

# Uhlelo Lokuthuthukisa Izibalo Zebanga R

## Grade R Mathematics Improvement Programme

# Umhlahlandlela Wemisebenzi: Ithemu 4 Activity Guide: Term 4



IsiZulu | English

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

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

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

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

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

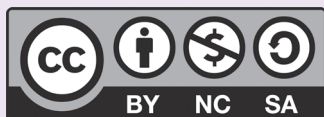
## ACKNOWLEDGEMENTS

Special thanks to:

- ★ The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- ★ Colleagues from Wordworks, language technical partners on the Grade R Mathematics and Language Improvement Project, for collaborating on the materials development.
- ★ The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (*R-Maths*) in the Western Cape between 2016 and 2019.
- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

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Ukuthuthukiswa nokukhiqizwa kokuqeqeshwa kanye nezinsiza zasekilasini zoHlelo Lokuthuthukisa Izibalo neziLimi Zebanga R kuphumelele ngenxa yoxhaso olunobubele lwephrojekthi oluphuma kwi-**United States Agency for International Development** kanye ne-**Zenex Foundation**.

Uhlelo Lokuthuthukisa Izibalo neziLimi Zebanga R luphethwe yi-**Jet Education Services** ehlangene ne-**Schools Development Unit** yase-**UCT** ne-**Wordworks** njengabalingani abangochwepheshe ngamakhono athile.

I-**Schools Development Unit (SDU)** e-**University of Cape Town (UCT)** iwumlingani owuchwepheshe wezibalo kuHlelo Lokuthuthukisa Izibalo neziLimi Zebanga R. I-SDU iyingxenywe ephakathi ku-School of Education sase-UCT egxile ekuthuthukiseni kobungcweti bothisha eziBalweni, Isayensi, Ukwazi Ukufunda Nokubhala/Ulimi kanye namaKhono Empilo kusuka Ebangeni R kuya Ebangeni le-12. I-SDU inikeza iziqu zobuthishela kanye nezifundo zesikhathi esifushane ezivunye i-UCT, umsebenzi osekelwe esikoleni ukuthuthukiswa kwezinto kanye nocwaningo ukuze kusekwe ukufundisa nokufunda kuzo zonke izimo zaseNingizimu Afrika.

Lokhu kuhlelwa kwezinto zezibalo kuphuyeleliswe ukuhlanganyela nabasebenzi baka-Wordworks kwase kwenziwa ngcono ngokuqondanisa kwabo izinto zoHlelo Lokuthuthukisa Ulimi. Ictetshiswe umsebenzi wezikhulu zomkhakha wohlelo lwezifundo wokuThuthukiswa kwaBantwana Abancane kanye nesiGaba esiyisiSekelo ezingeni lesiFunda kanye nelesiFundazwe koMnyango wezeMfundo wesifundazwe saseGauteng, okuyibona abenze iminikelo ebalulekile kokuqokethwe kwezinto futhi bazibandakanya ngokwakhayo ukuqinisekisa ukuqondana, nemigomo yesifundazwe, okwenziwayo kanye nokungamagugu.

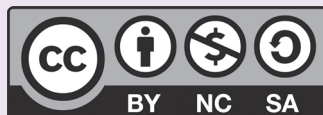
## AMAZWI OKUBONGA

Kubongwa ngokukhethekile:

- ★ Izikhulu zomkhakha woHlelo Lwezifundo, Umkhakha Wokufunda kothisha kanye nomkhakha wokuFunda okukhethekile woMnyango WezeMfundo wesifundazwe saseGauteng, ngokuzinikela kwabo ukulungisa izinsiza kufunda zethu.
- ★ Ozakwethu abaphuma e-Wordworks, abalingani abangongcweti bolimi kuPhrojekthi Yokuthuthukisa Izibalo neziLimi ngokuhlangana ekuthuthukiseni izinto.
- ★ Izikhulu kanye nothisha be-Western Cape Education Department (WCED) ngokuzinikela ekuqaleni okuyimpumelelo kwe-Grade R Mathematics Programme (*R-Maths*) eNtshonalanga Kapa phakathi konyaka wezi-2016 nonyaka wezi-2019.
- ★ Iqembu lababhali be-*R-Maths*: Abasebenzi bakwaSDU nabaxhumanisi, kanye nezikhulu zakwaWCED.

Uhlelo Lokuthuthukisa Izibalo Zebanga R lususelwe ku-*R-Maths*, eyashicilelwa okokuqala ngonyaka wezi-2017 yi-Schools Development Unit, University of Cape Town. Ilungelo lobunikazi be-*R-Maths* liphethwe yi-University of Cape Town.

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# Introduction

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

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

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

## Features of Activity Guide: Term 4

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

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

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

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

## Grade R Maths in the daily programme

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

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

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

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



# Isingeniso

Uhlelo Lokuthuthukisa Izibalo ZeBanga R (u-Grade R Maths) lusekelwe olwazini oluhle lwezibalo, ukuqonda inqubekelaphambili kwikharikhulamu Yebanga R, kanye nokuqonda ukuthi ezinye izindlela zokufundisa zifanele ukugqugqezela ukufunda kanye nemiphumela ethile.

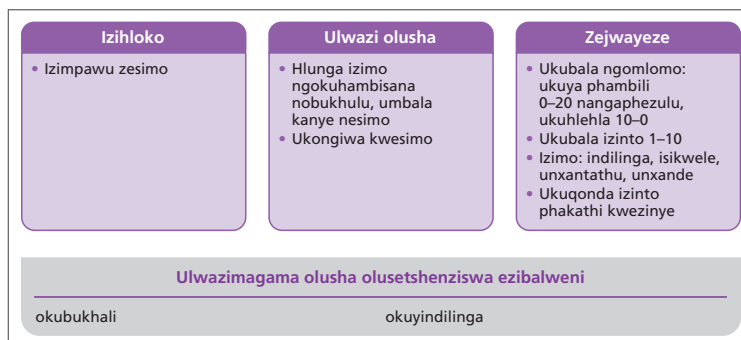
*Umhlahlandlela Wemisebenzi: Ithemu 4 ka-Grade R Maths* unikeza uhlaka lokufundisa izibalo kwithemu yesine yeBanga R ngalokhu:

- kulandelanisa okuqokethwe kweZibalo Nolwazi Okugxilwe kulo emasontweni ayishumi
- nikeza inqubekelaphambili kanye nesivinini sokufunda ngaphakathi kweZingxenywe Zolwazi ezinhlanu
- gxila kwiNgxenywe Yolwazi eyodwa ebalulekile ngesonto. (Nokho izihloko ezikwezinye iZingxenywe Zolwazi zingethulwa bese ziyenziwa kulelo sonto. Ukufunda nokufundisa okuphathelele nezinombolo kwenzeka zonke izinsuku futhi kudidiyelwe kuzo zonke iZingxenywe Zolwazi.)
- phakamisa imisebenzi yekilasi lonke, umsebenzi oholwa uthisha nozimele weqembu.

## Izimpawu Zomhlahlandlela Wemisebenzi: Ithemu 4

Lezi zimpawu ezilandelayo zakha ingxenywe yoMhlahlandlela Wemisebenzi: Ithemu 4:

- Ukubuka konke okuqokethwe kukhombisa ulwazi olusha kanye nokugxila kokwenziwayo ngesonto ngalinye.
- Ithemu, isonto kanye neNgxenywe Yolwazi Okugxilwe Kuyo kubekwe kwacaca ekuqaleni kwesonto ngalinye.
- Amabhokisi Ezihloko, Ulwazi olusha kanye namabhokisi okuZejwayeze kukhombisa ukuthi yini ezokwenziwa ngesonto elilandelayo.
- Ulwazimagama lwezibalo olusha oluzofundiswa ngesonto nesonto.



- Unikeziwe uhlu lokumele ukulungiselele kwesonto.
- Amabhokisi amacebo anikeza imibono kanye nezikhumbuzi.
- Amabhokisi okudidiyela abonisa ukuthi izibalo zingaxiliswa kanjani kwezinye izifundo neminye imisebenzi yansuku zonke ngesikhathi sohlelo lwansuku zonke lweBanga R.
- Amabhokisi ka-'Hlola ukuthi abafundi bayakwazi uku-' asiza ukuqaphela nokuhlola okuqhubekayo.
- Ikhasi lokuhlola okuqhubekayo lisuselwe emisebenzini yethemu.
- Izinsiza namathempulethi kufakwe ngemuva komhlahlandlela.

## U-Grade R Maths ohlelweni lwansuku zonke

Inqubo eyejwayelekile ibalulekile futhi nabafundi bayakujabulela ukuphindaphinda bese bezizwa bevikelekile uma bazi okumele bakwenze nokuthi kulindelekeni kubona.

Nokuhlunga kubalulekile ukuqinisekisa ukuthi inqubo eyejwayelekile yenzeka kahle. Funda okuqokethwe kwesonto bese ulungisa zonke izinto ozozidinga zosuku ngalunye ngaphambili. Hlunga izinto zosuku ngaphambili ukuze zonke izinto zibe sezilungile ekuseni.

U-Grade R Maths uphakamisa ukulandelana kwemisebenzi ephindaphindwayo ezinsukwini ezinhlanu esontweni. Ukuhleleka kwekilasi nemisebenzi engasetshenziselwa ukufundisa nokugxilisa ulwazi lwezibalo kuphakanyisiwe ngesonto ngalinye. Lokhu kubandakanya:

## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

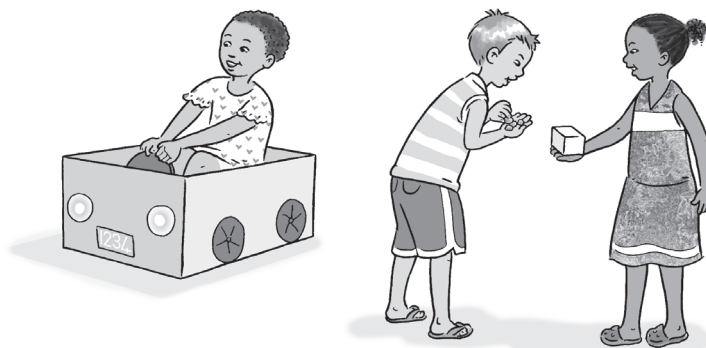
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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



## Imisebenzi yekilasi lonke ngosuku

- Umlolozelo noma iculo
- Ukubala ngomlomo
- Ukubala izinto eziphathekayo
- Imisebenzi nemibuzo exhumene nezihloko zeNgxenye Yolwazi

Ekupheleni komsebenzi wekilasi lonke, khombisa abafundi okuzodingeka bakwenze eziteshini zabo zokusebenzela. Izinto zonke abazidingayo kumele sezilungisiwe ukuze baqale ukwenza imisebenzi.



## Ukuguquka: Ukusuka komunye umsebenzi uya komunye

Ukusuka ekusebenzeni kumata kanye neziteshi zokusebenzela kukamata neziteshi zokusebenzela kuyisikhathi esihle sokulungiselela ukubala ngesigqi nangokujabula, izindlela ezinobuciko zokunyakaza, isib. kancane njengofudu, ukugxuma njengonogwaja, buthule njengegundane, ngamunye ngamunye nekhadi lakhe elinegama/isithombe esiwuphawu lwakhe.

## Imisebenzi yamaqembu amancane

- Munye umsebenzi oholwa uthisha ngosuku.
- Mine imisebenzi yamaqembu amancane ngosuku. Le misebenzi emine ezimele (noma imisebenzi esecaleni) kumele ibekwe **eziteshini zokusebenzela** ezine ekilasini – kungaba sematafuleni lapho abafundi behleli noma bemile, noma kumata noma ngaphandle. Amaqembu ayashintshana ukuya **esiteshini sokusebenzela** ngasinye kuze kuphele isonto, kuya ngokuthi uthisha uyihlele kanjani imisebenzi. Khumbuza abafundi ukuthi badedelane, babelane ngezinto futhi basizane ngesikhathi besebenza.

## Isikhathi sokuqoqa

Kudingeka abafundi bazi ukuthi ezakuphi izinto. Ishalofu noma itafula elabelwe izinto zezibalo lizosiza abafundi ukuba bahleleke. Khuthaza abafundi ukuthi basizane ngesikhathi sokuqoqa. Ekuqaleni abafundi bazodinga usizo, futhi kumele ubakhumbuze ukuthi izinto zibekwaphi, kodwa ngokushesha bazojwayela ukubeka izinto lapho zingezakhona.

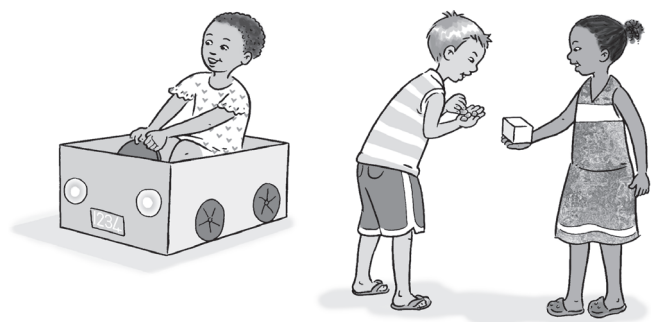
Khetha abaholi bamaqembu kanye nabasizi bokuqoqa ngesonto ngalinye. Banike imisebenzi ethize nezibophezelo.

## Imisebenzi ekhethwe ngokukhululeka

Lungisa imisebenzi yokuziqambela eehayo, abafundi abangakhetha kuyo uma sebeyiqedile imisebenzi yabo yasesiteshini sokusebenzela.

Lokhu kungabandakanya:

- amabhulokhi noma amanye amathoyizi okwakha
- amaphazili
- inhlama yokudlala
- izincwadi ekhoneneni lokufunda
- umdlalo wokuzenzisa, isibonelo, ukuthenga
- ibhuku lokusebenzela noma amakhasi okusebenzela.





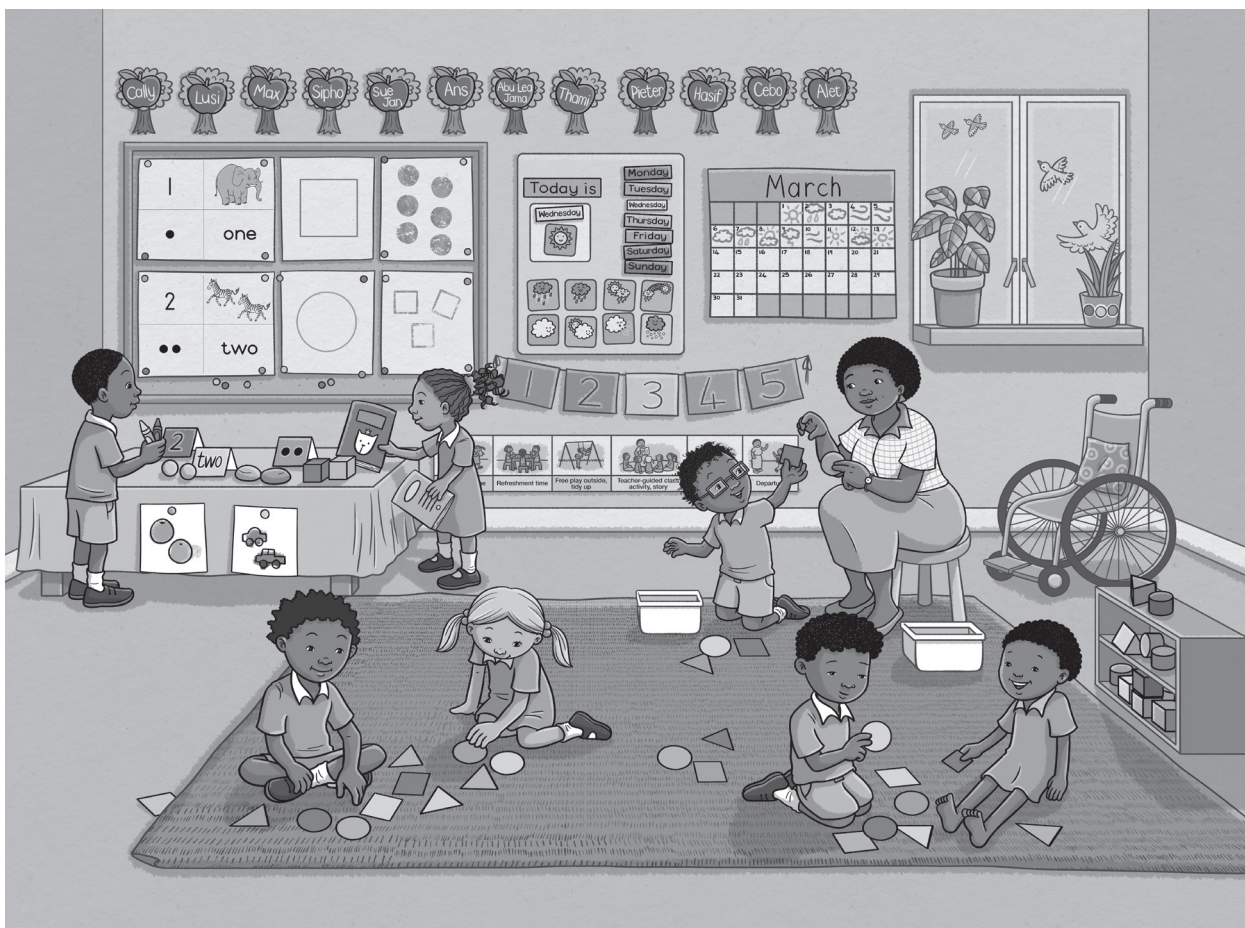
## Assessment

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

## Grade R Maths in the classroom

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

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



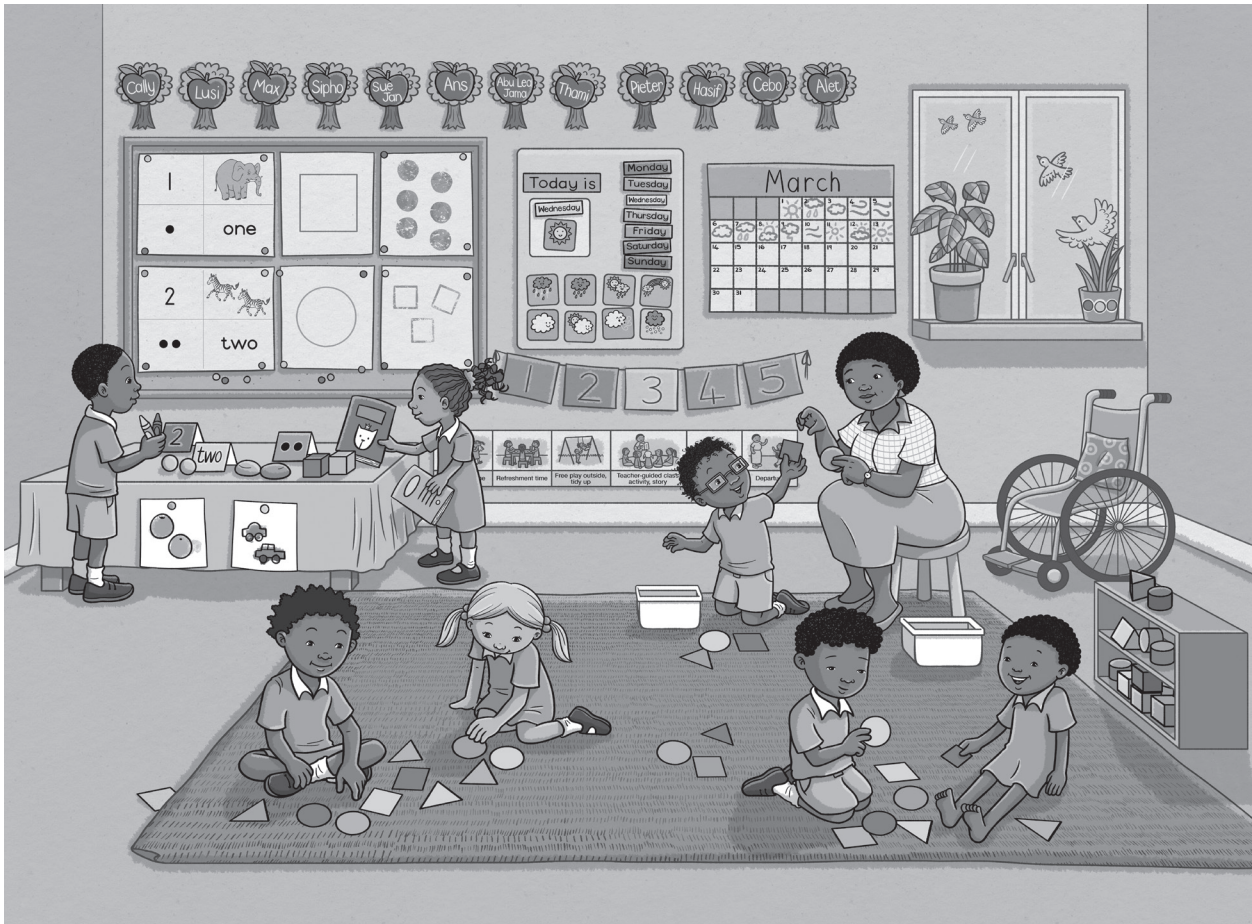
## Ukuhlola

Ukuqaphela kanye nokuhlola okuqhubekayo ngesikhathi semisebenzi eholwa uthisha neyekilasi lonke, kunika amathuba okuqonda kanye nokubheka kahle inqubekelaphambili yomfundi ngamunye. Lolu lwazi lubalulekile ukuqondisa ukufundisa kuyiwa phambili kanye nokungenelela kumfundi ngamunye. Uhlu lokuhlola okuqhubekayo ekhasini 185 no-187 lalo mhlahlandlela lusekelwe kokuqokethwe okufundiswe ngeThemu 4. Le thempulethi ingasetshenziselwa ukuqopha inqubekelaphambili yomfundi ngamunye ngethemu.

## U-Grade R Maths ekilasini

Lungisa indawo ekilasini eyabelwe izibalo futhi ibe seduze nomata. Lena indawo yokwabelana lapho abafundi bengahlanganyela futhi bazibandakanye khona nesihloko abafunda ngaso. Indawo elungele itafula lezibalo ingafaka:

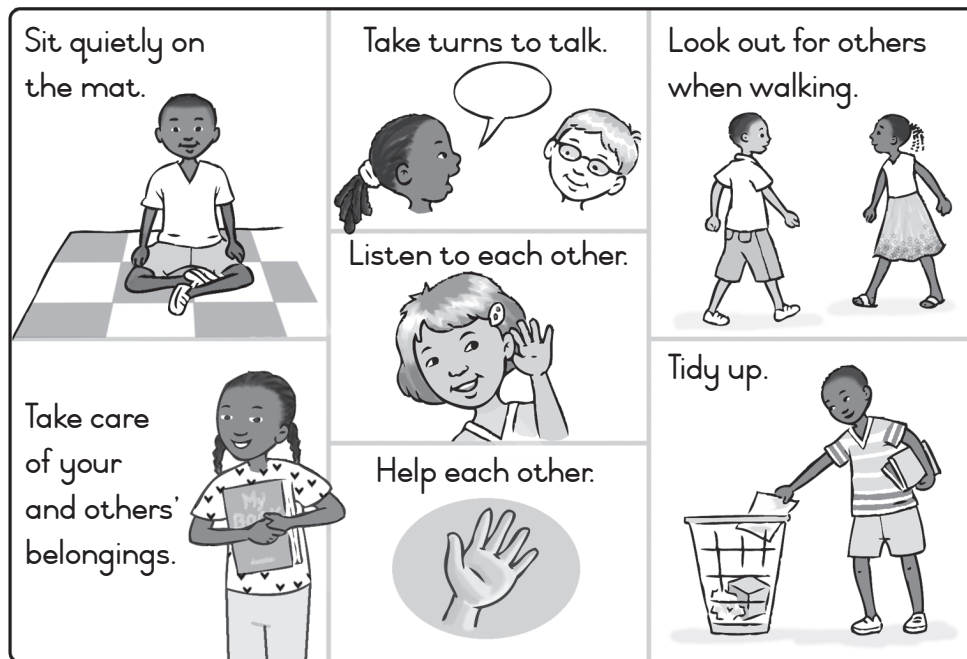
- itafula elincane elincike odongeni
- umugqa wezinombolo owenziwe ngentambo namaphekisi
- ishadi lesimo sezulu sansuku zonke
- ikhalenda lenyanga ngayinye, elinamabhulokhi osuku ngalunye
- ishadi elinamagama ezinsuku zesonto
- uhlelo lwansuku zonke olunezithombe zemisebenzi ehlukeni
- amakhadi amagama abafundi nezimpawu ezihlelwe ngokwamagama amaqembu abo
- izimpawu zabasizi ezihamba emagameni abafundi ngokosuku lwesonto ngalinye
- ishadi labasizi.





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

## Our classroom rules

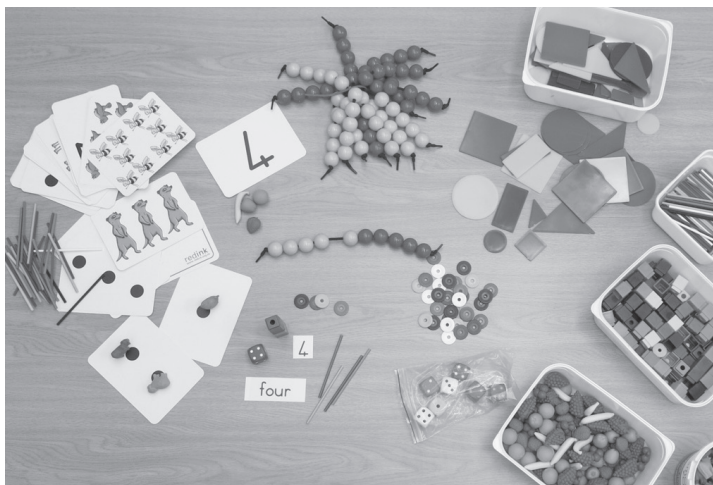


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

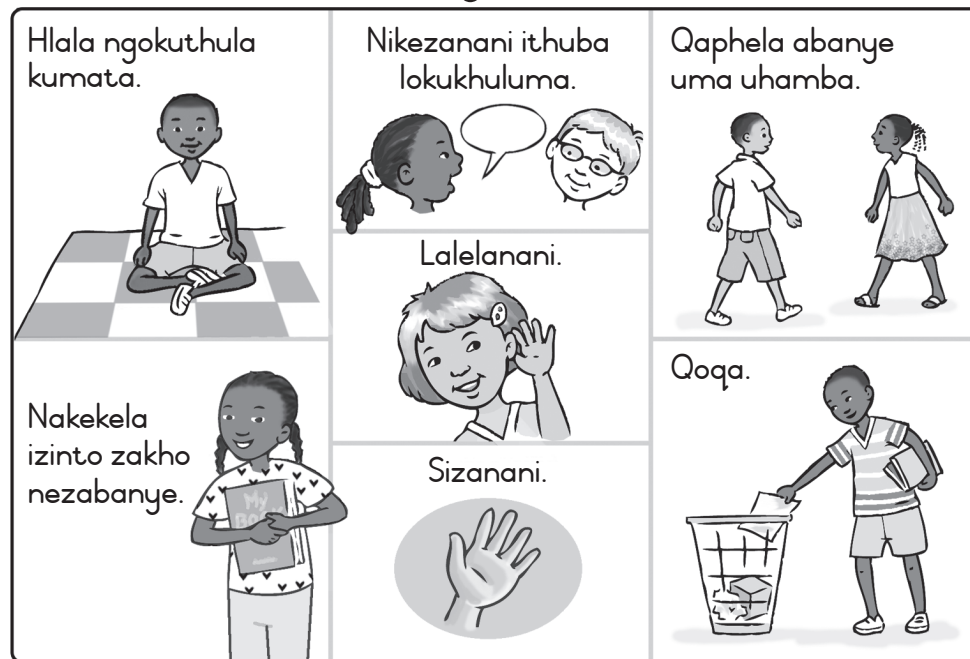
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

Yenza iphosta 'yemithetho yekilasi' nabafundi. Yiveze lapho bengayibona kalula khona. Kumele kungabi nemithetho engaphezu kweyisithupha noma eyisikhombisa.

## Imithetho yekilasi lethu

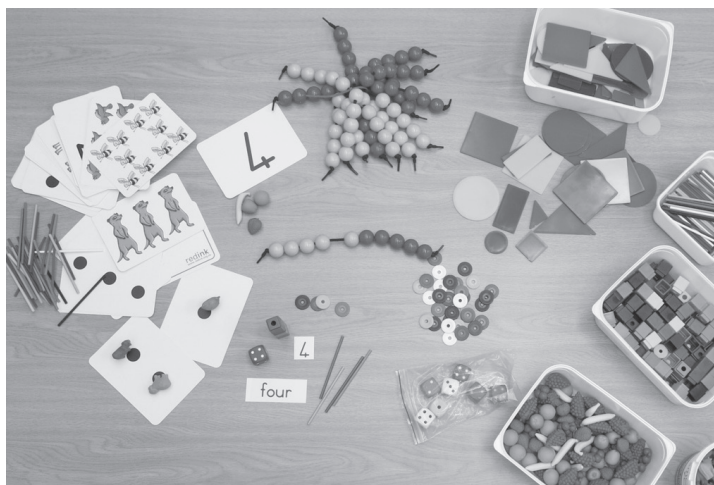


## Izinsiza zika-Grade R Maths

### Ikhithi Yezinsiza ka-Grade R Maths

U-Grade R Maths unikeza ikhithi yokufunda nokufundisa izibalo enamathuluzi angasetshenziswa iqembu labafundi abayisithupha kuya kwabayisishiyagalombili. Ikhithi inalezi zinto ezilandelayo:

- okokubala, isibonelo, izindilinga eziyisicaba ezimibalabala nezinti, izinto zokubala eziyizithelo kanye nezilwane, amabhulokhi axhume kayo
- amadayisi amakhulu
- izintambo zobuhlalu obuhlelwe bayishumi
- amakhadi anamachashazi
- amakhadi ezinombolo: izimpawu zezinombolo (0–10) kanye namagama ezinombolo (ziro–ishumi)
- amabhulokhi ama-athribhuthi.



Lezi zinto akumele kube yizona zodwa izinsiza ezingasetshenziswa othisha nabafundi ngesikhathi semisebenzi yezibalo. Izinto zansuku zonke eziphuma ekhaya zikahle ukhulunga, ukubala, kanye nokuhlola izimo.

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Izinto ezivuselelwe kabusha

Beka izinto ezivuselelwe kabusha ezitsheni ezinamalebula nezinezivalo (njengalokhu: zinto zokupakisha izithelo nemifino, izitsha zika-ayisikhilimu ezingamalitha ama-2 kanye nezitsha zefetha ezingamamilimitha angama-500). Beka izitsha eshalofini noma lapho abafundi bengafinyelela khona. Khuthaza abafundi ukuthi baqoqe izinto ebebezisebenzisa ezitsheni zabo zokusebenzela noma ngesikhathi semisebenzi ekhethwa ngokukhululeka. Nanka amanye amasu ezinsiza zezibalo:

- izivalo zamabhodlela nezinye izivalo (izimo ezihlukene ngobungako nemibala)
- amabhokisi obungako obuhlukene (elomuthi wokuxubha, ibhokisi likamentshisi, elamasiriyeli, elomuthi, elokubeka)
- izitsha zepulastiki (amabhodlela angamamilimitha angama-500 nayilitha eli-1, izitsha zemajarini, izitsha zeyogathi ezingama-250 nama-500 amamilimitha, izitsha zika-ayisikhilimu, okokubeka imifino)
- amashubhu namasilinda (okwangaphakathi okuyikhadibhodi kwephepha lasendlini encane, okwangaphakathi kwephepha eliyithawula, okwangaphakathi kwefoyili, amathini)
- amabhokisi amaqanda
- izinkinobho, okhiye abadala, izipunu zepulastiki, izinti zika-ayisikhilimu, amathegi ephakethe lesinkwa
- amabhola ahlukene, izikhwama zikabhontshisi, amahulahuphu.



## Ezinye izinsiza

Ezinye izinsiza zasekilasini eziwusizo ekufundiseni u-Grade R Maths zibandakanya:

- amakhayoni, upende, iglu, isikelo
- inhlama yokudlala noma ubumba lokubumba umfanekiso
- izincwadi ezingasetshenziswa uma kuxoxiswa ngezibalo
- amabhulokhi okwakha namathoyizi okwakha (qoqa okunqunywe okhunini uma kudingekile)
- amaphazili ahlukene anezingxenywe ezigobile nemidlalo, isibonelo, amadomino, umdlalo wezinyoka namalada, i-Ludo, i-Lotto



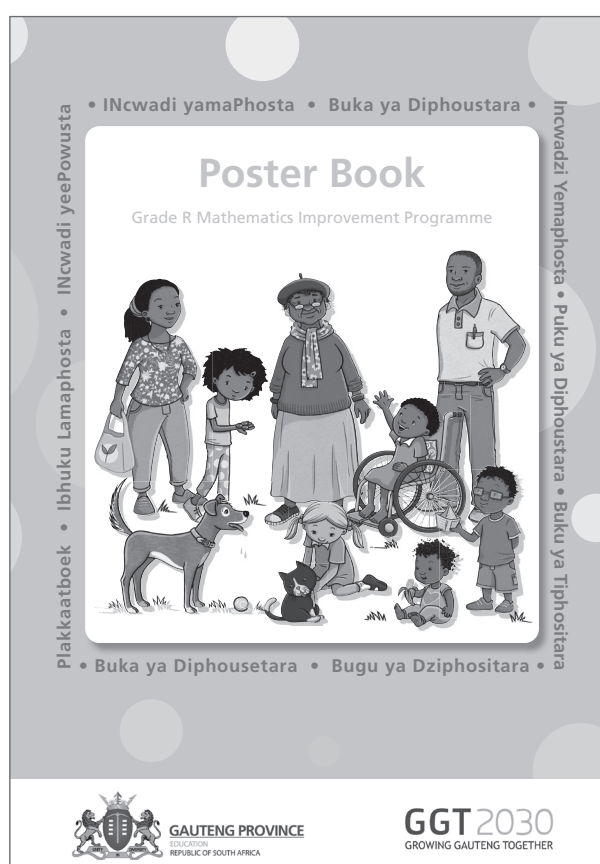
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



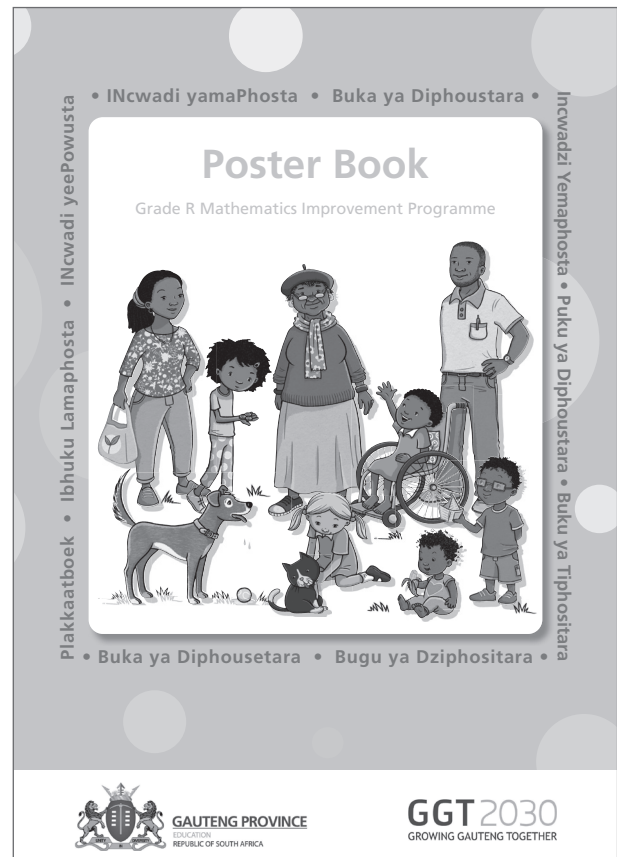
- ishadi lobude
- amakhadi amakhulu okudlala
- imali yokudlala: imali ewuhlweza kanye nengamaphepha (ukukusebenzisa esitolo sokudlala)
- iwashi elikhulu lasodongeni elinezinti
- isikali sokulinganisa
- ubuhlalu bokuhlela, ukuchushisa kanye nokwenza amaphethini
- impahla yokudlala enhlabathini nasemanzini
- izinto zokugibela, ukulinganisa, ukuzwinga kanye nokudlala ingqathu.

## Ibhuku Lamaphosta le-Grade R Maths

Ayishumi nanye amaphosta eBhukwini Lamaphosta le-Grade R. Amaphosta aveza izimo ezijwayelekile abafundi abangaziqonda ezifaka okuthile kwezibalo, isibonelo, ekilasini, enkundleni yokudlala, kanye nasekhishini. Amaphosta ahlose ukukhuthaza uthando nokuxoxa ngezihloko zezibalo, kubandakanya: inombolo, amaphethini, indawo nesimo, ukulandelanisa isikhathi, kanye nesilinganiso. Amaphosta angasetshenziswa ukubandakanya abafundi ekucabangeni okunzulu nokubonisa. Alungele kakhulu ukuthuthukisa amakhono okuxazulula izinkinga kanye nokuphenya ngezibalo.

Othisha bangagqugquzela abafundi ukuthi baxoxe ngamaphosta babelane ngabakucabangayo ngokubuza imibuzo ukubahola ukuba bagxile ophawini noma esicini esisodwa sephosta, isibonelo:

- Ubonani esithombeni?
- Ucabanga ukuthi zikuphi izingane/abantu?
- Kwenzekani esithombeni?
- Ungangixoxela indaba ngesithombe?
- Zingaki izi-... ozibonayo? Kungenzekani uma kukhona i-... eyodwa ngaphezulu/ngaphansi kwalokhu?
- Ikuphi i-...?
- Kungenzekani uma ...?
- Ucabanga ukuthi kuzokwenzekani emva kwalokhu?
- Ucabanga ukuthi ... bangabona lapho bem khona?
- Iliphi iphethini olibonayo? Chaza iphethini.
- Iziphi izimo ozibonayo?
- Iyiphi ... ende kakhulu/emfushane kakhulu?
- Ungawasebenzisa noma yimaphi amagama ezibalo ukuchaza into esesithombeni?



# Content overview: Term 4

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

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



# Ukubuka konke okuqukethwe: Ithemu 4

Qaphela: Ingxenywe Yolwazi Okugxilwe Kuyo Kanye noLwazi olusha kuwumbala obukhwebhezana. Okunye okuqukethwe okuzokwenziwa ngesonto kubhalwe ngokumpunga.

Ingxenywe Yolwazi Okugxilwe Kuyo	Isonto 1	Isonto 2	Isonto 3	Isonto 4	Isonto 5
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Inombolo 9 Ukubala ngakubili Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, emuva 10–1 Ukubala izinto 1–10 Ukulandelanisa izinombolo 1–8 Izinombolo ezisho isikhundla, eyokuqala kuye kweyesihlanu Ukugxilisa umqondo wenombolo 1–8	Inombolo 10 Yengeza, okuphelele/ sekukonke Susa/conzulula Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukubala uhlehle 10–1 Ukubala izinto 1–10 Ukulandelanisa izinombolo 1–9 Ukugxilisa umqondo wenombolo 1–9 Ukubala ngakubili	Inombolo 0 Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuhlehla 10–1 Ukubala izinto 1–10 Ukulandelanisa izinombolo 1–10 Ukugxilisa umqondo wenombolo 1–10 Ukubala ngakubili Hlanganisa, susa	Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0 Ukubala izinto 1–10 Yenza, kopisha bese welula iphethini lokuzwakalayo Dweba amaphethini ngezinye izinto Yenza, kopisha bese welula amaphethini usebenzisa izinto eziphathekayo	Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0 Ukubala izinto 1–10 Isikhundla sezinto mayelana nezinye kanye nabafundi Amaphazili ayizingcezu ezingamashumi amabili nane Isikhundla sezinto mayelana nezinye Ukuvumelanisa Inkomba: imicibisholo Inkomba: kwesokunxele, kwesokudla
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')					
3. Indawo Nesimo (Ijyomethri)					
4. Isilinganiso					
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')					

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

Ingxenywe Yolwazi Okugxilwe Kuyo	Isonoto 6	Isonoto 7	Isonoto 8	Isonoto 9	Isonoto 10
1. Izinombolo, Izimpawu kanye Nobudlelwane Bazo	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 1–10</p>	<p>Izinombolo ezisho isikhundla: okwesithupha</p> <p>Ukwabelana ngaphandle kwensalela</p> <p>Kabili</p> <p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 0–10</p> <p>Izinombolo ezisho isikhundla: eyokuqala ukuya kweyesihlanu</p> <p>Ukubala ngakubili</p> <p>Hlanganisa, susa</p> <p>Uhhafu</p>	<p>Ukwabelana kube nensalela</p> <p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 0–10</p> <p>Ukugxilisa umqondo wenombolo 0–10</p> <p>Ukuxazulula izinkinga 1–10</p> <p>Ukwabelana ngaphandle kwensalela</p> <p>Uhhafu, kabili</p>	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0</p> <p>Ukubala izinto 1–10</p>	<p>Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelanisa izinombolo 1–10</p> <p>Ukuxazulula izinkinga 1–10</p> <p>Okuningi, okuyingcosana, okulinganayo</p> <p>Ukulinganisela</p>
2. Amaphethini, Amafankshini kanye ne-Aljebhra ('Amaphethini, ukuxhumana kanye ne-Aljebhra')					
3. Indawo Nesimo (Ijyomethri)				<p>Hlunga izimo ngokuhambisana nobukhulu, umbala kanye nesimo</p> <p>Ukongiwa kwesimo</p> <p>Izimo: indilinga, isikwele, unxantathu, unxande</p> <p>Ukuqonda izinto phakathi kwezinye</p>	
4. Isilinganiso	<p>Umthamo oqukethwe</p> <p>Ivolumu</p> <p>Ubude nesikhathi – ishadi lobude</p>				
5. Ukusetshenziswa Kolwazi ('Ukuqokelelwa kolwazi lwezibalo')					<p>Igrafu yezithombe isebenzisa isethi ekhulisiwe yedatha</p> <p>Qoqa, hlunga ube nokumela iqoqo lezinto futhi</p> <p>Hlaziya bese ubika ngolwazi olutholakele</p>

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 9
- Counting in twos

## Practise

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

## New maths vocabulary

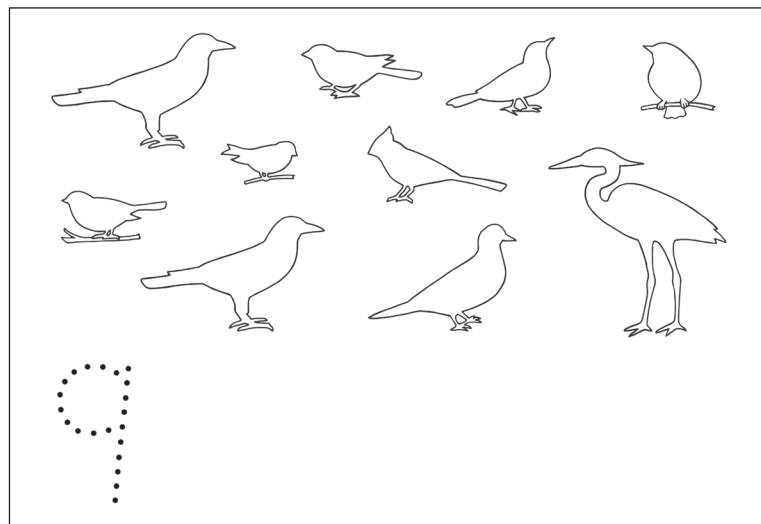
nine

count in twos

## Getting ready

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

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



# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Bona izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana

## Ulwazi olusha

- Inombolo 9
- Ukubala ngakubili

## Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, emuva 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–8
- Izinombolo ezisho isikhundla, eyokuqala kuye kweyesihlanu
- Ukugxilisa umqondo wenombolo 1–8

## Ulwazimagama olusha olusetshenziswa ezibalweni

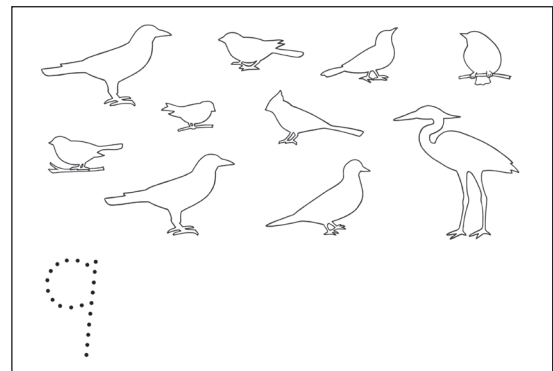
isishiyagalolunye

bala ngakubili

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yezinombolo kanye nethempulethi yendlu yenombolo 9 (ikhasi 205)
- ibhokisi lezinto zasekilasini 1–10 zohlobo oluthile, isibonelo, unodoli o-1, amabhulokhi ama-2, amabhola ama-3, izincwadi ezi-4, amapensele ama-5, njalunjalo
- ikhadi elinamachashazi lenombolo 9, lophawu nekhadi legama
- ikhadi lophawu lwenombolo 9 (ulayini wokweneka wezinombolo)
- ithempulethi yenhlama yokudlala: Inombolo 9 (ikhasi 211) – e-1 yomfundi ngamunye
- amabhodi omdlalo omjaho wasepulazini ayisi-8 (ikhasi 216)
- amaphepha omsebenzi wokuxhuma-amachashazi (ikhasi 217) – eli-1 kumfundi ngamunye
- umsebenzi ka-ayisikhilimu (ikhasi 219) – oku-1 kumfundi ngamunye
- amaphepha omsebenzi wezinyoni – eli-1 kumfundi ngamunye.



## Whole class activities

### Day 1

#### What you need

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



#### TIP

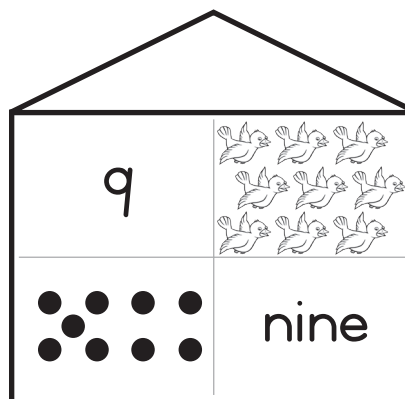
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

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

#### Guiding questions:

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

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



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

Learners dramatise the story.

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

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



#### TIP

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

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Ifrizi yezinombolo 1–8
- Ifrizi yezinombolo kanye nethempulethi yendlu yenombolo 9 (ikhasi 205)
- *Indaba kanombolo 9* (ikhasi 189)



Khumbula ukukhuluma ngohlelo lwansuku zonke. Khumbula ukwenza ikhalenda, izinsuku zesonto, izinyanga zonyaka kanye neshadi lokuzalwa usuku ngalunye.

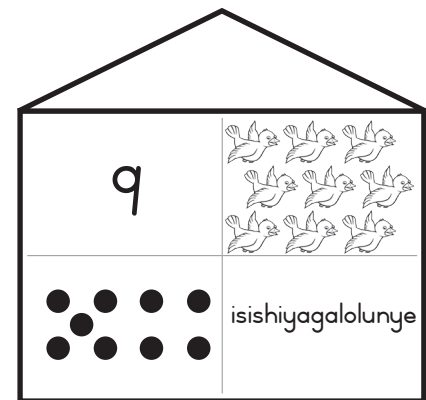
1. **Iculo/umlolozelo:** Abafundi bacula iculo noma basho umlolozelo abawuthandayo ovela emathemini adlule.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi babeka izandla zabo ngemuva kwabo. Biza inombolo. Abafundi baphakamisa inombolo efanele yeminwe ukumela inombolo.
4. **Sethula inombolo 9:** Khomba amafrizi ezinombolo 1–8.

#### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi zingaki izilwane ezizohlala endlini elandelayo?
- ★ Ingabe zizoba ngaphezulu noma ngaphansi kwesishiyagalombili?

Xoxa *Indaba kanombolo 9*.

Khombisa izingxenye zefrizi yezinombolo njengoba uqhubeka nokwakha indaba yezinyoni nemifanekiso yendlu: izethulo ezehlukene zenombolo 9 – isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenye zefrizi endlini yezilwane eduze kwenombolo 8 odongeni endaweni yezibalo. Balani izinyoni nindawonye. Abafundi bazejwayeza inombolo 9 ngokuyibhala emoyeni noma kumata ngeminwe.



- ★ Zingaki izinyoni ongazibala?
  - ★ Inyoni ngayinye inamaphiko/imilomo/imilenze emingaki?
  - ★ Zingaki izinyoni ezingaphezu kwamagundane/izinkawu, njalonzalo? Abafundi balingisa indaba.
  - ★ Zazindiza kanjani izinyoni?
  - ★ Zenzenjani uma zifika endlini?
  - ★ Ungakhombisa ukuthi zalala kanjani ngalobo busuku bokuqala?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye. Isiteshi sokusebenzela 4 ngumdlalo webhodi osebenzisa idayisi. Khombisa abafundi ukuthi liphonswa kanjani idayisi bese behambisa izinto zokubala zezilwane zabo isibalo esihambisana nezikhala ebhodini.



Khombisa ukuthi idlalwa kanjani imidlalo yebhodi ukuze uqiniseke ukuthi abafundi bayayiqonda imithetho yomdlalo ngamunye.



## Day 2

### What you need

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

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

#### Guiding questions:

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

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

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

## Day 3

### What you need

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

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



**TIP**

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

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

## Usuku 2

### Okudingayo

- Umlolozelo: *Izinkukhu ezimbili ezincane* (ikhasi 189)
- Ibhokisi lezinto zasekilasini, 1–10 zohlobo oluthile, isibonelo, unodoli o-1, amabhulokhi ama-2,
- amabhola ama-3, izincwadi ezi-4, amapensele ama-5
- Amakhadi enombolo 9 anamachashazi, anezimpawu namagama

1. **Umlolozelo:** Yethula umlolozele, *Izinkukhu ezimbili ezincane*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Yendlala izinto ezisebhokisini uzungeze ikilasi. Abafundi banikana amathuba ukuthola izinto bese bezibeka ebhokisini ngenkathi wonke umuntu ebala.


#### Imibuzo ekuholayo:

- ★ Mangaki amabhulokhi/onodoli/amakhrayoni, nokunye, okutholile?
  - ★ Ubani owathola amabhulokhi ayisishiyagalombili/onodoli ababili/amakhrayoni ayishumi, njalunjalo?
4. **Itafula lezibalo:** Amaqembu amathathu abafundi ngalinye liqoqa izinto ezincane eziyisishiyagalolunye ezifanayo, isibonelo, amaqabunga, amatshe, amakhrayoni noma amabhulokhi. Abafundi bayabuya bayohlala kumata ngamaqembu abo. Iqembu ngalinye lisho elikutholile nokuthi kungaki okutholakele. Nikeza iqembu ngalinye ikhadi lenombolo 9 elinamachashazi, uphawu noma amagama. Iqembu ngalinye ngesikhathi esisodwa libeka izinto zalo kanye nekhadi lenombolo 9 etfuleni lezibalo. Abafundi bashaya izandla, bagxume, bagxumele phambili nasemuva izikhathi eziyisishiyagalolunye.
  5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 3

### Okudingayo

- Umlolozelo: *Izinkukhu ezimbili ezincane* (ikhasi 189)
- Amakhadi amachashazi 1–9 (*Ikhithi Yezinsiza*)

 **ICEBO**  
Thola noma uqambe amanye amaculo noma imilolozelo enendikimba efanayo ukuze ubandakanye amaculo nemilolozelo ngazo zonke izilimi zasekhaya zabafundi. Isibonelo, qamba izingoma ze-*rap* esigqini somculo.

