

Nongonoko wa Antswiso
wa Matematiki wa Giredi ya V

Grade R Mathematics
Improvement Programme

**Xiletelo xa Migingiriko:
Kotara ya 1**

Activity Guide: Term 1



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

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

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

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

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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 endlwile 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 pfumeleraweke, 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 vuhoxaxandla bya nkoka eka vundzeni bya timatheriyali naswona va tirhaneke na tona hi ndlela yo aka ku tiyisisa leswaku ku na mfambelano na tipholisi, maendlelo na mikhuvanene ya xifundzakulu.

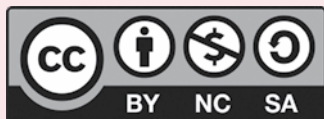
SWIKHENSO

Ku khensa ko hlawuleka eka:

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

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

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

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Introduction

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

The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first 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 1

The following features form part of *Activity Guide: Term 1*:

- 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">• Number symbols• Number words	<ul style="list-style-type: none">• Number 1• Solving problems in everyday contexts	<ul style="list-style-type: none">• Oral counting 1–5• Counting objects 1–3• Reinforce vocabulary from Week 1• Sorting by colour		
New maths vocabulary				
behind	in front	first	second	third

- 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 1 xi nyika xivumbeko xa ku dyondzisa metse eka kotara yo sungula ya Giredi ya V hi ku:

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

Swihlawulekisi swa Xiletelo xa Migingiriko: Kotara ya 1

Swihlawulekisi leswi landzelaka swi vumba xiphemu xa *Xiletelo xa Migingiriko: Kotara ya 1*:

- 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 tiyisizwaka hakona eka tidyondzo tin'wana na migingiriko ya siku na siku hi nkarhi wa nongonoko wa siku na siku wa Giredi ya V.
- Mabokisi ya 'Kamba leswaku vadyondzi va kota ku' ya letela nxiyaxiyo na makambebelelo lama yaka emahlweni.
- Pheji ya makambebelelo lama yaka emahlweni yi simekiwile eka migingiriko ya kotara.
- Swipfuno na tithempuleti swi katsiwile endzhaku ka xiletelo lexi.

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
<ul style="list-style-type: none">• Mifungo ya tinomboro• Tinomboro marito	<ul style="list-style-type: none">• Nomboro ya 1• Ku ololoxa swiphigo leswi nga eka mivangu ya masiku hinkwawo	<ul style="list-style-type: none">• Ku hlayela ka swanomu 1-5• Ku hlayela michumu 1-3• Ku tiyisisa ntvomarito kusuka eka Vhiki ra 1• Ku ava hi muhlovo
Ntivomarito wa matematiki wuntshwa		
endzhaku	emahlweni	vun'we
		vumbirhi
		vunharhu

Grade R Maths eka nongonoko wa siku na siku

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

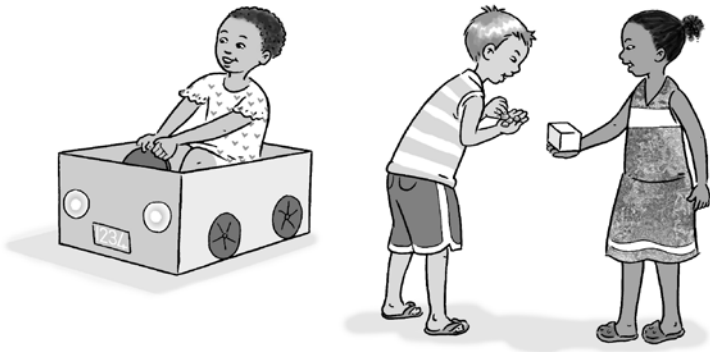
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Migingiriko ya tllasi hinkwayo hi siku

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

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



Micinco: ku rhurha exikarhi ka migingiriko

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

Migingiriko ya ntlawa lowutsongo

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

Nkarhi wo basisa

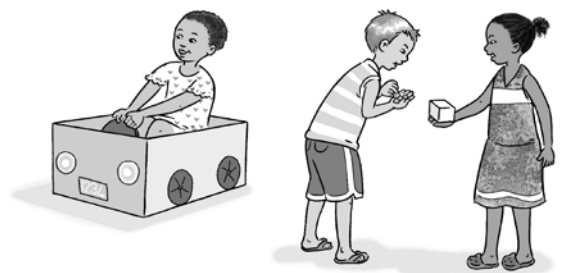
Vadyondzi va fanele ku tiva laha timatheriyali ti tshamaka kona. Xelufu kumbe tafula leri ri endleriweke switirhisiwa swa matematiki swi ta pfuna vadyondzi ku va va lulamerile. Khutaza vadyondzi ku pfunana hi nkarhi wo basisa. Ekusunguleni vadyondzi va lava mpfuneto kutani u ta boheka ku va tsundzuxa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

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

Migingiriko yo hlawula va tshunxekile

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

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



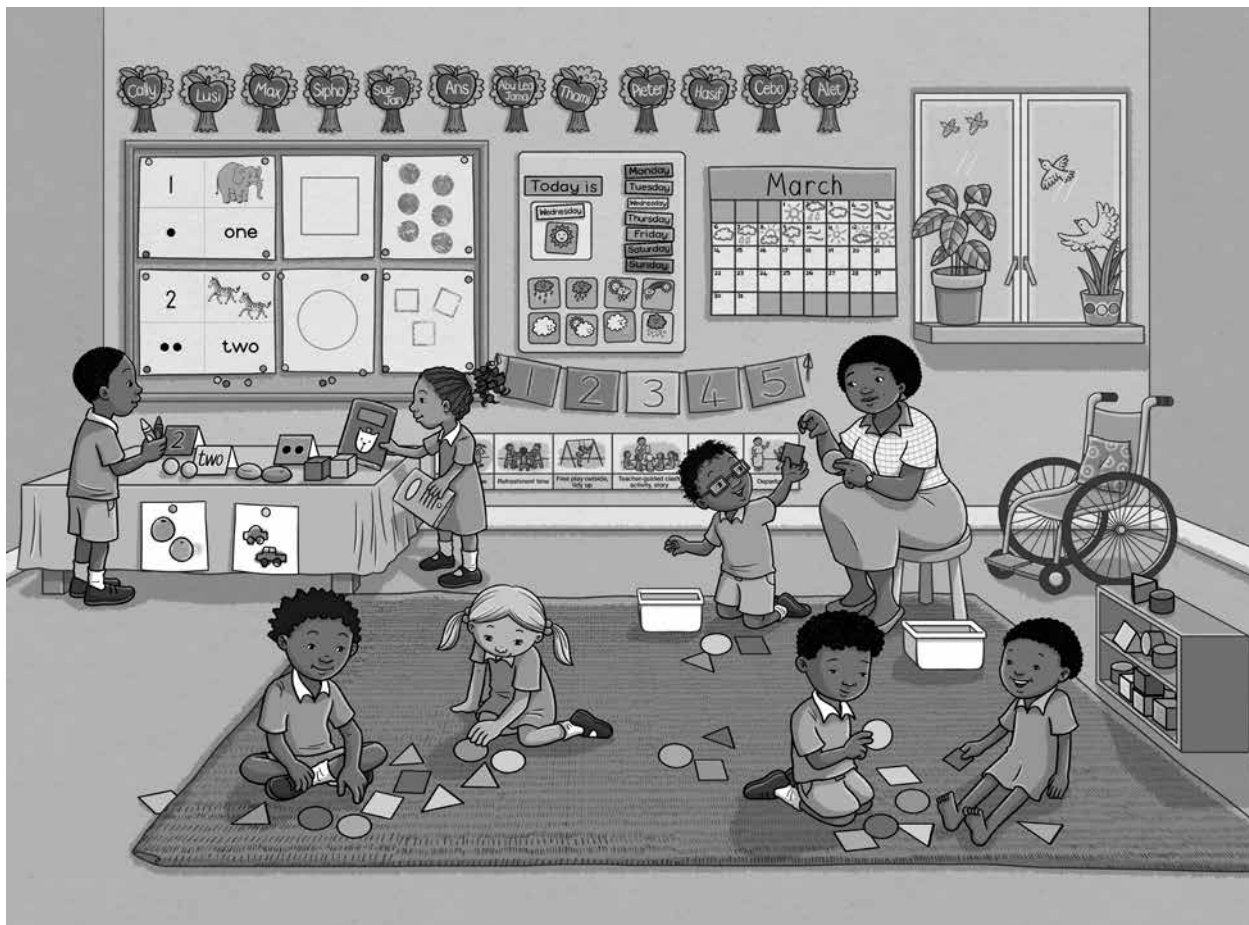
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 190 and 192 of this guide is based on the content that has been taught in Term 1. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



Makambelelo

Nxixaxiyo na makambelelo lama yaka emahlweni hi nkarhi wa migingiriko leyi leteriwaka hi mudyondzisi na ya tilasi hinkwayo swi nyika swivandlanene swa mitwisiso na nkatsakanyo wa kahle wa ku ya emahlweni ka mudyondzi un'wana na un'wana. Vuxokoxoko lebyi i bya nkoka eka ku letela ka ku dyondzisa ko yisa emahlweni na miphalalo ya vadyondzi hi un'weun'we. Nxaxamelo wa nkambisiso wa makambelelo lama yaka emahlweni lowu nga eka mapheji ya 191 na 193 ya xiletelo lexi wu simekiwile eka leswi nga endzeni leswi swi dyondzisiweke eka Kotara ya 1. Thempuleti leyi yi nga tirhisiwa ku rhekoda ku ya emahlweni ka mudyondzi un'wana na un'wana eka kotara.

Grade R Maths ekamareni ro dyondzela

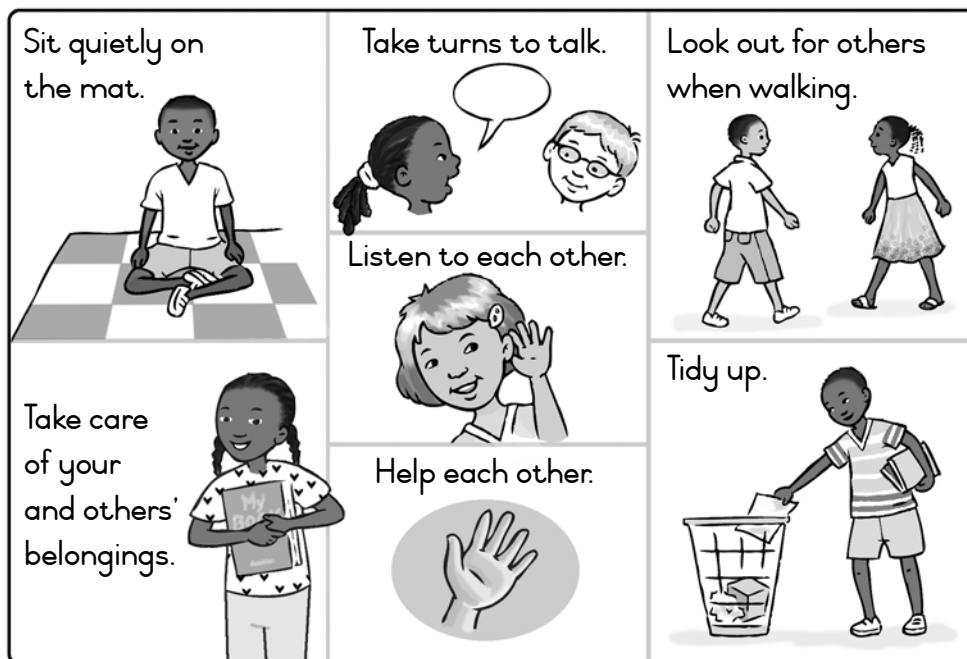
Lulamisa ndhawu ekamareni ro dyondzela leyi yi endleriweke matematiki naswona yi nga ekusuhi na mete. Lexi i xivandla lexi avelaniwaka laha vadyondzi vanga hoxaka xandla na ku vulavurisana hi nhlokomhaka leyi va nga eku dyondzeni hi mayelana na yona. Ndhawu ya matematiki ya kahle swinene yi ta katsa:

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



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

Our classroom rules

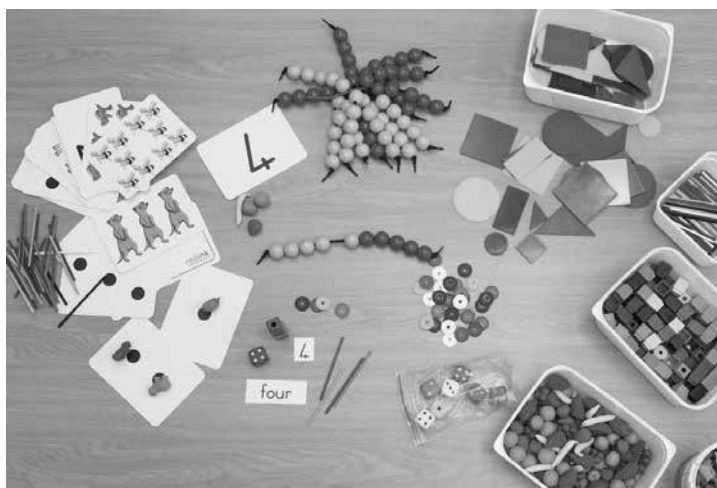


Resources for Grade R Maths

Grade R Maths Resource Kit

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

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



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

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

Milawu ya hina ya le ka kamara ro dyondzela

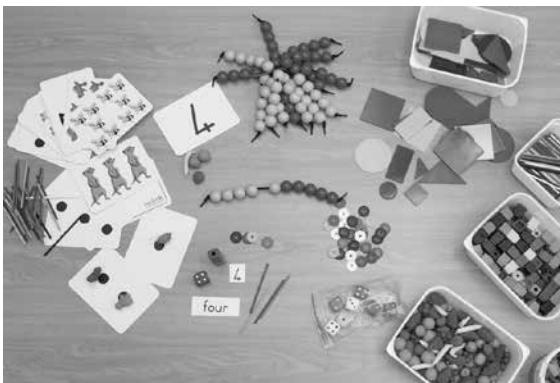


Swipfuno swa *Grade R Maths*

Khiti ya Swipfuno ya *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Timatheriyali leti vuyelerisiweke

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

- tipaniki na swipfalo swa mabodhlela (swivumbeko, tisayizi na mihlovo yo hambanahambana)
- mabokisi ya tisayizi to hambanahambana (xisibi xa meno, bokisi ra mecisi, 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 tisilindara (switsondzelelo swa phepha ra xihambukelo swa khadibokisi, switsondzelelo swa thawula ra phepha, switsondzelelo swa foyili, swikotela)
- mabokisi ya matandza
- tikunupu, makhiya ya khale, malepula ya pulasitiki, swimhandzana swa ayisikhirimi, tithege ta maphakiti ya xinkwa
- tibolo to hambanahambana, tibinibege, tihulahupu.



Swipfuno swin'wana

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

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

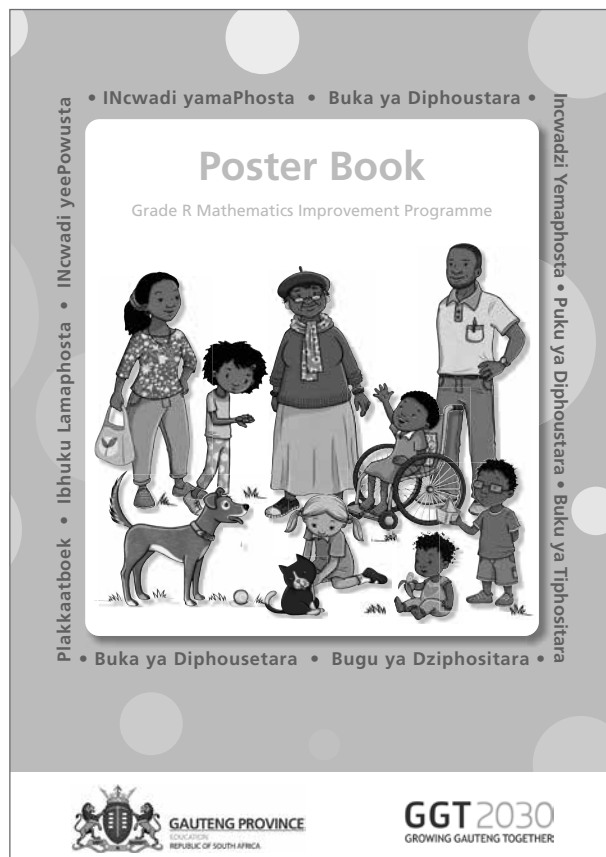
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



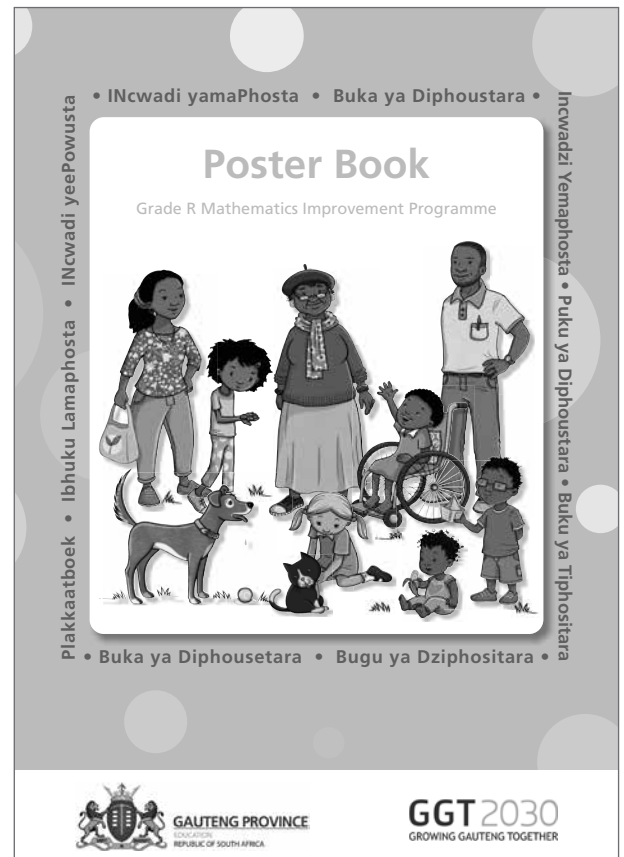
- chati ya vulehelahenhla
- makhadi yo tlanga ya jumbo
- maliencyeto: swingwece na timali ta phepha (ku yi tirhisa eka vhengele ro tlanga)
- wachi ya le khumbini ya analogo leyikulu
- xikalo xa ndzinganiso
- vuhlalu byo hlayela, ku ava, ku hulela na ku endla tipatironi
- misava na switirhisiwa swa ku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

Buku ya Tiphositara ya Grade R Maths

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

Vadyondzisi va nga khutaza vadyondzi ku 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 yihle leyi u yi vonaka? Hlamusela patironi leyi.
- Xana i swivumbeko swihle leswi u swi vonaka?
- Hi xihle ... 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 1

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Oral counting 1–5 Counting objects 1–3 One-to-one correspondence	Number 1 Solving problems in everyday contexts Oral counting 1–5 Counting objects 1–3 Reinforce vocabulary from Week 1	Counting objects 1–5 Oral counting 1–5 Reinforce 1	Number 2 Oral counting 1–5 Number 1 Counting objects 1–5	Number concepts 1 and 2 Oral counting 1–5 Counting objects 1–5
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)	Tidy-up chart Learners' symbols Helpers' chart Building a six-piece puzzle Modelling with playdough/clay Building with blocks		Properties of balls and boxes Objects that roll or slide Position: in and out Big and small Biggest and smallest	Circle Symmetry Six-piece puzzles	2-D shapes: square Direction: forwards and backwards Position: inside and outside Circle Boxes and balls Six-piece puzzles
4. Measurement	Sequencing daily events Birthday chart				
5. Data Handling	Sorting by colour Drawing	Sorting by colour	Sorting by size		

Nkatsakanyo wa vundzeni: Kotara ya I

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

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 1	Vhiki ra 2	Vhiki ra 3	Vhiki ra 4	Vhiki ra 5
1. Tinomboro, Tioparexini na Vuxaka	Ku hlayela kaswanomu 1–5 Ku hlayela michumu 1–3 Ku yelana ka xin'we-eka-xin'we	Nomboro ya 1 Ku ololoxa swiphiqo leswi nga eka mivangu ya masiku hinkwawo Ku hlayela ka swanomomu 1–5 Ku hlayela michumu 1–3 Ku tiyisisa ntivomarito kusuka eka Vhiki ra 1	Ku hlayela michumu 1–5 Ku hlayela ka swanomomu 1–5 Tiyisisa 1	Nomboro ya 2 Ku hlayela ka swanomomu 1–5 Nomboro ya 1 Ku hlayela michumu 1–5	Minongoti ya tinomboro ta 1 na 2 Ku hlayela ka swanomomu 1–5 Ku hlayela michumu 1–5
2. Tipatironi, Tifankixini na Alijebura					
3. Ndhawu na Xivumbeko (Jometiri)	Chati yo basisa Mifungo ya vadyondzi Chati ya vapfuni Ku aka xiphazamiso xa swiphemu swa tsevu Ku fanisa hi vumba byo tlangisa/vumba Ku aka hi tibuloko		Swihlawulekisi swa tibolo na mabokisi Michumu leyi khungulukaka kumbe leyi rhetaka Xiyimo: endzeni na le handle Nkulu na ntsongo Nkulu kutlula hinkwaswo na ntsongo kutlula hinkwaswo	Xirhendzevutana Ndzinganiso Swiphazamiso swa swiphemu swa tsevu	Swivumbeko swa 2-D: xikwere Matlhelo: emahlweni na endzhaku Xiyimo: endzeni na ehandle Xirhendzevutana Mabokisi na tibolo Swiphazamiso swa swiphemu swa tsevu
4. Mpimo	Ku longoloxela swiendleko swa siku na siku Chati ya masiku ya ku velekiwa				
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo	Ku ava hi muhlovo Ku diriwa	Ku ava hi muhlovo	Ku ava hi sayizi		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 3</p> <p>Sequencing numbers 1–3</p> <p>Oral counting 1–5</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1 and 2</p> <p>Problem solving using objects</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Reinforce number concepts 1–3</p> <p>Sequencing numbers 1–3</p>	<p>Counting backwards 5–1</p> <p>Oral counting 1–10</p> <p>Sequencing numbers 1–3</p> <p>Counting objects 1–5</p> <p>Reinforce 1–3</p>	<p>Zero</p> <p>Estimation</p> <p>Problem solving</p> <p>Numbers in familiar contexts</p> <p>Counting forwards 1–10</p> <p>Counting backwards 5–1</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p>	<p>Oral counting 1–10</p> <p>Counting objects 1–5</p> <p>Sequencing numbers 1–3</p> <p>Number concept 1–3</p> <p>Problem solving</p>
2. Patterns, Functions and Algebra	<p>Identify patterns</p> <p>Copy patterns</p>				<p>Before and after</p> <p>Copy patterns</p>
3. Space and Shape (Geometry)		<p>2-D shapes: triangle</p> <p>Figure ground</p> <p>Position: in front of and behind</p> <p>Circle, square</p> <p>Symmetry</p> <p>Big, small</p> <p>Six-piece puzzles</p>	<p>Position: on, under, on top, below, next to, between</p>	<p>Direction: up and down</p> <p>Circle, square and triangle</p> <p>Six-piece puzzles</p>	
4. Measurement			<p>Sequencing time: day and night, light and dark</p> <p>Length: height chart</p>		
5. Data Handling		<p>Sorting by shape</p>			<p>Collect, sort and represent collections of objects</p> <p>Discuss and report on sorted collections of objects</p>

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 6	Vhiki ra 7	Vhiki ra 8	Vhiki ra 9	Vhiki ra 10
1. Tinomboro, Tioparexini na Vuxaka	Nomboro ya 3 Longoloxela tinomboro 1–3 Ku hlayela ka swanomu 1–5 Ku hlayela michumu 1–5 Tiyisisa minongoti wa tinomboro ta 1 na 2 Ku ololoxa swiphico hi ku tirhisa michumu	Ku hlayela ka swanomu 1–10 Ku hlayela michumu 1–5 Ku tiyisisa minongoti wa tinomboro 1–3 Longoloxela tinomboro 1–3	Ku hlayela kuya endzhaku 5–1 Ku hlayela ka swanomu 1–10 Ku longoloxela tinomboro 1–3 Ku hlayela michumu 1–5 Tiyisisa 1–3	Ziro Nkumbetelo Ku ololoxa swiphico Tinomboro eka mivangu leyi nga toloveleka Ku hlayela kuya emahlweni 1–10 Ku hlayela kuya endzhaku 5–1 Ku hlayela michumu 1–5 Ku longoloxa tinomboro 1–3 Nongoti wa tinomboro 1–3	Ku hlayela ka swanomu 1–10 Ku hlayela michumu 1–5 Ku longoloxela tinomboro 1–3 Nongoti wa tinomboro 1–3 Ku ololoxa swiphico
2. Tipatironi, Tifankixini na Alijebura	Kuma tipatironi Kopunula tipatironi				Emahlweni na endzhaku Kopunula tipatironi
3. Ndhawu na Xivumbeko (Jometiri)		Swivumbeko swa 2-D: yinhlanharhu Swifaniso swa swivumbeko Xiyimo: emahlweni ka na endzhaku ka Xirhendzevutana, xikwere Ndzinganiso Nkulu, ntsongo Swiphazamiso swa swiphemu swa tsevu	Xiyimo: ehenhla, ehansi, ehenhla ka, ehansi ka, ekusuhi na, exikarhi ka	Tihelo: henhla na hansi Xirhendzevutana, xikwere na yinhlanharhu Swiphazamiso swa swiphemu swa tsevu	
4. Mpimo			Ku longoloxela nkarhi: nhlekanhi na vusiku, ku vonakala na munyama Vulehi: chati ya vulehelahenhla		
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo		Ku ava hi xivumbeko			Hlengelela, ava kutani u endla vuyimeri bya mihlengelo ya michumu Kanelani na ku vika hi mihlengelo leyi aviweke ya michumu

Content Area Focus: Numbers, Operations and Relationships

Topics

- Oral counting
- Counting objects

New knowledge

- Oral counting 1–5
- Counting objects 1–3
- One-to-one correspondence
- Sequencing daily events
- Birthday chart
- Tidy-up chart
- Learners' symbols
- Helpers' chart
- Build a six-piece puzzle

Practise

- Sorting by colour
- Modelling with playdough/clay
- Drawing
- Building with blocks

New maths vocabulary

count	two	four	before	next	sort
one	three	five	after	last	

Getting ready

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

- make finger puppets of the Grade R Maths characters (page 216)
- picture symbol for each learner
- picture cards for the activities in the daily programme
- cut out small squares of paper for each learner to draw his/her face on (birthday chart)
- copy and colour pictures of each of the Grade R Maths characters (on the inside front cover of the *Poster Book*)
- prepare a wall display (see Day 5, page 30)
- make 6 six-piece puzzles (page 220)
- collect blocks (or make these from wood offcuts).

Whole class activities

Day 1

What you need

- Classroom rules poster (see page 12)
- Daily programme picture cards
- Learners' symbols

1. **Introduction:** Talk about how we listen to each other, take turns and help each other.

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Ku hlayela ka swanomu
- Ku hlayela michumu

Vutivi byintshwa

- Ku hlayela ka swanomu 1–5
- Ku hlayela michumu 1–3
- Ku yelana ka xin'we-eka-xin'we
- Ku longoloxela swiendleko swa siku na siku
- Chati ya masiku ya ku velekiwa
- Chati yo basisa
- Mifungo ya vadyondzi
- Chati ya vapfuni
- Ku aka xiphazamiso xa swiphemu swa tsevu

Titoloveti

- Ku ava hi muhlovo
- Ku fanisa hi vumba byo tlangisa/vumba
- Ku dirowa
- Ku aka hi tibuloko

Ntivomarito wa matematiki wuntshwa

hlayela n'we	mbirhi nharhu	mune ntlhanu	ku nga si va na endzhaku ka	lexi landzelaka xo hetelela	ava
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Ku lungheka

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

- endla tipopayi ta tintiho ta swimunhuhatwa swa *Grade R Maths* (pheji ya 216)
- mfungho wa xifaniso wa mudyondzi un'wana na un'wana
- makhadi ya swifaniso eka migingiriko eka nongonoko wa siku na siku
- tsema swikwere leswitsongo swa phepha swa mudyondzi un'wana na un'wana ku dirowa xikandza xa yena eka swona (chati ya masiku ya ku velekiwa)
- kopa kutani u penda swifaniso swa xin'wana na xin'wana xa swimunhuhatwa swa *Grade R Maths* (leswi nga eka pheji ya 24 ya *Buku ya Tiphositara*)
- lulamisa nkombiso wa le khumbini (vona Siku ra 5, pheji ya 31)
- endla 6 wa swiphazamiso swa swiphemu swa tsevu (pheji ya 220)
- hlengeleta tibuloko (kumbe u endla leswi kusuka eka swiphemu swa mapulangi).

Migingiriko ya tilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Phositara ya milawu ya le kamareni ro dyonzela (vona pheji ya 13)
- Makhadi ya swifaniso ya nongonoko wa siku na siku
- Mifungo ya vadyondzi

1. **Manghenelo:** Vulavulani hi mayelana na hilaha hi yingiselanaka, hi siyerisanaka na ku pfunana hakona.

2. **Learners' symbols:** Give each learner their own picture symbol to be used as their 'name tag' in the classroom, for example, South African flag, springbok, elephant, beetle, butterfly, lion, flower, car. Ask the learners to identify and describe each picture symbol.
3. **Sequencing daily events:** Show the learners the daily programme picture cards. Discuss the sequence of daily activities pointing to the relevant pictures. Display the daily programme picture cards at the learners' eye level.

Guiding questions:

- ★ What did you do *before* you came to school?
- ★ What do we do *before* we have a snack ... and *after* we've had our snack?
- ★ What do we do *next*?
- ★ What is the *last* thing we do *before* we go home?



TIP

During the morning ring, talk about the weather and activities that the learners did before coming to school.

4. **Introducing small group activities:** Explain that learners will be working in small groups each day. Show learners the five workstations. Explain the daily rotation. Remind learners of the group names. Remind them of the class rules. Explain and show the activity at each workstation. Explain the tidy-up process.

Integration

Home Language and Life Skills: sequence of daily events; classroom rules.

Day 2

What you need

- *Poster Book*, inside front cover
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- Classroom rules poster (page 12)
- Tidy-up chart
- Helpers' chart
- Learners' symbols

1. **Introduction:** Remind learners of the classroom rules.
2. **Helpers' chart:** Discuss groups and classroom duties. Introduce the helpers' chart and tidy-up chart. Use the learners' symbols on the helpers' chart and tidy-up chart.
3. **Rhyme:** Introduce the rhyme, *Five in my family*, showing the finger puppets one at a time.



TIP

Remember to talk about the daily programme, helpers' chart and tidy-up chart every day.

2. **Mifungo ya vadyondzi:** Nyika mudyondzi un'wana na un'wana mfungho wa xifaniso wa yena n'wini ku wu tirhisa tanihi 'thege ya vito' ekamareni ro dyondzela, tanihi xikombiso, mujeko wa Afrika-Dzonga, mhala, ndlopfu, xifufunhunu, phaphatana, nghala, xiluva, movha. Kombela vadyondzi ku tiva na ku hlamusela mfungho wa xifaniso xin'wana na xin'wana.
3. **Ku longoloxela swiendleko swa siku na siku:** Komba vadyondzi makhadi ya swifaniso ya nongonoko wa siku na siku. Kanelani malongolokelo ya migingiriko ya siku na siku mi ri karhi mi kombetela swifaniso leswi fambelanaka. Hayeka makhadi ya swifaniso ya nongonoko wa siku na siku eka mpfhuka wa mahlo ya vadyondzi.

Swivutiso swo letela:

 - ✦ Xana hi swihi leswi u swi endleke u *nga si* ta exikolweni?
 - ✦ Xana hi swihi leswi hi swi endlaka hi *nga si* kuma swinambunambu ... na *le ndzhakukaloko* hi kumile swinambunambu swa hina?
 - ✦ Xana hi swihi hi swi endlaka *leswi landzelaka*?
 - ✦ Xana hi xihhi xo *hetelela* lexi hi xi endlaka hi *nga si* ya ekaya?
4. **Ku tivisa migingiriko ya ntlawa lowutsongo:** Hlamusela leswaku vadyondzi va ta tirha hi mitlawa leyitsongo siku rin'wana na rin'wana. Komba vadyondzi ntlhanu wa switichi swo tirhela. Hlamusela ncicano wa siku na siku. Tsundzuxa vadyondzi hi mavito ya mitlawa. Va tsundzuxi hi milawu ya le kamareni ro dyondzela. Hlamusela kutani u komba nghingiriko eka xitichi xo tirhela xin'wana na xin'wana. Hlamusela maendlelo yo basisa.

XITSUNDZUXO

Hi nkarhi wa bele ya nimixo, vulavulani hi mayelana na maxelo na migingiriko leyi vadyondzi va yi endleke va nga si ta exikolweni.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: nongoloko wa swiendleko swa siku na siku; milawu ya le kamareni ro dyondzela.

Siku ra 2

Leswi lavekaka

- *Buku ya Tiphositara* (pheji ya 24)
- *Tipopayi ta tintiho*
- *Rhayimi: Ntlhanu endyangwini wa ka hina* (pheji ya 195)
- *Phositara ya milawu ya le kamareni ro dyondzela* (vona pheji ya 13)
- *Chati yo basisa*
- *Chati ya vapfuni*
- *Mifungo ya vadyondzi*

1. **Manghenelo:** Tsundzuxa vadyondzi hi milawu ya le kamareni ro dyondzela.
2. **Chati ya vapfuni:** Kanelani hi mitirho ya mitlawa na ya le kamareni ro dyondzela. Tivisa chati ya vapfuni na chati yo basisa. Tirhisa mifungo ya vadyondzi eka chati ya vapfuni na chati yo basisa.
3. **Rhayimi:** Tivisa rhayimi, *Ntlhanu endyangwini wa ka hina*, u ri karhi u komba tintiho ta tipopayi rin'we hi nkarhi wun'we.

XITSUNDZUXO







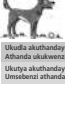

Tsundzuka ku vulavula hi mayelana na nongonoko wa siku na siku, chati ya vapfuni na chati yo basisa masiku hinkwawo.

4. **The Grade R Maths family story:** Show learners the inside front cover of the *Poster Book*. Talk about each of the characters and read the information about them. Together count the members in this family.

Guiding questions:

- ★ What can you see?
- ★ How many people can you see? (Point and count.)
- ★ What do you remember about these people?
- ★ What are their names?
- ★ How many girls/boys are there?
- ★ How old are they?
- ★ How are they different from each other? (for example, short/tall, younger)
- ★ How many people are wearing trousers/shoes, and so on?

Meet the characters • Leer ken die karakters
Naba abalingiswa • Naba abalingiswa

 <p>Mom/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bingo: oonswayor Gunstelingkeur: orange Gunstelingkwitwit: stap langs die strand of in die berg Umsebenzi: uMhaka Umbala azevhandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezitabeni Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasivande okanye ezitabeni</p>	 <p>Dad/Dad/Pappa/UBaba/UTata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bingo: besuuster van 'n supermark Gunstelingkeur: blou Gunstelingkwitwit: lees oor ander lande Umsebenzi: umphuhlisi wezophakamashelwa Umbala azevhandayo: oluhlaza okwesibhakabhaka Athanda ukukwenzeka: ukufunda ngamanye amazwe Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwe</p>
 <p>Mabuso/Mabuso/UMabuso/UMabuso Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Oudadom: 5 Grade: R Gunstelingkeur: rooi Gunstelingkwitwit: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukufunda akukhanyayo: ayisikhahlu Umbala azevhandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Umsebenzi athanda ukukwenzeka: ukwenza izinto ezibamba nomsinga</p>	 <p>Laylah/Laylah/ULaylah/ULaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Oudadom: 8 Grade: 2 Gunstelingkeur: geel Gunstelingkwitwit: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukufunda akukhanyayo: ipiza Umbala azevhandayo: ophuzi Athanda ukukwenzeka: ukukhwelele ama phuzu kwizinto Umsebenzi athanda ukukwenzeka: ukukhwelele ama phuzu kwizinto</p>
 <p>Eranny/Eranny/UGoggo/UMakshulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bingo: oonswayor Gunstelingkeur: pers Gunstelingkwitwit: sing saam met 'n plaaslike jazz-orkes Umsebenzi: ukumbhalephansi Umbala azevhandayo: okuhlwebozane Athanda ukukwenzeka: ukucula nabandho yejezi Umsebenzi athanda ukukwenzeka: ukucula nabandho yejezi</p>	 <p>Thami/Thami/UThami/UThami Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Oudadom: 1 Gunstelingkeur: zeesango Gunstelingkwitwit: sit alles in haar mond Iminyaka: 1 Ukufunda akukhanyayo: ibhanana Umbala azevhandayo: umhlaba okobhani Athanda ukukwenzeka: ukufaka izinto eminyeni Umsebenzi athanda ukukwenzeka: ukufaka izinto eminyeni walthe</p>
 <p>Dash/Dash/UDash/UDash Occupation: retired Favourite food: sandwiches Favourite activity: running fast Bingo: oonswayor Gunstelingkeur: toebroedies Gunstelingkwitwit: hardoop vinnig Ukufunda akukhanyayo: ukugijima kukhulu Ukufunda akukhanyayo: isandwichi Umsebenzi athanda ukukwenzeka: ukubakika ngamandla aphezu</p>	 <p>Pepper/Pepper/UPepper/UPepper Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Bingo: oonswayor Gunstelingkeur: vis Gunstelingkwitwit: slap in bokse Ukufunda akukhanyayo: imintzi Ukufunda akukhanyayo: imintzi Umsebenzi athanda ukukwenzeka: ukubakika ezibhokisini</p>

English • Afrikaans • isiZulu • isiXhosa

5. **Small group activities:** Remind the learners about the activities at each workstation. Explain and show the activity at each workstation. Remind learners about the tidy-up process.

Day 3

What you need

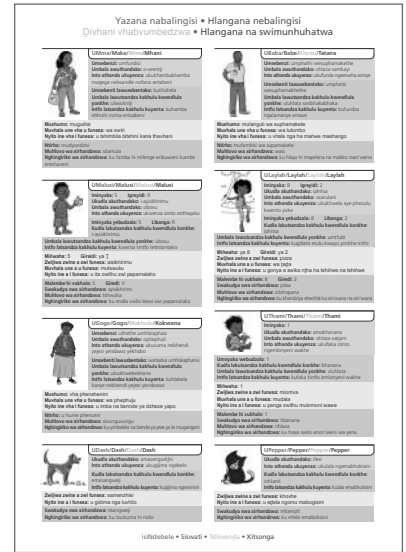
- Classroom rules poster (page 12)
- Finger puppets
- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- **Helpers' chart**
- **Tidy-up chart**
- **Learners' symbols**
- **Paper plates**
- **Arrow for each plate**

1. **Helpers' chart:** Remind the learners which groups they are in. Also remind them about the classroom duties and rules. Using a different paper plate for each group, glue the learners' symbols onto the paper plate and place an arrow on it. Learners touch and count the number of symbols on each plate. Use the arrow to point to the learner who is the group leader in each group.
2. **Tidy-up chart:** Place a learner symbol next to each tidy-up task and explain that the learner is responsible for that task.
3. **Rhyme:** Say the rhyme, *Five in my family*. Show the finger puppets one at a time and add actions.

4. **Xitori xa ndyangu xa Grade R Maths:** Komba vadyondzi pheji ya 24 ya *Buku ya Tiphositara*. Vulavulani hi mayelana na ximunhuhatwa xin'wana na xin'wana kutani u hlaya vuxokoxoko lebyi nga hi mayelana na vona. Hlayani swin'we swirho leswi nga endyangwini lowu.

Swivutiso swo letela:

- ★ Xana u kota ku vona yini?
- ★ Xana i vanhu vangani u kotaka ku va vona? (Komba kutani u hlayela.)
- ★ Xana hi swihi leswi u swi tsundzukaka hi mayelana na vanhu lava?
- ★ Xana i vamani mavito ya vona?
- ★ Xana ku na vanhwanyana/ vafana vangani?
- ★ Xana va na malembe mangani hi vukhale?
- ★ Xana va hambanile njhani kusuka eka un'wana? (tanihi xikombiso, koma/leha, ntsongo)
- ★ Xana i vanhu vangani va nga ambala tiburuku/tintangu, nsw?



Siku ra 3

Leswi lavekaka

- Phositara ya milawu ya le kamareni ro dyondzela (vona pheji ya 13)
- Tipopayi ta tintiho
- Rhayimi: *Ntlhanu endyangwini wa ka hina* (pheji ya 195)
- *Buku ya Tiphositara*, Phositara ya 4
- Xitori xa ndyangu wa *Grade R Maths* (pheji ya 195)
- Chati ya vafuni
- Chati yo basisa
- Mifungo ya vadyondzi
- Tipuleti ta phepha
- Nseve wa puleti yin'wana na yin'wana

1. **Chati ya vafuni:** Tsundzuxa vadyondzi leswaku hi yihl mitlawa leyi va nga eka yona. Tihela u va tsundzuxa hi mayelana na mitirho na milawu ya le kamareni ro dyondzela. Hi ku tirhisa puleti ya phepha yo hambana ya ntlawa wun'wana na wun'wana, namarheta mifungo ya vadyondzi epuleti ya phepha kutani u vekela nseve eka yona. Vadyondzi va khoma kutani va hlayela nhlayo ya mifungo leyi nga eka puleti yin'wana na yin'wana. Tirhisa nseve lowu ku kombetela mudyondzi loyi a nga murhangeri wa ntlawa eka ntlawa wun'wana na wun'wana.
2. **Chati yo basisa:** Vekela mifungo wa mudyondzi ekusuhl na xintirhwana xo basisa xin'wana na xin'wana kutani u hlamusela leswaku mudyondzi loyi u na vutihlamuleri bya xintirhwana xolexo.
3. **Rhayimi:** Vulani rhayimi, *Ntlhanu endyangwini wa ka hina*. Komba tintiho ta tipopayi rin'we hi nkarhi wun'we kutani u engetela swiendlo.

4. **Oral counting 1–5:** Count from 1 to 5, clapping your hands on each number. Let the learners count and clap with you. Repeat as you say each learner's name by clapping on each syllable.
5. **Grade R Maths family story:** Show the learners Poster 4.

Guiding questions:

- ★ What can you see?
- ★ How many children are hiding?
- ★ How many children are behind the door?
- ★ How many more children could fit under the table?
- ★ Why do you think Granny isn't hiding under the table?
- ★ Where could she hide?
- ★ How many pets are there?

Together, point to and count the adults, the children and the animals on the poster. Tell the Grade R Maths family story and act it out with the learners.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Day 4

What you need

- Rhyme: *Five in my family* (page 194)
- *Poster Book, Poster 4*
- Small pieces of paper
- 12 paper plates

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Count from 1 to 5, stamping your foot on each number. Let learners count and stamp with you.
3. **Counting objects 1–3:** Show learners Poster 4. Point to and count three different items on the poster (for example, a book, the chair, the dog) with the learners.
4. **Sequencing daily events:** Ask the learners what they did when they woke up. Ask what they did when they arrived at school. Ask a learner to point to the matching picture on the daily programme. Ask questions about the order of activities in the daily programme.

Guiding questions:

- ★ What were we doing *before* we did maths?
- ★ What will we do *next*?
- ★ What will we do at the end of the day?
- ★ What will happen *after* that?

4. **Ku hlayela ka swanomu 1–5:** Hlayela kusuka eka 1 kufika eka 5, u ri karhi i phokotela swandla eka nomboro yin'wana na yin'wana. Pfumelela vadyondzi va hlayela na ku phokotela na wena. Vuyelela loko u ri karhi u vula vito ra mudyondzi un'wana na un'wana hi ku phokotela eka peletwana rin'wana na rin'wana.
5. **Xitori xa ndyangu xa *Grade R Maths*:** Komba vadyondzi Phositara ya 4.
- Swivutiso swo letela:**
- ★ Xana u kota ku vona yini?
 - ★ Xana i vana vangani va nga tumbela?
 - ★ Xana i vana vangani va nga endzhaku ka rivanti?
 - ★ Xana i vana vangani va nga ringanaka ehansi ka tafula?
 - ★ Hikwalahokayini u ehleketa leswaku Kokwana wa xisati a nga tumbelangi ehansi ka tafula?
 - ★ Xana hi kwihi a nga tumbelaka kona?
 - ★ Xana ku na swifuwana swingani?
- Swin'we, kombetelani na ku hlayela vatswatsi, vana na swiharhi leswi nga eka phositara leyi. Rungula xitori xa ndyangu wa *Grade R Maths* kutani mi xi tlanga na vadyondzi.
6. **Migingiriko ya ntlawa lowutsongo:** Kanelani migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Ntlhanu endyangwini wa ka hina* (pheji ya 195)
- *Buku ya Tiphositara, Phositara ya 4*
- Swiphemu leswitsongo swa phepha
- 12 wa tipuleti ta phepha

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu endyangwini wa ka hina*. Vadyondzi va komba nhlayo leyi nga lulama ya tintiho nkarhi wun'wana na wun'wana loko va vula rito ra nomboro.
2. **Ku hlayela ka swanomu 1–5:** Hlayela kusuka eka 1 kufika eka 5, u ri karhi u gima nkondzo wa wena eka nomboro yin'wana na yin'wana. Pfumelela vadyondzi va hlayela na ku gima na wena.
3. **Ku hlayela michumu 1–3:** Komba vadyondzi Phositara ya 4. Kombetela kutani u hlayela michumu yo hambana yinharhu leyi nga eka phositara (tanihi xikombiso, buku, xitulu, mbyana) na vadyondzi.
4. **Ku longoloxela swiendleko swa siku na siku:** Vutisa vadyondzi leswi va swi endleke loko va pfuka. Va vutisi hileswi va swi endleke loko va fika exikolweni. Vutisa mudyondzi ku kombetela xifaniso lexi pananaka eka nongonoko wa siku na siku. Vutisa swivutiso hi mayelana na nandzelelano wa migingiriko leyi nga eka nongonoko wa siku na siku.

Swivutiso swo letela:

- ★ Xana a hi endla yini hi *nga si* endla matematiki?
- ★ Xana hi ta endla yini *leswi landzelaka*?
- ★ Xana hi swihi leswi hi nga ta swi endla emakumu ka siku?
- ★ Xana ku humelele yini *endzhaku* ka sweswo?

5. **Birthdays:** Give each learner a small piece of paper. Let the learners draw their faces on the paper. Seat learners in rows according to the month they were born in.

Guiding questions:

- ★ Which month has the most/fewest number of birthdays?
- ★ Which months have the same number of birthdays?

Display 12 paper plates. Write the name of a month on each plate. Paste the learners' face pictures on the paper plates according to the month of their birthday.

6. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Day 5

What you need

- Rhyme: *Five in my family* (page 194)
- Learners' symbols
- Wall display

1. **Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
2. **Oral counting 1–5:** Learners lift their arms and count from 1 to 5 each time.
3. **Learners' symbols:** Learners identify their symbols and then place them on the matching block on the wall display.

Guiding questions:

- ★ Where is your symbol?
 - ★ What is the colour of your symbol?
 - ★ Tell me about your symbol.
4. **Small group activities:** Discuss the activities at each workstation. Remind learners about the tidy-up process.

Integration

Home Language and Life Skills: oral vocabulary development; turn-taking during discussions; fine motor development.

5. **Masiku ya ku velekiwa:** Nyika mudyondzi un'wana na un'wana xiphemu lexitsongo xa phepha. Pfumelela vadyondzi va dirowa swikandza swa vona ephepheni. Tshamisa vadyondzi hi mixaxa hi ku ya hi n'hweti leyi va velekiweke hayona.

Swivutiso swo letela:

- ✦ Xana i n'hweti yihi yi nga na nhlayo leyikulu/leyitsongo ya masiku ya ku velekiwa?
- ✦ Xana i tin'hweti tihhi ti nga na nhlayo yo fana ya masiku ya ku velekiwa?

Kombisa 12 wa tipuleti ta phepha. Tsala vito ra n'hweti eka puleti yin'wana na yin'wana. Namarheta swifaniso swa swikandza swa vadyondzi etipuletini ta phepha hi ku ya hi n'hweti ya siku ra vona ra ku velekiwa.

6. **Migingiriko ya ntlawa lowutsongo:** Kanelani hi migingiriko leyi eka xitichi xo tirhela xin'wana na xin'wana. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Ntlhanu endyangwini wa ka hina* (pheji ya 195)
- Mifungho ya vadyondzi
- Nkombiso wa le khumbini

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu endyangwini wa ka hina*. Vadyondzi va komba nhlayo leyi nga lulama ya tintiho nkarhi wun'wana na wun'wana loko va vula rito ra nomboro.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va tlakusela mavoko ya vona ehenhla kutani va hlayela kusuka eka 1 kufika eka 5 nkarhi wun'wana na wun'wana.
3. **Mifungho ya vadyondzi:** Vadyondzi va tiva mifungho ya vona endzhaku va yi vekela eka buloko leyi pananaka eka nkombiso wa le khumbini.

Swivutiso swo letela:

- ✦ Xana mfungho wa wena wu le kwihhi?
 - ✦ Xana muhlovo wa mfungho wa wena i yini?
 - ✦ Ndzi byele hi mayelana na mfungho wa wena.
4. **Migingiriko ya ntlawa lowutsongo:** Kanelani migingiriko leyi nga eka xitichi xo tirhela xin'wana na xin'wana. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: nhluvukiso wa ntvomarito wa nomu; ku sayerisana hi nkarhi wa mikanelo; nhluvukiso wa mipfimbi leyitsongo ya miri.

Small group activities



TIP

There is no teacher-guided activity in Week 1. Move between each of the workstations to observe and support learners.



Observe how learners engage during the activities:

- How do they participate?
- Can they follow instructions?
- Are they able to concentrate on the activity?
- Are they able to share?
- How do they communicate with you and each other?
- How do they handle the resources?

Workstation 1

What you need

- A container with different-coloured animal and fruit counters (*Resource Kit*) for each learner

Learners sort counters by colour.



Workstation 2

What you need

- Playdough or clay

Learners use playdough or clay to make a model.

Workstation 3

What you need

- Paper
- Crayons

Learners draw a picture of their own choice.

Migingiriko ya ntlawa lowutsongo

XITSUNDZUXO

Ku hava nghingiriko lowu leteriwaka hi mudyondzisi eka Vhiki ra 1. Fambafamba exikarhi ka xin'wana na xin'wana xa switichi swo tirhela ku xiyaxiya na ku seketela vadyondzi.



Xiyaxiya hilaha vadyondzi va vulavurisanaka hakona hi nkarhi wa migingiriko:

- Xana va teka njhani xiave?
- Xana va swi kota ku landzelela swileriso?
- Xana va swi kota ku kongomisa miehleketo eka nghingiriko lowu?
- Xana va swi kota ku avelana?
- Xana va vulavurisanana njhani na wena na vona vini?
- Xana va khoma njhani swipfuno?

Xitichi xo tirhela xa 1

Leswi lavekaka

- Khontheni leyi nga na swihlayeri swa swiharhi na mihandzu ya mihlovohlovo yo hambanahambana (*Khiti ya Swipfuno*) swa mudyondzi un'wana na un'wana

Vadyondzi va ava swihlayeri hi muhlovo.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Vumba byo tlangisa kumbe vumba

Vadyondzi va tirhisa vumba byo tlangisa kumbe vumba ku endla xifaniso.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Phepha
- Tikhirayoni

Vadyondzi va dirowa xifaniso xa vona vini lexi va xi tsakelaka.



TIP

Choose a range of puzzles to suit the different abilities of the learners.

Workstation 4

What you need

- A six-piece puzzle for each learner (see page 220)

Learners build a six-piece puzzle.

Workstation 5

What you need

- Building blocks

Learners use building blocks to create their own constructions.



XITSUNDZUXO

Hlawula swiphazamiso swo hambanahambana leswi nga ringanela vuswikoti byo hambanahambana bya vadyondzi.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Xiphazamiso xa swiphemu swa tsevu xa mudyondzi un'wana na un'wana (vona pheji ya 220)

Vadyondzi va aka xiphazamiso xa swiphemu swa tsevu.

Xitichi xo tirhela xa 5

Leswi lavekaka

- Tibuloko to aka

Vadyondzi va tirhisa tibuloko to aka ku tumbuluxa swimakiwa swa vona vini.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Number symbols
- Number words

New knowledge

- Number 1
- Solving problems in everyday contexts

Practise

- Oral counting 1–5
- Counting objects 1–3
- Reinforce vocabulary from Week 1
- Sorting by colour

New maths vocabulary

behind

in front

first

second

third

Getting ready



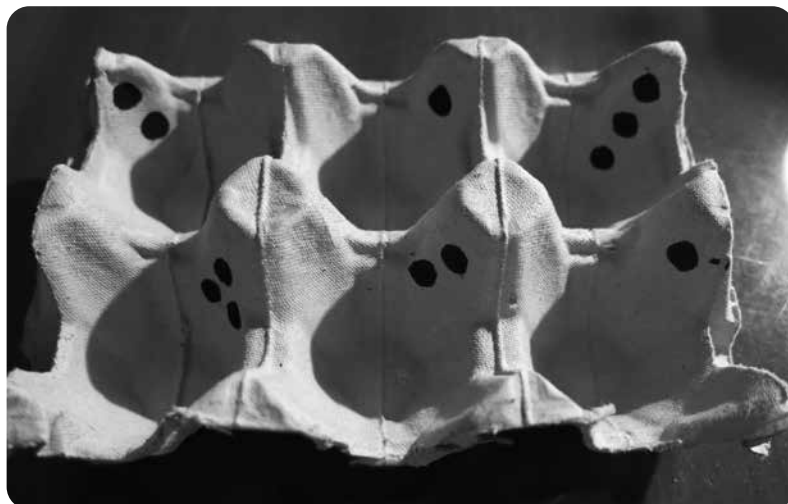
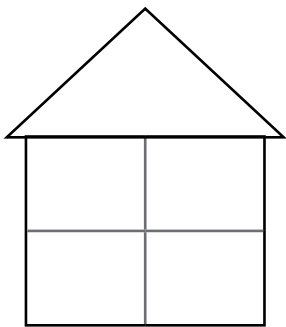
TIP

Use opportunities in the daily routine to introduce the new maths vocabulary.

Remember to talk about the daily programme.

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

- fill a bag with enough different small objects so that you have one for each learner
- a number frieze for number 1:
 - make a house shape on an A3 page
 - copy and colour in the templates on page 204 – *1, one, one dot, one elephant*
 - glue the labels and pictures into the house
- set up the maths area with a focus on '1' – look for pictures of single objects
- make 15 number '1' dot cards
- make 15 number '1' symbol cards (template page 204)
- make 5 number 'one' word cards (template page 204)
- collect 10 egg boxes (Mark each egg cup with one, two or three dots. Make various combinations of dots on each egg box.)



Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Mifungho ya tinomboro
- Tinomboro marito

Vutivi byintshwa

- Nomboro ya 1
- Ku ololoxa swiphiso leswi nga eka mivangu ya masiku hinkwawo

Titoloveti

- Ku hlayela ka swanomu 1–5
- Ku hlayela michumu 1–3
- Ku tiyisisa ntivomarito kusuka eka Vhiki ra 1
- Ku ava hi muhlovo

Ntivomarito wa matematiki wuntshwa

endzhaku

emahlweni

vun'we

vumbirhi

vunharhu

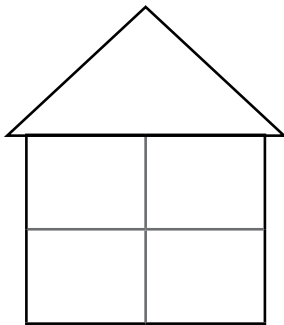
Ku lungheka



XITSUNDZUXO

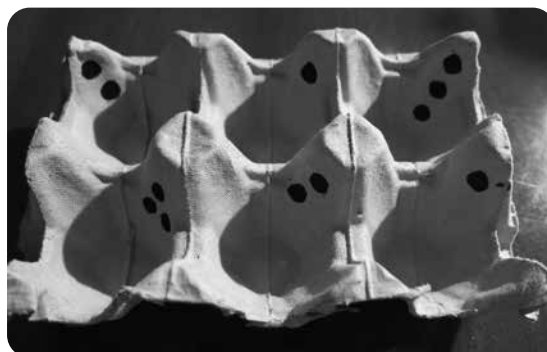
Tirhisa mikarhi leyi nga eka migingiriko ya siku na siku ku tivisa ntivomarito wa matematiki wuntshwa.

Tsundzuka ku vulavula hi mayelana na nongonoko wa siku na siku.



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

- tata bege hi michumu leyitsongo yo hambanahambana yo enela leswaku u va na xin'we xa mudyondzi un'wana na un'wana
- xipendiwankhavisio xa tinomboro xa nomboro ya 1:
 - endla xivumbeko xa yindlu eka pheji ya A3
 - kopa kutani u penda eka thempuleti leti nga eka pheji ya 205 – 1, *n'we*, *thonsi rin'we*, *ndlopfu yin'we*
 - namarheta tilebulu na swifaniso endlwini
- lulamisa ndhawu ya matematiki ku ri na nkongomo eka '1' – lava swifaniso swa michumu ya n'we
- endla 15 wa makhadi ya mathonsi ya nomboro ya '1'
- endla 15 wa makhadi ya mifungho ya nomboro ya '1' (thempuleti pheji ya 205)
- endla 5 wa makhadi ya marito ya nomboro ya 'n'we' (thempuleti pheji ya 205)
- hlengeleta 10 wa mabokisi ya matandza (Fungha khapi ya matandza yin'wana na yin'wana hi thonsi rin'we, mambirhi kumbe manharhu. Endla mikatsano yo hambanahambana ya mathonsi eka bokisi ra matandza rin'wana na rin'wana.)



- 8 everyday objects, for example, tennis ball, mug, pen, hairbrush, scissors, teaspoon, key, cellphone
- 8 photocopied 'number 1' templates (page 210) covered in plastic or in a plastic sleeve
- 3 tub lids per learner in a small group (approximately 18 lids).

Whole class activities

Day 1



TIP

Remind learners of group names and class rules, and the tidy-up process.

