

Mbekanyamushumo ya u Khwinifhadza
Mbalo dza Gireidi ya T

Grade R Mathematics
Improvement Programme

Nyendedzi ya Nyito:
Kotara ya 1
Activity Guide: Term 1



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

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

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

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

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

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

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

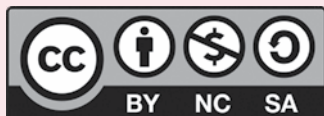
NDIVHUHO

Ndivhuho dzo khetheaho kha:

- ★ Vhaofisiri vha Khethekanyo ya Kharikhulamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
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Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya T yo shandulelwa u bva kha *R-Maths*, yo anadza lwa u thoma nga 2017 nga vha Schools Development Unit, University of Cape Town. Nzivhanyedziso ya *R-Maths* yo farwa nga vha University of Cape Town.

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Iyi laisentsi i tendela vhashumisi-hafhu uri vha i phadaladze, tanganyise, shandule, na u fhatu ntha ha tshishumiwa tshi re kha tshivhumbeo tshinwe na tshinwe nahone ndi zwa u sa bindudza, tenda ndivhuwo dza nekedzwa musiki. Arali vha tanganyisa, shandula kana u fhatu ntha ha tshishumiwa, vha tea u netshedza laisentsi kha tshishumiwa tsho khwinifhadzwaho fhasi ha milayo i fanaho.

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Introduction

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

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

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

Features of Activity Guide: Term 1

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

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

Topics	New knowledge	Practise
• Number symbols • Number words	• Number 1 • Solving problems in everyday contexts	• Oral counting 1–5 • Counting objects 1–3 • Reinforce vocabulary from Week 1 • Sorting by colour
New maths vocabulary		
behind in front first second third		

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

Grade R Maths in the daily programme

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

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

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

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

Marangaphanda

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya 1 (*Grade R Maths*) yo disendeka kha ndivho ya mbalo yavhudi, u pfesesa mvelaphanda kha kharikhulamu ya Gireidi ya 1, na u kona u limuwa uri mañwe maele a u funza o tea kha u tšutshedza u guda tiwa na mvelelo.

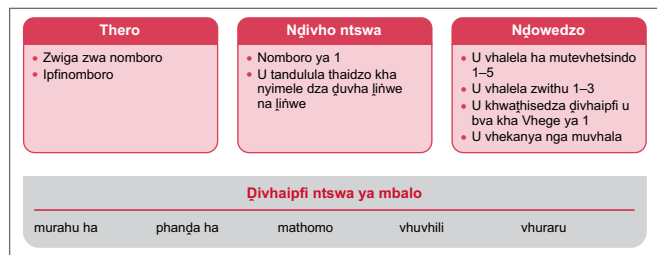
Grade R Maths Nyendedzi ya Nyito: Kotara ya 1 i netshedza mbumbo ya mafunzele a mbalo kha kotara ya u thoma ya Gireidi ya 1 nga u:

- tevhékanya magudiswa a Sia la Magudiswa la Mbalo kha vhege dzothe dza fumi
- netshedza mvelaphanda na kutshimbidzele fhasi ha Masia a Magudiswa matanu
- sedzesa kha Sia la Magudiswa lihulwane lithihi nga vhege (Fhedzi, thero u bva kha mañwe Masia a Magudiswa dzi nga divhadzwa na u itwa kha vhege yeneyo. U guda na u funzwa hu re na vhushaka na nomboro hu itea divha liñwe na liñwe nahone ho dzheniswa ngomu ha Masia a Magudiswa othe.)
- dzinginya nyito dza kilasi yothe, dzo rangwaho phanda nga mugudisi na dza mishumo ya tshigwada yo diimisaho nga yothe.

Mbonalo ya Nyendedzi ya Nyito: Kotara ya 1

Mbonalo dzi tevhelaho dzi vhumba tshipida tsha *Nyendedzi ya Nyito: Kotara ya 1*:

- Manweledzo a magudiswa a sumbedza ndivho ntswa na ndowedzo yo sedzwaho kha vhege.
- Kotara, vhege na Sia la Magudiswa lo Sedzwaho zwo tšutshedzwa zwavhudi mathomoni a vhege inwe na inwe.
- Thero, Ndivho ntswa na mabogisi a Ndownedzo zwi sumbedza zwine zwa do katelwa vhegeni.
- Divhaipfi ntswa ya mbalo ine ya do funzwa kha vhege yo newa.
- Mutevhe wa zwine vha tea u dzudzanya kha vhege inwe na inwe wo newa.
- Mabogisi a ngeletshedzo a nea mihumbulo na zwi humbudzi.
- Mabogisi a thanganyo a dzinyinya uri mbalo dzi nga khwañisedzwa hani kha dziñwe thero na kha nyito dza divha liñwe na liñwe nga tshifhinga tsha mbekanyamushumo ya divha liñwe na Gireidi ya 1.
- 'Kha vha tole uri vhagudi vha a kona u' vhona mabogisi a ngeletshedzo na u linga hu yaho phanda.
- Siatari la u linga hu yaho phanda lo disendeka kha nyito dza kotara.
- Zwishumiswa na themphuleithi zwo katelwa nga ngei murahu ha nyendedzi.



Grade R Maths kha mbekanyamushumo ya divha liñwe na liñwe

Ndownelo ndi ya ndeme nahone vhagudi vha diphiña nga ndovhololo na u pfa vho tsireledzea musi vha tshi divha zwine vha fanela u ita na zwine zwa khou lavhelelwa khavho.

U pulana ndi ha ndeme u itela uri ndowelo dzi tshimbile zwavhudi. Kha vha vha le magudiswa a vhege vha lugisele matheriala othe ane vha do a toda divha liñwe na liñwe hu tshi kha di vha na tshifhinga. Kha vha dzudzanye matheriala a divha hu tshe na tshifhinga u itela uri zwithu zwothe zwi vhe zwo luga nga matsheloni.

Grade R Maths dzi dzinginya thevhekano ya nyito dzine dza dovhololwa divha liñwe na liñwe kha tshifhinga tsha maduvha matanu a vhege. Nzudzanyo ya kilasini na nyito dzine dzi nga shumiswa u funza na u khwañisedza divhaipfi ya mbalo dzi a dzinginywa nga vhege. Idzi dzi katela:

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

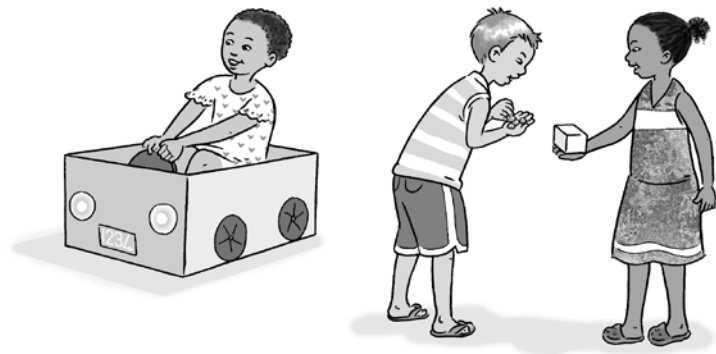
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Mushumo wa kilasi yothe wa duvha

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

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



Miratho: u ratha vhukati ha nyito

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

Nyito dza tshigwada tshiituku

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

Tshifhinga tsha u kunakisa

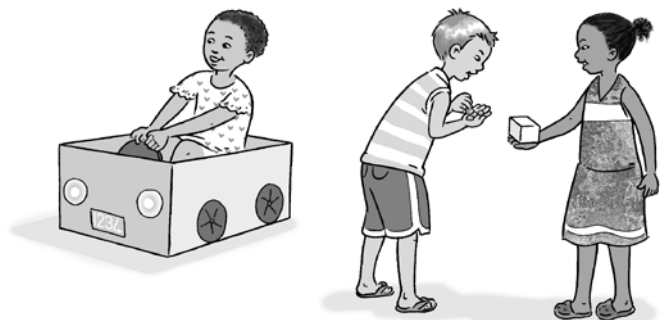
Vhagudi vha fanela u divha uri matheriala a dzula fhi. Khabodo kana tafula yo itelwaho zwishumiswa zwa mbalo i do thusa vhagudi uri vha dzudzanyee. Kha vha tutuwedze vhagudi uri vha thusane nga tshifhinga tsha u kunakisa. Mathomoni vhagudi vha do toda thuso nahone vhone vha do fanela u vha humbudza uri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

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

Nyito dza u dinangela

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

- zwiuloko kana zwiinwe zwiitambiswa zwa u fhaa
- dziphazili
- suko la u tambisa
- bugu dzi re khudani ya u vhala
- mitambo khumbulelwa, sa tsumbo, u renga
- bugu ya u shumela kana masiatari a u shumela.



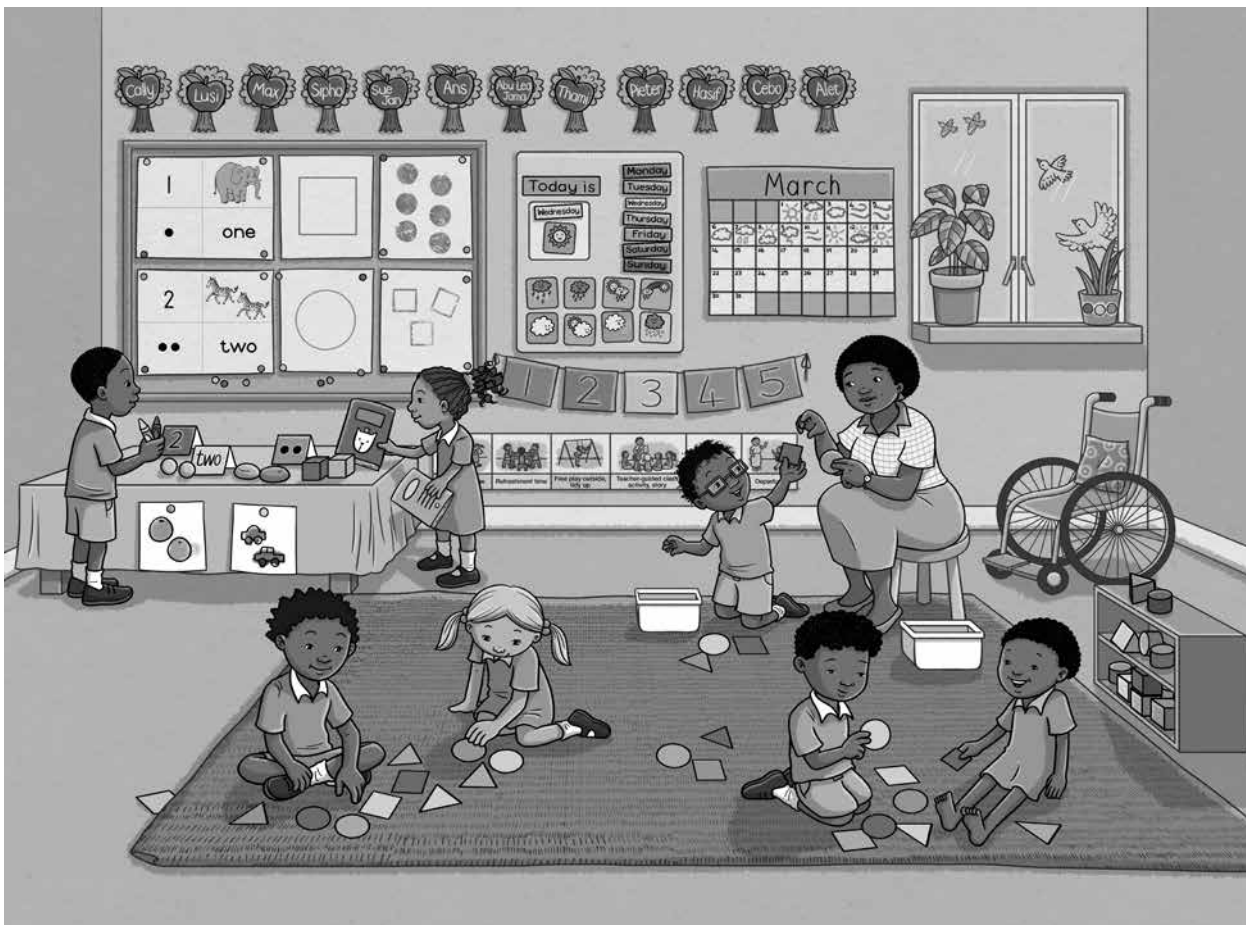
Assessment

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

Grade R Maths in the classroom

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

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



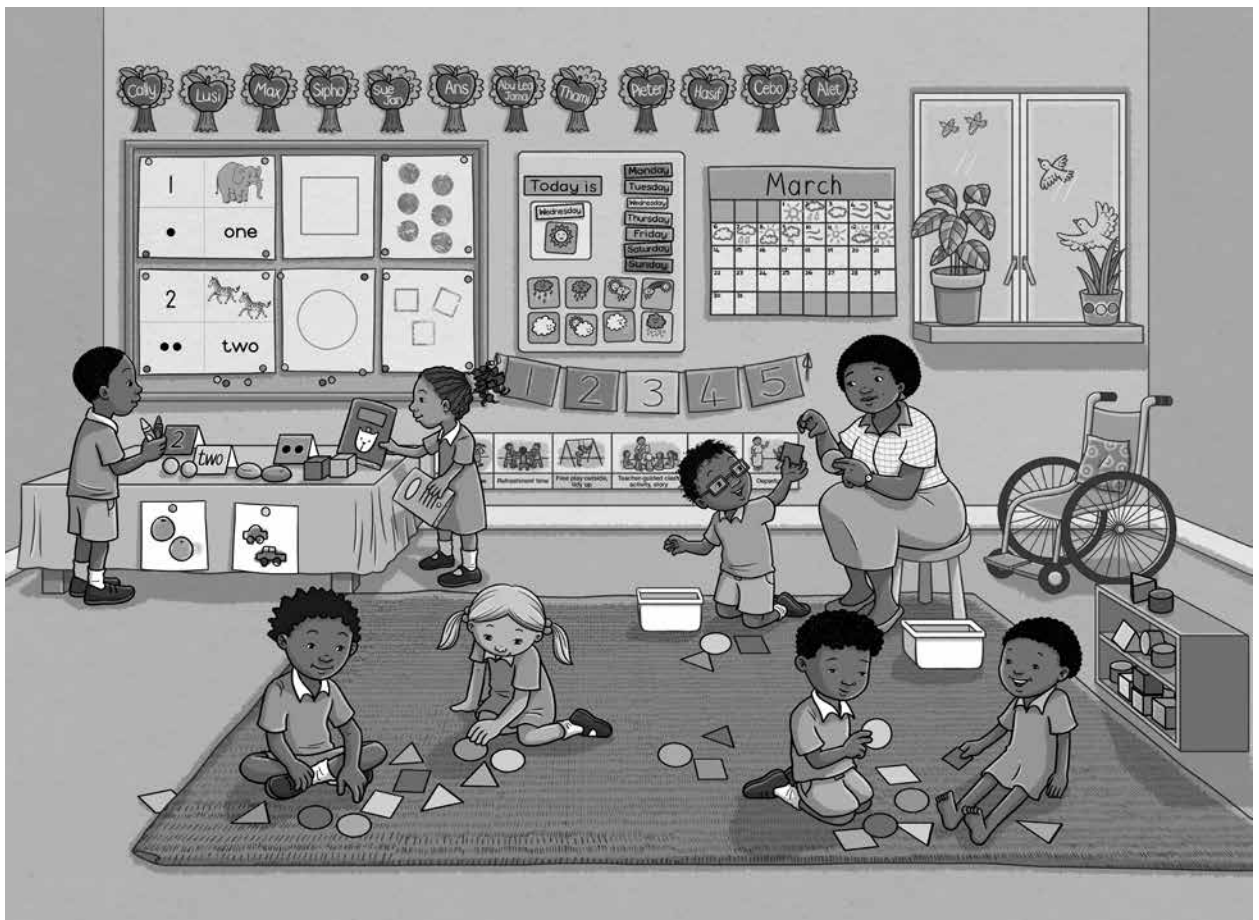
U linga

U lavhelesa na u linga hu yaho phanda nga tshifhinga tsha nyito yo rangwaho phanda nga mugudisi na nyito dza kilasi yothe zwi nea zwickhala zwa u pfesesa ho goḡombelaho na manweledzo avhudi nga ha mvelaphanda ya mugudi muḡwe na muḡwe. Mafhungo aya ndi a ndeme kha u endedza u funza u tshi ya phanda na u phalala vhagudi nga muthihimuthihi. Mutevhe wa u ḡola u linga hu yaho phanda u re kha masiatari a 191 na 193 a nyendedzi iyi wo ḡisendeka nga magudiswa e a funzwa kha Kotara ya 1. Themphuleithi iyi i nga shumiswa u rekhoda mvelaphanda ya mugudi muḡwe na muḡwe nga tshifhinga tsha kotara.

Grade R Maths ngomu kilasini

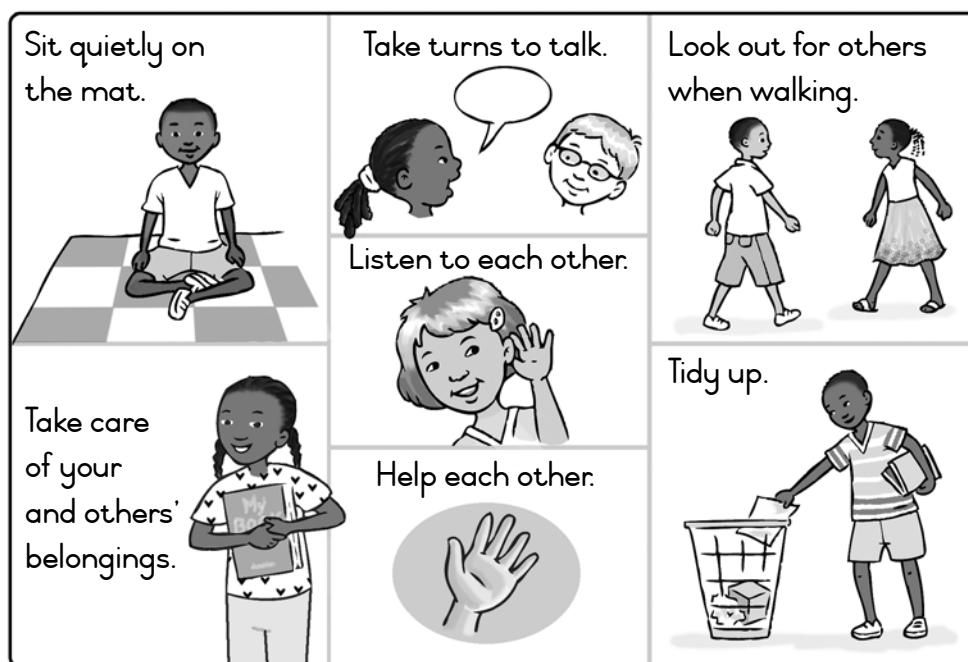
Kha vha dzudzanye fhethu ngomu kilasini hune ho itelwa mbalo nahone hu tsini na methe. Itshi ndi tshikhala tshi shumiswaho nga nnyi na nnyi hune vhagudi vha nga shela mulenzhe kha na u shuma na thero ine vha khou guda nga hayo. Fhethu ha mbalo ho teaho hu ḡo katela:

- ḡafula ḡhukhu tsini na luvhondo
- mutalombalo wo itwaho nga muḡali na dziphekhis
- tshati ya mutsho ya ḡuvha ḡiḡwe na ḡiḡwe
- khaḡenda ya ḡwedzi muḡwe na muḡwe na zwiḡuloko zwa ḡuvha ḡiḡwe na ḡiḡwe
- tshati i re na madzina a maḡuvha a vhege
- mbekanyamushumo ya ḡuvha ḡiḡwe na ḡiḡwe i re na zwifanyiso zwa nyito dzo fhambanaho
- magaraḡa a madzina a vhagudi na zwiga zwo dzudzanywa u ya nga madzina a zwigwada zwavho
- zwiga zwa vhathusi zwa u ratha vhukati ha madzina a vhagudi u ya nga ḡuvha ḡiḡwe na ḡiḡwe ḡa vhege
- tshati ya vhathusi.



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

Our classroom rules



Resources for Grade R Maths

Grade R Maths Resource Kit

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

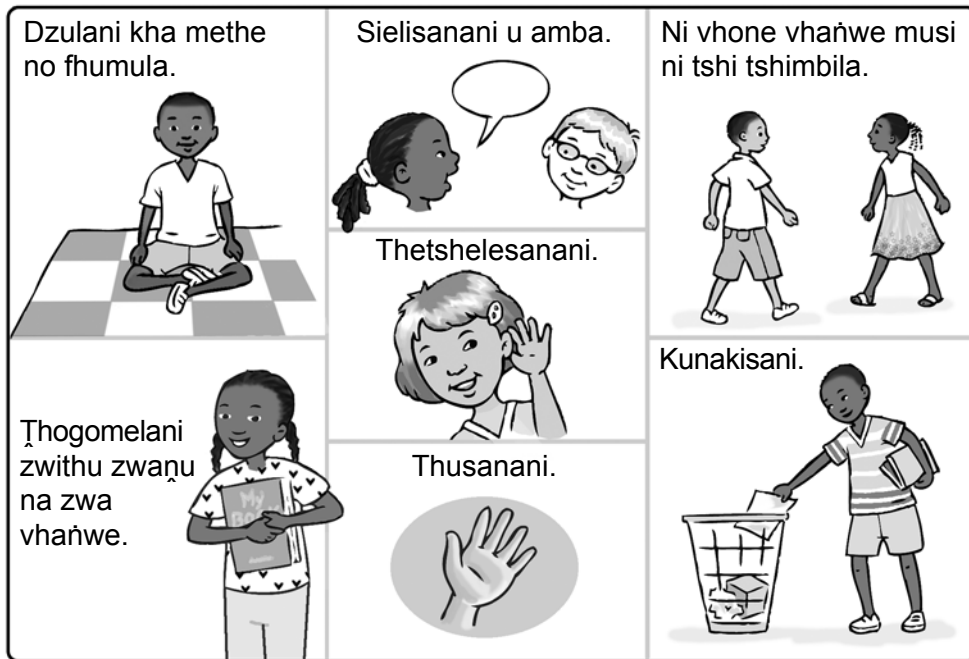
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Milayo ya kilasi yashu



Zwishumiswa zwa *Grade R Maths*

Grade R Maths Khithi ya Zwishumiswa

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

- matheriala a u vhalela, sa tsumbo, disiki dza mivhala na zwitanda, mitshelo na phukha zwa u vhalela, zwibuloko zwa yunifikisi
- daisi lihulwane
- midali ya vhulungu ha zwivhumbeo zwa fumi
- magaraṭa a zwithoma
- magaraṭa a nomboro: zwiga zwa nomboro (0–10) na ipfinomboro (pumu–fumi)
- zwibuloko zwi re na zwidodombedzwa.



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Matheriala o bikululwaho

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

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



Zwiñwe zwishumiswa

Zwiñwe zwishumiswa zwa kīlasini zwi thusaho zwa u funza *Grade R Maths* zwi katela:

- dzikhirayoni, pennde, guľuu, zwigero
- suko la u tambisa kana vumba la u vhumba
- bugu dzine dzi nga shumiselwa u ita therisano dza mbalo
- zwiľoko zwa u fhaťa na zwiťambiswa zwa u fhaťa (kha vha kuvhanganye zwipiđa zwa mabulannga arali zwi tshi konadzea)
- phazili dzo fhambanaho dza dzhigisowu na mitambo, sa tsumbo, dominosi, nowa na ľeri, *Ludo*, *Lotto*

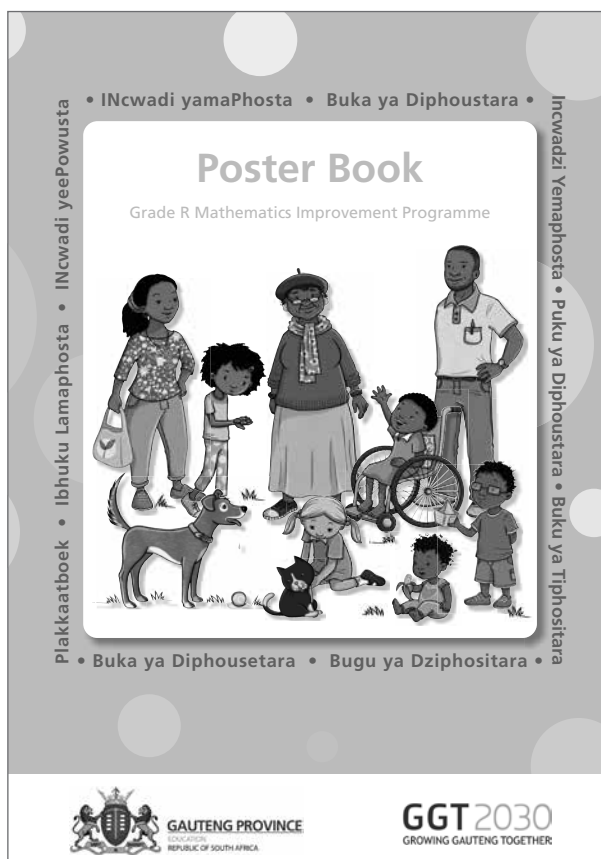
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



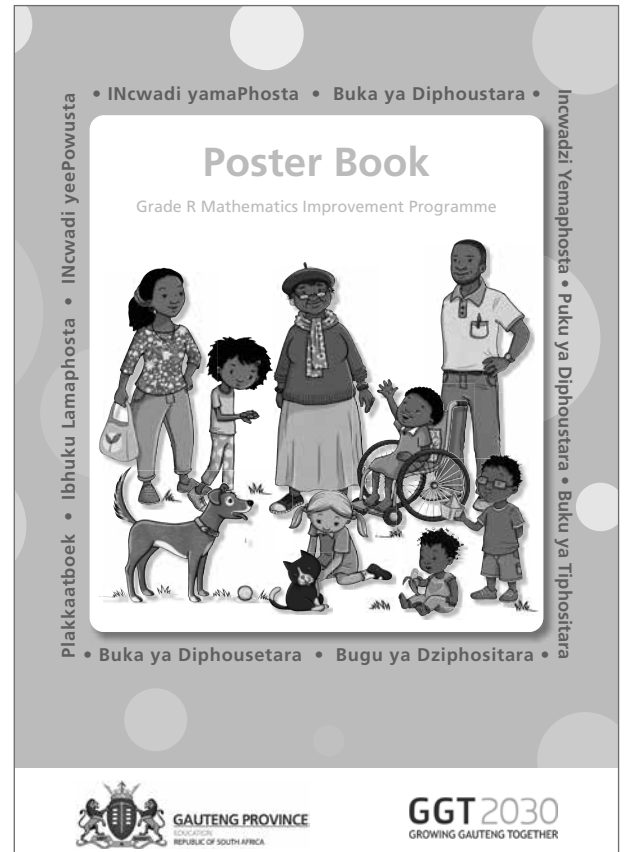
- tshati ya vhulapfu
- magaraṭa a u tamba mahulwane
- tshelede ya u tambisa: mangwende na maṭari (u shumisa vhengeleni ḽa u tamba)
- watshi ya luvhondoni ya zwitanda
- tshikalo tsha ndinganyo
- vhulungu ha u vhekanya, u lunzhedza na u ita phetheni
- zwishumiswa zwa u tamba muṭavhani na maḽini
- zwishumiswa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

Bugu ya Dziphositara ya Grade R Maths

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

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

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



Content overview: Term 1

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

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

Manweledzo a Magudiswa: Kotara ya 1

DZHIELANI NZHELE: Sia la Magudiswa lo Sedzwaho na Ngivho ntswa zwi nga muvhala mutswuku. Mañwe magudiswa o kwamiwaho vhegeni a nga muvhala museṭha.

Sia la Magudiswa lo Sedzwaho	Vhege ya 1	Vhege ya 2	Vhege ya 3	Vhege ya 4	Vhege ya 5
1. Nomboro, Tswayo na Vhushaka	U vhala ha mutevhetsindo 1–5 U vhalela zwithu 1–3 U livhanyisa tshithu nga tshithu	Nomboro ya 1 U tandulula thaidzo kha nyimele dza guvha liñwe na liñwe U vhalela ha mutevhetsindo 1–5 U vhalela zwithu 1–3 U khwaṭhisedza divhaipfi u bva kha Vhege ya 1	U vhalela zwithu 1–5 U vhalela ha mutevhetsindo 1–5 U khwaṭhisedza 1	Nomboro ya 2 U vhalela ha mutevhetsindo 1–5 Nomboro ya 1 Zwithu zwa u vhalela 1–5	Divhaipfi ya nomboro 1 na 2 U vhalela ha mutevhetsindo 1–5 U vhalela zwithu 1–5
2. Phetheni, Fankisheni na Alidzhebura					
3. Tshikhala na Tshivhumbeo (Dzhometiri)	Tshati ya u kunakisa Zwiga zwa vhagudi Tshati ya vhathusi U fhaṭa phazili ya zwipidza zwa rathi U vhumba nga suko la u tambisa/vumba U fhaṭa nga zwibujoko		Vhunzani ha bola na mabogisi Zwithu zwi kunguluwaho kana zwi suvhaho Vhuimo: ngomu na nṅa Khulu na ṭhukhu Khulwanesa na ṭhukhusa	Tshitendeledzi Ndinganyahuvhili Phazili dza zwipidza zwa rathi	Zwivhumbeo zwa mielo mivhili: tshikwea Masia: phanḁa na murahu Vhuimo: ngomu na nṅa Tshitendeledzi Mabogisi na bola Dziphazili dza zwipidza zwa rathi
4. Muelo	U tevhekanya zwiwo zwa guvha liñwe na liñwe Tshati ya guvha la mabebo				
5. U shuma na Data	U vhekanya nga muvhala U ola	U vhekanya nga muvhala	U vhekanya nga saizi		

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

Sia ja Magudiswa lo Sedzwaho	Vhege ya 6	Vhege ya 7	Vhege ya 8	Vhege ya 9	Vhege ya 10
1. Nomboro, Tswayo na Vhushaka	Nomboro ya 3 U tevhékanya nomboro 1–3 U vhalela ha mutevhetsindo 1–5 U vhalela zwithu 1–5 U khwaṭhisedza ḡivhaipfi ya nomboro 1 na 2 U tandulula thaidzo vha tshi shumisa zwithu	U vhalela ha mutevhetsindo 1–10 U vhalela zwithu 1–5 U khwaṭhisedza ḡivhaipfi ya nomboro 1–3 U tevhékanya nomboro 1–3	U vhalela u ya murahu 5–1 U vhalela ha mutevhetsindo 1–10 U tevhékanya nomboro 1–3 U vhalela zwithu 1–5 U khwaṭhisedza 1–3	Pumu Nyanganyelo U tandulula thaidzo Nomboro kha nyimele dzo ḡowealeaho U vhalela phanda 1–10 U vhalela murahu 5–1 U vhalela zwithu 1–5 U tevhékanya nomboro 1–3 Ḋivhaipfi ya nomboro 1–3	U vhalela ha mutevhetsindo 1–10 U vhalela zwithu 1–5 U tevhékanya nomboro 1–3 Ḋivhaipfi ya nomboro 1–3 U tandulula thaidzo
2. Phetheni, Fankisheni na Aḡidzhebura	U topola phetheni U kopa phetheni				Phanda ha na murahu ha U kopa phetheni
3. Tshikhala na Tshivhumbeo (Dzhometiri)		Zwivhumbeo zwa mielo mivhili: ṭhofunderaru Zwithu zwiṭuku nga zwiḡulwane Vhuimo: phanda ha na murahu Tshitendeledzi, tshikwea Ndinganyahuvhili Khulwane, ṭhukhu Dziphazili dza zwipiḡa zwa rathi	Vhuimo: nṭha, fhasi, nṭha ha, fhasi ha, tsini na, vhukati	Sia: nṭha na fhasi Tshitendeledzi, tshikwea na ṭhofunderaru Dziphazili dza zwipiḡa zwa rathi	
4. Muelo			U tevhékanya tshifhinga: masiari na vhusiku, tshedza na swiswi Vhulapfu: tshati ya vhulapfu		
5. U shuma na Data		U vhekanya nga tshivhumbeo			U kuvhanganya, u vhekanya na u imela kuvhanganyo ya zwithu U rere na u vhiga nga kuvhanganyo dzo vhekanywaho dza zwithu

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Oral counting • Counting objects	• Oral counting 1–5 • Counting objects 1–3 • One-to-one correspondence • Sequencing daily events • Birthday chart • Tidy-up chart • Learners' symbols • Helpers' chart • Build a six-piece puzzle	• Sorting by colour • Modelling with playdough/clay • Drawing • Building with blocks

New maths vocabulary

count one	two three	four five	before after	next last	sort
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Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

Sia la Magudiswa lo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero	Ndivho ntswa	Ngowedzo
- U vhalela ha mutevhetsindo - U vhalela zwithu	- U vhalela ha mutevhetsindo 1–5 - U vhalela zwithu 1–3 - U livhanyisa tshithu nga tshithu - U tevhékanya zwiwo zwa duvha liñwe na liñwe - Tshati ya duvha la mabebo - Tshati ya u kunakisa - Zwiga zwa vhagudi - Tshati ya vhathusi - U fhaṭa phazili ya zwipiḍa zwa rathi	- U vhekanya nga muvhala - U vhumba nga suko la u tambisa/vumba - U ola - U fhaṭa nga zwibuḽoko

Divhaipfi ntswa ya mbalo

u vhalela thihi	mbili raru	iṅa ṭhanu	phanda ha murahu ha	zwi tevhelaho magumoni	u vhekanya
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U dilugisela

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

- u ita mapopai a minwe a vhabvumbedzwa vha *Grade R Maths* (siaṭari la 216)
- zwiga zwa zwifanyiso zwa mugudi muñwe na muñwe
- magaraṭa a zwifanyiso u itela nyito kha mbekanyamushumo ya duvha liñwe na liñwe
- u gera zwiḱwea zwiṭuku zwa bammbiri u itela uri mugudi muñwe na muñwe a ole tshifhaṭuwo tshawe kha (tshati ya duvha la mabebo)
- u kopa na u ṅea muvhala zwifanyiso zwa muñwe na muñwe wa vhabvumbedzwa vha *Grade R Maths* (kha siaṭari la 24 la *Bugu ya Dziphositara*)
- u lugisela u ṭana luvhondoni (kha vha sedze Duvha la 5, siaṭari la 31)
- u ita phazili dza zwipiḍa zwa rathi dza 6 (siaṭari la 220)
- u kuvhanganya zwibuḽoko (kana u ita izwi u bva kha zwipiḍa zwa mabulannga).

Nyito dza kiḽasi yoṭhe

Duvha la 1

Zwine vha ḍo ṭḍa

- Phositara ya milayo ya kiḽasini (kha vha sedze siaṭari la 13)
- Magaraṭa a zwifanyiso a
- mbekanyamushumo ya duvha liñwe na liñwe
- Zwiga zwa vhagudi

1. **Marangaphanda:** Ambani nga ha uri ri thetshesana hani, u sielisana na u thusana.

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

Guiding questions:

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



TIP

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

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

Integration

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

Day 2

What you need

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

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



TIP

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

2. **Zwiga zwa vhagudi:** Kha vha nee mugudi muñwe na muñwe tshiga tsha tshifanyiso tshawe a tshi shumise sa 'lebulu ya dzina' ngomu kilasini, sa tsumbo, fulaga ya Afrika Tshipembe, ntsa, ndou, tshipembenene, tshisusu, ndau, dzuvha, goloi. Kha vha humbele vhagudi u topola na u talusa tshiga tsha tshifanyiso tshiñwe na tshiñwe.
3. **U tevhekanya zwiwo zwa ðuvha liñwe na liñwe:** Kha vha sumbedze vhagudi magaraṭa a zwifanyiso zwa mbekanyamushumo ya ðuvha liñwe na liñwe. Kha vha rere nga u tevhekana ha nyito dza ðuvha liñwe na liñwe vha tshi sumba zwifanyiso zwo teaho. Kha vha tanele vhagudi avho magaraṭa a zwifanyiso zwa mbekanyamushumo ya ðuvha liñwe na liñwe kha levele ya maṭo.

NGELETSHEZDO

Nga tshifhinga tsha guvhangano la nga matsheloni, kha vha ambe nga mutsho na nyito dze vhagudi vha ita phanḁa ha musi vha tshi ḁa tshikoloni.

Mbudziso dzi gaidaho:

- ✦ No ita mini *phanḁa ha* musi ni tshi ḁa tshikoloni?
 - ✦ Ri ita mini *phanḁa ha* musi ri tshi la zwiḁiwa ... na nga *murahu ha* musi ro no la zwiḁiwa?
 - ✦ Ri itani *zwi tevhelaho*?
 - ✦ Ndi mini tsha u *fhedzisela* tshine ra ita *phanḁa ha* musi ri tshi ya hayani?
4. **U ðivhadza nyito dza tshigwada tshiṭuku:** Kha vha talutshedze uri vhagudi vha ḁo shuma nga zwigwada zwiṭuku ðuvha liñwe na liñwe. Kha vha sumbedze vhagudi zwiṭitshi zwa u shumela zwiṭanu. Kha vha talutshedze ṭhandulano ya ðuvha liñwe na liñwe. Kha vha humbudze vhagudi madzina a zwigwada. Kha vha vha humbudze nga milayo ya kilasini. Kha vha talutshedze na u sumbedza nyito tshiṭitshini tsha u shumela tshiñwe na tshiñwe. Kha vha talutshedze maitele a u kunakisa.

U tangelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: thevhekano ya mishumo ya ðuvha liñwe na liñwe; milayo ya kilasini.

ḁuvha la 2

Zwine vha ḁo ṭḁa

- *Bugu ya Dziphositara* (siaṭari la 24)
- Mapopai a minwe
- Tshidade: *Vhaṭanu muṭani wa hashu* (siaṭari la 195)
- Phositara ya milayo ya kilasini (siaṭari la 13)
- Tshati ya u kunakisa
- Tshati ya vhathusi
- Zwiga zwa vhagudi

NGELETSHEZDO

Vha humbule u amba nga ha mbekanyamushumo ya ðuvha liñwe na liñwe, tshati ya vhathusi na tshati ya u kunakisa ðuvha liñwe na liñwe.

1. **Marangaphanḁa:** Kha vha humbudze vhagudi nga milayo ya kilasini.
2. **Tshati ya vhathusi:** Kha vha rere mishumo ya zwigwada na ya kilasi. Kha vha ðivhadze tshati ya vhathusi na tshati ya u kunakisa. Kha vha shumise zwiga zwa vhagudi kha tshati ya vhathusi na tshati ya u kunakisa.
3. **Tshidade:** Kha vha ðivhadze tshidade, *Vhaṭanu muṭani wa hashu*, vha tshi sumbedza mapopai a munwe nga nthihi nga nthihi.

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

Guiding questions:

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

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

 Mom/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bewoep: onderwyser Gunslingingkleur: orange Gunslingingkwatse: stap langs die strand of in die berg Iminyaka: 40 Umbala azebandayo: ocaelintshi Athanda ukukwenza: ukubamba ebhishi noma jembesi Umsibeni: ngokushushu Umbala azebandayo: umny Umsibeni athanda ukukwenza: ukubambamba ngasivande okanye entliziyo	 Dad/Pappa/UBaba/UTata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bewoep: besuutler van 'n supermark Gunslingingkleur: blue Gunslingingkwatse: lees oor ander lande Umsibeni: umphuthi weephahamkhe Umbala azebandayo: oluhlaza okwesibhakabhaka Athanda ukukwenza: ukufunda ngamanye amazwe Umsibeni: ngumangala wewenke Umbala azebandayo: izulu Umsibeni athanda ukukwenza: ukufunda ngamanye amazwe
 Malusi/Malusi/UMalusi/UMalusi Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Oudekoms: 5 Grade: R Gunslingingkleur: rooi Gunslingingkwatse: maak goed wat kan dryf Iminyaka: 5 Banga: R Ukuthi akuthandayo: ayisikhulu Umbala azebandayo: obomvu Athanda ukukwenza: ukwakha izinto ezintantayo Iminyaka: 5 Ukuthi akuthandayo: izisikhulu Umbala azebandayo: obomvu Umsibeni athanda ukukwenza: ukwenza izinto ezimbini nomingca	 Laylah/Laylah/ULaylah/ULaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Oudekoms: 8 Grade: 2 Gunslingingkleur: geel Gunslingingkwatse: klouder tot bo-op alles Iminyaka: 8 Banga: 2 Ukuthi akuthandayo: ipiza Umbala azebandayo: ophuzi Athanda ukukwenza: ukukhula ame phazu kwento jorkie Iminyaka: 8 Ukuthi akuthandayo: ipiza Umbala azebandayo: ophuzi Umsibeni athanda ukukwenza: ukugcencela aye kutsho phazu kwento jorkie
 Eranny/Eranny/UGogo/UMakhulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bewoep: pensioenaris Gunslingingkleur: pers Gunslingingkwatse: sing saam met 'n plaaslike jazz-orkes Umsibeni: ukumbhalaphansi Umbala azebandayo: okuhlwekane Athanda ukukwenza: ukucula nobhendi yejezi Umsibeni: ukumbhalaphansi Umbala azebandayo: umfusa Umsibeni athanda ukukwenza: ukucula neqela bomculo wejezi bekuhlaleni	 Thami/Thami/UThami/UThami Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Oudekoms: 1 Gunslingingkleur: seesango Gunslingingkwatse: sit alles in haar mond Iminyaka: 1 Ukuthi akuthandayo: ibhanana Umbala azebandayo: umhlaba okhohli Athanda ukukwenza: ukufaka izinto emngeni Iminyaka: 1 Ukuthi akuthandayo: ibhanana Umbala azebandayo: umhlaba okhohli Umsibeni athanda ukukwenza: ukufaka izinto emngeni walthe
 Dash/Dash/UDash/UDash Favourite food: sandwiches Favourite activity: running fast Gunslingingkleur: toebroedies Gunslingingkwatse: hardop vinnig Ukuthi akuthandayo: sandwich Umbala azebandayo: ukugijima kahulu Umsibeni athanda ukukwenza: ukugijima ngamandla aphazul	 Pepper/Pepper/Upepper/Upepper Favourite food: fish Favourite activity: sleeping in boxes Gunslingingkleur: vis Gunslingingkwatse: slaap in bokse Ukuthi akuthandayo: intlanga Umbala azebandayo: ukulala embhokisi Umsibeni athanda ukukwenza: ukulala embhokisi

English • Afrikaans • isiZulu • isiXhosa

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

Day 3

What you need

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

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

4. **Tshiṭori tsha muṭa tsha *Grade R Maths*:** Kha vha sumbedze vhagudi siaṭari la 24 la *Bugu ya Dziphositara*. Kha vha ambe nga ha muṅwe na muṅwe wa vhabvumbudzwa vha vhale na mafhungo nga havho. Vhoṭhe kha vha vhalele mirado ya muṭa uyu.

Mbudziso dzi gaidaho:

- ✧ Ni khou vhona mini?
- ✧ Ni khou vhona vhathu vhangana? (Kha vha sumbe vha tshi vhalela.)
- ✧ Ni humbula mini nga avha vhathu?
- ✧ Madzina avho ndi afhio?
- ✧ Hu na vhatukana/ vhasidzana vhangana?
- ✧ Vha na miṁwaha mingana?
- ✧ Vho fhambana hani? (sa tsumbo, mupfufhi/ mulapfu, muṭuku)
- ✧ Ndi vhathu vhangana vho ambaraho marukhu/zwienda, ngauralongauralo?

[illegible]

5. **Nyito dza tshigwada tshiṭuku:** Kha vha hambudze vhagudi nga ha nyito dza tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe. Kha vha ṭalutshedze na u sumbedza nyito tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe. Kha vha hambudze vhagudi nga ha maitele a u kunakisa.

Duvha la 3

Zwine vha do toda

- Phositara ya milayo ya kilasini (siaṭari la 13)
- Mapopai a minwe
- Tshidade: *Vhaṭanu muṭani wa hashu* (siaṭari la 195)
- *Bugu ya Dziphositara*, Phositara ya 4
- Tshiṭori tsha muṭa tsha *Grade R Maths* (siaṭari la 195)
- Tshati ya vhathusi
- Tshati ya u kunakisa
- Zwiga zwa vhagudi
- Phulethi dza mabammberi
- Musevhe wa phulethi inwe na inwe

1. **Tshati ya vhathusi:** Kha vha humbudze vhagudi uri vha kha zwigwada zwifhio. Kha vha vha humbudze hafhu nga mishumo na milayo zwa kilasini. Vha tshi shumisa phulethi dza mabambiri dzo fhambanaho kha tshigwada tshiñwe na tshiñwe, kha vha nambatedze zwiga zwa vhagudi kha phulethi ya bambiri vha vhee musevhe khayoy. Vhagudi vha kwama na u vhalela tshivhalo tsha zwiga kha phulethi iñwe na iñwe. Kha vha shumise musevhe u sumba kha mugudi ane a vha murangaphanda wa tshigwada kha tshigwada tshiñwe na tshiñwe.
2. **Tshati ya u kunakisa:** Kha vha vhee tshiga tsha mugudi tsini na mushumo muñwe na muñwe wa u kunakisa vha talutshedze uri mugudi u na vhudifhinduleli ha mushumo uyo.
3. **Tshidade:** Kha vha ite tshidade, *Vhaṭanu muṭani wa hashu*. Kha vha sumbedze mapopai a minwe nga lithihi nga lithihi vha engedze nga misumbedzo.

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

4. **U vhalela ha mutevhetsindo 1–5:** Kha vha vhalele u bva kha 1 u ya kha 5, vha tshi vhanda zwanda zwavho kha nomboro inwe na inwe. Kha vha ri vhagudi vha vhalele na u vhanda zwanda navho. Kha vha dovholole zwenezwi vha tshi bula dzina linwe na linwe la mugudi nga u vhanda zwanda kha dungo linwe na linwe.

5. **Tshiitori tsha muta tsha Grade R Maths:** Kha vha sumbedze vhagudi Phositara ya 4.

Mbudziso dzi gaidaho:

- ★ Ni khou vhona mini?
- ★ Ndi vhana vhangana vho dzumbamaho?
- ★ Ndi vhana vhangana vha re murahu ha vothi?
- ★ Ndi vhana vhangana vhane vha nga fhelela fhasi ha tafa?
- ★ Ndi ngani ni tshi humbula uri Makhulu a vho ngo dzumbama fhasi ha tafa?
- ★ Vha nga dzumbama ngafhi?
- ★ Hu na vhufuwo vhangana?

Nothe, sumbani kha na u vhalela vhaaluwa, vhana na zwifuwo zwi re kha phositara. Kha vha anetshele tshiitori tsha muta tsha *Grade R Maths* vha ite na misumbedzo na vhagudi.

6. **Nyito dza tshigwada tshikuku:** Kha vha ambe nga nyito tshikushini tsha u shumela tshinwe na tshinwe. Kha vha humbudze vhagudi nga maitele a u kunakisa.

Duvha la 4

Zwine vha do toa

- Tshidade: *Vhatanu mutani wa hashu* (sitarari la 195)
- Zwiipiga zwiikuku zwa mabammbiri
- *Bugu ya Dziphositara*, Phositara ya 4
- Phulethi dza 12 dza mabammbiri

1. **Tshidade:** Kha vha ite tshidade, *Vhatanu mutani wa hashu*. Vhagudi vha sumbedza nomboro yo teaho ya minwe tshifhinga tshothe musi vha tshi bula ipfinomboro.
2. **U vhalela ha mutevhetsindo 1–5:** U vhalela u bva kha 1 u ya kha 5, vha tshi rwise mulenzhe fhasi musi vha tshi bula nomboro inwe na inwe. Kha vha ri vhagudi vha vhalele na u rwise mulenzhe fhasi navho.
3. **U vhalela zwithu 1–3:** Kha vha sumbedze vhagudi Phositara ya 4. Kha vha sumbe kha na u vhalela zwithu zwiraru zwo fhambanaho kha phositara (sa tsumbo, bugu, tshidulo, mmbwa) na vhagudi.
4. **U tevhakanya zwiwo zwa duvha linwe na linwe:** Kha vha vhudzise vhagudi zwe vha ita musi vha tshi vuwa. Kha vha vha vhudzise zwe vha ita musi vha tshi swika tshikoloni. Kha vha humbele mugudi u sumba tshifanyiso tshi tshimbilelanaho na mbekanyamushumo ya duvha linwe na linwe. Kha vha vhudzise mbudziso nga ha mutevhe wa nyito kha mbekanyamushumo ya duvha linwe na linwe.

Mbudziso dzi gaidaho:

- ★ Ro vha ri tshi khou ita mini *phanda ha* musi ri tshi ita mbalo?
- ★ Ri do ita mini lu *tevhelaho*?
- ★ Ri do ita mini *mafheleloni* a duvha?
- ★ Hu do itea mini *murahu ha* afho?

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

Guiding questions:

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

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

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

Day 5

What you need

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

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

Guiding questions:

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

Integration

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

5. **Maḍuvha a mabebo:** Kha vha ṅee mugudi muṅwe na muṅwe tshipiḍa tshiṭuku tsha bammbiri. Kha vha ri vhagudi vha ole zwifhaṭuwo zwavho kha bammbiri. Kha vha dzudze vhagudi nga miduba u ya nga ṅwedzi we vha bebwa ngawo.

Mbudziso dzi gaidaho:

- ★ Ndi ṅwedzi ufho u re na maḍuvha a mabebo manzhisa/a si gathi?
- ★ Ndi miṅwedzi ifho i re na tshivhalo tshi fanaho tsha maḍuvha a mabebo?

Kha vha ṭane phulethi dza 12 dza mabammbiri. Kha vha ṅwale dzina ḷa ṅwedzi kha phulethi iṅwe na iṅwe. Kha vha nambatedze zwifanyiso zwa zwifhaṭuwo zwa vhagudi kha phulethi dza mabammbiri u ya nga ṅwedzi wa ḍuvha ḷa mabebo avho.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha rere nga nyito tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe. Kha vha humbudze vhagudi nga ha maitele a u kunakisa.

Duvha ḷa 5

Zwine vha ḍo ṭḍa

- Tshidade: *Vhaṭanu muṭani wa hashu* (siaṭari ḷa 195)
- Zwiga zwa vhagudi
- U ṭana luvhondoni

1. **Tshidade:** Kha vha ite tshidade, *Vhaṭanu muṭani wa hashu*. Vhagudi vha sumbedza nomboro yo teaho ya minwe tshifhinga tshoṭhe musi vha tshi bula ipfinomboro.
2. **U vhalela ha mutevhetsindo 1–5:** Vhagudi vha imisa mikonwo na u vhalela u bva kha 1 u ya kha 5 tshifhinga tshoṭhe.
3. **Zwiga zwa vhagudi:** Vhagudi vha topola zwiga zwavho nahone vha zwi vhea kha tshibuḷoko tshi tshimbilelanaho nazwo kha zwo ṭanwaho luvhondoni.

Mbudziso dzi gaidaho:

- ★ Tshingafhi tshiga tshaṅu?
 - ★ Ndi ufho muvhala wa tshiga tshaṅu?
 - ★ Mmbudzeni nga tshiga tshaṅu.
4. **Nyito dza tshigwada tshiṭuku:** Kha vha rere nga nyito tshiṭitshini tsha u shumela tshiṅwe na tshiṅwe. Kha vha humbudze vhagudi nga maitele a u kunakisa.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: mveledziso ya ḍivhaipfi ya u amba; u sielisana nga tshifhinga tsha therisano; mveledziso ya misipha miṭuku.

Small group activities



TIP

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



Observe how learners engage during the activities:

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

Workstation 1

What you need

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

Learners sort counters by colour.



Workstation 2

What you need

- Playdough or clay

Learners use playdough or clay to make a model.

Workstation 3

What you need

- Paper
- Crayons

Learners draw a picture of their own choice.

Nyito dza tshigwada tshiṭuku

NGELETSHEDZO

A hu na nyito dzo rangwaho phanda nga mugudisi kha Vhege ya 1. U ratha vhukati ha tshiṭitshi tsha u shumela tshiṭwe na tshiṭwe u itela u lavhelesa na u tikedza vhagudi.



Kha vha lavhelese uri vhagudi vha ambedzana hani nga tshifhinga tsha nyito:

- Vha shela hani mulenzhe?
- Vha a kona u tevhela ndaela?
- Vha a kona u futelela kha nyito?
- Vha a kona u kovhana?
- Vha ambisa hani navho na vhukati havho vhone vhane?
- Vha farisa hani zwishumiswa?

Tshiṭitshi tsha u shumela tsha 1

Zwine vha do ṭoda

- Tshifaredzi tshi re na zwa u vhalela ngazwo zwa zwipuka na mitshelo zwa mivhala yo fhambanaho (*Khithi ya Zwishumiswa*) zwa mugudi muṭwe na muṭwe

Vhagudi vha vhekanya zwa u vhalela ngazwo nga muvhala.



Tshiṭitshi tsha u shumela tsha 2

Zwine vha do ṭoda

- Suko ṭa u tambisa kana vumba

Vhagudi vha shumisa suko ṭa u tambisa kana vumba u vumba tshiṭwe tshithu.

Tshiṭitshi tsha u shumela tsha 3

Zwine vha do ṭoda

- Bammbiri
- Dzikhirayoni

Vhagudi vha ola zwifanyiso zwine vha tou ḡinangela.



TIP

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

Workstation 4

What you need

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

Learners build a six-piece puzzle.

Workstation 5

What you need

- Building blocks

Learners use building blocks to create their own constructions.





NGELETSHEDZO

Kha vha nange phazili dzo fhambanaho dzine dza tshimbilelana na vhukoni ho fhambanaho ha vhagudi.

Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḑo ṭḑa

- Phazili ya zwipiḑa zwa rathi ya mugudi muḥwe na muḥwe (kha vha sedze siaṭari la 220)

Vhagudi vha fhaṭa phazili ya zwipiḑa zwa rathi.

Tshiṭitshi tsha u shumela tsha 5

Zwine vha ḑo ṭḑa

- Zwibuḑoko zwa u fhaṭa

Vhagudi vha shumisa zwibuḑoko zwa u fhaṭa u sika zwine vha funa u fhaṭa.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Number symbols
- Number words

New knowledge

- Number 1
- Solving problems in everyday contexts

Practise

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

New maths vocabulary

behind

in front

first

second

third

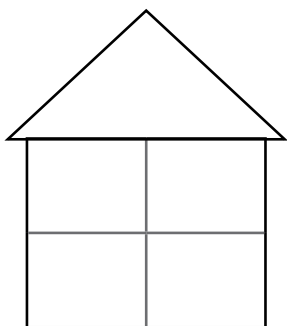
Getting ready



TIP

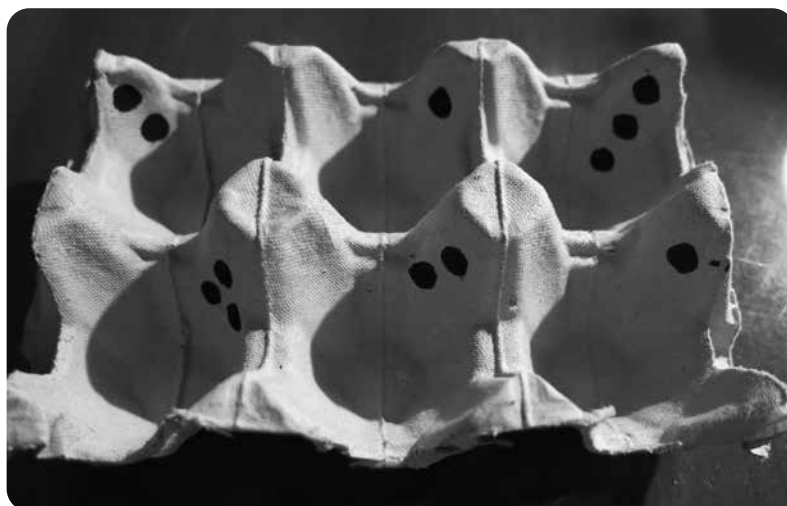
Use opportunities in the daily routine to introduce the new maths vocabulary.

Remember to talk about the daily programme.