1. **Umlolozelo:** Yisho umlolozele, *Izinkukhu ezimbili ezincane*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi abahlanu bama phambi kwekilasi emgqeni baphakamise izandla zabo. Balani ndawonye izandla zabo ngababili ngesikhathi nithinta isandla ngasinye sabafundi abahlanu, okungukuthi izandla ezimbili, izandla ezine, izandla eziyisithupha, njalunjalo. Phinda ucele abafundi ukuthi babale bathi 2, 4, 6, 8, 10 ngenkathi wena uthinta izandla zabo. Phinda namanye amaqembu abafundi abahlanu ubala izindlebe, amehlo, izinyawo, imilenze, izindololwane, njalunjalo.
4. **Amakhadi anamachashazi nokuhlela 1–9:** Abafundi bahlala benze indilinga. Bakhombise amakhadi anamachashazi 1–9 ngamunye. Babiza isibalo samachashazi ekhadini ngalinye. Phakamisela amakhadi phezulu ukuze abafundi bawabone.

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

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

**Guiding questions:**

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

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

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

### Day 4

**What you need**

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

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

**Guiding questions:**

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

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

### Day 5

**What you need**

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

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

Bonisa ikhadi elinamachashazi ayisishiyagalombili noma ngaphansi. Yithi, 'Ngifisa sengathi ngabe nginamachashazi ayisishiyagalolunye.' Omunye umfundi uthola ikhadi lamachashazi elidingekayo ukwenza u-9. Phinda ngamanye amakhadi anamachashazi. Abafundi banikana amathuba ukufanisa amakhadi anamachashazi nezinombolo ezikumafrizi futhi bawabeke ngokulandelana obondeni.

#### Imibuzo ekuholayo:

- ★ Ubona amachashazi amangaki?
  - ★ Mangaki amachashazi engeziwe esiwadingayo ukwenza 9?
- Abafundi banikana amathuba ukuze bathole uphawu lwenombolo negama lenombolo ukuze baqondanise nekhadi lamachashazi ngalinye.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 4

### Okudingayo

- Iculo: *Izintuthwane zimasha ngazimbili* (ikhasi 189)
- Ushoki/itheyiphu yokumboza
- Ikhadi lenombolo 9 lokwengeza kulayini wokweneka wezinombolo

1. **Iculo:** Culani iculo elithi, *Izintuthwane zimasha ngazimbili*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Yenza indilinga kumata ngoshoki noma ngetheyiphu yokumboza ukumela imbobo phansi. Abafundi abayisithupha bashaya ujenga ngababili badlale iculo elithi, *Izintuthwane zimasha ngazimbili*. Njengoba labo nalabo abangababili bengena endilingeni – 'behlela phansi bemasha' – abanye abafundi bababala ngababili.
4. **Ukuzejwayeza nokulandelanisa izinombolo 1–9:** Khipha amakhadi ezinombolo kulayini wokweneka wezinombolo. Faka nekhadi lenombolo 9 bese unikeza abafundi abayisishiyagalolunye. Abafundi bazihlela ngokulandelana ukusuka koku-1 ukuya koku-9.

#### Imibuzo ekuholayo:

- ★ Iyiphi inombolo yokuqala/yesibili/yesihlanu?
- ★ Iyiphi inombolo engaphambi koku-3/ngemuva kokuyisi-7/phakathi koku-3 noku-5, njalonzalo?

Abafundi bafaka ngamaphekisi izimpawu zabo zezinombolo kanye namakhadi ezinombolo ngokulandelana ukusuka koku-1 ukuya koku-9 kulayini wokweneka wezinombolo.

- ★ Iyiphi inombolo yokuqala/engaphambili/engemuva/ephakathi/elandelayo?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

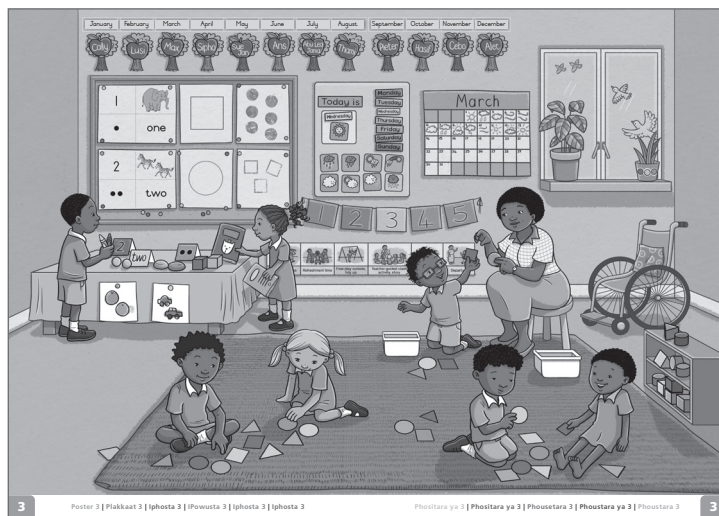
- Iculo: *Izintuthwane zimasha ngazimbili* (ikhasi 189)
- Itheyiphu yokumboza/ushoki
- Isikhwama sikabhontshisi
- IPhosta 3

1. **Iculo:** Culani iculo elithi, *Izintuthwane zimasha ngazimbili* bese niyalilingisa.

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

**Guiding questions:**

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



**Guiding questions:**

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

**Integration**

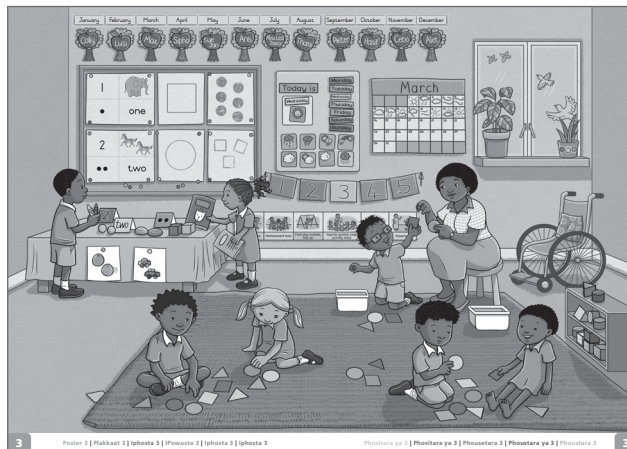
**Home Language:** Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

**Life Skills:** Physical development, for example, hopscotch.

2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Sebenzisa itheyiphu yokumboza noma ushoki ukuze wakhe umzila wokugxuma onenombolo enkulu yamabhulokhi ayi-10. Bhala izinombolo kusuka ku-1 kuye e-10 emabhulokhini. Umfundi ujikijela isikhwama sikabhontshisi bese egxumela kuleyo nombolo ngesikhathi abanye abafundi bebala. Umfundi uyama enombolweni, aphonse isikhwama sikabhontshisi abuye agxume aqhubeke lapho abanye abafundi bebala futhi.

**Imibuzo ekuholayo:**

- ★ Kufanele ugxume kangaki ukuze ufike enombolweni \_\_\_\_?
  - ★ Ume kuyiphi inombolo?
  - ★ Ungakwazi ukugxuma usuka ku-6 uye ku-\_\_\_\_?
  - ★ Kungaki ukugxuma kusuka ku-6 kuya ku-\_\_\_\_?
4. **Ukuzejwayeza 1–9:** Xoxa ngePhosta 3. Khuluma ngalokho abafundi abakubona esithombeni.



**Imibuzo ekuholayo:**

- ★ Bangaki abafundi abagqoke/abangagqokanga izicathulo? Mangaki amapheya ezicathulo esewonke?
  - ★ Mangaki amadube/izicathulo/onxantathu/izihlahla ozibonayo?
  - ★ Zingaki izindilinga ezikumata?
  - ★ Zingaki izinyoni ozibonayo? Ngabe uyazibona ezinye izinyoni? Zingaki uma sezizonke?
  - ★ Mangaki amaphiko/imilomo ekhona ezinyonini ezine?
  - ★ UMalusi unezimo eziyisithupha ebhokisini. Unika uthisha wakhe izimo ezimbili. Zingaki izimo ezisele ebhokisini?
  - ★ Yini oyibona etafuleni? Mangaki amabhola/amatshe/amabhulokhi owabonayo? Kungaki sekukonke?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Ukudidiyela**

**Ulimi Lwasekhaya:** Ukuthuthukiswa kolimi ngokusebenzisa imilolozelo, Ukubhala Kokuqala (ukufunda amakhadi ezinombolo), kusetshenziswa ulwazimagama lobuningi (okuningi/okuyingcosana).

**Amakhono Empilo:** Ukuthuthukiswa ngokomzimba, isibonelo, ugxumgxa (u-abhasikotshi).



## Small group activities

### Teacher-guided activity

#### What you need

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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

Learners each hold seven beads.

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

Learners each hold five beads.

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

#### Guiding questions:

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



## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Isitsha somfundi ngamunye esinalokhu:
  - Ubuhlalu bokuhlela
  - Izivalo ezi-3
  - Into yokubala eyisilwane e-1 (umbala/uhlobo olwehlukile kumfundi ngamunye)
- Izinto zokubala ezinemibala ezingama-80
- Ibhodi yomdlalo womjaho wasepulazini (ikhasi 216)
- Idayisi
- Inhlama yokudlala nomata komfundi ngamunye
- Ithempulethi yenhlama yokudlala: Inombolo 9 (ikhasi 211) – oku-1 kumfundi ngamunye

1. **Ukubala izinto 1–10:** Abafundi bathatha izinto zokubala ezigcwele isandla enqwabeni ekumata.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala ocabanga ukuthi zisesandleni sakho?
- ★ Manje bala izinto zokubala ezisesandleni sakho. Unezingaki?
- ★ Kusondele kangakanani kulokho obukuqagele?
- ★ Zingaki okumele uzisuse noma uzengeze enqwabeni esesandleni sakho ukuze uthole izinto zokubala eziyi-10?

2. **Izinkinga zamagama:** Abafundi basebenzisa izinto zokubala noma babheke izicathulo zabo noma zabalingani babo ukuze baxazulule izinkinga zamagama.

#### Imibuzo ekuholayo:

- ★ Kunabafundi ababili/abathathu/abane. Umfundi ngamunye unezicathulo ezimbili. Zingaki izicathulo uma sezizonke?
- ★ Uma kunezicathulo eziyisithupha, bangaki abafundi abangagqoka izicathulo?

3. **Ubuhlalu bokuhlela:** Umfundi ngamunye uphethe ubuhlalu obuyisithupha.

#### Imibuzo ekuholayo:

- ★ Ungakwazi ukungikhombisa ubuhlalu obubodwa ngaphezu kobuyisithupha?
  - ★ Unobuhlalu obungaki?
- Umfundi ngamunye uphethe ubuhlalu obuyisikhombisa.
- ★ Bungaki obunye ubuhlalu obudingayo ukuze ufike kobu-9?
  - ★ Ungakwazi ukungibonisa ubuhlalu obuyingcosana ngobune ebuhlalwini obuyisishiyagalolunye?
  - ★ Unobuhlalu obungaki?

Umfundi ngamunye ubamba ubuhlalu obuhlanu.

4. **Xukuza bese uhlukana:** Abafundi babeka izivalo zabo ezimbili phambi kwabo. Ngamunye ubala izinto zokubala eziyisishiyagalolunye. Bashukuza izinto zokubala bazihlakaze zibe amaqoqo amabili. Babeka lokhu ezivalweni zabo njengoba bezihlakazile.

#### Imibuzo ekuholayo:

- ★ Uzihlakaze kanjani izinto zakho zokubala?
- ★ Zingaki izinto zokubala onazo kuzo zombili izivalo sekundawonye?

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

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

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

**Guiding questions:**

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



**Check that learners are able to:**

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

**Workstation 1**

**What you need**

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

Learners circle nine birds and practise writing the number 9.



**TIP**

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

Phinda umsebenzi. Abafundi babeka esinye isivalo phambi kwabo. Bahlela izinto zabo zokubala zibe amaqoqo amathathu ezivalweni.

- ★ Uzihlele kanjani izinto zakho zokubala?
- ★ Yisiphi isivalo esinezinto zokubala eziningi/eziyingcosana?
- ★ Zingaki izinto zokubala onazo uma sezizonke?
- ★ Ungakwazi yini ukuhlela izinto zakho zokubala ngendlela eyehlukile?

5. **Ukuzejwayeza inombolo 9 usebenzisa inhlama yokudlala:**

Abafundi basebenzisa inhlama yokudlala ukuze bagcwalise ithempulethi yenhlama yokudlala yenombolo 9.

6. **Umdlalo womjaho wasepulazini:** Umfundi ngamunye uthatha into yakhe yokubala eyisilwane ayibeke kuziro ebhodini. Umfundi ngamunye uphonsa idayisi. Umfundi onenombolo ephakeme kakhulu uzodlala kuqala emdlalweni, bese kuthi onenombolo yesibili ephakeme adlale isibili, njalonjalo. Abafundi baphonsa idayisi futhi bahambise izinto zokubala zezilwane zabo ebhodini isibalo sezikhala esifanayo nenombolo evela edayisini. Banikana amathuba baqhubeke nokudlala baze bafike bonke abafundi enqwabeni yotshani/10. Badinga ukuphonsa inombolo eqonde ngqo edayisini, ukuze bahlale enqwabeni yotshani baqedele umdlalo.

**Imibuzo ekuholayo:**

- ★ Ubani umuntu wokuqala/wesibili/wesithathu/olandelayo ukuba nethuba?
- ★ Zingaki izikhala isilwane sakho esizidingayo ukuze sihambe?
- ★ Zingaki ezinye izikhala okumele isilwane sakho sizihambe ukuze sisuke lapho esikhona manje sifike ekugcineni?



**Hlola ukuthi abafundi bayakwazi uku-:**

- bala izinto 1–10
- xazulula izinkinga ngomlomo ngezinombolo 1–9
- hlakaza futhi bakhe izinombolo 1–9
- qhathanisa izinombolo ebangeni lika-1–9
- bala ngokuqala ngezinombolo ezingeyena u-1

## Isiteshi sokusebenzela 1

### Okudingayo

- Iphepha lomsebenzi wezinyoni lomfundi ngamunye (bona ikhasi 23)
- Amakhrayoni
- Ikhadi lophawu lwenombolo 9 (*Ikhithi Yezinsiza*)

Abafundi bazungeza izinyoni eziyisishiyagalolunye bazejwayeze ukubhala inombolo 9.



**ICEBO**

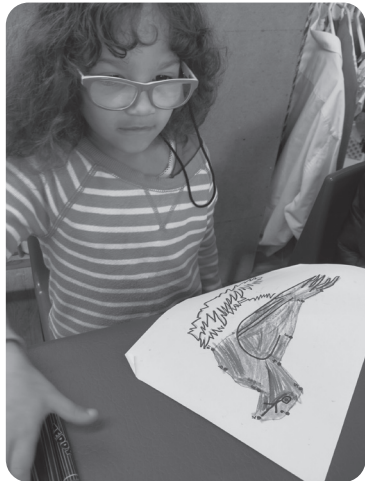
Bheka imisebenzi ebhukwini lokusebenzela le-DBE enikeza abafundi amathuba okuqondanisa nokubhala izimpawu namagama ezinombolo. Yenza lokhu kube khona ukuze abafundi bakukhethe njengengxenye yemisebenzi yokuzikhethela.

## Workstation 2

### What you need

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

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



## Workstation 3

### What you need

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

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

## Workstation 4

### What you need

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

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

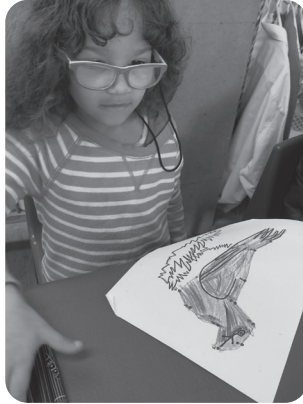


## Isiteshi sokusebenzela 2

### Okudingayo

- Ikhasi lokuxhuma amachashazi kumfundi ngamunye (ikhasi 217)
- Amakhrayoni/upende
- Iphepha
- Uvolo
- Iglu

Abafundi baxhuma amachashazi ngokulandelana okufanele bahlobise inyoni yabo ngoboya bukavolo nangopende noma ngamakhrayoni.



## Isiteshi sokusebenzela 3

### Okudingayo

- Iphepha lomsebenzi ka-ayisikhilimu lomfundi ngamunye (ikhasi 219)
- Amagama enombolo ka-ayisikhilimu asikwe akhishwe kumfundi ngamunye (ikhasi 219)
- Iglu

Abafundi basika izimo zezikuphu zika-ayisikhilimu, baqondanise amagama ezinombolo nezimpawu zezinombolo bese bewanamathisela ezikhaleni ezihlinzekiwe.

## Isiteshi sokusebenzela 4

### Okudingayo

- Ibhodi yomdlalo womjaho wasepulazini (ikhasi 216) – e-1 umfundi ngamunye
- Amadayisi ayisi-8
- Izinto zokubala zezilwane eziyisi-8

Abafundi baphonsa idayisi labo bese behambisa izinto zabo zokubala zezilwane ebhodini izikhala zenombolo ehambisana nevela emadayisini.

Baqhubeka ngale ndlela baze bafike enqwabeni yotshani. Badinga ukuphonsa inombolo okuyiyo ngqo esedayisini ukuze bahlale enqwabeni yotshani ukuqedela umdlalo. Uma bengayitholi inombolo okuyiyo ngqo, balinda kuze kube yithuba labo elilandelayo, bese bezama futhi.





# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

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

## Practise

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

## New maths vocabulary

ten

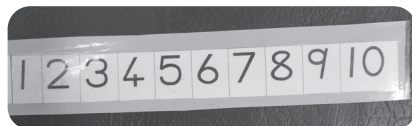
make the number

How many to get to ...?

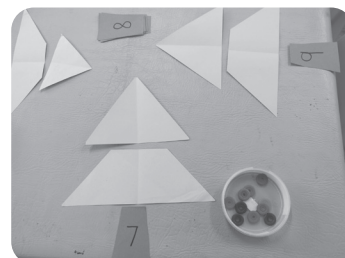
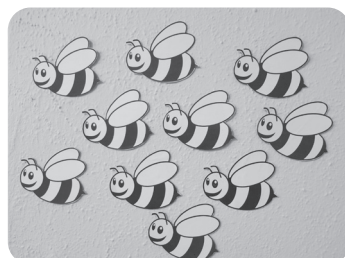
## Getting ready

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

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



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



# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Bona izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana

## Ulwazi olusha

- Inombolo 10
- Yengeza, okuphelele/ sekukonke
- Susa/conzulula

## Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukubala uhlehle 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–9
- Ukugxilisa umqondo wenombolo 1–9
- Ukubala ngakubili

## Ulwazimagama olusha olusetshenziswa ezibalweni

ishumi

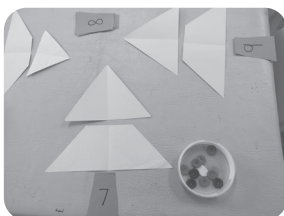
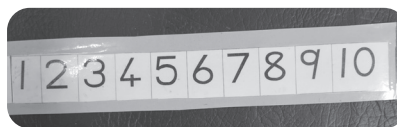
yenza inombolo

Kungaki okungakufikisa ku- ...?

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- ifrizi yenombolo kanye nethempulethi yendlu yenombolo 10 (ikhasi 207)
- amakhadi enombolo 10 anamachashazi, anezimpawu namagama
- ikhadi lophawu lwenombolo 10 (ulayini wokweneka wezinombolo)
- umkhondo wenombolo 1–10



- umdlalo womjaho wasepulazini (kusukela kwiSonto 1): amabhodi emidlalo, amadayisi, izinto zokubala eziyisi-8 zezilwane
- iphazili yezinombolo 1–10 (ikhasi 221) – e-1 kumfundi ngamunye
- ithempulethi yenhlama yokudlala: Inombolo 10 (ikhasi 213) – e-1 kumfundi ngamunye
- isethi yamakhadi anamachashazi 1–10 – ngepheya labafundi
- izinyosi eziyi-10 zekhadibhodi ezisikwe zakhishwa
- isidleke sezinyosi esenziwe ngebhokisi lekhadibhodi elinesithombe sesidleke esivalweni nasemnyango okusikwe kwakhishwa
- amaqabunga esihlahla ekhadibhodi – ama-2 umfundi ngamunye
- iziqu zezihlahla zekhadibhodi ezilebulwe 1–10 isethi e-1 yomfundi ngamunye.

## Whole class activities

### Day 1

#### What you need

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

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



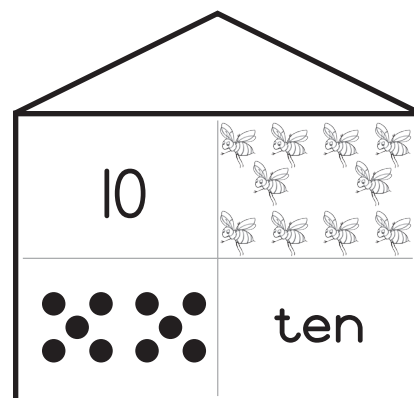
#### Guiding questions:

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

#### Guiding questions:

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

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



# Imisebenzi yekilasi lonke

## Usuku 1

### Okudingayo

- Iculo: *Izinyosi ezincane eziyishumi* (ikhasi 191)
- Ushoki
- Amafrizi ezinombolo 1–9
- Ifrizi yenombolo kanye nethempulethi yendlu yenombolo 10 (ikhasi 207)
- *Indaba kanombolo 10* (ikhasi 191)

1. **Iculo:** Cula iculo elithi, *Izinyosi ezincane eziyishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Dweba phansi izimo zezimbali eziyi-10. Dlala umculo lapho abafundi bebhuza khona njengezinyosi ekilasini. Uma umculo usuma, biza inombolo ukusuka ku-1 kuye ku-10. Abafundi baqoqana njengezinyosi embalini ngokwenombolo ebizwayo. Abafundi abangakwazi ukuhlangana benze iqembu embalini baphumile njalo. Phinda.



### Imibuzo ekuholayo:

- ★ Zingaki izimbali ezikhona?
- ★ Zingaki izinyosi kule mbali?
- ★ Zingaki izinyosi ezingenayo imbali?

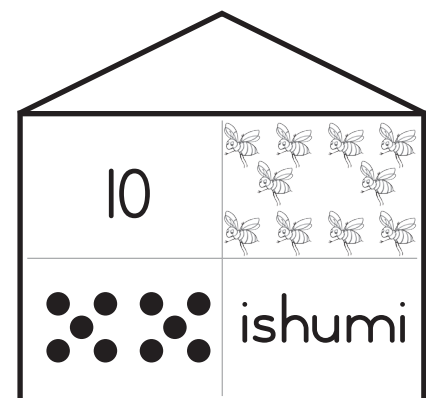
4. **Sethula inombolo 10:** Khomba amafrizi ezinombolo 1–9.

### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi zingaki izilwane ezizohlala endlini elandelayo? Kungani ucabanga kanjalo?
- ★ Ingabe zizoba ngaphezulu noma ngaphansi kwesishiyagalolunye?

Xoxa *Indaba kanombolo 10*.

Khombisa izingxenye zefrizi yezinombolo njengoba uqhubeka nendaba yezinyoni nemifanekiso yendlu, kanye nezethulo ezehlukene zenombolo 10 – isithombe, amachashazi, uphawu kanye negama. Khombisa izingxenye zefrizi endlini odongeni endaweni yezibalo. Balani izinyosi ndawonye.





**TIP**

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

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

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

Learners dramatise the story.

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

**Day 2**

**What you need**

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

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

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

**Guiding questions:**

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



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

**Guiding questions:**

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

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

Add two bees to the hive.

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

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

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



**TIP**

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





Buza imibuzo ekhuthaza abafundi ukuthi babelane ngemibono yabo, njengokuthi:

- Kungani ucabanga kanjalo?
- Wazi kanjani?

- ★ Kukhona izinyosi ezingaki?
  - ★ Inyosi inamaphiko/imilenze ama/emingaki?
  - ★ Zingaki izinyosi ezejwayelekile/izinyosi eziyizindlovukazi ezikhona?
  - ★ Iyiphi indlu enezilwane eziyingcosana kunezisendlini yezinyosi?
  - ★ Iyiphi indlu eza ngaphambi/ngemuva kwendlu yezindlulamithi?
- Abafundi balingisa indaba.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 2

### Okudingayo

- Iculo: *Izinyosi ezincane eziyishumi* (ikhasi 191)
- Isidleke sezinyosi
- Amakhadi enombolo 10 anamachashazi, anezimpawu namagama
- Inombolo yefrizi ye-10
- Izinyosi eziyi-10 zekhadibhodi ezisikwe zakhishwa

1. **Iculo:** Cula iculo elithi, *Izinyosi ezincane eziyishumi*.

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

3. **Ukubala izinto 1–10:**

Bonisa izinyosi odongeni. Abafundi balinganisela ukuthi zingaki. Balani ndawonye ngenkathi nifaka inyosi eyodwa ngesikhathi esisodwa esidlekeni sezinyosi.

#### Imibuzo ekuholayo:

- ★ Ungakwazi ukungibonisa ngeminwe yakho ukuthi zingaki izinyosi esidlekeni?



4. **Ukuhlenganisa nokususa:** Khipha izinyosi ezimbili ebhokisini.

#### Imibuzo ekuholayo:

- ★ Zingaki izinyosi ezandiza zaphuma esidlekeni?
- ★ Ungakwazi ukungibonisa ngeminwe yakho ukuthi zingaki izinyosi ocabanga ukuthi zisele esidlekeni manje?

Khombisa abafundi izinyosi ezisele ngaphakathi kwebhokisi bese nibala ndawonye ukuze uhlole ukuthi bashaye khona yini.

Faka izinyosi ezimbili esidlekeni.

- ★ Ucabanga ukuthi zingaki izinyosi esidlekeni manje?

Khombisa abafundi izinyosi ezisele ebhokisini. Balani ndawonye ukuze uhlole ukuthi bashaye khona yini. Phinda.

5. **Itafula lezibalo:** Amaqembu amathathu abafundi aqoqa izinto ezifanayo eziyi-10 ngaphandle. Iqembu ngalinye lisho ukuthi yiziphi izinto nokuthi zingaki elizitholile. Nikeza iqembu ngalinye amakhadi enombolo 10 anamachashazi, izimpawu noma amagama. Iqembu elilodwa ngesikhathi esisodwa libeka izinto zalo kanye namakhadi enombolo 10 etafuleni lezibalo.



Vumela abafundi balinganisele isibalo sezinto ezikhona eqoqweni lezinto ngaphambi kokuba bazibale, bese uhlola ukulinganisela kwabo. Lokhu kubasiza ukuba bathuthukise umuzwa 'wobukhulu' bezinombolo abazibalayo.



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

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

### Day 3

#### What you need

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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

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

### Day 4

#### What you need

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

Abafundi bazejwayeza inombolo 10 ngokuyibhala emoyeni noma kumata ngeminwe.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Usuku 3

#### Okudingayo

- Iculo: *Izinyosi ezincane eziyishumi* (ikhasi 191)
- Amakhadi amachashazi 1–5
- Isidleke sezinyosi nezinyosi zekhadibhodi eziyi-10
- Inombolo yamakhadi anamachashazi 1–10

1. **Iculo:** Cula iculo elithi, *Izinyosi ezincane eziyishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Beka odongeni izinyosi eziyi-10 ezisikwe zakhishwa. Abafundi abayisishiyagalombili bamile.

#### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi bangaki abafundi abamile?
  - ★ Ake sibabale.
  - ★ Ingabe ikhona inyosi yomfundi ngamunye?
  - ★ Bangaki abanye abafundi esibadingayo ukuze umfundi ngamunye abe nenyosi?
4. **Inhlanguanisela kuya ku-10; okuningi/okuyingcosana:** Khetha amapheya amabili abafundi. Umfundi epheyeni ngalinye ukhetha ikhadi elinamachashazi. Wonke umuntu ubala kanye nabanye. Umfundi epheyeni ngalinye ulanda isibalo sezinyosi esilingana namachashazi asekhadini esidlekeni. Balani ndawonye isamba sesibalo sezinyosi eziqoqwe ngabafundi ababili. Phinda nangabanye abafundi.
 

#### Imibuzo ekuholayo:

    - ★ Mangaki amachashazi akhona? Zingaki izinyosi okufanele uzilande?
    - ★ Mangaki amachashazi/izinyosi sezizonke?
    - ★ Bheka izinyosi. Zingaki ezinye izinyosi u- \_\_\_\_ enazo kuno- \_\_\_\_?
  5. **Ukuzejwayeza amakhadi anamachashazi, izimpawu namagama ezinombolo:** Beka amakhadi anamachashazi lapho abafundi bengawabona khona, isibonelo, odongeni. Abafundi banikana amathuba ukukhetha amakhadi amabili akha inombolo njengoba beyalelwe.
 

#### Imibuzo ekuholayo:

    - ★ Ungakwazi ukungibonisa amakhadi amabili akha inombolo 10/8/4/3? Abafundi banikana amathuba ukuze baqondanise amakhadi anamachashazi namakhadi ezimpawu zezinombolo namagama ezinombolo efrizini.
  6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Usuku 4

#### Okudingayo

- Iculo: *Izinyosi ezincane eziyishumi* (ikhasi 191)
- Isidleke sezinyosi nezinyosi zekhadibhodi eziyi-10
- Umugqa wokuwasha wezinombolo nezimpawu zezinombolo 1–10

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

**Guiding questions:**

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

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

**Guiding questions:**

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

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

## Day 5

### What you need

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

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

**Guiding questions:**

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



1. **Iculo:** Cula iculo elithi, *Izinyosi ezincane eziyishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Bonisa abafundi isidleke sezinyosi esingenalutho. Abafundi babala baye e-10 ngenkathi ufaka izinyosi eziyi-10 esidlekeni sezinyosi ngesikhathi esisodwa. Khipha izinyosi. Faka izinyosi ezimbili esidlekeni sezinyosi. Bala futhi uqoqe izinyosi ngazimbili ngenkathi ubala.

**Imibuzo ekuholayo:**

- ★ Zingaki izinyosi ezisesidlekeni?
  - ★ Uma ezinye izinyosi ezimbili zingena esidlekeni sezizingaki-ke ngaleso sikhathi? Uma kufakwa ezinye ezimbili-ke?
4. **Ulayini wokweneka wezinombolo:** Cela abafundi ukuthi basize ukufaka ngamaphekisi amakhadi ezimpawu wezinombolo ngokulandelana ukusuka ku-1 ukuya ku-10 kulayini wokweneka wezinombolo.

**Imibuzo ekuholayo:**

- ★ Iliphi ikhadi okufanele lifakwe kuqala/ngokulandelayo?
  - ★ Kufanele siyibeke kuphi inombolo 9/10 kulayini wokweneka wezinombolo?
  - ★ Lyiphi inombolo enkulu/encane kuno-3/4/5?
  - ★ Lyiphi inombolo efika ngaphambili/ngemuva/phakathi \_\_\_\_?
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- Iculo: *Izintuthwane zimasha ngazimbili* (ikhasi 189)
- Itheyiphu yokumboza/ushoki
- IPhosta 5

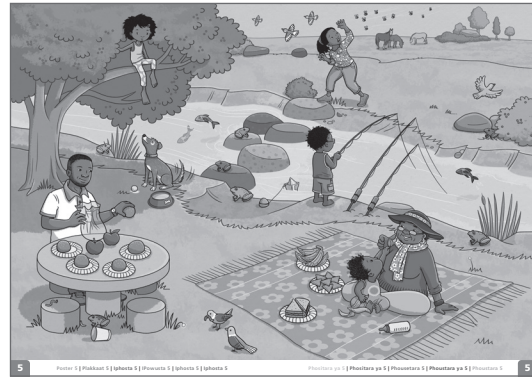
1. **Iculo:** Cula iculo, *Izintuthwane zimasha ngazimbili* bese udlala umdlalo othathwe kwiSonto 1, ubale ngakubili.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bashaya izandla izikhathi eziyi-10, baye phambili izinyathelo eziyi-10, bagxumele phezulu izikhathi eziyi-10. Bala ngakubili: shaya izandla buthule kokukodwa, ngokuzwakalayo kokubili, ngokuthula kokuthathu, ngokuzwakalayo kokune. Phinda uye ku-10.
4. **Umzila wokugxuma:** Sebenzisa itheyiphu yokumboza noma ushoki ukuze wakhe umzila wokugxuma wenombolo enkulu yamabhulokhi ayi-10 bese ubhala izinombolo u-1 ukuya ku-10 kumabhulokhi. Abanye abafundi bagxuma emabhulokhini ngenkathi ikilasi libala liya phambili libuye lihlehla.

**Imibuzo ekuholayo:**

- ★ Ungakwazi ukugxumela ku-2?
- ★ Uma wenza okunye ukugxuma okubili/okuthathu/okune, uzofika kuyiphi inombolo?
- ★ Kungaki ukugxuma ukuze ufike ku- \_\_\_\_?
- ★ Uma ugxumela emuva kanye/kabili/kathathu, uzofika kuyiphi inombolo?



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



**Guiding questions:**

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

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

### Integration

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

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

**Guiding questions:**

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



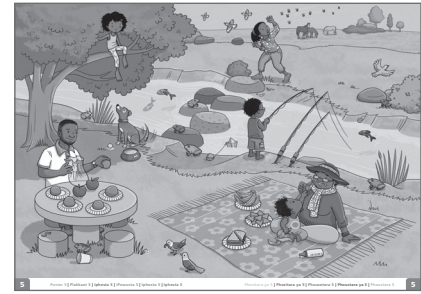
### TIP

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

5. **Ukuzejwayeza 1–10:** Xoxa ngePhosta 5. Khuluma ngalokho abafundi abakubona esithombeni.

**Imibuzo ekuholayo:**

- ★ Zingaki izinyosi/amasamusa/ amasele/izinyoni ezindizayo/ izinhlanzi/izibungu ongazithola?
- ★ Ngabe zikhona ezinye izinyoni ozibonayo?
- ★ Zingaki izinyoni uma sezizonke?
- ★ Kunamaroli amane etafuleni. UBaba uneroli eyodwa esandleni sakhe. Mangaki amaroli akhona?
- ★ Kukhona obhanana abahlanu epuletini. Uma uLaylah edla obhanana ababili, bangaki obhanana abasele epuletini?
- ★ Uma bekunabantu abayi-10 epikinikini, besingadinga obhanana abangaki ukuze umuntu ngamunye abe nobhanana?
- ★ Uma uMalusi ebamba inhlanzi eyodwa ngothi ngo ngalunye, uzoba nezinhlanzi ezingaki?



**ICEBO**  
Sebenzisa amathuba avele emini ukuthuthukisa ikhono labafundi lokuxazulula izinkinga, isibonelo: Kuneziqukathi zikapende eziyisishiyagalombili kanye namabhulashi okupenda ayisithupha kuphela. Mangaki amanye amabhulashi okupenda esiwadingayo?

**Ukudidiyela**

**Ulimi Lwasekhaya:** Ukulalela Nokukhuluma: ukuhumusha nokuphendula imiyalo yomlomo, ukuxoxa indaba.

**Amakhono Empilo:** Ukulingisa ngesikhathi somculo nezifundo zokunyakaza (abafundi 'bandiza' bengenabephuma esidlekeni sezinyosi abasibona ngamehlo engqondo).

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

**Okudingayo**

- Ulayini wokweneka wezinombolo onezinombolo 1–10
- Amaphekisi ama-5 abomvu okunamathisela ezinombolweni 2, 4, 6, 8, 10
- Izinti zokubala ezingama-200
- Izivalo zepulastiki ezingama-20
- Indaba: *Izidleke zezinyosi* (ikhasi 193)
- Imizila yezinombolo emi-5 (ikhasi 39)
- Amabhulokhi axhumekayo angama-55
- Isitsha somfundi ngamunye esinalokhu:
  - Izinto zokubala ezinemibala eziyi-10
  - Ubuhlalu bokuhlela
- Inhlama yokudlala nomata womfundi ngamunye

1. **Izinkinga zamagama:** Abafundi basebenzisa izinto zabo zokubala noma iminwe ukuxazulula izinkinga.

**Imibuzo ekuholayo:**

- ★ Izinyosi zithola izimbali ezine eziluhlaza sasibhakabhaka nezimbali ezintathu ezibomvu. Zingaki izimbali ezizitholile?
- ★ Izinyosi eziyishumi zihlala esidlekeni sezinyosi. Izinyosi ezine ziyandiza ziyofuna izimbali. Zingaki izinyosi ezisele esidlekeni?





**TIP**

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

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

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

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

**Guiding questions:**

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

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



**TIP**

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

**Guiding questions:**

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

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

**Guiding questions:**

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

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



**Check that learners are able to:**

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

 **ICEBO**  
 Khumbula ukususa amaphekisi anemibala ngemva kweseshini ukulungiselela iqembu elilandelayo.

 **ICEBO**  
 Ubuhlalu bokuhlela busiza abafundi ukuba baqonde ukuthi inombolo eyodwa ingase yakhiwe yinhlanganisela yezinombolo ezimbili noma ngaphezulu.

2. **Ukubala ngakubili:** Bala ngakubili kulayini wokweneka wezinombolo. Shintsha amaphekisi ude ufaka anemibala ekubaleni ngakunye, isibonelo, ku-2, 4, 6, 8 kanye no-10.
3. **Amaqembu okuyi-10:** Xoxa indaba, *Izidleke zezinyosi*.  
 Abafundi basebenza ngababili. Ipheya ngalinye lithola izinto zokubala ezingama-50 (izinyosi) nezivalo ezi-5 (izidleke zezinyosi). Babeka 'izinyosi' (izinto zokubala) zabo ngamaqoqo ayi-10 'ezidlekeni' zazo (izivalo).  
**Imibuzo ekuholayo:**
  - ★ Unezidleke zezinyosi ezingaki?
  - ★ Zingaki izinyosi esidlekeni sezinyosi ngasinye?
4. **Ubuhlalu bokuhlela:** Abafundi basebenzisa ubuhlalu bokuhlela ukubala.  
**Imibuzo ekuholayo:**
  - ★ Ngikhombise ubuhlalu obuyisishiyagalolunye. Manje ngibonise ubuhlalu obuyisithupha. Buyingcosana kangakanani lobu buhlalu kunobuyisi-9?
  - ★ Ngikhombise ubuhlalu obuhlanu. Make senze ubuhlalu obuyi-10. Bungaki obunye ubuhlalu obudingayo?
  - ★ Bamba ubuhlalu obuhlanu esandleni sakho. Yengeza obunye ubuhlalu obuthathu. Usunobuhlalu obungaki?
  - ★ Bamba ubuhlalu obuyisikhombisa esandleni sakho. Manje ngikhombise ubuhlalu obuyi-10. Ukuze ube ne-10, bungaki obunye odinga ukubengeza?
  - ★ Bamba ubuhlalu obuyi-10 esandleni sakho. Ukuze ube nobuhlalu obune, bungaki okufanele ubususe?
5. **Imibhoshongo yokulandela inombolo:** Beka imikhondo yezinombolo kanye namabhulokhi axhumekayo kumata. Abafundi banikana amathuba ukusho inombolo, bese bebeka umbhoshongo owakhiwe ngenombolo efanele yamabhulokhi axhumekayo esikweleni ngasinye.  
**Imibuzo ekuholayo:**
  - ★ Mangaki amabhulokhi axhumekayo owasebenzisele umbhoshongo kuleyo nombolo yesikwele?
  - ★ Imuphi umbhoshongo onamabhulokhi amaningi/ayingcosana?
  - ★ Inombolo 3 inamabhulokhi amangaki ngaphezulu/ngaphansi kwenombolo 4, njalonzalo?
  - ★ Iyiphi inombolo enkulu kakhulu/encane kakhulu? Wazi kanjani?
6. **Ukuzejwayeza inombolo 10 usebenzisa inhlama yokudlala:** Abafundi benza uphawu lwenombolo 10 ngenhlama yokudlala. Sekela abafundi asebekulungele ukubhala u-10.



### Hlola ukuthi abafundi bayakwazi uku-:

- xazulula izinkinga zokuhlanganisa nokususa ezibandakanya izinombolo 1–10
- bala ngakubili
- enza bachaze amapheya ahlukeni ezinombolo ahlanganayo akhe inombolo
- qondanisa izimpawu zezinombolo namabhulokhi axhumekayo

## Workstation 1

### What you need

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

Learners use playdough to complete the template.

## Workstation 2



### TIP

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

### What you need

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

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



## Workstation 3

### What you need

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

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



## Workstation 4

### What you need

- Number puzzles 1–10 (page 220)

Learners complete the puzzles in pairs.

## Isiteshi sokusebenzela 1

### Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 10 (ikhasi 213) – oku-1 kumfundi ngamunye

Abafundi basebenzisa inhlama yokudlala ukuze bagcwalise ithempulethi.

## Isiteshi sokusebenzela 2

### Okudingayo

- Komfundi ngamunye:
  - Ibhodi yomdlalo womjaho wasepulazini (ikhasi 216)
  - Idayisi
  - Izinto zokubala zezilwane

Abafundi baphonsa idayisi labo bese behambisa izinto zokubala zezilwane zabo ebhodini ngokwesibalo sezikhala ezihambisana nenombolo evela edayisini. Baqhubeka ngale ndlela baze bafike enqwabeni yotshani. Badinga ukuphonsa inombolo okuyiyona ngqo ezowela enqwabeni yotshani ukuze baqedele umdlalo. Uma bengakwenzi lokhu, bayaqhubeka nokujikijela baze baphonse inombolo efanele edingekayo.



**ICEBO**  
Uma ucela abafundi ukuthi bachaze ukuthi udlalwa kanjani umdlalo, lokho kuzokunika ithuba lokuthola ukuthi bayayiqonda yini imithetho yakhona.

## Isiteshi sokusebenzela 3

### Okudingayo

- Izingxenywe ezi-2 zesihlahla esiluhlaza satshani ezisikwe zakhishwa ekhadibhodini zomfundi ngamunye
- Iziqu zesihlahla eziyi-10 ezinezimpawu zezinombolo 1–10
- Izinto zokubala eziyi-10 ezinemibala zomfundi ngamunye



Abafundi bakhetha isiqu esisodwa sesihlahla ukusibeka ngaphansi kwesihlahla bese behlobisa isihlahla ngaleso sibalo sezinto zokubala, isibonelo, u-2 no-4. Phinda ngezinye iziqu zesihlahla.

## Isiteshi sokusebenzela 4

### Okudingayo

- Amaphazili ezinombolo 1–10 (ikhasi 221)

Abafundi baqedela amaphazili ngababili.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 0

## Zejwayeze

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

## New maths vocabulary

zero

nought

nothing

## Getting ready

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

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



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



# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

## Izihloko

- Bona izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana

## Ulwazi olusha

- Inombolo 0

## Zejwayeze

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphezulu, ukuhlehla 10–1
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–10
- Ukugxilisa umqondo wenombolo 1–10
- Ukubala ngakubili
- Hlanganisa, susa

## Ulwazimagama olusha olusetshenziswa ezibalweni

ziro

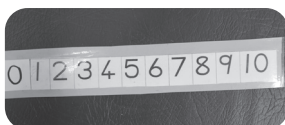
iqanda

lutho

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amafrizi ezinombolo 1–10
- ifrizi yenombolo kanye nethempulethi yendlu yenombolo 0 (ikhasi 209)
- amakhadi ezimpawu zezinombolo kanye namagama ezinombolo 0–10
- ikhadi lophawu lwenombolo 0 (ulayini wokweneka wezinombolo)
- ikhadi lamachashazi elingenalutho
- izithombe eziyi-10 zezinto ezinkulu
- ithempulethi yenhlama yokudlala: Inombolo 0 (ikhasi 215) – oku-1 komfundi ngamunye
- irempu namabhola (bheka Isiteshi sokusebenzela 4)
- umzila wezinombolo 0–10
- umzila wokweqa inombolo ukusuka ku-0–10 (wesimo sesibungu).





## Whole class activities

### Day 1



#### TIP

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

#### What you need

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

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

#### Guiding questions:

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

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

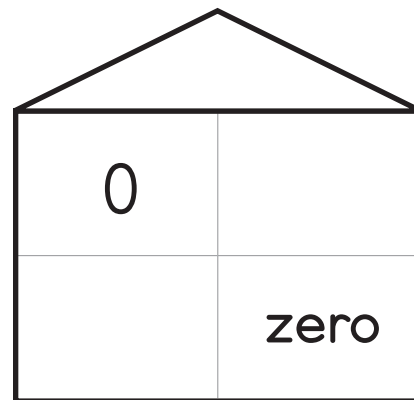
#### Guiding questions:

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

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

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

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



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

#### Guiding questions:

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

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



#### TIP

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

## Imisebenzi yekilasi lonke

### Usuku 1



Hambisa izinombolo kulayini wokweneka wezinombolo ukuze kube nesikhala sekhadi lophawu lwenombolo 0.

#### Okudingayo

- Iculo: *Amabhodlela aluhlaza satshani ayishumi* (ikhasi 193)
- Amafrizi ezinombolo 1–10
- Ifrizi yenombolo kanye nethempulethi yendlu yenombolo 0 (ikhasi 209)
- *Indaba kanombolo 0* (ikhasi 193)
- Ikhadi lophawu lwenombolo 0 (ulayini wokweneka wezinombolo)
- Ibhokisi lekhadibhodi

1. **Iculo:** Cula iculo, *Amabhodlela aluhlaza satshani ayishumi*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi banikana amathuba ngokubala izinto ekilasini, isibonelo, amafasitela, iminyango, izikhwama zesikole eziyisi-8, amapensele ayi-10.

#### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi mangaki amapensele kuleli thini?
- ★ Ucabanga ukuthi kunezikhwama zesikole ezingaphezu kwe-10 noma izikhwama zesikole eziyingcosana kuneziyi-10?

4. **Sethula 0:** Khomba amafrizi ezinombolo 1–10.

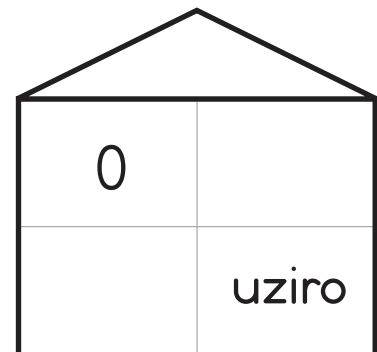
#### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi zingase zibe khona ezinye izindlu? Kungani kunjalo/kungenjalo?
- ★ Besizozibekaphi izindlu kufrizi yethu uma besingaba nezindlu ezengeziwe?

Xoxa *Indaba kanombolo 0*. Khombisa indlu yezilwane enophawu lwenombolo negama lenombolo *ngaphambi kwefrizi kanombolo 1* odongeni lwezibalo.

Abafundi balingisa indaba. Sebenzisa ikhadibhodi elingenalutho ukumela indlu engenalutho. Khetha abafundi abazodlala izindawo zendlovu, izindlulamithi, izinyoni nezinye izilwane.

Abafundi bazejwayeza inombolo 0 ngokuyibhala emoyeni noma kumata ngeminwe.



5. **Ukwengeza u-0 kulayini wokweneka wezinombolo:** Bonisa abafundi ikhadi lenombolo 0. Buza ukuthi bacabanga ukuthi lokhu kufanele kungene kuphi kulayini wokweneka wezinombolo. Cela umfundi ukuba eze azobeka lokhu kulayini wokweneka wezinombolo.

#### Imibuzo ekuholayo:

- ★ Kungani ubeke inombolo enguziro lapho?
- ★ Iyiphi inombolo eza ngemuva kukaziro?
- ★ Ubani ongangilethela izincwadi ezinguziro?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Sebenzisa igama elithi 'ziro' kaningi lapho ubhekise ophawini '0' futhi usebenzise 'lutho' osukwini lapho ukhuluma ngo-'akuna lutho' noma ukuthi 'akunazinto'.

Day 2

What you need

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



TIP

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

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

Guiding questions:

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

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

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

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

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

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



TIP

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

Guiding questions:

- ★ How many balls are there inside the hoop?

Show learners a blank dot card.

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

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

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

Guiding questions:


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

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

## Usuku 2

## Okudingayo

- Iculo: *Amabhodlela aluhlaza satshani ayishumi* (ikhasi 193)
- Amabhola ayi-10
- Amahulahuphu ama-2
- Amakhadi a-0 ophawu nezinombolo zamagama (*Ikhithi Yezinsiza*)
- Isitsha esingenalutho setafula lezibalo
- Ikhadi elinamachashazi elingenalutho

 **ICEBO**  
Bala usuke ku-0 uye koku-20 lapho abafundi beya eziteshini zabo zokusebenzela nalapho beya endlini yangasese.

1. **Iculo:** Cula iculo, *Amabhodlela aluhlaza satshani ayishumi* ubuye ulingise kanye nabafundi abayi-10.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0. Khomba ulayini wokweneka wezinombolo ngenkathi ubala.
3. **Ukubala izinto 1–10:** Beka amahulahuphu amabili kumata. Faka amabhola ayi-10 phakathi kwehuphu eyodwa bese ushiya ihubhu yesibili ingenalutho.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi mangaki amabhola kule huphu?

Abafundi babala emabhola ehuphini ngayinye. Khipha amabhola ayisikhombisa ehuphini yokuqala uwafake phakathi kwehuphu yesibili.

- ★ Uma sithatha amabhola ayisikhombisa kule huphu siwafake ehuphini engenalutho, mangaki amabhola asele kule huphu?

Abafundi babala amabhola ehuphini ngayinye. Thatha amabhola amathathu ehuphini yokuqala uwafake ehuphini yesibili, ushiye ihuphu yokuqala ingenalutho.

- ★ Mangaki amabhola akhona ehuphini ngayinye?
- ★ Kwenzekani uma ukhipha wonke amabhola ehuphini eyodwa uwafake kwenye ihuphu?

4. **Itafula lezibalo:** Beka ihuphu engenalutho etafuleni lezibalo ukumela inombolo 0.

**Imibuzo ekuholayo:**

- ★ Mangaki amabhola akhona ngaphakathi kwehuphu?

Bonisa abafundi ikhadi lamachashazi elingenalutho.

- ★ Mangaki amachashazi akhona kuleli khadi elinamachashazi?


Umfundi oyedwa ubeka ikhadi elingenalutho, ikhadi lophawu namagama kumele uziro etafuleni lezibalo eduze kwesitsha esingenalutho.

Abafundi bathatha uhambo lokubala bakhombe inombolo ethile yezinto (kubandakanya uziro).

**Imibuzo ekuholayo:**

- ★ Ngabe ubona:
  - Ibhasi? Linamasondo amangaki?
  - Intombazane enamashobana amabili ekhanda?
  - Indlu? Inophahla olungaki?
  - Indawo yokupaka engenazo izimoto?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

 **ICEBO**  
Kunamagama amaningi asho into efanayo nelithi ziro, isibonelo, *iqanda, lutho*. Yakhela kulawa magama ngenkathi abafundi bewasebenzisa, isibonelo, buza ukuthi yiliphi elinye igama abangalisebenzisa esikhundleni sokuthi 'lutho'. Khomba ukuthi la magama wonke asho uziro.