What you need

- Song: *Hokey Pokey* (page 194)
- *Number 1 story* (page 196)
- 15 number '1' dot cards
- 15 number '1' symbol cards
- Enough different small objects so that you have one for each learner
- Number frieze: Number 1

1. **Song:** Introduce the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Count and stamp your foot on each number. Repeat with learners joining in.
3. **Introducing number '1':** Tell the *Number 1 story*. The animal's house is the focus of the story. Show the parts of the number frieze as you build up the story of the animal and images of the house: the different representations of number 1, for example, the elephant picture, the dot, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.
4. **Body parts:** Talk about body parts that we only have one of, for example, one nose, one mouth, one head, one tongue.
5. **Identifying one object:** Place enough different small objects in a bag for each learner to take one. Learners take turns to take out one object. They describe the objects and say how they would use it. Prompt the use of the word 'one', for example, 'I have one hairbrush.' Now place the objects on a table. Five learners place a number 1 dot card and number 1 symbol card next to five of the objects on the table. Repeat the process with two other groups of five learners.
6. **Small group activities:** Show the learners the four workstations. Demonstrate the activity at each workstation. Explain the tidy-up process.

Integration

Home Language and Life Skills: packing away according to picture labels on shelves, boxes and containers (emergent literacy); parts of the body.

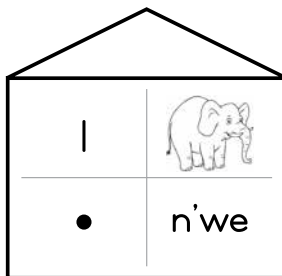
- 8 wa michumu ya masiku hinkwawo, tanihi xikombiso, bolo ya thenisi, maga, xitsalo, bulachi ya misisi, xikero, xilepulana, khiya, selifoni
- 8 wa tithempuleti ta 'nomboro ya 1' to fotokopiwa (pheji ya 211) leti ti khavhariweke hi pulasitiki kumbe eka xikhomo xa pulasitiki
- 3 wa swipfalo swa timfuku hi mudyondzi un'wana na un'wana loyi a nga eka ntlawa lowutsongo (kwalomu ka 18 wa swipfalo).

Migingiriko ya tllasi hinkwayo

Siku ra 1



Tsundzuxa vadyondzi hi mavito ya mitlawa na milawu ya kamara ro dyondzela, na maendlelo yo basisa.



Leswi lavekaka

- Risimu: *Hoki Poki* (pheji ya 195)
- *Xitori xa nomboro ya 1* (pheji ya 197)
- 15 wa makhadi ya mathonsi ya nomboro ya '1'
- 15 wa makhadi ya mifungho ya nomboro ya '1'
- Michumu leyitsongo yo hambanahambana yo enela leswaku u va na wun'we eka mudyondzi un'wana na un'wana
- Xipendiwankhavisio xa tinomboro: Nomboro ya 1

1. **Risimu:** Tivisa risimu, *Hoki Poki*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu 1–5:** Hlayela na ku gima nkondzo wa wena eka nomboro yin'wana na yin'wana. Vuyelela na vadyondzi va ri karhi va tikatsa.
3. **Ku tivisa nomboro ya '1':** Rungula *Xitori xa nomboro ya 1*. Yindlu ya xiharhi hi wona nkongomo wa xitori lexi. Komba swiphemu swa xipendiwankhavisio xa tinomboro loko u ri karhi u vumba xitori xa xiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 1, tanihi xikombiso, xifaniso xa ndlopfu, thonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhavisio eka yindlu ya xiharhi ekhumbini eka ndhawu ya matematiki.
4. **Swirho swa miri:** Vulavulani hi mayelana na swirho swa miri leswi hi ngo va na xin'we ntsena xa swona, tanihi xikombiso, nhompfu yin'we, nomu wun'we, nhloko yin'we, ririmi rin'we.
5. **Ku komba nchumu wun'we:** Vekela michumu leyitsongo yo hambanahambana yo enela ebegeni leswaku mudyondzi un'wana na un'wana a teka wun'we. Vadyondzi va siyerisana ku humesa nchumu wun'we. Va hlamusela michumu leyi kutani va vula hilaha a va ta yi tirhisa hakona. Tsundzuxa ntirhiso wa rito 'n'we', tanihi xikombiso, 'Ndzi na bulachi ya misisi yin'we.' Sweswi veka michumu ehenhla ka tafula. Ntlhanu wa vadyondzi va vekela khadi ra mathonsi ra nomboro ya 1 na khadi ra mifungho ra nomboro ya 1 ekusuhi na ntlhanu wa michumu leyi nga ehenhla ka tafula. Vuyelela maendlelo lawa na mitlawa yin'wana yimbirhi ya ntlhanu wa vadyondzi.
6. **Migingiriko ya ntlawa lowutsongo:** Komba vadyondzi switichi swo tirhela leswa mune. Kombisa nghingiriko lowu eka xitichi xo tirhela xin'wana na xin'wana. Hlamusela maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: ku paka hi ku ya hi tilebulu ta swifaniso leti nga etixelufini, emabokisini na le ka tikhontheni (litheresi leyi tumbulukaka); swirho swa miri.



TIP

During routine times and lining up, use ordinal numbers such as: first, second, third.

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

Day 2

What you need

- Song: *Hokey Pokey* (page 194)
- Number '1' symbol cards and number 'one' word cards
- Number frieze: Number 1

1. **Song:** Sing the song, *Hokey Pokey*, with actions.
2. **Oral counting 1–5:** Learners pretend to be elephants and stamp their feet as they count to five.
3. **Number frieze:** Discuss the number frieze and the story from Day 1.

Guiding questions:

- ★ How many elephants live in the house?
- ★ How many trees are in the garden?
- ★ Why do you think the elephant lives alone?
- ★ Why do you think there is only one bench in the garden?
- ★ Which parts of the story did you enjoy? Why?

Give learners number '1' symbol cards and number 'one' word cards. They match these to '1' and 'one' on the number frieze.

4. **Body parts:** Play a game. Learners must only copy your action if it correctly matches your words:

- ★ I have one nose. (Touch both eyes.)
- ★ I have one mouth. (Touch both ears.)
- ★ I have one neck. (Touch your neck.)
- ★ I have one head. (Touch your toes.)

Learners point to the body parts they have one of. They repeat, 'one head, one nose, one mouth, one chin, one neck' as they point to these parts on their own bodies.

5. **Practising number '1':** Ask, 'Who can see something that there is only one of in the classroom?' Give a number '1' symbol card to each learner who responds. Learners place the card on the object.

Show learners how to 'write' the number symbol '1' in the air. Learners 'write' '1' in the air, on their hands and legs, and on a friend's back.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Siku ra 2



Hi mikarhi ya migingiriko ya siku na siku na ku fola layini, tirhisa tinomboro ta odinali to tanihi: vun'we, vumbirhi, vunharhu.

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

Leswi lavekaka

- Risimu: *Hoki Poki* (pheji ya 195)
- Xipendiwankhavisu xa tinomboro: Nomboro ya 1
- Makhadi ya mifungo ya nomboro ya '1' na makhadi ya marito ya nomboro ya 'n'we'

1. **Risimu:** Yimbelelani risimu, *Hoki Poki*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va tiendla tindlopfu kutani va gima mikondzo ya vona loko va ri karhi va hlayela kufika eka ntlhanu.
3. **Xipendiwankhavisu xa tinomboro:** Kanelani xipendiwankhavisu xa tinomboro na xitori kusuka eka Siku ra 1.

Swivutiso swo letela:

- ✦ Xana i tindlopfu tingani ti tshamaka endlwini leyi?
- ✦ Xana i misinya yingani leyi yi nga exirhapeni?
- ✦ Hikwalahokayini u ehleketa leswaku ndlopfu leyi yi tshama yi ri yoxe?
- ✦ Hikwalahokayini u ehleketa leswaku ku na bence rin'we ntsena exirhapeni?
- ✦ Xana i swiphemu swihi swa xitori leswi u tiphineke hi swona? Hikwalahokayini?

Nyika vadyondzi makhadi ya mifungo ya nomboro ya '1' na makhadi ya marito ya nomboro ya 'n'we'. Va pananisa leswi eka '1' na 'n'we' leti nga eka xipendiwankhavisu xa tinomboro.

4. **Swirho swa miri:** Tlangani ntlangu. Vadyondzi va fanele ku kopela xiendlo xa wena ntsena loko xi panana na marito ya wena:
 - ✦ Ndzi na nhompfu yin'we. (Khoma mahlo hamambirhi.)
 - ✦ Ndzi na nomu wun'we. (Khoma tindleve hatimbirhi.)
 - ✦ Ndzi na nhamu yin'we (Khoma nhamu ya wena.)
 - ✦ Ndzi na nhloko yin'we. (Khoma swikunwana swa wena.)

Vadyondzi va kombetela swirho swa miri leswi va nga na xin'we xa swona. Va vuyelela, 'nhloko yin'we, nhompfu yin'we, nomu wun'we, xilebvu xin'we, nhamu yin'we' loko va ri karhi va kombetela swirho leswi emirini ya vona vini.

5. **Ku titoloveta nomboro ya '1':** Vutisa, 'Xana i mani a nga kotaka ku vona xin'wana lexi ku nga na xin'we ntsena xa xona ekamareni ro dyondzela?' Nyika khadi ra mifungo ra nomboro ya '1' eka mudyondzi un'wana na un'wana loyi a hlamulaka. Vadyondzi va vekela khadi leri ehenhla ka nchumu lowu.

Komba vadyondzi hilaha ku 'tsariwaka' hakona mfungho wa nomboro ya '1' emoyeni. Vadyondzi va 'tsala' '1' emoyeni, eswandleni na le milengeni ya vona, na le nhlaneni wa munghana.

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Day 3

What you need

- Song: *Hokey Pokey* (page 194)
- Different objects grouped in 1s, 2s and 3s (for example, toy cars, blocks, socks, balls) and placed around the classroom. The groups of objects should be at learners' eye level and easily visible.

1. **Song:** Sing the song, *Hokey Pokey*. Add another verse in which learners use another part of their bodies, for example, a foot or finger.
2. **Oral counting 1–5:** Learners march on the spot while counting to five.
3. **Counting objects 1–3:** Learners look for objects around the classroom, for example, 1 ball, 2 blocks, and so on.

Play 'I spy', for example, 'I spy with my little eye, one thing that is round.' (one ball); 'I spy with my little eye, two things that you can drive.' (two cars); 'I spy with my little eye, three things that I can use to build a tower.' (three blocks). When a learner correctly identifies the object/s, they bring the objects to the front of the class. Touch and count them together.

4. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Bananas* (page 194)
- *Poster Book, Poster 4*
- Grade R Maths family story (page 194)
- 5 number '1' dot cards
- 2 soccer balls

1. **Rhyme:** Introduce the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners click their fingers and count to five.
3. **Counting objects 1–3:** Tell the Poster 4 story (Grade R Maths family story (page 194)).



Guiding questions:

- ★ What are the names of the people and the dog?
- ★ How many children can you see?
- ★ Why do you think Dad isn't in this picture?

Together count how many people there are and how many animals there are.

- ★ Are there more people or more animals in the picture?
- ★ What can you see in the picture that there is only one of?

Siku ra 3

Leswi lavekaka

- Risimu: *Hoki Poki* (pheji ya 195)
- Michumu yo hambanahambana leyi ntlawahatiweke hi mitlawa ya va1, va2 na va3 (tanihi xikombiso, switlangiso swa mimovha, tibuloko, masokisi, tibolo) yi vekwa ku rhendzela na kamara ro dyondzela. Mitlawa ya michumu yi fanele ku va eka mpfhuka wa mahlo ya vadyondzi naswona yi vonaka hi ku olova.

1. **Risimu:** Yimbelelani risimu, *Hoki Poki*. Engetela vhese yin'wana leyi eka yona vadyondzi va tirhisaka xiphemu xin'wana xa miri wa vona, tanihi xikombiso, nkondzo kumbe ritiho.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va macha endhawini ya leyo va ri karhi va hlayela kufika eka ntlhanu.
3. **Ku hlayela michumu 1–3:** Vadyondzi va lava michumu ku rhendzeleka na kamara ro dyondzela, tanihi xikombiso, 1 ya bolo, 2 wa tibuloko, na swo kota sweswo.
Tlangani 'Ndza hlometela', tanihi xikombiso, 'Ndzi hlometela hi xitihlwana xa mina, xilo xin'we lexi xi nga xa xirhendzevutana.' (bolo yin'we); 'Ndzi hlometela hi xitihlwana xa mina, swilo swimbirhi leswi u nga kotaka ku swi chayela.' (mimovha yimbirhi); 'Ndzi hlometela hi xitihlwana xa mina, swilo swinharhu leswi ndzi nga swi tirhisaka ku aka xihondzo.' (tibuloko tinharhu). Loko vadyondzi va kuma hi ndlela leyi nga lulama mi/nchumu, va tisa michumu leyi emahlweni ka tilasi. Va yi khoma kutani mi hlayela swin'we.
4. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Tibanana* (pheji ya 195)
- *Buku ya Tiphositaru*, Phositaru ya 4
- Xitori xa ndyangu wa *Grade R Maths* (pheji ya 195)
- 5 wa makhadi ya mathonsi ya nomboro ya '1'
- 2 wa tibolo ta milenge

1. **Rhayimi:** Tivisa rhayimi, *Tibanana*.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va thokoza tintiho ta vona kutani va hlayela kufika eka ntlhanu.
3. **Ku hlayela michumu 1–3:** Rungula xitori xa Phositaru ya 4 (xitori xa ndyangu wa *Grade R Maths* (pheji ya 195)).

Swivutiso swo letela:

- ★ Xana i vamani mavito ma vanhu lava na mbyana leyi?
- ★ Xana i vana vangani u kotaka ku va vona?
- ★ Hikwalahokayini u ehleketa leswaku Tatana a nga kona exifanisweni lexi?

Hlayelani swin'we leswaku ku na vanhu vangani na leswaku ku na swiharhi swingani.

- ★ Xana ku na vanhu vo tala kumbe swiharhi swo tala exifanisweni lexi?
- ★ Xana i yini leswi u kotaka ku swi vona exifanisweni leswaku ku na xin'we xa swona?



- ★ What can you see that there are two of?
- ★ If we made a group of three things that belong together in this picture, what would they be?

Learners take turns to come and point to objects in the picture.
Learners place a number 1 dot card where there is only one object.

4. **Problem solving:** Talk about Poster 4.

Guiding questions:

- ★ Who do you think plays with this soccer ball?
- ★ If Laylah and Malusi both want a ball, how many more balls would Mom have to buy? (Use two learners and two soccer balls to demonstrate.)
- ★ How many cats can you see?
- ★ How many mugs are on the table?
- ★ Are there more people or more mugs?
- ★ How many more mugs do we need for all the people in the picture to have one?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Bananas* (page 194)
- Classroom objects
- Number '1' symbol cards, number '1' dot cards and number 'one' word cards

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting 1–5:** Learners nod their heads and count to five. Repeat.
3. **Counting objects 1–3:** Do a movement sequence using three different actions, for example, one stamp, two nods of the head and three claps. Repeat a few times. Ask learners to suggest three different actions to create a new sequence.
4. **Reinforcing number '1':** Ask a few learners at a time to fetch an object from the classroom and place it on the maths table. Give other learners a '1' number symbol or a dot card to attach to the object on the table. Repeat.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: look for 'one' in stories and other activities.

- ✦ Xana i yini leswi u kotaka ku swi vona leswaku ku na swimbirhi swa swona?
- ✦ Loko ho endla ntlawa wa swilo swinharhu leswi swi welaka endhawini yin'we exifanisweni lexi, xana ku nga va yini?

Vadyondzi va siyerisana ku ta va ta kombetela michumu exifanisweni. Vadyondzi va vekela khadi ra mathonsi ra nomboro ya 1 laha ku nga na nchumu wun'we ntsena.

4. **Ku ololoxa swiphiqo:** Vulavulani hi mayelana na Phositara ya 4.

Swivutiso swo letela:

- ✦ Xana mi ehleketa leswaku i mani a tlangaka hi bolo leyi?
- ✦ Loko Laylah na Malusi havambirhi va lava bolo, xana i tibolo tingani Mhani a ta ti xava? (Tirhisa vadyondzi vambirhi na tibolo ta milenge timbirhi ku kombisa.)
- ✦ Xana i swimanga swingani u kotaka ku swi vona?
- ✦ Xana i timaga tingani ti nga etafuleni?
- ✦ Xana ku na vanhu vo tala kumbe timaga to tala?
- ✦ Xana i timaga tingani tin'wana hi ti lavaka leswaku vanhu hinkwavo lava nga exifanisweni va va na yin'we?

5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Tibanana* (pheji ya 195)
- Michumu ya le kamareni ro dyondzela
- Makhadi ya mifungo ya nomboro ya '1', na makhadi ya mathonsi na makhadi ya marito ya nomboro ya 'n'we'

1. **Rhayimi:** Vulani rhayimi, *Tibanana*.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va kumeta tinhloko ta vona kutani va hlayela kufika eka ntlhanu. Vuyelelani.
3. **Ku hlayela michumu 1–3:** Endlani malongolokelo ya mifambafambo hi ku tirhisa swiendlo swo hambanahambana swinharhu, tanihi xikombiso, nghimo wun'we, mikumeto ya nhloko yimbirhi na miphokotelo yinharhu. Vuyelelani kungarikangani. Kombela vadyondzi ku ringanyeta swiendlo swo hambanahambana swinharhu ku tumbuluxa malongolokelo mantshwa.
4. **Ku tiyisisa nomboro ya '1':** Kombela vadyondzi vangarivangani hi nkarhi ku ya teka nchumu lowu nga ekamareni ro dyondzela kutani va wu veka etafuleni ra matematiki. Nyika vadyondzi van'wana khadi ra mfungho wa nomboro ya '1' kumbe khadi ra nthonsi ra nomboro ya '1' ku ri khomanisa eka nchumu lowu nga etafuleni. Vuyelelani.
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: lava 'n'we' eswitorini na le ka migingiriko yin'wana.

Small group activities

Teacher-guided activity

What you need

- Handful of counters for each learner
- For each learner, a tub with:
 - Number '1' dot and symbol cards
 - Picture card representing one object
 - 3 animal counters
- 8 objects to match the picture cards
- 3 plastic yoghurt lids for each learner
- Extra animal counters
- Playdough

1. **Counting objects – one-to-one correspondence:** Place a pile of different-coloured counters in front of each learner. Learners touch and count them.
2. **Sorting:** Learners sort their animal counters according to colour. They count how many of each colour they each have.
3. **Practising number '1':** Place the 8 objects that match the picture cards on the mat. Ask each learner to choose one object from the pile in the middle of the circle that matches their picture card. Learners match the number symbol card to their picture cards. Learners swap picture cards with each other and repeat.

Give each learner three plastic yoghurt tub lids. Ask learners to place one animal counter from their tubs on each lid. Learners place dot cards, number symbol and word cards next to each lid. Place a few extra animal counters on one of each learner's lids. Ask the learners to remove the counters to make each lid have 'one' again.

Form/write '1' in the air. Give each learner a small amount of playdough and ask them to make the shape of the number '1' symbol.



Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Swihlayeri swo tata xandla swa mudyondzi un'wana na un'wana
- Eka mudyondzi un'wana na un'wana, mfuku leyi nga na:
 - Makhadi ya mathonsi na makhadi ya mifungho ya nomboro ya '1'
 - Khadi ra swifaniso leri yimelaka nchumu wun'we
- 3 wa swihlayeri swa swiharhi
- 8 wa michumu ku pananisa na makhadi ya swifaniso
- 3 wa swipfalo swa yogati swa pulasitiki swa mudyondzi un'wana na un'wana
- Swihlayeri swa swiharhi swo engetela
- Vumba byo tlangisa

1. Michumu yo hlayela – ku yelana ka xin'we-eka-xin'we:

Vekela nhulu ya swihlayeri swa mihlovhlovo yo hambanahambana emahlweni ka mudyondzi un'wana na un'wana. Vadyondzi va swi khoma kutani va swi hlayela.

2. Ku ava: Vadyondzi va ava swihlayeri swa vona swa swiharhi hi ku ya hi muhlovo. Va hlayela leswaku i swingani swa muhlovo wun'wana na wun'wana leswi un'wana na un'wana a nga na swona.

3. Ku titoloveta nomboro ya '1': Vekela 8 wa michumu leyi panaka na mifungho ya swifaniso leyi yi nga emeteni. Kombela mudyondzi un'wana na un'wana ku hlawula nchumu wun'we kusuka eka nhulu leyi nga exikarhi ka xirhendzevutana lowu wu pananaka na khadi ra yena ra xifaniso. Vadyondzi va pananisa khadi ra mfungho wa nomboro eka makhadi ya vona ya swifaniso. Vadyondzi va cincana makhadi ya swifaniso kutani va vuyelela.

Nyika mudyondzi un'wana na un'wana swipfalo swa timfuku ta yogati swa pulasitiki swiharhu. Kombela vadyondzi ku veka xihlayeri xa xiharhi xin'we kusuka eka timfuku ta vona eka xipfalo xin'wana na xin'wana. Vadyondzi va vekela makhadi ya mathonsi, makhadi ya mifungho ya tinomboro na makhadi ya marito ya tinomboro ekusuhi na xipfalo xin'wana na xin'wana. Vekela swihlayeri swa swiharhi swo engetela swingariswingani eka xin'we xa swipfalo swa mudyondzi un'wana na un'wana. Kombela vadyondzi ku susa swihlayeri leswi ku endla xipfalo xin'wana na xin'wana xi va na 'n'we' nakambe.

Vumba/tsala '1' emoyeni. Nyika mudyondzi un'wana na un'wana mpimo wutsongo wa vumba byo tlangisa kutani u va kombela ku vumba xivumbeko xa mfungho wa nomboro ya '1'.



**TIP**

Observe, support and ask questions of learners. It is important to know what the learners can already do so that you can build on their prior knowledge. Keep detailed notes on each learner in the group.

**Check that learners are able to:**

- sort the counters according to colour
- count a group of objects using one-to-one correspondence
- match one object to the picture symbol card and learner's symbol
- match the number '1' symbol to a picture card symbol for '1' and one object

Workstation 1**What you need**

- 10 egg boxes marked with groups of dots from one to three in each egg cup
- A pile of fruit counters for each learner

Learners choose an egg box. They match the number of fruit counters to the number of dots in each egg cup. Learners repeat this using different egg boxes.

**Workstation 2****What you need**

- Playdough
- Paper
- Crayons

Learners use playdough to make one object. Learners draw a picture of that object.

XITSUNDZUXO

Xiyaxiya, seketela kutani u vutisa vadyondzi swivutiso. I swa nkoka ku tiva leswi vadyondzi va nga va se va kota ku swi endla ku endla leswaku u ta kota ku aka ehenhla ka vutivi bya nkarhi lowu nga hundza. Hlayisa tinoti leti koxometaka hi mayelana na mudyondzi un'wana na un'wana entlaweni.



Kamba leswaku vadyondzi va kota ku:

- ava swihlayeri hi ku ya hi muhlovo.
- hlayela ntlawa wa michumu hi ku tirhisa ku yelana ka xin'we-eka-xin'we
- pananisa nchumu wun'we eka khadi ra mfungho wa xifaniso na mfungho wa mudyondzi
- pananisa mfungho wa nomboro ya '1' eka mfungho wa khadi ra xifaniso wa '1' na nchumu wun'we

Xitichi xo tirhela xa 1

Leswi lavekaka

- 10 wa mabokisi ya matandza lama funghiweke hi mitlawa ya mathonsi kusuka eka n'we kufika eka nharhu eka khapi ya matandza yin'wana na yin'wana
- Nhulu ya swihlayeri swa mihandzu swa mudyondzi un'wana na un'wana

Vadyondzi va hlawula bokisi ra matandza. Va pananisa nhlayo ya swihlayeri swa mihandzu eka nhlayo ya mathonsi lama nga eka khapi ya matandza yin'wana na yin'wana. Vadyondzi va vuyelela leswi hi ku tirhisa mabokisi ya matandza yo hambanahambana.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Vumba byo tlangisa
- Phepha
- Tikhirayoni

Vadyondzi va tirhisa vumba byo tlangisa ku vumba nchumu wun'we. Vadyondzi va dirowa xifaniso xa nchumu wolowo.

Workstation 3

What you need

- Playdough template: Number 1
- Playdough per learner (page 210)

Learners use playdough to form the number '1', to roll one ball of playdough to place on the tree, and to roll one ball of playdough to place in the grid.



Workstation 4

What you need

- Building blocks

Learners use building blocks to build anything of their choice.



TIP Independent activities could include threading, peg boards, buttoning, zipping, drawing and painting.

Xitichi xo tirhela xa 3

Leswi lavekaka

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

Vadyondzi va tirhisa vumba byo tlangisa ku vumba nomboro ya '1', ku khunguluxa bolo yin'we ya vumba byo tlangisa ku yi vekela ensinyeni, na ku khunguluxa bolo yin'we ya vumba byo tlangisa ku yi vekela eka giridi.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Tibuloko to aka

Vadyondzi va tirhisa tibuloko to aka ku aka xin'wana na xin'wana lexi va xi tsakelaka.



XITSUNDZUXO

Migingiriko yo endla va ri vox e yi nga katsa ku hulela, tiphegibodo, ku kunupeta, ku zipha, ku dirowa na ku penda.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 3-D objects
- Describe, sort and compare 3-D objects: balls and boxes
- Position, orientation and views: in and out

New knowledge

- Counting objects 1–5
- Properties of balls and boxes
- Objects that roll or slide
- Position: in and out
- Big and small
- Biggest and smallest

Practise

- Oral counting 1–5
- Reinforce 1
- Sorting by size

New maths vocabulary

roll
slide
big/biggest

small/smallest
in
out

side
corner
edge

straight
flat
round

Getting ready

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

- 5 A4-sized banana pictures
- 5 small cardboard fish
- 1 large cardboard fish, big enough to fit the 5 small cardboard fish into
- 2 medium-sized cardboard boxes, one with a 'big' picture label and one with a 'small' picture label
- a small ramp made from a hardcover book, a wooden board/plank, or a table top resting on a small stone or box
- newspaper
- 12 small cardboard boxes, for example, toothpaste, soap or spice boxes
- a collection of balls of different sizes.

Whole class activities

Day 1

What you need

- Rhyme: *Bananas* (page 194)
- 5 banana pictures
- A collection of boxes and balls of different sizes

1. **Rhyme:** Say the rhyme, *Bananas*.
2. **Oral counting:** The learners pat their knees and count from 1 to 5.

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

Tinhlokomhaka

- Lemuka, kuma na ku nyika mavito ya michumu ya 3-D
- Hlamusela, ava na ku fananisa michumu ya 3-D: tibolo na mabokisi
- Xiyimo, vonakelo na malangutekelo: endzeni na ehandle

Vutivi byintshwa

- Ku hlayela michumu 1–5
- Swihlawulekisi swa tibolo na mabokisi
- Michumu leyi khungulukaka kumbe leyi rhetaka
- Xiyimo: endzeni na le handle
- Nkulu na ntsongo
- Nkulu kutlula hinkwaswo na ntsongo kutlula hinkwaswo

Titoloveti

- Ku hlayela ka swanomu 1–5
- Tiyisisa 1
- Ku ava hi sayizi

Ntivomarito wa matematiki wuntshwa

khunguluka
rheta

nkulu/nkulu kutlula
hinkwaswo

ntsongo/ntsongo
kutlula hinkwaswo
endzeni
ehandle

tlhelo
khona
makumu
thwixama

patlama
xirhendzevutana

Ku lungheka

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

- 5 wa swifaniso swa tibanana swa A4
- 5 wa tinhlampfi ta khadibodo letitsongo
- 1 ya nhlampfi ya khadibodo leyikulu, yikulu ku ringanela 5 wa nhlampfi ya khadibokisi leyitsongo
- 2 wa mabokisi ya khadibodo ya sayizi ya le xikarhi, rin'we leri nga na lebulu ya xifaniso 'leyikulu' na lebulu ya xifaniso 'leyitsongo'
- rhempe leyitsongo leyi endlweke hi buku ya khavhara yo tsindziyela, bodo ya mhandzi/pulangi, kumbe vuhenhla bya tafula lebyi nga tshama ehenhla ka ribye leritsongo kumbe bokisi leritsongo
- phephahungu
- 12 wa mabokisi ya khadibodo lamatsongo, tanihi xikombiso, xisibi xa meno, xisibi kumbe mabokisi ya swinyunyetelo
- nhlengelo wa tibolo ta tisayizi to hambanahambana.

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Tibanana* (pheji ya 195)
- Nhlengelo wa mabokisi na tibolo ta tisayizi to hambanahambana
- 5 wa swifaniso swa tibanana

1. **Rhayimi:** Vulani rhayimi, *Tibanana*.
2. **Ku hlayela ka swanomu:** Vadyondzi va bambatela matsolo ya vona kutani va hlayela kusuka eka 1 kufika eka 5.

3. **Counting objects 1–5:** Six learners stand at the front. Give one learner the five banana pictures. All the learners say the *Bananas* rhyme while the learner holding the banana pictures gives one to each of the other five learners standing in the front. Discuss:

- ★ How many bananas is *each* learner holding? (Count one for each learner.)
- ★ How many bananas are there all together? (Count these.)

Two learners stay standing. The others give their banana pictures to them and then sit down. Ask the class who has more bananas and who has less. Count the bananas that each learner has.

4. **Discovering properties of boxes:** Place five different-sized boxes on the mat. Count the boxes. Hold up a box and discuss.

Guiding questions:

- ★ What can you tell me about this box?
- ★ Can anyone show me where you can see a corner in our classroom? (Ask one learner to stand in a corner.)
- ★ Can anyone show me a corner on this box?
- ★ Let's count all the corners on the box.
- ★ Can you show me one side of the box?
- ★ Can you show me another side of the box?
- ★ How many sides are there altogether?
- ★ Where is the edge of the box?
- ★ Can we count all the edges?

5. **Discovering properties of balls:** Hold up a ball for the class to see.

Guiding questions:

- ★ What can you tell me about this ball?

Ask the learners to sit in a circle and pass the ball around. As it is passed from learner to learner, they describe the shape of the ball. Prompt the learners to tell you that it is round and that it has no corners or edges.

- ★ What can you tell me about the surface of the ball?
- ★ Does the ball have corners or edges?

6. **Sliding and rolling:** Learners roll a ball to each other. Describe how the ball moves: we 'roll' it. Show the learners a box.

Guiding questions:

- ★ How does the ball move?
- ★ Can we roll the box?
- ★ What would be the best way to move the box across the floor? (Prompt learners to say slide.)

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



TIP

When referring to other objects in the classroom, for example, desks, books or blocks, use maths vocabulary such as: round, sides, corners, edges, straight, flat.

3. **Ku hlayela michumu 1–5:** Tsevu wa vadyondzi va yima emahlweni. Nyika mudyondzi un'we ntlhanu wa swifaniso swa tibanana. Vadyondzi hinkwavo va vula rhayimi ya *Tibanana* loko mudyondzi loyi a nga khoma swifaniso swa tibanana a nyika un'wana na un'wana wa vadyondzi va ntlhanu van'wana lava nga yima emahlweni. Kanelani:
- ★ Xana i tibanana tingani leti mudyondzi *un'wana na un'wana* a nga ti khoma? (Hlayela yin'we ya mudyondzi un'wana na un'wana.)
 - ★ Xana i tibanana tingani ti nga kona hinkwato ka tona? (Ti hlayeleni.)
- Vadyondzi vambirhi va sala va yimile. Lavan'wana va va nyika swifaniso swa vona swa tibanana kutani endzhaku ka swona va tshama ehansi. Vutisa tilasi leswaku i mani a nga na tibanana to tala naswona i mani a nga na titsongo. Hlayelani tibanana leti mudyondzi un'wana na un'wana a nga na tona.

4. **Ku thumba swihlawulekisi swa mabokisi:** Vekela ntlhanu wa mabokisi ya tisayizi to hambanahambana emeteni. Hlayelani mabokisi lama. Yimisela bokisi ehenhla kutani mi kanela.

Swivutiso swo letela:

- ★ Xana u nga ndzi byela yini hi mayelana na bokisi leri?
- ★ Xana munhu wihi kumbe wihi a nga ndzi komba laha u nga vonaka khona ekamareni ra hina ro dyondzela? (Kombela mudyondzi un'we ku yima ekhoneni.)
- ★ Xana munhu wihi kumbe wihi a nga ndzi komba khona leyi nga ebokisini leri?
- ★ A hi hlayeleni tikhona hinkwato leti nga ebokisini leri.
- ★ Xana u nga ndzi komba tlhelo rin'we ra bokisi leri?
- ★ Xana u nga ndzi komba tlhelo lerin'wana ra bokisi leri?
- ★ Xana ku na matlhelo mangani hinkwawo ka wona?
- ★ Xana ma kwihi makumu ya bokisi leri?
- ★ Xana hi nga hlayela makumu lama hinkwawo?

5. **Ku thumba swihlawulekisi swa tibolo:** Yimisela bolo ehenhla leswaku tilasi yi yi vona.

Swivutiso swo letela:

- ★ Xana u nga ndzi byela yini hi mayelana na bolo leyi?
- Kombela vadyondzi ku tshama hi xirhendzevutana kutani va nyiketena bolo. Loko yi ri karhi yi nyiketaniwa kusuka eka mudyondzi kuya eka mudyondzi, va hlamusela xivumbeko xa bolo leyi. Tsundzuxa vadyondzi ku ku byela leswaku i ya xirhendzevutana na leswaku yi hava tikhona kumbe makumu.
- ★ Xana u nga ndzi byela yini hi mayelana na tshaku ra bolo leyi?
 - ★ Xana bolo leyi yi na tikhona kumbe makumu?

6. **Ku rheta na ku khunguluka:** Vadyondzi va khunguluxelana bolo. Hlamusela hilaha bolo yi fambaka hakona: ha yi 'khunguluxa'. Komba vadyondzi bokisi.

Swivutiso swo letela:

- ★ Xana bolo yi famba njhani?
- ★ Xana hi nga kota ku khunguluxa bokisi?
- ★ Xana yi ta va yihi ndlela ya kahle swinene ku fambisa bokisi efulorweni? (Tsundzuxa vadyondzi ku vula rheta.)

7. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

 XITSUNDZUXO

Loko u ri karhi u kongomisa eka michumu yin'wana leyi nga ekamareni ro dyondzela, tanihi xikombiso, madesika, tibuku kumbe tibuloko, tirhisa ntivoririmi wa matematiki wo tanihi: rhandzavula, matlhelo, tikhona, makumu, thwixama, patlama.

Day 2

What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- An empty box to put the fish into
- A collection of different-sized balls and boxes
- A tambourine or shakers

1. **Rhyme and counting objects 1–5:** Hold up and count the five cardboard fish as learners say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. These five learners put the fish into a box as everyone says the rhyme together.
2. **Oral counting 1–5:** Count to the rhythm of a tambourine or shakers.
3. **Problem solving:** Use the five fish in the box to solve problems.

Guiding questions:

★ If I take out enough fish to hold one in each of my hands, how many fish will I be holding?

★ If I take out one more fish, how many fish will I be holding?

Count 1, 2, 3 fish with the class. Take another fish out and count 1, 2, 3, 4 together. Repeat this, counting to 5.

★ How many fish will I be holding if I put one fish back into the box?

4. **Sorting and comparing balls and boxes:** Put a collection of different-sized boxes and balls on the mat. Ask learners to show you something with corners, something that is round, something with edges, something that can roll. Sort the balls and boxes into two groups with the learners. Choose learners to take turns to fetch a box or ball from the collection.

Guiding questions:

★ Can you tell me about the box/the ball?

★ Which group will you put it in?

★ Why do you think it belongs in this group?

5. **Comparing sizes of boxes:** Learners identify which of the boxes are big and which are small. Compare a big box and a small box.
6. **Comparing sizes of balls:** Learners identify which of the balls are big and which are small. Compare a big ball with a small ball.
7. **Practising 'big' and 'small':** Ask questions about big and small objects.

Guiding questions:

★ Who can point to the biggest object in the pile?

★ Who can point to the biggest object in the classroom?

★ What makes it the biggest?



TIP

Leave the balls and boxes in containers on or next to the maths table for the learners to further explore in their own time.

Siku ra 2

Leswi lavekaka

- Rhayimi: *Nhlampfi leyitsongo yin'we* (pheji ya 197)
- 5 wa tinhlampfi ta khadibodo
- Bokisi ro va hava nchumu ku chela tinhlampfi endzeni ka rona
- Nhlengelo wa tibolo ta tisayizi to hambanahambana na mabokisi ya tisayizi to hambanahambana
- Thamborini kumbe swicokocoko

1. **Rhayimi na ku hlayela michumu 1–5:** Yimisela ehenhla kutani u hlayela tinhlampfi ta khadibodo ta ntlhanu loko vadyondzi va ri karhi va vula rhayimi, *Nhlampfi leyitsongo yin'we*. Kombela ntlhanu wa vadyondzi ku yima kutani un'wana na un'wana a khoma nhlampfi yin'we. Vadyondzi lava ntlhanu va hoxa tinhlampfi leti ebokisini loko munhu un'wana na un'wana a ri karhi a vula rhayimi swin'we.
2. **Ku hlayela ka swanomu 1–5:** Vadyondzi va hlayela eka nsumo wa thamborini kumbe swicokocoko.
3. **Ku ololoxa swiphiso:** Tirhisa ntlhanu wa tinhlampfi leti nga ebokisini ku ololoxa swiphiso.

Swivutiso swo letela:

- ★ Loko ndzi humesa tinhlampfi to enela ndzi khoma yin'we eka xin'wana na xin'wana xa swandla swa mina, xana i tinhlampfi tingani ndzi nga ta va ndzi ti khomile?
- ★ Loko ndzi humesa nhlampfi yin'we yin'wana, xana i tinhlampfi tingani ndzi nga ta va ndzi ti khomile?

Hlayela 1, 2, 3 wa tinhlampfi na tllasi. Humesa nhlampfi yin'wana kutani mi hlayela 1, 2, 3, 4 swin'we. Vuyelani leswi, mi ri karhi mi hlayela kufika eka 5.

- ★ Xana i tinhlampfi tingani ndzi nga ta va ndzi ti khomile loko ndzi tlhelerisela nhlampfi yin'we ebokisini?

4. **Ku ava na ku fananisa tibolo na mabokisi:** Vekela nhlengelo wa mabokisi lama nga na tisayizi to hambanahambana na tibolo leti nga na tisayizi to hambanahambana emeteni. Kombela vadyondzi ku kumba xin'wana lexi nga na tikhona, xin'wana lexi nga xa rhandzavula, xin'wana lexi nga na makumu, xin'wana lexi xi nga khungulukaka. Ava tibolo na mabokisi hi mitlawa yimbirhi na vadyondzi. Hlawula vadyondzi ku siyerisana ku teka bokisi kumbe bolo kusuka eka nhlengelo.

Swivutiso swo letela:

- ★ Xana u nga ndzi byela yini hi mayelana na bokisi leri/bolo leyi?
- ★ Xana i ntlawa wihi u nga ta wu hoxa endzeni?
- ★ Hikwalahokayini u ehleketa leswaku xi wela eka ntlawa lowu?

5. **Ku fananisa tisayizi ta mabokisi:** Vadyondzi va kuma leswaku hi wahi ya mabokisi ma nga makulu naswona hi wahi ma nga matsongo. Fananisa bokisi lerikulu na bokisi leritsongo.
6. **Ku fananisa tisayizi ta tibolo:** Vadyondzi va kuma leswaku hi tihi ta tibolo leti ti nga tikulu naswona hi tihi ti nga titsongo. Fananisa bolo leyikulu na bolo leyitsongo.
7. **Ku titoloveta 'nkulu' na 'ntsongo':** Vutisa swivutiso hi mayelana na michumu leyikulu na michumu leyitsongo.

Swivutiso swo letela:

- ★ Xana i mani a nga kombetelaka nchumu lowukulu kutlula hinkwayo eka nhulu leyi?
- ★ Xana i mani a nga kombetelaka nchumu lowukulu kutlula hinkwayo ekamareni ro dyondzela?
- ★ Xana i yini lexi xi wu endlaka wu va lowukulu kutlula hinkwayo?


XITSUNDZUXO

Tshika tibolo na mabokisi endzeni ka tikhontheni leti nga etafuleni ra matematiki kumbe ekusuhi na rona leswaku vadyondzi va valanga ku yisa emahlweni hi nkarhi wa vona vini.

- ★ Who can point to the smallest object in the pile?
 - ★ Is there anything smaller than this in the classroom?
 - ★ Can anyone think of something else that is bigger?
 - ★ Can anyone think of something else that is smaller?
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *One baby fish* (page 196)
- 5 cardboard fish
- 1 large cardboard fish
- Prestik
- A collection of different-sized balls and boxes
- A small ramp
- A ball and a box for the maths table

1. **Rhyme:** Hold up the cardboard fish one at a time as you say the rhyme, *One baby fish*. Ask five learners to stand and each hold one fish. The five learners put the fish into the box as they say the rhyme together.
2. **Oral counting:** Learners nod and count from 1 to 5.
3. **Reinforcing 'big' and 'small':** Put the big fish on the wall above the maths table. Say, 'This big fish wants to eat the small fish in the box.' Hand the five small cardboard fish to five different learners. Say together, 'It eats one fish.' 'It eats another fish.' as each learner attaches a small fish to the large fish. After each fish is added, ask the following question.

Guiding questions:

- ★ How many small fish has the big fish eaten?

Continue in this way until the learners have attached all five smaller fish. Ask the learners how many small fish the big fish ate altogether. Count the small fish.

4. **Comparing properties of boxes and balls:** Mix up a collection of boxes and balls. Learners sort the boxes and balls.

Guiding questions:

- ★ Why did you sort them like that?
- ★ What is the same about all the things in this group? (Point to the boxes.)
- ★ And in this group? (Point to the balls.)
- ★ Could you sort them another way?
- ★ Why have you put this in this group?
- ★ Where should this one go? Why?
- ★ If you choose an object with corners, which group should you put it in?
- ★ If you choose an object with flat sides, which group should it go into?

- ✦ Xana i mani a nga kombetelaka nchumu lowutsongo kutlula hinkwayo eka nhulu leyi?
 - ✦ Xana ku na xilo xihhi kumbe xihhi lexi nga xitsongo kutlula lexi ekamareni ro dyondzela?
 - ✦ Xana munhu wihi kumbe wihi a nga ehleketa hi xin'wana xo karhi lexi xi nga xikulunyana?
 - ✦ Xana munhu wihi kumbe wihi a nga ehleketa hi xin'wana xo karhi lexi xi nga xitsongonyana?
8. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Nhlampfi leyitsongo yin'we* (pheji ya 197)
- 5 wa tinhlampfi ta khadibodo
- 1 ya nhlampfi ya khadibodo leyikulu
- Prestik
- Nhlengelo wa tibolo ta tisayizi to hambanahambana na mabokisi ya tisayizi to hambanahambana
- Rhempe leyitsongo
- Bolo na bokisi swa tafula ra matematiki

1. **Rhayimi:** Yimisela ehenhla nhlampfi ya khadibodo yin'we hi nkarhi loko mi ri karhi mi vula rhayimi, *Nhlampfi leyitsongo yin'we*. Kombela ntlhanu wa vadyondzi ku yima kutani un'wana na un'wana a khoma nhlampfi yin'we. Vadyondzi lava ntlhanu va hoxa tinhlampfi leti ebokisini loko va ri karhi va vula rhayimi swin'we.
2. **Ku hlayela ka swanomu:** Vadyondzi hi ku kumeta va hlayela kusuka eka 1 kufika eka 5.
3. **Ku tiyisisa 'nkulu' na 'ntsongo':** Vekela nhlampfi leyikulu ekhumbini ehenhla ka tafula ra matematiki. Vula, 'Nhlampfi leyikulu yi lava ku dya nhlampfi leyitsongo leyi nga ebokisini.' Nyika ntlhanu wa tinhlampfi ta khadibodo letitsongo eka ntlhanu wa vadyondzi vo hambana. Vulani swin'we, 'Yi dya nhlampfi yin'we.' 'Yi dya nhlampfi yin'wana.' loko mudyondzi un'wana na un'wana a ri karhi a khomanisa nhlampfi leyitsongo eka nhlampfi leyikulu. Endzhakaloko nhlampfi yin'wana na yin'wana yi engeteriwile, vutisa xivutiso lexi landzelaka.

Swivutiso swo letela:

- ✦ Xana i tinhlampfi tingani letitsongo leti nhlampfi leyikulu yi nga ti dya? Yana emahlweni hi ndlela leyi kufikela loko vadyondzi va khomanisile tinhlampfi letitsongo ta ntlhanu hinkwato. Vutisa vadyondzi leswaku i tinhlampfi tingani letitsongo leti nhlampfi leyikulu yi nga ti dya hinkwato ka tona. Hlayelani tinhlampfi letitsongo.
4. **Ku fananisa swihlawulekisi swa mabokisi na tibolo:** Hlangahlanganisa nhlengelo wa mabokisi na tibolo. Vadyondzi va ava mabokisi na tibolo.
- #### Swivutiso swo letela:
- ✦ Hikwalahokayini u swi avile ku fana?
 - ✦ Xana hi swihi swi fanaka hi mayelana na swilo hinkwaswo entlaweni lowu? (Kombetela mabokisi lama.)
 - ✦ Kasi eka ntlawa lowu ke? (Kombetela tibolo.)
 - ✦ Xana u nga kota ku swi ava hi ndlela yin'wana?
 - ✦ Hikwalahokayini u vekile leswi eka ntlawa lowu?
 - ✦ Xana lexi xi fanele ku ya kwihi? Hikwalahokayini?
 - ✦ Loko u hlawula nchumu lowu nga na tikhona, xana i ntlawa wihi lowu u faneleke ku wu veka eka wona?
 - ✦ Loko u hlawula nchumu lowu nga na matlhelo yo patlama, xana i ntlawa wihi lowu u faneleke ku wu veka eka wona?

 **TIP**

This ramp activity could be done outside. Give the learners time to experiment with sliding and rolling the boxes and balls.



5. **Sliding and rolling:** Set up a ramp. Learners choose a ball or a box.

Guiding questions:

- ★ Which of these do you think will slide down the ramp?
- ★ Why do you think they will slide?
- ★ Which of these do you think will roll?
- ★ Why do you think they will roll?
- ★ Which one do you think will get to the bottom first? Why?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *One baby fish* (page 196)
- A collection of different-sized balls and boxes placed around the classroom

1. **Rhyme:** Say the rhyme, *One baby fish*. Add actions. Choose five learners to be the five fish. Repeat giving five other learners a turn.
2. **Oral counting:** Learners flick their fingers and count from 1 to 5 to the rhythm of the tambourine or shakers.
3. **Reinforcing 1, practising big and small:** Choose a few learners to fetch one large/small object in the classroom and return to the mat. They tell the group what their object is and whether it is big or small. Learners place their objects in groups of big objects and small objects.
4. **Reinforcing sliding and rolling:** Learners describe what happened on Day 3 with the boxes and balls on the ramp. A few learners fetch balls and boxes and roll or slide them to another learner in the circle. Discuss which objects roll and which objects slide.

Guiding questions:

- ★ Which things roll? Why do you think they roll?
- ★ Which things slide? Why do you think they slide?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Any rhyme or song from Weeks 1–3
- The big fish picture with 5 smaller fish pictures (from Day 3)
- Hula hoops for half the learners
- Big boxes for climbing into
- Beanbags
- Buckets or other large containers

 **TIP**

Find the smoothest floor space for this activity as boxes are often difficult to slide on a mat.

XITSUNDZUXO

Nghingiriko lowa rhempe wu nga endliwa ehandle. Nyika vadyondzi nkarhi wa ku kambisisa hi ku rheta na ku khunguluka ka mabokisi na tibolo.



5. **Ku rheta na ku khunguluka:** Lulamisa rhempe. Vadyondzi va hlawula bolo kumbe bokisi.

Swivutiso swo letela:

- ★ Xana hi swihi eka leswi u ehleketaka leswaku swi ta rheta erhempeni?
- ★ Hikwalahokayini u ehleketa leswaku swi ta rheta?
- ★ Xana hi swihi leswi u ehleketaka leswaku swi ta khunguluka?
- ★ Hikwalahokayini u ehleketa leswaku swi ta khunguluka?
- ★ Xana hi xihilexi u ehleketaka leswaku xi ta rhanga xi fika ehansi? Hikwalahokayini?

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Nhlampfi leyitsongo yin'we* (pheji ya 197) ya tisayizi to hambanahambana lama vekiweke ku rhendzeleka na kamara ro dyondzela
- Nhlengelo wa tibolo ta tisayizi to hambanahambana na mabokisi

1. **Rhayimi:** Vulani rhayimi leyi, *Nhlampfi leyitsongo yin'we*. Engetela swiendlo. Hlawula ntlhanu wa vadyondzi ku va ntlhanu wa tinhlampfi. Vuyelela hi ku nyika vadyondzi van'wana va ntlhanu nkarhi.
2. **Ku hlayela ka swanomu:** Vadyondzi va petsapetsa tintiho ta vona kutani va hlayela kusuka eka 1 kufika eka 5 eka nsumo wa thamborini kumbe swicokocoko.
3. **Ku tiyisisa 1, ku titoloveta nkulu na ntsongo:** Hlawula vadyondzi vangarivangani ku teka nchumu lowukulu/lowutsongo wun'we ekamareni ro dyondzela na ku vuyela emeteni. Va byela ntlawa lowu leswaku nchumu wa vona i yini na loko wu ri wukulu kumbe wutsongo. Vadyondzi va vekela michumu ya vona emitlaweni ya michumu leyikulu na leyitsongo.
4. **Ku tiyisisa ku rheta na ku khunguluka:** Vadyondzi va hlamusela leswi humeleleke hi Siku ra 3 hi mabokisi na tibolo erhempeni. Vadyondzi vangarivangani va teka tibolo na mabokisi na ku ma khunguluxa kumbe ku ma rhetisa ku ya eka mudyondzi un'wana loyi a nga eka xirhendzevutana. Kanelani leswaku i michumu yihi yi khungulukaka naswona i michumu yihi yi rhetaka.

Swivutiso swo letela:

- ★ Xana i swilo swihi swi khungulukaka? Hikwalahokayini u ehleketa leswaku swa khunguluka?
 - ★ Xana i swilo swihi swi rhetaka? Hikwalahokayini u ehleketa leswaku swa rheta?
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

Kuma xivandla xa fuloro xo rhetela kutlula hinkwaswo xa nghingiriko lowu tanihiloko mabokisi hakanyingi ya tika ku rheta emeteni.

Siku ra 5

Leswi lavekaka

- Rhayimi yihi kumbe yihi kumbe risimu rihi kumbe rihi kusuka eka Mavhiki ya 1 kufika eka 3
- Tihulahupu ta hafu ya vadyondzi
- Xifaniso xa nhlampfi leyikulu lexi nga na 5 wa swifaniso swa tihlampfi letitsongo (kusuka eka Siku ra 3)
- Mabokisi lamakulu yo nghena endzeni ka wona
- Tibinibege
- Mabakiti kumbe tikhontheni tin'wana letikulu



TIP

Draw shapes with chalk if you do not have hula hoops or large boxes. Make balls out of newspaper if you do not have beanbags.

1. **Rhyme:** Say or sing any of the rhymes or songs from Weeks 1 to 3.
2. **Oral counting:** Learners swing their arms and count from 1 to 5.
3. **Counting 1–5:** Take the pictures of the smaller fish off the big fish, and count them as you put them in the box on the maths table.
4. **Introducing 'in' and 'out':** Talk about where the fish are. This is a movement activity that requires space. Learners work in groups and follow instructions:

- ★ Jump into a hula hoop and jump out.
- ★ Stand with one leg in the hula hoop and one leg out.
- ★ Climb into the box and climb out.
- ★ Throw a beanbag into a bucket and take it out.

Learners say where they are, or where the beanbag is.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: place a number of boxes outdoors for the learners to use to experiment with 'in' and 'out'.

Small group activities

Teacher-guided activity

What you need

- Selection of ball- and box-shaped everyday objects
- Small ramp
- Big and small building blocks
- 15 big and small objects

1. **Counting 1–5:** Learners hold up a hand and count from 1 to 5 on their fingers.
2. **'Big' and 'small' game:** Put a selection of 15 big and small objects in the centre of the group. Discuss which are big and which are small. Explain the game to learners:
Call out a learner's name and then say 'big' or 'small'. As quickly as possible the learner takes a big or small object. Each learner has a turn. At the end of the game, learners replace the objects in the centre of the mat. Ask learners if they had a big or a small object, and what the object was.
3. **Sorting objects into 'big' and 'small', counting:** Give each learner five different-sized blocks that can be sorted into big and small. Learners count their blocks. Learners show their biggest and smallest

XITSUNDZUXO

Dirowa swivumbeko hi choko loko u ri hava tihulahupu kumbe mabokisi lamakulu. Endla tibolo hi phephahungu loko u ri hava tibinibege.

1. **Rhayimi:** Vulani kumbe mi yimbelela yihi kumbe yihi ya tirhayimi kumbe tinsimu kusuka eka Mavhiki ya 1 kufika eka 3.
2. **Ku hlayela ka swanomu:** Vadyondzi va lengalengisa mavoko ya vona kutani va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela 1–5:** Teka swifaniso swa nhlampfi leyitsongo kusuka eka nhlampfi leyikulu, kutani u swi hlayela loko u ri karhi u swi hoxa endzeni ka tafula ra matematiki.
4. **Tivisa 'endzeni' na 'ehandle':** Vulavulani hi mayelana na la ku nga na tinhlampfi. Lowu i nghingiriko wa mfambafambo lowu wu lavaka ndhawu. Vadyondzi va tirha hi mitlawa naswona va landzelela swileriso:
 - ✦ Tlula u nghena eka hulahupu kutani u tlula u huma.
 - ✦ Yima hi nenge wun'we endzeni ka hulahupu kasi nenge wun'we wu ri ehandle.
 - ✦ Nghena endzeni ka bokisi kutani u huma.
 - ✦ Hoxa binibege endzeni ka bakiti kutani u yi humesa.
 Vadyondzi va vula laha va nga kona, kumbe laha binibege yi nga kona.
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: veka mabokisi yo hlayanyana ehandle ka miako leswaku vadyondzi va ma tirhisa ku kambisisa hi 'endzeni' na 'ehandle'.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Nhlawulo wa michumu ya masiku hinkwawo leyi nga na xivumbeko xa bolo kumbe xa bokisi
- Rhempe leyitsongo
- Tibuloko to aka letikulu na letitsongo
- 15 wa michumu leyikulu na leyitsongo

1. **Ku hlayela 1–5:** Vadyondzi va yimisela xandla ehenhla kutani va hlayela kusuka eka 1 kufika eka 5 etintihweni ta vona.
2. **Ntlangu wa 'nkulu' na 'ntsongo':** Vekela nhlawulo wa 15 wa michumu leyikulu na leyitsongo exikarhi ka ntlawa. Kanelani leswaku hi yihi yi nga yikulu naswona hi yihi yi nga yitsongo. Hlamusela vadyondzi ntlangu lowu:

Huwelela vito ra mudyondzi kutani endzhaku ka swona vula 'nkulu' kumbe 'ntsongo'. Hi ku hatlisa hilaha swi kotekaka hakona mudyondzi u teka nchumu lowukulu kumbe lowutsongo. Mudyondzi un'wana na un'wana u kuma nkarhi.

Emakumu ka ntlangu lowu vadyondzi va siva michumu leyi nga exikarhi ka mete. Vutisa vadyondzi loko kuri a va ri na nchumu lowukulu kumbe lowutsongo, na leswaku a ku ri yini nchumu wa kona.
3. **Ku ava michumu yi va 'leyikulu' na 'leyitsongo', ku hlayela:** Nyika mudyondzi un'wana na un'wana tibuloko leti nga na tisayizi to hambanahambana leti ti nga aviwaka ti va letikulu na letitsongo. Vadyondzi va hlayela tibuloko ta vona. Vadyondzi va komba buloko

block to the group. Learners order their blocks from smallest to biggest. Learners order the blocks from biggest to smallest.

4. **Properties of balls and boxes game:** Put a selection of ball- and box-shaped objects on the mat. Call out a learner's name and one property of a box or a ball, for example, it has corners, it is round, it has edges, it has sides, it rolls, it slides. Learners identify the object with that property. Learners keep the object once identified. Compare the similarities and differences between their objects.

Guiding questions:

- ★ Which have corners?
- ★ Which are round?
- ★ Which have sides?

Sort objects that slide and roll. Choose five objects.

- ★ Which objects do you think will roll? Why?
- ★ Which objects do you think will slide? Why?

Learners use the ramp to explore whether the objects roll or slide.

Learners make two piles of objects: those that slide and those that roll.

- ★ How many objects do we have that slide? How many that roll?
- ★ Which group has more? Which group has less?

Integration

Home Language and Life Skills (outdoor activities):

- Vocabulary development (opposites) and responding to instructions.
- Learners work in groups to explore which objects roll or slide down a ramp.
- To reinforce the concept of big and small, the learners roll up into a small ball shape and then stretch out to make themselves as big as they can.



Check that learners are able to:

- sort and compare balls and boxes
- identify the properties of balls and boxes
- identify objects that roll and that slide
- understand the positions 'in' and 'out' (Observe during the whole group activity on Day 5.)
- understand the concepts 'big' and 'small'

ya vona leyikulu kutlula hinkwato na leyitsongo kutlula hinkwato eka ntlawa. Vadyondzi va landzelelanisa tibuloko ta vona kusuka eka leyitsongo kutlula hinkwato kufika eka leyikulu kutlula hinkwato. Vadyondzi va landzelelanisa tibuloko ta vona kusuka eka leyikulu kutlula hinkwato kufika eka leyitsongo kutlula hinkwato.

4. **Swihlawulekisi swa ntlangu wa tibolo na mabokisi:** Veka nhlawulo wa michumu leyi nga na xivumbeko xa bolo kumbe xa bokisi emeteni. Huwelela vito ra mudyondzi na xihlawulekisi xin'we xa bokisi kumbe bolo, tanihi xikombiso, xi na tikhona, i xa rhandzavula, xi hava tikhona, xi na matlhelo, xa khunguluka, xa rheta. Vadyondzi va kuma nchumu lowu nga na xihlawulekisi xolexo. Vadyondzi va hlayisa nchumu lowu xikan'wekan'we loko va wu kumile. Fananisi ku fanana na ku hambana exikarhi ka michumu ya vona.

Swivutiso swo letela:

- ★ Xana hi wihi wu nga na tikhona?
- ★ Xana hi wihi wu nga wa xirhendzevutana?
- ★ Xana hi wihi wu nga na matlhelo?

Avani michumu leyi rhetaka na leyi khungulukaka. Hlawulani ntlhanu wa michumu.