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

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



Sia la Magudiswa lo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

- Zwiga zwa nomboro
- Ipfinomboro

Ndivho ntswa

- Nomboro ya 1
- U tandulula thaidzo kha nyimele dza duvha liñwe na liñwe

Ngowedzo

- U vhalela ha mutevhetsindo 1–5
- U vhalela zwithu 1–3
- U khwaṭhisedza divhaipfi u bva kha Vhege ya 1
- U vhekanya nga muvhala

Divhaipfi ntswa ya mbalo

murahu ha

phanda ha

mathomo

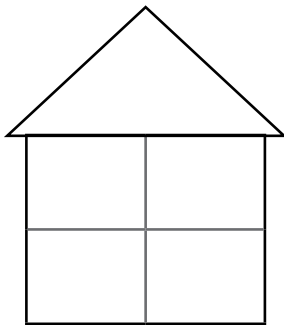
vhuvhili

vhuraru

U dilugisela

NGELETSHEDZO

Kha vha shumise zwickhala kha ndowelo ya duvha u divhadza divhaipfi ntswa ya mbalo. Vha humbule u amba nga mbekanyamushumo ya duvha liñwe na liñwe.



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

- kha vha gadze tshisagana nga zwithu zwituku zwinzhi zwo fhambanaho u itela uri mugudi muñwe na muñwe a kone u wana tshithihi
- tshati ya luvhondoni ya mbalo ya nomboro 1:
 - kha vha ite tshivhumbeo tsha nṁdu kha siaṭari la A3
 - kha vha kope vha nee muvhala kha themphuṭheithi dzi re kha siaṭari la 205 – 1, *thihi*, *tshithoma tshithihi*, *ndou nthihi*
 - kha vha nambatedze dziḽebuḽu (leibele) na zwifanyiso kha nṁdu
- kha vha lugise fhethu ha mbalo vho sedzesa kha '1' – kha vha ṭode zwifanyiso zwa zwithu zwithihi
- kha vha ite magaraṭa a tshithoma a 15 a nomboro '1'
- kha vha ite magaraṭa a tshiga a 15 a nomboro '1' (siaṭari la themphuṭheithi la 205)
- kha vha ite magaraṭa a ipfinomboro 'thihi' 5 (siaṭari la themphuṭheithi la 205)
- kha vha kuvhanganye mabogisi a 10 a makumba (Kha vha swaye khaphu iñwe na iñwe ya kumba nga zwithoma, tshithihi, zwivhili kana zwiraru. Kha vha ite phaṭhekanyo dzo fhambanaho dza zwithoma kha bogisi liñwe na liñwe la makumba.)



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

Whole class activities

Day 1



TIP

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

What you need

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

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

Integration

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

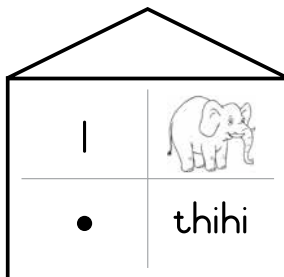
- zwithu zwa 8 zwa duvha liñwe na liñwe, sa tsumbo, bola ya thenisi, bigiri, peni, bulatsho ya mavhudzi, tshigero, lebula thuku ya tie, khii, lufingothendekeki
- themphuleithi dza 8 dzo kopiwaho dza 'nomboro 1' (siaṭari la 211) dzo putelwa nga puḽasiṭiki kana nga siḽivi tsha puḽasiṭiki
- zwitibo 3 nga mugudi tshigwadani tshiṭuku (zwi anganyelwa heneḽha kha zwitibo zwa 18).

Nyito dza kiḽasi yoṭhe

Duvha la 1



Kha vha humbudze vhagudi nga madzina a zwigwada na milayo ya kiḽasini, na maitele a u kunakisa.



Zwine vha do ṭoda

- Luimbo: *Mutshino wa Milenzhe* (siaṭari la 195)
- *Tshiṭori tsha nomboro ya 1* (siaṭari la 197)
- Magaraṭa a tshithoma a 15 a nomboro '1'
- Magaraṭa a tshiga a 15 a nomboro '1'
- Zwithu zwiṭuku zwo eḽanaho zwo fhambanaho u itela uri ṽwana muñwe na muñwe a vhe na tshithihi
- Tshati ya luvhondoni ya mbalo: Nomboro 1

1. **Luimbo:** Kha thome luimbo, *Mutshino wa Milenzhe*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo 1–5:** Kha vha vhalele na u rwisa mulenzhe wavho fhasi kha nomboro iñwe na iñwe. Kha vha dovholole na vhagudi vho dzhoina.
3. **U ḽivhadza nomboro '1':** Kha vha anetshele *Tshiṭori tsha nomboro 1*. Nḽu ya phukha ndi yone yo sedzeswaho kha tshiṭori. Kha vha sumbedze zwipiḽa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaṭa tshiṭori tsha phukha na zwifanyiso zwa nḽu: zwithu zwo fhambanaho zwo imelaho nomboro 1, sa tsumbo, tshifanyiso tsha nḽou, tshithoma, tshiga na ipfi. Kha vha ṭane zwipiḽa zwa tshati ya luvhondoni ya mbalo kha nḽu ya phukha luvhondoni fhethu ha mbalo.
4. **Miraḽo ya muvhili:** Kha vha ambe nga miraḽo ya muvhili ine ra vha na muthihi, sa tsumbo, ningo nthihi, mulomo muthihi, ṭhoho nthihi, lulimi luthihi.
5. **U topola tshithu tshithihi:** Kha vha vhee zwithu zwiṭuku zwo eḽanaho zwo fhambanaho ngomu ha tshisagana u itela uri mugudi muñwe na muñwe a dzhie tshithihi. Vhagudi vha sielisana u bvisa tshithu tshithihi. Vha ṭalusa zwithu na u amba uri vha nga zwi shumisa hani. Kha vha ṭuṭuwedze tshumiso ya ipfi 'thihi', sa tsumbo, 'ndi na bulatsho ya mavhudzi nthihi.' Zwino kha vha vhee zwithu nṭha ha ṭafula. Vhagudi vhaṭanu vha vhea garaṭa la tshithoma la nomboro 1 na garaṭa la tshiga la nomboro 1 tsini na zwithu zwiṭanu zwi re nṭha ha ṭafula. Kha vha dovholole maitele na zwiñwe zwigwada zwiḽhili zwa vhagudi vhaṭanu.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha sumbedze vhagudi zwiṭitshi zwa u shumela zwiṇa. Kha vha sumbedze nyito ya tshiṭitshi tsha u shumela tshiñwe na tshiñwe. Kha vha ṭalutshedze maitele a u kunakisa.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: u puta zwithu wa vhea kule u ya nga ḽebuḽu dza zwifanyiso kha raka, mabogisi na zwifaredzi (ḽitheresi i bvelelaho); zwipiḽa zwa muvhili.

Day 2



TIP

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

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

What you need

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

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

Guiding questions:

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

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

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

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

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

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

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

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

Duvha 1a 2

 NGELETSHEZDO

Nga tshifhinga tsha ndowelo na u ita miduba, kha vha shumise nomboro thevhekano u fana na: mathomo, vhuvhili, vhuraru.

Vha humbule u ita khalenda, maḡuvha a vhege, miḡwedzi ya ḡwaha na tshati ya maḡuvha a mabebo ḡuvha liḡwe na liḡwe.

Zwine vha ḡo ḡoda

- Luimbo: *Mutshino wa Milenzhe* (siaḡari 1a 195)
- Tshati ya luvhondoni ya mbalo: Nomboro 1
- Magaraḡa a tshiga a nomboro '1' na magaraḡa a ipfinomboro 'thihi'

1. **Luimbo:** Kha vha imbe luimbo, *Mutshino wa Milenzhe*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo 1–5:** Vhagudi vha ḡiita dzindḡou vha rwise milenzhe yavho fhasi zwenezwi vha tshi vhalela u swika kha ḡhanu.
3. **Tshati ya luvhondoni ya mbalo:** Kha vha rere nga tshati ya luvhondoni ya mbalo na tshiḡori u bva kha Duvha 1a 1.

Mbudziso dzi gaidaho:

- ★ Ndi ḡdou nngana dzi no dzula ngomu ḡduni?
- ★ Hu na miri mingana ngadeni?
- ★ Ndi ngani ni tshi humbula uri ḡdou i dzula i yoḡhe?
- ★ Ndi ngani ni tshi humbula uri hu na bannga nthihi fhedzi ngadeni?
- ★ Ndi zwipiḡa zwifhio zwa tshiḡori zwa zwa ni ḡifhela? Ndi ngani?

Kha vha ḡee vhagudi magaraḡa a zwiga a nomboro '1' na magaraḡa a ipfinomboro (*number word*) 'thihi'. Vha vhambedza '1' na 'thihi' kha tshati ya luvhondoni ya mbalo.

4. **Miraḡo ya muvhili:** Kha vha tambe mutambo. Vhagudi vha fanela u kopa fhedzi zwa vhone vha ita arali zwi tshi fana kokotolo na maipfi avho:
 - ★ Ndi na ningo nthihi. (Kha vha kwame maḡo oḡhe.)
 - ★ Ndi na mulomo muthihi. (Kha vha kwame ḡdevhe dzoḡhe.)
 - ★ Ndi na mutsinga muthihi. (Kha vha kwame mutsinga wavho.)
 - ★ Ndi na ḡhoho nthihi. (Kha vha kwame zwikunwane zwavho.)

Vhagudi vha sumba miraḡo ya muvhili ine vha vha na muthihi. Vha a dovholola, 'ḡhoho nthihi, ningo nthihi, mulomo muthihi, tshiḡefu tshithihi, mutsinga muthihi' zwenezwi vha tshi khou sumba iyi miraḡo mivhilini yavho.
5. **U ita ḡdowendḡowe ya nomboro '1':** Kha vha vhudzise, 'Ndi nnyi ane a khou vhona tshithu tshine ndi tshithihi fhedzi afha ngomu kiḡasini?' Kha vha ḡee garaḡa 1a tshiga 1a nomboro '1' mugudi muḡwe na muḡwe ane a fhindula. Vhagudi vha vhea garaḡa kha tshithu.

Kha vha sumbedze vhagudi uri hu 'ḡwalwa' hani tshiga tsha nomboro '1' muyani. Vhagudi vha 'ḡwala' '1' muyani, kha zwanḡa zwavho na milenzhe, na muḡanani wa khonani.
6. **Nyito dza tshigwada tshiḡuku:** Kha vha humbudze vhagudi nga nyito dza zwiḡitshini zwa u shumela na maitele a u kunakisa.

Day 3

What you need

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

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

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

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

Day 4

What you need

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

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



Guiding questions:

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

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

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

Duvha 3

Zwine vha do toda

- Luimbo: *Mutshino wa Milenzhe* (siaṭari 195)
- Zwithu zwo fhambanaho zwo kuvhanganywa nga tshithihi, zwivhili na zwiraru (sa tsumbo, goloi dza u tambisa, zwibuḽoko, maswogisi, bola) zwo vhewa u mona na kiḽasi. Zwigwada zwa zwithu zwi fanela u vha kha ḽeveḽe ya maṭo a vhagudi na u vhoneḽa hu si na vhoneḽe.

1. **Luimbo:** Kha vha imbe luimbo, *Mutshino wa Milenzhe*. Kha vha engedze iṅwe vese ine khayo vhagudi vha shumisa muṅwe muraḽo wa mivhili yavho, sa tsumbo, nayo kana munwe.
2. **U vhalela ha mutevhetsindo 1–5:** Vhagudi vha matsha vha tshi khou vhalela u swika kha ṭhanu.
3. **U vhalela zwithu 1–3:** Vhagudi vha toda zwithu ngomu kiḽasini, sa tsumbo, bola 1, zwibuḽoko 2, ngauralongauralo.
Kha vha tambe 'Ndi a potiela', sa tsumbo, 'Ndi a potiela nga iṭo ḽanga ḽiṭuku, tshithu tshithihi tshi re hone.' (bola nthihi); 'Ndi a potiela nga iṭo ḽanga ḽiṭuku, zwithu zwivhili zwine ni nga reila.' (goloi mbili); 'Ndi a potiela nga iṭo ḽanga ḽiṭuku, zwithu zwiraru zwine ndi nga zwi shumisa u fhaṭa thawara.' (zwibuḽoko zwiraru). Musi mugudi a tshi topola zwithu nga ṅḽila yone, u ḽisa zwithu izwo phanda ha kiḽasi. U a zwi kwama na u zwi vhalela zwoṭhe.
4. **Nyito dza tshigwada tshiṭuku:** Kha vha hambudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha 4

Zwine vha do toda

- Tshidade: *Miomva* (siaṭari 195)
- *Bugu ya Dziphositara*, Phositara ya 4
- Tshiṭori tsha muṭa wa *Grade R Maths* (siaṭari 195)
- Magaraṭa a tshithoma 5 a nomboro '1'
- Bola 2 dza milenzhe

1. **Tshidade:** Kha vha ḽivhadze tshidade, *Miomva*.
2. **U vhalela ha mutevhetsindo 1–5:** Vhagudi vha kiḽika minwe yavho vha vhalela u swika kha ṭhanu.
3. **U vhalela zwithu 1–3:** Kha vha anetshele tshiṭori tsha Phositara ya 4 (Tshiṭori tsha muṭa wa *Grade R Maths* (siaṭari 195)).

Mbudziso dzi gaidaho:

- ★ Madzina a vathu na mmbwa ndi afhio?
- ★ Ni khou vhona vhana vhangana?
- ★ Ni hambula uri ndi ngani Baba vha siho tshifanyisoni?

Vha vhoṭhe kha vha vhalela uri hu na vathu vhangana na uri hu na phukha nngana.

- ★ Hu na vathu vhanzhi kana phukha nnzhi tshifanyisoni?
- ★ Ndi tshini tshine na khou vhona tshifanyisoni tshine ndi tshithihi fhedzi?



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

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Integration

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

- ✳ Ni khou vhona mini zwine zwa vha zwivhili?
- ✳ Arali ra ita tshigwada tsha zwithu zwiraru zwi welaho fhethu huthihi afha tshifanyisoni, zwi nga vha zwifhio?

Vhagudi vha sielisana u ḡa vha tshi sumba zwithu tshifanyisoni. Vhagudi vha vhea garaṭa ḡa tshithoma ḡa nomboro 1 hune ha vha na tshithu tshithihi.

4. **U tandulula thaidzo:** Kha vha ambe nga Phositara ya 4.

Mbudziso dzi gaidaho:

- ✳ Ni humbula uri ndi nnyi ane a tamba nga bola ya milenzhe iyi?
- ✳ Arali Laylah na Malusi vhoṭhe vha tshi ṭoḡa bola, Mme vha ḡo fanela u renga dziṇwe bola nngana? (Kha vha shumise vhagudi vhavhili na bola dza milenzhe mbili u sumbedza.)
- ✳ Ni khou vhona zwimange zwingana?
- ✳ Hu na bigiri nngana dzi re nṭha ha ṭafula?
- ✳ Hu na vhathu vhanzhi kana bigiri nnzhi?
- ✳ Hu nga ṭoḡea bigiri nngana u itela uri vhathu vhoṭhe vha re tshifanyisoni vha vhe na nthihinhithi?

5. **Nyito dza tshigwada tshituku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha ḡa 5

Zwine vha ḡo ṭoḡa

- Tshidade: *Miomva* (siaṭari ḡa 195)
- Magaraṭa a tshiga a nomboro '1', magaraṭa a tshithoma a nomboro '1' na magaraṭa a ipfinomboro 'thihi'
- Zwithu zwa kiḡasini

1. **Tshidade:** Kha vha ite tshidade, *Miomva*.
2. **U vhalela ha mutevhetsindo 1–5:** Vhagudi vha tenda nga ṭhoho na u vhalela u swika kha ṭhanu. Kha vha dovholole.
3. **U vhalela zwithu 1–3:** Kha vha ite u ratha ha thevhekano vha tshi shumisa misumbedzo miraru yo fhambanaho, sa tsumbo, u rwise mulenzhe fhasi luthihi, u tenda nga ṭhoho luvhili na u vhandu zwanda luraru. Kha vha dovholole lu si gathi. Kha vha humbele vhagudi u dzinginya misumbedzo miraru yo fhambanaho u itela u sika thevhekano ntswa.
4. **U khwaṭhisedza nomboro '1':** Kha vha humbele vhagudi vha si gathi nga tshifhinga u yo dzhia tshithu u bva kiḡasini vha tshi vhee nṭha ha ṭafula ya mbalo. Kha vha nee vhaṇwe vhagudi tshiga tsha nomboro '1' kana garaṭa ḡa tshithoma uri vha nambatedze kha tshithu tshi re nṭha ha ṭafula. Kha vha dovholole.
5. **Nyito dza tshigwada tshituku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: ṭoḡani 'thihi' kha zwiṭori na dziṇwe nyito.

Small group activities

Teacher-guided activity

What you need

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

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

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

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



Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha do ṭoda

- Zwa u vhalela ngazwo zwi si zwinzhi zwa mugudi muṅwe na muṅwe
- Mugudi muṅwe na muṅwe, khaphu i re na:
 - Magaraṭa a zwithoma na zwiga zwa nomboro '1'
 - Garaṭa ḽa tshifanyiso ḽo imelaho tshithu tshithihi
- Zwa u vhalela ngazwo zwa phukha 3
- Zwithu zwa 8 zwi fanaho na magaraṭa a zwifanyiso
- Zwitibo zwa puḽasiṭiki zwa yogathi 3 zwa mugudi muṅwe na muṅwe
- Zwa u vhalela ngazwo zwa phukha zwa u engedza
- Suko ḽa u tambisa

1. **U vhalela zwithu – u livhanyisa tshithu nga tshithu:** Kha vha vhee thulwi ya zwa u vhalela ngazwo zwo fhambanaho nga mivhala phanda ha mugudi muṅwe na muṅwe. Vhagudi vha kwama na u zwi vhalela.
2. **U vhekanya:** Vhagudi vha vhekanya zwa u vhalela ngazwo zwa phukha u ya nga muvhala. Vha vhalela uri ndi zwingana zwa muvhala muṅwe na muṅwe zwine muṅwe na muṅwe wavho a vha nazwo.
3. **U ita ndowendowe ya nomboro '1':** Kha vha vhee zwithu zwa 8 zwi fanaho na magaraṭa a zwifanyiso a re nṱha ha methe. Kha vha humbele vhagudi u nanga tshithu tshithihi u bva kha thulwi vhukati ha tshitendeledzi tshine tsha fana na garaṭa ḽa tshifanyiso ḽavho. Vhagudi vha vhambedza garaṭa ḽa tshiga tsha nomboro na magaraṭa a zwifanyiso avho. Vhagudi vha tshintshana magaraṭa a zwifanyiso vha dovholola. Kha vha ṅee mugudi muṅwe na muṅwe zwitibo zwiraru zwa puḽasiṭiki zwa khaphu ya yogathi. Kha vha humbele vhagudi u vhea tsha u vhalela ngatsho tshithihi tsha phukha u bva kha khaphu kha tshitibo tshiṅwe na tshiṅwe. Vhagudi vha vhea magaraṭa a tshithoma, tshiga tsha nomboro na magaraṭa a ipfi tsini na tshitibo tshiṅwe na tshiṅwe. Kha vha vhee zwa u vhalela ngazwo zwa phukha zwi si gathi zwa u engedza kha tshithihi tsha zwitibo zwa mugudi muṅwe na muṅwe. Kha vha humbele vhagudi u bvisa zwa u vhalela ngazwo u itela uri tshitibo tshiṅwe na tshiṅwe tshi vhe na 'thihi' hafhu.

Kha vha vhumbe/ṅwale '1' muyani. Kha vha ṅee mugudi muṅwe na muṅwe suko ḽa u tambisa ḽiṭuku vha vha humbele uri vha ite tshivhumbeo tsha tshiga tsha nomboro '1'.





TIP

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



Check that learners are able to:

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

Workstation 1

What you need

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

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



Workstation 2

What you need

- Playdough
- Paper
- Crayons

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

NGELETSHEDZO

Kha vha lavhelese, tikedze na u vhudzisa mbudziso dza vhagudi. Ndi zwa ndeme u ñivha zwine vhagudi vha vho kona u ita u itela uri vha kone u fhaṭa kha thangelangivho yavho. Kha vha vhee notsi dzi dodombedzaho mugudi muṅwe na muṅwe tshigwadani.



Kha vha ṭole uri vhagudi vha a kona u:

- vhekanya zwa u vhalela ngazwo u ya nga muvhala
- vhalela tshigwada tsha zwithu vha tshi shumisa u livhanyisa tshithu nga tshithu
- vhambedza tshithu tshithihi na tshifanyiso tsha garaṭa ḽa tshiga na tshiga tsha mugudi
- vhambedza tshiga tsha nomboro '1' na tshifanyiso tsha garaṭa ḽa tshiga tsha '1' na tshithu tshithihi

Tshiṭitshi tsha u shumela tsha 1

Zwine vha ḑo ṭoda

- Mabogisi a 10 a makumba o swaiwaho nga zwigwada zwa zwithoma u bva kha thihi u ya kha raru kha khaphu iṅwe na iṅwe ya makumba
- Thulwi ya zwa u vhalela ngazwo zwa mitshelo zwa mugudi muṅwe na muṅwe

Vhagudi vha nanga bogisi ḽa makumba. Vha vhambedza tshivhalo tsha zwa u vhalela ngazwo zwa mitshelo na tshivhalo tsha zwithoma kha khaphu ya makumba iṅwe na iṅwe. Vhagudi vha dovholola izwi vha tshi shumisa mabogisi o fhambanaho a makumba.



Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḑo ṭoda

- Suko ḽa u tambisa
- Bammbiri
- Dzikhirayoni

Vhagudi vha shumisa suko ḽa u tambisa u ita tshithu tshithihi. Vhagudi vha ola tshifanyiso tsha tshithu itsho.

Workstation 3

What you need

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

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



Workstation 4

What you need

- Building blocks

Learners use building blocks to build anything of their choice.

**TIP**

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

Tshiṭitshi tsha u shumela tsha 3

Zwine vha ḡo ṭoḡa

- Themphuleithi ya suko ḡa u tambisa: Nomboro 1 nga mugudi (siaṭari ḡa 211)
- Suko ḡa u tambisa

Vhagudi vha shumisa suko ḡa u tambisa u vhumba nomboro '1', u kungulusa bola nthihi ya suko ḡa u tambisa uri vha i vhee kha muri, na u kungulusa bola nthihi ya suko ḡa u tambisa uri vha i vhee kha giridi.



Tshiṭitshi tsha u shumela tsha 4

Zwine vha ḡo ṭoḡa

- Zwibuḡoko zwa u fhaṭa

Vhagudi vha shumisa zwibuḡoko zwa u fhaṭa u fhaṭa tshinwe na tshinwe tshine vha tou ḡinangela.



NGELETSHEDZO

Mushumo wa mugudi e eṭhe u nga katela u lunzhedza, bodo dza phekhisi, u gunubedza, u zipa, u ola na u pennda.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

roll
slide
big/biggest

small/smallest
in
out

side
corner
edge

straight
flat
round

Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

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

Thero

- U kona u vhona, u topola na u bula zwithu zwa mielo miraru
- U talusa, u vhekanya na u vhambedza zwithu zwa mielo miraru: bola na mabogisi
- Vhuimo, u divhadza na mihumbulo: ngomu na nḡa

Ndivho ntswa

- U vhalela zwithu 1–5
- Vhonzani ha bola na mabogisi
- Zwithu zwi kunguluwaho kana zwi suvhaho
- Vhuimo: ngomu na nḡa
- Khulu na thukhu
- Khulwanesa na thukhusa

Nḡowedzo

- U vhalela ha mutevhetsindo 1–5
- U khwaṭhisedza 1
- U vhekanya nga saizi

Divhaipfi ntswa ya mbalo

kunguluwa
suvha
khulu/khulwanesa

thukhu/thukhusa
ngomu
nḡa

sia
khuḡa
lumeme

tswititi
navha
tshikate

U dilugisela

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

- zwifanyiso zwa muomva 5 zwa saizi ya A4
- khovhe thukhu 5 dza makhadibogisi
- khovhe khulwane 1 ya khadibogisi, khulwane vhukuma lune i nga kona u eḡana khovhe thukhu 5 dza makhadibogisi
- mabogisi a makhadibogisi 2 a saizi ya vhukati, lithihi li na lebuḡu ya tshifanyiso 'tshihulu' ngeno liṅwe li na lebuḡu ya tshifanyiso 'tshituku'
- murango muṭuku wo itwaho nga bugu ya gwati lo khwaṭhaho, bodo la itwaho nga bulannga/bulannga, kana tshipiḡa tsha ṭafula tsha nga nṭha tsho vhewa nṭha ha tombo liṭuku kana bogisi
- guranḡa
- mabogisi a makhadibogisi a 12 maṭuku, sa tsumbo, la tshisibe tsha mushonga wa u ṭamba maṅo, la tshisibe kana mabogisi a zwidohodohwane
- khuvhanganyo ya bola dza saizi dzo fhambanaho.

Nyito dza kilasi yoṭhe

Duvha la 1

Zwine vha ḡo ṭoḡa

- Tshidade: *Miomva* (siaṭari la 195)
- Zwifanyiso 5 zwa muomva
- Khuvhanganyo ya mabogisi na bola dza saizi dzo fhambanaho

1. **Tshidade:** Kha vha ite tshidade, *Miomva*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha vhanda magona avho vha tshi vhalela u bva kha 1 u ya kha 5.

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

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

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

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

Guiding questions:

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

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

Guiding questions:

- ★ What can you tell me about this ball?
- Ask the learners to sit in a circle and pass the ball around. As it is passed from learner to learner, they describe the shape of the ball. Prompt the learners to tell you that it is round and that it has no corners or edges.
- ★ What can you tell me about the surface of the ball?
 - ★ Does the ball have corners or edges?

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

Guiding questions:

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

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



TIP

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

3. **U vhalela zwithu 1–5:** Vhagudi vha rathi vha ima phanda ha kilasi. Kha vha nee mugudi muthihi zwifanyiso zwitanu zwa muomva. Vhagudi vhothe vha ita tshidade tsha *Miomva* ngeno mugudi o faraho zwifanyiso zwa muomva a tshi nea tshithihi kha muñwe na muñwe wa vhaḽa vhaḽanu vho imaho phanda ha kilasi. Kha vha rere:

- ★ Ndi miomva mingana ine *muñwe na muñwe* wa vhagudi o fara? (Kha vha vhalele muthihi kha mugudi muñwe na muñwe.)
- ★ Hu na miomva mingana yo fhelela yothe? (Kha vha i vhale.)

Vhagudi vhavhili vha sala vho ima. Vhañwe vha vha nea zwifanyiso zwavho zwa muomva vha kona u dzula fhasi. Kha vha vhudzise kilasi uri ndi nnyi a re na miomva minzhi nahone ndi nnyi a re na mituku. Kha vha vhalele miomva ine muñwe na muñwe wa vhagudi a vha nayo.

4. **U tumbula vhunzani ha mabogisi:** Kha vha vhee mabogisi maḽanu a saizi dzo fhambanaho kha methe. Kha vha vhalele mabogisi. Kha vha imise bogisi vha rere.

Mbudziso dzi gaidaho:

- ★ Ni nga mmbudza mini nga ha ili bogisi?
- ★ Hu na ane a nga ntsumbedza hune na khou vhona khuda ngomu kilasini? (Kha vha humbele mugudi muthihi uri a ime khudani.)
- ★ Hu na ane a nga ntsumbedza khuda kha ili bogisi?
- ★ Kha ri vhalele khuda dzothe dzi re kha bogisi.
- ★ Ni nga ntsumbedza sia lithihi la bogisi?
- ★ Ni nga ntsumbedza linwe sia la bogisi?
- ★ Hu na masia mangana o fhelela?
- ★ Lumeme lwa bogisi lu ngafhi?
- ★ Ri nga vhalela meme dzothe?

5. **U tumbula vhunzani ha bola:** Kha vha imisela bola nṽha uri kilasi i vhone.

Mbudziso dzi gaidaho:

- ★ Ni nga mmbudza mini nga iyi bola?

Kha vha humbele vhagudi vha dzule vho ita tshitendeledzi vha newe bola vha i sedze. Zwenezwi i tshi bva kha mugudi u ya kha muñwe, vha ḽalusa tshivhumbeo tsha bola. Kha vha ṽṽuwedze vhagudi u amba uri bola ndi tshipulumbu na uri a i na khuda kana meme.

- ★ Ni nga mmbudza mini nga nyalo ya bola?
- ★ Bola i na khuda kana meme?

6. **U suvha na u kunguluwa:** Vhagudi vha kunguluselana bola. Kha vha ḽaluse uri bola i tshimbilisa hani: ri a i 'kungulusa'. Kha vha sumbedze vhagudi bogisi.

Mbudziso dzi gaidaho:

- ★ Bola i tshimbilisa hani?
- ★ Ri nga kungulusa bogisi?
- ★ Ndi ifhio ndila ya khwine ya u tshimbidza bogisi kha fuloro? (Vha ṽṽuwedze vhagudi u bula u suvha.)

7. **Nyito dza tshigwada tshiṽuku:** Kha vha ḽaluse nyito dza zwiṽitshini zwa u shumela zwiṽa. Kha vha humbudze vhagudi nga ha maitete a u kunakisa.

NGELETSHEDZO

Musi vha tshi amba nga zwiñwe zwithu ngomu kilasini, sa tsumbo, desike, bugu kana zwibuḽoko, vha shumise divhaipfi ya mbalo u fana na: tshipulumbu, masia, khuda, meme, tswititi, fulethe.

Day 2

What you need

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

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

Guiding questions:

- ★ If I take out enough fish to hold one in each of my hands, how many fish will I be holding?
 - ★ If I take out one more fish, how many fish will I be holding?
- Count 1, 2, 3 fish with the class. Take another fish out and count 1, 2, 3, 4 together. Repeat this, counting to 5.
- ★ How many fish will I be holding if I put one fish back into the box?

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

Guiding questions:

- ★ Can you tell me about the box/the ball?
- ★ Which group will you put it in?
- ★ Why do you think it belongs in this group?

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

Guiding questions:

- ★ Who can point to the biggest object in the pile?
- ★ Who can point to the biggest object in the classroom?
- ★ What makes it the biggest?
- ★ Who can point to the smallest object in the pile?



TIP

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

Duvha 2

Zwine vha do toda

- Tshidade: *Khovhe nthihi thukhu* (siafari la 197)
- Makhadibogisi a khovhe 5
- Bogisi li si na tshithu la u do panga
- Khuvhanganyo ya bola na mabogisi zwa saizi dzo fhambanaho
- Thamborini kana dzitshele khovhe ngomu

1. **Tshidade na zwithu zwa u vhalela 1–5:** Kha vha imisele ntha na u vhalela makhadibogisi a khovhe matanu zwenezwi vhagudi vha tshi khou ita tshidade, *Khovhe nthihi thukhu*. Kha vha humbele vhagudi vhatanu u ima na uri muhwe na muhwe a fare khovhe nthihi. Vhagudi avha vhatanu vha dzhenisa khovhe ngomu bogisini zwenezwi vhañwe vhothe vha tshi khou ita tshidade.
2. **U vhalela ha mutevhetsindo 1–5:** Kha vha vhalele u ya nga mutevhetsindo wa thamborini kana tsele.
3. **U tandulula thaidzo:** Kha vha shumise khovhe thanu dzi re ngomu ha bogisi u tandulula thaidzo.

Mbudziso dzi gaidaho:

- ★ Arali nda bvisa khovhe dzo edanaho u fara nthihi nga tshiñwe na tshiñwe tsha zwanda zwanga, ndi do vha ndo fara khovhe nngana?
- ★ Arali nda bvisa inwe khovhe nthihi hafhu, ndi do vha ndo fara khovhe nngana?

Kha vha vhalele khovhe 1, 2, 3 na kilasi. Kha vha bvisa inwe khovhe vha vhalele 1, 2, 3, 4 vhothe. Vha dovholole izwi, u vhalela u swika kha 5.

- ★ Ndi do vha ndo fara khovhe nngana arali nda vhuedzedza nthihi ngomu bogisini?

4. **U vhekanya na u vhambedza bola na mabogisi:** Kha vha vhee khuvhanganyo ya saizi dzo fhambanaho dza bola na mabogisi kha methe. Kha vha humbele vhagudi u vha sumbedza tshiñwe tshithu tshi re na khuda, tshiñwe tshithu tsha tshipulumbu, tshiñwe tshithu tshi re na meme, tshiñwe tshithu tshine tsha kunguluwa. Kha vha vhekanye bola na mabogisi nga zwigwada zwivhili vha na vhagudi. Kha vha nange vhagudi uri vha sielisane u dzhia bogisi kana bola u bva kha khuvhanganyo.

Mbudziso dzi gaidaho:

- ★ Ni nga kona u mmbudza nga bogisi/bola?
- ★ Ni nga li/i vhea kha tshigwada tshifhio?
- ★ Ndi ngani ni tshi humbula uri li/i wela kha tshigwada itshi?

5. **U vhambedza saizi dza mabogisi:** Vhagudi vha topola uri ndi mabogisi afhio a re mahulwane na a re matuku. Kha vha vhambedze bogisi lihulwane na bogisi lituku.
6. **U vhambedza saizi dza bola:** Vhagudi vha topola uri ndi bola dzifhio dzi re khulwane na dzi re thukhu. Kha vha vhambedze bola khulwane na bola thukhu.

7. **U ita ngowendowe ya 'khulu' na 'thukhu':** Kha vha vhudzise mbudziso nga zwithu zwituku na zwihulwane.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi ane a nga sumba tshithu tshihulwane tshi re kha thulwi?
- ★ Ndi nnyi ane a nga sumba tshithu tshihulwane ngomu kilasini?
- ★ Ndi mini tshi tshi itaho tshihulwane?
- ★ Ndi nnyi ane a nga sumba tshithu tshitukusa kha thulwi?

NGELETSHEDZO

Kha vha litshe bola na mabogisi ngomu ha zwifaredzi zwi re kha kana tsini na tafula ya mbalo u itela uri vhagudi vha kone u tandula vha tshi isa phanga nga tshifhinga tshavho.

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

Day 3

What you need

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

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

Guiding questions:

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

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

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

Guiding questions:

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

- ✱ Hu na tshiñwe tshithu tshiṭuku kha itshi ngomu kilasini?
 - ✱ Hu na ane a nga humbula nga tshiñwe tshithu tshi re tshihulwane?
 - ✱ Hu na ane a nga humbula nga tshiñwe tshithu tshi re tshiṭuku?
8. **Nyito dza tshigwada tshiṭuku:** Kha vha hambudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 3

Zwine vha do ṭoda

- Tshidade: *Khovhe nthihi ṭhukhu* (siaṭari la 197)
- Khovhe dza makhadibogisi 5
- Khovhe ya khadibogisi khulwane 1
- Prestiki
- Khuvhanganyo ya bola na mabogisi zwa saizi dzo fhambanaho
- Murango muṭuku
- Bola na bogisi u itela ṭafula ya mbalo

1. **Tshidade:** Kha vha imisele nṭha khovhe ya khadibogisi nthihi nga nthihi zwenezwi vha tshi khou ita tshidade, *Khovhe nthihi ṭhukhu*. Kha vha humbele vhagudi vhaṭanu uri vha ime muñwe na muñwe o fara khovhe nthihi. Vhagudi vhaṭanu vha dzhenisa khovhe ngomu ha bogisi zwenezwi vha tshi khou imba tshidade vhoṭhe.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha tenda nga ṭhoho na u vhalela u bva kha 1 u ya kha 5.
3. **U khwaṭhisedza 'khulu' na 'ṭhukhu':** Kha vha vhee khovhe khulwane kha luvhondo lwa nṭha ha ṭafula ya mbalo. Kha vha ri, 'Khovhe iyi khulwane i khou ṭoda u la khovhe ṭhukhu i re ngomu bogisini.' Kha vha nee vhagudi vhaṭanu vho fhambanaho khovhe dza khadibogisi ṭhukhu. Kha vha ambe mazha, 'I la khovhe nthihi.' 'I la inwe khovhe hafu.' zwenezwi vhagudi vha tshi khou nambatedza khovhe ṭhukhu kha khovhe khulwane. Nga murahu ha musi khovhe inwe na inwe yo engedzwa, kha vha vhudzise mbudziso i tevhelaho.

Mbudziso dzi gaidaho:

- ✱ Ndi khovhe nngana ṭhukhu dze dza liwa nga khovhe khulwane? Kha vha bvele phanḁa nga nḁila iyi u swika vhagudi vha tshi fhedza u nambatedza khovhe dzoṭhe ṭhanu ṭhukhu. Kha vha vhudzise vhagudi uri ndi khovhe ṭhukhu nngana dze khovhe khulwane ya la dzo fhelela. Kha vha vhalele khovhe ṭhukhu.
4. **U vhambedza vhunzani ha mabogisi na bola:** Kha vha vange khuvhanganyo ya mabogisi na bola. Vhagudi vha vhekanya mabogisi na bola.

Mbudziso dzi gaidaho:

- ✱ Ndi ngani no vhekanya ngauralo?
- ✱ Ndi zwifhio zwi fanaho nga zwithu zwoṭhe kha itshi tshigwada? (Kha vha sumbe mabogisi.)
- ✱ Kha itshi tshigwada? (Kha vha sumbe bola.)
- ✱ Ni nga zwi vhekanya nga inwe nḁila?
- ✱ Ndi ngani no dzhenisa itshi kha itshi tshigwada?
- ✱ Ndi ngafhi hune itshi tsha fanela uya? Ndi ngani?
- ✱ Arali na nanga tshithu tshi re na khuḁa, ni nga tshi dzhenisa kha tshigwada tshifhio?
- ✱ Arali na nanga tshithu tshi re na masia a fuṭethe, tshi nga fanela u ya kha tshigwada tshifhio?



TIP

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



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

Guiding questions:

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

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

Day 4

What you need

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

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

Guiding questions:

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

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

Day 5

What you need

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



TIP

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

NGELETSHEDZO

Nyito iyi ya murango i nga itwa na nnda. Kha vha nee vhagudi tshifhinga tsha u edzisa nga u suvha na u kunguluwa ha mabogisi na bola.



5. **U suvha na u kunguluwa:** Kha vha dzudzanye murango. Vhagudi vha nanga bola kana bogisi.

Mbudziso dzi gaidaho:

- ★ Ndi zwifhio zwa izwi zwine na humbula uri zwi do suvha murangoni?
- ★ Ndi ngani ni tshi humbula uri zwi do suvha?
- ★ Ndi zwifhio zwa izwi zwine na humbula uri zwi do kunguluwa?
- ★ Ndi ngani ni tshi humbula uri zwi do kunguluwa?
- ★ Ndi tshifhio tshine na humbula uri tshi do swika fhasi phanda? Ndi ngani?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 4

Zwine vha do ṭoda

- Tshidade: *Khovhe nthihi ṭhukhu* (siaṭari la 197)
- Khuvhanganyo ya bola na mabogisi zwa saizi dzo fhambanaho zwo vheva u mona na kilasi

1. **Tshidade:** Kha vha ite tshidade, *Khovhe nthihi ṭhukhu*. Vha engedze nga misumbedzo. Kha vha nange vhagudi vhaṭanu vane vha do vha khovhe ṭhanu. Kha vha dovholole u nea vhaṭwe vhagudi vhaṭanu hafu tshifhinga.
2. **U vhaṭela ha mutevhetsindo:** Vhagudi vha ita muungo wa u rwise minwe ya tshanda tshithihi yavho na u vhaṭela u bva kha 1 u ya kha 5 vha tshi tevhedza mutevhetsindo wa thamborini kana tshele.
3. **U khwaṭhisedza 1, u ita ndowendowe ya khulu na ṭhukhu:** Kha vha nange vhagudi vha si gathi u dzhia tshithu tshithihi tshihulu/tshiṭuku ngomu kilasini vha vhelele kha methe. Vha vhudza tshigwada uri tshithu tshavho ndi tshini na uri ndi tshihulu kana tshiṭuku naa. Vhagudi vha vhea zwithu zwavho zwigwadani zwa zwithu zwihulwane na zwithu zwiṭuku.
4. **U khwaṭhisedza u suvha na u kunguluwa:** Vhagudi vha ṭalusa zwe zwa itea nga Duvha la 3 kha mabogisi na bola ngei murangoni. Vhagudi vha si gathi vha dzhia bola na mabogisi vha kungulusela kana u suvhiselana kha muṭwe mugudi vho ita tshitendeledzi. Kha vha rere uri ndi zwithu zwifhio zwi kunguluwaho na zwi suvhaho.

Mbudziso dzi gaidaho:

- ★ Ndi zwithu zwifhio zwi kunguluwaho? Ni humbula uri ndi ngani zwi tshi kunguluwa?
- ★ Ndi zwithu zwifhio zwi suvhaho? Ni humbula uri ndi ngani zwi tshi suvha?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 5

Zwine vha do ṭoda

- Tshidade kana luimbo luṭwe na luṭwe u bva kha Vhege ya 1– kha ya 3
- Tshifanyiso tsha khovhe khulwane na zwifanyiso zwiṭanu zwa khovhe ṭhukhu (u bva kha Duvha la 3)
- Dziḥula hupu dzi eḡanaho hafu ya vhagudi
- Mabogisi mahulwane a u namela khao
- Zwisiamele
- Mabakete kana zwiṭwe zwifaredzi zwihulwane

NGELETSHEDZO

Kha vha wane tshikhala kha fuloro tshi suvhelelaho u itela iyi nyito vhunga mabogisi a tshi anzela u konḡa u a suvhisa kha methe.



TIP

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

1. **Rhyme:** Say or sing any of the rhymes or songs from Weeks 1 to 3.
2. **Oral counting:** Learners swing their arms and count from 1 to 5.
3. **Counting 1–5:** Take the pictures of the smaller fish off the big fish, and count them as you put them in the box on the maths table.
4. **Introducing 'in' and 'out':** Talk about where the fish are. This is a movement activity that requires space. Learners work in groups and follow instructions:
 - ★ Jump into a hula hoop and jump out.
 - ★ Stand with one leg in the hula hoop and one leg out.
 - ★ Climb into the box and climb out.
 - ★ Throw a beanbag into a bucket and take it out.

Learners say where they are, or where the beanbag is.
5. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Integration

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

Small group activities

Teacher-guided activity

What you need

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

1. **Counting 1–5:** Learners hold up a hand and count from 1 to 5 on their fingers.
2. **'Big' and 'small' game:** Put a selection of 15 big and small objects in the centre of the group. Discuss which are big and which are small. Explain the game to learners:

Call out a learner's name and then say 'big' or 'small'. As quickly as possible the learner takes a big or small object. Each learner has a turn. At the end of the game, learners replace the objects in the centre of the mat. Ask learners if they had a big or a small object, and what the object was.

NGELETSHEDZO

Kha vha ole zwivhumbeo nga tshokho arali vha si na dzihula hupu kana mabogisi mahulwane. Kha vha ite bola nga gurannḡa arali vha si na tshisiamelo.

1. **Tshidade:** Kha vha ite kana u imba luḡwe na luḡwe lwa zwidade kana nyimbo u bva kha Vhege ya 1 u swika kha ya 3.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha ḡharamudza mikonwo yavho na u vhalela u bva kha 1 u swika kha 5.
3. **U vhalela 1–5:** Kha vha bwise zwifanyiso zwa khovhe ḡhukhu kha khovhe khulwane, vha zwi vhale zwenezwi vha tshi khou zwi dzhenisa ngomu bogisini ḡi re nḡha ha ḡafula ya mbalo.
4. **U ḡivhadza ‘ngomu’ na ‘nḡa’:** Kha vha ambe nga hune khovhe dza vha hone. Iyi ndi nyito ya u ratha i ḡoḡaho tshikhala. Vhagudi vha shuma nga zwigwada vha tevhela ndaela:
 - ✦ Fhufhelani ngomu ha huḡa hupu ni dovhe ni fhufhele nḡa.
 - ✦ Imani nga mulenzhe muthihi ngomu ha huḡa hupu muḡwe mulenzhe u nḡa hayo.
 - ✦ Dzhenani ngomu bogisini ni dovhe ni bvele nḡa.
 - ✦ Posani tshisiamelo ngomu baketeni ni dovhe ni tshi bwisele nḡa.
 Vhagudi vha amba hune vha vha hone, kana hune tshisiamelo tsha vha hone.
5. **Nyito dza tshigwada tshiḡuku:** Kha vha humbudze vhagudi nga ha nyito dza zwiḡtshini zwa u shumela na maitele a u kunakisa.

U ḡanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: kha vha vhee tshivhalo tsha mabogisi nḡa u itela uri vhagudi vha a shumise u edzisa nga ‘ngomu’ na ‘nḡa’.

Nyito dza tshigwada tshiḡuku

Nyito yo rangwaho phanḡa nga mugudisi

Zwine vha ḡo ḡoḡa

- Munanguludzo wa bola na zwithu zwa tshivhumbeo tsha bogisi zwa ḡuvha ḡiḡwe na ḡiḡwe
- Murango muḡuku
- Zwiḡḡoko zwa u fhaḡa zwihulwane na zwiḡuku
- Zwithu zwihulwane na zwiḡuku zwa 15

1. **U vhalela 1–5:** Vhagudi vha imisela tshanḡa nḡha vha vhalela u bva kha 1 u ya kha 5 nga minwe yavho.
2. **Mutambo wa ‘khulu’ na ‘ḡhukhu’:** Kha vha vhee munanguludzo wa zwithu zwihulwane na zwiḡuku zwa 15 vhukati ha tshigwada. Kha vha rere uri ndi zwifhio zwihulwane na zwi re zwiḡuku. Kha vha ḡalutshedze vhagudi mutambo:

Kha vha vhidzelele dzina ḡa mugudi vha kone uri ‘khulu’ kana ‘ḡhukhu’. Nga u ḡavhanya hu konadzeaho mugudi u dzhia tshithu tshihulwane kana tshiḡuku. Mugudi muḡwe na muḡwe u ḡewa tshifhinga.

Mafheleloni a mutambo vhagudi vha vhuedzedza zwithu vhukati ha methe. Kha vha vhudzise vhagudi arali vho vha vho dzhia tshithu tshihulwane kana tshiḡuku, nahone itsho tshithu tsho vha tshi mini.

3. **Sorting objects into 'big' and 'small', counting:** Give each learner five different-sized blocks that can be sorted into big and small. Learners count their blocks. Learners show their biggest and smallest block to the group. Learners order their blocks from smallest to biggest. Learners order the blocks from biggest to smallest.
4. **Properties of balls and boxes game:** Put a selection of ball- and box-shaped objects on the mat. Call out a learner's name and one property of a box or a ball, for example, it has corners, it is round, it has edges, it has sides, it rolls, it slides. Learners identify the object with that property. Learners keep the object once identified. Compare the similarities and differences between their objects.

Guiding questions:

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

Sort objects that slide and roll. Choose five objects.

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

Learners use the ramp to explore whether the objects roll or slide. Learners make two piles of objects: those that slide and those that roll.

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

Integration

Home Language and Life Skills (outdoor activities):

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



Check that learners are able to:

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

3. **U vhekanya zwithu nga 'zwihulu' na 'zwiṭuku', vha tshi vhalela:**
 Kha vha nee mugudi muṅwe na muṅwe zwibuḽoko zwiṭanu zwa saizi dzo fhambanaho zwine zwi nga vhekanywa nga zwihulwane na zwiṭuku. Vhagudi vha vhalela zwibuḽoko zwavho. Vhagudi vha sumbedza tshigwada tshibuḽoko tshavho tshihulwanesa na tshiṭukusa. Vhagudi vha tevhekanya zwibuḽoko zwavho u bva kha tshiṭukusa u ya kha tshihulwanesa. Vhagudi vha tevhekanya zwibuḽoko u bva kha tshihulwanesa u ya kha tshiṭukusa.
4. **Mutambo wa vhunzani ha bola na mabogisi:** Kha vha vhee munanguludzo wa bola na zwithu zwa tshivhumbeo tsha bogisi kha methe. Kha vha vhidzelele dzina ḽa mugudi na tshidodombedzwa tshithihi tsha bogisi kana bola, sa tsumbo, tshi na khuḽa, ndi tshipulumbu, tshi na meme, tshi na masia, tshi a kunguluwa, tshi a suvha. Vhagudi vha topola tshithu tsha vhunzani uho. Vhagudi vha fara itsho tshithu musi vho no tshi topola. Kha vha vhambedze zwi fanaho na zwo fhambanaho vhukati ha zwithu zwavho.

Mbudziso dzi gaidaho:

- ★ Ndi zwifhio zwi re na khuḽa?
- ★ Ndi zwifhio zwi re tshipulumbu?
- ★ Ndi zwifhio zwi re na masia?

Kha vha vhekanye zwithu zwi suvhaho na zwi kunguluwaho. Kha vha nange zwithu zwiṭanu.

- ★ Ndi zwithu zwifhio zwine na humbula uri zwi ḽo kunguluwa? Ndi ngani?
 - ★ Ndi zwithu zwifhio zwine na humbula uri zwi ḽo suvha? Ndi ngani?
- Vhagudi vha shumisa murango u tandula arali zwithu zwi tshi suvha kana u kunguluwa. Vhagudi vha ita thulwi mbili dza zwithu: zwine zwa suvha na zwiḽa zwine zwa kunguluwa.
- ★ Ri na zwithu zwingana zwine zwa suvha? Ndi zwingana zwi kunguluwaho?
 - ★ Ndi tshigwada tshifhio tshi re na zwinzhi? Ndi tshigwada tshifhio tshi re na zwiṭuku?

U ṭangelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo (nyito dza nṅa):

- Mveledziso ya ḽivhaipfi (mafhambanyi) na u tevhela ndaela.
- Vhagudi vha shuma nga zwigwada u tandula uri ndi zwithu zwifhio zwi kunguluwaho kana zwi suvhaho kha murango.
- U khwaṭhisedza ḽivhaipfi ya khulu na ṭhukhu, vhagudi vha a ḽi puta vha ita tshivhumbeo tshiṭuku tsha bola vha kona u onyolowa uri vha ḽi ite tshithu tshihulwane nga hune vha nga kona.



Kha vha ṭole uri vhagudi vha a kona u:

- vhekanya na u vhambedza bola na mabogisi
- topola vhunzani ha bola na mabogisi
- topola zwithu zwine zwa kunguluwa na zwine zwa suvha
- pfesesa vhuimo 'ngomu' na 'nṅa' (Vha lavhelese nga tshifhinga tsha nyito ya tshigwada tshoṭhe nga ḽuvha ḽa 5.)
- pfesesa ḽivhaipfi ya 'khulu' na 'ṭhukhu'

Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

Workstation 3



TIP

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

What you need

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

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



Workstation 4

What you need

- Building blocks of different sizes
- Plastic farm animals

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



Tshiṭṭshi tsha u shumela tsha 1

Zwine vha ḏo ṭḏa

- Mabogisi a saizi dzo fhambanaho
- Zwiḃambbiri zwa guranṇḏa
- Guḷuu kana zwiṭikara

Vhagudi vha shumisa mabogisi, guḷuu (kana zwiṭikara) na zwiḃambbiri zwa guranṇḏa u fhaṭa zwithu zwine vha tou ḡinangela.

Tshiṭṭshi tsha u shumela tsha 2

Zwine vha ḏo ṭḏa

- Suko ḷa u tambisa
- Mabogisi 2, ḷithihi ḷi re na tshifanyiso tsha ḷebuḷu ya 'khulu'
- na ḷihwe ḷa tshifanyiso tsha ḷebuḷu ya 'ṭhukhu'

Vhagudi vha ita bola khulwane na ṭhukhu nga suko ḷa u tambisa vha dzi vhekanya nga u dzi vhea ngomu mabogisini a re na ḷebuḷu dza 'khulu' na 'ṭhukhu' khao.

Tshiṭṭshi tsha u shumela tsha 3

Zwine vha ḏo ṭḏa

- Pennde nga dziṭhireyi
- Zwiḃambbiri zwa fuḷethe (vha tshi funa)
- Bammḃiri
- Zwiḃuḷoko zwa bulannga kana makhadibogisi zwa saizi dzo fhambanaho

Kha vha shele ḷeyara tsekene ya pennde ngomu ha tshidongo kana ṭhireyi ya puḷasiṭiki. Vhagudi vha dzhenisa sia ḷithihi ḷa buḷoko (kana khadibogisi ḷiṭuku, sa tsumbo, bogisi ḷa tshisibe tsha u ṭamba mano, ḷa tshisibe kana ḷa tshipaisi) ngomu ha ṭhireyi ya pennde. Vha kandedza tshibuḷoko fhasi kha bammḃiri u ita muganḡiso.



Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḏo ṭḏa

- Zwiḃuḷoko zwa u fhaṭa zwa saizi dzo fhambanaho
- Phukha dza puḷasiṭiki dza bulasini

Kha vha bwise zwiḃuḷoko zwa mabulannga na phukha dza puḷasiṭiki dza bulasini. Vhagudi vha fhaṭa zwitumba zwa phukha.



NGELETSHEDZO

Kha vha vhee munanguludzo wa iyi migandiso u itela u ṭana na uri zwi ḏo rerwa ngazwo nga Vhege ya 5.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

- Circle
- Number 2
- Symmetry

Practise

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

New maths vocabulary

circle
same

curved line
shape

top
bottom

middle

Getting ready

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

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

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

Thero

- U vbona, u topola na u bula zwivhumbeo zwa mielo mivhili: tshitendeledzi
- U tala, u khethekanya na u vhambedza zwithu zwa mielo miraru na zwivhumbeo zwa mielo mivhili (tshitendeledzi)
- Ndinganyahuvhili

Ndivho ntswa

- Tshitendeledzi
- Nomboro ya 2
- Ndinganyahuvhili

Ndowedzo

- U vholela ha mutevhetsindo 1–5
- Nomboro ya 1
- Zwithu zwa u vholela 1–5
- Phazili dza zwipiḁa zwa rathi

Divhaipfi ntswa ya mbalo

tshitendeledzi
fana

mutalo wo khevaho
tshivhumbeo

nṱha ha
fhasi ha

vhukati

U ḁilugisela

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

- tafaḁa ya mbalo ya nomboro '2'. Kha vha bwise zwithu na magaraṱa o shumiselwaho nomboro '1'.
- tshati ya luvhondoni ya mbalo ya nomboro 2 vha tshi shumisa muhangarambo wa nṁḁu kha siaṱari la 37 na themphuḁeithi kha siaṱari la 207 (2, mbili, zwithoma zwivhili, mbiḁi mbili)
- sete ya magaraṱa a nomboro '2': tshiga, ipfi na tshithoma
- bogisi lo faraho khuvhanganyo ya zwithu zwa tshivhumbeo tsha zwitendeledzi zwa 16, sa tsumbo, khaphu, phulethi, tshikoṱikoṱi, bakete, watshi ya luvhondoni, tshidongo, khadibogisi la ngomu ha bammbiri la bungani, zwitibo
- zwitendeledzi zwihulwane 2 zwo ḁebuliwaho
- zwifanyiso zwa khovhe na tshiḁula
- tshifanyiso 1 tsha tshipembenene (*beetle*) (themphuḁeithi kha siaṱari la 217)
- zwifanyiso zwa 10 zwa tshitendeledzi – zwo olwa kana u gerwa u bva kha mimagazini kana gurannḁa
- themphuḁeithi dza 8 dza 'nomboro 2' dzo fotokhophiwaho (siaṱari la 213) dzo putelwa nga puḁasiṱiki kana dzi ngomu ha siḁivi tsha puḁasiṱiki
- tshitendeledzi tsho olwaho kha siaṱari la A4 u itela mugudi muṁwe na muṁwe
- dzi-phazili dza 6 dza zwipiḁa zwa rathi (themphuḁeithi kha siaṱari la 220)
- ngavhela dza khungedzelo, mimagazini na gurannḁa
- zwitibo 2 zwa puḁasiṱiki zwa yogathi
- magaraṱa a tshifanyiso tsha 1 na tsha 2.