### Day 3

#### What you need

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

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



**TIP**

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

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

#### Guiding questions:

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

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

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

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

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

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

### Day 4

#### What you need

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

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

#### Guiding questions:

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

## Usuku 3

## Okudingayo

- Iculo: *Amabhodlela aluhlaza satshani ayishumi* (ikhasi 193)
- Izitsha eziyi-11
- Izinti zokubala ezingama-55
- Amakhadi ezinombolo amachashazi 1–10 (*Ikhithi Yezinsiza*)
- Ikhadi lamachashazi elingenalutho
- Amakhadi ezimpawu ezinombolo 0–10



1. **Iculo:** Cula iculo, *Amabhodlela aluhlaza satshani ayishumi*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala benze indilinga. Banikana amathuba ngokuthatha ikhadi enqwabeni yawo. Bonke abafundi bakhombisa iminwe eminingi njengamachashazi asekhadini, bebala ndawonye. Uma ikhadi likhombisa u-0, abafundi bakhombisa isibhakela esimela lokhu ngokwenza iminwe engu-0.
4. **Amakhadi anamachashazi nokuhlela izinombolo 0–10:** Bonisa abafundi amakhadi anamachashazi 1–10. Phakamisa ikhadi elinamachashazi elingenalutho elimele u-0.

**Imibuzo ekuholayo:**

- ★ Mangaki amachashazi akhona kuleli khadi elinamachashazi?

Namathisela ikhadi elinamachashazi ukusuka ku-0 kuye ku-10 ngaphandle kwesitsha ngasinye bese ubeka uphawu lwenombolo ehlobene ngaphakathi esitsheni ngayinye. Beka izitsha kumata ngokungahlelekile nje. Abafundi banikana amathuba ngokubeka izinti zokubala ezitsheni ngokwesibalo samachashazi.

Beka izitsha 7, 4, 9 no-0 kumata. Abafundi banikana amathuba ukuhlela iziqukathi ukusuka enombolweni encane kakhulu ukuya kwenkulu kakhulu.

- ★ Singazihlela kanjani lezi ziqukathi kusukela enombolweni encane kakhulu kuya kwenkulu kakhulu?

- ★ Iyiphi inombolo enkulu kakhulu/encane kakhulu?

Phinda usebenzise ezinye izinhlanganisela kanye nokuhlela ukusuka enombolweni enkulu kakhulu ukuya kwencane kakhulu.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esitsheni sokusebenzela ngasinye.

## Usuku 4

## Okudingayo

- Iculo: *Amabhodlela aluhlaza satshani ayishumi* (ikhasi 193)
- Izithombe eziyi-10 zezinto ezinkulu
- Indwangu
- Ulayini wokweneka wezinombolo kanye namakhadi ezinomboo 0–10

1. **Iculo:** Cula iculo, *Amabhodlela aluhlaza satshani ayishumi*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka izithombe zezinto eziyi-10 odongeni bese uzimboza ngendwangu. Yembula izithombe.

**Imibuzo ekuholayo:**

- ★ Kukhona izithombe zezinto ezingaki odongeni?



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

★ How many pictures are on the wall now?

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

**Guiding questions:**

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

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

## Day 5

### What you need

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

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

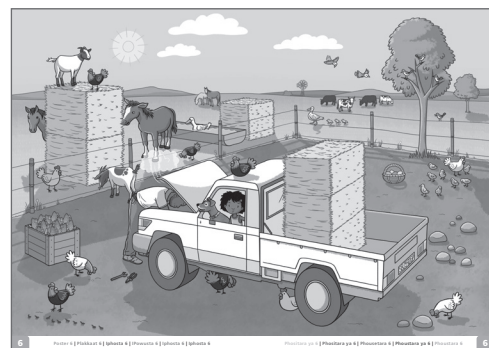
**Guiding questions:**

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

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

**Guiding questions:**

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



Instead of hopping learners can clap their hands.

Susa isithombe esisodwa/ezimbili/ezintathu bese uphinda okade ukwenza. Qhubeka kuze kungabi bikho zithombe.

★ Kukhona izithombe zezinto ezingaki odongeni manje?

4. **Ukuzejwayeza nokuhlela ngokulandelana izinombolo 0–10:** Susa amakhadi ezinombolo kulayini wokweneka wezinombolo ngaphandle kuka-3 no-7. Nika abafundi amakhadi ayisishiyagalolunye owasusile. Abafundi banikana amathuba ngokunamathisela ngephekisi izinombolo kulayini wokweneka wezinombolo ngokulandelana okufanele.

**Imibuzo ekuholayo:**

- ★ Singayibeka kuphi inombolo 1/5/10? Wazi kanjani?
- ★ Iyiphi inombolo yokuqala ngaphambili/ngemuva \_\_\_\_?
- ★ Singayibeka kuphi inombolo 0? Kungani?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- Iculo: *Izintuthwane zimasha ngazimbili* (ikhasi 189)
- Amakhadi ezimpawu zezinombolo 0–10
- Itheyiphu yokumboza/ushoki
- IPhosta 6

1. **Iculo:** Culani iculo elithi, *Izintuthwane zimasha ngazimbili*, nenze neminyakazo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bama ecaleni elilodwa lekilasi. Umfundi oyedwa ubonisa ikhadi lenombolo. Abanye abafundi bagxuma izikhathi zenombolo esekhadini bese bebala kakhulu. Uma kukhonjiswa u-0, abafundi bahlala lapho bekhona ngaphandle kokugxuma.
4. **Umzila wokugxuma:** Sebenzisa itheyiphu yokumboza noma ushoki ukuze wakhe inombolo yomzila wokugxuma wamabhulokhi kusukela ku-0–10 kumata. Abafundi banikana amathuba ngokuma ebhulokhini ka-'ziro' bese begxuma njengoba beyalelwe.

**Imibuzo ekuholayo:**

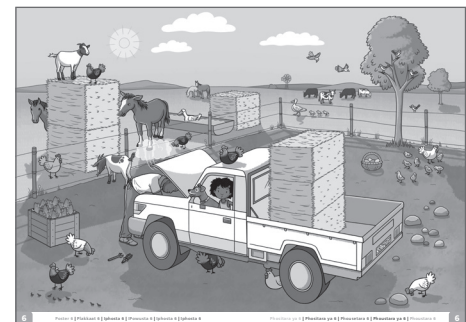
- ★ Ngabe ungagxuma uye enombolweni 6/4/7, njalonzalo? (Khombisa abafundi izimpawu zezinombolo.)
- ★ Ungagxuma kangaki ukuze ufike kuleyo nombolo? (Khombisa uphawu lwenombolo u-0.)
- ★ Awugxumanga ngani?

5. **Ukuzejwayeza 0–10:** Xoxa ngePhosta 6. Khuluma ngalokho abafundi abangakubona.

**Imibuzo ekuholayo:**

- ★ Inkukhu/idada/inanyi kunamaphiko amangaki?
- ★ Ihashi linamaphiko amangaki?
- ★ Zingaki izinyoni/amahhabhula owabona esihlahleni?

 **ICEBO**  
Esikhundleni sokugxuma abafundi bangashaya izandla.



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

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

### Integration

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

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

## Small group activities

### Teacher-guided activity

#### What you need

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



#### TIP

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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

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

- ★ Ngabe ungasithola isilwane esinamabala/esingenamabala?
- ★ Ubona izilwane ezingaki ezinemisila?
- ★ Ngabe unemisila emingaki uMalusi?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Ukudidiyela

**Ulimi Lwasekhaya:** Lalela bese uphendula imiyalo elula, ukwakha ulwazimagama.

**Amakhono Empilo:** Ukusombulula izinkinga kanye nokwabelana ngezizathu zezisombululo, ukusebenza izinto ezehlukene ngemibala, ubukhulu nezimo.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Ikhadi lezimpawu nekhadi legama lika-0 – ipheya elilodwa kumfundi ngamunye
- Amakhathoni amaqanda (izinkomishi eziyi-12) anezinto zokubala kwezinye zezinkomishi – eli-1 kumfundi ngamunye
- Umzila wezinombolo 0–10
- Amabhulokhi axhume kayo angama-55
- Izinto zokubala ezinemibala ezingama-50–60
- Inhlama yokudlala nomata womfundi ngamunye
- Isitsha esinezinto zokubala zezilwane eziyi-10 – esi-1 kumfundi ngamunye



Abafundi bangasebenzisa izinto zokubala noma iminwe yabo ukumela izinyosi. Lokhu kubasiza ukuba balungiselele ukusebenza nezinkinga ezingeni lokungabonakali.

1. **Izinkinga zamagama:** Abafundi babeka izitsha zabo phambi kwabo bese bebala bekhapha izinto zokubala eziyi-10.

#### Imibuzo ekuholayo:

- ★ Kunezinyosi ezintathu embalini eluhlaza sasibhakabhaka nezinyosi eziyisithupha embalini ebomvu. Zingaki izinyosi uma sezizonke?
- ★ Izinyosi ezimbili embalini eluhlaza sasibhakabhaka zabuyela esidlekeni. Zingaki izinyosi ezisembalini eluhlaza sasibhakabhaka manje?
- ★ Izinyosi ezintathu ezazisembalini ebomvu zandiza zabuyela esidlekeni. Zingaki izinyosi ezisembalini ebomvu manje?

2. **Ukubala izinto:** Abafundi bayabuka lapho ubeka izinto zokubala ezinhlanu esandleni esisodwa kanye nezinto zokubala ezine kwesinye isandla. Bakhombise izandla zakho ezivaliwe bese uthi, 'Nginezinto zokubala ezinhlanu kulesi sandla kanye nezinye izinto zokubala ezine kwesinye isandla sami.'

#### Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala enicabanga ukuthi nginazo uma sezizonke?
- ★ (Vula isandla esisodwa. Abafundi babala izinto zokubala kuleso sandla.) Zingaki izinto zokubala ezikhona?
- ★ (Vula esinye isandla. Abafundi babala izinto zokubala kuleso sandla.) Zingaki izinto zokubala ezikhona?
- ★ Zingaki izinto zokubala uma sezizonke?

Phinda usebenzise ezinye izinhlanganisela ukufika e-10, kuhlangukane nesandla esisodwa esingenalutho.

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

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



**Guiding questions:**

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

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

**Guiding questions:**

- ★ How many counters are under your tub?

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

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

Repeat using different combinations to 10.

Learners place all their counters on top of their tubs.

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

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



**Guiding questions:**

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

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



**TIP**

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



**Check that learners are able to:**

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



### 3. Ukuqondanisa isethi engenalutho enophawu u-0 namakhadi amagama:

Faka izinto zokubala ezingu-1–10 kwezinye zezinkomishi zekhathoni lamaqanda, ushiye izinkomishi ezimbalwa zingenalutho. Abafundi babeka uphawu lwenombolo engu-0 negama lenombolo eduze kwezinkomishi ezingenalutho.



#### Imibuzo ekuholayo:

- ★ Iyiphi inkomishi ocabanga ukuthi inezinto zokubala ezingi kakhulu/ezincane kakhulu kunenye? Kungani ucabanga kanjalo?
- ★ Yiziphi izinkomishi ezingenalutho? Zingaki izinto zokubala kulezo zinkomishi?
- ★ Zingaki izinkomishi ezingenalutho uma sezizonke?

### 4. Ukuhlanganisa nokususa: Abafundi babeka izinto zokubala zabo kumata bese bebhekisa phansi izitsha zabo. Babeka izinto zokubala ezinhlanu ngaphansi kwesitsha sabo.

#### Imibuzo ekuholayo:

- ★ Zingaki izinto zokubala ezingaphansi kwesitsha sakho? Abafundi bathatha izinto zokubala ezimbili ngaphansi kwezitsha zabo bazibeke phezu kwezitsha zabo.
- ★ Zingaki manje izinto zokubala ezingaphansi kwesitsha sakho? Zingaki ezingaphezulu? Zingaki uma sezizonke? Phinda usebenzise izinhlanganisela ezahlukene ukuya e-10. Abafundi babeka zonke izinto zokubala phezu kwezitsha zabo.
- ★ Zingaki izinto zokubala ezingaphansi kwesitsha sakho? (Azikho)


### 5. Imibhoshongo yokulandela inombolo: Beka imizila yezinombolo kanye namabhulokhi axhume kayo kumata. Abafundi banikana amathuba ukusho inombolo esikweleni ngasinye somzila, bese bebeka esikweleni umbhoshongo owakhiwe ngenombolo efanele yamabhulokhi axhume kayo.

#### Imibuzo ekuholayo:

- ★ Mangaki amabhulokhi axhume kayo owasebenzisele umbhoshongo kuleso sikwele senombolo?
- ★ Iliphi iqembu elinamabhulokhi amaningi/ayingcosana?
- ★ Mangaki amabhulokhi akuziro?

### 6. Ukuzejwayeza inombolo 0 usebenzisa inhlama yokudlala:

Abafundi benza uphawu lwenombolo 0 ngenhlama yokudlala. Sekela abafundi abakulungele ukubhala 0.

 **ICEBO**  
Bandakanya izibonelo zokuhlenganisa nokususa uziro, isibonelo: 'Beka izinto zokubala ezinguziro phezu kwesitsha sakho.'



#### Hlola ukuthi abafundi bayakwazi uku-:

- bala amaqoqo ezinto 1–10
- xazulula izinkinga ngomlomo ngezinombolo 0–10
- hlakaza babuye bakhe izinombolo 0–10
- qhathanisa izinombolo ebangeni lika-0–10
- bona, ukuqondanisa nokubiza izimpawu zezinombolo namagama enombolo uziro



### Workstation 1



#### What you need

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

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

### Workstation 2



#### What you need

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

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

### Workstation 3

#### What you need

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

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

### Workstation 4

#### What you need

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

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



## Isiteshi sokusebenzela 1



### Okudingayo

- Inhlama yokudlala
- Ithempulethi yenhlama yokudlala: Inombolo 0 (ikhasi 215) – oku-1 umfundi ngamunye

Abafundi basebenzisa inhlama yokudlala ukuze bagcwalise ithempulethi. Bakha obhasikidi, amabhokisi, izidleke, njalonjalo, okungenalutho ngaphakathi.

## Isiteshi sokusebenzela 2



### Okudingayo

- Ithileyi leqhwa eli-1
- Izinto zokubala ezinemibala ezingama-200 (*Ikhithi Yezinsiza*)
- Idayisi elinecala lamachashazi ayisi-6 elimbozwe ngesitikha kanti esikhundleni salo kuno-'0'.

Umfundi wokuqala ugingqa idayisi, abeke lesi sibalo sezinto zokubala kwelinye lezikhala zethileyi leqhwa. Umfundi olandelayo wenza okufanayo, ebeka lesi sibalo sezinto zokubala esikheleni esilandelayo. Phinda.

## Isiteshi sokusebenzela 3

### Okudingayo

- Isitsha esinezinto zokubala zezithelo eziyi-10 – esi-1 kumfundi ngamunye
- Idayisi

Abafundi babeka izinto zokubala zabo zibe umugqa. Banikana amathuba ukugingqa idayisi, bese besusa ohlwini lwabo isibalo esifanayo sezinombolo njengoba kukhonjisiwe edayisini, bese bewabeka ezitsheni zabo. Umfundi wokuqala obeke zonke izinto zokubala esitsheni uyawina.

## Isiteshi sokusebenzela 4

### Okudingayo

- Amabhola ethenisi ayisi-6
- Irempu (isibonelo, ipulangwe elibanzi)
- Izitsha ezi-4 ezimbozwe ngephepha elinemibala ehlukeni

Beka irempu endaweni ephakeme engaba ngama-20 cm (sentimitha) ukusuka phansi. Beka izitsha phansi ekugcineni okuphakeme kwerempu. Abafundi banikana amathuba ukugingqa amabhola abo aye phezulu erempini bese bezama ukubeka amabhola abo esitsheni. Babala isamba samabhola angene esitsheni.



# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Geometric patterns: make, copy and extend patterns

## New knowledge

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

## Practise

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

## New maths vocabulary

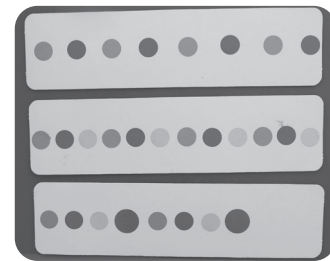
sequence

make the pattern

## Getting ready

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

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



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

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

# Ingxenye Yolwazi Okugxilwe Kuyo: Amaphethini, Amafankshini kanye ne-Aljebhra

**Izihloko**

- Amaphethini ejiyomethri: yenza, kopisha bese welula amaphethini

**Ulwazi olusha**

- Yenza, kopisha bese welula iphethini lokuzwakalayo
- Dweba amaphethini ngezinye izinto

**Zejwayeze**

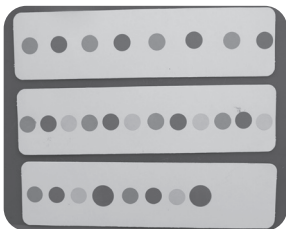
- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0
- Ukubala izinto 1–10
- Yenza, kopisha bese welula amaphethini usebenzisa izinto eziphathekayo

## Ulwazimagama olusha olusetshenziswa ezibalweni

ukulandelana

yenza iphethini

## Ukulungiselela



Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amakhadi ama-3 amakhulu ephethini lombala:
  - oluhlaza satshani nobomvu
  - oluhlaza satshani, obomvu kanye nophuzi
  - oluhlaza satshani, obomvu, ophuzi noluhlaza sasibhakabhaka
- izinsimbi zesigqi somculo ezingama-30 ezingahlungwa zibe amaqoqo ama-4 (iqoqo elilodwa kufanele libe nezinsimbi eziyi-10)
- ubhasikidi/isitsha esihlanzwe sakhanya esinezinto eziyi-10, ezinye zinamaphethini aphindaphindayo, kanti ezinye zinamaphethini angaphindaphindi, isibonelo, iphepha lokugoqa, izitikha, izidwedwe zendwangu, amathayili, imigexo, amasongo, amakhoni ephayini, izimbali, amasokisi, amagobolondo, njalonzalo
- iphepha elisikwe laba yisimo sethishethi – eli-1 kumfundi ngamunye
- amakhadi ayisi-8 amaphethini ezinombolo, isibonelo, 2 1 2 1; 4 3 4 3

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

- izimo zephepha zejiyomethri: indilinga, isikwele, unxande, unxantathu – eziyisi-6 kumfundi ngamunye
- amakhadi ayisi-8 amaphethini (bheka Isiteshi Sokusebenzela 2).

## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

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

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

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

4. **Extending patterns:**

Learners sit in a circle.

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

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

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



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

#### Guiding questions:

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

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

- ★ Can you make a pattern with three colours?

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

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



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

# Imisebenzi yekilasi lonke

## Usuku 1

### Okudingayo

- Umlolozelo: *Yisikhathi samaphethini (Umhlahlandlela Wemisebenzi: Ithemu 3, ikhasi 191)*
- Itafula/ibhokisi elincane
- Amakhadi ama-3 amaphethini:
  - oluhlaza satshani nobomvu
  - oluhlaza satshani, obomvu kanye nophuzi
- oluhlaza satshani, obomvu, ophuzi noluhlaza sasibhakabhaka
- Uthi lokubala olunombala obomvu, oluhlaza satshani, oluhlaza sasibhakabhaka nophuzi olu-1 kumfundi ngamunye

1. **Umlolozelo:** Isho umlolozele, *Yisikhathi samaphethini*, wenze neminyakazo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Beka izinti zokubala eziyi-10 eziluhlaza satshani, ezi-5 ezibomvu, ezi-2 eziluhlaza sasibhakabhaka neziyi-10 eziphuzi ezinqwabeni ezahlukene etafuleni elincane noma ebhokisini ukuze bonke abafundi bazibone.

### Imibuzo ekuholayo:

- ★ Ucabanga ukuthi zingaki izinti eziluhlaza satshani/ezibomvu/eziluhlaza sasibhakabhaka/eziphuzi?
- ★ Yimiphi imibala enezinti ezi-0?

Khetha umfundi ozobala abambe inqwaba ngayinye ngenkathi ikilasi libala ndawonye.

- ★ Zingaki izinti ezisele etafuleni/ebhokisini?

4. **Ukwelula amaphethini:** Abafundi bahlala benze indilinga. Faka izinti ezingama-30 eziluhlaza satshani kanye nezibomvu ezingama-30 phakathi nomata. Umfundi ngamunye uthatha uthi olulodwa oluhlaza satshani kanye nothi olubomvu. Khombisa ikhadi lephethini elinemibala emibili.




Umfundi oyedwa uqala ngokubeka induku yombala efanele kumata. Abafundi banikana amathuba ukuqhubeka nephethini, wonke umuntu aze athole ithuba – iphethini lizoqhubeka lizungeze indilinga yabafundi.

### Imibuzo ekuholayo:

- ★ Ubani ongangitshela ukuthi liyini iphethini?
- ★ Iyiphi induku yombala ezolandela kuleli phethini?
- ★ Imuphi umbala okufanele siwufake olandelayo ukuze selule iphethini? Nikeza umfundi ngamunye induku ephuzi. Khombisa ikhadi lephethini elinemibala emithathu bese uphinda umsebenzi.
- ★ Ungakwazi yini ukwenza iphethini ngemibala emithathu? Nikeza umfundi ngamunye induku eluhlaza sasibhakabhaka bese uphinda ngemibala emine.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

 **ICEBO**  
Uma abafundi bewazi kahle la makhono amaphethini, yelula umsebenzi usebenzisa ama-athribhuthi amabili, njengombala nesimo noma ubukhulu.



## Day 2

### What you need

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

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



**TIP**

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

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

#### Guiding questions:

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

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

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

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

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

## Day 3

### What you need


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

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

## Usuku 2

## Okudingayo

- Iculo: *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* (ikhasi 195)

 **ICEBO**  
Lapho ubala udlule ama-20, siza abafundi baqonde ukuthi izinombolo zilandela iphethini elifanayo nelangaphambilini. Khumbula ukuthi abanye abafundi bangadinga ukuzejwayeza okuningi kunabanye.

1. **Iculo:** Cula iculo, *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* ngaleli phethini: shaya izandla, shaya izithupha, gxoba ngonyawo; shaya izandla, shaya izithupha, gxoba ngonyawo, njalonjalo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bama emgqeni. Bagxoba ngezinyawo phansi ngenkathi bebala ukusuka koku-1–10 babuye baphakamisele izingalo zabo emoyeni lapho befika ku-10. Baguqula izinkomba bese bephinda umsebenzi ngokunye ukunyakaza komzimba, isibonelo, ukushaya izandla.
4. **Ukukopisha nokwelula amaphethini omsindo:** Abafundi bema benze indilinga. Yakha iphethini eculweni, *Shaya izandla, shaya izithupha bese ugxoba ngonyawo*: Shaya izandla, shaya izandla, shaya izithupha, shaya izithupha, gxoba ngonyawo, gxoba ngonyawo (AABBCC). Abafundi ngamunye banethuba lokuphinda iphethini wonke umuntu aze athole ithuba.

## Imibuzo ekuholayo:

- ★ Yini okufanele ize kuqala/elandelayo kuleli phethini?

Phinda ngokunyakaza kwe-ABC, isibonelo, gxuma, iya kwesokudla bese uphenduka; gxuma, iya kwesokudla bese uphenduka.

- ★ Ungakwazi yini ukukopisha lokhu kunyakaza ngomzimba wakho?
- ★ Uyalibona iphethini? Lithini iphethini?
- ★ Kuyini ukulandelana kwephethini?
- ★ Ungalelula kanjani leli phethini?

Phinda ngephethini lika-ABAB ngeminyakazo, isibonelo, gxuma, yima ugxamalaze; gxuma, yima ugxamalaze.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 3

## Okudingayo

- Iculo: *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* (ikhasi 195)
- Ushoki/amapeni amakhokhi
- Iphepha elingu-A3
- Amakhadi ezimpawu zezinombolo kanye namagama ezinombolo 0–10
- Iphepha elingu-A4

1. **Iculo:** Cula iculo, *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* ngephethini le-ABBABB (shaya izandla, shaya izithupha, shaya izithupha; shaya izandla, shaya izithupha, shaya izithupha).
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bashaya izandla, bashaye izithupha noma bagxobe ngezinyawo zabo izikhathi ezivezwe ekhadini lezimpawu zezinombolo. Uma kukhonjiswa u-'0', abafundi abenzi lutho.



**TIP**

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

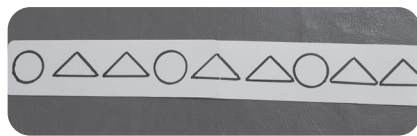
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

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

**Guiding questions:**

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

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



**Guiding questions:**

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

Cover the last three shapes with a sheet of paper.

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

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

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

**Day 4**

**What you need**

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

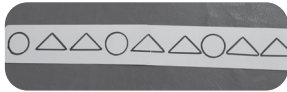
1. **Song:** Sing the song, *Clap, snap and stamp* with an AABAAB pattern (clap, clap, snap fingers; clap, clap, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners count together as four learners sort the musical instruments into piles according to the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

**Guiding questions:**

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


**ICEBO**

Siza abafundi ukuchaza umthetho wamaphethini abawakopishayo noma abawakhayo. Lokhu kusiza ekuthuthukiseni amakhono abo okucabanga.



4. **Hlonza umthetho wephethini:** Omunye umfundi uzakhela elakhe iphethini lomsindo, isibonelo, shaya izandla, shaya izandla, shaya izithupha, shaya izithupha; shaya izandla, shaya izandla, shaya izithupha, shaya izithupha. Abanye abafundi basho ukuthi iphethini liyini bese beliphinda.

Ngababili, abafundi bazakhela awabo amaphetheni emisindo. Umfundi oyedwa wenza iphethini lomsindo, bese umlingani echaza ukuthi liyini iphethini bese eliphinda. Bese beshintsha izindawo abazidlalayo.

**Imibuzo ekuholayo:**

- ★ Ungangitshelani ngephethini?
- ★ Ungakwazi yini ukwenza iphethini elifana naleli?

5. **Amaphethini ejjyomethri:** Dweba iphethini lesimo ebhodini noma emd weshwini wephepha, isibonelo, indilinga, unxantathu, unxantathu; indilinga, unxantathu, unxantathu. Yenza okungenani izimpinda ezintathu zephethini.

**Imibuzo ekuholayo:**

- ★ Ungangitshelani ngaleli phethini?
- ★ Yisiphi isimo esiza ngaphambi/ngemuva kwendilinga yokuqala/unxantathu wesibili?
- ★ Yisiphi isimo sesithathu ephethinini?
- ★ Yisiphi isimo sokuqala/sokugcina?

Mboza izimo ezintathu zokugcina ngephepha.

- ★ Yisiphi isimo esiza ngokulandelayo ekulandelaneni?
- ★ Ukhona yini ongadweba okulandelayo ephethinini?

Abafundi abambalwa badweba izimo ezintathu ezifihliwe ephetheni ngokulandelana.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 4

### Okudingayo

- Iculo: *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* (ikhasi 195)
- Izinsimbi ezingama-30 zesigqi ukuze wakhe amaqoqo ama-4
- ezinsimbi (iqoqo elilodwa kufanele libe nezinsimbi eziyi-10)
- Amakhadi ephethini anamachashazi anemibala kuthathwe kuSuku 1

1. **Iculo:** Cula iculo, *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* ngephethini ye-AABAAB (shaya izandla, shaya izandla, shaya izithupha; shaya izandla, shaya izandla, shaya izithupha).
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi babala ndawonye ngenkathi abafundi abane behlela izinsimbi zomculo zibe yizingqaba ngokuya ngohlobo lwensimbi.

**Imibuzo ekuholayo:**

- ★ Mangaki amathamborini/izigubhu/amasimbali/onxantathu/izikhehlekhehle?
- ★ Ingabe kukhona izigubhu noma izikhehlekhehle eziningi/eziyingcosana? Ziningi/ziyingcosana ngezingaki?
- ★ Iliphi iqembu elinezinsimbi eziyi-10?



**TIP**

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

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

**Guiding questions:**

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

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

- ★ How has the pattern changed?

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

- ★ Can you repeat/extend the pattern?

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

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



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

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

## Day 5

### What you need

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

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

**Guiding questions:**

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

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

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

 **ICEBO**  
Abafundi bangahlola  
izinhlobonhlobo  
zamaphethini  
ngezinsimbi zabo  
zomculo, isibonelo,  
AB, AAB, ABB, ABC.



4. **Amaphethini omculo:** Dlala iphethini lomculo ensimbini yomculo, isibonelo, esholo phansi, esholo phansi, esholo phezulu, esholo ephezulu; esholo phansi, esholo phansi, esholo phezulu, esholo phezulu.

**Imibuzo ekuholayo:**

- ★ Ungangitshelani ngephethini?
- ★ Ungakwazi yini ukusebenzisa izandla nezinyawo zakho ukwenza iphethini elifanayo?

Shintsha iphethini, isibonelo, phansi, phezulu, phezulu; phansi, phezulu, phezulu, bese uyaphinda.

- ★ Lishintshe kanjani iphethini?

Nika amaqembu amane izinsimbi zomculo. Amaqembu anikana amathuba ukuphinda amaphethini amabili omculo.

- ★ Ungakwazi yini ukuphinda/ukwelula iphethini?

Bonisa abafundi ikhadi lephethini lombala nechashazi bese nixoxa ngephethini. Amaqembu anikana amathuba ukuze akopishe futhi elule iphethini esebenzisa izinsimbi zawo zomculo. Amaqembu asebenzisa iphethini ukuze akhe amaphethini awo emisindo, isibonelo, umsindo ozwakalayo ngokubomvu, othambile ngokuphuzi; ukushesha ngokubomvu, ukunensa ngokuphuzi.

- ★ Ngitshele ngephethini.
- ★ Ungakwazi yini ukwenza iphethini elifanayo?
- ★ Lizwakala kanjani?

Amanye amaqembu aphinda iphethini lomsindo leqembu ngalinye ngezinsimbi zalo zomculo. Amaqembu anikana amathuba ukuze akhe futhi akhombise amaphethini awo emisindo ngezinsimbi zawo zomculo. Namanye amaqembu ayangena.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- Iculo: *Shaya izandla, shaya izithupha bese ugxoba ngonyawo* (ikhasi 195)
- Ubhasikidi/isiqukathi esihlanzwe sakhanya esinezinto eziyi-10
- ezinamaphethini aphindaphindayo nangaphindaphindi
- IPhosta 4

1. **Iculo:** Cula iculo, *Shaya izandla, shaya izithupha bese ugxoba ngonyawo*. Abafundi baphakamisa okwabo ukulandelana kwephethini.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Khombisa ubhasikidi wezinto eziqoqiwe.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi zingaki izinto kubhasikidi wami?
- ★ Ingabe nginakho okwanele ukunikeza wonke umuntu ekilasini into eyodwa umuntu ngamunye?
- ★ Singakuthola kanjani lokho?

Bala izinto ngesikhathi unikeza umfundi owehlukile into ngayinye.

- ★ Ngabe bekukhona izinto ezanele?
- ★ Ngabe yizinto eziningi noma ngabafundi abaningi?



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

**Guiding questions:**

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

5. **Discussing patterns:**

Discuss Poster 4.

**Guiding questions:**

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



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

**Integration**

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

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

**Small group activities**

**Teacher-guided activity**

**What you need**

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

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

**Guiding questions:**

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

4. **Ukuhlonza amaphethini:** Beka izinto eziqoqiwe kumata. Xoxani ngokuthi into ngayinye ibukeka kanjani nokuthi yimaphi amaphethini abafundi abangawabona.

**Imibuzo ekuholayo:**

- ✦ Ngabe uyayibona into enephethini? Kungani ucabanga ukuthi kuyiphethini?
- ✦ Iyiphi ingxenye yephethini ephindayo?
- ✦ Yini elandelayo ephethinini?
- ✦ Iphethini liphindeka kangaki?
- ✦ Ngabe ikhona into oyibonayo engenalo iphethini?



5. **Ukuxoxa ngamaphethini:** Xoxa ngePhosta 4.

**Imibuzo ekuholayo:**

- ✦ Imaphi amaphethini owabona esithombeni?
- ✦ Kungani ucabanga ukuthi kuyiphethini/akulona iphethini?
- ✦ Kukuphi lapho esingawathola khona amaphethini afana nalawa?
- ✦ Ngabe ungacabanga ngamaphethini ezilwaneni/nemvelo? Ungakwazi yini ukuchaza elilodwa?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Ukudidiyela**

**Ulimi Lwasekhaya:** Ukulandelanisa izigameko zansuku zonke kanye nezingxenye zendaba.

**Amakhono Empilo:** Ukuhlonza nokuchaza amaphethini endaweni yawo, ukuthuthukiswa kwamakhono okudweba (ukuthuthukiswa kwemisipha emincane), amakhono okuxazulula izinkinga nezenhlalo, ukuthuthukisa umuzwa wesigqi (umculo).

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

**Okudingayo**

- Izinti zokubala ezibomvu eziyi-10
- Izitsha zezinti zomfundi ngamunye: ezibomvu ezi-4, eziluhlaza sasibhakabhaka ezi-4, eziluhlaza satshani ezi-4, eziphuzi ezi-4, ezisawolintshi ezi-4
- Amabhulokhi angama-athribhuthi (*Ikhithi Yezinsiza*)
- Iphepha lomfundi ngamunye
- Amakhrayoni

1. **Ukubala izinto 1–10:** Beka inqwaba yezinti ezibomvu eziyi-10 kumata.

**Imibuzo ekuholayo:**

- ✦ Bangaki abafundi abaseqenjini lethu? Balani ndawonye.
- ✦ Uma ngifuna ukunika wonke umuntu uthi olulodwa, zingaki izinti engizidingayo?
- ✦ Ngabe zikhona izinti ezibomvu ezanele ukuze wonke umuntu athole uthi?
- ✦ Ingabe kukhona okwanele ukuze wonke umuntu athole izinti ezimbili?

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

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

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

**Guiding questions:**

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

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

**Guiding questions:**

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

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

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

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

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

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



**TIP**

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

- ★ What can you tell me about this pattern?

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

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

**Guiding questions:**

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

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

Khetha umfundi ozokwaba izinti ukuze umfundi ngamunye athole isibalo esifanayo sezinti.

★ Zingaki ezinye izinti esizidingayo ukuze nibe nesibalo esifanayo sezinti?

2. **Inkinga yegama:** Abafundi bangasebenzisa izinto zokubala zabo noma iminwe ukuxazulula izinkinga.

**Imibuzo ekuholayo:**

★ UMalusi uyadoba. Kunezinhlanzi eziyisishiyagalolunye emfuleni eduze kwakhe. Izinhlanzi ezine ziyatshuza zihambe. Zingaki izinhlanzi ezisele ukuze uMalusi azidobe?

3. **Ukwakha, ukukopisha nokwelula amaphethini:** Yenza iphethini usebenzisa izinti zokubala, isibonelo, umbala oluhlaza sasibhakabhaka, ophuzi; oluhlaza sasibhakabhaka, ophuzi; oluhlaza sasibhakabhaka, ophuzi. Abafundi bakopisha iphethini.

**Imibuzo ekuholayo:**

★ Ungakwazi yini ukwenza umugqa wezinti onjengowami?

★ Ngitshele ngomugqa wakho wezinti.

Yenza iphethini elehlukile nabafundi usebenzisa izinti ezinemibala emithathu emgqeni, isibonelo, olubomvu, oluhlaza sasibhakabhaka, oluhlaza satshani; olubomvu, oluhlaza sasibhakabhaka, oluhlaza satshani.

★ Yiluphi uthi olulandelayo/olungemuva/olungaphambili? Wazi kanjani?

★ Ungakwazi ukungikhombisa ingxenye yephethini ephindayo?

★ Singalelula kanjani iphethini?

Abafundi basebenza ngababili. Benza iphethini ngezinti zabo bese abalingani babo bekopisha belula iphethini labo.

★ Ungakwazi yini ukuchaza iphethini lakho?

★ Yini eyenza kube iphethini?

Yenza iphethini usebenzisa amabulokhi angama-athribhuthi, okungenani ngokuphindaphinda iphethini okuthathu, isibonelo, indilinga, indilinga, unxande; indilinga, indilinga, unxande; indilinga, indilinga, unxande.



**ICEBO**

Uma usebenzisa amabhulokhi angama-athribhuthi emisebenzini yephethini, gxila endleleni abukeka ngayo, isibonelo, umbala, isimo nobukhulu, hhayi ezimpawini zawo isibonelo, amacala namakhona.

★ Ungangitshelani mayelana naleli phethini?

Abafundi badweba ukulandelana kwephethini ephepheni, bakuphindaphinde kabili noma kathathu.

4. **Ukwakha ukukopisha nokwelula amaphethini omsindo:** Shayela iphethini lika-ABB: shaya izandla, hlikihla, hlikihla; shaya izandla, hlikihla, hlikihla. Abafundi baphinda iphethini bese belinweba izikhathi ezimbili noma ezintathu.

**Imibuzo ekuholayo:**

★ Ungakwazi yini ukwenza leli phethini?

★ Ungalinweba kanjani leli phethini?

Abafundi benza iphethini elifanayo ngezinti zabo, isibonelo, osawolintshi, oluhlaza satshani, oluhlaza satshani. Phinda ngamaphethini ka-AAB no-ABC.

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



**TIP**

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

**Guiding questions:**

- ★ What pattern has the group made?

Learners describe the pattern they created.



**Check that learners are able to:**

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

**Workstation 1**

**What you need**

- Geometric paper shapes
- Paper
- Glue
- Crayons

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

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



5. **Ukwenza nokukopisha amaphethini omzimba:** Umfundi oyedwa ufulathela iqembu lonke. Abafundi bazihlelela ukwenza iphethini, isibonelo, izandla emoyeni, izandla emadolweni; izandla emoyeni, izandla emadolweni.



### ICEBO

Abafundi bangakha amaphethini besebenzisa izinhlobonhlobo zezinto, isibonelo, amakhiyubhu, okhiye, amathoyizi amancane namabhulokhi angama-athribhuthi.

#### Imibuzo ekuholayo:

- ★ Iliphi iphethini elenziwe yiqembu?
- Abafundi bachaza iphethini abalakhile.



#### Hlola ukuthi abafundi bayakwazi uku-:

- kopisha iphethini abalinikiwe kubandakanye nephethini lokuzwakalayo
- chaza iphethini
- elula iphethini ngokusho okulandelayo
- dweba ikhophi yephethini enikeziwe

## Isiteshi sokusebenzela 1

### Okudingayo

- Izimo zephepha zejyomethri
- Iglu
- Iphepha
- Amakhrayoni

Abafundi baqala iphethini ngemibala noma izimo okubili noma okuthathu. Balinamathisela ebhodini onqenqemeni lwekhasi, bese belula iphethini elizungeze ikhasi kuze kuphelele uhlaka lwalo.

Bhala amagama abafundi emakhasini abo bese ubavumela ukuthi badwebe noma bapende izithombe kumafreyimu abo ngesikhathi sokudlala ngokukhululeka.





## Workstation 2

### What you need

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

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



## Workstation 3

### What you need

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

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



## Workstation 4

### What you need

- Number pattern cards
- Unifix blocks

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

## Isiteshi sokusebenzela 2

### Okudingayo

- Umdweshu wekhathoni lamaqanda onezinkomishi eziyisi-6 – o-1 kumfundi ngamunye
- Amakhadi amaphethini ayisi-8
- Izitsha ezinezinto ezahlukene ezihambisana nemibala yamakhadi ephethini, isibonelo, amabhulokhi axhume kayo, izinto zokubala zezithelo, izinto zokubala ezinemibala

Abafundi bakhetha ikhadi lephethini bese bekopisha iphethini ngokubeka izinto emgqeni womdweshu wekhathoni lamaqanda.



## Isiteshi sokusebenzela 3

### Okudingayo

- Iphepha elisikwe laba yisimo sethishethi – eli-1 kumfundi ngamunye
- Izidwedwe zendwangu yezingubo
- Amakhrayoni noma upende

Abafundi babheka imiklamo (amadizayini) esendwangwini bese bekopishela iphethini kuthempulethi yethishethi yabo.



## Isiteshi sokusebenzela 4

### Okudingayo

- Amakhadi ephethini lezinombolo
- Amabhulokhi axhume kayo

Abafundi bakhetha ikhadi lephethini lezinombolo, bese bakha imibhoshongo emele amaphethini ngamabhulokhi axhume kayo.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Following direction

## New knowledge

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

## Zejwayeze

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

## New maths vocabulary

far, further  
close, closer

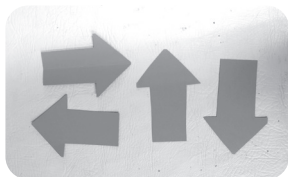
away from  
turn

beside  
low

high  
sideways

near

## Getting ready



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

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

## Whole class activities

### Day 1

#### What you need

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

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



**TIP**

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

# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijyomethri)

**Izihloko**

- Isikhundla, indawo kanye nokubukeka
- Ukulandela inkomba

**Ulwazi olusha**

- Isikhundla sezinto mayelana nezinye kanye nabafundi
- Amaphazili ayizingcezu ezingamashumi amabili nane

**Zejwayeze**

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0
- Ukubala izinto 1–10
- Isikhundla sezinto mayelana nezinye
- Ukuvumelanisa
- Inkomba: imicibisholo
- Inkomba: kwesokunxele, kwesokudla

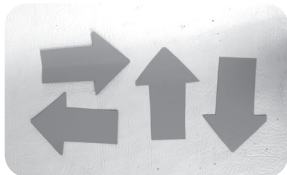
## Ulwazimagama olusha olusetshenziswa ezibalweni

kude, kude kakhudlwana  
eduze, eduze kakhudlwana  
kude na-

phenduka  
eceleni  
phansi

phezulu  
emaceleni  
eduze

## Ukulungiselela



Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- izinto zansuku zonke ezivumelanisekayo, isibonelo, izibuko zelanga/ izibuko, isikelo, iqabunga, imbali, ivazi, isipuni
- amakhadi ama-4 emicibisholo yenkomba (ekhombayo): kwesokunxele, kwesokudla, phezulu, phansi
- amaphazili ayizingcezu ezingamashumi amabili nane (ikhasi 223).

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi* (Umhlahlandlela Wemisebenzi: Ithemu 3, ikhasi 199)
- Amaqoqo ezinto zasekilasini zansuku zonke (1–10)
- Ibhokisi lekhadibhodi
- Isikhwama sikabhontshisi
- Izihlalo – esi-1 ngepheya labafundi

 **ICEBO**  
Thola izikhundla ezihlukene zezinto bese ubonisa amagama ezikhundla eziningi ngangokunokwenzeka.

1. **Umlolozelo:** Yisho umlolozele, *Ukuyozingela ibhubesi*, wenze neminyakazo. (Imiqondo yenkomba, noma yendawo, ngaphezulu, ngaphansi kanye nangokuchusha kokuthile kugxilwe kuyo kulo mlolozelo.)
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Izinto zokubala 1–10:** Beka amaqoqo ezinto (1–10) ezindaweni ezihlukene ekilasini. Dlala umdlalo othi 'Ngiyahlola ...'. Abafundi banikana amathuba ukuze bathole izinto, bese beziletha kumata.

**Guiding questions:**

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

**Guiding instructions:**

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

**Day 2**

**What you need**

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

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Flash a number symbol card. Learners count as they rock their bodies from side to side according to the number on the card. If you show the '0' number symbol card, learners stand still.
4. **Position of objects:** Set out props and dramatise *Going on a lion hunt*. On the command of 'freeze', learners stop and say where they are, for example, behind the lion, in the river, outside the cave, in front of the forest, next to the tree, at the top of the stairs.



**Guiding questions:**

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

**Imibuzo ekuholayo:**

- ★ Mangaki amabhulokhi/amabhulashi okupenda/amabhola phezu kweshalofu/ngaphansi kwesihlalo/onqenqemeni lwefasitela/eduze nomnyango owabonayo?

4. **Isikhundla:** Benabalingani, abafundi bama ezikhundleni ezihlukene njengoba beyaliwe.

**Imiyalo ekuholayo:**

- ★ Yimani omunye ngemuva komunye ukuze umuntu omude abe ngemuva/ngaphambili.
- ★ Yimani ukuze nibhekane/nifulathelane. Ngababili, abafundi bama eduze kwesihlalo.
- ★ Yima/hlala ngemuva/esihlalweni sakho.
- ★ Hlala (kuso)/(phuma) ngaphansi kwesihlalo sakho.
- ★ Beka unyawo/isandla sakho ngaphansi/phezu kwesihlalo sakho.
- ★ Beka isandla obhala ngaso esihlalweni. Ingabe lesi yisandla sakho sokunxele noma sokudla?

Abafundi banikana amathuba ukuphonsa isikhwama sikabhontshisi ebhokisini. Bachaza lapho isikhwama sikabhontshisi siwela khona, isibonelo, ngaphakathi/ngaphandle/eduze/phambi/kude ne-/eceleni kwebhokisi.

- ★ Siwele kuphi isikhwama sikabhontshisi?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Usuku 2****Okudingayo**

- Umlolozelo: *Ukuyozingela ibhubesi (Umhlahlandlela Wemisebenzi: Ithemu 3, ikhasi 199)* isibonelo, amakhushini, isitulo, itafula, intambo, ingubo yokulala
- Izinsiza (amaphrophu) ezisetshenziswa ekulingiseni, Amakhadi ezimpawu zezinombolo 0–10
- IPhosta 2

1. **Umlolozelo:** Isho umlolozelo, *Ukuyozingela ibhubesi*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Yedlulisa ngokushesha ikhadi lezinombolo. Abafundi bayabala ngesikhathi benyakazisa imizimba yabo iye ngapha nangapha ngokwenombolo esekhadini. Uma ukhombisa ikhadi lophawu lwenombolo '0', abafundi bayama.
4. **Isikhundla (indawo) sezinto:** Beka amaphrophu bese ulingisa *Ukuyozingela ibhubesi*. Ngomyalo wokuthi 'unganyakazi', abafundi bayama basho ukuthi bakuphi, isibonelo, ngemuva kwebhubesi, emfuleni, ngaphandle komgede, phambi kwehlathi, eduze kwesihlahla, phezulu ezitebhisini.

**Imibuzo ekuholayo:**

- ★ Ume kuphi? Sikuphi isihlahla/ibhubesi/umfula?
- ★ Yini engemuva/phambi/eceleni kwakho?
- ★ Unganyakazela kuphi ukuze ungabi seduze nebhubesi?





**TIP**

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

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



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

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

**Day 3**

**What you need**

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

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

**Guiding questions:**

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

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

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

Play 'Sizwe says':

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



**TIP**

Do this activity outdoors with all learners, if possible.



**TIP**

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

**ICEBO**

Uma abafundi bephendula ngokuthi nje 'lapha' noma 'laphaya', buza imibuzo futhi ubonise amagama akhomba indawo ukuze ubakhuthaze ukuchaza lapho bekhona noma lapho izinto zikhona.

Xoxa ngePhosta 2. Abafundi bahlonza izinto maqondana nezinye izinto kanye nabantu.



- ★ Ukuphi uMalusi?
- ★ Yini engenhla/ngezansi/ngemuva kukaMalusi?
- ★ Yikuphi okuseduze kukaMalusi: iladi noma ibhokisi lesihlabathi?
- ★ Likuphi ibhakede elinemithende ephinki nemhlophe?
- ★ Ungakwazi ukungibonisa amapheya amathathu ezicathulo? Yiziphi izicathulo eziseduze (kakhudlwana)/ezikude (kakhudlwana)?
- ★ Iliphi ithaya eliphakathi nendawo?
- ★ Wenzani umfana omncane eduze kwaleli thaya?
- ★ Zikuphi izinyoni? Iyiphi inyoni endizela kude ngaphezulu kwezihlahla?
- ★ Yini ongayibona ngaphansi/ngaphezu kwebhentshi?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Usuku 3**

**Okudingayo**

- Iculo: *Iculo lezinkomba* (ikhasi 195)
- Amabhola ama-5
- Ibhande lelastiki/lewuli – eli-1 kumfundi ngamunye
- Isinqamu sentambo

1. **Iculo:** Cula, *Iculo lezinkomba*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi abalishumi bama ngababili babukane. Abafundi banikana amathuba ukugqomiselana amabhola ngesikhathi lonke iqembu libala. Abafundi bazama ukubala bafinyelele ku-10. Phinda namanye emaqembu abafundi ukuze bonke bathole ithuba.
4. **Esokunxele nesokudla:** Phenduka ukuze umhlane wakho ubheke kubafundi. Phakamisa isandla sakho sokunxele utshele abafundi ukuthi benze okufanayo. Phinda ngesandla sakho sokudla.

**Imibuzo ekuholayo:**

- ★ Yisiphi lesi sandla?
- ★ Ungangikhombisa isandla sakho sokunxele/sokudla? Beka ibhande lelastiki/lewuli elixegayo esandleni sokudla somfundi ngamunye.
- ★ Ingabe ibhande lisesandleni sakho sokunxele noma kwesokudla?
- ★ Ingabe lesi yisandla obhala ngaso?

Dlala u-'uSizwe uthi':

- ★ Beka isandla sakho sokudla ngaphezu kwekhanda lakho.
- ★ Gxumela phezulu ngonyawo lwakho lwesokunxele.

**ICEBO**

Yenzela lo msebenzi ngaphandle nabo bonke abafundi, uma kungenzeka.

**ICEBO**

Uma abafundi begqoka izicathulo zabo, sebenzisa amagama 'kwesokunxele', 'kwesokudla' lapho ubaqondisa ukuba bafake izicathulo zabo ezinyaweni ezifanele.

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

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

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



**Guiding instructions:**

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

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

**Day 4**

**What you need**

- Song: *The directions song* (page 194)
- 3 identical musical instruments, for example, drums
- A scarf

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

- ★ Gxumela kabili kwesokudla sakho.
- ★ Beka isandla sakho sokunxele ehlombe lakho lesokudla.
- ★ Beka unyawo lwakho lwesokudla phambi kwakho.
- ★ Beka izandla zakho ngemuva komhlane wakho.
- ★ Gxumela phezulu.

Shiya amabhande ezihlakaleni zabafundi isikhathi sesonto lonke esisele.

5. **Landela izinkomba:** Beka intambo phansi ekilasini. Abafundi benza umugqa ecaleni elilodwa lentambo babheke phambili, bese belandela imiyalo ebandakanya izinkomba.



**Imiyalo ekuholayo:**

- ★ Gxumela kwesokunxele/ kwesokudla phezu kwentambo.

Ngesikhathi besesemgqeni, abafundi balandela imiyalo lapho behamba bephumela ngaphandle, isibonelo:

- ★ Hamba uye phambili uze ufike emnyango.
- ★ Jikela kwesokunxele bese uhamba amanyathelo ayi-10.
- ★ Yima. Bheka phezulu. Bheka phansi. Bheka kwesokunxele. Bheka kwesokudla.
- ★ Jikela kwesokudla uhambe uye phambili uze uphumele ngaphandle.
- ★ Gxuma uye phambili izikhathi ezine.
- ★ Hamba uye emuva/emaceleni amanyathelo amathathu.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 4

### Okudingayo

- Iculo: *Iculo lezinkomba* (ikhasi 195)
- Izinsimbi zomculo ezi-3 ezifanayo, isibonelo, izigubhu
- Isikhafu

1. **Iculo:** Cula, *Iculo lezinkomba*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Dlala amabhithi athile (1–10) ngensimbi yomculo. Abafundi bayabala ngesikhathi begxuma. Uma umculo uphela, bayama banganyakazi basho ukuthi sebexume kangaki sebonke. Phinda futhi abafundi bashintshane ngokudlala insimbi yomculo.
4. **Uvelaphi umsindo?** Abafundi bahlala babe yindilinga kumata. Umfundi uvalwa amehlo ngesikhafu ahlale phakathi nendawo. Khomba umfundi oyedwa othi, 'Ngikuphi?' Umfundi ophakathi nendawo ukhomba lapho izwi liqhamuka ngakhona.