- ★ Xana i michumu yihi leyi u ehleketaka leswaku yi ta khunguluka? Hikwalahokayini?
- ★ Xana i michumu yihi leyi u ehleketaka leswaku yi ta rheta? Hikwalahokayini?

Vadyondzi va tirhisa rhempe ku valanga loko michumu yi khunguluka kumbe yi rheta. Vadyondzi va endla tinhulu timbirhi ta michumu: liya yi rhetaka na liya yi khungulukaka.

- ★ Xana i michumu yingani hi nga na yona leyi rhetaka? Xana i yingani yi khungulukaka?
- ★ Xana i ntlawa wihi wu nga na yo tala? Xana i ntlawa wihi wu nga na yitsongo?

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi (migingiriko ya le handle ka miako):

- Nhluvukiso wa ntivomarito (maritofularha) na ku angula eka swileriso.
- Vadyondzi va tirha hi mitlawa ku valanga leswaku i michumu yihi yi khungulukaka kumbe yi rhetaka erhempeni.
- Ku tiyisisa nongoti wa nkulu na ntsongo, vadyondzi va tivumba ku va xivumbeko xa bolo leyitsongo kutani endzhaku ka swona va tikukumuxa va va vakulu hilaha va kotaka hakona.



Kamba leswaku vadyondzi va kota ku:

- ava na ku fananisa tibolo na mabokisi
- kuma swihlawulekisi swa tibolo na mabokisi
- kuma michumu leyi yi khungulukaka na leyi yi rhetaka
- twisisa swiyimo 'endzeni' na 'ehandle' (Xiyaxiya hi nkarhi wa nghingiriko wa ntlawa hinkwawo hi Siku ra 5.)
- twisisa minongoti ya 'nkulu' na 'ntsongo'

Workstation 1

What you need

- Boxes of various sizes
- Strips of newspaper
- Glue or stickers

Learners use the boxes, glue (or stickers) and strips of newspaper to construct objects of their choice.

Workstation 2

What you need

- Playdough
- 2 boxes, one with a 'big' picture label and one with a 'small' picture label

Learners make big and small playdough balls and then sort them by placing them in the boxes with 'big' and 'small' labels on them.

Workstation 3



TIP

Keep a selection of these prints for display to be discussed in Week 5.

What you need

- Paint in trays
- Flat sponges (optional)
- Paper
- Different-sized wooden blocks or cardboard boxes

Pour a thin layer of paint into a tub or plastic tray. Learners dip one side of a block (or small cardboard box, for example, a toothpaste, soap or spice box) into the paint tray. They press the block down onto paper to make prints.



Workstation 4

What you need

- Building blocks of different sizes
- Plastic farm animals

Put out wooden blocks and plastic farm animals. Learners build animal shelters.



Xitichi xo tirhela xa 1

Leswi lavekaka

- Mabokisi ya tisayizi to hambanahambana
- Xinamarheti kumbe switikara
- Swivandlu swa phephahungu

Vadyondzi va tirhisa mabokisi, xinamarheti (kumbe switikara) na swivandlu swa phephahungu ku aka michumu leyi va yi tsakelaka.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Vumba byo tlangisa
- 2 wa mabokisi, rin'we leri nga na lebulu ya xifaniso xa 'leyikulu' na lebulu ya xifaniso xa 'leyitsongo'

Vadyondzi va endla tibolo ta vumba byo tlangisa letikulu na letitsongo kutani endzhaku ka swona va ti ava hi ku ti veka emabokisini lama nga na tilebulu ta 'leyikulu' na 'leyitsongo' eka tona.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Pende yi ri eka tithireyi
- Swiponci swo patlama (a swi bohi)
- Phepha
- Tibuloko ta mhandzi ta tisayizi to hambanahambana kumbe mabokisi ya khadibodo ya tisayizi to hambanahambana



XITSUNDZUXO

Hlayisa nhlawulo wa migandlo leyi ku endlela nkombiso lowu faneleke ku kaneriwa eka Vhiki ra 5.

Chela leyara yo lala ya pende eka mfuku kumbe thireyi ya pulasitiki. Vadyondzi va peta tlhelo rin'we ra buloko (kumbe bokisi ra khadibodo leritsongo, tanihi xikombiso, xisibi xa meno, xisibi kumbe bokisi ra swinyunyetelo) ethireyini ya pende. Va tshikelela buloko leyi ehenhla ka phepha ku endla migandlo.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Tibuloko to aka to hambanahambana
- Swiharhi swa le purasini swa pulasitiki

Humesa tibuloko ta mhandzi na swiharhi swa le purasini swa pulasitiki. Vadyondzi va aka vutumbelo bya swiharhi.



Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: circle
- Describe, sort and compare 3-D objects and 2-D shapes (circle)
- Symmetry

New knowledge

- Circle
- Number 2
- Symmetry

Practise

- Oral counting 1–5
- Number 1
- Counting objects 1–5
- Six-piece puzzles

New maths vocabulary

circle
same

curved line
shape

top
bottom

middle

Getting ready

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

- maths table for number '2'. Clear the objects and cards used for number '1'.
- a number frieze for number 2 using the house outline on page 36 and templates on page 206 (*2, two, two dots, two zebras*)
- a set of number '2' cards: symbol, word and dot
- a box containing a collection of 16 circular objects, for example, cup, plate, can, bucket, clock, bowl, cardboard toilet roll inner, lids
- 2 large labelled circles
- pictures of a fish and a frog
- 1 picture of a beetle (template on page 217)
- 10 pictures of circles – drawn or cut out of magazines or newspapers
- 8 photocopied 'number 2' templates (page 212) covered in plastic or in a plastic sleeve
- a circle outline drawn on A4 paper for each learner
- 6 six-piece puzzles (template on page 220)
- advertising pamphlets, magazines and newspapers
- 2 plastic yoghurt lids
- picture cards for 1 and 2.

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

Tinhlokomhaka

- Tiva, kuma na ku vula mavito ya swivumbeko swa 2-D: xirhendzevutana
- Hlamusela, u ava na ku fananisa michumu ya 3-D na swivumbeko swa 2-D (xirhendzevutana)
- Ndzinganiso

Vutivi byintshwa

- Xirhendzevutana
- Nomboro ya 2
- Ndzinganiso

Titoloveti

- Ku hlayela ka swanomu 1–5
- Nomboro ya 1
- Ku hlayela michumu 1–5
- Swiphazamiso swa swiphemu swa tsevu

Ntivomarito wa matematiki wuntshwa

xirhendzevutana
xa fana na

ntila wo gombonyoka
xivumbeko

henhla
hansi

xikarhi

Ku lungheka

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

- tafula ra matematiki ra nomboro ya '2'. Susani michumu na makhadi leswi tirhisiweke eka nomboro ya '1'.
- xipendiwankhaviswa xa tinomboro xa nomboro ya 2 hi ku tirhisa xivumbeko xa yindlu lexi nga eka pheji ya 37 na tithempuleti leti nga eka pheji ya 207 (2, *mbirhi*, *mathonsi mambirhi*, *timangwa timbirhi*)
- nhlengelo wa makhadi ya nomboro ya '2': mfungho, rito na thonsi
- bokisi leri nga na nhlengelo wa 16 wa michumu ya xirhendzevutana, tanihi xikombiso, khapi, puleti, xikotela, bakiti, wachi, nkambana, vundzeni bya xitsondzelelo xa phepha ra xihambukelo xa khadibodo, swipfalo
- 2 wa swirhendzevutana leswi leburaweke leswikulu
- swifaniso swa nhlampfi na chela
- 1 ya xifaniso xa xifufunhunu (pheji ya 217)
- 10 ra swifaniso swa swirhendzevutana – swo dirowiwa kumbe swo tsemiwa swa timagazini kumbe swa maphephahungu
- 8 wa tithempuleti ta 'nomboro ya 2' to fotokopiwa (pheji ya 213) leti ti khavhariweke hi pulasitiki kumbe eka xikhomo xa pulasitiki
- xivumbeko xa makumu ya xirhendzevutana lama dirowiweke eka phepha ra A4 ra mudyondzi un'wana na un'wana
- 6 wa swiphazamiso swa swiphemu swa tsevu (pheji ya 220)
- tiphamfulete to navetisa, timagazini na maphephahungu
- 2 wa swipfalo swa yogati swa pulasitiki
- makhadi ya swifaniso ya 1 na 2.

Whole class activities

Day 1



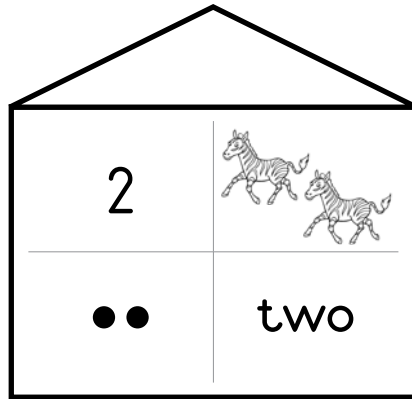
TIP

Remember to use the toilet routine to practise ordinal numbers (first, second, third) and position (in front of, behind, between, tallest, shortest).

What you need

- Rhyme: *One baby fish* (page 196)
- *Number 2 story* (page 196)
- Number frieze: Number 2
- Place 5 pairs of objects around the classroom
- 15 number '2' dot, word and symbol cards

1. **Rhyme:** Say the rhyme, *One baby fish*.
2. **Oral counting:** Learners count from 1 to 5 and tap their knees. Repeat while learners tap their shoulders.
3. **Introducing number '2':** Talk about the *Number 1 story*. Tell the *Number 2 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 2, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area.



Guiding questions:

- ★ How many zebras live in this house?
 - ★ What else are there two of in the story?
 - ★ How many more zebras than elephants are there in the pictures?
 - ★ Can you think of two things you would like to add?
4. **Matching dots, pictures, number symbols and words for '2':** Ask learners to match a picture, a dot and a symbol to the Number 2 frieze. Show learners the number word and say the word 'two'. Ask a learner to match the number word to the frieze.
 5. **Finding 2 things:** Select learners to find two of the same objects in the classroom. Give other learners the number '2' cards to match to the objects. Place them on the maths table.
 6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Migingiriko ya tllasi hinkwayo

Siku ra 1

XITSUNDZUXO

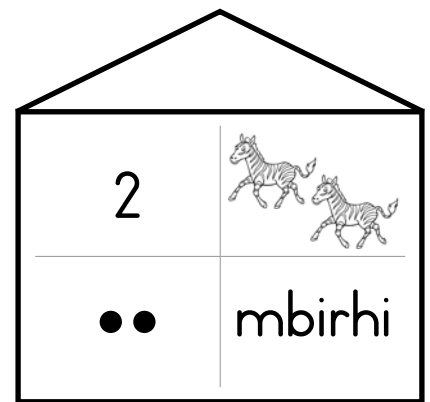
Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali (vun'we, vumbirhi, vunharhu) na xiyimo (emahlweni ka, endzhaku, exikarhi, leha kutlula hinkwavo, koma kutlula hinkwavo).

Leswi lavekaka

- Rhayimi: *Nhlampfi leyitsongo yin'we* (pheji ya 197)
- *Xitori xa nomboro ya 2* (pheji ya 197)
- Xipendiwankhavisio xa tinomboro: Nomboro ya 2
- Veka 5 wa tiphere ta michumu ku rhenzela na kamara ro dyondzela
- 15 wa makhadi ya mathonsi ya nomboro, makhadi ya marito ya nomboro na makhadi ya mifungo ya nomboro ya 2

1. **Rhayimi:** Vulani rhayimi leyi, *Nhlampfi leyitsongo yin'we*.
2. **Ku hlayela ka swanomu:** Vadyondzi va hlayela kusuka eka 1 kufika eka 5 kutani va tibambatela matsolo. Vuyelelani loko vadyondzi va ri karhi va bambatela makatla ya vona.

3. **Ku tivisa nomboro ya '2':**
Vulavulani hi mayelana na *Xitori xa nomboro ya 1*. Rungula *Xitori xa nomboro ya 2*. Yindlu ya swiharhi hi wona nkongomo wa xitori lexi. Komba swiphemu swa xipendiwankhavisio xa tinomboro loko u ri karhi u vumba xitori xa swiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 2, tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhavisio eka yindlu ya swiharhi ekhumbini eka ndhawu ya matematiki.



Swivutiso swo letela:

- ★ Xana i timangwa tingani ti tshamaka endlwini leyi?
 - ★ Xana i yini swin'wana ku nga na swimbirhi swa swona exitorini lexi?
 - ★ Xana ku na timangwa tingani to tala kutlula tindlopfu exifanisweni?
 - ★ Xana u nga ehleketa hi swilo swimbirhi leswi u tsakelaka ku swi engetela?
4. **Ku pananisa mathonsi, swifaniso, mfungho wa nomboro na marito ya nomboro ya '2':** Kombela vadyondzi ku pananisa xifaniso, thonsi na mfungho eka xipendiwankhavisio xa Nomboro ya 2. Komba vadyondzi rito ra nomboro kutani u vula rito 'mbirhi'. Kombela mudyondzi ku pananisa rito ra nomboro eka xipendiwankhavisio.
 5. **Ku kuma 2 wa swilo:** Hlawula vadyondzi ku kuma yimbirhi ya michumu yo fana ekamareni ro dyondzela. Nyika vadyondzi lavan'wana makhadi ya nomboro ya '2' ku pananisa michumu leyi. Yi vekeneni etafuleni ra matematiki.
 6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Day 2

What you need

- Fish picture
- Frog picture
- Rhyme: *One, two, three, four, five* (page 196)
- Soccer ball
- 2 large sheets of paper and a koki
- 16 circular objects
- Shallow tray with paint
- Paper
- Circle attribute blocks (*Resource Kit*)
- 2 large labelled circles

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*, as you show the pictures of the fish and frog. Learners say the rhyme with you.
2. **Oral counting:** Learners jump like frogs and count from 1 to 5.
3. **Counting objects 1–5:** Learners hold up the correct number of fingers as they say the rhyme. Say the rhyme, clapping once for each number. Discuss the rhyme.

Guiding questions:

★ How many fish did the child catch? How many frogs?

4. **Comparing 2-D shapes and 3-D objects:** Discuss 'shape': everything has a shape. There are many different shapes, for example, your body has a shape, the windows in the classroom have a shape, the soccer ball has a shape, the picture has a shape.

Guiding questions:

- ★ What can you tell me about the shape of the windows?
- ★ What can you tell me about the shape of the soccer ball?
- ★ What other shapes can we see in our classroom?
- ★ What shapes can you remember from your bedrooms at home?

5. **Going from 3-D to 2-D:** Ask one learner to stand. Demonstrate that depending on where you are looking from, you can see a different view of the learner – from the front, back, side and above (use a chair to stand on). Demonstrate that it is possible to turn the learner around, hold him/her and hug him/her.

Let the learner lie on his/her back on a large sheet of paper. Trace around him/her. Draw learners' attention to the line as you draw: 'around his/her head', 'along his/her side'. When the learner stands up, ask what learners can see on the paper (a picture of the learner's body).



Siku ra 2

Leswi lavekaka

- Xifaniso xa nhlampfi
- Xifaniso xa chela
- Rhayimi: *N'we, mbirhi, nharhu, mune, ntlhanu* (pheji ya 197)
- Bolo ya milenge
- 2 wa swipandzu leswikulu swa phepha na khoki
- 16 wa michumu ya xirhendzevutana
- Tithireyi to ka ti nga entangi leti nga na pende
- Phepha
- Tibuloko ta swihlawulekisi swa xirhendzevutana (*Khiti ya Swipfuno*)
- 2 wa swirhendzevutana leswi leburiweke leswikulu

1. **Rhayimi:** Vulani rhayimi leyi, *N'we, mbirhi, nharhu, mune, ntlhanu*, loko u ri karhi u komba swifaniso swa nhlampfi na chela. Vadyondzi va vula rhayimi leyi na wena.
2. **Ku hlayela ka swanomu:** Vadyondzi va tlula ku fana na machela kutani va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela michumu 1–5:** Vadyondzi va yimisela ehenhla nomboro leyi nga lulama ya tintiho loko va ri karhi va vula rhayimi leyi. Vulani rhayimi leyi, mi ri karhi mi phokotela kan'we eka nomboro yin'wana na yin'wana. Kanelani hi rhayimi leyi.

Swivutiso swo letela:

- ★ Xana i tinhlampfi tingani leti n'wana a ti khomeke? Xana i machela mangani?
4. **Ku fananisa swivumbeko swa 2-D na michumu ya 3-D:** Kanelani hi 'xivumbeko': xilo xin'wana na xin'wana xi na xivumbeko. Ku na swivumbeko swo hambanahambana swo tala, tanihi xikombiso, miri wa wena wu na xivumbeko, mafasitere lama nga ekamareni ro dyondzela ma na xivumbeko, bolo ya milenge yi na xivumbeko, xifaniso xi na xivumbeko.

Swivutiso swo letela:

- ★ Xana u nga ndzi byela yini hi mayelana na xivumbeko xa mafasitere?
 - ★ Xana u nga ndzi byela yini hi mayelana na xivumbeko xa bolo ya milenge?
 - ★ Xana i swivumbeko swihi swin'wana hi kotaka ku swi vona ekamareni ro dyondzela ra hina?
 - ★ Xana i swivumbeko swihi u nga swi tsundzukaka kusuka eka kamara ra wena ro etlela eka rona ekaya?
5. **Ku famba kusuka eka 3-D kuya eka 2-D:** Kombela mudyondzi un'we ku yima. Kombisa leswaku swi ri karhi swi lawuriwa hi laha u langutaka u ri kona u nga vona vonakelo ro hambana ra mudyondzi – kusuka emahlweni, kusuka endzhaku, kusuka etlhelo na kusuka ehenhla (tirhisa xitulu ku yima eka xona). Kombisa leswaku swa koteka ku hundzuluxa mudyondzi, n'wi khome kutani u n'wi hundzuluxa. Endla leswaku mudyondzi a etlela hi nhlana wa yena eka xipandzu lexikulu xa phepha. Landzelerisa ku rhendzeleka na yena. Koka nkongomiso wa miehleketo wa vadyondzi eka layini leyi loko u ri karhi u dirowa: 'ku rhendzeleka na nhloko ya yena', 'ku xaxamela na tlhelo ra yena'. Loko mudyondzi a suka a yima, vutisa leswi vadyondzi va kotaka ku swi vona ephepheni (xifaniso xa miri wa mudyondzi).





TIP

Put two labelled pictures of a circle on the wall above the maths table.



6. **Introducing the circle:** Learners sit in pairs. Place a box containing a collection of circle-shaped objects on the mat. One learner from each pair fetches an object. In pairs, they take turns to run a finger around the circular edges of the objects, for example, the rim of the cup, the edge of the plate.

Take one object, for example, a plate. Say, 'What will happen if we draw around the edge of the plate?'

Put a piece of paper on the mat. Trace around the plate with a koki. Ask learners if they know what this shape is called. Tell them it is a circle. Ask about the shape. Ask the learners to watch the line as you draw. Talk about how the line curves as it goes around the object.

Ask a learner to choose another object and help them to draw around it. Talk about how the line curves. Ask learners if they can see any other circles in the classroom.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 10 pictures of circles (drawn or cut out of magazines or newspapers)

1. **Rhyme:** Say the rhyme, *One, two, three, four, five*.
2. **Oral counting:** Learners move their arms like fish fins as they count from 1 to 5.
3. **Counting objects 1–5:** Learners show their fingers as they count from 1 to 5.
4. **Reinforcing number '2':** Draw a large number '2' in the air. Learners copy you and draw a '2' on their hands and on a friend's back. Ask what parts of our bodies we have two of (hands, wrists, arms, legs, eyes, ears, feet, knees, ankles, elbows, hips, shoulders). Count body parts as they mention them: '1, 2 hands' and so on.
5. **Song:** Introduce the song, *Circles*. Add actions.
6. **Looking for circles:** Ask a few learners at a time to find two circles in the classroom and place them on the mat. Ask the other learners whether all the shapes are circles. Ask a few learners to put the circles into groups of twos.
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Use the opportunity to talk about whether everyone has two hands, wrists, arms, and so on.

XITSUNDZUXO

Vekela swifaniso swimbirhi leswi leburaweke swa xirhendzevutana ekhumbini leri nga ehenhla ka tafula ra matematiki.



6. **Ku tivisa xirhendzevutana:** Vadyondzi va tshama hi vambirhimbirhi. Vekela bokisi leri nga na nhlangelo wa michumu leyi nga xivumbeko xa xirhendzevutana emeteni. Mudyondzi un'we kusuka eka phere yin'wana na yin'wana u teka nchumu wo karhi. Hi vambirhimbirhi, va siyerisana ku fambisa ritiho ku rhendzeleka na makumu ya xirhendzevutana ya michumu leyi, tanihi xikombiso, rhimi ya khapi, makumu ya puleti. Teka nchumu wun'we, tanihi xikombiso, puleti. Vula, 'Xana ku ta humelela yini loko hi dirowa ku rhendzeleka na makumu ya puleti leyi?' Vekela xiphemu xa phepha emeteni. Landzelerisa puleti leyi hi khoki. Vutisa vadyondzi leswaku xivumbeko lexi xi vitaniwa yini. Va byele leswaku i xirhendzevutana. Vutisa hi mayelana na xivumbeko lexi. Kombela vadyondzi ku hlalela layini loko u ri karhi u dirowa. Vulavulani hi mayelana na hilaha layini leyi yi gombonyokaka hakona loko yi ri karhi yi rhendzeleka na nchumu lowu.
- Kombela mudyondzi a hlawula nchumu wun'wana kutani u va pfuna ku dirowa ku rhendzeleka na wona. Vulavulani hi mayelana na hilaha layini leyi yi gombonyokaka hakona loko yi ri karhi yi rhendzeleka na nchumu lowu. Vutisa vadyondzi loko va kota ku vona swirhendzevutana swin'wana swihi kumbe swihi leswi nga ekamareni ro dyondzela.
7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 3

Leswi lavekaka

- Rhayimi: *N'we, mbirhi, nharhu, mune, ntlhanu* (pheji ya 197)
- Risimu: *Swirhendzevutana* (pheji ya 197)
- 10 ra swifaniso swa swirhendzevutana (swo dirowiwa kumbe swo tsemiwa eka timagazini kumbe swa maphephahungu)

1. **Rhayimi:** Vulani rhayimi leyi, *N'we, mbirhi, nharhu, mune, ntlhanu*.
2. **Ku hlayela ka swanomu:** Vadyondzi va fambisa mavoko ya vona kufana na tinhlampfi loko va ri karhi va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela michumu 1–5:** Vadyondzi va komba tintiho ta vona loko va ri karhi va hlayela kusuka eka 1 kufika eka 5.
4. **Ku tiyisisa nomboro ya '2':** Dirowa nomboro leyikulu ya '2' emoyeni. Vadyondzi va ku kopela kutani va dirowa '2' eswandleni swa vona na le nhlaneleni wa munghana. Vutisa leswaku i swirho swihi swa miri ya hina hi nga na swimbirhi swa swona (swandla, mahlakala, mavoko, milenge, mahlo, tindleve, mikondzo, matsolo, mahlakala ya milenge, swikokola, tinyonga, makatla). Hlayela swirho swa miri loko va ri karhi va swi vula: '1, 2 swandla' na swo kota sweswo.
5. **Risimu:** Tivisa risimu leri, *Swirhendzevutana*. Engetela swiendlo.
6. **Ku lava swirhendzevutana:** Kombela vadyondzi vangarivangani hi nkarhi ku kuma swirhendzevutana swimbirhi ekamareni ro dyondzela kutani va swi veka emeteni. Vutisa vadyondzi lavan'wana loko swivumbeko hinkwaswo swi ri swirhendzevutana. Kombela vadyondzi vangarivangani ku vekela swirhendzevutana hi mitlawa ya vambirhi.
7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

Tirhisa nkarhi lowu ku vulavula hi mayelana na loko munhu un'wana na un'wana a ri na swandla swimbirhi, mahlakala mambirhi, mavoko mambirhi, na swo kota sweswo.

Day 4

What you need

- Song: *Circles* (page 196)
- A large ball
- 5 counters (*Resource Kit*)
- Mirrors (optional)

1. **Song:** Sing the song, *Circles*.
2. **Oral counting:** Learners pass a large ball around, counting from 1 to 5. Repeat this until everyone has had a turn to pass the ball.
3. **Counting objects 1–5:** Show five counters and ask how many they think you are holding. Count the counters together.
4. **Reinforcing the circle:** Use chalk to trace around at least five large round objects (for example, a hula hoop, bucket, tyre) on the floor. Learners take turns in groups to walk on the drawn shapes.
5. **Symmetry:** Ask one learner to stand facing the other learners.

Guiding questions:

- ★ What does _____ have on this side of her body (point to the left side of the learner's body, for example, an ear, eye, arm, leg) that she also has on the other side of her body?
- ★ Does she have an arm on the other side? And an ear?

In pairs, learners face each other and identify the body parts they have that match on each side.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

If you have mirrors available, let learners look at themselves in the mirrors to explore symmetry in their own bodies by identifying the matching body parts on the left and right sides.

Day 5

What you need

- Rhyme: *One, two, three, four, five* (page 196)
- Song: *Circles* (page 196)
- 5 large different-coloured circle attribute blocks (*Resource Kit*)
- *Poster Book, Poster 8*
- Beetle picture (page 217)
- Paint and paintbrush

1. **Rhyme and song:** Say the rhyme, *One, two, three, four, five*, and sing the song, *Circles*.
2. **Oral counting:** Learners tap both their hands on their shoulders and count from 1 to 5. Repeat tapping each shoulder with the opposite hand.
3. **Counting objects 1–5:** Give five learners each a different-coloured circle attribute block. Together count them. Ask how many are red, yellow, blue, and so on.
4. **Looking for circles:** Look at Poster 8. Learners look for the circles on the poster.



Siku ra 4

Leswi lavekaka

- Risimu: *Swirhendzevutana* (pheji ya 197)
- Tibolo letikulu
- 5 wa swihlayeri (*Khiti ya Swipfuno*)
- Swivoni (a swi bohi)

1. **Risimu:** Tivisa risimu leri, *Swirhendzevutana*.
2. **Ku hlayela ka swanomu:** Vadyondzi va nyiketana hi bolo leyikulu, va ri karhi va hlayela kusuka eka 1 kufika eka 5. Vuyelalani leswi kufikela loko munhu un'wana na un'wana a kumile nkarhi wa ku nyiketana bolo.
3. **Ku hlayela michumu 1–5:** Komba ntlhanu wa swihlayeri kutani u vutisa leswaku va ehleketa leswaku i swingani leswi u nga swi khoma. Hlayelani swirhendzevutana leswi swin'we.
4. **Ku tiyisisa xirhendzevutana:** Tirhisa choko ku landzelerisa ku rhendzeleka na mpimohansi wa ntlhanu wa michumu ya xirhendzevutana leyikulu (tanihi xikombiso, hulahupu, bakiti, thayere) efulorweni. Vadyondzi va siyerisana hi mitlawa ku famba eka swivumbeko leswi dirowiweke.
5. **Ndzinganiso:** Kombela mudyondzi un'we ku yima a languta vadyondzi lavan'wana.

Swivutiso swo letela:

- ★ Xana _____ u na yini eka tlhelo leri ra miri wa yena (kombetela tlhelo ra ximatsi ra miri wa mudyondzi, tanihi xikombiso, ndleve, tihlo, voko, nenge) lexi a tlhelaka a va na xona eka tlhelo lerin'wana ra miri wa yena?
- ★ Xana u na voko eka tlhelo lerin'wana? Na ndleve?

Hi vambirhimbirhi, vadyondzi va langutana kutani va kuma swirho swa miri leswi pananaka eka tlhelo rin'wana na rin'wana.

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

 XITSUNDZUXO

Loko mi ri na swivoni, pfumelela vadyondzi va tilanguta eswivonini ku valanga ndzinganiso emirini ya vona vini hi ku kuma swirho swa miri leswi pananaka eka matlhelo ya ximatsi na ya xinene.

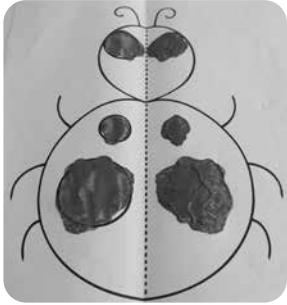
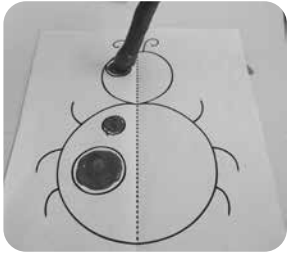
Siku ra 5

Leswi lavekaka

- Rhayimi: *N'we, mbirhi, nharhu, mune, ntlhanu* (pheji ya 197)
- Risimu: *Swirhendzevutana* (pheji ya 197)
- 5 wa tibuloko ta swihlawulekisi swa xirhendzevutana leti nga na
- mihlovo yo hambanahambana (*Khiti ya Swipfuno*)
- *Buku ya Tiphositara, Phositara ya 8*
- Xifaniso xa xifufunhunu (pheji ya 217)
- Pende na bulachi yo penda

1. **Rhayimi na risimu:** Vulani rhayimi leyi, *N'we, mbirhi, nharhu, mune, ntlhanu*, kutani mi yimbelela risimu leri, *Swirhendzevutana*.
2. **Ku hlayela ka swanomu:** Vadyondzi va bambatela swandla swa vona haswimbirhi emakatleni ya vona kutani va hlayela kusuka eka 1 kufika eka 5. Vuyelalani ku bambatela katla rin'wana na rin'wana hi xandla xo fularhela.
3. **Ku hlayela michumu 1–5:** Nyika ntlhanu wa vadyondzi un'wana na un'wana buloko ya swihlawulekisi swa xirhendzevutana leyi pendiweke hi mihlovo yo hambanahambana. Swi hlayeleni swin'we. Vutisa leswaku i swingani swo tshwuka, swa xitshopana, swa wasi, na swo kota sweswo.
4. **Ku lava swirhendzevutana:** Langutani Phositara ya 8. Vadyondzi va lava swirhendzevutana eka phositara leyi.





5. **Symmetry in circles:** Show the learners the beetle picture. Ask them how many circles they can see – the body, head, two spots and one eye. Count the circles together. Tell this Beetle story: ‘Beetle is worried that she doesn’t look like other beetles. Their bodies look exactly the same on each side. She also wants to have two dots on each side of her body.’

Guiding questions:

★ How do you think we can help this beetle solve her problem?

Put paint on each of the two spots and eye on the one side of the beetle picture. Fold the picture of the beetle in half along the midline, so that two dots and another eye are printed on the other half of the beetle. Discuss with learners whether they think the two sides of the beetle are the same.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Vocabulary development (same/different).
- Outdoor activity: Trace the outline of the learners’ bodies using chalk or a stick. Help the learners to draw a line down the middle of their body outlines.

Small group activities

Teacher-guided activity

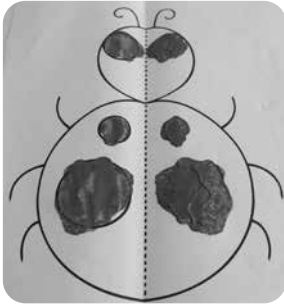
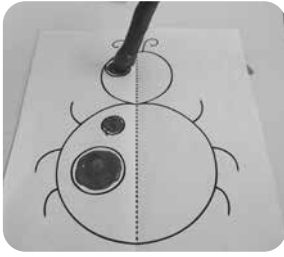
What you need

- 30 different-coloured counters
- Small chalkboards, whiteboards or A4 paper
- For each learner:
- Chalk/whiteboard markers/ crayons
- A tub with:
 - Number symbol, picture and dot cards: 1 and 2 (*Resource Kit*)
 - 5 colour counters (*Resource Kit*)
 - ‘Circle’ pictures (page 218)
- 2 plastic yoghurt lids

1. **Practising number ‘2’:** Give each learner a tub. Talk about the contents. Learners take out and place each of their picture cards for ‘one’ and ‘two’ in front of them.

Guiding questions and instructions:

- ★ What do you see?
- ★ What is the same? What is the difference between them?
- ★ How many pictures are there on each of your picture cards?



5. **Ndzinganiso hi swirhendzevutana:** Komba vadyondzi xifaniso xa xifufunhunu. Va vutise leswaku i swirhendzevutana swingani va kotaka ku swi vona – miri, nhloko, swicoticoti swimbirhi na tihlo rin'we. Hlayelani swirhendzevutana leswi swin'we. Rungula xitori xa N'waxifufunhunu: 'N'waxifufunhunu u vilerisiwa hi leswaku a nga rhandzi van'waswifufunhunu lavan'wana. Miri ya vona yi languteka yi fana kwatsa eka tlhelo rin'wana na rin'wana. U tlhela a lava ku va na mathonsi mambirhi eka tlhelo rin'wana na rin'wana ra miri wa yena.'

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku hi nga xi pfuna njhani xifufunhunu lexi ku ololoxa xiphiso xa xona?

Tota pende eka xin'wana na xin'wana xa swicoticoti leswimbirhi na tihlo eka tlhelo rin'we ra xifaniso xa xifufunhunu. Petsa xifaniso xa xifufunhunu hi hafu ku xaxamela na leka layini ya le xikarhi, ku endlela leswaku mathonsi lamambirhi na tihlo lerin'wana swi kandziyisiwa eka hafu leyin'wana ya xifufunhunu. Kanelani na vadyondzi loko va ehleketa leswaku matlhelo lamambirhi ya xifufunhunu ya fana.

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi:

- Nhluvukiso wa ntivoririmi (fana/hambana).
- Nghingiriko wa le handle ka muako: Landzelerisa makumu ya miri ya vadyondzi hi ku tirhisa choko kumbe ximhandzana. Pfuna vadyondzi ku dirowa layini hi le xikarhi ka makumu ya miri ya vona.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 30 wa swihlayeri swa mihlovo yo hambanahambana
- Swa mudyondzi un'wana na un'wana:
- Mfuku leyi nga na:
 - Makhadi ya mifungo ya tinomoro, makhadi ya swifaniso swa tinomoro na makhadi ya mathonsi tinomoro ta: 1 na 2 (*Khiti ya Swipfuno*)
 - 5 wa swihlayeri swa mihlovo (*Khiti ya Swipfuno*)
- Swifaniso swa 'Swirhendzevutana' (pheji ya 218)
- Tibodo to tsalela letitsongo, tibodo to basa letitsongo kumbe phepha ra A4
- Choko/timakara/tikhirayoni ta bodo yo basa
- 2 wa swipfalo swa yogati swa pulasitiki

1. **Ku titloveta nomboro ya '2':** Nyika mudyondzi un'wana na un'wana mfuku. Vulavulani hi mayelana na vundzeni. Vadyondzi va humesa kutani va veka rin'wana na rin'wana ra makhadi ya vona ya swifaniso swa 'n'we' na 'mbirhi' emahlweni ka vona.

Swivutiso swo letela na swileriso:

- ★ Xana u vona yini?
- ★ Xana i yini swi fanaka? Xana hi kwihi ku hambana exikarhi ka swona?
- ★ Xana ku na swifaniso swingani eka rin'wana na rin'wana ra makhadi ya wena ya swifaniso?



TIP

Learners who are not yet ready to write or draw can use playdough to make a '2' and two objects.



- ★ Match each dot card to a picture card (1 and 2).
- ★ How many counters do you need to match to each of the picture cards?
- ★ Match your number '2' card. (Point to the Number 2 frieze above the maths table.)

Write a large '2' on a chalkboard, whiteboard or paper. Learners copy this and draw two objects on their own chalkboards, whiteboards or paper.

2. **Reinforcing the circle:** Learners take the eight pictures from page 218 out of the tub. They place them on the mat in front of them.

Guiding questions:

- ★ What do you see in each of these pictures?
- ★ What can you tell me about the shapes in each of these pictures?
- ★ Point to a shape that is not a circle. Why is this not a circle?
- ★ How do we know if something is a circle?

Hold up a coloured disc counter.

Guiding questions and instructions:

- ★ What shape does this look like?

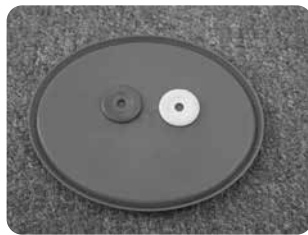
Place a pile of counters on the mat and give instructions. Ask learners to:

- ★ Pick up one blue counter.
- ★ Pick up one red counter.
- ★ Pick up one yellow counter.
- ★ _____, take a red counter and give it to _____.
- ★ _____, take any colour counter.
- ★ _____, find a counter exactly like the one _____ has.

Give each learner two plastic yoghurt lids.

- ★ Everyone take one counter and put it on a lid.
- ★ Have you all got one? Let's check.
- ★ Everyone take two counters and put them on your other plastic lid.
- ★ Have you all got two? Let's count.
- ★ Can you arrange your two counters differently on your lid?
- ★ Count again.

Learners match their dot cards 1 and 2 to the counters on the lids. Encourage the learners to arrange their counters to match yours.



Check that learners are able to:

- match number 2 pictures with two objects, dot cards and symbol cards
- recognise, identify and name a circle

 XITSUNDZUXO

Vadyondzi lava nga si lunghekelaka ku tsala kumbe ku dirowa va nga tirhisa vumba byo tlangisa ku endla '2' na michumu yimbirhi.



- ★ Pananisa khadi ra mathonsi rin'wana na rin'wana eka khadi ra swifaniso (1 na 2).
- ★ Xana i swihlayeri swingani u swi lavaka ku pananisa eka rin'wana na rin'wana ra makhadi lama ya swifaniso?
- ★ Pananisa khadi ra wena ra nomboro ya '2'. (Kombetela xipendiwankhaviswa xa Nomboro ya 2 lexi nga ehenhla ka tafula ra matematiki.)

Tsala '2' leyikulu eka bodo yo tsalela, eka bodo yo basa kumbe ephepheni. Vadyondzi va kopunula leswi kutani va dirowa michumu yimbirhi eka tibodo ta vona to tsalela, eka tibodo ta vona to basa kumbe emaphepheni.

2. **Tiyisisa xirhendzevutana:** Vadyondzi va humesa nhungu wa swifaniso kusuka eka pheji ya 218 emfukwini. Va swi veka emeteni emahlweni ka vona.

Swivutiso swo letela:

- ★ Xana u vona yini eka xin'wana na xin'wana xa swifaniso leswi?
- ★ Xana u nga ndzi byela yini hi mayelana na swivumbeko leswi nga eka xin'wana na xin'wana xa swivumbeko leswi?
- ★ Kombetela xifaniso lexi xi nga riki xirhendzevutana. Hikwalahokayini lexi xi nga ri xirhendzevutana?
- ★ Xana u swi tiva njhani loko xin'wana xi ri xirhendzevutana? Yimisela ehenhla xihlayeri xa disiki leyi nga na muhlovo.

Swivutiso swo letela na swileriso:

- ★ Xana i xivumbeko xih lexi xi langutekaka ku fana na xona? Veka nhulu ya swihlayeri emeteni kutani u nyika swileriso. Kombela vadyondzi ku:
 - ★ Pambula xihlayeri xin'we xa wasi.
 - ★ Pambula xihlayeri xin'we xo tshwuka.
 - ★ Pambula xihlayeri xin'we xa xitshopana.
 - ★ _____, teka xihlayeri xo tshwuka kutani u xi nyika _____.
 - ★ _____, teka xihlayeri xa muhlovo wihi kumbe wihi.
 - ★ _____, kuma xihlayeri xo fana kwatsa na lexi _____ a nga na xona.
- Nyika mudyondzi un'wana na un'wana swipfalo swimbirhi swa pulasitiki swa yogati.

- ★ Un'wana na un'wana a teki xihlayeri xin'we kutani a xi vekela ehenhla ka xipfalo.
- ★ Xana hinkwenu mi xi kumile xin'we? A hi kambeni.
- ★ Un'wana na un'wana a teki swihlayeri swimbirhi kutani u swi veka ehenhla ka xipfalo xa wena xa pulasitiki lexin'wana.
- ★ Xana hinkwenu mi swi kumile swimbirhi? A hi hlayeleni.
- ★ Xana mi nga veketela swihlayeri swa n'wina swimbirhi hi ndlela yo hambana eka xipfalo xa n'wina?
- ★ Hlayelani nakambe.

Vadyondzi va pananisa makhadi ya vona ya mathonsi ya 1 na 2 eka swihlayeri leswi nga ehenhla ka swipfalo. Khutaza vadyondzi ku veketela swihlayeri swa vona ku panana na swa vona.



Kamba leswaku vadyondzi va kota ku:

- pananisa swifaniso swa nomboro ya 2 hi michumu yimbirhi, makhadi ya tinomboro na makhadi ya mifungo
- tiva, ku kuma na ku vula vito ra xirhendzevutana

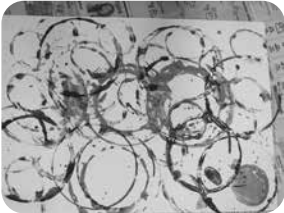
Workstation 1

What you need

- Playdough template: Number 2 per learner (page 212)
- Playdough

Learners use playdough to form the number '2', to roll two balls of playdough to place on the tree, and to roll two balls of playdough to place in the grid.

Workstation 2



What you need

- Paint in shallow trays
- Large sheets of paper for each learner
- Different-sized objects with circular surfaces (for example, yoghurt containers, tins, toilet roll inners, disposable cups, lids)

Learners print using circle-shaped objects. Press the object into the paint and then onto paper to create a circle print.

Workstation 3



What you need

- Pictures of food from advertising pamphlets, magazines and newspapers
- 1 large circle drawn on A4 paper per learner
- Scissors and glue

Learners cut out the circle to make a 'plate'. They cut out and glue pictures of food onto their plates.



TIP Learners who struggle with cutting can tear pictures and can roll playdough into a 'sausage' shape to place on the 'plate' outline.

Workstation 4

What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

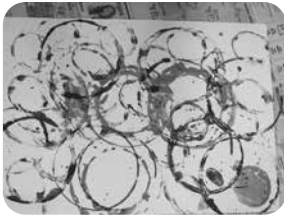
Xitichi xo tirhela xa 1

Leswi lavekaka

- Thempuleti ya vumba byo tlangisa: Nomboro ya 2 hi mudyondzi (pheji ya 213)
- Vumba byo tlangisa

Vadyondzi va tirhisa vumba byo tlangisa ku vumba nomboro ya '2', ku khunguluxa tibolo timbirhi ta vumba byo tlangisa ku ti vekela ensinyeni, na ku khunguluxa tibolo timbirhi ta vumba byo tlangisa ku ti vekela eka giridi.

Xitichi xo tirhela xa 2



Leswi lavekaka

- Pende yi ri eka tithireyi to ka ti nga entangi
- Swipandzu leswikulu swa phepha swa mudyondzi un'wana na un'wana
- Michumu leyi nga na tisayizi to hambanahambana leyi yi nga na tshaku ra xirhendzevutana (tanihi xikombiso, tikhontheni ta yogati, swikotela, switsondzelelo swa phepha ra xihambukelo, tikhapi to tirhisa kan'we ntsena, swipfalo)

Vadyondzi va gandla hi ku tirhisa michumu leyi nga na xivumbeko xa xirhendzevutana. Tshikelela nchumu lowu endeni kutani endzhaku ka swona ehenhla ka phepha ku tumbuluxa mugandlo wa xirhendzevutana.

Xitichi xo tirhela xa 3



Leswi lavekaka

- Swifaniso swa swakudya kusuka eka tiphamfulete to navetisa, timagazini na maphephahungu
- 1 ya xirhendzevutana lexikulu lexi dirowiweke eka phepha ra A4 hi mudyondzi
- Xikero na xinamarheta

Vadyondzi va tsema xirhendzevutana ku endla 'puleti'. Va tsema swifaniso swa swakudya kutani va swi namarheta ehenhla ka tipuleti ta vona.



XITSUNDZUXO

Vadyondzi lava va tikeriwaka hi ku tsema va nga handzula swifaniso kutani va khunguluxa vumba byo tlangisa byi va xivumbeko xa 'vhorošo' ku xi veka eka makumu ya 'puleti'.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Swiphazamiso leswi nga na nkongomelo wa 'miri'

Mudyondzi un'wana na un'wana u aka xiphazamiso.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: square
- Describe, sort and compare 3-D objects and 2-D shapes
- Direction: forwards, backwards
- Position: inside, outside

New knowledge

- 2-D shapes: square
- Direction: forwards and backwards
- Position: inside and outside

Practise

- Circle
- Number concepts 1 and 2
- Oral counting 1–5
- Counting objects 1–5
- Boxes and balls
- Six-piece puzzles

New maths vocabulary

square
corner

side
straight

flat
surface

forwards
backwards

Getting ready

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

- a large box that has at least two square faces
- a large cardboard square and circle
- square shapes of any size and colour
- 5 pages with a red square and 5 pages with a blue square
- colour squares for each learner
- square-shaped objects, for example, wooden blocks, small square notepad, square beanbag, dice, mosaic pieces, square attribute blocks
- circle-shaped objects, for example, plastic milk bottle caps, plastic lids, large buttons, circle attribute blocks
- make 6 sets of 2 dot cards with 1 and 2 dots, 2 picture cards with 1 and 2 pictures of animals for learners' tubs
- 7 pictures of squares
- dot and animal cards (*Resource Kit*).



TIP

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

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

Tinhlokomhaka

- Tiva, kuma na ku vula mavito ya swivumbeko swa 2-D: xikwere
- Hlamusela, u ava na ku fananisa michumu ya 3-D na swivumbeko swa 2-D
- Tlhelo: emahlweni, endzhaku
- Xiyimo: endzeni, ehandle

Vutivi byintshwa

- Swivumbeko swa 2-D: xikwere
- Matlhelo: emahlweni na endzhaku
- Xiyimo: endzeni na ehandle

Titoloveti

- Xirhendzevutana
- Minongoti ya tinomboro ta 1 na 2
- Ku hlayela ka swanomom 1–5
- Ku hlayela michumu 1–5
- Mabokisi na tibolo
- Swiphazamiso swa swiphemu swa tsevu

Ntivomarito wa matematiki wuntshwa

xikwere
khona

tlhelo
thwixama

patlama
vuhenhla

emahlweni
endzhaku

Ku lungheka

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

- bokisi lerikulu leri ri nga na mpimohansi wa swikandza swa xikwere swimbirhi
- xikwere xa khadibodo lexikulu na xirhendzevutana xa khadibodo lexikulu
- swivumbeko swa xikwere swa sayizi yihi kumbe yihi na muhlovo wihi kumbe wihi
- 5 wa tipheji leti nga na xikwere xo tshwuka na 5 wa tipheji leti nga na xikwere xa wasi
- swikwere swa mihlovohlovo swa mudyondzi un'wana na un'wana
- michumu leyi nga na xivumbeko xa xikwere, tanihi xikombiso, tibuloko ta mhandzi, notiphede ya xikwere leyitsongo, binibege ya xikwere, dayizi, swiphemuphemu swa mozayiki, tibuloko ta swihlawulekisi swa xikwere
- michumu leyi nga na xivumbeko xa xirhendzevutana, tanihi xikombiso, tipaniki ya mabodhlela ya masi, swipfalo swa pulasitiki, tikunupu letikulu, tibuloko ta swihlawulekisi swa xirhendzevutana
- endla 6 wa tsete ta makhadi ya mathonsi ma2 lama nga na thonsi ri1 na 2 wa mathonsi, makhadi ya swifaniso ma2 lama nga na xifaniso xi1 na swifaniso swi2 swa swiharhi eka timfuku ta vadyondzi
- 7 wa swifaniso swa swikwere
- makhadi ya mathonsi na makhadi ya swiharhi (*Khiti ya Swipfuno*).



XITSUNDZUXO

Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali: vun'we, vumbirhi, vunharhu; xiyimo: emahlweni ka, endzhaku ka, exikarhi ka, leha kutlula hinkwavo, koma kutlula hinkwavo.

Whole class activities

Day 1

What you need

- 3-D objects such as blocks, boxes of different sizes, square containers for the maths table
- 1 large cardboard square
- 1 large box
- 1 large sheet of paper
- A koki

1. **Rhyme:** Say any of the counting rhymes from the previous weeks.
2. **Oral counting:** Learners pat their tummies and count from 1 to 5.
3. **Counting objects 1–5:** Place the boxes and blocks on the mat. Ask learners to fetch one block and one box.

Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

Repeat until there are five objects. The learners count as they touch each object.

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

4. **Making squares:** Talk about one of the boxes in the classroom. Trace around a large square box to draw a square. Talk about how the line goes straight along, makes a sharp turn at a corner and then goes straight again, along all the edges.

Guiding questions:

- ★ Do you know what this shape is called?
- ★ How many straight lines does the square have?
- ★ How many corners does this square have?
- ★ Which other sides could I use on this box to make another square shape on the paper?
- ★ Will it be the same? Why?

Trace around the side learners identify, describing the lines as you do so.

5. **Properties of a square:** Show the cardboard square.

Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Is this shape the same as the one we have just drawn? Why?



As you trace around the box, focus on the lines being straight rather than curved (discussed when tracing around a circle in Week 4).

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Michumu ya 3-D yo tanihi tibuloko, mabokisi ya tisayizi to hambanahambana, tikhontheni ta swikwere ta tafula ra matematiki
- 1 ya xikwere xa khadibodo lerikulu
- 1 ya bokisi lerikulu
- 1 ya xipandzu lexikulu xa phepha
- Khoki

1. **Rhayimi:** Vulani yihi kumbe yihi ya tirhayimi to hlayela kusuka eka mavhiki lama nga hundza.
2. **Ku hlayela ka swanomu:** Vadyondzi va bambatela makhwiri ya vona kutani va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela michumu 1–5:** Vekela mabokisi na tibuloko emeteni. Kombela vadyondzi ku teka buloko yin'we na bokisi rin'we.

Swivutiso swo letela:

- ★ Xana i michumu yingani leyi hi nga na yona?

Va kombele ku teka buloko yin'wana.

- ★ Xana i michumu yingani leyi hi nga na yona sweswi?

Vuyelalani kufikela loko ku va na ntlanu wa michumu. Vadyondzi va hlayela loko va ri karhi va khoma nchumu wun'wana na wun'wana.

- ★ Xana hi na mabokisi yo tala kumbe tibuloko to tala?

- ★ Xana hi swihi leswi hi nga na switsongo swa swona?

4. **Ku endla swikwere:** Vulavulani hi mayelana na bokisi rin'we ra lama nga kona ekamareni ro dyondzela. Landzelerisa ku rhendzeleka na bokisi ra xikwere lerikulu ku dirowa xikwere. Vulavulani hi mayelana na hilaha layini yi fambaka yi thwixamile hi le tlhelo, yi endla njhiko wo tontswa ekhoneni kutani endzhaku ka swona yi thwixama nakambe, hi ku xaxamela na makumu hinkwawo.



Swivutiso swo letela:

- ★ Xana wa swi tiva leswi xivumbeko lexi xi vitaniwaka swona?

- ★ Xana i tilayini to thwixama tingani leti xikwere xi nga na tona?

- ★ Xana i tikhona tingani leti xikwere lexi xi nga na tona?

- ★ Xana i matlhelo man'wana wahi lama ndzi nga ma tirhisaka eka bokisi leri ku endla xivumbeko xa xikwere xin'wana ephepheni?

- ★ Xana xi ta fana? Hikwalahokayini?

Landzelerisa ku rhendzeleka na tlhelo leri vadyondzi va ri kumaka, u ri karhi u hlamusela tilayini leti loko u ri karhi u endla tano.

5. **Swihlawulekisi swa xikwere:** Komba xikwere xa khadibodo.

Swivutiso swo letela:

- ★ Xana ku na munhu wihi kumbe wihi a tivaka leswi xivumbeko lexi xi vitaniwaka swona?

- ★ Xana xivumbeko lexi xa fana na lexi ha ha ku xi dirowiwaka? Hikwalahokayini?

XITSUNDZUXO

Loko u ri karhi u landzelerisa ku rhendzeleka na bokisi leri, kongomisa eka tilayini leti vaka ti thwixamile kutlula ku va ti gombonyokile (swi kaneriwile loko ku landzelerisiwa ku rhendzeleka na xirhendzevutana eka Vhiki ra 4).



TIP

At the end of the day ask the learners to bring square-shaped objects from home for Day 2.

Pass the square attribute blocks around the class for learners to feel and explore the properties.

- ★ What do you feel around the edge of the objects?
- ★ What do the sides look like? And the corners?
- ★ What else can you see and feel on your square?
- ★ How is this different to the circle shapes we looked at last week?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Day 2

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Square-shaped objects brought from home
- 1 large square and 1 circle-shaped cardboard cut-out

1. **Rhyme:** Say the rhyme, *Five happy tortoises*.
2. **Oral counting:** Learners blink their eyes slowly and count from 1 to 5. Repeat, blinking faster.
3. **Counting objects 1–5:** Place square-shaped objects, for example, book, box, lid or block on the mat. Ask five learners each to fetch an object and stand in front. Count from 1 to 5 together. Learners describe their object and count the corners, the sides and the edges.

Guiding questions:

- ★ What makes these objects square?
- ★ _____ fetch another square-shaped object.
- ★ What is the same about the object _____ is holding and the one that _____ is holding?
- ★ Can you think of anything else you could have brought from home that is square-shaped?

4. **Compare squares and circles:** Place the large cardboard squares and circles on the wall. Ask the learners what the shapes are called. Ask learners to 'walk' a circle, then a square. Ask learners to draw a square and a circle in the air. Discuss the differences and similarities between the square and the circle.

Guiding questions:

- ★ What is different about these two shapes?
- ★ Which one has straight lines? (Count these.)
- ★ Which one has a curved line?
- ★ Which one has corners? (Count these.)

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Be prepared to provide extra square-shaped objects, for example, tiles, mosaics, lids, blocks, mirrors, Lego, Duplo and so on.

XITSUNDZUXO

Emakumu ka siku kombela vadyondzi ku ta na michumu leyi nga na xivumbeko xa xikwere kusuka ekaya eka Siku ra 2.

Hundzisa tibuloko ta swihlawulekisi swa xikwere ku rhendzeleka na tllasi eka vadyondzi ku swi twa na ku valanga swihlawulekisi leswi.

- ✦ Xana hi swihi leswi u swi twaka ku rhendzeleka na makumu ya michumu leyi?
- ✦ Xana matlhelo lama ma languteka ku fana na yini? Kasi tikhona ke?
- ✦ Xana hi swihi swin'wana u nga swi vonaka na ku swi twa eka xikwere xa wena?
- ✦ Xana xi hambanile njhani na swivumbeko swa xirhendzevutana leswi hi swi languteke vhiki leri nga hundza?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Siku ra 2

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- Michumu leyi nga na xivumbeko xa xikwere yo suka ekaya
- 1 ya xitsemiwa xa khadibodo lexi nga na xivumbeko xa xikwere lexikulu na 1 wa xitsemiwa xa khadibodo lexi nga na xivumbeko xa xirhendzevutana lexikulu

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*.
2. **Ku hlayela ka swanomu:** Vadyondzi va copeta mahlo ya vona hi ku nonoka kutani va hlayela kusuka eka 1 kufika eka 5. Vuyelelani, mi copeta hi ku hatlisa.
3. **Ku hlayela michumu 1–5:** Vekela michumu leyi nga na xivumbeko xa xikwere, tanihi xikombiso, buku, bokisi, xipfalo kumbe buloko emeteni. Kombela ntlhanu wa vadyondzi un'wana na un'wana ku teka nchumu kutani va yima emahlweni. Hlayelani swin'we kusuka eka 1 kufika eka 5. Vadyondzi va hlamusela nchumu wa vona kutani va hlayela tikhona, matlhelo na makumu.

Swivutiso swo letela:

- ✦ Xana hi swihi leswi swi endlaka michumu leyi yi va xikwere?
 - ✦ _____ teka nchumu wun'wana lowu nga na xivumbeko xa xikwere.
 - ✦ Xana i yini xi fanaka hi mayelana na nchumu lowu _____ a nga wu khoma na lowu _____ a nga wu khoma?
 - ✦ Xana u nga ehleketa hi xilo xihhi kumbe xihhi xo karhi lexi u nga vaka u tile na xona ekaya lexi xi nga na xivumbeko xa xikwere?
4. **Fananisa swikwere na swirhendzevutana:** Vekela swikwere swa khadibodo leswikulu na swirhendzevutana swa khadibodo leswikulu ekhumbini. Vutisa vadyondzi leswaku swivumbeko leswi swi vitaniwa yini. Kombela vadyondzi ku 'famba' va rhendzeleka na xirhendzevutana, endzhaku ka swona xikwere. Kombela vadyondzi ku dirowa xikwere na xirhendzevutana emoyeni. Kanelani ku hambana na ku fanana exikarhi ka xikwere na xirhendzevutana.

Swivutiso swo letela:

- ✦ Xana hi kwihhi ku hambana hi mayelana na swivumbeko leswimbirhi?
 - ✦ Xana hi xihhi xi nga na tilayini to thwixama? (Ti hlayelani.)
 - ✦ Xana hi xihhi xi nga na layini yo gombonyoka?
 - ✦ Xana hi xihhi xi nga na tikhona? (Ti hlayelani.)
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

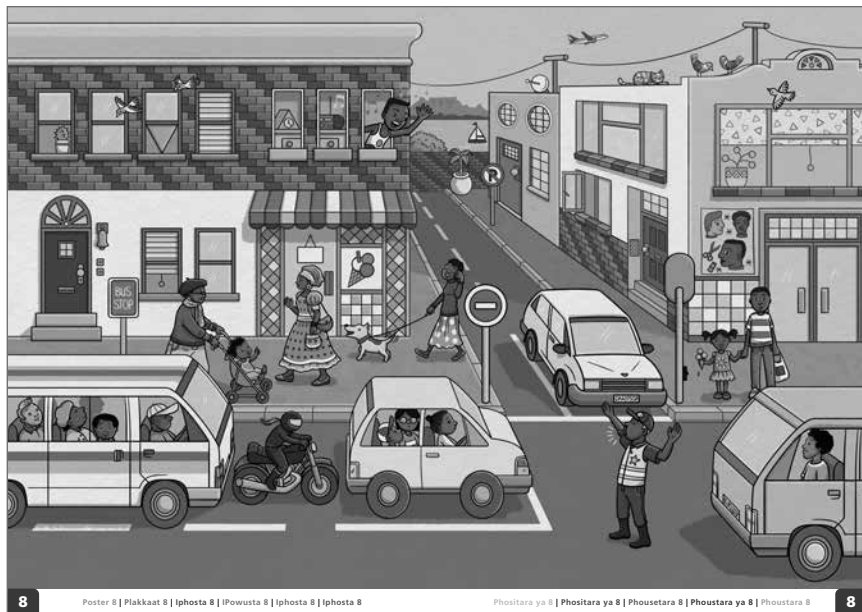
Ti lulamisele ku nyika michumu leyi nga na xivumbeko xa xikwere yo engetela, tanihi xikombiso, timozayiki, swipfalo, tibuloko, swivoni, Lego, Duplo na swo kota sweswo.