Whole class activities

Day 1



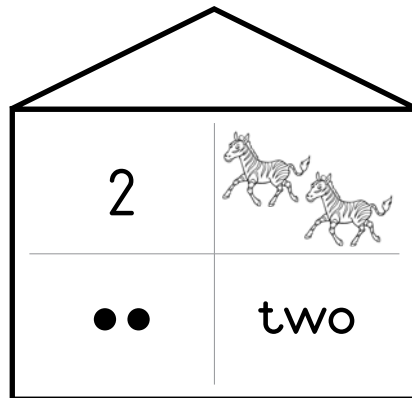
TIP

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

What you need

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

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



Guiding questions:

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

Nyito dza kīlasi yothe

Duvha la 1



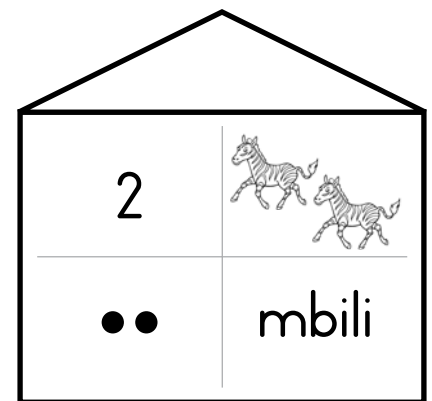
NGELETSHEDZO

Vha humbule u shumisa tshifhinga tsha u ya bungani u ita ndowendowe ya nomboro thevhekano (mathomo, vhuvhili, vhuraru) na vhuimo (phanda ha, murahu, vhukati, ndapfusa, pfufhisa).

Zwine vha do toda

- Tshidade: *Khovhe nthihi thukhu* (siafari la 197)
- Tshiṭori tsha nomboro ya 2 (siafari la 197)
- Tshati ya luvhondoni ya mbalo: Nomboro ya 2
- Kha vha vhee zwigwada 5 zwa zwithu u mona na kīlasi
- Magaraṭa a 15 a nomboro '2' a tshithoma, ipfi na tshiga

1. **Tshidade:** Kha vha ite tshidade, *Khovhe nthihi thukhu*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha vhalela u bva kha 1 u ya kha 5 vha rwa magona avho. Kha vha dovholole zwenezwi musi vhagudi vha tshi khou rwa mahaḍa avho.
3. **U divhadza nomboro '2':** Kha vha ambe nga *Tshiṭori tsha nomboro ya 1*. Kha vha ṭalutshedze *Tshiṭori tsha nomboro ya 2*. Tshiṭori tsho sedzesa kha nṅu ya phukha. Kha vha sumbedze zwipiḍa zwa tshati ya luvhondoni ya mbalo zwenezwi vha tshi khou fhaṭa tshiṭori tsha phukha na zwinepe zwa nṅu: zwithu zwo fhambanaho zwi imelaho nomboro ya 2, sa tsumbo, tshifanyiso, zwithoma, tshiga na ipfi. Kha vha ṭane zwipiḍa zwa tshati ya luvhondoni ya mbalo kha nṅu ya phukha luvhondoni nṭha ha ṭafula ya mbalo.



Mbudziso dzi gaidaho:

- ★ Hu dzula mbiḍi nngana ngomu nḍuni iyi?
 - ★ Ndi zwifhio zwiṅwe zwivhili zwi re hone tshiṭorini?
 - ★ Hu na mbiḍi nngana u fhira nḍou zwifanyisoni?
 - ★ Ni nga humbula nga zwithu zwivhili zwine ni nga engedza?
4. **U fanyisa zwithoma, zwifanyiso, zwiga zwa nomboro na ipfinomboro (number word) zwa '2':** Kha vha humbele vhagudi u fanyisa tshifanyiso, tshithoma na tshiga kha tshati ya luvhondoni ya mbalo tsho imelaho Nomboro 2. Kha vha sumbedze vhagudi ipfinomboro vha bule ipfi 'mbili'. Kha vha humbele mugudi u fanyisa ipfinomboro na tshati ya luvhondoni ya mbalo.
 5. **U wana zwithu 2:** Kha vha nange vhagudi u wana zwithu zwivhili zwi fanaho ngomu kīlasini. Kha vha ṅee vhaṅwe vhagudi magaraṭa a nomboro '2' u fanyisa na zwithu. Kha vha zwi vhee nṭha ha ṭafula ya mbalo.
 6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭalutshedze nyito dza zwiṭitshini zwa u shumela zwiṅa. Kha vha humbudze vhagudi nga maitele a u kunakisa.

Day 2

What you need

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

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

Guiding questions:

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

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

Guiding questions:

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

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

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



Duvha 2

Zwine vha do toḁa

- Tshifanyiso tsha khovhe
- Tshifanyiso tsha tshidula
- Tshidade: *Thihi, mbili, raru, ina, thanu* (siaṭari 1a 197)
- Bola ya milenzhe
- Maṭari 2 a bammhiri na khokhi
- Zwithu zwa 16 zwa tshitendeledzi
- Thireyi i re na pennde
- Bammhiri
- Zwibuḁoko zwa vhunzani ha tshitendeledzi (*Khithi ya Zwishumiswa*)
- Zwitendeledzi zwiḁulwane 2 zwo ḁebuḁiwaho

1. **Tshidade:** Kha vha ite tshidade, *Thihi, mbili, raru, ina, thanu*, vha tshi khou sumbedza zwifanyiso zwa khovhe na tshidula. Vhagudi vha ita tshidade navho.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha thamuwa sa zwiḁula vha tshi vhalela u bva kha 1 u ya kha 5.
3. **U vhalela zwithu 1–5:** Vhagudi vha imisela nṱha tshivhalo tsho teaho tsha minwe zwenezwi vha tshi khou ita tshidade. Kha vha ite tshidade, vha vhande zwanḁa luthihi kha nomboro inḁe na inḁe. Kha vha rere nga ha tshidade.

Mbudziso dzi gaidaho:

- ★ Ndi khovhe nngana dze nḁwana a fasha? Hu na zwiḁula zwingana?

4. **U vhambedza zwivhumbeo zwa mielo mivhili na zwithu zwa mielo miraru:** Kha vha rere 'tshivhumbeo': tshiḁwe na tshiḁwe tshi na tshivhumbeo. Hu na zwivhumbeo zwinzhi zwo fhambanaho, sa tsumbo, muvhili wanu u na tshivhumbeo, mafasiṭere a kiḁasini a na tshivhumbeo, bola ya milenzhe i na tshivhumbeo, tshifanyiso tshi na tshivhumbeo.

Mbudziso dzi gaidaho:

- ★ Ni nga mmbudza mini nga tshivhumbeo tsha mafasiṭere?
- ★ Ni nga mmbudza mini nga tshivhumbeo tsha bola ya milenzhe?
- ★ Ndi zwifhio zwiḁwe zwivhumbeo zwine ra kona u zwi vhona ngomu kiḁasini yashu?
- ★ Ndi zwivhumbeo zwifhio zwine na nga kona u zwi humbula u bva pherani dza u eḁela dza vheiwe hayani?

5. **U bva kha zwithu zwa mielo miraru u ya kha zwivhumbeo zwa mielo mivhili:** Kha vha humbele mugudi muthihi uri a ime. Kha vha sumbedze uri zwi tshi bva kha uri vho sedza fhi vha nga vhona mbonalo yo fhambanaho ya mugudi – u bva nga phanḁa, murahu, matungo na nṱha (kha vha shumise tshidulo u ima khatsho). Kha vha sumbedze uri zwi a konadzea u monisa mugudi, u mu fara na u mu kuvhatedza.

Kha vha ri mugudi a ganame nga mutana kha ṭari 1a bammhiri ḁihulwane. Kha vha oledzele u mona nae. Kha vha tshenzhelise vhagudi kha mutalo zwenezwi vha tshi khou ola: 'u mona na ṭhoho yawe', 'nga matungo awe'. Musi mugudi a tshi takuwa, vha vhudzise zwine vhagudi vha khou vhona kha bammhiri (tshifanyiso tsha muvhili wa mugudi).





TIP

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



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

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

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

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

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

Day 3

What you need

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

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



TIP

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

NGELETSHEDZO

Kha vha vhee zwifanyiso zwivhili zwo lebeliwaho kha tshitendeledzi kha luvhondo ntha ha tafula ya mbalo.



6. **U divhadza tshitendeledzi:** Vhagudi vha dzula nga vhavhilihavhili. Kha vha vhee bogisi li re na khuvhanganyo ya zwithu zwa zwivhumbeo zwa tshitendeledzi kha methe. Mugudi muthihi u bva kha vha vha vhavhilihavhili u dzhia tshithu. Nga vhavhilihavhili, vha sielisana u tshimbidza munwe u mona na meme dza tshithu tsha tshitendeledzi, sa tsumbo, mulomoni wa khaphu, meme dza phulethi.

Kha vha dzhie tshithu tshithihi, sa tsumbo, phulethi. Kha vha vhudzise, 'Hu nga itea mini arali ra ola u mona na meme dza phulethi?'

Kha vha vhee tshipiḡa tsha bammbiri kha methe. Kha vha oledzele u mona na phulethi nga khokhi. Kha vha vhudzise vhagudi arali vha tshi divha uri tshivhumbeo itsho tshi vhidzwa mini. Kha vha vha vhudze uri ndi tshitendeledzi. Kha vha vhudzise nga ha tshivhumbeo. Kha vha humbele vhagudi u lavhelesa mutalo zwenezwi vhone vha tshi khou ola. Kha vha ambe nga uri mutalo u a kheva musi u tshi mona na tshithu.

Kha vha humbele mugudi u nanga tshiḡwe tshithu nahone vha mu thuse u ola u mona natsho. Kha vha ambe nga uri mutalo u kheva hani. Kha vha vhudzise vhagudi arali vha tshi nga kona u vhone zwiḡwe zwitendeledzi ngomu kilasini.

7. **Nyito dza tshigwada tshiḡuku:** Kha vha humbudze vhagudi nga nyito dza zwiḡtshini zwa u shumela na maitele a u kunakisa.

Duvha la 3

Zwine vha do ḡḡa

- Tshidade: *Thihi, mbili, raru, iḡa, ḡhanu* (siaḡari la 197)
- Zwifanyiso zwa tshitendeledzi zwa 10 (zwo olwa kana u gerwa u bva kha mimagazini kana gurannḡa)
- Luimbo: *Zwitendeledzi* (siaḡari la 197)

1. **Tshidade:** Kha vha ite tshidade, *Thihi, mbili, raru, iḡa, ḡhanu*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha tshimbidza mikonwo (*arms*) yavho sa mvekisi (phapha dza khovhe) dza khovhe zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5.
3. **U vhalela zwithu 1–5:** Vhagudi vha sumbedza minwe yavho zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5.
4. **U khwaḡisedza nomboro '2':** Kha vha ole nomboro '2' khulwane muyani. Vhagudi vha edzisela vhone vha ola '2' zwanḡani zwavho na mutanani wa khonani yavho. Kha vha vhudzise uri ndi miraḡo ifhio ya mivhili yashu ine ra vha na zwivhili yayo (zwanḡa, zwinungo (*wrists*), mikonwo (*arms*), milenzhe, maḡo, nḡevhe, nayo, magona, zwinungo zwa nayo, zwiḡḡavhavha, khundu, mahaḡa). Kha vha vhalele miraḡo ya muvhili zwenezwi vha tshi khou i bula: 'zwanḡa 1, 2' ngauralongauralo.
5. **Luimbo:** Kha vha divhadze luimbo, *Zwitendeledzi*. Kha vha engedze nga misumbedzo.
6. **U ḡḡa zwitendeledzi:** Kha vha humbele vhagudi vha si gathi nga tshifhinga tshithihi u wana zwitendeledzi zwivhili ngomu kilasini vha zwi vhee kha methe. Kha vha vhudzise vhaḡwe vhagudi arali zwivhumbeo zwoḡhe zwi zwitendeledzi. Kha vha humbele vhagudi vha si gathi u vhea zwitendeledzi nga zwigwada zwa zwivhilizwivhili.
7. **Nyito dza tshigwada tshiḡuku:** Kha vha humbudze vhagudi nga nyito dza zwiḡtshini zwa u shumela na maitele a u kunakisa.

NGELETSHEDZO

Kha vha shumise tshifhinga itshi u amba nga uri naa hone muḡwe na muḡwe u na zwanḡa, zwinungo (*wrists*), mikonwo zwivhili, ngauralongauralo.

Day 4

What you need

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

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

Guiding questions:

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

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

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



TIP

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

Day 5

What you need

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

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



Duvha 4

Zwine vha do toḁa

- Luimbo: *Zwitendeledzi* (siaṭari 197)
- Zwa u vhalela ngazwo 5 (*Khithi ya Zwishumiswa*)
- Bola khulwane
- Zwivhoni (vha tou nanga)

1. **Luimbo:** Kha vha imbe luimbo, *Zwitendeledzi*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha fhiriselana bola khulwane, vha tshi vhelela u bva kha 1 u ya kha 5. Kha vha dovholole izwi u swika muṅwe na muṅwe a tshi wana tshifhinga tsha u fhirisa bola.
3. **U vhalela zwithu 1–5:** Kha vha sumbedze zwa u vhalela ngazwo zwiṭanu vha vhudzise uri vha humbula uri vho fara zwingana. Kha vha vhalele zwa u vhalela ngazwo vhoṭhe.
4. **U khwaṭhisedza tshitendeledzi:** Kha vha shumise tshokho u oledzela u mona na zwithu zwiḥulwane zwiṭanu zwa tshipulumbu (sa tsumbo, huḽa hupu, bakete, thaela) kha fuloro. Vhagudi vha a sielisana vhe nga zwigwada u tshimbila kha zwivhumbeo zwo olwaho.
5. **Ndinganyahuvhili:** Kha vha humbele mugudi muthihi a ime phanḁa o sedza vhaṅwe vhagudi.

Mbudziso dzi gaidaho:

- ★ Ndi zwifhio zwine _____ a vha nazwo kha sia ili 1a muvhili wawe (kha vha sumbe sia 1a monde 1a muvhili wa mugudi, sa tsumbo, nḁevhe, iṭo, mukonwo, mulenzhe) zwine a dovha a vha nazwo kha liṅwe sia 1a muvhili wawe?
- ★ U na mukonwo kha liṅwe sia? Na nḁevhe?

Nga vhavhilihavhili, vhagudi vha a sedzana na u topola miraḁo ya muvhili ine vha vha nayo i fanaho na i re kha liṅwe sia.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

NGELETSHEDZO

Arali hu na zwivhoni, kha vha ri vhagudi vha ḁilavhelese zwivhonini u tandula ndinganyahuvhili mivhilini yavho nga u topola miraḁo ya muvhili i fanaho siani 1a monde na kha sia 1a tshauḽa.

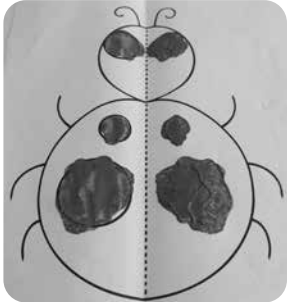
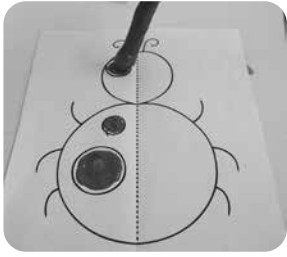
Duvha 5

Zwine vha do toḁa

- Tshidade: *Thihi, mbili, raru, iṅa, ṭhanu* (siaṭari 197)
- Bugu ya *Dziphositara*, Phositara ya 8
- Luimbo: *Zwitendeledzi* (siaṭari 197)
- Tshifanyiso tsha tshipembenene (siaṭari 217)
- Zwibuḽoko zwa vhunzani ha zwitendeledzi zwiḥulwane zwa mivhala yo fhambanaho 5 (*Khithi ya Zwishumiswa*)
- Pennde na bulatsho

1. **Tshidade na luimbo:** Kha vha ite tshidade, *Thihi, mbili, raru, iṅa, ṭhanu*, vha imbe luimbo, *Zwitendeledzi*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha rwa zwanaḁa zwavho vhuvhili hazwo kha mahaḁa vha vhalela u bva kha 1 u ya kha 5. Kha vha dovholole u rwa shaḁa liṅwe na liṅwe nga tshanḁa tsha lurumbu luṅwe.
3. **U vhalela zwithu 1–5:** Kha vha ṅee muṅwe na muṅwe wa vhagudi vhaṭanu tshibuḽoko tsha vhunzani ha tshitendeledzi tsha mivhala yo fhambanaho. Vhoṭhe khatihi vha a zwi vhalela. Kha vha vhudzise uri ndi zwingana zwi re zwitwuku, zwa ṭaḁa, zwa lutombo, ngauralongauralo.
4. **U lavhelesa zwitendeledzi:** Kha vha lavhelese kha Phositara ya 8. Vhagudi vha lavhelesa zwitendeledzi kha phositara.





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

Guiding questions:

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

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

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

Integration

Home Language and Life Skills:

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

Small group activities

Teacher-guided activity

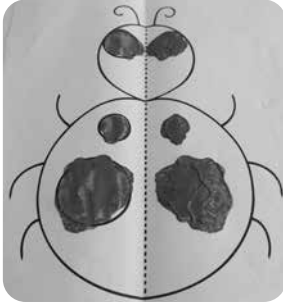
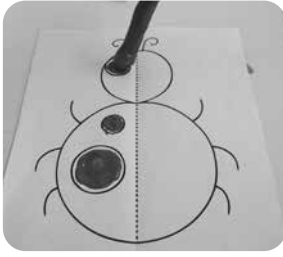
What you need

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

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

Guiding questions and instructions:

- ★ What do you see?
- ★ What is the same? What is the difference between them?
- ★ How many pictures are there on each of your picture cards?
- ★ Match each dot card to a picture card (1 and 2).



5. **Ndinganyahuvhili kha zwitendeledzi:** Kha vha sumbedze vhagudi tshifanyiso tsha tshipembenene. Kha vha vha vhudzise uri vha khou vhona zwitendeledzi zwingana – muvhili, thoho, zwithoma zwivhili na liṭo liṭhihi. Kha vha vhalele zwitendeledzi vhoṭhe. Kha vha anetshele tshiṭori tsha Tshipembenene: 'Tshipembenene tshi khou vhilaela ngauri a tshi fani na zwiṅwe zwiipembenene. Mivhili yazwo i a fana kokotolo kha sia liṅwe na liṅwe. Tshi khou ṭoda hafu u vha na zwithoma zwivhili kha sia liṅwe na liṅwe ḽa muvhili watsho.'

Mbudziso dzi gaidaho:

- ★ Ni humbula uri ri nga thusa hani tshipembenene itshi u tandulula thaidzo yatsho?

Kha vha pennde tshiṅwe na tshiṅwe tsha zwithoma zwivhili na liṭo kha sia liṭhihi ḽa tshifanyiso tsha tshipembenene. Kha vha pete tshifanyiso tsha tshipembenene nga vhukati kha hafu ya bammbiri, u itela uri zwithoma zwivhili na liṅwe liṭo zwi gandisee kha iṅwe hafu ya tshipembenene. Kha vha rere na vhagudi arali vha tshi humbula uri masia mavhili a tshipembenene a a fana.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo:

- Mveledziso ya ḽivhaipfi (u fana/u fhambana).
- Mushumo wa nṅa: Kha vha oledzele u mona na mivhili ya vhagudi vha tshi shumisa tshokho kana tshitanda. Kha vha thuse vhagudi u ola mutalo u tsaho vhukati ha muhangarambo wa muvhili wavho wo oliwaho.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha ḽo ṭoda

- Zwa u vhalela ngazwo zwa mivhala yo fhambanaho zwa 30
- U itela mugudi muṅwe na muṅwe:
- Tshidongo tshi re na:
 - Tshiga tsha nomboro, tshifanyiso na magaraṭa a tshithoma: 1 na 2 (*Khithi ya Zwishumiswa*)
 - Zwa u vhalela ngazwo zwa mivhala 5 (*Khithi ya Zwishumiswa*)
- Zwifanyiso zwa 'tshitendeledzi' (siaṭari ḽa 218)
- Maḽaba maṭuku a tshokho, bodo tshena kana bammbiri ḽa A4
- Tshokho/dzimaka dza bodo tshena/dzikhirayoni
- Zwiṭibo zwa puḽasiṭiki zwa yogathi 2

1. **U ita ṅdowendowe ya nomboro '2':** Kha vha ṅee mugudi muṅwe na muṅwe tshidongo. Kha vha ambe nga ha zwi re ngomu. Vhagudi vha bvisa na u vhea liṅwe na liṅwe ḽa magaraṭa a zwifanyiso avho a 'thihi' na 'mbili' phanda havho.

Mbudziso dzi gaidaho na ndaela:

- ★ Ni khou vhona mini?
- ★ Ndi zwifhio zwi fanaho? Phambano ndi ifhio vhukati hazwo?
- ★ Hu na zwifanyiso zwingana kha liṅwe na liṅwe ḽa magaraṭa a zwifanyiso aṅu?
- ★ Fanyisani garaṭa ḽa tshithoma liṅwe na liṅwe na garaṭa ḽa tshifanyiso (1 na 2).



TIP

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



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

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

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

Guiding questions:

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

Hold up a coloured disc counter.

Guiding questions and instructions:

- ★ What shape does this look like?

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

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

Give each learner two plastic yoghurt lids.

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

Learners match their dot cards 1 and 2 to the counters on the lids.

Encourage the learners to arrange their counters to match yours.



Check that learners are able to:

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

NGELETSHEDZO

Vhagudi vha sa athu lugela u n'wala kana u ola vha nga shumisa suko la u tambisa u ita '2' na zwithu zwivhili.



- ★ Hu ɽodea zwa u vhalela ngazwo zwingana u itela u fanyisa kha liñwe na liñwe la magaraɽa a zwifanyiso?
- ★ Fanyisani garaɽa lañu la nomboro '2'. (Kha vha sumbe kha garaɽa la luvhondoni la mbalo la Nomboro 2 nɽha ha ɽafula la mbalo.)

Kha vha n'wale '2' khulwane kha ɽaba la tshokho, bodo tshena kana bammhiri. Vhagudi vha kopa izwi na u ola zwithu zwivhili nga vhone vhane kha ɽaba la tshokho, bodo tshena kana bammhiri zwavho.

2. **U khwaɽhisedza tshitendeledzi:** Vhagudi vha dzhia zwifanyiso zwa malo u bva kha siaɽari la 218 u bva tshidongoni. Vha zwi vhea kha methe phanda havho.

Mbudziso dzi gaidaho:

- ★ Ni khou vhona mini kha tshiñwe na tshiñwe tsha izwi zwifanyiso?
- ★ Ni nga mmbudza mini nga zwivhumbeo kha tshiñwe na tshiñwe tsha izwi zwifanyiso?
- ★ Sumbani kha tshivhumbeo tshi si tshitendeledzi. Ndi ngani tshi si tshitendeledzi?
- ★ Ri ɽivha hani arali tshithu tshi tshitendeledzi?

Kha vha imisele nɽha disiki ya u vhalela ya muvhala.

Mbudziso dzi gaidaho na ndaela:

- ★ Tshivhumbeo itshi tshi fana na mini?

Kha vha vhee thulwi ya zwithu zwa u vhalela ngazwo kha methe vha nee ndaela. Vha humbele vhagudi uri:

- ★ Vha dobe tsha u vhalela ngatsho tshithihi tsha lutombo.
- ★ Vha dobe tsha u vhalela ngatsho tshithihi tshitswuku.
- ★ Vha dobe tsha u vhalela ngatsho tshithihi tsha ɽaɽa.
- ★ _____, dzhiani tsha u vhalela ngatsho tshitswuku ni tshi nee _____.
- ★ _____, dzhiani tsha u vhalela ngatsho tsha muvhala ufho na ufho.
- ★ _____, wanani tsha u vhalela ngatsho dzi fanaho kokotolo na tshine _____ a vha natsho.

Kha vha nee mugudi muñwe na muñwe zwitibo zwivhili zwa yogathi zwa puɽasiɽiki.

- ★ Muñwe na muñwe kha dzhie tsha u vhalela ngatsho a tshi vhee kha tshitibo.
- ★ Noɽhe no kona u wana tshithihi? Kha ri sedze.
- ★ Muñwe na muñwe kha dzhie zwa u vhalela ngazwo zwivhili a zwi vhee nɽha ha tshiñwe tsha zwitibo zwawe zwa puɽasiɽiki.
- ★ Noɽhe ni na zwivhili? Kha ri vhalele.
- ★ Ni nga dzudzanya zwa u vhalela ngazwo zwanu zwivhili nga nɽila yo fhambanaho nɽha ha tshitibo tshañu?
- ★ Vhalelani hafhu.

Vhagudi vha vhambedza magaraɽa a zwithoma avho a 1 na 2 na zwa u vhalela ngazwo nɽha ha zwitibo. Kha vha ɽuɽuwedze vhagudi u dzudzanya zwa u vhalela ngazwo zwavho uri zwi fane na zwavho.



Kha vha ɽole uri vhagudi vha a kona u:

- vhambedza zwifanyiso zwa nomboro ya 2 na zwithu zwivhili, magaraɽa a zwithoma na magaraɽa a zwiga
- u vhona, u topola na u bula tshitendeledzi

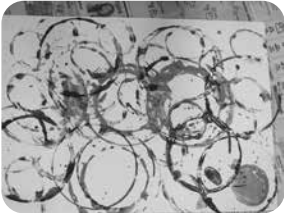
Workstation 1

What you need

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

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

Workstation 2



What you need

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

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

Workstation 3



What you need

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

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



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

Workstation 4

What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

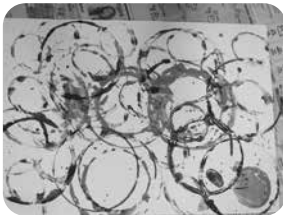
Tshiṭṭshi tsha u shumela tsha 1

Zwine vha ḑo ṭḑa

- Themphuleithi ya suko ḑa u tambisa: Nomboro ya 2 mugudi muṅwe na muṅwe (siaṭari ḑa 213)
- Suko ḑa u tambisa

Vhagudi vha shumisa suko ḑa tambisa u vhumba nomboro ya '2', u kungulusa bola mbili dza suko ḑa u tambisa uri vha dzi vhee kha muri, na u kungulusa bola mbili dza suko ḑa u tambisa uri vha vhee kha giridi.

Tshiṭṭshi tsha u shumela tsha 2



Zwine vha ḑo ṭḑa

- Pennde ngomu kha ṭhireyi
- Maṭari mahulwane a bammbiri u itela mugudi muṅwe na muṅwe
- Zwithu zwa saizi dzo fhambanaho zwi re na nyalo ya tshitendeledzi
- (sa tsumbo, zwifaredzi zwa yogathi, zwikoṭikoṭi, mabogisi a ngomu ha bammbiri ḑa bungani, khaphu dza bammbiri, zwitibo)

Vhagudi vha ganḑisa vha tshi shumisa zwithu zwa tshivhumbeo tsha tshitendeledzi. Kha vha kandede tshithu kha pennde vha kona u kandede kha bammbiri u itela u sika muganḑiso wa tshitendeledzi.

Tshiṭṭshi tsha u shumela tsha 3



Zwine vha ḑo ṭḑa

- Zwifanyiso zwa zwiliwa u bva kha ngavhela dza khungedzelo, mimagazini na gurannḑa
- Tshitendeledzi tshihulwane 1 tsho olwaho kha bammbiri ḑa A4 tsha mugudi muṅwe na muṅwe
- Zwigero na guḑuu

Vhagudi vha gera tshitendeledzi u itela u ita 'phulethi'. Vha gera na u nambatedza zwifanyiso zwa zwiliwa kha phulethi dzavho nga guḑuu.



NGELETSHEDZO

Vhagudi vhane vha konḑelwa u gera vha nga kherula zwifanyiso nahone vha nga vhumba tshivhumbeo tsha 'sosedzhi' nga suko ḑa u tambisa uri vha kone u vhea kha muhangarambo wa 'phulethi' yo olwaho.

Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḑo ṭḑa

- Dziphazili dzi re na thero ya 'muvhili'

Vhagudi nga muthihimuthihi vha fhaṭa phazili.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

square
corner

side
straight

flat
surface

forwards
backwards

Getting ready

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

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



TIP

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

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

Thero

- U vhona, u topola na u bula zwivhumbeo zwa mielo mivhili: tshikwea
- U talusa, u vhekanya na u vhambedza zwithu zwa mielo miraru na zwivhumbeo zwa mielo mivhili
- Masia: phanda, murahu
- Vhuimo: ngomu, nnda

Ndivho ntswa

- Zwivhumbeo zwa mielo mivhili: tshikwea
- Masia: phanda na murahu
- Vhuimo: ngomu na nnda

Ndowedzo

- Tshitendeledzi
- Divhaipfi ya nomboro 1 na 2
- U vholela ha mutevhetsindo 1–5
- U vholela zwithu 1–5
- Mabogisi na bola
- Dziphazili dza zwipida zwa rathi

Divhaipfi ntswa ya mbalo

tshikwea
khuda

sia
tswititi

fulethe
nyalo

phanda
murahu

U dilugisela

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

- bogisi lihulwane li re na masia mavhili a re tshikwea
- khadibogisi lihulwane la tshikwea na tshitendeledzi
- zwivhumbeo zwa tshikwea zwa saizi inwe na inwe na muvhala
- masiatari 5 a re na tshikwea tshitswuku na masiatari 5 a re na tshikwea tsha lutombo
- zwikwea zwa muvhala zwa mugudi muhwe na muhwe
- zwithu zwa tshivhumbeo tsha tshikwea, sa tsumbo, zwibuloko zwa bulannga, tshibugwana tsha notsi tshituku tsha tshikwea, zwisiamelo zwa tshikwea, daisi, zwipida zwa mozaiki, zwibuloko zwa vhunzani ha tshikwea
- zwithu zwa tshivhumbeo tsha tshitendeledzi, sa tsumbo, zwitibo zwa mabodelo a mafhi zwa pulasitiki, zwitibo zwa pulasitiki, gunubu khulwane, zwibuloko zwa vhunzani ha tshitendeledzi
- kha vha ite sete dza 6 dza magarata a tshithoma mavhili a re na zwithoma 1 na 2, magarata a zwifanyiso 2 a re na zwifanyiso zwa phukha 1 na 2 u itela zwidongo zwa vhagudi
- zwifanyiso zwa 7 zwa zwikwea
- tshithoma na magarata a phukha (*Khithi ya Zwishumisa*).



NGELETSHEDZO

Vha humbule u shumisa tshifhinga tsha u ya bungani u itela u ita ndowendowe ya nomboro thevhekano: mathomo, vhuvhili, vhuraru; vhuimo: phanda ha, murahu, vhukati, ndapfusa, pfufhisa.

Whole class activities

Day 1

What you need

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

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

Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

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

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

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

Guiding questions:

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

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

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

Guiding questions:

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



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

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Zwithu zwa mielo miraru u fana na zwibuloko, mabogisi a saizi dzo fhambanaho, zwifaredzi zwa zwikwea u itela tfula ya mbalo
- Khadibogisi lihulwane 1 la tshikwea
- Bogisi lihulwane 1
- Tari lihulwane 1 la bammbiri
- Khokhi

1. **Tshidade:** Kha vha ite tshiwe na tshiwe tsha zwidade zwa u vhalela u bva kha vhege dzo fhiraho.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha rwa thumbu dzavho vha vhalela u bva kha 1 u ya kha 5.
3. **U vhalela zwithu 1–5:** Kha vha vhee mabogisi na zwibuloko kha methe. Kha vha humbele vhagudi u dzhia tshibuloko tshithi na bogisi lithi.

Mbudziso dzi gaidaho:

- ★ Ri na zwithu zwingana?

Kha vha vha humbele u dzhia tshiwe tshibuloko.

- ★ Zwino ri na zwithu zwingana?

Kha vha dovholole u swika hu tshi vha na zwithu zwanu. Vhagudi vha a vhalela zwenezwi vha tshi kwama tshithu tshiwe na tshiwe.

- ★ Ri na mabogisi manzhi kana zwibuloko zwinzhi?

- ★ Ndi zwifho zwi si gathi zwine ra vha nazwo?

4. **U ita zwikwea:** Kha vha ambe nga lithi la mabogisi a re ngomu klasini. Kha vha oledzele u mona na bogisi lihulwane la tshikwea u itela u ola tshikwea. Kha vha ambe nga uri mutalo u tshimbila tswititi hani, u khonisa hani kha khuda na uri u tshimbila tswititi hafu, u mona na meme dzothe.

Mbudziso dzi gaidaho:

- ★ Ni a divha uri tshivhumbeo itshi tshi vhidzwa mini?

- ★ Ndi mutalo tswititi mingana ine tshikwea tsha vha nayo?

- ★ Ndi khuda nngana dzine tshikwea itshi tsha vha nadzo?

- ★ Ndi masia afho mawe ane nda nga a shumisa kha ili bogisi u itela u ita tshivhumbeo tsha tshikwea tshiwe kha bammbiri?

- ★ Zwi do fana? Ndi ngani?

Kha vha oledzele u mona na sia le vhagudi vha topola, vha tshi tfula mutalo zwenezwi vha tshi khou ita ngauralo.

5. **Vhunzani ha tshikwea:** Kha vha sumbedze tshikwea tsha khadibogisi.

Mbudziso dzi gaidaho:

- ★ Hu na ane a divha uri tshivhumbeo itshi tshi vhidzwa upfi mini?

- ★ Itshi tshivhumbeo tshi a fana na tshe ra tshi ola zwino? Ndi ngani?

NGELETSHEDZO

Zwenezwi vha tshi khou oledzela u mona na bogisi, kha vha sedzese kha u vha tswititi ha mutalo u fhirisa u kheva hayo (kha vha rere musi vha tshi khou oledzela u mona na tshitendeledzi kha Vhege ya 4).





TIP

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

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

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

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

Day 2

What you need

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

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

Guiding questions:

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

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

Guiding questions:

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

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



TIP

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

NGELETSHEDZO

Mafheloni a duvha kha vha humbele vhagudi u da na zwithu zwa tshivhumbeo tsha tshikwea u bva hayani u itela Duvha la 2.

Kha vha tshimbidze zwibuloko zwi talusaho tshikwea u mona na kilasi u itela uri vhagudi vha zwi phuphuledze na u tandula vhunzani.

- ★ Ni pfa mini u mona na meme dza zwithu?
- ★ Masia a fana na mini? Khuḁa dzone?
- ★ Ndi zwifhio zwiḁwe zwine na khou vhona na u pfa kha tshikwea tshaḁu?
- ★ Izwi zwo fhambana hani na zwivhumbeo zwa tshitendeledzi zwe ra lavhelesa vhege yo fhelaho?

6. **Nyito dza tshigwada tshiḁuku:** Kha vha taluse nyito dza zwiḁtshini zwa u shumela zwiḁa. Kha vha humbudze vhagudi nga ha maitele a u kunakisa.

Duvha la 2

Zwine vha do toḁa

- Tshidade: *Zwibode zwiḁanu zwo takalaho* (siaḁari la 197)
- Tshikwea tshihulwane 1 na khadibogisi lo gerwaho la tshivhumbeo tsha tshitendeledzi 1
- Zwithu zwa tshivhumbeo tsha tshikwea zwo ḁiswaho u bva mahayani

1. **Tshidade:** Kha vha ite tshidade, *Zwibode zwiḁanu zwo takalaho*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha poidza maḁo avho nga u ongolowa vha vhalela u bva kha 1 u ya kha 5. Vha a dovholola, vha tshi poidza nga u ḁavhanya.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwithu zwa tshivhumbeo tsha tshikwea, sa tsumbo, bugu, bogisi, tshitibo kana tshibuloko kha methe. Kha vha humbele vhagudi vhaḁanu uri muḁwe na muḁwe wavho a dzhie tshithu a ime phanda. Kha vha vhelele u bva kha 1 u ya kha 5 vhoḁhe khathihi. Vhagudi vha talusa tshithu tshavho na u vhalela khuḁa, masia na meme.

Mbudziso dzi gaidaho:

- ★ Ndi mini zwi itaho zwithu izwi uri zwi vhe tshikwea?
- ★ _____ dzhiani tshiḁwe tshithu tsha tshivhumbeo tsha tshikwea.
- ★ Ndi zwifhio zwi fanaho nga tshithu tshine _____ o fara na tshine _____ o tshi fara?
- ★ Ni nga humbula nga tshiḁwe tshithu tshe na vha ni tshi nga vha no tshi ḁisa u bva hayani tshine tsha vha tsha tshivhumbeo tsha tshikwea?

4. **U vhambedza zwikwea na zwitendeledzi:** Kha vha vhee zwikwea na zwitendeledzi zwa khadibogisi zwiḁulwane kha luvhondo. Kha vha vhudzise vhagudi uri zwivhumbeo zwi vhidzwa upfi mini. Kha vha humbele vhagudi u 'tshimbila' nga tshitendeledzi, vha koneha u tshimbila nga tshikwea. Kha vha humbele vhagudi u ola tshikwea na tshitendeledzi muyani. Kha vha rere nga zwo fhambanaho na zwi fanaho vhukati ha tshikwea na tshitendeledzi.

Mbudziso dzi gaidaho:

- ★ Ndi mini zwo fhambanaho nga zwivhumbeo izwi zwivhili?
- ★ Ndi tshifhio tshi re na mitalo tswititi? (Vha i vhalele.)
- ★ Ndi tshifhio tshi re na mutalo wo kevaho?
- ★ Ndi tshifhio tshi re na khuḁa? (Vha dzi vhalele.)

5. **Nyito dza tshigwada tshiḁuku:** Kha vha humbudze vhagudi nga nyito dza zwiḁtshini zwa u shumela na maitele a u kunakisa.

NGELETSHEDZO

Vha ḁilugisele u netshedza zwithu zwiḁwe zwinzhi zwa tshivhumbeo tsha tshikwea, sa tsumbo, dzithaili, dzimozaiki, zwitibo, zwibuloko, zwivhoni, *Lego*, *Duplo* na ngauralongauralo.

Day 3

What you need

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

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



Guiding questions:

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

Duvha la 3

Zwine vha do tuda

- Tshidade: Zwibode zwiṭanu zwo takalaho (siaṭari la 197)
- Bugu ya Dziphositara, Phositara ya 8
- Zwifanyiso 5 zwa zwikwea zwa saizi inwe na inwe na muvhala muṭwe na muṭwe

1. **Tshidade:** Kha vha ite tshidade, Zwibode zwiṭanu zwo takalaho, vha engedza nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha tshimbila nga u ongolowa vha tshi vhalela u bva kha 1 u ya kha 5.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwifanyiso zwiṭanu zwa zwikwea u mona na kilasi. Vhagudi vha a sielisana u wana zwifanyiso zwa zwikwea. Vhagudi vha rera arali vha tshi tenda uri zwifanyiso zwe vhagudi vha wana ndi zwikwea, nahone vha ṭalutshedza uri ndi ngani.
4. **U tandulula thaidzo:** Kha vha ambe nga Phositara ya 8.



Mbudziso dzi gaidaho:

- ★ Ni khou vhona mini kha tshifanyiso itshi? Vhathu vha khou ita mini?
 - ★ Ni khou kona u vhona zwikwea? (Vha zwi vhalele.)
 - ★ Ri zwi ḡivha hani uri izwi ndi zwikwea?
 - ★ Ni khou kona u vhona zwitendeledzi?
 - ★ Hu na zwikwea zwinzhi kana zwitendeledzi zwinzhi? Ni zwi ḡivha hani? (Vha zwi vhalele.)
 - ★ Hu na goloi nngana dzo imelaho mulangavhuendi uri a ri dzi nga ṭuwa?
 - ★ Hu na thuthuthu nngana?
 - ★ Arali goloi tshena ya ṭuwa (kha vha dzumbe goloi iyi kha tshifanyiso), hu do sala nngana? (Kha vha vhalele goloi na vhagudi.)
 - ★ Ni khou vhona vhathu vhangana ngomu ha goloi ṭhukhu ya ṭaḡa?
 - ★ Ndi ifhio i re na vhathu vhanzhi khayoy: goloi ya ṭaḡa ṭhukhu kana thekhisi?
 - ★ Ni khou vhona vhathu vhangana kha phevimennde?
 - ★ Ni a kona u vhona vhathu ngomu ha zwifhaṭo?
5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭishini zwa u shumela na maitele a u kunakisa.

Day 4



TIP

If space is limited, do these activities outdoors.

What you need

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

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

Day 5

What you need

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

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

Guiding questions:

- ★ What is the shape on this page called?
- ★ What colour is the shape?
- ★ Can you see anything else in the classroom that reminds you of a square?



TIP

If space is limited, do these activities outdoors.

Duvha la 4



Arali tshikhala tshi sa edani, kha vha itele nyito idzi nnda.

Zwine vha do toda

- Tshidade: *Zwibode zwiṭanu zwo takalaho* (siaṭari la 197)
- Goloi khulwane ya u tambisa

1. **Tshidade:** Kha vha ite tshidade, *Zwibode zwiṭanu zwo takalaho*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha dzinginya mahaḁa avho vha vhalela u bva kha 1 u ya kha 5.
3. **U vhalela zwithu 1–5:** Kha vha humbele vhagudi vhararu u ima phanda. Kha vha vhudzise uri arali ha engedzwa mugudi muthihi hu do vha na vhagudi vhangana. Muṁwe mugudi u ya ima phanda. Kha vha vhalele vhoṭhe khathihi. Kha vha dovholole u swikela hu tshi vha na vhagudi vhaṭanu phanda.
4. **U divhadza 'phanda' na 'murahu':** Vhagudi vha tshimbila nga u ongolowa sa tshibode vha tshi ya phanda na murahu nga ndila dzo fhambanaho, sa tsumbo, vha tshimbilela phanda vha kokovhela murahu, vha kokovhela phanda vha fhufhela murahu. Kha vha sumbedze phambano vhukati ha 'u tshimbilela murahu' na 'u tshimbilela murahu u yela kha'. Kha vha tshimbidzele goloi khulwane ya u tambisa phanda na murahu nga ndila dzo fhambanaho. Kha vha humbele vhagudi u ṭalutshedza arali vhone vha khou tshimbidzela goloi phanda kana murahu. Kha vha ambe maipfi 'phanda' na 'murahu' khathihi zwenezwi vha tshi khou ita izwi. Kha vha nee vhagudi vha si gathi tshifhinga tsha u tshimbidzela goloi phanda na murahu vha ambe uri vha khou i tshimbidza hani.
5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 5



Arali tshikhala tshi sa edani, kha vha itele nyito idzi nnda.

Zwine vha do toda

- Tshidade: *Zwibode zwiṭanu zwo takalaho* (siaṭari la 197)
- Masiṭari 5 a re na tshikwea tshitswuku
- Zwithu zwa 30 zwi no wanala ngomu kiḁasini
- Masiṭari 5 a re na tshikwea tsha lutombo

1. **Tshidade:** Kha vha ite tshidade, *Zwibode zwiṭanu zwo takalaho*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha ita luhwenyisi vha tshi ya phanda vha tshi vhalela u bva kha 1 u ya kha 5. Kha vha dovholole, vhagudi vha tshi ita luhwenyisi vha tshi ya murahu.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwithu zwi bvaho ngomu kiḁasini kha metha. Vhoṭhe khathihi vha vhalela u bva kha 1 u ya kha 5 zwenezwi mugudi a tshi bvisa zwithu zwiṭanu. Kha vha dovholole zwenezwi vhaṁwe vhagudi vha tshi khou ita zwigwada zwa zwithu zwiṭanu.
4. **U khwaṭhisedza tshikwea vha tshi shumisa phetheni:** Kha vha sumbedze vhagudi siaṭari li re na tshikwea tshitswuku.

Mbudziso dzi gaidaho:

- ★ Tshivhumbeo tshi re kha siaṭari li tshi vhidzwa upfi mini?
- ★ Tshivhumbeo itshi tshi na muvhala munzani?
- ★ Ni khou kona u vhona zwiṁwe zwithu ngomu kiḁasini zwine zwa ni humbudza nga ha tshikwea?

- ★ Can you see anything else that is the same colour?

Repeat with the blue square.

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

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

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

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

Integration

Home Language and Life Skills:

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

Small group activities

Teacher-guided activity

What you need

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

1. **Oral counting:** Learners tap the floor moving their hands forwards as they count from 1 to 5. Repeat, with learners moving their hands backwards.
2. **Counting objects 1–5:** Learners face each other in pairs and match one hand with their partner's. They touch each matching finger and thumb, counting from 1 to 5 as they do so. Learners repeat with the other hand.

- ★ Ni khou kona u vhona tshiñwe tshithu tshi re na muvhala u fanaho na uyu?

Kha vha dovholole nga tshikwea tsha lutombo.

Kha vha ñee muñwe na muñwe wa vhagudi vhavhili tshikwea tshitswuku, na vhañwe vhavhili muñwe na muñwe tshikwea tsha lutombo. Kha vha zwi dzudzanye nga phetheni ya tshitswuku, lutombo, tshitswuku, lutombo u itela uri vhañwe vha kone u vhona zwivhumbeo zwavho. Vhagudi vha bula mivhala khathihi zwenezwi vhone vha tshi khou sumba.

- ★ Ni nga mmbudza mini nga ñdila ye zwikwea zwa dzudzanywa ngayo?
- ★ Hu ña mini nga murahu ha tshikwea tsha u thoma tshitswuku? Ha kona u tevhela mini?
- ★ Ndi fanela u engedza tshikwea tshitswuku kana tsha lutombo mafheleloni a phetheni iyi?
- ★ Ndi ngani ni tshi humbula ngauralo?

Kha vha ñee vhañwe vhagudi vharathi masiañari a re na zwikwea zwitswuku kana zwa lutombo vha vha humbele u ima u itela uri vha ite phetheni ndapfu.

5. **Nyito dza tshigwada tshiñuku:** Kha vha humbudze vhagudi nga nyito dza zwiñtshini zwa u shumela na maitele a u kunakisa.

U ñanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo:

- U rera nga zwifanyiso, mveledziso ya ñivhaipfi (zwivhumbeo).
- U tambela ñña: Kha vha ñetshedze vhagudi tshakha dzo fhambanaho dza makhadibogisi mahulwane a u pakela zwithu u tambela khao na u tandula ngao. Vha nga fhata nga izwi sa tshipiña tsha mutambo khumbulelwa.
- U tambela ñña: U thamutshela tshivhumbeo – kha vha shumise theiphi ya u nambatedza kana tshokho u ola tshikwea fhasi vha tamba mutambo wa u thamuka kana zwikwea zwa muzika.

Nyito dza tshigwada tshiñuku

Nyito yo rangwaho phanña nga mugudisi

Zwine vha ño ñña

- U itela mugudi muñwe na muñwe, tshidongo tshi re na:
 - Zwithu zwa u vhalela ngazwo zwa phukha 3 (1 tsha lushaka lwatsho na 2 zwa luñwe lushaka)
 - Magaraña a tshithoma tsha nomboro, ipfinomboro na magaraña a zwiaga 1 na 2
- Magaraña a zwifanyiso zwa phukha 2 ane a fana na zwithu zwa u vhalela ngazwo zwo nangwaho
- Tshisagana tsha u phuphuledza tshi re na bola na mabogisi
- Tshibogisi 1 tsha khadibodo ñihulwane ña tshikwea
- Mañari mahulwane a bammbiri
- Khokhi

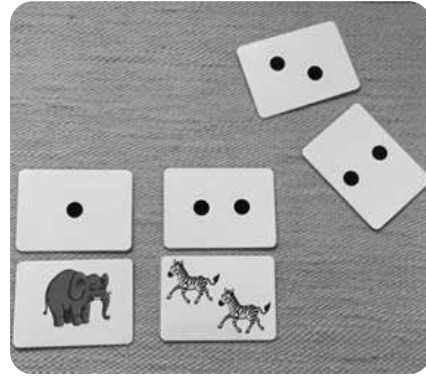
1. **U vhalela ha mutevhetsindo:** Vhagudi vha rwiwa mulenzhe kha fuloro vha tshi tshimbidzela na zwanña zwavho phanña zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5. Kha vha dovholole, vhagudi vha tshi tshimbidzela zwanña zwavho murahu.
2. **U vhalela zwithu 1–5:** Vhagudi vha a sedzana nga vhavhili vhavhili vha vhambedza tshanña tshithihi na tsha mufarakani wawe. Vha kwamisa minwe i fanaho na gunwe, vha tshi vhalela u bva kha 1 u ya kha 5 zwenezwi vha tshi khou ita ngauralo. Vhagudi vha a dovholola nga tshiñwe tshanña.

3. **Matching dot cards 1 and 2:**

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

Guiding questions:

- ★ Can you match the zebras to another card?



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

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

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

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

5. **Exploring the properties of a box – 3-D activity:** Learners explore the inside and outside of a large cardboard box. They climb inside the box and then stand outside the box, walk around it tracing the edges with their hands, touch the corners and turn the box over. Count the sides of the box together.
6. **Exploring the square – 2-D activity:** On a large sheet of paper, trace around one of the faces of a big box.

Guiding questions:

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



TIP

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



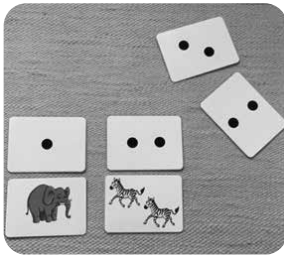
TIP

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



Check that learners are able to:

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



3. **U fanyisa magaraṭa a zwithoma 1 na 2:** Kha vha sumbedza magaraṭa a tshithoma a 1 na 2 (u bva kha *Khithi ya Zwishumiswa*) vha a vhea kha methe. Kha vha sumbedze zwifanyiso zwa ndou na mbiḁi. Vhagudi vha fanyisa ndou na garaṭa la tshithoma 1, vha kona u fanyisa mbiḁi na garaṭa la zwithoma 2.

Mbudziso dzi gaidaho:

- ★ Ni nga vhambedza mbiḁi na liṅwe garaṭa?

Vhagudi vha bvisa magaraṭa a tshithoma avho vha a vhea o sedza fhasi kha methe. Vha rembulusa garaṭa liṅwe na liṅwe nahone vha sielisana u bula uri garaṭa la tshithoma lavho lo imela nomboro ifhio. Vha vhambedza nomboro yo teaho ya zwa u vhalela ngazwo zwa phukha na garaṭa. Vha dovholola nga liṅwe garaṭa la tshithoma.

- ★ Ndi phukha ifhio ine na vha na nthihi yayo?
- ★ Ndi phukha ifhio ine na vha na mbili dzayo?
- ★ Ni na phukha nngana dzo fhelela? (Kha vha dzi vhalele.)

Vhagudi vha vhambedza magaraṭa a zwifanyiso avho na magaraṭa a zwithoma avho. Vha vhambedza tshiga tsha nomboro tshavho na magaraṭa a ipfinomboro na magaraṭa a zwifanyiso avho.

4. **U khwaṭhisedza mabogisi na bola:** Kha vha ṭalutshedze tshigwada uri tshi shumisa hani tshisagana tsha u phuphuledza. A songo lavhelesa, mugudi u phuphuledza tshithu ngomu ha tshisagana a ṭalusa uri tshi pfala sa mini. Vhaṅwe vhagudi vha amba uri vha humbula uri ndi mini. Mugudi u bvisa tshithu ngomu ha tshisagana vhagudi vha tshi sedza vhoṭhe, vha tshi rera nga ha zwoṭhe zwa vhumzani hatsho. Kha vha ṭuṭuwedze vhagudi u shumisa ḁivhaipfi u fana na: masia, tswavhelele, tshipulumbu, khuḁa dza ṭhodzi na masia tswititi.

5. **U tandula vhumzani ha bogisi – nyito ya mielo miraru:** Vhagudi vha tandula ngomu na nṅa ha khadibogisi liḁulwane. Vha dzhena ngomu ha bogisi vha ima nṅa haḁo, vha tshimbila u mona naḁo vha tshi oledzela meme nga zwanda zwavho, vha kwama khuḁa na u rembulusa bogisi hafhu. Kha vha vhalele masia a bogisi khathihi vhoṭhe.

6. **U tandula tshikwea – nyito ya mielo mivhili:** Kha ṭari la bammbiri liḁulwane, kha vha oledzele u mona na tshithihi tsha zwifanyiso kha bogisi liḁulwane.

Mbudziso dzi gaidaho:

- ★ Ni humbula uri itshi tshivhumbeo tshi fana na mini?
- ★ Ni zwi ḁivha hani uri ndi tshikwea?
- ★ Ri nga oledzela u mona na liṅwe sia la bogisi ili arali ri tshi ṭoda u ita tshiṅwe tshikwea?
- ★ Tshikwea tshi na mitalo mingana? Mbudzeni nga hayo.

NGELETSHEDZO

Kha vha ole tshifhaṭuwo kha sia liṅwe na liṅwe la bogisi u itela u thusa vhagudi u vhalela masia.

NGELETSHEDZO

Kha vha lavhelese mvelaphanda ya vhagudi kha maṅwe Masia a Magudiswa a Mbalo dza Gireidi ya Ṭ o no funzwaho vhegeni dzo fhiraho.



Kha vha ṭole uri vhagudi vha a kona u:

- u vbona, u bula na u ṭalusa tshikwea
- u topola vhumzani ha bogisi na tshivhumbeo tsha tshikwea
- u tevhela ndaela dza u ya phanda kana murahu
- u tevhela ndaela dzi tshimbilelanaho na ngomu na nṅa
- u fanyisa zwithu na tshithoma, tshifanyiso na magaraṭa a tshiga tsha nomboro



Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

Workstation 3 (This is a group activity.)

What you need

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

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



Workstation 4

What you need

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

Learners build puzzles with a minimum of six puzzle pieces.



Prepare squares for those learners who struggle with tracing.



Choose puzzles based on the learners' abilities.



Tshiṭṭshi tsha u shumela tsha 1

Zwine vha ḁo ṭḁa

- Suko ḁa u tambisa
- Bodo dza suko ḁa u tambisa u itela mugudi muṁwe na muṁwe
- Zwa u rola na u tumula suko (tshikwea na tshitendeledzi)

Vhagudi vha ita zwivhumbeo nga suko ḁa u tambisa zwa tshivhumbeo tsha tshitendeledzi na tshikwea vha tshi shumisa zwithu zwa u tumula suko. Vha shumisa izwi zwivhumbeo u ita zwithu zwine vha tou ḁinangela.

Tshiṭṭshi tsha u shumela tsha 2

Zwine vha ḁo ṭḁa

- Bammbiri ḁa muvhala
- Zwigero na guḁuu
- Bammbiri ḁi si na tshithu ḁa mugudi muṁwe na muṁwe
- Dzikhubu kana zwibuḁoko

Vhagudi vha oledzela u mona na dzikhubu kana zwibuḁoko uri vha ole tshikwea. Vha gera zwikwea zwa saizi dzo fhambanaho na mivhala. Vha zwi nambatedza kha bammbiri ḁi si na tshithu uri vha ite tshifanyiso.

Tshiṭṭshi tsha u shumela tsha 3 (Uyu ndi mushumo wa tshigwada.)

Zwine vha ḁo ṭḁa

- U itela mugudi muṁwe na muṁwe: zwithu zwa zwivhumbeo zwa tshikwea na tshitendeledzi zwa ḁuvha ḁiṁwe na ḁiṁwe
- Tshipiḁa tshihulwane tsha bammbiri ḁo olwaho tshitendeledzi khaḁo
- Tshipiḁa tshihulwane tsha bammbiri ḁo olwaho tshikwea khaḁo

Vhagudi vha vhekanya zwithu nga zwigwada zwivhili – zwithu zwa tshikwea na zwithu zwa tshitendeledzi. Vha vhea zwithu izwo kha tshipiḁa tsha bammbiri ḁi re na tshivhumbeo tshi fanaho nazwo.



Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḁo ṭḁa

- Phazili ya zwipiḁa zwa rathi ya mugudi muṁwe na muṁwe (kha vha lavhelese siaṭari ḁa 220)

Vhagudi vha fhaṭa dziphazili dza zwipiḁa zwa phazili zwi si fhasi ha zwa rathi.



NGELETSHEDZO

Kha vha dzudzanye zwikwea u itela vhaḁa vhagudi vhane vha kongelwa nga u oledzela.



NGELETSHEDZO

Kha vha nange dziphazili vho ḁisendeka nga vhukoni ha vhagudi.