**TIP**

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

**Guiding questions:**

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

Repeat the activity.

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

**Guiding questions:**

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

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

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

**Day 5**

**What you need**

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

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



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

**Guiding questions:**

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





Yandisa isibalo sabafundi abemi ezindaweni ezahlukeni ekilasini futhi udlale insimbi yomculo ukuze wenze umsebenzi ube nenselele kakhulu.

#### Imibuzo ekuholayo:

- ★ Ungakwazi yini ukukhomba lapho umfundi engakhona?
- ★ Ubani okhonjwa u-\_\_\_\_\_?
- ★ Tshela u- \_\_\_\_\_ ukuthi u-\_\_\_\_\_ uhleli kuphi njengoba engaboni nje. (isibonelo, phambi kwedeski/eduze kwetafula eliluhlaza sasibhakabhaka)

Phinda umsebenzi.

Nikeza abafundi abathathu insimbi yomculo ngenkathi abanye abafundi bevala amehlo abo. Hleba imiyalo kubafundi abathathu abanezinsimbi zomculo ukuthi bame kuphi ekilasini. Umfundi ngamunye uthatha ithuba lokudlala insimbi yakhe yomculo. Abanye abafundi bakhomba lapho umsindo uvela khona.

#### Imibuzo ekuholayo:

- ★ Uvelaphi umsindo?
- ★ Ungakwazi yini ukukhomba lapho umsindo ungakhona?
- ★ Ingabe umsindo ungakwesokunxele/kwesokudla/phakathi nekilasi/ngemuva?

Phinda futhi ngabanye abafundi bashintshane ngokudlala izinsimbi zomculo.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- Umlolozelo: *Ukuyozingela ibhubesi (Umhlahlandlela Wemisebenzi: Ithemu 3, ikhasi 199)*
- Amakhadi ezimpawu zezinombolo, amachashazi kanye namagama (0–10)
- Isikhwama sikabhontshisi
- Izinto zansuku zonke ezinokuvumelanisa
- Itheyiphu yokumboza
- Amabhulokhi ama-athribhuthi (*Ikhithi Yezinsiza*)
- Omagazini

1. **Umlolozelo:** Isho umlolozele, *Ukuyozingela ibhubesi*, nangeminyakazo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

3. **Ukubala izinto 1–10:** Abafundi bahlala babe yindilinga. Umfundi ngamunye unikezwa ikhadi lophawu lwenombolo, ichashazi noma legama. Omunye umfundi uphonsa isikhwama sikabhontshisi komunye umfundi. Umfundi ophose isikhwama sikabhontshisi kumele ashaye izandla abale inombolo esekhadini lomnqaki.



Phinda umfundi ngamunye aze athole ithuba.

4. **Ukuvumelanisa:** Abafundi bahlala kumata. Bakhombise izinto ezinokuvumelanisa, eyodwa ngesikhathi esisodwa.

#### Imibuzo ekuholayo:

- ★ Yini oyiqaphelayo ngalezi zinto?
- ★ Yiziphi ezinye izinto noma izilwane ezibukeka zifana ncamashi macala omabili?



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



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

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

- ★ What shape is this?

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

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

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



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

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

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

### Integration

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

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

Yenza umugqa omile oqondile (umugqa wokuvumelanisa) phansi kumata ngetheyiphu yokumboza. Cela abafundi ukuthi babeke into ngayinye emgqeni wokuvumelanisa ukuze amacala afane ncamashi.



★ Ngabe amacala omabili ayafana ncamashi? Ungakusho kanjani lokho?

Susa izinto. Beka isimo esingunxantathu emgqeni ecaleni elilodwa.

★ Yisiphi lesi simo?

Cela umfundi ukuthi abeke unxantathu ofanayo ngakwelinye icala lomugqa ngendlela efana ncamashi.

★ Ucabanga ukuthi omabili amacala omugqa afana ncamashi? Sazi kanjani?

Beka esinye isimo kwelinye icala lomugqa. Umfundi ukhetha isimo esifanayo asibeke ngakwelinye icala lomugqa endaweni efanayo ukuze amacala omabili afane ncamashi (avumelaniswe). Phinda nabanye abafundi.



Abafundi bangena emaqenjini amancane. Iqembu ngalinye libheka izibonelo zokuvumelanisa ezithombeni zephaphuku. Bakhombisa ikilasi.

★ Yini eyenza amacala omabili esithombe afane ncamashi?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Ukudidiyela

**Ulimi Lwasekhaya:** Ukulalela nokuphendula (isigqi, imilozelo namaculo), ulwazimagama lwesikhundla, Ukufunda Nokubhala Kokuqala (inkomba: ukusuka kwesobunxele kuya kwesokudla).

**Amakhono Empilo:** Ukuthi kukuphi ngempela endaweni leyo, ukuma kwakho kuleyo ndawo, kanye nokuthi kuzoqonda kuphi (isibonelo, imidlalo yangaphandle kanye nokuhamba usuka endaweni ethile uya kwenye), uphendula imiyalo ngokubonakalayo.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Amakhadi emicibisholo yenkomba (ekhombayo)
- Ushoki
- Amakhadi ezimpawu zezinombolo (0–10)
- Isikhwama sikabhontshisi
- Ibhodi yomfundi ngamunye (ukucindezela)
- Isitsha somfundi ngamunye esinalokhu:
  - Into yokubala yezilwane e-1
  - Amakhrayoni nephepha

1. **Izinkinga zamagama:** Abafundi bangasebenzisa izinto zokubala zabo noma iminwe ukuxazulula izinkinga.

**Guiding questions:**

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

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



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

**Guiding questions:**

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

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


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


Learners draw a picture following your verbal instructions:

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

**Guiding questions:**

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

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

 **Check that learners are able to:**

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

**Imibuzo ekuholayo:**

- ★ Abafundi abayisithupha badlala ngaphandle ngebhola, kanti abafundi ababili badlala ugxumgxaxa. Bangaki abafundi abadlala ngaphandle?
- ★ Uma abafundi abathathu abadlala ngebhola bengena ngaphakathi, bangaki abafundi abazosala ngaphandle?
- ★ Uma abafundi ababili abadlala ugxumgxaxa bengena ngaphakathi, bangaki abafundi abasala ngaphandle?



2. **Ukubala izinto 1–10:** Dweba igradi kagxumgxaxa (0–10) ngoshoki. Abafundi banikana amathuba ukukhetha ikhadi lophawu lwenombolo. Bama esikweleni esingu-0, basho inombolo esekhadini bese bephonsa isikhwama sabo sikabhontshisi esikweleni esiqondene kugridi yegxumgxaxa. Abafundi bagxumela esikweleni sabo besho inombolo ngayinye abagxumela kuyo, lapho bephikelele lapho.
3. **Kwesokunxele nakwesokudla:** Abafundi babeka isandla sabo sokunxele/sokudla ezithweni ezihlukene zemizimba yabo.

**Imibuzo ekuholayo:**

- ★ Ungakwazi yini ukubeka isandla sakho sokunxele/sokudla ekhanda lakho ngemuva/phakathi kwamadolo akho?
- ★ Ungakwazi yini ukubeka isandla sakho sokunxele/sokudla endlebeni/onyaweni/edolweni lakho lesokunxele?

Abafundi banyakazisa amehlo njengoba betsheliwe: kwesokunxele, kwesokudla, phezulu, phansi, ngapha nangapha.


4. **Isikhundla nenkomba:** Khombisa abafundi amakhadi omcibisholo wenkomba ngayinye ngesikhathi ngasinye. Abafundi bahambisa into yabo yokubala yezilwane ngendlela ekhonjisiwe.

Abafundi badweba isithombe belandela imiyalo yakho yomlomo:

- ★ Dweba ilanga phezulu nekhasi.
- ★ Dweba indlu phakathi nekhasi, ngezansi.
- ★ Dweba isihlahla kwesokunxele sendlu.
- ★ Dweba izingane ezimbili zime eduze kwesihlahla.
- ★ Dweba okuthile kude nendlu.

**Imibuzo ekuholayo:**

- ★ Iphi indlu/ilanga/isihlahla?
- ★ Yini engenhla/ngezansi/eduze kwendlu?
- ★ Uma ubheka isithombe sakho, yini engakwesokunxele sendlu?
- ★ Zimi kuphi izingane?
- ★ Yini ephakathi nesithombe sakho?
- ★ Yini oyidwebele kude?

 **ICEBO**  
Cela abafundi ukuthi bakutshale ukuthi izinto zikuphi ngaphakathi nangaphandle kwekilasi usuku lonke.

**Hlola ukuthi abafundi bayakwazi uku-:**

- bala izinto (ukugxuma) ukusuka ku-1–10
- xazulula izinkinga ngomlomo ngezinombolo 0–10
- landela imiyalo ngokuqondisa kwesokunxele/kwesokudla
- sebenzisa ulimi olufanelekile noluqondisayo lwesikhundla



**TIP**

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



### Workstation 1

#### What you need

- Playdough
- Playdough boards

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

### Workstation 2

#### What you need

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

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

### Workstation 3

#### What you need

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

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



**TIP**

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



### Workstation 4

#### What you need

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

Learners build puzzles.





Sebenzisa umdlalo, i-'Twister' ukuze uthole umsebenzi wokukhetha mahhala noma ngesikhathi sokudlala ngaphandle.



### Isiteshi sokusebenzela 1

#### Okudingayo

- Inhlama yokudlala
- Amabhodi enhlama yokudlala

Abafundi basebenzisa inhlama yokudlala ukwakha into, isibonelo, isidleke, ibhokisi, ubhasikidi, indlu, imoto, isikhwama bese kuba enye into eyodwa noma ngaphezulu ukungena ngaphakathi, ngaphandle, eduze, ngaphansi, phezu kwento yokuqala. Baxoxelana indaba ngezinto abazenzile besebenzisa ulwazimagama 'lwesikhundla'.

### Isiteshi sokusebenzela 2

#### Okudingayo

- Ithileyi leqhwa eli-1
- Idayisi elinecala elinamachashazi ayisi-6 elimbozwe ngesitikha kanti esikhundleni salo kuno-'0'
- Izinto zokubala ezinemibala ezingama-200

Umfundi wokuqala ugingqa idayisi abeke lesi sibalo sezinto zokubala kwelinye lezikhala zethileyi leqhwa. Umfundi olandelayo wenza okufanayo, abeke lesi sibalo sezinto zokubala esikheleni esilandelayo. Phinda.

### Isiteshi sokusebenzela 3

#### Okudingayo

- Amaqabunga – ama-3 umfundi ngamunye
- Iglu
- Amakhrayoni
- Isikelo
- Iphepha

Abafundi basika iqabunga kube ngohhafu banamathisele ingxenye eyodwa ekhasini labo. Badweba omunye uhhafu.



Uma ungakwazi ukuthola amaqabunga anokuvumelanisa, sika izithombe ezinakho emaphephabhukwini.

### Isiteshi sokusebenzela 4

#### Okudingayo

- Amaphazili ayizingcezu ezingamashumi amabili nane (ikhasi 223)
- Izinhlobo ezahlukene zamanye amaphazili

Abafundi bakha amaphazili.



# Content Area Focus: Measurement

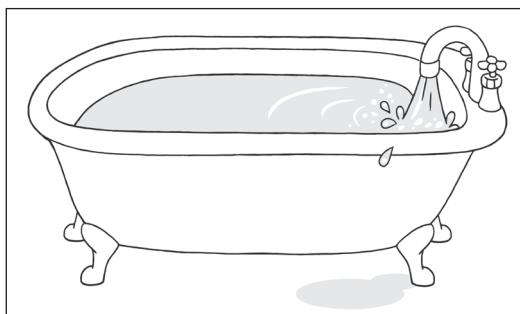
Topics	New knowledge	Practise
<ul style="list-style-type: none"> <li>Capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>Capacity</li> <li>Volume</li> </ul>	<ul style="list-style-type: none"> <li>Oral counting: forwards 0–20 and beyond, backwards 10–0</li> <li>Counting objects 1–10</li> <li>Sequencing numbers 1–10</li> <li>Length and time – height chart</li> </ul>

New maths vocabulary			
pour fill	nearly full nearly empty	wide narrow	how much does _____ hold?

## Getting ready

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

- picture of a bathtub



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

## Whole class activities

### Day 1

What you need	
<ul style="list-style-type: none"> <li>Rhyme: <i>Five elephants in the bathtub</i> (page 194)</li> <li>Story: <i>The Elephant's bath</i> (page 196)</li> </ul>	<ul style="list-style-type: none"> <li>Pictures: elephant frieze card, bathtub</li> <li>Containers: bucket, jug, plastic containers of different sizes</li> </ul>

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

# Ingxenye Yolwazi Okugxilwe Kuyo: Isilinganiso

**Izihloko**

- Umthamo oqukethwe nevolumu

**Ulwazi olusha**

- Umthamo oqukethwe
- Ivolumu

**Zejwayeze**

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 1–10
- Ubude nesikhathi – ishadi lobude

## Ulwazimagama olusha olusetshenziswa ezibalweni

thela  
gcwalisa

icishe igcwale  
icishe ingabi nalutho

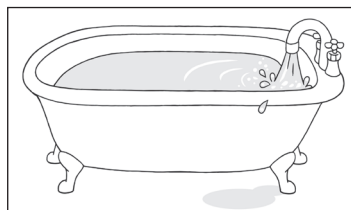
ububanzi  
enciphile (engebanzi)

i- \_\_\_\_\_ iqukatha  
okungakanani?

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- isithombe sikabhavu



- iziqukathi: ibhakede, ujeke, iziqukathi zeplastiki ezinobukhulu obuhlukahlukene
- amasethi ayisi-8 amakhadi ezithombe eziyisi-6 ezinkomishi ezinamazinga (okugcwala) ahlukene esihlabathi (bheka Isiteshi sokusebenzela 3).

## Imisebenzi yekilasi lonke

### Usuku 1

**Okudingayo**

- Umlolozelo: *Izindlovu ezinhlanu kubhavu* (ikhasi 195)
- Indaba: *Indlovu iyogeza* (ikhasi 197)
- Izithombe: ikhadi lefrizi yendlovu, ubhavu
- Iziqukathi: ibhakede, ujeke, iziqukathi zeplastiki ezinobukhulu obuhlukahlukene

1. **Umlolozelo:** Isho umlolozelo, *Izindlovu ezinhlanu kubhavu*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.

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

**Guiding questions:**

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

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

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

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

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

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



**TIP**

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



**TIP**

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

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

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

## Day 2

### What you need

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

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

**Guiding questions:**

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

3. **Ukubala izinto 1–10:** Abafundi banikana amathuba okuthinta isibalo sezinto ekilasini njengoba beqondisiwe, isibonelo, abafundi ababili bathinta izincwadi ezine; umfundi oyedwa uthinta amakhrayoni ayi-10, njalonzalo.
4. **Ukuhlola umthamo wokuqokethwe nevolumu:** Xoxa indaba, *Indlovu iyogeza*. Ngemva kweNngxenye 1 yendaba, khombisa izithombe zendlovu nobhavu bese nixoxa ngendaba.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi indlovu ingenela yini kubhavu?
- ★ Ngabe kuzoba nendawo eyanele? Kungani kunjalo/kungenjalo?
- ★ Ucabanga ukuthi kuzokwenzekani emanzini uma ingena kubhavu?

Xoxa Ingxenye yesi-2 yendaba. Khombisa iziqukathi ezinobukhulu obuhlukene, bese uxoxa ngokuthi ungawucisha kanjani ngempumelelo umlilo.

- ★ Besingawucisha kanjani umlilo?
- ★ Yisiphi isiqukathi okufanele sisisebenzise? Kungani?
- ★ Yikuphi okunye esingakusebenzisa?

Xoxa Ingxenye yesi-3 yendaba. Khombisa iziqukathi ezinobukhulu obehlukene, bese nixoxa ngazo.

- ★ Yini indlovu engayisebenzisa ukuze igcwalise isiziba sokubhukuda?
- Abafundi babeka iziqukathi ngokulandelana kwazo kusukela kulezo ezingagcina okuncane ukuya kulezo ezingagcina amanzi amaningi (umthamo omncane kakhulu ukuya komkhulu kakhulu).



**ICEBO**  
Buza imibuzo ukuqinisekisa ukuthi abafundi bayaqonda ukuthi ibhakede lingaqukatha ngaphezu kwezinkomishi noma ojeke ngakho ngeke badinge amabhakede amaningi enani elifanayo lamanzi.



**ICEBO** Ukukhetha kwakho iziqukathi kumele kukhombise ngokusobala ukuthi yiziphi ezigcina amanzi amaningi/amancane.

- ★ Yisiphi isitsha ocabanga ukuthi sizogcina amanzi amaningi/amancane?
- ★ Singakuthola kanjani lokho?
- ★ Ungakwazi yini ukubeka iziqukathi ngokulandelana kobukhulu? Yisiphi esizofika ngesokuqala/esesibili, njalonzalo?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 2

### Okudingayo

- Iculo: *Kunembobo ebhakedeni lami* (ikhasi 197)
- Ujeke obonisa ngaphakathi, amatshe amancane ayi-10, amatshe amakhulu ayi-10
- Izitsha zeplastiki ezinobukhulu obuhlukahlukene
- Izitsha ezinkulu zamanzi ezi-3
- Omata beplastiki aba-3

1. **Iculo:** Cula iculo, *Kunembobo ebhakedeni lami* ivesi 1 no-2.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Faka amatshe amancane ayi-10 kujeke.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi mangaki amatshe kujeke?
- ★ Ukuqagela kukabani okube seduze kakhulu?

Remove the stones and place 10 larger stones in the jug.

- ★ How many stones do you think there are in the jug now?
- ★ Do you think there are more or fewer than before?

4. **Measuring capacity and volume:** Show learners the assortment of containers. Discuss what they are used for.

**Guiding questions:**

- ★ Where have you seen containers like these before at school/at home?

Hold up individual containers.

- ★ What is this called?
- ★ What do we use it for?

Learners predict how many smaller containers are needed to fill a larger container.

- ★ How many spoons/cups/bowls of water do you think it will take to fill the bowl/bucket/jug?
- ★ How can we find out?
- ★ How will we know when it is full?

Set up three stations with different containers and water, and divide learners into three groups. Learners in each group explore filling the different containers with water.

- ★ How many spoons/cups/bowls did you use?
- ★ Did you use more spoons or more cups?



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

### Day 3

#### What you need

- Song: *There's a hole in my bucket* (page 196)
- 1 large blue and 1 small red plastic cup
- Plastic containers of different sizes (from Day 2)
- 3 large containers of water (from Day 2)
- 10 stones
- Jug
- Basin of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 3 and 4.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10; problem solving:** Learners count eight stones as you put them into the jug.

**Guiding questions:**

- ★ How many stones will there be if I put two more stones into the jug?
- ★ How many stones will be left if I take out three stones?
- ★ How many more/fewer stones do I need to put into/take out of the jug to make ten/four/six stones in the jug?

Susa amatshe bese ubeka amatshe amakhudlwana ayi-10 kujeke.

- ✦ Ucabanga ukuthi mangaki amatshe kujeke manje?
- ✦ Ucabanga ukuthi maningi noma ayingcosana kunaphambilini?

4. **Ukulinganisa umthamo wokuqokethwe nevolumu:** Bonisa abafundi izinhlobonhlobo zeziqokethi. Xoxa ngokuthi zisetshenziselwa ini.

**Imibuzo ekuholayo:**

- ✦ Wake wazibona kuphi iziqokethi ezinjengalezi ngaphambilini esikoleni/ekhaya?

Phakamisa isitsha ngasinye.

- ✦ Kubizwa ngokuthini lokhu?
- ✦ Sikusebenzisela ini?

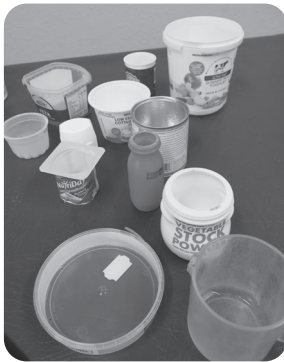
Abafundi baqagela ukuthi zingaki iziqokethi ezincane ezidingekayo ukugcwalisa isiqokethi esikhulu.

- ✦ Zingaki izipuni/izinkomishi/izitsha zamanzi ocabanga ukuthi kuzozithatha ukugcwalisa indishi/ibhakede/ujeke?
- ✦ Singakuthola kanjani lokho?
- ✦ Sizokwazi kanjani uma sekugcwele?

Misa iziteshi ezintathu ezinezitsha ezahlukene namanzi bese uhlukanisa abafundi ngamaqembu amathathu. Abafundi eqenjini ngalinye bahlola ukugcwalisa izitsha ezahlukene ngamanzi.

- ✦ Zingaki izipuni/izinkomishi/izitsha ozisebenzisile?
- ✦ Ngabe usebenzise izipuni eziningi noma izinkomishi eziningi?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



### Usuku 3

#### Okudingayo

- Iculo: *Kunembobo ebhakedeni lami* (ikhasi 197)
- Inkomishi e-1 enkulu eluhlaza sasibhakabhaka kanye nenkomishi encane yeplastiki ebomvu e-1
- Iziqukathi zeplastiki ezinobukhulu obahlukene (kuthathwe kuSuku 2)
- Izitsha ezinkulu zamanzi ezi-3 (kuthathwe kuSuku 2)
- Amatshe ayi-10
- Ujeke
- Indishi yamanzi
- Omata beplastiki aba-3

1. **Iculo:** Cula iculo, *Kunembobo ebhakedeni lami* ivesi 3 no-4.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10; ukuxazululwa kwenkinga:** Abafundi babala amatshe ayisishiyagalombili ngenkathi uwafaka kujeke.

**Imibuzo ekuholayo:**

- ✦ Mangaki amatshe ayoba khona uma ngifaka amanye amatshe amabili kujeke?
- ✦ Mangaki amatshe azosala uma ngikhipha amatshe amathathu?
- ✦ Mangaki amatshe ngaphezulu/angaphansi okumele ngiwafake/ngiwakhiphe kujeke ukuze ngenze amatshe ayishumi/amane/ayisithupha kujeke?



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



**Guiding questions:**

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

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

One learner fills the smaller (red) cup with water and pours the contents into the larger (blue) cup.

- ★ What did you all notice?
- ★ How many red cups did \_\_\_\_\_ use to fill the blue cup?
- ★ Can \_\_\_\_\_ pour all the water from the blue cup into the red cup? What will happen?

Another learner fills the larger (blue) cup and pours the contents into the smaller (red) cup.

- ★ What does it mean if all the water in the blue cup won't fit into the red cup?
- ★ How did we test which cup holds more/less?

Repeat the Day 2 activity with three stations. Groups explore how to fill and pour water from one container to another.

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



**TIP**

Make sure learners fill the containers to the top. You can use sand instead of water. If you are using water, ask learners what the water could be used for afterwards so that it is not wasted.



**TIP**

Some learners will count 'how many' cups/spoons, and so on, it takes to fill each of the containers. This links with Numbers, Operations and Relationships.

**Day 4**

**What you need**

- Song: *Long and short* (Activity Guide: Term 2, page 204)
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Together count 10 learners to stand in a line in front of the class. Give four learners each a long piece of string. Give six learners each a short piece of string.

**Guiding questions:**

- ★ How many long/short pieces of string are there?

Learners count together.

Repeat with another 10 learners and different lengths of string.

4. **Okuningi, okuyingcosana, okufanayo:**

Bonisa abafundi inkomishi enkulu (eluhlaza sasibhakabhaka) kanye nenkomishi encane (ebomvu).

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi inkomishi eluhlaza okwesibhakabhaka izothatha ngaphezulu/ngaphansi/okulinganayo nokwenkomishi ebomvu?
- ★ Singakuhlola kanjani lokhu?

Khuthaza abafundi ukuthi baqhamuke nemibono yokuhlola iziphakamiso zabo.

Umfundi oyedwa ugcwalisa inkomishi encane (ebomvu) ngamanzi bese ethela okuqkethwe enkomishini enkulu (eluhlaza sasibhakabhaka).

- ★ Yini eniyiqaphele nonke?
- ★ Zingaki izinkomishi ezibomvu ezisetshenziswe ngu-\_\_\_\_\_ ukugcwalisa inkomishi eluhlaza sasibhakabhaka?
- ★ Angakwazi u-\_\_\_\_\_ ukuthela wonke amanzi abesenkomishini eluhlaza sasibhakabhaka enkomishini ebomvu? Kuzokwenzekani?

Omunye umfundi ugcwalisa inkomishi enkulu (eluhlaza sasibhakabhaka) bese ethela okuqkethwe enkomishini encane (ebomvu).

- ★ Kusho ukuthini uma wonke amanzi asenkomishini eluhlaza sasibhakabhaka engangeni enkomishini ebomvu?
- ★ Sihlole kanjani ukuthi iyiphi inkomishi ephethe okungaphezulu/okuncane?

Phinda umsebenzi woSuku 2 ngeziteshi ezintathu. Amaqembu ahloa indlela yokugcwalisa nokuthela amanzi kusuka kwesinye isiqukathi kuya kwesinye.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.
 **ICEBO**

Qinisekisa ukuthi abafundi bagcwalisa iziqukathi kufike phezulu. Ungasebenzisa isihlabathi esikhundleni samanzi. Uma usebenzisa amanzi, buza abafundi ukuthi amanzi angasetshenziselwani ngemva kwalokho ukuze angachithwa nje.

 **ICEBO**

Abanye abafundi bazobala ukuthi 'zingaki' izinkomishi/izipuni, njalonjalo, okuzozithatha ukugcwalisa isiqukathi ngasinye. Lokhu kuhlotshaniswa neziNombolo, Izimpawu kanye Nobudlelwane Bazo.

**Usuku 4****Okudingayo**

- Iculo: *Okude nokufushane (Umhlahlandlela Wemisebenzi: Ithemu 2, ikhasi 205)*
- Ibhola lentambo
- Ishadi lobude elithathwe kumaThemu 1 kanye no-2
- Itheyiphu yokulinganisa
- Izitikha/amalebula
- Ikhokhi
- Iprestikhi

1. **Iculo:** Cula iculo, *Okude nokufushane*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Bala abafundi abayi-10 nindawonye ukuze bame emgqeni phambi kwekilasi. Nikeza abafundi abane isinqamu eside sentambo emunye. Nikeza abafundi abayisithupha isinqamu esifushane sentambo emunye.

**Imibuzo ekuholayo:**

- ★ Zingaki isinqamu zentambo ezinde/ezimfushane ezikhona? Abafundi babala ndawonye.

Phinda futhi nabanye abafundi abayi-10 nobude obuhlukene bentambo.

4. **Measuring height:** Look at the height chart from Terms 1 and 2 and discuss it.

**Guiding questions:**

- ★ Who was/is the tallest/shortest in the class?
- ★ How can we find out if you are taller now?

Learners use string to measure the height of one half of the class and add their measurements to the height chart.

- ★ Is there another way we could measure your heights?

Show learners the tape measure.



**TIP**

Learners can use the tape measure to measure each other during free choice time.

- ★ How can we use a tape measure?

Measure the height of a few learners using the tape measure. Write the centimetres next to each piece of string.

- ★ How tall are you?
- ★ Are you shorter/taller or the same height as the last time we measured?

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

**Day 5**

**What you need**

- Song: *Long and short (Activity Guide: Term 2, page 204)*
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the counting activity from Day 4. Collect all the pieces of string.

**Guiding questions:**

- ★ How many long/short pieces of string were there?

4. **Measuring height:** Look at the height chart. Estimate who in the remaining half of the class will be shorter or taller than the learners measured on Day 4.

**Guiding questions:**

- ★ Who do you think will be the tallest/shortest today?
- ★ How did we measure the learners' heights yesterday?

Learners measure the second half of the class using the string.

- ★ Are you shorter/taller or the same height as the last time we measured?
- ★ Who is now the tallest/shortest in the whole class? Who is second tallest/shortest?
- ★ Which teacher is shorter/taller than me?

4. **Ukulinganisa ukuphakama:** Bheka ishadi lokuphakama elisuka kuThemu 1 no-2 bese nixoxa ngalo.

**Imibuzo ekuholayo:**

- ★ Ubani owayemude/osemude/owayemfushane/omfushane kunabo bonke ekilasini?

- ★ Singathola kanjani ukuthi umude kunakuqala manje?

Abafundi basebenzisa intambo ukulinganisa ukuphakama kohhafu bekilasi bese bengeza izilinganiso zabo eshadini lobude.

- ★ Ingabe ikhona enye indlela esingalinganisa ngayo ukuphakama kwakho?

Bonisa abafundi isilinganiso setheyiphu.

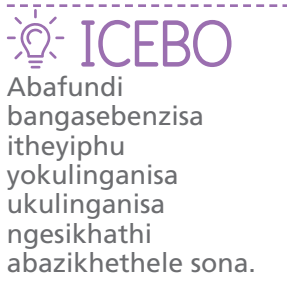
- ★ Singayisebenzisa kanjani itheyiphu yokulinganisa?

Linganisa ukuphakama kwabafundi abambalwa usebenzisa itheyiphu yokulinganisa. Bhala amasentimitha eduze kwesigaba ngasinye sentambo.

- ★ Umude kangakanani?

- ★ Ingabe umfushane/umude, noma ukuphakama kwakho kuyafana nokwesikhathi esidlule owalinganiswa ngaso?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



## Usuku 5

### Okudingayo

- Iculo: *Okude nokufushane (Umhlahlandlela Wemisebenzi: Ithemu 2, ikhasi 205)*
- Ibhola lentambo
- Ishadi lobude elithathwe kumaThemu 1 kanye no-2
- Itheyiphu yokulinganisa
- Izitikha/amalebula
- Ikhokhi
- Iprestikhi

1. **Iculo:** Cula iculo, *Okude nokufushane*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala kusukela kuSuku 4. Qoqa zonke izingamu zentambo.

**Imibuzo ekuholayo:**

- ★ Zingaki izingamu zentambo ezinde/ezimfushane ebezikhona?

4. **Ukulinganisa ukuphakama:** Bheka ishadi lobude. Linganisela ukuthi ubani kuhhafu osele wekilasi ozoba mfushane noma abe mude kunabafundi abalinganiswa ngoSuku 4.

**Imibuzo ekuholayo:**

- ★ Ucabanga ukuthi ubani ozoba mude/mfushane kunabo bonke namuhla?

- ★ Sikulinganise kanjani ukuphakama kwabafundi izolo?

Abafundi balinganisa uhhafu wesibili wekilasi besebenzisa intambo.

- ★ Ingabe umfushane/umude, noma ukuphakama kwakho kuyafana nokwesikhathi esidlule sikulinganisa?

- ★ Ubani manje omude/omfushane kunabo bonke ekilasini lonke? Ubani owesibili ngobude/ngobufushane kubo bonke?

- ★ Imuphi uthisha omfushane/omude kunami?

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

### Integration

**Home Language:** Compare and discuss to solve problems.

**Life Skills:** Estimating and measuring (for example, during snack time), sand play and water play.

## Small group activities

### Teacher-guided activity

#### What you need

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

1. **Word problem:** Learners solve the word problem using their fingers or counters and/or paper and crayons or small white boards.

**Guiding questions:**

- ★ Seven animals are swimming in the river. Three animals are hippopotamuses. The rest of the animals are elephants. How many elephants are swimming in the river?

2. **Counting objects:** Hold up two Unifix towers: one with six blocks and the other with four blocks.

**Guiding questions:**

- ★ Which tower has more/fewer blocks?

Learners use the Unifix blocks in their tubs:

- ★ How many blocks do you need to make a tower that has the same number of blocks as this one? (six blocks)

- ★ And this one? (four blocks)

- ★ How many blocks will there be if you join both your towers?

Learners make a tower that has five fewer blocks.

- ★ How many blocks does your tower have now?

3. **Ordering numbers 0–10:** Together order the dot cards 0–10. Learners count Unifix blocks to match the number of dots. They each order their number symbol cards 0–10.

**Guiding questions:**

- ★ Which card comes first/next?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

#### Ukudidiyela

**Ulimi Lwasekhaya:** Qhathanisa futhi nixoxe ukuze nixazulule izinkinga.

**Amakhono Empilo:** Ukulinganisela nokulinganisa (isibonelo, ngesikhathi sokudla okulula), umdlalo wesihlabathi nokudlala ngamanzi.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Isitsha somfundi ngamunye:             <ul style="list-style-type: none"> <li>– Amabhulokhi axhumekayo ayi-10</li> <li>– Amakhadi ezimpawu zezinombolo 0–10</li> <li>– Inkomishi yepulasitiki/yephepha e-1</li> <li>– Iphepha kanye nekhrayoni</li> </ul> </li> <li>• Amakhadi anamachashazi 1–10</li> <li>• Ikhadi lamachashazi elingenalutho</li> <li>• Izinkomishi/izingilazi zokuphuza zepulasitiki ezinobukhulu</li> </ul> | <ul style="list-style-type: none"> <li>obuhlukene ezi-3: e-1 enkulu enciphile (engebanzi), e-1 encane engebanzi, e-1 emaphakathi futhi ebanzi</li> <li>• Ibhodlela lamanzi/lesiphuzo esibandayo</li> <li>• Iziqukathi zokudla zepulasitiki, isibonelo, izitsha zokudla kwasemini – esi-1 kumfundi ngamunye</li> <li>• Isiqukathi esikhulu sesihlabathi</li> <li>• Ujeke omkhulu wamanzi</li> </ul> |
|--|--|

1. **Inkinga yegama:** Abafundi baxazulula inkinga yegama ngokusebenzisa iminwe noma izinto zokubala kanye/noma iphepha namakhrayoni noma amabhodi amancane amhlophe.

#### Imibuzo ekuholayo:

- ✦ Izilwane eziyisikhombisa ziyabhukuda emfuleni. Izilwane ezintathu ziyizimvubu. Zonke ezinye izilwane ziyizindlovu. Zingaki izindlovu ezibhukuda emfuleni?

2. **Ukubala izinto:** Phakamisa imibhoshongo emibili exhumekayo: owodwa namabhulokhi ayisithupha kanti omunye unamabhulokhi amane.

#### Imibuzo ekuholayo:

- ✦ Imuphi umbhoshongo onamabhulokhi amaningi/ayingcosana? Abafundi basebenzisa amabhulokhi axhumekayo asezitsheni zabo:
- ✦ Mangaki amabhulokhi owadingayo ukuze wenze umbhoshongo onesibalo samabhulokhi esilingana nesalona? (amabhulokhi ayisithupha)
- ✦ Kulona-ke? (amabhulokhi amane)
- ✦ Azoba mangaki amabhulokhi uma uhlanganisa imibhoshongo yakho yomibili?

Abafundi benza umbhoshongo onamabhulokhi ayingcosana angamahlanu.

- ✦ Mangaki amabhulokhi umbhoshongo wakho onawo manje?

3. **Ukulandelanisa izinombolo 0–10:** Landelanisani ngokuhlanganyela amakhadi anamachashazi 0–10. Abafundi babala amabhulokhi axhumekayo ukuze aqondane nesibalo samachashazi. Yilowo nalowo kubo ulandelanisa amakhadi akhe ezinombolo 0–10.

#### Imibuzo ekuholayo:

- ✦ Iliphi ikhadi okufanele lifike kuqala/ngokulandelayo?



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



**Guiding questions:**

- ★ Which cup would you fill with water?

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

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

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

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

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

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

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

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



**Check that learners are able to:**

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

**Workstation 1**



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

**What you need**

- Large bath/container of water
- Containers for measuring: spoons, cups, jugs, plastic
- containers, bottles of different sizes
- Plastic bags (for aprons)

Learners explore the concepts of more, less, full and empty as they fill different containers with water and compare the amounts.

4. **Ukulinganisa umthamo:** Khombisa abafundi izinkomishi/izingilazi ezincane kakhulu nezinkulu kakhulu. Bacele ukuba kebacabange ukuthi sebome kakhulu.



**Imibuzo ekuholayo:**

- ★ Lyiphi inkomishi ongayigcwalisa amanzi? Susa inkomishi encane bese ufaka inkomishi yesithathu esikhundleni sayo.
- ★ Lyiphi inkomishi ocabanga ukuthi inamanzi amaningi/amancane?
- ★ Singakuthola kanjani lokho?

Abafundi banikana amathuba ukuzama ukuxazulula inkinga, isibonelo, ngokuthela amanzi aphuma ezinkomishini ezimbili enkomishini yesithathu bese beqhathanisa imiphumela.

- ★ Lyiphi inkomishi enamanzi angaphezulu?
- ★ Wazi kanjani?

Nika umfundi ngamunye inkomishi kanye nesitsha sokudla. Sebenzisa isihlabathi.

- ★ Zingaki izinkomishi zesihlabathi ocabanga ukuthi kuzozithatha ukugcwalisa isiqukathi sakho?

Abafundi babala ezingaki izikhathi abagcwalisa ngazo izinkomishi zabo bese bethela isihlabathi ezitsheni zabo zize zigcwele. Babhala inombolo ephepheni.

- ★ Kuthathe izinkomishi zesihlabathi ezingaki ukugcwalisa isiqukathi sakho?
- ★ Ingabe bekungaphezulu noma ngaphansi kwalokho obukulinganisele?



**Hlola ukuthi abafundi bayakwazi uku-:**

- xazulula izinkinga ngomlomo ngezinombolo 0–10
- landelanisa amaqoqo ezinto kusukela kwelincane kakhulu kuye kwelikhulu kakhulu kuze kufike ku-10
- linganisa amanani ukuze uthole ukuthi yisiphi isiqukathi esinomthamo nevolumu okukhulu
- sebenzisa amagama njengangalawa phezu kwe-, ngaphansi kwe-, akunalutho, kugcwele, gcwalisa

**Isiteshi sokusebenzela 1**

**Okudingayo**

- Ubhavu omkhulu/isiqukathi samanzi
- Iziqukathi zokulinganisa: izipuni, izinkomishi, ojeke, iziqukathi
- zepulasitiki, amabhodlela awubukhulu obehlukene
- Izikhwama zepulasitiki (zamaphinifa)

Abafundi bahlola imiqondo yokuthi kuningi ngaphezulu, okungaphansana, okugcwele nokungenalutho ngenkathi begcwalisa iziqukathi ezahlukene ngamanzi, bese beqhathanisa amanani.



Abafundi bayazusa ngokwenza imisebenzi emazingeni ahlukene. Lokhu kungenziwa phansi noma kumiwe etafuleni.

## Workstation 2



### What you need

- Large containers – 1 per learner
- Paper and crayons
- A variety of smaller containers, for example, yoghurt cups, spoons, plastic tubs
- Sand

Learners choose a container and count the number of times they fill it with sand to fill the large container. They draw a picture of their container and write the number symbol to represent the number of non-standard measuring units used. Repeat with different containers.

## Workstation 3



### What you need

- 8 sets of 6 picture cards of cups with different levels of sand
- 6 paper cups per learner
- Sand

Learners order the cards from empty to full or from full to empty. They fill the paper cups with sand to match the cards.

## Workstation 4

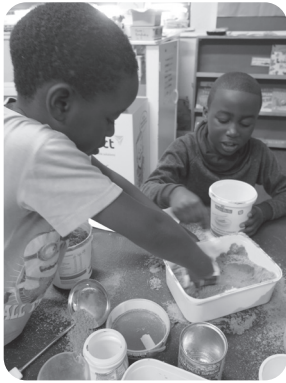
### What you need

- Large see-through water bottles, elastic band/marker – 1 per learner
- Variety of smaller containers
- Bucket of water
- Funnels for pouring

Learners estimate where the level of the water will be in the larger container when the water is poured from the smaller container into the larger container. They indicate their estimation by placing an elastic band or drawing a line with a marker at the level they estimate. Then they test this out.



## Isiteshi sokusebenzela 2



### Okudingayo

- Iziqukathi ezinkulu – esi-1 somfundi ngamunye
- Izinhlobonhlobo zeziqukathi ezincane, isibonelo, izinkomishi zeyogathi, izipunu, izitsha zepulasitiki
- Amakhrayoni nephepha
- Isihlabathi

Abafundi bakhetha isiqukathi babale izikhathi abasigcwalisa ngaso ngesihlabathi ukuze bagcwalise isiqukathi esikhulu. Badweba isithombe sesiqukathi sabo bese bebhala uphawu lwenombolo ukumela inombolo yamayunithi okulinganisa angekho emthethweni. Phinda ngeziqukathi ezahlukene.

## Isiteshi sokusebenzela 3



### Okudingayo

- Amasethi ayisi-8 amakhadi ezithombe eziyisi-6 ezinkomishi ezinobungako obahlukene besihlabathi
- Izinkomishi zephepha eziyisi-6 zomfundi ngamunye
- Isihlabathi

Abafundi balandelanisa amakhadi ukusuka kokungenalutho kuya kokugcwele noma ukusuka kokugcwele kuya kokungenalutho. Bagcwalisa izinkomishi zephepha ngesihlabathi ukuqondanisa namakhadi.

## Isiteshi sokusebenzela 4

### Okudingayo

- Amabhodlela amakhulu abonisa ngaphakathi amanzi, ibhande lelasitiki/okokumaka – oku-1 kumfundi ngamunye
- Izinhlobonhlobo zeziqukathi ezincane
- Ibhakede lamanzi
- Amafaneli okuthela

Abafundi balinganisela ukuthi izinga lamanzi liyoba kuphi esitsheni esikhulu lapho amanzi ethelwa esuka esitsheni esincane ukuya esitsheni esikhulu. Bakhombisa isilinganiselo sabo ngokubeka ibhande lelasitiki noma ukudweba umugqa ngokokumaka ezingeni abalilinganiselayo. Bese bekuhlola lokhu.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

## New knowledge

- Ordinal numbers: sixth
- Sharing without a remainder
- Double

## Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Ordinal numbers: first to fifth
- Counting in twos
- Add, subtract
- Half

## New maths vocabulary

double  
count on  
share equally

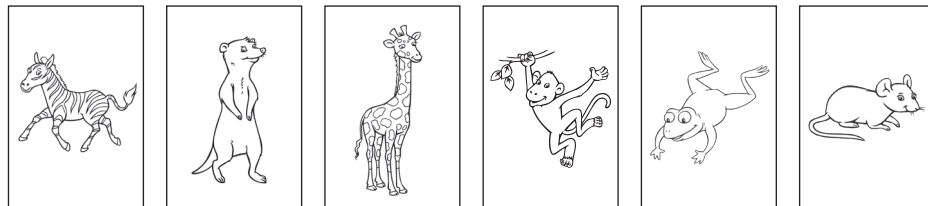
share between/among  
share one  
share more than one

how many left over

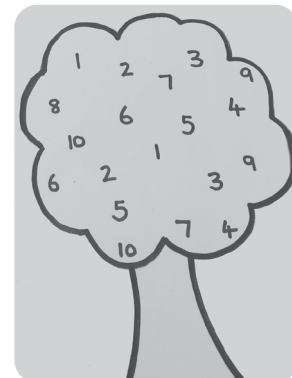
## Getting ready

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

- a picture of an individual animal from each of the following number frieze pictures: zebra, meerkat, giraffe, monkey, frog, mouse



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





# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

**Izihloko**

- Bona izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana
- Ubudlelwane bezinombolo
- Ukuxazulula izinkinga esimeni esithile

**Ulwazi olusha**

- Izinombolo ezisho isikhundla: okwesithupha
- Ukwabelana ngaphandle kwensalela
- Kabili

**Zejwayeze**

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 0–10
- Izinombolo ezisho isikhundla: eyokuqala ukuya kweyesihlanu
- Ukubala ngakubili
- Hlanganisa, susa
- Uhhafu

## Ulwazimagama olusha olusetshenziswa ezibalweni

kabili  
bala uye phambili  
yaba ngokulinganayo

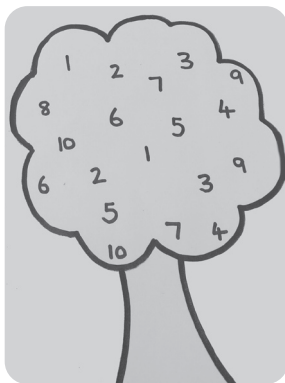
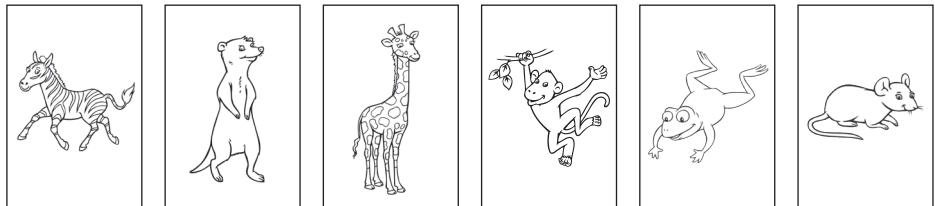
yaba phakathi .../nabanye  
ukwabelana ngokukodwa

ukwabelana ngokungaphezu  
kokukodwa  
kungaki okusele

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- isithombe sesilwane ngasinye esivela kula mafrizi ezinombolo alandelayo: idube, ububhibhi, indlulamithi, inkawu, ixoxo, igundane



- izivalo zepulasitiki/amathileyi epholistayirini oku-5 komfundi ngamunye (isibonelo, okuthathwe eziqukathini zeyogathi)
- incwadi yezinombolo enesihloko esithi, *Incwadi yami yezinombolo* – e-1 kumfundi ngamunye (bheka *Umhlahlandlela Wemisebenzi: Ithemu 3*, ikhasi 217 mayelana nendlela yokwenza incwadi)
- isiqephu sephepha esingu-A3 – esi-1 kumfundi ngamunye
- iphepha elingu-A4 elinesihlahla elinezinombolo 1–10 zidwetshwe kulo – eli-1 kumfundi ngamunye.



## Whole class activities

### Day 1

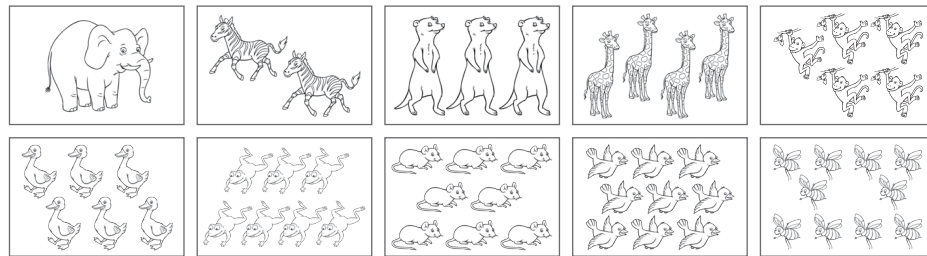
#### What you need

- Story: *Animals' race* (page 198)
- Number frieze symbol and picture cards 1–10
- Pictures of individual number frieze animals (zebra, meerkat, giraffe, monkey, frog, mouse)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs facing each other. They take turns to count each other's fingernails from 1–10.

#### Guiding questions:

- ★ How many nails do you have on your toes/ears/mouth?
  - ★ Which fingernail would you touch if you were counting from zero?
4. **Ordinal numbers first to sixth (story):** Learners sit in a circle. Tell the story, *Animals' race* using the number frieze picture cards (with all the animals on them) for the first part of the story and the pictures of the individual animals for the race.



#### Guiding questions:

- ★ Which animal do you think will come first/last/fourth in the race? Why?
- Put the animal cards up as the learners describe who might come first, second, and so on. Change these according to their suggestions and reasoning. Discuss how the different animals move and their size, and whether this would make them faster or slower and affect the order in which they finish.
5. **Ordinal numbers first to sixth (races):** Learners run races outside, six at a time. Six other learners give number symbol cards 1–6 to the learners in the order in which they finished from first to sixth. Repeat with different learners.
  6. **Small group activities:** Describe the activities at each workstation.

### Day 2

#### What you need

- Song: *Old Sandile had a farm* (page 198)
- Poster 1
- Tambourine

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

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Indaba: *Umjaho wezilwane* (ikhasi 199)
- Uphawu lwefrizi yenombolo namakhadi ezithombe 1–10
- Izithombe zenombolo ngayinye yezilwane zefrizi (idube, ububhibhi, indlulamithi, inkawu, ixoxo, igundane)

1. **Iculo/umlolozelo:** Abafundi bacula iculo noma basho umlolozelo abawuthandayo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili babukane. Banikana amathuba omunye ebala izinzapho zomunye esukela koku-1–10.

#### Imibuzo ekuholayo:

- ★ Unezinzapho ezingaki ezinzwaneni/ezindlebeni/emlonyeni?
- ★ Iluphi uzapho ongaluthinta uma ubala usuka kuziro?

#### 4. **Izinombolo ezisho isikhundla eyokuqala kuye kweyesithupha**

**(indaba):** Abafundi bahlala babe yindilinga. Xoxa indaba, *Umjaho wezilwane* usebenzisa amakhadi ezithombe zezinombolo (nazo zonke izilwane ezikuwo) engxenyeni yokuqala yendaba kanye nezithombe zesilwane ngasinye somjaho.

#### Imibuzo ekuholayo:

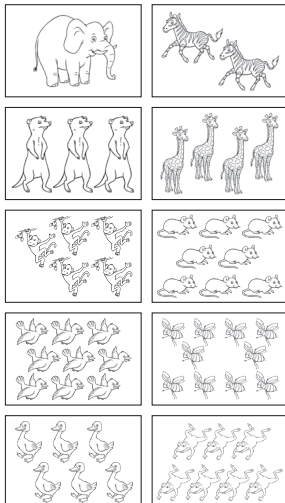
- ★ Yisiphi isilwane ocabanga ukuthi sizofika kuqala/ekugcineni/esizoba esesine emjahweni? Usho ngani?

Phakamisa amakhadi ezilwane ngenkathi abafundi bechaza ukuthi ubani ongefika kuqala, owesibili, njalonjalo. Shintsha lokhu kuye ngemibono abayi phakamisa yo kanye nokucabanga kwabo. Xoxani ngokuthi izilwane ezehlukene zihamba kanjani kanye nobukhulu bazo, nokuthi lokhu ngabe kuzozenza zisheshe noma zihambe kancane yini, kubuye kube nomthelela endleleni eziqeda ngayo.

#### 5. **Izinombolo ezisho isikhundla eyokuqala kuye kweyesithupha**

**(imijaho):** Abafundi bagijima imijaho ngaphandle, abayisithupha ngesikhathi esisodwa. Abanye abafundi abayisithupha banikeza abafundi amakhadi ezimpawu zezinombolo 1–6 ngokulandelana kokuqeda kwabo kusukela kowokuqala ukuya kowesithupha. Phinda futhi ngabafundi abehlukene.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



### Usuku 2

#### Okudingayo

- Iculo: *USandile omdala wayenepulazi* (ikhasi 199)
- IPhosta 1
- Ithamborini/isigubhu

1. **Iculo:** Yethula iculo *USandile omdala wayenepulazi*.