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- *Poster Book, Poster 8*
- 5 pictures of squares of any size and any colour

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, adding actions.
2. **Oral counting:** Learners move slowly and count from 1 to 5.
3. **Counting objects 1–5:** Put up five pictures of squares around the classroom. Learners take turns to find the pictures of squares. Learners discuss whether they agree that the pictures the learners have found are of squares, and they explain why.
4. **Problem solving:** Talk about Poster 8.



Guiding questions:

- ★ What do you see in this picture? What are the people doing?
 - ★ Can you see any squares? (Count these.)
 - ★ How do we know that these are squares?
 - ★ Can you see any circles?
 - ★ Are there more squares or more circles? How do you know? (Count them.)
 - ★ How many cars are waiting for the traffic officer to say they can go?
 - ★ How many motorbikes are there?
 - ★ If the white car drives away (cover this car in the picture), how many will be left? (Count the cars together.)
 - ★ How many people do you see inside the small yellow car?
 - ★ Which has more people in it: the small yellow car or the taxi?
 - ★ How many people do you see on the pavement?
 - ★ Can you see any people inside the buildings?
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- *Buku ya Tiphositara, Phositara ya 8*
- 5 wa swifaniso swa swikwere swa sayizi yihi kumbe yihi na muhlovo wihi kumbe wihi

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*, mi ri karhi mi engetela swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va khindlata makatla ya vona kutani va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela michumu 1–5:** Vekela ntlhanu wa swifaniso swa swikwere ku rhendzela na kamara ro dyonzela. Vadyondzi va siyerisana ku kuma swifaniso swa swikwere. Vadyondzi va kanela loko va pfumela leswaku swifaniso leswi vadyondzi va nga swi kuma i swa swikwere, kutani va hlamusela leswaku hikwalahokayini.
4. **Ku ololoxa swiphiso:** Vulavulani hi mayelana na Phositara ya 8.



Swivutiso swo letela:

- ★ Xana u vona yini exifanisweni lexi? Xana vanhu lava va endla yini?
 - ★ Xana wa kota ku vona swikwere swihi kumbe swihi? (Swi hlayeleni.)
 - ★ Xana u swi tiva njhani leswaku leswi i swikwere?
 - ★ Xana wa kota ku vona swirhendzevutana swihi kumbe swihi?
 - ★ Xana ku na swikwere swo tala kumbe swirhendzevutana swo tala? Xana u swi tiva njhani? (Swi hlayeleni.)
 - ★ Xana i mimovha yingani yi nga rindzela phorisa ra le magondzweni ku vula leswaku yi nga famba?
 - ★ Xana ku na swithuthuthu swingani?
 - ★ Loko movha lowo basa wu famba (funengeta movha lowu exifanisweni), xana ku sale yingani? (Hlayelani mimovha leyi swin'we.)
 - ★ Xana i vanhu vangani u va vonaka endzeni ka movha wa xitshopana lowutsongo?
 - ★ Xana hi wihi wu nga na vanhu vo tala endzeni ka wona: movha wa xitshopana lowutsongo kumbe thekisi?
 - ★ Xana i vanhu vangani u kotaka ku va vona ephevhumenteni?
 - ★ Xana u kota ku vona vanhu endzeni ka miako?
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Day 4



TIP

If space is limited, do these activities outdoors.

What you need

- Rhyme: *Five happy tortoises* (page 196)
- A big toy car

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners shrug their shoulders and count from 1 to 5.
3. **Counting objects 1–5:** Ask three learners to stand in front. Ask how many learners there will be if another one is added. Another learner stands in front. Count together. Repeat until there are five learners in front.
4. **Introducing 'forwards' and 'backwards':** Learners move slowly like a tortoise forwards and backwards in different ways, for example, they walk forwards and then crawl backwards, crawl forwards and then jump backwards. Point out the difference between 'walking backwards' and 'walking back towards'.
Move a big toy car forwards and backwards in different ways. Ask learners to explain whether you are moving the car forwards or backwards. Say the words 'forwards' and 'backwards' together as you do this. Give a few learners turns to move the car forwards and backwards and say how they are moving it.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Five happy tortoises* (page 196)
- 30 objects from around the classroom
- 5 pages with a red square
- 5 pages with a blue square

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, with actions.
2. **Oral counting:** Learners march forwards counting from 1 to 5. Repeat, with learners marching backwards.
3. **Counting objects 1–5:** Place the objects from around the classroom on the mat. Together count from 1 to 5 as a learner takes out five objects. Repeat as other learners make groups of five objects.
4. **Reinforcing the square using pattern:** Show learners a page with a red square.

Guiding questions:

- ★ What is the shape on this page called?
- ★ What colour is the shape?



TIP

If space is limited, do these activities outdoors.

Siku ra 4



Loko xivandla xi ri xitsongo, endlani migingiriko leyi ehandle ka miako.

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- Movha wo tlangisa lowukulu

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va khindlata makatla ya vona kutani va hlayela kusuka eka 1 kufika eka 5.
3. **Ku hlayela michumu 1–5:** Kombela vadyondzi vanharhu ku yima emahlweni. Vutisa leswaku ku ta va na vadyondzi vangani loko un'wana a engeteriwa. Mudyondzi un'wana u yima emahlweni. Hlayelani swin'we. Vuyelalani kufikela loko ku va na ntlhanu wa vadyondzi va nga yima emahlweni.
4. **Tivisa 'emahlweni' na 'endzhaku':** Vadyondzi va famba hi ku nonoka ku fana na xibodze kuya emahlweni na kuya endzhaku hi tindlela to hambanahambana, tanihi xikombiso, va famba kuya emahlweni kutani endzhaku ka swona va kasa ku ya endzhaku, va kasa kuya emahlweni kutani endzhaku ka swona va tlula kuya endzhaku. Kombisa ku hambana exikarhi ka 'ku famba kuya endzhaku' na 'ku famba ku tthelela endzhaku'. Fambisa movha wo xitlangisa lowukulu kuya emahlweni na le ndzhaku hi tindlela to hambanahambana. Kombela vadyondzi ku hlamusela loko ku ri i fambisa movha lowu kuya emahlweni kumbe endzhaku. Vulani marito 'emahlweni' na 'endzhaku' swin'we loko mi ri karhi mi endla leswi. Nyika vadyondzi vangarivangani mikarhi ya ku fambisa movha lowu kuya emahlweni na le ndzhaku kutani u vula hilaha va wu fambisaka hakona.
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5



Loko xivandla xi ri xitsongo, endlani migingiriko leyi ehandle ka miako.

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- 5 wa tipheji leti nga na xikwere xo tshwuka
- 30 wa michumu kusuka ku rhendzela na kamara ro dyondzela
- 5 wa tipheji leti nga na xikwere xa wasi

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va macha kuya emahlweni va ri karhi va hlayela kusuka eka 1 kufika eka 5. Vuyelalani, na vadyondzi va ri karhi va macha kuya endzhaku.
3. **Ku hlayela michumu 1–5:** Vekela michumu kusuka ku rhendzela na kamara ro dyondzela emeteni. Hlayelani swin'we kusuka eka 1 kufika eka 5 loko mudyondzi a ri karhi a humesa ntlhanu wa michumu. Vuyelalani loko vadyondzi van'wana va ri karhi va endla mitlawa ya ntlhanu wa michumu.
4. **Ku tiyisisa xikwere hi ku tirhisa patironi:** Komba vadyondzi pheji leyi nga na xikwere xo tshwuka.

Swivutiso swo letela:

- ★ Xana xivumbeko lexi nga eka pheji leyi xi vitaniwa yini?
- ★ Xana xivumbeko lexi i xa muhlovo muni?

- ★ Can you see anything else in the classroom that reminds you of a square?
- ★ Can you see anything else that is the same colour?

Repeat with the blue square.

Give two learners a red square each, and two learners a blue square each. Arrange them into a red, blue, red, blue pattern so that others can see their shapes. Learners say the colours together as you point.

- ★ What can you tell me about the way the squares are arranged?
- ★ What comes after the first red square? What comes next?
- ★ Should I add a red square or a blue square to the end of this pattern?
- ★ Why do you think that?

Give six other learners pages with red or blue squares and ask them to stand so that they can make a longer pattern.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Discussing pictures, vocabulary development (shapes).
- Outside play: Provide a variety of large cardboard packaging boxes for the learners to play in and explore with. They can build with these as part of fantasy play.
- Outside play: Shape hopping – use masking tape or chalk to draw a square on the ground and play a hopping or musical squares game.

Small group activities

Teacher-guided activity

What you need

- For each learner, a tub with:
 - 3 animal counters (1 of one kind and 2 of another)
 - Number dot, word and symbol cards 1 and 2
 - 2 picture cards of animals that match the selected counters
- A feely bag with balls and boxes
- 1 large square cardboard box
- Large sheets of paper
- A koki

1. **Oral counting:** Learners tap the floor moving their hands forwards as they count from 1 to 5. Repeat, with learners moving their hands backwards.

- ✦ Xana u kota ku vona xilo xihhi kumbe xihhi xo karhi ekamareni ro dyondzela lexi xi ku tsundzuxaka hi xikwere?
- ✦ Xana u kota ku vona xilo xihhi kumbe xihhi xo karhi lexi xi nga xa muhlovo wo fana?

Vuyelelani hi xikwere xa wasi.

Nyika vadyondzi vambirhi xikwere xo tshwuka un'wana na un'wana, na vadyondzi vambirhi xikwere xa wasi un'wana na un'wana. Swi veketeleni hi patironi yo tshwuka, ya wasi, yo tshwuka, ya wasi ku endlela leswaku lavan'wana va kota ku vona swivumbeko leswi. Vadyondzi va vula mihlovo swin'we loko u ri karhi u yi kombetela.

- ✦ Xana u nga ndzi byela yini hi mayelana na ndlela leyi swikwere leswi swi veketeriweke hayona?
- ✦ Xana ku ta yini endzhaku ka xikwere xo tshwuka lexo sungula? Xana i yini xi landzelaka?
- ✦ Xana ndzi fanele ku engetela xikwere xo tshwuka kumbe xikwere xa wasi emakumu ka patironi leyi?
- ✦ Hikwalahokayini u ehleketa sweswo?

Nyika tsevu wa vadyondzi van'wana tipheji leti nga na swikwere swo tshwuka kumbe swikwere swa wasi kutani u va kombela ku yima ku endlela leswaku va endla patironi yo leha.

5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi:

- Ku kana swifaniso, nhluvukiso wa ntivomarito (swivumbeko).
- Ntlangu wa le handle: Nyika mabokisi yo paka ya khadibodo lamakulu yo hambanahambana ya vadyondzi ku tlanga endzeni ka wona na ku valanga hi wona. Va nga aka hi wona tanihi xiphemu xa ntlangu wa norho.
- Ntlangu wa le handle: Nthamuko wa swivumbeko – tirhisa thepi yo namarheta kumbe choko ku dirowa xikwere ehansi na ku tlanga ntlangu wa swikwere swo thamuka kumbe wa swikwere swa vuyimbeleri.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

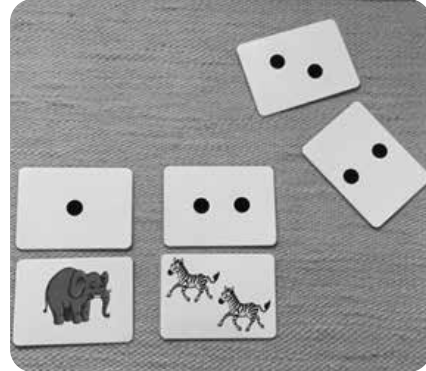
Leswi lavekaka

- | | |
|---|---|
| • Eka mudyondzi un'wana na un'wana, mfuku leyi nga na: | – 2 wa makhadi ya swifaniso ya swiharhi lama panaka na swihlayeri leswi hlawuriweke |
| – 3 wa swihlayeri swa swiharhi (1 xa muxaka wun'we na 2 swa wun'wana) | • Bege yo twa leyi nga na tibolo na mabokisi |
| – Makhadi ya mathonsi ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mifungo ya tinomboro ta 1 na 2 | • 1 ya bokisi lerikulu ra khadibodo ra xikwere |
| | • Swipandzu leswikulu swa phepha |
| | • Khoki |

1. **Ku hlayela ka swanomu:** Vadyondzi va gima fuloro va yisa swandla swa vona emahlweni loko va ri karhi va hlayela kusuka eka 1 kufika eka 5. Vuyelelani, na vadyondzi va ri karhi va fambisa swandla swa vona kuya endzhaku.

2. **Counting objects 1–5:** Learners face each other in pairs and match one hand with their partner's. They touch each matching finger and thumb, counting from 1 to 5 as they do so. Learners repeat with the other hand.

3. **Matching dot cards 1 and 2:** Show the 1 and 2 dot cards (from the *Resource Kit*) and place them on the mat. Show the elephant and zebra pictures. Learners match the elephant to the 1 dot card, and the zebras to the 2 dot card.



Guiding questions:

- ★ Can you match the zebras to another card?

Learners take out their dot cards and put them face down on the mat. They turn over any card and take turns to say what number their dot card represents. They match the correct number of animal counters to the card. Repeat with another dot card.

- ★ Which animal do you have one of?
- ★ Which animal do you have two of?
- ★ How many animals do you have altogether? (Count them.)

Learners match their picture cards to their dot cards. They match their number symbol and number word cards to their picture cards.

4. **Reinforcing boxes and balls:** Explain to the group how to use the feely bag. Without looking at it, a learner feels for an object inside the bag and describes what it feels like. The other learners says what they think it is. The learner takes the object out of the bag and learners look at it together, discussing all the properties. Encourage learners to use vocabulary such as: sides, smooth, round, sharp corners and straight sides.

5. **Exploring the properties of a box – 3-D activity:** Learners explore the inside and outside of a large cardboard box. They climb inside the box and then stand outside the box, walk around it tracing the edges with their hands, touch the corners and turn the box over. Count the sides of the box together.

6. **Exploring the square – 2-D activity:** On a large sheet of paper, trace around one of the faces of a big box.

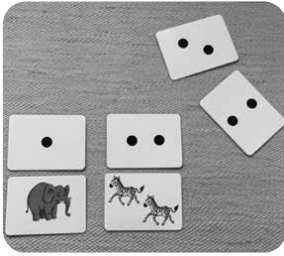
Guiding questions:

- ★ What do you think this shape will look like?
- ★ How do you know it is a square?
- ★ Could we trace around another side of this box if we want to make another square?
- ★ How many lines does the square have? Tell me about them.



TIP

Draw a face on each side of the box to assist learners in counting the sides.



2. **Ku hlayela michumu 1–5:** Vadyondzi va langutana hi vambirhimbirhi kutani va pananisa xandla xin'we xa vona ni xa nakuloni wa vona. Va khomanisa ritiho leri panaka na rin'wana na khudzu, va ri karhi va hlayela kusuka eka 1 kufika eka 5 loko va ri karhi va endla tano. Vadyondzi va vuyelela hi xandla lexin'wana.
3. **Ku pananisa makhadi ya mathonsi ya 1 na 2:** Komba makhadi ya mathonsi ya 1 na 2 (kusuka eka *Khiti ya Swipfuno*) kutani u ma veka emeteni. Komba swifaniso swa ndlopfu na timangwa. Vadyondzi va pananisa ndlopfu eka khadi ra thonsi ri1, na timangwa eka khadi ra 2 wa mathonsi.

Swivutiso swo letela:

- ★ Xana u nga pananisa timangwa eka khadi rin'wana?

Vadyondzi va humesa makhadi ya vona ya mathonsi kutani va ma khubumeta emeteni. Va hundzuluxa khadi rihi kumbe rihi kutani va siyerisana ku vula leswaku i nomboro mani leyi khadi ra vona ra mathonsi ri yimelaka yona. Va pananisa nomboro ley nga lulama ya swihlayeri swa swiharhi eka khadi leri. Vuyelelani hi khadi mathonsi rin'wana.

- ★ Xana i xiharhi xihhi u nga na swo tala swa xona?
- ★ Xana i xiharhi xihhi u nga na swimbirhi swa xona?
- ★ Xana i swiharhi swingani u nga na swona hinkwaswo ka swona? (Swi hlayeleni.)

Vadyondzi va pananisa makhadi ya vona ya swifaniso eka makhadi ya vona ya mathonsi. Va pananisa makhadi ya vona ya mimfungho ya tinomboro na makhadi ya marito ya tinomboro eka makhadi ya vona ya swifaniso.

4. **Ku tiyisisa mabokisi na tibolo:** Hlamusela ntlawa hilaha ku tirhisiwaka hakona bege yo twa. Handle ko yi languta, endla leswaku mudyondzi a twa nchumu lowu nga endzeni ka bege kutani a hlamusela leswaku wu twala ku fana na yini. Vadyondzi lavan'wana va vula leswaku va ehleketa leswaku hi xona. Mudyondzi loyi u humesa nchumu lowu ebegeni kutani vadyondzi va wu languta hinkwavo ka vona, va ri karhi va kanela swihlawulekisi swa wona. Khutaza vadyondzi ku tirhisa ntivomarito wo tanihi: matlhelo, rhetela, xirhendzevutana, tikhona to tontswa na matlhelo ya thwixama.

5. **Ku valanga swihlawulekisi swa bokisi – nghingiriko wa 3-D:** Vadyondzi va valanga endzeni na le handle ka bokisi ra khadibodo lerikulu. Va khandziya endzeni ka bokisi kutani endzhaku ka swona va yima ehandle ka bokisi leri, va famba va rhendzeleka na rona va ri karhi va landzelerisa makumu hi swandla swa vona, va khoma tikhona kutani va khubumeta bokisi leri. Hlayelani matlhelo ya bokisi leri hinkwawo ka wona.

6. **Ku valanga xikwere – nghingiriko wa 2-D:** Eka xipandzu lexikulu xa phepha, landzelerisa ku rhendzeleka na xin'wana xa swikandza swa bokisi lerikulu.

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku xivumbeko lexi xi ta languteka ku fana na yini?
- ★ Xana u swi tiva njhani leswaku i xikwere?
- ★ Xana hi nga kota ku landzelerisa ku rhendzeleka na tlhelo rin'wana ra bokisi leri loko hi lava ku endla xikwere xin'wana?
- ★ Xana i tilayini tingani leti xikwere xi nga na tona? Ndzi byele hi mayelana na tona.

XITSUNDZUXO

Dirowa xikandza eka tlhelo rin'wana na rin'wana ra bokisi leri ku pfuna vadyondzi u hlayela matlhelo.



TIP

Observe the learners' progress across other Grade R Mathematics Content Areas that have been covered in previous weeks.



Check that learners are able to:

- recognise, name and describe a square
- identify properties of a box and a square shape
- follow instructions to move forwards and backwards
- follow instructions related to inside and outside
- match objects to dot, picture and number symbol cards



Workstation 1

What you need

- Playdough
- Playdough boards for each learner
- Rollers and dough cutters (square and circle)

Learners make playdough shapes using circle- and square-shaped dough cutters. They use these shapes to make models of their choice.



TIP

Prepare squares for those learners who struggle with tracing.

Workstation 2

What you need

- Coloured paper
- Scissors and glue
- Plain paper for each learner
- Cubes or blocks

Learners trace around cubes or blocks to draw a square. They cut out the squares of different sizes and colours. They paste them onto plain paper to make a picture.



Workstation 3 (This is a group activity.)

What you need

- For each learner: square- and circle-shaped everyday objects
- A large piece of paper with a square drawn on it
- A large piece of paper with a circle drawn on it

Learners sort the objects into two groups – square objects and circular objects. They place the objects on the piece of paper with the matching shape.



TIP

Choose puzzles based on the learners' abilities.

Workstation 4

What you need

- A six-piece puzzle for each learner (see page 220)

Learners build puzzles with a minimum of six puzzle pieces.

 XITSUNDZUXO

Xiyaxiya ku ya emahlweni ka vadyondzi eka Swiyenge swa Vundzeni swa Matematiki wa Giredi ya V hinkwaswo leswi nga angarheliwa eka mavhiki lama nga hundza.



Kamba leswaku vadyondzi va kota ku:

- tiva, vula vito na ku hlamusela xikwere
- kuma swihlawulekisi swa xivumbeko xa bokisi na xa xikwere
- landzelela swileriso ku famba kuya emahlweni na le ndzhaku
- landzelela swileriso leswi yelanaka na endzeni na ehandle
- pananisa michumu eka makhadi ya mathonsi, makhadi ya swifaniso swa tinomboro na makhadi ya mifungo ya tinomboro

Xitichi xo tirhela xa 1

Leswi lavekaka

- Vumba byo tlangisa
- Tibodo ta vumba byo tlangisa ta mudyondzi un'wana na un'wana
- Swo tsema swikhunguluki na vumba (xikwere na xirhendzevutana)

Vadyondzi va endla swivumbeko swa vumba byo tlangisa hi ku tirhisa switsemavumba leswi nga na xivumbeko xa xirhendzevutana na xa xikwere. Va tirhisa swivumbeko leswi ku endla swivumbeko leswi va swi tsakelaka.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Phepha leri nga na muhlovo
- Xikero na xinamarheti
- Phepha ro pfumala nchumu hi mudyondzi un'wana na un'wana
- Tikhubu kumbe tibuloko

Vadyondzi va landzelerisa ku rhendzeleka na tikhubu kumbe tibuloko ku dirowa xikwere. Va tsema swikwere swa tisayizi na mihlovo yo hambanahambana. Va swi namarheta ehenhla ka maphepha yo pfumala nchumu ku endla swifaniso.

Xitichi xo tirhela xa 3 (Lowu i nghingiriko wa ntlawa.)

Leswi lavekaka

- Eka mudyondzi un'wana na un'wana: michumu ya masiku hinkwawo leyi nga na xivumbeko xa xikwere na xa xirhendzevutana
- Xiphemu lexikulu xa phepha leri nga na xirhendzevutana lexi nga dirowiwa eka rona
- Xiphemu lexikulu xa phepha leri nga na xikwere lexi nga dirowiwa eka rona

Vadyondzi va ava michumu hi mitlawa yimbirhi – michumu ya xikwere na michumu ya xirhendzevutana. Va veka michumu leyi ehenhla ka xiphemu xa phepha leri nga na xivumbeko lexi panaka.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Xiphazamiso xa swiphemu swa tsevu xa mudyondzi un'wana na un'wana (vona pheji ya 220)

Vadyondzi va aka swiphazamiso hi mpimohansi wa tsevu wa swiphemu swa swiphazamiso.

 XITSUNDZUXO

Lulamisa swikwere swa vadyondzi lavaya va tikeriwaka hi ku landzelerisa.



 XITSUNDZUXO

Hlawula swiphazamiso hi ku ya hi vuswikoti bya vadyondzi.

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns

New knowledge

- Identify patterns
- Copy patterns
- Number 3
- Sequencing numbers 1–3

Practise

- Oral counting 1–5
- Counting objects 1–5
- Reinforce number concepts 1 and 2
- Problem solving using objects

New maths vocabulary

same as	different	copy	next	end
not the same as	pattern	repeat	beginning	

Getting ready

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

- a number frieze for number 3 (page 208)
- a set of number symbol, word and dot cards 1–3
- 3 big red paper circles, 3 big blue paper circles and 3 small blue paper circles
- collection of everyday objects – to be used to make groups, for example, buttons, matchboxes, same-sized candles, crayons, bottle tops, plastic cups, spoons
- picture cards, dot cards and number symbol cards for 3 (1 set per learner in a group)
- set of 3 circle-shaped and 3 square-shaped stamps made out of sponge, wood or cork (1 set per learner in a group)
- 10 pattern strips made with the stamps
- sheets of paper with space for the learners to fingerprint a worm's body (see page 116)
- 10 pattern cards using sticks and counters from the *Resource Kit* (the items can be repeated in 1–3 number range)
- playdough template: Number 3 (page 214).



TIP

Remember to use the toilet routine to practise ordinal numbers: first, second, third; position: in front of, behind, between, tallest, shortest.

Nkongomo wa Xiyenge xa Vundzeni: Tipatironi, Tifankixini na Alijebura

Tinhlokomhaka

- Tipatironi ta jometiri

Vutivi byintshwa

- Kuma tipatironi
- Kopunula tipatironi
- Nomboro ya 3
- Longoloxela tinomboro 1–3

Titoloveti

- Ku hlayela ka swanomu 1–5
- Ku hlayela michumu 1–5
- Tiyisisa minongoti ya tinomboro ta 1 na 2
- Ku ololoxa swiphiso hi ku tirhisa michumu

Ntivorarito wa matematiki wuntshwa

xa fana na
a xi fani na

hambanile
patironi

kopunula
vuyelela

lexi landzelaka
masungulweni

makumu

Ku lungheka

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

- xipendiwankhavisu xa tinomboro xa nomboro ya 3 (pheji ya 209)
- sete ya makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–3
- 3 wa swirhendzevutana swa phepha ro tshwuka, 3 wa swirhendzevutana swa phepha ra wasi leswikulu na 3 wa swirhendzevutana swa phepha ra wasi leswitsongo
- nhlengelo wa michumu ya masiku hinkwawo – yi ta tirhisiwa ku endla mitlawa, tanihi xikombiso, tikunupu, mabokisi ya mecisi, makhandlhela ya sayizi yo fana, tikhirayoni, swipfalo swa mabodlhela, tikhapi ta pulasitiki, malepula
- makhadi ya swifaniso, makhadi ya mathonsi na makhadi ya mifungo ya nomboro ya 3 (sete yi1 hi mudyondzi entlaweni)
- sete ya 3 wa switembe leswi nga na xivumbeko xa xirhendzevutana na sete ya 3 wa switembe leswi nga na xivumbeko xa xikwere leswi swi endliweke hi xiponci, mhandzi kumbe khokho (sete yi1 hi mudyondzi entlaweni)
- 10 ra swipandzu swa tipatironi leswi endliweke hi switembe
- xipandzu xa phepha lexi nga na xivandla xa vadyondzi ku gandlisa miri wa tamani (vona pheji ya 117)
- 10 ra makhadi ya tipatironi hi ku tirhisa swimhandzana na swihlayeri kusuka eka *Khiti ya Swipfuno* (michumu leyi yi nga vuyeleriwa hi vunavi bya tinomboro ta 1–3)
- thempuleti ya vumba byo tlangisa: Nomboro ya 3 (pheji ya 215).

XITSUNDZUXO

Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali: vun'we, vumbirhi, vunharhu; xiyimo: emahlweni ka, endzhaku ka, exikarhi ka, leha kutlula hinkwavo, koma kutlula hinkwavo.

Whole class activities

Day 1

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number friezes 1–3
- Numbers 1, 2 and 3 symbol, word and dot cards
- *Number 3 story* (page 198)
- 3 paper plates or paper circles of the same size (on the maths table)

1. **Rhyme:** Say the rhyme, *Five happy tortoises* from Week 5.
2. **Oral counting:** Learners clap hands as they count from 1 to 5. Drum a beat on a box or table top. Tap alternate soft and loud beats. Learners count softly and loudly.

Guiding questions:

- ★ What pattern do you hear?

3. **Counting objects 1–5:** Ask learners to show one, two or three objects in the class. All count as they point.
4. **Introducing number '3':** Point to 'Number 1' and 'Number 2' friezes.

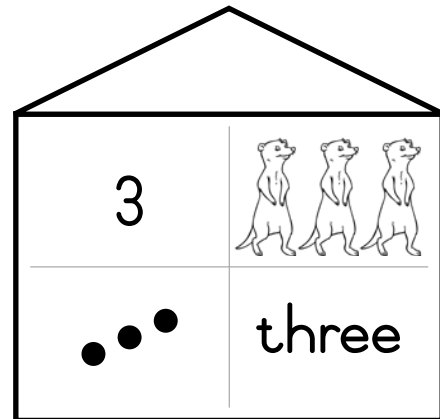
Guiding questions:

- ★ Who lives in the first house? (Point to this.)
- ★ How many elephants live there? Who lives in the next house?
- ★ How many zebras live there?
- ★ Are there more zebras or more elephants? How many more?
- ★ How many animals do you think will live in the next house?
- ★ Will there be more or less than two?

5. **Introducing number '3':** Tell the *Number 3 story* and talk about the 'Number 3' frieze.

Guiding questions:

- ★ Who has seen a meerkat before? Where do meerkats live?
 - ★ How many more meerkats are there than zebras?
 - ★ What is the difference between the elephant's house and the meerkats' house?
 - ★ How many fewer animals are there in the elephant's house than in the meerkats' house?
 - ★ If one meerkat went to the zebras' house, how many animals would be in the zebras' house? And in the meerkats' house?
6. **Matching number cards to frieze number 3:** Give learners one number symbol, dot and word card for 1, 2 and 3. Learners take turns to match their cards to each frieze.



Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- Swipendiwankhaviswa tinomboro ta 1–3
- Makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1, 2 na 3
- *Xitori xa nomboro ya 3* (pheji ya 199)
- 3 wa tipuleti ta phepha kumbe 3 wa swirhendzevutana swa phepha swa sayizi yo fana (etafuleni ra matematiki)

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*, kusuka eka Vhiki ra 5.
2. **Ku hlayela ka swanomu:** Vadyondzi va phokotela loko va ri karhi va hlayela kusuka eka 1 kufika eka 5. Chaya ndzhumba ehenhla ka bokisi kumbe henhla ka tafula. Gima misumo ya le hansi na ya le henhla hi ku cincanisa. Vadyondzi va hlayela ehansi na le henhla.

Swivutiso swo letela:

- ★ Xana i patironi yihi leyi u yi twaka?

3. **Ku hlayela michumu 1–5:** Kombela vadyondzi va komba nchumu wun'we, yimbirhi kumbe yinharhu etlilasini. Hinkwavo va hlayela loko va ri karhi va kombetela.
4. **Ku tivisa nomboro ya '3':** Kombetela swipendiwankhaviswa swa 'Nomboro ya 1' na swa 'Nomboro ya 2'.

Swivutiso swo letela:

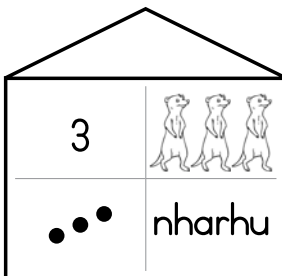
- ★ Xana i mani a tshamaka endlwini leyo sungula? (Kombetela leswi.)
- ★ Xana i tindlopfu tingani ti tshamaka kona? Xana i mani a tshamaka endlwini leyi nga ekusuhi?
- ★ Xana i timangwa tingani ti tshamaka kona?
- ★ Xana ku na timangwa to tala kumbe tindlopfu to tala? Xana i tingani tin'wana?
- ★ Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi nga ekusuhi?
- ★ Xana ku ta va na swo tala kutlula swimbirhi kumbe switsongo kutlula swimbirhi?

5. **Ku tivisa nomboro ya '3':** Rungula *Xitori xa nomboro ya 3* kutani mi vulavula hi mayelana na xipendiwankhaviswa xa 'Nomboro ya 3'.

Swivutiso swo letela:

- ★ Xana i mani a nga tshama a vona manghovo? Xana vamanghovo va tshama kwihi?
- ★ Xana ku na vamanghovo vangani vo tala kutlula timangwa?
- ★ Xana hi kwihi ku hambana exikarhi ka yindlu ya ndlopfu na yindlu ya vamanghovo?
- ★ Xana ku na swiharhi switsongo swingani endlwini ya ndlopfu kutlula endlwini ya manghovo?
- ★ Loko manghovo wun'we o ya endlwini ya timangwa, xana ku ta va na swiharhi swingani endlwini ya timangwa? Kasi endlwini ya vamanghovo ke?

6. **Ku pananisa makhadi ya tinomboro eka xipendiwankhaviswa xa nomboro ya 3:** Nyika vadyondzi khadi ra mfungho ra nomboro rin'we, khadi ra thonsi ra nomboro rin'we na khadi ra rito ra nomboro rin'we ra 1, 2 na 3. Vadyondzi va siyerisana ku pananisa makhadi ya vona eka xipendiwankhaviswa xin'wana na xin'wana.



Guiding questions:

- ★ What does _____ have in her hand?
- ★ Which house does it match? Why?
- ★ Who is holding the dot card with the most dots? And the least dots?

Tell learners that the one with the least dots should go first.

- ★ Which learner should put their card up first?
- ★ Who should be next? Why?

7. **Look for 3 objects:** Learners get into groups of three. They go outside and look for three things to bring inside. Back in the classroom each group shows what they have found.

Guiding questions:

- ★ Who also found _____? Let us count them.

Learners put groups of three objects on the maths table and match number symbol and word cards.

8. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

**TIP**

Remind learners that they can explore the maths table and change objects later in the day.

Day 2**What you need**

- Song: *I have a little wheelbarrow* (page 198)
- 1 additional small blue paper circle and 3 big blue paper circles
- 3 big red paper circles and 2 small blue paper circles

1. **Song:** Sing the song, *I have a little wheelbarrow*. Ask learners to listen for how many spades of sand are put into the wheelbarrow. Sing the song together with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Count from 1 to 5 together as five learners come to the front and take a shape. Learners hold the shape facing the class.

Guiding questions:

- ★ How many shapes can we see?
- ★ How many shapes is each learner holding?
- ★ What is the same about the shapes?
- ★ What is the difference between them?
- ★ Can you make a group of blue circles and a group of red circles?
- ★ Which group has more circles? And fewer circles?

Swivutiso swo letela:

- ★ Xana _____ u na yini evokweni ra yena?
- ★ Xana xi panana na yindlu yihi? Hikwalahokayini?
- ★ Xana i mani a nga khoma khadi ra mathonsi leri nga na mathonsi yo tala kutlula hinkwawo? Kasi mathonsi matsongo kutlula hinkwawo ke? Byela vadyondzi leswaku loyi a nga na mathonsi matsongo kutlula hinkwawo u fanele ku rhanga a famba.
- ★ Xana i mudyondzi wihi a faneleke ku rhanga a yimisa khadi ra yena?
- ★ Xana i mani loyi a faneleke ku landzela? Hikwalahokayini?

7. **Lava 3 wa michumu:** Vadyondzi va ya emitlaweni ya vanharhunharhu. Va humela ehandle kutani va lava swilo swinharhu ku swi tisa endzeni. Loko va vuyile ekamareni ro dyondzela ntlawa wun'wana na wun'wana wu komba leswi wu swi kumeke.

Swivutiso swo letela:

- ★ Xana i mani na yena a nga kuma _____? A hi swi hlayeleni. Vadyondzi va veka mitlawa ya michumu yinharhu etafuleni ra matematiki kutani va pananisa makhadi ya mifungo ya tinomboro na makhadi ya marito ya tinomboro.

8. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.


XITSUNDZUXO

Tsundzuxa vadyondzi leswaku va nga valanga tafula ra matematiki kutani va cinca michumu endzhaku ka nkarhi esikwini.

Siku ra 2**Leswi lavekaka**

- **Risimu: Ndzi na xibarhana** (pheji ya 199)
- **3 wa swirhendzevutana swa phepha ro tshwuka leswikulu na 2 wa swirhendzevutana swa phepha ra wasi leswitsongo**
- **1 ya xirhendzevutana xa phepha ra wasi lexitsongo na 3 wa swirhendzevutana swa phepha ra wasi leswikulu**

1. **Risimu:** Yimbelelani risimu, *Ndzi na xibarhana*. Kombela vadyondzi ku yingisela ku kuma leswaku i swipedi swingani swa misava swi hoxiweke endzeni ka xibarhana. Yimbelelani risimu swin'we ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va hlawula leswaku i swirho swihi swa miri va lavaka ku swi tirhisa loko va ri karhi va hlayela kusuka eka 1 kufika eka 5, tanihi le ka Siku ra 1. Kombela vadyondzi vo hambanahambana ku nyika swiringanyeto swa vona swa leswaku i swirho swihi swa miri swi faneleke ku tirhisiwa.
3. **Ku hlayela michumu 1–5:** Hlayelani swin'we kusuka eka 1 kufika eka 5 loko ntlhanu wa vadyondzi va ri karhi va ta emahlweni ku ta teka xivumbeko. Vadyondzi va khoma xivumbeko lexi va langute tllasi.

Swivutiso swo letela:

- ★ Xana i swivumbeko swingani hi kotaka ku swi vona?
- ★ Xana i swivumbeko swingani mudyondzi un'wana na un'wana a nga swi khoma?
- ★ Xana hi kwihi ku fana hi mayelana na swivumbeko leswi?
- ★ Xana hi kwihi ku hambana exikarhi ka swona?
- ★ Xana u nga endla ntlawa wa swirhendzevutana swa wasi na ntlawa wa swirhendzevutana swo tshwuka?
- ★ Xana i ntlawa wihi wu nga na swirhendzevutana swo tala? Kasi swirhendzevutana switsongo ke?



TIP

Keep the sequences short and simple and focus on either the sizes or colours of the circles.

★ What do we need to do so that each group has the same number of circles?

4. **Exploring pattern:** Give another learner the remaining small blue circle. Ask learners with blue circles to remain standing and those with red circles to place them on the mat. Give three learners the three big blue circles. Arrange the learners in a line with their circles so that they make a pattern: small, big, small, big. Ask the class what size circle should come next. Repeat until all the learners are standing in the line with their circle.



Guiding questions:

- ★ Can you see a pattern? Tell me about it.
 - ★ Where does the pattern start?
 - ★ What size circle is at the beginning? What size circle comes next?
 - ★ If we added another circle to the end of the pattern, what size would it have to be? And next?
5. **Identifying patterns in the classroom:** Ask learners to look for patterns on their clothing and/or in the classroom and to describe the patterns.
- Guiding questions:
- ★ What pattern do you see? Why do you think it is a pattern?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Song: *I have a little wheelbarrow* (page 198)
- 3 red paper circles and 3 blue paper circles all the same size
- *Poster Book, Poster 7*

1. **Song:** Sing the song, *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Count from 1 to 5. Clap, stamp, clap, stamp, clap.
3. **Counting objects 1–5:** Identify patterns in Poster 7. Identify and count objects 1–5.

XITSUNDZUXO

Endla milongoloko yi tshama yi komile na ku olova kutani u kongomisa ku nga va eka tisayizi kumbe mihlovo ya swirhendzevutana.

- ★ Xana hi swihi leswi hi fanelaka ku swi endla ku endlela leswaku ntlawa wun'wana na wun'wana wu va na nhlayo yo ringana ya swirhendzevutana?

4. Ku valanga patironi:

Nyika mudyondzi un'wana xirhendzevutana xa wasi lexitsongo lexi nga sala. Kombela vadyondzi lava nga na swirhendzevutana swa wasi ku sala va yimile kutani lavaya va nga na swirhendzevutana swo tshwuka ku swi veka emeteni. Nyika vadyondzi



vanharhu swirhendzevutana swa wasi swinharhu leswikulu. Lulamisa vadyondzi hi layini va ri na swirhendzevutana swa vona ku endla leswaku va endla patironi: ntsongo, nkulu, ntsongo, nkulu. Vutisa tlilasi leswaku i sayizi yihi yi faneleke ku landzela. Vuyelela kufikela loko vadyondzi hinkwavo va va va yimile hi layini va ri na xirhendzevutana xa vona.

Swivutiso swo letela:

- ★ Xana wa kota ku vona patironi? Ndzi byele hi mayelana na yona.
- ★ Xana patironi leyi yi sungula kwihi?
- ★ Xana i xirhendzevutana xa sayizi yihi xi nga emasungulweni? Xana i xirhendzevutana xa sayizi yihi xi landzelaka.
- ★ Loko hi engetele xirhendzevutana xin'wana ku fikisa emakumu ya patironi leyi, xana yi fanele ku va sayizi yihi? Kasi leyi landzelaka ke?

5. **Ku kuma tipatironi ekamareni ro dyondzela:** Kombela vadyondzi ku lava tipatironi eka swiambalo swa vona na/kumbe ekamareni ro dyondzela na ku hlamusela tipatironi.

Swivutiso swo letela:

- ★ Xana i patironi yihi leyi u yi vonaka? Hikwalahokayini u ehleketa leswaku i patironi?

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 3

Leswi lavekaka

- Risimu: *Ndzi na xibarhana* (pheji ya 199)
- *Buku ya Tiphositara, Phositara ya 7*
- 3 wa swirhendzevutana swa phepha ro tshwuka na 3 wa swirhendzevutana swa phepha ra wasi swa sayizi yo fana hinkwaswo

1. **Risimu:** Yimbelelani risimu, *Ndzi na xibarhana*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va hlayela kusuka eka 1 kufika eka 5. Phokotela, gima, phokotela, gima, phokotela.
3. **Ku hlayela michumu 1–5:** Kuma tipatironi eka Phositara ya 7. Kuma na ku hlayela michumu 1–5.

4. **Problem solving 1–3:** Talk about Poster 7.

Guiding questions:

- ★ What time of day do you think it is? Why?
- ★ What do you think Dad will buy next? How many?
- ★ How many pineapples are there? How many would be left if we bought one?

5. **Reinforcing pattern:** Three learners hold the three red circles. Ask how many learners you need to hold the blue circles. Learners make two groups, one holding red and one holding blue circles. Arrange learners so that they are holding circles as follows: blue, red, blue, red, and say the colour names.

Guiding questions:

- ★ Tell me about the pattern.
- ★ What colour did we start with? What came next?

Ask learners if it is possible to hear patterns or whether they can only be seen. Make a body sound pattern, making each sound twice, for example, clap, clap, stamp, stamp, clap, clap, stamp, stamp. Repeat this pattern a few times.

Guiding questions:

- ★ What did you hear?
- ★ How many times did I clap? (Clap and count together.)
- ★ How many times did I stamp? (Stamp and count together.)
- ★ What did I do next?
- ★ What were the first two sounds?
- ★ What came after that?
- ★ What were the two sounds that we repeated?
- ★ What pattern did I make?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Let some learners make a short body sound pattern that other learners can copy. They may need guidance. For example, ask, 'Which sound do you want at the beginning?', 'Which sound do you want to make next?' and so on.

Day 4

What you need

- Song: *I have a little wheelbarrow* (page 198)
- Animal counters
- 1–5 numbers on the washing line

1. **Song:** Sing *I have a little wheelbarrow*, with actions.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5, as on Day 1. Ask different learners for their suggestions of which body parts to use.
3. **Counting objects 1–5:** Learners choose five duck and five chicken counters and count them.

4. **Ku ololoxa swiphiqo 1–3:** Vulavulani hi mayelana na Phositara ya 7.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku i nkarhi muni wa siku? Hikwalahokayini?
- ✦ Xana u ehleketa leswaku Papa u ta xava yini lexi landzelaka? Swingani?
- ✦ Xana ku na swihenge swingani? Xana ku ta sala swingani loko hi xave xin'we?

5. **Ku tiyisisa tipatironi:** Vadyondzi vanharhu va khoma swirhendzevutana swo tshwuka swinharhu. Vutisa leswaku i vadyondzi vangani u va lavaka ku khoma swirhendzevutana swa wasi. Vadyondzi va endla mitlawa yimbirhi, wun'we wu khoma swirhendzevutana swo tshwuka kasi lowun'wana wu khoma swirhendzevutana swa wasi. Veketela vadyondzi ku endlela leswaku va khoma swirhendzevutana hi ndlela leyi landzelaka: wasi, tshwuka, wasi, tshwuka, kutani va vula mavito ya mihlovo.

Swivutiso swo letela:

- ✦ Ndzi byele hi mayelana na patironi leyi.
- ✦ Xana i muhlovo wihi hi sunguleke hawona? Xana ku te wihi lowu landzeleke?

Vutisa vadyondzi loko swi koteka ku twa tipatironi kumbe loko ti nga voniwa ntsena. Endlani patironi ya mpfumawulo wa miri, mi ri karhi mi endla mpfumawulo wun'wana na wun'wana kambirhi, tanihi xikombiso, phoko, phoko; gi, gi; phoko, phoko; gi, gi. Vuyelelani patironi leyi kungarikangani.

Swivutiso swo letela:

- ✦ Xana u twe yini?
- ✦ Xana ndzi phokotele kangani? (Phokotelani na ku hlayela swin'we.)
- ✦ Xana i kangani ndzi gimeke ehansi? (Gimani ehansi na ku hlayela swin'we.)
- ✦ Xana hi swihi leswi u swi endleke leswi landzeleke?
- ✦ Xana a ku ri yihi mipfumawulo yimbirhi leyo sungula?
- ✦ Xana ku te yihi endzhaku ka sweswo?
- ✦ Xana a ku ri yihi mipfumawulo yimbirhi leyi hi yi vuyeleleke?
- ✦ Xana i patironi yihi ndzi yi endleke?

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

Endla leswaku vadyondzi van'wana va endla patironi ya mpfumawulo wa miri yo koma leyi vadyondzi lavan'wana va nga kotaku ku wu kopela. Va nga ha lava ndzetelo. Tanihi xikombiso, vutisa, 'Xana i mpfumawulo wihi u wu lavaka emasungulweni?', 'Xana i mpfumawulo wihi u lavaka ku wu endla lowu landzelaka?' na swo kota sweswo.

Siku ra 4

Leswi lavekaka

- Risimu: *Ndzi na xibarhana* (pheji ya 199)
- Tinomboro ta 1–5 leti nga eka mugiva wa tinomboro
- Swihlayeri swa swiharhi

1. **Risimu:** Yimbelelani risimu, *Ndzi na xibarhana*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** Vadyondzi va hlawula leswaku i swirho swihi swa miri va lavaka ku swi tirhisa loko va ri karhi va hlayela kusuka eka 1 kufika eka 5, tanihi le ka Siku ra 1. Kombela vadyondzi vo hambanahambana ku nyika swiringanyeto swa vona swa leswaku i swirho swihi swa miri swi faneleke ku tirhisiwa.
3. **Ku hlayela michumu 1–5:** Vadyondzi va hlawula ntlhanu wa swihlayeri swa masekwa na tlhanu wa swihlayeri swa tihuku kutani va swi hlayela.

4. **Reinforcing pattern:** Ten learners stand at the front, each holding a duck or chicken counter. Each learner says what kind of farm animal they have. Ask them to arrange themselves into two groups: one with chickens and the other with ducks. Ask what is the same about the animals the learners are holding in their groups, and what is different. Ask how you can arrange the learners to make a pattern using the animals. Together with the class, arrange learners to stand in a line to create a pattern. Ask the class who to call next. Say the name of the animals in the pattern, for example, duck, chicken, duck, chicken, duck, chicken.

Guiding questions:

- ★ What animal do we put next to carry on this pattern?
- ★ Can we make a different pattern using the animals the learners are holding? (for example, duck, duck, chicken, duck, duck, chicken)

Complete the pattern together.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Song: *I have a little wheelbarrow* (page 198)
- Counters (*Resource Kit*)
- 2 hula hoops
- 2 number '3' dot and number symbol cards

1. **Song:** Sing *I have a little wheelbarrow*.
2. **Oral counting:** Learners choose which body parts they want to use as they count from 1 to 5. Ask different learners for their suggestions of which body parts to use.
3. **Counting 1–5:** Together count a group of five learners to stand at the front to do the actions for the song. Sing the song a few times, with the learners in the front doing the actions.
4. **Problem solving 1–3:** Put two hula hoops next to each other in the middle of the mat. Ask two learners to stand in each hula hoop.

Guiding questions:

- ★ How many learners are in the hula hoops?
- ★ What do I need to do to make one group more than the other?

Add another learner to one of the hula hoop groups.

- ★ Are the groups the same or are they different? How are they different?
- ★ How many more does this group have? (Point to the group with three learners.)

4. **Ku tiyisisa tipatironi:** Khume ra vadyondzi va yima emahlweni, un'wana na un'wana a khomile xihlayeri xa sekwa kumbe xa huku. Mudyondzi un'wana na un'wana u vula leswaku i muxaka muni wa xiharhi xa le purasini a nga na xona. Va kombeli ku swi longoloxa hi voxe hi mitlawa yimbirhi: wun'we lowu nga na tihuku na wun'wana lowu nga na masekwa. Vutisa leswaku hi swihi leswi fanaka hi mayelana na swiharhi leswi vadyondzi va nga swi khoma emitlaweni ya vona, na leswaku ku hambanile yini. Vutisa leswaku u nga va longoloxa njhani vadyondzi ku endla patironi hi ku tirhisa swiharhi leswi. Swin'we na tilasi, longoloxa vadyondzi ku yima hi layini ku tumbuluxa patironi. Vutisa tilasi leswaku i mani loyi a faneleke ku vitaniwa loyi a landzelaka. Vula vito ra swiharhi leswi nga eka patironi, tanihi xikombiso, sekwa, huku, sekwa, huku, sekwa, huku.

Swivutiso swo letela:

- ✦ Xana i xiharhi xihhi hi xi vekelaka ekusuhi na ku yisa emahlweni patironi leyi?
- ✦ Xana hi nga kota ku endla patironi yo hambana hi ku tirhisa swiharhi leswi vadyondzi va nga swi khoma? (tanihi xikombiso, sekwa, sekwa, huku, sekwa, sekwa, huku)

Hetisani patironi leyi swin'we.

5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- Risimu: *Ndzi na xibarhana* (pheji ya 199)
- Swihlayeri (*Khiti ya Swipfuno*)
- 2 wa tihulahupu
- 2 wa makhadi ya mathonsi ma nomboro ya '3' na 2 wa makhadi ya mifungho ma nomboro ya '3'

1. **Risimu:** Yimbelelani risimu, *Ndzi na xibarhana*.
2. **Ku hlayela ka swanomu:** Vadyondzi va hlawula leswaku i swirho swihi swa miri va lavaka ku swi tirhisa loko va ri karhi va hlayela kusuka eka 1 kufika eka 5. Kombela vadyondzi vo hambanahambana ku nyika swiringanyeto swa vona swa leswaku i swirho swihi swa miri swi faneleke ku tirhisiwa.
3. **Ku hlayela 1–5:** Hlayelani swin'we ntlawa wa ntlhanu wa vadyondzi ku yima emahlweni ku endla swin'we swa risimu leri. Yimbelelani risimu leri kungarikangani, na vadyondzi lava nga emahlweni va ri karhi va endla swiendlo.
4. **Ku ololoxa swiphiso 1–3:** Vekela tihulahupu timbirhi ekusuhi na le kusuhi exikarhi ka mete. Kombela vadyondzi vambirhi ku yima eka hulahunu yin'wana na yin'wana.

Swivutiso swo letela:

- ✦ Xana i vadyondzi vangani va nga eka tihulahupu leti?
- ✦ Xana hi swihi leswi ndzi fanelaka ku swi endla leswaku ntlawa wun'we wu tala kutlula lowun'wana?

Engetela mudyondzi un'wana eka wun'we wa mitlawa leya tihulahupu.

- ✦ Xana mitlawa leyi ya fana kumbe yi hambanile? Xana yi hambanile njhani?
- ✦ Xana ntlawa lowu wu na vo tala hi vangani? (Kombetela ntlawa lowu nga na vadyondzi vanharhu.)

Count how many learners there are in each group.

- ★ What do we need to do to make the group of two the same as the group of three?

Add another learner to the group of two. Count each group. Two learners fetch the dot cards from the maths table that match each group. Two learners fetch the number symbol cards that match the groups.

Two learners from the one group and one from the other group sit with the rest of the class. Count the number of learners left in each group.

- ★ Do these number cards still match the groups?
- ★ What must we do to match the cards?

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Focus on practising 1, 2 and 3 by placing objects in the hula hoop that fall within this range.

Small group activities

Teacher-guided activity

What you need

- For each learner, a tub with:
 - Number symbol cards 1–3
 - Dot cards 1–3
 - 10 fruit counters (*Resource Kit*)
 - 6 coloured sticks
 - Dot cards (*Resource Kit*)
- Paper plates or small plastic yoghurt containers – 2 per learner (OR A4 sheets of paper with 2 circles on each – 1 per learner)
- A length of string

1. **Counting 5 objects:** Give each learner a tub. Learners each count out five fruit counters.
2. **Dot cards 1–3:** Show dot cards for 1 and 2. Show one '3' dot card and ask, 'How many dots?' Ask learners to place counters in the same arrangement. Ask if they can arrange the counters another way. Repeat for different '3' dot card arrangements.
3. **Matching dot cards and counters 1–3:** Learners use the fruit counters to count and match to each of the dot cards.

Guiding questions:

- ★ How many fruit counters do you need to match the first dot card?
 - ★ How many more will you need for the next dot card?
4. **Matching dot cards and number symbol cards 1–3:** Learners keep their fruit counters and dot cards in order in front of them. Place a set of



XITSUNDZUXO

Kongomisa eka ku titoloveta 1, 2 na 3 hi ku vekela michumu endzeni ka hulahupu leyi yi welaka eka vunavi lebyi.

Hlayelani leswaku i vadyondzi vangani va nga eka ntlawa wun'wana na wun'wana.

★ Xana hi swihi leswi hi fanelaka ku swi endla ku endla ntlawa lowu wa mbirhi wu fana na ntlawa lowu wa nharhu?

Engetela mudyondzi un'wana eka ntlawa lowu wa mbirhi. Hlayelani ntlawa wun'wana na wun'wana. Vadyondzi vambirhi va teka makhadi ya mathonsi kusuka eka tafula ra matematiki lama panaka na ntlawa wun'wana na wun'wana. Vadyondzi vambirhi va teka makhadi ya mifungho ya tinomboro lama panaka na ntlawa lowu.

Vadyondzi vambirhi kusuka eka ntlawa wun'we na un'we kusuka eka ntlawa lowun'wana va tshama na lavan'wana hinkwavo va tilasi. Hlayelani nhlayo ya vadyondzi lava nga sala eka ntlawa wun'wana na wun'wana.

★ Xana makhadi lama tinomboro ya ha panana na mitlawa leyi?

★ Xana hi swihi leswi hi bohekaka ku swi endla ku pananisa makhadi lama?

5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Eka mudyondzi un'wana na un'wana, mfuku leyi nga na:
 - Makhadi ya mifungho ya nomboro ya 1–3
 - Makhadi ya mathonsi 1–3
 - 10 ra swihlayeri swa mihandzu (*Khiti ya Swipfuno*)
 - 6 wa swimhandzana leswi pendiweke
- Makhadi ya mathonsi (*Khiti ya Swipfuno*)
- Tipuleti ta phepha kumbe tikhontheni ta yogati ta pulasitiki letitsongo – 2 hi mudyondzi (KUMBE swipandzu swa A4 swa phepha leswi nga na 2 wa swirhendzevutana eka xin'wana na xin'wana – 1 hi mudyondzi)
- Vulehi bya njara

1. **Ku hlayela 5 wa michumu:** Nyika mudyondzi un'wana na un'wana mfuku. Vadyondzi un'wana na un'wana u hlayela a humesa ntlhanu wa swihlayeri swa mihandzu.
2. **Makhadi ya mathonsi 1–3:** Komba makhadi ya mathonsi ya 1 na 2. Komba rin'we ra '3' wa makhadi ya mathonsi kutani u vutisa, 'Xana i mathonsi mangani?' Kombela vadyondzi ku vekela swihlayeri hi malongolokelo yo fana. Vutisa loko va nga kota ku longoloxa swihlayeri hi ndlela yo hambana. Vuyelelani ku kuma malongoloxelo ya '3' wa makhadi ya mathonsi yo hambana.
3. **Ku pananisa makhadi ya mathonsi na swihlayeri 1–3:** Vadyondzi va tirhisa swihlayeri swa mihandzu ku hlayela na ku pananisa rin'wana na rin'wana ra makhadi ya mathonsi.

Swivutiso swo letela:

- ★ Xana i swihlayeri swa mihandzu swingani u swi lavaka ku pananisa eka khadi ra mathonsi lero sungula?
- ★ Xana i swingani swin'wana u nga ta swi lava eka khadi ra mathonsi leri landzelaka?

4. **Ku pananisa makhadi ya mathonsi na swihlayeri 1–3:** Vadyondzi va tshama na swihlayeri swa vona swa mihandzu na makhadi ya vona ya mathonsi hi malongolokelo emahlweni ka vona. Vekela sete ya makhadi ya mifungho ya tinomboro ta 1, 2 na 3 emahlweni ka vona.



number symbol cards 1, 2 and 3 in front of them. Ask them if they can remember which animals from the number stories go with each number card. Point to each card and ask learners to say the numbers. Learners discuss which number symbol and word cards match their dot cards. They match the number symbol cards from their tubs to their counters and dot cards.

5. **Reinforcing pattern:** Make a simple pattern with fruit counters, for example, banana, berries, banana, berries. The learners say the names of the fruit in the order in which they appear.

Guiding questions:

- ★ How do you know if this is a pattern?
- ★ Which fruit do you see at the beginning of the pattern?
- ★ Which fruit do you see next?

6. **Copying a pattern:** Make another pattern using the fruit. Ask learners to copy the pattern with their counters.

7. **Making groups the same 1–3:** Put a piece of string down the middle of the mat. Ask one learner to stand on each side.

Guiding questions:

- ★ How many learners are on this side? And on the other side?
- ★ How are both sides the same?

Add another learner to one side. Discuss the difference between the two sides.

- ★ What do we need to do to make both sides the same?

Add two learners to one of the sides.

- ★ Tell me what to do to make both sides the same.

8. **Problem solving using objects:** Give each learner two small yoghurt containers and six sticks. Ask them to place the sticks in the containers so that both containers have the same number of sticks. Ask what 'the same' means. Give each learner a turn to count the objects in each container to check if they are the same.



TIP

Learners can group their fruit counters 1, 2 and 3 in any way. The focus is on having the correct number of counters. Learners will see that three objects can be grouped in any way and they remain three objects.

Integration

Home Language and Life Skills: visual literacy (patterns in pictures); patterns in songs and rhythms.



Check that learners are able to:

- recognise, match and name number symbols, number words and dot cards 1–3
- match objects with dot cards 1–3
- identify patterns
- copy patterns

Va vutise loko va nga kota ku tsundzuka leswaku i swiharhi swihi kusuka eka switori swa tinomboro swi fambaka na khadi ra tinomboro rin'wana na rin'wana. Kombetela khadi rin'wana na rin'wana kutani u kombela vadyondzi ku vula tinomboro leti.

