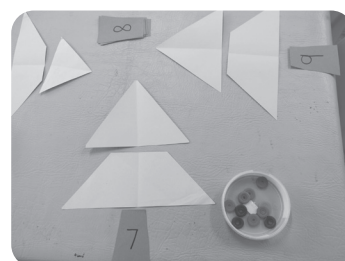
## Getting ready

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.





# Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

## Tinhlokomhaka

- Lemuka mifungho ya tinomboro na mavito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

## Vutivi byintshwa

- Nomboro ya 10
- Hlanganisa, hinkwato ka tona
- Susa/humesa

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Ku longoloxela tinomboro 1–9
- Tiyisisa nongoti wa tinomboro ta 1–9
- Ku hlayela hi vambirhi

## Ntivomarito wa matematiki wuntshwa

khume

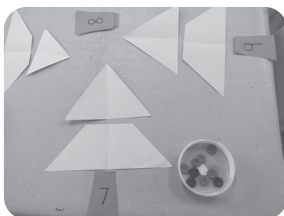
endla nomboro

Xana i swingani kufika eka ...?

## Ku lungheka

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

- thempuleti ya xipendiwankhavisu xa nomboro ya 10 na thempuleti ya yindlu ya nomboro ya 10 (pheji ya 207)
- makhadi ya mathonsi ya nomboro ya 10, makhadi ya mifungho ya nomboro ya 10 na makhadi ya marito ya nomboro ya 10
- khadi ra mfungho wa nomboro ya 10 (ra mugiva wa tinomboro)
- tindlela ta tinomboro 1–10



- ntlangu wa nsiyano wa le jarateni ra purasi (kusuka eka Vhiki ra 1): tibodo ta mitlangu, dayizi, 8 wa swihlayeri swa swiharhi
- swiphazamiso swa tinomboro 1–10 (pheji ya 221) – 1 hi mudyondzi
- thempuleti ya vumba byo tlangisa: Nomboro ya 10 (pheji ya 213) – 1 hi mudyondzi
- sete ya makhadi ya mathonsi ya 1–10 – 1 hi mudyondzi
- 10 ra switsemiwa swa khadibodo swa tinyoxi
- xisaka xa tinyoxi lexi endliweke hi bokisi ra khadibodo leri nga na xifaniso xa xisaka xipfawini na nyangwa wu humesiwile
- matluka ya misinya ya khadibodo – 2 hi mudyondzi
- marhavi ya misinya ya khadibodo lama leburaweke 1–10 – 1 ya sete hi mudyondzi.

## 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.



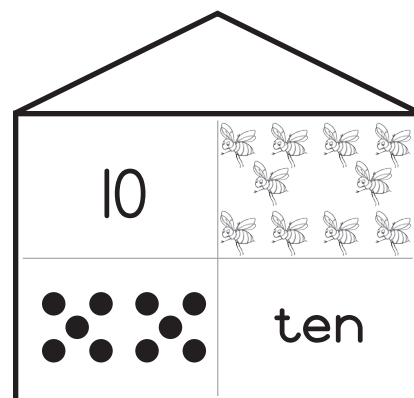
#### Guiding questions:

- ★ 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.



# Migingiriko ya tllasi hinkwayo

## Siku ra 1

### Leswi lavekaka

- Risimu: *Khume ra swinyoxana* (pheji ya 191)
- Choko
- Swipendiwankhaviswa tinomboro 1–9
- Xipendiwankhaviswa xa nomboro ya 10 na thempuleti ya yindlu ya nomboro ya 10 (pheji ya 207)
- *Xitori xa nomboro ya 10* (pheji ya 191)

1. **Risimu:** Yimbelelani risimu, *Khume ra swinyoxana*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu**

**1–10:** Dirowa 10 ra swivumbeko swa swiluva efulorweni. Tlanga vuyimbeleri kutani vadyondzi va mbvonga ku rhendzeleka na kamara ku fana na tinyoxi. Loko vuyimbeleri byi yima, huwelela nomboro kusuka eka



1 kufika eka 10. Vadyondzi va ti ntlawahata hi voxwe kufana na tinyoxi eka xiluva ku ya hi nomboro leyi huweleriweke. Vadyondzi lava va nga kotiki ku tikatsa eka ntlawa eka xiluva va huma. Vuyelelani.

#### Swivutiso swo letela:

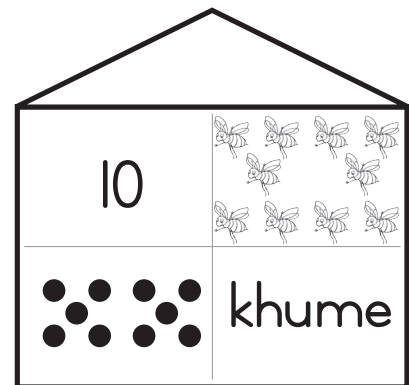
- ✦ Xana ku na swiluva swingani?
- ✦ Xana ku na tinyoxi tingani eka xiluva lexi?
- ✦ Xana ku na tinyoxi tingani leti ti nga hava xiluva?

4. **Ku tivisa nomboro ya 10:** Kombetela swipendiwankhaviswa swa tinomboro ta 1–9.

#### Swivutiso swo letela:

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

Rungula *Xitori xa nomboro ya 10*. Komba swiphemu swa xipendiwankhaviswa xa tinomboro loko u ri karhi u vumba xitori xa tinyoxi na swifaniso swa yindlu leyi, na vuyimeri byo hambanahambana bya nomboro ya 10 – xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhaviswa endlwini ekhumbini eka ndhawu ya matematiki. Hlayelani swin'we tinyoxi leti.



**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.

**XITSUNDZUXO**

Vutisa swivutiso leswi swi khutazaka vadyondzi ku avelana mianakanyo, yo tanihi:

- Hikwalahokayini u ehleketa sweswo?
- Xana u swi tiva njhani?

- ★ Xana ku na tinyoxi tingani?
- ★ Xana nyoxi yi na timpapa tingani/milenge yingani?
- ★ Xana ku na tinyoxi ta vatirhi/ta tinkosikazi tingani?
- ★ Xana i yindlu yihi yi nga na swiharhi switsongo hi swinharhu kutlula yindlu ya tinyoxi?
- ★ Xana i yindlu yihi yi taka emahlweni/endzhaku ka yindlu ya tinhutlwa? Vadyondzi va endla ntlangu wa xitori.

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

**Siku ra 2**

**Leswi lavekaka**

- Risimu: *Khume ra swinyoxana* (pheji ya 191)
- Xisaka xa tinyoxi
- Makhadi ya mathonsi ya nomboro ya 10, makhadi ya mifungho ya nomboro ya 10 na
- makhadi ya marito ya nomboro ya 10
- Xipendiwankhavisio xa nomboro ya 10
- 10 ra switsemiwa swa khadibodo swa tinyoxi

1. **Risimu:** Yimbelelani risimu, *Khume ra swinyoxana*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Kombisa tinyoxi ekhumbini. Vadyondzi va kumbetela leswaku ku na swingani. Hlayelani swin'we loko u ri karhi u vekela nyoxi yin'we hi nkarhi exisakeni xa tinyoxi.



**Swivutiso swo letela:**

- ★ Xana u nga kota ku ndzi komba hi tintiho ta wena leswaku ku na tinyoxi tingani exisakeni?

4. **Ku hlanganisa na ku susa:** Susa tinyoxi timbirhi ebokisini.

**Swivutiso swo letela:**

- ★ Xana i tinyoxi tingani ti nga haha ti huma exisakeni?
- ★ Xana u nga kota ku ndzi komba hi tintiho ta wena leswaku u ehleketa leswaku ku na tinyoxi tingani ti nga sala exisakeni sweswi?

Komba vadyondzi tinyoxi leti ti nga sala endzeni ka bokisi kutani mi ti hlayela swin'we ku kamba loko va vula swona.

Engetela tinyoxi timbirhi exisakeni.

- ★ Xana u ehleketa leswaku ku na tinyoxi tingani exisakeni sweswi?

Komba vadyondzi tinyoxi leti ti nga sala endzeni ka bokisi. Hlayelani swin'we ku kamba loko va vula swona. Vuyelelani.

5. **Tafula ra matematiki:** Mitlawa yinharhu ya vadyondzi yi hlengeleta khume ra michumu yo fana ehandle. Ntlawa wun'wana na wun'wana wu vula leswaku i yini michumu leyi naswona i yingani wu yi kumeke. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya 10, khadi ra mfungho wa nomboro ya 10 kumbe khadi ra rito ra nomboro ya 10. Ntlawa wun'we hi nkarhi wu veka michumu ya wona na makhadi ya nomboro ya 10 etafuleni ra matematiki.

**XITSUNDZUXO**

Endla leswaku vadyondzi va kumbetela nhlayo ya michumu leyi nga eka ntlawa wa michumu va nga si yi hlayela, kutani endzhakukaswona va kamba mikumbetelo ya vona. Leswi swi va pfuna ku hlukisa mongo wa 'sayizi' ya tinhlayo leyi va nga eku ti hlayeleni.



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.



Vadyondzi va titoloveta nomboro ya 10 hi ku yi tsala emoyeni kumbe emeteni hi tintiho ta vona.

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

### Siku ra 3

#### Leswi lavekaka

- Risimu: *Khume ra swinyoxana* (pheji ya 191)
- Makhadi ya mathonsi 1–5
- Xisaka xa tinyoxi na 10 ra tinyoxi ta khadibodo
- Makhadi ya mathonsi ya tinomboro 1–10

1. **Risimu:** Yimbelelani risimu, *Khume ra swinyoxana*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vekela 10 ra switsemiwa swa tinyoxi ekhumbini. Nhungu wa vadyondzi va yima.

#### Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku i vadyondzi vangani lava nga yima?
- ✦ A hi va hlayeleni.
- ✦ Xana ku na nyoxi ya mudyondzi un'wana na un'wana?
- ✦ Xana i vadyondzi vangani van'wana hi va lavaka ku endlela leswaku mudyondzi un'wana na un'wana a va na nyoxi?

4. **Mikatsano kufika eka10; tala/ntsongo:** Hlawula tiphere timbirhi ta vadyondzi. Mudyondzi kusuka eka phere yin'wana na yin'wana u hlawula khadi ra mathonsi. Munhu un'wana na un'wana u hlayela swin'we. Mudyondzi kusuka eka phere yin'wana na yin'wana u teka nhlayo yo fana ya tinyoxi tanihi mathonsi lama nga ekhadini kusuka exisakeni. Hlayelani swin'we nhlayo hinkwayo ya tinyoxi leti hlengeletiweke hi vadyondzi vambirhi. Vuyelelani hi vadyondzi van'wana.

#### Swivutiso swo letela:

- ✦ Xana ku na mathonsi mangani? Xana i tinyoxi tingani leti u bohekaka ku ti teka?
- ✦ Xana ku na mathonsi mangani/tinyoxi tingani hinkwato ka tona?
- ✦ Langutani tinyoxi. Xana i tinyoxi tingani tin'wana \_\_\_\_ a nga na tona kutlula \_\_\_\_?

5. **Ku titoloveta makhadi ya mathonsi ya tinomboro, makhadi ya mifungho ya tinomboro, na makhadi ya marito ya tinomboro:** Vekela makhadi ya mathonsi laha vadyondzi va nga kotaka ku ma vona, tanihi xikombiso, ekhumbini. Vadyondzi va siyerisana ku hlawula makhadi mambirhi lama ma vumbaka nomboro tanihilaha va lerisiwaka hakona.

#### Swivutiso swo letela:

- ✦ Xana u nga ndzi komba makhadi mambirhi lama ma vumbaka nomboro ya 10/8/4/3?

Vadyondzi va siyerisana ku pananisa makhadi ya mathonsi eka makhadi ya mfungho wa nomboro na makhadi ya rito ra nomboro lama nga eka xipendiwankhavisu.

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

## 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

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.

## Siku ra 4

## Leswi lavekaka

- Risimu: *Khume ra swinyoxana* (pheji ya 191)
- Xisaka xa tinyoxi na 10 ra tinyoxi ta khadibodo
- Mugiva wa tinomboro na mifungho ya tinomboro ta 1–10

1. **Risimu:** Yimbelelani risimu, *Khume ra swinyoxana*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Komba vadyondzi xisaka xa tinomboro lexi nga hava nchumu. Vadyondzi va hlayela kufika eka 10 loko u rikarhi u vekela 10 ra tinyoxi exisakeni xa tinyoxi yin'we hi nkarhi. Humesa tinyoxi. Vekela tinyoxi timbirhi exisakeni xa tinyoxi. Hlayela nakambe u ri karhi u ntlawahata tinyoxi leti hi vambirhimbirhi tanihiloko u ri karhi u hlayela.

## Swivutiso swo letela:

- ✦ Xana ku na tinyoxi tingani exisakeni xa tinyoxi?
  - ✦ Loko tinyoxi timbirhi tin'wana ti nghena exisakeni xana ku ta va na tinyoxi tingani sweswi? Na timbirhi tin'wana ke?
4. **Mugiva wa tinomboro:** Kombela vadyondzi ku pfuna ku phelesa makhadi ya mifungho ya tinomboro hi nandzelelano kusuka eka 1 kufika eka 10 eka mugiva wa tinomboro.
 

Swivutiso swo letela:

    - ✦ Xana i khadi rihi ri taka eka vun'we/ri landzelaka?
    - ✦ Xana hi kwihi laha hi faneleke ku vekela nomboro ya 9/10 eka mugiva wa tinomboro?
    - ✦ Xana i nomboro yihi yi nga yikulukumba/yitsongo kutlula 3/4/5?
    - ✦ Xana i nomboro yihi leyi yi taka emahlweni/endzhaku/exikarhi ka \_\_\_\_?
  5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

## Siku ra 5

## Leswi lavekaka

- Risimu: *Vusokoti byi macha hi byimbirhimbirhi* (pheji ya 189)
- Thepi yo namarheta/choko
- Phositara ya 5

1. **Risimu:** Yimbelelani risimu, *Vusokoti byi macha hi byimbirhimbirhi* kutani mi tlanga ntlangu kusuka eka Vhiki ra 1, ku hlayela hi vambirhi.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va phokotela ka10, va famba 10 ra magoza kuya emahlweni, va thamuka ka10. Hlayelani hi vambirhi: phokotela mi miyerile kan'we, hi huwa eka mbirhi, mi miyerile eka nharhu, hi huwa eka mune. Vuyelelani kufika eka 10.

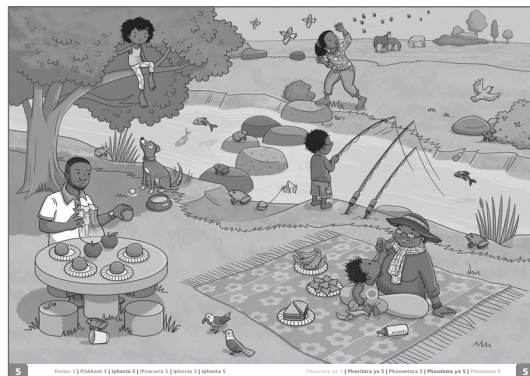


4. **Jumping track:** Use masking tape or chalk to create a large number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. Some learners jump in the blocks as the class counts forwards and backwards.

**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?

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.



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



### XITSUNDZUXO

Tirhisa swivandlanene leswi swi tumbulukaka esikwini ku hlulukisa vuswikoti bya vadyondzi ku ololoxa swiphiko, tanihi xikombiso: Ku na nhungu wa tijara ta pende na tsevu wa tibulachi ta pende ntsena. Xana i tibulachi to penda tingani tin'wana hi ti lavaka?

4. **Ndlela yo tlulela:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa ndlela yo tlulela ya tinomboro ya 10 ra tibuloko kutani u tsala 1 kufika eka 10 etibulokweni. Vadyondzi van'wana va tlula etibulokweni loko tilasi yi ri karhi yi hlayela kuya emahlweni na kuya endzhaku.

#### Swivutiso swo letela:

- ★ Xana u nga kota ku tlula kufika eka 2?
- ★ Loko u endla mitlulo yimbirhi/yinharhu/mune yin'wana, xana i nomboro yihi leyi u nga ta jitamela eka yona?
- ★ Xana i mitlulo yingani ku kota ku fika eka \_\_\_\_\_?
- ★ Loko u tlulela endzhaku kan'we/kambirhi/kanharhu, xana i nomboro yihi u nga ta jitamela eka yona?

5. **Ku titoloveta 1–10:** Kanelani Phositara ya 5. Vulavulani hi mayelana na leswi vadyondzi va swi vonaka exifanisweni.

#### Swivutiso swo letela:

- ★ Xana i tinyoxi/tisamusa/machela/swinyenyana swo haha/tinhlampfi/swivungwana swingani u nga kotaka ku swi kuma?
- ★ Xana u nga kota ku vona swinyenyana swin'wana swihi kumbe swihi?
- ★ Xana ku na swinyenyana swingani hinkwaswo ka wona?
- ★ Ku na mune wa tirholo etafuleni. Papa u na rholo yin'we exandleni. Xana ku na tirholo tingani?
- ★ Ku na tibanana ta ntlhanu epuletini. Loko Laylah a dya tibanana timbirhi, xana i tibanana tingani ti nga sala epuletini?
- ★ Loko a ko va na 10 ra vanhu eka pikiniki, xana ku na tibanana tingani hi nga ta ti lava leswaku munhu un'wana na un'wana a va na banana?
- ★ Loko Malusi a phasa nhlampfi yin'we eka xinjovo xin'wana na xin'wana, xana i tinhlampfi tingani a nga ta va na tona?

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

### Mpfanganiso

**Ririmi ra le Kaya:** Ku Yingisela na ku Vulavula: ku humesa ntwisiso wa nhlamuselo na hlamula swivutiso swa nomu, ndzungulo wa xitori.

**Swikili swa Vutomi:** Ku endla ntlangu hi nkarhi wa tidyondzotsongo ta vuyimbeleri na ta mfambafambo (vadyondzi va haha va nghena va huma exisakeni xa tinyoxi xo anakanyiwa).

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Mugiva wa tinomboro lowu nga na tinomboro ta 1–10
- 5 wa tiphekisi to tshwuka ku khomanisa tinomboro ta 2, 4, 6, 8, 10
- 200 ya swimhandzana swo hlayela
- 20 wa swipfalo swa pulasitiki
- Xitori: *Swisaka swa tinyoxi* (pheji ya 193)
- 5 wa tindlela ta tinomboro (pheji ya 39)
- 55 wa tibuloko ta Unifix
- Mfuku hi mudyondzi leyi nga na:
  - 10 ra swihlayeri leswi pendiiweke
  - Vuhlalu bya swivumbeko
- Vumba byo tlangisa na mete hi mudyondzi



**TIP**

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

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?

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.



1. **Swiphigo swa marito:** Vadyondzi va tirhisa swihlayeri swa vona kumbe tintiho ta vona ku ololoxa swiphigo.

**Swivutiso swo letela:**

- ★ Tinyoxi ti kuma mune wa swiluva swa wasi na swiluva swo tshwuka swinharhu. Xana ku na swiluva swingani ti nga swi kuma?
- ★ Khume ra tinyoxi ti tshama exisakeni xa tinyoxi. Mune wa tinyoxi ti haha tihuma ti lava swiluva. Xana i tinyoxi tingani ti nga sala exisakeni xa tinyoxi?



Tsundzuka ku humesa tiphekisi leti pendiweke endzhaku ka ntshamo ku lulamisela ntlawa lowu taka.

2. **Ku hlayela hi vambirhi:** Hlayela hi vambirhi eka mugiva wa tinomboro. Siva tiphekisi leti hi tiphekisi leti pendiweke hi nhlayelo wun'wana na wun'wana, tanihi xikombiso, eka 2, 4, 6, 8 na 10.

3. **Mitlawa ya 10:** Rungula xitori xa, *Swisaka swa tinyoxi*.

Vadyondzi va tirha hi vambirhimbirhi. Phere yin'wana na yin'wana yi kuma 50 wa swihlayeri (tinyoxi) na 5 wa swipfalo (swisaka swa tinyoxi). Va vekela 'tinyoxi' ta vona (swihlayeri) hi mitlawa ya 10 'eswisakeni swa vona swa tinyoxi' (swipfalo).

**Swivutiso swo letela:**

- ★ Xana i swisaka swa tinyoxi swingani u nga na swona?
- ★ Xana ku na tinyoxi tingani exisakeni xa tinyoxi xin'wana na xin'wana?

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

**Swivutiso swo letela:**

- ★ Ndzi kombi vuhlalu bya kaye. Sweswi ndzi kombi vuhlalu bya tsevu. Xana ku na vuhlalu byitsongo hi byingani kutlula 9?
- ★ Ndzi kombi vuhlalu bya ntlhanu. A hi endleni 10 ra vuhlalu. Xana i vuhlalu byingani byin'wana u byi lavaka?
- ★ Khoma vuhlalu bya ntlhanu exandleni xa wena. Engetela vuhlalu byinharhu byin'wana. Xana i vuhlalu byingani u nga na byona?
- ★ Khoma vuhlalu bya nkombo exandleni xa wena. Sweswi ndzi kombi vuhlalu bya 10. Hi xikongomelo xa ku va na 10, xana i byingani byin'wana u fanelaka ku byi engetela?
- ★ Khoma vuhlalu bya 10 exandleni xa wena. Ku kota ku va na vuhlalu bya mune, xana i vuhlalu byingani u fanelaka ku byi susa?

5. **Swihondzo swa tindlela ta tinomboro:** Vekela tindlela ta tinomboro na tibuloko ta Unifix emeteni. Vadyondzi va siyerisana ku vula nomboro kutani va vekela xihondzo lexi akiweke hi nhlayo leyi nga lulama ya tibuloko ta Unifix eka xikwere xin'wana na xin'wana.

**Swivutiso swo letela:**

- ★ Xana i tibuloko ta Unifix tingani u ti tirhiseke eka xihondzo lexi nga eka xikwere xolexo xa tinomboro?
- ★ Xana i xihondzo xih xi nga na tibuloko to tala/titsongo?
- ★ Xana i tibuloko to tala/titsongo tingani nomboro ya 3 yi nga na tona kutlula nomboro ya 4, na swo kota sweswo?
- ★ Xana hi yihi nomboro leyi yi nga yikulukumba kutlula hinkwato/leyitsongo kutlula hinkwato? Xana u swi tiva njhani?

6. **Ku titoloveta nomboro ya 10 hi ku tirhisa vumba byo tlangisa:**

Vadyondzi va endla mfungho wa nomboro ya 10 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 10.



Vuhlalu bya swivumbeko byi pfuna vadyondzi ku twisisa leswaku nomboro yinwe yi nga ha vumbiwa hi nkatsano wa tinomboro timbirhi kumbe kutlula.



**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

**Workstation 1**

**What you need**

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

Learners use playdough to complete the template.

**Workstation 2**

**What you need**

- Per learner:
- 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.



**TIP**

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

**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.



**Kamba leswaku vadyondzi va kota ku:**

- ololoxa swiphigo swo hlanganisa na ku susa leswi swi katsaka 1–10
- hlayela hi vambirhi
- endla na ku hlamusela hi ku hlawulekisa tiphere to hambanahambana ta tinomboro leti ti katsanaka ku vumba nomboro
- pananisa mifungho ya tinomboro na tibuloko ta Unifix

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 10 (pheji ya 213) – 1 hi mudyondzi

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leyi.

**Xitichi xo tirhela xa 2**

**Leswi lavekaka**

- Hi mudyondzi:
- Bodo ya ntlangu wa nsiyano wa le jarateni ra purasi (pheji ya 216)
  - Dayizi
  - Xihlayeri xa swiharhi

Vadyondzi va hoxa dayizi ra vona kutani va fambisa xihlayeri xa vona xa swiharhi ebodweni nhlayo ya swivandla leswi kombiweke edayizini. Va ya emahlweni hi ndlela leyi kufikela loko va fikelela xitaki xa furhu. Va fanele ku hoxa nhlayo yo kwatsa ku jitamela eka xitaki xa furhu ku kota ku heta ntlangu. Loko va nga endli tano, va ya emahlweni ku hoxa kufikela loko va hoxa eka nhlayo yo kwatsa, leyi lavekaka.



Loko u kombela vadyondzi ku hlamusela hi vutalo hilaha ku tlangiwaka hakona ntlangu, swi ta ku nyika ntwisiso wa loko va twisisa milawu leyi.

**Xitichi xo tirhela xa 3**

**Leswi lavekaka**

- 2 wa switsemiwa swa swiphemu swa khadibodo swa nsinya wa rihlaza hi mudyondzi un'wana na un'wana
- 10 ra marhavi ya misinya lama nga na mifungho ya tinomboro ta 1–10
- 10 ra swihlayeri leswi pendiweke hi mudyondzi

Vadyondzi va hlawula rhavi ra nsinya rin'we ku ri vekela ehansi ka nsinya kutani endzhakukaswona va khavisa nsinya lowu hi nhlayo yaleyo ya swihlayeri, tanihi xikombiso 2 na 4. Vuyelelani hi marhavi ma misinya man'wana.



**Xitichi xo tirhela xa 4**

**Leswi lavekaka**

- Swiphazamiso swa tinomboro 1–10 (pheji ya 221)

Vadyondzi va hetisa swiphazamiso hi vambirhimbirhi.

# 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).



# Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

## Tinhlokomhaka

- Lemuka mifungho ya tinomboro na mavito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro

## Vutivi byintshwa

- Nomboro ya 0

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 1–20 na kuhundza, kuya endzhaku 10–1
- Ku hlayela michumu 1–10
- Longoloxela tinomboro 1–10
- Tiyisisa nongoti wa tinomboro ta 1–10
- Ku hlayela hi vambirhi
- Hlanganisa, susa

## Ntivomarito wa matematiki wuntshwa

ziro

noto

a hi nchumu

## Ku lungheka

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

- swipendiwankhaviswa swa tinomboro 1–10
- thempuleti ya xipendiwankhaviswa xa nomboro ya 0 na thempuleti ya yindlu ya nomboro ya 0 (pheji ya 209)
- makhadi ya mifungho tinomboro ta 0–10 na makhadi ya marito ya tinomboro ta 0–10
- khadi ra mfungho wa nomboro ya 0 (ra mugiva wa tinomboro)
- khadi ra mathonsi leri nga hava nchumu
- 10 ra swifaniso swa michumu leyikulu
- thempuleti ya vumba byo tlangisa: Nomboro ya 0 (pheji ya 215) – 1 hi mudyondzi
- rhempe na tibolo (vona Xitichi xo tirhela xa 4)
- ndlela ya tinomboro 0–10



- ndlela yo tlulela ya tinomboro kusuka eka 0–10 (hi xivumbeko xa xivungwana).

## 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.

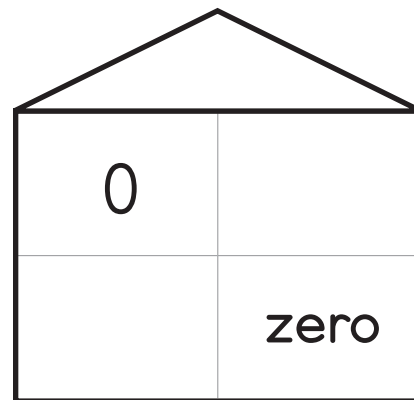
#### Guiding questions:

- ★ 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'.



# Migingiriko ya tlilasi hinkwayo

## Siku ra 1



Fambisa tinomboro eka mugiva wa tinomboro ku endlela leswaku ku va na xivandla xa khadi ra mfungho wa nomboro ya 0.

### Leswi lavekaka

- Risimu: *Khume ra mabodhlela ya rihlaza* (pheji ya 193)
- Swipendiwankhaviswa tinomboro 1–10
- Thempuleti ya xipendiwankhaviswa xa nomboro ya 0 na thempuleti ya yindlu ya nomboro ya 0 (pheji ya 209)
- *Xitori xa nomboro ya 0* (pheji ya 193)
- Khadi ra mfungho wa nomboro ya 0 (ra mugiva wa tinomboro)
- Bokisi ra khadibodo

1. **Risimu:** Yimbelelani risimu, *Khume ra mabodhlela ya rihlaza*.
2. **Ku hlayela ka swanomu:** 1–20 na kuhundza, 10–1.
3. **Ku hlayela michumu 1–10:** Vadyondzi va siyerisana ku hlayela michumu leyi nga kamareni ro dyondzela, tanihi xikombiso, mafasitere, timbati, 8 wa tibege ta xikolo, 10 ra tipensele.

#### Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na tipensele tingani ethinini leri?
- ✦ Xana u ehleketa leswaku ku na tibege ta xikolo to tala kutlula 10 ta xikolo kumbe tibege ta xikolo titsongo kutlula 10?

4. **Ku tivisa nomboro ya 0:** Kombetela swipendiwankhaviswa swa tinomboro ta 1–10.

#### Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku nga va ku ri na tindlu to tala tihi kumbe tihi? Hikwalahokayini/hikwalahokayini swi nga ri tano?
- ✦ Xana hi kwihi laha hi vekelaka kona tindlu eka xipendiwankhaviswa xa hina loko a ho kota ku va na tindlu to tala?

Rungula *Xitori xa nomboro ya 0*. Kombisa yindlu ya swiharhi hi mfungho wa nomboro na rito ra nomboro *emahlweni ka xipendiwankhaviswa xa nomboro ya 1* ekhumbini eka ndhawu ya matematiki.

Vadyondzi va endla ntlangu wa xitori. Tirhisa bokisi ra khadibodo ku endla vuyimeri bya yindlu yo va hava nchumu. Hlawula vadyondzi ku tlanga swiphemu swa ndlopfu, tinhutlwa, swinyenyana na swiharhi swin'wana.

Vadyondzi va titoloveta nomboro ya 0 hi ku yi tsala emoyeni kumbe emeteni hi tintiho ta vona.

5. **Ku hlanganisa 0 eka mugiva wa tinomboro:** Komba vadyondzi khadi ra nomboro ya 0. Vutisa laha va ehleketa leswaku leyi yi faneleke ku ya kona eka mugiva wa tinomboro. Kombela mudyondzi ku ta a ta vekela leyi eka mugiva wa tinomboro.

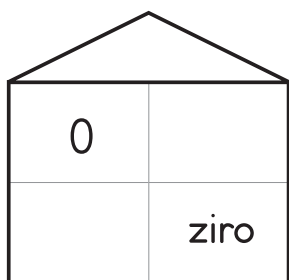
#### Swivutiso swo letela:

- ✦ Hikwalahokayini u vekele nomboro ya ziro kwalaho?
- ✦ Xana i nomboro mani leyi yi taka endzhaku ka ziro?
- ✦ Xana i mani a nga ndzi tekelaka tibuku ta ziro?

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



Tirhisa rito 'ziro' kotala loko u ri karhi u kongomisa eka mfungho wa '0' kutani u tirhisa 'noto' esikwini loko u ri karhi u vulavula hi mayelana na 'ku va hava nchumu' kumbe 'a ku na michumu'.



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.

## Siku ra 2

### Leswi lavekaka

- Risimu: *Khume ra mabodhlela ya rihlaza* (pheji ya 193)
- 10 ra tibolo
- 2 wa tihulahupu
- Makhadi ya mfungho wa nomboro ya 0 na makhadi ya rito ra nomboro ya 0 (*Khiti ya Swipfuno*)
- Nkambana wo va hava nchumu wa tafula ra matematiki
- Khadi ra mathonsi leri nga hava nchumu

### XITSUNDZUXO

Hlayelani kusuka eka 0 kufika eka 20 loko vadyondzi va ri karhi va famba ku ya eka switichi swo tirhela swa vona na loko va ya exihambukelweni.

### XITSUNDZUXO

Ku na marito yo tala lama ma vulaka swo fana na ziro, tanihi hi, *noto, a ku na chumu, tandza*. Aka ehenhla ka marito lama loko vadyondzi va ri karhi va ma tirhisa, tanihi xikombiso, vutisa leswaku hi rihi rito rin'wana leri va nga ri tirhisaka ematshan'weni ya 'a ku na nchumu'. Kombeta leswaku marito lama hinkwawo ya vula ziro.

1. **Risimu:** Yimbelelani risimu, *Khume ra mabodhlela ya rihlaza* kutani mi endla ntlangu hi 10 ra vadyondzi.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0. Kombetela mugiva wa tinomboro loko u ri karhi u hlayela.
3. **Ku hlayela michumu 1–10:** Vekela tihulahupu timbirhi emeteni. Vekela 10 ra tibolo endzeni ka hupu yin'we kutani u tshika hupu ya vumbirhi yi ri hava nchumu.

#### Swivutiso swo letela:

- ★ Xana u ehleketa leswaku ku na tibolo tingani endzeni ka hupu leyi? Vadyondzi va hlayela tibolo leti nga endzeni ka hupu leyi. Humesa nkombo wa tibolo eka hupu yo sungula kutani u ti chela endzeni ka hupu ya vumbirhi.
- ★ Loko hi susa nkombo wa tibolo eka hupu leyi kutani hi ti chela eka hupu leyi nga hava nchumu, xana i tibolo tingani leti ti nga sala endzeni ka hupu leyi?

Vadyondzi va hlayela tibolo leti nga endzeni ka hupu yin'wana na yin'wana. Susa tibolo tinharhu eka hupu leyo sungula kutani u ti chela endzeni ka hupu leya vumbirhi, u siya hupu leyo sungula yi ri hava nchumu.

- ★ Xana ku na tibolo tingani eka hupu yin'wana na yin'wana?
- ★ Xana ku humelela yini loko u susa tibolo hinkwato eka hupu yin'we kutani u ti chela endzeni ka hupu leyin'wana?

4. **Tafula ra matematiki:** Vekela hupu yo va hava nchumu etafuleni ra matematiki ku endla vuyimeri bya nomboro ya 0.

#### Swivutiso swo letela:

- ★ Xana ku na tibolo tingani endzeni ka hupu leyi? Komba vadyondzi khadi leri nga hava mathonsi.
- ★ Xana ku na mathonsi mangani ekhadini lera mathonsi? Mudyondzi un'we u vekela khadi leri nga hava nchumu, khadi ra mfungho wa ziro na khadi ra rito ra ziro etafuleni ra matematiki ekusuhi na nkambana lowu nga hava nchumu.

Vadyondzi va ya emahlweni va famba naswona va kombeta nomboro leyi nyikiweke ya michumu (ku katsa na ziro).

#### Swivutiso swo letela:

- ★ Xana u kota ku vona:
  - Bazi? Xana ri na mavhilwa mangani?
  - Nhwanyana wa tiphonitheyili timbirhi?
  - Yindlu? Xana yi na malwangu mangani?
  - Ndhawu ya vupakelo leyi nga hava mimovha?

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

## 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?

## Siku ra 3

## Leswi lavekaka

- Risimu: *Khume ra mabodhlela ya rihlaza* (pheji ya 193)
- 11 wa timfuku
- 55 wa swimhandzana swo hlayela
- Makhadi ya mathonsi ya nomboro ya 1–10 (*Khiti ya Swipfuno*)
- Khadi ra mathonsi leri nga hava nchumu
- Makhadi ya mifungo ya tinomboro 0–10



## XITSUNDZUXO

Ku hlayela kuya endzhaku i ndlela ya nkoka eka vadyondzi ku dyondza hi mayelana na ziro.

1. **Risimu:** Yimbelelani risimu, *Khume ra mabodhlela ya rihlaza*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Va siyerisana ku teka khadi kusuka epakini. Vadyondzi hinkwavo va komba tintiho to tala ku ringana na mathonsi lama nga eka madayizi lama, va ri karhi va hlayela swin'we. Loko khadi ri komba 0, vadyondzi va komba xibakele ku endla vuyimeri bya tintiho ta 0.
4. **Makhadi ya mathonsi na ku landzelelanisa tinomboro 0–10:** Komba vadyondzi makhadi ya mathonsi ya 1–10. Yimisela khadi leri nga hava mathonsi ku endla vuyimeri bya 0.

**Swivutiso swo letela:**

- ★ Xana ku na mathonsi mangani ekhadini lera mathonsi?

Namarheta khadi ra mathonsi kusuka eka 0 kufika eka 10 hi le handle ka mfuku yin'wana na yin'wana kutani u vekela mifungo wa nomboro lowu fambelanaka endzeni ka mfuku yin'wana na yin'wana. Vakela swifukwana emeteni hi nandzelelano wa muhulahula. Vadyondzi va siyerisana ku hlayela swimhandzana etimfukwini hi ku ya hi nhlayo ya mathonsi. Vekela 7, 4, 9 na 0 wa timfuku emeteni. Vadyondzi va siyerisana ku veketela tikhontheni kusuka eka nomboro leyitsongo kutlula hinkwato kufika eka nomboro leyikulukumba kutlula hinkwato.

- ★ Xana hi nga tiveketela njhani tikhontheni leti hi nandzelelano kusuka eka nomboro leyitsongo kutlula hinkwato kufika eka leyikulu kutlula hinkwato?

- ★ Xana hi yihi nomboro leyitsongo/leyikulukumba kutlula hinkwato? Vuyelelani hi ku tirhisa mikatsano yin'wana xikan'we na ku landzelelanisa kusuka eka nomboro leyikulukumba kutlula hinkwato kufika eka leyitsongo kutlula hinkwato.

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

## Siku ra 4

## Leswi lavekaka

- Risimu: *Khume ra mabodhlela ya rihlaza* (pheji ya 193)
- 10 ra swifaniso swa michumu leyikulu
- Lapi
- Mugiva wa tinomboro na makhadi ya tinomboro ta 0–10

1. **Risimu:** Yimbelelani risimu, *Khume ra mabodhlela ya rihlaza*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vekela 10 ra swifaniso swa michumu ekhumbini kutani u swi funengeta hi lapi. Funungula swifaniso leswi.

**Swivutiso swo letela:**

- ★ Xana ku na swifaniso swingani ekhumbini?

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

★ How many pictures are on the wall now?

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

**Guiding questions:**

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

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

## Day 5

### What you need

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

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

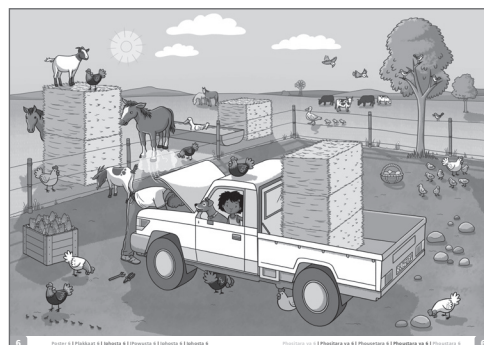
**Guiding questions:**

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

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

**Guiding questions:**

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



Instead of hopping learners can clap their hands.



Susa xin'we/swimbirhi/swinharhu swa swifaniso leswi kutani u vuyelela maendlelo lama. Yanani emahlweni kufikela loko ku ha ri na swifaniso.

★ Xana ku na swifaniso swingani ekhumbini sweswi?