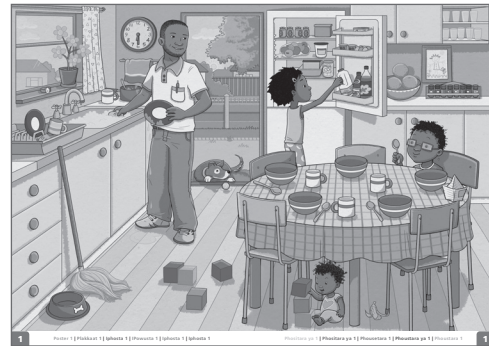
**Guiding questions:**

- ★ How many moos/oinks, and so on, did we sing each time?

Learners count on their fingers as you point to the number washing line.

2. **Oral counting:** 0–20 and beyond, 10–0.

3. **Counting objects 1–10:** Discuss Poster 1. Learners count objects on the poster.



**Guiding questions:**

- ★ Can you see anything that there are 10/9/2, and so on of in the picture?

Count the objects they name together.

4. **Practising 0–10; more/fewer:** While you play the tambourine, learners get into their working groups and sit on the mat.

**Guiding questions:**

- ★ Which group has one fewer/more, two/three fewer/more learner/s than the \_\_\_\_ group?
- ★ How did you work that out?
- ★ If we take one learner from the \_\_\_\_ group to join the \_\_\_\_ group, how many more learners will there be in the \_\_\_\_ group?
- ★ What would I need to do to make the \_\_\_\_ group and the \_\_\_\_ group have an equal number of learners?
- ★ If the \_\_\_\_ group went to a table and found that there were four chairs there, how many more chairs would they need?

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

**Day 3**

**What you need**

- Song: *Old Sandile had a farm* (page 198)
- Dot and number symbol cards 0–10 (*Resource Kit*)
- 5 hula hoops

1. **Song:** Sing the song, *Old Sandile had a farm*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other. They put their right hands together.

**Guiding questions:**

- ★ How many fingernails are there altogether if you put your right/left hands together?

4. **Halving:** Discuss the number of animals in the song, *Old Sandile had a farm*.

**Guiding questions:**

- ★ Can you use your fingers to show me how many sheep/cows, and so on we sang about?



**Imibuzo ekuholayo:**

★ Mangaki ama-*moo/no-oyi*, njalonzalo, esiwacule esikhathini ngasinye? Abafundi babala ngeminwe yabo lapho ukhomba ulayini wokweneka wezinombolo.

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

3. **Ukubala izinto 1–10:** Xoxa ngePhosta 1. Abafundi babala izinto ephosteni.

**Imibuzo ekuholayo:**

★ Ingabe kukhona yini okubona kuphawuleka ngokuba kube no-10/9/2, nokunye esithombeni?

Bala izinto abazibize ngamagama ndawonye.

4. **Ukuzejwayeza 0–10; okuningi/okuyingcosana:** Ngesikhathi udlala ithamborini/isigubhu, abafundi bangena emaqenjini abo okusebenza bahlale kumata.

**Imibuzo ekuholayo:**

★ Yiliphi iqembu eliyingcosana/elingaphezulu ngomfundi oyedwa, eliyingcosana/elingaphezulu ngabafundi ababili/abathathu kuneqembu \_\_\_\_?

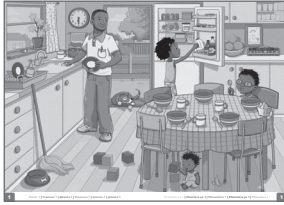
★ Ukuthole kanjani lokho?

★ Uma sithatha umfundi oyedwa eqenjini \_\_\_\_ angene eqenjini \_\_\_\_, bangaki abafundi abangaphezulu abazoba seqenjini \_\_\_\_?

★ Yini okufanele ngiyenze ukuze iqembu \_\_\_\_ kanye neqembu \_\_\_\_ abe nesibalo esilinganayo sabafundi?

★ Uma iqembu \_\_\_\_ liya etafuleni lithole ukuthi kunezihlalo ezine lapho, zingaki ezinye izihlalo elizozidinga?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



**Usuku 3**

**Okudingayo**

• Iculo: *USandile omdala wayenepulazi* (ikhasi 199)

• Amakhadi anamachashazi kanye nezimpawu zenombolo 0–10 (*Ikhithi Yezinsiza*)

• Amahulahuphu ama-5

1. **Iculo:** Cula iculo elithi *USandile omdala wayenepulazi*.

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

3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili babhekane. Bahlanganisa izandla zabo zangakwesokudla.

**Imibuzo ekuholayo:**

★ Zingaki izinzopho sezizonke uma uhlanganisa izandla zesokudla/nesokunxele?

4. **Ukuhlukanisa ngohhafu:** Xoxa ngesibalo sezilwane eculweni elithi, *USandile omdala wayenepulazi*.

**Imibuzo ekuholayo:**

★ Ungakwazi yini ukusebenzisa iminwe yakho ukungikhombisa ukuthi zingaki izimvu/izinkomo, nokunye esicule ngakho?



- ★ Which animals did we sing about first/after the goats/last, and so on?

Choose two learners to be horses, four to be cows, six to be hens, eight to be geese and ten to be snakes. Each group of animals stands in a hula hoop.


- ★ Can half of the sheep/geese come and stand next to me?
- ★ How do we know that this is half of the sheep/geese?
- ★ If two of the cows stand outside the hoop, how many cows are left inside the hoop?

5. **Dot cards 1–10; addition:** Show a dot card between 1 and 10. Learners call out the number of dots that are needed to get to 10. They use their fingers to support them in calculating.

**Guiding questions:**

- ★ How did you decide that we needed \_\_\_\_\_ more dots to get to 10 dots?

Repeat the activity with various number symbol cards between 1 and 10.

 **TIP** Encourage learners who do not respond quickly to take their time when explaining their answers. Take care that speaking in front of the group does not make them feel anxious.

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

**Day 4**

What you need	
<ul style="list-style-type: none"> <li>• Song: <i>Old Sandile had a farm</i> (page 198)</li> </ul>	<ul style="list-style-type: none"> <li>• Number washing line and number symbols 1–10</li> <li>• 5 coloured pegs</li> </ul>

1. **Song:** Sing the song, *Old Sandile had a farm* and dramatise it.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other, counting from 0 to 10 in the form of a clapping game. As they say 'zero', they slap their knees; as they say 'one', they clap their right hands together; as they say 'two', they clap their left hands together, and so on, continuing until they get to 10.

Repeat the activity.

4. **Counting in twos:** Learners who were horses and cows on Day 3 stand in the same two groups. Count how many eyes there are in each group of learners. Choose a learner to point to each pair of learners' eyes as everyone counts together in twos, i.e. two 'horses' have 2, 4 eyes; four 'cows' have 2, 4, 6, 8 eyes.

The five learners who were sheep during the dramatisation of the song stand up.

**Guiding questions:**

- ★ If we count the number of eyes of the five 'sheep', how many eyes will there be altogether?

Count together as another learner points to each pair of eyes.

- ★ Yiziphi izilwane esacula ngazo kuqala/emva kwezimbuzi/ekugcineni, njalonjalo?

Khetha abafundi ababili babe ngamahashi, abane babe yizinkomo, abayisithupha babe yizikhukhukazi, abayisishiyagalombili babe amahansi, kuthi abayishumi babe yizinyoka. Iqembu ngalinye lezilwane limi kuhulahuphu.

- ★ Ngabe uhhafu wezimvu/amahansi ungeza uzokuma eduze kwami?
- ★ Sazi kanjani ukuthi lona uhhafu wezimvu/wamahansi?
- ★ Uma izinkomo ezimbili zimi ngaphandle kwehuphu, zingaki izinkomo ezisala ngaphakathi kwehuphu?


5. **Amakhadi amachashazi 1–10; ukuhlanganisa:** Khombisa ikhadi elinamachashazi phakathi kuka-1 no-10. Abafundi babiza isibalo samachashazi adingekayo ukuze kufike ku-10. Basebenzisa iminwe ukuze ibasize ekubaleni.

**Imibuzo ekuholayo:**

- ★ Unqume kanjani ukuthi sidinga amachashazi a-\_\_\_\_\_ ngaphezulu ukuze sifike kumachashazi ayi-10?

Phinda lo msebenzi ngamakhadi ezimpawu zezinombolo ezihlukene phakathi koku-1 ne-10.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

 **ICEBO**  
Khuthaza abafundi abangaphenduli ngokushesha ukuthi bazinike isikhathi lapho bechaza izimpendulo zabo. Qaphela ukuthi ukukhuluma phambi kweqembu kungabenzi bakhathazeke.

## Usuku 4

### Okudingayo

- Iculo: *USandile omdala wayenepulazi* (ikhasi 199)
- Ulayini wokweneka wezinombolo nezimpawu zezinombolo 1–10
- Amaphekisi ama-5 anemibala

1. **Iculo:** Cula iculo, *USandile omdala wayenepulazi* bese uyalilingisela.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala ngababili babhekane, babala ukusuka koku-0 kuye kokuyi-10 ngendlela yomdlalo wokushaya izandla. Lapho sebethi 'ziro', bashaya amadolo; lapho sebethi 'kunye', bashaya izandla zabo zakwesokudla kanyekanye; lapho sebethi 'kubili', bashaya izandla zabo zakwesokunxele kanyekanye, njalonjalo, baqhubeke baze bafike kokuyi-10.  
Phinda umsebenzi.
4. **Ukubala ngakubili:** Abafundi ababengamahashi nezinkomo ngoSuku 3 bema emaqenjini amabili afanayo. Bala ukuthi mangaki amehlo akhona eqenjini ngalinye labafundi. Khetha umfundi ozokhomba ipheya ngalinye lamehlo abafundi njengoba wonke umuntu ebala ndawonye ngababili, okungukuthi 'amahashi' amabili anamehlo ama-2, 4; 'izinkomo' ezine zinamehlo ama-2, 4, 6, 8. Akusukume abafundi abahlanu abebeyizimvu ngesikhathi kulingiswa iculo.

**Imibuzo ekuholayo:**

- ★ Uma sibala isibalo samehlo 'ezimvu' ezinhlanu, azoba mangaki amehlo esewonke?

Balani ndawonye lapho omunye umfundi ekhomba ipheya ngalinye lamehlo.



5. **Practising and ordering numbers 1–10:** Point to the number washing line and show the learners the coloured pegs. Explain that together you are going to count in twos.

**Guiding questions:**

- ★ We want to count in twos, so let's start with number 2. (*Turn number 1 card around so that '1' is not visible.*)
- ★ If we are counting in twos, which number should we say next? (*Answer: 4. Turn the number 3 card so that '3' is not visible.*)

Repeat until learners have reached 10.

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

## Day 5

### What you need

- Rhyme: *1 and 1* (page 200)
- Number card 0
- Poster 6
- Masking tape/chalk

1. **Rhyme:** Introduce the rhyme, *1 and 1*. Learners follow you as you show your fingers from behind your back while saying the rhyme.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners take their shoes and socks off. They stand on their left foot and count the number of toenails on the foot on the floor.

**Guiding questions:**

- ★ How many toenails are there on your foot on the floor?
- ★ What do you need to do to have 10 toenails on the floor?

Learners count their 10 toenails.

Repeat the activity with hands/fingernails.

4. **Jumping track:** Use masking tape or chalk to create a number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. A learner jumps as the class counts.

**Guiding questions:**

- ★ Can you jump to the numbers 2, 4, 6 as we all count in twos?
- ★ What was the last number you landed on as we counted in twos?
- ★ How many blocks to get from 2 to 4, 4 to 6, and so on?

5. **Problem solving:** Discuss Poster 6 with learners. Talk about what they can see in the picture.

**Guiding questions:**

- ★ How many sheep do you see in the picture?
- ★ Which number symbol would we use to show that there are no sheep?

5. **Ukuzejwayeza nokuhlela izinombolo ngokulandelayana 1–10:** Khomba ulayini wokweneka wezinombolo bese ukhombisa abafundi amaphekisi anemibala. Chaza ukuthi nindawonye nizobala ngakubili.

**Imibuzo ekuholayo:**

- ★ Sifuna ukubala ngakubili, ngakho-ke ake siqale ngenombolo 2. (*Phendula ikhadi lenombolo 1 ukuze u-'1' angabonakali.*)
- ★ Uma sibala ngakubili, iyiphi inombolo okufanele siyisho ngokulandelayo? (*Impendulo: 4. Phendula ikhadi lenombolo 3 ukuze u-'3' angaveli.*)

Phinda abafundi baze bafinyelele e-10.

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- Umlolozelo: *U-1 no-1* (ikhasi 201)
- IPhosta 6
- Ikhadi lenombolo 0
- Itheyiphu yokumboza/ushoki

1. **Umlolozelo:** Yethula umlolozelo, *U-1 no-1*. Abafundi bayakulandela lapho ukhombisa iminwe ngemuva kwakho ube usho umlolozelo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bakhumula izicathulo namasokisi abo. Bama ngonyawo lwabo lwesokunxele bese bebala inani lezinzipho onyaweni phansi.

**Imibuzo ekuholayo:**

- ★ Zingaki izinzipho ezinyaweni zakho phansi?
- ★ Ungenzani ukuze ube nezinzipho eziyi-10 phansi?

Abafundi babala izinzipho zabo zezandla eziyi-10.

Phinda umsebenzi ngezandla/ngezinzipho zeminwe.

4. **Umzila wokugxuma:** Sebenzisa itheyiphu yokumboza noma ushoki ukuze wakhe umzila wokugxuma wezinombolo wamabhulokhi ayi-10, bese ubhala izinombolo u-1 ukuya ku-10 kumabhulokhi. Umfundi uyagxuma ngenkathi ikilasi libala.

**Imibuzo ekuholayo:**

- ★ Ungakwazi yini ukugxumela ezinombolweni 2, 4, 6 lapho sonke sibala ngakubili?
- ★ Iyiphi inombolo yokugcina owafika kuyo lapho sibala ngakubili?
- ★ Mangaki amabhulokhi kusukela koku-2 kuya koku-4, koku-4 kuya koku-6, njalunjalo?

5. **Ukuxazulula izinkinga:** Xoxa nabafundi ngePhosta 6. Khuluma ngalokho abafundi abakubona esithombeni.

**Imibuzo ekuholayo:**

- ★ Zingaki izimvu ozibona esithombeni?
- ★ Iluphi uphawu lwenombolo esingalusebenzisa ukukhombisa ukuthi akukho zimvu?

Show the '0' number symbol card.

- ★ Which other animals from the song, *Old Sandile had a farm* are there none of?
- ★ Laylah ate one sandwich. Dad ate double this number. How many sandwiches did he eat?
- ★ Laylah gave two apples to the goat on the ground. She gave double this number of apples to the goat on top of the hay. How many apples did the goat on top of the hay get?
- ★ How many horses are there? Laylah has eight carrots. How can she share them equally between the horses?
- ★ Could she share 10 carrots equally between four horses? How could she do this?

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

### Integration

**Home Language:** Tell and dramatise stories, include numbers in stories, participate in question-and-answer activities.

**Life Skills:** Create dances and games involving numbers, spatial skills, problem-solving skills.

## Small group activities

### Teacher-guided activity

#### What you need

- Poster 7
- A tub per learner with:
  - 10 animal counters
  - 10 coloured counters
  - 5 plastic lids

1. **Counting objects 1–10:** Learners each count their counters 1–10.
2. **Word problem:** Learners use their counters or their fingers to solve the problem.

#### Guiding questions:

- ★ Ten animals have to drink from two water troughs. There are an equal number of animals at each trough. How many animals are there at each trough?

3. **Ordinal numbers first to sixth:**

Learners place one of their plastic lids on the mat in front of them and line their animals up one behind the other facing the 'water trough'.

#### Guiding questions:

- ★ Where is the front/back of the line?
- ★ Can you show me the first/second/fifth/sixth animal that will have a turn to drink from the trough?



Khombisa ikhadi lophawu lwenombolo u-'0'.

- ★ Yiziphi ezinye izilwane ezitholakala eculweni elithi, *USandile omdala wayenepulazi* okungekho nesisodwa sazo?
- ★ ULaylah udle isemishi elilodwa. UBaba wadla okubili kwale nombolo. Udle amasemishi amangaki?
- ★ ULaylah wanika imbuzi ephansi emhlabathini amahhabhula amabili. Wanika imbuzi ephezu kwengqumbi yotshani amahhabhula ayile nombolo iphindwe kabili. Mangaki amahhabhula atholwa yimbuzi ephezu kwengqumbi yotshani?
- ★ Mangaki amahhashi akhona? ULaylah unamakherothi ayisishiyagalombili. Angawaba kanjani ngokulinganayo phakathi kwamahhashi?
- ★ Wayengase akwazi ukwaba amakherothi ayi-10 ngokulinganayo abele amahhashi amane? Wayengakwenza kanjani lokhu?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Ukudidiyela

**Ulimi Lwasekhaya:** Xoxa futhi ulingise izindaba, faka izinombolo ezindabeni, zibandakanye emisebenzini yemibuzo nezimpendulo.

**Amakhono Empilo:** Dala imidanso nemidlalo ehlanganisa izinombolo, amakhono okwenza izinto esikheleni, amakhono okuxazulula izinkinga.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- IPhosta 7
- Isitsha somfundi ngamunye esinalokhu:
  - Izinto eziyi-10 zokubala zezilwane
- Izinto eziyi-10 zokubala ezinemibala
- Izivalo zepulasitiki ezi-5

1. **Ukubala izinto 1–10:** Umfundi ngamunye ubala izinto zokubala zakhe 1–10.
2. **Inkinga yegama:** Abafundi basebenzisa izinto zokubala zabo noma iminwe ukuxazulula inkinga.

#### Imibuzo ekuholayo:

- ★ Izilwane eziyishumi kufanele ziphuze emkhombeni emibili yamanzi. Kunesibalo esilinganayo sezilwane emkhombeni ngamunye. Zingaki izilwane ezikhona emkhombeni ngamunye?

3. **Izinombolo ezisho isikhundla eyokuqala kuye kweyesithupha:**

Abafundi babeka isivalo seplastiki esisodwa kumata phambi kwabo bese beklelisa izilwane zabo ngokulandelana zibeke 'emkhombeni wamanzi'.

#### Imibuzo ekuholayo:

- ★ Likuphi ingaphambili/ingemuva lomugqa?
- ★ Ungasikhombisa isilwane sokuqala/sesibili/sesihlanu/sesithupha esizoba nethuba lokuphuza emkhombeni?



4. **Equal sharing:** Learners place another lid in front of them so that they have two 'water troughs'.

**Guiding questions:**

- ★ Can you share your animals equally between these water troughs?
  - ★ How many animals are at each trough?
- Learners place all five lids in front of them.
- ★ How many animals will there be at each trough if you share the animals equally between the five troughs?
  - ★ If you take one animal away from one trough how many animals are left in front of you?



5. **Sharing:** Learners use counters to solve problems about Poster 7.



**Guiding questions:**

- ★ Dad buys a bag of three oranges. He puts another two oranges into the bag. How many oranges does he need to pay for?
- ★ Thami is looking at four wooden animals. One animal has fallen over. How many are standing?
- ★ Dad buys six oranges. If he shares these equally between his family at the market, how many oranges will they each get?
- ★ Mom buys two baskets. She asks Dad to share the six oranges equally between the two baskets. How many oranges does Dad put into each basket?



**Check that learners are able to:**

- count objects 1–10
- problem solve with numbers 0–10
- share counters equally
- share counters between two groups
- identify first to sixth



4. **Ukwaba ngokulinganayo:** Abafundi babeka esinye isivalo phambi kwabo ukuze babe 'nemikhombe yamanzi' emibili.

**Imibuzo ekuholayo:**

- ★ Ungakwazi ukwaba izilwane zakho ngokulinganayo kule mikhombe yamanzi?
- ★ Zingaki izilwane ezikhona emkhombeni ngamunye?

Abafundi babeka zonke izivalo ezinhlanu phambi kwabo.

- ★ Zingaki izilwane eziyoba khona emkhombeni ngamunye uma uhlukanisa lezi zilwane ngokulinganayo emkhombeni emihlanu?
- ★ Uma ususa isilwane esisodwa emkhombeni owodwa zingaki izilwane ezisele phambi kwakho?



5. **Ukwaba:** Abafundi basebenzisa izinto zokubala ukuxazulula izinkinga ngePhosta 7.



**Imibuzo ekuholayo:**

- ★ UBaba uthenga isikhwama samawolintshi amathathu. Ufaka amanye amawolintshi amabili esikhwameni. Uzodinga ukukhokhela amawolintshi amangaki?
- ★ UThami ubuka izilwane ezine zokhuni. Isilwane esisodwa siwile. Zingaki ezisamile)?
- ★ UBaba uthenga amawolintshi ayisithupha. Uma ewahlukanisela ngokulinganayo umndeni wakhe emakethe, mangaki amawolintshi umuntu ngamunye azowathola?
- ★ UMama uthenga obhasikidi ababili. Ucela uBaba ukuthi ahlukane amawolintshi ayisithupha ngokulinganayo awafake kobhasikidi ababili. UBaba ufaka amawolintshi amangaki kubhasikidi ngamunye?



**Hlola ukuthi abafundi bayakwazi uku-:**

- bala izinto 1–10
- xazulula inkinga ngezinombolo 0–10
- aba izinto zokubala ngokulinganayo
- aba izinto zokubala phakathi kwamaqembu amabili
- hlonza eyokuqala ukuya kweyesithupha





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

## Workstation 1

### What you need

- Number book – 1 per learner
- Crayons

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

## Workstation 2

### What you need

- Number symbols 0–10, 1 set per learner (*Resource Kit*)
- A3 strip of paper/cardboard – 1 per learner
- Crayons/pencils

Learners arrange the number symbol cards in order from 0–10 above the strip of paper. Remind them to spread out the number symbols across the top of the paper strip so that there is enough space for them to write the numbers. They write the numbers on the strip of paper below each symbol.

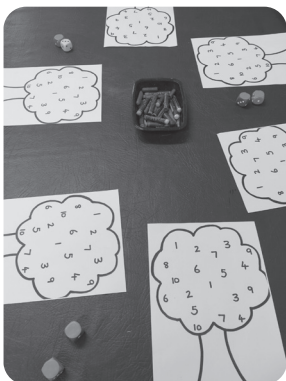


## Workstation 3

### What you need

- An A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner
- 2 dice per pair of learners (on one dice cover the '5' and '6' with a sticker/paper)

In pairs, learners take turns to throw the two dice. They count the number of dots on the dice. They find the corresponding number on the tree, circle it and then colour it in. Once all the numbers on the tree have been coloured in, learners create a pattern of their choice by writing number symbols around the edge of the page.



## Workstation 4

### What you need

- Block structures in the block area – 1 per learner
- Blocks

Build block structures in the block area or on the mat. Learners copy one structure each and swap until they have copied each structure. They take turns to create structures for each other to copy.





## Isiteshi sokusebenzela 1

### Okudingayo

- Incwadi yezinombolo – e-1 kumfundi ngamunye
- Amakhrayoni

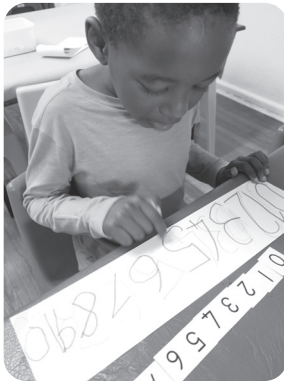
Abafundi babhala uphawu lwenombolo 1 bese bedweba into eyodwa ekhasini lokuqala, olwenombolo 2 ekhasini lesibili, njalo njalo, kuze kufike ku-5.

## Isiteshi sokusebenzela 2

### Okudingayo

- Izimpawu zezinombolo 0–10, isethi e-1 yomfundi ngamunye (*Ikhithi Yezinsiza*)
- Isiqephu sephepha/ikhadibhodi esingu-A3 – esi-1 kumfundi ngamunye
- Amakhrayoni/amapensele

Abafundi bahlela amakhadi ezimpawu zezinombolo ngokulandelana ukusuka ku-0–10 ngaphezu komdweshu wephepha. Bakhumbuze ukuthi basabalalise izimpawu zezinombolo phezulu ephepheni ukuze kube nesikhala esanele sokuthi babhale izinombolo. Babhala izinombolo emdweshwini wephepha ngaphansi kophawu ngalunye.

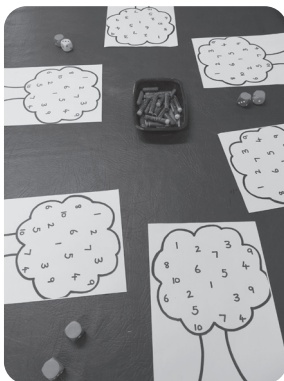


## Isiteshi sokusebenzela 3

### Okudingayo

- Iphepha elingu-A4 elinesihlahla elinezinombolo 1–10 ezidweshwe kulo – eli-1 kumfundi ngamunye
- Amadayisi ama-2 epheyeni ngalinye labafundi (edayisini elilodwa mboza inombolo-'5' no-'6' ngesitikha/ngephepha)

Ngababili, abafundi banikana amathuba ukuphonsa amadayisi amabili. Babala isibalo samachashazi edayisini. Bathola inombolo ehambisana naso esihlahleni, bayikokelezele, bese beyifaka umbala. Uma zonke izinombolo esihlahleni sezifakwe umbala, abafundi benza iphethini abazikhethela lona ngokubhala izimpawu zezinombolo emaphethelweni ekhasi.



## Isiteshi sokusebenzela 4

### Okudingayo

- Izakhiwo zamabhuloki endaweni yamabhulokhi – esi-1 kumfundi ngamunye
- Amabhulokhi

Yakha izakhiwo zamabhulokhi endaweni yamabhulokhi noma kumata. Abafundi bakopisha isakhiwo ngasinye umfundi emunye bese beshintshana baze bakopishe isakhiwo ngasinye. Banikana amathuba ekwakhelaneleni izakhiwo ukuze lowo nalowo akopishe.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

## New knowledge

- Sharing with a remainder

## Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Reinforce number concept 0–10
- Problem solving 1–10
- Sharing without a remainder
- Half, double

## New maths vocabulary

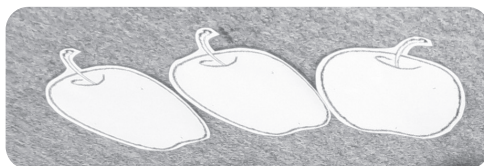
how many more is \_\_\_\_ than \_\_\_\_  
groups of two, three, \_\_\_\_

higher  
lower

## Getting ready

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

- number track 0–10 – 1 per learner
- cut-outs of apples – 3 per learner



- a 'fence' made from a piece of cardboard with the middle cut out (see page 146).

## Whole class activities

### Day 1

#### What you need

- Rhyme: *1 and 1* (page 200)
- 15 containers with:
  - Unifix blocks
  - 2 number symbol/picture or dot cards 0–10 (*Resource Kit*)

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

# Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

**Izihloko**

- Bona izimpawu zezinombolo namagama ezinombolo
- Chaza, qhathanisa bese uhlela izinombolo ngokulandelana
- Ubudlelwane bezinombolo
- Ukuxazulula izinkinga esimeni esithile

**Ulwazi olusha**

- Ukwabelana kube nensalela

**Zejwayeze**

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlela 10–0
- Ukubala izinto 1–10
- Ukulandelanisa izinombolo 0–10
- Ukugxilisa umqondo wenombolo 0–10
- Ukuxazulula izinkinga 1–10
- Ukwabelana ngaphandle kwensalela
- Uhhafu, kabili

**Ulwazimagama olusha olusetshenziswa ezibalweni**

kuningi ngokungaki okungu- _____	ngaphezulu
kunokungu- _____	ngaphansi
amaqembu ababili, abathathu, _____	

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:



- umzila wezinombolo 0–10 – o-1 umfundi ngamunye
- okusikwe kwakhishwa kwamahhabhula – oku-3 umfundi ngamunye
- 'uthango' olwenziwa ngocezu lwekhadibhodi okuphakathi nendawo kulo okusikwe kwakhishwa (bheka ikhasi 147)

## Imisebenzi yekilasi lonke

### Usuku 1

**Okudingayo**

- Umlolozelo: *U-1 no-1* (ikhasi 201) – Amakhadi ama-2 ophawu/ esithombe senombolo noma anamachashazi 0–10 (*Ikhithi Yezinsiza*)
- Izitsha eziyi-15 ezinalokhu: – Amabhulokhi axhumekayo

1. **Umlolozelo:** Isho umlolozele, *U-1 no-1*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.



**TIP**

Involve all the learners in the counting activity once you have identified what you are counting together.

3. **Counting objects 1–10:** Learners choose which objects they would like to count.

**Guiding questions:**

- ★ Can you see any group of objects in the classroom that looks like it is a group of 10?

Count the objects together.

- ★ Were there too few/too many/more than 10, and so on?

4. **Comparing numbers:** Play the game, 'Build and compare'. Learners sit facing a partner. Give each pair of learners a container of Unifix blocks and two number cards. They each take out a card without looking at the number. As they turn over their number cards, together they say, 'One, two, three compare.'

Each learner says his/her number to his/her partner, 'I have a \_\_\_\_.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

Learners swap containers with another pair of learners and repeat the activity.



**Guiding questions:**

- ★ Who has a number that is more (bigger, higher)/less (smaller, lower) than their partner's number?
- ★ How many blocks are there in your tower?
- ★ Who has fewer/more blocks in their tower than their partner?
- ★ Who has zero blocks in their tower?
- ★ Who has a number that is the same as someone else's in the class? How do you know?

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

**Day 2**

**What you need**

- Rhyme: *1 and 1* (page 200)
- Number dot, symbol and picture cards 0–10 (*Resource Kit*)
- 2 flat containers

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.





3. **Ukubala izinto 1–10:** Abafundi bakhetha ukuthi yiziphi izinto abangathanda ukuzibala.

**Imibuzo ekuholayo:**

- ★ Uyalibona iqoqo lezinto ekilasini elibukeka sengathi liyiqoqo lokuyi-10?

Balani izinto ndawonye.

- ★ Ngabe kuyingcosana kakhulu/kuningi kakhulu/kungaphezu kuka-10, njalonjalo?

4. **Ukuqhathanisa izinombolo:** Dlala umdlalo, 'Yakha futhi uqhathanise'. Abafundi bahlala babhekane nabalingani. Nikeza ipheya ngalinye labafundi isitsha samabhulokhi axhumekayo namakhadi ezinombolo amabili. Yilowo nalowo ukhipha ikhadi ngaphandle kokubheka inombolo. Lapho sebephendula amakhadi abo ezinombolo, basho kanyekanye bathi, 'kunye, kubili, kuthathu qhathanisa.'

Umfundi ngamunye usho inombolo yakhe kumlingani wakhe, 'Ngina- \_\_\_\_.' Ngamunye usebenzisa amabhulokhi axhumekayo ukuze akhe umbhoshongo ozomela inombolo yakhe. Baqhathanisa imibhoshongo nezinombolo zabo besebenzisa lolu lwazimagama olulandelayo: *ngaphezulu, ngaphansi, okuyingcosana, okufanayo* (isibonelo, 'isithupha singaphezu kwesine').

Abafundi bashintshanisa izitsha nepheya labafundi bese bephinda umsebenzi.



**Imibuzo ekuholayo:**

- ★ Ubani onenombolo engaphezulu (enkulu, ephakeme)/encane (encane kunenye, engaphansi) kwenombolo yomlingani wakhe?
- ★ Mangaki amabhulokhi embhoshongweni wakho?
- ★ Ubani onamabhulokhi ayingcosana/amaningi (angaphezulu) embhoshongweni wakhe kunomlingani wakhe?
- ★ Ubani onoziro wamabhulokhi embhoshongweni wakhe?
- ★ Ubani onenombolo efana neyomunye umuntu ekilasini? Wazi kanjani?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 2

### Okudingayo

- Umlolozelo: *U-1 no-1* (ikhasi 201)
- Iziqukathi eziyisicaba ezi-2
- Amakhadi anamachashazi ezinombolo, izimpawu nezithombe 0–10 (*Ikhithi Yezinsiza*)

1. **Umlolozelo:** Isho umlolozele, *U-1 no-1*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala kusukela kuSuku 1.





**TIP**

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

- Problem solving 1–10:** Learners sit in a circle. Give each learner a number dot, picture or symbol card.

**Guiding questions:**

- ★ Can you show me one/two/three more/fewer fingers than the number on your card?
- ★ How many more/fewer is \_\_\_\_'s number than \_\_\_\_'s?
- ★ Who has 10 bees on their card? Who has a number that is five fewer than this?
- ★ Whose number card has five monkeys? How many arms do the five monkeys have altogether?
- ★ Who has numbers that are smaller than 6/bigger than 3?



- Sharing with or without a remainder:** Place two containers in the middle of the mat. Learners stand up two at a time to place their number cards in the two containers.

**Guiding questions:**

- ★ Will there be an equal number of cards in each container?
- ★ How will we find out?
- ★ We can't cut the cards in half, so what should we do if there is one extra card?

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

**Day 3**


**What you need**

- Number cards 0–10 (*Resource Kit*)
- Number washing line
- A peg

- Song/rhyme:** Learners sing a song or say a rhyme of their choice.
- Oral counting:** 0–20 and beyond, 10–0.
- Counting objects 1–10:** Learners sit in a circle. Count from 1–10 as you go around the circle.

**Guiding questions:**

- ★ Which learner will be the next number 10?
- ★ Who will be the number 7 after that?
- ★ We are on number 4. If we count two more, what number will it be?
- ★ How did you work that out?
- ★ Those learners who were number 10s, please stand in the middle of the circle and those who were number 4s stand outside the circle.
- ★ Are there more/fewer number 10s or number 4s?

 **ICEBO**  
Sebenzisa amakhadi amagama ezinombolo kulabo bafundi abakwazi ukufunda/ukubona amagama.

4. **Ukuxazulula izinkinga 1–10:** Abafundi bahlala benze indilinga. Nikeza umfundi ngamunye ikhadi lechashazi lenombolo, isithombe noma uphawu.

**Imibuzo ekuholayo:**

- ★ Ungakwazi ukungikhombisa umunwe owodwa/emibili/emithathu ngaphezulu/eyingcosana kunenombolo esekhadini lakho?
- ★ Ziningi/ziyingcosana kangakanani izinombolo zika- \_\_\_\_\_ kunezika- \_\_\_\_\_?
- ★ Ubani onezinyosi eziyi-10 ekhadini lakhe? Ubani onenombolo eyingcosana kunesihlanu kunalena?
- ★ Ikhadi likabani elinezinkawu ezinhlanu? Zingaki izingalo lezi zinkawu ezinhlanu ezinazo sezizonke?
- ★ Ubani onezinombolo ezincane kuno-6/ezinkulu kuno-3?



5. **Ukwabelana kube noma kungabi nansalela:** Beka iziqukathi ezimbili phakathi nomata. Abafundi basukuma ngababili ngesikhathi ukuze babeke amakhadi abo anezinombolo ezitsheni ezimbili.

**Imibuzo ekuholayo:**

- ★ Ingabe kuzoba nesibalo esilinganayo samakhadi esitsheni ngasinye?
- ★ Singakuthola kanjani lokho?
- ★ Asikwazi ukusika amakhadi kube nohhafu, ngakho-ke yini okufanele siyenze uma kunekhadi elilodwa elengeziwe?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esitsheni sokusebenzela ngasinye.

### Usuku 3

#### Okudingayo

- Amakhadi ezinombolo 0–10 (Ikhithi Yezinsiza)
- Isikhonkwane
- Ulayini wokweneka wezinombolo

1. **Iculo/umlolozelo:** Abafundi bacula iculo noma basho umlolozelo abawuthandayo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bahlala benze indilinga. Bala ukusuka ku-1–10 ngenkathi uzungeza indilinga.

**Imibuzo ekuholayo:**

- ★ Yimuphi umfundi ozoba inombolo 10 elandelayo?
- ★ Ubani ozoba inombolo 7 ngemva kwalokho?
- ★ Sikunombolo 4. Uma sibala ezimbili ngaphezulu, kuzoba iyiphi inombolo?
- ★ Ukuthole kanjani lokho?
- ★ Nina bafundi ebeningonombolo 10, ngicela nime phakathi nendilinga, kuthi labo abebengonombolo 4 bame ngaphandle kwendilinga.
- ★ Ngabe baningi/bambalwa onombolo 10 noma onombolo 4?

4. **Practising 0–10:** Play the game, 'Pegging a number'. Peg a number between 0 and 10 to the back of a learner. Other learners give clues as the learner tries to guess what number is on his/her back, for example: 'Your number is two more than three', and so on. As the learner responds, guide him/her to the number. Encourage learners to refer to the number washing line. Repeat the activity a few times with different learners.
5. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

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

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 3.
4. **Practising numbers 1–10:** Play the game, 'Numbers bigger/smaller than'. Learners stand in a circle. Give each learner a number card and call out instructions, for example: 'Sit down if you have a number bigger than 4/smaller than 2.' Learners check whether their classmates are correct. Continue until all learners are sitting down.



#### Guiding questions:

- ★ Do you have a number that is two more than 3/three fewer than 6/half of 8/double 2, and so on?
5. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Poster 3

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Discuss Poster 3. Count the number of windy, sunny, cloudy and rainy days on the weather chart in the picture.

#### Guiding questions:

- ★ There are three sunny days. How many more sunny days do we need to have ten sunny days?

- Ukuzejwayeza 0–10:** Dlala umdlalo, 'Ukuhloma inombolo'. Hloma inombolo ephakathi kuka-0 no-10 emhlane womfundi. Abanye abafundi banikeza umkhondo lapho umfundi ezama ukuqagela ukuthi iyiphi inombolo esemhlane wakhe, isibonelo: 'Izinombolo zakho zimbili ngaphezu kwezintathu', njalonjalo. Lapho umfundi ephendula, mholele enombolweni. Khuthaza abafundi ukuthi babheke kulayini wokweneka wezinombolo. Phinda lo msebenzi izikhathi ezimbalwa nabafundi abehlukene.
- Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 4

### Okudingayo

- Amakhadi anenombolo yamachashazi, uphawu nesithombe 1–10 (*Ikhithi Yezinsiza*)

- Iculo/umlolozelo:** Abafundi bacula iculo noma basho umlolozelo abawuthandayo.
- Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- Ukubala izinto 1–10:** Phinda umsebenzi wokubala othathwe kuSuku 3.
- Ukuzejwayeza izinombolo 1–10:** Dlala umdlalo, 'Izinombolo ezinkulu/ezincane kuna-'. Abafundi bama babe yindilinga. Nikeza umfundi ngamunye ikhadi lenombolo bese ubiza imiyalo, isibonelo: 'Hlala phansi uma unenombolo enkulu kuno-4/encane kuno-2.' Abafundi mabahlole ukuthi abafunda nabo baqinisile yini. Qhubeka baze bahlale phansi bonke abafundi.



### Imibuzo ekuholayo:

- ★ Ingabe unayo inombolo engaphezulu ngokubili kuno-3/eyingcosane ngokuthathu ngaphansi kuka-6/enguhhafu ka-8/emphinde kabili u-2, njalonjalo?
- Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5

### Okudingayo

- IPhosta 3

- Iculo/umlolozelo:** Abafundi bacula iculo noma basho umlolozelo abawuthandayo.
- Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
- Ukubala izinto 1–10:** Xoxa ngePhosta 3. Bala inani lezinsuku ezinomoya, ezinelanga, ezinamafu nezinemvula eshadini lesimo sezulu esithombeni.

### Imibuzo ekuholayo:

- ★ Kunezinsuku ezintathu libalele. Sisadinga izinsuku ezingaki ukuze sibe nezinsuku eziyishumi libalele?

4. **Practising 0–10:** Ask questions about Poster 3. Learners can use their fingers or counters to solve problems if necessary.

**Guiding questions:**

- ★ How many learners do you see in the classroom?
- ★ If four learners go outside, how many learners will be left in the classroom?
- ★ How many girls are there in the classroom? If three more girls come in, how many girls will there be?
- ★ Six girls are in the classroom. Three more girls come in. How many girls are there now?
- ★ The teacher has six blocks to share equally between the three girls. How many blocks will each girl get?

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

**Integration**

**Home Language:** Critical thinking and expressing opinions.  
**Life Skills:** Solve problems during the daily programme and explain reasoning.

## Small group activities

### Teacher-guided activity

**What you need**

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

1. **Word problems using counters:** Learners count their animal counters. Ask word problems about the animals.

**Guiding questions:**

- ★ Sandile has 10 animals. He brings three animals into the shelter for the night. How many more does he need to bring in so that all the animals are inside?

2. **Sharing with a remainder:**

Learners sit in pairs opposite each other. They line up their 10 animals to face themselves.

**Guiding questions:**

- ★ Do you and your partner have an equal number of animals? How do you know?
- ★ Sandile wants your animals to come into his shelter two by two. Show how he could group them.
- ★ And three by three?



4. **Ukuzejwayeza 0–10:** Buza imibuzo mayelana nePhosta 3. Abafundi bangasebenzisa iminwe noma izinto zokubala zabo ukuxazulula izinkinga.

**Imibuzo ekuholayo:**

- ✦ Bangaki abafundi obabona ekilasini?
- ✦ Uma abafundi abane bephumela ngaphandle, bangaki abafundi abazosala ekilasini?
- ✦ Mangaki amantombazane ekilasini? Uma kungena amanye amantombazane amathathu, kuzoba namantombazane amangaki?
- ✦ Amantombazane ayisithupha asekilasini. Kungene amanye amantombazane amathathu. Mangaki amantombazane akhona manje?
- ✦ Uthisha unamabhulokhi ayisithupha awahlukanisela amantombazane amathathu ngokulinganayo. Intombazane ngayinye izothola amabhulokhi amangaki?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Ukudidiyela**

**Ulimi Lwasekhaya:** Ukucabanga okubalulekile nokuveza imibono.

**Amakhono Empilo:** Xazulula izinkinga ngesikhathi sohlelo lwansuku zonke uchaze futhi ukuthi ukucabange kanjani lokhu.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

**Okudingayo**

Isitsha somfundi ngamunye esinalokhu:

- Izinto zokubala zezilwane eziyi-10
- Okusikwe kwakhishwa kwamahhabhula ama-3

- ‘Uthango’ olwenziwa ngocezu lwekhadibhodi olunokuphakathi nendawo olokusikwe kwakhishwa

- Isikelo
- Ubuhlalu bokuhlela

1. **Izinkinga zamagama ngokusebenzisa izinto zokubala:**

Abafundi babala izinto zabo zokubala zezilwane. Buza izinkinga zamagama ngezilwane.

**Imibuzo ekuholayo:**

- ✦ USandile unezilwane eziyi-10. Ungenisa izilwane ezintathu emphemeni wokukhosela ebusuku. Kudingeka angenise ezingaki ukuze zonke izilwane zibe ngaphakathi?

2. **Ukwaba kube nensalela:** Abafundi bahlala ngababili babukane. Bahlela izilwane zabo eziyi-10 ukuze zibhekane.

**Imibuzo ekuholayo:**

- ✦ Ingabe wena nomlingani wakho ninesibalo esilinganayo sezilwane? Wazi kanjani?
- ✦ USandile ufuna izilwane zakho zingene emphemeni wakhe wokukhosela ngazimbili ngazimbili. Bonisa ukuthi angazibeka kanjani ngamaqoqo.
- ✦ Ngazintathu ngazintathu-ke?





- ★ What do you notice? What can we do about the animal that is left out?

Take time to listen to the learners' suggestions about how they might manage the problem of the remaining animal.

Learners place eight animals in their tubs and take out the cut-outs of three apples.



**TIP**

Draw learners' attention to the fact that some things, such as the apple, can be cut to share, but other things, such as the animals, can't be cut to share.

- ★ How can you share these three apples equally between your two animals?

Learners try to solve the problem. When they realise that there is one apple remaining, discuss how to cut the apple in half to share it equally.



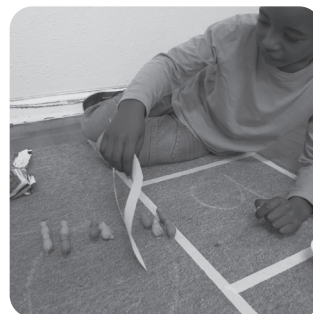
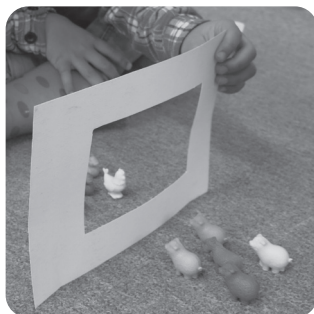
- Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

**Guiding questions:**

- ★ Can you place the 'fence' so that there are four animals on one side of the fence?

Learners 'fence off' four animals and count these.

Learners peep through their fences.



- ★ How many animals are on the other side of the fence?
- ★ How many animals are there altogether?

Learners count the animals on the other side of the fence and then repeat the activity with other combinations that make up 10.

- ★ Can you place the fence so that there are exactly the same number of animals on each side?

- Combinations of 10 using structure beads:** Ask learners to show five beads. Encourage them to do this without counting in ones. Learners hold five beads and start their count from 5.

Count on from 5 to 8.

## ICEBO

Yenza abafundi ukuba banake ukuthi ezinye izinto, njengehhabhula nje, zingasikwa ukuze kwabelwane ngazo, kodwa ezinye izinto, njengezilwane, azikwazi ukusikwa ukuze kwabelwane ngazo.

★ Yini oyiqaphelayo? Yini esingayenza ngesilwane esishiywe ngaphandle? Zinike isikhathi sokulalela iziphakamiso zabafundi mayelana nendlela abangayisingatha ngayo inkinga yesilwane esisele.

Abafundi bafaka izilwane eziyisishiyagalombili esitsheni sabo bese bekipha amahhabhula amathathu asikwe akhishwa.

★ Ungawaba kanjani la mahhabhula amathathu ngokulinganayo ukuze atholwe yizilwane zakho ezimbili?

Abafundi bazama ukuxazulula inkinga. Lapho bebona ukuthi kunehhabhula elilodwa elisele, xoxani ngokuthi lingasikwa kanjani ihhabhula kube nohrafu ukuze labiwe phakathi ngokulinganayo.



### 3. Izinhlanguanisela ze-10 kusetshenziswa izinto zokubala zezilwane:

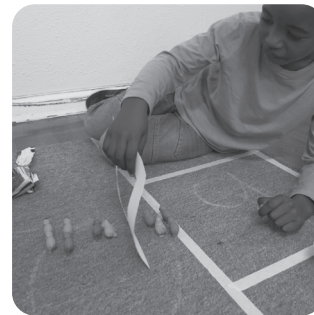
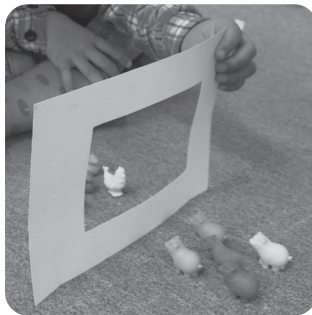
Abafundi bahlela izilwane zabo ngomugqa ome waqonda. Besebenzisa 'uthango' lwabo, bahlola ukuthi zingaki izindlela ezihlukene zokuhlukanisa izilwane zibe amaqembu amabili.

**Imibuzo ekuholayo:**

★ Ungakwazi yini ukubeka 'uthango' ukuze kube nezilwane ezine ecaleni elilodwa lothango?

Abafundi 'babiyela' izilwane ezine bese bezibala.

Abafundi balunguza othangweni lwabo.



★ Zingaki izilwane ezikwelinye icala lothango?

★ Zingaki izilwane uma sezizonke?

Abafundi babala izilwane ngaphesheya kothango bese bephinda umsebenzi ngezinye izinhlanguanisela ezakha u-10.

★ Ungakwazi yini ukubeka uthango ukuze kube nesibalo esilinganayo sezilwane ohlangothini ngalunye?

### 4. Inhlanguanisela ye-10 usebenzisa ubuhlalu bokuhlela: Cela abafundi bakhombise ubuhlalu obuhlalu. Bakhuthaze ukuthi bakwenze lokhu ngaphandle kokubala ngakunye. Abafundi babamba ubuhlalu obuhlalu futhi baqale ukubala kwabo kusukela ku-5. Bala usuka ku-5 uye ku-8.

**Guiding questions:**

- ★ How many more beads did you count?  
Hold four/six/three beads. Count on from 4 to 7/10/8, and so on.
- ★ How many beads do you have now?



**Check that learners are able to:**

- solve problems with numbers 0–10
- count on from a given number – up to 10
- share counters equally with a remainder
- identify groups that combine to make 10

**Workstation 1**

**What you need**

- A4 paper – 1 piece per learner
- Sponges/cotton wool/ear buds
- Paint in shallow containers
- Crayons

Learners fold their pages in half. They write a number between 1 and 5 at the top of one side of the page. They dip sponges/cotton wool/ear buds/their finger into the paint and make the same number of dots as the number they wrote. They fold the page and press it down to make the same number on the opposite side of the page. They count how many dots they have now and then write that number.



**Workstation 2**

**What you need**

- Playdough and mats
- Number track 0–10 – 1 per learner

Learners mould 'bricks/blocks' from playdough and build towers to match the numbers on the number track 0–10.



**Imibuzo ekuholayo:**

★ Bungaki ubuhlalu obungaphezulu obubalile?

Bamba ubuhlalu obune/obuyisithupha/obuthathu. Bala ukusuka ku-4 kuye ku-7/10/8, njalonzalo.

★ Unobuhlalu obungaki manje?

**Hlola ukuthi abafundi bayakwazi uku:-**

- xazulula izinkinga ngomlomo ngezinombolo 0–10
- bala ukusuka enombolweni abayinikeziwe – ukufika ku-10
- aba izinto zokubala ngokulinganayo kube nensalela
- hlonza amaqembu ahlanganayo enze u-10

**Isiteshi sokusebenzela 1****Okudingayo**

- Iphepha elingu-A4 – isiqephu esi-1 kumfundi ngamunye
- Izipontshi/uvolo/izinti zokunwaya indlebe
- Penda izitsha ezingashoni kakhulu
- Amakhrayoni

Abafundi bagoqa amakhasi abo benze ohhafu. Babhala inombolo ephakathi kuka-1 no-5 phezulu kwelinye icala lekhasi. Bacwilisa izipontshi/uvolo/izinti zokunwaya izindlebe/umunwe wabo kupende bese benza isibalo samachashazi esifanayo nenombolo abayibhalile. Bagoqa ikhasi bese belicindezela phansi ukuze benze inombolo efanayo ngakwelinye icala lekhasi. Babala ukuthi banamachashazi amangaki manje bese bebhala leyo nombolo.

**Isiteshi sokusebenzela 2****Okudingayo**

- Inhlama yokudlala kanye nomata
- Umzila wezinombolo 0–10 – o-1 kumfundi ngamunye

Abafundi babumba 'izitini/amabhulokhi' ngenhlama yokudlala bese bakha imibhoshongo ukuze bayiqondanise nezinombolo emzileni wezinombolo 0–10.



### Workstation 3

#### What you need

- Number symbols 0–10 (*Resource Kit*) – 8 per pair of learners
- Unifix blocks

Learners work in pairs to play, 'Build and compare'. Each learner has four number symbols in a pile. As they each turn over a number symbol, together they say, 'One, two, three compare.' Each learner says his/her number to his/her partner, 'I have a \_\_\_\_.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

They repeat this another three times with different number symbols. They swap their sets of number symbols with other learners and play the game again.