Vadyondzi va kana leswaku i makhadi ya mifungo ya tinomboro wahi na makhadi ya marito ya tinomboro wahi ya pananaka na makhadi ya vona ya mathonsi. Va pananisa makhadi lama mifungo ya tinomboro kusuka eka timfuku ta vona eka swihlayeri swa vona na makhadi ya vona ya mathonsi.

5. **Ku tiyisisa tipatironi:** Endla patironi yo olova ya swihlayeri swa mihandzu, tanihi xikombiso, banana, tirubeyila, banana, tirubeyila. Vadyondzi va vula mavito ya mihandzu hi malongolokelo lama yi vonaka hawona.

Swivutiso swo letela:

- * Xana u swi tiva njhani leswaku leyi i patironi?
- * Xana i muhandzu wihi u wu vonaka emasungulweni ya patironi leyi?
- * Xana i muhandzu wihi u wu vonaka wu landzelaka?

6. **Ku kopunula patironi:** Endla patironi yin'wana hi ku tirhisa mihandzu. Kombela vadyondzi ku kopunula patironi hi swihlayeri swa vona.

7. **Ku endla mitlawa yi fana 1-3:** Vekela xiphemu xa ngoti hi le xikarhi ka mete. Kombela mudyondzi un'we ku yima etlhelo rin'wana na rin'wana.

Swivutiso swo letela:

- * Xana i vadyondzi vangani va nga eka tlhelo leri? Kasi eka tlhelo lerin'wana ke?

- * Xana matlhelo hamambirhi ma fana njhani?

Engetela mudyondzi un'wana eka tlhelo rin'wana. Kanelani ku hambana exikarhi ka matlhelo lamambirhi.

- * Xana hi swihi leswi hi fanelaka ku swi endla ku endla matlhelo hamambirhi ma fana?

Engetela vadyondzi vambirhi eka rin'we ra matlhelo lama.

- * Ndzi byele leswi faneleke ku endliwa ku endla matlhelo hamambirhi ma fana.

8. **Ku ololoxa swiphiso hi ku tirhisa michumu:** Nyika mudyondzi un'wana na un'wana tikhontheni ta yogati letitsongo timbirhi na tsevu wa swimhandzana. Va kombeli ku veka swimhandzana leswi endzeni ka tikhontheni ku endlela leswaku tikhontheni hatimbirhi ti va na nhlayo yo fana ya swimhandzana. Vutisa leswaku 'fana' swi vula yini. Nyika mudyondzi un'wana na un'wana nkarhi wa ku hlayela michumu leyi nga eka khontheni yin'wana na yin'wana ku kamba loko yi fana.

XITSUNDZUXO

Vadyondzi va nga ntlawahata swihlayeri swa vona swa mihandzu swa 1, 2 na 3 hi ndlela yihi kumbe yihi. Nkongomo wu le ka ku va na nhlayo leyi nga lulama ya swihlayeri. Vadyondzi va ta vona leswaku michumu yinharhu yi nga ntlawahatiwa hi ndlela yihi kumbe yihi naswona ya ha tshama yi ri michumu yinharhu.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: litheresi yo voniwa (tipatironi eka swifaniso); tipatironi hi tinsimu na tirhayimi.

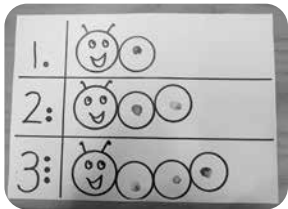


Kamba leswaku vadyondzi va kota ku:

- tiva, ku pananisa na ku vula mavito ya makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro 1-3
- pananisa michumu hi makhadi ya mathonsi 1-3
- kuma tipatironi
- kopunula tipatironi

TIP

Use two pattern strips if the group is large so that they can all see. Once the pattern strip paint has dried, paste the drawings on the pages with the borders.



Workstation 1

What you need

- Pattern strips
- Sponge, wood or cork stamps
- 1 piece of A5 paper per learner
- Paint in polystyrene trays
- 1 piece of A4 paper per learner
- Crayons

Learners use the stamps to copy a pattern to make a border on the A4 paper. Place a pattern strip in the middle of the table for them to copy. On the A5 paper, they draw a picture with any three objects they like.

Workstation 2

What you need

- Paint
- 1 worm counting page per learner
- 1 piece of A4 paper per learner
- A basin with water
- A towel

Learners dip their finger into the paint and make the correct number of fingerprints – 1, 2 or 3 – to form the body of each worm on their worm counting page.

When they have finished the worm, they use finger paint to make their own images representing three things.

Workstation 3

What you need

- Paper and crayons
- Pattern cards (representing counters and stick patterns)
- Counters and sticks from the *Resource Kit* – enough for each learner to copy the pattern cards

Learners choose a pattern card. They copy the pattern using the counters and sticks.

Workstation 4

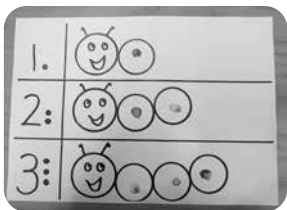
What you need

- Playdough
- Playdough template: Number 3 per learner (page 214)

Learners form the playdough and place it in the correct positions on the playdough template. They should use playdough to form the number '3', to roll three balls of playdough to place on the tree, and to roll three balls of playdough to place in the grid.

XITSUNDZUXO

Tirhisa swivandlu swimbirhi swa tipatironi loko ntlawa wu ri wukulu ku endlela leswaku va kota ku vona hinkwavo. Xikan'wekan'we loko pende ya swivandlu swa tipatironi yi omile, namarheta swidirowiwa eka tipheji leti nga na mindzilekana.



Xitichi xo tirhela xa 1

Leswi lavekaka

- Swivandlu swa tipatironi
- Switembe swa xiponci, swa pulangi kumbe swa khokho
- 1 ya xiphemu xa phepha ra A4 hi mudyondzi
- 1 ya xiphemu xa phepha ra A5 hi mudyondzi
- Pende yi ri eka tithireyi ta pholisiterini
- Tikhirayoni

Vadyondzi va tirhisa switembe ku kopunula patironi ku endla ndzilekana eka phepha ra A4. Vekela xivandlu xa patironi exikarhi ka tafula leswaku va kopunula.

Eka phepha ra A5, va dirowa xifaniso lexi nga na michumu yinharhu yihi kumbe yihi leyi va yi tsakelaka.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Pende
- 1 ya pheji yo hlayela swivungu hi mudyondzi
- 1 ya xiphemu xa phepha ra A4 hi mudyondzi
- Xikotlola lexi nga na mati
- Thawula

Vadyondzi va peta ritiho ra vona ependeni kutani va endla nomboro leyi nga lulama hi migandlu ya ritiho – 1, 2 kumbe 3 – ku vumba miri wa xivungu xin'wana na xin'wana lexi nga eka pheji ya vona yo hlayela swivungu.

Loko va hetile xivungu, va tirhisa pende ya ritiho ku endla swifaniso swa vona vini leswi yimela swilo swinharhu.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Phepha na tikhirayoni
- Makhadi ya tipatironi (lama yimelaka swihlayeri na tipatironi ta swimhandzana)
- Swihlayeri na swimhandzana kusuka eka *Khiti ya Swipfuno* – swo enela swa mudyondzi un'wana na un'wana ku kopunula makhadi ya tipatironi

Vadyondzi va hlawula khadi ra patironi. Va kopunula tipatironi hi ku tirhisa swihlayeri na swimhandzana.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 3 hi mudyondzi (pheji ya 215)

Vadyondzi va vumba hi vumba byo tlangisa kutani va byi veka eka swiyimo leswi nga lulama eka thempuleti ya vumba byo tlangisa. Va fanele ku tirhisa vumba byo tlangisa ku vumba nomboro ya '3', ku khunguluxa tibolo tinharhu ta vumba byo tlangisa ku ti vekela ensinyeni, na ku khunguluxa tibolo tinharhu ta vumba byo tlangisa ku ti vekela eka giridi.

Content Area Focus: Space and Shape (Geometry)

Topics

- Recognise, identify and name 2-D shapes: triangle
- Compare 3-D objects and 2-D shapes
- Sort 2-D shapes
- Figure ground
- Symmetry

New knowledge

- Oral counting 1–10
- 2-D shapes: triangle
- Figure ground
- Position: in front of and behind

Practise

- Circle, square
- Counting objects 1–5
- Reinforce number concepts 1–3
- Sequencing numbers 1–3
- Symmetry
- Big, small
- Sorting by shape
- Six-piece puzzles

New maths vocabulary

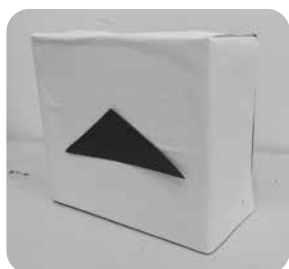
triangle
corner points

smooth
in front of

behind
smaller

bigger

Getting ready



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

- 3 different-sized paper bag puppets (make sure the sizes are clearly differentiated: big, bigger, biggest)
- 3 tins as stands for the puppets
- make 1 big and 1 small post box
- small (all same size) and big (all same size) paper triangles made from newspaper, magazines or plain paper
- triangle, circle, square and rectangle cardboard cut-outs of different sizes and colours
- a copy of the A4 page with triangles (page 219) per learner in a group
- small circle, square and triangle cut-outs of coloured paper for each learner
- make six-piece puzzles if you don't have any (page 220)
- paint a number track 1–10 outdoors.



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

Tinhlokomhaka

- Tiva, kuma na ku vula mavito ya swivumbeko swa 2-D: yinhlantarhu
- Fananisa michumu ya 3-D na swivumbeko swa 2-D
- Ava swivumbeko swa 2-D
- Swifaniso swa swivumbeko
- Ndinganiso

Vutivi byintshwa

- Ku hlayela ka swanomu 1–10
- Swivumbeko swa 2-D: yinhlantarhu
- Swifaniso swa swivumbeko
- Xiyimo: emahlweni ka na endzhaku ka

Titoloveti

- Xirhendzevutana, xikwere
- Ku hlayela michumu 1–5
- Ku tiyisisa minongoti ya tinomboro 1–3
- Longoloxela tinomboro 1–3
- Ndinganiso
- Nkulu, ntsongo
- Ku ava hi xivumbeko
- Swiphazamiso swa swiphemu swa tsevu

Ntivorarito wa matematiki wuntshwa

yinhlantarhu

vutontswi bya tikhona

rhetela

emahlweni ka

endzhaku

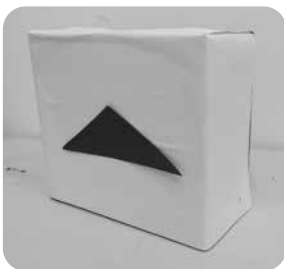
ntsongonyana

nkulunyana

Ku lungheka

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

- 3 wa tipopayi ta phephabege ta tisayizi to hambanahambana (tiyisisa leswaku tisayizi leti ti hambanisiwile hi ndlela leyi nga erivaleni: nkulu, nkulunyana, nkulu kutlula hinkwato)
- 3 wa swikotela tanihi swiyimisi swa tipopayi
- endla 1 wa bokisi ra poso lerikulu na 1 wa bokisi ra poso leritsongo
- tinhlantarhu ta phepha letitsongo (sayizi yo fana hinkwato) na letikulu ta (sayizi yo fana hinkwato) leti endlilweke hi maphephahungu, timagazini kumbe phepha ro pfumala muhlovo
- switsemiwa swa khadibodo swa tinhlantarhu, swikwere na tinhlamune tisayizi na mihlovo yo hambanahambana
- kopi ya pheji ya A4 leri nga na tinhlantarhu (pheji ya 219) hi mudyondzi entlaweni
- switsemiwa leswitsongo swa swirhendzevutana, swikwere, na tinhlantarhu letitsongo ta phepha leri pendiweke ra mudyondzi un'wana na un'wana
- endla swiphazamiso swa swiphemu swa tsevu loko mi ri hava (pheji ya 220)
- penda xiporo xa tinomboro 1–10 ehandle ka miako.



Whole class activities

Day 1

What you need

- Song: *This is a triangle* (page 198)
- Number friezes 1–3
- 3 square, 4 circle and 5 triangle attribute blocks (*Resource Kit*)
- Large cardboard circle, square and triangle
- A large piece of paper
- A koki

1. **Song:** Introduce the song, *This is a triangle*. Show a picture of a triangle and point to the corners and sides as learners sing. Learners raise their arms above their heads and join their fingertips to form a triangle shape.
2. **Oral counting 1–10:** Learners hop or jump along the number track outside while counting from 1 to 10.
3. **Practising 1–3 with the number friezes:** Point to the number friezes.

Guiding questions:

- ★ Which animal is there only one of?
 - ★ Which house has the most animals?
 - ★ Are there more zebras or more meerkats?
 - ★ If a zebra friend came to visit the two zebras, how many zebras would there be in their house?
 - ★ If one meerkat moved in with the elephant, how many meerkats would be left in the meerkats' house?
4. **Counting objects 1–5:** Place the square, circle and triangle attribute blocks on the mat. Together count the squares and place these in a group. Do the same for the circles and triangles.

Guiding questions:

- ★ Which group has the most shapes?
 - ★ Which group has the least shapes?
 - ★ How can we make sure?
5. **Introducing triangles:** Point to the circle and square attribute blocks. Ask if learners remember the names of these shapes. Hold up a triangle.

Guiding questions:

- ★ Does anyone know what this shape is called?
- ★ Can anyone see a shape like this anywhere else in the classroom?

Hold up the large cardboard triangle.

- ★ How many sides does this shape have? (Count these.)
- ★ How many corners does it have? (Count these.)

Migingiriko ya tllasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Leyi i yinhlanharhu* (pheji ya 199)
- Swipendiwankhaviswa tinomboro 1–3
- 3 wa tibuloko ta swihlawulekisi ta swikwere, 4 wa swirhendzevutana na 5 wa tinhlanharhu (*Khiti ya Swipfuno*)
- Khadibodo lerikulu ra xirhendzevutana, xikwere na yinhlanharhu
- Xiphemu lexikulu xa phepha
- Khoki

1. **Risimu:** Tivisa risimu, *Leyi i yinhlanharhu*. Komba xifaniso xa yinhlanharhu kutani u kombetela tikhona na matlhelo loko vadyondzi va ri karhi va yimbelela. Vadyondzi va yimisele mavoko ya vona ehenhla ka tinhloko ta vona kutani va khomanisa makumu ya tintiho ta vona ku vumba xivumbeko xa yinhlanharhu.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va thamuka kumbe va tlula hi ku longoloka na xiporo xa tinomboro va ri ehandle loko va ri karhi va hlayela kusuka eka 1 kufika eka 10.
3. **Ku titoloveta 1–3 hi swipendiwankhaviswa tinomboro:** Kombetela swipendiwankhaviswa tinomboro.

Swivutiso swo letela:

- ★ Xana i xiharhi xihhi ku nga na xin'we ntsena xa xona?
- ★ Xana i yindlu yihi yi nga na swiharhi swo tala?
- ★ Xana ku na timangwa to tala kumbe vamanghovo vo tala?
- ★ Loko munghana wa mangwa o ta ku endzela timangwa letimbirhi, xana i timangwa tingani ti nga ta va endlwini ya vona?
- ★ Loko manghovo wun'we o ta tshama na ndlopfu, xana i vamanghovo vangani va nga ta va va sele endlwini ya vamanghovo?

4. **Hlayela michumu 1–5:** Vekela tibuloko ta swihlawulekisi swa xikwere, xirhendzevutana na yinhlanharhu emeteni. Hlayelani swin'we swikwere leswi kutani mi swi veka entlaweni. Endlani swo fana hi swirhendzevutana na tinhlanharhu.

Swivutiso swo letela:

- ★ Xana i ntlawa wihi wu nga na swivumbeko swo tala?
- ★ Xana i ntlawa wihi wu nga na swivumbeko switsongo?
- ★ Xana hi nga swi tiyisisa njhani?

5. **Ku tivisa tinhlanharhu:** Kombetela tibuloko ta swihlawulekisi swa xirhendzevutana na swa xikwere. Vutisa loko vadyondzi va tsundzuka mavito ya swivumbeko leswi. Yimisela yinhlanharhu ehenhla.

Swivutiso swo letela:

- ★ Xana ku na munhu wihi kumbe wihi a tivaka leswi xivumbeko lexi xi vitaniwaka swona?
- ★ Xana ku na munhu wihi kumbe wihi a kotaka ku vona xivumbeko xo fana na lexi kwihi kumbe kwihi ko karhi ekamareni ro dyondzela?

Yimisela ehenhla yinhlanharhu ya khadibodo leyikulu.

- ★ Xana i matlhelo mangani xivumbeko lexi xi nga na wona? (Ma hlayelani.)
- ★ Xana yi na tikhona tingani? (Ti hlayelani.)

6. **Exploring triangles:** Trace around the cardboard triangle onto a large piece of paper.

Guiding questions:

- ★ What is the shape on the paper called?
- ★ Is this shape the same as the ones on the mat?

Tell me about the triangle we have drawn.

- ★ How many lines does it have?
- ★ What can you tell me about the lines?

Hand out triangles from the *Resource Kit*. In pairs, learners explore the triangle, feeling the straight sides and touching the points.

- ★ How many sides are there? How many corners?
- ★ What do they feel like?

7. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.



Day 2

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- 10 triangle attribute blocks (*Resource Kit*)
- Song: *This is a triangle* (page 198)
- A large cardboard circle, square and triangle attached to the wall behind the maths table
- Plate
- *Poster Book*, Poster 8

1. **Rhyme:** Introduce the rhyme, *Hear me count*.
2. **Oral counting 1–10:** Learners stamp and count to the beat from 1 to 10 as you play the tambourine.
3. **Counting objects 1–5:** Put 10 triangle attribute blocks on the maths table. Together count five learners to come to the front. Ask how many triangles you will need for each learner to hold one. Ask another learner to give each learner who is in the front one triangle.

Guiding questions:

- ★ How many learners gave out the triangles?
- ★ How many learners are holding a triangle?
- ★ If one learner gives me their triangle (one learner sits down), how many triangles are left? (Count together.)

Repeat until all the learners are sitting down. Each time ask how many learners/triangles are left.



Encourage learners to jump on the number ladder from 1 to 10 during outside play.

6. **Ku valanga tinhlanharhu:** Landzelerisa ku rhendzeleka na yinhlanharhu ya khadibodo ehenhla ka xiphemu lexikulu xa phepha.

Swivutiso swo letela:

- ★ Xana xivumbeko lexi nga ephepheni leri xi vitaniwa yini?
- ★ Xana xivumbeko lexi xa fana na leswi nga emeteni?

Ndzi byele hi mayelana na yinhlanharhu leyi hi yi diroweke.

- ★ Xana yi na tilayini tingani?
- ★ Xana u nga ndzi byela yini hi mayelana na tilayini leti?

Phakela tinhlanharhu kusuka eka *Khiti ya Swipfuno*. Hi vambirhimbirhi, vadyondzi va valanga yinhlanharhu, va twa matlhelo yo thwixama na ku khoma vutontswi.

- ★ Xana ku na matlhelo mangani? Xana i tikhona tingani?
- ★ Xana ti twala ku fana na yini?

7. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.



Siku ra 2

Leswi lavekaka

- Rhayimi: *Ndzi twe ndzi hlayela* (pheji ya 199)
- Thamborini
- 10 ra tibuloko ta swihlawulekisi swa tinhlanharhu (*Khiti ya Swipfuno*)
- Risimu: *Leyi i yinhlanharhu* (pheji ya 199)
- Khadibodo lerikulu ra xirhendzevutana, xikwere na yinhlanharhu leyi namarhethiweke ekhumbini endzhaku ka tafula ra matematiki
- Puleti
- *Buku ya Tiphositara, Phositara ya 8*

XITSUNDZUXO

Khutaza vadyondzi ku tlulatlula eka lerha ra tinomboro kusuka eka 1 kufika eka 10 hi nkarhi wa ku tlanga ehandle.

1. **Rhayimi:** Tivisa rhayimi leyi, *Ndzi twe ndzi hlayela*.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va gima ehansi kutani va hlayela eka nsumo kusuka eka 1 kufika eka 10 loko u ri karhi u tlanga thamborini.
3. **Hlayela michumu 1–5:** Vekela 10 ra tibuloko ta swihlawulekisi swa tinhlanharhu etafuleni ra matematiki. Hlayelani swin'we ntlhanu na vadyondzi ku ta emahlweni. Vutisa leswaku i tinhlanharhu tingani u nga ta ti lava leswaku mudyondzi un'wana na un'wana a khoma yin'we. Kombela mudyondzi un'wana ku nyika mudyondzi un'wana na un'wana loyi a nga emahlweni yinhlanharhu yin'we.

Swivutiso swo letela:

- ★ Xana i vadyondzi vangani va humeseke tinhlanharhu?
- ★ Xana i vadyondzi vangani va nga khoma yinhlanharhu?
- ★ Loko mudyondzi un'we a ndzi nyika yinhlanharhu ya yena (mudyondzi un'we a tshama ehansi), xana i tinhlanharhu tingani ti nga sala? (Hlayelani swin'we.)

Vuyelela kufikela loko vadyondzi hinkwavo va va va tshamile ehansi. Nkarhi wun'wana na wun'wana vutisa leswaku i vadyondzi vangani va nga sala/tinhlanharhu tingani ti nga sala.

4. **Identifying triangles:** Point to the large triangle on the wall.
Guiding questions:
- ★ What do you remember about the triangle? What makes it a triangle?
 - ★ How many corners does it have? How many sides? How many lines?
- Sing *This is a triangle*.
5. **Comparing shapes:** Point to the large circle, square and triangle.
Guiding questions:
- ★ Which shape has straight lines like the triangle?
 - ★ How many sides does the triangle have? And the square?
 - ★ Which shape has more sides, the square or the triangle?
 - ★ How is the circle different to the square? And the triangle?
6. **Solving problems 1–5:** Talk about Poster 8. Learners look for triangle shapes in the picture.
Guiding questions:
- ★ Can you see any triangles? Show me where they are.
 - ★ What other shapes can you see?
 - ★ (Point to a square or circle shape.) Is this shape a triangle? Why/why not?
 - ★ How many scoops of ice cream does the girl have?
 - ★ How many scoops will she have left if she eats one scoop?
 - ★ What time of the day do you think it is? How do you know?
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- Number 1–3 dot, animal and symbol cards
- Skipping rope

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Jump slowly while counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Count five learners to say the rhyme, *Hear me count*, together. Repeat with five other learners.
4. **Practising numbers 1–3:** Show number 1–3 dot, animal and symbol cards. Ask learners to fetch the number of objects represented on the card from the maths table.

4. **Ku kuma tinhlanharhu:** Kombetela yinhlanharhu leyikulu leyi nga ekhumbini.
Swivutiso swo letela:
- ✦ Xana u tsundzuka yini hi mayelana na yinhlanharhu? Xana i yini lexi xi yi endlaka yinhlanharhu?
 - ✦ Xana yi na tikhona tingani? Xana i matlhelo mangani? Xana i tilayini tingani?
- Yimbelelani, *Leyi i yinhlanharhu*.
5. **Ku fananisa swivumbeko:** Kombetela xirhendzevutana lexikulu, xikwere lexikulu na yinhlanharhu leyikulu.
Swivutiso swo letela:
- ✦ Xana i xivumbeko xihhi xi nga na tilayini to thwixama ku fana na yinhlanharhu?
 - ✦ Xana i matlhelo mangani lama yinhlanharhu yi nga na wona? Kasi xikwere ke?
 - ✦ Xana i xivumbeko xihhi xi nga na matlhelo yo tala, xikwere kumbe yinhlanharhu?
 - ✦ Xana xirhendzevutana xi hambanile njhani na xikwere? Kasi yinhlanharhu ke?
6. **Ku ololoxa swiphiqo 1–5:** Vulavulani hi mayelana na Phositara ya 8. Vadyondzi va lava swivumbeko swa yinhlanharhu exifanisweni.
Swivutiso swo letela:
- ✦ Xana wa kota ku vona tinhlanharhu tihi kumbe tihi? Ndzi kombeni laha ti nga kona.
 - ✦ Xana i swivumbeko swihi swin'wana u kotaka ku swi vona?
 - ✦ (Kombetela xivumbeko xa xikwere na xa xirhendzevutana.) Xana xivumbeko lexi i yinhlanharhu? Hikwalahokayini/hikwalahokayini swi nga ri tano?
 - ✦ Xana i swikupu swingani swa ayisikhirimi nhwanyana loyi a nga na swona?
 - ✦ Xana i swikupu swingani a nga ta sala na swona loko a dya xikupu xin'we?
 - ✦ Xana u ehleketa leswaku i nkarhi muni wa siku? Xana u swi tiva njhani?
7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Ndzi twe ndzi hlayela* (pheji ya 199)
- Thamborini
- Makhadi ya mathonsi ya tinomboro, makhadi ya swiharhi ya tinomboro na makhadi ya mifungo ya tinomboro ta 1–3
- Ntambhu yo thamuka

1. **Rhayimi:** Vulani rhayimi leyi, *Ndzi twe ndzi hlayela*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu 1–10:** Tlulani hi ku nonoka mi ri karhi mi hlayela kusuka eka 1 kufika eka 10 eka nsumo wa thamborini.
3. **Ku hlayela michumu 1–5:** Hlayela ntlhanu wa vadyondzi ku vula rhayimi leyi, swin'we, *Ndzi twe ndzi hlayela*. Vuyelela hi vadyondzi van'wana va ntlhanu.
4. **Ku titoloveta tinomboro 1–3:** Komba makhadi ya mathonsi ya tinomboro, makhadi ya swiharhi ya tinomboro na makhadi ya mifungo ya tinomboro ta 1–3. Kombela vadyondzi va teka nhlayo ya michumu leyi yimeriweke ekhadini kusuka etafuleni ra matematiki.

5. **Exploring position:** Put learners into twos. Give each learner a number 'one' or 'two'.

Guiding instructions:

- ★ One stand behind two.
- ★ One stand next to two.
- ★ Two stand in front of one.

6. **Exploring symmetry:** A learner stands facing the class. Hold the skipping rope so that it hangs in front of the learner, down their midline.

Guiding questions:

- ★ How many eyes/ears/feet does ____ have on one side of her/his body? And the other side?
- ★ Where on her/his body do you see only one body part?
- ★ What happens to her/his nose when the skipping rope hangs down the middle of the front of her/his body?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



TIP

Explain the body parts that you have two of that are found on both sides of the body.

Day 4

What you need


- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners swing their hips counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Together count five different learners from Day 3 to say the rhyme, *Hear me count*. Repeat with five other learners.
4. **Exploring big and small:** Display the puppets on the tin stands.

Guiding questions:

- ★ Which one is the biggest/smallest? How do you know?
- ★ Is this one bigger than this one?
- ★ What makes it bigger/smaller?

Give three learners each a puppet. Ask them to stand in front holding the puppets from biggest to smallest. Repeat with three different learners. Muddle the order of the puppets and ask them to arrange themselves from smallest to biggest. Ask the class to point to the smallest, biggest, and so on.

 **XITSUNDZUXO**
Hlamusela swirho swa miri leswi u nga na swimbirhi swa swona leswi swi kumekaka eka mathelo hamambirhi ya miri.

- Ku valanga xiyimo:** Veka vadyondzi hi vambirhimbirhi. Nyika mudyondzi un'wana na un'wana nomboro ya 'n'we' kumbe 'mbirhi'.
Swileriso swo letela:
 - ★ N'we yi yima endzhaku ka mbirhi.
 - ★ N'we yi yima ekusuhi na mbirhi.
 - ★ Mbirhi yi yima emahlweni ka n'we.
- Ku valanga ndzinganiso:** Mudyondzi u yima a languta tlilasi. Khoma ntambhu yo thamuka ku endlela leswaku yi dewula emahlweni ka mudyondzi, kuya ehansi hi le ka layini wa le xikarhi ka miri wa yena.
Swivutiso swo letela:
 - ★ Xana i mahlo mangani/tindleve tingani/mikondzo yingani _____ swi nga kona etlhelu rin'we ra miri wa yena? Kasi tlhelu lerin'wana ke?
 - ★ Xana hi le kwihi emirini wa yena u vonaka xirho xa miri xin'we ntsena?
 - ★ Xana ku humelela yini hi nhompfu ya yena loko ntambhu yo thamuka yi debyela ehansi hi le xikarhi ka vumahlweni bya miri wa yena?
- Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Ndzi twe ndzi hlayela* (pheji ya 199)
- Thamborini
- 3 wa nhlengelo wa michumu ya le kamareni ro dyondzela
- Makhadi ya swifaniso swa tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya mifungo ya tinomboro ya 1–3
- 3 wa tipopayi leti nga na tisayizi to hambanahambana
- 3 wa swikotela tanihi swiyimisi swa tipopayi
- Tinhlanharhu ta phepha letikulu na letitsongo ta mudyondzi un'wana na un'wana
- Bokisi ra poso lerikulu na leritsongo

- Rhayimi:** Vulani rhayimi leyi, *Ndzi twe ndzi hlayela*, ku ri na swiendlo.
- Ku hlayela ka swanomu 1–10:** Vadyondzi va dzunguza tinyonga va ri karhi va hlayela kusuka eka 1 kufika eka 10 eka nsumo wa thamborini.
- Ku hlayela michumu 1–5:** Hlayelani swin'we ntlhanu wa vadyondzi kusuka eka Siku ra 3 ku vula rhayimi leyi, *Ndzi twe ndzi hlayela*. Vuyelela hi vadyondzi van'wana va ntlhanu.
- Ku valanga nkulu na ntsongo:** Kombisa tipopayi eka swiyimisi swa swikotela.

Swivutiso swo letela:

- ★ Xana hi yihi leyikulu kutlula hinkwato/leyitsongo kutlula hinkwato? Xana u swi tiva njhani?
- ★ Xana leyi i yikulu kutlula leyiwani?
- ★ Xana i yini lexi xi yi endlaka yi va yikulunyana/yitsongonyana?

Nyika vadyondzi vanharhu un'wana na un'wana popayi. Va kombeli ku yima emahlweni va khomile tipopayi kusuka eka leyikulu kutlula hinkwato kuya eka leyitsongo kutlula hinkwato. Vuyelela hi vadyondzi vo hambana vanharhu. Hlanganisela nandzelelano wa tipopayi leti kutani u va kombela ku ti veketela hi voxo kusuka eka leyitsongo kutlula hinkwato kuya eka leyikulu kutlula hinkwato. Kombela tlilasi ku kombetela leyitsongo kutlula hinkwato, leyikulu kutlula hinkwato, na swo kota sweswo.



TIP

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

Guiding questions:

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Hear me count* (page 198)
- 5 classroom objects
- Number 1–3 picture, dot and symbol cards
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

Guiding instructions:

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills:

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.

XITSUNDZUXO

Veka mabokisi lama poso etafuleni ra matematiki.

- Ku ava – nkulu na ntsongo:** Komba vadyondzi mabokisi ya poso. **Swivutiso swo letela:**
 - ★ Xana i bokisi rihi ri nga rikulunyana? Xana i bokisi rihi ri nga ritsongonyana? Nyika vadyondzi yinhlanharhu leyikulu kumbe leyitsongo. Va posa tinhlanharhu letikulu endzeni ka bokisi ra poso lerikulu na tinhlanharhu letitsongo endzeni ka bokisi ra poso leritsongo.
- Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Ndzi twe ndzi hlayela* (pheji ya 199)
- 5 wa michumu ya le kamareni ro dyonzela
- Makhadi ya swifaniso swa tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya mifungo ya tinomboro ya 1–3
- Tibinibege

- Rhayimi; ku hlayela 1–10:** Vulani rhayimi leyi, *Ndzi twe ndzi hlayela*, ku ri na swiendlo.
- Ku hlayela ka swanomu 1–10:** Vadyondzi va yima hi xirhendzevutana kutani va hlayela kusuka eka 1 kufika eka 10. Va tlula kuya emahlweni na le ndzhaku eka nhlayelo wun'wana na wun'wana kutani va tlulela ehenhla eka 10.
- Ku hlayela michumu 1–5:** Vadyondzi va komba nomboro ya tintiho loko u vula u ku, 'Ndzi navela swiwitsi swimbirhi, swiwitsi swa mune,' na swo kota sweswo, xa n'we kufika eka ntlhanu.
- Ku valanga ndzinganiso:** Vadyondzi va yima hi xirhendzevutana. Vulani, 'Khoma tindleve ta wena, mahlo ya wena, makatla ya wena, matsolo ya wena.' Vutisa, 'Xana u na mikondzo yingani, swandla swingani, swilebvu swingani, tinhompfu tingani, makhwiri mangani?'
- Ku titoloveta xiyimo:** Nyika mudyondzi un'wana na un'wana binibege kumbe nchumu ku wu khoma. Yima u fularhela vadyondzi kutani u endla swiendlo na vona.

Swileriso swo letela:

- ★ Vekela binibege eka tlhelo ra miri wa wena. Na le ka tlhelo lerin'wana. (Endla xiendlo lexi.)
 - ★ Vekela binibege emahlweni ka miri wa wena. Na le ndzhaku ka miri wa wena.
 - ★ Yi vekele ekusuhi na mikondzo ya wena. Na le henhla ka mikondzo ya wena.
- Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.



Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi:

- Nhluvukiso wa ntivomarito (switwananisi).
- Rungula switori ku tiyisisa ntsongo, ntsongonyana, ntsongo kutlula hinkwaswo; nkulu, nkulunyana, nkulu kutlula hinkwaswo.
- Vadyondzi va famba hi ndlela ya swirhalanganyo. Kongomisa eka mathelo, tanihi xikombiso, ehenhla, ehansi, endzhaku, ehenhla ka.

Small group activities

Teacher-guided activity

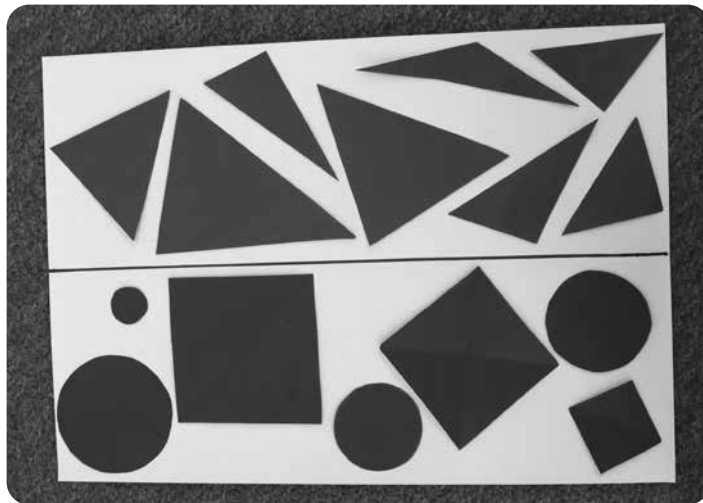
What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
 - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

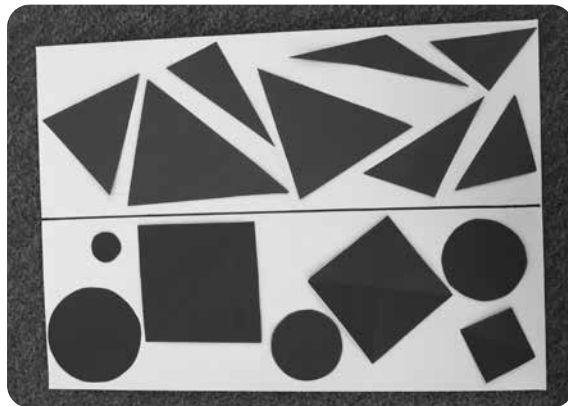
Leswi lavekaka

- Nhulu ya tibuloko ta Unifix ta mudyondzi un'wana na un'wana
- Tibuloko ta swihlawulekisi swa xirhendzevutana, xikwere na yinhlanharhu (tinhlanharhu
- to tala kutlula swivumbeko leswin'wana)
- Switsemiwa swa tinhlanharhu, swirhendzevutana, swikwere, na tinhlamune

1. **Ku hlayela 1–10:** Vadyondzi va komba tintiho ta vona loko va ri karhi va hlayela kusuka eka 1 kufika eka 10.
2. **Ku hlayela michumu 1–5:** Nyika vadyondzi nhulu ya tibuloko ta Unifix. Va kombele ku aka xihondzo xa ntlhanu wa tibuloko.
3. **Tiyisisa yinhlanharhu:** Kombela vadyondzi ku komba xivumbeko xa xirhendzevutana, xikwere na yinhlanharhu.

Swivutiso swo letela:

- ★ Xana i xivumbeko muni xexo? (xirhendzevutana, xikwere, yinhlanharhu) Xana u swi tiva njhani?
 - ★ Xana u nga ndzi byela yini hi mayelana na xivumbeko lexi?
4. **Ku ava swivumbeko:** Vadyondzi va endla mitlawa yimbirhi ya swivumbeko leswi nga na tibuloko ta swihlawulekisi: tinhlanharhu na swivumbeko swin'wana.



Swivutiso swo letela:

- ★ Hikwalahokayini u veke leswi eka ntlawa lowu?
- ★ Xana hi nga swi kamba njhani loko lexi ku ri yinhlanharhu?
- ★ Xana i ntlawa wihi wu nga na swivumbeko swo tala/switsongo?
- ★ Xana i ntlawa wihi wu nga na swivumbeko swo talanyana/switsongonyana?



Kamba leswaku vadyondzi va kota ku:

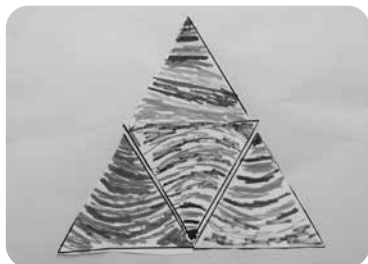
- hlayela hi nomu 1–10
- hlayela 5 wa michumu
- tiva na ku vula vito tinhlanharhu kutani va hlamusela swihlawulekisi
- ava swivumbeko swa 2-D endzeni ka tinhlanharhu na swivumbeko swin'wana

Workstation 1

What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

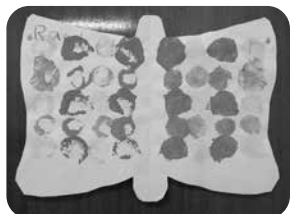
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



Workstation 2

What you need

- A4 paper folded in half
- Paint



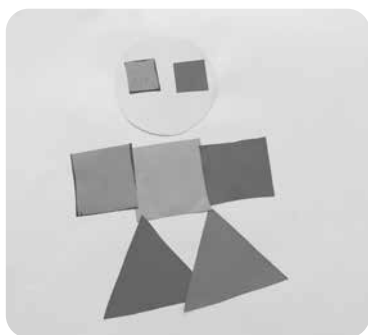
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

Workstation 3

What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



Workstation 4

What you need

- Shape puzzles, minimum six pieces, for each learner

Learners complete shape puzzles.



TIP

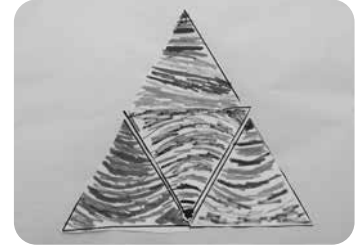
You will need to demonstrate this before learners begin the activity.

Xitichi xo tirhela xa 1

Leswi lavekaka

- Kopi ya pheji ya A4 leyi nga na tinhlanharhu (pheji ya 219) hi mudyondzi
- 1 ya pheji ya A4 leyi nga tsalelangiki hi mudyondzi
- Swikero, tikhirayoni na xinamarheti

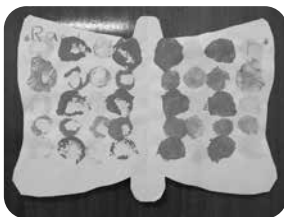
Vadyondzi va tsema hi le ka tilayini ku endla mune wa tinhlanharhu. Va khavisa tinhlanharhu ta vona kutani va ti namarheta ephejini hi ndlela leyi yi endlaka yinhlanharhu leyikulu yin'we, tanihi le masungulweni.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Phepha ra A4 leri petsiweke hi hafu
- Pende



Vadyondzi va vekela mathonsi ya pende ehenhla ka hafu yin'we ya pheji. Va petsa pheji leyi hi le ka hafu ku endlela leswaku pende yi pirinta eka hafu leyin'wana.

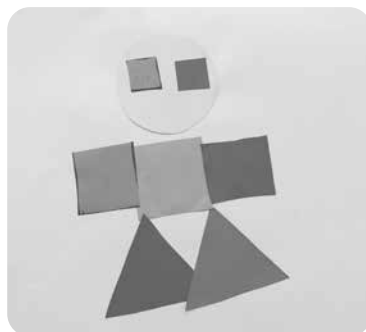
Xitichi xo tirhela xa 3

Leswi lavekaka

- Phepha na xinamarheti
- Phepha leritsongo leri pendiweke ra swirhendzevutana, swikwere, tinhlanharhu
- 1 ya pheji ya A4 leyi nga tsalelangiki hi mudyondzi

XITSUNDZUXO
U ta fanela ku kombisa leswi vadyondzi va nga si sungula nghingiriko lowu.

Vadyondzi va namarheta swivumbeko leswi ehenhla ka xipandzu xa phepha ku vumba xivumbeko xa munhu.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Swivumbeko swa swiphazamiso, mpimohansi wa tsevu wa swiphemu, eka mudyondzi un'wana na un'wana

Vadyondzi va hetisa swiphazamiso swa swivumbeko.

Content Area Focus:

Measurement

Topics

- Time: day and night
- Height
- Compare and order objects to describe length

New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

New maths vocabulary

on top	under	between	morning	dark	tallest
below	underneath	day	evening	taller	shortest
on	next to	night	light	shorter	

Getting ready



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

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

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

Nkongomo wa Xiyenge xa Vundzeni: Mpimo

Tinhlokomhaka

- Nkarhi: nhlekanhi na vusiku
- Vulehelahenhla
- Fananisa na ku longoloxa michumu ku hlamusela vulehi

Vutivi byintshwa

- Ku longoloxela nkarhi: nhlekanhi na vusiku, ku vonakala na munyama
- Vulehi: chati ya vulehelahenhla
- Xiyimo: ehenhla, ehansi, ehenhla ka, ehansi ka, ekusuhi na, exikarhi ka
- Ku hlayela kuya endzhaku 5-1

Titoloveti

- Ku hlayela ka swanomu 1-10
- Ku longoloxela tinomboro 1-3
- Ku hlayela michumu 1-5
- Tiyisisa 1-3

Ntivomarito wa matematiki wuntshwa

ehenhla	ehansi ka	vusiku	munyama	lehile kutlula hinkwavo
ehansi	ekusuhi na	mixo	lehile	komile kutlula hinkwavo
ehenhla ka	exikarhi ka	madyambu	komile	
ehansi	nhlekanhi	ku vonakala		

Ku lungheka



XITSUNDZUXO

Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali na xiyimo.

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

- 1 wa xitsemiwa xa dyambu lerikulu na 1 wa xitsemiwa xa n'weti lowukulu
- 5 wa switsemiwa swa mapapa leswikulu, tinyeleti letikulu na madyambu lamakulu (sayizi ya A4)
- 3 wa switsemiwa swa timboni na 2 wa makhandlhela
- michumu ya le mutini yo hambanahambana ku endla vuyimeri bya migingiriko ya ninhlekanhi na ya nivusiku, tanihi xikombiso, bulachi ya meno, bulachi ya misisi, nkambana wa mfihlulo na lepula, buku ya swifaniso ya switori, thoci, khandlhela, swichi ya rivoni, xikhegelo
- makhadi ya swifaniso ya michumu leyi
- tafula na mikumba yo enela ku ri funengeta hi ku hetiseka
- 5 wa swifaniso swa nivusiku na 5 wa swifaniso swa ninhlekanhi (tanihi xikombiso, ku languta tinyeleti, ku lumeka khandlhela, ku etlela emubedweni, timboni ta le xitarateni, ku ambala tipijama; ku tlanga bolo, ku fika exikolweni, ku hlambela hi siku ra mumu, ku oxa ehandle ka miako, ku phamela xifuwana)
- swinkwamani swa ninhlekanhi na swa nivusiku leswi swifaniso swa switori swi nga ringanaka endzeni ka swona (vona pheji ya 151)
- pheji ya dyambu na n'weti hi mudyondzi entlaweni (vona pheji ya 153)
- 1 wa pheji ya A4 hi mudyondzi leyi nga na swirhendzevutana swa tisayizi na mihlovo yo hambanahambana
- 5 wa tsete ta 5 wa swifaniso swa swiphazamiso leswi panaka na nhlekanhi na vusiku (leswi endlweke kusuka eka timagazini kumbe swo dirowiwa).

Whole class activities

Day 1

What you need

- Song: *The sun is in the sky* (page 198)
- 1 sun and 1 moon cut-out
- A length of string per learner

1. **Song:** Introduce the song, *The sun is in the sky*. Use the sun and moon cut-outs.
2. **Oral counting 1–10:** Learners count from 1 to 10 as they jump. They clap and count backwards from 5 to 1 as you point to the number washing line.
3. **Day and night:** Discuss day and night.

Guiding questions:

- ★ What did you do last night?
- ★ Could you have done this in the day? Why not?
- ★ What do you do in the morning when you wake up?
- ★ What do you do in the evening before it gets dark?
- ★ Have you ever seen the moon?
- ★ What do you do during the day?
- ★ What do you do at night?

4. **Measuring:** Guide learners to discuss different ways of measuring things.

Guiding questions:

- ★ If we wanted to know who was the tallest between _____ and _____, what could we do?
- ★ What could we do to measure people and/or things?
- ★ Have you ever seen anybody measuring anything before? How did they do it?

5. **Measurement:** Call a group of learners to stand one next to the other in front of the class.

Guiding questions:

- ★ Who is the tallest in this group? How do you know?
- ★ Who is the shortest in this group? How do you know?
- ★ Is anyone the same height? How do you know?
- ★ How can we find out?

Learners stand back to back to compare height.

- ★ Is there another way we could measure the height of each learner?

The group of learners stand with their backs against the wall. Draw a line with chalk above their heads.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- **Risimu:** *Dyambu ri le xibakabakeni* (pheji ya 199)
- 1 ya xitsemiwa xa dyambu na 1 wa xitsemiwa xa n'weti
- Vulehi bya ngoti hi mudyondzi

1. **Risimu:** Tivisa risimu, *Dyambu ri le xibakabakeni*. Tirhisa switsemiwa swa dyambu na swa n'weti.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va hlayela kusuka eka 1 kufika eka 10 loko va ri karhi va tlula. Va phokotela na ku hlayela kuya endzhaku kusuka eka 5 kufika eka 1 loko u ri karhi u kombetela mugiva wa tinomboro.
3. **Nhlekanhi na vusiku:** Kanelani hi nhlekanhi na vusiku.

Swivutiso swo letela:

- ★ Xana hi swihi leswi u swi endleke tolo nivusiku?
 - ★ Xana a wu ta kota ku endla leswi ninhlekanhi? Hikwalahokayini swi nga ri tano?
 - ★ Xana hi swihi leswi u swi endlaka nimixo loko u pfuka?
 - ★ Xana u endla yini nimadyambu ri nga si dzwihala?
 - ★ Xana u tshama u wu vona n'weti?
 - ★ Xana hi swihi u swi endlaka ninhlekanhi?
 - ★ Xana hi swihi u swi endlaka nivusiku?
4. **Ku pima:** Letela vadyondzi ku kanela tindlela to hambanahambana ta ku pima swilo.

Swivutiso swo letela:

- ★ Loko a ho lava ku tiva leswaku i mani wo leha kutlula hinkwavo exikarhi ka ____ na ____, xana a hi ta endla yini?
 - ★ Xana a hi ta endla yini ku pima vanhu na/kumbe swilo?
 - ★ Xana u tshama u vona munhu wihi kumbe wihi a ri karhi a pima xilo xihhi kumbe xihhi? Xana a swi endla njhani?
5. **Mpimo:** Vitana ntlawa wa vadyondzi ku yima ekusuhi na lowun'wana emahlweni ka tlilasi.

Swivutiso swo letela:

- ★ Xana i mani a nga leha kutlula hinkwavo entlaweni lowu? Xana u swi tiva njhani?
- ★ Xana i mani a nga koma kutlula hinkwavo entlaweni lowu? Xana u swi tiva njhani?
- ★ Xana munhu wihi kumbe wihi u na vulehelahenhla byo fana? Xana u swi tiva njhani?
- ★ Xana hi ta swi kumisisa njhani?

Vadyondzi va yima va khegetelana hi mihlana ku fananisa vulehelahenhla.

- ★ Xana ku na ndlela yin'wana leyi a hi ta kota ku pima vulehelahenhla bya mudyondzi un'wana na un'wana?

Ntlawa wa vadyondzi va yima va fularhela khumbi. Dirowa layini hi choko ehenhla ka tinhloko ta vona.

Write each learner's name on the line. Cut individual lengths of string for each learner according to their height. Attach the string to each learner's name as they are measured. Ask one learner to come and point to the name of the shortest person in the group, and one to point to the name of the tallest person in the group. Discuss whether learners think that someone else in the class will be taller than/shorter than the learners in this group.



6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Day 2

What you need

- Song: *The sun is in the sky* (page 198)
- Number 1, 2 and 3 symbol, word, dot and picture cards
- Tambourine
- 5 large star cut-outs and 5 large cloud cut-outs
- 1 moon and 1 sun cut-out
- String lengths for one group for the height chart

1. **Song:** Sing the song, *The sun is in the sky*, with actions.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Point to the number washing line as learners count backwards from 5 to 1 to the beat of a tambourine.
3. **Counting objects 1–5:** Place five clouds and five star cut-outs on the walls around the classroom. Ask learners to find the clouds and put them on the wall in the maths area. Ask other learners to find the stars and put them on the wall. Together, count the clouds and stars as the learners find them.

Guiding questions:

- ★ Do we see clouds in the sky in the daytime or the night-time?
 - ★ Do we see stars in the sky in the daytime or the night-time?
 - ★ How many stars have been collected so far? And clouds?
4. **Practising numbers 1–3:** Put number symbol cards 1, 2 and 3 on the wall below the number friezes. Place dot cards, picture cards and number word cards for 1, 2 and 3 in a box. Learners take turns to reach into the box without looking and take one card. They attach the card to the wall next to either 1, 2 or 3.

Guiding questions:

- ★ Is this card in the right place? How do we know?



Tsala vito ra mudyondzi un'wana na un'wana ehenhla ka layini. Tsema vulehi hi byin'webyin'we bya ngoti bya mudyondzi un'wana na un'wana hi ku ya hi vulehelahenhla bya yena. Khomanisa ngoti eka vito ra mudyondzi un'wana na un'wana loko va ri karhi va pimiwa. Kombela mudyondzi un'we ku ta a ta komba vito ra munhu wo koma kutlula hinkwavo entlaweni, kutani un'wana a komba vito ra munhu wo leha kutlula hinkwavo entlaweni. Kanelani loko vadyondzi va ehleketa leswaku munhu un'wana wo karhi etlilasini u ta va a lehile/a komile kutlula vadyondzi entlaweni lowu.

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko ya le ka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Siku ra 2

Leswi lavekaka

- Risimu: *Dyambu ri le xibakabakeni* (pheji ya 199)
- Makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya swifaniso swa tinomboro ta 1, 2 na 3
- Thamborini
- 5 wa switsemiwa swa tinyeleti letikulu na 5 wa switsemiwa swa mapapa lamakulu
- 1 ya xitsemiwa xa n'weti na 1 wa xitsemiwa xa dyambu
- Vulehi bya tingoti ta ntlawa wun'we ta chati ya vulehelahenhla

1. **Risimu:** Yimbelelani risimu, *Dyambu ri le xibakabakeni*, ku ri na swiendlo.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va hlayela kuya emahlweni kusuka eka 1 kufika eka 10. Kombetela mugiva wa tinomboro loko vadyondzi va ri karhi va hlayela ku ya endzhaku kusuka eka 5 kufika eka 1 eka nsumo wa thamborini.
3. **Ku hlayela michumu 1–5:** Vekela switsemiwa swa ntlhanu swa mapapa na swa ntlhanu swa tinyeleti ekhumbini ku rhendzela na kamara ro dyondzela. Kombela vadyondzi ku kuma mapapa kutani va ma vekela ekhumbini eka ndhawu ya matematiki. Kombela vadyondzi van'wana ku kuma tinyeleti va ti vekela ekhumbini. Swin'we, hlayelani mapapa na tinyeleti loko vadyondzi va ri karhi va swi kuma.

Swivutiso swo letela:

- ★ Xana hi vona mapapa exibakabakeni hi nkarhi wa ninhlekanhi kumbe wa nivusiku?
 - ★ Xana hi vona tinyeleti exibakabakeni hi nkarhi wa ninhlekanhi kumbe wa nivusiku?
 - ★ Xana i tinyeleti tingani ti hlengeletiweke kufika sweswi? Kasi mapapa ke?
4. **Ku titoloveta tinomboro 1–3:** Vekela makhadi ya mifungo ya tinomboro ya 1, 2 na 3 ekhumbini ehansi ka swipendiwankhaviswa swa tinomboro. Vekela makhadi ya mathonsi ya tinomboro, makhadi ya swifaniso swa tinomboro na makhadi ya marito ya tinomboro ta 1, 2 na 3 ebokisini. Vadyondzi va siyerisana ku fikelela endzeni ka bokisi va nga ri eku languteni kutani va teka khadi rin'we. Va khomanisa khadi leri ekhumbini ku nga va ekusuhi na 1, 2 kumbe 3.

Swivutiso swo letela:

- ★ Xana khadi leri ri le ndhawini leyi nga lulama? Xana hi swi tiva njhani?

Ask three learners to put one moon or sun next to number symbol 1, two stars next to number symbol 2 and three clouds next to number symbol 3.

5. **Day and night:** Discuss day and night with learners.

Guiding questions:

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

Guiding questions:

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is _____ taller or shorter than _____?

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.



TIP

Link sequencing daily events to the activities in the daily programme.



TIP

Do oral counting activities in a new and exciting way every day.

Kombela vadyondzi vanharhu ku vekela n'weti wun'we kumbe dyambu rin'we ekusuhi na mfungho wa nomboro ya 1, tinueleti timbirhi ekusuhi na mfungho wa nomboro ya 2 na mapapa manharhu ekusuhi na mfungho wa nomboro ya 3.

5. **Nhlekanhi na vusiku:** Kanelani hi nhlekanhi na vusiku na vadyondzi.

Swivutiso swo letela:

- ★ Xana a ku ri na ku vonakala kumbe munyama loko u pfuka mixo lowu?
- ★ Xana hi swihi leswi u swi endlaka ku sungula loko u pfuka: ku dya, ku hlamba, ku ambala?
- ★ Xana hi swihi hi swi endlaka leswi nga ta landzela?
- ★ Xana a ku ri na ku vonakala kumbe munyama loko u ya ekaya loko xikolo xi huma tolo?
- ★ Xana hi swihi leswi u swi endleke loko u fika ekaya?
- ★ Xana hi swihi leswi u swi endleke ku landzela swoleswo?
- ★ Xana u tsakela nkarhi wa ninhlekanhi kumbe nkarhi wa nivusiku? Hikwalahokayini?
- ★ Xana hi swihi leswi u tiphinaka ngopfu hi swona nivusiku?
- ★ Xana hi swihi leswi u swi tsakelaka ngopfu hi mayelana na nkarhi wa ninhlekanhi?
- ★ Xana hi swihi leswi u nga ta swi endla loko xikolo xi huma namuntlha?

6. **Mpimo:** Languta chati ya vulehelahenhla. Pima ntlawa wun'wana wa vadyondzi. Tlilasi ya kumbetela leswaku i mani eka ntlawa lowu landzelaka a nga ta va a komile kumbe a lehile kutlula vadyondzi lava pimiweke tolo.

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku i mani a nga ta va a lehile kutlula hinkwavo namuntlha?
- ★ Xana u ehleketa leswaku i mani a nga ta va a komile kutlula hinkwavo namuntlha?
- ★ Hikwalahokayini u ehleketa hi mayelana na sweswo? Yimisa vadyondzi va khegetelana hi mihlana ku kota ku kamba.
- ★ Xana _____ u lehile kumbe u komile kutlula _____?

7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.



Xakelanisa longoloko wa swiendleko swa ninhlekanhi eka migingiriko ya nongonoko wa siku na siku.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Ntlhanu wa swibodze swo tsaka* (pheji ya 197)
- Makhadi ya mifungho ya tinomboro, ya swifaniso swa tinomboro na ya mathonsi tinomboro ta 1, 2 na 3 (*Khiti ya Swipfuno*)
- 5 wa swihlayeri swa swiharhi endzeni ka khontheni yo vonikela
- 5 wa tinyawa kumbe tikunupu endzeni ka khontheni yo vonikela
- Vulehi bya tingoti ta ntlawa wun'we ta chati ya vulehelahenhla

1. **Rhayimi:** Vulani rhayimi, *Ntlhanu wa swibodze swo tsaka*, kusuka eka Vhiki ra 5. Vutisa vadyondzi leswi va ehleketaka leswaku swibodze swa swi endla ninhlekanhi na nivusiku. Endlani xiendlo xa ku kovele endzeni ka swikhamba swa swibodze.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va hlayela kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1. Tlula kuya emahlweni na kuya endzhaku ehandle ka xiporo xa tinomboro.



Endlani migingiriko ya ku hlayela ka swanomu hi ndlela yintshwa na ku va yo nyanyula masiku hinkwavo.

3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.

Guiding questions:

- ★ Whose answer was the closest?
- ★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

- ★ Are there the same number of objects in each container?
4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.



TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

3. **Ku hlayela michumu 1–5:** Komba tikhontheni timbirhi leti nga na swihlayeri swa swiharhi na tinyawa kumbe tikunupu endzeni ka tona. Kombela vadyondzi ku hlayela leswaku va ehleketa leswaku ku na swingani endzeni ka khontheni yin'wana na yin'wana. Hlayelani swin'we.
- Swivutiso swo letela:**
- ★ Xana i nhlamulo ya mani a yi ri ekusuhisuihi?
 - ★ Xana ku na nhlayo yo fana ya swihlayeri endzeni ka khontheni yin'wana na yin'wana?
- Vulavulani hi mayelana na ntiyiso wa leswaku swihlayeri swa swiharhi swi dyile ndhawu yo tala kutlula tinyawa/tikunupu, kambe a ka ha ri na nhlayo yo fana endzeni ka khontheni yin'wana na yin'wana.
- ★ Xana ku na nhlayo yo fana ya michumu endzeni ka khontheni yin'wana na yin'wana?
4. **Ku titoloveta tinomboro 1–3:** Hlanganisela makhadi ya mathonsi, ya swifaniso na ya mifungo. Komba vadyondzi leswi. Tlangani ntlangu ku vona hilaha hi ku hatlisa hakona va nga kotaka ku vula leswi nomboro yi yimelaka swona.
5. **Mpimo:** Tilasi ya kumbetela leswaku i mani eka ntlawa lowu landzelaka a nga ta va a komile kumbe a lehile kutlula vadyondzi lava pimiweke tolo. Pima ntlawa lowu landzelaka wa vadyondzi kutani u tsala mavito ya vona ekhumbini. Vadyondzi va yima va khegetelana hi mihlana ku fananisa vulehelahenhla.
6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Risimu: *Dyambu ri le xibakabakeni* (pheji ya 199)
- Makhadi ya mifungo ya nomboro, makhadi ya marito ya nomboro na makhadi ya mathonsi ya nomboro ya '3'
- Michumu ya le kaya yo hambanahambana ku endla vuyimeri bya migingiriko ya ninhlekanhi na ya nivusiku
- 3 wa switsemiwa swa makhandlhela, 3 swa timboni na 3 swa tinyeleti
- *Buku ya Tiphositara*, Tiphositara ta 1 na 4
- Vulehi bya tingoti eka ntlawa wun'we ta chati ya vulehelahenhla

1. **Risimu:** Yimbelelani *Dyambu ri le xibakabakeni*.
2. **Ku hlayela ka swanomu 1–10:** Hlayela, u gima ehansi na ku phokotela kusuka eka 1 kufika eka 10.
3. **Ku hlayela michumu 1–5:** Vekela nhlayo yo hambana ya michumu leyi nga na tisayizi to hambanahambana endzeni ka tikhontheni to vonikela. Vadyondzi va kumbetela leswaku i yingani yi nga eka tikhontheni leti kutani va hlayela ku kamba nkhaqato wa mvhumbo wa vona.
4. **Ku titoloveta 1–3:** Vekela switsemiwa swa makhandlhela, swa timboni na swa tinyeleti emeteni. Vadyondzi va sayerisana ku teka makhandlhela manharhu, tinyeleti tinharhu na timboni tinharhu. Va ntlawahata xin'wana na xin'wana xa leswi kutani va swi namarheta ekhumbini. Va pananisa makhadi ya mifungo ya nomboro, makhadi ya mathonsi ya nomboro na makhadi ya marito ya nomboro ya 3 eka ntlawa lowu nga na michumu yinharhu. Hlayelani ntlawa wun'wana na wun'wana wa michumu na tilasi.

XITSUNDZUXO

Tirhisa michumu ya tafula ra matematiki (leyi yimelaka nhlekanhi na vusiku) kumbe michumu leyi nga na nkongomelo wo yelana eka migingiriko yo hlayela.

Guiding questions:

- ★ Are there more stars or more candles?
- ★ If one star falls from the sky, how many stars are left?
- ★ Which groups have the same number of objects?
- ★ I want to have the same number of lamps and candles as the stars. What must I do?
- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

Guiding questions:

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?

Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?

6. **Position:** Talk about Poster 4.

Guiding questions:

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.



Swivutiso swo letela:

- ★ Xana ku na tinyeleti to tala kumbe makhandlhela mo tala?
- ★ Loko nyeleti yin'we yo wa kusuka exibakabakeni, xana i tinyeleti tingani ti nga sala?
- ★ Xana i mitlawa yihi yi nga na nhlayo yo fana ya michumu?
- ★ Ndzi lava ku va na nhlayo yo ringana ya timboni na makhandlhela tanihi tinyeleti. Xana ndzi boheka ku swi endla njhani?
- ★ Loko vanhu vambirhi va timile timboni ta vona, xana i tingana ti nga ta sala ta ha voninga? (Susa timbirhi.)
- ★ Xana ku na makhandlhela matsongo kumbe timboni titsongo?



5. **Nhlekanhi na vusiku:** Vulavulani hi mayelana na Phositara ya 1.

Swivutiso swo letela:

- ★ Xana i vamani u kotaka ku va vona exifanisweni lexi?
- ★ Xana va endla yini?
- ★ Xana u ehleketa leswaku i nkarhi wa ninhlekanhi kumbe i nkarhi wa nivusiku? Xana u swi tiva njhani?
- ★ Xana hi pfula makhetenisi ninhlekanhi? Hikwalahokayini?
- ★ Xana hi swihi u swi endlaka nimixo?
- ★ Xana hi swihi leswi ricece Thami a ri ta va ri ri eku swi endleni loko sweswi a ku ri nkarhi wa nivusiku?
- ★ Xana hi swihi munhu un'wana na un'wana a ta va a ri ri eku swi endleni loko sweswi a ku ri nkarhi wa nivusiku?

Vulavulani hi mayelana na Phositara ya 4.

- ★ Xana i vamani u kotaka ku va vona exifanisweni lexi?
- ★ Xana va endla yini?
- ★ Xana u ehleketa leswaku Mhani u vuya kwihi? Xana u swi tiva njhani?
- ★ Xana i mani endyangwini wa ka n'wina a yaka entirhweni hi nkarhi wa ninhlekanhi?
- ★ Xana u ehleketa leswaku i mixo kumbe i nhlekanhi?
- ★ Xana u ehleketa leswaku va ta endla yini leswi nga ta landzela?
- ★ Xana hi swihi u swi endlaka ninhlekanhi?
- ★ Xana hi swihi u swi endlaka nimadyambu?
- ★ Hikwalahokayini Malusi a tumberile ehansi ka tafula?



6. **Xiyimo:** Vulavulani hi mayelana na Phositara ya 4.

Swivutiso swo letela:

- ★ Xana Kokwana wa xisati u le kwihi?
- ★ Xana Pepper u le kwihi?
- ★ Xana Malusi u le kwihi?
- ★ Xana ku na munhu wihi kumbe wihi wo karhi endyangwini a nga ringanaka ehansi ka tafula? Hikwalahokayini?
- ★ Xana u kota ku vona yini ehenhla ka tafula?
- ★ Xana Laylah u tumberile kwihi?
- ★ Ku na xifaniso lexi ncikinyaka ekhumbini. Xana i mani loyi a nga exifanisweni lexi?
- ★ Xana ku na xilo xihi kumbe xihi ekhumbini ehansi ka xifaniso lexi?
- ★ Xana u vona yini ekusuhi na xitulu?
- ★ Xana i mani a nga ehandle?
- ★ Xana Mhani u le ndzeni kumbe u le handle ka yindlu?

7. **Ku tiyisisa mpimo – vulehelahenhla:** Tilasi ya kumbetela leswaku i mani eka ntlawa lowu landzelaka a nga ta va a komile kumbe a lehile kutlula vadyondzi lava pimiweke tolo. Pima ntlawa lowu landzelaka wa vadyondzi kutani u tsala mavito ya vona ekhumbini. Vadyondzi va yima va khegetelana hi mihlana ku fananisa vulehelahenhla.

8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Song: *The sun is in the sky* (page 198)
- 5 large star, moon and sun pictures
- Sun, moon, star, cloud, lamp and candle cut-outs
- Number 1, 2 and 3 dot, symbol, word and picture cards
- 6 chairs
- Tambourine
- Story: *Malik gets it wrong* (page 200)
- 5 night pictures and 5 day pictures

1. **Song:** Sing the song, *The sun is in the sky*. Use a sun and a moon picture to show the sun coming up and going down, and the sun and moon in the sky.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Learners count backwards from 5 to 1 and jump once on each count as you point to the number washing line.
3. **Counting objects 1–5:** Count the five stars. Count five other things on the maths table that shine at night, for example, moon, candles, lamps (use cut-outs).
4. **Practising numbers 1–3:** Hand out the number dot, picture, symbol and word cards to some learners to match with the number friezes on the wall.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.

Guiding questions:

- ★ Who is the tallest in the class?
 - ★ Who is the shortest in the class?
 - ★ Is there anyone you live with who is very tall? Tell us about him/her.
 - ★ Is there anyone at home who is shorter than you? Tell us about him/her.
 - ★ Who is the tallest person you know?
6. **Position:** Place six chairs in front of the class. Place these pictures on the mat behind the chairs: three moons, one sun and three stars. Select learners to follow instructions.

Guiding instructions:

- ★ Put two moons on a chair.
- ★ Put one sun next to a chair.
- ★ Put one moon under a chair.



TIP

Highlight ways in which learners may be discriminated against as this relates to physical appearance and height.

8. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- **Risimu:** *Dyambu ri le xibakabakeni* (pheji ya 199)
- 5 wa swifaniso leswikulu swa nyeleti, n'weti na dyambu
- Switsemiwa swa dyambu, n'weti, tinyaleti, mapapa, timboni na makhandlhela
- Makhadi ya mathonsi ya tinomboro, ya mifungo
- ya tinomboro, ya marito ya tinomboro na ya swifaniso swa tinomboro ta 1, 2 na 3
- 6 wa switulu
- Thamborini
- Xitori: *Malik u endla xihoxo* (pheji ya 201)
- 5 wa swifaniso swa nivusiku na 5 wa swifaniso swa ninhlekanhi

1. **Risimu:** Yimbelelani risimu, *Dyambu ri le xibakabakeni*. Tirhisa xifaniso xa dyambu na xa n'weti ku komba dyambu ri ri eku xeni na loko ri ri eku peleni, na dyambu na n'weti swi ri exibakabakeni.
2. **Ku hlayela ka swanomu 1–10:** Vadyondzi va hlayela kuya emahlweni kusuka eka 1 kufika eka 10. Vadyondzi va hlayela kuya endzhaku kusuka eka 5 kufika eka 1 kutani u tlula xikan'wekan'we loko u fika eka nhlayelo wun'wana na wun'wana loko u ri karhi u kombetela mugiva wa tinomboro.
3. **Ku hlayela michumu 1–5:** Hlayela ntlhanu wa tinyaleti. Hlayela ntlhanu wa swilo swin'wana leswi nga etafuleni ra matematiki leswi swi vangamaka nivusiku, tanihi xikombiso, n'weti, makhandlhela, timboni (tirhisa switsemiwa).
4. **Ku titoloveta tinomboro 1–3:** Phakela makhadi ya mathonsi ya tinomboro, makhadi ya swifaniso swa tinomboro, makhadi ya mifungo ya tinomboro na makhadi ya marito ya tinomboro eka vadyondzi van'wana ku pananisa na swipendiwankhaviswa swa tinomboro leswi nga ekhumbini.
5. **Mpimo:** Tlilasi ya kumbetela leswaku i mani eka ntlawa lowu landzelaka a nga ta va a komile kumbe a lehile kutlula vadyondzi lava pimiweke tolo. Pima ntlawa lowu landzelaka wa vadyondzi kutani u tsala mavito ya vona ekhumbini. Vadyondzi va yima va khegetelana hi mihlana ku fananisa vulehelahenhla.

Swivutiso swo letela:

- ★ Xana i mani a nga leha kutlula hinkwavo etlilasini?
- ★ Xana i mani a nga koma kutlula hinkwavo etlilasini?
- ★ Xana ku na munhu wihi kumbe wihi loyi u tshamaka na yena loyi a nga leha swinene? Hi byeli hi mayelana na yena.
- ★ Xana ku na munhu wihi kumbe wihi ekaya loyi a nga koma kutlula wena? Hi byeli hi mayelana na yena.
- ★ Xana i mani munhu wo leha kutlula hinkwavo u n'wi tivaka?

6. **Xiyimo:** Vekela tsevu wa switulu emahlweni ka tlilasi. Vekela swifaniso leswi emeteni endzhaku ka switulu: min'weti yinharhu, dyambu rin'we na tinyaleti tinharhu. Hlawula vadyondzi ku landzelela swileriso.

Swileriso swo letela:

- ★ Vekela min'weti yimbirhi exitulwini.
- ★ Vekela dyambu rin'we ekusuhi na xitulu.
- ★ Vekela n'weti wun'we ehansi ka xitulu.

XITSUNDZUXO

Kombisa tindlela leti vadyondzi va nga ha hlawuriwaka hatona tanihileswi swi yelanaka na xivumbeko xa miri na vulehelahenhla.

- ★ Fetch one star. Where do you want to put the star?
 - ★ Fetch two stars and tell us where you are going to put them.
 - ★ What do tortoises do at night when they sleep? Learners lie down and go into their tortoise shells.
7. **Day and night:** Tell the story, *Malik gets it wrong*.
- Guiding questions:**
- ★ What was the story about?
 - ★ Did the daytime or the night-time come first in the story?
 - ★ How do we know? What happened at the beginning of the story?
 - ★ What happened during the night/day? Why?
 - ★ What would happen if we went to school at night?
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

Home Language and Life Skills: Talk about which activity learners did first in the day and which will follow. Ask learners how long different activities will take to complete. The daily weather chart, days of the week and weather calendar are linked to the concept of time.

Small group activities

Teacher-guided activity

What you need

- 5 candle, 5 lamp, 5 star and 5 moon cut-outs
- 3 blankets
- Day and night pockets and pictures
- 5 different animal counters in each learner's tub (the same animals for each learner)
- 10 blocks

1. **Oral counting:** Learners count from 1 to 10. They 'walk' their fingers forwards on the floor to show 1–5, and then backwards to show 6–10.
2. **Counting objects 1–5:** Learners count the moon, lamp, candle and star cut-outs.

Guiding questions:

- ★ How many stars are there? If I take one away how many will be left?
- ★ If I only have three candles, but I want five candles, how many more candles do I need?
- ★ Are there more stars or more candles? How do we know?

- ★ Teka nyeleti yin'we. Xana hi kwihi laha u lavaka ku veke nyeleti kona?
 - ★ Teka tinyeleti timbirhi kutani u hi byela laha u nga ta tiveka kona.
 - ★ Xana swibodze swi endla yini nivusiku loko swi etlela? Vadyondzi va etlela ehansi kutani va nghena endzeni ka swikhamba swa vona swa swibodze.
7. **Nhlekanhi na vusiku:** Rungula xitori, *Malik u endla xihoxo.*
Swivutiso swo letela:
- ★ Xana xitori lexi a xi ri hi mayelana na yini?
 - ★ Xana i nkarhi wa nhlekanhi kumbe i nkarhi wa nivusiku wu rhangaka wu ta exitorini?
 - ★ Xana hi swi tiva njhani? Xana ku humelele yini emasungulweni ya xitori lexi?
 - ★ Xana ku humelele yini nivusiku/nhlekanhi? Hikwalahokayini?
 - ★ Xana a ku ta humelela yini loko a ho ya exikolweni nivusiku?
8. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Vulavulani hi mayelana na leswaku i nghingiriko wihi lowu vadyondzi va wu endleke kusungula esikwini na leswaku hi wihi wu nga ta landzela. Vutisa vadyondzi leswaku i nkarhi wo leha kufika kwihi migingiriko yo hambanahambana yi nga wu tekaka ku hela. Chati ya maxelo ya siku na siku, masiku ya vhiki na khalendara ya maxelo swi xakelana na nongoti wa nkarhi.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 5 wa switsemiwa swa makhandlhela, 5 swa timboni, 5 swa tinyeleti na 5 swa min'weti
- 3 wa mikumba
- Mikhwama na swifaniso swa nhlekanhi na vusiku
- 5 wa switsemiwa swa swiharhi swo hambanahambana eka mfuku ya mudyondzi un'wana na un'wana (swiharhi swo fana swa mudyondzi un'wana na un'wana)
- 10 ra tibuloko

1. **Ku hlayela ka swanomu:** Vadyondzi va hlayela kusuka eka 1 kufika eka 10. Va 'fambisa' tintiho ta vona kuya emahlweni efulorweni ku komba 1–5, kutani endzhaku ka swona kuya endzhaku ku komba 6–10.
2. **Ku hlayela michumu 1–5:** Vadyondzi va hlayela switsemiwa swa min'weti, swa timboni, swa makhandlhela na swa tinyeleti.
Swivutiso swo letela:
 - ★ Xana ku na tinyeleti tingani? Loko ndzi susa yin'we xana ku ta sala tingani?
 - ★ Loko a ndzo va na makhandlhela manharhu ntsena, kambe ndzi lava ntlhanu wa makhandlhela, xana i makhandlhela mangani man'wana a ndzi ta ma lava?
 - ★ Xana ku na tinyeleti to tala kumbe makhandlhela mo tala? Xana hi swi tiva njhani?
3. **Ku valanga munyama na ku vonakala:** Vadyondzi va tshama ehansi



U nga sindzisi vadyondzi ku tshama ehansi ka mikumba tanihileswi van'wana va vona va nga va va

 **TIP**

Don't force learners to sit underneath the blankets as some may be afraid of the dark.

 **TIP**

Remember to give learners time to think and respond when you ask questions. Be sensitive to quieter learners who may find it difficult to speak in a group.

3. **Exploring dark and light:** Learners sit underneath the blankets.

Guiding questions:

- ★ What does it feel like underneath the blanket?
- ★ What can you see underneath the blanket?
- ★ Why is it so dark?

Ask learners to sit on top of the blankets.

- ★ How do you feel when it's dark at night?
- ★ What do you do at night when it gets dark?
- ★ Why does it feel different to be out in the light again?
- ★ What do you do in the light during the daytime that you can't do in the dark at night?

Show the day and night pictures to the group and talk about them. Spread the pictures on the mat. Learners take turns to find a day or night picture and put it in the correct pocket.



4. **Position:** Give each learner five animal counters and two blocks.

Guiding instructions:

- ★ Put the cow on the mat in front of you.
- ★ Put the sheep next to the cow.
- ★ Put the cow between the duck and the sheep.
- ★ Put the horse on top of the block.
- ★ Put the chicken under the block.
- ★ Put all your animals underneath a blanket.
- ★ Put all your animals in your tub.

5. **Height chart:** Ask learners to stand in a line from tallest to shortest. Ask the tallest learner to stand next to their name on the wall. Ask the shortest learner to stand next to their name on the wall. Ask the learner standing between _____ and _____ to go to their name. Repeat, asking for taller or shorter learners, until each learner is standing against the height chart.



Check that learners are able to:

- sort pictures into day or night
- position themselves against the height chart
- follow instructions about positions: on, under, on top of, below, next to, between

ka mikumba.

Swivutiso swo letela:

- ★ Xana swi twala ku fana na yini ku va ehansi ka nkumba?
- ★ Xana u kota ku vona yini ehansi ka nkumba?
- ★ Hikwalahokayini ku dzwiharile ngopfu?

Kombela vadyondzi ku tshama ehenhla ka mikumba.

- ★ Xana u titwa njhani loko ku dwiharile nivusiku?
- ★ Xana u endla yini nivusiku loko ri dzwihala?
- ★ Hikwalahokayini ku twala ku hambanile loko u va eku vonakeleni nakambe?
- ★ Xana u endla yini eku vonakeleni hi nkarhi wa nihlekanhi leswi u nga swi kotiki ku swi endla emunyameni nivusiku?



Komba swifaniso swa nhlekanhi na swa vusiku eka ntlawa kutani mi vulavula hi mayelana na swona. Hangalasa swifaniso leswi emeteni. Vadyondzi va siyerisana ku kuma xifaniso xa ninhlekanhi na xa vusiku kutani va xi veka eka nkwama lowu nga lulama.

4. **Xiyimo:** Nyika mudyondzi un'wana na un'wana ntlhanu wa swihlayeri swa swiharhi na tibuloko timbirhi.

Swileriso swo letela:

- ★ Vekela homu emeteni lowu nga emahlweni ka wena.
- ★ Vekela nyimpfu ekusuhi na homu.
- ★ Vekela homu exikarhi ka sekwa na nyimpfu.
- ★ Vekela hanci ehenhla ka buloko.
- ★ Vekela huku ehansi ka buloko.
- ★ Vekela swiharhi swa wena hinkwaswo ehansi ka nkumba.
- ★ Vekela swiharhi swa wena hinkwaswo emfukwini ya wena.

5. **Chati ya vulehelahenhla:** Kombela vadyondzi ku fola layini kusuka eka wo leha kutlula hinkwavo kuya eka wo koma kutlula hinkwavo. Kombela mudyondzi lowo leha kutlula hinkwavo ku yima ekusuhi na vito ra yena ekhumbini. Kombela mudyondzi lowo koma kutlula hinkwavo ku yima ekusuhi na vito ra yena ekhumbini. Kombela mudyondzi loyi a nga yima exikarhi ka ____ na ____ ku ya eka vito ra yena. Vuyelela, u ri karhi u kombela vadyondzi lavo leha kutlula hinkwavo kumbe lavo koma kutlula hinkwavo, kufikela loko mudyondzi un'wana na un'wana a yimile a fularhela chati ya vulehelahenhla.

XITSUNDZUXO

Tsundzuka ku nyika vadyondzi nkarhi wa ku ehleketa na ku hlamula loko u vutisa swivutiso. Vanana vukheta eka vadyondzi vo miyela lava va nga kumaka swi tika ku vulavula entlaweni.



Kamba leswaku vadyondzi va kota ku:

- ava swifaniso hi nhlekanhi na vusiku
- va tiyimisa va fularhela chati ya vulehelahenhla
- landzelela swileriso hi mayelana na swiyimo: ehenhla, ehansi, ehenhla ka, ehansi ka, ekusuhi na, exikarhi ka

Workstation 1

What you need

- Scissors, glue, crayons
- Magazines, newspapers, advertising pamphlets
- A day and night page for each learner

Learners draw or cut out day- and night-themed pictures. They glue them to the correct side of the page.



Workstation 2

What you need

- Crayons
- Paper for each learner



Learners draw a picture of their family members from the tallest to the shortest.

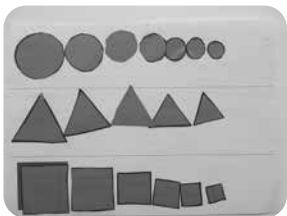
Workstation 3

What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue



Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

Workstation 4

What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.

Xitichi xo tirhela xa 1

Leswi lavekaka

- Swikero, xinamarheti, tikhirayoni
- Pheji ya nhlekanhi na ya vusiku ya mudyondzi un'wana na un'wana
- Timagazini, maphephahungu, tiphamfulete to navetisa

Vadyondzi va dirowa kumbe va tsema swifaniso swa leswi nga na nkongomelo wa nhlekanhi na vusiku. Va swi namarheta eka tlhelo leri nga lulama ra pheji.



Xitichi xo tirhela xa 2

Leswi lavekaka

- Tikhirayoni
- Phepha ra mudyondzi un'wana na un'wana

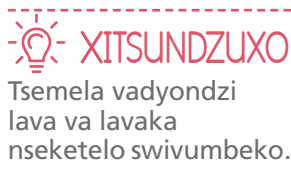


Vadyondzi va dirowa xifaniso xa swirho swa ndyangu wa ka vona kusuka eka wo leha kutlula hinkwavo kufika eka koma kutlula hinkwavo.

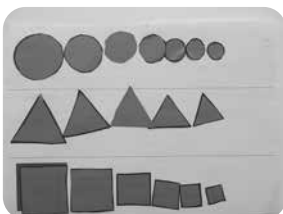
Xitichi xo tirhela xa 3

Leswi lavekaka

- Swifaniso swa swirhendzevutana, tinhlanharhu na swikwere swa tisayizi na mihlovo yo hambanahambana
- Xikero na xinamarheti



Vadyondzi va tsema swirhendzevutana, tinhlanharhu na swikwere swa tisayizi na mihlovo yo hambanahambana, kutani va swi namarheta kusuka eka lexikulu kutlula hinkwaswo kufika eka lexitsongo kutlula hinkwaswo.



Xitichi xo tirhela xa 4

Leswi lavekaka

- 5 wa tisete ta 5 ta swifaniso swa nhlekanhi/vusiku leswi pananaka – 1 hi vadyondzi vambirhimbirhi

Hi vambirhimbirhi, vadyondzi va pananisa swifaniso swa nhlekanhi na swa vusiku. Va siva sete leyi kutani va teka sete yin'wana kufikela loko ntlhanu hinkwato ti helerile.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Numbers in familiar contexts
- Describe, compare and order numbers
- Problem solving
- Direction

New knowledge

- Zero
- Estimation
- Direction: up and down
- Problem solving
- Numbers in familiar contexts

Practise

- Counting forwards 1–10
- Counting backwards 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Circle, square and triangle
- Six-piece puzzles

New maths vocabulary

before
after
guess

estimate
more
less

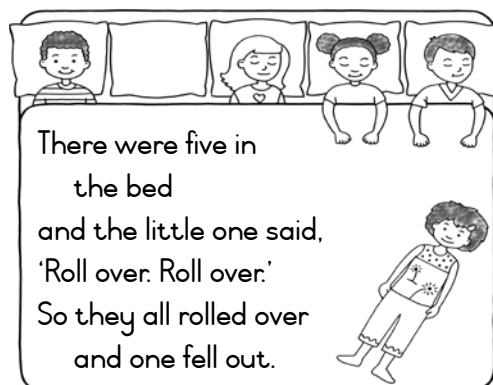
one more
one less
up

down
zero

Getting ready

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

- group symbol cards
- 5 pegs, each with a number 1–5 written on it
- 5 boxes: box 1 has any 10 small objects in it; box 2 has number symbol cards 1–3; box 3 has number word cards one, two and three; box 4 has dot cards 1–3; box 5 has number picture cards 1–3
- a poster with *Five in a bed* lyrics written on the bed 'cover', number symbol cards that can be removed and 5 cut-out pictures of children



- 3 see-through containers with 5, 3 and 1 objects respectively
- 2 large arrow cut-outs
- tambourine or other musical instrument
- percussion instruments for about 21 learners, for example, sticks, blocks, cans, buckets, plastic bottles filled with rice, beans, stones
- 3 hula hoops.

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka

- Tinomboro eka mivangu leyi nga toloveleka
- Hlamusela, fananisa na ku longoloxa tinomboro
- Ku ololoxa swiphiqu
- Tihelo

Vutivi byintshwa

- Ziro
- Nkumbetelo
- Tihelo: henhla na hansi
- Ku ololoxa swiphiqu
- Tinomboro eka mivangu leyi nga toloveleka

Titoloveti

- Ku hlayela kuya emahlweni 1–10
- Ku hlayela kuya endzhaku 5–1
- Ku hlayela michumu 1–5
- Ku longoloxa tinomboro 1–3
- Nongoti wa tinomboro 1–3
- Xirhendzevutana, xikwere na yinhlanharhu
- Swiphazamiso swa swiphemu swa tsevu

Ntivomarito wa matematiki wuntshwa

ku nga si va na
endzhaku ka
vhumba

kumbetela
tala
ntsongo

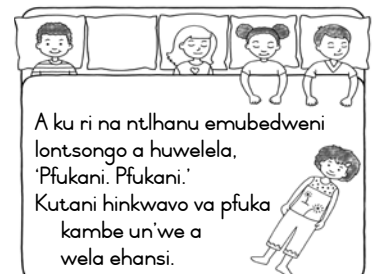
n'we henhla
n'we ehansi
henhla

hansi
ziro

Ku lungheka

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

- ntlawa wa makhadi ya mifungo
- 5 wa tiphekisi, yin'wana na yin'wana yi ri na nomboro ya 1–5 leyi tsariweke eka yona
- 5 wa mabokisi: bokisi ra 1 ri na 10 wa michumu leyitsongo endzeni ka rona; bokisi ra 2 ri na makhadi ya mifungo ya tinomboro ta 1–3; bokisi ra 3 ri na makhadi ya marito ya tinomboro ta n'we, mbirhi na nharhu; bokisi ra 4 ri na makhadi ya mathonsi ya 1–3; bokisi ra 5 ri na swifaniso swa tinomboro ta 1–3
- phositara yi ri na marito ya risimu ra *Ntlhanu emubedweni* lama tsariweke eka 'khavhara' ya mubedo, makhadi ya mifungo ya tinomboro lama nga susiwaka na 5 wa swifaniso leswi tsemiweke swa vana
- 3 wa tikhontheni to vonikela leti nga na michumu ya 5, 3 na 1 hi ku landzelelana
- 2 wa switsemiwa swa miseve leyikulu
- thamborini kumbe xichayachayana xin'wana xa vuyimbeleri
- swichayachayana swa voko swa vuyimbeleri swa kwalomu ka 21 wa vadyondzi, tanihi xikombiso, swimhandzana, tibuloko, swikotela, mabakiti, mabodhlela ya pulasitiki lama nga cheriwa rhayisi, tinyawa, maribye
- 3 wa tihulahupu.



Whole class activities

Day 1



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

What you need

- Group symbol cards
- 3 numbered pegs
- 5 boxes of items (see 'Getting ready')
- Tambourine or other musical instrument
- Percussion instruments for 21 learners
- 3 hula hoops

1. **Oral counting:** Ask groups of five learners to stand and count from 1 to 10 as you show them their group symbol cards. Learners count backwards from 5 to 1 and sit as you touch them individually on the shoulder.
2. **Counting numbers 1–5:** Learners sit in a circle. Show learners the box that has ten objects in it. Count five objects together as you take them out of the box. Count the remaining objects to make a second group of five objects.
3. **Ordering and matching groups of 1–3:** Ask one learner to fetch one object, one to fetch two objects and one to fetch three objects. Ask these three learners to arrange their groups of objects in order from 1 to 3 on the mat.

Three other learners fetch dot cards and match the groups. Another three fetch number symbol cards and match the correct group. Another three learners fetch number word cards and match them to groups of objects.

Guiding questions:

- ★ Are there more objects in this group or in this group? How do we know?
- ★ Which group has the most objects? Which has the fewest?

Ask three learners to put the numbered pegs 1, 2 and 3 in order onto the three empty boxes on the maths table. Ask another learner to collect all the things belonging to the number 1 group and to put them into the correct box. Repeat with 2 and 3.

4. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Migingiriko ya tllasi hinkwayo

Siku ra 1



Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali na xiyimo.

Leswi lavekaka

- Makhadi ya mifungo ya mitlawa
- 3 wa tiphekisi leti nomboriweke
- 5 wa mabokisi ya michumu (vona 'Ku lungheka')
- Thamborini kumbe xichayachayana xin'wana xa vuyimbeleri
- Swichayachayana swa voko swa 21 wa vadyondzi
- 3 wa tihulahupu

1. **Ku hlayela ka swanomu:** Kombela mitlawa ya ntlhanu wa vadyondzi ku yima kutani va hlayela kusuka eka 1 kufika eka 10 loko u ri karhi u va komba makhadi ya mifungo ya ntlawa wa vona. Vadyondzi va hlayela kuya endzhaku kusuka eka 5 kufika eka 1 kutani va tshama loko u ri karhi u va khoma hi un'weun'we ekatleni.
2. **Ku hlayela tinomboro 1–5:** Vadyondzi va tshama hi xirhendzevutana. Komba vadyondzi bokisi leri ri nga na khume ra michumu endzeni ka rona. Hlayelani ntlhanu wa michumu swin'we loko mi ri karhi mi yi humesela ehandle ka bokisi. Hlayelani michumu leyi nga sala ku endla ntlawa wa vumbirhi wa ntlhanu wa michumu.
3. **Ku longoloxela na ku pananisa mitlawa ya 1–3:** Kombela mudyondzi un'we ku teka nchumu wun'we, un'wana ku teka michumu yimbirhi na un'wana ku teka michumu yinharhu. Kombela vadyondzi lvanharhu ku lulamisa mitlawa ya vona ya michumu hi ku landzelelana kusuka eka 1 kufika eka 3 emeteni.
Vadyondzi van'wana vanharhu va teka makhadi ya mathonsi kutani va pananisa eka mitlawa. Van'wana vanharhu va teka makhadi ya mifungo ya tinomboro kutani va pananisa eka ntlawa lowu nga lulama. Van'wana vanharhu va teka makhadi ya marito ya tinomboro kutani va ma pananisa eka mitlawa ya michumu.

Swivutiso swo letela:

- ★ Xana ku na michumu yo tala eka ntlawa lowu kumbe eka ntlawa lowu? Xana hi swi tiva njhani?
- ★ Xana i ntlawa wihi wu nga na michumu yo tala? Hi wihi wu nga na yitsongo kutlula hinkwayo?

Kombela vadyondzi vanharhu ku vekela tiphekisi leti nomboriweke 1, 2 na 3 hi ku landzelelana ehenhla ka mabokisi mo va hava nchumu manharhu etafuleni ra matematiki. Kombela mudyondzi un'wana ku hlengeleta swilo hinkwaswo leswi swi welaka eka ntlawa wa nomboro ya 1 na ku swi veka endzeni ka bokisi leri nga lulama. Vuyelani 2 na 3.

4. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko eka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Day 2

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- 2 sets of number 1–3 number word, symbol and dot cards
- Set of dot and number symbol cards (*Resource Kit*)
- 2 clear containers, one with 3 fruit counters and the other with 5 fruit counters
- Tambourine

1. **Song:** Introduce the song, *Five in a bed*.
2. **Oral counting:** Learners stand in a circle and count from 1 to 10 as they skip together. They stop and face the front of the class. They count backwards from 5 to 1, sitting on 1.
3. **Counting objects 1–5:** Show learners the *Five in a bed* poster. Count the five empty beds on the poster. Ask learners to count the cut-outs of children as you put them into bed.

Guiding questions:

- ★ How many children can you see in the bed?
- ★ How many children are there if I put one more in? And then another one?

Take one cut-out child out of the bed as you count backwards.

- ★ How many children would be left in the bed if one fell out?
- ★ If two children fell out of the bed, how many would be left?

4. **Matching numbers 1–3 game:** Choose nine learners. The others stand in a circle around them. Keep a set of number 1–3 cards and hand the other set out to nine learners. Place three hula hoops on the mat with a number symbol 1, 2 or 3 inside each one. Beat the tambourine. When the music stops, hold up any card. Learners check their cards and jump into the hula hoop if their card corresponds to the number you are holding up. Continue in this way for all the numbers. Repeat with other learners.
5. **Estimate and count 1–5:** Show the two containers with fruit counters.

Guiding questions:

- ★ How many fruit counters do you think there are in this container?
- ★ And in this container?
- ★ Which container do you think has the most fruit counters in it?
- ★ How do you know?

Show the container with five fruit counters in it.

- ★ How many fruit counters do you think are in this container?

Siku ra 2

Leswi lavekaka

- Risimu: *Ntlhanu emubedweni* (pheji ya 201)
- Phositara ya *Ntlhanu emubedweni* leyi nga na switsemiwa swa vana
- 2 wa tisetete ta makhadi ya mathonsi, makhadi ya mifungo ya tinomboro na makhadi ya marito ya tinomboro 1–3
- Sete ya makhadi ya mathonsi na makhadi ya mifungo ya tinomboro (*Khiti ya Swipfuno*)
- 2 wa tikhontheni to vonikela, yin'we leyi nga na 3 wa swihlayeri swa mihandzu na leyin'wana yi ri na 5 wa swihlayeri swa mihandzu
- Thamborini

1. **Risimu:** Tivisa risimu, *Ntlhanu emubedweni*.
2. **Ku hlayela ka swanomu:** Vadyondzi va yima hi xirhendzevutana kutani va hlayela kusuka eka 1 kufika eka 10 loko va ri karhi va thamuka swin'we. Va yima kutani va languta vumahlweni bya tllasi. Va hlayela kuya endzhaku kusuka eka 5 kufika eka 1, va tshama eka 1.
3. **Ku hlayela michumu 1–5:** Komba vadyondzi phositara ya *Ntlhanu emubedweni*. Hlayela ntlhanu wa mibedo yo va hava nchumu leyi nga ephositareni. Kombela vadyondzi ku hlayela switsemiwa swa vana loko u ri karhi u swi veketela emubedweni.

Swivutiso swo letela:

- ★ Xana i vana vangani u kotaka ku va vona emubedweni?
- ★ Xana ku na vana vangani loko ndzi vekela un'we un'wana? Na un'we endzhaku ka yena?

Susa n'wana wa xitsemiwa un'we emubedweni loko u ri karhi u hlayela u ya endzhaku.

- ★ Xana i vana vangani va nga ta sala emubedweni loko un'we o wa?
- ★ Loko vana vambirhi vo wa emubedweni, xana i vangani va nga ta sala?

4. **Ntlangu wa ku pananisa tinomboro ta 1–3:** Hlawula kaye wa vadyondzi. Lavan'wana va yima hi xirhendzevutana ku va rhendzela. Khoma sete ya makhadi ya tinomboro ta 1–3 kutani u nyika sete leyin'wana eka kaye wa vadyondzi. Vekela tihulahupu tinharhu emeteni leti nga na mfungho wa tinomboro ta 1, 2 kumbe 3 endzeni ka yin'wana na yin'wana. Chaya thamborini. Loko vuyimbeleri byi yima, yimisela khadi rihi kumbe rihi ehenhla. Vadyondzi va kamba makhadi ya vona kutani va tlulela endzeni ka hulahupu loko khadi ra vona ri yelana na nomboro leyi u nga yi yimisela ehenhla. Yana emahlweni hi ndlela leyi eka tinomboro hinkwato. Vuyelela na vadyondzi van'wana.
5. **Kumbetela kutani u hlayela 1–5:** Komba tikhontheni timbirhi leti nga na swihlayeri swa mihandzu.

Swivutiso swo letela:

- ★ Xana u ehleketa leswaku ku na swihlayeri swa mihandzu swingani endzeni ka khontheni leyi?
- ★ Kasi endzeni ka khontheni leyi ke?
- ★ Xana i khontheni yihi u ehleketaka leswaku yi na swihlayeri swa mihandzu swo tala endzeni ka yona?
- ★ Xana u swi tiva njhani?

Komba khontheni leyi nga na ntlhanu wa swihlayeri swa mihandzu endzeni ka yona.

- ★ Xana u ehleketa leswaku ku na swihlayeri swa mihandzu swingani endzeni ka khontheni leyi?

★ Do you think there are more/fewer than three fruit? Let's count.

★ Did anyone guess this number correctly?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

Guiding questions:

- ★ How many objects do you think are here? (Count together.)
 - ★ If I take one away, how many will be left? (Count together.)
 - ★ If I take two away, how many are left? (Count together.)
 - ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)
5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other arrow down and ask which way it is pointing. Point the arrows to

- ✦ Xana u ehleketa leswaku ku na swo tala/switsongo kutlula mihandzu yinharhu? A hi hlayeleni.
- ✦ Xana ku na munhu wihi kumbe wihi a nga vhumba nhlayo leyi hi ndlela leyi nga lulama?

Komba khontheni leyi nga na swihlayeri swa mihandzu swinharhu endzeni ka yona.

- ✦ Xana u ehleketa leswaku ku na swihlayeri swa mihandzu swingani laha ndzeni? A hi hlayeleni.

Humesela swihlayeri swa mihandzu ehandle ka tikhontheni leti. Swi ntlawahati tanihileswi a swi ri xiswona endzeni ka tikhontheni.

- ✦ Xana i ntlawa wihi wu nga na mihandzu yo tala?

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 3

Leswi lavekaka

- Risimu: *Ntlhanu emubedweni* (pheji ya 201)
- Phositara ya *Ntlhanu emubedweni* leyi nga na switsemiwa swa vana
- Nkumba/lakani
- Tiphekisi leti nomboriweke 1–5
- Makhadi ya swiharhi ya 1–3 (*Khiti ya Swipfuno*)
- 5 wa michumu leyi yelanaka na nkongomelo
- 2 wa switsemiwa swa miseve leyikulu
- 2 wa tipheji ta A4 leti nga na xidirowiwa xa xinyenyana eka yin'wana na yin'wana

1. **Risimu:** Yimbelelani risimu, *Ntlhanu emubedweni*.
2. **Ku hlayela ka swanomu:** Yimani kutani mi hlaya kuya emahlweni kusuka eka 1 kufika eka 10. Kubyamani kutani mi hlayela kuya endzhaku kusuka eka 5 kufika eka 1, mi tlakuka eka 1.
3. **Ku hlayela michumu 1–5:** Hlayela vana lava nga emubedweni. Hlayela ntlhanu wa vana ku tlanga ntlangu wa risimu leri. Vadyondzi va etlela ehansi va longoloka. Va funengeti hi nkumba kumbe lakani. Yimbelelani risimu loko va ri karhi va khunguluka kusuka emubedweni hi un'weun'we. Tlilasi yi hlayela 1–5 loko vadyondzi va ri karhi va khunguluka.
4. **Ku ololoxa swiphiqo hi michumu 1–5:** Vekela michumu leyi u yi hlawuleke emeteni.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku ku na michumu yingani laha? (Hlayelani swin'we.)
 - ✦ Loko ndzi susa wun'we, xana ku ta sala yingani? (Hlayelani swin'we.)
 - ✦ Loko ndzi susa yimbirhi, xana ku ta sala yingani? (Hlayelani swin'we.)
 - ✦ Xana i yingani ndzi fanelaka ku yi ttherisela ku endlela leswaku ku va na ntlhanu wa michumu emeteni nakambe? (Hlayelani swin'we loko u ri karhi u ttherisela michumu leyi.)
5. **Tihelo – henhla, hansi:** Loko u vula u ku 'henhla', vadyondzi va kombetela silini kasi loko u vula u ku 'hansi', va kombetela fuloro. Hlawula mudyondzi ku yima emahlweni. Loko va yimisela swandla swa vona ehenhla, vadyondzi va suka va yima. Loko va veka swandla swa vona ehansi, vadyondzi va tshama ehansi. Vuyelela hi vadyondzi van'wana vambirhi. Vekela xifaniso xa xinyenyana xin'we eka vulehelahenhla bya nhloko kutani lexin'wana xi langute ehansi ekhumbini. Komba vadyondzi miseve yo ya ehenhla na le hansi. Kombetela nseve ehenhla kutani u vutisa leswaku i tlhelo rihi leri nseve wu kombeteleke eka rona.

show the direction (up or down) that the birds are flying. Put the arrows on the wall to show the birds' direction. When you point the arrow up, learners stand up. When you point the arrow down, learners sit down.

- Practising 1–3:** Show the animal cards 1–3. Hold them 'up' or 'down' and learners say 'one elephant up', 'two zebras down', and so on.
- Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket
- Number 1–3 symbol and dot cards
- *Poster Book, Poster 1*
- Tambourine

- Song:** Sing the song, *Five in a bed*.
- Oral counting:** Girls count forwards from 1 to 5. Boys count from 6 to 10. All learners count backwards from 5 to 1 and clap on 1.
- Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
- Practising numbers 1–3:** Learners move to the beat of the tambourine. When the music stops, show a number 1, 2, or 3 number symbol or dot card. Learners make groups according to the card that has been shown.
- Problem solving – more and less:** Talk about Poster 1. Learners use their fingers to show the correct number to answer your questions.

TIP

It is important to include parents/ caregivers in their children's development. Encourage parents to be involved and support their children's mathematical learning at home and in the community.



- ★ How many people are in the kitchen?
- ★ If one goes outside, how many would we see?
- ★ How many animals are there?
- ★ How many chairs are there? How many bowls? How many spoons?
- ★ How many mugs can you see in the picture?
- ★ How many mugs are on the table?
- ★ How many other mugs can you see?
- ★ How many plates do you see?
- ★ How many blocks do we need for each person in this picture to have one?

Kombetela nseve lowun'wana ehansi kutani u vutisa leswaku i tlhelo rihi leri nseve wu kombeteleke eka rona. Kombetela miseve ku komba tlhelo (henhla kumbe hansi) leri swinyenyana leswi swi hahaka swi ya eka rona. Vekela miseve leyi ekhumbini ku komba tlhelo ra swinyenyana. Loko u kombetela nseve ehenhla, vadyondzi va suka va yima. Loko u kombetela nseve ehansi, vadyondzi va tshama ehansi.

6. **Ku titoloveta 1–3:** Komba makhadi ya swiharhi 1–3. Ma khomi ya komba 'ehenhla' kumbe 'ehansi' kutani vadyondzi va vula va ku 'ndlopfu yin'we ehenhla', 'timangwa timbirhi ehansi', na swo kota sweswo.
7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Risimu: *Ntlhanu emubedweni* (pheji ya 201)
- Phositara ya *Ntlhanu emubedweni* leyi nga na switsemiwa swa vana
- Nkumba
- Makhadi ya mifungo ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–3
- *Buku ya Tiphositara, Phositara ya 1*
- Thamborini

1. **Risimu:** Yimbelelani risimu, *Ntlhanu emubedweni*.
2. **Ku hlayela ka swanomu:** Vanhwanyana va hlayela kusuka eka 1 kufika eka 5. Vafana va hlayela kusuka eka 6 kufika eka 10. Vadyondzi hinkwavo va hlayela kuya endzhaku kusuka eka 5 kufika 1 kutani va phokotela eka 1.
3. **Ku hlayela michumu 1–5:** Hlayela ntlhanu wa vadyondzi ku tlanga ntlangu wa risimu tanihleswi ri nga xiswona eka Siku ra 3.
4. **Ku titoloveta tinomboro 1–3:** Vadyondzi va fambafamba na nsumo wa le ka thamborini. Loko vuyimbeleri byi yima, komba khadi ra mfungho wa nomboro kumbe khadi ra mathonsi ra tinomboro ta 1, 2 kumbe 3. Vadyondzi va endla mitlawa hi ku ya hi khadi leri ri kombiweke.
5. **Ku ololoxa swiphiko – tala na ntsongo:** Vulavulani hi mayelana na Phositara ya 1. Vadyondzi va tirhisa tintiho ta vona ku komba nhlayo leyi nga lulama ku hlamula swivutiso swa wena.



XITSUNDZUXO

I swa nkoka ku katsa vatswari/vahlayisi eka ku kula ka vana va vona. Khutaza vatswari ku nghenelela na ku seketela ku dyondziwa ka matematiki hi vana va vona ekaya na le mugangeni.

- ★ Xana i vanhu vangani va nga ekhixini?
- ★ Loko un'we a humela handle, xana i vangani hi nga ta va vona?
- ★ Xana ku na swiharhi swingani?
- ★ Xana ku na switulu swingani? Xana i mikambana yingani? Xana i malepula mangani?
- ★ Xana i timaga tingani u kotaka ku ti vona exifanisweni?
- ★ Xana i timaga tingani ti nga etafuleni?
- ★ Xana i timaga tingani tin'wana u kotaka ku ti vona?
- ★ Xana i tipuleti tingani u kotaka ku ti vona?
- ★ Xana i tibuloko tingani hi ti lavaka leswaku munhu un'wana na un'wana loyi a nga exifanisweni a va na yin'we?

6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A collection of 10 everyday objects
- Number 1–3 symbol, dot and word cards

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1. Then all sit down.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Give each learner a number symbol, word or dot card. They don't show their cards to each other. They move around until they find the other learners with matching numbers.
5. **Using numbers in familiar contexts:** Look for numbers in the classroom. Learners point to the number.

Guiding questions:

- ★ What numbers can you see in the classroom?
- Look at the birthday chart and discuss learners' birthdays.
- ★ How old are you?
 - ★ When is your birthday? What date is your birthday?
 - ★ Can you show me that number on the calendar?
- Learners point to their picture and say their birth date.

6. **Practising position and direction:** Play 'Sizwe says'. Learners follow the 'Sizwe says' actions. If you don't say 'Sizwe says' then learners must keep still and not do the action.

Guiding instructions:

- ★ Put your hands behind your back.
- ★ Put your hands on your head.
- ★ Put this hand in front of this shoulder.
- ★ Stretch up and turn.
- ★ Bend down and touch your toes.



TIP

Identifying numbers in familiar contexts can be done during routine times, between activities and in games, for example, when using the register, playing card games, and doing weather and calendar activities.



TIP

Use actions that encourage midline crossing. Focus on positional words such as: this side, that side, up, down, on, under, on top, below, next to, between, in, out, inside, forwards, backwards, in front of, behind.

7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 5

Leswi lavekaka

- Risimu: *Ntlhanu emubedweni* (pheji ya 201)
- Phositara ya *Ntlhanu emubedweni* leyi nga na switsemiwa swa vana
- 10 ra nhlengelo wa michumu ya masiku hinkwawo
- Makhadi ya mifungo tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya marito ya tinomboro ta 1–3

1. **Risimu:** Yimbelelani risimu, *Ntlhanu emubedweni*.
2. **Ku hlayela ka swanomu:** Yimani kutani mi hlayela kuya emahlweni kusuka eka 1 kufika eka 10. Kubyamani kutani mi hlayela kuya endzhaku kusuka eka 5 kufika eka 1, mi tlakuka eka 1. Hinkwawo va tshama ehansi.
3. **Ku hlayela michumu 1–5:** Hlayela ntlhanu wa vadyondzi ku tlanga ntlangu wa risimu tanihleswi ri nga xiswona eka Siku ra 3.
4. **Ku titoloveta tinomboro 1–3:** Nyika mudyondzi un'wana na un'wana khadi ra mfungho wa nomboro, khadi ra rito ra nomboro kumbe khadi ra mathonsi ra nomboro. Va nga kombani makhadi ya vona. Va fambafamba hinkwakonkwako kufikela loko va kuma vadyondzi van'wana lava nga na tinomboro leti pananaka.
5. **Ku tirhisa tinomboro eka mivangu leyi tolovelekeke:** Lava tinomboro ekamareni ro dyondzela. Vadyondzi va komba nomboro leyi.

Swivutiso swo letela:

- ★ Xana i tinomboro tihi u kotaka ku ti vona ekamareni ro dyondzela? Langutani chati ya masiku ya ku velekiwa kutani mi kanela masiku ya ku velekiwa ya vadyondzi.
- ★ Xana u na malembe mangani hi vukhale?
- ★ Xana siku ra wena ra ku velekiwa ri rini? Xana hi rihhi siku ra wena ra ku velekiwa?
- ★ Xana u nga ndzi komba nomboro yaleyo ekhalendareni? Vadyondzi va kombetela xifaniso xa vona kutani va vula siku ra vona ku velekiwa.

6. **Ku titoloveta xiyimo xa tlhelo:** Tlangani 'Sizwe u ri'. Vadyondzi va landzelela swiendlo swa 'Sizwe u ri'. Loko u nga vuli leswaku 'Sizwe u ri' kutani vadyondzi va boheka ku miyela na ku nga endli xiendlo.

Guiding instructions:

- ★ Vekela swandla swa wena endzhaku ka nhlana wa wena.
 - ★ Vekela swandla swa wena ehenhla ka nhlana wa wena.
 - ★ Vekela xandla xa wena emahlweni ka katla leri.
 - ★ Titsanyusi kutani u hundzuluka.
 - ★ Korhama kutani u khoma swikunwana swa wena.
7. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

Ku kuma tinomboro eka mivangu leyi tolovelekeke swi nga endliwa hi mikarhi ya migingiriko ya siku na siku, exikarhi ka migingiriko na le ka mitlangu, tanihi xikombiso, loko ku tirhisiwa rhijisitara, mitlangu ya makhadi yo tlanga, na ku endla migingiriko ya maxelo na ya khalendara.

XITSUNDZUXO

Tirhisa swiendlo ku khutaza ku tirhisa swirho swa ximatsi na xinene. Kongomisa eka marito ya xiyimo yo tanihi: tlhelo leri, tlhelo rero, henhla, hanshi, ehenhla ka, ehansi ka, ehenhla, ehansi, ekusuhi na, exikarhi ka, ndzeni, handle, endzeni ka, emahlweni, ndzhaku, emahlweni ka, endzhaku ka.

Small group activities

Teacher-guided activity

What you need

- 6 small toy cars
- 3 cardboard boxes with openings cut out for cars to 'drive' into
- Number 1–3 word, dot and symbol cards
- A tub for each learner with number 1–3 symbol, word and dot cards, and 6 fruit counters (from the *Resource Kit*)
- A clear container with no more than 5 fruit counters
- 2 large round plastic lids for each learner

1. **Oral counting 1–10:** Learners clap as they count from 1 to 10. Learners tap the mat as they count backwards from 5 to 1.
2. **Matching number symbols to cars:** Make garages by placing three cardboard boxes in a row with the openings facing the learners. Display a 1, 2 or 3 number symbol card on top of each box. Give three learners number 1–3 dot cards. They choose the correct number of cars to match their dot cards and park their cars in the correct garage.

Guiding questions:

- ★ Where are you going to park your car/s? Why?
 - ★ How many cars should you park in this garage?
 - ★ Which garage has more/fewer cars?
 - ★ Which garage has two cars in it?
3. **Matching numbers and fruit counters:** Give each learner a tub. They pack out the counters in order from 1 to 3. Then they match the number symbol, word and dot cards.

Guiding questions:

- ★ How many fruit counters do you have in each group?
- ★ Can you show me the group that has two fruits in it?
- ★ What number comes after 2? Show me the group with that number.



Focus on the group with three counters:

- ★ Give me one fruit. How many fruit do you have now?
- ★ Does the group of fruit still match the number cards?
- ★ How many fruit do I need to give you to make that number again?

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 6 wa switlangiso swa mimovha leswitsongo
- 3 wa mabokisi ma khadibokisi lama nga na mipfuleko leyi tsemiweke leswaku mimovha yi 'famba' yi nghena hi kona
- Makhadi ya marito ya tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya mifungo ya tinomboro ya 1–3
- Mfuku hi mudyondzi un'wana na un'wana leyi nga na makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro na makhadi mathonsi ya tinomboro ta1–3 na 6 wa swihlayeri swa mihandzu (kusuka eka *Khiti ya Swipfuno*)
- Khontheni yo vonikela leyi nga riki na kutlula 5 wa swihlayeri swa mihandzu
- 2 wa swipfalo swa pulasitiki swa xirhendzevutana leswikulu swa mudyondzi un'wana na un'wana

1. **Ku hlayela ka swanomu 1–10:** Vadyondzi va phokotela loko va ri karhi va hlayela kusuka eka 1 kufika eka 10. Vadyondzi va cinisa nenge emeteni loko va ri karhi va hlayela kuya endzhaku kusuka eka 5 kufika eka 1.

2. **Ku pananisa mifungo ya tinomboro eka mimovha:** Makani tigaraji hi ku veka mabokisi ya khadibodo hi rixaxa lama nga na mipfuleko leyi languteke vadyondzi. Kombisa khadi ra mifungo wa nomboro ya 1, 2 kumbe 3 ehenhla ka bokisi rin'wana na rin'wana. Nyika vadyondzi vanharhu makhadi ya mathonsi ya tinomboro ta 1–3. Va hlawula nhlayo leyi nga lulama ya mimovha ku pananisa na makhadi ya vona ya mathonsi kutani va paka mimovha ya vona eka garaji leyi nga lulama.

Swivutiso swo letela:

- ★ Xana u ya paka kwihi mi/movha wa wena? Hikwalahokayini?
- ★ Xana i mimovha yingani u faneleke ku yi paka endzeni ka garaji leyi?
- ★ Xana i garaji yihi yi nga na mimovha yo tala/yitsongo?
- ★ Xana i garaji yihi yi nga na mimovha yimbirhi endzeni ka yona?

3. **Ku pananisa tinomboro na swihlayeri swa mihandzu:** Nyika mudyondzi un'wana na un'wana mfuku. Va paka swihlayeri swa vona hi ku landzelela kusuka eka 1 kufika eka 3. Endzhaku ka swona va pananisa makhadi ya mifungo ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro.

Swivutiso swo letela:

- ★ Xana u na swihlayeri swa mihandzu swingani entlaweni wun'wana na wun'wana?
- ★ Xana u nga ndzi komba ntlawa lowu wu nga na mihandzu yimbirhi eka wona?
- ★ Xana i nomboro mani leyi yi taka endzhaku ka 2? Ndzi kombi ntlawa lowu nga na nomboro yaleyo.

Kongomisa eka ntlawa lowu nga na swihlayeri swinharhu:

- ★ Ndzi nyiki muhandzu wun'we. Xana u na mihandzu yingani sweswi?
- ★ Xana ntlawa lowa mihandzu wa ha panana na makhadi ya nomboro leyi?
- ★ Xana i mihandzu yingani ndzi fanelaka ku ku nyika yona ku endla nomboro yaleyo nakambe?



 **TIP**

Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

- Estimating:** Place fruit counters (not more than five) in a clear container. Ask learners to estimate how many there are. Then count the items.
- Shake and break:** Show the learners the three fruit counters in your hands. Count them. Play 'Shake and break' with the fruit counters.

Guiding questions:

- ★ How many fruit counters do I have in this hand? And in this hand?
- ★ When I put them together how many do I have?



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



- Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
- Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



Check that learners are able to:

- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3

XITSUNDZUXO

Ku kumbetela i ku ringeta ku vhumba hi nkhaqato swinene nomboro. Ku vhumbela muhulahula a hi ku kumbetela.



- Ku kumbetela:** Vekela swihlayeri swa mihandzu (swo ka swi nga tluli ntlhanu) endzeni ka khontheni yo vonikela. Kombela vadyondzi ku kumbetela leswaku ku na swingani. Endzhaku ka swona hlayelani michumu leyi.
- Dludla kutani u hangalasa:** Komba vadyondzi swihlayeri swa mihandzu swinharhu leswi nga eswandleni swa wena. Swi hlayelani. Tlangani 'Dludla kutani u hangalasa' hi swihlayeri swa mihandzu.

Swivutiso swo letela:

★ Xana ndzi na swihlayeri swa mihandzu swingani exandleni lexi? Kasi eka xandla lexi ke?

★ Loko ndzi swi katsa ndhawu yin'we xana ndzi na swingani?

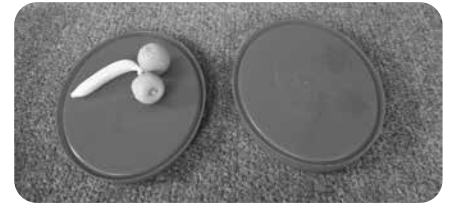
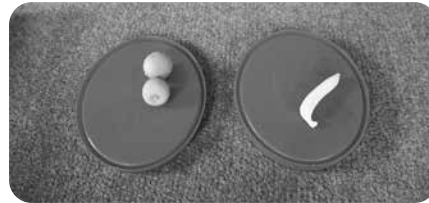
Vadyondzi va hlayela swihlayeri swa mihandzu swinharhu kusuka emfukwini ya vona kutani va swi vekela emeteni emahlweni ka vona. Nyika mudyondzi un'wana na un'wana swipfalo swimbirhi. Tlangani swin'we ntlangu wa 'Dludla kutani u hangalasa': Vadyondzi va vekela swihlayeri swa vona ehenhla ka swipfalo swa vona swimbirhi tanihilaha va swi 'tshoveke hakona' kutani va siyerisana ku vula leswaku va na swingani ehenhla ka xipfalo xin'wana na xin'wana.

★ Xana u swi tlhantlhile njhani swihlayeri swa wena?

★ Xana u na swingani ehenhla ka xipfalo xin'wana na xin'wana?