4. **Ku titoloveta na ku landzelelanisa tinomboro 0–10:** Susa makhadi ya tinomboro eka mugiva wa tinomboro handle ka ma 3 na 7. Nyika vadyondzi makhadi ya kaye eka lama u nga ma susa. Vadyondzi va siyerisana ku phekisa tinomboro leti eka mugiva wa tinomboro hi nandzelelano lowu nga lulama.

**Swivutiso swo letela:**

★ Xana hi kwihi laha hi faneleke ku vekela kona nomboro ya 1/5/10? Xana u swi tiva njhani?

★ Xana i nomboro yihi leyi yi taka emahlweni/endzhaku ka \_\_\_\_?

★ Xana hi kwihi laha hi faneleke ku vekela kona nomboro ya 0? Hikwalahokayini?

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

## Siku ra 5

### Leswi lavekaka

- Risimu: *Vusokoti byi macha hi byimbirhimbirhi* (pheji ya 189)
- Makhadi ya mifungo ya tinomboro 0–10
- Thepi yo namarheta/choko
- Phositara ya 6

1. **Risimu:** Yimbelelani risimu, *Vusokoti byi macha hi byimbirhimbirhi*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima etlhelo rin'we ra tlilasi. Mudyondzi un'we u kombisa khadi ra nomboro. Vadyondzi lavan'wana va thamuka nhlayo ya mikarhi leyi kombiweke ekhadini kutani va hlayela va swi twala. Loko ku ri 0 leyi kombiweke, vadyondzi va tshama laha ku nga hava ku thamuka.
4. **Ndlela yo tlulela:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa ndlela yo tlulela ya tinomboro kusuka eka 0–10 emeteni. Vadyondzi va siyerisana ku yima eka buloko ya 'ziro' kutani va tlula hilaha va lerisiwaka hakona.

**Swivutiso swo letela:**

★ Xana u nga kota kutlula kufika eka nomboro ya 6/4/7, na swo kota sweswo? (Komba vadyondzi mifungo ya tinomboro.)

★ Xana i kangani u faneleke ku tlula kona kufika eka nomboro leyi? (Komba mifungo wa nomboro ya 0.)

★ Hikwalahokayini u nga tlulangi?

5. **Ku titoloveta 0–10:** Kanelani Phositara ya 6. Vulavula hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.

**Swivutiso swo letela:**

★ Xana i timpiku tingani huku/sekwa/xinyenyana xi nga na tona?

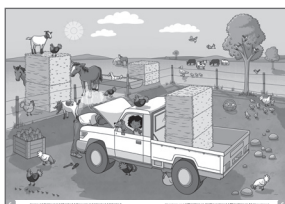
★ Xana i timpiku tingani hanci yi nga na tona?

★ Xana i swinyenyana/maapula mangani u ma vonaka emurhini?



### XITSUNDZUXO

Ematshan'weni yo thamuka vadyondzi va nga phokotela swandla swa vona.



- ★ 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.

- ★ Xana u nga kota ku kuma xiharhi lexi xi nga na matlhakatlhaka/xi nga hava matlhakatlhaka?
- ★ Xana i swiharhi swingani u kotaka ku swi vona leswi swi nga na micila?
- ★ Xana i micila yingani leyi Malusi a nga na yona?

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

### Mpfanganiso

**Ririmi ra le Kaya:** Ku yingisela na ku angula eka swileriso swo olova, ku katsiwa ka ntivomarito.

**Swikili swa Vutomi:** Ku loloxa swiphiso na ku avelana swivangelo swa switshunxo, ku khomakhomiwa ka michumu leyi nga na mihlovo, tisayizi na swivumbeko swo hambanahambana.

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzi

#### Leswi lavekaka

- Khadi ra mfungho wa 0 na khadi ri ra rito ra 0 – phere yin'we hi mudyondzi
- Tikhathoni (12 wa tikhapi) ta mandza leti nga na swihlayeri eka tin'wana ta tikhapi – 1 hi mudyondzi
- Ndlela ya tinomboro 0–10
- 55 wa tibuloko ta Unifix
- 50–60 wa swihlayeri leswi pendiweke
- Vumba byo tlangisa na mete hi mudyondzi
- Mfuku leyi nga na 10 ra swihlayeri swa mihandzu – 1 hi mudyondzi



Vadyondzi va nga tirhisa swihlayeri kumbe tintiho ta vona ku endla vuyimeri bya tinyoxi. Leswi swi va pfuna ku lulamisa ku tirha hi swiphiso swa levhele yo anakanyiwa.

1. **Swiphiso swa marito:** Vadyondzi va vekela timfuku ta vona emahlweni ka vona kutani va hlayela va humesa 10 ra swihlayeri.

#### Swivutiso swo letela:

- ★ Ku na tinyoxi tinharhu eka xiluva xa wasi na tsevu wa tinyoxi eka xiluva xo tshwuka. Xana ku na tinyoxi tingani hinkwato ka tona?
- ★ Timbirhi ta tinyoxi leti nga eka xiluva xa wasi ti tlhelele exisakeni. Xana sweswi ku na tinyoxi tingana eka xiluva xa wasi?
- ★ Tinyoxi tinharhu kusuka eka xiluva xo tshwuka ti hahe ti tlhelele exisakeni. Xana ku na tinyoxi tingana eka xiluva lexo tshwuka sweswi?

2. **Ku hlayela michumu:** Vadyondzi va ku hlayela loko u ri karhi u vekela ntlhanu wa swihlayeri exandleni xin'we na mune wa swihlayeri exandleni lexin'wana. Va kombi swandla swa wena leswi pfariweke kutani vula u ku, 'Ndzi na ntlhanu wa swihlayeri exandleni lexi na mune wa swihlayeri exandleni xa mina lexin'wana.'

#### Swivutiso swo letela:

- ★ Xana u ehleketa leswaku ndzi na swihlayeri swingani hinkwaswo ka swona?
- ★ (Pfula xandla xin'we. Vadyondzi va hlayela swihlayeri leswi nga exandleni xolexo.) Xana ku na swihlayeri swingani?
- ★ (Pfula xandla lexin'wana. Vadyondzi va hlayela swihlayeri leswi nga exandleni xolexo.) Xana ku na swihlayeri swingani?
- ★ Xana ku na swihlayeri swingani hinkwaswo ka swona?

Vuyelelani hi ku tirhisa mikatsano yin'wana kufika eka 10, ku katsa na xandla xin'we lexi nga hava nchumu.

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



### XITSUNDZUXO

Katsa swikombiso swa ku hlanganisa na ku susa ziro, tanihi xikombiso: 'Vekela swihlayeri swa ziro ehenhla ka mfuku ya wena.'



3. **Ku pananisa sete leyi nga hava nchumu na mfungho wa 0 na rito ra nomboro:** Vekela 1–10 ra swihlayeri eka yin'wana ya tikhapi ta tikhathoni ta mandza, u siya tikhapi titsongo ti ri hava nchumu. Vadyondzi va vekela mfungho wa nomboro ya 0 na rito ra nomboro ya 0 ekusuhi na tikhapi leti ti nga hava nchumu.

#### Swivutiso swo letela:

- ★ Xana i khapi yihi leyi u ehleketaka leswaku yi na swihlayeri swo tala/switsongo kutlula hinkwaswo? Hikwalahokayini u ehleketa sweswo?
- ★ Xana i tikhapi tihi ti nga hava nchumu? Xana ku na swihlayeri swingani etikhapini toleto?
- ★ Xana i tikhapi to va hava nchumu tingani hinkwawo ka tona?

4. **Ku hlanganisa na ku susa:** Vadyondzi va vekela swihlayeri swa vona emeteni kutani va hundzuluxa timfuku ta vona ti languta ehansi. Va vekela ntlhanu wa swihlayeri ehansi ka mfuku ya vona.

#### Swivutiso swo letela:

- ★ Xana ku na swihlayeri swingani ehansi ka mfuku ya wena? Vadyondzi va teka swihlayeri swimbirhi ehansi ka timfuku ta vona kutani va swi vekela ehenhla ka timfuku ta vona.
- ★ Xana sweswi ku na swihlayeri swingani ehansi ka mfuku ya wena? Xana i swingani swi nga ehenhla? Xana ku na swingani hinkwaswo ka wona?

Vuyelalani hi ku tirhisa mikatsano yo hambanahambana kufika eka 10. Vadyondzi va vekela swihlayeri swa vona hinkwaswo ehenhla ka timfuku ta vona.

- ★ Xana ku na swihlayeri swingani ehansi ka mfuku ya wena? (Ku hava)

5. **Swihondzo swa tindlela ta tinomboro:** Vekela ndlela ya tinomboro na tibuloko ta Unifix emeteni. Vadyondzi va siyerisana ku vula nomboro leyi nga eka xikwere xin'wana na xin'wana xa ndlela kutani va vekela xihondzo lexi akiweke hi nhlayo leyi nga lulama ya tibuloko ta Unifix eka xikwere lexi.

#### Swivutiso swo letela:

- ★ Xana i tibuloko ta Unifix tingani u ti tirhiseke eka xihondzo lexi nga eka xikwere xolexo xa tinomboro?
- ★ Xana i ntlawa wihi wu nga na tibuloko to tala/titsongo?
- ★ Xana ku na tibuloko tingani eka ziro?

6. **Ku titoloveta nomboro ya 0 hi ku tirhisa vumba byo tlangisa:** Vadyondzi va endla mfungho wa nomboro ya 0 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 0.



### Kamba leswaku vadyondzi va kota ku:

- hlayela mitlawwa ya michumu 1–10
- ololoxa hi nomu swiphiso hi tinomboro ta 0–10
- tlhantlha na ku vumba tinomboro ta 0–10
- fananisa tinomboro eka vunavi bya 0–10
- lemuka, ku pananisa na ku vula marito ya mfungho ya tinomboro na marito ya tinomboro ta ziro



### 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.





### Xitichi xo tirhela xa 1



#### Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 0 (pheji ya 215) – 1 hi mudyondzi

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti. Va tumbuluxa tibasikiti, mabokisi, swisaka, na swo kota sweswo, ku ri hava nchumu endzeni.

### Xitichi xo tirhela xa 2



#### Leswi lavekaka

- 1 ya thireyi ya ayis
- 200 ya swihlayeri leswi pendiweke (*Khiti ya Swipfuno*)
- Dayizi leri tlhelo ra 6 wa mathonsi ri funengetiweke hi xitikara ri siviwa hi '0'

Mudyondzi wo sungula u khunguluxa dayizi kutani a vekela nhlayo yaleyo ya swihlayeri eka wun'wana wa miavo ya thireyi ya ayisi. Mudyondzi loyi a landzelaka u endla swo fana, a vekela nhlayo yaleyo ya swihlayeri eka avo lowu landzelaka. Vuyelelani.

### Xitichi xo tirhela xa 3

#### Leswi lavekaka

- Mfuku ya 10 wa swihlayeri swa mihandzu – 1 hi mudyondzi
- Dayizi

Vadyondzi va vekela swihlayeri swa vona hi rixaxa. Va siyerisana ku khunguluxa dayizi kutani va susa kusuka eka rixaxa ra vona nhlayo yo fana ya swihlayeri tanihilaha yi kombiweke hakona edayizini kutani va swi veka etimfukwini ta vona. Mudyondzi wo sungula ku vekela swihlayeri swa yena hinkwaswo emfukwini ya yena i muwini.

### Xitichi xo tirhela xa 4

#### Leswi lavekaka

- 6 wa tibolo ta thenisi
- Rhempe (tanihi xikombiso, pulanga ro anama)
- 4 wa timfuku leti funengetiweke hi phepha leri pendiweke hi ku hambanahambana

Vekela rhempe hi yinhla leyi tlakusiweke ya kwalomu ka 20 cm kusuka efulorweni. Vekela timfuku efulorweni eka makumu ya le henhla ya rhempe. Vadyondzi va siyerisana ku khunguluxa tibolo ta vona ku gonya rhempe leyi kutani va ringeta ku wisela tibolo ta vona etimfukwini. Va hlayela nhlayo hinkwayo ya tibolo leti ti weleke etimfukwini.



# 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

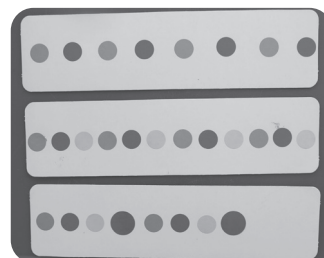
sequence

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).

# Nkongomo wa Xiyenge xa Vundzeni: Tipatironi, Tifankixini na Alijebura

## Tinhlokomhaka

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

## Vutivi byintshwa

- Tumbuluxa, kopunula na ku ndlandlamukisa patironi yo twiwa
- Dirowa tipatironi kusuka eka michumu

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Tumbuluxa, kopunula na ku ndlandlamukisa tipatironi hi ku ndlandlamukisa michumu yo khomeka

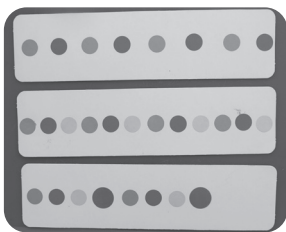
## Ntivomarito wa matematiki wuntshwa

malongolokelo

endla patironi

## Ku lungheka

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



- 3 wa makhadi ya tipatironi ta mihlovo letikulu:
  - rihlaza na tshwuka
  - rihlaza, tshwuka na xitshopana
  - rihlaza, tshwuka, xitshopana na wasi
- 30 wa swichayana swa nsumo leswi swi nga aviwaka hi 4 wa mitlawa (ntlawa wun'we wu boheka ku va na 10 ra swichayana)
- basikiti/khontheni yo vonikela leyi nga na 10 ra michumu, yin'wana yi ri na tipatironi leti vuyelelaka na yin'wana ya tipatironi leti ti nga vuyeleriki, tanihi xikombiso, phepha ro phutsela, switikara, swichupu swa malapi, tithayili, swibelanhan'wini, tibendlele, tiphayinikhoni, swiluva, masokisi, swikhamba, na swo kota sweswo
- phepha leri tsemiweke hi xivumbeko xa xikipa-T- 1 hi mudyondzi
- 8 wa makhadi ya marito ya tinomboro, tanihi xikombiso, 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

- swivumbeko swa phepha ra jometiri: xirhendzevutana, xikwere, yinhlamune, yinhlanmarhu – 6 wa xin'wana na xin'wana hi mudyondzi
- 8 makhadi ya tipatironi (vona Xitichi xo tirhela xa 2).

## 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.

# Migingiriko ya tlilasi hinkwayo

## Siku ra 1

### Leswi lavekaka

- Rhayimi: *I nkarhi wa tipatironi (Xiletelo xa Migingiriko: Kotara ya 3, pheji ya 191)*
  - Rihlaza, tshwuka na xitshopana
  - Rihlaza, tshwuka, xitshopana na wasi
- Xitafulana/xibokisani
  - 1 wa ximhandzana xo hlayela xo tshwuka, 1 xa rihlaza, 1 xa wasi na 1 xa xitshopana hi mudyondzi
- 3 wa makhadi ya tipatironi:
  - Rihlaza na tshwuka

1. **Rhayimi:** Vulani rhayimi, *I nkarhi wa tipatironi*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vekela 10 ra swimhandzana swo hlayela swa rihlaza, 5 swo tshwuka, 2 swa wasi na 10 swa xitshopana hi tinhulu to hambana ehenhla ka xitafulana kumbe xibokisani ku endlela leswaku vadyondzi va kota ku swi vona.

#### Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na swimhandzana swingani swa rihlaza/wasi/xitshopana?
- ✦ Xana i mihlovo yihi ku nga na swimhandzana swa ziro swa yona? Hlawula mudyondzi ku hlayela na ku khoma nhulu yin'wana na yin'wana loko tlilasi yi ri karhi yi hlayela swin'we.
- ✦ Xana i swimhandzana swingani swi nga ta sala etafuleni/ebokisini?

4. **Ku ndlandlamukisa tipatironi:** Vadyondzi va tshama hi xirhendzevutana. Vekela 30 wa swimhandzana swa rihlaza na 30 wa swimhandzana swo tshwuka exikarhi emeteni. Mudyondzi un'wana na un'wana u teka ximhandzana xa rihlaza xin'we na ximhandzana xo tshwuka xin'we. Komba khadi ra patironi leri nga na mihlovo yimbirhi. Mudyondzi un'we u sungula ku vekela ximhandzana xa mihlovo lexi nga lulama emeteni. Vadyondzi va siyerisana ku yisa emahlweni patironi kufikela loko munhu un'wana na un'wana a kumile nkarhi – patironi leyi yi ta ya emahlweni ku rhendzeleka na xirhendzevutana xa vadyondzi.

#### Swivutiso swo letela:

- ✦ Xana i mani a nga ndzi byelaka leswaku patironi leyi i yini?
- ✦ Xana i ximhandzana xa mihlovo wihi lexi xi nga ta landzela eka patironi leyi?
- ✦ Xana i mihlovo wihi hi faneleke ku wu engetela ku landzela ku ndlandlamukisa patironi leyi?

Nyika mudyondzi un'wana na un'wana xivumbeko xa phepha. Komba khadi ra patironi leri nga na mihlovo yinharhu kutani mi vuyeleda nghingiriko lowu.

- ✦ Xana u nga kota ku endla patironi leyi nga na mihlovo yinharhu? Nyika mudyondzi un'wana na un'wana ximhandzana xa wasi kutani u vuyeleda hi mihlovo yinharhu.

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

### XITSUNDZUXO

Loko vadyondzi va tivile swikili leswa tipatironi, ndlandlamukisa nghingiriko lowu hi ku tirhisa swihlawulekisi swimbirhi, swo tanihi muhlovo, xivumbeko kumbe sayizi.



## 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.



## Siku ra 2

## Leswi lavekaka

- Risimu: *Phokotela, thokoza kutani u gima* (pheji ya 195)



Loko mi hlayela kuhundza eka 20, pfuna vadyondzi ku twisisa leswaku tinomoro ti landzelela patironi yo fana tanihi le kusunguleni. Tsundzuka leswaku vadyondzi van'wana va nga ha lava ku titoloveta ko tala kutlula van'wana.

1. **Risimu:** Yimbelelani risimu, *Phokotela, thokoza kutani u gima* hi patironi leyi landzelaka: phokotela, thokoza tintiho, gima nkondzo; phokotela, thokoza tintiho, gima nkondzo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima hi layini. Va gima mikondzo ya vona loko va ri karhi va hlayela kusuka eka 1–10 kutani va yimisela mavoko ya vona emoyeni loko va fika eka 10. Va cinca matlhelo kutani va vuyelela nghingiriko lowu hi mfambafambo miri wun'wana, tanihi xikombiso, va ri karhi va phokotela swandla.
4. **Ku kopunula na ku ndlandlamukisa tipatironi ta mipfumawulo:** Vadyondzi va tshama hi xirhendzevutana. Tumbuluxa patironi kusuka eka risimu, *Phokotela, thokoza kutani u gima*: Phokotela, phokotela, thokoza tintiho, thokoza tintiho, gima nkondzo, gima nkondzo (AABBCC). Vadyondzi un'wana na un'wana u kuma nkarhi wa ku vuyelela patironi kufikela loko munhu un'wana na un'wana a kumile nkarhi.

## Swivutiso swo letela:

- ✦ Xana i yini lexi xi faneleke ku ta eka vun'we/ku landzela eka patironi leyi? Vuyelelani mfambafambo wa ABC, tanihi xikombiso, tlula, bana goza u ya exineneni kutani u hundzuluka; tlula, bana goza u ya exineneni kutani u hundzuluka.
- ✦ Xana u nga kopela mifambafambo leyi hi miri wa wena?
- ✦ Xana wa kota ku vona patironi? Xana patironi leyi i yini?
- ✦ Xana i yini malongolokelo ya patironi leyi?
- ✦ Xana u nga yi ndlandlamukisa njhani patironi leyi?

Vuyelelani patironi ya ABAB ku ri na swiendlo, tanihi xikombiso, thamuka, yima u hangamile milenge; thamuka, yima u hangamile milenge.

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

## Siku ra 3

## Leswi lavekaka

- Risimu: *Phokotela, thokoza kutani u gima* (pheji ya 195)
- Choko/switsalo swa khoki
- Phepha ra A3
- Makhadi ya mifungho ya tinomoro ta 0–10 na makhadi ya marito ya tinomoro ta 0–10
- Xipandzu xa A4 xa phepha

1. **Risimu:** Yimbelelani risimu, *Phokotela, thokoza kutani u gima* hi patironi ya ABBABB (phokotela, thokoza tintiho, thokoza tintiho; phokotela, thokoza tintiho, thokoza tintiho).
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va phokotela swandla swa vona, va thokoza tintiho kumbe va gima mikondzo ya vona nhlayo ya mikarhi leyi kombiweke eka khadi ra mfungho wa nomboro. Loko ku ri '0' leyi kombiweke, vadyondzi a va endli nchumu eka swiendlo swihi kumbe swihi.



**TIP**

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

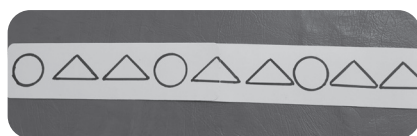
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

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

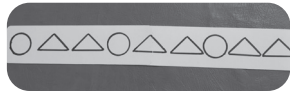
1. **Song:** Sing the song, *Clap, snap and stamp* with an AABAAB pattern (clap, clap, snap fingers; clap, clap, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners count together as four learners sort the musical instruments into piles according to the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

 XITSUNDZUXO

Pfuna vadyondzi ku hlamusela hi vutalo nawu wa tipatironi leti va nga eku ti kopunuleni kumbe eku ti tumbuluxeni. Leswi swi pfuna ku hlulukisa swikili swa vona swa ku ehleketa.



4. **Kuma nawu wa tipatironi:** Mudyondzi un'we u tumbuluxa patironi ya yena n'wini ya mipfumawulo, tanihi xikombiso, phokotela, phokotela, thokoza tintiho, thokoza tintiho; phokotela, phokotela, thokoza tintiho, thokoza tintiho. Vadyondzi lavan'wana va vula leswaku leyi i patironi muni kutani va yi vuyelela. Hi vambirhimbirhi, vadyondzi va tumbuluxa tipatironi ta vona vini ta mipfumawulo. Mudyondzi un'we u endla patironi ya mpfumawulo kutani nakuloni a hlamusela hi vutalo leswaku leyi i patironi muni kutani a yi vuyelela. Endzhakukaswona va cincana swiave.

**Swivutiso swo letela:**

- ✦ Xana u nga ndzi byela yini hi mayelana na patroni leyi?
- ✦ Xana u nga kota ku endla patironi yo fana na leyi?

5. **Tipatironi ta jometiri:** Dirowa patironi ya xivumbeko ebodweni kumbe xitiripi xa phepha, tanihi xikombiso, xirhendzevutana, yinhlanharhu, yinhlanharhu; xirhendzevutana, yinhlanharhu, yinhlanharhu. Endla mpimohansi wa mivuyelelo yinharhu ya patironi.

**Swivutiso swo letela:**

- ✦ Xana u nga ndzi byela yini hi mayelana na patroni leyi?
- ✦ Xana i xivumbeko muni xi taka emahlweni ka kumbe endzhaku ka xirhendzevutana xa vunwe/yinhlanharhu ya vumbirhi?
- ✦ Xana i yini xivumbeko xa vunharhu lexi nga eka patironi leyi?
- ✦ Xana i xivumbeko muni lexi nga eka vun'we/xi landzelaka/xo hetelela? Funengeta swivumbeko swinharhu leswo hetelela hi xipandzu xa phepha.
- ✦ Xana i xivumbeko muni lexi xi landzelaka eka malongolokelo?
- ✦ Xana ku na munhu wihi kumbe wihi a nga dirowaka xivumbeko lexi landzelaka eka patironi?

Vadyondzi vangarivangani va dirowa swivumbeko swinharhu leswi tumbetiweke ephepheni hi ku ya hi malongolokelo.

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

**Siku ra 4**

**Leswi lavekaka**

- Risimu: *Phokotela, thokoza kutani u gima* (pheji ya 195)
- 30 wa swichayana swa nsumo ku tumbuluxa 4 wa mitlawa ya swichayana (ntlawa wun'we)
- wu boheka ku va na 10 ra swichayana)
- Makhadi ya tipatironi leti nga na mathonsi ya mihlovohlovo kusuka eka Siku ra 1

1. **Risimu:** Yimbelelani risimu, *Phokotela, thokoza kutani u gima* hi patironi ya AABAAB (phokotela, phokotela, thokoza tintiho; phokotela, phokotela, thokoza tintiho).
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va hlayela swin'we loko mune wa vadyondzi va ri karhi va ava swichayana swa vuyimbeleri hi tinhulu hi ku ya hi muxaka wa xichayana.

**Swivutiso swo letela:**

- ✦ Xana ku na tithamborini/mindzhumba/swiphaphana/tinhlanharhu/swicokocoko swingani?
- ✦ Xana ku na mindzhumba yo tala/yitsongo kumbe swicokocoko swo tala/switsongo? Xana swi tele/i switsongo hi swingani?
- ✦ Xana i ntlawa wihi wu nga na 10 ra swichayana?



**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?

**XITSUNDZUXO**

Vadyondzi va nga valanga mixakaxaka ya tipatironi hi swichayana swa vona, tanihi xikombiso, AB, AAB, ABB, ABC.



4. **Tipatironi ta vuyimbeleri:** Tlanga patironi ya vuyimbeleri eka xichayana xa vuyimbeleri, tanihi xikombiso, olova, olova, huwa, huwa; olova, olova, huwa, huwa.

**Swivutiso swo letela:**

- ✦ Xana u nga ndzi byela yini hi mayelana na patironi leyi?
- ✦ Xana u nga kota ku tirhisa swandla na mikondzo ya wena ku tumbuluxa patironi yo fana?

Cinca patironi leyi, tanihi xikombiso, olova, huwa, huwa; olova, huwa, huwa, kutani u vuyelela.

- ✦ Xana patironi leyi yi cincile njhani?

Hundzisela swichayana swa nsumo eka mune wa mitlawa. Mitlawa yi siyerisana ku vuyelela tipatironi ta vuyimbeleri letimbirhi.

- ✦ Xana u nga kota ku vuyelela/ndlandlamukisa patironi leyi?

Komba vadyondzi khadi ra patironi ya mathonsi ya mihlovo kutani mi kana patironi leyi. Mitlawa yi siyerisana ku kopunula na ku ndlandlamukisa patironi leyi hi ku tirhisa swichayana swa vuyimbeleri. Mitlawa yi tirhisa patironi leyi ku tumbuluxa tipatironi ta yona vini ta mipfumawulo, tanihi xikombiso, huwa eka tshwuka, olova eka xitshopana; hatlisa eka tshwuka, nonoka eka xitshopana.

- ✦ Ndzi byeli hi mayelana na patironi leyi.
- ✦ Xana u nga kota ku endla patironi yo fana?
- ✦ Xana yi twala njhani?

Mitlawa yin'wana yi vuyelela patironi ya mipfumawulo ya ntlawa wun'wana na wun'wana hi swichayana leswi. Mitlawa ya siyerisana ku tumbuluxa na ku kombisa tipatironi ta yona vini ta mipfumawulo hi swichayana swa yona. Mitlawa yin'wana ya tikatsa.

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

**Siku ra 5**

**Leswi lavekaka**

- Risimu: *Phokotela, thokoza kutani u gima* (pheji ya 195) nga na tipatironi leti vuyelelaka na leti nga vuyeleriki
- Basikiti/khontheni yo vonikela leyi nga na 10 ra michumu leyi • Phositara ya 4

1. **Risimu:** Yimbelelani risimu, *Phokotela, thokoza kutani u gima*. Vadyondzi va ringanyeta malongolokelo ya vona vini ya tipatironi.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Kombisa basikiti ya michumu leyi hlengetiweke.

**Swivutiso swo letela:**

- ✦ Xana u ehleketa leswaku ku na michumu yingani endzeni ka basikiti ya mina?
- ✦ Xana ndzi na yo enela ku nyika munhu un'wana na un'wana etlilasini nchumu wun'we?
- ✦ Xana hi ta swi kumisisa njhani?

Hlayela michumu loko u ri karhi u phakela nchumu wun'wana na wun'wana eka vadyondzi vo hambanahambana.

- ✦ Xana a ku ri na michumu yo enela?
- ✦ Xana ku na michumu yo tala kumbe vadyondzi vo tala?

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. **Ku kuma tipatironi:** Andlala michumu leyi hlengeletiweke emeteni. Kanelani leswi nchumu wun'wana na wun'wana wu langutekisaka xiswona na tipatironi leti vadyondzi va kotaka ku ti vona.

**Swivutiso swo letela:**

- ✦ Xana wa kota ku vona nchumu lowu nga na patironi? Hikwalahokayini u ehleketa leswaku leyi i patironi?
- ✦ Xana i xiphemu xihi xa patironi xi vuyelelaka?
- ✦ Xana i yini lexi xi taka ku landzela eka patironi leyi?
- ✦ Xana patironi leyi yi vuyelela kangani?
- ✦ Xana u kota ku vona xilo xihi kumbe xihi lexi xi nga hava patironi eka xona?



5. **Kanelani tipatironi:** Kanelani Phositara ya 4.

**Swivutiso swo letela:**

- ✦ Xana i tipatironi muni leti u ti vonaka exifanisweni lexi?
- ✦ Hikwalahokayini u ehleketa leswaku leyi i patironi/a hi patironi?
- ✦ Xana hi kwihi kun'wana laha hi nga kumaka kona tipatironi to fana na leti?
- ✦ Xana u nga ehleketa hi tipatironi eka swiharhi/eka ntumbuluko? Xana u nga kota ku hlamusela yin'we?

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

**Mpfanganiso**

**Ririmi ra le Kaya:** Ku longoloxela swiendleko swa siku na siku na swiphemu swa xitori.

**Swikili swa Vutomi:** Ku kuma na ku hlamusela hi ku hlawulekisa tipatironi leti nga eka mbangu wa vona, nhluvukiso wa swikili swo dirowa (nhluvukiso wo tirhisa swirho swa miri swa mipfimbi leyitsongo), ku ololoxa swiphico na swikili swa vutomi, ku hluvukisa mongo wa nsumo (vuyimbeleri).

**Migingiriko ya ntlawa lowutsongo**  
**Nghingiriko lowu leteriwaka hi mudyondzi**

**Leswi lavekaka**

- 10 ra swimhandzana swo hlayela swo tshwuka
- Tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)
- Mfuku ya swimhandzana hi mudyondzi: 4 swo tshwuka, 4 swa wasi, 4 swa rihlaza, 4 swa xilamula
- Xipandzu xa phepha hi mudyondzi
- Tikhirayoni

1. **Ku hlayela michumu 1–10:** Vekela nhulu ya 10 ra swimhandzana swo tshwuka emeteni.

**Swivutiso swo letela:**

- ✦ Xana i vadyondzi vangani va nga eka ntlawa wa wena? Hlayelani swin'we.
- ✦ Loko ndzi lava ku nyika munhu un'wana na un'wana ximhandzana xin'we, xana i swimhandzana swingani ndzi swi lavaka?
- ✦ Xana ku na swimhandzana swo tshwuka swo enela leswaku munhu un'wana na un'wana a kuma ximhandzana?
- ✦ Xana ku na swo enela leswaku munhu un'wana na un'wana a kuma swimhandzana swimbirhi?

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.

Hlawula mudyondzi ku avela swimhandzana ku endlela leswaku mudyondzi un'wana na un'wana a kuma nhlayo yo fana ya swimhandzana.

- ★ Xana i swimhandzana swingani swin'wana hi swi lavaka ku endlela leswaku hi va na nhlayo yo fana ya swimhandzana?

2. **Swiphiqo swa marito:** Vadyondzi va nga tirhisa swihlayeri kumbe tintiho ta vona ku ololoxa xiphiqo.

**Swivutiso swo letela:**

- ★ Malusi u le ku njoveleni. Ku na kaye wa tinhlampfi enambyeni ekusuhi na yena. Mune wa tinhlampfi ti hlambela ti famba. Xana i tinhlampfi tingani leti ti nga sala leswaku Malusi a ti phasa?

3. **Ku endla, ku kopunula na ku ndlandlamukisa tipatironi:** Endla patironi hi ku tirhisa swimhandzana swo hlayela, tanihi xikombiso, wasi, xitshopana; wasi, xitshopana; wasi, xitshopana. Vadyondzi va kopunula patironi.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku endla layini ya swimhandzana ku fana na ya mina?
- ★ Ndzi byeli hi mayelana na layini ya wena ya swimhandzana.

Endla patironi yo hambana na vadyondzi hi ku tirhisa swimhandzana swa mihlovo yinharhu leswi nga elayinini, tanihi xikombiso, tshwuka, wasi, rihlaza; tshwuka, wasi, rihlaza.

- ★ Xana i ximhandzana xihhi xi taka ku landzela/endzhaku/emahlweni? Xana u swi tiva njhani?
- ★ Xana u nga kota ku ndzi komba xiphemu xa patironi lexi xi vuyelelaka?
- ★ Xana hi nga yi ndlandlamukisa njhani patironi leyi?

Vadyondzi va tirha hi vambirhimbirhi. Va endla patironi hi swimhandzana swa vona kutani nakuloni wa vona a yi kopunula na ku ndlandlamukisa patironi.

- ★ Xana u nga kota ku hlamusela patironi ya wena?
- ★ Xana i yini lexi xi yi endlaka patironi?

Endla patironi hi ku tirhisa tibuloko ta swihlawulekisi, leti nga na mpimohansi wa mivuyelelo yinharhu ya patironi, tanihi xikombiso, xirhendzevutana, xirhendzevutana, yinhlamune; xirhendzevutana, xirhendzevutana, yinhlamune; xirhendzevutana, xirhendzevutana, yinhlamune.

- ★ Xana u nga ndzi byela yini hi mayelana na patironi leyi?

Vadyondzi va nga dirowa malongolokelo ya patironi eka xipandzu xa phepha, va ri karhi va yi vuyelela kambirhi kumbe kanharhu.

4. **Ku tumbuluxa, ku kopunula na ku ndlandlamukisa tipatironi ta mpfumawulo:** Phokotela patironi ya ABB: phokotela, makala, makala; phokotela, makala, makala. Vadyondzi va vuyelela patironi leyi kutani endzhakukaswona va yi ndlandlamukisa kambirhi kumbe kanharhu kun'wana.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku endla patironi leyi?
- ★ Xana hi nga yi ndlandlamukisa njhani patironi leyi?

Vadyondzi va endla patironi yo fana hi swimhandzana swa vona, tanihi xikombiso, xilamula, rihlaza, rihlaza. Vuyelelani hi tipatironi ta AAB na ABC.

### XITSUNDZUXO

Loko u tirhisa tibuloko ta swihlawulekisi eka migingiriko ya tipatironi, kongomisa eka leswi ti langutekaka ku fana ha swona, tanihi xikombiso, muhlovo, xivumbeko na sayizi naswona ku nga ri swihlawulekisi swa tona, tanihi xikombiso, matlhelo na tikhona.

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. **Ku endla na ku kopunula tipatironi ta miri:** Mudyondzi unwe u hundzuluxela nhlana wa yena wu languta lavan'wana hinkwavo va ntlawa. Vadyondzi va tiveketela hi voxo ku tumbuluxa patironi, tanihi xikombiso, swandla emoyeni, swandla ematsolweni; swandla emoyeni, swandla ematsolweni.



**XITSUNDZUXO**

Vadyondzi va tumbuluxa tipatironi hi ku tirhisa mixakaxaka ya timatheriyali, tanihi xikombiso, tikhubu, makhiya, switlangiso leswitsongo na tibuloko ta swihlawulekisi.

**Swivutiso swo letela:**

- ★ Xana i patironi muni leyi ntlawa wu yi endleke? Vadyondzi va hlamusela patironi leyi va yi tumbuluxeke.



**Kamba leswaku vadyondzi va kota ku:**

- kopunula patironi leyi nyikiweke, ku katsa na patironi yo twiwa
- hlamusela patironi
- ndlandlamukisa patironi hi ku ku byela leswi taka ku landzela
- dirowa kopi ya patironi leyi nyikiweke

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Swivumbeko swa phepha
- Xinarheta
- swa jometiri
- Tikhirayoni
- Phepha

Vadyondzi va sungula patironi hi mihlovo yimbirhi kumbe yinharhu kumbe swivumbeko swimbirhi kumbe swinharhu. Va swi namarheta ku xaxamela na makumu ya pheji kutani endzhakukaswona va ndlandlamukisa patironi ku rhendzeleka na pheji leyi kufikela loko rimba ri helerile.

Tsala mavito ya vadyondzi etiphejini ta vona kutani u va tshika va dirowa kumbe va penda xifaniso emarimbeni ya vona hi nkarhi wo tlanga va tshunxekile.



## 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.



## Xitichi xo tirhela xa 2

### Leswi lavekaka

- Xitiripi xa khathoni ya mandza lexi nga na 6 wa tikhapi – 1 hi mudyondzi
- 8 wa makhadi ya tipatironi
- Timfuku leti nga na timatheriyali to hambanahambana leti
- ti pananaka na mihlovo ya makhadi ya tipatironi, tanihi xikombiso, tibuloko ta Unifix, swihlayeri swa mihandzu, swihlayeri leswi pendiweke

Vadyondzi va hlawula khadi ra patironi kutani va kopunula patironi hi ku vekela michumu leyi eka rixaxa ra xitiripi xa khathoni ya mandza.



## Xitichi xo tirhela xa 3

### Leswi lavekaka

- Xitsemiwa xa phepha hi xivumbeko xa xikipa xa-T – 1 hi mudyondzi
- Switsemiwa swa malapi
- Tikhirayoni kumbe pende

Vadyondzi va languta tidizayini leti nga elayinini kutani va kopunula eka thempuleti ya vona ya xikipa xa-T.