### Workstation 4

#### What you need

- Number books from Week 7
- A4 paper
- Kokis/crayons
- Stapler

Learners complete the pages for 6–10 in their number books. They make envelopes for their books (by folding and stapling A4 pages). They write their names and the number of their home on the front of the envelope.



#### TIP

Learners can create their own 'number' picture when they have finished.



### Isiteshi sokusebenzela 3

#### Okudingayo

- Izimpawu zezinombolo 0–10 (*Ikhithi Yezinsiza*) – eziyi-8 epheyaneni labafundi ngalinye
- Amabhulokhi axhume kayo

Abafundi basebenza ngababili ukuze badlale umdlalo, 'Yakha bese uqhathanisa'. Umfundi ngamunye unezimpawu zezinombolo ezine enqwabeni. Ngenkathi ngamunye ephendula uphawu lwakhe lwenombolo, kanyekanye bathi, 'kunye, kubili, kuthathu qhathanisa.' Umfundi ngamunye usho inombolo yakhe kumlingani wakhe athi, 'Ngina- \_\_\_\_.' Ngamunye usebenzisa amabhulokhi axhume kayo ukuze akhe umbhoshongo ozomela inombolo yawo. Baqhathanisa imibhoshongo nezinombolo zabo besebenzisa lolu lwazimagama olulandelayo:

*ngaphezulu, ngaphansi, okuyingcosana, okufanayo (isibonelo, 'okuyisithupha kungaphezu kokune').*

Baphinda lokhu kathathu ngezimpawu zezinombolo ezahlukene. Bashintshana ngamasethi abo ezimpawu zezinombolo nabanye abafundi baphinde badlale umdlalo.



### Isiteshi sokusebenzela 4

#### Okudingayo

- Izincwadi zezinombolo ezivela kwiSonto 7
- Amakhokhi/amakhrayoni
- Iphepha elingu-A4
- Isitephula

Abafundi bagcwalisa amakhasi 6–10 ezincwadini zabo zezinombolo. Benza izimvilophu zezincwadi zabo (ngokugoqa nokunamathisela nokustephula amakhasi angu-A4). Babhala amagama abo kanye nenombolo yekhaya labo ngaphambili emvilophini.



 **ICEBO**  
Abafundi bangazakhela esabo isithombe 'senombolo' uma sebeqedile.



# Content Area Focus: Space and Shape (Geometry)

## Topics

- Properties of shapes

## New knowledge

- Sort shapes according to size, colour and shape
- Shape conservation

## Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Figure-ground perception

## New maths vocabulary

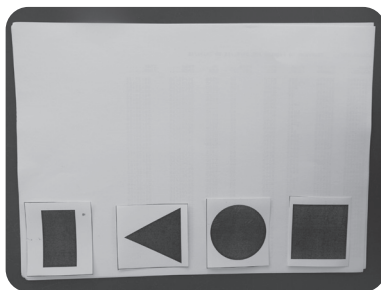
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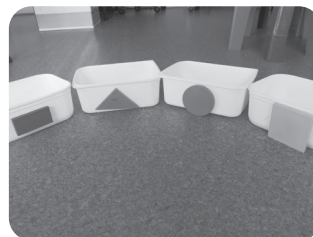
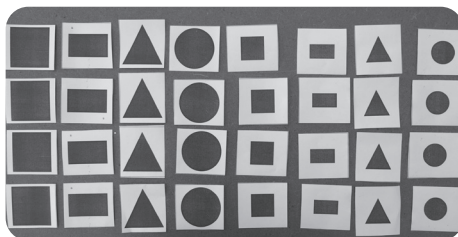
## Getting ready

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

- cardboard poster with shape cut-outs (rectangle, triangle, circle and square, all in the same colour)



- 6 pictures of everyday objects that have circle, triangle, square and rectangle shapes in them (see page 156)
- 32 shape cards as follows:
  - 8 yellow shapes: 1 big and 1 small circle, square, rectangle and triangle
  - 8 blue shapes: 1 big and 1 small circle, square, rectangle and triangle
  - 8 red shapes: 1 big and 1 small circle, square, rectangle and triangle
  - 8 green shapes: 1 big and 1 small circle, square, rectangle and triangle



- 4 boxes each labelled with a different shape (square, circle, triangle, rectangle)

# Ingxenye Yolwazi Okugxilwe Kuyo: Indawo Nesimo (Ijyomethri)

**Izihloko**

- Izimpawu zesimo

**Ulwazi olusha**

- Hlunga izimo ngokuhambisana nobukhulu, umbala kanye nesimo
- Ukongiwa kwesimo

**Zejwayeze**

- Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0
- Ukubala izinto 1–10
- Izimo: indilinga, isikwele, unxantathu, unxande
- Ukuqonda izinto phakathi kwezinye

## Ulwazimagama olusha olusetshenziswa ezibalweni

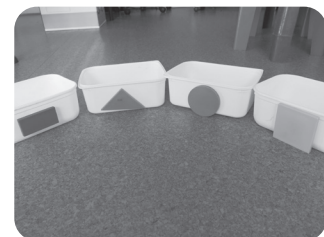
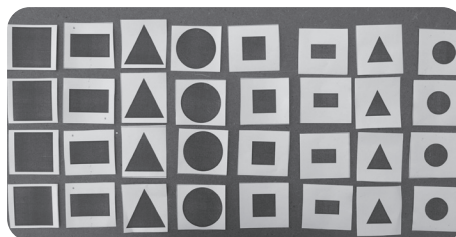
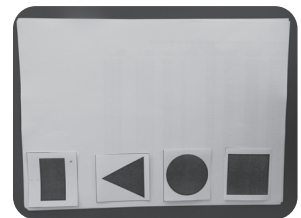
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okuyindilinga

## Ukulungiselela

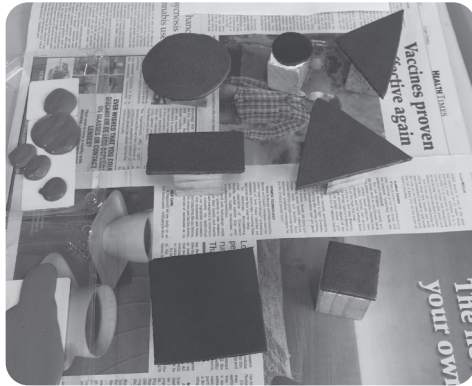
Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- iphosta yekhadibhodi okusikwe kwakhishwa kuyo isimo (unxande, unxantathu, indilinga nesikwele, konke kunombala ofanayo)
- izithombe eziyisi-6 zezinto zansuku zonke ezinendilinga, unxantathu, isikwele kanye nonxande (bheka ikhasi 157)
- amakhadi angama-32 ezimo kanje:
  - izimo eziphuzi eziyisi-8: esikhulu esi-1 kanye nesincane esi-1 zalokhu: indilinga, isikwele, unxande kanye nonxantathu
  - izimo eziluhlaza sasibhakabhaka eziyisi-8: esikhulu esi-1 kanye nesincane esi-1 zalokhu: indilinga, isikwele, unxande kanye nonxantathu
  - izimo ezibomvu eziyisi-8: esikhulu esi-1 kanye nesincane esi-1 zalokhu: indilinga, isikwele, unxande kanye nonxantathu
  - izimo eziluhlaza satshani eziyisi-8: esikhulu esi-1 kanye nesincane esi-1 zalokhu: indilinga, isikwele, unxande kanye nonxantathu

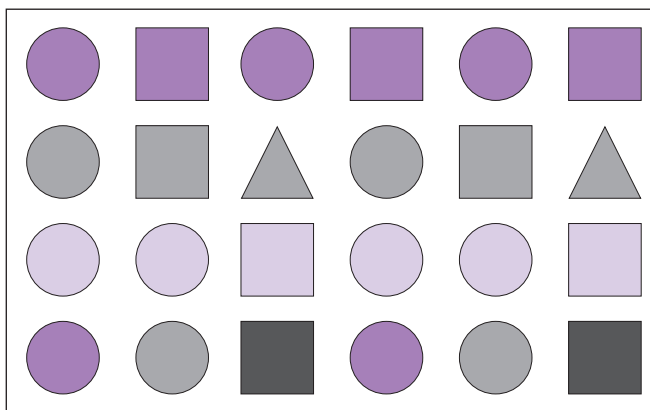


- amabhokisi ama-4 ngalinye lilebulwe ngesimo esihlukile (isikwele, indilinga, unxantathu, unxande)

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



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



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

## Whole class activities

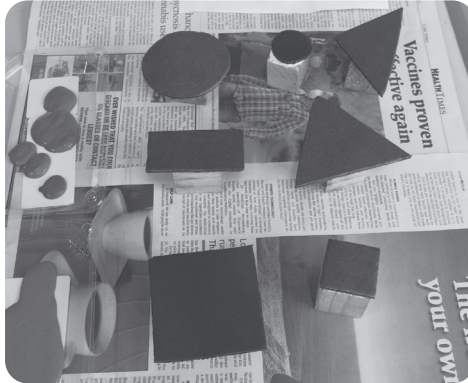
### Day 1

#### What you need

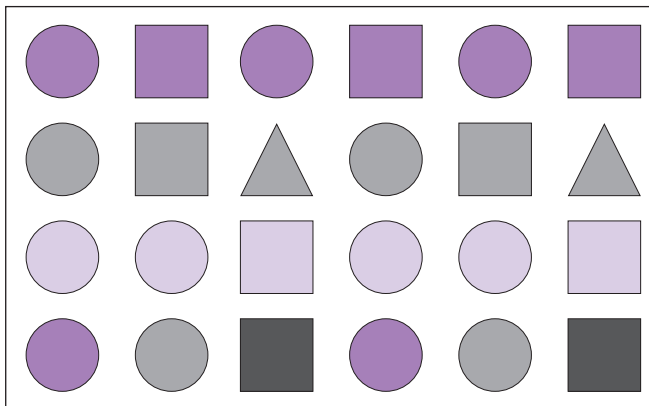
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

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

- amabhodi eBhingo ama-4 ezimo ezi-4 (*Umhlahlandlela Wemisebenzi: Ithemu 3, ikhasi 218*)
- izimo zamaphepha ezehlukene ngobukhulu nemibala (indilinga, isikwele, unxantathu, unxande)
- amathempulethi ezimo (isipontshi noma istayirofomu esisikwe sakhishwa) ukuze kuphrintwe



- amakhadi amaphethini anezimo zamaphethini ezahlukene kuzo – eli-1 kumfundi ngamunye



- amaphazili ayizingcezu ezingamashumi amabili nane (ikhasi 223).

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Iculo: *Uma uphethe isikwele* (ikhasi 201)
- Izinto ezimise okwendilinga, isikwele, unxantathu kanye nonxande esikhwameni
- IPhosta yekhadibhodi enezimo ezisikwe zakhishwa
- Ushoki
- Amakhadi ezimo ama-4 (indilinga, unxande, isikwele, unxantathu)
- Umculo oqoshiwe (noma insimbi yomculo)

1. **Iculo:** Cula iculo, *Uma uphethe isikwele*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Kwabangababili, umfundi wokuqala ukhetha inombolo engaphansi kuka-10, isibonelo, u-6, bese egxuma leso sibalo sezikhathi lapho ebalala. Omunye umfundi usho ukuthi kungaki ukugxuma acabanga ukuthi kuyadingeka ukwenza u-10 naye bese ehlola ngokugxuma nokubala. Bayashintshana ngezindawo abazidlalayo.

4. **From 3-D to 2-D:** Learners sit in a circle. Place the shape poster in the middle of the circle. Pass around the bag of objects. Learners take turns to identify a shape on the poster and feel for the object in the bag that matches it. The object is placed on top of the shape.

**Guiding questions:**

- ★ Can you feel an object that has a circle/square/rectangle/triangle shape?
- ★ Can you match the object to a shape on the board?
- ★ What does the object feel like?
- ★ What is the same about this object and the shapes on the poster?
- ★ What is this shape called?

5. **Properties of shapes:** Use chalk to draw one large circle, square, triangle and rectangle on the floor. As the music plays, learners move around the classroom. When the music stops, hold up a shape card. Learners stand around the shape drawn on the floor.

**Guiding questions:**

- ★ What is this shape called?
- ★ How many sides/corners/straight sides/curved sides does it have?

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

## Day 2

### What you need

- Song: *A circle's like a ball* (page 200)
- Pictures of everyday objects containing shapes
- 32 shape cards
- Prestik

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in groups and count in response to the question below.

**Guiding questions:**

- ★ How many learners are wearing jerseys/shoes with laces/walked to school, and so on?

4. **Practising shapes:** Arrange shape cards into separate piles according to shape. Display one of the pictures of everyday objects. Invite learners to place a shape card on the corresponding shape in the picture. Discuss the shapes with learners.

**Guiding questions:**

- ★ Can you match one of these shapes to what is in this picture? What shape is it?
- ★ How do you know it's a square/rectangle/circle/triangle?
- ★ Why is it not a square/rectangle, and so on?



4. **Kusukela ku-3-D ukuya ku-2-D:** Abafundi bahlala benze indilinga. Beka iphosta yesimo phakathi nendilinga. Dlulisa isikhwama sezinto zokubala. Abafundi banikana amathuba ukuze bahlonze isimo esikuphosta babuye bezwe ngezandla into esesikhwameni eqondene nesimo leso. Into leyo bese ibekwa phezu kwezimo.

**Imibuzo ekuholayo:**

- ★ Ingabe uyayizwa (ngesandla) into eyindilinga/isikwele/unxande/unxantathu?
- ★ Ungakwazi yini ukuqondanisa into nesimo ebhodini?
- ★ Izwakala kanjani into?
- ★ Kuyini okufanayo ngale nto kanye nezimo ezikuphosta?
- ★ Sibizwa ngokuthini lesi simo?

5. **Izimpawu zesimo:** Sebenzisa ushoki ukudweba phansi indilinga, isikwele, unxantathu kanye nonxande konke okukhulu. Ngenkathi umculo udlala, abafundi bayazulazula ekilasini. Uma umculo usuma, phakamisa ikhadi lesimo. Abafundi bama bezungeza isimo esidwethshwe phansi.

**Imibuzo ekuholayo:**

- ★ Sibizwa ngokuthini lesi simo?
- ★ Mangaki amacala/amakhona/amacala aqondile/amacala agobile?

6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 2

### Okudingayo

- Iculo: *Indilinga ifana nebhola* (ikhasi 201)
- Izithombe zezinto zansuku zonke ezinezimo
- Amakhadi ezimo angama-32
- Iprestikhi

1. **Iculo:** Cula iculo, *Indilinga ifana nebhola*, kube neminyakazo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bema ngamaqembu babale bephendula umbuzo ongezansi.

**Imibuzo ekuholayo:**

- ★ Bangaki abafundi abagqoke amajezi/izicathulo ezinezintambo/ abahambe ngezinyawo uma beza esikoleni, njalunjalo?

4. **Ukuzejwayeza izimo:** Hlela amakhadi ezimo abe yizinqwaba ezihlukene ngokuya ngesimo. Khombisa esinye sezithombe sezinto zansuku zonke. Mema abafundi ukuthi babeke ikhadi lesimo esimeni esihambisanayo esisesithombeni. Xoxa nabafundi ngezimo.

**Imibuzo ekuholayo:**

- ★ Ungakwazi yini ukuqondanisa esisodwa salezi zimo nalokho okukulesi sithombe? Isiphi lesi simo?
- ★ Wazi kanjani ukuthi yisikwele/unxande/indilinga/unxantathu?
- ★ Kungani kungesona isikwele/unxande, njalunjalo?





Discuss other shapes in the classroom.

- ★ Can you see any of these shapes in the classroom?

Learners go on a shape walk outside.

- ★ Look at the tyres/bricks/windows. What shape do you see?
- ★ Can you see a roof that is a triangle shape?
- ★ Can you see something that looks like a circle?

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

### Day 3

#### What you need

- Song: *Shape Hokey Pokey* (page 200)
- Chalk
- 32 shape cards

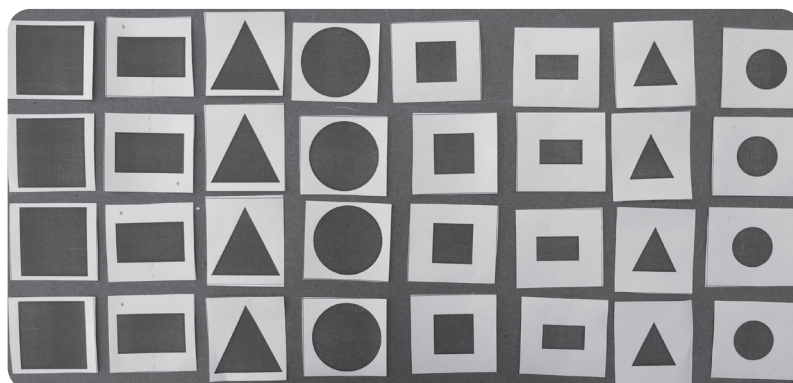
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

#### Guiding questions:

- ★ How many feet are in the circle?
- ★ How many hands are in the circle?
- ★ How many \_\_\_\_\_ are in the circle?

Repeat with other shapes.

4. **Colour, size and shape:** Give each learner a shape card. Call out the name of a shape. Learners with that shape go to the matching shape drawn on the floor. They sing and dance the *Shape Hokey Pokey* song for their shape. Call out another shape name and repeat the activity. Collect the shape cards and arrange them on the floor in columns according to shape, size and colour so that you have four cards in each of the eight columns. Learners take turns to find the shapes according to the attributes you name (colour, size and shape).



#### Guiding instructions:

- ★ Find the big blue circle, and so on.
- ★ Touch all the red shapes/small triangles.

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

Xoxa ngezinye izimo ekilasini.

- ★ Ngabe uyasibona esinye salezi zimo ekilasini?
- Abafundi bathatha uhambo lwezimo ngaphandle.
- ★ Bheka amathayi/izitini/amafasitela. Ngabe ubona siphiso isimo?
- ★ Ngabe uyalubona uphahla oluyisimo esiwunxantathu?
- ★ Ngabe uyayibona into efana nendilinga?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Usuku 3

#### Okudingayo

- Iculo: *Isimo seHokhi Phokhi* (ikhasi 201)
- Ushoki
- Amakhadi ezimo angama-32

1. **Iculo:** Cula iculo elithi, *Isimo seHokhi Phokhi*, ngezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Sebenzisa ushoki ukudweba phansi lokhu okukhulu: indilinga, isikwele, unxantathu kanye nonxande. Mema abafundi abambalwa ukuthi bame ngaphakathi kwendilinga.

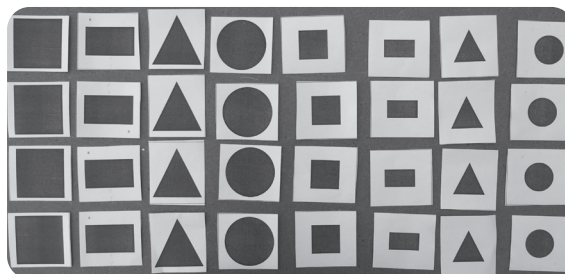
#### Imibuzo ekuholayo:

- ★ Zingaki izinyawo ezisendilingeni?
- ★ Zingaki izandla ezisendilingeni?
- ★ Zingaki izi- \_\_\_\_\_ ezisendilingeni?

Phinda ngezinye izimo.

4. **Umbala, ubukhulu kanye nesimo:** Nikeza umfundi ngamunye ikhadi lesimo. Biza igama lesimo. Abafundi abanaleso simo baya esimeni esiqondene nesidwetshwe phansi. Bacula babuye badansele iculo elithi *Isimo seHokhi Phokhi* ngesimo sabo. Biza elinye igama lesimo bese uphinda umsebenzi.

Qoqa amakhadi ezimo ezahlukene uzihlele phansi ngamakholomu ngokuhambisana nesimo, ubukhulu kanye nombala ukuze ube namakhadi amane kukholomu ngayinye kwayisishiyagalombili. Abafundi banikana amathuba ukuze bathole izimo ngokwama-athribhuthi owashoyo (umbala, ubukhulu kanye nesimo).



#### Imiyalo ekuholayo:

- ★ Thola indilinga enkulu eluhlaza sasibhakabhaka, njalonzalo.
  - ★ Thinta zonke izimo ezibomvu/onxantathu abancane.
5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

Day 4

What you need

- Song: *A circle's like a ball* (page 200)
- Number symbols 1–10
- 32 shape cards
- Attribute blocks (*Resource Kit*)
- Dot cards 1–10 (*Resource Kit*)

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put up number symbols 1–10 around the room. Hold up a dot card and learners walk/jump/hop to the correct number symbol.
4. **Practising shape attributes:** Learners sit back to back in pairs. Give each learner an attribute block, which they should not let their partner see. One of the pair asks questions about the partner's shape until she or he can guess what it is.

Guiding questions:

- ★ Does it have straight sides?
- ★ How many sides/corners does it have?

Put an attribute block behind your back. Describe the shape and let learners guess what it is.

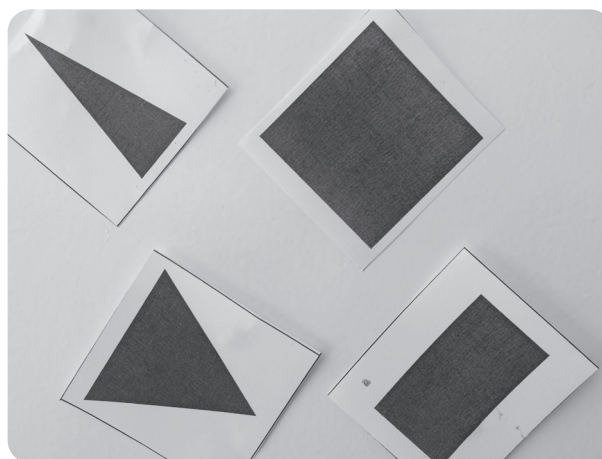
- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

Select a few of the shape cards and place them on the wall in different orientations, for example, upside down, sideways. Ask learners to identify the shapes.



**TIP**

Showing pictures in different positions helps learners identify shapes even when they are oriented differently.



Guiding questions:

- ★ What shape do you see? How do you know?
  - ★ Can you find a triangle? How did you know it was a triangle?
5. **Small group activities:** Describe the activities at each workstation.

## Usuku 4

## Okudingayo

- Iculo: *Indilinga ifana nebholo* (ikhasi 201)
- Izimpawu zezinombolo 1–10
- Amakhadi ezimo angama-32
- Amabhulokhi e-athribhuthi (*Ikhithi Yezinsiza*)
- Amakhadi anamachashazi 1–10 (*Ikhithi Yezinsiza*)

1. **Iculo:** Cula iculo, *Indilinga ifana nebholo*, ngezenzo.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Namathisela izinombolo 1–10 ekilasini. Phakamisa ikhadi elinamachashazi abafundi bahambe/bagxume/bagxume sakweqa baye ophawini lwenombolo olufanele.
4. **Ukuzejwayeza izimpawu zezimo:** Abafundi bahlala bafulathelane ngababili. Nikeza umfundi ngamunye i-athribhuthi, okungafanele avumele umlingani wakhe ayibone. Omunye wabangababili ubuza imibuzo mayelana nesimo esiphethwe ngumlingani aze akwazi ukuqagela ukuthi yini.

## Imibuzo ekuholayo:

- ★ Ingabe sinamacala aqondile?
- ★ Mangaki amacala/amakhona esinawo?

Beka ibhulokhi ye-athribhuthi ngemuva kwakho. Chaza isimo udedele abafundi baqagele ukuthi yini.

- ★ Sinamacala ama-4 alinganayo namakhona ama-4. Siyini?
- ★ Sinamacala ama-2 amade nezinhlangothi ezi-2 ezimfushane. Siyini?

Khetha amakhadi ezimo eziyingcosana ubeke izimo obondeni ngezindlela ezihlukene, isibonelo, sibheke phansi, sibheke emaceleni. Cela abafundi ukuthi bahlonze izimo.



## ICEBO

Ukukhombisa izithombe ezindaweni ezehlukene kusiza abafundi ukuthi bahlonze izimo noma ngabe zimiswe ngendlela eyehlukile.



## Imibuzo ekuholayo:

- ★ Ngabe ubona siphi isimo? Wazi kanjani?
- ★ Ngabe ungakwazi yini ukuthola unxantathu? Wazi kanjani ukuthi ngunxantathu?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Day 5

### What you need

- 4 boxes labelled with different shapes
- 32 shape cards
- Poster 9

1. **Song:** Learners choose a shape song to sing.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand alongside each other in pairs. Together, they count and hop forward two paces, then they change direction and count and hop forward another two paces. They continue until they reach 10.
4. **Practising shapes:** Spread out the shape cards on the mat and display the boxes labelled with different shapes. Learners take turns to choose a shape card and put it into the correct box.

#### Guiding questions:

- ★ Which box does your shape belong in?
  - ★ How is your shape the same as the one on the outside of the box?
5. **Recognising shapes:** Discuss Poster 9. Talk about what learners see in the picture.

#### Guiding questions:

- ★ What shapes can you see on the orange building? How many squares/rectangles can you count? How do you know it's a square/rectangle?
  - ★ Can you find any shapes on the wall behind Malusi? What shape is it? Where else can you see this shape in the picture?
  - ★ How many circle shapes can you see? Where are they? Which is the biggest/smallest circle? How many circles can you find?
  - ★ What shapes do you see on the wall of the shop building? How many sides/corners does the triangle/rectangle have?
  - ★ Where can you see small triangles at Malusi and Granny's house?
6. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language:** Vocabulary development, 'show and tell', recognition of shape words.

**Life Skills:** Recognise and describe shapes inside and outside the classroom; shape hopscotch. (Draw a shape hopscotch grid outdoors. Learners take turns to throw beanbags into a shape, hop over the shape where the beanbag lands and then hop inside the other shapes.)



## Usuku 5

## Okudingayo

- Amabhokisi ama-4 alebulwe ngezimo ezahlukene
- Amakhadi ezimo angama-32
- IPhosta 9

1. **Iculo:** Abafundi bakhetha iculo lesimo abazolicula.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bama ngababili balinganisane. Ndawonye, babala bese begxumela phambili ngamagxathu amabili, bese beshintsha bebheka kwenye indawo, bebala, bese begxumela phambili amanye amagxathu amabili. Baqhubeke baze bafike e-10.
4. **Ukuzejwayeza izimo:** Yendlala amakhadi ezimo kumata bese uveza amabhokisi alebulwe ngezimo ezihlukene. Abafundi banikana amathuba ukukhetha ikhadi lesimo balifake ebhokisini elifanele.

## Imibuzo ekuholayo:

- ★ Isimo sakho ngabe ngesaliphi ibhokisi?
  - ★ Ngabe isimo sakho sifana kanjani naleso esingaphandle kwebhokisi?
5. **Ukuhlonza izimo:** Xoxa ngePhosta 9. Khuluma ngalokho abafundi abakubona esithombeni.

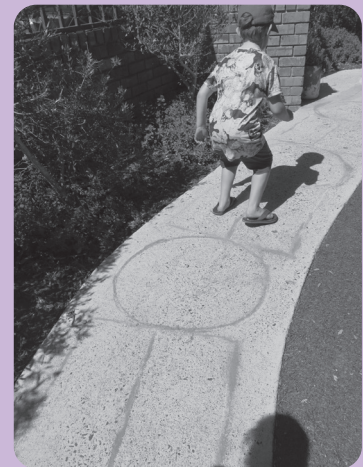
## Imibuzo ekuholayo:

- ★ Yiziphi izimo ongazibona esakhiweni esinombala osawolintshi? Zingaki izikwele/onxande ongakubala? Wazi kanjani ukuthi yisikwele/unxande?
  - ★ Zikhona izimo ongazithola odongeni ngemuva kukaMalusi? Uthola siphilimo? Kukuphi futhi lapho ongasibona khona lesi simo esithombeni?
  - ★ Zingaki izimo zendilinga ozibonayo? Zikuphi? Iyiphi indilinga enkulu kakhulu/encane kakhulu? Zingaki izindilinga ongazithola?
  - ★ Yiziphi izimo ozibonayo odongeni lwesakhiwo sesitolo? Unxantathu/unxande unamacala/amakhona amangaki?
  - ★ Ungababonaphi onxantathu abancane endlini kaMalusi noGogo?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Ukudidiyela

**Ulimi Lwasekhaya:** Ukuthuthukiswa kolwazimagama, 'khombisa futhi utshele', ukuqashelwa kwamagama esimo.

**Amakhono Empilo:** Bona ubuye achaze izimo ngaphakathi nangaphandle kwekilasi; izimo zikagxumgxa. (Dweba igradi yesimo sikagxumgxa ngaphandle. Abafundi banikana amathuba ukujikijela izikhwama zikabhontshisi zibe yisimo, beqa phezu kwesimo lapho isikhwama sikabhontshisi sihlala khona bese begxumela phakathi kwezinye izimo.)





## Small group activities

### Teacher-guided activity

#### What you need

- Poster 7
- Tub per learner with:
  - 20 counting sticks
  - A small ball of playdough
- 32 shape cards
- A playdough mat – 1 per learner
- 4 shape Bingo boards (made in Term 3)
- 10 attribute blocks (*Resource Kit*) of the same shape (big and small) per pair of learners

1. **Word problems:** Ask learners to look at Poster 7. They can use their counters or their fingers to solve the problems.

#### Guiding questions:

- ★ There are two wooden elephants and two wooden giraffes for sale at the market. How many wooden animals are there for sale?
- ★ The man is cooking five sausages. If seven people want a sausage, how many more sausages must he cook?
- ★ How many apples does the fruit seller have on her table? The fruit seller wants to put the apples into bags with three apples in each bag. How many bags can she fill?

2. **Counting objects 1–10:** Learners each count out 10 counting sticks from their tubs.

#### Guiding questions:

- ★ How many of your sticks are red/yellow/green, and so on?

3. **Building a shape:** Give learners different shape cards: triangle, square and rectangle. Learners use their sticks to copy the shape on their card. Show learners how to use playdough to hold the ends of the sticks in place.



#### Guiding questions:

- ★ What shape do you have?
- ★ How many sticks do you need to make this shape?
- ★ Can you turn your shape into a triangle/rectangle/square?

4. **Shape Bingo:** Learners work in pairs. Give each pair of learners a Bingo board and some shape cards. Say the name and size of a Bingo board shape, for example, a big circle, a small triangle. If learners have the shape of this size amongst the cards they were given, they place it on the corresponding block of the Bingo board.



#### Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 0–10
- identify several attributes of a shape – colour, shape, size
- match shapes
- copy shapes

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- IPhosta 7
- Isitsha somfundi ngamunye esinalokhu:
  - Izinti zokubala ezingama-20
  - Ibhola elincane lenhlama yokudlala
- Amakhadi ezimo angama-32
- Umata wenhlama yokudlala – o-1 kumfundi ngamunye
- Amabhodi ezimo eBhingo ama-4 (enziwe ngeThemu 3)
- Amabhulokhi angama-athribhuthi ayi-10 (*Ikhithi Yezinsiza*) ezimo ezifanayo (ezinkulu nezincane) epheyeni ngalinye labafundi

1. **Izinkinga zamagama:** Cela abafundi ukuthi babheke IPhosta 7. Bangasebenzisa izinto zokubala zabo noma iminwe yabo ukuxazulula izinkinga.

#### Imibuzo ekuholayo:

- ★ Kunezindlovu ezimbili zokhuni kanye nezindlulamithi ezimbili zokhuni ezidayiswa emakethe. Zingaki izilwane zokhuni ezithengiswayo?
- ★ Indoda ipheka amasoseji amahlanu. Uma abantu abayisikhombisa befuna isoseji, mangaki amasoseji okufanele iwapheke?
- ★ Umthengisi wezithelo unamahhabhula amangaki etafuleni lakhe? Umthengisi wezithelo ufuna ukufaka amahhabhula ezikhwameni ezinamahhabhula amathathu esikhwameni ngasinye. Zingaki izikhwama angazicwalisa?

2. **Ukubala izinto 1–10:** Abafundi ngamunye babala izinti zokubala eziyi-10 ezitsheni zabo.

#### Imibuzo ekuholayo:

- ★ Zingaki izinti zakho ezibomvu/eziphuzi/eziluhlaza satshani, njalonzalo?

3. **Ukwakha isimo:** Nikeza abafundi amakhadi ezimo ezahlukene: unxantathu, isikwele kanye nonxande. Abafundi basebenzisa izinti zabo ukukopisha izimo emakhadini abo. Khombisa abafundi ukuthi isetshenziswa kanjani inhlama yokudlala ukubamba iziphetho zezinti endaweni yazo.

#### Imibuzo ekuholayo:

- ★ Ngabe unasiphi isimo?
- ★ Udinga izinti ezingaki ukwenza lesi simo?
- ★ Ungakwazi yini ukushintsha isimo sakho sibe ngunxantathu/ unxande/isikwele?

4. **Isimo seBhingo:** Abafundi basebenza ngababili. Nikeza abafundi ababili ibhodi leBhingo namakhadi ezimo. Isho igama nobukhulu besimo sebhodi leBhingo, isibonelo, indilinga enkulu, unxantathu omncane. Uma abafundi benesimo salobu bukhulu phakathi kwamakhadi abawanikiwe, basibeka ebhulokhini efanele yebhodi yeBhingo.



#### Hlola ukuthi abafundi bayakwazi uku-:

- bala izinto 1–10
- xazulula ngomlomo izinkinga ngezombolo 0–10
- bona ama-athribhuthi amaningana esimo – umbala, isimo, ubukhulu
- fanisa izimo
- kopisha izimo



**TIP**

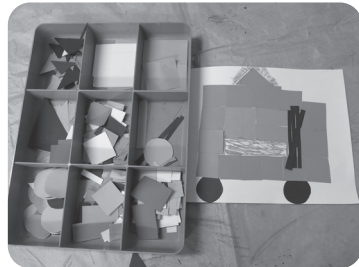
Link this activity to the theme for the week.

### Workstation 1

#### What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- Crayons
- A4 page per learner

Learners glue the shapes onto the paper to make pictures/designs.



### Workstation 2

#### What you need

- Shape templates cut out of sponge or Styrofoam
- Paper – 1 piece per learner
- Paint in shallow dishes
- Plastic mat
- Aprons

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



### Workstation 3

#### What you need

- Shape pattern cards – 1 per learner
- Attribute blocks (*Resource Kit*)

Learners choose a shape pattern card and use attribute blocks to copy the patterns.

### Workstation 4

#### What you need

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

Learners complete puzzles according to their ability.

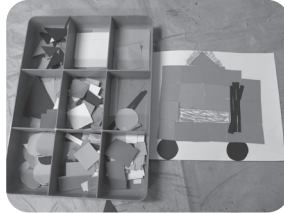


### Isiteshi sokusebenzela 1

#### Okudingayo

- Izimo ezechukene zephepha elinombala (indilinga, isikwele, unxantathu, unxande) kobukhulu obehlukene
- Amakhrayoni
- Iphepha
- Iglu
- Ikhasi le-A4 lomfundi ngamunye

Abafundi banamathisela izimo ephepheni ukwenza izithombe/ imiklamo (amadizayini).



### Isiteshi sokusebenzela 2

#### Okudingayo

- Amathempulethi ezimo asikwe akhishwa esipontshini noma kustayirofomu
- Upende ezitsheni ezingajulile
- Iphepha – isiqephu esi-1 kumfundi ngamunye
- Umata wepulasitiki
- Amaphinifa

Abafundi bacindezela amathempulethi ezimo kupende bese bezicindezela ephepheni ukwenza amadizayini ezimo.



### Isiteshi sokusebenzela 3

#### Okudingayo

- Amakhadi ephethini lesimo – eli-1 komfundi ngamunye
- Amabhulokhi angama-athribhuthi (*Ikhithi Yezinsiza*)

Abafundi bakhetha ikhadi lephethini lesimo bese besebenzisa amabhulokhi angama-athribhuthi ukukupisha amaphethini.

### Isiteshi sokusebenzela 4

#### Okudingayo

- Amaphazili ayizingcezu ezingamashumi amabili nane (ikhasi 223)
- Izinhlobo ezahlukene zamanye amaphazili

Abafundi baqedela amaphazili ngendlela abakhona ngayo.

# Content Area Focus: Data Handling

## Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

## New knowledge

- Pictograph using an increased set of data

## Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Problem solving 1–10
- More, fewer, equal
- Estimating
- Collect, sort and represent collection of objects
- Analyse and report on data

## New maths vocabulary

maybe

possible

sure

## Getting ready

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

- name cards for months of the year from January to December (8 cm wide)
- learners' name and date of birth cards (8 cm wide)
- 2 trays: one labelled with 'hard' and a picture of a pencil; one labelled with 'soft' and a picture of a tissue
- a poster-sized page divided into 4 blocks. Label each block by drawing a simple outline picture of a car, person, plant or animal in one corner (see page 182) – 1 poster per group
- 11 containers (for example, yoghurt cups) each labelled with a number from 0 to 10



- 4 colours of playdough
- collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- a strip with pictures of 6 fruits – 1 per learner
- A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222).

# Ingxenye Yolwazi Okugxilwe Kuyo: Ukusetshenziswa Kolwazi

Izihloko	Ulwazi olusha	Zejwayeze
<ul style="list-style-type: none"> <li>• Qoqa futhi uhlunge izinto</li> <li>• Bonisa amaqoqo ezinto ezihlungiwe</li> <li>• Xoxa bese ubika ngamaqoqo ezinto ezihlungiwe</li> </ul>	<ul style="list-style-type: none"> <li>• Igrafu yezithombe isebenzisa isethi ekhulisiwe yedatha</li> </ul>	<ul style="list-style-type: none"> <li>• Ukubala ngomlomo: ukuya phambili 0–20 nangaphezulu, ukuhlehla 10–0</li> <li>• Ukubala izinto 1–10</li> <li>• Ukulandelanisa izinombolo 1–10</li> <li>• Ukuxazulula izinkinga 1–10</li> <li>• Okuningi, okuyingcosana, okulinganayo</li> <li>• Ukulinganisela</li> <li>• Qoqa, hlunga ube nokumela iqoqo lezinto futhi</li> <li>• Hlaziya bese ubika ngolwazi olutholakele</li> </ul>

## Ulwazimagama olusha olusetshenziswa ezibalweni

mhlawumbe

kungenzeka

ngokuqinisekile

## Ukulungiselela

Emisebenzini yaleli sonto, uzodinga ukulungisa lokhu okulandelayo:

- amagama amakhadi ezinyanga zonyaka kusukela kuMasingana kuya kuZibandlela (ububanzi obuyi-8 cm) (amasentimitha)
- amakhadi amagama abafundi kanye nezinsuku zokuzalwa (ububanzi obuyi-8 cm) (amasentimitha)
- amathileyi ama-2: elilodwa libhalwe 'okuqinile' kanye nesithombe sepensele; elilodwa elibhalwe 'elithambile' nesithombe sethishu
- ikhasi elingubukhulu bephosta elihlukaniswe ngamabhulokhi ama-4. Lebula ibhulokhi ngalinye ngokudweba uhlaka lwesithombe semoto, somuntu, sesitshalo noma sesilwane ekhoneni elilodwa (bheka ikhasi 183) – iphosta e-1 iqembu ngalinye
- iziqukathi eziyi-11 (isibonelo, izinkomishi zeyogathi) ngasinye sibhalwe inombolo esuka ku-0 kuye ku-10
- imibala emi-4 yenhlama yokudlala
- amaqoqo ezinhlobo ezine zezinto ezahlukene ezincane, isibonelo, amagobolondo, izinswazi, amaqabunga, amatshe amancane
- umd weshu onezithombe zezithelo eziyi-6 – o-1 kumfundi ngamunye
- igradi yezithelo engu-A4 enezithombe zezithelo eziyi-6 nemigqa emi-5 – e-1 kumfundi ngamunye (ikhasi 222).





## Whole class activities

### Day 1

#### What you need

- Song: *Months of the year* (page 200)
- Birthday chart
- Seasons chart
- Weather charts

1. **Song:** Sing the song, *Months of the year*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in a circle. They jump into the circle if they brushed their teeth with the brand of toothpaste named.

#### Guiding questions:

- ★ Jump into the circle if you brushed your teeth with Colgate/Aquafresh/Mentadent P this morning.
- ★ Do you think there are more/fewer than 10 learners inside the circle? Count the learners inside the circle.
- ★ Was your estimation close?

4. **Collecting and sorting data:** Together look at the birthday chart.

#### Guiding questions:

- ★ How many months are there in the year?
- ★ How many months are cold/hot/rainy? How do you know?
- ★ How do we know which month we are in now?
- ★ How many birthdays are there on our chart? How do you know? Point to the various months and ask learners to name them.
- ★ How do you know the name of this month?
- ★ Which month comes after/before \_\_\_\_\_?

Sing the song, *Months of the year* again and ask learners to raise both hands when they hear the month in which they were born.

Ask a learner to point to each month. Learners stand if their birthday is in the month which is pointed to.

- ★ Which month do you think has the most birthdays? How do you know?

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

### Day 2

#### What you need

- Song: *I can sort* (page 200)
- 12 months of the year name cards

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.



#### TIP

Ask learners to bring toothpaste boxes to place on the maths table to sort.



#### TIP

Ask learners to suggest questions they would like to ask.

## Imisebenzi yekilasi lonke

### Usuku 1

#### Okudingayo

- Iculo: *Izinyanga zonyaka* (ikhasi 201)
- Ishadi losuku lokuzalwa
- Ishadi lezinkathi zonyaka
- Amashadi esimo sezulu

1. **Iculo:** Cula iculo, *Izinyanga zonyaka*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Abafundi bama babe yindilinga. Bagxumela esiyingini uma bexubha amazinyo ngohlobo lomuthi wokuxubha oshiwo.

#### Imibuzo ekuholayo:

- ★ Gxumela esiyingini uma uxubhe ngeColgate /Aquafresh/ Mentadent P namhlanje ekuseni.
- ★ Ngabe ucabanga ukuthi kukhona abafundi abangaphezulu/ abayingcosana kunabayi-10 ngaphakathi kwendilinga?

Bala abafundi abaphakathi kwendilinga.

- ★ Ngabe bekusondele ukuqagela kwakho?

4. **Ukuqoqa nokuhlunga idatha:** Nindawonye bhekani ishadi lezinsuku zokuzalwa.

#### Imibuzo ekuholayo:

- ★ Zingaki izinyanga onyakeni?
- ★ Zingaki izinyanga ezibandayo/ezishisayo/ezinemvula? Wazi kanjani?
- ★ Sazi kanjani ukuthi sikuyiphi inyanga manje?
- ★ Zingaki izinsuku zokuzalwa eshadini lethu? Wazi kanjani?

Khomba izinyanga ezehlukene, bese ucela abafundi bazisho ngamagama.

- ★ Ulazi kanjani igama lale nyanga?
- ★ Iyiphi inyanga eza ngemva/ngaphambi kuka- \_\_\_\_\_?

Cula iculo, *Izinyanga zonyaka* futhi, bese ucela abafundi ukuthi baphakamise izandla zombili lapho bezwa inyanga abazalwa ngayo.

Cela umfundi ukuba akhombwe enyangeni ngayinye. Abafundi bayama uma usuku lwabo lokuzalwa lusenyangeni ekhonjiwe.

- ★ Iyiphi inyanga ocabanga ukuthi inezinsuku zokuzalwa eziningi? Wazi kanjani?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Usuku 2

#### Okudingayo

- Iculo: *Ngiyakwazi ukuhlunga* (ikhasi 201)
- Amakhadi amagama ezinyanga eziyi-12 zonyaka

1. **Iculo:** Cula iculo, *Ngiyakwazi ukuhlunga*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.



Cela abafundi ukuthi beze namabhokisi emithi yokuxubha ukuze bawabeke etafuleni lezibalo bawahlunge.



Cela abafundi ukuthi baphakamise imibuzo abangathanda ukuyibuza.



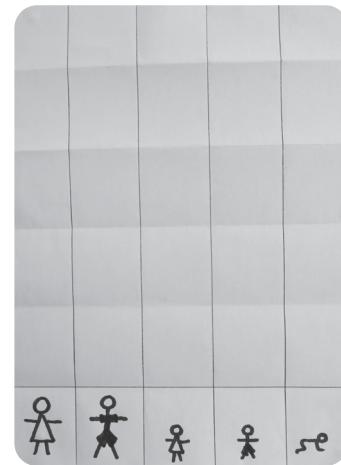
**TIP**

Design and illustrate a page for learners to take home to collect data about their families.

3. **Counting objects 1–10:** Repeat the activity from Day 1, but with a focus on the learners' families.

**Guiding questions:**

- ★ Jump into the circle if you have older/younger brothers/sisters, grannies/aunts living with you.
- ★ Do you think there will be more learners in the group who have cousins living with them than the group of learners who don't?
- ★ Was your estimation close?



4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months in order.

**Guiding questions:**

- ★ Which month comes first?  
The learner holding that card stands first.
  - ★ Which month should be placed next/last?
  - ★ Which month comes before/after the month that your birthday is in?
- Repeat with other learners.

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

**Day 3**

**What you need**

- Song: *I can sort* (page 200)
- 12 months of the year cards
- A drum
- Prestik

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

**Guiding instructions:**

- ★ Jump into the circle if you have a dog/cat/chicken/fish at home.
- ★ Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and representing data:** Place the 12 months of the year cards in order with space in between for the learners to arrange themselves in line next to these. Play the drum for learners to move freely. When the music stops, the learners line up next to the month in which they were born. They sit in a line facing their card.



**TIP**

Discuss a way to record and represent which animals the learners have at home.



Dizayina bese udwebela ikhasi abafundi abazoya nalo ekhaya ukuze bayoqoqa idatha (ulwazi) mayelana nemindenini yabo.

3. **Ukubala izinto 1–10:** Phinda umsebenzi ovela kuSuku 1, kodwa gxila emindenini yabafundi.

**Imibuzo ekuholayo:**

- ★ Gxumela endilingeni uma unabanewenu/unabafowenu/odadewenu abadala/abancane, ogogo/o-anti ohlala nabo.
- ★ Ngabe ucabanga ukuthi kuzoba nezingane eziningi eqenjini ezihlala nabazala bazo kunalezo ezingahlali nabo?
- ★ Ngabe bekusondele ukulinganisela kwakho?



4. **Ukuhlela izinyanga:** Abafundi bahlala benze indilinga. Yendlala amakhadi ezinyanga eziyi-12 zonyaka phakathi nendawo. Khetha umfundi onosuku lokuzalwa enyangeni yokuqala yonyaka. Ukhomba inyanga eshadini lezinsuku zokuzalwa. Cela abafundi abehlukile ukuthi balande izinyanga ezikhonjwayo. Phakamisa ukuhlela izinyanga ngokulandelana.

**Imibuzo ekuholayo:**

- ★ Lyiphi inyanga efika kuqala?
- Umfundi ophethe lelo khadi usukuma kuqala.
- ★ Lyiphi inyanga okumele ibekwe ngokulandelayo/ekugcineni?
- ★ Lyiphi inyanga eza ngaphambi/ngemva kwenyanga enosuku lwakho lokuzalwa?

Phinda nabanye abafundi.

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.



Xoxa ngendlela yokuqoqha kanye nokwethula ukuthi yiziphi izilwane abafundi abanazo emakhaya.

### Usuku 3

#### Okudingayo

- Iculo: *Ngiyakwazi ukuhlunga* (ikhasi 201)
- Isigubhu
- Amakhadi ezinyanga eziyi-12 zonyaka
- Iprestikhi

1. **Iculo:** Cula iculo, *Ngiyakwazi ukuhlunga*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala kusukela kuSuku 1.

**Imiyalo ekuholayo:**

- ★ Gxumela endilingeni uma unenja/ikati/inkukhu/inhlanzi ekhaya.
- ★ Bala abafundi abagxumela endilingeni bese ubuza imibuzo ehambisana nalokho.

4. **Ukuqoqa, ukuhlunga nokumela ulwazi olutholakele:** Beka amakhadi ezinyanga eziyi-12 zonyaka ahleleke ngokulandelana kube nezikhala zokuthi abafundi bazihlele ngomugqa ngemva kwalokhu. Shaya isigubhu ukuze abafundi banyakaze ngokukhululeka. Lapho kuma umculo, abafundi bama emgqeni eduze kwezinyanga abazalwa ngazo. Bahlala babe umugqa bebheke emakhadini abo.

**Guiding questions:**

- ★ How many learners were born in the same month as you?
- ★ Which month/s were the most/least learners born in?
- ★ How do you know?
- ★ Which month has the most birthdays? How do you know?

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

**Day 4**

**What you need**

- Song: *I can sort* (page 200)
- Learners' name cards with their date of birth
- 12 months of the year cards placed on the wall with spaces in between

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

**Guiding instructions:**

- ★ Jump into the circle if you woke up this morning before the sun came up.
- ★ Jump into the circle if you went to sleep last night before the adults in your home did.

Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and organising data:** Learners sit in a circle. Place their name cards in the middle. A few learners at a time fetch their name cards. Once all learners have their name card they sit in groups with others who have a birthday in the same month.

**Guiding questions:**

- ★ Can you sit in order of who has a birthday first, second, and so on, in the month?

Learners take turns to put up their name cards in order according to their date of birth. Learners' name cards must be placed one above the other without spaces in between.

**TIP**  
Learners can draw their face next to their name.



**Imibuzo ekuholayo:**

- ✦ Bangaki abafundi abazalwa ngenyanga efanayo neyakhho?
- ✦ Iyiphi inyanga/izinyanga ezinabafundi abaningi kakhulu/ abayingcosana kakhulu abazalwe kuzo?
- ✦ Wazi kanjani?
- ✦ Iyiphi inyanga ocabanga ukuthi inezinsuku zokuzalwa eziningi? Wazi kanjani?

5. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

**Usuku 4****Okudingayo**

- Iculo: *Ngiyakwazi ukuhlunga* (ikhasi 201)
- Amakhadi amagama abafundi anezinsuku zabo zokuzalwa.
- Amakhadi ezinyanga zonyaka eziyi-12 abekwe odongeni anezikhala phakathi kwawo

1. **Iculo:** Cula iculo, *Ngiyakwazi ukuhlunga*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala kusukela kuSuku 1.

**Imiyalo ekuholayo:**

- ✦ Gxumela endilingeni uma uvuke namhlanje ekuseni ngaphambi kokuphuma kwelanga.
- ✦ Gxumela endilingeni uma uye ukuyolala izolo ebusuku ngaphambi kokuthi kulale abantu abadala ekhaya lakini.

Bala abafundi abagxumela endilingeni bese ubuza imibuzo ehambisana nalokho.


4. **Ukuqoqa, ukuhlunga kanye nokuhlela ulwazi:** Abafundi bahlala benze indilinga. Beka amakhadi amagama abo phakathi nendawo. Ngabafundi abambalwa ngesikhathi esisodwa abalanda amakhadi amagama abo. Uma abafundi sebenamakhadi amagama abo bahlala phansi kumaqembu nabanye abanosuku lokuzalwa enyangeni efanayo.

**Imibuzo ekuholayo:**

- ✦ Ngabe ningahlala ngokuhleleka ngokuphathelene nokuthi ubani onosuku lokuzalwa lokuqala, lwesibili, njalonzalo, enyangeni?

Abafundi bayadedelana ngokuyobeka amakhadi abo amagama ngokuhleleka ngokuphathelene nenyanga abazalwa ngayo. Amakhadi amagama abafundi kumele abekwe elinye phezu kwelinye, kungabi bikho sikhala phakathi kwawo.



 **ICEBO**  
Abafundi bangadweba ubuso babo eduze kwegama labo.



5. **Reading, interpreting and reporting on data:** Talk about the pictograph.