★ Xana i swa mani swi fanaka? Xana i mani a endleke swo hambana? Hikwalahokayini swi fana/swi hambanile?

Vuyelerisa hi ku kombela vadyondzi ku tlhantlha swihlayeri swa vona hi tindlela to hambanahambana to tala hilaha va kotaka hakona.



- Ku tivisa ziro:** Loko mudyondzi a ri hava swihlayeri ehenhla ka xipfalo xin'we na ntlhanu eka lexin'wana, kanelani hi xipfalo lexi va hava nchumu. Vulavulani hi mayelana na ku va hava nchumu kumbe ziro eka xipfalo xin'we na ntlhanu eka xipfalo lexin'wana.
- Tlhelo:** Tlangani ntlangu hi ku tirhisa makhadi ya miseve. Vadyondzi va landzelela swikombo swa hanshi na swa henhla hi ku tirhisa tintiho ta vona, mavoko, milenge na miri.



Kamba leswaku vadyondzi va kota ku:

- kumbetela nhlayo ya michumu
- tirhisa tithekiniki ta ku ololoxa swiphiqo: ku hlayela hinkwaswo
- kuma xin'we ehenhla na xin'we ehansi eka nhlengelo wa michumu
- landzelela matlhelo ya henhla na hanshi
- kuma kutani u longoloxela mihlengelo ya 1, 2 na 3

Workstation 1



What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

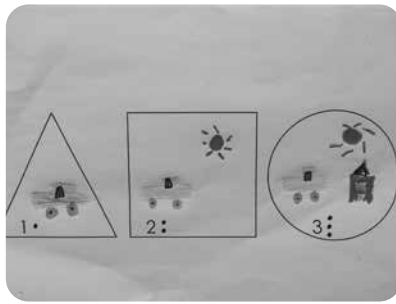
Learners make playdough objects of their choice and place them next to each number.

Workstation 2

What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



Workstation 3



What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

Workstation 4

What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

Integration

Home Language and Life Skills: While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.



TIP

Provide puzzles that are developmentally appropriate.

Xitichi xo tirhela xa 1

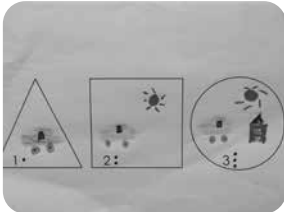


Leswi lavekaka

- 1 ya pheji leyi lulamisiweke (tanihilaha swi kombisiweke hakona exinepeni) hi mudyondzi
- Vumba byo tlangisa

Vadyondzi va endla michumu ya vumba byo tlangisa ya leswi va swi tsakelaka kutani va yi veka ekusuhi na nomboro yin'wana na yin'wana.

Xitichi xo tirhela xa 2



Leswi lavekaka

- 1 ya pheji leyi lulamisiweke (tanihilaha swi kombisiweke hakona exinepeni) hi mudyondzi
- Tikhirayoni

Vadyondzi va dirowa nchumu wihi kumbe wihi kumbe michumu ku pananisa na tinomboro leti nga eka swivumbeko leswi nga eka tipheji ta vona.

Xitichi xo tirhela xa 3




Leswi lavekaka

- 1 ya pheji leyi lulamisiweke (tanihilaha swi kombisiweke hakona exinepeni) hi mudyondzi
- 2 wa switsemiwa swa misinya, 1 xa n'weti na 3 swa tinyeleti endzeni ka mfuku ya mudyondzi un'wana na un'wana
- Xinamarheti na tikhirayoni

Vadyondzi va tumbuluxa xifaniso hi ku namarheta 3 wa tinyeleti, 2 wa misinya na 1 ya n'weti ephejini ya vona. Va teka xiboho xa leswaku hi swihi swi faneleke ku va ehenhla exibakabakeni naswona hi swihi leswi swi faneleke ku va ehansi emisaveni kutani va dirowa swikoxometo swin'wana hi leswi va swi tsakelaka.

Xitichi xo tirhela xa 4

 **XITSUNDZUXO**
Va nyike swiphazamiso leswi swi nga ringanela hi ku ya hi vukulu bya vona.

Leswi lavekaka

- 1 ya xiphazamiso (mpimohansi tsevu wa swiphemu) hi mudyondzi

Vadyondzi va aka swiphazamiso.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Loko vadyondzi va tlanga ehandle ka miako, tirhisa ntivomarito wa matlhelo, tanihi xikombiso, ehenhla ka lerha, ehansi ka xirheti. Tlangani ntlangu wa ku tlulela endzeni na le handle. Tirhisani ntambhu kutani mi encenyeta onge tlhelo rin'wana i nambu kasi tlhelo lerin'wana hi le ribuweni ra nambu. Vadyondzi va tlulela endzeni ka nambu kutani endzhaku ka swona va tlulela ehandle 'ngwenya' yi nga si va fikela.

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

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

New maths vocabulary

collect
collection
group

sort
compare
match

always
sometimes
never

column
row
all

some
altogether
calendar

Getting ready

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

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

Nkongomo wa Xiyenge xa Vundzeni: Matirhiselo ya Vuxokoxoko bya Tinhlayo

Tinhlokomhaka

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

Vutivi byintshwa

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

Titoloveti

- Ku hlayela ka swanomu 1–10
- Ku hlayela michumu 1–5
- Ku longoloxela tinomboro 1–3
- Nongoti wa tinomboro 1–3
- Emahlweni na endzhaku
- Kopunula tipatironi
- Ku ololoxa swiphiso

Ntivorarito wa matematiki wuntshwa

hlengelela	ava	mikarhi hinkwayo	kholomu	swin'wana
nhlengelo	fananisa	mikarhi yin'wana	rixaxa	hinkwaswo ka swona
ntlawa	pananisa	naswitsanana	hinkwaswo	khalendara

Ku lungheka

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

- xifaniso xa thekisi
- 10 ra swikandza swo n'wayitela hi swiphemu leswitsongo swa khadi ku yimela vana lava nga ethekisini
- michumu leyi vuyelerisiweke yo basa ya michumu yo hambanahambana: mabodhlela ya pulasitiki ya masi, tibege ta pulasitiki, tikhontheni ta pulasitiki, mabodhlela ya khadibodo ya masi, mabokisi ya khadibodo, swipfalo
- tilebulu ta mifungo ya maxelo ya masiku ya mumu, ya mpfula, ya mapapa na ya moya
- khalendara ya n'hweti ya nkarhi wa sweswi leyi eka yona vadyondzi va rhekodaka maxelo ya siku na siku. Endla tilebulu to enela ta sayizi yin'we ya muxaka wa maxelo man'wana na man'wana lama kombisiweke eka khalendara: ku na mumu, ku na mpfula, ku na mapapa, ku ba moya.
- xipandzu lexikulu xa phepha ku endla phikitogirafu ya mifungo ya maxelo. Dirowa mune wa mifungo ya maxelo ku xaxamela na le hansi ka xipandzu lexa phepha.
- nhlengelo wa swiambalo: swikhafu, swigqoko, tibege, swimadlamandla, masokisi, mabandi, tithayi
- mfuku ya mudyondzi un'wana na un'wana leyi nga na mihlengelo yo hambanahambana ya mitlawa ya 4, 3 na 2 ya swihlayeri swa swiharhi kusuka eka *Khiti ya Swipfuno*
- pheji ya A4 ya mudyondzi un'wana na un'wana leyi nga na 3 wa tikhholomu na 4 wa mixaxa.



XITSUNDZUXO

Tsundzuka ku tirhisa nkarhi wa xihambukelo ku titoloveta tinomboro ta odinali na xiyimo.

Whole class activities

Day 1

What you need

- Number friezes 1–3
- Number 1–3 dot, word, symbol and picture cards (*Resource Kit*)
- A rubbish bag filled with clean recycled objects
- Cards with learners' names and symbols

1. **Song/rhyme:** Practise a song or rhyme taught this term.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** Place the recycled objects on the mat. Talk about what these objects are used for. Together count a group of five objects.
4. **Practising numbers 1–3:** Give learners dot, word, symbol and picture cards for numbers 1–3. Other learners count out groups of three recycled objects. Learners match the cards to the groups.
5. **Sorting and classifying:** Put all the recycled objects together in one pile.

Guiding questions:

- ★ How do you think we should sort these objects?
- ★ Why do you think we should sort them like that?
- ★ Can we sort them another way?
- ★ Which of these objects are the same? Why? (Collect them and put them together into a group.)
- ★ What can we call this group? (for example, objects made out of plastic, objects we use to keep food in)

Put the objects together in a different group.

- ★ What can we call this group?

Repeat so that you have three groups, for example, milk containers, plastic bags and boxes.

- ★ Are the materials used to make any of the objects in any of the groups the same?

Put the objects all together in one big group again.

- ★ Can you think of any other groups we could make using these objects?

6. **Small group activities:** Describe the activities at the four workstations. Remind learners about the tidy-up process.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- | | |
|--|---|
| <ul style="list-style-type: none"> • Swipendiwankhaviswa swa tinomboro 1–3 • Makhadi ya mathonsi ya tinomboro, makhadi ya marito ya tinomboro, makhadi ya mifungo ya tinomboro na makhadi ya swifaniso swa | <ul style="list-style-type: none"> tinomboro ta 1–3 (<i>Khiti ya Swipfuno</i>) • Bege ya malakatsi leyi pangiweke michumu leyi vuyelerisiweke yo basa • Makhadi lama nga na mavito na mifungo ya mudyondzi |
|--|---|

1. **Risimu/rhayimi:** Titoloveteni risimu kumbe rhayimi leyi dyondzisiweke eka kotara leyi.
2. **Ku hlayela ka swanomu:** Hlayela kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1.
3. **Ku hlayela michumu 1–5:** Vekela michumu leyi vuyelerisiweke emeteni. Vulavula hi mayelana na leswi michumu leyi yi tirhisiwaka swona. Hlayelani swin'we ntlawa wa ntlhanu wa michumu.
4. **Ku titloveta tinomboro 1–3:** Nyika vadyondzi makhadi ya mathonsi ya tinomboro, makhadi ya marito ya tinomboro, makhadi ya mifungo ya tinomboro na makhadi ya swifaniso swa tinomboro ta 1–3. Vadyondzi lavan'wana va hlayela mitlawa ya michumu leyi vuyeleriweke yinharhu. Vadyondzi va pananisa makhadi eka mitlawa leyi.
5. **Ku ava na ku ntlawahata:** Veka michumu leyi vuyeleriweke hinkwayo hi nhulu yin'we.

Swivutiso swo letela:

- ✦ Xana u ehleketa leswaku hi fanele ku yi ava njhani michumu leyi?
- ✦ Hikwalahokayini u ehleketa leswaku hi fanele ku yi ava ku fana na sweswo?
- ✦ Xana hi nga kota ku yi ava hi ndlela yin'wana?
- ✦ Xana hi yihi ya michumu leyi yi fanaka? Hikwalahokayini? (Yi hlengeleti kutani u yi veka swin'we hi ntlawa.)
- ✦ Xana ntlawa lowu hi nga wu vitana yini? (tanihi xikombiso, michumu leyi endliweke hi pulasitiki, michumu leyi hi yi tirhisaka ku veka swakudya endzeni ka yona)

Veka michumu leyi swin'we eka ntlawa wo hambana.

- ✦ Xana ntlawa lowu hi nga wu vitana yini?

Vuyelela ku endlela leswaku u va na mitlawa yinharhu, tanihi xikombiso, tikhontheni ta masi, tibege ta pulasitiki na mabokisi.

- ✦ Xana timatheriyali leti tirhisiweke ku endla yihi kumbe yihi ya michumu leyi nga eka wihi kumbe wihi wa mitlawa leyi ta fana?

Veka michumu leyi hinkwayo swin'we eka ntlawa lowukulu wun'we nakambe.

- ✦ Xana u nga ehleketa hi mitlawa yin'wana yihi kumbe yihi leyi yi nga yi endlaka hi ku tirhisa michumu leyi?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko eka switichi swo tirhela leswa mune. Tsundzuxa vadyondzi hi mayelana na maendlelo yo basisa.

Day 2

What you need

- Rhyme: *Taxi, taxi* (page 200)
- Picture of a taxi and 10 smiling faces
- Number 1–3 symbol cards
- A box with a collection of clothes, for example, scarves, hats, bags, gloves, socks, belts, ties

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

Guiding questions:

- ★ If we make a line with these learners, who should stand first? Second? Third?
- ★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

- ★ Does ____ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



Guiding questions:

- ★ How can we group these items?
 - ★ Which of these items are the same? Why? (Collect them and put them together into a group.)
 - ★ What can we call this group? (for example, socks, scarves, belts, hats)
 - ★ Can we group them into clothes we wear when it is hot or cold?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Siku ra 2

Leswi lavekaka

- Rhayimi: *Thekisi, thekisi* (pheji ya 201)
- Xifaniso xa thekisi na 10 ra swikandza swo n'wayitela
- Makhadi ya mifungho ya nomboro ya 1–3
- Bokisi ra nhlengelo wa swiambalo, tanihi xikombiso, swikhafu, swigqoko, tibege, swimadlamandla, masokisi, mabandi, tithayi

1. **Rhayimi:** Tivisa rhayimi, *Thekisi, thekisi*. Vekela swifaniso swa swikandza swo n'wayitela ethekisini ekhumbini loko u ri karhi u vula rhayimi.
2. **Ku hlayela ka swanomu:** Hlayela kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1, u ri karhi u kombetela swifaniso swa thekisi.
3. **Ku hlayela michumu 1–5:** Hlayelani swin'we 1–5 wa swikandza swo n'wayitelo. Endzhaku ka swona hlayelani 1–5 yin'wana.
4. **Ku titoloveta tinomboro 1–3:** Nyika vadyondzi vanharhu khadi ra mfungho wa nomboro ya 1, 2 ku 3 hi malongolokelo ya muhulahula. Va komba tlilasi makhadi ya vona. Byela tlilasi leswaku vadyondzi lava va rindzele thekisi.

Swivutiso swo letela:

- ★ Loko hi endla layini hi vadyondzi lava, xana i mani a faneleke ku yima ka vun'we? Vumbirhi? Vunharhu?
- ★ Xana hi yihi nomboro yo hetelela elayini?

Kombela vadyondzi lava nga na nomboro ya 2 ku hlawula munghana ku endlela leswaku ku va na vambirhi va vona.

- ★ Xana _____ loyi a nga khoma khadi ra nomboro ya 1 u fanele ku hlawula vanghana vahi kumbe vahi va ntlawa wa yena? Hikwalahokayini swi nga ri tano?

Kombela vadyondzi lava nga na nomboro ya 3 ku hlawula vaunghana vambirhi ku endlela leswaku ku va na vanharhu va vona.

5. **Hlengeleta na ku ava vuxokoxoko bya tinhlayo:** Hangalasa michumu yo ambala.

Swivutiso swo letela:

- ★ Xana hi nga yi ntlawahata njhani michumu leyi?
- ★ Xana hi yihi ya michumu leyi yi fanaka? Hikwalahokayini? (Yi hlengeleti kutani u yi veka a swin'we hi ntlawa.)
- ★ Xana ntlawa lowu hi nga wu vitana yini? (tanihi xikombiso, masokisi, swikhafu, mabandi, swigqoko)
- ★ Xana hi nga yi ntlawahata hi swiambalo leswi hi swi ambalaka loko ku hisa kumbe loko ku titimela?



6. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Day 3

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Picture of a taxi and 10 smiling faces
- 5 hats
- Number 1–3 symbol, dot and word cards
- A bag filled with clean recycled objects of different types

1. **Rhyme:** Say *Taxi, taxi*, pointing to the faces in the taxi as you say it.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi picture.
3. **Counting objects 1–5:** Count out five chairs and place them in a row. Count another five chairs and make a second row next to these, as in a taxi. Ask how many learners you will need to fill each of the two rows. Together count five learners for one row. Repeat for the next row. Ask five learners to stand next to the 'taxi'. Together count five hats for each of the learners.

Guiding questions:

- ★ How many learners wearing hats are waiting for the taxi?
 - ★ How many seats are there in this row?
 - ★ Will there be enough seats in this row for the learners wearing hats?
 - ★ Will there be enough seats in this row for those without hats?
 - ★ How do we know if there are enough seats for all these learners who are waiting?
4. **Counting backwards 5–1:** Count as learners from each row go back to their places.
 5. **Practising numbers 1–3:** Sort the clean recycled objects into groups of three with the learners. Learners match number word, symbol and dot cards 1–3 to the groups of recycled objects.
 6. **Collecting and sorting data:** Say, 'I wonder how many learners are wearing socks.' Learners stand in a circle. Call out different attributes, and the learners who match these, step into the centre.

Guiding instructions:

- ★ Learners who are wearing socks stand together.
- ★ Learners who are wearing sandals stand together.
- ★ Learners who are not wearing shoes stand together. (Make sure to say the shoe type to include all learners.)

Guiding questions:

- ★ Is it easy to see how many learners are wearing socks?
- ★ How can we arrange ourselves so that we can easily see this?



TIP

Use this opportunity to reinforce behind, in front of and next to.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Thekisi, thekisi* (pheji ya 201)
- 10 ra switulu swa sayizi ya vadyondzi
- Xifaniso xa thekisi na 10 ra swikandza swo n'wayitela
- 5 wa swiggoko
- Makhadi ya mifungo tinomboro, makhadi ya mathonsi ya tinomboro na makhadi ya marito ya tinomboro ta 1–3
- Bege yo basa leyi nga pangwiwa michumu leyi vuyelerisiweke ya mixaka yo hambanahambana

1. **Rhayimi:** Vula u ku *Thekisi, thekisi*, u ri karhi u kombetela swikandza leswi nga ethekisini loko u ri karhi u swi vula.
2. **Ku hlayela ka swanomu:** Hlayela kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1, u ri karhi u kombetela xifaniso xa thekisi.
3. **Ku hlayela michumu 1–5:** Hlayela ntlhanu wa switulu kutani u swi veka hi rixaxa. Hlayela ntlhanu wa switulu swin'wana kutani u endla rixaxa ra vumbirhi ekusuhi na leswi, tanihi le thekisini. Vutisa leswaku i vadyondzi vangani u nga ta va lava ku tata yin'wana na yin'wana ya mixaxa leyimbirhi. Hlayelani swin'we ntlhanu wa vadyondzi eka rixaxa rin'we. Vuyelelani va rixaxa leri landzelaka. Kombela ntlhanu wa vadyondzi ku yima ekusuhi na 'thekisi' leyi. Hlayelani swinwe ntlhanu wa swiggoko swa un'wana na un'wana wa vadyondzi lava.

Swivutiso swo letela:

- ★ Xana i vadyondzi vangani va nga ambala swiggoko lava vanga rindzela thekisi?
 - ★ Xana ku na switulu swingani eka rixaxa leri?
 - ★ Xana ku ta va na switulu swo enela eka rixaxa leri swa vadyondzi lava nga ambala swiggoko?
 - ★ Xana ku ta va na switulu swo enela eka rixaxa leri swa vadyondzi lava nga hava swiggoko?
 - ★ Xana hi swi tiva njhani loko ku ri na switulu swo enela swa vadyondzi lava hinkwavo lava va nga rindzela?
4. **Ku hlayela kuya endzhaku 5–1:** Hlayela loko vadyondzi kusuka eka rixaxa rin'wana na rin'wana va ri karhi va tlhelela endzhaku etindhawini ta vona.
 5. **Ku titoloveta tinomboro 1–3:** Avani michumu yo basa leyi vuyelerisiweke hi mitlawa ya nharhu na vadyondzi. Vadyondzi va pananisa makhadi ya marito ya tinomboro, makhadi ya mifungo ya tinomboro na makhadi ya mathonsi ya tinomboro ya 1–3 eka mitlawa ya michumu leyi vuyelerisiweke.
 6. **Ku hlengeleta na ku ava vuxokoxoko bya tinhlayo:** Vula, 'A ndzi tivi leswaku i vadyondzi vangani va nga ambala masokisi.' Vadyondzi va yima hi xirhendzevutana. Huwelela swihlawulekisi swo hambanahambana na vadyondzi lava va pananaka na leswi, va nghena exikarhi.

Swileriso swo letela:

- ★ Vadyondzi lava va nga ambala masokisi va yima swin'we.
- ★ Vadyondzi lava va nga ambala timphaxani va yima swin'we.
- ★ Vadyondzi lava va nga ambalangiki tintangu va yima swin'we. (Tiyisisa ku vula muxaka wa ntlangu ku katsa vadyondzi hinkwavo.)

Swivutiso swo letela:

- ★ Xana swa olova ku vona leswaku i vadyondzi vangani va nga ambala masokisi?
- ★ Xana hi nga tilongoloxa njhani ku endlela leswaku hi kota ku vona leswi hi ku olova?

**XITSUNDZUXO**

Tirhisa nkarhi lowu ku tiyisisa endzhaku, emahlweni ka na ekusuhi na.

7. **Represent the data:** Learners suggest ways of arranging themselves. Guide them to sit in rows to represent learners wearing socks, sandals, and so on.
8. **Analyse and report on the data:** Discuss the groups of learners.
Guiding questions:
 - ★ Which group has more/fewer/the same number of learners?
 - ★ How many learners are wearing socks?
9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

Guiding questions:

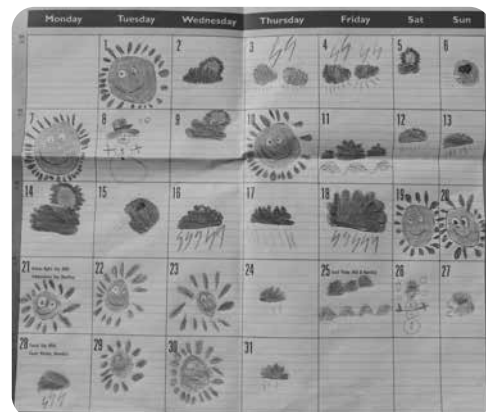
- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month's calendar on which learners have recorded the daily weather.

Guiding questions:

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?



7. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Vadyondzi va ringanyeta tindlela ku tilongoloxa. Va leteli ku tshama hi mixaxa ku yimela vadyondzi lava nga ambala masokisi, timphaxani, na swo kota sweswo.
8. **Xopaxopa kutani u vika hi mayelana na vuxokoxoko bya tinhlayo:** Kanelani mitlawa ya vadyondzi.
Swivutiso swo letela:
 - ★ Xana i ntlawa wihi wu nga na vo tala/vatsongo/nhlayo yo ringana ya vadyondzi?
 - ★ Xana i vadyondzi vangani va nga ambala masokisi?
9. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Thekisi, thekisi* (pheji ya 201)
- 10 ra switulu swa sayizi ya vadyondzi
- Pheji ya phikitogirafu leyi lulamisiweke
- Makhadi ya mifungho ya tinomboro, makhadi ya marito
- ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–3
- Khalendara ya n'wheti ya nkarhi wa sweswi leyi eka yona maxelo ya rhekodiweke
- Swifaniso ku yimela maxelo eka siku rin'wana na rin'wana ra n'hweti

1. **Rhayimi:** Vulani rhayimi, *Thekisi, thekisi*. Vuyelela nghingiriko wa switulu swa thekisi kusuka eka Siku ra 3 na ntlawa wuntshwa wa vadyondzi.
2. **Ku hlayela ka swanomu:** Komba tintiho loko u ri karhi u hlayela kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1.
3. **Ku hlayela michumu 1–5:** Vadyondzi va hlayela swifaniso swa 5 swa dyambu, 5 swa mpfula, 5 swa moya na 5 swa mapapa. Swi vekeli emeteni hi mitlawa loko u ri karhi u hlayela.
4. **Ku titoloveta tinomboro 1–3:** Tirhisa swipendiwankhaviswa swa tinomboro ta 1–3. Kombetela nomboro yin'wana na yin'wana loko vadyondzi va ri karhi va hlayela.

Swivutiso swo letela:

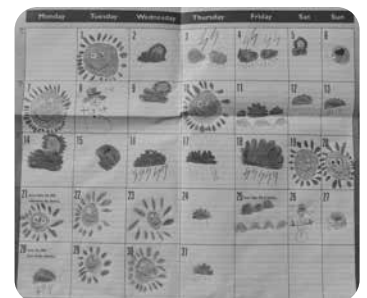
- ★ Xana i mani nomboro ya yindlu leyi yi taka emahlweni ka 2?
- ★ Xana i mani nomboro ya yindlu leyi yi nga exikarhi ka 1 na 3?
- ★ Xana i mani nomboro ya yindlu leyi yi nga n'we ehenhla ka 2?
- ★ Xana i mani nomboro ya yindlu leyi yi nga n'we ehansi ka 3?

Vadyondzi vanharhu va khomanisa swifaniso swa mapapa, swa dyambu, kumbe swa mpfula swa 1, 2 kumbe 3 ehansi ka xipendiwankhaviswa xa tinomboro lexi faneleke.

5. **Ku hlengeleta vuxokoxoko bya tinhlayo:** Languta eka khalendara ya n'hweti ya nkarhi wa sweswi leyi eka yona vadyondzi va nga rhekoda kona maxelo ya siku na siku.

Swivutiso swo letela:

- ★ Xana khalendara leyi yi hi komba yini?
- ★ Xana hi nga swi kumisisa njhani loko hi vile na masiku ya mumu yo tala kutlula masiku man'wana ya n'hweti leyi?



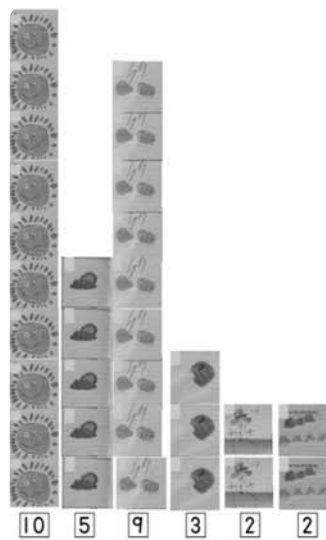
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

Guiding questions:

★ Which weather did we have the most/least/same number of? How do you know?

★ Did we have more rainy, cloudy, windy or sunny days?

9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 5

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.

2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.



TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

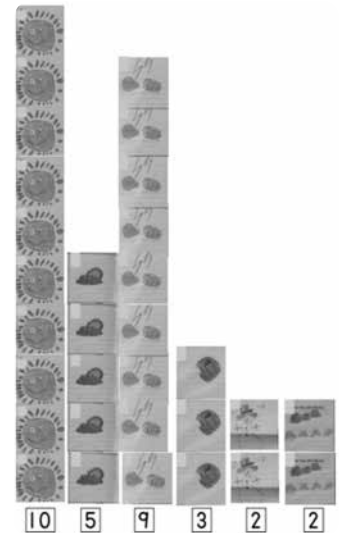
Ringeta ku hlayela rin'wana na rin'wana, u ri karhi u endla nkombiso wa hilaha swi tikaka hakona ku landzelerisa nhlayelo. Kombela vadyondzi ku ringanyeta xitshunxo. Pananisa swifaniso swa maxelo eka xidirowiwa xa khalendara loko vadyondzi va ri karhi va hlayela. Vekela swifaniso hi muhulahula emeteni.

★ Xana hi fanele ku swi ntlawahata njhani swifaniso leswi?

6. **Ku ava vuxokoxoko bya tinhlayo:** Vutisa vadyondzi hilaha hi nga veketelaka hakona swifaniso leswi. Vekela swifaniso leswi hi mitlawa: ku na mapapa, ku na mumu, ku na mpfula na ku na moya.

★ Xana ntlawa wun'wana na wun'wana hi ta wu vitana yini?

7. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Vutisa vadyondzi hilaha hi faneleke ku longoloxa hakona swifaniso leswi ku endlela leswaku hi ta kota ku vona hi ku olova loko ku ri na masiku ya mumu yo tala kutlula masiku man'wana en'hwetini. Letela vadyondzi ku vekela swifaniso endzeni ka tikholomu. Vekela khadi leri nga na nomboro ku komba maxelo lama nga ehansi ka kholomu yin'wana na yin'wana. Vadyondzi vangarivangani va vekela swifaniso leswi eka tikholomu leti nga lulama.



8. **Ku xopaxopa na ku vika hi mayelana na vuxokoxoko bya tinhlayo:** Langutani phikitogirafu ya maxelo.

Swivutiso swo letela:

★ Xana i maxelo wahi hi veke na nhlayo leyikulu/leyitsongo/yo fana? Xana u swi tiva njhani?

★ Xana hi vile na masiku ya mpfula yo tala, ya mapapa yo tala, ya moya yo tala, kumbe ya mumu yo tala?

9. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

XITSUNDZUXO

Swiphemu swa khadibodo leswi swifaniso swa maxelo swi nga dirowiwa ehenhla ka swona swi fanele ku va swa sayizi yo fana hi nkhaqato. Swi vekele swi va ehenhla ka xin'wana eka tikholomu ku ri hava swivandla exikarhi ka swona ku endlela leswaku vadyondzi va kota ku vona hi ku olova leswaku i kholomu yihi yi nga na swo tala, switsongo kumbe swo fana.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Thekisi, thekisi* (pheji ya 201) na makhadi ya mathonsi ya tinomboro ta 1–3
- 2 wa tisete ta makhadi ya mifungho ya tinomboro, makhadi ya marito ya tinomboro
- 10 ra switulu swa sayizi ya vadyondzi
- Phikitogirafu ya maxelo

XITSUNDZUXO

Lulamisa 'thekisi' eka ndhawu ya norho leswaku vadyondzi va yi tirhisa hi nkarhi wo tlanga va tshunxekile.

1. **Rhayimi:** Vulani rhayimi, *Thekisi, thekisi*. Vuyelela nghingiriko wa switulu swa thekisi kusuka eka Siku ra 3 na ntlawa wuntshwa wa vadyondzi.
2. **Ku hlayela ka swanomu:** Hlayelani kuya emahlweni kusuka eka 1 kufika eka 10 na kuya endzhaku kusuka eka 5 kufika eka 1 eka rhayimi yo macha.

3. **Practising numbers 1–3:** Give nine learners one number symbol, word or dot card each. Rearrange the 'taxi' chairs into three rows of three. Place number cards on the back of each chair. Learners sit in the chair that matches their card when you call out their number.
4. **Practising data collection and representation:** Look at the weather pictograph from Day 4.

Guiding questions:

- ★ Which picture can we add for today's weather? Which column?
- ★ What weather have we had the most/least/same number of days? Is this different from what we said yesterday? How do you know?

Count the weather cards for each type of weather on the pictograph. Change the number below the column that has today's picture added.

5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with varying collections of 4, 3 and 2 groups of animal counters (from the *Resource Kit*)
- A page for each learner with 3 columns and 4 rows

1. **Counting 1–10:** Learners sit in pairs and face each other. They slowly clap their hands against each other as they count to 10. Repeat.
2. **Counting objects 1–5:** Place animal counters on the mat. Learners take turns to count from 1 to 5.
3. **Sorting and classifying:** Ask learners to arrange the animal counters in another way and check that there are still five. Ask learners to take the animal counters out of their tubs and sort them.

Guiding questions:

- ★ How did you sort the animals? Tell me why you sorted them like that.
- ★ Can you sort them another way?
- ★ Are any of the groups the same? (colour, animal type)

Place a pile of 3 ducks, 2 chickens and 1 horse in the middle of the circle.

- ★ How can we see if there are more ducks than chickens in the group?

3. **Ku titoloveta tinomboro 1–3:** Nyika kaye wa vadyondzi khadi ra mfungho ra nomboro rin'we, khadi ra rito ra nomboro rin'we kumbe khadi ra thonsi ra nomboro rin'we eka un'wana na un'wana. Longoloxa hi vuntshwa switululu swa 'thekisi' swi va hi mixaxa yinharhu ya vanharhu. Vekela makhadi ya tinomboro endzhaku ka xitululu xin'wana na xin'wana. Vadyondzi va tshama exitulwini lexi xi pananaka na khadi ra vona loko u hlaya nomboro ya vona.
4. **Ku titoloveta nhlengeleto wa vuxokoxoko bya tinhlayo na ku endla vuyimeri:** Languta phikitogirafu ya maxelo kusuka eka Siku ra 4.
Swivutiso swo letela:
- ★ Xana i xifaniso xihi hi nga xi engetelaka eka maxelo ya namuntlha? Kholomu yihi?
 - ★ Xana i maxelo wahi hi veke na wona eka nhlayo leyikulu/leyitsongo/yo fana ya masiku? Xana leswi swi hambanile eka leswi hi swi vuleke tolo? Xana u swi tiva njhani?
- Hlayela makhadi ya maxelo ya muxaka wun'wana na wun'wana wa maxelo lama nga eka phikitogirafu. Cinca nomboro leyi nga ehansi ka kholomu leyi yi nga na xifaniso xa namuntlha lexi xi engeteriweke.
5. **Migingiriko ya ntlawa lowutsongo:** Tsundzuxa vadyondzi hi mayelana na migingiriko leyi nga eka switichi swo tirhela na maendlelo yo basisa.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mfuku ya mudyondzi un'wana na un'wana leyi nga na mihlengelo yo hambanahambana ya mitlawa ya 4, 3 na 2 ya swihlayeri swa swiharhi (kusuka eka *Khiti ya Swipfuno*)
- Pheji ya mudyondzi un'wana na un'wana leyi nga na 3 wa tikholomu na 4 wa mixaxa

1. **Ku hlayela 1–10:** Vadyondzi va tshama hi vambirhimbirhi kutani va langutana. Va phokotela va phakatana hi swandla swa vona loko va hlayela eka 10. Vuyelelani.
2. **Ku hlayela michumu 1–5:** Vekela swihlayeri swa swiharhi emeteni. Vadyondzi va siyerisana ku hlayela kusuka eka 1 kufika eka 5.
3. **Ku ava na ku ntlawahata:** Kombela vadyondzi ku longoloxa swihlayeri wa swiharhi hi ndlela yin'wana kutani u kamba leswaku swa ha ri ntlhanu. Kombela vadyondzi ku humesa swihlayeri leswa swiharhi eka timfuku ta vona kutani va swi ava.

Swivutiso swo letela:

- ★ Xana u swi avile njhani swiharhi leswi? Ndzi byeli leswaku hikwalahokayini u swi avile hi ndlela yaleyo.
- ★ Xana u nga kota ku swi ava hi ndlela yin'wana?
- ★ Xana ku na mitlawa yihi kumbe yihi leyi fanaka? (muhlovo, muxaka wa xiharhi)

Vekela nhulu ya 3 wa masekwa, 2 wa tihuku na 1 ya hanci exikarhi ka xirhendzevutana.

- ★ Xana hi nga swi vona njhani loko ku ri na masekwa yo tala kutlula tihuku entlaweni?

4. **Sorting data:** Organise the animals into groups.

Guiding questions:

- ★ Can we see if there are more ducks than chickens now?
- ★ How can we check?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.

6. **Interpreting and reporting on data:** Look at the columns.

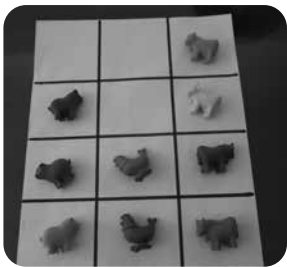
Guiding questions:

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



Check that learners are able to:

- collect, sort and represent collections of objects
- count 1–5 objects

Workstation 1

What you need

- A collection of recycled objects
- 5 boxes for each pair of learners

This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



4. **Ku ava vuxokoxoko bya tinhlayo:** Veketela swiharhi hi mitlawa.

Swivutiso swo letela:

- ✦ Xana sweswi hi nga swi kota ku vona loko ku ri na masekwa yo tala kutlula tihuku?
- ✦ Xana hi nga swi kamba njhani?

5. **Ku endla vuyimeri hi vuxokoxoko bya tinhlayo:** Vekela pheji emeteni leyi nga na tikholomu tinharhu na mixaxa ya mune. Vekela xin'we xa xiharhi xin'wana na xin'wana ehansi ka kholomu yin'wana na yin'wana. Vadyondzi va vekela swiharhi swa vona eka tikholomu leti nga eka pheji ya vona.

6. **Ku humesa ntwisiso na ku vika hi mayelana na vuxokoxoko bya tinhlayo:** Languta tikholomu.

Swivutiso swo letela:

- ✦ Xana ku na masekwa yo tala kumbe tihuku to tala? Xana hi swi tiva njhani?
- ✦ Xana i kholomu yihi yi nga na swiharhi swo tala/swingarisingani?
- ✦ Xana ku na tikholomu tihi kumbe tihi ti fanaka?

Nyika mudyondzi un'wana na un'wana swiharhi swa 4, 3, 2. Hlamusela leswaku un'wana na un'wana u na mihlengelo yo hambanahambana ya swiharhi. Vutisa mudyondzi un'wana na un'wana xivutiso xo kongoma hi ku ya hi nhlayo ya swiharhi leswi nga eka mihlengelo ya vona vini, tanihi xikombiso:

- ✦ Xana u na tinyimpfu to tala kumbe tihanci to tala?
- ✦ Xana u ta swi kuma njhani?
- ✦ Xana u ta wu ava njhani nhlengelo lowu hi mitlawa ku kuma nhlamulo?
- ✦ Xana u ta endla yini endzhakukaloko u avile swiharhi swa wena hi mitlawa?

Letela vadyondzi leswaku eka ku sungula a va vekeli xin'we xa xin'wana na xin'wana xa swiharhi swa vona swo hambanahambana leswi nga ehansi ka kholomu yin'wana na yin'wana leyi nga eka pheji ya vona. Ku humesa ntwisiso wa vuxokoxoko bya tinhlayo hi ku fananisa mitlawa yo hambanahambana ya mudyondzi un'wana na un'wana. Kombela mudyondzi un'wana na un'wana ku hlamusela hilaha a nga ta tiva hakona leswaku i xiharhi xihhi a nga na swo tala swa xona.



Kamba leswaku vadyondzi va kota ku:

- hlengeleta, ku ava kutani endla vuyimeri bya mihlengelo ya michumu
- hlayela michumu ya 1-5

Xitichi xo tirhela xa 1



Leswi lavekaka

- Nhlengelo wa michumu leyi vuyelerisiweke
- 5 wa mabokisi ya phere yin'wana na yin'wana ya vadyondzi

Nghingiriko lowu wu fanele ku endleriwa emeteni tanihleswi vadyonbdzi va nga ta lava ndhawu. Hi vambirhimbirhi, vadyondzi va ava nhlengelo wa michumu leyi vuyeleriweke yi nghena emabokisini.

Workstation 2

What you need

- Red, blue, green and yellow items for sorting
- Containers for colour sorting with a label indicating the colour

Learners sort the items into the correct colour containers.

Workstation 3

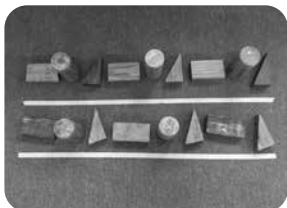
What you need

- Sorting trays or boxes
- Natural items for sorting: leaves, twigs, petals, pebbles, seed pods, shells, feathers

Learners sort the items into boxes or trays.



Workstation 4



What you need

- String or masking tape
- Blocks
- Prepare the block corner – create one pattern per pair of learners

Learners work in pairs to copy patterns in the block area. They move to a different pattern as they complete one. They can create their own patterns once all four patterns have been completed.

Integration

Home Language and Life Skills:

- Using symbols to represent something (emergent literacy).
- Interpreting symbols.
- Play games where the learners are sorted according to certain criteria, for example, those who had juice that morning, those who are going to play sport after school, those who walked to school.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Michumu yo tshwuka, ya wasi, ya rihlaza na ya xitshopana leswaku yi aviwa
- Tikhontheni ta ku aviwa ka mihlovo ti ri na lebulu leyi kombaka muhlovo

Vadyondzi va ava michumu yi nghena eka tikhontheni leti nga lulama ku ya hi mihlovo.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Ku ava tithireyi kumbe mabokisi tipetali, rikhwara, swicokocoko
- Michumu ya ntumbuluko ku swa timbewu, swikhamba, tinsiva yi ava: matluka, swirhabyana,

Vadyondzi va ava michumu yi nghena emabokisini kumbe etithireyini.



Xitichi xo tirhela xa 4



Leswi lavekaka

- Ngoti kumbe thepi yo namarheta
- Tibuloko
- Lulamisa khona ya tibuloko – tumbuluxa patironi yin'we hi phere ya vadyondzi

Vadyondzi va tirha hi vambirhimbirhi ku kopunula tipatironi eka ndhawu ya tibuloko. Va famba ku ya eka patironi yin'wana yo hambana loko va heta yin'wana. Va nga tumbuluxa tipatironi ta vona vini ntsena loko tipatironi leti ta mune hinkwato ti herile.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi:

- Hi ku tirhisa mifungo ku endla vuyimeri bya xin'wana (litheresi leyi tumbulukaka).
- Ku humesa ntwisiso wa mifungo.
- Tlangani mitlangu laha vadyondzi va aviwaka hi ku ya hi mipimovuahluri yo karhi, tanihi xikombiso, lava va nweke juzi mixo wolowo, lava va yaka va ya tlanga mitlangu loko xikolo xi humile, lava va teke exikolweni hi milenge.

Resources

Songs, rhymes and stories

Week 1

Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sshh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?
Here I am, here I am, we have 1.

Father finger, Father finger, where are you?
Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?
Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?
Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?
Here I am, here I am, now we have 5.

Week 2

Counting song: *Hokey Pokey*

You put your one arm in,
You put your one arm out,
You put your one arm in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around.
That's what it's all about!

(Repeat using the other arm and then different body parts.)

Counting rhyme: *Bananas*

One banana, two bananas,
three bananas and four.
Five bananas in a bunch,
let us eat them all.

Swipfuno

Tinsimu, tirhayimi na switori

Vhiki ra 1

Xitori: Ku tivisa ndyangu wa Grade R Maths hi ku fambisana na Phositara ya 4

Leyi i Buku ya Tiphositara ya vandyangu. Kokwana wa xisati na vana va le kamareni ro tshama eka rona va rindzerile Mhani leswaku a vuya entirhweni. Kokwana wa xisati u tshamile exitulwini u karhi wa hlaya na ku yingisela Thami loyi a etleleke emubedweni wa yena. Tatana a nga si vuya ekaya, kambe u nga kota ku n'wi vona u na Thami exifanisweni xa vandyangu lexi nga ekhumbini. Xana wa kota ku va vona?

Laylah na Malusi va tumberile. Va lava ku tlula va humelela na ku hllamarisa mana wa vona loko a nghena endlwini.

'Xxx, Malusi, miyela, u ta onha xihllamariso,' ku vula Laylah.

Pepper n'waximanga u le ku yingiseleni ka vana lava naswona u tiendlisa wonge u etlele loko Dash yena a ri eku tlangeni exirhapeni. Xikan'wekan'we Dash a sungula ku vukula, a tsutsumatsutsuma na ku pulutela ncila swi nga heli.

'Mhani u boheka ku va a ri ekaya,' ku hlevetela Malusi. 'Miyela swinene u titimela'

Mhani a pfula rivanti kutani a vona Kokwana wa xisati kambe ku ri hava munhu un'wana.

'Xewani,' a ndzawuta. Kokwana wa xisati a ku ahee, kambe a hlayisa xihundla xa laha vana va tumbeleke kona.

Mhani a vula, 'Ku lo tititi laha ndzeni. Xana vana va kwihi?'

'A ndzi tivi,' ku vula Kokwana wa xisati a ri karhi a n'wayitela switsongo a tlhela a swi tsipelanyana na tihlo.

'Xihllamariso!' ku huwelela Malusi na Laylah loko va ri karhi va huma laha a va tumberile kona. Pepper a tlula a huma ebokisini ra yena hi ku chuha kutani Dash a tlulatlula a ya ehenhla na le hanshi hi ntsako. Mhani a hllamarile swinene kutani a hlekelela na vana.

'N'geee!' ku rila Thami.

'Hayi murhandziwa,' ku vula un'wana na un'wana.

Rhayimi yo hlayela: Ntlhanu endyangwini wa ka hina

Manana ritiho, Manana ritiho, xana u le kwihi?
Hi mina loyi, hi mina loyi, sweswi hi na 1.
Tatana ritiho, Tatana ritiho, xana u le kwihi?
Hi mina loyi, hi mina loyi, sweswi hi na 2.
Laylah ritiho, Laylah ritiho, xana u le kwihi?
Hi mina loyi, hi mina loyi, sweswi hi na 3.
Malusi ritiho, Malusi, xana u le kwihi?
Hi mina loyi, hi mina loyi, sweswi hi na 4.
Thami ritiho, Thami ritiho, xana u le kwihi?
Hi mina loyi, hi mina loyi, sweswi hi na 5.

Vhiki ra 2

Risimu ro hlayela: Hoki Poki

Nghenisa voko ra wena rin'we endzeni,
Humesa voko ra wena rin'we ehandle,
Nghenisa voko ra wena rin'we endzeni,
Kutani endla gandlati ra lwandle.

Endla Hoki Poki

Kutani u xeweta hi malwandla.

U tlhela u yimisa xandla!

(Vuyelelani hi ku tirhisa voko lerin'wana kutani endzhaku ka sweswo swirho swa miri swo hambanahambana.)

Rhayimi yo hlayela: Tibanana

Banana yin'we, tibanana timbirhi,
tibanana tinharhu na mune.

Tibanana ta ntlhanu hi xichocho,
a hi ti dyeni hinkwato, makamba i ya n'wachocho.

Story: **Number 1 story (with Number 1 frieze template)**

Some of the animals wanted to live together. 'Let's build houses next door to each other,' they said. 'That would be fun!'

And so the animals began to build their houses.

The first house belonged to Elephant. He was big and lived all alone in his house. He painted a big number 1 on the roof of his house. His house had one door and one window. In Elephant's garden, there was one flower, one banana tree and one bench. Elephant loved to sit on the bench under the tree every day and smell the flower. He also loved to look up at the sky and look for things that could fly. What do you think he saw?

Week 3

Counting rhyme: **One baby fish**

One baby fish alone and new,
She finds a friend, and then there are two.
Two baby fish swim in the sea,
They find another one, and then there are three.
Three baby fish swimming near the shore,
They find another one, and then there are four.
Four baby fish go for a dive,
Up swims another one, and then there are five.

Week 4

Story: **Number 2 story (with Number 2 frieze template)**

Do you remember that some of the animals wanted to live together and have fun building their own houses next door to one another? Who remembers who the first house belonged to? That's right – Elephant!

A family called the Zebras built their house next to Elephant's house. The Zebras painted a big number 2 on the roof of their house because there were two of them.

Elephant was very happy when they built their house because he wasn't alone anymore.

The Zebras' house had two doors and two windows. In the garden they had two flowers, two apple trees and two benches.

After they had eaten grass under the trees, the Zebras liked to play with their two soccer balls and watch Elephant while he looked up at the sky and flapped his two big ears.

Counting rhyme: **One, two, three, four, five**

One, two, three, four, five
Once I caught a fish alive.
'Why did you let it go?'
Because it bit my finger so.
One, two, three, four, five
Then I caught a frog alive.
'What did you do with that?'
I said hello and put it back.

Song: **Circles**

Start at the top
Loop around to the floor
Swing back around ...
Let's make more!

Week 5

Counting rhyme: **Five happy tortoises**

One slow tortoise walks down the road,
Two slow tortoises carry a heavy load.
Three slow tortoises take a rest,
Four slow tortoises do their best.
Five slow tortoises hurry along,
Happy little tortoises sing a song.
(Clap hands on each word.)

Xitori: Xitori xa nomboro ya 1 (hi thempuleti ya xipendiwankhavisu xa Nomboro ya 1)

Swin'wana swa swiharhi a swi lava ku tshama swin'we. 'A hi akeni tiyindlu ti va ekusuhi na le kusuhi,' swi vula. 'Sweswo swi ta tsakisa!'

Kutani swiharhi swi sungule ku aka tiyindlu ta swona.

Yindlu yo sungula a yi ri ya N'wandlopfu. A ri lonkulu naswona a tshama a ri yexe endlwini ya yena. U pende nomboro leyikulu ya 1 elwangwini ra yindlu ya yena. Yindlu ya yena a yi ri na nyangwa wun'we na fasitere rin'we. Exirhapeni xa N'wandlopfu, a kuri na xiluva xin'we, nsinya wun'we wa mubanana na bence rin'we. N'wandlopfu a rhandza ku tshama ebenceni ehansi ka nsinya masiku hinkwawo a nuheta xiluva lexi. A tlhela a rhandza ku languta exibakabakeni a lava swilo leswi kotaka ku haha. Xana u ehleketa leswaku u vone yini?

Vhiki ra 3

Rhayimi yo hlayela: Nhlampfi leyitsongo yin'we

Nhlampfi leyitsongo yin'we yi yoxe,
Se yi kume munghana, se i vambirhi.
Tinhlampfi timbirhi letitsongo ta magwarhu,
Ti kume munghana, se i tinharhu.
Tinhlampfi tinharhu letitsongo, tikile, ti pfune,
Ti kuma munghana, se i mune.
Mune wa tinhlampfi letitsongo i xipanu,
Yin'we yi hlangana na tinhlampfi letitsongo,
se i ntlhanu.

Vhiki ra 4

Xitori: Xitori xa nomboro ya 2 (hi thempuleti ya xipendiwankhavisu xa Nomboro ya 2)

Xana ma swi tsundzuka leswaku swin'wana swa swiharhi a swi lava ku tshama swin'we na ku tiphina hi ku aka tiyindlu ta swona ekusuhi na le kusuhi? Xana i mani a tsundzukaka leswaku yindlu leyo sungula a yi ri ya mani? Sweswo hi swona – N'wandlopfu!

Ndyangu lowu vuriwaka Van'wamangwa wu akile ndyangu wa wona ekusuhi na yindlu ya N'wandlopfu. Van'wamangwa va pende

nomboro leyikulu ya 2 elwangwini ra yindlu ya vona hikuva a ku ri na vambirhi va vona.

N'wandlopfu a tsakile swinene loko va aka yindlu ya vona hikuva se a nga ta ha va yexe.

Yindlu ya Van'wamangwa a yi ri na minyangwa yimbirhi na mafasitere mambirhi. Exirhapeni a va ri na swiluva swimbirhi, misinya ya maapula mambirhi na mabence mambirhi.

Endzhakukaloko va dyile byanyi ehansi ka misinya, Van'wamangwa a va tsakela ku tlanga hi tibolo ta milenge ta vona timbirhi na ku hlalela N'wandlopfu loko a langute exibakabakeni a ri karhi a kavata tindleve ta yena timbirhi letikulu.

Rhayimi yo hlayela: N'we, mbirhi, nharhu, mune, ntlhanu

Tiyisisa: n'we, mbirhi, nharhu, mune, ntlhanu
Ndzi tshama ndzi khoma nhlampfi ya nkanu.
'Hikwalahokayini u yi tshike yi famba?'
Hkuva yi ndzi lume ritiho loko ndzi yi mbamba.
N'we, mbirhi, nharhu, mune, ntlhanu
Endzhaku ka swona ndzi khoma chela ra nkanu.
'Xana u endle yini hi rona?'
Ndzi lo avuxeni ndzi ri tshika ri pona.

Risimu: Swirhendzevutana

Sungula ehenhla
Ndziwilika efulorweni
Rhendzeleka hinkwakonkwako ...
A hi veketeleni swo tala emeteni na le tafuleni!

Vhiki ra 5

Rhayimi yo hlayela: Ntlhanu wa swibodze swo tsaka

Xibodze xin'we lexo nonoka xi famba egondzweni,
Swibodze swimbirhi leswo nonoka swi na tende
enhlani.
Swibodze swinharhu leswo nonoka swi twa
ku hisa,
Swibodze swa mune leswo nonoka swa wisa.
Swibodze swa ntlhanu leswo nonoka swi
rungulelana matimu,
Swibodze leswitsongo swo tsaka swi
yimbelela risimu.
(Phokotelani swandla eka rito rin'wana
na rin'wana.)

Week 6

Story: *Number 3 story (with Number 3 frieze template)*

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,
wheelbarrow
I have a little wheelbarrow, I fill it up with sand.
I fill it up with one spade, one spade, one spade
I fill it up with two spades, I fill it up with sand.
I fill it up with three spades, three spades,
three spades
I fill it up with four spades, I fill it up with sand.
Last I put in five spades, five spades, five spades
Last I put in five spades, and off I go again.

Week 7

Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,
Look and you will see.
With three corners and three sides.
Count them one, two, three!

Counting rhyme: *Hear me count*

I can count, want to see?
Here are my fingers – one, two, three.
Four and five, this hand is done,
Now I'll count the other one.
Six, seven, eight and nine,
Just one more, I'm doing fine.
The last little finger is number ten,
Now I'll count them all again.

Vhiki ra 6

Xitori: Xitori xa nomboro ya 3 (hi thempuleti ya xipendiwankhavisu xa Nomboro ya 3)

Xana ma swi tsundzuka leswaku swin'wana swa swiharhi eka Tiko ra Tinomboro a swi lava ku tshama swin'we na ku tiphina hi ku aka tiyindlu ta swona ekusuhi na le kusuhi?

Vaakelana va N'wandlopfu i Van'wamangwa lava nga eka tlhelo rin'we. N'wandlopfu u hava vaakelana vahi kumbe vahi eka tlhelo lerin'wana.

Swivutiso:

- Hikwalahokayini Van'wamangwa va pendile nomboro leyikulu ya 2 elwangwini ra yindlu ya vona?
- Xana i mani a nga ndzi tsundzuxaka ku hambana exikarhi ka yindlu ya N'wandlopfu na yindlu ya Van'wamangwa?
- Xana i mani loyi u ehleketaka leswaku u fanele ku aka yindlu ya yena ekusuhi na yindlu ya Van'wamangwa? Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini yaleyo?

Ndyangu wa vabuti lavakulu vanharhu lava vitaniwaka Van'wamanghovo a va ri swiharhi leswi landzelaka ku aka yindlu eka Tiko ra Tinomboro. Van'wamanghovo va akile yindlu ya vona ekusuhi na nyangwa wa Van'wamangwa.

Leyi a yi nga ri yindlu yo sungula leyi

Van'wamanghovo va yi akeke. Loko va suka ekaya hikuva a va kurile ku ringanela, a va tiakele tiyindlu ta vona vini. Kambe khombo ra kona, tiyindlu ta vona leto sungula a ti nga tiyangi ku ringanela.

N'wamanghovo wo sungula a ake yindlu hi byanyi kasi N'wamanghovo wa vumbirhi a ake hi swimhandzana. Hambileswi N'wamanghovo wa vunharhu a ake yindlu ya yena hi switina, a nga swi tivi leswaku a fanele ku tirhisa semende exikarhi ka switina hikokwalaho loko mhungubye yi tile, hinkwato ta tiyindlu ta vona ti biwile hi moya wa ku hefemuteka hi mahika ka mhungubye.

Van'wamanghovo va teke xiboho xa ku aka yindlu yo tiya ekusuhi na Van'wamangwa ku endlala leswaku va ta va na vaakelana ekusuhi ku va endla va titwa va hlayisekile. Nakambe a va kalelana loko va ri karhi va tshama ekule na le kule hikokwalaho a va tsakile swinene loko mibedo ya vona yinharhu yi ri ekusuhi na le kusuhi nakambe. Nakambe a va tsakile ku va na mihochi ya le hansi ka misava yinharhu, maribye manharhu na swihlahla swinharhu exirhapeni xa vona. Sweswi va tirhisa leswi swinene tanihileswi va rhandzaka ku tlanga xitumbelelana. Va tlhela va pavalala emaribyeni edyamyeni loko va twa xirhami.

Risimu ro hlayela: Ndzi na xibarhana

(hi nsumo wa *Mary had a little lamb*)

Ndzi na xibarhana, xibarhana, xibarhana

Ndzi na xibarhana, ndzi layicha misava.

Ndzi layicha xipedi xin'we, xipedi xin'we, xipedi xin'we

Ndzi layicha swipedi swimbirhi, ndzi layicha misava.

Ndzi layicha swipedi swinharhu, swipedi

swinharhu, swipedi swinharhu

Ndzi layicha swipedi swa mune, ndzi layicha misava.

Ro hetelela ndzi chela swipedi swa ntlhanu,

swipedi swa ntlhanu, swipedi swa ntlhanu

Ro hetelela ndzi chela swipedi swa ntlhanu,

kutani ndzi famba.

Vhiki ra 7

Risimu ra yinhlanharhu: Leyi i yinhlanharhu

(hi nsumo wa *Row, row, row your boat*)

Leyi i yinhlanharhu,

Langutani n'wina vanhu.

Yi na tikhona tinharhu na matlhelo manharhu.

Swi hlayeleni n'we, mbirhi, nharhu!

Rhayimi yo hlayela: Ndzi twe ndzi hlayela

Rin'we ra mabodhlela henhla ka khume, rin'we ri wa ri wa ri fayeka, ku sele mangani henhla ka khume? Kaye!

Rin'we ra mabodhlela henhla ka kaye, rin'we ri wa ri wa ri fayeka, ku sele mangani henhla ka kaye? Nhungu!

Rin'we ra mabodhlela henhla ka nhungu, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka nhungu? Nkombo!

Rin'we ra mabodhlela henhla ka nkombo, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka nkombo? Tsevu!

Rin'we ra mabodhlela henhla ka tsevu, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka tsevu? Ntlhanu!

Rin'we ra mabodhlela henhla ka ntlhanu, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka ntlhanu? Mune!

Rin'we ra mabodhlela henhla ka mune, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka mune? Nharhu!

Rin'we ra mabodhlela henhla ka nharhu, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka nharhu? Mbirhi!

Rin'we ra mabodhlela henhla ka mbirhi, rin'we ri wa ri wa ri fayeka ku sele mangani henhla ka mbirhi? N'we!

Week 8

Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,
Hot and bright it gives us light,
The sun is in the sky.
The moon is in the sky, the moon is in the sky,
It's late and dark, we tuck up tight,
The moon is in the sky.

Day and night story: *Malik gets it wrong*

Malik was fast asleep in his bed. He was having such a happy dream, but suddenly he woke up and jumped out of bed.

'I'm going to be late for school,' worried Malik. 'I'd better hurry.'

So he brushed his teeth, put on his clothes and ran to the kitchen to find his breakfast.

But when he got to the kitchen, all was quiet. There was no breakfast and the family wasn't there either.

'What's going on?' wondered Malik. 'Where are Mom and Dad? Where is everyone else? And, where is my breakfast?'

Malik stopped. He looked around. Everything was dark. He reached for the wall to switch the light on.

Malik looked around. What was going on? He opened the curtains and looked outside. He saw a beautiful shiny moon and a sprinkle of stars.

'That's not right,' thought Malik. 'If it is school time, why is it still so dark outside?'