## Xitichi xo tirhela xa 4

### Leswi lavekaka

- Makhadi ya marito ya tinomboro
- Tibuloko ta Unifix

Vadyondzi va hlawula khadi ra patironi ya tinomboro kutani va aka swihondzo ku endla vuyimeri bya tipatironi hi tibuloko ta Unifix.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Following direction

## New knowledge

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

## Practise

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

## New maths vocabulary

far, further  
close, closer

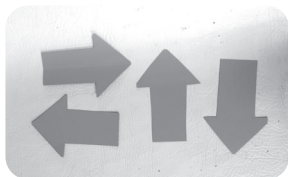
away from  
turn

beside  
low

high  
sideways

near

## Getting ready



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

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

## Whole class activities

### Day 1

#### What you need

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

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



**TIP**

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

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

## Tinhlokomhaka

- Xiyimo, ndzetelo na matlhelo
- Ku landzelela matlhelo

## Vutivi byintshwa

- Xiyimo xa michumu hi ku yelana ka yona na vadyondzi
- Swiphazamiso swa swiphemu swa makumembirhimune

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Xiyimo xa michumu hi ku yelana ka yona
- Ndzinganiso
- Tlhelo: miseve
- Tlhelo: ximatsi, xinene

## Ntivomarito wa matematiki wuntshwa

ekule, ekulenyana  
ekusuhi, ekusuhinyana  
ekule na

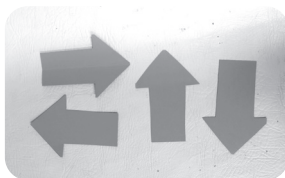
jika  
etlhelo  
ehansi

ehenhla  
ematlhelo  
ekusuhi na

## Ku lungheka

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

- michumu ya ndziganiso ya masiku hinkwawo, tanihi xikombiso, phere ya manghilazi ya mumu/manghilazi, xikero, tluka, xiluva, nkambana, lepula
- 4 wa makhadi ya miseve ya mihlovo: ximatsi, xinene, ehenhla, hansi
- xiphazamiso xa swiphemu swa makumembirhimune (pheji ya 223).



## Migingiriko ya tllasi hinkwayo

### Siku ra 1

#### Leswi lavekaka

- Rhayimi: *Ku ya eku hloteni ka nghala (Xiletelo xa Migingiriko: Kotara ya 3, pheji ya 199)*
- Mitlawa ya michumu ya le kamareni ro dyondzela ya masiku hinkwawo (1–10)
- Bokisi ra khadibodo
- Binibege
- Switulu – 1 hi phere ya vadyondzi



Kuma swiyimo swo hambanahambana swa michumu na swifaniso kutani u endla marito ya xiyimo yo tala hilaha swi kotekaka hakona.

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala* (Minongoti ya xiyimo ya ehenhla ka, ehansi ka na hi le xikarhi ka hi yona nkongomo wa rhayimi leyi.)
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vekela mitlawa ya michumu (1–10) etindhawini to hambanahambana leti nga ekamareni ro dyondzela. Tlangani 'Ndzi hlometela ...'. Vadyondzi va siyerisana ku kuma michumu kutani va ta na yona emeteni.

**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?

**Swivutiso swo letela:**

- ★ Xana i tibuloko/tibulachi ta pende/tibolo tingani ti nga ehenhla ka xelufu/ehansi ka xitulu/ehenhla ka leje ya fasitere/ekusuhi na nyangwa leti u kotaka ku tivona?

4. **Xiyimo:** Va ri na nakuloni, vadyondzi va yima eka swiyimo swo hambanahambana tanihilaha va lerisiwaka hakona.

**Swileriso swo letela:**

- ★ Yima endzhaku ka un'wana ku endlela leswaku munhu lowo lehanyana a va endzhaku/emahlweni.
- ★ Yima ku endlela leswaku mi langutana/fularhelana. Hi vambirhimbirhi, vadyondzi va yima ekusuhi na xitulu.
- ★ Yima/tshama endzhaku ka/ehenhla ka xitulu xa wena.
- ★ Tshama ehenhla ka/khokhomela ehansi ka xitulu xa wena.
- ★ Vekela nkondzo/xandla xa wena ehansi/ehenhla ka xitulu xa wena.
- ★ Vekela xandla lexi u tsalaka hi xona ehenhla ka xitulu. Xana lexi i xandla xa wena xa ximatsi kumbe xa xinene?

Vadyondzi va siyerisana ku hoxa binibege ebokisini. Va hlamusela laha binibege yi welaka kona, tanihi xikombiso, endzeni/ehandle ka/ekusuhi na/emahlweni ka/ekule na/etlhelo ka bokisi.

- ★ Xana hi kwihi laha binibege leyi yi weleke kona?

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

**Siku ra 2**

**Leswi lavekaka**

- Rhayimi: *Ku ya eku hloteni ka nghala (Xiletelo xa Migingiriko: Kotara ya 3, pheji ya 199)*
- Makhadi ya mifungo ya tinomboro 0–10
- Phositara ya 2
- Switirhisiwa swo endla ntlangu, tanihi xikombiso, tikhuxini, xitulu, tafula, ntambhu, nkumba

1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Kombisa khadi ra mfungho wa nomboro. Vadyondzi va hlayela loko va ri karhi va khinya miri ya vona kusuka etlhelo kuya etlhelo hi ku ya hi nomboro leyi nga ekhadini. Loko u komba khadi ra mfungho wa nomboro ya '0', vadyondzi va yima va ku hwi.
4. **Xiyimo xa michumu:** Veketela switirhisiwa kutani mi endla ntlangu wa *Ku ya eku hloteni ka nghala*. Hi ku twa xileriso xa 'oma', vadyondzi va yima kutani va vula laha va nga kona, tanihi xikombiso, endzhaku ka nghala, enambyeni, ehandle ka baku, emahlweni ka xihlahla, ekusuhi na nsinya, ehenhla ka switepisi.

**Swivutiso swo letela:**

- ★ Xana u yimile kwihi? Xana nsinya wu le kwihi/nghala yi le kwihi/nambu wu le kwihi?
- ★ Xana i yini lexi xi nga endzhaku/emahlweni/ekusuhi ka wena?
- ★ Xana u nga ya kwihi ku endlela leswaku nghala yi nga ku fikeli?





**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.



**XITSUNDZUXO**

Loko vadyondzi va hlamula hi ku vula leswaku 'laha' kumbe 'lahaya', vutisa swivutiso kutani u endla marito ya xiyimo xa xifaniso ku va khutaza ku hlamusela hi ku hlawulekisa laha vona kumbe michumu yi nga kona.

Kanelani Phositara ya 2. Vadyondzi va kuma michumu hi ku fambelana na michumu yin'wana na vanhu.

- ★ Xana Malusi u le kwihi?
- ★ Xana i yini lexi nga ehenhla/ ehansi/endzhaku ka Malusi?
- ★ Xana hi xihilexi nga ekusuhi na Malusi: lerha kumbe bokisi ra misava?
- ★ Xana ri le kwihi bakiti ra mikhwazukhwazu ya pinki na yo basa?
- ★ Xana u nga kota ku ndzi komba tiphere tinharhu ta tintangu? Xana i tintangu tihi ti nga ekusuhi/ekule?
- ★ Xana hi rihi thayere ra le xikarhi?
- ★ Xana xifanyetana lexi nga ekusuhi na thayere leri xi endla yini?
- ★ Xana swinyenyana swi le kwihi? Xana i xinyenyana xihilexi hahaka ehenhla ka misinya?
- ★ Xana u kota ku vona yini ehansi ka/ehenhla ka bence?



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

**Siku ra 3**

**Leswi lavekaka**

- Risimu: *Risimu ra matlhelo* (pheji ya 195)
- 5 wa tibolo
- Rhekerhe/wulu yo tsanyuka – 1 hi mudyondzi
- Xiphemu xa ntambhu

1. **Risimu:** Yimbelelani, *Risimu ra matlhelo*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Khume ra vadyondzi va yima hi vambirhimbirhi kutani va langutana. Vadyondzi va sayerisana ku bambisa tibolo kuya eka un'wana loko lavan'wana va ntlawa va ri eku hlayeleni. Vadyondzi va ringeta ku fikelela nhlayelo wa 10. Vuyelalani mitlawa leyin'wana ya vadyondzi kufikela loko munhu un'wana na un'wana a kumile nkarhi.
4. **Ximatsi na xinene:** Hundzuluka ku endlela leswaku nhlana wa wena wu languta vadyondzi. Tlakusa xandla xa wena xa ximatsi kutani u byela vadyondzi ku endla swo fana. Vuyelela hi xandla xa wena xa xinene.

**Swivutiso swo letela:**

- ★ Xana xandla lexi hi xihilexi?
  - ★ Xana u nga ndzi komba xandla xa wena xa ximatsi/xinene?
- Vekela rhekerhe/wulu yo tsanyuka eka xandla xa xinene xa mudyondzi un'wana na un'wana.
- ★ Xana musomi wu le xandleni xa wena xa ximatsi kumbe xa xinene?
  - ★ Xana xandla lexi hi xona lexi u tsalaka hi xona?

Tlangani 'Sizwe u ri':

- ★ Vekela xandla xa wena xa xinene ehenhla ka nhloko ya wena.
- ★ Thamukela henhla hi nkondzo wa wena wa ximatsi.

**XITSUNDZUXO**

Endlelani nghingiriko lowu ehandle ka miako na vadyondzi hinkwavo, loko swi koteka.

**XITSUNDZUXO**

Loko vadyondzi va ambala tintangu ta vona, tirhisa marito ya 'ximatsi' na 'xinene' loko u ri karhi u va letela ku ambala tintangu ta vona eka nkondzo lowu nga lulama.

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

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

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



**Guiding instructions:**

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

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

**Day 4**

What you need	
• Song: <i>The directions song</i> (page 194)	• 3 identical musical instruments, for example, drums
	• A scarf

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

- ★ Tlula kambirhi hi nkondzo wa wena wa xinene.
- ★ Vekela xandla xa wena xa ximatsi ekatleni ra wena ra xinene.
- ★ Vekela nkondzo wa wena wa xinene emahlweni ka wena.
- ★ Vekela swandla swa wena endzhaku ka nhlana wa wena.
- ★ Tlulela ehenhla.

Tshika misomi emahlakaleni ya swandla swa vadyondzi ku ringana nkarhi lowu nga sala wa vhiki.

5. **Landzelelani matlhelo:**

Andlala ntambhu efulorweni ekamareni ro dyondzela. Vadyondzi va fola layini hi le tlhelo rin'we ra ntambhu va languta emahlweni kutani va landzelela swileriso leswi swi khumbaka matlhelo.



**Swileriso swo letela:**

- ★ Tlulela eximatsini/exineneni hi le henhla ka ntambhu.
- Loko va ha ri elayinini, vadyondzi va landzelela swileriso loko va ri karhi va famba ku ya emahlweni ka miako, tanihi xikombiso:
- ★ Yana emahlweni kufikela loko u fika enyangweni.
  - ★ Jikela eximatsini kutani u famba 10 ra magoza.
  - ★ Yima. Languta ehenhla. Languta ehansi. Languta eximatsini. Languta exineneni.
  - ★ Jikela exineneni kutani u famba kuya emahlweni kufikela loko u humela ehandle.
  - ★ Thamuka kuya emahlweni kamune.
  - ★ Famba kuya endzhaku/ematlhelo hi magoza manharhu.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

**Siku ra 4**

**Leswi lavekaka**

- Risimu: *Risimu ra matlhelo* (pheji ya 195)
- 3 wa swichayana swa vuyimbeleri swo fana, tanihi xikombiso, mindzhumba
- Xikafu

1. **Risimu:** Yimbelelani, *Risimu ra matlhelo*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Tlanga misumo yo hlayanyana (1–10) hi xichayana xa vuyimbeleri. Vadyondzi va hlayela loko va ri karhi va tlula. Loko vuyimbeleri byi yima, va yima va ku hwi kutani va vula leswaku i kangani va tluleke swin'we hinkwavo ka vona. Vuyelelani na vadyondzi va ri karhi va siyerisana ku tlanga xichayana.
4. **Xana mpfumawulo wu huma kwihhi?** Vadyondzi va tshama hi xirhendzevutana emeteni. Mudyondzi u pfariwa mahlo hi xikafu kutani a tshama exikarhi. Kombetela mudyondzi loyi a nge, 'Ndzi le kwihhi?' Mudyondzi loyi a nga tshama exikarhi u kombetela etlhelo ra rito.



**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?

**Swivutiso swo letela:**

- ✦ Xana u nga kota ku kombetela tlhelo ra mudyondzi loyi?
- ✦ Xana i mani loyi \_\_\_\_\_ a n'wi kombetelaka?
- ✦ Byelani \_\_\_\_\_ laha \_\_\_\_\_ a nga tshama kona tanihleswi a nga kotiki ku vona. (tanihi xikombiso, emahlweni ka desika/ekusuhi na tafula ra wasi)

Vuyelelani nghingiriko lowu.

Nyika vadyondzi vanharhu xichayana loko vadyondzi lava nga sala va pfala mahlo ya vona. Hlevetela swileriso eka vadyondzi lavanharhu lava nga na swichayana hi mayelana na laha va faneleke ku yima kona ekamareni ro dyondzela. Mudyondzi un'wana na un'wana u kuma nkarhi wo tlanga xichayana xa yena. Vadyondzi lavan'wana va kombetela laha mpfumawulo lowu wu humaka kona.

**Swivutiso swo letela:**

- ✦ Xana mpfumawulo wu huma kwihi?
- ✦ Xana u nga kota ku kombetela etlhelo ra mpfumawulo lowu?
- ✦ Xana mpfumawulo wu le ximatsini/exineneni/exikarhi ka kamara/endzhaku?

Vuyelelani na vadyondzi van'wana va ri karhi va siyerisana ku tlanga swichayana.

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



Engetela nhlayo ya vadyondzi lava nga yima eka swiyimo swo hambanahambana ekamareni ro dyondzela naswona u ri karhi u tlanga xichayana ku endla leswaku nghingiriko lowu wu tlhontlha swinene.

**Siku ra 5**

**Leswi lavekaka**

- Rhayimi: *Ku ya eku hloteni ka nghala (Xiletelo xa Migingiriko: Kotara ya 3, pheji ya 199)*
- Makhadi ya mifungho tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya marito ya tinomboro ta (0–10)
- Binibege
- Michumu yo ringanana ya masiku hinkwawo
- Thepi yo namarheta
- Tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)
- Timagazini



1. **Rhayimi:** Vulani rhayimi, *Ku ya eku hloteni ka nghala* ku ri na swiendleko.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Mudyondzi un'wana na un'wana u nyikiwa khadi ra mfungho wa nomboro, khadi ra mathonsi ya nomboro, khadi ra rito ra nomboro. Mudyondzi un'we u hoxa binibege eka mudyondzi un'wana. Mudyondzi loyi a hoxeke binibege u boheka ku phokotela kutani a hlayela nomboro leyi nga ekhadini ra mukhomi. Vuyelelani kufikela loko mudyondzi un'wana na un'wana a vile na nkarhi.
4. **Ndzinganiso:** Vadyondzi va tshama emeteni. Va kombi michumu yo ringanana, wun'we hi nkarhi.

**Swivutiso swo letela:**

- ✦ Xana u vona yini hi mayelana na michumu leyi?
- ✦ Xana i michumu yihi yin'wana kumbe swiharhi swihi swin'wana swi langutekaka kwatsa ku fana na hi matlhelo hinkwawo?



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.





Endla layini wo thwixamela ehenhla (layini wa ndzinganiso) emeteni hi thepi yo namarheta. Kombela vadyondzi ku vekela nchumu wun'wana na wun'wana ku xaxamela na layini wa ndzinganiso ku endlela leswaku matlhelo lama ya languteka ku fana kwatsa.

✦ Xana matlhelo hamambirhi ma fana kwatsa? Xana u nga swi hlamusela njhani?

Susa michumu leyi. Vekela xivumbeko xa yinhlanharhu ku xaxamela na layini hi le tlhelo rin'we.

✦ Xana i xivumbeko muni lexi?

Kombela mudyondzi ku vekela yinhlanharhu yo fana hi le tlhelo lerin'wana ra layini leyi eka xiyimo xo fana kwatsa.

✦ Xana u ehleketa leswaku matlhelo hamambirhi ya layini leyi ya fana kwatsa? Xana u swi tiva njhani?

Vekela xivumbeko xin'wana hi tlhelo lerin'wana ra layini. Mudyondzi u hlawula xivumbeko xo fana kutani a xi vekela hi le tlhelo lerin'wana ra layini eka xiyimo xo fana ku endlela leswaku matlhelo hamambirhi ya fana (ringanana) kwatsa. Vuyelelani hi vadyondzi van'wana.



Vadyondzi va ya emitlaweni leyitsongo. Ntlawa wun'wana na wun'wana wu lava swikombiso swa ndzinganiso eswifanisweni leswi nga eka timagazini. Va komba tilasi.

✦ Xana i yini lexi xi endlaka matlhelo hamambirhi ya xifaniso lexi ya fana kwatsa?

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

### Mpfanganiso

**Ririmi ra le Kaya:** Ku yingisela na ku angula (nsumo, rhayimi na tinsimu), ntivomarito wa xiyimo, ku Hlaya na ku Tsala swa Masungulo (tlhelo: ximatsi kuya exineneni).

**Swikili swa Vutomi:** Tlhelo ra ndhawu, vonakelo ra ndhawu na swo komba matlhelo (tanihi xikombiso, mitlangu ya le handle ka miako na ku famba kusuka eka ndhawu yin'we kuya eka yin'wana), ku angula hi ndlela ya miri eka swileriso.

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Makhadi ya miseve ya matlhelo
- Choko
- Makhadi ya mifungho ya tinomboro (0–10)
- Binibege
- Bodo hi mudyondzi (ku tshikelela ehenhla ka yona)
- Mfuku hi mudyondzi leyi nga na:
  - 1 ya xihlayeri xa swiharhi
  - Tikhrayoni na phepha

1. **Swiphiko swa marito:** Vadyondzi va nga tirhisa swihlayeri kumbe tintiho ta vona ku ololoxa swiphiko.

**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

**Swivutiso swo letela:**

- ✦ Tsevu wa vadyondzi va le ku tlangeni hi bolo ehandle kasi vadyondzi vambirhi va le ku tlangeni ka openi. Xana i vadyondzi vangani va nga eku tlangeni ehandle?
- ✦ Loko vanharhu va vadyondzi lava nga eku tlangeni hi bolo va nghena endzeni, xana i vadyondzi vangani va nga ta sala ehandle?
- ✦ Loko vadyondzi vambirhi lava nga eku tlangeni ka openi va nghena endzeni, xana i vadyondzi vangani va nga sala ehandle?



2. **Ku hlayela michumu 1–10:** Dirowa giridi ya openi (0–10) hi choko. Vadyondzi va siyerisana ku hlawula khadi ra mfungho wa nomboro. Va yima eka xikwere xa 0, va vula nomboro leyi nga ekhadini kutani va hoxa binibege ya vona eka xikwere lexi pananaka eka giridi ya openi. Vadyondzi va thamuka kuya eka xikwere xa vona va ri karhi va vula yin'wana na yin'wana ya tinomboro leti va thamukelaka eka tona, loko va ri karhi va ya kona.

3. **Ximatsi na xinene:** Vadyondzi va vekela xindla xa vona xa ximatsi/xinene eka swiphemu swo hambanahambana swa miri ya vona.

**Swivutiso swo letela:**

- ✦ Xana u nga vekela xandla xa wena xa ximatsi/xinene enhlokweni ya wena/endzhaku ka nhlana wa wena/exikarhi ka matsolo ya wena?
- ✦ Xana u nga vekela xandla xa wena xa ximatsi/xinene endleveni/enkondzweni/etsolweni ra wena ra ximatsi/xinene?

Vadyondzi va fambisa mahlo ya vona tanihilaha va lerisiwaka hakona: kuya eximatsini, exineneni, ehenhla, ehansi, kusuka etlhelo kuya etlhelo.

4. **Xiyimo na tlhelo:** Komba vadyondzi makhadi ya miseve ya matlhelo rin'we hi nkarhi. Vadyondzi va fambisa xihlayeri xa vona xa swiharhi eka tlhelo leri kombiweke.

Vadyondzi va dirowa xifaniso va ri karhi va landzelela swileriso swa nomu:

- ✦ Dirowa dyambu ehenhla ka pheji.
- ✦ Dirowa yindlu exikarhi ka pheji, ehansi.
- ✦ Dirowa nsinya eximatsini xa yindlu.
- ✦ Dirowa vana vambirhi lava nga yima ekusuhi na nsinya.
- ✦ Dirowa xilo xin'wana ekule na yindlu.

**Swivutiso swo letela:**

- ✦ Xana yindlu/dyambu/nsinya wu le kwihhi?
- ✦ Xana i yini lexi nga ehenhla/ehansi ka yindlu?
- ✦ Loko u languta xifaniso xa wena, i yini lexi nga eximatsini xa yindlu?
- ✦ Xana vana va yimile kwihhi?
- ✦ Xana i yini lexi nga exikarhi ka xifaniso xa wena?
- ✦ Xana i yini lexi u xi diroweke ekule?



**XITSUNDZUXO**  
Kombela vadyondzi ku ku byela laha michumu yi nga kona endzeni na le handle ka kamara ro dyondzela esikwini hinkwaro.



**Kamba leswaku vadyondzi va kota ku:**

- hlayela michumu (mithamuko) kusuka eka 1–10
- ololoxa swiphigo hi nomu hi tinomboro ta 0–10
- landzelela swileriso swa tlhelo ra ximatsi/xinene
- tirhisa ririmi ra xiyimo na matlhelo



**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.

**XITSUNDZUXO**

Tirhisa ntlangu, 'Twister' eka nghingiriko wo tihlawulela va tshunxekile kumbe hi nkarhi wa ntlangu wa migingiriko ya le handle ka miako.



**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Vumba byo tlangisa
- Tibodo ta vumba byo tlangisa

Vadyondzi va tirhisa vumba byo tlangisa ku vumba nchumu, tanihi xikombiso, xisaka, bokisi, basikiti, yindlu, movha, bege, kutani endzhakukaswona nchumu wun'wana wun'we kumbe kutlula leyi nga na nghena endzeni, ehandle, ekusuhi na, ehansi ka, ehenhla ka nchumu lowo sungula. Va rungulelana xitori hi mayelana na michumu leyi va yi endleke hi ku tirhisa ntivomarito wa 'xiyimo'.

**Xitichi xo tirhela xa 2**

**Leswi lavekaka**

- 1 ya thireyi ya ayisi
- 200 wa swihlayeri leswi pendiweke
- Dayizi leri nga na tlhelo ra 6 wa mathonsi leri ri funengetiweke hi xitikara kutani ri siviwa hi '0'

Mudyondzi wo sungula u khunguluxa dayizi a vekela nhlayo yaleyo ya swihlayeri eka wun'wana wa miavo ya thireyi ya ayisi. Mudyondzi loyi a landzelaka u endla swo fana, a vekela nhlayo yaleyo ya swihlayeri eka avo lowu landzelaka. Vuyelelani.

**Xitichi xo tirhela xa 3**

**Leswi lavekaka**

- Matluka – 3 hi mudyondzi
- Xinarheta
- Tikhirayoni
- Xikero
- Phepha



Vadyondzi va tsema tluka leri hi hafu kutani va namarheta hafu yin'we ephejini ya vona. Va dirowa hafu leyin'wana.

**XITSUNDZUXO**

Loko u nga koti ku kuma matluka yo ringanana, tsema swifaniso swo ringanana kusuka eka timagazini.

**Xitichi xo tirhela xa 4**

**Leswi lavekaka**

- Swiphazamiso swa swiphemu swa makumembirhimune (pheji ya 223)
- Nhlengelo wa swiphazamiso swin'wana

Vadyondzi va aka swiphazamiso.

# 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

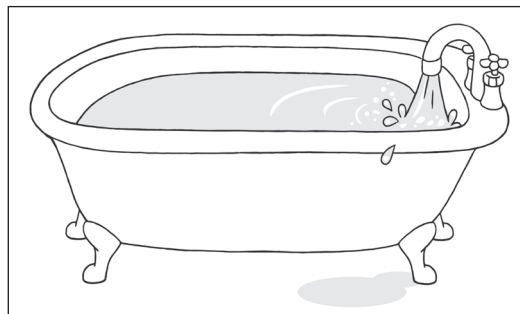
wide  
narrow

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.



# Nkongomo wa Xiyenge xa Vundzeni: Mpimo

## Tinhlokomhaka

- Vundzeni na vholumu

## Vutivi byintshwa

- Vundzeni
- Vholumu

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Ku longoloxela tinomboro 1–10
- Vulehi na nkarhi – chati ya vulehelahenhla

## Ntivomarito wa matematiki wuntshwa

chulula  
chela  
ekusuhi na ku tala

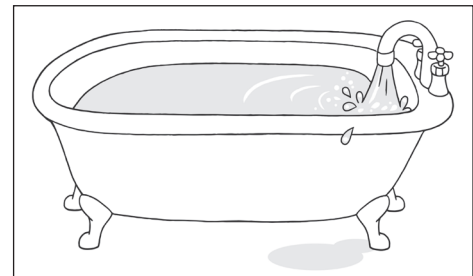
ekusuhi na ku va hava nchumu  
anama  
lala

xana \_\_\_\_ yi khoma swo  
tanihi kwihi?

## Ku lungheka

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

- xifaniso xa bavhu
- tikhontheni: bakiti, jeke, tikhontheni ta pulasitiki ta tisayizi to hambanahambana
- 8 wa tisele ta 6 wa makhadi ya swifaniso swa tikhapi leti nga na tilevhele to hambanahambana ta misava (vona Xitichi xo tirhela xa 3).



## Migingiriko ya tilasi hinkwayo

### Siku ra 1

#### Leswi lavekaka

- Rhayimi: *Ntlhanu wa tindlopfu ebavhini* (pheji ya 195)
- Xitori: *Bavhu ra N'wandlopfu* (pheji ya 197)
- Swifaniso: khadi ra xipendiwankhavisvo xa tindlopfu, bavhu
- Tikhontheni: bakiti, jeke, tikhontheni ta pulasitiki ta tisayizi to hambanahambana

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa tindlopfu ebavhini*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.

3. **Counting objects 1–10:** Learners take turns to touch the number of objects in the classroom as directed, for example, two learners touch four books; one learner touches 10 crayons, and so on.
4. **Exploring capacity and volume:** Tell the story, *The Elephant's bath*. After Part 1 of the story, show the pictures of the elephant and the bathtub and discuss the story.

**Guiding questions:**

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

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

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

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

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

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



**TIP**

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



**TIP**

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

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

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

**Day 2**

**What you need**

- Song: *There's a hole in my bucket* (page 196)
- See-through jug, 10 small stones, 10 large stones
- Plastic containers of different sizes
- 3 large containers of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 small stones in the jug.

**Guiding questions:**

- ★ How many stones do you think there are in the jug?
- ★ Whose guess was closest?

- Ku hlayela michumu 1–10:** Vadyondzi va siyerisana ku khumba nhlayo ya michumu leyi nga ekamareni ro dyondzela tanihilaha va lerisiwaka hakona, tanihi xikombiso, vadyondzi vambirhi va khumba mune wa tibuku; mudyondzi un'we u khumba 10 ra tikhirayoni, na swo kota sweswo.
- Ku valanga vundzeni na vholumu:** Rungula xitori xa, *Bavhu ra N'wandlopfu*. Endzhaku ka Xiphemu xa 1 xa xitori lexi, komba swifaniso swa ndlopfu na bavhu kutani mi kana lexi.

**Swivutiso swo letela:**

- ✦ Xana u ehleketa leswaku ndlopfu yi nga ringana eka bavhu leri?
- ✦ Xana ku ta va na ndhawu yo enela? Hikwalahokayini/hikwalahokayini swi nga ri tano?
- ✦ Xana u hleketa leswaku ku ta humelela yini ematini loko a nghena ebavhini?

Rungula Xiphemu xa 2 xa xitori lexi. Komba tikhontheni leti nga na tisayizi to hambanahambana kutani mi kana hilaha kahle swinene hakona mi nga timelaka ritshwa.

- ✦ Xana hi nga ri timela njhani ritshwa?
- ✦ Xana i khontheni yihi leyi hi faneleke ku yi tirhisa? Hikwalahokayini?
- ✦ Xana i yini xin'wana hi nga xi tirhisaka?

Rungula Xiphemu xa 3 xa xitori lexi. Komba tikhontheni leti nga na tisayizi to hambanahambana kutani mi ti kana.

- ✦ Xana i yini lexi ndlopfu yi nga kotaka ku xi tirhisa ku tata xidan'wana lexi khidela?

Vadyondzi va vekela tikhontheni leti hi nandzelelano kusuka eka leti ti nga kotaka ku khoma switsongo kutlula hinkwaswo kufika eka leti ti nga kotaka ku khoma ntalo lowukulu kutlula hinkwayo wa mati (vundzeni lebyitsongo kutlula hinkwabyo kufika eka lebyikulu kutlula hinkwabyo).

- ✦ Xana i khontheni yihi u ehleketaka leswaku yi ta khoma mati yo tala/matsongo?
- ✦ Xana hi ta swi kumisisa njhani?
- ✦ Xana u nga kota ku vekela tikhontheni leti hi nandzelelano wa sayizi? Xana hi yihi yi nga ta ta eka vun'we/vumbirhi, na swo kota sweswo?

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

 XITSUNDZUXO

Vutisa swivutiso ku tiyisisa leswaku vadyondzi va twisisa leswaku bakiti leri ri nga kota ku khoma kutlula tikhapi kumbe tijeke hikokwalaho a va nga lavi mabakiti yo tala ya ntalo wo fana wa mati.

 XITSUNDZUXO

Nhlawulo wa wena wa tikhontheni wu boheka ku komba hi ndlela leyi nga erivaleni leswaku hi yihi yi khomaka mati yo tala/matsongo.

**Siku ra 2**

**Leswi lavekaka**

- Risimu: *Ku na mbhovo ebakitini ra mina* (pheji ya 197)
- Jeke yo vonikela, 10 ra swiribyana, 10 ra maribye lamakulu
- Tikhontheni ta pulasitiki ta tisayizi ta hambanahambana
- 3 wa tikhontheni letikulu ta mati
- 3 wa mimete ya pulasitiki

- Risimu:** Yimbelelani risimu, *Ku na mbhovo ebakitini ra mina* tindzimana ta 1 na 2.
- Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
- Ku hlayela michumu 1–10:** Vekela 10 ra swiribyana ejekeni.

**Swivutiso swo letela:**

- ✦ Xana u ehleketa leswaku ku na maribye mangani ejekeni leyi?
- ✦ Xana i nkumbetelo wa mani a wu ri ekusuhisuihi?

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?

Susa maribye lama kutani u vekela 10 ra maribye lamakulu ejekeni.

- ✦ Xana u ehleketa leswaku ku na maribye mangani ejekeni leyi sweswi?
- ✦ Xana u ehleketa leswaku ku na mo tala/matsongo kutlula nkarhi lowu nga hundza?

4. **Ku pima vundzeni na vholumu:** Komba vadyondzi nhlengelo wa tikhontheni. Kanelani leswi ti tirhisiwaka swona.

**Swivutiso swo letela:**

- ✦ Xana hi kwihhi laha u voneke kona tikhontheni to fana leti nkarhi lowu nga hundza exikolweni/ekaya?

Yimisela tikhontheni hi yin'weyin'we ehenhla.

- ✦ Xana leyi yi vitaniwa yini?
- ✦ Xana hi swihhi leswi yi tirhisiwaka swona?

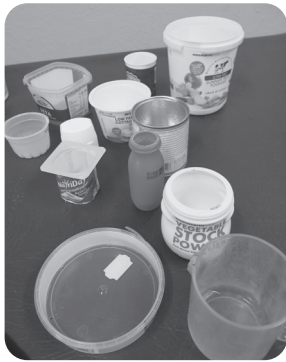
Vadyondzi va vhumba leswaku i tikhontheni tingani letitsongo ti lavekaka ku tata khontheni leyikulu.

- ✦ Xana u ehleketa leswaku i malepula mangani/tikhapi tingani/mikambana yingani ya mati swi nga ta ma teka ku tata nkambana/bakiti/jeke leyi?
- ✦ Xana hi ta swi kumisisa njhani?
- ✦ Xana hi ta swi tiva njhani loko yi tele?

Lulamisa switichi swinharhu leswi nga na tikhontheni to hambanahambana na mati kutani u avanyisa vadyondzi hi mitlawa yinharhu. Vadyondzi eka ntlawa wun'wana na wun'wana va valanga ku tata tikhontheni to hambanahambana hi mati.

- ✦ Xana i malepula/tikhapi/mikambana yingani leyi u yi tirhiseke?
- ✦ Xana u tirhisele malepula mo tala kumbe tikhapi to tala?

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



### Siku ra 3

#### Leswi lavekaka

- |                                                                                               |                                                            |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| • Risimu: <i>Ku na mbhovo ebakitini ra mina</i> (pheji ya 197)                                | • 3 wa tikhontheni letikulu ta mati (kusuka eka Siku ra 2) |
| • 1 ya khapi ya pulasitiki ya wasi leyikulu na 1 ya khapi ya pulasitiki yo tshwuka leyitsongo | • 10 ra maribye                                            |
| • Tikhontheni ta pulasitiki ta tisayizi ta hambanahambana (kusuka eka Siku ra 2)              | • Jeke                                                     |
|                                                                                               | • Xikotlola xa mati                                        |
|                                                                                               | • 3 wa mimete ya pulasitiki                                |

1. **Risimu:** Yimbelelani risimu, *Ku na mbhovo ebakitini ra mina* tindzimana ta 3 na 4.
2. **Ku hlayela ka swanomumu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10; ku ololoxa swiphigo:** Vadyondzi va hlayela nhungu wa maribye loko u ri karhi u ma chela ejekeni.

**Swivutiso swo letela:**

- ✦ Xana ku ta va na maribye mangani loko ndzi chela maribye mambirhi man'wana ejekeni?
- ✦ Xana ku ta va na maribye mangani loko ndzi susa maribye manharhu?
- ✦ Xana i maribye mo tala/matsongo mangani lama ndzi fanelaka ku ma chela/susa ejekeni ku endla khume/mune/tsevu wa maribye lama nga ejekeni?

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. **Nkulu, ntsongo, ringana:** Komba vadyondzi khapi (ya wasi) leyikulu na khapi (yo tshwuka) leyitsongo.



**Swivutiso swo letela:**

- ★ Xana u ehleketa leswaku khapi ya wasi yi ta khoma ntalo wukulu/wutsongo/ wo fana tanihi khapi leyo tshwuka?
- ★ Xana hi nga swi kambela njhani leswi?

Khutaza vadyondzi ku ta na mianakanyo ya ku kambela swiringanyeto swa vona.

Mudyondzi un'wana u chela khapi (leyo tshwuka) leyitsongo mati kutani a chululela leswi nga endzeni eka khapi (leya wasi) leyikulu.

- ★ Xana mi vone yini hinkwenu?
- ★ Xana i tikhapi to tshwuka tingani \_\_\_\_\_ a ti tirhiseke ku tata khapi leya wasi?
- ★ Xana \_\_\_\_\_ a nga chululela mati hinkwawo kusuka eka khapi leya wasi kuya eka khapi leyo tshwuka? Xana ku ta humelela yini?

Mudyondzi un'wana u tata khapi (leya wasi) leyikulu kutani a chululela leswi nga endzeni eka khapi (leyo tshwuka) leyitsongo.

- ★ Xana swi vula yini loko mati hinkwawo lama nga eka khapi leya wasi ma nga ringani eka khapi leyo tshwuka?
- ★ Xana hi swi pime njhani leswaku i khapi yihi yi khomaka swo tala/ switsongo?

Vuyelani nghingiriko wa Siku ra 2 hi switichi swinharhu. Mitlawa yi valanga hilaha ku tatiwaka hakona na ku chululela hakona kusuka eka khontheni yin'we kuya eka yin'wana.

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

**XITSUNDZUXO**

Tiyisisa leswaku vadyondzi va tata tikhontheni kufika enon'weni. U nga tirhisa misava ematshan'weni ya mati. Loko u tirhisa mati, vutisa vadyondzi leswi endzhaku mati lama ma nga tirhiseriwaka swona ku endlela leswaku ma nga tlangisiwi.

**XITSUNDZUXO**

Vadyondzi van'wana va ta hlayela leswaku i tikhapi/malepula 'mangani', na swo kota sweswo, swi ma tekaka ku tata yin'wana na yin'wana ya tikhontheni leti. Leswi swi xakelana na Tinomboro, Tioparexini na Vuxaka.

**Siku ra 4**

**Leswi lavekaka**

- Risimu: *Leha na koma (Xiletelo xa Migingiriko: Kotara ya 2, pheji ya 205)*
- Bolo ya ngoti
- Chati ya vulehelahenhla kusuka eka Tikotara ta 1 na 2
- Thepi yo pima
- Switikara/tilebulu
- Khoki
- Prestik

1. **Risimu:** Yimbelelani risimu, *Leha na koma*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Hlayelani swin'we 10 ra vadyondzi ku yima hi layini emahlweni ka tilasi. Nyika mune wa vadyondzi un'wana na un'wana xiphemu xo leha xa ngoti. Nyika tsevu wa vadyondzi un'wana na un'wana xiphemu xo koma xa ngoti.

**Swivutiso swo letela:**

- ★ Xana ku na swiphemu swingani swo koma/leha swa ngoti?

Vadyondzi va hlayela swin'we.

Vuyelani hi 10 ra vadyondzi van'wana na vulehi byo hambanahambana bya ngoti.

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. **Ku pima vulehelahenhla:** Languta chati ya vulehelahenhla kusuka eka Tikotara ta 1 na 2 kutani mi yi kanela.

**Swivutiso swo letela:**

- ★ Xana i mani a nga leha/koma kutlula hinkwenu etlilasini?
- ★ Xana hi nga swi kumisisa njhani loko u lehilenyana sweswi?

Vadyondzi va tirhisa ngoti ku pima vulehelahenhla bya hafu yin'we ya tlilasi kutani va engetela mipimo ya vona eka chati ya vulehelahenhla.

- ★ Xana ku na ndlela yin'wana leyi hi nga kotaka ku pima hayona vulehelahenhla bya wena?

Komba vadyondzi thepi yo pima.

- ★ Xana hi nga tirhisa njhani thepi yo pima?

Pima vulehelahenhla bya vadyondzi vangarivangani hi ku tirhisa thepi yo pima. Tsala tisentimitara ekusuhi na xiphemu xin'wana na xin'wana xa ngoti.

- ★ Xana u lehile kufika kwihi?
- ★ Xana u komile/lehile kumbe u na vulehelahenhla byo fana tanihi nkarhi wo hetelela lowu hi pimeke?

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



**XITSUNDZUXO**

Vadyondzi va nga tirhisa thepi yo pima ku pimana hi nkarhi wa ntshunxeko lowu va wu lavaka.

**Siku ra 5**

**Leswi lavekaka**

- Risimu: *Leha na koma (Xiletelo xa Migingiriko: Kotara ya 2, pheji ya 205)*
- Bolo ya ngoti
- Chati ya vulehelahenhla kusuka eka Tikotara ta 1 na 2
- Thepi yo pima
- Switikara/tilebulu
- Khoki
- Prestik

1. **Risimu:** Yimbelelani risimu, *Leha na koma*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko wo hlayela kusuka eka Siku ra 4. Hlengelela swiphemu hinkwaswo swa ngoti.

**Swivutiso swo letela:**

- ★ Xana a ku ri na swiphemu swingani swo koma/leha swa ngoti?