**TIP**

The birthday chart should be on the classroom wall so that learners can engage with it.

**Guiding questions:**

- ★ What can you tell me about this graph?
  - ★ What difference will it make if I add my name to the chart in the month of \_\_\_\_\_?
  - ★ What is the same/different about this graph and the birthday chart?
  - ★ Is there a month with no birthdays? Which one is it?
  - ★ Which month has the fewest/same number/most birthdays? How do you know?
6. **Small group activities:** Describe the activities at each workstation.

**Day 5**

**What you need**

- Song: *I can sort* (page 200)
- Poster 3
- Pictograph
- Toothpaste boxes (brought by learners)

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

**Guiding questions:**

- ★ Jump into the circle if you sleep alone/share a bed/share a room. Count the learners who jump into the circle and discuss. Look at and identify the toothpaste boxes on the maths table.
  - ★ How many Colgate/Aquafresh, and so on, boxes do you think there are?
- Count each group together.
- ★ How close were you in your estimation?
  - ★ Which group has more/fewer boxes?
4. **Reading, interpreting and reporting on data:** Discuss the birthday calendar on Poster 3.




**TIP**

Look at the season chart and your 12 calendar month weather charts (if you have kept these). Group them into seasons.

**Guiding questions:**

- ★ Do you see any months where they have the same number of names as our graph?
- ★ How many months have one/two birthdays?

5. **Ukufunda, ukuhumusha kanye nokubika idatha (ulwazi):** Xoxa ngegrafu yesithombe.

 **ICEBO** Ishadi lezinsuku zokuzalwa kumele libe sodongeni ekilasini ukuze abafundi bakwazi ukulisebenzisa.

**Imibuzo ekuholayo:**

- ✦ Ungangitshelani mayelana nale grafu?
  - ✦ Kuzokwenza mehluko muni uma ngifaka igama lami eshadini lenyanga u - \_\_\_\_\_?
  - ✦ Yini efanayo/ehlukile mayelana nale grafu kanye neshadi lezinsuku zokuzalwa?
  - ✦ Ngabe ikhona inyanga engenazo izinsuku zokuzalwa? Iyiphi?
  - ✦ Iyiphi inyanga enezinsuku zokuzalwa eziyingcosana kakhulu/isibalo esifanayo/eziningi kakhulu? Wazi kanjani?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

## Usuku 5


### Okudingayo

- Iculo: *Ngiyakwazi ukuhlunga* (ikhasi 201)
- IPhosta 3
- Igrafu yezithombe
- Amabhokisi emithi yokuxubha (alethwe abafundi)

1. **Iculo:** Cula iculo, *Ngiyakwazi ukuhlunga*.
2. **Ukubala ngomlomo:** 0–20 nangaphezulu, 10–0.
3. **Ukubala izinto 1–10:** Phinda umsebenzi wokubala othathwe kuSuku 1.

**Imibuzo ekuholayo:**

- ✦ Gxumela endilingeni uma ulala wedwa/wabelana nomunye umbhede/ikamelo.
- Bala abafundi abagxumela endilingeni bese nixoxa ngalokhu. Buka bese uhlonza amabhokisi emithi yokuxubha etafuleni lezibalo.
- ✦ Mangaki amabhokisi ama-Colgate/Aquafresh, njalonzalo, ocabanga ukuthi akhona?
- Balani iqoqo ngalinye ndawonye.
- ✦ Ubusondele kangakanani ekulinganiseleni kwakho?
  - ✦ Iyiphi iqembu elinamabhokisi amaningi/ayingcosana?
4. **Ukufunda, ukuhumusha kanye nokubika idatha (ulwazi):** Xoxa ngekhalela lezinsuku zokuzalwa kuPhosta 3.

 **ICEBO** Buka ishadi lezinkathi zonyaka kanye namashadi akho ezinyanga zonyaka eziyi-12 kanye nesimo sezulu (uma ubukugcinile lokhu). Wabeke ngamaqoqo ezinkathi zonyaka.

**Imibuzo ekuholayo:**

- ✦ Ngabe zikhona izinyanga ozibonayo lapho kunesibalo esifanayo samagama njengakugrafu yakho?
- ✦ Zingaki izinyanga ezinosuku lokuzalwa olulodwa/ezimbili?

- ★ How many months on our graph have one/two birthdays?
  - ★ Which month has the most birthdays? How do you know?
5. **Problem solving:** Look at the pictograph together and ask questions.
- Guiding questions:**
- ★ There are \_\_\_\_\_ learners born in March. If three new learners came to our class who were born in March how many names would there be in March?
  - ★ \_\_\_\_\_ learners are born in May. Two of these learners are not at school today. How many learners born in May are at school?
  - ★ Three months each have two birthdays. How many birthdays do these months have altogether?
6. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language:** Listening and Speaking: sharing ideas, solving problems and explaining solutions; Emergent Reading and Writing: understanding that a symbol represents something.

**Life Skills:** Classifying objects, collecting information to solve problems.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub per learner with:
  - 10 fruit counters (a different combination for each learner with no more than 5 of any type of fruit)
  - A red, blue, green, purple, yellow, and orange crayon
- A strip with pictures of 6 fruits – 1 per learner
- A container of Unifix blocks
- An A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222)

1. **Problem solving:** Discuss word problems with the learners.
- Guiding questions:**
- ★ Every day Thami eats one banana. Malusi and Laylah eat two bananas each. How many bananas does Dad need to buy every day for the children in the family?
2. **Counting objects 1–10:** Learners look at their fruit counters.
- Guiding questions:**
- ★ How many fruits do you think you have?
  - ★ Do you think you each have the same number of fruits?
- Each learner estimates and then counts their fruit.
3. **Sorting objects:** Learners group their counters into different types of fruit.

- ★ Zingaki izinyanga ezinosuku lokuzalwa olulodwa/ezimbili kugrafu yethu?
  - ★ Iyiphi inyanga enezinsuku zokuzalwa eziningi? Wazi kanjani?
5. **Ukuxazulula izinkinga:** Bhekani ndawonye igrafu yezithombe bese ubuza imibuzo.
- Imibuzo ekuholayo:**
- ★ Kunabafundi abayi- \_\_\_\_\_ abazalwe ngoNdasa. Uma kufika abafundi abasha abathathu ekilasini lethu abazalwa ngoNdasa kuzoba khona amagama amangaki kuNdasa?
  - ★ Abafundi aba-\_\_\_\_\_ bazalwa ngoNhlaba. Ababili balaba bafundi abekho esikoleni namhlanje. Bangaki abafundi abazalwa ngoNhlaba abasesikoleni?
  - ★ Ngayinye ezinyangeni ezintathu inezinsuku zokuzalwa ezimbili. Ngabe zinezinsuku zokuzalwa ezingaki lezi zinyanga uma sezizonke?
6. **Imisebenzi yamaqembu amancane:** Chaza imisebenzi esiteshini sokusebenzela ngasinye.

### Ukudidiyela

**Ulimi Lwasekhaya:** Ukulalela Nokukhuluma: ukwabelana ngemibono, ukuxazulula izinkinga kanye nokuchaza izisombululo; Ukufunda kanye Nokubhala Kokuqala: ukuqonda ukuthi izimpawu zimele okuthile.

**Amakhono Empilo:** Ukubeka izinto ngamaqoqo, ukuqoqa ulwazi lokuxazulula izinkinga.

## Imisebenzi yamaqembu amancane

### Umsebenzi oholwa uthisha

#### Okudingayo

- Isitsha somfundi ngamunye esinalokhu:
  - Izinto zokubala zezithelo eziyi-10 (izinhlanganisela ezahlukene zomfundi ngamunye ezingenaluhlobo olunezithelo ezingaphezu kwezi-5)
  - Ikhrayoni elibomvu, eliluhlaza satshani, elisomi, eliphuzi, kanye nelisawolintshi
- Umdweshu onezithombe zezithelo eziyi-6 – o-1 kumfundi ngamunye
- Isiqukathi samabhulokhi axhume kayo
- Igridi yesithelo engu-A4 enezithombe zezithelo eziyi-6 nemigqa emi-5 – e-1 kumfundi ngamunye (ikhasi 222)

1. **Ukuxazulula izinkinga:** Xoxa ngezinkinga zamagama nabafundi.
- Imibuzo ekuholayo:**
- ★ UThami udla ubhanana owodwa nsuku zonke. UMalusi noLaylah badla obhanana ababili emunye. Ngabe obhanana abangaki okumele uBaba abathengele izingane ezisemndenini nsuku zonke?
2. **Ukubala izinto 1–10:** Abafundi babheka izinto zabo zokubala zezithelo.
- Imibuzo ekuholayo:**
- ★ Ngabe ucabanga ukuthi unezithelo ezingaki?
  - ★ Ngabe nicabanga ukuthi lowo nalowo unesibalo esifanayo sezithelo? Umfundi ngamunye uyalinganisela bese ebala izithelo zakhe.
3. **Ukuhlunga izinto:** Abafundi bazibeka ngamaqoqo izinto zokubala ngezinhlobo zezithelo ezahlukene.

**Guiding questions:**

- ★ How many different types of fruit do you have?
- ★ Do you all have the same number of each fruit? How do you know?

Learners place their fruits above the matching fruit picture on their strips.

- ★ Which fruit do you have the most/fewest of?
- ★ Who has the same number of bananas?
- ★ Which fruit is the biggest and takes up the most space?
- ★ The grapes are bigger than the bananas. What do we need to do when we place these in a line to make sure that we can see which group has the most/fewest?
- ★ What else could we use to show how many of each fruit we have?

Learners make towers from Unifix blocks above the pictures of the fruit to represent their groups of fruit.

Compare and discuss learners' Unifix towers.

4. **Game – representing groups and analysing:** Learners take a handful of fruit from their pile. They sort these and colour in blocks on their grids according to the number of each fruit. The game is over when a learner completes a column.

**Guiding questions:**

- ★ How many blocks did you colour yellow for bananas?
- ★ Does anyone have more/fewer blocks coloured for their bananas?
- ★ If you had taken one more banana, how many blocks would you have coloured yellow?



**Check that learners are able to:**

- represent data by arranging objects to match illustrations
- represent data by colouring in blocks
- know 'how many' based on data represented
- compare data and answer related questions

**Workstation 1**



**What you need**

- A collection of hard and soft objects
- Paper and crayons
- 2 trays: one labelled 'hard'; one labelled 'soft'
- Scissors

Learners sort objects into those that are hard and those that are soft. They discuss other ways they could sort them. They draw pictures of hard and soft objects then cut them out and place them on the trays.

**Imibuzo ekuholayo:**

- ★ Ngabe zingaki izinhlobo zezithelo ezahlukene eninazo?
- ★ Ngabe nonke ninesibalo esifanayo sesithelo ngasinye? Wazi kanjani? Abafundi babeka izithelo zabo ngaphezu kwesithombe sezithelo emdweshwini wabo.
- ★ Yisiphi isithelo esiningi kakhulu/esiyingcosana kakhulu?
- ★ Ubani onesibalo esifanayo sobhanana?
- ★ Yisiphi isithelo esikhulu kunazo zonke futhi esithatha indawo eningi?
- ★ Amagilebhisi makhulu kunobhanana. Yini okumele siyenze uma sibeka lokhu emgqeni ukuze siqinisekise ukuthi siyakwazi ukubona ukuthi yiliphi iqoqo elinokuningi/okuyingcosana?
- ★ Yini enye esingayisebenzisa ukuze sikhombise ukuthi sinezingaki izithelo ohlotsheni ngalunye?

Abafundi benza imibhoshongo ngamabhulokhi axhume kayo ngaphezu kwezithombe zezithelo ukuze imele amaqoqo abo ezithelo.

Qhathanisa bese nixoxa ngemibhoshongo yabafundi exhume kayo.

4. **Umdlalo – ukumela amaqoqo kanye nokuhlaziya:** Abafundi bathatha izithelo ezigcwele isandla enqwabeni yabo. Bayazihlunga bese befaka umbala kumabhulokhi akumagridi abo ngokuhambisana nenombolo yesithelo ngasinye. Lo mdlalo usuke usuphelile lapho umfundi eseqeda ikholomu.

**Imibuzo ekuholayo:**

- ★ Mangaki amabhulokhi owafake umbala ophuzi wobhanana?
- ★ Ngabe kukhona onamabhulokhi amaningi/ayingcosana anombala wobhanana babo?
- ★ Uma ubuthathe omunye ubhanana owodwa, ubuzoba namabhulokhi amangaki obuzowafaka umbala ophuzi?

**Hlola ukuthi abafundi bayakwazi uku-:**

- mela ulwazi olutholakele (idatha) ngokuhlela izinto ukuze zihambisane nemidwebo
- mela ulwazi olutholakele (idatha) ngokufaka umbala kumabhulokhi
- thi 'kungaki' ngokusekela olwazini (kudatha) olumelwe
- qhathanisa ulwazi olutholakele (idatha) kanye nokuphendula imibuzo ehambisana nakho

**Isiteshi sokusebenzela 1****Okudingayo**

- Iqoqo lezinto eziqinile kanye nezithambile
- Amathileyi ama-2: elilodwa lilebulwe ngokuthi
- 'kuqinile'; elilodwa lilebulwe ngokuthi 'kuthambile'
- Amakhrayoni nephepha
- Isikelo

Abafundi bahlunga izinto kube eziqinile kanye nalezo ezithambile. Baxoxa ngezinye izindlela abangazihlunga ngazo. Badweba izithombe zezinto eziqinile kanye nezithambile, bese bezisika bezikhipha bezibeka emathileyini.





**TIP**

Add small cards and kokis for learners to write number symbols to add to the containers.

### Workstation 2

#### What you need

- 11 containers, for example, yoghurt cups labelled with numbers
- 8 sets of number symbols 0–10 (*Resource Kit*)

Place the number symbols in a pile on a tray. Learners sort these into the matching containers. They then count to check that each container has eight number symbols.

### Workstation 3

#### What you need

- A poster-sized page divided into 4 labelled blocks
- Magazines
- Scissors – 1 pair per learner
- Glue

Learners cut out pictures of different cars, people, plants and animals and paste them in the appropriate block on the poster.



**TIP**

Learners can create an additional cookie and decorate it according to their own description of their collection of objects. This can be discussed during snack time.

### Workstation 4

#### What you need

- 4 colours of playdough
- Collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- 4 plastic or polystyrene trays

Place all the small objects in a single pile and ask learners to sort them into the four trays. They use playdough to make cupcakes and then choose items from the trays to decorate their cupcakes. Each cupcake should be decorated with items from one of the trays.



## ICEBO

Yengeza amakhadi amancane kanye namakhokhi ukuze abafundi babhale ngawo izimpawu zezinombolo abazozengeza eziqukathini.



## ICEBO

Abafundi bangakha ikhukhi elengeziwe bese belihlobisa ngokuhambisana nezincazelo zabo zezinto eziqoqiwe. Lokhu kungaxoxwa ngakho ngesikhathi sokudla okokubamba umoya.

### Isiteshi sokusebenzela 2

#### Okudingayo

- Iziqukathi eziyi-11, isibonelo, izinkomishi zeyogathi ezibhalwe izinombolo
- Amasethi ayisi-8 ezimpawu zenombolo 0–10 (*Ikhithi Yezinsiza*)

Beka izimpawu zezinombolo zibe yinqwaba ethileyini. Abafundi bahlunga lokhu kuqondane neziqukathi ezihambisana nakho. Babe sebebala ukuze baqinisekise ukuthi isiqukathi ngasinye sinezimpawu zezinombolo eziyisishiyagalombili.

### Isiteshi sokusebenzela 3

#### Okudingayo

- Ikhasi elingubukhulu bephosta elihlukaniswe ngamabhulokhi ama-4 alebuliwe
- Isikelo– esi-1 kumfundi ngamunye
- Amaphephabhuku
- Iglu

Abafundi basika bakhiphe izithombe zezimoto, abantu, izitshalo kanye nezilwane okwehlukene bese bezinamathisela ebhulokhini elifanele kuphosta.

### Isiteshi sokusebenzela 4

#### Okudingayo

- Imibala yenhlama yokudlala emi-4 izinswani, amaqabunga, amatshe amancane
- Amaqoqo ezinhlobo ezine ezahlukene zezinto ezincane, isibonelo, amagobolondo, Amathileyi eplastiki ama-4 noma epholistayirini

Beka zonke izinto ezincane zibe inqwaba eyodwa bese ucela abafundi ukuthi bazihlungele kumathileyi amane. Basebenzisa inhlama yokudlala ukuze benze ama-cupcake bese bekhetha izinto ezisemathileyini ukuze bahlobise ama-cupcake abo. I-cupcake ngayinye kumele ihlotshiswe ngezinto ezikwelinye lamathileyi.



# Assessment

## Term 4: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding											
<b>✓</b> = competent <b>●</b> = partially competent <b>X</b> = not yet competent	Counts objects: 1–10	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Distinguishes between more than, fewer than and equal to Orally adds and subtracts using concrete objects: 0–10 Solves problems using concrete objects or number ladder: 0–10 Explains own thinking in words and through drawings or concrete objects Understands ordinal numbers: first, second, third, fourth, fifth, sixth Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10 Compares numbers: more than – less than – equal to, most – least; many – fewer Identifies and describes whole numbers 0–10 Recognises numbers in familiar contexts Knows number pictures and dot cards 0–10 Identifies number symbol and number word: 0 Identifies number symbol and number word: 10 Identifies number symbol and number word: 9 Counts in twos Counts backwards: 10–0 Oral counting forwards: 0–20 and beyond Counts objects: 1–10												
	Learners' names													
	Date													

# Ukuhlola

## Ithemu 4: Isibonelo sokuhlola okuqhubekayo

Ukhiye	IZINOMBOLO, IZIMPAWU KANYE NOBUDELEWANE	UKUPHAWULA
✓ = usefanele ● = ufanele ngokungaphelele ✗ = akakafaneli	Uyazibala izinto: 1–10 Ubala ngomlomo: aye phambili 0–20 nangaphhezulu Ubala ahlehle: 10–0 Ubala ngakubili Uhlonza uphawu lwenombolo kanye negama lenombolo: 9 Uhlonza uphawu lwenombolo kanye negama lenombolo: 10 Uhlonza uphawu lwenombolo kanye negama lenombolo: 0 Wazi inombolo yezithombe kanye namakhadi amachashazi 0–10 Ubona inombolo ezindaweni ezizwayelekile Uhlonza bese echaza inombolo eziphelile 0–10 Uphathanisa inombolo: okuningi kuna – okuyingcosana kuna – okulingana na; okuningi kunokunye – okuncane kunokunye; okuningi – okuyingcosana Uhlela (ulandelanisa) izinombolo kusukela kwencane kunazo zonke ukuya kwenkulu kunazo zonke ukuya kwencane kunazo zonke 1–10 Uyakugonda ukuhleka ngokulandelana kwezinombo: eyokuqala, eyesibili, eyesithathu, eyesine, eyesihlanu, eyesithupha Uchaza ukucabanga kwakhe ngamagama kanye nangemidwebho noma izinto eziphathekayo Uxazulula izinkinga esebenzisa izinto eziphathekayo noma iladi lezinombolo: 0–10 Uhlanganisa futhi asuse ngomlomo esebenzisa izinto eziphathekayo: 0–10 Uhlukanisa phakathi kokuningi kuna-, okuyingcosana kuna- kanye nokulingana na- Ubona imali ewuhlwaza kanye neyiphepha yaseNingizimu Afrika: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Uhlonza imali ewuhlwaza kanye neyiphepha yaseNingizimu Afrika: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Ikhodi yokupheleisa	
Amagama abafundi		
Usuku		

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Copies, extends and creates own auditory patterns</p> <p>Creates own pattern</p> <p>Understands the game, 'hopscotch'</p>	<p>Able to build at least a twenty-four-piece puzzle</p> <p>Recognises the line of symmetry in objects</p> <p>Follows directions: forward and backward; up and down; upwards and downwards; left and right</p> <p>Recognises and identifies the circle, triangle, square and rectangle</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D shapes according to similarities and differences</p>	<p>Measures and compares objects according to length, mass and capacity and volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p> <p>(Length) Understands that objects are also measured by using a tape measure</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Collects, sorts and represents data according to one attribute</p> <p>Analyses data using questions</p> <p>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
<p>Learners' names</p>					
<p>Date</p>					

Ukhiye	AMAPHETHINI, AMAFANKSHINI KANYE NE-ALJEBHRA	INDAWO NESIMO (IJIYOMETHRI)	ISILINGANISO	UKUSETSHENZISWA KOLWAZI	UKUPHAWULA
✓ = usefanele ● = ufanele ngokungaphelele ✗ = akakafaneli	Ukhonza amaphethini alula aphinidaphindayo Ukopisha bese elula amaphethini alula aphinidaphindayo Ukopisha, elule bese akha amaphethini akhe omsindo Wakha amaphethini akhe Uqonda umdlalo, 'ugxumgxa'	Uyakwazi ukwakha okungenani iphazili elinezingcezu ezingamashumi amabili nane Ubona umugqa wokuvumelanisa ezintweni Ulandela inkomba: phambili kanye nasemvva; phezulu kanye naphansi; ukuya phezulu kanye nokuya phansi; esokunxele kanye nesokudla Ubona futhi uhlonza indilinga, unxantathu, isikwele kanye nonxande Uchaza, ahlele bese eqhathanisa izinto ezingu-3-D ngokuphathelene nokufanayo kanye nokwehlukile Uchaza, ahlele bese eqhathanisa izinto ezingu-2-D ngokuphathelene nokufanayo kanye nokwehlukile	Ulinganisa bese eqhathanisa izinto ngokuphathelene nobude, isisindo kanye nomthamo kanye nevolumu Uhlukisa phakathi kokukhulu, okukhudlwana, okukhulu kakhulu kanye nokuncane, okuncanyana (okuncane kakhudlwana), okuncane kakhulu (Ubude) Uqonda ukuthi izinto ziyalinganiswa nangetheyiphu yokulinganisa	Uqoqa izinto ngokuhambisana nobukhulu Uhlela izinto eziqoqiwe Umela iqoqiwe ezintlo eziziqoqiwe Uqoqa, ahlele bese emela ulwazi (idatha) ngokuphathelene ne-athribhuthi Uhlaziya ulwazi (idatha) esebenzisa imibuzo Uxoxa futhi ubike ngamaqoqa ahleliwe ezinto	Ikhodi yokuphelelisa
Amagama abafundi	Usuku				



# Resources

## Songs, rhymes and stories

### Week 1

#### Story: *Number 9 story (with Number 9 frieze template)*

Next came nine Birds. They flew in the air for many days looking for just the right kind of home that is safe and warm. They flapped their wings all day long, looking high and looking low for a place they can call home.

At last they find a house that looks nice and cosy. The nine Birds perch on the windowsill and peer inside. There is nobody living in the house!

The Birds use their beaks to gather materials to make the number symbol 9 and the number word nine, which they stick on the front of the door. Each Bird makes one doorbell for the front door.

There is only one bedroom in the house, but luckily birds don't need beds. They like to sleep while sitting up!

Three Birds find a windowsill, three Birds perch on a chair and three Birds sit on the bath. They all fluff out their feathers to make nice warm blankets. They are so tired that there is not even a twitter or a tweet – the nine Birds sleep all through the night and are not up early enough the next day to catch worms for breakfast.

Luckily the nine doorbells ring just as the Birds are feeling hungry. Their friendly neighbours are standing at the front door with nice big, fat, juicy worms to welcome the Birds: one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7 and eight Mice from house number 8.

#### Rhyme: *Two little chickens*

Two little chickens looking for some more  
Along came another two and they make four  
Run to the haystack, run to the pen  
Run little chickens, back to mother hen.

Four little chickens getting in a fix  
Along came another two and they make six  
Run to the haystack, run to the pen  
Run little chickens, back to mother hen.

Six little chickens perching on a gate  
Along came another two and they make eight  
Run to the haystack, run to the pen  
Run little chickens, back to mother hen.

Eight little chickens run to mother hen  
Along came another two and they make ten  
Run to the haystack, run to the pen  
Run little chickens, back to mother hen.

#### Song: *The ants go marching two by two*

The ants go marching two by two.  
Hoorah! Hoorah!  
The ants go marching two by two.  
Hoorah! Hoorah!  
The ants go marching two by two;  
The little one stops to tie his shoe,  
And they all go marching down  
To get out of the rain.  
Boom, boom, boom, boom!

# Izinsiza

## Amaculo, imilolozelo nezindaba

### Isonto 1

#### Indaba: *Indaba kanombolo 9 (kube nethempulethi yeFrizi kanombolo 9)*

Kwalandela iziNyoni eziyisishiyagalolunye. Zandiza emoyeni izinsuku eziningi zifuna uhlobo olufanele lwekhaya eliphephile nelifudumele. Zabhakuzisa amaphiko azo usuku lonke, zibheke phezulu zibuye zibheke phansi zifuna indawo ezingase ziyibize ngokuthi yikhaya.

Ekugcineni zathola indlu ebukeya iyinhle futhi ithokomele. IziNyoni eziyisishiyagalolunye zihlala ngaphandle onqenqemeni lwefasitela bese zilunguza ngaphakathi. Akukho muntu ohlala kule ndlu! IziNyoni zisebenzisa imilomo yazo ukuqoqa izinto zokwenza uphawu lwenombolo 9 kanye negama lenombolo yesishiyagalolunye, ezilinamathisele ngaphambi komnyango. INyoni ngayinye yenza insimbi eshaywa emnyango eyodwa yomnyango wangaphambili.

Kunegumbi lokulala elilodwa kuphela endlini, kodwa ngenhlanhla izinyoni aziyidingi imibhede. Zithanda ukulala zihleli!

IziNyoni ezintathu zithola unqenqema lwefasitela, iziNyoni ezintathu zihlala esihlalweni bese iziNyoni ezintathu zihlala kubhavu. Zonke zikhipha izimpaphe zazo ukuze zenze izingubo zokulala ezifudumele. Zikhathele kangokuthi akukho ngisho nomsindo othi tshwitshwi noma tshilotshilo – iziNyoni eziyisishiyagalolunye zilala ubusuku bonke futhi azivuki ekuseni kakhulu ngakusasa ukubamba izibungu ukuze zidle isidlo sasekuseni.

Ngenhlanhla izinsimbi zasemnyango eziyisishiyagalolunye ziyakhala ngesikhathi nje iziNyoni zizizwa sezilambile. Omakhelwane bazo abanobungane bami emnyango ongaphambili nezibungu ezinhle ezinkulu, ezikhuluphele, ezinoju ukuze bamukele iziNyoni: iNdlovu eyodwa evela endlini engunombolo 1, amaDube amabili aphuma endlini engunombolo 2, uBubhibhi obuthathu buphuma endlini engunombolo 3, iziNdulamithi ezine ezivela endlini engunombolo 4, iziNkawu ezinhlanu ezivela endlini engunombolo 5, amaDada ayisithupha aphuma endlini engunombolo 6, amaSele ayisikhombisa aphuma endlini engunombolo 7 kanye namaGundane ayisishiyagalombili aphuma endlini engunombolo 8.

#### Umlolozelo: *Izinkukhu ezimbili ezincane*

Izinkukhu ezimbili ezincane zifuna ezinye  
Kwalandel' ezinye ezimbili zase ziba zine  
Gijimani niy' engqumbini yotshani, niy' ehokweni  
Gijimani machwanyana, nibuyele  
kumam' usikhukhukazi.

Izinkukhu ezine ezincane zisenkingeni  
Kwalandel' ezimbili ezenz' eziyisithupha  
Gijimani niy' engqumbini yotshani, niy' ehokweni  
Gijimani machwanyana, nibuyele kumam'  
usikhukhukazi.

Izinkukhu ezincane eziyisithupha zihleli esangweni  
Kwafik' ezimbili zayisishiyagalombili  
Gijimani niy' engqumbini yotshani, niy' ehokweni  
Gijimani machwanyana nibuyele kumam'  
usikhukhukazi.

Eziyisishiyagalombili zigijimela kumama  
usikhukhukazi

Kwalandela ezinye ezimbili zenza eziyishumi  
Gijimani niy' engqumbini yotshani, niy' ehokweni  
Gijimani machwanyana, nibuyele kumam'  
usikhukhukazi.

#### Iculo: *Izintuthwane zimasha ngazimbili*

Izintuthwane zimasha ngazimbili.  
Ngingci! Ngingci!  
Izintuthwane zimasha ngazimbili.  
Ngingci! Ngingci!  
Izintuthwane zimasha ngazimbili;  
Encane ima iboph' isicathulo,  
Bese zonke zimashela ezansi  
Ukuze ziphume emvuleni.  
Qhwa, qhwa, qhwa, qhwa!

## Week 2

### Story: *Number 10 story (with Number 10 frieze template)*

Ten Bees have been buzzing around all day drinking the juice – called nectar – from the beautiful flowers around the neighbourhood. Whenever one Bee finds a flower with juicy nectar, it does a little dance to tell the other Bees that there is food nearby.

The Bees need to find a home soon so that they can make honey from the nectar they have collected. They look at the last house in the row and decide it will make a perfect beehive – this is what bees call their homes.

Bees are very hard workers and they do their jobs well, so they set to work buzzing about to fix their beehive and make it cosy. They make their front door out of twigs from trees. The number symbol 10 and the number word ten goes on the front of the door with 10 doorbells. The Bees make curtains for their windows out of green leaves, they make candles from beeswax and they make honey for the dark nights. The queen Bee rests in the hive while the other nine worker Bees turn the nectar they have collected into honey and pour it into nine honeypots. Early the next morning all ten Bees put on their stripy yellow and black jerseys and their black boots and deliver one honeypot to each of their new neighbours: the one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7, eight Mice from house number 8 and nine Birds from house number 9.

### Song: *Ten little honey bees*

Ten little honey bees buzzing around  
One went to the hive  
One to a flower  
How many honey bees buzzing around?  
Eight little honey bees are left now.  
Eight little honey bees buzzing around  
One went to the hive  
One to a flower  
How many honey bees buzzing around?  
Six little honey bees are left now.  
Six little honey bees buzzing around  
One went to the hive  
One to a flower  
How many honey bees buzzing around?  
Four little honey bees are left now.  
Four little honey bees buzzing around  
One went to the hive  
One to a flower  
How many honey bees buzzing around?  
Two little honey bees are left now.  
Two little honey bees buzzing around  
One went to the hive  
One to a flower  
How many honey bees buzzing around?  
No more honey bees are left now.

## Isonto 2

### Indaba: *Indaba kanombolo 10* (kuba nethempulethi yeFrizi kanombolo 10)

IziNyosi eziyishumi bezilokhu zibhuza usuku lonke ziphuza ijusi – ebizwa ngompe – oluvela ezimbalini ezinhle ezisendaweni esizungezile. Njalo nje lapho iNyosi eyodwa ithola imbali enompe olunamanzi, yenza umdanso omncane ukutshela ezinye iziNyosi ukuthi kukhona ukudla eduze.

IziNyosi zidinga ukuthola ikhaya ngokushesha ukuze zenze uju ngompe eziluloqile. Zibheka indlu yokugcina emgqeni bese zinquma ukuthi zizokwenza isidleke sezinyosi esihle kakhulu khona – yilokhu-ke izinyosi ezikubiza ngokuthi amakhaya azo.

IziNyosi zisebenza ngokuzikhandla kakhulu kanti zenza umsebenzi wazo kahle, ngakho-ke ziqala ukusebenza zibhuza sezilungisa isidleke sazo ukusenza sithokomale. Zenza umnyango wazo wangaphambili ngamagatshana ezihlahla. Uphawu lwenombolo 10 kanye negama lenombolo ishumi kubekwa ngaphambili emnyango, kube nezinsimbi zezicabha ezishaywayo eziyi-10. IziNyosi zenza amakhethini amafasitela azo ngamahlamvu aluhlaza satshani, zenze amakhandlela ngengcina yazo kanye noju lwasebusuku obumnyama. Indlovukazi yeziNyosi iphumula esidlekeni lapho ezinye iziNyosi eziyisishiyagalolunye eziyizisebenzi ziphendula khona umpe eziluloqile lube uju bese ziluthela ezitsheni zoju eziyisishiyagalolunye. Ekuseni ngakusasa zonke iziNyosi eziyishumi zigqoka amajezi azo anemithende anombala ophuzi nomnyama kanye namabhuzu azo amnyama bese ziletha ibhodwe loju elilodwa komakhelwane bazo abasha: iNdlovu eyodwa evela endlini engunombolo 1, amaDube amabili avela endlini engunombolo 2, uBubhibhi obuthathu obusuka endlini engunombolo 3, iziNdlulamithi ezine eziphuma endlini engunombolo 4, iziNkawu ezinhlanu eziphuma endlini engunombolo 5, amaDada ayisithupha aphuma endlini engunombolo 6, amaSele ayisikhombisa aphuma endlini engunombolo 7, amaGundane ayisishiyagalombili aphuma endlini engunombolo 8 kanye neziNyoni eziyisishiyagalolunye eziphuma endlini engunombolo 9.

### Iculo: *Izinyosi ezincane eziyishumi*

(Noma ngayiphi ishuni uthisha angayisebenzisa noma aziqambele yona)

Izinyosi ezincane eziyishumi ezibhuzayo

Enye yaya esidlekeni

Eyodwa yaya embalini

Zingaki izinyosi ezibhuzayo?

Sekusel' izinyosan' eziyisishiyagalombili manje.

Izinyosi ezincane eziyisishiyagalombili

zabhuzabhuza

Enye yaya esidlekeni

Eyodwa yaya embalini

Zingaki izinyosi ezibhuzayo?

Kusele izinyosan' eziyisithupha manje.

Izinyosi ezincane eziyisithupha zabhuzabhuza

Enye yaya esidlekeni

Eyodwa yaya embalini

Zingaki izinyosi ezibhuzayo?

Kusele izinyosan' ezine manje.

Izinyosi ezincane ezine zabhuzabhuza

Enye yaya esidlekeni

Eyodwa yaya embalini

Zingaki izinyosi ezibhuzayo?

Kusele izinyosan' ezimbili manje.

Izinyosi ezincane ezimbili zabhuzabhuza

Enye yaya esidlekeni

Eyodwa yaya embalini

Zingaki izinyosi ezibhuzayo?

Akusekho zinyosi ezisele manje.

## Story: *The beehives*

Every day the ten Bees left their beehive and went buzzing around looking for flowers. One day they flew a little further into the forest where the trees were tall. They could hear the buzzing sounds of other bees and as they flew closer they could see many beehives hanging from the trees. They saw lots and lots of bees going in and out of each beehive. There were too many bees to count.

Let's pretend the counters are the bees and your lids are the beehives.

## Week 3

### Song: *Ten green bottles*

Ten green bottles hanging on the wall  
Ten green bottles hanging on the wall  
And if one green bottle should accidentally fall  
There'll be nine green bottles hanging on the wall.

*(Repeat for nine, eight, seven, six, five, four, three, two)*

One green bottle hanging on the wall  
One green bottle hanging on the wall  
And if one green bottle should accidentally fall  
There'll be no green bottles hanging there at all.

### Story: *Number 0 story (with Number 0 frieze template)*

All the animals now lived happily side by side in their own houses. They went out of their way to be friendly and helpful to one another.

One day as Elephant looked out of his window he saw a machine digging a hole in the ground next door to him. Over the next days and weeks all the animals watched as a new house was built right before their very own eyes. Cement was mixed, bricks were laid, a roof was built and the doors and windows were fitted. Finally the house was ready. It was a beautiful house, strong and well built.

'Who will live in this splendid new house?' the animals wondered. They all gathered outside the door of the house, excited to meet their new neighbours. There was no doorbell on the door, but the four Giraffes saw that the door was open and they curled their long necks through the door. 'Anyone home?' they called. No one was home.

The animals all crowded inside. The house was empty. The Birds flew from room to room, but there was no furniture – no bed, no table and no chairs. There was nothing ... zero.

To this day, nobody has moved into the new house. It has stayed empty with nothing inside it. The animals call it the zero house because this is the word that means 'nothing'.

## Indaba: Izidleke zezinyosi

Nsuku zonke iziNyosi eziyishumi zazishiya isidleke sazo zihambe zibhuza zifuna izimbali. Ngelinye ilanga zandiza zaqhubekela phakathi nehlathi lapho izihlahla zazizinde khona. Zezwa umsindo obhuzayo wezinye izinyosi kwathi lapho zindiza zisondelela zabona izidleke zezinyosi eziningi ezilenga ezihlahleni. Zabona izinyosi eziningi zingena ziphuma esidlekeni sezinyosi ngasinye. Zaziziningi kakhulu izinyosi zingenakubalwa. Ake senze sengathi izinto zokubala ziyizinyosi bese izivalo zakho zibe yizidleke zezinyosi.

## Isonto 3

### Iculo: Amabhodlela aluhlaza satshani ayishumi

(Noma ngayiphi ishuni uthisha angaziqambela yona)

Amabhodlela aluhlaza satshani ayishumi  
alenga odongeni

Amabhodlela aluhlaza satshani ayishumi  
alenga odongeni

Uma ibhodlela elilodwa eliluhlaza satshani  
liwe ngephutha

Kuzoba namabhodlela aluhlaza satshani  
ayisishiyagalolunye alenga odongeni.

*(Phinda ubhekise kokuyisishiyagalolunye,  
okuyisishiyagalombili, okuyisikhombisa,  
okuyisithupha, okuyisihlanu, okune,  
okuthathu, okubili)*

Ibhodlela elilodwa eliluhlaza satshani lilenga  
odongeni

Ibhodlela elilodwa eliluhlaza satshani lilenga  
odongeni

Uma ibhodlela elilodwa eliluhlaza satshani  
liwe ngephutha

Kuzobe kungasekho mabhodlela aluhlaza  
satshani alenga lapho.

### Indaba: Indaba kanombolo 0 (kubethempulethi yeFrizi kanombolo 0)

Zonke izilwane manje zaseziphila zingomakhelwane abajabule ezindlini zazo. Zenza konke okusemandleni azo ukuba ngabangane abasizanayo.

Ngelinye ilanga lapho uNdlovu elunguza ngefasi lakhe wabona umshini umba umgodi phansi kwamakhelwane. Ezinsukwini namasonto alandelayo zonke izilwane zabukela njengoba kwakwaxiwa indlu entsha zibhekile.

Kwaxowwa usimende, kwabekwa izitini, kwakhiwa uphahla, kwafakwa izicabha namafasitela. Ekugcineni indlu yabe isilungile. Kwakuyindlu enhle, eqinile futhi yakhiwe kahle.

‘Obani abazohlala kule ndlu entsha ephambili kangaka?’ zazibuza izilwane. Zonke zabuthana ngaphandle komnyango wendlu, zijabulela ukuhlangana nomakhelwane bazo abasha. Kwakungekho nsimbi eshaywayo emnyango, kodwa iziNdulamithi ezine zabona ukuthi umnyango uvulekile zase zingenisa izintamo zazo ezinde emnyango. ‘Ngabe kukhona olapha endlini?’ kumemeza zona. Kwakungekho muntu ekhaya.

Izilwane zaminyana ngaphakathi. Indlu yayingenalutho. IziNyoni zazindiza zisuka kwelinye igumbi ziye kwelinye, kodwa kwakungekho fenisha – kungekho mbhede, natafula nazihlalo. Kwakungekho lutho ... ziro.

Kuze kube namuhla, akekho oseke wathuthela endlini entsha. Ilokhu ihleli ingenalutho phakathi. Izilwane ziyibiza ngokuthi yindlu kaziro ngoba leli yigama elisho ukuthi ‘ayinalutho’.



## Week 4

### Song: *Clap, snap and stamp*

(To the tune of *Twinkle, twinkle, little star*)

Patterns, patterns all around  
We make them using sound  
Snapping, clapping, fast and slow  
Ready, set, now here we go,  
Everybody follow me  
Make this pattern carefully ...  
*Clap, snap fingers, stamp foot; clap, snap fingers, stamp foot (ABC pattern)*  
(Introduce a new pattern sequence every day)

## Week 5

### Song: *The directions song*

(To the tune of *This is the way ...*)

Turn around and touch the ground,  
Turn to the left and turn to the right.  
Turn around and touch the ground,  
Turn to the left and turn to the right.

#### **Chorus:**

Jump to the left and jump to the right,  
Jump forward and jump back.  
Jump to the left and jump to the right,  
Jump forward and jump back.  
Sit down and stand up,  
Jump up and down and clap your hands.  
Sit down and stand up,  
Jump up and down and clap your hands.

## Week 6

### Rhyme: *Five elephants in the bathtub*

One elephant going for a swim,  
Knock, knock,  
Splash, splash,  
Come on in.

Two elephants going for a swim,  
Knock, knock,  
Splash, splash,  
Come on in.

Three elephants going for a swim,  
Knock, knock,  
Splash, splash,  
Come on in.

Four elephants going for a swim,  
Knock, knock,  
Splash, splash,  
Come on in.

Five elephants going for a swim,  
Knock, knock,  
Splash, splash,  
They all fell in.

## Isonto 4

### Iculo: *Shaya izandla, shaya izithupha bese ugxoba ngonyawo*

(Ngeshuni ethi *Twinkle, twinkle, little star* noma leyo aziqambebe yona uthisha)

Amaphethini, yonk' indawo

Siwenza ngomsindo nje

Shay' izandla nezithupha, usheshe ubuy' unense

Sesilungele ukuhamba-ke,

Wonk' umuntu angilandele

Senz' iphethini elihle ngokunakekela ...

*Shaya izandla, shaya izithupha, gxoba ngonyawo phansi; shaya izandla shaya izithupha, gxoba ngonyawo phansi (iphethini lika-ABC)*

*(Yethula ukulandelana kwephethini elisha nsuku zonke)*

## Isonto 5

### Iculo: *Iculo lezinkomba*

(Ngeshuni ethi *This is the way ...* noma leyo aziqambebe yona uthisha)

Jika bese uthinta phansi,

Jikela kwesokunxele ujikele kwesokudla.

Jika bese uthinta phansi,

Jikela kwesokunxele, ujikele kwesokudla.

#### Ikhorasi:

Gxumela kwesokunxele, ugxumele kwesokudla,

Gxumela phambili ugxumele emuva.

Gxumela kwesokunxele ugxumele kwesokudla,

Gxumela phambili ugxumele emuva.

Hlala phansi ubuye usukume,

Gxumela phezulu naphansi, ushay' izandla.

Hlala phansi ubuye usukume,

Gxumela phezulu naphansi bese ushay' izandla.

## Isonto 6

### Umlolozelo: *Izindlovu ezinhlanu kubhavu*

Indlovu eyodwa iyobhukuda,

Nqo, nqo,

Phaxa, phaxa,

Ngena.

Izindlovu ezimbili ziyobhukuda,

Nqo, nqo,

Phaxa, phaxa,

Ngena.

Izindlovu ezintathu ziyobhukuda,

Nqo, nqo,

Phaxa, phaxa,

Ngena.

Izindlovu ezine ziyobhukuda,

Nqo, nqo,

Phaxa, phaxa,

Ngena.

Izindlovu ezinhlanu ziyobhukuda,

Nqo, nqo,

Phaxa, phaxa,

Ziwele phakathi zonke.

## Story: *The Elephant's bath*

### Part 1

One day Elephant left his house to go down to the river. 'Hey, Elephant,' said his neighbours, the Monkeys, 'where are you going?'

Elephant replied, 'I am going for a walk to look for a place to take a bath.'

'Hmmm,' said the Monkeys. 'That's a long way to go. We have a bathtub. Why don't you have a bath at our house?'

### Part 2

Elephant explained that he would make his way down to the river to take his bath. He stopped in front of the Giraffes' house. 'Hey, Elephant,' said the Giraffes, 'why are you carrying a bucket?'

Elephant replied, 'I carry a bucket with me so that when I go to the river I can fill it up and have nice refreshing water to drink.'

As he got closer to the river, a little boy ran past Elephant and down to the river where he filled up a jug and some cups with water.

As the little boy raced past, he told Elephant that there was a fire at the campsite.

Elephant stuck his trunk into the river, filled his bucket with water from the river and followed the little boy to the fire. Elephant and the little boy emptied the water onto the fire to put it out.

### Part 3

It was hot now and Elephant was keen to wallow in the cool water. As he romped and splashed around in the water and trumpeted with excitement he thought about how he could make his own swimming pool to put in his back yard. He had seen some blow-up swimming pools in the shop. He would need to find a very large swimming pool and would need to think about how to fill it.

## Song: *There's a hole in my bucket*

There's a hole in my bucket, dear Sindi, dear Sindi  
There's a hole in my bucket, dear Sindi, a hole.  
Then mend it, dear Vuyo, dear Vuyo, dear Vuyo  
Then mend it, dear Vuyo, dear Vuyo, mend it.

With what shall I mend it, dear Sindi, dear Sindi?  
With what shall I mend it, dear Sindi, with what?  
With straw, dear Vuyo, dear Vuyo, dear Vuyo  
With straw, dear Vuyo, dear Vuyo, with straw.

The straw is too long ...  
Then cut it ...

With what shall I cut it? ...  
With a knife ...

The knife is too blunt ...  
Then sharpen it ...

With what shall I sharpen it? ...  
With a stone ...

The stone is too dry ...  
Then wet it ...

With what shall I wet it? ...  
With some water ...

With what shall I fetch it? ...  
With a bucket ...

**BUT THERE'S A HOLE IN MY BUCKET!**

## Indaba: Indlovu iyogeza

### Ingxenye 1

Ngelinye ilanga uNdlovu waphuma endlini yakhe wehlela emfuleni. 'Sawubona, Ndlovu,' kusho omakhelwane bayo, iziNkawu, 'uyaphi?' Waphendula uNdlovu, 'Ngisahamba ngiyofuna indawo yokugeza.'

'Hmmm,' kusho iziNkawu. 'Inde leyo ndlela ozoyihamba. Sinobhavu. Kungani ungagezi ekhaya lethu?'

### Ingxenye 2

UNdlovu wachaza ukuthi wayezoyogeza emfuleni. Wama phambi komuzi weziNdlulamithi. 'Sawubona, Ndlovu,' kusho uNdlulamithi, 'yini wena uphathe ibhakede?' UNdlovu waphendula, 'Ngiphethe ibhakede ukuze ngifike emfuleni ngigcwalise amanzi bese ngiwaphuza kamnandi amanzi amnandi aqabulayo.'

Wathi lapho esondela ngasemfuleni uNdlovu kwedlula umfana omncane egijima ehlela emfuleni efike egcwalisa ujeke nezinkomishi ngamanzi.

Lapho umfana omncane egijima edlula, watshela uNdlovu ukuthi kuyasha endaweni yokukhempa.

UNdlovu wafaka umboko wakhe emfuleni, wagcwalisa ibhakede lakhe ngamanzi aphuma emfuleni walandela umfanyana waya lapho kunomlilo khona. UNdlovu nomfanyana bathululela amanzi emlilweni ukuze bawucime.

### Ingxenye 3

Kwase kushisa-ke manje kanti uNdlovu wayeselangazelela ukuhuquza emanzini aphilile. Wathi esahuquza exhaphaza amanzi enza umsindo osacilongo ngokujabula, wacabanga ukuthi angasenza kanjani esakhe isiziba sokubhukuda azosibeka ngemva kwendlu. Wayebone okufuthwa kwenziwe isiziba sokubhukuda esitolo. Kuzodingeka athole isiziba sokubhukuda esikhulu kakhulu futhi acabange nokuthi angasigcwalisa kanjani amanzi.

## Iculo: Kunembobo ebhakedeni lami

Kunembobo ebhakedeni lami, Sindi, sithandwa,  
Sindi, sithandwa

Kunembobo ebhakedeni lami, Sindi, sithandwa,  
kunembobo.

Vele uyivale, Vuyo, sithandwa, Vuyo, sithandwa,  
Vuyo, sithandwa

Vele uyivale Vuyo, sithandwa, Vuyo sithandwa,  
uyivale.

Ngivale ngani, Sindi, sithandwa, Sindi sithandwa?

Ngivale ngani, Sindi, sithandwa, ngivale ngani?

Ngotshani, Vuyo, sithandwa, Vuyo, sithandwa,  
Vuyo, sithandwa

Ngotshani, Vuyo, sithandwa, Vuyo, sithandwa,  
ngotshani.

Utshani bude kakhulu ...

Vele ubusike ...

Ngizobusika ngani? ...

Ngommese ...

Ummese ubuthuntu kakhulu ...

Vele uwulole ...

Ngizowulola ngani? ...

Ngetshe ...

Itshe lome kakhulu ...

Vele ulimanzise ...

Ngizolimanzisa ngani? ...

Ngamanzi ...

Ngizowalanda ngani? ...

Ngebhakede ...

KUNEMBOBO EBHAKEDENI LAMI!

## Week 7

### Song: *Old Sandile had a farm*

Old Sandile had a farm  
E-I-E-I-O  
And on his farm he had a pig  
E-I-E-I-O  
With an oink-oink here  
And an oink-oink there  
Here an oink, there an oink  
Everywhere an oink-oink  
Old Sandile had a farm  
E-I-E-I-O.  
Old Sandile had a farm  
E-I-E-I-O  
And on his farm he had two horses  
E-I-E-I-O  
With a neigh-neigh here  
And a neigh-neigh there  
Here a neigh, there a neigh  
Everywhere a neigh-neigh  
Old Sandile had a farm  
E-I-E-I-O.

*Continue with:*

three ducks (quack-quack here, quack-quack there)  
four cows (moo-moo here, moo-moo there)  
five sheep (baa-baa here, baa-baa there)  
six hens (cluck-cluck here, cluck-cluck there)  
seven goats (maah-maah here, maah-maah there)  
eight geese (ggghuu-ggghuu here, ggghuu-ggghuu there)  
nine donkeys (hee-haw here, hee-haw there)  
Old Sandile had a farm  
E-I-E-I-O  
And on his farm he had ten snakes  
E-I-E-I-O  
With a sss-sss here  
And a sss-sss there  
Here a sss, there a sss  
Everywhere a sss-sss

An oink-oink here  
And an oink-oink there  
Here an oink, there an oink  
Everywhere an oink-oink  
A neigh-neigh here  
And a neigh-neigh there  
Here a neigh, there a neigh  
Everywhere a neigh-neigh  
A quack-quack here  
And a quack-quack there  
Here a quack, there a quack  
Everywhere a quack-quack  
A moo-moo here  
And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
*(Continue like this for the other animals)*  
Old Sandile had a farm  
E-I-E-I-O-O-O-O.

### Story: *Animals' race*

One day the animals woke up to find dew drops on their window panes. The sky was cloudy and the weather was cool. Elephant blew his trumpet to call the animals together. They knew they should meet in the big field behind their houses when they heard his call. He suggested that they should have a race around the field, down to the river and back. He asked the Ducks to fly up and sit in the trees to check that the runners kept to the track and the Birds and Bees to fly above the runners to see that they were safe during the race.

There wasn't a lot of space on the track so there could only be six runners in the race. There was a lot of excitement as they chose which one of the Zebras, Meerkats, Giraffes, Monkeys, Frogs and Mice would run in the race.

Eventually when the runners had been chosen, the six animals lined up. Then Elephant blew his trumpet and they took off.

## Isonto 7

### Iculo: *USandile omdala wayenepulazi*

(Ngeshuni ethi 'Old Macdonald Had a Farm'  
noma okusondelene nayo)

USandil' omdala wayenepulazi

Hheyi, hheyi bo!

Epulazini lakhe wayenengulube

Hheyi, hheyi bo!