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns

New knowledge

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

Practise

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

New maths vocabulary

same as
not the same as

different
pattern

copy
repeat

next
beginning

end

Getting ready

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

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



TIP

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

Sia la Magudiswa lo Sedzwaho: Phetheni, Fankisheni na Alidzhebura

Thero

- Phetheni dza dzhometiri

Ndivho ntswa

- U topola phetheni
- U kopa phetheni
- Nomboro ya 3
- U tevhékanya nomboro 1–3

Ndowedzo

- U vhalela ha mutevhetsindo 1–5
- U vhalela zwithu 1–5
- U khwaṭhisedza divhaipfi ya nomboro 1 na 2
- U tandulula thaidzo vha tshi shumisa zwithu

Divhaipfi ntswa ya mbalo

u fana na
u sa fana na

u fhambana
phetheni

u kopa
u dovholola

u tevhela
mathomo

magumo

U dilugisela

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

- tshati ya luvhondoni ya mbalo ya nomboro 3 (siaṭari la 209)
- sete dza zwiga zwa nomboro, ipfi na magaraṭa a tshithoma 1–3
- zwitendeledzi zwa bammbiri zwitswuku zwihulwane 3, zwitendeledzi zwa bammbiri zwa lutombo zwihulwane 3 na zwitendeledzi zwa bammbiri zwa lutombo zwiṭuku 3
- khuvhanganyo ya zwithu zwa divha liṁwe na liṁwe – uri zwi shumiswe u ita zwigwada, sa tsumbo, dzigunubu, mabogisi a metshisi, makhandela a saizi i fanaho, dzikhirayoni, zwiṭibo zwa mabodelo, khaphu dza puṭasiṭiki, lebula
- magaraṭa a zwifanyiso, magaraṭa a zwithoma na magaraṭa a zwiga zwa nomboro u itela 3 (sete 1 nga mugudi tshigwadani)
- sete ya zwivhumbeo zwa tshitendeledzi 3 na zwiṭemmba zwa zwivhumbeo zwa tshikwea 3 zwo itwaho nga tshipontshi, mabulannga kana khokho (sete 1 nga mugudi tshigwadani)
- zwibammbiri wa phetheni zwa 10 zwo itwaho nga zwiṭemmba
- maṭari a bammbiri a re na tshikhala u itela vhagudi uri vha ganḁise muvhili wa mbungu (kha vha lavhelese siaṭari la 117)
- magaraṭa a phetheni a 10 vha tshi shumisa zwitanda na zwithu zwa u vhalela ngazwo u bva kha *Khithi ya Zwishumiswa* (zwishumiswa zwi nga dovhololwa hafu kha mutevhe wa nomboro 1–3)
- themphuleithi ya suko la u tambisa: Nomboro 3 (siaṭari la 215).

NGELETSHEDZO

Vha humbule u shumisa tshifhinga tsha u ya bungani u itela ndowendowe ya nomboro thevhekano: mathomo, vhuvhili, vhuraruru; vhuimo: phanda ha, murahu, vhukati, lapfusa, pfufhisa.

Whole class activities

Day 1

What you need

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

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

Guiding questions:

- ★ What pattern do you hear?

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

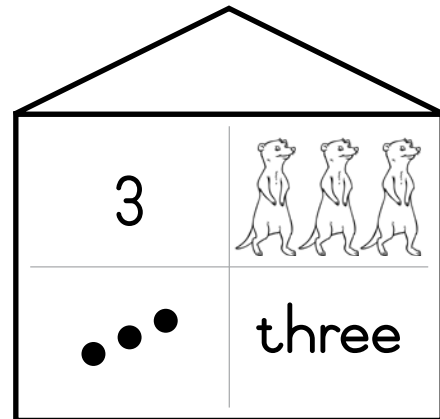
Guiding questions:

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

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

Guiding questions:

- ★ Who has seen a meerkat before? Where do meerkats live?
- ★ How many more meerkats are there than zebras?
- ★ What is the difference between the elephant's house and the meerkats' house?
- ★ How many fewer animals are there in the elephant's house than in the meerkats' house?
- ★ If one meerkat went to the zebras' house, how many animals would be in the zebras' house? And in the meerkats' house?



6. **Matching number cards to frieze number 3:** Give learners one number symbol, dot and word card for 1, 2 and 3. Learners take turns to match their cards to each frieze.

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Tshidade: *Zwibode zwiṭanu zwo takalaho* (siaṭari la 197)
- Tshati ya luvhondoni ya mbalo 1–3
- Zwiḡa zwa nomboro 1, 2 na 3, ipfinomboro na magaraṭa a tshithoma
- Tshitori tsha nomboro ya 3 (siaṭari la 199)
- Dziphulethi dza bammbiri kana zwitendeledzi zwa bammbiri 3 zwa saizi i fanaho (nṭha ha ṭafula ya mbalo)

1. **Tshidade:** Kha vha ite tshidade, *Zwibode zwiṭanu zwo takalaho* u bva kha Vhege ya 5.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha vhanda zwanda zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5. Kha vha lidze murumba nṭha ha bogisi kana nṭha ha ṭafula. Kha vha rwe vha tshi shandukisa kha u lidzela fhasi na u lidzela nṭha. Vhagudi vha vhalela fhasi na u vhalela nṭha.

Mbudziso dzi gaidaho:

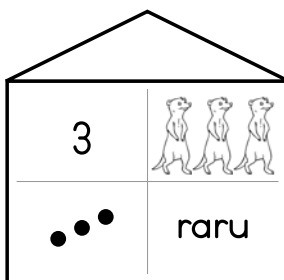
- ★ Ndi phetheni ifhio ine na khou pfa?
3. **U vhalela zwithu 1–5:** Kha vha humbele vhagudi u sumbedza tshithu tshithihi, zwiwhili kana zwiraru kilasini. Vhothe vha a vhalela musi vha tshi khou sumba.
 4. **U divhadza nomboro '3':** Kha vha sumbe tshati ya luvhondoni ya mbalo kha 'Nomboro 1' na 'Nomboro 2'.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi a dzulaho kha nṇḡu ya mathomo? (Kha vha i sumbe.)
 - ★ Ndi nḡou nngana dzi dzulaho afho? Ndi nnyi a dzulaho kha nṇḡu i no tevhela?
 - ★ Ndi mbiḡi nngana dzi dzulaho afho?
 - ★ Hu na mbiḡi nnzhi kana nḡou nnzhi? Nnzhi nga nngana?
 - ★ Ndi phukha nngana dzine na humbula uri dzi do dzula nḡuni i no tevhela?
 - ★ Hu do vha na nnzhi kana dzi re fhasi ha mbili?
5. **U divhadza nomboro '3':** Kha vha anetshale *Tshitori tsha nomboro ya 3* vha ambe nga tshati ya luvhondoni ya 'Nomboro 3'.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi o no vhuyaho a vhona lukhohe? Vhukhohe vhu dzula ngafhi?
 - ★ Hu na vhukhohe vhungana u fhira mbiḡi?
 - ★ Phambano i re vhukati ha nṇḡu ya nḡou na nṇḡu ya vhukhohe ndi ifhio?
 - ★ Hu na phukha nngana dzi si gathi dzi re nḡuni ya nḡou u fhira dzi re nḡuni ya lukhohe?
 - ★ Arali lukhohe luthihi lwa ya nḡuni ya mbiḡi, hu do vha hu na phukha nngana nḡuni ya mbiḡi? Nḡuni ya vhukhohe yone?
6. **U fanyisa magaraṭa a nomboro na tshati ya luvhondoni ya mbalo ya nomboro 3:** Kha vha nee vhagudi tshiga tsha nomboro nthihi, garaṭa la tshithoma na ipfinomboro zwa 1, 2 na 3. Vhagudi vha a sielisana u fanyisa magaraṭa avho na tshati ya luvhondoni ya mbalo.



Guiding questions:

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

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

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

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

Guiding questions:

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

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

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



TIP

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

Day 2

What you need

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

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

Guiding questions:

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

NGELETSHEDZO

Kha vha hambudze vhagudi uri vha nga tandula tafula ya mbalo vha shandukisa zwithu nga murahu masiari.

Mbudziso dzi gaidaho:

- ★ _____ u na mini tshandani tshawe?
- ★ Tshi fana na nngu ifhio? Ndi ngani?
- ★ Ndi nnyi o faraho garaṭa ḽa tshithoma ḽi re na zwithoma zwinzhi? ḽi re na zwithoma zwiṭukusa?

Kha vha vhudze vhagudi uri a re na garaṭa ḽa zwithoma zwiṭukusa ndi ene ane a ḽo ṭuwa u thoma.

- ★ Ndi mugudi ufhio ane a fanela u imisa garaṭa ḽawe u thoma?
- ★ Ndi nnyi a no fanela u tevhela? Ndi ngani?

7. **Kha vha ṭode zwithu 3:** Vhagudi vha dzula nga zwigwada zwa vhararu. Vha bvela nḽa vha ṭoda zwithu zwiraru zwine vha ḽo ḽisa ḽiḽasini. Ngomu ḽiḽasini, tshigwada tshiṅwe na tshiṅwe tshi sumbedza zwe tsha wana.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi muṅwe o wanaho _____? Kha ri zwi vhalele.

Vhagudi vha vhea zwigwada zwa zwithu zwiraru nṭha ha tafula ya mbalo na u fanyisa tshiga tsha nomboro na magaraṭa a ipfi.

8. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza zwiṭitshini zwiṅa zwa u shumela. Vha hambudze vhagudi nga maitele a u kunakisa.

Duvha ḽa 2

Zwine vha ḽo ṭoda

- Luimbo: *Ndi na girivhane* (siaṭari ḽa 199)
- Zwitendeledzi zwa bammbiri ḽitswuku ḽihulwane 3 na zwitendeledzi zwa bammbiri ḽa lutombo ḽiṭuku 2
- Tshitendeledzi tsha bammbiri ḽa lutombo ḽiṭuku 1 na zwitendeledzi zwa bammbiri ḽa lutombo ḽihulwane 3 zwa u engedza

1. **Luimbo:** Kha vha imbe luimbo, *Ndi na girivhane*. Kha vha humbele vhagudi u thetshesha uri ndi zwipeidi zwingana zwa muṭavha zwi no shelwa ngomu ha girivhane. Kha vha imbe luimbo vhoṭhe khathihi vha tshi ita misumbedzo.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha nanga uri ndi miraḽo ifhio ya muvhili ine vha ṭoda u i shumisa zwenezwi vha tshi vhalela u bva kha 1 u ya kha 5, sa nga Duvha ḽa 1. Kha vha humbele vhagudi vho fhambanaho uri vha ṅee muhumbulo nga uri ndi miraḽo ifhio ya muvhili ine vha ḽo i shumisa.
3. **U vhalela zwithu 1–5:** Kha vha vhalele u bva kha 1 u ya kha 5 vhoṭhe zwenezwi vhagudi vhaṭanu vha tshi ḽa phanda vha dzhia tshivhumbeo. Vhagudi vha fara tshivhumbeo vho lavhelesa ḽiḽasi.

Mbudziso dzi gaidaho:

- ★ Ri khou vhona zwivhumbeo zwingana?
- ★ Mugudi muṅwe na muṅwe o fara zwivhumbeo zwingana?
- ★ Ndi zwifhio zwi fanaho nga zwivhumbeo?
- ★ Phambano vhukati hazwo ndi ifhio?
- ★ Ni nga ita tshigwada tsha zwitendeledzi zwa lutombo na tshigwada tsha zwitendeledzi zwitswuku?
- ★ Ndi tshigwada tshifhio tshi re na zwitendeledzi zwinzhi? Tshi re na zwi si gathi?
- ★ Ri fanela u ita mini uri tshigwada tshiṅwe na tshiṅwe tshi vhe na tshivhalo tshi fanaho tsha zwitendeledzi?



TIP

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

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



Guiding questions:

- ★ Can you see a pattern? Tell me about it.
- ★ Where does the pattern start?
- ★ What size circle is at the beginning? What size circle comes next?
- ★ If we added another circle to the end of the pattern, what size would it have to be? And next?

5. **Identifying patterns in the classroom:** Ask learners to look for patterns on their clothing and/or in the classroom and to describe the patterns.

Guiding questions:

- ★ What pattern do you see? Why do you think it is a pattern?

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

Day 3

What you need

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

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

NGELETSHEDZO

Kha vha dzudze thevhekano i pfufhi nahone yo leluwa vha sedzese kha saizi kana mivhala zwa zwitendeledzi.

4. **U tandula phetheni:** Kha vha nee muñwe mugudi tshitendeledzi tsha lutombo tshiṭuku tsho salaho. Kha vha humbele vhagudi vha re na zwitendeledzi zwa lutombo vha sale vho ima ngeno vha re na zwitendeledzi zwitswuku vha tshi zwi vhea kha methe. Kha vha nee vhagudi vhararu zwitendeledzi zwiraru zwiḥulwane zwa lutombo. Kha vha dzudzanye vhagudi nga mutevhe khathihi na zwitendeledzi zwavho u itela uri vha ite phetheni: tshiṭuku, tshiḥulwane, tshiṭuku, tshiḥulwane. Kha vha vhudzise kīlasi uri ndi saizi ifhio ya tshitendeledzi ine ya fanela u tevhela. Kha vha dovholole u swika vhagudi vhoṭhe vha tshi fhelela kha mutevhe na zwitendeledzi zwavho.



Mbudziso dzi gaidaho:

- ★ Ni khou kona u vhona phetheni? Ṭalutshedzeni nga hayo.
 - ★ Phetheni i khou thoma ngafhi?
 - ★ Ndi saizi ifhio ya tshitendeledzi i re mathomoni? Ndi saizi ifhio ya tshitendeledzi i no khou tevhela?
 - ★ Arali ra engedza tshiñwe tshitendeledzi magumoni a phetheni, hu ḡo fanela u vha saizi ifhio? I tevhelaho yone?
5. **U topola phetheni ngomu kīlasini:** Kha vha humbele vhagudi u ṭoḡa phetheni kha zwiambaro zwavho na/kana ngomu kīlasini na u ṭalusa phetheni idzo.

Mbudziso dzi gaidaho:

- ★ Ni khou vhona phetheni ḡe? Ndi ngani ni tshi humbula uri ndi phetheni?
6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha ḷa 3

Zwine vha ḡo ṭoḡa

- Luimbo: *Ndi na girivhane* (siaṭari ḷa 199)
- *Bugu ya Dziphositara*, Phositara ya 7
- Zwitendeledzi zwa bammbiri ḷitswuku 3 na zwitendeledzi zwa bammbiri ḷa lutombo 3 zwoṭhe zwa saizi i fanhao

1. **Luimbo:** Kha vha imbe luimbo, *Ndi na girivhane*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo:** Kha vha vhelele u bva kha 1 u ya kha 5. Vha vhande zwanda, vha wise mulenzhe fhasi, vha vhande zwanda, vha wise mulenzhe fhasi, vha vhande zwanda.
3. **U vhalela zwithu 1–5:** Kha vha topole phetheni kha Phositara ya 7. Kha vha topole na u vhalela zwithu 1–5.

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

Guiding questions:

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

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

Guiding questions:

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

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

Guiding questions:

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

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



TIP

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

Day 4

What you need

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

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

4. **U tandulula thaidzo 1–3:** Kha vha ambe nga Phositara ya 7.

Mbudziso dzi gaidaho:

- ✦ Ni humbula uri ndi tshifhingaḁe? Ndi ngani?
- ✦ Ni humbula uri Khotsi vha ḁo renga mini tshi no tevhela? Zwingana?
- ✦ Hu na zwiengwe zwingana? Hu ḁo sala zwingana arali ra renga tshithihi?

5. **U khwaṭhisedza phetheni:** Vhagudi vhararu vha imisa zwitendeledzi zwiraru zwitswuku. Kha vha vhudzise uri hu ḁo ṭoḁea vhagudi vhangana u imisa zwitendeledzi zwa lutombo. Vhagudi vha ita zwigwada zwivhili, tshithihi tsho imisa zwitendeledzi zwitswuku na tshithihi tsho imisa zwa lutombo. Kha vha dzudzanye vhagudi u itela uri vha fare zwitendeledzi nga ṅila i tevhelaho: tsha lutombo, tshitswuku, tsha lutombo, tshitswuku, vha bule na madzina a muvhala.

Mbudziso dzi gaidaho:

- ✦ Mmbudzeni nga phetheni.
- ✦ Ro thoma nga muvhala ufho? Ha tevhela ufho?

Kha vha vhudzise vhagudi arali zwi tshi konadzea u pfa phetheni kana arali dzi tshi nga tou vboniwa fhedzi. Kha vha ite phetheni ya mubvumo wa murado wa muvhili, vha ite mubvumo muṅwe na muṅwe luvhili, sa tsumbo, u vhanda zwanda, u vhanda zwanda, u rwiwa mulenzhe fhasi, u rwiwa mulenzhe fhasi, u vhana zwanda, u vhanda zwanda, u rwiwa mulenzhe fhasi, u rwiwa mulenzhe fhasi. Vha dovholole phetheni iyi lu si gathi.

Mbudziso dzi gaidaho:

- ✦ No pfa mini?
- ✦ Ndo vhanda zwanda lungana? (Vhandani zwanda ni vhalele noṭhe.)
- ✦ Ndo rwiwa mulenzhe fhasi lungana? (Rwisani mulenzhe fhasi ni vhalele noṭhe.)
- ✦ Ndi zwifho zwe nda ita zwo tevhelaho?
- ✦ Yo vha mibvumo ifho mivhili ya u thoma?
- ✦ Ha tevhela mini murahu ha afho?
- ✦ Ndi mibvumo ifho mivhili ye ra i dovholola?
- ✦ Ndo ita phetheni ifho?

6. **Nyito dza tshigwada tshifuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭṭshini zwa u shumela na maitele a u kunakisa.**NGELETSHEDZO**

Kha vha ri vhaṅwe vhagudi vha ite mubvumo wa phetheni pfufhi wa murado wa muvhili une vhaṅwe vhagudi vha nga edzisela. Vha nga ṭoḁa u gaidiwa. Sa tsumbo, kha vha vhudzise, 'Ndi mubvumo ufho une na khou ṭoḁa mathomoni?', 'Ndi mubvumo ufho une na khou ṭoḁa u ita une wa ḁo tevhela?' ngauralongauralo.

Duvha ḽa 4**Zwine vha ḁo ṭoḁa**

- Luimbo: *Ndi na girivhane* (siaṭari ḽa 199)
- Nomboro 1–5 kha muthambi wa u anea nomboro
- Zwithu zwa u vhalela ngazwo zwa phukha

1. **Luimbo:** Kha vha imbe *Ndi na girivhane*, na u ita misumbedzo.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha nanga uri ndi mirado ifho ya muvhili ine vha ṭoḁa u i shumisa zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5, sa nga Duvha ḽa 1. Kha vha humbele vhagudi vho fhambanaho uri vha ṅee muhumbulo nga uri ndi mirado ifho ya muvhili ine vha ḁo shumisa.
3. **U vhalela zwithu 1–5:** Vhagudi vha nanga zwithu zwa u vhalela ngazwo zwa masekwa zwiṭṭanu na zwa khuhu zwiṭṭanu vha zwi vhalela.

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

Guiding questions:

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

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

Day 5

What you need

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

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

Guiding questions:

- ★ How many learners are in the hula hoops?
 - ★ What do I need to do to make one group more than the other?
- Add another learner to one of the hula hoop groups.
- ★ Are the groups the same or are they different? How are they different?
 - ★ How many more does this group have? (Point to the group with three learners.)

4. **U khwaṭhisedza phetheni:** Vhagudi vha fumi vha ima phanḁa, muṅwe na muṅwe o fara tshithu tsha u vhalela ngatsho tsha sekwa kana khuhu. Mugudi muṅwe na muṅwe u amba uri o fara lushaka lufhio lwa phukha ya bulasini. Kha vha vha humbele u ḁidzudzanya nga zwigwada zwivhili: tshithihi tsha vha tshi na khuhu na tshiṅwe tshi na masekwa. Kha vha vhudzise uri ndi zwifhio zwi fanaho nga ha phukha dzine vhagudi vho dzi fara zwigwadani zwavho, na uri ndi zwifhio zwo fhambanaho. Kha vha vhudzise uri vha nga dzudzanya hani vhagudi u ita phetheni vha tshi shumisa phukha. Vhoṭhe na kilasi, kha vha dzudzanye vhagudi u ima nga mutevhe u itela u sika phetheni. Kha vha vhudzise vhagudi uri hu vhidzwa nnyi a no tevhela. Kha vha bule dzina ḁa phukha kha phetheni, sa tsumbo, sekwa, khuhu, sekwa, khuhu, sekwa, khuhu.

Mbudziso dzi gaidaho:

- ★ Ri ḁo vhea phukha ifhio u isa phetheni iyi phanḁa?
 - ★ Ri nga ita phetheni yo fhambanaho ri tshi shumisa phukha dze vhagudi vha fara? (sa tsumbo, sekwa, sekwa, khuhu, sekwa, sekwa, khuhu)
- Kha vha fhedzise phetheni vhoṭhe na vhagudi.

5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha ḁa 5

Zwine vha ḁo ṭoḁa

- Luimbo: *Ndi na girivhane* (siaṭari ḁa 199)
- Dziuḁa hupu 2
- Zwithu zwa u vhalela ngazwo (*Khithi ya Zwishumiswa*)
- Magaraṭa a nomboro 2 a tshithoma na tshiga tsha nomboro '3'

1. **Luimbo:** Kha vha imbe *Ndi na girivhane*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha nanga uri ndi miraḁo ifhio ya muvhili ine vha ṭoḁa u i shumisa zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 5. Kha vha humbele vhagudi vho fhambanaho uri vha ṅee muhumbulo nga uri ndi miraḁo ifhio ya muvhili ine vha ḁo shumisa.
3. **U vhalela 1–5:** Vhoṭhe na vhagudi kha vha vhalele tshigwada tsha vhagudi vhaṭanu uri vha ime phanḁa u ita misumbedzo vha tshi itela luimbo. Kha vha imbe luimbo lu si gathi, vhagudi vha re phanḁa vha tshi ita misumbedzo.
4. **U tandulula thaidzo 1–3:** Kha vha vhee dzihuḁa hupu mbili tsini na tsini vhukati ha methe. Kha vha humbele vhagudi vhavhili u ima ngonu ha huḁa hupu iṅwe na iṅwe.

Mbudziso dzi gaidaho:

- ★ Hu na vhagudi vhangana ngomu ha dzihuḁa hupu?
- ★ Ndi ṭoḁa mini u ita uri tshigwada tshithihi tshi vhe na vhanzhi u fhira tshiṅwe?

Kha vha engedze muṅwe mugudi kha tshithihi tsha zwigwada zwa huḁa hupu.

- ★ Zwigwada zwi khou fana kana zwo fhambana? Zwo fhambanisa hani?
- ★ Itshi tshiṅwe tshigwada tshi na vhanzhi nga vhangana? (Kha vha sumbe tshigwada tshi re na vhagudi vhararu.)



TIP

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

Count how many learners there are in each group.

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

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

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

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

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

Small group activities

Teacher-guided activity

What you need

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

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

Guiding questions:

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



NGELETSHEDZO

Kha vha sedzesa kha u ita ngowendowe ya 1, 2 na 3 nga u vhea zwithu ngomu ha huḽa hupu zwine zwa wela kha iyi tsielano.

Kha vha vhalele uri hu na vhagudi vhangana kha tshigwada tshiṅwe na tshiṅwe.

★ Ri fanela u ita mini uri tshigwada tsha vhavhili tshi fane na tshigwada tsha vhararu?

Kha vha engedze muṅwe mugudi kha tshigwada tsha vhavhili. Kha vha vhalele tshigwada tshiṅwe na tshiṅwe. Vhagudi vhavhili vha dzhia magaraṭa a zwithoma u bva kha ṭafula ya mbalo ane a fana na tshigwada tshiṅwe na tshiṅwe. Vhagudi vhavhili vha dzhia magaraṭa a tshiga tsha nomboro ane a fana na zwigwada.

Vhagudi vhavhili u bva kha tshigwada tshithihi na muthihi u bva kha tshiṅwe vha dzula na ḽasi yoṭhe. Kha vha vhalele tshivhalo tsha vhagudi vho salaho kha tshigwada tshiṅwe na tshiṅwe.

★ Magaraṭa a nomboro aya a kha ḽi fana na zwigwada?

★ Ri fanela u ita mini uri magaraṭa a fane?

5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha ḽo ṭoda

- U itela mugudi muṅwe na muṅwe, tshidongo tshi re na:
 - Magaraṭa a zwigwa zwa nomboro 1–3
 - Magaraṭa a zwithoma 1–3
 - Zwithu zwa u vhalela ngazwo zwa mitshele zwa 10 (*Khithi ya Zwishumiswa*)
 - Zwitanda zwa mivhala zwa 6
- Magaraṭa a zwithoma (*Khithi ya Zwishumiswa*)
- Phulethi dza mabambiri kana zwifaredzi zwa yogathi dza puḽasiṭiki ṭhukhu – 2 nga mugudi (*KANA maṭari a bambiri a A4 a re na zwiṭendeledzi 2 kha ḽiṅwe na ḽiṅwe – 1 nga mugudi*)
- Muḽali wo lapfaho

1. **U vhalela zwithu 5:** Kha vha ṅee mugudi muṅwe na muṅwe tshidongo. Mugudi muṅwe na muṅwe u vhalela zwithu zwa u vhalela ngazwo zwa mitshele zwiṭanu.
2. **Magaraṭa a tshithoma 1–3:** Kha vha sumbedze magaraṭa a tshithoma a 1 na 2. Kha vha sumbedza garaṭa ḽa tshithoma ḽiṭhihi ḽa '3' vha vhudzise, 'Hu na zwithoma zwingana?' Kha vha humbele vhagudi u vhea zwithu zwa u vhalela ngazwo nga nzudzanyo i fanaho. Kha vha vhudzise arali vha tshi nga dzudzanya zwithu zwa u vhalela ngazwo nga iṅwe ṅḽila. Kha vha dovholole vha tshi itela nzudzanyo dzo fhambanaho dza garaṭa ḽa tshithoma ḽa '3'.

3. **U fanyisa magaraṭa a zwithoma na zwithu zwa u vhalela ngazwo 1–3:** Vhagudi vha shumisa zwithu zwa u vhalela ngazwo zwa mitshele u vhalela na u fanyisa ḽiṅwe na ḽiṅwe ḽa magaraṭa a zwithoma.

Mbudziso dzi gaidaho:

- ★ Ndi zwithu zwingana zwa u vhalela ngazwo zwa mitshele zwine na ṭoda uri zwi fane na garaṭa ḽa tshithoma ḽa u thoma?
 - ★ Ni ḽo ṭoda zwiṅwe zwingana u itela garaṭa ḽa tshithoma ḽi tevhelaho?
4. **U vhambedza magaraṭa a zwithoma na magaraṭa a zwigwa zwa nomboro 1–3:** Vhagudi vha fara zwithu zwa u vhalela ngazwo zwa mitshele zwavho na magaraṭa a zwithoma nga u tevhkana phanda havho.



Place a set of number symbol cards 1, 2 and 3 in front of them. Ask them if they can remember which animals from the number stories go with each number card. Point to each card and ask learners to say the numbers.

Learners discuss which number symbol and word cards match their dot cards. They match the number symbol cards from their tubs to their counters and dot cards.

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

Guiding questions:

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

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

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

Guiding questions:

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

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

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

Add two learners to one of the sides.

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

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



TIP

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

Integration

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



Check that learners are able to:

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

Kha vha vhee sete ya magaraṭa a zwiga zwa nomboro zwa 1, 2 na 3 phanda ha vhagudi. Kha vha vha vhudzise arali vha tshi nga humbula uri ndi phukha dzifhio u bva kha zwiṭori zwa nomboro dzine dza tshimbila na garaṭa la nomboro liṅwe na liṅwe. Kha vha sumbe kha garaṭa liṅwe na liṅwe vha humbele vhagudi u bula nomboro. Vhagudi vha rera uri ndi magaraṭa a tshiga tsha nomboro na ipfinomboro zwifhio zwi no fana na magaraṭa a zwithoma avho. Vha vhambedza magaraṭa a tshiga tsha nomboro u bva zwidongoni zwavho na zwithu zwa u vhalela ngazwo na magaraṭa a zwithoma.

5. **U khwaṭhisedza phetheni:** Kha vha ite phetheni i sa konḡi nga zwithu zwa u vhalela ngazwo zwa mitshelo, sa tsumbo, muomva, mutshelotshelwana, muomva, mutshelotshelwana. Vhagudi vha bula madzina a mitshelo nga mutevhe une ya khou vhone ngayo.

Mbudziso dzi gaidaho:

- ★ Ni zwi ḡivha hani arali izwi zwi phetheni?
- ★ Ndi mutshelo ufhio une na khou vhone mathomoni a phetheni?
- ★ Ndi ufhio mutshelo une na khou vhone u tevheleho?

6. **U kopa phetheni:** Kha vha ite iṅwe phetheni vha tshi shumisa mitshelo. Kha vha humbele vhagudi u kopa phetheni nga zwithu zwa u vhalela ngazwo zwavho.

7. **U ita zwigwada uri zwi fane 1–3:** Kha vha vhee muḡali fhasi vhukati ha methe. Kha vha humbele mugudi muthihi u ima kha sia liṅwe na liṅwe.

Mbudziso dzi gaidaho:

- ★ Hu na vhagudi vhangana vha re kha ili sia? Kha ili liṅwe sia?
- ★ Ndi ngani masia oṭhe a tshi fana?

Kha vha engedze muṅwe mugudi kha liṅwe la masia. Kha vha rere phambano vhukati ha masia mavhili.

- ★ Ri fanela u ita mini uri masia oṭhe a fane?

Kha vha engedze vhagudi vhavhili kha liṅwe la masia.

- ★ Mmbudzeni uri ndi ite mini u itela uri masia oṭhe a fane.

8. **U tandulula thaidzo vha tshi shumisa zwithu:** Kha vha ṅee mugudi muṅwe na muṅwe zwifaredzi zwivhili zwiṭuku zwa yogathi na zwitanda zwa rathi. Kha vha vha humbele uri vha dzhenise zwitanda ngomu ha zwifaredzi u itela uri zwifaredzi zwivhili zwi vhe na tshivhalo tshi fanaho tsha zwitanda. Kha vha vhudzise uri 'u fana' zwi amba mini. Kha vha ṅee mugudi muṅwe na muṅwe tshifhinga tsha u vhalela zwithu ngomu ha tshifaredzi tshiṅwe na tshiṅwe u vhone arali zwi tshi fana.

NGELETSHEDZO

Vhagudi vha nga kuvhanganya zwithu zwa u vhalela ngazwo zwavho zwa mitshelo ya 1, 2 na 3 nga ṅila iṅwe na iṅwe. Afha ho sedzeswa u vha na tshivhalo tsha zwa u vhalela ngazwo tsho teaho. Vhagudi vha ḡo vhone uri zwithu zwiraru zwi nga kuvhanganywa nga ṅila iṅwe na iṅwe nahone zwi ḡo dzula zwi zwithu zwiraru.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: liṭheresi nga u vhone (phetheni kha zwifanyiso); phetheni kha nyimbo na mutevhetsindo.



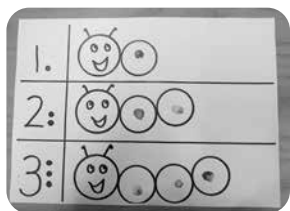
Kha vha ṭole uri vhagudi vha a kona u:

- vhone, vhambedza na u bula zwiga zwa nomboro, maipfinomboro na magaraṭa a zwithoma 1–3
- kha vha vhambedze zwithu na magaraṭa a zwithoma 1–3
- topola phetheni
- kopa phetheni



TIP

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



Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

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

Workstation 3

What you need

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

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

Workstation 4

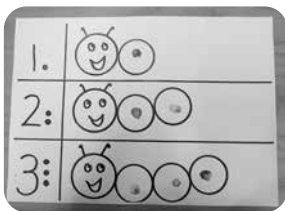
What you need

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

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

NGELETSHEDZO

Kha vha shumise zwibambiri zwa phetheni zwivhili arali tshigwada tshi tshihulwane u itela uri vhothe vha kone u vhotha. Musi pennde ya tshibambiri tsha phetheni yo no oma, kha vha nambatedze zwo olwaho kha masiatari a re na mikano.



Tshiṭṭitshi tsha u shumela tsha 1

Zwine vha ḑo ṭoḑa

- Zwibambirii zwa phetheni
- Tshipontshi, bulannga kana zwiṭembe zwa khokho
- Tshipiḑa 1 tsha bambiri ḑa A4 mugudi muṁwe na muṁwe
- Tshipiḑa 1 tsha bambiri ḑa A5 mugudi muṁwe na muṁwe
- Pennde ngomu ha dziṭhireyi dza poliṣiterini
- Dzikhirayoni

Vhagudi vha shumisa zwiṭembe u kopa phetheni uri vha ite mukano kha bambiri ḑa A4. Kha vha vhee tshibambiri tsha phetheni vhukati ha ṭafula u itela uri vhagudi vha kope.

Kha bambiri ḑa A5, vha ola tshifanyiso tshi re na zwithu zwiṁwe na zwiṁwe zwiraru zwine vha funa.

Tshiṭṭitshi tsha u shumela tsha 2

Zwine vha ḑo ṭoḑa

- Pennde
- Siatari ḑa mbungu ya u vhalela ngayo 1 mugudi muṁwe na muṁwe
- Tshipiḑa 1 tsha bambiri ḑa A4 mugudi muṁwe na muṁwe
- Sambelo ḑi re na maḑi
- Thaula

Vhagudi vha dzhenisa minwe yavho ngomu ha pennde vha ita tshivhalo tshi re tshone tsha mugandiso wa minwe – 1, 2 kana 3 – u vhumba muvhili wa mbungu iṁwe na iṁwe kha siatari ḑavho ḑa tsha u vhalela ngatsho tsha mbungu.

Musi vho fhedza mbungu, vha shumisa pennde ya minweni u ita zwifanyiso zwavho zwo imelaho zwithu zwiraru.

Tshiṭṭitshi tsha u shumela tsha 3

Zwine vha ḑo ṭoḑa

- Bambiri na dzikhirayoni
- Magaraṭa a phetheni (o imela zwa u vhalela ngazwo na phetheni dza zwitanda)
- Zwithu zwa u vhalela ngazwo na zwitanda u bva kha *Khithi ya Zwishumiswa* – zwo eḑanaho mugudi muṁwe na muṁwe uri a kope magaraṭa a phetheni

Vhagudi vha nanga garaṭa ḑa phetheni. Vha kopa phetheni vha tshi shumisa zwa u vhalela ngazwo na zwitanda.

Tshiṭṭitshi tsha u shumela tsha 4

Zwine vha ḑo ṭoḑa

- Suko ḑa u tambisa
- Themphuleithi ya suko ḑa u tambisa: Nomboro 3 mugudi muṁwe na muṁwe (siatari ḑa 215)

Vhagudi vha vhumba suko ḑa u tambisa vha ḑi vhea vhuimoni ho teaho kha themphuleithi ya suko ḑa u tambisa. Vha fanela u shumisa suko ḑa u tambisa u vhumba nomboro ya '3', u kungulusa bola tharu dza suko ḑa u tambisa u itela u vhea murini, na u kungulusa bola tharu dza suko ḑa u tambisa u itela u vhea kha giridi.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

triangle
corner points

smooth
in front of

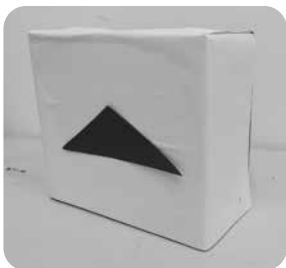
behind
smaller

bigger

Getting ready

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

- 3 different-sized paper bag puppets (make sure the sizes are clearly differentiated: big, bigger, biggest)
- 3 tins as stands for the puppets
- make 1 big and 1 small post box
- small (all same size) and big (all same size) paper triangles made from newspaper, magazines or plain paper
- triangle, circle, square and rectangle cardboard cut-outs of different sizes and colours
- a copy of the A4 page with triangles (page 219) per learner in a group
- small circle, square and triangle cut-outs of coloured paper for each learner
- make six-piece puzzles if you don't have any (page 220)
- paint a number track 1–10 outdoors.



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

Thero

- U vhona, u topola na u bula zwivhumbeo zwa mielo mivhili: t̥hofunderaru
- U vhambedza zwithu zwa mielo miraru na zwivhumbeo zwa mielo mivhili
- U vhekanya zwivhumbeo zwa mielo mivhili
- Zwithu zwiṭuku nga zwiḥulwane
- Ndinganyahuvhili

Ndivho ntswa

- U vhalela ha mutevhetsindo 1–10
- Zwivhumbeo zwa mielo mivhili: t̥hofunderaru
- Zwithu zwiṭuku nga zwiḥulwane
- Vhuimo: phanda ha na murahu

Ndowedzo

- Tshitendeledzi, tshikwea
- U vhalela zwithu 1–5
- U khwaṭhisedza divhaipfi ya nomboro 1–3
- U tevhekanya nomboro 1–3
- Ndinganyahuvhili
- Khulwane, t̥hukhu
- U vhekanya nga tshivhumbeo
- Dziphazili dza zwipiḡa zwa rathi

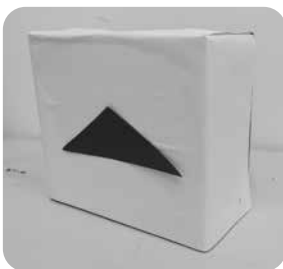
Divhaipfi ntswa ya mbalo

t̥hofunderaru
t̥hodzi dza khuḡa

suvha
phanda ha

murahu
tshiṭuku

tshiḥulwane



U dilugisela

U itela nyito dza ino vhege, vha ḡo fanela u dzudzanya zwitevhelaho:

- mapopai 3 a sagana dza bammbiri dza saizi dzo fhambanaho (vha vhone uri saizi dzi a fhirana: khulwane, khulwanesa, khulusesa)
- zwikoṭikoṭi 3 zwine zwa ḡo vha zwiṭende zwa mapopai
- kha vha ite tshibogisi tsha poswo tshiḥulwane 1 na 1 tshiṭuku
- t̥hofunderaru dza bammbiri t̥hukhu (dzoṭhe dza saizi i fanaho) na khulwane (dzoṭhe dza saizi i fanaho) dzo itwaho nga guranṇa, mimagazini kana bammbiri li si na tshithu
- makhadibogisi a t̥hofunderaru, tshitendeledzi, tshikwea na t̥hofundeina o geredzelwa a saizi dzo fhambanaho na mivhala
- khophi ya siaṭari la A4 li re na t̥hofunderaru (siaṭari la 219) mugudi muṇwe na muṇwe tshigwadani
- tshitendeledzi tshiṭuku, tshikwea na t̥hofunderaru dzo gerwaho dza bammbiri la mivhala u itela mugudi muṇwe na muṇwe
- kha vha ite dziphazili dza zwipiḡa zwa rathi arali vha si nadzo (siaṭari la 220)
- kha vha pennde mutalombalo wa 1–10 nṇa.



Whole class activities

Day 1

What you need

- Song: *This is a triangle* (page 198)
- Number friezes 1–3
- 3 square, 4 circle and 5 triangle attribute blocks (*Resource Kit*)
- Large cardboard circle, square and triangle
- A large piece of paper
- A koki

1. **Song:** Introduce the song, *This is a triangle*. Show a picture of a triangle and point to the corners and sides as learners sing. Learners raise their arms above their heads and join their fingertips to form a triangle shape.
2. **Oral counting 1–10:** Learners hop or jump along the number track outside while counting from 1 to 10.
3. **Practising 1–3 with the number friezes:** Point to the number friezes.

Guiding questions:

- ★ Which animal is there only one of?
 - ★ Which house has the most animals?
 - ★ Are there more zebras or more meerkats?
 - ★ If a zebra friend came to visit the two zebras, how many zebras would there be in their house?
 - ★ If one meerkat moved in with the elephant, how many meerkats would be left in the meerkats' house?
4. **Counting objects 1–5:** Place the square, circle and triangle attribute blocks on the mat. Together count the squares and place these in a group. Do the same for the circles and triangles.

Guiding questions:

- ★ Which group has the most shapes?
 - ★ Which group has the least shapes?
 - ★ How can we make sure?
5. **Introducing triangles:** Point to the circle and square attribute blocks. Ask if learners remember the names of these shapes. Hold up a triangle.

Guiding questions:

- ★ Does anyone know what this shape is called?
 - ★ Can anyone see a shape like this anywhere else in the classroom?
- Hold up the large cardboard triangle.
- ★ How many sides does this shape have? (Count these.)
 - ★ How many corners does it have? (Count these.)

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Luimbo: *Iyi ndi thofunderaru* (siafari la 199)
- Tshati ya luvhondoni ya mbalo nomboro 1–3
- Zwikwea 3, zwitendeledzi 4 na zwibuloko zwa vhunzani ha thofunderaru 5 (*Khithi ya Zwishumiswa*)
- Tshitendeledzi tsha khadibogisi tshihulwane, tshikwea na thofunderaru
- Tshipida tsha bammbiri tshihulwane
- Khokhi

1. **Luimbo:** Kha vha divhadze luimbo, *Iyi ndi thofunderaru*. Kha vha sumbedze tshifanyiso tsha thofunderaru vha sumbe khuḁa na masia zwenezwi vhagudi vha tshi khou imba. Vhagudi vha imisela mikonwo yavho ya fhira thoho vha tanganya thodzi dza minwe u vhumba tshivhumbeo tsha thofunderaru.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha a thamuwa kana u fhufha kha mutalombalo nḁa ngeno vha tshi khou vhalela u bva kha 1 u ya kha 10.
3. **Nḁowendowe ya 1–3 nga tshati dza luvhondoni dza mbalo:** Kha vha sumbe kha tshati dza luvhondoni dza mbalo.

Mbudziso dzi gaidaho:

- ★ Ndi ifhio phukha ine hu na nthihi yayo fhedzi?
- ★ Ndi nḁu ifhio i re na phukha nanzhi?
- ★ Hu na mbiḁi nanzhi kana vhukhohe vhunzhi?
- ★ Arali khonani ya mbiḁi ya ḁa ya dalela mbiḁi mbili, hu ḁo vha na mbiḁi nnga nḁuni yadzo?
- ★ Arali lukhohe luthihi lwa ya u dzula na nḁou, hu ḁo vha ho sala vhukhohe vhungana nḁuni ya vhukhohe?

4. **U vhalela zwithu 1–5:** Kha vha vhee zwibuloko zwa vhunzani ha tshikwea, tshitendeledzi na thofunderaru kha methe. Vhothe na vhagudi vha vhalela zwikwea vha zwi vhea zwi tshigwada. Kha vha ite ngauralo na kha zwitendeledzi na thofunderaru.

Mbudziso dzi gaidaho:

- ★ Ndi tshigwada tshifhio tshi re na zwivhumbeo zwinzhi?
- ★ Ndi tshigwada tshifhio tshi re na zwivhumbeo zwi si gathi?
- ★ Ri nga wana hani vhuṭanzi?

5. **U divhadza dzi thofunderaru:** Kha vha sumbe kha zwibuloko zwa vhunzani ha thofunderaru na tshikwea. Kha vha vhudzise arali vhagudi vha tshi humbula madzina a izwi zwivhumbeo. Kha vha imisele nṱha thofunderaru.

Mbudziso dzi gaidaho:

- ★ Hu na ane a divha uri tshivhumbeo itshi tshi vhidzwa u pfi mini?
- ★ Hu na ane a khou kona u vhone tshivhumbeo tshi ngaho itshi huṱwe na huṱwe afha kilasini?

Kha vha imisele nṱha thofunderaru khulwane ya khadibogisi.

- ★ Itshi tshivhumbeo tshi na masia mangana? (Kha vha vhalele izwi.)
- ★ Tshi na khuḁa nngana? (Kha vha vhalele izwi.)

6. **Exploring triangles:** Trace around the cardboard triangle onto a large piece of paper.

Guiding questions:

- ★ What is the shape on the paper called?
- ★ Is this shape the same as the ones on the mat?

Tell me about the triangle we have drawn.

- ★ How many lines does it have?
- ★ What can you tell me about the lines?

Hand out triangles from the *Resource Kit*. In pairs, learners explore the triangle, feeling the straight sides and touching the points.

- ★ How many sides are there? How many corners?
- ★ What do they feel like?

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



Day 2

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- 10 triangle attribute blocks (*Resource Kit*)
- Song: *This is a triangle* (page 198)
- A large cardboard circle, square and triangle attached to the wall behind the maths table
- Plate
- *Poster Book*, Poster 8



Encourage learners to jump on the number ladder from 1 to 10 during outside play.

1. **Rhyme:** Introduce the rhyme, *Hear me count*.
2. **Oral counting 1–10:** Learners stamp and count to the beat from 1 to 10 as you play the tambourine.
3. **Counting objects 1–5:** Put 10 triangle attribute blocks on the maths table. Together count five learners to come to the front. Ask how many triangles you will need for each learner to hold one. Ask another learner to give each learner who is in the front one triangle.

Guiding questions:

- ★ How many learners gave out the triangles?
- ★ How many learners are holding a triangle?
- ★ If one learner gives me their triangle (one learner sits down), how many triangles are left? (Count together.)

Repeat until all the learners are sitting down. Each time ask how many learners/triangles are left.

6. **U tandula thofunderaru:** Kha vha oledzele u mona na thofunderaru ya khadibogisi kha tshipiḁa tshihulwane tsha bammbiri.

Mbudziso dzi gaidaho:

- ★ Tshivhumbeo tshi re kha bammbiri tshi vhidzwa u pfi mini?
- ★ Itshi tshivhumbeo tshi fana na zwi re kha methe?

Mmbudzeni nga ha thofunderaru ye ra ola.

- ★ I na mitalo mingana?
- ★ Ni nga mmbudza mini nga mitalo?

Kha vha vha nee thofunderaru dzi bvaho kha *Khithi ya Zwishumiswa*. Nga vhavhilihavhili, vhagudi vha tandula thofunderaru, vha phuphuledza masia tswititi na u kwama thodzi.

- ★ Hu na masia mangana? Hu na khuḁa nngana?
- ★ Dzi pfala sa mini?

7. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza zwiṭitshini zwa u shumela zwiṇa. Vha humbudze vhagudi nga ha u kunakisa.



Duvha 2

Zwine vha ḁo ṭḁa

- Tshidade: *Mpferi ndi tshi vhalela* (siaṭari 199)
- Thamborini
- Zwiḁuḁoko zwa 10 zwa vhunzani ha thofunderaru (*Khithi ya Zwishumiswa*)
- Luimbo: *Iyi ndi thofunderaru* (siaṭari 199)
- Khadibogisi ḁihulwane 1a tshitendeledzi, tshikwea na thofunderaru zwo vhwewa kha luvhondo murahu ha ṭaḁula ya mbalo
- Phulethi
- *Bugu ya Dziphositara*, Phositara ya 8

NGELETSHEDZO

Kha vha ṭuṭuwedze vhagudi u thamuwa kha tshiṭepisi tsha nomboro u bva kha 1 u ya kha 10 nga tshifhinga tsha mutambo wa nḁa.

1. **Tshidade:** U ḁivhadza tshidade, *Mpferi ndi tshi vhalela*.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha rvisa mulenzhe fhasi vha vhalela kha muungo u bva kha 1 u ya kha 10 zwenezwi vhone vha vho khou lidza thamborini.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwiḁuḁoko zwa 10 zwa vhunzani ha thofunderaru nṭha ha ṭaḁula ya mbalo. Vhoṭhe na vhagudi vha vhalela vhagudi vhaṭanu uri vha de phanḁa. Kha vha vhudzise uri ndi thofunderaru nngana dzine vha ḁo dzi ṭḁa u itela uri mugudi muṇwe na muṇwe a fare nthihi. Kha vha humbele mugudi muthihi uri a nee mugudi muṇwe na muṇwe a re phanḁa thofunderaru nthihi.

Mbudziso dzi gaidaho:

- ★ Ndi vhagudi vhangana vhe vha nea vhaṇwe thofunderaru?
- ★ Ndi vhagudi vhangana vho faraho thofunderaru?
- ★ Arali mugudi muthihi a nea thofunderaru yawe (mugudi muthihi u dzula fhasi), hu vha ho sala thofunderaru nngana? (Kha vha vhalele vhoṭhe na vhagudi.)

Kha vha dovholole u swika vhagudi vhoṭhe vha tshi dzula fhasi.

Tshifhinga tshoṭhe vha vhudzise uri ndi vhagudi vhangana/thofunderaru dzo salaho.

4. **Identifying triangles:** Point to the large triangle on the wall.
Guiding questions:
 - ★ What do you remember about the triangle? What makes it a triangle?
 - ★ How many corners does it have? How many sides? How many lines?

Sing *This is a triangle*.
5. **Comparing shapes:** Point to the large circle, square and triangle.
Guiding questions:
 - ★ Which shape has straight lines like the triangle?
 - ★ How many sides does the triangle have? And the square?
 - ★ Which shape has more sides, the square or the triangle?
 - ★ How is the circle different to the square? And the triangle?
6. **Solving problems 1–5:** Talk about Poster 8. Learners look for triangle shapes in the picture.
Guiding questions:
 - ★ Can you see any triangles? Show me where they are.
 - ★ What other shapes can you see?
 - ★ (Point to a square or circle shape.) Is this shape a triangle? Why/why not?
 - ★ How many scoops of ice cream does the girl have?
 - ★ How many scoops will she have left if she eats one scoop?
 - ★ What time of the day do you think it is? How do you know?
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- Number 1–3 dot, animal and symbol cards
- Skipping rope

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Jump slowly while counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Count five learners to say the rhyme, *Hear me count*, together. Repeat with five other learners.
4. **Practising numbers 1–3:** Show number 1–3 dot, animal and symbol cards. Ask learners to fetch the number of objects represented on the card from the maths table.

4. **U topola thofunderaru:** Kha vha sumbe thofunderaru khulwane i re luvhondoni.

Mbudziso dzi gaidaho:

- ★ Ni humbula mini nga thofunderaru? Ndi mini tshi itaho thofunderaru?
 - ★ I na khuḁa nngana? I na masia mangana? I na mitalo mingana?
- Kha vha imbe *Iyi ndi thofunderaru*.

5. **U vhambedza zwivhumbeo:** Kha vha sumbe kha tshitendeledzi tshihulwane, tshikwea na thofunderaru.

Mbudziso dzi gaidaho:

- ★ Ndi tshivhumbeo tshifhio tshi re na mitalo tswititi u fana na thofunderaru?
- ★ Thofunderaru i na masia mangana? Tshikwea tshone?
- ★ Ndi tshivhumbeo tshifhio tshi re na masia manzhi, tshikwea kana thofunderaru?
- ★ Tshitendeledzi tsho fhambana hani na tshikwea? Thofunderaru yone?

6. **U tandulula thaidzo 1–5:** Kha vha ambe nga Phositara ya 8. Vhagudi vha ṱoḁa zwivhumbeo zwa thofunderaru tshifanyisoni.

Mbudziso dzi gaidaho:

- ★ Ni khou kona u vhona thofunderaru? Ntsumbedzeni hune dza vha hone.
- ★ Ndi zwifhio zwiḁwe zwivhumbeo zwine na khou vhona?
- ★ (Kha vha sumbe tshivhumbeo tsha tshikwea kana tshitendeledzi.) Itshi tshivhumbeo ndi thofunderaru? Ndi ngani/ndi ngani zwi songo ralo?
- ★ Ndi lebula nngana dza aisikhirimu dzine musidzana a vha nadzo?
- ★ U ḁo sala na lebula nngana arali a ḁa lebula nthihi?
- ★ Ni humbula uri ndi tshifhingade? Ni zwi ḁivha hani?

7. **Nyito dza tshigwada tshiṱuku:** Kha vha humbudze vhagudi nga nyito dza zwiṱitshini zwa u shumela na maitele a u kunakisa.

Duvha ḁa 3

Zwine vha ḁo ṱoḁa

- Tshidade: *Mpḁeni ndi tshi vhalela* (siaṱari ḁa 199)
- Thamborini
- Magaraṱa a tshithoma a nomboro 1–3, phukha na magaraṱa a zwiga
- Thambo ya khadi

1. **Tshidade:** Kha vha ite tshidade, *Mpḁeni ndi tshi vhalela*, na misumbedzo.
2. **U vhalela ha mutevhetsindo 1–10:** Kha vha fhufhe nga u ongolowa ngeno vha tshi khou vhalela u bva kha 1 u ya kha 10 vha tshi tevhela mutevhetsindo wa thamborini.
3. **U vhalela zwithu 1–5:** Kha vha vhale vhagudi vhaṱanu u ita tshidade, *Mpḁeni ndi tshi vhalela*, vhoṱhe. Kha vha dovholole nga vhaḁwe vhagudi vhaṱanu.
4. **U ita ngowengowe ya nomboro 1–3:** Kha vha sumbedze magaraṱa a nomboro 1–3 a tshithoma, phukha na magaraṱa a zwiga. Kha vha humbele vhagudi u dzhia tshivhalo tsha zwithu zwo sumbedzwaho kha garaṱa ḁi bvaho kha ṱafula ya mbalo.



TIP

Explain the body parts that you have two of that are found on both sides of the body.

5. **Exploring position:** Put learners into twos. Give each learner a number 'one' or 'two'.

Guiding instructions:

- ★ One stand behind two.
- ★ One stand next to two.
- ★ Two stand in front of one.

6. **Exploring symmetry:** A learner stands facing the class. Hold the skipping rope so that it hangs in front of the learner, down their midline.

Guiding questions:

- ★ How many eyes/ears/feet does ____ have on one side of her/his body? And the other side?
- ★ Where on her/his body do you see only one body part?
- ★ What happens to her/his nose when the skipping rope hangs down the middle of the front of her/his body?

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

Day 4

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners swing their hips counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Together count five different learners from Day 3 to say the rhyme, *Hear me count*. Repeat with five other learners.
4. **Exploring big and small:** Display the puppets on the tin stands.

Guiding questions:

- ★ Which one is the biggest/smallest? How do you know?
- ★ Is this one bigger than this one?
- ★ What makes it bigger/smaller?

Give three learners each a puppet. Ask them to stand in front holding the puppets from biggest to smallest. Repeat with three different learners. Muddle the order of the puppets and ask them to arrange themselves from smallest to biggest. Ask the class to point to the smallest, biggest, and so on.

NGELETSHEDZO

Kha vha tšalutshedze mirago ya muvhili ine vha vha na mivhili yayo ine ya wanala masiani othe a muvhili.

5. **U tandula vhuimo:** Kha vha dzudze vhagudi nga vhavhilihvavhili. Kha vha nee mugudi muñwe na muñwe nomboro 'thihi' kana 'mbili'.

Ndaela dzi gaidaho:

- ★ Thihi i ima murahu ha mbili.
- ★ Thihi i ima tsini na mbili.
- ★ Mbili i ima phanda ha thihi.

6. **U tandula ndinganyahuvhili:** Mugudi u ima phanda o sedza kilasi. Kha vha fare thambo ya khadi u itela uri i nembelele phanda ha mugudi, u tsa fhasi vhukati ha muvhili wawe.

Mbudziso dzi gaidaho:

- ★ _____ u na mafo/ndevhe/nayo nngana kha sia lithihi la muvhili wawe? Kha liñwe sia hone?
- ★ Ndi ngafhi kha muvhili wawe hune na vhona murago muthithi fhedzi wa muvhili?
- ★ Hu itea mini kha ningo yawe musi thambo ya khadi yo nembeledzwa u tsa fhasi vhukati phanda ha muvhili wawe?

7. **Nyito dza tshigwada tshikuku:** Kha vha hambudze vhagudi nga nyito dza zwiitshini zwa u shumela na maitele a u kunakisa.