4. **Ku pima vulehelahenhla:** Languta chati ya vulehelahenhla.

Kumbetela leswaku i mani eka hafu leyi nga sala ya tlilasi a nga ta va a komile kumbe a lehile kutlula vadyondzi lava pimiweke hi Siku ra 4.

**Swivutiso swo letela:**

- ★ Xana u ehleketa leswaku i mani a nga ta va a lehile/komile kutlula hinkwavo namuntlha?

- ★ Xana hi pimile njhani vulehelahenhla bya vadyondzi tolo?

Vadyondzi va pima hafu ya vumbirhi ya tlilasi hi ku tirhisa ngoti.

- ★ Xana u komile/lehile kumbe u na vulehelahenhla byo fana tanihi nkarhi wo hetelela lowu hi pimeke?

- ★ Xana i mani a nga leha/koma kutlula hinkwenu etlilasini hinkwayo sweswi? Xana i mani a nga eka vumbirhi hi ku leha/koma?

- ★ Xana i mudyondzisi wihi a nga koma/leha kutlula mina?

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"> <li>• A tub per learner:             <ul style="list-style-type: none"> <li>– 10 Unifix blocks</li> <li>– Number symbol cards 0–10</li> <li>– 1 plastic/paper cup</li> <li>– Paper and a crayon</li> </ul> </li> <li>• Dots cards 1–10</li> <li>• Blank dot card</li> <li>• 3 different-sized plastic drinking cups/glasses: 1 large and narrow,</li> </ul> | <ul style="list-style-type: none"> <li>1 small and narrow, 1 medium and wide</li> <li>• Water/cool drink bottle</li> <li>• Plastic food containers, for example, lunch boxes – 1 per learner</li> <li>• Large container of sand</li> <li>• Large jug of water</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

**Mpfanganiso**

**Ririmi ra le Kaya:** Fananisani kutani mi kanela ku ololoxa swiphigo.  
**Swikili swa Vutomi:** Ku kumbetela na ku pima (tanihi xikombiso, hi nkarhi wa swinambunambu), ntlangu wa misava na ntlangu wa mati.

**Migingiriko ya ntlawa lowutsongo**

**Nghingiriko lowu leteriwaka hi mudyondzisi**

**Leswi lavekaka**

- Mfuku hi mudyondzi:
    - 10 ra tibuloko ta Unifix
    - Makhadi ya mifungo ya tinomboro ta 0–10
    - 1 ya khapi ya pulasitiki/phepha
    - Phepha na khirayoni
  - Makhadi ya mathonsi 1–10
  - Khadi ra mathonsi leri nga hava nchumu
  - 3 wa tikhapi/tinghilazi to nwa hi tona ta pulasitiki leyi nga na
- tisayizi to hambana: 1 ya leyikulu yo lala, 1 ya leyitsongo yo lala, 1 ya le xikarhi yo anama
  - Bodhlela ra mati/namuneti
  - Tikhontheni ta swakudya ta pulasitiki, tanihi xikombiso, mabokisi ya lanci – 1 hi mudyondzi
  - Khontheni leyikulu ya misava
  - Jeke leyikulu ya mati

1. **Swiphigo swa marito:** Vadyondzi va ololoxa swiphigo swa marito hi ku tirhisa tintiho ta vona kumbe swihlayeri na/kumbe phepha na tikhirayoni kumbe tibodo to basa letitsongo.

**Swivutiso swo letela:**

- ✦ Nkombo wa swiharhi swi le ku khideni enambyeni. Swiharhi swinharhu i timpfuvu. Leswin'wana swiharhi i tindlopfu. Xana i tindlopfu tingani ti nga eku khideni enambyeni?

2. **Ku hlayela michumu:** Yimisela ehenhla swihondzo swa Unifix swimbirhi: xin'we xi na tsevu wa tibuloko, kasi lexin'wana xi na mune wa tibuloko.

**Swivutiso swo letela:**

- ✦ Xana i xihondzo xihi xi nga na tibuloko to tala/titsongo?

Vadyondzi va tirhisa tibuloko ta Unifix leti nga etimfukwini ta vona:

- ✦ Xana i tibuloko tingani u ti lavaka ku endla xihondzo lexi xi nga na nhlayo yo fana ya tibuloko tanihi lexi? (tsevu wa tibuloko)
- ✦ Kasi lexi ke? (mune wa tibuloko)
- ✦ Xana ku ta va na tibuloko tingani loko u katsanisa haswimbirhi swa xihondzo swa wena?

Vadyondzi va endla xihondzo lexi xi nga na tibuloko tintsongo hi ntlhanu.

- ✦ Xana xihondzo xa wena xi na tibuloko tingani sweswi?

3. **Ku landzelelanisa tinomboro 0–10:** Landzelelanisani swin'we makhadi ya mathonsi 0–10. Vadyondzi va hlayela tibuloko ta Unifix ku pananisa nhlayo ya mathonsi. Un'wana na un'wana u landzelelanisa makhadi ya yena ya mifungo ya tinomboro ya 0–10.

**Swivutiso swo letela:**

- ✦ Xana i khadi rihi ri taka eka vun'we/ri landzelaka?

4. **Measuring capacity:** Show learners the smallest and the largest cups/ glasses. Ask them to imagine that they are very thirsty.



**Guiding questions:**

- ★ Which cup would you fill with water?

Remove the small cup and replace it with the third cup.

- ★ Which cup do you think holds more/less water?
- ★ How can we find out?

Learners take turns to try to solve the problem, for example, by pouring water from the two cups into a third cup and comparing the results.

- ★ Which cup holds more?
- ★ How do you know?

Give each learner a cup and a food container. Use the sand.

- ★ How many cups of sand do you think it will take to fill your container?

Learners count the number of times they fill their cups and pour sand into their containers until they are full. They write the number on a piece of paper.

- ★ How many cups of sand did it take to fill your container?
- ★ Was it more than or less than you estimated?



**Check that learners are able to:**

- orally solve problems with numbers 0–10
- order collections of objects from smallest to biggest up to 10
- measure quantities to find out which container has the larger capacity and volume
- use words like more than, less than, empty, full, fill

**Workstation 1**

**What you need**

- Large bath/container of water
- Containers 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.



**TIP**

Learners benefit from doing activities at different levels. This can be done on the floor or standing at a table.



4. **Ku pima vundzeni:** Komba vadyondzi tikhapi/tinghilazi letitsongo na letikulu eka hinkwato. Va kombeli ku anakanya leswaku va twa torha swinene.



**Swivutiso swo letela:**

✦ Xana i khapi yihi leyi va nga ta yi chela mati? Susa xikhapana kutani u xi siva hi khapi ya vunharhu.

✦ Xana i khapi yihi u ehleketaka leswaku yi khoma mati yo tala/matsongo?

✦ Xana hi ta swi kumisisa njhani?

Vadyondzi va siyerisana ku ringeta ku ololoxa swiphiqu, tanihi xikombiso, hi ku chela mati kusuka eka tikhapi timbirhi eka khapi ya vunharhu na ku fananisa mivuyelo.

✦ Xana i khapi yihi yi khomaka yo tala?

✦ Xana u swi tiva njhani?

Nyika mudyondzi un'wana na un'wana khapi na khontheni ya swakudya. Tirhisa misava.

✦ Xana i tikhapi tingani ta misava u ehleketaka leswaku ti ta tata khontheni ya wena?

Vadyondzi va hlayela nhlayo ya mikarhi leyi va tataka tikhapi ta vona na ku chela misava eka tikhontheni ta vona kufikela loko ti tala. Va tsala nhlayo leyi eka xiphemu xa phepha.

✦ Xana i tikhapi tingani ta misava u nga ti teka ku tata khontheni ya wena?

✦ Xana a swi ri swikulu kumbe switsongo kutlula leswi u swi kumbeteleke?



**Kamba leswaku vadyondzi va kota ku:**

- ololoxa swiphiqu hi nomu hi tinomboro ta 0–10
- landzelelanisa mihlengelo ya michumu kusuka eka lowutsongo kutlula hinkwayo kufika eka lowukulukumba kutlula hinkwayo kufika eka 10
- pima mitalo ku kumisisa leswaku i khontheni yihi yi nga na vundzeni lebyikulunyana na vholomu leyikulunyana
- tirhisa marito yo fana na nkulu kutlula, ntsongo kutlula, hava nchumu, tele, tata

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Bavhu lerikulu/khontheni leyikulu ya mati
- Tikhontheni to pima: malepula, tikhapi, tijeke, tipulasitiki,
- tikhontheni, mabodhlela ya tisayizi to hambanahambana
- Tibege ta pulasitiki (ku khomela tiepurono)

Vadyondzi va valanga minongoti ya nkulu, ntsongo, tele na hava nchumu tanihiloko va ri karhi va tata tikhontheni to hambanahambana na ku fananisa mitalo.



Vadyondzi va vuyeriwa kusuka eka ku endla migingiriko eka tilevhele to hambanahambana. Leswi swi nga endliwa efulorweni kumbe va yimile etafuleni.

## 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.



## Xitichi xo tirhela xa 2



### Leswi lavekaka

- Tikhontheni letikulu – 1 hi mudyondzi
- Tikhontheni letitsongo ta mixakaxaka, tanihi xikombiso,
- tikhapi ta yogati, malepula, swifukwana swa pulasitiki
- Phepha na tikhirayoni
- Misava

Vadyondzi va hlawula khontheni kutani va hlayela nhlayo ya mikarhi leyi va yi tirhisaka ku tata khontheni leyikulu hi misava. Va dirowa xifaniso xa khontheni ya vona kutani va tsala mfungho wa nomboro ku endla vuyimeri bya nomboro ya tiyuniti to pima leti nga riki ta ntolovelo leti tirhisiwaka. Vuyelela hi tikhontheni to hambanahambana.

## Xitichi xo tirhela xa 3



### Leswi lavekaka

- 8 wa tsete ta 6 wa makhadi ya swifaniso swa tikhapi leti nga na tilevhele to hambanahambana ta misava
- 6 wa tikhapi ta phepha hi mudyondzi
- Misava

Vadyondzi va landzelelanisa makhadi kusuka eka ro va hava nchumu kufika eka ro tala kumbe kusuka eka ro tala kufika eka hava nchumu. Va tata tikhapi ta phepha hi misava ku pananisa makhadi.

## Xitichi xo tirhela xa 4

### Leswi lavekaka

- Mabodhlela ya mati yo vonikela lamakulu, rhekerhe/xifunghi – 1 hi mudyondzi
- Tikhontheni letitsongo ta mixakaxaka
- Bakiti ra mati
- Tifanele to chela

Vadyondzi va kumbetela laha levhele ya mati yi nga ta va kona eka khontheni leyikulunyana loko mati ya cheriwa kusuka eka khontheni leyitsongonyana eka khontheni leyikulunyana. Va komba nkumbetelo wa vona hi ku vekela rhekerhe kumbe va dirowa layini hi xifunghi eka levhele leyi va yi kumbetelaka. Endzhakukaswona va kambela leswi.



# 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

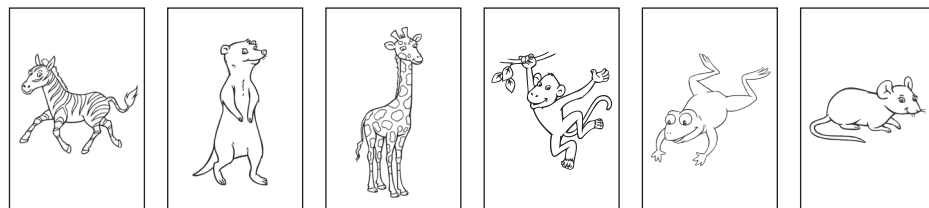
share between/among  
share one  
share more than one

how many left over

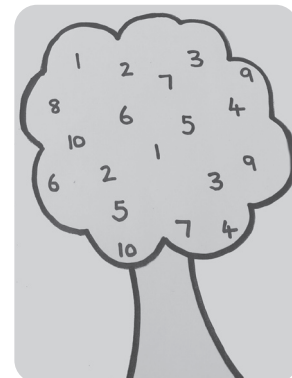
## Getting ready

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.



# Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

## Tinhlokomhaka

- Lemuka mifungho ya tinomboro na marito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro
- Vuxaka bya tinomboro
- Ku ololoxa swiphigo leswi nga eka mbangu

## Vutivi byintshwa

- Tinomboro ta odinali: vutsevu
- Ku avela ku ri hava nsalo
- Hi kambirhi

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Ku longoloxela tinomboro ta 0–10
- Tinomboro ta odinali: vun'we kufika eka vuntlhanu
- Ku hlayela hi vambirhi
- Hlanganisa, susa
- Hafu

## Ntivomarito wa matematiki wuntshwa

hi kambirhi  
ku hlayela kuya emahlweni  
avela hi ku ringana

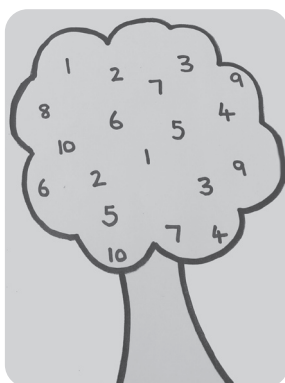
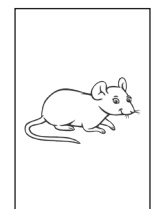
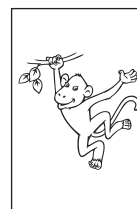
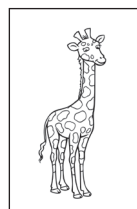
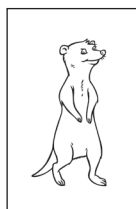
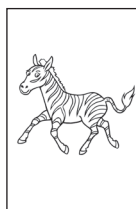
avela exikarhi ka/exikarhi ka va  
avela yin'we  
avela swo tala kutlula xin'we

i swingani swi nga sala

## Ku lungheka

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

- xifaniso xa xiharhi xin'we kusuka eka xin'wana na xin'wana xa swipendiwankhaviswa swa tinomboro leswi landzelaka: mangwa, manghovo, nhutlwa, ntohe, chela, kondlo



- 5 wa swipfalo swa pulasitiki/tithireyi ta pholisitirini hi mudyondzi (tanihi xikombiso, kusuka eka tikhontheni ta yogati)
- buku ya tinomboro leyi nga na vito, *Buku ya mina ya tinomboro* – 1 hi mudyondzi (vona *Xiletelo xa Migingiriko: Kotara ya 3*, pheji ya 217 eka hilaha buku yi endliwaka hakona)
- xitiripi xa A3 xa phepha – 1 hi mudyondzi
- xipandzu xa A4 xa phepha leri nga na nsinya lowu nga na tinomboro ta 1–10 lowu dirowiweke eka yona – 1 hi mudyondzi.



## Whole class activities

### Day 1

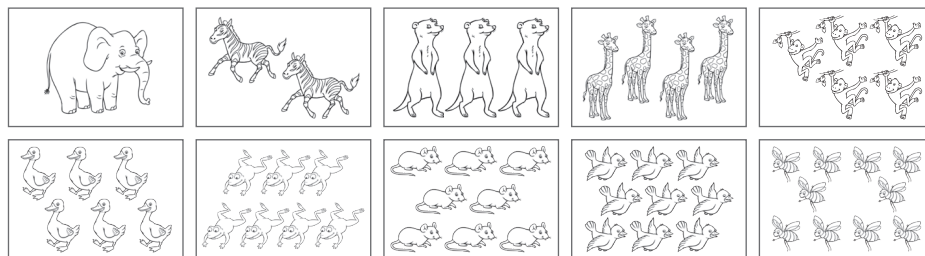
#### What you need

- 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*.



# Migingiriko ya tllasi hinkwayo

## Siku ra 1

### Leswi lavekaka

- Xitori: *Nsiyano wa swiharhi* (pheji ya 199)
- Makhadi ya mathonsi ya swipendiwankhaviswa tinomboro 1–10 na makhadi ya swifaniso swa swipendiwankhaviswa tinomboro ta 1–10
- Swifaniso swa swiharhi swa swipendiwankhaviswa tinomboro (mangwa, manghovo, nhutlwa, ntohe, chela, kondlo)

1. **Risimu/rhayimi:** Vadyondzi va yimbelela risimu kumbe va vula rhayimi leyi va yi tsakelaka.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi vambirhimbirhi kutani va langutana. Va siyerisana ku hlayela min'wala ya tintiho ya lowun'wana kusuka eka 1–10.

#### Swivutiso swo letela:

- ★ Xana i min'wala yingani u nga na yona eka swikunwana/tindleve/enon'wini wa wena?
- ★ Xana i n'wala wihi wa ritiho a wu ta wu khumba loko a wo hlayela kusuka eka ziro?

4. **Tinomboro ta odinali vun'we kufika eka vutsevu (xitori):**

Vadyondzi va tshama hi xirhendzevutana. Rungula xitori lexi, *Nsiyano wa swiharhi* hi ku tirhisa makhadi ya swifaniso swa swipendiwankhaviswa tinomboro (ku ri na swiharhi eka wona) eka xiphemu lexo sungula xa xitori na swifaniso swa swiharhi hi xin'wexin'we eka nsiyano.

#### Swivutiso swo letela:

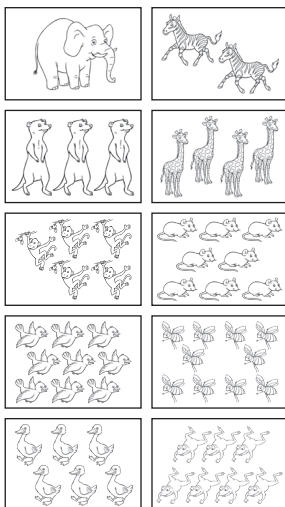
- ★ Xana i xiharhi xihi lexi u ehleketaka leswaku xi ta ta eka vun'we/ko hetelela/ka vumune eka nsiyano? Hikwalahokayini?

Vekela makhadi ya swiharhi loko vadyondzi va ri karhi va hlamusela loyi a nga ta ta eka vun'we, vumbirhi, na swo kota sweswo. Cinca leswi hi ku ya hi swiringanyeto na maehleketelelo ya vona. Kanelani hilaha swiharhi swo hambanahambana swi fambaka hakona na sayizi ya swona, na loko leswi swi ta endla leswaku swi hatlisa kumbe swi nonoka na ku khumba nandzelelano lowu swi hetaka hawona.

5. **Tinomboro ta odinali vun'we kufika eka vutsevu (misiyano):**

Vadyondzi va tsutsuma nsiyano ehandle, tsevu hi nkarhi. Tsevu wa vadyondzi van'wana va nyika makhadi ya mifungo ya tinomboro ta 1–6 eka vadyondzi lavan'wana hi nandzelelano lowu va hetaka hawona kusuka eka vun'we kufika eka vutsevu. Vuyelela hi vadyondzi vo hambanahambana.

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



## Siku ra 2

### Leswi lavekaka

- Risimu: *Nkulukumba Sandile a ri na purasi* (pheji ya 199)
- Phositara ya 1
- Thamborini

1. **Risimu:** Tivisa risimu, *Nkulukumba Sandile a ri na purasi*.

**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?



**Swivutiso swo letela:**

- ✦ Xana i timhoo/tioyi tingani, na swo kota sweswo, hi ti yimbelelaka hi nkarhi wun'wana na wun'wana?

Vadyondzi va hlayela tintiho ta vona loko u ri karhi u kombetela mugiva wa tinomboro.

2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.

3. **Ku hlayela michumu 1–10:** Kanelani Phositara ya 1. Vadyondzi va hlayela michumu leyi eka phositara leyi.

**Swivutiso swo letela:**

- ✦ Xana u nga kota ku vona xilo xihhi kumbe xihhi lexi ku nga na 10/9/2, na swo kota sweswo swa xona exifanisweni lexi?

Hlayelani swin'we michumu leyi.

4. **Ku titoloveta 0–10; tala/ntsongo:** Loko u ri karhi u tlanga thamborini, vadyondzi va ya emitlaweni ya vona yo tirha kutani va tshama emeteni.

**Swivutiso swo letela:**

- ✦ Xana i ntlawa wihi wu nga na vadyondzi vatsongo/vo tala hi un'we, vatsongo/vo tala hi vambirhi/vanharhu kutlula ntlawa wa \_\_\_\_\_?

- ✦ Xana u swi tirhile njhani sweswo?

- ✦ Loko hi susa mudyondzi un'we kusuka eka ntlawa wa \_\_\_\_\_ kuya tikatsa eka ntlawa wa \_\_\_\_\_, xana ku ta va na vadyondzi vo tala hi vangani eka ntlawa wa \_\_\_\_\_?

- ✦ Xana a wu ta lava yini ku endla ntlawa wa \_\_\_\_\_ na ntlawa wa \_\_\_\_\_ ku va na nhlayo yo ringana ya vadyondzi?

- ✦ Loko ntlawa wa \_\_\_\_\_ wu ye etafuleni kutani wu kuma ku ri na mune wa switulu, xana i switulu swingani swin'wana wu nga ta swi lava?

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



**Siku ra 3**

**Leswi lavekaka**

- Risimu: *Nkulukumba Sandile a ri na purasi* (pheji ya 199)
- Makhadi ya mathonsi ya tinomboro na makhadi ya
- mifungho ya tinomboro 0–10 (*Khiti ya Swipfuno*)
- 5 wa tihulahupu

1. **Risimu:** Yimbelelani risimu, *Nkulukumba Sandile a ri na purasi*.

2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.

3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi vambirhimbirhi kutani va langutana. Va veka swandla swa vona swa xinene swin'we.

**Swivutiso swo letela:**

- ✦ Xana ku na min'wala ya tintiho yingani hinkwayo ka yona loko mi veka swandla swa n'wina swa xinene/ximatsi swin'we?

4. **Ku hafula:** Kanelani nhlayo ya swiharhi leswi nga eka risimu, *Nkulukumba Sandile a ri na purasi*.

**Swivutiso swo letela:**

- ✦ Xana u nga kota ku tirhisa tintiho ta wena ku ndzi komba leswaku i tinyimpfu/tihomu tingani, na swo kota sweswo leswi hi yimbeleleke haswona?



- ★ 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.

- ★ Xana i swiharhi swihi hi yimbeleleke hi mayelana na swona kusungula/endzhaku ka timbuti, na swo kota sweswo?

Hlawula vadyondzi vambirhi ku va tihanci, mune ku va tihomu, tsevu ku va tihuku, nhungu ku va mapilipili na khume ku va tinyoka. Ntlawa wun'wana na wun'wana wa swiharhi wu yima endzeni ka hulahupu.

- ★ Xana hafu ya tinyimpfu/mapilipili yi nga ta yi ta yima ekusuhi na mina?
- ★ Xana hi swi tiva njhani leswaku leyi i hafu ya tinyimpfu/mapilipili?
- ★ Loko tihomu timbirhi ti yima ehandle ka hulahupu, xana i tihomu tingani ti nga sala endzeni ka hulahupu?

5. **Makhadi ya mathonsi 1–10; ku hlanganisa:** Komba khadi ra mathonsi exikarhi ka 1 na 10. Vadyondzi va huwelela nhlayo ya mathonsi lama ya lavekaka ku fika eka 10. Va tirhisa tintiho ta vona ku va pfuna ku khakhuleta.

**Swivutiso swo letela:**

- ★ Xana u teke njhani xiboho xa leswaku a hi lava \_\_\_\_\_ wa mathonsi man'wana ku fika eka 10 ra mathonsi?

Vuyelani nghingiriko lowu hi makhadi ya mifungo ya tinomboro to hambanahambana ta le xikarhi ka 1 na 10.

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



### XITSUNDZUXO

Khutaza vadyondzi lava nga hlamuliki hi ku hatlisa ku teka karhi wa vona loko va ri karhi va hlamusela hi vutalo tinhlamulo ta vona. Vona leswaku ku vulavula emahlweni ka ntlawa a swi va endli leswaku va titwa va chuha.

## Siku ra 4

### Leswi lavekaka

- Risimu: *Nkulukumba Sandile a ri na purasi* (pheji ya 199)
- Mugiva wa tinomboro na mifungo ya tinomboro ta 1–10
- 5 wa tiphekisi leti pendiweke

1. **Risimu:** Yimbelelani risimu, *Nkulukumba Sandile a ri na purasi* na ku endla ntlangu wa rona.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi vambirhimbirhi naswona va langutana, va hlayela kusuka eka 0 kufika eka 10 hi xivumbeko xa ntlangu wo phokotela. Loko va vula 'ziro', va makala matsolo ya vona; loko va vula 'n'we', va phakatana swandla swa vona swa xinene; loko va vula 'mbirhi', va phakatana swandla swa ximatsi, na swo kota sweswo, va ya emahlweni kufikela loko va fika eka 10. Vuyelani nghingiriko lowu.
4. **Ku hlayela hi vambirhi:** Vadyondzi lava a va ri tihanci na tihomu hi Siku ra 3 va yima hi mitlawa yimbirhi yo fana. Hlayelani leswaku ku ma mahlo mangani eka ntlawa wun'wana na wun'wana wa vadyondzi. Hlawula mudyondzi ku kombetela phere yin'wana na yin'wana ya mahlo ya vadyondzi tanihiloko munhu un'wana na un'wana a ri karhi a hlayela swin'we hi vambirhi, hls. 'tihanci' timbirhi ti na 2, 4 wa mahlo; mune wa 'tihomu' ti na 2, 4, 6, 8 wa mahlo. Ntlhanu wa vadyondzi lava a va ri tinyimpfu hi nkarhi wa ku endla ntlangu wa risimu va yima.

**Swivutiso swo letela:**

- ★ Loko hi hlayela nhlayo ya mahlo ya ntlhanu wa 'tinyimpfu', xana ku ta va na mahlo mangani hinkwawo ka wona?

Hlayelani swin'we loko mudyondzi un'wana a ri karhi a kombetela phere yin'wana na yin'wana ya mahlo.

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. **Ku titoloveta na ku landzelelanisa tinomboro ta 1–10:** Kombetela mugiva wa tinomboro kutani u komba vadyondzi tiphekisi leti pendiweke. Hlamusela leswaku mi ri swin'we mi ta hlayela hi vambirhi.

**Swivutiso swo letela:**

- ★ Hi lava ku hlayela hi vambirhi, hikokwalaho a hi sunguleni hi nomboro ya 2. (*Hundzuluxa khadi ra nomboro ya 1 ku endlela leswaku '1' yi nga vonaki.*)
- ★ Loko hi hlayela hi vambirhi, xana i nomboro yihi hi faneleke ku yi vula ku landzela? (*Nhlamulo: 4. Hundzuluxa khadi ra nomboro ya 3 leswaku '3' yi nga vonaki.*)

Vuyelelani kufikela loko vadyondzi va fikile eka 10.

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

## Siku ra 5

### Leswi lavekaka

- Rhayimi: 1 na 1 (pheji ya 201)
- Khadi ra nomboro ya 0
- Phositara ya 6
- Thepi yo namarheta/choko

1. **Rhayimi:** Tivisa rhayimi, 1 na 1. Vadyondzi va ku landzelela loko u ri karhi u komba tintiho ta wena kusuka endzhaku ka nhlana wa wena loko u ri karhi vula rhayimi leyi.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va hluvula tintangu ta vona na masokisi. Va yima hi nkondzo wa vona wa ximatsi kutani va hlayela nhlayo ya min'wana ya swikunwana leswi nga enkondzweni lowu nga efulorweni.

**Swivutiso swo letela:**

- ★ Xana ku na min'wala ya swikunwana yingani enkondzweni wa wena lowu nga efulorweni?
- ★ Xana hi swihi leswi u swi lavaka ku va na 10 ra min'wala ya swikunwana efulorweni?

Vadyondzi va hlayela 10 ra min'wala ya swikunwana swa vona. Vuyelelani nghingiriko lowu hi swandla/min'wala ya tintiho.

4. **Ndlela wo tlulela:** Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa ndlela yo tlulela ya tinomboro ya 10 ra tibuloko kutani u tsala 1 kufika eka 10 etibulokweni. Mudyondzi wa tlula tanihiloko tilasi yi ri karhi yi hlayela.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku tlula kuya eka tinomboro ta 2, 4, 6 loko hinkwerhu hi ri karhi hi hlayela hi vambirhi?
- ★ Xana a ku ri mani nomboro yo hetelela leyi u jitameleke eka yona loko hi ri karhi hi hlayela hi vambirhi?
- ★ Xana i tibuloko tingani ku ya eka tona kusuka eka 2 kufika eka 4, 4 kufika eka 6, na swo kota sweswo?

5. **Ku ololoxa swiphiqu:** Kanelani Phositara ya 6 na vadyondzi. Vulavulani hi mayelana na leswi va swi vonaka exifanisweni.

**Swivutiso swo letela:**

- ★ Xana i tinyimpfu tingani u ti vonaka exifanisweni?
- ★ Xana i mfungho wihi wa nomboro u nga ta wu tirhisa ku komba leswaku ku hava tinyimpfu?

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?



Komba khadi ra mfungho wa nomboro ya '0'.

- ★ Xana i swiharhi swihi swin'wana kusuka eka risimu leri, *Nkulukumba Sandile a ri na purasi* ku nga hava na xin'we xa swona?
- ★ Laylah u dye sendiwchi yin'we. Papa u dyile hi kambirhi nomboro leyi. Xana i tisendiwichi tingani a nga ti dya?
- ★ Laylah u nyike mbuti leyi nga ehansi maapula mambirhi. U nyike mbuti leyi nga ehenhla ka furhu hi ka mbirhi nomboro leyi ya maapula. Xana i maapula mangani lama mbuti leyi nga ehenhla ka furhu yi ma kumeke?
- ★ Xana ku na tihanci tingani? Laylah u na nhungu wa makherotsi. Xana a nga ma avela njhani hi ku ringana exikarhi ka tihanci?
- ★ Xana a nga kota ku avela 10 ra makherotsi hi ku ringana exikarhi ka mune wa tihanci? Xana a nga swi endla njhani leswi?

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

### Mpfanganiso

**Ririmi ra le Kaya:** Rungula switori na ku endla ntlangu wa swona, katsa tinomboro eswitorini, teka xiave eka migingiriko ya swivutiso na tinhlamulo.

**Swikili swa Vutomi:** Tumbuluxa micino na mitlangu leyi yi khumbaka tinomboro, swikili swa ndhawu, swikili swa ku ololoxa swiphigo.

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Phositara ya 7 – 10 ra swihlayeri leswi pendiweke
- Mfuku hi mudyondzi leyi nga na: – 5 wa swipfalo swa pulasitiki  
– 10 ra swihlayeri swa swiharhi

1. **Ku hlayela michumu 1–10:** Vadyondzi un'wana na un'wana u hlayela swihlayeri swa yena 1–10.
2. **Swiphigo swa marito:** Vadyondzi va tirhisa swihlayeri swa vona kumbe tintiho ku ololoxa xiphigo.

**Swivutiso swo letela:**

- ★ Khume ra swiharhi swi boheka ku nwa kusuka eka swinwelo swa mati swimbirhi. Ku na nhlayo yo ringana ya swiharhi eka xinwelo xin'wana na xin'wana. Xana ku na swiharhi swingani eka xinwelo xin'wana na xin'wana?

3. **Tinomboro ta odinali vun'we kufika eka vutsevu:** Vadyondzi va vekela xin'we xa swipfalo swa vona swa pulasitiki emeteni emahlweni ka vona kutani va forisa swiharhi swa vona xin'we endzhaku ka lexin'wana swi languta 'xinwelo xa mati'.

**Swivutiso swo letela:**

- ★ Xana hi kwihi emahlweni/endzhaku ka layini?
- ★ Xana u nga kota ku ndzi komba xiharhi xa vun'we/vumbirhi/vuntlhanu/vutsevu lexi xi nga ta va na nkarhi wa ku nwa kusuka eka xinwelo?



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. **Ku avelana ko ringana:** Vadyondzi va vekela xipfalo xin'wana emahlweni ka vona ku endlela leswaku va va na 'swinwelo swa mati' swimbirhi.

**Swivutiso swo letela:**

- ★ Xana u nga ava swiharhi swa wena hi ku ringana exikarhi ka swinwelo leswa mati?
- ★ Xana ku na swiharhi swingani eka xinwelo xin'wana na xin'wana?

Vadyondzi va vekela ntlhanu wa swipfalo hinkwaswo emahlweni ka vona.

- ★ Xana ku ta va na swiharhi swingani eka xinwelo xin'wana na xin'wana loko u avela swiharhi leswi hi ku ringana exikarhi ka ntlhanu wa swinwelo?
- ★ Loko u susa xiharhi xin'we kusuka eka xinwelo, xana ku sala swiharhi swingani emahlweni ka wena?



5. **Ku avelana:** Vadyondzi va tirhisa swihlayeri ku ololoxa swiphigo leswi hi mayelana na Phositara ya 7.



**Swivutiso swo letela:**

- ★ Papa u xava bege ya malamula manharhu. U chela malamula mambirhi ebegeni. Xana i malamula mangani a fanelaka ku ma hakelela?
- ★ Thami u languta mune wa swiharhi swa mhandzi. Xiharhi xin'we xi wile. Xana i swiharhi swingani swi nga yima?
- ★ Papa u xava tsevu wa malamula. Loko a ma avela hi ku ringana exikarhi ka ndyangu wa yena emakete, xana i malamula mangani lama un'wana na un'wana a nga ta ma kuma?
- ★ Mhani u xava tibasikiti timbirhi. U kombela Papa ku avela tsevu wa malamula hi ku ringana exikarhi ka tibasikiti letimbirhi. Xana i malamula mangani lama Papa a ma chelaka endzeni ka basikiti yin'wana na yin'wana?



**Kamba leswaku vadyondzi va kota ku:**

- hlayela michumu 1–10
- ololoxa swiphigo hi tinomboro ta 0–10
- avela hi ku ringana
- avela swihlayeri exikarhi ka mitlawa yimbirhi
- kuma vun'we kufika eka vutsevu





**TIP**  
Numbers 6–10 will be done in Week 8.

## Workstation 1

### What you need

- Number book – 1 per learner
- Crayons

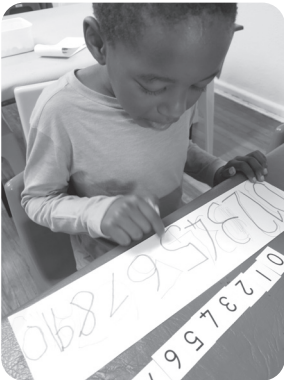
Learners write the number symbol 1 and draw one object on the first page, 2 on the second page, and so on, up to 5.

## 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.

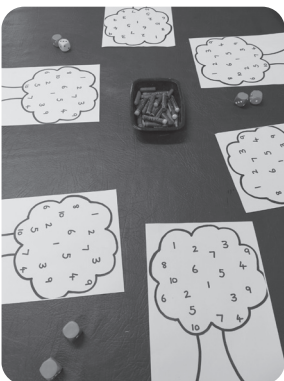


## Workstation 3

### 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.





**XITSUNDZUXO**

Tinomboro ta 6–10 ti ta endliwa eka Vhiki ra 8.

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

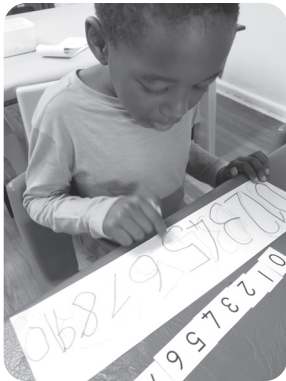
- Buku ya tinomboro – 1 hi mudyondzi
- Tikhirayoni

Vadyondzi va tsala mfungho wa nomboro ya 1 kutani va dirowa nchumu wun'we eka pheji yo sungula, 2 eka pheji ya vumbirhi, na swo kota sweswo, kufika eka 5.

**Xitichi xo tirhela xa 2**

**Leswi lavekaka**

- Mifungho ya tinomboro ta 0–10, 1 ya sete hi mudyondzi (*Khiti ya Swipfuno*)
- Xitiripi xa A3 xa phepha/ khadibodo – 1 hi mudyondzi
- Tikhirayoni/tipensele

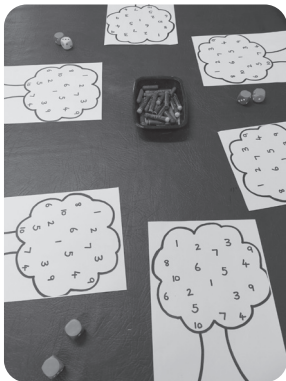


Vadyondzi va veketela makhadi ya mifungho ya tinomboro kusuka eka 0–10 ehenhla ka xitiripi xa phepha. Va tsundzuxi ku hangalasa mifungho ya tinomboro ehenhla ka xitiripi xa phepha ku endlela leswaku ku va na ndhawu yo ringanela leswaku va kota ku tsala tinomboro. Va tsala tinomboro eka xitiripi xa phepha ehansi ka mfungho wun'wana na wun'wana.

**Xitichi xo tirhela xa 3**

**Leswi lavekaka**

- Xipandzu xa phepha ra A4 leri nga na nsinya lowu nga na tinomboro ta 1–10 lowu dirowiweke eka yona – 1 hi mudyondzi
- 2 wa madayizi hi phere ya vadyondzi (eka dayizi rin'we funengeta '5' na '6' hi xitikara/ phepha)



Hi vambirhimbirhi, vadyondzi va siyerisana ku hoxa madayizi mambirhi. Va hlayela nhlayo ya mathonsi lama nga emadayizini. Va kuma nomboro leyi fambelanaka leyi nga ensinyeni, va yi tsondzela kutani endzhakukaswona va yi penda endzeni ka yona. Xikan'wekan'we loko tinomboro hinkwato leti nga ensinyeni ti pendiwile endzeni, vadyondzi va tumbuluxa patironi leyi va yi tsakelaka hi ku tsala mifungho ya tinomboro ku rhendzeleka na makumu ya pheji.



**Xitichi xo tirhela xa 4**

**Leswi lavekaka**

- Swivumbeko swa tibuloko eka ndhawu ya tibuloko – 1 hi mudyondzi
- Tibuloko



Akani swivumbeko swa tibuloko eka ndhawu ya tibuloko emeteni. Vadyondzi va kopunula xivumbeko xin'we kutani va cincana kufikela loko va kopunurile xivumbeko xin'wana na xin'wana. Va siyerisana ku tumbuluxa swivumbeko swa un'wana na un'wana ku swi kopunula.