Ngo-oyi-oyi lapha

No-oyi-oyi laphaya

U-oyi lapha, u-oyi laphaya

Yonke indawo u-oyi-oyi

USandil' omdala wayenepulazi

Hheyi, hheyi bo!

USandil' omdala wayenepulazi

Hheyi, hheyi bo!

Epulazini lakhe wayenamahashi amabili

Hheyi, hheyi bo!

Kuno-hi-hi lapha

Kuno-hi-hi laphaya

Kuno-hi-lapha, kuno-hi laphaya

Yonke indawo kuno-hi-hi

USandile omdala wayenepulazi

Hheyi, hheyi bo!

*Qhubeka ngokuthi:*

amadada amathathu (kwak-kwak lapha,  
kwak-kwak laphaya)

izinkomo ezine (moo-moo lapha, moo-moo  
laphaya)

izimvu ezinhlanu (bhaa-bhaa lapha, bhaa-  
bhaa laphaya)

izikhukhukazi eziyisithupha (ku-ku lapha,  
ku-ku laphaya)

izimbuzi eziyisikhombisa (me-me lapha,  
me-me laphaya)

amahansi ayisishiyagalombili (kwe-kwe lapha,  
kwe-kwe- laphaya)

izimbongolo eziyisishiyagalolunye (o-o lapha,  
o-o laphaya)

USandil' omdala wayenepulazi

Hheyi, hheyi bo!

Epulazini lakhe wayenezinyoka eziyishumi

Hheyi, hheyi bo!

Ngo-sss-sss lapha

No-sss-sss laphaya

U-sss lapha, u-sss laphaya

Yonke indawo u-sss-sss

Ngo-oyi-oyi lapha

Ngo-oyi-oyi laphaya

U-oyi lapha, u-oyi laphaya

Yonke indawo u-oyi-oyi

Kuno-hi-hi lapha

Kuno-hi-hi laphaya

Kuno-hi-hi lapha, kuno-hi-hi laphaya

Yonke indawo kuno-hi-hi

U-kwak-kwak lapha

No-kwak-kwak laphaya

U-kwa-kwak lapha, u-kwak-kwak laphaya

Yonke indawo u-kwak-kwak

U-moo-moo lapha

U-moo-moo laphaya

U-moo lapha, u-moo laphaya

Yonke indawo u-moo-moo

*(Qhubeka kanje kwezinye izilwane)*

USandil' omdala wayenepulazi

Hheyi, hheyi bo!

### Indaba: *Umjaho wezilwane*

Ngelinye ilanga izilwane zavuka zathola  
amaconsi amazolo emafasiteleni azo.

Isibhakabhaka sasinamafu nezulu lipholile.

UNdlovu washaya icilongo lakhe ukuze abizele

ndawonye izilwane. Bayazi ukuthi kufanele

bahlangane ensimini enkulu ngemva kwezindlu

zabo lapho bezwa ebabiza. Waphakamisa

ukuthi kube nomjaho ozungeza inkundla,

wehle uze ufike emfuleni ubuye futhi. Wacela

amaDada ukuthi andizele phezulu ahlale

ezihlahleni ukuze abheke ukuthi abagijimi

bagijima emzileni yini bese iziNyoni neziNyosi

zindize phezu kwabagijimi ukuze zibone ukuthi

baphephile yini ngesikhathi somjaho.

Sasingekho isikhala esiningi emzileni ngakho

kwakuzoba nabagijimi abayisithupha kuphela

emjahweni. Kwakunesasasa elikhulu ngesikhathi

sezikhetha ukuthi ngubani ozogijima kulo

mjaho kumaDube, uBubhibhi, iziNdlulamithi,

iziNkawu, amaSele namaGundane.

Ekugcineni lapho sebekhethiwe abagijimi,

izilwane eziyisithupha zashaya ujenga. UNdlovu

wabe eseshaya icilongo, zasuka.



## Rhyme: 1 and 1

1 and 1 is 2, double 1, double 1, (*Show one finger from each hand*)

1 and 1 is 2.

2 and 2 is 4, double 2, double 2, (*Show two fingers from each hand*)

2 and 2 is 4.

3 and 3 is 6, double 3, double 3, (*Show three fingers from each hand*)

3 and 3 is 6.

(Continue up to 5 and then repeat)

## Week 9

### Shape song: *If you're holding a square*

(To the tune of *If you're happy and you know it*)

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding  
a square,

If you're holding a square, stand up!

(Repeat with other shapes)

### Shape song: *A circle's like a ball*

(To the tune of *The farmer's in the dell*)

A circle's like a ball,

A circle's like a ball,

Round and round,

It never stops.

A circle's like a ball!

A square is like a box,

A square is like a box,

It has four sides,

They are the same.

A square is like a box!

A triangle has three sides,

A triangle has three sides,

Up the mountain,

Down, and back.

A triangle has three sides!

A rectangle has four sides,

A rectangle has four sides,

Two are long, and

Two are short.

A rectangle has four sides!

## Song: *Shape Hokey Pokey*

You put your circle in,

You put your circle out,

You put your circle in,

And you shake it all about.

You do the Hokey Pokey

And you turn yourself around.

That's what it's all about!

You put your rectangle in ...

You put your square in ...

You put your triangle in ...

## Week 10

### Song: *Months of the year*

January, February, March, April, May, June, July

August, September, October, November,

December (×2)

January, February, March, April, May, June, July.

### Song: *I can sort*

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,  
sort, sort.

I can sort by colour, I can sort by size.

I can sort by shape, and maybe win a prize.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,  
sort, sort.

I can sort by feel, I can sort by name.

I can tell you why I think my things are all  
the same.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups and I can sort,  
sort, sort.

## Umlolozelo: U-1 no-1

U-1 no-1 ngu-2, u-1 kabili, u-1 kabili, (*Bonisa umunwe owodwa esandleni ngasinye*)  
u-1 no-1 ngu-2.

U-2 no-2 ngu-4, u-2 kabili, u-2 kabili, (*Bonisa iminwe emibili esandleni ngasinye*)  
u-2 no-2 ngu-4.

U-3 no-3 ngu-6, u-3 kabili, u-3 kabili, (*Bonisa iminwe emithathu esandleni ngasinye*)  
u-3 no-3 ngu-6.

(*Qhubeka ufike ku-5 bese uphinda*)

## Isonto 9

### Iculo lesimo: *Uma uphethe isikwele*

(Ngeshuni ethi *If you're happy and you know it*)

Um' uphethe isikwele, sukuma!  
Um' uphethe isikwele, sukuma!  
Um' uphethe isikwele, um' uphethe isikwele,  
Um' uphethe isikwele, sukuma!  
(*Phinda ngezinye izimo*)

### Iculo lesimo: *Indilinga ifana nebhola*

(Ngeshuni ethi *The farmer's in the dell*, noma enye uthisha aziqambele yona)

Indilinga ifana nebhola,  
Indilinga ifana nebhola,  
Iyazungeza iyazungeza,  
Ayimi.  
Indilinga ifana nebhola!  
Isikwele sifana nebhokisi,  
Isikwele sifana nebhokisi,  
Sinamacala amane,  
Ayafana.  
Isikwele sifana nebhokisi!  
Unxantathu unamacala amathathu,  
Unxantathu unamacala amathathu,  
Phezulu entabeni,  
Phansi, nangemuva.  
Unxantathu unamacala amathathu!  
Unxande unamacala amane,  
Unxande unamacala amane,  
Amabili made bese  
Amabili abe mafushane.  
Unxande unamacala amane!

## Iculo: *Isimo seHokhi Phokhi*

(Noma iyiphi ishuni uthisha angaziqambela yona)

Ufaka indilinga yakho phakathi,  
Ukhiphela indilinga yakho ngaphandle,  
Ufaka indilinga yakho phakathi,  
Bese ulokhu uyithintitha.  
Wenza iHokhi-Phokhi  
Futhi uyaziphendula.  
Kuba njalo nje!  
Ufaka unxande wakho ...  
Ufaka isikwele sakho ...  
Ufaka unxande wakho ...

## Isonto 10

### Iculo: *Izinyanga zonyaka*

(Ngeshuni engakhethwa noma iqanjwe nguthisha)

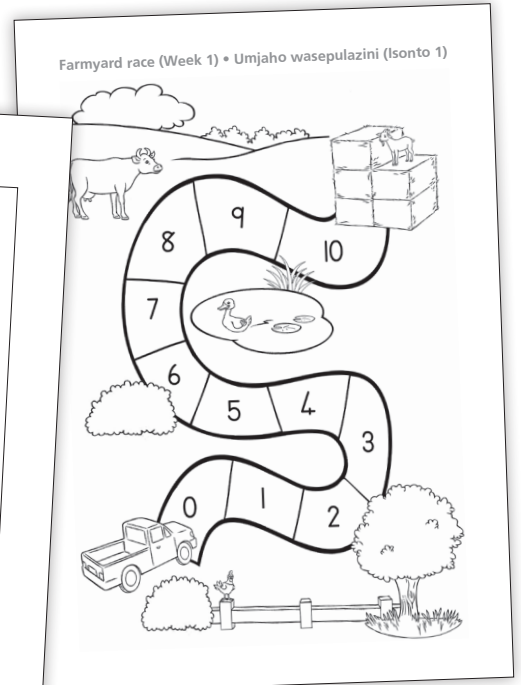
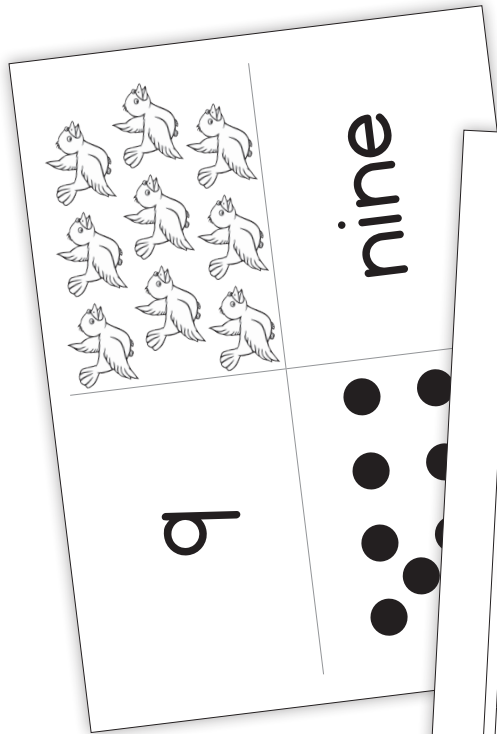
Masingana, Nhlolanja, Ndasas, Mbasas, Nhlaba,  
Nhlanguvana, Ntulikazi  
Ncwaba, Mandulo, Mfumfu, Lwezi, Zibandlela (x2)  
Masingana, Nhlolanja, Ndasas, Mbasas, Nhlaba,  
Nhlanguvana, Ntulikazi.

### Iculo: *Ngiyakwazi ukuhlunga*

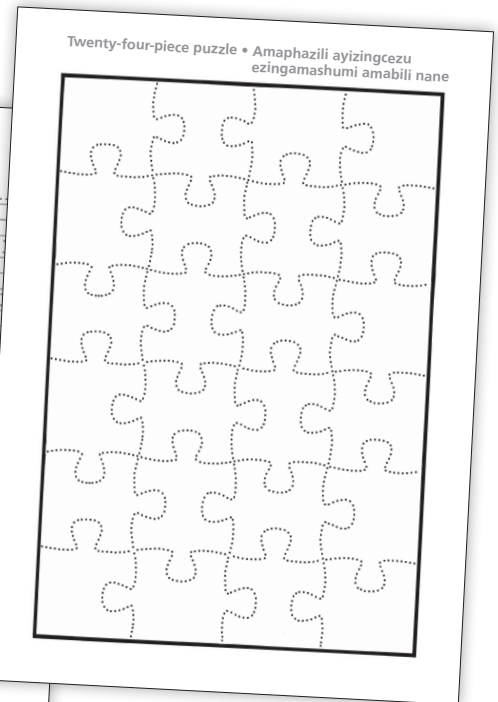
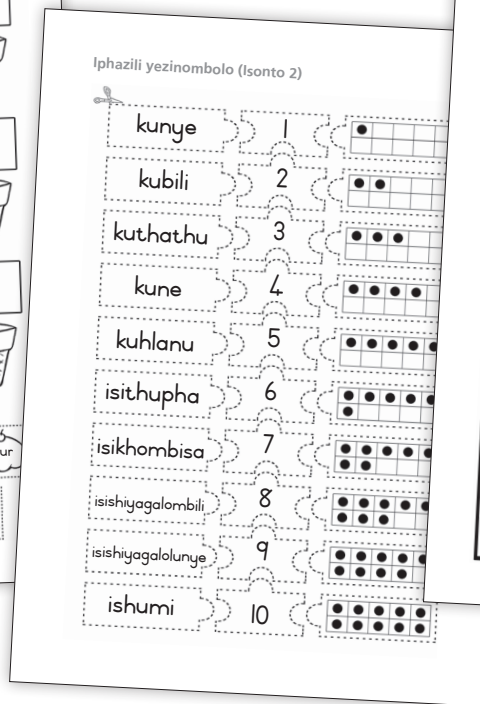
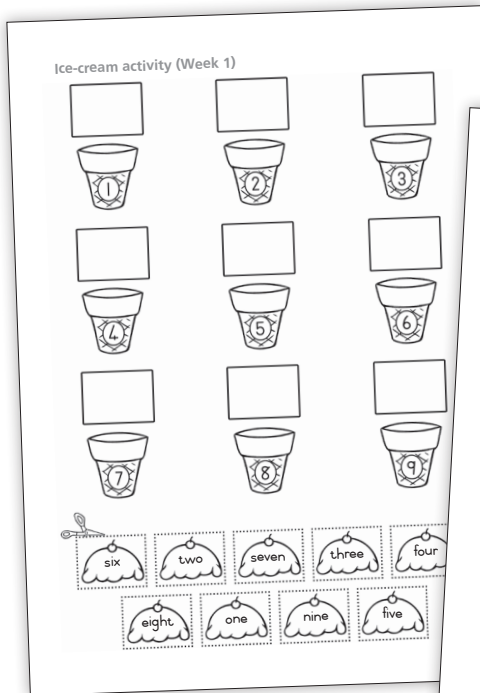
(Ngeshuni uthisha aziqambele yona ishuni)

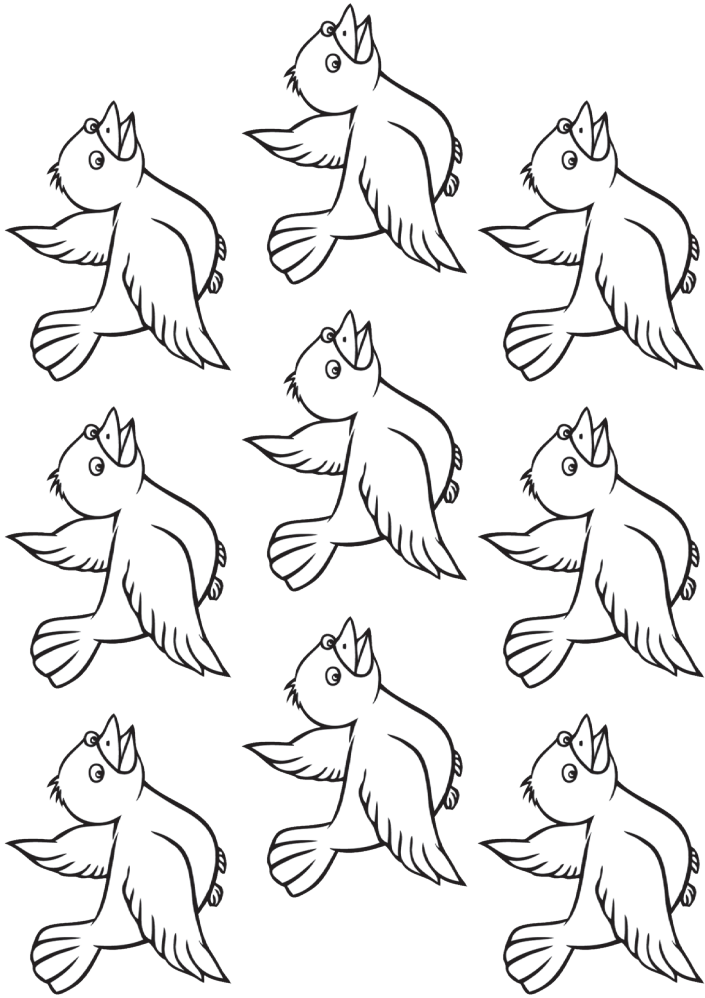
Ngiyakwazi ukuhlunga, ngiyakwazi ukuhlunga,  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.  
Ngiyakwazi ukufaka izinto ngamaqoqo,  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.  
Ngingakwazi ukuhlunga ngombala, ngiyakwazi  
ukuhlunga ngobukhulu.  
Ngingakwazi ukuhlunga ngesimo, mhlawumbe  
ngiwine umklomelo.  
Ngiyakwazi ukuhlunga, ngiyakwazi ukuhlunga,  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.  
Ngiyakwazi ukufaka izinto ngamaqoqo,  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.  
Ngingakwazi ukuhlunga ngokuzwa ngezandla,  
ngingakwazi ukuhlunga ngegama.  
Ngingakutshela ukuthi kungani ngicabanga  
ukuthi izinto zami ziyafana zonke.  
Ngiyakwazi ukuhlunga, ngiyakwazi ukuhlunga,  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.  
Ngiyakwazi ukufaka izinto ngamaqoqo futhi  
ngiyakwazi ukuhlunga, ukuhlunga, ukuhlunga.





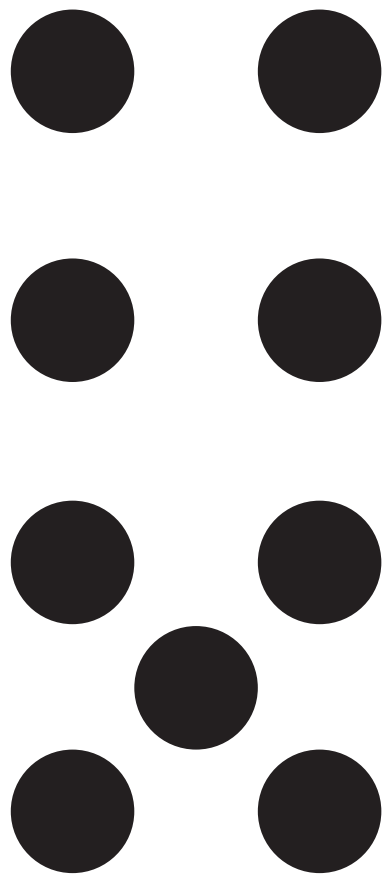
## Templates • Amathempulethi



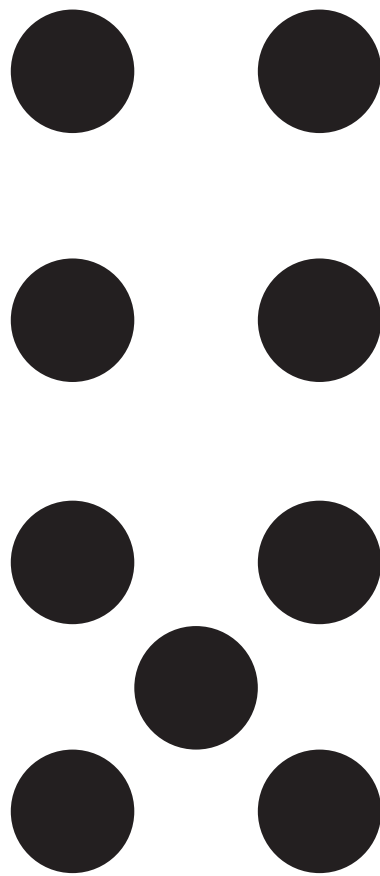
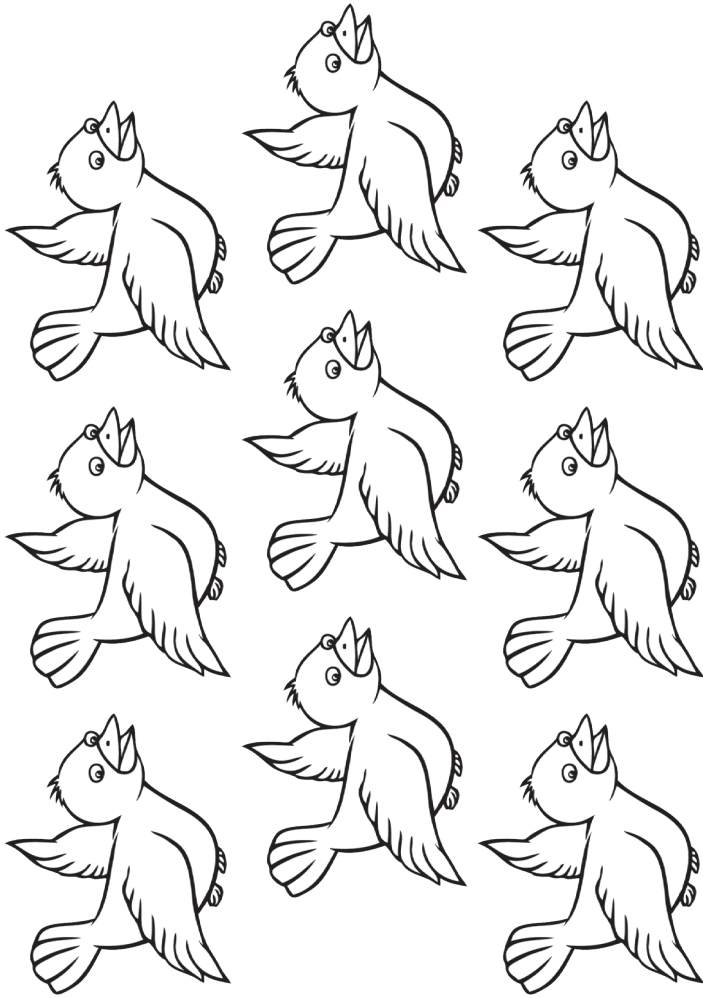


nine

9

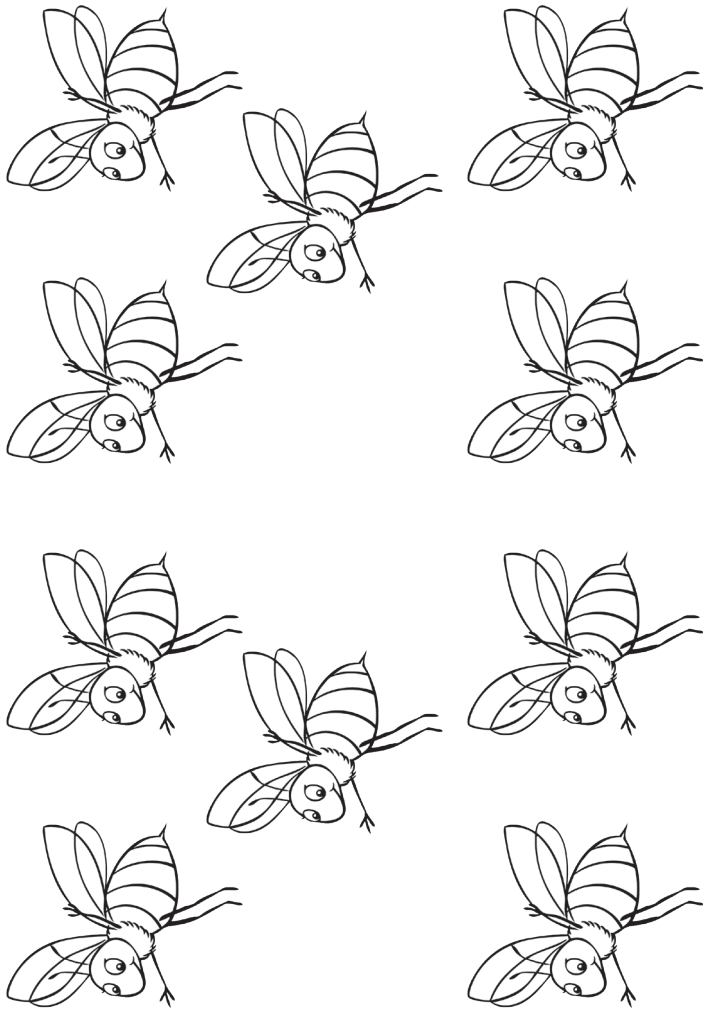


q



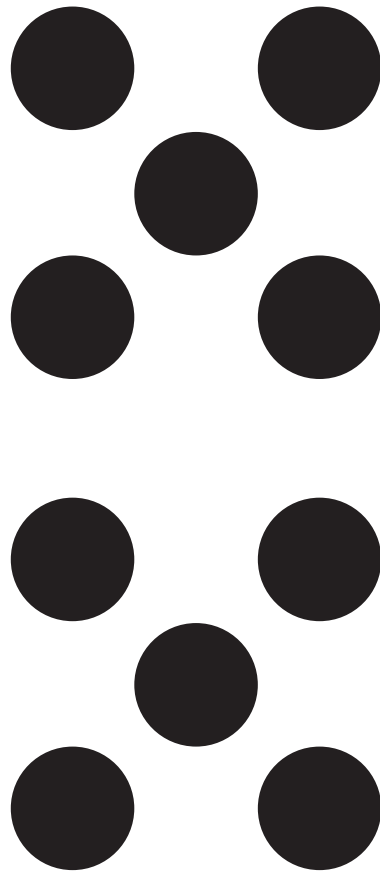
isishiyagagalolunye

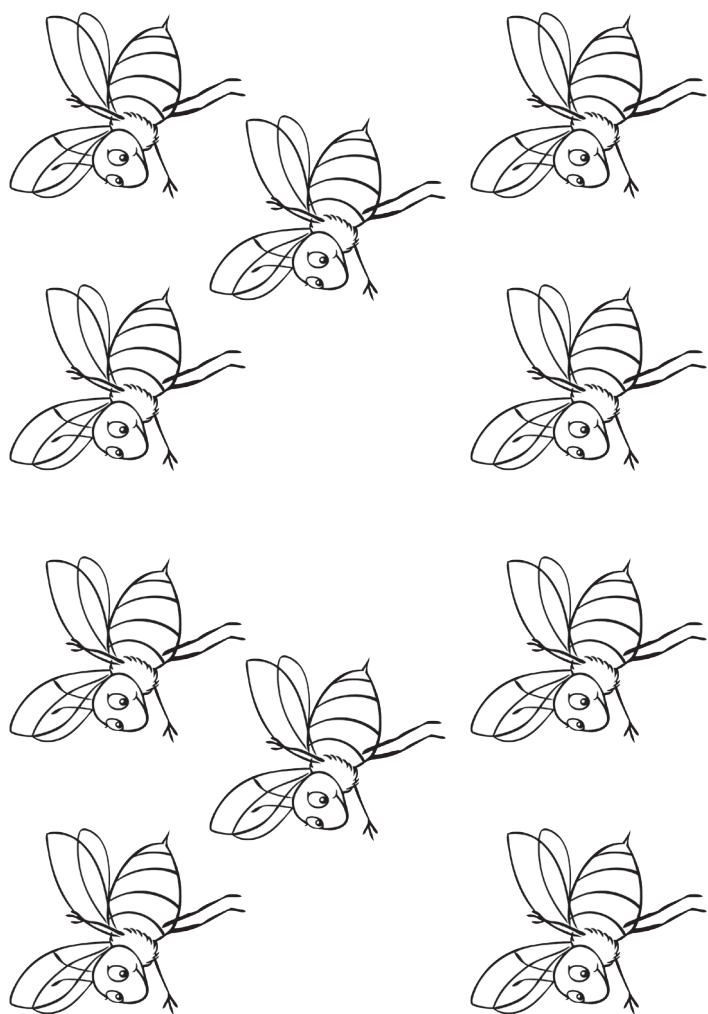




ten

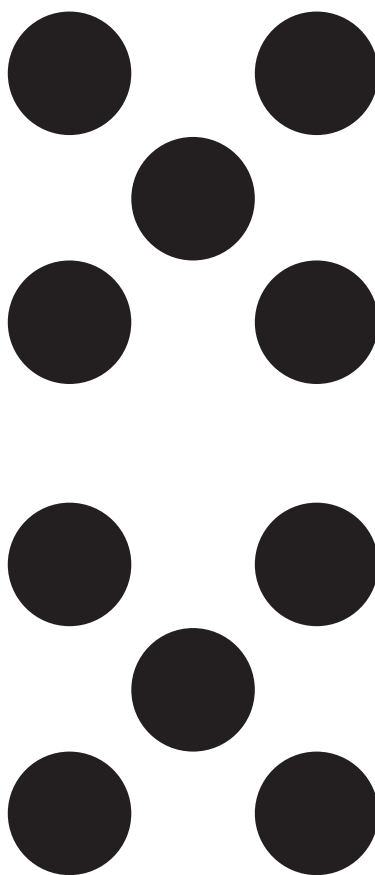
10





10

isiNnyisi



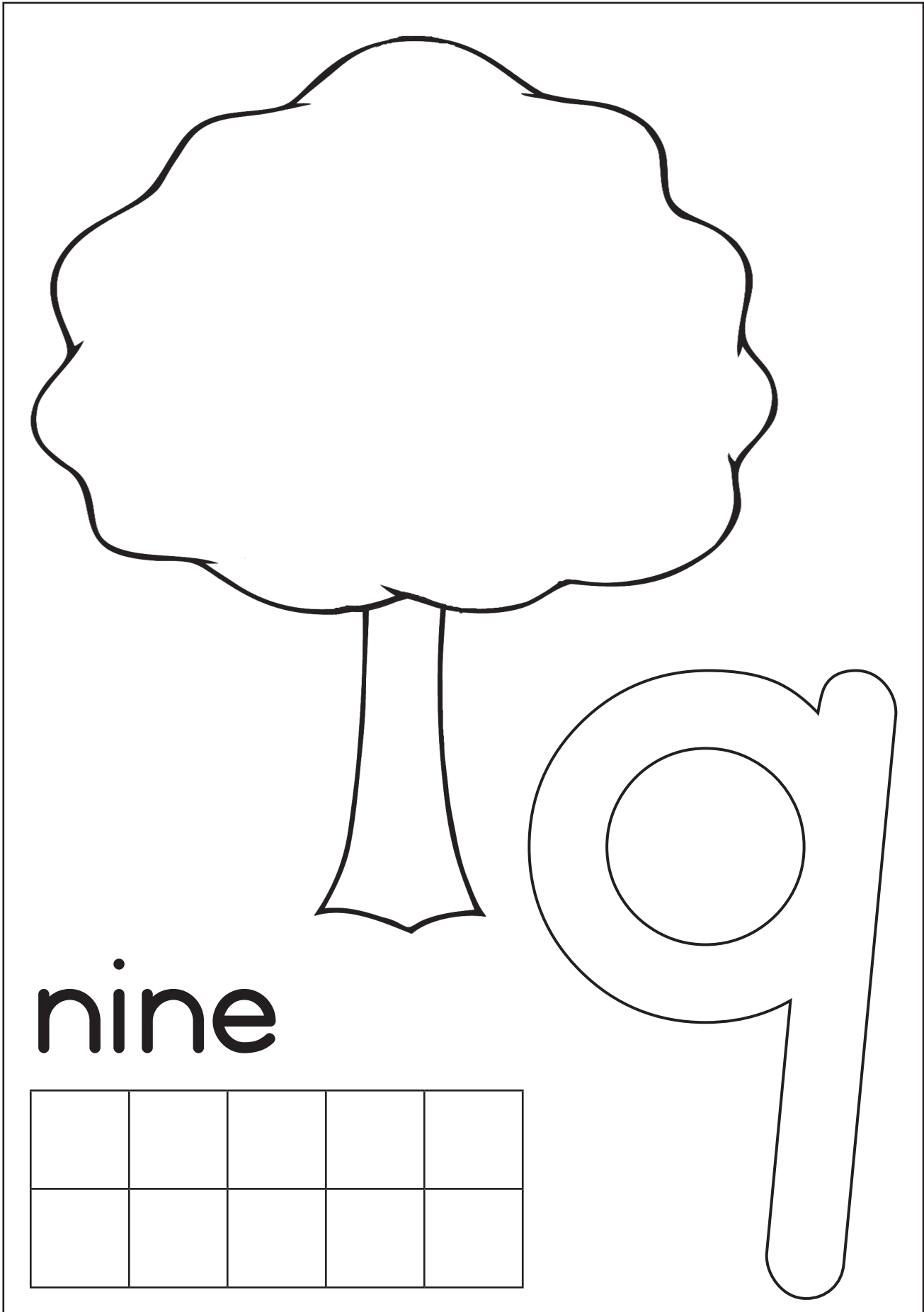
O

zero

O

uziro

# Playdough template: Number 9



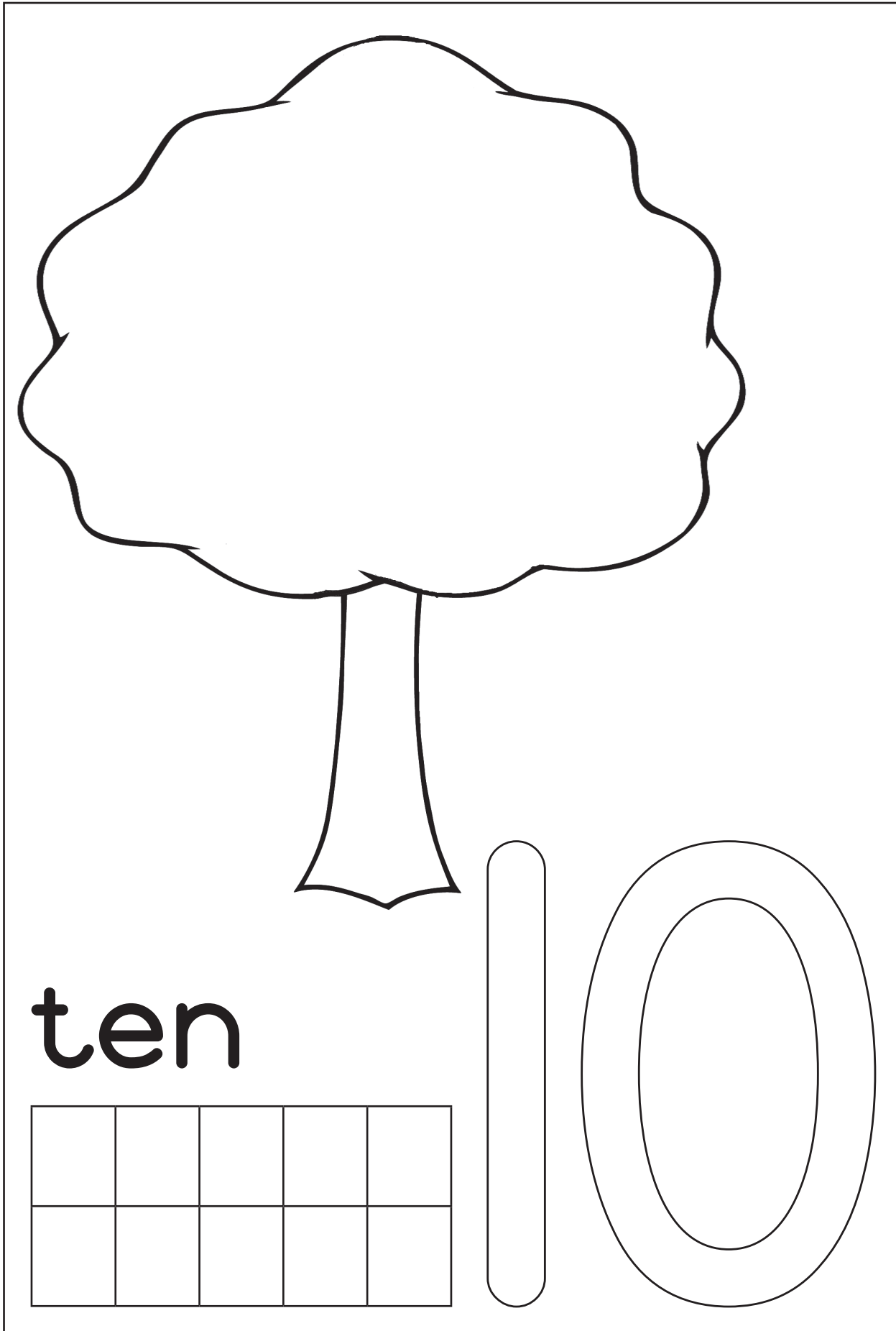
# Ithempulethi yenhlama yokudlala: Inombolo 9



isishiyagalolunye




# Playdough template: Number 10



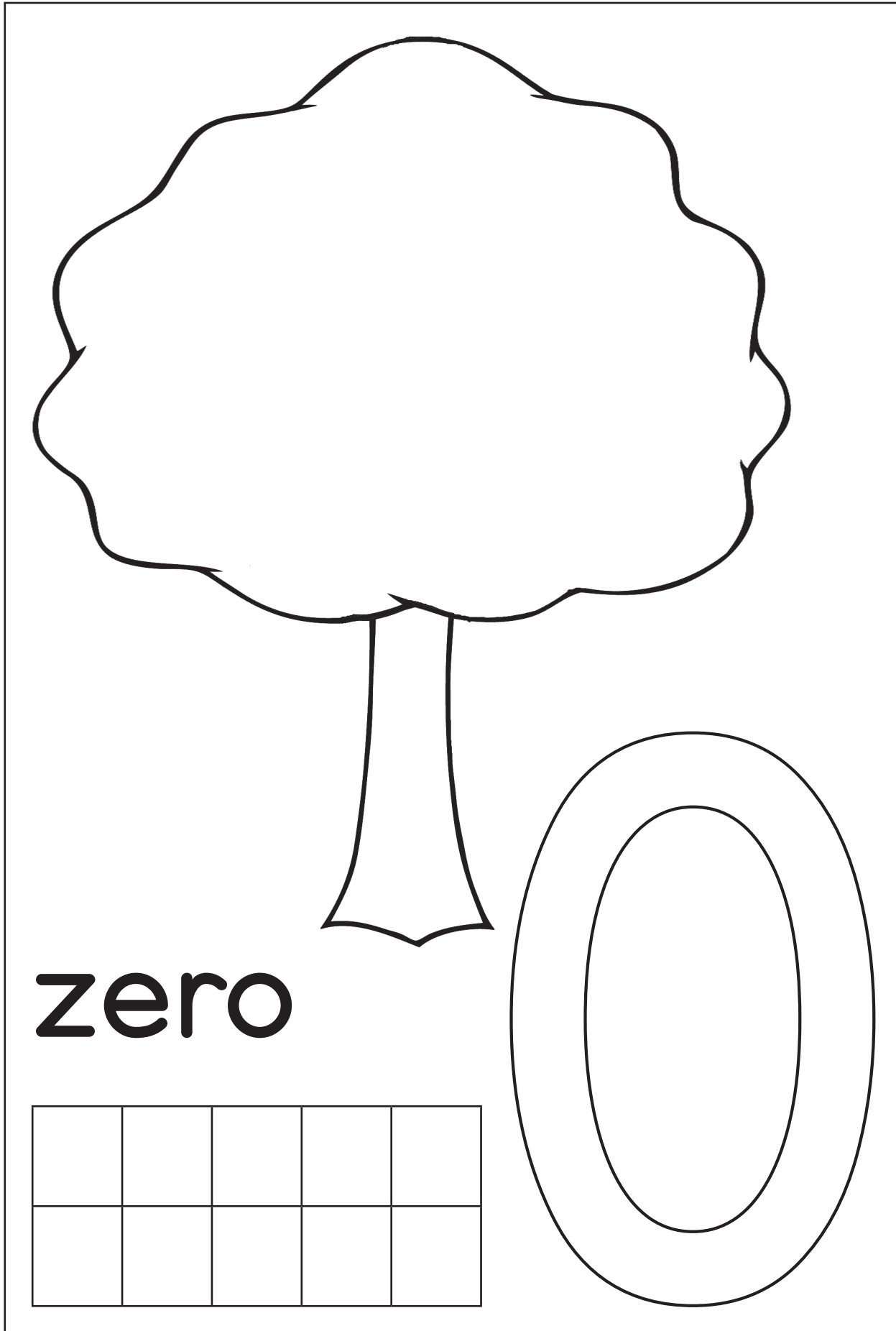
# Ithempulethi yenhlama yokudlala: Inombolo 10



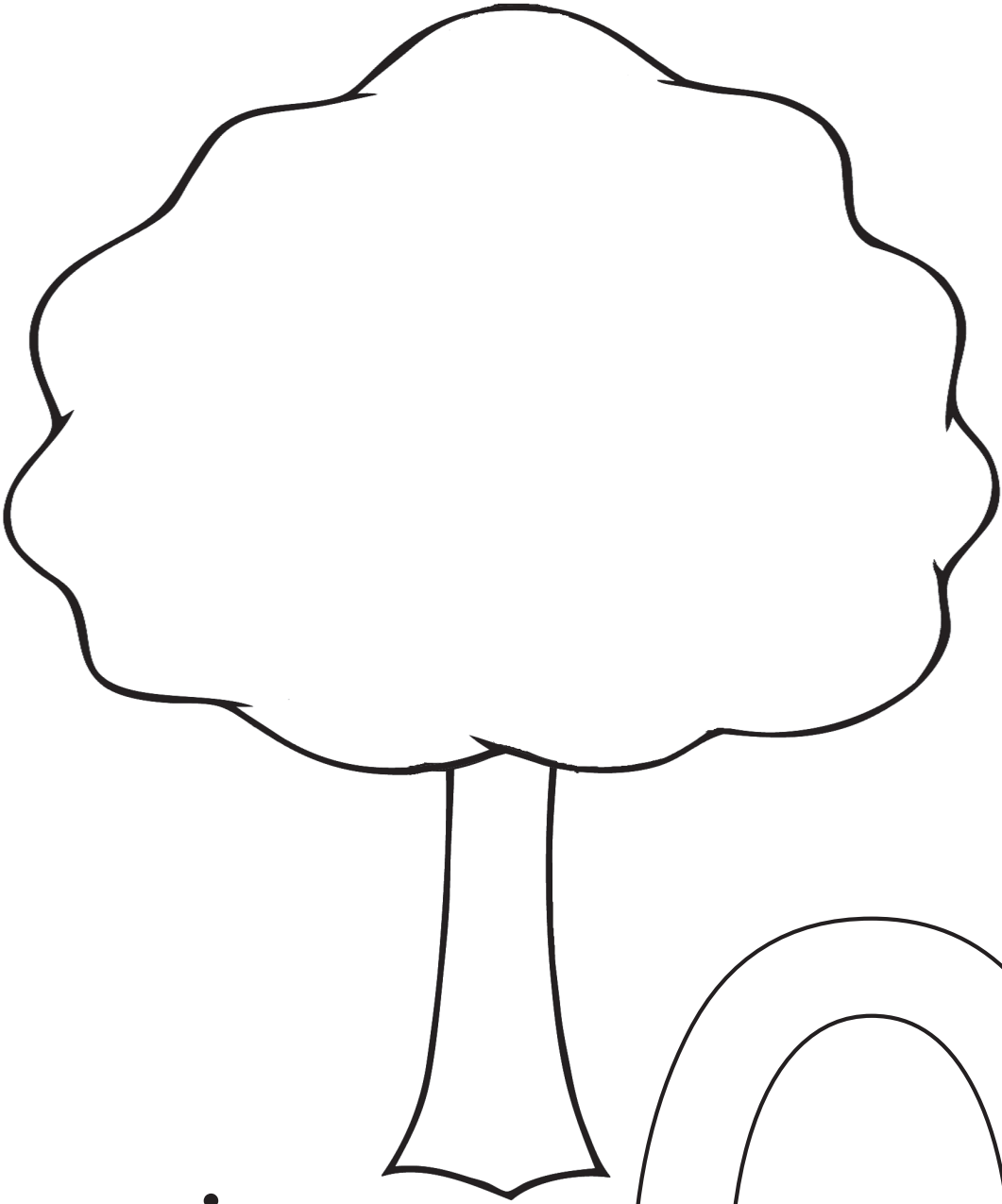
ishumi



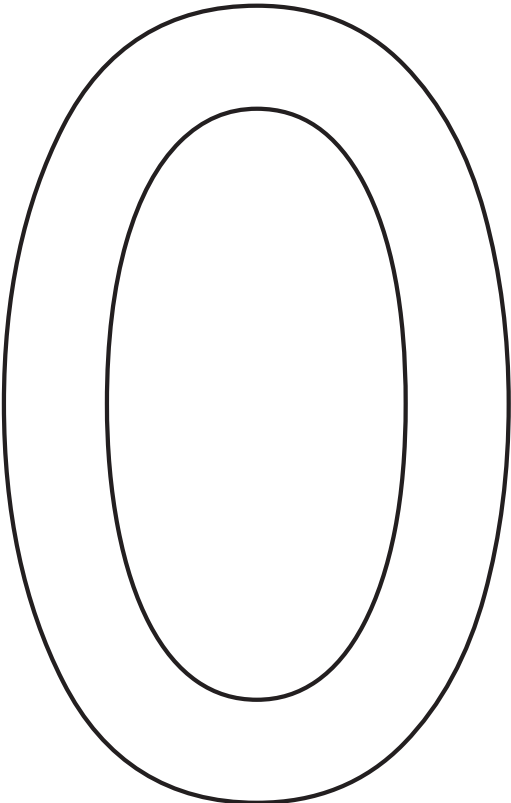

# Playdough template: Number 0



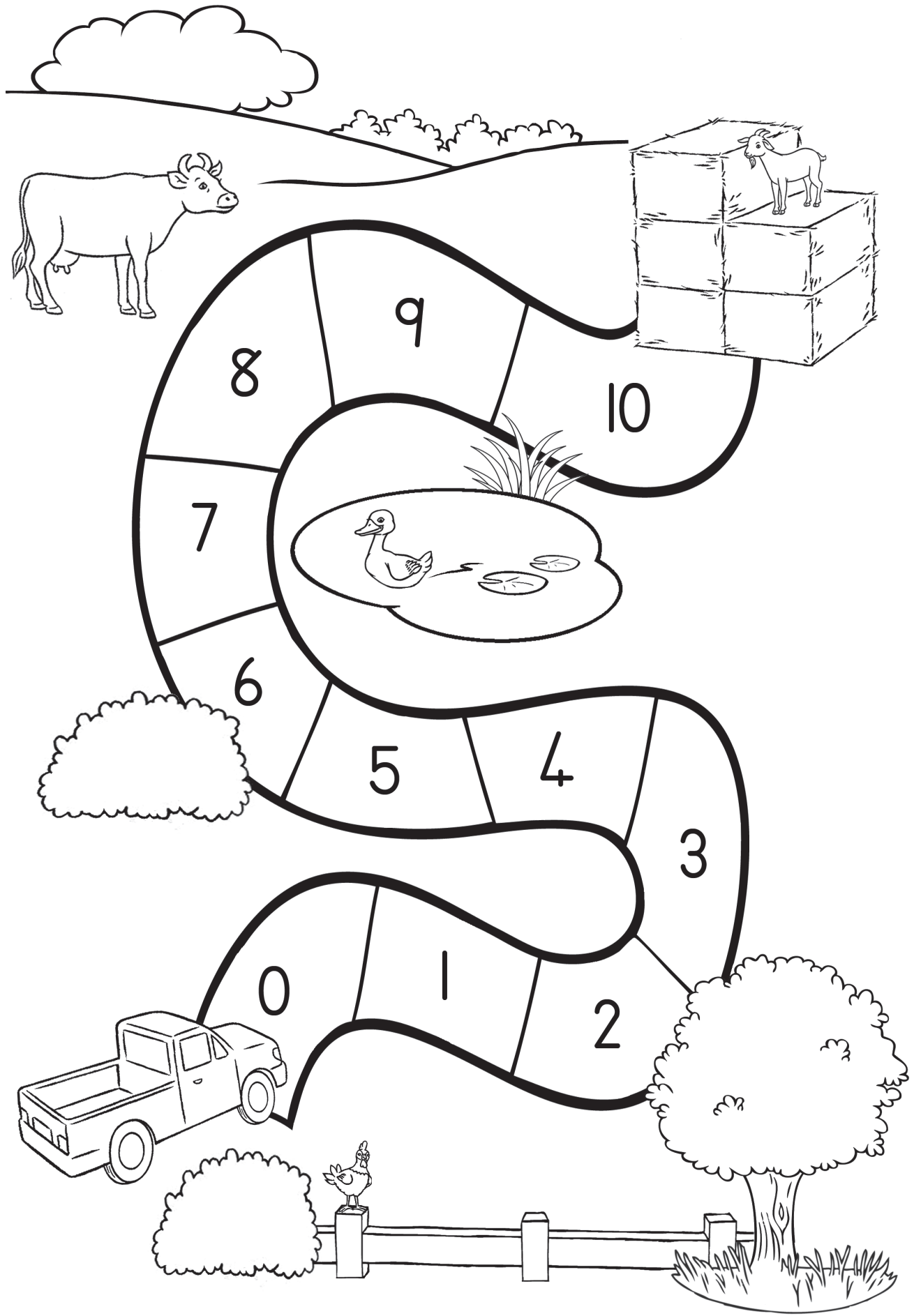
# Ithempulethi yenhlama yokudlala: Inombolo 0



**uziro**

# Farmyard race (Week 1) • Umjaho wasepulazini (Isonto 1)

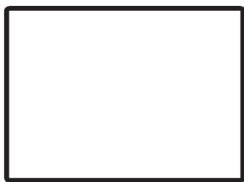


Connect-the-dots (Week 1) • Xhuma-amachashazi (Isonto 1)

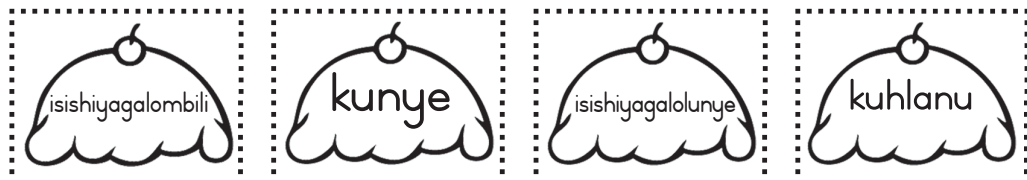




# Ice-cream activity (Week 1)



# Umsebenzi ka-ayisikhilimu (Isonto 1)



# Number puzzle (Week 2)



one	1	<table border="1"><tr><td>●</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●									
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eight	8	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr></table>	●	●	●	●	●	●	●	●		
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nine	9	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr></table>	●	●	●	●	●	●	●	●	●	
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ten	10	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr></table>	●	●	●	●	●	●	●	●	●	●
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# Iphazili yezinombolo (Isonto 2)



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kubili	2	<table border="1"><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●								
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kuthathu	3	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●							
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kune	4	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●						
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kuhlanu	5	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●					
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isithupha	6	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●				
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isikhombisa	7	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●	●			
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isishiyagalombili	8	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr></table>	●	●	●	●	●	●	●	●		
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●	●	●	●									
ishumi	10	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr></table>	●	●	●	●	●	●	●	●	●	●
●	●	●	●	●								
●	●	●	●	●								

Fruit grid (Week 10) • Igridi yezithelo (Isonto 10)

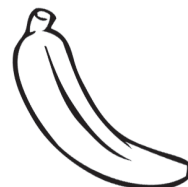
5

4

3

2

1

Twenty-four-piece puzzle • Amaphazili ayizingcezu ezingamashumi amabili nane