Duvha la 4

Zwine vha do toda

- Tshidade: *Mpfeni ndi tshi vhalela* (siafari la 199)
- Thamborini
- Khuvhanganyo ya zwithu zwa kilasini 3
- Magarata a nomboro 1–3 a tshifanyiso, tshithoma na tshiga
- Mapopai 3 a saizi dzo fhambanaho
- Zwikotikoti 3 sa zwiende zwa mapopai
- Thofunderaru dza bammbiri khulwane na thukhu dza mugudi muñwe na muñwe
- Bogisi la poswo lihulwane na lituku

1. **Tshidade:** Kha vha ite tshidade, *Mpfeni ndi tshi vhalela*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha monisa khundu dzavho vha tshi vhalela u bva kha 1 u ya kha 10 vha tshi tevhela mutevhetsindo wa thamborini.
3. **U vhalela zwithu 1–5:** Vhothe vha vhalela vhagudi vhatanu vho fhambanaho u bva kha Duvha la 3 u ita tshidade, *Mpfeni ndi tshi vhalela*. Kha vha dovholole nga vhañwe vhagudi vhatanu.
4. **U tandula khulu na thukhu:** Kha vha tane mapopai kha zwiende zwa zwikotikoti.

Mbudziso dzi gaidaho:

- ★ Ndi ifhio khulwanesa/thukhusa? Ni zwi divha hani?
- ★ Iyi ndi khulwane kha iyi?
- ★ Ndi zwifhio zwi i itaho khulwane/thukhu?

Kha vha nee muñwe na muñwe wa vhagudi vhararu popai. Kha vha vha humbele uri vha ime phanda vho fara mapopai u bva kha lihulwanesa u ya kha litukusa. Kha vha dovholole na vhañwe vhagudi vhararu vho fhambanaho. Kha vha vilinganye thevhekano ya mapopai vha vha humbele u a dzudzanya vhone vhane u bva kha litukusa u ya kha likulwanesa. Kha vha humbele kilasi u sumba kha litukusa, likulwanesa, ngauralongauralo.



TIP

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

Guiding questions:

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

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

Day 5

What you need

- Rhyme: *Hear me count* (page 198)
- Number 1–3 picture, dot and symbol cards
- 5 classroom objects
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

Guiding instructions:

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



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

Integration

Home Language and Life Skills:

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.

NGELETSHEDZO

Kha vha vhee mabogisi a poswo nṱha ha ṱafula ya mbalo.

5. **U vhekanya – khulu na ṱhukhu:** Kha vha sumbedze vhagudi mabogisi a poswo.

Mbudziso dzi gaidaho:

- ★ Ndi bogisi lifhio li re lihulwane? Ndi bogisi lifhio li re lituku?

Kha vha nee vhagudi ṱhofunderaru khulwane kana ṱhukhu. Vha posa ṱhofunderaru khulwane ngomu ha bogisi la poswo lihulwane na ṱhofunderaru ṱhukhu ngomu ha bogisi la poswo lituku.

6. **Nyito dza tshigwada tshituku:** Kha vha humbudze vhagudi nga nyito dza zwiṱitshini zwa u shumela na maitele a u kunakisa.

Duvha la 5

Zwine vha do ṱoda

- Tshidade: *Mpfeni ndi tshi vhalela* (siaṱari la 199)
- Magaraṱa a nombro 1–3 a tshifanyiso, tshithoma na tshiga
- Zwithu zwa kilasini 5
- Zwisiamelo

1. **Tshidade; u vhalela 1–10:** Kha vha ite *Mpfeni ndi tshi vhalela*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha ima nga tshitendeledzi vha vhalela u bva kha 1 u ya kha 10. Vha fhufhela phanda na murahu kha u vhala huṱwe na huṱwe vha fhufhela nṱha kha 10.
3. **U vhalela zwithu 1–5:** Vhagudi vha sumbedza tshivhalo tsha minwe zwenezwi vhone vha tshi ri, 'Ndi tama ndo vha ndi na maṱegere mavhili, maṱegere maṱa,' na ngauralongauralo, u itela thihi u swika kha ṱhanu.
4. **U tandula ndinganyahuvhili:** Vhagudi vha ima nga tshitendeledzi. Kha vha ri, 'Kwamani nḡevhe dzaṅu, maṱo, mahaḡa, magona.' Kha vha vhudzise, 'Ni na nayo, zwanda, zwiṱefu, ningo, thumbu nngana?'
5. **U ita nḡowendowe ya vhuimo:** Kha vha nee mugudi muṱwe na muṱwe tshisiamelo kana tshithu a fare. Kha vha ime vho furaṱela vhagudi vha ite misumbedzo navho.

Ndaela dzi gaidaho:

- ★ Vheani tshisiamelo kha heli sia la muvhili waṅu. Na kha liṱwe sia hafhu. (Kha vha ite musumbedzo.)
- ★ Vheani tshisiamelo phanda ha muvhili waṅu. Na murahu ha muvhili waṅu.
- ★ Zwi vheeni tsini na nayo dzaṅu. Na nṱha ha nayo dzaṅu.



6. **Nyito dza tshigwada tshituku:** Kha vha humbudze vhagudi nga nyito dza zwiṱitshini zwa u shumela na maitele a u kunakisa.

U ṱanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo:

- Mveledziso ya ḡivhaipfi (thangeladzina).
- Kha vha anetshele zwiṱori u itela u khwaṱhisedza tshituku, tshitukusa, tshitukusesa; tshihulwane, tshihulwanesa, tshihulusesa.
- Vhagudi vha tshimbila kha tshikhukhulisi tshi sa konḡi. Kha vha sedzese kha masia, sa tsumbo, nṱha ha, fhasi ha, murahu, nga nṱha ha.

Small group activities

Teacher-guided activity

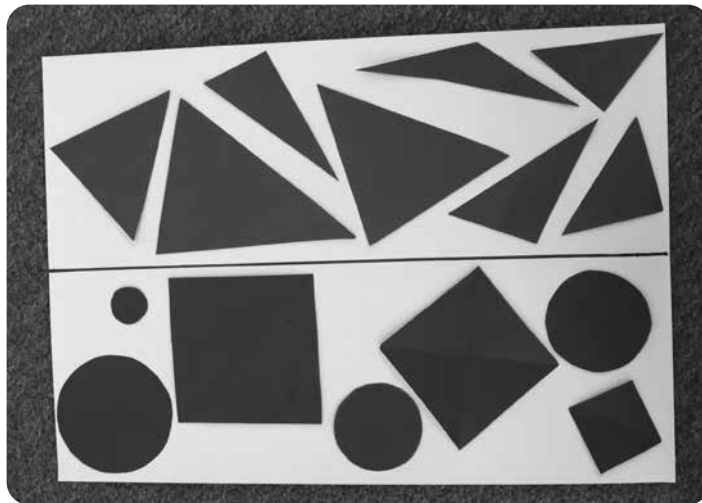
What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
 - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

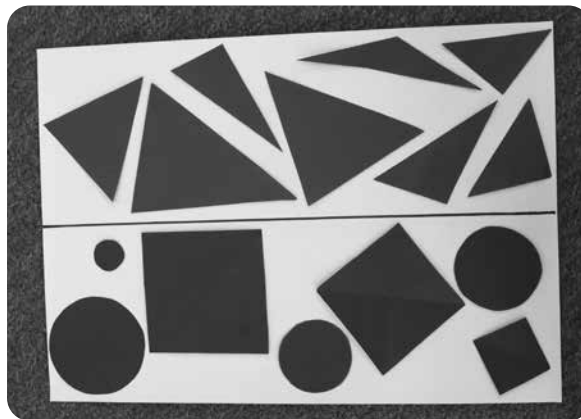
Zwine vha do ṭoda

- Thulwi ya zwibuḽoko zwa yunifikisi zwa mugudi muṅwe na muṅwe
- Zwibuḽoko zwa vhunzani ha tshitendeledzi, tshikwea na ṭhofunderaru (ṭhofunderaru nnzhi u fhira zwiṅwe zwivhumbeo)
- ṭhofunderaru, tshitendeledzi, tshikwea, ṭhofundeṅa zwo tou gerwaho

1. **U vhalela 1–10:** Vhagudi vha sumbedza minwe yavho zwenezwi vha tshi khou vhalela u bva kha 1 u ya kha 10.
2. **U vhalela zwithu 1–5:** Kha vha ṅee vhagudi thulwi ya zwibuḽoko zwa yunifikisi. Kha vha vha humbele u fhaṭa thawara ya zwibuḽoko zwiṭanu.
3. **U khwaṭhisedza ṭhofunderaru:** Kha vha humbele vhagudi u vha sumbedza tshivhumbeo tsha tshitendeledzi, tshikwea, na ṭhofunderaru.

Mbudziso dzi gaidaho:

- ★ Ndi tshivhumbeo tshifhio itsho? (tshitendeledzi, tshikwea, ṭhofunderaru) Ni zwi ḡivha hani?
 - ★ Ni nga mmbudza mini nga tshivhumbeo itsho?
4. **U vhekanya zwivhumbeo:** Vhagudi vha ita zwigwada zwivhili zwa zwivhumbeo nga zwibuḽoko zwa vhunzani: ṭhofunderaru na zwiṅwe zwivhumbeo.



Mbudziso dzi gaidaho:

- ★ Ndi ngani no vhea itshi kha itshi tshigwada?
- ★ Ri nga ṭola hani uri iyi ndi ṭhofunderaru?
- ★ Ndi tshigwada tshifhio tshi re na zwivhumbeo zwinzhi/ zwi si gathi?
- ★ Ndi tshigwada tshifhio tshi re na zwivhumbeo zwinzhi/zwi si gathi?



Kha vha ṭole uri vhagudi vha a kona u:

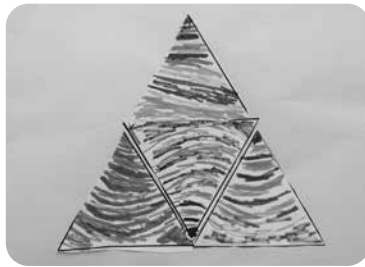
- vhalela nga mulomo 1–10
- vhalela zwithu 5
- vhona na u bula madzina a ṭhofunderaru na u ṭalusa vhunzani
- vhekanya zwivhumbeo zwa mielo mivhili nga ṭhofunderaru na zwiṅwe zwivhumbeo

Workstation 1

What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.

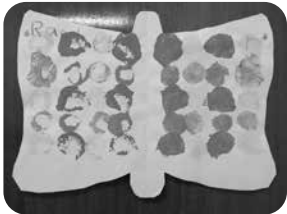


Workstation 2

What you need

- A4 paper folded in half
- Paint

Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

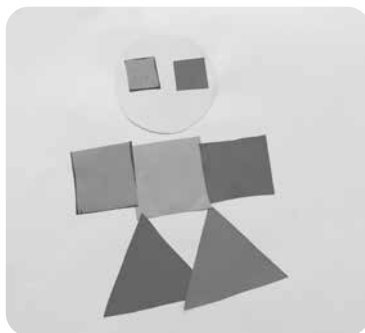


Workstation 3

What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



Workstation 4

What you need

- Shape puzzles, minimum six pieces, for each learner

Learners complete shape puzzles.



TIP

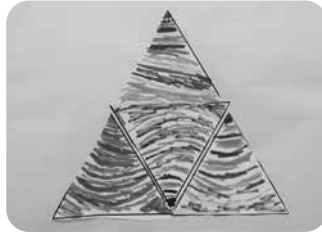
You will need to demonstrate this before learners begin the activity.

Tshiṭṭishi tsha u shumela tsha 1

Zwine vha ḡo ṭoḡa

- Khophi ya siaṭari la A4 li re na ṭhofunderaru (siaṭari la 219) mugudi muṅwe na muṅwe
- Siaṭari la A4 li si na tshithu 1 mugudi muṅwe na muṅwe
- Zwigero, dzikhirayoni na guḷuu

Vhagudi vha gera u mona na mitalo u ita ṭhofunderaru nṅa. Vha a khavhisa ṭhofunderaru dzavho vha dzi nambatedza kha siaṭari nga nḡila ine zwa vhumba ṭhofunderaru nthihi khulwane, sa ya vhukuma.

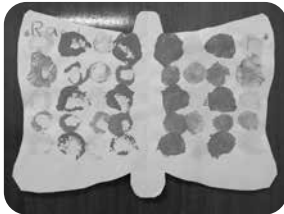


Tshiṭṭishi tsha u shumela tsha 2

Zwine vha ḡo ṭoḡa

- Bammbiri la A4 lo petwa nga vhukati
- Pennde

Vhagudi vha ita zwithoma zwa pennde kha hafu ya siaṭari. Vha peta siaṭari nga hafu u itela uri pennde i gandise kha inṅwe hafu.

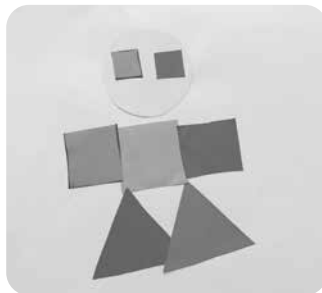


Tshiṭṭishi tsha u shumela tsha 3

Zwine vha ḡo ṭoḡa

- Bammbiri na guḷuu
- Zwitendeledzi zwa bammbiri liṭuku zwo dzheniswaho muvhalo, zwikwea, ṭhofunderaru
- Siaṭari la A4 li si na tshithu 1 mugudi muṅwe na muṅwe

Vhagudi vha nambatedza zwivhumbeo kha ṭari la bammbiri u ita tshivhumbeo tsha muthu.



NGELETSHEDZO

Vha ḡo fanela u sumbedzela izwi phanda ha musi vhagudi vha tshi thoma nyito.

Tshiṭṭishi tsha u shumela tsha 4

Zwine vha ḡo ṭoḡa

- Zwivhumbeo zwa dziphazili, zwa gumotuku ya zwipiḡa zwa rathi, mugudi muṅwe na muṅwe

Vhagudi vha fhedzisa zwivhumbeo zwa dziphazili.

Content Area Focus: Measurement

Topics

- Time: day and night
- Height
- Compare and order objects to describe length

New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

New maths vocabulary

on top
below
on

under
underneath
next to

between
day
night

morning
evening
light

dark
taller
shorter

tallest
shortest

Getting ready



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

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

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

Sia la Magudiswa lo Sedzwaho: Muelo

Thero

- Tshifhinga: masiari na vhusiku
- Vhulapfu
- U vhambedza na u tevhekanya zwithu u itela u talusa vhulapfu

Ndivho ntswa

- U tevhekanya tshifhinga: masiari na vhusiku, tshedza na swiswi
- Vhulapfu: tshati ya vhulapfu
- Vhuimo: ntha, fhasi, ntha ha, fhasi ha, tsini na, vhukati
- U vhalela u ya murahu 5–1

Ngowedzo

- U vhalela ha mutevhetsindo 1–10
- U tevhekanya nomboro 1–3
- U vhalela zwithu 1–5
- U khwaṭhisedza 1–3

Divhaipfi ntswa ya mbalo

ntha ha	fhasi	vhukati	matsheloni	swiswi	ndapfusa
fhasi ha	nga fhasi ha	masiari	madekwana	ndapfu	pfufhisa
ntha	tsini na	vhusiku	tshedza	pfufhi	

U dilugisela



NGELETSHEDZO

Kha vha humbule u shumisa tshifhinga tsha u ya bungani u ita ndowendowe ya nomboro thevhekano na vhuimo.

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

- duvha lihulwane 1 na nwedzi muhulwane 1 zwo tou gerwaho
- makole mahulwane 5 (saizi ya A4), naledzi, nwedzi na duvha zwo tou gerwaho
- mbone 3 na makhandela 2 zwo tou gerwaho
- zwithu zwo fhambanaho zwa nduni zwi do imelaho nyito dza masiari na dza vhusiku, sa tsumbo, bulatsho ya mano, bulatsho ya mavhudzi, tshidongo tsha vhuragane na lebula, bugu ya zwitori ya zwifanyiso, thotshi, khandela, switshi ya luvhone, musiamelo
- magaraṭa a zwifanyiso a izwi zwithu
- tafula na nguvho dzo edanaho u li fukedza lothe
- zwifanyiso zwa vhusiku 5 na zwifanyiso zwa masiari 5 (sa tsumbo, u lavhelesa naledzi, u funga khandela, u edela mmbeteni, vhone la tshitaratani, u ambara bidzhama; u tamba bola, u swika tshikoloni, u bambela musi hu na duvha, u gotshela nnda, u lisa kufuwo kwa hayani)
- zwikwama zwa masiari na vhusiku zwine tshitori tsha zwifanyiso tshi nga edana khazwo (kha vha sedze siatari la 151)
- siatari la masiari na vhusiku mugudi muṁwe na muṁwe tshigwadani (kha vha sedze siatari la 153)
- siatari la A4 1 mugudi muṁwe na muṁwe li re na zwitendeledzi zwa saizi dzo fhambanaho na mivhala
- sete 5 dza zwifanyiso 5 zwa phazili dzi fanaho dza masiari/vhusiku (dzo itwaho u bva kha mimagazini kana dzo olwaho).

Whole class activities

Day 1

What you need

- Song: *The sun is in the sky* (page 198)
- 1 sun and 1 moon cut-out
- A length of string per learner

1. **Song:** Introduce the song, *The sun is in the sky*. Use the sun and moon cut-outs.
2. **Oral counting 1–10:** Learners count from 1 to 10 as they jump. They clap and count backwards from 5 to 1 as you point to the number washing line.
3. **Day and night:** Discuss day and night.

Guiding questions:

- ★ What did you do last night?
- ★ Could you have done this in the day? Why not?
- ★ What do you do in the morning when you wake up?
- ★ What do you do in the evening before it gets dark?
- ★ Have you ever seen the moon?
- ★ What do you do during the day?
- ★ What do you do at night?

4. **Measuring:** Guide learners to discuss different ways of measuring things.

Guiding questions:

- ★ If we wanted to know who was the tallest between _____ and _____, what could we do?
- ★ What could we do to measure people and/or things?
- ★ Have you ever seen anybody measuring anything before? How did they do it?

5. **Measurement:** Call a group of learners to stand one next to the other in front of the class.

Guiding questions:

- ★ Who is the tallest in this group? How do you know?
- ★ Who is the shortest in this group? How do you know?
- ★ Is anyone the same height? How do you know?
- ★ How can we find out?

Learners stand back to back to compare height.

- ★ Is there another way we could measure the height of each learner?
- The group of learners stand with their backs against the wall. Draw a line with chalk above their heads.

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toḁa

- Luimbo: *Duvha li lutomboni* (siaṭari la 199)
- Duvha 1 na ṛwedzi 1 zwo tou gerwaho
- Muḁali mulapfu u itela mugudi muṛwe na muṛwe

1. **Luimbo:** Kha vha ḁivhadze luimbo, *Duvha li lutomboni*. Kha vha shumise ḁuvha na ṛwedzi zwo tou gerwaho.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vhalela u bva kha 1 u ya kha 10 zwenezwi vha tshi fhufha. Vha vhandela zwanḁa na u vhalela murahu u bva kha 5 u ya kha 1 zwenezwi vha tshi khou sumba kha muthambi wa u anea nomboro.
3. **Masiari na vhusiku:** Kha vha rere nga masiari na vhusiku.

Mbudziso dzi gaidaho:

- ★ No ita mini madekwe?
- ★ No vha ni tshi nga zwi ita masiari? Ndi ngani?
- ★ Ni ita mini nga matsheloni musi ni tshi vuwa?
- ★ Ni ita mini nga mathabama li sa athu swifhala?
- ★ No no vhuya na vhona ṛwedzi?
- ★ Ni ita mini masiari?
- ★ Ni ita mini vhusiku?

4. **U ela:** Kha vha eletshedze vhagudi u rera nga ṇḁila dzo fhambanaho dza u ela zwithu.

Mbudziso dzi gaidaho:

- ★ Arali ri tshi toḁa u ḁivha uri ndi nnyi we a vha mulapfusa vhukati ha _____ na _____, ri nga ita mini?
- ★ Ri nga ita mini uri ri ele vhathu na/kana zwithu?
- ★ No no vhuya na vhona muṛwe muthu a tshi khou ela tshiṛwe tshithu? O zwi itisa hani?

5. **Muelo:** Kha vha vhidze tshigwada tsha vhagudi uri vha ḁe vha ime tsini na tsini phanḁa ha kilasi.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi mulapfusa tshigwadani itshi? Ni zwi ḁivha hani?
- ★ Ndi nnyi mupfufhisa tshigwadani itshi? Ni zwi ḁivha hani?
- ★ Hu na vha vhulapfu vhu eḁanaho? Ni zwi ḁivha hani?
- ★ Ri nga zwi wanisa hani?

Vhagudi vha ima vho furalalana nga miṭana u vhambedza vhulapfu.

- ★ Hu na iṛwe ṇḁila ine ri nga ela vhulapfu ha mugudi muṛwe na muṛwe?

Tshigwada tsha vhagudi tshi ima luvhondoni vho ḁitika nga muṭana. Kha vha ole mutalo nga tshokho ṇṭha ha ṭhoho dzavho.

Write each learner's name on the line. Cut individual lengths of string for each learner according to their height. Attach the string to each learner's name as they are measured. Ask one learner to come and point to the name of the shortest person in the group, and one to point to the name of the tallest person in the group. Discuss whether learners think that someone else in the class will be taller than/shorter than the learners in this group.



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

Day 2

What you need

- Song: *The sun is in the sky* (page 198)
- Number 1, 2 and 3 symbol, word, dot and picture cards
- Tambourine
- 5 large star cut-outs and 5 large cloud cut-outs
- 1 moon and 1 sun cut-out
- String lengths for one group for the height chart

1. **Song:** Sing the song, *The sun is in the sky*, with actions.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Point to the number washing line as learners count backwards from 5 to 1 to the beat of a tambourine.
3. **Counting objects 1–5:** Place five clouds and five star cut-outs on the walls around the classroom. Ask learners to find the clouds and put them on the wall in the maths area. Ask other learners to find the stars and put them on the wall. Together, count the clouds and stars as the learners find them.

Guiding questions:

- ★ Do we see clouds in the sky in the daytime or the night-time?
 - ★ Do we see stars in the sky in the daytime or the night-time?
 - ★ How many stars have been collected so far? And clouds?
4. **Practising numbers 1–3:** Put number symbol cards 1, 2 and 3 on the wall below the number friezes. Place dot cards, picture cards and number word cards for 1, 2 and 3 in a box. Learners take turns to reach into the box without looking and take one card. They attach the card to the wall next to either 1, 2 or 3.

Guiding questions:

- ★ Is this card in the right place? How do we know?

Ask three learners to put one moon or sun next to number symbol 1, two stars next to number symbol 2 and three clouds next to number symbol 3.



Kha vha ṛwale dzina ḽa mugudi muṛwe na muṛwe kha mutalo. Kha vha gere miḽali ya mugudi muṛwe na muṛwe u ya nga vhulapfu hawe. Kha vha nambatedze muḽali kha dzina ḽa mugudi muṛwe na muṛwe u ya nga he a elwa ngaho. Kha vha humbele mugudi muthihi u ḽa a sumba kha dzina ḽa muthu mupfufhisa tshigwadani, na muṛwe ane a ḽo sumba kha dzina ḽa muthu mulapfusa tshigwadani. Kha vha rere arali vhagudi vha tshi humbula uri muṛwe muthu kiḽasini u ḽo vha mulapfu kha/ mupfufhi kha vhaṛwe vhagudi tshigwadani itshi.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza zwiṭitshini zwa u shumela zwiṇa. Vha humbudze vhagudi nga ha u kunakisa.

Duvha ḽa 2

Zwine vha ḽo ṭoḽa

- Luimbo: *Duvha ḽi lutomboni* (siaṭari ḽa 199)
- Magaraṭa a zwiḽa a nomboro 1, 2 na 3, ipfinomboro, tshithoma na tshifanyiso
- Thamborini
- Ṽaledzi khulwane 5 dzo tou gerwaho na makole mahulwane 5 o tou gerwaho
- Ṽwedzi 1 na ḽuvha 1 zwo tou gerwaho
- Miḽali u itela tshigwada tshiṭihi tsha tshati ya vhulapfu

1. **Luimbo:** Kha vha imbe luimbo, *Duvha ḽi lutomboni*, nga misumbedzo.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha vhalela phanda u bva kha 1 u ya kha 10. Kha vha sumbe kha muthambi wa u anea nomboro zwenezwi vhagudi vha tshi khou vhalela murahu u bva kha 5 u ya kha 1 vha tshi tevhela mutevhetsindo wa thamborini.
3. **U vhalela zwithu 1–5:** Kha vha vhee makole maṭanu na Ṽaledzi ṭhanu dzo tou gerwaho kha luvhondo u mona na kiḽasi. Kha vha humbele vhagudi u wana makole vha a vhee kha luvhondo fhethu ha mbalo. Kha vha humbele vhaṛwe vhagudi u wana Ṽaledzi vha dzi vhee kha luvhondo. Vhoṭhe, vha vhalela makole na Ṽaledzi zwenezwi vhagudi vha tshi zwi wana.

Mbudziso dzi gaidaho:

- ★ Ri vha makole lutomboni masiari kana vhusiku?
- ★ Ri vha Ṽaledzi lutomboni masiari kana vhusiku?
- ★ Ho kuvhanganyiwa Ṽaledzi nngana u swika zwino? Makole one?

4. **U ita ṇḽowendowe ya nomboro 1–3:** Kha vha vhee magaraṭa a zwiḽa zwa nomboro 1, 2 na 3 kha luvhondo fhasi ha tshati ya luvhondoni ya mbalo. Kha vha vhee magaraṭa a zwithoma, magaraṭa a zwifanyiso na magaraṭa a ipfinomboro a 1, 2 na 3 bogisini. Vhagudi vha sielisana u swikelela ngomu bogisini vha songo lavhelesa vha dzhia garaṭa ḽithihi. Vha ḽi nambatedza kha luvhondo tsini na 1, 2 kana 3.

Mbudziso dzi gaidaho:

- ★ ḽi garaṭa ḽo dzula fhethu ho teaho? Ri zwi ḽuvha hani?

Kha vha humbele vhagudi vhararu u vhea Ṽwedzi muthihi kana ḽuvha tsini na tshiga tsha nomboro 1, Ṽaledzi mbili tsini na tshiga tsha nomboro 2 na makole mararu tsini na tshiga tsha nomboro 3.



TIP

Link sequencing daily events to the activities in the daily programme.

5. **Day and night:** Discuss day and night with learners.

Guiding questions:

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

Guiding questions:

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is _____ taller or shorter than _____?

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

Day 3

What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.
3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.



TIP

Do oral counting activities in a new and exciting way every day.

NGELETSHEDZO

Kha vha tumanye thevhekanyo ya zwiwo zwa duvha liñwe na liñwe na nyito kha mbekanyamushumo ya duvha liñwe na liñwe.

5. **Masiari na vhusiku:** Kha vha rere nga masiari na vhusiku na vhagudi.

Mbudziso dzi gaidaho:

- ★ Ho vha hu na tshedza kana swiswi musi ni tshi vuwa matsheloni ano?
- ★ Ni ita mini u thoma musi ni tshi vuwa: u la, u tamba, u ambara?
- ★ Na ita mini zwi tevhelaho?
- ★ Ho vha hu na tshedza kana swiswi musi ni tshi swika hayani nga murahu ha musi tshikolo tsho bva mulovha?
- ★ No ita mini musi ni tshi swika hayani?
- ★ Na ita mini nga murahu ha afho?
- ★ Ni takalela masiari kana vhusiku? Ndi ngani?
- ★ Ndi zwifhio zwine na takalela u zwi itesa vhusiku?
- ★ Ni funesa mini nga masiari?
- ★ Ni do ita mini namusi tshikolo tshi tshi bva?

6. **Muelo:** Kha vha lavhelese kha tshati ya vhulapfu. Kha vha ele tshiñwe tshigwada tsha vhagudi. Kilasi i anganyela uri ndi nnyi kha tshigwada isthi ane a do vha mupfufhi kana mulapfu u fhira vhagudi vho elwaho mulovha.

Mbudziso dzi gaidaho:

- ★ Ni humbula uri ndi nnyi ane a do vha mulapfusa namusi?
- ★ Ni humbula uri ndi nnyi ane a do vha mupfufhisa namusi?
- ★ Ndi ngani ni tshi ralo?

Kha vha imise vhagudi vho furalelana nga mitana u sedza izwi.

- ★ _____ ndi mulapfu kana mupfufhi kha _____?

7. **Nyito dza tshigwada tshiñuku:** Kha vha humbudze vhagudi nga nyito dza zwiñtshini zwa u shumela na maitele a u kunakisa.

Duvha la 3

Zwine vha do toda

- Tshidade: *Zwibode zwiñanu zwo takalaho* (siañari la 197)
- Magaraña a zwiña a nomboro 1, 2 na 3, zwifanyiso na zwithoma (*Khithi ya Zwishumiswa*)
- Zwithu zwa u vhalela ngazwo zwa phukha 5 ngomu ha tshifaredzi tshi vhoneadzaho
- Nawa 5 kana gunubu ngomu ha tshifaredzi tshi vhoneadzaho
- Midali ya tshigwada tshithihi u itela tshati ya vhulapfu

1. **Tshidade:** Kha vha ite tshidade, *Zwibode zwiñanu zwo takalaho*, u bva kha Vhege ya 5. Kha vha vhudzise vhagudi uri vha humbula uri zwibode zwi ita mini masiari na vhusiku. Kha vha ite nyito ya u swika kha maganda a zwibode avho.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha vhalela phanda u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1. Vha fhufhela phanda na murahu nda kha mutalombalo.
3. **U vhalela zwithu 1–5:** Kha vha sumbedze zwifaredzi zwivhili zwi re na zwithu zwa u vhalela ngazwo zwa phukha na nawa kana gunubu khazwo. Kha vha humbele vhagudi u vhalela uri vha humbula uri ndi zwingana zwi re kha tshifaredzi tshiñwe na tshiñwe. Kha vha vhalele vhothe.

NGELETSHEDZO

Kha vha ite nyito dza u vhalela ha mutevhetsindo nga ndila ntswa nahone i takadzaho duvha liñwe na liñwe.

Guiding questions:

★ Whose answer was the closest?

★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

★ Are there the same number of objects in each container?

4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.

Guiding questions:

★ Are there more stars or more candles?

★ If one star falls from the sky, how many stars are left?

★ Which groups have the same number of objects?

★ I want to have the same number of lamps and candles as the stars. What must I do?



TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

Mbudziso dzi gaidaho:

- ★ Ndi phindulo ya nnyi yo vhaho tsinisa?
- ★ Hu na tshivhalo tshi fanaho tsha zwithu zwa u vhalela ngazwo kha tshifaredzi tshiñwe na tshiñwe?

Kha vha ambe nga fhungo la uri zwithu zwa u vhalela ngazwo zwa phukha zwo dzhia tshikhala tshinzhi u fhira nawa/gunubu, fhedzi hu kha qi vha na tshivhalo tshi fanaho kha tshifaredzi tshiñwe na tshiñwe.

- ★ Hu na tshivhalo tshi fanaho tsha zwithu kha tshifaredzi tshiñwe na tshiñwe?

4. **U ita ndowendowe ya nomboro 1–3:** Kha vha vilinganye magaraṭa a tshithoma, a tshifanyiso na a tshiga. Kha vha sumbedze izwi vhagudi. Kha vha tambe mutambo u vhona uri vhagudi vha nga tsvhanya hani u kona u bula zwine nomboro ya imela zwone.
5. **Muelo:** Kijasi i anganyela uri ndi nnyi kha tshigwada tshi tevhelaho tsha vhagudi ane a do vha mupfufhi kana mulapfu u fhira vhagudi vha mulovha. Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha nṱwale madzina avho kha luvhondo. Vhagudi vha ima vho furalalana nga miṭana u vhambedza vhulapfu.
6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 4**Zwine vha do ṭoda**

- Luimbo: *Duvha li lutomboni* (siaṭari la 199)
- Magaraṭa a zwiga, ipfinomboro na zwithoma a nomboro '3'
- Zwithu zwo fhambanaho zwa nduni u imela nyito dza masiari na vhusiku
- Makhandela 3, mbone 3 na ṅaledzi 3 zwo tou gerwaho
- *Bugu ya Dziphositara*, Phositara ya 1 na ya 4
- Miḡali ya tshigwada tshithihi u itela tshati ya vhulapfu

1. **Luimbo:** Kha vha imbe *Duvha li lutomboni*.
2. **U vhalela ha mutevhetsindo 1–10:** Kha vha vhalele, vha rwise mulenzhe fhasi na u vhandi zwanḡa u bva kha 1 u ya kha 10.
3. **U vhalela zwithu 1–5:** Kha vha vhee tshivhalo tsho fhambanaho tsha zwithu zwa saizi dzo fhambanaho ngomu ha tshifaredzi tshi vhoneadzaho. Vhagudi vha anganyela uri hu na zwingana ngomu ha zwifaredzi vha vhalela u ṭola vhuronwane ha u humbulela havho.
4. **U ita ndowendowe 1–3:** Kha vha vhee khandela, luvhone na ṅaledzi zwo gerwaho kha methi. Vhagudi vha sielisana u dzhia makhandela mararu, ṅaledzi tharu na mbone tharu. Vha zwi vhea nga zwigwada vha zwi nambatedza kha luvhondo. Kha vha vhambedze magaraṭa a zwiga a nomboro 3, zwithoma na ipfinomboro na tshigwada tshi re na zwithu zwiraru. Kha vha vhalele tshigwada tshiñwe na tshiñwe tsha zwithu na kijasi.

Mbudziso dzi gaidaho:

- ★ Hu na ṅaledzi nnzhi kana makhandela manzhi?
- ★ Arali ṅaledzi nthihi ya wa u bva lutomboni, hu do sala ṅaledzi nngana?
- ★ Ndi zwigwada zwifhio zwi re na tshivhalo tsha zwithu zwi fanaho?
- ★ Ndi khou ṭoda u vha na tshivhalo tshi fanaho tsha mbone na makhandela sa ṅaledzi. Ndi fanela u ita mini?

NGELETSHEDZO

Kha vha shumise zwithu zwa kha ṭafula ya mbalo (zwo imelaho masiari na vhusiku) kana zwithu zwi elanaho na thero u itela nyito dza u vhalela.

- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

Guiding questions:

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?



Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?



6. **Position:** Talk about Poster 4.

Guiding questions:

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.



- ★ Arali vhathu vhavhili vha tsima mbone dzavho, hu ɔo sala nngana dzine dza ɔo vha dzi tshi khou penya? (Kha vha bwise mbili.)
- ★ Hu na makhandela a si gathi kana mbone dzi si gathi?

5. **Vhusiku na Masiari:** Kha vha ambe nga Phositara ya 1.

Mbudziso dzi gaidaho:

- ★ Ni khou vhona nnyi kha itshi tshifanyiso?
- ★ U khou ita mini?
- ★ Ni humbula uri ndi masiari kana ndi vhusiku? Ni zwi ɔivha hani?
- ★ Ri a vula maxaradeni masiari? Ndi ngani?
- ★ Ni ita mini nga matsheloni?
- ★ Lutshetshe Thami lu ɔo ita mini arali ho vha hu vhusiku?
- ★ Muñwe na muñwe u ɔo ita mini arali ho vha hu vhusiku?

Kha vha ambe nga Phositara ya 4.

- ★ Ni khou vhona nnyi kha itshi tshifanyiso?
- ★ U khou ita mini?
- ★ Ni humbula uri Mme vha khou bva ngafhi? Ni zwi ɔivha hani?
- ★ Ndi nnyi muṭani wa haṅu ane a ya mushumoni nga masiari?
- ★ Ni humbula uri ndi matsheloni kana ndi mathabama?
- ★ Ni humbula uri vha khou ɔo ita mini zwi no tevhela?
- ★ Ni ita mini nga mathabama?
- ★ Ni ita mini nga madekwana?
- ★ Ndi ngani Malusi o dzumbama fhasi ha ṭafula?

6. **Vhuimo:** Kha vha ambe nga Phositara ya 4.

Mbudziso dzi gaidaho:

- ★ Vha ngafhi Makhulu?
- ★ Pepper tshi ngafhi?
- ★ Malusi u ngafhi?
- ★ Vhathu vhoṭhe vha uyu muṭa vha nga fhelela fhasi ha ṭafula? Ndi ngani?
- ★ Ni khou vhona mini nṭha ha ṭafula?
- ★ Laylah o dzumbama ngafhi?
- ★ Hu na tshifanyiso luvhondoni. Ndi nnyi a re kha tshifanyiso?
- ★ Hu na tshiñwe tshithu kha luvhondo fhasi ha tshifanyiso?
- ★ Ni khou vhona mini tsini na tshidulo?
- ★ Ndi nnyi a re nṅa?
- ★ Mme vha ngomu kana nṅa ha nṅu?

7. **U khwaṭhisedza muelo – vhulapfu:** Kiḷasi i anganyela uri ndi nnyi kha tshigwada tshi tevhelaho tsha vhagudi ane a ɔo vha mupfufhi kana mulapfu u fhira vhagudi vha mulovha. Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha ṛwale madzina avho kha luvhondo. Vhagudi vha ima vho furalelana nga miṭana u itela u vhambedza vhulapfu.

8. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Day 5

What you need

- Song: *The sun is in the sky* (page 198)
- 5 large star, moon and sun pictures
- Sun, moon, star, cloud, lamp and candle cut-outs
- Number 1, 2 and 3 dot, symbol, word and picture cards
- 6 chairs
- Tambourine
- Story: *Malik gets it wrong* (page 200)
- 5 night pictures and 5 day pictures

1. **Song:** Sing the song, *The sun is in the sky*. Use a sun and a moon picture to show the sun coming up and going down, and the sun and moon in the sky.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10. Learners count backwards from 5 to 1 and jump once on each count as you point to the number washing line.
3. **Counting objects 1–5:** Count the five stars. Count five other things on the maths table that shine at night, for example, moon, candles, lamps (use cut-outs).
4. **Practising numbers 1–3:** Hand out the number dot, picture, symbol and word cards to some learners to match with the number friezes on the wall.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.

Guiding questions:

- ★ Who is the tallest in the class?
- ★ Who is the shortest in the class?
- ★ Is there anyone you live with who is very tall? Tell us about him/her.
- ★ Is there anyone at home who is shorter than you? Tell us about him/her.
- ★ Who is the tallest person you know?

6. **Position:** Place six chairs in front of the class. Place these pictures on the mat behind the chairs: three moons, one sun and three stars. Select learners to follow instructions.

Guiding instructions:

- ★ Put two moons on a chair.
- ★ Put one sun next to a chair.
- ★ Put one moon under a chair.
- ★ Fetch one star. Where do you want to put the star?
- ★ Fetch two stars and tell us where you are going to put them.
- ★ What do tortoises do at night when they sleep? Learners lie down and go into their tortoise shells.



TIP

Highlight ways in which learners may be discriminated against as this relates to physical appearance and height.

Duvha la 5

Zwine vha do toda

- Luimbo: *Duvha li lutomboni* (siafari la 199)
- Zwifanyiso zwi hulwane 5 zwa naledzi, nwedzi na duvha
- Duvha, nwedzi, naledzi, gole, luvhone na khandela zwo tou gerwaho
- Magaraa a zwithoma zwa nomboro 1, 2 na 3, tshiga, ipfinomboro na tshifanyiso
- Zwidulo zwa 6
- Thamborini
- Tshitori: *Malik u a khakha* (siafari la 201)
- Zwifanyiso zwa vhusiku 5 na zwifanyiso zwa masiari 5

1. **Luimbo:** Kha vha imbe luimbo, *Duvha li lutomboni*. Kha vha shumise tshifanyiso tsha duvha na nwedzi u sumbedza u tavha ha duvha na u kovhela ha duvha, na duvha na nwedzi zwi lutomboni.
2. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha vhalela phanda u bva kha 1 u ya kha 10. Vhagudi vha vhalela murahu u bva kha 5 u ya kha 1 vha fhufha luthihi kha u vha huwe na huwe zwenezwi vhone vha tshi khou sumba kha nomboro kha muthambi wa u anea nomboro.
3. **U vhalela zwithu 1–5:** Kha vha vhalele naledzi thanu. Kha vha vhalele zwiwe zwithu zwithu kha tafa ya mbalo zwine zwa penya vhusiku, sa tsumbo, nwedzi, makhandela, mbone (kha vha shumise zwo tou gerwaho).
4. **U ita ndowendowe ya nomboro 1–3:** Kha vha nee vha we vhagudi magaraa a zwithoma, zwifanyiso, zwiga na ipfinomboro u itela u fanyisa na tshati ya luvhondoni ya mbalo.
5. **Muelo:** Kilasi i anganyela uri ndi nnyi kha tshigwada tshi tevhelaho tsha vhagudi ane a do vha mupfufhi kana mulapfu u fhira vhagudi vha mulovha. Kha vha ele tshigwada tshi tevhelaho tsha vhagudi vha nwele madzina avho kha luvhondo. Vhagudi vha ima vho fura lelelana nga mitana u itela u vhambedza vhulapfu.

Mbudziso dzi gaidaho:

- ★ Ndi nnyi mulapfusa kilasini?
- ★ Ndi nnyi mupfufhisa kilasini?
- ★ Hu na ane na dzula nae o lapfesaho? Ri vhudzeni nga hae.
- ★ Hu na ane a vha mupfufhi kha inwi ngei hayani? Ri vhudzeni nga hae.
- ★ Ndi nnyi muthu mulapfusa ane na mu divha?

6. **Vhuimo:** Kha vha vhee zwidulo zwa rathi phanda ha kilasi. Kha vha vhee izwi zwifanyiso kha methe murahu ha zwidulo: minwedzi miraru, duvha lithihi na naledzi tharu. Kha vha nange vhagudi u tevhela ndaela.

Ndaela dzi gaidaho:

- ★ Vheani minwedzi mivhili kha tshidulo.
- ★ Vheani duvha lithihi tsini na tshidulo.
- ★ Vheani nwedzi muthihi fhasi ha tshidulo.
- ★ Dzhiani naledzi nthihi. Ni khou toda u i vhea ngafhi?
- ★ Dzhiani naledzi mbili ni ri vhudze hune na khou ya u dzi vhea hone.
- ★ Zwibode zwi ita mini vhusiku musi zwi tshi edela? Vhagudi vha shuvhama fhasi vha ya kha maganda avho a tshibode.

 **NGELETSHEDZO**
Kha vha sumbedze ndila dzine vhagudi vha nga khethululwa ngadzo vhunga izwi zwi tshi elana na mbonalo ya muvhili na vhulapfu.

7. **Day and night:** Tell the story, *Malik gets it wrong*.

Guiding questions:

- ★ What was the story about?
- ★ Did the daytime or the night-time come first in the story?
- ★ How do we know? What happened at the beginning of the story?
- ★ What happened during the night/day? Why?
- ★ What would happen if we went to school at night?

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

Integration

Home Language and Life Skills: Talk about which activity learners did first in the day and which will follow. Ask learners how long different activities will take to complete. The daily weather chart, days of the week and weather calendar are linked to the concept of time.

Small group activities

Teacher-guided activity

What you need

- 5 candle, 5 lamp, 5 star and 5 moon cut-outs
- 3 blankets
- Day and night pockets and pictures
- 5 different animal counters in each learner's tub (the same animals for each learner)
- 10 blocks

1. **Oral counting:** Learners count from 1 to 10. They 'walk' their fingers forwards on the floor to show 1–5, and then backwards to show 6–10.
2. **Counting objects 1–5:** Learners count the moon, lamp, candle and star cut-outs.

Guiding questions:

- ★ How many stars are there? If I take one away how many will be left?
- ★ If I only have three candles, but I want five candles, how many more candles do I need?
- ★ Are there more stars or more candles? How do we know?

3. **Exploring dark and light:** Learners sit underneath the blankets.

Guiding questions:

- ★ What does it feel like underneath the blanket?
- ★ What can you see underneath the blanket?
- ★ Why is it so dark?



TIP

Don't force learners to sit underneath the blankets as some may be afraid of the dark.

7. **Masiari na vhusiku:** Kha vha anetshele tshiṭori, *Malik u a khakha*.

Mbudziso dzi gaidaho:

- ★ Tshiṭori tsho vha tshi nga mini?
- ★ Ho thoma u ḡa masiari kana vhusiku kha tshiṭori?
- ★ Ri zwi ḡivha hani? Ho itea mini mathomoni a tshiṭori?
- ★ Ho itea mini vhusiku/masiari? Ndi ngani?
- ★ Hu ḡo itea mini arali ro vha ri tshi ya tshikoloni vhusiku?

8. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo: Kha vha ambe nga uri ndi nyito ifhio ye vhagudi vha ita u thoma masiari na uri ndi fhio ine ya ḡo tevhela. Kha vha vhudzise vhagudi uri nyito dzo fhambanaho dzi ḡo dzhia tshifhinga tshingafhani u dzi fhedza. Tshati ya mutsho ya ḡuvha ḡiṅwe na ḡiṅwe, maḡuvha a vhege na khaḡenda ya mutsho zwi tshimbilelana na ḡivhaipfi ya tshifhinga.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanḡa nga mugudisi

Zwine vha ḡo ṭḡa

- Makhaḡela 5, mbone 5, ḡaledzi 5 na miṅwedzi 5 zwo tou gerwaho
- Nguvho 3
- Zwikwama na zwifanyiso zwa masiari na vhusiku
- Zwithu zwa u vhalela ngazwo zwa phukha dzo fhambanaho 5 tshidongoni tsha mugudi muṅwe na muṅwe (phukha dzi fanaho mugudi muṅwe na muṅwe)
- Zwiḡuloko zwa 10

1. **U vhalela ha mutevhetsindo:** Vhagudi vha vhalela u bva kha 1 u ya kha 10. Vha 'tshimbidza' minwe yavho u ya phanḡa kha fuloro u sumbedza 1–5, vha i tshimbidzela murahu u sumbedza 6–10.
2. **U vhalela zwithu 1–5:** Vhagudi vha vhalela ṅwedzi, luvhone, khaḡela na ḡaledzi zwo tou gerwaho.

Mbudziso dzi gaidaho:

- ★ Hu na ḡaledzi nngana? Arali nda bvisa nthihi hu ḡo sala nngana?
- ★ Arali ndi na makhaḡela mararu fhedzi, fhedzi ndi tshi khou ṭḡa makhaḡela maṭanu, ndi khou ṭḡa maṅwe makhaḡela mangana?
- ★ Hu na ḡaledzi nnzhi kana makhaḡela manzhi? Ri zwi ḡivha hani?

3. **U tandula vhusiku na masiari:** Vhagudi vha dzhena ngomu ha nguvho.

Mbudziso dzi gaidaho:

- ★ Hu pfala hu hani ngomu ha nguvho?
- ★ Ni khou vhona mini ngomu ha nguvho?
- ★ Ndi ngani ho swifhala?

NGELETSHEDZO

Vha songo kombetshedza vhagudi u dzhena ngomu ha nguvho vhunga vhaṅwe vha tshi nga ofha swiswi.



TIP

Remember to give learners time to think and respond when you ask questions. Be sensitive to quieter learners who may find it difficult to speak in a group.

Ask learners to sit on top of the blankets.

- ★ How do you feel when it's dark at night?
- ★ What do you do at night when it gets dark?
- ★ Why does it feel different to be out in the light again?
- ★ What do you do in the light during the daytime that you can't do in the dark at night?

Show the day and night pictures to the group and talk about them. Spread the pictures on the mat. Learners take turns to find a day or night picture and put it in the correct pocket.



4. **Position:** Give each learner five animal counters and two blocks.

Guiding instructions:

- ★ Put the cow on the mat in front of you.
- ★ Put the sheep next to the cow.
- ★ Put the cow between the duck and the sheep.
- ★ Put the horse on top of the block.
- ★ Put the chicken under the block.
- ★ Put all your animals underneath a blanket.
- ★ Put all your animals in your tub.

5. **Height chart:** Ask learners to stand in a line from tallest to shortest. Ask the tallest learner to stand next to their name on the wall. Ask the shortest learner to stand next to their name on the wall. Ask the learner standing between ____ and ____ to go to their name. Repeat, asking for taller or shorter learners, until each learner is standing against the height chart.



Check that learners are able to:

- sort pictures into day or night
- position themselves against the height chart
- follow instructions about positions: on, under, on top of, below, next to, between

NGELETSHEDZO

Vha humbele u nea vhagudi tshifhinga tsha u humbula na u fhindula musi vha tshi vhudzisa mbudziso. Vha vhe na mbilu ndapfu kha vhagudi vha sa ambesi vhane vha nga kongelwa u amba tshigwadani.

Kha vha humbele vhagudi u dzula nṱha ha nguvho.

- ★ Ni dipfa hani musi hu na swiswi vhusiku?
- ★ Ni ita mini vhusiku musi li tshi swifhala?
- ★ Ndi ngani zwi tshi pfala nga inṱhe nṱila u vha nṱa tshedzani hafhu?
- ★ Ni ita mini tshedzani masiari zwine ni nga si zwi ite hu na swiswi vhusiku?

Kha vha sumbedze tshigwada zwifanyiso zwa masiari na vhusiku vha ambe nga hazwo. Kha vha phadaladze zwifanyiso kha methe. Vhagudi vha sielisana u wana tshifanyiso tsha masiari kana vhusiku vha zwi dzhenisa ngomu ha tshikwama tsho teaho.



4. **Vhuimo:** Kha vha nee mugudi muṱwe na muṱwe zwithu zwa u vhalela ngazwo zwa phukha zwiṱanu na zwiṱuloko zwiṱhili.

Ndaela dzi gaidaho:

- ★ Vheani kholomo kha methe phanda haṱu.
- ★ Vheani nngu tsini na kholomo.
- ★ Vheani kholomo vhukati ha sekwa na nngu.
- ★ Vheani bere nṱha ha tshibuṱoko.
- ★ Vheani khuhu fhasi ha tshibuṱoko.
- ★ Vheani phukha dzaṱu dzoṱhe fhasi ha nguvho.
- ★ Vheani phukha dzaṱu dzoṱhe tshidongoni tshaṱu.

5. **Tshati ya vhulapfu:** Kha vha humbele vhagudi u ima vho ita muduba u bva kha mulapfusa u ya kha mupfufhisa. Kha vha humbele mugudi mulapfusa u ima tsini na dzina ṱawe kha luvhondo. Kha vha humbele mugudi mupfufhisa u ima tsini na dzina ṱawe kha luvhondo. Kha vha humbele mugudi o imaho vhukati ha _____ na _____ u ya kha dzina ṱawe. Kha vha dovholole, vha tshi humbela vhagudi vhalapfu kana vhapfufhi, u swikela mugudi muṱwe na muṱwe a tshi ima kha tshati ya vhulapfu.



Kha vha ṱole uri vhagudi vha a kona u:

- vhekanya zwifanyiso u ya nga masiari kana vhusiku
- ima nga vhane vhane kha tshati ya vhulapfu
- tevhela ndaela dza vhuimo: kha, fhasi ha, nṱha ha, nga fhasi, tsini na, vhukati

Workstation 1

What you need

- Scissors, glue, crayons
- Magazines, newspapers, advertising pamphlets
- A day and night page for each learner

Learners draw or cut out day- and night-themed pictures. They glue them to the correct side of the page.



Workstation 2

What you need

- Crayons
- Paper for each learner

Learners draw a picture of their family members from the tallest to the shortest.



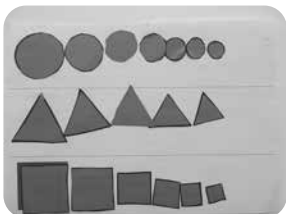
Workstation 3

What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue



Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

Workstation 4

What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.

Tshiṭṭshi tsha u shumela tsha 1

Zwine vha ḁo ṭḁa

- Zwigero, guḽuu, khirayoni
- Mimagaḽini, guraṇḽa, ngavhela dza khungedzelo
- Siaṭari ḽa mugudi muṇwe na muṇwe ḽa masiari na vhusiku

Vhagudi vha ola kana u gera zwifanyiso zwa thero dza masiari kana vhusiku. Vha zwi nambatedza kha sia ḽo teaho ḽa siaṭari.



Tshiṭṭshi tsha u shumela tsha 2

Zwine vha ḁo ṭḁa

- Khirayoni
- Bammbiri ḽa mugudi muṇwe na muṇwe



Vhagudi vha ola tshifanyiso tsha miraḁo ya muṭa wavho u bva kha mulapfusa u ya kha mupfufhisa.

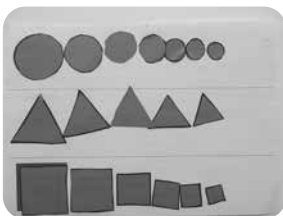
Tshiṭṭshi tsha u shumela tsha 3

Zwine vha ḁo ṭḁa

- Zwifanyiso zwa zwitendeledzi, ṭhofunderaru na zwikwea zwa saizi dzo fhambanaho na mivhala
- Zwigero na guḽuu

NGELETSHEDZO

Kha vha gere zwivhumbeo u itela vhagudi vha ṭḁaho thikhedzo.



Vhagudi vha gera zwitendeledzi, ṭhofunderaru na zwikwea zwa saizi dzo fhambanaho na mivhala, vha zwi nambatedza u bva kha tshihulwanesa u ya kha tshiṭukusa.

Tshiṭṭshi tsha u shumela tsha 4

Zwine vha ḁo ṭḁa

- Sete 5 dza zwifanyiso 5 zwi fanaho zwa masiari/vhusiku – 1 nga vhagudi vhavhilihavhili

Nga vhavhilihavhili, vhagudi vha vhambedza zwifanyiso zwa masiari na vhusiku. Vha bvisa sete vha dzhia iṇwe sete u swika vhuṭanu hadzo dzoṭhe dzi tshi fhelela.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Numbers in familiar contexts
- Describe, compare and order numbers
- Problem solving
- Direction

New knowledge

- Zero
- Estimation
- Direction: up and down
- Problem solving
- Numbers in familiar contexts

Practise

- Counting forwards 1–10
- Counting backwards 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Circle, square and triangle
- Six-piece puzzles

New maths vocabulary

before
after
guess

estimate
more
less

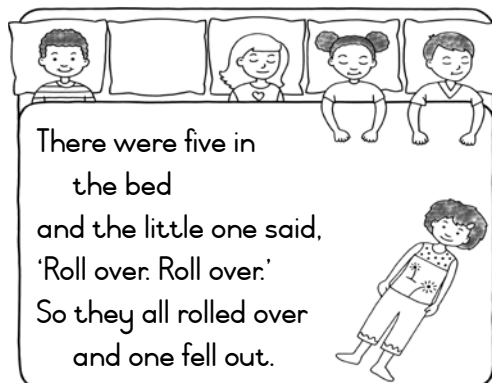
one more
one less
up

down
zero

Getting ready

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

- group symbol cards
- 5 pegs, each with a number 1–5 written on it
- 5 boxes: box 1 has any 10 small objects in it; box 2 has number symbol cards 1–3; box 3 has number word cards one, two and three; box 4 has dot cards 1–3; box 5 has number picture cards 1–3
- a poster with *Five in a bed* lyrics written on the bed 'cover', number symbol cards that can be removed and 5 cut-out pictures of children



- 3 see-through containers with 5, 3 and 1 objects respectively
- 2 large arrow cut-outs
- tambourine or other musical instrument
- percussion instruments for about 21 learners, for example, sticks, blocks, cans, buckets, plastic bottles filled with rice, beans, stones
- 3 hula hoops.