# 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.

# Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

## Tinhlokomhaka

- Lemuka mifungho ya tinomboro na mavito ya tinomboro
- Hlamusela, fananisa na ku longoloxa tinomboro
- Vuxaka bya tinomboro
- Ku ololoxa swiphiso leswi nga eka mbangu

## Vutivi byintshwa

- Ku avela ku ri na nsalo

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Ku longoloxela tinomboro 0–10
- Tiyisisa nongoti wa tinomboro 0–10
- Ku ololoxa swiphiso 1–10
- Ku avela ku ri hava nsalo
- Hafu, hi kambirhi

## Ntivomarito wa matematiki wuntshwa

xana \_\_\_\_ i yikulu tingani eka \_\_\_\_  
mitlawwa ya mbirhi, nharhu, \_\_\_\_

ehenhlangana  
ehansinyana

## Ku lungheka

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

- ndlela ya tinomboro ta 0–10 – 1 hi mudyondzi
- switsemiwa swa maapula manharhu – 3 hi mudyondzi



- 'fense' leyi endliweke hi xiphemu xa khadibodo leri nga vuxikarhi lebyi tsemiweke byi huma (vona pheji ya 147).

## Migingiriko ya tllasi hinkwayo

### Siku ra 1

#### Leswi lavekaka

- Rhayimi: 1 na 1 (pheji ya 201)
  - 15 wa tikhontheni leti nga na:
    - Tibuloko ta Unifix
    - Makhadi ya mifungho ya swifaniso swa tinomboro
- kumbe makhadi ya mathonsi ya tinomboro ta 0–10 (*Khiti ya Swipfuno*)

1. **Rhayimi:** Vulani rhayimi, 1 na 1.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 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.

**XITSUNDZUXO**

Endla leswaku vadyondzi hinkwavo va khumbeka eka nghingiriko wo hlayela xikan'wekan'we loko u kumile leswi mi swi hlayelaka swin'we.



3. **Ku hlayela michumu 1–10:** Vadyondzi va hlawula michumu yihi va nga ta tsakela ku yi hlayela.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku vona ntlawa wihi kumbe wihi lowu nga ekamareni ro dyondzela lowu wu langutekaka wonge i ntlawa wa 10?

Hlayelani swin'we michumu leyi.

- ★ Xana a ku ri na yitsongo kutlula mpimo/yo tala kutlula mpimo/yo tala kutlula 10, na swo kota sweswo?

4. **Ku fananisa tinomboro:** Tlangani ntlangu, 'Aka na ku fananisa'. Vadyondzi va tshama va langutana. Nyika phere yin'wana na yin'wana khontheni ya tibuloko ta Unifix na makhadi ya tinomboro mambirhi. Un'wana na un'wana u humesa khadi handle ko languta nomboro. Loko va ri karhi va hundzuluxa tinomboro ta makhadi ta vona, va vula swin'we va ku, 'N'we, mbirhi, nharhu, fananisa.'

Mudyondzi un'wana na un'wana u vula nomboro ya yena eka nakuloni wa yena, 'Ndzi na \_\_\_\_.' Un'wana na un'wana u tirhisa tibuloko ta Unifix ku aka xihondzo ku endla vuyimeri bya nomboro ya yena. Va fananisa swihondzo swa vona na tinomboro ta vona hi ku tirhisa ntivomarito lowu landzelaka: *tala, ntsongo, ntsongo, fana* (tanihi xikombiso, 'tsevu yi tele kutlula mune').

Vadyondzi va cincana tikhontheni na phere yin'wana ya vadyondzi kutani va vuyelela nghingiriko lowu.

**Swivutiso swo letela:**

- ★ Xana i mani a nga na nomboro leyi nga yikulu (yikulukumba, ehahlanyana)/yitsongo (yitsongo, ehansinyana) kutlula nomboro ya nakuloni wa yena?
- ★ Xana ku na tibuloko tingani eka xihondzo xa wena?
- ★ Xana i mani a nga na tibuloko titsongo/to tala eka xihondzo xa yena kutlula ta nakuloni wa yena?
- ★ Xana i mani a nga na tibuloko ta ziro eka xihondzo xa yena?
- ★ Xana i mani a nga na nhlayo leyi yi fanaka na munhu un'wana etlilasini? Xana u swi tiva njhani?

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

**Siku ra 2**

**Leswi lavekaka**

- Rhayimi: *1 na 1* (pheji ya 201)
- Makhadi ya mathonsi ya tinomboro ta 0–10, makhadi ya mifungo ya tinomboro ta 0–10 na makhadi ya swifaniso swa tinomboro ta 0–10 (*Khiti ya Swipfuno*)
- Tikhontheni to patlalala timbirhi

1. **Rhayimi:** Vulani rhayimi, *1 na 1*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 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?



**XITSUNDZUXO**

Tirhisa makhadi ya marito eka vadyondzi lava va nga kotiki ku hlaya/lemuka marito.



4. **Ku ololoxa swiphiko 1–10:** Vadyondzi va tshama hi xirhendzevutana. Nyika mudyondzi un'wana na un'wana khadi ra mathonsi ya nomboro, khadi ra xifaniso xa nomboro kumbe khadi ra mfungho wa nomboro.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku ndzi komba tintiho to tala/tintsongo hi rin'we/ timbirhi/tinharhu kutlula nomboro leyi nga ekhadini ra wena?
- ★ Xana i yikulu/yitsongo hi tingani nomboro ya \_\_\_\_ kutlula ya \_\_\_\_?
- ★ Xana i mani a nga na tinyoxi ta 10 ekhadini ra yena? Xana i mani a nga na nomboro leyi yi nga yitsongo hi ntlhanu eka leyi?
- ★ Xana i khadi ra tinomboro ra mani ri nga na tintohe ta ntlhanu? Xana i mavoko mangani ntlhanu wa tintohe ti nga na wona hinkwawo ka wona?
- ★ Xana i mani a nga na tinomboro leti ti nga titsongo eka 6/ tikulukumba eka 3?

5. **Ku avelana ku ri na kumbe ku ri hava nsalo:** Vekela tikhontheni timbirhi emeteni. Vadyondzi va yima hi vambirhimbirhi hi nkarhi ku vekela makhadi ya vona ya tinomboro endzeni ka tikhontheni letimbirhi.

**Swivutiso swo letela:**

- ★ Xana ku ta va na nhlayo yo ringana ya makhadi endzeni ka khontheni yin'wana na yin'wana?
- ★ Xana hi ta swi kumisisa njhani?
- ★ Hi nge swi koti ku tsema makhadi lama hi hafu, hikokwalaho hi swihi leswi hi faneleke ku swi endla loko ku ri na khadi rin'we ro engetela?

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

**Siku ra 3**

**Leswi lavekaka**

- Makhadi ya mifungho ya tinomboro ya 0–10 (*Khiti ya Swipfuno*)
- Phekisi
- Mugiva wa tinomboro

1. **Risimu/rhayimi:** Vadyondzi va yimbelela risimu kumbe va vula rhayimi leyi va yi tsakelaka.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va tshama hi xirhendzevutana. Hlayela kusuka eka 1–10 loko u ri karhi u famba ku rhendzeleka hi xirhendzevutana.

**Swivutiso swo letela:**

- ★ Xana i mudyondzi wihi a nga ta va nomboro ya 10 leyi landzelaka?
- ★ Xana i mani a nga ta va nomboro 7 endzhaku ka sweswo?
- ★ Hi le ka nomboro ya 4. Loko hi hlayela timbirhi tin'wana, xana ku ta va nomboro yihi?
- ★ Xana u swi tirhile njhani sweswo?
- ★ Vadyondzi lavaya a va ri nomboro ya 10, hi kombela va yima exikarhi ka xirhendzevutana kutani lava a va ri nomboro ya 4 va yima ehandle ka xirhendzevutana.
- ★ Xana ku na nomboro ya 10 vo tala/vatsongo kumbe nomboro ya 4 vo tala/vatsongo?

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

## Day 4

### What you need

- Number dot, symbol and picture cards 1–10 (*Resource Kit*)

- 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:** Repeat the activity from Day 3.
- 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?
- Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Poster 3

- 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:** 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?

- Ku titoloveta 0–10:** Tlangani ntlangu lowu, 'Ku phekisa nomboro'. Phekisa nomboro ya le xikarhi ka 0 na 10 enhlaneni wa mudyondzi. Vadyondzi van'wana va nyika vuthala loko mudyondzi a ri karhi a ringeta ku vhumba leswaku i nomboro mani leyi yi nga enhlaneni wa yena, tanihi xikombiso: 'Nomboro ya wena i yikulu hi mbirhi eka nharhu', na swo kota sweswo. Loko mudyondzi loyi a ri karhi a angula, n'wi letele kuya eka nomboro leyi. Khutaza vadyondzi ku yelanisa eka mugiva wa tinomboro. Vuyelela nghingiriko lowu kungarikungani na vadyondzi van'wana.
- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

## Siku ra 4

### Leswi lavekaka

- Makhadi ya mathonsi ya tinomboro ta 1–10, makhadi ya mifungo ya tinomboro ta 1–10 na makhadi ya swifaniso swa tinomboro ta 1–10 (*Khiti ya Swipfuno*)

- Risimu/rhayimi:** Vadyondzi va yimbelela risimu kumbe va vula rhayimi leyi va yi tsakelaka.
- Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
- Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 3.
- Ku titoloveta tinomboro ta 1–10:** Tlangani ntlangu lowu, 'Tinomboro leti nga tikulukumba/titsongo eka'. Vadyondzi va yima hi xirhendzevutana. Nyika mudyondzi un'wana na un'wana khadi ra nomboro kutani u huwelela swileriso, tanihi xikombiso: 'Tshama ehansi loko u ri na nomboro leyi nga yikulukumba eka 4/yitsongo eka 2.' Vadyondzi va kamba loko vadyondzikulobye va vona va vula swona. Yanani emahlweni kufikela loko vadyondzi hinkwavo va va va tshamile ehansi.



### Swivutiso swo letela:

- Xana u na nomboro leyi yi nga yikulu eka 3 hi mbirhi/yitsongo eka 6 hi nharhu/hafu ya 8/2 hi kambirhi, na swo kota sweswo?
- Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

## Siku ra 5

### Leswi lavekaka

- Phositara ya 3

- Risimu/rhayimi:** Vadyondzi va yimbelela risimu kumbe va vula rhayimi leyi va yi tsakelaka.
- Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
- Ku hlayela michumu 1–10:** Komba Phositara ya 3. Hlayani nhlayo ya masiku ya moya, ya mumu, ya mapapa na ya mpfula lama nga eka chati ya maxelo leyi nga exifanisweni.

### Swivutiso swo letela:

- Ku na masiku ya mpfula manharhu. Xana i masiku mangani lama hi ma lavaka ku va na masiku ya mumu ya khume?

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"> <li>• 10 animal counters</li> <li>• Cut-outs of 3 apples</li> </ul> | <ul style="list-style-type: none"> <li>• A 'fence' made of a piece of cardboard with the middle cut out</li> <li>• Scissors</li> <li>• Structure beads</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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. **Ku titoloveta 0–10:** Vutisa swivutiso hi mayelana na Phositara ya 3. Vadyondzi va nga ha tirhisa tintiho ta vona kumbe swihlayeri ku ololoxa swiphigo loko swi fanerile.

**Swivutiso swo letela:**

- ✦ Xana i vadyondzi vangani u va vonaka ekamareni ro dyondzela?
- ✦ Loko mune wa vadyondzi va humela ehandle, xana i vadyondzi vangani va nga ta sala ekamareni ro dyondzela?
- ✦ Xana ku na vanhwanyana vangani ekamareni ro dyondzela? Loko vanhwanyana van'wana vanharhu va nghena, xana ku ta va na vanhwanyana vangani?
- ✦ Tsevu wa vanhwanyana va le kamareni ro dyondzela. Vanhwanyana van'wana vanharhu va nghena. Xana ku na vanhwanyana vangani sweswi?
- ✦ Mudyondzisi u na tsevu wa tibuloko ku ti avelana hi ku ringana exikarhi ka vanhwanyana vanharhu. Xana i tibuloko tingani leti nhwanyana un'wana na un'wana a nga ta ti kuma?

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

**Mpfanganiso**

**Ririmi ra le Kaya:** Maehleketelelo ya vukhensivusoli na ku paluxa mavonelo.

**Swikili swa Vutomi:** Ololoxa swiphigo hi nkarhi wa nongonoko wa siku na siku kutani u hlamusela maehleketelelo hi vutalo.

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

**Leswi lavekaka**

- Mfuku hi mudyondzi leyi nga na:
- 10 wa swihlayeri swa swiharhi
  - 3 wa switsemiwa swa maapula
  - 'Fense' yi endlwile hi xiphemu xa khadibodo leri nga vuxikarhi lebyi tsemiweke byi huma
  - Xikero
  - Vuhlalu bya swivumbeko

1. **Swiphigo swa marito hi ku tirhisa swihlayeri:** Vadyondzi va hlayela swihlayeri swa swiharhi. Vutisa swiphigo swa marito hi mayelana na swiharhi.

**Swivutiso swo letela:**

- ✦ Sandile u na 10 ra swiharhi. U ta na swiharhi swinharhu exivaleni leswaku swi ta etlela kona. Xana i swiharhi swingani swin'wana ha ha lavaka ku swi nghenisa ku endlela leswaku swiharhi hinkwaswo swi va endzeni?

2. **Ku avelana ku ri na nsalo:** Vadyondzi va tshama hi vambirhimbirhi kutani va langutana. Va forisa layini ya swiharhi swa vona swa 10 swi langutana na vona.

**Swivutiso swo letela:**

- ✦ Xana wena na nakuloni wa wena mi na nhlayo yo fana ya swiharhi? Xana u swi tiva njhani?
- ✦ Sandile u lava swiharhi swa wena swi nghena exivaleni xa yena hi swimbirhimbirhi. Komba hilaha a nga swi ntlawahataka hakona.
- ✦ Na hi swinharhunharhu?





- ★ 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.



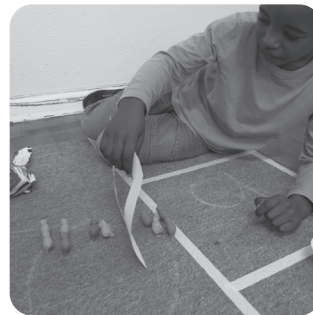
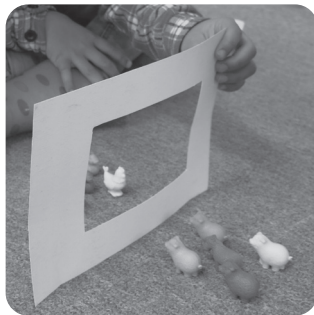
- Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

**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.



**XITSUNDZUXO**

Kongomisa miehleketo ya vadyondzi eka ntiyiso wa leswaku swilo swin'wana, swo tanihi apula, swi nga tsemiwa ku kota ku avelaniwa, kambe swilo swin'wana, swo tanihi swifuwo, swi nge tsemiwi ku kota ku avelaniwa.

- ★ Xana u vona yini? Xana hi nga endla yini hi mayelana na xiharhi lexi nga sala?

Teka nkarhi ku yingisela eka swiringanyeto swa vadyondzi hi mayelana na hilaha va nga lawulaka hakona xiphiso xa swiharhi leswi nga sala.

Vadyondzi va vekela nhungu wa swiharhi etimfukwini kutani va humesa switsemiwa swinharhu swa maapula.

- ★ Xana u nga ma avelana njhani maapula lamanharhu hi ku ringana exikarhi ka swiharhi swa wena swimbirhi?



Vadyondzi va ringeta ku ololoxa swiphiso leswi. Loko va vona

leswaku ku na apula rin'we ri nga sala, kanelani hilaha apula leri ri nga tsemiwaka hakona hi hafu ku ri avelana hi ku ringana.

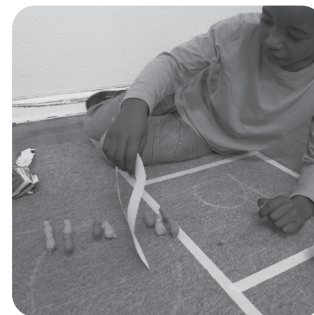
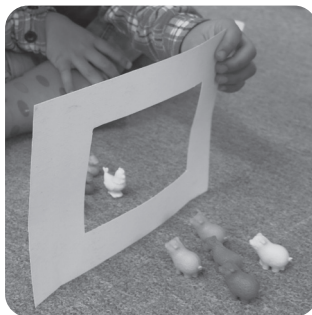
- Mikatsano ya 10 hi ku tirhisa swihlayeri swa swiharhi:** Vadyondzi va veketela swiharhi swa vona hi layini yo thwixamela ehenhla. Hi ku tirhisa 'tifense' ta vona, va valanga leswaku i tindlela to hambanahambana tingani laha va nga kotaka ku hambanisa swiharhi hi mitlawa yimbirhi.

**Swivutiso swo letela:**

- ★ Xana u nga kota ku vekela 'fense' ku endlela leswaku ku va na mune wa swiharhi etlhelo rin'we ra fense?

Vana va 'fensela' mune wa swiharhi kutani va swi hlayela.

Vadyondzi va hlometela hi le tifenseni ta vona.



- ★ Xana ku na swiharhi swingani eka tlhelo lerin'wana ra fense?
- ★ Xana ku na swiharhi swingani hinkwaswo ka swona?

Vadyondzi va hlayela swiharhi leswi nga etlhelo lerin'wana ra fense kutani endzhakukaswona va vuyelela nghingiriko lowu hi mikatsano yin'wana ku vumba 10.

- ★ Xana u nga kota ku vekela fense ku endlela leswaku ku va na nhlayo yo fana kwatsa ya swiharhi eka tlhelo rin'wana na rin'wana?

- Mikatsano ya 10 hi ku tirhisa vuhlalu bya swivumbeko:** Kombela vadyondzi ku komba ntlhanu wa vuhlalu. Va khutazi ku endla leswi va ri karhi va nga swi hlayeli hi van'we. Vadyondzi va khoma ntlhanu wa vuhlalu kutani va sungula nhlalayo wa vona kusuka eka 5.

Hlayela kuya emahlweni kusuka eka 5 kufika eka 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.



**Swivutiso swo letela:**

- ★ Xana i vuhlalu byingani u byi hlayeleke?  
Khoma vuhlalu bya mune/tsevu/nharhu. Hlayela kuya emahlweni kusuka eka 4 kufika eka 7/10/8, na swo kota sweswo.
- ★ Xana i vuhlalu byingani u nga na byona sweswi?



**Kamba leswaku vadyondzi va kota ku:**

- ololoxa swiphiqo hi tinomboro ta 0–10
- hlayela kuya emahlweni kusuka eka nomboro leyi nyikiweke – kufika eka 10
- avela swihlayeri hi ku ringana ku ri na nsalo
- kuma mitlawa leyi katsanaka ku vumba 10

**Xitichi xo tirhela xa 1**

**Leswi lavekaka**

- Phepha ra A4 – 1 ya xiphemu hi mudyondzi
- Swiponci/wulu ya ritiyi/swidlokodlandleve
- Pende eka tikhontheni to ka ti nga entangi
- Tikhirayoni

Vadyondzi va petsa tipheji hi hafu. Va tsala nomboro leyi nga exikarhi ka 1 na 5 ehenhla ka tlhelo rin'we ra pheji. Va peta swiponci/kumbe wulu ya ritiyi/swidlokodlandleve/ritiho ra vona endeni kutani va endla nomboro yo fana ya mathonsi tanihi nomboro leyi va yi tsaleke. Va petsa pheji kutani va yi tshikelela ku endla nomboro yo fana etlhelo ro fularhela ra pheji. Va hlayela leswaku va na mathonsi mangani sweswi kutani endzhakukaswona va tsala nomboro ya leyo.



**Xitichi xo tirhela xa 2**

**Leswi lavekaka**

- Vumba byo tlangisa na mimete
- Ndlela ya tinomboro ta 1–10 – 1 hi mudyondzi

Vadyondzi va vumba 'switina/tibuloko' hi vumba byo tlangisa kutani va aka swihondzo ku pananisa na tinomboro leti nga eka ndlela ya tinomboro ta 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.

### Xitichi xo tirhela xa 3

#### Leswi lavekaka

- Mifungho ya tinomboro 0–10 (Khiti ya Swipfuno) – 8 hi phere ya vadyondzi
- Tibuloko ta Unifix

Vadyondzi va tirha hi vambirhimbirhi ku tlanga, 'Aka na fananisa'. Mudyondzi un'wana na un'wana u na mune wa mifungho ya tinomboro enhulwini. Loko un'wana na un'wana a ri karhi a hundzuluxa mfungho wa nomboro, va vula swin'we va ku, 'N'we, mbirhi, nharhu fananisa.' Mudyondzi un'wana na un'wana u vula nomboro ya yena eka nakuloni wa yena, 'Ndzi na \_\_\_\_.' Un'wana na un'wana u tirhisa tibuloko ta Unifix ku aka xihondzo ku endla vuyimeri bya nomboro ya yena. Va fananisa swihondzo swa vona na tinomboro ta vona hi ku tirhisa ntvomarito lowu landzelaka:

*tala, ntsongo, ntsongo, fana* (tanihi xikombiso, 'tsevu i yikulu eka mune').

Va vuyelela leswi kanharhu kun'wana hi mifungho ya tinomboro yo hambanahambana. Va cincana tsete ta vona ta mifungho ya tinomboro na vadyondzi van'wana kutani va tlanga ntlangu lowu nakambe.



### Xitichi xo tirhela xa 4

#### Leswi lavekaka

- Tibuku ta tinomboro kusuka eka Vhiki ra 7
- Tikhoki/tikhirayoni
- Phepha ra A4
- Xikhomanisamaphepha

Vadyondzi va hetisa tipheji ta 6–10 eka tibuku ta tinomboro ta vona. Va endla timvhilopo ta tibuku ta vona (hi ku petsa na ku khomanisa tipheji ta A4). Va tsala mavito ya vona na nomboro ya kaya ra vona emahlweni ka mvhilopo.



#### XITSUNDZUXO

Vadyondzi va nga tumbuluxa xifaniso xa vona vini xa 'nomboro' loko va hetile.



# 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

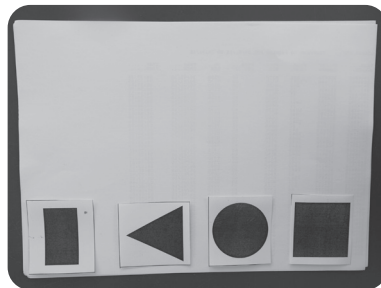
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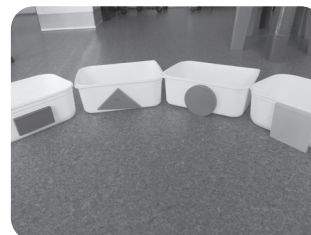
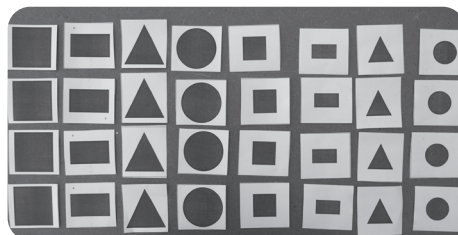
## Getting ready

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)



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

## Tinhlokomhaka

- Swihlawulekisi swa swivumbeko

## Vutivi byintshwa

- Ava swivumbeko hi ku ya hi sayizi, muhlovo na xivumbeko
- Ku hlayisa swivumbeko

## Titoloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu, yinhlamune
- Mavonelo ya mavonakelo ya swifaniso

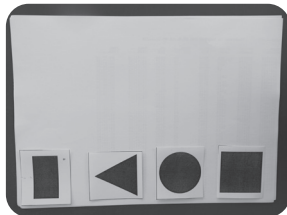
## Ntivomarito wa matematiki wuntshwa

tontswa

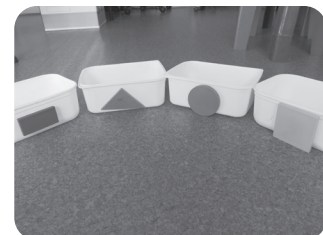
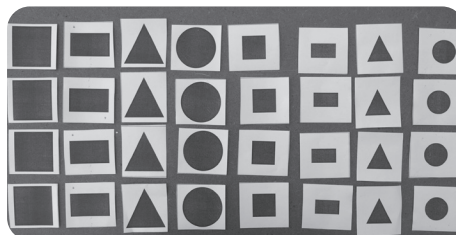
xirhendzevutana

## Ku lungheka

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

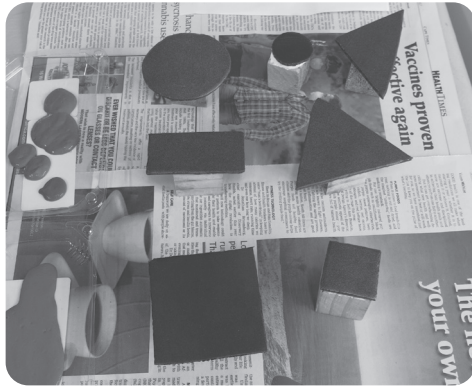


- phositara ya khadibodo leyi nga na switsemiwa swa swivumbeko swa (yinhlamune, yinhlanharhu, xirhendzevutana na xikwere, hinkwaswo hi muhlovo wo fana)
- 6 wa swifaniso swa michumu ya masiku hinkwawo leyi nga na swivumbeko swa xirhendzevutana, yinhlanharhu, xikwere na yinhlamune eka swona (vona pheji ya 157)
- 32 wa makhadi ya swivumbeko hi ndlela leyi landzelaka:
  - 8 wa swivumbeko swa xitshopana: 1 xa lexikulukumba na 1 xa lexitsongo xa xirhendzevutana, xikwere, yinhlamune na yinhlanharhu
  - 8 wa swivumbeko swa wasi: 1 xa lexikulukumba na 1 xa lexitsongo xa xirhendzevutana, xikwere, yinhlamune na yinhlanharhu
  - 8 wa swivumbeko swo tshwuka: 1 xa lexikulukumba na 1 xa lexitsongo xa xirhendzevutana, xikwere, yinhlamune na yinhlanharhu
  - 8 wa swivumbeko swa rihlaza: 1 xa lexikulukumba na 1 xa lexitsongo xa xirhendzevutana, xikwere, yinhlamune na yinhlanharhu

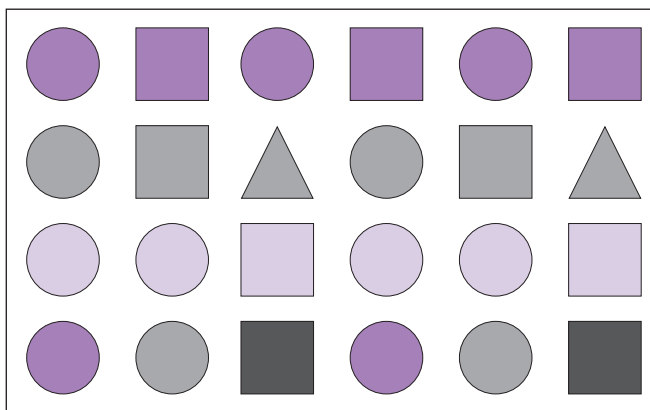


- 4 wa mabokisi rin'wana na rin'wana ri leburiwile hi xivumbeko xo hambana (xikwere, xirhendzevutana, yinhlanharhu, yinhlamune)

- 4 shape Bingo boards (*Activity Guide: Term 3*, page 218)
- different size and colour paper shapes (circle, square, triangle, rectangle)
- shape templates (cut out of sponge or Styrofoam) for printing



- pattern cards with different shape patterns on them – 1 per learner



- twenty-four-piece puzzles (page 223).

## Whole class activities

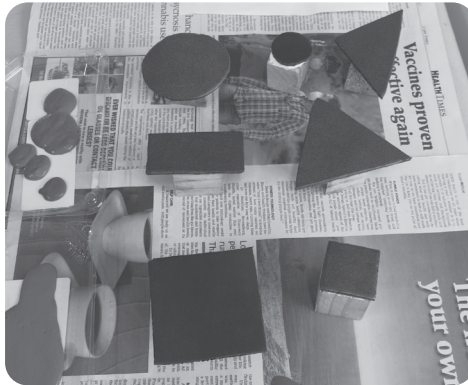
### Day 1

#### What you need

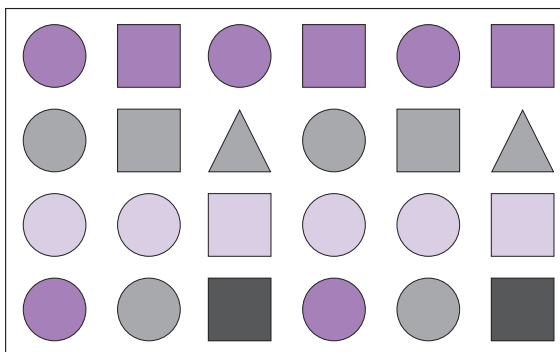
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

1. **Song:** Sing the song, *If you're holding a square*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** In pairs, the first learner chooses a number less than 10, for example, 6, and jumps that number of times while counting. The other learner says how many jumps he/she thinks are needed to make up 10 and then checks by jumping and counting. They swap roles.

- 4 wa tibodo ta swivumbeko swa Bingo (*Xiletelo xa Migingiriko: Kotara ya 3, pheji ya 218*)
- swivumbeko swa phepha swa tisayizi to hambanahambana na mihlovo yo hambanahambana (xirhendzevutana, xikwere, yinhlanharhu, yinhlamune)
- tithempuleti ta swivumbeko (xitsemiwa xa xiponci kumbe Styrofoam) leti nga ta pirintiwa



- makhadi ya tipatironi ta swivumbeko swo hambanahambana eka wona – 1 hi mudyondzi



- xiphazamiso xa swiphemu swa makumembirhimune (pheji ya 223).

## Migingiriko ya tllasi hinkwayo

### Siku ra 1

#### Leswi lavekaka

- Risimu: *Loko u khomile xikwere* (pheji ya 201)
- Michumu ya xivumbeko xa xirhendzevutana, xikwere, yinhlanharhu na yinhlamune ebegeni
- Phositara ya khadibodo leyi nga na switsemiwa swa swivumbeko
- Choko
- 4 wa makhadi ya swivumbeko (xirhendzevutana, yinhlamune, xikwere, yinhlanharhu)
- Vuyimbeleri lebyi kandziyisiweke (kumbe xichayana xa vuyimbeleri)

1. **Risimu:** Yimbelalani risimu, *Loko u khomile xikwere*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Hi vambirhimbirhi, mudyondzi wo sungula u hlawula nomboro ya le hansi ka 10, tanihi xikombiso, 6, kutani a tlula nomboro yaleyo loko a ri karhi a hlayela. Mudyondzi lon'wana u vula leswaku i mitlulo yingani a ehleketaka leswaku ya laveka ku endla 10 kutani endzhakukaswona a kamba hi ku tlula na ku hlayela. Va cincana swiave.

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?



4. **Kusuka eka 3-D kufika eka 2-D:** Vadyondzi va tshama hi xirhendzevutana. Vekela phositara ya swivumbeko exikarhi ka xirhendzevutana. Hundzisela bege leyi nga na michumu. Vadyondzi va siyerisana ku tiva xivumbeko lexi nga eka phositara kutani va twa nchumu lowu nga endzeni ka bege lowu pananaka na xona. Nchumu lowu wu vekiwa ehenhla ka xivumbeko lexi.

**Swivutiso swo letela:**

- ✦ Xana u nga kota ku twa nchumu lowu wu nga na xivumbeko xa xirhendzevutana/xikwere/yinhlamune/yinhlamharhu?
- ✦ Xana u nga kota ku pananisa nchumu lowu eka xivumbeko lexi nga ebodweni?
- ✦ Xana nchumu lowu wu twala ku fana na yini?
- ✦ Xana i yini xi fanaka hi mayelana na nchumu lowu na swivumbeko leswi nga eka phositara?
- ✦ Xana xivumbeko lexi xi vitaniwa yini?

5. **Swihlawulekisi swa swivumbeko:** Tirhisa choko ku dirowa xirhendzevutana xin'we lexikulu, xikwere xin'we lexikulu, yinhlamharhu yin'we leyikulu na yinhlamune leyikulu efulorweni. Loko vuyimbeleri byi ri karhi byi tlanga, vadyondzi va fambafamba ku rhendzeleka na kamara ro dyondzela. Loko vuyimbeleri byi yima, yimisela khadi ra xivumbeko ehenhla. Vadyondzi va yima ku rhendzela xivumbeko lexi dirowiweke efulorweni.

**Swivutiso swo letela:**

- ✦ Xana xivumbeko xa wena xi vitaniwa yini?
- ✦ Xana xi na matlhelo/tikhona/matlhelo yo thwixama/matlhelo yo goveka mangani?

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

## Siku ra 2

### Leswi lavekaka

- Risimu: *Xirhendzevutana xi fana na bolo* (pheji ya 201)
- Swifaniso swa michumu ya masiku hinkwawo leyi nga na swivumbeko
- 32 wa makhadi ya swivumbeko
- Prestik

1. **Risimu:** Yimbelelani risimu, *Xirhendzevutana xi fana na bolo*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima hi mitlawa kutani va hlayela hi ku hlamula swivutiso leswi nga laha hansi.

**Swivutiso swo letela:**

- ✦ Xana i vadyondzi vangani va nga ambala majesi/tintangu leti nga na tintambhu/va yaka exikolweni hi milenge, na swo kota sweswo?

4. **Ku titoloveta swivumbeko:** Veketela makhadi ya swivumbeko hi tinhulu to hambana hi ku ya hi xivumbeko. Kombisa xin'we xa swifaniso swa michumu ya masiku hinkwawo. Rhamba vadyondzi eka ndhawu ya khadi ra xivumbeko leri ri fambelenaka na xivumbeko lexi nga exifanisweni. Kanelani swivumbeko leswi na vadyondzi.

**Swivutiso swo letela:**

- ✦ Xana u nga kota ku pananisa xin'we xa swivumbeko leswi eka lexi xinga exifanisweni lexi? Xana i xivumbeko muni lexi?



- ★ How do you know it's a square/rectangle/circle/triangle?
- ★ Why is it not a square/rectangle, and so on?

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.

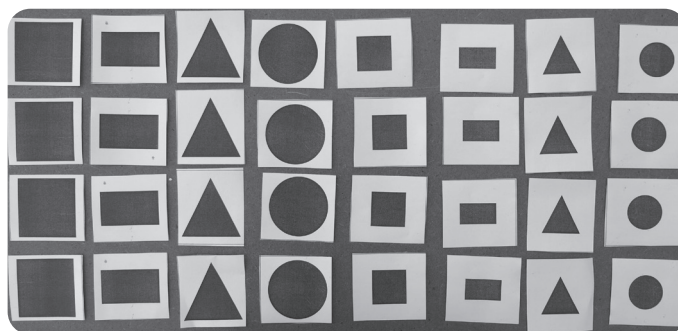
#### Guiding questions:

- ★ 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.



- ✦ Xana u swi tiva njhani leswaku i xikwere/yinhlamune/xirhendzevutana/ yinhlanmarhu?
- ✦ Hikwalahokayini xi nga ri xikwere/yinhlamune, na swo kota sweswo? Kanelani swivumbeko swin'wana leswi nga ekamareni ro dyondzela.
- ✦ Xana u nga kota ku vona xihi kumbe xihi xa swivumbeko leswi ekamareni ro dyondzela?

Vadyondzi va teka rendzo ra swivumbeko ehandle.

- ✦ Langutani mathayere/switina/mafasitere. Xana i swivumbeko muni leswi u swi vonaka?
- ✦ Xana wa kota ku vona lwangu leri nga na xivumbeko xa yinhlanmarhu?
- ✦ Xana u nga kota ku vona xilo xin'wana lexi xi langutekaka ku fana na xirhendzevutana?

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

### Siku ra 3

#### Leswi lavekaka

- Risimu: *Xivumbeko xa Hoki Poki* (pheji ya 201)
- Choko
- 32 wa makhadi ya swivumbeko

1. **Risimu:** Yimbelelani risimu, *Xivumbeko xa Hoki Poki*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Tirhisa choko ku dirowa xirhendzevutana, xikwere, yinhlanmarhu na yinhlamune leyikulu efulorweni. Rhamba vadyondzi vangarivangani ku yima endzeni ka xirhendzevutana.

#### Swivutiso swo letela:

- ✦ Xana i mikondzo yingani leyi yi nga endzeni ka xirhendzevutana?
- ✦ Xana i swandla swingani leswi swi nga endzeni ka xirhendzevutana?
- ✦ Xana i \_\_\_\_\_ yingani/swingani/tingani/mangani lama ma nga endzeni ka xirhendzevutana?

Vuyelelani hi swivumbeko swin'wana.

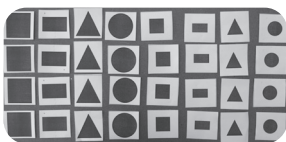
4. **Muhlovo, sayizi na xivumbeko:** Nyika mudyondzi un'wana na un'wana khadi ra xivumbeko. Huwelela vito ra xivumbeko. Vadyondzi lava va nga na xivumbeko xolexo va ya eka xivumbeko lexi pananaka lexi nga dirowiwa efulorweni. Va yimbelela na ku cina risimu ra *Xivumbeko xa Hoki Poki* xa xivumbeko xa vona. Huwelela vito ra xivumbeko xin'wana kutani mi vuyelela nghingiriko lowu.

Hlengelela makhadi ya swivumbeko kutani u ma veketela efulorweni hi tikholomu hi ku ya hi xivumbeko, sayizi na muhlovo ku endlela leswaku u va na mune wa makhadi eka xin'wana na xin'wana ya tikholomu leta nhungu. Vadyondzi va sayerisana ku kuma swivumbeko hi ku ya hi swihlawulekisi leswi u swi vulaka (muhlovo, sayizi na xivumbeko).

#### Swileriso swo letela:

- ✦ Kuma xirhendzevutana xa wasi lexikulu, na swo kota sweswo.
- ✦ Khumba swivumbeko swo tshwuka hinkwaswo/tinhlanmarhu letitsongo hinkwato.

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



## 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.

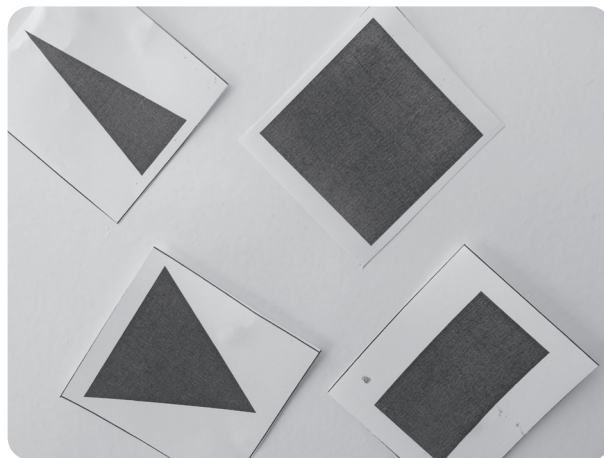
- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

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.