Malik listened to the sounds of the house. It was so quiet. But then he heard something that he knew well – Dad was snoring! He went to the bedroom and saw Dad fast asleep.

Mom woke up. 'What's going on, Malik? Why are you in your school clothes? It's still the middle of the night. Go on, back to bed you go. Sleep tight until morning,' she said and gave him a big hug.

Malik went back to bed. He didn't bother to put his pyjamas back on. Soon he fell fast asleep and when he woke up, it was morning.

Malik hurried to the kitchen and this time everything was normal. He could see the sun just coming up, his breakfast was on the table and his family were already eating.

Soon Dad called out, 'Hurry everyone, the school taxi will leave without us.'

The children hurried to the door with their father. Malik smiled. Everything was back to normal.

Week 9

Counting song: *Five in a bed*

There were five in the bed
and the little one said,
'Roll over. Roll over.'
So they all rolled over and one fell out.
(Repeat for four, three, two)
There was one in the bed
and the little one said,
'Good night. Sleep tight.'

Week 10

Counting rhyme: *Taxi, taxi*

Taxi driver stop for us,
We want to catch your taxi bus.
We get in 1, 2, 3, 4, 5.
Taxi driver now you can drive.
Taxi driver stop for them.
We get in 6, 7, 8, 9 and 10.
Thank you driver, we're all in.

Vhiki ra 8

Risimu ra nhlekanhi na vusiku: *Dyambu ri le xibakabakeni*

(hi nsumo wa *The farmer's in the den*)

Vonani dyambu ra huma le, vonani dyambu ra
huma le,

Ndzi hlamba nhloko ndzi ya xikolweni,

Vonani dyambu ra huma le.

Vonani n'weti wa huma le, vonani n'weti wa
huma le,

Lumeka rivoni ndzi hlaya, lumeka rivoni ndzi hlaya,
Vonani n'weti wa huma le.

Xitori xa nhlekanhi na vusiku: *Malik u endla xihoxo*

Malik a etlele vurhongo emubedweniwa
yena. A ri na norho wo tsakisa swinene,
kambe xikan'wekan'we a ku bulumuku a
tlula emubedweni.

'Ndzi ta xwela ku ya exikolweni,' ku vilela Malik.
'Swa antswa ndzi hatlisa.'

Kutani a chukucha meno ya yena, a ambala
swiambalo swa yena kutani a tsutsumela
ekhixini ku ya kuma mfihlulo wa yena.

Kambe loko a fika ekhixini, a ku lo tititi. A ku
ri hava mfihlulo naswona vandyangu a va nga
ri kona.

'Xana ku humelela yini?' ku hlamala Malik.
'Xana Mhani na Papa va kwihi? Xana vanhu
hinkwavo va le kwihi? Naswona, mfihlulo wa
mina wu kwihi?'

Malik a yima. A halahala. A ku ri munyama.
A mbamba khumbi ku lumeka rivoni.

Malik a halahala. Xana ku humelela yini? A
bakanya makhetenisi a languta ehandle. A vona
n'weti wo vangama wo saseka na ku phatima
ka tinyeleti.

'Leswi a hi swona,' ku ehleketa Malik. 'Loko
wu ri nkarhi wa xikolo, hikwalahokayini ku
dzwiharile swinene ehandle?'

Malik a yingisela mipfumawulo ya yindlu. A
ku lo tititi. Kambe a twa swin'wana leswi a
swi toloverile swinene – Tatana a ba matonori!
U ye ekamareni ro etlela eka rona kutani a vona
Tatana a yile hi vurhongo.

Mhani u pfukile. 'Xana ku humelela yini, Malik?
Hikwalahokayini u ambarile swiambalo swa
xikolo? Ka ha ri exikarhi ka vusiku. Famba,
tlhelela ekutleleni. Etlela swinene kufikela
nimixo,' a vula kutani a n'wi vukarha.

Malik u tlhelele eku etleleni. A nga ha
tikarhatangi hi ku ambala tipijama.
Xikan'wekan'we a khomiwa hi vurhongo kutani
loko a pfuka, a ku ri nimixo.

Malik u tsutsumele ekhixini naswona sweswi
swilo hinkwaswo a swi ri swa ntolovelolo. A vona
dyambu ri ri karhi ri huma, mfihlulo wa yena a
wu ri ehenhla ka tafula naswona vandyangu wa
yena se a va ri eku dyeni.

Xikan'wekan'we Tatana a huwelela, 'Hatlisani
hinkwenu, thekisi ya xikolo yi ta hi siya.'

Vana va hatlisa va ya enyangweni na tata wa
vona. Malik a n'wayitela. Swilo hinkwaswo a
swi tlhelerile eka swa ntolovelolo.

Vhiki ra 9

Risimu ro hlayela: *Ntlhanu emubedweni*

A ku ri na ntlhanu emubedweni
lontsongo a huwelela,
'Pfukani. Pfukani.'

Kutani hinkwavo va pfuka kambe un'we a
wela ehansi.

(*Vuyelelani ka mune, nharhu, mbirhi*)

A ku ri na un'we emubedweni
lontsongo a huwelela,
'Ri perile. Etlelani swinene.'

Vhiki ra 10

Rhayimi yo hlayela: *Thekisi, thekisi*

Muchayeri wa thekisi hi yimele,
Hi lava ku khandziya thekisi ya wena.

Ha khandziya 1, 2, 3, 4, 5.

Muchayeri wa thekisi mina ndzi hava nkanu.

Muchayeri wa thekisi yimela lavaya.

Va khandziya 6, 7, 8, 9, 10.

Ha khensa muchayeri, hinkwerhu hi khandziyile.

one

1

•

mbirhi

2

••

Playdough template: Number 1

one

Templates • Tithempuleti

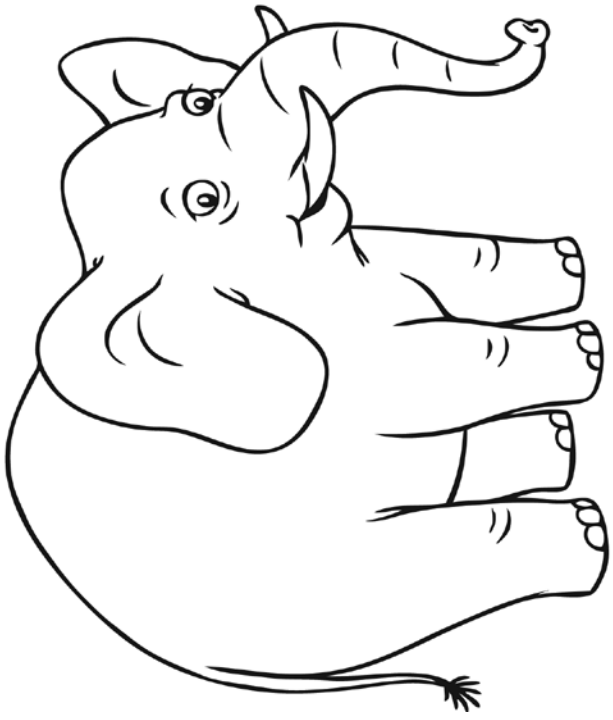
Thempuleti ya vumba byo tlangisa: Nomboro ya 3

nharhu

3

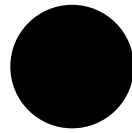
A beetle (Week 4) • Xifufunhunu (Vhiki ra 4)

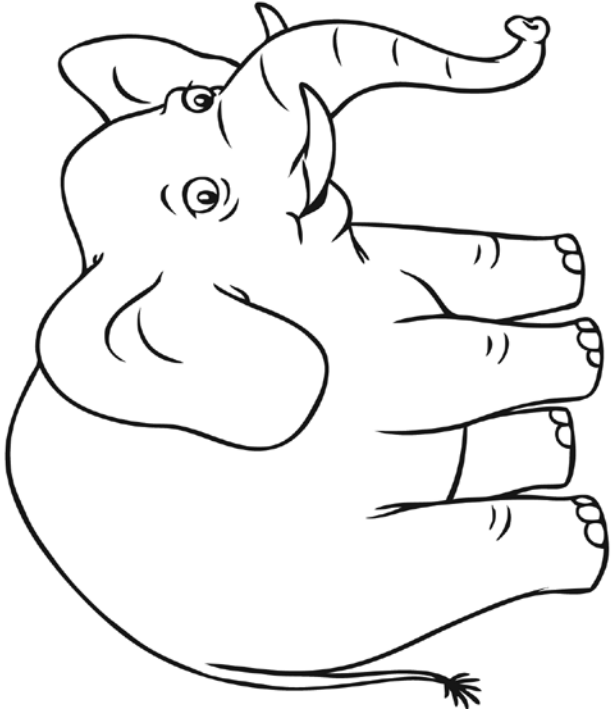
Six-piece puzzle • Xiphazamiso xa swiphemu swa tsevu



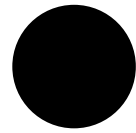
one

—

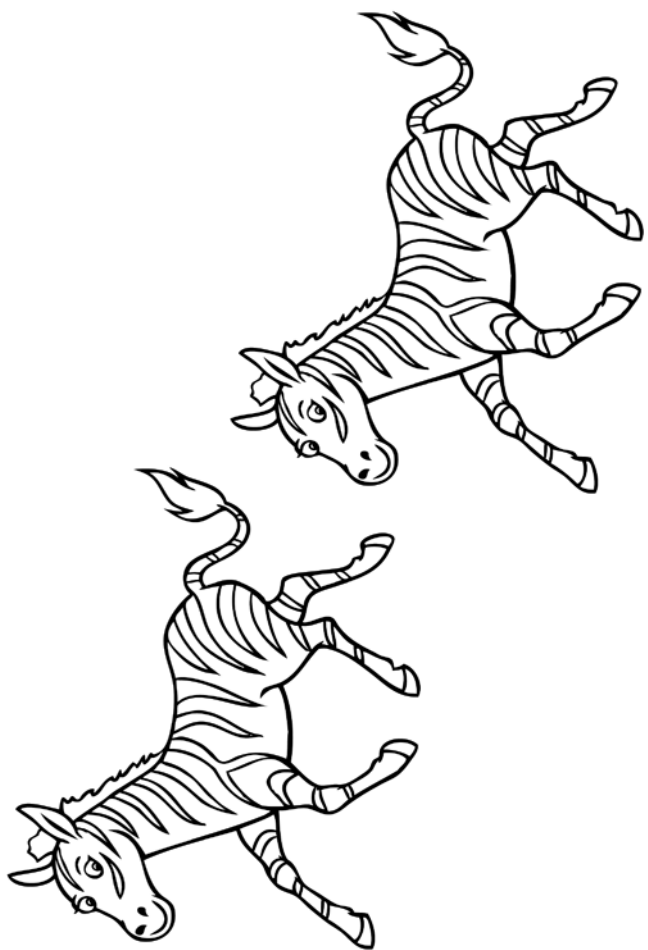




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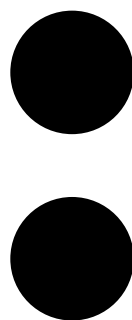


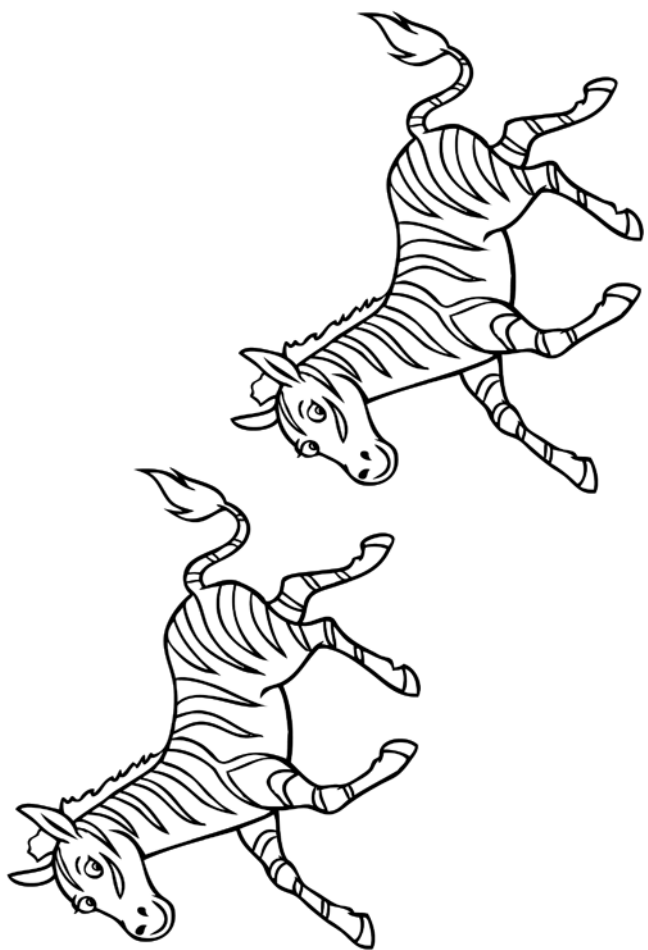
n'we



2

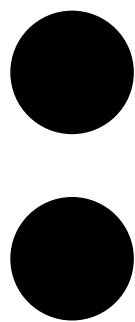
two

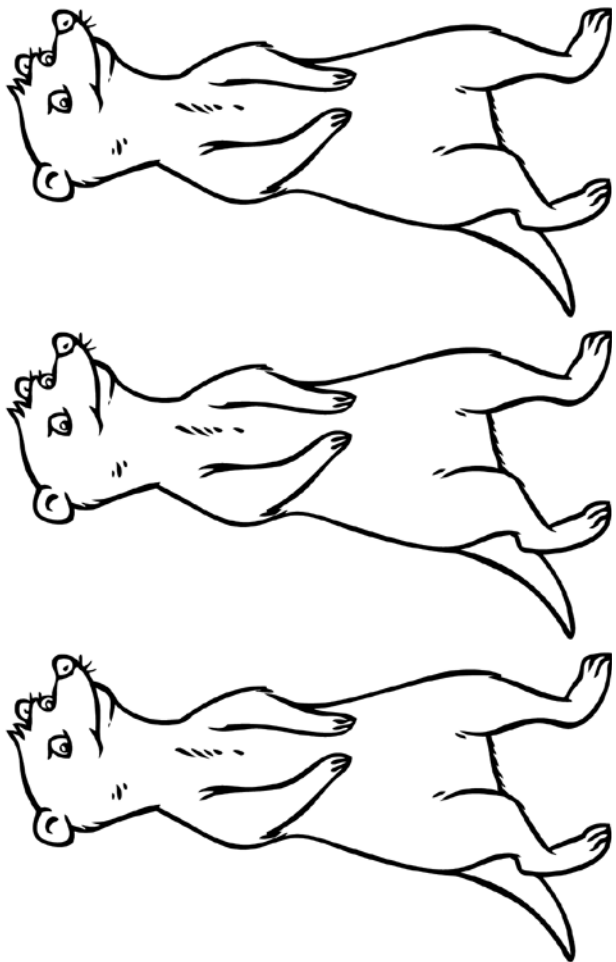




2

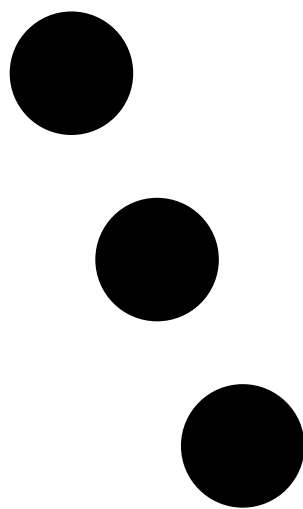
mbirhi



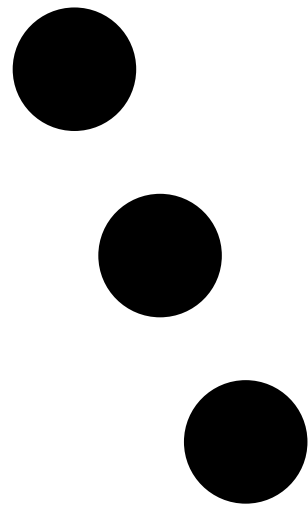
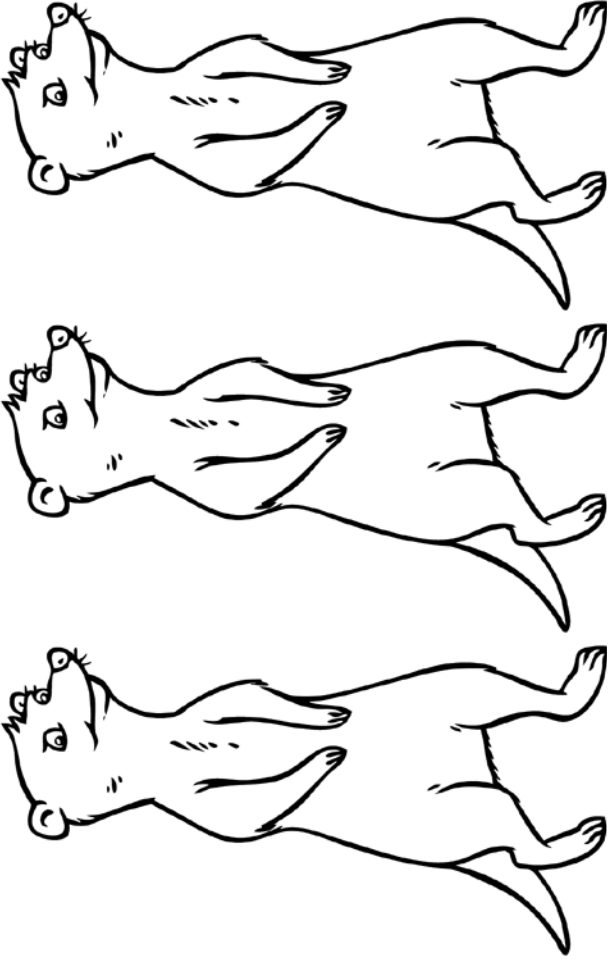


3

three

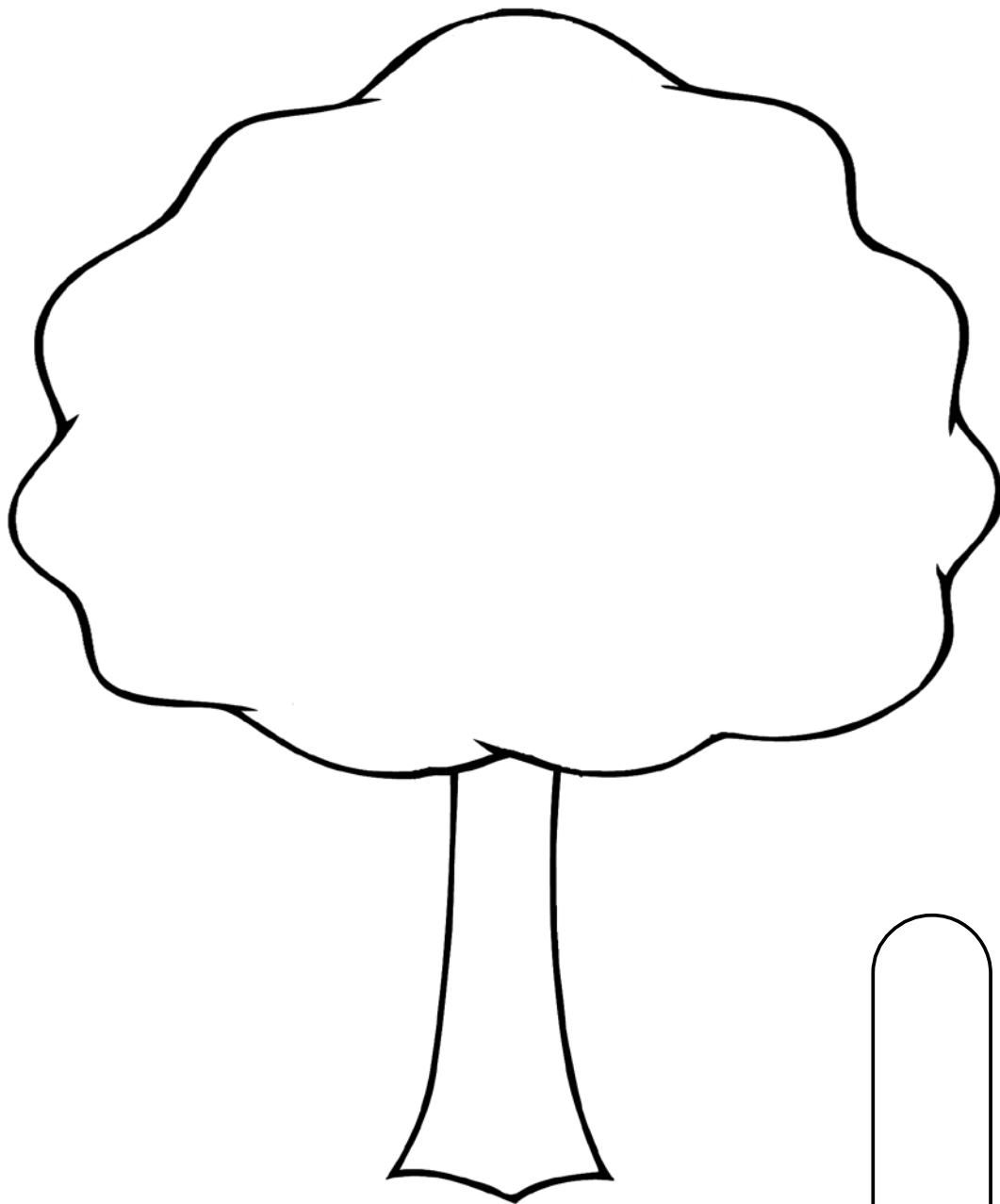


3

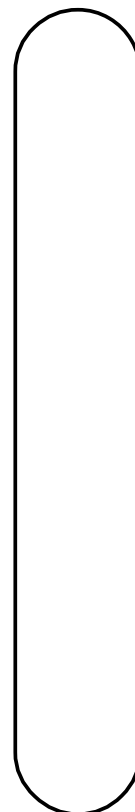
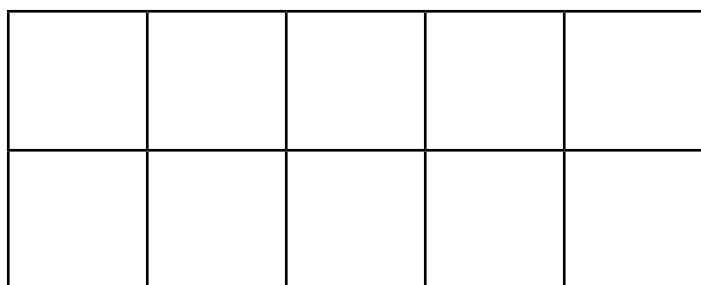


nyarhu

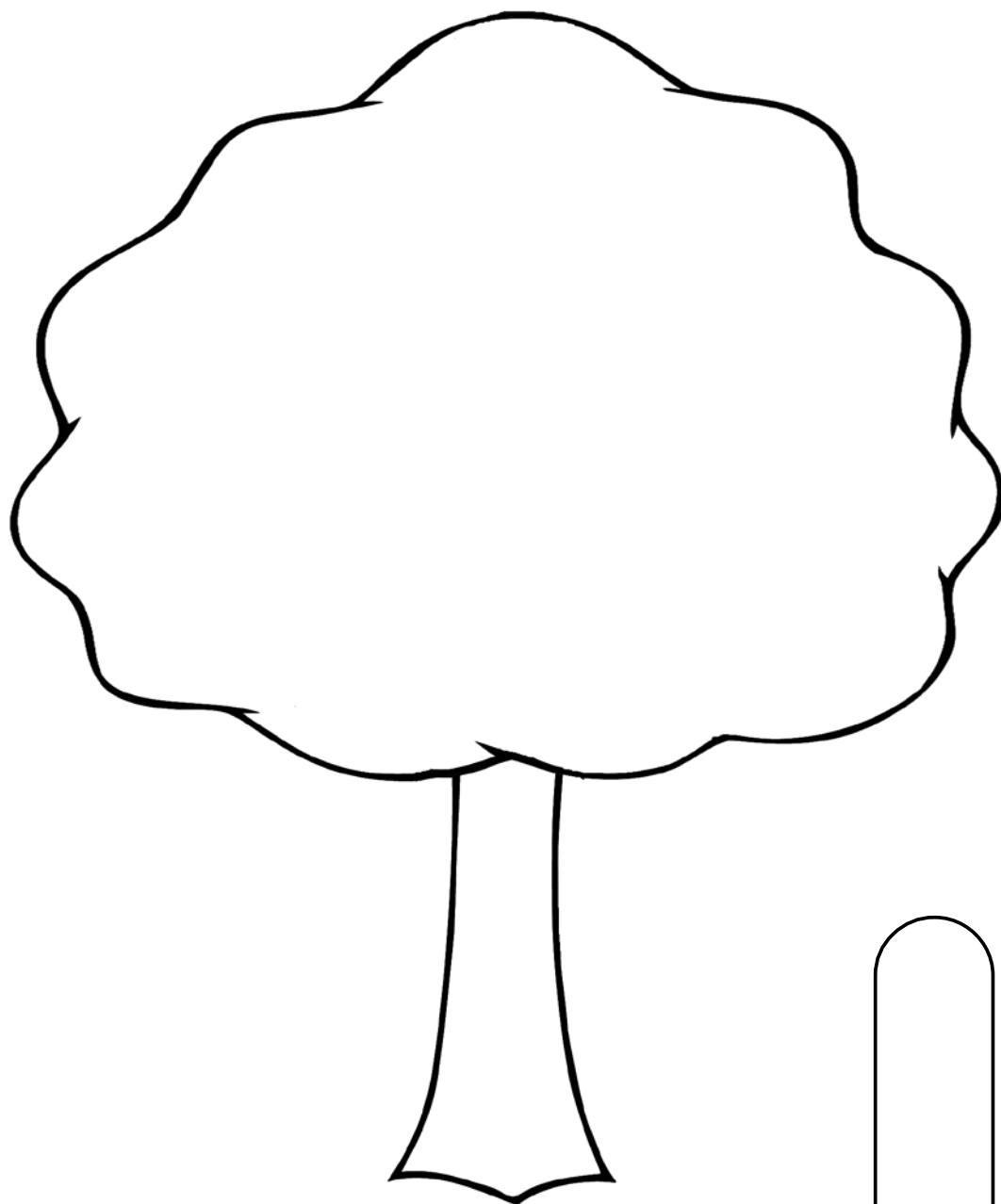
Playdough template: Number 1



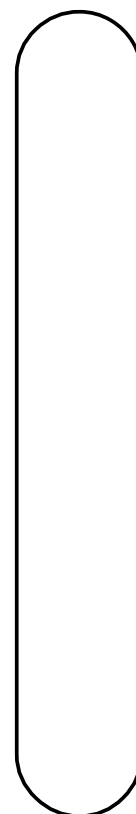
one



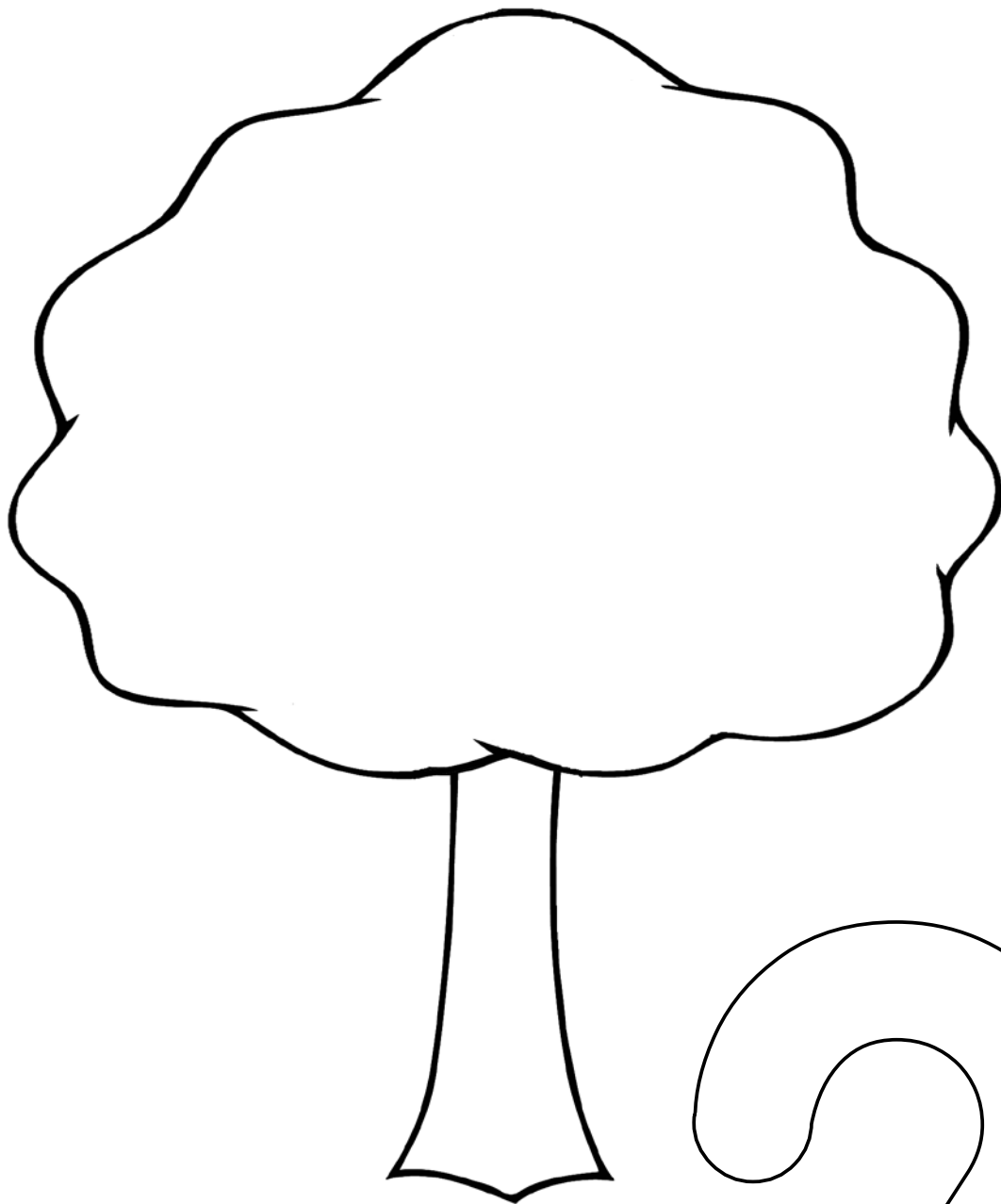
Thempuleti ya vumba byo tlangisa: Nomboro ya 1



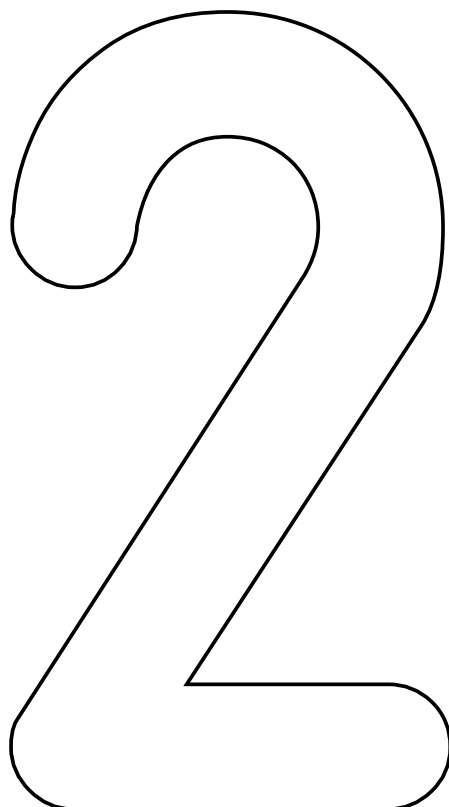
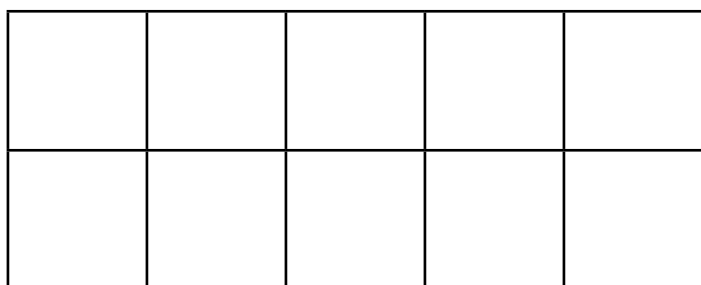
n'we



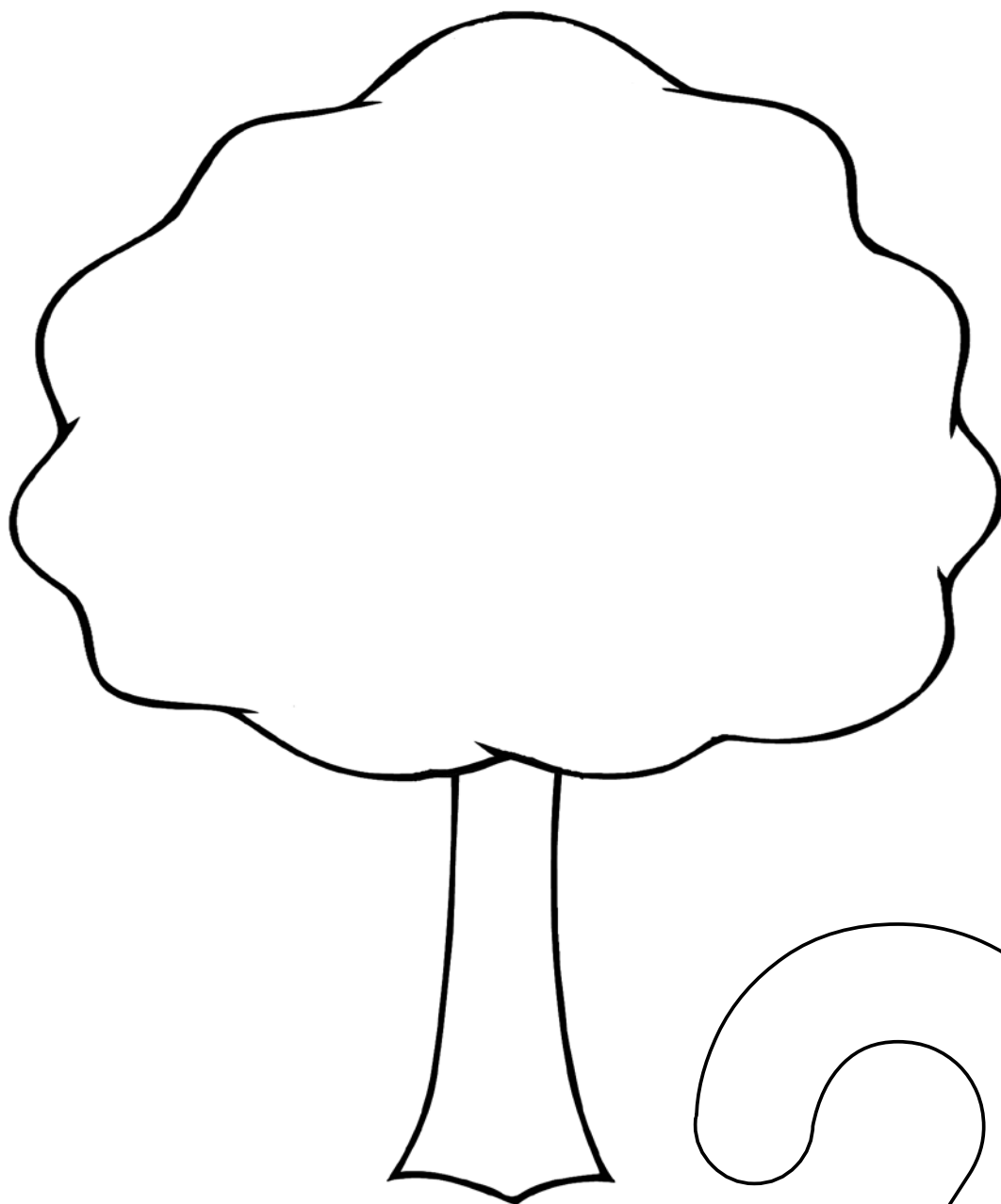
Playdough template: Number 2



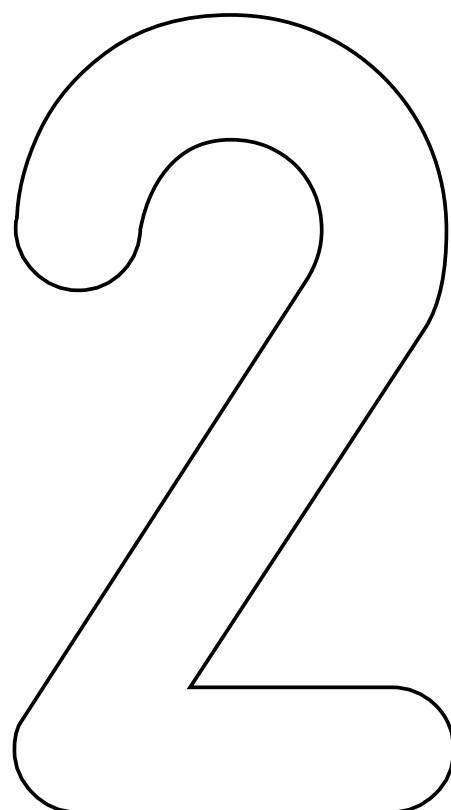
two



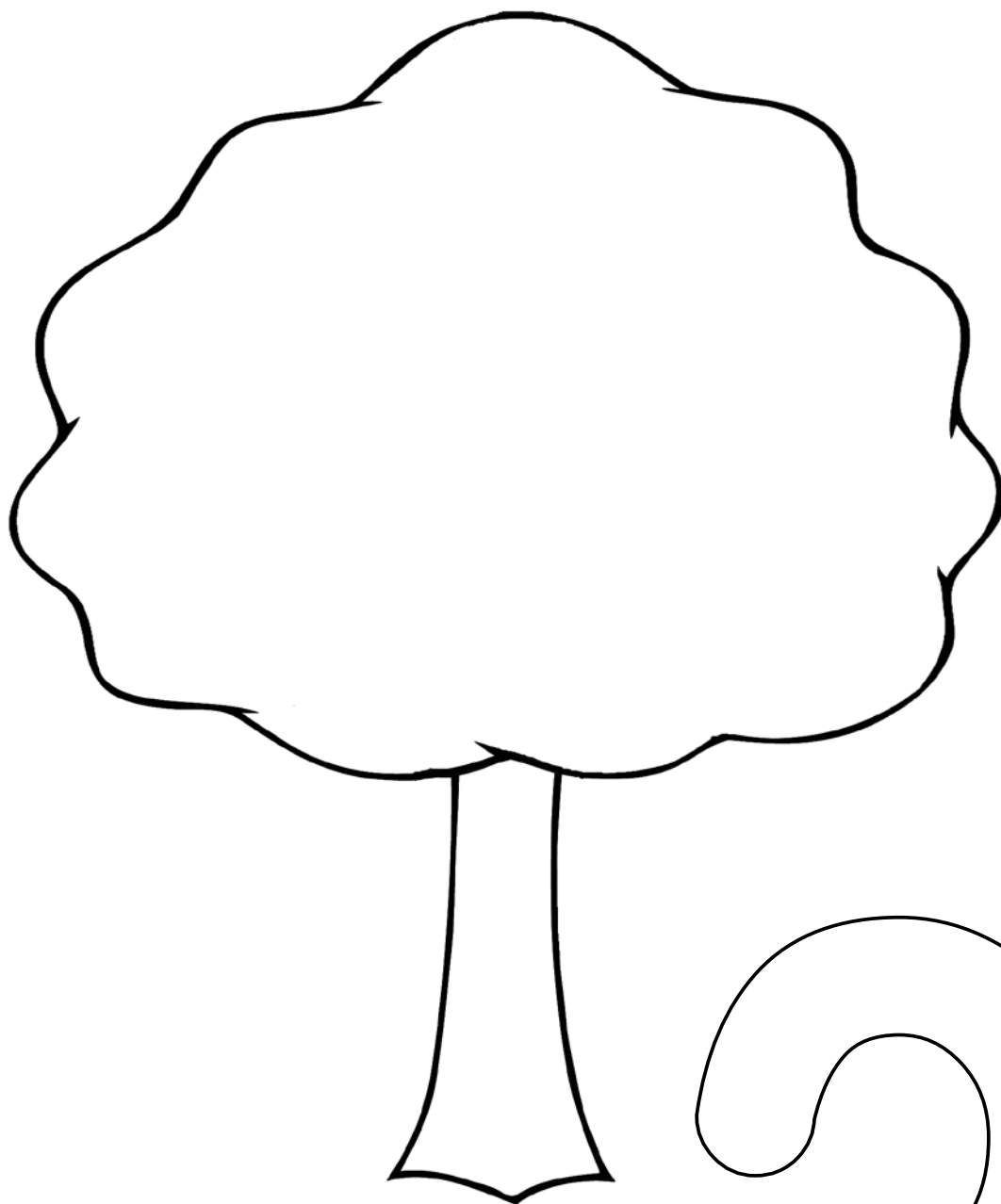
Thempuleti ya vumba byo tlangisa: Nomboro ya 2



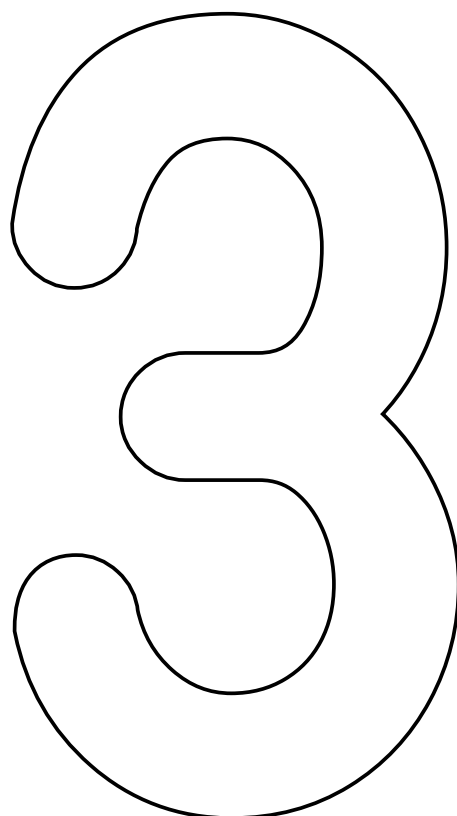
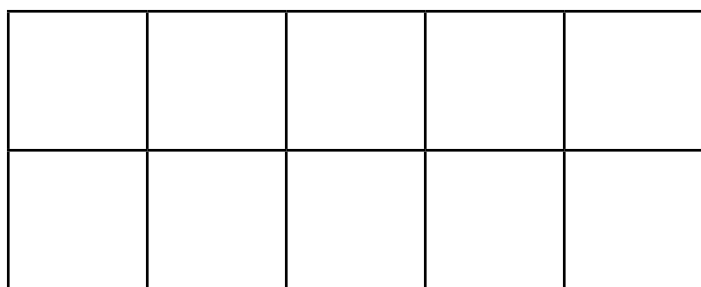
mbirhi



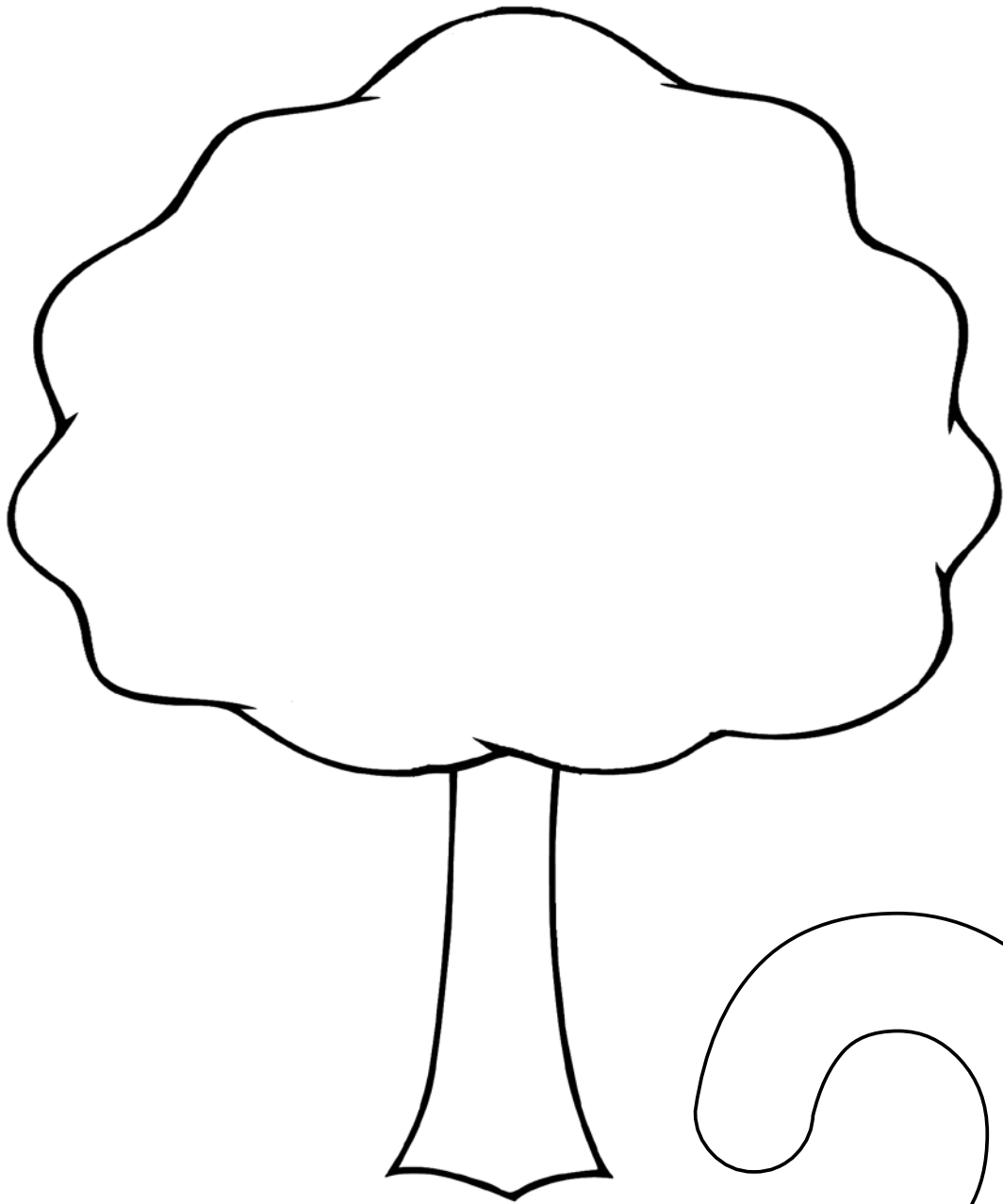
Playdough template: Number 3



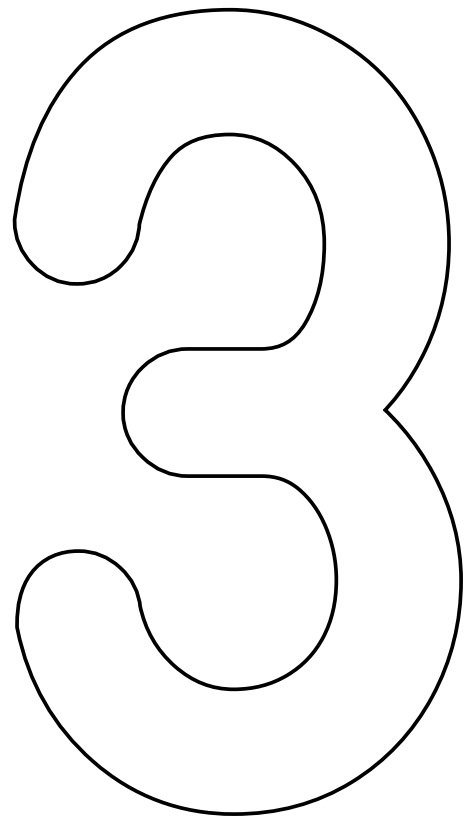
three



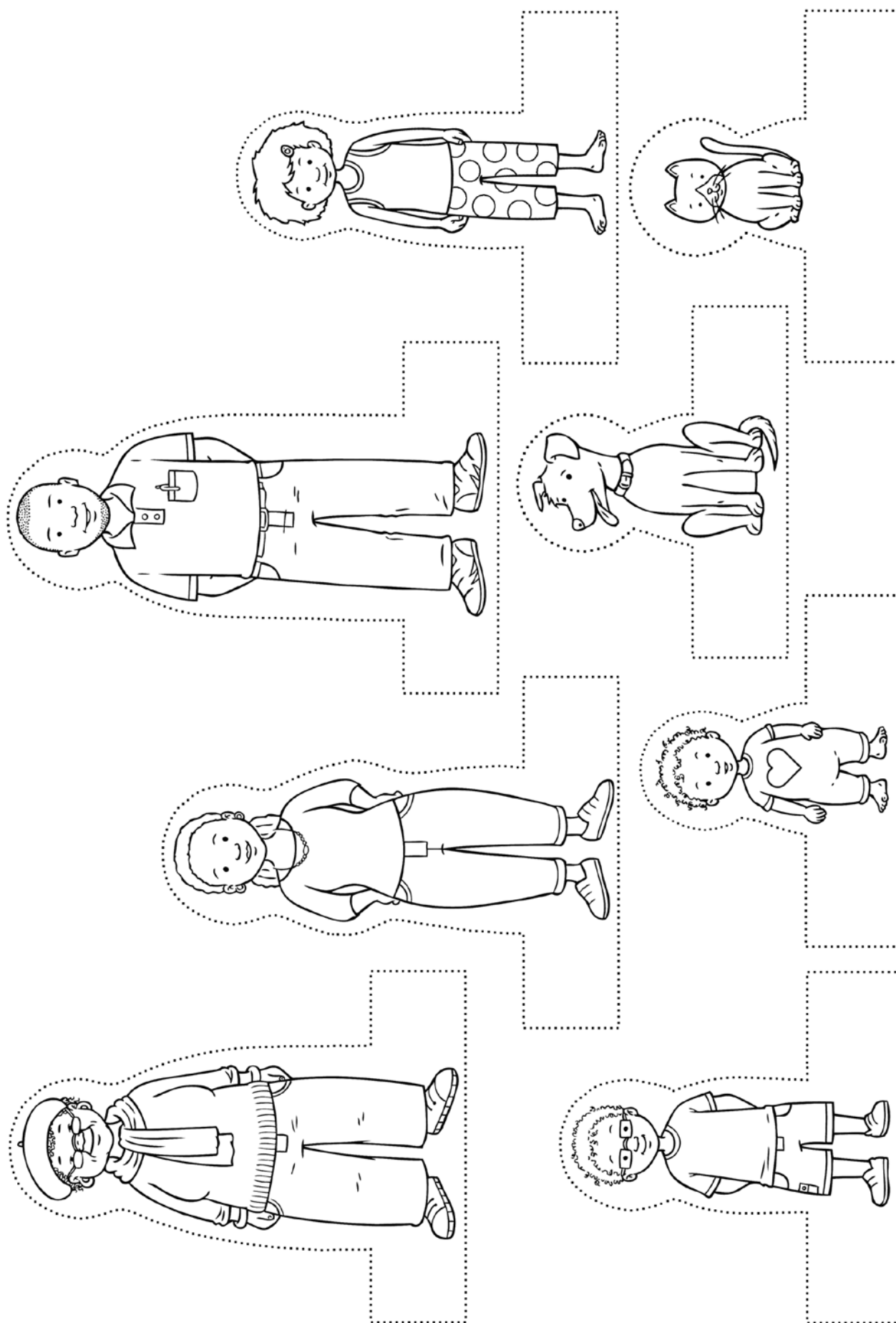
Thempuleti ya vumba byo tlangisa: Nomboro ya 3



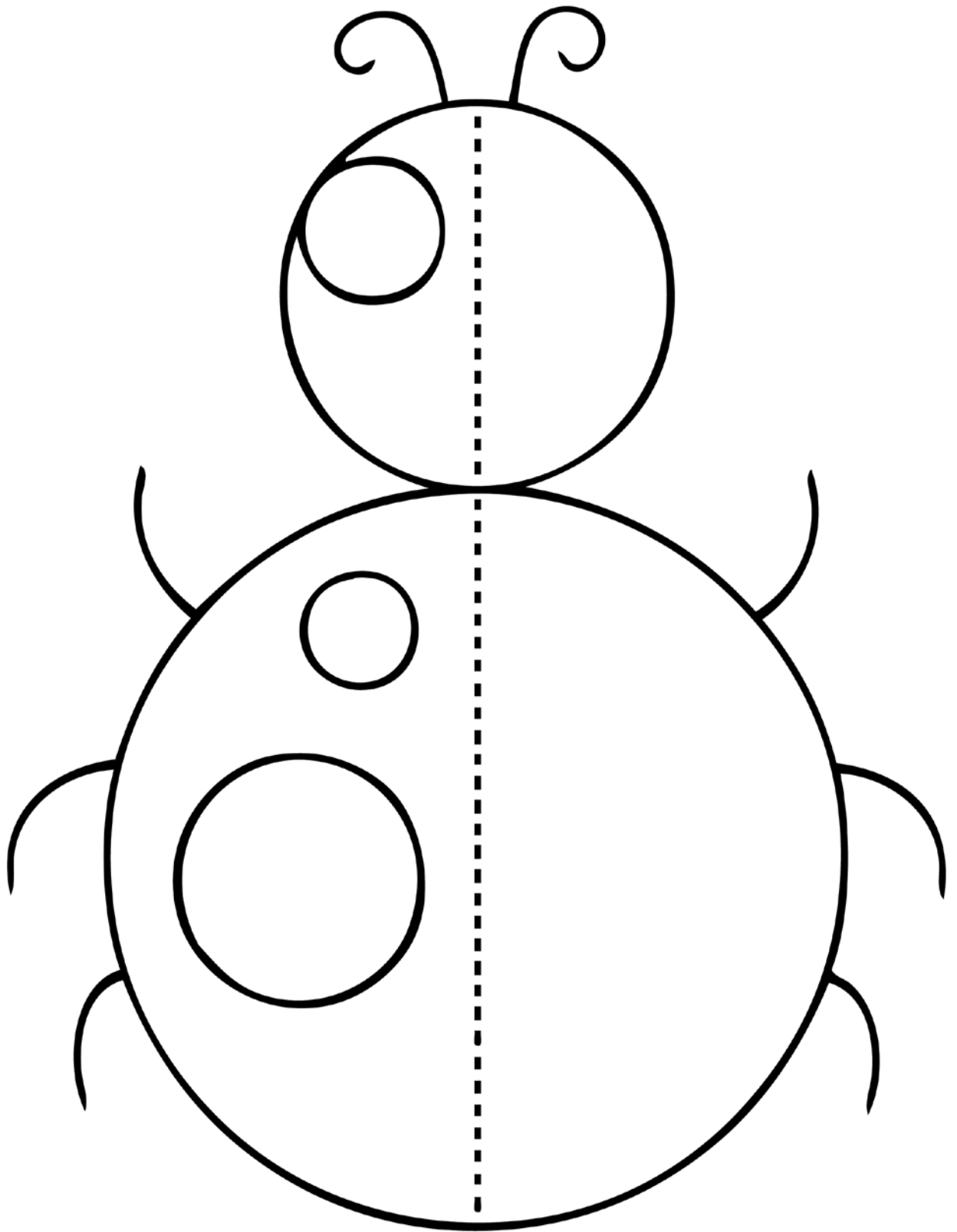
nharhu



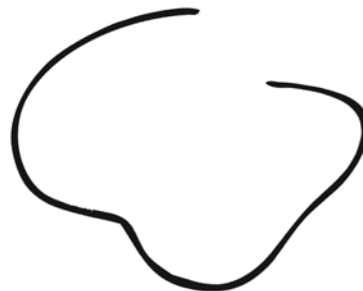
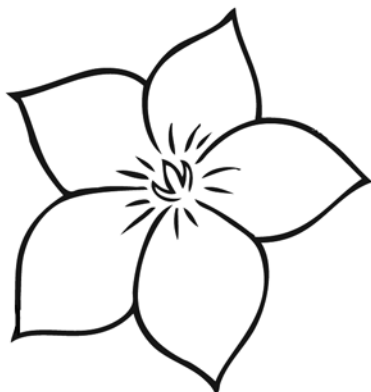
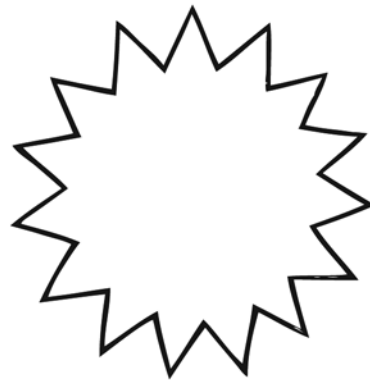
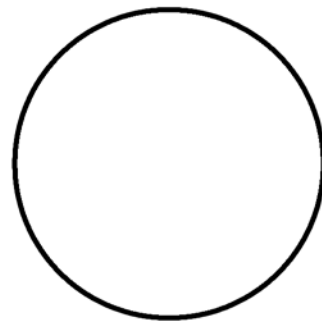
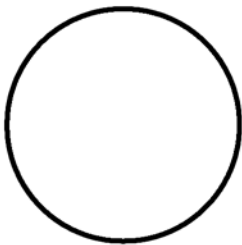
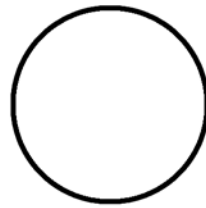
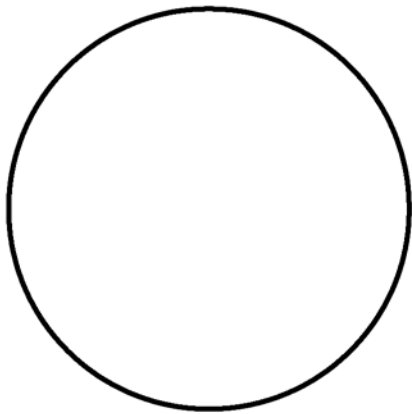
Finger puppets (Week 1) • Tipopayi ta tintiho (Vhiki ra 1)



A beetle (Week 4) • Xifufunhunu (Vhiki ra 4)



Circles (Week 4) • Swirhendzevutana (Vhiki ra 4)



Triangles (Week 7) • Tinhlanharhu (Vhiki ra 7)