Sia la Magudiswa lo Sedzwaho: Nomboro, Tswayo na Vhushaka

Thero

- Nomboro kha nyimele dzo dowealeho
- U talusa, u vhambedza na u tevhekanya nomboro
- U tandulula thaidzo
- Sia

Ndivho ntswa

- Pumu
- Nyanganyelo
- Sia: ntha na fhasi
- U tandulula thaidzo
- Nomboro kha nyimele dzo dowealeho

Ngowedzo

- U vhalela phanda 1–10
- U vhalela murahu 5–1
- U vhalela zwithu 1–5
- U tevhekanya nomboro 1–3
- Divhaipfi ya nomboro 1–3
- Tshitendeledzi, tshikwea na thofunderaru
- Dziphazili dza zwipida zwa rathi

Divhaipfi ntswa ya mbalo

phanda ha
nga murahu
humbulela

anganyela
zwinzhi
zwi si gathi

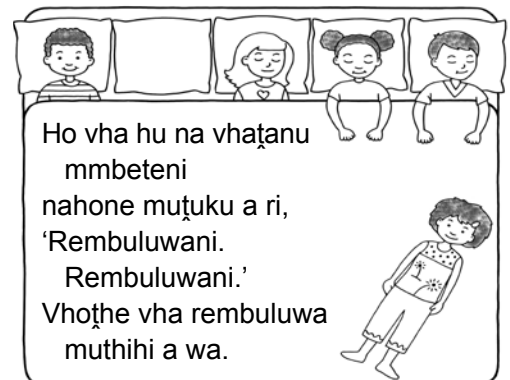
nthihi nnzhi
nthihi thukhu kha
ntha

fhasi
pumu

U dilugisela

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

- magaraa zwiga a tshigwada
- pheki 5, inwe na inwe i na nomboro 1–5 yo nwalwa khayi
- mabogisi 5: bogisi la 1 li na zwithu zwituku zwa 10 khalo; bogisi la 2 li na magaraa a tshiga tsha nomboro 1–3; bogisi la 3 li na magaraa a ipfinomboro thihi, mbili na raru; bogisi la 4 li na magaraa a zwithoma 1–3; bogisi la 5 li na magaraa a zwifanyiso zwa nomboro 1–3
- phositara i re na maipfi a luimbo *Vhaṭanu mmbeteni* o nwalwa kha 'khavara' ya mmbete, magaraa a zwiga zwa nomboro ane a nga bviswa na zwifanyiso 5 zwa vhana zwo tou gerwaho
- zwifaredzi 3 zwi vhoneadzaho zwi re na zwithu 5, 3 na 1 khazwo
- misevhe 2 mihulwane yo tou gerwaho
- thamborini kana zwiinwe zwilidzo zwa muzika
- zwilidzo zwa tshele zwa vhagudi vha edanaho 21, sa tsumbo, zwitanda, zwibuloko, zwikoṭikoṭi, mabakete, mabodelo a pulasitiki o dadzwa nga raisi, nawa, matombo
- dzihula hupu 3.



Whole class activities

Day 1



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

What you need

- Group symbol cards
- 3 numbered pegs
- 5 boxes of items (see 'Getting ready')
- Tambourine or other musical instrument
- Percussion instruments for 21 learners
- 3 hula hoops

1. **Oral counting:** Ask groups of five learners to stand and count from 1 to 10 as you show them their group symbol cards. Learners count backwards from 5 to 1 and sit as you touch them individually on the shoulder.
2. **Counting numbers 1–5:** Learners sit in a circle. Show learners the box that has ten objects in it. Count five objects together as you take them out of the box. Count the remaining objects to make a second group of five objects.
3. **Ordering and matching groups of 1–3:** Ask one learner to fetch one object, one to fetch two objects and one to fetch three objects. Ask these three learners to arrange their groups of objects in order from 1 to 3 on the mat.

Three other learners fetch dot cards and match the groups. Another three fetch number symbol cards and match the correct group. Another three learners fetch number word cards and match them to groups of objects.

Guiding questions:

- ★ Are there more objects in this group or in this group? How do we know?
- ★ Which group has the most objects? Which has the fewest?

Ask three learners to put the numbered pegs 1, 2 and 3 in order onto the three empty boxes on the maths table. Ask another learner to collect all the things belonging to the number 1 group and to put them into the correct box. Repeat with 2 and 3.

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

Nyito dza kilasi yothe

Duvha la 1



NGELETSHEDZO

Vha humbule u shumisa tshifhinga tsha u ya bungani u itela ndowendowe ya nomboro thevhekano na vhuimo.

Zwine vha do toda

- Tshigwada tsha magaraṭa a zwiga
- Phekhisi 3 dzo nomboriwaho
- Mabogisi 5 a zwithu (kha vha lavhelese 'U dilugisela')
- Thamborini kana tshiṅwe tshilidzo tsha muzika
- Zwidzo zwa tshele zwa vhagudi vha 21
- Dzihula hupu 3

1. **U vhalela ha mutevhetsindo:** Kha vha humbele zwigwada zwa vhagudi vhaṭanu u ima na u vhalela u bva kha 1 u ya kha 10 zwenezwi vha tshi khou vha sumbedza magaraṭa a zwiga a tshigwada tshavho. Vhagudi vha vhalela murahu u bva kha 5 u ya kha 1 vha dzula zwenezwi vhone vha tshi khou vha kwama nga muthihimuthihi kha shaḍa.
2. **U vhalela nomboro 1–5:** Vhagudi vha dzula vho ita tshitendeledzi. Kha vha sumbedze vhagudi bogisi li re na zwithu zwa fumi khalo. Kha vha vhalele zwithu zwiṭanu vhothe zwenezwi vha tshi khou zwi bvisa ngomu bogisini. Kha vha vhalele zwithu zwo salaho u itela u ita tshigwada tsha vuvhili tsha zwithu zwiṭanu.
3. **U tevhekanya na u fanyisa zwigwada zwa 1–3:** Kha vha humbele mugudi muthihi u dzhia tshithu tshithihi, muṅwe u dzhia zwithu zwiṭhili na muṅwe hafu u dzhia zwithu zwiraru. Kha vha humbele avha vhagudi vhararu u dzudzanya zwigwada zwavho zwa zwithu nga u tevhekana u bva kha 1 u ya kha 3 kha methe.

Vhaṅwe vhagudi vhararu vha dzhia magaraṭa a zwithoma vha a vhambedza na zwigwada. Vhaṅwe vhararu vha dzhia magaraṭa a zwiga vha a vhambedza na tshigwada tsho teaho. Vhaṅwe vhagudi vhararu hafu vha dzhia magaraṭa a ipfinomboro vha a vhambedza na zwigwada zwa zwithu.

Mbudziso dzi gaidaho:

- ★ Hu na zwithu zwinzhi kha itshi tshigwada kana kha tshila tshiṅwe? Ri zwi givha hani?
- ★ Ndi tshigwada tshifhio tshi re na zwithu zwinzhi? Ndi tshifhio tshi re na zwi si gathi?

Kha vha humbele vhagudi vhararu u vhea phekhisi dzo nomboriwaho 1, 2 na 3 nga u tevhekana ngomu ha mabogisi mararu a si na tshithu nṭha ha ṭafula ya mbalo. Kha vha humbele muṅwe mugudi u kuvhanganya zwithu zwothe zwi welaho kha tshigwada tsha nomboro ya 1 a zwi dzhenise ngomu bogisini lo teaho. Kha vha dovholole nga ya 2 na ya 3.

4. **Nyito dza zwigwada zwiṭuku:** Kha vha ṭaluse nyito dza zwiṭitshini zwa u shumela zwiṇa. Kha vha humbudze vhagudi nga maitela a u kunakisa.

Day 2

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- 2 sets of number 1–3 number word, symbol and dot cards
- Set of dot and number symbol cards (*Resource Kit*)
- 2 clear containers, one with 3 fruit counters and the other with 5 fruit counters
- Tambourine

1. **Song:** Introduce the song, *Five in a bed*.
2. **Oral counting:** Learners stand in a circle and count from 1 to 10 as they skip together. They stop and face the front of the class. They count backwards from 5 to 1, sitting on 1.
3. **Counting objects 1–5:** Show learners the *Five in a bed* poster. Count the five empty beds on the poster. Ask learners to count the cut-outs of children as you put them into bed.

Guiding questions:

- ★ How many children can you see in the bed?
- ★ How many children are there if I put one more in? And then another one?

Take one cut-out child out of the bed as you count backwards.

- ★ How many children would be left in the bed if one fell out?
- ★ If two children fell out of the bed, how many would be left?

4. **Matching numbers 1–3 game:** Choose nine learners. The others stand in a circle around them. Keep a set of number 1–3 cards and hand the other set out to nine learners. Place three hula hoops on the mat with a number symbol 1, 2 or 3 inside each one. Beat the tambourine. When the music stops, hold up any card. Learners check their cards and jump into the hula hoop if their card corresponds to the number you are holding up. Continue in this way for all the numbers. Repeat with other learners.
5. **Estimate and count 1–5:** Show the two containers with fruit counters.

Guiding questions:

- ★ How many fruit counters do you think there are in this container?
- ★ And in this container?
- ★ Which container do you think has the most fruit counters in it?
- ★ How do you know?

Show the container with five fruit counters in it.

- ★ How many fruit counters do you think are in this container?

Duvha 2

Zwine vha do toda

- Luimbo: *Vhaṭanu mmbeteni* (siaṭari 201)
- Phositara ya *Vhaṭanu mmbeteni* i re na vhana yo tou gerwaho
- Sete 2 dza magaraṭa a ipfinomboro a nomboro 1–3, zwiga na magaraṭa a zwithoma
- Sete ya magaraṭa a zwithoma na zwiga zwa nomboro (*Khithi ya Zwishumiswa*)
- Zwifaredzi 2 zwi vhonadzaho, tshithihi tshi na zwithu zwa u vhalela ngazwo zwa mitshelo zwiraru ngeno tshinwe tshi na zwithu zwa u vhalela ngazwo 5 zwa mitshelo
- Thamborini

1. **Luimbo:** Kha vha divhadze luimbo, *Vhaṭanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** Vhagudi vha ima vho ita tshitendeledzi vha vhalela u bva kha 1 u ya kha 10 zwenezwi vha tshi thamuwa vhoṭhe. Vha a ima vha lavhelesa phanda ha kilasi. Vha vhalela murahu u bva kha 5 u ya kha 1, vha dzula kha 1.
3. **U vhalela zwithu 1–5:** Kha vha sumbedze vhagudi phositara ya *Vhaṭanu mmbeteni*. Kha vha vhalele mimbete miṭanu i si na tshithu kha phositara. Kha vha humbele vhagudi u vhalela vhana vho tou gerwaho zwenezwi vha tshi khou vha egedza.

Mbudziso dzi gaidaho:

- ★ Ni khou vhona vhana vhangana mmbeteni?
- ★ Hu do vha na vhana vhangana arali nda engedza muthihi? Na muṭwe muthihi hafhu?

Kha vha bwise ṅwana muthihi o tou gerwaho mmbeteni zwenezwi vha tshi khou vhalela murahu.

- ★ Ndi vhana vhangana vhane vha do sala mmbeteni arali muthihi o wa?
- ★ Arali vhana vhavhili vha wa mmbeteni, hu do sala vhangana?

4. **Mutambo wa u fanyisa nomboro 1–3:** Kha vha nange vhagudi vha ṭahe. Vhaṅwe vha ima vho ita tshitendeledzi u mona navho. Kha vha vhe na sete ya magaraṭa a nomboro 1–3 vha ṅee inwe sete vhaṭa vhagudi vha ṭahe. Kha vha vhee dzihula hupu tharu kha methe dzi na tshiga tsha nomboro 1, 2 kana 3 ngomu ha inwe na inwe. Kha vha lidze thamborini. Musi muzika u tshi ima, kha vha imisele ṅṭha liṅwe ṭa magaraṭa. Vhagudi vha sedza magaraṭa avho vha fhufhela ngomu ha hula hupu arali garaṭa ṭavho ṭi tshi tshimbilelana na nomboro ye vhona vha i imisela ṅṭha. Kha vha bevele phanda nga ṅṭila iyi kha nomboro dzoṭhe. Kha vha dovholole na vhaṅwe vhagudi.
5. **U anganyela na u vhalela 1–5:** Kha vha sumbedze zwifaredzi zwivhili zwi re na zwithu zwa u vhalela ngazwo zwa mitshelo.

Mbudziso dzi gaidaho:

- ★ Ni humbula uri hu na zwithu zwa u vhalela ngazwo zwa mitshelo zwingana ngomu ha itshi tshifaredzi?
- ★ Kha itshi tshinwe tshifaredzi?
- ★ Ndi tshifaredzi tshifhio tshine na humbula uri tshi na zwithu zwa u vhalela ngazwo zwa mitshelo khatsho?
- ★ Ni zwi divha hani?

Sumbedzani tshifaredzi tshi re na zwithu zwa u vhalela ngazwo zwa mitshelo zwiṭanu khatsho.

- ★ Ndi zwithu zwa u vhalela ngazwo zwa mitshelo zwingana zwine na humbula uri zwi kha itshi tshifaredzi?

★ Do you think there are more/fewer than three fruit? Let's count.

★ Did anyone guess this number correctly?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

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

Day 3

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

Guiding questions:

- ★ How many objects do you think are here? (Count together.)
- ★ If I take one away, how many will be left? (Count together.)
- ★ If I take two away, how many are left? (Count together.)
- ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)

5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other

- ★ Ni humbula uri hu na zwinzhi /zwi si gathi u fhira mitshelo miraru? Kha ri vhalele.
- ★ Hu na muñwe we a humbulela nomboro iyi zwone?
Kha vha sumbedze tshifaredzi tshi re na zwithu zwa u vhalela ngazwo zwa mitshelo zwiraru khatsho.

- ★ Ndi zwithu zwa vhalela ngazwo zwa mitshelo zwingana zwine na humbula uri zwi ngomu afha? Kha ri vhalele.

Kha vha bwise zwithu zwa u vhalela ngazwo zwa mitshelo ngomu ha tshifaredzi. Kha vha zwi kuvhanganye fhethu huthihi sa zwiḽa zwi ngomu ha tshifaredzi.

- ★ Ndi tshigwada tshifhio tshi re na mitshelo minzhi?

6. **Nyito dza tshigwada tshiḽuku:** Kha vha humbudze vhagudi nga nyito dza zwiḽitshini zwa u shumela na maitele a u kunakisa.

Duvha ḽa 3

Zwine vha ḽo ḽoda

- Luimbo: *Vhaḽanu mmbeteni* (siaḽari ḽa 201)
- Phositara ya *Vhaḽanu mmbeteni* i re na vhana yo tou gerwaho
- Nguvho/ḽari
- Phekhisidzo ḽwalwaho nomboro 1–5
- Magaraḽa a phukha 1–3 (*Khithi ya Zwishumiswa*)
- Zwithu 5 zwi tshimbilelanaho na thero
- Misevhe mihulwane 2 yo tou gerwaho
- Masiaḽari 2 a A4 o olwaho tshiḽoni kha ḽiñwe na ḽiñwe

1. **Luimbo:** Kha vha imbe luimbo, *Vhaḽanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** Kha vha ime vha vhalele phanda u bva kha 1 u ya kha 10. Kha vha khukhune vha vhalele murahu u bva kha 5 u ya kha 1, vha thamuwe kha 1.
3. **U vhalela zwithu 1–5:** Kha vha vhalele vhana vha re mmbeteni. Kha vha vhalele vhagudi vhaḽanu uri vha ite misumbedzo ya luimbo. Vhagudi vha a ganama fhasi nga muduba. Kha vha vha fukedze nga nguvho kana lagani. Kha vha imbe luimbo zwenezwi vha tshi khou tsa mmbeteni nga muthihi nga muthihi. Kiḽasi i vhalela 1–5 zwenezwi vhagudi vha tshi khou tsa.
4. **U tandulula thaidzo nga zwithu 1–5:** Kha vha vhee zwithu zwe vha nanga kha methhe.

Mbudziso dzi gaidaho:

- ★ Ndi zwithu zwingana zwine na humbula uri zwi hone? (Kha vha vhalele vhoḽhe.)
 - ★ Arali nda bvisa tshithihi, hu ḽo sala zwingana? (Kha vha vhalele vhoḽhe.)
 - ★ Arali nda bvisa zwivhili, hu ḽo sala zwingana? (Kha vha vhalele vhoḽhe.)
 - ★ Ndi fanela u vhuisele zwingana u itela uri hu vhe na zwithu zwiḽanu hafhu kha methhe? (Kha vha vhalele vhoḽhe zwenezwi vha tshi khou vhuedzedza zwithu.)
5. **Sia – nḽha, fhasi:** Musi vha tshi ri ‘nḽha’, vhagudi vha sumba kha siḽini na musu vha tshi ri ‘fhasi’, vha sumba fhasi kha fuloro. Kha vha nange mugudi uri a ime phanda. Musi a tshi imisa zwanḽa zwawe, vhagudi vha a takuwa. Musi a tshi tsitsa zwanḽa zwawe, vhagudi vha dzula fhasi. Kha vha dovholole na vhañwe vhagudi vhañvili.
Kha vha vhee tshifanyiso tsha tshiḽoni tshithihi kha vhulapfu ha ḽhoho na tshiñwe tsho sedzaho fhasi kha luvhondo. Kha vha sumbedze vhagudi misevhe ya nḽha na fhasi. Kha vha sumbe musevhe nḽha

arrow down and ask which way it is pointing. Point the arrows to show the direction (up or down) that the birds are flying. Put the arrows on the wall to show the birds' direction. When you point the arrow up, learners stand up. When you point the arrow down, learners sit down.

6. **Practising 1–3:** Show the animal cards 1–3. Hold them 'up' or 'down' and learners say 'one elephant up', 'two zebras down', and so on.
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket
- Number 1–3 symbol and dot cards
- *Poster Book*, Poster 1
- Tambourine

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Girls count forwards from 1 to 5. Boys count from 6 to 10. All learners count backwards from 5 to 1 and clap on 1.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Learners move to the beat of the tambourine. When the music stops, show a number 1, 2, or 3 number symbol or dot card. Learners make groups according to the card that has been shown.
5. **Problem solving – more and less:** Talk about Poster 1. Learners use their fingers to show the correct number to answer your questions.



TIP

It is important to include parents/ caregivers in their children's development. Encourage parents to be involved and support their children's mathematical learning at home and in the community.



- ★ How many people are in the kitchen?
 - ★ If one goes outside, how many would we see?
 - ★ How many animals are there?
 - ★ How many chairs are there? How many bowls? How many spoons?
 - ★ How many mugs can you see in the picture?
 - ★ How many mugs are on the table?
 - ★ How many other mugs can you see?
 - ★ How many plates do you see?
 - ★ How many blocks do we need for each person in this picture to have one?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

vha vhudzise uri musevhe wo sumba ngafhi. Kha vha sumbe muñwe musevhe fhasi vha vhudzise uri wo sumba ngafhi. Kha vha sumbe misevhe u sumbedza sia (ntha kana fhasi) line zwiñoni zwa khou fhufhela khalo. Kha vha vhee misevhe kha luvhondo u sumbedza sia la zwiñoni. Musi vha tshi sumba musevhe ntha, vhagudi vha a ima. Musi vha tshi sumba musevhe fhasi, vhagudi vha dzula fhasi.

6. **U ita ndowendowe 1–3:** Kha vha sumbedze magaraṭa a phukha 1–3. Kha vha a imisele 'ntha' kana 'fhasi' nahone vhagudi vha ri 'ndou nthehi ntha', 'mbidi mbili fhasi', ngauralongauralo.
7. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Duvha la 4

Zwine vha do ṭoda

- Luimbo: *Vhaṭanu mmbeteni* (siaṭari la 201)
- Phositara ya *Vhaṭanu mmbeteni* i re na vhana yo tou gerwaho
- Nguvho
- Magaraṭa a zwiḡa zwa nomboro a nomboro 1–3 na magaraṭa a zwithoma
- *Bugu ya Dziphositara*, Phositara ya 1
- Tamborini

1. **Luimbo:** Kha vha imbe luimbo, *Vhaṭanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** Vhasidzana vha vhalela phanḡa u bva kha 1 u ya kha 5. Vhatukana vha vhalela u bva kha 6 u ya kha 10. Vhagudi vhoṭhe vha vhalela murahu u bva kha 5 u ya kha 1 vha vhanda zwanda kha 1.
3. **U vhalela zwithu 1–5:** Kha vha vhalele vhagudi vhaṭanu uri vha ite misumbedzo nga luimbo sa nga Duvha la 3.
4. **U ita ndowendowe ya nomboro 1–3:** Vhagudi vha tshimbila na mutevhetsindo wa tamborini. Musi muzika u tshi ima, kha vha sumbedze magaraṭa a zwithoma a nomboro 1, 2 kana 3 kana a zwiḡa zwa nomboro kana garaṭa la tshithoma. Vhagudi vha ita zwiḡwada u ya nga garaṭa le la sumbedzwa.

5. **U tandulula thaidzo – zwinzhi na zwi si gathi:** Kha vha ambe nga Phositara ya 1. Vhagudi vha shumisa minwe yavho u sumbedza nomboro yo teaho u itela u fhindula mbudziso dzavho.

- ★ Hu na vhathu vhangana ngomu khishini?
- ★ Arali muthihi a bvela nḡa, ri ḡo vhona vhangana?
- ★ Hu na phukha nngana?
- ★ Hu na zwidulo zwingana? Hu na zwidongo zwingana? Hu na lebula nngana?
- ★ Ni khou vhona khaphu nngana tshifanyisoni?
- ★ Hu na khaphu nngana ntha ha ṭafula?
- ★ Ndi khaphu dziñwe nngana dzine na khou vhona?
- ★ Ni khou vhona phulethi nngana?
- ★ Ri ṭoda zwiḡulo zwingana u itela muthu muñwe na muñwe a re tshifanyisoni uri a vhe na tshithihi?



NGELETSHEDZO

Ndi zwa ndeme u katela vhabebi/vhaundi (vhaṭhogomeli) kha mveledziso ya vhana vhavho. Kha vha ṭuṭuwedze vhabebi u ḡidzhenisa na u tikedza u guda mbalo ha vhana vhavho hayani na tshitshavhani.

6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Day 5

What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A collection of 10 everyday objects
- Number 1–3 symbol, dot and word cards

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1. Then all sit down.
3. **Counting objects 1–5:** Count five learners to dramatise the song as on Day 3.
4. **Practising numbers 1–3:** Give each learner a number symbol, word or dot card. They don't show their cards to each other. They move around until they find the other learners with matching numbers.
5. **Using numbers in familiar contexts:** Look for numbers in the classroom. Learners point to the number.

Guiding questions:

- ★ What numbers can you see in the classroom?
- Look at the birthday chart and discuss learners' birthdays.
- ★ How old are you?
 - ★ When is your birthday? What date is your birthday?
 - ★ Can you show me that number on the calendar?
- Learners point to their picture and say their birth date.

6. **Practising position and direction:** Play 'Sizwe says'. Learners follow the 'Sizwe says' actions. If you don't say 'Sizwe says' then learners must keep still and not do the action.

Guiding instructions:

- ★ Put your hands behind your back.
- ★ Put your hands on your head.
- ★ Put this hand in front of this shoulder.
- ★ Stretch up and turn.
- ★ Bend down and touch your toes.



TIP

Identifying numbers in familiar contexts can be done during routine times, between activities and in games, for example, when using the register, playing card games, and doing weather and calendar activities.



TIP

Use actions that encourage midline crossing. Focus on positional words such as: this side, that side, up, down, on, under, on top, below, next to, between, in, out, inside, forwards, backwards, in front of, behind.

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

Duvha la 5

Zwine vha do toda

- Luimbo: *Vhaṭanu mmbeteni* (siaṭari la 201)
- Phositara ya *Vhaṭanu mmbeteni* dzi re na vhana dzo tou gerwaho
- Khuvhanganyo ya zwithu zwa duvha liṅwe na liṅwe zwa 10
- Magaraṭa a zwiga zwa nomboro 1–3, zwithoma na ipfinomboro

1. **Luimbo:** Kha vha imbe luimbo, *Vhaṭanu mmbeteni*.
2. **U vhalela ha mutevhetsindo:** Kha vha ime vha vhalele phanda u bva kha 1 u ya kha 10. Kha vha khukhune vha vhalele murahu u bva kha 5 u ya kha 1, vha thamuwe kha 1. Vha kone ha u dzula fhasi vhoṭhe.
3. **U vhalela zwithu 1–5:** Kha vha vhalele vhagudi vhaṭanu uri vha ite misumbedzo nga luimbo sa nga Duvha la 3.
4. **U ita ndowendowe ya nomboro 1–3:** Kha vha nee mugudi muṅwe na muṅwe garaṭa la tshiga tsha nomboro, ipfinomboro na garaṭa la tshithoma. Vha songo sumbedzana magaraṭa. Vha tshimbila vha tshi toda u swika vha tshi wana vhaṅwe vhagudi vha re na nomboro dzi fanaho na dzavho.

5. **U shumisa nomboro kha nyimele dzo dowealeaho:** Kha vha tode nomboro kilasini. Vhagudi vha sumba nomboro.

Mbudziso dzi gaidaho:

- ★ Ndi nomboro dzifhio dzine na khou vhona kilasini?

Kha vha sedze kha tshati ya maḍuvha a mabebo vha rere nga maḍuvha a mabebo na vhagudi.

- ★ Ni na miṅwaha mingana?

- ★ Ndi lini duvha laṅu la mabebo? Ndi ifhio datumu ya duvha laṅu la mabebo?

- ★ Ni nga ntsumbedza iyo nomboro kha khalenda?

Vhagudi vha sumba kha tshifanyiso tshavho vha amba datumu yavho ya mabebo.

6. **U ita ndowendowe ya vhuimo na sia:** Kha vha tambe 'Sizwe u ri'. Vhagudi vha tevhela misumbedzo ya 'Sizwe u ri'. Arali vha sa bula uri 'Sizwe u ri' vhagudi vha a ima vha sa ite musumbedzo.

Ndaela dzi gaidaho:

- ★ Vheani zwanda zwanu murahu hanu.
- ★ Vheani zwanda zwanu thohoni yanu.
- ★ Vheani itshi tshanda phanda ha shada ili.
- ★ Onyolowani ni rembuluwe.
- ★ Kotamani ni kwame zwikunwane zwanu.

NGELETSHEDZO

U topola nomboro kha nyimele dzo dowealeaho zwi nga itwa nga zwifhinga zwa ndowelo ya kilasini, vhukati ha nyito na mitambo, sa tsumbo, musi vha tshi khou shumisa redzhisiṭara, u tamba mutambo wa magaraṭa, na u ita nyito dza mutsho na khalenda.



NGELETSHEDZO

Kha vha shumise nyito dzi tuṭuwedzaho u pfuka mutalo wa vhukati. Vha sedzese kha maipfi a vhuimo u fana na: sia ili, sia liṭa, nṭha, fhasi, kha, fhasi ha, nṭha ha, nga fhasi, tsini na, vhukati, ngomu, nṅda, nga ngomu, phanda, murahu, phanda ha, nga murahu.

7. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Small group activities

Teacher-guided activity

What you need

- 6 small toy cars
- 3 cardboard boxes with openings cut out for cars to 'drive' into
- Number 1–3 word, dot and symbol cards
- A tub for each learner with number 1–3 symbol, word and dot cards, and 6 fruit counters (from the *Resource Kit*)
- A clear container with no more than 5 fruit counters
- 2 large round plastic lids for each learner

1. **Oral counting 1–10:** Learners clap as they count from 1 to 10. Learners tap the mat as they count backwards from 5 to 1.
2. **Matching number symbols to cars:** Make garages by placing three cardboard boxes in a row with the openings facing the learners. Display a 1, 2 or 3 number symbol card on top of each box. Give three learners number 1–3 dot cards. They choose the correct number of cars to match their dot cards and park their cars in the correct garage.

Guiding questions:

- ★ Where are you going to park your car/s? Why?
- ★ How many cars should you park in this garage?
- ★ Which garage has more/fewer cars?
- ★ Which garage has two cars in it?

3. **Matching numbers and fruit counters:** Give each learner a tub. They pack out the counters in order from 1 to 3. Then they match the number symbol, word and dot cards.

Guiding questions:

- ★ How many fruit counters do you have in each group?
- ★ Can you show me the group that has two fruits in it?
- ★ What number comes after 2? Show me the group with that number.

Focus on the group with three counters:

- ★ Give me one fruit. How many fruit do you have now?
- ★ Does the group of fruit still match the number cards?
- ★ How many fruit do I need to give you to make that number again?



Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

4. **Estimating:** Place fruit counters (not more than five) in a clear container. Ask learners to estimate how many there are. Then count the items.
5. **Shake and break:** Show the learners the three fruit counters in your hands. Count them. Play 'Shake and break' with the fruit counters.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha ḑo ṭoda

- Goloi dza u tambisa ṭhukhu dza 6
- Makhadibogisi 3 o phulwaho mabuli ane goloi dzi ḑo kona 'u dzhena' ngao
- Magaraṭa a ipfinomboro 1–3, a zwithoma na a zwiga
- Tshidongo tsha mugudi muṭwe na muṭwe tshi re na magaraṭa a tshiga tsha nomboro 1–3, a ipfinomboro na a zwithoma na
- zwithu zwa u vhalela ngazwo zwa 6 zwa mitshelo (u bva kha *Khithi ya Zwishumiswa*)
- Tshifaredzi tshi vhonadzaho tshi re na zwithu zwa u vhalela ngazwo zwi sa fhiri 5
- Zwiṭibo 2 zwiḥulwane zwa tshipulumbu zwa puḷasiṭiki zwa mugudi muṭwe na muṭwe

1. **U vhalela ha mutevhetsindo 1–10:** Vhagudi vha vhanda zwanda zwenezwi vha tshi vhalela u bva kha 1 u ya kha 10. Vhagudi vha rwa kha methe zwenezwi vha tshi khou vhalela murahu u bva kha 5 u ya kha 1.
2. **U fanyisa zwiga zwa nomboro na goloi:** Kha vha ite garatshi nga u vhea makhadibogisi mararu o ita muduba ngeno afha ho vuleaho ho lavhelesa vhagudi. Kha vha ṭane garaṭa ḷa nomboro ḷa tshiga 1, 2 kana 3 nṭha ha bogisi ḷiṭwe na ḷiṭwe. Kha vha ṭee vhagudi mararu magaraṭa a nomboro a tshithoma 1–3. Vha nanga tshivhalo tsho teaho tsha goloi u fanyisa magaraṭa avho a zwithoma vha paka goloi dzavho garatshini yo teaho.

Mbudziso dzi gaidaho:

- ★ Ni khou ḑo paka goloi dzaṅu ngafhi? Ndi ngani?
- ★ Ndi goloi nngana dzine na fanela u paka garatshini iyi?
- ★ Ndi garatshi ifhio i re na goloi nnzhi/dzi si gathi?
- ★ Ndi garatshi ifhio i re na goloi mbili khayo?

3. **U fanyisa nomboro na zwithu zwa u vhalela ngazwo zwa mitshelo:** Kha vha ṭee mugudi muṭwe na muṭwe tshidongo. Vha vhekanya zwithu zwa u vhalela ngazwo nga mutevhe u bva kha 1 u ya kha 3. Vha vhambedza magaraṭa a nomboro a tshiga, a ipfinomboro na a zwithoma.

Mbudziso dzi gaidaho:

- ★ Hu na zwithu zwa u vhalela ngazwo zwa mitshelo zwingana zwine na vha nazwo tshigwadani tshiṭwe na tshiṭwe?
- ★ Ni nga ntsumbedza tshigwada tshi re na mitshelo mivhili khatsho?
- ★ Ndi nomboro ifhio i ḑaho nga murahu ha 2? Ntsumbedzeni tshigwada tshi re na iyo nomboro.

Kha sedzese kha tshigwada tshi re na zwithu zwa u vhalela ngazwo zwiraru:

- ★ Nṭeeni mutshelo muthihi. Ni na mitshelo mingana zwino?
- ★ Tshigwada tsha mitshelo tshi kha ḑi fana na magaraṭa a nomboro?
- ★ Ndi mitshelo mingana ine nda fanela u ni ṭea u itela u swika ḷa nomboro hafhu?

4. **U anganyela:** Kha vha vhee zwa u vhalela ngazwo zwa mitshelo (zwi sa fhiri zwiṭanu) ngomu ha tshifaredzi tshi vhonadzaho. Kha vha humbele vhagudi u anganyela uri ndi zwingana zwi re hone. Vha koneha u vhalela izwo zwithu.
5. **Dzungudzani ni khaukanye:** Kha vha sumbedze vhagudi zwithu zwa u vhalela ngazwo zwiraru zwa mitshelo zwi re zwandani zwavho. Kha vha zwi vhalele. Kha vha tambe 'Dzungudzani ni khaukanye' nga zwithu zwa u vhalela ngazwo zwa mitshelo.



NGELETSHEDZO

U anganyela ndi u lingedza u humbulela nomboro yoneyone. U sokou humbulela a si u anganyela.

Guiding questions:

- ★ How many fruit counters do I have in this hand? And in this hand?
- ★ When I put them together how many do I have?



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



6. **Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
7. **Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



Check that learners are able to:

- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3

Mbudziso dzi gaidaho:

- ★ Ndi na zwithu zwa u vhalela ngazwo zwa mitshelo zwingana tshandani itshi? Kha itshi tshiñwe?
- ★ Musi ndo zwi tanganya zwothe ndi na zwithu zwingana?



Vhagudi vha vhalela zwithu zwa u vhalela ngazwo zwa mitshelo zwiraru u bva zwidongoni zwavho vha zwi vhea kha methe phanda havho. Kha vha nee mugudi muñwe na muñwe zwitibo zwi vhili. Kha vha tambe mutambo wa 'Dzungudzani ni khaukanye' vhothe: Vhagudi vha vhea zwa u vhalela ngazwo zwavho kha zwitibo zwi vhili vhunga vho no 'zwi khaukanya' vha sielisana u amba uri vha na zwingana kha tshitibo tshiñwe na tshiñwe.

- ★ No khaukanya hani zwithu zwanu zwa u vhalela ngazwo?
- ★ Ni na zwingana kha tshitibo tshiñwe na tshiñwe?
- ★ Ndi zwa nnyi zwi no fana? Ndi nnyi o itaho zwo fhambanaho? Ndi ngani zwi tshi fana/fhambana?

Kha vha dovholole u humbela vhagudi u khaukanya zwithu zwa u vhalela ngazwo nga ndila nnzhi dzo fhambanaho nga hune vha kona.



6. **U divhadza pumu:** Arali mugudi a si na zwithu zwa u vhalela ngazwo kha tshitibo tshithihi a vha na zwiñanu kha tshiñwe tshitibo, kha vha rere nga tshitibo tshi si na tshithu. Kha vha ambe nga u sa vha na tshithu kana pumu kha tshitibo tshithihi na zwiñanu kha tshiñwe tshitibo.
7. **Sia:** Kha vha tambe mutambo vha tshi shumisa magaraṭa a musevhe. Vhagudi vha tevhela tswayo dza nṭha na fhasi vha tshi shumisa minwe, mikonwo, milenzhe na mivhili zwavho.

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

- anganyela tshivhalo tsha zwithu
- shumisa thekiniki dza u tandulula thaidzo: u vhalela zwothe
- topola tshithihi u fhira na tshithihi zwi si gathi kha khuvhanganyo ya zwithu
- tevhela masia kha u ya nṭha na fhasi
- topola na u tevhekanya khuvhanganyo ya 1, 2 na 3

Workstation 1



What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

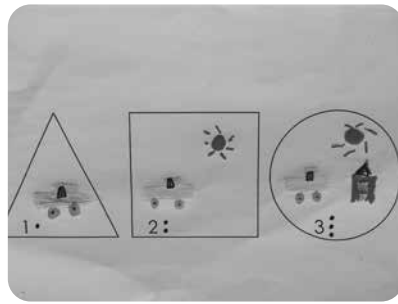
Learners make playdough objects of their choice and place them next to each number.

Workstation 2

What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



Workstation 3



What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

Workstation 4



Provide puzzles that are developmentally appropriate.

What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

Integration

Home Language and Life Skills: While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.

Tshiṭṭshi tsha u shumela tsha 1

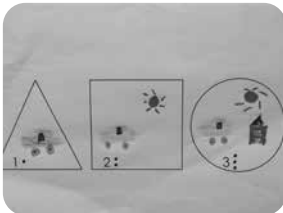


Zwine vha ḑo ṭḑa

- Siaṭari ṭo lugiselwaho 1 (sa zwo sumbedzwaho kha tshifanyiso) mugudi muṁwe na muṁwe
- Suko ṭa u tambisa

Vhagudi vha vhumba zwithu zwe vha tou ḑinangela nga suko ṭa u tambisa vha zwi vhea tsini na nomboro iṁwe na iṁwe.

Tshiṭṭshi tsha u shumela tsha 2



Zwine vha ḑo ṭḑa

- Siaṭari 1 ṭo lugiselwaho (sa zwo sumbedzwaho kha tshifanyiso) mugudi muṁwe na muṁwe
- Khirayoni

Vhagudi vha ola tshithu tshiṁwe na tshiṁwe kana zwithu u fanyisa nomboro dzi re kha zwivhumbeo kha masiaṭari avho.

Tshiṭṭshi tsha u shumela tsha 3



Zwine vha ḑo ṭḑa

- Siaṭari ṭo lugiselwaho 1 (sa zwo sumbedzwaho kha tshifanyiso) mugudi muṁwe na muṁwe
- Miri yo tou gerwaho 2, ṁwedzi 1 na ṁaledzi 3 ngomu tshidongoni u itela mugudi muṁwe na muṁwe
- Guṭuu na khirayoni

Vhagudi vha sika tshifanyiso nga u nambatedza ṁaledzi 3, miri 2 na ṁwedzi 1 kha siaṭari ṭavho. Vha dzhia tsheo nga ha uri ndi mini zwine zwa fanela u vha lutomboni na zwifhio zwine zwa fanela u vha fhasi vha ola zwiṁwe zwidodombedzwa zwine vha ḑo tou ḑinangela.

Tshiṭṭshi tsha u shumela tsha 4



Kha vha vha ṁee dziphazili dzine dzo tea mveledziso.

Zwine vha ḑo ṭḑa

- Phazili 1 (gumoṭuku ya zwipiḑa zwa rathi) mugudi muṁwe na muṁwe

Vhagudi vha fhaṭa dziphazili.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutsilo: Zwenezwi vhagudi vha tshi khou tamba nḑa, kha vha shumise ḑivhaipfi ya masia, sa tsumbo, ṁṭha kha ṭeri, fhasi kha tshiseseledzi. Kha vha tambe mutambo wa u fhufhela ngomu na nḑa. Kha vha shumise thambo vha ite u nga sia ṭithihi ndi mulambo ngeno ṭiṁwe sia hu khunzikhunzi ya mulambo. Vhagudi vha fhufhela ngomu mulamboni vha dovha vha fhufhela nḑa phanḑa ha musi 'ngwena' i tshi vha fara.

Content Area Focus:

Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

New maths vocabulary

collect
collection
group

sort
compare
match

always
sometimes
never

column
row
all

some
altogether
calendar

Getting ready

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

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



TIP

Remember to use the toilet routine to practise ordinal numbers and position.

Sia la Magudiswa lo Sedzwaho: U shuma na Data

Thero

- U kuvhanganya na u vhekanya zwithu
- U imela khuvhanganyo dzo vhekanywaho dza zwithu
- U rera na u vhiga nga khuvhanganyo dzo vhekanywaho dza zwithu

Ngdivho ntswa

- U kuvhanganya, u vhekanya na u imela khuvhanganyo ya zwithu
- U rere na u vhiga nga khuvhanganyo dzo vhekanywaho dza zwithu

Ngdowedzo

- U vhalela ha mutevhetsindo 1–10
- U vhalela zwithu 1–5
- U tevhékanya nomboro 1–3
- Divhaipfi ya nomboro 1–3
- Phanda ha na murahu ha
- U kopa phetheni
- U tandulula thaidzo

Divhaipfi ntswa ya mbalo

kuvhanganya khuvhanganyo tshigwada	vhekanya vhambedza fana	tshifhinga tshothe tshiñwe tshifhinga na luthihi	kholumu muduba zwothe	zwiñwe zwothe zwo fhelela khalenda
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U dilugisela

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

- tshifanyiso tsha thekhisi
- 10 wa zwifhatuwo zwi mwemwelaho zwa 10 zwo olwaho kha zwipiḁa zwiḁuku zwa garaḁa u imela vhana vha re thekhisini
- zwithu zwo kunaho zwo bikululwaho zwa tshaka dzo fhambanaho: maboḁelo a puḁasiḁiki a mafhi, bege dza mapuḁasiḁiki, zwifaredzi zwa puḁasiḁiki, maboḁelo a makhadibogisi a mafhi, makhadibogisi, zwitibo
- lebuḁu dza zwiga zwa mutsho zwa maḁuvha a musi hu na ḁuvha, mvula, makole na muya
- khalenda ya uno ḁwedzi ine khayoy vhaḁudi vha ḁo rekhoda mutsho wa ḁuvha liñwe na liñwe. Kha vha ite lebuḁu dza tshivhalo dza saizi i fanaho vha tshi itela lushaka lwa mutsho luñwe na luñwe lwo bviselwaho khagala kha khalenda: ḁuvha, mvula, makole, muya.
- ḁari liḁulwane la bammbiri la u ita nyolo ya zwifanyiso zwa zwiga zwa mupo. Kha vha ole zwiga zwiḁa zwa mutsho ngeno fhasi kha ḁari la bammbiri.
- khuvhanganyo ya zwiambaro: zwikhafu, miḁadzi, mikhwama, magiḁavu, maswogisi, mabannda, dzithai
- tshidongo tsha mugudi muñwe na muñwe tshi re na khuvhanganyo dzo fhambanaho dza zwigwada zwa 4, 3, 2 zwa zwithu zwa u vhalela ngazwo zwa phukha u bva kha *Khithi ya Zwishumiswa*
- siaḁari la A4 la mugudi muñwe na muñwe li re na kholumu 3 na miduba 4.

NGELETSHEDZO

Kha vha humbule u shumisa tshifhinga tsha u ya bungani u ita ḁdowendowe ya nomboro thevhekano na vhuimo.

Whole class activities

Day 1

What you need

- Number friezes 1–3
- Number 1–3 dot, word, symbol and picture cards (*Resource Kit*)
- A rubbish bag filled with clean recycled objects
- Cards with learners' names and symbols

1. **Song/rhyme:** Practise a song or rhyme taught this term.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** Place the recycled objects on the mat. Talk about what these objects are used for. Together count a group of five objects.
4. **Practising numbers 1–3:** Give learners dot, word, symbol and picture cards for numbers 1–3. Other learners count out groups of three recycled objects. Learners match the cards to the groups.
5. **Sorting and classifying:** Put all the recycled objects together in one pile.

Guiding questions:

- ★ How do you think we should sort these objects?
- ★ Why do you think we should sort them like that?
- ★ Can we sort them another way?
- ★ Which of these objects are the same? Why? (Collect them and put them together into a group.)
- ★ What can we call this group? (for example, objects made out of plastic, objects we use to keep food in)

Put the objects together in a different group.

- ★ What can we call this group?

Repeat so that you have three groups, for example, milk containers, plastic bags and boxes.

- ★ Are the materials used to make any of the objects in any of the groups the same?

Put the objects all together in one big group again.

- ★ Can you think of any other groups we could make using these objects?

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

Day 2

What you need

- Rhyme: *Taxi, taxi* (page 200)
- Picture of a taxi and 10 smiling faces
- Number 1–3 symbol cards
- A box with a collection of clothes, for example, scarves, hats, bags, gloves, socks, belts, ties

Nyito dza kilasi yothe

Duvha la 1

Zwine vha do toda

- Tshati dza luvhondoni dza mbalo dza 1–3
- Magaraṭa a zwithoma a nomboro 1–3, ipfinomboro, zwiga na zwifanyiso (*Khithi ya Zwishumiswa*)
- Puḽasiṭiki la mathukhwi lo ḡala zwithu zwo kunaho zwo bikululwaho
- Magaraṭa a re na madzina a vhagudi na zwiga

1. **Luimbo/tshidade:** Kha vha ite ndowendowe ya luimbo kana tshidade tsho funzwaho kotara ino.
2. **U vhalela ha mutevhetsindo:** Kha vha vhalele phanda u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1.
3. **U vhalela zwithu 1–5:** Kha vha vhee zwithu zwo bikululwaho kha methe. Kha vha ambe nga uri izwi zwithu zwi shumiselwa mini. Vhothe vha vhalela tshigwada tsha zwithu zwiṭanu.
4. **U ita ndowendowe ya nomboro 1–3:** Kha vha nee vhagudi magaraṭa a zwithoma, ipfinomboro, zwiga na zwifanyiso a nomboro 1–3. Vhaṅwe vhagudi vha vhalela zwigwada zwa zwithu zwiraru zwo bikululwaho. Vhagudi vha vhambedza magaraṭa na zwigwada.
5. **U vhekanya na u khethekanya:** Kha vha vhee zwithu zwothe zwo bikululwaho fhethu huthihi zwi vhe thulwi nthihi.

Mbudziso dzi gaidaho:

- ★ Ni humbula uri ri fanela u vhekanya hani izwi zwithu?
- ★ Ndi ngani ni tshi humbula uri ri fanela u zwi vhekanya nga u ralo?
- ★ Ri nga kona u zwi vhekanya nga inwe ndila?
- ★ Ndi zwifhio zwa izwi zwithu zwine zwi a fana? Ndi ngani? (Kha vha zwi kuvhanganye vha zwi vhee fhethu huthihi nga tshigwada.)
- ★ Ri nga tshi vhidza mini itshi tshigwada? (sa tsumbo, zwithu zwo itwaho nga puḽasiṭiki, zwithu zwine ra zwi shumisa u vhulunga zwiliwa khazwo)

Kha vha vhee zwithu fhethu huthihi tshigwadani tsho fhambanaho.

- ★ Ri nga tshi vhidza mini itshi tshigwada?

Kha vha dovholole u itela uri vha vhe na zwigwada zwiraru, sa tsumbo, zwifaredzi zwa mafhi, bege dza mapuḽasiṭiki na mabogisi.

- ★ Naa matheriala o shumiswaho u ita zwiṅwe zwa zwithu zwa zwigwada a a fana?

Kha vha vhee zwithu zwothe fhethu huthihi tshigwadani tshihulu tshithihi hafhu.

- ★ Ni nga humbula nga zwiṅwe zwigwada zwine ri nga ita ri tshi shumisa izwi zwithu?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha ṭaluse nyito dza zwiṭitshini zwa u shumela zwiṅa. Kha vha humbudze vhagudi nga maitele a u kunakisa.

Duvha la 2

Zwine vha do toda

- Tshidade: *Thekhisi, thekhisi* (siaṭari la 201)
- Tshifanyiso tsha thekhisi na zwifhaṭuwo zwa 10 zwi mwemwelaho
- Magaraṭa a zwiga zwa nomboro zwa 1–3
- Bogisi la khuvhanganyo ya zwiambaro, sa tsumbo, zwikhafu, miṅadzi, mikhwama, magiḽavu, maswogisi, mabannda, dzithai

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

Guiding questions:

★ If we make a line with these learners, who should stand first? Second? Third?

★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

★ Does _____ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



Guiding questions:

★ How can we group these items?

★ Which of these items are the same? Why? (Collect them and put them together into a group.)

★ What can we call this group? (for example, socks, scarves, belts, hats)

★ Can we group them into clothes we wear when it is hot or cold?

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

1. **Tshidade:** Kha vha givhadze tshidade, *Thekhisi, thekhisi*. Kha vha vhee zwifanyiso zwa zwifhatuwo zwi mwemwelaho ngomu thekhisini kha luvhondo zwenezwi vha tshi khou ita tshidade.
2. **U vhalela ha mutevhetsindo:** Kha vha vhalele phanda u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1, vha tshi sumba kha zwifanyiso zwa thekhisi.
3. **U vhalela zwithu 1–5:** Vhothe na vhagudi vha vhalele zwifhatuwo zwi mwemwelaho 1–5. Vha koneha u vhalela zwiñwe 1–5.
4. **U ita ndowendowe ya nomboro 1–3:** Kha vha nee vhagudi vhararu tshivhalo tsha garaṭa la tshiga 1, 2 kana 3 nga mutevhe wa ndila inwe na inwe. Vha sumbedza kilasi magaraṭa avho. Kha vha vhudze kilasi uri vhagudi avha vho imela thekhisi.

Mbudziso dzi gaidaho:

★ Arali ra ita muduba na avha vhagudi, ndi nnyi ane a fanela u ima u thoma? Wa vuvhili? Wa vhararu?

★ Ndi nomboro ifhio i re ya u fhedzisela kha uyu muduba?

Kha vha humbele mugudi a re na nomboro ya 2 u nanga khonani u itela uri vha vhe vuvhili.

★ Naa _____ o faraho garaṭa la nomboro ya 1 u a fanela u nanga khonani u itela tshigwada tshawe? Ndi ngani zwi songo ralo?

Kha vha humbele mugudi a re na nomboro ya 3 u nanga khonani mbili u itela uri vha vhe vhararu.

5. **U kuvhanganya na u vhekanya data:** Kha vha phadladze zwiambaro.



Mbudziso dzi gaidaho:

★ Izwi zwithu ri nga zwi vhekanyisa hani?

★ Ndi zwifhio zwa izwi zwithu zwi no fana? Ndi ngani? (Kha vha zwi kuvhanganye vha zwi vhee fhethu huthihi nga tshigwada.)

★ Itshi tshigwada ri nga tshi vhidza mini? (sa tsumbo, maswogisi, zwikhafu, mabannda, miñadzi)

★ Ri nga zwi vhekanya sa zwiambaro zwine ra ambara musi hu tshi fhisa kana hu tshi rothola?

6. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga inyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Day 3

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Picture of a taxi and 10 smiling faces
- 5 hats
- Number 1–3 symbol, dot and word cards
- A bag filled with clean recycled objects of different types

1. **Rhyme:** Say *Taxi, taxi*, pointing to the faces in the taxi as you say it.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi picture.
3. **Counting objects 1–5:** Count out five chairs and place them in a row. Count another five chairs and make a second row next to these, as in a taxi. Ask how many learners you will need to fill each of the two rows. Together count five learners for one row. Repeat for the next row. Ask five learners to stand next to the 'taxi'. Together count five hats for each of the learners.



TIP

Use this opportunity to reinforce behind, in front of and next to.

Guiding questions:

- ★ How many learners wearing hats are waiting for the taxi?
 - ★ How many seats are there in this row?
 - ★ Will there be enough seats in this row for the learners wearing hats?
 - ★ Will there be enough seats in this row for those without hats?
 - ★ How do we know if there are enough seats for all these learners who are waiting?
4. **Counting backwards 5–1:** Count as learners from each row go back to their places.
 5. **Practising numbers 1–3:** Sort the clean recycled objects into groups of three with the learners. Learners match number word, symbol and dot cards 1–3 to the groups of recycled objects.
 6. **Collecting and sorting data:** Say, 'I wonder how many learners are wearing socks.' Learners stand in a circle. Call out different attributes, and the learners who match these, step into the centre.

Guiding instructions:

- ★ Learners who are wearing socks stand together.
- ★ Learners who are wearing sandals stand together.
- ★ Learners who are not wearing shoes stand together. (Make sure to say the shoe type to include all learners.)

Guiding questions:

- ★ Is it easy to see how many learners are wearing socks?
- ★ How can we arrange ourselves so that we can easily see this?

Duvha 3

Zwine vha do toḁa

- Tshidade: *Thekhisi, thekhisi* (siaṭari 1a 201)
- Zwidulo zwa 10 zwa saizi ya vhagudi
- Tshifanyiso tsha thekhisi na zwifhaṭuwo zwi mwemwelaho zwa 10
- Miṇadzi 5
- Magaraṭa a zwiḁa zwa nomboro 1–3, zwithoma na ipfinomboro
- Puḁasiṭiki 1a mathukhwi 1o ḁala nga zwithu zwo kunaho zwo bikululwaho zwa tshaka dzo fhambanaho

1. **Tshidade:** Kha vha ri *Thekhisi, thekhisi*, vha tshi sumba zwifhaṭuwo zwi re ngomu thekhisini zwenezwi vha tshi khou amba.
2. **U vhalela ha mutevhetsindo:** Kha vha vhalela phanḁa u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1, vha tshi sumba tshifanyiso tsha thekhisi.
3. **U vhalela zwithu 1–5:** Kha vha vhalele zwidulo zwiṭanu vha zwi vhee zwo ita muduba. Kha vha vhalele zwiṇwe zwidulo zwiṭanu vha ite muduba wa vhuvhili tsini na wa u thoma, sa thekhisini. Kha vha vhudzise uri ndi vhagudi vhangana vhane vha do vha toḁa uri vha ḁadze miduba iyi mivhili. Vhoṭhe kha vha vhalele vhagudi vhaṭanu u itela muduba muthihi. Kha vha dovholole u itela ula muṇwe muduba. Kha vha humbele vhagudi vhaṭanu u ima tsini na 'thekhisi'. Vhoṭhe vha vhalela miṇadzi miṭanu ya mugudi muṇwe na muṇwe.

Mbudziso dzi gaidaho:

- ★ Ndi vhagudi vhangana vho ambaraho miṇadzi vho lindelaho thekhisi?
- ★ Hu na zwidulo zwingana kha uyu muduba?
- ★ Hu do vha na zwidulo zwo eḁanaho vhagudi vho ambaraho miṇadzi kha uyu muduba?
- ★ Hu do vha na zwidulo zwo eḁanaho vhagudi vha songo ambaraho miṇadzi kha uyu muduba?
- ★ Ri zwi ḁivha hani arali hu na zwidulo zwo eḁanaho vhagudi avha vhoṭhe vho imelaho thekhisi?

4. **U vhalela murahu 5–1:** Kha vha vhalele zwenezwi vhagudi u bva kha muduba muṇwe na muṇwe vha tshi vhuelela madzuloni avho.
5. **U ita ṇdowendowe ya nomboro 1–3:** Kha vha vhekanye zwithu zwo kunaho zwo bikululwaho nga zwigwada zwiraru na vhagudi. Vhagudi vha vhambedza magaraṭa a ipfinomboro, tshiga na tshithoma a 1–3 na zwigwada zwa zwithu zwo bikululwaho.
6. **U kuvhanganya na u vhekanya data:** Kha vha ri, 'Ndi a ḁivhudzisa uri hu nga vha hu vhagudi vhangana vho ambaraho maswogisi.' Vhagudi vha ima vho ita tshitendeledzi. Kha vha vhidzelele vhunzani ho fhambanaho ngeno vhagudi vhane vha fana na izwi, vha tshi dzhena vhukati ha tshitendeledzi.

Ndaela dzi gaidaho:

- ★ Vhagudi vho ambaraho maswogisi vha ima vhoṭhe.
- ★ Vhagudi vho ambaraho phashani vha ima vhoṭhe.
- ★ Vhagudi vha songo ambaraho zwienda vha ima vhoṭhe. (Kha vha ite vhungoho ha u amba lushaka lwa tshienda u itela u katela vhagudi vhoṭhe.)

Mbudziso dzi gaidaho:

- ★ Zwo leluwa u vhona uri ndi vhagudi vhangana vho ambaraho maswogisi?
- ★ Ri nga ḁidzudzanya hani u itela uri ri kone u vhona izwi zwavhuḁi?

NGELETSHEDZO

Kha vha shumise itshi tshifhinga u khwaṭhisedza murahu, phanḁa ha na tsini na.

7. **Represent the data:** Learners suggest ways of arranging themselves. Guide them to sit in rows to represent learners wearing socks, sandals, and so on.
8. **Analyse and report on the data:** Discuss the groups of learners.
Guiding questions:
 - ★ Which group has more/fewer/the same number of learners?
 - ★ How many learners are wearing socks?
9. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 4

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

Guiding questions:

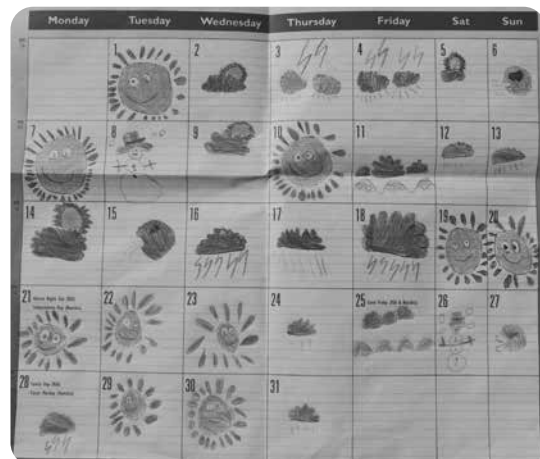
- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month's calendar on which learners have recorded the daily weather.

Guiding questions:

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?



7. **U imela data:** Vhagudi vha dzinginya ngila dza u gĩdzudzanya vhone vhane. Kha vha vha gaide u dzula nga miduba u itela u imela vhagudi vho ambaraho maswogisi, phashani, ngauralongauralo.
8. **U saukanya na u vhiga nga data:** Kha vha rere zwigwada zwa vhagudi.
Mbudziso dzi gaidaho:
 - ★ Ndi tshigwada tshifhio tshi re na tshivhalo tsha vhagudi vhanzhi/vha si gathi/tshi fanaho?
 - ★ Ndi vhagudi vhangana vho ambaraho maswogisi?
9. **Nyito dza tshigwada tshiŋuku:** Kha vha humbudze vhagudi nga nyito dza zwiŋtshini zwa u shumela na maitele a u kunakisa.