## Siku ra 4

### Leswi lavekaka

- Risimu: *Xirhendzevutana xi fana na bolo* (pheji ya 201)
- Mifungho ya tinomboro 1–10
- 32 wa makhadi ya swivumbeko
- Tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)
- Makhadi ya mathonsi 1–10 (*Khiti ya Swipfuno*)

1. **Risimu:** Yimbelelani risimu, *Xirhendzevutana xi fana na bolo*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vekela mifungho ya tinomboro ta 1–10 ku rhendzeleka na kamara. Yimisela khadi ra mathonsi ehenhla kutani vadyondzi va famba/tlula/thamuka ku ya eka mfungho wa nomboro leyi nga lulama.
4. **Ku titoloveta swihlawulekisi swa swivumbeko:** Vadyondzi va tshama va fularhelana hi vambirhimbirhi. Nyika mudyondzi un'wana na un'wana buloko ya swihlawulekisi, leyi a faneleke ku endla leswaku nakuloni wa yena a nga yi voni. Yin'we ya phere yi vutisa swivutiso hi mayelana na xivumbeko xa nakuloni kufikela loko a kota ku vhumba leswaku i yini.

#### Swivutiso swo letela:

- ✦ Xana xi na matlhelo yo thwixama?
- ✦ Xana xi na matlhelo/tikhona tingani?

Vekela buloko ya swihlawulekisi endzhaku ka nhlana wa wena. Hlamusela xivumbeko hi ku hlawulekisa kutani u endla leswaku vadyondzi va vhumba leswaku i yini.

- ✦ Xi na 4 wa matlhelo yo ringana na 4 wa tikhona. Xana i yini?
- ✦ Xi na 2 wa matlhelo yo leha na 2 wa matlhelo yo koma. Xana i yini?

Hlawula mangarimangani ya makhadi ya swivumbeko kutani u ma veka ekhumbini eka matshamelo yo hambanahambana, tanihi xikombiso, ku yima hi nhloko, kuya ematlhelo. Kombela vadyondzi ku tiva swivumbeko leswi.



#### Swivutiso swo letela:

- ✦ Xana i xivumbeko muni lexi u xi vonaka? Xana u swi tiva njhani?
- ✦ Xana u nga kota ku kuma yinhlanharhu? Xana u swi tivile njhani leswaku a ku ri yinhlanharhu?

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

**XITSUNDZUXO**  
 Ku komba swifaniso hi swiyimo swo hambanahambana swi pfuna vadyondzi ku tiva swivumbeko hambiloko swi tshamile hi ndlela yo hambana.

## 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.)



Siku ra 5

Leswi lavekaka

- 4 wa mabokisi lama leburaweke hi swivumbeko swa swo hambanahambana
- 32 wa makhadi ya swivumbeko
- Phositara ya 9

1. **Risimu:** Vadyondzi va hlawula risimu ra swivumbeko ku ri yimbelela.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima ekusuhi na le kusuhi hi vambirhimbirhi. Swin'we, va hlayela na ku thamuka kuya emahlweni magoza mambirhi, endzhakukaswona va cinca tlhelo kutani va hlayela kutani va thamuka kuya emahlweni magoza mambirhi man'wana. Va ya emahlweni kufikela loko va fika eka 10.
4. **Ku titoloveta swivumbeko:** Hangalasa makhadi ya swivumbeko emeteni kutani u kombisa mabokisi lama leburaweke hi swivumbeko swo hambanahambana. Vadyondzi va siyerisana ku hlawula khadi ra xivumbeko kutani va ri veka endzeni ka bokisi leri nga lulama.

Swivutiso swo letela:

- ✦ Xana i bokisi rihi leri xivumbeko xa wena xi welaka eka rona?
- ✦ Xana xivumbeko xa wena xi fana njhani na lexi xi nga ehandle ka bokisi leri?

5. **Ku lemuka swivumbeko:** Kanelani Phositara ya 9. Vulavulani hi mayelana na leswi vadyondzi va swi vonaka exifanisweni.

Swivutiso swo letela:

- ✦ Xana i swivumbeko muni leswi u swi vonaka eka muako wa xilamula? Xana i swikwere/tinhlamune tingani u nga swi hlayelaka? Xana u swi tiva njhani leswaku i xikwere/yinhlamune?
- ✦ Xana u nga kota ku kuma swivumbeko swihi kumbe swihi ekhumbini leri nga endzhaku ka Malusi? Xana i xivumbeko muni lexi? Xana hi kwihhi laha u nga kotaka ku vona xivumbeko lexi exifanisweni lexi?
- ✦ Xana i swirhendzevutana swingani u kotaka ku swi vona? Xana swi le kwihhi? Xana hi xihhendzevutana lexikulukumba/lexitsongo kutlula hinkwaswo? Xana i swirhendzevutana swingani u kotaka ku swi kuma?
- ✦ Xana i swivumbeko muni leswi u swi vonaka ekhumbini ra muako wa vhengele? Xana i matlhelo mangani/tikhona tingani leti yinhlanharhu/yinhlamune yi nga na tona?
- ✦ Xana hi kwihhi laha u nga vonaka tinhlanharhu letitsongo eka yindlu ya Malusi na Kokwana wa xisati?

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



Mpfanganiso

**Ririmi ra le Kaya:** Nhluvukiso wa ntivomarito, 'komba na ku vula', ndzemuko wa marito ya swivumbeko.

**Swikili swa Vutomi:** Lemuka na ku hlamusela swivumbeko leswi nga endzeni na le handle ka kamara ro dyondzela; openi ya swivumbeko. (Dirowa giridi ya openi ya swivumbeko ehandle ka muako. Vadyondzi va siyerisana ku hoxa tibinibege endzeni ka xivumbeko, va thamuka hi le henhla ka xivumbeko lexi binibege yi welaka eka xona kutani endzhakukaswona va thamukela endzeni ka swivumbeko swin'wana.)

## 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:

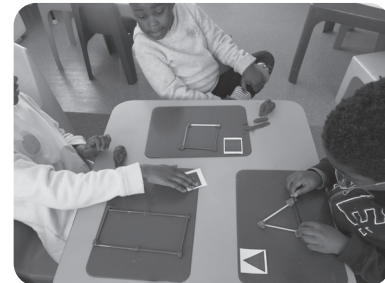
- ★ There are two wooden elephants and two wooden giraffes for sale at the market. How many wooden animals are there for sale?
- ★ The man is cooking five sausages. If seven people want a sausage, how many more sausages must he cook?
- ★ How many apples does the fruit seller have on her table? The fruit 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.



## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Phositara ya 7
- Mfuku hi mudyondzi leyi nga na:
  - 20 wa swimhandzana swo hlayela
  - Xibolwana xa vumba byo tlangisa
- 32 wa makhadi ya swivumbeko
- Mete wa vumba byo tlangisa – 1 hi mudyondzi
- 4 wa tibodo ta Bingo ta swivumbeko (leti endliweke eka Kotara ya 3)
- 10 ra tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*) ta swivumbeko swo fana (letikulu na letitsongo) hi phere ya vadyondzi

1. **Swiphiko swa marito:** Kombela vadyondzi ku languta Phositara ya 7. Va nga tirhisa swihlayeri swa vona kumbe tintiho ta vona ku ololoxa swiphiko.

#### Swivutiso swo letela:

- ★ Ku na tindlopfu ta mhandzi timbirhi na tinhutlwa ta mhandzi timbirhi leti xavisiwaka emakete. Xana ku na swiharhi swingani swa mhandzi leswi xavisiwaka?
- ★ Wanuna u sweka ntlhanu wa tisoseji. Loko nkombo wa vanhu va lava soseji, xana i tisoseji tingani tin'wana a bohekaka ku ti sweka?
- ★ Xana i maapula mangani muxavisi wa mihandzu a nga na yona etafuleni ra yena? Muxavisi wa mihandzu u lava ku chela maapula etibegeni hi maapula manharhu ebegeni yin'wana na yin'wana. Xana i tibege tingani a nga kotaka ku ti chela?

2. **Ku hlayela michumu 1–10:** Vadyondzi un'wana na un'wana u hlayela 10 ra swimhandzana kusuka etimfukwini ta vona.

#### Swivutiso swo letela:

- ★ Xana i swingani swa swimhandzana swa wena swi nga swo tshwuka/xitshopana/rihlaza, na swo kota sweswo?



3. **Ku aka xivumbeko:** Nyika vadyondzi makhadi ya swivumbeko swo hambanahambana: yinhlantarhu, xikwere na yinhlamune. Vadyondzi va tirhisa swimhandzana swa vona ku kopunula xivumbeko ekhadini ra vona. Komba vadyondzi hilaha ku tirhisiwaka hakona vumba byo tlangisa ku khoma makumu ya swimhandzana ya tiya.

#### Swivutiso swo letela:

- ★ Xana i xivumbeko muni lexi u nga na xona?
- ★ Xana i swimhandzana swingani leswi u swi lavaka ku endla xivumbeko lexi?
- ★ Xana u nga swi kota ku hundzuluxa xivumbeko xa wena xi va yinhlantarhu/yinhlamune/xikwere?

4. **Swivumbeko swa Bingo:** Vadyondzi va tirha hi vambirhimbirhi. Nyika phere yin'wana na yin'wana ya vadyondzi bodo ya Bingo na makhadi ya swivumbeko. Vula vito na sayizi ya xivumbeko xa bodo ya Bingo, tanihi xikombiso, xirhendzevutana lexikulukumba, yinhlantarhu leyitsongo. Loko vadyondzi va ri na xivumbeko xa sayizi leyi exikarhi ka makhadi lama va nyikiweke wona, va ma vekela eka buloko leyi fambelanaka ya bodo ya Bingo.



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

## Workstation 1



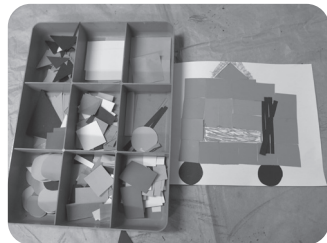
TIP

Link this activity to the theme for the week.

### What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- A4 page per learner
- Crayons

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.

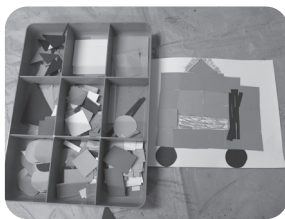


### Kamba leswaku vadyondzi va kota ku:

- hlayela michumu 1–10
- ololoxa swiphiko hi nomu hi tinomboro ta 0–10
- kuma swihlawulekisi swo talanyana swa xivumbeko – muhlovo, xivumbeko, sayizi
- pananisa swivumbeko
- kopunula swivumbeko



Xakelanisa ngingiriko lowu na nkongomelo wa vhiki leri.



### Xitichi xo tirhela xa 1

#### Leswi lavekaka

- Swivumbeko swa phepha leswi pendiweke swo hambanahambana (xirhendzevutana, xikwere, yinhlanharhu, yinhlamune) hi tisayizi to hambanahambana
- Tikhirayoni
- Phepha
- Xinamarheti
- Pheji ya A4 hi mudyondzi

Vadyondzi va namarheta swivumbeko leswi ehenhla ka phepha ku endla swifaniso/tidizayini.

### Xitichi xo tirhela xa 2

#### Leswi lavekaka

- Tithempuleti ta swivumbeko leti tsemiweke eka xiponci kumbe Styrofoam
- Phepha – 1 ya xiphemu hi mudyondzi
- Mete wa pulasitiki
- Pende yi ri eka tithireyi to ka ti nga entangi
- Tiepurono

Vadyondzi va tshikelela tithempuleti leta swivumbeko ependeni kutani va ti tshikelela ehenhla ka phepha ku endla tidizayini ta swivumbeko.

### Xitichi xo tirhela xa 3

#### Leswi lavekaka

- Makhadi ya tipatironi ta swivumbeko – 1 hi mudyondzi
- Tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)

Vadyondzi va hlawula khadi ra patironi ya swivumbeko kutani va tirhisa tibuloko ta swihlawulekisi ku kopunula tipatironi.

### Xitichi xo tirhela xa 4

#### Leswi lavekaka

- Swiphazamiso swa swiphemu swa makumembirhimune (pheji ya 223)
- Nhlangelo wa swiphazamiso swin'wana

Vadyondzi va hetisa swiphazamiso hi ku ya hi vuswikoti bya vona.

# 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).

# Nkongomo wa Xiyenge xa Vundzeni: Matirhiselo ya Vuxokoxoko bya Tinhlayo

## Tinhlokomhaka

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

## Vutivi byintshwa

- Phikitogirafu hi ku tirhisa sete leyi engeteriweke ya vuxokoxoko bya tinhlayo

## Titloveti

- Ku hlayela ka swanomu: kuya emahlweni 0–20 na kuhundza, kuya endzhaku 10–0
- Ku hlayela michumu 1–10
- Longoloxela tinomboro 1–10
- Ku ololoxa swiphiso 1–10
- Tala, ntsongo, ringana
- Ku kumbetela
- Hlengelela, ava kutani u endla vuyimeri bya mihlengelo ya michumu
- Xopaxopa na ku vika vuxokoxoko bya tinhlayo

## Ntivomarito wa matematiki wuntshwa

kumbexana

swa koteka

ntiyisiko

## Ku lungheka

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

- makhadi ya mavito ya tin'hweti ta lembe kusuka eka Sunguti kufika eka N'wendzambahala (8 cm hi ku anama)
- makhadi ya mavito ya vadyondzi na makhadi ya masiku ya ku velekiwa (8 cm hi ku anama)
- 2 wa tithireyi: yin'we leyi leburaweke 'tsindziyela' na xifaniso xa pensele; yin'we leyi leburaweke 'olova' na xifaniso xa thixu
- pheji leyi nga na sayizi ya phositara leyi avanyisiweke hi 4 wa tibuloko. Lebula buloko yin'wana na yin'wana hi ku dirowa xifaniso xo olova xa vuhandle bya movha, munhu, ximila kumbe xiharhi eka khona yin'we (vona pheji ya 183) – 1 ya phositara hi ntlawa
- 11 wa tikhontheni (tanihi xikombiso, tikhapi ta yogati) yin'wana na yin'wana yi leburaweke kusuka eka 0 kufika eka 10
- 4 wa mihlovo ya vumba byo tlangisa
- mihlengelo ya mune ya mixaka yo hambanahambana ya michumu leyitsongo, tanihi xikombiso, swikhamba, swirhabyama, matluka na swiribyana
- xitiripi xa swifaniso swa 6 wa mihandzu – 1 hi mudyondzi
- giridi ya mihandzu ya A4 leyi nga na swifaniso swa 6 wa mihandzu na 5 wa mixaxa – 1 hi mudyondzi (pheji ya 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.



# Migingiriko ya tlilasi hinkwayo

## Siku ra 1

### Leswi lavekaka

- Risimu: *Tin'hweti ta lembe* (pheji ya 201)
- Chati ya tinguva
- Chati ya masiku ya ku velekiwa
- Tichati ta maxelo



Kombela vadyondzi ku tisa mabokisi ya swisibi swa meno eka ndhawu ya tafula ra matematiki ku ma ava.



Kombela vadyondzi ku ringanyeta swivutiso leswi a va ta tsakela ku swi vutisa.

1. **Risimu:** Yimbelelani risimu, *Tin'hweti ta lembe*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vadyondzi va yima hi xirhendzevutana. Va tlulela endzeni ka xirhendzevutana loko va chukuchile meno ya vona hi muxaka wa xisibi xa meno lexi vuriweke.

#### Swivutiso swo letela:

★ Tlulela endzeni ka xirhendzevutana loko u chukuchile meno ya wena hi Colgate/Aquafresh/Mentadent P mixo wa namuntlha.

★ Xana u ehleketa leswaku ku na vo tala/vatsongo kutlula 10 ra vadyondzi endzeni ka xirhendzevutana?

Hlayela vadyondzi lava nga endzeni ka xirhendzevutana.

★ Xana nkumbetelo wa wena a wu ri ekusuhi?

4. **Ku hlengeleta na ku ava vuxokoxoko bya tinhlayo:** Langutani swin'we chati ya masiku ya ku velekiwa.

#### Swivutiso swo letela:

★ Xana ku na tin'hweti tingani elembeni?

★ Xana i tin'hweti tingani ti titimelaka/hisaka/ti nga na mpfula? Xana u swi tiva njhani?

★ Xana hi swi tiva njhani leswaku i n'hweti yihi leyi hi nga eka yona sweswi?

★ Xana ku na masiku ya ku velekiwa mangani echatini ya hina? Xana u swi tiva njhani?

Kombetela tin'hweti to hambanahambana kutani kombela vadyondzi ku vula mavito ya tona.

★ Xana u ri tiva njhani vito ra n'hweti leyi?

★ Xana i n'hweti yihi leyi yi taka endzhaku/emahlweni ka \_\_\_\_\_?

Yimbelelani risimu, *Tin'hweti ta lembe* nakambe kutani u kombela vadyondzi ku yimisa swandla haswimbirhi loko va twa n'hweti leyi va velekiweke hayona.

Kombela mudyondzi ku kombetela n'hweti yin'wana na yin'wana.

Vadyondzi va yima loko siku ra vona ra ku velekiwa ri ri eka n'hweti leyi yi kombeteriwaka.

★ Xana i n'hweti yihi u ehleketaka leswaku yi na masiku ya ku velekiwa yo tala kutlula hinkwato? Xana u swi tiva njhani?

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

## Siku ra 2

### Leswi lavekaka

- Risimu: *Ndzi nga ava* (pheji ya 201)
- Makhadi ya mavito ya 12 wa tin'hweti ta lembe

1. **Risimu:** Yimbelelani risimu, *Ndzi nga ava*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.



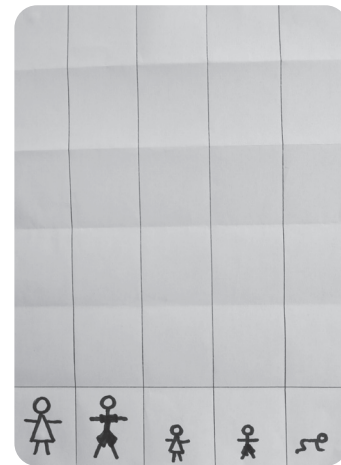
**TIP**

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.

**XITSUNDZUXO**

Dizayina kutani u dirowa pheji ya vadyondzi leswaku va famba na yona ekaya ku ya hlengeleta vuxokoxoko bya tinhlayo hi mayelana na mindyangu ya vona.



- Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1, kambe mi kongomisa eka mindyangu ya vadyondzi.

**Swivutiso swo letela:**

- ★ Tlulela endzeni ka xirhendzevutana loko u ri na vaboti/vasesi lavakulu/lavatsongo, vakokwana va xisati/vahahani lava u tshamaka na vona.
- ★ Xana u ehleketa leswaku ku ta va na vadyondzi vo tala entlaweni lava va nga na vamakwavo lava tshama na vona kutlula ntlawa wa vadyondzi lava va nga hava?
- ★ Xana nkumbetelo wa wena a wu ri ekusuhi?

- Ku landzelelanisa tin’hweti:** Vadyondzi va tshama hi xirhendzevutana. Hangalasa makhadi ya 12 wa tin’hweti ta lembe exikarhi. Hlawula mudyondzi loyi a nga na siku ra ku velekiwa leri nga eka n’hweti yo sungula ya lembe. U kombetela n’hweti leyi yi nga eka chati ya masiku ya ku velekiwa. Kombela vadyondzi vo hambanahambana ku teka tin’hweti leti ti kombeteriwaka. Ringanyeta ku veketela tin’hweti leti hi ku landzelelana.

**Swivutiso swo letela:**

- ★ Xana i n’hweti yihi yi taka eka vun’we? Mudyondzi loyi a nga khoma khadi rolero u yima eka vun’we.
- ★ Xana i n’hweti yihi leyi yi faneleke ku vekiwa laha ku landzelaka/ko hetelela?
- ★ Xana i n’hweti yihi yi taka emahlweni/endzhaku ka n’hweti leyi siku ra wena ra ku velekiwa ri nga eka yona?

Vuyelelani hi vadyondzi van’wana.

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

**Siku ra 3**

**Leswi lavekaka**

- Risimu: *Ndzi nga ava* (pheji ya 201)
- Makhadi ya mavito ya 12 wa tin’hweti ta lembe
- Ndzhumba
- Prestik



**XITSUNDZUXO**

Kanelani ndlela ya ku rhekoda na ku endla vuyimeri bya leswaku i swiharhi swihi leswi vadyondzi va nga na swona ekaya.

- Risimu:** Yimbelelani risimu, *Ndzi nga ava*.
- Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
- Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1.

**Swileriso swo letela:**

- ★ Tlulela endzeni ka xirhendzevutana loko u ri na mbyana/ximanga/huku/nhlampfi ekaya.
- ★ Hlayela vadyondzi lava va tluleleka endzeni ka xirhendzevutana kutani u vutisa swivutiso leswi fambelanaka.

- Ku hlengeleta, ku ava na ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Vekela makhadi ya 12 wa tin’hweti ta lembe hi ku landzelelana ku ri na ndhawu exikarhi ka wona leswaku vadyondzi va tiveketela hi layini ekusuhi na wona. Chaya ndzhumba leswaku vadyondzi va famba va tshunxekile. Loko vuyimbeleri byi yima, vadyondzi va fola layini ekusuhi na n’hweti leyi va velekiweke hayona. Va tshama hi layini va languta khadi ra vona.

**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.



**Swivutiso swo letela:**

- ✦ Xana i vadyondzi vangani lava va velekiweke hi n’hweti yo fana tanihi wena?
- ✦ Xana i n’hweti yihi/tin’hweti tihi leyi/leti vadyondzi vo tala/vatsongo kutlula hinkwavo va velekiweke hayona?
- ✦ Xana u swi tiva njhani?
- ✦ Xana i n’hweti yihi yi nga na masiku ya ku velekiwa yo tala kutlula hinkwawo? Xana u swi tiva njhani?

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

**Siku ra 4**

**Leswi lavekaka**

- Risimu: *Ndzi nga ava* (pheji ya 201)
- Makhadi ya 12 wa tin’hweti ta lembe lama vekerikeke ekhumbini ku ri na swivandla exikarhi ka wona
- Makhadi ya mavito ya vadyondzi lama nga na masiku ya vona ya ku velekiwa

1. **Risimu:** Yimbelelani risimu, *Ndzi nga ava*.
2. **Ku hlayela ka swanomu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vuyelelani ngingiriko lowu kusuka eka Siku ra 1.

**Swileriso swo letela:**

- ✦ Tlulela endzeni ka xirhendzevutana loko u pfuke mixo wa namuntlha dyambu ri nga si huma.
- ✦ Tlulela endzeni ka xirhendzevutana loko tolo nimadyambu u yile eku etleleni vanhu lavakulu lava nga ekaya ka wena va nga si ya. Hlayelani vadyondzi lava va tluleleke endzeni ka xirhendzevutana kutani u vutisa swivutiso leswi fambelanaka.

4. **Ku hlengeleta, ku ava na ku lulamisa vuxokoxoko bya tinhlayo:** Vadyondzi va tshama hi xirhendzevutana. Vekela makhadi ya mavito ya vona exikarhi. Vadyondzi vangarivangani hi nkarhi va teka makhadi ya mavito ya vona. Xikan’wekan’we loko vadyondzi hinkwavo va kumile khadi ra vito ra vona va tshama hi mitlawa na van’wana lava va nga na siku ra ku velekiwa leri nga eka n’hweti yo fana.



**Swivutiso swo letela:**

- ✦ Xana mi nga tshama hi ku landzelelana hi ku ya hi ku i mani a nga na siku ra ku velekiwa ra vun’we, ra vumbirhi, na swo kota sweswo, en’hwetini?

Vadyondzi va siyerisana ku vekela makhadi ya mavito ya vona hi ku landzelelana hi ku ya hi siku ra vona ra ku velekiwa. Makhadi ya mavito ya vadyondzi ya boheka ku vekiwa rin’we ehenhla ka lerin’wana ku ri hava swivandla exikarhi ka wona.



Vadyondzi va nga dirowa xikandza xa vona ekusuhi na vito ra vona.

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?





Chati ya masiku ya ku velekiwa yi fanele ku va ekhumbini ra kamara ro dyondzela ku endlela leswaku vadyondzi va angulana na yona.

5. **Ku hlaya, ku humesa ntwisiso wa nhlamuselo na ku vika hi vuxokoxoko bya tinhlayo:** Vulavulani hi mayelana na phikitogirafu.  
**Swivutiso swo letela:**
  - ✦ Xana u nga ndzi byela yini hi mayelana na girafu leyi?
  - ✦ Xana hi kwihi ku hambana loko swi nga ku endlaka loko ndzi engetela vito ra mina echatini eka n'hweti ya \_\_\_\_\_?
  - ✦ Xana i yini swi fanaka/hambanaka hi mayelana na girafu leyi na chati leya masiku ya ku velekiwa?
  - ✦ Xana ku na n'hweti leyi nga hava masiku ya ku velekiwa? Xana hi yihi yona?
  - ✦ Xana i n'hweti yihi yi nga na nhlayo leyitsongo/yo fana/leyikulu kutlula hinkwawo ya masiku ya ku velekiwa? Xana u swi tiva njhani?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

## Siku ra 5

### Leswi lavekaka

- Risimu: *Ndzi nga ava* (pheji ya 201)
- Phositara ya 3
- Phikitogirafu
- Mabokisi ya swisibi swa meno (lama tisiweke hi vadyondzi)

1. **Risimu:** Yimbelelani risimu, *Ndzi nga ava*.
2. **Ku hlayela ka swanomumu:** 0–20 na kuhundza, 10–0.
3. **Ku hlayela michumu 1–10:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 1.

#### Swivutiso swo letela:

- ✦ Tlulela endzeni ka xirhendzevutana loko u etlela u ri wexe/u avelana mubedo/u avelana kamara.

Hlayela vadyondzi lava va tluleleke endzeni ka xirhendzevutana kutani mi kanela.

Langutani kutani mi kuma mabokisi ya swisibi swa meno lama etafuleni ra matematiki.

- ✦ Xana u ehleketa leswaku ku na mabokisi mangani ya Colgate/ Aquafresh, na swo kota sweswo?

Hlayelani swin'we ntlawa wun'wana na wun'wana.

- ✦ Xana a wu ri ekusuhi kufika kwihi eka nkumbetelo wa wena?
- ✦ Xana i ntlawa wihi wu nga na mabokisi yo tala/matsongo?

4. **Ku hlaya, ku humesa ntwisiso wa nhlamuselo na ku vika hi mayelana na vuxokoxoko bya tinhlayo:** Kanelani khalendara ya masiku ya ku velekiwa leyi nga eka Phositara ya 3.

#### Swivutiso swo letela:

- ✦ Xana u vona tin'hweti tihi kumbe tihi leti nga na nhlayo yo fana ya mavito tanihi girafu ya hina?
- ✦ Xana i tin'hweti tingani ti nga na siku ra ku velekiwa rin'we/mambirhi?



Langutani chati ya tinguva na tichati ta wena ta maxelo ta khalendara ya tin'hweti ta 12 (loko u ti hlayisile). Ti ntlawahati hi tinguva.

- ★ 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.

- ★ Xana i tin'hweti tingani leti nga eka girafu ya hina ti nga na siku ra ku velekiwa rin'we/mambirhi?
  - ★ Xana i n'hweti yihi yi nga na masiku ya ku velekiwa yo tala kutlula hinkwawo? Xana u swi tiva njhani?
5. **Ku ololoxa swiphigo:** Langutani swin'we phikitogirafu kutani u vutisa swivutiso.
- Swivutiso swo letela:**
- ★ Ku na \_\_\_\_\_ wa vadyondzi lava velekiweke hi Nyenyankulu. Loko vadyondzi vantshwa vanharhu va tile etlilasini ya hina lava va velekiweke hi Nyenyankulu xana ku ta va na mavito mangani hi Nyenyankulu?
  - ★ \_\_\_\_\_ wa vadyondzi va velekiwile hi Mudyaxihi. Vambirhi va vadyondzi lava a va kona exikolweni namuntlha. Xana i vadyondzi vangani va velekiweke hi Mudyaxihi va nga kona exikolweni?
  - ★ Tin'hweti tinharhu yin'wana na yin'wana yi na masiku ya ku velekiwa mambirhi. Xana i masiku mangani ya ku velekiwa tin'hweti leti ti nga na wona hinkwawo ka wona?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

### Mpfanganiso

**Ririmi ra le Kaya:** Ku Yingisela na ku Vulavula: ku avelana mianakanyo, ku ololoxa swiphigo na ku hlamusela switshunxo hi vutalo; ku Hlaya na ku Tsala swa Masungulo: ku twisisa leswaku mfungo wu yimela swin'wana.

**Swikili swa Vutomi:** Ku ntlawahata michumu, ku hlengeleta vuxokoxoko ku kota ku ololoxa swiphigo.

## Migingiriko ya ntlawa lowutsongo

### Nghingiriko lowu leteriwaka hi mudyondzisi

#### Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na:
  - 10 ra swihlayeri swa mihandzu (nkatsano wo hambana wa mudyondzi un'wana na un'wana a ri na ku nga tluli 5 wa muxaka wihi kumbe wihi wa muhandzu)
  - Khirayoni yo tshwuka, wasi, xivunguvungu, xitshopana, na xilamula
- Switiripi swa swifaniso swa 6 wa mihandzu – 1 hi mudyondzi
- Khontheni ya tibuloko ta Unifix
- Giridi ya mihandzu ya A4 leyi nga na swifaniso swa 6 wa mihandzu na 5 wa mixaxa – 1 hi mudyondzi (pheji ya 222)

1. **Ku ololoxa swiphigo:** Kanelani swiphigo swa marito na vadyondzi.
- Swivutiso swo letela:**
- ★ Siku rin'wana na rin'wana Thami u dya banana yin'we. Malusi na Laylah va dya tibanana timbirhi un'wana na un'wana. Xana i tibanana tingana leti Papa a fanelaka ku ti xavela vana endyangwini siku rin'wana na rin'wana?
2. **Ku hlayela michumu 1–10:** Vadyondzi va languta swihlayeri swa vona swa mihandzu.
- Swivutiso swo letela:**
- ★ Xana u ehleketa leswaku u na mihandzu yingani?
  - ★ Xana u ehleketa leswaku un'wana na un'wana u na nhlayo yo fana ya mihandzu?
- Mudyondzi un'wana na un'wana wa kumbetela kutani a hlayela mihandzu ya yena.

3. **Sorting objects:** Learners group their counters into different types of fruit.

**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

3. **Ku ava michumu:** Vadyondzi va ntlawahata swihlayeri swa vona hi mixaka yo hambanahambana ya mihandzu.

**Swivutiso swo letela:**

- ✦ Xana u na mixaka yingani yo hambanahambana ya mihandzu?
- ✦ Xana hinkwenu mi na nhlayo yo fana ya muhandzu wun'wana na wun'wana? Xana u swi tiva njhani?

Vadyondzi va vekela mihandzu ya vona ehenhla ka xifaniso xa muhandzu lexi pananaka eka switiripi swa vona.

- ✦ Xana i muhandzu wihi u nga na wo tala/wutsongo kutlula hinkwayo ya yona?
- ✦ Xana i mani a nga na nhlayo yo fana ya tibanana?
- ✦ Xana i muhandzu wihi wu nga wukulukumba kutlula hinkwayo naswona wu tekaka ndhawu leyikulu kutlula hinkwayo?
- ✦ Madiriva i makulukumba kutlula tibanana. Xana hi swihi leswi hi fanelaka ku swi endla loko hi vekela leswi hi layini ku tiyisisa leswaku hi kota ku vona leswaku i ntlawa wihi wu nga na yo tala/yitsongo kutlula hinkwayo?
- ✦ Xana hi swihi swin'wana hi nga kotaka ku swi tirhisa ku komba leswaku i yingani ya muhandzu wun'wana na wun'wana hi nga na yona?

Vadyondzi va endla swihondzo hi tibuloko ta Unifix ehenhla ka swifaniso swa mihandzu ku yimela mitlawa ya mihandzu.

Fananisani na ku kana swihondzo swa Unifix swa vadyondzi.

4. **Ntlangu – ku endla vuyimeri bya mitlawa na ku xopaxopa:**

Vadyondzi va teka mihandzu yingariyingani ya mihandzu kusuka enhulwini ya vona. Va yi ava kutani va penda endzeni ka tibuloko eka tigrirdi ta vona hi ku ya hi nhlayo ya muhandzu wun'wana na wun'wana. Ntlangu wu herile loko mudyondzi a heta kholomu.

**Swivutiso swo letela:**

- ✦ Xana i tibuloko tingani u ti pendeke ti va ta xitshopana eka tibanana?
- ✦ Xana ku na munhu wihi kumbe wihi a nga na tibuloko totala/titsongo leti ti pendiweke tibanana?
- ✦ Loko u tekile banana yin'we, xana i tibuloko tingani u nga ta va u ti pendile ti va ta xitshopana?



**Kamba leswaku vadyondzi va kota ku:**

- endla vuyimeri bya vuxokoxoko bya tinhlayo hi ku veketela michumu ku pananisa swidirowiwa
- endla vuyimeri bya vuxokoxoko bya tinhlayo hi ku penda endzeni ka tibuloko
- tiva leswaku 'i swingani' hi ku ya hi vuxokoxoko bya tinhlayo lebyi yimeriweke
- fananisa vuxokoxoko bya tinhlayo kutani u hlamula swivutiso leswi fambelanaka

## 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.

## 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.



### TIP

Add small cards and kokis for learners to write number symbols to add to the containers.

## 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.



### Xitichi xo tirhela xa 1



#### Leswi lavekaka

- Nhlengeleto wa michumu yo tsindziyela na yo olova
- 2 wa tithireyi: yin'we leyi leburaweke 'tsindziyela'; yin'we leyi leburaweke 'olova'
- Phepha na tikhirayoni
- Xikero

Vadyondzi va ava michumu yi va eka leyi yi nga tsindziyela na leyi yi nga olova. Va kana tindlela tin'wana leti va yi avaka hatona. Va dirowa swifaniso swa michumu yo tsindziyela na yo olova endzhakukaswona va yi tsema yi huma kutani va yi veka etithireyini.

### Xitichi xo tirhela xa 2



Engetela swikhadana na tikhoki leswaku vadyondzi va tsala mifungho ya tinomboro ku engetela eka tikhontheni leti.

#### Leswi lavekaka

- 11 wa tikhontheni, tanihi xikombiso, tikhapi ta yogati leti leburaweke hi tinomboro
- 8 wa tise ta mifungho ya tinomboro ya 0–10 (*Khiti ya Swifuno*)

Vekela mifungho ya tinomboro eka nhulu leyi nga ethireyini. Vadyondzi va ava swivumbeko hi tikhontheni leti pananaka. Endzhakukaswona va hlayela ku kamba leswaku khontheni yin'wana na yin'wana yi na nhungu wa mifungho ya tinomboro.



### Xitichi xo tirhela xa 3

#### Leswi lavekaka

- Pheji leyi nga na sayizi ya phositora leyi avanyiweke hi 4 wa tibuloko leti leburaweke
- Swikero – 1 hi mudyondzi
- Timagazini
- Xinamarheti

Vadyondzi va tsema va humesa swifaniso swa mimovha, vanhu, swimila na swiharhi swo hambanahambana kutani va swi namarheta eka buloko leyi faneleke eka phositora.



Vadyondzi va nga tumbuluxa kukisi ro engetela kutani va ri khavisa hi ku ya hi nhlamuselo ya vona vini yo hlawulekisa ya nhlengelo wa vona wa michumu. Leswi swi nga kanerwa hi nkarhi wa swinambunambu.

### Xitichi xo tirhela xa 4

#### Leswi lavekaka

- 4 wa mihlovo ya vumba byo tlangisa
- Mihlengelo ya mune wa mixaka yo hambanahambana ya michumu leyitsongo,
- tanihi xikombiso, swikhamba, swirhabyana, matluka na swiribyana
- 4 wa tithireyi ta pulasitiki kumbe ta pholisiterini

Vekela michumu hinkwayo leyitsongo hi nhulu yo olova kutani u kombela vadyondzi ku yi ava hi mune wa tithireyi. Va tirhisa vumba byo tlangisa ku endla tikhapikhekhe kutani endzhakukaswona va hlawula michumu kusuka eka tithireyi leti ku khavisa tikhapikhekhe ta vona. Khapikhekhe yin'wana na yin'wana yi fanele ku khavisiwa hi michumu kusuka eka yin'we ya tithireyi leti.