Duvha 4

Zwine vha do ŋoda

- Tshidade: *Thekhisi, thekhisi* (siaŋari 1a 201)
- Zwidulo zwa 10 zwa saizi ya vhagudi
- Siaŋari 1o dzudzanywaho 1a nyolo ya zwifanyiso
- Magaraŋa a zwiga zwa nomboro 1–3, ipfinomboro na zwithoma
- Khaŋenda ya uno ŋwedzi ine khayoy mutsho wo rekhodiwa
- Zwifanyiso zwa u imela mutsho wa duvha 1iŋwe na 1iŋwe 1a ŋwedzi

1. **Tshidade:** Kha vha ite tshidade, *Thekhisi, thekhisi*. Kha vha dovholole nyito ya zwidulo zwa thekhisi u bva kha Duvha 1a 3 na tshigwada tshiswa tsha vhagudi.
2. **U vhalela ha mutevhetsindo:** Kha vha sumbedze minwe zwenezwi vha tshi khou vhalela u ya phanḁa u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1.
3. **U vhalela zwithu 1–5:** Vhagudi vha vhalela zwifanyiso zwa maḁuvha 5, mvula 5, muya 5 na makole 5. Kha vha vhee izwi kha methe nga zwigwada zwenezwi vha tshi khou vhalela.
4. **U ita ngowendowe ya nomboro 1–3:** Kha vha shumise tshati ya luvhondoni ya mbalo 1–3. Kha vha sumbe nomboro iŋwe na iŋwe zwenezwi vhagudi vha tshi khou vhalela.

Mbudziso dzi gaidaho:

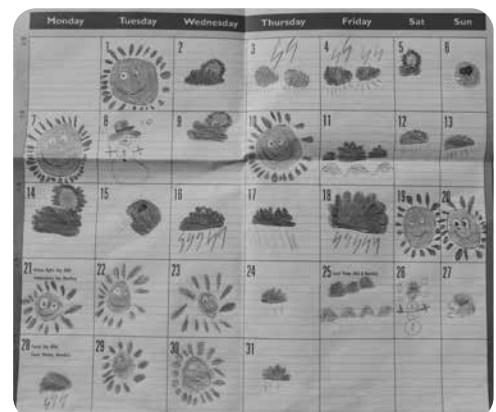
- ★ Ndi nomboro ya nḁu ifhio i ḁaho phanḁa ha 2?
- ★ Ndi nomboro ya nḁu ifhio i ḁaho vhukati ha 1 na 3?
- ★ Ndi nomboro ya nḁu ifhio ine i fhira 2 nga nthihi?
- ★ Ndi nomboro ya nḁu ifhio ine ndi ŋhukhu kha 3 nga nthihi?

Vhagudi vhararu vha nambatedza zwifanyiso 1, 2 kana 3 zwa makole, ḁuvha kana mvula fhasi ha nomboro yo teaho kha tshati ya luvhondoni ya mbalo.

5. **U kuvhanganya data:** Kha vha lavhelese khaŋenda ya uno ŋwedzi he vhagudi vha rekhoda mutsho wa duvha 1iŋwe na 1iŋwe.

Mbudziso dzi gaidaho:

- ★ Khaŋenda iyi i ri sumbedza mini?
- ★ Ri nga zwi wanisa hani arali ro vha na maḁuvha a duvha u fhira maŋwe maḁuvha uno ŋwedzi?



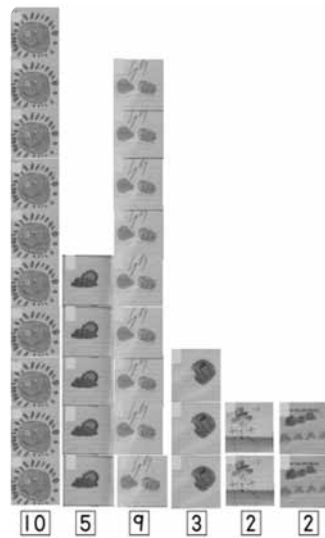
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

Guiding questions:

- ★ Which weather did we have the most/least/same number of? How do you know?
- ★ Did we have more rainy, cloudy, windy or sunny days?

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

Day 5

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.



TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

Kha vha lingedze u vhalela liṅwe na liṅwe, vha tshi ṭana u sumbedza uri zwi konḁa hani u vhalela. Kha vha humbele vhagudi u dzinginya thandululo. Kha vha vhambedze zwifanyiso zwa mutsho na khalenda yo olwaho zwenezwi vhagudi vha tshi khou vhalela. Kha vha vhee zwifanyiso nga ṅḁila iṅwe na iṅwe kha methe.

★ Ri nga vhea hani izwi zwifanyiso nga zwigwada?

6. **U vhekanya data:** Kha vha vhudzise vhagudi uri ri nga dzudzanya hani zwifanyiso. Kha vha vhee zwifanyiso nga zwigwada: makole, ḁuvha, mvula na muya.

★ Tshigwada tshiṅwe na tshiṅwe ri nga tshi vhidza u pfi mini?

7. **U imela data:** Kha vha vhudzise vhagudi uri ri nga dzudzanya hani zwifanyiso u itela uri ri kone u vhona zwavhuḁi arali ho vha na maḁuvha manzhi a ḁuvha u fhira maṅwe maḁuvha ṅwedzini uyo. Kha vha gaide vhagudi u vhea zwifanyiso nga dzikhoḁumu. Kha vha vhee garaṭa li re na nomboro u sumbedza mutsho fhasi ha khoḁumu iṅwe na iṅwe. Vhagudi vha si gathi vha vhea zwifanyiso kha dzikhoḁumu dzo teaho.

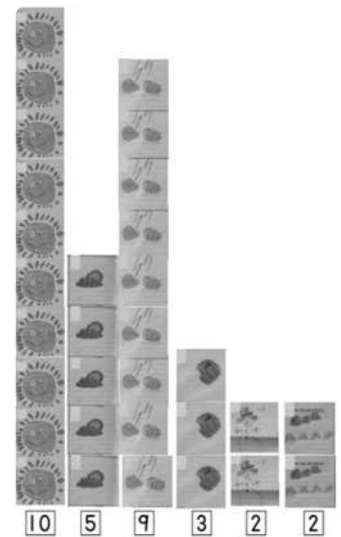
8. **U saukanya na u vhiga nga data:** Kha vha lavhelese nyolo ya zwifanyiso zwa mutsho.

Mbudziso dzi gaidaho:

★ Ndi mutsho ufhiyo we ra vha na tshivhalo tshinzi/tshi si gathi/tshi fanaho? Ni zwi ḁivha hani?

★ Ro vha na maḁuvha manzhi a mvula, makole, muya kana ḁuvha?

9. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitete a u kunakisa.



NGELETSHEDZO

Zwipḁa zwa khadibogisi zwe khazwo ha olwa zwifanyiso zwa mutsho zwi fanela u vha saizi dzi fanaho kokotolo. Kha vha vhee izwi ṅṭha ha zwiṅwe kha dzikhoḁumu dzi si na zwickhala vhukati hadzo u itela uri vhagudi vha kone u vhona zwavhuḁi uri ndi dzikhoḁumu dzifhio dzi re na zwinzhi, zwi si gathi kana zwi fanaho.

ḁuvha la 5

Zwine vha ḁo ṭḁa

- Tshidade: *Thekhisi, thekhisi* (siaṭari la 201)
- Zwidulo zwa 10 zwa saizi ya vhagudi
- Sete 2 dza magaraṭa a zwiga zwa nomboro 1–3, ipfinomboro na zwithoma
- Nyolo ya zwifanyiso zwa mutsho

NGELETSHEDZO

Kha vha dzudzanye 'thekhisi' fhethu ha mutambo khumbulelwa u itela uri vhagudi vha hu shumise nga tshifhinga tsha u tamba nga u funa.

1. **Tshidade:** Kha vha ite tshidade, *Thekhisi, thekhisi*. Kha vha dovholole nyito ya zwidulo zwa thekhisi u bva kha ḁuvha la 3 na tshigwada tshiswa tsha vhagudi.
2. **U vhalela ha mutevhetsindo:** Kha vha vhalele u ya phanda u bva kha 1 u ya kha 10 na murahu u bva kha 5 u ya kha 1 vha tshi matsha na tshidade.

3. **Practising numbers 1–3:** Give nine learners one number symbol, word or dot card each. Rearrange the ‘taxi’ chairs into three rows of three. Place number cards on the back of each chair. Learners sit in the chair that matches their card when you call out their number.
4. **Practising data collection and representation:** Look at the weather pictograph from Day 4.

Guiding questions:

- ★ Which picture can we add for today’s weather? Which column?
 - ★ What weather have we had the most/least/same number of days? Is this different from what we said yesterday? How do you know?
- Count the weather cards for each type of weather on the pictograph. Change the number below the column that has today’s picture added.

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

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with varying collections of 4, 3 and 2 groups of animal counters (from the *Resource Kit*)
- A page for each learner with 3 columns and 4 rows

1. **Counting 1–10:** Learners sit in pairs and face each other. They slowly clap their hands against each other as they count to 10. Repeat.
2. **Counting objects 1–5:** Place animal counters on the mat. Learners take turns to count from 1 to 5.
3. **Sorting and classifying:** Ask learners to arrange the animal counters in another way and check that there are still five. Ask learners to take the animal counters out of their tubs and sort them.

Guiding questions:

- ★ How did you sort the animals? Tell me why you sorted them like that.
 - ★ Can you sort them another way?
 - ★ Are any of the groups the same? (colour, animal type)
- Place a pile of 3 ducks, 2 chickens and 1 horse in the middle of the circle.
- ★ How can we see if there are more ducks than chickens in the group?

3. **U ita ngowendowe ya nomboro 1–3:** Kha vha nee vhagudi vha tahe garaṭa lithihi la tshiga tsha nomboro, ipfinomboro kana garaṭa la tshithoma mugudi muṅwe na muṅwe. Kha vha dzudzanyulule zwidulo zwa 'thekhisi' zwi vhe miduba miraru ya zwidulo zwiraru. Kha vha vhee magaraṭa a nomboro murahu ha tshidulo tshiṅwe na tshiṅwe. Vhagudi vha dzula kha tshidulo tshine tsha fana na garaṭa la vho musu vhone vha tshi vhidza nomboro ya mugudi.
4. **U ita ngowendowe ya khuvhanganyo ya data na u imela data:** Kha vha sedze kha nyolo ya zwifanyiso ya mutsho u bva kha Duvha la 4.
- Mbudziso dzi gaidaho:**
- ★ Ndi tshifanyiso tshifhio tshine ri nga engedza u itela mutsho wa namusi? Kha kholumu ifhio?
 - ★ Ndi mutsho ufho we ra vha nawo lunzhi/lu si gathi/u fanaho lwa mavha manzhi? Izwi zwo fhambana na zwe ra amba mulovha? Ni zwi divha hani?
- Kha vha vhalele magaraṭa a mutsho a lushaka luṅwe na luṅwe lwa mutsho lu re kha nyolo ya zwifanyiso ya mutsho. Kha vha shandukise nomboro fhasi ha kholumu ine yo engedzwa nga tshifanyiso tsha namusi.
5. **Nyito dza tshigwada tshiṭuku:** Kha vha humbudze vhagudi nga nyito dza zwiṭitshini zwa u shumela na maitele a u kunakisa.

Nyito dza tshigwada tshiṭuku

Nyito yo rangwaho phanda nga mugudisi

Zwine vha do toḁa

- Tshidongo tsha mugudi muṅwe na muṅwe tshi re na khuvhanganyo dzo fhambanaho dza zwigwada zwa 4, 3 na 2 zwa zwithu zwa u
- vhalela ngazwo zwa phukha (u bva kha *Khithi ya Zwishumiswa*)
- Siaṭari la mugudi muṅwe na muṅwe li re na kholumu 3 na miduba 4

1. **U vhalela 1–10:** Vhagudi vha dzula nga vhavhilihavhili vho sedzana. Vha vhandana zwanda nga u ongolowa zwenezwi vha tshi khou vhalela u swika kha 10. Kha vha dovholole.
2. **U vhalela zwithu 1–5:** Kha vha vhee zwithu zwa u vhalela ngazwo zwa phukha kha methe. Vhagudi vha sielisana u vhalela u bva kha 1 u swika kha 5.
3. **U vhekanya na u khethekanya:** Kha vha humbele vhagudi u dzudzanya zwithu zwa u vhalela ngazwo zwa phukha nga iṅwe ndila nahone vha sedze uri hu kha di vha na zwiṭanu. Kha vha humbele vhagudi u bvisa zwithu zwa u vhalela ngazwo zwa phukha ngomu zwidongoni zwavho vha zwi vhekanye.

Mbudziso dzi gaidaho:

- ★ No vhekanya hani phukha? Mmbudzeni uri ndi ngani no dzi vhekanya nga u ralo.
 - ★ Ni nga dzi vhekanya nga iṅwe ndila?
 - ★ Hu na zwigwada zwi fanaho? (muvhala, lushaka lwa tshipuka)
- Kha vha vhee thulwi ya masekwa 3, khuhu 2 na bere 1 vhukati ha tshitendeledzi.
- ★ Ri nga kona u zwi vhona hani arali hu na masekwa manzhi u fhira khuhu tshigwadani?

4. **Sorting data:** Organise the animals into groups.

Guiding questions:

- ★ Can we see if there are more ducks than chickens now?
- ★ How can we check?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.

6. **Interpreting and reporting on data:** Look at the columns.

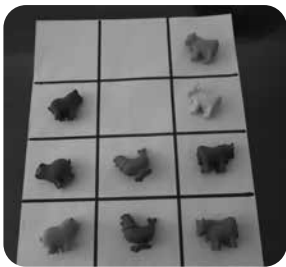
Guiding questions:

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



Check that learners are able to:

- collect, sort and represent collections of objects
- count 1–5 objects

Workstation 1

What you need

- A collection of recycled objects
- 5 boxes for each pair of learners

This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



4. **U vhekanya data:** Kha vha dzudzanye phukha nga zwigwada.

Mbudziso dzi gaidaho:

- ★ Ri nga kona u zwi vhona arali hu na masekwa manzhi u fhira khuhu zwino?
- ★ Ri nga zwi sedza hani?

5. **U imela data:** Kha vha vhee siaṭari kha methe ḽi re na kholumu tharu na miduba miṇa. Kha vha vhee nthihi ya phukha inṱwe na inṱwe fhasi kha kholumu inṱwe na inṱwe. Vhagudi vha vhea phukha dzavho kha kholumu kha siaṭari ḽavho.

6. **U pindulela na u vhiga nga data:** Kha vha sedze kha kholumu.

Mbudziso dzi gaidaho:

- ★ Hu na masekwa manzhi kana khuhu nnzhi? Ri zwi ḽivha hani?
- ★ Ndi kholumu ifhio i re na phukha nnzhi/dzi si gathi?
- ★ Hu na kholumu dzi fanaho?



Kha vha ṅee mugudi muṅwe na muṅwe phukha 4, 3, 2. Kha vha ṭalutshedze uri muṅwe na muṅwe u na khuvhanganyo dzo fhambanaho dza phukha. Kha vha vhudzise mugudi muṅwe na muṅwe mbudziso tiwa yo ḽisendekaho nga tshivhalo tsha phukha kha khuvhanganyo dzawe, sa tsumbo:

- ★ Ni na ngu nnzhi kana bere nnzhi?
- ★ Ni nga zwi wanisa hani?
- ★ Ni nga vhekanya hani khuvhanganyo nga zwigwada u itela u wana phindulo?
- ★ Ni ḽo ita mini musi no no vhekanya phukha dzaṅu nga zwigwada?

Kha vha gaide vhagudi kha u ya u thoma nga u vhea nthihi ya phukha dzo fhambanaho dziṅwe na dziṅwe fhasi kha kholumu inṱwe na inṱwe kha siaṭari ḽavho. Kha vha pindulele data vhoṱhe vha tshi vhambedza zwigwada zwo fhambanaho zwa mugudi muṅwe na muṅwe. Kha vha humbele mugudi muṅwe na muṅwe u ṭalutshedza uri u zwi ḽivhisa hani uri u na tshipika tshifhio u fhira dziṅwe.



Kha vha ṭole uri vhagudi vha a kona u:

- kuvhanganya, vhekanya na u imela khuvhanganyo dza zwithu
- vhalela zwithu 1–5

Tshiṭitshi tsha u shumela tsha 1

Zwine vha ḽo ṭoda

- Khuvhanganyo ya zwithu zwo bikululwaho
- Mabogisi 5 u itela vhagudi vhavhilihavhili vhaṅwe na vhaṅwe

Nyito iyi i fanela u itwa kha methe vhunga vhagudi vha tshi ḽo ṭoda tshikhala. Nga vhavhilihavhili, vhagudi vha vhekanya khuvhanganyo ya zwithu zwo bikululwaho ngomu mabogisini.



Workstation 2

What you need

- Red, blue, green and yellow items for sorting
- Containers for colour sorting with a label indicating the colour

Learners sort the items into the correct colour containers.

Workstation 3

What you need

- Sorting trays or boxes
- Natural items for sorting: leaves, twigs, petals, pebbles, seed pods, shells, feathers

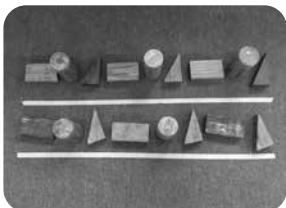
Learners sort the items into boxes or trays.



Workstation 4

What you need

- String or masking tape
- Blocks
- Prepare the block corner – create one pattern per pair of learners



Learners work in pairs to copy patterns in the block area. They move to a different pattern as they complete one. They can create their own patterns once all four patterns have been completed.

Integration

Home Language and Life Skills:

- Using symbols to represent something (emergent literacy).
- Interpreting symbols.
- Play games where the learners are sorted according to certain criteria, for example, those who had juice that morning, those who are going to play sport after school, those who walked to school.

Tshiṭitshi tsha u shumela tsha 2

Zwine vha ḁo ṭḁa

- Zwithu zwa u vhekanya zwitswuku, zwa lutombo, zwidala na zwa ṭḁa
- Zwifaredzi zwa u vhekanya mivhala zwi re na ḁebuḁu i sumbedzaho muvhala

Vhagudi vha vhekanya zwithu ngomu ha zwifaredzi zwa mivhala yo teaho.

Tshiṭitshi tsha u shumela tsha 3

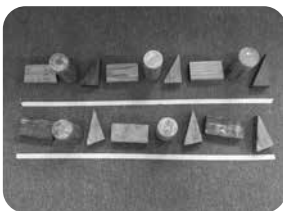
Zwine vha ḁo ṭḁa

- U vhekanya dziṭhirei kana mabogisi
- Zwithu zwa mupo u itela u vhekanya: maṭari, matavhi,
- nḁevhe dza dzuvha, thombwana, zwifaredza mbeu, maganda, mithenga

Vhagudi vha vhekanya zwithu ngomu mabogisini kana dziṭhireini.



Tshiṭitshi tsha u shumela tsha 4



Zwine vha ḁo ṭḁa

- Muḁali kana theiphi ya u nambatedza
- Zwiḁuḁoko
- Kha vha dzudzanye khuḁa ya tshibuḁoko – kha vha sike phetheni nthihi ya vhagudi nga vhavhilihavhili

Vhagudi vha shuma nga vhavhilihavhili u kopa phetheni fhethu ha tshibuḁoko. Vha ya kha phetheni iṁwe yo fhambanaho zwenezwi vha tshi fhedza nthihi. Vha nga sika phetheni dzavho musi phetheni dzoṭhe nḁa dzo no fhela.

U ṭanganelana

Luambo lwa Hayani na Zwikili zwa Vhutshilo:

- U shumisa zwiga u imela tshiṁwe tshithu (mveledziso ya ḁitheresi).
- U pindulela zwiga.
- U tamba mitambo hune vhagudi vho vhekanywa u ya nga dziṁwe ṭhḁea, sa tsumbo, vhane vho nwa dzhusi ayo matsheloni, vhane vha khou ya u tamba mutambo tshikolo tshi tshi bva, vhane vho tou tshimbila u ya tshikoloni.

Term 1: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	PATTERNS, FUNCTIONS AND ALGEBRA	COMMENTS
✓ = competent ● = partially competent ✗ = not yet competent	Learners' names	Final coding	
	Date		

Kotara ya 1: Tsumbo ya Rekhodo ya u Linga hu yaho Phanda

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Key	SPACE AND SHAPE (GEOMETRY)								MEASUREMENT				DATA HANDLING				COMMENTS	Final coding		
✓ = competent ● = partially competent ✗ = not yet competent	Describes position, e.g. in front of, behind, on, on top of, under, below, in, out, next to, between	Follows directions, e.g. forwards, backwards, up, down	Follows directions from instructions	Identifies and names 3-D objects: balls and boxes	Sorts, compares and describes 3-D objects that slide or roll	Identifies and names 2-D shapes: circle	Identifies and names 2-D shapes: square	Identifies and names 2-D shapes: triangle	Sorts, compares and describes 2-D shapes according to properties	Recognises line of symmetry in body	Understands morning, afternoon and evening/night	Uses words like day and night, light and dark, morning and afternoon	Sequences recurring events in the daily programme	Identifies activities in a daily programme	Shows an awareness of days of the week, seasons and weather	Distinguishes between tall, taller, tallest and short, shorter, shortest (height chart)	Collects objects according to one attribute		Sorts objects according to one attribute	Represents objects according to one attribute
Learners' names	Date																			

Khii	TSHIKHALA NA TSHIVHUMBEO (DZHOMEŦIRI)										MUELO		U SHUMA NA DATA				MAHUMBULWA	U khouda lwa u fhedzisele
✓ = u kona ● = u kona huṭuku ✕ = ha athu kona																		
Madzina a vhagudi																		
Datumu																		

Resources

Songs, rhymes and stories

Week 1

Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sssh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?

Here I am, here I am, we have 1.

Father finger, Father finger, where are you?

Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?

Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?

Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?

Here I am, here I am, now we have 5.

Week 2

Counting song: *Hokey Pokey*

You put your one arm in,

You put your one arm out,

You put your one arm in,

And you shake it all about.

You do the Hokey Pokey

And you turn yourself around.

That's what it's all about!

(Repeat using the other arm and then different body parts.)

Counting rhyme: *Bananas*

One banana, two bananas,

three bananas and four.

Five bananas in a bunch,

let us eat them all.

Zwishumiswa

Nyimbo, zwidade na zwiṭori

Vhege ya 1

Tshiṭori: U divhadza muṭa wa Grade R Maths khathihi na Phositara ya 4

Uyu ndi muṭa wa Bugu ya Dziphositara. Makhulu na vhana vho dzula fhethu ha u awela ngomu nduni vho lindela Mme vha tshi vhuya mushumoni. Makhulu vho dzula kha tshidulo vha khou vhalah nahone vho thetshesela na Thami ane o edela mmbeteni wawe. Khotsi a vha athu vhuya hayani, fhedzi vhone na Thami vha a kona u vhone kha tshifanyiso tsha muṭa tshi re luvhondoni. Ni khou vha vhone?

Laylah na Malusi vho dzumbama. Vha khou ṭoda u sokou bvelela vha mangadza mme avho musi vha tshi tou dzhena nduni.

‘Sshh, Malusi, fhumulani, ni ḑo tshinya tshimangadzo,’ hu amba Laylah.

Tshimange tshi no pfi Pepper tshi khou thetshesela na u ḑiita u nga tsho edela ngeno Dash i tshi khou tamba ngadeni. Hu si kale Dash ya thoma u huvha, u gidima i tshi monamona na u tambisa mutshila wayo nga dakalo.

‘Mme vha fanela u vha vho vhuya,’ hu hevhedza Malusi. ‘Fhumulani ni tou ṇo.’

Mme vha vula muṅango vha si vhone muthu nga nṅa ha Makhulu fhedzi.

‘Aa,’ vha a huwelela. Makhulu vha ri Aa, fhedzi vha ḑi dzumba tshiphiri tsha uri vhana vho dzumbama ngafhi.

Mme vha ri, ‘Ho fhumulesa hafha ngomu. Vhana vha ngafhi?’

‘A thi ḑivhi,’ vha ralo Makhulu vha tshi khou mwemwela zwiṭuku na u penya iṭoni ṭavho.

‘Tshimangadzo!’ Malusi na Laylah vha ṭavha mukosi zwenezwi vha tshi khou bva vhudzumbamoni havho nga u ṭavhanya. Pepper tsha fhufhela nṅa ha bogisi ṭatsho nga u tshuwa ngeno Dash i tshi khou fhufhela nṅa na fhasi nga dakalo. Mme vho mangala zwiḥulu nahone vha sea na vhana.

‘Yowee!’ hu ṭavha Thami mukosi.

‘Ai nandi,’ hu amba muṇwe na muṇwe.

Tshidade tsha u vhalela: Vhaṭanu muṭani wa hashu

Munwe wa Mme, munwe wa mme, u ngafhi?

Ndi fhano, ndi fhano, ri na 1.

Munwe wa Khotsi, munwe wa khotsi, u ngafhi?

Ndi fhano, ndi fhano, zwino ri na 2.

Munwe wa Laylah, munwe Laylah, u ngafhi?

Ndi fhano, ndi fhano, zwino ri na 3.

Munwe wa Malusi, munwe wa Malusi, u ngafhi?

Ndi fhano, ndi fhano, zwino ri na 4.

Munwe wa Thami, munwe wa Thami, u ngafhi?

Ndi fhano, ndi fhano, zwino ri na 5.

Vhege ya 2

Luimbo lwa u vhalela: Mutshino wa Milenzhe

Dzhenisani mukonwo muthihi waṅu ngomu,

Bviselani mukonwo muthihi waṅu nṅa,

Dzhenisani mukonwo muthihi waṅu ngomu,

Ni i dzungudze yoṭhe.

Ni tshine Mutshino wa Milenzhe

Ni tshi monamona.

Ndi zwenezwo fhedzi!

(Kha vha dovholole vha tshi shumisa muṇwe mukonwo hu kone u ḑa miṇwe miraḑo ya muvhili yo fhambanaho.)

Tshidade tsha u vhalela: Miomva

Muomva muthihi, miomva mivhili,

Miomva miraru na miṇa.

Miomva miṭanu kha khula,

kha ri i ṭe yoṭhe.

Story: Number 1 story (with Number 1 frieze template)

Some of the animals wanted to live together.
'Let's build houses next door to each other,'
they said. 'That would be fun!'

And so the animals began to build their houses.

The first house belonged to Elephant. He was big and lived all alone in his house. He painted a big number 1 on the roof of his house. His house had one door and one window. In Elephant's garden, there was one flower, one banana tree and one bench. Elephant loved to sit on the bench under the tree every day and smell the flower. He also loved to look up at the sky and look for things that could fly. What do you think he saw?

Week 3

Counting rhyme: One baby fish

One baby fish alone and new,
She finds a friend, and then there are two.
Two baby fish swim in the sea,
They find another one, and then there are three.
Three baby fish swimming near the shore,
They find another one, and then there are four.
Four baby fish go for a dive,
Up swims another one, and then there are five.

Week 4

Story: Number 2 story (with Number 2 frieze template)

Do you remember that some of the animals wanted to live together and have fun building their own houses next door to one another? Who remembers who the first house belonged to? That's right – Elephant!

A family called the Zebras built their house next to Elephant's house. The Zebras painted a big number 2 on the roof of their house because there were two of them.

Elephant was very happy when they built their house because he wasn't alone anymore.

The Zebras' house had two doors and two windows. In the garden they had two flowers, two apple trees and two benches.

After they had eaten grass under the trees, the Zebras liked to play with their two soccer balls and watch Elephant while he looked up at the sky and flapped his two big ears.

Counting rhyme: One, two, three, four, five

One, two, three, four, five
Once I caught a fish alive.
'Why did you let it go?'
Because it bit my finger so.
One, two, three, four, five
Then I caught a frog alive.
'What did you do with that?'
I said hello and put it back.

Song: Circles

Start at the top
Loop around to the floor
Swing back around ...
Let's make more!

Week 5

Counting rhyme: Five happy tortoises

One slow tortoise walks down the road,
Two slow tortoises carry a heavy load.
Three slow tortoises take a rest,
Four slow tortoises do their best.
Five slow tortoises hurry along,
Happy little tortoises sing a song.
(Clap hands on each word.)

Tshiṭori: *Tshiṭori tsha nomboro ya 1 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya nomboro ya 1)*

Dziṇwe dza phukha dzo vha dzi tshi ṭoda u dzula dzoṭhe. 'Kha ri fhaṭe nṅdu tsini na tsini,' dzi ralo. 'Izwo zwi nga takadzesa!'

Na zwenezwo phukha dza mbo thoma u fhaṭa nṅdu.

Nṅdu ya u thoma yo vha i ya Nṅdou. Nṅdou yo vha i khulu nahone yo vha i tshi dzula i yoṭhe nṅuni yayo. Ya pennda nomboro 1 khulwane nṭha ha ṭhanga ya nṅdu yayo. Nṅdu yayo yo vha i na muṅango muthihi na fasiṭere liṭhihi. Ngadeni ya Nṅdou, ho vha hu na dzuvha liṭhihi, muri wa muomva muthihi na bannga nthihi. Nṅdou yo vha i tshi funa u dzula kha bannga fhasi ha muri ḍuvha liṇwe na liṇwe ya fembedza dzuvha. Yo vha i tshi funesa hafhu u sedza nṭha lutomboni na u sedza zwithu zwine zwi nga fhufha. Ni vhona unga yo vhona mini?

Vhege ya 3

Tshidade tsha u vhalela: *Khovhe nthihi ṭhukhu*

Khovhe nthihi ṭhukhu i yoṭhe nahone ndi ntswa, Ya wana khonani, dza mbo ḍi vha mbili. Khovhe mbili ṭhukhu dzi tala lwanzheni, Dza wana iṇwe nthihi, dza mbo ḍi vha tharu. Khovhe tharu ṭhukhu dzi khou tala tsini na khunzikhunzi, Dza wana iṇwe nthihi, dza mbo ḍi vha nṅa. Khovhe nṅa ṭhukhu dza mbo rwa tshinwi, Iṇwe ya tala ya ḍa nṭha, dza mbo ḍi vha ṭhanu.

Vhege ya 4

Tshiṭori: *Tshiṭori tsha nomboro ya 2 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya nomboro ya 2)*

Ni kha ḍi humbula dziṇwe phukha dze dza vha dzi tshi ṭoda u dzula dzoṭhe dza ḍiphiṇa nga u fhaṭa nṅdu dzadzo tsini na tsini? Ndi nnyi ane a kha ḍi humbula uri nṅdu ya u thoma yo vha i ya nnyi? Ndi zwone – Nṅdou!

Muta u vhidzwaho wa ha Mbiḍi wo fhaṭa nṅdu yawo tsini na nṅdu ya Nṅdou. Mbiḍi dzo pennda nomboro ya 2 khulwane nṭha ha ṭhanga ya nṅdu yadzo ngauri dzo vha dzi mbili.

Nṅdou yo vha yo takala nga maanḍa musi dzi tshi fhaṭa nṅdu yadzo ngauri yo vha i sa tsha ḍo vha i yoṭhe.

Nṅdu ya vha Mbiḍi yo vha i na miṅango mivhili na mafasiṭere mavhili. Ngadeni dzo vha dzi na maluvha mavhili, miri mivhili ya miapula na bannga mbili.

Musi dzo no ḷa hatshi vhu re fhasi ha miri, Mbiḍi dzo vha dzi tshi takalela u tamba nga bola dzavho mbili na u ṭalela Nṅdou zwenezwi musi yo sedza nṭha lutomboni itshi tambisa na nḍevhe dzayo mbili khulwane.

Tshidade tsha u vhalela: *Thihi, mbili, raru, iṇa, ṭhanu*

Thihi, mbili, raru, iṇa, ṭhanu
Ndo no vhuya nda fasha khovhe i tshi khou tshila. 'Ndi ngani no i litsha ya ṭuwa?'
Ngauri yo luma munwe wanga.
Thihi, mbili, raru, iṇa, ṭhanu
Nda mbo fasha tshidula tshi tshilaho. 'No ita mini ngatsho?'
Ndo tshi lumelisa nda tshi vhuedzedza maḍini.

Luimbo: *Zwitendeledzi*

Thomani nṭha
Khevani ni tshi khou ela kha fuloro
Vhuelani nṭha hafhu ...
Kha ri ite zwinzhi!

Vhege ya 5

Tshidade tsha u vhalela: *Zwibode zwiṭanu zwo takalaho*

Tshibode tshithihi tshi ongolowaho tshi tshi khou tshimbila nḍilani,
Zwibode zwivhili zwi ongolowaho zwo hwala muhwalo u lemelaḥo.
Zwibode zwiraru zwi ongolowaho zwi a awela,
Zwibode zwiṇa zwi ongolowaho zwi lingedza nga hune zwa kona.
Zwibode zwiṭanu zwi ongolowaho zwi ṭuṭuwedzana u ṭavhanya,
Zwibode zwiṭuku zwo takalaho zwi imba luimbo. (Vhandani zwanḍa kha ipfi liṇwe na liṇwe.)

Week 6

Story: *Number 3 story (with Number 3 frieze template)*

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,
wheelbarrow
I have a little wheelbarrow, I fill it up with sand.
I fill it up with one spade, one spade, one spade
I fill it up with two spades, I fill it up with sand.
I fill it up with three spades, three spades,
three spades
I fill it up with four spades, I fill it up with sand.
Last I put in five spades, five spades, five spades
Last I put in five spades, and off I go again.

Week 7

Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,
Look and you will see.
With three corners and three sides.
Count them one, two, three!

Counting rhyme: *Hear me count*

I can count, want to see?
Here are my fingers – one, two, three.
Four and five, this hand is done,
Now I'll count the other one.
Six, seven, eight and nine,
Just one more, I'm doing fine.
The last little finger is number ten,
Now I'll count them all again.

Week 8

Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,
Hot and bright it gives us light,
The sun is in the sky.
The moon is in the sky, the moon is in the sky,
It's late and dark, we tuck up tight,
The moon is in the sky.

Vhege ya 6

Tshiṭori: Tshiṭori tsha nomboro ya 3 (na themphuleithi ya tshati ya luvhondoni ya mbalo ya nomboro ya 3)

Ni kha ḡi humbula uri dziṅwe phukha kha Shango ḡa Nomboro dzo vha dzi tshi khou ṭoda u dzula dzoṭhe dza ḡitakadza nga u fhaṭa nṅḁ dzadzo tsini na tsini?

Vhadzulatsini vha Nḡou kha ḡiṅwe sia ndi vha ha Mbiḡi. Nḡou a i na vhadzulatsini kha ḡiṅwe sia.

Mbudziso:

- Ndi ngani vha ha Mbiḡi vho pennda nomboro ya 2 khulwane kha ṭhanga ya nṅḁ yavho?
- Ndi nnyi ane a nga nkhubudza uri phambano vhukati ha nṅḁ ya Nḡou na nṅḁ ya Mbiḡi ndi ifhio?
- Ni humbula uri ndi nnyi ane a fanela u fhaṭa nṅḁ yawe tsini na nṅḁ ya Mbiḡi? Nahone ndi phukha nngana dzine na humbula uri dzi fanela u dzula kha iyo nṅḁ?

Muṭa wa vhukhohe vhararu ho aluwaho u vhidzwaho wa ha Vhukhohe wo vha wa phukha u tevhelaho u fhaṭa nṅḁ ngei kha Shango ḡa Nomboro. Vhukhohe ho fhaṭa nṅḁ yaho tsini na nṅḁ ya Mbiḡi.

Iyi yo vha i si nṅḁ ya u thoma ye Vhukhohe ha fhaṭa. Musi vhukhohe vhu tshi bva hayani ngauri ho vha ho no aluwaho, ho fhaṭa nṅḁ dzaho hone hune. Fhedzi mashudu mavhi, nṅḁ dzaho dza u thoma dzo vha dzi songo khwaṭha. Lukhohe lwa u thoma lwo fhaṭa nṅḁ nga hatshi, Lukhohe lwa vhuvhili lwa fhaṭa nṅḁ nga mbalelo. Naho Lukhohe lwa vhararu lwo fhaṭa nṅḁ nga zwidina, a lwo ngo ḡivha uri lu fanela u shumisa semennde vhukati ha zwidina u itela uri musi phunguhwe i tshi ḡa, nṅḁ dzaho dzoṭhe tharu dzi ḡo vhudzulwa nga u femelekela nṭha hu lemela ho phunguhwe.

Vhukhohe ho dzhia tsho ya u fhaṭa nṅḁ yo khwaṭhaho tsini na vha ha Mbiḡi u itela uri vhu vhe na vhadzulatsini uri vha pfe vho tsiredzea. Ho vha ho ṭuvhana musi hu tshi khou dzula ngei na ngei, zwenezwo ho vha ho takalela u vha na mimbete yaho miraru tsini na tsini hafhu. Ho vha ho takalela hafhu u vha na phara tharu fhasi ha mavu, maḡaba mararu na zwiṭaka zwiraru ngadeni yavho. Zwino hu shumisa izwi nga maanḡa vhunga hu tshi funa u tamba mudzumbamo. Hu dovha hafhu ha shuvhama ḡuvhani nṭha ha maḡaba musi hu tshi pfa phepho.

Luimbo lwa u vhalela: Ndi na girivhane

(nga tshuni ya *Mary o vha e na ngwana ṭhukhu*)
Ndi na girivhane ṭhukhu, girivhane, girivhane
Ndi na girivhane ṭhukhu, ndi i ḡadza nga muṭavha.
Ndi i ḡadza nga tshiṭeidi tshithihi, tshiṭeidi tshithihi, tshiṭeidi tshithihi
Ndi i ḡadza nga zwipeidi zwivhili, ndi i ḡadza nga muṭavha.
Ndi i ḡadza nga zwipeidi zwiraru, zwipeidi zwiraru, zwipeidi zwiraru
Ndi i ḡadza nga zwipeidi zwiṅa, ndi i ḡadza nga muṭavha.
Ndi fhedza nga u ḡaisa zwipeidi zwiṭanu, zwipeidi zwiṭanu, zwipeidi zwiṭanu
Ndi fhedza nga u ḡaisa zwipeidi zwiṭanu, nda kona u ṭuwa hafhu.

Vhege ya 7

Luimbo lwa ṭhofunderaru: Iyi ndi ṭhofunderaru

(nga tshuni ya *Alavhani, alavhani, alavhani gungwa ḡaṅu*)
Iyi ndi ṭhofunderaru,
Lavhelesani ni ḡo vhona.
I na khuḡa tharu na masia mararu.
A vhaleleni thihi, mbili, raru!

Tshidade tsha u vhalela: Mpfeni ndi tshi vhalela

Ndi a kona u vhalela, ni ṭoda u vhona?
Minwe yanga ngei – thihi, mbili, raru.
Ḳa na ṭhanu, itshi tshanḡa tsho fhela,
Zwino ndi ḡo vhalela itshi tshiṅwe.
Rathi, sumbe, malo na ṭahe,
Ho sala iṅwe nthihi, ndi khou kona.
Munwe wa u fhedza muṭuku ndi nomboro fumi,
Zwino ndi ḡo i vhalahafhu.

Vhege ya 8

Luimbo lwa masiari na vhusiku: Ḳuvha ḡi lutomboni

(nga tshuni ya *Vhalimi vha vhalavhanda*)
Ḳuvha ḡi lutomboni, ḡuvha ḡi lutomboni,
U fhisa na u penya ḡi ri ṅea tshedza,
Ḳuvha ḡi lutomboni.
ṅwedzi u lutomboni, ṅwedzi u lutomboni,
Ndi vhusiku ho swifhala, ri eḡela zwavhuḡi,
ṅwedzi u lutomboni.

Day and night story: *Malik gets it wrong*

Malik was fast asleep in his bed. He was having such a happy dream, but suddenly he woke up and jumped out of bed.

'I'm going to be late for school,' worried Malik. 'I'd better hurry.'

So he brushed his teeth, put on his clothes and ran to the kitchen to find his breakfast.

But when he got to the kitchen, all was quiet. There was no breakfast and the family wasn't there either.

'What's going on?' wondered Malik. 'Where are Mom and Dad? Where is everyone else? And, where is my breakfast?'

Malik stopped. He looked around. Everything was dark. He reached for the wall to switch the light on.

Malik looked around. What was going on? He opened the curtains and looked outside. He saw a beautiful shiny moon and a sprinkle of stars.

'That's not right,' thought Malik. 'If it is school time, why is it still so dark outside?'

Malik listened to the sounds of the house. It was so quiet. But then he heard something that he knew well – Dad was snoring! He went to the bedroom and saw Dad fast asleep.

Mom woke up. 'What's going on, Malik? Why are you in your school clothes? It's still the middle of the night. Go on, back to bed you go. Sleep tight until morning,' she said and gave him a big hug.

Malik went back to bed. He didn't bother to put his pyjamas back on. Soon he fell fast asleep and when he woke up, it was morning.

Malik hurried to the kitchen and this time everything was normal. He could see the sun just coming up, his breakfast was on the table and his family were already eating.

Soon Dad called out, 'Hurry everyone, the school taxi will leave without us.'

The children hurried to the door with their father. Malik smiled. Everything was back to normal.

Week 9

Counting song: *Five in a bed*

There were five in the bed
and the little one said,

'Roll over. Roll over.'

So they all rolled over and one fell out.

(Repeat for four, three, two)

There was one in the bed

and the little one said,

'Good night. Sleep tight.'

Week 10

Counting rhyme: *Taxi, taxi*

Taxi driver stop for us,

We want to catch your taxi bus.

We get in 1, 2, 3, 4, 5.

Taxi driver now you can drive.

Taxi driver stop for them.

We get in 6, 7, 8, 9 and 10.

Thank you driver, we're all in.

Tshiṭori tsha masiari na vhusiku: *Malik u a khakha*

Malik o vha o edela mmbeteni wawe. O vha a khou lora muloro u takadzaho, fhedzi a mbo ḡi karuwa a fhufhela nṅḁa ha mmbete.

‘Ndi ḡo lenga u ya tshikoloni,’ hu vhlaela Malik. ‘Ndi fanela u ṭavhanya.’

Zwenezwo a mbo ḡi ṭanzwa mano, a ambara zwiambaro zwawe a gidimela kishini uri a wane vhuragani.

Fhedzi musi a tshi swika kishini, ho vho ho tou tshete. Ho vha hu si na vhuragani na vha muṭa na vhone vha siho.

‘Hu khou itea mini?’ Malik o mangala. ‘Vha ngafhi Mme na Khotsi? Vha ngafhi vhaṅwe vhatu vhoṭhe? Hone, vhuragani hanga vhungafhi?’

Malik a ima. A sedzasedza. Tshiṅwe na tshiṅwe tsho vha tsho swifhala. A sendela luvhondoni uri a funge luvhone.

Malik a sedzasedza hafhu. Hu khou itea mini? A vula xaradeni and sedza nṅḁa. Ho vha hu na ṅwedzi wo nakaho u penyaho na vhumbalembale ha dzingaledzi.

‘A si zwone,’ ndi Malik a tshi humbula. ‘Arali hu tshifhinga tsha tshikolo, ndi ngani hu tshi kha ḡi vha ho swifhala nṅḁa?’

Malik a thetshesela mibvumo ya ngomu ṅuni. Ho vho ho fhumulesa. Fhedzi a mbo pfa tshiṅwe tshithu tshine a tou tshi ḡivha zwavhuḡi – Khotsi vha khou hona! A ya lufherani lwa u edela a vhona Khotsi vho fara khofhe.

Mme vha mbo vuwa. ‘Hu khou itea mini, Malik? Ndi ngani no ambara zwiambaro zwa tshikolo? Hu tshe vhukati ha vhusiku. Tshimbilani, ni humele mmbeteni. Ni edele zwavhuḡi u swika nga matsheloni,’ vha ralo vha mu kuvhatedza.

Malik a vhuelela mmbeteni. Ha ngo tsha kha ḡi ambara bidzhama dzawe. Hu si kale a vha o no fara khofhe nahone a tshi karuwa, ho vha hu matsheloni.

Malik a ṭavhanya a ya khishini fhedzi nga itshi tshifhinga tshiṅwe na tshiṅwe tsho vha tshi ngonani. U khou kona u vhona ḡuvha ḡi tshi ṭavha, vhuragani hawe vhu ṅṭha ha ṭafula nahone muṭa wa hawe u vho ḡa.

Hu si kale Khotsi vha vhidzelela, ‘Ṭavhanyani noṭhe, thekhisi ya tshikolo i ḡo ri sia.’

Vhana vha ṭavhanya vha gidimela muṅangoni na khotsi avho. Malik a mwemwela. Tshiṅwe na tshiṅwe tsho vha tsho vhuelela ngonani.

Vhege ya 9

Tshidade tsha u vhalela: *Vhaṭanu mmbeteni*

Ho vha hu na vhaṭanu mmbeteni nahone muṭuku a ri,

‘Rembuluwani. Rembuluwani.’

Vhoṭhe vha rembuluwa muthihi a wa.

(*Kha vha dovholole nga vhaṅa, vhararu, vhavhili*)

Ho vha hu na muthihi mmbeteni

Nahone muṭuku a ri,

‘Vhusiku havhuḡi. Ni edele zwavhuḡi.’

Vhege ya 10

Tshidade tsha u vhalela: *Thekhisi, thekhisi*

Mureili wa thekhisi ri imeleni,

Ri ṭoḡa u namela thekhisi yaṅu.

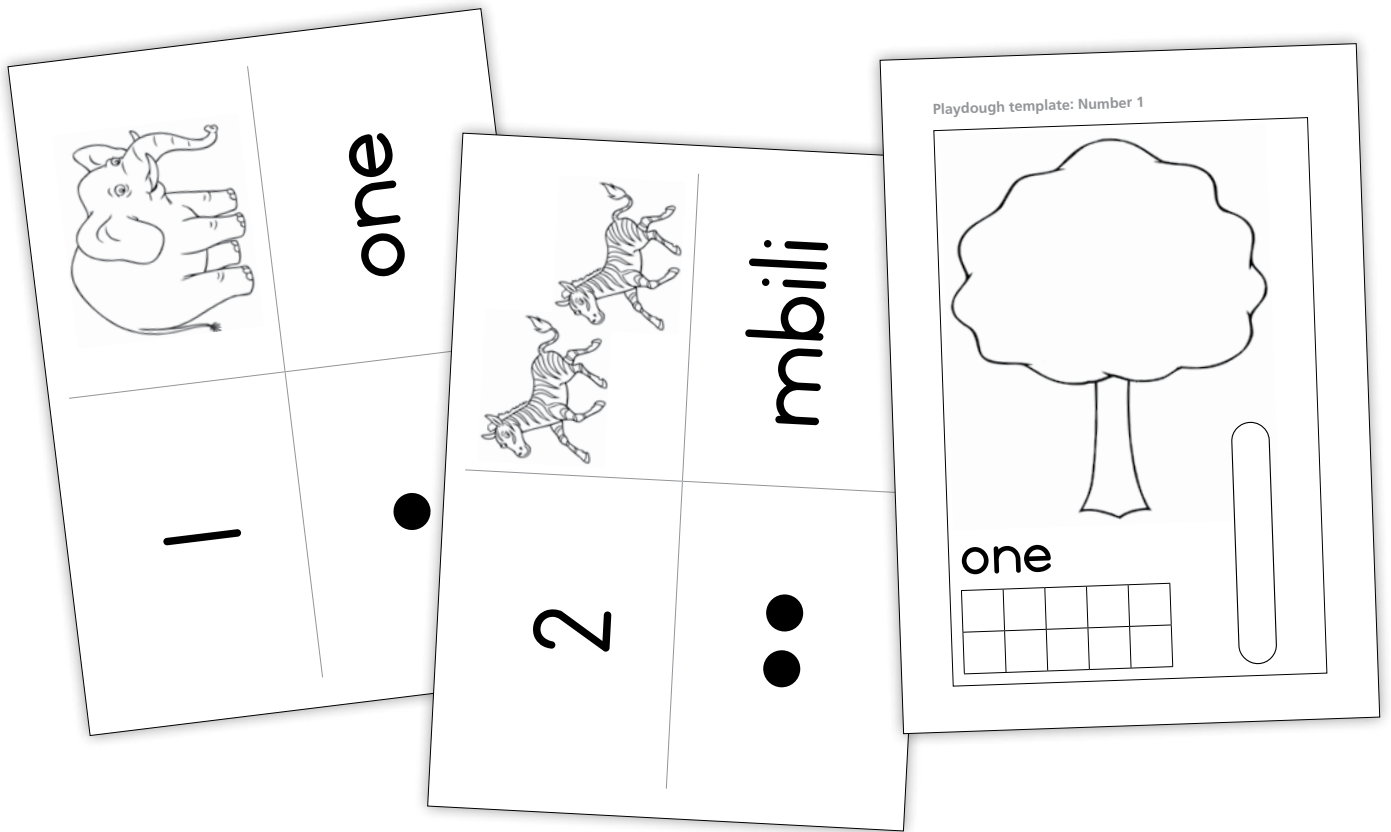
Ri dzhena ngomu 1, 2, 3, 4, 5.

Mureili wa thekhisi zwino ni nga reila zwanu.

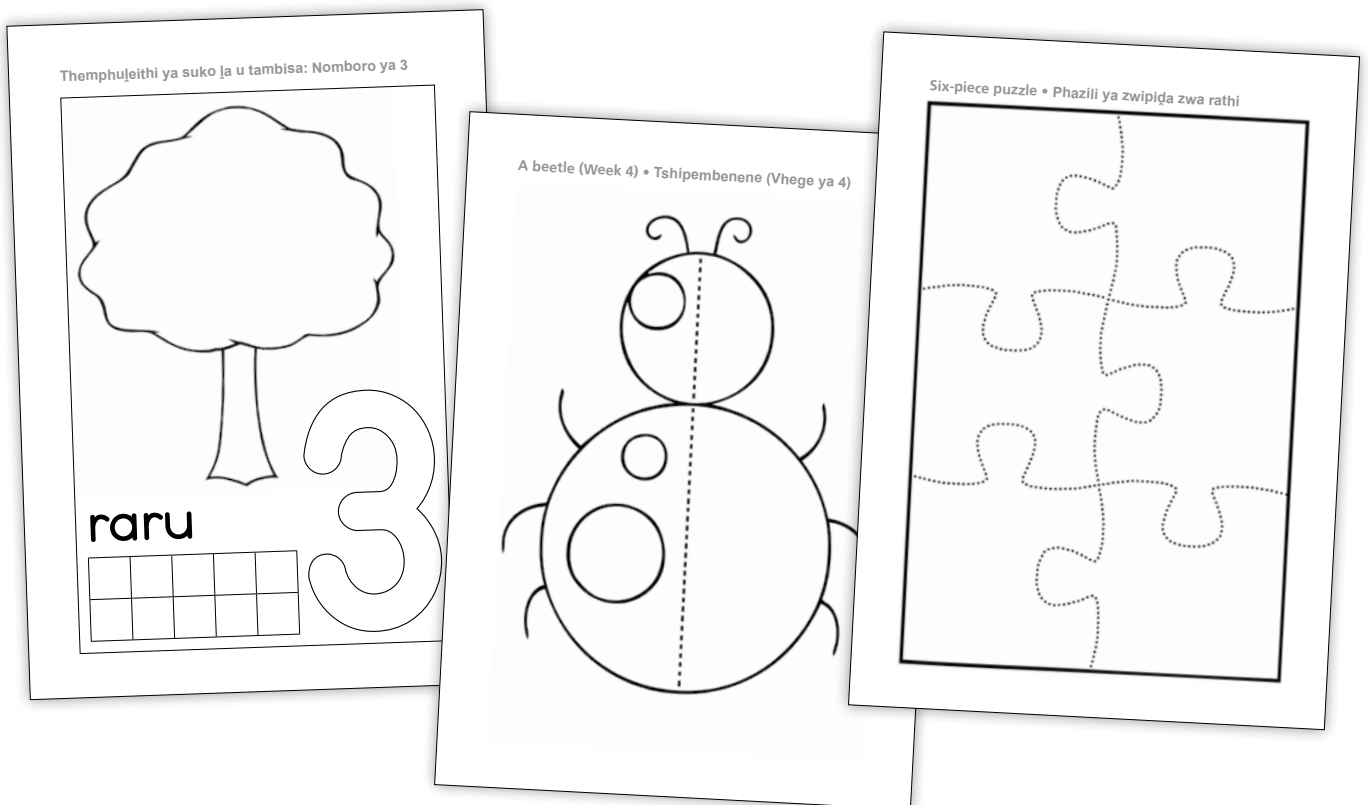
Mureili wa thekhisi vha imeleni.

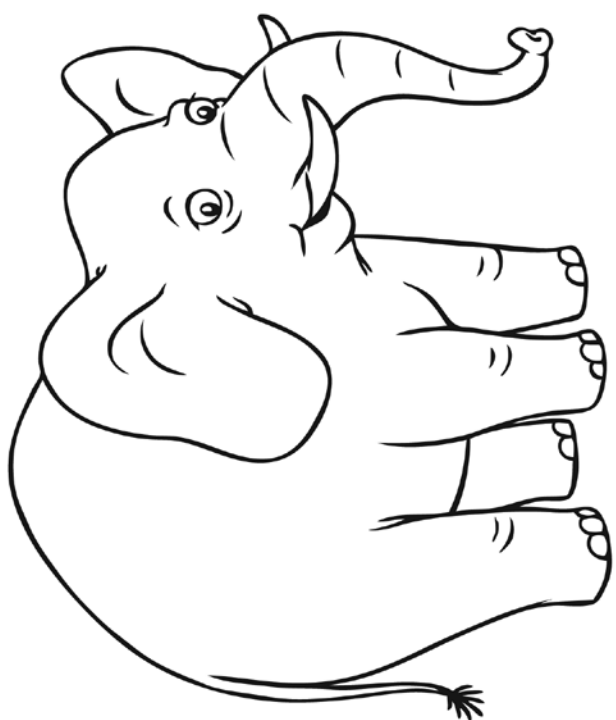
Ri dzhena ngomu 6, 7, 8, 9 na 10.

Ro livhuwa mureili, roṭhe ri ngomu.



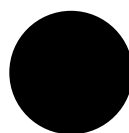
Templates • Dzithemphuleithi

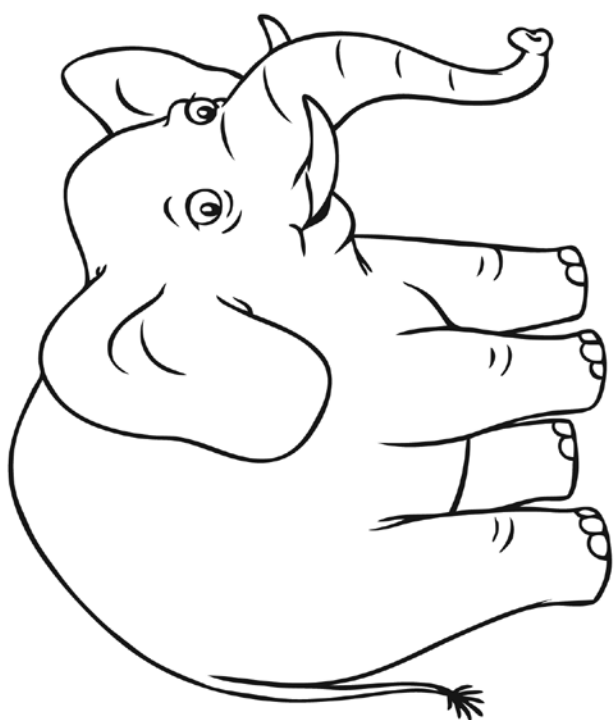




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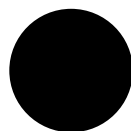
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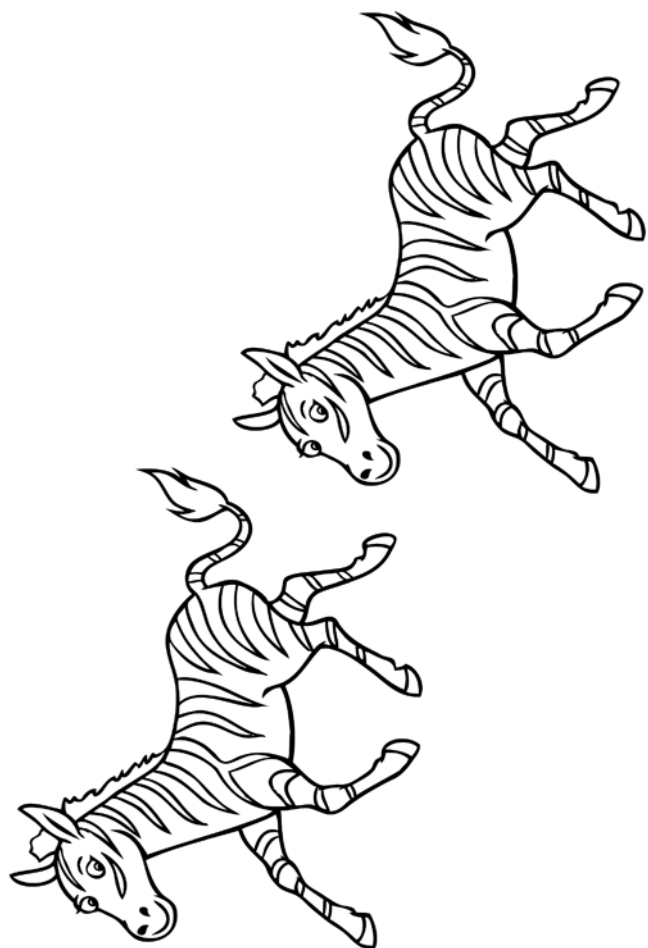




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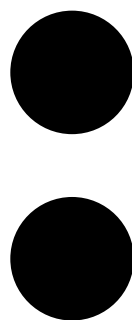
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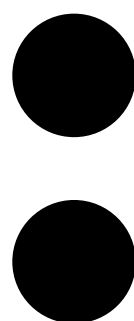


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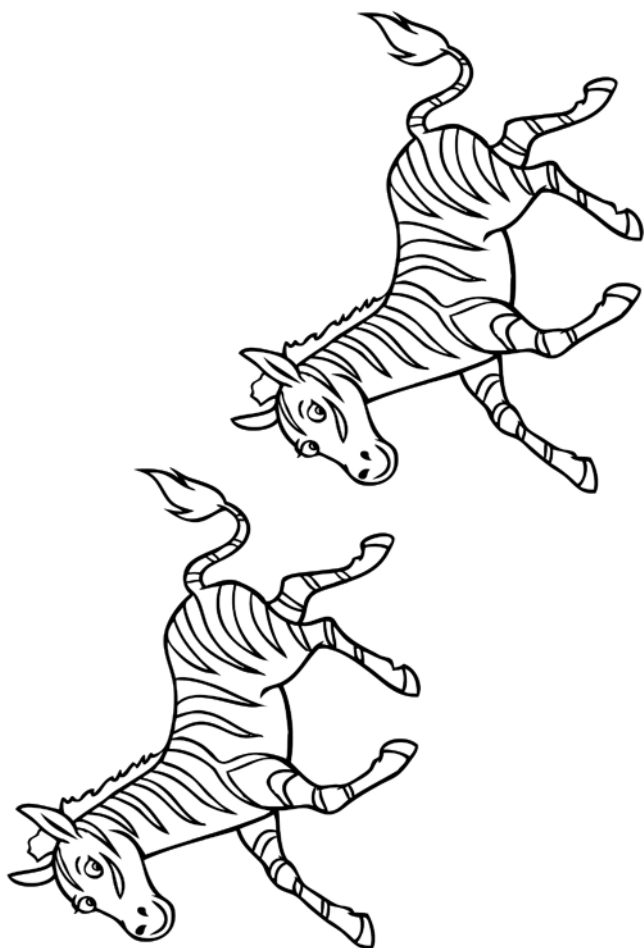
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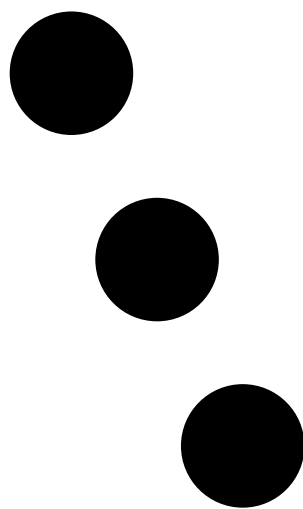
mbili



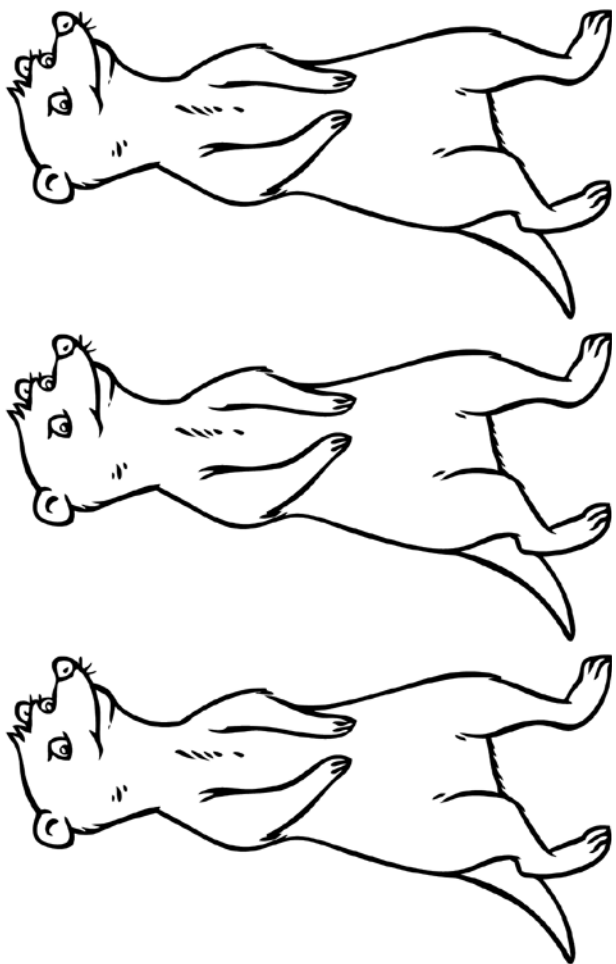
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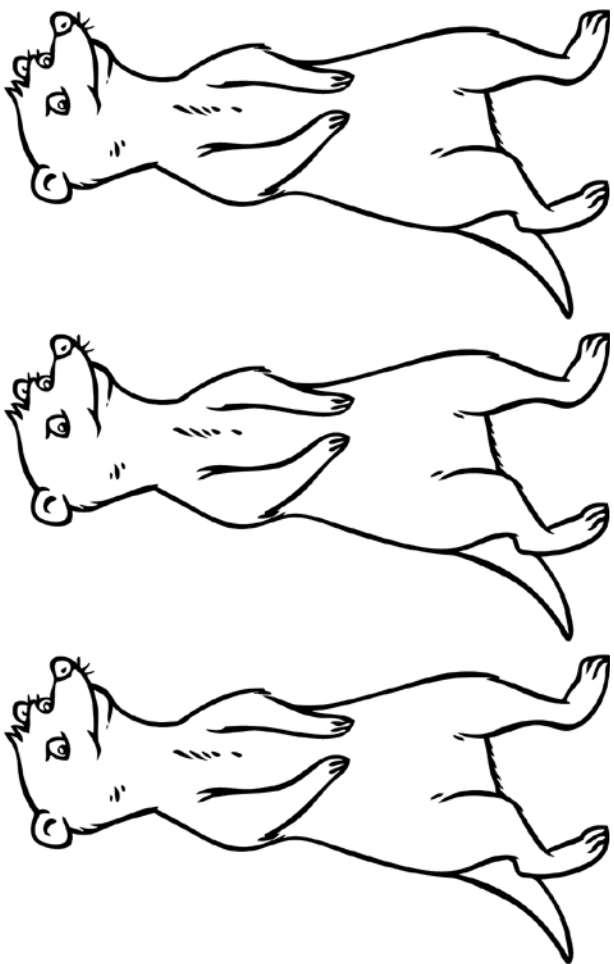
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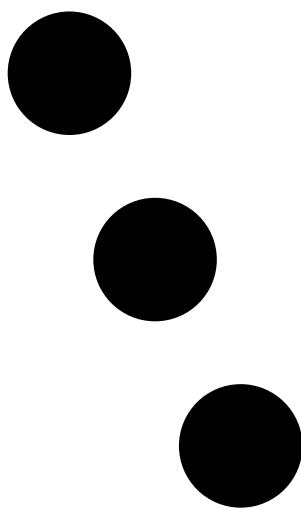
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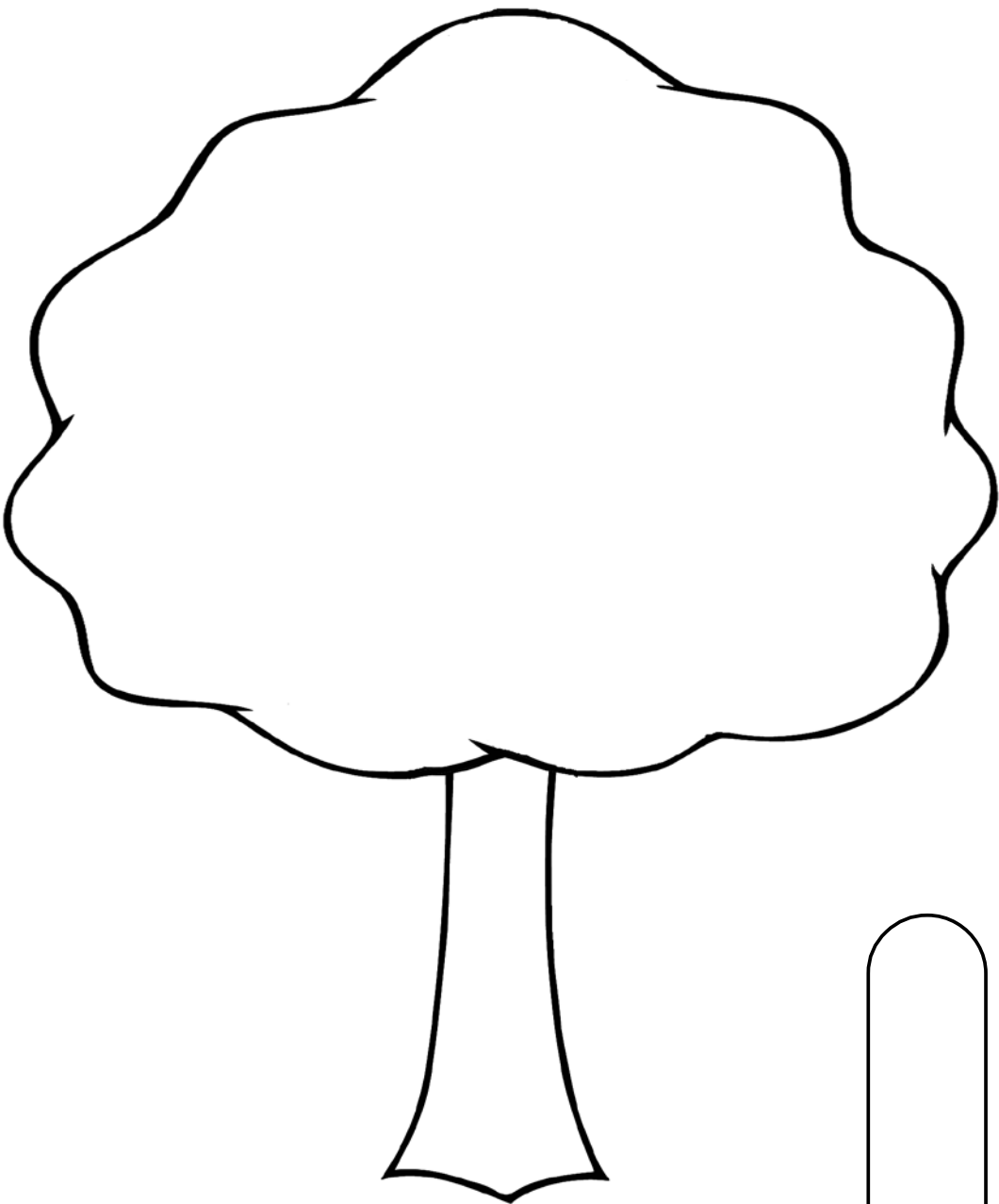
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3



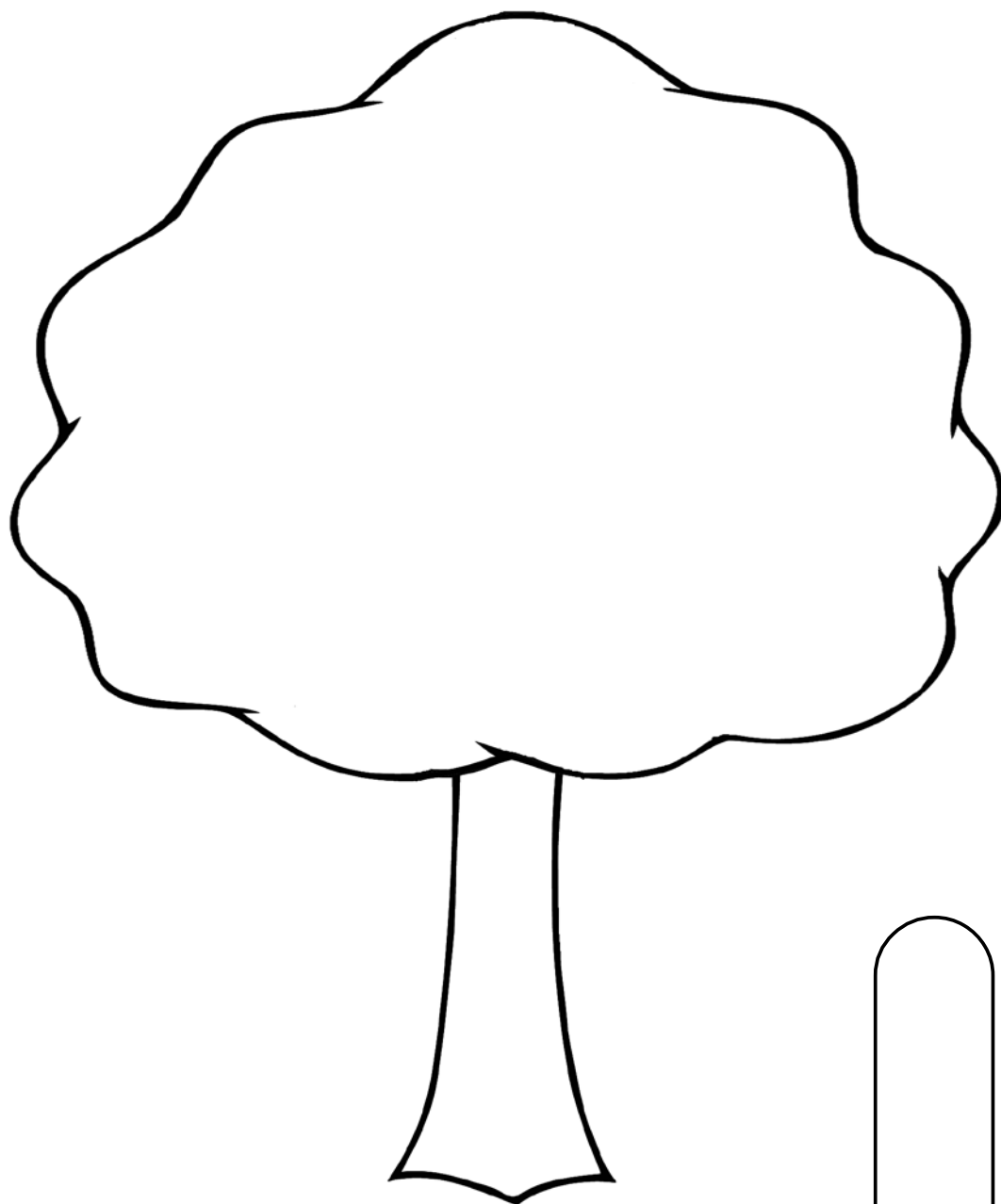
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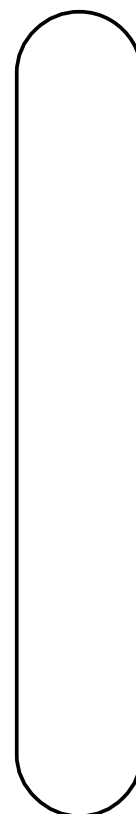
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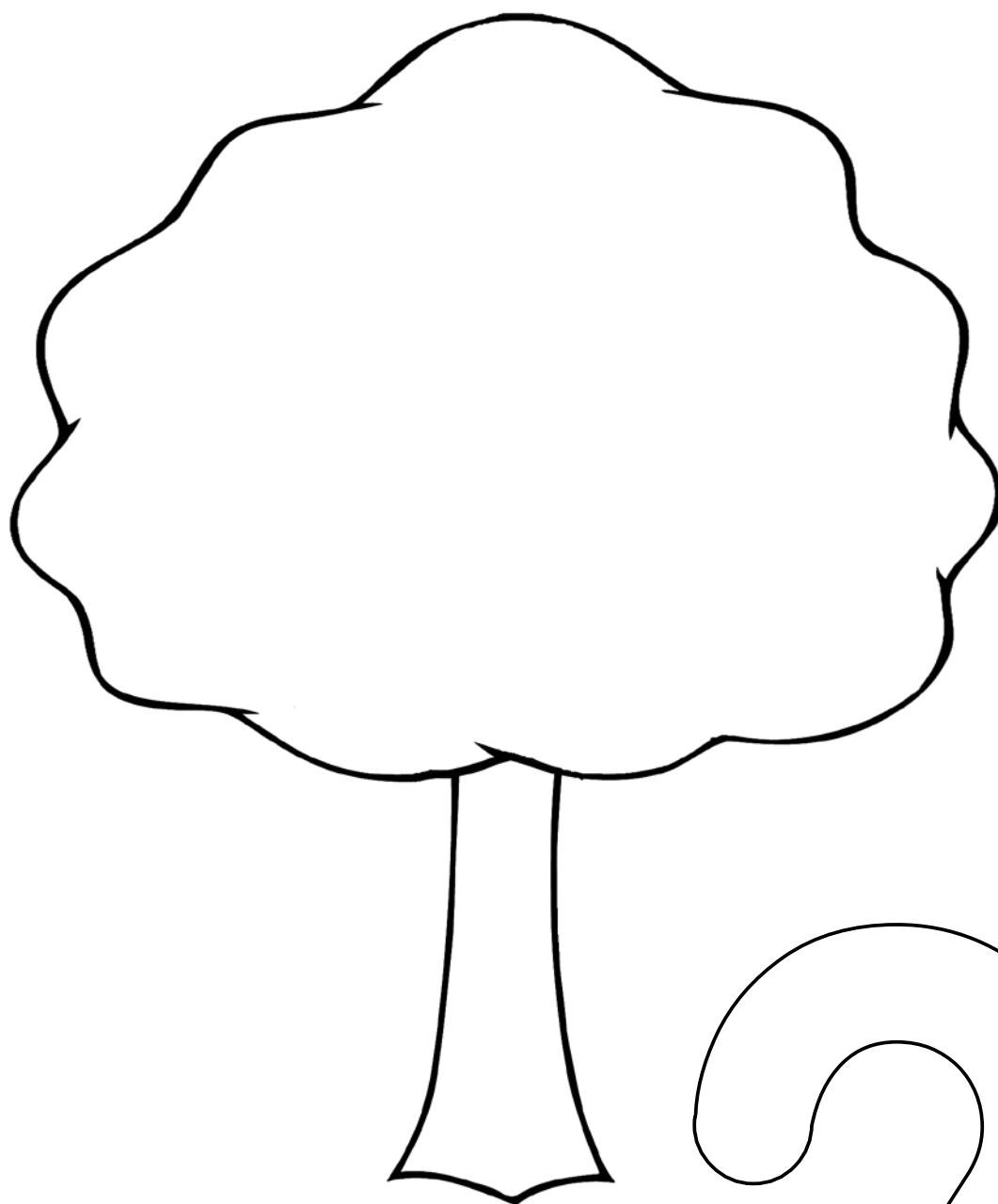
Themphuleithi ya suko la u tambisa: Nomboro ya 1



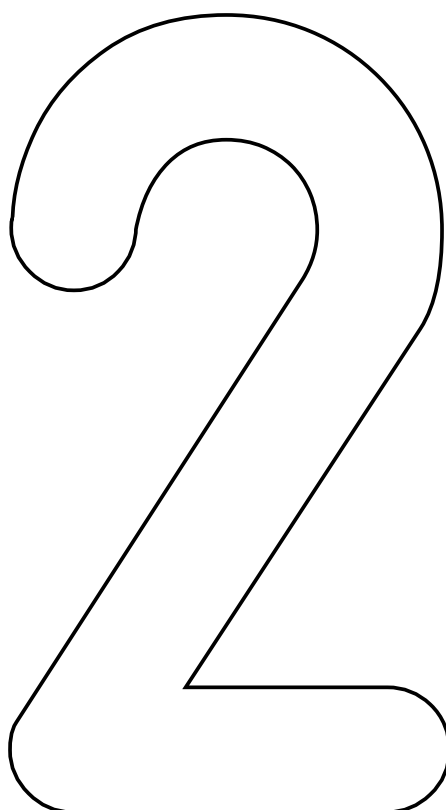
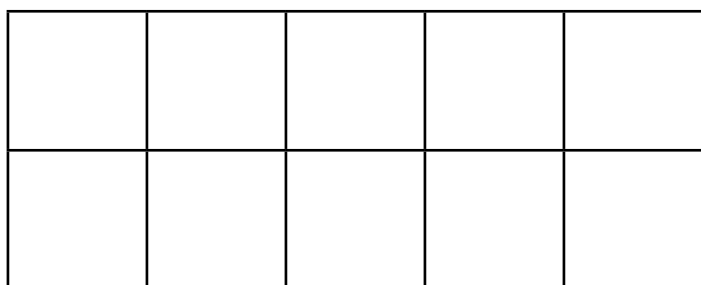
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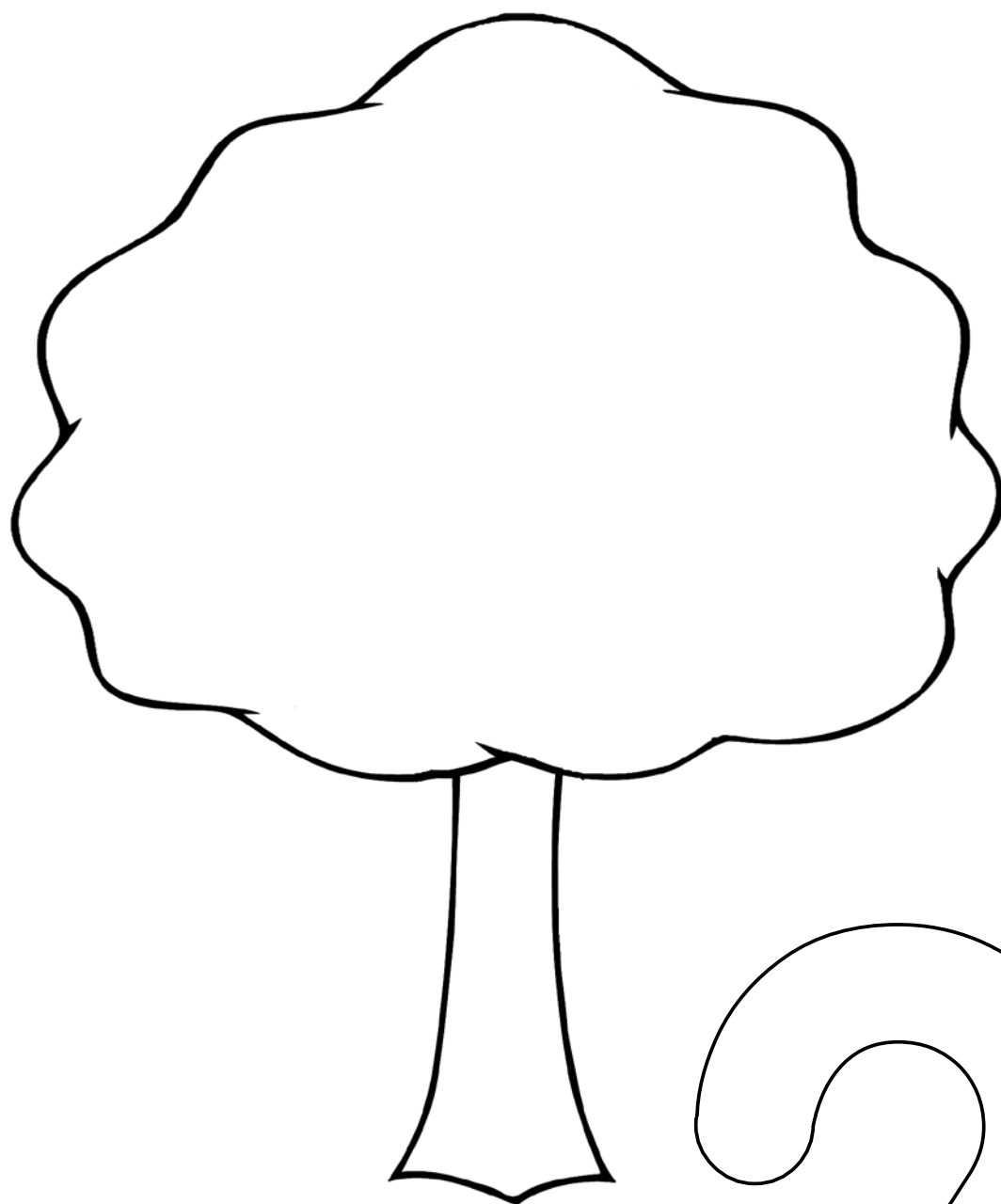
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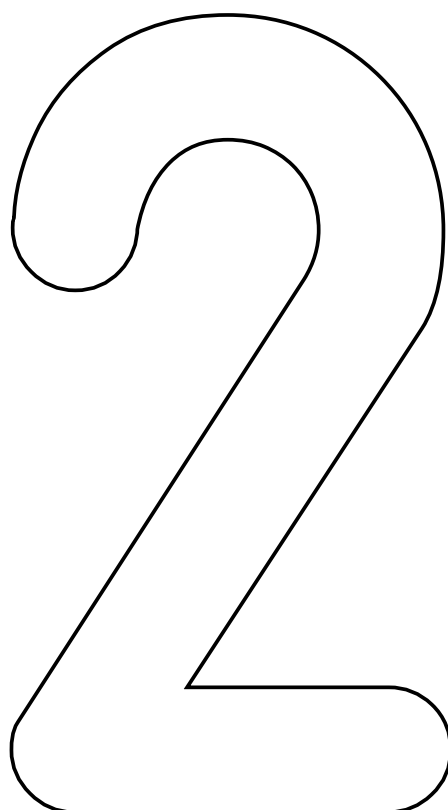
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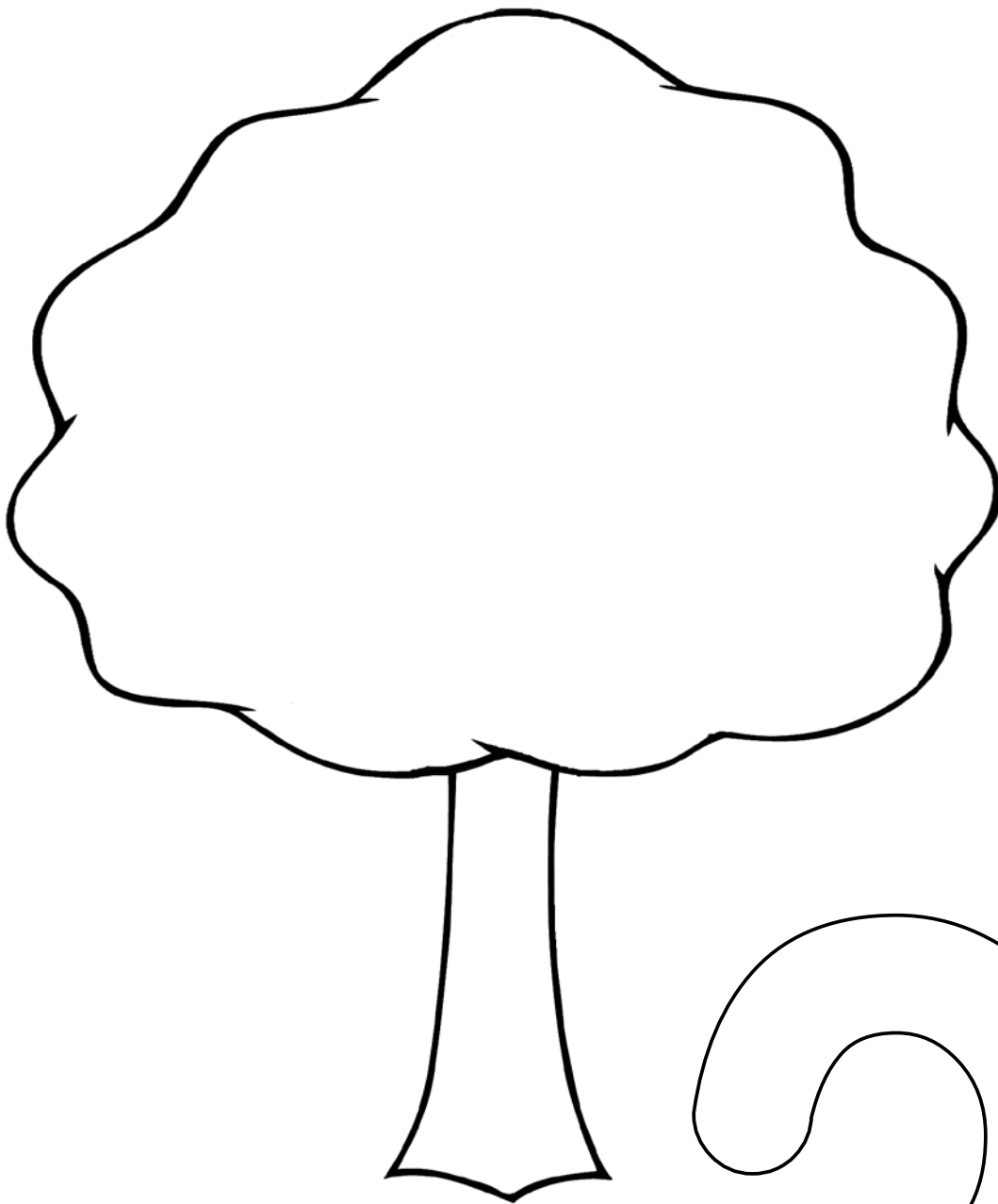
Themphuleithi ya suko la u tambisa: Nomboro ya 2



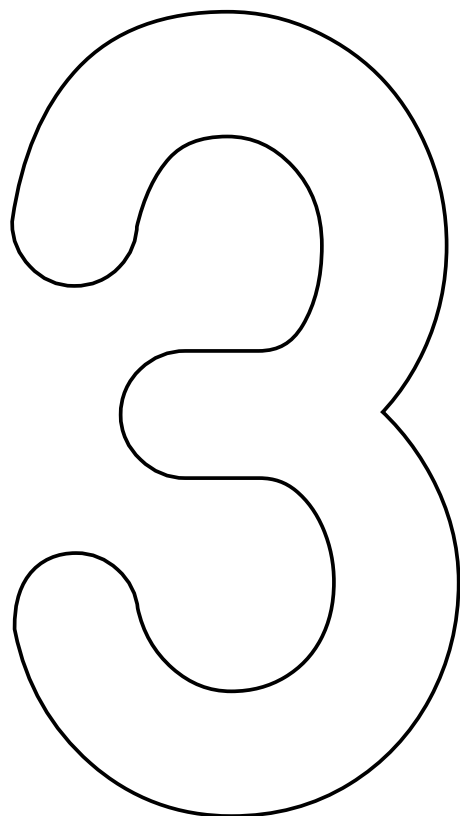
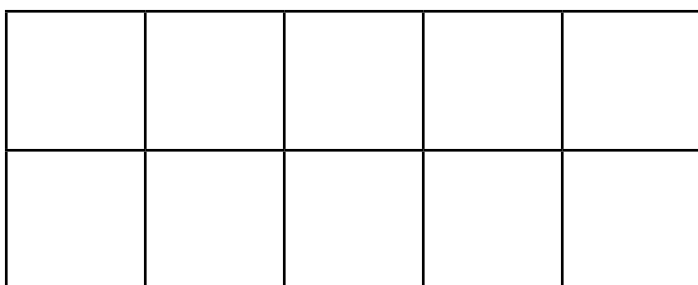
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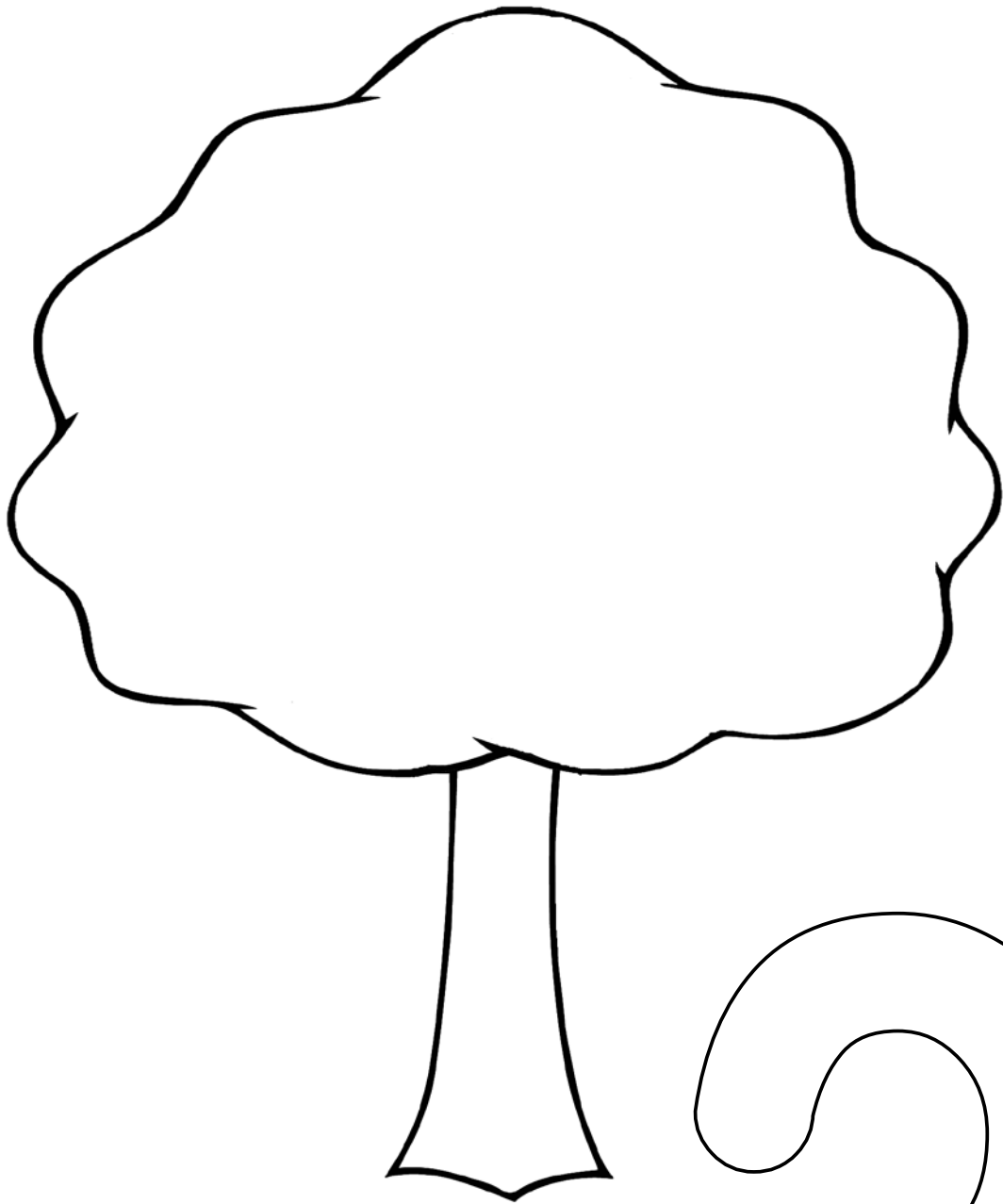
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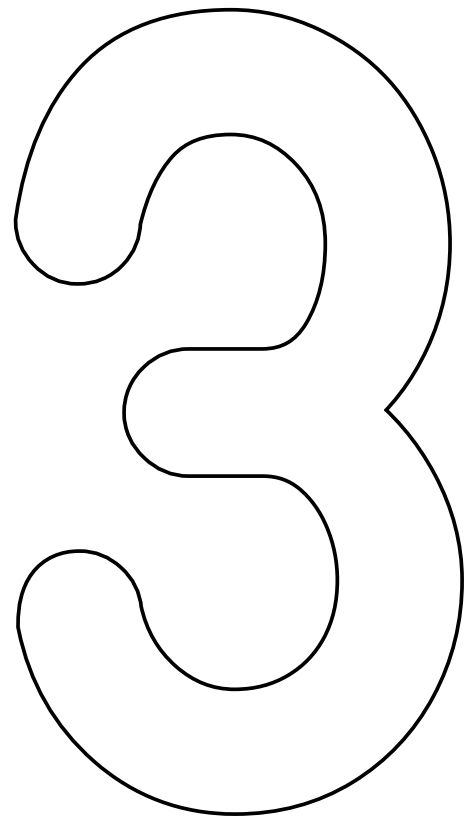
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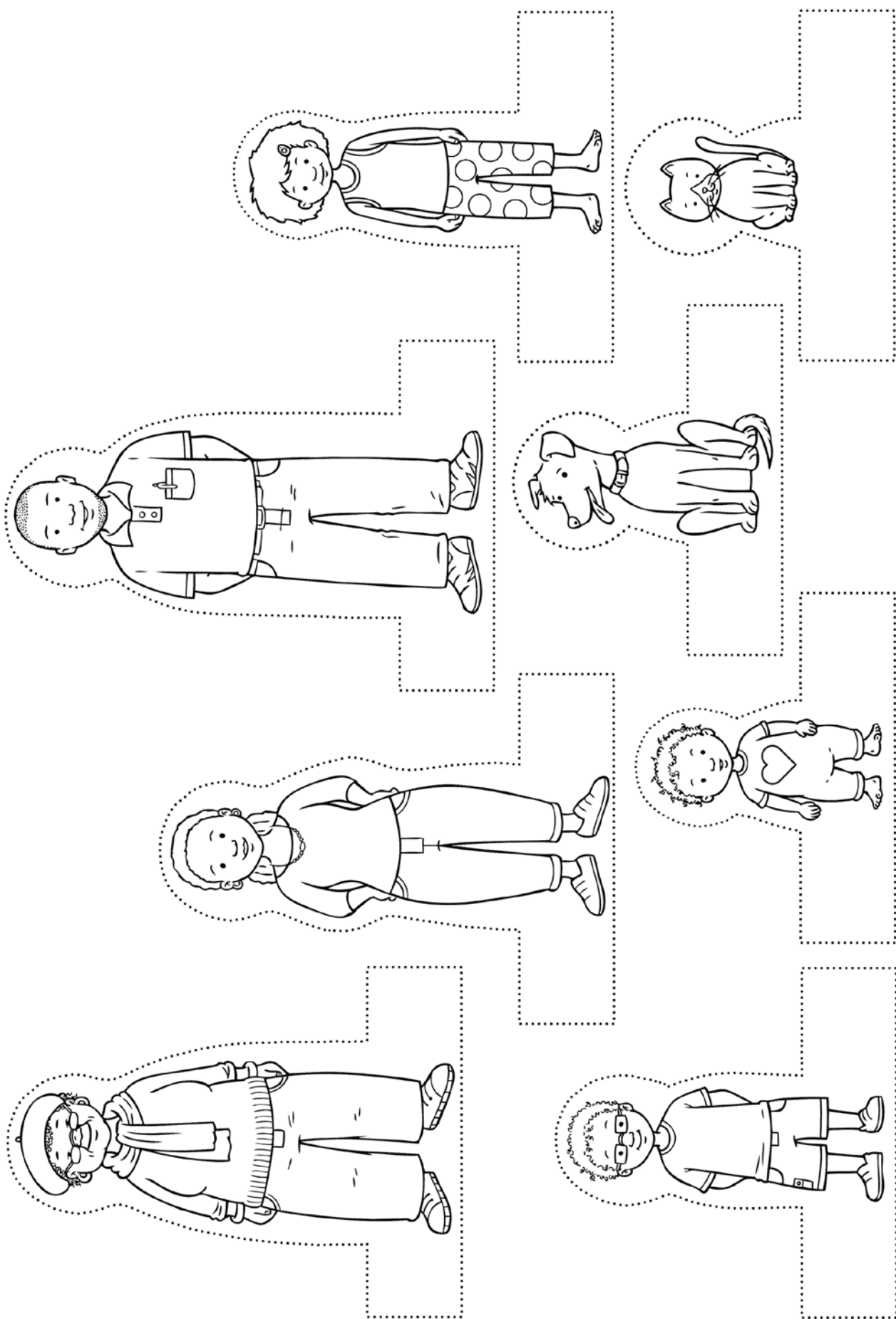
Themphuleithi ya suko la u tambisa: Nomboro ya 3



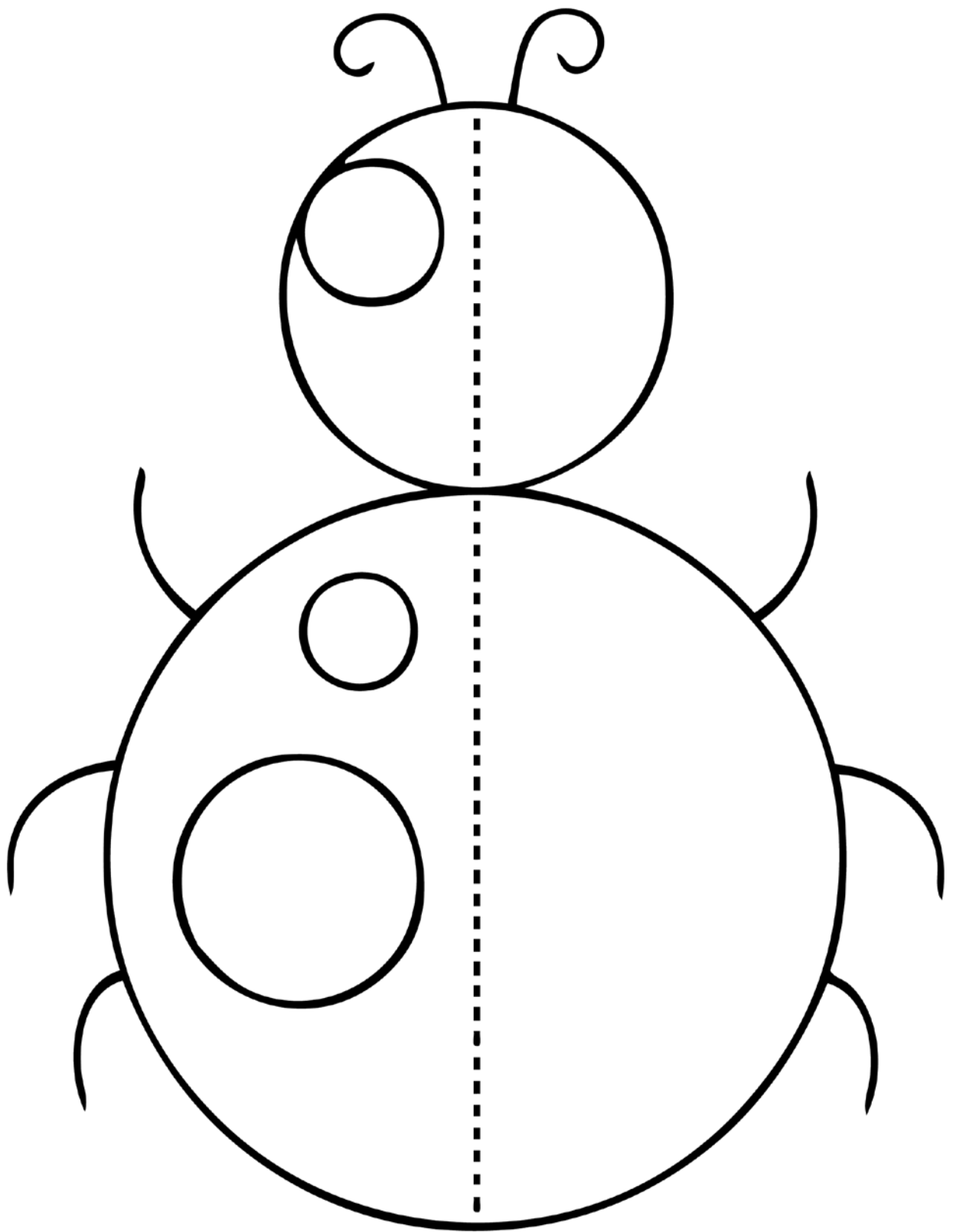
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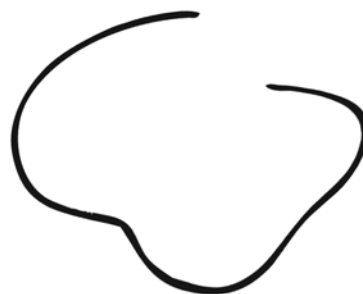
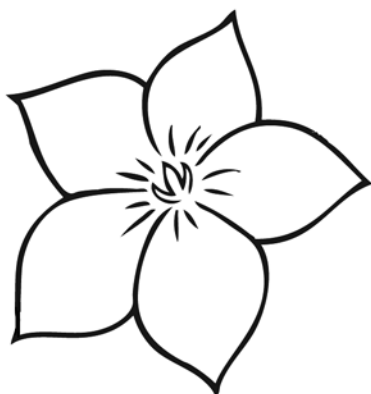
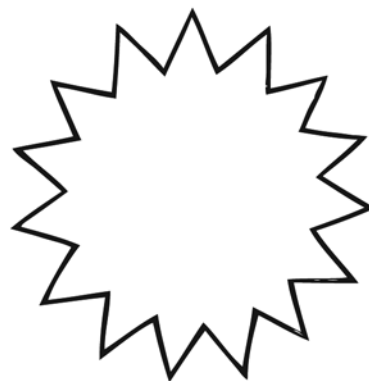
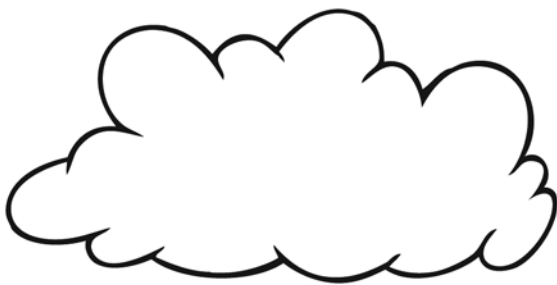
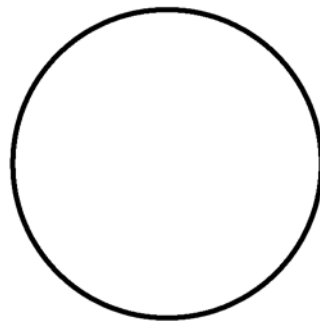
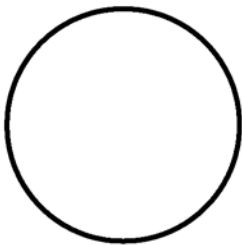
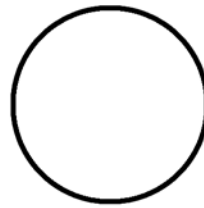
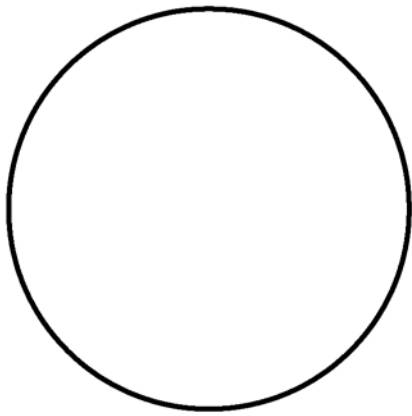
Finger puppets (Week 1) • Mapopai a minwe (Vhege ya 1)



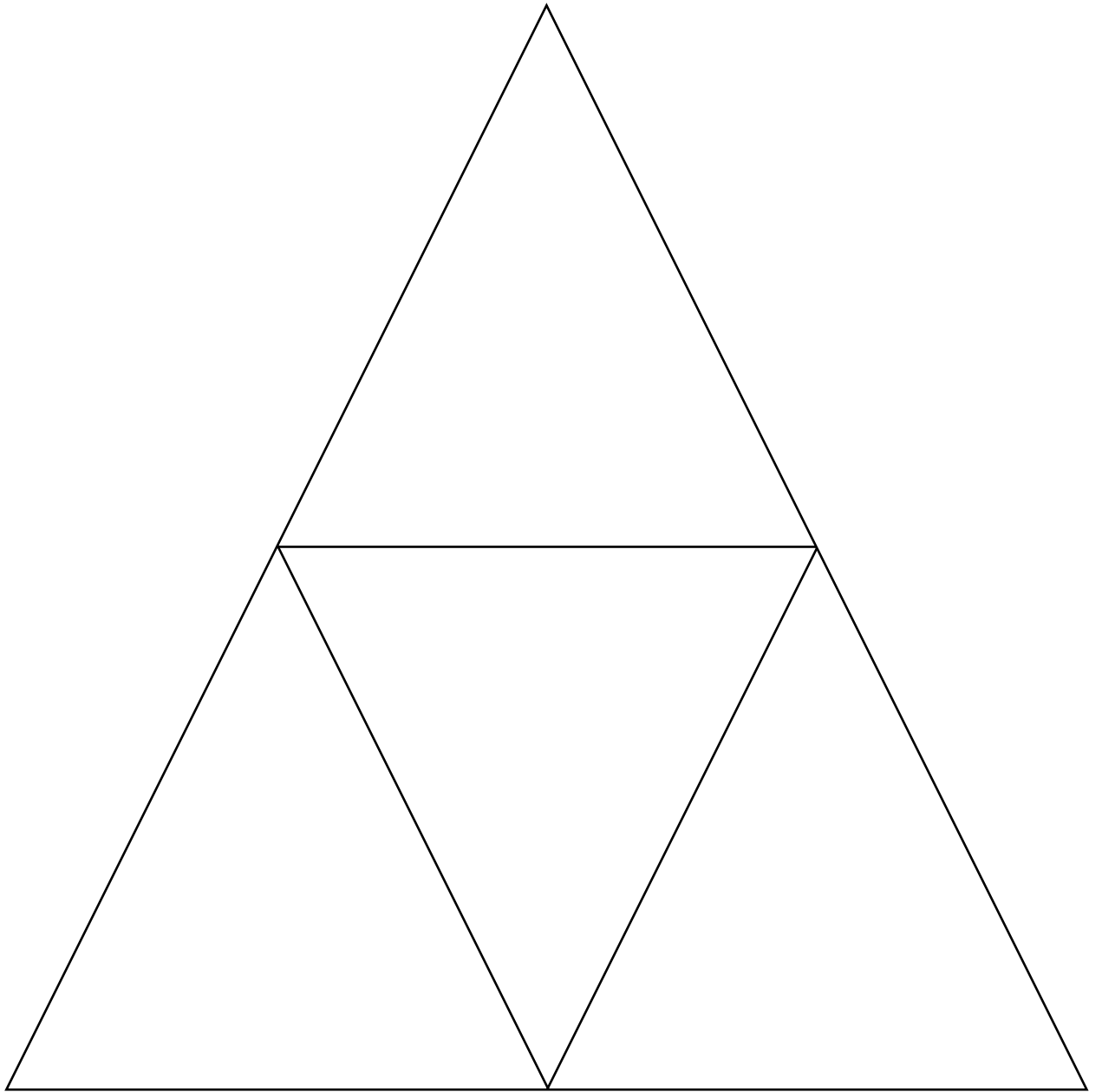
A beetle (Week 4) • Tshipembenene (Vhege ya 4)



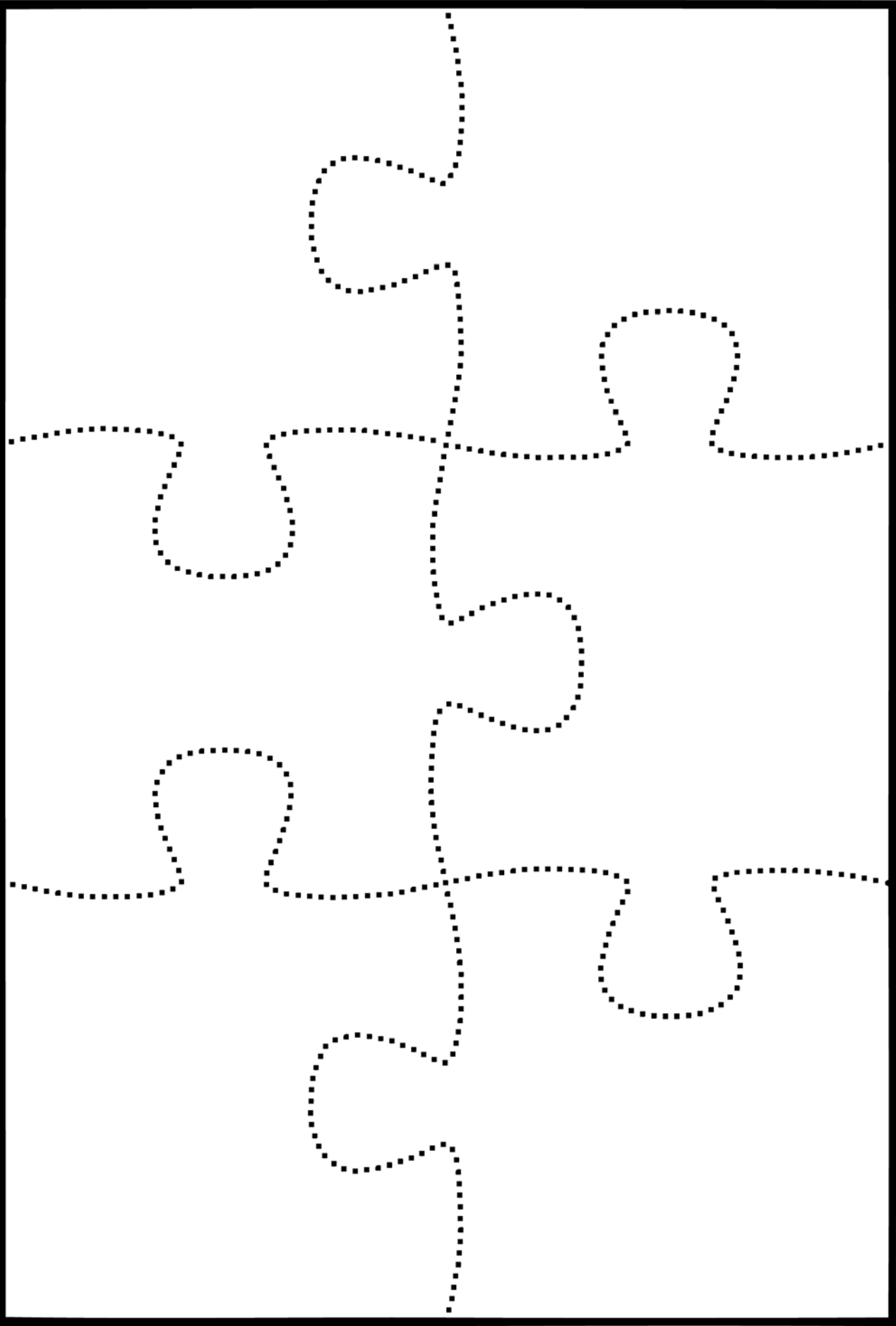
Circles (Week 4) • Zwitendeledzi (Vhege ya 4)



Triangles (Week 7) • Dziřhofunderaru (Vhege ya 7)



Six-piece puzzle • Phazili ya zwipiḡa zwa rathi



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Notes • Notsi

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Notes • Notsi