# Assessment

## Term 4: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding													
<b>✓</b> = competent <b>●</b> = partially competent <b>X</b> = not yet competent	Counts objects: 1–10															
	Oral counting forwards: 0–20 and beyond															
	Counts backwards: 10–0															
	Counts in twos															
	Identifies number symbol and number word: 9															
	Identifies number symbol and number word: 10															
	Identifies number symbol and number word: 0															
	Knows number pictures and dot cards 0–10															
	Recognises numbers in familiar contexts															
	Identifies and describes whole numbers 0–10															
	Compares numbers: more than – less than – equal to, most – least; many – fewer															
	Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10															
	Understands ordinal numbers: first, second, third, fourth, fifth, sixth															
	Explains own thinking in words and through drawings or concrete objects															
	Solves problems using concrete objects or number ladder: 0–10															
	Orally adds and subtracts using concrete objects: 0–10															
	Distinguishes between more than, fewer than and equal to															
Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200																
Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200																

# Makambelelo

## Kotara ya 4: Rhekodo ya Xikombiso ya Makambelelo lama Yaka Emahlweni

<b>Khiya</b> ✓ = u na vuswikoti ● = u na vuswikoti byitsongo ✗ = a nga si va na vuswikoti		<b>TINOMBORO, TIOPAREXINI NA VUXAKA</b>	<b>SWIBUMABUMELO</b>
<b>Mavito ya vadyondzi</b> Siku		U hlaveta michumu: 1–10 Ku hlaveta ka swanomu kuya emahlweni: 0–20 na kuhundza U hlaveta kuya endzhaku: 10–1 Hlaveta hi vambirhi U kuma mfungho wa nomboro na rito ra nomboro: 9 U kuma mfungho wa nomboro na vito ra nomboro: 10 U kuma mfungho wa nomboro na vito ra nomboro: 0 U tiva swifaniso swa tinomboro na makhadi ya mathonsi 0–10 U lemuka tinomboro eka mivangu leyi nga toloveleka U kuma na ku hlamusela tinomboro oxiheri 0–10 U fananisa tinomboro: tala kutlula – ehansi ka – ringana na; tala kutlula hinkwaswo – ntsongo kutlula hinkwaswo; tala – ntsongo U landzelelanisa (milandzelelano) tinomboro kusuka eka leyitsongo kutlula hinkwayo kutlula eka leyikulu hinkwayo kutlula hinkwayo na kusuka eka leyikulu hinkwayo 1–10 U twisisa tinomboro ta odinali: vun'we, vumbirhi, vunharhu, vumune, vuntlanu, vutsevu U hlamusela hi vutalo maehleketelo ya yena n'wini hi marito na hi ku tirhisa swidirovwa kumbe michumu yo khomeka U ololoxa swiphigo hi ku tirhisa michumu yo khomeka kumbe lerha ra tinomboro: 0–10 U hlanganisa na ku susa hi nomu hi ku tirhisa michumu yo khomeka: 0–10 U hambanisa exikarhi ka tala kutlula, ntsongo kutlula na ringana na U lemuka swingwece swa Afrika-Dzonga na timali ta phepha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 U kuma swingwece swa Afrika-Dzonga na timali ta phepha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Ku nyika khodi ko hetela

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS	
✓ = competent ● = partially competent ✗ = not yet competent	Identifies simple repeating patterns	Able to build at least a twenty-four-piece puzzle	Measures and compares objects according to length, mass and capacity and volume	Collects objects according to sizes	Final coding	
	Copies and extends simple repeating patterns	Recognises the line of symmetry in objects	Distinguishes between big, bigger, biggest and small, smaller, smallest	Sorts collections of objects		
	Copies, extends and creates own auditory patterns	Follows directions: forward and backward; up and down; upwards and downwards; left and right	Recognises and identifies the circle, triangle, square and rectangle	Represents collections of objects		Represents collections of objects
	Creates own pattern	Describes, sorts and compares 3-D objects according to similarities and differences	Describes, sorts and compares 2-D shapes according to similarities and differences	Collects objects according to sizes		Sorts collections of objects
Learners' names  Date	Copies and extends simple repeating patterns	Recognises the line of symmetry in objects	Measures and compares objects according to length, mass and capacity and volume	Sorts collections of objects		
	Copies, extends and creates own auditory patterns	Follows directions: forward and backward; up and down; upwards and downwards; left and right	Distinguishes between big, bigger, biggest and small, smaller, smallest	Represents collections of objects		
	Creates own pattern	Recognises and identifies the circle, triangle, square and rectangle	Describes, sorts and compares 3-D objects according to similarities and differences	Collects objects according to sizes		
	Understands the game, 'hopscotch'	Able to build at least a twenty-four-piece puzzle	Describes, sorts and compares 2-D shapes according to similarities and differences	Sorts collections of objects		

Khiya	TIPATIRONI, TIFANKIXINI NA ALIJEBURA	NDHAWU NA XIVUMBeko (JOMETIRI)	MPIMO	MATIRHISeLO YA VUXOKOXOKO BYA TINHLAYO	SWIBUMABUMELO	
<p>✓ = u na vuswikoti</p> <p>● = u na vuswikoti byitsongo</p> <p>X = a nga si va na vuswikoti</p>	<p>U kopunula na ku ndlandlamukisa tipatironi to vuyelela to olova</p> <p>U kopunula, a hetisa kutani u tumbuluxa tipatironi ta yena n'wini to twiwa</p> <p>U tumbuluxa patironi ya yena n'wini</p> <p>U twisisa ntlangu lowu, 'openi'</p>	<p>U kota ku aka mpimohansi wa xiphazamiso xa swiphemu swa makumembirihimune</p> <p>U lemuka ntila wa ndzinganiso eka michumu</p> <p>U landzelela mathelo: kuya emahlweni na kuya endzhaku; henhla na le hans; kuya ehenhla na kuya ehansi; ximatzi na xine</p> <p>U lemuka na ku kuma xirhendzevutana, yinhlanharhu, xikwere na yinhlamune</p> <p>U hamusela hi ku hlawulekisa, wa ava na ku fananisa michumu ya 3-D hi ku ya hi ku fanana na ku hambana</p> <p>U hamusela hi ku hlawulekisa, wa ava na ku fananisa michumu ya 2-D hi ku ya hi ku fanana na ku hambana</p>	<p>U pima na ku fananisa michumu hi ku ya hi vulehi, ntiko na vundzeni na vholomu</p> <p>U hambanisa exikarhi ka nkulukumba, nkulukumbanyana, nkulukumba kutlula hinkwaswo na ntsongo, ntsongonyana, ntsongo kutlula hinkwaswo</p> <p>(Vulehi) U twisisa leswaku michumu yi tlhela yi pimiwa hi ku tirhisa thepi yo pima</p>	<p>U hlengeta michumu hi ku ya hi tisayizi</p> <p>U hlengeta ya michumu</p> <p>U endla vuyimeri bya mihlengelo leyi aviveke ya michumu</p> <p>U hlengeta, a ava na ku endla vuyimeri bya vuxokoxoko bya tinhlayo hi ku ya hi xihlawulekisi xin'we</p> <p>U xopaxopa vuxokoxoko bya tinhlayo hi ku tirhisa swivutiso</p> <p>Wa kanaela na ku vika hi mihlengelo leyi aviveke ya michumu</p>	<p>Ku nyika khodi ko hetelela</p>	<p>Mavito ya vadyondzi</p> <p>Siku</p>

# 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!



# Swipfuno

## Tinsimu, tirhayimi na switori

### Vhiki ra 1

#### **Xitori: Xitori xa nomboro ya 9 (xi ri na thempuleti ya xipendiwankhavisu xa Nomboro ya 9)**

Endzhakukaswona ku ta kaye wa Van'waxinyenyana. Swi haha empfhukeni ku ringana masiku yo tala swi ri karhi swi valanga ntsena muxaka wa kahle wa kaya leri hlayisekeke na ku kufumela. Swi kavata timpapa ta swona siku hinkwaro, swi valanga ehenhla swi valanga ehansi ku kuma ndhawu leyi swi nga ta yi vitana kaya.

Ekuheteleleni swi kuma yindlu leyi yi langutekaka yi ri kahle na ku kufumela. Kaye ya Van'waxinyenyana va phatsama eka tisili ta mafasitere kutani swi hlometela endzeni. Ku hava munhu a tshamaka endlwini leyi!

Van'waxinyenyana va tirhisa milomu ya vona ku hlengeleta matheriyali ku endla mfungho wa nomboro ya kaye na nomboro ya marito ya kaye, leyi va yi namarheteke emahlweni ka nyangwa. N'waxinyenyana un'wana na un'wana a endla bele ya le nyangweni wa le mahlweni.

Ko va na kamara ro etlela rin'we endlwini, kambe nkateko wa kona swinyenyana a swi lavi mudedo. Swi rhandza ku etlela swi tshamile!

Van'waxinyenyana vanharhu va kuma sili yin'we ya le fasitereni, Va'waxinyenyana vanharhu va phatsama exituluwini kutani Van'waxinyenyana vanharhu va tshama ehenhla ka bavhu. Hinkwavo va vamba tinsiva ta vona ku endla mikumba yo kufumela ya kahle. A va karhale ngopfu lero ku hava hambu ku tswirita kumbe tswiritwiri – kaye wa Van'waxinyenyana va etlele vusiku hinkwabyo naswona siku leri tlhandlamaka a va vindzukanga swinene ku ya khoma swivungu swa mfihlulo.

Nkateko wa kona kaye wa tibeke ta le nyangweni ta rila loko Van'waxonyenyana va twa ndlala. Vaakelana va vona va xinghana va yimile enyangweni wa le mahlweni va ri na swivungu leswikulu, swo nona, swa mati ku amukela Van'waxinyenyana: N'wandlopfu un'we kusuka eka yindlu ya nomboro ya 1, Van'wamangwa vambirhi kusuka eka yindlu ya nomboro ya 2, Vamanghovo vanharhu kusuka eka yindlu ya nomboro ya 3, Van'wanhutlwa va mune kusuka eka yindlu ya nomboro ya 4, Van'wantohe va ntlhanu kusuka eka yindlu ya nomboro ya 5, Van'wasekwa va tsevu kusuka eka yindlu ya nomboro ya 6, Van'wachela va nkombo kusuka eka yindlu ya nomboro ya 7 na Van'wakondlo va nhungu kusuka eka yindlu ya nomboro ya 8.

#### **Rhayimi: Swihukwana swimbirhi**

Swihukwana swimbirhi swi vitana vanghana va swona  
Ku fika swimbirhi swin'wana se swi endla mune  
Tsutsumelani efurwini, tsutsumelani exihahlwini  
Tsutsumani swihukwani, vuyani eka manana huku.

Swihukwana swa mune swi phasiwa hi byevu  
Ku fika swimbirhi swin'wana se swi endla tsevu  
Tsutsumelani efurwini, tsutsumelani exihahlwini  
Tsutsumani swihukwani, vuyani eka manana huku.

Swihukwana swa tsevu swi phatsame egedeni  
Ku fika swimbirhi swin'wana se swi endla nhungu  
Tsutsumelani efurwini, tsutsumelani exihahlwini  
Tsutsumani swihukwani, vuyani eka manana huku.

Swihukwana swa nhungu swi jovota xigume  
Ku fika swimbirhi swin'wana se swi endla khume  
Tsutsumelani efurwini, tsutsumelani exihahlwini  
Tsutsumani swihukwani, vuyani eka manana huku.

#### **Risimu: Vusokoti byi macha hi byimbirhimbirhi**

Vusokoti byi macha hi byimbirhimbirhi.  
Huree! Huree!

Vusokoti byi macha hi byimbirhimbirhi.  
Huree! Huree!

Vusokoti byi macha hi byimbirhimbirhi;  
Lexitsongo xi yima xi boha ntangu,  
Byi macha byi gonya lwangu  
Ku balekela mpfula.  
Hwaa, hwaa, hwaa, hwaa!

## 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.

## Vhiki ra 2

### **Xitori: Xitori xa nomboro ya 10 (xi ri na thempuleti ya xipendiwankhavisu xa Nomboro ya 10)**

Khume ra Van'wanyoxi va mbvonga siku hinkwaro va nwa juzi – leyi vitaniwaka vulombe bya xiluva – eswiluveni leswo saseka swa le mugangeni. Nkarhi wihi kumbe wihi loko Nwanyoxi un'we a kume vulombe bya xiluva, wa cina ku byela Van'wayoxi lavan'wana leswaku ku na swakudya kwala kusuhi.

Van'wanyoxi a va fanele ku kuma kaya hi nkarhinyana ku endlela leswaku va ta endla vulombe kusuka eka vulombe bya swiluva lebyi hlengeleteweke. Va languta yindlu leyo hetelela erixaxeni kutani va teka xiboho leswaku yi ta va xisaka xa kahle xa tinyoxi – lexi hi xona lexi Van'wanyoxi va xi vulaka kaya.

Van'wanyoxi i vatirhi va matimba swinene naswona va endla ntirho wa vona kahle swinene, hikokwalaho va sungula ku tirha va mbvonga ku lunghisa xisaka xa van'wanyoxi kutani va xi endla xi kufumela. Va endla nyangwa wa vona wa le mahlweni hi swirhabyana swa misinya. Mfungho wa nomboro ya 10 na nomboro ya rito ya khume swi ya emahlweni ka nyangwa swi ri na 10 ra tibe le nyangweni. Van'wanyoxi va endla makhetenisi ya mafasitere ya vona hi matluka ya rihlaza, va endla makhandlhela hi mhula wa tinyoxi kutani va endla vulombe leswaku va byi tirhisa hi masiku ya ndlala. Nkosikazi wa N'wanyoxi u dzumba exisakeni loko kaye wa vatirhi lavan'wana wa Van'wanyoxi va ri karhi va hundzula vulombe bya swiluva byi va vulombe kutani va byi chela eka kaye wa timbita ta vulombe. Nimixo swinene hi siku leri landzelaka Van'wanyoxi va khume hinkwavo va ambala majesi ya vona ya mikhwati ya xitshopana na ya ntima na mabutsu ya vona ya ntima kutani va phakela mbita ya vulombe yin'we eka un'wana na un'wana wa vaakelana va vona lavantshwa: N'wandlopfu un'we kusuka eka yindlu ya nomboro ya 1, Van'wamangwa vambirhi kusuka eka yindlu ya nomboro ya 2, Vamanghovo vanharhu kusuka eka yindlu ya nomboro ya 3, Van'wanhutlwa va mune kusuka eka yindlu ya nomboro ya 4, Van'wantohe va ntlhanu kusuka eka yindlu ya nomboro ya 5,

Van'wasekwa va tsevu kusuka eka yindlu ya nomboro ya 6, Van'wachela va nkombo kusuka eka yindlu ya nomboro ya 7, Van'wakondlo va nhungu kusuka eka yindlu ya nomboro ya 8 na Van'waxinyenyana va kaye kusuka eka yindlu ya nomboro ya 9.

### **Risimu: Khume ra swinyoxana**

Khume ra swinyoxana swi mbvonga  
hinkwakonkwako

Xin'we xi ye exisakeni

Xin'we exiluvani

Xana i swinyoxana swingani swi mbvongaka  
hinkwakonkwako?

Sweswi ku sale nhungu wa swinyoxana.

Nhungu wa swinyoxana swi mbvonga  
hinkwakonkwako

Xin'we xi ya exisakeni

Xin'we exiluvani

Xana i swinyoxana swingani swi mbvongaka  
hinkwakonkwako?

Sweswi ku sale tsevu wa swinyoxana.

Tsevu wa swinyoxana swi mbvonga  
hinkwakonkwako

Xin'we xi ya exisakeni

Xin'we exiluvani

Xana i swinyoxana swingani swi mbvongaka  
hinkwakonkwako?

Sweswi ku sale mune wa swinyoxana.

Mune wa swinyoxana swi mbvongeni  
hinkwakonkwako

Xin'we xi ya exisakeni

Xin'we exiluvani

Xana i swinyoxana swingani swi mbvongaka  
hinkwakonkwako?

Sweswi ku sale swinyoxana swimbirhi.

Swinyoxana swimbirhi swi mbvonga  
hinkwakonkwako

Xin'we xi ya exisakeni

Xin'we exiluvani

Xana i swinyoxana swingani swi mbvongaka  
hinkwakonkwako?

Sweswi ka ha ri hava swinyoxana leswi nga  
sala sweswi.

## 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'.

## Xitori: Swisaka swa tinyoxi

Siku rin'wana na rin'wana khume ra Van'wayoxi a va huma eswisakeni swa vona va mbvonga hinkwakonkwako va lava swiluva. Siku rin'wana va hahe va ya ekulenyana exihlahleni laha a ku ri na misinya leyo leha. Va twe mipfumawulo yo mbvonga ya tinyoxi tin'wana naswona loko va ri karhi va haha va tshinela ekusuhi va vone swisaka swo tala leswi a swi devurile emisinyeni. Va vone tinyoxi to tala swinene ti ri karhi ti nghena ti huma eka xisaka xin'wana na xin'wana. A ku ri na tinyoxi ta ntsandzavahlayi. A hi tiendliseni wonge swihlayeri leswi i tinyoxi naswona swipfalo swa n'wina i swisaka swa tinyoxi.

## Vhiki ra 3

### Risimu: Khume ra mabodhlela ya rihlaza

Khume ra mabodhlela ya rihlaza henhla  
ka khumbi

Khume ra mabodhlela ya rihlaza henhla  
ka khumbi

Rin'we ri wa ri wa ri fayeka ku sale mangani  
henhla ka khume

Kaye wa mabodhlela ya rihlaza henhla  
ka khumbi.

*(Vuyelelani eka kaye, nhungu, nkombo, tsevu,  
ntlhanu, mune, nharhu, mbirhi)*

Rin'we ra mabodhlela ya rihlaza henhla  
ka khumbi

Rin'we ra mabodhlela ya rihlaza henhla  
ka khumbi

Rin'we ri wa ri wa ri fayeka ku sale mangani  
henhla ka khumbi

A ka ha ri na bodhlela ra rihlaza henhla  
ka khumbi.

### Xitori: Xitori xa nomboro ya 0 (xi ri na thempuleti ya xipendiwankhavisu xa Nomboro ya 0)

Sweswi swiharhi hinkwaswo swi tshama swi tsakile ekusuhi na le kusuhi etindlwini ta swona. Swi tshikile mitolovelo ya swona kutani swi va na vunghana na ku pfunana.

Siku rin'wana N'wandlopfu u langutile hi fasitere kutani a vona muchini wu ri karhi wu cela nkele ehansi ekusuhi na yena. Emasikwini na mavhiki lama nga landzela swiharhi hinkwaswo swi hlalele yindlu yintshwa yi ri karhi yi akiwa swi ri karhi swi vona hi mahlo ya swona. Semendhe yi pfuviwa, switina swi tlhandlekiwa, lwangu ri beleriwa, timbati na mafasitere swi nghenisiwa. Ekuheteleleni yindlu leyi a yi lunghekile. A yi ri yindlu yo saseka, yo tiya na ku va kahle.

'Xana i mani a nga ta tshama endlwini leyintshwa leyo saseka?' ku hlalala swiharhi. Hinkwaswo swi hlengeletana ehandle enyangweni wa yindlu leyi, swi tsakile ku hlangana na vaakelana va swona vantshwa. A ku nga ri na bele ya le rivantini enyangweni, kambe mune wa Van'wanhutlwa va vone rivanti ri pfuriwa kutani va korhamisa tinhamu ta vona hi le nyangweni. 'Ku na munhu laha ndlwini?' va vutisa. A ku nga ri na munhu endlwini.

Swiharhi hinkwaswo swi hlengeletana endzeni. Yindlu a yi ri hava nchumu. Van'waxinyenyana va haha va nghena kamara hi kamara, kambe a ku ri hava fanichara – a ku ri hava mubedo, a ku ri hava tafula naswona a ku ri hava switulu. A ku ri hava nchumu ... ziro.

Kutafika ninamuntlha, a ku na munhu loyi a nga rhurhela endlwini leyintshwa. Yi tshamile yi ri hava nchumu endzeni ka yona. Swiharhi swi yi vitana yindlu ya ziro hikuva rito leri ri vula 'ku hava nchumu'.

## 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.



## Vhiki ra 4

### Risimu: *Phokotela, thokoza kutani u gima*

(Hi nsumo wa *Vangama, vangama, xinyeletana*)

Tipatironi, tipatironi hinkwakonkwako  
Hi ti endla hi ku tirhisa mipfumawulo  
Thokoza, phokotela, hi xihatla na ku nonoka  
Lungheka, yimeka, sweswi ha suka,  
Hinkwerhu ndzi landzeleleni  
Kopeleni patironi leyi kahle ...

*Phokotela, thokoza tintiho, gima nkondzo;  
phokotela, thokoza tintiho, gima nkondzo  
(patironi ya ABC)*

*(Tivisa malongolokelo ya patironi mantshwa siku  
rin'wana na rin'wana)*

## Vhiki ra 5

### Risimu: *Risimu ra matlhelo*

(Hi nsumo wa *Leyi i ndlela ...*)

Hundzuluka kutani u khumba ehansi,  
Hundzulukela eximatsini kutani u hundzulukela  
exineneni.

Hundzuluka kutani u khumba ehansi,  
Hundzulukela eximatsini kutani u hundzulukela  
exineneni.

#### **Khorasi:**

Tlulela eximatsini kutani u tlulela exineneni,  
Tlulela emahlweni kutani u tlulela endzhaku.  
Tlulela eximatsini kutani u tlulela exineneni,  
Tlulela emahlweni kutani u tlulela endzhaku.

Tshama ehansi kutani u suka u yima,  
Tlulela ehenhla na le hansi kutani u phokotela  
swandla.

Tshama ehansi kutani u suka u yima,  
Tlulela ehenhla na le hansi kutani u phokotela  
swandla.

## Vhiki ra 6

### Rhayimi: *Ntlhanu wa tindlopfu ebavhini*

Ndlopfu yin'we yi ya eku khideni,

Go-go, go-go,

Xwaa, xwaa,

Tanini mi ta pfhomula.

Tindlopfu timbirhi ti ya eku khideni,

Go-go, go-go,

Xwaa, xwaa,

Tanini mi ta pfhomula.

Tindlopfu tinharhu ti ya eku khideni,

Go-go, go-go,

Xwaa, xwaa,

Tanini mi ta pfhomula.

Tindlopfu ta mune ti ya eku khideni,

Go-go, go-go,

Xwaa, xwaa,

Tanini mi ta pfhomula.

Tindlopfu ta ntlhanu ti ya eku khideni,

Go-go, go-go,

Xwaa, xwaa,

Hinkwato ti pfhomula.

## 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!**

## Xitori: Bavhu ra N'wandlopfu

### Xiphemu xa 1

Siku rin'wana N'wandlopfu u sukile endlwini a ngirimela enambyeni. 'He, N'wandlopfu,' ku vula vaakelana, Van'wantohe, 'xana u ya kwihi?'

N'wandlopfu a hlamula, 'Ndzo tiolola ndzi ya lava ndhawu laha ndzi nga ta hlamba kona.'

'Hmmm,' ku vula Van'wantohe. 'I kule ngopfu lomu u yaka kona. Hina hina hi na bavhu. Hikwalahokayini u nga ngheni u hlamba endlwini ya hina?'

### Xiphemu xa 2

N'wandlopfu u hlamusele hi vutalo leswaku u ta ngirimela enambyeni ku ya hlamba kona. Kutani a yima emahlweni ka yindlu ya N'wanhutlwa. 'He, N'wandlopfu,' ku vitana N'wanhutlwa, 'xana hikwalahokayini u tlakule bakiti?'

N'wandlopfu a hlamula, 'Ndzi tlakula bakiti leri ku endlela leswaku loko ndzi ya enambyeni ndzi ta ka mati yo nwa layo tenga.'

Loko a ri karhi a tshinela enambyeni, xifanyetana xi tsutsuma xi hundza N'wandlopfu xi ya enambyeni laha xi fikeke xi tata jeke na tikhapi hi mati.

Loko xifanyetana xi tsutsumile xi hundza, xi byele N'wandlopfu leswaku ku na ritshwa enkambeni.

Hiloko N'wandlopfu a peta nxakwa wa yena enambyeni, a tata bakiti ra yena hi mati ya nambu kutani a landzela xifanyetana laha a ku ri na ritshwa. N'wandlopfu na xifanyetana va chululela mati endzilweni ku wu timela.

### Xiphemu xa 3

Se a ku hisa naswona N'wandlopfu a hisekela ku dzumba ematini yo hola. Loko a ri karhi a tlhambusela na ku tikapitela hi mati na ku ba nkalanga wa ntsako hiloko a anakanya hi mayelana na hilaha a a nga tiendlelaka xidan'wana xo khidela lexi nga ta va xi ri endzhaku ka yindlu. U vonile swidan'wana swo khidela swo pomperiwa evhengeleni. U ta fanela ku kuma xidan'wana xo khidela lexikulukumba swinene naswona u ta fanela ku ehleketa hi mayelana na hilaha a nga ta xi tata hakona.

## Risimu: Ku na mbhovo ebakitini ra mina

Ku na mbhovo ebakitini ra mina makwerhu Sindi, makwerhu Sindi

Ku na mbhovo ebakitini ra mina makwerhu Sindi, mbhovo.

Wu leme, makwerhu Vuyo, makwerhu Vuyo, makwerhu Vuyo

Wu leme, makwerhu Vuyo, makwerhu Vuyo, wu leme.

Xana ndzi ta wu lema hi yini, makwerhu Sindi, makwerhu Sindi?

Xana ndzi ta wu lema hi yini, makwerhu Sindi, hi yini?

Hi mhula, makwerhu Vuyo, makwerhu Vuyo, makwerhu Vuyo

Hi mhula, makwerhu Vuyo, makwerhu Vuyo, hi mhula.

Mhula lowu omile kutlula mpimo ...

Kutani wu khuvute ...

Ndzi ta wu khuvata hi yini? ...

Hi nchila ...

Nchila yi lava xo tlhandlekela ...

Vekela ribye ro tlhandlekela ...

I ribye ra njhani? ...

I ribye ro patlalala ...

Mhula lowu wu omile kutlula mpimo ...

Kutani tsakamise ...

Ndzi ta wu tsakamisa hi yini? ...

Hi swimatana ...

Ndzi ta swi ka hi yini? ...

Hi bakiti ...

KAMBE KU NA MBHOVO EBAKITINI RA MINA!

## 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.

## Vhiki ra 7

### Risimu: *Nkulukumba Sandile a ri na purasi*

Nkulukumba Sandile a ri na purasi

E-I-E-I-O

A ri na nguluve epurasini ra yena

E-I-E-I-O

I vucwicwicwicwi laha

I vucwicwicwicwi lahaya

Laha cwi, lahaya cwi

Hinkwako vucwicwicwicwi

Nkulukumba Sandile a ri na purasi

E-I-E-I-O.

Nkulukumba Sandile a ri na purasi

E-I-E-I-O

A ri na tihanci timbirhi epurasini ra yena

E-I-E-I-O

Ko mphemphe laha

Ko mphemphe lahaya

Ko mphemphe laha ko mphemphe lahaya

Hinkwako ko mphemphe

Nkulukumba Sandile a ri na purasi

E-I-E-I-O.

*Yana emahlweni:*

swisekwana swinnharhu (kwaakwaa laha,  
kwaakwaa lahaya)

mune wa tihomu (mhoomhoo laha, mhoomhoo  
lahaya)

ntlhanu wa tinyimpfu (mheemhee laha,  
mheemhee laha)

tsevu wa mimbhaha (kokokoko laha, kokokoko  
lahaya)

nkombo wa timbuti (meemee laha, meemee  
lahaya)

nhungu wa mapilipili (hhaahhaa laha, hhaahhaa  
lahaya)

kaye wa timbhongolo (oyioyi laha, oyioyi lahaya)

Nkulukumba Sandile a ri na purasi

E-I-E-I-O

A ri na khume ra tinyoka epurasini ra yena

E-I-E-I-O

Ko sss-sss laha

Ku ku sss-sss lahaya

Ko sss-sss laha, ko sss-sss lahaya

Hinkwakonkwako ko sss-sss

I vucwicwicwicwi laha

I vucwicwicwicwi lahaya

Laha cwi, lahaya cwi

Hinkwako vucwicwicwicwi

Ko mphemphe laha

Ko mphemphe lahaya

Ko mphemphe laha ko mphemphe lahaya

Hinkwako ko mphemphe

Kwaakwaa laha

Kwaakwaa lahaya

Laha kwaakwaa, lahaya kwaakwaa

Hinkwako kwaakwaa

Mhoomhoo laha

Mhoomhoo lahaya

Laha mhoomhoo, lahaya mhoomhoo

Hinkwako mhoomhoo

*(Yanani emahlweni ku fana na leswi eka  
swifuwo swin'wana)*

Nkulukumba Sandile a ri na purasi

E-I-E-I-O-O-O-O.

### Xitori: *Nsiyano wa swiharhi*

Siku rin'wana swiharhi swi pfuke swi kuma mathonsi ya mberha etinghilazini ta mafasitere. Xibakabaka a xi ri na mapapa naswona maxelo ya horile. N'wandlopfu a ba nkalanga ku vitana swiharhi leswaku swi hlengeletana. A va swi tiva leswaku va fanele ku hlengeletana ensin'wini leyikulu leyi a yi ri endzhaku ka tindlu ta vona loko va twa xirhambo xa yena. U ringanyetile leswaku va fanele ku va na nsiyano ku rhendzeleka na nsimu, ku ya enambyeni va tlhela va vuya. U kombele Van'wasekwa ku haha va ya tshama ehenhla ka misinya ku kamba leswaku vatsutsumi va tshama endleleni na va Van'waxiyenyana na Van'wanyoxi ku haha ehenthla ka vatsutsumi ku vona leswaku va hlayisekile hi nkarhi wa nsiyano.

A ku nga ri na ndhawu yo ringanela endleleni hikokwalaho a ku ta kota ntsena ku va na tsevu wa vatsutsumi eka nsiyano. A ku ri na nyanyuko lowukulu loko va ri karhi va hlawula leswaku i mani eka Van'wamangwa, Vamanghovo, Van'wanhutlwa, Van'wantohe, Van'wachela na Van'wakodlo a nga ta tsutsuma eka nsiyano.

Ekuheteleleni loko vatsutsumi va hlawuriwile, tsevu wa swiharhi swi forile layini. Endzhakukaswona N'wandlopfu a ba nkalanga wa yena kutani va suka.

## 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.



## Rhayimi: 1 na 1

1 na 1 i 2, 1 kambirhi, 1 kambirhi, (*Komba ritiho rin'we kusuka eka xandla xin'wana na xin'wana*)  
1 na 1 i 2.

2 na 2 i 4, 2 kambirhi, 2 kambirhi, (*Komba tintiho timbirhi kusuka eka xandla xin'wana na xin'wana*)  
2 na 2 i 4.

3 na 3 i 6, 3 kambirhi, 3 kambirhi, (*Komba tintiho tinharhu kusuka eka xandla xin'wana na xin'wana*)  
3 na 3 i 6.

(*Yana emahlweni kufika eka 5 endzhakukaswona u vuyelela*)

## Vhiki ra 9

### Risimu ra swivumbeko: Loko u khomile xikwere

(Hi nsumu wa *Loko u tsakile naswona u swi tiva*)

Loko u khomile xikwere, suka u yima!  
Loko u khomile xikwere, suka u yima!  
Loko u khomile xikwere, loko u khomile xikwere,  
Loko u khomile xikwere, suka u yima!  
(*Vuyelelani hi swivumbeko swin'wana*)

### Risimu ra swivumbeko: Xirhendzevutana xi fana na bolo

(Hi nsumo wa *N'wamapursi u le tiveni*)

Xirhendzevutana xi fana na bolo,  
Xirhendzevutana xi fana na bolo,  
Rhandavula na rhandavula,  
A xi yimi naswitsanana.  
Xirhendzevutana xi fana na bolo!

Xikwere xi fana na bokisi,  
Xikwere xi fana na bokisi,  
Xi na matlhelo ya mune,  
Ma fana.

Xikwere xi fana na bokisi!

Yinhlanharhu yi na matlhelo manharhu,  
Yinhlanharhu yi na matlhelo manharhu,  
Ehenhla i ntshava,  
Ehansi, na le ndzhaku.

Yinhlanharhu yi na matlhelo manharhu!

Yinhlamune yi na matlhelo ya mune,  
Yinhlamune yi na matlhelo ya mune,  
Mambirhi ya lehile, kasi  
Mambirhi ya komile,  
Yinhlamune yi na matlhelo ya mune!

## Risimu: Xivumbeko xa Hoki Poki

Nghenisa xirhendzevutana xa wena,  
Humesa xirhendzevutana xa wena,  
Nghenisa xirhendzevutana xa wena,  
Kutani u endla gandlati ra lwandle.

U endla Hoki Poki

Kutani u xeweta hi malwandla.

U tlhela u yimisa xandla!

Nghenisa yinhlamune ya wena ...

Nghenisa xikwere xa wena ...

Nghenisa yinhlanharhu ya wena ...

## Vhiki ra 10

### Risimu: Tin'hweti ta lembe

Sunguti, Nyenyenyana, Nyenyankulu, Dzivamisoko,  
Mudyaxihi, Khotavuxika, Mawuwana  
Mhawuri, Ndzati, Nhlangula, Hukuri,  
N'wendzambahala (x2)  
Sunguti, Nyenyenyana, Nyenyankulu, Dzivamisoko,  
Mudyaxihi, Khotavuxika, Mawuwana.

### Risimu: Ndzi nga ava

Ndzi nga ava, ndzi nga ava, ndzi nga ava, ava, ava.  
Ndzi nga veka swilo hi mitlawa, naswona ndzi  
nga ava, ava, ava.

Ndzi nga ava hi muhlovo, ndzi nga ava hi sayizi.  
Ndzi nga veka swilo hi mitlawa, naswona ndzi nge  
kangan'wi.

Ndzi nga ava, ndzi nga ava, ndzi nga ava, ava, ava.  
Ndzi nga veka swilo hi mitlawa, naswona ndzi  
nga ava, ava, ava.

Ndzi nga ava hi ku twa, ndzi nga ava hi vito.  
Ndzi ku byela leswaku hikwalahokayini swilo  
swa mina swi fana.

Ndzi nga ava, ndzi nga ava, ndzi nga ava, ava, ava.  
Ndzi nga veka swilo hi mitlawa naswona ndzi  
nga ava, ava, ava.



Thempuleti ya vumba byo tlangisa: Nomboro ya 10

Farmyard race (Week 1) • Nsiyano wa le jaratani ra purasi (Vhiki ra 1)

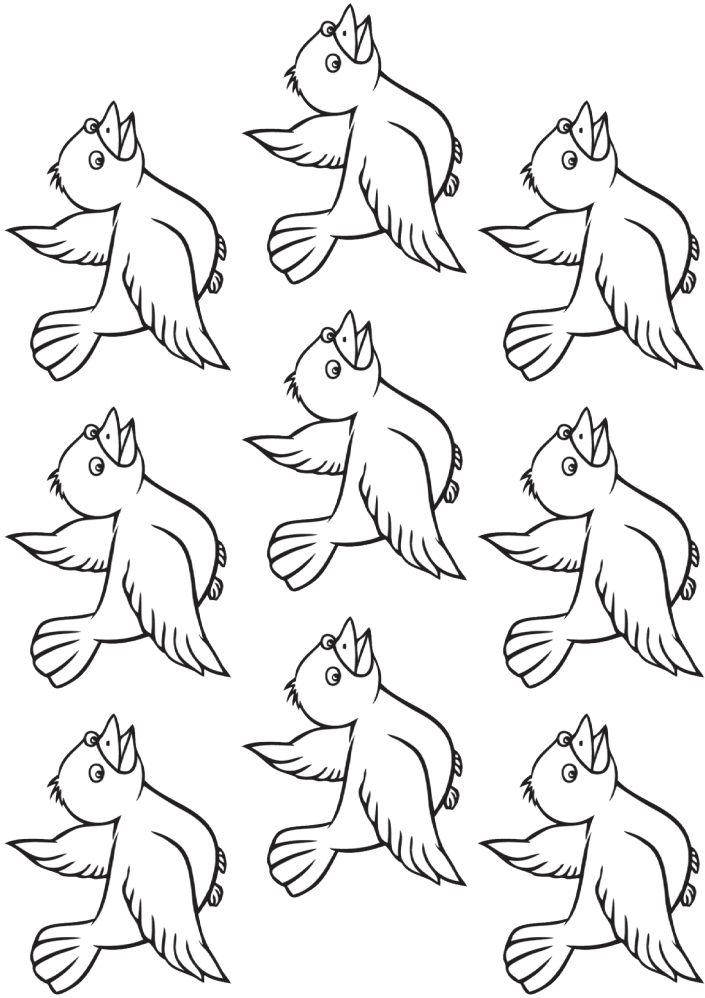
## Templates • Tithempuleti

Ice-cream activity (Week 1)

Swiphazamiso swa tinomboro (Vhiki ra 2)

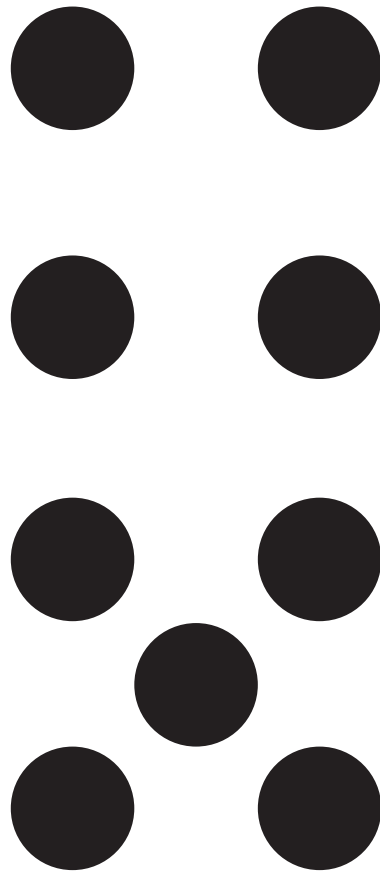
n'we	1	
mbirhi	2	
nharhu	3	
mune	4	
ntlhanu	5	
tsevu	6	
nkombo	7	
nhungu	8	
kaye	9	
khume	10	

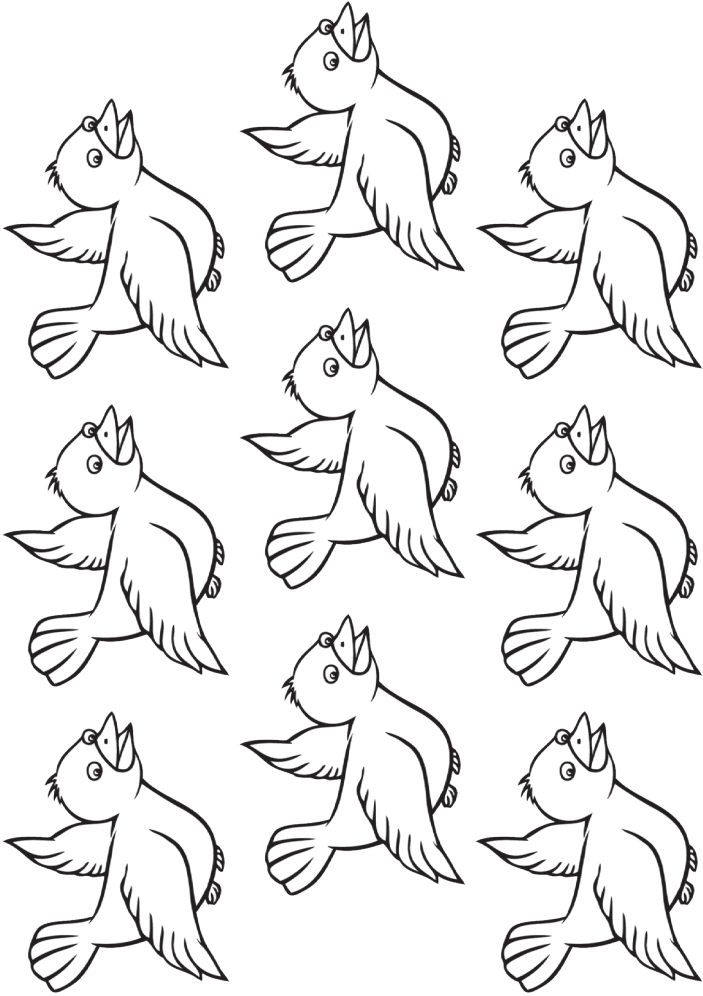
Twenty-four-piece puzzle • Xiphazamiso xa swiphemu swa makumembirhimune



9

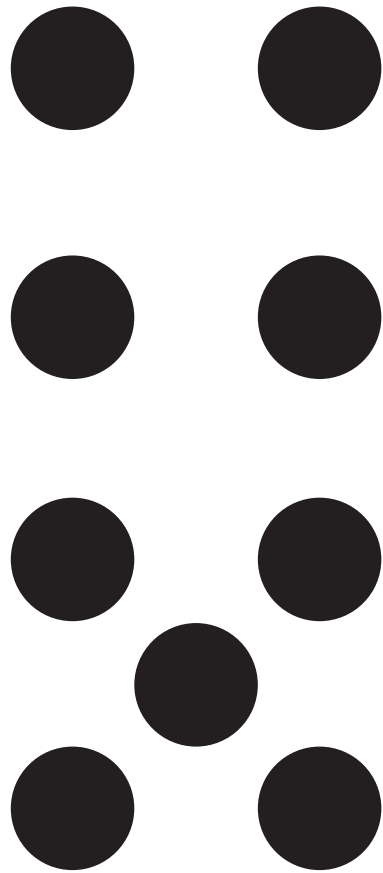
nine

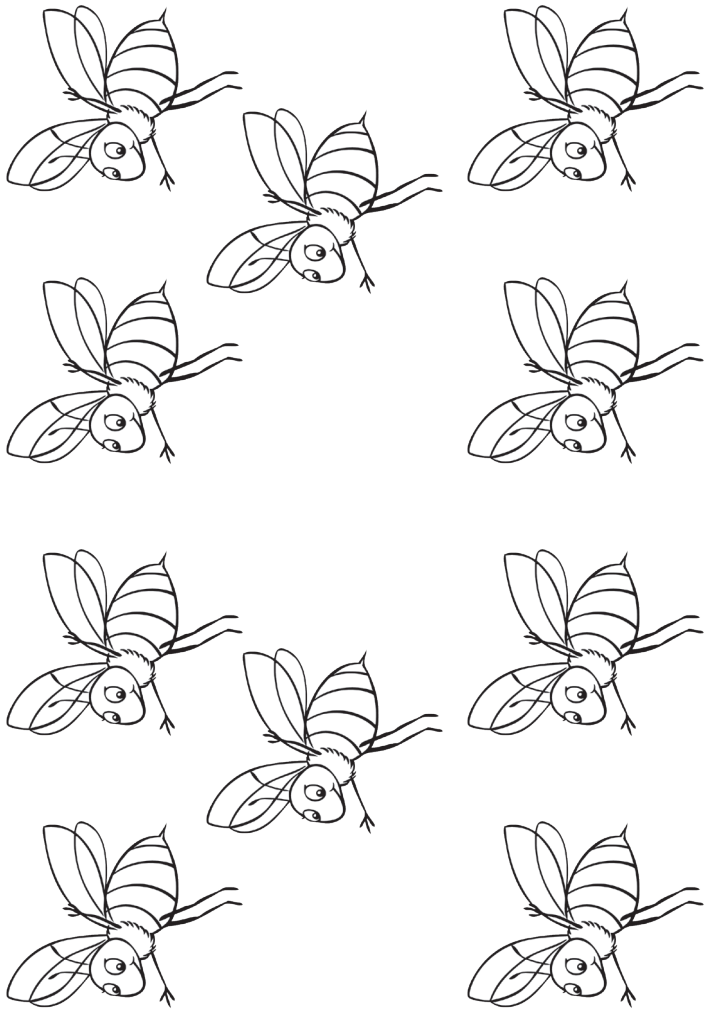




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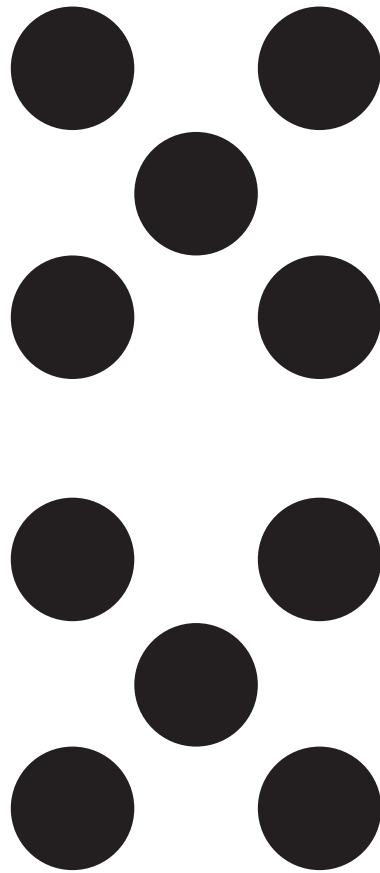
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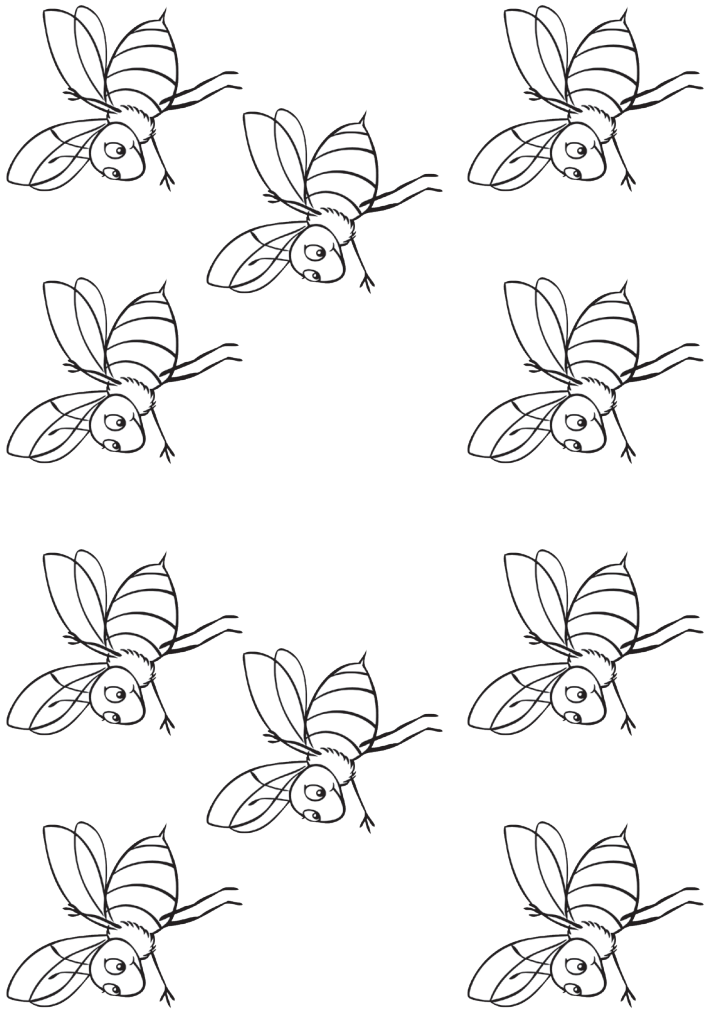


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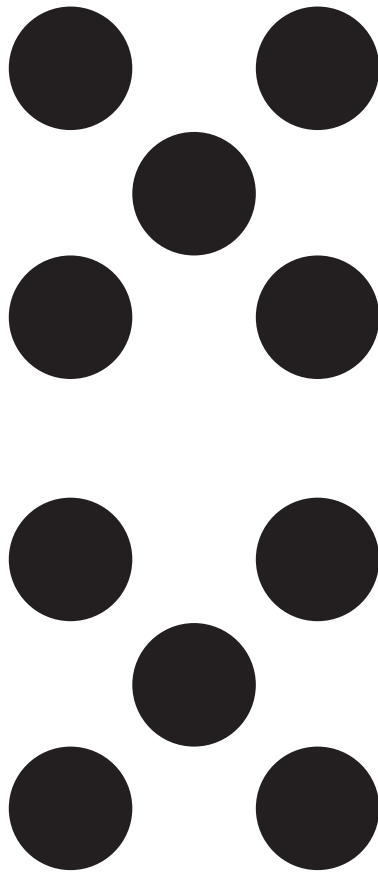






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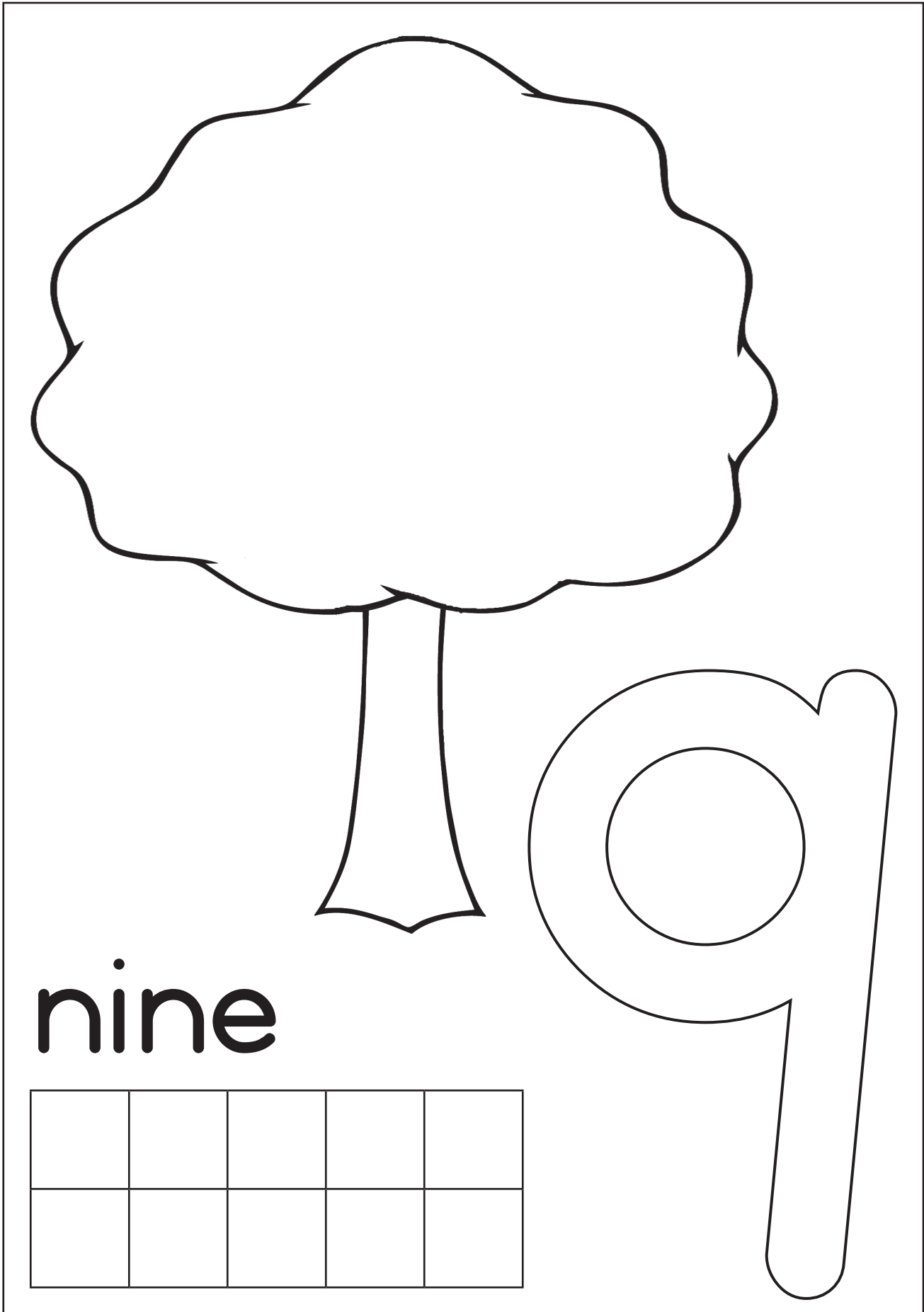
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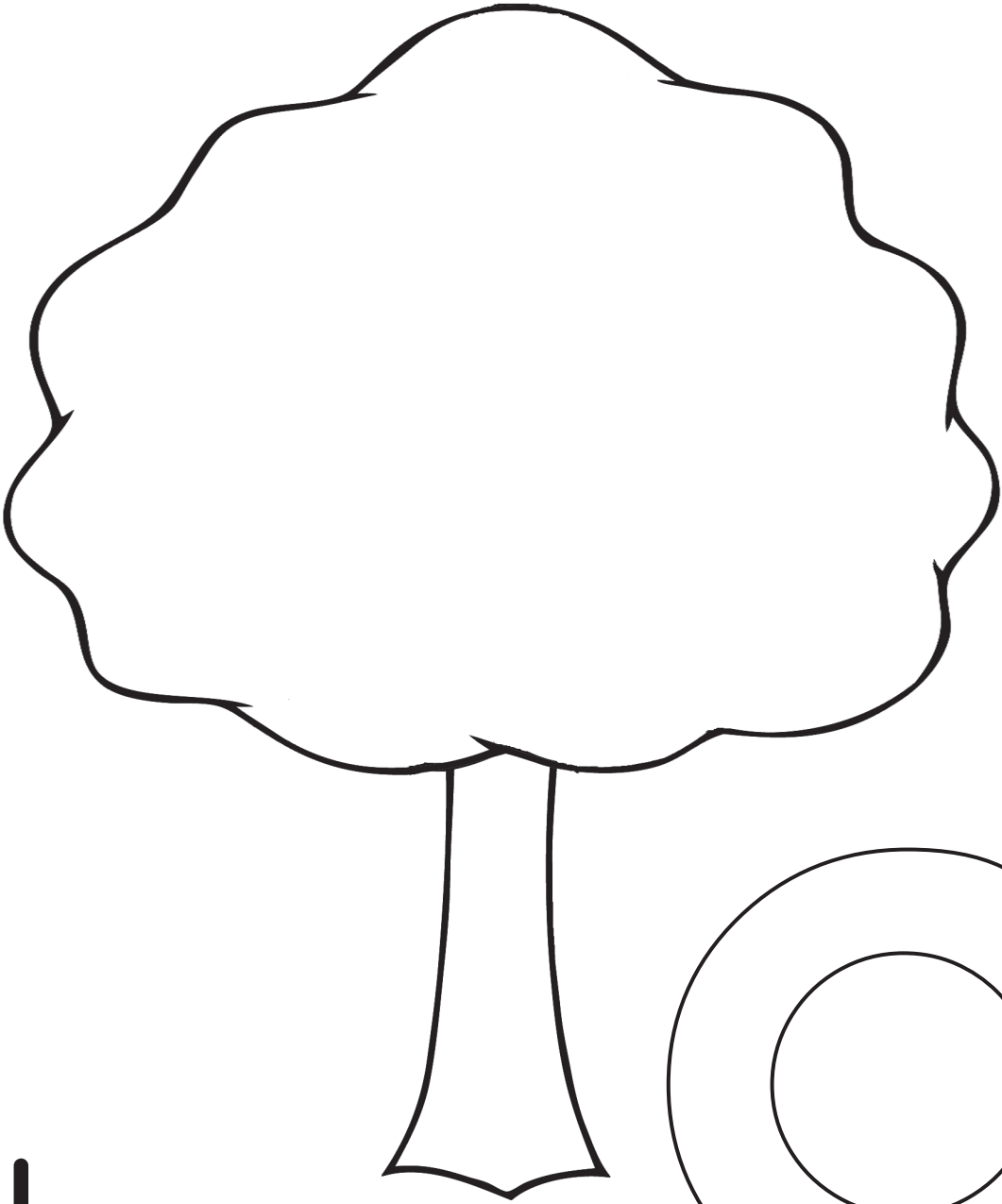
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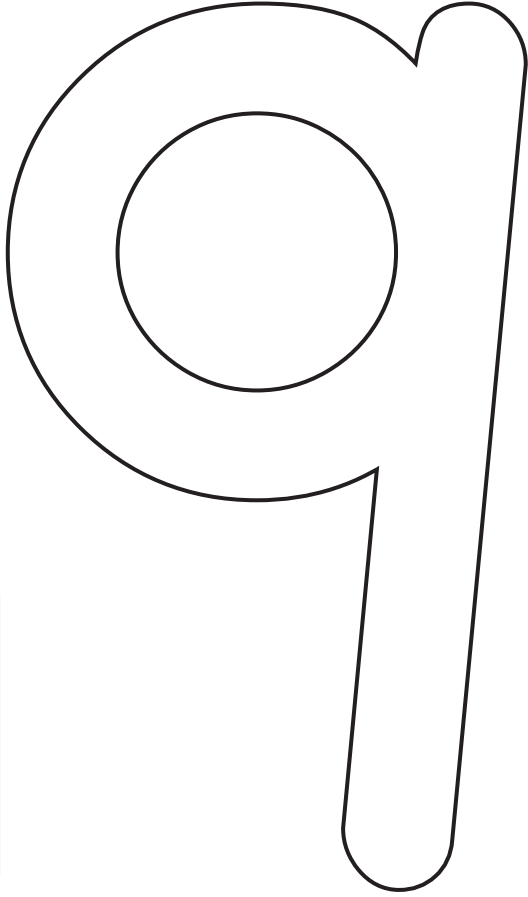
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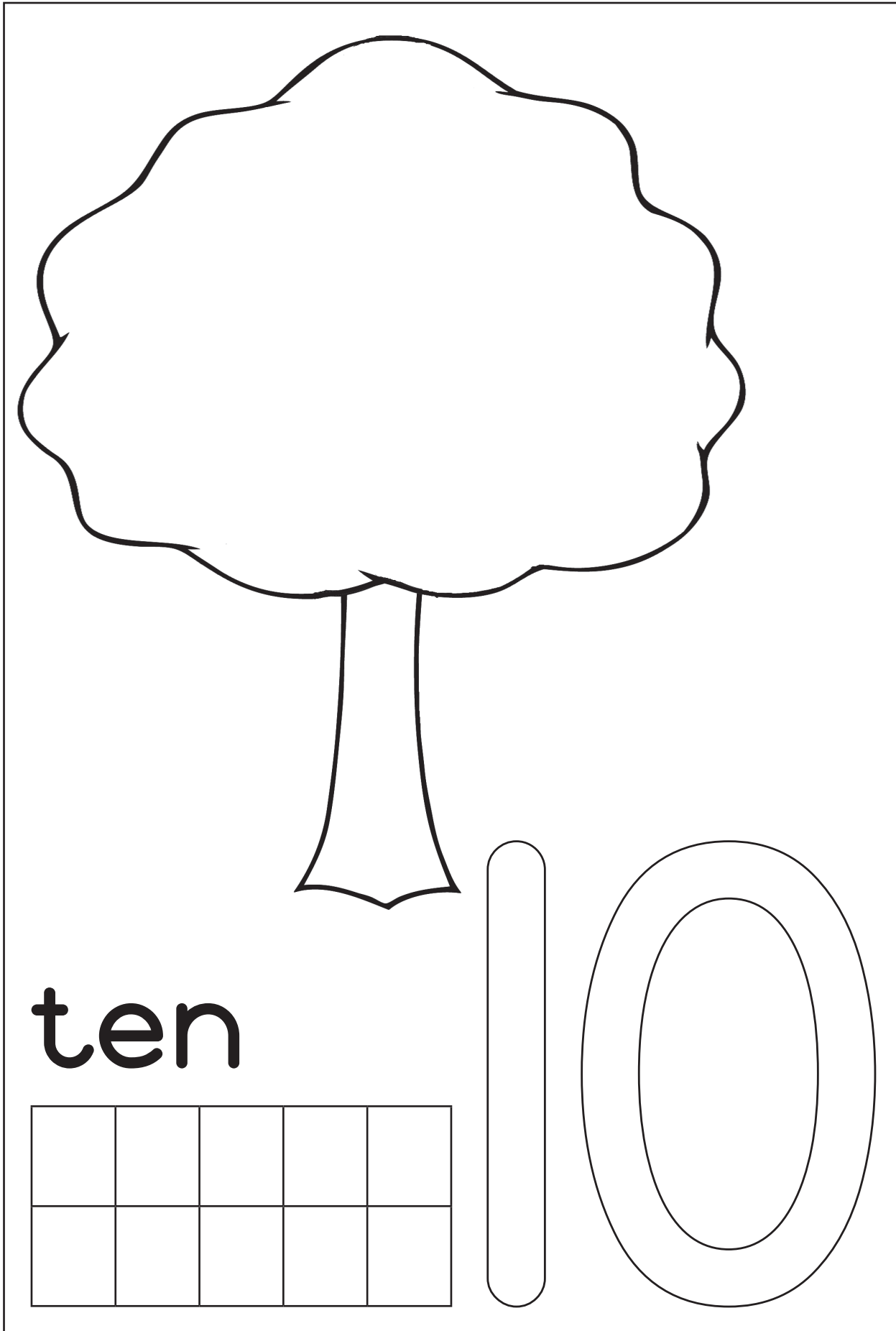
# Thempuleti ya vumba byo tlangisa: Nomboro ya 9



kaye

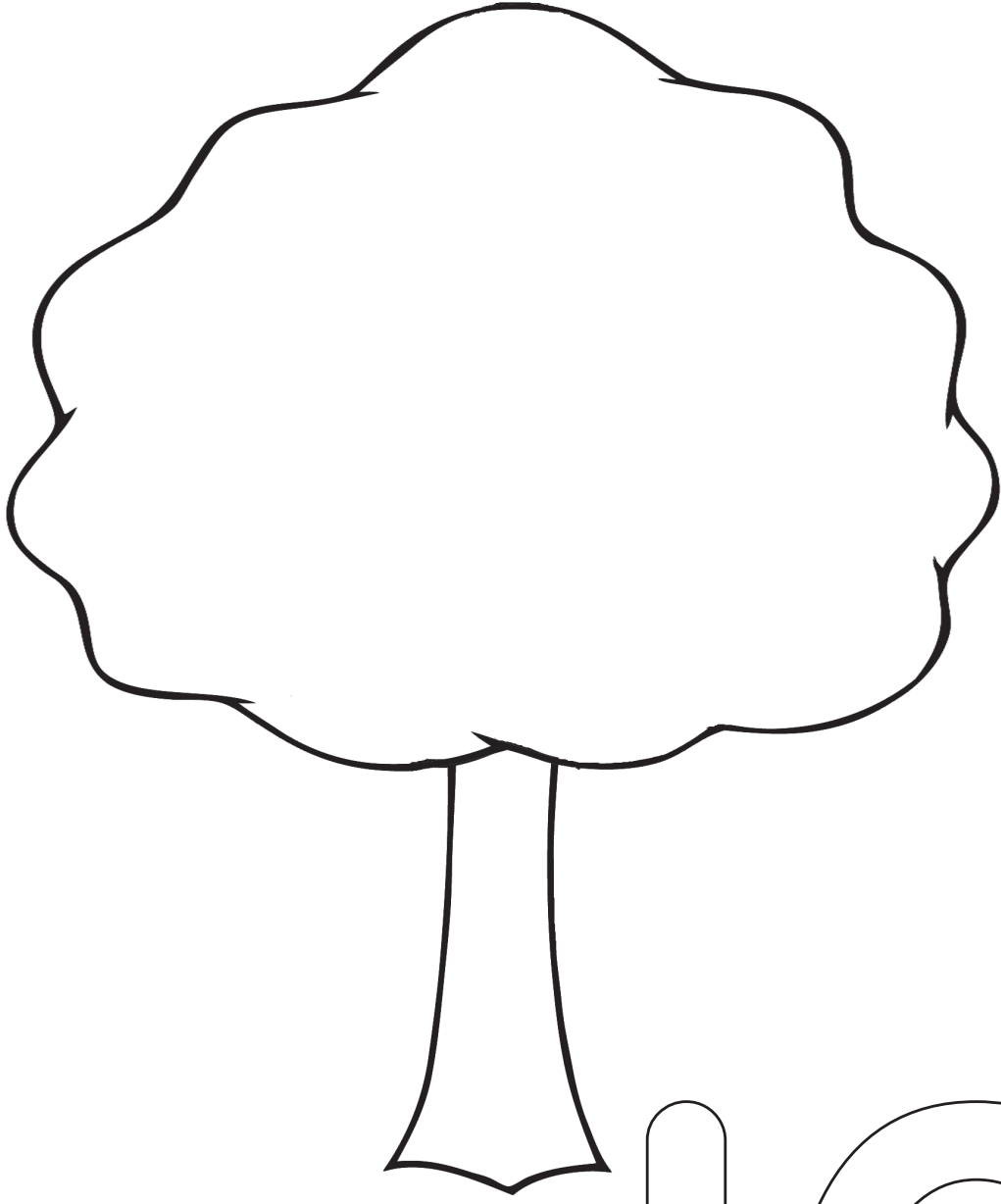



# Playdough template: Number 10

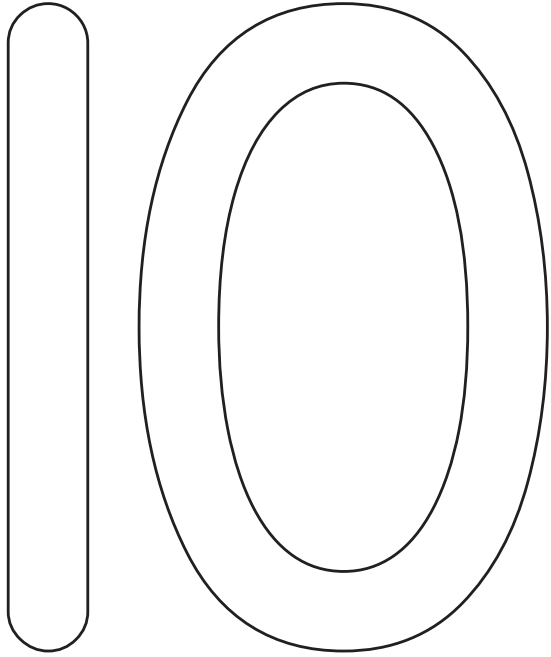




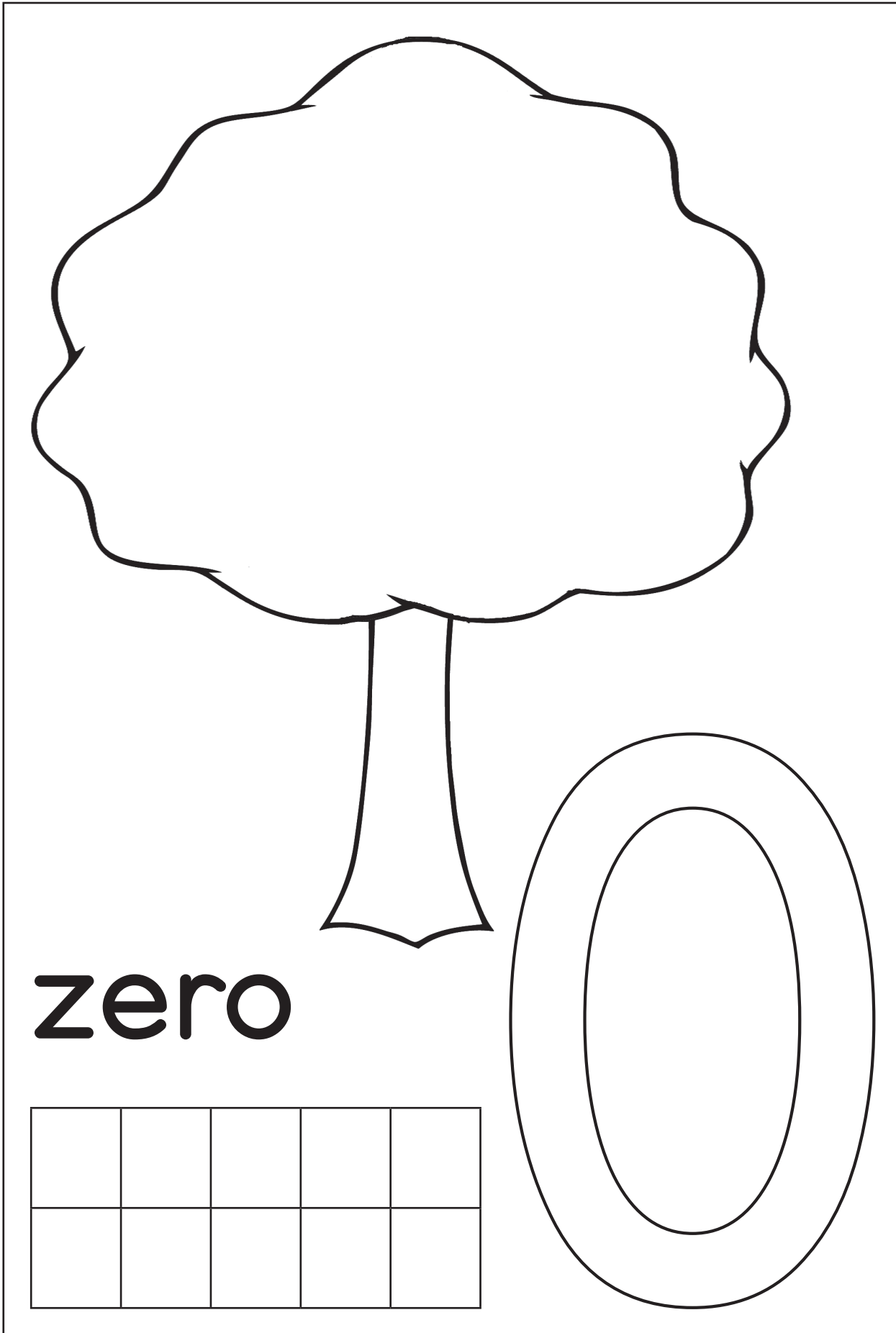
# Thempuleti ya vumba byo tlangisa: Nomboro ya 10



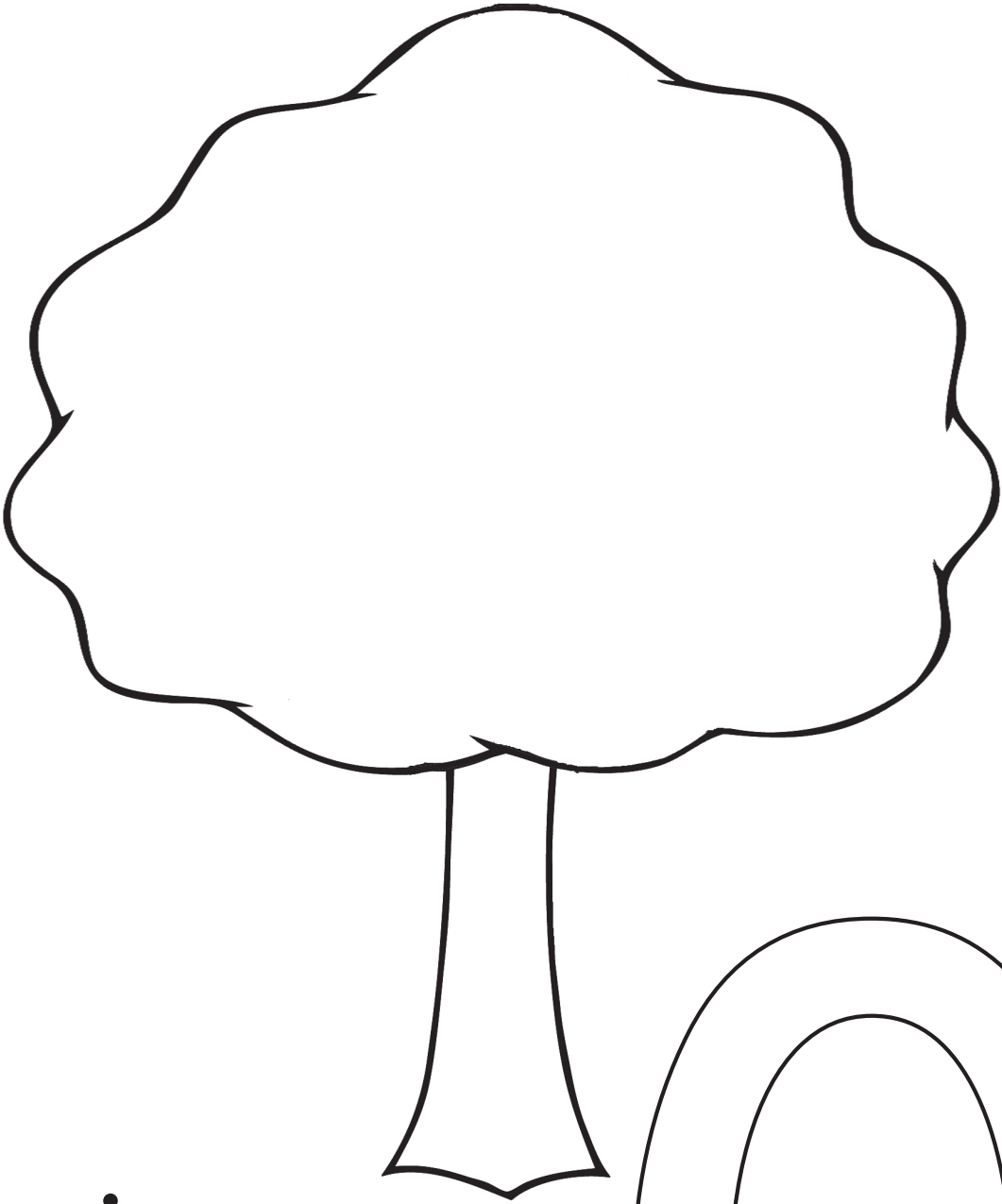
khume

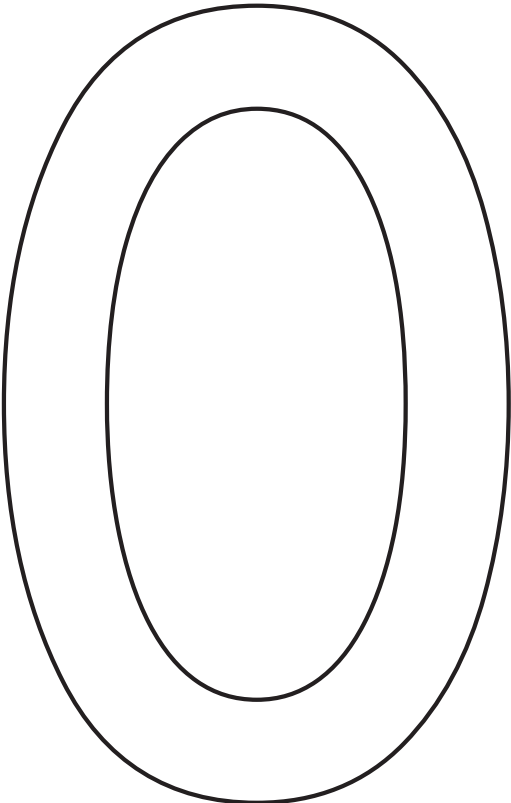
# Playdough template: Number 0



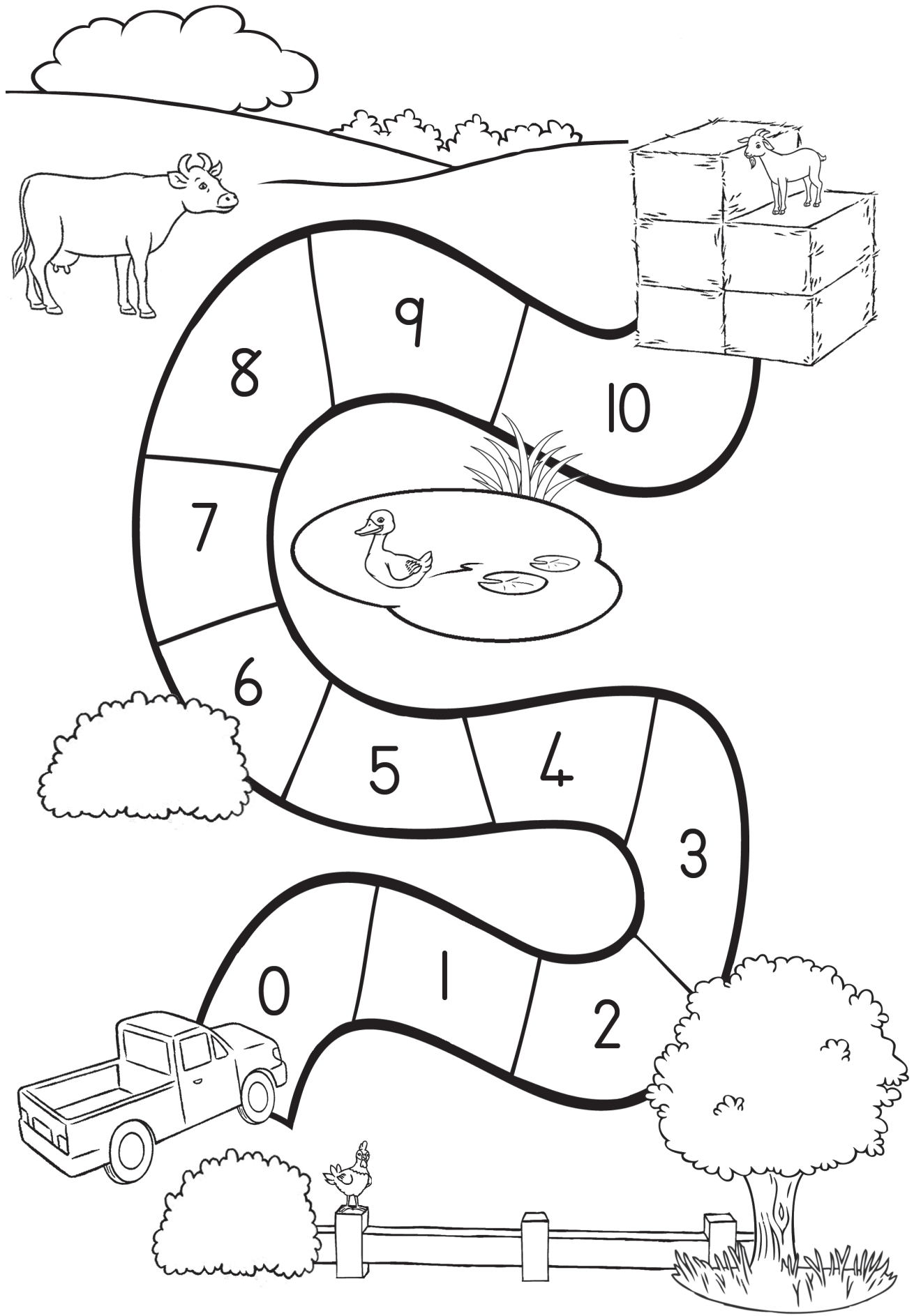
# Thempuleti ya vumba byo tlangisa: Nomboro ya 0



**ziro**

# Farmyard race (Week 1) • Nsiyano wa le jarateni ra purasi (Vhiki ra 1)



# Connect-the-dots (Week 1) • Khomanisa mathonsi (Vhiki ra 1)

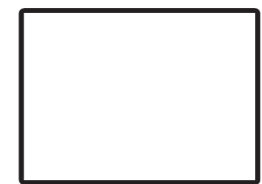


# Ice-cream activity (Week 1)





# Nghingiriko wa ayisikhirimi (Vhiki ra 1)



# Number puzzle (Week 2)



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# Swiphazamiso swa tinomboro (Vhiki ra 2)



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●	●	●	●	●								

Fruit grid (Week 10) • Giridi ya mihandzu (Vhiki ra 10)

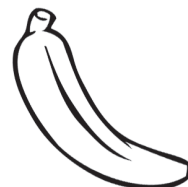
5

4

3

2

1

# Twenty-four-piece puzzle • Xiphazamiso xa swiphemu swa makumembirhimune

